



Youth Packet



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Dear Youth Leaders,

On behalf of the refugees and displaced communities, thank you for your participation in raising awareness about refugees! Tucson Refugee Ministry is here to serve you and help engage, equip and mobilize your congregation.

Today, there are people fleeing their homes and cities seeking safe havens every second. Around the world, more than 59 million people have been forcibly displaced. Persecution and terror have forced these refugees and internally displaced persons to flee, leaving everything behind. They have lost family members, friends, possessions and the familiar places of their homeland.

The United States will become home to approximately 85,000 of these refugees each year!

Now is the time to raise awareness about refugees around the world and mobilize your church to be a key agent of hope and compassion internationally and here in the United States.

We invite you and your church to remember those who are persecuted and oppressed around the world and to reach out to the nations at our doorstep!

Sincerely,

Cherie L. Gray

Cherie Gray



Executive Director

www.tucsonrefugeeministry.com

REFUGEE

One who is forced to flee their country because they have been persecuted for reasons of race, religion, nationality, political opinion or membership of a particular social group.

Awana Resources for Youth



Awana Resources for Youth

General Instructions:

Depending on time allocated for your World Refugee Sunday project, you may choose to use all the resources made available or you may scale down or expand as you see fit.

Lesson Preparation:

- x Download and/or print all the various components as desired.
- x Print the take-home cards for each of the participants on cardstock.
- x Familiarize yourself with the talking points, stories, and take-home cards so you can present in an engaging manner.

Here are some suggestions if you choose to expand the lessons. Research the country featured in the lesson. In creative ways, you can share geography, foods, activities, dances, songs, crafts, sports, agriculture, and photos for that area.

Talking Points:

Children in Refugee Camps



Refugees are people who have had to flee their home country because of war or persecution that makes staying in their home country unsafe. Many refugees end up living in camps that are set-up for them in the neighboring country. Can you imagine having to leave your country to go live in another country? You may not be able to take anything with you except for what you can carry. Once you get to the new country, the people there may not even speak the same language as you. In the new country, you may be put in a camp with a bunch of other people from your country, perhaps even from other countries. You might have to live in a tent of plastic, with a dirt floor. The food you eat may be given out in rations that have to last your family for a month. Your parents might not be able to work, and you and your siblings might not be able to go to school. You want to go back home, but you can't because you might be killed if you do. Think of how you would feel in this situation.

Story: Neema – Refugee in Nyarugusu Refugee Camp in Tanzania, East Africa

Look It Up: Psalm 146:7-9

A Refugee Child's Story



I am Neema (means Grace) and I am 10 years old.

I actually live in Nyarugusu Congolese Refugee Camp for all my days. I have good experience of what living in the camp means.

People talk about life, good life, good food, nice clothes, but this is a historic way for many of us. We have one kind of food for three months consecutive. If anything to mix, it will be some vegetables because my parents can't afford to buy fish or meat. I remember eating meat sometimes during holy days when we were invited by neighbors or for party times.

I am one of those who have experience of two clothes only, one for school and one for time spent at home. My legs have put on only three pairs of pants since I was born; exposed to any kind of attack due to skin infections and cold infections like pneumonia, bronchitis, etc.

Just sense what this kind of life looks like, life without future expectations. We live for one day at a time, tomorrow is a miracle.

Eating enough food is a party, putting on new clothes and shoes are a celebration.

This is the kind of life for thousands of children in camp life. Anything we see attracts us.

It is a fact that if there are people in need of hope, you'll find them in refugee camps, people in need of comfort are found in refugee camps, people in need of assistance and help are present in the camp environment.

Visit camps you'll see this reality.

Children in Refugee Camps

Produced by Awana International

Children in Refugee Camps



Every year people flee the country they were born in for safety elsewhere. Last year, 15 million people found themselves in this situation; half of them were children. **Pray** for peace and healing to come to these people that have experienced the horrors of war and persecution. Pray for them to experience true refuge in the Lord.
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Definition:

- x *Refugee* – a person who flees the country where they were born because of war or persecution.
- x *Refugee Camp* – a temporary settlement built to receive refugees, usually made of tents.

What would life be like as a refugee?

- x As a refugee, you might only take with you what you could carry.
- x Once you got to the new country, the people there might speak a different language.
- x You may be put in a camp with a bunch of other people from your country, perhaps even from other countries.
- x You might live in a tent of plastic with a dirt floor.
- x The food you would eat may be given out in rations that have to last your family for a month.
- x Your parents might not be able to find work and you might not be able to go to school.
- x You would want to go back home, but you couldn't because you might be killed if you did.

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Pray-Engage-Support

PRAY

You can change the world on your knees. Remember to pray for the young people who are caught in the refugee struggle around the globe.



Prayer Points

1. For refugee communities who have lost everything, that they may find a welcome in a safe haven.
2. For the law-makers and administrators of the nations, that they have the courage to open the doors to those seeking refuge, and to offer generous resources for the care of refugees in other countries.
3. For the organizations and individuals who support refugees around the world, and help them to rebuild their lives.
4. Pray that in the midst of the crisis people will be open to Gospel in their lives.
5. Pray for refugees in the overflowing camps in countries such Sudan, Pakistan, Iraq, DRC and Sri Lanka.
6. To understand cultures, and to welcome strangers in our congregations and fellowships, willingness and preparedness to serve them.

