



Bridging Refugee Youth & Children's Services

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Learning Resource to Accompany the Refugee Camp in the Heart of the City Exhibit

By: Médecins Sans Frontières/ Doctors Without
Borders (MSF) and the graduate school class of Dr.
Jan Stewart, Director of the Institute for War-Affected
Children at Global College, University of Winnipeg

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This learning resource material is designed to provide teachers and students with an opportunity to further expand upon their experience of participating in the Refugee Camp in the Heart of the City exhibit. They also offer an introduction to refugee and displacement issues for those students unable to attend the exhibit. They offer five lesson plans, which may be adapted by teachers to suit their classroom needs:

Lesson 1: Forced to Leave

Lesson 2: Finding Shelter

Lesson 3: Water & Sanitation

Lesson 4: Food & Malnutrition

Lesson 5: Building Awareness

Posted with permission from Médecins Sans Frontières (MSF) Canada:
<http://www.doctorswithoutborders.org/education/refugeecamp/resources/>

Refugee Camp in the Heart of the City:
<http://www.refugeecamp.ca/home/>

1. FORCED TO LEAVE

Preparation:

Have students complete “YOU MUST RUN!” homework assignment (**handout provided**) before beginning this lesson.

Here are some resources to understand the background to this lesson and the issues involving refugees and countries with unrest.

Materials Needed:

- YOU MUST RUN handouts
- Weigh scale
- Computers with internet access
- WHY MUST I LEAVE handouts

KEY	Explanation
☺	Easy to read
☹	Pictures
☐	Videos
☒	Technical, in-depth information
○	Text based

Resources	Rating	Website
A Refugee Camp in the Heart of the City	☺ ☐☹	www.refugeecamp.ca www.cbc.ca/news/background/refugeecamp/
Refugee Stories	☺ ☹☺ ☐	www.refugeecamp.ca/about/testimonials.cfm www.itvs.org/beyondthefire/ (Introduces the real-life stories of 15 teenagers, now living in the U.S., who have survived war in seven war zones) www.unhcr.ca
Who is a Refugee?	☒☐ ☒ ☒	www.refugeecamp.org/about/ (Médecins Sans Frontières/Doctors Without Borders(MSF)) www.unhcr.org/home.html www.amnesty.ca/Refugee/who.php
Human Rights	☒ ○	www.amnesty.org/en/refugees-and-migrants www.ccrweb.ca/RRDay.htm
Lesson Ideas	☹☺ ☺☹☐ ○	www.itvs.org/beyondthefire/education.html www.nationalgeographic.com/xpeditions/lessons/01/g912/refugee.html www.ccrweb.ca/RRDay.htm
Organizations helping refugees		www.msf.ca www.unhcr.ca www.icrc.org/eng (International Committee of the Red Cross) www.refugeesinternational.org/ www.theirc.org/ (International Rescue Committee) http://care.ca/main/ www.oxfam.ca/ www.savethechildren.ca/index.html

Activate:

Have students present their “YOU MUST RUN” homework assignment. (**Handout provided**) Encourage students to give reasons and explanations for their choices.

If your time is limited ask for volunteers to present their bags of supplies. Otherwise encourage all students to share their bags. (In the case that all students are not presenting, have them hand in their supply bags with their “YOU MUST RUN” handout for assessment purposes.)

After students have presented, take their supply bags and weigh them on a scale. If their bags are over 5 pounds, have them remove items until they reach that weight. Discuss with students reasons why weight might be an issue when fleeing your home. Encourage discussion as students are removing items and talking about what is necessary to bring when fleeing their homes.

Acquire:

Have your students complete “WHY MUST I LEAVE” handout (**Handout provided**) using internet resources. Remind students to record their sources for all information acquired.

Apply:

As a closing activity have a short discussion on how students felt or how they think they would have felt if they had to remove items from their supply bag.

Have students write a journal reflection on their thoughts throughout the activities.

Starting questions could be:

- How did you feel when you initially packed your bag?
- After reading about war torn countries, would you change what you would pack?
- How did it feel if you had to remove items from your bag?
- How would it feel if you had no time to pack anything?
- Write from the perspective of a refugee when packing and leaving home, how do you think they would feel?

Take in journal reflections and respond with feedback.

WHY MUST I LEAVE?

NAME: _____

There are wars and unrest in 51 countries. Using internet resources find out where **10** of them are, and the number of refugees and number of displaced persons for those countries. A good website to start your research is: www.refugeecamp.org/about/

Country	# of refugees	# of displaced persons

What are **three** reasons that force people to flee their homes?

