



# Jesuit Mission Planner

## Year 8

### Steps to Solidarity



## **St Ignatius' Spiritual Renewal, places emphasis on the heart and generosity, the offering of oneself to God and His work.**

The following unit of work is linked to Ignatian Spirituality, Jesuit Global Identities, Catholic Social Teachings, the 17 Global Goals and the Religious Education curriculum. The overall unit utilises the Ignatius Pedagogical Paradigm-(IPP)

The Ignatian pedagogical paradigm is a way of learning and a method of teaching taken from the Spiritual Exercises of Ignatius of Loyola. It takes a holistic view of the world.

The three main elements are **Experience, Reflection, and Action.**

*We ourselves need to see, and then to enable others to see, that migrants and refugees do not only represent a problem to be solved, but are brothers and sisters to be welcomed, respected and loved.*"Pope Francis 2014

*Every stranger who knocks at our door is an opportunity for an encounter with Jesus Christ, who identifies with the welcomed and rejected strangers of every age.*

### **Matthew 25:35-43 Background Information**

Catholic Social Teaching (CST) originates from a combination of Scripture, Tradition, and the Church's ongoing engagement with social issues throughout history. It finds its roots in the Old and New Testaments, particularly the Gospels and the writings of the Apostles. Over time, the Church has developed CST through papal encyclicals, conciliar documents, and the reflections of theologians and other thinkers.

#### **Scripture:**

CST draws heavily from biblical teachings, especially the prophetic tradition in the Old Testament and the life and teachings of Jesus in the New Testament. The concept of the "preferential option for the poor," for instance, is rooted in biblical themes of justice and compassion for the marginalized.

#### **Tradition:**

The Church's interpretation and application of Scripture, passed down through centuries of teaching and practice, forms a crucial part of CST. This includes the writings of the Church Fathers and the teachings of later theologians.



### **Engagement with Social Issues:**

As the Church has encountered different social challenges throughout history, it has developed CST to address those issues. A key example is Pope Leo XIII's 1891 encyclical *Rerum Novarum*, which addressed the social problems arising from the Industrial Revolution.

### **Papal Encyclicals and Documents:**

Modern CST is significantly shaped by papal encyclicals and other Church documents that address contemporary social issues. These documents provide guidance on topics like human dignity, the common good, solidarity, and the preferential option for the poor.

### **Reflection and Experience:**

CST is not just a set of abstract principles; it's also informed by the Church's lived experience and ongoing reflection on social realities. This includes the experiences of individuals and communities facing social challenges, as well as the insights of theologians and other thinkers.

### **The Ten Global Jesuit Identifiers**

The ten Global Jesuit Identifiers are characteristics that define and guide Jesuit schools and institutions worldwide. These identifiers commit educational works to: 1) being Catholic and offering in-depth faith formation, 2) creating a safe and healthy environment for all, 3) educating on global citizenship, 4) the care of all creation, 5) promoting justice, 6) being accessible for all, 7) educating on interculturality, 8) being a global network at the service of the mission, 9) promoting human excellence, and 10) fostering life-long learning.

### **St Ignatius was Catholic.**

Catholic schools support Catholic organisations. Jesuit schools are Catholic and prioritise supporting Jesuit organisations. Jesuit Mission are a Catholic organisation who follow the Jesuit charism. The principal activities of Jesuit Mission Australia Limited are to raise funds for the purpose of international relief and development. As a ministry of the Society of Jesus in Australia, Jesuit Mission Australia Limited draws on the richness and depth of the Ignatian spirituality which guides and shapes how to engage with each other, how to respond to the needs of our world and how to reflect and learn from experiences. Jesuit Mission Australia Limited partners with Jesuits and other companions overseas to empower women, men and children living on the frontiers to liberate themselves from poverty and injustice through participation in programs that build skills, capacity and resilience to live full and free lives. These programs directly or indirectly benefit the most marginalised and



vulnerable communities. Funds are raised by engaging with individuals and communities who are part of the Jesuit family. This includes Jesuit supporters, volunteers, schools, parishes, and other Jesuit networks across Australia.

