

How to use the animation *Safety Rules for Children in Reception*

The EUAA developed a dedicated **package for children** according to the communication methodology of the Let's Speak Asylum project. This project aims to support authorities in their duty to provide information in a child-friendly manner. The package is part of a toolbox for information provision in the context of reception (arrival phase). It includes:

- an **animation on the rights and obligations** of accompanied and unaccompanied children in reception.
- an **animation on safety rules** for accompanied and unaccompanied children.
- a complementary **brochure on rights and obligations** in reception for accompanied children (*What you need to know about life at a reception centre*).
- a complementary **brochure on rights and obligations** in reception for unaccompanied children (*What you need to know about life at a reception centre*).

The materials are already available in several languages. The EUAA will continue uploading translations of the non-EU languages most commonly spoken by child applicants for international protection to the Let's Speak Asylum Portal.

The animations and the brochures complement each other. They are designed in a child-friendly manner, using simple and easy-to-understand text supported with self-explanatory visuals. These tools have been tested and piloted with children to ensure this. The feedback of piloting sessions with children has been key to validating the transcripts for group information sessions.

This manual provides guidance on the use of the animation on safety rules in reception. The animation is generic and cannot be customised. It provides general information applicable in all Member States.

Purpose of the animation

- The animation aims at providing accompanied and unaccompanied children above 14 years old with information about their safety and how to take care of themselves. It explains in a child-friendly way that nobody can insult them, threaten them, hurt them, touch them inappropriately or force them to follow others.
- It further warns them against some dangers, such as talking online to people they do not know and sharing their pictures, or trusting people who will try to convince them to run away from the reception centre or the country. It reinforces the message that



children can ask for help to the staff for any problems they might have and explains them the role of the police, the emergency doctors and the firefighters.

When and with whom to use the animation

For providing information to accompanied and unaccompanied children above the age of 14 who:

- recently arrived in the country (for instance, they arrived at the first reception centre a few days ago);
- have been recently transferred to second-line reception facilities;

Though mainly designed for the arrival phase, the animation can also be used during the stay phase.

It is not advised to use the animation for younger children, since the topics, messages and visuals are not adapted to this age group.

How to use the animation

The animation can be used in various ways, e.g. as support material during individual and group info sessions, played for individual use on a smartphone (accessible on YouTube) or played in common areas.

The animation has not been designed as a stand-alone product, but as a tool to be complemented by the oral provision of information and as such to be used as support material during (group and/or individual) information sessions.

It is suggested to play the animation during individual and/or group information sessions due to.

1. the sensitivity of some topics;
2. the need to complement the generic information from the animation with information specific to the national context and explanations;
3. involving children in an interaction with the staff, through an information session, is key to promoting the idea that they are listened to and they can reach out to the staff and the relevant services in case of need.

A [script](#) has been developed to support the facilitators when preparing and delivering group information sessions based on the animation.

The two animations that form part of the package for children deal with two different sets of topics, which are complementary. For this reason, it is advised to involve children in both information sessions, though on different days, since it could be overwhelming to provide them with too much information on the same day. It is suggested to **organise first the**



information session on rights and obligations of children in reception and following this to organise the **information session on safety rules in reception**.

Two customisable brochures (one for accompanied and one for unaccompanied children) complement the key messages included in the two animations. These brochures also come with scripts to support the delivery of group information sessions. Given the similarity of the topics covered by the brochures and by the two animations, it is advised not to involve the same children in both the group information session built based on the brochure and in the group information session based on the animations. However, the brochures customised with the relevant contact details and useful information can be handed out at the end of the session built based on the animation on rights and obligations. Similarly, the animation on rights and obligations (or both animations) can be shown to the children at the end of the session built on the brochure.

How to organise group information sessions using the animation

The animation comes with a [Script for the facilitator](#) providing guidance and suggestions to the facilitators for the preparation and delivery of group information sessions. The script has been designed to actively engage the children through sets of questions on the scenes and on the characters. Additionally, there are practical tips to inspire the facilitator.

Consider the following when preparing the group information sessions.

