

Seeking Refuge: Forced to Flee

A Refugee Camp Simulation Curriculum Guide

Catholic Charities of Louisville, Inc.



Seeking Refuge: Forced to Flee

A Refugee Camp Simulation



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Migration and Refugee Services

OFFICE OF RESETTLEMENT SERVICES

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Dear Facilitators:

Students participating in the refugee camp immersion project “live” in a “shelter” consisting of a tarp and sleeping bags to get an idea of what life in a refugee camp is like. Their movements are restricted, and they receive one meal of rice and beans — the normal fare at a refugee camp in Africa. The camp simulation concept before you, developed by Catholic Charities of Louisville, is aimed at engaging students in refugee service work, raising awareness for the refugee cause and recruiting future donors and volunteers.

This innovative project received the support of the United States Conference of Catholic Bishops/Migration and Refugee Services shortly after launching the “Parishes Organized to Welcome Refugees” (POWR) in 2010, to strengthen and deepen its support of church and community involvement in work for refugees and immigrants. In light of the current economy and the increasingly complex needs of newcomers, a systematic development of organizational resources was needed to help local agencies manage the current challenges and improve services.

Louisville’s refugee camp simulation program is perfectly in line with POWR program goals. At a time when marginalized populations receive more negative press and NGOs find it difficult to recruit volunteers, it’s critically important to intensify outreach programs and engage volunteers in local schools, churches and communities.

Volunteers play a critical role in organizing successful newcomer integration. They can pick up refugees at airports, transport sick family members to doctors’ offices and hospitals, draft press releases, organize special events, assist with translation needs, and serve as employment mentors for refugees trying to find work. Being able to interact with American networks assists refugees by more than doubling their job opportunities. POWR volunteers help low-income refugee families find employment and independently navigate U.S. systems. This minimizes negative patterns of isolation and financial risk-taking.

Not surprisingly, volunteers are also heavily involved in organizing the refugee camp immersion activities, as demonstrated in the acknowledgements (on page 7). The job of helping refugees adjust to life in the U.S., achieving self-sufficiency and developing a sense of connectedness cannot be done alone. Since 1975 more than one million refugees have been resettled in the United States through the United States Conference of Catholic Bishops/Migration and Refugee Services network. That’s one out of every three refugees arriving in the U.S.

We would like to commend the volunteer teams and employees at Catholic Charities of Louisville/Migration and Refugee Services for launching such an impressive project that has already made such a difference. We would encourage you to consider replicating this project in your local schools, parishes or community groups.

Sincerely,

Anastasia K. Brown
Director, Resettlement Services
USCCB/Migration and Refugee Services

Daniel Sturm
Special Projects Manager, Resettlement Services
USCCB/Migration and Refugee Services



Archdiocese of Louisville

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Dear Educator:

May God bless you!

Thank you for your interest in this Refugee Camp Simulation Guide Book, created by Catholic Charities for use in schools and parish religious education programs. This is a creative and sound program that will help our young people better understand the challenges faced by the millions of refugees worldwide.

In his address on the island of Lampedusa, our Holy Father, Pope Francis, spoke movingly about the plight of those we know as refugees; that is, those who have had to flee their country of origin because of a well-founded fear of persecution for reasons of race, religion, nationality, or membership in a particular group. As you come to understand the issues involved and the Church's rich teaching on social justice, I am confident that this guide book will be a wonderful resource to help your students walk in the shoes of another, in this case, a refugee family.

Jesus tells us that what we do to the least of our brothers and sisters we do to Him, and surely we see the face of Jesus in the suffering faced by refugees. As you guide your students through these exercises, encourage them to always view others with the eyes of Jesus, for as Pope Francis reminds us in *Lumen Fidei*: "Faith teaches us to see that every man and woman represents a blessing for me, that the light of God's face shines on me through the faces of my brothers and sisters (§54)."

Thank you for your leadership and commitment as a Catholic educator and for your efforts to promote Catholic social teaching.

Sincerely yours in our Lord,

Most Reverend Joseph E. Kurtz, D.D.

