

The Great Navigations and Digital Natives: Creation of a Hybrid Game as a Pedagogical Strategy for Teaching

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Abstract

Starting from the historical premise and the relevance of the theme in the construction of the identity of the American peoples, this work has the general objective of providing students

with an understanding of the details that permeated the Great Navigations and their consequences. As specific objectives and aligned with the demands of the National Common Curricular Base (BNCC), we sought to develop an understanding of the meaning of modernity in the European conception, and thus to identify the connections between the society of the new world and understand the characteristic aspects of the African and American societies. In History classes for students in the seventh year of Elementary School of a private school in the State of São Paulo, there was a need to find instruments that could develop an active posture in relation to knowledge, as well as lead to understanding, assimilation, and appropriation of the theme. However, the creation of a hybrid game was considered, in the format of a board with cards in QR Code, as a proposal for the teaching of history to digital natives. Thus, after the study and application of diagnostic evaluation, it was requested to students the creation of questions about the subject, what would become, after the curatorship of the researchers, the playing cards. After the contextualization, application of the game, and verification of learning through Kahoot had been carried out, the evolution in learning was noticed. All research was based on a qualitative case study, which allowed us to find the result that will be presented.

Keywords: Great Navigations, History Teaching, Hybrid Game, QR Code.

1. Introduction

The period of the Great Navigations is extremely important for understanding the construction of the identity of the American peoples. The cultural exchanges resulting from this moment demonstrate a process of historical transformations arising from this period of ruptures in the European consciousness and in the life of the native peoples of the “New World” (MARCONDES, 2012). The discussion process through these historical landmarks with lectures and reading the texts available in didactic material is not enough for a real understanding of the theme, given the need for contextualization for assimilation and construction of learning (MORIN, 2003).

Nora (1993) states that history must be identified as part of the student's daily life and contextualized. Knowing the historical processes through records, re-readings, contextualization and oral history are some of the principles of the effectiveness of learning historiography. The period of the Great Navigations is extremely important due to the rupture caused in the imagination of Europeans, as well as the change that occurred in all the social relations of the newly discovered peoples.

Since the period of the Cultural Renaissance, Europe had already undergone numerous transformations. With the advent of the scientific method and the improvement of techniques and the development of tools and resources, Europeans began a process of discovery. It is in this context that the Great Navigations present themselves to the world as a watershed, initiating their processes of territorial and mercantile expansion (EZARCHI, 2021). With the advent of the first Portuguese conquest, the Island of Ceuta in 1415, the Portuguese invested even more in the Sagres School of Navigation and on short trips overseas. With such investments, the Portuguese were able to expand their domains and insert themselves into African territory.

With the arrival of the Portuguese in Africa, there was, in addition to cultural exchanges, the European appropriation of enslavement, expanding, then, to the newly discovered and occupied territories in the “New World”. Still in this expansive and mercantile pursuit, the Portuguese arrived in the Indies and with this, they were able to minimize the costs of the spices. In this period too, Spaniards and English unite in search of the same territorial expansion, which culminates in the Discovery of America in 1492, led by Christopher Columbus. Years later, in 1500, Portugal sets out on a new ocean route and landed in Brazil (GOMES, 2016).

On the other hand, when it comes to History teaching and on different educational models, Moran (2018) collaborates by stating that the diversity of techniques makes learning activities if they are well balanced and adapted between the individual and the collective. He further states that the school as a space for co-creation favors learning from concrete situations, challenges, and games with resources from simple materials or advanced technologies.

Considering the digital natives, who are the focus of contemporary education, the use of technological resources connected to reality provides more attractive learning. In a generation that was born connected, teaching exclusively in the traditional way does not effectively meet the demands of the 21st century, being extremely important to rethink the pedagogical practices in order to favor the engagement of students in their learning process. In this way,

valuing digital culture in the context of subjectivity in social relations is to bring the world into the school (COSTA et al., 2015).

