


## ANALYSIS OF THE IMPLEMENTATION OF SOLIDARITY LEARNING IN A BRAZILIAN CONTEXT

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### ABSTRACT

This article analyzes the implementation of Solidarity Learning in the context of the New Brazilian High School, highlighting its effectiveness in the formation of young people capable of facing the challenges of the contemporary world. The research, of an applied nature and with a qualitative approach, was carried out in a Physical Education class at the Professor Gabriel Almeida Café State High School, in Macapá, Amapá, Brazil. The objectives included identifying determinants for learning and promoting student engagement. The methodology involved the active participation of students in all stages of the educational process, from the definition of the project to the execution and evaluation of activities. Data collection was carried out through lesson plans, audio recordings, participant observation, field diary, and interviews, allowing for a deep understanding of the students' experiences. The results indicated that Solidarity Learning promoted the acquisition of academic knowledge and strengthened socio-emotional skills, such as empathy and social responsibility. The collaboration between students, teachers and the school community was essential to overcome challenges and ensure the success of the methodology. It is

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concluded that Solidarity Learning represents an innovative and effective approach to education, contributing to the formation of critical and conscious citizens. It is recommended the continuity and expansion of similar projects in order to enhance the benefits of this methodology in the Brazilian educational context.

**Keywords:** Solidary Learning. New High School. Physical education. Active Methodologies.

## INTRODUCTION

Contemporary education faces significant challenges in training young people trained for a world in constant transformation, characterized by accelerated technological innovations and complex social dynamics. In this context, the New High School emerges as an innovative and necessary proposal, aiming beyond the transmission of content, but the development of essential skills and abilities for life and the job market. This new curriculum format emphasizes the integral formation of the student, promoting autonomy, creativity and problem-solving skills, aligning with the contemporary demands of society and the guidelines established by the National Common Curricular Base (BNCC).

Solidarity Learning, as an active methodology, stands out in this scenario by promoting student engagement in its educational process. Based on educational theories that value active participation and the collective construction of knowledge, this approach is inspired by thinkers such as Paulo Freire and John Dewey, who advocate an education that transcends the mere transmission of information. Solidarity Learning involves students, transforms them into protagonists of their own learning, stimulates critical awareness, social responsibility and the development of socio-emotional skills (Tapia, 2007).

The educational literature points out that the implementation of active methodologies, such as Solidarity Learning, can result in more meaningful and lasting learning, promoting the formation of critical citizens who are aware of their role in society (Mori, 2020; Tapia, 2019). In addition, collaboration between school and community is essential for the effectiveness of these approaches, since it strengthens social bonds and enhances the impact of educational initiatives on the students' reality (Epstein, 2011).

This article aims to explore the experience of a project implemented under the aegis of Solidarity Learning in the New High School, analyzing its implementation context, the methodologies adopted, the challenges faced and the results observed. The research seeks to highlight the importance of collaboration between school and community, highlighting how this interaction can enhance learning and contribute to the formation of active and conscious citizens. Thus, the proposed discussion is part of a broader debate on the effectiveness of contemporary educational methodologies and their impact on the formation of young people for a sustainable and inclusive future, offering relevant contributions to the field of education and innovative pedagogical practices.

## **METHODOLOGY**

This study is of an applied nature, aiming at the generation of practical knowledge for the solution of specific problems, focusing on the implementation of Solidary Learning in Physical Education classes (Prodanov; Freitas, 2013). It is characterized as explanatory research, seeking to identify determinant factors for phenomena (Gil, 2008), and is classified as Participant Research, where the interaction of the researcher with the participants is fundamental for the production of knowledge (Demo, 1982; Queiroz et al., 2007).

The sampling was carried out in a class of the New High School, chosen based on the largest number of signatures of the Informed Consent Form (ICF) and the Informed Free Consent Form (TALE). The selected class was composed of 42 15-year-old students, 31 of whom were able to participate after applying the inclusion and exclusion criteria.

Data collection was carried out through lesson plans, which were used to reflect on the implementation of Solidarity Learning; audio recordings, which captured important moments during the classes; participant observation, which allowed direct experience in the classroom and interaction with students; field diary, which was used to record reflections and events throughout the study; and interviews, which were conducted with six students after the delivery of the Leisure Room, with the aim of obtaining detailed perceptions.

