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## **LIFE PROJECT: PERSPECTIVES OF A TRAJECTORY UNDER CONSTRUCTION**

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*Luiza Maria Martins Chaves*

Master in Education – UERJ

*Ana Claudia Medeiros Pernes da Silva  
Oliveira*

Master in Education – Unitau

*Alessandra Matos da Silva*

Specialist in EJA – UFF

*Luciana Vieira Santos*

Master's student in Assessment

– CESGRANRIO

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**Abstract:** Law 13,415/2017 established the policy to promote the implementation of full-time secondary education and amended the National Education Guidelines and Bases Law no. rights and objectives of this teaching stage and indicates the National Common Curricular Base, BNCC, as a guide for the learning objectives of Basic Education, as established by the National Council Guidelines. The curricular organization by area of knowledge must consider the comprehensive training of students with pedagogical work aimed at developing their physical, cognitive and socio-emotional aspects. Among the curricular components, the Life Project constitutes the Integrated Itinerary of New High School in SESI-RJ schools and aims to guarantee, for all students, learning and the construction of their trajectories to achieve their objectives, regardless of their characteristics individuals, their stories, in order to enable the construction of citizenship and the development of skills for access to the world of work and the continuation of studies in the stages subsequent to Basic Education. From this perspective, pedagogical praxis is premised on the intention of “Valuing the diversity of knowledge and cultural experiences and appropriating knowledge and experiences” (BNCC, 2017, page 9), in order to promote the construction of autonomy, critical awareness and, mainly, the sense of collectivity and respect for individualities. Thus, the present work intends to describe the experience of the Regional Departments of SESI and SENAI RJ in developing the curricular component Life Project, in offering the New SESI High School with SENAI Technical Training Itinerary.

**Keywords:** New High School. Itinerary. Life Project. World of Work. Curriculum.

The New High School (NEM) SESI<sup>1</sup>, with SENAI Technical Training Itinerary<sup>5</sup>, it takes place in 16 schools in Rio de Janeiro, and is

1 SESI – Industry Social Service – SENAI – National Industrial Learning Service

the result of a partnership that has existed for 13 years in offering high school education with professional education. In this trajectory there was an expansion of the offer, changes in the model, methodological and pedagogical advances and, recently, it underwent structural changes indicated by the educational policy in force in our country, which established the New Secondary Education established by Law 13,415/2017.

SESI and SENAI RJ, invested in a curricular composition whose arrangement, in line with the provisions of the aforementioned legislation, seeks coherence with “the vocations of the institution and with the trends of the socioeconomic context, the educational world and work, always preserving the vision and the objective of comprehensive training.” (SESI, 2022)

In General Training, the curricular units of the areas of knowledge are covered and refer to BNCC with 1800h (600h/year). The Integrated Itinerary covers 1200h (400h/year) and the Technical Itinerary corresponds to 1200h (400 hours/year).

In the Technical Training Itinerary, the competencies are organized based on the general competence to be developed in the course and are broken down into units of competence for each course and knowledge, skills and attitudes to be worked on, based on the methodology used by SENAI-RJ for the development of their training itineraries and teaching plans. The curricular structure of the Technical Training Itinerary is modularized and there is provision for a specific module for the World of Work.

To fulfill this prerogative, the World of Work module integrates all the course plans of NEM’s training offers, consisting of three curricular units, which together make up 200 hours, and are taught throughout the first semester of the program. The curricular units that comprise it are Professional Path

and Project (80h), World of Work (100h) and Professional Competence Integration (20h) and this knowledge can be verified transversally throughout the entire course.

The World of Work considers in its objectives that, in addition to technical skills, today, a professional must have initiative, autonomy, decision-making capacity and, above all, be able to act in a participatory, critical and creative way, with mobility and flexibility, in your professional and social life. With an initial training perspective, the World of Work module proposes not only getting to know the technological area of technical courses, but also bringing to the center the reflection on the skills for life and work required in the 21st century. Therefore, the purpose of offering this module is to guarantee conditions for students to:

[...] the development, both for school life and for the job market and for adult life in general, of transversal skills, such as the so-called socio-emotional skills (soft skills) and basic skills. (SENAI/DN, 2018 p. 30)

In order to complement SESI's basic training and, in conjunction with the Life Project curriculum, the World of Work module aims to develop professional and self-knowledge skills that enable decision-making, which results in a personal life and development project. career. Strengthening concepts and maturing knowledge that are in line with the Life Project curricular component, which will be present in the three years of High School.

The Life Project constitutes the curricular components of the Integrated Itinerary and includes BNCC guidance regarding learning objectives and the formulation of strategies so that the student becomes the protagonist of their school trajectory through the construction of the personal, civic and professional. Therefore, the challenge of offering this curricular component is to ensure young people.

[...] a training that, in tune with their paths and stories, allows them to define their life project, both with regard to study and work, as well as with regard to healthy, sustainable and ethical lifestyle choices. (BRASIL, 2018, p. 463)

This way, the integrated Life Project itinerary aims to provide experiences and processes to students in order to guarantee them opportunities to learn and develop skills and maturity to constitute their own reading of reality, outlining their interests, creating conditions and strategies to invest in your professional and personal future. In particular, the Firjan SESI Schools Life Project proposal hopes to develop in students a critical spirit about themselves, their place in the world, their rights, duties, interests and emotions, becoming citizens aware of their own nature. and context – social, emotional, family and educational/professional – encouraging them to design their futures based on their realities.

