













The development of PBL occurred in the following stages:

Step one: the teacher organized the working in five groups, with five members. They chose their names and functions, namely: president, editor, rapporteur, and member one and member two.

Step two: the teacher introduced the subject in order to probe the students, to see what they knew, thought and how they experienced this cultural diversity, in school every day.

Step three: the teacher distributed books on children's literature, addressing themes about cultural and other diversity, in order to understand, through children's literature, the level of knowledge of children as well as their way of thinking about relationships between them.



Figure 2. Group 1 and the books for reading

Step four: Based on the reading of the books, the students answered a group questionnaire.



Figure 3. Participants reviewing the storybook

Next day, students answered an individual questionnaire.



Figure 4. Participants answering individual questionnaire

Step five: Presentation: After presenting their individual responses and comparing them with the group's responses, the rapporteur from each group presented the results for the class. After the presentation, there was a small debate about the results. They are summarized in the table below.

Table 1. Results of groups responses

GROUP	SELECTED STORYBOOK	Character representing the group and its characteristics	Point of prominence of the story	Issues related to diversity
G1	The King's Friend	Matias: Black, slave, African, intelligent and friendly	A slave boy to become king	Friendship between people of different skin colors
G2	The King's Friend	Matias: Black, slave, African, intelligent and friendly	The desire to become king	The white boy was always right
G3	The boy Nito	Nito: Crying baby boy	The fact that he has swallowed the cry	The boy crying
G4	Princess Arabela, spoiled that only her	Arabela: beautiful and happy	The girl wanted a gift elephant	The main character is a black and cheerful girl
G5	Beautiful girl of ribbon tie	Girl: Black, friendly, determined, good and beautiful	The rabbit and its puppies	The character is a beautiful black girl

Step 6: In the evaluation, the presidents took into account the commitment of each participant, according to their role, as well as the ability to work as a team. Then they did their self-assessment.

### 5.3. Considerations about results

From observations of project development and student responses, we can state some findings. First, the application of the PBL with this group of students showed that this methodology not only entails changes in the teaching-learning process as it also poses challenges and different roles for the students as well as for the teacher. When compared to those associated with conventional education, since the learning takes place in an environment of support and collaboration.

The participants analyze the literary texts and find in it real world problems, in this case related to prejudice and racial discrimination. It was possible to perceive the change of attitude of the teacher who, instead of presenting ready ideas, delegated the students the responsibility to construct their own concepts, to delineate questions, to formulate problems, explore alternatives and take positions on the subject. Also, by exposing the results of their work in school and the community, to increase the motivation of students to do similar work, always broadening the social scope of literature.

However, some problems can be found, since it is a new methodology and different from the teaching methods to which students and teachers are used to.

Among the difficulties observed, we can mention groups with few cooperation among the members, more developed students intellectually and with greater verbal expression can constrain those more timid and with less potential. Besides, since the completely learning process occurs in groups, it is difficult for the teacher to evaluate the student's individual performance.

Another factor was not properly explored in this work was the interdisciplinary nature of this approach. It could be more interesting and complete if other disciplines were involved in the same project, as Sciences to explain the miscegenation of races and History, to deepen the socio-political aspect of this diversity in Brazil.

However, it cannot be denied that this active methodology allows putting into practice the knowledge acquired in the classroom, once it proposes challenges to the students. In this way, they develop leadership skills, teamwork and problem solving and are instigated to apply the acquired knowledge in practice situations.

### 6. Conclusion

The application of PBL provided students with a change of position in the classroom: from spectators of teacher explanation to agent of learning. The

problems guide the students to take positions in the search for solutions. This method contributed to the crossing of a passive student, individualist to an active student, committed to social practices that benefit the other. The students were able to work directly and concretely with a theme that is part of their reality.

Although we are still in the field of experimentation, it was possible to bring academic research closer to the experience in the classroom. Such spaces of knowledge used to move in parallel, but little by little researchers and teachers begin to find convergent points and thus contribute mutually to the learning process.

These referrals were not in the habit of writing scientific works and, based on the socialization of knowledge and respect for diversity, made possible by the PBL and Projects mainly these two, many lectures were elaborated and presented by them, accompanied by the researchers, in different municipalities.

In spite of the challenges of new methods in pedagogical practice, the success of this experience has motivated us to elaborate a workshop in order to share with other educators and contribute to the debate about an education that provides the students the place of subject of their own learning.

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