



## ON THE PATH OF A REFUGEE: A REFUGEE CAMP SIMULATION FOR STUDENTS

**Adapted from the Canadian Red Cross: “In Exile for Awhile”**

### **RATIONALE:**

The 24 hour simulation activity is a culminating project whose purpose is to provide the opportunity for students to deepen and solidify their learnings while studying refugees in a meaningful and experiential way. This activity will allow students to have a glimpse into what the life of a person fleeing a conflict -ridden country and seeking asylum in a foreign and unfamiliar land would be like. This particular “how to” guide is intended for middle/high school students however could easily be adapted for younger grades. While being an extremely powerful and authentic experience the 24 hour exile can be emotionally challenging for some students thus the teacher should adapt this itinerary based on the individual students in his/her class. This type of activity is recommended and most effective when there is a trusting and positive and environment and students feel safe to take risks. A refugee simulation will provide students with a powerful and meaningful experience that will transform their thinking and help inspire action.

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## A SAMPLE 24 HOUR ITINERARY

### Meeting Site 6:45 AM

Participants meet at a designated site (i.e. in the classroom) away from the camp at 6:45 am. Roll call will occur, then the group of participants will leave for the site of the camp. Volunteers and actors are ready to meet the refugees.

### Character profiles

At this time each student will be given a **character profile**. You can photocopy the examples provided in this kit or make up your own profiles. Be creative! These will be their personal histories for the rest of the event. Choose participants to be children and parents and introduce family members to each other.

### OR

you may wish to not introduce family members to create the type of confusion and feeling of being lost that real refugees face. You could leave it up to the students to find their family members on their own.

### Border Crossing 7:45 - 8:00

The refugees arrive in the general area of the camp (designated area of school grounds) on foot. A military roadblock is a good distance from the entrance to the site. Some military will guard the roadblock. Males are separated from the females. Two military personnel will search through participants' belongings until they find luxury items (watches, i-phones, etc). The roadblock is meant to be a border crossing, so luxury items are seen as being smuggled. 'Smugglers' (take about 5% of the group) will be put into an unmarked military vehicle, or a small room, and then taken to a special area for detention. These participants will be

brought back into the group after Group Divisions have been done, and just before the group is about to go on the 'exile walk.' The roadblock will then be lifted and the refugees will be allowed through.

### **Group Division 8:15**

The refugees will proceed on the trail toward the camp, until they meet some military.

The soldiers will divide participants into groups of no more than 15 people. . A group facilitator will be introduced to the group at this time. The soldiers tell participants that the camp is in another country and that it is likely that the border will be closed when they arrive. They may be forced to find another route. The facilitator will have a map with the outline of the site. Known trouble spots are highlighted. The group will be expected to find their way according to the maps. Be creative when drawing your maps by using local landmarks (see sample).

### **Exile Walk**

Each group will go through the same activities and simulations. Some participants can be given extra luggage to be carried at this time. Others can be given babies (dolls) and be told these children are orphans and they will die if they don't make it to the **refugee** health and feeding centre.

### **Rogue Military Force 9:00**

The first encounter participants will face is a Rogue Military Force, who will ensure that a portion of students receive a marker, a bandanna, pinney etc. (could be all girls, all blonde students etc.) This is at teacher's discretion, the idea is for students to experience being separated arbitrarily to understand how arbitrary divisions based on sex, skin colour, religion really are)

### **Dead Person 9:10**

Shortly after the Rogue Military Force, there will be a dead person lying in the bushes, having been beaten to death. This scene is for effect only, alluding to the seriousness of the Rogue Military Force.

### **Landmine Simulation 9:30**

Students will then enter a minefield where dead bodies will be lying and minefield signs will be placed. A simulated explosion will go off (use a noise maker from a party store or a tape recording of an explosion) and selected participants will be 'disabled' in a variety of symbolic and debilitating forms—from visual and hearing impairment, to limb restriction. Visual props such as arm slings, crutches and tensor bandages are useful here. Remember to be creative.

**Rebel Attack 10:00**

After the Landmine Simulation, rebels will then ambush students. Rebels will emerge from hidden spots in the forest, forcing participants to lie down, and stealing the belongings of several individuals. The stolen belongings will be returned later in the day, but students shouldn't be told this.

