



Means of communication: proposal of activities in education for year 4 at primary school

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Abstract

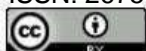
This article aims to present proposals for interdisciplinary activities for the 4th year of elementary school, taking as reference the National Common Curricular Base (BNCC), specifically the theme regarding the media. The text is divided into two parts: 1) Understanding the relationship between education and communication, the transformations of the media, particularly the newspaper, radio and television. Contemplating the requirements of the BNCC regarding the Transversal Contemporary Themes (TCTs) that are worked in an interdisciplinary way; 2) The selected disciplines to this media theme are: History, Mathematics and Arts. The document regarding the TCTs denotes the involvement of teachers in the preparation of the contents to be treated in different curricular components, the methodologies adopted, and the skills conferred, in an attempt to relate and integrate them at different levels (intra, inter, and transversal). The proposed activities include the thematic units, the objects of knowledge, and the corresponding skills present in the BNCC for nine-year-old students. Among the various activities, there are indications of videos for presentation and contextualization of the theme, fixation of the content with some word search activities, crossword puzzles and questions directed to the theme, the construction of the class profile in relation to the uses of technology and production of media from recyclable materials. However, we consider that each educator has his or her own teaching method, as well as, each class and/or classroom will have its own particularities and needs.

Key-words: School Curriculum. Educommunication. Primary Education. Interdisciplinarity

Os meios de comunicação: propostas de atividades na educação para o 4º ano do Ensino Fundamental

Resumo

Este artigo tem como objetivo apresentar propostas de atividades interdisciplinares para o 4º ano do Ensino Fundamental, tomando como referência a Base Nacional Comum Curricular (BNCC), em específico a temática a respeito dos meios de comunicação. O texto divide-se em dois momentos: 1) A compreensão da relação entre educação e comunicação, as transformações dos meios de comunicação, em particular o jornal, o rádio e a televisão. Contemplando as exigências da BNCC em





relação aos Temas Contemporâneos Transversais (TCTs) que são trabalhados de modo interdisciplinar; 2) As disciplinas selecionadas a essa temática dos meios de comunicação são: História, Matemática e Artes. O documento a respeito dos TCTs denota o envolvimento dos professores na elaboração dos conteúdos a serem tratados em diferentes componentes curriculares, as metodologias adotadas e as habilidades conferidas, na tentativa de relacioná-los e integrá-los em diferentes níveis (intra, inter e transversalmente). As propostas de atividades contemplam as unidades temáticas, os objetos de conhecimento e as habilidades correspondentes presentes na BNCC para os estudantes com nove anos de idade. Entre as diversas atividades há indicações de vídeos para apresentação e contextualização da temática, fixação do conteúdo com algumas atividades de caça palavras, palavras cruzadas e perguntas direcionadas ao tema, a construção do perfil da turma em relação aos usos da tecnologia e produção dos meios de comunicação a partir de materiais recicláveis. No entanto, consideramos que cada educador possui o seu próprio método de ensino, assim como, cada turma e/ou sala de aula terá as suas particularidades e necessidades.

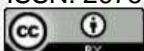
Palavras-chave: Currículo Escolar. Educomunicação. Ensino primário. Interdisciplinaridade

1 Presentation

“education exists in so many forms and is practiced in so many different situations, that it sometimes seems to be invisible” (BRANDÃO, 1995, p. 16).

In this article we aim to present proposals for interdisciplinary activities for the 4th year of elementary school, taking as reference the Common National Curricular Base (BNCC) (BRASIL, 2018), specifically the theme regarding the media. Notably, it is necessary to emphasize the importance of the specificities of each discipline, but it is also necessary to recognize that the integral formation of the human being requires an essentially systemic, holistic and interdisciplinary vision.

This global perception, which goes beyond the punctual and fragmented nature of pedagogical practice, is stimulated from the theoretical contextualization of the contents in an integrated manner to the daily knowledge/living of the students; it is based on a relationship of reciprocity, of exchange or mutuality among the different fields of knowledge.



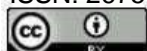


the different fields of knowledge. The student must be led, based on his identification and interest in problem situations, to self-knowledge and knowledge of the whole, based on the relationships and interactions that he can see, as the subject/protagonist of his history.

Thus, various forms of solutions, compatible and potentially transformative, can be more easily thought of. Garruti and Santos (2004) state that interdisciplinarity is a kind of alternative reaction to the disciplinary approach and concerns the need to articulate the various parts that make up the knowledge of humanity, through a joint vision, that is, "interdisciplinarity is equivalent to the need to overcome the fragmented vision of knowledge production and to articulate the numerous parts that make up the knowledge of humanity" (GARRUTI; SANTOS, 2004, p. 188).

