GUARDIÕES DA FLORESTA
GAMEBOOK

| Pedagogic Instructions |

Coordenação Geral: Lynn Alves

Autores:

Camila Bonfim   Lygia Fuentes
Filipe Pereira   Lynn Alves
Gustavo Andrade   Patrícia Rocha
Jesse Nery

Design: Revisora Linguística:
Maryana S.   Obdália Ferraz

José Bites de Carvalho
Reitoria

Carla Liane Nascimento Santos
Vice-Reitoria

Kathia Marise Borges Sales
Pró-Reitoria de Ensino de Graduação - PROGRAD

Atson Carlos de Souza Fernandes
Pró-Reitoria de Pesquisa e Ensino de Pós-Graduação - PPG

Maria Celeste de Souza Castro
Pró-Reitoria de Extensão - PROEX

Luzinete Gama de Oliveira
Pró-Reitoria de Admnistração - PROAD

Maria Aparecida Porto Silva
Chefia de Gabinete

Rosilene Evangelista da Apresentação
Procuradoria Jurídica

Marta Rosa Farias de Almeida Miranda
Pró-Reitoria de Planejamento - PROPLAN

Marcelo Duarte Dantas de Ávila
Pró-Reitoria de Gestão e Desenvolvimento de Pessoas - PGDP

Marcelo Guimarães Varela
Pró-Reitoria de Infaestrutura - PROINFRA

Marluce de Lima Macedo
Pró-Reitoria de Ações Afirmativas - PROAF

Ubiratan Azevedo de Menezes
Pró-Reitoria de Assistência Estudantil - PRAES

Benjamin Ramos Filho
Unidade de Desenvolvimento Organizacional - UDO

Antonio José Batista de Azevedo
Claudia Silva de Santana
Gildeci de Oliveira Leite
Isa Maria Faria Trigo
Jairo Luiz Oliveira de Sá
Marcius de Almeida Gomes
Marta Valéria Almeida Santana
Tiago Santos Sampaio
Assessores Especiais

Valdélio Silva
Diretor do Departamento de Educação

Cesar Leiro
Coordenador do Programa de Pós-graduação em Educação e Contemporaneidade

Daniel Góes
Diretor do Departamento de Ciências Exatas e da Terra

Equipe de Desenvolvimento do Gamebook Guardiões da Floresta

COORDENAÇÃO GERAL
Lynn Alves

GAME DESIGN, PRODUÇÃO E GERENCIAMENTO DE PROJETO
Filipe Pereira

DIREÇÃO DE ARTE E DESIGN GRÁFICO
Danilo Dias

ARTE
Danilo Dias
André Laws
Mária Scárdua
Italo Coslop
Caê Almeida

DESIGN GRÁFICO
Italo Coslop
Maryana Sant.

PROGRAMAÇÃO
Jesse Nery
Laiza Camurugy

ROTEIRO
Gustavo Andrade

ASSESSORIA TÉCNICA (ROTEIRO) E VOZ DE ARAM
Victor Cayres

TRILHAS E EFEITOS SONOROS
Aldemar Macedo

BOLSISTAS I.C. (APOIO PSICOPEDAGÓGICO)
Lygia Fuentes
Jéssica Guimarães
Nathália Carneiro

EQUIPE DE TESTES
Amanda Tourinho
Antonete Xavier
Gustavo Erick
Inis Leahy
Isa Coutinho
Jaime Prazeres
Jéssica Guimarães
Jéssica Vieira
Jessy Nery
Lygia Fuentes
Nathalia Carneiro
Pétala Guimarães
Victor Cayres
Windson Fonseca

ESPECIALISTAS
Elias Bittencourt
Camila Bonfim
Patrícia Rodrigues

AGRADECIMENTOS
Escola Municipal Antônio Eusébio
Colégio João Pedro dos Santos
Clínica Aion
Serv. de Neuropedriatria e Neuropsicologia - Hospital Univers. (UFBA)
NEUROCLIC - Laboratório de Neuropsicologia Clínica e Cognitiva - Instituto de Psicologia da UFBA
Escola TECA de Teatro
Serviço de Psicologia da UNEB
Colégio Estadual Roberto Santos

WHAT INSPIRED THE CREATION THE GAMEBOOK?