Archbishop of Louisville



Dear Facilitators:

This simulation is only a simple reproduction what refugees are forced to go through. We admit, it is not a perfect picture of the struggles and challenges they have to go through before arriving to Louisville. But, this simulation will force your students to think about what kind of extraordinary things an ordinary person has to do to survive and what kind of life changing decisions he or she has to make.

If you ask any refugee what their deepest wish is they will tell you they would like to go home. But, going back home is no longer an option for them. Helping refugees to make a new home in Louisville is one of the biggest challenges that our agency faces. Without involving our community in welcoming our refugee clients, we would not be able to overcome this challenge. For this we are grateful to you and your students for your open mindedness to learn about refugees and your willingness to help.

Resettlement in a country such as the United States is the option for less than 1% of refugees in the world. So, the solution is not resettlement but the elimination of the reasons that force refugees to flee their homes. Those issues are lack of religious freedom, war, and government's oppression. We hope that some of your students will become leaders one day and will be able to make decisions toward eliminating injustice and oppression around the world.

We never know how strong we are, until being strong is our only choice. Being strong is the only choice refugees have. We believe that by learning what refugees have to go through will help your students become a stronger and better person.

Thank you.

Steve Bogus, MSW
Executive Director
Catholic Charities

Darko Mihaylovich, MBA
Department Director
Migration and Refugee Services

Catholic Charities of Louisville, Inc., a member of Catholic Charities USA and an apostolate of the Archdiocese of Louisville, provides services to people in need, advocates for justice in social structures, and calls the entire church and others of good will to do the same.

To live out this mission, the staff and volunteers of Catholic Charities of Louisville are compelled to recognize inherent human dignity in all people as we serve our brothers and sisters from the United States and around the world. Since its establishment in 1975, Catholic Charities Migration and Refugee Services has resettled more than 14,000 people seeking refuge. Our brothers and sisters from troubled lands have been a welcome and vital addition to our community, and we have heard many accounts of suffering and loss which further our desire to serve and create stories of success.

The role of Catholic Charities is to involve, organize, and bring together the church and community resources necessary for successful resettlement. This is achieved by providing refugees with the support and assistance needed to become self-sufficient in their new home. Through this simulation, we try to help our community members to imagine the journey our brother and sister refugees face before arriving in their new home.

Who are Refugees?

Refugees are individuals who have fled their countries of origin and who meet the United Nations' criteria of having a "well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group, or political opinion." According to United Nations High Commission of Refugees (UNHCR) latest statistics, there are more than 15.4 million refugees worldwide. **(From Migrants, Refugees, and Travelers document, USCCB.org)**

Each year the President of the United States authorizes the admission of a certain number of refugees into the country. This determination is based on a consultative process between Congress, the President and various federal agencies. In recent years, the U.S. has accepted between 50,000 to 75,000 refugees per year. Before admission to the U.S., each refugee undergoes an extensive interviewing, screening and security clearance process. **(From Migrants, Refugees, and Travelers document, USCCB.org)**

Refugees, having suffered great loss, including loss of their homes, livelihoods, possessions and oftentimes families, need assistance starting over in a new country. Their initial needs are many: food, clothing, shelter, employment, ESL, and orientation to a new community and culture. In partnership with its affiliates, USCCB/MRS resettles approximately 30% of the refugees that arrive in the U.S. each year. The Catholic refugee resettlement network includes over 100 diocesan offices across the country and in Guam and Puerto Rico. Resettling refugees provides an extraordinary opportunity for countless Americans to take an active part in offering a caring and supportive environment for refugees as they begin new lives. Without volunteers and resources from the community and parishes, USCCB/MRS and the diocesan resettlement offices would be unable to accomplish the tremendous task of giving refugees new hope and the opportunity to begin again. **(From Migrants, Refugees, and Travelers document, USCCB.org; USCCB Department of Migration and Refugee Services)**

Seeking Refuge: Forced to Flee

In 2005 Kentucky Refugee Ministries (KRM) launched its first Mock Refugee Camp as part of an effort to educate the community about refugees and the harrowing journeys they take to find safety, freedom and humanity. In 2008, KRM ceased the program. St. Barnabas Parish approached Catholic Charities to see if our Migration and Refugee Services (MRS) would be able to assist them in continuing Mock Refugee Camps, as they were utilized by its Religious Education Program.

