2025

PEDAGOGICAL PROJECT REPORT

PERFECT CROSSING
PLAYING A BIG GAME

bola pra frente

INTRODUCTION

This report comprises an analysis of the Perfec Crossing Project. The data systematization and preliminary results of this project were formulated from a pedagogical perspective. Therefore, the analysis presented here will be informed by contributions from educational and social theorists, as well as documents that guide Brazilian education, such as the National Common Curricular Base (BNCC).

In the initial section of this report, we will present the methodology and teaching methods adopted and how they have been used in the different training paths that aim to promote the comprehensive development of students.

In the following section, we will present, in general terms, how the training paths are organized into activities and pedagogical practices facilitated by the team of educators and in partnership with other collaborators working directly on the project. This section will also seek to present some characteristics that comprise the social profile of those served by the project.

In the third section, we will highlight the initial positive impacts observed throughout this project. In the fourth section, we will outline the negative aspects to understand how these issues need to be overcome to ensure that the project's indicators are met.

In the final section, we will offer preliminary considerations based on the data collected by the team of educators and the observation of the activities carried out by the project coordinator.

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

Based on the training axes defined in the project's work plan—educational sports, technology, and citizenship—training paths or itineraries are developed. Before the start of activities for students, the teaching team holds meetings to define and select the thematic content that will comprise the training itineraries for each axis and age group. This set of content, knowledge, and expertise, along with teaching practices and methods, are distributed in the Course Plan to advance the project's goals and objectives, as well as the training axis cash flow indicators.

Project training axes:

CITIZENSHIP

Within the project, the citizenship axis has assumed significant importance in the students' educational process, as it is within this field of knowledge that we have addressed issues involving intellectual, as well as social, cognitive, and emotional dimensions. The selected content covers topics such as ethics and values, adolescence, youth, territory, community, school, studies, the world of work, socio-emotional skills, youth cultures, digital culture, sustainability, and others. All of these topics are correlated with educational sports, seamlessly and harmoniously connecting the different areas. This broad repertoire of topics was organized with the goal of providing students with access to knowledge that is fundamental to the development of 21st-century youth, who live in a society full of challenges, inequalities, and demands of the world of work.

Because it is a training axis that covers many themes, contents, knowledge and learning possibilities, the coordination, together with the team of educators, has worked with different methodological approaches and seeks to consider the age range of each group, in order to build the most assertive training paths that make sense for each group of students.

SPORT

In this field, physical activity and sports are understood as tools for the comprehensive development of students, through pedagogical practices organized and developed by educators. Children and adolescents learn to move, play sports, think about a healthier life, and develop socio-emotional skills such as cooperation, collectivity, respect for rules, conflict resolution, leadership, respect, self-regulation of emotions, and several other abilities.

The Bola pra Frente Institute has accumulated a vast body of knowledge based on experience with methodologies consolidated in the sports field and that directly address issues that permeate the daily lives of the students it serves, such as the Perfect Crossing Program and 3-Half Football. From this perspective, educational sports operate as an instrument that enhances civic development, contributing to and helping develop positive values, attitudes, and self-perceptions in young people.

The UN and the ECA (Law 8.069/90) recognize the principle of Educational Sport as a right of all citizens, which enables access to health and education and which can contribute to encouraging a culture of peace and respect for diversity.

TECHNOLOGY

By combining active methodologies with digital technologies, a strategy for pedagogical innovation is found. Technologies expand the possibilities for research, authorship, communication and network sharing, publishing, and the multiplication of spaces and times. The practices and activities in this area aim to provide students with access to languages, skills, and knowledge so they can navigate more independently in the field of digital technologies and innovation. The training itineraries in this area are organized according to age group, but generally address themes common to all students, such as artificial intelligence, gamification, graphic design, internet research, how the internet works, and hardware and software concepts.

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 used in this field aim to meet the diverse needs and demands of students, as well as enable the achievement of the project's objectives and goals. To this end, different teaching techniques and procedures were adopted to accommodate the different age groups and developmental stages of students.

The project's foundation is the importance of students occupying a central role in the learning process, enabling them to reflect and act participatively and critically within their communities. From this perspective, active learning encompasses the practices, methods, and techniques that enable individuals to access essential skills, knowledge, and abilities for life in different social contexts.

From birth, we learn that, based on concrete situations, different ideas and theoretical assumptions are gradually expanded, generalized, and learned through experimentation and questioning. The more the student actively participates in these processes of experimentation and questioning, the more significant the learning will be, as each student will seek what is most relevant and what makes sense to them according to their cognitive and emotional possibilities.

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.

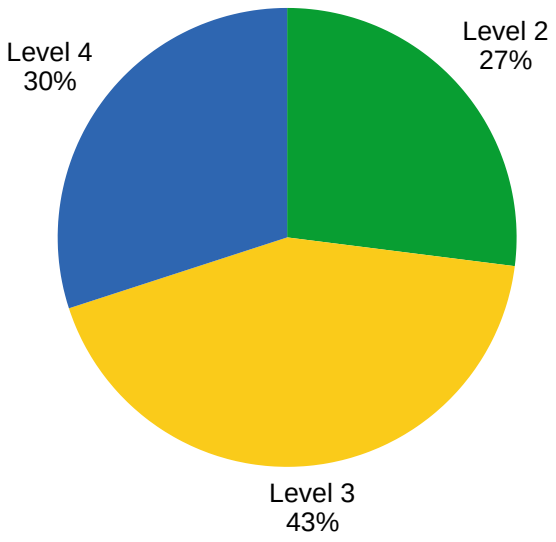
LEVEL OF APPRECIATION OF THE MUQUIÇO COMPLEX – STUDENTS AGED 12 AND 13

This indicator was assessed throughout all classes, as the Muquiço Complex territory is the guiding principle of the entire course plan for the first semester of the project. However, the first two activities had Muquiço as their primary theme, and thus assumed a prominent role in the evaluation process for this indicator. After the integration week, an introductory activity about the territory was conducted. In it, students assembled a jigsaw puzzle of the Muquiço Complex map, pointing out commercial and sports venues. This activity aimed to present the map of the territory, identify its constituent regions, and discuss the formation and current context of each. The following week, this knowledge was expanded through a class that proposed considering Muquiço in an integrated manner with the city of Rio de Janeiro. In it, the classes analyzed two images: a map of Rio de Janeiro divided by zones and a drawing by artist Guilherme Kid showing a sign for Deodoro with the words "Deodoro, West Zone is the Center." The objectives of this class were to identify the neighborhoods surrounding the complex (understanding that Muquiço is a territory in itself and not just a "part" of these neighborhoods), understand that the territory is on the border between the north and west zones (generating reflections on this), and, finally, analyze the importance of the region, considering its central position in the city's rail and road transportation routes.

These activities were important for balancing the percentages between the development levels. Thus, 27% of the students are at level 2 of development, which corresponds to a difficult development of the indicator. Students at this level demonstrated a sense of belonging to the territory, identifying positive points more selectively, and demonstrating little or no development of the basic knowledge of geography and local history presented in class. They demonstrated difficulty articulating the knowledge transmitted in class. Within this group, the vast majority performed well in the first activity of identifying the regions of Muquiço. However, the group encountered difficulties in the second activity. This result may not reflect students' ability to articulate such knowledge, but rather their ability to concentrate and organize ideas when expressing themselves. Therefore, in the future, new classroom strategies will be employed that focus on reviewing and repeating information.

On the other hand, approximately 43% of students are at level 3 of development, which corresponds to partial improvement in the indicator. Students at this level demonstrated a strong sense of belonging to the territory, engaging in activities, but were unable to articulate basic knowledge of the territory's geography and history satisfactorily.

An additional 30% of students are at level 4 of development, which corresponds to satisfactory improvement in the indicator. Students at this level demonstrated that they had developed basic notions of the geography and history of the complex, based on a sense of belonging, but with a less than critical view of their social context.



LEVEL OF RECOGNITION OF RIGHTS AND DUTIES – STUDENTS AGED 12 AND 13

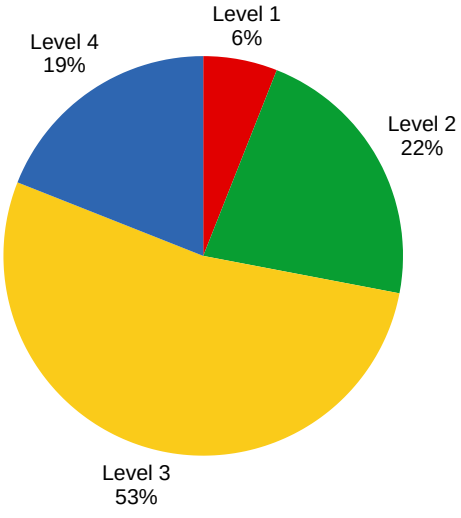
For this indicator, we developed several activities aimed at developing citizenship, focusing on the values and attitudes of the public. Thus, the notion of rights and duties was introduced with a focus on the right of access to sports. Activities related to sports are currently underway, studying the most prominent Brazilian athletes. We also worked with artists who participated in the Colors of Brazil project (a Rio de Janeiro City Hall initiative that transformed Avenida Brasil into the largest open-air urban art gallery in Latin America, along a route that begins at the Gentileza Terminal and ends at Muquiço, at the Deodoro Bus Terminal), particularly the artist Igor Izy, a local artist who has participated in the Institute's sports activities in the past.

Based on this, several topics were discussed in class. However, to evaluate this indicator, a specific class was held to discuss unequal access to sports and culture in the city of Rio de Janeiro, with an emphasis on the reality of the city's peripheral neighborhoods. To this end, the students analyzed the distribution of sports and cultural facilities across the city's various regions, observing how these spaces are concentrated in certain areas and absent in others. The lesson's primary objective was to help students understand the relevance of these services as a means of democratization. Second, the goal was to help them understand access to sports and culture as a fundamental right linked to human dignity.

In this sense, the assessment revealed that 6% of students are at level 1 of development, which corresponds to stagnation in student performance. Students at this level of development demonstrate greater apathy or devaluation of peripheral sports and cultural events, failing to recognize sports and culture as a right. Another 22% of students are at level 2 of development, which corresponds to a difficult progress on the indicator. Students at this level of performance also demonstrate apathy and devaluation of sports and culture as a right. This percentage is also due to a lack of understanding of what constitutes a fundamental right (a concept that has not yet been introduced). It is important to emphasize that the pedagogical process occurs in stages, and this notion of rights will be further developed.

What is relevant at this point, in the current stage of the teaching-learning process of the classes, is that the vast majority of students recognize the relevance of sports in their own neighborhoods, which is why the majority are at Level 3 (53%). They recognize the relevance of sports and culture in this environment, taking as an example the spaces in the Triângulo community, which, according to the students, have become a much more inviting place for playing, spending time, and practicing sports after being renovated by the City. Some students are already able to go further and recognize the importance of sports and culture in democratizing access in the peripheral neighborhoods. Thus, students assessed at level 3 demonstrate a high value for local sports and culture as examples of fundamental rights, but they still fail to connect these practices to the debate on social rights and inequality of access.

The data also indicate that 19% of students are at level 4, which corresponds to satisfactory progress on this indicator. Students at this performance level understand the right to sports and culture and recognize their relevance in peripheral communities, although they lack in-depth understanding of the structural factors that limit this access.

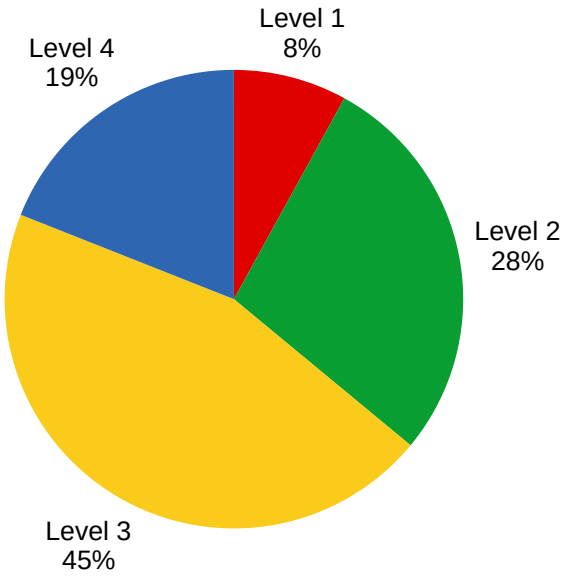


LEVEL OF RECOGNITION OF CULTURAL DIVERSITY– STUDENTS AGED 12 AND 13

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 8% 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 45% 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 19% 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.



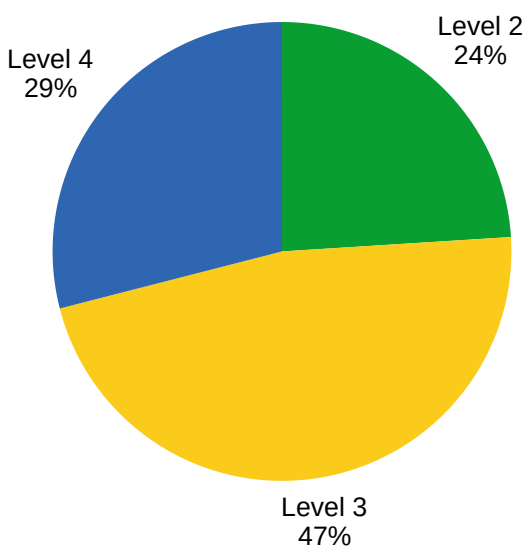
LEVEL OF APPRECIATION OF THE MUQUIÇO COMPLEX – STUDENTS AGED 14 AND 15

This indicator was assessed throughout all classes, as the Muquiço Complex territory is the guiding principle of the entire course plan for the first semester of the project. However, the first two activities had the Muquiço as their primary theme, and thus assumed a prominent role in the assessment process for this indicator. After the integration week, an introductory activity about the territory was conducted. In it, students assembled a jigsaw puzzle of the Muquiço Complex map. This activity aimed to present the map of the territory, identify its constituent regions, and discuss the formation and current context of each. The following week, this knowledge was expanded through a class that proposed considering the Muquiço in an integrated manner with the city of Rio de Janeiro. The objectives of this class were to identify the neighborhoods surrounding the complex (understanding that Muquiço is a territory in itself and not just a "part" of these neighborhoods), understand that the territory is on the border between the North and West Zones (generating reflections on this), and finally, analyze the importance of the region, considering its central position in the city's rail and road transportation routes.

In this sense, the assessment revealed that 24% of the students are at level 2 of development, which corresponds to a difficult development of the indicator. Students at this level demonstrate a lack of interest in the topic of territory, downplaying or expressing resistance to recognizing positive aspects of the place where they live. Although some demonstrate a sense of belonging to the territory, identifying positive aspects more selectively, others do not demonstrate development of the basic knowledge of geography and local history presented in class. Some students struggled to connect their knowledge of the territory with the geography and local history topics discussed in class. Despite demonstrating a command of the area in which they live, they have not yet managed to establish clear connections between their daily experiences and the formal knowledge presented. In general, these students perform well with more practical and visual tasks, but struggle with activities that require more organized thinking, such as oral presentations or more reflective responses.

On the other hand, approximately 47% of students are at level 3 of development, which corresponds to a partial improvement in the indicator. Students at this level demonstrate a strong sense of belonging to the territory, engaging in activities, but are unable to articulate basic knowledge of the territory's geography and history satisfactorily. The vast majority of students demonstrated an active interest in the topic. Classes in this cycle have greater experience of the territory due to the context of their own age group, circulating more frequently through the various regions of the Complex, which facilitated mediation of the local map and engagement in activities.

There are also 29% of students at level 4 of development, which corresponds to a satisfactory improvement in the indicator. Students at this level demonstrate having developed basic notions of the geography and history of the Complex, based on a sense of belonging, but with a less than critical view of its social context.

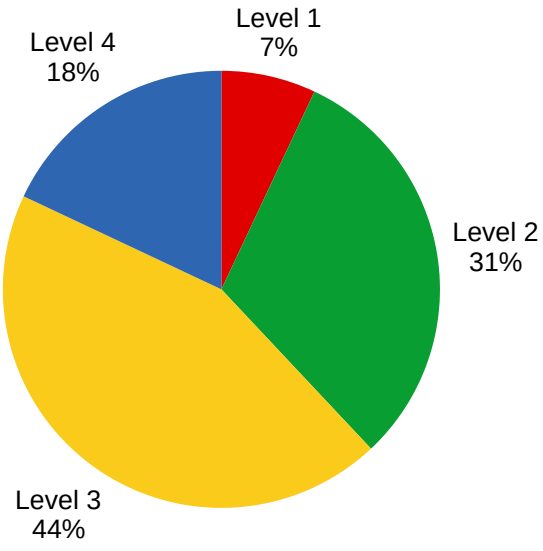


LEVEL OF RECOGNITION OF RIGHTS AND DUTIES – STUDENTS AGED 14 AND 15

For this indicator, the right of access to sports and culture was presented to develop the notion of rights and responsibilities. The results indicate that students are evolving. One of the activities discussed unequal access to sports and culture in the city of Rio de Janeiro, with an emphasis on the situation in the city's outskirts. To this end, students analyzed the distribution of sports and cultural facilities across the city, observing how these spaces are concentrated in certain areas and absent in others. The objective of the lesson was primarily for students to understand the relevance of these facilities as a means of democratization, as well as to help them understand access to sports and culture as a fundamental right linked to human dignity.

Thus, the assessment revealed that 7% of students are at level 1 of development, which corresponds to stagnation in the indicator's progress. There are also 31% of students at level 2 of development, which corresponds to a difficult progress of the indicator. Taken together, these data point to students who have not made significant progress in implementing these activities. Students at these levels demonstrate apathy or devaluation of peripheral sports and cultural spaces, failing to recognize sports and culture as rights. Most do not understand the social importance of these spaces and their relationship to constitutional law.

