



**PET PROJECT AT SCHOOL: ANTI-RACIST AND ANTI-BULLYING EDUCATION
THROUGH ART AND REFLECTION**

**PROJETO PET NA ESCOLA: EDUCAÇÃO ANTIRRACISTA E ANTIBULLYING
ATRAVÉS DA ARTE E REFLEXÃO**

**PROYECTO MASCOTA EN LA ESCUELA: EDUCACIÓN ANTIRRACISTA Y ANTI-
BULLYING A TRAVÉS DEL ARTE Y LA REFLEXIÓN**



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ABSTRACT: This article presents the analysis developed by the project "Building my future without racism, prejudice and bullying" developed in a public school in Rio de Janeiro, by graduates of the Tutorial Education Program: Social Movements at UFRJ, members of the Research Laboratory of Body, Race and Gender (LADECORGEN-UFRJ), the objective was to, through the arts, lead 1st and 2nd students to debate and reflect on anti-racist and antibullying. The activities developed were choreographed presentations of poetry or music, containing one or all of the themes present. The methodological strategy was action research, and data was collected through observation of notes in research notebooks. We can see how the children reflected and debated ideas focused on anti-racist and antibullying stances and attitudes through the activities, which corroborates that art is a powerful element for this objective.

KEYWORDS: Music. Poetry. Anti-Racist Education. Antibullying Education.

RESUMO: *O presente artigo apresenta as análises desenvolvidas pelo projeto "Construindo meu futuro sem racismo, preconceito e bullying", realizado em uma escola pública no Rio de Janeiro, por graduandos do Programa de Educação Tutorial: Movimentos Sociais da UFRJ, em parceria com integrantes do Laboratório de Pesquisa de Corpo, Raça e Gênero (LADECORGEN-UFRJ). O objetivo do projeto foi, por meio das artes, promover um debate e reflexão entre os alunos do 1º e 2º anos sobre questões relacionadas ao antirracismo e ao antibullying. As atividades desenvolvidas foram apresentações coreografadas de poesias ou músicas, contendo uma ou todas as temáticas presentes. A estratégia metodológica foi a pesquisa-ação e os dados foram coletados através da observação, da anotação em cadernos de pesquisa. Podemos perceber como as crianças refletiram e debateram ideias voltadas para posturas e atitudes antirracistas e antibullying a partir das atividades, o que corrobora que a arte é um elemento potente para esse objetivo.*

PALAVRAS-CHAVE: Música. Poesia. Educação Antirracista. Educação Antibullying.

RESUMEN: *Este artículo trae los análisis desarrollados por el proyecto "Construyendo mi futuro sin racismo, prejuicios y bullying" desarrollado en una escuela pública de Río de Janeiro, por egresados del Programa de Educación Tutorial: Movimientos Sociales de la UFRJ, miembros del Laboratorio de Investigación del Cuerpo. Raza y Género (LADECORGEN-UFRJ), el objetivo fue, a través de las artes, llevar a estudiantes de 1º y 2º a debatir y reflexionar sobre el antirracismo y el antibullying. Las actividades desarrolladas fueron presentaciones coreografiadas de poesía o música, conteniendo uno o todos los temas presentes. La estrategia metodológica fue la investigación acción y la recolección de datos se realizó mediante la observación de notas en cuadernos de investigación. Podemos observar cómo los niños reflexionaron y debatieron ideas enfocadas en posturas y actitudes antirracistas y antibullying a través de las actividades, lo que corrobora que el arte es un elemento poderoso para este objetivo.*

PALABRAS CLAVE: Música. Poesía. Educación antirracista. Educación antibullying.

Introduction

The project "*Construindo meu futuro sem racismo, preconceito e bullying*⁸", developed at the Municipal School - a Basic Education Institution located in the North Zone of the Municipality of Rio de Janeiro, was carried out by students from the Tutorial Education Program (PET) - Social Movements, which is part of the Body, Race and Gender Research Laboratory (LADECORGEN) of the Federal University of Rio de Janeiro (UFRJ). The project aims to encourage the school community to reflect on issues related to race, the body, and gender. The main objective of this project was to analyze how school institutions, by scripting and guiding the behavior of their students, often contribute to the spread of racist attitudes and bullying. In this context, the article highlights the importance of reflecting on the school's actions, highlighting its ability to identify, understand, and combat these practices.

