

Passages[®]

and

Junior Passages[®]

AN AWARENESS GAME
CONFRONTING THE PLIGHT OF REFUGEES

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UNHCR
The UN Refugee Agency

Passages®

UNHCR's new educational tool

*A simulation game designed to create a better understanding
of the problems of refugees*

The Refugee Tragedy

As long as there have been wars, persecution, discrimination and intolerance, there have been refugees. They are of every race and religion and can be found in every part of the world. Forced to flee out of fear for their lives and liberty, they have often left everything behind, experienced terrible suffering and been separated from their families. In refugee camps they will find safety, but the living conditions are grim. In their asylum country, refugees are often victims of xenophobia. If, after years of exile, they are finally able to return home, their return is often to a country shattered by war.

The United Nations High Commissioner for Refugees

The United Nations High Commissioner for Refugees is a nonpolitical, humanitarian agency devoted to protecting and assisting the world's refugees. Currently, the UNHCR is helping over millions of people who have sought refuge from persecution or armed conflict, or who are trying to return home. The first priority of UNHCR is to protect these people. Today, xenophobic tendencies threaten the centuries-old tradition of granting asylum. As a result, protecting refugees also involves explaining to the public exactly who refugees are and what they have been through. It is essential that people understand that refugees are not a threat to them, but are themselves threatened.

Raising Awareness among Young People

An essential aspect of our efforts to create public awareness is the promotion of refugee issues among young people. For several years, and in many countries, we have been working with teachers and youth organizations to develop materials such as posters, educational kits, brochures and videos aimed at improving general understanding of the refugee experience.

Why a game?

Games are one of the best methods to 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 in real life.

Why a Simulation Game?

A simulation game works through the creation of a simplified but dynamic scale model of reality. It is an effective way of allowing people to live and feel a remote situation. This particular game is designed to help create awareness, arouse emotions and encourage participants to take action on behalf of refugees. A simulation game is better than a full-scale reenactment which could be too brutal and have traumatizing effects on certain young people... some of whom may be refugees themselves.

What does “Passages” involve?

By playing the game “Passages”, participants will:

- discover the concrete problems which confront refugees.
- feel the psychological anguish caused by separation and flight.
- see what forces people into refugee situations and the train of events that brings them to refugee camps and beyond.
- think about possible solutions to refugee problems, particularly with regards to integration within the country of asylum and repatriation to the country of origin.
- adopt a more welcoming attitude towards refugees in their own countries.
- become motivated to undertake actions on behalf of refugees.

“Passages” can be played in various situations:

- with young people of different ages and ethnic backgrounds;
- with groups of different sizes;
- with schools groups, youth organizations, community groups, etc.;
- both indoors and outdoors.

We hope you will find “Passages” to be an effective educational tool.

Passages®

An Awareness Game Confronting the Plight of Refugees

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| PART 1 |

GAME LEADER'S DOSSIER

| GAME LEADER'S DOSSIER |

The purpose of this game is to create awareness of the difficulties experienced by refugees as they flee their homes and countries towards an uncertain future.

It is essential that you, as the game leader, have some prior knowledge of these difficulties and the emotions they provoke. As a first step in your preparation, therefore, we propose that you go through some short experiments, in order to give you “personal” experience. As a second step, we have provided you with a few suggested readings. Finally, you will be guided through the different elements of the game, including how to be a game leader and how to prepare the necessary materials.

PREPARATION FOR THE GAME LEADER

1. Personal Experience

This step should be completed at least one day in advance.

1.1. The notion of time

- Sit down in a place where you will not be disturbed and blindfold yourself.
- Stay there for 5 minutes; do not count or use any artificial means of telling time. Use your own judgement and intuition.
- Take off the blindfold and check your watch.
- Think about how you felt with the blindfold on and write it down. How does it feel to sit in the dark, with no way to measure time and nothing to do but wait?

☞ *The point of this exercise: A refugee may have to spend several hours hidden in darkness, afraid of being discovered and killed. Unlike you, who have undergone this experience voluntarily, he/she is terrorized by a situation that has been forced on him/her.*

1.2. Taking orders

- Imagine that you are deprived of your autonomy. In other words, you are no longer allowed to make decisions for yourself. Your right to come and go, and to take care of your most basic needs, are all subject to someone else's authorization (standing up, walking, going to the toilet, drinking, eating, talking, etc.).
- Try to feel what it might be like to be restricted in this way. Imagine how you would react. Not only has your freedom been taken away but people are constantly giving you orders, making you work, pushing you around, interrupting you... and no one listens to you.

☞ *The point of this exercise: To help you understand the stress that a refugee feels during his or her flight and to make you aware of the stress that your actions and attitudes may provoke among the players during the simulation game.*

1.3. Shackled

- Having to obey orders all the time is like being shackled. You are forced to do things without knowing why. Walk around for 2 or 3 minutes holding your right ear with your left hand and your left ankle with your right hand.
- How does it feel to be forced to do this?

☞ *The point of this exercise: Think about what you have just experienced for these few minutes. Refugees live under this kind of constraint for hours, months, even years.*

1.4. Loss

- Find a quiet and comfortable place to sit. Equip yourself with a pen and paper.
 - Try to remember a situation when you experienced a feeling of loss. Perhaps it was a cherished object, a place you loved to visit, a favorite pet or a loved one...
 - Let all the memories and emotions associated with the loss come back to you. Write them down, so that later you can reread what you were feeling and evaluate the importance of these personal experiences.
 - Think over your own experience of loss and consider how it must feel to be deprived of all those things or people to which or to whom you attach great importance.
- ☞ *The point of this exercise: Many refugees lose absolutely everything: their country, their home, their friends, their family. Try to understand the pain they must feel.*

2. Documentation

We suggest you consult publications distributed by the United Nations High Commissioner for Refugees, particularly the brochure “**Refugee Children**” where you will find personal accounts of refugee children and the magazine called “**Refugees**”. You could also try to find some biographies of refugees. Get in touch with local organizations supporting refugees both materially and legally. By listening to refugees or to people who work with them, you will get a more concrete idea of a variety of refugee situations and of what refugees have to go through. Then try to answer the following questions:

*What are your impressions of the train of events confronting the refugees?
Which emotions do you think are most common for refugees at different stages of their experience?*

Try to identify in a few words the various stages they go through (the trigger event, the decision to leave, etc.).

By defining the different stages of the refugee experience, you will have taken an important step in understanding this simulation game. The game itself will be carried out in stages identical to the series of situations endured by real-life refugees. Each stage corresponds to a *game module*, which will be outlined below.

OVERVIEW OF THE

START OF THE GAME

Some terrible event or situation (war, civil war, persecution, famine...) has forced men, women and children to leave their homes and villages. The players in this game will follow the route of these people, adopting their roles and experiencing all the trials they face from the time they originally escape to the time they go back home.



FAMILY SET-UP

(20-25 minutes)

The players are first grouped into "families" and they must familiarize themselves with their imaginary roles and backgrounds.



ESCAPE & SEPARATION

(15-20 minutes)

They then scatter themselves around and go through the experience of escape and separation from their home, friends and perhaps their family by playing a game that simulates a situation in which people are fleeing a bombardment (Game Module 2, "Escape and Separation").



EMERGENCY SUPPLY CASE

(5-7 minutes)

Before leaving home, most refugees must decide what to take with them. They usually have only a few minutes to decide what is - or will be - most important to them. Game Module 3 ("Emergency Supply Case") helps show the players how difficult this choice can be.



TEMPORARY SHELTER

(15 minutes)

The journey to the country of asylum is rarely made in one day and it is usually made in several stages. On the way, refugees often must spend several nights in extremely difficult conditions, characterized by fatigue and overcrowding. This situation is simulated in Game Module 4 ("Temporary Shelter").



DECIDING TO LEAVE YOUR COUNTRY

(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. Refugees think about what they are leaving behind and they wonder what awaits them across the border. These are the kinds of questions that the players will have to ask themselves in Game Module 5 ("Deciding to Leave Your Country").



BORDER CROSSING

(10-20 minutes)

These days, most refugees flee their homes as part of a mass exodus across land. For example, one-third of the world's current refugees are in Africa, having crossed neighboring borders by the thousands. This is the case of most refugees, who succeeded in finding asylum in a neighboring country even when it is impossible for the authorities to interview them individually all as they enter.

The exodus itself, the effort to cross the border, can be very physically demanding. Game Module 6 ("Border Crossing") contains, therefore, an aspect of physical challenge for the players. It also teaches an awareness of the problems refugees face when they are required to fill out identification forms in a language they do not know (assuming, of course, that they are literate).

GAME

Read this section carefully. It will help you understand the structure of the game and will serve as a preparation base for the “Final Debriefing” and for responding to questions from the players.

The short version takes approximately 2 hours to finish, but a long version can be adapted by adding step 9 and 10.



SETTING UP CAMP

(15-20 minutes)

After crossing the border, many refugees must settle down and live in camps. Humanitarian aid helps provide water, food, shelter and first aid. But life in these camps is harsh. Game Module 7 helps the players understand some of the frustrations felt by refugees who find themselves in a camp situation.



THE FAMILY SPOKESMAN

(25-30 minutes)

These last two games demonstrate the route taken by a large number of refugees... that is, a journey across their own country to find refuge in a camp just over the border. It is also important to recognize the special problems faced by those who seek asylum in countries with strict entry procedures, such as those in force in most industrialized countries. Refugees in this situation must go through a series of interviews with the authorities of the host country.