MRS began working with St. Barnabas and over the course of the next two years additional components were added. In 2010, other schools and parishes in the Archdiocese of Louisville were approached about hosting simulation camps as well. Interest began to grow and a total of eight refugee camp simulations were conducted in 2010-2011.

In 2011, Catholic Charities received a POWR (Parishes Organized to Welcome Refugees) grant from the United States Conference of Catholic Bishops (USCCB). This allowed for additional resources to promote the simulations. As a result, programs increased to 12 and 29 in 2011-2012 and 2012-2013, respectively.

Due to the popularity of the refugee camp simulations, Catholic Charities looked at ways to formalize the program.

The Refugee Camp Simulation Guide Committee was established in June 2013 in conjunction with the Office of Lifelong Formation and Education. The team consisted of representatives within the Archdiocese of Louisville who either participated or expressed interest in the program as well as refugees resettled by Catholic Charities. It is the hope of the committee that the information within the Refugee Camp Simulation guide will not only benefit schools and parishes in the Archdiocese of Louisville but provide a model for other organizations throughout the United States. It has been designed as an interactive method of demonstrating the experience of living in a refugee camp.

We are grateful to USCCB and the POWR program for providing additional resources along with the cooperation of many other parishes, schools and individuals for their work in developing this guide.

We hope that you will enjoy and learn from producing your own event as much as we have learned from our brothers and sisters from around the world. It is with great humility and respect that we present

Seeking Refuge: Forced to Flee, A Refugee Camp Simulation.



Acknowledgments

Sincere gratitude is extended to all who have played a part in the planning of the Refugee Camp Simulation, writing of this guide, and facilitation of the camps.

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Volunteers

We would like to give special thanks the dedicated Catholic Charities of Louisville volunteers who have been an intricate part of facilitating these camps and will continue to be a part moving forward.

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Mission Statement

Seeking Refuge: Forced to Flee, is a participatory simulation in which learners gain insight into the challenges associated with seeking refuge in a refugee camp. Participants will engage in an experiential process that also fosters a sense of humility, grace-filled charity, and solidarity.

- **A sense of humility** All people are created in God’s image and have gifts to give and receive no matter what the starting point in life may be. This process seeks to stimulate a sense of sharing in God’s goodness.
- **Grace-filled charity** The exploration and practice of love is central to our faith. Through *Seeking Refuge: Forced to Flee*, participants will explore their abilities to give unconditional and compassionate love in the same way that God’s love is given.
- **Solidarity** All people are bound to one another and called to promote and sustain one another through service. Catholic Social Teaching calls all into the creation of community and family. The program seeks to increase awareness of this sacred interdependence.

Facilitators of the program will help participants to understand that they can imagine, but not truly know, the depths of suffering and experiences that refugees live each day in the world.

Successful participation requires learners to role-play. In doing so, a temporary reality is created by stepping into the shoes of another.

It is essential that the plight of the refugee be presented as an ongoing reality that immediately impacts lives, classrooms, parishes, and neighborhoods. Refugees live amongst us now.

The Justice Prayer

Come, O Holy Spirit!
Come, open us to the wonder, beauty, and dignity
of the diversity found in each culture,
in each face,
and in each experience we have of the other among us.

Come, fill us with generosity
as we are challenged to let go
and allow others to share with us
the goods and beauty of earth.

Come, heal the divisions
that keep us from seeing the face of Christ
in all men, women, and children.

Come, free us to stand with and for those
who must leave their own lands
in order to find work, security,
and welcome in a new land,
one that has enough to share.

Come, bring us understanding, inspiration, wisdom,
and the courage needed
to embrace change and stay on the journey.

Come, O Holy Spirit,
show us the way.

