

## PEDAGOGICAL ROUTE PLAN

School: Escola Profissional da Praia da Vitória (Terceira – Azores) – class B2 (Hotel Reception)

General Objectives	Subject(s)	Activities	Duration of the activities	Evaluation of the Activities
<p><b>Lesson 1 – Migration (Spain)</b></p> <ul style="list-style-type: none"> <li>- Knowing the social reality that accompanies the migration.</li> <li>- Knowing statistical strategies.</li> </ul>	<p>- English Communication</p>	<p>- Sensibilization session about “The phenomenon of Immigration in the Azores – the case of Terceira Island”.</p>	<p>- 50 minutes</p>	<p>After the brief presentation of the theme for this class, the students were presented with some ideas and prejudices that exist towards immigrants in our society and in our country. The lecturer talked about some facts, causes and consequences of immigration in the Azorean Archipelago, focusing on Terceira Island. As an ice-breaking activity, the class was divided in two. In a blank sheet of paper, each student had to write a sentence of the story of an immigrant from Cabo Verde, only knowing the sentence written by the previous student. In the end, both stories were very similar, proving the existence of several pre-conceived ideas about immigrants and immigration. This activity made students more aware of the discrimination and prejudice that is present everyday in our society.</p>



<p><b>Lesson 2 – Culture Diversity (Latvia)</b></p> <ul style="list-style-type: none"> <li>- Identifying cultural differences.</li> <li>- Exploring the roles of men and women in the Greek culture.</li> <li>- Discussing the role of men and women in Greek Culture.</li> <li>- Finding similarities and differences with their own culture.</li> </ul>	<p>- English Communication</p>	<ul style="list-style-type: none"> <li>- Distribution of questions from the questionnaire to students individually.</li> <li>- Have the students ask their questions to their colleagues.</li> <li>- Ask students to share with a partner their answers to the questionnaire, to find similarities and differences.</li> <li>- Discuss differences in responses and ratings.</li> <li>- In groups, participants read the synopsis of the movie, discuss it and compare it with their own culture.</li> <li>- Students discuss questions and compare with their own culture.</li> </ul>	<ul style="list-style-type: none"> <li>- 15 minutes <b>Annex 1</b></li> <li>- 20 minutes <b>Annex 2 e 3</b></li> <li>- 15 minutes</li> </ul>	<p>The students were presented with a questionnaire on the importance of several ideas, for both men and women, and how these ideas were perceived by the students. After answering individually and sharing their ideas with their partners, they were asked to share the ideas with the whole class. The students concluded that, although coming mainly from the same Island, having similar life experiences and religious beliefs, their answers were very different from one another. The analysis of the texts given was made as a class, for the concepts were explained as the reading aloud by the students went on. In the end, the students shared their opinion on the synopsis of the analysed movie: <i>My Big Fat Greek Wedding</i>. As a whole, this class was very fruitful, for the students became more aware of the differences in ideals according to the cultures, reaching the main objectives of the class. Since the students were not familiar with the movie analysed, as suggestion, it could be shown for there are some elements in the movie that were not contemplated in the synopsis, which would make it easier for students to understand and become aware of the difference in cultural ideas.</p>
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<p><b>Lesson 3 – Culture Shock (Latvia)</b>  - Eliciting the definition of culture shock.</p> <p>-Eliciting the reasons of culture shock (culture differences, a lack of knowledge, stereotypes).</p> <p>- Encouraging students to learn the stages of culture shock.</p> <p>- Encouraging students to learn the behaviour of people at each stage.</p>	- Integration Area	<ul style="list-style-type: none"> <li>- Students describe pictures of people from different countries.</li> <li>- Students share their previous knowledge about different countries and traditions.</li> <li>- Students have a reflection moment on the reasons of culture shock.</li> </ul> <p>- Students get a cut version of Worksheet B, they read the information and put the stages of culture shock into the correct order.</p> <p>- Students:</p> <ul style="list-style-type: none"> <li>- retell the information they read;</li> <li>- add their personal experience;</li> <li>- compare the information from the worksheet with the information from another source (shown in the PowerPoint presentation);</li> <li>- come to conclusions.</li> </ul> <p>- Students work out the advice for the visitor of the foreign country at every stage (1 student is responsible for 1 stage), move around the classroom and share his/her opinion at least with 5 classmates.</p> <p>- Students give their reflection on what they heard.</p>	<p>- 20 minutes <b>PowerPoint 1</b></p> <p>- 5 minutes <b>Annex 4</b></p> <p>- 25 minutes <b>PowerPoint 2</b></p>	<p>After the presentation of the theme the students showed interest in debating it. The motivational resources were adequate since the students participated voluntarily in the activities. The worksheet on the stages of culture is also well conceived and the students had no difficulty in solving it since it was translated into Portuguese. Generally the theme is well articulated, the resources are sufficient and the activities are adequate to the development of the theme. All the objectives proposed were reached.</p>
<p><b>Lesson 4 – Stereotypes and Prejudices (Bulgaria)</b>  - Recognizing, analyzing and discussing stereotypes and prejudices.</p>	Psychology	<ul style="list-style-type: none"> <li>- Commented analysis of a comic book in small groups, aiming to detect several forms of discrimination depicted, followed by the sharing of ideas with the rest of the class.</li> <li>- After the formation of six groups, each one has one situation to work with.</li> <li>- Students are asked to impersonate the character depicted in that situation and tell others how they would feel and how they would be prejudiced personally and socially.</li> </ul>	<p>- 20 minutes <b>Annex 5</b></p> <p>- 25 minutes</p>	<p>The students adhered in a motivated manner and the theme offered the approach of some of the subjects' contents. The use of the comic strip facilitated the group dynamics and awoke certain creativity in the analysis of the theme. The main objectives were reached in a Good level.</p>