These can prove to be very difficult tests. Refugees must explain why they are asking for asylum, often without knowing what the criteria for acceptance are. In Game Module 8 (“The Family Spokesman”), players must think about what kind of attitude to adopt in order to convince the authorities to let them into the country, even temporarily.

LONG VERSION



MEETING THE LOCAL POPULATION

(10 minutes)

For asylum-seekers who are granted refugee status and therefore have the right to stay in their host country, there are still more challenges to overcome. They often do not know the local language and as a result have trouble communicating and integrating with the local population. The object of Game Module 9 (“Contact with the local population”) is to raise awareness of these problems.



DURABLE SOLUTIONS

(5-10 minutes)

There are three lasting solutions to the plight of refugees and it is part of the UNHCR mandate to work towards the most suitable of the three: voluntary repatriation to the refugees’ home country; integration into the first country of asylum; or resettlement of refugees in a third country. The vast majority of refugees want to go back home one day, even when the living conditions that await them are very difficult. Game module 10 demonstrates some of the problems encountered by refugees when they go home, particularly the problem of land mines which might still be scattered around the countryside.



FINAL DEBRIEFING

(about 30 minutes)

The “Final Debriefing” allows participants to express how they felt throughout the game and will give you a chance to make links between what the players have experienced and the reality of refugees’ experiences. This is a time for questions and discussion.



THE GAME OF FAREWELLS

Finally, “The Game of Farewells” concludes by helping recreate a feeling of unity within the group. It should put a smile on everyone’s face and help the players come out of their roles as refugees.

Caution

Having experimented with some of the different game situations and having read the refugees' testimonies, you should by now be aware of the nature and intensity of emotions that a refugee often feels (for example anger, fear, anxiety, abandonment, shame, betrayal, defeat, alternating periods of hope and despair). If you happen to have some refugees in your group, you must be particularly careful with them. It is not advisable to have them participate in simulation situations that might cause psychological shock.

Of course, if you notice any player refusing to participate in a given simulation or showing apprehension with regards to certain aspects of the game, do not hesitate to encourage that person to wait until the next game, if he or she desires.

Furthermore, make sure before beginning the game that your participants know they may each use their "SOS" card at any time should they feel too uncomfortable to continue (see **Game Module 1, "Family Set-Up"**).

4. Group Organization


This game is organized into separate modules so that it may be changed to meet different needs. Ideally it should be played by between 15 and 67 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.

4.1. For a group of under 15 players

Select families "B", "G", "M" and "T" from among the **Family Data** sheets. These four families have very different backgrounds and their stories evoke the most "typical" refugee situations. Using them will help create a more dynamic game.

4.2. For a group of 15 to 67 players

The game leaders decide on the choice of families (be sure to include families B, G, M and T. See 4.1). Make sure you combine families of 5, 6, 7 or 8 people, according to the exact number of players.

 *Note: if you have more than 67 people, we advise that you double up certain families or, even better, break up the group into two sub-groups who will play the game separately.*

5. Space Management

This game can be played indoors or outdoors but you need a space at least as large as a gymnasium. If possible, it is best to play outside (in a field or park).

6. Duration of the Game

The game takes about half a day, about 3 to 3½ hours of play and then another half-hour for debriefing. If possible, the debriefing period should be separated from the game by a snack break. The 3 hour duration is intended to allow participants to become aware of the different stages of the refugee experience and of the emotions felt by real-life refugees, without experiencing negative feedback. However, if you do not have enough time for the full-length game, we suggest a 2 hour game with 15 to 20 minutes of debriefing.

For the abridged version, you can choose between 2 different sequences, depending on whether you want to emphasize a mass exodus situation and life in a refugee camp (the situation of many

of the world's refugees) or problems faced by refugees who seek asylum in countries where there is a long and difficult administrative process for granting refugee status, as in most industrialized nations. You may do one of the following sequences and still have a comprehensive game:

Family Set-Up
Escape and Separation
Temporary Shelter
Border Crossing *or* The Family Spokesman
Setting Up Camp *or* Contact with the Local Population
Final Debriefing

In the long version, you can do all the game modules. During the debriefing you should explain that there is not a direct link between the camp situation and the ordeal of the spokesman. Some refugees never go through the procedure of individual interviews and wait for years in the same camp before they can go back to their countries. Others never stay in a refugee camp and arrive directly in a country in which they have to go through various procedures and interviews with the local authorities to obtain asylum.

7. How to be a Game Leader

Depending on the number of game leaders available and depending on the competencies of the game leaders, you can lead the game in two different ways.

7.1. “External” game leading

If you can only have one or two game leaders, it is advisable to share the tasks as follows: one leader “**leads**”, i.e. he reads the “**Contexts**”, gives orders, the other “**assists**”, i.e. he distributes the documents, check the preparation of the various sites, keeps an eye on the time during the games, helps the players in certain games (in the first game for example, the leaders can visit the various groups and help them choose their names, their roles etc.). For groups of more than 15 persons however, more game leaders may be needed.

Number of game leaders...

For a group of under 15 players: 2

For a group of 15 to 30 players: 3 is best, although possible with 2

For a group of 30 to 67 players: 4 or 5.

Style...

In this game, your role as leader is essential, albeit unusual. For it to be successful, you must adopt a cold and closed attitude towards your players, using a very dry leadership style. Needless to say, you will have to explain the rules of the game to the participants, but you must at the same time create a climate of tension and even (at times) repression. For example, during the game, when you assign families spots where they must go to fill out the Family Game Sheet, you must insist that the players do not move from that spot. Use a whistle regularly when giving orders; this will help create the kind of difficult and uncomfortable environment in which refugees live. In the same way, if a player leaves his or her family to go elsewhere, firmly remind that person to return to the designated group.

To further demonstrate the necessity of using a “**hard and strict**” leadership style, we give you another example: during the waiting periods, players will ask you why they must wait and they will say that they are getting annoyed and bored. This is exactly the response the game is designed to provoke. You should not give them any explanation. Rather, you should respond, “**You’ll find**

out later! Wait your turn! You're not the only one here! I make the decisions here!"

Speak in short, direct sentences. Never give explanations except those absolutely necessary to understand the rules of the game. When you are giving instructions, do not repeat yourself once you are sure that at least a few of the players have heard and understood you.

You will find that adopting such an attitude is not at all easy in practice, especially in the context of a game. But the more you use this leadership style, the more instructive the game will be and the closer you will come to meeting the game's objectives.

Game...

In this role-playing game, participants will **"experience"** a refugee situation. They must wait (temporary shelters), move without knowing where they are going (escape), fill out documents (game sheets, debriefing sheets, camp residence forms), walk (crossing the border)... You will be guiding them through the several stages which simulate those that refugees typically experience. To do this, you must first read carefully how each game or module proceeds and you must follow the rules and guidelines in their exact order. You also have **"Event cards"** which will be chosen by the players at appropriate times (always one card per family). These will either help the individual families by making their situation clearer or else they will make the conditions of the game more difficult. For example, a card may say, **"During your escape, the head of your family got shot in the leg and can no longer walk without help."** You must make sure that all information given on the cards is incorporated into the game: in the case just cited, the player designated as the head of that family would have to simulate a limp!

7.2. "Participative" game leading

The feelings experienced by the participants can be even stronger if the game leaders actually play a role (or several roles) during the game. However, you need at least 4 game leaders even for a small group. After having read carefully the game sheets, the game leaders can create and share roles such as the **"soldier"**, the **"refugee"**, the **"border official"**, the **"first aid person"**, the **"translator"**... Excepted in the first part of the game, there is no "game leader" as such throughout the game in this version of the game.

It is of course up to you to decide on the roles and on their contents depending on the time you have, the game modules you have chosen to follow and the number of game leaders available. What you will find below is just an example of how you can define roles (in a game consisting of games 1, 2, 4, 6 and 7).

Games 1 and 2: No specific roles. One game leader presents the game and gives the orders. The others help the participants to choose their roles and then to blindfold themselves.

Game 4: As the players take the blindfolds off, another **"refugee"** appears (the game leader playing this role can be dressed with old clothes or wrapped in old scarves). He explains to the players that they are in danger, that they have to flee this place, that the bombing can start again any time. He advises them to follow him towards the temporary shelter. On way to the shelter, he 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 he is a friend or an enemy. After a while (at least 8 minutes) the soldier goes away. The **"refugee"** encourages the players to leave the shelter and to try to cross the border.

Game 6: On the way towards the border, the **"refugee"** is injured. The players have to help him to cross. The **"refugee"** insists on the danger (the players must not touch the rope, the tins hanging may be mines etc.). Across the border stands a **"border official"** who speaks in an unknown language. He orders them to group into families and to sit here or there and distributes identity

sheets, still with no other explanations than the ones he gives in his strange language and with his gestures. A **“first aid person”** arrives and distributes band-aids to the injured. This person does not speak the refugees’ language either. When the identity sheets are completed, the **“border official”** calls for a **“translator”**.

Game 7: The **“translator”** explain that families have to make a list of their needs, taking into account the materials available mentioned on the list. The **“border official”** as well as a **“local official”** go from one family to another, still speaking in their unknown language. They pick up the lists, go to a **“warehouse”** to get the materials requested and come back with the new (shortened) list of supplies. Then, they go back to the **“warehouse”** and come back explaining that everything has been stolen. It is always the translator who gives the explanations in the refugees’ language.

