

Reading *the Water* as instrument-and-result:  
citizenship in different subjects at a Brazilian school

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**Introduction: humanity needs to read *Earth* together**

*Humanity is part of a vast evolving universe.  
Earth, our home, is alive with a unique community of life.  
The forces of nature make existence a demanding and uncertain adventure,  
But Earth has provided the conditions essential to life's evolution.  
The resilience of the community of life and the well-being of human depend  
Upon preserving a healthy biosphere with all its ecological systems,  
a rich variety of plants and animals, fertile soil, pure waters, and clean air.  
The global environment with its finite resources is a common concern of all peoples,  
The protection of Earth's vitality, diversity, and beauty is a sacred trust.  
Earth Charter*

This paper presents a study which has been developed at Programa de Extensão Ação Cidadã / Extension Program of Citizenship Action (PAC)<sup>4</sup>, Pontifícia Universidade Católica de São Paulo/ Brazil. We aim to: (i) understand and develop a process of inclusion (Liberali, 2008) with students with reading difficulties and to (ii) analyse the role of reading in didactic material developed based on the notion of genre (Bakhtin 1997/1953) for elementary public school students (10-11 years old). This research focuses on the importance of developing critical reading (Rojo, 2004) in different areas at school. This research also discusses reading as an instrument and result (Newman & Holzman, 1993) activity. The results indicate that a genre based material and a critical instrument and result reading methodology (a) increase students' knowledge and attitude towards reading and (b) promote inclusion among students who start and are willing to go on with citizenship acting towards the protection of Earth's vitality, diversity and beauty.

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<sup>4</sup> Acting as Citizens Program.

**Acting as Citizens Program (PAC): “provide all, specifically youth, with educational opportunities that empower them to contribute actively to sustainable development” (Earth Charter 14.a)**

*Parents and children<sup>5</sup>  
Statues and vaults  
Painted walls  
Nobody knows what happened  
She jumped out her window  
From the fifth floor  
Not easy to be understood*

*Sleep now  
And only the wind outside  
I want to be in a womb*

*I will run away from home  
Can I sleep here?  
I am afraid, I had a nightmare  
I will only be back after three*

*My son will have  
The name of a saint  
I want the most beautiful name*

*(chorus)  
We need to love people  
As if there were no tomorrow  
Because if you stop to think  
Actually there is not*

*Tell me why the sky is blue  
Explain the great fury of the world  
My children take care of me*

*I live with my mother  
But my father comes to visit me  
I live in the street I have no one  
I live anywhere  
I have lived in so many houses that I can't recall  
I live with my parents*

*(chorus)  
We need to love people  
As if there were no tomorrow  
Because if you stop to think  
Actually there is not  
I am a drop of water  
I am a grain of sand  
You tell me your parents don't understand you  
But you do not understand your parents  
You blame your parents for everything  
This is an absurd  
Will you be a child like you  
Legião Urbana*

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<sup>5</sup> Group LEGIÃO URBANA. Song: Pais e Filhos. From: <http://vagalume.uol.com.br/legiao-urbana/pais-e-filhos.html> on 18/07/2008. Translated by Maria Cristina Damianovic

PAC is coordinated by Dr. Fernanda Coelho Liberali (general coordinator) and Dr. Maria Cecília Camargo Magalhães (general coordinator assistant and coordinator of PAC's sub-group LDA (Reading in Different Areas) and has been active since 2002. In PAC there are many people involved (at the time of the writing of this article, about twenty five researchers from different Brazilian Public Institutions (City Mayor Education Authorities of São Paulo) and public and private universities from Brazil and abroad. All of us work to fight against the “fatalist and freezing ideology that circulates around the world. This position is typical of those who have lost their address in history” (Freire, 2006:21). In PAC, we know our address very well: Earth!<sup>6</sup> PAC mainly works with adolescents, and the song we chose to start this section with reflects how worried we are about the youth from Carapicuíba, São Paulo and from Brazil, in general. PAC does not aim at bringing up children who “blame their parents for everything”, feel like “jumping out of the fifth floor window” and “sleep on the street”. On the contrary, PAC aims at offering opportunities for people to reconstruct themselves through language development in such a way the ones involved, mainly the youth, learn how to read Earth in order to be able to rewrite it as citizens.

PAC members are all volunteers, despite the long hours, long journeys (by car, bus, train, and/or underground and walking -from 1 to 3 hours to get from our homes to the school areas), long days and the infinite hard work and willpower which are required from each of us.

