

INSTITUTO BOLA PRA FRENTE

PERFECT CROSSING - PLAYING A BIG GAME

A NEW EDITION WITH NEW INDICATORS



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INTRODUCTION



For 24 years, the Bola Pra Frente Institute has used educational sports as a tool for building values and promoting well-being, seeking to go beyond performance and sports results, within our territory of operation, which is the Complexo do Muquição, a socioeconomically vulnerable area in Rio de Janeiro. To this end, the sports applied at the Institute relate the practices of sports fundamentals with the values of citizenship, cooperation and participation, as a way of contributing to the integral development of skills and competencies that are considered necessary for the life of the student in society.

Over the years, the Bola Pra Frente Institute has reaffirmed its commitment to promoting the cognitive, physical, intellectual, social and cultural development of children, adolescents and young people through the implementation of educational projects that aim to build a more just, democratic and inclusive society, based on socio-educational principles such as inclusion, participation, cooperation, health promotion, co-education and responsibility. It has also reinforced in its pedagogical practices that children have the right to express themselves as creative, dialogic subjects and that their emotions, needs, doubts, feelings, discoveries, hypotheses, questions and opinions through different languages must be respected and also considered and validated as part of a history and a culture.

The project aims to provide the comprehensive development of the beneficiary public through educational sports and socio-emotional well-being. For this reason, we work with Comprehensive Education, where the focus is to enable, guarantee and care for the full development of students. We understand that due to the current challenges, the multiplicity of subjects and the complexity of realities in which our students are inserted, it becomes 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 and connected to their life projects.

Sports are a source of information and connection for society, since their practice is common to local reality, while at the same time being universal. The Bola Pra Frente Institute has systematized a proposal for Sports Education focused 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 sporting modality, providing an environment of more immediate experiences so that, based on these experiences, they can progressively broaden this understanding, which occurs through the mobilization of increasingly complex cognitive operations, with the sensitivity to understand the world, express themselves about it and act in it, because we recognize them as the protagonists of their story.

INTEGRAL EDUCATION METHODOLOGY

Integral Education plays a fundamental role in guaranteeing rights and social inclusion, contributing to mitigating the impacts of social risks found in the favelas, public schools and territories of Rio de Janeiro. We implement public policies in accordance with the formation of a democratic and equitable society, just as they need to happen in practice to promote concrete rights in the lives of children, adolescents and young people through anti-racist, environmental and gender equality education that governs our actions.





The Institute considers a multidimensional view of social vulnerability, a concept that is based on the idea of integrating various elements that lead the individual to understand what it means to be vulnerable at different levels. A social conception of the term involving historical, cultural, social and economic variations, which directly interfere in the quality of life, guided, among other things, by the UN Sustainable Development Goals (SDGs). This report aims at a more quantitative and qualitative analysis, enabling an understanding of the elements and factors, through the goals and indicators, which can be highlighted and modified based on the results obtained by the project, within a process of construction and recovery of human and social rights, and in favor of the 2030 Agenda.

The educational proposal designed by Bola Pra Frente Institute is related to the project of Brazil that we want for the future, the importance of prioritizing full-time education for children and offering quality education (SDG 4). In addition to aspects such as curriculum, management and territory in Integral Education and how to teach and evaluate social impacts in light of this concept.

Integral Education is not just a modality, but a conception of quality in education that affirms learning and integral development as a right of all people, in order to guarantee equity in pedagogical policies and projects, so that together they enable a reduction in inequalities (SDG 10), decent work and economic growth (SDG 8), health and well-being (SDG 3) and gender equality (SDG 5), leading to the eradication of poverty (SDG 1).

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



At Bola Pra Frente Institute, soccer is a language. For this reason, our methodology was designed as a guide for all projects that take place at the Institution, preserving the particularities of the actions, but being guided by this intentionality. The project aims to transfer knowledge from one area to another, creating a harmonious play between sport, education and culture, enabling full interaction between educator and student, complementing each other in favor of the integral development of the participants.

