



REFUGEE JOURNEY ACTIVITY

Displacement and Conflict Simulation

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Abstract

People's experience of forced displacement and their journey of seeking asylum are often overlooked and not well understood. The refugee journey simulation provides experiential learning experience to get detailed and practical insights as results of the refugee journey.

By acquiring these insights, participants will be able to gain increased awareness of the journey someone had to take to flee persecution and seek protection outside of their home country. Finally, participants will have opportunities to reflect on their experience and discuss practical ways to welcome people from refugee background.

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REFUGEE JOURNEY ACTIVITY



Goals

The goal of this simulation is to raise awareness and understanding of the difficulties experienced by refugees and asylum seekers as they flee their homes and countries, into a journey of seeking protection in another country. It sets out to transform certain negative perceptions and responses of participants towards displaced people including refugees and asylum seekers. It also aims to encourage dialogue about migration and the specific needs of people affected by forced displacement and conflict.

Objectives

1. Raise awareness about the issues facing refugees and asylum seekers.
2. Develop an understanding of the experiences refugees and asylum seekers face while fleeing their home country.

Aim

This activity aims to explore how it would feel to be forced to flee your home in response to the direct threat of physical danger due to persecution, or other unforeseen circumstances, such as civil war or natural disaster.

Reasoning

Learn to do right; seek justice. Defend the oppressed. Take up the cause of the fatherless; plead the case of the widow - Isaiah 1:17

God teaches us to come alongside those who are oppressed and overlooked. By learning from the experiences of people who have faced persecution and continued struggles we are able to better understand those who live in our communities in order to come alongside and support them.

Materials

- Pens
- Scrap paper
- Projector
- Presentation (*see accompanying attachment*)
- Additional facilitators – 1 facilitator for every group of 10 participants
- Narration script
- Scenario printable ([Appendix 1. Scenario](#))
- Resource Kit printable ([Appendix 2. Flee Items Printable](#))
- [Debrief Questions](#)

REFUGEE JOURNEY ACTIVITY



Space Needed

Group activity - simulation requires enough room to sit in groups of 8-10, leaving enough space for facilitators to walk amongst each group.

Recommended Time

Total time: Variable (30mins > 1+ hr)

Activity – 20 minutes > 1+ hour(s)

Debrief – 10 minutes

**Activity is adaptable to your group depending on the time available.*

Recommended ages

12yrs +

Trigger Warning

Please be advised that this activity may trigger strong emotional and/or physiological responses amongst participants. Please ensure that your participants have been read the following statement, are aware that they are able to leave at any time if they become overwhelmed and that all facilitating staff are available to support them if they need someone to talk to.

"This is a simulation designed to mirror real-life events and scenarios faced by refugees. Its intent is to enable you to empathise with refugees and asylum seekers in order to better connect with and support those in your community. As such, it may create feelings of stress, panic, anger or sadness. Please be aware that if at any time these scenarios become too confronting and you feel you need a break you are able to step out or come and see a facilitator. We are here to support you both during and after this workshop so if you have any questions or need to talk to someone please come and see us."

Background Information

Throughout the world¹:

- 65.6 million people are forcibly displaced
- 22.5 million people are refugees
- 28,300 people are forced to flee their homes each day
- 86% of the world's refugees are living in developing countries
- 51% of refugees are under 18 years' old
- Less than 1% of the world's refugees are resettled in a developed nation each year

¹ UNHCR. 2018. Figures at a Glance. [Accessed 6 April 2018]. <http://www.unhcr.org/en-au/figures-at-a-glance.html>

REFUGEE JOURNEY ACTIVITY



Vocabulary²

Asylum-Seeker: A person who has sought protection as a refugee but whose claim for refugee status is yet to be assessed.

Refugee³: Any person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable, or owing to such fear, is unwilling to avail himself/herself of the protection of that country.

Internally Displaced People: People who have been forced to move within their State but have not crossed an international border.

Stateless People: People who have been denied a nationality and therefore, access to basic rights such as education, healthcare, employment and freedom of movement.

Migrant: A migrant is a person who makes a conscious choice to leave their country to seek a better life elsewhere. Before they decide to leave their country, migrants can seek information about their new home, study the language and explore employment opportunities. They can plan their travel, take their belongings with them and say goodbye to the important people in their lives. They are free to return home at any time if things don't work out as they had hoped, if they get homesick or if they wish to visit family members and friends left behind.

Offshore processing/detention⁴: The policy of processing refugee claims (and detaining refugees) outside of Australia, such as on Manus Island, Nauru and Christmas Island.

Safe Haven Enterprise Visas (SHEVs)⁴: SHEVs are protection visas granted to asylum seekers, which allows them to stay in Australia for 5 years. SHEV holders must work or study in specific regional areas. Holders of this visa can apply for a work, student or family visas if they meet certain requirements. They are not allowed to apply for citizenship, sponsor family members to migrate permanently to Australia or travel back to Australia after overseas travel without permission from the Minister for Immigration.

Temporary Protection Visa: TPVs are temporary visas granted to asylum seekers in Australia which allows them to stay for 3 years. Holders of this visa cannot apply for any other visa. They are also not allowed to apply for citizenship, sponsor family members to migrate permanently to Australia or travel back to Australia after overseas travel without permission from the Minister for Immigration.

Resettlement: The process of careful selection by governments, such as Australia, for the lawful admission of refugees who can neither return to their home country nor live in safety in neighbouring countries.

² Canadian Foodgrains Bank. 2016. Forced to Flee. [Accessed 7 Nov 2018].

<https://foodgrainsbank.ca/product/forced-to-flee-a-simulation-on-decision-making-during-conflict-andmigration/>

³ UN General Assembly. *Convention Relating to the Status of Refugees*, 28 July 1951, *United Nations, Treaty Series*, vol. 189, p. 137. [Accessed 23 April 2018]. <http://www.refworld.org/docid/3be01b964.html>

⁴ Refugee Council of Australia. 2018. *Offshore Processing*. [Accessed 5 April 2018].

