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ENVIRONMENTAL EDUCATION, WASTE SEPARATION AND THE ENVIRONMENT IN ELEMENTARY SCHOOL: THE CASE OF PARAGOMINAS, PARÁ

EDUCAÇÃO AMBIENTAL, SEPARAÇÃO DOS RESÍDIOS E O MEIO AMBIENTE NO ENSINO FUNDAMENTAL: O CASO DE PARAGOMINAS, PARÁ

EDUCACIÓN AMBIENTAL, SEPARACIÓN DE RESIDUOS Y MEDIO AMBIENTE EN PRIMARIA: EL CASO DE PARAGOMINAS, PARÁ

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ABSTRACT

The apprehension of knowledge of environmental education in elementary school involves waste separation, environmental sensitivity and sustainable practices. However, the existence of a gap was verified: the evaluative searches have not contemplated the association between these three variables. This became the objective of this research with students of the sixth year of elementary school, from the Municipal School of Elementary Education Irmã Maria Angélica Dantas, Paragominas, Pará. The method used was the investigative one with quantitative and qualitative scope, and applied nature, applied in four stages: 1) application of two forms; A, with nine questions (three alternatives in each of them: a, b, c), applied before the lecture, to obtain information about the students' knowledge about environmental education and the environment. 2) Educational and interactive lectures, with accessible language. 3) Application of form B to verify the absorption of its content; 4) Two playful activities (waste segregation scavenger hunts and thematic board game). The data analyzed indicated that environmental sensitivity, such as waste separation (94%); cardboard (⊃ 87.5%), for the generation of a new product (⊃ 84%); positive environmental attitudes were recycling and planting trees (⊃ 95.5%). Therefore, environmental sensitivity and attitudes, when inserted in the daily lives of students, contribute significantly to the development of sustainable actions, as they favor the construction of knowledge in a collaborative and contextualized way, and bring the theoretical contents closer to the realities experienced by the students.

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Keywords: Environment. Sustainability. Awareness.

RESUMO
A apreensão do conhecimento da educação ambiental no ensino fundamental envolve a separação dos resíduos, a sensibilidade ambiental e as práticas sustentáveis. Todavia, verificou-se a existência de uma lacuna: as buscas avaliativas não têm contemplado a associação entre estas três variáveis. Isto tornou-se o objetivo desta pesquisa com educandos do sexto ano do ensino fundamental, da Escola Municipal de Ensino Fundamental Irmã Maria Angélica Dantas, Paragominas, Pará. O método empregado foi o investigativo com abrangência quantiqualitativa, e natureza aplicada, aplicada em quatro etapas: 1) aplicação de dois formulários; A, com nove questões (três alternativas em cada uma delas: a, b, c), aplicado antes da palestra, para obter informações quanto ao conhecimento dos educandos acerca da educação ambiental e meio ambiente. 2) Palestra educativa e interativa, com linguagem acessível. 3) Aplicação do formulário B para verificar a absorção da conteúdo dela; 4) Duas atividades lúdicas (gincanas de segregação de resíduos e jogo de tabuleiro temático). Os dados analisados indicaram que a sensibilidade ambiental, como a: a separação do lixo (94%); o papelão (▫87,5%), para geração de um novo produto (▫84%); as atitudes ambientais positivas foram a reciclagem e o plantio de arvores (▫95,5%). Logo, a sensibilidade e as atitudes ambientais, quando inseridas no cotidianos dos educandos contribuem significativamente para o desenvolvimento de ações sustentáveis, pois favorecem a construção do conhecimento de forma colaborativa e contextualizada, e aproxima os conteúdos teóricos das realidades vivenciadas pelos educandos.

Palavras-chave: Meio Ambiente. Sustentabilidade. Sensibilização.

RESUMEN
La captación del conocimiento de la educación ambiental en primaria implica separación de residuos, sensibilidad ambiental y prácticas sostenibles. Sin embargo, se verificó la existencia de una brecha: las búsquedas evaluativas no contemplaron la asociación entre estas tres variables. Este se convirtió en el objetivo de esta investigación con estudiantes de sexto curso de primaria, de la Escuela Municipal de Educación Primaria Irmã Maria Angélica Dantas, Paragominas, Pará. El método utilizado fue el investigativo con alcance cuantitativo y cualitativo, y naturaleza aplicada, aplicada en cuatro etapas: 1) aplicación de dos formas; A, con nueve preguntas (tres alternativas en cada una: a, b, c), aplicadas antes de la clase para obtener información sobre el conocimiento de los estudiantes acerca de la educación ambiental y el medio ambiente. 2) Clase magistral educativa e interactiva, con lenguaje accesible. 3) Aplicación de la forma B para verificar la absorción de su contenido; 4) Dos actividades lúdicas (segregación de residuos, búsquedas del tesoro y juego de mesa temático). Los datos analizados indicaron que la sensibilidad ambiental, tales como: separación de residuos (94%); cartón (87,5% en mercurio), para la generación de un nuevo producto (84 % en los valores de crecimiento); actitudes ambientales positivas en el reciclaje y plantación de árboles (95,5 %) en la naturaleza. Por lo tanto, la sensibilidad y las actitudes ambientales, cuando se insertan en la vida diaria de los estudiantes, contribuyen significativamente al desarrollo de acciones sostenibles, ya que favorecen la construcción del conocimiento de manera colaborativa y contextualizada, y acercan los contenidos teóricos a las realidades experimentadas por los estudiantes.

Palabras clave: Medio Ambiente. Sostenibilidad. Concienciación.

