The process of setting up a research participant in the CEU Butantã[1,2]

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ABSTRACT. In this article we will discuss stages of the research carried out at CEU Butantã, considering the formative character present in the process of establishing a participatory approach to research. This process, which involved the construction of a broad and diverse group, originally made up of researchers united around the same research objective, which, later on, through actions directed towards this end, began to incorporate social actors from the context to be studied, to provide a collaborative attitude among all those involved. For the authors, this discussion is pertinent because it allows the unveiling of possible conflicts, resistances, and preconceptions that may come to light when one intends to carry out participating research in the area of Education that for its realization required looks from other areas of knowledge such as Architecture, Psychology, and Sociology.

Keywords: Participant research; school space; interdisciplinarity.

Introduction

The research project Dealing with new spaces: children and adolescents in the appropriation of the architectural complex of CEU Butantã (São Paulo, Brazil) aimed to „observe, describe and analyze the development of the process of occupation and appropriation of the architectural complex in the daily life of the Unified Educational Centre (CEU) Butantã by the students of the three educational units in it (CEI, EMEI, and EMEF)" through an interdisciplinary and international approach.

The method used was the case study, based on a phenomenological approach and a qualitative approach, therefore described „giving priority to the consciousness of the subject and understanding social relativity as a human construction" (Triviños, 1987, p. 125), with the fundamental concern of characterizing the phenomenon, the forms with which it presents itself and their variations, in synthesis, with description and detail.

The methodological approach had as its scope the complexity of the process of appropriation that the students make of the socio-educational space of the CEU, with emphasis on the fact that in the participation

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there are not observed subjects as fixed objects, suppliers of data, but subjects of knowledge, talking subjects, mobile, always in formation, both adults (teachers, employees) and children, adolescents and people with whom the children live in the neighborhood.

Part One- Participating in research and actions to set up the research group

Concerning reports, narratives, memories, and photographic records produced throughout the research development, it is possible to identify tensions, negotiations, estrangements, and approximations that remind us of the principles that should constitute participating research. Therefore we will identify some of these basic principles of participant research listed by Brandão & Borges (2007), referring to the relationships to be established between the University, as a representative of academic knowledge, and social movements. We consider that these principles can be transposed to other participatory research situations and we propose here to analyze the different stages that have constituted the process of bringing together researchers from the Universities and the school community, represented by professors, managers, students, and CEU Butantã staff.

> Processes, structures, organizations, and different social subjects must be contextualized in their historical dimension since they are moments of life, lived in the flow of history; and it is the organic integration of events of such a dimension that, to a good extent, explains the dimensions and interactions of what we call social reality. (Brandão & Borges, 2007, p. 54)

The necessary contextualization of the historical dimension of processes, structures, organizations, and social subjects, indicated by Brandão & Borges (2007) as one of the principles of participating research, leads us to return to the historical moment in which the research is inserted. In this sense, we will highlight the Brazilian social-political context experienced by researchers during the research, the emergence of several extreme right-wing political movements that postulated the curtailment of some didactic content considered as indoctrinating, themes such as sexuality, agrarian reform, feminism, and authors such as Paulo Freire, projects and research that were considered by the participants of these movements to be „ideological“, but specifically“ communist content (see figure 1). These movements, which emerged more sharply during the impeachment of President Dilma Rousseff in 2016, strengthened during the election of President Jair Bolsonaro and have strained school relations in a very embarrassing way for the school community.

Figure 1- In a pro-impeachment demonstration by President Dilma Roussef in 2016, Paulo Freire is accused of „indoctrination“ Source https://revistaforum.com.br/noticias/professor-cria-polemica-em-protesto-contra-paulo-freire-pedagogia-do-oprimido-e-coitadismo/

Brazilian society has always incorporated conservative movements into its dynamic, so it was in 1964 when the eve of a military movement known as the March 1964 coup, demonstrations were, collaboratively held in the cities of São Paulo and Rio de Janeiro in defense of „Freedom and the Family", and its resurgence made the relationship between researchers and municipal managers responsible for approving the research quite delicate (see figure 2).