The PAC group is composed of: i) Master and Doctoral Degree students who are supervisees of Magalhães' and Liberali's; and ii) Bachelor, Master and Doctoral teachers who teach at PUC-SP and at other universities in Brazil and abroad. PAC is structured in a critical-collaborative paradigm (Magalhães, 2007), which proposes that the necessities pointed out by the participants are the basis for the production of proposals, always aiming at transformations and stimulating the exercise of citizenship, involving, then, autonomy and responsibility of all participants. For PAC, it is “with the hard and painful construction of autonomy, that freedom fulfills the space, the emptiness which was previously inhabited by dependence. Autonomy is grounded on responsibility and is being gained little by little” (Freire, 2006:105). Believing that “the student who exercises his freedom will be even more free as long as he takes his responsibilities more ethically” (Freire, 2006:104), PAC plays its role to “provide all , specifically youth, with educational opportunities that empower them to contribute actively to sustainable development” (Earth Charter 14.a).

PAC aims at developing social activities to develop the understanding, discussion, transformation of reality with citizenship actions which trigger the sense of collaboration and deepen the critical thinking of a group. It also involves the community in educational projects which can create spaces for reflection on the pedagogical practices aiming at their reconstructions (Liberali, 2006).

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<sup>6</sup> “The only value that all human beings can share easily is the continuation of life on Earth”. Earth Charter.

## **PAC arrives in Carapicuíba, São Paulo, Brazil: IDH of 0.793**

*“SARESP was carried out in November (2001) with students who had just finished Cycles 1 (7-10 years old) and 2(11-14 year old) (880 thousand students in the state of São Paulo) About 30% (264 thousand students) Needed remedial classes in January (Summer holiday break). Out of these, 64.754 students failed again and will re-do both cycles this Hubert Alqueres (2002).”*<sup>7</sup>

The first city where PAC started developing teacher education programs was Carapicuíba<sup>8</sup>. This city was chosen for being a place with a low Human Development (IDH), which is 0.793. Also, in 2002, a NGO in Carapicuíba introduced PAC to a few school directors and to the Education Supervisor (Dirigente de Ensino) of the region. The Education Supervisor has helped PAC to contact students, teachers, coordinators, fathers, mothers, grandparents, uncles, aunts, all those responsible for the children at school, to come to our meetings, which were, most of the time, held at the Education Supervisor Office in Carapicuíba. The meetings sometimes took place at the schools on the days and hours teachers have for self-study.

Besides this, the very low result of Carapicuíba students in (Sistema de Avaliação de Rendimento Escolar do Estado de São Paulo / System of Evaluation of the School Performance of the State of São Paulo - SARESP<sup>9</sup>) in 2003 motivated PAC to implement a subproject, LDA (Reading in Different Areas), which will be explained in the next section.

Many thesis, dissertations and papers (Alves, 2008, 2007; Miascovsky 2008; Shimoura 2007, 2005; Cortez 2007; Guimarães, 2006; Hawi, 2005; Mello-Motta 2004, among many others<sup>10</sup>) have registered the process of PAC in Carapicuíba and positive results have been reached. There have also been many difficulties in creating and executing a project which aims at offering the involved ones a chance to transform themselves, the school space, the community, in other words, aiming at a chain transformation, in which we share what we learn. Despite the big challenges we have faced, the increased performance of the students in SARESP and the development of

<sup>7</sup>Available at: <http://www1.folha.uol.com.br/folha/educacao/ult305u8850.shtml>.

<sup>8</sup> Carapicuíba is 34 km<sup>2</sup> big. It has a population around 550.000 inhabitants (IBGE: 2000). There are 58 State Schools and 06 State nursery schools. 85.433 students are enrolled in State schools. The demographic density is 9546 inhabitant/Km<sup>2</sup>. The water plumbing system reaches 453.000 m, which shows that more than 50% of the population has not got proper water system at home. The sewage system reaches 86.326 m, which reflects the even worse condition of the sanitary conditions the population lives with. The city is 717 m high and the climate is dry and cold. <http://www.carapucuiaba.sp.gob.br>

<sup>9</sup> SARESP was implemented in 1996 by the Secretary of Education of the State of São Paulo / Brazil, with a double objective: i) to evaluate the annual performance of results of the students; ii) these results could show the teachers descriptions of the patterns of performance reached by the students, which could support the teaching attitude in the classroom. In this way, the teachers of Portuguese, Mathematics, Science, History and Geography, could identify the strong and weak points of the students' performance and adopt the necessary pedagogical strategies.

<sup>10</sup> ALVES, 2004; BARBOSA, 2005; NOLASCO, 2006; GUIMARÃES, 2006; OLIVEIRA, 2006; ARRUDA, 2006; SPEGIORIN, 2007; GONÇALVEZ, 2007; RISÉRIO CORTEZ, 2007; GUERRA, 2006; SCHETTINI, 2006.

more critical-reflective teachers (Magalhães: 2004, 2007), who have been working collaboratively searching not only for personal development, but also for the school and community development, have stimulated PAC to continue to “promote a reflection about the protagonist role of the students in the processes of change and as key agents in the search for solutions to the problems from the community” (ARAÚJO et al, 2005:8).

