In this article we present the results of a participative action-research conducted at the space of the Group of Research and Studies in Environmental Education/Green Room Pororoca: socio-environmental space Paulo Freire (GPEEA/Sala Verde) at the UPFA. The objective here was to investigate the contributions of puppet theatre as a pedagogical proposal in the continued environmental education of teachers. The subjects of the research were six teachers of basic education, which are here identified by the following pseudonyms: Lucia, Michelle, Izabel, Eloísa, Marta and Ana. We have used four sources to collect information: 1) a questionnaire of personal data, containing also the following questions: a) What motives led you to enroll for this workshop? and b) what is the predominant understanding of environmental education?; 2) a workshop; 3) a journey log; and 4) interviews to complement the information supplied by the teachers. To analyze the data, we used a technique of methodological triangulation. We observed that the puppet theatre, as a strategy of teaching-learning of environmental knowledges, was important in all stages. The use of puppet theatre as a methodology was enthusiastically recognized by the teachers as viable in teacher practice for all disciplines. Most importantly, they recognized that, in order to develop any alternative activity, there must be planning, since it is necessary to have a pedagogical objective with a meaning beyond the ludic by itself.

**Keywords**

Continued education, Ludic, Puppet theatre, Environmental education