



CONHECENDO SOBRE OS POVOS
AFRICANOS E AFRODESCENDENTE

+ 6 anos

CATALOGAÇÃO NA FONTE
UERJ/REDE SIRIUS/BIBLIOTECA CAP/A

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Rio, 07/07/2022

Assinatura

Data



REGRAS

Regras do Jogo: Puxando Conversa – conhecendo sobre os povos africanos e afrodescendente.

O jogo *Puxando Conversa* é um produto educativo que auxilia as discussões em torno da cultura e das questões étnico-racial no cotidiano escolar, além de despertar o interesse dos alunos para o aprofundamento das questões trabalhadas no jogo.

Objetivo do Jogo: Ser um disparador de pesquisa envolvendo a História e Cultura africana e afrodescendente na educação básica, onde cada carta contém uma frase afirmativa ou interrogativa que servirá como disparadora para novas pesquisas sobre a temática da carta expressa na frase.

Público-alvo: Professores e educandos da educação básica.

Idade: A partir dos 6 anos.

Participantes: Dois ou mais Jogadores.

Conteúdo: 30 cartas, sendo 26 cartas com conteúdo escrito e 4 cartas “vazias”.

Modo de Jogar

Um participante escolhe uma carta, lê a frase e inicia a pesquisa sobre a temática da carta que pode ser feita de forma individual ou coletiva.

Caso a carta possua um QR Code, este poderá utilizar um smartphone ou tablet que esteja conectado à internet para extrair as informações presentes no código. Ao realizar a leitura do QR Code, será aberto um link de site ou mídia de domínio público que estará contextualizada à temática da carta.

A carta “vazia” ou sem conteúdo escrito é para que o participante insira uma temática de seu interesse.

O QUE VOCÊ
PENSA
QUANDO
ESCUITA A PALAVRA
ÁFRICA?



ONDE ESTÃO
AS PESSOAS
NEGRAS QUE VOCÊ
CONHECE?





FEE

EU ACREDITO/
O OUTRO ACREDITA.

PRETOS E PRETAS NA REDE.



TEM GOSTO DE
ÁFRICA.



APRENDI COM
UM ANCESTRAL.



O CLIMA NO CONTINENTE AFRICANO,

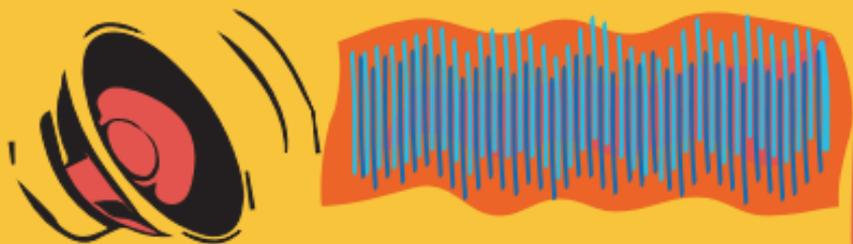
É QUENTE OU É FRIO?



NEGRO OU PRETO?
QUAL É O CORRETO?



ESCUTE ESSE SOM!



VIDAS NEGRAS?

CLARO QUE
IMPORTAM!



UM SUPER HERÓI
IGUAL A MIM.



SEU CABELO É...
O QUE VOCÊ
QUISER!



DE ONDE VEM
ESSA PALAVRA?
E ESSA EXPRESSÃO?

CAFUNÉ FUBA AZOEIRA
angu DENGU CACULA BACUNCA



ESCOLHA
UMA BONECA.



UM FILME,
OUTRAS ESTÓRIAS.



VOCÊ CONHECE
ESSE JOGO?



RACISMO

NÃO É PIADA

E NÃO TEM
GRAÇA!

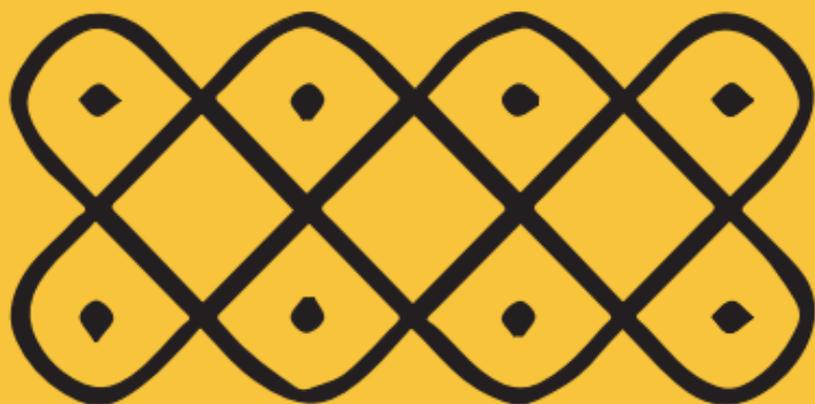
ARTE PRETA!



