

Histories of Brazilian cuisine in the colonial period: a didactic sequence for Proeja's Technical Courses in Gastronomy¹

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ABSTRACT

The objective of this work was to build and evaluate an educational product aimed at the Technical Course in Gastronomy (PROEJA). This is material that considers historical knowledge learned “in the kitchen”. To meet the objective proposed in this study, we organized a structure in line with the stages of planning and analyzing an educational product indicated by Freitas (2021). In this way, we start from identifying your target audience, design, development, implementation and evaluation. Thus, we interpreted the data generated by the subjects who evaluated SD, for this, we used Discursive Textual Analysis (DTA) as a data analysis technique. Teachers reported their difficulties in finding teaching materials for PROEJA. They highlighted the innovative nature of the proposed SD, especially with regard to the use of active methodologies, which consider the students' prior knowledge. They also highlighted the product's efforts to value the history and ancestry of students.

KEYWORDS: Educational Products; Following teaching; Teaching History; Professional education; PROEJA.

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Histórias da cozinha brasileira no período colonial: uma sequência didática para Cursos Técnicos em Gastronomia do Proeja

RESUMO

O objetivo deste trabalho foi construir e avaliar um produto educacional voltado para o Curso Técnico em Gastronomia (PROEJA). Trata-se de um material que considera os saberes históricos aprendidos “lá na cozinha”. Para atender ao objetivo proposto nesse estudo, organizamos uma estrutura em consonância com as etapas do planejamento e análise de um produto educacional indicadas por Freitas (2021). Desta forma, partimos da identificação do seu público-alvo, desenho, desenvolvimento, implementação e avaliação. Assim, interpretamos os dados gerados pelos sujeitos que avaliaram a SD, para isso utilizamos como técnica de análise de dados a Análise Textual Discursiva (ATD). Os docentes relataram as suas dificuldades em encontrar materiais didáticos para o PROEJA. Pontuaram o caráter inovador da SD proposta, sobretudo no que tange ao uso de metodologias ativas, que consideram os conhecimentos prévios dos estudantes. Ressaltaram, ainda, os esforços do produto no sentido de valorizar a história e a ancestralidade dos educandos.

PALAVRAS-CHAVE: Produtos Educacionais; Sequência didática; Ensino de História; Educação Profissional; PROEJA.

“Historias de la cocina brasileña en el período colonial”: propuesta y evaluación de una Secuencia Didáctica para Cursos Técnicos en Gastronomía de Proeja

RESUMEN

El objetivo de este trabajo fue construir y evaluar un producto educativo dirigido al Curso Técnico en Gastronomía (PROEJA). Se trata de un material que considera el conocimiento histórico aprendido “en la cocina”. Para cumplir con el objetivo propuesto en este estudio, organizamos una estructura acorde con las etapas de planificación y análisis de un producto educativo indicadas por Freitas (2021). De esta forma, partimos de la identificación de su público objetivo, diseño, desarrollo, implementación y evaluación. Así, interpretamos los datos generados por los sujetos que evaluaron SD, para ello utilizamos el Análisis Textual Discursivo (ATD) como técnica de análisis de datos. Los docentes informaron sus dificultades

para encontrar materiales didácticos para PROEJA. Destacaron el carácter innovador de la DS propuesta, especialmente en lo que respecta al uso de metodologías activas, que consideran los conocimientos previos de los estudiantes. También destacaron los esfuerzos del producto por valorar la historia y la ascendencia de los estudiantes.

PALABRAS CLAVE: Productos Educativos; Después de la enseñanza; Enseñanza de la Historia; Educación professional; PROEJA.

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Introduction

“History is also learned and taught in the kitchen.” When we thought about the title of this study, we remembered the many stories we heard in the kitchen when our grandmothers, aunts and mothers told us what it was like in the old days. In the kitchen, many recipes have been passed down from parents to children and have been passed down through generations. Their stories tell us not only how they were created, but also about the different people involved in the act of cooking.

It is interesting to note that, both at school and at the Academy, for a long time, this knowledge was disregarded and, to a certain extent, it still continues to be so. This prejudiced conception about ancestral knowledge causes academic and school knowledge to lose connection with the realities of people like teachers and students of the Technical Course in Gastronomy (Curso Técnico em Gastronomia PROEJA).

The bibliographic research carried out in our master's dissertation (Santos, 2023) revealed a significant shortage of teaching materials developed for PROEJA in Brazil. Given this finding, the objective of the research was to build and evaluate an educational product specifically aimed at students of the Technical Course in Gastronomy (PROEJA). However, this was not just any material. What we designed was a resource that integrates the historical knowledge acquired "in the kitchen" (Santos; Oliveira; De Oliveira, 2023).