The Guardians of the Forest Gamebook (GoFGB) was created based on the constant wish of the Research and Development Center on Digital Games in Virtual Communities (RDCVC) to overcome and achieve new heights.

The GoFGB is constituted in a hybrid medium, including the elements of games and an appbook (a book with an interactive narrative), for the purpose of empowering of executive functions, such as short-term memory, planning, cognitive flexibility, selective attention, monitoring, and inhibitory control, in children with and without an indication of Attention - Deficit / Hyperactivity Disorder (ADHD), in an age range from 8 to 12 years old.

This Gamebook will be available free-of-charge in the *Apple Store* e *Google Play*, beginning at the end of October 2015 and it is a result of a project funded by Capes, Fapesb, CNPq, and Uneb, it counts on a multi-referential team, who aggregated different fields of knowledge, ranging from digital game development to researchers and professionals in the field of education, psychology, psycho-pedagogy, and neuropsychology. Jointly, throughout the past two years, we have constructed a differentiated significance for the interface of games and health.

GoFGB invites the reader-player to emerge into the universe of the Amazon Rainforest, where he/she will meet the Guardians of the Forest: Luno, the werewolf; Iara, the mermaid; Aram, the "Curupira", the Saci Pereira and "Saci-pererê". Jointly with Lyu, a girl, who is the player character, these heroes are going to protect the forest from the devastation caused by the Aragon factory.

In this adventure, the reader-player is going to be challenged to solve problems that are going to demand practicing of executive functions.

Executive functions are going to help and guide us to organize and plan our actions in the world and they are responsible for coordinating our cognitive functions. Children and adults, routinely, have problems solving their day-to-day problems, related to their domestic routines, as well as their school work or other work. Thus, in our lives, we are always using executive functions. Due to this, the more we exercise them, the more improved they become. So, when considering the importance of these functions in our lives, the Research Group Virtual Communities – RGVC decided on developing a playful and interactive interface making it possible to practice these functions, in order to improve them, which will certainly contribute to different spheres in the life of children and adolescents, including scholastic context.

Children who have been diagnosed with ADHD have at some moments, hardships in performing certain tasks and problem solving that demand the use of their executive functions. Regarding this, the proposal of GoFGB is derived from their narrative and eight mini-games, emphasizing different functions, such as short-term memory, inhibitory control, planning, and among others, it will be possible to practice these, improving cognitive performance of the reader-player. Thus, the GoFGB can be used in different places, such as schools and psycho-pedagogic and neuropsychological offices.

FROM ONE MEDIUM MANY MEDIA ARE BORN

The process for producing the GoFGB involved a study on similar items, for the purpose of subsidizing that new production of RGVC. The team exploited the diversity of languages including literature, using the book named "O jogo da Amarelinha" (The Yellowish game), by Júlio Cortazar; the cinematographic production, in the movie "Rio 2", which also takes place in the Amazonian Rainforest; and especially, the digital games produced, currently, to empower and train executive functions, such as "*Lumosity*", "*Peak*", "*HappyNeuron*", **"*Pedro no acampamento***" (Peter in the campgrounds), and others. The **"*PlantsvsZombies***" game was also analyzed, considering that in order to overcome the hordes of zombies (as that is main objective of the game), planning, selective attention, inhibitory control, and cognitive flexibility are necessary, among other executive functions.

We performed an immersion into the universe of digital games, movies, and literature searching for media that would fit the denomination of "gamebooks"; however, we did not find anything that would fit what we were seeking. Interfaces, such as "*PiccoliPirati*", "*Dark Forest*", "*iPoe*", "*Nancy Drew*" were exploited; however we perceived what was constituted in animated books that there was a low level of playability.

In Brazil, in projects developed based on the Book and then the game no longer followed the storyline of books and they focused on games, based on three novels in Brazilian literature works (Dom Casmurro, Memórias de um sargento de milícias and O cortiço).