2. FINDING SHELTER

Preparation:

To begin this lesson pictures of refugee camps and shelters will be shared with students, here is a list of websites to begin collecting these visuals.

- www.refugeecamp.ca

Ensure that students still have their items from the first lesson, "Forced to Leave".

Materials Needed:

- Visuals of refugee camps and shelters
- Masking Tape
- Student's 'Forced to Leave' items
- Established Home Vs. Shelter Handouts

Activate:

Display visuals of refugee camps and shelters from a variety of countries. As a class complete a list of similarities between shelters.

Explain the physical attributes of a refugee shelter. Describe the typical dimensions (3.5 meters squared), materials used (sticks, rope, tarps) and general overcrowding.

Acquire:

Divide students into family groups, typically a group of 5 might live together in a refugee shelter. Groups can be equal in size or purposely made to be unequal so that students understand issues or problems related to space.

Have students measure out a 3.5 meter squared space. (This can be done in the classroom, or if space is limited, hallways can be added or another available space could be added) Students should mark the boundaries of their shelter with the masking tape provided.

Once their shelter space is defined, have students bring their belongings to their shelter and attempt to fit all the items as well as people into their shelter. If items do not fit, encourage students to make decisions about where they will go or if they will be kept.

Within their family groups have students brainstorm two lists – one containing the items that make up an **Established Home**, and the other containing the items that make up a **Shelter**. (Handout provided)

Apply:

Have students sit in their shelters and write a reflection about the shelter activities.

Starting questions could be:

- Consider your 5 senses; try to interpret the world around you through each of your senses (as if you were truly in a refugee camp).
 - o What might a camp smell like?
 - Are the smells familiar, comforting or foreign?
 - o What kinds of sounds might you hear?
 - Are languages familiar?
 - Do you hear screaming, singing, shouts of fear or joy?
 - o As you are sitting in your tent, what might you see?
 - o How do you feel on the outside? On the inside?
 - Are you comfortable or uncomfortable? Why?
 - o Describe your surrounds.
 - What can you touch?

Encourage students to remember that people also have positive emotions and feelings in a refugee camp, as it does become many people's homes.

Have students reflect on how they could transform their Shelter into an Established Home. (This could also lead to a class discussion on how refugee camps becomes home for many people.)

ESTABLISHED HOMES &

GROUP NAMES:

As group brainstorm items that would fit into the categories of an Establish Home and a Shelter, and which ones fit into both categories. Feel free to be creative and include drawings or other explanations in your categories. You may use extra paper if you need room.

Established Home	Shelter
A familiar environment that not only protects from the elements (rain, heat, cold etc), but also provides comfort. This is a place where you feel safe.	A physical structure that provides protection from the elements (rain, heat, cold etc). In the beginning a shelter may feel uncomfortable and unfamiliar. It may have been built in a hurry, without adequate supplies.

3. WATER & SANITATION

Preparation:

Have students complete a log of daily water consumption before beginning this lesson. **(Handout provided)**

Activate:

With their completed water consumption log, students will tally amounts of water used for daily activities.

Students should calculate the following totals:

- Total Water Used per Day
- Total Water Used per Week (Day total x 7)
- Total Water Used per Month (Week total x 4)
- Total Water Used per Year (Month total x 12)
- Total Water Used for each category (eg. Drinking, cooking, bathing etc.)

Materials Needed:

- Water consumption handouts
- 2L container with clean water
- Computers with internet access for research component
- Joseph's Story handout
- Mary's Story handout
- 2L container with dirty water

As a class graph the results from a few of the totals on the board or overhead. Encourage students to discuss amounts of water used.

- Do they believe they have used water fairly, or that they have used it excessively?
- What are some areas where they feel they could cut back?
- What are some areas where they feel they 'needed' the amount of water they used?

After the discussion, provide students with a 2L container of water. Explain that refugees in a camp should have a minimum of 5L per person, which should rise to 20L, but 2L is all they may be provided with initially. (See www.refugeecamp.ca for more information on water consumption)

Acquire:

Students will research water consumption and sanitation in Canada compared to countries with refugee situations.

Assign students (either individually or in groups) a country that has refugee camps and have them complete the research assignment. **(Handout provided)**

WATER CONSUMPTION & SANITATION RESEARCH

NAME: _____
COUNTRY: _____

Using internet resources research water consumption and sanitation for both Canada and a country with refugee situations.

Information can be presented in slides, poster, brochure, or your own creative idea. If you have your own idea, check with your teacher before proceeding.

Remember to include all sources for your information! Here are some places to begin your research:

- www.refugeecamp.ca
- www.ec.gc.ca/water
- www.unhcr.org

You **must include** answers to these questions in your research, but you may include more information if you feel necessary.

