

**QUESTÃO AMBIENTAL E ENSINO DE GEOGRAFIA: A AULA DE CAMPO COMO PRÁTICA PEDAGÓGICA NA ESCOLA MONSENHOR FURTADO EM MERUOCA, CE.**

**ENVIRONMENTAL ISSUES AND GEOGRAPHY TEACHING: THE FIELD CLASS AS A PEDAGOGICAL PRACTICE AT ESCOLA MONSENHOR FURTADO IN MERUOCA, CE.**

**Amanda Torquato Gomes**

Scholarship from PIBID/Geography/UVA, Sobral-CE  
<https://orcid.org/0009-0007-6450-3538>

**Mateus Alves Azevedo**

Scholarship from PIBID/Geography/UVA, Sobral-CE  
<https://orcid.org/0009-0009-3071-6185>

**Glauciana Alves Teles**

Profa. Dra. do PROPEGEO/UVA  
<https://orcid.org/0000-0002-6952-8837>

**Antônio Crispim da Silva Cândido**

Teacher of the State Basic Education Network and Supervisor of PIBID/Geography -  
Polo Meruoca, CE  
<https://orcid.org/0009-0000-2951-7343>

**RESUMO**

A crescente urbanização global tem colocado tensão sobre os recursos naturais e gerado uma série de desafios ambientais nas áreas urbanas. Nesse contexto, a educação ambiental desempenha um papel fundamental na conscientização e na promoção de ações sustentáveis. As aulas de campo surgem como uma prática pedagógica eficaz para explorar a questão ambiental no ambiente urbano, proporcionando experiências tangíveis e contextuais aos estudantes.

**Palavras-chave:** Questão ambiental, aulas de campo, prática pedagógica.

**ABSTRACT**

The increasing global urbanization has put pressure on natural resources and generated a series of environmental challenges in urban areas. In this context, environmental education plays a fundamental role in raising awareness and promoting sustainable actions. Field trips emerge as an effective pedagogical practice to explore environmental issues in urban settings, providing tangible and contextual experiences to students.