1 INTRODUCTION

Environmental Education (EE) is one of the links in understanding environmental problems because one of the goals of this science is to increase environmental sensitivity for environmental management (Moura, *et al.,* 2026). When there is an absence of mechanisms such as the application of environmental sensitivity, in the initial grades of elementary school, such as the sixth grade, there is an increase in the problem of environmental degradation (Moraes *et al.,* 2025). This degradation has evolved a lot since the beginning of the Industrial Revolution, in the eighteenth century, which has increased current economic growth (Reis, 2024).

This Revolution profoundly transformed society, the economy, and technology, as well as the environment (Dalmora; Hemkemeier; Dall Bello, 2023). Before the Revolution, production was manual, and societies relied primarily on agriculture. With industrialization, factories emerged whose machines were powered by coal, which led to enormous air pollution. Burning coal releases large amounts of carbon dioxide (CO_2) and other harmful gases, such as sulfur dioxide (SO_2), which has contributed to increased air pollution (Nunes, 2024).

In the school context, EE has a non-regular approach, but this does not prevent students from having contact with this science, in addition, school areas have an absence of areas where direct contact between students and nature is more effective (Rodrigues *et al.,* 2026). When they do not exist, the problematic gap of belonging to the place declines the individual's connection with the environment. The result of this is ineffective commitment to the problems that occur in the environment where the student is, which increases environmental degradation (Costa, 2026).

The sharp advance of environmental degradation is closely associated with the way the environment is used and maintained. It is often evidenced that the exploitation of the environmental and natural resources available for unrestricted exploitation and devoid of significant consequences (Barbosa; Pimental; Bilar, 2020). This perspective is reinforced both by insufficient knowledge and by educational models that do not promote a critical and in-depth understanding of the interdependence between human beings and nature.

The segregation of solid waste, currently present more frequently in households, presents itself as an instrument for the application of EE in elementary school. The problem is the environmental sensitivity not developed in the student, which can compromise their recycling (Araújo; Viesba; Rosalen, 2024). The problem of the so-called "garbage" needs to

enter the playful activities in schools, which has not yet occurred and, therefore, this problem is still evident and absent in learning and increases the distance regarding the use and reuse of available resources (Silva; Andrade, C.; Andrade, H., 2024).

When there is no reuse, recycling is compromised. This increases the exploitation of natural resources. This problem and the relationship between the student and the environment can increase sensitivity to inappropriate waste disposal. In this case, the student may understand that the disposal should be carried out in the trash bin (Gonçalves; Carvalho, 2024). He, without proper environmental sensitivity, does not realize that the inappropriate disposal of garbage causes environmental changes that can compromise his quality of life and that of the community to which he belongs (Oliveira; Castro, 2025).

Thus, investigating the participation of sixth-grade students in activities related to recycling and the separation of solid waste allows us to understand how environmental education can contribute to the formation of sustainable practices in everyday school life. Permeated by these problems, the justification was built and the relevance of this research was increased, whose central themes generated around the investigation of the knowledge of EE, recycling, environmental sensitivity and the participation of students in sustainable environmental practices.

All these arguments allowed the elaboration of her objective, which was the search for an answer regarding the effectiveness of the application of expository lectures, group dynamics with four defined activities, to answer a question: do students really have knowledge and interest in garbage recycling?

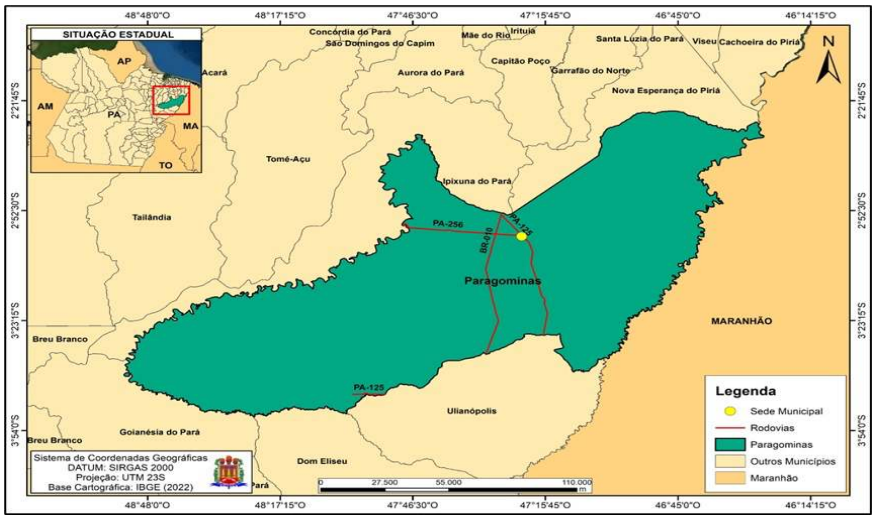
2 MATERIAL AND METHODS

2.1 PHYSIOGRAPHY OF THE MUNICIPALITY

The municipality of Paragominas (Figure 1) is in the state of Pará, in the northern region of Brazil, and is one of the components of the Capim River integration region. With a territorial area of approximately 19,342 km, Paragominas is characterized by extensive areas of lowland and tropical forest, inserted in the Amazon biome. The local economy is diversified, with emphasis on agriculture (IBGE, 2022), especially the production of soybeans (*Glycine max*, L. Familia Fabaceae) and corn (*Zea mays,* Poaceae Familia), in addition to cattle ranching (Bezerra, 2023; UEPA, 2025).

Figure 1

Location map of the municipality of Paragominas, Pará State, Brazil.



Source: elaborated by the authors themselves (2026).

2.2 METHOD

The study has a descriptive nature and a qualitative, exploratory and descriptive approach with the objective of understanding the practices related to environmental education. For the application of this method, six steps were carried out (Chart 1).

Chart 1

The six steps applied to the implementation of the method chosen for this research. E. M. E. F. Sister Maria Angélica Dantas. Paragominas, Pará, Brazil.

