



Let's build **PEACE** in the Mediterranean through languages

Introduction

The teaching materials for *Let's Build Peace in the Mediterranean through Languages* consist of 15 work activities all aimed at secondary school students, although some can be adapted to the final levels of primary education. Each activity forms part of a trip that runs through 14 ports and locations in the Mediterranean.

By directing a reading that hinges on richness and values of diversity, these activities highlight the existence of different expressions of linguistic, religious and cultural diversity throughout the Mediterranean region. At the same time, the materials condemn situations in which this diversity is not recognised.

The central and cross-cutting objective of this study is to conceive and recognise languages as tools for building peace based on a strategy to prevent situations of inequality from being reproduced. Specifically, the activities work on and study aspects such as the potentials of these languages; the links between policy management and linguistic identity; the risks, dangers and consequences of the standardisation process; the disappearance of a language; and egalitarian or unequal treatment.

The activities' educational foundations are set over the interaction of three spheres: intercultural education, respect for human rights and the values of peace. While exploring these spheres, the students build a network from different landscapes and approaches, recognising coordination of the three spheres as indispensable, in order to refer us and place us within a permanent context where linguistic diversity and statuses of equality are recognised.

From the methodological point of view, the activities are presented using the same sequence. This begins with introductory comments in which the main character of the journey (Carne) arrives at one of the ports from where the activity will begin to unravel. Then, information related with the context where the activity takes place is given, so that teachers and students can easily orient themselves and consider items of interest that relate with the same activity. Next, the educational aims, content and items to be considered by teachers before starting the activity are presented. Teachers can then follow the steps that gradually make up activity, and at the end, information is made available in annexes to enrich and supplement the content of the work.

Most activities are carried out through cooperative work, and teachers – if they deem it appropriate – can make adjustments in terms of time if they feel that the work sessions are insufficient as originally planned.

Index

Page	Program
11	<p>ACTIVITY 1 TANGIER: WELCOME TO FORTRESS EUROPE!</p> <p>The students will carry out an empathy exercise to focus on some of the human consequences involved when migrating in conditions of inequality.</p> <p>Activity for final levels of primary school (with adjustments) and secondary school</p>
15	<p>ACTIVITY 2 THE KASBAH OF ALGIERS: BETWEEN TAMAZIGHT AND FRENCH</p> <p>The students will reflect on the situation of inequality experienced by the Tamazight language and identify similarities with their immediate environment.</p> <p>Activity for secondary school</p>
23	<p>ACTIVITY 3 TUNISIA: SUSTAINABLE TOURISM FOR RECOGNISING LANGUAGES</p> <p>The students will reflect on global tourism's impact on the linguistic, cultural and economic situation in a local context.</p> <p>Activity for secondary school</p>
30	<p>ACTIVITY 4 TRIPOLI: BETWEEN PAST AND PRESENT</p> <p>After researching different information, the students will relate the political sphere with linguistic diversity.</p> <p>Activity for secondary school</p>
35	<p>ACTIVITY 5 ALEXANDRIA: THE VIRUS OF LINGUISTIC UNIFORMITY</p> <p>The students will reflect on the consequences of linguistic uniformity.</p> <p>Activity for final levels of primary school (with adjustments) and secondary school</p>
40	<p>ACTIVITY 6 JERUSALEM: DIVERSITY AND MULTIPLE IDENTITIES</p> <p>After learning about the enormous linguistic and religious diversity of the city of Jerusalem, the students will create a life history to identify situations of multiple identities in their immediate environment.</p> <p>Activity for secondary school</p>



51

ACTIVITY 7

PALESTINE – ISRAEL: BUILDING BRIDGES, KNOCKING DOWN WALLS

Drawing on their reflections, the students will identify good practices linked with the potentials of languages and aimed at finding a peaceful solution to the conflict between Israel and Palestine.

Activity for secondary school

60

ACTIVITY 8

LEBANON: BUILDING LINGUISTIC IDENTITY FROM REFUGEE STATUS

The students will carry out an empathy exercise to discover the existing implications between being a refugee and building a linguistic identity.

Activity for final levels of primary school (with adjustments) and secondary school

68

ACTIVITY 9

CYPRUS: BETWEEN TWO REALITIES

Focusing on Cyprus, students will increase their knowledge about a dividing border in the same land and reflect on its human, linguistic, cultural and religious consequences.

Activity for secondary school

74

ACTIVITY 10

ISTANBUL: LEARNING NEW WORDS

The students will critically reflect on processes of linguistic exchange and acquisition in scenarios of equality and inequality.

Activity for secondary school

84

ACTIVITY 11

ATHENS: BUILDING A CONTEMPORARY AGORA

After learning about the functions performed by the Agora of Athens, the students will identify immediate examples for visualising the potentials of linguistic diversity today.

Activity for secondary school



90

ACTIVITY 12

DURRËS: AN INTERVIEW FOR LEARNING ABOUT US

After conducting an interview, the students will learn about some of the strategies that people of immigrant origin use to feel recognised in their new context.

Activity for secondary school

96

ACTIVITY 13

THE DALMATION COAST: THE DISAPPEARANCE OF A LANGUAGE

This activity promotes an empathy exercise among the students so they may study and critically reflect on the situation of languages that are threatened or disappear.

Activity for secondary school

101

ACTIVITY 14

MARSEILLE: THE DANGERS OF LINGUISTIC STANDARDISATION

Using the lyrics of a song, the students will critically reflect on the situation of Occitan and the dangers and detrimental consequences of linguistic standardisation on local minority languages.

Activity for secondary school

113

ACTIVITY 15

SUMMARY ACTIVITY: CONCLUSIONS FROM THE JOURNEY

118

GLOSSARY OF CONCEPTS