<https://www.refugeecouncil.org.au/offshore-processing/>

⁴ Department of Immigration and Border Protection. 2018. *Safe Haven Enterprise visa (subclass 790)*. [Accessed 23 April 2018]. <https://www.homeaffairs.gov.au/trav/visa-1/790->

REFUGEE JOURNEY ACTIVITY



Facilitator Notes and Preparation

The narrator needs to ensure a smooth transition through the simulation. Timing and a rigid format play an important role throughout the activity and as a result the narrator must be strict on time allowances and firm in the delivery of the program. Background knowledge is important and while contextual information is provided throughout the simulation, we recommend that facilitators deepen their understanding of the subject matter before delivering this program to the group.

<http://www.searchingforsyria.org/en/what-was-syria-like-before-the-war/>

Set Up

Print out the **Trigger Warning** and narration script as well as as many copies of the following print outs as needed for your group (**Appendix 1. Scenario**, **Appendix 2. Flee Items Printable** and **Appendix 4. Registration Form**). Set up chairs in circles of 8-10 throughout the space. Group sizes can range from 6-12 but we recommend groups of 8-10 people as less than 6 participants is too small and more than 12 participants is too large.

Add scrap paper and pens to the centre of the group, leaving enough for each person.

Create an extra group of chairs that will be used later on in the simulation – chairs are to be left empty at the beginning of the simulation. The number of chairs required will be 1-4x the number of groups you have.

Determine other leaders that will assist in the running of the program to take on roles within the simulation such as camp guards.

The Salvation Army Multicultural Ministries Team can support you by:

- Running this simulation at an event, providing resource and support.
- Providing Cultural Competency Training
- Providing further insight and information about engaging with cultural diversity in your local community.

REFUGEE JOURNEY ACTIVITY



Simulation

Activity Instructions

- Settle participants into their groups.
- Introduce the simulation and share the **Trigger Warning**.
- Make sure they know they are able to leave at any stage and that the leaders are here for them if they need to talk to someone both during, and after, the program.

Narrator:

While this simulation occurs in Syria it is a very generalised story of seeking asylum and safety. For each of the options covered here hundreds of others exist that drastically impact someone's experience of this process. Every choice someone makes impacts how they experience this journey. Choosing to stay or flee could be the difference between life or death, safety or continued running and persecution.

It is important to note that before the war Syria was very similar to our own country here in Australia. While it was a developing country, it had a growing economy, a higher percentage of people enrolled in tertiary education than America and a booming tourism industry that saw it attract more tourists in 2010 than Australia. It had a population of 22 million and had been a hub of art and culture since 3,000BC – honoured in 2008 as the cultural capital of the Arab world. People went about their lives much the same way we do here in Australia – spending their days at school or work and their free time with family and friends.

Activity 1:

- Have facilitators distribute the scenario print outs (**Appendix 1. Scenario**). The facilitator handing out the scenarios preferably needs to identify a male leader for the group (reflective of middle eastern family structures). Ask the selected participant to read out the scenario to their group and have them assign a family role to each person. Allow a few minutes for the participants to complete this task. Wait for all groups to read through the page and finish assigning group roles before continuing.

Narrator:

You have decided to flee your home. You view the risks as too high and from what you're hearing on the news, hearing from friends and seeing on Facebook, the violence is only escalating. You are scared for the safety of your family and see fleeing the city as your only option. You have your car in the driveway and can pile everyone in there and drive as far as you can.

REFUGEE JOURNEY ACTIVITY



Activity: [optional]

*You are about to start an uncertain journey. You need one thing to connect you going forward. As a group you need to work out **1 non-material** thing that will be the most important thing to your family. This could be something that defines your identity, a value or something integral to your life. (If the groups are finding it hard to think of something examples include: God/your religion, safety, education).*

*Please write your families decision at the top of your scenario. You have **1 minute**.*

- Allow **one minute** for participants to discuss one non-material thing that is most important to them as a family. Have a countdown for the last 10 seconds to warn people that their time is running out. Once the minute is up, ask for a few or all of the groups to share their choice and reasoning.
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Narrator:

Time is limited but thankfully you are lucky enough to have a few minutes to work out some things to take with you on this uncertain journey you are about to embark on. What do you take?

*Using the pens and paper provided you have **1 minute** to work out **7 things** you would individually want to take with you if you had to leave your home quickly and didn't know where you were going or when you would return. There is to be no discussion in your group for this activity.*

[Play Slide 4]

Activity 2:

- Allow **one minute** for participants to individually write down the things they would take with them. Have a countdown for the last 10 seconds to warn people that their time is running out.

[Replay Slide 4]

Narrator:

Look at the things you have written down. Are you able to carry them?

*Look around, each of your family members have the same number of things. With all the people in your family there's not a whole lot of room in your car for everyone to bring along all their items. As a group you need to work out **6 things** that are vital for you to take as a family.*

*Time is running out. You can hear explosions now and the children are starting to get scared. You have **2 minutes** to work out these 6 things and write them on the Resource Kit provided (Appendix 2. Flee Items Printable).*

REFUGEE JOURNEY ACTIVITY



Activity 3:

- Allow **two minute** for participants to discuss the things they would take as a family. Have a countdown for the last 10 seconds to warn people that their time is running out. Once the minute is up, ask each group to share one thing they are choosing to bring and why they selected it.