United States Conference of Catholic Bishops
Justice for Immigrants Campaign
202-541-3352 ·
www.justiceforimmigrants.org

Prayer for Migrants and Refugees

Mary Most Holy, you, together with St. Joseph and the Child Jesus, experienced the suffering of exile. You were forced to flee to Egypt to escape the persecution of Herod. Today we entrust the men, women and children who live as migrants and refugees to your maternal protection.

Grant us the grace to welcome them with Christian hospitality, so that these brothers and sisters of our may find acceptance and understanding on their journey.

Teach us to recognize your Son

In the migrant who labors to bring food to our tables

In the refugee seeking protection from persecution, war, and famine

In the woman and child who are victims of human trafficking

In the asylum seeker imprisoned for fleeing without documents

May all those who are far from their place of birth find in the Church a home where no one is a stranger. We ask this in the name of your blessed Son, Jesus, our Lord. Amen

United States Conference of Catholic Bishops, Inc.

Text: Marcia Timmel

Adapted from the World Refugee Day Message of Pope Benedict XVI, June 20, 2006

Icon: Br. Claude Lane, O.S.B.

For additional copies contact: USCCB Publishing

www.usccbpublishing.org or call (800) 235-8722

General Guidelines

Adhering to the following guidelines will help to ensure a successful experience for all participants.

Participants and Volunteers

- The recommended number of participants would be 25 to 60 (adjustments can be made for larger groups).
- A minimum of 12 volunteers is needed. This number will vary based on the size of the group. Larger groups may require as many as 15 volunteers.
- Volunteers should arrive at least 45 minutes before the simulation for orientation.
- All volunteers must have had the Safe Environment Training and necessary background checks required by the host diocese.
- The teacher or supervisor from the hosting organization must be in the space with the Refugee Camp Simulation and supervise during the entire simulation.

Simulation Experience

- The age and emotional maturity of the participants should be taken into consideration as host organizations determine the level of realism they wish to create. This will determine the intensity of the simulation.
- The simulation allows participants to experience the sense of discomfort and frustration felt by a refugee. It is not meant to be traumatic to the students.
- This program is designed specifically to be coordinated and facilitated by a Catholic Charities representative. It would be inappropriate to conduct this event without the presence of a Catholic Charities representative.
- Two and a half hours should be scheduled for the Refugee Camp Simulation. Two hours will be used for the actual simulation experience. Thirty minutes will be reserved for the wrap-up, including the opening remarks, refugee talk, questions, and closing remarks.
- In the event that participants are former refugees, there is a need for sensitivity. The same would be true for refugees who are volunteering.
- Participants should wear appropriate attire (e.g., shorts under uniform skirts, clothes that are comfortable).
- The hosting organization may encourage students to dress like the family member they have been assigned, such as a grandmother or child. Clothing should be culturally appropriate. Students should not attempt to dress like people from a particular country or religion.

Prior to the Simulation

The Week before the Simulation

- A Catholic Charities staff person will meet with teachers and/or coordinators. This meeting can take place virtually or by phone, but ideally the staff person will have the opportunity to view the space in advance.
- The hosting organization will review the packet of information. This will outline the simulation, supplies, and methodology.
- A Catholic Charities staff person and representative from the hosting organization will determine the location and layout. The preferred location is a large, open space (e.g., gym). The holding area for families waiting to enter the simulation should be in close proximity.
- The hosting organization will determine steps to be taken in the event that a participant has physical or emotional difficulties.
- The hosting organization will review the appendices and gather necessary supplies and make necessary copies.
- The hosting organization will send a note to families outlining the upcoming experience.
- The hosting organization will identify and invite volunteers. Tasks and/or stations can be assigned in advance or on the day of the simulation.
- Each participant will be invited to bring a small personal item that has significance to them. The item should not be irreplaceable. This item might be “confiscated” or used for bartering purposes. All items will be returned following the simulation. Refugees often leave home with very limited possessions. Items chosen are those of personal importance.
- The hosting organization will begin assigning family groups. The hosting organization may decide if they will share these groupings with students ahead of time or the day of the simulation.

