

People on the move: The human face of migration

Exhibit facilitator's guide



mcc.org/peopleonthemove



**Mennonite
Central
Committee**

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Languages

The exhibit is available in either English/Spanish or English/French versions.

Shipping

Groups pay shipping and handling (usually one-way) plus a \$50 rental fee.

U.S. exhibit: weight (including case): 135 lbs.
 shipping case dimensions: 56 x 28 x 11 (inches)

Contact

Groups in the U.S. may reserve the *People on the move: The human face of migration* exhibit by emailing exhibits@mcc.org or by contacting MCC U.S. at (717) 859-1151.

Groups in Canada may reserve the *People on the move: The human face of migration* exhibit by emailing corysawatskypeters@mennonitecc.ca or by contacting MCC Canada at (204) 261-6381.

1. Purpose, background and goals

Purpose

Through this exhibit we are seeking to follow the Biblical tradition of remembering our stories of migration in order to remind us to safeguard the wellbeing of people on the move. In the Spring 2013 issue of *Intersections*, Saulo Padilla, Immigration Coordinator of MCC U.S., clearly spoke of the need for telling stories to enable bridges of peace to be built between migrants and established citizen/resident communities:

“...slowly I have realized that in order to advocate for immigrant communities and rights, one also has to build bridges with the established citizen/resident communities and take seriously their concerns. How do we do that? We listen to each other and tell stories...there is something miraculous about the simple act of telling and listening to stories as we work for peace and build bridges. In the Old Testament God time and again instructed the Israelites to tell their Exodus story: storytelling would keep them close to the heart of God and would remind them to care for the vulnerable – widows, orphans and strangers – in their midst. As peacemakers we have many resources, and we keep creating more and more, and with the ease of technology today, our resources are becoming very powerful tools – and also very expensive. However, in my experience working with immigration education, nothing has worked better to build a bridge than to listen to others’ stories and to tell mine.”

Saulo Padilla, “Telling stories of undocumented workers in the U.S.”, Intersections, Spring 2013, Vol. 1, No. 2, p. 15.

MCC recognizes that responding to the immediate humanitarian needs of migrants is not enough. An in depth analysis of the migration-development relationship, and other migration issues, is needed if MCC is to “respond effectively to the long-term needs of migrating peoples and their communities of origin and destination (Adrienne Wiebe, “Migration and development: what’s the relationship?” *Intersections*, Spring 2013, Vol. 1, No. 2, p. 3).”

Background

In the Bible the people of God were called to remember their stories of migration.

Deuteronomy 26:5-11 (New Revised Standard Version (NRSV)):

⁵ you shall make this response before the LORD your God: “A wandering Aramean was my ancestor; he went down into Egypt and lived there as an alien, few in number, and there he became a great nation, mighty and populous. ⁶ When the Egyptians treated us harshly and afflicted us, by imposing hard labor on us, ⁷ we cried to the LORD, the God of our ancestors; the LORD heard our voice and saw our

affliction, our toil, and our oppression. ⁸ The LORD brought us out of Egypt with a mighty hand and an outstretched arm, with a terrifying display of power, and with signs and wonders; ⁹ and he brought us into this place and gave us this land, a land flowing with milk and honey. ¹⁰ So now I bring the first of the fruit of the ground that you, O LORD, have given me.” You shall set it down before the LORD your God and bow down before the LORD your God. ¹¹ Then you, together with the Levites and the aliens who reside among you, shall celebrate with all the bounty that the LORD your God has given to you and to your house.

Leviticus 19: 33-34 (NRSV):

³³ When an alien resides with you in your land, you shall not oppress the alien. ³⁴ The alien who resides with you shall be to you as the citizen among you; you shall love the alien as yourself, for you were aliens in the land of Egypt: I am the LORD your God.

Goals

1. *Bring out the human stories* of migration as well as the “big picture” issues
2. *Promote education and raise awareness* about why people migrate and what obstacles and assistance they encounter
3. *Encourage participants to take action by advocating* for more just and humane government policies towards migrants
4. *Provide a space for storytelling and story learning* that will enable bridges of peace to be built between people on the move and established citizen/resident communities
5. *Draw participants closer to the heart of God* and particularly, God’s heart for the widow, orphan and stranger, reminding participants of their responsibility to care for the vulnerable in their midst

Possible venues

- Churches
- Regional/national conferences
- Colleges/universities
- Relief sales
- Festivals

2. Setting up the exhibit

Contents

Exhibit

- 12 retractable banners with stands (31.5”W x 78”H, approx. 5.5lbs each)
- Storage case

Supporting materials

- Facilitator’s guide* (this guide)
- One-page handout*
- Advocacy materials* (such as a petition or letter)
- Study guide*
- Red phone (U.S.) – *optional*
- Call script*

* Printed materials can be downloaded from mcc.org/peopleonthemove.