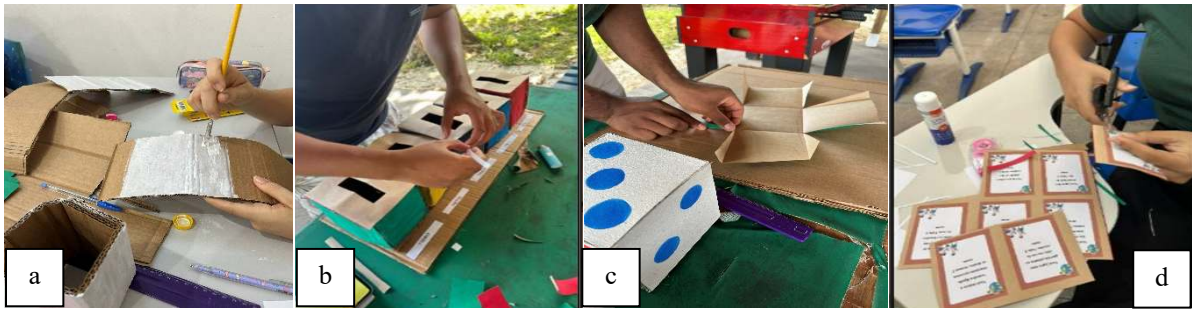
Stages	Actions taken	Objectives
1	Bibliographic survey inherent to the theme of this research (Google Scholar, Higher Education Institutions, Web of Science, among others)	Seek information in research already carried out and publisher related to Environmental Education, waste separation and the environment in elementary school
2	Construction of toys by the five students of the Environmental and Sanitary Engineering course at UEPA, *Campus* VI. with the use of recyclable materials (e.g., cardboard) and others[2] (Figure 2a; b, c, d)	Promote an increase in environmental sensitivity for the reuse of waste and the generation of new products.
3	Application of form A[1] (Appendix a), with students in the sixth year of E. M. E. F. Sister Maria Angélica Dantas, afternoon shift (Figure 3). It is noteworthy that the language applied in both was accessible to the two students daily.	Verify their degree of knowledge in relation to waste separation, recycling, waste useful for recycling, effective participation in a project with this objective, and the environment.
4	Application of the expository lecture with the use of *slides,* on the themes of this research (environmental education, sustainability, recycling practices), to increase the deficiencies identified in the answers contained in form A (Figure 4).	To increase the knowledge of the students participating in the research for the application of form B[1].

5	Application of Form B (Appendix b)	Verify if there was a greater understanding of the themes exposed and dynamics carried out
6	Application of four group dynamics[3] with the toys made (Figure 2a; b; c; d)	Check the group identification for the context of the colors applied to the garbage collections.

Subtitles: [1] closed type (Vergara, 2021), with nine questions, with three alternatives in each of them; [2]common pencil, ruler, round-tipped scissors, permanent black pen, colored papers, white school glue, double-sided adhesive tape, glue gun, acrylic paints, brushes.
Source: elaborated by the authors themselves (2026).

Figure 2

Preparation of the materials necessary for the application of step 2: a) Cutting, gluing and assembling the ecological trash cans; b) Prepared trash cans; c) Preparation of the Environment Game; d) Identification cards of what to do (forward/backward in the environment game). E.M.E.F. Sister Maria Angélica Dantas, Paragominas, Pará, Brazil.



Source: Prepared by the authors themselves.

Figure 2

e) Application of group dynamics; f) recognition of the colors of the trash cans and selective collection; g) environmental game; h) sowing of plants. E. M. E. F. Sister Maria Angélica Dantas. Paragominas, Pará, Brazil.



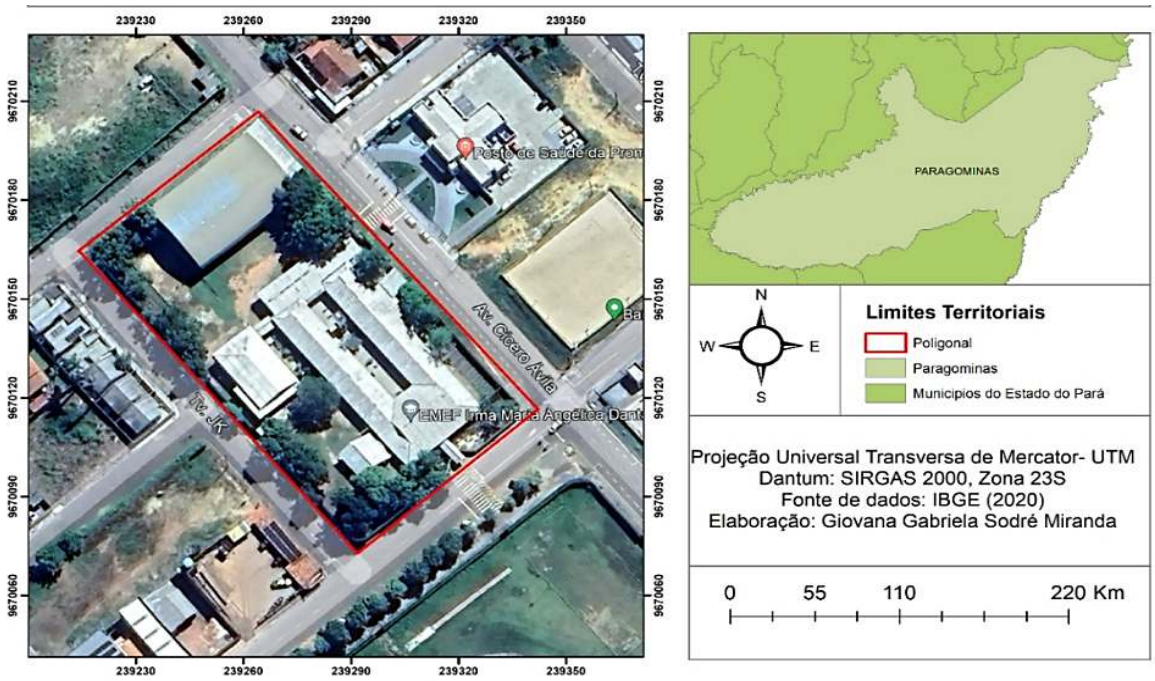
Source: Prepared by the authors themselves.