REPRESENTATIVIDADE NOS ESPORTES.



ETNOMATEMÁTICA E ÁFRICA.



QUEM FORAM
OS PRIMEIROS
REIS E RAINHAS
DA HISTÓRIA?



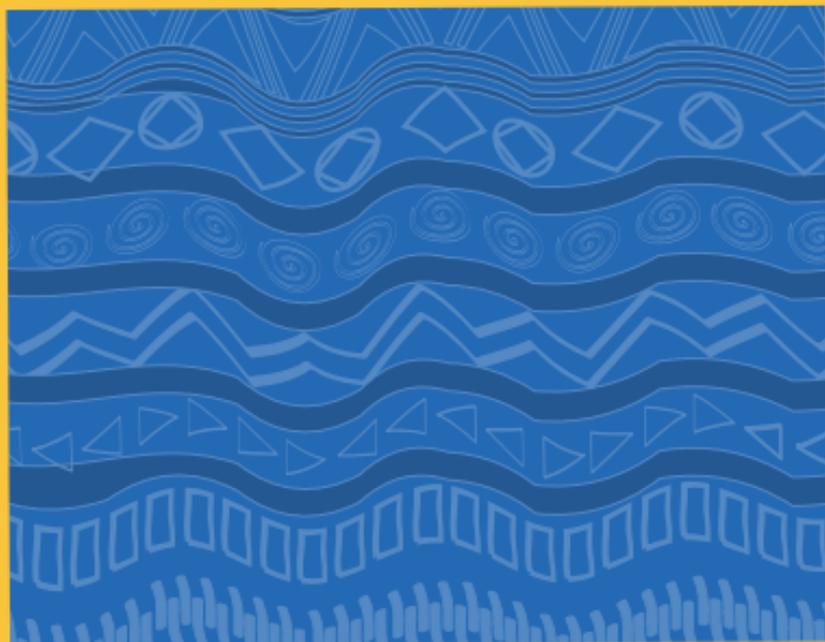
ERA UMA VEZ...
UM LIVRO.



ENCONTRE O
LÁPIS “COR DE PELE”



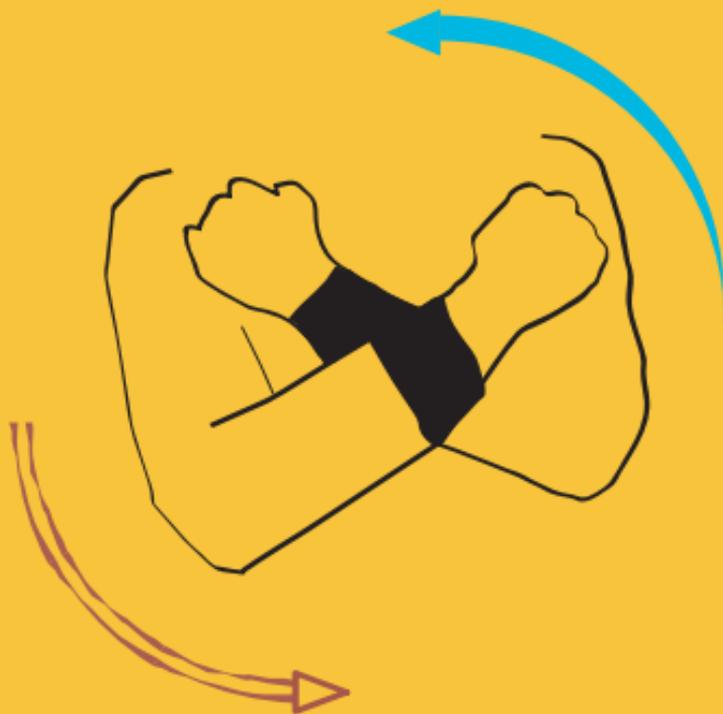
CONHECIMENTOS
E SABERES
QUE ATRAVESSARAM
O ATLÂNTICO.



