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Teaching with parodies: Environmental education in focus

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SUMMARY

PRESENTATION

Teaching stimulates, contributes and encourages the development of the student in all aspects of his life, seeking to reflect on the responsibilities with the world in which we live in; in search of transformations in the social spheres. In this parameter, Environmental Education is necessary, aiming to contribute to the development of active people in society, as it establishes dialogues and reflections, positions and approaches related to the reality which surrounds us.

The human being is active, he learns with the development of his actions and understandings (LUCKESI, 2015). Teaching through actions generates social and cultural skills, in addition to enabling the internalization of the necessary content. On this premise, educating through playful activities is healthy, either through dynamics, games, songs or other teaching strategies, because activities like these make the student active in the teaching process, and no longer be a mere player.

In this sense, the use and elaboration of parodies through music are excellent teaching tools, as they develop creativity, reflection and sensitivity in relation to the proposed theme. Parodies help the educational process, contributing to creativity, imagination, gifts, socialization and interaction, decisions and judgments through the elaboration of the lyrics, and provide an integral learning.

This material will support teachers, in their teaching practices to carry out a critical Environmental Education, proposing the use of parodies as a teaching resource. The teaching product of this work was the development of a Didactic Sequence linked to the strategy of creating parodies for environmental awareness.

The didactic sequence is available on the website: *www.ensinandocomparodias.com.br*, with several topics to access so that they can be inspired and promote innovative activities in their teaching.

We hope that the material will support their practice, as a way of providing quality teaching through the construction of parodies, and collaborating to raise awareness, criticality, autonomy and motivation, improving the educational process.

We believe, therefore, that this material will sensitize the student to reflect on the importance of the environment, so that he understands its role on the planet, its connection and global interdependence.

1. INTRODUCTION

The ludic has the function of nourishing the soul. With this functionality, the teacher can create situations to develop the student's autonomy, in addition to providing interactions and exchanges with others or simply with the ludic object, providing opportunities for experiences, problem-solving situations and real situations (SANTOS, 2010).

Parody, in this sense, becomes an essential teaching tool, bringing playfulness to the classroom, by transforming students into protagonists of the process. Working with the construction of new lyrics by using existing songs/melodies, which permeate the reality of the students, contributes to a protagonist human being who will develop his critical sense in the elaboration of a new vision, of new lyrics, from the reality that surrounds him, about the discussions established by this study in relation to the theme Environmental Education.

According to Diniz (2017), the use of music as a didactic procedure, in this case, parodies, provides dynamic methodologies, favoring work from different languages and genres. In addition, the use of parodies improves the consolidation of content, making the school environment pleasant so that one has the opportunity to create, invent and discuss.
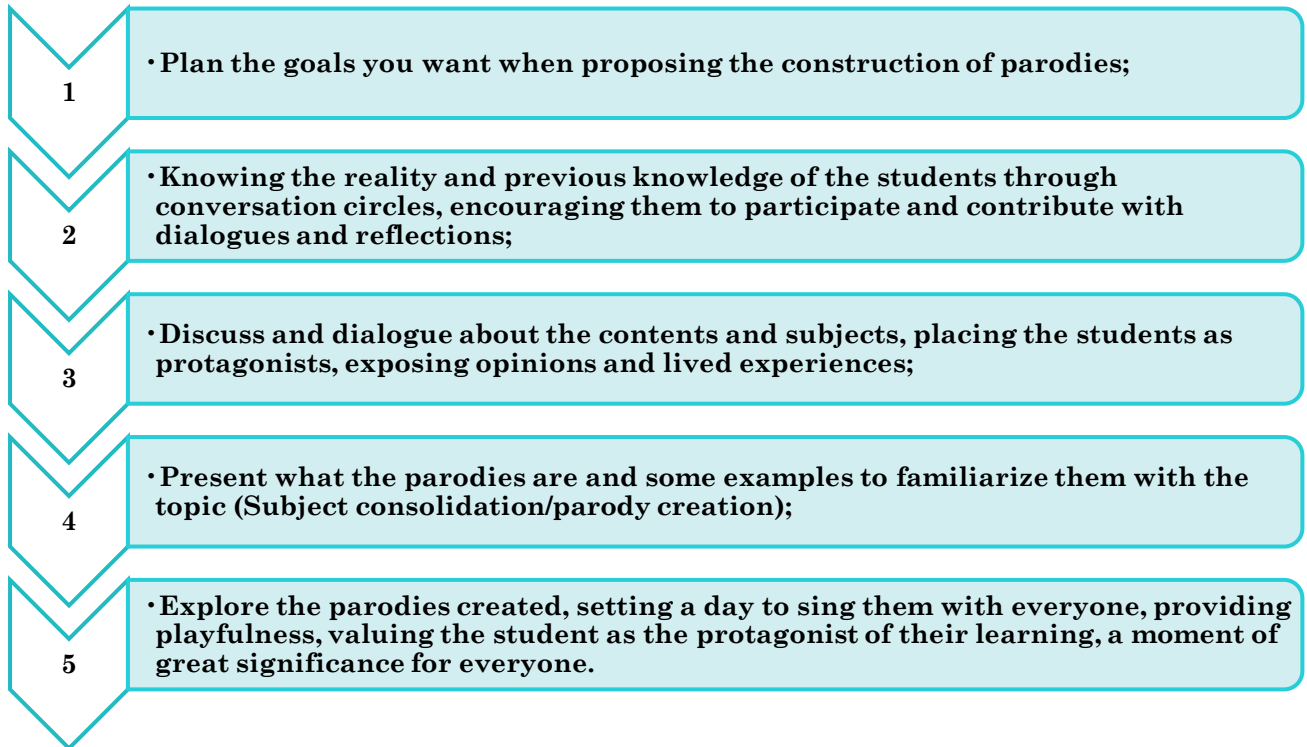
In Figure 1, we present the scheme for the construction of parodies foreseen by this Didactic Sequence.
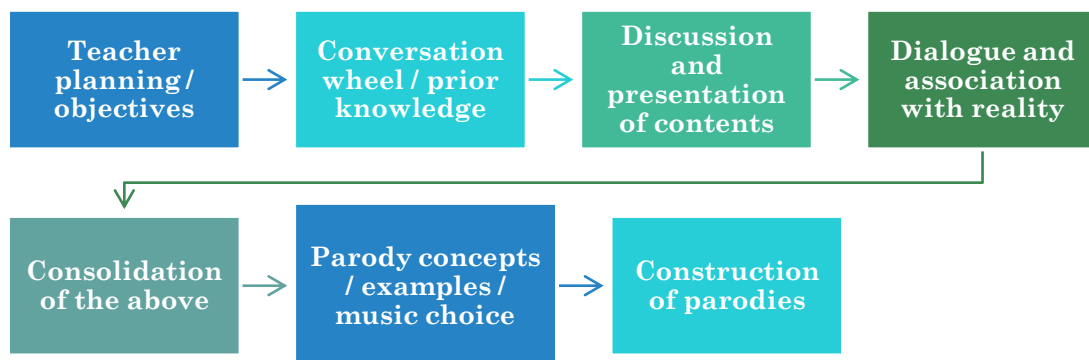