Figure 2 - Manifestations at the Family March with God for Freedom on March 19, 1964, in Praça daSéPaulo
https://pt.wikipedia.org/wiki/Marcha_da_Fam%C3%ADlia_com_Deus_pela_Liberdade

In the excerpt from the Mackpesquisa Report, presented below, produced by the researchers, it is possible to briefly observe a characteristic of the Brazilian educational system and its organizational structure of management, the hierarchization of educational institutions; in the case of the CEU unit it is no different, we have our manager, who is subordinated to a Regional Supervision of Education, which in turn is located in a Regional Board, which reports to the Secretary of Education. Therefore, to obtain the approval of the research and its subsequent execution in the educational unit, the researchers participated in a „marathon" of meetings to present the research proposal, both in the UPM and at the schools, CEUs, and the headquarters of the SME (Municipal Secretary of Education).

The pre-project, developed as a collective work of the research team, was presented and evaluated by the last three Municipal Secretaries of Education of São Paulo between the years 2017 and 2018 was considered by all as an interesting and timely Research Work Proposal, thus being approved by the said educational administrations.

The willingness of the researchers for the aforementioned „marathon" of presentations of the research project to the most diverse public managers responsible for its evaluation and possible approval, at a turbulent political moment, seems to us positive because at no time did the team of researchers propose a „scientific neutrality", but using intellectual honesty, the conceptions of education that guided the project, such as the concept of appropriation to follow, were always put for public discussion:

> The process of appropriation of the world of the objects and phenomena created by human beings in the discourse of the historical development of society is the process during which, in the individual, the formation of specifically human faculties and functions took place (Leontiev, 1978, p.275)

It is important to stress that, when we highlight the initial bureaucratic procedures of research, we do so to mark that behind the normalization of the forms of access and development of research in schools are conceptions of education, democratic management, sharing of knowledge, and autonomy, since the

networks of education in Brazil are guided by pyramid-like bureaucratic instances, from secretaries, boards, and schools.

Consequently, the presentations of the project fulfilled the role of showing the conceptions of education and science that guided it, while illuminating the need to think of less bureaucratic protocols that allow researchers direct access to educational units, with greater autonomy, guided by an ethical commitment to education as public policy, which, as such, is capable of being evaluated, discussed and thought through by all society, in addition to hierarchical levels of vigilance.

Part Two - Ethics and Interaction

Once the initial challenges for research were overcome, we began a process of rapprochement between the University, represented by its researchers and the professionals of the unit to be researched, and to carry out this partnership, it was necessary to problematize a fundamental question that permeates the whole research process; What is the ethical and political responsibility of the research and the researcher in the construction of a research participant?

Currently, for academic research involving humans, there is a whole protocol to be followed, which goes through an ethics committee and a whole theoretical framework that bases the forms of relationship that are established between the human beings involved, to guarantee the individual who submits himself to the process, for example, the confidentiality of data. Although fundamental to organize and regulate the relations between researchers and participants in research in the academic sphere, the actions of approximation needed to provide the possibility of research that would overcome the dichotomy subject-object of traditional research. Let us look at another principle of participant research advocated by Brandão & Borges:

> It is necessary to start from the concrete reality of the daily life of the individual and collective participants themselves in the process, in its different dimensions and interactions - real life, real experiences, the interpretations given to these lives and experiences as they are lived and thought out by the people with whom we interact. (Brandão & Borges, 2007, p. 54)

The author places before us the ethical need to create research tools that allow us to observe the reality to be researched, to welcome the experiences of these subjects and thus interact, to act in a collaborative way in the construction of knowledge that will emerge from this meeting. In participating research, all this is put to the test at the moment when the relationship between researchers and participants is constituted in the field.

