

MIGRATION AND REFUGE

RIGHTS WITHOUT BORDERS: **SAID AND THE WALL**



My Name is Said

Hi! I'm Said, I'm 10 years old and I live in a small town called Moleville. I have two best friends, Marco and Lina. I love playing football and my friends and I go nearly every day to play in a forest clearing just next to the wall. Pay attention to this wall because it plays a main role in this story!



Said



Lina



Marco



The other day we were playing in the clearing and Marco hit the ball so hard it bounced off the wall and landed on top of one of the highest trees nearby. Lina and I climbed up the tree and when we reached the top, we looked towards the wall and we couldn't believe our eyes! Behind the wall there were houses, people walking up and down the streets and children playing... and as strange as it may seem, they were all blue-haired! It was unbelievable!



There are things about the story I just told you which I simply can't make sense of. Can you help me discover them?

* For further information on all the ACTIVITIES, see the Educational Guide.



- ✓ Why do you think there is a wall surrounding Moleville?
- ✓ What is a wall? What is it for?
- ✓ Do you have walls surrounding your town or city? What are they for?
- ✓ Do you know of other borders, barriers or walls like the wall of Moleville?
- ✓ Apart from borders, do you know of other things that can separate people?
- ✓ Do you know of any invisible wall or border?

There are many walls, barriers, borders and elements separating towns and people around the world. At home, ask your family if they know of places where there are borders or walls which prevent people from coming and going freely. You can also find photographs of some of these obstacles and walls, whether visible or invisible. Later, in the class, you can make a mural and comment on it.

Do you want to join us in our adventure?



Lina's grandfather

Now that we know more about walls and barriers, let's continue with the story:

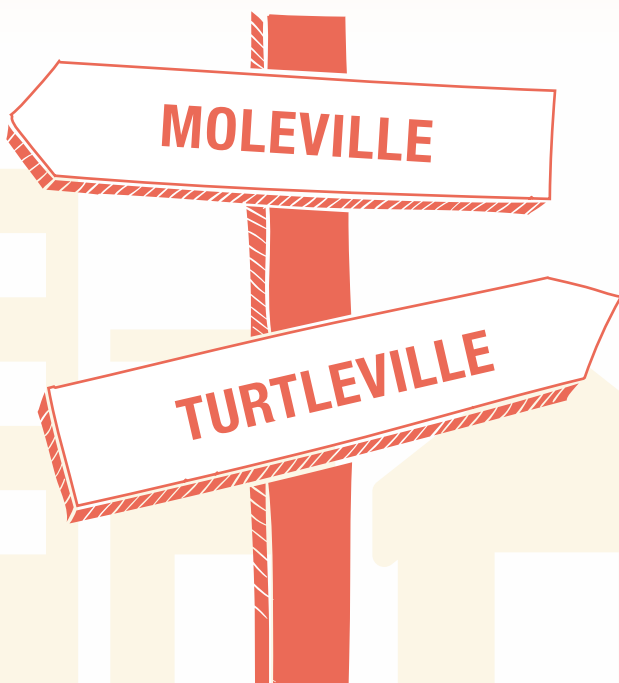
When we managed to get the ball down, we hurried back home and went to see Lina's grandfather. We wanted to know who the people living behind the wall, near the sea, were. This is what he told us:

"Once upon a time there were two neighboring towns that got along together, Moleville, our town, and the town located next to the sea, Turtleville. I was born in Turtleville and your grandmother in Moleville, and we both lived in our towns. Your grandmother loved the beach and I loved the forest, so we used to go walking in the forest or along the shore and we had plenty of friends and family living in both towns.

For years we lived happily and in peace as neighboring towns. We had many things in common, but we were also different - particularly with regards to the color of our hair: people from Turtleville were blue-haired while people from Moleville were

black-haired, brown-haired, blonde... anything but blue. Some people thought this was due to our closeness to the sea; others said it was because we ate fish and seafood. The truth is that nobody knew why - our hair was simply of a different color.

