

# Report 2008

PROJECT



[www.capoeiracidada.org.br](http://www.capoeiracidada.org.br)

## Who we are

The Associação Civil Capoeira Cidadã is a non-profit organization, which has as mission: **To reduce social exclusion among children and adolescents who are in situations of risk, through education and professionalization in areas related to capoeira, always preserving and spreading its fundamentals.**

It was born from the social conscious that lives within all the lovers of this art, through the commitment to its origins, rooted in Afro-Brazilian culture, it was born in a situation of social exclusion. At the year 2000, a group of lovers of the art got organized in order to use all the potential of Capoeira as an instrument for social inclusion and citizenship. From this moment we started to research and gather people with knowledge about this sector - from many areas of education and culture - in order to make possible our main goal of social inclusion through the art of Capoeira.

In 2005 the Associação civil Capoeira Cidadã was founded and in 2006 we got our first approval from the Ministry of Culture. In December 2008 we got our first grant at the Program for the Quality of Life at MERCK/SA. Along with the support of the gym Body Planet and also from the State Department of Education, we were able to begin our project in an effective way, helping more than 80 students from the school Compositor Luiz Gonzaga from Mondays to Saturdays, with classes of Capoeira, music, Capoeira History, handicraft and educational support.

## Activities Hourly Schedule

Horários		2ª	3ª	4ª	5ª	6ª	Sábado
MORNING CLASS (FOR THOSE WHO STUDY IN THE AFTERNOON)	09:15 to 10:15hs	CARRAPETAS Escola de Capoeira - B P		CARRAPETAS Escola de Capoeira - B P			All Classes Morning and Afternoon 10:00 to 12:00hs - Capoeira - B P
	10:30 to 11:30hs	CAXINGUELES Educational Support - E.M C.Luiz Gonzaga	CARRAPETAS Educational Support - E.M C.Luiz Gonzaga	CAXINGUELES Educational Support - E.M C.Luiz Gonzaga	CARRAPETAS Educational Support - E.M C.Luiz Gonzaga	All Classes 09:30 to 11:30hs - Capoeira - B P	
	10:30 to 11:30hs		CAXINGUELES Capoeira - B P		CAXINGUELES Capoeira - B P		
	11:30 to 12:30hs	CAXINGUELES Educational Support - E.M C.Luiz Gonzaga	CAXINGUELES Educational Support - E.M C.Luiz Gonzaga				
	11:45 to 12:45hs			CARRAPETAS Educational Support - E.M C.Luiz Gonzaga	CARRAPETAS Educational Support - E.M C.Luiz Gonzaga		
	16:00 to 17:00hs	CARRAPETAS - Capoeira - B P		CARRAPETAS Capoeira - B P		All Classes 16:00 to 18:00hs - Capoeira - B P	
	17:00 to 18:00hs	CAXINGUELES Capoeira - B P		CAXINGUELES Capoeira - B P			
AFTERNOON CLASS (FOR THOSE WHO STUDY IN THE MORNING)							

## **Capoeira School**

### **(Capoeira Classes, Music and History of Capoeira)**

The most valuable and quick result is the improvement of all in the art of Capoeira, that is, inside the Roda. Especially in regards to psychomotor development, the results are satisfactory as shown on the evaluation report attached. The children's capacity of body expression and rhythm makes clear the constant break of their limits. Even those who don't have a good habits to practice, were able to improve and establish in other areas of Capoeira.

The interdisciplinary nature of Capoeira lets the students have the possibility to stand out in many aspects of the art: some with more physical ability, some with acrobatic movements; others are more capable to fight; some demonstrate, also, strong voices and others the ability to play the berimbau and/or atabaque and, composing songs. They can express their abilities in many ways.

