

CONNECT

**Inclusive open schooling
with engaging and
future-oriented science**

Best Practices

Analysis of the concepts of citizenship, citizen, cultural identity and Declaration of Human and Citizen Rights, COVID-19 contingency plan. Learning activities with memes and cartoons with opinions of the students. Contextualization of the Brazilian Federal Declaration with the pandemic highlighting the human and citizen rights and duties.

About the partner

Organization	PUCPR APC
Country	Brazil
Interviewer	Patrícia Torres
Date	09/02/2022

About the interviewed teachers

School	
Teacher's name (for best practices certificate)	Francieli Constantini
Gender	Female
COURSES (Science, Physics, Chemistry, Biology, ...)	Sociology and philosophy
Were many lessons used in open education?	Yes
Title of open education resource used	Memes and cartoons: brazilian way in the covid-19 pandemic
Types of science actions (structured or open scenario)	Open scenario
Curriculum topics	Concepts of Citizenship, Citizen, Cultural Identity and Declaration of Human and Citizen Rights, COVID-19 contingency plan.

ABOUT THE STUDENTS

Grade	First grade of new High School
Age	14 - 16 years old
Total students participating	120 students
Total of students that concluded scientific actions	78 students

Committed scientists:

Name	
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Field of study

Survey questions

01. How have you (teachers) used the resources of open education? Could you describe what you have done in your lessons?

Students' activities with scientists:

Student activities with families:

The students collected information from their families concerning the object of study. They researched human and citizen rights in bibliographic references. How can citizens' rights be guaranteed in times of a pandemic? What rights and duties does the Constitution guarantee citizens? And so other relevant questions for the understanding of the laws contemplated in the Brazilian Federal Constitution in context of COVID-19.

02. How have your students used the CONNECT resources? Do you have (or could you describe) any samples of the best science actions (for our website)?

Some examples of what the students have prepared?

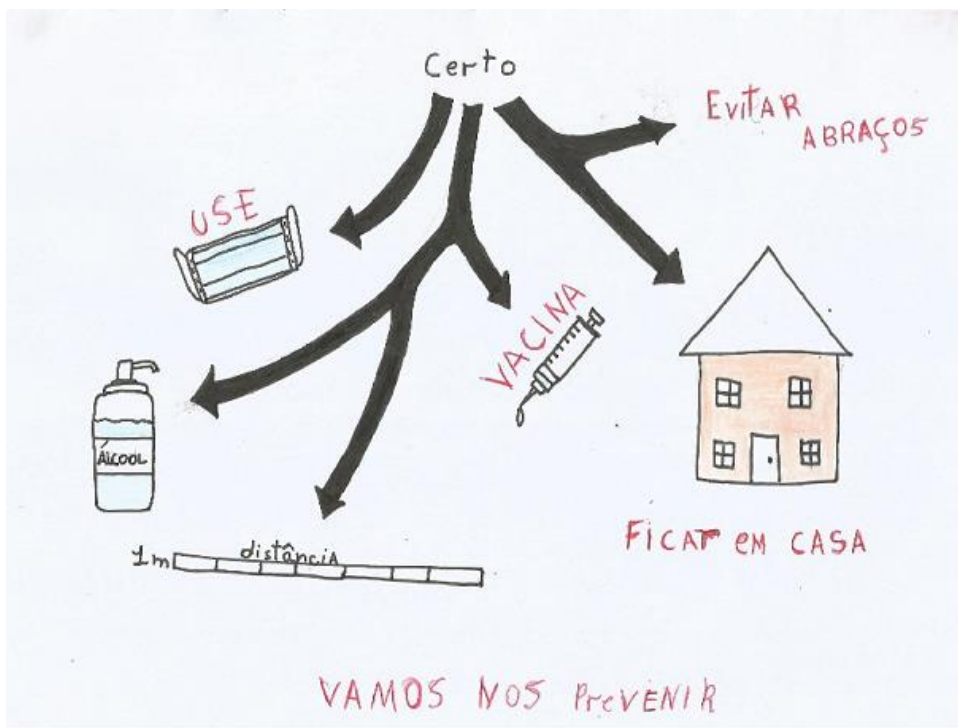
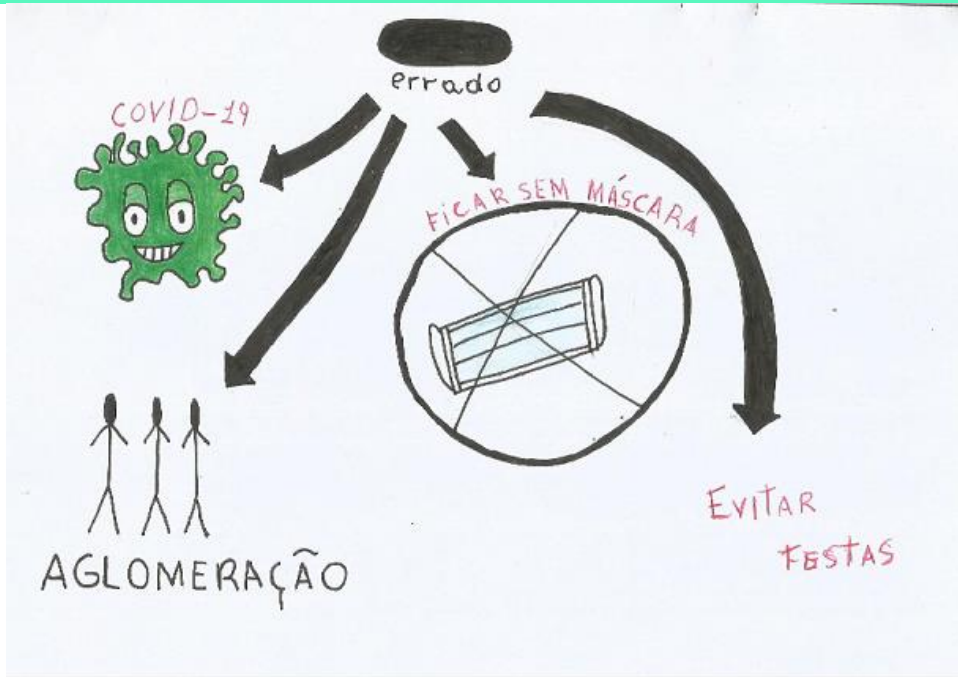
- Pesquisas Bibliográficas a respeito do tema.
- Pesquisa em fontes documentais e imagens.
- Análise de artigos científicos sobre a relação entre a declaração dos direitos do homem e do cidadão com as ações e atitudes da população na pandemia;
- Debate em sala de aula sobre a Constituição Federal Brasileira.
- Elaboração de panfletos como memes e charges sobre “ como as pessoas agem hoje na pandemia? ” e “ como as pessoas deveriam agir na COVID-19? ”
- Socialização da produção visual e reflexões pontuadas com ênfase na pandemia.