[Play Slide 5]

Narrator:

Can you imagine having to make a decision based on information you barely know? You don't know if the fighting will be over by the weekend, or like Syria, it will stretch on for years and you will be forced to flee your country. Look at the list you have created. What types of things do you have? Are they big and bulky? Or are they easy to carry? Will they run out or go off? How do you even begin to plan for an unknown future while looking after all your family's needs? Just some of the essentials you need for your journey would be:

1. *Passports/IDs – you don't have time to apply for a VISA, and often it can be too risky for a family to approach their government for such papers in times of civil unrest*
2. *Money*
3. *Water/Food*
4. *Medication. Does anyone in your group require medication?*
5. *A mobile phone – (though you would require a charger as well)*
6. *Your education and training qualifications – how will you get a job in the future?*

[Show Slide 6]

How long do you think your family could last with only these things? How much food and water do you have? How long can your phone battery last?

It is important to note that choosing what you leave with is a luxury for most families. It is common for people to be forced to leave their homes at a moment's notice without any warning.

Alternatively, a situation could arise while they're out (for example during work or school) which prevents a family from even considering returning to their home to collect their things before leaving.

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Ok. Everyone in the car. You need to leave now. The plan is to drive to a city a few hours away, closer to the border of Turkey, where some of your relatives live. You will work out your next plan from there.

You drive out of your street and onto the highway. You are met by thousands of other cars doing exactly the same thing. You wait. Everyone is nervous and confused and you don't know what to do or how to keep the family calm. You try to distract the kids. You sit in traffic for a few hours and slowly the traffic starts to move. In their panic some people have abandoned their cars in the street choosing to walk, making your journey even slower. Even though the traffic is slow you are

REFUGEE JOURNEY ACTIVITY



lucky. Thousands of people don't have cars and are walking along the highway carrying as many belongings as they can.

[Show Slide 7]

Finally, the traffic starts to move quicker and you're on your way. You drive all night but you see online that the town you are heading for has been evacuated as well. You are needing petrol and a new plan quick. The towns you're passing are deserted. Your only options are to turn around and head back the way you came in the hopes of staying close to home and finding a safe place to avoid the fighting, or, keep driving towards the border in hopes of crossing into safety even though it is well known that a number of groups fight in this area.

You choose to seek safety in Turkey. You're not far from the border now and you hear others are heading there so you figure it must be the best option. You near the border but are out of petrol and your path is blocked by thousands of other cars that have been abandoned by everyone else who has fled to turkey.

[Show Slides 8 and 9 for comparison]

Now you are faced with a new problem. You are about to walk for an unknown number of days over dry and unfamiliar terrain. You have never visited Turkey before and all you can see is desert. You are a large group, unprotected and limited by speed and options due to the number of kids, your elderly grandmother and pregnant sister. You are also running out of food and water and don't know when you will be able to get more. To add to your confusion and uneasiness, many government and rebel groups are either fighting or patrolling along the border making your path unsafe.

Activity: [optional]

*If one of the items in your families Resource Kit is **Food**, please tear it from the page and hold it up for facilitator to collect.*

- Have a facilitator walk around and collect the cards being held up.
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Narrator:

Your next challenge is to choose what you will do as a family.

Separation is common in stories such as these. It could be the result of a sudden attack, a change of plans or out of simple necessity. Common stories are ones where the eldest son or father are sent ahead in the hopes of finding safety for the family, whereas in others wives and children flee while the men stay behind to protect the families escape, to fight or find work in an attempt to support the family's journey.

You need to choose one of two options for your family's future. You can either choose one person to leave your group or can split into your individual family groups. You have one minute to decide

REFUGEE JOURNEY ACTIVITY



which option is best for the group and why. Could the family member(s) that plan to leave please stand up in the group.

Activity 4:

- Allow **one minute** for participants to discuss who will be leaving the group. Have a countdown for the last 10 seconds to warn people that their time is running out. Once the minute has finished ask groups to share who is leaving and why.

[Play Slide 10]

Narrator:

You have identified which members of your group are starting their own journey from here. What from your supplies are you going to share with them to help them on their journey? As a group work out 2 things to give your leaving family member(s) to help them out on their journey without you. Please tear the chosen supplies from your original list and hand them over to the person or people leaving.

Activity 5:

- Once the minute is up get the family member(s) who are leaving the group to take their supplies and go sit together in the group of chairs that were left empty at the beginning of the game.
More chairs may be required if more than 1 person is separated from their group.
Let everyone get settled before continuing on.
From here they will continue the simulation in their new group.

[Optional]

If this new group is large enough you could split it in half and have one group follow along with the simulation like their original groups while the remaining half become observers, representative of those who are left behind and never finish their journey in a developed country. This group can work through the debrief questions provided at the end of this simulation.

Narrator:

You continue on. You have heard that they have set up a number of refugee camps in Turkey to register everyone fleeing Syria however, you believe it is a 5-day walk from the border where you are now. Do you have a map? Has your phone run flat yet? If it hasn't, does your SIM work in this new country? How do you know you are travelling in the right direction? You have no way of knowing anymore.

[Show Slide 11]

REFUGEE JOURNEY ACTIVITY



Activity: [optional]

*If one of the items in your families Resource Kit is a **Phone** or device tear it from the page and hold it up for facilitator to collect.*

- Have some of the facilitators walk amongst the groups and collect the take a valuable from the.
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Narrator:

Thankfully you find a road and start to follow it - seeing more people along the way, you are reassured you are heading in the right direction. You walk for 3 days. They are long and hot and the nights are cold so you huddle together as a family to try and keep warm. You can't think about how undeniably exhausted, sore and hungry you are because your kids are also going without. They are struggling with the long days walking so you and your wife are now taking it in turns to carry them as you walk – only slowing your journey further.

MILITARY ROAD BLOCK

Activity: [optional]

Narrator:

You have been walking for a number of days now. You're still very close to the border and everyone has started to get tired and irritable. You find a sheltered place to sleep for the night and settle into your new routine of getting the children to sleep and ignoring your hunger. Tonight though, you're interrupted by a group of people yelling. You didn't realise there was a military road block a short distance away and they have discovered your family just as the sun is starting to go down. They question where you are going and why. Your wife is being harassed and your children have woken up in all the commotion and are confused and scared about what is happening. The officers are demanding to see identification documentation for each person with you. They go through your bags and will not leave you alone until you give them your documents or something of value as a bribe.