2.3 FIELD OF STUDY

The study was carried out at the Municipal School of Elementary Education "Sister Maria Angélica Dantas" located in the urban area of Paragominas (Figure 2i), in the afternoon shift with 32 students. This choice is justified due to the accessibility of the students to the school and with permission from the board of directors of this municipal education unit.

Figure 2i

Location map and top view of E.M.E.F. Sister Maria Angélica Dantas. Paragominas, Pará, Brazil.



Source: Prepared by the authors themselves.

The elementary education entity under study offers a face-to-face educational environment in the morning and afternoon with a focus on Elementary School II (912 enrolled) and Special Education (51 enrolments) The physical structure features architectural units such as: library (equipped with a reading room), special education room, indoor sports court, kitchen and cafeteria that provides healthy meals to students, and a video room. The access has ramps for people with physical disabilities, as well as washbasins suitable for students with disabilities or reduced mobility. With a qualified professional body, it includes teachers, servers, doorman, social and pedagogical support professionals.

2.4 STATISTICAL ANALYSIS OF THE DATA

After the end of the application of the forms (A and B), the data obtained and analyzed were allocated in electronic spreadsheets of *the* Microsoft Excel software, for the generation where graphic data were generated, as determined by the normative contained in the manual of standards of tabular presentation (IBGE, 1993). The data analyzed were reported as to the questions answered in the following order: **Q_1, Q_2, Q_3... Q_9.**

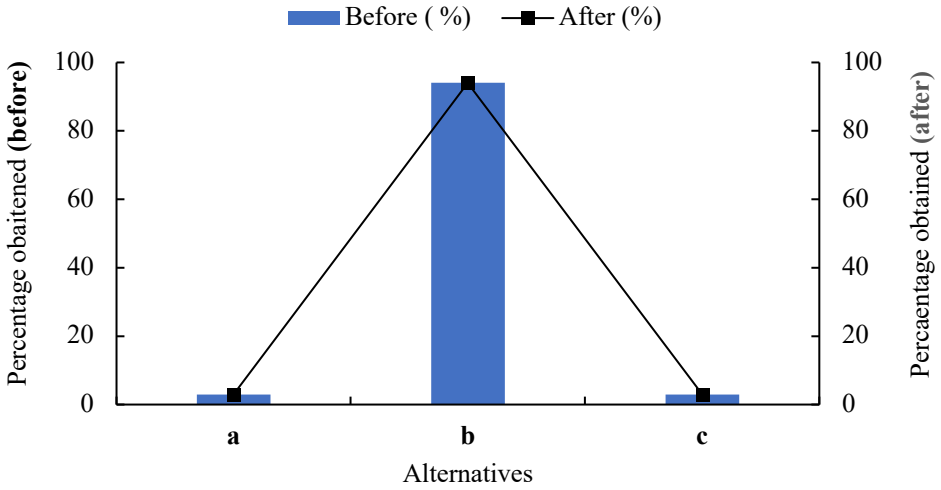
3 RESULTS AND DISCUSSION

3.1 ANSWERS OBTAINED TO THE QUESTIONS OF FORMS A and B.

The data obtained and analyzed for **Q_1** (What is recycling?) indicated that there was a similarity of knowledge before and after the application of steps 1 to 4. Two of them (expository lecture and group dynamics) were not enough to increase the levels of knowledge of the students participating in the research (Figure 3).

Figure 3

*Percentage obtained for **Q_1** in the three alternatives offered. E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.*



Legend: a) throw garbage in the backyard; b) transform used materials into new products; burn garbage to disappear with it.
Source: Prepared by the authors themselves.

In the case of high values for recycling, this demonstrates that teachers are committed to making learning a deeper experience for students (Santana *et al.,* 2022). Therefore, it is noted that this action is inserted in the environmental context of this school, and in this group of students, by the teachers. The application of an innovative pedagogical practice, that is,

recognizing and memorizing the ways of reusing/reusing solid waste is already observed, will generate citizens with an environmental culture directed to sustainability from recycling (Silva; Ramos; Alencar, 2025).

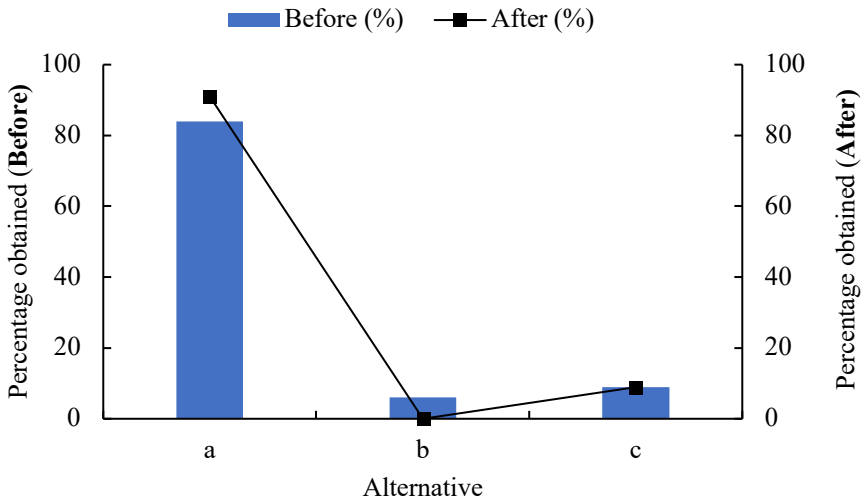
As can be seen in figure three, the students are aware of the themes involved in this research, as almost all (94%) are aware that the best way to deal with waste is to transform it into new products. This indicator shows that there is a positive perception before the activities about recycling practices. On the other hand, a minority of students (3%) still consider that throwing garbage on the ground and burning the garbage to make it disappear are alternatives to deal with waste and this is a reality that demonstrates the low environmental sensitivity still present in these students.