On the other hand, approximately 44% of students are at level 3 of development, which corresponds to a partial improvement in the indicator. Students at this level demonstrate an appreciation for sports and cultural spaces, but are still unable to connect these spaces to the debate on social rights and inequality of access. Overall, classes in this cycle perform very similarly to classes in Cycle IV on this indicator. They have also not been introduced to the concept of fundamental rights to understand access to sports and culture. However, they also recognize the importance of these spaces. Approximately 18% of students are at level 4 of development, which corresponds to satisfactory improvement in the indicator. Students at this level understand the right to sports and culture and recognize the importance of spaces in the outskirts of Rio de Janeiro, albeit with a limited understanding of the structural factors that limit access. What sets them apart in this case is simply that these students have a more complex and critical understanding of the unequal distribution of sports and cultural facilities in the city of Rio de Janeiro. Furthermore, they were able to develop discussions that go beyond the Muquiço. This demonstrates a greater capacity to understand sports and culture more broadly, as tools for democratizing access.

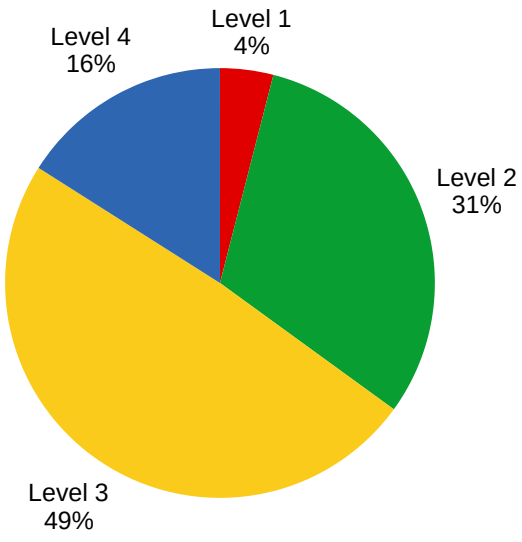


LEVEL OF RECOGNITION OF CULTURAL DIVERSITY – STUDENTS AGED 14 AND 15

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, consisting solely of words of Indigenous origin. The second phase was a hangman game, 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 in 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 and linking cultural diversity to sports practice, particularly its indirect impact.

In this sense, the assessment revealed that 4% of students are at level 1 of development, which corresponds to a stagnation of the indicator. There are also 31% of students at level 2 of development, which corresponds to a difficult evolution of the indicator. Together, these percentages indicate students who need to advance further in recognizing cultural diversity. Students at these levels demonstrated a lack of interest or resistance to recognizing the importance of Indigenous peoples to Brazil's historical and cultural formation. In addition to failing to recognize the influence of different peoples on Brazilian culture, they fail to understand that the territory in which they live was once inhabited by Indigenous people and enslaved Black people, for example. In this case, 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 49% of students are at level 3 of development, which corresponds to a partial improvement in the indicator. Students at this level of performance 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. Approximately 16% of students are at level 4 of development, which corresponds to a satisfactory improvement in the indicator. Students at this level of performance recognize the influence of different peoples on Brazilian culture and understand that the territory in which they live was once inhabited by a mixture of them, recognizing their influence on history, language and territory, and valuing the permanence of these cultures as a living part of current Brazilian society.



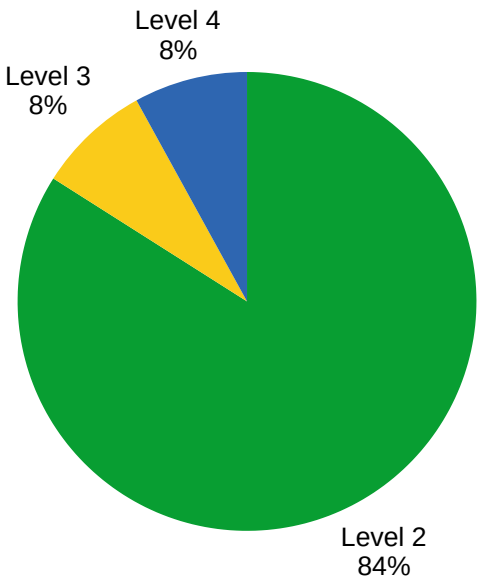
LEVEL OF APPRECIATION OF THE MUQUIÇO COMPLEX – STUDENTS AGED 16 AND 17

For this indicator, students were assessed by completing a research guide sheet about the geography and history of the Muquiço Complex. In it, they were asked to answer questions such as the "potential of the region" and reflect on spaces that hold special personal meaning, as well as how they feel in these places, under the heading "Map of My History."

During the task, students assessed at level 2 had difficulty identifying spaces, organizations, people, etc. that represented the potential of the Muquiço Complex. It was only after collective reflection that the students began to largely highlight the Bola Pra Frente Institute as one of the main positive reference spaces in the region. Students at this performance level account for 84% of the class.

Students assessed at level 3 were able to identify more than one space and/or person that reflects the potential of the region, while those at level 4 were able to answer this question on the guide sheet without difficulty identifying and citing what was requested. During the discussion, it was clear that the challenges faced in the region, especially violence, directly impact students' perceptions of the place they live, hindering the recognition and appreciation of local initiatives, spaces, and personalities that promote positive change in Muquiço. Students assessed at levels 3 and 4 represent 8% of the class each.

To increase the percentage of students reaching levels 4 and 5, it will be necessary to continue activities that foster a sense of belonging, identification, and, most importantly, agency for the social transformation of Muquiço. One proposal still being discussed and developed with the coordinators, to be implemented in the second semester, is the creation of a videocast with the class, in which one of the thematic areas discussed in each episode would be dedicated to the territory. This development involves in-depth research on the history of Muquiço, interviews with residents, a study of the sporting and cultural aspects of the area, among other elements, which contribute to the development of students' sense of territorial appreciation.



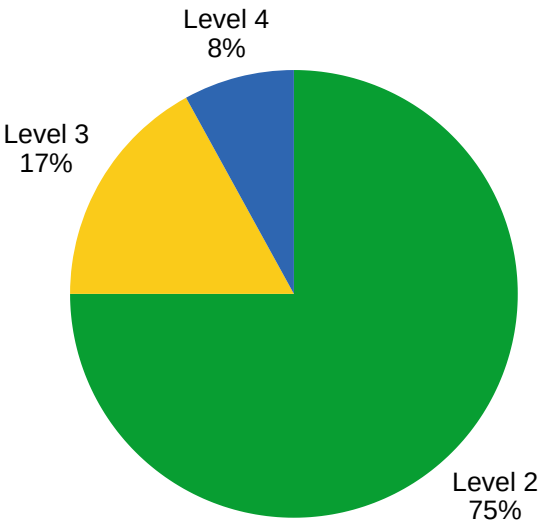
LEVEL OF RECOGNITION OF RIGHTS AND DUTIES – STUDENTS AGED 16 AND 17

At the recognition of rights and duties level, the criterion adopted was to assess students' understanding of these concepts based on solving problem situations they faced on the soccer field that compromised the exercise of citizenship. Thus, students were presented in groups with problem situations, and Post-it notes with possible solutions, some correct, some incorrect, were placed around the room. The challenge was to find the most appropriate solution to the problem and justify why it would be the fairest, based on civic principles. As this stage was part of a larger activity with other phases, the group that found the correct answer and presented a good justification received points in this round.

During the activity, it was noted that 75% of the students, who are at Level 2, did not identify the most appropriate solution, and only after collective discussion were they able to recognize that the Post-it notes chosen were not appropriate for the situation presented. Students in Levels 3 and 4, representing 17% and 8%, respectively, were able to correctly identify the best solution and justify why it was the fairest.

The 75% of students in Level 2 can be explained by their prior difficulty in conceptually understanding what rights and duties are and how these principles manifest themselves in everyday life, especially in contexts such as the soccer field, a space with which students interact emotionally, but often without a critical eye. Another factor that may have contributed to the low performance is the resistance of some students to the new format of dividing time between the field and the classroom: agreements and norms are frequently broken, which interferes with the development of discussions and impacts class engagement as a whole.

Among areas for improvement, it is necessary to expand the experiences in which students can reflect on everyday life based on concrete situations, bringing the concepts of citizenship closer to the reality they experience. It's also important to create opportunities for debate, active listening, and protagonism in group decisions, encouraging students to recognize the impact of their actions on the collective. Finally, strengthening ties with educators and developing a culture of responsibility within the group are possible paths for more students to advance to levels 4 and 5 of recognition of rights and responsibilities.



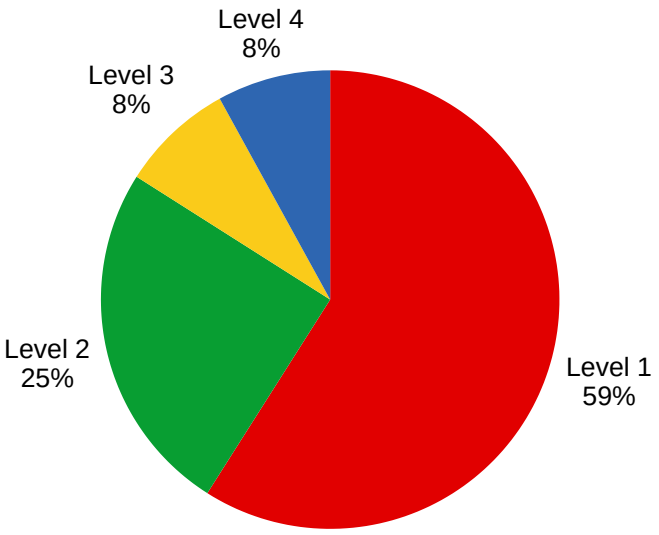
LEVEL OF RECOGNITION OF CULTURAL DIVERSITY – STUDENTS AGED 16 AND 17

This indicator was assessed through two activities. The first, entitled "Sankofa Doors," aimed to discuss how individual experiences, past and present, contribute to the construction of personal identity and professional choices. The second, mentioned above, involved completing a territory investigation guide, in which students were asked to answer questions such as: "How does the place where you live influence your identity?" and "How can we strengthen identity and self-esteem through our relationship with the place where we live?"

The high percentage of students classified as level 1, 59%, highlights a significant difficulty in recognizing and valuing the cultural diversity present in the territory. Students assessed at this level still demonstrate a limited and/or distanced perception of local cultural manifestations, the life stories that make up Muquiço, and the importance of these references in the construction of their own identity. Students assessed at level 2 also presented difficulties, but after discussion, they were able to identify a family member, a space, and/or an experience in the territory that influenced the formation of their identity. Students classified as levels 3 and 4 were able to recognize these cultural references more clearly, connecting them to their own life stories and demonstrating greater awareness of the importance of the territory's cultural diversity.

From their responses, it is possible to identify that this difficulty may be related to the historical invisibility of these cultures, their low representation in institutional spaces, and the lack of opportunities to more consciously experience the territory's cultural expressions.

For students to reach levels 4 and 5, it is essential to strengthen pedagogical practices that promote the recognition of local cultural references, encouraging active listening to the territory's stories and direct contact with experiences that value the identities that make up the Muquiço Complex. Activities involving affective mapping, conversation circles with longtime residents, the production of original materials (such as zines, videos, exhibitions), and visits to cultural initiatives in the region can broaden students' symbolic repertoire and foster a sense of belonging. I also believe that the development of this indicator depends on continuous work to value narratives that break with the stigmas attributed to the territory, placing students as protagonists in the redefinition of the image they construct, and reproduce, of the place where they live.



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 adolescents aged 12 to 13, 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 14 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:

To date, general integration and sports activities have been carried out, focusing on participation, concentration, teamwork, and the development of basic sports and motor skills.

The first activities focused on integration dynamics and cooperative games, focusing on acclimating students to the sports space and creating peer bonds. The activities explored locomotion and manipulation skills, aiming to promote socialization and integration through play, which strengthens team spirit and a sense of belonging. In these initial activities, most students participated actively, demonstrating an interest in interacting. The proposals were well received, although some students showed some initial resistance, which was quickly overcome as the activity progressed.

As the weeks progressed, it became possible to connect classroom activities with field activities, since sports are not dissociated from theoretical activities. On the contrary, both complement each other according to the proposed Perfect Crossing methodology. Thus, it was possible to address sports activities that also developed notions of social responsibility toward the territory, based on the presentation of the history of the Institute and its founder, both intrinsically linked to sports. In this sense, this set of classes had a more theoretical-reflective nature and involved acknowledging the territory and the historical importance of the Bola Pra Frente Institute, highlighting key figures such as Jorginho and Catanha. The activities sought to develop an appreciation for the value of sports in civic development, fostering the axis of "recognition of the importance of sports practice." The main objective was to enable reflection on the Institute's trajectory, inspiring students with real stories of overcoming challenges in sports. In practice, discussion groups, visual displays, and dynamic activities around the theme were held. In some classes, the proposed activity was a treasure hunt at the Institute, intended to tell the institution's history in a playful and dynamic way. This set of activities had a reflective and motor-oriented nature, contributing significantly to a sense of belonging. The students demonstrated respect and interest in the founders' history, connecting their trajectories to their own realities.

The other activities focused more on a sense of community, fostering recognition of the importance of sports, and developing motor skills. Soccer, volleyball, handball, and tag rugby were used, with an emphasis on basic rules, teamwork, and simple tactical aspects. The activity strengthened maneuverability and stability skills, in addition to reinforcing a sense of community and attention/concentration in game situations. Motor circuits were also used, focusing on warm-ups and, above all, teaching the fundamentals of the games.

These activities demonstrated high student engagement, with some demonstrating greater mastery of the basic fundamentals, while others demonstrated initial motor difficulties. It was possible to identify more competitive and more cooperative profiles, which helps in future pedagogical planning. In the motor circuits, movement activities without a ball were performed, such as running with changes of direction, jumping, soccer without a ball, among others, as well as movement with a ball, such as passing, receiving, and shooting.

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 – STUDENTS AGED 12 AND 13

To develop this indicator, recreational sports integration activities were conducted, where students participated in cooperative games aimed at promoting interaction and mutual respect. The focus was on building mixed teams and the need to make decisions together. Particularly during Tag Rugby and Soccer matches, students were assessed based on their ability to communicate, fulfill team roles, and assist teammates in attacking or defending situations. Other activities required students to organize strategies and divide tasks, fostering a sense of belonging. In Teqvoly, for example, coordination and rotations are required between pairs or trios, while soccer demonstrates leadership, support, and competitive leadership. These sports were essential for observing behaviors such as empathy, the ability to cope with frustration, and a willingness to contribute to the group.

In this indicator, most students demonstrate an intermediate level of teamwork skills, which is natural at this stage of the project. Thus, 63% of students aged 12 to 13 are at level 3 of development, corresponding to the partial level of development. This group can communicate and collaborate partially, but still has difficulty dealing with conflicts, listening to peers, or positioning themselves equitably within the group. Many students show interest in participating, but are still developing confidence and more mature social strategies for effective interactions. This is a phase marked by the search for identity and belonging, which directly influences cooperation with peers.

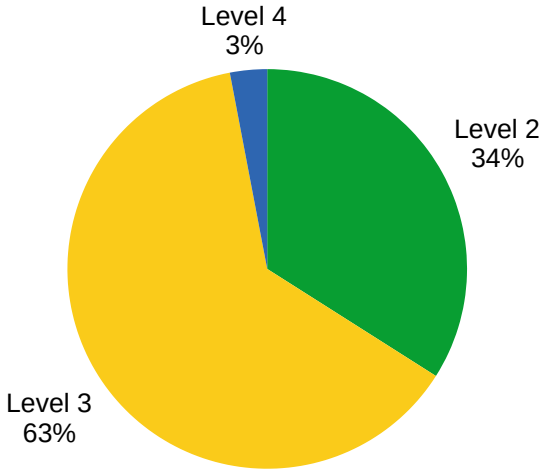
At this stage of assessment, 34% of students are at level 2 of development, which corresponds to the difficult level of development. Students at this level demonstrate resistance to cooperation, preferring to act individually or demonstrating difficulty accepting rules and sharing responsibilities. Factors such as shyness, insecurity, high competitiveness, or lack of prior experience with collaborative activities directly influence this performance. It was also observed that, in some cases, there is low engagement in practical activities, which negatively impacts the development of this skill in this group. Another factor contributing to this percentage is the irregular attendance and punctuality of these students, who lose the initial integration of activities. This scenario highlights the need to reinforce strategies that develop empathy, communication, active listening, and conflict resolution within practical classes.

TEAMWORK SKILL LEVEL – STUDENTS AGED 12 AND 13

Furthermore, approximately 3% of students are at level 4 of development, which corresponds to a satisfactory level of development. This small group demonstrates initiative in including peers, good listening and dialogue, respect for rules and group roles, and constant encouragement of the collective, even in situations of error or loss. These students likely have positive prior experiences with team sports or have already developed a better emotional and social repertoire. They are positive role models, but they are still a minority in the class. Students at this level develop team activities, demonstrate solidarity with their peers, have good communication skills, and regularly attend classes.

As a point of improvement, it is necessary to analyze the factors that, at this stage of the project, influence the low performance of students at levels 3, 4, and 5. Proposals with an excessive focus on competition and results can generate individualism and rivalry, weakening team spirit. Another point of attention is the avoidance of rotation of leadership figures among students, limiting the development of empathy and collaboration. Even team sports like soccer, if not properly mediated, can emphasize the protagonism of a few and make others invisible. Another factor is that low class attendance by a minority of students hinders the development of social bonds and trust. Higher-engagement activities should be used to mitigate this problem in the future.

In this sense, more activities with group missions and objectives will be used, where victory only occurs if everyone contributes, reinforcing the sense of interdependence. Rotation activities in strategic roles (leader, organizer, timekeeper, mediator, etc.) will be promoted, giving everyone the opportunity to lead and follow. Furthermore, educators intend to establish collectively created rules, which tend to be more accepted and committed by students, in addition to fostering the notion of collective responsibility. It is also necessary to reinforce positive attitudes, valuing those who cooperate, help, and listen, and not just those who perform well physically. Furthermore, it is necessary to pay more attention to students in levels 1 and 2 to understand their difficulties, address their insecurities and propose small development goals.