ENGAGE

Organize discussion groups to discuss refugee issues.
You can find more information on
www.refugeehighway.net.

Joseph – the escape to Egypt

Read Matthew 2: 13-18



Use these discussion questions by comparing Joseph's story with contemporary refugee situations and relating the issues.

1. How would you feel if you had been in Joseph's shoes? What would you do if you had to flee from your own home/ town to seek refuge in another strange land?
2. If ancient Egypt during Joseph's time had modern immigration laws, what would have been the circumstances for Joseph and his family?
3. What are some lessons, truths, and responses that we can learn from this story?

SUPPORT

Think of creative ways to raise funds to support refugees – and do it! **Every cent you raise will make a DIFFERENCE.**



What makes a successful fundraising?

- Set ambitious, yet attainable goals
- Take a planned approach – brainstorm your ideas together, then work out the steps you'll need to take to make them a reality.
- Use a combined approach of individual and team fundraising.
- Utilize your own networks.
- Explore ways you can use your own interests to raise funds.

Put the FUN in fundraising!

Prepare a cultural meal, or a dish served in the refugee camp to sell as a fundraiser!

Give to International Kids Kamp:

You can support refugee children and youth here in Tucson by giving to International Kids Kamp! International Kids Kamp is a week full of fun for children from all over the world who have come to live in Tucson. We throw in lots of fun songs, games, crafts, skits, stories, and make some great memories along the way. The campers are refugee children from various countries such as Iraq, Turkey, Afghanistan, Somalia and Sudan. Volunteers are followers of Jesus from different congregations across Tucson... and beyond.

*A gift of **\$10** will give a camper a T-shirt and a visor

*A gift of **\$30** will sponsor one child or teen to attend the camp week

*A gift of **\$50** will support arts and craft supplies for the week

*A gift of **\$75** will provide fuel for one vehicle for the week of camp

*A gift of **\$100** will support snacks, drinks, thermoses, and ice

*A gift of **\$500** will provide a special field trip for the campers

*A gift of **\$1,000** will provide a vehicle for the week of camp

Go to <https://internationalkidskamp.wordpress.com/> for more information.

Skit

Jesus Was Once a Refugee

SEEKING REFUGEE STATUS

Voice We are now to visit some officials in an office in first century Egypt.

(Two officials are seated at a desk covered with papers, discussing refugee cases in an office in Egypt.)

Official 1 (Yawning and stretching) How many more? I want to go home.

Official 2 Only one more and that's it for the day.

Official 1 Well come on. Make it snappy. Who is it?

Official 2 A family. Man, woman, child.

Official 1 Country of origin?

Official 2 Israel.

Official 1 What's their plea?

Official 2 Seeking refugee status here in Egypt.

Official 1 On what grounds?

Official 2 Persecution and death if they return to their own country.

Official 1 Papers?

Official 2 None.

Official 1 What sort of persecution? Religious? Political?

Official 2 Political. They claim their son's life is in danger. He will be killed if they return home.

Official 1 Only the son?

Official 2 That's what they say.

Official 1 Who are these people? What do our contacts say about them?

Official 2 No one has any knowledge or record of them.

Official 1 What's the man's occupation?

Official 2 He's a carpenter.

Official 1 And the woman?

Official 2 None. She's just a wife and mother.

Official 1 What about the boy? How old is he?

Official 2 Difficult to say.

Official 1 Give me a range. 0-2? 2-5? 5-8? 8-10?

Official 2 0-2.

Official 1 And who's going to kill him?

Official 2 The king. Herod.

Official 1 Herod? Any facts to verify this?

Official 2 Again difficult to say. The child was born in Bethlehem and our contacts have mentioned an alleged incident there where all boys under the age of two were allegedly killed. But we haven't been able to verify it with the authorities.

Official 1 So how did these people escape?

Official 2 The man, Joseph, said he had been warned to leave prior to the incident.

Official 1 Warned? They had inside information? Who from?

Official 2 He said he was told in a ...a dream.

Official 1 Dream! Rubbish! He knows more than he's telling us. He must have contacts somewhere. What about her?

Official 2 Mary? She's harmless enough.

Official 1 Harmless, my eye. What sort of parents would take a young child on such a hazardous journey across those inhospitable deserts?

Official 2 I don't know. People who are desperate?

Official 1 Their story sounds pretty thin to me. Anyone to corroborate it?

Official 2 Not really.

Official 1 Have they got any money?

Official 2 I believe they have some.

Official 1 But not much, I bet. Probably spent it all getting here. But they must have been well off to afford getting this far.

Official 2 I don't know. He says he's a carpenter. And he's willing to work.

Official 1 Carpenter? They work in wood. Great! Look around you. How much wood do you see? Are the pyramids made of wood? Are the tombs of the Pharaohs made of wood? Stone cutters! That's what we need.

Official 2 He could possibly adapt his skills.

Official 1 And put our own people out of work? No. I guarantee he'll expect the Egyptian people to support him.

Official 2 Don't forget the woman and child.

Official 1 Ah yes, the woman and child. And we know why they came along, don't we.

Official 2 Because they're a family?