<b>Unit Title</b>	<b>Steps to Solidairy, Refugees</b>
<b>Levels</b>	<b>Year 8</b>
<b>Duration</b>	
<b>Start Date</b>	
<b>Team Members</b>	

<b>Big Ideas</b>	What is the overall understanding that you want the students to achieve?
<b>Learning intention</b>	Understand and develop empathy for the 70 million people who are forced from their homes and live as refugees
<b>Key Concepts</b>	<p><b>What are the specific areas you will be investigating in order to achieve your Big Idea?</b></p> <p>What is a refugee and how do people become refugees?</p> <p>What is Jesuit Mission and how does it serve others in helping refugees?</p>
<b>Key Competencies</b>	Highlight on the below table and add those that will be focused on and assessed within this unit.

<b>Personal &amp; Social capabilities</b>	<b>Organisational Strategies</b>	<b>Critical and Creative Thinking</b>	<b>Thinking Routines</b>
<ul style="list-style-type: none"> <li>• Practise the skills required to include others and make friends with peers, teachers and other adults (<a href="#">VCPSCSO005</a>) (<b>Social awareness &amp; management</b>)</li> <li>Name and practise basic skills required to work collaboratively with peers (<a href="#">VCPSCSO006</a>) (<b>Social awareness &amp; management</b>)</li> <li>• Relating to others</li> <li>• Managing self</li> <li>• Participating and contributing</li> <li>• Collaborative Learning</li> <li>• Communication</li> <li>• Teamwork</li> <li>• Planning &amp; organising</li> <li>• Problem solving</li> <li>• Conflict Resolution</li> <li>• Identify emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Discussion</li> <li>• Mind map</li> <li>• Fact/opinion chart</li> <li>• Venn diagram</li> <li>• SWOT analysis</li> <li>• Four W questions</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting</li> <li>• Analysing</li> <li>• Evaluating</li> <li>• Explaining</li> <li>• Sequencing</li> <li>• Reasoning</li> <li>• Comparing</li> <li>• Questioning</li> <li>• Inferring</li> <li>• Designing</li> <li>• Hypothesising</li> <li>• Appraising</li> <li>• Testing</li> <li>• Creating</li> <li>• Generalising</li> <li>• Reflecting</li> <li>• Generating ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Circle of viewpoints</li> <li>• See, think, wonder</li> <li>• Compass points</li> <li>• Think, pair, share</li> <li>• Creative questions</li> <li>• Circles of action</li> <li>• Values identities and actions</li> <li><b>Intercultural Capabilities:</b> <ul style="list-style-type: none"> <li>• Culture, Identity and Belonging</li> <li>• Cultural Diversity</li> </ul> </li> <li><b>Ethical Capabilities:</b> <ul style="list-style-type: none"> <li>• Understanding ethical concepts and perspectives</li> <li>• Decision-making and actions</li> </ul> </li> </ul>

<p><b>School Value Links</b></p>	<p>“Just as the social mission of the Church is central to the practice of Christian witness and discipleship, so the core dimensions of social teaching – justice, mercy and love – are integral to Catholic education. They must not be treated as tangential or optional, but as a core element of educational and catechetical programs and formative experiences.” Sydney Catholic Schools Catholic Social Teaching: A framework for faith in action, 2012</p>
<p><b>Host Curriculum Area</b></p>	<p>Religious Education.</p>

<p><b>Supporting curriculum areas</b></p>	<p>What are the consequences of changes to places and environments and how can these changes be managed? Reasons for, and effects of, international migration in Australia (ACHGK058) <b>GENERAL CAPABILITIES</b> Level 5 - by the end of Year 8 <b>INTERCULTURAL UNDERSTANDING (LEVEL 5)</b> Recognising Culture and Developing Respect: Develop respect for cultural diversity Challenge stereotypes and prejudices <b>PERSONAL AND SOCIAL CAPABILITIES (LEVEL 5)</b> Social Awareness: Contribute to civil society Social Management: Negotiate and resolve conflict <b>ETHICAL UNDERSTANDING (LEVEL 5)</b> Understanding Ethical Concepts and Issues: Recognise ethical concepts Reason and make ethical decisions Consider consequences Reasoning in Decision Making and Actions: Reflect on ethical action Exploring Values, Rights and Responsibilities: Consider points of view Explore rights and responsibilities</p>
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## Unit Overview: Steps to Solidarity

### Learning Intention: Understand...

- Understand the basic concept of refugees and develop empathy.
- Jesuit Mission follows in St Ignatius of Loyola's footsteps and respond with love to refugees.