The workshops and research were conducted with first and second-grade elementary school classes. The second-grade class consisted of 24 students aged 7 to 8, while the first-grade class comprised 23 students aged 6 to 7. The children had many opinions about racism and bullying but were often silenced by the way the school institution was structured, preventing these issues from being addressed and debated. Initially, the second-grade class was labeled by some teachers as "undisciplined" and "troublesome," which created the perceived need for stricter intervention. However, throughout the workshops, the *petianos*⁹ members who accompanied the class noticed that by creating a space for affection, reflection, and dialogue, the children continued to channel their energy but gradually recognized the environment as a safe space to express their opinions and reflect on the topic. Similarly, the first-grade class initially displayed undisciplined behavior and was more reserved in expressing their perspectives, despite having fewer life experiences. Nevertheless, as bonds were formed and the activities proposed in the workshops fostered debates, reflections, and knowledge exchange, the workshop environment became safer and more harmonious, enabling the children to share their experiences.

In both workshops, the methodology used was action research (Minayo, 2009), which is briefly divided into three phases: the exploratory phase, which corresponds to the entry of the students into the classes; the fieldwork, where the workshops and classes took place; and the analysis and processing of the material, which involved analyzing the observations made in

⁸ Building my future without racism, prejudice and bullying.

⁹ "**Petianos**" is a term adopted and used by the members who make up the PET group, not just the group *PET: Social Movements*, but also the other PET groups working in universities.

the classroom, taking into account the documented material and the weekly debate held between the students.

Racism and anti-racist education

In order to conceptualize racism, it is first necessary to understand what race is. According to Almeida (2018), race is not a static term; it changes according to time and historical circumstances. Thus, behind the term “race”, there is a set of power conflicts and decisions related to history. In this way, talking about the definition of race also talks about the political and economic history of contemporary society. By understanding the concept of race, we can debate the definition of racism.

Racism is a systematic form of decriminalization that uses “race” as its root. It provides meaning, logic, and technology for the inequalities and violence that shape society

Racism materializes as racial decriminalization - it is defined by its systemic character. It is not, therefore, just a discriminatory act or a set of acts, but a process in which the condition of subalternity and privileges that are distributed among racial groups that are produced in the context of politics, the economy and everyday relations (Almeida, 2018).

According to Almeida (2018), there are three conceptions of racism: the relationship between racism and subjectivity, the relationship between racism and the state, and the relationship between racism and the economy.

Racism related to subjectivity is understood as a pathology and is seen as an ethical/psychological phenomenon of an individual or collective nature. From this perspective, racism is attributed to the irrationality of the individual practicing it, and the action must be combated through legal sanctions, such as compensation or imprisonment. This conception does not admit the existence of racism, but of prejudice. Although the terms are often considered synonymous, Almeida clarifies that they have differences. This view holds that there are no racist societies or institutions, but only racist individuals, treating racism as a problem whose fault lies exclusively with those who commit it. Institutional racism occurs through institutions, such as schools.

The concept of structural racism states that racism is the result of the social structure. In this way, it is not limited to isolated acts or individual intentions, but is present in institutions

and social relations, perpetuating inequalities between racial groups. Racism, therefore, results from the social structure itself, i.e., the way in which political, economic, legal, and even family relations are constituted, and is neither a social pathology nor an institutional disorder (Almeida, 2018, p. 38).

Anti-racist education

The Durban International Conference played a fundamental role in the fight against racism in Brazil. This is because the Declaration and Plan of Action of the Third World Conference against Racism served as a guide for the changes made to the structure of the state. For this to happen, it was necessary to understand that racism and racial inequality are perpetuated in Brazilian institutions. Therefore, in order to combat racism, prejudice and racial discrimination in the country, it was necessary to create public policies.

In the field of education, the fight against racism has advanced with the implementation of Law No. 10.639/2003, which amends the National Education Guidelines and Bases Law (LDB), making it compulsory to include Afro-Brazilian History and Culture in the school curriculum. The aim of this law is to break down practices of racial discrimination in schools, promoting the concept of anti-racist education. This is justified by the fact that, according to Cavalleiro (2012), children aged 4 to 6 already develop a negative view of themselves. It is, therefore, essential to discuss race relations in the school environment as a way of promoting anti-racist education. The absence of this discussion contributes to the perpetuation of prejudice, discrimination, and racism within the school environment.