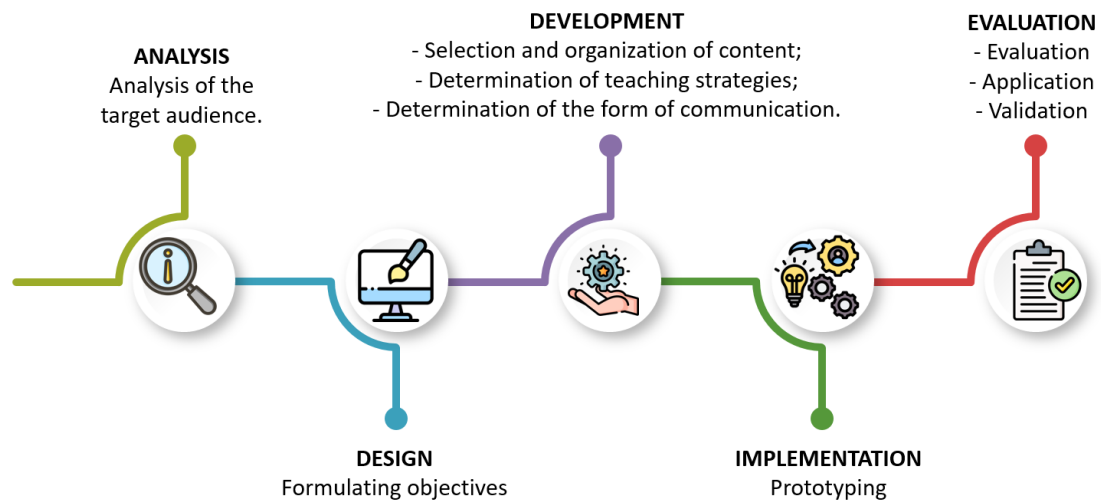
Freitas (2021, page 16) highlights that this model of building educational products can be divided into two macro stages: the first — surrounded by an ellipse in Figure 01 — would be the product planning stage; the second — isolated — would be the evaluation stage. It also highlights that, although for educational purposes the model was designed in a linear way, one stage does not necessarily end before the next one begins. This can be indicated in the figure below by the elliptical line, which signals that the construction of a product follows a continuous cycle. Following these steps, we will describe the process experienced during the construction of the Didactic Sequence “In the kitchen, History is also taught and learned: History of Brazilian cuisine in Colonial Brazil”.⁵

The construction of this educational product followed the proposal for planning and analyzing educational products in the Teaching area stated by Freitas (2021, pages. 15 to 17), which consist of the stages marked by the following diagram (Figure 1).

In this text, we describe how we plan the didactic sequence (DS). We start by identifying its target audience, designing, developing, implementing and evaluating it. Subsequently, in the Results Discussion Analysis, we interpreted the data generated by the subjects who evaluated the DS. They fit the criteria of the target audience to which the teaching material was directed: teachers with a degree in History and employees of Brazilian Federal Institutes.

⁵ DOS SANTOS, Elidineide Maria; OLIVEIRA, Marcelo Souza; DE OLIVEIRA, Patrícia. *Na cozinha também se ensina e aprende histórias: histórias da cozinha brasileira no Brasil colonial*. Didactic sequence. Instituto Federal Baiano – Campus Catu. Available only in Portuguese at: <https://educapes.capes.gov.br/handle/capes/744642>. Accessed on: August 23, 2024.

Figure 01: Educational Product Design Model



Source: Adapted from Freitas (2021, page16), Apud Freitas (2006, page 11)

To meet the objective proposed in this article, we organized a structure in line with the stages of planning and analysis of an educational product indicated by Freitas (2021) and illustrated in the diagram shown below. In the following paragraphs we describe how we plan SD. In this section, we start by identifying your target audience, designing, developing, implementing and evaluating. In the subsequent section, entitled “Analysis and Discussion of Results”, we interpret the data generated by the subjects who evaluated the DS.

Planning and development of the Didactic Sequence

Target audience analysis

The target audience of the teaching sequence are history teachers who work in technical courses integrated with High School in the Young and Adult modality (PROEJA), since this support material is intended to collaborate in teaching practice with classes and courses of this nature.

We understand that Teaching Sequences are support resources for teachers, which can guide them in their work in the classroom by indicating

a sequence of content and activities that, based theoretically and methodologically, can help them achieve learning objectives.

