REPORT ON DEVELOPED ACTIVITIES

REFERENCE PERIOD: January to April - 2021

1 - IDENTIFICATION:

Organization : Association for the Protection of Children and Adolescents	**CNPJ:** 65.698.052 / 0001-29
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President : Carlos Meismith	
Service name: P rogram #EuSouProtagonista	**Collaboration Term nº**

2.1. - Target Audience:	Age Range:	
a) (X) Child / Adolescent	15 to 17 years	
b) () Elderly		
c) () Person with Disabilities		
d) () Homeless person		
e) () Family		

2.2 – Users and / or their families are referenced in CRAS:	**a)** (X) Yes	**b)** () No
2.3 – Numbers of families that are referenced: 28	CRAS Name: Imperial	(0) CREAS

3 - PERIODS OF THE PERIOD:

GOAL / ATTENDED	JAN	FEV	SEA	APR	MAI	JUN	JUL	AUG	SET	OUT	NOV	TEN	TOTAL OF THE YEAR (AS SERVICE LIST)
a) Scheduled	30	30	30	30									
b) Executed	25	38	32	32									

3.1 - Justify when there is a variation in the target / met:

Due to the probable dropouts caused by different reasons during the current semester, there was a need to enroll adolescents above the programmed goal.

3.2 - SERVED IN THE PERIOD:

ATTENDED	JAN		FEV		SEA		APR		MAI		JUN		JUL		AUG		SET		OUT		NOV		TEN		NUMBER OF SERVICE BY THE TEAM	
a) Social Work	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	**I**	**F**
1. Service	25	25	13	13	09	32	32	32																	32	32
2. Forwarding	02	20	12	12	04	02	05	02																		
3. Home Visit																										
b) Psychology	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F	I	F		
1. Service					4	1	3	1																		
2. Forwarding																										
3. Home Visit																										

3.3 - SERVED IN THE PERIOD:

ATTENDED	JAN		FEV		SEA		APR		MAI		JUN		JUL		AUG		SET		OUT		NOV		TEN	
a) Socio-educational actions	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA
1. User Group	1	25	1	32	1	32	1	9																
2. Family Group	1	25	two	36	1	16	1	32																

* I = Individual / F = Family - Obs .: Home visits were suspended, due to COVID - 19.

* QE = Number of Meetings / QA = Number of Attendants .
Note: the first month of the Program is intended for the insertion of adolescents and planning of actions for the semester.

4. GROUPS WITH FAMILIES :

Month	Theme	Methodology	Result
01/2021	Selection of teenagers	Calling families for social interview	Selection of 25 teenagers
	Individual family care	Welcoming the family group	26 inserted families
02/2021	Individual family care	Welcoming the family group	12 inserted families
	Project and team presentation	Conversation and clarification of doubts	38 families
03/2021	Getting to know the Prot Network. Social	Presentation of the social assistance network Bas unique and special	16 families
04/2021	Non-Violent Communication / Collective Ponto de Luz	Debate on CNV w / partic. of psych. Luciana Lopes	27 families

4. GROUPS WITH TEENAGERS :

b) Workshop / Activity	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA
Life Project			~~02~~	~~32~~	~~03~~	~~32~~	~~04~~	~~32~~																
Psychosocial Group			02	32	03	32	04	32																
Comp. Organizational			03	32	03	32	03	32																
Employability			03	32	03	32	03	32																
Intervention Project 1			03	32	03	32	04	32																
Intervention Project 2			03	32	03	32	04	32																
Total Assisted			**16**	**32**	**18**	**32**	**22**	**32**																
c) Complementary Activities	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA	QE	QA
Integration Dynamics			1	32																				
Interview simulation with partner companies							1	32																
Interview Simulation w / Instructors					1	32	two	32																
Field activity: Pq. Imperial					1	26																		
Curriculum Elaboration					1	32																		