In the behavior, in and out the class, we notice a increased capacity to listen and to communicate. Today it is possible, through the relationships established, to help and orientate the children in the choice of opportunities that are daily presented. The relationships in group and the necessity that Capoeira brings regarding mutual cooperation, makes the friendship bonds to become solid. The chain of command concepts and moral philosophy from Capoeira are taught in the classes has shown to highly improve their notion of citizenship.

### **Educational Support**

Since the beginning of the project, we started this activity inside the school E.M. Compositor Luiz Gonzaga. Because of a series of administrative problems, presented by the school, and not making available a room for the project, it was only possible to start the classes in September. Until then, we looked to motivate the improvement of the students' grades through quizzes, seminars, directed studies, eventual classes on Saturdays ministered for volunteers. In every classe of capoeira, we stressed the importance of good results in school in order to continue in the project.

In May this year, we won the prize Capoeira Viva (Minc/Petrobras), what made possible the hiring of an education professor who, beyond teaching classes, coordinates every communication with the school. When giving priority to the use of resources in the search of a better school improvement, CAPOEIRA CIDADÃ answers the clear necessity that was present in the first months of the project and in the contacts with the school: the educational support is an important tool to help the students; it offers the opportunity to clarify the doubts originating in the classroom. It is important to remember that, parallel to that this, we have activities that look to work aspects not only from the education system, but also to the moral establishment, respecting limits, difficulties and emphasizing the importance of their graduation.

From September to November 2008, the classes take place at the E.M. Compositor Luiz Gonzaga, attending only the students from that school. With classes twice a week, with the duration of 1 hour, looking to emphasize the accomplishment of the assignments related to the disciplines from the scholar system and themes originated from the fundamentals of capoeira. The main focus of the classes is the interpretation of texts and the improvement of logical thinking, bigger deficiency pointed by the school board.

The digital inclusion was delayed by the low quantity of computers, wrong configuration and the lack of internet access. The lack of educational material, like books, notebooks, pencils and pens, also made hard the proceeding of the classes. Even though, the participants demonstrated interest in the classes, cause they were stimulated by the out of the patterns of the normal classes and for the improvement of the scholar grade.

### **Chronogram of actions**

#### **Signing Event**

February 12th, we began sign ups at the Municipal School Compositor Luiz Gonzaga, and in only one day had 120 students interested in participating in the project. Among those, the board selected 80 students. On February 16 the students who were selected passed through the following evaluation steps:

- REPORT AND SOCIAL-ECONOMIC FORM\_- MEDIC EVALUATION\_- FUNCTIONAL AND PSYCHOMOTOR EVALUATION\_- DENTAL EVALUATION

With this information, we are able to know better the benefits from the project, to direct our actions and evaluate the impact on the participants after one year of project.



## Oral Hygiene Seminar and Dental Consulting

On March 01<sup>st</sup>, the volunteer dental-operators, Dr<sup>a</sup> Ana Carolina Alves and Dr<sup>a</sup> Paula Fernandes, conducted the seminar with presentations, videos and, discussions about oral hygiene, to the participants from the project and their guardians. On March 15<sup>th</sup>, at the Escola Municipal Compositor Luiz Gonzaga, the helping the students who were with the oral hygiene in a more critical state. Right after that, Mestre Curumim taught an extended class with all the students of the project and from many students of Grupo Capoeira Brasil, finishing up with a large capoeira roda.



## Article in the website "O Estado - RJ Online" 03/27<sup>th</sup>

Capoeira: uma escola de cidadania\_Watch the article: <http://www.oestadorj.com.br/?pg=noticia&id=1068>

## Distribution of the pants and cords to the students of the project – 03/25<sup>th</sup>

All the students participating in the project receive uniforms with their pants and strings.

## History of Capoeira Class – Introduction of Films

On Friday 03/28, was screened the short film "Maré Capoeira". The short film directed by Paula Barreto, shows



the view of a child about the histories and the world of Capoeira. After that we exhibited a film of the Festival Capoeira Brasil 2007, directed by the Master Curumim, finishing with the monthly roda with the presence of students from Grupo Capoeira Brasil and from the project Capoeira Cidadã.