Exhibit

12 banners / panels

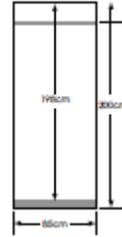
1. **Context Panel 1: Why do people move?**
2. **Context Panel 2: Statistics and key issues**
3. **Haiti-to-US Panel: Judith Polidor’s story, context information**
4. **Indonesia-to-US Panel: Wie Ien’s story, context information**
5. **Palestine Panel: Rowayd Azzah’s story, context information**
6. **Mexico/Central America Panel: Three stories, context information**
7. **South Sudan Panel: James Morris’ story, context information**
8. **Colombia Panel: Diana’s story, context information**
9. **Iraq to Canada Panel: Assil Al Hassani’s story, context information**
10. **Mennonite Migration Panel: Two stories, context information for historical Mennonite migration**
11. **MCC Canada Panel: Information on MCC Canada migration work**
12. **MCC U.S. Panel: Information on MCC U.S. migration work**



Example: Palestine Panel

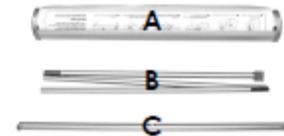
Physical set-up instructions

Please note the dimensions of the banners and allocate sufficient space for the setup of the exhibit. The banner roll is 85cm wide x 200cm high (33 7/16" x 78 3/4"). Viewable height is 198cm (78"). The space needed will be determined by the facilitator's desired configuration for the exhibit. Ideas for exhibit configuration can be found in Appendix A on page 16.

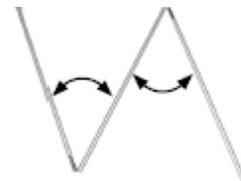


Banner assembly

1. The storage case should contain 12 individual banner cases.
2. Each banner case should contain an (A) base unit, (B) 3-piece pole, and (C) upper banner attaching beam.



3. Unfold the banner support pole. An elastic cord inside the pole pulls the sections together once opened.



4. The bottom (round) end of the pole inserts into the socket of the base.



5. Unfurl the banner out of the base. (Tilting the unit backwards slightly makes unfolding the graphic easier.)



6. The hook at the top of the pole slips into the rear slot of the banner beam. A marker on the beam indicates the beam's center.



See exposystems.us/products/retractable-banner-stands/104-pal-1 for visuals and more information regarding the physicality of the banners

Ideas for banner configuration

See Appendix A on page 16.

Suggested additional materials (see **Ideas for facilitating the exhibit**, page 7)

- Table for holding Exhibit handouts
- Bulletin board to display participants' migration stories
- Table/chairs for participants to sit and write their stories
- Table for migration artifacts contributed by participants
- Red phone to call to policymakers

3. Ideas for facilitating the exhibit

Hosting the exhibit in your venue can be a great opportunity for deeper learning, advocacy and engagement. Below are several suggestions for how you might incorporate activities such as storytelling, letters to policymakers, and small group sessions into your showing of the exhibit.

Advocacy

See the web site for current advocacy materials (mcc.org/peopleonthemove). You can also check the MCC Washington office state policy page (washingtonmemo.org/immig/state-policy/) to find immigrant advocacy groups in your area and learn about their current advocacy efforts.

- *Petition*

Place a petition on a table at the end of the exhibit and encourage exhibit participants to sign the petition. The petition should have a specific, clear “ask” at the top, which should be on all subsequent pages (this is to ensure that, for any subsequent pages of the petition, each signer clearly knew what he/she was signing). The petition can be mailed, faxed, or hand-delivered to one or more policymakers, such as a Senator or Representative in the U.S. Congress. See mcc.org/peopleonthemove for a sample petition.

- *Letter writing*

Place blank sheets of paper, envelopes, and pens on a large table. Encourage participants to write letters to their federal or local policymakers. Provide suggested talking points and a list of names and addresses of local policymakers. Crayons can be provided for children to write their own letters or color pictures related to what they learned.

Hand-written letters are often given more weight in policymaker offices because they know someone took the time to write the letter themselves. Letters can be mailed separately or in a group, faxed, or hand-delivered. Letters can also be blessed as an “offering of letters” during a worship service before they are delivered.