In this way, the project is based on the development of skills and abilities that encourage students to build their life trajectory, focusing on autonomy, freedom and social protagonism.

Integral Education is the central axis of each and every action linked to the project, as it guarantees the development of participants in all their dimensions, whether intellectual, physical, emotional, social or cultural, through activities related to education, sports and culture, which are essential for the full development and application of the same.

The different areas of knowledge are respected in their specificities, but they do not fail to dialogue with the various thematic axes addressed by the project, since the objective is to enhance discussions, research and reflections. Thus, students are encouraged to learn about, create, discuss and practice the different ways of experiencing the educational, sports and cultural world.



In this project, our methodology believes that playfulness helps in the process of breaking down socio-emotional blocks. In this sense, 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 it, becoming a transformative agent who expresses himself in different ways, with the purpose of spreading ideas, entertaining and influencing attitudes and behaviors. For this to happen, systematic contact with fun activities is essential. In view of this, education and sports, within a pedagogical process, are connected, since sports are part of global culture.

In practice, the project directly benefits children and teenagers living in the Complexo do Muquição, duly enrolled in the public school system, where the students attended the project's classes after school. The content is taught in three stages:

Stage 1: "Treino é Treino"

In this stage, the students will participate in classroom activities focused on social protagonism and citizenship practices, covering the various fields of knowledge and seeking integral education in the intellectual, physical, emotional, social and cultural dimensions.

Stage 2: "Começa o Jogo"

In this stage, the basic concepts and practices of the sports modalities worked on in the project will be covered through the educational sports methodology and the 80/20 rule (where 80% of the time is focused on developing the practice of the sport and 20% of the time is used to present basic concepts and rules).



Stage 3: "Chamando o VAR"

In this stage, students will participate in technological and e-sports activities, which will involve individual interaction with a focus on virtual devices, where sports and movement will be the main thematic drivers of the proposed activities. In addition, during the activities of this stage, basic concepts for digital literacy will be worked on so that beneficiaries can become familiar with current issues of hybrid education and feel more confident in using technology in its broadest range.

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



Monitoring our students through assessments and monitoring helps us understand and assess the importance of continuing to educate our students, who, in addition to starting to practice sports activities independently, also begin to express themselves more freely and with the possibility of more comprehensive dialogues.

From this process, it is possible to have an idea of the impacts of the project over these months and its contribution to a moment of construction and learning in this very important phase of life, which is childhood and adolescence. Therefore, this report aims to inform the progress of students in the new indicators in the year 2024.

To this end, it is important to emphasize that applied sports relates the practices of sports fundamentals with the values of citizenship, cooperation and participation, among other forms of contribution to the development of skills and behaviors that are considered necessary for the life of the student. In addition to the educational path of students, there is a need to empower them in the search for autonomy through other sports practices and even in developing a taste for practicing physical activities, aiming at improvements in indicators related to quality of life.

The students were assessed based on the activities and the learning process developed, and were analyzed in five skill levels. These skill levels function as metrics, ranging from 1 to 5 and varying according to the indicator.

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:

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.

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 an evaluation. The data in this report relate to this 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.
- Goal 3: Improve the level of socio-environmental responsibility.
- KPI: Level of sense of socio-environmental responsibility.
- Goal 4: Promote the recognition of rights and duties.
- KPI: Level of recognition of rights and duties.

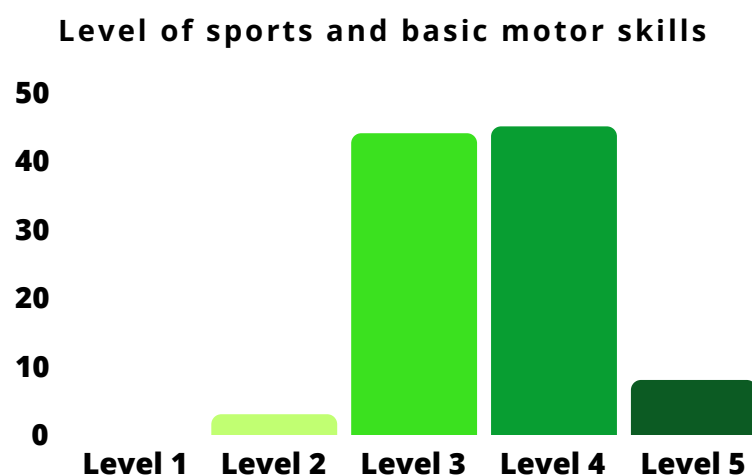


GOAL 1: DEVELOP BASIC SPORTS AND MOTOR SKILLS.