Roadmap for building parodies

Source: Leão *et al.* (2018)

When analyzing the figure, we realize that the ways to work with parody in the classroom must go through the following steps:

1 · Plan the goals you want when proposing the construction of parodies;

2 · Knowing the reality and previous knowledge of the students through conversation circles, encouraging them to participate and contribute with dialogues and reflections;

3 · Discuss and dialogue about the contents and subjects, placing the students as protagonists, exposing opinions and lived experiences;

4 · Present what the parodies are and some examples to familiarize them with the topic (Subject consolidation/parody creation);

5 · Explore the parodies created, setting a day to sing them with everyone, providing playfulness, valuing the student as the protagonist of their learning, a moment of great significance for everyone.

The present teaching product is based on some educational studies and theories, which made us build the teaching-learning process, so that it can contribute to the promotion of quality Critical Environmental Education.

Theoretical basis of the product

Comprehensive Education

action research

Meaningful Learning Theory

parody construction

Critical Environmental Education
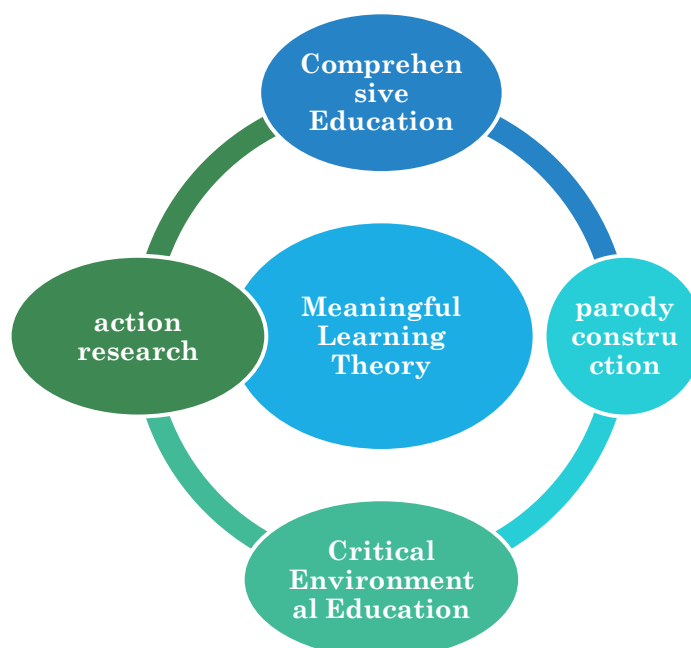
In this work, we aim to develop a teaching based on Integral and Holistic Education, as well as a focus on the research participant and on the reality that surrounds him, analyzing and interfering in this reality, a defense developed mainly by Freire (1996).

It is important to emphasize that integral development is in line with the proposal of the National Common Curriculum Base (BNCC), when building skills and competences for life in society.