Target group

- The animation and the script are only addressed to accompanied and unaccompanied children over 14 years old. It is not advised to show the animation to younger children, since the topics, messages and visuals are not adapted to this age group.
- It is advised to have separate sessions for unaccompanied and for accompanied children.
- In some EU Member States and the associated countries, reception centres may host children who have applied for asylum together with children who have not applied for asylum. The animation refers to children who are staying in a reception centre while awaiting a decision on their asylum application. In such centres, the facilitator may still use the animation with both categories, organising either separate or joint sessions. In either case, the facilitator should adjust the information session accordingly and explaining that references to asylum are not applicable for the children who have not applied.
- The information sessions are addressed to literate and less literate children. The animations have both subtitles and a voice over so they can be easily followed by someone who might not read well.
- The sessions need to be organised according to at least two criteria: gender and language. Consider additional criteria for group segmentation, as per your target



audience (e.g. cultural background, education and level of literacy, cognitive and learning difficulties, etc.).

- The groups should be separated according to gender. Boys and girls should not be mixed due to the topics covered.
- Group children according to their common language. It is not advised to have to group together children that speak different languages (e.g. Somali and Farsi) and have separate channels of interpretation as this would slow down the dynamics of the session.
- Information sessions can be organised with either a few children or a group of up to 10-15 children.

Facilitation

- It is advised to have at least one facilitator and one interpreter. If available, two facilitators could co-lead the information session. It is crucial that both the facilitator(s) and the interpreter go through the script several times to discuss how to deliver the information session (and which practical tips to use) and to rehearse.
- **Space.** Identify a space where the information session can be carried out without any interruption. Find a room big enough to fit all the participants and place chairs in a semicircle if possible.
- **Projection of the animation.** Ensure technical equipment is working properly and rehearse.
- **Time.** The information session carried out using the script will take around 75-90 minutes. Consider taking a short break if needed.

Please consult the methodology page on the Let's Speak Asylum Portal for more guidance and practical tips on how to communicate in a child-friendly manner and how to organise group information sessions.



Script for the facilitator

In this section you will find a script that the facilitator can use to deliver the information session. For easy reference, the sentences/questions of the script are formatted in *italics*.

The facilitator introduces the session:

This is a group session. If you would like, you can ask the facilitators or the staff to have an individual meeting to ask questions or to discuss anything in private after the session.

*Before starting, let's get to know each other a bit. I would suggest that we introduce ourselves saying our name, country of origin and we could also mention favourite foods**

*the facilitator might decide to choose another example e.g. sports, etc..

Since we are a group, I would suggest we establish some ground rules before starting, in order to get along:

- *Unless you expect urgent calls, please put your phone on silent so as not to be disturbed during the session.*
- *There are no right and wrong answers, so I would like to ask you to listen to each other's opinions and try not to offend each other.*

After introducing the session, the facilitators will:

- play the animation to the children once all the way through.
- On replaying the animation, the facilitator will pause the animation at the times indicated in **red** below to go into each topic in detail. For ease reference, the facilitator is provided with the voice-over (hereafter referred to as message) of the animation for each scene. This message does not need to be read to the children.

**SCENE 1: 00:00–00:11****Introduction****Message from the animation**

Welcome! Today I will explain some safety rules you need to follow to be safe and avoid dangers when staying in a reception centre.

Guiding questions

1. *Today, we will talk about safety rules. What kind of dangers do you think there might be inside and outside of the reception centre?*
2. *Why do you think we need rules to be safe?*

**Practical tip**

- If the children do not come up with anything, the facilitator could provide some examples.

SCENE 2: 00:13–00:28**Kitchen****Message from the animation**

Always take care of yourself! If there is a kitchen in the centre, be careful when using hot water, the oven or knives. You could get hurt! Ask an adult if you need help.

Guiding point

1. *This animation was developed to be shown to many children like you, living in different countries in Europe. Depending on the organisation of the reception centre they live in, they might be allowed to cook something or to warm some water or they might receive food prepared by others.**

*The facilitator will explain if the children are provided with meals or money to buy food.



Practical tip

If children cannot cook but can warm water or heat food in the microwave autonomously, it is advised to provide them with some information about how to use the microwave, for instance warning them against covering food with aluminium foil.

SCENE 3: 00:29–00:35

Wash your hands

Message from the animation

Wash your hands properly, especially before and after you eat or use the toilet!

