

Geography – 12-14 years

Unit and Lesson Plans



Refugee issues can give a human face to lessons on:

Mapping: Location of refugees worldwide; origin of refugees; distribution within the local population.

Spatial organization: Refugee camps and local integrated settlements; site planning.

The environment: Massive outflows have consequences for the environment of the region they settle in; the ecological balance of the area can be put at risk.

Population: Within areas such as the Commonwealth of Independent States, Africa or Asia, or from the South to the North, the complex mosaic of different ethnic groups can be illustrated with stories about families who have been forced to flee ethnic fighting.

Economic development: Refugees contribute to the life of the community in which they integrate; they may bring initiative, skills and manpower which are keys to the development process of some areas.

Poverty and developing countries: There is a correlation between refugee problems and development, and it is no coincidence that the largest refugee populations are found in the poorest parts of the world.

UNIT PLAN FOR AGES 12-14 IN GEOGRAPHY: LIVING CONDITIONS IN REFUGEE CAMPS IN AFRICA

UNIT OBJECTIVES

Knowledge

To understand clearly the concept of population density

To apply that understanding to the case of Rwandan refugees in camps in Tanzania (1994-96)

To understand the implications of overcrowding for refugees' well-being

To understand the living circumstances of refugees in an African refugee camp

Skills

To practise skills of reading, interpretation and analysis of data contained in tables

To practise inferring conclusions from data presented



Values

To appreciate the restrictions and pressures of African refugee life

To appreciate the contrasts between those hardships and the comparative well-being of the students' home town

To develop empathy and a sense of solidarity with African refugees

To reflect upon fundamental human rights - things to which all human beings are entitled by virtue of their common humanity, and not because any law guarantees them

LESSON 1

CONTENT	TEACHING METHODS/LEARNING STRATEGIES
Population density in refugee camps - Case study of Rwandan camps in Tanzania The impact of overcrowding on refugees' well-being Comparison of population densities in African refugee camps and major cities of the world	Introduction Teacher quickly describes Rwandan refugee emergency of 1994. Map work Tanzania - Kagera region - Ngara area - camp locations - international borders Activities Read through the Activity Sheet together. To convey the concept of population density, mark a 3m x 3m square on the floor in chalk. Ask more and more students to stand inside it. Calculate "population per square meter". Questions In pairs, students answer questions 1 & 2 Lateral thinking Ask students differences between crowding in a refugee camp and crowding in a large modern city.
RESOURCES "Rwanda: causes and consequences of the refugee crisis", in UNHCR, The State of the World's Refugees: In Search of Solutions (Oxford, OUP, 1995), p.32-33	

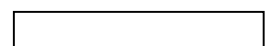
Student map: Refugee Camps, Kagera Region, Tanzania, late 1996.

Student Activity Sheet 1: Population and Areas of Rwandan Refugee Camps, Kagera Region, Tanzania, Late 1996

LESSONS 2 and 3

CONTENT	TEACHING METHODS/LEARNING STRATEGIES
Case study of life in Hartisheik, a Somali refugee camp, Ethiopia	Link to previous lesson and Introduction
Comparison with life in the students' home town	Ask the students to think of some differences between life in a refugee camp and life in their home town.
Housing	
Sources of daily food	Activity sheet
Sources of drinking water	Students work in pairs, reading the short articles, discussing quietly together and filling in the boxes in the table.
Sources of energy for cooking	
Education and school facilities	
	Discussion Some students may remark on the injustice of their own comparative well-being and the harsh and poor conditions in which the Somali refugees at Hartisheik have to live.
	Encourage that sort of comment; it can lead to a very fruitful discussion on human rights.
RESOURCES	
Student Activity Sheet 2: Comparison of an African Refugee Camp with your Home Town	
Articles from Refugees magazine, no. 105, 1996:	
"No Place like Home", p. 12-13	
"Feeding the Hungry", p. 16-17	
"Nary a drop to drink", p. 22-23	
"Preventing and repairing the damage", p. 26	
"Escape from Ignorance", p. 21	

LESSON PLANS FOR AGES 12-14 IN GEOGRAPHY: LIVING CONDITIONS IN REFUGEE CAMPS IN AFRICA



Purpose

Life in a refugee camp. The images of sprawling, smoke-filled tent cities are familiar enough to anyone who watches the nightly television news. But the reality of life in such a place - day after day, year after year - is almost unimaginable for most of us.

The purpose of this unit is to bring the almost unimaginable into focus.

LESSON 1

Preparation

Run off a class set of (a) Student Activity Sheet 1: *Population and Areas of Rwandan Refugee Camps, Kagera Region, Tanzania, Late 1996*; and (b) Student map: *Refugee Camps, Kagera Region, Tanzania, late 1996*.

Procedure

Set the background for the lesson by briefly describing the Rwandan refugee emergency of 1994. Mention that hundreds of thousands of Hutu refugees fled to Eastern Zaire and north-western Tanzania in mid-1994.

Make sure that the students have a clear idea of the location of Tanzania on a map of Africa and of the world. Use the map in the Activity Sheet to locate precisely Kagera region, Ngora area, and the five camps mentioned in Table 1. Point out the closeness of the Rwandan, Burundian and Ugandan borders.

Ask a student to read out the opening paragraphs of the Activity Sheet.

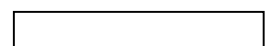
Now consider Table 1. Ask the students how the figures in the final column (population density) were calculated? Make sure that they understand the concept of population density by marking out a square with chalk on the floor, 3 meters x 3 meters, and asking increasing numbers of students to stand in the square. Calculate "population density per meter"

The students should now answer questions 1 and 2. As they do so, stop to check progress and understanding.

Table 2 provides comparative figures for the population density of three major cities of the world. Try to bring out the fact that in a camp like Benaco, people lived in conditions almost twice as crowded as in Tokyo, which is a city with thousands of apartments.

Ask the students what differences they can imagine there must be between crowding in a refugee camp and crowding in a large modern city.

LESSONS 2-3



Preparation

Have ready a class set of Student Activity Sheet 2: *Comparison of an African Refugee Camp with your Home Town* and of the relevant articles from *Refugees*, no. 105, 1996, including the map of Ethiopia map of Ethiopia.

Procedure

As a follow up to the previous lesson, ask the students to think of some differences between life in a crowded refugee camp and life in their home town.

Present Student Activity Sheet 2 and the articles to be read. Students could work quietly in pairs to list points in each box of the table.

After a while, take the opportunity to discuss the students' answers. It is very likely that, without fully understanding why, the students will begin to generalise the comparisons they have made into considerations of justice, equality and fundamental human rights. Be prepared to allow them to explore these issues. Even if they seem to leave behind the subject matter of the lesson for a while, it is not a waste of time.

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