

The walls that separate the world

Lesson 1

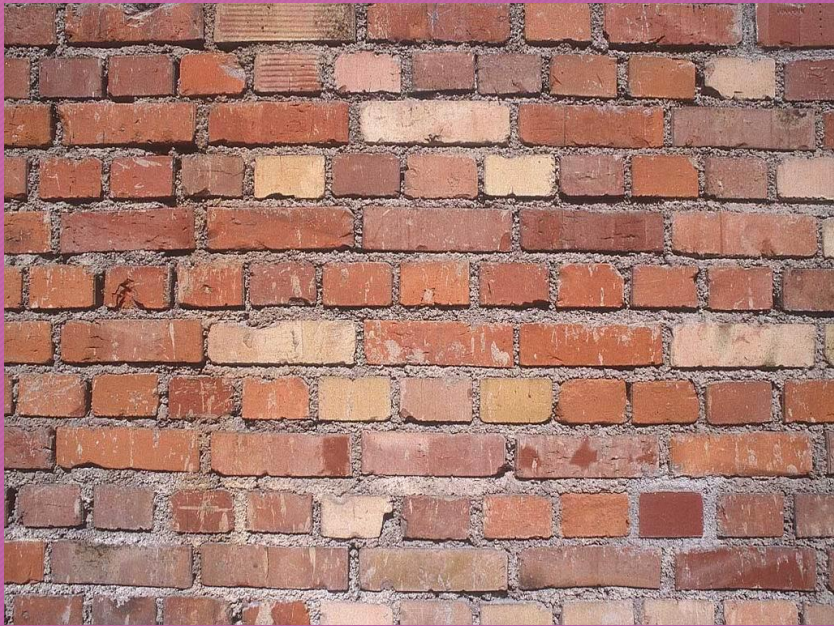
The aim of this lesson is to raise responsible young people who will keep an open mind on religions, traditions, cultures of other peoples, and are going to be capable of valuing freedom, respecting human dignity and individuality. We would like our students to be responsible for the modern world who will know that building the walls is not the best way of conflict solution.

We also want our students to know which places of the world the biggest conflicts occur.

The walls that separate the world

Students will get to know about completed or under construction walls which are built all over the world as a result of different political or emigration decisions. They will try to see how life could differ on both sides of the walls. They will also try to find out the positive aspects of the wall construction.

Step 1: Students can see the picture of wall, the brick and try to guess what the lesson is about.



Step 2: Students try to answer the questions:

**Why do people build the
walls/gates?**

**Where are they? Do they really
share/ seperate people**

Step 3: Students are informed about the present situation with wall building in the modern world

1 **BELFAST** 99 'peace lines' separate Catholic and protestant communities

2 **SPAIN - MOROCCO** Fences surround Spain's enclaves of Ceuta and Melilla

3 **CYPRUS** Since Turkey's invasion in 1974 a wall has divided the island between Turkish and Greek Cypriot sides

4 **HUNGARY - SERBIA** Hungary began building a 110-mile (177km) fence along its border with Serbia

5 **GREECE - TURKEY** The 7 mile Egeos wall along its border with Turkey is designed to prevent migrants using Greece to enter Europe

6 **USA - MEXICO** Presidential hopeful Donald Trump has promised to extend America's security by building a 1,933 mile wall paid for by the Mexican government

7 **MOROCCO - WESTERN SAHARA** 1,700-mile sand berm to protect Morocco from Polisario rebels

8 **SAUDI ARABIA - IRAQ** With the threat of the Islamic State, the Saudi government have expanded the security on their border to include a 560-mile fence

9 **ISRAEL - WEST BANK** Israel began building its security barrier in 2002 to keep out Palestinian insurgents

10 **TURKEY - SYRIA** Turkey is building a 500 mile wall along its southern border with Syria as protection against ISIS militants