The research design followed four phases: institutional and methodological assembly, preliminary study of the population, posing of problems and programming of the action. The research was carried out at the Professor Gabriel Almeida Café State High School, in Macapá, Amapá, with students from the New High School.

The study population consisted of students enrolled in the New High School, with a final sample of 31 students from the first year of the afternoon shift, 18 females and 13 males.

Data analysis was carried out through content analysis, following the stages of organization, coding and categorization, as described by Bardin (1977). Transcripts of recordings and field notes were organized to identify themes and patterns related to the implementation of Solidarity Learning and student perceptions.

## **RESULTS AND DISCUSSIONS**

### **IMPLEMENTATION CONTEXT**

The New High School brings a new curricular structure focused on the development of essential skills and abilities for life and the job market. The students who participated in the implementation were entering this stage of education, a period of transition and adaptation that is important in their academic and personal lives.

In this context of arriving at high school, students were beginning to form new friendships and integrate into a larger group of classmates. The school environment, with its large number of students, had the potential to provide numerous opportunities for socialization and the development of social skills, but it was also challenging, as students needed to adapt to new routines, teachers, and academic expectations.

The students involved in the research lived in different neighborhoods of the capital Macapá, it was found, with the support of the school secretariat, that there were students from the north, south, east and west zones of the city. Most of them lived in areas far from the school, which required the use of urban public transport or private vehicle to get around. Many of these students lived in peripheral neighborhoods of the city.

In addition, it was found that only three students were already employed, either through the Amapá Youth Program or in informal occupations. The relevance of the socioeconomic context of the participants is highlighted by Bronfenbrenner (1979) in his Bioecological Theory, which analyzes how different environments influence the development of individuals.

In this way, the implementation of Solidarity Learning had to be carefully planned to meet the needs and characteristics of the students and the educational methodology. With this, the activities were developed in order to promote the integration of students, both in the academic and social spheres.

Solidary Learning, as an innovative and active methodology, as discussed by Tapia (2006), promotes the active engagement of students and the development of social and civic skills, being an effective approach for contemporary education.

In this sense, each phase of Solidarity Learning was previously thought out and evaluated. The community project related to Physical Education was planned to achieve the three pillars of Solidarity Learning, which are protagonism, solidarity and learning, and the objects of knowledge of the discipline were listed when the students determined the project, followed in this focus.

All students were directly involved in the research proposal, which was the implementation of a new methodology in Physical Education classes, Solidarity Learning. However, some students stood out by assuming leadership roles and conducted some decision-making among their colleagues, such as the choice of the project to be developed by them.

## STRATEGIES AND PRACTICES ADOPTED

The main strategy adopted was the active participation of students in all the Stages defined for the educational methodology studied. The students received a central highlight in the entire process, from the definition of the project, through the execution of the activities and concluding in the evaluations of their own practice, in the closing stage, in addition they were encouraged to share their ideas, opinions and contributions, allowing them to become protagonists of the educational process.

The importance of actively involving students in the educational process is highlighted by Freire (2014), who emphasizes the need for a liberating and participatory education, to the detriment of an education that delivers ready-made knowledge and does not allow the student to be active in the construction of their learning.

To identify the demands and needs of the school community, in the diagnosis stage, students were encouraged to reflect on issues that could be solved by them and that were important to the community. This type of activity contributes to the development of a broader social awareness and a sense of responsibility in relation to collective needs (Freire, 2014).

The participatory methodology is also supported by authors such as Dewey (1938), who argues that education should be based on experience and interaction with the environment. This experience enriches the learning and understanding of the person, society and the world, and with this the student's education tends to be integral and holistic.

In this sense, the determination of the object of knowledge dealt with came from the definition of the demand, the Leisure Room. So, the whole discussion revolved around leisure, followed from it to ethics in sports, at work, in society; for rules in sports, in society, rule building; types of games and their importance in people's leisure, games for a moment of leisure; adequate space for a leisure room; materials that set up a leisure room, among others.

