

WALK A MILE IN MY SHOES



HOW TO HOST A REFUGEE SIMULATION ON YOUR CAMPUS OR IN YOUR COMMUNITY





INTRODUCTION

TODAY, THERE ARE MORE THAN **68.5 MILLION DISPLACED PEOPLE** AROUND THE WORLD, THE MOST SINCE WORLD WAR II.

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While it is impossible to fully comprehend what it is like to be forced from your home and live as a refugee, Jesuit Refugee Service's *Walk a Mile in My Shoes* simulation provides individuals with an opportunity to begin to understand what it might be like.

WHAT IS WALK A MILE IN MY SHOES?

- An opportunity for communities to pause and experience, if only vicariously and if only for a few moments, the frustrations, the disappointments, and the hopes that refugees around the world face.
- A structured event in which individuals, students, community groups, and their guests assume the role of refugees and act out some typical activities that a refugee experiences.
- A strong tie to the JRS mission of serving the forcibly displaced and the centuries-long Jesuit tradition of promoting social justice.



OUR MISSION

WHO IS JRS/USA?

Jesuit Refugee Service/USA (<http://www.jrsusa.org>) is an international Catholic non-governmental organization whose mission is to accompany, serve and advocate on behalf of refugees and other forcibly displaced persons. JRS/USA serves the vulnerable, and often forgotten, people who are driven from their homes by conflict, natural disaster, economic injustice, or violation of their human rights. JRS/USA is a registered 501(c)(3) non-profit organization.

As one of 10 geographic regions of the Jesuit Refugee Service, JRS/USA serves as the major refugee outreach arm of the U.S. Jesuits and their institutional ministries, mobilizing their response.

JRS works in more than 50 countries worldwide to meet the educational, health, social and other needs of refugees and forcibly displaced persons. JRS implements education programs for more than 184,000 children and young people, and undertakes advocacy to ensure that all displaced children are provided with a quality education. All JRS services are made available to refugees and displaced persons regardless of their race, ethnic origin, or religious beliefs.

WHY SHOULD WE HOST ***WALK A MILE IN MY SHOES?***

- Help people understand the daily life of 68.5 million displaced persons around the world.
- Motivate people to remain involved in refugee justice issues.
- Students and clubs can get service credits for hosting and/or attending an event.
- Explore opportunities for appropriate advocacy.
- Strengthen your community's role in helping refugees locally and around the world.
- Promote the role of JRS in providing education and other services to refugees around the world.

HOW CAN YOU HOST *WALK A MILE IN MY SHOES*?



TO DEVELOP AND MAINTAIN *WALK A MILE IN MY SHOES*, YOU'LL NEED THE HELP AND SUPPORT OF:

- People who serve as the support and delivery system for the program. These groups include decision-makers, such as the principal, faculty, administrators, group president, or pastor. The more they know about and participate in the planning and development of the event, the better.
- People who participate in the program (students, faculty, community members, parishioners, etc.) and the broader general public who become aware of your event.

Be sure to register your event with JRS by emailing outreach@jrsusa.org or calling 202-629-5942. JRS will provide outreach materials, media support, and advocacy suggestions.

See page 7 for important ideas to further enhance this experience.

HOSTING *WALK A MILE IN MY SHOES* REQUIRES TAKING SEVERAL STEPS PRIOR TO THE EVENT, DURING THE EVENT, AND AFTER THE EVENT:

PRIOR TO THE EVENT: Create a Planning Committee inclusive of leadership, faculty, students, or community members, to help train volunteers on the refugee situation and to organize, implement and follow-up on the event. Some allies could include social justice clubs, PTA, community civic groups or members of local parishes.

Consider forming teams to handle 1) logistics, 2) communications and outreach, and 3) overall support for picking up supplies and preparing the materials. Have a checklist available for each of the teams to organize their tasks. See the Walk a Mile in My Shoes Q&As and Fact Sheet found in the Appendix for training volunteers.

If hosting the event at a school, encourage faculty to incorporate a refugee related issue into their course work. Write an op-ed for the local, or school, paper; invite local media by sending out a press release (see sample in Appendix).