### Unit Overview

Jesuit Mission follow in Ignatius of Loyola's footsteps and respond with love and support to refugees.

Implement a refugee simulation experience called, Walk a Mile in my Shoes to develop empathy and understanding.

### Jesuit Mission Focus:

Explore the refugee focused projects that Jesuit Mission support in Malawi- Digital Inclusion Programme, Indonesia-Befriending Refugees, Thailand-Caring for Refugees, Giving Hope to Detainees, Supporting Refugee Youth, Supporting Asylum Seekers. Pakistani Refugees.

### Religious Education:

Catholic Social Teachings: C.S.T.

- The Bible teaches us to look out and care for the most vulnerable people.
- The C.S.T are about trying to create a fairer and just world for all.

Highlight those that will be focused on within this unit.

These principles are not isolated but rather interconnected, forming a comprehensive vision for social justice and human flourishing. The Bible teaches us to look out and care for the most vulnerable people. It is about trying to create a fairer and just world for all.

<b>Human Dignity</b>	This principle asserts that every person, regardless of background, is created in the image of God and possesses inherent worth and dignity. This means respecting the life and well-being of all individuals from conception to natural death.
<b>The Common Good</b>	The common good refers to the sum of social conditions that allow individuals and communities to

	reach their full potential. It requires a commitment to justice, peace, and the well-being of all, especially the most vulnerable
<b>Solidarity</b>	Solidarity emphasizes the interconnectedness of humanity and the need to work together for the betterment of all. It calls for a commitment to justice and peace, recognizing our shared responsibility for one another.
<b>Subsidiarity</b>	This principle suggests that decisions should be made at the most local level possible, empowering individuals and communities to address their own needs. Higher levels of authority should only intervene when necessary
<b>Preferential Option for the Poor</b>	This principle highlights the Church's special concern for the poor and marginalized. It calls for policies and actions that prioritize the needs of those who are most vulnerable and excluded.
<b>Stewardship of Creation</b>	Catholics are called to be responsible stewards of God's creation, recognizing that the natural world is a gift to be protected and cared for. This includes promoting environmental sustainability and addressing issues like climate change.
<b>Participation</b>	Everyone has a right and responsibility to participate in society, contributing to the common good and working for the betterment of their communities
<b>Rights and Responsibilities</b>	Rights and Responsibilities: Individuals have fundamental rights that must be respected, but these rights also come with corresponding responsibilities towards others and society as a whole
<b>Global Goals</b>	1-6

### **Prayer and Scripture opportunities:**

Jesuit Mission scriptural inspiration

'I came so that they might have life and have it more abundantly' John 10:10

First Spiritual Exercises: <https://jesuitmission.org.au/who-we-are/spirituality/fse/>



**Jesuit Mission Project links:**

See [here](#)

**Jesuit Global Identifiers:**

- 3. Global Citizenship
- 6. Accessible for All
- 8. Global Network
- 9. Human Excellence

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## Suggested Learning Activities:

**Engaging the Students:** Understand the basic concept of refugees and why people become refugees.

**Discussion:** Start with a class discussion on what students know about refugees. Encourage students to share their thoughts and experiences.

**Video:** Show a short documentary or one of the suggested video clips below that explain who refugees are and the reasons they flee their countries.

<https://www.youtube.com/watch?v=RgyqLlEx9Ss&t=14s>

Facilitate a discussion on the emotions and challenges experienced by refugees during their journey then complete a See, Think, Wonder reflection.

Other video resources:

1. [https://www.youtube.com/watch?v=\\_lLwfc2dNc](https://www.youtube.com/watch?v=_lLwfc2dNc)
2. <https://www.youtube.com/watch?v=dqErSnJmmWw> Anh Do
3. <https://www.youtube.com/watch?v=dqErSnJmmWw> Anh Do
4. <https://www.youtube.com/watch?v=wnEG8Pf5mL0> animation written by students from Noble Park Primary.
5. **Reflection:** See, Think, Wonder Have students write a brief reflection on what they learned from the video. (see template below)

**Was Jesus a refugee?** Read the following with the class.

The concept of Jesus Christ being considered a refugee is rooted in the biblical narrative of his early life. According to the Gospel of Matthew in the New Testament, shortly after Jesus was born, King Herod learned from the wise men that a new "King of the Jews" had been born. Fearing a threat to his throne, Herod ordered the massacre of all male infants in Bethlehem and its vicinity who were two years old and under. This event is known as the "Massacre of the Innocents."