Official 1 You are so naive. They add sympathy to their plight! These people just bring the wife and kids along to add to the occasion – like you do to a dinner. Look, I don't like this. There are plenty of other countries closer than us they could have gone to. Why did they choose to come to Egypt anyway?

Official 2 I don't know. Perhaps because it's safe.

Official 1 I'll tell you why. They just want to share the economic benefits of our country. These people are here solely for a better life. Persecution. What garbage! They should accept their lot in life and live in their own country.

Official 2 But....

Official 1 They're just queue jumpers, illegals, probably criminals. They should have waited in line like everybody else, gone through the correct channels and been processed properly.

Official 2 But the correct channels have been cut back. And they're so slow. It takes years for people to get the proper accreditation. Besides, if the king is threatening your life, you're hardly going to apply to him to leave the country, are you?

Official 1 I don't care. I have the backing of the Egyptian people on this. And if I displease them I'll lose my job. No, it's time to make a stand. We've had too many of these people crossing our borders. By the way, what's their religion?

Official 2 They're Jews.

Official 1 I knew it! Jews are troublemakers. We don't want them here indoctrinating our people with their religion. Before we know it they'll be taking over our country.

Official 2 They seemed like nice people to me.

Official 1 Listen. Let's get this straight. These people have arrived on our doorstep –illegally. No papers, no money. No proof or record of persecution. No one to back up their story. I see no reason to grant them refugee status. We are a decent, caring people, but we've been the good guys for too long. These people are just taking advantage of us. Send them back where they came from. We have no room for any more illegals in this country. We have enough rubbish in this country already. We don't want any more.

Official 2 But what about the threats? We know what Herod's like.

Official 1 Threats! What sort of a threat would a young boy be to King Herod? We must send a strong message to these people that Egypt is not a soft touch. We'll start now and make an example of this family. Refugee status denied! (Official 1 stamps the papers defiantly) Send them back where they came from. Official 2 But what happens if any harm comes to the child? Official 1 It's my guess nothing will. What makes him so special? Besides, who cares? They're only peasants. It's hardly as if this one child will make any difference to the world, is it?

(The officials collect their papers and leave).

Voice Let us never forget that Jesus was once a refugee.

Journey of a Refugee

The JOURNEY of a REFUGEE to the United States

1. Homeland

A **refugee** is a person who must **leave** his or her **homeland** due to persecution of beliefs, race or ethnicity.



IN 2012, 45.2 MILLION PEOPLE WERE FORCIBLY DISPLACED

2. Refugee Camp

Refugees wait an average of **five years** in a refugee camp, or until a new country grants permission to enter.



ONE IN THREE
REFUGEES LIVES IN A REFUGEE CAMP



Refugees entering the U.S. are interviewed by the UNHCR and U.S. Bureau of Citizenship & Immigration Services. Only those escaping persecution are eligible for entry.

3. Interview

EVERY YEAR, THE U.S. WELCOMES
50,00-70,000 REFUGEES

To establish self-sufficiency, newly arrived refugees need



HOUSING



TRANSIT



ESL & JOB
SKILLS

In the long run, what a refugee needs most is a new sense of **COMMUNITY**.



4. Arrival

Each arriving refugee is assigned to an agency to provide basic services during his or her first **90 days** in the U.S.

REFUGEES COME TO THE U.S. ON A TRAVEL LOAN THEY MUST REPAY

Brought to you by world relief™ 

World Relief is one of nine voluntary agencies contracted by the Department of State to resettle refugees. Every year, World Relief resettles **10%** of all refugees entering the United States, working with a network of partner churches to provide language skills, job training and spiritual support for these new community members.

Loss Simulation

Loss Simulation

SET UP: Each participant needs 16 slips of paper. Divide them into 4 piles of 4.

INSTRUCTIONS: You have 3 minutes. Using the 4 piles in front of you, write one thing on each paper...

4 people important to you (one on each)

4 family heirlooms/keepsakes that you wouldn't leave behind

4 things/locations you love you can't take with you

4 documents you think you will need

Start the timer as soon as you show them the list. At the end of 3 minutes, not everyone will be complete, but participants should not continue writing.

SELECTED LOSS:

Look at the pieces of paper and quickly choose one from each category that you will lose.

Tear up the slips that you chose and throw them away (*discard pile*).

Imagine fleeing your home and having to choose what to take, or even *who* to take. Should you run by the school to see if you can pick up your other children, or just flee with the child who is in your arms, knowing that between here and the school you could each be killed?

How does it feel having to make a quick decision about what you are willing to give up? About what is most valuable and what can be left behind? (*don't ask for real feedback/answers yet till the end, but just give them things to think about*)

Picture yourself locking the door to your house for the last time, and putting that key in your pocket.

UNKNOWN LOSS:

Turn papers over and mix them up.

Without looking, take four random pieces of paper. Tear them in half and throw them away.

Do not look! Sit and wait.

Imagine sitting in a refugee camp not knowing if your brother is alive or where your mother is. Are they safe? What about your pets? Does your home still stand? Did your neighbors or church friends make it out safe? Did your family photos survive the trip, or did they get washed away in that stream you had to

cross? Do you still have your passport or birth certificate? For every family member?

How does it feel to not know what you have lost? (*again, don't unpack it with the audience yet, but just give them something to think about*)

LOSS OF CONTROL:

Keeping all piles face down, sit quietly and ponder your loss.