In consonance with the National Common Curricular Base (BNCC), this work has the general objective of providing 7th-year students of a private school in the State of São Paulo, with an understanding of the details that permeated the Great Navigations and their consequences for the occupation of Asian, African and American territories. It was sought through the strategies adopted, as specific objectives, to help students understand the meaning of “modernity” under the European concept (EF07HI01), be able to identify the connections between New World societies, Africa, Asia, and Europe (EF07HI02) and understand the characteristic features of African and American societies before European exploration (EF07HI03).

In order to promote meaningful learning, mixed strategies or hybrid teaching were adopted. These sought to promote active and meaningful learning, in spirals, that is, from simpler to more complex levels (MORAN, 2018). In this sense, it was noticed the need to work the period of the Great Navigations through different strategies due to the importance of the theme for the understanding of identity construction, mercantilist relations, slavery, and territorial exploitation.

To this end, a hybrid game was thought, considering the target public in which part participated in classes in person and the other remotely, through classes broadcast in real-time. In this way, pedagogical strategies would favor both publics, due to the orientation in relation to Covid-19 guided by the São Paulo plan. In this sense, the research question sought to verify if the creation and use of the game, in fact, facilitate the understanding, assimilation, and appropriation of the presented theme.

2. Methodology

This article is based on the case study method, allowing researchers to verify the viability of the game developed as a tool in the production of knowledge, highlighting the active posture that students are called to assume (ELLINGER; MCWHORTER, 2016). This posture is supported by a qualitative study, allowing for the collection of data on the quality of the work performed (DRESCH; LACERDA; ANTUNES JÚNIOR, 2014).

Considering the historical theme, we considered the creation of a board game entitled “Naveg@r” (*in Portuguese*), in parchment format using raw cotton and fabric ink, made by a plastic artist. The art shows the World Map with houses moving forward, demonstrating the path taken by navigators between Europe, and the Indies, Europe to America and Europe to Brazil, as shown in Figure 1.



Figure 1. Board, cards and caravels.

In addition, QR Code cards were created, created on the Canva website, printed on bond paper, and laminated, containing the questions that should be answered and the number of houses to advance represented by the image of caravels below the questions on the cards. The game's pins were developed in the Caravels format, using folding on brown paper, bond paper for the flags, and a toothpick to make the pole.

It is important to highlight the existence of some specific houses, which represented a historical landmarks. In these, there were 5 videos produced by the researchers, contextualizing important aspects of this demarcated event, as a form of transition between the stages of the game. It is also important to mention that this proposal was created at a low cost by using easily accessible materials and free digital resources/platforms.

The entire process was divided into five stages, namely: diagnostic evaluation, elaboration of the questions by the students, contextualization of the game, application, and post-application evaluation to verify the learning carried out through Kahoot. For the application of the activity as a whole, two seventh-year classes were considered, totaling 56 students. However, as a target public, 15 students are considered, as they freely chose to participate in all stages.

As for the steps, firstly, after the development of the theme of the Great Navigations, a formative evaluation was carried out, also used as a diagnosis. In the second step, the students were asked to build and send multiple-choice questions, containing four alternatives, which would be used in the elaboration of the game cards. To this end, these questions were curated.

In the third step, the game was contextualized, requesting the reading of the QR Code with the rules and the division of the class into teams. The fourth step refers to the application of the same in which each team randomly received their caravel. In the last step, an evaluative quiz was applied via Kahoot, containing relevant questions on the subject. It is emphasized that, throughout the process, the researchers kept in touch with the participants, through a group created in the instant messaging application WhatsApp.

3. Results and Discussions - before game

The theme of the Great Navigations was approached in a traditional way in a period of six classes throughout the bimester. In this way, a formative evaluation was carried out, considered diagnostic, for comparison with the post-game evaluation in order to verify if

active learning strategies make a difference in the assimilation of the studied content. In the context of the Great Navigations, 3 questions were applied, being 2 alternatives and 1 dissertation with a total value of 5 points. The first question to be analyzed is a multiple choice with the value of two points. It was asked if it would be possible to identify a question related to Portuguese pioneering, as shown in Table 1.