Regarding the teachers' vision, the authors Gerhard and Rocha Filho (2012) conducted a research that presents the need for an interdisciplinary work, they bet on the teachers' engagement and believe that, in face of the complexity that encompasses the teaching and learning process, "only by acting in an integrated way teachers will be able to reduce the impact of the disciplinary curriculum and allow students to perceive the existing relationships between the disciplines".(GERHARD; ROCHA FILHO, 2012, p. 130).

Therefore, it is necessary to recognize the skills and abilities of students, as well as the limitations and barriers that we face in the school environment and be creative and forward-looking to the point of "making interdisciplinarity happen". Therefore, the document "Transversal Contemporary Issues in the BNCC: Proposals for Implementation Practices" (BRASIL, 2019) denotes the involvement of teachers in the preparation of content to be treated in different curriculum components, the methodologies adopted and the skills conferred, in an attempt to relate and integrate them at different levels (intra, inter and transversal), taking the Transversal Contemporary Issues (TCTs) as a guiding question, either in the curriculum, the pedagogical project or the lesson plans.



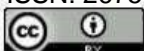


Thus, one of the proposals of the BNCC are the CTIs responsible for 15 competencies divided into six micro areas that are worked in an interdisciplinary way addressing specific issues that contribute to integral human formation, a fair and democratic society. Among these TCTs there is a specific area for technology, worked in an interdisciplinary way in other disciplines such as mathematics, history and arts that encompass the media with issues to be specifically addressed in the education and training of the subject (BRASIL, 2019).

First, we will present the transformations of the media, particularly the newspaper, radio and television, the main media that will be explained in the pedagogical proposals for students. Soon after, we will indicate the disciplines that correspond to this theme, selecting the thematic units, the objects of knowledge and the abilities of History, Mathematics and Arts present in the BNCC.

Therefore, it is worth mentioning that "Education" and "Communication" have always been present in the different relationships between man and his environment, in the most diverse forms of society. According to Bordenave (1997, p. 19), "communication is a basic need of the human person, of the social man". Thus, the author asks the following question: "What is communication for? It serves so that people can relate to each other, mutually transforming themselves and the reality that surrounds them" (BORDENAVE, 1997, p. 36). According to Bordenave (1997, p. 36), it is through communication that "people share experiences, ideas and feelings. As they relate to each other as interdependent beings, they influence each other mutually and, together, modify the reality where they are inserted".

In this way, we can relate communication and education with their different forms. According to Brandão (1995, p. 9), education exists independently of the form we know it in, there is not "a single form or a single model of education; the school is not the only place where it happens and perhaps not even the best; school teaching is not its only practice and the professional teacher is not its only practitioner. Thus, there is education regardless of having a school.





everywhere there may be networks and social structures for the transfer of knowledge from one generation to another, where not even the shadow of some formal and centralized teaching model has yet been created" (BRANDÃO, 1995, p. 13).

2 Transformations in the media and interdisciplinarity

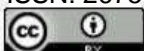
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Since the Law of guidelines and bases for national education (LDBEN), Law No. 9394/96, Basic Education has been understood as a long process of human development that starts in Kindergarten, from zero to five years old, through Nine-Year-Old Elementary School, and ends in Three-Year High School (depending on the modality), trying to minimize the fragmentation that used to exist in each educational stage.

Elementary School is compulsory and free of charge, and is organized in two phases, the first of the initial years, of five years, and the final years, of four years. In the first phase, students from 6 to 10 years of age are attended, and in the final years, students from 11 (eleven) to 14 (fourteen) years of age. 11 (eleven) to 14 (fourteen) years old. Article 11 of the LDBEN (BRASIL, 1996) mentions the responsibility of the municipalities to offer Elementary School, according to Subsection V:

offer early childhood education in kindergartens and preschools, and, as a priority, basic education, only when the needs of its area of competence are fully met and with resources above the minimum percentages linked by the Federal Constitution to the maintenance and development of education (BRASIL, 1996).

The profile of the learner at the 4th grade level of elementary school, foresees students with nine years of age. The obligatory curricular components for Elementary School are organized according to the areas of knowledge: I – Languages: a) Portuguese Language, b) Art and c) Physical Education; II – Mathematics; III – Nature Sciences; IV – Humanities: a) Geography and b) History and; V – Religious Education (BRASIL, 2018).