**Keywords:** Environmental issues, field trips, pedagogical practice.

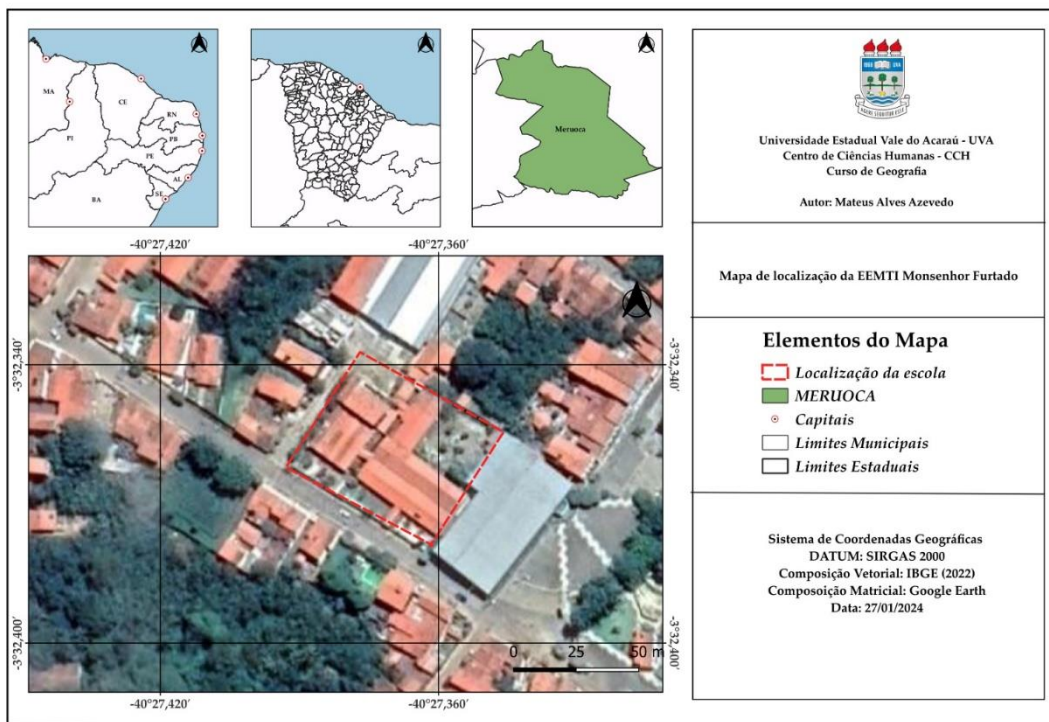
## INTRODUCTION

Field trips are a pedagogical practice that transcends the limits of the classroom, offering valuable learning opportunities through direct experience in natural, social, and cultural environments. This pedagogical approach is recognized for its ability to enrich the teaching-learning process by providing students with tangible and contextual experiences. The connection between theory and practice is strengthened, as students can observe abstract concepts in action in the real world, facilitating understanding and retention of knowledge.

Exposure to new environments and situations challenges students to ask questions, investigate, and find solutions to the problems they encounter, stimulating critical thinking and creativity. Instead of merely receiving information passively, students can interact with the environment through their senses, promoting a deeper and more meaningful understanding of the content. Students take on a more active role in their own learning process, collecting data and participating in discussions, which increases their engagement and motivation. Careful planning is essential, taking into account learning objectives, logistics, student safety, and necessary resources to ensure an effective educational experience.

Field trips should be integrated into the school curriculum, aligning with learning objectives and complementing the content taught in the classroom. The role of the teacher is crucial in guiding and facilitating activities during the field trip, promoting reflection, making connections with the curriculum, and encouraging student participation. After the field experience, it is important to provide opportunities for students to reflect on what they have learned, discuss, and evaluate how the experience contributed to their academic and personal development. The pedagogical practice was developed at the Full-Time High School Monsenhor Furtado, located in the Serra da Meruoca, which positively contributes to conducting field trips considering the importance and relationship of the Serra with the climate of the city of Sobral. Other perspectives such as relief, altitude, vegetation, and soils can be analyzed in field trips in the Geography discipline

**MAPA DE LOCALIZAÇÃO DA ESCOLA MONSENHOR FURTADO**



**MATERIALS AND METHODS**

During the first semester of 2023, the scholarship holders of the Institutional Program for Teaching Initiation Scholarships (PIBID), together with the supervisor of the Meruoca campus, Crispim Cândido, worked on local environmental issues, the role of the Environmental Protection Area (APA), and the importance of knowing the existing laws that seek to protect and preserve these environments. Law 11891/2008 has several objectives, such as protecting water resources, wildlife, and promoting natural vegetation restoration. Through field trips conducted initially with the supervisor and scholarship holders, it was possible to analyze a specific area located near Monsenhor Furtado School that is experiencing anthropogenic action.

On another occasion, with the participation of 1st-year high school students, we returned to the site so that students could witness deforestation in that area and discuss future damages to residents (figure 1). In this context, the importance of field trips is perceived even for a better understanding of the local area, considering that many were unaware of

the existence of the Protection Area. It is extremely important to have knowledge about environmental issues and a geographic and spatial reading for the development of critical and geographical reasoning in Geography classes.

The teacher plays a role of autonomy, acting as a mediator and facilitator of the activities carried out, giving purpose to all moments that occur. It is worth noting that discussions do not only take place during the field trip but mainly afterwards when these students share their learnings, curiosities, and experiences in the classroom, which are extremely valuable. Furthermore, many students, as they develop critical thinking, will contribute to disseminating scientifically based information, which contributes assertively to the society in which they are inserted

Figura 1 – Aula de campo, bolsistas e supervisor.



Fonte: Arquivo pessoal, 2023.