<p><b>Lesson 5 – History of Slavery (Azores)</b> - Recognizing slavery as a present reality throughout the History of Mankind, regardless of cultural, racial or geographic specificities.</p>	<p>Mathematics</p>	<ul style="list-style-type: none"> <li>- Class reading of a text about slavery in ancient times.</li> <li>- Observation of the world map and identification of regions mentioned in the text.</li> <li>- Individual reading on slavery in the 16<sup>th</sup>, 17<sup>th</sup> and 18<sup>th</sup> century and the Triangular Commerce.</li> <li>- Observation of world map and identification of regions mentioned in the text.</li> <li>- Worksheet – Group I and worksheet correction.</li> </ul>	<ul style="list-style-type: none"> <li>- 10 minutes <b>Annex 6</b></li> <li>- 5 minutes <b>PowerPoint 3</b></li> <li>- 10 minutes <b>Annex 7</b></li> <li>- 5 minutes <b>PowerPoint 3</b></li> <li>- 20 minutes <b>Annex 8</b></li> </ul>	<p>The resources were well adequate, very interesting and “shocking” enough to grip the students’ attention. The class was very motivated with the theme and demonstrated a lot of enthusiasm during the debate. The identification of the countries in the map was a surprise for many of the students for only in that moment they realized that they did not know the location of the majority of the referred regions.</p>
<p><b>Lesson 6 – History of Slavery (Azores)</b> - Recognizing slavery as a present reality throughout the History of Mankind, regardless of cultural, racial or geographic specificities.</p>	<p>French</p>	<ul style="list-style-type: none"> <li>- Analysis of two images: triangular commerce map and slavery ship.</li> <li>- Group discussion about the life conditions of slaves on board of slavery ships.</li> <li>- Group reading and analysis of text about the abolition of slavery.</li> </ul>	<ul style="list-style-type: none"> <li>- 5 minutes <b>PowerPoint 4</b></li> <li>- 15 minutes</li> <li>- 25 minutes <b>Annex 9</b></li> </ul>	<p>During the presentation of the theme the students demonstrated interest in debating it. The resources used (image on the transportation of slaves) were very elucidative and motivating which made the students participate voluntarily in the proposed activities. The worksheet on slavery was also well conceived and the students did not have any difficulty in interpreting it, concluding that they did not have the perception that slavery was something historically recent. In a general way the theme is well organised since the resources and the activities are adequate to the development of the theme. All the objectives proposed</p>