- *“Red” phone*

Place a phone on a table at the end of the exhibit and encourage participants to call their policymaker immediately (for the U.S. exhibit, a red phone and call instructions may be included in the shipping box). A brightly colored phone calls attention to this activity, but any phone will work. Participants should have a sample call script available, either as a printed sheet or written on a poster board or some other easily viewed material. Participants can also be encouraged to take a call script sheet with them and call from their home/cell phone at a later time. See mcc.org/peopleonthemove for a sample call script.

Engagement / storytelling

- *Local focus*

Bringing specific focus to a migration issue or related set of issues that are relevant to your region or for migrants in your community may facilitate a greater personal connection for exhibit participants.

- *Invite guests*

Invite immigrants from the local community to join in sharing their stories with participants. If a church is hosting, this may be done during a church service. Other venues may choose specific times when they will have guests sharing their stories.

Invite local storytellers and/or oral historians to facilitate participants' sharing their own migration stories.

- *Remember and share stories*

Encourage participants to tell their own migration stories through a one-page handout which provides prompt questions to facilitate participants' telling of their stories. Have a bulletin board to display participants' stories throughout the exhibit (see example of possible one-page handout in Appendix B on page 18).

- *Show and tell*

Invite participants to bring artifacts from their own migration stories to display while the exhibit is taking place (in the case of a one-day exhibit, the facilitating group can notify participants ahead of time)

This idea could also be changed to invite participants to bring a photo or picture that relates to their own personal migration story. If participants are able to write their stories down and display them on a bulletin board, the pictures could be used as writing prompts and also serve as visuals for other participants who will be reading the stories posted on the bulletin board.

- *Invite local organizations*

Invite local organizations that assist newcomers/refugees/immigrants to attend the exhibit. Times may be set up for various organization leaders to present ways in which exhibit participants may volunteer with their programs or get involved with the local newcomer community.

- *Include children*

If the venue is likely to have children present, there may be time set aside for story reading. The story would likely be relevant for adults as well. Ideas for stories (children's books) include:

- *Brothers in Hope* by Mary Williams (story about the Lost Boys of Sudan)
- *The Colour of Home* by Mary Hoffman (discusses the difficulties faced by refugees/immigrants in settling into a new country/home)
- *Gleam and Glow* by Eve Bunting (tells the story of a young refugee who leaves his goldfish behind while fleeing from war)

See Appendix C on page 20 for a children's activity and story option.

Learning

Note: these activities can also be used post-exhibit as steps for further involvement and learning

- *Refugee simulation activities*

For a small or large group, facilitate a refugee simulation to help individuals understand the struggles refugees face. See Appendices D and E on pages 22-27 for examples.

- *Small group class*

Host a Sunday school class or series, or an evening small group discussion in conjunction with the exhibit. See resources on page 10 in *Ideas for further involvement*.

4. Ideas for further involvement (next steps)

Pray

Pray for people on the move, for their safety and their futures. Pray for churches to engage with migrants in their communities with wisdom, compassion, understanding, welcoming hearts and open arms. Pray for politicians to promote immigration policies that are sound, just and compassionate.

- *Prayer vigil*
Churches may organize a specified length of time for prayer regarding people on the move or immigration policy. Prayer vigils may last anywhere from a few hours or an evening, to a week or month. Groups could begin by focusing on an international migration issue, then move to a national issue and end with a local issue. Find resources under “Vigils and Prayer Services” at washingtonmemo.org/immig/take-action/.
- *24-hour prayer*
Plan a rotating schedule of prayer for a specified length of time, e.g., 24 hours, 7 days or 40 days. Have participants sign up for one hour slots where they will dedicate themselves to prayer regarding the chosen migration issue. In this way, the prayers will be continuous for the entire length of time specified.
- *40 days of scripture and prayer*
Every day for 40 days, read and reflect on a passage of scripture that speaks about welcoming the stranger. Invite one of your members of Congress to join you in this commitment. Find resources at evangelicalimmigrationtable.com/iwasastranger.
- *Worship service*
Conduct a refugee- or migrant-focused worship service. Resources are available at:
 - washingtonmemo.org/immig/for-churches/

Learn, teach and share stories

Encourage exhibit participants to pursue further learning on migration issues and provide resources for them to do so. This can happen through a Sunday school class or other small group activity.