The prototype of this teaching sequence was analyzed and evaluated by subjects who are part of the target audience for this material. Therefore, we invited professionals with two profiles to answer the evaluation questionnaires: (1) History teachers from IF Baiano, Catu campus, who work or have worked in the PROEJA Gastronomy program; and (2) members of the campus's Pedagogical Center, who also have a degree in History and work directly with the Technical Course in Cooking in the PROEJA modality. In total, 07 (seven) employees with a degree in History and professional experience with PROEJA courses were evaluators, as shown in the following graph.

Design

Freitas (2021, page 17) highlights that, at this stage, the researcher defines the learning objectives foreseen for the educational product, which should not be confused with the research objectives. This concerns the pedagogical purposes and the expected pedagogical usefulness of the product to be developed.

As previously mentioned, the teaching sequence “In the kitchen, History is also taught and learned: History of Brazilian cuisine in Colonial Brazil” was mainly motivated by the lack of teaching materials for teachers working at PROEJA. To achieve our goal, we took as a reference the History III curricular component of the 6th semester class of the Technical Course in Gastronomy Integrated with High School for Young People and Adults, at IF Baiano – Campus Catu.

In this way, taking as a starting point the syllabus of the curricular component, as well as the premises of what students should learn about History based on the principles of meaningful learning and active methodologies, which consider both prior knowledge (here also considered ancestral knowledge) and the protagonism of students as producers of their new knowledge, in line with historical studies for citizenship and for the worlds of work.

Development

To develop our product, we adopted three axes for analysis and construction of the educational proposal: conceptual axis, pedagogical axis and communicational axis. Based on Káplun (2002; 2003), Freitas highlights that the conceptual axis is related to the objects of knowledge, the central focus of the material. The author indicates that, to define the elements that make up this axis, two types of prior research are required: a thematic one and a diagnostic one (Freitas, 2021, pages 03 to 14).

The pedagogical axis, for Káplun, is related to the teaching methodology chosen for the material, as well as the way in which the content and pedagogical resources indicated are organized. For the researcher, the pedagogical axis should be the main articulator of a teaching material, since the way chosen to articulate the content is what will define a starting point and an end point.

The communicational axis is related to the form, or, as stated by Káplun (2002, 2003), to the “vehicle chosen for the journey”. Following this metaphor, the author states that the choice of vehicle needs to be appropriate to the type of road we want to take and what we want to do along the way. For good communication, it is necessary to find the rhetorical or poetic figure, the metaphorical one, appropriate to communicate the conceptual axis and the pedagogical axis (Freitas, 2021, pages 03 to 14).

a) Conceptual axis

Considering the syllabus of the Political Pedagogical Project of the Technical Course in Gastronomy at IF Baiano – Catu Campus, we chose the following themes to address in the didactic sequence: colonization and slavery in Brazil, focusing on the perspective of food in colonial Brazil, and the indigenous, Portuguese and African influences on Brazilian culinary formation, as well as the indigenous, African and Portuguese technologies used in food production in Colonial Brazil.

Since the profile of students in this course is predominantly black women, we chose this content to address issues related to their ancestral knowledge, in line with the production of historical knowledge that can provide learning about the cultural aspects of Brazilian cuisine. We also thought about discussing the perception of the students themselves as historical subjects when working on notions of ancestry. The construction of this didactic sequence was conceived and written based on a “history seen from below” (Thompson, 2001), the class position in which students in PROEJA technical courses are inserted.

Once these initial considerations were made, we began to construct the objectives of the teaching sequence. Historical concepts such as Brazilian identity, Brazilian cuisine, indigenous peoples, black people, rights and citizenship were addressed during the sequence. In each class or teaching moment, we indicated the historical concepts and categories worked on, according to the content covered.

b) Pedagogical Axis

To plan the pedagogical axis of the teaching sequence, we decided to conduct an immersion with a class from the PROEJA Gastronomy course at IF Baiano – Catu Campus. This immersion, which took place in the first semester of 2023, had as its main objective to closely observe the experiences of future gastronomy technicians, allowing us to make choices that were more aligned with the reality and knowledge brought by the students.

The class was made up of ten sixth-semester students, all female, black and living in peripheral neighborhoods of the city of Catu. They were all housewives who wanted to improve their culinary skills or obtain a profession to contribute to the support of their families, being grandmothers and/or mothers.

We carried out diagnostic activities and detected some problems, such as literacy (reading, writing and interpretation), self-esteem, communication

and expression, among others. Following the History classes, we proposed some of the activities that are presented in this teaching sequence and that were successful in terms of interest, engagement and learning of the class. In many moments, we prioritized listening more than speaking: how did they conceive historical knowledge? How did they understand the relationship between cuisine, culture and ancestry?

