THE CHALLENGES OF EDUCATION: EXPERIENCES THAT WORKED

Maria Luiza Gomes Teixeira[1]

ABSTRACT

This article intends to present the psychopedagogical work adopted by the Center for Guidance and Psychopedagogical Care - NOAP PUC-Rio, through some reports of sessions carried out by volunteer psychopedagogues. This Center has been working with children and adolescents, students from public schools, for more than 40 years, with the challenge of rescuing the desire to be in school, providing a healthier development. During the pandemic, the team sought alternatives and methodologies so as not to interrupt the flow of care, which guaranteed, for many children and adolescents, the only learning space. NOAP also works with schools and teachers.

In this article, we focused on showing how NOAP seeks to continue this service through alternative methodologies.

Keywords: Education. Psychopedagogy. Alternative Methodologies. Pandemic.

[1] Master of Education
PUC-Rio Pontifical Catholic University of Rio de Janeiro
Pedagogue, Psychologist, Master in Education (PUC-Rio), Fellow in Psychopedagogy (CEP – Buenos Aires, Argentina), Retired Professor from PUC-Rio, founding member and volunteer Coordinator of NOAP/ PUC-Rio.
E-mail: maluteixeira@uol.com.br

INTRODUCTION

The Brazilian educational system presents a challenging scenario. Despite having a normative document, the BNCC (National Common Curricular Base), its implementation still encounters many obstacles, especially in public institutions. The COVID-19 pandemic has revealed the weaknesses of Education and enhanced the existing problems. Among these problems, the failure of learning, the increase in school dropout, the setback in social skills and the worsening of inequality in access to education stand out. During this period, many schools were unable to offer remote learning due to the lack of adequate infrastructure, that is, there was no preparation to integrate technology into teaching. There was also no structure to train teachers for the new distance learning.

The result was the stoppage of classes, causing significant losses in the orientation and construction of the competencies foreseen at each stage of education. At the same time, many families did not get the necessary support for homeschooling, increasing learning gaps and lack of interest on the part of students. Research shows that the index that measures the quality of education in Brazil, IDEB, showed punctual improvements in the early years of elementary school in 2023 compared to the result of 2021. However, they are still insufficient to achieve the goals established by the Ministry of Education (MEC). These results, however, were hampered considering two aspects: the automatic approval in the pandemic, resulting in a higher IDEB, and the low percentage of students who took the assessment, suggesting unreliable data.

In Rio de Janeiro, this scenario is proven by the fact that it is frequently mentioned as one of the states with a high rate of delayed graduation in Brazil. This survey informs that 23.5% of students in the final years of elementary school are at least 2 years behind, which suggests the existence of problems in literacy and in the early years of elementary school. The public schools located in Gávea, a neighborhood in the south zone of the city of Rio de Janeiro around PUC-Rio, which mainly serve the largest favela in the state and the second largest in the country, Rocinha, reflect this problem, when, unfortunately, there are students who reach the 3rd year of elementary school without being literate.

Precisely because we know that this problem, unfortunately, is the harsh reality of Rio de Janeiro is not new, the Psychopedagogical Care Center (NOAP) of the Pontifical Catholic University of Rio de Janeiro (PUC-Rio) was founded more than 40 years ago, faithful to the university's mission of opening up to the community around it, looking for alternatives to social and educational challenges.

NOAP develops a psychopedagogical action with children and adolescents who, as students, are unable to follow the school's proposal and remain on the margins of their

groups, often giving up studying and with a great chance of later becoming involved with drugs or prostitution.

> "Psychopedagogy emerges in Brazil as one of the answers to the great problem of school failure and evolves according to the nature of its object and its objectives. [...] Thus, psychopedagogy enters a new phase, in which it is possible to say that its object becomes the learning process, and its objective, to remedy or redo this process in all its aspects." [1] (SILVA, Maria Cecília Almeida, 1998 p.(Luke 25-26)

The NOAP is based on the assumptions of Psychopedagogy: development and learning occur in the subject that is multidimensional (with physical and psychomotor, operative and cognitive structures and emotional structure), permeated by interpersonal interactions and cultural influence. On this point, we agree with Mamede-Neves and Pain (2023), that Psychopedagogy is a praxis and, as such, needs a specific type of research, appropriate to its field.