COMPARTILHE
ALGO DA SUA
HISTÓRIA
PESSOAL.



LUTA EM MOVIMENTO.



the 1990s, the number of people in the world who are poor has increased from 1.1 billion to 1.5 billion. The number of people who are extremely poor has increased from 600 million to 800 million.

There are a number of reasons why the number of people who are poor has increased. One reason is that the world's population has increased. In 1990, there were 5.3 billion people in the world. In 2000, there were 6.1 billion people in the world. In 2010, there will be 7.1 billion people in the world.

Another reason why the number of people who are poor has increased is that the world's economy has not grown fast enough. In 1990, the world's economy was worth \$2.5 trillion. In 2000, the world's economy was worth \$3.5 trillion. In 2010, the world's economy will be worth \$5.5 trillion.

There are a number of reasons why the world's economy has not grown fast enough. One reason is that the world's population is growing so fast that it is difficult to provide enough food and shelter for everyone. Another reason is that the world's resources are being used up so fast that it is difficult to maintain the current level of production.

There are a number of things that we can do to help reduce the number of people who are poor. One thing we can do is to help the world's economy grow faster. Another thing we can do is to help the world's population grow more slowly. A third thing we can do is to help the world's resources last longer.

There are a number of things that we can do to help the world's economy grow faster. One thing we can do is to help the world's population grow more slowly. Another thing we can do is to help the world's resources last longer. A third thing we can do is to help the world's poor people get more education and training.

There are a number of things that we can do to help the world's population grow more slowly. One thing we can do is to help the world's poor people get more education and training. Another thing we can do is to help the world's poor people get more health care. A third thing we can do is to help the world's poor people get more housing.

There are a number of things that we can do to help the world's resources last longer. One thing we can do is to help the world's poor people get more education and training. Another thing we can do is to help the world's poor people get more health care. A third thing we can do is to help the world's poor people get more housing.

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There are a number of things that we can do to help the world's poor people get more housing. One thing we can do is to help the world's poor people get more food. Another thing we can do is to help the world's poor people get more education and training. A third thing we can do is to help the world's poor people get more health care.

There are a number of things that we can do to help the world's poor people get more food. One thing we can do is to help the world's poor people get more education and training. Another thing we can do is to help the world's poor people get more health care. A third thing we can do is to help the world's poor people get more housing.

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the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

As a result of the demographic changes, the number of people in the world who are aged 65 and over is expected to increase from 300 million in 1990 to 600 million in 2020. The number of people aged 75 and over is expected to increase from 100 million in 1990 to 250 million in 2020.

The number of people in the world who are aged 80 and over is expected to increase from 20 million in 1990 to 60 million in 2020.

The number of people in the world who are aged 85 and over is expected to increase from 5 million in 1990 to 20 million in 2020.

The number of people in the world who are aged 90 and over is expected to increase from 1 million in 1990 to 5 million in 2020.

The number of people in the world who are aged 95 and over is expected to increase from 200,000 in 1990 to 1 million in 2020.

The number of people in the world who are aged 100 and over is expected to increase from 10,000 in 1990 to 50,000 in 2020.

The number of people in the world who are aged 105 and over is expected to increase from 1,000 in 1990 to 5,000 in 2020.

The number of people in the world who are aged 110 and over is expected to increase from 100 in 1990 to 500 in 2020.

The number of people in the world who are aged 115 and over is expected to increase from 10 in 1990 to 50 in 2020.

The number of people in the world who are aged 120 and over is expected to increase from 1 in 1990 to 5 in 2020.

The number of people in the world who are aged 125 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 130 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 135 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 140 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 145 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 150 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 155 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 160 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 165 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 170 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 175 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 180 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 185 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 190 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 195 and over is expected to increase from 0 in 1990 to 1 in 2020.

The number of people in the world who are aged 200 and over is expected to increase from 0 in 1990 to 1 in 2020.



PUXANDO
CONVERSA



PUXANDO
CONVERSA

The graphic features the text 'PUXANDO' in a light green, bold, sans-serif font, arched over the top left. Below it, 'CONVERSA' is written in a pink, bold, sans-serif font with a geometric, tribal-style pattern. A thick blue arc curves from the top right of 'PUXANDO' down to the top right of 'CONVERSA'. A red arc curves from the bottom left of 'CONVERSA' up to the bottom left of 'PUXANDO'. At the bottom center, there are three wavy yellow lines. The entire design is set against a black background and enclosed in a yellow rectangular border.



