

REFUGEE CRISIS SIMULATION

Share the Journey

Share the Journey invites young people to follow a refugee family on their journey to safety. Pope Francis has made numerous appeals to promote the culture of encounter in an effort to combat the culture of indifference in the world today. It means seeing through the eyes of others rather than turning a blind eye. “Not just to see but to look. Not just to hear but to listen. Not just to meet and pass by, but to stop. And don’t just say ‘what a shame, poor people,’ but allow ourselves to be moved by pity.” – Pope Francis.

Learning Intention:

Through our participation in this activity we are learning to better understand refugees and to empathise with their situation, as we cooperate, negotiate and share.

Time: 50 minutes including reflection and debrief

How it Works:

Participants are grouped into refugee families. Each group simulates the journey of a refugee family. The teacher leads students through nine stages of the story. Each one engages them in making choices. These choices represent some of the real-life dilemmas that many refugees face. Afterward, participants reflect on the choices they’ve made.

Resources Required:

Each participant requires the following resources:

- A photocopy of the list of belongings they will choose from in gathering items for their journey (or it can be written/ displayed on the board)
- Six small cards on which to draw their possessions, one item per card
- A plastic wallet or envelope representing the bag for carrying their cards

Important – Please know your audience to ensure this refugee simulation will not trigger difficult memories for people who have experienced the refugee journey or had to flee their home quickly for any reason.

“We ourselves need to see, and then enable others to see, that migrants and refugees do not only represent a problem to be solved, but are brothers and sisters to be welcomed, respected and loved.”

Pope Francis 2014

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Teacher Background Information

How can we 'Share the Journey'?

Share the Journey has at its heart the vision of a united global human family. Our focus is on our joint journey as people on the move in departure, transit and host communities.

We want to contribute to the building of stronger communities and more inclusive societies. This activity promotes "the culture of encounter". We aim to increase the spaces and opportunities for migrants and communities to come together and learn about each other.

Links to Catholic Social Teaching:

Learn more about [Solidarity](#) and other [Catholic Social Teaching Principles](#).



Solidarity

We believe we are part of one human family and have a responsibility to help each person achieve their full potential.

Who is a refugee?

Refugees are people fleeing conflict or persecution. They are defined and protected in international law, (see [1951 Convention Relating to the Status of Refugees](#)) and must not be expelled or returned to situations where their life and freedom are at risk.

The protection of refugees has many aspects. These include safety from being returned to danger, access to fair and efficient asylum procedures, and measures to ensure that their basic human rights are respected while they secure a longer-term solution. (Source: UNHCR)

What is the difference between a migrant and a refugee?

The difference between refugees and migrants:

- Refugees have to move in order to save their lives or preserve their freedom. They have no protection from their own state.
- Migrants choose to move in order to improve the prospects for themselves and their families.

*United Nations Refugee Agency/UNHCR

"Solidarity....is a firm and persevering determination to commit oneself to...the good of all and of each individual, because we are all really responsible for all."
Pope Paul VI, 1987

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Curriculum Links

CIVICS AND CITIZENSHIP		GEOGRAPHY	
Year 7: How is Australia a diverse society and what factors contribute to a cohesive society? How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHASSK197)		Year 7: The influence of social connectedness and community identity on the liveability of places (ACHASSK191)	
		Year 8: What are the consequences of changes to places and environments and how can these changes be managed? Reasons for, and effects of, international migration in Australia (ACHGK058)	
GENERAL CAPABILITIES			
Level 5 - by the end of Year 8			
INTERCULTURAL UNDERSTANDING (LEVEL 5) <u>Recognising Culture and Developing Respect:</u> Develop respect for cultural diversity Challenge stereotypes and prejudices	PERSONAL AND SOCIAL CAPABILITIES (LEVEL 5) <u>Social Awareness:</u> Contribute to civil society <u>Social Management:</u> Negotiate and resolve conflict		ETHICAL UNDERSTANDING (LEVEL 5) <u>Understanding Ethical Concepts and Issues:</u> Recognise ethical concepts Reason and make ethical decisions Consider consequences <u>Reasoning in Decision Making and Actions:</u> Reflect on ethical action <u>Exploring Values, Rights and Responsibilities:</u> Consider points of view Explore rights and responsibilities

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Preparation for the simulation activity

Before the Simulation:

- Choose a space for the experience, either a classroom or a hall. The group should begin by gathering in the learning space. If there is not enough space this activity may be completed at tables.
- Please be mindful of your audience when using this resource, as topics discussed in this simulation may evoke painful memories and be upsetting to some children.
- There is also an accompanying PowerPoint that can be shown throughout the pilgrimage, if suitable for your space. Find it in the zip folder you downloaded for this resource.

