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**"Letter written in 2070": Environmental education, writing and school participation — A case study at the Gonçalves Vieira Elementary School**

*"Letter written in 2070": Environmental education, writing and school participation — A case study at the Gonçalves Vieira Elementary School*

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## SUMMARY

This article presents an analysis of the environmental education project "Letter Written in 2070," carried out at the Gonçalves Vieira Elementary School in Breu Branco (PA), with the participation of approximately 900 students from the 6th to the 9th grade of elementary school. Conceived by teacher Clerisvani S. Silva, in co-coordination with teacher Helena Soares, and with the support of other teachers and pedagogical coordinators Elizabete Rodrigues, Regiane Silva, and Rosane Lopes, the project involved text production inspired by the homonymous short film, selection of essays, public voting via social media, and publication of a printed collection. A qualitative action research methodological approach was adopted, expanded with content analysis and participant observation. The study highlights the potential of creative writing practices and cultural mediation in promoting environmental awareness and community engagement, articulating critical pedagogy and emancipatory environmental education. The project also incorporated the use of digital technologies through the creation of a school blog and the dissemination of work via WhatsApp and social media, expanding community reach and strengthening students' digital literacy.

**Keywords:** Environmental Education; Creative Writing; Community Participation; Sustainability; Elementary Education.

## ABSTRACT

This article presents an analysis of the environmental education project "Letter Written in 2070", carried out at EMEF Gonçalves Vieira, in Breu Branco (PA), with the participation of approximately 900 students from the 6th to the 9th grade of elementary school. Conceived by teacher Clerisvani S.

Silva, co-coordinated by professor Helena Soares, and supported by other faculty members and pedagogical coordinators, the project involved textual production inspired by the short film of the same name, selection of essays, public voting through social media, and publication of a printed anthology. The study highlights the potential of creative writing practices and cultural mediation in fostering environmental awareness and community engagement, linking critical pedagogy and emancipatory environmental education. Furthermore, the project incorporated the use of digital technologies to expand social reach and strengthen students' digital culture.

**Keywords:** Environmental Education; Creative Writing; Community Participation; Sustainability; Elementary Education.

## 1 INTRODUCTION

The climate emergency and the global environmental crisis have placed environmental education at the forefront. central to discussions about the role of the school in civic education and the construction of a society. Sustainable. More than a specific topic, it is a structuring axis of pedagogical practices.



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committed to social transformation and the formation of critical, conscious and...

participatory. In a context marked by environmental disasters, scarcity of natural resources and

Given socioeconomic inequalities exacerbated by climate change, the school assumes the role of

to mediate between scientific knowledge and ethical sense, promoting learning that awakens the

Commitment to the planet and to each other.

In this scenario, the public school occupies a leading role, since it is there that...

It embodies the encounter between different social and cultural realities, constituting a space.

privileged for the collective construction of knowledge and transformative experiences. By promoting

Experiences that engage with daily life and foster a sense of belonging and responsibility.

For students, the school strengthens the link between education and citizenship. Thus, educational practices

They cease to be merely instruments for transmitting content and become opportunities for

Critical reflection and conscious action in the face of contemporary environmental and social challenges.

The project "Letter written in 2070" was born from this commitment to the integral formation of students, proposing an interdisciplinary action that unites art, writing and socio-environmental reflection. A

This activity invites students to project the future, imagining what the planet will be like in 2070, and...

Starting from this imagination, they can reflect on the attitudes of the present that shape this possible future.

This methodology encourages critical thinking, creativity, and empathy, while also...

It promotes dialogue between different areas of knowledge. More than just a written production, the

The project is structured as an experience of raising awareness and building consciousness.

environmental, in which students take on the role of authors and protagonists of their own reflections.

In writing their letters, they express perceptions, anxieties, and hopes, revealing a critical reading.

of the world and a genuine desire for transformation. The school, in turn, becomes a mediator of this.

process, offering a space for listening, dialogue and creation that values individual expression and the collective thinking.

