



ACTIVITY REPORT #IamProtagonist

REFERENCE PERIOD: Quarterly 2nd semester 2022

1 - IDENTIFICATION:

Organization : Association for the Protection of Children and Adolescents	CNPJ : 65.698.052/0001-29
Address : Rua Martim Afonso de Souza	No.: 72
Neighborhood : Imperial Park	CEP : 06462-130
Phone : 11 4195-9060	
email : social@cepacbarueri.org.br	Website : www.cepacbarueri.org.br

2 - SERVICE: #EuSouProtagonista Program	TERM No.: 3/2021
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2.1. - Target Audience:	Age Range :
	15 to 17 years
a) <input checked="" type="checkbox"/> Child/Adolescent	
b) <input type="checkbox"/> Elderly	
c) <input type="checkbox"/> Person with Disabilities	
d) <input type="checkbox"/> Homeless person	
e) <input type="checkbox"/> Family	
f) <input type="checkbox"/> Adult	



3 - PERIOD GOALS

GOAL / ACHIEVED	MAY	JUNE	JULY	AUGUST	TOTAL IN THE QUADRIMESTER (according to the list of those attended)
a) scheduled	60	60	60	60	65
b) Executed	64	58	58	65	65
3.1 - Justify when there is a variation in the goal / met: dropouts occurred due to change of residence and insertion in the job market.					

3.2 - Served in the period:

ANSWERED	MAY		JUNE		JULY		AUGUST		NUMBER OF SERVICED BY THE TEAM****	
a) Social Service	Individual	Family	Individual	Family	Individual	Family	Individual	Family	Individual	Family
1. Service	17	28	21	15	24	15	31	65	65	65
2. Forwarding	0	62	3	0						
3. Home Visit	6		4		0		two			
b) Psychology	Individual	Family	Individual	Family	Individual	Family	Individual	Family		
1. Service										
2. Forwarding										
3. Home Visit										
c) Pedagogy	Individual	Family	Individual	Family	Individual	Family	Individual	Family		
1. Service										
2. Forwarding										
3. Home Visit										
c) Multiprofessional	Individual	Family	Individual	Family	Individual	Family	Individual	Family		
1. Service										
2. Forwarding										
3. Home Visit										

3.3 - Served in the period:

ANSWE RED	MAY		JUNE		JULY		AUGUST	
a) Routes	qty Date	qty attended	qty Date	qty attended	qty Date	qty attended	qty Date	qty attend ed
1. User group	03	56	04	56	04	56	04	60
2. Family Group	01	12	01	29	01	29	02	29
3. Intergenerational Group								
4. Instructor Activities								
TOTAL ATTENDED								
c) Complementary activities:	qty activities	qty attended	qty activities	qty attended	qty activities	qty attended	qty activities	qty attend ed
WORKSHOP First Aid	01	24						
Training as Theater as a methodological tool			01	22				
WORKSHOP on Violence and Child Abuse	01	26						
Career Mentoring – Partner company: Corteva			01	52				
Language Mentorship –			01	22				



Partner company: Corteva								
C&A Technical Visit							01	23

<p>4 - ACTIONS FOR COEXISTENCE AND STRENGTHENING FAMILY AND COMMUNITY LINKS: (describe events in the community, community participation in the entity, experiences to strengthen family and community ties, social participation, group coexistence, socio-educational groups, beneficiary forums , their families and community).</p> <p>4.1 - Groups with users:</p> <p>➤ <u>Theme: ACAMPADENTRO - 05/28 and 29/2022</u></p> <p>Objective: To provide parents/guardians with contact with the main proposals of the program.</p> <p>Methodology: We held a camp inside the CEPAC space. Welcome from 6pm on the 28th and departure at 10am on the 29th. An opening dynamic was held - House, Tenant and Earthquake to break the ice and encourage interaction. After we made the agreements so that everything took place with respect and tranquility and we divided the teams for organization into: Kitchen - bedrooms - cinema. The groups divided each one to their sectors to make dinner, tidy up the bedrooms and movie theater. The following day, the groups returned to the organization and breakfast, games and conversation circles to finish .</p> <p>May 28th and 29th from 6pm to 10am Notes: there will be no internet 6pm to 7pm - Reception and integration dynamics 7:00 pm to 7:30 pm - Divide into work teams 7:30 pm to 8:30 pm - Dinner (pizza) 20:30 to 21:30 - Conversation circle, conversation</p> <p>22:00 - Go to the organized sleeping spaces 11pm - everyone asleep 6 am - Wake up, tidy up the spaces and the cafe staff go to prepare 6:30 am - Drink coffee 7:30 am to 8:30 am - Steal Flag / Amongs / Ping Pong 8:30 am to 9:30 am - Games (Jurah) 9:30 am to 10:00 am - Finishing Round 10:30 am - Departure Goal: strengthening bonds Result : there was a lot of integration with the young people among themselves and with the service professionals, establishing a greater affective bond.</p> <p><u>Self-knowledge Axis - Activity 8: "LET'S TALK ABOUT DREAMS"</u></p> <p>Date: 05/02/22</p> <p>Objective:</p> <ul style="list-style-type: none"> • Right to be diverse; • Right to play; • Right to learn and experience; • Expand the space of speech/listening by bringing other methods of exchange and reflection. <p>Methodology: expository</p> <p>Talking about dreams reflects on broadening perspectives and a desire for the future. It is known that there is no life project without the construction of meaning, so the choice to start from dreams. In this meeting, the class was divided into pairs so that they could answer the questions arranged on the whiteboard, in such a way that they could present their conclusions to everyone using a visual support poster; the pairs exchanged with each other and created their identity to bring the synthesis of their dreams in the form of a presentation. Watching the subjects exchange with each other and embracing their dreams had been of great value. When exposing their dreams, everyone was well received through their respect and active listening to themselves, starting to see each other, without canceling being.</p> <p>Result: In view of the objectives of the activity, when we provide a democratic space, with social participation put into practice and active listening to all surveys brought by the subjects, we noticed the high involvement of the class with the activity, healthy discussions and initiatives bringing their views to the discussion. It is known how difficult it is to broaden perspectives when we live with projects that scrap world views (in the structural socio-political scope). Dreaming has been an act of resistance, when we understand the demand for survival and its crossings. At the meeting, it was notorious the impasse of some young people to write about their dreams, including not having any because they were simply living according to the days; within the scope of social assistance, the guarantee of rights along with basic protection tells us how important it is to look at these young people and in this scenario,</p>
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it reinforces how much our work is necessary and needs to be present, to guarantee the right to be an adolescent without being engulfed by social inequalities.

