

INSTITUTO BOLA PRA FRENTE

MONITORING REPORT

PERFECT CROSSING - PLAYING A BIG GAME



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, Instituto 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.

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 to happen, 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, where at each end of the activity 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.

EVALUATION REPORT



Accompanying our students through assessments and applied monitoring makes us understand and measure the importance of continuing the work of training our students, who, in addition to starting to practice sports activities autonomously, also start to place themselves more freely and with the possibility of more comprehensive dialogues, in a more balanced relationship in society.

Therefore, this report aims to inform the progress of the project by analyzing how sports were carried out at Instituto Bola Pra Frente in terms of the educational experiences of the participants, from January to October 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 that are considered necessary to the student's life.

In addition to the students' educational path, there is a need to strengthen them in the search for autonomy through other sports practices and even in the development of a taste for practicing physical activities, aiming to improve indices relating to quality of life.

Development levels work as metrics, ranging from 1 to 5. Educators distribute values to students considering how each one performs activities, which are:

Level 1	It represents the student who does not develop the skill, being the most basic level of development.
Level 2	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.
Level 3	It represents the student who develops partially, corresponding to the regular mastery of most of the task, with some needs for mediation.
Level 4	It represents the student who develops satisfactorily, corresponding to greater independence of practices.
Level 5	It represents the student who fully develops, being the most advanced level of knowledge and autonomy.

Overall, to better serve Bola Pra Frente's target audience and understand what demands are necessary to positively achieve our proposed qualitative and quantitative goals with their respective indicators, the pedagogical team carried out an assessment. For this evaluation, the project goals and indicators linked to our Pedagogical Matrix were considered, 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.



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 point out that this report allows us to clarify and understand the path we are taking, in order to guide the planning of our educational practices that aim to guarantee a quality Integral Education for all students. These data, in addition to giving us a clear view of the limits and advances of the educational proposals implemented, offer us support so that we can guide changes and continuities in our training processes, in order to ensure the right to quality education and build a path effective for emancipatory and liberating formative learning.

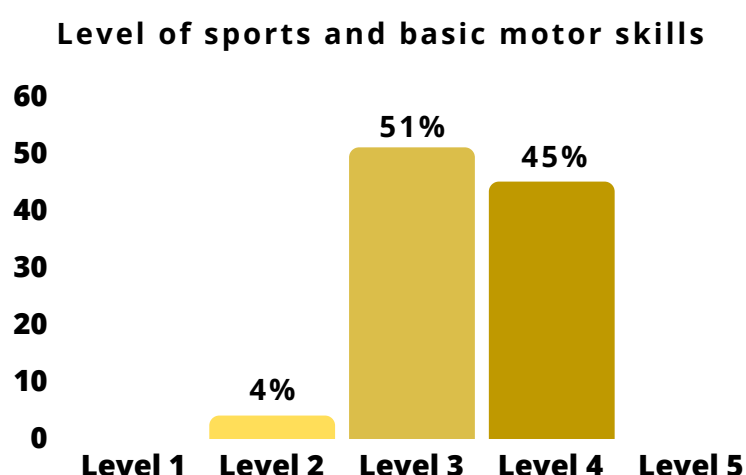


GOAL 1: DEVELOP BASIC SPORTS AND MOTOR SKILLS.

INDICATOR: LEVEL OF SPORTS AND BASIC MOTOR SKILLS.



In this class, it was possible to evaluate 100 children. Of these, we only had 11% dropouts, corresponding to 11 students. Separately, the differences between morning and afternoon students did not indicate significant discrepancies. Thus, 4% of the children in this class have difficulty understanding the benefits of practicing sports, an understandable issue relating the age group and their notions of well-being and the importance of physical activity. Furthermore, the evaluation considers the partial results of the project, which highlights the need for full development of sports and basic motor skills with the public, an action to be continued throughout the project.



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

Graph 1 shows that this class has a partial level of development (Level 3), with 51% of children showing low difficulty in combining physical skills. However, the data points to an almost equivalence with Level 4, where 45% of children develop satisfactorily, as they are able to quickly carry out the activity, but are unable to maintain long concentration periods when carrying out the activity, a fact that is also pedagogically understandable given their age. and the process of development of motor functions.

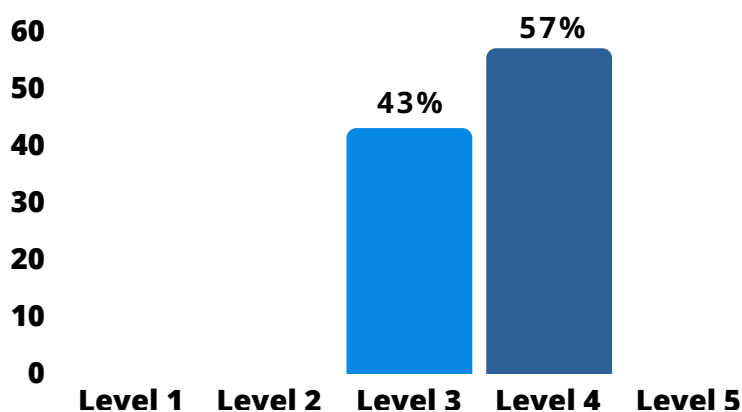
GOAL 1: DEVELOP BASIC SPORTS AND MOTOR SKILLS.

INDICATOR: LEVEL OF SPORTS AND BASIC MOTOR SKILLS.



This class has 100 children enrolled, and is also attended at two times, morning and afternoon. Like the previous class, this one did not show significant discrepancies between morning and afternoon students and had a 3% dropout rate, corresponding to just 3 students. The children in this class develop basic sports and motor skills in a basic way, without explaining why this relationship between practice and well-being occurs.