Quite a significant initiative, related to the term gamebook, and the "Guardian of Imagination", which involve narrative, interactive illustrations, and games. After the analysis of these distinct languages, interviews with neuropsychologists, psycho-pedagogues, and children with diagnostic indications of ADHD, We are working on the RGVC team, by holding meetings with lots of discussions, we have launched out seeking to produce what we consider to be a Gamebook.

That production process made it possible to construct a differentiated path, in the research group, through the development of a hybrid interface, with game elements and the Appbook, which will undergo input from children, teachers, parents, and specialists, since all the actions of the RDCVC, after this project, will always have to qualify the GoFGB as its target. Therefore, that project marked a new course of action in the group, from then on, concentrating only on that medium.

MOBILE DEVICES FOR CLASSROOM AND CONSULTATION OFFICE SCENARIOS

The idea of working in a trans-media perspective was defined by the group, since the "Guardians of the Forest" game. The GoFGB is constituted on a new language that was created in this game and offers to teachers (jointly with their students) and specialists (with their patients), the opportunity to also construct new languages or develop new products, based on their narrative, or even, for creating a new narrative based on what we had started.

The interaction with GoFGB can go beyond the app, in classroom situations or in sessions with specialists, the reader-players can read and interact with the products we have analyzed and were indicated previously in this document, in the item on "From one medium many media are born", as similar, which can create new outcomes for the story told, as it includes new characters, after all, perform countless activities related to the GoFGB, in distinct learning scenarios.

The existence of mechanisms for evaluating the course of the reader-player and, consequently his/her performance, while trying to solve the challenges proposed in the GoFGB, can be observed by accessing the Performance option, in the initial part of the interface. When the reader-player clicks on the interface, he/she can follow-up his/her own performance in each minigame in order to be able to define targets and plan actions making it possible to assure the best results. That interface will also enable the parents, teachers, and specialists to propose other situations for learning to contribute to empowerment of emphasized execution functions.

In this way, considering the importance of the feedback from the readers-players for the qualification of the GoFGB, inviting them to interact with the Gamebook, practice their execution functions in a playful and enjoyable manner, in order to go through a differentiated experience, besides contributing by submitting their reviews in the Appstores, or by sending them to the following e-mail: **c.virtuaisuneb@gmail.com.**

NARRATIVE

The narrative of the "Gamebook *Guardians of the Forest*" is structured on three acts (or chapters). The acts developed a plot based on a strict connection to legends and myths form Brazilian folklore and its indigenous culture. The script of the Gamebook inherits, even narrative elements originated from another digital game, named: "Guardians of the Forest", a game developed by the Virtual Community group, from 2011 to 2013, for the purpose of working on concepts on spatial and laterality orientation.

ABOUT THE STORY

The plot develops a storyline that takes place nowadays, in the midst of the Amazon Rainforest. An expedition promoted by a well-known couple who are biologists, Professor Antônio and Professor Rita, who go into the deep bush in search of a rare flower: the Night Queen. Lyu, the smart daughter of the couple is together with those people who have gone deep into the forest.

At a certain moment, the expedition sees a big clearing, in the midst of the forest. In fact, this is a consequence from illegal deforestation. Meanwhile, the adults try to discover what is happening there, little Lyu gets distracted and and follows a butterfly until a creek. And there is where Lyu sees a sight she will never forget: a mermaid and a werewolf getting out of the water, from the other side of the river-bank, and then they enter the forest. At that moment, the plot of the Gamebook connects to the previous project, the Guardian of the Forest game: the forerunner finishes exactly when Luno, the werewolf and Iara, the mermaid, go down the river, looking for the Aragon factory, the symbolic village of the game, as it is a destroyer of nature.

In the forerunner, Luno and Iara are called by Aram, the "Curupira" (a Brazilian folklore character), to put out a fire in the midst of the bush; and, at that time, when they get out of the river and Lyu visits them.