Our mission, as members of NOAP, has been to rescue in children and adolescents, public school students, low-income families and low cultural and educational level, the fluency of development, the pleasure of building new knowledge and the alternatives of living in a group. Therefore, our challenge has been to achieve greater contact with these children and adolescents, rescuing the desire to be in school, providing a healthier development, adopting, therefore, group care and seeking to create situations and environments that favor curiosity and expression.

Since its foundation in 1982, about 2000 children/adolescents have passed through NOAP. They are brought by referral from schools and health professionals such as psychologists and neurologists. Upon receiving the application, the NOAP team screens them and distributes them in small groups, with a coordinator for each group. The sessions are weekly and each group has an intern/observer, doing his internship in psychopedagogy and learning from the coordinator the psychopedagogical practice.

At the same time, once every quarter or semester, meetings are held with families and schools, to seek a partnership in the lines of action of the work.

We can say that 80% of our patients have gains not only in the school area but also in the emotional and relational area.

The purpose of this article is, therefore, to show, through some reports of care situations, the psychopedagogical work adopted at NOAP, certain that many other places in Brazil, and even in other countries, will benefit from this report.

I would like to thank Ana Paula Pontes, Andrea Bacellar, Andrea Farani, Andrea Leal, Andrea Michel, Andrea Sênior, Gabriella Brandão, Laura Ferreira, Lourdes Rosa, Luciana Melechi, Luciana Moraes, Márcia Simi, Maria Christina Catão, Maria Fernanda Erlich, Paula

Sá, Thamires Souza Siqueira, and Viviane Candiota, the team of educational psychologists from NOAP who made their sessions available to be part of this article. All the accounts were interesting, but we took care to select those that could showcase the diversity of NOAP's work.

REPORT: WALK AROUND NOAP

"Taking a walk around NOAP, inside PUC, the idea was to explore the University's space, talking about what they saw and felt when looking at something. Some powers appeared to the group at this time of less directed work. The children were able to express themselves freely and demonstrate their knowledge of the world, their experiences with their families and friends. With this, our psychopedagogical intervention was to value each piece of information and exchange between peers because we understand that they do not have these opportunities for interaction and the space offered by the session is privileged, because it has peers of the same age, which makes the activity more recognized and more credible by the group.

A child said that a certain building was a church, because it had a cross in front.

Image 1: Photograph of the Cross of the Church

Source: author's collection, 2024

Another child said the name of the tree and the fruit, which she likes to eat at her grandmother's house.

Image 2: Photograph of the children around PUC-Rio

Source: author's collection, 2024

Another child talked about the bees that appeared and that they make honey and would sting if they were frightened.

Image 3: Photograph of the children around PUC-Rio

Source: author's collection, 2024

This group of 5 children between 8 and 11 years old is coordinated by Psychopedagogue Paula Sá. The coordinator's report speaks of an activity outside the room where children are normally attended. The objective of this session was to encourage the authorship of thought, that is, to lead children to express their discoveries and knowledge."

Images 4 and 5: Photographs of the children around PUC-Rio

Source: author's collection, 2024

Images 6: Photograph of the children around PUC-Rio

Source: author's collection, 2024

This one we observe how important the expansion of space is for these children who usually live in cramped spaces, often in areas of high risk due to violence and cannot go out, explore, observe. It brings the differentiated answers of each child and the coordinator, through the psychopedagogical intervention, valued each piece of information and the exchange between peers. This attitude of expressing and listening is very rare in the reality of these children, who, in general, have parents who work a lot and have little time or internal availability to listen to them. When the child gives the name of the tree and says that he likes to eat the fruit at his grandmother's house, he is bringing his internal world, his experiences that legitimize his learning and his expression.

The author Alicia Fernández (2001) says that psychopedagogical intervention should simultaneously direct its gaze to six instances.

- To the learning subject, who sustains each student;
- To the teaching subject, who inhabits and nourishes each student;
- The particular relationship of the coordinator with his group and with his students;

- The teacher's learning modality and, consequently, his teaching modality;
- To the real and imaginary peer group;
- To the educational system as a whole.

REPORT: PABLO PICASSO: AUTORRETRATO

Image 7: Picasso at 18, 25 and 90 years old

Source[2]

"The group was made up of 7 children aged between 8 and 11 years. The goal was to work on self-image and identity with the drawing of the self-portrait to strengthen the bond with oneself. Self-image directly influences self-esteem and the process of identity construction, especially during childhood and adolescence. The way the subject perceives himself impacts learning, social interactions, and personal decisions throughout life.

