
03.2026

PROJECT REPORT

PERFECT CROSSING
PLAYING A BIG GAME



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This report presents an analysis of the Perfect Crossing - Playing a Big Game project.

In the previous project evaluation phase, the methodological proposal, the teaching methods adopted, the curricular organization, and the main positive points and areas for improvement identified were detailed.

In this document, the initial section presents the main contents and activities of each learning path, as well as how these contents and practices contributed to achieving the project's objectives and goals, considering an analysis of the activities carried out throughout the period.

We also highlight the positive points and areas for improvement observed in this phase, indicating whether there has been progress in relation to the aspects pointed out in the previous report.

Finally, we present general considerations about the project, discussing how the proposed activities impacted the students' learning processes and what challenges still need to be faced for its development to occur more effectively in the different dimensions necessary for more civic and inclusive participation.

INTRODUCTION



METHODOLOGICAL PROPOSAL

The methodology proposed in the Perfect Crossing Project uses the theoretical and methodological assumptions of Comprehensive Education as its framework. This principle has guided the pedagogical work that guides the organization of the curriculum, the definition of teaching methods and procedures, and assessment instruments.

In agreement with Morin, E. (2000) – in the book: *The Seven Necessary Knowledges for the Education of the Future* – the author proposes a transdisciplinary and integrative approach, advocating for an education that develops the complexity of the human being, promoting critical thinking, ethics, and social responsibility.

Edgar Morin's theories were essential in the process of discussing the methodology and pedagogical practices that would underpin this project. These theories propose a vision of education that transcends the idea that learning is achieved through the transmission of content and in which the educator is the primary holder of knowledge, instead proposing a vision of education that focuses on the development of cognitive, emotional, ethical, and social skills. In short, Morin advocates for an education that values understanding the world as a whole, an education that encourages and enables individuals to become critical, ethical, and responsible citizens, capable of dealing with the complexity and demands of modern life.



According to the BNCC, comprehensive education aims to educate and develop students globally, understanding "the complexity and non-linearity of this development, breaking with reductionist views that prioritize either the intellectual (cognitive) or the affective dimension" (BNCC, 2017, p. 14).

In this sense, in the process of developing educational itineraries for students served at the Bola Pra Frente Institute, we considered the following dimensions:



PERSONAL DIMENSION OF STUDENTS:

In this dimension, children and adolescents, through pedagogical practices, are encouraged to know themselves, to build their identities, to understand their interests, values, abilities, skills and difficulties.



SOCIAL DIMENSION OF STUDENTS:

This dimension seeks to explore how interactions occur in the various contexts of students: family, school, community, and other spaces in which they participate. Understanding life as a collective helps children and adolescents build their perceptions of society and understand notions of rights, duties, citizenship, and democracy.



PROFESSIONAL DIMENSION OF STUDENTS:

In the Perfect Crossing Project, this dimension is adapted to different age groups and project cycles. In the training itineraries for older students (14 to 17 years old), pedagogical approaches encourage students to understand the dynamics, possibilities, and complexities of the world of work, the fields of activity, professional relationships, and how young people can connect their interests and desires to this dimension.



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:



CITIZENSHIP

The Citizenship axis played a central role in the project, establishing itself as an essential element in the students' educational journey. It is in this field that reflections and practices are developed that are aimed not only at intellectual development, but also at the social, cognitive, and emotional dimensions of the participants. The content covered a diversity of themes, such as ethics and values, adolescence and youth, territory and community, school and study trajectory, the world of work, socio-emotional skills, youth cultures, digital culture, sustainability, among others. All these themes were articulated with educational sports, promoting a coherent and harmonious integration between the different areas of knowledge.

This expanded set of subjects was structured with the purpose of guaranteeing students access to fundamental knowledge for the integral development of 21st-century youth, inserted in a social context marked by challenges, inequalities, and constant demands of the world of work. Considering the breadth of this educational axis, which brings together multiple contents, knowledge, and learning possibilities, the coordination, in partnership with the team of educators, adopted different methodological strategies. These approaches took into account the specific characteristics of each age group, enabling the construction of more appropriate and meaningful learning pathways aligned with the realities and needs of each group of learners.



SPORT

In this context, physical activity and sport are understood as fundamental instruments for the comprehensive development of students, based on pedagogical practices planned and conducted by educators. Through these experiences, children and adolescents developed motor skills, learned sports, reflected on healthier lifestyle habits, and strengthened socio-emotional skills, such as cooperation, teamwork, respect for rules, conflict mediation, leadership, mutual respect, emotional self-regulation, among other essential abilities.

The Institute has built a solid repertoire of knowledge, based on consolidated methodologies in the field of educational sport, which directly address the experiences and challenges present in the daily lives of the students served. Programs such as Cruzamento Perfeito and Futebol 3 Tempos exemplify this approach, in which educational sport is understood as a powerful tool for promoting citizenship, contributing to the strengthening of values, attitudes, and positive perceptions that young people develop about themselves. In this sense, both the United Nations and the Statute of Children and Adolescents (Law No. 8.069/90) recognize educational sport as a right of all citizens, due to its role in access to health and education, as well as its contribution to the promotion of a culture of peace, inclusion and respect for diversity.



TECHNOLOGY

The articulation between active methodologies and digital technologies is configured as a strategic path for the promotion of pedagogical innovation. The use of technologies has expanded opportunities for research, authorship, communication, and sharing on the network, in addition to favoring the publication of productions, the expansion of learning spaces and times, and the exchange of knowledge. The actions and activities developed in this axis aimed to guarantee students access to different languages, skills, and knowledge, enabling them to act with greater autonomy and criticality in the universe of digital technologies and innovation.

The formative itineraries of this axis were structured considering the specificities of each age group. Even so, in a transversal way, they addressed themes common to all groups, such as artificial intelligence, gamification, graphic design, internet research practices, the functioning of the World Wide Web, as well as basic notions of hardware and software.

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

The teaching methods and pedagogical practices adopted within the project were planned to respond to the distinct needs and demands of the students, while ensuring the achievement of the established objectives and goals. To this end, various pedagogical techniques and procedures were employed, carefully selected to meet the different age groups and the varied stages of development of the participants.

The project is based on the centrality of the student in the learning processes, recognizing them as an active subject, capable of critically reflecting on their reality and participating in their community. From this perspective, active learning guides the adoption of practices, methods, and strategies that favor the development of essential life skills, knowledge, and abilities, considering the multiple social contexts in which the students are embedded.

Therefore, in the socio-emotional field, activities of autonomy and self-regulation were developed, with the purpose of stimulating the understanding of what emotions are and the ability to practice emotional self-regulation. These activities were essential to ensure learning about difficult feelings and empathy.

In the area of civic engagement, discussion groups were held on issues related to rights and responsibilities, with the aim of promoting an understanding of what rights and responsibilities are, how this theme manifests itself in Muquiço, ways to make social rights viable, and the role of the Digital ECA (Law 15.211) in protecting children and adolescents.

Furthermore, in the area of cultural and ethnic diversity, the concept of individual and collective identity was explored, valuing the history and contribution of Black people in the formation of Brazil and promoting the recognition and celebration of the country's cultural diversity.



The Project uses active methodologies as teaching strategies that encourage students' effective participation in the construction of knowledge and understanding, flexibly connecting the different axes of the project.

The main approaches adopted are:

Problem-Based Learning: In this format, students are guided, through the mediation of educators, to raise questions and problems that affect their daily lives and identify solutions that can be implemented to overcome these problems.

Project-Based Learning: Students engage in tasks and challenges with the goal of solving problems or developing a project. One of the advantages of adopting this approach is that it allows for addressing issues in an undisciplined manner, encouraging students to develop skills such as critical thinking and creativity, and understanding that it is possible to mobilize different resources and knowledge to solve a problem.

Regarding the indicators, the following indicators were analyzed in the field of citizenship:

- ★ **Level of appreciation of the Muquiço Complex:** refers to the student's ability to recognize, respect, and strengthen the identity, culture, history, and potential of the communities that make up the Muquiço Complex. This involves seeing this territory not only for its social and economic difficulties, but also as a space rich in knowledge, talents, resilience, and unique forms of organization.
- ★ **Level of recognition of rights and duties:** refers to the student's ability to understand that all individuals have fundamental guarantees, such as access to education, health care, and respect, but also have responsibilities, such as obeying the law, respecting others, and caring for the common good. This awareness strengthens citizenship, promotes fair coexistence in society, and encourages the active and responsible participation of each person in building a more democratic and supportive environment.
- ★ **Level of recognition of cultural diversity:** This is the student's ability to value and respect the diverse expressions that exist, whether sports or cultural, resulting from the blending of Indigenous, African, European, and other peoples. This involves understanding that the country is made up of a wide variety of traditions, languages, beliefs, customs, and ways of life, present in different regions and communities. Recognizing this diversity is essential to combat prejudice, promote inclusion, and strengthen national identity, based on coexistence and respect for differences.
- ★ **Level of reading and text interpretation skills:** refers to students' ability to understand, interpret, and utilize written texts of varying complexity. This level ranges from recognizing simple words and phrases to critically analyzing more abstract ideas, varying according to vocabulary mastery, fluency, contextual understanding, and the ability to establish relationships between explicit and implicit information in the text.