Table 1. Pioneering of Portugal in the Great Navigations

Answers	Students
The Portuguese were brave and didn't believe in Sea Monsters	3
In addition to the favorable geographical conditions, Portugal had created the Sagres Navigation School	8
There was an increase in the number of navigators in Portugal	2
During this period the Portuguese were developing new economic measures in their country	2
Total	15

In the first alternative, it was stated that "The Portuguese were brave and didn't believe in Sea Monsters". It was observed that 3 participants chose to mark it. It is noteworthy that 8 participants assertively pointed out that "In addition to the favorable geographical conditions, Portugal had created the Sagres Navigation School". The subsequent alternatives say, respectively, that there was an increase in the number of navigators in Portugal and that in this period the Portuguese were developing new economic measures in their country.

During the period of the Great Navigations, Portugal was looking for new ways of economic measures in its country, but this had nothing to do with the search for new lands (EZARCHI, 2021). In this way, 2 participants marked this alternative as correct for confusing the context, believing that part of this investment would be over the period studied.

Question 2, multiple-choice, with the value of one point, sought to find out the students' ability to point out the two main intentions of Europeans when embarking on the great navigations. Thus, participants needed to understand what their real intentions were when they left Europe, as shown in Table 2.

The correct answer to this question states that spices and territorial expansion were the true intentions of the Portuguese to launch themselves in the Great Navigations and 9 participants answered correctly. In total, 6 students marked incorrect alternatives. Dominion, and power (2), economic control and territories (1), territorial expansion, and new markets (3) were marked as correct when in fact they were not the real intentions of the Portuguese. It was not a premise for Portugal to obtain economic and territorial control of any other country. In fact, they sought to reduce spending on spices that were not under their control. Domain, power, economic control, territorial expansion and new markets were consequences of the main

objectives that led them to sea travel (MARCONDES, 2012).

Table 2. Main intentions of Europeans in Great Navigations

Answers	Students
Dominion and Power	2
Economic Control and Territories	1
Spices and Territorial Expansion	9
Territorial expansion and new markets	3
Total	15

The last question of the diagnostic evaluation sought to know what were the main impressions of the Spaniards in relation to the different native groups they encountered when they arrived in America. As shown in Table 3, the question was of the dissertation type, with a value of 2 points and the answers were categorized.

Table 3. Spaniards' First Impressions of Native Americans

Answers	Students
The first impressions of the Spaniards in relation to the natives of America were of enchantment and amazement, in view of the organization and social structure of these people	9
The Europeans arrived in America and realized that they were people without culture and that it would be easy for them to be exploited	3
Europeans realized that the natives had a different social structure from them	1
Europeans realized that there was a lot of riches and that it would be interesting to explore this new land	2
Total	15

Among the 4 categorizations made about the participants' answers, one of them is totally incorrect because it said that the natives were a people totally without culture and easy to be explored and 3 participants understood it this way. The correct answer is the first categorization seen in Table 3, which reinforces the enchantment and, at the same time, astonishment of the Spaniards about the organization and social structure of Native American peoples. Most understood the context and answered correctly, with a total of 9 participants. As answers within the context, 3 participants answered incompletely, leading to the right only partially, is categorized in two different ways and these are the last two listed in Table 3.

Considering the general context of the event asked, it cannot be said that there was only a perception of the difference between natives and Europeans, nor can I just say that we realized the riches that this new land could provide. In a broad context, if the participants joined the last two questions, they could complement and make the answer more assertive. This was not the case in this case (GOMES, 2016).

4. Preparation of game cards in QR Code format

During the class period in which the theme of the Great Navigations was addressed, the students were challenged, within a maximum period of one week, to build 2 questions with 4 alternatives each, which would be used to create the game cards. After that, a curatorship of the elaborated questions was carried out. The criteria used were established based on relevance to the theme, compliance with the command regarding the number of alternatives, and pertinence to the historical events resulting from the proposal.