It is also essential to understand that a power struggle governs the relationships established at school. According to Pontuschka (2013, p. 439), education has always had a political dimension, since power is established through the relationship with knowledge. Understanding how these relationships occur at school is fundamental to understanding the individual's behavior outside and inside the school. Marginalized individuals outside the school walls continue to suffer discrimination in the school environment, where their bodies and thoughts are not valued. This is due to the power held over the curriculum by dominant groups, who belong to white culture, and determine which knowledge and values are considered most important. In this sense, it must be recognized that the curriculum is not a body of neutral knowledge; its selection is related to the values and knowledge of the groups that hold power.

At school, there are differences that form subjectivities that must be respected and dealt with specifically by teachers and managers (Costa; Queiroz; Muniz, 2024). The application of the anti-racism law comes up against four obstacles at school: the textbook, continuing teacher training, the curriculum, and the current political context (Pereira Mota; Santos CRUZ, 2023). Thus, a growing effort is needed to overcome these obstacles and also to bring a new epistemology, a decolonial outlook, into the school environment in order to promote anti-racist education (Ferreira; Teles; Araujo, 2023).

From theory to practice: workshops at school

The performance of the PET Group in pairs at school

The workshops began in late September, at the start of the fourth academic quarter. During the final two months of the first academic semester of 2023, from mid-June to August, the PET members planned in advance how the workshops would take place, including weekly visits to the school, the dynamics and activities to be carried out in each workshop, and the selection of poetry or music for the choreography of the final presentation. The PET member pairs for the first and second grades organized themselves to plan the dynamics and activities for the sessions and workshops, as well as rehearsals and any remaining free time allocated for recreational Physical Education activities.

In general, the workshops were held during the students' Physical Education classes, as Professor Cláudio Medeiros, our co-supervisor and project coordinator, gave up his class time so that we could carry out the planned, debated, and proposed activities. In addition to the task of putting together a choreographed performance for the 1st and 2nd-grade classes, this brought the challenge of reconciling workshop time with class time. However, it was a challenge that, through dialog with the children, we were able to resolve by agreeing to carry out the recreational Physical Education activities as soon as they had finished the dynamics and rehearsal proposed for the workshop that day.

Using the aforementioned action research methodology (Minayo, 2009), the work was carried out in three main phases: the exploratory phase, the fieldwork, and the analysis and processing of the empirical material documented.

The exploratory phase consisted of getting to know the field of research, which in this case was the school and the classroom, as well as becoming familiar with the class and the

students who took part in the project. During this period, we prepared and carried out, in a more effective and objective way, the planning of the workshops and reflective activities that would be applied throughout the period.

During the fieldwork phase, we began implementing the planned dynamics and activities, as well as rehearsing, in segments, the choreography for the final presentation. Throughout the workshops, we observed and analyzed the children's behavior and statements, fostering debates and reflections facilitated by the PET members in the classroom.

Finally, the analysis and processing of the documented material occurred in two stages. The first stage involved drafting reports immediately after the fieldwork, documenting all workshop activities and events. The second stage took place in the laboratory, where we gathered testimonials from each pair of PET members regarding their experiences, along with relevant articles or theoretical texts. This process facilitated the exchange of experiences and generated new reflections and potential solutions to the challenges and issues encountered throughout the project.

The Role of the First-Year PET Members in Elementary Education (EF)

In the first-grade class, composed of students aged 6 to 7, PET members Alicia Lopes Chagas, an undergraduate student in Physics at UFRJ, and Maurício Alexandre de Carvalho, an undergraduate student in Literature also at UFRJ, conducted their activities on Wednesday afternoons from 1:30 PM to 2:40 PM. During this period, spanning five workshops held in the fourth academic quarter, we proposed the creation of choreography to accompany an original poem. The chosen theme focused on reflections about prejudice and aimed at addressing and combating bullying.

The idea for the poem came about after the second workshop, since a class council hampered the first one. On that day, only two students were present, which made it impossible to have a meaningful exchange or carry out effective fieldwork. In view of this, we limited ourselves to helping them with school activities in the teaching material.