Resolution No. 7, of December 14, 2010, establishes the National Curricular Guidelines for Primary Education. We highlight Article 7, which establishes in its principles to ensure "the common training essential for the exercise of citizenship and provide the means to progress in work and further studies, through the objectives set for this stage of schooling".(BRASIL, 2010). And the following clauses, namely:

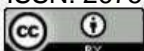
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- I – the development of the ability to learn, with full mastery of reading, writing, and arithmetic as the basic means;
- II – IIan understanding of the natural and social environment, the political system, the arts, technology, and the values on which society is based;
- III – IIIthe acquisition of knowledge and skills, and the formation of attitudes and values as tools for a critical view of the world;
- IV – the strengthening of family bonds, of the bonds of human solidarity and of mutual tolerance on which social life is based (BRASIL, 2010).

Regarding the Elementary School curriculum, Resolution CNE/CEB No. 07/2010 in Article 9 understands it as the constitution of "school experiences that unfold around knowledge, permeated by social relations, seeking to articulate the students' experiences and knowledge with the historically accumulated knowledge and contributing to build the students' identities" (BRASIL, 2010).

Articulating the knowledge, skills, and CTIs that are required for elementary school. In articulating the knowledge, skills, and SCTs required for elementary school, we include the theme of technologies, specifically the media. We can reflect that the theories of communication unveil and help us in the relationship of man with communication, given that communication plays a key role in society. However, one should consider that the expression communication, according to Rüdiger (2011, p. 9, emphasis added):

is a historical and polysemic concept that evolved, between the 19th and 20th century, from the designation of the set of channels and means of transport ("communications") to that of social process of interaction and, finally, to that of positivity formed by the practices, discourses, and ideas instituted around the means and techniques of social transmission of messages, the so-called communication machinery technologies.

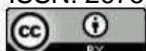


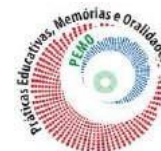


After understanding the complexity of the concept "communication", we can think about the media. According to McLuhan (2007, p.22), it is perceptible to understand that "the 'content' of any medium or vehicle is always another medium or vehicle" and if the medium did not exist, the message could not be transmitted. The expression "The medium is the message" is to justify the effects that the media promote and provoke in the population. In this way, McLuhan (2007) mentions the impacts that the medium has on the organization of society. Currently, we have as an example the technologies, especially the Internet, as forces of change in society, they are psychological and body extensions. In this way, the medium is a determining element of communication, and not merely a vehicle for the transmission of the message.

According to Carneiro (2013, p. 29), it is "necessary to know the history of a sign system and the sociocultural context in which it is located in order to detect the marks that the context leaves on the messages". Thus, according to the author, one should explore textual diversity, its multiple information and languages in the teaching and learning process. In this way, "language allows us to transit through different media that join colors, sounds, images, circulates among the different areas of knowledge, provides an interface with Literature, Art, Cinema, Photography, and enriches the reading experience". (CARNEIRO, 2013, p. 30).

Simões (2017), mentions the studies of semiotics in the teaching and learning process with theoretical contributions when exploring the various codes. The work based on semiotics goes beyond the written or spoken language, "much information is lost, hidden or even camouflaged by spoken or written words, which do not make up the message alone" (SIMÕES, 2017, p. 38). According to the author, the semiotic universe explores the relationship of man with the world, the human experience, which can be represented by the pictorial writing, to the icon, to the image. "The pictorial message has an iconic basis, because it is an icon - a syntagmatic composite of lines, strokes and colors, from which emerges a virtual signical interpretation, arising from the context of the reader (= observer, interpreter, translator)" (SIMÕES, 2017, p. 48).





It should be noted that "the code and the message presuppose each other, in a relationship of interaction, which is the basis of any communicative act" (SIMÕES, 2017, p. 54). Corroborating the thought of the use of semiotics in the teaching and learning process, having as a theme the different codes in what involves communication, the author Carneiro (2013, p. 19) mentions:

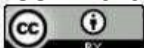
Semiotics can be easily understood when we check the reality around us and see that it is everywhere. The universe of signs comprises the innumerable things that represent other things, stimuli, and knowledge that arrive via perceptions, which we come to know and recognize through memory and associative reasoning, which enables us to have a multiplicity of readings that go beyond communicative and cultural intentionalities. The access to the different registers of semiotic representation in an activity does not occur naturally, in this sense, the teacher's mediation is fundamental so that the students can use different registers of representation, enabling the appropriation of knowledge in a meaningful way.