1. How much water is given to an individual in a refugee camp?
2. Where can water be obtained in a refugee camp?
3. How much water does an average Canadian use?
4. How is water sanitized in Canada? What standards do Canadians need to meet for our water regulation?
5. Why is it important to sanitize water?
6. How is water sanitized in a refugee camp? What standards do refugee camps need to meet for water regulation?
7. What are problems that can occur when water is not sanitized?
8. In a situation where there isn't proper sanitation, what other areas of life are affected? How are they affected?
9. What diseases can be caused by unclean water?
10. Describe some ways that international agencies are trying to provide water to refugee camps.

JOSEPH'S STORY

Hi, my name is Joseph. I am from Liberia, a country in West Africa. When we were forced to flee from Liberia into refugee camps, water and sanitation was a major problem for us. I have lived in refugee camps both in Sierra Leone and Guinea.

Before we arrived people in the refugee camps got their water from wells and from small rivers and streams. Even before we arrived there was a limited amount of water for the people in the camp, and with many more people arriving in the refugee camps, getting water was extremely difficult. Another problem was that most of the rivers and streams would completely dry up during the dry seasons.

Water in these streams and rivers was not as clean as some people were used to, and many times these water sources were contaminated with human waste.

We had to walk long distances in order to get water. Refugees would have to line up for hours with our water containers and buckets to wait for water. Refugees were often the last to get water. The water tables of the wells were very low and we were only allowed to fetch water early in the morning or late at night from these wells.

If we were lucky to get water it would be very cloudy with mud, clay and dirt. We had to let the water sit for a long period of time before we could drink or cook with it. To bathe or do our laundry we would have to travel long distances to the small rivers and streams. Many times there would be conflicts between refugees and local people because there was always an insufficient supply of water.

The water we would get was not purified, and because of this many of us got sick from water borne diseases, especially children because their immune systems were already weakened. It took a long time before conditions at our refugee camps improved. Our water situation was improved with the help of some international humanitarian assistance.

MARY'S STORY

I am from Eastern Africa, and my name is Mary. My country of origin is Sudan and I have lived in a refugee camp for more than ten years.

I was one in a group of children from my region of Sudan that were forced to leave the country due to the civil war between the north and south. First I went to Ethiopia in 1987 and then later I ran to Kenya in 1992. In 2001 I was accepted by the Canadian High Commission for Refugees to be relocated in Canada. I now live in Winnipeg, Manitoba.

The major problems in the refugee camp were the lack of sufficient resources, like water, food and proper sanitation. The population in one refugee camp was 80,000, from seven nationalities in East Africa. There were so many problems, but water and sanitation were the main problem facing refugees in the camp.

The shortage of water was a major concern because the camp was located in Northern Kenya, which is in the desert. We had to fetch water twice a day, once in the morning at 7 am and again in the evening at 4 pm. Water containers were used for collecting water used for drinking, cooking, showering and washing clothes. There were some days when we had to go without water because the tankers were unable to reach the water points in the camp.

Poor sanitation was fuelled by the lack of clean water for drinking and cooking. This caused multiple diseases in the camp, such as cholera, frequent diarrhea and other diseases. All of these diseases could have been prevented if the camp environment was kept clean. Refugee life was complicated by poor health.

4. FOOD & MALNUTRITION

Preparation:

While watching the movie clip in the activate section students will receive a ration of food aid similar to those in a refugee camp. These should be made ahead of time. (*Be aware of allergies, dietary restriction and other medical concerns in your classroom*)

An alternative to preparing the food rations for the entire class is to bring in samples of the rations for students to observe

For a class size of 25:

Cornmeal: ½ cup serving per student

12 ½ cups cornmeal
37 ½ cups water
12 tablespoons oil
15 teaspoons salt

In a pan, bring water, oil and salt to a boil over medium heat. Gradually add cornmeal, stirring continuously with a wire whisk. When mixture starts to thicken, reduce heat to low. Continue to stir until mush is quite thick and creamy, about 5-10 minutes.

Lentils: ¼ cup serving per student

6 ¼ cups lentils

Cover lentils with water and boil for 2 to 3 minutes. Reduce heat and simmer until tender. Drain and serve.

Food Rations per person: 2100 calories

50 g (3/4c) lentils
400 g (6c) cornmeal
5 g (1 tsp) salt
50 g (3/4c) oil

Materials Needed:

- Cornmeal
- Oil
- Salt
- Water
- Lentils
- Computer with internet access to show movie clip
- Computer with internet access for student research

Activate:

Have food rations visible for students to see as you begin the lesson. Explain that this is what one person will receive for one day.