Based on these questions, we suggested that, at home, together with their families, they think about the family recipes that most closely resemble their roots. In this way, we sought to stimulate the students' curiosity regarding their own knowledge and experiences, because, as Paulo Freire (2015, page 36) states, the naive curiosity that, “unarmed”, is associated with common sense knowledge, is the same curiosity that, approaching the knowable object in an increasingly methodically rigorous way, becomes epistemological curiosity. We agree with the author when he states that:

Curiosity, as an inquiring restlessness, a tendency to unveil something, a verbalized or unspoken question, a search for clarification and a sign of attention that suggests alertness, is an integral part of the vital phenomenon. There would be no creativity without the curiosity that moves us and makes us patiently impatient before the world we did not make, adding to it something we do (Freire, 2015, page 33).

Therefore, we asked each student to choose a recipe, get their hands dirty and bring it to class so that everyone could try it. We suggested that they tell the story of this recipe in their families. Even the elderly ladies, who were previously so shy, managed to do this activity, which certainly proved to be very productive. Ergo, we decided to include them in the teaching sequence.

This activity, according to the teaching sequence “In the kitchen, History is also taught and learned: History of Brazilian cuisine in Colonial

Brazil”, should permeate the entire process and be preceded by explanations from teachers, with a script being given to students. According to the guidelines for teachers outlined in the teaching sequence:

This guide should lead students to conduct research that covers the following topics: the historical trajectory of Africans, indigenous peoples, and Portuguese people and their integration into Brazilian society, their cultural aspects, and their culinary contributions. Students should also highlight some dishes and/or foods, prepare them for the day of the Culinary Showcase, which will be the culmination of the teaching sequence, and provide reports on the history of these dishes. A WhatsApp group will be created for the component, where students and the teacher can exchange materials about the project. It will also be possible to make connections between the content covered in the classroom and the proposed work. This part of the class will be dedicated to general guidelines given by the teacher and the initial organization of the work. Internet access will be permitted. (Santos; Oliveira; Oliveira, 2023, page 10)

In such wise, the problem situation is presented through a question that requires research and completion of steps, resulting in the Culinary Exhibition on Brazilian food, proposed as the culmination of the entire didactic sequence.

Another strategy adopted in the teaching material is the methodology known as the flipped classroom. The work with pre-workout activities also proved promising, as the students arrived with questions and reflections from home and, through the teacher's provocative attitude, questions began to emerge and the exchange of knowledge was strengthened. It is worth noting, however, that the choice of readings, texts, videos and other resources, both for pre-workout activities and for the classroom, had to be made by observing the students' cognitive levels.

While, on the one hand, materials with extensive and complex language levels cannot be selected, on the other hand, one should not, under any circumstances, choose childish resources.

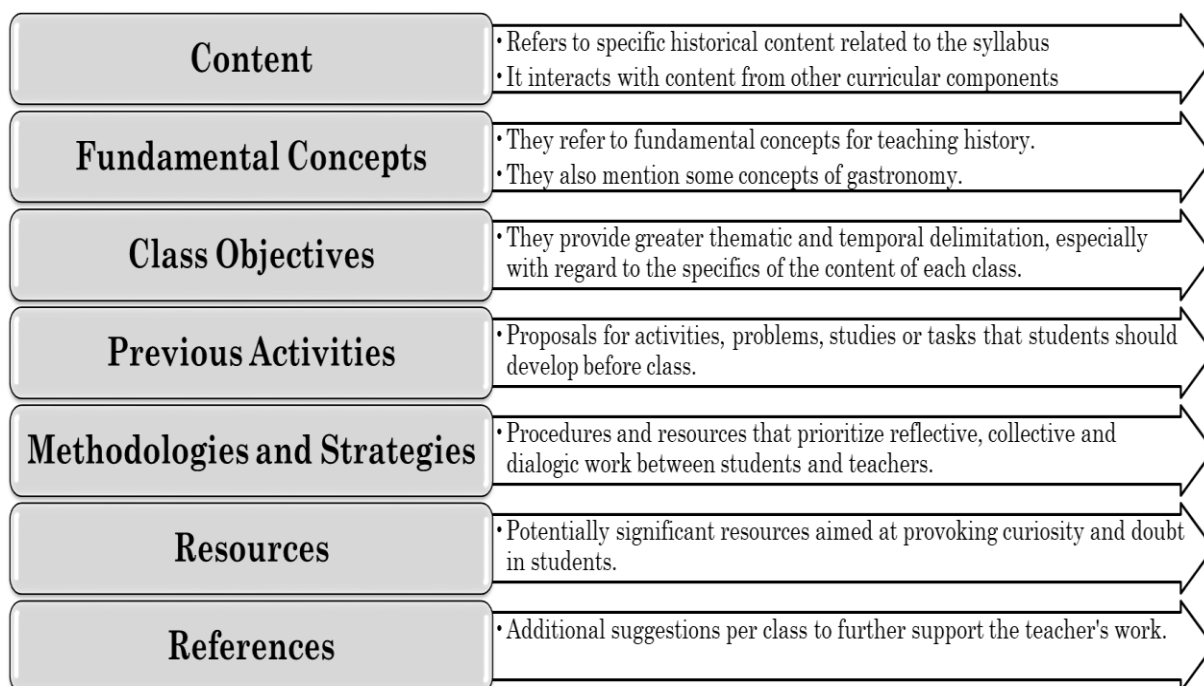
The Ausubelian assumptions of learning were therefore taken significantly as the theoretical approach that underpins this didactic sequence, and it is through the act of cooking, so common for these women, many of them elderly (their prior knowledge, therefore), that we try to provoke them to think about their work in the kitchen as a historically constructed cultural practice (Ausubel, 1982; Moreira, 1998, 2002).

