



**Muslim Scout
Fellowship**



Islamophobia Awareness Month

Blanket Badge Activities

As-salamualaikum!

Islamophobia Awareness Month 2025: Seeds of Change

The goal of this year's campaign is to emphasise the fact that meaningful, small actions contribute to big change. This year during IAM, make a conscious effort to plant those **seeds of change** by reaching out to non-Muslim groups, collaborating with them, and actively building bridges to challenge stereotypes about Muslims and break down Islamophobic rhetoric. It is these seeds that will ultimately grow to counter Islamophobia across society at large.

In collaboration with The Scouts Association, MSF have launched the Islamophobia Awareness Month Blanket Badge! This badge aims to promote understanding, respect and inclusivity in Scouts. Take on some of the activities included in this pack and earn your IAM Badge this November. **[Order your badges here!](#)**

May Allah protect our communities from experiencing Islamophobia and keep us steadfast in our commitment to upholding the values of Islam. May Allah bless all leaders working hard to provide positive experiences for young Muslims through our Scout programmes, and may He allow us to be inspiring role models for our young people. May Allah preserve our ability to recognise and counter injustice, and ultimately bring us all closer to Him through our dedication to seeking the best for our communities. Ameen.

~ MSF Programme Team



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Islam and Scouting

Section	Objectives	Activity
Beavers & Cubs	- To learn about the 5 pillars of Islam. - To help Scouts understand the core practices of Islam and how they shape the lives of Muslims. - How Islamic values overlap with scouting values.	Idea 1: Learn about the 5 pillars of Islam - The Five Pillars are Shahada (Faith), Salah (Prayer), Zakat (Charity), Sawm (Fasting), and Hajj (Pilgrimage) - Use a creative way to present the 5 pillars - Teach a non-Muslim group about the 5 pillars Idea 2: Discuss how scout values and Islamic values overlap, e.g. Scout Law: A Scout is helpful and cares for others, being ready to assist those in need. Islam: The Quran and teachings of the Prophet Muhammad (PBUH) place a strong emphasis on helping others. Acts of charity, like giving Zakat (charity), another pillar of Islam, and offering help to anyone in need are deeply encouraged. Prophet Muhammad (PBUH) said, "The best of people are those who bring the most benefit to others" (Sahih Bukhari). Scout law: A Scout has self-respect and respect for others. Islam: Islam teaches respect for oneself through discipline and purity, and respect for others through kindness, fairness, and compassion, regardless of background or belief. Scout law: A Scout should be honest and trustworthy. Islam: Islam places great emphasis on truthfulness and trust, as the Prophet Muhammad (PBUH) was known as "Al-Amin" (the trustworthy), and honesty is considered a key virtue in both personal and community life.

Acts of Kindness

Section	Objectives	Activity
Beavers & Cubs	- To inspire young people to perform acts of kindness towards others, the environment, and themselves, reflecting key values of Islam. - Understand that our actions, behaviour and character are a reflection of our faith.	Idea 1: Care Towards Others - Islam is a religion that promotes caring for others, regardless of status, race and religion. And especially towards those in need. - It also promotes selflessness and prioritising others with compassion. The Prophet Muhammed PBUH (peace be upon him) said “None of you will have faith until he loves for his brother what he loves for himself” (Bukhari). - Display care towards others by: - Raising money for a charity of your choice (eg bake sale, quiz night). - Writing a card to a loved one and decorate. - Filling a decorated shoe box with your loved toys to give to a hospice/children’s charity. Idea 2: Environmental Stewardship - Islam is a religion that promotes caring for our environment. - Do your part for the environment by: - Picking up litter. The Prophet Muhammed (PBUH) said “And removing a harmful thing from the path is a charitable act.” (Bukhari and Muslim) - Planting trees/seeds at a community centre or garden - Looking after animals (visit an animal rescue centre) - Recycling - Conserving water

Myth Debunking

Section	Objectives	Activity
Cubs & Scouts	Explore common misconceptions about Islam and Muslims and debunk them.	- Myth 1: 'all Muslims are Arabs' - Muslims can be from any country and background. For example, the country with the largest population of Muslims is Indonesia with 240 million people! - Learn how to say 'Peace be with you' in 5 different languages, including Arabic (as Arabic is the language of the Quran). - Discover foods and clothing from different countries of people in your Muslim Scout group. This celebrates the diversity within the Muslim world. - Myth 2: 'Islam promotes violence'. - On the contrary, the word 'Islam' in Arabic literally translates to peace. Islam is a religion that promotes peace, kindness and unity between all people. - Have the group draw symbols of peace (dove, olive branch, handshake) and display quotes from Islamic teachings that advocate for peace and compassion. - Discover a story of the prophets of Islam where a prophet (AS) prioritised peace over violence (e.g. Ibrahim (AS) remaining peaceful with his people despite them throwing him into fire, or Yusuf (AS) forgiving his brothers after they threw him into a well). - Encourage young people to create blogs or vlogs reflecting on Islamophobia. They can discuss myths, share personal stories and experiences, or provide suggestions on counteracting Islamophobia within their community.

