

**FILMS FOR CHILDREN AS A STRATEGY FOR EXPANDING THE
CONCEPT OF CONSCIOUS CONSUMPTION:
DIDACTIC-PEDAGOGICAL ACTION IN THE CONTEXT OF PIBID**

Hello Teachers,

This proposal intends to provoke situations that awaken in children awareness of the environmental crisis that we are experiencing and, therefore, that it is up to them to be protagonists in the face of the challenges imposed by socioenvironmental degradation. In this sense, when becoming aware, it is expected that the child overcomes the focus on the perspective of individual actions, which, although necessary, are not enough. The solution to minimize the severity that threatens the environmental scenario is articulated with measures that increase awareness about the issue of consumption. In this way, collective actions that reverse the current situation of the planet become urgent. If you've come this far, the next step is to get to know the proposal that is not characterized as a salvationist activity, but uses children's films as a learning resource that help work on environmental education issues in a language that is more appropriate for children. This is just a starting point so that we can, in a critical way, build a society that consumes in a conscious way.

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Goal

Develop a didactic sequence as an educational product that contributes to teacher training, in a way that enables a didactic transposition with a view to promoting the expansion of consumption concept by part of students early years of teaching Fundamental.





ROAD MAP

Do you know how to use didactic sequences?

Well then! They take different forms, but we suggest that you start with the “Diagnostic Activity” to assess and learn about the students' knowledge. To do so, follow these steps:

1. register on the Teacher tab, inserting your name, e-mail contact and name of the school where you work;
2. instruct the student that to answer the “Diagnostic Activity”, he must:
 - a) write his name;
 - b) select the name of their teacher and their school;
 - c) answer the questions.
3. to start the first round of conversation, select the questions that are in the "Proposal" tab and address them with the students;
4. discuss with students each of the questions;
5. Watch the chosen movie in the movies tab or ask the students to watch it with their families;
6. give them an activity to record in text or drawings the scenes that are articulated to consumption;
7. now, with the necessary appropriations of the films, to start the second round of conversation, select the questions related to the films, in the “Films” tab, developing them with the students.
8. Finish by asking them to redo the “Diagnostic Activity” to check the expected progress.





OVER THE HEDGE

Spring has arrived, which causes forest animals to wake up from hibernation. Upon waking up, they soon have a surprise: a large green fence has appeared around their natural habitat. Initially they fear what's behind the fence, until RJ (Bruce Willis) reveals that a city was built around the forest they live in, which now occupies only a small space. RJ also says that in the world of humans there are the most diverse delicacies, convincing the others to cross the fence. However, this attitude displeases the cautious Verne (Garry Shandling), who thought it best to remain where they were initially.

Does the RJ character have the need to consume everything he tried to get?

In our life do we have the custom of buying more than we need?