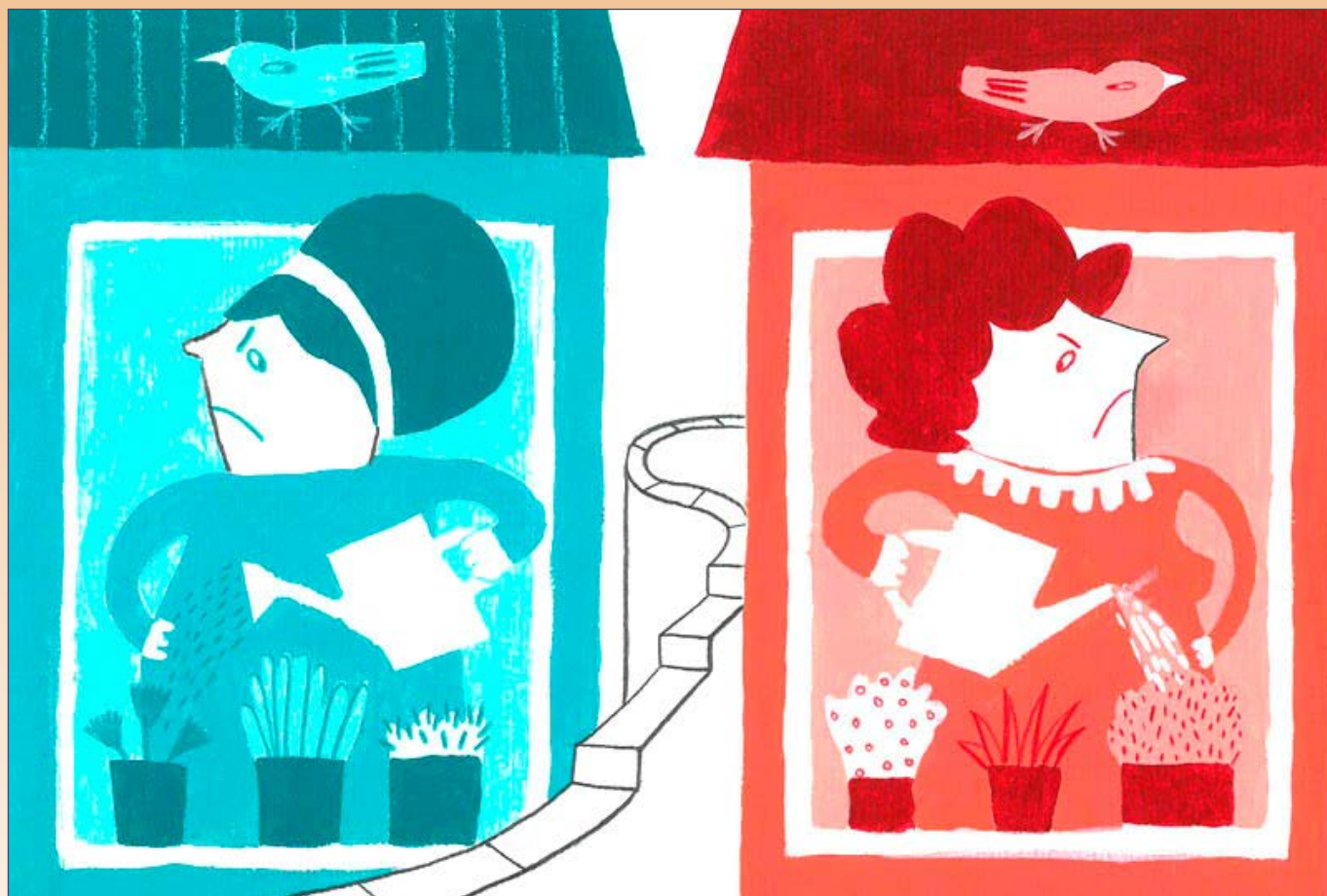
Everything was going well until one day there was a fight between two neighbors - one from Turtleville and the other from Moleville. Nobody remembers what the fighting was about, but the neighbors of both towns gradually started mistrusting one another. Some people from





Moleville started saying that blue-haired people were bad and dangerous, there were fights and arguments and some people went so far as to suggest that building a wall separating both towns could be a good idea to help bring the fighting to an end. Many people thought this idea was absurd given that the towns had always lived together in peace and that a wall would be of no use – being different did not mean they could not stay united.