Moran (2015) discusses the interdisciplinary and contextualized approach as a way of integrating different areas of knowledge for more meaningful learning. Meaningful learning, as discussed by Ausubel (1982), occurs when new knowledge is associated with concepts that already exist in the student's cognitive structure. When the content is well received, there is a greater propensity to retain knowledge and use it in future life, and this is the main objective of education.

But during the implementation of the methodology, the students had learning opportunities that go beyond formal, curricular, traditional knowledge, which allowed them to relate the concepts taught in the discipline of Physical Education with real and practical situations of solidarity, and which probably stimulated a deeper and more significant understanding of this formal knowledge (Almeida; Mori, 2017).

Another strategy was the mobilization of the community for the implementation of Solidarity Learning, this involved the collaboration of the school principal, the president of the student council, pedagogues, teachers, school staff and students from other classes. Through actions such as game collections, institutional support and partner engagement, it was possible to create an enriching learning environment and establish broader connections between the researched class and the school community, which favored the entire process.

Epstein (2011), discusses the importance of collaboration and community engagement, highlights the relevance of partnerships between school, family and community for educational success. According to this author, when this partnership occurs, all working together, students tend to have better academic performance, higher school attendance, more positive attitudes towards school and greater probability of continuing their studies.

Also, open communication and constant dialogue in class were fundamental practices for the success of the implementation. There was space for discussions, exchange of ideas and collective decision-making. The students were encouraged to work as a team, respecting different perspectives and contributing collaboratively to the achievement of the proposed objectives.

According to Johnson; Johnson; Holubec (1999), cooperative learning is an effective strategy for the development of social and academic skills, that is, it has multiple benefits, such as higher academic performance, better interpersonal relationships, greater motivation



and self-esteem, and development of skills such as empathy, critical thinking, problem solving.

In addition, throughout the process, regular reflections and evaluations were carried out to monitor progress, as well as identify potential challenges and opportunities for improvement. This practice contributed to making necessary adjustments along the way and ensured an approximation between the research participants and the partners that were won over for the execution of the project, in this way the actions were more effective and aligned with the research objectives.

Reflective practice is an important component of pedagogical action, as highlighted by Schön (1983), who argues that reflection in action allows for continuous adjustments and improvement of educational practice. For Tapia (2019, p. 35), the reflection on the practice developed in the Solidarity Learning projects is an action that permeates all the stages of the project and makes "students aware of their learning trajectories".

The strategies and practices adopted described have contributed considerably to the strengthening of meaningful learning, protagonism, the development of socio-emotional skills and the establishment of closer bonds between students and the school community (Ausubel, 1982; Volkweiss et al., 2019).

## COURSE OF CLASSES

On the first day of class in the researched class, the Motivation Stage referred to in the guide for the development of solidarity learning and service projects (TAPIA, 2019) began. For this Stage, three objectives were outlined to be achieved: Get to know the students, Talk about the research that would be carried out with them, and present Solidarity Learning. The importance of motivating and engaging students from the beginning is highlighted by Freire (2014), who emphasizes the need to create a participatory and engaging learning environment.

The following week, the second day of class, the Diagnosis Stage began, for this class two objectives were outlined, the first being to present the three pillars of Solidarity Learning so that students were clear about the learning that would occur regarding the objects of knowledge of the Physical Education discipline, awareness of the importance of youth protagonism and understood what solidarity is for this methodology. And the second to collect possible demands from the community, for this the definition of the project was



addressed. According to Johnson, Johnson and Holubec (1999), clarity in objectives and the definition of roles are essential for the success of any cooperative activity.

The third class meeting aimed to verify the feasibility of executing the project through a conversation with the director, as only he could free up a room for the creation of the Leisure Room. As soon as the class began, the class was organized and received an explanation of the need to speak correctly, calmly and with arguments. This dialogue was made with the class due to the previous class having become tumultuous when discussing possible projects, in addition, there were forms of argumentation with words considered offensive. In this class, the objects of knowledge were also defined and the study groups were organized.

The fourth class meeting, on the other hand, started tense due to the presentations of the groups. Two groups had brought printed activity and others were discussing the need to go printing during class time and that they would have to leave school for that, the students were reassured when they heard that the presentation would be observed and then the text written in the cell phone application would be read.