It was through active methodologies (Bacich and Moran, 2018) that we sought to encourage students to take a leading role in the construction of their knowledge. We highlight here the hybrid method of the flipped classroom (Bergman and Sams, 2020; Schneiders, 2018) and problem-based learning (Vasconcelos and Almeida, 2012; Castaman and Tommasini, 2020) as two of the main methodologies to be adopted during classes.

Regarding flipped classroom techniques, we encourage students to do readings and activities at home or in the school's computer lab, always motivated to try to answer/reflect on a guiding question. In the classroom, students should share their studies with their peers, according to guidelines previously outlined by the teacher.

In the diagram below, we represent the structure of each class. They may follow variations, but their theoretical and methodological structure follows the statements established in the conceptual and pedagogical axes of the didactic sequence.

Figure 02: Structure and script for lesson planning



Source: Created by the authors

c) Communicational Axis

How can we offer History teachers in the Professional and Technological Education courses of PROEJA teaching materials that are in line with the proposal of activities that enable significant learning, that arouse the interest of students and that are understandable to them? In view of this question, it seemed more fruitful to us to opt for teaching sequences, as stated by Zabala (1998).

Didactic sequences or didactic activities are defined as a set of ordered, structured and articulated activities for the achievement of certain educational objectives, which have a beginning and an end known to both teachers and students. Through the didactic sequence, the teacher can develop and construct knowledge and use different criteria considering the three phases of reflective intervention: planning, application and evaluation. (Zabala, 1998, page 18)

We understand that the format of this pedagogical instrument is interestingly articulated with what was planned in the conceptual and pedagogical axes. This is because, in addition to fitting into the practices recommended for meaningful learning that privileges the student as an active subject in the production of their knowledge, it also offers a notion of historical process, so important to the contextualized teaching of history.

By applying the teaching sequence, the teacher can develop historical knowledge by developing activities that enable students to take a leading role, to value their positions and questions, and to participate in all actions of the teaching process. This contributes to the development of students' ability to reflect on the struggles and achievements of all subjects who participate in the construction of history.

Implementation

This stage deals with the development of the material prototype, according to what was planned (Freitas, 2021, page 17). In the final stage, we address the definitive construction of the prototype and its availability to the evaluation team.

The intention was that the teaching sequence could be replicated by PROEJA teachers, not only at Federal Institutes, for which it was actually designed, but also in other educational networks that offer courses of this nature. In this way, we created classes based on materials, the vast majority of which are available on the World Wide Web for free. These materials can also be replaced after due analysis by teachers, if they decide to adapt the material to the specific needs of their classes.

The idea is for the teacher to be active in their planning process and for the teaching sequence to contribute only as a guide to some theoretical and methodological principles that have proven fruitful in the construction of historical knowledge together with their students. The teacher can and

should act as a researcher of their pedagogical practice and, like their students, contribute with their knowledge, whether academic, ancestral or popular. Thinking of these types of knowledge, not as hierarchical, but as important ways of conceiving the world and life. In this regard, we agree with what Paulo Freire teaches us when he states that:

There is no teaching without research and no research without teaching. These actions are found in each other. While I teach, I continue to seek, searching. I teach because I seek, because I have inquired, because I inquire and I inquire myself. I research to verify, by verifying, I intervene; by intervening, I educate and I educate myself. I research to know what I do not yet know and to communicate or announce the new (Freire, 2015, page 31).