Ausubel's Theory of Meaningful Learning (1968) was the theory chosen to support the teaching process. According to this theory, the student's reality and his/her cognitive background are relevant to start any teaching/student work.

For Ausubel, education is built through discoveries, experiences and studies, contributing to the construction of new knowledge and a more active citizen in the social relationships that involve him. Ausubel's theory brings greater importance to the individual, placing him at the center of the teaching-learning process.

Studies of textuality and intertextuality are also present in this teaching product, providing principles for the creation of texts, in this case, parodies, considered an intertext in language studies (GOUVÊA, 2007; CAVALCANTE; BENTES; KOCH, 2008; VAL, 1999).).

For the construction of Critical Environmental Education, we brought the vision of Loureiro (2012) and Layrargues (2012), who base the importance of historically understanding the processes that led and resulted in the current environmental situation worldwide and in Brazil.

It is important to emphasize that the theories that underlie the proposal are available on the website, www.ensinandocomparodias.com.br, where the teacher can find topics, laws, guidelines and reading suggestions to better understand these theoretical references addressed in the research. In this way, the site serves as a support, enhancing the pedagogical work.

Applied methodology

The Didactic Sequence was applied in 6th grade classes of Elementary School, in a total of 8 hours of 50-minute classes, being possible to distribute it according to the teacher's planning and the needs of the target audience.

The classes used in order to apply the product were the geography ones, according to the researcher's specialization. However, we offer possibilities to work in different curricular components, thus emphasizing the transdisciplinary theme of Environmental Education.

Objectives

Main objectives

- Strengthen teaching work, providing support and strategies that aim to raise awareness and dialogue on the topic of Environmental Education with elementary school students.

Specific objectives

- Provide quality teaching, through the construction of parodies, contributing to awareness, criticality, autonomy and motivation and improving the educational process.
- Create a space for debates and dialogues on Environmental Education.

Target Audience

- The product is intended for teachers and the educational community who want to approach the topic of environmental education with students, in order to raise their awareness on the subject.

2. Methodological Path

2.1. *Website*: ensinando com paródias

In order to the teaching product, the didactic sequence, be accessed from different realities and locations, we chose to develop a digital artifact, in this case, a website that works as a digital repository to record the theoretical framework that underlies the studies, as well as the availability of didactic sequences and environmental parodies created by research participants.

For this purpose, we sought some help of a system analyst and a web eveloper, as well as a graphic designer, professionals engaged in this area of technology, who corroborated the ideals of teaching in the midst of the computerized world.

At the first stage of the elaboration, we got together so that we could discuss the design of the desired content for the website, the target audience for which it was intended and the presentation of a proposal for the configuration and customization of the web page.

We also talked about the design of the site, proposing ways to make it attractive to the pedagogical public and the school community. By talking about this, we arrived at a more humanized proposal for the site, in which we would use the flat design proposal. In this ideal the drawings are simpler, which is very close to the children's audience, bringing the personality we wanted to the digital artifact.

This type of design is widely used in graphic materials or websites, without much information – simplicity is its main characteristic, thus avoiding effects that can cause visual interference.

According to Ramos, Triska and Souza (2015), from 2010 onwards, flat design took over the web space and started to become more popular.

Subsequently, due to the strong visual appeal and prioritizing clear and objective messages, the expansion of use of this concept went beyond only digital media, with the dissemination to various media, where it gained notoriety mainly in its application in visual identity, brands and products (RAMOS; TRISKA; SOUZA, 2015, p. 200).

The aforementioned authors still talk in their article about some of the main features of flat design that collaborated and supported the site. The flat design brings a simpler style, minimalist in its colors, always providing a modern look and a clear look of what is proposed (RAMOS; TRISKA; SOUZA, 2015).

Through dialogues and meetings, we were able to move on to our second stage: starting production of the site. At this stage, the web developer hired the WordPress hosting service, a content management system, being a simple and well-known way to create a website or even a blog, using the approach or content of someone's choice.

Having the package closed with the website hosting service, we defined the domain name for our digital artifact: www.ensinandocomparodias.com.br. In order to make room for suggestions and dialogues with people interested in the product, we created the contact email through the website: talitapereira@ensinandocomparodias.com.br.

The third stage was defined by the customization of the site and the development of its content. We decided on the colors we would use, the site's slogan, the format of the letters, the number of pages and the content it would have. In addition to these choices, we built the entire website design, with the illustrations of each page and the initial sign.

Paraphrasing Pinheiro and Schwengber (2016), colors have always been used, since the dawn of humanity, being captured by vision and transformed into sensations to be assimilated. The colors have their meanings, objectives and purpose, according to the proposal used.

In this premise, we decided on colors that would convey our goals and purposes, incorporating the meanings of colors in line with our educational target audience, thus aiming to an appearance focused on children and the educational community.

The pink, yellow and green colors, which were highlighted on our website in the sign on the home page, were produced in a relaxed and eye-catching way, to symbolize the children's public and attractive learning.