After the screening of the films it was launched the "Course of Works and Research about Capoeira".

The students will do work in the categories:

- Dissertation about the film "Maré Capoeira"
  - - Drawings about the Origins of Capoeira
- - Research about the Origins of Capoeira

### Prize for Project Capoeira Viva

On April 04<sup>th</sup>, the Ministry of Culture announced those chosen for the project **Capoeira Viva** and...

The Capoeira Cidadã was chosen!!!

Supported by:



Fundação  
Gregório de Matos



Ministério  
da Cultura



### Result of the Works and Research about Capoeira - 05/16<sup>th</sup>



Best Research about Origins of Capoeira – Joyce e Letícia

Best Painting and Best Speech about Capoeira – Bianca e Lohraine

## **Speech with the Dr. Carlo Huberth Luchione – Vocational Orientation - 05/17<sup>th</sup>**

With much interest the children watched the speech given by the vice-president of the Council Board of the Associação Civil Capoeira Cidadã, about the profession of Lawyer. They were all surprised with the many possibilities of this profession. The Drº Carlo Huberth Luchione captivated the class and, with simplicity, was able to plant good seeds. New lawyers will rise soon!



## **Launching of the Quiz Capoeira - 05/19<sup>th</sup>**

To stimulate the improvement of the scholar grades and to evolve the creative capacity of those benefited from the project we launched the quiz Capoeira. We split the children into groups, considering the scholar grade, who are then supervised by an advisor. Having as criteria the evaluation and score the following items: medium of all the group on the scholar evaluation of June; scholar frequency; frequency in the project; evaluation of the capoeira's music that might be composed by the group and presentation of capoeira (oriented by the professor). The winner group will participate on the **X Clinicap** on July 12<sup>th</sup> and 13<sup>th</sup> 2008, event organized by the Master Curumim, which will take place in the Sitio dedo de Deus in Guapimirim - RJ.

## **Scholar Support Class – 06/07<sup>th</sup>**

On June 07<sup>th</sup> 2008 we made a dynamic class with the benefited from the project. According to the social coordinator from the Escola Municipal Compositor Luiz Gonzaga, Profª Laura, the biggest difficulty of the students is the understanding of what is being proposed, that is, the interpretation. That way, it was suggested the use of texts about Capoeira, through which, many questions of Portuguese and mathematics made by the volunteers professors, generating a big interest from the students.





### **Interview on Radio Tupi – 07/06**

Live interview in the Escola Municipal Compositor Luiz Gonzaga, during the show of the Communicator Francisco Barbosa in the sketch: "Solidariedade" by the reporter Márcia Lima.

### **Extended Class at Quinta da Boa Vista SMEL – 06/08<sup>th</sup>**





Attending the invite from the Secretaria Municipal de Esportes e Lazer, we participate on the **Extended Class of Capoeira at Quinta da Boa Vista**, in an event that gathered around 2000 students of social projects from many communities in Rio de Janeiro, showing the strength of Capoeira as an inclusion instrument.

### Participation at the 10<sup>th</sup> Annual Clinic de Capoeira



On July 12<sup>th</sup> and 13<sup>th</sup>, the winner group of the Quiz Capoeira participated on the 10th Clinic, an event organized in the Sitio Dedo de Deus, in the city of Guapimirim, in Rio de Janeiro. Many activities were made and the presence of the guest masters ensured the success of the event.

### International Festival Capoeira Brasil





Organized by the Master Boneco (Beto Simas), in the period of July 15<sup>th</sup> to 19<sup>th</sup>, at Barra da Tijuca, RJ. The students of the project Capoeira Cidadã participated on the extended class organized on July 17<sup>th</sup>, in the Clube Alpha Barra, in a big wheel of social inclusion, with students from many cores of the Grupo Capoeira Brasil.