AFTER THE EVENT: Encourage participants to continue the conversation and reflection about refugees in small groups with a facilitator. The facilitator should capture thoughts and next steps on a flip chart or black board. See appendix for sample reflection questions.



A SIMULATION FOR *WALK A MILE IN MY SHOES* CAN TAKE PLACE IN ANY COMMON AREA, INDOORS OR OUTDOORS, OR IN SOMEONE'S HOME.

Participants will walk through the seven different stations outlined below to simulate different aspects of the refugee experience. Participants can begin the simulation individually or as a part of a group of 4-6 people. It should take participants around 20 minutes to walk through all the stations. Volunteers help set-up for the event, staff the stations, and answer questions from participants. The following stations can be adjusted or altered to fit any context. See the Check-List provided in the Appendix for supplies needed.

1) ENTRY/BORDER STATIONS

Participants will be presented with a "Refugee Identity Card" upon entering the space. Email outreach@jrsusa.org for the refugee identity cards. The Identity Card will give the participants a refugee identity, and will provide a country of origin, refugee status, and the circumstances that led to their refugee status. As over half of refugees do not qualify for assistance, a few

participants will be detained or denied entry for a few moments while the remainder of their group enters. Participants will continue to use their ID cards as they walk through each station. Have participants sign-in using JRS-provided sign-in sheets, to track the number of participants and for follow-up.

2) SHELTER STATION

The "minimum standard area" for shelter in a refugee camp is 3.5 square meters per person (37 square feet); however, this size requirement is almost never met. Use colored tape on the floor to represent the area a family of four should receive, and then make a smaller space, about half, within the taped area to show what the family would actually receive. You can also set up room dividers with blankets or tarp on top acting as a roof or use a tent. If you use room dividers and blankets, you could also let people construct their own shelter.

Place four blankets, one pot for cooking, one spoon/knife for cooking, and one bowl/set of utensils per family member in the living space.

The purpose of these materials is to show the participants the few supplies that refugees may receive. Here the participants are asked to create a cooking area and four sleeping areas so that they can experience how difficult it would be to live in that small environment for an extended period of time.



3) FOOD STATION

The purpose here is to compare a participant's diet with a typical refugee's diet—It's up to you to represent what you think a "typical" participant eats in your community—maybe a bowl of cereal, sandwich and chips for lunch, a few pieces of fruit, and a dinner plate of food. You can also include a few cans of soda, coffee cup, desserts, snacks etc. The average calorie intake for most U.S. adults is 2,500 calories per day. In comparison, the average daily calorie intake for refugees in a camp is around 1,300 calories per person. This is equal to approximately three small bowls of rice, some beans or lentils on top, and a few sparse vegetables. It's important to display the same three meals as many refugees repeatedly eat the same few items due to limited access to a variety of foods.



4) WATER STATION

The water station is both visual and interactive. For the visual portion, set up a gallon jug of water representing the normal water allotted to each refugee per day in a camp. Adjacent to the gallon jug, display five gallons of water to represent only two minutes of an average American shower. Many refugees access water through wells or other communal water sources, and often have to carry the water long distances. A five-gallon bucket of water weighs about 41 pounds. Ask the participants to carry the five-gallon bucket about ten steps to provide a sense of how difficult it would be to transport the water. (If you don't want to fill the bucket, use weights or other items to provide weight).



5) MEDICAL/HEALTH STATION

The 1951 Refugee Convention states that refugees should enjoy access to health services equivalent to that of the host population. At the start of an emergency, individuals who are displaced are given measles immunization, nutritional support, and monitored for communicable diseases and epidemics. The health station will be staffed by individuals who simulate medical personnel and will offer these types of services. Severely malnourished refugees or those who have suffered trauma or violence can also be treated here.

6) EDUCATION STATION

Currently, 3.5 million primary and secondary school-age refugees are out of school. Only 61 percent of crisis-affected children are enrolled in primary school, 23 percent in lower secondary school (middle school), and very few have access to pre-primary or post-secondary education. At the education station, ask participants to divide in half. Half of the group will sit on the floor and each will be given a textbook and pencil. The other half of the group will also sit on the floor but will have to share one textbook and one pencil. The person staffing this station will ask the group one question based on a section or passage in the book they were given and they will provide an answer. This should be more difficult for the group sharing one book and pencil.