In a recursive, non-linear way, we propose to reflect on the actions, observations, of the process that we call „approximation" and that encompasses the meetings between the researchers, coming from the respective universities, and the professors, managers, and students, with whom we intend to count as participants in the research, in a condition of co-researchers and that has been used in the research to build a space of „interaction" according to what was proposed by Brandão and Borges.

These encounters, in addition to the tensions that can be established in human relations, also include how the different actors relate to the very space in which they are inserted and, in this sense, another important aspect to be considered in the research process are the possible conditioning factors brought about by the original architectural design of the CEU, which have ended up being modified according to emerging needs in its use by the school community.

During one month the researchers carried out distinct actions for the presentation of the research project to the participants of the Educational Center (CEU). These actions were done in an organized way, and at first, the presentation was open to all the participants of the school community, teachers, managers, and employees from the most diverse areas. After these presentations, the second phase of meetings was started for specific groups divided by teaching units, the Center for Early Childhood Education (CEI), the Municipal School of Early Childhood Education (EMEI), and the School of Elementary Education (EMEF), the Municipal Library and managers.

The main objective of this phase was to expose and discuss the proposed methodology that would be used in conducting the research and to welcome possible suggestions so that teachers could decide the best way to participate if they so wished. The proposed options would be that of a researcher teacher, who would integrate the group more organically, or that of a collaborating teacher, who would open the space for the researchers to observe the performance of their activities with children and adolescents.

To provide a research environment that allows the effective interaction of participants from the university and the school community, the following integration and listening activities were carried out with the teachers: conversation wheels and staging of their activities at the CEU. It is worth mentioning that these activities were carried out with the teachers of all the units that make up the CEU Butantã.

Scene building is a resource with which one of the authors of this article is very familiar in his work as a teacher and researcher in the area of teacher training, understanding the teacher as a professional who, more than applying teaching techniques, researches his practice and generates ways of teaching, both through consolidated and innovative practices.

Considering, as the main axis of training actions, the awareness of values implicit in teaching choices, it has developed, in projects such as the Institutional Teaching Initiation Grants Program (PIBID) of the Coordination for the Improvement of Higher Level Personnel (CAPES), activities aimed at sharing situations experienced at schools, through various forms of expression, in addition to verbal language.

The work with the creation of scenes, both inspired by the participants' experiences and by readings of excerpts from theoretical references, has shown itself to be an important way of reflecting on what is often taken for granted in the school universe (Capecchi & Gomes, 2016; Silva, Capecchi & Gomes, 2017). This work, however, in many cases also involves dealing with participants' resistance to exposing their experiences, which makes it essential to carry out warm-up activities to relax and create bonds.

The presentation of the methodological proposal was made during 12 meetings from an adaptation and re-reading of authors as Augusto Boal, Viola Spolin, in which small scenes were performed with the participants to represent the various forms of occupation they experienced and developed in the spaces of the CEU Butantã. These scenes were triggered from the evocation of words previously chosen by the researchers, in this case the keywords related to research, children, CEU, appropriation, minors, education, child education, among others.

The workshops developed with the teachers of the educational units for the presentation of the project made it possible to list some questions about the relationship between the knowledge of the professional practice developed by them and their need for institutional theoretical validation represented by the knowledge produced in the Universities. A dichotomous relationship permeated by a conflicting hierarchy between academic knowledge, concepts, learning theories, and the practices and knowledge demonstrated by teachers in their daily actions in the classrooms was noticeable at first.

> It is through the exercise of research and interaction between different knowledge that a shareable form of understanding of social reality can be constructed. Scientific and popular knowledge is critically articulated in a third new and transformative knowledge. (Brandão & Borges, 2007, p. 54)

Teachers' reactions to the proposal signaled a certain resistance and alienation as if they did not recognize or did not receive recognition of their knowledge before the academy and educational theories, something compatible with a tradition of teacher training based on principles of technical rationality, in which the teacher is only responsible for applying knowledge developed in a context external to their environment. This feeling was attenuated, not extinct, at the moment when the researchers problematized the place where knowledge is built-in action, in the school, in the hospital, and where it is systematized, in this case, in the academy, and the consequent need for approximation between both, that is, a reflection on both.