➤ **Self-knowledge Axis - Activity 9: "LIFE PROJECT - Scope"**

Date: 05/09/22

Objective:

- Right to be diverse;
- Right to learn and experience;
- Expand the space of speech/listening by bringing other methods of exchange and reflection.

Methodology: expository

Knowing yourself is recognizing your interests, your limits, your dreams and your powers; Within this purpose, the Life Project outlines a plan to define goals and strategies to achieve what you want for your future, understanding this, we started to design collectively, individual projects to make the possibilities of futures palpable. In view of this, their lapbooks (instrumental) were given to the class along with the guiding questions so that they could begin to trace a path of understanding their current realities and interventions within their reach.

Result: Positive:

Because within the accompaniment of the activity, it can be seen that it was the first experience of the young people, the instructed writing about their lives and their notes. Everyone was highly involved and actively participated in the proposal. As this activity is a continuation and closing of collective meetings, in view of its objectives, by offering a space for listening and collective construction, important traits of adolescents' profiles were highlighted. Therefore, the interaction and engagement in the assembly, gave openness and the feeling of belonging and participation. Thus, within all this dynamic, the final result had been achieved, the development of the assembly.

➤ **Territory Axis: the existence of "other Mutirões", of other natures.**

Date: 04, 11, 18, 25 and 26/05/22

Objective:

- Right to learn and experience;
- Expand the space of speech/listening by bringing other methods of exchange and reflection.
- Ability to promote and participate in social coexistence in family, groups and territory;

Themes:

- The existence of "other Mutirões", of other natures: External activity - Visit to spaces in the territory (suggested by young people
- External Activities Combined
- Vila Nova Esperança

Methodology: expository

Exhibition of the production "Unindo Talentos - GVT" report of a "mutirão action" (which brought together volunteer employees, residents and the "Elos Institute" in an initiative to transform public spaces into pleasant environments). Observe the action that took place in the square in Santana / SP - Praça do Mirante (Praça Vaz Guaçu) in an attempt to try to transpose some aspects of this action, to the reality of what we are planning. Visit to public spaces suggested by young people, to observe the plural and original relationships, the relationship of bonds with these spaces. Technical and collaborative visit to the community that has served approximately 600 families for 12 years. Vila Nova Esperança is one of the 1643 regions considered as "free areas" in the city of São Paulo and has a clear objective: to live on the basis of collective efforts, ensuring the permanence of local sustainability.

Result: Very positive, as it provided the development of the ability to formulate and elaborate a narrative about themselves, about plans for the future and about their role in the world, contributing to the formation of a solidary individual and protagonist of their own history. It is important to set aside special energy to continue with this activity, as it can collaborate to boost the fields of business, philanthropy, youth development and the construction of citizenship, in a democratic and healthy society.

➤ **Technology Axis:**

Date: 02.9, and 05/23/22

Themes:

- TABLE IN WORD

How to insert table and format?

- HEADER AND FOOTER

Inserting images

Header and Footer Editing.

- EXCEL

What is Excel?

What tools do you have in Excel?

- WORKSHEET

What makes up a spreadsheet?

What is the difference between Formula and Function?

Goals:

- Ability to communicate;
- Right to be a teenager;
- Right to learn and experience;

Methodology: expository

Activities: inserting header, footer and image in WORD. Explanation about Excel (Electronic Calculation Editor) to users and it was shown what tools it was made of and where the column and row were, that the junction of the two formed the CELL, and an activity was passed to see if they could identify in which cell the corresponding number was. What makes up a worksheet, formula and function. Spreadsheet formatting, Power Point and slide creation.