To escape Herod's decree, an angel appeared to Joseph, Jesus' earthly father, in a dream and instructed him to take Mary and Jesus and flee to Egypt. Joseph obeyed, and the family fled to Egypt, where they stayed until Herod's death. This flight to Egypt is seen as an act of seeking refuge from persecution and imminent danger, which aligns with the modern



understanding of a refugee. In this context, Jesus, along with Mary and Joseph, can be considered refugees because they were forced to leave their homeland to escape violence and persecution.

**Discuss: Agree or Disagree**

Ask the students to draw parallels of displacement, seeking safety, and the challenges faced by those who are forced to flee their homes with the story of Joseph. It also resonates with the experiences of many refugees throughout history and in contemporary times.

- Highlight common challenges such as fear, uncertainty, cultural differences, and the struggle to find safety and acceptance. Emphasise that refugees, like Joseph and his family of Mary and Jesus, seek safety and a better life, and it is important to support and welcome them

**Refugee Camp and Resettlement (optional).**

**Learning Intention:** Learn about refugee camps and the process of resettlement.

1. **Research:** Assign students to research different refugee camps around the world. They can use online resources to gather information.
2. **Presentation:** Have students present their findings to the class, highlighting the living conditions and challenges in refugee camps.

**Guest Speaker:** Invite a guest speaker who has experience working with refugees to share their insights and answer students' questions

**Experience and Exploration:**

**Introduce Jesuit Mission through the PowerPoint**

1. Students break into groups and **explore the following JM projects** detailed on the Jesuit Mission website. Malawi- Digital Inclusion Programme, Indonesia-Befriending Refugees, Thailand-Caring for Refugees, Giving Hope to Detainees, Supporting Refugee Youth, Supporting Asylum Seekers. Pakistani Refugees.
2. **Pose and answer 5 questions: Who, What, How, Why and Where in the students' summaries.** Report back to the class the main ideas.



3. Students **research** some individual case studies. **Insert stories here**
4. See, Hear, Wonder? What questions do you have for ...? Make a list.
5. Do a comparison of life in my day with the subject in the case study.
6. What action can we take?
7. Create a prayer.

### Learning Intention

During this activity, we are learning to better understand refugees and to empathise with their situation.

View the video to get an idea of the implementation.

<https://www.educatemagis.org/global-projects/walk-a-mile/>

1. See the tool kit here on everything needed to host the project. (A summary is outlined below with Station 1 providing a slideshow.
2. <https://www.educatemagis.org/wp-content/uploads/2020/09/JRS-Awareness-Exercise-Toolkit-2020-Educate-Magis.pdf>

### WHAT IS WALK A MILE IN MY SHOES?

An opportunity for communities to pause and consider some of the experiences, including the frustration, disappointments, and hopes, that refugees around the world face.

- A structured event in which individuals, students, community groups, and their guests move through different stations to learn more about the journeys that refugees around the world take to find safety.
- A strong tie to the JRS mission of serving the forcibly displaced and the centuries-long Jesuit tradition of promoting social justice.

Alternatively, you can implement a virtual project. See the link below.

<https://www.educatemagis.org/wp-content/uploads/2020/09/JRS-Walk-A-Mile-Virtual-2020-Educate-Magis.pdf>



### **Station One: Fleeing**

Begin the simulation in the classroom.

View the slideshow setting the scene, concluding with the collection of your identity card and then moving to the Station 2: Border Patrol.

[https://www.canva.com/design/DAGm0x70tUY/x14M9PoxRb2aGBI4Wj\\_o3A/edit?utm\\_content=DAGm0x70tUY&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAGm0x70tUY/x14M9PoxRb2aGBI4Wj_o3A/edit?utm_content=DAGm0x70tUY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Students are given a card (see resources below) outlining the scenario of a refugee. The students take a moment to read their card and imagine the challenges they would face as this person. As they move through the simulation, they imagine the experience through their given identity.