The activity was divided into three stages:

- Photographing the faces: we did a draw to see who would take the photo of whom. The intention was for each one to look at the other, finding the best angle to take the photo and checking if it was clear.
- Contextualization: Picasso's self-portraits were used in three different eras. It had the purpose of broadening the gaze using a famous artist. The 90-year-old self-portrait caused a lot of strangeness and everyone wanted to know why he had drawn himself that way. The children's questions were returned to them so that each one could think of a possibility. The intention was also to reflect on the concept of beautiful and ugly; there was an appreciation of artistic drawing and the freedom to create.

---

[2] https://www.facebook.com/photo/?fbid=1544626332389455&set=a.701658176686279&locale=de_DE accessed in October/2023.

- Starting the self-portrait: the photographs printed in black and white were distributed and the materials that could be used in the activity were presented. The black and white images had the symbolism of a rite of passage in which they were all "painted" the same color, and then differentiated themselves by showing their uniqueness by placing their colors and other elements:

There were those who included a landscape in the self-portrait; the one who did not want to draw their eyes, mouth and nose; the one who wanted to do exactly the same as the printed photograph and therefore erased countless times; the one who drew her hair as she wanted it to be and not as it was; the one who wanted to test the pencil of skin tones on her own arm to make sure she chose her tone; and the one who preferred to look at herself in the mirror."

Images 8, 9 and 10: Start of the activity; landscape in the self-portrait; Self-portrait without eyes, mouth and nose

Source: author's collection, 2023

Images 11, 12 and 13: using the mirror to draw oneself; choosing your skin tone; Attention to your details

Source: author's collection, 2023

These activities reported by coordinator Andrea Michel, in which she works with self-portraits of Pablo Picasso at different moments of his life, are of great importance for the

construction of a person's self. Making the self-portrait means looking at oneself, an unusual activity for the children and adolescents assisted at NOAP. Here the work seeks singularity; the self-portrait is only the starting point; and it allows each member of the group to look at himself.

Jean Piaget (1976) presents operative stages of knowledge, showing that in a constructive and interactive way, experiences provide the development of operative structures that will allow the action and modification of reality by the subject.

In the proposal, we see different moments of Pablo Picasso showing the sequence of photos (younger, mature, older), which NOAP believes that, through a playful activity like this, the child can establish a positive bond with learning because it allows children, in the operative thinking stage, to deal with sequencing, an important structure in school content and such as the Portuguese language and mathematics. It is also essential to form the self, in the terms proposed by Erickson (1968), a crucial moment for child development.

As Mamede Neves (1993) pointed out in the work "School failure and the search for alternative solutions – The experience of NOAP", here too, the coordinator seeks to make free activity feasible by acting in a semi-directed way. "We also observed that predominantly school situations in which "duty" stifles the capacity for expression and desire were avoided. We felt that there was an intention on the part of the coordinator to value the ludic activity as an enabler of learning (and not only leisure), providing the establishment of a link between ludic and school learning.

REPORT: EXPLORATION OF THE PUC-RIO CAMPUS

"The activity refers to a group of four children, aged between 8 and 12 years, who are part of my psychopedagogical care group at NOAP, at 9 am. In this group I had an intern, Lourdes.

I often realize that children and families have a very strong reference for PUC. For this reason, I also decided to take the children to explore the space outside the NOAP room, so that they could better situate themselves in the wider space in which they were inserted and what this external space had to offer them in terms of richness to be explored and known. I directed them to try to observe everything that caught their attention.

One of the boys, Vinícius, is very curious, and explored the place where we were walking a lot. During his exploration he stopped in a garden with some red plants, observed them carefully. He continued walking and found an almond leaf, also observing it carefully.

Images 14, 15 and 16: Vinícius' curiosities

Source: author's collection, 2024

We also discovered a water bottle and Vinícius came to wash his hands with me. While Vinícius walked more alone, the two girls went in pairs. Although Vinícius tried, in some way, to be close to me. Vinícius likes to be praised in the things he does.

Next to the Church there is a garden with biblical plants and the three children, together, went to this place, trying to read the signs with the names of the plants. It was a very rich moment of spontaneous reading.