According to Pinheiro and Schwengber (2016), the color pink is widely used in children's audiences, bringing softness to the product. The green color brings tranquility, balance and comfort, also linked to the environment and nature, highlighting the environmental issue of the proposed work as a principle. The yellow

color, on the other hand, means dynamism, joy, action and power, which reminds us of the project's action, the search for youth leadership, in line with Environmental Education.

As a background for the figures and the sign, we chose the color purple. According to Paz (2018), the color purple is part of the group of cold colors, transmitting sensations linked to dreams and fantasy. It is the color that represents magic, stimulating creativity and intuition.

Website Home Page
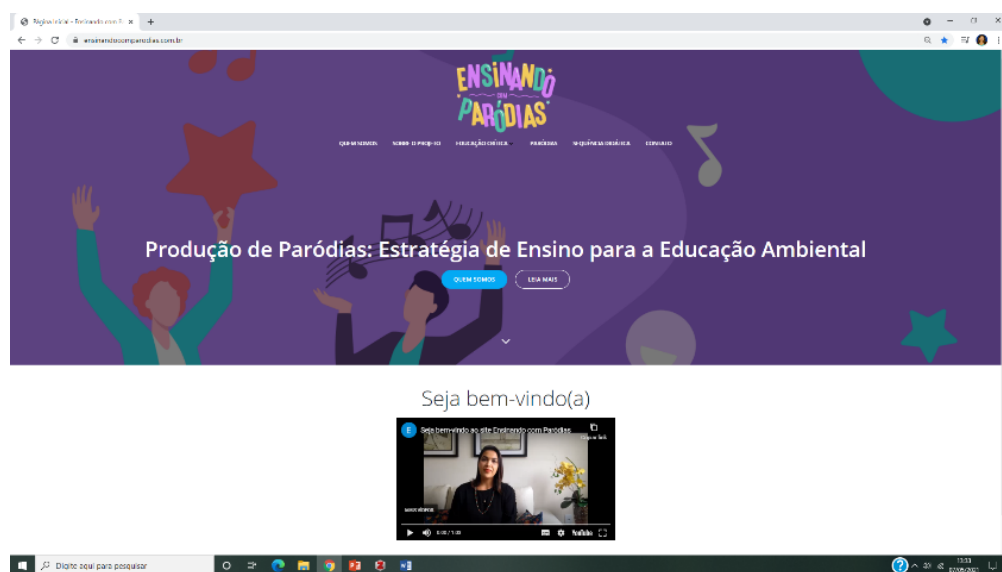
Source: www.ensinandocomparodias.com.br

In order to invite the pedagogical community to participate in the project, we developed an explanatory video posted on the website's homepage, inviting internet users to embark on this new way of teaching and getting to know the exposed project better.

After these steps, we started the posts with the intended content. We developed the home page, introduced the mission of the site and the expectations we have in relation to it, we included an explanatory tab on critical education and environmental education, theory of meaningful learning, in addition to providing links for educators to carry out their work through of the website itself.

Website ensinando com paródias
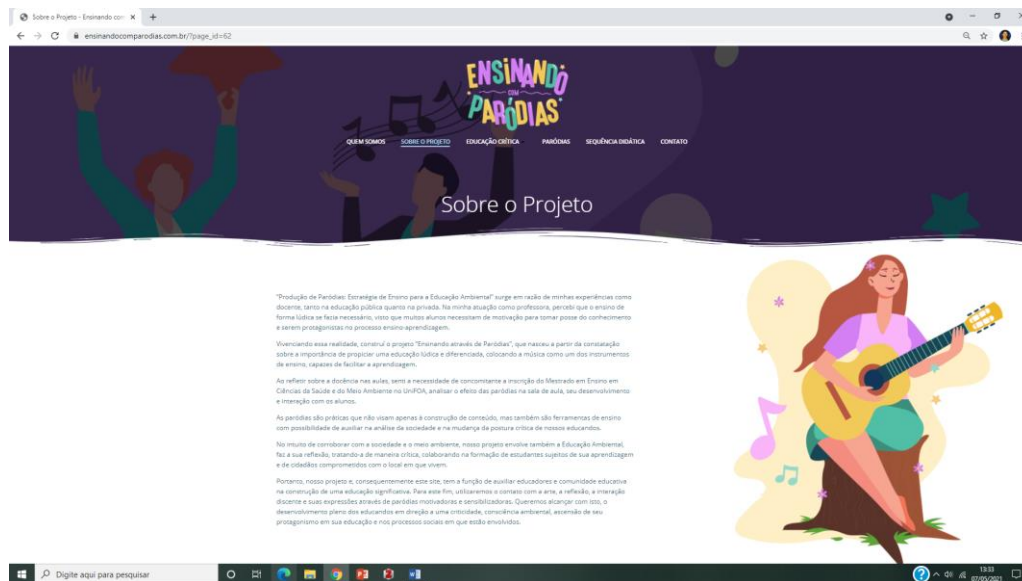
Source: www.ensinandocomparodias.com.br

Our digital artifact Teaching with Parodias encompasses all the parodies developed by students of the 6th year of elementary school in the application of this master's study in relation to EE, also bringing our teaching product: the proposed didactic sequence, in order to help other teachers to replicate this study in their educational community.