7) ADVOCACY STATION

At this table participants can learn how JRS/USA works with refugees around the world and what they can do to work with refugees in their communities as well as advocate for globally displaced persons. There are many ways you can set up this station to encourage advocacy on behalf of the displaced. Having JRS literature at the table can provide the data and rationale for writing advocacy letters to local and national policymakers. You can also arrange to have 2-3 laptops available where participants can take a current JRS advocacy action found here: <http://cqrcengage.com/jrsusa>.

PUBLIC VISIBILITY

Raising awareness about Walk a Mile in My Shoes and its messages are an important element of the program's success. This section gives you tools and strategies to work with faculty, media, and community leaders to raise awareness about the needs of refugees.

- Encourage participants to capture their experience through photos or videos as they move through the **Walk a Mile in My Shoes** stations. You can figure out a way to judge the best photo or video and award prizes to the winners. Use social media as a way to document your event and be sure to tag JRS.
- Use Walk a Mile in My Shoes and JRS resources to reinforce the program messages within your organization. Incorporate messages into flyers and bulletin boards, printed forms, and e-mail signatures. See the Appendix for key program messages.
- Extend your reach to the broader community. For example, disseminate information about your Walk a Mile in My Shoes event through posters hung in local church or school facilities, and fact sheets posted in high-visibility locations.
- Contact the local radio or television media, school paper, parish newsletter or church bulletin. Use the sample press release in the Appendix to describe your **Walk a Mile in My Shoes** event.
- Remember to include information about your **Walk a Mile in My Shoes** event on your organization's website. Be sure to keep event information updated and link to the JRS website at www.jrsusa.org.



AFTER *WALK A MILE IN MY SHOES?*

- Shortly after the event, schedule a period of reflection to allow participants to discuss their impressions, feelings, and desires regarding the needs of refugees. Encourage them to become active advocates to help other friends, family, and community leaders work towards improving the lives of refugees.
- Encourage participants to provide feedback to the organizers and to JRS regarding their experience with ***Walk a Mile in My Shoes***.
- Encourage participants to join the JRS Action Network by signing up at <http://jrsusa.org/signup>. The JRS Action Network represents individuals and groups from around the U.S. who play an active role in raising awareness about JRS/USA's mission and supporting its work through advocacy and fundraising.
- Follow JRS on Twitter (@jrsusa) and Facebook ([facebook.com/jrsusa](https://www.facebook.com/jrsusa))
- Write a postcard to a refugee. Send your message of comfort and hope through the Any Refugee project, and JRS will distribute it to a refugee child overseas. Instructions can be found at <http://anyrefugee.org>.
- Contact local organizations to learn how to help resettled refugees in your community. Encourage participants to engage with local refugees in the community. Sponsor events to showcase the diversity and culture of their homelands, help refugees get acclimated to the community and the various resources available, and help them get additional education.
- Host a fundraiser for JRS or incorporate a fundraising component into Walk a Mile in My Shoes. A little goes a long way and JRS can allocate funds raised to specific programs or geographic areas, depending on your interest.
- Consider starting a JRS Action Team to continue spreading the word about refugees and displaced people.

For more information, please contact Giulia McPherson, Director of Advocacy & Operations, JRS/USA at outreach@jrsusa.org or 202-629-5942.