Workshop s	Activities
Life Project	I ntegration - Getting to know CEPAC: In conversation, each user introduced himself, then the instructors, explained the projects that CEPAC operates, and then introduced CEPAC, walking around the facilities. Objective: Integrate and get to know CEPAC. Dynamic photos and narration of my story: Through different images, the instructor asked users to observe and analyze them, and from there choose an image that referred to something in their memory, such as an event. Then they would tell the story to everyone. Objective: Self-knowledge, training posture and mastery when speaking in public. The 9 types of multiple intelligences: The instructor explained which were the 9 types of intelligences and then distributed tablets to perform a test, in order to identify which was the intelligence that stood out the most. After the intelligence was identified, a conversation was held, in order to understand if the intelligence that resulted, had something related to his professional dream. Objective: Self-knowledge, I encourage you to think about your professional career plan. Creation Timeline: Through the use of Power Point, users created a timeline with moments that they consider important in their life, and thinking about their professional trajectory showing in the timeline how they see themselves in 5 years. Objective: Observe that in their trajectory they have already experienced conquests and that it is important to value each one of them. Tell your story (Activity carried out together with educator Raquel): It was explained how important it is to communicate clearly when telling stories with a beginning, middle and end. That the way they tell the story also describes a lot about them. Then the educator Raquel, spoke about active listening, its characteristics and how to practice it. A dynamic began where they would be divided into groups and a representative from each group should tell the other members of his group a real story that he had lived and with many details. At the end of the activity, each group would choose someone to tell the story to the other members of the class. He also asked those who heard the stories if they noticed the accountants' personal characteristics . Objective: Self-knowledge, communication and active listening.
Psychosocial Group (Dynamics)	Conversation wheel and ice breaker Objective: To present the workshop and promote interaction between users through a conversation wheel and ice breaker. Initially the workshop was presented to users and what we would work on during the Project, we talked about Groups and how they are formed. During the conversation, it was proposed by the educator that users tell a little about their life, who they lived with and what they liked to do. Initially the users were withdrawn, but then they started to interact with each other, after the conversation wheel we did an ice break, where they would tell three things about themselves and one of them would be a lie and the class would have to guess which of these three things was not true. according to what each one told about themselves during the conversation circle. The interaction took place in a participatory way with

everyone, some interacted more and others less according to the activity proposal. The potentials of individuals in groups. Objective: To know the potentials that we can develop through cooperation between individuals in the group. The educator approached again about how groups are formed, and how individuals relate to each other when they are inserted in different types of groups, and the importance of cooperation when we have a common goal with the members of the group in which we are part. A puzzle was proposed for the class in order to promote the participation of all users through cooperation in solving the problem that the puzzle brought. It was perceptible that users communicated better with each other during the proposed activity, arousing curiosity about the problem and the interaction of everyone with answers to solve the challenge. 01/03/21 Highlight your characteristics Objective: Work on self-knowledge The educator started the workshop talking about self-knowledge and asking if users were aware of the subject, some answered yes and explained what it would be. Soon after he explained the importance of self-knowledge as a tool to face different situations, as a way to enhance the qualities of each one and improve the points that are not yet developed and that we can improve. A dynamic was proposed for users to introduce themselves to the class, and in this activity they would use their characteristics to transform themselves into a product / object and thus try to "sell themselves" to others, in order to show their skills to colleagues. and skills, and to awaken the awareness that we all have qualities. The dynamics were designed so that users can talk about their qualities, not only the defects, which is what we most easily point out. Thus making it clear in certain situations that we are not in the habit of passing on, our strengths, such as in a job interview. 03/08/21 The importance of self-knowledge Objective: Develop self-knowledge as a tool The activity was designed according to the previous one and started with a question for the reflection of the users "Who am I?". The workshop proposal was designed to develop self-knowledge in perspectives that they have not thought of. A questionnaire was given with questions that aroused reflection on the knowledge about themselves in different perspectives of their lives, shortly after the educator asked each one again about who they were according to what they answered in the questionnaire, some were able to answer and others were thoughtful. To answer some of the questions, they showed difficulty, precisely because they did not have knowledge about themselves and what they thought about a particular issue in their lives. In each question the educator helped them in what they should answer, based on their experiences. 03/22/21 Dynamic active listening (Via Zoom) Objective: Practice active listening The activity was carried out in conjunction with Educadora Cíntia, who initially addressed topics that had already been worked on previously in her workshops, such as communicating clearly when telling stories and punctuating the beginning, middle and end. After that, Educator Raquel, spoke about active listening, its characteristics and how to practice it. Then he started a dynamic where they would be divided into small groups and a representative from each group should tell the other members a real story that they had lived and with many details. At the end of the activity, each group would choose someone to tell the story to the other members of the class. Some forgot details about what was told, and ended up generating a lot of laughs. Considering the activity proposal, they did well and practiced active listening and communication in an integrated way with other users.