Result: Positive, as users absorbed the content and created a Power Point presentation of everything they learned in the technology workshop.

➤ JUNE:

➤ Self-knowledge Axis: "LIFE PROJECT - II"

Objective :

- Right to be protagonist
- Right to belong;
- Right to be diverse;

Methodology: The process of designing the life project was continued, following steps inserted in the macro and micro scenario of the young people's individual realities. With the exception of writing to make their wishes, plans, expectations and perspectives about the future palpable. In view of this, the lapbook instrument served as a reference support for the materials, along with the pedagogical accompaniment present in each production.

Result: Positive

The subjects present were very active in their writings that guide the future. Making evident the importance of having a space (beyond the physical) of listening and stimulation, directly feeding the belief starting from the subject himself, creating an attentive look at himself, of self-knowledge and recognition.

➤ Self-knowledge Axis - Activity: "LIFE PROJECT - III"

Date: 06/13/22

Objective:

- Right to be protagonist
- Right to belong;
- Right to be diverse;

Development: Continuation of designing the life project with the exception of writing to make their wishes, plans, expectations and perspectives about the future palpable.

Result : Positive, there was active dedication of users, they dedicated themselves very actively in their writings guiding the future.

➤ Self-knowledge Axis - Self-knowledge Axis - Activity: Doc.: "NEVER DREAM ME"

Date: 06/20/22

Objective:

- Right to be protagonist
- Right to belong;
- Right to be diverse;

Development: With the intention of summarizing the six months of the axis, together with all the sharing with the young people, the documentary was presented: "Nunca me dreams", which from the world of education, demonstrates the challenges of the present, the expectations for the future and dreams of those who live the reality of high school in public schools in Brazil. This cannot be separated from the context of the Program participants, linking the importance of expanding the perspectives of dreams, of having an active listening and of taking the lead in those who really consume the present to change the future.

Result: Positive, the film was presented and well watched by the subjects. Access to material that sums up well what had been worked on during the six months of self-knowledge is provided, awakening different reflections in each young person.

➤ Axis Self-knowledge - Closing of the axis - "Sharing the Program's experience"

Date: 06/27/22

Objective:

- Right to be protagonist
- Right to belong;
- Right to be diverse;

Development: Thinking about the importance of closing a cycle, the meeting was designed to share collective experiences, coming from the subjects' speeches. The configuration of the space (chairs arranged in a circle) was designed to welcome the young people present and to make them feel comfortable. To assist in the construction of conversations, the "talk: timeline" was used, serving as a guide for the chat.

Result: Positive, everyone participated and shared good experiences of their trajectories lived in the #ESP program.

➤ Axis Self-knowledge - Closing of the axis - "Sharing the Program's experience"

Date: 1,8,15,22 and 06/29/22

Objective:

- Ability to show emotion and have self-control;
- Ability to communicate;
- Ability to develop new social relationships

Methodology: to create a project and get it off the ground, it is almost always necessary to persuade several people to believe in an idea, in order to gain support, to facilitate paths and achieve our goals. Entrepreneurial skills are skills that, if developed, help to awaken a proactive attitude in our young people. Preparation of the presentation for an institutional partner, which will support us in the intervention to revitalize the Public Space suggested by the young people (Square on Rua Martins Fontes). Film "How much is it worth, or is it per kilo?". Activity carried out to generate personal development and also add value to the organizations where these young individuals will one day work. Exhibition of the production/feature film "Quanto vale, ou é por kilo" ?".

Result: Positive.

The activities made it possible to develop the ability to formulate and elaborate narratives about themselves, about plans for the future and about their role in the world, contributing to the formation of a solidary individual and protagonist of their own history.

➤ Technology Axis.



Date:06,13,20, and 06/27/22

Objective:

- Right to be protagonist
- Right to belong;
- Right to be diverse;

Themes:

- EXCEL FUNCTIONS

What are the most used functions?

(Sum, If, and Conditional Formatting)

- WORKSHEET FORMATTING

How to format a spreadsheet in Excel?

- GRAPHICS INSERTS

How to insert and format a chart in Excel?"

- POWER POINT

What is PowerPoint?

What tools do you have in PowerPoint?

- CREATING SLIDES
- How to insert slides and their transitions?

ANIMATIONS IN THE SLIDES

- Effects and Animations in Slides

Methodology : it was explained what makes up a spreadsheet and then talked about formula and function, then each user researched the difference between formula and function, and which were the most used functions, and brought examples of these functions. Formatting spreadsheets and then I had been asking questions if it came up, and through the spreadsheet composed of data and formatted by users, it was shown how to insert and format a chart from the spreadsheet that each user had made.

Result: Positive, everyone participated and managed to understand what was passed and achieved what was proposed and taught in class.