Guiding questions

1. *Why do you think is important to wash your hands before and after you eat?*
1. *Why do you think is important to wash your hands before and after you use the toilet?*

SCENE 4: 00:36–00:44

Bathroom

Message from the animation

If you don't feel comfortable going to the bathroom alone, ask a friend or a person you trust to accompany you.

Guiding points

1. *As you can see in this scene, one boy is asking his friend to wait for him while he is having a shower.*
2. *Let's imagine you find yourself outside the centre and you need to use the toilet. The toilet might not have a lock and there are many people around. Would you ask a friend to accompany you and wait for you outside?*



SCENE 5: 00:45–00:52
Proper clothing

Message from the animation

Make sure you wear proper clothing to protect yourself from heat, cold or rain.

Guiding question

1. *Why do you think is important to wear proper clothing?*

SCENE 6: 00:53–00:57
Always be kind to others

Message from the animation

Also always be kind and help others.

Guiding point

If this topic was already dealt with in depth while showing the animation on rights and obligations, the facilitator can refer to that, emphasising the importance of being kind to others. There is no need to go through the below questions again.



Practical tips

1. *Do you think is important to be kind and help others? Why?*
2. *Could you provide some examples of being kind and helping others here inside the reception centre?*
3. *Could you provide some examples of being kind and helping others outside the reception centre?*



SCENE 7: 00:58–1:09

Fire

Message from the animation

Remember, in case of fire, cover your mouth, exit the building or the place immediately and go to a safe area like the agreed meeting point.

Guiding question

1. *What else is important to do in case the event of a fire?*



Practical tips

Consider developing on this topic with the following questions:

1. (If not mentioned by the children), *it is very important that you leave as soon as possible, and to gather at the agreed meeting point.*
2. *Do you know where the agreed meeting point is?*
 - The facilitator should explain where to find the agreed meeting point. It is also advised to accompany the children there at the end of the session so they can familiarise themselves with it.
3. *Let's imagine the following scenario. A fire has started and you realise that you have left your mobile phone in your room. What would you do?*
 - Reinforce the message that in these moments the children should not waste any time collecting their things/stuff, since even one minute can make a difference.

SCENE 8: 1:10–1:22

Cigarettes, alcohol and drugs

Message from the animation

Cigarettes and alcohol are bad for your health. Drugs are both dangerous and illegal. Do not take drugs or pills from anyone, no matter if they are strangers or other residents.



Practical tip

If this topic was already dealt with in depth while showing the animation on rights and obligations, the facilitator can refer to that, emphasising that alcohol, drugs and cigarettes can have very bad consequences for children's health. There is no need to go through the below question and guiding point again.

1. *Why do you think is important not to take drugs or pills from anyone, no matter if they are strangers or other residents?*
- The facilitator might take some time to talk about drugs, asking the children what types of drugs they have heard about. The facilitator could provide some information on the most common types of drugs and how they are consumed, emphasising the dependency they create and the harmful consequences for their health.

SCENE 9: 1:23–1:42 **Nobody is allowed to...**

Message from the animation

Remember, nobody is allowed:

- to insult you
- to threaten you
- to hurt you
- to touch you inappropriately
- or to force you to follow them

No matter who they are – a stranger or a person you know.



Guiding questions

In the animation you can see that things that are not allowed are in red. Nobody is allowed to insult you, threaten you, hurt you, touch you inappropriately. Additionally, nobody can force you to follow them. Let's go through the points one by one.

Insult

Nobody is allowed to insult you. Let's think together about some example situations.

- 1. Who likes football here? What is your favourite football team?*
 - If none of the children like football, you can choose another sport and adapt the sentence accordingly.*
- 2. If someone tells you that the team you like is not very good, or is only very lucky, do you think this is an insult?*
 - If the children say 'yes, it is an insult' the facilitator should say that this is only the opinion of someone and pass to the example in point 3. If the children reply 'no, it is not an insult', go to straight to the last bullet point.*
- 3. Let's think about a boy who stammers. The other boys start teasing him telling him that he should better shut up because he cannot talk. Do you think this is an insult?*
 - Remember that is important not to react to insults with violence. It is instead crucial to talk to the staff working in the centre. They can advise you and help you!*

Threaten and hurt you

- 1. Do you know what it means to be threatened? Could you provide some examples?*
 - If the children do not provide examples, the facilitator can say: let's imagine that someone says 'If you do not give me your mobile, I will punch you.' This is a threat.*
 - In this case, it is also important not to react to threats and violence with violence. You can talk instead with the staff of the centre.*