CONCENTRATION LEVEL – STUDENTS AGED 12 AND 13

To develop this indicator, simplified Tag Rugby and Soccer activities were conducted with adapted rules and specific tactical tasks for each student, such as marking zones, leading plays, or passing accurately. Attention to tactical rules and collective movement was one of the main criteria. Furthermore, the level of engagement, response time to game situations, and compliance with teacher instructions served as clear indicators of each student's level of concentration. These activities allowed us to identify, in a dynamic and contextualized way, who was able to maintain focus, follow instructions, and adapt quickly to the demands of the game, and who was frequently distracted, poorly listened, or inattentive at crucial moments. Other warm-up activities were also conducted, such as the "Get the Time" activity, in which students are divided into two groups. Each group receives a ball and must execute passes until the time set by the teacher is reached. This activity requires concentration, teamwork, time management, goal setting, and focus. Another activity was "Get the Cone," in which students are divided into pairs, and each pair has a cone. Students facing each other must do everything the teacher tells them to do, such as putting their hand on their head, neck, and so on. When the teacher indicates "hand on the cone," whoever reaches the cone first scores a point. The activity requires concentration and agility.

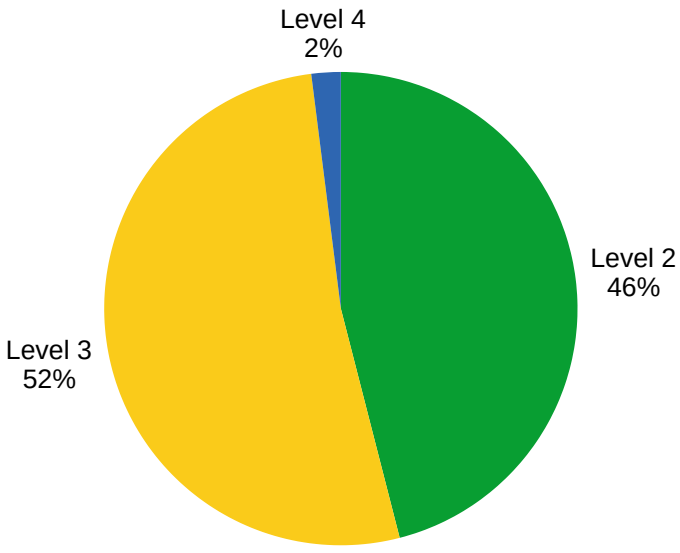
Therefore, the activities performed were essential for developing students' concentration, a fundamental component of the overall development of this group. In this indicator, 46% of students are at level 2 of development, corresponding to performance difficulties. Students at this level frequently have attention difficulties, are easily distracted, and require constant explanations of instructions. Therefore, it is important to emphasize that most students are in the early or middle stages of concentration development, requiring further strengthening of this aspect throughout the classes. The high percentage may be related to greater physical and mental strain, as many of the students in these classes fulfill other obligations during the day (regular school, work, family demands).

On the other hand, 52% are at level 3 of development, which corresponds to partial performance, where students already show some improvement in the indicator. Students at this level follow activity explanations and ask questions, but are occasionally distracted by noise or games around them. Furthermore, approximately 2% of students are at level 4 of development, which corresponds to satisfactory performance on the indicator. Students at this level demonstrate greater attention and understanding during classes and explanations, demonstrating autonomy in carrying out the proposed activities and demonstrating critical thinking when formulating and clarifying questions.

CONCENTRATION LEVEL – STUDENTS AGED 12 AND 13

As an area for improvement, it's possible to continue offering sports with quick-thinking team dynamics, such as Tag Rugby and Soccer, which require focus and emotional control. It's also necessary to plan short games with clear goals and practice active listening exercises before games, in addition to balancing teams by placing more focused students with those who struggle, which creates positive role models among peers. It's also possible to comment on and praise attitudes such as listening, attention to the rules, and concentration on passing or moving. It's important to emphasize that poor concentration shouldn't be treated as a "lack of interest," but rather as a sign that didactic, environmental, social, and individual factors may interfere with the learning process. With simple and intentional interventions, it's possible to create an environment more conducive to focus and help students progressively advance toward levels 4 and 5. It's also possible to introduce short questions during explanations, quick attention challenges, or "missions" within the class, which can keep students attentive for longer. Furthermore, identifying students' interests and incorporating elements of these themes into activities can create greater meaning and, therefore, increase concentration.

It's important to emphasize that in an era marked by information overload, driven primarily by social media, constant cell phone use, and hectic daily routines, other external factors contribute to low levels of concentration among students. Therefore, to promote student development and enable them to achieve higher levels of learning, it's essential to implement effective pedagogical strategies, such as assertive conversations about content understanding, encouraging students to ask and answer questions about activities, and the use of interactive dynamics and games related to what was discussed in class. These practices make learning more meaningful, engaging, and promote knowledge retention.



SENSE OF COLLECTIVENESS LEVEL – STUDENTS AGED 12 AND 13

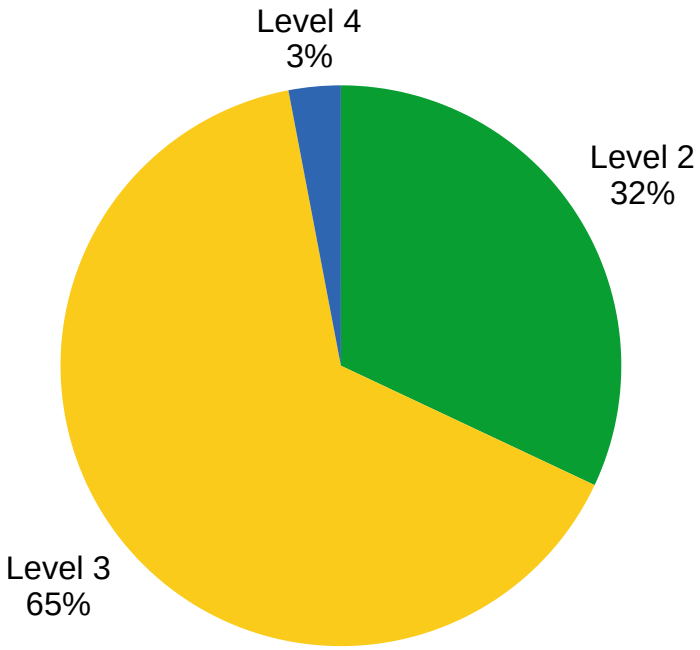
This indicator relates to the level of teamwork skills and was developed through cooperative dynamics focused on student interaction, such as pairs and small group games in which students had to work together to complete challenging physical or movement tasks. In these activities, it was possible to observe how much the students cared about the group's performance, helping peers with difficulties, waiting their turn, and following collective decisions. Playful group dynamics were implemented, requiring role sharing, mutual assistance, and active listening. Behaviors such as sharing space, encouraging peers, accepting mistakes, and respecting the time and pace of peers were observed. Furthermore, sports initiation activities were essential for the indicator, as they strengthened the focus on developing joint strategies and respecting roles within the game. The proposal involved team organization and collaborative decision-making, with assessments of listening, support, empathy, and posture during the game.

In a collective study with the level of teamwork skills, this indicator presents partial results. Approximately 32% of students are at level 2 of development, which represents a level of development that is still experiencing difficulties. Students at this level of development demonstrate resistance to group work, failing to clearly recognize the importance of sharing responsibilities or valuing collective performance. In practical classes, they often prioritized individual actions or exhibited exclusionary behavior and low engagement in group discussions. This behavior may be due to a recurring cause of low tolerance for diversity of abilities (impatience with peers), personal insecurity that results in withdrawal or defensive behavior, and a lack of prior experience in environments that value cooperation.

In contrast, approximately 65% of students are at level 3 of development, which represents partial progress on the indicator. Students at this level demonstrate a basic understanding of the importance of the collective, but still experience fluctuations in practice. In activities such as Tag Rugby and Soccer, they demonstrate an ability to follow rules and work as a team, but with limited consistency in supporting peers. Students at this level demonstrate good teamwork skills, collaborating effectively with their peers on proposed activities. However, they are prone to distraction, which can sometimes compromise their focus and performance. Some still have difficulty respecting the group's pace, for example. Furthermore, approximately 3% of students are at level 4 of development. These students demonstrate maturity, respecting peers with different skill levels, encouraging peers, being collaborative in group formation, and accepting feedback. These students generally have consistent attendance, a longer history at the Institute, or previous experience that values collaborative work.

SENSE OF COLLECTIVENESS LEVEL – STUDENTS AGED 12 AND 13

As an area for improvement, we suggest alternating the sports options, as informal competition between them can also generate anxiety in some students, diverting their concentration from strategy to worrying about mistakes and social judgment. It's also necessary to prepare a plan with more focus and goals, establishing short-term tasks with clear objectives that keep students focused. It's also possible to create collective agreements that encourage students to define collaborative agreements, fostering a sense of responsibility and belonging. It's also important to positively reinforce observed positive behaviors. For teachers, it's crucial to value the process more than the outcome, creating spaces for conversation and listening after activities. Discussion circles will be used to reinforce values such as respect, empathy, and cooperation, as well as specific actions that allow students to experiment with different roles within the activities (e.g., captain, referee, equipment distributor, team organizer). Furthermore, it's recommended to use the teaching team to value collective progress and visibly recognize positive attitudes.



LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY AND MANIPULATION – STUDENTS AGED 12 AND 13

For this indicator, sports initiation activities were conducted and analyzed in the project's sports, in addition to Tag Rugby. Considering their educational nature, small-sided games with adapted rules were played, requiring locomotion (running with and without the ball, changing direction), stability (sudden stops, turns, and postural control), and handling (passing, driving, and controlling the ball with different body parts). The assessment focused on fluidity of movement, technical mastery, and the ability to perform actions with coordination. These activities provide a diverse base of motor stimulation and allow for a clear observation of each student's development levels across the three motor dimensions analyzed. Group dynamics and cooperative challenges were also implemented. Although playful and social in nature, the challenges required actions such as running, jumping, balancing, and manipulating simple objects, allowing for the observation of the students' general motor coordination. In the sports games, motor circuits and adapted games from Handball, Soccer, Volleyball, and Basketball were developed to identify skills in locomotion (running, quick movements), stability (body control, braking, turning), and handling (passing, steering, throwing, and kicking). The variety of sports allowed for a diverse panorama of motor skills. Other activities, such as Table Tennis and Tekvoley, served as technical, cognitive, and social stimulation through games. These activities used adapted rules and helped assess precision handling, visual-motor coordination, decision-making in movement, and stability in dynamic actions. Soccer, in particular, required greater mastery of locomotion and footwork. Volleyball activities aimed to practice volleyball fundamentals such as touch and catch, and to develop movement using these fundamentals. Classes were divided into groups, where students performed the basic fundamentals of the sport facing each other.

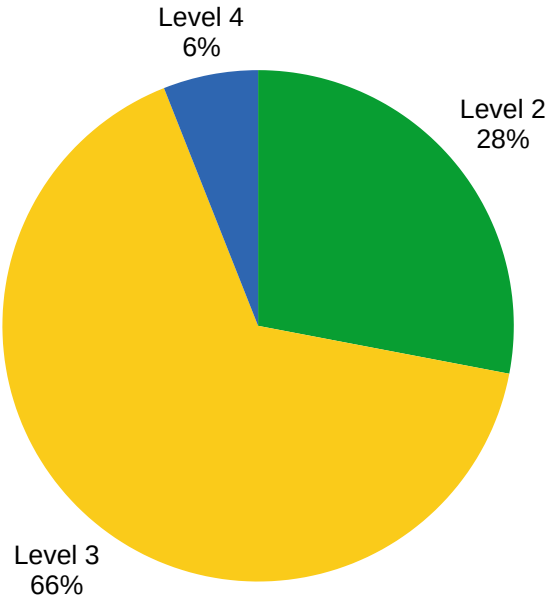
The motor circuit with soccer fundamentals was used as another analysis point. The students were divided into two groups and had to complete the course with stages divided into zigzag, jump, sit-ups with hula hoops, and run. Upon reaching the goal, they had to kick the ball and hit the cone or vest attached to the goalpost. Hitting the vest and cone earned points, and the team with the most points won the activity.

In this sense, the students' progress is more significant. Approximately 28% of the students still have difficulty progressing to a higher performance level, corresponding to performance level 2. At this level, many students demonstrate imbalances between the three categories (for example, they are good at handling the ball but have difficulty with locomotion or stability). There is also a prevalence of activities focused on one or two modalities, which may have limited the overall stimulation of motor skills. Some students demonstrated a lack of prior motor repertoire, especially in hand-handling skills (little experience with throwing, catching, and passing). Students at this level have difficulties with sports skills related to locomotion, stability, and manipulation. Furthermore, they do not participate in any sports activities outside of the Institute. Sports history and previous motor skills may influence this, as many students demonstrate little prior experience with structured sports, which limits the variety and quality of motor skills that should be consolidated at this age group.

LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY AND MANIPULATION – STUDENTS AGED 12 AND 13

On the other hand, approximately 66% of students demonstrate partial development of motor skills, sometimes presenting errors and lack of precision in their movements. Some skills are performed more easily, while others still require more practice and improvement. In general, there is a need for refinement and coordination in movements. Students are still in the process of developing their motor skills, demonstrating progress in some areas. Furthermore, approximately 6% of students are at level 4 of development, corresponding to satisfactory progress. Students at this level satisfactorily perform basic motor skills, such as stability and manipulation, and are constantly progressing and improving their movements. They are frequent in class and participatory, which contributes significantly to their development.

As an area of improvement, rules and spaces can be adapted to promote motor success and encourage self-confidence. They also encourage active participation by everyone, providing constant positive feedback and valuing individual progress, reducing comparisons between students. Games with alternative materials (balloons, balls of different sizes/weights, improvised rackets) can also be incorporated to broaden the range of manipulation. Furthermore, it's recommended that teams be paired or grouped into groups of three with similar motor skills to ensure everyone can practice with a fair challenge, avoiding excessive comparisons or dependence on more advanced peers. Another area for improvement is dividing classes into progressive skill stages (e.g., first walking with the ball, then running, then dribbling), observing and recording progress.



LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE – STUDENTS AGED 12 AND 13

To develop this indicator, it was necessary to use activities that connected sports to other areas, such as health and citizenship. The main objective is to expand the value of sports beyond performance and leisure, strengthening its practice as a means of healthy living and social advancement. To this end, discussion groups were held concurrently with the sports, presenting the history of the Institute, Jorginho, and Catanha. In these activities, students participated in reflective dynamics on the importance of the Institute as a sports space, highlighting Jorginho (a four-time world soccer champion who lived in the region) and Catanha, a figure who represents resilience, social commitment, and the impact of sports on transforming lives. This activity focused on developing critical awareness about the role of sports not only as a physical activity, but also as an instrument for citizenship development, social inclusion, and strengthening local identity. The introduction to the fundamentals of sports was also essential for the development of the indicator, as during the practical experience, students were encouraged to reflect on how sports contribute to health, social interaction, and well-being. Engagement in the activities and oral reports at the end of classes served as evidence of the level of recognition of this value. Playful games with simple variations in rules and functions were also used. Active participation and emotional engagement in the games demonstrated how much students already understand —or are in the process of understanding—the positive role of sports in their lives.

In the Motor Circuit activities, students were divided into two groups and completed a course that, at the end, required contact with peers. Along the course, they performed runs, jumps, sit-ups, lateral lunges, and target shooting. At the end of the activity, a roundtable discussion was held, highlighting the importance of physical activity and the body in movement.

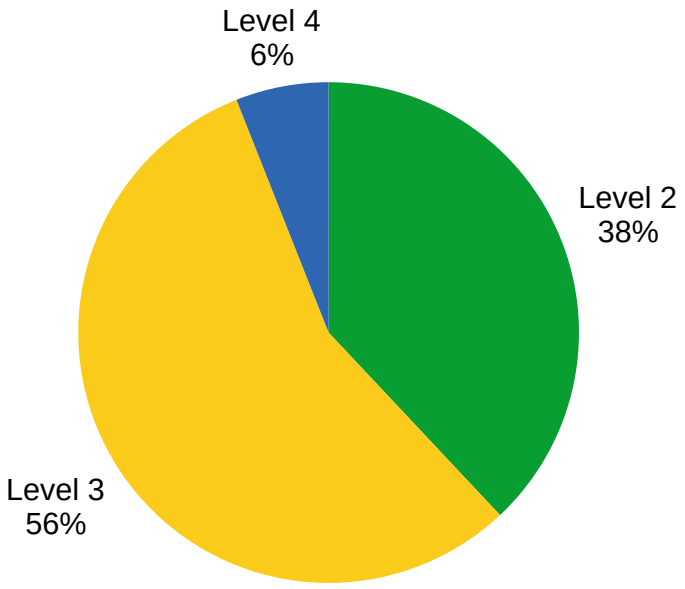
In this indicator, 38% of students are still at level 2 of development, which corresponds to a difficult progression of the indicator. Students at this level still demonstrate little clarity about the value of sport in their lives, treating physical activities merely as leisure or an obligation. Among the factors observed, the disconnect between practice and reflection stands out, as despite the physical experience in practical classes, some students still have difficulty associating these experiences with the social, emotional, and citizenship benefits promoted by sport. Furthermore, engagement in reflective classes is limited, as some students demonstrated disinterest or low participation during theoretical explanations, not only on topics involving the history of the Institute, but also on the role of sport in society.

LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE – STUDENTS AGED 12 AND 13

56% of students are still at level 3 of development. Students in this group are beginning to recognize the importance of sports, but still superficially. They demonstrate an initial understanding but fail to deeply express the positive impacts of sports on their personal and collective lives. Possible causes include active participation, but with little reflection, as students engage in activities and are able to make some connections with aspects of cooperation, but still limit their recognition of sports to the physical realm. Furthermore, constant attendance in reflective classes, as students participate more attentively in the practice, demonstrating an initial interest in understanding the social and historical dimensions of sports. At this level, students still lack the maturity to maintain consistency in sports practice and to fully understand its positive impacts in the medium and long term. The predominance of levels 2 and 3 indicates that recognition of the importance of sports practice is still developing within the classes. This is expected in transitional cycles, such as Cycle 4, in which many students are consolidating values and forming a social identity.

Finally, approximately 6% of students are at level 4 of development, which corresponds to satisfactory progress on this indicator. Students in this group can verbalize and demonstrate in practice the value of sports in their personal and social development. Factors that favor this development include previous experience in sports settings, such as sports schools, clubs, or social projects, and greater emotional involvement in activities, demonstrating enthusiasm, respect for the rules, and an understanding of the role of sports in their lives. Furthermore, these students have positive role models at home or in the community, which reinforce the importance of sports as a factor in human development. Students at this level actively participate in classes, are diligent, and engaged in the proposed activities. Many of them also practice physical activities in other contexts, such as clubs and sports projects. They demonstrate a good understanding of the importance of regular physical activity for health and well-being.

As an area for improvement, we recommend promoting more emotional and meaningful experiences, featuring stories from local athletes and proposing the creation of posters about what sports represent for students. It's also important to work with inclusive and differentiated methodologies, adopting dynamics that encourage everyone's participation, such as station-based games, team challenges, and creative scavenger hunts. Therefore, it's crucial to propose games where students themselves create rules, lead teams, or propose solutions, strengthening a sense of belonging and responsibility. Finally, it's necessary to establish personal and collective goals to help students notice small individual improvements, such as better ball control or more active participation in conversations, and to acknowledge these advances.



TEAMWORK SKILL LEVEL – STUDENTS AGED 14 AND 15

To analyze the indicator, a practical approach to some Olympic and non-Olympic sports was necessary, considering team sports. Thus, the main activities carried out for this indicator were Teqvoly, Soccer, and Tag Rugby. During Teqvoly and Soccer practices, students were organized into small groups or pairs. Because Teqvoly requires synchronization and communication between partners to keep the ball in play and execute creative attacks, it was essential to observe how students interacted, listened to, respected, and supported each other. In Soccer, the observation focused on the willingness to pass the ball, cover positions, and encourage teammates during collective play. Regarding Tag Rugby activities, the sport proved to be a very effective tool for assessing teamwork, as it requires coordinated movement, quick passing, and shared strategies. The game's dynamics, which prohibit physical contact and emphasize collective tactical reasoning, allowed for the identification of behaviors of cooperation, active listening, and mutual support among students. In these modalities, the following factors were observed: ability to communicate and listen to peers during games; active participation in group decisions; respect for the rules and for teammates; supportive behavior, including help, encouragement, and positive feedback; and a willingness to cooperate even in situations of defeat or challenge.

Other dynamics were used to support compliance with the indicator. Among them was the "Hands-Free Transport" dynamic, in which the group's goal is to carry materials from one point to another without using their hands, cooperation, teamwork, and communication. Another dynamic was the "Queen or King Dodgeball," which uses a variation of dodgeball in which participants must choose a "king" or "queen" without revealing it to the opposing team. This way, everyone must protect the player, as it is the player who, when burned, causes their team to lose.

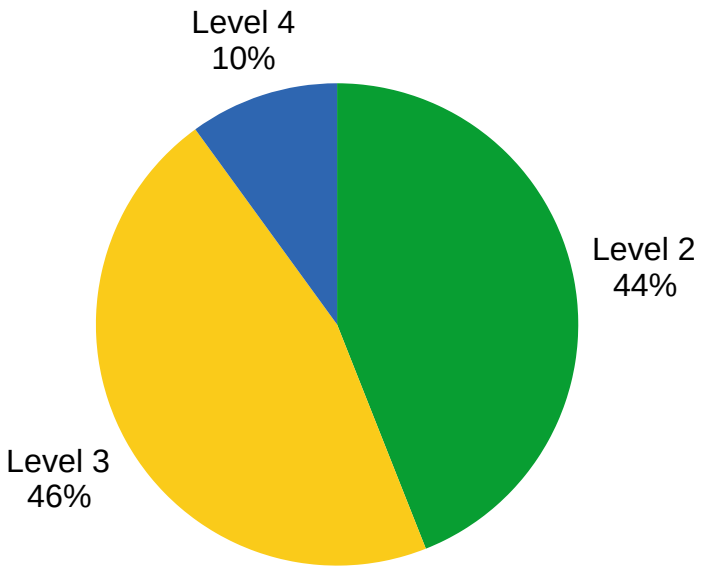
That said, it is noted that 44% of the students were assessed at level 2 of development, which corresponds to partial improvement in the indicator. This predominance reflects an early stage of development of socio-emotional skills related to cooperation and teamwork. Students are still adapting to the proposed collective sports dynamics. The beginning of the school year often presents more resistance to collaboration, with a greater focus on the individual. A lack of prior experience with cooperative games is also a significant factor. Many students demonstrate limited repertoire in activities that require active listening, group decision-making, and respect for the roles of their peers. This directly impacts the fluidity of communication and team functioning. Students in this age group also exhibit individualistic and competitive behavior in some sports, particularly in situations where they sought to solve game challenges alone, without involving their peers, indicating a difficulty in understanding the value of collective action in sports. Another factor contributing to the indicator's lack of progress is the fact that students at this age are quite resistant to learning new things. Although they have high potential in these sports, some students are reluctant to try new sports because they are more attached to soccer. As activities progress, results tend to be more homogeneous, with students potentially evolving more naturally in sports.

TEAMWORK SKILL LEVEL – STUDENTS AGED 14 AND 15

On the other hand, approximately 46% of students are at level 3 of development, which represents a partial improvement in the indicator. These students demonstrate a greater willingness to collaborate with peers and respect group decisions, in addition to balanced participation during activities and awareness of the collective objectives of the games, even with occasional flaws in execution.

Furthermore, approximately 10% of students are assessed at level 4 of development, which represents satisfactory progress. Students at this level work well in teams, understand the dynamics of the proposed activity, and help other students who have difficulty completing the activity. They are active in class, have experience in sports, are cooperative, and are already familiar with the environment.

As a point of improvement, the need to continue investing in activities that encourage the building of bonds of trust, empathy, and cooperation is reinforced. Furthermore, students at level 3 can be allies in this process. Valuing their attitudes and assigning them small leadership roles during games can enhance the collective development of classes, serving as a positive role model for their peers. The goal will be to progressively lead students to higher levels of team performance, expanding their technical and social repertoire through sports. It is also suggested to use cooperative games as a central strategy, where success is only possible with mutual support. It is also necessary to promote role exchanges within groups, encouraging everyone to experience leadership and support roles. Furthermore, it is possible to connect practical activities with classroom activities to enhance student understanding, offering specific workshops in the students' preferred sports, so they can better understand different sports and dynamics.



CONCENTRATION LEVEL – STUDENTS AGED 14 AND 15

This indicator used the sports of teqvoley, soccer, volleyball, and handball. During Teqvoley, students had to maintain constant focus to execute passes and returns accurately, requiring full attention and quick game reading. In soccer, volleyball, and handball, concentration was observed primarily in attack and defense transitions, in responding to the teacher's instructions, and in conscious participation during team plays. Another notable activity was Tag Rugby, which proposed movement and marking challenges with rapid changes of direction and tactical decisions, requiring continuous attention and game reading. Thus, during the games, it was possible to observe which students maintained concentration from start to finish, even under pressure or fatigue.

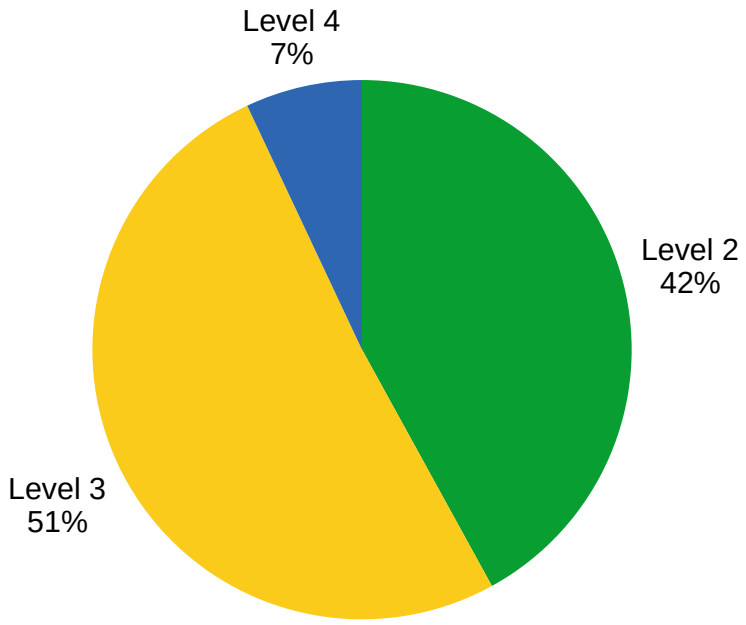
Other group dynamics were used to stimulate the audience's concentration level. One of them, "Get the Time Right," required students to divide into two groups. Each group received a ball and had to pass the ball until the time set by the teacher was reached. This activity requires concentration, teamwork, time management, goal setting, and focus. Another activity, "Grab the Cone," required students to divide into pairs, each with a cone. One student facing the other would have to do everything the teacher instructed. When the teacher instructed to grab the cone, whoever grabbed it first would score a point. The activity requires concentration and agility.

A large proportion of the students demonstrated low attention span during the activities, exhibiting behaviors such as frequent distractions, inattention to initial instructions, and difficulty maintaining focus until the completion of the assigned tasks. In this sense, approximately 42% of the students were assessed as having a developmental level of 2, which corresponds to a difficult development. This performance is related to a combination of factors, including: age group, which impacts focus fluctuations, especially in open environments with multiple stimuli and large groups; and peer influence, as socializing among peers often took precedence over active listening and staying engaged in activities, especially during waiting periods or rotations. Some classes in this age group have students with special needs, which contributes to difficulty concentrating in class, requiring continual repetition of the activity.

CONCENTRATION LEVEL – STUDENTS AGED 14 AND 15

Furthermore, approximately 51% of students are at level 3 of development, which corresponds to a partial improvement in the indicator. This data indicates that these students have the potential to concentrate at specific moments, especially when engaged with the activity or positively challenged. These students oscillate between moments of attention and distraction, but demonstrate a willingness to improve. A major challenge is keeping them engaged with the activity for as long as possible, even in the sports modalities of educational manifestation.

As areas for improvement, it is essential to use gamified strategies and short-term goals that maintain students' continuous focus, in addition to clearly dividing tasks, highlighting the steps to facilitate understanding and engagement. It is also necessary to publicly and positively value students' focus, with reinforcement and recognition during class, in addition to creating entry and exit routines to guide focus from the beginning. The teachers involved also need to keep a close eye on the classes and lessons that develop this topic.



SENSE OF COLLECTIVENESS LEVEL – STUDENTS AGED 14 AND 15

The sense of community is strongly linked to teamwork. Therefore, the activities in which this indicator could be analyzed correlate with the activities described above. Thus, to improve the indicator, the sports of teqvoley, soccer, tag rugby, and volleyball were used. Working in pairs and trios in teqvoley, as well as collective strategies in soccer, required collaboration, mutual respect, and peer support. Observation focused on attitudes such as encouraging others, respecting collective decisions, and commitment to the group. The proposed dynamics required continuous cooperation, adherence to rules, dialogue during decision-making, and joint development of tactical strategies from students. The focus was on identifying how much each student contributes positively to the group's performance, going beyond individual ability. These activities allowed us to observe collective behavior in practical and dynamic scenarios, favoring a realistic assessment of the sense of community in sports contexts.

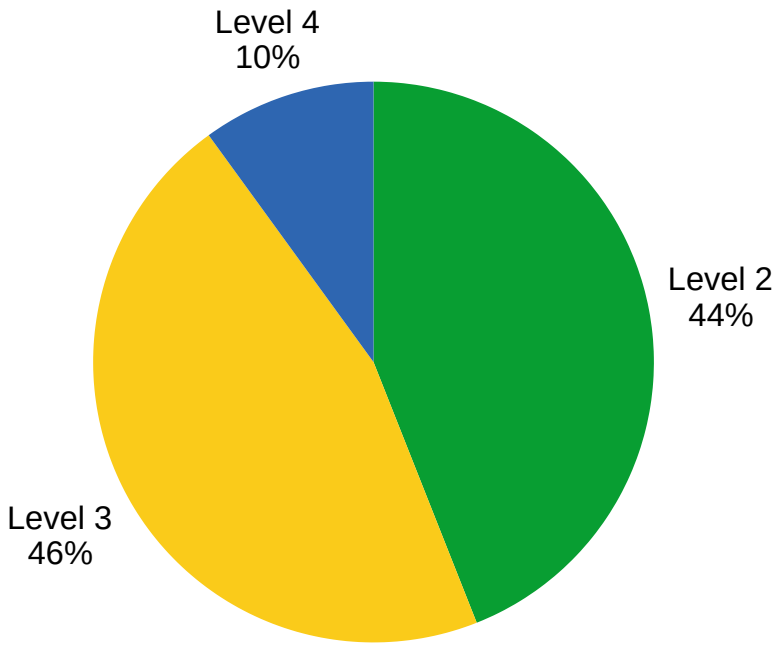
Collective strategies in soccer required cooperation within the team. Team games, if well-guided, contribute significantly to development, especially by encouraging variations in play and challenges with guiding questions that encourage reflection on the values of sport. Thus, by creating basic rules for the activity, it is possible to value everyone's participation, such as when determining that for a goal to count, it must go through at least one girl, for example. This rule emphasizes the leading role of girls and prevents students from feeling isolated.

That said, the assessment concluded that, similar to the data related to teamwork skill level, 44% of students are at level 2 of development, which corresponds to a difficult progression. This distribution reveals that, despite some progress, the sense of community is still poorly established among students, requiring further development of aspects related to empathy, cooperation, mutual respect, and team spirit. The group's socioemotional immaturity can be a risk factor, as this age group still struggles to deal with frustrations, accept differing opinions, and recognize the value of others within a team. Furthermore, in some activities, individual focus overrides the collective goal. This hinders attitudes such as sharing responsibilities, encouraging peers, or valuing group efforts. Some students at this level of development have specific characteristics that hinder their understanding of the sense of community, while others struggle with shyness, difficulty accepting rules, and difficulty understanding the proposed activity due to a lack of sports experience.

SENSE OF COLLECTIVENESS LEVEL – STUDENTS AGED 14 AND 15

On the other hand, the analysis indicates that 46% of students are at level 3 of development, which corresponds to partial improvement in the indicator. Students at this level demonstrated more consistent behaviors of active listening, respect for common rules, and small initiatives to benefit the group. Although this is not yet a full-fledged performance, it already signals potential for significant improvement with the right encouragement. Most students at this level demonstrate a sense of community, are able to complete the proposed activities, and understand the content taught. However, at times, they experience difficulty with attention and concentration. Furthermore, 10% of students are at level 4 of development, which corresponds to satisfactory improvement in the indicator. Students at this level demonstrate a greater understanding of the dynamics of the proposed activity and assist peers who are experiencing difficulties. They demonstrate participatory behavior in class, have prior experience with sports, are cooperative, and are already familiar with the environment.

As areas for improvement, we suggest implementing varied activities and a dynamic pace, avoiding waiting periods and keeping students constantly engaged. Furthermore, it's essential to provide clear and objective guidance, reinforced whenever necessary. The teacher can also encourage self-regulation with personal attention and focus goals during games, as well as establishing consistent routines, valuing regular attendance and creating a connection with the process. Individualized support is also essential, especially for students who have greater difficulty working collectively, using strategies such as specific team roles or short, focused tasks. One factor to consider is the inclusion of students with disabilities. Classes in this cycle include students with specific needs, such as cognitive impairment, Autism Spectrum Disorder (ASD), and other mental and physical issues that require medical monitoring. This diversity requires careful consideration, differentiated strategies, and the creation of a safe, welcoming, and stimulating environment for all.



LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY AND MANIPULATION – STUDENTS AGED 14 AND 15

For this indicator, the sports of soccer, volleyball, handball, and basketball were used, employing agile methods geared toward broad-based sports initiatives, with an emphasis on the technical and tactical fundamentals of these sports. Classes combined locomotion (running, changes of direction), stability (maintaining balance), and manipulation (control and passing the ball) through warm-up activities and games adapted to the sports being studied. Understanding the students' difficulties with certain sports, some activities had a greater focus. Thus, activities focused on volleyball fundamentals were conducted, aiming to develop fundamentals such as passing and tackling, working on movement through practice. The classes were divided into two groups: one group working on passing and the other on tackling, to alternate the fundamentals. Subsequently, circuits were conducted, moving between cones, where students had to receive the ball using the fundamentals learned in class.

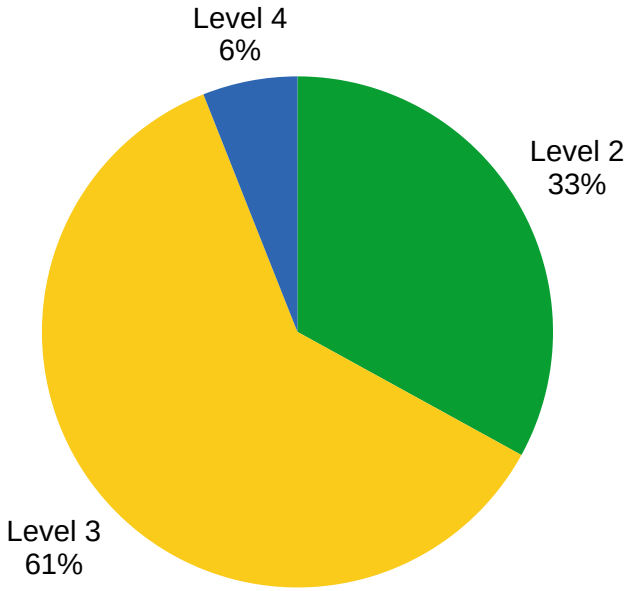
Other dynamics were important for developing the indicator. Motor circuit exercises were conducted using soccer fundamentals. In these activities, students were divided into two groups and followed a course prepared by the teacher, with stages divided into zigzag, jumping, sit-ups with hula hoops, and running. Upon reaching the end of the course, students had to kick the ball and hit the cone or vest attached to the goalpost to score. The team with the most points would win the activity. These and other activities were essential for improving students' sports and basic motor skills.

