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# No More Walls

Online version

*Breakout on borders  
and migration*

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Teacher's Guide

**School**  
**breakout**

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Universitat Oberta  
de Catalunya

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# 1. Introduction

This breakout scenario was devised by a team of researchers from the Faculty of Information and Communication Sciences at the Universitat Oberta de Catalunya (UOC). It is intended to be a fun activity for teachers to do with their secondary school students to address the topic of walls and migratory movements.

## Characteristics

**Age:** +14 years.

**Number of participants:** unlimited.

**Duration:** approximately 45 minutes.

**Format:** online.

**Subject area:** borders

**Keywords:** borders, Schengen, Fortress Europe, violence, migration, refugee, right to asylum, virtual walls, ideology.

## Overview

Players will discover the meaning of "border" in today's globalized society, breaking through physical, mental and virtual walls to achieve victory. Their common objective is to reach the end of the online game.

## Learning aspects

This breakout was designed to encourage players to pass a series of challenges that will guide them on a path of learning. Along the way, they will begin to understand a series of theoretical concepts related to migration and the social, political and economic problems involved in its management.

## Space

Since the breakout game is online, students can play in the classroom, at home or anywhere else, as long as they have access to a device that can connect to the internet.

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## 2. Game set-up

### Materials

To set up the game, you simply need to share the following link with your students:

<https://sites.google.com/view/breakoutesp/>

Note: While navigating the different game screens, your students may have to scroll down to view the questions.

### Here's how the breakout should go

To kick off the breakout, play the introduction video for your students. This will give them some relevant historical background and get their minds in the game. As soon as the video is finished, the game begins:

- In challenge 1, students will have to find their way through a maze. As they move along the correct path, they will come across a series of letters. Together, these make up the passcode they'll need to move on to the next challenge. Students should answer the questions by searching the internet for the information they need. Otherwise, they can click on a link to a separate version of the maze which provides hyperlinks to official pages containing the answers.
- In challenge 2, they will have to listen carefully to a refugee's tale to figure out what countries she and her family crossed during their journey. They can pull up a map from the internet if need be.
- In challenge 3, students will meet three people who have each lost their travelling companion along the way. It will be their job to bring the pairs back together. Each person speaks a different language, so they will have to use their own knowledge and the translators they find online to figure out who everyone is and who they are looking for.
- In challenge 4, students will scan three video clips for the information they need to answer the questions. Answering the questions correctly will give them the passcode

they need to move on to the next challenge.

- Challenge 5 will have students thinking about virtual walls and their connection to information and communication technologies. To pass the challenge, they will need to have a QR code scanner. This will allow them to obtain the biometric combinations they need to successfully finish the game.

### **Time to discuss and debate**

The breakout game can be played by students individually or in teams. To delve further into the topics at hand, teachers may decide to hold a discussion session or debate when the game ends. The aim of this part of the activity is to encourage students to find a correlation between the fun game challenges they just overcame and the educational content they learned along the way. Approaching the content in a practical way first will provide students with the scaffolding they need to more easily engage with and grasp the theoretical concepts that their teacher is going to explain to them.

For further scaffolding, the teacher may have their students watch a related film at home or in class. The activity could lead to a discussion or debate regarding what they saw in the film, which will serve to reinforce their understanding of the content.

Recommended time for discussion and debate: 15-20 minutes.

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# 3. Answer key

## Challenge 1

WHAT LETTERS SHOW THE CORRECT PATH?

**UNHCR**

## Challenge 2

NUMBERS CORRESPONDING TO THE COUNTRIES:

**38934597**

## Challenge 3

WHAT NUMBERS DO YOU GET FROM THE NOTICEBOARD?

**642**

## Challenge 4

EL HAVRE x WELCOME – EL OTRO LADO DE LA ESPERANZA (The Other Side of Hope)

$11 \times 4000 - 543 = \mathbf{43457}$

## Challenge 5 (final)

BIOMETRIC COMBINATIONS:

**AKFPDO**

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