**Border Crossing 10:20**

When the participants reach the border crossing, border guards will tell them that this border is now closed and they are not accepting any more refugees. Participants will have to use their maps to determine where to go from there (there will only be one option).

**Abduction 10:30**

As students walk along the new route to the camp, they will encounter a group of several soldiers sitting around, relaxing. The soldiers will pick up their weapons, harass the students and abduct a student (who has been recruited and coached for this role), taking the student back down the path the way the group just came. Each group will be told that the student will not be allowed back into the group because the group does not accept him/her; this decision will be imposed on the group as their own. (It can be alluded to that the abducted person will be tortured or abused- this again is at the teacher's discretion).

**The Camp Gates 10:40**

Once students get to the camp, the camp will be guarded by military. Each group will be forced to wait before they are able to register. Military will be hostile and intimidating, singling out pre-selected people as suspicious troublemakers, and they will have to wait to register until the last group has gone through.

**Registration 11:10**

Once students are allowed to register, each group will be told that they have to fill out the UNHCR forms. Once the forms are complete, the UNHCR personnel will conduct interviews with participants, and participants will have to use their character profiles to prove their refugee status. Boys will also be given ration cards for their family.

**Lunch 12:30 – 1:00**

Provide a light and easy lunch of rice cakes or something similar.

**The Camp**

Once inside the camp, the boys will be told by UNHCR to go to the supply tent and pick up their supplies for their group—water, blankets, dishes, etc. They will also be shown where they can send a family message.

**Guest Speaker(s) 2:00 – 2:45**

Invite guest speaker(s) on the plight of refugees. (or any other related presentation). See attached link to guest speakers or contact the Canadian Red Cross for a list of available speakers in your area. Also contact your local refugee placement centre for the names of some recent refugees to tell their real-life stories.

**Development Education 2:50 3:30**

Students will engage in a development project education session. They will discuss why and how students can get involved. They can learn about projects such as Free The Children or others supported by the Foodgrains Bank and its member agencies. Contact the Foodgrains Bank for a list of available speakers in your area.

**Repatriation and Relocation 3:40 - 4:40**

Repatriation and Relocation volunteers will then tell each group of students, individually, that the host country they are in does not have the resources to house them anymore, and that some of them are going to have to be relocated to another country. Selected students, via roll call roster, will then have to pack up their belongings and move to another group. One group will also be told that because the conflict in their home has ended, some students are being forced to go back to their home country. Their homes in their home country, however, have been destroyed and they will have to be put up in UN Special Housing as Internally Displaced People. A special tent will be set up for them.

**Dinner 5:00 & 6:00**

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Volunteers (parents/community members) will be supplying the dinner for participants (see lentils and rice recipe), but before dinner is served, have a short discussion with students relating the realities of food for refugees to the participants' experience while at the camp. Use the document, "Life in a Refugee Camp: A Sickening Tale" as a reference for this talk.

One group, however, will be told that their food did not arrive yet because the road was destroyed by a mine. Some time later, tell them that their food has arrived and they can now eat. Segregate the boys from the girls. Men will be given food on behalf of their whole families. Women and children will not be served. This will force families to find each other (if they haven't already) and stress the loss of rights and equality that many women refugees face.

**Debriefing/Entertainment 6:30 - bedtime**

Teacher can lead a group debrief about their experience so far. Give lots of opportunity for students to speak and validate what each person has to say. Doing this around a campfire or some other circle format is ideal. You may want to ask a real refugee to tell their story at this time. You can sing and make up

songs that students think refugees would want to sing. (pots and pans and any other found materials can be used as instruments.) Teacher can begin the discussion of how students plan to make a difference with some of the issues/ideas that have come up so far.

### **Bedtime Raid**

A bedtime raid, or perhaps a morning raid to wake up the participants would be an effective way of keeping the refugee experience alive in the camp. This raid could include a kidnapping or a robbery.

### **Sunday Morning**

A bell will awaken participants at **7:30 a.m.** They will be given half an hour from this time to get cleaned up at the wash shacks.  
(in school washrooms) Breakfast (lentils and rice) will be served at **8:00 a.m.**

**Have students and volunteers help clean up the camp.**

**Final Debriefing:** (invite parents for this session)

A final debriefing should occur immediately after the experience and include discussion from all students about what the Exile experience has meant for them. (how did they feel, what was the most challenging, realism vs. what they see in the media, how would I react if this really happened to me etc.) A/B partner or small group discussion and then larger whole group discussion is encouraged. Focus on discussion about what students will do differently now that they know a little more about the plight of refugees around the world.