- *Mennonites and refugees*

Explore the topic “Mennonites and Refugees” in a Sunday school class. What is the connection between your group’s history and refugees? This can be done through internet research, interviewing members of the congregation or MCC workers, or other research methods that your group suggests. Have someone from your church come to your Sunday school class and share their experience, or that of their parents, of fleeing as a refugee. Find resources at:

- “...and you invited me in” – *A Refugee Worship Resource*:
Available to borrow from CommonWord, www.commonword.ca/ResourceView/2/12003
- “*And When They Shall Ask: A Docu-Drama of the Russian Mennonite Experience.*”
Available to buy or borrow from the Mennonite Church Canada Resource Centre, resources.mennonitechurch.ca/ResourceView/18/13089

- *Refugee simulation activities*

See Appendices D and E on pages 22-27.

- *Loving Strangers as Ourselves: Biblical Reflections*

This resource reflects on God's view of the strangers in the biblical text. In this booklet you will find seven lessons written by seven different Anabaptist authors addressing biblical texts in which God reminds his people about how to treat the strangers who live among us. Each lesson has an introduction to the topic, exploration of the biblical text, exploration of the topic, a life application and discussion questions. Available in English or Spanish at resources.mcc.org/content/loving-strangers-ourselves-biblical-reflections.

- *Other small group activities*

Find presentation templates, handouts and study guides, as well as book and video lists at washingtonmemo.org/immig/for-churches/.

- *Storytelling*

Encourage participants to befriend migrant brothers and sisters in their own communities. Urge them to learn their migration history from older relatives. If participants are aware of their migration story, urge them to pass their story on to younger generations of their family.

- *Befriend*

Be kind, patient and respectful to newcomers in your community, office, school and church. Offer a smile of welcome. Take the time to be a friend. Offer God's love to all that you meet.

- *Additional resources*

See *Additional resources for further learning*, page 14.

Engage

Engage yourself and those in your family, circle of friends, congregation or community in supporting and seeking justice for migrants connected to your community, whether they are your physical neighbors or neighbors across the world.

- *Volunteer*

Provide information to participants regarding organizations and programs that assist newcomers in the local community. Encourage participants to consider whether they could dedicate some time to volunteering through a local program that assists migrants.

- *Global actions*

Consider how your actions affect others in the global community. Support fair trade products. Learn about how global trade policies affect migration.

- *MCC relief kits*

Emergency situations produced by conflict, natural disasters or other factors often result in the displacement of people. One way in which MCC responds to these emergency situations is through relief kits. Consider, as a group, becoming involved in some of the many material resource campaigns of MCC. Gather supplies for relief or school kits. Get your church together to make a blanket to be sent to a refugee in another country. mcc.org/kits/relief.

Note: If churches/venues want to use MCC Relief Kits as a way to support migrants after learning about migration issues through the exhibit, it may be beneficial to focus further learning and situational updates on one specific geographical region or country where relief kits are sent.

- *Sponsor a refugee (Canada)*

Consider sponsoring a refugee or refugee family. Give the gift of a new beginning. Contact MCC to see if this step may be right for you or your congregation. Contact your regional MCC Office or visit mcccanada.ca/refugee for more information.

- *ESL/EAL classes*

One way for a church to provide direct assistance to migrants in the local community is through providing English classes. Not only do the classes provide practical assistance to newcomers but through the classes relationships, friendships and bridges of peace and understanding can be formed.

Advocate

Sign up for action alerts to stay abreast of current legislation, visit your policymakers' offices, write letters to the editor of your local newspaper. Resources on these and other activities are available at the web sites below. Also, check the exhibit web site for up-to-date advocacy suggestions.

- *Action alerts, e-newsletters*

Sign up for immigration action alerts and/or monthly e-newsletters to stay up-to-date on national legislation and national events such as call-in days, prayer vigils, and webinars.

U.S.: washingtonmemo.org/portfolio/

Canada: mccottawa.ca

- *Letter writing*

Encourage participants to write letters to their federal or local policymakers. Set aside a time after a worship service or in a Sunday school class. Provide suggested talking points and a list of names and addresses of local policymakers. Hand-written letters are often given more weight in policymaker offices because they know someone took the time to write the letter themselves. Letters can be mailed separately or in a group, faxed, or hand-delivered. Letters can also be blessed as an “offering of letters” during a worship service before they are delivered.

Find letter writing resources washingtonmemo.org/immig/take-action/. Check the exhibit web site for specific talking points on current legislation (mcc.org/peopleonthemove).