We also agree with the author when he states that, in his understanding, what subsists of a researcher in a teacher is not a quality or a way of being or acting that is added to that of teaching. Inquiry, searching, and research are part of the nature of teaching practice. What is needed is that, in their ongoing training, the teacher perceives and assumes themselves as researchers, because, as Paulo Freire states, “the teacher is also a researcher” (Freire, 2015, page 31, note 06).

Assessment

To assess the Teaching Sequence “In the kitchen, History is also taught and learned: History of Brazilian cuisine in Colonial Brazil”, we invited a group of teachers who work or are working in the Technical Course in Gastronomy of PROEJA at IF Baiano, Catu Campus, where the students were also introduced to the program, which was necessary to plan the classes that make up this sequence. The profile of those evaluated has already been described previously.

We applied an online questionnaire to professionals, containing questions regarding their training and experience in Teaching History at PROEJA and, more directly, in relation to the evaluation, based on the three dimensions of Káplun (2003): conceptual, pedagogical and communicational.

The questions were prepared taking into account the content analysis criteria set out by Bardin (2011). This is a data analysis technique adopted to interpret the assessment carried out by the subjects of this research. The description of the use of the technique followed a process consisting of three stages: 1) Pre-analysis: we read the material and organized it; 2) Exploration of the material: we listed the categories with their respective guiding concepts; 3) Treatment of the results: we focused on the inferences and interpretation of the results.

Analysis and discussion of results

As mentioned at the beginning of this study, seven professionals with a degree in History, who work or have worked in the Gastronomy Technician course (PROEJA) at IF Baiano (Catu campus), contributed to this research by answering the evaluation questionnaire of the Teaching Sequence “Stories of Brazilian Cuisine in the Colonial Period”, by sending a form created in Google Drive. A one-week deadline was set for them to read and analyze the Teaching Sequence, once they had the digital file (between September 18 and 23, 2023).

The semi-structured questionnaire was divided into two parts: the first proposed the collection of personal data, academic background and teaching experience. The second part, as previously mentioned, referred directly to the analysis of aspects related to the Didactic Sequence.

Regarding the questions directed at reading the Didactic Sequence “In the kitchen, History is also taught and learned: History of Brazilian cuisine in Colonial Brazil”, during the material exploration phase, the following recording units emerged: units that express the teachers’ dialogue with the theoretical,

methodological and pedagogical trends that guided the construction of the teaching material, such as: significant learning, teaching resources, teaching-learning methodologies and strategies, active methodologies and teaching sequences. After identifying these units, we began the categorization process.

To categorize the research data, we read the complete responses to the questionnaire completed by the teachers. We highlighted words from the responses that most expressed and corresponded to the meaning of the analysis. To design the categories, we analyzed the relevance and pertinence of the findings in relation to the object of study and produced reflections aligned with the theoretical framework that supports this research, grouping them into three central categories: 1) Methodologies and Meaningful Learning in PROEJA; 2) Teaching History in Professional and Technological Education; and 3) Materials and Teaching Resources in PROEJA. For these categories, we constructed the following guiding concepts:

TABLE 1: Categorizing the data

Item	Categories	Guiding Concept
I.	Meaningful learning in PROEJA	We believe that the conditions for meaningful learning in PROEJA must consider the knowledge and ancestry of these students, as well as see them as subjects of their history and the production of their knowledge.
II.	Teaching History in PROEJA	Considers the teaching of History that takes into account the history and ancestry of the PROEJA student, as well as the technical dimensions of their professional training process.
III.	Teaching Materials and Resources in PROEJA	Understands that the teaching materials and resources used must be planned and monitored by their target audience.

Source: Created by the authors.

In the following lines, we present the results achieved, considering that the research collaborators recorded their perceptions based on the analysis of the Didactic Sequence as teaching material to guide the teacher's work in the History curricular component, in the Technical Course in Gastronomy (PROEJA).

Category 01: Significant Learning in PROEJA

The first category emerged from the following provocations: Evaluate the Didactic Sequence (DS) in light of the proposal for meaningful and contextualized learning; evaluate the materials and resources proposed in the DS. There is a consensus in the content analyzed that the practice of the activities proposed in the DS can provide meaningful learning to students.