### Training of jumps and acrobatics on the beach



With the objective of stimulate and evolve a better physic condition from the students, on July 30<sup>th</sup>, we made a training at Barra da Tijuca beach

### Presentation during PQV Day at Merck



On August 20<sup>th</sup> the children from the project Capoeira Cidadã made a show during the day of the Programa de Qualidade de Vida-MERCK, when they had the opportunity to demonstrate everything they learned in five months of project, with a show of Maculelê, Samba de roda and Capoeira, integrating the benefited from the project and the workers from Merck.

### **Classes for Educational Support**



Since the beginning of September, the educational support classes are being given in the digital room of the Escola Municipal Compositor Luiz Gonzaga. Each class has two classes a week with the professor Camila, who's being having a big acceptance from all with results already being noticed by the professional of the school.\_We even count with the support of collaborators of the project who donated dictionary for the classes.

### **Music Notebooks**

On October 11<sup>th</sup>, it was given to all the children of the project, Music Notebooks of Capoeira, where they write the music learned during the classes and those created by themselves. It's one more social instrument to the Capoeira and Educational Support classes.

### **Dental Care**

After the partnerships firmied with the C.E. Irmãos Samaritanos (Gardênia Azul), who lead the volunteer Dentists of Capoeira Cidadã, and the UOPUC (Gávea) which receives more critical patients, we're giving continuing the treatment with the children, also being able to attend more critical cases.

### **Festival Capoeira Brasil**

Watch the clip of the participation of the children from the project Capoeira Cidadã on Youtube.



O décimo The fourteenth Festival Capoeira Brasil happened between November 04<sup>th</sup> and 08<sup>th</sup>. It was a big party to all the Capoeiristas and especially the students from Capoeira Cidadã, who participated on their first baptism and change of cords. They made a show of maculelê and puxada de rede, beyond had participate in the music festival and in the Championship, showing everything they learned on these 10 months of project.

### **Community Action Merck**



Dia 29 de On November 29<sup>th</sup>, the benefited from Capoeira Cidadã participated on the AÇÃO COMUNITÁRIA MERCK, which attended to the community members with health services, expedition of public documents and cultural activities.



### **End of the Year Party**





On December 20<sup>th</sup>, we gave our end of the year's party at the E.M. Compositor Luiz Gonzaga. We counted with the help of around 20 volunteers, medics, dentists, physic education professionals, Capoeira professors and members of the Capoeira Cidadã. It was made the evaluations of: Medic, Functional, Dental, Psychomotor and Socioeconomic. Through the comparing of the data obtained at the beginning of the project we'll be able to prove the advance of the benefited.



With the support of Frangos Rica and the Oficina do Chopp, who supplied the food for the lunch served to around 200 people and with a long distribution of presents, made by friends and students from the Grupo Capoeira Brasil, every children came out happy and with a large smile on their faces.

## **Forms**

### **Signing Letter and evaluation form**

#### **1. SIGNING**

**Date:** \_\_\_/\_\_\_/\_\_\_

**Evaluator:** \_\_\_\_\_

1.1 Name		
1.2 Gender  (1) Masc    (2) Fem	1.3 Age   __ __  anos	1.4 Birth date.   __ __   __ __   __ __ __ __
1.5 School	1.6 Grade	1.7 School Shift  (1) Manhã    ( 2 )Tarde
1.8 Considering the classification used by IBGE, how would you define your color?  (1) Negro (2) Branco (3) Pardo (4) Amarelo (oriental) (5) Índio	1.9 Name of the guardian:	
1.10 Relation with the Guardian.	1.11 Address	
1.12 Barrow	1.13 Zip code   __ __ __ __ __ __ __   __	1.14 Telephone   __ __ __ __ __ __ __   __
1.15 Cell phone   __ __ __ __ __ __ __  ____	1.16 e-mail	

#### **2. Socioeconomic Research**

**Evaluator:** \_\_\_\_\_

2.1 – You live with: (Suggestion: The adults whom you live with are: )

( 1 ) Your Father and your Mother (2) Your Mother (3) Your Father

(4) Your Grandparents    (5) others related

(6) Others who aren't related: \_\_\_\_\_

2.2 – Do you have siblings?