The availability of study materials, in relation to the theoretical basis, examples of parodies and the didactic sequence, is essential for the teacher who wanted to approach this project in their reality to recognize the site a support for carrying out their classes.

This is the purpose of the Teaching with Paródias website: to build new teaching strategies and enhance the work of teachers in the context of Environmental Education, serving as a repository and a guide for other teachers on their journey, providing self-reflection in relation to teaching practice and the meaningful learning.

2.2. Elaboration of didactic sequence

According to Araújo (2013), the didactic sequence is a teaching model organized with activities formed by the teacher from a core, a subject. This term

emerged in France in the 1990s, where the need to overcome and improve language teaching was a priority (GONÇALVES; FERRAZ, 2016).

According to Dias and Mesquita (2017), didactic sequences are great strategies, but the way in which the teacher approaches or conducts the work is fundamental for the effectiveness of the teaching material. It is essential that teachers have knowledge of their class; separate what is relevant to work according to the proposed subject; and pay attention to the conclusions of your students. We understand, therefore, that the didactic material is successful, if it is worked with the needs of the students, always considering the environment to which it belongs, the appropriate time to carry out the work, as well as the knowledge acquired and the difficulties encountered along the way.

Collaborating with the aforementioned views, Miquelante et al. (2017) propose that the structure of the didactic sequence follows a programmed logic:

Presentation of the situation	Initial Production	necessary modules	final production
·Expose the project's objectives to the students. ·Present the contents and their purpose.	·Identify previous knowledge (through conversation circles). ·Interact with students, getting to know them	·Carry out activities and discussions according to the teaching plan. ·Time to achieve the objectives listed in the proposal.	·Put into practice everything that was discussed in the previous modules. Moment of student action.

The didactic sequence developed in this product follows the four steps for its realization and production. However, it is relevant to say that the didactic sequences should not be seen as rigid or without possibilities of modification. All teacher's planning and classroom attitudes must be done according to the reality of the class, student performance and objectives to be achieved.

2.3. Suggestion of Didactic Sequence

Teaching with parodies: Environmental education in focus

Theme: Critical Environmental Education

BNCC: Contemporary Transversal Themes – Environmental Education and Consumer Education.

According to the National Curricular Common Base (BNCC), the teaching of Geography reinforces the idea of reading the world among students, expanding the senses and understanding that one has about reality. The document proposes the resumption of sociocultural identity, recognizing the use of geographic space and its changes, providing awareness of human interference on the planet (BRASIL, 2017).

GEOGRAPHY

Competences for the teaching of Geography worked in this didactic sequence:

✤ Use geographic knowledge to understand the society/nature interaction and exercise the interest and spirit of investigation and problem solving.

✤ Establish connections between different themes of geographic knowledge, recognizing the importance of technical objects for realizing the ways in which human beings make use of nature's resources throughout history.

✤ Develop autonomy and critical thinking to understand and apply geographic reasoning in the analysis of human occupation and production of space, involving the principles of analogy, connection, differentiation, distribution, extension, location and order.

✤ Develop and use processes, practices and procedures to understand the natural, social, economic, political and technical-scientific and informational world, evaluate actions and propose questions and solutions to issues that require scientific knowledge of geography.

✤ Build arguments based on geographic information, debate and defend ideas and points of view that respect and promote socio-environmental awareness and respect for biodiversity and for others, without prejudice of any kind.

✤ Act personally and collectively with respect, autonomy, responsibility, flexibility, resilience and determination, proposing actions on socio-environmental issues, based on ethical, democratic, sustainable and solidary principles.

Thematic units	Objects of Knowledge	Skills

The Subject and its place in the world	Sociocultural identity	**(EF06GE01) – To compare the changes in landscapes in places of living and the uses of these places at different times.**
World of work	Transformation of natural and anthropic landscapes	**(EF06GE06) – Identify the characteristics of landscapes transformed by human work from the development of agriculture and the industrialization process.** **(EF06GE07) – Explain the changes in human integration with nature since the emergence of cities.**
Nature, environments and quality of life	**Biodiversity and the hydrological cycle; Human activities and climate dynamics**	**(EF06GE11) – Analyze different interactions of societies with nature, based on the distribution of physical-natural components, including changes in local and global biodiversity.** **(EF06GE13) – Analyze the consequences, advantages and Disadvantages of human practices in climate dynamics.**

Transversality of work in other areas of knowledge

The present work was carried out in Geography classes, specialization of the researcher teacher, but the subject Environmental Education is portrayed by BNCC as a transversal theme, running through all curricular components. In this way, we suggest below some BNCC skills and competences in other areas of knowledge, so

that teachers of other disciplines can corroborate with the subject Environmental Education in their classes.

NATURE SCIENCES

Skills worked:

⁜ Understand Natural Sciences as a human enterprise, and scientific knowledge as provisional, cultural and historical.