Of the 56 students from the 2 groups, all sent the questions so that 35 of them were selected, considering the pre-established criteria and the similarity of many questions sent. In possession of the selected questions, QR Code cards were made with each one of them, generating what became known as game cards. In addition, the cards were classified into 3 levels: easy, medium, and advanced. Based on this, the number of advances of teams when walking on the board were established, which we will see next.

5. Contextualizing the rules of the game

To carry out this step, the QR Code card link was sent, with the appropriate guidelines, to the communication group via Whatsapp in which the students are part. In a later class, they were oriented about the rules of the game and its elements, the distribution of the members in the teams was carried out, the starting order of the game was established, as well as the names of the caravels that each team would be representing. Everyone had the opportunity to learn about the procedures so that in a later class they would start with effective participation through the game, at this moment we still sought to ensure that there was engagement of all, in order to verify if the adopted strategy would be of value to reach the proposed objectives. The game elements are shown in Table 4.

Table 5 refers to the rules of the game that were read collectively, allowing the possibility of exposing doubts that could occur on the part of the participants. Thus, the 56 students had contact with the possibilities of carrying out the game so that they could become familiar with the proposal and ensure everyone's engagement.

Table 4. Game elements

Components	Quantity
question cards	30
true or false cards	5
caravels	3 (Nina, Pinta and Santa Maria)
parchment board	1
game rules card	1
template card	1
transition video cards	5

Table 5. Game rules

- The game path is covered with 03 caravels, being possible to play in teams or individually;
- The sea captain is responsible for reading the rules and checking the errors/correctness - validation of the answers;
- Teams will be divided into 3 classes;
- The sea captain commands the "2 or 1" to establish the players' order;
- After reading the team members will have up to 60 seconds to answer the question read; (time controlled by the "sea captain");
- After reading and answering the question, the player will travel the number of houses informed by the caravels on the first route at the end of the question card;
- The progress of the spaces depends on the level of the questions, being easy 1 space, medium 2 spaces, advanced 3 spaces, represented by the image of the caravels present at the bottom of the question cards;
- If the answer is correct, the corresponding card is removed from the deck; if there is an error, it can be answered by the next group with an advance of one space, in case the correct answer occurs. If the error still persists, the third group wins the right of reply with the addition of 2 spaces of advance, being this denominated as a strategy adopted as "rebate" during the game; Note: This rule was added after the first application of this game;
- At the end of the first route, the player returns to the point of origin and starts the second route, in this one, the values of house advances predicted on the cards will have their value doubled;
- After finishing the second route, the player goes to the last route also with the house advance values doubled;
- The player/team that arrives in Brazil first will be the winner.

6. Application of the game

A week before the application of the game, the São Paulo plan was relaxed in relation to the sanitary measures to control Covid-19 and allowed the face-to-face return of 100% of the students. Thus, there was a drastic reduction in the number of participants in remote teaching.

An attempt was made to apply the proposal at a normal time with a duration of 1 hour/per class, but the time was insufficient for the conclusion of the game. In addition, the two rooms were very small, dispersing the participants' attention, causing the game dynamics to be impaired. As the teacher did not have two classes in a row in the same room, he would not have the possibility of joining the two classes or of exchanging with another teacher so that the application could be carried out during the class time. Therefore, a second strategy was adopted, asking the school coordination for space and authorization for it to be applied after school hours, thus reducing the number of participants to 15 students, who proposed to participate in this alternative time.

In this way, another group was created via Whatsapp to facilitate that communication only with the participants who volunteered. As the game allows for online participation, those who could not go in person were also asked to play from home, with 3 of the 15 participants starting the game online. However, due to the fact that they live near the school and have the authorization to travel, they chose to end their participation in person.

The teams were randomly divided by one of the applicators so as not to interfere in the choice of their peers, considering affinities between students in the same class and the level of knowledge that each one has. The three teams were defined with the names of the caravels, the first being named Nina, the second named Pinta, and the third from Santa Maria. The board was placed in the center of the auditorium with the three teams located around it for easy viewing. In the fourth space, the computer was placed with the call via Google Meet for the 3 participants from home and an applicator, as shown in Figure 2.