Organizational behavior	Underground shelter: The instructor handed over a list of 15 famous personalities, however, only a few of their characteristics were mentioned , not their names. Then he explained that it was necessary to choose 6 personalities to take shelter in a shelter with him. When choosing the personalities, the instructor introduced who they were. Many were amazed, others were outraged by their choices. Among them were Jesus Christ, Adolf Hitler , Nero and others. Objective: Interpersonal Relationship, respect for others, prejudice; 2. Common questions in a selection process. In conversation, the instructor presented what were the most common questions within a selection process, and sought to guide them to the best answers and also posture in relation to interview dynamics. Objective: Work posture, public speaking and dynamism in responses. Formatting Resumes: Using Word, users have formatted their resumes and added skills that they consider important. Objective: To identify your skills and the importance of clarity and objectivity in the curriculum. Behavioral Aspects / online interview simulation (Activity carried out with educator Júlio). Through the Zoom tool, an online interview simulation was performed, explaining aspects related to posture in the face of an interview: Camera positioning, body posture, clothing and vocabulary. Objective: Reflect your career plan and your expectations for simulation of interviews.
Employability	User integration. Objective: Insertion. The #EuSouProtagonista project was presented to young people, we talked about expectations, what they expect and dreams. They received t-shirts and materials to work in the workshop, they got to know the spaces they have in the institution, being rooms for psychology techniques, social workers, administration, information technology and others. They met the workshop instructors and the coordination. VUCA World Objective: Work on uncertainties in times of crisis. It brought to the young people a current topic about the uncertainties we are experiencing, to develop a mechanism that helps to look with possibility even in the difficulties of life when we do not see it goes out to reinvent ourselves mainly in the search for

	a job vacancy. Production of your own curriculum. Objective: Personal autonomy We talked with the young protagonists about the importance of the curriculum and demonstrated some models for creating their own curriculum. We tell you what you need to have in the important personal information and data. After the instructions, the users started the individual production in the computer room of their curriculum to be evaluated and sent by e-mail to the workshop instructor who had sent it for analysis and interview simulation. How to make your first professional curriculum - It was developed with young people step by step on how to build their curriculum for the job market. Presented the importance of the updated personal information, its objective, its educational formation and complementary courses etc. (on this day we worked all the theoretical part with the protagonists and started creating the curricula with individualized monitoring) Objective: Elaborate and learn. Structuring and descriptive analysis of the curricula -The young people went to the computer room to finalize the curricula made by them, we made the corrections of errors and structuring of the framework of the Word tools , with guidelines to forward by e-mail, to obtain the knowledge of how to use the virtual tools that currently have been done until interview. Objective: Virtual communication and system skills. Organizational climate - we introduce young people to the concept of climate in organizations in situations of interpersonal relationships, teamwork and the development of responsibility with the company's equipment. We demonstrate everyday situations to facilitate the understanding of young people in which they starred in scenes of problems that happen in companies and brought solutions to problems. Objective: Autonomy and Expression 24/03 Simulation of interview and analysis of Curricula we carried out together, a simulation of individualized interview by electronic means through the Z oom system , analyzing young people in posture, communication and expression. Objective: Behavior and communication and expression skills.
Intervention Project 1	Introduction on territorial projects - After presenting the idea of the workshop, the educator encouraged the class to think about issues related to the neighborhood that bothered users, after the list was finalized, users spoke about subjects that interested them and were divided into groups by this one. affinity. The sequence of the activity was with the groups thinking about their affinities and trying to solve some of the problems in the neighborhood through an intervention project. They had 20 minutes to think about the idea and present it to the rest of the youth. The objective of the activity was to stimulate project thinking and creative and problem-solving skills, in addition to introducing the concept of territorial intervention. Right to the city: Two married activities based on "Rebel Cities, by David Harvey", in which the concept of the right to the city was presented, a stimulus for reflection on structural inequality and the concept of social organization and democratic management of the city. Users discussed the ideas within their context and brought their concerns and doubts to the conversation wheel. The sequence of the activity, on the 19th, took place with the reading of news that had as background the ideas of the previous class and a discussion about how that information connected with what was discussed in the activity. - The objective of the activity was to present, raise awareness and discuss with the group the themes "Right to the city", "Class inequality", "Democratic management of the city" and "Community mobilization". - Territory / class 1 - The first moment of the activity on territory itself served to create a sense of proximity and connection between users. The map of the Parque Imperial neighborhood was projected on the whiteboard and users had to identify (writing their names) the place where they lived. In the second part, users created a collective list of things they wanted and didn't want within a hypothetically perfect neighborhood. Objective: the activity was an introduction to the reflective exit through the neighborhood and also stimulated thinking and the construction of the notion of what territory is . The information collected served to construct the instrumental of the exit / research / reflection in the field. Walk to Monte do Pa rque I mperial: Users were divided into several functions, such as photography, observation, driving, guide, organization, and had to lead the blindfolded educator to the entrance to Monte do Parque Imperial (Neighborhood reference point) . Upon arrival, the group should report what they saw in the neighborhood from their perspective and also within each function. Objective: To work collectively, observe the territory and reflect on the occupied space. Conversation / Reflection on Me + Community: The activity was a sequence of the previous one, users walked nearby exchanging what they saw on the way, the activity continued with a conversation wheel about the different ways of observing the surroundings and also observing themselves in the process. Objective: To develop territorial reading and sensitive listening to colleagues' ideas and thoughts. Concept of territory according to Milton Santos, part 1: Conversation about what is territory for young people and exchange about spaces for welcoming and learning. Objective: to introduce the conversation about territory and understand the meaning of the term for each young person.
Intervention Project 2	Integration activity. Conversation wheel. Presentation of the contents (of the Route and the Performance Matrix). Sharing "Workshop Planning" information. Provide moments of "individuality"