Just as communication and education are intertwined, so are media and education, we can speak of Media-Education (ME). According to Fantin (2005, p. 1-2), the media are present in the educational processes, "people are being educated by images and sounds, by television programs, movies, electronic media, and many others, configuring the audiovisual media as one of the protagonists of the cultural and educational process.

That said, the author highlights some spaces that ME has been conquering:

In this sense, it is possible to glimpse the development of the ME in several struggle spaces: in the Ministry of Education with the inclusion of the media among the essential knowledge in the curriculum; in the school autonomy that can foresee a curricular reorganization introducing the ME in its local quota or with the opening of a didactic transversal space of the media with thematic nuclei that co-involve transversally the several knowledge with their specificities and methodological competences; and still in the non-institutional spaces linked to the several cultural practices (FANTIN, 2005, p. 13).

Thus, when thinking about the BNCC, a normative document of mandatory national reference in Brazil, which assists the formulation of the curricula of the systems and networks of education in the States, the Federal District and the





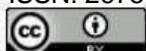
systems and networks in the states, the Federal District and the municipalities by developing essential learning to be applied in school life throughout Basic Education, "guided by ethical, political and aesthetic principles that aim at integral human formation and the construction of a fair, democratic and inclusive society". (BRASIL, 2018, p. 7).

The CTIs can be approached at different levels of complexity, through multiple didactic-pedagogical possibilities and modes of curricular organization, namely: intra (crossing between contents and skills), inter (integrated learning modules), and transdisciplinary (integrative and transdisciplinary projects). The interdisciplinary approach is based on the premise that there is an interaction/dialogue between the different areas of knowledge. Thus, such content can be addressed by two or more curricular components.

The idea of transversality refers to the fact that CTIs are not limited to or derived from a specific discipline, since they can and should be worked on by different areas of knowledge, in an integrated, articulated, and contextualized way. They comprise current, relevant, and essential content, which should cross or go beyond the fragmented nature of the subjects, with the aim of contributing to the formation of ethical and politically and socially engaged citizens. When referring to the transversal:

can be defined as that which cuts across. Therefore, SCT, in the educational context, are those subjects that do not belong to a particular area of knowledge, but that cross through all of them, because they are part of them and bring it to the student's reality (BRASIL, 2019, p. 7).

Regarding the pedagogical assumptions for the approach of the themes, the CTIs "are so called because they do not belong to a specific discipline, but rather because they cut across and are pertinent to all of them". (BRASIL, 2019, p. 18). Education and communication are essential factors in human life, they contribute to a new concept: Educommunication that aims at using the mass media, media and technology for the teaching-learning process in schools.





In view of this, we propose activities that contemplate the disciplines of History, Mathematics and Arts, having as class theme the media, "tools that enable communication between individuals through the transfer of information individually or en masse". (SOUSA, 2019). **Let's look at some of these ways:**

Newspaper: is a printed communication medium. The first newspaper was produced in Rome in 59 B.C., it was called Acta Diurna and announced government news. It was written on large white boards placed in public places;

Radio: is a medium that enables mass communication by propagating coded information through an electromagnetic signal. The history of radio began in 1860, when radio waves were discovered; [...]

Television: an electronic communication medium capable of reproducing images and audio instantly, by converting light and sound into electromagnetic waves. The desire to create television goes back to the 19th century (SOUSA, 2019, emphasis added).

Below, based on the BNCC (BRASIL, 2018), we present the subjects and their respective thematic units, objects of knowledge and skills, as per Chart 1.

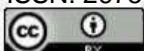




Table 1: History, Math, and Art for 4th grade

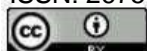
Matter	Thematic Unit	Object of Knowledge	Ability
History	Circulation of people, products and cultures	The World of Technology: Integrating People and social and cultural exclusions	(EF04HI08) Identify the transformations that have occurred in the media (oral culture, press, radio, television, film, and Internet) and discuss their meanings for different social strata.
Math	Probability and Statistics	Reading, interpreting and representing data in double-entry tables, single and grouped column charts, bar and column charts, and pictorial bar and column charts, and pictorial charts	(EF04MA27) Analyze data presented in simple or double-entry tables and in column or pictorial graphs, based on information from different areas of knowledge, and produce a text with the synthesis of their analysis.
Arts	Theater	Creation Processes	(EF15AR21) Exercise imitation and make-believe, re-signifying objects and facts and experimenting in the place of others, when composing and staging scenic events, by means of songs, images, texts or other starting points, in an intentional

Source: Prepared by the authors based on the BNCC.

In the next topic we present possibilities of activities that address the requirements of the BNCC in relation to skills. The proposed activities can be found on search engines, however, one of the objectives is to contribute to the educators' planning with suggestions and ideas on how to work the content related to the media within the CTIs.