LEVEL OF APPRECIATION OF THE MUQUIÇO COMPLEX

Citizenship classes focused on the indicator based on an understanding of social rights and duties, encouraging reflection on the fact that everyone who lives in or passes through the territory is part of this framework.

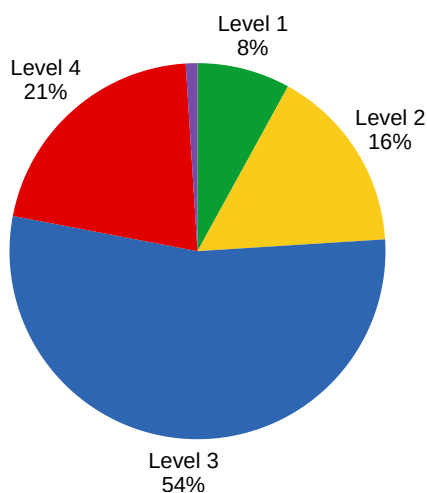
In the first classes, the concepts of social rights and duties were explored so that, in a second phase, it would be possible to broaden the perception of the value of the Muquiço Complex. Thus, students learned to locate themselves within the territory using a map that allowed them to mark the geographical locations of social rights such as spaces for education, health, food, transportation, security, leisure, environment, housing, culture, family protection, and work. The activity planning also sought to understand which spaces were meaningful, using colored hearts. Each heart symbolized a type of relationship with places in the territory: a place of joy; a place of tranquility; a place of coexistence and encounter; a place that needs care; and a place of good memories.

Subsequently, students considered social rights within the Muquiço Complex based on their neglect and the need for their effective implementation. Furthermore, the students should understand that the pursuit of a right is also part of our social duty. The starting point for the activity was the ditch located near the Bola Pra Frente Institute. At the end of the activity, the students were to imagine, through drawings, what the Muquiço Complex would be like if this right were put into practice. The classes allowed for reflection on how everyone has social rights and duties and that, together, we can plan a better future for all.

Thus, the level of appreciation for the Muquiço Complex showed significant improvement among the students, considering the activities applied and the results presented at the end of the project. In this sense, only 16% of the students remained at level 2 of development, corresponding to an evolution with difficulties. These students are unable to understand the appreciation of the Muquiço Complex from the realization of social rights and duties, failing to connect the content with the reality of their experiences and possessing a limited view of the subject. They exhibit irregular attendance, compromising their understanding of the content, and demonstrate disinterest, little autonomous engagement, and dependence on constant stimuli to develop the content.

The data also indicate that the percentage of students in this age group who partially value the Muquiço Complex, corresponding to level 3 of development, reached 54% in the evaluation, indicating that most students have progressed in this indicator. Students at this performance level demonstrate good engagement and understanding of certain aspects of the theme, but still have limitations in relating it to a broader perspective.

Furthermore, the data also indicate that 21% of the students completed the project activities satisfactorily valuing the Muquiço Complex, corresponding to level 4 of the indicator's performance. These students appropriated the thematic axis and understood the importance of strengthening the Muquiço Complex through social rights and duties. However, they still need to critically develop social perceptions about the territory we wish to build.



LEVEL OF RECOGNITION OF RIGHTS AND DUTIES

In this stage, the indicator was evaluated based on the explanation of social rights and duties. Initially, we had a class where the concepts were explained. From this, the students produced an artistic activity, representing moments in which they exercised their rights and occasions in which they practiced their duties. In another activity, it was possible to relate the content to the reality found in the Muquiço Complex. In view of this, the students received a map of Muquiço, where they had to geographically locate the social rights: sport, education, health, food, transportation, security, leisure, environment, housing, culture, family protection, and work. Thus, the aim was to understand what the rights and duties are for everyone who resides in and/or transits through the territory. Together, the students created two posters: the first was produced from notes on post-it notes, reporting what their duties were within the territory; the second was developed from drawings inspired by one of the social rights discussed. The posters created by the group highlighted that all residents of the Muquiço Complex should enjoy its benefits while fulfilling their duties.

Following this, in our subsequent meetings, we discussed which rights could be strengthened. The ditch near the Bola Pra Frente Institute was the starting point for the debate: we discussed what a ditch is, how this space is constructed, and how common its existence is in peripheral areas. Finally, as a way to summarize the topic, the students were to develop a comic strip demonstrating how to overcome and recover the degraded area of the ditch.

With the approval of Law Number 15.211, known as the Digital ECA (Statute of the Child and Adolescent), the need arose to present to the students the main innovations of the legislation that complements the Statute of the Child and Adolescent. The lesson was developed in conjunction with the social worker from the Bola Pra Frente Institute, in a playful way, through a board game. In the activity, the students dealt with hypothetical situations, answered questions about cybersecurity, and were informed about how to act to ensure safety in the virtual space.

Within this thematic axis, the classes aimed to guide students so that they understood that no one should be excluded from fully accessing their social rights and that everyone has duties in building a healthy space for all. Furthermore, children and adolescents, as a vulnerable group, must be protected in both real and virtual spaces.

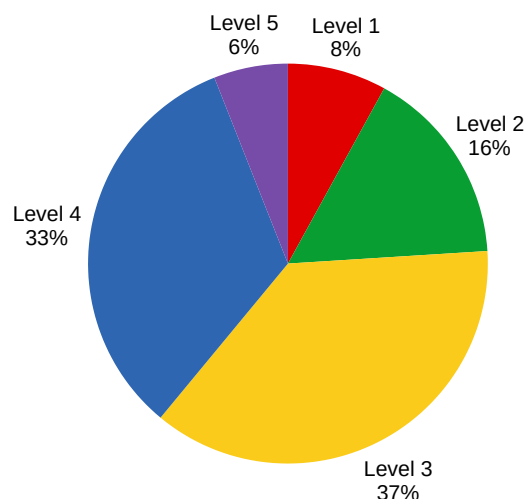
LEVEL OF RECOGNITION OF RIGHTS AND DUTIES

Thus, the data from this evaluation indicated that 14% of the students are at level 2 of development, meaning they still have difficulty recognizing rights and duties. This group is composed of students who still have difficulty relating the notions of social rights and duties to concrete situations in their daily lives, especially within the Muquiço Complex. They have irregular attendance, compromising their understanding of the content, and demonstrate disinterest, little autonomous engagement, and dependence on constant stimuli to develop the content.

The data also indicates that 36% of students in this age group finished the project partially recognizing the concept of rights and duties, corresponding to level 3 of development. These students demonstrate an understanding of the topic, but are unable to fully articulate the concepts discussed, showing limitations in appropriating the notions of social rights and duties.

The data also indicates that 43% of students between 12 and 13 years old showed a good understanding of rights and duties, while 7% in the same age group demonstrated total understanding of this concept, corresponding to levels 4 and 5, respectively. These students showed mastery of the thematic axis and understood the importance of the existence of social rights and duties. They demonstrate critical thinking about social rights and duties, understood the need to demand the realization of social rights in the Muquiço Complex, and recognize that everyone has social duties.

Some students are at levels one and two because they only perform the activities after constant encouragement. While others find themselves at this level because they still do not understand what social rights and duties are, nor are they able to connect these concepts with their daily experiences.

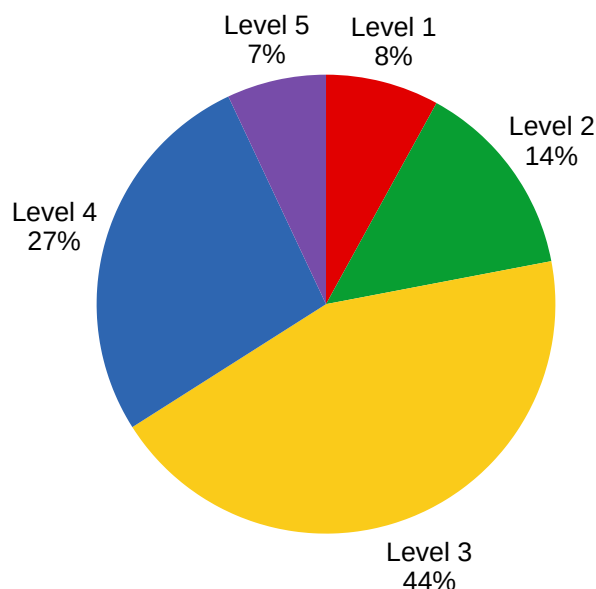


LEVEL OF RECOGNITION OF CULTURAL DIVERSITY

This indicator was assessed based on a playful activity held during Indigenous Peoples' Week. The proposal involved a team game, divided into three phases, aimed at promoting recognition of Indigenous cultural diversity and its historical, linguistic, and territorial influence, especially in the context of the Muquiço Complex. This activity had three stages, each worth a specific point for the teams. The first phase was a word search competition, consisting solely of words of Indigenous origin. The second phase was a game of hangman, using the names of neighborhoods in Rio de Janeiro, which have Tupi origins. And the third phase featured a final challenge with a question about the word SAPOPEMBA, a name once attributed to the region's old sugar mill, the train station, and the river that still runs through part of the community. Throughout this process, the activity sought to explore the importance of Indigenous peoples to our cultural formation and to connect local history to the Indigenous presence. Thus, the activity sought to combine knowledge about the territory with an appreciation of Indigenous cultural diversity, encouraging reflection on the persistence and relevance of these cultures in shaping local and national identity.