➤ **JULY- End of class, there were no activities**

➤ **AUGUST- Integration with users and collaborators**

Date: 08/08/22

Objective:

- Ability to perform group tasks;
- Right to play;
- Right to learn and experience;
- Expand the space of speech/listening by bringing other methods of exchange and reflection.

Development: Gamification - The proposed activity was the "Escape Room"; Dynamics designed to integrate teenagers, encouraging teamwork in solving puzzles and completing the challenge. Scape was designed in four spaces (one of them being the meeting point for the teams), each with a different challenge, bringing elements to contextualize the #ESP Program - "What is the Program?" | "What does the Program reveal?" | "How do we work on the Program?" - Therefore, each room had a different puzzle: Tangram | Clues Game | Puzzle respectively. The adolescents were divided into three teams, each one in a space for solving the unknowns and when they were finished, they were released from the room and with the tip in hand; in the end, the three clues formed an unlocking password for the tablet that directed the subjects to their final "treasure" - the didactic material for use in the workshops - which was distributed to each individual that makes up the #ESP.

Result : With the "Scape Room" as a proposal for an integration activity, it is possible to perceive the interaction between the adolescents (between and for each other), the beginning of the strengthening of bonds and approximation by identification, with an effective participation of all gifts. In view of the objectives of the activity, in addition to the participation of most users, it is possible to identify the assimilation of the pedagogical proposal during the integrative meeting, precisely because of its character of collective work and problem solving (which was effectively accomplished) and also, through the feedback of the adolescents in the next meeting.

➤ **Workshop: Storytelling (invented): Introductory day of the Assembly**

Date: 08/10/2022

- Right to be a protagonist;
- Right to learn and experience;
- Right to learn and experience;

Methodology - Group dynamics- The workshop was divided into two moments: at first, a review of the previous meeting was carried out and then we started the workshop by streamlining the activity with the "check-in | check-out" and the card game "GROK", bringing to light the importance of

contextualizing emotions, feelings and needs - which are diverse; and also contributing to the increase of the repertoire in this sense - naming what you feel, understanding why you feel and related things. Subsequently, we introduced the warm-up for the assembly with the proposal of "collective (invented) storytelling", where elements and key words were brought that "brush" premises that would be discussed in the democratic moment of discussion in the collective and in the end, the telling orally would be transcribed on paper. In the proposed dynamics of "GROK" - card game and mime, it is possible to perceive the breaking of cycles through the initiative of some subjects (with a more introspective profile) when exposing themselves, actively participating in the game.

Result: it can be seen how important the integration of the previous meeting was, that in this one, the young people were already more integrated and participatory, looking for their groups by identification. There was a lot of participation and the story flowed in a light and fun way. Thinking about the disposition of all the equipment that the subjects had contact with from a very early age, within education and beyond it - as a structure in its various dimensions; when we propose something dynamic, in which the importance of the collaboration of the

Adolescent to compose the activity, starring and using pedagogical methods for this, ends up generating a certain impact on them, for occupying an unknown field at this time; this ended up collaborating to initially have some resistance to the dynamics of collective history.

" World Café": Assembly I and II - 08/15/2022

Goals:

- Participation as a citizen;
- Right to have rights and duties;
- Right to belong.

Methodology: Dynamics - The heating of agendas for the Assembly was promoted in a "World Café". Within the space used, the tables were distributed with fixed themes to be discussed by the subjects precisely due to the rotation of the groups, everyone would have contact with each theme and would share the opportunity to give an opinion on, bringing their ideas, suggestions and concerns. The themes were guiding premises for the collective discussion in a healthy way. In simultaneous spaces, the concepts of mental map, democracy and assembly were brought up, along with reflections on the importance of collective work and the individual potentialities that add up within this scenario.

Result: With the intentional rotation of the "World Café", all individuals participated and composed the dynamics of raising suggestions, opinions and annoyances within the proposed premises. Within this dynamic, in the first stage, the ideas would have to be transcribed on an adhesive paper; because of this activity, a difficulty in literacy and contextualization of ideas in the class was identified; the negative impact of the pandemic and the entire Brazilian scenario on the country's education is known and, in addition, the entire cycle of vulnerability (which has increased under the circumstances) directly and indirectly surrounds the social reality of these individuals and that too, contributes negatively to this scenario.

➤ **Territory Axis: Assembly II**

Date: 08/17

Goals:

- Participation as a citizen;
- Right to have rights and duties;
- Ability to show emotion and have self-control;

Methodology: Group dynamics

Dynamics Performed: With the survey of ideas and the agendas discussed, this meeting aimed to filter the information and finalize the sayings of the Assembly of the Program. As a proposal, it was another exchange of ideas by theme, a democratic process that required active listening and attention. We went to Parque Cananéia to bring a discussion about the role of youth in occupying and belonging to places, making a connection to identify our rights and democratic participation shown in the previous meeting. In the end, representatives of each class were chosen for the committee.