3 Activity Proposals

To introduce the students to the lesson's theme, the proposal is to start by showing short animated videos about the evolution and transformation of the media. We have listed three videos that are available for free and open access:





1. Title: "MEDIA OF COMMUNICATION"; Running time: 1min 56s; available from: <https://youtu.be/5uzlefrhyJo>.
2. Title: "The Media"; Running time: 3min 26s; available from: https://youtu.be/9_CQ-nrwqyU.
3. Title: "Where Does TV Come From?"; Running time: 4min 50s; available at: <https://youtu.be/Wm6bPczw5Ls>.

Once the students have finished watching the videos, the suggestion is to have the educator talk about the lesson topic, questioning the students in the following way: What does "communication" mean?; How do we communicate? Let the students talk to each other and help them understand that communication is the action of transmitting a message and eventually receiving a message in response. Then explain that nowadays there are many ways to communicate with someone, mainly using new technologies, but that in the old days it was very different. After the historical presentation, question the students about which media are most used in their homes, which ones they already knew and which are new, the programs they like to watch and which media is used. Then, make available some word search, crossword puzzle, and other activities, to contribute to the understanding and identification of the different media (Figure 1, 2, 3 and 4).

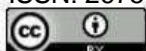



Figure 1: Proposed activities



Escola _____

Aluno (a) _____

Professor (a) _____

Data ____ / ____ / ____

De Olho na Atividade!

Vamos formar palavras com as sílabas do quadro e descobrir os nomes de alguns meios de comunicação.


1 TE	2 CAR	3 NAL	4 FO	5 FA
6 JOR	7 LE	8 TA	9 LA	10 NE

1,7,4 E 10 _____

6 E 3 _____

5 E 9 _____

2 E 8 _____



Que outros meios de comunicação você conhece?

Source: Elaborated by the authors based on search engines.

Figure 2: Activity proposal, word search

Encontre no caça-palavras 10 meios de comunicação:

TELEGRAMA – TELEFONE – REVISTA – JORNAL – CARTA – RÁDIO – TEATRO –
COMPUTADOR – TELEVISÃO - CINEMA

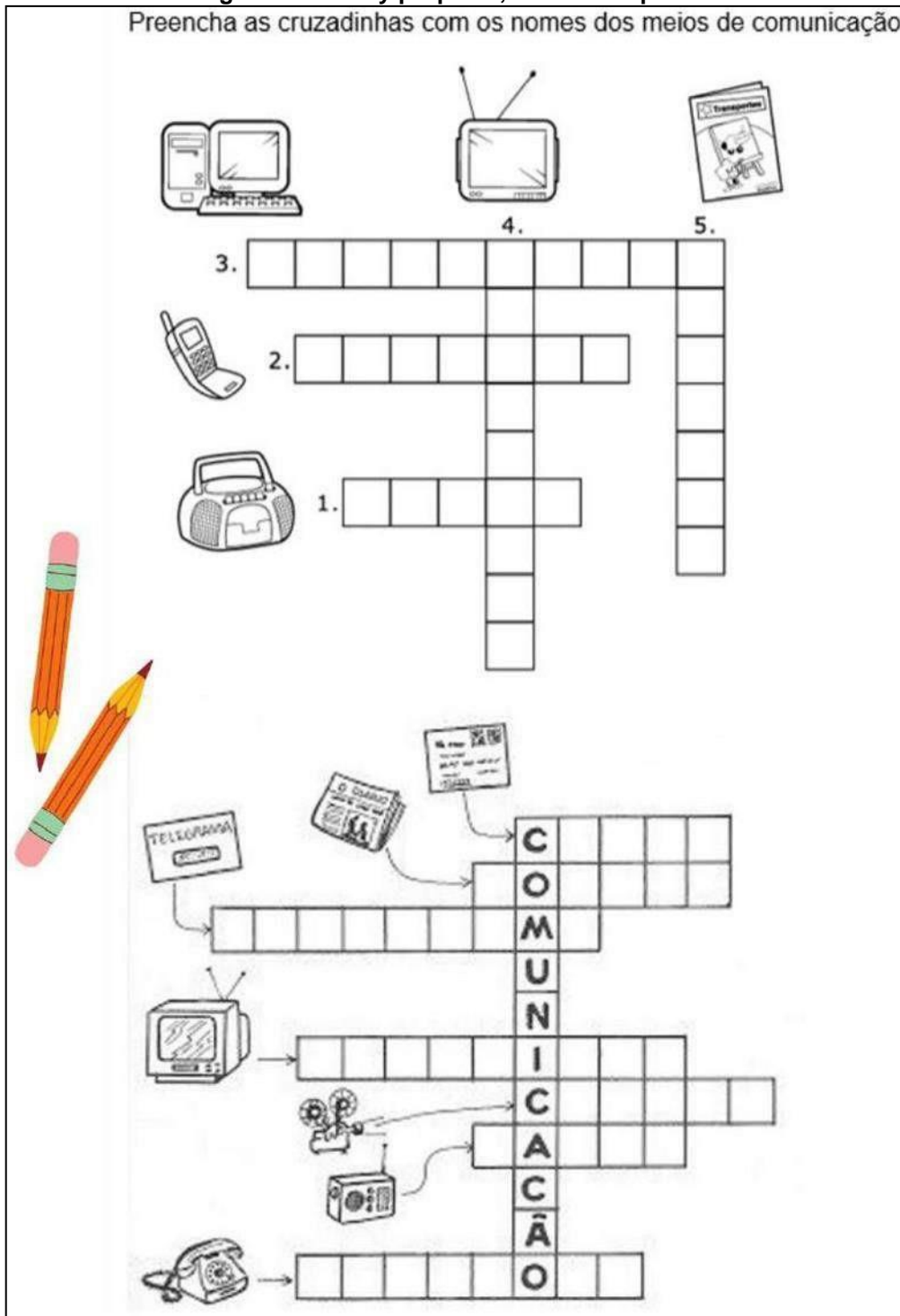
T	E	L	E	G	R	A	M	A	M	C	J	T
E	H	V	N	Q	S	T	B	D	H	O	H	E
L	V	J	O	R	N	A	L	H	L	M	M	L
E	S	R	H	Á	V	T	V	M	L	P	B	E
F	T	E	X	D	E	E	F	G	N	U	N	V
O	N	V	P	I	R	A	L	K	T	T	F	I
N	R	I	J	O	V	T	M	H	D	A	R	S
E	D	S	S	K	G	R	X	V	S	D	V	Ã
K	V	T	H	L	N	O	N	V	X	O	L	O
X	C	A	R	T	A	P	N	T	M	R	K	P
N	S	G	X	C	I	N	E	M	A	Y	T	X