In the end, it was possible to distinguish the actions of teachers of early childhood education who seem to experience the school space intensely, from the actions of teachers of basic education, and the ways of coexistence between teachers of the same, in the occupation of spaces such as the swimming pool, the library

and the theatre and which are being followed up in the respective research groups composed of teachers, managers, and students who emerged during the process of construction of the research.

Part Three - Architecture and learning

For Brandão & Borges (2007) there is a qualitative „leap" between participant observation and participant research where the research subjects effectively become co-researchers. Thus, how we approach the architectural design of the CEUs, their possibilities of appropriation and effective use in everyday life, could not be traditional, static, and technical, based solely on structural aspects of their architectural design, but should incorporate an educational, social and affective perspective. Thus the school space and its architecture should be observed as a „cultural mediator to the genesis and formation of the first cognitive and motor systems, that is, a significant element of the curriculum, a source of experience and learning" Frago & Benito (1998)

The original proposal of the CEUs, including their architecture, is recognized and discussed by the academic community in a positive way, considered a huge step forward concerning schools and their traditional projects. Inspired mainly by ideas of great importance in the history of education in Brazil, by Anísio Teixeira and the architecture of Hélio Duarte, in dialogue with concepts of Dewey's pedagogy means an extraordinary leap in the configuration of the architectural complex and its relationship with the city.

However, 16 years after the inauguration of the CEU Butantã, how is the occupation of the CEU taking place? What does a walk through its almost 18,000 square meters allow us to infer about its architecture in a concept of cultural mediation and learning, in what way does it relate to its surroundings? In this article, we do not intend to answer these questions in a conclusive, incisive way, but to point out some possible ways to answer them.

It is important to point out that the observation of the occupation of the spaces of the CEU has as a reference the concept of the territory of Milton Santos, who affirms the importance of observing the territories from () the social actions that emerge from it, in a dialectic relationship with its physical, environmental structure. Another fundamental concept that guided us in the observations that follow is the concept of space (Certeau, 1994) as being the place practiced because we understand that there is a strong dialogue between the two concepts that allow us to observe the current uses and occupations witnessed in the CEU Butantã.

> Space is the effect produced by the operations that guide, circumscribe, the time it and lead it to operate in multipurpose units of conflicting programs or contractual proximity (...). Unlike the place, it, therefore, has neither the univocity nor the stability of an „own".

> In short, space is a practiced place. Thus the street geometrically defined by urbanism is transformed into space by pedestrians. In the same way, reading is the space produced by the practice of the place built by a system of signs - writing. (Certeau, 1994, p.202)

In this perspective, it drew the researchers' attention to the existence of grids that were not in the original project. The existence of bars in homes, schools, companies is not exactly a novelty in the urban landscape of Brazil, and specifically in the city of São Paulo are very clear markers between the public and the private, between what can be shared and by whom. However, in an architectural project that originally had in dialogue, in the appropriation of its space by the community, a fundamental guideline, the presence of the bars separating the various environments, became evident that something else, besides the bars was not in tune with the project.

The action of time on the architecture of the CEU complex, its contradictions, its marks, go beyond the conservation of some environments, showing a new spatial, pedagogical logic resulting from its use over the years, a true hidden curriculum about what is or is not allowed in this school space, which groups within this school space can live together, what timetables and activities they can carry out or not together, what relationship the school wants with the community around them, what solutions to deal with urban violence

are necessary. Therefore the observations aim to establish a dialogue with the conception of school space as being:

> (...) a construct managed by multiple manifest and hidden interests that can affect the lives of subjects, generating inclusions and exclusions. It is therefore a significant element of the curriculum, understood here in a more critical perspective which contemplates the concept of the hidden curriculum, i.e., norms and values, which although not explicit are effectively transmitted by the school. (Ribeiro, 2004, pp. 103-18).