⁜ Build arguments based on reliable data, evidence and information and negotiate and defend ideas and points of view that promote socio-environmental awareness and respect for oneself and for others, welcoming and valuing the diversity of individuals and social groups, without prejudice of any nature.

⁜ Use different languages and digital information and communication technologies to communicate, access and disseminate information, produce knowledge and solve problems of the Natural Sciences in a critical, meaningful, reflective and ethical way.

⁜ Acting personally and collectively with respect, autonomy, responsibility, flexibility, resilience and determination, using the knowledge of Natural Sciences to make decisions regarding scientific-technological and socio-environmental issues and regarding individual and collective health, based on ethical, democratic, sustainable and solidary principles.

Thematic units	Skills
matter and energy	**(EF06CI04) Associate the production of medicines and other synthetic materials with scientific and technological development, recognizing benefits and assessing socio-environmental impacts.**

HISTORY

Skills worked:

⁜ Understand historical events, power relations and processes and mechanisms of transformation and maintenance of social, political, economic and cultural

structures over time and in different spaces to analyze, position and intervene in the contemporary world.

🞣 Elaborate questions, hypotheses, arguments and propositions in relation to documents, interpretations and specific historical contexts, using different languages and media, exercising empathy, dialogue, conflict resolution, cooperation and respect.

🞣 Identify interpretations that express views of different subjects, cultures and peoples in relation to the same historical context, and critically position themselves based on ethical, democratic, inclusive, sustainable and solidary principles.

Thematic units	Skills
History: time, space and forms of records	(EF06HI05) Describe changes in nature and landscape carried out by different types of society, with emphasis on indigenous indigenous peoples and African peoples, and discuss the nature and logic of the transformations that have taken place.

MATH

Skills worked:

🞣 Make systematic observations of quantitative and qualitative aspects present in social and cultural practices, in order to investigate, organize, represent and

communicate relevant information, to interpret and evaluate them critically and ethically, producing convincing arguments.

🔸 Use mathematical processes and tools, including available digital technologies, to model and solve everyday, social and other knowledge problems, validating strategies and results.

🔸 Develop and/or discuss projects that mainly address issues of social urgency, based on ethical, democratic, sustainable and solidary principles, valuing the diversity of opinions of individuals and social groups, without prejudice of any kind.

🔸 Interact with their peers in a cooperative way, working collectively in planning and developing research to answer questions and in the search for solutions to problems, in order to identify aspects that are consensual or not in the discussion of a given issue, respecting the way of thinking of the colleagues and learning from them

Thematic units	Skills
Probability and statistics	(EF06MA32) Interpret and resolve situations involving research data on environmental contexts, sustainability, traffic, responsible consumption, among others, presented by the media in tables and in different types of graphs, and write written texts with the aim of synthesizing conclusions.

PORTUGUESE LANGUAGE

Skills worked:

✤	Appropriate written language, recognizing it as a form of interaction in the different fields of action of social life and using it to expand their possibilities of participating in literate culture, building knowledge (including school ones) and getting involved with greater autonomy and protagonism in social life.

✤	Employ, in social interactions, the variety and style of language appropriate to the communicative situation, to the interlocutor(s) and to the speech genre/text genre.

✤	Analyze information, arguments and opinions expressed in social interactions and in the media, taking an ethical and critical position in relation to discriminatory content that violates human and environmental rights.

✤	Mobilize digital culture practices, different languages, media and digital tools to expand the ways of producing meanings (in the processes of understanding and production), learn and reflect on the world and carry out different authorial projects.

Thematic units	Skills
Reading	(EF67LP02) Explore the space reserved for the reader in newspapers, magazines, printed and online, news sites, etc., highlighting news, photo reports, interviews, cartoons, subjects, themes, debates in focus, positioning oneself in an ethical and respectful manner in front of these texts and opinions related to them, and publish news, journalistic notes, photoreports of general interest in these spaces of the reader. (EF67LP15) Identify the prohibition imposed or the guaranteed right, as well as the circumstances of its application, in articles related to norms, school regulations, civil society regulations and statutes, regulations for the advertising market, Consumer Defense Code, National Code of Traffic, ECA, Constitution, among others.

| Text production | (EF69LP07) Produce texts in different genres, considering their suitability for the production and circulation context - the enunciators involved, the objectives, the genre, the support, the circulation -, the way (written or oral; static or moving image, etc.) , to the linguistic and/or semiotic variety appropriate to this context, to the construction of textuality related to textual and genre properties), using strategies of planning, elaboration, revision, editing, rewriting/redesign and evaluation of texts, for, with the help of the teacher and the collaboration of colleagues, correct and improve the productions performed, making cuts, additions, reformulations, corrections of agreement, spelling, punctuation in texts and editing images, sound files, making cuts, additions, adjustments, adding/changing effects, ordinances etc.

(EF67LP19) Conduct a survey of issues, problems that require the reporting of disrespect for rights, claims, complaints, requests that include the school community or any of its members and examine rules and legislation.

(EF67LP21) Disseminate research results through oral presentations, panels, scientific dissemination articles, encyclopedia entries, scientific podcasts, etc.

