



Lessonplan on migration

Subject	Citizenship and Development
Topic	Migrations
Age range/level	16-18 years old
Duration	3 – 4 hours

Objectives of the lessons

- To get knowledge of myths and perceptions of Portuguese society associated with immigrants;
- To identify the contributions of migrants in Portugal and their value in Portuguese society;
- To deepen knowledge about immigrant communities living in Portugal
- To recognize stereotypes and prejudices;
- To demonstrate empathy skills , understanding and respect for the foreign person or migrant

Content/tasks

- *Before watching the video*, teacher explains students that they are going to watch a television news story about foreigners living in Portugal. He presents them the list of questions and ask each student to register their opinion on each one:
 - How do immigrants live in Portugal?
 - What regions do the most foreigners live in Portugal?
 - Where are more people coming in Portugal (immigrants) or leaving Portugal (emigrants)?
 - What are the main nationalities? - What are the perceptions of the Portuguese in relation to immigrants?
 - Do they consider that there are many or few?
 - What types of jobs do immigrants usually do?
 - What percentage of foreigners occupy jobs in Portugal?
 - *During watching the video*;
 - Students check or correct the answers to the previous questions.
 - *After viewing the video* ,
 - Ask the class about what they think of the report:
 - Was there anything that surprised them?
 - Was there information they already knew?
 - What considered more interesting?
 - What information did you consider most important? ›
- Review the list of questions, answer them one at a time with the class and using the information provided in the report , reflect with the class the differences between the initial responses and responses after viewing the report. Draw attention to the danger of misperceptions

2nd part

The report mentions different ways of life for people of different nationalities living in Portugal.

- Identify with the class a set of immigrant communities from which the class would like to learn more (Cape Verdeans, Guineans, English, Nepalese, Chinese, Brazilians ...).
- Each group will have to research about this community, identifying:
 - What is the estimate of people from that community in Portugal?
 - How long have they started coming to Portugal?
 - What are the main reasons for migration?
 - In what areas of the country are they living?
 - What jobs do they usually occupy?
 - How are they characterized (age structure, family composition, qualifications ...)?
 - Create a moment to share the information collected by each group for the rest of the group.

3rd part

Based on the visualized report and group research on immigrant communities in Portugal:

- Each student has to invent a character from that community who has just arrived in Portugal to write or record a short bio about it.
 - They should think of a name for the character, age, profession, and type of family, why he decided to come to Portugal, his tastes, interests and expectations and identify what difficulties he thinks this character may have to integrate in this new country.
 - Depending on the maturity and resources of the class, each character can be presented through a video, a poster, reading a " Biography per day ", or in a simulation format of a party where the student(s) informally introduce themselves to each other and tell their stories.
- Finally make a brief assessment of the activity.

Tools/sources

The TV report can be streamed on the internet

In <https://sicnoticias.pt/programas/acha-que-conhece-o-seu-pais/2017-04-05-Quem-sao-como-vivem-e-como-sao-acolhidos-os-estrangeiros-residentes-em-Portugal->

Observatório das Migrações : <https://www.om.acm.gov.pt/>.

Remark: Although the resource used for the development of the different proposed activities is a television news report from a Portuguese television channel, you can always adapt this didactic unit to other resources.