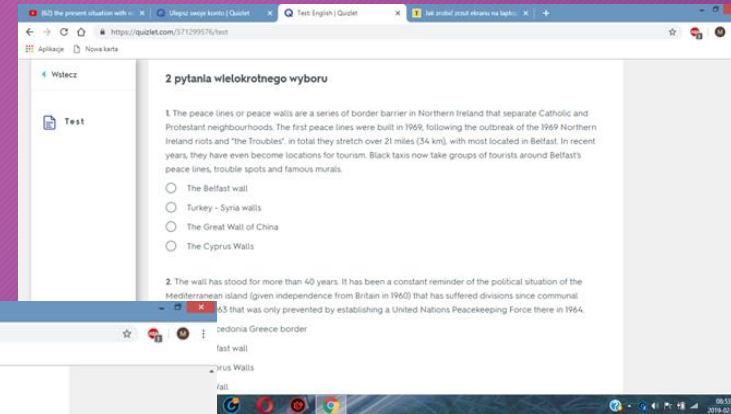
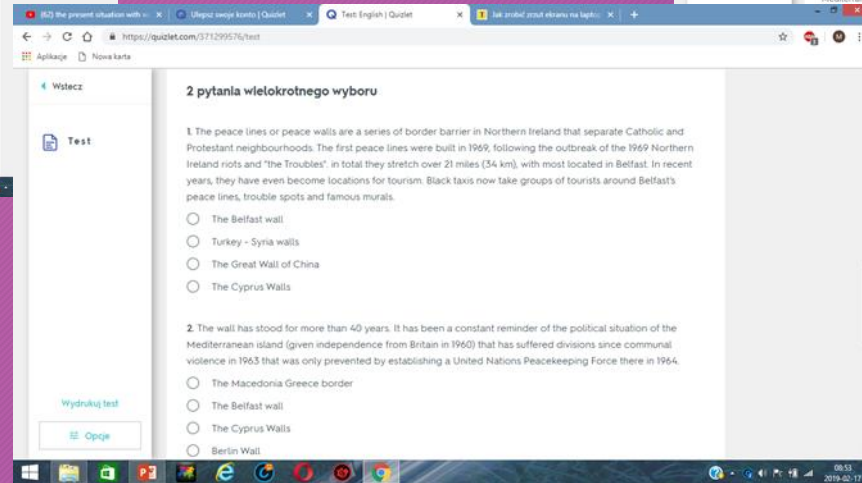
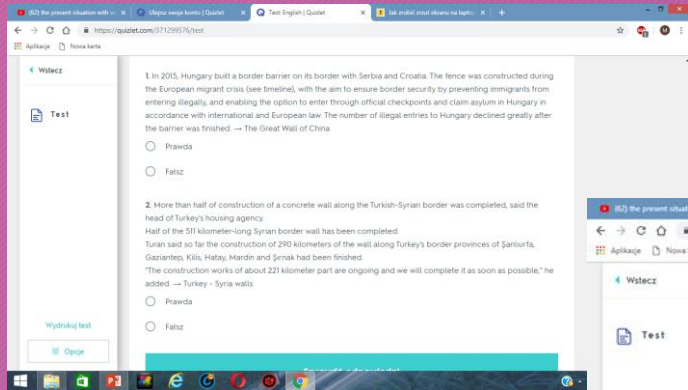
11 **INDIA - BANGLADESH** India has built a barbed wire fence along its border with Bangladesh to prevent immigrants crossing the border

step 4: Students try to work with a short quiz about the wall constructions in the world