### **LDA (Reading in Different Areas) is born in PAC**

*When I write, I repeat what I have lived before.*

*And for these two lives, one word is not enough.*

*In other words, I would like to be*

*A crocodile living in the São Francisco River.*

*Because I love the big rivers*

*They are deep like the human soul.*

*In the surface they are vivid and clear,*

*But in the depth they are tranquil and dark*

*like man's suffering.*

*João Guimarães Rosa*

PAC decided to develop a subproject, *Reading in Different Subjects / Leituras nas Diferentes Áreas (LDA)* due to many reasons. First of all, PAC aimed at “integrating into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life” (Earth Charter principle 14). PAC understands sustainable development as “development that fulfills the necessities of the present, without putting into danger the capacity of future generations to fulfill their own necessities” (Comisión de Brundtland, 1987). Also, the students from state schools from the city of Carapicuíba had been having very poor results in SARESP. The low performance of children and adolescents in this exam in the various areas of knowledge at school has triggered PAC to develop a “teacher development program, LEDA, to work with issues related to teaching-learning based on:

- (i) the capacities of the understanding and the production of different genres<sup>11</sup> (Bakhtin, 1997) produced by the teacher and by the students, which allows the community as a whole to notice changes in the forms of organizations in the school and its community;
- (ii) the active and critical comprehension of participants through the didactic material which allows the development of various capacities, which are engaged in the reading and writing of specific genre based texts;

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<sup>11</sup> According to Bakhtin (1997), genre can be types of relatively stable statements, which are present in each social human being activity. Lousada (2007:34) complements saying that in each person's social activity, we find “ways to say something” which are particular to one social activity. In this perspective, we can say we communicate through texts, which belong to different genres. Learning to communicate is, then, learning to use an appropriate genre, is producing a text which is appropriate to a verbal exchange”

- (iii) transdisciplinary projects in the school context, which allow: language to be used as a tool for the understanding the different real problems; and teachers develop their work based on support groups (Daniels & Parrila, 2004) formed with teachers from different areas of knowledge (e.g., Portuguese, History, Geography, Mathematics, Arts, Physical Education) and aiming at the critical education of teachers and students who work together to develop a citizenship sustainable attitude towards the community which deserves all the responsibility and response from the community (Liberali & Magalhães, 2008:28). Support groups for PAC/LDA mean to form groups (GAs) aiming at creating collaboration in the school and among teachers in such a way as to complement the structures which already exist at school and in the community. These GAs work together, not individually, and offer other teachers and the community critical reflective processes and results from different experiences to support students (PARRILLA, A. & DANIELS, H. 2004).

### Reading in PAC: an instrument-and-result activity

*He was made baptized in the waters  
 In which Adam saw his face  
 From the water comes the sieve of plants  
 The fertile water empowers every creature from this world  
 Because it clears the vision of the eyes  
 And makes the souls so brilliant  
 That no angel can shine equally*  
 Wolfgang Von Eschenbach.  
*Parzival, XVI, 817*

“Life often involves tensions between important values” (Earth Charter – The Way Forward) and this is a basic value in reading at LDA/PAC. Rojo (2004) writes about the fact that most students in the Brazilian education system believe reading is: reading aloud (alone or in group) and locating information to be copied as answers to the teacher’s questions.”

At PAC/ LDA, reading involves different capacities as Rojo (2004) explains and as can be seen in the table below:

Capacities which are all interwoven	Explanation
Capacity of decodification	Understand the differences between writing and other graphic forms (other systems of representation); Dominate the graphical conventions; Know the alphabet and understand the alphabetical nature of our writing system; Dominate the relation between graphemes and phonemes; Know how to decode words and written texts; Know how to read acknowledging words globally; Amplify the sight to larger portions of the text to develop fluency and speed
Capacity of comprehension	Activate the world knowledge: the reader is positioned in relation to his/her wide knowledge of the world; Anticipation, hypothesis or prediction of the content of the text based on the situation of the reading; of its objective; the sphere of communication; of the support of the text (book, magazine, newspaper etc). of its disposition in the page; the title ; the pictures and their subtitles; etc;

	<p>Check of the anticipation, hypothesis or prediction while and post reading and elaborating of new, more adequate, hypothesis;</p> <p>Find relevant information and using it in an organized manner;</p> <p>Comparison of information at all times of the reading, the reader is constantly comparing information from: i) the text itself, ii) other texts, iii) his/her world knowledge in order to construct the senses of the texts being read;</p> <p>Generalization (general conclusions of the text);</p> <p>Produce of local inferences</p>
<p>Capacity of appreciation and replic/uptake of the reader in relation to the text (interpretation and interaction)</p>	<p>Recuperate of the context of production of the text in order to allow a discursive interpretation to arise. Without it, the text comprehension is only at a level of literal content of the text, which is not enough for a citizenship reading. Without this discursive interpretation, the reader does not dialogue with the text, but only is subordinated to it;</p> <p>Define the objectives of the reading activity;</p> <p>Perceive the intertextuality (in the thematic level). Reading a text is locating it in relation to: i) other already known texts, ii) other texts which are interwoven to this text; iii) other texts which can be resulted from it as replic/uptakes or answers;</p> <p>Perception of relation of interdiscursivity (in the discursive level), which is how a discourse is put in relation with other discourses;</p> <p>Perceive of other languages (images with(out) movement, sounds, diagrams, graphics, maps etc) as constitutive elements of the senses of the text. In this ways the text is not only considered as verbal language in written form;</p> <p>Elaboration of esthetical and/or affective appreciations. When reading we constantly make replic/uptakes or react to the text: we feel pleasure, let ourselves be enlightened, we appreciate the beauty in the form of language, or even hate or think the result of the author's construction is ugly, etc.</p> <p>Elaborate appreciations related to ethical and/or political values. We can (dis)agree; criticize the positions and ideologies of the author. We evaluate the values put in circulation by the text and these ethical and political values are especially important to citizenship. This capacity is the one which leads to the replic/uptake to positions taken by the author in the text.</p>