### **Station 2. Border Patrol. Supplies: A table with 6 border patrol offices.**

Students must queue behind one of the offices. Some students will be temporarily asked to wait aside as they are not granted immediate access to enter.

Participants will be presented with a "Refugee Identity Card" (JRS will provide) upon entering the space. The Identity Card will give the participants a refugee identity, providing 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.

**Station 3. Medical. Supplies: Bandages, Medical equipment** such as stethoscopes, bandages, bed, fake injections, fake medicines, thermometers etc.



This station is set up as a medical tent where health is assessed. Some refugees may be placed in quarantine, vaccinations and mock medicines given. Some may need injuries attended to.

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. Severely malnourished refugees or those who have suffered trauma or violence can also be treated here. Consider also including information about medical organizations who work in refugee camps such as Doctors without Borders.

**Station 4 Shelter** A family of four gets a shelter 6 feet by 6 feet.(1.8metres)

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. Some groups have found that setting up room dividers with blankets and a tarp on top acting as the roof or using a tent creates a powerful visual for participants. If you use room dividers, you could also let people construct their own shelter. Place four blankets, one pot for cooking, one spoon/knife for cooking, and four bowls/sets of utensils. The purpose of these materials is to show the participants the few supplies that refugees may receive. Ask the participants 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.

**Station 5. Food: Rice every day**

The purpose here is to compare a participant’s diet with a typical refugee’s diet. The average calorie intake for most 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. For refugees' meals, it is 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. It is 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, a coffee cup, desserts, snacks, etc.

### **Station 6. Water 16 litres**

The water station is both visual and interactive. For the visual portion, set up a 4L jug of water representing the normal water allotted to each refugee per day in a camp. Adjacent to the 4 litres, display 19 litres of water to represent only two minutes of an average shower. Many refugees access water through wells or other communal water sources and often have to carry the water long distances. A 19L bucket of water weighs about 18.5kgs. Ask the participants to carry an 18 kg 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).

### **Station 7. Education**

Currently, 3.7 million primary and secondary school-age refugees are out of school. Only 63 percent of crisis-affected children are enrolled in primary school, 24 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. One half will sit on the floor and each will be given a textbook and pencil. The other half 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. At the education station, participants could also create Any



Refugee Postcards (see [www.jrsusa.org/any-refugee](http://www.jrsusa.org/any-refugee) for details) to send to refugees. These cards offer messages of hope and solidarity for refugees that we serve overseas.

### **Station 8. Destination**

The purpose of this station is to educate participants on the length of time that someone typically resides in a refugee camp. The UNHCR's current estimate is that people spend an average of 17 years in a refugee camp before they can resettle in a third country. Refugees must undergo one of the most rigorous immigration background checks in order to qualify for resettlement. For this station, highlight the three options for refugees during the resettlement process: 1) remain in the refugee camp, 2) repatriate to their country of origin, 3) or gain new citizenship or status in the host country or a third country. According to the UN 2019 Global Trends Report and government statistics, 26 countries admitted 107,800 refugees for resettlement during the year. That only accounts for 0.4% of the total number of refugees in 2019. As conflicts around the world continue, voluntary repatriation is becoming less of an option for refugees. Since 2010, for every refugee resettled, 4 have repatriated. A decade previously, this ratio was 1 for every 12. After explaining the options, have participants grab a bead or other small object from a bag. Include three different colored beads. Out of the 100 beads in the bag, only 1 of them should be a different color. If anyone randomly selects this color, congratulate them on being able to resettle and leave the camp. Notify everyone else that they must continue their life in the camp.

### **Station 9. Advocacy**

At this table participants can learn how Jesuit Mission and Jesuit Refugee Services works with refugees around the world. Participants consider what they can do to work with refugees in their communities as well as advocate for globally displaced persons. There are many ways that you can set up this station to encourage advocacy on behalf of the displaced. Have JRS literature at the table that provides the data and rationale for writing advocacy letters to local and national policymakers. Arrange to



have technology available where participants can take action on current JRS advocacy issues. Visit [www.jrsusa.org/take-action/jrs-advocates/advocacyalert-sign-up](http://www.jrsusa.org/take-action/jrs-advocates/advocacyalert-sign-up) to sign up for future actions.