In our story, Aram, the "Curupira" is the leader of the Guardians of the Forest, and this character takes on the role as narrator. Among all the members in the Guardian of the Forest group, Aram is the most observant, astute, and strategist, as this makes the choice legitimate in playing the role as the ever-present narrator character in the story.

CHARACTERS

LYU
Since she was very young, she accompanied her parents on trips all over Brazil. She loves to learn about the Brazilian fauna and flora. As she is very curious, she gets involved in some complicated situations, but as she is very smart, she is always able to work around and solve her problems.

ARAM
Aram is a "Curupira" with red hair and feet turned backwards. It is the leader of the Guardians of the Forest and has the gift of becoming invisible, and thereby makes everybody get lost in the bush.

IARA
Iara is considered as the river protector. It casts spells from its hands controlling the waters and the animals living there. Iara can even move through the water, float on the land, and provoke whirlpools in the water.

LUNO
Luno is very friendly and a joker In spite of its fearful appearance. Luno is the strongest werewolf in the Amazons and respected by all the animals in the forest.

SACI PEREIRA
"Saci" is a boy who has only one leg, and who can jump very quickly, he also wears a red ski cap, used for casting small enchantments. "Saci" travels quickly around the forest by his whirlwinds.

RITA
Lyu's mother's name is Rita and she is an important Brazilian researcher. She has a degree in Botany. Rita studies about plants all over Brazil.

ANTÔNIO
Lyu father's name is Antônio and he is one of the most important botanist in Brazil. He knows a lot about animals and plants all over the country, as he wishes to discover new forms of life in nature.

PAJÉ
His name is Grajaú, which means "powerful man" in the Tupi language. He is very wise and knows the secrets of the forest. He wears a headdress of harpy feathers and he is the only human being who belongs to the Guardian of the Forest group.

CACO CHEIROSO

It is a very intelligent squirrel monkey and loves to groom its fur, so it looks soft and shiny. Caco is well-known for its antics, agility, and for always being willing to help the "Curupira".

PAPAGAIO

This parrot is a loudmouth, very anxious and does everything to protect the forest. It is always going around the bush and tells "Curupira" everything about all the wrong things taking place in the Amazon Rainforest.

CORUJONAS

This owl is the counselor of the forest. Even though, it is not able to see very well during the day and it is the most attentive owl in the Amazon Rainforest, it is very wise and astute, and always helping the Guardians in their challenges. Whenever there are any doubts about making a decision, Aram goes to the "Corujonas" to ask for a counsel.

URUCA

"Uruca" is a vain vulture king that belongs to an ancient and noble family of its species. It is respected by all other vultures, as it has excellent eyesight and is able to fly very high.

QUEIXÃO

Sometimes, the "Curupira" asks the "Queixão" for help in the most dangerous tasks; and whenever it sees anyone doing something bad in the forest, it goes racing after the person, following the person through the bush. It is crazy for seeds from the "Buriti" palm tree and it will do anything to get them.

SUMAÚMA

It is a gigantic tree and, as it is over one thousand years old, then it is the oldest Guardian of the Forest. There is a hiding place for our heroes inside of its trunk.

AMAZON RAINFOREST[1]

The Amazon Rainforest is the largest tropical forest in the world and it is located in the Northern Region of the Brazilian territory. Its riches include great biological diversity, constituting the largest collection of fauna and flora ever known. One out of every ten known species in the world lives in the Amazon Rainforest.

[1]All information related to fauna and flora were searched in Ecologia.info site, available at URL: http://www.ecologia.info/. Access 15 Aug. 2015.

FAUNA

SQUIRREL MONKEYS
They are mischievous and playful and they live at the top of the highest trees. They are also called "black-mouth" due to the black snout that is typical to these species.

PARROTS
Their scientific name is *amazona aestiva*. As well as their other names, such as: *ageru*, *ajurujurá*, they are also known as the true parrot.

OWLS
These owls are also known as "Murucutu". In Greece, they were the symbol for the Athena goddess, who symbolized wisdom.