Slide? Poster? Video clip?
(Add an image if possible)













03. How well did the science action resources meet your needs?

...

Needs, for example, related to the school curriculum:

The integration of the school curriculum with scientific action has enabled new teaching and learning practices. And adaptations are useful to improve the development of learning and teaching. It is observed that both complement each other.

Student engagement:

The participation, engagement and interest of the students in the development of activities related to citizens' rights in the COVID-19 pandemic. It was significant and surprising in the way they adhered to the proposal of getting to know the Brazilian Federal Constitution. Most students did not know the rights of the citizen. The relationship of the legal laws with the pandemic was discussed with the students and aroused their interest in getting to know more and engaging in the activities of memes and cartoons presenting the Brazilian way in the





pandemic. In a fun way, students were able to express their critics that they felt regarding COVID-19.

Students' interest and confidence in science:

During the learning activities, the students felt confident about their opinion concerning the citizen's rights contextualized with the pandemic. What was supposed to be, but for some reasons is this way. The discussions about the Brazilian Federal Constitution aroused their curiosity about the rights and duties of the citizen trimmed by law. It was observed that the students were more confident in their speech about politics, science and COVID-19.

04. How easy or difficult was it to use the science action resources?

...

Any specific issues related to materials, procedures, curriculum interaction:

Teaching per knowledge area facilitated the planning of actions, the applicability of learning activities, the use of technological resources and curricular interaction based on integrated projects.

05. What were the benefits of the science actions for your students?

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Describe the students' achievements in their science actions related to:

KNOWLEDGE	They were developed in an interdisciplinary and transdisciplinary manner, with the school curriculum integrating the disciplines of sociology and philosophy in the analysis of historical and scientific data. Therefore, it was possible to understand the laws that ensure the citizen's right in times of COVID-19. And the concepts of citizenship, the citizen, cultural identity and the Declaration of Human and Citizen's Rights, the contingency plan for COVID-19.
SKILLS	In the teaching and learning processes, the skills developed address the student's ability to contextualise citizens' rights with the reality found in urban spaces into COVID-19 scenario. Ability to interpret laws and make them accessible to all those who want to know about them to improve quality of life.





ATTITUDE

Allow new ways of learning in times of pandemic highlighting the relations of Citizenship, Citizen, Cultural Identity and Declaration of Human and Citizen's Rights, COVID-19 contingency plan.

Promote empathy to overcome the chaos caused by epidemics and pandemics.

To value reflections on the Brazilian Federal Constitution for new approaches to knowledge.

Enable new ways of learning in times of pandemics focusing on social relations, ethics and respect for life.

06. What were the challenges of using science actions for your students?

Main challenges faced by students (Please select all that apply):

- Difficult
- Long
- Tedious
- Not ready.
- Wasn't feeling able to...
- Wasn't able to complete the scientific action
- Did not have enough time
- Other (Please specify): The pandemic was a limiting factor in the process





07. Which activities worked?

...

Were helped the children to achieve the learning objectives:

The concept of the new High School has made possible several innovations in the school curriculum and in the form of planning that allows teachers to combine their knowledge areas. The technologies as resources of access to information and theoretical contributions on Concepts of Citizenship, Citizen, Cultural Identity and Declaration of Human and Citizen Rights, COVID-19 contingency plan.

08. Which activities didn't work?

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Anything that could be done differently or avoided:

The social distance in the pandemic caused many disturbances in the school routine, many changes that precluded contact with scientists. The return of the face-to-face classes with 50% of the students reduced the time to carry out the learning activities. The meeting with the specialist did not happen.