(Quietly walk around the room removing papers from in front of people. For some people take only a couple, for others take all, for a few do not take any. In a couple of instances walk past someone only to return and take from them as well.)

Your country is in chaos and you are on a journey to survive. Many things can happen along the way that can mean even another level of loss. You encounter border guards, people who don't want you in their country, people who hate you and belittle you, thieves, profiteers, sex traffickers, organ harvesters, etc.

Material possessions are not the only thing you lose. You lose control over small things, like what you eat. And big things, like your future (education, livelihood, etc.). In the refugee camps you have little opportunities to make choices. You may sit for years waiting and waiting for a verdict to come back about your future life and what might happen next.

Even when you arrive in America they have little control about where you live, what your furniture will look like, or where you will work. You must rely on a single case manager, or possibly a volunteer (if you are lucky) and entrust your life and your families lives to a stranger.

Turn your papers over now and see what you have left.

One more little twist... when you grabbed your documents, if you listed any college degrees and you still have those left in your pile, you can tear them up. They are not worth much in your new country.

How does it feel to have no power/control over what you lose?

What is something that meant a lot to you, that you no longer have?

Was there anyone here who didn't lose anything in that last round of loss on the journey? What are the implications?

What are some adjectives that describe your feelings along that journey?

Refugee Simulation

Run for Your Life!

A Simulation of the Flight of Refugees



Adapted by Exodus World Service
from "Passages" by the
United Nations Agency for Refugees (UNHCR)

Run for Your Life Simulation

Leader's Script – *with notations & highlighting*

Why a Game:

Games help people understand phenomena which are complex and far removed from their everyday lives. A game allows participants to experience emotions in a very personal and enduring manner, but on a smaller scale than real life.

Overview of the Game:

Some terrible event or situation has forced men, women and children to leave their homes and villages. The players in this game will follow the route of these refugees, adopting their roles and experiencing some of the trials they face from the time they originally escaped until the time they resettle in a host country.

Module #1 – Family Set-Up (10-15 minutes)

The players are grouped into “families” and must familiarize themselves with their roles and backgrounds.

Module #2 – Escape and Separation (10-20 minutes)

The players then scatter and go through the experience of escape and separation.

Module #3 – Emergency Supply Case (5-7 minutes)

Before leaving home, most refugees decide what to take with them. The players have only a few minutes to decide what is – or will be – important to them.

Module #4 – Temporary Shelter (7-15 minutes)

The journey to safety is rarely made in one day and is usually made in several stages. Refugees often must spend nights in extremely difficult conditions, characterized by fatigue and overcrowding. The players experience a crowded shelter.

Module #5 – Decision to Leave Your Country (10-15 minutes)

Refugees leave their countries because they are forced to do so. Nevertheless, the decision to go into exile is a difficult one, fraught with periods of doubt and questioning. The players must think about what they are leaving behind and imagine what awaits them across the border.

Module #6 – Border Crossing (10-20 minutes)

Refugees often face problems trying to cross borders to safety. The players are required to fill out identification forms in a language they do not know (assuming, of course, that they are literate.)

Final Summary (Pt 1 = 10-15 minutes; Pt 2 = 15-20 minutes)

Part 1. Give the participants opportunity to express their feelings.

Part 2. Brainstorm ideas about how to help refugees.

NOTE: Module #7 from original RFYL noted at end of entire script.

Group Organization:

This game is organized into separate modules that can be changed to meet different needs. Ideally, **it should be played by between 15 and 65 players.** The game leader will

select the number and type of family groups to be used, according to the number of players, by selecting from among 11 different Family Data sheets.

For a group of under 15 players: Select families “B,” “G,” “M” and “T.” These families have very different backgrounds and their stories evoke the most “typical” refugee situations.

For a group of 15-65 players: Decide on the choice of families, but be sure to use “B,” “G,” “M” and “T.”

For a group larger than 65 players: Double up on certain families or break the groups into two sub-groups who will play the game separately.

Space:

Use a large, open space. There should be no hazards that players might trip over while blindfolded during Module #1. During Module #4, it is helpful to have a small cramped room or area that players can gather in. During Module #6, it is helpful to have a table and chairs that the border guard can use.

Leadership:

In this game, the role of a leader is essential. For it to be most successful, the leader must adopt a cold and closed attitude toward the players using a very dry leadership style. Create a climate of tension and even (at time) repression. Use a whistle regularly when giving orders. Do not provide explanations if players question instructions – respond “You’ll find out later. Wait your turn. You’re not the only one here. I make the decisions here,” etc. When you are giving instructions, do not repeat yourself after at least a few of the players have heard and understood.

The game is most effective if there are at least 4 game leaders who can play several roles during the game. The game leaders can then play the parts of “soldier,” “refugee,” and “border official.” There is no “game leader” as such throughout the game in this version. Here is an example of how these roles can be used:

Modules #1, #2 and #3 – No specific roles. One leader presents the game and gives the orders. (Complete Module #3 before Module #2.) The others help participants choose their roles and blindfold themselves.