We can highlight some of this learning as we try to identify the reason for the existence of the bars by separating the school environments, separating the young people in different recreational hours, and separating the educational complex from their surrounding community. After all, it was important to identify what motivated the separation of the school environments, even though it was not possible to precisely identify a date on which the first grid emerged, or a specific fact which motivated its existence, it was necessary to listen to people about their perception of its existence. The researchers were told of difficulties in the coexistence of children and adolescents of different ages and of some accidents involving these groups, events in which strangers to the class, especially parents, interfered in the school dynamic to the point of withdrawing their children from the classrooms.

The facts explained by various social actors in the CEU would be the justification for placing grids separating the spaces destined for different age groups (figure 3), the external public, thus breaking with some facts explained by various social actors in the CEU would be the justification for placing grids separating the spaces destined for different age groups (figure 3), the external public, thus breaking with some of the intentions of use and occupation of the space foreseen in the original architectural project and instituting new forms of coexistence in practice, values, sustained by the control and vigilance of the school community, in its surrounding community flat, the possibility of stigmatization of the community as violent, dangerous, even and despite a significant part of the children who make up the CEU school community live in its surroundings.
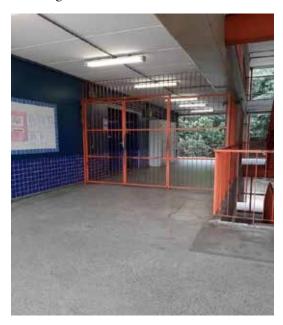

Figura 3 - Grids separating the spaces destined for different age groups. Source: Paulo Ricardo Giaquinto.

Therefore, we ask ourselves: what actions, mediation strategies can facilitate the coexistence between children, young people and adults in the same space, or even if this coexistence is possible and healthy? What listening space is available for families at the CEU? Is there a sufficient functional framework to carry out the necessary actions that allow for safe co-existence in the premises of the educational complex? The answer to the questions listed is not unique and it would certainly be risky to try to solve them autocratically without listening to all the social actors involved, but it is important to provoke the view of the school community to

a situation that is intended to normalize as the only one possible for the situations and conflicts highlighted. This brings us back to the principles that guided the existence of the CEUs as we will see below

- Guarantee of constitutional rights of access to socially produced goods and services: education, leisure, culture, and sport;

- Strengthening of a regionalized public policy, in the context of the decentralization of municipal management, articulated in the various sectors of public administration and civil society, in meeting the needs of children, adolescents, young people, adults and the elderly of the locality.

- Creation of an emancipatory social protection network and permanent education, articulating public power and civil society organizations in their area of scope.

- Provision of education with social quality that presupposes the conjugation of different spaces of learning and democratic management.

- Constitution of a pole of human and social development of the community in which it is inserted as a project of popular education directed to the construction of the educating city. (Perez, 2018, pp. 99-106).

As we walk through CEU Butantã, the feeling of imprisonment and control pervades the environment, disturbs the gaze, and it is very difficult not to feel a sense of permanent insecurity, as paradoxical as this statement may seem, the bars generate a feeling that some violence is about to happen (figure 4). This is not a condemnation of the mere existence of bars or minimization of the situations that led to their existence. It is important to point out that the implementation of any project contemplates unanticipated questions which only time will enlighten, and that, therefore, these questions should be dealt with in greater depth by avoiding simplistic solutions.