In this sense, the assessment revealed that 12% of students are at level 1 of development, which corresponds to stagnation of the indicator among students. There are also 28% of students at level 2 of development, which corresponds to a difficult evolution of the indicator. These percentages, taken together, represent students who have not achieved significant levels of improvement. Students at these levels demonstrated a lack of interest or resistance to recognizing the importance of cultural diversity for Brazilian historical and cultural formation, failing to understand that the territory in which they live was once inhabited by Indigenous and Black people, for example. It is important to consider the impact of stereotypes reproduced in common sense, which often portray Indigenous peoples as homogeneous groups, "from the past," or in the process of disappearing. When students are exposed only to these simplified or outdated views, it becomes difficult for them to develop a more respectful, critical, and sensitive perspective on the plurality of Indigenous cultures that exist today. Overcoming this stigma was the greatest challenge in the classes, and it was the main aspect that impacted students' grades in levels 1 and 2.

On the other hand, approximately 43% of students are at level 3, which corresponds to a partial improvement in the indicator. Students at this level recognize the influence of different peoples on Brazilian culture, but do not understand that the territory in which they live was once inhabited by Indigenous people and enslaved Black people, for example. There are also 17% of students at level 4, which corresponds to a satisfactory improvement in the indicator. Students at this level recognize the influence of different peoples on Brazilian culture, as well as understand that the territory in which they live was once inhabited by Indigenous people and enslaved Black people, for example. They recognize their influence on history, language, and territory, valuing the permanence of these cultures as a living part of today's Brazilian society.



LEVEL OF READING AND TEXT INTERPRETATION SKILLS

The consolidated analysis of the data from the reading habit indicator reveals significant progress in student performance throughout the project. Considering the results, 56% of the students completed the project at levels 4 and 5, which pedagogically represents a maturation in comprehension, textual interpretation, and interest in reading—difficulties that arose from the beginning of the project. When the perspective is broadened to include level 3, it is found that 93% of the students finished the project within the upper ranges of the indicator, demonstrating consistent progress in their relationship with reading, even if this group cannot yet be characterized as avid readers.

The teachers' reports reinforce that the students advanced more concretely in their contact with texts (comprehension and interpretation) and in their relationship with the activity of reading; that is, they are more willing to participate in activities that promote reading. Furthermore, they demonstrate a growing interest in new stories and enjoy observing the illustrations in the books used in class, adding ideas based on the images. Even among those who do not yet have a well-established reading habit, it was possible to perceive, in the final stretch of the project, a different attitude towards reading activities. Now, they comment more on the books they have encountered at school, are able to relate the content of what they have read to the Institute's proposals, and have begun to desire more storytelling sessions followed by questions related to the text discussed.

It is especially relevant to observe how levels 3 and 4, very close in percentage, reflect a natural transition. Level 3 included students who read with some autonomy and demonstrate adequate comprehension, but who still considered reading a boring activity. While level 4 corresponds to the consolidation of this autonomy and a change in perspective on how interesting this activity can be, which was reflected in confidence in reading, fluency, and greater interpretive capacity. Thus, this percentage proximity indicates that many students are precisely at this turning point, with a high chance of advancing to higher levels of engagement with reading in the face of these stimuli.

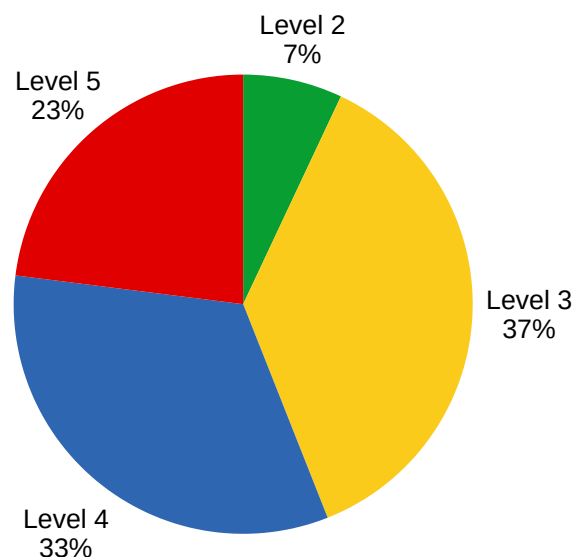
Comparing the results of the transition between the middle and end of the initiative's pedagogical actions, the excellent progress mentioned earlier becomes apparent. During monitoring, the initial levels (1 and 2) comprised 31.8% of the students, and by the end, this number represents only 7% of the entire group, with level 1 at zero. This percentage only includes students who still cannot read because they are in the process of becoming literate, or those who still face challenges in recognizing or pronouncing syllables and phonemes, which hinders concentrated reading and the assimilation of what is being read. Simultaneously, level 4 jumped from 3.6% to 33%, and level 5, which was nonexistent midway through the course, reached 23%, a movement that demonstrates that it is possible to contribute to the formation of young readers with a structured and engaging course plan for children, with playful activities such as reading games, spelling bees, literary quizzes, and others.

LEVEL OF READING AND TEXT INTERPRETATION SKILLS

This more balanced final result also directly addresses the historical challenges of basic education, especially in tackling literacy difficulties that impact many students, some of whom reach the age of 10 still insecure in decoding syllables, structuring words, or understanding simple texts. These gaps make it even more necessary to strengthen the bond with reading as an instrument of autonomy, sensitivity, and transformation—an objective that cannot be achieved overnight and depends on continuous encouragement, a favorable environment, and diverse opportunities for contact with writing.

The presented overview reinforces an essential understanding: more than just forming assiduous readers, the project contributes to building potential, contextualized readers capable of understanding, interpreting, and mobilizing information from texts. For many students, especially those aged 8 and 9, this process also requires the active participation of families. Therefore, dialogue with parents/guardians remains fundamental, reinforcing the message that reading can (and should) happen at home, in the community, in informal spaces, and not only at school or the Institute.

In summary, despite this challenging scenario, the teachers' work and the project's pedagogical approach were able to promote significant progress. This stage was completed with the certainty that there were coherent and sustainable achievements on the part of the students, who reached the end of the stage with more solid performances, greater familiarity with texts and stories, and with a repertoire that, even while under construction, already points to very promising paths.



SPORT AXIS

Regarding sports activities, the project covers students at two distinct stages of development: the sports initiation phase and the sports leadership phase.

The initiation phase welcomes students aged 6 to 11, who participate in activities focused on understanding the fundamental principles of different sports, without seeking early specialization. The methodological proposal broadens the range of sports experiences by including less common sports in this context, such as Rugby and Field Hockey, promoting a diverse education rich in movement experiences.

The activities in this stage are structured around the tactical fundamentals of the games, using small-sided games as a strategy to encourage greater engagement and participation. Young people are encouraged to face tactical challenges, developing their ability to interpret and react to the game, which contributes to the enrichment of their sports experiences.

The goal of this phase is to create real conditions for participants to play with quality and enjoy playing, both individually and as part of a group. This involves reflecting on the relationship between cooperation and competition, understanding that the game only happens when there is, at the very least, a basic agreement of cooperation between those involved.



In the sports leadership stage, which serves students aged 12 to 17, the goal is to develop individuals prepared not only for sports but also for physical activities that contribute to maintaining health and enabling them to act as multipliers within the community. At this stage, instruction seeks to develop both motor skills and mental alertness, going beyond the simple repetition of movements. The focus is on understanding the rules of action, mastering the playing field, and communication between players.

The teacher adopts methodologies that value student autonomy, such as open classes, based on the Hildebrandt-Stramann concept, promoting active and conscious participation and encouraging their future role as multipliers of acquired knowledge. This phase represents the moment when the student, now mature in sports and motor skills, is able to critically choose the sports they want to practice, always in dialogue with the group to which they belong.

With this inclusive approach, the project offers participants a variety of sports, from soccer – the flagship activity – to Olympic and non-Olympic sports, fostering broad participation and integration among beneficiaries.