## AFTER THE 24 HOURS.....

This experience absolutely must be followed up with further in-class activities and debrief. Some possible suggestions for classroom activities:

- Individual journal entries where students can reflect on the experience.
- Write a story from the perspective of a refugee child.
- Social action projects to raise school and community awareness of the plight of refugees- This could take the form of a student created poster to hang in the school/community, a skit or presentation students could perform to other classes or schools, a website that could be published and sent to other students in the school and other schools.
- Invite a real refugee to come to your class and speak to students about their experiences. Have children write powerful questions in advance.
- Contact WUSC- World University Service of Canada who has a student refugee program and see how your class/school can help raise funds to sponsor a refugee student to Canada.
- Get involved in a development project such as through Free the Children to help rebuild post-war communities when refugees return to their homes.
- Get involved with real refugees at local refugee centres. Hold a refugee awareness party for peers
- Have a school fundraiser.
- Sponsor a refugee family Advocate for more acceptance of refugees and start school groups/clubs.

## ACTORS ROLES

**Assign in advance these roles to student/staff/parent volunteers.  
Explain the roles fully and answer any questions or concerns.  
Send a copy of this timeline and be sure to prepare and debrief all  
volunteers fully before the actual 24 hour experience.**

**4 soldiers are required to staff roadblock.**

Responsibilities:

As the 'refugees' approach the entrance to the camp, a military border crossing will block their path. Military Police are looking for the usual suspects. Participants will be singled out to be searched for luxury items. (cell phones, i-pods or snacks) One or two smuggling participants will be pulled away, escorted to an unmarked military site, taken to an interrogation room, where they will sit until 8:15 and then be taken back to the participants.

### **Military Personnel - *Group Division Squad***

5 to ten Military Personnel are required to perform group divisions.

Responsibilities:

Once the 'refugees' get into the camp, soldiers are required to establish order among the group, making participants line up and then dividing them into groups.

### **UNHCR Military Police**

Up to 10 Military Police are required to staff UNHCR Registration Tents

Responsibilities:

Military Personnel are to maintain order and enforce direction among refugees as they approach the camp. Duties include: intimidation, sexual harassment and abuse of power—to be discussed among these volunteers.

### **Rogue Military Force**

Four to eight Rogue Military Personnel are required to harass students.

Responsibilities:

To approach each group along the trail, inspecting women for appropriate marking (pinney's), harassing students who do not have marking.

**Dead Person**

One or two people are needed to play people who have been killed.

Responsibilities:

Be bruised and bloody (via make-up), lying in the bushes for effect.

**Rebels**

6 –12 rebel bandits are required to rob participants on the trail.

Responsibilities:

Rebels are required to ambush participants, forcing them to lie down, and steal their belongings. Maybe abduct female from each group.

**Abducted Student**

One or two students to be abducted by rebel forces.

Responsibilities:

To merge - incognito - with the participants so that when rebels attack, they can abduct a student from each group.

**Slaughtered Family**

One or two slaughtered families, (single mothers and children to lie in bushes), for effect.

Responsibilities: Family to lie in bushes beside trail

# LOGISTICS

## **Volunteers Needed: (Staff, Students, Parent/Guardians, Red Cross and other community volunteers)**

1- Manager/Teacher: The person responsible for all aspects of the event.

2- Organizing committee: The teacher should pull together a group of 5 – 10 people to serve on this committee. Call your local Red Cross chapter or refugee placement centre for people to help with your committee. Include at least one student on this committee.

3- Actors for role playing:

- Ask parents and student buddies in older grades to act/assist.
- Older students who are studying or are drama enthusiasts would make powerful volunteer actors.

4- Helpers during the event: You will need personnel to help with camp set up and clean-up.

If you have a shortage of volunteers, you can use people for multiple tasks. For example, your actors can take several roles and they can also help with other aspects of the event. You can even use your guest speakers as actors. Be creative!

### **Guest Speakers:**

Call the Red Cross, Canada Food Grains Bank or a local refugee placement centre for ideas about speakers. Be sure to make every effort to find former refugees as speakers.