- Have some of the facilitators walk amongst the groups and take a valuable from the Resource Kit. They are to do this at random and choose whatever they see fit without taking into consideration or bargaining of the participants.

*NB Facilitators should be told prior to activity that this activity is to be completely random. If the group holds an IDENTIFICATION card in their resource kit the facilitator can choose to let them keep their documents or to confiscate them. If they don't have an IDENTIFICATION card the facilitator can choose to take a MONEY card or another valuable they see fit.

REFUGEE JOURNEY ACTIVITY



WATER SHORTAGE

Activity: [optional]

Narrator:

Water is often hard to come by in times of emergency, especially clean, drinkable water. The average person requires between 50 to 100 litres of water per day to cover their most basic needs (primarily water for drinking and personal hygiene). This is considered to be the very lowest amount of water required to ensure the most basic personal needs are met without health issues arising⁵. In the world today, a large number of people are officially categorised as lacking access to clean water, using roughly 5 litres a day⁶.

Your family now falls into this category as you only have access to the water you can carry. When you consider that the average shower uses between 9 to 20 litres in a single MINUTE⁷ this will require some serious conservation and planning.

*Is **Water** currently in your families Resource Kit?*

If it is one of the items listed in your Resource Kit tear it from the page and hold it up to be collected.

- Have a facilitator walk around and collect the cards being held up.

*Unclean water is an added risk on your family's journey to seek refuge and it has just become all you can find. You know that you can't last long without at least drinking water so you need to work out the best way of doing this. You are going to be given an **UNCLEAN WATER** card. Unclean water can be just as dangerous as having no water if you are not prepared and cause roughly 2 million spreading diseases such as however, there are a number of ways you can respond.*

If one of your listed resources is fire (eg matches) you can trade this for a CLEAN WATER card. This will last you the rest of your journey.

If you don't have fire you will be given an UNCLEAN WATER card as well as a SICKNESS card. If you still have money in your Resource Kit you can use this to get your family treated for water borne illnesses and continue on your journey with good health.

If you don't have either of these resources left or would prefer not to spend your money you can continue on but your family will stay sick for the remainder of your journey.

⁵ UN Water. 2014. *International Decade for Action 'Water for life' 2005-2015*. [Accessed 29 October 2018]. https://www.un.org/waterforlifedecade/human_right_to_water.shtml

⁶ United Nations Development Programme (UNDP). 2006. *Human Development Report. Beyond Scarcity: Power, poverty and the global water crisis*. [Accessed 29 Oct 2018]. <http://www.undp.org/content/dam/undp/library/corporate/HDR/2006%20Global%20HDR/HDR-2006-Beyond%20scarcityPower-poverty-and-the-global-water-crisis.pdf>

⁷ Hunter Water. 2011. *Save Water*. [Accessed 29 Oct 2018]. <https://www.hunterwater.com.au/Save-Water/In-theHome/Bathroom.aspx>

REFUGEE JOURNEY ACTIVITY



- Have facilitators walk around and give each group an UNCLEAN WATER card as well as a SICKNESS card if they have no FIRE or MONEY card to trade it for (**Appendix 3. Water Cards**).
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Narrator:

Finally, you approach the outskirts of the processing camp and join the long, slow-moving line. You spend the next day in this line, just waiting. You can't see the beginning of the line but know that you will be processed and let in once you reach the front so you are hopeful.

[Show Slide 12]

After a long wait it is finally your turn and you are given a UNHCR Refugee Registration form. You need to fill in one form for the family with you. All the details need to be accurate in order for you to be processed correctly and you aren't allowed to enter the camp until the form is filled in.

[Show Slide 13]

Activity 6:

- Have additional leaders hand out one form to each family group as well as the group of people separated from families early in the game (**Appendix 4. Registration Form**). Allow the groups to fill the form out together. If anyone asks for help the facilitator asked should offer to take a one of their resources in exchange for their help. Leave a few minutes for the groups to fill out the form and then call them back to attention.

Narrator:

Refugee camps are usually located in another country. It is common for people to be given forms in the local language – which the applicant might not speak. There are a number of forms that people are required to fill out during the process of applying for a refugee status. This makes people susceptible to being taken advantage of especially by people in a position of authority. Additionally, UNHCR officers may not be present at all times in the camp and people often have to wait for some time before UNHCR is able to assist and process their application.

[Show Slide 12 + 13]

Once you have submitted your registration forms with UNHCR you are given a ration card and some basic things to make a shelter with while you wait for your claim to be approved and a country to agree to resettle your family. You can stay in a refugee camp for anywhere between 3 and 14 years depending on the circumstances of the country you're waiting in. These circumstances include your ability to access UNHCR, the safety of the country and the local and global political situation. Once your claim has been accepted and a country has agreed to resettle you and your family, you will go through a process of interviews, security, health and character checks before leaving the refugee camp for the next chapter of your story.

REFUGEE JOURNEY ACTIVITY



Debrief Questions

1. How did you feel when you were asked to flee your home? Describe some of the emotions you experienced.
2. Would you find it hard to drop everything and leave straight away? What would you find hard to leave behind?
3. **For group leaders**, how did it feel to decide which family members you would leave behind?
4. **For the group of family members left behind**, how did it feel to be separated from your group?
5. What was it like to complete a very important form in a language you don't understand? Are you confident you got all the information correct?
6. What do you think it would be like to go through a refugee experience in real life?
7. Did this teach you something new or change your opinion of refugees and asylum seekers?
8. If you meet someone from a refugee/asylum seeker background in Australia, what can you do to make them feel welcome?