Table 1: Capacities of decodification, comprehension and of appreciation and replic/uptake (Based on Rojo, 2004)

For PAC, reading, based on what Rojo (2004) explains, can be considered an instrument-and- result activity which is seen as a tool which is revolutionary because it will be defined in and by the process of the production of its objects. Tool-for-result, on the other hand is identified and recognized as usable for a certain end (Newman & Holzman, 1993/2002). Liberali (2008) complements this idea explaining that, in revolutionary activities, tools should not be considered categorically distinguishable from the result (product) achieved by their use. The revolutionary activities, which are essentially and specifically human, transform the totality of what there is. If one thinks in terms of the mediation by signs, the idea of tool-and-result becomes essential to the understanding of the construction of ideal/real objects and consciousness. Reading at PAC has to do with an activity of “reading as noticing a relation between what has been read and what has been happening in the neighborhood, city, and country.(...) The true reading engages the reader immediately with the text which is given to him/her and she/he is given to it. In this process of fundamental understanding, he/she also becomes a subject” (Freire, 2005:30). In PAC, teacher education is not the mechanical repetition of this or that gesture, but – the instrument (reading)-and-result is - the understanding of the value of the feelings, emotions, desire and of the value of insecurity, which is overcome by security, by “education out of which courage is generated” (Freire, 2006:51). PAC has to do with the power to “recognize the importance of moral and spiritual education for sustainable living” (Earth Charter 14.d). Reading plays a definite role in sustainable living and to exemplify the teaching practice at PAC, which is considered “a social

dimension of the human development” (Freire, 2006:12), we will use one social activity, which we have called “Reading The Water In Our Community” and which establishes “an intimacy between the curricular knowledge and the social experience individuals have” (Freire, 2006:34).

**I am a science teacher, why do I need to teach reading? And me? I am a mathematics teacher. Isn't reading for the Portuguese teacher, only?**

*Diego had never been to the beach.  
His father, Santiago Kovadloff,  
took him to discover the sea.  
They traveled South.  
It, the sea,  
was behind the high dunes, waiting.  
When the boy and the father  
finally reached those heights of sand,  
after having walked a lot,  
the sea was there in front of their eyes.  
And the immensity of the sea was so huge,  
and the stupor of the boy so immense,  
that he lost his words of so much beauty.  
When he could eventually say something,  
stammering, he asked his father:  
“Can you help me to see it?”  
Eduardo Galeano*

In this section we will report on a social activity which we have called “Reading The Water In Our Community” and which has to do with a “water bill”. PAC/LEDA decided to work with a water bill after a very sad event which happened at one of the schools involved in the project. In our first visit (2006) to the first school which decided to join PAC/LEDA’s ideals, when the PAC group arrived, we met the Director of this school on the street, holding a hose, which was about ten meters long. This hose belonged to a neighbor, who had kindly offered his water to the school. Yes! The school did not have any water for one week because it could not afford the water bill, the Director then wanted to clean the cafeteria and, to do so, she was borrowing the water from a kind neighbor. A very important detail is that this school is the only one in the region which offers classes for all levels. It is located in between three *favelas* and the street where the school is located on, like most of the *favelas*, is on dirt road. The picture was dramatic. There was mud everywhere. As a result, the water bill was the “theme of all conversations” at school and in the community. For this reason, PAC/LEDA decided to start with “the water bill”. Many of the students who study at this school live in the surrounding *favela*, which means they have not got running water in their homes, so they do not receive water bills.

Someone could ask us, but then, why have you chosen to work with a “water bill”, if not all students know what it is? Well, this is a perfect question to highlight a key concept for PAC. According to Kymlicka & Norman (2000), citizenship can be understood in two dimensions: as a legal condition and as desirable activity. Liberali (2008:71-72) understands that “citizenship as a legal condition has to do with the citizen having rights and duties determined by the constitution or the Human Rights Commission. Education would then mean one mechanism of diffusion, socialization and

acknowledgment of the rights which are present in the constitutions and international laws.

