

## PEDAGOGICAL ROUTE PLAN

School: Escola Profissional da Praia da Vitória (Terceira – Azores) – class D2 (Air Conditioning and Refrigeration Technician)

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>	- English	- Sensibilization session about “The phenomenon of Immigration in the Azores – the case of Terceira Island”.	- 50 minutes	The action worked as a motivation for the development of the Project. The students demonstrated interest and participated when solicited. The data presented by the guest speaker were very significant and illustrated objectively the panorama of immigrants residing in Terceira Island and in the Azores and the way that these sorts of studies have been developed. In relation to the achievement of the objectives, we evaluate the first one as being Good and the second as Sufficient.
<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</li> </ul>	- English	<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</li> </ul>	<p>- 15 minutes <b>Annex 1</b></p> <p>- 20 minutes</p>	The tasks proposed fitted well in the students’ profile since it was mainly emphasised the exchange of opinions and the sharing of personal experiences and points of view. The actions stimulated the oral participation and it was verified that this type of task is suitable for the learning style of the class’s students. Another factor that



<p>in Greek Culture.</p> <ul style="list-style-type: none"> <li>- Finding similarities and differences with their own culture.</li> </ul>		<p>movie, discuss it and compare it with their own culture.</p> <ul style="list-style-type: none"> <li>- Students discuss questions and compare with their own culture.</li> </ul>	<p><b>Annex 2 e 3</b></p> <ul style="list-style-type: none"> <li>- 15 minutes</li> </ul>	<p>contributed for the success of the activity was that many students were familiar with the movie that was analysed in the activities – “My Big Greek Wedding”. The pre-acquired knowledge made the dialogue and the conclusions easier for the intervenient parties. Although the lesson was not specifically created for this particular class, the activities were very appropriate since the class students are exclusively male who, because of this condition, could have adopted a posture of certain more sexist convictions. However, the students, besides recognizing the existence of some similar behaviours present in the worksheets, showed respect and understanding towards the different roles of men and women in the present society. Although the resources presented were not very elaborate, they were adequate for the objectives proposed since the main goal was to create the discussion on the role of the gender in modern society.</p>
<p><b>Lesson 3 – Culture Shock (Latvia)</b></p> <ul style="list-style-type: none"> <li>- Eliciting the definition of culture shock.</li> <li>-Eliciting the reasons of culture shock (culture differences, a lack of knowledge, stereotypes).</li> <li>- Encouraging students to learn the</li> </ul>	<p>- Integration Area</p>	<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> <li>- Students get a cut version of Worksheet B, they</li> </ul>	<ul style="list-style-type: none"> <li>- 20 minutes</li> <li><b>PowerPoint 1</b></li> <li>- 5 minutes</li> </ul>	<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</p>



<p>stages of culture shock.</p> <p>- Encouraging students to learn the behaviour of people at each stage.</p> <p><b>Lesson 4 – Stereotypes and Prejudices (Bulgaria)</b></p> <p>- Recognizing, analyzing and discussing stereotypes and prejudices.</p>	<p>Portuguese</p>	<p>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>- 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.</p> <p>- After the formation of six groups, each one has one situation to work with.</p> <p>- 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.</p>	<p><b>Annex 4</b></p> <p>- 25 minutes <b>PowerPoint 2</b></p> <p>- 20 minutes <b>Annex 5</b></p> <p>- 25 minutes</p>	<p>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>After the brief presentation of the theme for this class, the students were divided into six small groups and given a number that would correspond to the excerpt of the comic strip. This introduced the element of surprise, which was welcomed by the students. After the sharing of ideas, and as previously asked, the students presented their points of view to the class, sharing their reactions and thoughts if they were the ones being discriminated and some possible solutions towards de eradication of prejudices. This activity made the students more aware of the discrimination that one experiences everyday and between them, some ideas were shared and</p>
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<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>debated, for fighting racism and discrimination cannot be with racism, discrimination and violence. Since the documents given for analysis were in Portuguese, there was no difficulty in understanding and interpreting the contents, which was very fruitful, making the main objectives of the class reached. As a suggestion, the students could enact an alternative to the situations discussed.</p> <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>Portuguese</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</li> </ul>	<ul style="list-style-type: none"> <li>- 5 minutes <b>PowerPoint 4</b></li> <li>- 15 minutes</li> <li>- 25 minutes</li> </ul>	<p>The students were presented the two images showing the triangular commerce ship and a slavery ship. It was decided that, instead of having a group discussion on the conditions of slaves on board the slave ships, there would be a class</p>