ACTIVITIES CARRIED OUT:

The sports activities focused primarily on volleyball, soccer, handball, and basketball. To strengthen techniques and tactics in these sports, as well as to promote the development of socio-emotional skills for a healthy lifestyle through sport, field hockey and rugby were also included on an occasional basis.

Regarding volleyball, this is one of the sports the students are most drawn to, being the second most practiced sport among them. Due to the motivation they perceive in the participants, the students connect with the activities, which strengthens the project's actions. Coordination, spatial awareness, cooperation among peers, and the fundamentals of volleyball were important, in addition to generating great enjoyment from the practice. In this period, an evolution in the fundamentals of the sport is observed.



In soccer, it was possible to develop skills beyond the basic fundamentals, incorporating ball-out dynamics, positioning concepts, tactical game vision, and the issue of gender equality. Simultaneously, handball and basketball were well-received by the students, as they usually practice these sports in school. Both sports were practiced with the necessary adaptations, since the Institute's sports area consists of an artificial turf field. In handball, the Fair Play Championship was held, which reinforced values such as discipline, respect, and solidarity.

Field hockey activities were also carried out. Hockey is a sport little known nationally and has won over the students, especially when a playful approach is used to introduce the basic fundamentals. The sport presents significant internal challenges, such as the weight of the ball, posture, attention to the safety of teammates, among others. However, when they manage their first dribble, ball control, or pass, the satisfaction in each look is noticeable after a simple play. Regarding sports, rugby activities were also carried out. Rugby is a team sport involving physical contact and invasion, where the objective is to score more points than the opposing team. To do this, it is necessary to carry the ball (which is oval) to the opponent's goal zone (the "try") to score points. In the project, rugby was practiced in an adapted form, with "Tag Rugby," a minimal-contact version of rugby where players try to score points by removing the tags from the opponents' waists instead of tackling. The game can be played with 15 athletes per team or Rugby Sevens (7 players per team).

In addition, throughout the project, several integration events were held, such as the Volleyball Super League, the Fair Play Football Championship, and the Inter-School Tournament. The Volleyball Super League games are an initiative to promote this sport, where students are evaluated on their ability to apply the fundamentals in practice, maintaining precision and stability in dynamic situations. It is practiced among the students of the project and is divided into age groups.

The Inter-School Tournament games, on the other hand, are educational in nature, inviting schools in the region to participate in a friendly tournament featuring the project's students, who compete against each other representing their school. These games allow for the evaluation of teamwork, a sense of collectivity, concentration, understanding of the importance of sport, and the students' athletic skills in different contexts, such as motor control and handling under pressure. The games also allow for observation of motor consistency and adjustments based on the speed and intensity of the game.

Regarding indicators, the following indicators were analyzed in the sports field:

- ★ **Teamwork Skill Level:** refers to the student's ability to work collaboratively with other students to achieve common goals. It encompasses skills such as communication, empathy, active listening, cooperation, respect for differences, and willingness to contribute to the group.
- ★ **Concentration Level:** is the student's ability to maintain focus on a task, stimulus, or objective for a given period of time, without being distracted by external or internal factors. This concept is linked to mental control, discipline, and the ability to filter relevant information, being essential for learning, performance in complex activities, and decision-making.
- ★ **Sense of Collectiveness Level:** is the recognition and appreciation of belonging to a group, accompanied by a willingness to act for the common good. This concept involves solidarity, cooperation, mutual respect, and shared responsibility, and is strongly linked to teamwork skills.
- ★ **Level of basic motor skills of locomotion, stability, and manipulation:** represents the student's degree of mastery over fundamental body movements. Locomotion skills involve movement in space, such as running, jumping, and walking; stability skills involve postural control and balance in static or moving situations; and manipulation skills refer to the coordination of limbs to interact with objects, such as throwing, catching, kicking, or throwing. These three dimensions form the basis for more advanced motor development and are essential for both sports and daily activities, directly influencing autonomy, performance, and safety in movement.
- ★ **Level of recognition of the importance of sports practice:** refers to the student's awareness of the physical, mental, and social benefits provided by sports. This indicator encompasses the appreciation of sports as a means of promoting health, developing skills, strengthening social bonds, and building values such as discipline, respect, and cooperation.

TEAMWORK SKILL LEVEL

The assessment of teamwork skills was conducted continuously throughout the classes, primarily based on activities that required cooperation, communication, mutual respect, and collective decision-making. The sports modalities approved in the project were evaluated, especially volleyball, soccer, and some interactive dynamics.

The dynamics inspired by combat sports and cooperative recreational activities were fundamental for developing respect, empathy, and trust among peers. During these practices, students were encouraged to work in pairs and small groups, creating situations where success depended directly on cooperation and good communication. These dynamics particularly helped the more shy or withdrawn students to express themselves and integrate better with the group. Thus, it was possible to observe that, when involved in situations of practical collaboration, most students responded positively, demonstrating active participation, effective communication, and respect for group decisions.

One particularly noteworthy dynamic utilized logical reasoning for decision-making. In this activity, the class was divided into groups tasked with completing the scavenger hunt activities in the shortest time possible. The scavenger hunt had five stations, and each group assigned colleagues to each station, ensuring that each station had its set of activities completed. The group that finished in the shortest time won the competition.

Regarding the project's modalities, the assessment of teamwork skills was primarily conducted through practical volleyball activities. Throughout the games, teams had to rotate players and ensure all members participated. This kept the teams highly committed, as organization and discipline contributed to the final score. From a volleyball perspective, the Superliga games were essential. The Volleyball Superliga was one of the main activities used to observe students' behavior in team situations. Over a period of approximately one month, students participated in weekly matches between teams, which required collective organization, communication, and integration with different classmates. Through this experience, it was possible to identify the students' ability to assume roles within the group (such as leadership, support, or encouragement of colleagues), as well as their level of collaboration in tactical decision-making and their willingness to resolve conflicts respectfully. Their attitude of fair play in both victories and defeats was also noted. Thus, the Super League provided real-life situations where teamwork was crucial for performance, allowing observation of both social skills and the emotions involved in the competitive context.

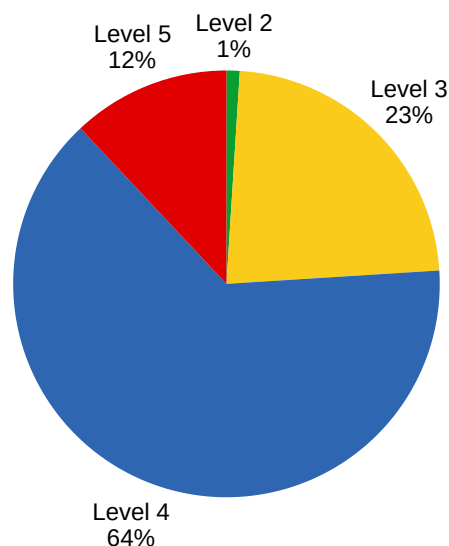
Another noteworthy activity was the Inter-School Tournament in football. During the Inter-School Tournament, which brought together the public schools Madre Benedita, Baden Powell, and Joel de Oliveira, teamwork proved essential. The students competed for their school, within the context of the project, representing the Bola Pra Frente Institute in Volleyball, Under-17 Football, and Women's Football. They acted with teamwork, respect for collective strategies, and mutual support. In this activity, it was possible to observe the students' collaborative spirit, their posture during the game (valuing the group above individual performance), and their ability to adapt to challenges and tactical changes. This activity also contributed to reinforcing the students' sense of belonging and collective identity with the Institute, fostering positive and supportive attitudes.

TEAMWORK SKILL LEVEL

That said, the data from this evaluation demonstrate that 23% of the project participants began working in teams partially. Despite good performance in teamwork, these participants show some difficulty in maintaining constant communication with the group and in fully understanding the collective role within the activities. In general, they show good moments of cooperation, but still oscillate between individual and collective attitudes, influenced by factors such as irregular class attendance and differences in maturity among classmates. A spontaneous increase in the search for interaction on the part of these participants is observed, favoring inclusion in the class. Consistent attendance in classes contributed positively to this process, strengthening relationships and interactions. Thus, the participants are receptive to guidance, listening to and obeying the instructions provided by the entire team.

On the other hand, the evaluation data indicates that 64% of the participants began working in teams satisfactorily, as planned. Students at this performance level demonstrate good interaction skills, respect for group decisions, and a willingness to collaborate in sports activities. These students actively contribute to the smooth running of the teams, showing that teamwork is being well assimilated throughout the practices. This performance level demonstrated a notable improvement for the indicator. A significant increase in interaction among participants was observed, which directly contributed to a substantial improvement in communication. The ability to actively listen during the explanation of activities proved particularly significant, reflecting a deeper engagement and a clearer understanding of the proposed activities. A highly positive aspect was the students' visible concern and proactivity in interacting with and including classmates with specific needs, ensuring that teamwork was carried out in a fully inclusive and collaborative manner. This behavior highlights the class's progress in terms of empathy and mutual responsibility.