In this indicator, a large portion of the students still have difficulties in overall performance. Approximately 33% of the students were assessed at level 2 performance, which corresponds to difficult progress. Many students at this level have difficulty performing coordinated movements by combining motor skills (such as running and changing direction) with object manipulation (such as controlling and passing the ball). This occurs especially in activities that require greater motor coordination, such as soccer and teqvolley. Another factor that corroborates these data is the demands of the sport. Sports like soccer and Teqvoly require a combination of skills that can be challenging for some students, especially those less familiar with such sports. Thus, students at this level have some difficulty with the sports skills of locomotion, stability, and manipulation, with some presenting some cognitive and mental specificity that hinders the development of motor skills.

LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY AND MANIPULATION – STUDENTS AGED 14 AND 15

On the other hand, approximately 61% of students are at level 3 of development, which corresponds to partial improvement in the indicator. Students at this level have demonstrated progress in developing basic locomotion and manipulation skills, but still face difficulties when performing more complex or rapid movements. They can complete simple tasks but struggle with more demanding challenges. Furthermore, they are more consistent in class and respond positively to feedback, leading to more notable motor development compared to the group at level 2. These students also demonstrate greater engagement and focus in class, being able to perform the most appropriate motor tasks with less difficulty. Despite this progress, some students lack great precision in the required skills. In some categories, students experience significant difficulty. Finally, approximately 6% of students are at level 4 of development, which corresponds to satisfactory improvement in the indicator. Students at this level are achieving the desired results but are undergoing pedagogical progression, as their skills will be improved.

As a point of improvement, it is essential to implement progressive and adapted activities, proposing motor tasks with increasing difficulty and valuing small individual achievements. Individualized monitoring is necessary, observing and supporting students with greater motor difficulties more closely, in addition to encouraging regular practice and encouraging participation in classes and other physical activities outside of school. Another key point is to develop more dynamics that address emotional issues. Finally, playful activities specific to each student's situation and needs are suggested, with actions that develop the fundamentals in an objective and clear, yet fun, way, promoting understanding of the activities.



LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE – STUDENTS AGED 14 AND 15

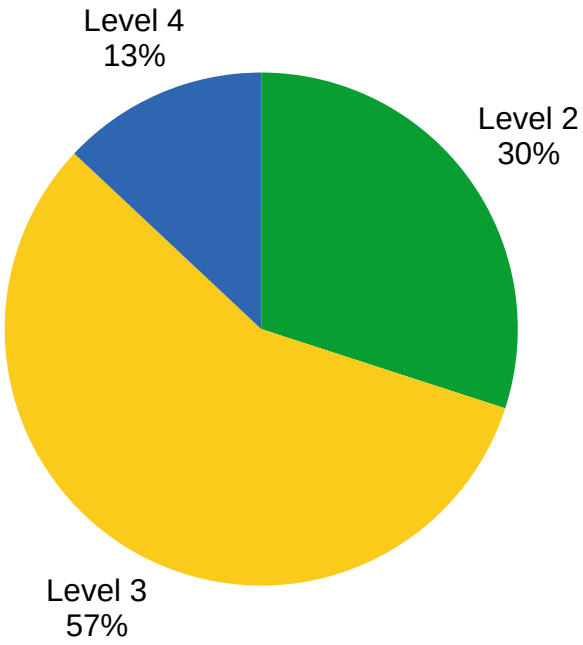
Recognizing the importance of sports involves understanding that sports bring benefits beyond leisure, fulfilling commitments to society and the health of those who practice them. Therefore, addressing topics beyond the fundamentals of the sports is important for developing conscious and responsible individuals in the region. One of the activities carried out in the project was to understand the history of the Institute, Jorginho, and Catanha. This class focused on building values through an understanding of the life stories of the founders of the Bola Pra Frente Institute: Jorginho (a four-time world soccer champion who lived in the region) and Catanha (the figure who inspired Jorginho as a child). Through discussion groups, videos, and group reflections, students were encouraged to reflect on the transformative role of sports, both in their personal lives and in society. Another key factor in achieving this indicator was the application of knowledge in the classroom and in practical sports activities. During Tag Rugby and Soccer practice, students were asked to reflect on the significance of sports in their daily lives, their influence on well-being, health, peer relationships, and the learning of values such as respect and discipline. These activities were designed to integrate technical content with socio-educational aspects, allowing students to understand sports beyond competition and appreciate their role as a tool for human and social development.

In this sense, the assessment revealed that 30% of students are at level 2 of development, which corresponds to a difficult progression of the indicator. Thus, some students still do not fully recognize the relevance of sports in their lives. The concentration at this level suggests that many students view classes as merely recreational activities, without direct connection to physical, social, or emotional benefits. The limited repertoire of sports experiences outside the Institute may influence this percentage, limiting the appreciation of sports as a continuous and essential practice. Another factor is the disconnect between sports practice and its applications in everyday life, which may occur due to a lack of references or social environments that do not value sports. Furthermore, students may have difficulty reflecting critically and personally, especially when opportunities for speaking and listening are not reinforced in other school or family experiences.

LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE – STUDENTS AGED 14 AND 15

On the other hand, approximately 57% of students are at Level 3 of development, which corresponds to partial improvement in the indicator. Students at this level are progressing in their understanding of the importance of sports. There are also 13% of students at Level 4, which corresponds to satisfactory progress. Students at this level have a greater understanding of the importance of sports. They are more participatory in class and have a good understanding of the activities. These students participate in sports in other settings, projects, and clubs.

As areas for improvement, it is possible to use other real-life examples and inspiring stories related to sports, in addition to expanding the sports covered, valuing the inclusion of all profiles. It is also recommended to promote cooperative activities that reinforce the emotional and social benefits of sports, as well as activities in external sports venues, such as tournaments, which enhance the learning of basic fundamentals and the knowledge of other sports and inspiring stories.



TEAMWORK SKILL LEVEL – STUDENTS AGED 16 AND 17

The assessment of teamwork skill levels was conducted primarily through practical activities in soccer and rugby, team sports that require cooperation, as well as various introductory activities such as flag tag, tag rugby, group challenge games, and others. These activities were well-received by the students, who demonstrated interest and active participation, as they gained an understanding of sports beyond soccer. These sports broaden sports affinities, enabling the practice of sports by people with different levels of technical skill, such as faster players and more receptive players who use more strength. Thus, the students quickly began to recognize the similarities between these sports and other sports, becoming familiar with them even at the beginner stage. In this sense, the introductory games facilitated understanding for everyone.

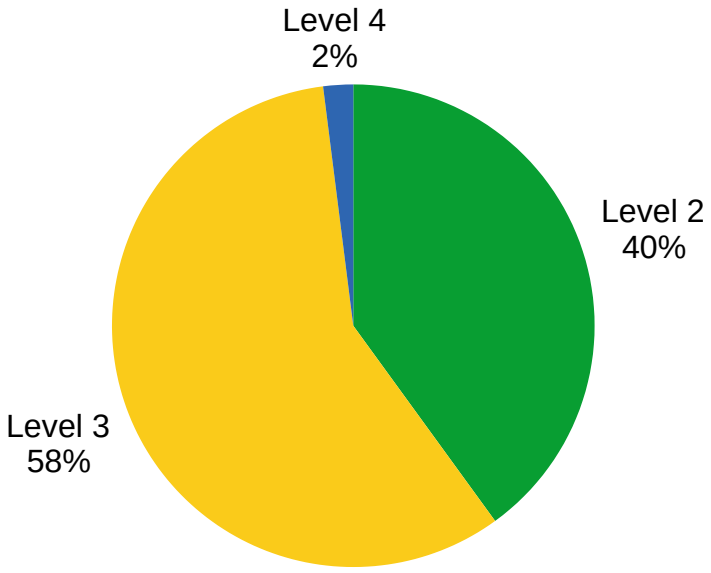
That said, the assessment revealed that 40% of the students in this class are at level 2 of development, which corresponds to a difficult progression of the indicator. This class is composed, in part, of students with a greater affinity for soccer and another part for volleyball. Therefore, the class initially showed some resistance to learning something new. It's worth noting that the project's students live in an environment where they experience the challenges of inequality, and when they have the opportunity to win, they try to reaffirm themselves in something they excel at. Thus, students in this cycle are highly competitive, which initially hinders the indicator's progress. Even with good participation in our activities, they still show apathy when encouraged to practice certain sports. Despite this, the class has considerable potential, and as the activities progress, it will be possible to analyze more consistent results, whether through inclusion in sports or through the proposed dynamics.

On the other hand, approximately 58% of students are at level 3 of development, which corresponds to a partial improvement in the indicator. Students at this level have been students at the Institute for a longer period, which contributes to the ongoing work. Furthermore, they demonstrate leadership skills that facilitate group development. As these activities continue, teachers' goal is to progressively help students develop to higher levels of teamwork, expanding their technical and social repertoire through sports and tournaments that develop these values, such as the Fair Play Tournament (3-Half Football) and other modalities that foster team spirit and participation in activities beyond sports, contributing to the students' comprehensive development.

TEAMWORK SKILL LEVEL – STUDENTS AGED 16 AND 17

There are still 2% of students at level 4 of development, which corresponds to satisfactory progress in this indicator. Students at this level develop teamwork satisfactorily, with little need for teacher intervention. Some, being at the beginning of the educational process, require a little more monitoring, whose progress can be better analyzed during the project monitoring phase.

As an area for improvement, we suggest implementing a variety of games, focusing not only on playing for its own sake, but also on reflecting on the purpose of the sport, assessing whether students understand it. It is essential to include more cooperative games in classes, in addition to investing in the group's collective spirit, valuing the inclusion of all. It is also important to connect classroom activities with field activities so that they have a greater understanding of the importance of teamwork.



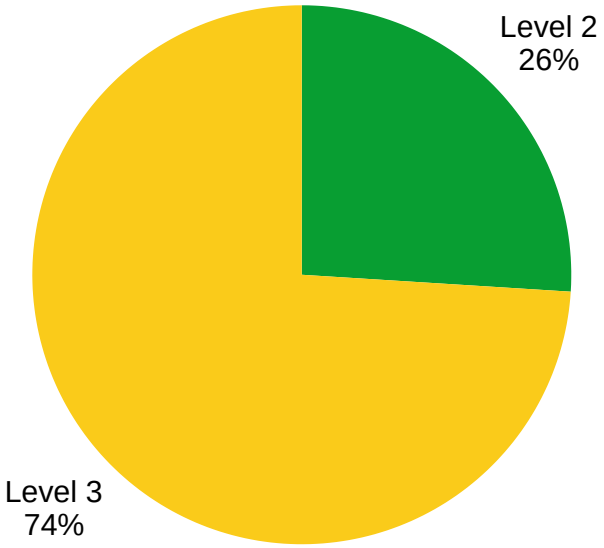
CONCENTRATION LEVEL – STUDENTS AGED 16 AND 17

To analyze the indicator, integration activities were used in the project's modalities. Soccer is the most popular activity, where great talents with strong technical foundations are identified. Other students, despite their affinity for the sport, still need to develop, as they lack a strong grasp of the fundamentals. Volleyball is another sport with great interest among students, being the second most practiced sport, even before understanding the basics. Teqvolei activities were important for developing concentration levels, which generated a lot of curiosity and, consequently, high engagement. Teqvolei challenged participants to develop greater concentration, as the technical requirements required constant attention to the ball and the table, for example. These activities were highly adhered to, with students exchanging information about the rules and dynamics of the game, even though they were initially offered as a leisure activity. A major challenge is maintaining harmony between the two main sports and ensuring everyone's participation. Other activities were implemented to ensure progress on the indicator, such as "Get the Time Right," in which students close their eyes, wait for the time determined by the teacher, and then raise their hands and open their eyes when they reach the time limit. Thus, the activity improved concentration, focus, and time management. It also helped reduce side conversations and encouraged student participation.

Despite the progress, the assessment revealed that 26% of the students in this class are at level 2 of development, which corresponds to a difficult development on the indicator. Students at this level are typically quite active, and many know each other from outside Bola, as they attend the same schools. This factor contributes to the dispersion of attention, which has been a challenge for teachers. Another issue that hinders the indicator's progress are environmental issues. Sports practice is undoubtedly of great collective interest, which attracts the attention of students from other projects. Therefore, external stimuli and environmental distractions, such as noise and the presence of other classmates, encourage distraction. Another risk factor is disconnection from the lesson. When students don't identify with the proposed sport or don't understand its objectives, they tend to disengage.

CONCENTRATION LEVEL – STUDENTS AGED 15 AND 16

On the other hand, approximately 74% of students are at level 3 of development, which corresponds to a partial improvement in the indicator. Students at this level have the potential to concentrate at specific moments. A major challenge is keeping them engaged with the activity for as long as possible, even in educational sports, which involve socio-emotional activities. These students oscillate between moments of attention and distraction, and active classes are increasingly necessary, as their attention can quickly stray.

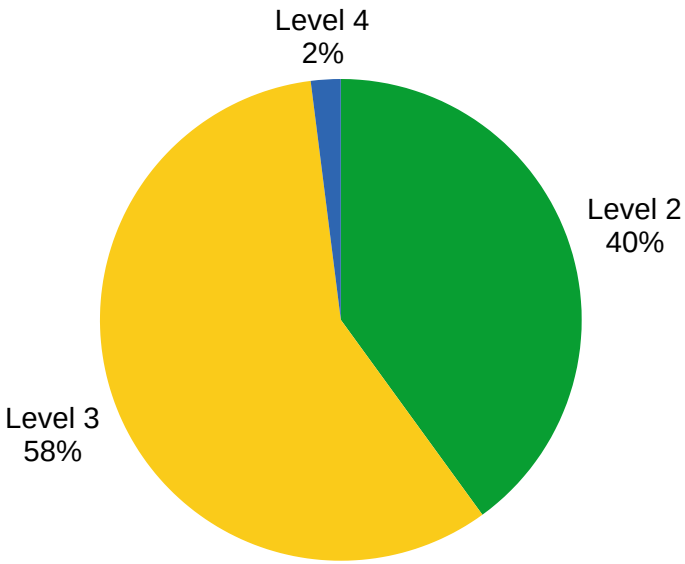


SENSE OF COLLECTIVENESS LEVEL – STUDENTS AGED 16 AND 17

Table tennis, invasion sports, teqvolley, and soccer were also used in this indicator. Collective strategies in soccer required collaboration, mutual respect, and support among the team. Team games, when well-guided, contribute significantly to development by encouraging everyone's participation. Some variations of these sports can benefit the indicator when they focus on achieving a common team goal. Thus, using challenges and questions within the sporting activity itself can generate engagement and a sense of belonging and community among participants. In these sporting activities, it was possible to encourage girls' appreciation, participation, and leadership, for example, preventing students from becoming isolated.

In this sense, the assessment found that 40% of the students are at level 2 of development, which corresponds to a difficult progression of the indicator. This distribution demonstrates the need to further develop the sense of community among students. This percentage reflects what happens in their daily routines. With more time spent on activities and with collectively developed processes, better results will be possible. Excessive competitiveness among some students can contribute to this level of performance, since in some activities, individual focus overrides the collective objective. This hinders attitudes such as sharing responsibilities, encouraging colleagues, or valuing group efforts. Another threat to the indicator is challenges in interpersonal relationships. In some cases, minor conflicts, disagreements, or social disinterest negatively impact the development of a more collaborative environment.

On the other hand, assessment data indicate that 58% of students achieved level 3 performance, which corresponds to a partial improvement in the indicator. Students at this level demonstrate more consistent behaviors of active listening, respect for common rules, and small initiatives related to the team. As activities progress, progress will occur gradually through proposals that develop the collective.



LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY AND MANIPULATION – STUDENTS AGED 16 AND 17

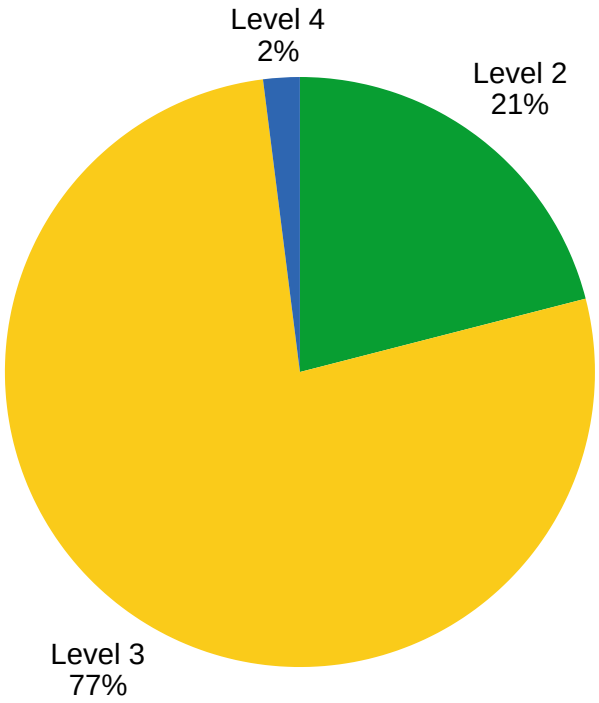
To develop the indicator, sports initiation activities were carried out in the sports described in the project. Using soccer, volleyball, handball, and basketball, teachers began introducing the sports by presenting and enhancing the improvement of the basic fundamentals of each sport, observing each student's difficulties and supporting their individual development. Thus, the sports experience has yielded results, although there is still room for improvement on the part of the students. The sports activities utilize many dynamics that develop socio-emotional skills, with the goal of promoting inclusion and interaction among students. In this sense, dynamics that incorporate challenges and goals help achieve the indicator. The warm-up activities and games adapted to the sports covered promoted a broad experience, with an emphasis on the technical and tactical fundamentals of different sports, seeking to address them in a playful and accessible manner. Considering the age group of this class, a higher quality of the fundamentals was expected, but it is understood that, throughout the project, many students will evolve to higher levels of performance.