Na sua opinião, qual o meio de comunicação mais importante já inventado?

Se você pudesse inventar um novo meio de comunicação, como ele seria?

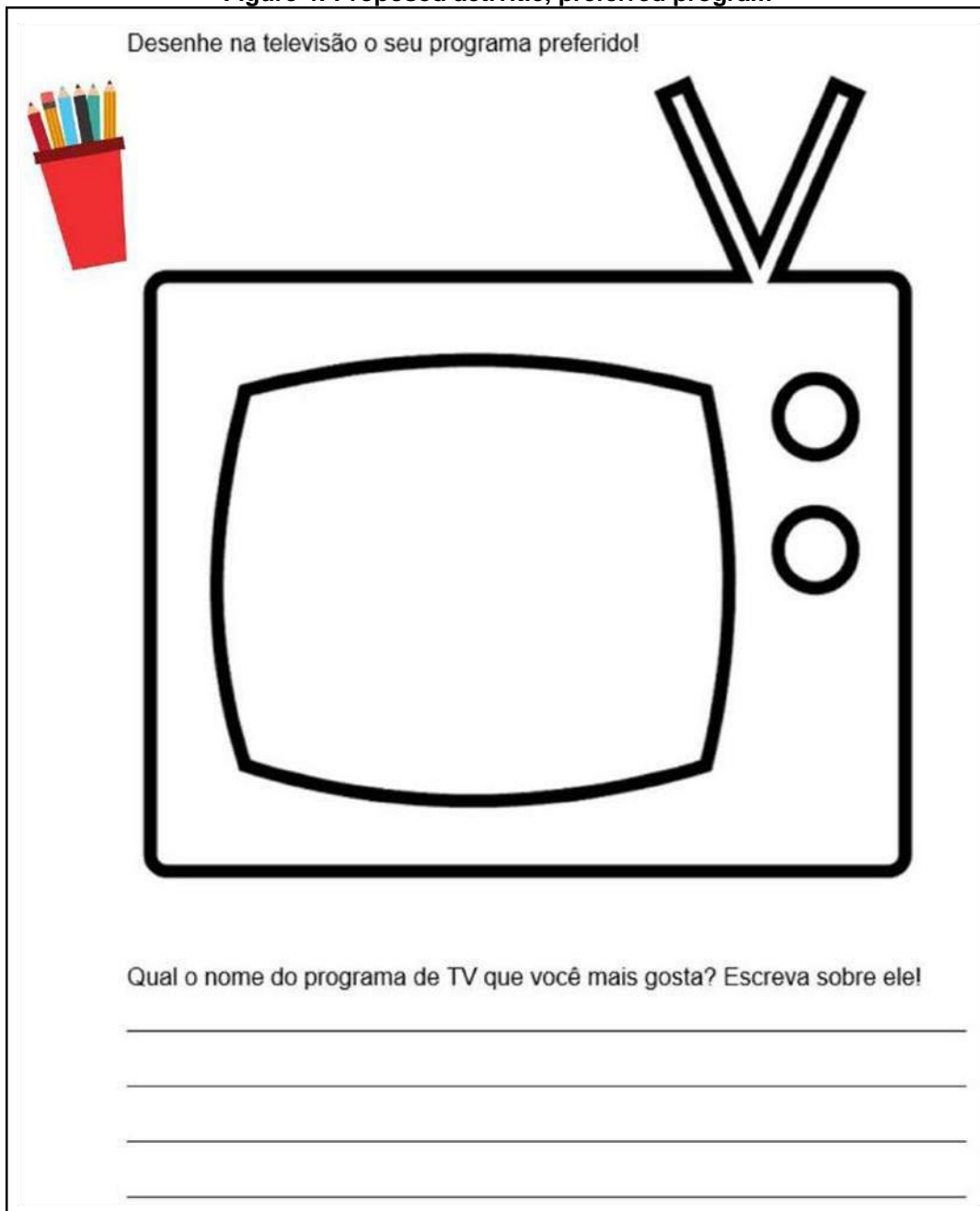
Source: Elaborated by the authors based on search engines.