You can of course create other roles, corresponding to the rest of the game modules. The most important is for the game leaders to play their roles truly and actively. Some game leaders will have to assume several roles each. The clothes they wear will have to be differentiated enough to avoid any ambiguities for the participants.

In this version of the game, it is obviously advisable not to ask the participants to fill in the **“Family game sheets”** during the game. These sheets can be distributed at the end and filled in by the **“families”** as a first part of the final debriefing. This helps the participants to remain in their roles throughout the game. You will also have to adapt your interventions (**“Context”** sections to be read aloud for example) to this style of leading the game.

The **“participative”** style of game leadership demands more preparation and more commitment on the part of the game leaders, but it allows participants to be more involved in their roles. If you choose this kind of game leading, do not hesitate to seek advice from theatre actors. If game leaders do not actually play their roles, it will be difficult for them to demand of the participants that they stay in their roles throughout the game.

8. Summary of Documents Used by the Game Leader

- The game leader’s **“Family Summary”** sheet and **“Overall Game-Plan Memo”**.
- The **“Summary of Materials to Prepare”**.

Before the game starts, you must make copies of all the documents and cards you will need and you must prepare some other materials. Besides planning the game, therefore, be sure to set aside extra time for this task. Moreover, if you are unfamiliar with the space where you will be playing the game, take time to check it out and decide exactly how you will organize the terrain (temporary shelter and the border post).

- **“Game Module”** sheets (numbered from 1 to 10), the **“Final Debriefing”** sheet and the **“Game of Farewells”** sheet. These may have accompanying documents to hand out to the players at the appropriate time. They all use the following format:
 - name and number of the stage;
 - objective: to explain the point of the game;
 - preparation: to be done before the game starts;
 - time management: the time limits indicated have been chosen to create a specific atmosphere;
 - leading the game: a step-by-step approach for you to follow in order to meet the objectives outlined at the beginning;
 - context: to be read out to the players as indicated;
 - debriefing: how to organize it and what guidelines to give to the players.

- “**Event**” cards (to be cut out) which accompany certain modules and which refer to particular situations occurring throughout the game.
- “**SOS**”, “**Item**” and “**Password**” cards (to be cut out) which accompany certain modules.
- “**Family Data**” sheets (11 different ones, each briefly describing the family biography) that you will select and distribute, one per family.
- “**Family Game Sheet**” (3 pages), to be kept by each family throughout the whole game and to be filled out periodically during the intermediary debriefings.

NECESSARY MATERIALS

To run the game you will need:

- all your game module sheets and cards;
- your Family Summary Sheet and Overall Game-Plan Memo;
- a whistle;
- a stopwatch or wristwatch;
- a megaphone (electronic or not);
- scissors;
- a pen;
- folder to keep all the game documents handy and in order throughout the game.

Also prepare the following material:

- Family set-up
 - a ball of string and different coloured felt pens. Prepare these according to the instructions in **Game Module 1**.
 - “SOS” cards (1 per player);
 - copies of the chosen **Family Data sheets** (marked with their individual colours) and **Family Game Sheets**, according to the number of participants and families chosen. Each family needs only one data sheet and one Family Game Sheet;
 - a piece of cardboard and a clothes-pegs for each family, to be used to make a clipboard for their documents;
 - two pencils or pens per family;
 - dark-coloured cloth strips to be used as scarves and blindfolds, one per person in the colour of the designated family;
- Escape and separation
 - blindfolds (already distributed);
 - whistle
 - megaphone
- Emergency supply case
 - one “**Player Guidelines**” sheet per family;
- Temporary shelter
 - the corresponding “**Event**” cards;
 - something to mark out the required area (such as stakes and string if you are outside, or chairs, tables and scotch tape if you are indoors);
- Deciding to leave your country
 - the corresponding “**Event**” cards;
- Border crossing
 - a plan/map of how you will set up the border;
 - supplies to set up the border (6 small stakes or pickets, a hammer, 15 to 20 metres of string and anything that can be used to make a lot of noise, such as empty tin cans);
 - the corresponding “**Event**” cards;
 - photocopies of the corresponding identification form (one per player);

- Setting up camp
 - 1 piece of paper per family;
 - photocopies of the 2 corresponding lists of supplies available to refugees;
 - watch or stopwatch;
- The family spokesman
 - the “**Password**” cards;
 - one set of guidelines per family;
 - a rubber stamp with ink;
- Meeting the local population
 - small pieces of cardboard where you will write the messages which the players will have to communicate;
- Repatriation
 - photocopies of the accompanying “**Item**” cards;
 - if possible, glue the game cards onto cardboard squares or old playing cards;
- Final debriefing
 - photocopies of the “**how do you feel now?**” sheets (one per player);
 - a suggestion box and blank sheets of paper;
 - if possible, a large paper board.

OVERALL GAME-PLAN MEMO (FOR THE GAME LEADER)

Give a very brief introduction to the game. Then use the following game-plan to guide you.

1. Family make-up (20-25 minutes)

- read out the context of the game (with strings in hand)
- the players should divide into groups (5 minutes)
- have the groups read and fill out the Family Data sheets (15-20 minutes)
- pass out the Family Game Sheet, the SOS cards, pens, clipboards and scarfs (to be used as blindfolds).

2. Escape and separation (15-20 minutes)

- have the players put on their blindfolds
- spread them out on the playing field
- tell them the safety rules for this module
- read the context of the game
- start the game
- *debriefing for game 2 (5 minutes)*

3. Emergency supply case (5-7 minutes)

- hand out the regulation sheets
- put together the emergency supply cases
- distribute the corresponding “event” cards

4. Temporary shelter (15 minutes)

- spread the families out
- distribute the corresponding “event” cards
- read out the context
- settle the families into the shelter
- leave them inside the shelter for 10-15 minutes without explanation
- *debriefing for game 4 (7-10 minutes)*

5. Deciding to leave your country (15 minutes)

- distribute the corresponding “event” cards
- read out the context
- have the families discuss their decision and fill out the corresponding section on the Family Game Sheet

6. Border crossing (10-20 minutes)

- read out the context
- have them fill out the identification forms
- have them cross the border and run identification checks on each family
- if there are any errors, make them start again
- distribute the corresponding “event” cards

7. Setting up camp (15-20 minutes)

- have the families regroup
- read out the context
- give out the materials and copies of the first supply list
- 5 minutes later give out the second supply list
- 3 minutes later collect the documents
- announce that there is nothing left except water
- *Debriefing for game 7 (10 minutes)*

8. The family spokesman (25-30 minutes)

- give out the regulation form
- give the families 10-15 minutes to prepare for the interview
- interview each family spokesman (2 minutes each)
- give out a “Password” card, if necessary
- *give 5-10 minutes for families to respond to the “Password” cards*

9. Meeting the local population (10 minutes)

- read out the context
- separate the players into pairs
- distribute the messages and start the game
- *debriefing for game 9 (7-8 minutes)*

10. Durable solutions (5-10 minutes)

- lay the game cards out on the floor face down
- read out the context
- blow the whistle after 10 minutes to signify the end of the game

11. Final debriefing (about 30 minutes)

- review the intermediary debriefings, if you have time
- hand out the “how do you feel now?” sheets
- collect the responses and then form new groups
- Brainstorm
- Get feedback and sum up

12. Farewell Game

GAME LEADER'S FAMILY SUMMARY

Date:

Number of players:

Family Chosen:

Family colour:

Number of people in the family:

Name chosen:

Characteristics:

.....

.....

.....

.....

.....

“Event” cards chosen:

| PART 2 |

GAME MODULES

MODULE 1 FAMILY SET-UP

This module is very important, as it creates the basis for the organization of teams and the assigning of individual roles to the players.

Objective

To group the players randomly to create the “families” who will participate in the game and to familiarize the players with their roles.

Preparation

- Cut some string into equal sections of about 2 m each. You will need one string for every 2 players; for families with an odd number of players, the extra person will take a “half-string” of 1 m in length.
- Take each string at the centre and hold about 2 cm in your fingers. Color that section of each string with a felt pen, using a different colour for each family (for example, if you have one family of 6 people you would need 3 strings coloured red in the center; for another family of 5 you would need 2 strings coloured green in the center, and one “half-string” coloured green on one end).
- Mark each “Family Data” sheet with the colour corresponding to the colours on each family’s strings.
- Prepare cloth strips in the same colours as the strings. These will be used as identification scarfs by the different families, as blindfolds and as arm slings or bandages when an “Event” card indicates that there has been an injury (one scarf per person).
- Use pieces of cardboard and clothes-pegs to make a clipboard for each family.
- Have some pens or pencils ready, 2 for each family.

Time management

For a group of 20 people you will need about 5 minutes to distribute the strings and Family Data sheets. Then, the players should have 15 minutes to complete the sheet and think about their situation before the game really starts. Do not rush this introduction. It is designed to allow the players enough time to think about how to play their roles. The more thought they put into it, the higher the level of emotions felt throughout the game.

Leading the game

- Pick up the strings while hiding the coloured parts in your hand. Show the bunch of strings to the players.
- Read the context of this game out loud (see below).
- Each player chooses one end of a string. You must not let go of the strings until everyone has chosen an end.
- Let go of the strings. Players who chose the same coloured strings will be part of the same family. Tell them to go into their groups and hand out the Family Data sheets corresponding to each colour, the pens and the clipboards. Also hand out the coloured scarfs so that you can identify the members of each group.
- Give them 15 minutes to read and fill out the sheets. They must choose imaginary first and last names and then familiarize themselves with the family background and the reasons why they have been forced into a refugee situation.
- Give out the photocopied “SOS” cards, one to each player.