Thus, the experience highlights the pedagogical potential of interdisciplinary projects.

that combine language, art and sustainability, demonstrating how environmental education can be

experienced in a sensitive, critical, and engaged way. By encouraging imagination and reflection, the initiative reaffirms the role of the school as an agent of social change, contributing to the formation of citizens.

conscious, capable of thinking about the future and acting responsibly and compassionately in the present.

## **2. THEORETICAL FOUNDATION**

Critical environmental education, according to Carvalho (2012), Loureiro (2012) and Sauvé (2005),

It understands the formation of the ecological subject as a political and cultural process of emancipation.

Beyond specific practices, this is an educational project that integrates knowledge and values.

and transformative action. Freire (2018) contributes with the notion of liberating education, in which dialogue

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It is a central element for the development of critical awareness. The proposal to work with a short film and fictional letters from the future engage in dialogue with what Tozoni-Reis (2014) calls 'Pedagogy of meaningful experience', by connecting emotion, language and reflection.

Jacobi (2005) emphasizes that environmental education should be understood as education. politics, capable of forming citizens who understand the links between social justice and Sustainability. In this sense, interdisciplinary projects involving text production and art. They function as mediators between school knowledge and the realities experienced by students. Leonel et al. (2025) also point out that the integration between education, culture and community is crucial. for the construction of lasting sustainable practices.

### 3 METHODOLOGY

This is a qualitative action research project with characteristics of a case study. developed at EMEF Gonalo Vieira, involving approximately 900 students from the 6th to the 9th grade. The methodological process included stages of awareness-raising, audiovisual presentation, text production, and... public socialization.

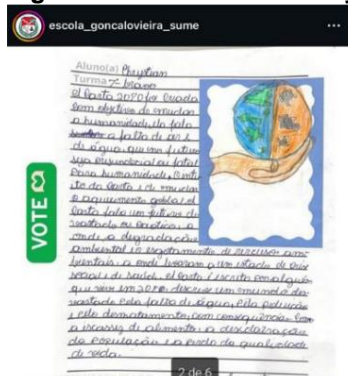
The written productions were analyzed using the Content Analysis technique (Bardin, 1977), allowing the identification of emerging categories related to the socio-environmental perceptions of students.

**Figure 1 – Screening of the short film “Letter Written in 2070”**



Source: School archives.

**Figure 2 – Handwritten essay by student Chrystian Davi S. de Souza, from the 7th grade.**



Source: School archives.



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**Figure 3 – Students dramatizing the reflective audio “Letter written in 2070”, published on the school's profile (Instagram).**



Source: Project archive.

### 3.1 Characterization of the School and the Participating Public

The research was conducted at the Municipal Elementary School with Supervision.

Gonçalo Vieira Military School, located in the municipality of Breu Branco, Pará. The institution serves students.

From the 6th to the 9th grade of elementary school, distributed in the morning and afternoon shifts. The school has

Approximately 900 students were enrolled, a group that directly participated in the "Letter" project.

Written in 2070.

The faculty consists of approximately 45 professors, encompassing, among others,

The areas are Languages, Natural Sciences, Human Sciences, and Mathematics. The framework

The pedagogical team has active coordination, with three coordinators responsible for monitoring.

Regarding training processes and support for pedagogical actions: Elizabete, Regiane, and Rosane. The team

The management team includes the principal, vice-principal (Cilene Dias and Genilse Ribeiro), and the school secretary.  
active.

The socioeconomic context of the community served is characterized by low-income families.

income, with a large portion of those responsible employed in the local commerce and agriculture sectors.

Family, mining, and general services. Many students live with limited access to

Technological resources and home internet access make school a fundamental space for inclusion.

digital, social, and cultural. This scenario reinforces the institution's role as a promoter of equity.

educational and as a structured environment for the development of meaningful learning.

The social, cultural, and economic diversity of the students directly influenced the

reflections produced in the project, contributing to the reflection of the imaginary letters of 2070.

Real concerns experienced in the daily lives of families, such as access to water and the preservation of areas.

