

INSTITUTO BOLA PRA FRENTE

FINAL REPORT

# PERFECT CROSSING - PLAYING A BIG GAME



**bola**<sup>pra</sup>  
**frente**



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# INTRODUCTION



The Bola Pra Frente Institute uses educational sport as a tool for building values and promoting well-being, seeking to go beyond performance and sporting results. To this end, sport applied at the Institute relates fundamental sporting practices to the values of citizenship, cooperation and participation, as a way of contributing to the development of skills and competencies that are considered necessary for the student's life.

Over the years, Bola Pra Frente has reaffirmed its commitment to promoting the emotional, physical, intellectual, social and cultural development of children, young people and adolescents through the implementation of educational projects that aim to build a more fair, democratic and inclusive.

The "Perfect Crossing - Playing a Big Game" Project aims to provide the integral development of the beneficiary public through educational sport and socio-emotional well-being. For this reason we work with Integral Education where the focus is to enable, guarantee and ensure the full development of students. We understand that the current challenges are great considering the multiplicity of subjects and the complexity of realities in which our students are inserted, it is crucial to adopt educational practices in which the educated occupy the center of the educational process, so that they can recognize themselves as social, historical subjects connected with their life projects.

Sport is a source of information and mediation of dialogue for society. Its practice is common to the local reality and, at the same time, it is universal. Therefore, the Bola pra Fronta Institute systematized a Sports Education proposal focusing on the development of psychomotor skills and the formation of values in children and adolescents, without involving them too much in the training process of a sports modality.

The combination of sport, culture and education, in an intersectional development process, contributes towards the maturation of participating children and adolescents, enabling them to act in reality in a conscious and responsible manner. Therefore, the activity must present socio-pedagogical commitments that aim at the integral development of the student, without focusing on performance. In a complementary way, we believe in another fundamental basis for educational and awareness-raising work, for the establishment of a relationship of belonging with the Complexo do Muquiço, a social context where our students live, different from and beyond the school environment.

## INTEGRAL EDUCATION METHODOLOGY

At Bola Para Frente, Integral Education serves as a driver for our programs and projects, which use this course as a basis for the content covered in class. Thus, the Institute applies an active development methodology focused on the student, disseminated through the Perfect Crossing Program and its projects, working with the aim of ensuring that children, adolescents, young people and communities have, at the end of the pedagogical training course, the skills that constitute them as autonomous beings capable of acting and contributing to the transformation of the world.







Integral Education is a process of human development whose objective is the continued training of the individual. To achieve this, a pedagogical training path is used covering five dimensions of development: physical, social, emotional, cultural and intellectual. In this sense, integral education considers the student as the center of its action, assuming an active position of autonomy in its teaching-learning process. Furthermore, Integral Education considers the different actors involved in the education of the student, such as school, territory, family, friends and educators, who together make up and direct a complete process of human development. Therefore, Integral Education stands out as a complete methodology that occurs all the time, throughout life and in all spaces.

At Instituto Bola Pra Frente, sport is a language and, for this reason, “Perfect Crossing” was designed as a guiding program for all projects that take place at the Institution, preserving the particularities of the actions, but being guided by this intentionality. The Perfect Crossing Program aims to pass on knowledge from one area to another, creating a harmonious play between sport, education and culture, enabling full interaction between the educator and the student, complementing each other in favor of integral development of participants.

In this way, all Perfect Crossing Program projects are based on the development of skills and abilities, which encourage students to build their life path, focusing on autonomy, freedom and social protagonism, in line with the National Common Curricular Base of Education in Brazil.

Integral education is the central axis of any and all actions linked to the Program, as it guarantees the development of participants in all its dimensions, whether intellectual, physical, emotional, social and cultural, through activities linked to education, sport and culture, which are essential for its full development and application.





The different areas of knowledge are respected in their specificities, but they do not fail to dialogue with different thematic axes covered by the program, since the objective is to enhance discussions, research and reflections. Thus, in all projects, students are encouraged to know, create, discuss and practice the different ways of experiencing the educational, sporting and cultural world.

At Perfect Crossing, our methodology believes that play helps in the process of breaking through socio-emotional blocks. In this sense, the creativity resulting from fantasy and realization facilitates absorption during the teaching-learning process. A creative being contributes to human development by observing the world and criticizing, becoming a transformative agent who expresses himself in different ways, with the aim of spreading ideas, having fun and influencing attitudes and behaviors. For this, systematic contact with recreational activities and their different languages is essential. Given this, education and sport, within a pedagogical process, are intertwined, since sport is part of Brazilian culture.





