

PRIMARY REFUGEE PRAYER PILGRIMAGE

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Pope Francis has made numerous appeals to promote the culture of encounter in an effort to combat the culture of indifference in the world today. It means seeing through the eyes of others rather than turning a blind eye. “Not just to see but to look. Not just to hear but to listen. Not just to meet and pass by, but to stop. And don’t just say ‘what a shame, poor people,’ but allow ourselves to be moved by pity.” – Pope Francis.

This prayer pilgrimage encourages people to rethink their preconceptions, by bringing migrants, refugees and communities closer together to change hearts and minds.

Learning Intention:

Understand why people around the world have become refugees. Encourage action in solidarity with refugees. Themes explored are ‘Welcoming the Stranger’, ‘Who are Refugees’ and ‘Pilgrimage’.

Time: 20 minute introduction in the classroom followed by 40 minute pilgrimage.

Preparation for the Pilgrimage

Before the Pilgrimage:

- Ask children to bring in a photograph or drawing of their family.
- Choose a space for the pilgrimage. The group should begin by gathering in a classroom or hall. They will then move to six different spaces around a room, the school or an outdoor space. They should finish in a “final destination” space, like a hall or outdoor space, weather permitting.
- Please be mindful of your audience when using this resource, as topics discussed in this pilgrimage may evoke painful memories and be upsetting to some children.

On the Day of the Pilgrimage:

Set up the following six focus areas, along the route of the pilgrimage:

- A large world map (not included) and list of countries (included)
- A loaf of bread (or photo included)
- A passport (or photo included)
- A backpack
- Photo of Khawle’s family (included)
- Photo of the Lampedusa Cross, copies of the “Journey Feet” action sheet for each child, and tools for children to write/draw their message.

During and After the Pilgrimage:

Take photos of the pilgrimage and email them to education@caritas.org.au or upload them to social media using #caritasaustralia

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Follow up activities

Follow up activities can be found on our schools page: <https://www.caritas.org.au/resources/school-resources/>

Links to Catholic Social Teaching

Learn more about [Solidarity](#) and other [Catholic Social Teaching Principles](#).



Solidarity

We believe we are part of one human family and have a responsibility to help each person achieve their full potential.

Teacher Background Information

This Refugee Prayer Pilgrimage invites young people to follow a refugee family on their journey to safety. Pope Francis has made numerous appeals to promote the culture of encounter in an effort to combat the culture of indifference in the world today. It means seeing through the eyes of others rather than turning a blind eye. “Not just to see but to look. Not just to hear but to listen. Not just to meet and pass by, but to stop. And don’t just say ‘what a shame, poor people,’ but allow ourselves to be moved by pity.” – Pope Francis.

Why a pilgrimage?

A pilgrimage is not an aimless wandering, rather it is a journey with a purpose, a devotional journey. The idea of pilgrimage has a long history in the Catholic Church, with importance being placed upon both the journey and the destination. Students participating in the pilgrimage, through traveling beyond their classroom, show support and solidarity for those who have been displaced.

Who is a refugee?

Refugees are people fleeing conflict or persecution. They are defined and protected in international law, (see [1951 Convention Relating to the Status of Refugees](#)) and must not be expelled or returned to situations where their life and freedom are at risk.

The protection of refugees has many aspects. These include safety from being returned to danger, to fair and efficient asylum procedures, measures to ensure that their basic human rights are respected while they secure a longer-term solution.

Source– UNHCR

Why the Lampedusa Cross?

Francesco Tuccio, a carpenter from the small Italian island of Lampedusa began making the crosses after hundreds of refugees fleeing Somalia and Eritrea drowned off the coast of Lampedusa. Using driftwood he collected from the wreckage the crosses are offered as a small but powerful symbol of hope and as a reminder of the refugee crisis the world is facing today.

Source: CAFOD (Caritas England and Wales)