(1) Yes - How many? |\_\_|\_\_| siblings

(2) Don't have siblings

2.3 – How many people live in your house?

(1) |\_\_|\_\_|\_\_| people    (2) Live alone

2.4 – How many bedrooms are in your house?

(1) |\_\_|\_\_| bedrooms    (2) Don't know

2.5 – How many bathrooms are in your house?

(1) |\_\_|\_\_| Bathrooms    (2) Don't know

2.6 – What's the situation of your residence?

(1) Owner    ( 2 ) Rented (3) Gave by the family

(4) Don't know (4) Other: \_\_\_\_\_

2.7 –What’s the level of graduation of your father or guardian?

- (1) Don't know (2) Less than 2 years of study  
(3) (\*the one you finish before high school) Incomplete (4) (\*the one you finish before high school) Completed  
(5) High School Incomplete (6) High School Completed  
(7) Superior Incomplete (8) Superior Completed

2.8 – What’s the area of graduation of your mother or guardian?

\_\_\_\_\_

2.9 – What’s the level of graduation of your mother or guardian?

- (1) Don't know (2) Less than 2 years of study  
(3) (\*the one you finish before high school) Incomplete (4) (\*the one you finish before high school) Completed  
(5) High School Incomplete (6) High School Completed  
(7) Superior Incomplete (8) Superior Completed

2.10 - What’s the area of graduation of your father or guardian?

\_\_\_\_\_

2.11 – Who are the major maintainer of your family?

- (1) Father or guardian (2) Mother or guardian  
(3) Grandparents (4) others related (5) others: \_\_\_\_\_

2.12 – What’s the total income of your family?

- (1) less than R\$350,00 (2) from R\$350,00 to R\$700,00  
(3) from R\$700 to R\$1050,00 (4) from R\$1050,00 to R\$1750,00  
(5) more than R\$1750,00

2.13 – Scholar medium in the last year: \_\_\_\_\_

2.14 – Years of scholar evasion: \_\_\_\_\_

Information offered by the school

2.15 – Have you ever interrupted your studies?

- (1) No  
(2) Yes \_

2.16 - Why? (a) Repeated a year? (b) To work (c) Couldn't get a spot (d) Others: \_\_\_\_\_

2.17 – Which of these items do you have and in what quantity?

Quantity of ITEMS	No Have	1	2	3	4 OR +
Colored television? How many?	( 0 )	( 2 )	( 3 )	( 4 )	( 5 )
Radio? How many?	( 0 )	( 1 )	( 2 )	( 3 )	( 4 )



Bathroom? How many?	( 0 )	( 2 )	( 3 )	( 4 )	( 4 )
Automobile? How many?	( 0 )	( 2 )	( 4 )	( 5 )	( 5 )
Monthly paid Made?	( 0 )	( 2 )	( 4 )	( 4 )	( 4 )
Vacuum cleaner?	( 0 )	( 1 )	( 1 )	( 1 )	( 1 )
Washing Machine?	( 0 )	( 1 )	( 1 )	( 1 )	( 1 )
Videotape / DVD?	( 0 )	( 2 )	( 2 )	( 2 )	( 2 )
Refrigerator?	( 0 )	( 2 )	( 2 )	( 2 )	( 2 )
Freezer? (independent machine or duplex machine)	( 0 )	( 1 )	( 1 )	( 1 )	( 1 )

### 3. MEDIC EVALUATION

Evaluator: \_\_\_\_\_

3.1 – Weight: |\_\_\_\_|\_\_\_\_|\_\_\_\_|

3.2 – Height: |\_\_\_\_| meter and |\_\_\_\_|\_\_\_\_| centimeters

3.3 – IMC: |\_\_\_\_|\_\_\_\_|\_\_\_\_|

3.4 – History of Progressive Pathology :

3.41 Illness from childhood:

(1) Varicela (2) Sarampo (3) Parotidite Viral

(4) Hepatite (5) Faringite de repetição (6) Tuberculose

3.42 – Vaccine History:

(1) Didn't show card (2) Complete to the age

(3) Incomplete to the age: Missing \_\_\_\_\_.