Module #4 – As the players take the blindfolds off, another “refugee” approaches. The refugee explains the players are in danger and must flee because the bombing can start again any time. The “refugee” advises them to follow him/her towards the temporary shelter. On the way to the shelter, the “refugee” can increase the tension and feeling of fear by shouting “Another plane! Get down!,” or by having the players crawl on the ground, run, stop and run again. In the shelter, the “refugee” waits with the players. A “soldier” walks outside the shelter. The players do not know whether the “soldier” is a friend or an enemy. After while (at least 8 minutes) the “soldier” goes away. The “refugee” encourages the players to leave the shelter.

Module #6 – **The “border official” speaks in an unknown language.** He orders them to group into families and to sit here or there while s/e distributes identity sheets, with no other explanations than the ones the “border official” gives in a strange language and gestures.

MODULE #1 – Family Set-Up:

Goal: To group the participants into families that will be talking part in the game.

Materials:

“Family Information Sheet” for each family

Pen or pencil for each family

Time planning:

Approximately 10-15 minutes to hand out the family information sheets and have participants get into their roles for the game.

Instructions:

Read this narration:

You are going to take part in a simulation game that will help you to understand what people have to experience when they run for their lives. At any stage of the game, if you feel discomfort, do not hesitate to leave the game.

Separate the participants into family groups of 4-8.

During this game you are going to be a part of the group or a “family”. Each of you will receive a special role or an identity. Every family will go through different situations together and you will have to help each other.

Distribute a family information sheet and a pen or pencil to each family group. After handing out family information sheets, read this narration:

Decide on the roles within your families. Choose a family name and first names. Then carefully read your family history. It will help you to get into your family background.

MODULE #2 - Escape and Separation

Goal: Blindfold the family members, scatter them over the playing area, and have them find each other again and group into families.

Materials:

Whistle

Blindfold for every family member

Balloons

Other noise makers you consider suitable for this episode.

Large, flat, open space with no barriers that will block or trip people when walking blindfolded

Time planning:

Approximately 10-20 minutes, depending on the size of the group.

Instructions:

Distribute blindfolds to each family and ask every family member to put on a blindfold. After everyone is blindfolded, spread the participants throughout the open area. Make sure that family members are quite far away from each other. After the families have been separated, read the following safety rules. Ready loudly, slowly and clearly:

Safety Rules

You will be blindfolded during this part of the simulation. It is very important to follow these safety instructions. Do not run! Move slowly and cautiously. Wave your hands in front of you and behind you while walking to avoid injuring anyone. DO NOT MOVE until you hear the whistle.

Ensure that everyone understands the safety rules, then read the following narration:

It is Saturday and you and your family are at the central market square. Trade is in full progress. Families are buying fruits, flowers and fresh bread. Children are running around and playing. Suddenly a low-flying plane approaches. You are surprised and terrified by the sound it produces [at this moment you can use any appropriate sound effects]. A few seconds later, an entire fighter squadron appears and starts attacking the town. Bombs explode. Thick smoke fills the streets where you have been peacefully spending time with your family. People are screaming and running around.

*Your family becomes separated from one another. It is impossible to see through the thick smoke. The smoke gets into your throat and lungs and makes you choke. **You start screaming and try to find the rest of your family in order to escape from this place.***

Your challenge now is to find the other members of your family. Keep your blindfolds on and remember the safety rules.

Begin blowing the whistle, popping the balloons and creating other sudden and unexpected noises to simulate the attack and create a feeling of chaos.

Debrief *Does anyone have questions?*

MODULE #3 – Emergency Supply Case

Goal: Every family must decide together what things they will take with them on their journey to safety.

Materials:

“Emergency Supply Case” pack of cards for each family

Pencil for each family

“■ Event” Cards

Time planning:

Approximately 5-7 minutes.

Instructions:

Group into participants into families. Distribute “Emergency Supply Case” sheet and pencil to each family. **Do not allow them to read the instructions until you give them a signal to start.**

Every family gets 5 minutes to decide what they will take with them. The family can take one item per family member. All of the family members must agree about the items that are chosen.

After all the families have made their choice, every family will draw an “■ Event” Card. Make sure that every family gives up the item that is named in the “Event Card”.

NOTE: can set up “shelter” during this time if not already done

MODULE #4 - Temporary Shelter

Goal: The participants experience some of the inconveniences and hardships of finding shelter during their flight to safety.

Materials:

"1 Event" Cards

Location for families to "hide." (*The place you choose is very important, especially in terms of size. Try to find a place within the playing area which is not at all comfortable. The area should be overcrowded for the participants to experience discomfort. You can even cover the place with some plastic cover or tarpaulin. If necessary, mark off a section of the main area using tables and chairs or string.*) **set up needed**

Time planning

Play this episode for about 7-8 minutes if the participants manage to organise themselves fast and the shelter does not present any problems for them. The episode should not be played for more than 15 minutes. Do not tell the participants how long they will spend in the shelter.

Instructions

Spread the families out over the playing area so that the participants are at least 100 meters (~300 feet) away from the area where the shelter is located.

Let every family select a "1 Event" Card. The families must now take into consideration that one of the family members is injured or handicapped. If somebody has a "broken" leg, then this person must limp. If somebody has a broken arm, the family must fix a sling before they leave the place where they are.

Read the following narration:

You fled your home without really knowing where you are going. One of your family members has been injured and is now handicapped. You must now begin helping your family member along your way.