Images 17, 18 and 19: The girls walking in pairs; reading the signs; next to the Baptismal Font

Source: author's collection, 2024

The girls also did this exercise of reading the plant plates. Then they became interested in entering the Church. The girls found the Baptismal Font curious and interesting, and I took the opportunity to explain the meaning to them. They showed interest and were attentive. Vinícius sat in one of the pews of the Church and watched the altar.

Image 20: Vinícius observing the altar of the Church

Source: author's collection, 2024

I perceive in Vinícius an attitude of observation, which, in my opinion, corroborates his curiosity."

In the coordinator's evaluation, as well as ours, this activity was of great richness, since the children had the opportunity to experience the experience of getting to know better part of the place where they pass until they reach NOAP, by the integration between them in an outdoor activity, by the discoveries made by them, by the realization of spontaneous readings, by the exercise of walking and contemplating and the group being together with the psychopedagogue and intern, guiding them, adding values and providing the opportunity to unveil a space rich in nature that, it seems to me that in a way, is little seen by them, perhaps because when we perform a conditioned action, we are not appreciating or observing the details. NOAP is very faced with stereotyped behaviors, repetition of pre-established patterns and a tendency to reproduce models offered by adults, institutions or the media.

For this very reason, it adopts the contributions of the Gestalt school, so important for the understanding of the act of learning, which points out this phenomenon very well, through one of its exponents: Kurt Lewin (1965/1951), accompanied by the contributions of Visca (1985): what is of interest in the description and contextual explanation is to detect the subtle interrelations of intraoperability both in terms of structural aspects, [...] as well as the energetic aspects. [...]

The context is formed by both the psychosocial, the socio-dynamic, and the institutional – to use the vocabulary of Bleger (1984) – what can simply be called: people, groups, agendas.

It is interesting to note that, according to the report, another child feels stimulated to talk about bees and to say that they make honey and sting if they are frightened, thus

showing learned knowledge. In this session we see that there is an appreciation of individual expression, which reinforces self-esteem and leads the child to be more active and positioned at school and in the family. (Erickson, 1968)

A similar activity was reported by coordinator Maria Christina Catão, with a group of four children between 8 and 12 years old.

According to the report, one of the boys, Vinícius, stopped in a garden with red plants. When he felt approved by the coordinator, he ended up taking his colleagues to the signs that had the name of the plants.

This moment is extremely significant, because in this age group it is the moment when we are able to make a classification, that is, we are able to group reality, according to criteria. This achievement generates more security and reference internally in the child.

On the other hand, the name is what defines the object. From the emotional point of view, when naming oneself, it is the moment of identity construction (Erickson, 1968), a very important issue for these children and adolescents, in general, coming from large families, in which the whole is much stronger than the each one.

It is interesting to see how, after reading the plaques with the names of the plants, they are interested in entering the church and hearing new information from the coordinator about the PIA BATISMAL.

This difficulty in focusing attention and dispersing is a very common complaint of schools. In this report, we see how interest and an organized environment increase the curiosity of children and adolescents and broaden the focus of attention.

NOAP CHALLENGE 2020/2021

The COVID-19 pandemic has brought many challenges to education. The closure of schools has had a significant impact not only on learning, but also on the social development of children and adolescents. Educational institutions needed, in a short time, to create strategies to adapt to the new modality of distance learning. This transition from face-to-face to remote teaching exposed existing inequalities and at the same time created new opportunities to rethink methodologies, enabling innovation in teaching.

NOAP's psychopedagogues adapted to the new reality by exploring technological tools and thinking carefully about the dynamics of activities. The first challenge was to maintain the motivation of children and adolescents to participate in the sessions at a distance. And to ensure the continuity of services, the team held remote meetings with parents and schools, reaffirming the importance of the partnership with NOAP.

Most did not have a computer and used the cell phones of their guardians to participate in the sessions. Other challenges faced by the team were the difficulty of connecting to the internet, the size of the cell phone screen limiting the children's vision, the dispersion of the group due to the lack of a place at home where they could have privacy at the time of the session.

REPORT: ONLINE GROUP CONSULTATIONS

"To continue the services during the pandemic, I contacted all those responsible for my group individually to explain what the proposal of the online service was and what we needed for the sessions to take place in the best possible way.

