

ACTIVITIES REPORT

26. JULY

Perfect Crossing - Playing
a Big Game



COMMUNITY



Complex of Muquiço

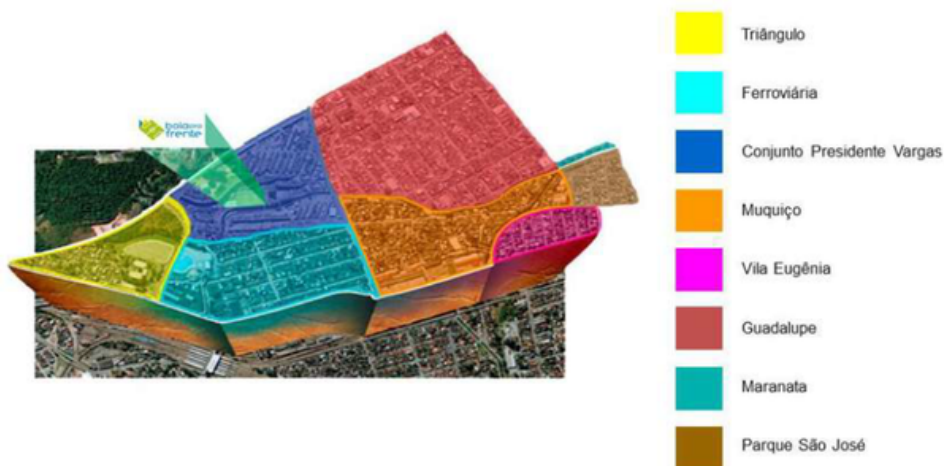
All of the Institute's projects and initiatives are carried out in the Muquiço Complex. The Muquiço Complex comprises eight socioeconomically vulnerable communities and is located at the junction of the Deodoro, Guadalupe, and Marechal Hermes neighborhoods, spanning Rio de Janeiro's North and West Zones.

In 2016, Bola Pra Frente conducted its second social assessment of the Muquiço Complex (the first having taken place in 2008). The initiative aimed to evaluate the impact of the organization's work with families, track progress across the five communities already served, map population growth, and provide a foundation for studies on expanding the Institute's service area and capacity.

This research is pioneering within the State of Rio de Janeiro, as data provided by government agencies tend to be superficial and fail to accurately reflect the specific realities of the region where the Institute operates. It goes beyond a mere census-style survey; it involves interpreting data and incorporating additional protocols for understanding the local context, such as historical and geographical analyses of the area.



As a preliminary result of the assessment, an expansion of the Muquiço Complex's boundaries was observed, with the identification of three new communities—Guadalupe, Maranata, and Parque São José—in addition to the five already mapped in 2008 (Conjunto Presidente Vargas, Ferroviária, Muquiço, Triângulo, and Vila Eugênia), bringing the total number of communities served to eight, as shown in the map below:



Approximately 5,400 households were visited. The questionnaires administered contained around 300 questions. Below are some initial results from the census:

- Regarding gender, women predominate as heads of household—accounting for 62.29%—in the following communities: Triângulo, Maranata, Parque São José, Conjunto Presidente Vargas, and Ferroviária.
- Overall, women serve as heads of the family in 52% of the households.
- 26.64% of heads of household identified "homemaker" as their employment status, and
- 17.79% are retirees. Only 11.47% hold formal employment (with a signed employment contract).
- Per capita household income is around one minimum wage in 26.86% of households and one-and-a-half minimum wages in 20.60% of households.
- Regarding employment, 42.52% of heads of household work in the informal sector, while only 11.47% hold formal jobs with registered contracts.
- 66.45% of the families have lived in the area for over 20 years—with 16.12% having lived there for over 50 years—demonstrating a strong sense of connection to the locality.

In addition to the Social Assessment, Bola Pra Frente, in partnership with the Igarapé Institute, conducted a survey capturing perceptions of violence from the perspective of children and adolescents in the Muquiço Complex.

According to the survey, the perception of insecurity tends to increase with age and among female respondents (adolescents in general). However, regarding safety within Bola Pra Frente, 91% of respondents feel safe and know whom to turn to at the institution should they need help.

PERFECT CROSSING – PLAYING A BIG GAME



"The Perfect Crossing" refers to the football technique of crossing—passing the ball to a player in a different zone of the field. Applied to the Institute's pedagogical methodology, "The Perfect Crossing" proposes the seamless sharing and dissemination of knowledge across different areas—specifically sport, education, and culture. This creates a harmonious "play" in which the educator is also a player, with roles complementing one another to foster the learner's holistic development.

The primary objective of the project is to equip its beneficiaries with the knowledge and skills necessary for active citizenship and full readiness for the job market and university. Ultimately, the Institute aims for participants to reach adulthood—the stage when they typically complete the institution's projects—on an equal footing with individuals from higher-income backgrounds, having developed the following profile:

A young person who is fully literate and has developed a life plan. A human being committed to the community; a citizen aware of their rights and duties. Someone who leads a healthy lifestyle and is knowledgeable about cultural diversity, while also appreciating the value of their own culture.

Thus, the Institute aims to broaden these students' worldview, fostering inclusion and social advancement to combat the inequality observed in Brazil—while focusing specifically on the Muquiço Complex, a region to which the Institute has been fully committed and actively engaged for 25 years. In 2025, the program comprised three projects: ARTilheiro, Campeão de Cidadania, and Jornada do Futuro.



CURRICULAR STRUCTURE AND ORGANIZATION

The project developed pedagogical activities and actions focused on three thematic axes. Therefore, we present the main activities developed in each formative axis of the project, how they were implemented in each cycle, and their contributions to the students' learning processes. In addition to practical activities, we also highlight external events and actions that are integrated into the course plan of each formative path.

Having said this, we present again the project's axes:

Technology Axis:

We view the combination of active methodologies and digital technologies as a strategy for pedagogical innovation. We recognize that technologies expand possibilities for research, content creation, networked communication and sharing, publishing, and the multiplication of learning spaces and timeframes.

The practices and activities within this axis aim to provide students with access to the languages, skills, and knowledge needed to navigate the realms of digital technology and innovation with greater autonomy. The learning pathways in this axis are organized according to the groups' age ranges but generally address themes common to all students, such as artificial intelligence, gamification, graphic design, internet research, how the internet works, and hardware and software concepts.

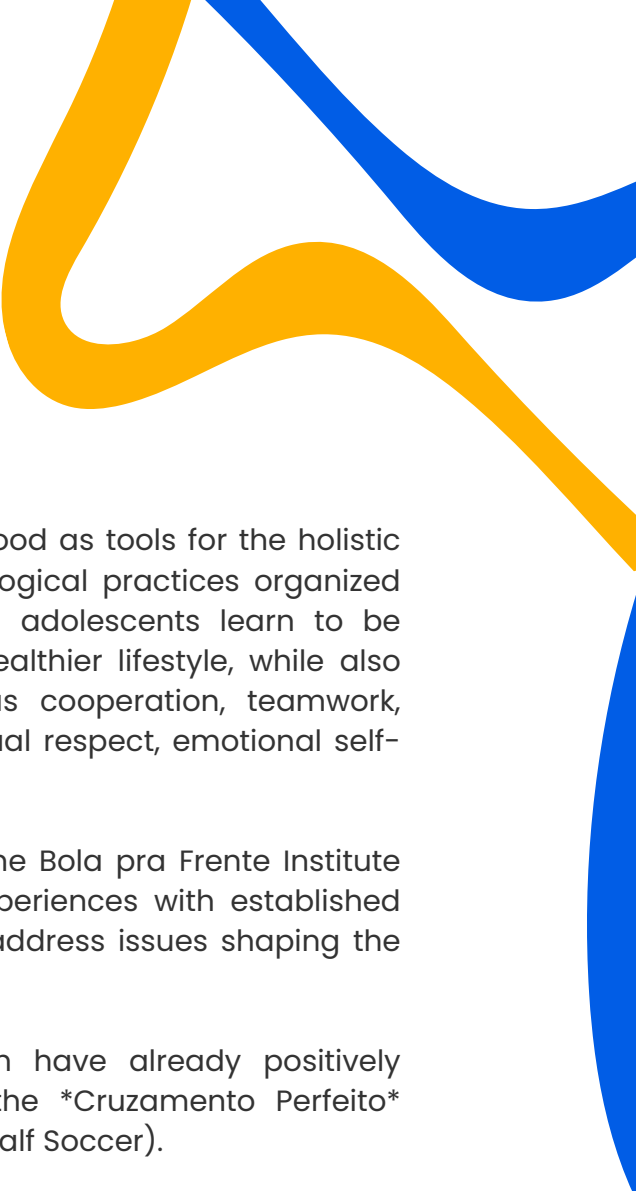
Citizenship Axis:



Within the project, the citizenship axis has taken on significant importance in the students' educational development; it is in this field of knowledge that we address issues involving the intellectual, social, cognitive, and emotional dimensions of the students. The selected content covers topics such as ethics and values, adolescence and youth, territory, community, school, academics, the world of work, socio-emotional skills, youth cultures, digital culture, sustainability, and more. This broad range of themes is organized to provide students with access to knowledge fundamental to the development of 21st-century youth living in a society filled with challenges, inequalities, and the demands of the labor market.