On the other hand, citizenship as a desirable activity aims at an active look for rights which are beyond those written in the law. Citizenship is a kind of social action aiming at a social construction of a space of values, of actions and of institutions, as a political practice based on values such as: freedom, equality, autonomy, respect for differences and for the identities, solidarity, tolerance and disobedience to authoritarian powers.” Keeping this in mind, we decided to go for the “water bill” in order to trigger the evolution of a citizenship based on the construction of a plural morality which establishes dialogues with other moralities aiming at the ethical education (Liberali, 2008, based on Gentili & Alencar, 2001).

What will be presented below did not happen exactly in this order and in this way. We have decided to bring some fiction to organize the data we had collected along one semester. In order to illustrate a brief smooth outline of how PAC/LEDA works with reading at different subjects, we have chosen to share an instrument-and-result activity developed by teachers of science and mathematics from different schools from Carapicuíba. There were also teachers of other areas (Portuguese, history and geography), however, for this article, our focus is on how to deal with reading in the mathematics and science lessons, since these are the two areas in which the teachers were the most surprised and reluctant when PAC/LEDA proposed the idea of developing reading in their subjects. The teachers’ comments were very surprising because, in the beginning, for them, mathematics and science had nothing to do with words. The PAC/LEDA group was also present and participated in all the meetings, so what follows represents something thought of from many different heads along one semester.

Because PAC/ LEDA believe that the capacities of decodification, comprehension, and of appreciation and rep/uptake of the reader in relation to the text (interpretation and interaction) are interwoven, we do not intend to interpret the social activity which follows as dealing with the three in isolated form. PAC understands the capacities to be as connected as possible. For this reason, we will not specify which capacity each step of the social activity relates to. They are all connected to the main purpose of developing reading and writing skills in order to discuss the use of the water in the community where the schools are located. The teachers who developed the social activity, which has been adapted for this paper had been studying the vision of citizenship reading valued by PAC/LEDA. It is of utmost importance to highlight that while teachers were studying and presenting their activities, they were also teaching and putting their ideas into practice, so that, from one meeting to the other (one meeting per month, the data brought to the meetings were based on true facts inside the classroom and community), PAC/LEDA deals with reality transformations, for this reason the teacher development courses are run in parallel to the real teaching and living.

For the purpose of this paper, we will concentrate on the meetings (3 hours long each, offered at two different times: 9:00-12:00 or 13:00-16:00), where the social activity “Reading The Water In Our Community” was developed.

Meeting 1: An actual “Brazilian water bill” is given to the groups (about four) of teachers of science and mathematics. They are grouped (3-4 teachers per group) according to their areas. They are asked to think about possible reading activities related to their specific areas of teaching. PAC/LEDA group circulates assisting groups to develop, organize and present their ideas. Teachers present their ideas, which are discussed and revised. Teachers leave and are supposed to develop their ideas, which will be presented in the next meeting.

**companhia de saneamento básico do estado de são paulo**  
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Data Leitura: **02/07/08** Condição de Leitura: **LEITURA NORMAL** Leitura Anterior: **135** Leitura Atual: **138** Consumo/m<sup>3</sup>: **3** Previsão: **01/08/08** Prox. Leitura: **01/08/08**

MOACIR BORBA

Consumo dos Últimos Meses/m<sup>3</sup>:  
 DEZ- 24 R    FEV- 19 R    ABR- 11 R  
 JAN- 12 R    MAR- 13 R    MAI- 9 R

Média/m<sup>3</sup>: **15**  
AJ. = 1.000

**TARIFAS DE AGUA POR FAIXAS DE CONSUMO**

Faixas	Tarifas	Consumo (m <sup>3</sup> )	Valor-R\$
ATE-10	12,43	Valor Mínimo	12,43
11 A 20	1,94		
21 A 30	4,84		
31 A 50	4,84		
ACIMA DE 50	5,34		
Subtotal por Economias			12,43
X 0001 < Qtde. de Economias >			12,43
X 1.0000000 < Ft.de Ajuste Tarifario >			12,43

**DISCRIMINAÇÃO DO FATURAMENTO**

Água Esgotos Multig. At.Monetaria Juros de Mora Serviços: **12,43**

**PAGAMENTO EM ATRASO**

SERA ACRESCIDO DE MULTA DE 2%, MAIS ATUALIZAÇÃO MONETARIA COM BASE NA VARIACAO DO IPC/FIPE DO MES ANTERIOR, MAIS JUROS DE MORA DE 1% AO MES, PRO-RATA-DIE.

A CONTA NAO PAGA ATE A DATA DE VENCIMENTO SUJEITA O INDEB AO CORTE DO FORNECIMENTO DE AGUA.