The "Perfect Crossing - Playing a Big Game" project aims to directly benefit children and teenagers living in Complexo do Muquiço, serving students from the public school system who attend the project's classes after school, with three-hour activities divided into two stages adapted according to the age groups of the beneficiary students. In relation to the two stages mentioned above, the following description stands out:

- "Treino é Treino" stage - In this stage, students participate in classroom activities that deal with different fields of knowledge, seeking integral training in the intellectual, physical, emotional, social and cultural dimensions.
- "Começa o Jogo" Stage - In this stage, students will participate in activities that will focus on presenting the history and concepts of sports in a practical way, and, after that, they will be able to perform the movements learned using the educational sport.

That said, pedagogical and sporting activities are essential for the full development and application of the concept of integral education developed by the Bola Pra Frente Institute. In this context, students are encouraged to know, create and practice various topics related to sport and education, so that they can experience real experiences in the educational and sporting world. Classes are taught enabling integration between theory and practice.





Practical activities are developed in a playful way in order to awaken the pleasure of accomplishment, encouraging meaningful learning. Furthermore, as sport is applied in the daily language of the project, each class goes through the following moments:

- Warm-up: Moment in which the instructor talks to the students about their daily lives, resolves internal and external conflicts, encourages the student to express events in their community, among others. It takes place at the beginning of the class, in order to welcome the public.
- Game Outline: At this stage, the rules of behavior and attitudes established by the instructor together with the group are recalled, in addition to the explanation of the activities that will be carried out in the class.
- Game: The activity itself.
- Post-Game: Conversation with students about the activity. The positive and negative events that occurred must be debated, developing the social dimension of the public.

Thus, the project uses different forms of expression provided by sport and culture to expand the world view of the beneficiary public, valuing self-knowledge and contributing to the construction of local identity. The activities use principles, techniques and procedures that guide children and adolescents towards a physically healthy, mentally stimulating, socially useful and morally dignified education, contributing to the development of citizenship and encouraging social protagonism. It is a multidisciplinary program that seeks to assist children and adolescents in the region in growing their different skills.



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# EVALUATION REPORT



We accompanied our students throughout the year and, through this process, it was possible to reaffirm the importance of continuing with the training of our students, who at the end of the project reached satisfactory levels of autonomy, expressing themselves more freely. Furthermore, through the practice of educational sport, it was possible to develop social skills in addition to physical ones, in a more comprehensive way, which reflects a more balanced relationship in society. Thus, the project presented itself as an indispensable tool for social transformation for the public. Therefore, without the implementation of this initiative, it would not be possible to impact people in situations of socioeconomic vulnerability in this territory.

Therefore, this report aims to inform the achievement of the project's objectives, analyzing how sports were practiced at Instituto Bola Pra Frente in terms of the participants' educational experiences, from January to December 2023. To this end, it is important to highlight that sport applied at the Institute relates fundamental sporting practices to the values of citizenship, cooperation and participation, among other forms of contribution to the development of skills and conduct considered necessary for the student's life.

In order to measure the results of the project, we evaluated students on different indicators considering five levels of development. Development levels work as metrics, ranging from 1 to 5. Educators distribute values to students considering how each one performs activities, which are:

<b>Level 1</b>	<b>It represents the student who does not develop the skill, being the most basic level of development.</b>
<b>Level 2</b>	<b>It represents the student who develops with difficulty, corresponding to the level of development at which the student performs part of the tasks with help in a large part of the process.</b>
<b>Level 3</b>	<b>It represents the student who develops partially, corresponding to the regular mastery of most of the task, with some needs for mediation.</b>
<b>Level 4</b>	<b>It represents the student who develops satisfactorily, corresponding to greater independence of practices.</b>
<b>Level 5</b>	<b>It represents the student who fully develops, being the most advanced level of knowledge and autonomy.</b>

In general, to better serve Bola Pra Frente's target audience and ensure the achievement of the proposed qualitative and quantitative goals, as well as their respective indicators, the pedagogical team carried out a diagnostic assessment (in March), monitoring (in September) and a final evaluation (in December). The data in this report relate to the final evaluation, considering the project objectives and indicators linked to our Pedagogical Matrix, in dialogue with the activities offered, namely:

#### **Qualitative Goals:**

- Goal 1: Develop basic sports and motor skills.
- KPI: Level of sports and basic motor skills.
- Goal 2: Promote autonomy in solving problems with technology.
- KPI: Level of autonomy in the search for solutions to everyday problems through digital technological tools.





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The assessment approach we adopted in this project is aligned with the principles that guide educational practices in our institution, principles that aim to guarantee the learning and integral development of our students. During the evaluation process, measuring qualitatively allowed us to establish a joint reflection of the different participating students and also an individual reflection, because in this evaluation process, we consider the particularities, experiences and trajectories of each student, as well as an overview of the performances of the educational cycles.