Finally, it was noted that 12% of the students in this age group advanced to the highest level of development, represented by level 5. These students demonstrate excellent interpersonal relationships, cultivating a collaborative and cohesive learning environment. The leadership spirit they manifest not only reinforces the group dynamics but also proves to be a highly favorable factor for teamwork. A high degree of attention is observed during activities, complemented by effective communication and active interaction with the content and the class. The students' dynamic attitude contributes to the liveliness of the teaching-learning process.



CONCENTRATION LEVEL

This indicator was evaluated based on the students' ability to maintain attention, follow instructions, and correctly apply technical and tactical fundamentals during sports activities. Therefore, the main activities that contributed to the indicator's evaluation were volleyball, rugby, and soccer, in addition to sports dynamics and the Super League Volleyball and Inter-School Tournament events.

Combat sports and cooperative games were also conducted. During these activities, emotional control and focus on rules and objectives, attention to teammate safety, and the correct application of short, sequential instructions were observed. These dynamics helped identify levels of concentration in less predictable situations, reinforcing the ability to sustain attention.

Regarding volleyball activities, during classes focused on developing volleyball fundamentals (serve, set, forearm pass, defensive/attacking movements), concentration was measured by the students' ability to focus on the teacher's instructions, correctly reproduce the requested movements, apply corrections after feedback, and maintain attention even in the face of environmental distractions. These activities allowed observation of the level of individual and collective focus, essential for technical execution and for learning tactical concepts.

Within the perspective of the volleyball modality, the project carried out the Volleyball Super League, an initiative in which students were evaluated in relation to their level of concentration through the analysis of quick decision-making during the game. In addition, it was also assessed whether the students applied collective strategies, observed the positioning of teammates and opponents, and followed rules and instructions consistently. Observation in this context allowed for the evaluation not only of attention during instructions but also of the ability to maintain focus in competitive and dynamic situations.

Another highlight was the Inter-School Tournament, a series of intercollegiate games where concentration was assessed by the students' ability to apply previously learned techniques and strategies, adjust actions according to the game's unfolding, and maintain attention even under greater external pressure and varied stimuli (cheering, opponents, referees).

Regarding the sports activities carried out in the project, one that stands out was the Rubik's Cube. The activity begins with a circuit that starts with a zigzag path and a jump over a small beam. Upon reaching the "Rubik's Cube," which is a 5x5 square with five different colored turtles mixed together, the team must arrange the turtles so that the columns (rows and/or verticals) are all the same color. Teams can only move two turtles at a time. The team that manages to correctly arrange the square, placing each color in its proper place, wins the competition.

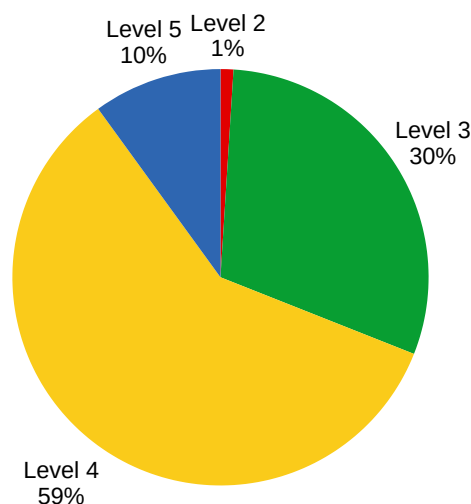
Another noteworthy activity was rugby. Rugby is a team sport involving physical contact and invasion, where the objective is to score more points than the opposing team. To do this, it is necessary to carry the ball into the opponent's goal zone to score points. Therefore, initial games such as Tag Rugby were used, a minimal-contact version of rugby where players try to score points by removing the tags from the opponents' waists instead of tackling. In this context, the level of concentration was observed based on the students' difficulty in lifting their heads or their lack of attention when passing the ball or when given a different command.

CONCENTRATION LEVEL

These and other activities strengthened the level of concentration among the students. From this perspective, the data indicates that only 30% of students in this age group still show partial levels of concentration. These students are able to maintain focus on some activities, but still experience fluctuations during training and games. They demonstrate adequate attention during short instructions or individual activities, but can be easily distracted in situations that require prolonged attention or group decision-making, such as in Superliga Volleyball games or the Inter-School Tournament. Factors such as differences in maturity and prior experience in team sports and difficulty maintaining attention for longer periods contribute to this percentage, as well as the influence of external stimuli, such as noise on the field, classmates talking, or environmental distractions. Among these students, improvements in performance are observed. However, we still face difficulties related to maintaining concentration, due to its specific characteristics.

On the other hand, the data indicate that 59% of the students achieved satisfactory levels of concentration, corresponding to level 4 of development. This significant portion of the students manages to maintain consistent concentration, correctly applying technical and tactical fundamentals and reacting appropriately to changes in context during group activities. These students demonstrate sustained attention, follow detailed instructions, respect rules, and collaborate with the group without losing focus. Factors such as active engagement during classes, a good understanding of the rules and objectives of the activities, intrinsic interest and motivation in sports (especially team sports), and prior experience in dynamics that require attention and decision-making, such as volleyball and cooperative games, favor this performance. Students at this performance level are more attentive to the proposed activity and have advanced in their understanding of sports and lesson plans.

There are also approximately 10% of students at performance level 5, which corresponds to a level of full concentration. These students have excellent logical reasoning. They are focused and interested in learning, managing to understand quickly without being easily distracted. They help classmates who have difficulty with attention and concentration.



SENSE OF COLLECTIVENESS LEVEL

The sense of collectivity among students aged 6 to 17 was assessed based on their ability to act collaboratively, prioritizing the group and collective well-being during the proposed sports and group activities. Technical volleyball classes, the Volleyball Super League, the Inter-School Tournament, and group dynamics were used.

During volleyball classes, students needed to act as a team, respecting positions, turns, and tactical decisions. Observation focused on how each student helped teammates, shared responsibilities, and maintained group cohesion during exercises. During invasion games, such as Teqvoly and soccer, collective strategies required collaboration, mutual respect, and support within the team. Well-guided team games greatly contribute to development, valuing participation and group leadership.

In the Volleyball Super League, the assessment of the sense of collectivity considered cooperation among team members, mutual support during games, and respect for collective strategies and team rules. This activity was crucial to understand how students apply collectivity in real competitive situations.

In the Inter-School Tournament, the sense of collectivity was observed in the Institute's representation. Students needed to maintain unity, collaborate for the group's success, and prioritize collective interest over individual interest, showing responsibility and team spirit in the face of external opponents.

Some dynamics also helped with the indicator. During combat sports and recreational activities, students were evaluated on their ability to respect colleagues and rules, active participation in collective tasks, and demonstration of solidarity, support, and empathy during group situations. The sense of collectivity was evaluated continuously and transversally, encompassing technical, recreational, and competitive activities.

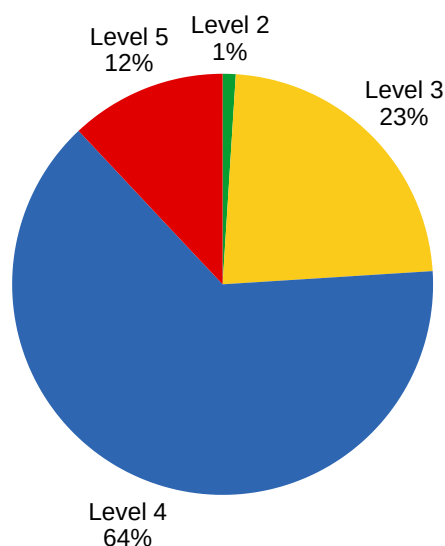
An example of these dynamics was the Roller Coaster. In it, the game begins by dividing the class into two lines. The team starts with a ball, and the students must alternately pass it over their heads (the first student) and under their legs (the second), and so on, until it reaches the last student. The last student, upon receiving the ball, must run and take the first place in line, restarting the passing movement. The team only finishes when the student who started the relay returns to the first place in line. The team that completes the cycle first is the winner. Another highlight was the Black Consciousness Flag Tag. The activity consists of an adapted version of the flag game, where two teams compete to correctly associate the names of prominent Black athletes with their respective photos. Each team will have an area marked with 9 cones containing photos of Black athletes and a team organizer. The objective is to invade the opposing area, grab a cone with a name that corresponds to one of the photos, and return to their area without being "tagged" (or having a teammate "untagged" if caught). The first team to correctly assemble all the name and photo combinations and have the accuracy verified wins the round. After the game, there is a discussion about Black Awareness Day and the representation of Black people in sports, which is the central theme of the lesson.