Greenery, pollution, and environmental impacts observed in the region.

## 4. RESULTS AND DISCUSSION

The results indicate that the proposal stimulated significant emotional mobilization and

cognitive development among students. Textual analysis of the essays revealed a predominance of themes such as



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Water scarcity, pollution, global warming, and deforestation. The emphasis on water as a symbol of Life appeared in 100% of the finalist productions, reinforcing the relevance of the approach. interdisciplinary.

The essays featured emerging technical vocabulary, use of metaphors, and argumentation. Ethics. Compared to other studies (Jacobi, 2005; Leonel et al., 2025), progress was observed in The students' ability to connect local problems to global causes. Public voting broadened the... The project's scope expands, strengthening community ties and valuing student production.

As a complementary step, an institutional blog was created to publish the seven essays. Highlights selected by the teaching staff. The blog has become a space for social interaction. of writing, allowing students, teachers, administrators, and family members to access and comment on the productions. The link was shared in the school's official WhatsApp groups, expanding the parental involvement and enabling more students to read their classmates' work. A The platform began to be used continuously to disseminate other materials and projects. schoolchildren, strengthening the institution's digital culture and educational communication.

Furthermore, the initiative demonstrated that the use of simple and accessible technologies can... to enhance student leadership and the visibility of pedagogical practices from a perspective Innovative and feasible to adopt. The involvement of families and the local community was a key factor. Essential for consolidating a sense of belonging and social and environmental responsibility. A The integration between education, the environment, and digital culture has therefore emerged as a an effective methodological strategy to broaden the formative impact of the action and promote values of Ecological citizenship in the school environment.

In line with Freire (2018), the experience reaffirms that dialogue and participation These are means for the empowerment of individuals. Furthermore, it is confirmed that practices based on... Cultural artifacts (video, creative writing, dramatization) promote meaningful learning and... Building ecological awareness. Check out excerpts from the magazine that was produced and printed below, which It could be adopted as a stimulating pedagogical tool in the educational process of students in subsequent years.





## 4.1 Study Limitations

Although the results obtained are significant and demonstrate the pedagogical potential of Regarding the "Letter Written in 2070" project, it is important to acknowledge some limitations that influenced the... process. The first refers to school time constraints, especially due to the calendar. The school year has several military programs and there is a need to reconcile the project with other demands. curricular factors, which impacted the depth of discussions and the duration of the writing workshops.

Another limitation concerns the available infrastructure, since the school has limited amount of multimedia equipment, computers and suitable rooms for activities collective exhibition and text production. Although the management team has strived to



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to make existing resources available and to offer assistance in organizing and gathering them.

the classes to watch the short film, in addition, the lack of individual technological access.

This made it difficult for all students to fully participate in some stages.

Difficulties were also observed in family participation, especially in dialogue.

They spoke with their children about the importance of this project, and some were absent that day. The absence of... was noticeable.

Full participation of families during the online voting process for student work.

finalists. Despite this, the participation obtained was significant and demonstrated the potential of initiatives that

They connect school, community, and accessible technologies.

Acknowledging these limitations does not reduce the project's impact, but it does contribute to improving it. in future editions, considering strategies to expand time, technological resources and family involvement.

## 5 CONCLUSION

The project "Letter written in 2070" highlights that interdisciplinary pedagogical practices and Participatory activities have the potential to transform students' relationship with the environment.

The integration of creative writing, digital media, and ecological debate has proven effective in strengthening both affective engagement and the development of critical and socio-environmental skills.

The results reinforce the importance of methodologies that value protagonism. student education and the use of accessible technologies as mediators of learning and awareness. Ecological. The continuation of the project in future editions and its replication in other editions is recommended. schools in the municipal network, incorporating actions to monitor environmental and social impact, of in order to consolidate a school culture focused on sustainability.

Future research could expand the longitudinal analysis and investigate how experiences Similar behaviors influence sustainable long-term attitudes, contributing to improvement. of educational policies and for the training of environmentally responsible citizens.

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