REFUGEE JOURNEY ACTIVITY



Response Ideas:

1. **PRAY** FOR PEOPLE FROM REFUGEE BACKGROUNDS
2. **MAKE FRIENDS** WITH NEWLY ARRIVED PEOPLE AT YOUR SCHOOL, LISTEN TO THEIR STORIES
3. **WELCOME** PEOPLE TO YOUR NEIGHBOURHOOD
"LOVE YOUR NEIGHBOUR" *MARK 12:31*
4. IF YOU SPEAK ANOTHER LANGUAGE, **TELL OTHERS** ABOUT YOUR CULTURE
5. **READ** STORIES:
 - "Four Feet, Two Sandals" (Karen Williams & Khadra Mohammed) 10yo>
 - "The Happiest Refugee" (Anh Do) 16yo>
6. **WATCH** TOPICAL FILMS THAT CELEBRATE MULTICULTURALISM.
 - "Chasing Asylum" (MA 15+) 16yo>
7. HOLD A **DEBATE** ON A TOPIC IMPORTANT TO YOU – FOR EXAMPLE, WHO IS A REFUGEE? WHAT RIGHTS DO REFUGEES HAVE? WHAT IS SHELTER? WHAT CAN INDIVIDUALS AND COMMUNITIES DO TO HELP?
8. **HELP YOUR CORPS** / CHURCH TO HOST AN INTERNATIONAL SUNDAY WITH FOOD AND MUSIC FROM DIFFERENT CULTURES
9. **PARTICIPATE** IN COMMUNITY EVENTS:
 - Harmony day/taste of harmony
 - Refugee week
10. **RESOURCES**:
 - The Refugee Council of Australia <https://www.refugeecouncil.org.au>
 - The Salvation Army's Inclusive Australia Facebook page:
<https://www.facebook.com/groups/salvosdiversityandinclusion/>

REFUGEE JOURNEY ACTIVITY



Appendix 1. Scenario

To be read out loud to the group:

Welcome to our new family!

It is 2011 and we live in Aleppo – the largest city in Syria. Currently our household is made up of the following people:

- Me (39 year old parent)
- My wife (34 year old)
- Our three children:
 - A 15 year old boy
 - 10 year old girl
 - 6 year old girl
- My sister (25 years old and 6 months pregnant)
- Her husband (27 years old)
 - Their two sons who are 4 and 2 years old
- Our elderly mother (85 years old – requires regular medicine)

**Assign each of the roles above to the members of your group*

**Any additional group members become additional children*

The threat of war has just started to be mentioned on the nightly news but for our family life is still business as usual. Both my wife and myself have enjoyable and stable jobs in the city working for the government and our children love going to school and playing with their friends. One of our favourite things to do is watch as they play with their cousins and school friends on the street in front of our house. Our elderly mother lives with us and my sister and her family are currently visiting us while on a short holiday before welcoming their third child.

So far, today is like any other. We woke up and started getting ready for our days at work, school and exploring the city. We got dressed and all stumbled into the kitchen around the same time for breakfast. The TV is on quietly in the background and we see politicians arguing but we can't hear what they're saying so we're not worried. We keep playing and talking to each other as we have breakfast and finish getting ready. However, as everyone re-enters the kitchen to leave we hear an announcement on the TV. The threat of war is no longer just a threat and there has been a quick escalation in violence as a result of a government ordered attack at a protest in the city last night where people were calling for democratic reform. Violent clashes between the government and protesters continue and are spreading throughout Aleppo, now entering the suburbs. There is an emergency evacuation warning for everyone in our area and while we are watching the announcement a colleague of mine rings to warn our family that people who work for the government are being targeted and our family is at risk. We can hear gunfire, yelling and explosions now and the realisation that the fighting is going to impact our lives is becoming real very quickly. We have only a few moments to decide what we are going to do.

Appendix 2. Flee Items Printable

Resource Kit					


Appendix 3. Water Cards

UNCLEAN WATER

CLEAN WATER

SICKNESS

Appendix 4. Registration Form



Australian Government

Department of Immigration
and Border Protection

Department of Agriculture

ДЕКЛАРАЦИЯ НЕСОПРОВОЖДАЕМОГО ЛИЧНОГО БАГАЖА

(UNACCOMPANIED PERSONAL EFFECTS STATEMENT)

- Этот документ юридически обязывает и может быть предъявлен как доказательство.
- Эта декларация заполняется по-английски (печатными буквами). Все ошибки или исправления должны быть помечены инициалами.

ПРЕДУПРЕЖДЕНИЕ

Не ввозите наркотики. В Австралии предусматриваются серьезные наказания за правонарушения, связанные с наркотиками. Ложные или вводящие в заблуждение заявления, данные работнику таможни, являются нарушением закона и могут повлечь за собой серьезные наказания, включая конфискацию любых имеющих отношение к делу вещей.

ИЗВЕЩЕНИЕ

В законе о конфиденциальности 1988 года (The Privacy Act 1988) требуется, чтобы мы уведомили вас о том, почему мы запрашиваем эту информацию, как мы будем ею пользоваться и обязаны ли вы предоставить ее нам. Эта информация необходима для того, чтобы обеспечить соблюдение пассажирами австралийских законов о таможне, карантине, здравоохранении, охране живой природы и валюте.

Эта информация требуется нам в соответствии с законом о таможне 1901 года, законом о карантине 1908 года, дополнением к закону об охране окружающей среды и дикой природы 2001 года и законом об отчетности о финансовых операциях 1988 года. Помимо этого, Управлению по вопросам иммиграции и охране государственной границы нужна информация для подсчета соответствующих сборов и налогов. Любые вопросы, на которые вы не дали ответа, будут заданы работником таможенной или карантинной службы. Австралийской таможенной и карантинной службе не позволено разглашать эту информацию или любую связанную с ней иную информацию, которую вы предоставите, за исключением случаев, когда это разрешается или требуется законом.