As this educational axis encompasses a wide array of themes, content, knowledge areas, and learning opportunities, the coordination team works alongside the educators to employ diverse methodological approaches. They strive to take each group's age range into account in order to construct learning pathways that are effective and meaningful for each specific group of students.



Educational Sports Axis

In this area, physical activity and sports are understood as tools for the holistic development of students, facilitated through pedagogical practices organized and implemented by the educators. Children and adolescents learn to be physically active, practice sports, and envision a healthier lifestyle, while also developing socio-emotional competencies such as cooperation, teamwork, respect for rules, conflict resolution, leadership, mutual respect, emotional self-regulation, and various other skills.

Through its long-standing work in the community, the Bola pra Frente Institute has amassed a wealth of knowledge based on experiences with established sports methodologies—methodologies that directly address issues shaping the daily lives of the program's participants.

Examples of these educational experiences, which have already positively impacted the participants' development, include the *Cruzamento Perfeito* (Perfect Cross) Program and *Futebol 3 Tempos* (3-Half Soccer).

From this perspective, we understand educational sport as a tool that enhances civic development and helps foster positive values, attitudes, and self-perception among young people.

The UN and the ECA (Statute of the Child and Adolescent – Law 8.069/90) recognize the principle of educational sport as a right for all citizens; it facilitates access to health and education and helps promote a culture of peace and respect for diversity.



EVALUATION RESULTS



For this assessment, five development levels were defined to understand students' progress on the planned indicators. These development levels were defined considering the profile of the target audience, allowing for the measurement of each student's level of development according to the pedagogical team's assessment. In this case, each student is assessed at one of the five levels for each pedagogical indicator of the project. At the end of the individual analysis, it was possible to quantify the percentage data for each training cycle, describing the development levels for each grouping in percentage terms. The results obtained will be presented below.

The five development levels are divided as follows:

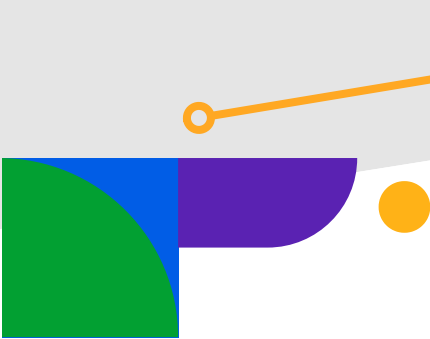
Level 1: Represents a student who does not develop the skill, representing the most basic level of development.

Level 2: Represents a student who develops with difficulty, corresponding to the level of development at which the student performs some of the tasks with assistance for much of the process.

Level 3: Represents a student who develops partially, corresponding to regular mastery of most of the task, with some need for mediation.

Level 4: Represents a student who develops satisfactorily, corresponding to greater independence in practices.

Level 5: Represents a student who develops fully, representing the most advanced level of knowledge and autonomy.



Citizenship Axis

Throughout the first semester, educational activities fostered reflection and hands-on experiences aimed at strengthening identity, citizenship, and youth agency, using the local territory as a central element of the educational process. Content was organized in an integrated manner, linking knowledge, experiences, and practices that connected students to their own reality, encouraging a critical reading of their context and the development of skills for social transformation.

Initially, the concepts of territory and identity were addressed, covering the physical, symbolic, and emotional dimensions of the spaces the students inhabit. Drawing on individual and collective memories, participants created "affective maps," identifying significant places and reflecting on their sense of belonging to the community.

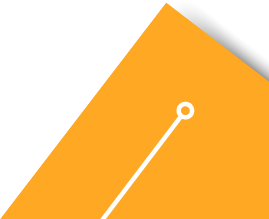
Subsequently, students explored aspects of local history and culture, examining the evolution of the neighborhood and community, recognizing local cultural and artistic expressions, and valuing the role of young people in preserving memory and culture while forging new paths for community development.

Activities also involved a critical analysis of the territory, encouraging students to observe the geography of their daily lives—identifying public facilities, available services, and spaces for socializing, care, and leisure—as well as to analyze situations of vulnerability and risk within the local reality.

Within the citizenship and territory framework, discussions covered topics such as the right to the city, social participation, public policy, and social inequalities, including environmental racism. Students reflected on the challenges facing the community as well as its potential, recognizing the role each citizen plays in building collective solutions.



Environmental issues were addressed under the theme "Territory and Environment," with a particular focus on waste disposal challenges at the Bola Pra Frente Institute and the Muquiço Complex. Activities encouraged reflection on sustainability, socio-environmental responsibility, and the development of community-based solutions for the care of shared spaces.



In the "Territory Narratives" component, participants analyzed how their territories are portrayed in the media and on social networks, debating stigmas and prejudices while creating content across various formats—such as photographs, videos, podcasts, and written texts—designed to highlight the community's assets, history, and potential.

The strengthening of self-esteem and a sense of belonging was further developed in the "Identity, Self-Knowledge, and Belonging – Me in Muquiço" module; here, participants reflected on their personal and territorial identities, shared life stories, acknowledged family and community legacies, and crafted narratives about who they are within the territory, identifying their own strengths and capabilities.



Under the theme "Territory as a Field of Opportunity," young people broadened their perception of the possibilities within their community, identifying support networks, public facilities, cultural initiatives, local economic opportunities, and avenues for civic engagement. The goal was to reinforce the understanding that the local area is also a space for opportunity, innovation, and social transformation.

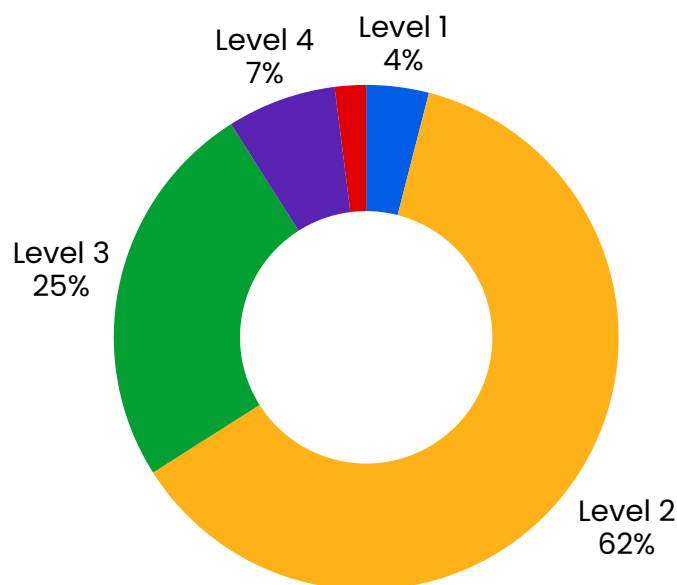
The "Life Project: Paths, Dreams, and Planning" theme encouraged participants to reflect on their dreams, talents, goals, and future choices. Activities focused on life planning, decision-making, problem-solving, and strengthening socio-emotional competencies—such as focus, resilience, communication, empathy, and conflict management.

Complementing this process, initiatives were carried out to develop skills and socio-emotional competencies essential for holistic development and entry into the workforce. Sessions covered assertive communication, emotional intelligence, interpersonal relationships, creativity, critical thinking, youth agency, and collaborative problem-solving.

Finally, the "Life Project and the World of Work" module introduced participants to contemporary shifts in the labor market, discussing concepts such as formal vs. informal work, 21st-century skills, social entrepreneurship, the creative economy, and local opportunities. Practical activities included resume writing, portfolio building, interview preparation, digital communication, and career planning. Additionally, meetings with professionals, workshops, and site visits helped broaden horizons and strengthen the participants' life projects.

Throughout the semester, the content was delivered through a participatory approach utilizing active learning methodologies, discussion circles, group dynamics, research, collaborative activities, original projects, and hands-on experiences. These methods fostered youth agency, a sense of belonging, and a commitment to building a more just, sustainable, and inclusive society.

LEVEL OF RECOGNITION AND EXERCISE OF CITIZENSHIP



To develop this indicator, it was necessary to contextualize it within the students' reality, highlighting the Muquiço Complex, which became a key factor in fostering student engagement. The concept of territory—fundamental to this process—originated at the Bola Pra Frente Institute before eventually expanding outward. In the initial sessions, students were encouraged to reflect on individual and collective memory using old and new photographs of the Bola Pra Frente Institute. Subsequent classes fostered the understanding that "Bola" is not merely a social space; rather, the students' own life paths are directly linked to the places where they live and move about. To this end, the history of the Muquiço Complex was presented, highlighting the community's ancestral name: Sapopemba. Drawing on the meaning of this word—"angular root"—we collectively created a symbol to represent the territory: a large tree with a full canopy and prominent roots. Afterward, the students participated in an activity where they painted each part of this symbol.



Students at Level 1, representing 4% of the chart, struggle to observe rules of conduct, use inappropriate language, and exhibit aggressive behavior. These students showed a lack of interest and did not participate in activities or discussions related to the topic.