On the Day of the Simulation:

You may choose to create nine simple stations around the room to represent each stage of the journey:

1. Home
2. Fleeing
3. Tough Mountain Ranges
4. Journey on Foot
5. From the Forest to the Sea
6. Splitting Up
7. The Fishing Boat
8. Rough Seas
9. Land Ahead

Arrange the group into family groups of six. Young people can negotiate which family roles they will play, such as parents, grandparents or children, and they can choose a family name.

Ensure each participant has their resources:

- A photocopy of the list of belongings they will choose from in gathering items for their journey (or it can be written/ displayed on the board)
- Six small cards on which to draw their possessions, one item per card
- A plastic wallet or envelope representing the bag for carrying their cards

During and After the Simulation:

Take photos of the simulation activity and email them to education@caritas.org.au or upload them to social media using #caritasaustralia

Follow up activities:

Follow up activities related to Refugees for use in classrooms can be found at on our schools page: <https://www.caritas.org.au/resources/school-resources/>.

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Introduction

Ask the young people to think about and discuss the question: Why do people move? Ensure that the young people understand there are many reasons why people move.

Explore the difference between choosing to move and being forced to migrate.

Discuss the difference between the terms “migrant” and “refugee.” Discuss how different words carry different connotations.

Refugees often have to move because of war, but sometimes there are other reasons, such as drought, hunger, natural disasters or religious persecution.

Discuss how it might feel to be a refugee.

Ask the participants:

- How would you feel if you were told that you were in great danger and had to quickly leave behind your friends, home, belongings and maybe even some of your family?
- How would it feel to not know where you were going?
- Who would you take with you?
- What would you take with you?
- What do you think you would need for a really long journey?
- What would you have to leave behind?

Place participants into their refugee family groups, giving them time to decide upon a family name and to decide upon the family structure. Young people can negotiate which family roles they will play, such as parents, children and grandparents.

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STAGE ONE

Leader:

You are about to go on a journey into the unknown. You don't know if you will ever be able to return to your home. War has broken out in your country. You can hear the sound of gunfire and you know that fighting must be very close by. You have to leave quickly. You have been told that trucks will be arriving soon to take you, your family and neighbours to the coast, where you hope you can find a boat to take you to safety. There is no time to waste. You have to be quick.

The first thing each of you must do is pack a bag for your journey. In your bag you may carry no more than six items. Look at the belongings list and choose your items. Think carefully about what you really need to take. Discuss this with the rest of your family. Don't forget: Your items might be heavy to carry or difficult to look after. You have 10 minutes to draw on your cards the six things that you want to take.

[Allow 10 minutes]

Your time is up!

STAGE TWO

Leader:

The truck has arrived. You can't take anything else. Bring your bag with you and climb on the old wooden truck. You are on your way. Take a last look at your home. You are very unhappy because you have to leave friends behind, but there is nothing that you can do.

You start to cry as you think about all the happy times that you spent with them and pray they will be safe. The seats in the truck are hard and narrow, and whichever way you sit, you cannot get comfortable. The driver is in a hurry to get you to safety. He speeds along the road and almost loses control as the truck screeches around the corner. A bag that belongs to your family member, [choose a person from the group and state their name], flies out of the truck. The driver cannot hear you calling to stop, so the bag is left far behind.

[The chosen person's name] has lost everything. Help them make up for this loss by giving them something from your bag. [The chosen person's name] can take one thing from each person in the family.

You have 2 minutes to do this. What do you have left?

[Allow 2 minutes]

Your time is up!

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STAGE THREE

Leader:

The truck has to climb a steep mountain. It gets slower and slower and a strange choking noise comes from the engine. You wonder if this truck will ever get you to the coast.
You hear a mighty bang and the truck grinds to a halt.

Something is very wrong with the truck's engine and it cannot be fixed. You must continue the journey on foot, but you find that your bag is too heavy to carry.

Make it lighter by taking out the heaviest item. You have 2 minutes to decide which item and to leave it behind.

What do you have left?

[Allow 2 minutes]

Your time is up!

STAGE FOUR

Leader:

You struggle on but you find it harder and harder to keep going. It is a hot day and the sun is beating down. There has been no rain for more than a year so the roads are hard, full of holes and difficult to walk on.