➤ **Territory Axis: Similarities and Differences between Territory and Territoriality – 08/22/22**

Goals:

- Ability to communicate;
- Right to be a protagonist;
- Right to have rights and duties;

Methodology: Group dynamics

Program Assembly . As a proposal, it was another exchange of ideas by theme, a democratic process that required active listening and attention. We went to Parque Cananéia, in order to bring a discussion about the role of youth in occupying and belonging to places, making a connection to identify our rights and democratic participation shown in the previous meeting. In the end, representatives of each class were chosen for the committee.

Result: the great involvement of the subjects with the activity was highlighted; they gradually took ownership of the process and understood that forming dialogues and having democratic spaces requires dedication and collective construction. There was also a very significant number of representatives for the committee, totaling 15 between the two periods.

➤ **Territory: Axis Committee (Protagonism and Collective Participation) – 08/24/22**

Goals:

- Ability to find solutions to group conflicts;
- Participation in the territory;
- Ability to promote and participate in social coexistence in family, groups and territory;

Methodology: Group dynamics

With the survey of ideas and the agendas discussed, this meeting was intended to filter the information and finalize the sayings of the Program Assembly. As a proposal, it was another exchange of ideas by theme, a democratic process that required active listening and attention. We went to Parque Cananéia, in order to bring a discussion about the role of youth in occupying and belonging to places, making a connection to identify our rights and democratic participation shown in the previous meeting. In the end, representatives of each class were chosen for the committee.

Result: the great involvement of the subjects with the activity was highlighted; they gradually took ownership of the process and understood that forming dialogues and having democratic spaces requires dedication and collective construction. There was also a very significant number of representatives for the committee, totaling 15 between the two periods.

➤ **SELF-KNOWLEDGE Axis: Activity 1: Reflections on who I am, where I came from and what my role is in the world.**

Date: 08/22/22

Goals:

- Right to be a protagonist;
- Ability to communicate;
- Right to be a teenager;

Methodology: Experimental

Self-knowledge Axis - Activity 1: First meeting with the respective groups, reflections on who I am, where I came from and what my role is in the world. Listening and analysis of lyrics by rapper Don L - That Faith. Reflections were brought about self-knowledge that, in order to know ourselves first, we have to know where we came from and what our origin is. The song "Aquela Fé" by Rapper Don L was presented, which shows us his life trajectory and his chosen paths, showing social criticism of not feeling framed in

some social environments, very common in adolescence. From this perspective, we work on the reflections of tools used for situations of indignation and for when social non-belonging occurs.

Result: there was great participation of the group, they were able to identify parts of the music relating their concerns and to bring groups and places that do not feel belonging to the collective. We reflect on these spaces and what feeling causes us.

➤ **SELF-KNOWLEDGE Axis: Activity 2- Self-Knowledge Axis - Activity 2: "Who am I? - Museum of objects"**

Date: 08/24/22

Goals:

- Ability to develop new social relationships;
- Ability to communicate;
- Ability to show emotion and have self-control;

Methodology: Experimental

Self-knowledge Axis - Activity 2: initially we started the activity talking about our names, who chose them and their meaning so that we can get an idea of our history. The next moment I collected some objects that have affective value from all the educators in the program, including mine, and divided the class into two groups. Each group, based on the mind map concept, would have to tell me a story behind each object, including trying to guess who it belongs to and what affective symbolism it had.

Result: There was participation of the group and a lot of interaction between them trying to guess whose objects would be from the characteristics of the educators of the #ESP program. They were very creative and were able to access various feelings from the story collectively created for each item.

➤ **Self-knowledge Axis - SOCIO-EDUCATIVE Group**

Date: 08/29/22

Goals:

- Right to belong;
- Ability to communicate;
- Ability to show emotion and have self-control;

Methodology: Debate

This activity was designed to make spaces democratic in practice and also to build collectively; within this, active listening to understand the program's demand along with suggestions to compose the rest of the trajectory that will directly affect these subjects, were arranged and are creating shape. The representatives brought elements of great contribution to know what difficulties they (the individual and the group) are dealing with and also, to know the vision and reading they are having within the project.

Result: In view of the entire proposal of the meeting, together with the availability of a space for listening and discussion, to better compose and design the program, the subjects came committed to the role they were elected, as representatives; the involvement and curiosity to understand what it meant to be part of a committee, its role and importance was evident. The individuals contributed with suggestions for activities and reflections about each agenda also presented by the team - simultaneously, we perceived the sense of responsibility that had begun to be built, where they felt they belonged to the process and also positioned themselves within the real meaning of the representation, to be the bridge of a group/collective and not forget to bring notes beyond the individual. An observation is that this process was very rich coming from a first movement that was the assembly, which "warmed up" the subjects within the understanding of what active and democratic participation is along with its importance.

➤ **Axis World of work: C&A Technical Visit**

Date: 08/30/22

Goals:

- Right to have rights and duties;
- Ability to communicate;
- Ability to show emotion and have self-control;

Methodology: Experiential

Showing users the processes of a company has become essential for them to see work one day and thus be able to visualize what they would like for a future perspective. So we carried out an outing in partnership with C&A in its Distribution Center so that users could get to know and see up close all C&A processes before the products arrive at the stores for sale. A Lecture was held with a representative of the company and then a visit to all sectors.