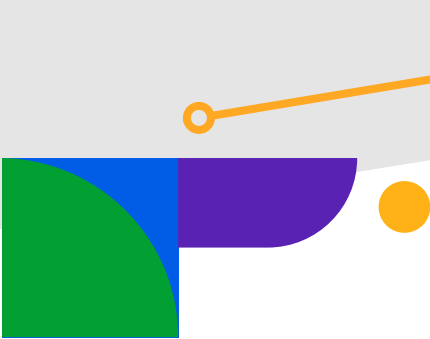
Meanwhile, students at Level 2—comprising 62% of the group—have poor attendance records. These students fail to articulate the social value of the Muquiço Complex as a key element of the community's culture.

On the other hand, 25% of students are at Level 3; they show curiosity about the subject and grasp the social value of the Muquiço Complex as a key element of the community's culture, yet they face obstacles in understanding the themes from a broad perspective.

There are also students at Level 4 (7% of the total) who engage with the topic and understand the social value of the Muquiço Complex as a key element of the community's culture, though they are unable to organize this understanding critically.

Finally, approximately 2% of students demonstrated a true grasp of the subject; they understood the relationship involving the social value of the Muquiço Complex as a key element of the community's culture and were able to frame the scenario within a broad, critical context.





Technology Axis

Throughout the first semester, the Technology track was developed with the aim of fostering digital literacy, computational thinking, and creativity, while preparing students for the challenges of contemporary society and the world of work. Activities were designed with the participants' cognitive development in mind, enabling the introduction of content related to computational logic, problem-solving, and the critical and creative use of digital technologies.

In the Digital Creator component, activities focused on understanding how technologies work, covering topics such as hardware and software, digital literacy, block-based programming, and an introduction to computational logic. Practical digital content creation exercises were also conducted using image and video editing tools and graphic design platforms, stimulating creativity, communication, and structured thinking through the production of digital materials.

In the Tech Products track, the focus was on developing skills related to the use of productivity tools, document creation, presentations, and information organization in digital environments. Students were also introduced to concepts regarding programming, artificial intelligence, project development, and digital marketing. Additionally, they engaged in reflections on vocations, professions, and the skills demanded by the labor market in the digital age, thereby strengthening the connection between technology, education, and productive integration into the workforce.



The activities also covered content related to Entrepreneurship 4.0, fostering the development of entrepreneurial skills through project creation, challenge resolution, solution planning, and the use of digital tools for organization, communication, and idea presentation. Competencies such as autonomy, innovation, collaborative work, and creative thinking were encouraged, bringing students closer to practices aligned with new modes of production and opportunity creation.

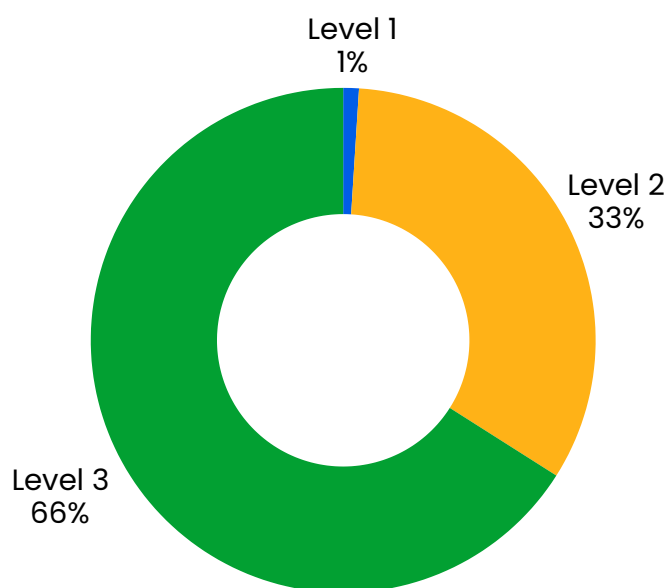


As a cross-cutting methodological strategy, gamification was integrated throughout the entire training process, contributing significantly to engagement and the development of logical reasoning. Educational games and collaborative challenges were used to strengthen skills such as assertive communication, cooperation, strategic thinking, decision-making, and problem-solving. This approach fostered active learning, making the content more meaningful and encouraging greater learner participation in activities.

Project-based activities were also developed, promoting the practical application of acquired knowledge through challenges involving digital technologies, artificial intelligence, and innovation. Whenever possible, introductory experiences involving educational robotics and other emerging technologies were conducted, taking into account the availability of resources and materials.

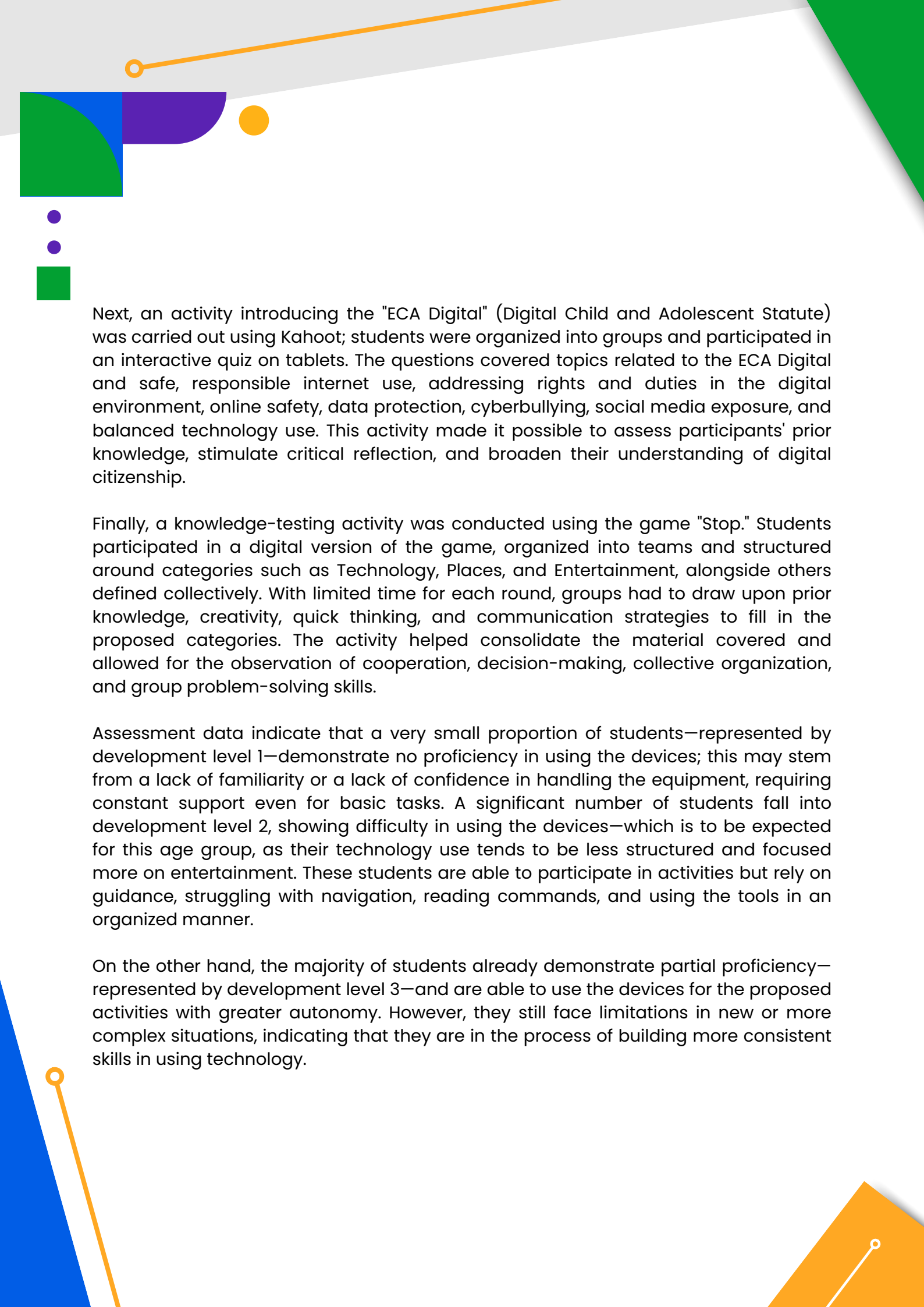
Throughout the semester, pedagogical practices emphasized collaborative learning, experimentation, the exchange of knowledge among learners, and an understanding of errors as a fundamental part of the learning process. In this way, the Technology strand contributed to the development of digital, cognitive, and socio-emotional competencies, preparing participants to engage more critically, creatively, and proactively across various social, educational, and professional contexts.

SKILL LEVEL IN THE USE OF TECHNOLOGICAL DEVICES



To evaluate this indicator, three activities were used to foster cooperation, communication, logical reasoning, the conscious use of technology, and active student participation. The activities were designed to integrate collaborative challenges, moments of reflection, and decision-making scenarios, allowing for the observation of cognitive, socio-emotional, and digital competencies.