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In **Q_2** (Which of these materials can be recycled?), the analysis of the data obtained indicated that, of the three wastes reported in the question, alternative (a) presented high percentages, both before (84%) and after (91%) with a statistically significant difference: > 2% (Figure 4).

Figure 4

*Percentage obtained for **Q_2** in the three alternatives offered. E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.*



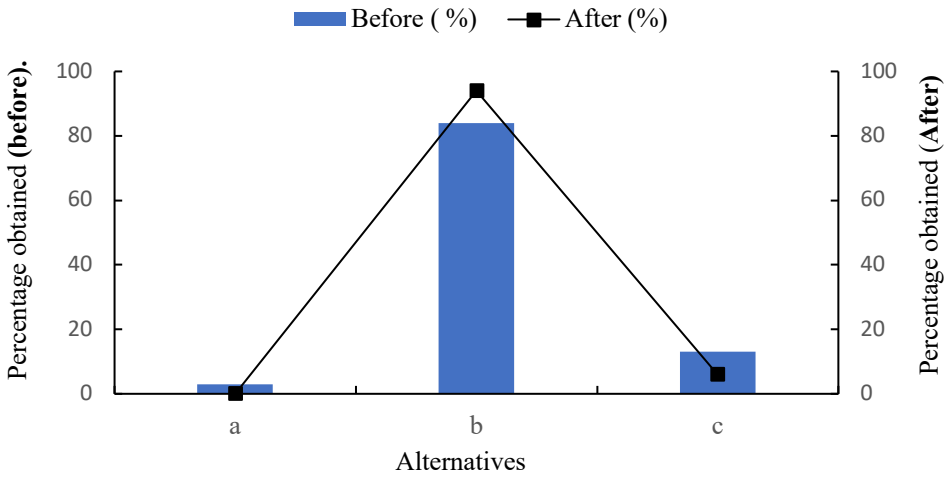
Legend: a) cardboard; b) fruit peel; c) food scraps.
Source: Prepared by the authors themselves.

The use and attention applied to cardboard, with the object of recycling, denotes a choice of the school plan where the collection of solid waste is the focus. Such choices have shown high participation of students in environmental problems such as garbage (Munhoz; Costa; Lara, 2022). Regarding the shells, despite the low rate involved, it may be related to the application of Science knowledge as the organic condition of this material is more frequent in sustainable environmental practices for greater identification and increase of this deficiency (Feiten, 2023)

In **Q_3** **(**What does it mean to recycle?), the data obtained and analyzed indicated that alternative b (transforming garbage into something new) obtained high values before (84%) and after the lecture (94%). In this case, the influence of this action on the knowledge of the students can be suggested, due to the observed growth (=10%), and this is statistically significant. Such values for the question in question may result from the constant presence of a very frequent environmental topic in Brazilian elementary schools: recycling (Figure 5).

Figure 5

*Percentages obtained for **Q_3** in the three alternatives offered. E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.*



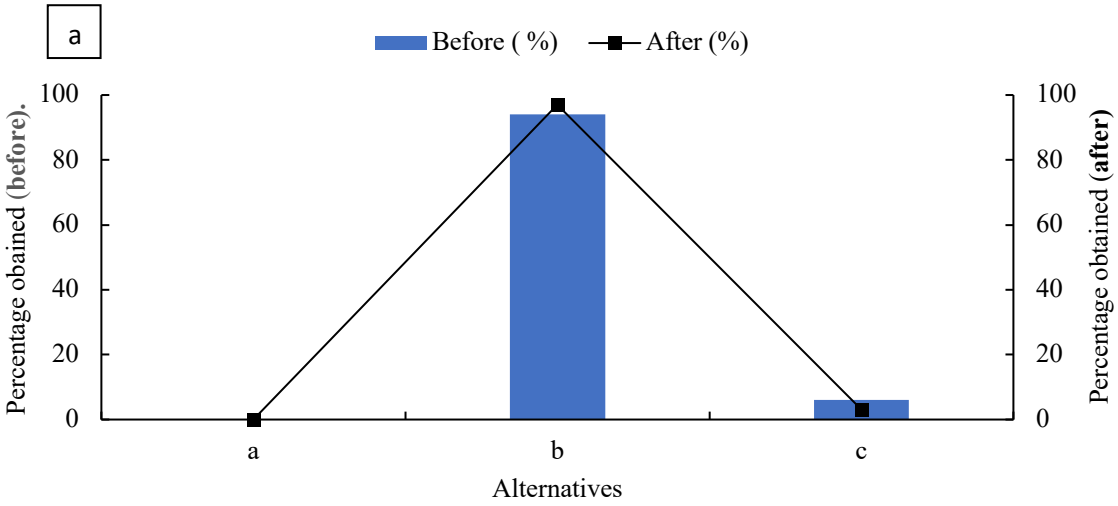
Legend: a) keep garbage at home; b) transform garbage into something new; c) throw everything in the same place.
Source: Prepared by the authors themselves.

Parameters like those obtained here are already included in the literary research carried out in 2026 (Isidoro-Gonçalves; Unger; Carvalho, 2026), In it, these authors found that 109 publications addressed this theme as predominant in Brazilian elementary schools, where 60% were carried out in public schools. There is an insertion of studies on recycling as one of the strategies to increase environmental sensitivity in educated people in the public elementary school system as "a culture of sustainability in the school environment" (Silva; Ramos; Alencar, 2025).

