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FIELD PHYSICS: Learning in a Non-Formal Environment through a Didactic Sequence

The current world is opening discussion fronts on the use of alternative energy sources. This work is exactly about that and was developed through a didactic sequence that culminates in an educational product. For this, we resorted to Marco Antônio Moreira's Theory of Meaningful Learning, which will support the teaching of Hydrostatics and Hydrodynamics to basic education students. Its development took place through the production of two prototypes, the Rosario Pump and the Hydraulic Ram, which work without the use of electrical energy, only through mechanical energy. The proposal is to allow the student the opportunity to experience physical phenomena involved in the non-formal, non-institutionalized teaching environment (agricultural field) that often do not have electricity in their regions. In this way, it is possible to obtain flow and storage of fluids, thus helping the irrigation processes of crops. Therefore, through the observation of these, it is expected that students reach an understanding of the physical laws that describe them, thus enabling the acquired knowledge to become part of their cognitive structure.

**Keywords:** Physics Teaching, Field Education, Meaningful Learning, Fluids in Motion.