APPENDIX

SUPPLIES CHECK LIST

Organizer to Provide:




- 7 Tables (for stations)
- Room Dividers (or tent structure)
- 4 Blankets
- 4 Small Bowls and Utensils
- 1 Cooking Pot and Large Spoon
- Typical Participant Daily Meals
- Typical Refugee Daily Meals
- 5 Gallon Bucket and “Weight of Water”
- First Aid Kit, Lab Coat, other medical supplies.
- Pencils and Textbooks
- 2-3 Laptops

JRS/USA to Provide:

- JRS Planning Toolkit
- Refugee Identity Cards
- Sign-In Sheets for Entry Station
- Letter-Writing Materials
- Station Signs
- JRS/USA Literature



SAMPLE IDENTITY CARDS

<p style="text-align: center;">Mohammed <i>Syrian in Jordan</i></p> <p>I am 18 years old and I fled to Amman, Jordan after many of my family and friends were killed in the civil war. In Syria, I had just finished secondary school. I have always dreamed of going to college but I have been unable to gain entry into University in Jordan. I don't know anyone here and now I can't even continue my education.</p>	<p style="text-align: center;">GOVERNMENT OF R.C.O REGISTRATION CARD</p> <p>Card No. _____</p> <p>Name _____</p> <p>Date of Birth _____</p> <p>Date of Issue _____ Sex _____</p> <p>Nationality _____</p> 
<p style="text-align: center;">Matilde <i>Sudanese in Kenya</i></p> <p>I became a refugee during Sudan's civil war. I left my home and ran for safety when I heard gunshots around me, when I saw the dead bodies of people around me. I lost my father and my brother to the war, as well as other relatives and friends. People just left their homes, running in different directions, all seeking shelter. I reached Kenya on foot after trekking for three days. Now I live in Kakuma refugee camp. I feel very, very lonely, worried, and afraid. I am always worried about members of my family who are fighting, and about the war, wondering when it will finally be over.</p>	<p style="text-align: center;">GOVERNMENT OF R.C.O REGISTRATION CARD</p> <p>Card No. _____</p> <p>Name _____</p> <p>Date of Birth _____</p> <p>Date of Issue _____ Sex _____</p> <p>Nationality _____</p> 
<p style="text-align: center;">Pema <i>Bhutanese in Nepal</i></p> <p>I am 26 years old and have been living in a refugee camp in Nepal for the last 15 years. My family and I moved here because violence against people in my ethnic group was rising. Our family friends were beaten to death, and we did not want to be next. Next year, my family is supposed to be resettled in America, a country with very big buildings! I will miss my friends here in the camp, but I am happy to leave too. We had a fire here a few weeks ago that destroyed many people's homes, and food is becoming more scarce.</p>	<p style="text-align: center;">GOVERNMENT OF R.C.O REGISTRATION CARD</p> <p>Card No. _____</p> <p>Name _____</p> <p>Date of Birth _____</p> <p>Date of Issue _____ Sex _____</p> <p>Nationality _____</p> 

QUESTIONS & ANSWERS

WHAT IS WALK A MILE IN MY SHOES?

Walk a Mile in My Shoes is a simulation exercise for individuals to gain insights into the lives of refugees around the world. The exercise is held in an open area where participants go through various tables or stations that simulate the refugee experience and provide insight into the hardships, the frustrations, and often the pain that refugees endure.

HOW WAS WALK A MILE IN MY SHOES DEVELOPED?

Jesuit Refugee Service developed **Walk a Mile in My Shoes** to provide individuals and communities in the U.S. with an opportunity to learn more about the current global refugee crisis and support programs that serve refugees.

CAN PARTICIPANTS REALLY LEARN ANYTHING ABOUT REFUGEES IN A SHORT SIMULATION EXERCISE?

As part of this simulation, participants stop their regular activity and really focus on the challenges that refugees face in accessing the bare necessities of life—food, water, shelter, healthcare, and education. Participants can't live the true experience of refugees, but for a few hours, they can walk a mile in the shoes that refugees walk every day. Many will continue to learn about refugee issues and continue to advocate on behalf of those who have been displaced.

HOW MANY REFUGEES ARE THERE IN THE WORLD?

The United Nations High Commissioner for Refugees (UNHCR) estimates that violence, conflicts and other emergencies have motivated more than 65 million people to leave their homes and seek refuge elsewhere, exceeding all previous records for global forced displacement. The largest number of refugees live in Europe (5.2 million), followed by Sub-Saharan Africa (5.1 million), Asia and the Pacific (3.5 million), the Middle East and North Africa (2.7 million) and the Americas (693,000). They live in widely varying conditions, including well-established camps, makeshift shelters or urban areas.