<p><b>Lesson 7 – Racism (Azores)</b>  - Acting against racism as a discriminatory attitude and harmful to human dignity.</p>	<p>Mathematics</p>	<p>abolition of slavery.</p> <ul style="list-style-type: none"> <li>- Listening and comprehension of the song “Where Is The Love”.</li> <li>- 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.</li> <li>- Sharing, in group, of the texts produced.</li> </ul>	<p><b>Annex 9</b></p> <ul style="list-style-type: none"> <li>- 10 minutes <b>Song 1</b></li> <li>- 10 minutes <b>Image 1</b></li> <li>- 20 minutes</li> </ul>	<p>discussion, where all students could share their ideas and opinions on the theme. The analysis of the texts given was also made as a class, for the concepts were explained as the reading aloud by the students went on. As a whole, this class was perceived by the students as somewhat repetitive in terms of contents, namely the images presented (which were small and lacking quality). As a suggestion, it would be more productive if the images selected were more appealing and included in a PowerPoint presentation. Nevertheless, the objectives of the class were reached, for the students identified forms of slavery throughout Mankind History and some forms that are still present in our society and in our world.</p> <p>The material was much diversified and very adequate to the class. In relation to the music, the majority of the students were not aware of the lyrics and its message, so it resulted in an interesting debate. Concerning the second activity, observing and commenting on an image, the students were a bit lost in the beginning without being able to associate the image to racism. After some ideas were shared by the colleagues, everyone was able to elaborate a comment and</p>
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<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>Integration Area</p>	<ul style="list-style-type: none"> <li>- Observing an image.</li> <li>- Brainstorming.</li> <li>- Producing a consensual definition of Slavery.</li>   <li>- Word association on Slavery in order to reach ideas on other kinds of slavery (children, labour, sexual slavery...).</li>   <li>- Individual reading and comprehension of a text on children’s slavery worldwide.</li> </ul>	<ul style="list-style-type: none"> <li>- 10 minutes <b>Image 2</b></li>   <li>- 15 minutes</li>   <li>- 20 minutes <b>Annex 10</b></li> </ul>	<p>discuss the theme in class.</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 are enough and the activities are adequate to the development of the theme. All the proposed objectives were reached.</p>
<p><b>Lesson 9 – Tolerance (Madeira)</b>  - Becoming aware of Dr King’s teachings through non-violence policies.</p>	<p>Physics and Chemistry</p>	<ul style="list-style-type: none"> <li>- Lecture and presentation of power points. Ask students what they know about Dr King and the birth of Civil Rights Movement.</li>   <li>- Listening, analyzing and discussing the main points of Dr King’s speech.</li> </ul>	<ul style="list-style-type: none"> <li>- 15 minutes <b>PowerPoint 5</b></li>   <li>- 30 minutes <b>Annex 11</b></li> </ul>	<p>After presenting the theme of tolerance the students showed interest and willing to give continuity to the classes already lectured during this Project. Concerning the resources</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 English</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>available, the PowerPoint presentation on Dr. Martin Luther King and the Civil Rights Movement, although it was in English, developed a curiosity in the students which made it easier to well understand and interpret the information there contained. In relation to the hearing of Dr Martin Luther King's speech, the students felt some difficulty in its comprehension but these were surpassed by the reading of the transcript of the speech translated to Portuguese and a further analysis after the hearing exercise. As a result of this class, it is suggested that Dr Martin Luther King's speech be read by a student, taking on the role of Dr King and that the rest of the class represent the role of his supporters allowing the creation of a more realist and dynamic ambiance of the referred speech. All the proposed objectives for this activity were reached.</p> <p>Comparing with the lesson on culture diversity, these lesson did not motivate the students as much, possibly because the theme had been already approached in the same subject in the previous module. Besides this, the tasks proposed by the text "Mexico's</p>
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<p><b>Lesson 12 – Father António Vieira (Azores)</b></p> <ul style="list-style-type: none"> <li>- Understanding the importance of the 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> </ul>	<ul style="list-style-type: none"> <li>- 5 minutes</li> <li><b>Annex 13</b></li> <li>- 20 minutes</li> </ul>	<p>Other Border” included some research work and information treatment that the students weren’t able to complete in full, mainly because the texts in English that approach more complex themes are still obstacles for some of the class’s students. For the same reason, the presentations made by the workgroups were too brief and superficial which was an indication of the lack of knowledge of specific vocabulary in the theme of human rights violations.</p> <p>Another factor that can also explain the students’ lack of interest for the activities of these two lessons is that the students do not have a direct contact with the events depicted in the text. In fact, the reality described in the article presents the passing of the border of illegal immigrants which is a theme that the students understand but are not emotionally connected, for they belong to a generation that grew up in a Europe without borders.</p> <p>As the presentation of the main contents of the class was made, the students read the texts given identifying almost automatically the areas that Father António Vieira intervened during his life. They also easily identified the importance and the application of his work during his time as well as nowadays in our world. The materials provided were</p>
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		<ul style="list-style-type: none"> <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> <li>- Exchanging sights and sharing knowledge.</li> </ul>	<p>- 25 minutes <b>Annex 14</b></p> <p><b>Total:</b> 560 minutes 12 lessons</p>	<p>easily understood and focused the main issues of racism, xenophobia and discrimination, in a new concept that was not known by the students, such as depicting skin colour as something caused by elements that are not controlled by Man, as Nature and the geographical position of the continents. All the objectives of this module were reached, for the students ultimately shared their perception of the origin of xenophobia and racism.</p>
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