In the following question (**Q4:** Which of these attitudes help in caring for the environment?), the data obtained and analyzed identified that alternative b: recycling and planting trees, first, 94%; then, 97%, are two actions that favor environmental sustainability and that both are associated with EE (Figure 6).

Figure 6

*a) Percentages obtained for **Q_4** in the three alternatives offered. E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.*



Legend: Throw garbage in the rivers; b) recycle and plant trees; c) burn garbage in the backyard.
Source: Prepared by the authors themselves.

As can be seen in figure 6, "planting seeds" is one of the answers consistent with the question asked. One practice of this action was carried out with the collection of substrates (Figure 6b), drilling a slope in the soil and then, inserting in this place a coriander seed (Figure 6c) whose botanical species is called *Coriandrum sativum,* Apiaceae Family (Farias *et al.,* 2024).

Figure 6

b) Collection substrate; c) place a coriander Seed. E. M.E. F. Sister Maria Aparecida Dantas. Paragominas, Pará, Brasil.



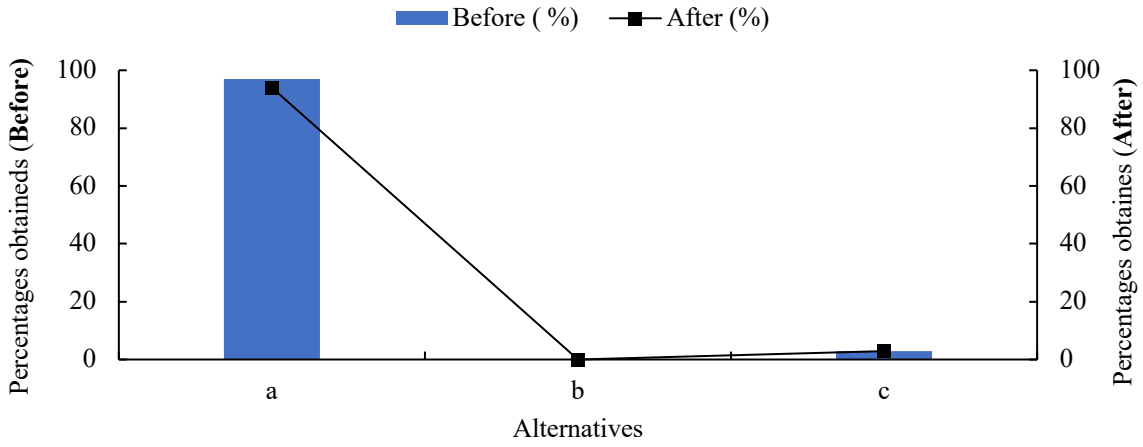
Source: Prepared by the authors themselves.

The choice is of fundamental importance due to the various functions performed by afforestation, and the strengthening of the ties between the student and the environment (Calado *et al.,* 2023). In this view, there is a contact with nature and the involvement of the individual, in addition to taking place outdoors, increases the interaction of learning that helps both in the fixation and conservation of the environment with the most effective content (Balduino Júnior *et al.,* 2024)

In **Q_5 (**What are colored trash can for?), the analysis of the obtained indicated that the lecture did not interfere in the students' understanding, among the three alternatives offered. Alternative b (100 %) was the choice made by the students, both in the analysis of the "before" and in the "after" of this action (Figure 7).

Figure 7

*Percentages obtained for **Q_5**, in the three alternatives offered. E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.*



Legend: a) to throw away any garbage; b) to decorate the school; c) to separate recyclable garbage.
Source: Prepared by the authors themselves.

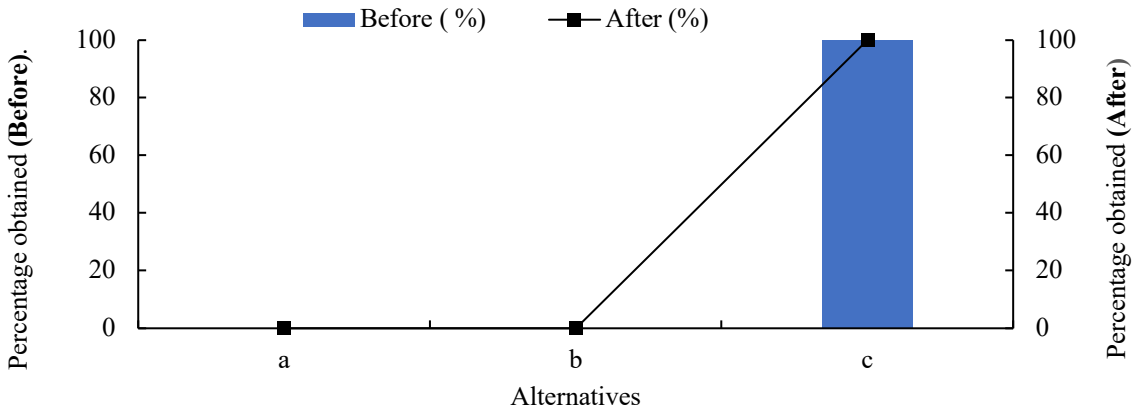
In the data contained in figure seven, the values obtained (100%) indicate that the interpretative application of the colors of the so-called "selective collectors" in this school, for sixth-grade students, already denotes effective knowledge. The use of pedagogical activities that relate residues x colors is ideal, because when there is understanding and assimilation in this relationship, students understand each one better and their contribution to the environment becomes easier (Nascimento *et al.,* 2026). The colors in the trash cans are a standard determinant for selective collection, and induce, in elementary education, the

student to an effective and collaborative action in relation to the environment (Ferreira *et al.,* 2023).