Figure 3: Activity proposal, crossword puzzle



Source: Elaborated by the authors based on search engines.

Figure 4: Proposed activitie, preferred program



Source: Elaborated by the authors based on search engines.

Next, related to the knowledge and skill of the subject of Mathematics, we suggest, as an activity, asking the students the media they have in their homes, such as:
Na sua casa/onde você



Does your house/where you live have a color TV set? Does your home/where you live have a radio set? In your house/where do you live, does it have a "fixed" telephone? In your house/where do you live do you have a computer/notebook/tablet? At your home/where do you live do you have internet? Do you have a cell phone? To avoid embarrassing the students, we suggest that the educator conduct the survey by distributing pieces of paper (small ballots), so that the students write on them, mark their answers, put them in ballot boxes, and then, when counting, go on to mark the options on the graph on the board. How to assemble the graph? We suggest that you write for each of the questions a table with two rows and approximately 15 columns (it will be a bar graph). However, be careful when stipulating this quantity, since the number of squares (columns) can vary more or less, depending on the class. Therefore, try to adjust the number of squares according to the class's reality.

With each completed graph we suggest talking to the students about their results, checking the reality of the class and the students' interpretations of the graph. For example, in a class of 20 students, when asked if they have a landline at home, eight students responded that they have a landline, while 12 do not.

Graphic 1: Does your house have a "landline" telephone?

Television														Total			
Yes																	08
No																	12

Source: Prepared by the authors.

Educators can ask the students about the difference between the answers, how many "little squares" remain to be painted to equal the number of students who answered that they don't have a landline. Explore the mathematical questions, that adding the students who answered yes and those who answered no corresponds to the total number of students in the class. For the students who answered no, ask what means of communication they and their family members use to get information, talk to other people, etc. Here are some suggestions (Figure 5, 6 and 7).

Figure 5: Proposed activities, mathematics (television, radio, and telephone)

Pergunta 1: Na sua casa tem televisão em cores?

Sim
Não



Gráfico 1: Na sua casa tem televisão em cores?

Televisão											Total	
Sim												
Não												

Pergunta 2: Na sua casa tem aparelho de rádio?

Sim
Não



Gráfico 2: Na sua casa tem aparelho de rádio?

Rádio											Total	
Sim												
Não												

Pergunta 3: Na sua casa tem telefone "fixo"?

Sim
Não



Gráfico 3: Na sua casa tem telefone "fixo"?

Telefone											Total	
Sim												
Não												

Source: Prepared by the authors.

Figure 6: Proposed activities, mathematics (computer, internet, and cell phone)

Pergunta 4: Na sua casa tem computador/notebook?




Sim

Não

Gráfico 4: Na sua casa tem computador/notebook?