SENSE OF COLLECTIVENESS LEVEL

From this perspective, the data from this assessment indicated that 23% of the students possess a partial sense of collectivity, meaning that this small group of students does not yet satisfactorily understand the concept of collectivity. This segment of students demonstrates partial participation in collective activities, contributing in a limited way to the group. These students tend to assist classmates only in specific situations, having difficulty prioritizing collective interest over individual actions. It is common for them to oscillate between collaboration and more individualistic attitudes, especially in competitive games or complex dynamics. The difference in maturity and experience in team sports, generating insecurity in group decision-making, and the influence of more competitive classmates, which can lead the student to focus more on individual performance, are factors that contribute to this percentage.

On the other hand, the data from this assessment indicate that 64% of the students have developed a satisfactory sense of collectivity. Most students demonstrate a good sense of collectivity, acting collaboratively and committed to the group. These students actively participate in activities and games, respect rules and collective decisions, assist their peers, encourage the team, and contribute to a positive environment. Regular engagement and interest in sports, prior experience in team activities such as volleyball, the Superliga, and intercollegiate tournaments, as well as awareness of the values of sport, reinforced throughout the classes, which encourage cooperation, solidarity, and collective responsibility, are factors that corroborate this percentage. Among the students at this level, excellent development in the sense of collectivity was observed. Interaction and communication among participants improved significantly. There was more attentive listening to explanations of activities, which was crucial.

There are also approximately 12% of students at development level 5, meaning that these students have fully developed a sense of collectivity. Among these students, excellent development in the sense of collectivity was observed. Interaction and communication among participants reached perfection at various times. There was more attentive listening to explanations of activities, which was crucial. Furthermore, the concern and mutual support for including and ensuring that students with specific needs could fully participate in teamwork were noteworthy.



LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY AND MANIPULATION

To evaluate the indicator, volleyball, soccer, and sports dynamics activities from different modalities were used. Regarding volleyball activities, technical fundamentals (such as serve, reception, set, and forearm pass) and tactical aspects of the game (positioning, reading plays, and communication among teammates) were progressively worked on. Practical classes allowed students to apply what they had learned in real game situations, favoring individual and collective development. Regarding soccer activities, the analysis considered performance during warm-up and game phases. Thus, it was possible to develop and observe a broader sports initiative, emphasizing the technical and tactical fundamentals of the modality, seeking to approach it in a playful and accessible way.

As for sports dynamics, these gain more space in warm-up contexts and in explaining the technical and tactical aspects of the modalities approved in the project, not being applied directly during the game, which is the main part of sports practice. In this sense, the activities were introduced and inspired by combat sports (such as agility circuits, balance and endurance challenges), combined with recreational and cooperative activities, focusing on mutual respect, cooperation, self-control, and fun. These practices also contributed to the development of discipline and concentration among the students.

A standout activity was the Functional Circuit, a set of activities focused on improving the technical skills of sports in volleyball, basketball, and soccer. The idea of the activity was to work on a functional circuit with skills and technical improvement in these sports, with the circuit designed according to the sport. It was divided into six or seven stations, each working on a specific exercise according to the sport. The activities proposed at the stations included the use of a ball, while other stations did not use sports equipment, in order to work on movement. Some stations focused on developing the students' physical skills, movement, and endurance, broadly developing their physical repertoire.

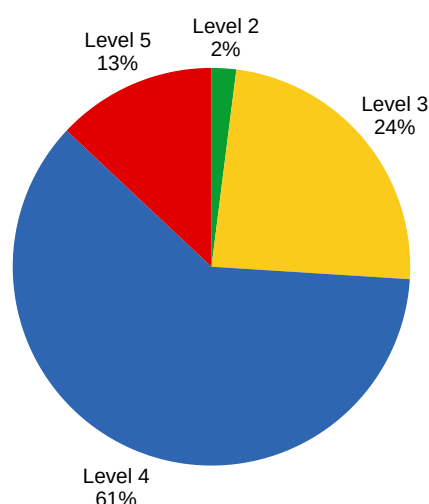
Concurrently, the project implemented the Volleyball Super League and the Inter-School Tournament, focusing on volleyball and soccer. The Super League lasted approximately one month. The program simulated an official tournament, with fixed teams and weekly rounds, stimulating a healthy competitive spirit, commitment to the group, and respect for the rules and opponents. The Inter-School Tournament was an event where the Institute promoted a friendly intercollegiate tournament of an educational nature, bringing together three public schools in the region: Madre Benedita, Baden Powell, and Joel de Oliveira. The participating students were those enrolled in the project, but in the event they competed according to their school. This experience broadened the students' sporting repertoire, strengthening values such as representation, cooperation, and social interaction.

LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY AND MANIPULATION

Considering this set of actions, the data from this evaluation indicate that 24% of the students developed locomotion, stability, and manipulation skills at levels considered partial. This is an improvement considering that at the beginning of the project, most students were at this level, while the other part had not yet developed any skills. Therefore, this percentage represents progress, but still with limitations in the execution of some movements and in practical application during games and activities. These difficulties may be related to factors such as differences in individual motor history, i.e., some students have less prior sports experience, and variations in class attendance, which interfere with the continuity of learning. Difficulties in coordination and postural control, especially in activities that require balance, reaction time, and ball control, as well as a lack of concentration or involvement in the activities, reducing the benefit of motor experiences, may be contributing factors to this figure.

On the other hand, the data indicates that 61% of the students finished the project having developed basic sports and motor skills of locomotion, stability, and manipulation at a level considered satisfactory, the main objective of this indicator. At this level, the students demonstrate the ability to develop and achieve the established objectives for motor and locomotor skills. Although they have already improved considerably with the frequency of activities, the refinement of movements is necessary at certain times to ensure greater precision and efficiency. Thus, the largest portion of students are at performance level 4, developing satisfactorily and showing good mastery of basic movements such as running, jumping, turning, throwing, and hitting. These students show adequate coordination and body control during activities, managing to execute technical gestures efficiently in most practical situations. This result is related to regular attendance in classes, active participation in training in the modalities, and the variety of motor exercises applied, which provide broad stimuli for physical and technical development.

Finally, the data indicates that 13% of the students achieved full development of basic sports and motor skills in locomotion, stability, and manipulation, bordering on perfect movement. Among these students, coordination in sports practices and the demands of the sport were observed in the sequence of activities. Sports such as soccer, basketball, and Teqvoly require a combination of skills (ball handling and coordinated movement), which can be a challenge for some students. However, no difficulties were identified among these students. Thus, the students at this level demonstrate excellent mastery of motor skills, with a remarkable refinement of techniques and the ability to act autonomously in the use of these skills. Furthermore, they show a strong interest in sports activities inside and outside the Institute, actively seeking other modalities and the continuous improvement of techniques, motivated by the desire to stay active.



LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE

Recognizing the importance of sports practice is an indicator that assesses whether students understand the value of sport beyond leisure, considering its impact on health, well-being, social and emotional development. In this sense, some activities were fundamental in developing this recognition among the students. One of them was the Volleyball Super League, in which students were able to experience commitment to training, teamwork, and the importance of regularity in sports practice. During the league, they were encouraged to reflect on values such as discipline, respect, and overcoming challenges.

Another successful activity was the Inter-School Tournament, an event that allowed students to perceive the role of sport as a form of social integration and exchange of experiences with other groups, reinforcing respect and sportsmanship. Good Practices dynamics were also used, as well as adapted combat sports, activities that highlight values such as fair play, mutual respect, cooperation, and self-control, relating behavior inside and outside the sports environment.

An important part of the class is the "Round Table," the final moment when the results of the day's activity are discussed. In these moments of conversation and post-game reflection, the students were able to express their perceptions about how sport contributes to well-being, social interaction, and personal growth.

During the practice with Rugby and Football, the students were shown that many athletes who were unable to compete in the Olympic Games in football (due to a number of factors) would have had a great chance competing in another sport, such as rugby, due to their physical and tactical qualities. Thus, activities were carried out in which the sports complemented each other. In this way, professionalism and love for the sport made the students realize the importance of sports practice, with the life story of Jorginho (founder of the Institute and four-time world football champion) serving as the greatest example.

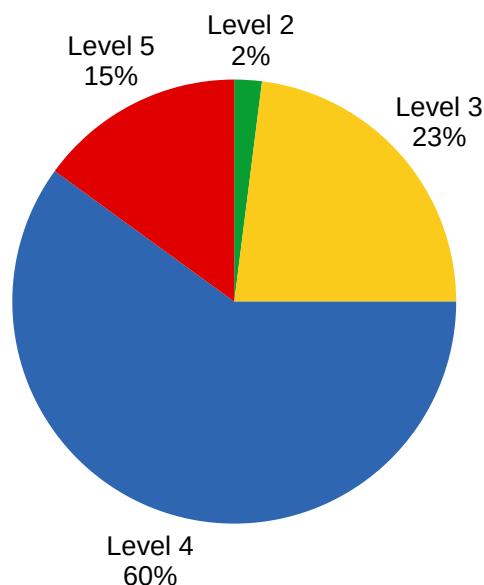
These experiences were fundamental in observing the level of awareness and appreciation that each student demonstrates in relation to sports practice, going beyond physical execution and also considering the social, emotional, and educational aspects of sports.

LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE

That said, the data from this evaluation indicated that 23% of the students came to partially recognize the importance of sports practice for health and physical, social, and emotional well-being. This percentage corresponds to level 3 of the indicator's development. This data indicates that these students have a maturing understanding, recognizing part of the importance of sports practice, but have not yet fully incorporated it as a habit or personal value. Factors such as low class attendance, less involvement in group activities, peer influence, and lack of a sports routine outside the Institute may explain this difference.

On the other hand, the data indicate that 60% of the project's students finished the activities satisfactorily recognizing the importance of sports practice for health and physical, social, and emotional well-being. Students at this performance level, which corresponds to level 4, demonstrate a solid awareness of the benefits of sports practice, such as improved health, strengthened interpersonal relationships, the importance of respecting rules, and the role of sport as a tool for coexistence and personal growth. This result reflects the positive impact of the practical activities and reflective moments carried out throughout the project, such as the Volleyball Super League and the Inter-School Tournament, which provided real experiences of cooperation, respect, and sports discipline. Therefore, the students demonstrate a clear and deep understanding of the importance of exercise not only for physical health but also for mental well-being. This understanding is manifested in practice: they are diligent and frequent participants in the classes.

Finally, the evaluation indicated that 15% of the students completed the project activities at a full and complete level regarding the recognition of the importance of sports practice, corresponding to level 5 of development. These students are characterized by having an advanced and internalized understanding of sports practice, seeing it not only as an activity but as an essential lifestyle. They understand the direct and beneficial connection that exercise provides to physical and mental health, which underlies their high level of engagement. They demonstrate being diligent students in the classes offered. Furthermore, the practice of other sports in locations outside the Institute reveals that their commitment to physical activity is broad and continuous, going beyond the institution's boundaries and consolidating them as highly motivated individuals engaged with well-being and the maintenance of an active lifestyle. Thus, in general, the group shows good indicators of awareness and appreciation of sports practice, a result of continuous work to encourage sportsmanship, fair play, and cooperation.



TECHNOLOGICAL AXIS

The articulation between technology and educational sport proved to be a powerful strategy for expanding learning possibilities, strengthening engagement, and promoting the holistic development of students. In a social context marked by the growing presence of digital technology, it is fundamental that pedagogical practices keep pace with these transformations, offering more dynamic, interactive, and socially meaningful formative experiences.

Within the project, the technology area explored the integration of different fields of knowledge as a resource for developing logical reasoning and expanding critical awareness of the role of sport and technology in contemporary society. The proposed activities also enabled work with notions of physical and motor development, as well as the promotion of healthy habits associated with educational sport, contributing to the understanding of sports fundamentals, strengthening autonomy, and stimulating interest in physical activities.

Additionally, technology proved to be an important vector for inclusion and personalization of the teaching-learning process, allowing educators to adapt sports activities to the different needs and paces of the students. Digital resources have also fostered spaces for collective reflection on topics such as ethics in sport, cooperation, respect for diversity, and self-care—essential values for civic education in the context of educational sport.



Thus, digital literacy becomes an inseparable component of the full development of citizenship and sports. Therefore, work was done to enhance essential skills for civic practice through technology. This year, beyond understanding the "what," "why," and "how" of technology, training programs were conducted to develop young people with enhanced critical thinking skills and solid technological skills. This preparation not only positions them advantageously in a job market undergoing constant technological evolution but also enables them to apply the nuances of technological progress to their own lives.

As a primary objective, this field of activity seeks to promote the development of skills and competencies for civic practice, focusing on safety, ethics, and responsible use of technology, as well as critical analysis of the social and environmental impacts of computer technology.

Regarding indicators, the following indicators were analyzed in the field of citizenship:

- ★ **Level of engagement with technology activities:** refers to the student's ability to actively participate in activities. This indicator identifies the degree of affinity, satisfaction, and participation in technology activities, and can be specified through individual participation, collaborative participation, and interest in the activity.
- ★ **Level of skill in handling technological devices:** refers to the student's ability to specifically use technological tools, whether digital or analog. The proper use of software and/or equipment is assessed. This indicator can be specified through skill with touchscreen devices, motor skills with a mouse and keyboard, understanding of online tools, and understanding of offline tools.
- ★ **Level of logical reasoning and problem-solving:** refers to the student's ability to think in a structured, coherent, and sequential manner to analyze information, identify relationships between ideas, solve problems, and make informed decisions. This skill involves the use of rules and principles of logic, such as cause and effect, comparison, deduction and inference, allowing the individual to evaluate situations objectively and rationally.

LEVEL OF ENGAGEMENT WITH TECHNOLOGY ACTIVITIES

For this indicator, all activities are evaluated. Thus, student performance was analyzed through practical activities, such as a logic game, in which students had to perform actions to develop abstraction skills, logical thinking, and precise communication through the description and identification of colors, encouraging verbal creativity, teamwork, and understanding of color gradients and nuances.

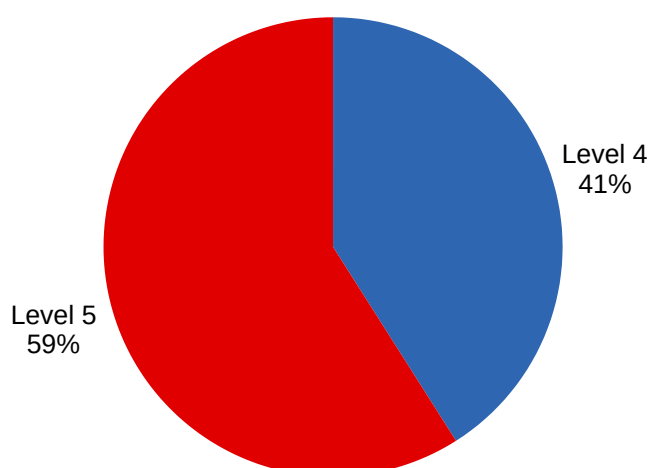
Another noteworthy activity was the use of Kahoot. In this dynamic, a knowledge and interaction test was applied, aiming to promote the review and reinforcement of basic technological concepts through a playful and collaborative activity, developing teamwork skills, quick reasoning, and collective decision-making. Virtual game activities were also applied to enhance the teaching-learning process and to fulfill the e-Sports modality.

The game Gartic Phone was also used to assess creativity and problem-solving skills. Thus, the game focused on abstraction skills and non-verbal communication through a sequential dynamic of interpretation and representation, stimulating collaborative work, flexibility of thought, and understanding of multiple perspectives.

Furthermore, the students had the opportunity to engage in cooperative and communicative activities, such as the game Suspects. This game aims to develop assertive communication skills, teamwork, strategic thinking, and critical analysis through an investigative dynamic that requires cooperation, careful observation, and logical argumentation to solve problems collectively.

Therefore, the data from this evaluation indicate that 41% of the students completed the project activities with satisfactory levels of engagement in technology activities, represented by performance level 4. The substantial growth at this level reflects the maturation of technological engagement. The activities carried out stimulated the creative application of knowledge, allowing more students to relate abstract concepts to practical situations.

The data also indicate that 59% of the students concluded the project fully engaged in technology activities. The predominance at the highest level constitutes the most significant result of the evaluation. The "Basic Logic Challenge" and the other final activities catalyzed the development of full engagement, where students not only master the tools, but apply them autonomously and creatively.



LEVEL OF SKILL IN HANDLING TECHNOLOGICAL DEVICES

To evaluate the indicator, several activities throughout the project are considered. In addition, the relaxation period at the end of activities, where students are free to use tablets, is also observed. During these times, they are observed and their use is evaluated. One activity that helped improve the skill level in handling technological devices was e-Sports games and the knowledge and interaction test with Kahoot. In the latter activity, the objective was to promote the review and reinforcement of basic concepts through a playful and collaborative activity, developing teamwork skills, quick thinking, and collective decision-making, while assessing the students' level of knowledge.