The importance of privacy in care and the child having a good connection was talked about, of course within the possibilities. The space needed to be prepared, that is, it was advised that at the time of the service the child was fully dedicated to that moment, without any other parallel task and that there were no other people in the environment. All this because it was not an online game, but a service that needed to follow the frames.

The sessions were always planned with the contingencies of technology in mind. Usually the children organized themselves in advance and separated the requested materials such as scrap, pencil and paper. Nothing fancy. I remember the day we built a scrap top and it was a shared joy at a time of so much uncertainty and insecurity.

Every time there was a problem with the care of a child, the guardian was contacted with a request for help. Many times at the time of the service, a child was on the street and the parents did not know. Another who at the time of care was taking care of her younger sister.

It was always explained about the importance of the time of service. That the service needed this commitment to really take place and that NOAP counted on the family to help.

Group of 5 children, between 11 and 13 years old, studying between the 5th and 8th grade.

- Guiding axis of the group: CONNECTION - with the task, with the coordinators, with the service, among them (connection, bond, meaning)
- Main challenges:
  o Maintain the frame
  o Seek proposals that bring continuity between meetings
  o Instigate the group to develop its own proposals

Image 21: The group in the virtual "little windows"
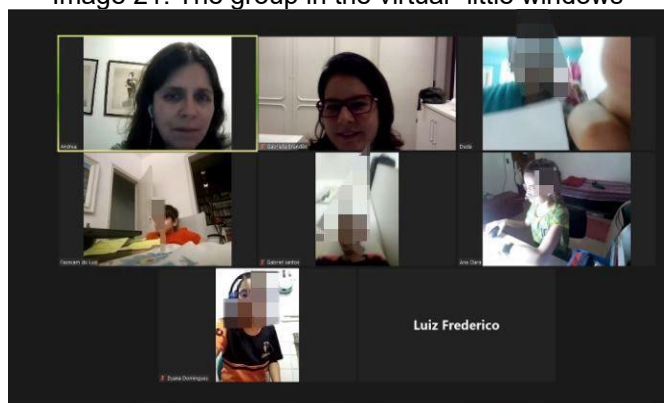
Source: author's collection, 2020

The preparation for the sessions began with the making of 2 boxes each containing various materials. Each child should assemble their work boxes as follows:

- BOX OF MATERIALS – CONSTRUCTION OF A SPACE OF ITS OWN – intention to bring materiality and organization to the frame of the session, both of available materials and of a place to store the productions.
- OBJECT BOX – various objects, to be used in games and dynamics in the services. Intention to bring their personality to the session. Suggestion: 10 objects, very varied. Example: book, clothespin, dried flower, sharpener, shell, satin ribbon, miniature animal, stone, coin.

The workboxes were used throughout the year in response to the planning of activities, as shown in the workflow below.

Figure 22: Workflow over the years 2020/2021
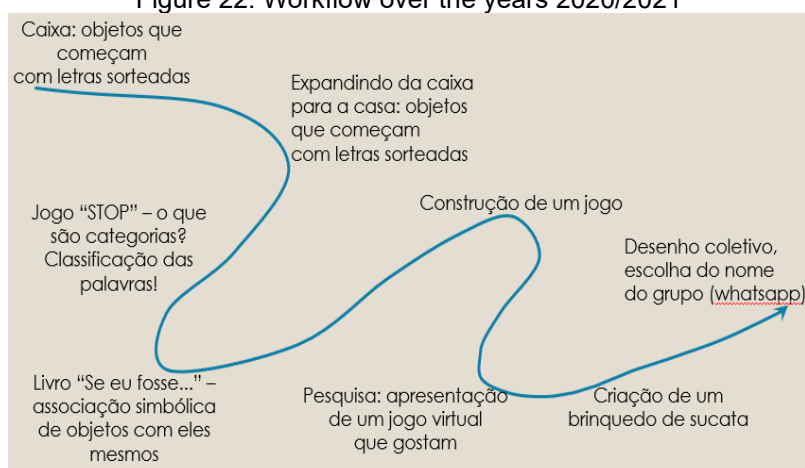
Source: author of the report, 2021

The activities were planned in advance so that each child separated the necessary materials, placing them in their work boxes. The games were customized for remote

service, such as the STOP Game. The coordinator shared the screen and each child wrote his word in the indicated column.