### **Location/ Infrastructure:**

Use the schoolyard Grounds, a local park or some other outdoor space where you will have some privacy.

The school gym is a good idea if weather does not permit an outdoor experience.

You might want to contact the Boy Scouts, the Armed Forces or the Red Cross and ask for the loan of tents or other materials for the event. Cots might make sleeping a bit more comfortable and lanterns will lend authenticity to the event.

Any props that lend a feel of realism to the camp are a good idea. These could include some barbed wire, land mine signs, UNHCR and Red Cross signs, sand bags, etc.

**Food:**

Food is an important element in a refugee camp. Contact the Foodgrains Bank for a list of local people who can help make the feeding station as realistic as possible.

Lentils and rice are a common combination served. A standard ration for refugees contains:  
400 grams cereals (rice in this case), 50g pulses (lentils) and 50g of cooking oil per person, per day.

Contact a grocery store for the possible donation of the food. Only water is supplied for drinking.

Make sure to check with participants for special dietary requirements.

**Press coverage:**

Invite the local media to visit during the exile. Canadian Red Cross can supply you with a press release to be sent to your local media.

**Sponsorship of the event:**

Contact local businesses to sponsor the exile with infrastructure, lodging for guest speakers, food (rice and lentils only!) or finances.

## CHARACTER PROFILES

NOTE: These are some possible refugee character profiles. Another option is to build profiles with your students throughout your unit on refugees. Then the student-generated profiles could be assigned and would be meaningful to students and they would have previously considered the person's life.

### Refugee Profile # 1

**FEMALE'S NAME:** \_\_\_\_\_  
**Husband:** \_\_\_\_\_ **Child:** \_\_\_\_\_

You are a wife and mother. Your child is a 15-year-old girl. Your husband's name is \_\_\_\_\_. Your child's name is \_\_\_\_\_. Neither you nor your daughter can read or write. You and your family are refugees, running from the capital city where you used to live. Your government is under attack from outside forces, which have been threatening to bomb the country. You have no travel documents and have never been registered. You have illegally entered the country of asylum, hoping to gain refugee status.

### Refugee Profile # 2

**FEMALE'S NAME:** \_\_\_\_\_

You are an unaccompanied woman. You had a husband traveling with you, but he was forced by the military to become a soldier. You cannot read or write. You are a refugee, running from the capital where you used to live. Your government is under attack from outside forces, which have been threatening to bomb the country. You have no travel documents and have never been registered with any other international or national agency dealing with refugees. You have illegally entered the country of asylum, hoping to obtain refugee status.

### Refugee Profile # 3

**FEMALE'S NAME:** \_\_\_\_\_  
You are a 15-year-old child. Your father's name is \_\_\_\_\_, and your mother's name is \_\_\_\_\_. You and your mother cannot read or write. You and your family are refugees, running from the capital where you used to live. Your government is under attack from outside forces, which have been threatening to bomb the country. You had a sister traveling with you, but after rebels attacked your group, she was abducted. People in your group have whispered that she will likely be tortured and beaten to death.

### Refugee Profile # 4

**FEMALE'S NAME:** \_\_\_\_\_

**Child:** \_\_\_\_\_ **Child:** \_\_\_\_\_ **Child:** \_\_\_\_\_

You have lost everything. Five days ago your village was overtaken by the fighting. Your house was burned to the ground and all your livestock were either taken or killed. You witnessed your friends, your family—the people you have grown up with—being killed or running for their lives. You managed to escape with three of your children but there was no time to bring any belongings except for the clothes on your back. You have been walking for five days to reach the border. You have heard that people are fleeing to a neighbouring country to get away from the conflict. You and your children have been traveling with a small group, all of whom escaped your village. You have been traveling at night not only to avoid the scorching heat but also to avoid being seen by the various soldiers, rebels etc. You have been waiting all day in the scorching heat with little water. You have not had food for several days. You wonder where your spouse and your two oldest children are—you lost sight of them as you were fleeing your village and now you have no idea whether they are alive or dead. You begin to realize that you cannot return home—you have no home to return to. The loss is overwhelming. You are afraid for yourself and for your children. The different warring parties have been known to do such horrible things, especially to women, and now you feel so scared and alone.