Initially, a welcome activity was conducted using the game "Suspects" to encourage cooperation and communication. Using tablets, students accessed a shared virtual room and assumed different roles during the game. The activity required keen observation, behavioral interpretation, argumentation, clear communication, and teamwork to solve the proposed challenges. Throughout the activity, active listening, cooperation, respect for diverse opinions, and the collective development of problem-solving strategies were encouraged.



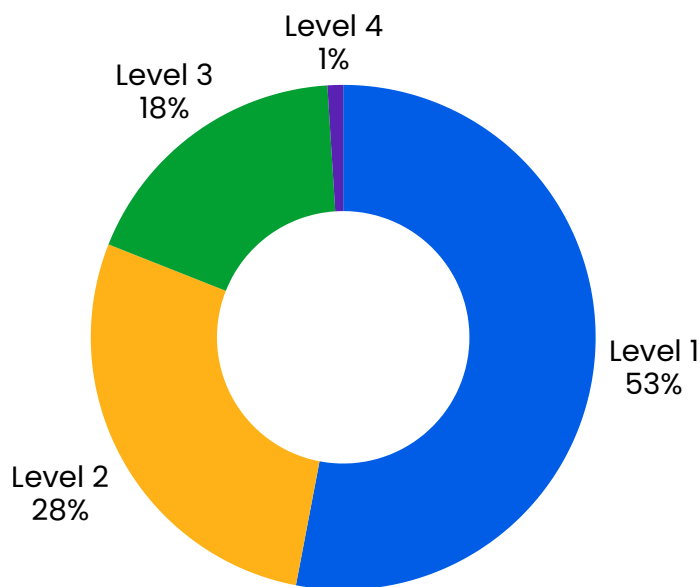
Next, an activity introducing the "ECA Digital" (Digital Child and Adolescent Statute) was carried out using Kahoot; students were organized into groups and participated in an interactive quiz on tablets. The questions covered topics related to the ECA Digital and safe, responsible internet use, addressing rights and duties in the digital environment, online safety, data protection, cyberbullying, social media exposure, and balanced technology use. This activity made it possible to assess participants' prior knowledge, stimulate critical reflection, and broaden their understanding of digital citizenship.

Finally, a knowledge-testing activity was conducted using the game "Stop." Students participated in a digital version of the game, organized into teams and structured around categories such as Technology, Places, and Entertainment, alongside others defined collectively. With limited time for each round, groups had to draw upon prior knowledge, creativity, quick thinking, and communication strategies to fill in the proposed categories. The activity helped consolidate the material covered and allowed for the observation of cooperation, decision-making, collective organization, and group problem-solving skills.

Assessment data indicate that a very small proportion of students—represented by development level 1—demonstrate no proficiency in using the devices; this may stem from a lack of familiarity or a lack of confidence in handling the equipment, requiring constant support even for basic tasks. A significant number of students fall into development level 2, showing difficulty in using the devices—which is to be expected for this age group, as their technology use tends to be less structured and focused more on entertainment. These students are able to participate in activities but rely on guidance, struggling with navigation, reading commands, and using the tools in an organized manner.

On the other hand, the majority of students already demonstrate partial proficiency—represented by development level 3—and are able to use the devices for the proposed activities with greater autonomy. However, they still face limitations in new or more complex situations, indicating that they are in the process of building more consistent skills in using technology.

LEVEL OF KNOWLEDGE REGARDING CITIZENSHIP AND THE SOCIAL IMPACT OF TECHNOLOGY



To evaluate this indicator, activities integrating knowledge of digital citizenship were employed, combining theoretical learning, collaborative exercises, and challenge-based problem-solving. These activities aimed to foster logical reasoning, critical understanding of technology use, and active student participation, allowing for the observation of cognitive, digital, and socio-emotional skill development.

Initially, a presentation on the "Digital ECA" (Statute of the Child and Adolescent) was conducted alongside a Kahoot activity; students were organized into four groups and used tablets to participate in an interactive quiz. The questions covered content related to the Digital ECA and the safe, ethical, and responsible use of the internet, addressing topics such as rights and responsibilities in the digital realm, personal data protection, cyberbullying, social media exposure, excessive screen time, and online safety. This activity made it possible to assess participants' prior knowledge, encourage critical reflection, and broaden their understanding of safe and responsible digital practices.

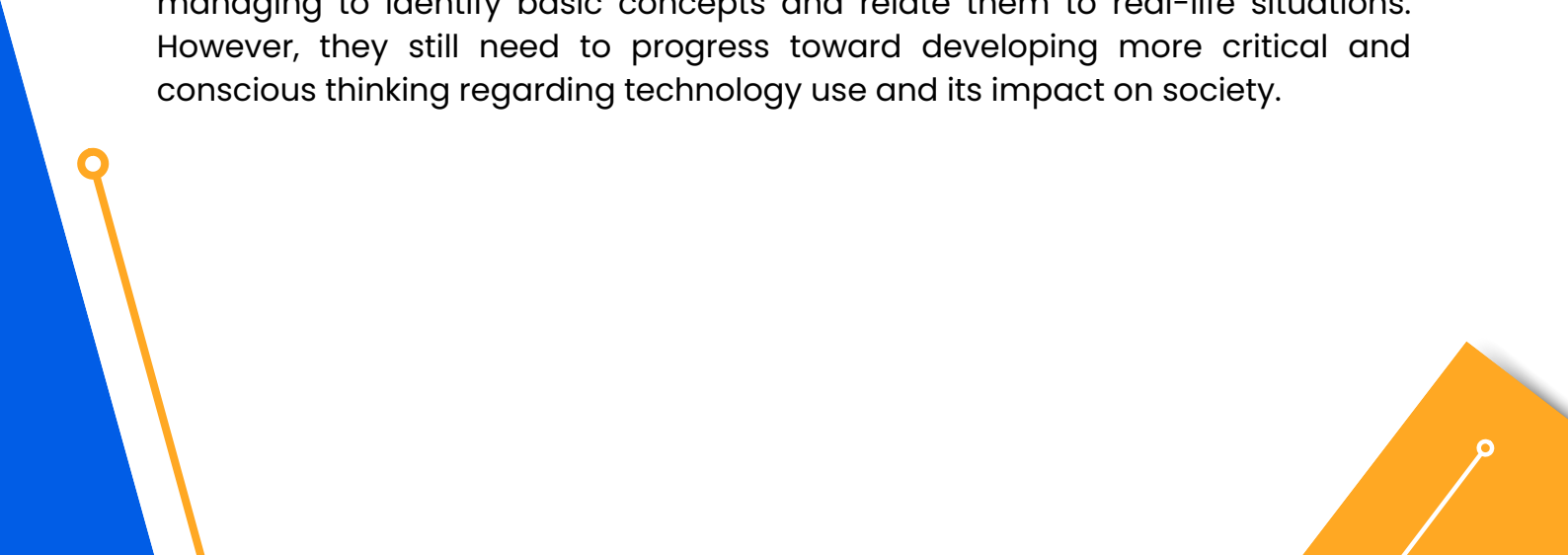


Subsequently, an activity exploring bits, bytes, and the mechanics of technology was carried out, consisting of a theoretical presentation and a practical group exercise. Fundamental concepts regarding bits, bytes, and data processing were introduced first, demonstrating how information is represented and processed by computers. Next, students engaged in a collaborative activity where they represented bits using cards featuring lightbulb symbols, forming bytes and converting decimal numbers into the binary system. This approach fostered the development of logical-mathematical reasoning, problem-solving skills, cooperation, and an understanding of basic computing principles, while linking abstract concepts to everyday applications—such as the encoding of text, images, and other forms of digital information.

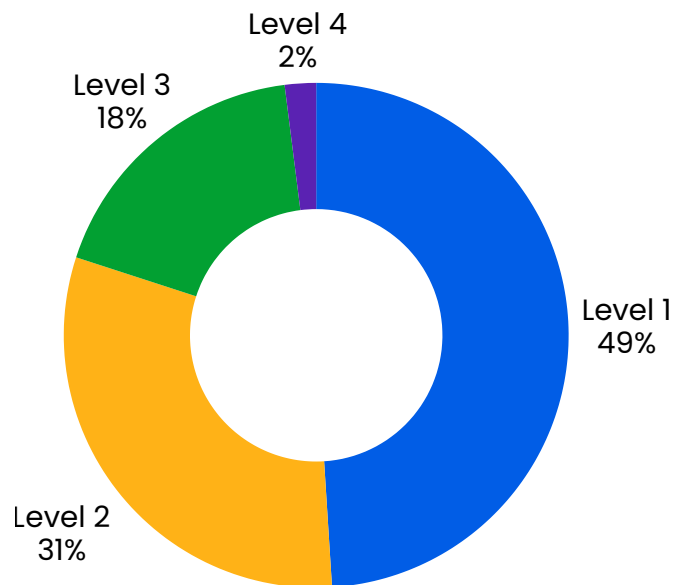
In this regard, the assessment showed that, at this initial stage of the project, the majority of students lack knowledge regarding digital citizenship—which is to be expected given their age group and the fact that this topic has not previously been addressed in a structured manner. Despite frequent technology use, there is little reflection on safety, rights, responsibilities, and social impact.