<p><b>Lesson 7 – Racism (Azores)</b> - Acting against racism as a discriminatory attitude and harmful to human dignity.</p> <p><b>Lesson 8 – Slavery (Azores)</b> - Explaining Slavery as an actual reality that affects Humanity, regardless of cultural, racial and geographical specifications.</p>	<p>Psychology</p> <p>Integration Area</p>	<p>- Listening and comprehension of the song “Where Is The Love”.</p> <p>- Analysis, in individual work, of the picture of the Ugly Duckling and the written work produced based on the psychological experience of being discriminated due to race differences.</p> <p>- Sharing, in group, of the texts produced.</p> <p>- Observing an image.</p> <p>- Brainstorming.</p> <p>- Producing a consensual definition of Slavery.</p> <p>- Word association on Slavery in order to reach ideas on other kinds of slavery (children, labour, sexual slavery...).</p> <p>- Individual reading and comprehension of a text on children’s slavery worldwide.</p>	<p>- 10 minutes <b>Song 1</b></p> <p>- 10 minutes <b>Image 1</b></p> <p>- 20 minutes</p> <p>- 10 minutes <b>Image 2</b></p> <p>- 15 minutes</p> <p>- 20 minutes <b>Annex 10</b></p>	<p>were achieved.</p> <p>The song did not have the expected impact on the students which made difficult its interpretation. The comic strip worked and favoured the construction of social and personal stories that were interesting, which included the indication of action criteria. The main objectives were reached in a Good level.</p> <p>After the presentation of the theme the students demonstrated interest in debating it and show the knowledge acquired in previous lessons of this Project, for the theme had been previously debated. The motivational resources were adequate since the students participated voluntarily in the activities, contributing with very clear ideas, being a result of pre-acquired knowledge which originated a very rich brainstorming and a very complete definition of slavery including several types of slavery. The text used was very enlightening in relation to the theme and caught the interest of the students which facilitated the solving of the interpretation worksheet. In general, the module is well articulated, the resources</p>
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<p><b>Lesson 9 – Tolerance (Madeira)</b> - Becoming aware of Dr King's teachings through non-violence policies.</p>	<p>French</p>	<p>- Lecture and presentation of power points. Ask students what they know about Dr King and the birth of Civil Rights Movement.</p> <p>- Listening, analyzing and discussing the main points of Dr King's speech.</p>	<p>- 15 minutes <b>PowerPoint 5</b></p> <p>- 30 minutes <b>Annex 11</b></p>	<p>are enough and the activities are adequate to the development of the theme. All the proposed objectives were reached.</p> <p>During the presentation of the PowerPoint on Martin Luther King's life, the students were interested and even commented on some biographical aspects that they had previous knowledge. During the hearing of the speech on the Civil Rights Movement, the students' attentions was a bit dispersed because the speech was in English and was not very understandable. However, while reading the transcript of the speech, the students participated actively, interpreting the text and debating between themselves the meaning of the ideas. The resources used were adequate to the development of the theme which allowed the achievement of all the objectives proposed.</p>
<p><b>Lesson 10 – Human Rights (Slovakia)</b> and <b>Lesson 11 – Human Rights (Slovakia)</b> - Making students aware of the concepts of Human Rights.</p>	<p>English Communication  English Communication</p>	<p>- All activities that integrate the planning about the study case <i>Mexico's Other Border</i></p>	<p>- 45 + 45 minutes <b>Annex 12</b></p>	<p>As the presentation of the main contents of the class was made, the students read aloud the text given (<i>Mexico's Other Border</i>). As the ideas and concepts were explored while the reading</p>



<p><b>Lesson 12 – Father António Vieira (Azores)</b></p> <ul style="list-style-type: none"> <li>- Understanding the importance of interventive action for the dignifying of people subjected to discrimination.</li> <li>- Understanding the need for a conscious action against the discriminatory tendency installed in social groups.</li> </ul>	<p>Portuguese</p>	<ul style="list-style-type: none"> <li>- Reading a text that presents the different humanitarian sides of father António Vieira.</li> <li>- Commentary of the text by the students.</li> <li>- Identification of intervention areas developed by António Vieira.</li> <li>- Raising awareness for the importance of the work developed by the Portuguese Jesuit.</li> <li>- Sharing answers and taking notes.</li> <li>- Individual reading and interpretation of António Vieira's extracts.</li> <li>- Relating the extracts with the concepts of discrimination, racism and xenophobia.</li> <li>- Evaluating the magnitude of the message.</li> </ul>	<ul style="list-style-type: none"> <li>- 5 minutes <b>Annex 13</b></li> <li>- 20 minutes</li> <li>- 25 minutes <b>Annex 14</b></li> </ul>	<p>occurred, it was easier for the students to interpret the situation depicted. The students were distributed into groups and answered the questions on the texts which was further shared and discussed with the whole class. The materials provided were easily understood and focused a situation that was very appealing to the students. The activity on the concepts of Human Rights, prejudice and discrimination was also accessible to all the students. All the objectives of this module were reached, for the students ultimately shared their perception of immigration, prejudice and racism. As a suggestion, the movie <i>Trade</i> could be considered as an additional element towards understanding immigration and the factors that are behind this life-changing decision.</p> <p>This lesson had the advantage of being the last in the series of the selected modules and this, in the project, had a significant relevance for the students acquired several knowledge and vocabulary before getting to this point. These conclusions were based on the will showed by students in identifying themes and presenting topics related with racism, xenophobia or discrimination. From the text presented, the students were able to identify not only the areas of intervention of</p>
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		<p>- Exchanging sights and sharing knowledge.</p>	<p><b>Total:</b> 560 minutes 12 lessons</p>	<p>Father António Vieira but also recover some of the concepts that had been approached in previous lessons. The proposed activities by this lesson worked as a sort of an ending for the themes studied throughout the Project.</p>
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