3.43 – Hospital Entries:

(1) Never entered (2) Entered |\_\_\_\_|\_\_\_\_| times for \_\_\_\_\_ on \_\_\_\_\_.

3.44 - Fractures:

(1) None (2) Fractured |\_\_\_\_|\_\_\_\_| times. Bones \_\_\_\_\_ on \_\_\_\_\_.

3.45 – Early Cirjuries:

(2) Had |\_\_\_\_|\_\_\_\_| cirjuries for \_\_\_\_\_

(1)No      (2)Yes

3.46 b When? (year) |\_\_| |\_\_| |\_\_| |\_\_|

Observations: \_\_\_\_\_

3.51 – Type of birth:

(1) Eutócito (2) Vaginal with complications

(3) Cesário without complications (4) Cesário with complications Distócito for: \_\_\_\_\_

(a) At home (b) At the hospital

### 3.52 Neuropsychomotor Evolvement:

(1) Don't know (2) Without alterations

3) Delay on the Speech (4) Deambulação delayed

### (5) Introspective Behavior

(6) Alterations when focusing

(7) Others: \_\_\_\_\_.

3.53 How many meals a day?

(1) One      (2) Two      (3) Three      (4) 4 or more

3.54 Has an active sexual life?

(1)no      (2)yes

3.54 Preservatives:

(1)no      (2) yes

3.55 Oral anti pregnant:

(1)no      (2)yes

Observations: \_\_\_\_\_

### 3.6 - Family History:

- (1)Hipertensão Arterial (2)Diabetes Mellitos  
(3)Alergias (4)Neoplasias  
(5)Doenças Auto-imunes (6)Doenças Infecciosas

3.61 – Maternal Grandmother: |\_\_|\_\_|\_\_|

3.62 – Paternal Grandmother: |\_\_|\_\_|\_\_|

3.63 – Maternal Grandfather: |\_\_|\_\_|\_\_|

3.64 – Paternal Grandfather: |\_\_|\_\_|\_\_|

3.65 - Mother: |\_\_|\_\_|\_\_|

3.66 - Father: |\_\_|\_\_|\_\_|

3.67 – Others Paternal: |\_\_|\_\_|\_\_|

3.68 - Siblings: |\_\_|\_\_|\_\_|

3.69 – Others Maternal: |\_\_|\_\_|\_\_|

### 3.7 – Social History:

3.71 - Etilista: (1) Denies (2) Destilados (3) Fermented (4) Ex-etilista

Quantity: |\_\_|\_\_|\_\_|. Time:\_\_\_\_\_.

3.72 - Tabagista: (1) Denies (2)Tabagista (3) Ex-tabagista

Maço/year:\_\_\_\_\_.

3.73 – Illegal Drugs: (1) Denies (2)User (3) Ex-user

Quantity:\_\_\_\_\_.

3.74 – Roommates Habbits: (1) None (2)Etilismo (3) Tabagismo (4)Others

What?\_\_\_\_\_.

3.75 – Time in the residence: (1) Until 1 year (2) from 1 to 5 years (3) More than 5 years

3.76 - Leisure: (1) Television (2) Physical activity (3) Other:\_\_\_\_\_.

Daily Hours: |\_\_|\_\_|.

3.77 - Sleep: (1) Regular (2) Irregular



Daily Hours: |\_\_\_|\_\_\_|.

3.78 – Regular Physical Activity:

(1) Yes (2) No

What?\_\_\_\_\_.