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Curriculum Links

GEOGRAPHY	CIVICS AND CITIZENSHIP	HISTORY
<p>Year 2: How are people connected to their place and other places?</p> <p>The connections of people in Australia to people in other places in Australia and across the world (ACHASSK050)</p>	<p>Year 4: How has my identity been shaped by the groups to which I belong?</p> <p>The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)</p>	<p>Year 6: Who were the people who came to Australia? Why did they come?</p> <p>Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)</p>
<p>Year 3: What would it be like to live in a neighbouring country?</p> <p>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)</p>	<p>Year 6: What does it mean to be an Australian citizen?</p> <p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)</p>	
<p>Year 6 : What are Australia's global connections between people and places?</p> <p>Australia's connections with other countries and how these change people and places (ACHASSK141)</p>		
GENERAL CAPABILITIES		
Level 2 -by the end of Year 2	Level 3 -by the end of Year 4.	Level 4 -by the end of Year 6.
<p>ETHICAL UNDERSTANDINGS</p> <p><u>Understanding Ethical Concepts and Issues:</u></p> <p>Recognise ethical concepts</p> <p><u>Reasoning in Decision Making and Actions:</u></p> <p>Reflect on ethical action</p> <p>PERSONAL AND SOCIAL CAPABILITIES</p> <p><u>Social Awareness:</u></p> <p>Appreciate diverse perspectives</p> <p>CRITICAL AND CREATIVE THINKING</p> <p><u>Generating ideas, possibilities and actions:</u></p> <p>Consider alternatives</p> <p>INTERCULTURAL UNDERSTANDING</p> <p><u>Reflecting on Intercultural Experiences and Taking Responsibility:</u></p> <p>Reflect on intercultural experiences</p> <p>Challenge stereotypes and prejudice</p>	<p>ETHICAL UNDERSTANDINGS</p> <p><u>Understanding Ethical Concepts and Issues:</u></p> <p>Recognise ethical concepts</p> <p><u>Reasoning in Decision Making and Actions:</u></p> <p>Reflect on ethical action</p> <p>PERSONAL AND SOCIAL CAPABILITIES</p> <p><u>Social Awareness:</u></p> <p>Appreciate diverse perspectives</p> <p>CRITICAL AND CREATIVE THINKING</p> <p><u>Generating ideas, possibilities and actions:</u></p> <p>Consider alternatives</p> <p>INTERCULTURAL UNDERSTANDING</p> <p><u>Reflecting on Intercultural Experiences and Taking Responsibility:</u></p> <p>Reflect on intercultural experiences</p> <p>Challenge stereotypes and prejudice</p>	<p>ETHICAL UNDERSTANDING</p> <p><u>Understanding Ethical Concepts and Issues:</u></p> <p>Explore ethical concepts in context</p> <p><u>Reasoning in Decision Making and Actions:</u></p> <p>Reason and make ethical decisions</p> <p>Consider consequences</p> <p>PERSONAL AND SOCIAL CAPABILITIES</p> <p><u>Social Awareness:</u></p> <p>Appreciate diverse perspectives</p> <p>Contribute to civil society</p> <p>CRITICAL AND CREATIVE THINKING</p> <p><u>Generating ideas, possibilities and actions:</u></p> <p>Pose questions</p> <p>INTERCULTURAL UNDERSTANDING</p> <p><u>Reflecting on Intercultural Experiences and Taking Responsibility:</u></p> <p>Reflect on intercultural experiences</p> <p>Challenge stereotypes and prejudice</p>

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Classroom Introduction

Welcoming the Stranger

Today we will be thinking about people who have become refugees, their hopes and dreams, and how we can show that we care about them. Caritas Australia has a word for this: solidarity. We sometimes say that we “walk alongside” people. That doesn’t mean we actually walk with them, but we do things that show we care about and want to help them.

Pope Francis has asked all of us to experience God’s love and compassion by welcoming the outcast. Finding ways to support refugees in building better lives is one way that we can welcome the outsider.

Who are Refugees?

Refugees are people who have to move so they can be safe and live in freedom.

Why might refugees flee or leave their own country?

[Give the children a chance to think and discuss in pairs and then take some ideas from the whole class.]

At this stage you may want to show the [Caritas Australia Refugee PowerPoint](#).

Refugees leave their countries because of war, poverty or persecution.

[Explain this is like being bullied or picked on].

Pilgrimage

A pilgrimage is a prayerful journey that people make to a special place— sometimes to a church. In our pilgrimage today, we will be “walking alongside” all the refugees who are forced to make very dangerous journeys to find safety and a better life.

Let’s start by making the sign of the cross.

[As you set off on your journey, you could choose a hymn for children to sing as they move from one space to the next; otherwise, encourage everyone to be prayerful as they move. If children have a picture or drawing of their family they should bring it with them to use in the pilgrimage.]

REFUGEE PRAYER PILGRIMAGE

The Pilgrimage

Space One: The World Map

[Gather silently around the world map.]

70.8 million people in our world have been forced to leave their homes by war and persecution. We will go home after school today, but they may never see their homes again. Let's stop to think about where today's refugees are coming from.