(EF67LP31) Create poems composed of free verses and fixed form (such as quatrains and sonnets), using visual, semantic and sound resources, such as cadences, rhythms and rhymes, and visual poems and video-poems, exploring the relationships between image and verbal text, the distribution of graphic stain (visual poem) and other visual and sound resources. |

Orality	(EF67LP23) Respect speaking turns, participating in conversations and discussions or collective activities, in the classroom and at school, and formulating coherent and appropriate questions at appropriate times in classroom situations, oral presentations, seminars, etc.
	(EF67LP24) Take notes of classes, oral presentations, interviews (live, audio, TV, video), identifying and ranking the main information, in order to support the study and production of syntheses and personal reflections or other objectives in question.

Source: BRAZIL (2017)

Execution time for the didactic sequence: we suggest that it be worked in 8 lessons of 50 minutes. In this sequence, we will use one of the three weekly classes of the Curriculum Component of Geography, respecting and considering the activities foreseen in the school calendar, among them, evaluations, holidays and recess.

Initial remarks:

This project was planned in 2020 and implemented in 2021, when, due to the COVID-19 pandemic, all education was remodeled. Given the above, all classes were organized through conversation circles.

The activities were carried out in person, in classrooms, as well as remotely/hybridly, as in the year mentioned above. At the College where this project was applied, we used the Google for Education platform and the Google Meet videoconferencing application for classes and conversation circles.

Classes took place in a remote and hybrid way for students whose parents authorized the return to school and, for those who stayed at home, classes were held remotely (in real time).

Therefore, all the conversations and considerations of this didactic sequence were adapted to this model of teaching and school organization, required by the return protocols: the students' desks in the classroom had a fixed place, so that it does not generate agglomerations and, the students who were in the room and at home, participated in the same way, each from the place where they were.

The parodies were made together, one per class, as the assembly of groups would not be suitable at the time we applied the project, due to the pandemic. In

addition, by creating a parody per class, we were able to cover both students who were at school and those who participated remotely, at home.

CLASS 1

Class organization: We suggest that, throughout the project, the classes be organized in a circle, since we will use the conversation circles as tools for discussions

Development: As an awareness and problematization for this project, start with the video: "The images that show the gigantic sea of garbage in the Caribbean" (https://www.youtube.com/watch?v=snHn5HQxweo). Soon after, suggest reflections to the students, who will be able to explain what they felt when watching the video, also highlighting the importance of the subject to be debated. As a questioning, ask how they felt about the fact demonstrated in the video, or even if the situation seen reflects problems that we are currently experiencing. Students should be motivated to reflect, to talk about the project, its objectives and its purpose. It is important that this step is carried out, placing them as active participants in the study process.

In this meeting, the project rules will be exposed and built together, establishing moments of speech, silence and listening during the conversation circle, to enable the participation of each student.

It is important to emphasize that all discussions of the conversation circles will be noted by the teacher in the logbook, so that all steps and learning are remembered and evaluated.

We also suggest using the video https://youtu.be/QBHvsSdy56A that explores programmed obsolescence and consumption in a very current way.

Conclusion: To finish this initial moment, ask the students what they want to achieve with this project, summarizing their perspectives in one word.

Assessment: The assessment will be carried out in all meetings with students, in conversation circles and in the activities to be accomplished.

Development: For the development of the class, from the previous conversation that had the video as an initial path for reflection. Start the conversation in order to identify the students' prior knowledge, as well as their connections and understandings about the environment in which they live. In this way, when conducting the class, ask them with stimulant questions, listening to them and continuing the conversation. We believe that, with these questions, we will be able to deepen the knowledge that the students bring in relation to Environmental Education. This phase of the project is extremely important, as we will plan the actions from that day onwards, putting students as protagonists of the teaching process.

1- What would be Environmental Education for you? Is this important today?

2- How is the reality in our country, state and municipality in relation to the environment?

3- Historically speaking... When do you think environmental problems started in our country?

4- In the Geography discipline, we studied a lot about the transformation of geographic space. What examples can we take from this?

5- Consumption and environment – what is the relationship between these themes?

6- Sustainable development: how can it happen? Have you ever heard of it? What benefits can this practice bring?

We believe that, with these questions and in the course of the conversation, we will be able to get to know the students better and their previous knowledge. In the questions, the teacher must mediate the conversation, in addition to listening, noting the opinions that may arise, in addition to encouraging them to participate in the process, which is fundamental, remembering that the proposed study is based on Ausubel's significant learning.

Conclusion: Finally, we will leave a survey on the local reality, at which time the students will analyze how the city where they live is. They will be able to use the internet, newspapers and magazines, interview parents or guardians or even observe and photograph the neighborhood where they live or the way to school. At the next meeting, we will talk about what they researched.

CLASS 3

Development: In this class, propose to the students to expose what they found in the research about the local reality, how the city is, the environment and the care with it. During the class, listen to different points of view and show the students that we are all responsible for the place where we live, and our role is to modify citizens in the face of the problems that society lives.