3.79 - Digital (Considered):

(1) Basic (2) Advanced (3) Unable

(b) Computer at the school (b) Computer at home

3.79a- Internet Access: (1) Yes (2) No

3.8 - Vital Signs:

(1) FC: |\_\_\_|\_\_\_|bpm (2) FR: |\_\_\_|\_\_\_|irpm

(3)PA: |\_\_\_|\_\_\_| mmHg

3.9 – Directional Questions:

3.91 – Ever had a convulsive crises, faint or lost of the level of consciousness?

(1)no (2)yes

3.91a – (in case the answer above is affirmative) Use any medication? What?

(1)no (2)yes\_\_\_\_\_

3.92 – Has a history of asma or bronquite?

(1)no (2)yes

3.92a – (in case the answer above is afirmative) Use any medicaton?

(1)no (2)yes\_\_\_\_\_

3.92b – Frequency of the use of the broncodilatador:

|\_\_\_|\_\_\_|qtt for week

3.92c – Ever needed to be hospitalized?

(1)no (2)yes |\_\_\_|\_\_\_|qtt

3.93 – Has a history of rheumatic fever?

(1)no (2)yes

3.94 – Tend to be cianótico after physical effort?

(1)no (2)yes

3.95 – Ever had a problem in the sistema urinário?

(1)no (2)yes\_\_\_\_\_

Observations:\_\_\_\_\_

---

---

---

#### 4. FUNCTIONAL AND PSYCOMOTOR EVALUATION

##### 4.1 – Vertebral Posture Evaluation

- (1) Normal    (2) Escoliose    (3) Lordose cervical acentuada  
(4) Cifose torácica acentuada    (5) Lordose Lombar acentuada  
( 6 ) Diminuição das curvaturas

##### 4.2 – Knees Postural Evaluation:

- (1) Genovaro                      (2) Genovalgo                      (3) Genoflexo                      (4) Genocurvado

##### 4.3 – Body Type:

- (1) Ectomórfico                      (2) Mesomórfico                      (3) Endomórfico

**Evaluator:** \_\_\_\_\_

##### 4.4 – Static Balance Test – stay still with both feet on the ground, arms stock on the body with the eyes closed for 60 seconds.

- (1) was able to execute    (2) wasn't able to execute

##### 4.5 – Dynamic Balance Tests

4.51 – Jump with both feet together upon elastic at 20 centimeters from the ground, landing firmly with both feet on the ground.

- (1) was able to execute    (2) wasn't able to execute

4.52 – Controlled March – walk in a straight line (2 meters), putting the front of a foot in the back of the other.

- (1) was able to execute (2) wasn't able to execute

#### 4.6 – Body Knowledge Test

4.61 – Cinesthesia – to know and name the 18 places touched with their eyes closed.