The sun has gone down. You are really exhausted after a long journey and everything you had to go through. You must find a shelter where you can stay over night in order to get some rest. You can hardly go any longer. You are ready to use whatever shelter you can find, as long as the whole family will get a place to stay. Someone you don't know points you to a nearby location.

Show the participants where the temporary shelter is located. Give them a signal to start moving toward the shelter (or ask them to follow you to the location). ALL families to SAME shelter

After they reach the shelter, tell them to make themselves as comfortable as possible because they will be spending the night there and must take care of the injured and elderly members of their families and their children.

Let them stay in the shelter for up to 15 minutes. Do not tell them what is going on and let an atmosphere of coldness and mistrust build up among the players.

Debrief

MODULE #5 - Decision to Leave Your Country

Goal: The participants experience how hard it is to make a decision about leaving your country.

Materials:

“♦ Event” Cards

Original Family Data Sheets
Pencil for each family

Time Planning:

This episode is played for 10-15 minutes. Keep track of time so that the participants have to wait after filling in the form. Being forced to wait becomes almost a natural state for refugees.

Instructions:

The participants stay in their temporary shelter. (If you think it is too inconvenient for them, let them spread out.)

Read the following narration:

You have just spent a night in a temporary shelter together with many other families. It was not at all a peaceful place. Some of your family members are injured, tired or totally exhausted. They feel disillusioned, pessimistic and desperate to know what is going to happen to them. You know that it is impossible to go back to your home at the moment and you have to make a decision about whether to flee your home country or not. It is a very important decision that will influence the entire family's future. You have no idea what will happen to you. You know that on the other side of the border there is a camp where refugees can get basic help. But on the other side of the border you will face THE UNKNOWN. You decide to have a family council to discuss the advantages and disadvantages of staying where you are or travelling to the border. Let every family member express his/her hopes and fears.

Ask each family to draw a “♦ Event” Card. The card contains information about their decision to leave the country.

Give the participants 10-15 minutes to make a decision in their family groups. They can write their decision on the family information sheet in the section “Decision to Leave Your Country”.

NOTE: During this time, set up the Border Crossing Area (see next page).

MODULE #6 - Border Crossing

Goal: For participants to experience the challenge of trying to cross into another country, especially when they do not speak the language of the host country.

Materials:

“Border Crossing Form” for each family

“Family Spokesman Instructions” for each family

Border Crossing area – with a table, chairs and an ink pad and stamp. Border guards.

Time Planning:

Duration of the episode depends on the number of participants. It will take between 10 and 20 minutes.

Instructions:

Bring the participants out of the temporary shelter and let them spread out in family groups.

Read the following narration:

After overcoming many difficulties, you have finally arrived at the border. Many of you are exhausted, ill, hungry and thirsty. The only help you can hope for is a little water, food and a place to rest so you can help those, who are ill. You lost your identification documents during this challenging journey. The authorities at the border are afraid that criminals will try to get into the country. So before you are allowed to do anything else, including going to the bathroom, you must fill out your identification forms. If you do not fill out these forms properly, there is a great chance you will be sent back. As soon as you fill in your identification form, you must proceed to the border control office. WARNING! In order to get into the land, you must convince the authorities that you will be able to integrate into a new environment.

Give a Border Crossing Form and Family Spokesman Instructions to every family.

“BORDER GUARD” role instructions – IT IS MOST EFFECTIVE IF THIS PERSON SPEAKS AN UNFAMILIAR / LESSER KNOWN LANGUAGE DURING THIS MODULE:

After a family has completed their form, the entire family must proceed to the border crossing area. If the identification form is filled in incorrectly, tell them that you do not understand it and ask them to step aside and fill it in properly once again and then come back. You decide how many times you will repeat this procedure.

If a family causes too much trouble when crossing border, you can make them pay for the right to come into the country. They will have to give up 1 or even 2 things from their emergency supply case. If the family has a SUBMISSIVE ATTITUDE, the family will be given the right to enter the country right away. Stamp their family game list and let them cross the border.

If the family has a different attitude, make them wait before crossing the border. Do not give any explanations. After some time, you can mutter something and let them enter the country.

Debrief

FINAL SUMMARY

NOTE: these are “whole group” activities

Goal:

Part 1. Give the participants opportunity to express their feelings.

Part 2. Brainstorm ideas about how to help refugees.

Time Planning:

Part 1. Try to make this part as dynamic as possible. The time you need for this part depends on the number of participants, but should not be longer than 10-15 minutes.

Part 2. This part can take some more time, approximately 5-10 minutes for the first part and 10 minutes for the second.

Instructions:

Part 1: Ask the participants to reflect on their experience in the simulation. How did they feel? What was difficult? How accurate do you think the simulation is?

Part 2:

A) Have the participants brainstorm in family groups for 5-10 minutes and make a list of concrete actions that can be taken to improve the situation for refugees.

B) When they are ready, read the ideas out loud, write them down on a flip chart and discuss with the entire group. Select 2-3 actions that the group can take to help refugees.

OPTIONAL:

MODULE #7 from original RFYL:

Refugees invited to live in a host country face still more challenges. They often do not know the local language and as a result have trouble communicating and integrating with the local population. The players must find ways to ask basic questions about life in their new country.

