

Activities and Games for Refugee Sunday

The content of this resource has been extracted from “Human Dignity and Refugees: A Resource for Youth Groups” produced by The Catholic Agency for Justice, Peace and Development | [www.caritas.org.nz](http://www.caritas.org.nz).

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**Activities**

**Where Do You Come From?**

Pin a large map of the world on the wall and ask the participants to place a tack on the different cities/countries that their ancestors came from. Use as many tacks as needed.

\* Does anyone know any stories about their ancestors coming to New Zealand?

\* Why did they leave?

\* What conditions did they live in once arriving in New Zealand?

**A Modern Refugee Story**

Read the following story and answer the questions below.

Recently in a Middle Eastern country, government regulations required people to register for a census at the place where they were born. Transport wasn’t provided by the government and people had to travel at their own expense, so most of them walked. Even pregnant women had to make the journey and because accommodation was limited, one baby was actually born in a barn, with no medical assistance. A few days after the baby was born, because of his cultural ancestry, the president got the idea that someone might use him to challenge his political authority, so his parents had to leave secretly with him in the night. They became refugees and travelled a long way to settle across the border in the neighbouring country.

At that time others were fleeing the country because their twelve year-old sons were to be called up to fight in the army. Some twelve year-olds even had to leave their families and flee on their own. Soon the neighbouring country was full of refugee camps and the local society was breaking down. United Nations asked New Zealand to increase its refugee quota. The Refugee Reception Centre in Auckland is already full and the volunteers are flat out. Our Prime Minister is considering the matter with the Minister of Immigration, but a poll finds that people think we are already taking all we can absorb.

\* What do you think the Prime Minister should do?

\* If the refugees don’t come to New Zealand what do you think will happen to them?

\* Do you think the Church has a position on this?

\* Can you think of a Gospel story that relates to this?

Now read Matthew 2:7-17.

- adapted with permission from Vin Glynn, Hamilton Social Justice Commission

**Niklin’s** **Story**

Niklin comes from Acheh, Indonesia. He used to work in his uncle’s coffee shop and play soccer for his village. Sometimes he got money from his fans as a gift. Acheh is controlled by the Indonesian military as there is a war between the military and the Free Acheh movement, known as the GAM. One day while Niklin was working at the coffee shop the military came and took him away for questioning. He had been accused of being a GAM supporter. For five hours the men kicked and beat Niklin trying to get information out of him. When they couldn’t get any they released him. A few days later they came back and took him away again. Niklin thought that this time he would be killed. When they asked him to be an informant he refused because it was so dangerous. He knew then that he had to leave Acheh.

“Good bye Acheh my lovely country. I love it so much, I miss it so much.”

Niklin went to Malaysia and spent five years there. He applied to the United Nations High Commissioner for Refugees (UNHCR) to become a refugee. He was granted this and in 1999 came to New Zealand to start a new life. He now lives in Wellington with his wife and their son.

Refer to the Easy Reference Guide on the Declaration of Human Rights (at the end of this resource)

1. What emotions did you feel when the story was being read out?

2. Some of Niklin’s rights have been violated according to the Declaration, can you pick which ones?

3. How would you feel if your rights had been violated in this way?

4. The church teaches that every person has an innate dignity because we are made by God. Do you think that there has been a change in Niklin’s dignity because of the way he has been treated?

5. Pope John Paul II once said in his Lenten message

“Seek to help our brother and sister refugees in every possible way by providing a welcome that will lead to their full participation in the every – day life of society. Show them an open mind and a warm heart.” Lenten Message 1990

\* What can you or your youth group do to help someone like Niklin when they come to New Zealand?

**Games**

**See You See Me**

Aim: To explore different stereotypes of young people.

Ask the group to split into two.

Take two or three minutes for them to come up with images or descriptions they have heard people use to describe young people.

One group could focus upon negative images, the other group on positive.

Come back to the main group and shout out the images they have.

*Follow up Discussion*

* Was it easier to come up with positive or negative images?
* How do you react when you are stereotyped?
* What do you think the stereotypes are based on?
* How do you feel about the views and stereotypes that people have of young people?

