

## 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](http://www.refugeecamp.ca)
- <http://www.unhcr.org/cgi-bin/texis/vtx/home>

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, ropes, 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 or another available space could be used.) 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 the items will go or if the items 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).
  - What might a camp smell like?  
Are the smells familiar, comforting or foreign?
  - What kinds of sounds might you hear?  
Are languages familiar?  
Do you hear screaming, singing, shouts of fear or joy?
  - As you are sitting in your tent, what might you see?
  - How do you feel on the outside? On the inside?  
Are you comfortable or uncomfortable? Why?
  - Describe your surroundings.  
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 become permanent homes for many people.)

# ESTABLISHED HOMES & SHELTERS

GROUP NAMES:

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Have groups brainstorm items that would fit into the category of an *Establish Home* and items that would fit into the category of a *Shelter*, and which items 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.