Furthermore, we highlight that other indicators were evaluated in addition to those planned, the results of which will also be reported in this report. 392 students were evaluated, including children and adolescents. These data, in addition to giving us a clear vision of the limits and advances of the implemented educational proposals, offer us support so that we can guide changes and continuities in our training processes, in order to guarantee the right to quality education and build an effective path to emancipatory and liberating formative learning.

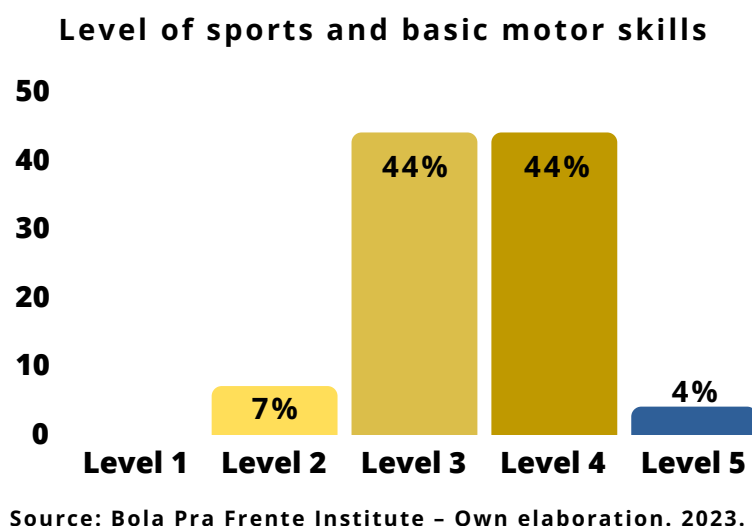


## GOAL 1: DEVELOP BASIC SPORTS AND MOTOR SKILLS.

### INDICATOR: LEVEL OF SPORTS AND BASIC MOTOR SKILLS.



In this class, we serve 120 children. As for sporting skills, it was important to stimulate and develop fundamental basic movements, which served to support the other phases of the evolutionary process of childhood. This phase represented the period conducive to experimentation and discovery, important in constituting moments to experiment with the possibilities of relationships with different times, spaces and materials of the game. Above all, children are discovering their own bodies and the culture that surrounds them.



The graph shows that 44% of students at levels 3 and 4 of development. At the extremes, 7% of students are at level 2, still developing skills with difficulty and 4% fully developing at level 5. Pedagogically, children have progressively improved their execution and concentration during sports practices, developing each time plus their motor functions.



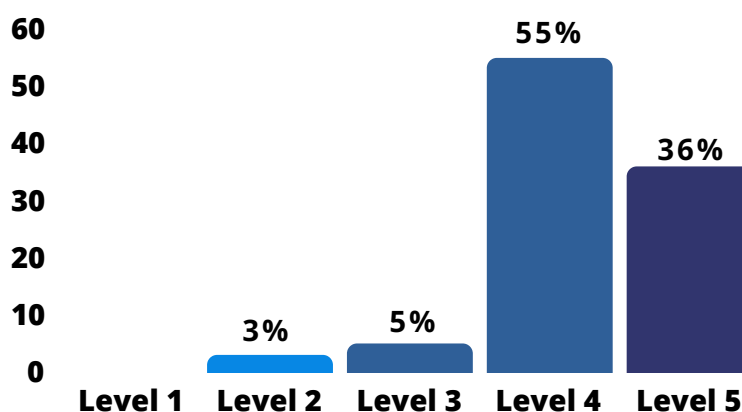
## GOAL 1: DEVELOP BASIC SPORTS AND MOTOR SKILLS.

### INDICATOR: LEVEL OF SPORTS AND BASIC MOTOR SKILLS.



This class served 74 children closer to adolescence. For this age, it was noticed that the activities required greater concentration and attention from the students, as they arrived at the organization still very agitated and without concentration, even resulting in the non-completion of many activities. However, as activities progressed, it was possible to notice a clear improvement, as can be seen in the graph below.

#### Level of sports and basic motor skills



Source: Bola Pra Frente Institute – Own elaboration. 2023.

In percentage averages, this class showed progress important evolutionary progression to level 4 with 55% of satisfactory development and 36% of full development. Furthermore, only 3% of students remained at level 2 and 5% at level 3. In this sense, physical activities represented an important factor in children's progress. The exercise of playfulness was very important for the public, as play promotes intellectual development.