Figure 4 - Grids give a sense of imprisonment and control.
Source: Paulo Ricardo Giaquinto

Figura 5 - Large number of windows in the classrooms providing splendid natural lighting, but significantly affecting the privacy and concentration of students.
Source: Paulo Ricardo Giaquinto

Continuing our observations it seemed significant to us a large number of windows in the classrooms providing splendid natural lighting, but significantly affecting the privacy and concentration of students at various times, due to the excessive noise coming from the corridors and outside spaces, the same being observed about the intensive use of the pool (figure 5)

Different from the observations regarding the changes in the original project verified by the placement of grids, these spaces are following, what was foreseen at the time of the project's implementation and highlight the pressing need for a reorganization of its use that incorporates the new ways of using the space.

Teachers' management and workspaces outside the classroom lack an adequate structure that guarantees the minimum conditions for carrying out the planned activities In the case of the Early Childhood Education Centre (CEI), management spaces were not planned and needed to be improvised, while areas that could be destined for children were removed (figure 6). At EMEI and EMEF, although there is a generosity of physical space, places such as a canteen, class preparation room, meeting room, and similar areas are uncomfortable and do not offer privacy, making their occupation unattractive (figure 7).

Figura 6 - Management spaces were not planned and needed to be improvised, while removed.
Source: Paulo Ricardo Giaquinto.

Figure 7 - At EMEI and EMEF, although physical space is generous, places such as a cafeteria are uncomfortable and do not offer privacy, making their occupation uninviting. Source: Paulo Ricardo Giaquinto.

It generates a nuisance that the class interval, known as recreation, takes place in an open space partially on the intermediate floor of the education building, which is quite busy, in a spatial configuration that refers to imprisonment, confinement, it would be very interesting to ensure the appropriation of external space allowing the interval, recreation, to occur outside the building (figure 8).

Figure 8 - It would be very interesting to guarantee the appropriation of the external space allowing the break, recreation, to occur outside the building. Source: Paulo Ricardo Giaquinto

Part Four Space, democratic management and interdisciplinarity

Many of the observations made about the architecture of the CEU Butantã complex reverberate on how tripartite management of space currently occurs through the Secretariats of Education, Culture and Sports. The difficulty of interlocution can generate some difficulties for the use and recognition of the groups that use some of the spaces to the point that, once again, for example, we have not observed the existence in the school grid of swimming classes. There are the spaces of education (education building), the spaces managed by the Secretariat of Culture, among them the theatre, and the spaces managed by the Secretariat of Sports, like all the sports courts of the architectural complex, which contributes to a certain disarticulation. According to Perez, the importance of a managing council in the CEU involves

Its organization and functioning reflects a new concept in the management of the public space, proposing the articulation of the active forces in the local communities and, especially, in the composition of the Managing Council, and in the constitution of participation bodies that take into account the needs and interests of the various segments represented there. Its composition was 2/3 community representatives, parents and students and 1/3 CEU employees, guaranteeing the majority of community representativeness, aiming at the expansion of political participation and the exercise of active citizenship, through social control over the functioning of the equipment

As we can see, the constitution of the managing council, which was foreseen in the original project, can be a support for participatory management and a form of co-responsibility in space management. However, beyond the administrative issues, it is fundamental to include the recognition, the identification of the different ways of occupying space, the transformations that these occupations signal, to understand the learning that emerges from these forms of occupation in swimming pools, courts, green areas that is an intergenerational occupation par excellence.

When observing the various activities developed in the complex it was possible to infer that in some spaces school activities predominate, others have their occupation disputed at various times, especially the swimming pool and football fields in the afternoon, other spaces such as courts, skateboards, and woods, their occupation seems to emerge from the community organization itself autonomously and sometimes in conflict with the school community which would require a process of mediation and constant dialogue.

The use of the pool on hot days, especially in the afternoon, by teenagers outside their class period, is intense and much greater than the use of the other outdoor spaces including the skateboard track. However, some questions come to our attention. We had no news that there was a swimming lesson, just fun, which apparently would be a contradiction with the existence of the pool.