Просьба заполнить следующие графы:

Имя и отчество		Фамилия	
Адрес и телефонный номер места в Австралии, где вы остановитесь или намереваетесь остановиться		Дата рождения	
Пол <input type="checkbox"/> Муж. <input type="checkbox"/> Жен.	Номер паспорта		Страна выдачи
Лица, включенные в эту декларацию: <input type="checkbox"/> Вы <input type="checkbox"/> Супруг(а)	Фамилия и имя супруга(и)		
Серия и номер паспорта супруга(и)		Число детей в возрасте до 18 лет	

Как я прибыл или намереваюсь прибыть в Австралию

На (номер рейса или название судна)		В (порт или аэропорт)	
Дата или намеченная дата прибытия		Страна выезда	

Только для возвращающихся постоянных жителей

Другие страны, которые вы посетили		Период отсутствия в Австралии	
------------------------------------	--	-------------------------------	--

Каким образом прибыл или прибудет мой багаж

☐ По почте; или ☐ Авиа; или ☐ Морским путем (Если авиа или морским путем, заполните ниже)

<div></div>	Количество мест отправленного мне багажа (указать слева), который прибыл или должен прибыть:
-------------	--

На (номер рейса или название судна)	В (порт или аэропорт)	Дата или намеченная дата прибытия
Номер контейнера	Номер морской или авиа транспортной накладной	Название местной компании, принимающей ваш багаж

Очистка личного багажа

Вы можете сами очистить свой личный багаж или оплатить услуги лицензированного таможенного брокера, который сделает это за вас. Вы можете также назначить другое лицо (например, члена вашей семьи или друга), которое сделает это от вашего имени. Если вы хотите, чтобы это сделал кто-то другой, вы должны предоставить данные об этом лице ниже:

Фамилия		Имя и отчество	
Адрес		Номер телефона	
Назначенное вами лицо должно предъявить один из следующих документов для удостоверения личности при очистке вашего багажа на таможне:			
Номер водительского удостоверения	Место выдачи:	и	Номер паспорта: Страна выдачи:

Декларация

Я заявляю, что приведенные выше данные, насколько мне известно, правдивы и верны.

Подпись владельца	Дата
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B534 (OCT2015) RUSSIAN

Appendix 5. Additional Resources



UNHCR
The UN Refugee Agency

There are more than
21.3 million
refugees in the world

86% Of the world's
refugees
are hosted by
developing countries

Top host countries include:
1. Turkey (2.8 mil)
2. Pakistan (1.6 mil)
3. Lebanon (1.1 mil)

REFUGEE RESETTLEMENT FACTS

Refugee: A person forced to flee their home country to escape persecution, war, or violence.

Resettlement: The careful selection by governments such as the U.S. – for purposes of lawful admission – of vulnerable refugees who can neither return to their home country nor live in safety in neighboring countries.

HOW DO REFUGEES GET RESETTLED?



During standard registration interviews UNHCR flags vulnerable cases for possible resettlement. **Refugees cannot apply for resettlement.**



UNHCR refers only the most vulnerable cases to host countries for possible resettlement. **Refugees cannot pick their country of resettlement.**



Only recognized refugees whose **life, liberty, safety, health, or other fundamental rights are at risk** in the host country are considered for resettlement.



Persons found to have committed serious crimes or who might pose a threat to others **would not be referred** for resettlement in another country.

Vulnerability categories include:



·WOMEN & GIRLS AT RISK
·SURVIVORS OF VIOLENCE AND/OR TORTURE
·FAMILY REUNIFICATION
·MEDICAL NEEDS
·CHILDREN AT RISK

GLOBAL RESETTLEMENT BY THE NUMBERS:



RESETTLEMENT TO THE UNITED STATES

The United States has an exceptional history of welcoming refugees and is the top resettlement country in the world. Since 1975, the U.S. government has welcomed **over 3 million refugees** for resettlement from all over the world, and these refugees have built new lives and homes in all 50 states.

UNHCR screens and interviews each resettlement candidate. The United States then conducts its own vetting process and the U.S. alone decides whether to accept a refugee for resettlement. The entire process is conducted abroad, can take up to 2 years, and involves:



After the U.S. government approves refugees for resettlement, each case is assigned to one of nine NGOs (six of which are faith-based) by the U.S. Department of State. That NGO helps them find work, integrate into their new communities, and adjust to life in the United States.

UNHCR refers a vulnerable refugee for resettlement

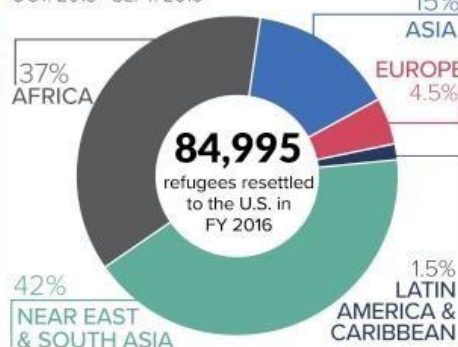
U.S. government screens the refugee and determines whether it would like to admit them for resettlement