A smaller group faces challenges, showing some superficial recognition of everyday digital situations but failing to consistently interpret or apply the concepts. These students—categorized as Level 2—are beginning to perceive certain risks and behaviors, albeit to a limited extent.

Finally, a small subset of students demonstrates partial development, managing to identify basic concepts and relate them to real-life situations. However, they still need to progress toward developing more critical and conscious thinking regarding technology use and its impact on society.



LOGICAL REASONING LEVEL



For this indicator, the analysis focused exclusively on the activity involving reflection on bits and bytes, which consisted of a theoretical presentation using slides to explain how bits (0 and 1) form bytes and process data. A hands-on activity was also conducted in which students represented bits using light-bulb cards, working in groups to form bytes and convert decimal numbers into binary. The objective is to develop logical-mathematical reasoning, understand the fundamentals of computing, and collaboratively apply abstract concepts by relating them to real-world scenarios, such as the encoding of text and images.



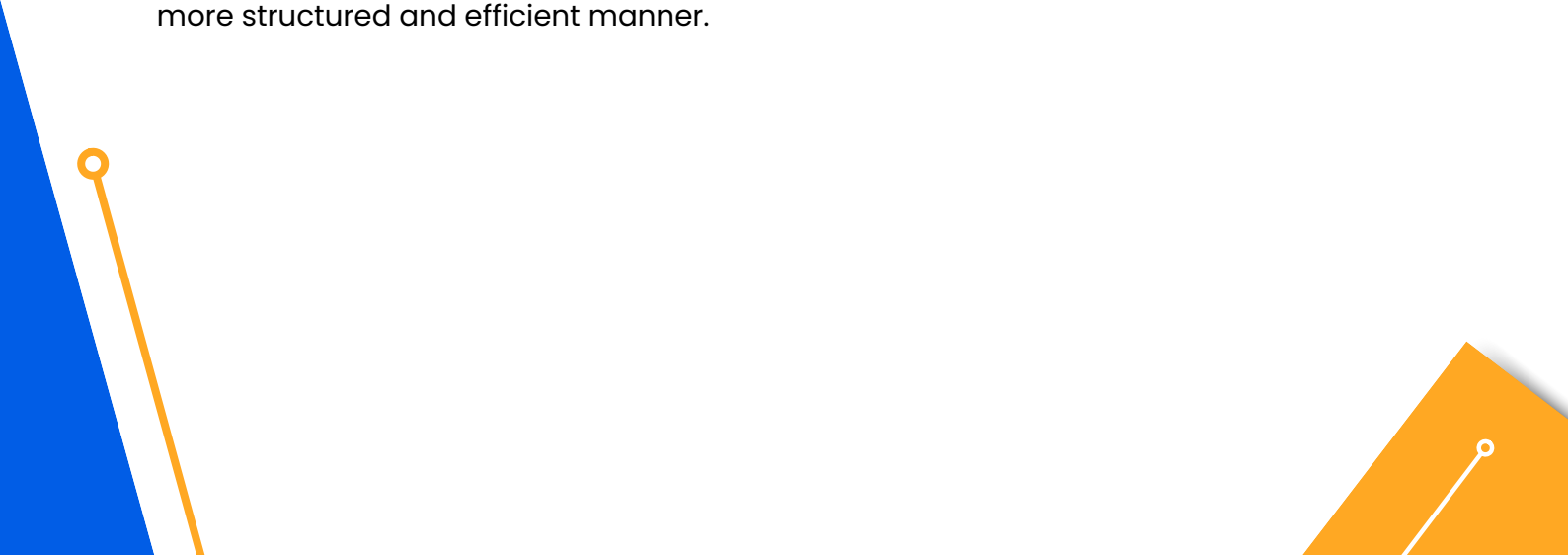
Assessment data indicate that the majority of students do not yet demonstrate the development of logical reasoning expected for their age group—particularly given that this semester marks their first exposure to more abstract concepts, such as the binary system. They struggle to grasp sequences, relationships, and the logical organization of information.

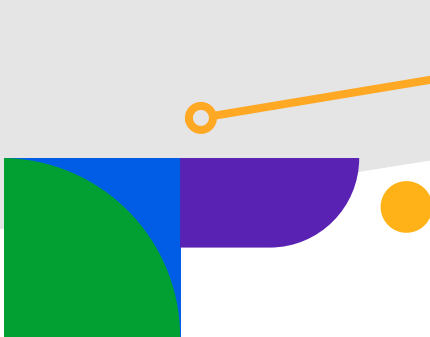
Approximately 31% of students are at developmental level 2; this group faces challenges, managing to follow the activity only partially while experiencing limitations in conceptual understanding and practical application. Although these students put forth effort, they still require constant guidance to organize their logical thinking.

On the other hand, a smaller group already shows partial development, successfully grasping the activity's objective and applying some basic logic concepts. However, they still need to improve their autonomy and consolidate their logical thinking skills in order to solve problems more consistently.

The low levels of development are primarily linked to the fact that the learners are still in the early stages of developing logical and abstract thinking, and have limited prior experience with activities involving sequential organization, patterns, and problem-solving. The difficulty in grasping more abstract concepts—such as the binary system—combined with a lack of sustained encouragement for logical reasoning in previous contexts, contributes to this low initial level.

To enable learners to reach higher levels of development (4 and 5), it is important to invest in progressive activities that foster logical reasoning through play and practical application, such as sequencing games, logic puzzles, pattern-based tasks, and group problem-solving. Consistently using activities that link logical thinking to everyday life—combined with repetition and a gradual increase in complexity—will help strengthen learner autonomy, the organization of thought, and the ability to solve problems in a more structured and efficient manner.





Sport Axis

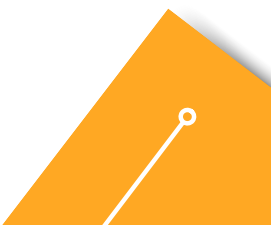
Throughout the first semester, activities within the sports track were organized progressively, encompassing moments of integration, sports initiation, motor skill development, and collective experiences. The activities aimed to foster active participation among the students through physical movement, cooperative challenges, and experiences that integrated physical, social, and educational aspects.

The initial sessions focused on integrating the participants through playful activities involving movement, motor challenges, cooperative games, and group interactions. These activities helped welcome the students, build bonds, and develop motor coordination, balance, body awareness, and communication among the participants.

Activities were also conducted to introduce the Bola Pra Frente Institute and the local area, giving students a better understanding of the institution's history and its work within the community.

A highlight among the activities was an educational treasure hunt, in which participants explored different areas of the Institute in search of clues related to its history. The activity concluded with discussion circles and moments of reflection, supported by visual aids that presented the history of the Institute and its founder.

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In the realm of sports initiation, activities were developed to teach the fundamental skills of handball. Participants learned techniques such as gripping, passing, catching, and shooting, as well as various passing styles—including chest, bounce, overhead, and shoulder passes. Initially, exercises were performed in pairs with guided repetitions to consolidate movements, later progressing to practice while moving; this evolution fostered the development of motor coordination, spatial awareness, and body control.



The classes also incorporated recreational games and challenges that allowed for the dynamic application of these sports fundamentals. A highlight was the "Number Game," a team activity that combined running, decision-making, and cooperation with the use of handball skills in game-like situations, thereby promoting quick thinking, teamwork, and respect for the sport's rules.

Throughout the sports sessions, small-sided games and group exercises encouraged passing, team positioning, communication, cooperation, and shared decision-making. These activities fostered respect for teammates, active participation, and a strengthened sense of community through collaborative experiences.

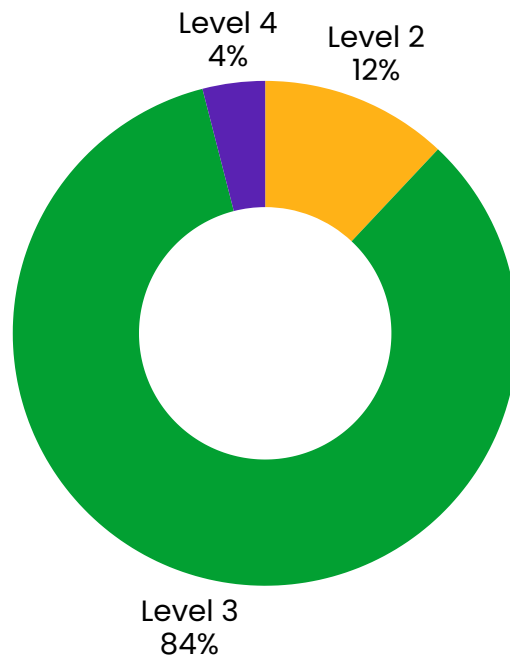
Opportunities for dialogue and reflection regarding the role of sport as a tool for personal, social, and community development were also provided. Discussions covered topics such as health, discipline, respect, teamwork, and the potential of sport to transform lives, linking these themes to the students' own realities and the Institute's history.