WHAT IS THE AVERAGE LENGTH OF DISPLACEMENT FOR A REFUGEE?

Most people don't realize that the average length of displacement for a refugee is 17 years. For many young children and babies born as refugees, it is the only life they've ever known.

DO REFUGEES HAVE ANY OPPORTUNITY FOR EDUCATION?

Some refugees have the opportunity for some education, but most do not. Half of all refugees are children under the age of 18 and the need for education for these young people has never been more urgent. Only 61 percent of all refugee children are enrolled in primary school, and one in four are estimated to be in secondary school. Just one percent of refugees are enrolled in post-secondary education.

HOW CAN OUR COMMUNITY AND OUR CITY HELP REFUGEES?

There are many ways for your community to get involved in refugee advocacy. You can raise funds for organizations like JRS who support displaced persons all over the world. You can volunteer your time to local or international organizations that serve these vulnerable communities. You can also advocate for better refugee policies by writing to your representatives.

Visit www.jrsusa.org to learn more about how you can advocate for refugees and other displaced persons.

FACT SHEET

NUMBER OF REFUGEES WORLDWIDE

More than 68 million individuals are forcibly displaced worldwide as a result of persecution, conflict, or generalized violence. This includes over 25 million refugees, 40 million internally displaced persons, and 3 million asylum seekers. Children below 18 years of age constitute 52% of the refugee population, up from 41% in 2009.

NUMBER OF INTERNALLY DISPLACED PERSONS

More than 40 million internally displaced persons (IDPs) have been uprooted from their homes because of war and violence but have not yet crossed an international border in search of shelter and safety. A massive 16.2 million of these IDPs were newly uprooted during 2017, equal to 44,400 people a day.

LOCATION OF REFUGEES

The countries hosting the largest number of refugees are: Turkey (3.5 million); Pakistan (1.4 million); Uganda (1.4 million); Lebanon (998,900); Iran (979,400); Germany (970,400); Bangladesh (932,200); and Sudan (906,600).

ORIGIN OF REFUGEES

The largest number of refugees are from Syria (6.3 million), followed by Afghanistan (2.6 million), South Sudan (2.4 million), Myanmar (1.2 million), and Somalia (986,400).

LIVING CONDITIONS OF REFUGEES

Refugees live in widely varying conditions, from well-established camps and collective centers to makeshift shelters or living in the open. More than half of all refugees of concern to UNHCR live in urban areas. They all await one of three possible solutions: repatriation to their country of origin, integration in their host country or resettlement in a third country.

LENGTH OF TIME A TYPICAL REFUGEE IS DISPLACED

UNHCR estimates that the average length of displacement for a refugee is 17 years, although this time is difficult to firmly establish.

JESUIT REFUGEE SERVICE

Jesuit Refugee Service (JRS) is an international Catholic organization with a mission to accompany, serve and advocate on behalf of refugees and other forcibly displaced persons. JRS undertakes services at national and regional levels with the support of an international office in Rome. JRS was founded in 1980 as a work of the Society of Jesus.

NUMBER OF COUNTRIES JRS WORKS WITH REFUGEES

JRS programs are found in more than 50 countries, providing assistance to refugees in camps and cities, to individuals displaced within their own countries, asylum seekers in cities, and to those held in detention centers.

JRS AREAS OF WORK

The main areas of work are in the field of education, emergency assistance, healthcare, livelihood activities and social services. More than 635,000 individuals were direct beneficiaries of JRS projects in 2017.

NUMBER OF PEOPLE WORKING WITH JRS

More than 1,400 workers contribute to the work of JRS, the many of whom work on a voluntary basis, including about 78 Jesuits and 66 religious leaders from other congregations. These figures do not include the large number of refugees recruited to take part in the programs as teachers or health workers.

SAMPLE PRESS RELEASE

ST. PETER'S PREP STUDENTS WALK A MILE IN THE SHOES OF REFUGEES

Jesuit Refugee Service program helps students understand refugee crisis and advocate on their behalf.