The State Department assigns the case to one of 9 agencies



REGION OF ORIGIN FOR REFUGEES RESETTLED TO THE UNITED STATES IN FISCAL YEAR 2016

OCT. 2015 - SEPT. 2016

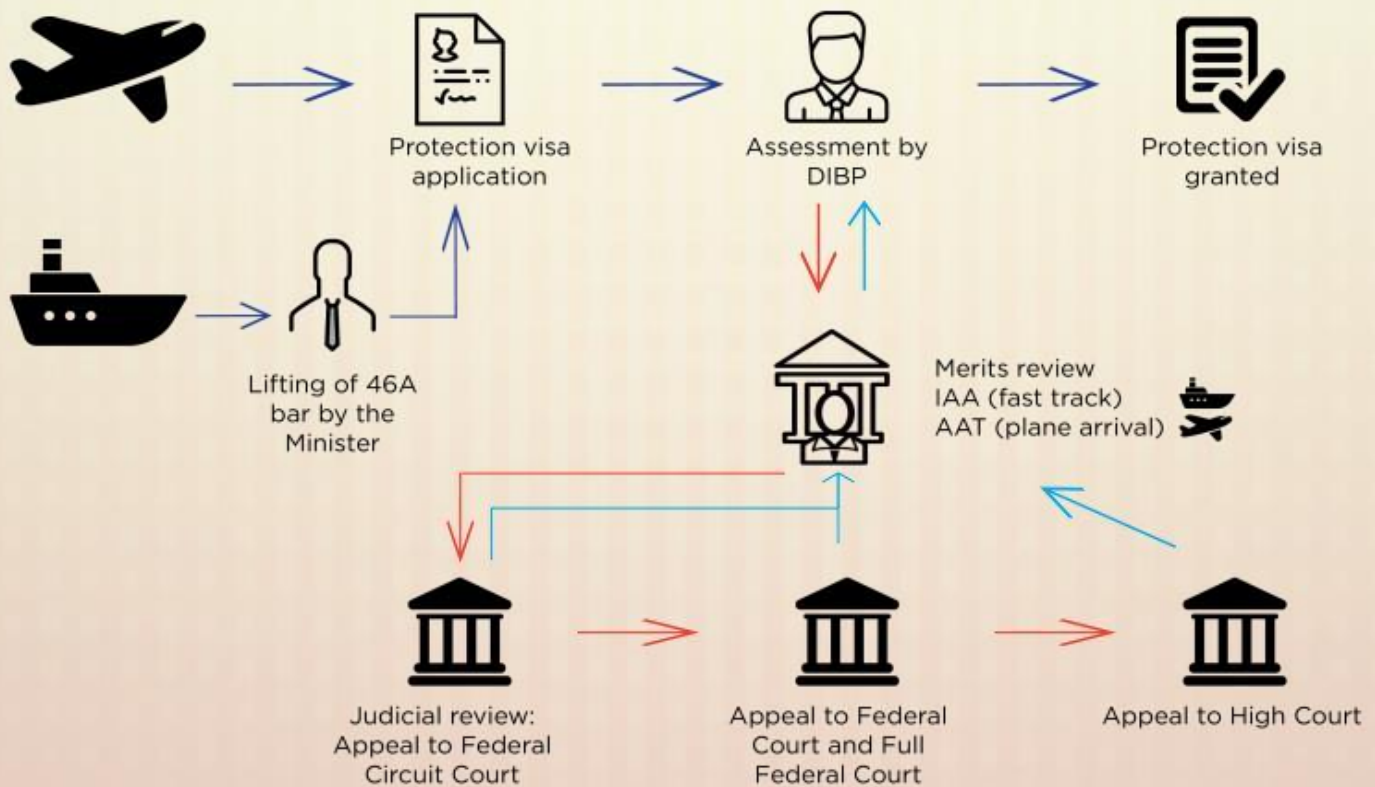


TOP STATES FOR RESETTLEMENT IN FISCAL YEAR 2016

1	CALIFORNIA
2	TEXAS
3	MICHIGAN
4	WASHINGTON
5	NEW YORK
6	ARIZONA
7	ILLINOIS
8	VIRGINIA
9	NEBRASKA
10	TENNESSEE