Another activity carried out was circuit-based functional training, consisting of various exercise stations that targeted physical capabilities through movements inspired by everyday actions. Beyond improving physical fitness, this initiative helped broaden understanding of the importance of regular physical activity for promoting health and quality of life, as well as for disease prevention.

Throughout the semester, activities were conducted to foster student autonomy in organizing sports sessions. Participants were encouraged to form teams, take on specific roles, look after equipment, adhere to agreed-upon rules, and make decisions during games and activities—thereby strengthening a sense of responsibility, active participation, and commitment to the group.

Collectively, these activities aimed to provide meaningful sports experiences, fostering the development of motor skills, social interaction, cooperation, and autonomy, while highlighting the value of sport as a tool for the students' holistic development.

LEVEL OF SPORTS SKILLS REGARDING LOCOMOTION, STABILITY, AND MANIPULATION



To develop this indicator, activities structured in a progressive and contextualized manner were employed. Initially, during integration sessions, playful activities involving varied movements, group interactions, and motor challenges were conducted, allowing for the observation of coordination, balance, and participation. Subsequently, as the theme of "territory" was addressed and the Bola Pra Frente Institute was introduced, the activities remained participatory, encouraging movement and bodily expression.

Later, in classes focused on sports initiation and handball fundamentals, exercises involving running, changing direction, ball control and manipulation, passing, and shooting were introduced. These enabled the assessment of motor skills in both individual and team settings, as well as decision-making within a game context. The aim of these activities was to provide students with their first exposure to basic handball fundamentals, fostering an initial understanding of the sport's essential techniques. Key concepts were introduced, such as the grip—the correct way to hold the ball—along with the fundamentals of passing, shooting, and receiving.



Beyond the core fundamentals, additional techniques were practiced, such as the chest pass, bounce pass, overhead pass, and shoulder pass. To facilitate the assimilation of these movements, students were paired up and positioned facing each other, performing each type of pass eight times in a repetitive, guided manner. The activity then evolved into a more dynamic exercise; while students remained in pairs, they now executed the passes while moving across the court, thereby fostering the development of motor coordination, spatial awareness, and body control.

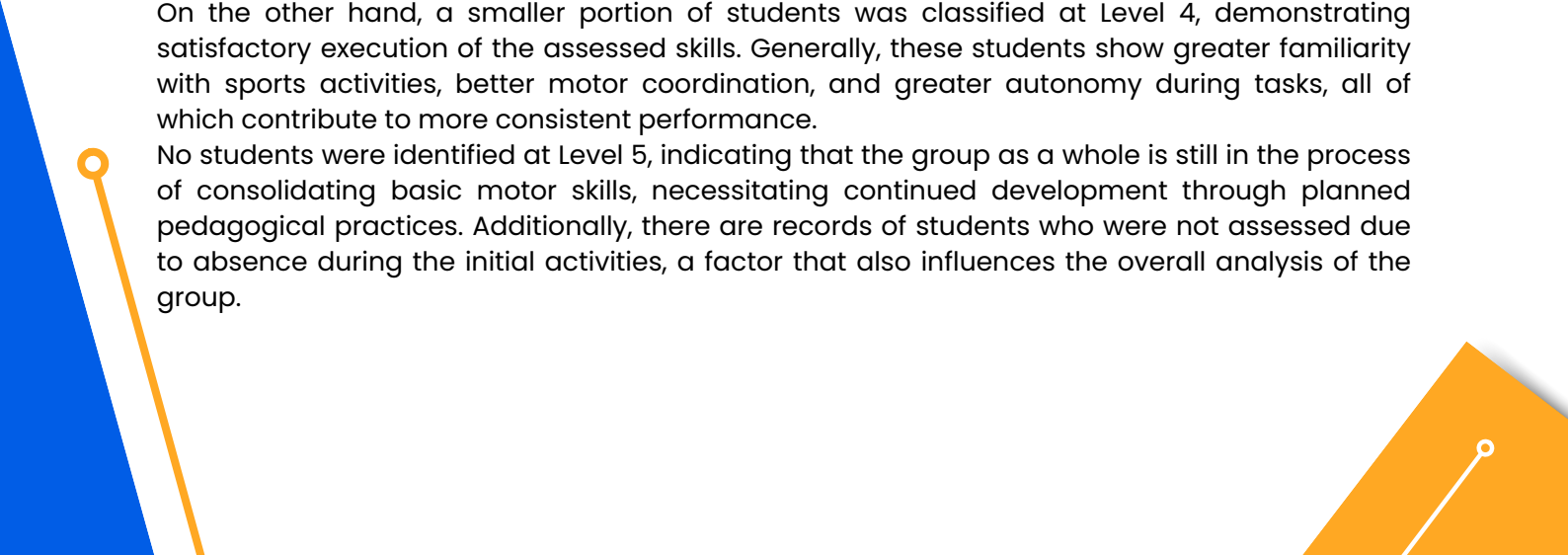
Among the recreational activities, a standout was the "Number Game," designed to apply the learned fundamentals in a playful yet competitive way. Students were divided into two teams, and each participant was assigned a number corresponding to a member of the opposing team. At the instructor's signal, a number was called, prompting the corresponding students to run toward the ball. Once in possession, the participants had to use the passing techniques practiced during the lesson to try and hit the cones positioned at the corners of the goal frame, scoring points for their team. The activity fostered teamwork, agility, quick thinking, and an understanding of basic handball rules, making the learning process more motivating, engaging, and dynamic.

Analysis of the initial assessment data shows that the majority of students are at Level 3; this indicates that, although they still face difficulties in executing basic sports and motor skills, they participate in the proposed activities and demonstrate potential for improvement. This scenario can be explained by the diversity of prior motor experiences, as many students lacked continuous access to structured sports activities—a factor that directly impacts coordination, body control, and confidence during activities. Students at this level possess developing motor skills; while they can execute movements, they still need to refine aspects such as locomotion, stability, and object manipulation. With regular attendance at the institute and continued participation in activities, these skills tend to evolve gradually.

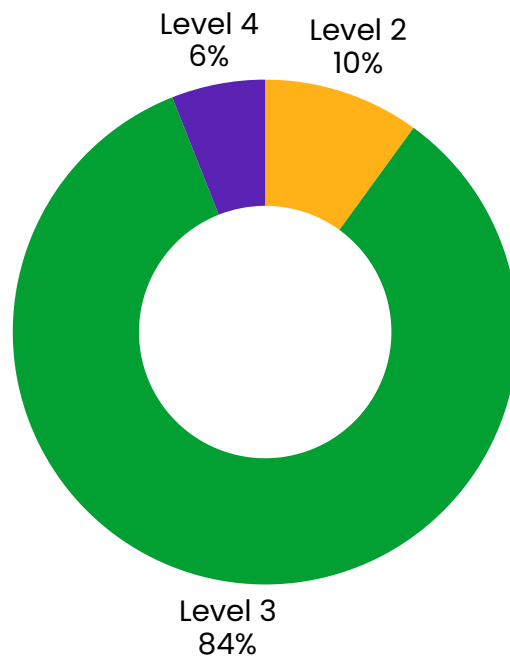
A group at Level 2 was also identified, consisting of students with greater motor difficulties, poor coordination, and, in some cases, lower initial engagement. These factors may be linked to a lack of physical activity, insecurity in situations where they are the focus of attention, or even limitations in their basic motor repertoire, requiring more targeted interventions and progressive stimuli.

On the other hand, a smaller portion of students was classified at Level 4, demonstrating satisfactory execution of the assessed skills. Generally, these students show greater familiarity with sports activities, better motor coordination, and greater autonomy during tasks, all of which contribute to more consistent performance.

No students were identified at Level 5, indicating that the group as a whole is still in the process of consolidating basic motor skills, necessitating continued development through planned pedagogical practices. Additionally, there are records of students who were not assessed due to absence during the initial activities, a factor that also influences the overall analysis of the group.



LEVEL OF TEAMWORK SKILLS AND SENSE OF COLLECTIVITY



To assess this indicator, collective activities and group dynamics were employed, emphasizing interaction, cooperation, and collaborative effort. During the initial integration classes, collaborative activities were introduced that required group organization, communication, and mutual assistance to achieve shared goals. In subsequent classes—particularly during introductory sports sessions and handball—small-sided games and team exercises were conducted, requiring passing, collective positioning, and joint decision-making. These activities allowed for the observation of behaviors such as respect for peers, active participation, cooperation, adherence to rules, and engagement in collective tasks.