Level of sports and basic motor skills



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

Graph 2 correlates the progress of motor skills with advancing age, which is in line with Piaget's theory. In other words, in a process of transition of cognitive development, children do not absorb much of the content behind sporting activities, but the vast majority return to the playful result of activities that generate joy and understanding, being represented by 43% at level 3, with partial development associated with a pre-operational phase and 57% at level 4, in a concrete operational phase, where children are willing to carry out activities and, in fact, enjoy being in movement, already understanding their needs a little better. physical progress.

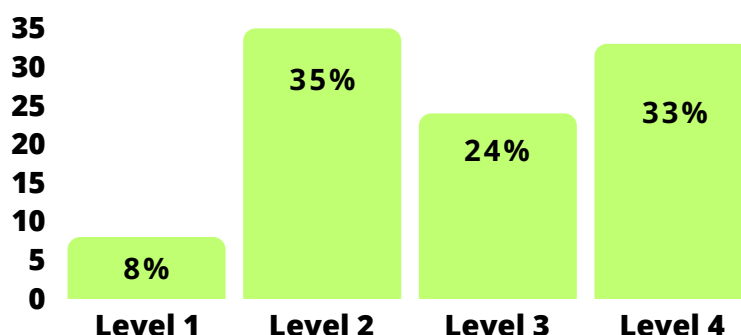
GOAL 1: DEVELOP BASIC SPORTS AND MOTOR SKILLS.

INDICATOR: LEVEL OF SPORTS AND BASIC MOTOR SKILLS.



This class serves teenagers and has 200 students enrolled (divided into classes), being served in the afternoon and evening. In this class, 152 students were evaluated, whose data reveal the lowest dropout percentage, with just 1%, compared to the other two classes. There is no differentiation between shifts, as it is a class attended in just one shift, demonstrating a great advance in terms of cognitive development.

Level of sports and basic motor skills



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

Graph 3 shows us that this class has a percentage of 33% of satisfactory development, while a percentage of 35% is developing with difficulty. This means that the cognitive development of sports and motor skills are more stimulated beyond the Institute, creating a little more partial physical exercise, with 24%.

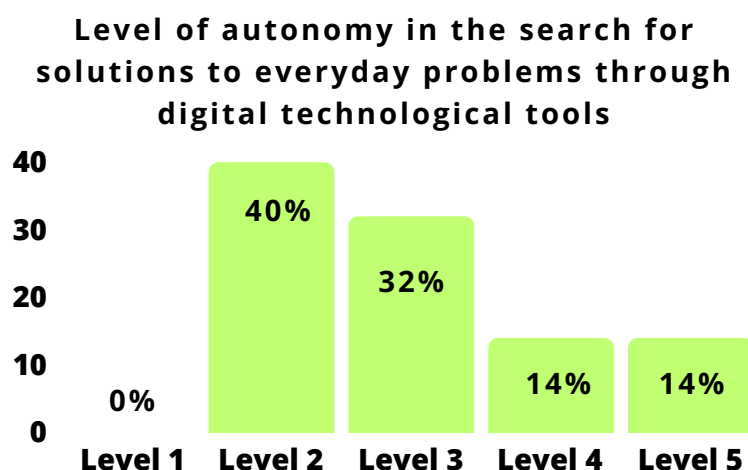
However, for the 35% who present difficult development, this is due to age related to their biological and motor maturity, making it understood that at this pedagogical moment, these students present greater limitations in their stages of cognitive development, which may be affecting more meaningful learning.

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



Regarding this indicator, it is possible to notice the impact provided by the activities, since the last monitoring showed 88% of students at skill level 2 in this indicator. Encouraging the use of cell phones to research various activities helped with autonomy in the search for solutions to everyday problems. Therefore, we highlight that there has been a decrease in the percentage of students in all classes at level 2 of development, currently reaching 40%. Furthermore, many students became part of level 3, comprising 32%. The real progress occurs at levels 4 and 5, which together reach 28%.



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

In general, we can see that in this indicator, we had significant advances in all classes with regard to students' skills in using technology, in the development of autonomy and also in the degree of mastery of the devices used in the project. We can certainly correlate these advances with the pedagogical proposals and projects that were developed in our laboratory, a space in which students, based on the proposed active methodologies, have demonstrated engagement, curiosity to learn, protagonism and creativity.

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, in which the inherent need of human beings to move is respected and stimulated.

We understand that our commitment to presenting socio-pedagogical commitments aimed at the integral development of students has been applied successfully in light of the data presented in this report. Educational sport is a facilitator to promote citizenship and to assimilate the different concepts worked on in the project. Therefore, it is important to develop sporting and educational activities for the public with a focus on practice and learning, as elaborated in this report.

Promoting the development of skills and competencies that encourage civic practice involves understanding the stages of cognitive development of students and realizing that we do not have or want ready-made individuals, but rather train, through sport, individuals capable of transforming the world, and it all starts in childhood and adolescence. Therefore, developing educational sport as an instrument of physical, social and psychological well-being, through basic sporting and motor skills, partially (level 3) and even satisfactorily (level 4) for all classes, understanding even their resistance, is exactly the objective of the Bola Pra Frente Institute.

Furthermore, our objective is also to provide access to educational sport, using education and culture as instruments for learning and expression, in order to improve and contribute to the integral development of beneficiaries in their literacy processes, based on engagement with reading activities, a sense of social responsibility towards the community, the recognition of rights and duties, the identification of sporting affinities and the recognition of cultural diversity.

Therefore, with the aim of maintaining actions that benefit an increasingly growing number of children and adolescents living in the community certified by our quantitative goals, the project continually presents itself as a necessary and relevant instrument for articulating and mediating sporting, educational and cultures that provide and favor a more just and egalitarian society.

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