There is much talk in the educational field about meaningful learning, but few study the theory and its assumptions. On the other hand, we noticed that a specific part of the statements dialogue with this perspective, as we can see in the following responses:

The Sequence meets the requirements of the proposal for meaningful and contextualized learning, since it considers the students' previous experiences, bringing them into the knowledge construction process, giving them meaning (D2). [The resources indicated in the SD] are relevant, appropriate and diverse, ranging from newspaper clippings and videos to the preparation of culinary recipes, which makes learning active and meaningful (D3). [Authors' emphasis]

The Brazilian Common Core Curriculum (2018) highlights the relevance of meaningful learning practices in the classroom, as it favors the construction of new knowledge by students, considering what they already bring with them from their experiences (Brasil, 2018). According to Moreira (2010), meaningful learning occurs when ideas expressed symbolically interact in a substantive and non-arbitrary way with what the learner already knows. Moreira (2010, page 2) emphasizes that meaningful learning is characterized by the interaction between prior knowledge and new knowledge, and that this interaction is not literal and non-arbitrary. In this process, new knowledge acquires meaning for the subject, and prior knowledge acquires new meanings or greater cognitive stability.

Some respondents link meaningful learning to the teaching of History, indicating that, by proposing a History seen from below, especially from the perspective of the oppressed, the Didactic Sequence (DS) enters into dialogue with students, as historical subjects who are part of “those below”. In this way, they understand that a History that rejects official versions seeks to be in tune with the PROEJA audience, which has been historically excluded and marginalized.

In this sense, for teacher D5, “The aforementioned SD enables significant learning for the indicated target audience, as it prioritizes ‘History seen from below’/ ‘History of those below’” (D5). The articulation that the respondent makes between the assumptions of significant learning and a conception of history that seeks to value the ancestral knowledge of students demonstrates that our intention in the construction of this teaching material was achieved, as this was exactly the central proposal that guided the construction of the SD. Furthermore, this response connects us with the need for the second analytical category identified: the teaching of History in PROEJA.

Category 2: Teaching History in PROEJA

The following category emerged mainly with the answers to the following questions: Are historical concepts, facts and their subjects addressed adequately? Justify. Given the aspects related to the theoretical, pedagogical and methodological axes, is SD an adequate instrument for teaching History in PROEJA? Evaluate the material regarding the teaching of historical knowledge within Professional and Technological Education (EPT). For respondent DX, SD is:

[...] fully in tune with the perspective present in the PROEJA Base Document and with the subjects that constitute the Technical Course in Gastronomy at IF Baiano Campus Catu. It is also contextualized, since it focuses on History content, in the interface with the central axes of the course. (D7).

The Basic Document for PROEJA foresees the integration of the curriculum as one of the fundamental principles for the professional education of young people and adults. This document defines the political-pedagogical foundations that guide the organization of the curriculum to comply with this policy, among which are: the school that educates individuals, linked to a collective project of human emancipation; the valorization of different types of knowledge in the educational process; the understanding and consideration of the times and spaces of education of learning individuals; and the school linked to the reality of the individuals (Brasil, 2007, page 47).

All of these fundamentals are covered, according to the view of one of our respondents, since it considers the history and ancestry of the students and their cultural knowledge, with a particular focus on gastronomy. In this regard, Silva (2013, page 06) emphasizes that working based on the experiences of the students is fundamental in all types of education, but it is particularly important in EJA and PROEJA classes, since the students in these classes have different experiences and trajectories compared to younger students. These experiences and trajectories are generally marked by early insertion into the world of work and discontinuous school trajectories.

Still within this aspect, the Base Document highlights that teachers' approaches must be based on the perspective of complex themes: Concentricity of general themes, linked to each other; Integrative, transversal and permanent themes; Themes that:

- can be approached from the perspective of each area of knowledge;
- enable understanding of the context in which students live;
- meet the intellectual and socio-pedagogical conditions of students;
- produce connections and meanings;
- allow the exercise of a problem-solving pedagogy;
- prioritize the deepening and expansion of students' knowledge. (Brasil, 2007, page 50)

By establishing a connection between the History and Gastronomy curricular components (the area of professional training for students), SD paves the way for dialogue with disciplines of general and professional training, through the search for understanding the realities and experiences of the subjects, including their ancestral knowledge.

In this way, the aim is for teachers and students to establish connections between this knowledge and academic knowledge, without any hierarchy of knowledge. This process puts them on the path to truly meaningful learning, which can lead them to deepen and expand existing knowledge and to the construction of new knowledge. In this sense, as another of our interviewees highlights: “The proposal allows us to work on the history of Brazil through culinary culture, highlighting its importance in the formation of the Brazilian people; therefore, it is very effective” (D1). Another teacher asserts that in SD:

Both concepts and historical facts and subjects are addressed in a fruitful manner. The importance of decolonizing our history is highlighted, so that students can recognize the leading role of their ancestors. In this way, it is possible to understand how the so-called official history, “the single history” is/was constructed by the dominators. (D3).