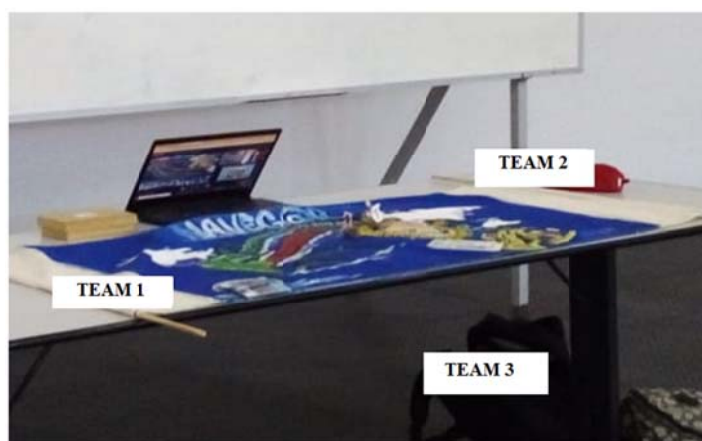


Figure 2. Board and team layout.

The game started with the order of the caravels, the first being Nina, Pinta, and Santa Maria, sequentially. The person in charge for each group took out a letter, read the QR Code on his

cell phone, read the question aloud to all the players, and met with his group to decide the answer to be given. After that, the answer was validated by the Sea Captain and the participant in charge moved or not the caravel on the board depending on the answer. This action was repeated until the end of the game.

It is noteworthy that, with the advance of the caravel, as they arrived at some specific spaces marked on the board, referring to events worthy of mention, the participants were invited to watch some short videos on these aspects. After finishing the first route, the next route is followed with the scores of the cards doubled.

The rebate rule introduced in the game allowed the dispute to become even more fierce because, with the error, the player team at the time was forced to pass the question to the rival who, if they got it right, gained one more point, in addition to the one defined by the letter. If the team that won the rebate also responded incorrectly, the other team could gain one more point, in addition to the one already added, if they responded assertively.

Some observations were made throughout the application of the game. A participant from the Santa Maria caravel always answered the correct question, but the team did not give her a voice. After the interference of one of the researchers, guiding the participants to communicate more and listen to their colleagues, the caravel left the last position finishing the round in second place, being the one that most answered level 3 questions, as shown in Table 6.

Table 6. Number of team hits

Card Level	Nina team hits	Pinta team hits	Santa Maria team hits
Level 1	25	12	6
Level 2	26	12	7
Level 3	10	12	33

As can be seen, the caravel Santa Maria had a much higher assertiveness in questions of level 3 than the other teams, however, the lack of dialogue between the members made it too late to guarantee first place. But the lesson that it is necessary to work as a team listening to each other was learned from the turnaround in the score with the change in attitude.

Regarding the Pinta team, there is a constancy in the hits that, coincidentally, were 12, in the 3 levels. This team did not take advantage of the rebate opportunities due to the dispersion of the other caravels in parallel conversations. The focus was only directed at the time of reading your letter. In this way, it was favorable to the other two caravels, both to surpass it and to maintain the first place, in the case of the Nina team.

According to the caravels conquered the established routes, there was a greater excitement among the participants, especially when they sought to be even more attentive to the reading of the questions, looking to benefit from the possibility of a rebate. This factor was decisive, including the result of the game that made the Nina team the winner with a certain advantage,

after two hours/classes of the game, being also the champion in the rebates.

The winning team demonstrated total engagement from start to finish, not wasting opportunities for rebates and seeking to communicate collectively to answer questions more assertively. With this attitude, it not only maintained its leadership but also dictated the pace of the game, ensuring that competitiveness was a factor of engagement, concluding that the game is, naturally, a way to create opportunities for collective and meaningful learning.