The dominoes, memory and board games were manufactured with materials from the workboxes. For the computer game, SCRATCH, it was necessary to access a website made by the session coordinator who controlled the assembly of the drawing. The children chose the pictures and indicated the place on the canvas where they should be. It was a drawing put together together.

'STOP' GAME

'STOP' Game – It is a game that involves evoking words starting with a certain letter into words from different categories. Each player has a double-entry matrix, in which the letter of the turn is drawn and everyone must write on their papers the words of different categories (name, animals, objects, food...). Whoever finishes first says "stop" and everyone must suspend the writing and start counting the points.

The game works with the operative functioning of classification as well as the evocative memory of elements of subjectivity itself. Sara Pain in "The Function of Ignorance" says: "The operations that determine the coherence of the reading of experience and the construction of a real objectivity are classification and seriation. They make it possible to systematically organize all schemes into hierarchies that allow calculating, measuring, predicting. To classify is not simply to group things that have common characteristics, but it also presupposes distinguishing them from others with which they can at the same time share a broader class. It is also necessary to be able to differentiate them from those that can share an extensive class with them, so that the notion defined or recognized by its similarity to an archetype fulfills the conditions of the definition of the concept: to be determined by its belonging to a higher class and by its specific difference in relation to the complementary classes. Thus, a concept can always be defined by other concepts, in a closed body. These concepts are submitted to new classifications based on various criteria, with an ever-increasing mobility. An organization of the real objective is then established, taking into account no conjunctural trait, even if in the transformations we will find certain symbolic references that still preserve the traces of lived experience.

What are categories? Is it a way to classify words?

Proposal evolving from a random choice of words with one letter to a systematization in different classes.

Skills:

- Memory
- Directory
- Grammar

Image 23: Stop game in a virtual environment

Source: author's collection, 2020

BOOK 'IF I WERE...'

Symbolic association of objects with themselves. A playful way to talk about yourself.

Steps:

- Choice of categories
- Think about what would be in each one
- Create the book (folding, tying, drawings)
- Presentation: show the book and talk about your choices

Images 24 and 25: Sharing Your Books

Source: author's collection, 2020

MANUFACTURED GAME: DOMINOES, MEMORY GAME, BOARD, COMPUTER GAME (PROGRAMMING – SCRATCH)

Dominoes is an eminently figurative game, in which observation and term-to-term correspondence are worked on. In it, each child or adolescent must find the piece

corresponding to the one on the table. Attention, observation, as well as the similarity of numbers, words, or objects are worked on.

Memory game consists of spatially organizing figures that must be memorized and then remembered. Players must choose the pictures in order to form pairs. The game works on spatial memory, attention and perceptual discrimination since many figures are similar. These structures will be fundamental for the acquisition of reading and writing.

The board game usually has a trail with a starting point and an ending point. It may present obstacles in the way and the order obeys the luck of the dice. Generally, in these disputes we are faced with situations of frustration that imply that the child/adolescent has perseverance to achieve his goal. Usually it is a more competitive game, in which the coordinator must be attentive to maintain a circulating tension, that is, sometimes one is at an advantage and sometimes others.

The computer game (SCRATCH) is a programming game that from blocks you create animations, games and interactive stories. It allows imagination, the entry into different conversations and the projection of feelings that are part of the subjects or the group. As it is a computer game, it exerts greater attraction for children and adolescents.

Images 26, 27 and 28: Memory game; Domino; Scratch;
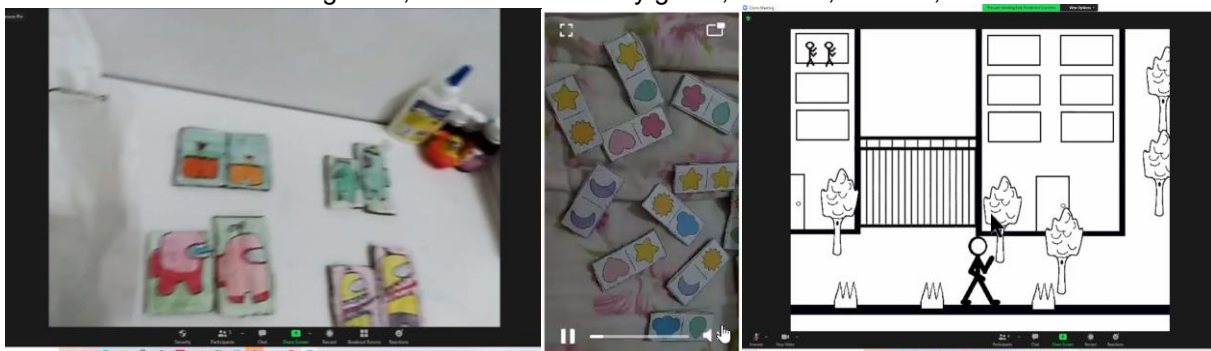
Source: author's collection, 2020/2021