Conclusion: Sing the song "Sal da Terra – Beto Guedes", and sensitize students to speak a word that the song brought as a reflection or message to their lives.

Assessment: Do an activity with the Mentimeter application (cloud of words), inserting what the students learned in relation to the local reality and environmental care.

Development: For this part of the didactic sequence to be implemented, it is necessary that the teacher has completed the stage of prior knowledge of his students, so that this is the starting point for the conversation circles of the two following classes, which will serve to understand education. Environment, the problems our planet is going through today, and the historical processes that made all these factors happen.

The following topics will be proposed for dialogue with students:

• Environmental problems and their historical origins;

• Consumption and the environment;

•Sustainable development;

• Reduction, recycling and reuse (3 Rs);

• Transformation of geographical-space by man and environmental exploration: what problems arise from this reality.

As a way of working with active methodologies with the students, use the so-called "station rotation". This proposal makes it possible to offer the student previous or sensitizing materials, so that the subject can be introduced. In the season rotation adapted to the pandemic, each subject above will have specific support material, which can be photos or images, reports, maps, among others. Every five minutes of the class, each group of 4 students will go through each reality presented, taking the time to analyze the material and discuss the subject. After all groups have gone through all the "stations", the group as a whole can discuss matters together. Students who will be remotely will receive links to each material, so they can analyze from home and participate in the final discussion.

After that moment, the topics should be mediated by the teacher and worked with the students through chats (conversation circles). We believe that this open dialogue will place the students as the subject of their learning, valuing their opinions, knowledge, having the teacher as a mediator of the conversation, in addition to bringing critical debates to the students regarding the theme Environmental Education. Referencing the learning theory chosen for this project, Ausubel, the contents should be worked in a hierarchical way, in which, initially, the themes will be approached in a broad way and, later, detailing each subject. For meaningful learning to occur, this format must be used, as our cognitive structure is formed by this hierarchy.

Conclusion: At the end of this moment, ask the students to think of an action that can be carried out in order to contribute to a better environment.

For those who feel free to speak, open a space for them to share. To conclude, also use the video at the end of the discussion: https://www.youtube.com/watch?v=xjgZALE4Dm8. The aforementioned video allows demonstrating beneficial environmental actions that are currently taking place in some countries.

Assessment: Assessment will be carried out in all meetings with students, in conversation circles and in activities to be accomplished.

Desenvolvimento: Start by rescuing what was discussed in previous classes, until reaching the moment when we asked the students to think of a way to contribute to a better environment. Listen to the reflections, discuss with the students the proposed ways, to think about how we can put these suggestions into practice. In addition to these reflections suggested to the students, propose to them to make the parodies, in which the letters can be constructed by the class with all the learning acquired, so that the class's reflections in relation to the environment can sensitize other people, such as parents, responsible, educational community and society.

To build parodies, it is necessary to explain to them what parodies are, how it is done and the objectives we aim to achieve with this stage.

Parody design and construction process:

• Teacher planning / project objectives;

• Conversation circle / previous knowledge;

• Discussion and presentation of contents;

• Dialogue and association with reality;

• Consolidation of the proposed subject;

• Parody concept: what it is and examples;

• Construction of parodies.

The production of parodies must enter the consolidation process, since, for its realization, the student needs the entire process already worked on in this didactic sequence, as we demonstrated above: understanding concepts, relating, comparing, evaluating, relating to reality too, then reflect and write the lyrics, based on a previously chosen melody.

Explain to the students what the parodies are, familiarize them with some examples already created and explain the elaboration of the process. This part is important for them to understand what they will create and for what purpose.

The exercise of parodies can be carried out in groups, individually or with the whole class collectively, using a videoconferencing application (remote/hybrid teaching).

Conclusion: The conclusion of this stage will be the elaboration of parodies by the students.

Assessment: Assessment will be carried out in all meetings with students, in conversation circles and in activities to be accomplished.

Development: At this point in the project, we will present the parodies developed by the groups/classes to all the students in the school. It is interesting to present at the parents' meeting, so that all those responsible ones can hear the songs and lyrics created. If the school has an environment with sound, play the parodies during recess, when students leave or enter, so that the entire educational community becomes aware of the project. Some students may propose other solutions to help the environment.

Due to the pandemic, this stage of the project was addressed with the dissemination of parodies on the website www.ensinandocomparodias.com.br, a virtual space where parents, family members and the educational community can appreciate the work of students. We use the College's sound system, playing the parodies created during recess, to sensitize the educational community in relation to the environment and the necessary care for its preservation.

Conclusion: At the end of the project, evaluate with the students the whole process, what they learned and reflected and if a really critical sense in relation to the environment was apprehended.

Assessment: Assessment will be carried out in all meetings with students, in conversation circles and in activities to be accomplished.

Completion of the sequence: This project aims at critical environmental education through the construction of parodies. Therefore, we suggest that the lyrics of the song be evaluated together with the students, leading them to observe what they wrote, thus providing a reflection on the project and if it achieved the expected objectives.

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