These are the top 10 countries ranked by number of people forced out by fighting:

[Read (or get children to read) each country's name and find each one on the map]

Syria, Afghanistan, Somalia, South Sudan, Sudan, Democratic Republic of Congo, Central African Republic, Myanmar, Eritrea, Iraq

After each prayer, our response will be 'Lord, in your mercy hear our prayer.'"

We pray for all the places in the world where there is war, where people have to leave their homes because of violence.

[Raise your hand to invite children to join in the response.]

Lord of love and compassion, hear our prayer

[Pause for a few moments of silent prayer before moving on to the next point.]

Space Two: A Loaf of Bread

[Move to the place where the loaf of bread is and gather silently around it.]

One in nine people in the world are undernourished. Drought, or a lack of rain, has made it hard for farmers to grow enough food to feed their families. Because of this, they sometimes need to move to other places to earn money.

We pray for those who are hungry and those who have had to leave their homes.

We also ask for all people to care for the Earth, our common home.

Lord of love and compassion, hear our prayer

[Pause for a few moments of silent prayer before moving on to the next point.]

Space Three: A Passport

[Move to the place where the passport is and gather silently around it.]

Too often, people are persecuted by others who see them as different. This is a major cause of people leaving their homes and countries. Away from their homes, refugees often feel lost and frightened. Yet in God's eyes we are all part of one human family.

We pray for places where people are attacked for being "different." We pray that people will live in harmony with each other, realising that we are all God's children. For this we pray to you O Lord.

Lord of love and compassion, hear our prayer

[Pause for a few moments of silent prayer before moving on to the next point.]

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The Pilgrimage

Space Four: A Backpack

[Move to the place where the backpack is and gather silently around it.]

Look down at what you are wearing. If you have a backpack at school, think about what's in it. Refugees have had to pick up and move with even fewer possessions than these, not sure if they will ever be able to return home.

We pray for refugees on long journeys. We pray for safe passage, hearts filled with courage, strength to support children and the weak, and at the journey's end, a true welcome. For this we pray to you O Lord. God of love and compassion, hear our prayer

Space Five: Khawle's Family Portrait

[Move to the place where the portrait is and gather silently around it.]

Forced migration means families and communities are often apart from each other. They miss one another very much. They are often sad because they will not see each other for a long time.

[Point out to the children the picture of a family with an empty chair. This picture is of a refugee family. The chair symbolises someone who is not able to be with the family whom they miss very much. If the children have a family photo or drawing, invite them to place them around Khawle's portrait.]

We pray for families and friends separated by conflict and migration, that they may soon be reunited. For this we pray to you O Lord.

Lord of love and compassion, hear our prayer

[Pause for a few moments of silent prayer before moving on to the next point]

Space Six: Footprints on the Journey

[Move to the place where learners can draw or write prayers on footprint worksheets and gather silently around it. Give each child a page of the two footprints. Invite them to write or draw prayers and messages of hope for refugees. Encourage the children to think about things like safety, education, health care, happiness, finding lost relatives and friends, returning home.]

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The Pilgrimage

Closing Prayer

[Gather the children's footprints, making them a focal point. For example, have them sit in a circle and place their footprint prayers in the centre. Children may be given the opportunity to share their prayers and intentions as they bring them into the prayer space.

You may also wish to light a candle. Finish by praying together. After the closing prayer, put the footprints, two by two, in a hallway or along a verandah of the school.]

Jesus,
friend and brother,
You know what it is like
to be hungry and thirsty.
You know what it feels like
to be a stranger who is made to feel unwelcome.
You know the suffering of all
who have lost everything.
We pray that by showing our care
for refugees,
we may show love for our neighbour
and be closer to you.
We ask these prayers in Your name.
Amen