In the second workshop, we had the opportunity to get to know the students better. We asked everyone to say their name, age, and what they wanted to be when they grew up. We then asked them to draw a self-portrait associated with their future profession. However, as it was our first real workshop, we weren't sure if we could record this moment. In the hope that the

drawings would be used to create a mural at the school, we left them there, but so far, we don't know where they have been stored. Despite this, we mentally documented the various drawings, which were very colorful and represented multiple professions, such as "veterinarian", "police officer", "soccer player" and "company worker".

This last drawing, in particular, aroused our curiosity, as it was done by a quiet and shy student, who seemed to prefer interacting with us, the pair, rather than with the rest of his classmates.

Image 1 - Workshop registration



Source: Research Collection.

Even during the first workshop, the students showed very agitated behavior, with many getting up from their desks and running around the room. There were also episodes of aggression, both verbal and physical. Verbal aggression consisted of derogatory nicknames, which reflected intolerant and offensive discourse related to the physical appearance and personality of peers, characterizing bullying behavior. Examples of these offenses included terms such as "rabbit's tooth", "*cocado*¹⁰" and "four-eyed". Although these comments were not racist or intolerant towards minorities, they caused concern and led us to reprimand the students' attitudes.

The general excitement made it challenging to carry out the dynamics and activities previously planned for the workshops. As we weren't used to dealing with such a tumultuous

¹⁰ It means "big-headed".

environment, we faced several deadlocks, including using almost half of the workshop time just trying to get the students' attention. In the end, we were able to reflect minimally on the problem of bullying and get to know the class better. Afterward, we analyzed what had happened and tried to develop pedagogical strategies and dynamics that would facilitate the students' engagement in the proposed activities.

In the third workshop, after discussing and processing the events of the previous week, Petiano Maurício composed a poem with the aim of stimulating reflection on bullying and promoting the appreciation of each person's identity. The poem was entitled " **A Estrela Brilhante (The Shining Star)**".

The Shining Star

*Every child is a star in the sky
life*

*Shining with its unique light, without
prejudice or wound*

*Every child is a light of joy
Different lights, but all unique*

*Every child is a light of love
Bringing happiness wherever you go*

*Every child is a beacon of hope
Who makes the future, and changes the world*

*We are children
We are stars
We're brilliant
We are unique
We are the future!*

(Mauricio Alexandre de Carvalho, 2023, our translation).

Azevedo *et al.* (2018) define poetry as an effective didactic strategy for teaching and reflection. After all, poetry is language, and poetic language, imbued with signifiers and meanings, communicates something to its audience, fostering reflection on the addressed theme. In this context, the author used the metaphor "shining stars" to refer to children, attributing to them the idea of uniqueness and their brilliance. Keywords such as "prejudice" and "wounds" were selected to emphasize that each individual is special, reinforcing the importance of avoiding offense or indifference toward others.

The final verses of the poem were designed to be proclaimed collectively in a loud voice, like a chorus. This part was intentionally left unchoreographed, aiming to generate a different impact. Thus, beyond the words' meanings, the chorus's intonation and strength also became elements of communication and expression.

To capture the students' attention during the activities, strategies such as singing popular songs from the "TikTok®" platform were adopted. This approach piqued their curiosity and facilitated the introduction of the themes under discussion.

Another important aspect was the choice of costumes for the presentation day, which took place during the same workshop. The PET members suggested some color options, such as blue, orange, and yellow, but the children unanimously preferred "colorful" clothing. Consequently, we decided to follow their choice, which turned out to be even better; after all, what better represents diversity, beauty, and brilliance than colorful clothing that harmonizes together? This choice also led us, the PET members, to reflect deeply.

Subsequent workshops focused on rehearsing the poem's choreography, drawing activities, small debates, and sharing experiences. We observed progress among the students, who began identifying and reprimanding bullying practices throughout the activities. One particularly impactful exercise involved creating two lines, one formed by girls and the other by boys, standing face-to-face. This separation was necessary due to the rivalry between the two groups. In this activity, we asked the students to look at each other and compliment each other on personality traits and physical features, such as hair, eyes, and smiles. Some praised characteristics like Afro-descendant facial features, hair, and skin tone.

Initially, some students displayed significant shyness and found complimenting their peers strange. To minimize discomfort, we engaged in dialogue with them and suggested alternative compliments, such as "You are very kind" or "You are smart." This approach helped create a more welcoming environment and encouraged the exchange of compliments.