The methodological conception for the execution of the Integrated Life Project Itinerary was constituted in a procedural and formative way, permeating all activities, whether theoretical, practical, dynamic, online, among others, always relying on the preponderance of scientific and technological principles and contemporary forms of language.

Initially, in 2022, the curriculum was structured by syllabus whose themes were chosen with the purpose of providing the construction of critical thinking and reflection with a view to strengthening the pedagogical methodology for students to build their Life Projects.

The themes: Large collective groups; The world I belong to as a young person; The knowledge society; Communication and information; Time in our life and Believe in your dream? constituted the syllabus and, from them, subthemes/questions were developed.

As an example, the theme “Communication

and information” was broken down with the questions: How did communication reach today’s standards? How do radio, TV, the internet and social networks relate to Society?

From this perspective, the portfolio, whether physical or digital, was the instrument defined for building the students’ trajectory. The proposal is for each student to create their own and record in it all the activities indicated by the teacher, in addition to the student’s own individual movements to build their life project. This way, the portfolio and everything contained in it constitutes the procedural evaluation (texts, summaries, mental maps, presentations, productions, photographic records, logbook, self-assessment, in addition to the structured life project). The monitoring revealed that in the 16 schools that offer the NEM, students chose to build their portfolios, mostly in physical and digital modes (9), only physical (7) and 5 exclusively digital.

Another important aspect is that it is part of the proposal to carry out the dialogue between the activities carried out on the themes of the syllabus and the other curricular components of the course matrix. At first it did not happen, in the 2nd two months there was one record, in the 3rd six months there was a record of dialogue with the Languages and Humanities, Portuguese Language, Sociology, Geography and History Clubs and, in the 4th two months, they expanded the integrated activities of the Life Project with eight curricular components.

Resuming the reflection on the curricular organization, throughout the academic year, it was necessary to make adjustments, adaptations and omissions of some proposed themes due to the little time available in the weekly class schedule, 1 period, and due to the profiles of students and classes given the need to seek greater assertiveness in propositions, discussions and reflections on themes and activities. In this sense, based on input and feedback from the teams of teachers who teach

the aforementioned curricular component, a course plan was created for the 1st and 2nd classes, which includes the following indications: Objects of Knowledge; Subtopics; Basic Skills; Operational Skills; Global Skills. Furthermore, in each object of knowledge there is a proposition of the Socio-Emotional Skills related to it.

The institutional methodological conception foresees the proposition of interdisciplinarity as a guiding thread of pedagogical praxis, however it did not emerge as something natural in Life Project classes. As they did not happen, in the bimonthly pedagogical meetings the need and importance were highlighted, as this way, they could not only advance in fulfilling the syllabus, but also “save time” and link the essential concepts existing in the different curricular components, in addition to contribute to meaningful learning and student autonomy. Another reinforcement, in which the argument indicated was precisely to articulate the Life Project with its respective disciplines/areas of origin as this “intimacy” would facilitate the analysis and proposition of interdisciplinary activities.

As a result, the activities proposed for students were an important factor in the development of the curriculum as their diversification constitutes an indelible “mark” in SESI RJ schools: textual production, research, seminars, dynamics, self-assessment, gamification, prototyping, video production and artistic productions, among others.

Therefore, monitoring revealed the essential need for a Course Plan and the adoption of a textbook.

In 2023, the proposal is made based on a structured Course Plan for the 1st and 2nd series and includes the following indications: Objects of Knowledge; Subtopics; Basic Skills; Operational Skills; Global Skills. Furthermore, in each object of knowledge,

there is a proposition of Socio-Emotional Skills related to it. At the same time, there is a pilot project and partnership with a publisher so that teachers can learn about the didactic proposal of the aforementioned book and approve or not its adoption for 2024.

Therefore, it is noteworthy that the experience of NEM SESI RJ with the SENAI RJ Technical Training Itinerary, specifically, in the development of the curricular component Life Project, has been progressing satisfactorily, mainly due to the participation of teachers and teaching staff in schools, which spares no effort and dedication to develop its activities carefully and with a view to contributing to the integral development of students, including general and social training so that they acquire the scientific foundation so necessary for the professional training process.

It is expected that, with the maturity of the teams, the progressive construction of the objectives of the Life Project, the learning of skills and the development of specific high school competencies with the technical training itinerary, at the end of the three years, the students will see the potential of this program through the consolidated construction of objectives for the future and that the integrated projects built in the technical training itinerary can reflect, not only a life project, but also a career project for the students.

This way, we continue with the implementation of the Course Plan and maintain monitoring to continue this collective construction. Furthermore, as a future perspective, it is envisaged that with the maturation of the teams and the monitoring methodology, the consolidation of the SESI and SENAI (Life and World of Work Project) articulation and the measured impact on the development of students, the Life guides some of the school's actions, impacting

the pedagogical practice of all teachers, management processes and especially students' expectations about the future.

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