Context (to be read aloud)

Before giving out the strings (while you have them in your hand):

- 🔊 *“You are going to take part in a simulation game that will help you understand what refugees go through daily.”*
- 🔊 *“You may have already been exposed to this type of experience, in which case certain feelings may resurface, causing emotional discomfort. Please know that you may pull out of the game at any time if you feel uncomfortable and cannot be helped by the other members of your group. You can pull out by simply holding up your ‘SOS’ card (which I will distribute). Do not hesitate to do so if you feel you need to.*
- 🔊 *“During this game you will be a part of a group, or ‘family’, and each of you will take on a particular identity. Each family will go through different situations together, while trying to help each other out. To find the other members of your family, each of you is going to take hold of one of the ends of these strings. Once everyone has a string in his or her hand, I will let go. Without letting go, join the person who is holding the other end of your string and find the others who have strings marked with the same colour as you. People with the same coloured strings will join to form a family.”*

After you give out the Family Data sheets:

- 🔊 *“Now that you have found the other members of your family, you must decide who will play which role, choose a family name and give yourselves new first names. Then, read your family history carefully. This will help you get into the shoes of the person whose role you are playing.”*

Debriefing

No debriefing is necessary for this module.

GAME MODULE 2

ESCAPE AND SEPARATION

Objective

Blindfolded, separated from their families and spread out across the whole game area, the participants must find their family members and regroup.

Preparation

Materials:

- a whistle
- a megaphone
- blindfolds (use family scarfs)

Location

This game can be played in any kind of area as long as it is large enough:

- 15 to 20 players will require 500 m², about equivalent to two basketball courts;
- 30 players or more will require 1,000 m², equivalent to half a football field.

It is very important to choose a space where the blindfolded players will not be in danger, such as an open field, a sports field, a recreation ground, a gymnasium or a multi-purpose room. The play area should be flat, far away from roads, well-defined, presenting no danger around its edges and it should be relatively free of obstacles such as holes, trees, rocks or anything that could cause an accident. You should take a complete tour of the terrain before starting the game in order to verify that it is safe.

Time management

The game should not last more than 15-20 minutes.

Leading the game

- Make sure that everyone has a blindfold.
- Ask everyone to blindfold themselves (and make sure that everyone does).
- Spread the players out over the playing field. Make sure that different family members are well separated on the field.
- Read the safety regulations out loud.
- Read the context of the game out loud (use your megaphone, speak slowly and articulate well).
- Give the start signal with the whistle.
- If any player loses his blindfold, accidentally or on purpose, he or she must pull out of this part of the game and join the game leader to help make sure the game continues safely. The game starts and ends with the game leader's whistle.

Caution

Be particularly watchful over the security of the blindfolded players.

Safety regulations (to be read aloud)

- 🔊 No running.
- 🔊 Move around carefully, waving your arms gently back and forth so as to avoid hurting your fellow players.
- 🔊 If there is a safety problem then I will blow the whistle and everyone is to stand still. You must then wait until I either resume the game or else stop the game for good.

Context (to be read aloud)

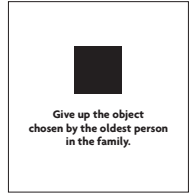
- 🔊 *“During a normal family outing to the center of your village, an airplane swoops low over the rooftops. The tremendous noise startles and frightens you. A few seconds later, a whole formation of airplanes appears in the distance and attacks the town. A number of bombs explode and throw debris everywhere. Heavy smoke fills the street where your family happens to be. People are screaming, running in every direction.*
- 🔊 *“Your family gets separated. It’s impossible to see through the dense smoke that’s stinging your throat and lungs. You start yelling too, hoping to find your family so that you can all get away together.*
- 🔊 *“You must find all your family members while keeping your blindfolds on.”*

(Blow the whistle to start the game)

Debriefing

When the game ends, the game leader asks the families to go off by themselves and to fill out the “Escape and Separation” section of their Family Game Sheet.

GAME MODULE 3 EMERGENCY SUPPLY CASE



Objective

To put together an emergency supply case. Each family must decide which items to carry on the journey (one choice per person).

Preparation

- Make copies of the "Player Guidelines", one copy for each family;

Time Management

This module should take 5-7 minutes.

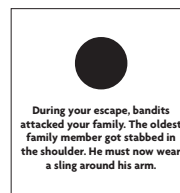
Leading the Game

- The players are grouped by family. Hand out the guidelines for this module, face down. They must remain face down until you give the start signal.
- Each family will have 5 minutes to decide what to take in their emergency supply case (one object per family member). Everyone must be in agreement as to what is chosen.
- Once all families have chosen their supplies, each family must draw an "Event" card (■).
- Make sure each family gives up the item indicated on the "Event" card.

Debriefing

No debriefing is necessary.

GAME MODULE 4 TEMPORARY SHELTER



Objective

To create a situation where the players must adapt to an uncomfortable and difficult environment (overcrowding, fatigue, ...). They must do what they can to pass the time in the best way possible, despite the conditions.

Preparation

Materials

You will need materials to mark off an area that will serve as your temporary shelter. You can use whatever is available (chairs and tables) or you could plant small pickets and link them with a very visible string or large ribbon.

Setting up

The space you choose is very important, especially in terms of its size. According to your playing area, find a place that is not very comfortable (families will not find beds or mattresses...). The space must be perfectly marked off, or confined, in order to avoid disputes and so that the players experience some level of real discomfort. You may also decide to cover the space with plastic sheeting.

For 5 people, the maximum surface should be 2 m², for example, a space of 2 m by 1 m. For 15 people, you would need to mark off a space of 3 m by 2 m.

To calculate the area you will need, refer to the table below:

15 players: 6 m²

20 players: 8 m²

25 players: 10 m²

30 players: 12 m²

35 players: 14 m²

40 players: 16 m²

45 players: 18 m²

50 players: 20 m²

55 players: 22 m²

60 players: 24 m²

Time Management

The game itself should last at least 7 to 8 minutes, if the players organize themselves quickly or if the shelter does not pose problems. In any case, you are advised not to let the game go on for more than 15 minutes. You should not tell the players how long the game will last.

Leading the Game

- Spread the families out across the play area so that they are at least 100 m away from the place you have chosen to be the temporary shelter.
- Make each family draw an "Event" card (●).
- Ask the families to read the cards. They must take into account any injuries or handicaps they may now have.

- Make sure they do this! If someone has a “broken” leg, he or she must limp. If someone else has a broken arm, the family must make a sling before departing.
- Read the context of the game aloud.
- Show them their temporary shelter.
- Give the signal for them all to head towards the shelter at once.
- Once they are in the shelter they must settle down as if they were spending the night. They should make themselves as comfortable as possible, while taking into account their injured family members, young children and elderly people.
- Time their stay in the shelter, leaving them there for a maximum of 15 minutes. Don't tell them what is happening and let a climate of tension develop among the players.

Context (to be read aloud)

- 🔊 *“Some occurrence has obliged your family to flee from its home but you had to leave without really knowing which direction to go. One member of your family had an accident along the way and is now handicapped. You must deal with this situation and help that person along until you can find a solution for taking care of him or her.*
- 🔊 *“The sun went down an hour ago. You are all exhausted by this traumatic journey and everything you have gone through. You must find shelter for the night so that you can all get a bit of rest. You can hardly walk anymore. You are ready to accept any kind of shelter, as long as the whole family can get inside.*
- 🔊 *“You head towards a place where someone has said you might find shelter.”*

Debriefing

- Once you call an end to the game, ask the families to stay where they are and discuss for a few minutes among themselves what they felt during the game. Ask them to consider the difficulties that people encounter when they are put in this kind of situation and tell them to write down their answers on their Family Game Sheet.
- Next, have each player rate the level of difficulty he or she experienced in this situation, on a scale from 1 to 10 (1 = comfortable, 10 = unbearable).
- One member of each family should note the scores, take an average and record the average in the appropriate box on the Family Game Sheet.

GAME MODULE 5 DECIDING TO LEAVE YOUR COUNTRY



Objective

To make the participants realize how difficult it is to decide to leave one's country.

Preparation

No special preparation is necessary, since the participants are already set up in the temporary shelter. If you think they are too uncomfortable, they may spread out.

Time Management

This part of the game lasts 10 to 15 minutes. Keep track of time in such a way that the players will be made to wait after filling out the forms. Having to wait is a common experience of real-life refugees.

Leading the Game

- After the families have finished debriefing on their experience in the shelter, have them draw an "Event" card (◆). These cards will tell them to think about their decision to leave the country.
- Read the context out loud.
- The players should stay in their family groupings. They should discuss among themselves the questions written on the Family Game Sheet in the section called "Deciding to Leave Your Country". Give them 10 to 15 minutes to fill out the sheet.

Context (to be read aloud)

🔊 "You have just spent the night in a temporary shelter with many other families. It was not at all restful. Some members of your family are injured, tired ... or even completely exhausted, demoralized, pessimistic and anxious to know what is going to happen to them. Unfortunately, you know that it is impossible to go back and you must decide together whether or not to leave the country. This is a very serious decision that will affect your whole family's future. You don't really know what lies ahead. You have heard that there is a camp on the other side of the border where refugees can get help organizing themselves. But across the border is the **unknown**. You decide to talk it over as a family, evaluate the advantages as well as the problems that this decision might entail. Let each family member discuss what he or she hopes to find on the other side and what he or she is afraid to find."