**Total a Pagar R\$ 12,43**

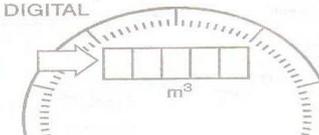
**Vencimento 15/07/08**

**COR=4,1 TURBIDEZ=1,8 CRL=0,9 FLUOR=0,7 COLI TOTAL=99% COLI TERMO=100% MES abr/08**

Agência de Atendimento: **PIRAJUSSARA ES DO CAMPO LIMPO, 2787 HORARIO: 09:00 as 15:00**  
Fones: Serviços Comerciais = 0800 0 119911 - Emergência = 195

Para qualquer esclarecimento é indispensável que se anote no desenho abaixo a leitura referente ao seu hidrômetro e a data da anotação, dirija-se à Agência de Atendimento, citada no anverso, antes da data do vencimento.

**DIGITAL**



A leitura é direta, basta anotar os algarismos que constam nos campos indicados pela seta.

**PONTEIROS**



Marque a posição dos ponteiros nos círculos menores.

**ATENDIMENTO SABESP**

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**CAPITAL E RMSP - 0800-0119911.**  
De 2ª à 6ª feira das 7 às 21 hs.  
Aos Sábados das 8 às 17 hs e Domingos das 10 às 16 hs.  
Pedido de ligação, troca de hidrômetro, solicitação de atestado, análise de consumo, regularização cadastral, regularização de cavelete, segunda via de conta e outras informações comerciais.

**ENTENDA A TARIFA:**

**DECRETO 41446/96:** o volume de esgotos faturado é idêntico ao de água.  
**APLICAÇÃO DA TARIFA:** É sobre o consumo mensal dividido pela quantidade de economias.  
**ECONOMIA:** Quantidade de unidades independentes servidas por uma única ligação de água e/ou esgotos.  
**FATOR DE AJUSTE TARIFÁRIO:** Garante ao consumidor que o aumento de tarifa seja aplicado somente sobre o volume consumido a partir do dia da vigência do reajuste.

Parâmetros e limites para Potabilidade da água, conforme Portaria 518/04 do Ministério da Saúde

Parâmetros	Cor (uc)	Turbidez (NTU)	CRL Cloro Residual Livre (mg/L)	Flúor (mg/L)	Coliformes Totais	Coliformes Termotolerantes
Limites	máx.15	máx.5,0	0,2 a 2,0 mg/L	0,6 a 0,8	ausência no mínimo em 95% das amostras	mínimo 100% de ausência

Visite a Sabesp na Internet: [www.sabesp.com.br](http://www.sabesp.com.br)

Autenticação Mecânica do Agente Autorizado: **163481979 170708 12,43C SANDIN**

OS Nº 17.001 - 12/07 - DISE

Illustration1: Water Bill

Meeting 2: Same groups get together to revise and develop their reading activities. Mathematics teachers present a poster with what they had in mind, which was:

In the classroom, Part 1: students are given the “water bill (WB)” and are asked:

- What is this? How do you know it? Who sends it? Why do we receive it? Who pays it? How much is it? Why should we pay it? What happens if we don't pay it? How do we know whether the bill was paid? Was it paid in cash, check or automatic banking charge?
- In the case of this WB, who received it? Where does he live? What else do we know about this person? Where can we find more information about this person? Which information is this? And why do you think all this data about this person is in the bill? And, who

- sends this bill? What is SABESP<sup>12</sup> ? What does it mean? Which information have you got about SABESP on the bill?
- c. Look on the back of the WB, what are these? Where can we find these in our homes? What do they indicate? Do you know where the “water meter” is in your home? Why is it in the front of the house, so near the front gate? Who reads the numbers on the “water clock”? Do you know how often and when the “water man” comes to check your “water clock”?
- d. *Project Mathematics*: next class, bring your “WB” and: i) be ready to give details about who receives it; ii) find out information about SABESP. This information will be used in the science class. Students, in different groups with different tasks, will research on SABESP’s role on the quality and service of water in Carapicuíba. Students will fill out different tables which will require research on: i) the process of purifying the water, ii) the number and places of the water reservoirs in Carapicuíba, iii) rivers which feed Carapicuíba’s reservoirs, iv) SABESP’s offices in Carapicuíba. Also, students will observe how their families use/ spend the water and report it to the class. Students receive a table to be filled in to help them analyze how the water is spent in their homes. This table includes: number of people in the household; how long each one takes to have a shower; how the clothes and dishes are washed / how big the washing machine is/ how many times a day the washing machine is used and at which level of water; different habits of the family related to water (washing the car/motorbike/dog; washing the front and back yard of the house; watering plants/garden and others). Students who live in a *barraco* (the shanty house in a *favela*), which does not have access to the water system, will research how they manage to live without regular running water. They should tell how and where they get and save the water. They should also check if there are any public faucets for their *favela*. If there are not, they should try to find the best place to have one.