as well as the notion of its intersection with the sense of belonging to the "Larger / Collective Group". Periods of activities, duration and unfolding of each module. Graphic production (World café): "What makes up the Community ? "Approach to the" guiding subject "of the workshop and course. Collective creation of the" Mind Map "survey so that we can understand where" Interventions in the Community "should come from, that is, each" reading of the world "matters. Through the answers given , to preserve the concept of individuality and the principle of otherness, to support the scheme and scope of a "narrative construction", through the graphic scheme of the "World Café". To increase this scope with drawings and subsequently, add graphic schemes and personal references. about collective production: "What is the community? How and why are there interventions in the Community? ". The memory and our records can also be narrated. They can also be drawn and / or graphed, serving as a record for the initial investigation of understanding of this subject-object of study (Intervention in the territory). They will continue to produce "mind map" schemes, using the tool, technologies and graphic resources of " D esign T hinking", to make users appropriate the theme (Intervention in the Community) with a simple, modern and differentiated language .

03/05 - Educator Ian's Activity (Intervention Project - 1) 03/12 - Territory activity "Affective Map". The affective map is an instrument that simplifies access "to the feelings of young people" in relation to the territory where they are living. 03/25 - Live Zoom, to talk to young people about later activities, in the context of lockdown and the present social distance.

5. ACTIONS CARRIED OUT WITH THE COMMUNITY, BENEFICIARIES AND THEIR FAMILIES:

Technical Team	Demand	Intervention	Nature of the Interface	Resolutivity	TOTAL SERVICE
a) Social Work					
Service	Unemployment	Referral to a group of job vacancies .	Partnership with a group of volunteers called Autosuficiente Pirituba .	Increased possibilities for reintegration into the formal labor market.	03
	School	Orientation for resuming remote study.	Mobilization of the Municipal and State Public Education Network.	Contribution to reducing school dropout.	05
	Financial vulnerability	Routing food donations.	Partnership with the private sector to collect food.	Response to the emergency situation of hunger.	98
	Health	Guidance for scheduling appointments	Expansion of the right of access to Public Health, including through the Health Ombudsman.	Access to the right to health.	02
Community Service	Financial vulnerability	Routing food donations.	Partnership with the private sector to collect food.	Response to the emergency situation of hunger.	02
b) Psychology					
Service	Individual reception	Humanized listening.	Referral to the volunteer network.	Mitigate internal conflicts, envisioning overcoming them.	07
	Family care	Humanized listening.	Referral to the volunteer network.	Mitigate internal conflicts, envisioning overcoming them.	02