**Figura 2** – Aula de campo com alunos da escola Monsenhor Furtado.



## **RESULTS AND DISCUSSIONS**

Geography elucidates the relationship between human beings and the environment in which they are inserted. It is through Geography that we can understand the social space and identify areas more suitable for development, managing risks, and anticipating possible environmental impacts. Field trips offer students the opportunity to learn in a practical and direct way, allowing them to see firsthand the theoretical concepts discussed in the classroom. This helps to make abstract concepts more concrete. In the classroom, they learned the theory, environmental impacts, processes, and the role of the APA in the areas it covers. Upon arriving at the field trip location, what was said in the classroom could be seen so that they had a better understanding and comprehension of reality.

Thus, the importance of conducting field trips, especially in the Geography discipline, is noteworthy, as it helps individuals become informed global citizens capable of actively participating in environmental, social, and political issues on both local and global scales. The class in question brought students closer to the often unknown reality and sparked

creativity and curiosity in knowing how they can contribute, especially in disseminating scientific information about the various lines of study in Geography.

## **CONCLUSIONS**

It can be concluded, therefore, that it is essential to combine theory and practice whenever possible to make classes more dynamic. By participating in field trips, students have the chance to directly observe natural phenomena, geographic features, and environmental processes. This provides a deeper and more contextualized understanding of the topics studied. The sensory experience during field trips, such as seeing, hearing, smelling, and touching, can stimulate students' senses in ways that are not possible with classroom teaching alone. Field trips can help students develop a variety of skills, such as observation, analysis, interpretation of maps and data, and spatial orientation. Field trips provide the opportunity to connect with the local and global environment, exploring their own community.

It is also worth noting that this teaching methodology promotes the well-being of students and teachers. In these moments, everyone has greater contact with nature, which reduces stress and increases focus. Furthermore, it is important for school administrations to support fieldwork by providing all necessary support for students and teachers.

## **ACKNOWLEDGMENTS**

We would like to first thank the Institutional Program for Teaching Initiation Scholarships - PIBID for the opportunity to experience so many experiences and contribute to the students' learning. To our supervisor, Professor Crispim Cândido, for always contributing and accommodating our activity suggestions. The coordinator of the Geography subproject, Prof. Dr. Glauciana Teles, for the guidance and encouragement in carrying out this work and contributions to our education. The organization of the event, represented by Professor Dr. José Falcão Sobrinho, for holding the event and the opportunity to contribute in some way to this rich event of such importance to our personal and academic formation.

## **REFERÊNCIAS**

DE, L.; CAVALCANTI, S. A **“GEOGRAFIA DO ALUNO” COMO REFERÊNCIA DO CONHECIMENTO GEOGRÁFICO CONSTRUÍDO EM SALA DE AULA.**

Disponível em:

<[https://edisciplinas.usp.br/pluginfile.php/2799015/mod\\_resource/content/2/texto15\\_libaneo\\_plano%20de%20aula.pdf](https://edisciplinas.usp.br/pluginfile.php/2799015/mod_resource/content/2/texto15_libaneo_plano%20de%20aula.pdf)>. Acesso em: 31 jan. 2024.

DO SUL-BRASIL, I.-R. G. **O ESTUDO DO LUGAR COMO POSSIBILIDADE DE CONSTRUÇÃO DA IDENTIDADE E PERTENCIMENTO.** Disponível em:

<<https://www.ces.uc.pt/lab2004/pdfs/HelenaCallai.pdf>>. Acesso em: 31 jan. 2024.

MOREIRA, Gileno Santos; MARQUES, Roseane Neves. **A importância das aulas de campo como estratégia de ensino-Aprendizagem.** *Brazilian Journal of Development*, v. 7, n. 5, p. 45137-45145, 2021.

RODRIGUES DA SILVA, A.; ALVES TELES, G. **CONTRIBUIÇÕES DO PIBID NA FORMAÇÃO INICIAL DE PROFESSORES DE GEOGRAFIA NA UNIVERSIDADE ESTADUAL VALE DO ACARAÚ - UVA.** *Revista Homem, Espaço e Tempo*, [S. l.], v. 16, n. 1, p. 50–72, 2023. Disponível em: [//rhet.uvanet.br/index.php/rhet/article/view/515](http://rhet.uvanet.br/index.php/rhet/article/view/515). Acesso em: 30 jan. 2024.