"URUBU-REI" (KING VULTURE)
It was named due to the respect showed by other vultures. Other species of vulture wait respectively, as the King Vulture eats first.

QUEIXADA (WILD BOARS)
Peccary is a member of the mammal family. Wild boars live in sounders (groups of wild boars) ranging from 50 to 300 animals of these species. Their main predators are the jaguar, cougar, and human beings. They feed on seeds and nuts fallen from trees.

FLORA

TIMBO
Timbo is used by indigenous for artisanal fishing. They hit the water with the timbo plant to stun fishes that when they are floating, they are caught in the hands, small fishing nets or bows and arrows. It is also used for green fertilization, as it is rich in nitrogen and potassium, which help in the growing of vegetables, strawberries, and medicinal plants.

BABASSU
Babassu is a type of palm tree that can also be found in Tocantins State. Its fruit, the babassu coconut can be used for food, organic fertilizer, handicraft, an ingredient for manufacturing cosmetics, and medicinal purposes.

BURITI
This palm tree produces a large amount of fruit that can be consumed naturally, as juices, ice creams, sweets, or dehydrated. This fruit is also food for some mammals, such as the agouti, tapir, capybara, and birds, such as the macaw. The stalks and straw from the leaves can be used for thatched covered houses and for manufacturing furniture. The oil from the fruit pulp helps heal burns, as it provokes immediate relief and aids in the healing process.

GAMEPLAY

The design for the GoFGB game was completely structured by considering the practice of skills linked to executive functions. This includes, therefore, the art on panels, the mechanisms of *gameplay* [2] exploration, and minigames, that, in spite of be connected to the narrative, they have caused a big impact on their design, placing special emphasis on the short-term memory, planning, cognitive flexibility, selective attention, monitoring, and inhibitory control.

The "*book*" part presented in the narrative is in the format of illustrated and interactive panels, including the text and dubbing, whereas the player can manipulate the flow of images. The "game" part has the main gameplay divided into exploration, collection of items, and dialogs with the NPCs[3] (non-player characters), and another exclusive part of minigames on a computational level, functions as an observational space, for collecting and analyzing data related to the performance of the player, regarding the executive functions.

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[2]Mechanics of gameplay refer to the system of the designed playability for the player. As this means whatever the player is allowed to do in the game environment.

[3]In English: Non Player Character, a character that does not play in the game.

PANELS

The player needs to swipe the device screen to access the next panel, as it is also possible to return to the previous panel. Some include texts and dubbings.

EXPLORATION GAMEPLAY

The player needs to touch the screen in order to move the character. One touch makes the character walk, touching and pressing makes the character run. Also accessing the HUD[4], elements, it is possible to interact with the elements on the panels and NPCs.

[4]HUD (Heads-Up Display) it is any graphic element displayed on the screen for giving information to the player.

MINIGAMES

There is a total of 8 minigames (MG) directly linked to the narrative flow (simplified versions), as there are over 10 versions in each one of these, progressively becoming more difficult. It is possible to access these versions in "Queixão's" Tent, who always charges a few Buriti palm seeds so Lyu can access the minigames.

MG 01 - AMAZON WATER LILY

The first challenge is the Water Lily minigame, working on selective attention skills; it is responsible for the ability to select what is most important for any given task, related to other irrelevant stimuli. There is an image in the center of the screen, as a reference for this challenge, as well as on the sides, moving pieces. The player must choose the necessary pieces to fit the reference image in the center of the screen.

In the narrative, this reference image corresponds to the leaves of the water lily positioned on the river, making it possible for Lyu, the character, to cross from one side of the river to the other, and on the sides, the leaves are floating. It is necessary to plan, define priorities, and monitor those which have been defined, based on time in order to select pieces. This makes the player gain points, by demonstrating that he/she is monitoring his/her actions. Besides that, it is necessary to have inhibitory control, in order to not click on wrong pieces and thereby lose points.