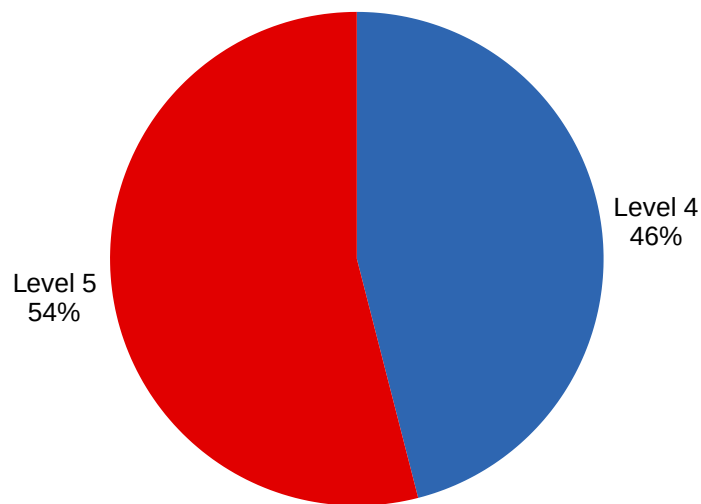
Another set of activities that enhanced the handling of technological devices was the application of free games, which enhance the e-Sports modality. One of these games, Gartic Phone, aimed to develop creativity, abstraction skills, and non-verbal communication through a sequential dynamic of interpretation and representation, stimulating collaborative work, flexibility of thought, and understanding of multiple perspectives. Another game was Stop, which aimed to broaden the students' cultural and technological repertoire, stimulating memory, rapid association of ideas, and the ability to respond under pressure, while promoting teamwork, organization of thought, and the practical application of interdisciplinary knowledge.

That said, the data from this assessment indicate that 46% of the students began to handle technological devices satisfactorily, representing level 4 of development. The significant growth at this level reflects the consolidation of advanced technical skills. The dynamics with Suspects and Kahoot stimulated the autonomous exploration of functionalities, allowing most students to perform complex tasks without the need for constant guidance.

The data also indicate that 54% of the students fully developed their skills in handling technological devices, representing level 5. Almost half of the students reached the maximum level of proficiency, demonstrating complete mastery and creative application of technological devices. Working with e-Sports and free games was fundamental in developing this ability to use technology in an innovative and critical way. The complete absence of students at the initial skill levels in handling technological devices (1 and 2) in the final assessment represents a significant transformation in device mastery, resulting from pedagogical interventions that directly address initial barriers. Technological anxiety and a preference for recreational use, which previously limited the educational exploration of devices, were overcome through a multi-focal approach that integrated technical competence and socio-emotional development.

LEVEL OF SKILL IN HANDLING TECHNOLOGICAL DEVICES

Methodological diversification, alternating between competitive, cooperative, and creative activities, allowed different learning styles to find paths to technological development. Among the critical factors for this success, the following stand out: the social bond, which transformed technical learning into a collective experience; visible progression, where students could perceive their own development through the mastery of new functionalities; gradual autonomy, with a careful transition from basic operations to complex projects; and immediate relevance, establishing a clear connection between the skills developed and their applications in daily life and in creative projects.



LEVEL OF LOGICAL REASONING AND PROBLEM-SOLVING

To evaluate the indicator, activities were carried out throughout the year focusing on logical reasoning and solving everyday problems, using technology as a tool. In one of these games, the activity sought to improve logic with a color definition game, whose objective was to develop logical thinking and precise communication through the description and identification of colors, encouraging verbal creativity, teamwork, and understanding of color gradients and nuances.

Another noteworthy activity was a knowledge and interaction test with the Kahoot application. This allowed for greater retention of concepts worked on throughout the project, through a playful and collaborative activity, developing teamwork skills, quick thinking, and collective decision-making.

Copilot was also used to develop AI skills. The objective of this activity was to promote practical understanding of generative artificial intelligence, stimulating creativity, the ability to create prompts, and abstract thinking, while promoting familiarity with contemporary technological tools and their creative application.

Furthermore, during the implementation of e-Sports and free games, such as Suspects, it was possible to develop assertive communication skills, teamwork, strategic thinking, and critical analysis through an investigative dynamic that requires cooperation, careful observation, and logical argumentation to solve problems collectively.

The final evaluation data demonstrates that all students developed some level of logical reasoning and problem-solving skills, with most advancing to the levels desired for the project. This is due to the absence of students at levels 1 and 2 of development, which correspond to non-development and development with difficulties in the indicator, respectively. Thus, the complete elimination of levels 1 and 2 represents a significant achievement in the development of logical reasoning. The activities described above were crucial in overcoming extreme difficulties, transforming initial resistance to abstract problems into confidence to face logical challenges. Therefore, the total migration of students from these levels to higher levels demonstrates the effectiveness of the implemented strategies.

That said, the assessment data indicates that 45% of the students have partially developed skills related to logical reasoning and problem-solving, corresponding to level 3 of development. Consistent growth at this level reflects the maturation of analytical thinking. The activities with Kahoot and Gartic Phone stimulated the practical application of logic in varied contexts, allowing students to transfer knowledge between different situations with greater confidence.

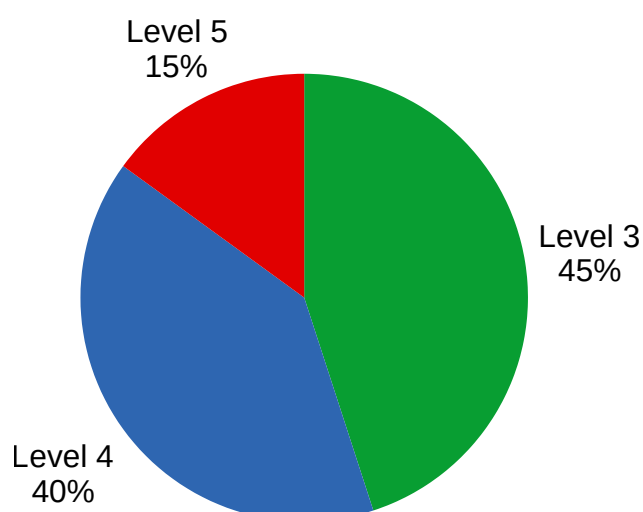
The data also indicates that 40% of the students began to solve problems using logical reasoning at a level considered satisfactory, corresponding to level 4 of development. In this analysis, almost half of the students reached this advanced level, demonstrating a remarkable capacity for autonomous problem-solving and creative application of logical concepts.

LEVEL OF LOGICAL REASONING AND PROBLEM-SOLVING

Furthermore, the evaluation data indicates that 15% of the students completed the project fully capable of solving problems using logical reasoning, corresponding to level 5 of development. The emergence of this group at the highest level constitutes one of the most significant results of the evaluation. The project activities catalyzed the development of sophisticated strategic thinking, allowing these students not only to solve problems but also to create innovative approaches to complex challenges.

The demonstrated evolution in the levels of logical reasoning and problem-solving acquires even greater relevance when contextualized within the students' profile. This being the first year of systematic work with this indicator, without a consolidated base from previous years, and considering that young people have limited access to formal technological education, the results achieved represent a remarkable pedagogical achievement.


The methodological diversification proved particularly effective for this specific audience. Rotating between competitive (Kahoot), cooperative (Suspects), and creative (Gartic Phone and Stop) activities allowed different learning profiles, many of them without established study habits, to find ways to develop their logical potential. In this sense, the experience demonstrates that it is possible to overcome historical educational gaps through a balanced combination of progressive cognitive challenges and methodologies that value both technical development and the building of self-confidence. The results prove that when logical reasoning is presented as a tool for empowerment and personal transformation, students not only overcome initial disadvantages but also reach levels of cognitive excellence that prepare them for future academic and professional challenges.



CONCLUSION

In this phase of the project, we serve 546 students between the ages of 6 and 17, regularly enrolled in the formal education system. These students were divided into training cycles to ensure better learning outcomes. Thus, 6- and 7-year-olds formed Cycle 1, 8- and 9-year-olds formed Cycle 2, 10- and 11-year-olds formed Cycle 3, 12- and 13-year-olds formed Cycle 4, 14- and 15-year-olds formed Cycle 5, and 16- and 17-year-olds formed Cycle 6. Based on the specificities of each cycle, the students were divided into classes.

In this sense, the analysis in this report indicates the development of the planned indicators, considering the time the audience was exposed to the training process. Overall, the classes showed consistently satisfactory and complete performance, demonstrating full achievement of the established goals.



The students progressed in all planned areas and met the established goals and objectives. Much of the progress related to the habit of reading was due to the planning of the reading space. Although the acquisition of the collection and furniture was finalized near the end of 2025, the process and development of the habit of reading was carried out from the beginning of the project, with reading circles and classroom activities.

Now, with an adequate space and a diverse library collection, the reading potential among children and adolescents in socioeconomic vulnerability in the Muquiço Complex will reach other levels in the coming years, generating an improvement in the HDI of the region.

Therefore, supporting the Perfect Crossing - Playing a Big Game project concludes as a satisfactory relationship, since it is more than just sponsorship. It is a commitment to improving the lives of young people who, otherwise, would not have access to quality education options, educational sports spaces, cultural spaces, and national and international reading and literature options. Thus, the project has proven relevant to society, generating profound social impacts.

PHOTOS



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PROJECT REPORT

PERFECT CROSSING
PLAYING A BIG GAME



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