That said, the assessment revealed that only 21% of students are still at level 2 performance, which corresponds to a difficult progression of the indicator. Students at this level of development have difficulty performing coordinated movements and combining motor locomotion skills (such as running and changing direction) with object manipulation (such as controlling and passing the ball). This occurs mainly in activities that require greater motor coordination, such as soccer and teqvoley. Another factor that can influence this percentage is the lack of regular practice in sports other than soccer. Sporadic participation or lack of consistency in classes impedes continuous progress, resulting in slower and more difficult motor development. Another issue is the technical demands of certain sports, such as soccer and teqvoley, which require a combination of skills (ball handling and coordinated movement), which can be a challenge for some students, especially those with fewer motor skills or familiarity with such sports. There's also a lack of sports experience outside the Institute, as some students have little experience in sports beyond street games. Thus, basic motor skills tend to present technical and coordination difficulties. Behavioral issues also influence the indicator, as shyness, fear of making mistakes, or low self-esteem directly affect students' willingness to move and take risks.

LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY AND MANIPULATION – STUDENTS AGED 16 AND 17

In contrast, approximately 77% of the students in this class were assessed at level 3 development, which corresponds to partial improvement in the indicator. Students at this level show progress in motor coordination for locomotion and manipulation, albeit slower, and still face difficulties when performing more complex or rapid movements. They can complete simple tasks but struggle with more demanding challenges. Students at this level are more consistent in class and respond positively to feedback, leading to more notable motor development compared to the group at level 2. Furthermore, with greater engagement and focus in class, these students are able to perform the most appropriate motor tasks with less difficulty.

As areas for improvement, activities in the described modalities can be implemented progressively and adapted, in order to promote motor tasks with increasing difficulty, valuing small individual achievements. It is also necessary to monitor students' progress individually, observing and providing closer support to students with greater motor difficulties.



LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE – STUDENTS AGED 16 AND 17

To develop the indicator, it was necessary to correlate practical activities with classroom lessons, aiming to promote the understanding that sports bring benefits beyond leisure. Thus, one of the standout activities that positively influenced the indicator was the presentation of the Institute's story, that of Jorginho and Catanha. Jorginho is a four-time world soccer champion who invested time and money in an educational sports initiative, now the Bola Pra Frente Institute, which has impacted thousands of lives over the years. Thus, by presenting these stories, it is possible to identify the social impact of educational sports. Furthermore, the stories serve as inspiration for students, especially for residents of the Muquiço Complex, as they identify Jorginho and Catanha as examples of perseverance, believing that social advancement is possible through sports. Furthermore, integrated sports activities can impact participants' health, as sports are also an important tool in preventing disease and promoting well-being and quality of life.

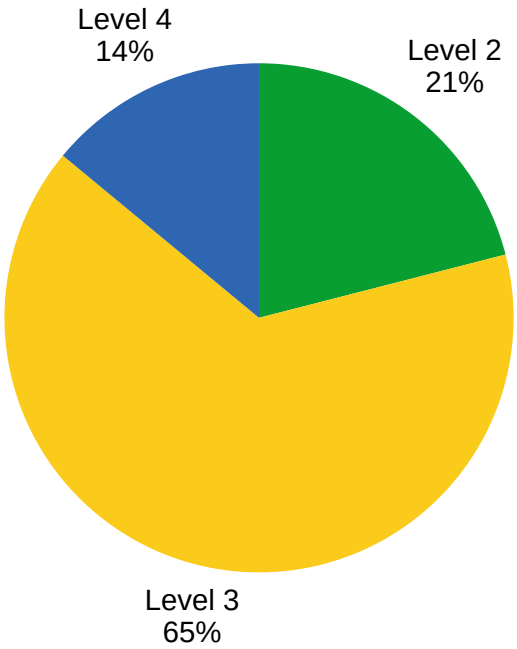
Rugby and soccer were also crucial to the indicator's positive performance. During classes, students identified athletes who would not be able to compete in the Olympic Games in men's soccer due to known factors. Despite this, Brazil demonstrated great potential in other sports, such as rugby. Rugby isn't as easy to play as soccer, which contributes to its lack of widespread popularity, leading to its lack of popularity, as it demands specific physical and tactical qualities. In this case, the various movements and skills required in the sport were highlighted, which enhance the development of different parts of the body, resulting in improved quality of life and health. This recognition was developed to ensure that students understood the importance of sport in different areas.

LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE – STUDENTS AGED 16 AND 17

In this sense, the assessment data shows that only 21% of students remain at level 2 of development, which corresponds to a difficult progression of the indicator. This percentage is influenced by the limited repertoire of sporting experiences in safe spaces outside the Institute, which limits the appreciation of sport as a continuous practice and leads directly to electronic devices. Another factor is the disconnect between sports practice and its applications in daily life, which may occur due to a lack of references or social environments that do not value sport, in addition to a lack of identification with some sports, such as rugby. The influence of peers who devalue or do not engage in activities can also affect students at this level of development, contributing to the group's collective perception.

On the other hand, approximately 65% of students are at level 3 of development, which corresponds to a partial progression of the indicator. These students understand the role of sport more assertively, applying the knowledge acquired through the project in spheres beyond the Institute. Even so, they need support and mediation from teachers to remind them of some values associated with sports. There are still 14% of students at level 4 of development, which corresponds to satisfactory progress on this indicator. Students at this level are highly participative and share the benefits of sports with their peers, making the class more fluid and dynamic.

As an area for improvement, it is possible to include more stories about the impact of sports beyond leisure. We also suggest taking trips to sports venues to enhance this recognition and learning of the basics, learning about other sports and inspiring stories.



CAMPO TECNOLÓGICO

The integration of technology and educational sports represents a valuable opportunity to enhance learning, engagement, and the comprehensive development of students. In an increasingly digital world, it is essential that pedagogical practices keep pace with social and technological transformations, promoting more dynamic, interactive, and meaningful experiences.

In the context of the project, the field of technology used the connection between these areas as a tool for developing logical reasoning and raising awareness about sports and technology in society. These activities also allowed for the development of physical and motor skills, in addition to promoting healthy habits in educational sports, helping students better understand the fundamentals of sports, develop autonomy, and broaden their interest in physical activities.

Furthermore, it is clear that technology fosters inclusion and personalized teaching, allowing educators to adapt sports activities according to the needs and learning pace of each student. Digital resources also enable collective reflection on topics such as ethics in sports, teamwork, respect for diversity, and self-care—essential values in educational sports.

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 – STUDENTS AGED 12 AND 13

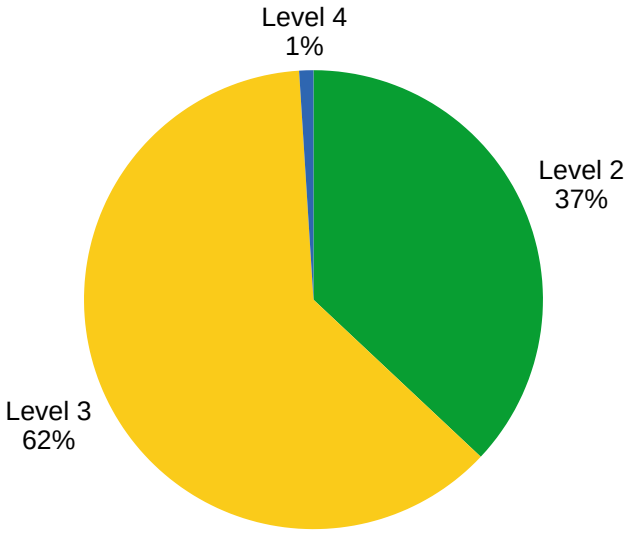
To develop this indicator, we used a series of integrative games and activities. We began with the use of Generative Artificial Intelligence. In these activities, students created song lyrics in groups using tablets and watched AI transform these lyrics into songs. The activity stimulated creativity and discussion about technology and content generation. Another activity focused on the use of eSports games, in which students explored digital tools. This developed motor coordination and familiarity with technology in a playful way. Another set of activities focused more on how technology works. These activities sought to quickly and playfully explain how the binary system works using dynamics involving light bulbs and cards. We also explored the concept of physical components and computer programs with everyday examples. Students identified the differences and basic functions of each part. One of these activities involved a data classification game. In this game, students were divided into groups and instructed to simulate the organization of data like a computer, using categories and logical rules. They were taught about information storage and retrieval processes.

Thus, the assessment revealed that 37% of students in this training cycle are at level 2 of development, which corresponds to a difficult progression of the indicator. Students at this level exhibit superficial engagement. They participate, but do not question or apply knowledge beyond the immediate. Although students are familiar with digital devices, their engagement is limited when technology is applied in educational contexts. Early exposure to cell phones and games creates a comfort zone, causing them to resist activities that require logical thinking, abstraction, or creative applications beyond entertainment. The lack of connection between technological concepts and students' realities exacerbates the problem, causing them to view technology as something distant and complicated.

On the other hand, approximately 62% of students are at level 3 of development, which corresponds to a partial progression of the indicator. Students at this performance level can follow practical activities without constant assistance, such as games and activities. They also demonstrated a good understanding of the difference between hardware and software, despite not going into depth. These students are familiar with devices but lack the habit of exploring educational features. Approximately 1% of students are at level 4, which represents satisfactory progress. Students at this performance level, although a small group, demonstrate active curiosity, productively connecting different concepts, such as the use of AI and its influence on sports, for example.

LEVEL OF ENGAGEMENT WITH TECHNOLOGY ACTIVITIES – STUDENTS AGED 12 AND 13

To elevate these students to levels 4 and 5, it's essential to adopt strategies that make learning more practical and relevant, such as gamification, collaborative projects, and integration with personal interests. Improving access to technological tools is a fundamental step. By connecting technology to everyday life and career opportunities, it's possible to transform engagement, encouraging more active and meaningful participation.



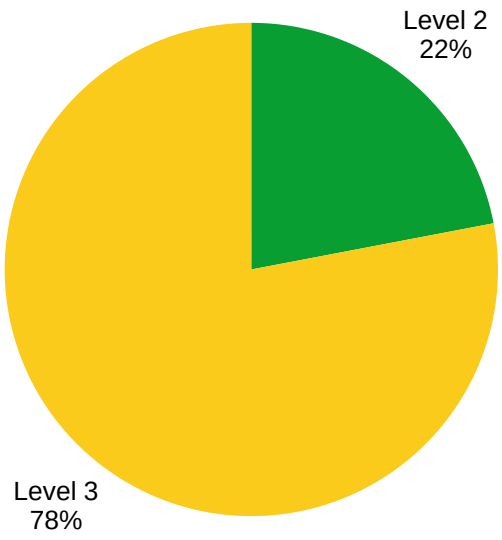
LEVEL OF SKILL IN HANDLING TECHNOLOGICAL DEVICES – STUDENTS AGED 12 AND 13

To achieve this indicator, activities involving artificial intelligence and games were also used. In addition to these activities, there is a moment of relaxation at the end of the activities, where students are free to use technological devices. During these moments, they are observed and their use is evaluated. As previously described, in the activities involving artificial intelligence, students created song lyrics in groups using tablets and, at the end of the class, watched them transformed into songs by AI. The activity stimulated creativity and discussion about technology and artistic authorship. In the activities involving games and activities, students explored digital tools related to e-sports. They developed motor coordination to familiarize themselves with technology in a playful way.

Thus, the assessment revealed that 22% of the students are at level 2 of development, which corresponds to a difficult progression of the project. Students at this level have difficulty operating tools beyond the basics. They can use simple applications, such as social media and Roblox, but struggle with more complex functions, such as editing, complex searches, AI creation, and others. These students are more dependent on detailed instructions, requiring step-by-step guidance to complete tasks. They also have greater difficulty with devices due to their limited use for entertainment. A lack of qualified guidance and engaging teaching methodologies is evident. Factors such as unequal access to technology, a discouraging environment, and low self-confidence in using devices exacerbate these limitations, creating a natural resistance when technology is applied in more complex educational contexts.

Around 78% of students are still at level 3 of development, which corresponds to a partial improvement in the indicator. Students at this performance level can use devices for basic purposes. They opened QR codes and operated the settings without assistance. They have superficial familiarity with technology, lacking the development of critical or creative skills.

To elevate these students to levels 4 and 5, it is essential to adopt strategies that transform passive consumption into active production, such as practical projects connected to their interests and gamification of activities.

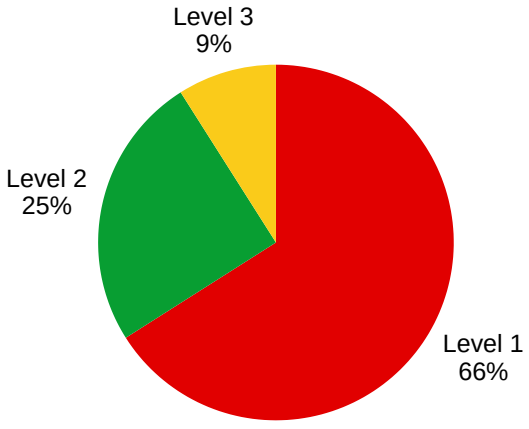


LEVEL OF LOGICAL REASONING AND PROBLEM-SOLVING - STUDENTS AGED 12 AND 13

To achieve this indicator, activities involving artificial intelligence were also carried out, as well as games and activities. A moment of relaxation at the end of the activities was also highlighted, allowing students to freely use technological devices. At this stage, their use of the devices was monitored and evaluated. As mentioned previously, in the activities related to artificial intelligence, students, divided into groups, created song lyrics using tablets and, at the end of the classes, watched the transformation of these compositions into AI-generated songs. This initiative encouraged creativity and promoted reflections on technology and authorship in art. In the activities involving games and activities, digital tools related to e-sports were explored, which contributed to the development of motor coordination and allowed for playful interaction with technology. In addition to these activities, quantum computing activities were also carried out. In this class, a material was shown on quantum computers and the projects under development by Google, Microsoft, and universities around the world. The material explains how the physical part works and the difference between bits and bytes between a normal and a quantum computer. The goal is to showcase the research and what the future of computing will look like. The final discussion provided a sense of understanding of the basic concept of quantum computing, drawing parallels with real-world problems, such as global warming, and how quantum computing can help.

In this regard, the assessment revealed that, unfortunately, 66% of students are still at level 1 of development. This sharp distribution toward lower levels reflects the novelty of the content, as this is the first time the audience has been working with this indicator. Furthermore, the difficulty in transitioning from recreational use to computational thinking is a challenge among the audience. The predominance of passive technology consumption since childhood creates cognitive barriers when analytical and creative use of devices is required. Thus, students at this performance level have great difficulty understanding basic logical relationships in technology, in addition to being unable to transfer knowledge between contexts and actively resisting problems that require abstraction. There are also 25% of students at level 2 of development, which corresponds to a difficult progression of the indicator. Students at this performance level recognize simple patterns when guided, requiring concrete examples for each new situation. They have a fragmented understanding of interrelated concepts. These students experience difficulties primarily due to limited exposure to complex cognitive challenges, with a predominance of passive activities on digital devices (social media/simple games) in their lives; an unstimulating environment, with a lack of family or school encouragement to develop critical thinking. Other factors include fear of making mistakes, concentration difficulties typical of their age, and a lack of role models who demonstrate practical applications of logical reasoning in everyday life.

There is a minority of 9% of students at level 3 of development, which corresponds to a partial progression of the indicator. Students at this performance level can apply logic in familiar contexts, demonstrating curiosity about underlying mechanisms. However, they have some difficulty generalizing principles to new situations. As improvement points to reach levels 4-5, it is suggested to contextualize learning using real-life problems. Introducing visual tools, such as more advanced games that require critical thinking or block-based programming using Scratch, can reduce initial resistance, transforming logic into a tangible and engaging skill.



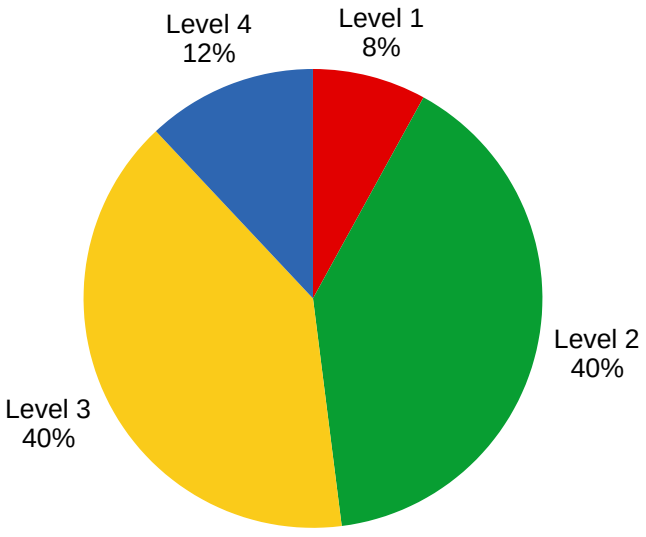
LEVEL OF ENGAGEMENT WITH TECHNOLOGY ACTIVITIES – STUDENTS AGED 14 AND 15

For this indicator, educational activities were conducted focusing on developing technological and creative skills. Students participated in the creation of song lyrics in groups using tablets and watched these compositions being transformed into songs using artificial intelligence, fostering reflections on authorship and technology. They also explored the basic use of digital devices through games and activities, which, in addition to stimulating motor coordination, enabled the use of QR Codes and greater familiarity with the digital environment. In another activity, they understood how technology works through practical exercises on the binary system, using cards and lamps to visualize data processing in 0s and 1s. The concepts of hardware and software were introduced with everyday examples, allowing students to recognize the functions of each component. Finally, a group activity simulated how computers organize and classify data, contributing to the understanding of logical processes and information storage.