Muslim Role Models

Section	Objectives	Activity
Cubs & Scouts	- Learn about a key Muslim Role Model (past or present). - This could be an individual from the Golden Age of Islam, or a key local Muslim hero, or an international figure. - Learn about Muslim history in the UK.	Idea 1: Create a Fact File about a Muslim role model - Start by asking young people about their role model, and for specific reasons why they look up to that person. Identify if any of the role models in the group are Muslim. - Present a few Muslim heroes from different points in time. Try to vary between age, profession, gender (e.g. Khadija (RA), Salaheddin Ayub, Muhammad Ali, Omar Suleiman) - Help them pick/find someone they would be interested in learning more about - Create a fact file about the individual or make a superhero themed clay stop motion story video about role model Idea 2: Explore the history of Muslims in the UK - Muslims are not new to Europe or even the UK. Find and visit a place which has had Muslim influence that many of your young people don't know about (e.g. Chiswick House in London, Powis Castle in Welshpool, Osborne House in Isle of Wight, Kedleston Hall in Derbyshire and Brighton Pavilion and Museum in Sussex, to name a few). - Discuss historical and contemporary Muslim contributions globally and in the UK. For example: - How the European renaissance was inspired by Islamic advancements in Andalusia - Major advancements in subject of maths, medicine, architecture, optics, geography due to Muslim scholars - NHS reliant on professionals from Muslim countries - Muslims in UK are the most charitable of all religious and non-religious groups

Inclusivity, Discrimination, Biases

Section	Objectives	Activity
Scouts & Explorers	- Learn about inclusivity, discrimination and biases. - Understanding key terms: Stereotyping, excluding, microaggressions, unconscious bias. - Should not be an invitation for people to start discussing insults but a time to reflect and learn, becoming a positive advocate.	Idea 1: Status Number Game - Assign everyone a number from 1-10 - they should not know their own number. - This can be done with a headband or sticking a playing card to their forehead - The numbers represent their status in an imaginary society. Everyone wants to be a 10, be close to them, talk to them etc. - Once everyone has their numbers, let them mill around and talk to each other. The higher the number, the more other Scouts should be talking to them, and trying to be close to them. - At the end, have them guess what number they are based on other peoples interactions - Discuss and reflect how it was to be treated differently based on a randomly assigned number. Idea 2: Role playing with micro-aggression statements - Read the following statements out and decide as a group if it is a micro-aggression or a genuine question, or if it depends on the context, and any relevant feelings and reactions that come with hearing each statement - Hijab: "Do you wear it in the shower?" "Aren't you hot in that?" "Do your parents force you to wear it?" - Prohibited things like partying, bacon, and alcohol "Don't you feel like you're missing out?" "Don't you think your religion is too strict?" - Ramadan/fasting "Just break your fast, no one will know" "You can't even drink water?" - Cultural biases "No, but where are you really from?" "You speak Arabic, don't you - what does this text mean?"

Reflection on Riots and Muslim Hate

Section	Objectives	Activity
Scouts & Explorers	Reflect on the Islamophobic riots in August 2024	Have a group reflection about the Islamophobic riots in August 2024, and the feelings, discussions, and reactions that arose as a result. - Potential questions: - What's a riot? How does a riot break out? - What does 'far-right' mean? - Why do you think the far-right were rioting against Muslims? - What's the English Defence League? What do they think they are defending? - What's an immigrant and why were people rioting against them? - What is a fascist? What makes fascism dangerous? - Have the group think of ideas to counter the narratives being pushed during (and in the lead up to) the riots. - What would you tell the rioters if you got the chance? - How would you like them to think about Muslims in the UK? - How does hatred spread, and how can we foster positivity and anti-hatred? - What small actions can we do to change the perception of Muslims in the UK at large?

360° on News Outlets

Section	Objectives	Activity
Scouts & Explorers	Explore the biases in news reporting.	Idea: Analyse news stories and headlines - Consider how the same story is represented by different media outlets with their bias - Discuss how to find honest, factual information, and how to discern what is true from what is false or exaggerated. - Present the group the same news story reported by numerous different media outlets - e.g. Al-Jazeera, Tiktok, BBC, The Guardian, The Daily Mirror, TRT, The Sun - Choose a news story related to Muslims and/or immigrants - As a group, analyse the different perspectives and language used to describe the same story by the different outlets. - Split everyone into groups and assign a news outlet to each one. - Come up with a scenario and have groups create a short news sketch about the story in the narrative/voice of their assigned news outlet. - Reflect on how information is communicated through different media platforms, and how it might shape the opinions and feelings of the person watching.