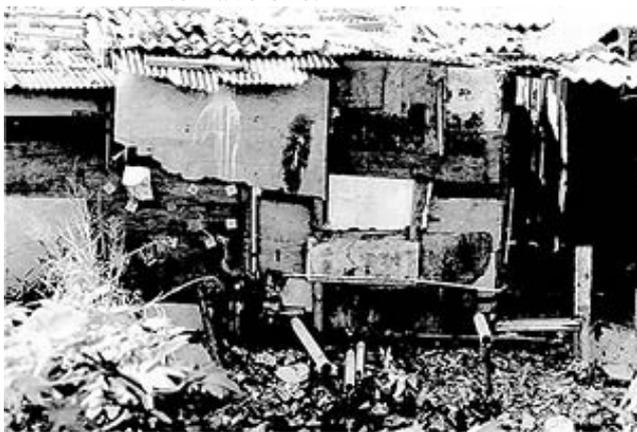


Illustration 2: *Barraco* in a Brazilian *favela*

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<sup>12</sup> Sabesp (Companhia de Saneamento Básico do Estado de São Paulo) is a mixed-economy company of open capital, which has as its main shareholder the Government of the State of São Paulo. It is also responsible for planning, constructing and operating the water systems and domestic and industrial sewage. More information in: <http://www.sabesp.com.br/>

Teachers leave with their ideas and go to work. Hands on! Everyone is very excited.

Meeting 3: Science teachers present their activities Their ideas were:

- a. Students analyze the information which is at the bottom of the back of the WB. This information refers to the criteria to tell whether the water is potable. Each criteria (quantity of chlorine and fluoride, absence of coli and other bacteria) are studied while students present their findings about SABESP's purifying system. Chemical processes to purify water are studied. Students carry out an experiment to double check whether the information on the "WB" is correct. Students from the *favelas* also analyze their water. When there were alterations, an analysis of the reasons for the alterations was carried out and the data was collected to be used in the Portuguese class, in which students are learning how to write "letters of complaint". The results from the scientific experiment will help them support their claims to authorities. Students invited plumbers from their community to explain how the water can be contaminated by old or inappropriate plumbing. Also SABESP experts visited the school to explain SABESP's responsibility for the quality of the water until it gets to our home. Inside the home, we are responsible for the water in all respects. When authorities and community came to know the results of the water from the *favela*, a parallel project started to: i) convince authorities to build a water reservoir in the *favela* to decrease local water problems and ii) enable people from the *favela* to go after their rights to have their *favela* "urbanized" (with official water and energy supply from the government and these public services start being charged). In other subjects such as Geography, students started studying the use of water in areas where there is no water<sup>13</sup>.
- b. *Project 2 Science*: Students will draw a map of their water plumbing at home, from the main public pipe, which is on the street. They will also search for the sewage plumbing system location. Also, a program of "cleaning the water tanks at home with chlorine" was started. Students and parents started a campaign to be able to get "water tanks lids to close their water tanks" for a better price at construction stores. This campaign was based on the argumentative strategies being developed in the Portuguese lessons.

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<sup>13</sup> In case there is interest, we can provide further information on how the different areas integrated into "Reading The Water Of Our Community".



Illustration 3: water tanks<sup>14</sup> in *favelas*

- c. The *favela* students were engaged in trying to develop the government support for them to have their *favela* urbanized. These students and their families plus the other students from the school got engaged in the process or urbanization in the three *favelas* surrounding the school.
- d. *Project 3 Science*: Students will search for diseases transmitted by polluted water and compare their? Information at the Medical Center of Carapicuíba to find out how many people from Carapicuíba arrive at the Medical Center with problems related to polluted water. The information gathered in this project will also be used in the letters of complaint being developed at the Portuguese lessons.

Teachers reflect on their actions and reconstruct some of their plans. Let's work!  
Everyone involved is effervescent!

#### Meeting 4:

- a. Mathematics teachers analyze the WB again and study the information related to the consumption of water in the past six months. The concepts of average and percentage are studied. Students present their findings from *Project 1 Mathematics* and develop an analysis on the use of water in their homes. They learn how to make graphics and study statistics. They also find out about “the leaks” in their plumbing system and the bad functioning of faucets, sanitary flushes, etc. Again, plumbers from their own community come to school to provide workshops to teach students how to detect water leaks/ water waste at home. These same plumbers develop a project to construct a reservoir in the *favela*.

b. *Project 4 Mathematics*: “War to the leaks”. After the workshop, students go home and together with their parents and support from local plumbers and construction stores, they try to go after leaks to be fixed. Students had to report on what was fixed at home and also an analysis on the consume of water had to be done to see if the family saved any water after having the plumbing system revised and/or developed. Because of this activity, the community also started being more concerned about SABESP’s leaks on the streets as well. SABESP then started to be called whenever someone saw any water leak on the streets. Again, as usual, the meeting is carried out with a lot of reflection on each person’s move in the community, which started being engaged with the project of “reading the water”. So much has already been done! So much needs to be done! Anxiety takes place but eagerness to go ahead is present!