But the construction of the wall began. At first the wall was low and we could jump over it and go from one town to the other easily, but the mayor and some of the neighbors started to make it higher and higher, and the wall rose parallel to the increasing mistrust between towns. It was getting so high that we realized that a time would come when we would not be able to cross from one side to the other.



One day I left for Moleville to see your grandmother and some friends of ours with whom we played cards every now and then. I washed my face, combed my hair, got dressed and left home with a jacket in case it got cold after lunch. When I reached the wall I couldn't believe my eyes! The wall was twice as high and there was no way I could jump over it – I needed at least a ladder!"

I was deeply saddened by this story.
How could something like this ever happen?



Since the beginning of time, human beings have moved around the world looking for new places in which to live, discovering new landscapes, searching for jobs, fleeing from conflicts and violence or simply looking to be nearer to their loved ones.

We suggest you carry out some research work at home. Print the questionnaire and fill it out with the help of your family. We will later comment on it together.



> Where were you born?

.....

> Where are your parents from?

.....

> Where are your grandparents from?

.....

> Has any of your family members ever lived somewhere else than where they live now?

.....

> Do you know anyone who comes from another place? Where are they from?

.....

.....

> Why did they leave their country, city or town?

.....

.....

> How did they feel when they left?

.....

.....



> How did they leave? With whom?

.....

.....

> How did they feel when they arrived at the new place? Was it easy to adapt to living in a new place?

.....

.....

> Can you name a celebrity? Where is s/he from? Why do you like her/him?

.....

.....