Debriefing

Not necessary (just have them fill out the game sheet).

GAME MODULE 6

BORDER CROSSING



You are in a hurry to settle
into a camp and take care of
your wounded.

Objective

To give the players an understanding of the problems faced by refugees when they flee to another country, particularly when they do not speak the language of the host country and they must explain their situation in order to be granted asylum.

Preparation

Materials

- one “identification form” per family (the sheet that resembles an official form but the words make no sense. It is designed so that the players cannot understand it, so they can experience the language barrier first hand);
- stakes, string and objects that make noise when dangling, such as empty tin cans.

Setting up

It is best if you prepare the border before the beginning of the game so that you won't have to worry about it. You should put together a sort of trellis, as seen in the drawing below, that the players will have to try to cross. Plant about 6 stakes in the ground, no higher than 40 cm each. String them together along the top and attach the cans to the string so that if anyone touches it the cans will jingle.

Time Management

The duration of this game will depend on the number of players. It will probably last from 10 to 20 minutes. If you are short of time, you can request that one family member present the identification form and that only a few members actually cross the border.

Leading the Game

- Regroup the players by family and spread them out about 10 m from each other.
- Read the context of the game aloud.
- Give each family an identification form.
- While they are filling these out, make sure that your border is ready.
- When a family has filled out its form, the whole family will come to see you at the border.
- Tell each family member to cross the border, blindfolded. The family cannot let the tin cans jingle more than a total of one time per player (5 times for a family of 5; 8 times for a family of 8).
- When the whole family has crossed the border, you will take their identification form.
- If the identification form is correctly filled out in the language of the host country (that is, in a nonsensical language such as that printed on the identification form), you accept them into the country and give them an “Event” card (✂).
- If the form is not filled out correctly, tell them that you don't understand it and ask them to move over to the side where they must fill it out properly and then bring it back. You can decide whether or not to make them cross the border again.
- If a family makes too much noise crossing the border, you can make them pay for their right of entry into the country by giving up one or two items in their emergency supply.

Context (to be read aloud)

- 🔊 *“After having overcome many difficulties you have finally reached the border. Many of you are exhausted, sick, hungry and thirsty. You really don’t expect much except perhaps some water, some food and a place to settle down for a while so as to care for the sick and to sleep without fear.*
- 🔊 *“Unfortunately, you have lost your identity papers during your ordeal and the authorities in this country are afraid that criminals, agitators and other troublesome people might try to enter the country. So, before doing anything else, including attending to your most basic needs, you are all required to fill out identification forms. If you are not able to fill out these forms, you might be sent back without receiving any help.*
- 🔊 *“As soon as you have filled out these forms, you may come to the Border Control Office by crossing this area which represents the border.*
- 🔊 *“Be warned, however. To be accepted into this country the authorities must be sure that you are the kind of people who can easily integrate into a different environment.”*

Debriefing

No debriefing necessary at this time.

Set-up pattern for the “border”


3rd interruption S + 12 min “First finished, first served”

Leading the Game


- Group the players by family, separating each group by about 10 m.
- Give 2 pieces of paper to each family.
- Read the context of the game out loud.
- Hand out the first supply list.
- Begin the game, announcing that it will last for 10 minutes.
- After 5 minutes, hand out the second supply list, announcing that new refugees have arrived from the same country as them and that existing supplies and space must be shared with them.
- After 4 minutes, hand out the third supply list and tell the players that they will have 5 more minutes to prepare the new and modified documents.
- 2 minutes before time is up, announce that the first people to hand in their lists will be given priority in the distribution.

Note: The families must work together to create the two required documents (chart and drawing), using ideas from all the members. Their plan of how to use the supplies must be written in chart form and must take the listed supplies into consideration. The families are not allowed to approach the game leader ... they must manage on their own.

Context (to be read aloud)

 *“While you were crossing the border, you lost the bag that contained all of your family’s important papers when you had to wade through a river. You have been in the camp for a few days and last night you saw some parachutes landing on a nearby hill. The installation of newly arrived refugees like you is being organized right now. You will be given a list of supplies that will be made available to the refugees so that they can set up a living space and move their families in before the rainy season begins.”*

As soon as you receive this list you must: 1) indicate which items you will need and how many of each; 2) make a chart indicating how you will use each item; and 3) make a drawing showing how you will organize yourselves.

 *“You have 10 minutes to complete these two documents and indicate what you will need. In order to avoid crowd problems, we ask that you all stay where you are while doing this task.”*

Then, if you are doing the long version of this game, you may add:

 *“If you have anything in your emergency supply case that can be of use to you, you may include it in your plan.”*

Debriefing

When the allotted time has passed, collect the documents and announce that the authorities are going to examine the needs of each family. Ask them to take about 10 minutes to fill out the corresponding section of the Family Game Sheet. Players must express their feelings about all the interruptions and changes, justifiable or not, and the changes in the timing as it was originally announced

LIST OF AVAILABLE SUPPLIES

- tent cloths, with stakes and floor mats
- tarpaulins and poles
- balls of string
- blankets
- metallic basins
- cooking pots
- jerry cans
- 20 kg sacks of rice
- 20 kg sacks of flour

You are allowed a space of 50 m² for your camp set-up.

✂

LIST OF AVAILABLE SUPPLIES

- 1 tent cloth, with stakes and floor mats
- 1 tarpaulin, without stakes or poles
- 10 m of string
- 4 blankets
- 1 metallic basin
- 1 cooking pot
- 1 jerry can
- 10 kg of rice
- 1 portable stove

Your space has been limited to 30 m².

✂

LIST OF AVAILABLE SUPPLIES

- 1 tarpaulin, no stakes or poles
- 3 blankets
- 10 m of string
- 1 cooking pot
- 1 jerry can
- 5 kg rice

Your space has been limited to 30 m².

GAME MODULE 7

SETTING UP CAMP

Objective

To prepare a list of materials needed for each family in a refugee camp. Families will receive the supplies necessary to move in. Alas, as the game continues substantial modifications will have to be made to the plan, creating problems for the families. They will have to adapt.

Preparation

Materials

- 1 sheet of paper per family;
- the lists of available supplies, which you will copy and cut out in advance;
- a watch or stop-watch.
- a jerry can and a few cups

Set-up : This game can be played anywhere. Try to recreate the conditions of a refugee camp (no tables or chairs).


Time management

The timing is everything in this game, so pay close attention. The total duration is about 10 minutes, but only the game leaders should know this. Follow closely the guidelines given in the section “Leading the game.”

Leading the Game

- Group the players by family, separating each group by about 10m.
- Give one piece of paper to each family.
- Read the context of the game out loud.
- Hand out the first supply list.
- After 5 minutes, pretend to go to the warehouse and come back announcing that new refugees have arrived from the same country as them and that existing supplies and space must be shared with them. You hand out the second supply list.
- After 2 minutes, tell them that the first people to hand in their lists will be given priority in the distribution.
- After 1 minute, begin collecting the forms.
- Go to the warehouse and come back explaining there is nothing left but water. You set up the jerry can and begin the water distribution. The players will have to line up for water.

Context (to be read aloud)

 “While you were crossing the border, you lost the bag that contained all of your family’s important papers when you had to wade through a river. You have been in the camp for a few days and last night you saw some parachutes landing on a nearby hill. The installation of newly arrived refugees like you is being organized right now. You will be given a list of supplies that will be made available to the refugees so that they can set up a living space and move their families in before the rainy season begins.

- 🔊 *“As soon as you receive this list you must indicate which items you will need and how many of each. You have 15 minutes to establish your list.”*
- 🔊 *“In order to avoid crowd problems, we ask that you all stay where you are while doing this task.”*

Debriefing

Ask the families to take about 10 minutes to fill out the corresponding section of the Family Game Sheet. Players must express their feelings about all the interruptions and changes, justifiable or not, and the changes in the timing as it was originally announced.

MODULE 8

THE FAMILY SPOKESMAN

Objective

In order to go to a host country, each family must send a representative to get authorization to cross the border. This representative, or spokesman, should be persuasive enough to obtain this authorization. This situation corresponds to that of refugees seeking to be admitted to countries with long processes for determining refugee status, as is the case in industrialized countries.

Preparation

Material

- “Password” cards which you will cut out in advance. These must be decoded by some families. You will have the responses with you;
- an official-looking rubber stamp with an ink pad.
- one set of guidelines per family

Time Management

This game should last about 20 to 30 minutes.

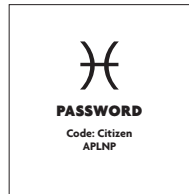
Leading the Game

- Give each family a regulation sheet and then leave them alone for 10 to 15 minutes so they can prepare their strategy (with absolutely no help from the game leaders). Then, you will have just a few minutes to hear their cases.
- Each family will send you one representative, one at a time. He or she must convince you why the family should receive asylum.
- If the spokesman has a submissive attitude, the family will be authorized to enter the country immediately. Stamp their Family Game Sheet and let them pass.
- If the spokesman has some other attitude, you will give him a “Password” card to decode and you will go on to the next family without giving any explanation. The spokesman must go back to his or her family and come back to you when they have the answer, in order to obtain authorization (if they do not get the answer, you can grumble and then let them through).

Debriefing

There is no debriefing in this game.