Syria

Afghanistan

Somalia

Iraq

Myanmar

Eritrea

**Central
African
Republic**

**Democratic
Republic of
Congo**

**South
Sudan**

Sudan



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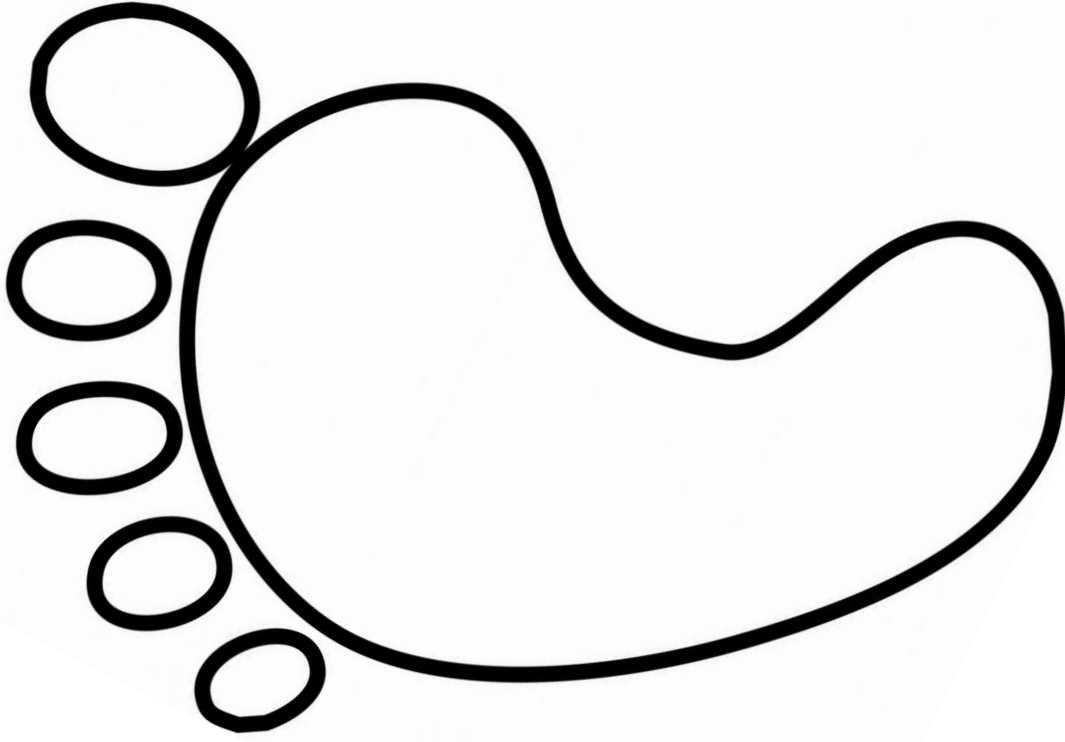
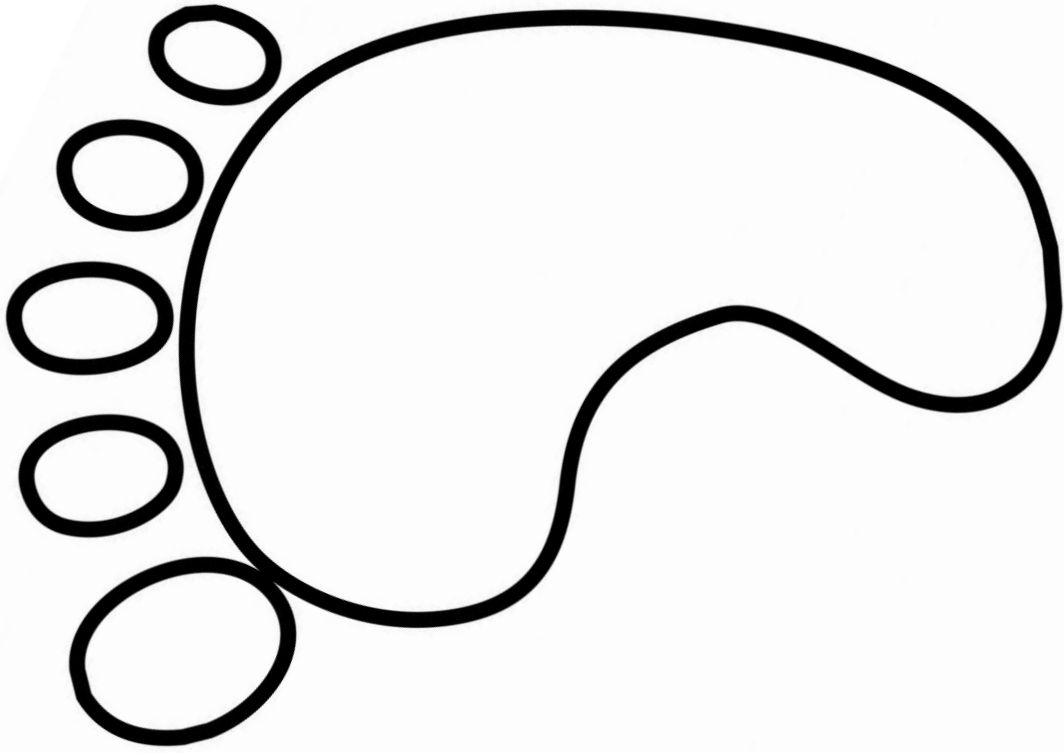
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