MG 02 - THE NIGHT QUEEN

The Night Queen minigame is similar as it is a memory game, it displays a screen with closed boxes, containing flowers inside them, and these flowers will be shown to the player randomly. The player must remember the correct position of specific flowers, and the boxes where they are contained. This game stimulates short-term memory, which is capable of temporarily retaining, information in the mind, transforming it or integrating it with other information, by using strategies.

As the other levels are unlocked, the game becomes more difficult. There are other flowers included in the game to confuse the player. But, the player must only click the boxes where the night queen flowers are.

MG 03 - REPLANTING

Just like in the Night Queen minigame, the replanting minigame emphasizes short-term memory. There are spaces for planting in it, and in front of it, there are different colors of trees. As the player fills the space with trees, he/she will receive feedback if he/she is right or not. Each time there is a mistake, the player will have to restart the planting process. In order for go ahead and solve the challenge, the player will have to remember the correct sequence for filling the space.

After a forest fire, a player character goes to the sacred "Sumaúma" tree, which is the guardians' house in the forest. But to go inside there, it is necessary to have good intentions and live harmoniously with the forest. For this reason, Lyu is challenged to plant new trees.

MG 04 - CAGE

The cage minigame practices selective attention and inhibitory control. Inhibitory control is an important skill for inhibiting irrelevant or distracting stimuli that will interfere with the attention required for facing a task, as well as inhibiting inadequate responses to stimuli. In this challenge, the player needs to choose among entering easier and more difficult cages in a specific time period. The purpose is to break these cages (holding imprisoned animals); the player needs to perform mechanical actions related to the above described executive functions, an example of planning, selective attention, and among others. The more broken cages, the better the score is.

In this minigame, Lyu is being tested by the guardians to prove if she can become a guardian of the forest as well. Luno, the werewolf, is challenged to break the cages and free the animals to demonstrate its strength and skills.

In level 1, the player must choose one of the cages displayed on the screen, one that will open and, then the elapsed time will start to be counted. It will be displayed in the middle of the screen, there is a horizontal bar with a highlighted green zone and on it, and there is a horizontal bar with a highlighted green zone and on it, and there is a pointer moving from one side to the other. Only when the pointer passes through the highlighted area, it will click, thereby practicing inhibitory control.

It becomes more difficult in level 2. There are two flashing buttons, one green and the

other is red. But, the player must only click when green is displayed. The player must perform this challenge and the previous one in order to start level 2, and this practices inni-bitory control as well as selective attention.

The third implemented mechanical action also requires attention. The player needs to swipe the finger on the screen of the device, following the direction of the suggested inni-bitory. He/she can also achieve better performance, throughout the course of the game, if he/she does strategic planning in breaking the cages with chains, as these require more actions and, consequently, winning better items based on the level of difficulty and achieved progress. The more difficult the level is, the greater the reward will be.

MG 05 - CARD

The object of the card minigame is to practice selective attention and short-term memory. The player needs to match various types of cards from his/her decks that will be constantly changing position, and eventually will become blocked. There are a total of 5 decks displayed in the center, and 4 decks being played. When one card does not match the system shown, the player must discard it.

These decks belong to different classifications: human beings, animals, folklore legends, objects, and plants. The deck displayed in the center must be clicked and dragged until the card that matches its respective classification. For example: if the folklore legend deck is displayed and the cards going round are animals, human beings, objects, and plants, then this deck must be discarded in the trash bin displayed on the lower corner of the screen.

This minigame also practices inhibitory control, as the player sees the stimuli, he/she will need to wait to act at the appropriate time. The speed of the cards viewed increases gradually. Right after clicking a card, an action must be performed, either matching to the deck or discarding it in the trash bin.

In a certain time in the game, it will become more complex, as the cards go around; they become hidden, so that the player must remember their position. Besides just short-term memory, the player must also practice cognitive flexibility and adapt to the new rules of the game that are different from the rules at the beginning of the challenge.

In this minigame, Iara, the mermaid, tells little Lyu that in order to become a big guardian, she needs to show that she knows the elements in the forest. Thus, she asks him/her to show his/her knowledge by playing the card game.