The Day of the Simulation

- The participating organization will set up stations and arrange supplies. (See Appendix A)
- The Catholic Charities representative(s) will arrive 90 minutes before the simulation.
- The Catholic Charities representative will conduct a volunteer orientation.
- Prior to the Refugee Camp Simulation, the Catholic Charities representative will meet briefly with the students to describe the experience and read a story. (See Appendix D)

Family Groups

Participants experience the simulation in small groups called families. Each family will receive a family biography that includes information about the family member. Participants will take on the identities of their character. They will need to become familiar with their own biographical information and that of their family. The family groups do not represent a particular culture or country. The family names come from a variety of ethnic backgrounds, and the simulation does not take place in a specific country.

- A few examples of Family Groups are located in Appendix C of the printed guide. The complete list of Family Groups are located in the digital version for printing.
- Family groups can be created in several ways:
 - Family groups can be created in advance.
 - Immediately prior to the simulation, participants can draw colored ribbons that will identify the families.
 - Participants can be given name tags with the family name, a symbol, or another way to distinguish families.
- Props are not required, but they may be used if desired (e.g., crutches for a family member who has a “broken leg”).
- The family carries a copy of the family biography throughout the simulation.
- All family members must stay together throughout the simulation.
- The Head of Household is responsible for ensuring that all family forms are kept with the family throughout the experience.
- The number of family members can be adjusted depending on the total number of participants.

Stations

Participants will pass through stations during the simulation. The stations are designed to allow participants to personally experience specific aspects of the refugee camp process. Each volunteer should receive the description of the stations included in this guide.

Volunteers

- Ideal volunteers are those who are willing to get into character and can appropriately gauge the emotional response of the participants.
- As the Border Crossing station closes, volunteers at that station can be reassigned to another station.
- At least one Catholic Charities staff member should act as a floater. The floater can help at stations as needed. A second volunteer floater may be useful with larger groups.
- Each family must get a check and signature on the Checklist (see Appendix G) at each station. Volunteers may deliberately omit the check or signature on the Checklist so that the family will not have a completed Checklist upon arrival at UNHCR. The family will then have to return to the station and request the check and/or signature. At the station, family members may need to review words be reexamined by health professionals, or experience similar setbacks.

Order of Stations

- All participants must enter the simulation through the Border Crossing.
- Participants will visit the Registration station second.
- The order of the remaining stations is flexible with the exception of the UNHCR. This station must be last.
- See Appendix A for a diagram of the Camp Layout.
- See Appendix B for a list of Camp Supplies.
- The goal is not for every family to complete the simulation. Every group may make it to the final UNHCR station, but not every family should "pass." The goal of the stations is to demonstrate that a family can complete every step correctly and remain stuck in the camp.
- No family should receive every check or advance to the UNHCR before the 45 minute mark of the simulation.

Border Crossing

1) Purpose

- a) The purpose of this station is to help students gain an understanding of the frustration and difficulty many refugees face when trying to flee their home country.

2) Supplies – With the exception of the folding chairs, supplies for this station will be included in the camp kit brought by the team.

- a) Folding chairs (8-10)
- b) Spool of rope or twine
- c) Small jingle bells (30)

3) Border Crossing Guard (1 volunteer)

- a) This character should act forceful, detached, and cold, yet not traumatize the students.
- b) Other volunteers may help with crowd control until students begin advancing to their stations.

4) Procedure

- a) This is the first station the family will encounter. Depending on the size of the group, it may be helpful to set up two Border Crossing stations.
- b) This is a physical challenge. Participants must collaborate to navigate through an obstacle course made of chairs, ropes, and bells. The ropes are tied to the chairs in a crisscross pattern. Bells are attached to the rope. (See Appendix A for visual aid)
- c) The family is to cross through this station without ringing the bells.
- d) The entire family must successfully complete the challenge before advancing to Registration.
- e) If the bells are rung, the border guard will send the entire family back to try again. If unsuccessful after several attempts (no more than five), the family will be sent to the jail area. After several minutes, the jailor will release the family to the Registration table.
- f) The guard holds on to items or documents inadvertently put down or left behind by the participants. Documents should be taken to the Registration Table. They will be necessary for the rest of the experience. All other items will not be returned until the end of the camp.
- g) Some families may attempt to sneak across the border. Volunteers may or may not choose to look the other way for some families. This would enhance the sense of chaos and unfairness among students and their family groups.