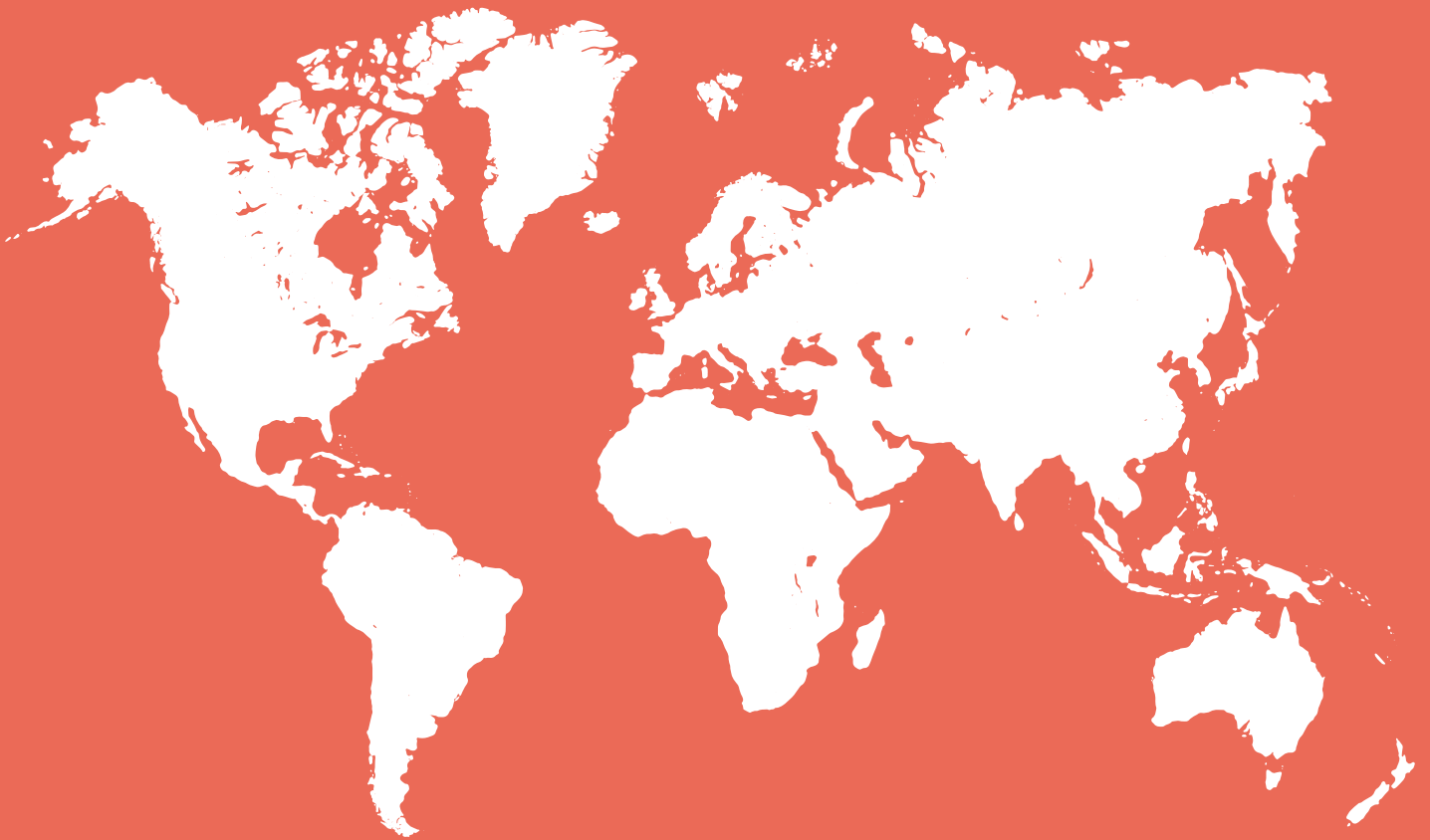


- ✓ What about your class-group?
- ✓ Are your family members from somewhere different from where you live now?
- ✓ Read the questionnaires you filled out at home. Is there any relative of yours who decided to go live in a different place?
- ✓ Do you know of anyone who has come from another city, town or country?
- ✓ Why do you think they decided to go live in another city, town or country?



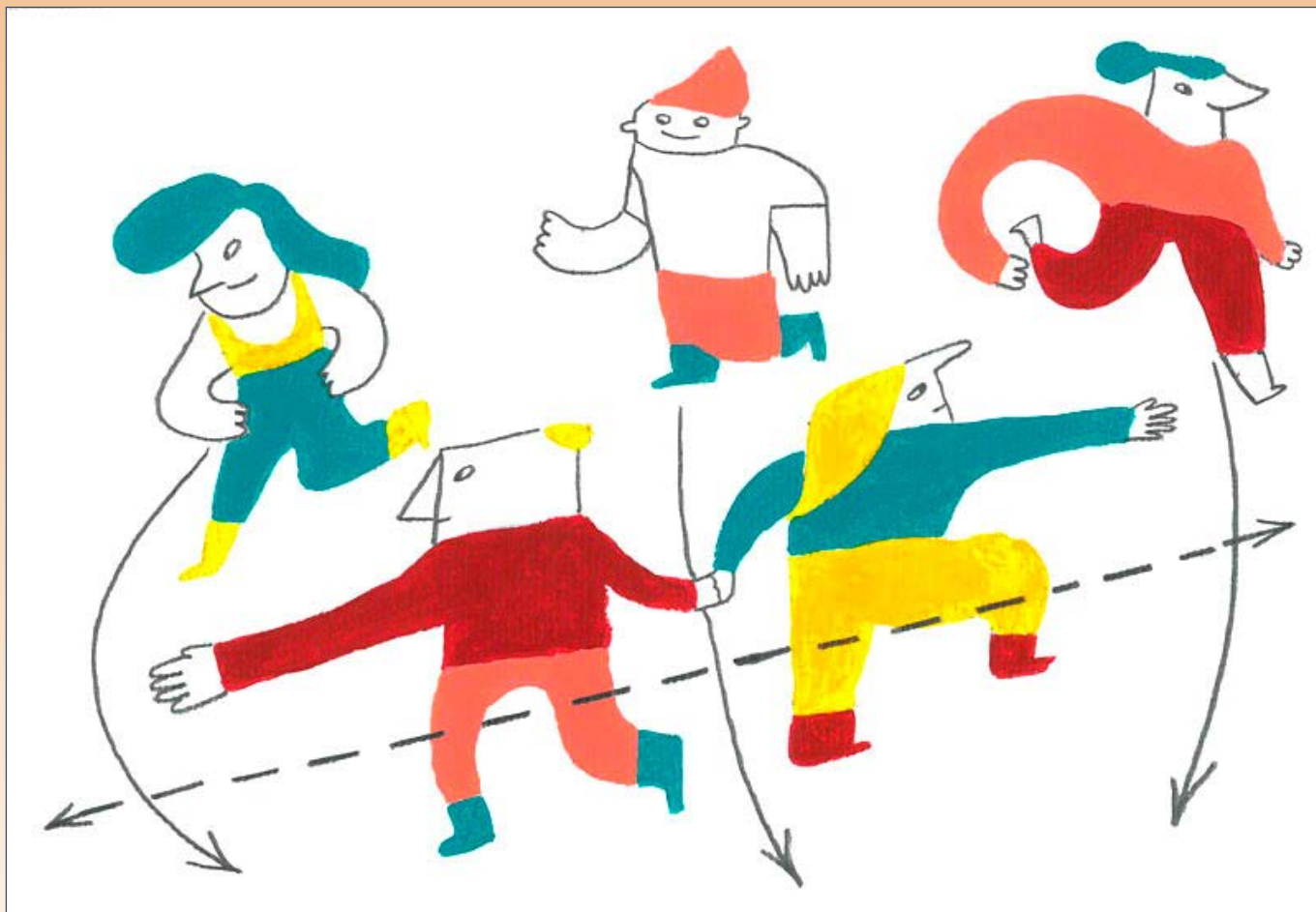
Small towns, cities and countries were created over time, and so were borders.