MG 06 - HIDDEN

Selective attention and inni-bitory control are practiced in the hidden minigame. The player needs to focus on specific types of characters, while other types are displayed on the screen. Various types of stimuli are displayed, and the player is challenged to touch only the indicated images.

In a certain time in the game, it will also be necessary to practice cognitive flexibility, as the clickable elements will be changing. Previously, there were only animals. Afterwards, they will continue to appear, but the player must only click the guardians.

MG 07 - PIPELINE

The main feature of the pipeline minigame is planning and short-term memory. Planning is considered as the main cognitive component in the task of problem solving. It enables one to identify objectives and targets, as well as defining hierarchical steps to achieve them, forecasting consequences conducive to choices and the monitoring the course taken.

Planning skills depends on integrated actions of other executive functions. In this minigame, the player needs to create a composite routing of pipelines in order to help Lyu be able to enter the Aragon factory. It is necessary to choose the pieces and mount the best path, avoiding blocked areas in the pipelines.

MG 08 - FACTORY
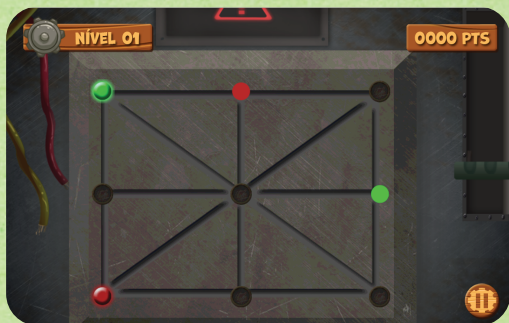
This minigame focuses on selective attention and planning. The player needs to move pieces in a mechanical system, based on the received visual stimuli. It is necessary to be agile and strategic in order to move the two pieces in a network, based on the stimuli prompted by the respective game. When this is done, Lyu will be able to free her parents.

This minigame will be the last challenge to be performed by Lyu, before she finds her parents in the Aragon factory where she needs to free them. She needs to deactivate the machine where they are kept imprisoned.

EVALUATION

There are two parts of the GoFGB evaluation system: one internal and the other external. The internal part displays the player's progress related to the performance of the levels played in each minigame on the start menu of the user. The following figure shows diverse levels the player can access in each minigame and how many stars the plays has from playing each level.

The player can get one, two, or three stars, depending on the level of difficulty reached in each level of the minigame. It requires a minimum score to earn each start for this purpose.

Based on the number of stars earned by the player, a bar graph is generated and it is possible to earn up to 30 stars (the maximum size each bar can reach), as there are 10 levels in each minigame, and in each one of these, it is possible to earn up to 3 stars. The following figure displays a prototype of the graph:

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Each minigame has a mechanism that can be evaluated on one of more executive functions. In each level of a given minigame, there is a specific weight for the performance of each executive function, as there can be some values greater than zero and other values that are equal to zero.

The external evaluation system for the gamebook saves a text file, with the information on events that occur during the execution of each minigame. Some of the variable data saved are: the player's name, the playing time in each minigame; the number of points earned; the number of stars; the points related to executive functions; and the date and time of each one of these events.

These data can be recovered by the players, parents, specialists, and researchers externally from the application, without any need for internet. They can create more prepare graphs in spreadsheet editing programs and perform analyses on each player, or group of players.

GAMEBOOK GUARDIANS OF THE FOREST IN A CLASSROOM

Text comprehension, make the students take a stand on this in their own words, produce written texts, oral or in diverse other forms of language expression, as these are some of the objectives for teaching the students' language in the elementary Teaching level. However, this requires, besides technical skills of language technique, the habit of reading, which can expand the students' world vision and insert the reader in literate cultural practices, stimulate the wish for other readings, experience excitement, exercise their fantasies and imagination and the understanding of the elements of writing.

The narrative of the "Gamebook Guardians of the Forest" can be used by teachers in classrooms, by using mobile tablet devices and other media languages, as teaching strategy and learning methods to learn folklore myths and legends, one of the themes present in scholastic curriculum and are part of the imagination of people, whether they are children or adults.