Touch you inappropriately

- 1. Let's imagine the following scene. Ahmed/Samira* meets some friends, he/she greets them by shaking hands. Do you think this is ok and appropriate?*

**Choose Ahmed for a group of boys and Samira for a group of girls.*

- 2. Let's imagine another scene. There is a person who would like to be intimate with Ahmed/Samira, to touch him/her in his/her private parts without his/her consent.*
 - This person might also try to convince him/her to accept by offering something in exchange (e.g. money, a mobile phone, expensive clothes, offering to add credit to his/her mobile phone).*
 - If you ever find yourself in this situation, remember that you can talk to the staff working here.*

Force you to follow them

- 1. Let's now imagine this scene. Some people tell Ahmed/Samira that if he/she does not follow them, they will hurt him/her.*



- *This situation could be very dangerous. It is very important that you come to us whenever you have any problems, even if the problem seems very big and you feel very scared. Remember that problems can be solved together!*

SCENE 10: 1:44–1:53

Ask for help...

Message from the animation

If someone tries, reach out and ask for help! Immediately contact the social worker, an adult you trust or the police.

Guiding question

1. *Why do you think is important to ask for help from the social worker, an adult you trust or the police?*



Practical tip

- If relevant, the facilitator could spend some time highlighting the role of the police. Some children might have had not always positive experience with the police in their country of origin, in countries of transit or even in the country where they currently find themselves.

SCENE 11: 1:56–2:12

Police, emergency, firefighters

Message from the animation

1. The police, the emergency doctors and the firefighters are there to help you. If you are outside the centre and if you are in danger or you have an accident, you can call the national emergency number from any phone, for free.

Guiding question

1. *Let's imagine you are outside the centre. Do you know which emergency number you should call, even if you do not have credit on your mobile?*
- If they do not know, the facilitator should tell the children which emergency number they can call.

SCENE 12: 2:14–2:32**The internet****Message from the animation**

Be careful when using the internet! Never talk online to people you don't know. Do not share your personal information and photos of yourself! The internet is useful, but it can also be dangerous.

Guiding questions

1. *Do you think the internet is useful? Why?*
2. *However, do you think it can also be dangerous? Why? Can provide some examples?*

**Practical tip**

The facilitator might complement saying that *some people might create some fake profiles and might contact you for different reasons. Some might try to get to know you, offer you a job or even ask you to send them photo, but you should not trust them. If this happens, remember that you can talk to the staff working in the centre as they can advise you.*

SCENE 13: 2:34–2:59**Family members in another country****Message from the animation**

If you have family members in another country, please inform your social workers as soon as possible.

Many people will try to convince you to run away from the reception centre or the country.

Do not trust them! They will put you in danger!

In case you are asked to leave the centre, inform an adult working here

Guiding questions

1. *You might have family members or friends living in another country in Europe. There might be people who will approach you and will tell you that they can help you to easily go and live in that country. They could be men or women, they could be from your country or from another country. They might even tell you not to worry about the money and that you can pay them back later. They might even tell you that they will find you a job there.*
2. *Do you think you can trust them? Why?*



Practical tip

- Depending on the children's answers, the facilitator might complement explaining: *'These people might put you in dangerous situations and you should not trust their promises. They might force you to do things you do not want and take advantage of you.'*
- The facilitator may conclude saying *'Remember, you should trust instead the persons working in the reception centre, they can provide you with the right information and support'*.

SCENE 14: 2:59—3:17

Follow the rules and stay safe

Message from the animation

Follow these simple rules and stay safe! If you have any problems or you know any other child in trouble, inform your social workers!

And remember, you can always ask adults working in the centre for help and support.

Guiding questions

1. *Do you know who you can speak to if you have any problems?*
2. *Can you provide some examples? For instance, who can you ask for help if you are outside the reception centre? Do you remember the emergency numbers?*
3. *Do you have any questions?*



Conclusion

*Thanks for participating in the info-session. You can rewatch this animation as often as you wish.**

**The facilitator will indicate where the children can access the animation.*

Remember that you can always come to us and we can have an individual discussion.



Practical tip

- The facilitator could accompany the children to the agreed meeting point in the event of a fire.