- *Visit policymaker offices*

Organize a group of participants to visit a local government office. Bring your own stories or stories of migrants in your community. For tips on doing policymaker visits, see mcc.org/get-involved/advocacy/washington/how-to-advocate.

- *Letters to the editor*

Letters to the editor provide the opportunity to communicate your concerns to many other people as well as to policymakers. Policymakers typically read their local newspaper(s) in order to learn about the issues that are of concern to their constituents. Here are some tips (more at: washingtonmemo.org/immig/take-action/):

- Write in response to a specific article or opinion that ran recently in the paper and include the title of that original piece in the first sentence.
- Respond quickly (the same day as the original story appeared if possible).
- Keep it short (100-200 words) and focus on a specific issue or recommendation.
- Make a local connection by highlighting impact of the policy issue on your district.
- Include your name, address and phone number.

5. Additional resources for further learning

People on the move web page: mcc.org/peopleonthemove

MCC U.S. Washington Office web pages: washingtonmemo.org/immig, washington.mcc.org

MCC U.S. - migration work: mcc.org/learn/what/migration

MCC Canada Refugee Assistance web pages: mcccanada.ca/refugee

MCC relief kits web pages: www.mcc.org/kits/relief

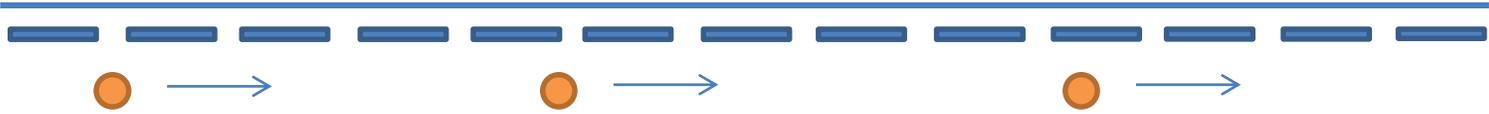
Specific publications and videos:

- MCC Intersections: “People on the Move”, Spring 2013, Vol. 1, No. 2, mcc.org/media/resources/735
- *Your people shall be my people: U.S. immigration policy*, MCC Washington Memo, Spring/Summer 2013, washingtonmemo.org/newsletter/spring2013/
- *Loving Strangers as Ourselves: Biblical Reflections* (English and Spanish), resources.mcc.org/content/loving-strangers-ourselves-biblical-reflections
- *And When They Shall Ask: A Docu-Drama of the Russian Mennonite Experience*, resources.mennonitechurch.ca/ResourceView/18/13089

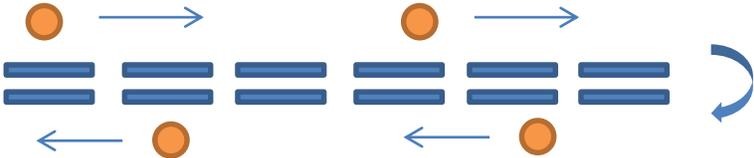
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Appendix A: Ideas for banner configuration

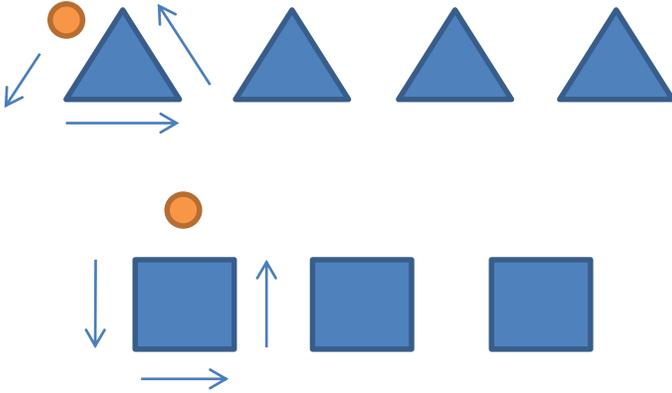
- Arrange the banners along a wall



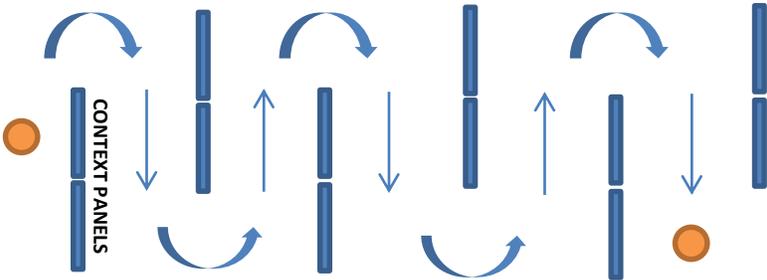
- Arrange the banners back to back in a row of 6. Participants can walk along one side then turn the corner and walk along the other side.