As the sun rises on hundreds of make-shift camps around the world, more than 68.5 million refugees and internally displaced persons start their day seeking water, food and shelter to meet the needs of their families. More than half of the 68.5 million refugees are children.

The students at St. Peter's Prep, a Jesuit high school in Jersey City, NJ, will walk a few steps in the shoes of refugees on [insert date] when they take part in a refugee camp simulation known as Walk a Mile in My Shoes.

"This simulation is a real opportunity for students to leave their comfort zones and think about the struggle refugees face daily" said [insert name/title] at St. Peter's Prep. "Our students are genuinely concerned about the plight of refugees and want to find ways to reach out to them somehow. An important part of the simulation is pointing out ways students can advocate on behalf of refugees and displaced persons."

As students enter the simulation, they receive an identity card with the name, country of origin and background of a typical refugee. Throughout the simulation, the students assume the role of that refugee. The students, as refugees, then move from a border station to a water station to a food station and a housing station. At each station, they may encounter the everyday frustrations and hardships that refugees face. The final part of the simulation gives time for students to reflect on the experience and consider ways to advocate for refugee justice.

"The students are moved by the experience and they need to reflect about the experience as they finish the simulation" said [insert name/title]. "The advocacy station at the end of the exercise helps students to learn more about refugees and gives them some action steps to help address this worldwide crisis."

Many of the students join the Jesuit Refugee Service Action Network and participate in many of the Network's advocacy programs.

To participate in this simulation exercise with St. Peter's students, call [insert name/contact information] to make arrangements.

RESOURCES

The following books and films may serve as resources to prepare volunteers before a Walk a Mile in My Shoes event, or for post-event reflection.

BOOKS

City of Thorns: Nine Lives in the World's Largest Refugee Camp

By: Ben Rawlence

Situated hundreds of miles from any other settlement, deep within the inhospitable desert of northern Kenya where only thorn bushes grow, Dadaab is a city like no other. Its buildings are made from mud, sticks or plastic, its entire economy is grey, and its citizens survive on rations and luck. Over the course of four years, Ben Rawlence became a first-hand witness to a strange and desperate limbo-land, getting to know many of those who have come there seeking sanctuary.

Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with his Mother

By: Sonia Nazario

Enrique's Journey recounts the unforgettable quest of a Honduran boy looking for his mother, eleven years after she is forced to leave her starving family to find work in the United States. Braving unimaginable peril, often clinging to the sides and tops of freight trains, Enrique travels through hostile worlds full of thugs, bandits, and corrupt cops. But he pushes forward, relying on his wit, courage, hope, and the kindness of strangers.

I Am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban

By: Malala Yousafzai with Christina Lamb

I Am Malala is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons.

What is the What: The Autobiography of Valentino Achak Deng

By: Dave Eggers

What Is the What is the epic novel based on the life of Valentino Achak Deng who, along with thousands of other children—the so-called Lost Boys—was forced to leave his village in Sudan

at the age of seven and trek hundreds of miles by foot, pursued by militias, government bombers, and wild animals, crossing the deserts of three countries to find freedom. When he finally is resettled in the United States, he finds a life full of promise, but also heartache and myriad new challenges.

Where the Wind Leads: A Refugee Family's Miraculous Story of Loss, Rescue, and Redemption

By: Vinh Chung

Vinh Chung was born in South Vietnam, just eight months after it fell to the communists in 1975. Knowing that their children would have no future under the new government, the Chungs decided to flee the country. In 1979, they joined the legendary "boat people" and sailed into the South China Sea, despite knowing that an estimated two hundred thousand of their countrymen had already perished at the hands of brutal pirates and violent seas.

FILMS

God Grew Tired of Us (2006)

Filmmaker Christopher Quinn observes the ordeal of three Sudanese refugees - Jon Bul Dau, Daniel Abul Pach and Panther Bior—as they try to come to terms with the horrors they experienced in their homeland, while adjusting to their new lives in the United States.

Hotel Rwanda (2004)

The true-life story of Paul Rusesabagina, a hotel manager who housed over a thousand Tutsi refugees during their struggle against the Hutu militia in Rwanda.