THE PROCESS OF SEEKING PROTECTION

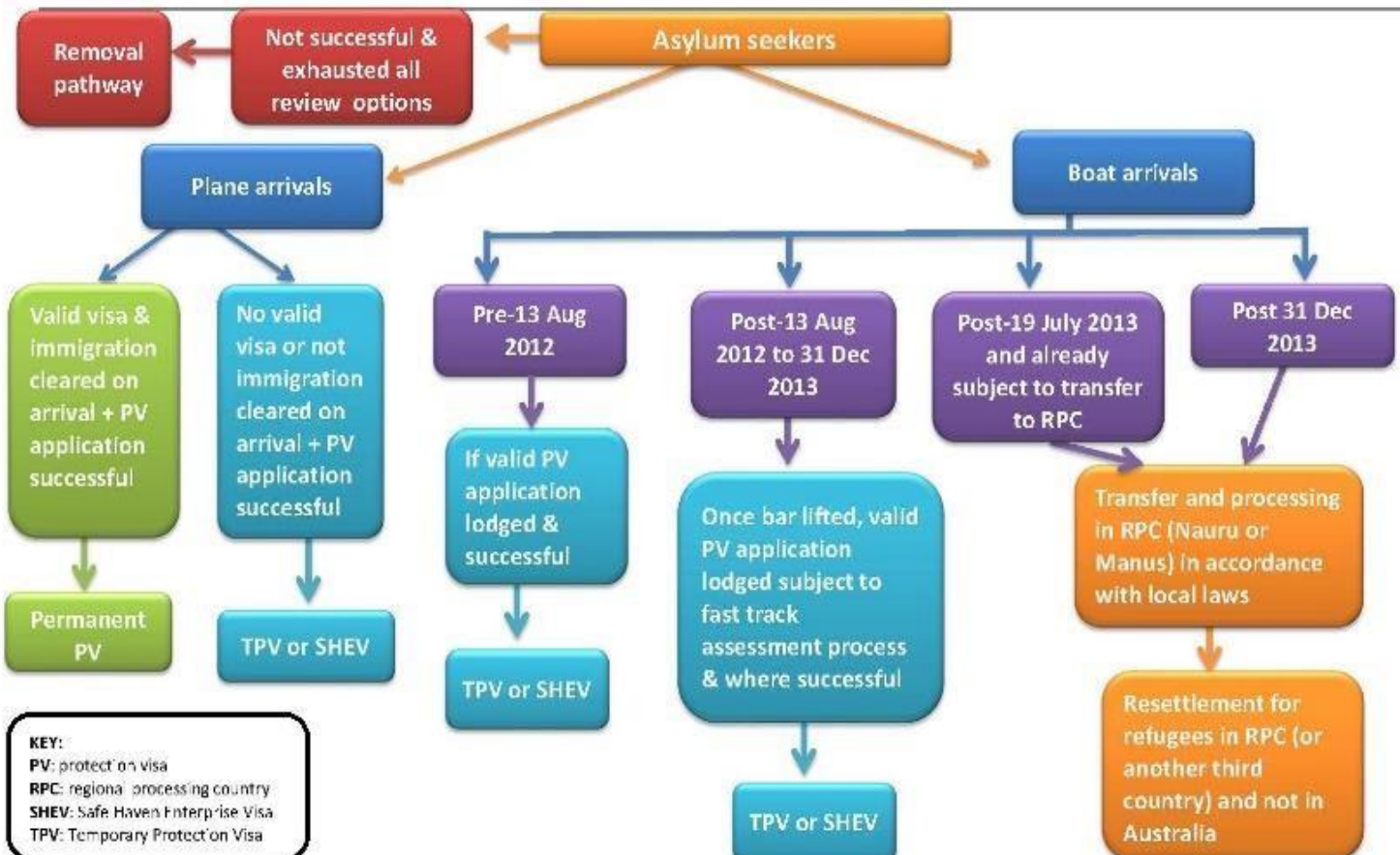
RACS REFUGEE ADVICE & CASEWORK SERVICE



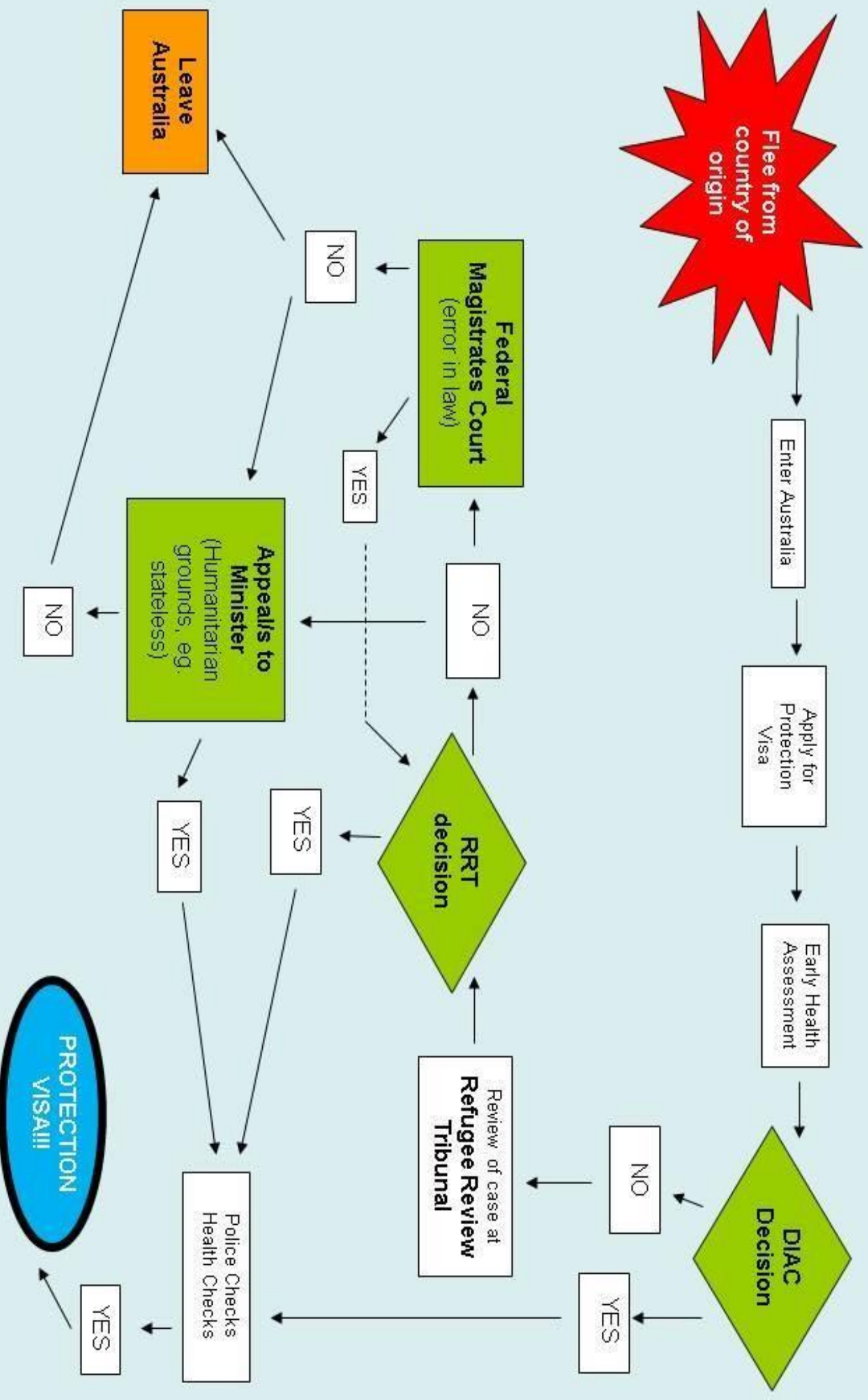
OVERVIEW OF REFUGEE PROCESS

ASYLUM SEEKERS WHO ARRIVED BY BOAT AND PLANE

RACS REFUGEE ADVICE & CASEWORK SERVICE



Refugee Determination Process



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