After this moment, the order of presentation of the groups was organized and if there were members in these groups who had not attended the previous class, in addition, it was pointed out what and how they would present what they had researched. Some doubts were addressed about the way of presenting such as: L01 "can I read from my cell phone?", F01 "are they going to ask questions?", M04 "is it to talk about the part of the boy who didn't come", S01 "how much is this presentation worth?", C01 "how much time do we have to explain?", G03 "what if I forget everything when speaking?"

The importance of an environment of dialogue and respect is underscored by Johnson; Johnson; Holubec (1999), who advocate cooperative learning as an effective strategy for the development of social and academic skills. Also, Moran (2015) recommends the adequate preparation of students for presentations, and also defends active methodologies for innovative education.

The fifth day of school took place in the school's sports court, more than a month after the last meeting, due to strikes by educators in the struggle for better working conditions and remuneration. For this class, a moment of leisure had already been scheduled with the students, as the students seemed to be tired at the end of the time. Then, they had a day of leisure to play freely and at the same time, work groups were

formed with six students each to write the project, to organize the rules, to collect the games and the furniture of the Leisure Room.

The importance of practical and playful activities for student engagement is highlighted by Piaget (1972), who emphasizes the role of play in children's cognitive and social development. In the area of Physical Education, Freire (2006) also emphasizes the relevance of playful activities, arguing that the game in the playful, leisure context is a powerful pedagogical tool that can be used at all ages, promoting the physical, cognitive and social development of students. In the context of high school, these activities are essential to maintain the interest and motivation of students, facilitating learning and social integration.

In the sixth class meeting, the Execution Stage began. The class began with a reminder of the project and everything that had been thought of even before they spent about a month without school classes, due to holidays, stoppages and strikes by Education professionals in the struggle for rights. Then there were presentations of the functions that each group had undertaken. The review and resumption of projects after interruptions are practices recommended by Schön (1983), who argues that reflection in action allows continuous adjustments and improvement of educational practice.

In the seventh class meeting, an important partnership was made with the pedagogue, who helped to get the space, and soon the organization of the room began. The pedagogue also introduced a partner who donated a sofa and provided the material for the ambiance of the space and also suggested another employee who made the letters of the words "Leisure Room" in EVA material with *glitter*.

Collaboration with the community and institutional partnerships are highlighted by Epstein (2011) and Tapia (2019), who discuss the importance of partnerships between school, family and community for educational success. In addition to them, Mori (2013) also reinforces that by involving the community in the process of developing the project, solidarity is in fact contemplated.

The organization of the Leisure Room was completed in the eighth class meeting. The students were euphoric, they couldn't believe what they were seeing C01 said: *"it's very good to see my idea materialized in front of me"*, M04 said: "we always have to believe", G02 said amidst laughter: "today I worked on this project". Everyone collaborated a lot, the involvement and joy of the class were charming.

The importance of emotional involvement and a sense of accomplishment is highlighted by Ausubel (1982), who argues that meaningful learning occurs when students are able to relate new knowledge to their personal experiences. Goleman (1995) complements this view by emphasizing that emotional intelligence, such as the ability to recognize and manage one's own emotions, as well as the emotions of others, is fundamental for academic and personal success.

In the ninth class meeting, the Leisure Room was inaugurated, watered by two tables full of snacks, such as cakes, snacks, popcorn, juices, soft drinks. On this day, the pedagogue started by talking to the class, then a student from the class made his statement, then the school principal spoke congratulating the class for the achievement and protagonism, the teacher who led the Physical Education classes also made a speech of thanks. Celebrating achievements and valuing students' efforts are practices recommended by Tapia (2019), who emphasizes the importance of social recognition in the development of students' skills.

The closing and multiplication stage took place in the tenth class meeting, where the class evaluated the entire process lived, and in addition, interviews were carried out for the research. On this day the school was hosting the state school games and was already in a vacation mood, the students wanted to watch the games. However, the project evaluations and interviews were carried out in the Leisure Room, the newest environment of the school.