7. Post-application questionnaire

For the verification of learning, the Kahoot website was used so that it still prioritized the idea of games and made the activity more fun and dynamic. The test link was made available 10 days after the application of the game, seeking to identify, in fact, if the learning took place in its fullness. The questionnaire contained 5 questions with a value of 1 point each. In the question presented in Table 7, it was addressed the theme referred to the game's first transition stop, which referred to the island of Ceuta. In this way, the participants were asked what this region represented for the Portuguese.

Table 7. Ceuta Island and its importance for the Portuguese

Answers	Students
The increase in challenges with the great navigations	1
The first major achievement, generating more motivation for new achievements	10
A new alternative for the arrival in America	1
The beginning of the European enslavement of blacks	2
Total	15

Most participants answered correctly when stating that Portugal's first great achievement was the arrival on the island of Ceuta, which propelled them to new achievements, totaling 10 responses. Only 1 participant stated that this feat would represent the new challenges of the Great Navigations, which indirectly corresponds to the period, but does not represent its real importance. In the alternative that signals the beginning of European slavery of blacks, 2 participants stated that this would be the correct alternative, but this fact only occurs after arriving in the kingdom of Congo, which is part of the same maritime route covered in the game (GOMES, 2016).

Regarding the alternative that is totally out of the historical context and addressed in the game, saying that the island of Ceuta represented a new alternative for the arrival in America, only 1 participant marked this answer. The fact is that this only happened in the year 1492 and it was not by the Portuguese, and the arrival on the island of Ceuta took place in 1415

long before the Discovery of America (EZARCHI, 2021). In addition, the participant who got the question wrong did not maintain constancy of engagement, being at the beginning the most intense moment of dispersion for him.

In question 2, shown in Table 8, participants were asked the reason for the arrival to Congo represent a historic landmark. At this stage, it was important to understand the European appropriation of enslavement that was already practiced in some African countries.

Table 8. Arrival in Congo as a historic landmark

Answers	Students
Guaranteed territorial expansion and dominion over the seas	2
It was the kick-off for other achievements	0
It was the kick-off for the commercialization of enslaved blacks	13
Unveiled the existence of other peoples and cultures different from the European	0
Total	15

With the majority of 13 participants, the correct answer was marked, demonstrating understanding of the historical context in question. In fact, the commercialization of enslaved blacks began with the arrival of the Portuguese in Congo, a period in which the practice was found to be common in that region (EZARCHI, 2021).

The other 2 participants pointed out the alternative that the historic landmark would be the guarantee of territorial expansion beyond the sea. Although incorrect, it is part of the context studied, which can cause confusion at the time of the answer, since Kahoot has a time limit of 60 seconds. It is worth mentioning that in quiz activities when students feel pressured by the exhaustion of time, most of the time they choose to mark the alternative that is in the context and not loses the answer. As demonstrated in the next question that was demonstrated in Table 9.

Table 9. Perception of the Portuguese when they arrived in India

Answers	Students
They could start extracting spices and profit from it in Europe	0
They could dispute the spice trade and guarantee their enrichment	15
They could dispute territory with the Arabs and dominate the spices	0
They could expand the Christian faith and exploit the peoples of this region	0
Total	15

In this question, we sought to verify whether the participants identified the perception of the Portuguese when they arrived in the Indies. It is noted that all marked the correct answer, fully demonstrating the learning about the subject studied during the game. The main objective of the Portuguese, when trying to reach the Indies, was to guarantee the spice trade and its enrichment (GOMES, 2016).

In question 4, it was explained to the students that the discovery of America gave rise to a series of European actions and sought to know what was the main action taken by the Portuguese. Table 10 shows the alternatives listed.

Table 10. European actions after the discovery of America

Answers	Students
Conquest of Indu territory in Central America	0
Territorial expansion and the dominance of spices in America	0
Commercial maritime expansion from the exploration of the new world	0
Expansion of Portuguese plans and sending caravels to America	15
Total	15

Among the 4 alternatives, the only one listed by the participants said that the main European action after the discovery of America was the expansion of the Portuguese and the sending of caravels towards the “New World”. For, shortly after this discovery, the Portuguese organized themselves together with the Spaniards and, in the following year, 1493, the partition of this new region was made through the Treaty of Tordesillas.