INDICATOR: LEVEL OF SPORTS AND BASIC MOTOR SKILLS.



In terms of basic sports and motor skills, it is important to stimulate and develop fundamental basic movements that will serve to support the other phases of the body's evolutionary process. This phase represents a period conducive to experimentation and discovery, important factors in creating moments to experience the possibilities of relationships with different times, spaces and materials in the game. Above all, students are discovering their own bodies and the culture that surrounds them. Therefore, these were the results obtained so far:



Source: Bola Pra Frente Institute – Own elaboration. 2024.

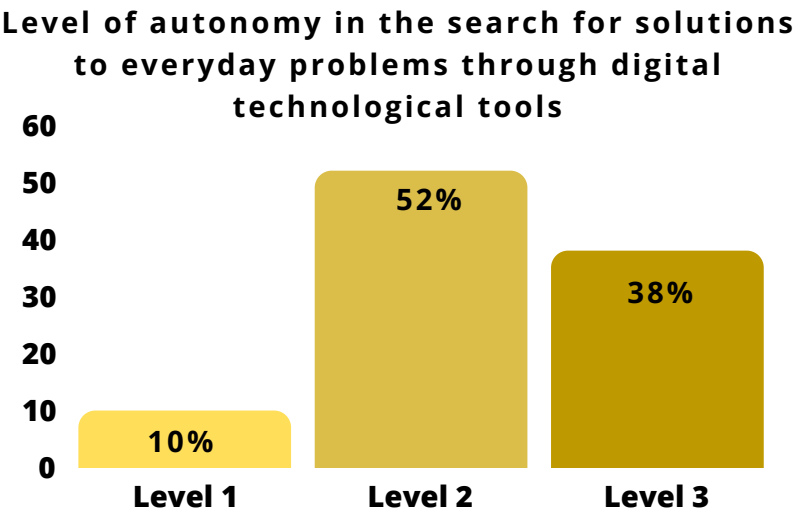
The graph shows that developing educational sports as an instrument for physical, social and psychological well-being, through basic sports and motor skills, is precisely the goal of the Bola Pra Frente Institute. The data indicate partial development (level 3) in 44% and satisfactory development (level 4) in 45%. Motor difficulties related to balance and agility are noticeable. Difficulties in carrying out activities are gradually being overcome and, for some students, there was a need for help and mediation from the educator. The other levels don't have a great impact on the results, representing development with difficulty (level 2) in 3% and full development (level 5) in 8%.

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 the level of autonomy in the search for solutions to everyday problems through digital technological tools, the progress of students with technology activities is evident. This reflects both the natural interest of young people in technology in general, demonstrated by the frequent use of equipment, and the more creative approach that is being adopted. As a result, it is noted that 38% of young people reached level 3 of skill. In the initial stage of the activities, students are involved in playful and inventive creation, which will culminate in the elaboration of artifacts, complemented by graphic materials generated with the help of Artificial Intelligence.



Source: Bola Pra Frente Institute – Own elaboration. 2024.

These data indicate that the technological activities carried out have contributed to a positive result in the handling of the equipment. Few students are still at level 1, while some have already reached level 3 after just a few months of the project. In addition, students demonstrate greater affinity in using tablets, facilitated by the habit of using cell phones, which benefits them both in terms of familiarity with the operating system and in terms of motor skills with touch screens.