Registration

1) Purpose

- a) This station will simulate the situation refugees often face when they arrive in a new country and do not know the language.

2) Supplies - Supplies for this station are included in this guide and should be copied by the participating group.

- a) Registration form in Spanish (one per family) (See Appendix E)
- b) Translation sheet (provided to volunteers and to be given to families only if necessary) (See Appendix F)
- c) Checklist (one per family) (See Appendix G)

3) Registration Worker (2-3 volunteers)

- a) This character should act marginally helpful to the participants, not overly committed to helping, and aloof.
- b) The experience of a language barrier would be heightened if at least one volunteer in this station speaks in Spanish or another language.

4) Procedure

- a) At Registration, the family receives a registration form that is written in Spanish. This form asks for information (e.g., the reason the family is fleeing their country and other family information).
- b) The family will be expected to work together to fill out the form in English without a translation sheet. If the family continues to struggle, the workers at the table can use a translation sheet to help the family with the registration form.
- c) After the family has successfully filled out the form, they are given a checklist that includes the stations the family must complete. (See Appendix G)
- d) The Registration volunteer informs the family that they must visit each station and receive the proper documentation at each station before advancing to UNHCR. Volunteers should NOT take the biography or registration form from students once they complete this station. Families will need 3 documents (checklist, biography, and registration form) to advance through the simulation.
- e) At this point, the family advances to the Health Center, School, or the Nutrition Center. The Registration volunteer can send them to a specific station or the family can be allowed to choose a station.

Health Center

1) Purpose

- a) At this station, participants get a glimpse of the health issues faced by refugees because of poor sanitary conditions or lack of adequate medical care. The station is also designed to simulate the situation faced by refugees as they enter the camp with health issues.

2) Supplies – Supplies for this station will be included in the camp kit brought by the team.

- a) First aid kit with items such as bandages (20-25), band-aids (50), eye patches (7), slings (1-2), roll of gauze, toy stethoscope, and scissors
- b) Small artificial bugs (30)
- c) Groups can supplement with items such as crutches, wheel chairs, and scrubs

3) Doctors and Nurses (2-4 volunteers)

- a) These characters should act forceful, stern, serious, and straightforward. Volunteers are encouraged to be imaginative in creating situations and using surroundings to foster a sense of frustration and otherwise enhance the experience (e.g., vending machine for a scanner).
- b) Volunteers with a medical background can create a greater sense of authenticity.

4) Procedure

- a) **If physical contact is required for “treatment or examination” (e.g., applying a bandage, examining for lice), volunteers at this station must always ask the participant’s permission.**
- b) The Health Center should appear understaffed so that families must wait for medical attention.
- c) The head of the family should give the Family Biography to the volunteers so that they can provide specific treatments that match any issues faced by family members.
- d) Volunteers are encouraged to “diagnose” health issues such as bugs, lice, infections, and other ailments that will delay the family’s chance of passing at the UNHCR station.
- e) After health issues are diagnosed, families must wait an appropriate amount of time before revisiting the Health Center to attempt to receive clearance.
- f) Health Center volunteers will use their own discretion when determining the amount of time a family must wait before revisiting this station.
- g) The entire family must attain medical clearance before they can receive documentation on the Checklist and move on to another station.
- h) After receiving initial clearance, a family member could "become ill" again and be sent back to this station, at the discretion of volunteers.

Nutrition Center

1) Purpose

- a) This station simulates the distribution and quantity of food and water given to refugees.

2) Supplies – Supplies for this station are provided by the participating group.