**Refugee Profile # 5 MALE'S NAME:** \_\_\_\_\_

You are 15 years old. Several years ago, rebels attacked your village. They kidnapped you and your sister—you have not seen your family since. The rebels terrified you. One day they took your sister away and you never saw her again. You were afraid that if you didn't do as they asked that they might make you "disappear" too. They gave you a gun—a gun almost as tall as you—and they made you fight for them. You were forced to attack innocent people—threaten them, beat them, steal from them, sometimes you were made to kill them. Sometimes you even knew the people that you attacked—they were from your village or from your tribe. You feel that you have become such a horrible person— that no one would believe you if you told them this was not your choice. The rebels burned a brand into your skin so that everyone would know you as one of them. You thought there was no escape—but you did escape and now you have come to this refugee camp on the border with a small group of others fleeing the country.

**Refugee Profile # 6 MALE'S NAME:** \_\_\_\_\_

You are 25 years old. You were a university student studying engineering in the capital city of your country when the fighting broke out. Your father is from the Northern part of your country and your mother is from the South. Now the North and the South are at war and no one can tell what side your family is on. The

Northerners hate you because they believe you have sided with the South, while the Southerners hate you because they Military forces have raided your home several times in the past few months. They terrorize your family. Luckily you were not home when these raids occurred so you have been spared- your father and mother were not so lucky. You have gone to protests and demonstrations to support your beliefs but you have not been involved in any acts of violence. You only wanted to do well in school and hopefully find a job that you loved to do. Now those hopes are gone because you have had no choice but to flee to the refugee camp at the border to save your life.

### **Refugee Profile # 7**

**MALE'S NAME:** \_\_\_\_\_ **Wife:** \_\_\_\_\_ **Child:** \_\_\_\_\_

You have a wife and one female child. Your wife's name is \_\_\_\_\_. Your child's name is \_\_\_\_\_. Neither your wife nor your child can read or write. Your child is 15 years old. You and your family are refugees, running from the capital where you used to live. Your government is under attack from outside forces, who have been threatening to bomb the country. You have no travel documents and have never been registered with any other international or national agency dealing with refugees. You have illegally entered the country of asylum, hoping to obtain refugee status. Military service has never been forced in your country, but since the threat of war began, your government has been kidnapping men at gunpoint and forcing them to become soldiers; they will kill you if you do not obey.

### **Refugee Profile # 8**

**MALE'S NAME:** \_\_\_\_\_

**Wife:** \_\_\_\_\_

You have a wife who can neither read nor write. Your wife's name is \_\_\_\_\_. You and your family are refugees, running from the capital where you used to live. Your government is under attack from outside forces, who have been threatening to bomb the country. You have no travel documents and have never been registered with any other international or national agency dealing with refugees. You have illegally entered the country of asylum, hoping to obtain refugee status. Military service has never been forced in your country, but since the threat of war began, your government has been abducting men at gunpoint and forcing them to become soldiers; they will kill you if you do not obey.

### **Refugee Profile # 9**

**CHILD'S NAME:** \_\_\_\_\_

You are seven years old and you are all alone. Your village was attacked. Your family scattered to avoid the bombs and bullets and now you can no longer find your mother, father, or your brothers and sisters. You don't know if they are dead or if they have been taken. You think they must definitely be looking for you, but

why don't they come? You find yourself all of a sudden lost in a very big, confusing and scary world. Luckily, a woman passing by found you huddled in the rubble of what used to be your home. She has taken you under her care and you have now traveled many days with a small group of people who are fleeing to the border to escape the continuous fighting. You have been walking mostly at night- miles and miles on your little feet. You have not eaten a proper meal in many days as your group cannot risk making a fire and being spotted. You are tired, hungry, lonely, and afraid.

### **Refugee profile # 10**

**CHILD'S NAME:** \_\_\_\_\_

You are twelve years old. You ran away from the city with your family because of a conflict between two rival political groups trying to take power in your country. On the escape, your father and your eldest brother went looking for some food from the forest and never returned. You and your mother and your two younger sisters have not seen them for five days and suspect that they might have stepped onto landmines or were caught in enemy crossfire. Either way, you and your family still don't have any food to eat. You are trying desperately to find something from somebody but many are in the same situation as yourself and have nothing to spare. Lately, you have been feeling very weak and faint. As well, you can't remember the last time you haven't had stomach pains. Maybe it's because you and your remaining family have been eating roots, leaves and even bark to survive. You hope that you and your family can find a place where one could have "normal" food and possibly even a place to sleep. You wish that this conflict would have never started and that your father and brother were still alive. Your hopes of ever becoming a professional musician, like your father, have been dashed with the outbreak of this conflict.