PASSWORD CODES



Citizen: C is N

(The words are coded with a displaced alphabet where A is L, B is M, C is N...)

WTMPCEJ:	FREEDOM
APLNP:	PEACE
DZWTOLCTEJ:	SOLIDARITY
DPNFCTEJ:	SECURITY
RAMSES:	FREE
	PEACE
	SOLIDARITY
	SECURITY

GAME MODULE 9

MEETING THE LOCAL POPULATION

(LONG VERSION)

Objective

After being given asylum, the families find themselves in a foreign country where they do not even speak the language. Yet, they are going to have to communicate somehow if they are to move in somewhere, feed themselves, inform themselves or simply play together.

Preparation

Materials

- your Family Summary sheet.
- small pieces of cardboard on which to write the messages the players will have to communicate. The number of pieces of cardboard should equal half the number of players. You will find below a few examples of messages you can write on the cardboard. Use your imagination to find more!

Examples:

“I am looking for a food store”

“Where can I buy cheap food?”

“I am looking for a doctor. My whole family is sick”

“Where is the closest pharmacy?”

“What are the most popular children’s games in this country?”

“Where can I take the bus?”

“Can I go to school?”

“May I play with you?”


Time management

This game should last about 12 minutes, including the grouping of the players in pairs and giving them time to try communicating with each other. Add a few minutes at the end for debriefing.

Leading the game

- Gather the players together.
- Read the context of the game aloud.
- Separate the players into pairs, if possible putting “children” together. The important thing is for the players to get their message understood.
- Give a message to one member of each pair of players (the “sending” player). If there is an odd number of players, make a group of 3 and give them two messages. The 3 players will form a chain with a “sending” and “receiving” player in the middle.
- For a maximum of 5 minutes the players will try to make their questions understood by their partner by writing the message out on his or her back.
- Ask each of the “receiving” players what they understood and each of the “sending” players to rectify if necessary.

Context (to be read aloud)

 “After an endless number of steps and processes, you have finally arrived in a country that has accepted to grant you refugee status. You have just arrived in what will be your new dwelling, in what seems to be a strange neighborhood. The

neighbors don't look anything like you and cannot understand you when you try to communicate with them. Somehow you will have to make yourself understood if you want to be able to move in and settle down.

- 🔊 *“Each member of the family is going to go try to communicate with a stranger who is from the area. Children will look for local children. The father will find another father of a family, etc.*
- 🔊 *“In this way, each person will come into contact with a stranger. The stranger will not be able to understand his or her speech because their pronunciation is so different, but they can communicate by tracing the letters of the message on each other's back. Of course, this must be done without talking.”*

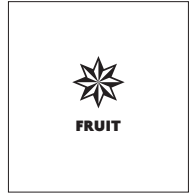
Debriefing

At the end of the game and after having checked that messages have been correctly transmitted and received, the game leader asks the families to fill in the corresponding box on the Family Game Sheet.

MODULE 10

DURABLE SOLUTIONS

(LONG VERSION)



Objective

To make the players aware of the problems and risks faced by refugees when they go back to their own country.

Preparation

Photocopy the “Item” cards (✳) as many times as there are families, plus two more sets. Cut them out and if possible glue them on to pieces of cardboard or old playing cards.

Time management

Normal playing time is 5 to 10 minutes but it will also depend on how long it takes the families to find their cards.

Leading the game

- While the families are debriefing about the previous game, lay the cards on the floor face down so that the players cannot see what they say.
- Read the context of the game aloud.
- When you give the signal, all the players will go look for certain cards. To help them with their basic needs, each family must find:
 - 3 different foods that match what they usually eat
 - 1 tool to help them grow their own food
 - 1 packet of seeds
 - water
- Make sure that when a player picks up a “Mine” card that he or she doesn’t just place it back on the ground. The mine cards read as follows: “This is a mine which explodes when you touch it. Yell loudly the word “boom” and fall to the ground. You are severely wounded and screaming in pain. You can no longer help your family.”
- After about 10 minutes, blow the whistle to end the game and ask the players to regroup with their families for the final debriefing.

Context (to be read aloud)

- 🔊 “You have traveled by truck to finally come back home. You are happy but you find that your homeland is completely devastated after several years of war. Homes, hospitals, schools, railways and roads are lying in ruins. There are land mines still in the ground, dispersed everywhere in the region. The most basic services no longer exist and all the physical and administrative infrastructure has been destroyed. Even drinking water is no longer available.
- 🔊 “You must try to find something to eat and drink in the area where you are; namely, 3 kinds of food that correspond to what you normally eat (see your Family Data sheet), as well as drinking water. For the future, you will have to cultivate some land in order to provide food for your family. You will need a packet of seeds and a farm tool so you can plant crops before the first rain, if you want to have a good harvest.
- 🔊 “Be careful when you are looking for these things because the area has not been completely de-mined. If you have the misfortune of turning over a mine, you could be handicapped for life or even die. Be very careful.”

Then, if you are doing the long version of this game:

🔊 *“Of course, you can trade items with other families using the things remaining in your emergency supply case, if it helps you.”*

Debriefing

You can go directly to the “Final Debriefing”.

MODULE 11 FINAL DEBRIEFING

This debriefing takes place in two parts.

Objective

Part 1: To give the players a chance to express their feelings.

Part 2: To have a group brainstorming session to come up with ideas on how everyone can help refugees in a concrete way.

Preparation

Part 1: Make copies of the “How do you feel now?” sheet, one per player.

Part 2: Prepare a suggestion box, have blank sheets of paper on hand and, if possible, a large paper board.

Time management

Part 1: Try to keep this part as dynamic as possible. The total time will depend on how many people you have, but it should not exceed 10 to 15 minutes.

Part 2: This part can take more time, perhaps 10 minutes for the first part and 10 to 15 minutes for the second.

Leading the game

Part 1:

A) How the families feel:

- Bring the players together.
- Propose a quick overview of the intermediary debriefings. If the group is not larger than 50 people, you can ask each family to read their notes. You will highlight what you think is important and make comparisons that will be useful to the players.

You can also ask the players the following question: *“What do you think of this kind of learning game? Do you feel that it created the kind of atmosphere necessary for you to understand what refugees live through?”*

B) Individual feelings:

- Hand out the “How do you feel now?” sheets.
- Ask each person to check off the face that best corresponds to the emotions that he or she felt during the game.
- Ask each person why he/she chose the face he/she checked.
- Ask the players who either used an “SOS” card or were hit by a mine how they feel (if they wish to tell you).
- Read out one after the other the adjectives on the “How do you feel now” sheet and ask the players who circled the same face to group together.
- You can underline which states of mind were the most common and comment.
- Let each participant keep his own sheet afterwards, if he/she wishes.

Part 2:

A) The new groups should work together for 5-10 minutes and list as many concrete actions as they can think of that could be helpful to refugees. Ask them to put the lists in the suggestion box.

B) When they are finished, read the ideas out loud, write them down on a paper board and discuss them with the whole group.

- Go on to the “Farewell Game”. This will end your simulation experience on a happy note

MODULE 12 FAREWELL GAME

Objectives

To bring back good feelings among the players and to help them come out of their roles as refugees. You will propose a game to them that will reunite all the families and in which the game leaders will also play.

Leading the game

Now that you have listened to each family express their feelings on the theme of refugees, you will finish up by asking them to form a large circle. You should join them too.

Context (to be read aloud)

- 🔊 *“After having gone through this game about refugees, we invite you to join us in a last exercise that will bring us together and help us conclude this experience. Everyone get in a circle and stand shoulder to shoulder.”*
- 🔊 *“Come on, a little closer!”*
- 🔊 *“Now we are all going to make a quarter turn to the right.”*
- 🔊 *“To the right please, to the right!”*
- 🔊 *“Now, we’re going to make the circle even smaller by moving one step in towards the middle of the circle. Great.”*
- 🔊 *“Now, on my signal, and only on my signal, and all together, you are going to sit down on the knees of the person behind you.”*
- 🔊 *“Ready? Okay go!”*
- 🔊 *“You see! We are keeping each other balanced, without any supports.”*
- 🔊 *“If you want, we can even try to move together. When I give the signal everybody move their right leg forward.”*
- 🔊 *“Go! Now the left leg ... good ...”*

THE END

| **ATTACHMENTS** |

PLAYER DOCUMENTS

FAMILY GAME SHEET

Family

Escape and separation

Write the words which best express the feelings of each member of the group.

.....
.....

By consensus, choose two words to be kept by the family.

.....

Temporary shelter

List the types of constraints you felt during the game.

.....
.....
.....

Each person evaluate on a scale of 1 to 10 the degree of difficulty felt throughout the game (1 – easy, 10 – difficult).

.....

Calculate the average evaluation of the group.

.....

The decision to leave one's country

After spending the night in this temporary shelter, your family must make the difficult decision about whether to leave the country or not. Before doing anything, you decide to talk it over as a family. Each member of the family should express his/her feelings on the following issues. Write down the various points of view.

What is pushing you to leave your country?

.....
.....
.....

What is making you hesitate to leave your country?

.....

.....

.....

What are you hoping to find on the other side of the border?

.....

.....

.....

What are you afraid of finding across the border?

.....

.....

.....

Setting up camp

What were you feeling:

when the situation began to change?

.....

.....

.....

at the end, when you gave your drawings back?

.....

.....

.....

Meeting the local population

“Message senders”: what difficulties did you have when trying to make yourself understand?