Lost Boys of Sudan (2004)

Santino Majok Chuor and Peter Nyarol Dut are two orphaned Sudanese boys whose lives have been ravaged by civil war in their country. This film follows these "lost boys" as they travel from a refugee camp in Kenya to the United States to try to start a new life.

<http://www.lostboysfilm.com>

Salam Neighbor (2015)

The film follows the journey of two Americans, Chris Temple and Zach Ingrasci, as the first filmmakers ever allowed to be registered and given a tent inside of a refugee camp.

<http://livingonnone.org/salamneighbor>

REFLECTION QUESTIONS

The ***Walk a Mile in My Shoes*** refugee simulation can be an intense experience after which participants may want to discuss their thoughts and feelings. Below are several questions that a moderator can select from to illicit participant reaction. Alternatively, the moderator can ask participants to write about their experience by responding to one or more of the questions.

GENERAL QUESTIONS

How much did you know about refugees before this exercise?

What did you learn? What surprised you?

What will you take away from this experience?

How would you describe it to others?

If you could only improve one part of a refugee's life, which would you want to change and why? (Food, Water, Shelter, Education, Health/Medical)

How will you respond if you meet a refugee in the future?

How can you help refugees?

ENTRY/BORDER STATION

In your words, describe the person and their situation you were given.

Did language barriers affect your journey?

SHELTER STATION

What challenges would your family experience living in this space?

What could someone do if they needed to have privacy?

Would your sense of community or security change if you lived in this space with your family for five, ten, or fifteen years?

How do the cooking supplies given to refugees compare to those in your home?

Would this limit your ability to cook?

FOOD STATION

How would you deal with eating limited amounts of the same foods every day given there are few food options?

How do the nutrient/food needs of children, adolescents and adults differ?

How do refugees meet these needs?

WATER STATION

If you only had a gallon of water for your whole day, how would you use it?

What would you give up that you normally use water for? (Showers, hand washing, making food/drink are included)

MEDICAL/HEALTH STATION

How do you think the trauma of fleeing a war-torn country affects refugees?

Where would refugees go to receive help to address the effects of trauma?

How do refugees with diabetes, asthma or other chronic diseases control their symptoms or disease?

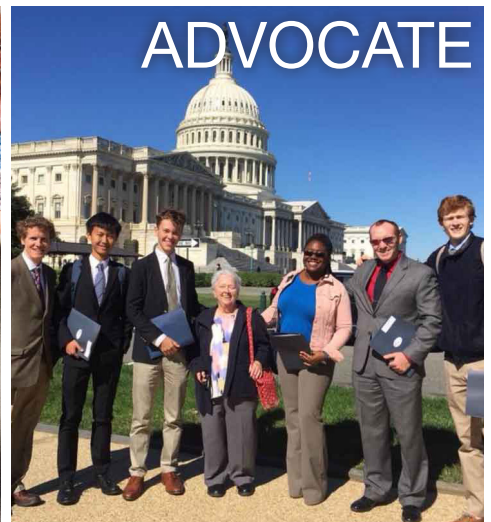
EDUCATION STATION

How can resources impact a person's opportunity for education?

How do you think eating around 1,300 calories daily would affect your performance in school?

What sorts of challenges would you face if you started going to school in a different country?

Jesuit Refugee Service/USA
1016 16th Street, NW, Ste. 500
Washington, D.C. 20036
(202) 629-5200 | www.jrsusa.org
ADDRESS SERVICE
REQUESTED



Jesuit Refugee Service is an international Catholic organization serving refugees and other forcibly displaced people. Founded as a work of the Society of Jesus (Jesuits) in 1980, in direct response to the humanitarian crisis of the Vietnamese boat people, JRS today works in more than 50 countries worldwide to meet the educational, health, and social needs of more than 635,000 refugees.

JRS/USA is the U.S. office for JRS based in Washington, DC. JRS/USA provides support to the broader JRS network - through funding, oversight, monitoring, and evaluation - to JRS projects and programming throughout the world. JRS/USA also serves forcibly displaced migrants in the US through our Detention Chaplaincy Program.



visit www.JRSUSA.org to get more information and get involved