In this sense, the percentage of students at level 1 of development, which corresponds to stagnation in the indicator, was only 8%, while the percentage of students at level 2 of development, which corresponds to progress with difficulties in the indicator, was 40%. Students at these levels demonstrate greater initial resistance to technology and difficulty adapting to new tools. There is also a lack of interest in certain activities. Some behaviors were observed, such as minimal or no participation in activities, difficulty following basic instructions, and a need for constant encouragement. Other factors include a lack of familiarity with technological devices and difficulty concentrating on digital activities. Students at this level often face barriers such as lack of prior access to digital devices, difficulty understanding abstract concepts, and anxiety when handling equipment. Socioeconomic factors limit exposure to technology, while pedagogical aspects, such as complex instructions or activities disconnected from their interests, reduce motivation. Furthermore, fear of making mistakes, a lack of family models that value technological use, and the social media standard, contribute to initial resistance.

On the other hand, approximately 40% of students are at level 3 of development, which corresponds to partial improvement in the indicator. Students at this performance level have a moderate interest in technology and the ability to follow along with some autonomy, as well as a variable level of engagement depending on the type of activity. Other factors contribute to the indicator's percentage, such as participation with occasional distractions, completion of basic tasks, and demonstration of curiosity with limitations.

There are also 12% of students at level 4 of development, which corresponds to satisfactory improvement in the indicator. Students at this performance level demonstrate prior familiarity with technology, genuine interest in the topic, and good concentration. They also demonstrate active and consistent participation and demonstrate initiative in activities.



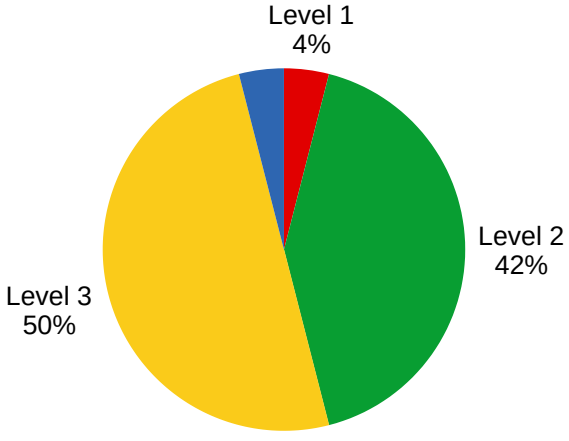
LEVEL OF SKILL IN HANDLING TECHNOLOGICAL DEVICES – STUDENTS AGED 14 AND 15

To develop this indicator, educational activities focused on the creative and functional use of technology were conducted, followed by moments of relaxation in which students, while freely using tablets, were observed for their use and digital autonomy. Among the proposals, an artificial intelligence activity focused on creation stands out, in which students create song lyrics as a group and watch them transform into songs through AI, stimulating creativity and reflection on authorship and technology. Furthermore, basic tablet use was encouraged through games related to e-sports, promoting the development of motor coordination, the use of QR Codes, and familiarization with digital tools in a playful and interactive way.

In this sense, the percentage of students at level 1 development, which corresponds to stagnation in the indicator, was only 4%, while the percentage of students at level 2 development, which corresponds to progress with difficulties in the indicator, was 42%. Students at these levels have extreme difficulty with basic interactions, such as turning on/off, touching the screen, and so on, in addition to problems with their first contact with touchscreen technology or motor limitations. Another characteristic of these students is that they perform basic actions hesitantly and/or lack development or use beyond social media, in addition to little prior exposure or limited understanding of technology. These students have low skill levels in using technological devices and often demonstrate difficulties due to factors such as lack of prior access to technology and resistance to educational activities involving technology, where many view technology as a toy.

On the other hand, approximately 50% of students are at level 3 of development, which corresponds to partial progress on the indicator. Students at this performance level master basic functions and use technology beyond social media, installing various apps. Another notable characteristic is superficial familiarity with smartphones at home. Approximately 4% of students are at level 4 of development, which corresponds to satisfactory progress on the indicator. Students at this performance level master basic functions and use beyond social media. They navigate fluently between apps and regularly access personal devices, having prior exposure to digital education.

To promote the progress of these students to Levels 4 and 5, it is essential to adopt strategies such as dividing activities into smaller, more accessible steps, using visual instructions and practical demonstrations, incorporating playful elements that connect technology to students' interests, and creating a welcoming environment that normalizes mistakes as part of learning. Consistent and progressive practice, with a gradual increase in task complexity, combined with positive feedback and recognition of small progress, helps build confidence and autonomy in using devices. Dividing the learning work into smaller learning steps in Cycle 5 can reflect more consistent learning.

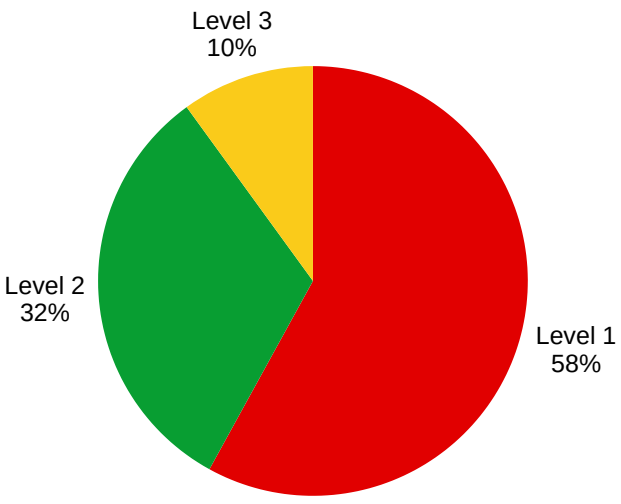


LEVEL OF LOGICAL REASONING AND PROBLEM-SOLVING - STUDENTS AGED 14 AND 15

For this indicator, educational activities were developed to broaden students' understanding of how technology works and its possible applications. Students actively participated in basic tablet use through e-sports games, which not only fostered familiarity with digital tools but also developed motor coordination, QR code reading, and visual reasoning in a playful way. Another activity, the "How Computers Classify Data" dynamic, simulated group information organization using categories and logical rules, allowing students to understand how computers store and retrieve data. Finally, the introduction to quantum computing was provided by a news report showcasing advances made by companies and universities in the field. Based on the content and the final discussions, students were encouraged to reflect on basic concepts of quantum computing and its potential impact on the future, relating the technology to real societal challenges, such as global warming.

In this evaluation, the results were below expectations. The data indicate that 58% of students are at Level 1 performance, which represents stagnation in the indicator. There are also 32% of students at Level 2 performance, which represents a difficult progression of the indicator. Students at these levels have difficulty following basic logical sequences and are unable to apply concepts even with assistance. Factors such as a complete lack of foundation in logical thinking, difficulty abstracting concepts, and a lack of interest in logical challenges contribute to the indicator's lack of progress. Students at these levels solve simple problems with plenty of guidance but get lost in multi-step processes. The historical lack of systematic work with computational thinking, combined with the need to begin with very basic logical concepts, negatively impacted the indicator. While the absence of Levels 4 and 5 is not a concern at this stage, it highlights the importance of well-planned teaching sequences for developing these skills throughout the year.

There are still 10% of students at level 3 of development, which corresponds to partial improvement in the indicator. Students at this level solve familiar problems but do not adapt strategies to new situations. They have some prior exposure to logic games and logic studies elsewhere, such as schools and courses. They have developing abstraction skills and good working memory, but still lack flexible thinking.
As areas for improvement, more playful classes using Scratch and/or other tools for developing logic and problem-solving are recommended. Problem abstraction activities should also be included in the study plan.



LEVEL OF ENGAGEMENT WITH TECHNOLOGY ACTIVITIES – STUDENTS AGED 16 AND 17

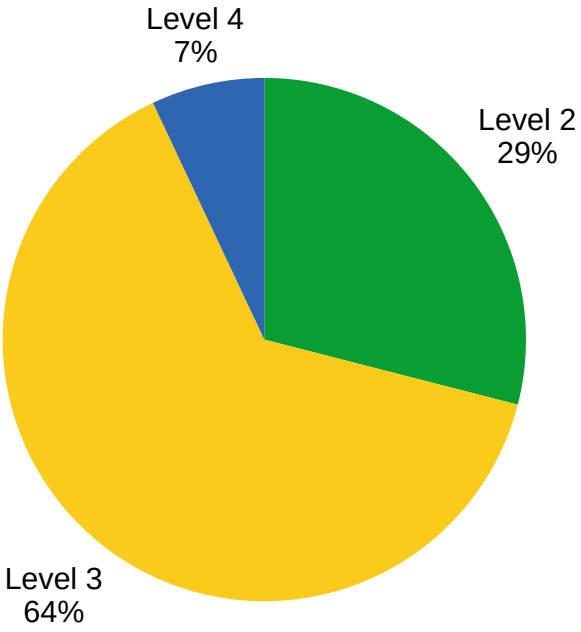
For this indicator, educational activities were conducted to spark students' interest and promote engagement with technology-related content. In generative creation with artificial intelligence, students developed productions in groups and watched them transform using AI, encouraging creativity and discussions about authorship and technological innovation. They also participated in a hands-on activity on the functioning of the binary system, using cards and light bulbs to understand how computers process data using the digits 0 and 1. In the study of hardware and software fundamentals, everyday examples were presented to facilitate understanding of the functions of each physical and logical component. Furthermore, a group dynamic simulated how computers classify data, using rules and categories to represent the process of storing and retrieving information. All activities were monitored to observe and assess students' level of interest throughout the activities.

In this sense, the assessment revealed that 29% of students are at level 2 of development, which corresponds to a difficult progression of the indicator. Students at this performance level participate only when guided, showing resistance to exploring beyond the basics. This disinterest may stem from a disconnect between technical content and their usual digital worlds (social media, apps), coupled with a difficulty associating abstract concepts (such as bits/bytes) with reality. Many of these students fail to see the connection between the content presented and their everyday realities, especially when classes focus on abstract concepts without immediate practical application. This disconnect is exacerbated when young people already have established digital habits, such as intensive use of social media and games, but fail to see how the knowledge offered can improve or complement these activities they already master. Furthermore, the lack of inspiring role models and people who have transformed technological skills into real job opportunities or personal growth contributes to a perception that this learning will not bring tangible benefits. In this group, this factor is even more noticeable, since concerns about their professional future and educational specialization can generate more uncertainty and anxiety among young people.

On the other hand, 64% of students are at level 3 of development, which corresponds to partial improvement in the indicator. Students at this performance level participate reactively, completing tasks without their own initiative. Limited engagement reflects superficial daily use of technology (content consumption), with no prior experience with digital use or problem-solving involving technology, keeping them in a comfort zone. There are also 7% of students at level 4 of development, which corresponds to satisfactory improvement in the indicator. Students at this performance level demonstrate active curiosity, connecting concepts to practical applications. This small group likely has external exposure to technology (courses, technical high school, and use of digital tools) or a greater aptitude for logical reasoning, seeing immediate utility in the knowledge.

LEVEL OF ENGAGEMENT WITH TECHNOLOGY ACTIVITIES – STUDENTS AGED 16 AND 17

To raise engagement to levels 4 and 5, it's essential that technological activities be connected to the world of sports and young people's professional aspirations in this field. Integrating digital content creation, such as training videos, game coverage, or sports social media management, with practical sports-related projects broadens the meaning of learning. Showcasing real-world applications, such as careers in performance analysis, sports marketing, sports journalism, or technology applied to training, makes the content more relevant and engaging. The approach should be practical and collaborative, with room for gamification and recognition of achievements to stimulate motivation. Partnerships with educators in the fields of sports and technology can foster more professional learning, ensuring continuity and depth. Valuing digital professions linked to sports is a strategic path to significantly enhance young people's engagement with technology.

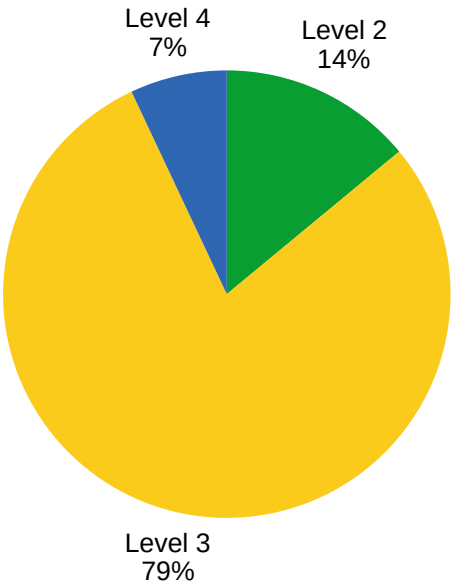


LEVEL OF SKILL IN HANDLING TECHNOLOGICAL DEVICES – STUDENTS AGED 16 AND 17

Educational activities focused on introducing students to the creative and functional use of technology, always accompanied by moments of relaxation at the end, during which students freely use the tablets and have their use observed and evaluated. Among the proposed activities, an activity involving artificial intelligence stands out, in which students create song lyrics as a group and watch them transform into songs, stimulating creativity and discussion about artistic authorship and technology. Furthermore, through eSports games, participants develop skills such as motor coordination, QR Code reading, and basic tablet use, all in a playful and interactive way, promoting greater familiarity with the digital environment.

In this sense, the data indicate that 14% of students are at level 2 performance, which corresponds to a difficult progression of the indicator. Students at this performance level have difficulty with operations beyond the basics (e.g., finding or installing apps) due to limited access to devices other than smartphones, limited knowledge of entertainment applications, and a lack of connection between school activities and real-world professional applications. Anxiety about technology, highly theoretical teaching methodologies, and the lack of inspiring role models in their social circle also contribute to poor performance, exacerbated by poor home infrastructure or sporadic contact with the tools.

On the other hand, approximately 79% of students are at level 3, which corresponds to partial improvement in the indicator. Students at this level perform everyday tasks (social media, simple apps), but do not explore advanced functions. This percentage reveals a common profile in this age group, where most demonstrate partial ability to use devices. These young people can perform basic operations independently, such as navigating apps and using simple digital creation tools, but have difficulty with more complex functions or solving technical problems. There are also 7% of students at level 4, which corresponds to satisfactory improvement in the indicator. Students at this level demonstrate fluency in diverse contexts, such as accessing other platforms for courses or LinkedIn. To progress to levels 4 and 5, it's crucial to develop practical projects that simulate job market demands (such as digital content creation and basic data analysis), integrating accessible professional tools (Canva, Google Sheets) into students' life plans. Partnerships with other educators who provide more professional training can strengthen the continuity of learning. Focusing on digital professions valued by young people is crucial to transforming their engagement with technology.



LEVEL OF LOGICAL REASONING AND PROBLEM-SOLVING - STUDENTS AGED 16 AND 17

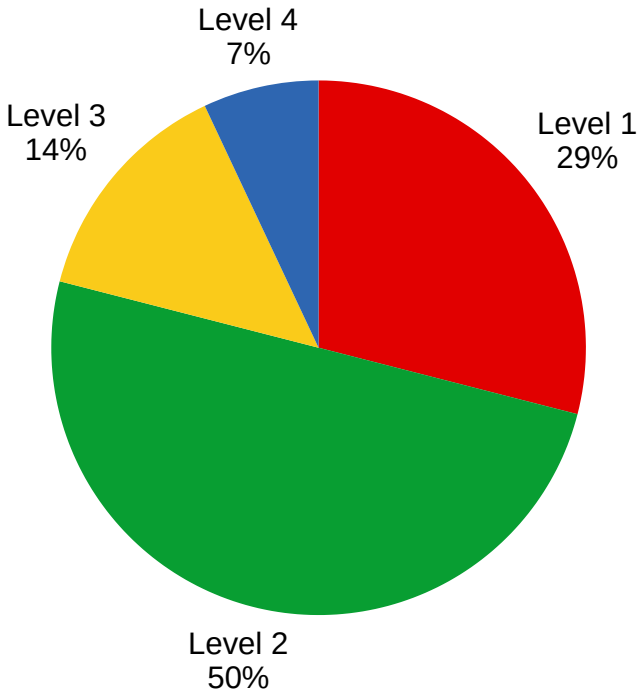
This indicator included educational activities aimed at developing digital skills and understanding advanced technological concepts. Through the playful use of games and activities, students explored digital tools, developing motor coordination, reading QR Codes, and familiarizing themselves with tablets. In a group activity, they simulated how computers classify and organize data, using categories and logical rules to understand the processes of storing and retrieving information. They also participated in a class on quantum computing, where they watched an explanatory report on how quantum computers work and the projects of large companies and universities. The activity encouraged reflection on the future impact of this technology, relating it to real-world challenges, such as global warming, and provided an understanding of the basic concepts of quantum computing.

In this sense, the assessment revealed that 29% of students are at level 1 performance, which corresponds to stagnation on the indicator. Approximately 50% of students are at level 2 performance, which corresponds to a difficult progression of the indicator. Students at this level have extreme difficulty following simple logical sequences and are unable to apply concepts even with constant support. They frequently experience a blockage in basic activities and a complete lack of foundation in algorithmic thinking, in addition to difficulties with abstraction (e.g., not relating data classification to everyday situations). These students solve simple problems with a lot of support and guidance, making frequent errors in multi-step processes (e.g., sorting dynamics). It is common for these students to understand basic concepts but not apply them independently. This group also has little experience with games or activities that require strategy, in addition to difficulty transferring knowledge to new contexts. Students at levels 1 and 2 generally experience difficulties due to multiple interconnected factors. The lack of prior encouragement in activities that develop critical thinking, combined with overly theoretical and decontextualized teaching methodologies, limits their capacity for abstraction and analysis. Furthermore, emotional aspects such as aversion to error and anxiety in cognitive challenges exacerbate the problem, creating a barrier to the essential practice needed to develop these skills. The social and family environment, when it does not value logical reasoning, and the lack of access to adequate educational resources complete this challenging scenario.