The workshops leading up to the final presentation were more recreational and focused on rehearsing the poem's stanzas with the children. Teaching the dance movements and encouraging the children to practice them proved challenging, but with joint effort, we overcame the difficulties. Gradually, the students gained more confidence and assurance in their movements and choreography.

On the day of the final presentation, the classes, including the first-grade class, were visibly nervous but also excited about the opportunity to perform for the entire school and their

families. To ease their nerves, we opted to conduct a free drawing workshop during the final meeting instead of another rehearsal, providing a moment of relaxation before the presentation.

Image 2 - Moments before the Final Presentation



Source: Research Collection.

Finally, the moment of the presentation was both emotional and memorable. The effort and seriousness with which the class approached the occasion were evident. The students assumed their positions correctly, precisely executed the choreography movements, and displayed excellent synchronization. When they pronounced the final words of the last stanza, “*We Are the Future!*”, they were enthusiastically applauded by all the parents and guardians present at the school. The conclusion sparked a spontaneous chorus of “*Long live the first grade, long live the first grade,*” celebrating the students’ performance and progress.

The Role of the PET Members in the 2nd Grade of Elementary School

In the 2nd-grade class, composed of children aged 7 to 8 years, PET members Dandara de Jesus Souza and Gabriela de Araújo Sampaio, both undergraduates in Latin Studies at UFRJ, conducted activities on Friday afternoons from 3:30 PM to 5:00 PM. During this period, they held five workshops throughout the 4th academic quarter.

On the first day, before entering the classroom, they met part of the school staff, who warned them that the class was considered unruly. Once inside the classroom, the PET members introduced themselves and explained the activities planned for the workshops leading up to the final presentation. They then asked the children their names and what they enjoyed doing most. Following the introductions, they established agreements to ensure the smooth progress of the workshops.

Afterward, the children were taken outside the classroom. On the way to the sports court, one of the Black girls with dark skin handed a drawing to one of the PET members, who was also Black. It is believed that this gesture of affection was related to a sense of identification and the perception that this space was safe for her.

Image 3 - A student's drawing



Source: Research Collection.

Super Hip Hop
Renan Inquérito

From the farthest reaches of the city, from where
you didn't expect anything, something, or rather someone, comes along
to fight against injustice and prejudice.
Their superpowers open heads and hearts,
make the world a more colorful place.

With you, Super hip hop.

Once upon a time, someone was born a long time ago.
To bring fun and knowledge
He built a school in the street and became a teacher
He sent several ideas of respect and love.

He traveled the world, spoke several languages and so on
It showed that we are different,
but it's also the same.
For some, he was a father, for others a hero. His four superpowers still saved us all.

One, the power to write and send a rhyme.
Two, playing a sound and being able to change the mood.
Three, move your body breaking on the beat.
Four, paint and make the city more colorful.

Every child paints
Every child dances

Every child fusses
Every child sings
Every child is hip hop (hip hop)
Every child paints
Every child dances
Every child fusses
Every child sings
Every child is hip hop (hip hop)
Hey ô hey ô hey ô hey ô hey ô

I'm Mc, my strengths are writing and singing
(Hey ô hey ô hey ô hey ô)

I'm a DJ and I play music for everyone to dance to
(Hey ô hey ô hey ô hey ô)

I make graffiti to color the gray of the City
(Hey ô hey ô hey ô hey ô)

I break dance, my body breaks to the beat
(Hey ô hey ô hey ô hey ô)

I'm Mc
I'm a DJ
I'm graffiti
I'm the break

We're together, listen to this sound and feel it.
We are hip hop, count on us

One, two, three, four.

Every child paints
Every child dances
Every child fusses
Every child sings
Every child is hip hop (hip hop)
Every child paints
Every child dances
Every child fusses
Every child sings
Every child is hip hop (hip hop)

(2x repeat)

Every child paints
(Hey ô hey ô hey ô)

Every child dances
(hey ô hey ô hey ô)

Every child fusses
(hey ô hey ô hey ô)

Every child sings
(hey ô hey ô hey ô)

Every child is hip hop (hip hop)
(Hey ô hey ô hey ô)

To work on the song's lyrics, we discussed the hip-hop musical genre with the children, emphasizing its essence as a cry of protest against the injustices faced by the Black population. We highlighted that the song conveys the message that, through the figure of "Super Hip Hop" and the elements that act as superpowers—MC, DJ, graffiti, and breakdance—it is possible to educate, inspire, and promote social change.