Result: there was a lot of adhesion and interaction of the class.

➤ **Self-knowledge Axis - Activity 3: "Demystifying the concept of family"**

Date: 08/30/22

Goals:

- Right to be a protagonist;
- Ability to communicate;
- Ability to show emotion and have self-control;

Methodology: Experiential

Result: The high involvement of young people with the collage was notorious, everyone felt very comfortable and had their reflective moments around their own being. The green room also provided new airs of welcome, so that they could express themselves in their greatest freedom.

➤ **Axis Informática / "HARDWARE AND SOFTWARE - 22 and 29 and 31/08/22**

Goals:

- Ability to communicate;

- Right to be a protagonist;
- Right to belong;

METHODOLOGY: Situation Problems.

Before we started talking about hardware and software, I asked users what was on their minds when they heard these words and asked them to bring me some examples, then I brought the context of what both were and I showed some examples too and I asked some questions related to the theme. Users participated in the activity and interacted with each other for the progress of the activity, they brought examples for us to use regarding the theme.

Result: Positive

In view of the proposed activity, users interacted a lot so that the proposed topic could be addressed.

Axis Informática / WINDOWS EXPLORER AND WINDOWS 7 / 10 – 22 and 29 and 31/08/22

Goals:

- Ability to communicate;
- Right to be a protagonist;
- Right to belong;

METHODOLOGY: Situation Problems.

Users divided into 2 groups and each group had to research about windows, each group with 7 and the other with 10, they had to research what each of the windows contained and their improvements and at the end make a presentation for all users. Users interacted for the activity process, and in the end they managed to bring the proposal that the activity had.

Result: Positive

Being a group activity, we had some users who showed to be more shy and with the activity they managed to overcome a little, and in the end all groups were able to perform the activity.

4.2 - Groups with families:

- **MAY- May 18 - Combating child sexual abuse and exploitation**
- **Action methodology** : Rotation by learning stations

Step 1. Reception

- Video presentation of the story of Araceli (3m40)
- Expository: What is child sexual abuse / exploitation
- Accept interaction - observe the group's permanence time

Step 2. Poster Room

- We paste sentences with information on the topic (from surveying numbers to reporting channels)
- We provide space for expression (where you can make collages/drawings/posters), prepare space for exhibitions);
- We keep songs in the background that deal with the theme, continuously.

Step 3. Sex education

Expository: What is sex education? Importance of the subject. Sex education is different from teaching sex (political view), etc.

Raise awareness, prevent, listen, act!

Game: "True or False"

We asked users to pick up a sign to write (cielo?)

Expose, with a projector, questions on the topic, read and ask them to vote

Explain if that question is true/false and why

Covering fake news topics.

Step 4. Social Experiment

- Video of the program Fátima Bernardes, about strangers in the playground <https://globoplay.globo.com/v/8393434/>

Addressing topic because many teenagers take care of young children

Subtitled video about social experiment with teenagers

- Catfish theme, term used for when a person impersonates another in online relationships to gain some advantage, eg. An adult impersonates a teenager to attract another teenager



- Small group conversation circle

Step 5. “The monsters are inside the house”

- The vast majority of abusers are people of trust and continuous contact with the child/adolescent.

Display a “Theatrical sketch” video, talk about the exhibition of photos, the transfer of photos, dissemination of child pornography, exposure on the internet, sending nudes, etc.

Small group conversation circle

Step 6. Closing (computer room)

The importance of seeking help and qualified listening

Whistleblowing channels (flyer?)

Survey: “Have you?” (forms with abuse/exploitation situations, space to ask for help)

Action research

- **JUNE- Theme: THE IMPORTANCE OF FAMILY PARTICIPATION**

Objective: to address the involvement of the family in the Protagonist's journey within the professional aspects.

Methodology: User presentation.

It started with the “Balla” Dynamic, which through command; “unwrap the candy with just one hand”, led the participants to see the weaknesses and strengths. And on each side of the bullet, the FAMILY X PROTAGONIST analogy was performed, thus, with the key words FOLLOW-UP and CORRESPONSIBILITY, the listening time was conducted.

Result: Positive. Those present gave their opinions and shared their insecurities.

- **JULY- Closing of class and enrollment for the next semester.**
- **There was no activity this month.**

- **AUGUST**

Theme: Introducing the Organization and Team of the Protagonist

Objective: To provide parents/guardians with contact with the main proposals of the program.

Methodology: Dynamics of the Monsters and “chat” with the participants. The Meeting with Families was held at CEPAC with those responsible for users, with the aim of introducing the Organization and Team of the Protagonist, as well as welcoming families and encouraging them to work together.

Result: Positive. Those present gave their opinions and shared doubts and insecurities .

4.3 - Intergenerational Groups.

4.4 - Complementary activities: (events, tours, training of professionals...).