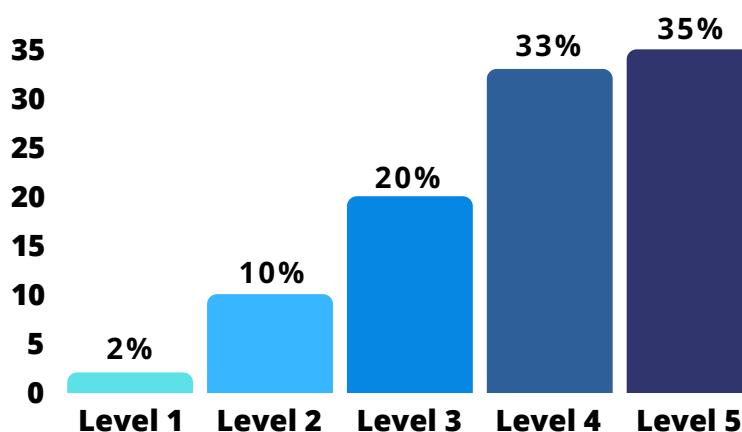
GOAL 3: IMPROVE THE LEVEL OF SOCIO-ENVIRONMENTAL RESPONSIBILITY.

INDICATOR: LEVEL OF SENSE OF SOCIO-ENVIRONMENTAL RESPONSIBILITY.



Regarding the level of sense of socio-environmental responsibility of students, it is important to note that students began to have a better understanding of the territory, showing themselves capable of developing solutions to problems such as school dropout, infrastructure problems and environmental problems. They also began to seek solutions and position themselves, understanding individual differences and different learning styles.

Level of sense of socio-environmental responsibility



Source: Bola Pra Frente Institute – Own elaboration. 2024.

The graph shows that there is an evolution of the indicator, since few students are still at levels 1 and 2 of development. There is a higher percentage of students at level 3 and, the majority (68%), of students are at levels 4 or 5 of development.

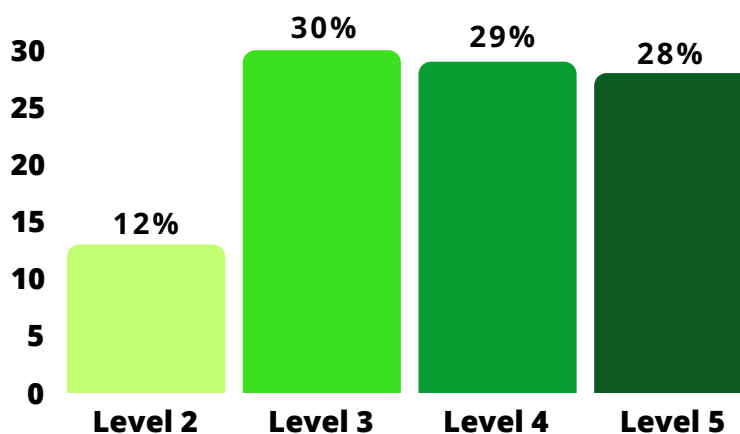
GOAL 4: PROMOTE THE RECOGNITION OF RIGHTS AND DUTIES.

INDICATOR: LEVEL OF RECOGNITION OF RIGHTS AND DUTIES.



The pedagogical process undertaken during this year revealed many obstacles in the first semester, such as a lack of understanding regarding the notion of rights. However, after the second semester, there was an expansion, recognition and connection between their rights and citizenship, which will continue to grow as the project continues. Due to the need to appropriate the different logics of organizing knowledge related to the areas, it is also important to strengthen autonomy, offering them conditions and tools to access and interact critically with different knowledge and sources of information.

Level of recognition of rights and duties.



Source: Bola Pra Frente Institute – Own elaboration. 2024.

The graph shows that there is an evolution of the indicator, since there is not students at level 1, and few students at level 2 of development. There is a higher percentage of students at level 3 and, the majority (57%), of students are at levels 4 or 5 of development.