For the dance steps, the PET members initially decided to bring a pre-designed choreography, fearing that the limited time available would make it challenging to complete the presentation. However, as the workshops progressed, they realized that focusing solely on the final outcome would not be beneficial for the children. As the activities advanced, the students arrived tired and unmotivated by the repetitive rehearsals. In response, the PET members decided to reduce the time allocated for rehearsals and allow the children to contribute their ideas to the choreography, fostering greater engagement and making them feel part of the process.

The chosen dance step was inspired by the song "*Desenrola, Bate, Joga de Ladin*" by rapper L7NNON and the funk group *Os Hawaianos*, which gained popularity on the social media platform TikTok®. This approach, as Paulo Freire emphasizes in his book *Pedagogy of the Oppressed*, of valuing and incorporating the knowledge students bring from home, transformed the dynamic of the rehearsals. Once monotonous, the sessions became more fluid, participatory, and meaningful for all involved.

Image 4 - One of the tests



Source: Research Collection.

During rehearsals, we observed and reflected on behaviors that, often unintentionally, reproduce racism and prejudice. One such incident involved a teacher who, before the start of one workshop, asked for permission and removed three Black boys from the classroom, claiming they were misbehaving and needed to be disciplined. These students were already labeled as “troublemakers” by the teaching staff.

In light of this reality, the PET members were careful to avoid punitive measures, striving to ensure that the children were not further stigmatized.

During one rehearsal, after returning from an outdoor activity, one of the boys, recognized as the “most troublesome”, noticed that stickers were missing from his notebook. He asked his classmates who had taken them, but no one responded. Frustrated, he began shouting and demanding their return. One of the PET members tried to calm him down, but he remained adamant. Only when she took him outside the classroom, listened patiently to what he had to say, allowed him time to calm down, and spoke with him calmly, was the boy able to settle down. The moment concluded with a hug, allowing him to fully relax.

These two episodes highlighted for the PET members the importance of listening to and welcoming children, providing them with a safe space to express their feelings and thoughts. Unfortunately, outside the school environment, these children, particularly Black children, are often silenced and marginalized. In this context, it is the school’s role to recognize such situations and actively prevent the reproduction of discriminatory behaviors.

Image 5 - Presentation Day



Source: Research Collection.

On the day of the presentation, it was evident that the children were shy due to the large audience, resulting in a timid execution of the dance steps. However, both the PET members and the students understood that performing for the school community was just one stage in a broader process of transforming racist mindsets and combating bullying.

Moreover, not all 24 students participated in the presentation, which caused a slight sense of disappointment among the PET members. Nevertheless, the event was recognized as an essential step toward fostering reflections and significant changes within the school environment.

Final considerations

The project "*Construindo meu futuro sem racismo, preconceito e bullying*¹¹" stood out as a transformative initiative at the Municipal School, creating a space for reflection and learning on critical topics such as race, body, and gender. Throughout the workshops, students had the opportunity to explore their emotions and experiences, developing skills in empathy and mutual respect. Through interactive dynamics, such as exchanges of compliments between

¹¹ Building My Future Without Racism, Prejudice, and Bullying.

boys and girls, barriers of rivalry were broken, and an environment of support and appreciation for differences was fostered.

The action-research methodology employed in the project enabled the PET members to actively engage in the educational process, facilitating a rich exchange of experiences between them and the elementary school students. The workshops were carefully planned, taking into account the class's needs and particularities, resulting in meaningful learning. The practice of choreographic rehearsals and debates not only encouraged artistic expression but also served as an effective means to discuss and combat bullying and racism within the school.

The final presentations, in turn, represented a significant milestone in the journey toward raising awareness of bullying, racism, and prejudice. The experience of performing in front of the school community gave students a sense of belonging and accomplishment while also creating an opportunity for reflection on the importance of an inclusive and welcoming school environment. Despite the challenges faced, the project succeeded in fostering constructive and meaningful dialogue.

In conclusion, the project *"Construindo meu futuro sem racismo, preconceito e bullying"* not only achieved its goal of raising awareness but also left a legacy of hope and change. The workshops and activities demonstrated that, through art and education, it is possible to build a fairer and more equitable future. The experience shared by all participants reinforces the importance of initiatives that promote critical reflection and the appreciation of diversity, contributing to the development of more conscious and respectful citizens.

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