PUXANDO
CONVERSA

The graphic features the text 'PUXANDO' in a light green, sans-serif font, arched over the top left. Below it, 'CONVERSA' is written in a pink, stylized font with geometric patterns. A thick blue arc starts from the top right of the text and curves down. A red arc starts from the bottom left and curves up. At the bottom, there are three wavy yellow lines. The entire composition is set within a yellow rectangular border on a black background.



PUXANDO
CONVERSA

The logo features the word "PUXANDO" in a light green, bold, sans-serif font, arched over the top. Below it, the word "CONVERSA" is written in a pink, bold, sans-serif font, with each letter containing a white geometric pattern. The text is enclosed within a circular frame composed of a thick blue arc at the top, a thick red arc at the bottom, and a yellow wavy line at the bottom right. The entire logo is set against a black background within a yellow rectangular border.



PUXANDO
CONVERSA

The graphic features the words 'PUXANDO' and 'CONVERSA' in a stylized font. 'PUXANDO' is in a light green color and is arched over a thick blue line that curves from the top right towards the center. 'CONVERSA' is in a pink color and is positioned below 'PUXANDO'. The letters of 'CONVERSA' have a decorative, geometric pattern. Below 'CONVERSA' is a thick red line that curves from the bottom left towards the center, ending in a wavy yellow line. The entire design is set against a black background and enclosed in a yellow rectangular border.



PUXANDO
CONVERSA

The logo features the word "PUXANDO" in a light green, sans-serif font, arched over the top. Below it, the word "CONVERSA" is written in a pink, stylized font with geometric patterns. The text is enclosed within a circular frame composed of a blue arc at the top, a red arc at the bottom, and a yellow wavy line at the bottom right. The entire design is set against a black background within a yellow border.



PUXANDO
CONVERSA



PUXANDO
CONVERSA



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PUXANDO
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PUXANDO
CONVERSA

The graphic features the text 'PUXANDO' in a light green, sans-serif font, arched over the top. Below it, 'CONVERSA' is written in a pink, stylized font with geometric patterns. A thick blue arc starts from the right side of 'PUXANDO' and curves down to the right side of 'CONVERSA'. A red arc starts from the left side of 'CONVERSA' and curves down to the bottom. A yellow wavy line follows the bottom curve of the red arc.



PUXANDO
CONVERSA



PUXANDO
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PUXANDO
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PUXANDO
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PUXANDO
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PUXANDO
CONVERSA

ORIENTAÇÕES PARA O JOGO:

| FRASES NAS CARTAS | PUXANDO A CONVERSA (objetivos) |
|--|--|
| 1.O QUE VOCÊ PENSA QUANDO ESCUTA A PALAVRA: ÁFRICA | Através de bibliografias, mapas e fotografias mostrar a diversidade da África enquanto CONTINENTE.*  vídeo no youtube: Os Africanos - Raízes do Brasil #3 |
| 2.FÉ: EU ACREDITO/ O OUTRO ACREDITA | Trabalhar com conceitos que envolvam a tolerância religiosa e valorização das religiões de matrizes africanas. |
| 3. TEM GOSTO DE ÁFRICA | Apresentar alimentos, temperos e receitas culinárias com origem ou influência africana. |
| 4.ONDE ESTÃO AS PESSOAS NEGRAS QUE VOCÊ CONHECE? | Conversar sobre desigualdade/oportunidades |
| 5. PRETOS E PRETAS NA REDE | Mostrar que no universo da internet/ bloggers há representatividade (lista de igs no instagram). |
| 6. APRENDI COM UM ANCESTRAL | Ressaltar a importância da ancestralidade e da tradição oral enquanto conhecimentos em diversas áreas. (griots) |
| 7. VIDAS NEGRAS? CLARO QUE IMPORTAM! | Conversar sobre a fragilidade da vida preta diante de uma sociedade racista e da necropolítica adotada pelo Estado.* |



site do Geledés:
<https://www.geledes.org.br/campanha-lanca-manifesto-vidas-negras-importam-e-propoe-10-metas-para-reduzir-impacto-do-racismo/>

8. SOBRE O CLIMA NO CONTINENTE AFRICANO: É QUENTE OU É FRIO?

Pesquisar e conhecer a diversidade climática existente no continente africano.