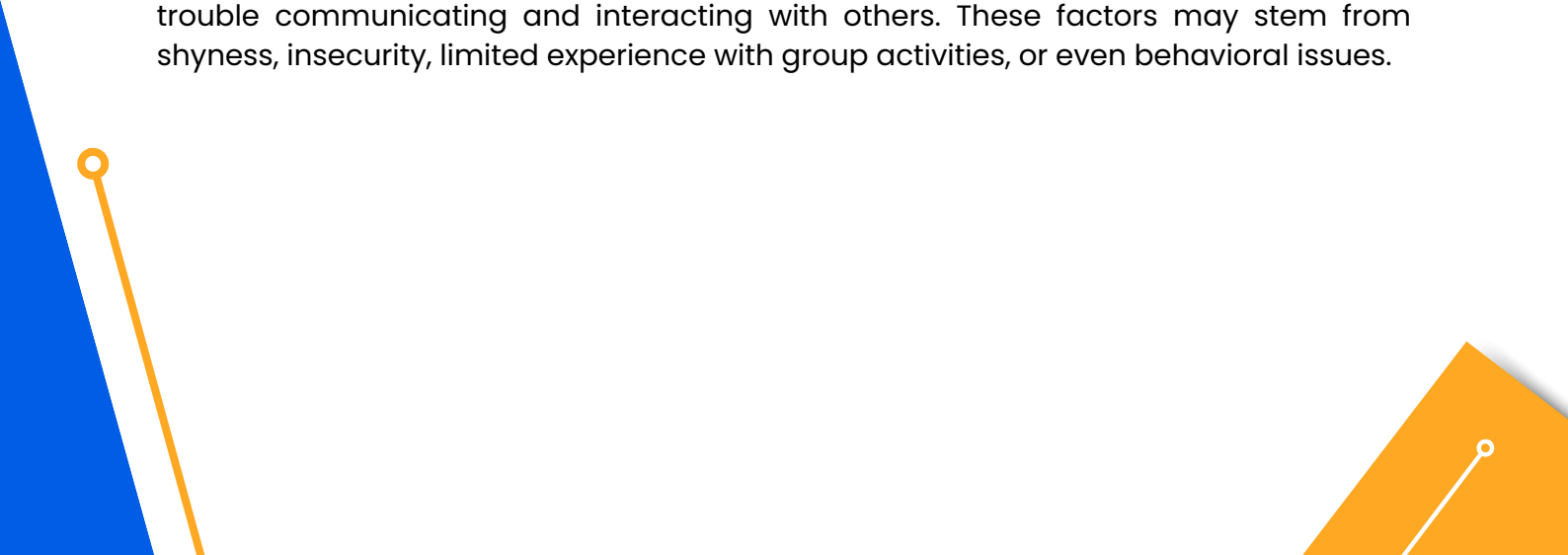


Another activity that fostered progress regarding this indicator was a session connecting students with the Institute's history. This activity took the form of a scavenger hunt held on the Institute's premises, designed to present the institution's history in a dynamic and engaging way. Students were given a map with instructions, while keywords related to the Institute's journey were hidden in various locations. The students' mission was to find these clues and piece together parts of the history. At the end of the activity, a discussion circle was held, allowing participants to share their experiences and reflect on what they had learned. To deepen understanding and aid visualization, a display board featuring images of the Institute and Jorginho's journey was used.

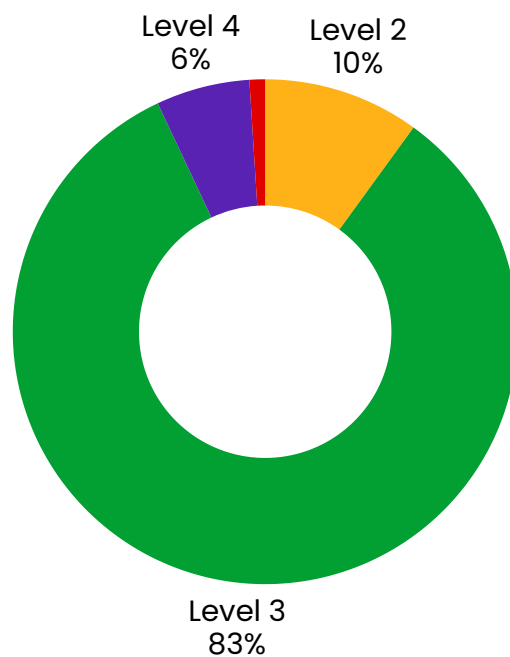
Data analysis reveals that the majority of students are at Level 3, indicating that they already participate in group activities and understand the importance of the group; however, they still struggle to maintain fully collaborative behavior—such as communicating efficiently, sharing responsibilities, and making joint decisions. This result is common in initial assessments, particularly among groups that are still in the process of building bonds and adapting to a collective environment. Over time, as students get to know one another better and align their expectations, communication tends to flow more easily, and teamwork strengthens. It is precisely during this initial phase that key adjustments occur to foster good group cohesion.

A smaller segment falls into Level 4, demonstrating that these students have already developed strong teamwork skills, characterized by well-established cooperative attitudes, respect for rules, encouragement of peers, and active participation in group dynamics. Generally, these are students with prior experience in sports or a greater aptitude for social interaction.

On the other hand, some students remain at Level 2, showing more significant difficulties with group work—such as low participation, resistance to cooperation, or trouble communicating and interacting with others. These factors may stem from shyness, insecurity, limited experience with group activities, or even behavioral issues.



LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PARTICIPATION



This indicator involved activities that combined practical and reflective elements. During the introductory and integration sessions, guided discussions and interactive exercises were used to explore sport as a tool for personal and social development and as a potential career path. By contextualizing the local area and the history of the Bola Pra Frente Institute, participants were encouraged to reflect on the impact of sport in transforming lives. Furthermore, during sports sessions—such as introductory activities and handball—pedagogical interventions highlighted values like health, discipline, respect, and teamwork, allowing for an assessment of the students' understanding and appreciation of sport.



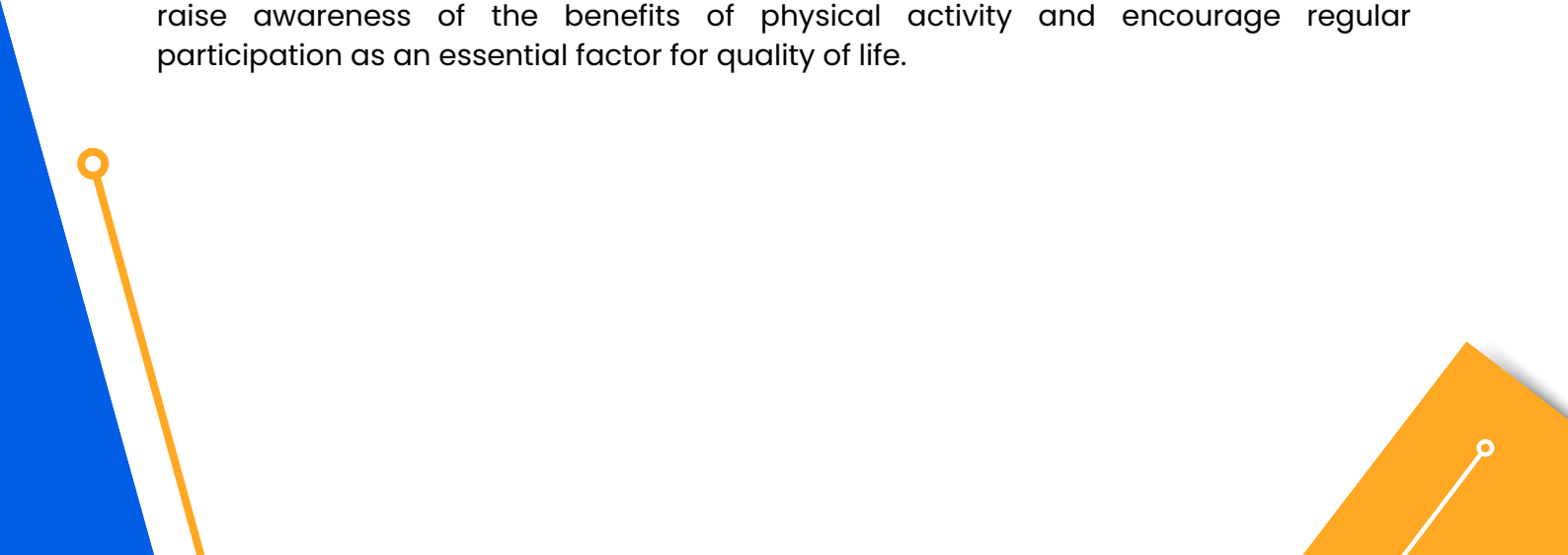
Another notable activity was the Functional Circuit Training. This workout consists of six stations, each featuring a specific type of exercise performed for a set duration. The goal is to improve the participants' overall physical fitness through movements that mimic everyday actions, fostering a dynamic and efficient workout. In this context, the activity addressed the importance of sport beyond mere leisure, emphasizing that regular physical exercise is essential for maintaining health and quality of life, thereby contributing to the prevention of non-communicable chronic diseases.

Analysis of the data regarding the Indicator shows that the majority of students were classified at Level 3, demonstrating that while all students possess an initial awareness of the importance of sports, their understanding is still in the process of development and consolidation.