- a) Toasted oat type cereal (one large box would probably be sufficient for 50-60 students)
- b) Pitcher of water
- c) Very small condiment cups
- d) Cookies, doughnuts, or similar tasty treat
- e) Paper towels

3) Nutrition Center Volunteers (2 volunteers)

- a) These characters should act authoritative and play favorites.

4) Procedure

- a) At this station, family members will receive small cups with a limited quantity of dry cereal and water.
- b) In some cases, some families or family members might be given a much larger portion.
- c) Some families or family members might be given a special treat (e.g., cookie, doughnut) or the worker might eat a cookie while the family waits for their food and water.
- d) This is to symbolize the limited amount of food given to the families in the camp and that the distribution of food is not always equal.
- e) The family receives documentation on the Checklist and advances to the next station.

1) Purpose

- a) This station offers the opportunity for participants to experience what it is like to learn a language they have most likely never heard before.

2) Supplies - Supplies will be included in the camp kit brought by the team.

- a) Booklet or cards with words in the language of the volunteers (See Appendix H)
- b) The hosting diocese may wish to create a word list using the language of the refugees that will be present for the experience.
- c) The hosting diocese may also wish to create a set of picture cards to use when testing the students.

3) Teachers (Ideally: 1-2 Catholic Charities refugees, 1 staff person; Alternative: 1 bilingual staff member or volunteer)

- a) It is important that refugees act as the teachers. They will teach the students the words in their native language (Nepalese, Bhutanese, Spanish, or any language of the Catholic Charities client).
- b) The staff person will help to maintain an appropriate educational environment.

4) Procedure

- a) Students will first be taught a greeting as a sign of respect for the teacher.
- b) Then they will learn a list of about seven words. Families will learn one set of words (e.g., some families could learn color words, some could learn vegetables, and others could learn fruits).
- c) The entire family must be able to say the appropriate word for each picture before the family is able to advance from the station. They are given time to work together to practice the list before coming back to the teacher to be tested. It will be important for family members to help each other to learn the words.
- d) Once all words are learned, the family receives documentation on the Checklist and advances to the next station.

Jail

1) Purpose

- a) This station simulates a detention area.

2) Supplies

- a) No supplies are needed. A space must be designated for the jail.
- b) Catholic Charities staff or the hosting organization may add some props to the jail, such as fake plastic bugs or dirt.

3) Jailors (1-2 volunteers)

- a) These characters should act commanding, stern, loud, and use appropriate actions.
- b) The jailor is never allowed to touch the participants.

4) Procedure

- a) The jail is used throughout the camp when families fail to follow camp rules, do not make it through border crossing in a timely manner, lose paperwork, etc.
- b) Staff or volunteers from any station can opt to send a family to jail.
- c) When sent to the jail, the family will typically be required to spend about five minutes there.

1) Purpose

- a) This station simulates the actual resettlement process in which only a small percentage of refugees will be resettled. Skills and paperwork are assessed at this station to determine if the family qualifies for resettlement.

2) Supplies – Supplies for this station will be provided by the Catholic Charities team.

- a) Marker to indicate pass or fail on the family's Checklist

3) UNHCR Workers (3-4 volunteers; at least one should be a Catholic Charities staff member)

- a) These characters should act serious and authoritative.
- b) The Catholic Charities staff member is necessary in this station to provide an understanding of the resettlement process.

4) Procedure

- a) This is the final station. Once a family has completed all stations, they will advance to the UNHCR table to see if they will be accepted for resettlement.
- b) At this time, they will be asked questions (e.g., they might be asked to say some of the words they learned in the School station, they might be asked about treatment for an ailment, or they might be asked specific biographical information for the role they are playing).
- c) They may be instructed to return to School to review the words, return to the Health Center to receive further treatment, return to the Nutrition Center for additional nourishment. For incomplete documentation, they will have to return to the station to try to get the form completed.
- d) No family should finish in under an hour. To lengthen the time, volunteers may come up with reasons to send a family back to other stations.
- e) If a family loses any paperwork, they will be automatically sent to jail. Volunteers may or may not return paperwork after some time has passed. No family will complete the simulation if they do not have all their paperwork with them.