SCRAP TOY

Images 29 and 30: Sharing the toys

Source: author's collection, 2021

Image 31: Scrap train

Source: author's collection, 2021

SYMBOL AND GROUP NAME

Image 32: Drawing made by the group by screen sharing

Source: author's collection, 2021

KEY GAINS:
- Communication
- Commitment

MAIN CHALLENGES:
- Ability to complete tasks
- Keeping attention when the colleague occupies a lot of time"

It is very interesting to observe the flow of activities (Image 22) that this group of children between 11 and 13 years old studying from the 5th to the 8th grade go through. They are varied activities, quite diverse, like the group itself.

Maintaining the CONNECTION with the task, the coordinators and the group is an important part of a psychopedagogical work, one of the fundamental issues was to maintain the framework that gives reference and security, necessary to the process of knowledge construction.

The coordinator's task was to align the meaning between these activities, although they were very different. This point is reflected in the alignment of the group that, within the heterogeneity of its members, maintains the homogeneity of its proposal. We see many

expressions, and different expressions of the members of the group and high creativity, that is, singular and own expressions of each one.

We can assess that in a pandemic period, when people were held back and incommunicado, and when paralysis and fear dominated, achieving these results was, in fact, very rewarding and reinforced the role of psychopedagogical work for the team.

The coordinator's task was to align the sequence of these games, according to a guiding axis that means a line of work that obeys a logic for a group of children from 8 to 12 years old (within the period of concrete operations). The objective of each game aligns and complements each other with that of the other, while the differences between the members of the group allow for a heterogeneity, a circulation and an exchange that promote change.

RELATO: ORIGAMIS

"The activity with origami was carried out with adolescents aged 12/13 from NOAP, in the online modality. The proposal was, in each session, for a teenager to teach the others a fold. They were taught: dog face, boat, flower and airplane.

Origami is the technique of paper folding, in which many skills are worked, such as motor coordination, attention, concentration, memory, patience, imagination and mathematical concepts (spatial, geometric).

During the process, we observed that a boy had difficulty folding the paper. Immediately, another explained to him how to do it and helped him fold it properly. We also observed in some members of the group a certain difficulty in the use of vocabulary and spatial notion. We work together, then, notions of right, left, up, down, forward, backward, etc. One boy, very quickly, was impatient to wait for another to do his folding. We discussed in the group the pace of each one and the importance of waiting for the other to finish their product. We found great creative capacity in the group as a whole. For example, each one chose the name of their dog, wrote/drew that name on the zoom screen (e.g., Todi and Lobo), and together they all created a story about the dogs and wrote it. The teenager who initially showed difficulty in motor coordination realized that the boat taught by his classmate only had a hull on one side. He concluded that it was necessary to make the hull on the other side, so that the boat would not capsize. With this, he was able to show his knowledge of the world, moving from fantasy to reality. It is in the group's event, in this space of trust that is created during the meetings, that each child and adolescent has the opportunity to show their knowledge and deal with their non-knowledge, sometimes teaching what they know, sometimes learning from the other.

As Pichon-Rivière says in 'Group Process': "The dialogue with reality is re-established and its dynamism is twofold; it comes from the spontaneity of thought that is capable of ratifying or rectifying, of feeding itself and others (feedback).