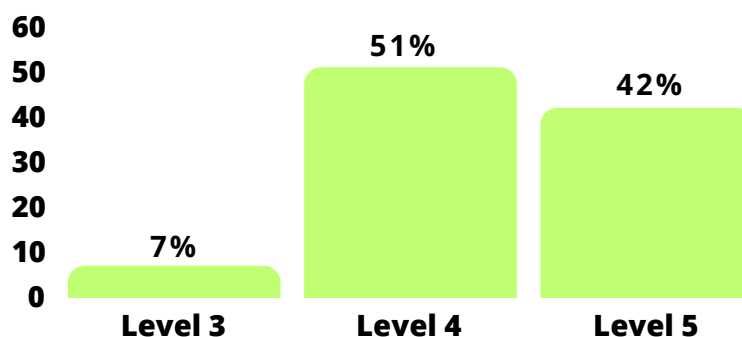
## GOAL 1: DEVELOP BASIC SPORTS AND MOTOR SKILLS.

### INDICATOR: LEVEL OF SPORTS AND BASIC MOTOR SKILLS.



Regarding this class, 198 students were evaluated and, in relation to the highlighted indicator, our evaluation shows that 51% ended the project at level 4 and 42% at level 5, the final performance objective corresponding to satisfactory and full evolution, respectively. Furthermore, 7% of students developed partial levels of the indicator. Thus, these data show that, for the most part, students developed basic sports and motor skills using educational sports.

**Level of sports and basic motor skills**



Source: Bola Pra Frente Institute – Own elaboration. 2023.

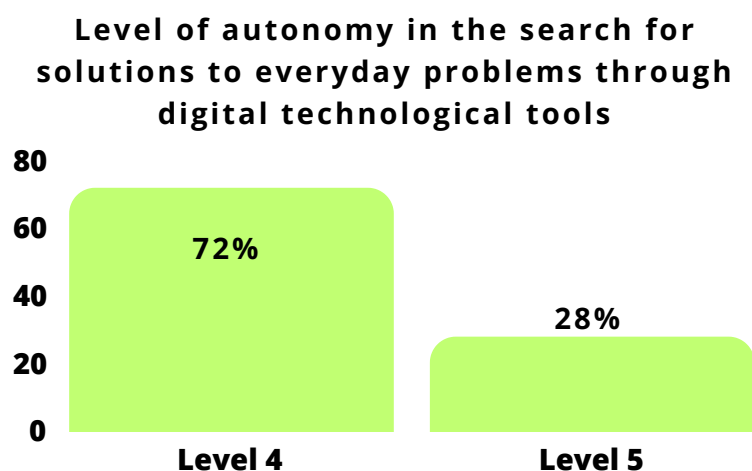


## **GOAL 2: PROMOTE AUTONOMY IN SOLVING PROBLEMS WITH TECHNOLOGY.**

**INDICATOR: LEVEL OF AUTONOMY IN THE SEARCH FOR SOLUTIONS TO EVERYDAY PROBLEMS THROUGH DIGITAL TECHNOLOGICAL TOOLS**



Throughout the year, students demonstrated notable progress in several skills, especially in the integration of digital technologies into their learning process. The installation of internet in the building was a crucial milestone, enabling the inclusion of tablets and computers in educational activities and promoting satisfactory autonomous development. This advance boosted the promotion of autonomy in solving problems with technology. Thus, we inform that the majority of students reached level 4 (72%) while the others advanced to level 5 (28%), demonstrating that all students obtain satisfactory levels of development with regard to promoting autonomy in the search for solutions to everyday problems.

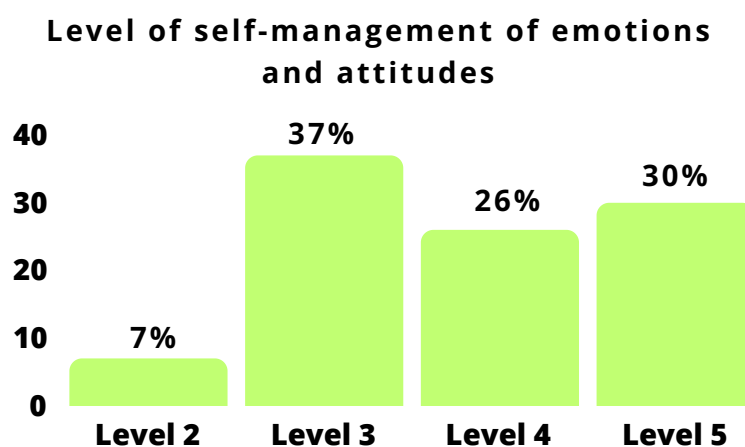


Source: Bola Pra Frente Institute – Own elaboration. 2023.