- **First Aid WORKSHOP-** it was explained about basic first aid (including scene safety, problem identification, call for help).
- **Training- Theater as a methodological tool-** theater was used as a way of working on self-knowledge, development of expression and communication, greater interaction between students, encouraging reading and responsibility, promoting body improvement and dialoguing directly with issues such as respect for rules, problem solving, improvement in speaking and writing, ability to imagine create and recreate, primordial concepts of empathy, respect adding to experiences at all intellectual levels.
- **WORKSHOP on Violence and Child Abuse -** Considering a collective schedule of specific and important actions, the program team brought the agenda for May 18 at this meeting, where the National Day to Combat Sexual Abuse and Exploitation of Children and Adolescents is celebrated, date officially determined by Law 9.970/2000, in memory of the girl Araceli Crespo, murdered on May 18, 1973. Within the proposal, there were learning stations arranged in spaces, where each room worked on a theme related to the theme. In front of the space Create station, there was an expository activity, addressing the subject “Sexual Education” for young people: “What is sex education? | The importance of the subject | Sex education is different from teaching sex (political vision), etc.” In the pedagogical proposal, the guiding verbs of this action (raise awareness, prevent, listen, act) discussed in the chat, followed by the true or false game , where young people had to sign True or False for the statement presented; the purpose of this game was to reinforce the relevance of the subject and its specific aspects.

- **Career Mentoring – Partner company: Corteva-** Provide inputs and tools to adolescents in situations of social vulnerability, so that they can develop their professional action plan.
- **Development:** The company's employees acted as professional mentors to teenagers for 6 months_racing. Each mentor will accompany only one young person through six online mentoring sessions (via WhatsApp video call), which must take place every 15 days (every other week), lasting from 1h to 1h30 each, scheduled according to with the availability of both.
- **Language Mentorship – Partner company: Corteva**
- **Objective:** To sharpen the desire of teenagers to study a foreign language.
- **Development:** The company's employee has the role of professional mentors for teenagers for 6 consecutive months. Each mentor follows only one young person through six online mentoring sessions (via WhatsApp video call), which must take place every 15 days (every other week), lasting from 1h to 1h30 each, scheduled from according to the availability of both.
- **C&A Technical Visit -:** we carried out an outing in partnership with C&A at its Distribution Center so that users could get to know and see up close all C&A processes before the products arrive at the stores for sale. A Lecture was held with a representative of the company and then a visit to all sectors.
- **Objective:** To provide the experience of getting to know companies and understanding how they work.

Methodology: The visits take an average of 2 hours, according to the availability of the partner companies, suggestion of itinerary: arrival, coffee break and welcome, tour of the companies' sectors, company presentation and a lecture according to the expertise of employees. Examples: posture in the job market, interviews as an apprentice, Sustainability.

4.5 - Actions carried out with the community, beneficiaries and their families : (list demands, intervention, articulation with the network and resolution).

Technical Team	Demand	Intervention	Nature of the Interface (eg telephone contacts, case discussion, institutional visit)	Resoluteness (eg attendance, in follow-up, awaiting return)	TOTAL ASSISTANCES
a) Social Service					
1. calls	Social interviews with adolescents and responsible.	Insertion of adolescents in the Program	Face-to-face at CEPAC	Service completed for this demand.	65
	Socioeconomic survey with the families of Program users.	Questionnaire generated via forms.	via whatsapp group	Service completed for this demand.	28
	Users sought the Social Service with doubts about the hours of their workshops.	They were welcomed and guided.	Face-to-face at CEPAC	Service completed for this demand.	17
	Welcoming and qualified listening with users who experience family conflict.	Based on the availability of a vacancy, it was suggested whether there is an interest in going through initial orientations with psychologists volunteers.	Referral to volunteering in psychology at the Institution	Follow-up service	21
	Thirty-six social interviews were carried out in order to complete the target number of people	Insertion of adolescents in the Program	Face-to-face at CEPAC	Service completed for this demand	36

served in the Program.				
Program users underwent screening and verification of dental care.	The demands were accepted	Face-to-face at the CEPAC office	Users were attended and will receive, according to priorities, free dental treatment.	24
Articulation with CREAS regarding users with family conflict issues.	The CREAS Social Worker and Psychologist has been following the situation of two teenagers	All articulations took place via telephone contact and WhatsApp.	A home visit was scheduled and care was provided to users	two
Articulation with CREAS regarding a user involved with illicit drugs	The CREAS Social Worker and Psychologist aligned intervention	Scheduling a home visit and telephone contact.	Made family visit	1
Articulation with the Guardianship Council to request school vacancies for two adolescents out of school.	The Social Worker made telephone contact for alignment.	Via phone and email contact	Wait for the school vacancy to be released.	two
User sought out the Social Worker with an anxiety crisis and a narrative of sadness.	Qualified listening was received and carried out.	Face-to-face at CEPAC	AS facilitated a conversation with the program's psychologist.	1
User sought AS to narrate his internal conflicts. A lot of shyness and that prevents you from acquiring friendships.	Qualified listening was received and carried out.	Face-to-face at CEPAC	AS facilitated a conversation with the program's psychologist.	1
Donations to the families of adolescents participating in the Program. Donations offered: food baskets, hygiene kit	The Social Worker contacted, via WhatsApp, individually and/or with the Family Group, as required.	Face-to-face at CEPAC	Users withdrew donations in person at CEPAC, signing a withdrawal protocol.	60
User's mother asked if her son was attending CEPAC, because with work it was difficult to follow the schedules	The Assistant checked the attendance list with the Educators	Face-to-face at CEPAC	Service completed for this demand	01
User referred by Social Worker with anxiety narrative to UBS	Qualified listening was received and carried out.	Liaison with UBS	Scheduling the Psychologist consultation for the user.	01
Articulation with the CRAS Mutinga and	The Social Worker contacted, via telephone contact	Via telephone contact	Email sent to formalize	02