9. NEGRO OU PRETO? QUAL É O CORRETO?

Conversar sobre os termos que são direcionados às pessoas africanas e afrodescendentes

10. ESCUTE ESSE SOM!

Através da música, trabalhar com as letras que apresentam reflexões sobre as questões raciais.*apresentar os ritmos e instrumentos africanos.



Música da MC Sofia
 MC SOFFIA - Minha Rapunzel tem Dr...

11. SEU CABELO É...O QUE VOCÊ QUISER!

Conversa sobre os cabelos crespos, sobre os estereótipos e sobre representatividade (clipe formation- Beyoncé)*



vídeo hair love

12. ENCONTRE O LÁPIS “COR DE PELE”

Discutir sobre representatividade/ colorismo (artista Angélica Dass)*



<https://angelicadass.com/pt/foto/humanae/>

13. ERA UMA VEZ...UM LIVRO.

Apresentar literaturas com protagonismos negros (literatura afrobrsileira)*



<https://www.youtube.com/watch?v=zPCYLIXi6LQ>

14. UM FILME, OUTRAS ESTÓRIAS.

Através de filmes e curtas apresentar histórias outras que não são mostradas no cinema.

15. UM SUPER HERÓI IGUAL A MIM.

Apresentar literaturas e personagens que representam os super heróis, refletindo sobre o lugar que eles ocupam nos enredos e a quais histórias eles estão atrelados.*
HQs



<https://www.geledes.org.br/livro-negritude-poderes-e-heroismos/>

| | |
|---|---|
| 16. RACISMO NÃO É PIADA E NÃO TEM GRAÇA! | Promover discussões sobre apelidos e piadas que envolvem pessoas negras (racismo recreativo) |
| 17. ESCOLHA UMA BONECA | <p>Apresentar o vídeo sobre as bonecas negras e falar sobre representatividade nos brinquedos.*</p> <div data-bbox="842 526 1316 996" style="text-align: center;">  </div> <p data-bbox="778 1108 1324 1142" style="text-align: center;"> ▶ O impacto do racismo nas crianças </p> |
| 18. VOCÊ CONHECE ESSE JOGO? | Apresentar brincadeiras e jogos de origem africana. |
| 19. REPRESENTATIVIDADE NOS ESPORTES | Conversar e pesquisar sobre atletas negros, conhecer suas histórias. |
| 20. ETNOMATEMÁTICA E ÁFRICA. | Pesquisar e conhecer como os africanos expressavam os conhecimentos matemáticos. |
| 21. DE ONDE VEM ESSA PALAVRA? E ESSA EXPRESSÃO? | Apresentar as palavras inseridas em nosso vocabulário. Ao mesmo tempo, analisar de forma crítica, expressões racistas inseridas em nosso vocabulário* |



<https://www.geledes.org.br/palavras-de-origem-africana-no-vocabulario-brasileiro/>

22. CONHECIMENTOS E SABERES QUE ATRAVESSARAM O ATLÂNTICO.

Apresentar os conhecimentos que foram disseminados pelos africanos e que não eram dominados pelos europeus (metalurgia, arquitetura...)

23. QUEM FORAM OS PRIMEIROS REIS E RAINHAS DA HISTÓRIA?

Apresentar os antigos reinos e impérios africanos (Mali, Congo, Zimbábwe). Questionar a figura de Cleópatra branca assim como os saberes sobre o Egito relacionando-o à uma civilização embranquecida.

24. ARTE PRETA!

Apresentar as máscaras africanas, esculturas em madeira, símbolos adinkras e tecidos africanos *



<https://ipeafro.org.br/acervo-digital/imagens/adinkra/>

| | |
|---|---|
| |  <p>https://ipeafro.org.br/acervo-digital/imagens/adinkra/</p> |
| 25-. COMPARTILHE ALGO DA SUA HISTÓRIA PESSOAL | Compreender a importância da história e da experiência pessoal enquanto sujeito e protagonista de sua própria história. |
| 26. LUTA EM MOVIMENTO | Conhecer as lutas e conquistas do Movimento Negro, que foi pioneiro e inspirador para outros movimentos e coletivos que se envolvem na luta antirracista. |
| 27. CARTA VAZIA | Aqui, a criança insere sua curiosidade. |
| 28. CARTA VAZIA | Aqui, a criança insere sua curiosidade. |
| 29. CARTA VAZIA | Aqui, a criança insere sua curiosidade. |
| 30. CARTA VAZIA | Aqui, a criança insere sua curiosidade. |