

THE ENVIRONMENTAL PERSPECTIVE FOR YOUTH IN ELEMENTARY SCHOOL

Hendrick da Costa de Souza

Forest Engineer graduated from UFSM campus FW

Luiz Paulo Rodrigues dos Santos Filho

Forest Engineer graduated from UFSM campus FW

Irmfried Henrique Papke

Academic of the Agronomy course at the institution: Centro de Ensino Superior Riograndense

Rafael Antonio Pasini

Agronomist and Professor at the institution: Centro de Ensino Superior Riograndense

Marcos Venicius Milesi

Bachelor of Business Administration (UFSM), MBA in Strategic Management of Cooperatives (Faveni)

Diego Duarte da Silveira

Student of the institution's Agronomy course: Centro de Ensino Superior Riograndense

Robinson Silva Fortes

Academic of the Agronomy course at the institution: Centro de Ensino Superior Riograndense

Gabriel Pereira dos Santos

Civil Engineer

Isabella Brizolla Piovesan

Bachelor of Business Administration (UFSM)

Vitória Correa de Oliveira

Student of the Agronomy course at UNICRUZ

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: The discussion about the environment has been highlighted in various media, especially in social networks. The growing concern about population awareness has been a global concern on the part of governments, and encompasses deforestation, fires and the uncontrolled use of pesticides, which end up contaminating soils and water sources. Environmental education in the school setting can contribute to the reduction of environmental problems that have been caused for years by anthropic action. The objective of the present work was to develop an awareness activity with the students of the third and fifth grades of a school through the planting of trees.

INTRODUCTION

The discussion about the environment has been highlighted in various media, especially in social networks. The growing concern about population awareness has been a global concern on the part of governments, and encompasses deforestation, fires and the uncontrolled use of pesticides, which end up contaminating soils and water sources. The preservation of the environment is everyone's duty, causing both the public and private sectors to carry out preventive and corrective activities, in favor of a socially fair and sustainable development (BARBOSA, 2008).

Environmental education in the school setting can contribute to the reduction of environmental problems that have been caused for years by anthropic action. Children belong to future generations and, being in the stage of intellectual development, it is believed that environmental awareness can be introduced more successfully than in adults, as they do not have solid habits and behaviors (CARVALHO, 2001). With all the knowledge acquired during the Forest Engineering graduation in the disciplines of Silviculture, Ecology, Phytosociology and Forest

Management, the idea of working in schools with young people during the internship is of paramount importance, because the professional qualified in Forestry, he works in several activities, being a speaker one of them.

According to Andrade (2005), the internship is an important part of the curriculum, as the intern will assume for the first time his professional identity and be committed to his family, his community, to democracy and to carry out his professional activities in a correct way. its competence. During the internship, it is important to know how to unite theory with practice, so the student will know how to relate various knowledge, having more training to understand the job market (SILVA, 2005).

The objective of the present work was to develop an awareness activity with the students of the third and fifth grades of a school through the planting of trees.

EXPERIENCE REPORT

On October 9, 2018, a lecture was held for third and fifth year students of the Erci CamposVargas State Elementary School in the municipality of Palmeira das Missões. The theme presented was the importance of trees for planet earth and living beings. The work was carried out during the curricular internship period for the conclusion of the course of Forest Engineer Hendrick Souza.

Soon after the awareness lecture, a dynamic was held with the students, where three seedlings of pitanga (*Eugenia uniflora*) and one of tipuana (*Tipuana tipu*) were planted in pots and were taken care of by teachers and students, who together were in charge of take care of the seedlings until they are developed to go to the field. After the seedlings were developed, the students and teachers took them to be planted in the school yard, near the sports court, so that the students could count on shading during physical activities.

The land was prepared, with the realization of weeding. Students and teachers were the main beneficiaries, leaving it to the teachers to make them aware of the importance of preserving the environment, forming good citizens who contribute to society.



Figure 1: Lecture for students 3.

RESULTS

The activity carried out at the school had the collaboration of the students, who paid attention and asked questions about the topic, showing their interest in the subject addressed. The teachers also helped during the lecture, and the subjects covered in the lecture were aligned with the same ones taught during the science classes, since the students involved in the activity were from the third and fifth year. The activity is an initial and important step for more ecological activities to be carried out at school, to be an example in environmental education in the future.

An example of a school with environmental education is Escola Amigos do Verde, located

in Porto Alegre. It has an area of 3,600 square meters, having been a national reference for over 30 years, offering comprehensive education allied to environmental awareness. Students have daily contact with the earth, animals, plants and, since 2001, the school has cisterns for rainwater harvesting, herb spiral, mobile chicken coop and living roofs. Teamwork is a requirement for educational development. "Within a school for a sustainable planet and exercising social ecology, the cooperative work of the team is a mark that can be observed from the school gates" (CARNEIRO, 2011). The differential of the school is in the fact that the students participate in the choice of decisions in all the activities that are carried out. Teachers and students reach a consensus on which project will be studied and carried out, after discussing ideas. Some activities carried out at the school are feeding animals, growing plants, producing recycled paper, harvesting fruits, separating garbage and reusing materials (CARNEIRO, 2011).

CONCLUSIONS

We concluded that the work achieved its objective of involving students and teachers in the development of the activity to arouse children's interest in seeking solutions for sustainable development. The activity of planting trees mobilized students and teachers, being an important step in uniting everyone to raise awareness of the importance of trees in the environment.

REFERENCES

ANDRADE, Arnon Mascarenhas de. O Estágio Supervisionado e a Práxis Docente. In: SILVA, Maria Lucia Santos Ferreira da. (Org.). Estágio Curricular: Contribuições para o Redimensionamento de sua Prática. Natal: EdUFRN, 2005. Disponível em: www.educ.ufrn.br/arnon/estagio.pdf; acesso em: 15 jul. 2008.

BARBOSA, Gisele Silva. O desafio do desenvolvimento sustentável. 4.ed.v. 1.n.4. Revista Visões. Disponível em: http://www.fsma.edu.br/visoes/ed04/4ed_O_Desafio_Do_Deenvolvimento_Sustentavel_Gisele.pdf. Acesso em: 06 out. 2019.

CARNEIRO, S.L. Escola Amigos do Verde: resiliência, amorosidade e ciência para a sustentabilidade. 1 ed. Porto Alegre: Armazém Digital. 2011.

CARVALHO, I.C.M. Qual educação ambiental?: Elementos para um debate sobre educação ambiental e extensão rural. Agroecologia e Desenvolvimento Rural Sustentável, Porto Alegre, v.2, n.2, p.43-51, abr./jul. 2001. Quadrimestral. Disponível em: http://www.emater.tche.br/docs/agroeco/revista/ano2_n2/revista_agroecologia_ano2_num2_parte11_artigo.pdf. Acesso em: 06 out. 2019.

DA SILVA, M.L.S.F. Estágio Curricular: Contribuições para o Redimensionamento de sua Prática. Natal, RN: EDUFRN – Editora da UFRN, 2005. 96 p. (Coleção Pedagógica; n.7).