The library's occupancy experience plays a fundamental role in extraordinary activities. The activities promoted by the librarians in agreement with the teachers, the coordinators, are of great importance because they represent a break in the daily life of the students and we present here an experience that we consider a small manifesto on the production of knowledge in the daily life of the CEU.

Figure 9- Photo by Ingrid Hötte Ambrogi

Epilogo Children and elderly: intergenerational learning

The Library as a public facility is located in the CEU territory, vast, with its human Multitude, flora, fauna, water, and therefore enabling the Library to expand the information beyond its documentary collection.

Placing the Library as the space and time of the intersection of the various human sets (Educational Units, staff, community) of the CEU territory allows us, librarians, to observe, follow up and suggest personal arrangements to establish partnerships developed in the integrations between the Educational Units and the community, expanding our affections because „It is not possible to separate affectivity from learning since both are fully mixed and connected" (Dantas, 1992). The integration actions presented below were built with the Library, Pedagogical Coordinators of the Educational Units, teachers, and professionals who are members of the Regional Nucleus of the Network for the Protection of the Rights of the Elderly (RDPI) - Butantã for children, students and the elderly.

To celebrate the Elderly Week in 2018, the library of the CEU Butantã proposed as intergenerational activity storytelling: elderly and a room of the EMEI CEU Butantã with children of 4 years, students of teacher Monica Dato. We knew her storytelling character, „grandmother Philó". Elderly people came from various institutions belonging to the Regional Nucleus of RDPI - Butantã (Network for the Protection of the Rights of the Elderly).

The event took place with great emotion in the Library. Finally, the children distributed souvenirs made by them, all very affectionate and attentive to the elderly. The return of the physiotherapist Natividade Bortoli, one of the responsible for the RDPI - BT Regional Center, the very positive repercussion with the elderly generated the request for another session in the year 2019.

Professor Monica Dato already with another group of children suggested another activity: the realization of a meeting with games and songs remembering the time of the elderly. In the EMEI CEU Pedagogical Political Project, playing is part of the pedagogical proposal.

Together with the elderly, there was a memory rescue for the games and songs of their time, developed by professionals working in these institutions of RDPI-BT.

The library researched the lyrics of the songs delivered, the teacher Monica Dato developed the lyrics with the children.

For the children, the research on play took place during visits to the library, we suggested and analyzed the painting „Children's games" (1560) by Pietr Brueghel, the old man (figure 10). Describing a game on the board, where one child throws a feather up for the others to catch, we asked why the feather and one of them explained how the feather comes down by gliding and takes longer, unlike the falling stone, giving no time to jump. Look at the physics being checked, in practice! At school, the games were reproduced according to age group. And during the visits, we told about Brueghel's life, his origins, and the historical period of the painting. On the same occasion, we presented the works of various artists from that time and at those moments, the children spontaneously recognized other paintings by Brueghel. The library presented art books, maps, music, a webpage that made it possible to zoom in on the games on the painting „Children's games" with the appropriate rules. The children „interviewed" their families inquiring about their childhood play. All this research contributes to the informational literacy proposed as a project for the use of the library and its resources.

Figure 10- For the children, the research on play took place during visits to the library, we suggested and analyzed the table „Children's games" (1560) by Pietr Brueghel, the old man. < https://en.wikipedia.org/wiki/File:Pieter_ Bruegel_the_Elder_-_Children%E2%80%99s_Games_-_Google_Art_Project.jpg>. Consulted in November 2020.

To offer as a Meeting's souvenir, the children made shuttlecock, an indigenous game, and also selected games that would allow the elderly, coming from ILPI (Instituição de Longa Permanência do Idoso - Institution for the Elderly) Dom Paulo Evaristo Arns and PAI BT (Programa de Acompanhamento ao Idoso - Program to Accompany the Elderly) to participate, like the ring pass, and with an authorial game, „statue there" seated. The arrival of the choir of the seven-year-old students of EMEF CEU Butantã (Lira Alli art teacher), in the middle of the party, surprised everyone: the elderly asked for music and when they liked it, they asked for an encore. And at the end of the event, the favorite of all present was „Pombinha Branca". More interactions and affection for everyone.