The operation of dialogue implies that communication has become possible or has been reestablished, that is, that communication networks can be reestablished. It is a maieutic – dialogue – Socratic method, which consists of a cooperation that tends to return and resolve antinomies (syntheses) within a system of contradictions, with a degree of continuous and optimal alterity, in a situation of coming and going between the concrete and the abstract.
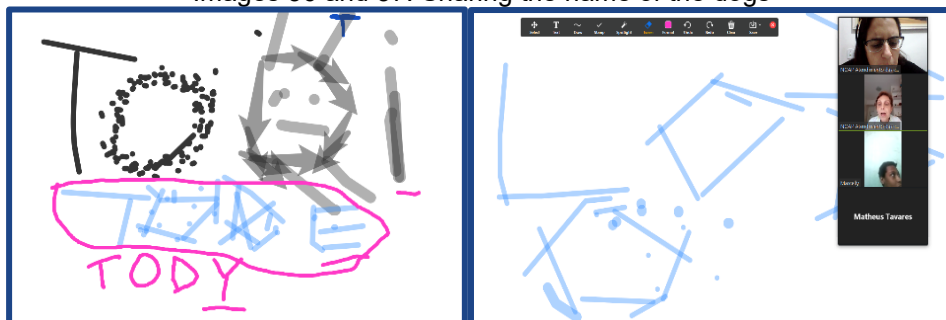
PUPPY FACES

Images 33, 34 and 35: Photographs of the dog faces

Source: author's collection, 2020

NAMES OF THE DOGS

Images 36 and 37: Sharing the name of the dogs

Source: author's collection, 2020

HISTORY ABOUT DOGS

Once upon a time, there was a lone wolf, who hunted everything in front of him. Then he walked, walked, walked and then, when he arrived in a city, the city was for dogs. There

was Tom, Mike, Tita and Todi. Then they ran up a mountain and hid in a cave. Then they spent the day in the cave. There was a day when the wolf went for a walk. The dogs took advantage and left. By the time they came out of the cave, they found a tree full of fruit. The wolf tried to kill them. Over time, they became friends."

The activity reported by Christina Catão and Luciana Moraes takes place at a very challenging time: how to work with 12/13-year-old adolescents in a post-pandemic moment, when there was no possibility of face-to-face meetings.

The coordinator's contact with the families so that, through partnership, the members of the group could have the computer or cell phone at the time of the session. This investment was fundamental for not only the adolescents, but also the families to feel that NOAP was not giving up on them, on the contrary, investing in trying to reconcile time to have the whole group together.

As the coordinator herself reports, it is in this space of trust that each child/adolescent has the opportunity to show their knowledge and deal with their non-knowledge, exchanging knowledge with their group colleagues. This solidarity is not common in a fast-paced, short-sighted society, where each one seeks their own interests.

The final story produced by the group reveals loneliness, threat, fear and search for security. The strength of the group that remains united and that attracts the threatening element, transforming it into a friend, is important.

Schools and families bring behaviors of greater autonomy, initiative and responsibility on the part of children and adolescents. The actions of the group coordinators are playful actions, but they connect with the real needs of children and adolescents. And that is its great value!! Therefore , the answer is seen, from the improvement in school performance, in the interest in reading and discoveries and by greater confidence in themselves."

One of the most fundamental points of this work, both in the pandemic and outside of it, is the consistency of a theoretical framework that sustains us in the belief that development and learning are the result of a gradual construction in interaction with many factors in the environment.

REFERENCES

1. Almeida e Silva, M. C. (1998). *Psicopedagogia: em busca de uma fundamentação teórica* (p. 24-25). Editora Nova Fronteira.

2. Bleger, J. (1984). *Psicologia da conduta*. Editora Artes Médicas.

3. Erickson, E. (1976). *Identidade, juventude e crise*. Guanabara Koogan. (Originalmente publicado em 1968)

4. Fernández, A. (2001). *Os idiomas do aprendente* (p. 36-37). Editora ARTMED.

5. Mamede-Neves, M. A. (1993). *O fracasso escolar e a busca de soluções alternativas: A experiência do NOAP* (p. 70). Editora Vozes.

6. Mamede-Neves, M. A., & Pain, S. (2023). Research in the field of psychopedagogy. In *Pathways to Knowledge: Exploring the Horizons of Education* (Chapter 20). https://doi.org/10.56238/ptoketheeduca

7. Pain, S. (1999). *A função da ignorância* (p. 86). Editora Artes Médicas Sul Ltda.

8. Piaget, J. (1976). *A equilibração das estruturas cognitivas*. Editora Zahar.

9. Pichon-Rivière, E. (1999). *O processo de criação* (p. 149). Martins Fontes.

10. Visca, J. (1985). *Clínica psicopedagógica: Epistemologia convergente* (p. 62). Miño e Dávila Editores.