The course of the classes was full of challenges and achievements, reflecting the trajectory of the construction of the Leisure Room as a result of Solidarity Learning. This methodology, widely welcomed by students, provided significant growth, going beyond the concept of leisure. They were motivated to become transforming agents of space, as true protagonists, seeking to benefit much more than an individual, but the entire community.

### 3.4 CHALLENGES AND OBSTACLES

The first challenge started before the start of classes, when in a conversation with some fellow teachers the misuse of WhatsApp by the school's students was discussed, this application during the Covid-19 pandemic was widely used by teachers to communicate with students and, of course! It would be an instrument to be used during the research, since it would allow a greater approximation with the class and consequently a greater possibility of motivating the class.

However, it was decided not to use them and try to motivate them only during class hours. This was not easy and twice the application was used, the first time was to receive the text explaining the importance of the Leisure Room and at another time to receive the text about the rules, this occurred because it was easier for the students to send the activity, as it was an application that they used at a low financial cost.

The most varied forms of communication facilitate the motivation and functioning of the project, since the less doubt the better and the more people performing the functions of the project, the more motivation and engagement of all, as it generates an environment of success that is contagious and that leads more people to believe that they will be able to accomplish what was successfully proposed (Severo, 2021).

Another challenge was to find a space in the school to be used as the Leisure Room. First the students observed the school looking for the appropriate place and according to their wishes, then there was a conversation with the school principal, who was very happy with the proposal and assured that there was a space, mentioned some possibilities, and even released and encouraged the students to continue with the idea of the project.

However, the days passed and there was no directed space. Then, the space began to be investigated more diligently, as student A01 had already thought of a room four meters wide by three meters long, and designed a 3D project with the position of the furniture that would be a closet, a sofa and two tables with chairs.

However, there was only a definition of the location, about a week before the conclusion of the research. The proposal came from a pedagogue who was a partner of the project, and the definition came from the assistant director who gave his approval by freeing up a space inside the library that was little used and that had hundreds of books piled up.

The space, measuring approximately four meters wide by six meters long, was intended for shelves and tables containing textbooks, paradidactic books and others related to the research methodology, but the public that frequented the library did not have direct access, only through the employee who attended them.

When starting the organization of the place, there was a little work to remove the books that were piled on the floor and on the tables, but there was an effort by the whole class, it took two days for this work and there was the availability of two vacant class times for the class on Tuesday and Wednesday, due to the absence of teachers.

For the ambiance, two tables with chairs provided by the library itself were acquired, a sofa, donated by a partner of the project who was in a neighborhood in the south of the

city, far from the school, but which the director offered to get a transport to pick up. Also, a closet to store the games, two beanbags and curtains that were in good condition, but unused and stored at the school.

An adequate, organized environment can significantly influence the learning dynamics, in addition, it can stimulate cooperation among peers, and also promote the health and well-being of students (Johnson; Johnson; Holubec, 1999; Epstein, 2011). In the area of Physical Education, Betti (1991) reinforces that a safe and healthy school environment is important for the integral development of students, since the practice of physical activities in an appropriate environment promotes physical health and contributes to the emotional and social well-being of students.

The director was also responsible for cleaning the space, as he needed appropriate people for this service, since there were traces of cockroaches on the floor and reports of rats transiting the place behind the shelves, which could endanger the health of the students if they were to clean without proper care.

The placement of the curtains could not be done by the class either, because it implied the use of long and heavy stairs to reach the top of the window panes that started near the ceiling of almost four meters high, but there was a partnership with a school employee who mobilized her colleagues forming a team capable of this work.

Tapia (2019), highlights the importance of collaboration and institutional support for the realization of educational projects, the author argues that Solidarity Learning depends heavily on the support and partnerships established inside and outside the school, and this results in the strengthening of ties between community members.

One of the major obstacles was the interruptions of classes due to holidays, stoppages and teachers' strikes in the struggle for rights. The first month of class with the class started in the last week of the month, then came the second month of class and there were three meetings, in the third and fourth months only one meeting in each, for the fifth month the forecast was for two meetings, but as the class had a vacant time, two more meetings were requested. In all, there were 10 meetings, adding up to 20 hours of classes over more than five months.