### **Refugee profile # 11**

**CHILD'S NAME:** \_\_\_\_\_

You are ten years old and you had lived in an apartment building in the second biggest city of your country for as long as you can remember. Recently, a rebel military group from the South East part of the country bombed the city. One of those bombs destroyed your apartment building while you were at school. Sadly, your mother and youngest sister died in the bombing. Luckily, your father was outside during the shelling and is still alive. You and your father decided to try and flee to the safety of your relative's place in a nearby country. However, along the way you and your father ran into some thieves who robbed you and your father of all your possessions, travel documents, food and money. As well, your father was injured during the incident and needs some medical assistance to survive. Now you have no way to reach your relatives in the neighboring country and are stuck in the middle of nowhere. You hear about a refugee camp from other people fleeing your city. The area, however, is unsafe to walk through because it passes through a military conflict zone. But you also know that if you

do not get food and water you will never be able survive long enough to get some medical assistance for your father. You join the people fleeing to the refugee camp. You are fearful, terrified, and not sure whom you can trust in the group. You also hope that you have enough strength to make it to the camp. Lately, you have been getting chills up and down your body, achy muscles and a persistent sense of tiredness. You hope it is not malaria.

## **Refugee Profile # 12**

**FEMALE'S NAME:** \_\_\_\_\_

**Husband:** \_\_\_\_\_

You and your husband (refugee profile # 8) are fleeing the capital where you used to live. Being unable to read or write makes you entirely dependent on your husband for gaining refugee status in an asylum country. The threat on your husband's life makes you extremely nervous because your rights as a woman are limited or non-existent without a husband. You are severely traumatized by seeing so much violence, death and strife throughout the region. Emotionally you are not sure if you could handle traveling much longer. It seems that the stress is having a big impact on your ability to function normally. Overwhelming fear is your constant companion. You also hope that your asthmatic condition does not affect your travels too much. The customs of this country do not allow women to be treated as equal and full citizens and so you have a sense of hopelessness about ever learning to read and write in the asylum country, let alone surviving in a refugee camp.

# PARENTAL CONSENT FORM

By signing this Parental Consent Form, I understand the controversial and sensitive nature of the events for the **Path of a Refugee** Refugee Simulation Event.

By signing this Parental Consent Form, I also agree to allow my child, who is under the age of 18, to partake in this event according to the information outlined in the Parent/Student Information Package.

Name of Participant: \_\_\_\_\_

Date of Birth: \_\_\_ / \_\_\_ / \_\_\_ DD MMY

Signature of Parent: \_\_\_\_\_ Phone Number of Parent:

\_\_\_\_\_

**WARNING:** The event is intended to provide participants with a realistic simulation of refugee situations and refugee camps, and some of the activities during the event may be controversial or disturbing. Even though this is a simulation, you may feel upset, startled, or shocked. If, at any time during the event, you need to pull out for a while, please tell any teacher or adult volunteer and you will be allowed to do so.

**Participant's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## 24 HOUR REFUGEE EXPERIENCE

### INFORMATION FOR STUDENTS AND PARENTS

The event (if held outdoors) might require a significant amount of walking and other physical activities throughout the day, so students are to ensure that they in good health.

For students the first opportunity to eat will not be until the afternoon. Participants are strictly forbidden to bring their own food - this includes snacks and gum as well.

Students are not permitted to bring any luxury items to the event. Cameras, walkmans, watches, flashlights, books, and other non-necessities - including food, as mentioned above - are not to be brought.

STUDENTS WILL BE SEARCHED AND ITEMS WILL BE TAKEN AWAY. All items will be returned at the end of the event. This is to keep with the authenticity of the refugee experience.

Participants will have to carry all their belongings along a hike to the camp, so keep even the necessities to a minimum. There are some items that should be brought: **sleeping bag, small backpack w/ clothes and toothbrush/paste and soap, coat.**

This event may be emotionally challenging for some students. Please be aware that if you need to pull out at any time (even just for a few minutes), simply tell your group leader, and they will get you looked after.