On the other hand, 14% of students score at level 3, which corresponds to a partial improvement in the indicator. Students at this performance level solve familiar problems with a certain degree of autonomy and adapt strategies to situations similar to those already experienced. They have difficulty with abstract topics, even demonstrating a certain degree of understanding (e.g., quantum computing). There are also approximately 7% of students at level 4, which corresponds to a satisfactory improvement in the indicator. Students at this performance level approach new problems with creative strategies, connecting abstract concepts to practical applications. They excel in activities such as classification and understanding of quantum computing, in addition to having a personal interest in technology and experience with technology from the outside world.

LEVEL OF LOGICAL REASONING AND PROBLEM-SOLVING - STUDENTS AGED 16 AND 17

To promote progression to more advanced levels (4 and 5), it is crucial to implement pedagogical strategies focused on the practical application of knowledge. This includes adopting active methodologies such as project-based learning, educational games that encourage strategic thinking, and collaborative activities that allow for experimentation and reflection on mistakes. At the same time, creating a learning environment that values the thought process, not just the end result, and offering accessible and contextualized technological tools can transform the engagement of these young people, preparing them for both academic challenges and the demands of the job market.



CONCLUSION

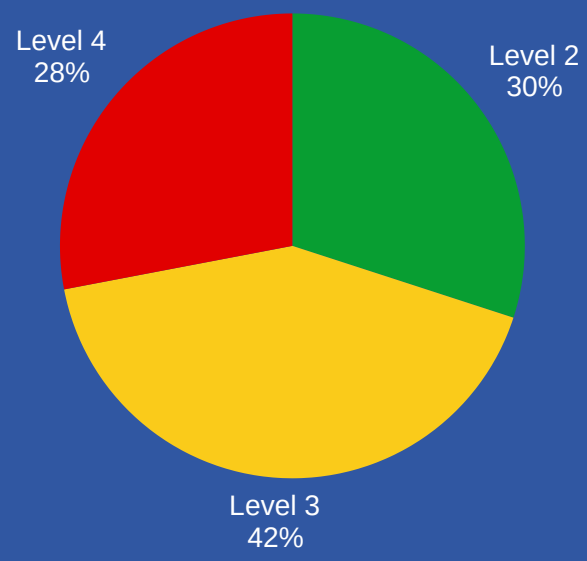
At the beginning of the year, the project served 250 students between the ages of 12 and 17, regularly enrolled in the formal education system. These students were divided into training cycles to ensure better learning outcomes. Thus, students aged 12 and 13 formed Cycle 4, students aged 14 and 15 formed Cycle 5, and students aged 16 and 17 formed Cycle 6. Based on the specifics of each cycle, the students were divided into classes.

In this sense, the analysis in this report indicates partial development of the planned indicators, considering the limited time the public was exposed to the training process. This is due to the beginning of activities in this new training cycle. Overall, the classes performed consistently well, showing significant potential for improvement in the coming months.

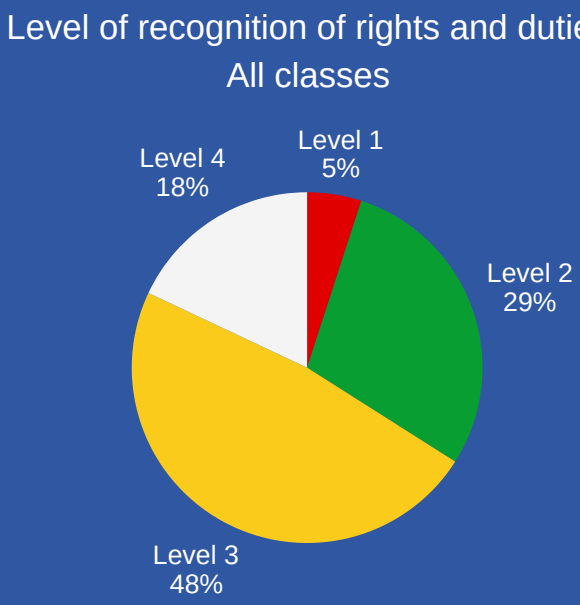
Overall, considering all students in the project, the citizenship indicators presented the following results:

Regarding the level of appreciation for the Muquiço Complex, the percentage of project students at level 2, which corresponds to development with difficulties, reaches 30%. On the other hand, the percentage of students at level 3, which corresponds to partial development of the indicator, reaches approximately 42%. There are also 28% of students at level 4, which corresponds to satisfactory progress, and a minority at level 1.

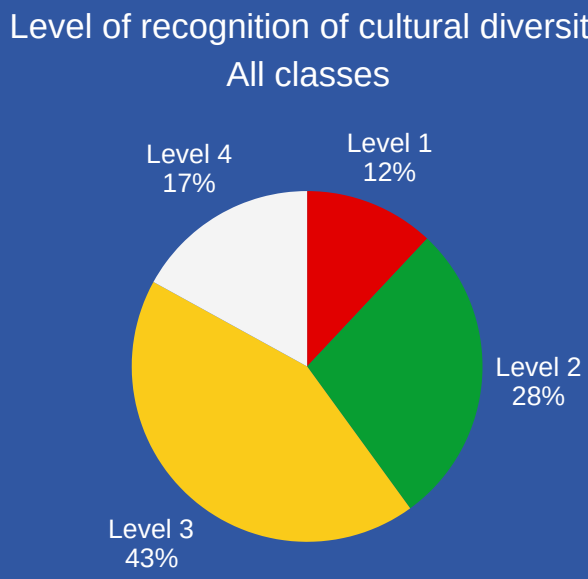
Level of appreciation with the Muquiço Complex
All classes



Regarding the level of recognition of rights and duties, the percentage of project students at level 2, which corresponds to development with difficulties, reaches 29%. In contrast, the percentage of students at level 3, which corresponds to partial development of the indicator, reaches approximately 48%. There are also 18% of students at level 4, which corresponds to satisfactory progress, and a minority at level 1.

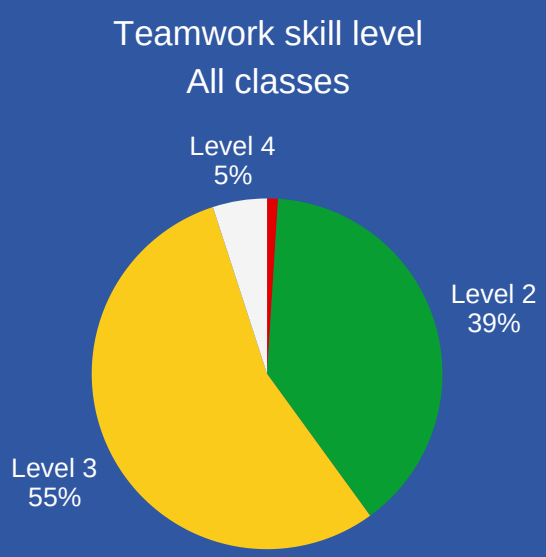


Regarding the level of recognition of cultural diversity, the percentage of project students at level 2, which corresponds to development with difficulties, reaches 28%. On the other hand, the percentage of students at level 3, which corresponds to partial development of the indicator, reaches approximately 43%. There are also 17% of students at level 4, which corresponds to satisfactory progress, and a minority at level 1.

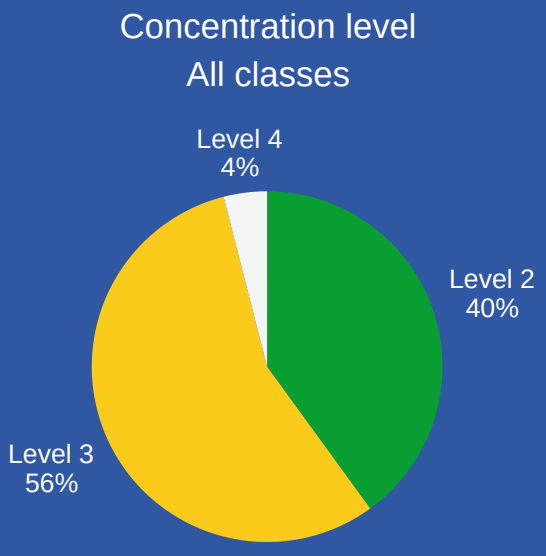


Furthermore, considering all students in the project, the sports indicators presented the following results:

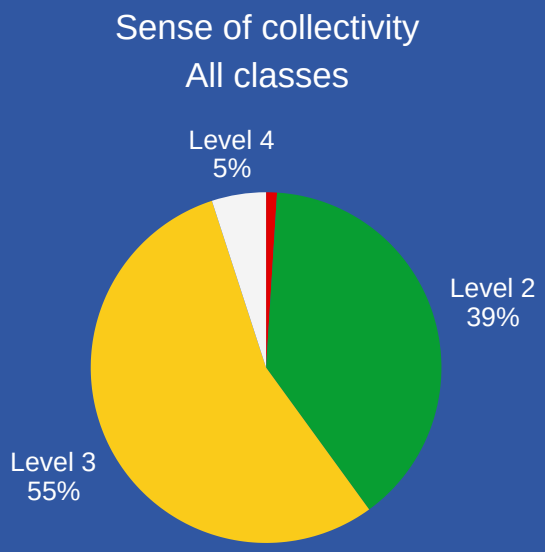
Regarding the level of teamwork skills, the data indicate that 39% of students are at level 2 development, which corresponds to difficult progress on the indicator. In comparison, approximately 55% of students are at level 3 development, which corresponds to partial progress on the indicator. There are also 5% of students at level 4 development, which corresponds to satisfactory progress on the indicator, and a minority of students at level 1.



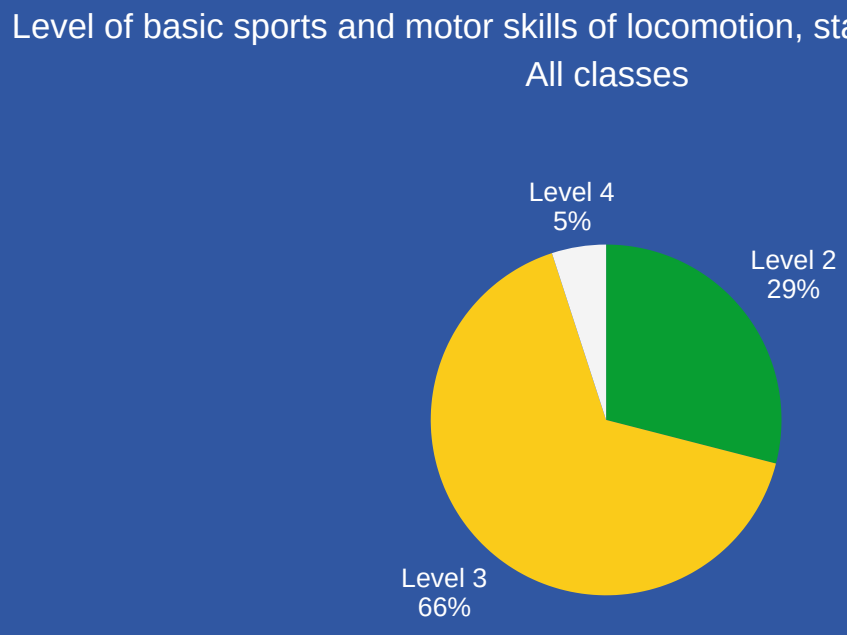
Regarding concentration level, the data indicate that 40% of students are at level 2 development, which corresponds to difficult progress on the indicator. In comparison, approximately 56% of students are at level 3 development, which corresponds to partial progress on the indicator. There are also 4% of students at level 4 development, which corresponds to satisfactory progress on the indicator.



Regarding sense of community, the assessment showed that 39% of students are at level 2 development, which corresponds to a difficult progression of the indicator. In comparison, approximately 55% of students are at level 3 development, which corresponds to partial progression of the indicator. There are also 5% of students at level 4 development, which corresponds to satisfactory progression of the indicator, and a minority of students at level 1.

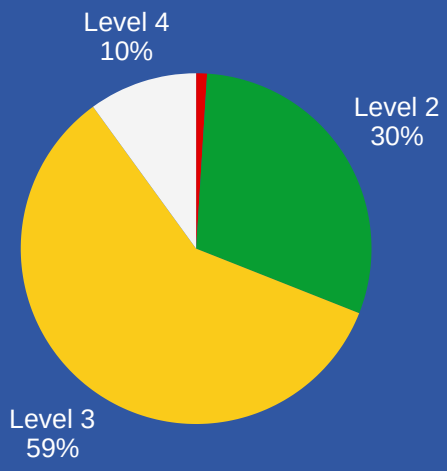


Regarding the level of sports and basic motor skills of locomotion, stability, and manipulation, the data indicate that 29% of students are at level 2 development, which corresponds to difficult progress on the indicator. In comparison, approximately 66% of students are at level 3 development, which corresponds to partial progress on the indicator. There are also 5% of students at level 4 development, which corresponds to satisfactory progress on the indicator.



Furthermore, regarding the level of recognition of the importance of sports, the data indicate that 30% of students are at level 2 development, which corresponds to a difficult progress on the indicator. In comparison, approximately 59% of students are at level 3 development, which corresponds to partial progress on the indicator. There are also 10% of students at level 4 development, which corresponds to satisfactory progress on the indicator, and a minority of students at level 1.

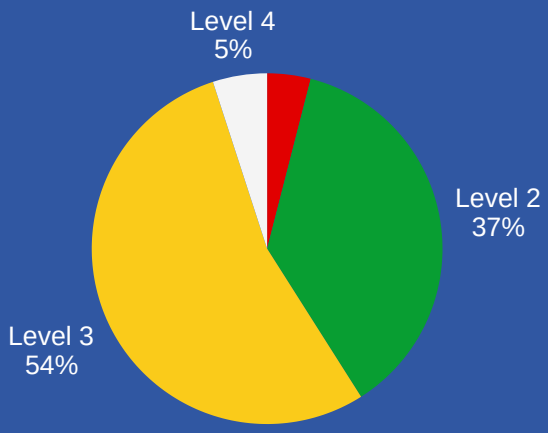
Level of recognition of the importance of sports practice
All classes



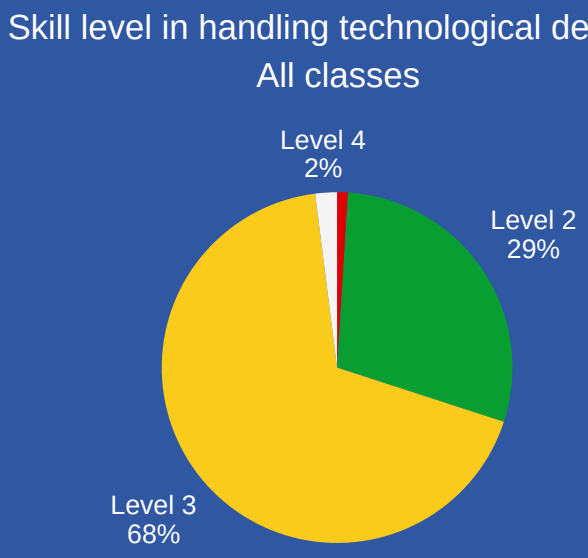
Finally, considering all students in the project, the technology indicators presented the following results:

Regarding the level of student engagement in technology activities, the assessment concluded that approximately 37% of students are at Level 2 development, which corresponds to difficult progress on the indicator. On the other hand, 54% of students are at Level 3 development, which corresponds to partial progress on the indicator, and 5% of students are at Level 4 development, which corresponds to satisfactory progress on the indicator. There is also a minority of students at Level 1.

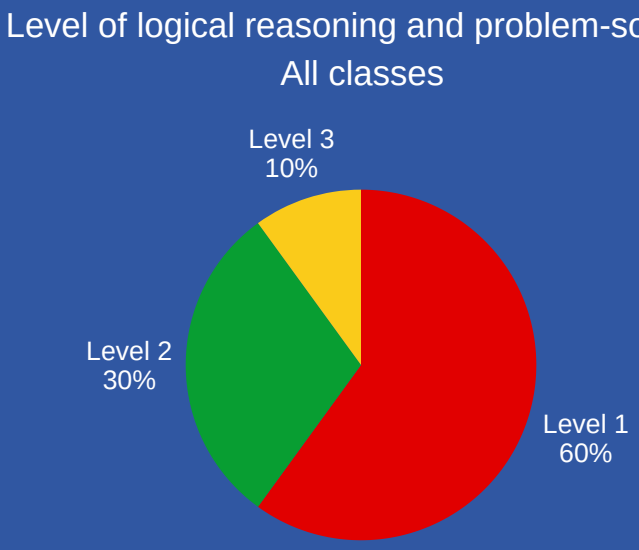
Level of student engagement in technology activities
All classes



Regarding the level of skills in using technological devices, the assessment concluded that approximately 29% of students are at level 2 development, which corresponds to a difficult progression of the indicator. On the other hand, 68% of students are at level 3 development, which corresponds to partial progression of the indicator, and 2% of students are at level 4 development, which corresponds to satisfactory progression of the indicator. There is also a minority of students at level 1.



Furthermore, regarding the level of logical reasoning and problem-solving, the assessment concluded that approximately 60% of students are at level 1 development, which represents a stagnation of the indicator. Furthermore, approximately 30% of students are at level 2 development, which represents a difficult progression of the indicator. Finally, 10% of students are at level 3 development, which represents partial progress.



2025

PEDAGOGICAL PROJECT REPORT

PERFECT CROSSING PLAYING A BIG GAME

bola pra frente