

## Borders

Students characterize the concept of “border” and reflect on how removing borders would affect different social groups.

## Procedure

### Introduction (15 minutes)

**Task 1:** Conduct a placemat activity on the concept of “border” by asking the question: “What are borders for you?”

Through a teacher–student discussion, explore the polyvalent nature of the concept of border and create a simple board sketch titled: “Functions of Borders.”

### Working phase (20 minutes)

**Task 2:** Through image analysis, students examine different types of borders. They use the learning-speed pairing method. Afterwards, they derive consequences for the affected social groups by applying aspects from the board sketch (M2).

**Task 3:** Building on the polyvalent character of borders, students reflect on how removing a border would affect these social groups. They understand the phenomenon as a contingent concept and recognize that borders are socially constructed.

### Conclusion – Reflection – Wrap-up (15 minutes)

In a final discussion, the concept of border as a contingent phenomenon is reflected upon. It is useful to return to the placemats from the introduction phase and compare them to see whether and how students’ ideas about the phenomenon of borders have changed.