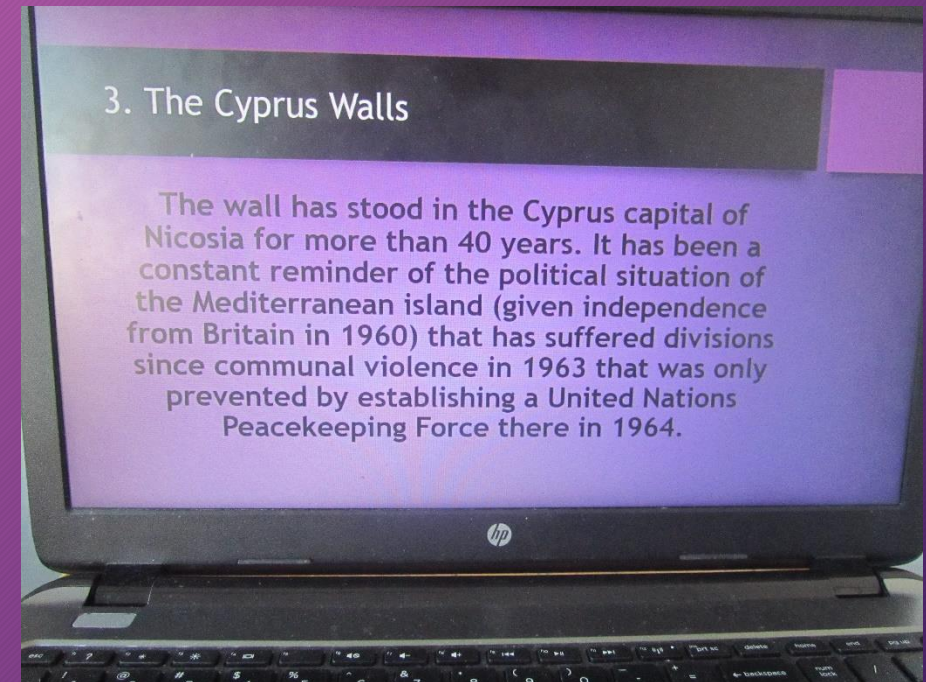
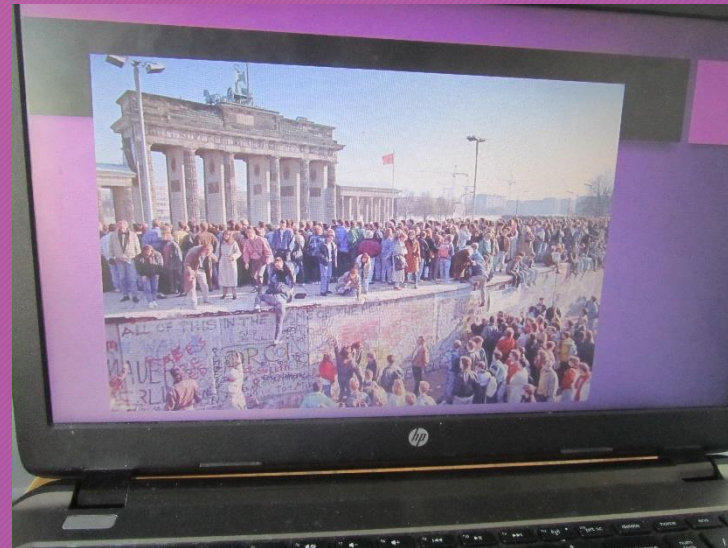
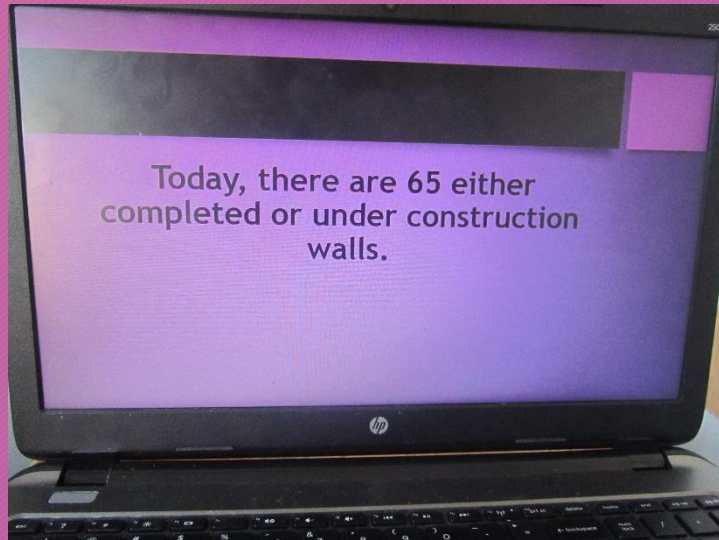
- The ICT tool: quizlet.com