I suggest you draw the borders you know on a map. Try to find out why they were built, whether they can be crossed or not and who decides this.



To reflect further on the story of Moleville and Turtleville I suggest we play a game which you probably already know- the **chain game.**

We need plenty of space because you are going to have to run, so I suggest you go to the playground. To begin the game, 3 or 4 of you must stand in the middle of the playground, forming a chain, holding hands. Let's imagine that this is the wall separating Turtleville and Moleville. The rest of you are the people from both towns and must run around with the objective of crossing the wall without being caught by the friends forming the chain/ wall.



Bear in mind that:

Only players at the end of the chain can tag the rest.

If a player manages to cross through the middle of two people s/he is safe from being tagged and reaches the other side.

If anyone forming the chain lets go, they lose and cannot tag the rest.

If the chain tags a player, s/he becomes part of the chain – i.e., the wall, which will grow longer and longer.



Let's take a rest and discuss the things we felt while playing the game. What feelings did you experience (e.g. fear, anger, happiness, anxiety, calmness, etc.)? When did you feel this? At the beginning of the game? When you managed to get through to the other side? When you were caught? Which feelings do you think Lina's grandfather experienced when he could not cross the wall?

A Surprising Story



Said's grandfather

Hi there! I've just heard a surprising story I want to share with you.

When I arrived home I told my mother about what had happened to us and what Linda's grandfather had told us and she burst into tears. When I asked her why she was crying she told me something I didn't know:

"Your grandparents are also from Turtleville and nobody knows it, either. They decided to leave their town because they couldn't find a job and there were more opportunities here, in Moleville. Uncle Hammed, your grandfather's brother, also wanted to come, but he didn't manage to cross the wall."



Said's grandmother

This story always makes me sad. I was born in Moleville and the wall was already there. Your grandparents and I dye our hair ever since so that no one can see that we are different and treat us badly... Like you, I have never been able to cross the wall and see Turtleville, the people living there, or go to the beach. I never told you about this before because I didn't want to worry you."

"Jeez, mom! What a story! ...and where is Uncle Hammed?"

"Uncle Hammed," my mother said "is still in Turtleville fighting to find allies to help him tear down the wall. I believe there are many people who also want to tear down the wall, even here in Moleville. But there are also people who prefer ignoring it and acting as if it doesn't exist – that is why those governing us do nothing to change the situation."

I strongly believe that the fact of being different should not be a problem. All of us have things which make us different and unique, and also common things or similarities.



And this means that we can share and learn from one another, don't you think so? Couldn't it be that more than often we pay too much attention to our differences and too little to what we have in common? What do you think?



Discuss in the classroom.