*Adapted from Cafod www.cafod.org.uk*

**Help!**

Aim: To highlight some of the problems refugees have when moving countries.

Divide the group unevenly into two groups so there is a 70/30 split.

Mark a line on the floor and put the 30 percent of the group behind it with four chairs.

Draw a circle five metres away from the line and put two chairs and packages representing things that people might need to survive or want to take with them if they were leaving home (such as water bottles, sacks of food, books, family photos, etc.)

Get the bigger group to stand in the circle making sure the circle is small enough that the group is crammed in.

The area outside the circle to the line is the sea and it is rising fast. The group in the circle have two minutes to work out what they will take with them and five minutes to get out without drowning (ie without touching the floor).

To make it harder…

When most of the group are ‘safe’ on dry land, get the mainlanders to tell the refugees that they cannot come over because there are too many people already and get them to take some of the chairs away. Also get the mainlanders to confiscate the packages that the refugees have brought with them.

To the islanders: Did you try to save yourselves? Why or why not?

To the mainlanders: Did you try to help? Why or why not?

Did you talk to each other to solve the problem? Was this more successful?

Do you think that in real life people try and help themselves?

To the islanders: How did you feel when the mainlanders told you there was no room left?

To the mainlanders: How did you feel taking the possessions of the refugees away?

Adapted from Cafod [www.cafod.org.uk](http://www.cafod.org.uk)

**Human Rights**

Easy Reference Guide to the Universal Declaration of Human Rights

Adopted by the General Assembly of the United Nations 10 December 1948

Article 1 Everyone is born free and equal in dignity and rights.

Article 2 Everyone is entitled to all the rights and freedoms in this Declaration.

Article 3 Everyone has the right to life and to live in freedom and safety.

Article 4 No one can be forced into slavery.

Article 5 No one can be tortured or treated cruelly.

Article 6 Everyone has the right to be treated equally by the law.

Article 7 The law is the same for everyone and should be applied in the same way to everyone.

Article 8 Everyone has the right to ask for legal help when their rights are not respected.

Article 9 No one can be randomly imprisoned or sent away from their own country.

Article 10 Everyone has the right to a fair trial by an independent court.

Article 11 Everyone should be considered innocent until proven guilty.

Article 12 Nobody can interfere with someone’s family, home, privacy or correspondence without good reason. Everybody has the right to be protected from such actions.

Article 13 Everyone has the right to travel wherever they want within their own country. Everyone also has the right to leave their country and to return to it.

Article 14 Everyone has the right to go to another country and ask for protection if they are being mistreated or are in danger.

Article 15 Everyone has the right to belong to a country. Nobody can be prevented from belonging to another country without good reason.

Article 16 All men and women have the right to marry and have a family.

Article 17 Everyone has the right to own property and possessions.

Article 18 Everyone has the right to freedom of thought, conscience and religion. Everyone has the right to practice a religion. Everyone also has the right not to practice a religion.

Article 19 Everyone has the right to freedom of opinion and expression

Article 20 Everyone has the right to peacefully take part in meeting and belong to groups.

Article 21 Everyone has the right to choose to take part in the government of their country. The will of the people is the foundation for the authority of government. The will of the people is expressed on free and fair elections.

Article 22 Everyone has the right to social security and is entitled to economic, social and cultural rights.

Article 23 Everyone has the right to work , the right to equal pay for equal work and the right to a decent income and working conditions. Everyone also has the right to form and to join trade unions.

Article 24 Everyone has the right to have time to relax and have fun.

Article 25 Everyone has the right to a standard of living adequate for health and wellbeing. Motherhood and childhood are entitled to special care and help.

Article 26 Everyone has the right to free education. Primary school education should be available to everyone. Everybody should also have access to higher education.

Article 27 Everyone has the right to participate in their community’s cultural life.

Article 28 Everyone has the right to live in a society in which the rights and freedoms in this Declaration are available.

Article 30 No one has the right to try and take away any of the rights in this Declaration.

This text is a plain language version of the Universal Declaration of Human Rights complied by the Human Rights Commission.

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To obtain an original version of Universal Declaration of Human Rights or for more information about the Declaration or human rights please contact the Human Rights Commission at:

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