Computador											Total	
Sim												
Não												

Pergunta 5: Na sua casa tem internet?




Sim

Não

Gráfico 5: Na sua casa tem internet?

Internet											Total	
Sim												
Não												

Pergunta 6: Você tem aparelho celular?



Sim

Não

Gráfico 6: Você tem celular?

Celular											Total	
Sim												
Não												

Source: Prepared by the authors.

Figure 7: Proposal of activities, mathematics (newspaper and access to information)

Pergunta 7: Você tem jornal impresso em casa?



Sim

Não

Gráfico 7: Você tem jornal impresso em casa?

Jornal											Total	
Sim												
Não												

Pergunta 8: Por quais meios de comunicação você acessa a informação?

Gráfico 8: Por quais meios de comunicação você acessa a informação?

Meios											Total	
Jornal												
Rádio												
Televisão												
Computador												
Celular												

Source: Prepared by the authors.

After this activity focused on Mathematics, the proposal is to carry out an activity that involves the creativity of the students. As a suggestion, we suggest the Turma da Mônica video entitled "Long distance calls", with a running time of 7min 7s, available at: <https://youtu.be/1tivN1xBuIM>.

To finalize the media theme and enter the discipline of Arts, we propose to the educators to distribute the students in small groups to build



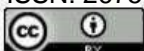
collectively, their own media with recyclable materials. For the construction of their own media, we recommend materials such as: cardboard boxes, bottle caps, plastic cups. Thus, we share some ideas for the production of this material:

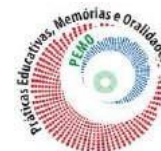
- How to Make a Cardboard Television with Recycling, available at: <https://www.ideiacriativa.org/2010/05/televisao-de-papelao.html>.
- Video Title: "TV OF STORIES"; Running time: 12min 55s; available at: <https://youtu.be/5LgpH1VqPz4>.
- Video Title: "How to make paper radios"; Running time: 2min 30s; available at: https://youtu.be/LPM3b3_s5Mk.

In this way, when the student groups' media are ready, we suggest to the educators that the students present their work, which can simulate inside the classroom, or in an open place, a program, a dialogue, a conversation, a scene, which can happen on the radio, on television, by telephone, the students will use their creativity to carry out this activity. Regarding the weighting of student learning, to gauge the development of the class, we indicate to check the participation of the students, as well as, stimulate them to socialize with the class. The activities that will be handed out of word building, word hunt, crossword puzzle, among others, can be used to check if the student recognizes and identifies the different media. It is also possible to check the group participation in the final activity. All of these activity proposals are available in the e-book (<https://midd.me/yMF1>) that we put together to make available to educators.

4 Final considerations

We aimed to develop proposals for interdisciplinary activities for students in the 4th year of elementary school, taking as reference the thematic the corresponding knowledge objects and skills present in the BNCC and the CTIs, specifically the theme about the media, in the disciplines of History, Mathematics, and Arts. Among the various activities there are videos to present and contextualize the theme, fixation of the content

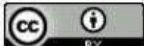




with some word search activities, crossword puzzles, and questions directed to the theme, the construction of the class profile in relation to the uses of technology and the production of media from recyclable materials. It is worth mentioning that we have tried to relate and integrate the theme of technologies at the levels of intra, inter, and transversality.

We consider the planning of a class and its activities as an important element in the teaching and learning process. The proposal we have developed is not meant to be simply a ready-made recipe, to be replicated, because we believe that each educator has his or her own teaching method, and that each class and/or classroom will have its own particularities and needs. Another point that we highlight, is the possible adaptation of the proposed activities facing remote teaching. The Covid-19 pandemic (COrona Virus Disease, while 19 refers to the year 2019, when the first cases were reported), has brought many challenges to both the educator and the learner. Thus, the topic regarding the media becomes necessary, in view of the importance of the use of digital technologies for communication and education. However, this current moment has unveiled several problems faced by the school community in continuing education.

In view of this, we mention a passage from Paulo Freire (2015, p. 98) regarding education and awareness, in particular, when dealing with the democratization of culture: "We experimented with methods, techniques, communication processes. We have overcome procedures. We never, however, abandoned the conviction we have always had, that only in the popular bases, and with them, could we accomplish something serious and authentic for them." Drawing a parallel to the present day, it is relevant to think about the democratization of the media to mitigate inequalities in remote education, without leaving aside the action of social minorities.





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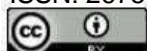
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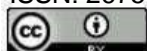
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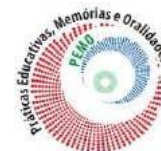
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