#### Meeting 5:

- a. Students report on their findings on the diseases transmitted through water. There was a special emphasis on Dengue and diarrhea. Science teachers studied the possible solutions to these diseases.
- b. *Project 5 Science*: Develop a marketing campaign to help neighbors learn as well about how to avoid Dengue and diarrhea. The campaign was developed with the Portuguese teacher as well. But, for this article, we will keep to Mathematics and Science. For the campaign, many of the biology concepts were revised and integrated to the argumentative support of the marketing campaign developed by the students.
- c. *Project 6 Mathematics*: Develop a research presentation on which each group of students (4-5 students from the same classroom) had to present their findings and personal home reconstructions after “Reading the water”.

#### Meeting 6: The end of the semester. Already?

A big “Citizenship Acting” party was organized at the school. It was a big event! Students, teachers and community presented posters with their marketing campaign, and their research results, as if they were in an academic event. PAC/LDA group and the community in general circulated among the posters asking questions and observing the data presented. There was music and food which was provided by students and teachers. This event rounds off the semester and it is a moment all classes share their citizenship actions. A strong chain of action was unleashed. It mobilized the teachers, students and community in interdisciplinary and revolutionary work. The community as a whole got engaged in “Reading The Water In Our Community”. In the process of this reading, lots of replic/uptakes were constructed. The community got united by shared problems and difficulties. They were united to construct and look for solutions. Not everything was perfect, of course, but for PAC/LEDA, besides having the development of the SARESP results in the following semester, the school gained credibility and was willing to have their desired citizenship. Unfortunately, the *favela* has not been urbanized yet. On the other hand, something started: it has been the students’ responsiveness and replic/uptake to the world around them. Undoubtedly, this school’s community is more critical and more aware of what a citizenship action is.

## **A few considerations: the water does not go down the drain**

*Peace is the wholeness created by  
right relationships with oneself,  
other persons, other cultures,  
other life,  
Earth,  
and the larger whole  
of which  
all are  
a part.  
Earth Charter Principle 16.f*

The activities which were exposed above illustrate a vision of reading that can be interpreted as a way to “encourage and support mutual understanding, solidarity, and cooperation among all peoples and within and among nations” (Earth Charter 16.a). Students, the community and the school started realizing how “ideas and shared meanings cause a change in ideas and individual senses (Liberali, 2008:95). Also the experience registered the importance that each person has to take the responsibility to overcome not only individual necessities, but also communal ones.

Along the process, the meaning of water for that community changed at the moment the individual senses were reconstructed. “Thinking right has to do with the availability to take risks and to accept the new which can not be accepted or denied simply because it is new. In the same way the criteria to deny the old cannot be only the chronological one” (Freire 2006:39). The students, teachers, directors, the community and the PAC/LEDA group took many risks. The school water bill was paid after a fund raising event. At first, the community thought it was the obligation of the school to get the money, but later, they realized that they are part of the school, and the school needed them to pay the bill so that a new vision of water could be started at school. Eventually, an enormous hole was found in the plumbing of the school during one of the projects developed by the students who decided to study why the school water bill was so high. Alves (2007) comments that it was very clear the possibility of engaging teachers and students in an interdisciplinary and critical work out of which results of the significant learning can be seen in the real context change.

“Recognizing the importance of moral and spiritual education for sustainable living” (Earth Charter 14.d) was essential for all participants of PAC/LEDA and the school/ community. This recognition was developed mainly when the teachers were dealing with the capacity of appreciation and replic/uptake of the reader in relation to the text. The context of production of the genre WB allowed a discursive interpretation of it to arise. Once the dialogue with WB started, reading became more than locating information. Reading became a conversation with other texts which generated replic/uptakes, mainly of attitudes!

The perception of other languages (graphics, water measure clocks, diagrams, maps, drawings of water system plumbing etc) have constituted elements to develop the senses of citizenship. The WB is no longer considered only as a written verbal language. It has allowed students to elaborate affective appreciations about their community. Students’ constant replic/uptakes and reactions to their surroundings and in their homes

and at school (a save water campaign started inside the school. Faucets which used to be left opened started being closed. Water guardians roles, etc were developed).

The reading of the WB allowed students and teachers to (dis)agree, criticize the positions and ideologies of the water users. New ethical and political values were put in circulation. This capacity is PAC/LEDA 's main objective.

There is the saying "to go down the drain". By the results we have had, what went down the drain is the clear vision students got that "they should not blame their parents for everything" and that "they should not jump from the fifth floor". These are attitudes that should really be vanished. On the other hand, from the drain of this community, which was usually clogged and started being cleaned, a spirit of awakening and willingness to get involved in social actions was constructed. There has been a social construction of a space of values, of actions and of institutions. The politics practiced was based on values such as: freedom, equality, autonomy, and respect for differences and for the identities, solidarity and tolerance.

This article aimed at registering the effort of the PAC/LEDA group and one Brazilian community (school, neighbors, parents, students, teachers, families and authorities) for building up possibilities to read and write in order develop a wholeness for the right relationships with oneself, other persons, other cultures, other life, Earth!

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