One member of your family, [Choose a participant and state their name], falls and hurts their leg. They cannot go on without help. Two of you, [Choose two participants and state their names], will have to carry them.

These three people can no longer carry their bags. The rest of the family will have to help carry their belongings, but remember that no one may carry more than six items, so some things will have to be left behind. You have 3 minutes to do this.

What do you have left?

[Allow 3 minutes]

Your time is up!

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STAGE FIVE

Leader:

You continue entering a thick green forest. You are all very tired, especially the oldest people in your family, but you have to keep on going. You need to slash and cut your way through the trees. What will you use to do this?

At last you can see the sea, so you know you have reached the coast.

The injured person and helpers can now carry their remaining belongings, so you return them. You have 2 minutes to sort these out.

What do you have left?

[Allow 2 minutes]

Your time is up!

STAGE SIX

Leader:

You are overjoyed to see the fishing boats waiting in the bay. But, unfortunately, the boats are very small and none can take more than four people.

Your family must split up into groups of four. This is very hard. You become very upset. You want to stay together and are frightened of what might happen if you separate, but you have no choice. You have 2 minutes to sort out your groups.

Who will you go with?

[Allow 2 minutes]

Your time is up!

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STAGE SEVEN

Leader:

The fisherman will not let you get on his boat without payment. You have no money, but he agrees to let you on board in exchange for the most valuable thing in your bag. The boat is leaving in 4 minutes and you must decide what you will give him.

The boat is very small and the fisherman now says that you have too much luggage. No one may carry more than two things. Talk with the others in your family and decide what can be shared and what must be left behind. You have 4 minutes. What do you have left?

[Allow 4 minutes]

Your time is up!

STAGE EIGHT

Leader:

The boat sets sail. The sea is rough and stormy. The boat starts to leak and sea water floods in. You manage to save your bag, but it is soaking wet and anything that could be damaged by water is ruined. You have 2 minutes to check the belongings in your bag and throw away anything that is spoiled.

[Allow 2 minutes]

Your time is up!

STAGE NINE

Leader:

At last you can see land. It has been a terrible journey! You are anxious to find out what has happened to the others in your family, and you hope they have arrived safely too. What will happen now? You don't know but you hope for peace and safety.

[This is the end of the journey]

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REFLECTION

Discuss the activity with the class. Ask:

- How would you feel if you were told that you were in great danger and had to quickly leave behind your friends, home, belongings and maybe even some of your family?
- What did you bring at the beginning of the journey?
- Did you bring the right things?
- Did you think about food and water?
- How did you feel when you had to give up your belongings?
- What was the most difficult part of the journey?
- How did you feel about what was happening to you?
- How did you feel when your family had to separate?
- How did you feel at the end of the journey?
- How do you think refugees feel?

PRAYER

It is strongly advised that the class pray together to reflect upon the simulation in which they just participated. A prayer has been developed for your use and can be found in the supporting PowerPoint. Provide students with the opportunity to pray for those affected by war and who seek a safe home.

Ask students to pray in gratitude for safety, the things they are blessed to have, and the people in their lives who keep them safe.

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REFLECTION

After you've given participants time to reflect, have a productive conversation with them about the task. Possible question may include:

- Do you know of any places in the world where people have become refugees? (locate on a world map)
- Do you know why they have become refugees?
- What stops us from welcoming refugees?
- How can we welcome new people into our community?
- As a member of a global society, how can I play a part in welcoming new people?

Additional reflective writing activities for young people to complete.

- A story about their group's journey and what might happen when they arrived at their destination.
- A reflection about their simulation journey exploring any emotions and questions they have.
- A prayer for people facing perilous journeys, or a prayer for the students' family and gratitude for safety, family and home if that is their experience.
- Five words that best describe their thoughts and feelings about this experience.

This could be an opportunity to introduce some real-life refugee experiences through news stories, from personal testimonies or from [caritas.org.au](https://www.caritas.org.au)

Adapted from a game by Pat Baker (The Joint Board of Christian Education)

LIST OF BELONGINGS



Spare clothes

Nappies

Favourite doll

Your pet

Thick blanket

A Bible

Favourite action figure

A tablet

Teddy bear

Mountain bike

Rain boots

Sharp knife

Family photographs

Laptop

Umbrella

Basket of food

Wedding photos

Handheld gaming device

Raincoat

Container of water

Baby bottle and baby food

Mobile Phone

Extra pair of shoes

Rope

+ Thank you



www.caritas.org.au