For Silva (2013, page 6), in addition to working with knowledge and experiences, another dimension of the pedagogical action of History teachers in PROEJA is the problematization of Technique and Technology as human production. This implies a close dialogue with the areas of professional training of students, without History becoming a merely instrumental curricular unit, at the service only of technical training.

It is important to emphasize that, in the teaching of History in PROEJA, there must be constant dialogue with the other areas that are part of the course curriculum, which also implies in larger amounts of time dedicated to the collective planning of activities (Silva, 2013, page 06). It is therefore necessary

for the History teacher of these courses to understand and integrate with the reality in which these students are inserted. But that is not all; it is essential that the teacher considers the specific dimensions of the training of these professional students in each course so that he or she can build and execute a plan calculated on the educational needs of these students.

Category 03: Teaching Materials and Resources in PROEJA

In the last category, we analyzed the importance and relevance of using DS as teaching material to be used in Technical Courses in Gastronomy (PROEJA). This problem arose from the following questions: “Evaluation of the materials and resources proposed in DS”; “Given the aspects related to the theoretical, pedagogical and methodological axes, is DS an adequate instrument for teaching History in PROEJA?” We emphasize on this subject that all the teachers interviewed reported a lack of teaching material and support to work specifically in PROEJA. This information was also corroborated in the previous phase of our research, in which we identified support materials for Teaching History for EJA on the *Profhistoria* portal.

The lack of support materials for teachers in PROEJA may be a relevant indicator for thinking about the place (or lack thereof) that has been given to PROEJA teachers and students. It is worth noting that, in the case of students, it is not uncommon for them to have already suffered exclusion and denial of their rights to quality education at other stages in their lives.

Therefore, it is necessary for the State and educational institutions to pay attention to the development of teaching materials that meet the specific needs of PROEJA. The SD, which is being analyzed here, is one of these materials, as evidenced by the reflections generated from its research and production, which are configured as provocations for this demand to be considered in the debates about the emergence of a free, high-quality public education, focused on the professional education of young people and adults. In the process of evaluating the SD, the History teachers of IF Baiano, Catu campus, brought us the following considerations:

Especially considering the target audience of SD, PROEJA students, commonly formed by individuals who return to the school environment after a long interruption, work with resources and materials in different languages, as is the case, favoring the breaking of eventual barriers to the realization of the teaching-learning process. (D2).

All teachers who responded to the questionnaire highlighted their efforts in terms of articulating the theoretical, pedagogical and methodological aspects of DS. They also emphasized the importance of PROEJA students as historical subjects in the search for the construction of new knowledge and professional training. They reinforced the importance of considering ancestral knowledge in academic spaces. They also highlighted the proposal for a DS that problematizes the reality of students and is innovative in indicating readings and other teaching resources that can be used during classes.

Final Considerations

This work aimed to build and evaluate an educational product specifically for the audience of the Technical Course in Gastronomy (PROEJA). We designed a material that considers the historical knowledge we learn “in the kitchen”. The idea arose from the realization that university teaching materials for teaching History in Brazil for PROEJA are scarce, as we were able to verify in our master's dissertation (Santos, 2023).

We constructed the Didactic Sequence “In the kitchen, History is also taught and learned: History of Brazilian cuisine in Colonial Brazil” and organized its structure in line with the stages of planning and analysis of an educational product indicated by Freitas (2021). Thus, we proceeded to the analysis, design, development, implementation and evaluation of the prototype of the educational product.

During the evaluation process, the Teaching Sequence was analyzed by History professionals at IF Baiano (Catu campus). Most of these professionals have experience in teaching History in EJA and PROEJA, especially in the Technical Course in Gastronomy. They also have a high academic background, but only one specialized in PROEJA in their academic studies.

Teachers reported their difficulties in finding teaching materials for PROEJA. They highlighted the innovative nature of the proposed SD, especially with regard to the use of active methodologies that consider students' prior knowledge. They also highlighted the product's efforts to value students' history and ancestry. They considered that the teaching resources indicated in the Teaching Sequence are relevant and appropriate for the target audience.

Finally, we draw attention to the need to implement support policies, not only for the construction of teaching materials for PROEJA, but also for reflections on the need to train teachers specifically for teaching work with this group of students who have been historically marginalized and deprived of their right to a quality education.

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