In the following question (**Q_6**: What can happen in nature if we throw garbage on the street?), it was found that, for alternative a (animals and rivers can be harmed), there was a higher percentage, both "before (97%)" and "after (94%)". The lowest percentage values identified occurred in alternative c (nothing happens before = 3%; after = 6%), which denotes a possible failure in the application of EE (Figure 8).

Figure 8

*Percentages obtained for **Q_6**, in the three alternatives offered. E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.*



Legend: a) animals and rivers can be harmed; b) plants grow more; c) nothing happens.
Source: Prepared by the authors themselves.

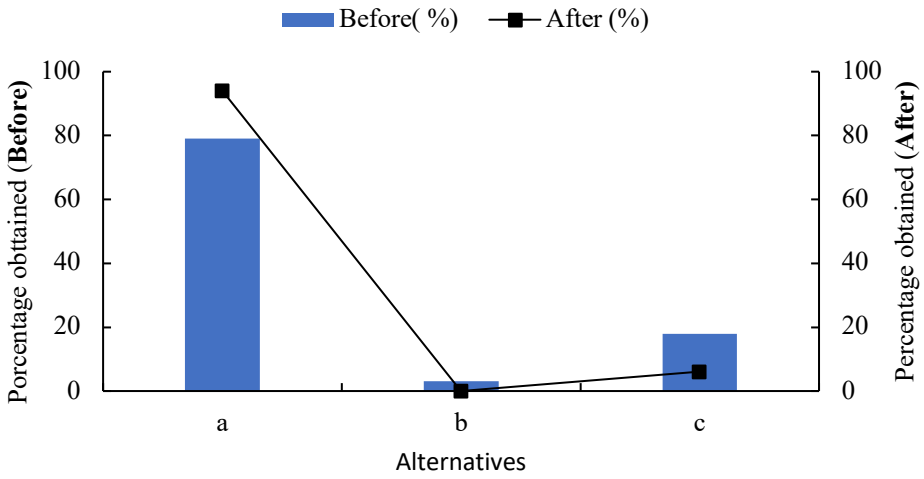
For the students participating in this research, the consequences of the environmental imbalance caused by neglect of garbage have as primary targets: water bodies and animals (Calenzani *et al.,* 2026). However, it was also observed that there is a lack of knowledge about negative environmental responses. As a higher percentage was obtained after the lecture (after = 6%), for alternative c. The concern of absence regarding sensitivity can evolve in this series. Therefore, it is notorious that there is a need to apply other ways to improve this view that nothing happens (Soeiro *et al.,* 2019).

The data obtained and analyzed for **Q_7** (What are the three R's of sustainability?) indicated that there was a reduction in this level of knowledge, as the value of the percentage decreased by five percentage points (before = 84%; then = 79%), which, statistically, is high (> 2%), that is, the application of the lecture may have been crucial to resolve possible doubts about the theme from the students' point of view. However, the opposite was observed for

alternative c: before = 13; then = 18% (Figure 9) with the same percentage, but with an increase.

Figure 9

Percentages obtained for **Q_7,** in the three alternatives offered**.** E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.



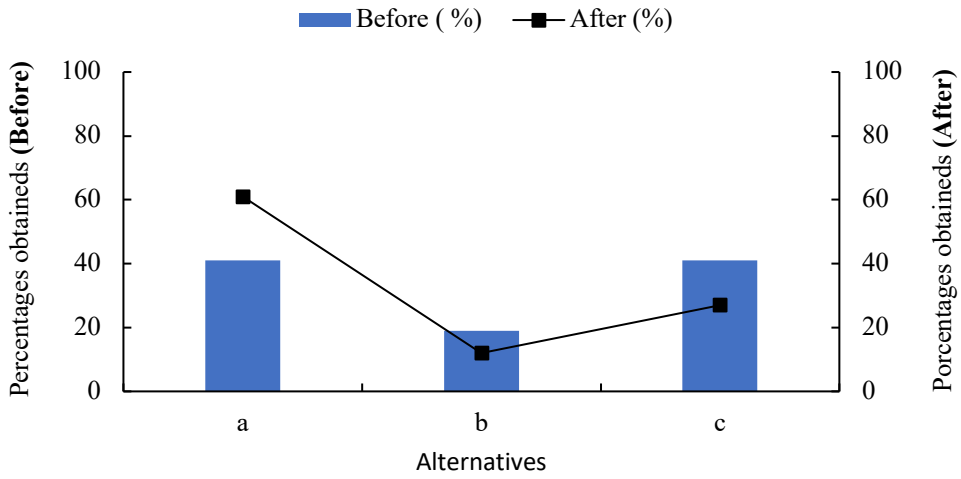
Legend: a) reduce, recycle and reuse; b) collect, tear and rotate; c) repeat, patch and replant.
Source: Prepared by the authors themselves.

As can be seen in figure 9, the percentage for alternative (a) was high. So, the sixth-grade students already had a positive notion about the three R's. This fact is credited to the application of EE, and the type of intra- and extra-class activity in Piauí, where it was found that 61 students from a public school answered that part of the domestic waste in their homes is recycled or reused (Messias, 2026). The generation of waste should be an integral part of the knowledge associated with sustainability from conscious consumption, with the application of appropriate practices and theories (Melo, 2025)

The analysis of the data obtained for the penultimate question (**Q_8:** have you ever participated in any project on recycling at school?) indicated that, of the three alternatives offered for the answer to (yes), the highest percentage value was obtained **after** the application of the lecture (61%) when compared to the value **before** (41%), that is, the lecture was rekindled in the students' memory (Figure 10). This statement is related to the reduction observed in alternative c (**before =** 41%; **after** = 27%).

Figure 10

*Percentages obtained for **Q_8** in the three alternatives offered. E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.*



Legend: a) yes; b) no; c) I don't remember.
Source: Prepared by the authors.