### **Station 10. Prayer and reflection**

This station may allow students to reflect on the overall experience. The questions below can be posed to students individually for ten minutes and then students can form discussion groups or partnerships to voice their feelings.

Reflection Questions: The Walk a Mile in My Shoes refugee awareness exercise can be an intense experience after which participants may want to discuss their thoughts and feelings.

#### 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 under 4 litres 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?

DESTINATION? STATION • Were you surprised that resettlement took so many years? • Why do you think it takes so long to resettle? • How would you feel if you were told that you remain in a camp for a few more years?

### **Going Further**

As members of the global Jesuit family, we are called to be Men and Women for others.

- Contact local organisations to learn how to help resettled refugees in your community e.g. In Melbourne students might join the Friday Night Homework Club to assist refugee students.
- Encourage students to engage with local refugees in the community.



- Organise a sporting event such as a soccer friendly and host a shared lunch afterwards.
- Invite a guest speaker to share their experience as a refugee or as someone who has supported refugees.
- Sponsor events to showcase the diversity and culture of their homelands, to help refugees get acclimated to the community and the various resources available, and to help them get additional education.

### **Called to Action:**

Host a fundraiser for Jesuit Missions or incorporate a fundraising component into Walk a Mile in My Shoes. A little goes a long way and JM can allocate funds raised to specific programs or geographic areas, depending on your interest

### **Reflection:**

#### **Reflect and Experience what it might be like to Walk a Mile in a refugee's shoes!**

Today, more than **120 million** people around the world are displaced, marking the highest number since World War II. Among them are 36.4 million refugees, 6.1 million asylum seekers, and a staggering 43.3 million children—1.9 million of whom have known nothing but displacement since birth. While it is impossible to fully comprehend what it is like to be forced from your home and live as a refugee, Educate Magis, on behalf of Jesuit Mission, invites you to host a Walk a Mile in My Shoes awareness experience.

<https://www.educatemagis.org/wp-content/uploads/2020/09/JRS-Awareness-Exercise-Toolkit-2020-Educate-Magis.pdf>

### **Added Resources:**

Anh Do videos

<https://www.youtube.com/watch?v=WhGETRI81DE>

The Little Refugee <https://www.youtube.com/watch?v=kxVIMUZVqSs>

<https://www.unrefugees.org.au/our-stories/seven-childrens-books-about-refugees/>

[https://www.youtube.com/results?sp=mAEB&search\\_query=refugee+camp](https://www.youtube.com/results?sp=mAEB&search_query=refugee+camp)



### Sample Identity Cards

To get access to all of our unique identity cards, please email [outreach@jrsusa.org](mailto:outreach@jrsusa.org).

**Name:** Danh Age: 21 Country of Origin: Vietnam Current Location: Bangkok, Thailand Danh is a differently abled refugee who fled Vietnam and has temporarily resettled as an urban refugee in Thailand. Like many refugees in Thailand, Danh does not have documents, and Thailand does not provide legal status to refugees. This makes securing any sort of formal education difficult and creates a sense of constant fear of arrest. Nevertheless, in 2018, Danh graduated from language and skills training courses run through the JRS Urban Education Project. Now, Danh is driven to help other students by continuing as an aid in the school. Scan to Learn More About Danh's Story USA

**Name:** Shaista Country of Origin: Pakistan Current Location: Bangkok, Thailand Shaista fled Pakistan with her husband and two teenage children after prolonged persecution due to their Christian faith. They finally fled when one of Shaista's relatives was murdered. Now, they live in an apartment in Bangkok, Thailand, where they are not allowed to resume their professional careers due to lack of official Thai status. The family lives under intense stress, as Thailand does not recognise refugees and there is a constant threat of imprisonment and deportation. Shaista's entire family, including the children, stay in the apartment all day, every day.

**Name:** Keyhan Country of Origin: Afghanistan Current Location: Australia. Keyhan is a member of the persecuted Hazara ethnic group in Afghanistan, and persecution because of his ethnicity required him to flee. He took a small fishing boat with 12 other people to an island in Indonesia. From there, he attempted to cross the ocean into Australia, but was caught and detained by Indonesian authorities, where he stayed in detention for over one year. Upon release, he was sent to Yogyakarta, Indonesia, where he remained for months until his refugee application to Australia was accepted. Scan to Learn More About Keyhan's Story And the Work of JRS Australia

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