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.....

“Message receivers”: what did you feel as you were trying to understand?

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.....

FAMILY DATA

Last Name:

A.....

First Names

.....

.....

.....

.....

Characteristics

- Grandfather, 60 years old, farmer and a good mechanic
- Mother, 37, farmer
- Son, 17, farmhand
- Son, 14, farmhand
- Daughter, 12, farmhand
- Daughter, 11, farmhand
- Daughter, 9, farmhand
- Son, 1, barely walks

Family Biography and Situation

This family lives by farming the land. They are illiterate and more or less ignorant of the political situation in their country. Civil war is ravishing the country.

The father has stayed at the farm to protect the crops, which should be good this year. The rest of the family has left. They have started off somewhere towards the south where a cousin has said they would be safe.

Details

- Eat all types of food
- Very religious
- Speak the dialect of their region but not the national language

Things contained in the emergency supply case

FAMILY DATA

Last Name:

B.....

First Names

.....
.....
.....

Characteristics

- Father, 50, architect
- Mother, 48, teacher
- Daughter, 20, science student
- Son, 18, law student
- Son, 17, high school student

Family Biography and Situation

Two different ethnic communities, with different religions, have been at odds in this country for some time. The parents of Family B are each from different ethnic communities.

Mixed families are rejected by the two communities. The children are mistrusted and are being expelled from the schools and universities. The situation is getting worse and Family B is becoming afraid for their lives.

Details

- Two different religions
- Do not eat pork
- Speak 4 different languages
- Were able to smuggle some gold out of the country with them

Things contained in the emergency supply case

FAMILY DATA

Last Name:

G

First Names

.....
.....
.....

Characteristics

- Mother, 32, farmer
- Mother's sister, 30, farmer
- Mother's brother, 20, fisherman
- Son, 10, schoolboy
- Daughter, 8, schoolgirl

Family Biography and Situation

Mrs. G lost her husband after a major catastrophe. Famine is sweeping this area and armed bandits have been attacking the farmers and stealing the already meagre harvest. The people are fleeing.

Details

- Basic nourishment is millet and fish
- Traditional religion
- Speak one language

Things contained in the emergency supply case

FAMILY DATA

Last Name:

K

First Names

.....

.....

.....

.....

Characteristics

- Grandfather, 87, retired colonel
- Grandmother, 80, housewife
- Father, 55, owner of a textile mill
- Mother, 52, accountant for the mill
- Son, 33, production manager at the mill
- Daughter-in-law, 27, housewife
- Grandson, 7, schoolboy
- Granddaughter, 5, stays with her mother

Family Biography and Situation

Family K has been living in a small town for 30 years, after fleeing a dictatorship in their own country. They have built up a business that has become very prosperous.

There has been a coup d'état and the Father, Grandfather and Son have all been ordered to present themselves to the new authorities.

They are very frightened that if they go, they will never see their family again.

Details

- Do not eat dairy products for religious reasons
- Do not drink alcohol
- Believe in one god, very religious
- Speak 3 languages

Things contained in the emergency supply case

FAMILY DATA

Last Name:

M.....

First Names

.....

.....

.....

Characteristics

- Father, 40, journalist
- Mother, 35, bookstore keeper
- Daughter, 9, schoolgirl
- Daughter, 5, schoolgirl
- Son, 6 months, can't walk, must be carried

Family Biography and Situation

Two elder sons were killed when a bomb planted in their mother's bookstore exploded. The bombing was a reprisal against the father who had written articles denouncing political corruption in their country.

Each day the family receives death threats in the mail.

Details

- Eat all types of food
- Atheist
- Speak 5 languages

Things contained in the emergency supply case

FAMILY DATA

Last Name:

R

First Names

.....
.....
.....

Characteristics

- Father, 33, bus driver
- Mother, 30, embroiders clothing
- Grandmother, 50, clothing designer
- Son, 15, glazes pottery
- Daughter, 11, schoolgirl
- Son, 3
- Daughter, 6 months, can't walk, must be carried

Family Biography and Situation

The members of Family R were originally laborers on a tea plantation in the mountains. When the Grandfather died they lost their house, which was then allocated to another family. They came to the city and learned different trades. They live in a poor area in a 2-room house.

The family belongs to an ethnic minority which is often in conflict with the government. The minority group is not particularly militant but they are more and more fearful of possible violence.

Details

- Vegetarians (principal diet of rice and other cereals)
- Non-violent religion
- Speak 2 languages, one of which is the official national language
- Dream of going to another continent

Things contained in the emergency supply case

FAMILY DATA

Last Name:

S.....

First Names

.....

.....

.....

Characteristics

- Grandmother, 57, midwife
- Father, 34, potter, very active in politics
- Daughter, 10, schoolgirl
- Son, 6, schoolboy
- Daughter, 3

Family Biography and Situation

Mother died after giving birth to the last child, so the Grandmother has come to take care of the children. They live in a seaside village.

After the last elections, a civil war broke out between the two main ethnic groups in this country, groups Z and W.

W, the group that this family belongs to, is the minority in the village. There have been rumours about ethnic cleansing

Details

- Eat mostly fish and seafood
- Believe in God
- Speak 3 languages

Things contained in the emergency supply case

FAMILY DATA

Last Name:

T

First Names

.....
.....
.....

Characteristics

- Father, 40, rug merchant
- Mother, 30, collects and sells medicinal herbs
- Son, 7, schoolboy in a monastery
- Daughter, 2
- Twin Sons, 2

Family Biography and Situation

Family T comes from the main city in the province. The family wants to join some cousins who emigrated to the north of a neighboring country, to the town where their religious leader lives.

For several years, their minority ethnic group has been victimized and repressed by the national government. One of the father's brothers was killed in some cross-fire.

Details

- Eat all foods
- Non-violent religion
- Speak 3 languages

Things contained in the emergency supply case

FAMILY DATA

Last Name:

U

First Names

.....

.....

.....

.....

Characteristics

- Father, 44, surgeon
- Mother, 43, general practitioner
- Mother's sister, 44, lawyer
- Son, 22, law student
- Daughter, 18, medical student
- Daughter, 15, schoolgirl
- Orphaned Girl, 9, schoolgirl

Family Biography and Situation

The Father and the Mother of the orphan were executed in front of her eyes. She has been in a state of shock ever since and no longer speaks.

Neighbors took her in.

The intelligentsia is being threatened with arrest and execution every day. There are rumors circulating about a possible round-up tomorrow.

Details

- Vegetarians
- Believe in God but practice no religion
- Speak 2 languages
- Have taken money and jewelry with them.

Things contained in the emergency supply case

FAMILY DATA

Last Name:

V

First Names

.....
.....
.....

Characteristics

- Father, 33, unemployed and with no savings
- Mother, 33, supports the family, factory worker
- Daughter, 14, schoolgirl
- Son, 13, schoolboy
- Son, 12, schoolboy
- Cousin, 11, schoolboy, taken in by his relatives when his parents mysteriously disappeared

Family Biography and Situation

The father, a former factory worker and union chief, was hurt a few months ago during a strike which was violently repressed by the government.

He has just discovered that he is to be arrested as the police attempt to destroy organized opposition movements. He knows that he might be tortured and does not want to denounce his fellow workers.

Details

- Eat all types of food
- Atheist
- Speak one language
- The Mother is seven months pregnant

Things contained in the emergency supply case

FAMILY DATA

Last Name:

X

First Names

.....
.....
.....

Characteristics

- Boy, 17, farmhand
- Boy, 17, shepherd with lung problems
- Girl, 16, dressmaker, very weak
- Boy, 15, farmhand, very strong
- Girl, 14, shepherdess, only one leg
- Girl, 12, lost her sight

Family Biography and Situation

These teenagers come from three different farm families, from a country devastated by war.

They had to flee when members of their families were massacred with machetes. They lost trace of surviving family members while trying to escape. They are afraid of everything, their health is suffering and several of them are injured or handicapped.

Details

- Eat what they can find
- Traditional religion
- Only speak the dialect of their region

Things contained in the emergency supply case

S.O.S.

S.O.S.

S.O.S.

S.O.S.

S.O.S.

S.O.S.



**Give up the object
chosen by the oldest person
in the family.**



**Give up the most
cumbersome object in your
emergency supply case.**



**Give up the object
chosen by the player who picked
this card.**



**You have been stopped by
the state police; give up the
smallest item in your
emergency supply case.**



**You have been stopped
by the state police; decide which
object to give up.**



**Give the object chosen by the
youngest person in the family.**



At a checkpoint, the police confiscate any items from your emergency supply case that might be used for communicating information.



You must leave behind one item from your emergency supply case.



You must leave the place where you are quickly, leaving behind the heaviest item in your emergency supply case.



At a checkpoint, the police confiscates the gold, jewellery and watch that you managed to bring with you



At a checkpoint, the police confiscates one of the things you use to guide you on your journey.



You must pay your way through with one item from your emergency supply case.

EMERGENCY SUPPLY CASE

Player Guidelines

Your entire life has been turned upside down. You must leave. You have to escape and leave everything behind except one object per person.

The survival of your family might depend on the items you choose, so pick those you think will be the most useful during your escape.

Each family member may now choose an object.

You have 5 minutes to discuss the individual choices and finally put together a family emergency supply case.

You must carry these supplies with you at all times.

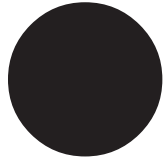
List

Choose your items and then draw pictures of them on your Family Data sheet in the box entitled "Things contained in the E.S.C."