	Imperial for referrals of adolescents to the Program for the 2nd semester 2022.				
	Verification of consecutive absences without user justifications.	Qualified listening was carried out with family members and adolescents, reorganized schedules of adolescents in the program	Face-to-face and telephone contact	Service completed for this demand	07
	Vulnerability scanning, from qualified listening	The social worker took action for the user to have access to other services and to CRAS to perform the single registration.	Qualified listening/visiting	Service completed for this demand	01
	The protagonist sought out the Social Worker asking for a basic food basket and narrating her mother's unemployment.	Verification of vulnerabilities, based on qualified listening, the social worker will take action so that the user has access to other services	Face-to-face at CEPAC	Family sent to CRAS to make the single registration.	01
2. Home visit	Visits to understand everyday aspects of family relationships to outline intervention strategies;	Qualified listening was carried out with family members.	Home visit	A case study was carried out in a team meeting	12
b) Psychology					
1. Calls					
2. Home Visit					
c) Pedagogy					
1. Calls					
2. Home Visit					

5 - RESULTS ACHIEVED:

Specific objectives	Activities	Methodology	Results Qualitative achieved	Results Quantities achieved	Verification Methods (Questions/Surveys)
Develop the personal and social protagonism of adolescents	Territory training path - Self-knowledge training course - Training course Introduction to technology - Training course World of Work	Activities in groups with the use of active methodologies and experiences, providing opportunities for interaction and acquisition of knowledge and reflection.	We served 65 teenagers in the four-month period. - We put 20% of teenagers in the job market	It is noticeable the improvement in the ability of Interaction, Communication and Autonomy of adolescents; We noticed an improvement in the possibilities of choice of professional and personal participants.	Through Empirical observation. Through individual conversation. Questionnaire at the end of activities.
Develop the personal and social protagonism of adolescents	- Family follow-up	Group activities and individual follow-up using active methodologies and experiences, providing opportunities for interaction and acquisition of knowledge and reflection.	We reached 100% of families with the actions.	We noticed an improvement in the participation of families in the monitoring and life project of adolescents.	Active listening to the technical team, individual and family care, family follow-up

Develop a web system to monitor the development of users within the program.	- Use of the OFS (Social Focus Observer) with the support of a specialized company.	Use of the web system with systematized information on the monitoring of users.	Actively followed 100% of users.	Optimization of user tracking.	Coordination follow-up, project analyst and assistant.

6 - ASSESSMENT OF THE EXECUTION OF THE SERVICE RELATED TO THE PERIOD:

In this four-month period, it was possible to verify, gradually, behavioral changes in the adolescents included in the #EuSouProtagonista Program, showing the methodology adopted in this process.

However, a fact that caught our attention and that became evident when we followed up, via Observador de Foco Social – OFS (System developed by CEPAC to monitor adolescents), was the result of absences, in which the Technical Team made telephone contact and sent messages via WhatsApp to verify absences, this reflected positively, since qualified listening was carried out on each situation individually and so we were able to reorganize demands and adjust schedules together with users.

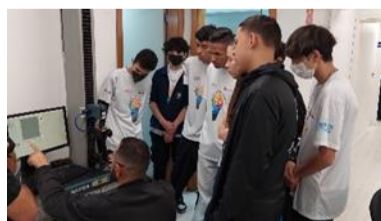
The complementary activities carried out throughout the semester were extremely relevant to the Protagonists, with action in partner companies with the objective of showing them their responsibilities in the business environment and helping them in the construction of their project for the future. This action encouraged program users to change behavior patterns and added quality to the actions proposed in the work plan, bringing corporate knowledge, which resulted in the respective adolescents, diversified knowledge.

In this way, the positive factors are evident and the reinforcement of this certainty is that, among the Protagonists who participated in the selective processes of vacancies offered through the CEPAC's Socio-Learning Apprentices Program, we had 07 hires in this reference period.

7 - POSSIBILITIES OF SUSTAINABILITY OF THE ACTIONS (OTHER PARTNERSHIPS)

- Fresenius Kabi
- capgemini
- Saint-Gobain
- Corteva
- Livelio

➤ Some activities:



8 - DATE: 09/15/22



9 - SIGNATURES

Social Worker
CRESS48499

President 's Service