Hand out students food ration for one meal (lentils and cornmeal).

While students eat their rations have them watch the “Living on Empty” clip at: (17 minutes in length)

www.cbc.ca/national/blog/special_feature/a_hungry_planet/living_on_empty.html

Students will write a journal entry after watching the video clip. Some questions for them to begin their journal writing are:

- How would you feel in a similar situation?
- Have you had the types of food they were given as food rations before today?
- Do you like the food rations?
- Would you be able to live on these rations for a long period of time?

Acquire:

Students will research the nutritional content of their food rations at a refugee camp, as compared to a Canadian meal. From the information obtained from their research students will further research what problems can occur from lack of specific nutrients. **(Handout provided)**

Apply:

As a closing activity, have students watch the video clip located at: (17 minutes in length) www.doctorswithoutborders.org/news/issue.cfm?id=2396

Students will write a journal entry after watching the video clip. Some beginning questions are:

- How did you feel after watching this video clip? Was it different than the first video clip?
- Would you like these food rations better?
- Do you think there is a difference in how the parents feel from the first video clip to the second?

NUTRITION COMPARISON

Using internet resources compare the nutritional content in your food rations in a refugee camp to that of a Canadian meal you would eat on a regular basis.

Here are some sites that can help you find nutritional information:

- www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php
- www.dietitians.ca/index.asp
- www.eatracker.ca
- www.nutritiondata.com
- www.thecaloriecounter.com

Meal in a Refugee Camp				
Food	Cornmeal (whole-grain yellow)	Lentils	Oil	Salt
Serving Size	1 cup			
Calories	442			
Total Fat	7%			
Carbohydrates	31%			
Sugar	0%			
Protein	19%			
Vitamin A	5%			
Vitamin C	0%			
Calcium	1%			
Iron	23%			

What is the total amount of calories in this meal?

What is missing or are very low in this meal?

Regular Canadian Meal				
Food				
Serving Size				
Calories				
Total Fat				
Carbohydrates				
Sugar				
Protein				
Vitamin A				
Vitamin C				
Calcium				
Iron				

What is the total amount of calories in this meal?

What nutrients does this meal have that the refugee meal lacked?

Pick **one** of the nutrients that is lacking from the refugee meal. Research the following:

- What foods is this nutrient found in?
- What complications or problems can result when you lack this nutrient in your diet?
- What are the symptoms that will occur when this nutrient is missing in your diet?
- What is the treatment or cure for the problems associated with your nutrient?

5. BUILDING AWARENESS

Preparation:

At the end of this lesson, students are encouraged to put their research into action. Some of these ideas might need to be planned ahead of time.

Activate:

As a class have the students discuss what they have learned over the course of preceding lessons.

Some beginning questions are:

- What have you learned?
- What was a surprise to you?
- Where you discouraged, hopeful etc.?
- If you could choose one thing to make better, what would it be?
- What would you like to see happen now?

Materials Needed:

- Building awareness handout
- Computers with internet access for student research

Acquire:

Students will research international and local organizations that are helping newcomers in Canada. **(Handout provided)**

Apply:

After students present their research, as a class decide on a proactive way to get involved. This could include building awareness, or directly helping newcomers in Canada. Here are some more ideas to expand your students' research:

- **Daily Announcements**
Have your students write interesting facts and quotes from their learning to be read during the morning announcements at your school.
- **School Assembly**
Have your class organize a school assembly to present what they learned about refugees. Speakers from the community could also be invited to share their message about refugees.

- **Writing Letters**

Have students write to their government, encouraging Canada to take specific actions to end violence and poverty around the world.

- **Agency Presentations**

Invite representatives from locally based organizations servicing refugees and immigrants or NGO's to speak to your students. Some examples are:

- Médecins Sans Frontières/Doctors without Borders(MSF)
www.msf.ca/contact/national-speakers-bureau/
www.msf.ca/donate/fundraise-for-msf/
- Canadian Red Cross
www.redcross.ca/
- UNICEF
www.unicef.ca

BUILDING AWARENESS

NAME: _____

Use internet resources to research **one international organization** and **one local organization** that help refugees.

Include the following:

- Contact information
- How the organization helps refugees
- Ways to get involved with the organization
- An interesting fact about the organization

Remember to include all sources for your research.

Be prepared to present your information to the class. This can be done in a variety of styles, slides, oral, poster, etc.

After the class has presented we will be choosing an organization to get involved with. Be prepared to advocate for your organizations.