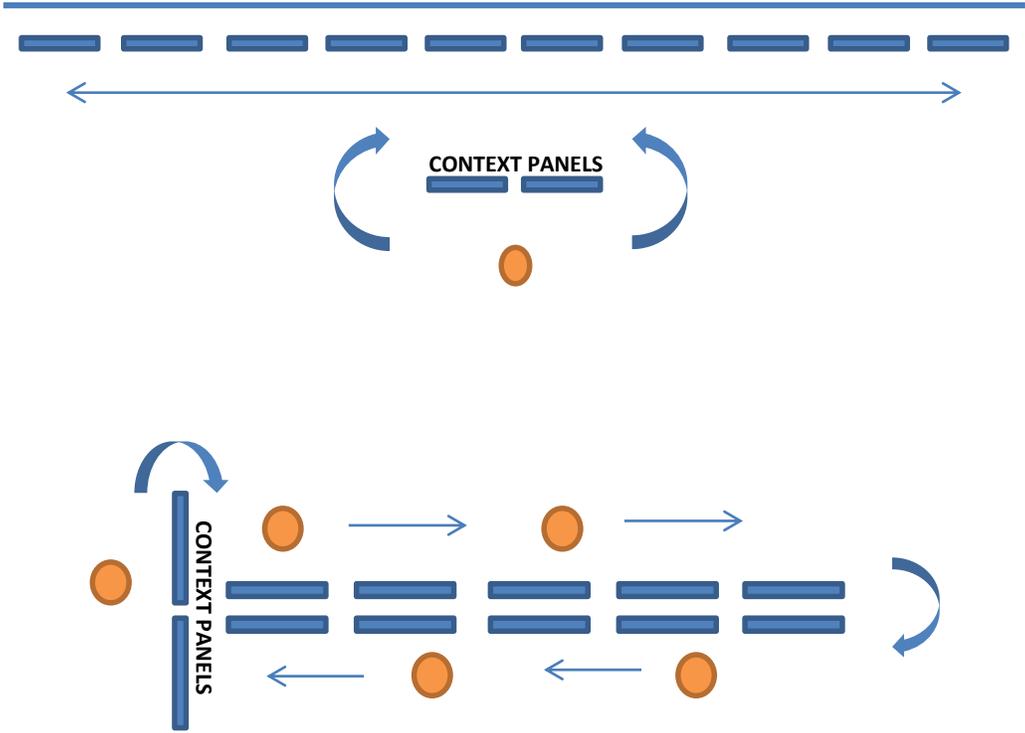
- Arrange the banners in triangle or square formations which participants can walk around to view.



- Arrange the banners in a path which participants can walk through to view the exhibit



- Set up the 2 context panels facing the direction participants will first encounter the exhibit. Behind the two context panels can be a back-to-back row of the remaining 10 panels (see example below), triangles (see example above), or banners arranged in a line/along the wall perpendicular to the first 2 context panels.



A large rectangular area containing 30 horizontal lines, intended for writing or drawing.

Appendix C: Children’s activity and story option: “Who is your neighbor?”

Part 1: Building background knowledge

Have children sit down, and ask them the following questions, allowing them to answer each one before moving on to the next:

- *“Who is your neighbor?”*
- *“What about the person who sits beside you at school? Is that your neighbor?”* (You can come up with additional questions unique to your context, to gauge who the children understand to be their neighbors)
- *“What about the people who live near you, but whom you don’t know? Are they also your neighbors?”*
- *Do you think that people who live far away from you—maybe even in another country—could be your neighbor?”*
- *“Well, actually, Jesus teaches us that there are many different kinds of neighbors. Sometimes they live close to us, sometimes they live far away, and sometimes we don’t even know them!”*

Part 2: The story

Tell the children this story:

A man was walking down the street one day when he fell down and was very badly hurt. He was hurt so badly that he called out for help to anyone who would hear, “Please, help me!” he would call. But no one would listen to him. The people just crossed the street and kept on walking.

He even saw many people that he knew. There was the man he said hello to each morning when he bought the newspaper; the woman who always walked her dog by his house each day and waved hello; he even saw the person that lived in the apartment right beside his. But none of those people would stop to help him as he loudly called for help.