The importance of continuity and regularity in educational activities is discussed by Dewey (1938), where he states that learning is a continuous process and that frequent interruptions can harm the development of students. In addition, the students were the

protagonists of the entire process, so if they did not fulfill their duties, the project could not be completed successfully, and this could result in frustration (Costa, 2000; Betti, 1991).

This time of separation between class days beyond normal led to a lot of investment in the motivation of the students at each reunion, it was a great energy that in a continuous class process probably would not need to be spent, but most of the students in the class wanted to complete the project and were always optimistic, which several times facilitated everyone's involvement.

## OBSERVED RESULTS

During the implementation of Solidarity Learning, student engagement was a key aspect. They demonstrated a high level of involvement and enthusiasm when participating in the proposed activities, which contributed significantly to the success of the process, this was seen from the reflection and definition of the community's demands to the closure of the research.

When the Diagnosis Stage began, proposals emerged, such as the one from the students: J03 "I know! Let's close the FAB and make a protest to free up the court", E02 "we could talk about sedentary lifestyle, many young people don't do anything, it's all lazy, we could make a panel explaining the harm that a sedentary lifestyle does", S01 "we could give a lecture on healthy eating to the other classes" J04 "why don't we do some soccer tournaments? It was even possible to earn money for our graduation in the third year".

However, the idea suggested and supported was the elaboration of a Leisure Room, student C01 who gave the idea argued:

In my old school when a class was without class, there was a lot of noise in the school hallway, this disturbed the class of the teachers who were in the classroom teaching, sometimes we couldn't even hear what the teacher said in the explanation because of the shouting of those who were without class.

In this way, the students were involved in decision-making, in the search for solutions for the community in which they themselves were inserted, despite being newcomers to school, their life experiences already demonstrated that, in a guided way, they could contribute to society, thus evidencing a sense of responsibility and protagonism.

For Sacristán (2017), the active participation of students in educational projects promotes learning and also develops a sense of responsibility and protagonism, which



prepares students to be active citizens and aware of their responsibility in the face of a society in constant transformation.

Another point was the enthusiasm that was evidenced by the students when sharing their ideas, as in the dialogue when G03 suggested: "we will need a record book, whoever enters the room signs their name", and C02 concluded: "Then we will make history", A03 commented: "man, have you ever thought?! They're going to talk about us every time they talk about the school", C02 continued: "we have to put our name in this book, so they can know that we did it", L01 shouted: "you have to put a photo of the class, like everyone else", which had reflections.

The reflection of this moment was that everyone wanted to sign the registration book first on the day of the inauguration of the Leisure Room, they wanted to mark the school! They were always comfortable expressing their opinions and collaborating with their colleagues, because in this way they were motivated and valued, realizing that their contributions had been taken into account and that they had an active role in the transformation of the school environment and the community.

Another relevant aspect to be mentioned was the students' willingness to overcome challenges and deal with possible obstacles throughout the process, as in G03's statement:

I'm not going to try to deceive anyone, that I don't think anything of my part, but we talked here and we're going to go from room to room and ask people to donate these games to us, and little by little, we're able to buy these games, I think people won't want to give the money, but if they want, we'll take them.

Thus, they demonstrated resilience, teamwork, sought creative solutions and adapted to the necessary changes as in the solution given by Y02 in response to G03's speech above saying: "we can also print letters and send them to companies related to the areas of sports, games because these collections that they donate to us will be deducted from the Income Tax at the end of the year [...]."

The engagement demonstrated by Y01 when contributing to another reflects the dedication to making a difference and achieving positive results, and even assuming leadership and protagonism roles, as well as in the presentation of A03: "hi, good afternoon! This is our group that was responsible for the layout and dissemination of the leisure room [...]", this was all possible to be put into practice due to the methodology taking into account protagonism, learning and solidarity.



Another relevant aspect to be addressed during the implementation of Solidarity Learning is the development of social and emotional skills in students, which through the activities and interactions provided by the methodology provided by the methodology provided the opportunity for students to improve their skills in this area.

For Goleman (2012), emotional experiences bring important contributions to the management of emotion, therefore, moments of experiences that develop interpersonal skills, such as empathy, cooperation, conflict resolution, give the student a better condition for self-management of feelings.