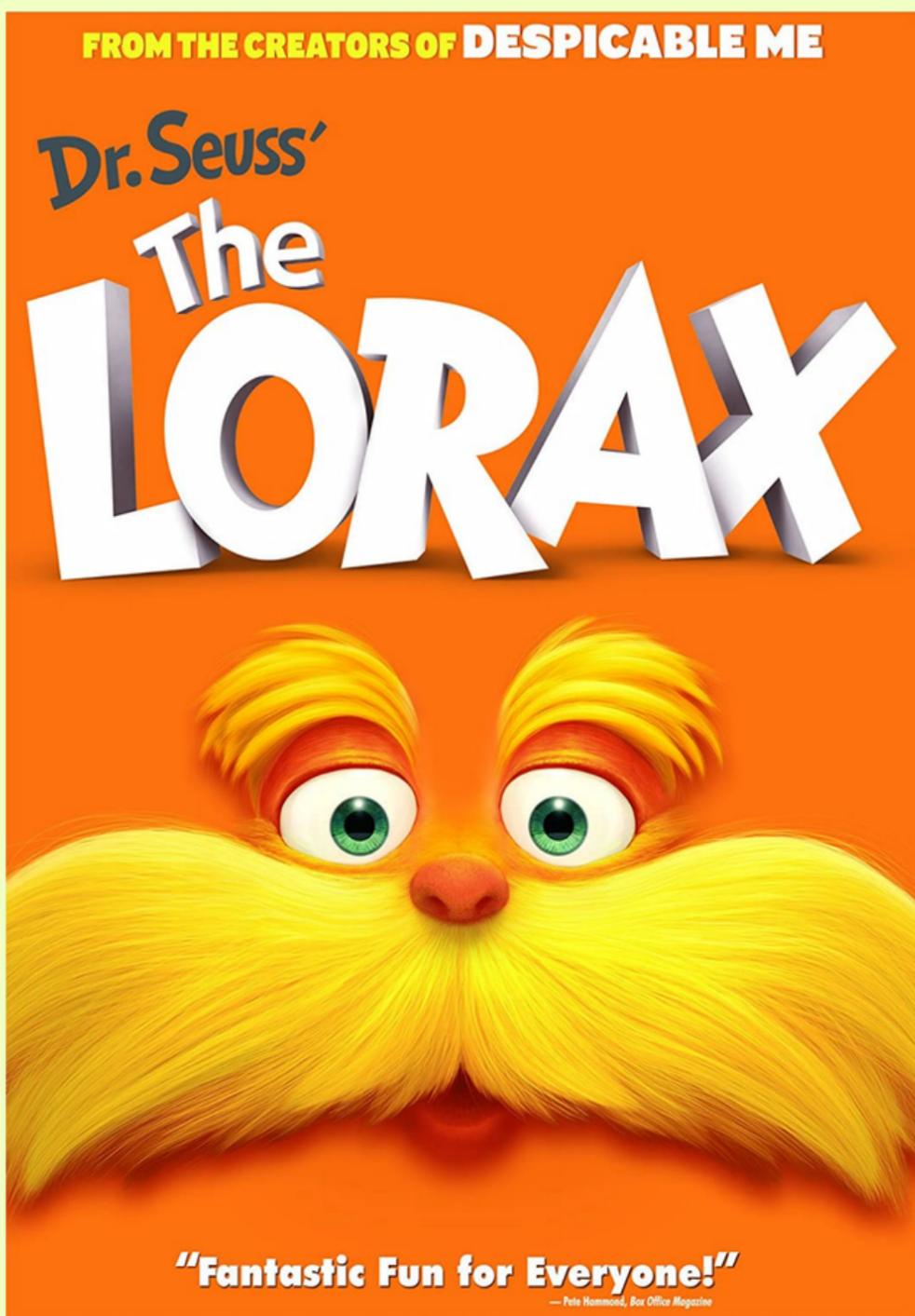
What consequences did this bring to the character of RJ?

What consequences could this have for us and our planet?

Are those foods suitable for RJ's character to consume?

Let's talk a little bit about large food production and how it can harm the environment?





THE LORAX - FANTASTIC

A 12-year-old boy is looking for a tree that will allow him to win over the girl of his dreams. To find her, he travels through the territory of the Lorax, a legendary, feisty and charming creature who fights to preserve his world and the creatures that inhabit it.

Do you think it was right for the character Once-ler to cut all truffula trees (a natural resource shown in the film) in the world at once, without listening to what the Lorax said? What did it trigger?

Sometimes we need to cut down a tree to build a piece of furniture, a door, if we have that need. What would be the right thing to do to reduce the damage that this causes to the environment?

What happened to the world in the movie? Do you think this could happen to our planet?

What consequences could this have for us and our planet?

With the lack of trees, the place where Ted, his grandmother and Audrey live gets too hot and Mr. O'Hare starts selling "fresh air". Do we buy/consume some natural resource that should be available since it exists in abundance in nature?

Is it any fun that we live in a world without trees like they did?

And our health, is it harmed by polluted air?



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