After the meeting, the children of EMEI asked to know the house where these elderly people lived, intending to visit, having a snack together and getting to know their history more closely, new preparations,

EMEI meetings, Library, ILPI, DPRK. The children made a special gift, painted a beautiful and colorful towel for the dining room table. And they made a courgette cake, but first, they asked about the restriction of some ingredient.

On the day of the visit, the elderly were informed and were waiting for the children, who were accompanied by Professor Monica and EMEI CEU Pedagogical Coordinator Bt Roseli Pisaruk, and librarian Ricardina Brandão.

At ILPI, the children met other elderly people, who had not been to the library before and met others again. They had the opportunity to get to know the local kitchen and found it similar to the school's, they visited the classrooms, the open areas for conviviality, as well as the more private environments such as bedrooms and bathrooms. Seeing the library, they showed librarian Ricardina who was accompanying them, and noticed a difference, the books were not labeled as in the CEU Library. In the cafeteria they served the cake they made at school and took (a real cake, in the children's words), they interacted with the elderly through games, songs, conversations, and caresses. During our visit, the students showed respect by listening attentively to the life stories told by the elderly. Farewells and photos.

After the visit, we promoted a round of conversation in the library, and listened to a child's story: she said she now had one more grandmother. In this process, besides learning the games, songs, and art, we observed the intergenerational experiences (children of 4 years old and elderly people over 70 or 80 years old) providing the development of attitudes such as respect and sharing of life stories, walking towards the construction of citizenship.

Each part of the activities developed has worked in its professional areas producing joint actions for intergenerational integration, contextualizing this knowledge.

In this brief report on some of the processes of research constitution, the presence of the researchers in the most diverse moments of the construction of the research group, it was possible to observe that to effectively become participant research it is fundamental to focus on the dialogue that can make effective the construction of spaces for sharing experiences and knowledge of the educational communities that intend to research together.

For this reason, the actions described here and of approach seem promising to us may be the configuration of interdisciplinarity allowing a formative process of the researchers linked to the academy involved in the process and of the participating researchers who collaborated with the reports of their experiences and educational experiences, which made evident the need to stimulate the registration, diffusion and permanent reflection of the actions developed by the teachers as a formative process to be stimulated, referenced and accepted more systematically to overcome the false dichotomy of the university as a producer of knowledge and school as a space of its application and automatic reproduction.

Concerning space, the territory of the CEU and its architecture it is possible to infer that without an opening of the school community, in a conception of an educating city that integrates the diverse knowledge and knowledge of the territory where the institution is inserted, its enormous external space, green areas can continue in this dysfunctional process of occupation described running the risk of becoming a place of passage and not a space of coexistence, appropriation and education and meeting of knowledge.

This article was based on observations, photographic records, and narratives that we hope to have made possible an approximation of the authors' experiences during the activities developed at the CEU, in the most diverse moments of the construction of a research-participant process. We hope, thus, to have made possible the constitution of reflections, such as lines of escape, unfinished and non-linear, that illustrate a process that occurred in a territory, constituted of several places made spaces of the practices exercised in them, and that this text has allowed a displacement of the gaze, through some clues left by the observations of researchers, crossed with memories and narratives, we intend to incorporate the dynamics of this territory, the social relations that are established in it.

Finally, we will not make any final comments on what has been observed here, because many of the issues listed here are already being discussed by the school community to find a resolution. We leave an invitation for spatial experimentation when reading this article, which can be read and interpreted from a sequential and linear reading of the four parts that compose it, or in a non-linear way, as proposed by Júlio Cortázar in his book Jogo de Amarelinhas, you can start with the epilogue, build and reconstruct this article, and thus integrate yourself in a participative and unique way into our process of building a participant research narrated here.

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