FINAL CONSIDERATIONS

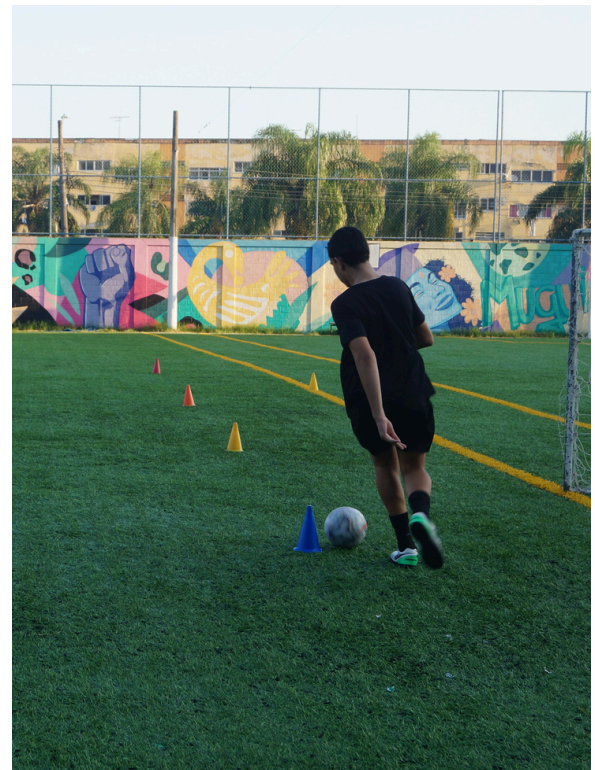
The methodology developed by Instituto Bola Pra Frente aims at the integral development of children and adolescents living in Complexo do Muquiço, understanding that at this stage the construction of knowledge takes place. Therefore, our intention is to contribute to and in the training process of students 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 this educational process, our theoretical reference is based on the studies of learning by Jean Piaget, who developed the theory of genetic epistemology to explain children's cognitive development.

We understand our commitment to presenting socio-pedagogical commitments that aim at the comprehensive development of students, which has been successfully applied in light of the data presented in this evaluation. Educational sports are a facilitator to promote citizenship and to assimilate the various concepts worked on in the project. The activities offered in the project aim to broaden knowledge through various activities that permeate sports and culture, stimulating interaction and social relationships.

Promoting the development of skills and competencies that encourage citizenship involves understanding the stages of students' cognitive development and realizing that we do not have and do not want ready-made individuals, but rather to form, through sports, individuals capable of transforming the world, and that everything begins in childhood, starting with a process of investment in generations that is reflected in the achievement of goals.

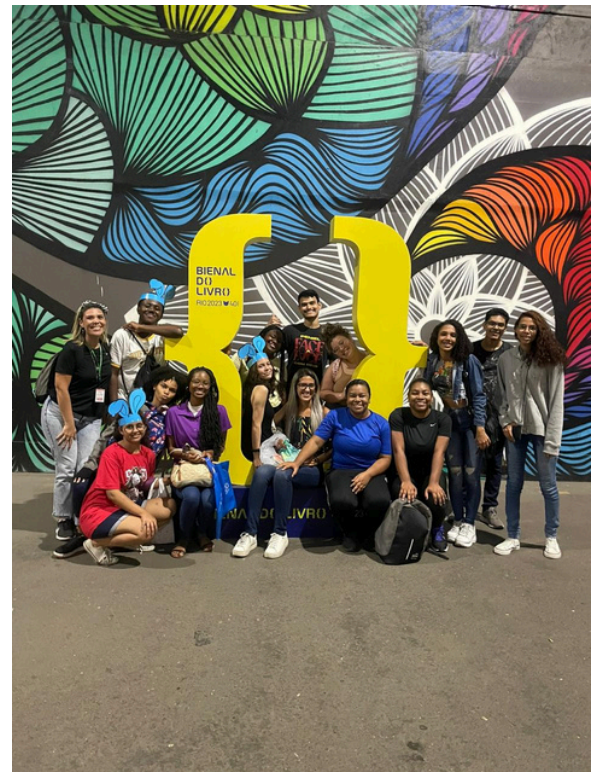
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