During the Solidarity Learning activities, students had to communicate clearly and assertively with classmates, teachers and community members, a great example of this was the conversation with the school principal. An authorization was required to be able to make any changes in the school environment and for this the students needed to defend the idea proposed by C01, of the Leisure Room, with the highest authority of the school.

As soon as the class in which the principal would come to the class began, there was an organization of the class and an explanation of the need to speak correctly, calmly and with arguments. This dialogue was made with the class due to the previous class having become tumultuous when discussing possible projects, in addition, there were ways of arguing with words considered offensive.

In this class, after the explanation, S01 made the comment: "That's true, if we tell everyone at the same time, the director won't understand anything, he'll think we're messy" and Y01 added: "Mess can't do this project, so the director will stop it! Even if there is a room, he will not leave it like this!".

In this way, they were learning to express their ideas with clear and non-offensive arguments, in addition, they were seeking to actively listen to others and establish effective communication, respecting differences and mutual understanding, focused on achieving the common goal, the Leisure Room.

Through the methodology it was also possible to promote teamwork and collaboration among the students, because during the development of the project, they had to learn to work together, sharing responsibilities, respecting the opinions of others and contributing to achieve common goals. This has stimulated the development of skills such as leadership, negotiation, conflict resolution and cooperation.

The students also had the opportunity to exercise empathy and respect, as they were able to understand the needs and feelings of the people in the community and act in a

respectful and inclusive way, as C01 did when he was arguing about his project idea and reported:

In my old school when a class was without class, there was a lot of noise in the school hallway, this disturbed the class of the teachers who were in the classroom teaching, sometimes we couldn't even hear what the teacher said in the explanation because of the shouting of those who were without class.

This practice contributed to the development of the ability to relate in an empathetic way, cultivating values such as solidarity, tolerance and respect for diversity, and with this, it was also possible to prepare students according to the objectives of the new High School Law, which aims to instruct future generations to respond effectively to complex challenges of the modern world (Brasil, 2017; Mori, 2013).

During the Solidarity Learning activities, the students also had to manage their emotions, as they were exposed to different emotional situations, such as challenges, frustrations, achievements and interactions with different people, such as the school principal, the pedagogue, the president of the student council. These experiences provided opportunities for the development of emotional intelligence, allowing them to identify, understand, and manage their own emotions, as well as recognize and respond to the emotions of others appropriately (Goleman, 2012).

Solidarity Learning also provided a favorable environment for students to develop their self-confidence and autonomy. By taking responsibility, making decisions and facing challenges, they were able to realize their own capabilities and potential. This has contributed to strengthening their self-esteem, self-confidence, and sense of autonomy, preparing them to face future personal and professional challenges (Angels, 2021).

## CONCLUSION

The implementation of Solidarity Learning in the context of the New High School proved to be an effective methodology to promote student engagement and develop essential skills for life and the job market. The research showed that, by becoming protagonists of their own learning, students not only acquired academic knowledge, but also strengthened socio-emotional skills, such as empathy, social responsibility, and teamwork.

The challenges faced during the process, such as adapting to new routines and finding a suitable space for the Leisure Room, were overcome through collaboration between students, teachers and the school community. This interaction proved to be

fundamental for the success of the methodology, reinforcing the importance of partnerships between school and community in the formation of critical and conscious citizens.

The results observed indicate that Solidary Learning enriched the educational experience of students and also contributed to the construction of a more inclusive and participatory school environment. Continuous reflection and collaborative practice allowed students to develop a sense of belonging and responsibility in relation to their school space.

Thus, this study highlights the relevance of active and participatory methodologies in contemporary education, highlighting the need for training that prepares young people for the challenges of the modern world. The experiences lived by the students during the project can serve as a model for future educational initiatives, promoting a more meaningful, innovative education aligned with current social demands.

In short, Solidarity Learning presents itself as a promising strategy to transform pedagogical practice and strengthen the role of education in the formation of active citizens committed to society. The continuity and expansion of similar projects are recommended in order to further enhance the benefits of this approach in the Brazilian educational context.

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