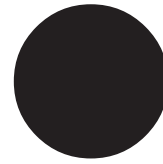
- deck of cards
- doll
- first aid kit
- sleeping bag
- kettle
- piece of jewelry
- bar of soap
- compass
- 10 metres of cloth
- a book
- map of the region
- pair of shoes
- knife
- portable radio
- small tent
- flash-light
- watch
- canteen
- 50 metres of rope
- back-pack
- a multilingual dictionary
- gold

Your final choice must be agreed upon by all.

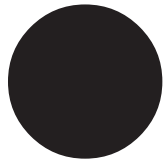
Take very close care of these items – they may save your life!



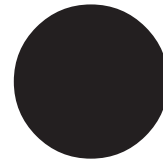
During your escape, bandits attacked your family. The oldest family member got stabbed in the shoulder. He must now wear a sling around his arm.



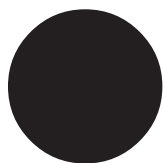
During your escape, someone in your family broke an arm. You must make a sling for him or her



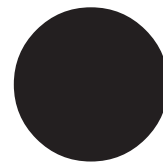
During the escape, one of the two parents in your family goes into psychological shock. He or she can no longer take care of anything.



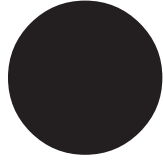
One of the sons in your family got shot in the right leg during an air raid. After trying to help him as best as you can, you must decide whether to carry him or abandon him.



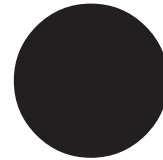
After heavy bombing, your family is trying to escape but the parents are overwhelmed with the stress. They can no longer make decisions (until you reach the camp).



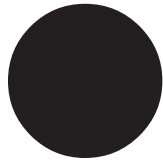
The eldest daughter sprains her ankle while you are fleeing air raids on your city. She must be carried from now on.



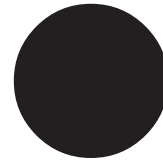
Your children accidentally inhaled a toxic gas and can no longer talk until they get first aid at the camp.



During the escape, the head of the family was blinded. Now he must wear a blindfold until he reaches the camp where he can get medical aid.



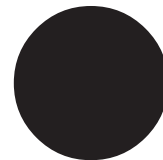
One of your children fell into a well while you were escaping. You must help him or her walk for the rest of the game.



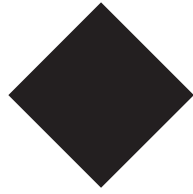
During the escape, one of the adults was shot. Administer first aid and wait to find some medicine. Sometimes he/she screams in pain.



During the escape, one of your children went into a state of shock and can no longer speak. Put a sign around his neck in case he/she gets lost



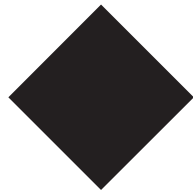
During a night time escape, your family fell into a hole. The mother and sons are injured and must limp to the camp.



You are worried about not knowing where you are going. All the children in the family are very nervous about leaving their country. Talk it over with them.



You all agree that it is best to leave but you are sad about leaving your homeland. Talk it over.



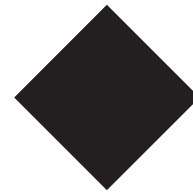
You have to leave but to where? You want a restful, calm and quiet place and you wonder which country will accept you. Discuss it.



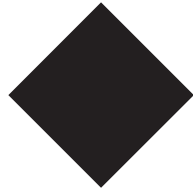
You are very tired. All you want to do is stay where you are and do nothing. You must decide together what to do next, even though talking tires you even more



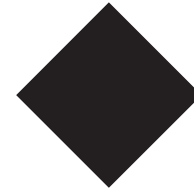
You have a wounded family member on your hands and you worry about his chances of survival. Can you climb over a mountain range with him or her?



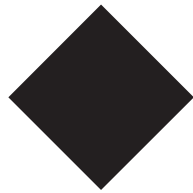
You feel isolated, with no future left. Still, it is advisable to cross the border in order to stay alive. Talk it over with your family.



You are afraid you will never find a peaceful host country where human rights are respected. Talk about this with your family.



You feel like there is no end to your running away. When will it stop? You have doubts and lose hope. You discuss the decision to have left your home.



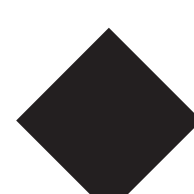
You have no news about other family members. You don't even know if they are still alive. Will you leave the country without them? Discuss it



You can hardly imagine what it might be like on the other side of the border. You ask the children to try to imagine it. Then you discuss it as a family.



You are afraid you will never find a peaceful host country where human rights are respected. Talk about this with you family.



You believe it is necessary to go away but you are sad to leave your country behind. Talk about it.



You lost everything when you crossed the border and the fear of being found by soldiers has followed you along your route. You are happy to finally arrive in the camp



You are in a hurry to settle into a camp and take care of your wounded.



You have followed some other refugees who have led you to a camp.



After all the problems crossing the border, you want nothing more than something to eat and clean water to drink. You hope you find this in the camp that lies just ahead



You crossed a lake to get where you wanted to go, taking the risk drowning. Now, you want to have a hot meal, some blankets and a good night's sleep.



Your family has finally arrived in the camp. They had been dreaming about it during their entire journey.



You have crossed the border and are so exhausted that you can barely get to the camp. All you can think about is a bed to lie down on.



You have finally crossed the mountains that form the border but now you have some wounded family members and you need a first aid kit



You are trying to forget how painful it was to make the crossing with handicapped family members. You see the camp site as an oasis.



You have crossed the border and are so exhausted that you can barely get to the camp. All you can think about is a bed to lie down on.



In spite of the ambushes and the robbers along the way, your family has arrived safely at the camp.



After all the problems crossing the border, you want nothing more than something to eat and clean water to drink. You hope you find this in the camp that lies just ahead.

‘rÇmßpß:

.....

qsxLTz’YrÇ:

.....

ywdqsxH.....`D°Y»:.....

YwPdas H’a» :.....

P, L, Y:.....

YwVZ←~Nlh :

.....

.....

.....

1.....VI.....

2.....YF.....

3.....PF.....

4.....Lq.....

5.....xL.....

6.....xR.....

7.....NL.....

8.....Tz’.....

wğ>~ğ¥¤iYVZ←~ Nlh’

.....

Yw¥~ğ

.....

List of Available Supplies

- tent cloths, with stakes and floor mats
- tarpaulins and poles
- balls of string
- blankets
- sleeping mats
- metallic basins
- cooking pots
- portable stoves
- jerry cans
- 10 l jerry cans of kerosene
- 20 kg sacks of rice
- 20 kg sacks of flour
- hyper-proteined biscuits (250 g packs)

✂

List of Available Supplies

- tarpaulins
- balls of string
- blankets
- cooking pots
- jerry cans
- 20 kg sacks of rice

THE FAMILY SPOKESMAN

Player Guidelines

Your family hopes to enter an industrialized country. To do so, you will have to decide who will represent your family and plead your case to the officials of that country.

You have 10-15 minutes to prepare for this interview:

1. Who is going to represent you?
2. With what attitude should he or she approach the authorities?
3. What will he or she say in order to convince the authorities?

Working together, prepare for the interview and help your spokesman by making up a scenario in which he or she might have to present your request for admission.

You must be aware that the spokesman might have to explain your case to people who don't understand your language!

Help him express sadness, anger, distress, fear, etc. Act out these feelings without speaking.

Choose a few convincing key words that will be useful in this situation.

Have the spokesperson repeat the words so that he can get "inside" the character that he has to play (mother and head of the family, elderly parent in charge of a whole family, the eldest of a group of siblings, etc.).

As soon as the spokesman is ready, have him or her go to the interview, with the Family Game Sheet in hand.



PASSWORD

Code: Citizen
WTMPCEJ



PASSWORD

Code: Citizen
APLNP



PASSWORD

Code: Citizen
DZWTOLCTEJ



PASSWORD

Code: Citizen
DPNFCTEJ



PASSWORD

Ramses code



PASSWORD

Ramses code



PASSWORD

Ramses code



PASSWORD

Ramses code



PASSWORD

Ramses code



PASSWORD

Ramses code



PASSWORD

Ramses code



PASSWORD

Ramses code



VEGETABLES



FRUIT



EGGS



FISH



CEREALS



WATER



WATER



HOE



SEEDS



LAND MINE

This is a mine that explodes when you touch it. Yell loudly the word **“BOOM”** and fall to the ground. You are severely injured and screaming in pain. You can no longer help your family.























WOOD



MILK PRODUCT

How do you feel now?

Aggressive	Agonized	Sad	Unmotivated	Grieving	Guilty
					
Bored	Cautious	Thoughtful	Confident	Excited	Indifferent
					
Determined	Disappointed	Regretful	Relieved	Weary	Lonely
					
Astonished	Suspicious	Victimized	Moved	Anxious	Optimistic
					
Satisfied	Shocked	Embarrassed	Smug	Disgusted	Disillusioned
					
Disapproving	Incredulous	Motivated	Frustrated	Exhausted	Frightened
					
Envious	Exasperated	Hung over	Hurt	In love	Contemplative
					
Happy	Horrified	Blissful	Miserable	Pained	Other...
					

Check off 5 different faces from among those shown above that correspond to how you felt during the game. Then circle the one face that best corresponds to how you feel now.