“Roles” for Team to possibly play during RYFL simulation:

Leader – Soldier – Border Official – Refugee

Module #1: ~10 minutes

- Give GROUP INSTRUCTION
- Break participants into FAMILY GROUPS
- Provide PROPS (if desired) for FAMILIES to get “in character” (e.g. scarves, hats, etc)
- Distribute INFORMATION / FAMILY PACKETS

Module #2: ~10-15 minutes

- Distribute BLINDFOLDS to ALL participants – assist in placing BLINDFOLDS on everyone as needed
- Spread out BLINDFOLDED PARTICIPANTS in large open area (*can be a large meeting hall / room*)
- READ SAFETY RULES – verify that ALL PARTICIPANTS understand these rules
- READ NARRATION
- Shout “GO”
- START SOUND EFFECTS – play throughout this module, as well as shouting, blowing a whistle, etc

Module #3: ~7 minutes

- Break into FAMILIES
- Give INSTRUCTIONS:
“You will have 5 minutes to all agree on ONE ITEM PER FAMILY MEMBER from the “Emergency Kit””
- Give EMERGENCY KIT CARDS (*should be in their “packet” envelopes*)
- Set TIMER for 5 MINUTES
- AFTER 5 minutes, have a TEAM Leader go around to EACH FAMILY and have them select a
" ■ Event" card and **GIVE UP THAT ITEM**

NOTE: the Team can set up the “shelter” during this time if not already done

Module #4: ~10 minutes

- Spread FAMILIES out far from the “shelter” – remind them to “STAY IN CHARACTER”
- Have each FAMILY to select one “1 Event” card – allow family to CONSIDER IMPACT of the card on their “family”
- Read NARRATION
- Signal that they can MOVE TO SHELTER
- Team members may PLAY ROLES of refugees to guide others to “shelter”
- PLAY SOUND EFFECTS DURING THIS TIME – families should remain in shelter for 5-7 minutes while sound effects play, to build fear, uncertainty, etc (*see Manual*)
- Allow for “short debrief” after this Module

Module #5: ~10-15 minutes

- Have families STAY IN SHELTER during NARRATION

- READ NARRATION
- Have EACH family draw a “◆ Event” card
- Give each family a few minutes to CONSIDER THEIR DECISION
- Have EACH FAMILY **write their decision** on their FAMILY INFORMATION SHEET (*from their “packet” envelope*)

NOTE: the Team can set up the “border crossing” during this time if not already done

Module #6: ~10-20 minutes

- Have families come OUT OF SHELTER but stay in family groups
- READ NARRATION
- Give each family a FAMILY SPOKESPERSON SHEET (*should be in their “packet” envelopes*)
- Give each family a BORDER CROSSING FORM
- Have each family FILL OUT the Border Crossing Form
- When they are ready, EACH FAMILY GROUP approaches BORDER CROSSING GUARD / STATION to try and obtain entry into their COUNTRY OF REFUGE
- BORDER GUARD actively interacts with EACH FAMILY to decide to let them pass or not, eventually STAMPING THEIR BORDER CROSSING FORM and allowing them through (*see Manual*)

Summary: ~ 15-30 minutes

- Gather ALL PARTICIPANTS , including all TEAM MEMBERS, for discussion time
- **Part 1:** REFLECT on the experience
 - How did they feel? What did they experience?
 - Was it difficult? Why?
 - Was it a useful experience?
- **Part 2:** BRAINSTORM (in family groups if desired)
 - What are SPECIFIC THINGS we can do to improve the situation of refugees...
 - In our neighborhoods
 - In our schools
 - In our spheres of influence
 - In our city, state, country
 - What are SPECIFIC THINGS we can do to educate others regarding refugees in our midst?
- SHARE your ideas
- END simulation

Clean up:

- Gather ALL RFYL MATERIALS into “FAMILY PACKETS”
 - SORT packet materials
 - PACKET MATERIALS are numbered by FAMILY # to assist in quickly SORTING
 - THROW AWAY all USED single-use paper materials (e.g. FAMILY DATA SHEETS)
- Gather all ADDITIONAL MATERIALS / PROPS / SHELTER materials
- Gather any MEDIA / EXTENSION CORDS / etc that you may have brought with you
- Leave the FACILITY in the SAME or BETTER condition than when you arrived!

Prayer Scavenger Hunt



PRAYER SCAVENGER HUNT- EAST SIDE

- Pray as you are out and about around Tucson.
- Look and listen for different cultures. What evidence do you see?
- Find as many of the following items along the way as possible and take a picture:

-Park/Playground	-Soccer field
-Community garden	-International bumper sticker
-Library	-International phone card advertisement
-Bus stop	-Sign written in a different language
-Public Art that communicates diversity	-Advertisement for ESL

- **Locate and visit an ethnic store:**
 - What upcoming international events are advertised in store window?
 - What makes these stores different from other grocery stores?
 - Buy something to share with the group
 - List the languages you hear spoken in the store
 - Talk with the store owner/worker
 - Learn his or her name.
 - Learn what country he or she is from
 - Learn how to say "thank you" in his or her language
 - If you have had a good conversation with the owner, and if it seems appropriate, ask them how you can pray for them.
 - Pray for the person/people you just met (either in person, or after you leave the store)
- **Visit a refugee resettlement agency:**
 - If it is closed, tape some notes of encouragement on the door.
 - If it is open, send one person inside...
 - Find out how many families they resettled in the past month/year
 - Ask what the top 3 countries are