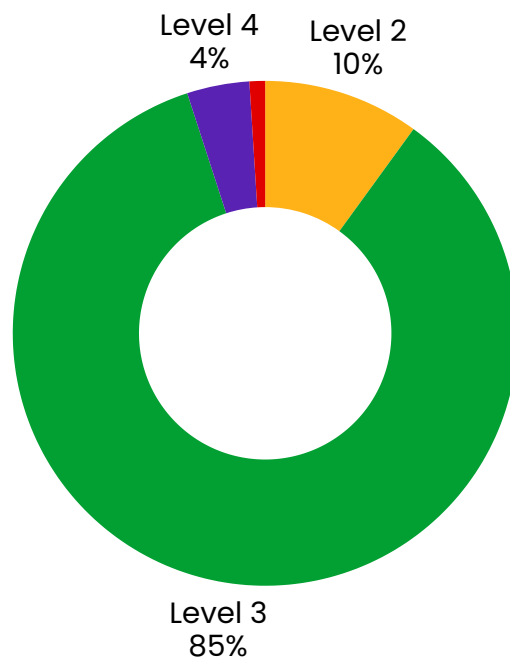
This result indicates that students are already able to identify—particularly with the educator's guidance—key aspects of sports, such as their contribution to physical health, well-being, socialization, respect for rules, and teamwork. During the proposed activities, it was evident that the students grasp the value of sports within the context of the lessons and participate actively, reinforcing this intermediate level of perception.

However, the fact that the majority of students fall into Level 3 also reveals that this recognition is not yet fully autonomous or deep. In many cases, students still rely on the teacher's encouragement, explanations, and interventions to reflect on the role of sports in their lives. This is to be expected in an initial assessment, especially considering that building this understanding involves not only practice but also accumulated experiences, social interactions, and ongoing reflection.

A minority of students were observed at Level 2; these are students who do not yet fully grasp the importance of physical activity. Therefore, the proposed activities aim to raise awareness of the benefits of physical activity and encourage regular participation as an essential factor for quality of life.



LEVEL OF AUTONOMY AND RESPONSIBILITY IN SPORTS ACTIVITIES



This indicator utilized activities that required students to demonstrate organization, decision-making skills, and adherence to established agreements. During the initial integration classes, the students' ability to follow instructions, respect rules, and conduct themselves responsibly within group dynamics was observed. Throughout the introductory sports sessions—and particularly during the handball activities—exercises and games were introduced in which the students themselves had to organize into teams, assume specific roles, manage equipment, and make in-game decisions with minimal direct intervention from the teacher. These situations made it possible to assess the students' level of autonomy, individual and collective responsibility, and commitment to the proposed activities.



An analysis of the data presented in the graph shows that the majority of students are at Level 3, indicating an initial level of autonomy and responsibility in sports activities. However, they still occasionally rely on the educator's guidance and intervention to organize their actions, follow rules, and remain engaged in the activities. This result is expected in an initial assessment, especially considering that the students are still adapting to the routine, the established agreements, and the dynamics of the classes.

A minority of students are at Level 4, representing a group that already demonstrates greater autonomy; they are capable of making decisions during activities, organizing themselves into teams, consistently following rules, and assuming responsibilities such as caring for equipment and respecting the proposed activities. These students tend to show greater maturity, initiative, and understanding of class dynamics, often positively influencing their peers.

On the other hand, some students in this cycle are still at Level 2, revealing more evident difficulties regarding autonomy and responsibility. These students require closer supervision, as they face challenges in following rules, organizing themselves during activities, and maintaining focus. Factors such as immaturity, limited experience in structured environments, or difficulties adapting may contribute to this performance.

Overall, the data indicate that the class shows a good initial level of development, with a predominance at the intermediate level and a group already advancing to higher levels. At the same time, there is a clear need to continue pedagogical strategies that foster student autonomy, responsibility, and active participation, thereby supporting progressive development throughout the process.



CONCLUSION



The assessment conducted during this period indicates that the students are showing consistent development across the various dimensions addressed by the *Campeão de Cidadania* (Citizenship Champion) Project, demonstrating gradual progress in athletic, educational, technological, and socio-emotional areas. Given that the group is at the beginning of its learning journey, most participants already show an initial understanding of the material covered, actively engage in the proposed activities, and display significant potential for growth throughout the educational process.

Regarding the sports component, it was observed that the students are already able to execute the fundamental techniques of the sports involved and participate in team activities with increasing engagement. Although many are still consolidating their motor skills, aspects such as coordination, object manipulation, stability, decision-making, and understanding of sports rules are showing gradual improvement, driven by continuous participation in the activities. Progress was also noted in teamwork, respect for peers, cooperation, and a sense of responsibility during sports practice, all of which foster a sense of agency and autonomy.





- In the realm of citizenship, the students showed interest in discussions regarding
- identity, a sense of belonging, their local area, and their life goals. The activities encouraged them to recognize their community's history, their own personal journeys, and their individual strengths, enabling them to connect their personal experiences with the broader community context. While some students still need to deepen their critical analysis skills and better relate the material covered to their daily lives, there is a visible strengthening of self-esteem, a growing appreciation for the community, and an increasing recognition of their own roles as individuals with rights and as agents of social change.

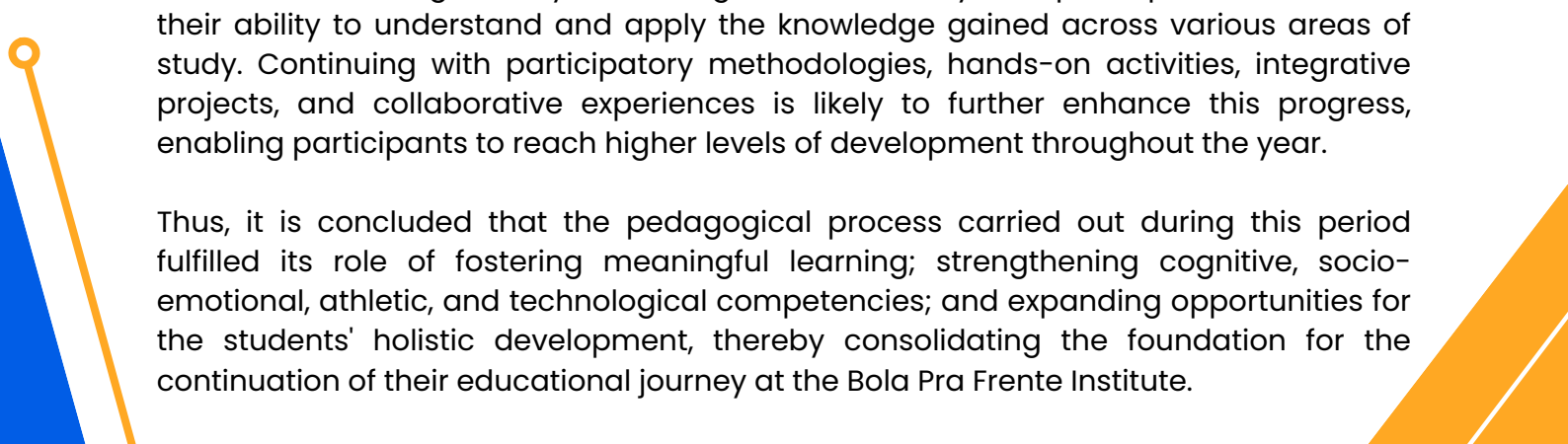
Regarding the technology component, results indicate that the students have begun building digital competencies essential to their holistic development. The activities enabled them to become more familiar with technological devices, develop an initial understanding of digital citizenship, stimulate logical reasoning, and promote the conscious use of technology. Given that many participants were encountering structured concepts of computing and digital culture for the first time, the results reflect a scenario typical of this developmental stage, characterized by curiosity, active participation, and a progressive increase in autonomy throughout the proposed activities.

From an integrated perspective, the students show progress not only in acquiring specific knowledge but also in developing socio-emotional skills crucial to their growth. Aspects such as communication, cooperation, responsibility, respect for diversity, organization, problem-solving, and active participation were consistently fostered during pedagogical activities, helping to strengthen bonds among participants and create a welcoming, collaborative educational environment.

At the same time, the assessment reveals that certain challenges persist, particularly regarding students with lower attendance rates or those still adjusting to the Institute's routine. In these cases, there is a need for continued pedagogical interventions, diverse learning experiences, and strengthened individualized support to foster greater engagement and consolidate learning outcomes.

Overall, the results demonstrate that the group possesses a solid foundation for developing the competencies outlined in the annual plan. Progress to date indicates that students are gradually increasing their autonomy and participation, as well as their ability to understand and apply the knowledge gained across various areas of study. Continuing with participatory methodologies, hands-on activities, integrative projects, and collaborative experiences is likely to further enhance this progress, enabling participants to reach higher levels of development throughout the year.

Thus, it is concluded that the pedagogical process carried out during this period fulfilled its role of fostering meaningful learning; strengthening cognitive, socio-emotional, athletic, and technological competencies; and expanding opportunities for the students' holistic development, thereby consolidating the foundation for the continuation of their educational journey at the Bola Pra Frente Institute.





ACTIVITIES **REPORT**

26. JULY