From this sharing, in the next 7 years, the Portuguese invested in studies, equipment, techniques, and technologies to then launch themselves on an alternative route to arrive in this new continent (EZARCHI, 2021). When all participants marked the correct alternative, it

was noticed that there was a full understanding of the fact and this pattern was repeated in the last question, presented in Table 11.

About the arrival of the Portuguese in Brazil, the students were asked what would be correct to say in relation to this fact. All chose the correct alternative, which only after a few years began the occupation and extraction of pau-brasil. This clearly demonstrates the understanding of the subject, considering that initially the Portuguese only carried out a reconnaissance of the territory, recording their perceptions in the Letter of Pero Vaz de Caminha, and only 30 years later, they actually started their occupation and extraction of pau-brasil (MARCONDES, 2012).

Comparing the successes of the evaluation considered as diagnostic, which was around 8 and 9 correct answers, to 3 questions, the post-test questionnaire had a significant advance after the application of the game, demonstrating its use in its entirety in 3 of the 5 questions. This allows the conclusion that the game is an important resource for understanding knowledge for the target public called digital natives, enhancing learning in an attractive and meaningful way.

Table 11. Portuguese actions in Brazil

Answers	Students
Contacts with the natives and the exploration of pau-brasil began	0
Realizou-se um reconhecimento da área e a extração imediata do pau-brasil	0
A reconnaissance of the area was carried out and the immediate extraction of pau-brasil	15
Hereditary captaincies were created to occupy the territory	0
Total	15

8. Final Considerations

Throughout the steps described in this work, it was first noticed, based on the data analyzed in the diagnostic evaluation, that just over half of the target public was successful in answering the questions. Thus, this fact endorses the intentionality of the creation of the game, aiming at the construction of knowledge about the theme and the development of the skills described in the BNCC for the series in question.

Regarding the elaboration of the game, the request for the creation of questions, which would later be used as the cards of the game, gave the students the opportunity to revisit the teaching material, creating a really valid learning moment. Due to the fact that the cards use the QR Code format in their construction and the gameplay is hybrid, the students were curious and willing to participate in its application.

However, at first, due to the short time, it was harmed. However, in a second opportunity and with a smaller number of participants, its potential in terms of organization and the possibility of developing knowledge was noticed. Aspect, validated by the enthusiasm and going to the school unit of the participants who were in the online mode.

The highlight is the rebate rule for the answers and the doubling of the score. This really made the dispute more fierce, increasing engagement, which from a pedagogical point of view, was extremely important, as it developed the exchange of knowledge. In the post-application evaluation, there was an improvement in learning, and the answers with the lowest rate of correct answers were related to the knowledge of the first track of the game, in which there was less commitment.

However, it is worth noting that as there was flexibility in the classes provided for by the São Paulo face-to-face return plan, the number of remote teaching students suffered a small decrease. Despite this, even after this decrease, the hybrid proposal still allowed everyone to play.

It is worth mentioning that the effectiveness of the game proposal did not suffer any kind of damage due to the relaxation of sanitary measures. Strategies with this format even favor the revisiting of the letters as a resource for reviewing content by the students, once the links are made available for this purpose.

In this sense, questions such as less time available to carry out activities, engagement, and number of participants, emerge as fundamental points to be better observed in future studies. It would be interesting to examine, in greater depth, how these points influence the promotion of knowledge.

Finally, based on the methodology used, the entire process of creating and applying the game proved to be a valid instrument to facilitate understanding, assimilation, and appropriation of knowledge, answering the question initially proposed. Likewise, the observed data demonstrate that the objectives were achieved. Therefore, it was seen in this game application in the hybrid format, by taking advantage of new technologies and the digital nativity of the public audience, a valid strategy for the teaching of history, with regard to the theme addressed.

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