- Say something to encourage them, or hand them notes of encouragement
 - Pray that the church will come alongside, love, and support refugees in Tucson.
 - Pray for strength and wisdom for the staff here.
 - Pray for all of the new refugees who will be arriving and receiving services here.
- **Walk and pray through one international apartment complex:**
 - List the countries that you think are represented here
 - Find out if they have any community activities
 - What do you think are the greatest challenges for new refugee residents?
 - Pray for the salvation and safety of the residents
 - Pray especially for the children growing up here
 - Pray for the manager, staff and others who are ministering here

IMPORTANT INFORMATION

*Call _____ if you get lost or have questions.

*Meet back at _____ (location) at _____ (time).

ROUTE #1: East Side

Apartment Complexes

La Mirada- 4415 E Grant Rd
 Nottinghill Apartments- 2660 N Alvernon Way
 Las Casitas- 4100 E 29th St

Ethnic Markets

Nur Market- 3565 E Speedway Blvd #171
 Babylon Market- 3954 E Speedway Blvd
 Caravan Mideastern Foods- 2817 N Country Club Rd
 The Jerusalem Market- 2536 E Broadway Blvd

Refugee Agencies

International Rescue Committee- 2100 N Kolb Rd #103

Restaurants

Zemam's- 2731 E Broadway Blvd.
 Za'atar- 2825 N Country Club Rd
 Zahra's Restaurant and Bakery- 2526 E 6th St.
 Zayna Mediterranean Café- 4122 E Speedway Blvd.

Building Bridges for Events

PLANNING AN EVENT IN A REFUGEE COMMUNITY?

CHECK OUT THESE BRIDGE BUILDERS



DRESS: Most religions measure godliness by what they see on the outside. When visiting with international friends, you want them to know that you honor God, and what you are wearing says a lot about your faith even before you open your mouth. It is wise for us to err on the conservative side (cover shoulders and knees) so they can recognize that we fear God.

GENDER BOUNDARIES: Be aware that many cultures and religions have an invisible wall between male and female. We want to represent Christ in a culturally relevant way. Please try to avoid one-on-one situations with someone of the opposite sex. Avoid PDA (public display of affection) with your spouse/girlfriend/boyfriend/fiancé when in public. Try not to play any games where boys and girls have to hold hands.

CHRISTIAN: Most internationals have very wrong definitions of “Christian” just as we have many misconceptions about them. Because of the influence of Hollywood in so many countries most of the world thinks that Christians are immoral, loose-dressing, wine-drinking, materialistic, corrupt Westerners. It may make more sense to identify yourself as a “follower of Jesus” rather than a Christian, and this usually opens up wonderful conversations.

FRIENDSHIP: Above all else our international friends value relationships and their “love language” is hospitality and generosity. As believers our friendship needs to be faithful and consistent with them as we establish trust and offer our hospitality and love them as Jesus loved them. Please offer them your genuine friendship and don’t hand out tracts or Bibles or money at least for your first visit.

PRAYER: Take every opportunity to pray with your new international friends. Prayer looks different for them, and they will recognize our reverence for God if we pray with our hands raised and our eyes toward heaven, which is a Biblical example as well.

MIX & MINGLE: Try not to let the party/event get segregated between American and non-American. Be bold and start some conversations! Make them feel loved and welcome. You can ask them questions about their family or their country or their faith. Draw pictures (stick figures?) of your family if you don't share the same language.

BE FLEXIBLE! Things will most likely not go as planned.

LOVE EXTRAVAGANTLY. SERVE AND GIVE GENEROUSLY: Be Jesus without even opening your mouth. Greet everyone. Serve them food and drinks. Find out other needs you can meet without being asked. Be generous. Honor elders. Be patient. Have fun! If you are invited to their home, feel free to visit them if you don't have other responsibilities outside, but make sure you tell an adult. Again, avoid one-on-one situations with someone of the opposite sex.

Note: Families from a Christian background will probably be more "western" like you in their culture and greetings and traditions.

*“I became all things to all men
that by all possible means they might be saved.”
-Paul*



Additional Resources

Media Resources:

<https://vimeo.com/24886084>

A 60 second look at some biblical texts related to forcible displacement set to music without commentary.

<https://vimeo.com/141460217>

A refugee pastor describes life in a refugee camp - and how refugee churches are helping people transcend their circumstances.

<https://vimeo.com/132997834>

An introduction to the Refugee Highway

<https://vimeo.com/61831695>

Former refugees from Iran and Ivory Coast share how valuable it is for us to take time and initiative to pray for and with refugees.

<https://vimeo.com/17651246>

A beautiful song with photos that remembers the forcibly displaced people in the world

Information and Additional Resources:

www.wewelcomerefugees.com

www.iafr.org

www.refugeehighway.net

www.tucsonrefugeeministry.com

Refugee Vetting Process Info:

[FAQ's](#)

[Screening Process Infographic](#)



**BUILDING A BRIDGE BETWEEN THE CHURCH
AND THE NATIONS AT OUR DOORSTEP**