One of the pedagogic possibilities can be rewritten in text, worked on in the didactic sequence format, for the objective of expanding the repertory of students on literary readings, focusing on a specific literary genre: legends; improving knowledge on the written language and the characteristics of a descriptive genre; producing an authorial text; transforming a textual genre into another; analyzing and reflecting on the produced written texts.

Printed literary books, songs, videos, Comic Books stories (CB) and games can be used to create a repertory of narratives on legends and help the students understand the narrative structure of these stories, arising from them, as well as the related involved characters.

Considering that folklore is the result from the beliefs of a given culture, making it possible to attribute meaning to these fantastic happenings, which are impossible to be explained scientifically, and for this reason, they are attributed mystic explanations, retold as time goes on, throughout generations. So, this is the case of legends, some of the following, which have been disseminated and are known as: "Saci Perere", "Boitatá", Mermaid, Werewolf, "Curupira", "Caipora", that even nowadays, they provoke amazement and questions among children, young and even older people.

In the classroom, that method can be employed by telling stories. The teacher can create moments for organizing the students in circular groups and before reading, ask questions about the characters they already know and what narratives they have already heard of. Following that, the proposal for creating a mural for collecting this information and leave it exhibited in the classroom with the title as: "What we know about folklore legends". The reading can be done by the teacher as well as by the students and, sequentially, as them to write about the supernatural powers of the characters making them different from human characteristics, what kind of powers would they also like to have, thereby stimulating, their fantasies and imagination.

Likewise, this dynamic can take place in diverse moments using the interaction of other media, such as videos – preferably short ones, so they students do not lose their concentration – listening to music and reading comic books and all related to the theme of folklore. Before interacting with the gamebook, it is important for the students to consider the hypothesis on the title, as to what they imagine about the plot of the story and create a text based on that.
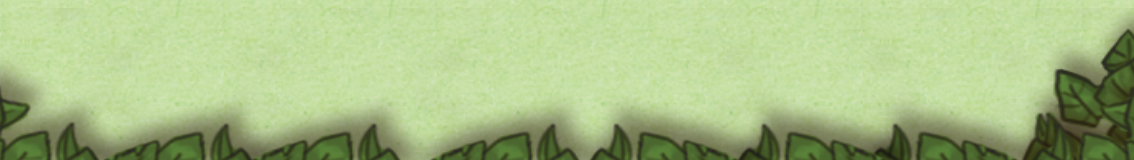
After that interaction, request them to create images of the folklore characters who participate in the story of the Guardians of the Forest and others that do not yet exist in the story, but they have identified from other obtained information. Following that, request/ask/suggest they rewrite the story applying new particularities and powers attributed to the characters, using another mural to exhibit their work.

As the story of the Guardians of the Forest contains scenes of legends and dubbings, it is also possible to use smartphone to empower the activities. The rewritten tests proposed by the students can also consider the creation of new narrative for the scenes, using smartphone to record the text in audio format and retell the story from their own authoring using the new narration. This is an activity that can be done individually or jointly with their classmates.

Another suggestion of English language content approach is by transforming one genre into another. Lyu, the character is the protagonist of the story, she sees her parent jailed, and however, she does not know the reason. And, besides that, she needs to find ways to survive along in the forest, after that occurred. So the teacher can request the students to create a text in a newscast genre and announce the disappearance of Lyu's parents and what caused it.

The suggestions given will make it possible in the end, to analyze and reflect on what has been written. That evaluation will help in didactic planning on situations that will make the students understand the nature of their mistakes. As well as being fundamental for the teacher, as based on that rewriting, it will be possible to verify the presence of mistakes in the texts and analyze the presence of cohesive elements and textual coherence; the use of direct and indirect speech; aspects on spelling, and punctuation; oral language punctuation marks present in the writing, which will be present in the productions done.

The Gamebook can mediate different activities in different fields of knowledge, we here only a cutout for issue of reading and writing, but teachers and expert can establish with different children dialogues with different areas with the mediation of GoFGB. We invite you teacher to create other activities possibilities and share with us, on our website.

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