Their task is to match the name of the wall construction to its proper definition or to choose the correct answer true/false



Step 5: Students compare their results with other groups; later they watch the presentation about 9 „the most popular” walls in the world



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SLAJD 10 Z 27

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6. Hungarian border barrier

In 2015, Hungary built a border barrier with Serbia and Croatia. The fence was during the European migrant crisis (see the aim to ensure border security for immigrants from entering illegally, option to enter through official channels, asylum in Hungary in accordance with European law. The number of illegal

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7. Turkey - Syria wall

Turan said so far the construction of 290 kilometers of the wall along Turkey's border provinces of Şanlıurfa, Gaziantep, Kilis, Hatay, Mardin and Şırnak had been finished.

SLAJD 11 Z 24

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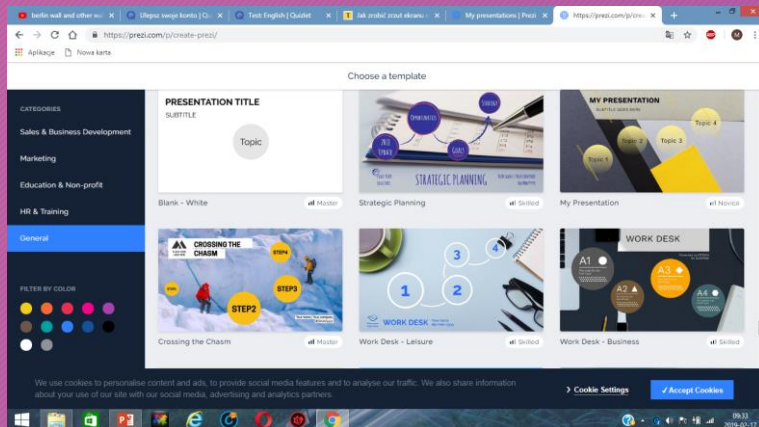
- Step 6: Students talk about life on both sides of the wall; they watch part of the film about Berlin wall

Walls - the human tragedy?



Step 7 Students prepare prezi presentation „Walls - the human tradeegy”, presenting people’s opinions, their life on the both sides of the wall

The ICT tool:



Some information from students' presentations:



A boy on the Mexican side of the border, in Anapra, Ciudad Juárez, came up to talk to writer Cecilia Balli as she reported on the border fence. “When I first drove by it on the way to my uncle’s house, it shocked me. It’s desolate land. To me, it’s very beautiful land. I’m from here. I’m very rooted here, and all of a sudden I see this 18-foot steel fence. It looked like a scar, like a cut that’d just been sutured.”

Some information from students' presentations: No home, no family/friends contact

No home, no family/friends contact:

- **Antonis Antoniou was only five years old during the invasion, but vividly remembers the fear he felt**
I remember the sound of the airplanes and bombs. The fear, the pain and cries of women and children running to save their life
- I remember people crying over their relatives' graves. My family was forced out of their land just because they were Greek-Cypriots. I spent my early years in tents, old houses and refugee camps. We had no food and we had to stand in line for UN aid.
- We had a family, a life a house and one morning we woke up hungry and scared in some olive tree field. All that because we had the bad-luck to be born Greek-Cypriots.

Step 7: Students try to find out if there are any positive aspects of „walls”

Walls - the place of art and tourism



Walls - the place where art graffiti is created



Step 8: Students try to design their own grafitti which aim is: to promote peaceful world without the walls

The ICT tool: Canva.com