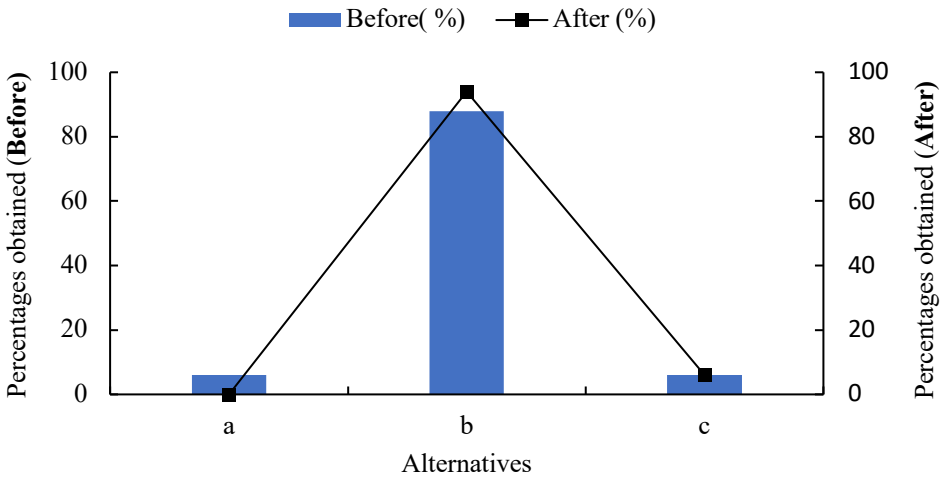
As observed in figure 10, in two alternatives (a; c) there was a search for the content stored in the memory of the students involved in this research, in relation to participation in recycling projects at school. The values indicate that there was a recovery in relation to the theme. This may be related to the method of environmental approach carried out by the teachers, especially the relationship between man and nature (Santos, 2025).

Memories always revive when a recycling project involves waste associated with the daily life of students, such as planting vegetables, as carried out in this project. When the participation of students involves a quantitative and qualitative aspect, as in this case, there are stimuli regarding changes in environmental sensitivity, including selective collection, recycling, sustainable practice and changes in habits like participation in school educational projects (Bergental, 2026).

The data obtained and analyzed for **Q_9** (What can you do to help the environment?) indicated that alternative b (separating garbage and saving water): **before,** 88%; **after,** 94%, presented higher values in percentages when compared to the other two (a = 6%; 0%; c) 6%; 6%). This reveals the effectiveness of the application of EE in practice, especially the separation of garbage (Figure 11).

Figure 11

Percentages obtained for Q_9 *in the three alternatives offered. E. M. E. F. Sister Maria Angélica Dantas. Paragominas. Pará. Brazil.*



Legend: a) throw garbage on the ground; b) separate garbage and save water; c) use more plastics.
Source: Prepared by the authors.

It was evident in figure 11 that waste separation is one of the aspects that can contribute to the insertion of students. When teachers are encouraged and inserted in practical projects of separation, reuse or reuse of garbage that would otherwise be discarded, this increases understanding and encourages environmental conservation (Soares, 2024) Learning to recycle is a challenge for the student who will discover ways, via recycling because this allows him to discover a new discovery and develop it (Santana *et al.,* 2022). In addition, recycling, which addresses the separation of garbage, is one of the educational strategies that associates theoretical knowledge with practice (Ziemmer, 2025)

4 CONCLUSION

The students of the sixth year of elementary school II have knowledge about the linearity that involves recycling as well as the separation of garbage. In the school object of this research, it was evident that the teachers apply pedagogical activities frequently and that they present effective participation whose changes in environmental behavior in relation to the recycling still have flaws. However, the content investigated in this research is being displayed in the mind and in the environmental responsibility of each one of them. It is expected that in future research, the data contained here can be used for comparative processes and show the growth in environmental sensitivity of each student in this school.

It is also recommended to expand these practices, integrating new technologies and partnerships with the local community, to further strengthen students' bond with sustainability. In addition, long-term qualitative and quantitative evaluations can contribute to the improvement of the methodologies applied, ensuring that environmental education is an effective tool in building a sustainable and lasting culture in schools.

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APPENDIX

Appendix 1

***a**) Form A, and B. applied before and after the lecture. E. M. E. F. Sister Maria Angélica Dantas. Paragominas, Pará, Brasil.*

Pará State University
Campus VI – Paragominas
Environmental Enginnering Course

Research in school: **TAKE CARE OF THE PLANET**

1		**What is recycling?**	
	a	Throwing garbage on the ground	
	b	Turning materials used in new products	
	c	Burn all the trash and get rid of it.	
2		**Which of these materials can be recycled?**	
	a	Cardboard	
	b	Fruits pell	
	c	Food scraps	
3		**What does recycling mean?**	
	a	Keeping trash at home	
	b	To turn trash into something new	
	c	Throwing everything in the same place	
4		**Which of these actions helps take care of the environment?**	
		Throwing trash in the rivers	
		Recycle and plant trees	
		Burn trash in the backyard	
5		**What are the colored trash bins for?**	
	a	To throw any kind trash	
	b	To decorate the school	
	c	To separate recyclable trash	
6		**What can happen to nature if we throw trash on the streets?**	
	a	Animals and rivers can be harmed	
	b	The plants Grow more	
	c	Nothing happens	
7		**What are the 3 R's of sustainability?**	
	a	Reduce, reuse, and recycle	
	b	Pick up, tear, and roll.	
	c	Repeat, recommend, and replant.	
8		**Have you ever partipated in any project on recycling at Schol?**	
	a	Yes	
	b	No	
	c	I don't remember	
9		**What com you do to help the environment?**	
	a	Throwing garbage on the ground	
	b	Separating garbage and saving water	
	c	Use more plastics	

Source: Prepared by the authors