- ✓ What do you think about the story?
- ✓ Is the situation they are living fair?
- ✓ What do you think it represents?
- ✓ How would you feel if anything similar happened to you?
- ✓ Why didn't Said's mother want to be different?
- ✓ What does 'being different' mean?
- ✓ Why does Hammed, Said's great-uncle, need allies?
What would you do if you were in Hammed's shoes?



ACTIVITY

I suggest we play a game to discuss this. It is sometimes known as the **World in Colors game.**

First, your teacher will place a sticker on your forehead. You cannot remove it. Then, without talking, divide into groups in the way you think is best. Remember no talking allowed. Go ahead!

- ✓ Did you like the game? Why?
- ✓ How did you divide into groups? Was it easy?
- ✓ Is there anyone who was not in a group? Why?
- ✓ How did you feel? Why? What did it feel like to be different?
- ✓ What was your attitude towards the group of those who were different?
- ✓ Could you have divided yourselves in a different way? What other things do we have in common?
- ✓ Have you ever felt this way before?
- ✓ What situations do you think this game could represent in real life?

I firmly believe that people can talk and sort out their problems and that we can accept our differences and make our two towns live happily and in peace. Wouldn't it be wonderful if we could tear down the walls separating us and our towns could live happily and in peace?



ACTIVITY

This is why I suggest you put together all the things you have learned during these weeks and build a wall with it, the Unfairness Wall, which we will also tear down forever at the end of this story.

To build the wall we will use empty and clean cartons or boxes. Each box will represent a brick. Cut three pieces of white paper the size of one of the box's sides and think of three things or ideas which separate or divide some people from others. You can write them down, draw them or find photographs about them. We will later stick them onto the three pieces of paper.

Ask your families and classmates as well. Maybe they can come up with some ideas and they can help you build the wall. And try to encourage participation from the rest of the class-groups in your school!

Rights without Borders



ACTIVITY

Why don't you try finding a solution which can make the people from Moleville and Turtleville live again together in peace?

I'm sure you will come up with some wonderful ideas. Think thoroughly about what should be done to achieve this. Discuss, write a text and make a drawing together explaining how we can reach an agreement to tear down the wall.

My family's story really surprised me. The fighting, fear and mistrust have prevented my grandparents from seeing their village and neighbors again and people like my mother and I have never gotten to see what is on the other side of the wall. How absurd, don't you think?

I think it would be wonderful if we could find a way to tear down forever the wall separating us and coexist together, both towns, happily and in peace. Will you help me?

Your drawing will be the fifth cartoon of this story.



A large empty rectangular box with a dotted green border, intended for drawing.Eight horizontal dotted lines for writing, spanning the width of the page.

Attention! Why don't you choose among all the drawings you made the one you think explains better the solution you come up with?



Once you have torn down the wall, what do you think the neighbors of the two towns did when they met after so many years? What do you think surprised them most when they saw each other? Do you think they had problems about their differences again? And if they did, how do you think they solved them?

But then, maybe they had no problem at all and on the contrary, they found their differences funny and interesting. Discuss it in the classroom. You can make a drawing about how you imagine the meeting of the people from both towns. Then you can invent an ending for the story together. This drawing will make up the sixth and final cartoon.



Tear Down the Walls!

I am sure that you came up with some awesome endings for this story!

The two towns eventually understood that the wall had to be torn down and that we needed to discuss and value our differences in a respectful way. We have learned that fear of the unknown cannot stop us. I am sure that people can talk and sort out their problems and that we can accept our differences. And I also know that our two towns will manage to live happily and in peace.



ACTIVITY

In order not to forget what we have learned these days, why don't you complete the following sentences together? You can later hang them up in your classroom so that you can see them every day.

- > The girls and boys from the class-group
have discovered that
- > The girls and boys from the class-group
want/like
- > The girls and boys from the class-group
do not want/like



Farewell!



What about your “Unfairness Wall”? Now it’s time to tear it down.

You can begin to build the wall now and until the day you decide to tear it down. Ask other class-groups to help you with bricks or with more pictures, sentences or photographs of things that separate and divide. Why don’t you hold an exhibition at your school with all the cartoons and the endings you made up? You can also invite your families, neighbors, town hall, etc. so they can get to know the story and participate in tearing down the wall.



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