After Refugee Camp Simulation

Once a family finishes the simulation, there are several options available before the Wrap-up. Because of the time variable, some families will have more of an opportunity for this part of the process.

Small Group Discussion

Available assigned persons can spend time discussing the camp simulation and extending the experience. Questions might include:

- What question would you like to ask a refugee?
- What is "refugee?" What did you think it meant before today? How has that definition changed since having this experience?
- What kind of refuge does a refugee need? How can you help to create that refuge?
- Solidarity means recognizing the interdependence that we share with one another. In what ways do you feel more connected to refugees now? What do you share in common with refugees?
- What does Jesus share in common with refugees? What does Jesus's teachings tell us about how we should treat refugees?
- How has your life been enriched by this experience? How are our lives enriched by the presence of refugees?

The camp can be a touchstone experience for discussions over an extended period of time.

Refugee Stories

Participants might spend time reading short descriptions of the experiences of the refugees who participated in the simulation. In addition, the stories of refugees from the local community could be made available.

Activities (supplies provided by the participating group)

- Make welcome cards for incoming refugees.
- Create picture books for incoming refugee children.

Wrap-Up

The schedule for the day includes 30 minutes for a wrap-up session. This is an important component of the simulation as it continues the small group discussion which helps participants process the experience. The Catholic Charities representative and any refugee(s) present will conduct the wrap-up.

Opening Remarks

The Catholic Charities representative will bring the group together for opening remarks and an introduction of the refugee speaker.

Refugee Speaker

The refugee will speak briefly about his or her own experience, keeping in mind the ages of the participants.

Question and Answer Period

Time will be reserved for a question and answer period. Students may ask prepared and spontaneous questions. The Catholic Charities representative may have questions for the students as well. Sample questions can be found in the “After the Refugee Camp Simulation” section.

Closing Remarks

- Provide a summary of the process refugees must go through in order to be resettled.
- Describe the work of the local Catholic Charities in the resettlement process.
- How many refugees (average per year) the local Catholic Charities resettles.
- Other observations regarding the simulation experience.

Suggested Extension Activities

Journal

The template for this can be found in in your digital copy of the simulation guide. Shortly after the simulation, the journal could be completed as a class or home experience.

Activities

1. Learn more

- a. Search for images (pictures) of refugee camps from around the world.
- b. Search for a number of articles describing refugee camps.
- c. Invite refugees into the classroom for stories and conversation.

2. Discuss what a refugee is with parents or family members

- a. Find the definition from UNHCR.

3. Volunteer

- a. Help gather donations for resettlement process.
- b. Greet refugees at the airport.
- c. Volunteer at a local ESL school site.
- d. Help to set up an apartment for newly arriving refugees.
- e. Create Welcome baskets for a newly arriving refugee family.

4. Pray

- a. Hold a prayer service at school and/or parish.
- b. Create a prayer booklet in classrooms.
- c. Find scripture passages to reflect the message of refugees.

Resources – Web Links

www.usccb.org/about/migration-and-refugee-services

(United States Conference of Catholic Bishops)

www.unhcr.org/cgi-bin/texis/vtx/home

(United Nations High Commission for Refugees)

www.crs.org

(Catholic Relief Services)

www.catholiccharitiesusa.org/

(Catholic Charities USA)

www.icrc.org/eng

(International Committee of the Red Cross)

www.refugeesinternational.org

(Refugees International)

www.theirc.org

(International Rescue Committee)

www.culturalorientation.net

(Cultural Orientation Resource Center)

www.brycs.org

(BRYCS - Bridging Refugee Youth & Children's Services)

www.iom.int

(International Organization for Migration)

<http://care.ca/main>

(Care International)

www.oxfam.ca

(Oxfam International)

www.savethechildren.ca/index.html

(Save the Children)

www.warchild.ca

(War Child)

Copies of these forms are included as separate documents for printing and duplication purposes.

- A Layout of Stations and
 Border Crossing
- B Camp Supplies
- C Family Biographies
- D Introductory Story
- E Registration Form
- F Translation Sheet
- G Checklist
- H Word List



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