After a while, he was in a lot of pain and he grew very tired of calling out to the people around him. Just then, a woman whom he had never met before stopped beside him on the road and asked if he needed help. He cried with happiness, telling her that he was very hurt and needed help!

She helped him stand up and go down the street to her car. She helped him into the car and quickly drove him to the hospital where the doctor fixed his hurts and helped heal his pain. The man never again saw the woman who had helped him, but he was always thankful to her for what she had done for him when he most needed help.

Part 3: Closing questions and prayer

Ask the children the following questions, allowing them time to answer each one:

“The man saw many people he knew on the street that day, didn’t he? Some of them even lived in the same neighborhood, yes?”

“But who do you think was a neighbor to the man—all of the people that he knew, that walked right past him, or the woman that he didn’t know who stopped to help him?”

“Jesus taught that we are all God’s children—and that means that we are all brothers and sisters. Just like the woman who was a good neighbor by helping the man on the street, even though she didn’t know him, we can be good neighbors too, by loving and caring for everyone. They are all God’s children. Even if we don’t know them, we can still love them and care for them, sometimes in our hearts and prayers, and sometimes in the things that we do.”

Close with the following prayer:

“God, thank you for giving us so many neighbors. Please teach us to love them, like you love us, and to care for everyone, even if we do not know them. Thank you for giving us Jesus, who gave his life because he loved us all so much. Amen.”

Activity taken from: *“...and you invited me in” – A Refugee Worship Resource*, pg. 16.

Appendix D: Refugee family simulation

<i>Duration:</i>	approximately 40-60 minutes
<i>Group size:</i>	10+
<i>Ages:</i>	Contains material that might be disturbing to young children. Parents should use their own discretion. For younger groups, seek parental permission beforehand.
<i>Materials needed:</i>	3 large sheets of paper per group one pen or marker per group

Introduction:

Divide the group into family units of 4-6 people.

Each family group needs three large sheets of paper and a pen or marker.

Feel free to add information from historical events or case studies to the script.

Neutral Scenario Script:

You live in a small community and belong to a minority ethnic group. Civil war has broken out and the fighting is spreading all over your country. The government is sympathetic to the majority and, consequently, many of your friends and family are being killed and uprooted. The government army is coming.

Write down your names, ages and family roles and choose items you will bring with you. You are allowed 10 items per person. Choose carefully, working with your family, and remember that you are only allowed items found in your home. No guns or weapons of any kind may be chosen as personal items. Don't forget your identification! Write down the name of each item, roughly dividing them between the two sheets of paper. The items must be able to fit in your vehicle. Take one last look at your home; you will never see it again.

Pause to give time to prepare.

You pile all your items into the family vehicle, and begin on your way. You are hoping to take the most direct route to a refugee camp, but find that the road is crowded and you are barely able to move. You must stop for the night. During the night, someone manages to steal five of your items. You are relieved that one of you awoke when you heard the noise and that the thieves didn't get away with more. Cross off the first five articles on your list.

Pause until task is completed.

After several days on the road, you must leave your vehicle behind. You have no access to gasoline and the roads are almost impassable. You must lighten your load and so remove five of your heaviest or largest items.

Pause until task is completed.

After walking for many days, you reach a sheltered area by a river close to a forest where you feel somewhat safe. However, the local rebels demand a valuable item from each person before they will allow you to set up camp. You must give them your most valuable items, one per each family member.

Pause until task is completed.

You have run out of food and money, so you will need to barter. Swap two items per person for enough food to last you two days.

Pause until task is completed.

For a while, this camp is okay. You are relatively safe and are able to spend your day fishing and foraging for food. Your water supply is close by and relatively clean, located up river from the camp. If you don't have a pail or another item in which to carry water, you must trade three of your items for it. Choose which three items you will trade. If you do have a pail, you may add one item to your list, something that someone has given you for the use of your pail.

Pause until task is completed.

One day, government agents arrive and you are told you must leave your camp immediately. You are unable to retrieve your carefully hidden passports and other documents. Delete all documents from your list.

You are taken to another refugee camp. During the trip, your family takes an inventory of the items you still have. Along the way, you find one item that another family has discarded. Decide what item would be most valuable to you at this point. (You may not find money.)

Pause until task is completed.

You hear about smugglers who will help you flee to another country. You must travel to a secret location where you meet a man who will guide you across the border. You need a guide so that you don't step on landmines or run into armed soldiers. You must pay him with everything of value you still have.