6. RESULTS ACHIEVED:

Specific objective	Activities	Methodology	Results (Qualitative)	Results (Quantitative)	Verification Methods (Questionnaires / survey)

7. EVALUATION OF EXECUTION, PERIOD FOR THE PERIOD:

We started the year 2021 with the possibility of providing teenagers with the introduction to the #EuSouProtagonista Project in person, taking into account all the necessary care, according to the guidelines of the WHO (World Health Organization) . Because the new wave - increase in cases of COVID-19 - throughout the national territory, our Municipality has taken restrictive measures and had to readjust to the remote calls and activities on - line.

The first quarter ended with a major evolution generated by the current hybrid form of the Project. The maintenance of links with users allowed a very significant and very precise exchange to take place when so many remained isolated for a long period. We recognize that the demands made by families and adolescents were more linked to difficulties in family relationships, as well as financial ones, and we were able to guide them and even refer them according to what was possible. With all the developments coming from COVID-19 and following the guidelines, we changed our professional practices , and even though these seemed to be challenging, the humanized treatment in attendance and accompaniment to users favored them to maintain a good frequency in activities, even if the group presented preference for face-to-face activities .

Actions from the fundraising sector were maintained with the partner companies, which maintained donations of basic food baskets and various foods, and other items needed at the time . Several families were served, as well as the community in general , when there was a possibility .

The staff reacted positively to this format, if adapted to s requirement s with commitment and professionalism, we ended the first quarter with visible results . The group of family members showed open s to the new format, even having difficulty using the new tools. As an institution, we managed to reach a significant mass of the community.

We ended this four-month period with work heading for what we believe in and defend: humanized, differentiated, welcoming work, with qualitative listening and necessary referrals to each specificity, in order to instantly affect those served, easing their most emergency needs, approaching the public served a different way: constant contacts by phone, since we were unable to carry out home visits. We feel even more open to dialogue and spontaneous search on the part of both users and their families, favoring the much-needed links between the Reference Project and those served.

Develop critical sense and personal and social protagonism	Life Project Psychosocial Group Organizational behavior Employability Intervention Project 1 Intervention Project 2	A weekly meeting of 1h30 face-to-face with groups of 8 users or remote with the entire group, the workshops will be held using active methodologies.	Expansion of users' self-knowledge, recognized through their resourcefulness. Affective appropriation of the territory, as well as its exploration, envisioning future performance through a project chosen by the group. Expansion of users' knowledge in relation to the skills required by the world of work. Broadening the possibilities of users' professional repertoire.	We guarantee above average service, reaching 38 enrollments and currently with 32 enrolled users and attending the Project. We reached the average 91% of class attendance. 69% of young people are in quadrant 9 of the NineBox Matrix; Average grades in skills: 8.0 .	Conducting individual social services with users and families. Preparation of individual reports from users. Matrix Nine In Box. Individual monitoring. Personalized family service with qualitative listening.
Provide access to sports, leisure and culture activities, in a context of broadening perspective .	Lives	Playful activities, online games.	Provide users with a moment of relaxation and leisure, as well as the expansion of the cultural universe.	We reach 45% of users.	
Providing experiences that promote the reflection of the adolescents' family on their protective function	Family reunions and individual consultations	3 monthly meetings with small family groups using audiovisual resources, video tools (ZOOM) and assistance according to the demands presented.	Spaces for speech, listening and reflexive exchange. Creation and expansion of family bonds, permeating a strengthened family relationship.	We provided 5 meetings with the participation of 83% of the families.	

7 . PARTNERS:

Companies : HP, Corteva , Chemours , Celcoin , Euromonitor

Individuals: Marcelo Benardini , Daniela DL Galante, Juliana Noronha, Leonel Andrade Neto, Daniel Faria, Renata M. Theil, Luiz Faccin, Daniela Amarante Jank , Carlos Marx Alves, Ivone Antunes Teixeira, Paulo Piccini, Patricia Stefanuto , Marco Aurelio Camin , Sydney Cohn, Claudete P Michelassi, Túlio Pires Bragança, Guilherme P Machado, Juliana Alves.

8. DATE: 19 . 04 .2021

9. SUBSCRIPTIONS