## INDICATOR: LEVEL OF SELF-MANAGEMENT OF EMOTIONS AND ATTITUDES



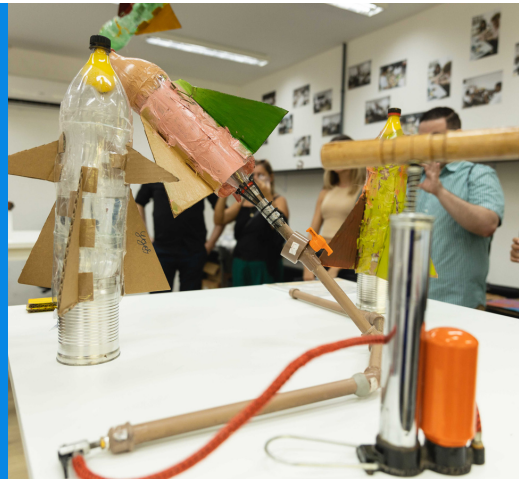
Regarding this indicator, the data shows that 37% of students are at level 3 and partially manage their emotions in different spaces. There are 26% of students at level 4, showing greater amplitude when managing their emotions satisfactorily. Above all, there is a significant increase in students at level 5 of development, reaching a total of 30% in this indicator. These data show that, for the most part, students began to better manage their emotions and attitudes in conflict situations, with the help of educational activities.



Source: Bola Pra Frente Institute – Own elaboration. 2023.



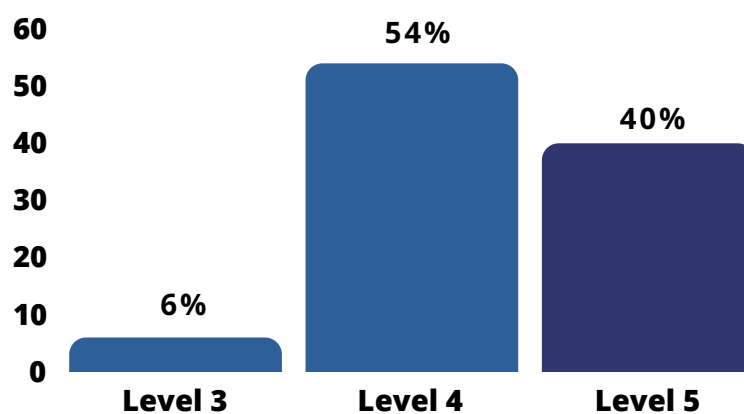
## INDICATOR: LEVEL OF RECOGNITION OF THE IMPORTANCE OF PRACTICING SPORTS FOR PHYSICAL, SOCIAL AND EMOTIONAL WELL-BEING.



To achieve the above indicator, students were assessed at the levels already mentioned. In this sense, we consider students who recognize the importance of practicing sports to be those who have reached levels 4 and 5 of development in this indicator.

With regard to the level of recognition of the importance of practicing sports, our evaluation showed that 54% of students ended the project at level 4 and 40% at level 5. Only 6% of students developed partial levels of the indicator, being at level 3. Therefore, we inform you that the indicator was fully achieved.

**Level of recognition of the importance of practicing sports for physical, social and emotional well-being.**



Source: Bola Pra Frente Institute – Own elaboration. 2023.

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# FINAL CONSIDERATIONS

The methodology developed by Instituto Bola pra Frente aims at the integral development of children and adolescents living in Complexo do Muquiço, understanding that at this stage the construction of knowledge takes place. Therefore, our intention is to contribute to and in the training process of students in order to provide new possibilities in the face of their social vulnerabilities. Therefore, as noted, we implemented a new way of thematizing the teaching-learning process.

We understand that our responsibility to present socio-pedagogical commitments aimed at the integral development of students was successfully applied in light of the data presented in this report. Educational sport was a facilitator to promote citizenship and assimilate the different concepts worked on in the project. Therefore, we conclude that it is extremely important to carry out sporting and educational activities for audiences with this profile, focusing on a playful and participatory approach.

In this way, we reaffirm our commitment to educational sport and the integral development of the beneficiary public. The project goals were fully achieved, as well as the objectives linked to them. In this sense, we report full fulfillment of the project's objective, assuming full responsibility for the information recorded here and ratifying the Institution's position with regard to projects serving children and adolescents in situations of social vulnerability. With this work, we generate profound impacts on society, especially people in situations of socioeconomic vulnerability, such as the beneficiaries of this project. Without support from this partnership, it would not be possible to directly impact hundreds of people and hundreds more indirectly.



# PHOTOS





# PHOTOS





# PHOTOS





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