If you have valuables, you make a long, dangerous and scary trip to Canada/the U.S.. Once you arrive, you wait to be assessed. If you are given refugee status, you are free to stay in Canada/the U.S. and start a new life. If not, you will be deported back to your country of origin.

If you do not have valuables, after many months or years you find out that your names are on a list to go to Canada/the U.S.. Arrangements are made and some months later you arrive in a new Canadian/U.S. city.

You are about to start a new life with the belongings you still have. Rewrite your names and ages, and list your remaining belongings on your third sheet of paper. Also take five minutes to draw different emotions you are feeling, or what you imagine a family in a real life scenario would be feeling.

Pause until task is completed.

Finally, cross off the oldest and youngest members of your family. They have died and you will leave them buried near the refugee camp in a grave you've marked with stones.

Pause until task is completed.

Debrief:

In the time remaining (the scenario should have taken about 40 minutes) discuss with your group some of the ideas, thoughts, and emotions they had as they went through the exercise.

Activity taken from: “...and you invited me in” – *A Refugee Worship Resource*, pg. 21-24.

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Appendix E: Refugees and identity loss activity

The experience of being a refugee is often connected with loss—loss of a homeland, family members, nation, culture and a community, to name only a few. There are various aspects of our lives that make up our identity. When these are lost, the effects can cause a great deal of difficulty and trauma.

The following experience has been developed to offer people a small glimpse of how deeply identity loss can touch the lives of refugees and migrants. This activity might be difficult, and participation should only be voluntary. Encourage participants to carry on even if it is difficult, though if it begins to connect with any trauma that they have experienced, they should stop. It should be difficult, but it should not hurt. Ask someone to guide you through the experience once before you lead it with a group so that you can empathize with what the participants will be experiencing. You may want to include a caution for children wishing to participate if you think it may be too difficult.

In preparation, precut small squares of paper, large enough to fit one word per paper.

Identity loss experience

1. Have participants take five to ten pieces of paper (depending on time available).
2. Ask them to write down one aspect of their identity on each piece of paper (for example, student, Christian, mother, father, brother, etc.).
3. Have participants rank the pieces of paper in order of importance to them (for example, being a Christian might be more important than being a Canadian, or being a mother more important to them than being a student etc.).
4. Starting with the identity that they have ranked as least important to them, have them say (either quietly to a partner, or in their head) three times: “I am a...” (For example. “I am a student, I am a student, I am a student.”). Have them go through their entire list, having repeated each identity three times.
5. Ask participants to close their eyes, and read them the following story. Tell them, before you start: “This is now your story...” You come from a village, where everyone knows everyone else. You are related to many of the other people in town—aunts, uncles, sisters, brothers, cousins. Civil war has broken out in your country. The fighting is spreading all over the country. You have heard that the fighting is getting closer. The rebels have already come to the next village. They pulled the men out of their houses in the middle of the night, lined them up and shot them in front of their wives and children. The women and the children were locked into a house. Rebels poured gasoline over it and set it on fire, killing everyone. You have heard stories of other villages, where the men are being tortured and killed, and the women are being kept as servants—forced to cook for the men that rape them daily. The children are either killed, or left without anyone to care for them. You have also heard that some people managed to escape. They heard the army coming and they fled. They grabbed whatever they could carry and ran. They left their homes, their friends, their communities and their country—walking

and running for days and nights without stopping, to the border where they asked for protection. You have heard that they went to a refugee camp just across the border. The fighting is so close that you can hear the gunshots, and feel the fear all around you. Along with your family, you begin to run. You don't know where you are going, but you are running away. You lose sight of your youngest sister, but you must keep running. You have just become a refugee.

6. Now ask the participants to read their identity cards again, beginning with the identity ranked as least important to them. Have them repeat three times, "I am not a" (For example, I am not a student, I am not a student, I am not a student.) As they repeat this phrase for each identity, ask them to tear up the piece of paper upon which that identity was written. Continue until they reach the piece upon which they have written what they consider to be their most core identity.
7. The mood may be very somber after this experience. Allow some time for reflection, small group discussion, or general feedback to the group, depending on the size of your group. Explain that refugees and other victims of serious crimes experience just such an "identity death" only much more profound and devastating than what they have just "tasted." While this activity specifically focuses on the refugee experience, discuss how similar, though possibly varying degrees, of "identity death" may occur with migrants of all circumstances.

Activity taken from: *"...and you invited me in" – A Refugee Worship Resource*, pg. 25-26.