Quantity of errors: |\_\_\_|\_\_\_|

**Evaluator:**\_\_\_\_\_

#### 4.62 – Gestures Imitation

Score Quantity: |\_\_\_|\_\_\_|

**Evaluator:**\_\_\_\_\_

#### 4.7 – Rhythm Structure Test

1. 000

2. 00 00

3. 0 00

4. 0 0 0

5. 0000

6. 0 000

7. 00 0 0

8. 00 00 00

9. 00 000

10. 0 0 0 0

11. 0 0000

12. 0000

13. 00 0 00

14. 0000 00

15. 0 0 0 00

16. 00 000 0

17. 0 0000 00

18. 00 0 0 00

19. 000 0 00 0

20. 0 00 000 00

(1) didn't complete (2) 2 errors (3) 1 error

**Evaluator:**\_\_\_\_\_

#### 4.8 – Global Praxia Tests

##### 4.81 – Jump to the front with the feet together

(1) was able to execute (2) wasn't able to execute

##### 4.82 – Jump with one foot (5m)

(1) was able to execute (2) wasn't able to execute

##### 4.83 - Impulse (higher point in three tries)

(1) was able to execute (2) wasn't able to execute

##### 4.84 - Throw 5 balls into the nest

(1) Didn't score (2) scored one (3) scored two

(4) Scored three (5) scored four (6) scored five

##### 4.85 – Five kicks to the goal (chair feet)

(1) Didn't score (2) scored one (3) scored two

(4) Scored three (5) scored four (6) scored five

**Evaluator:**\_\_\_\_\_

#### 4.9 – Flexibility Tests

4.91 – \_\_\_\_\_: |\_\_\_\_|\_\_\_\_|\_\_\_\_|

4.92 – \_\_\_\_\_: |\_\_\_\_|\_\_\_\_|\_\_\_\_|

4.93 – \_\_\_\_\_: |\_\_\_\_|\_\_\_\_|\_\_\_\_|

4.94 - \_\_\_\_\_: |\_\_\_\_|\_\_\_\_|\_\_\_\_|

4.95 – Longer Distance (Banco de Wells): |\_\_\_\_|\_\_\_\_|\_\_\_\_|

**Evaluator:**\_\_\_\_\_

#### 4.10 – Dobras Cutâneas (protocolo de slaughter)

Biceps: |\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|

Sub-scapular: |\_\_\_\_|\_\_\_\_|\_\_\_\_|\_\_\_\_|

**Evaluator:**\_\_\_\_\_



## 5. DENTAL EVALUATION

### ÍNDICE CPOD

HIGIDO	A (0)
CARIADO	B (1)
OBTURADO COM CÁRIE	C (2)
OBTURADO SEM CÁRIE	D (3)
LOST BY CÁRIE	E (4)
LOST FOR OTHER REASONS	H (5)
SELANTE	F (6)
APOIO DE PONTE/COROA	G (7)
TRAUMA	T (T)
NÃO ERUPCIONADO	8 (8)
NOT REGISTERED	9 (9)

### TREATMENT

NONE	O
SELANTE	F
RESTAURAÇÃO- 1 FACE	1
RESTAURAÇÃO- 2 OU + FACES	2
COROA PROTÉTICA	3
COROA FACETADA	4
TRATAMENTO PULPAR	5
EXODONTIA	6
NOT REGISTERED	9

### 5.1 – Cárie dentária and necessity to treatment:


### COROA

### TRAT.

85	84	83	82	81	71	72	73	74	75
----	----	----	----	----	----	----	----	----	----

**COROA**

**TRAT.**

5.2- Total de dentes cariados: |\_\_\_\_|\_\_\_\_|

5.3 – Total de dentes hígidos: |\_\_\_\_|\_\_\_\_|

5.4 – Fluorose dentária:

(1) No (2) Yes

5.5 – Doença Periodental:

(1) No (2) Yes

0. – Uso de prótese:

(1)SUP (2)INF (3)SUP e INF (4) Não utiliza

5.8- Need the use of prótese:

(1)SUP (2)INF (3)SUP e INF (4) Don't need

5.9 – Necessita de tratamento ortodôntico?

(1) No (2) Yes

5.10 – With what frequency do you go to the dentist?

(1) Never went (2) once in 2 years

(3)once a year (4) twice a year

(5) more than twice a year

5.11 – Where?

(1) Public Clinic (2) University Clinic

(3) Another free service (4) Private

5.12 – How do evaluate the attending?

(1)Awful (2)Bad (3)Regular (4)Good (5)Great

5.13 – How long since you've been to the dentist?

|\_\_|\_\_|years and |\_\_|\_\_|months

5.14 – Why do you go to the dentist?

(1)Because you felt pain    (2) Prevention

(3)Estética            (4)Emergency

5.15 – Received any information about how to prevent  
oral problems?

(1) No            (2) Yes

5.16 – Consider that needs any treatment lately?

(1) No            (2) Yes

**Evaluator:**\_\_\_\_\_

**Avaliador:**\_\_\_\_\_