2025

SECOND MONITORING REPORT OF 2025

Perfect Crossing
Playing a Big Game

INTRODUCTION

This report presents the monitoring analysis of the Perfect Crossing - Playing a Big Game project, bringing together the systematization of data and the preliminary results observed so far, under a pedagogical approach. To this end, the reflection proposed here is based on theoretical frameworks from the educational and social fields, as well as on guiding documents of Brazilian education, with emphasis on the National Common Curricular Base (BNCC).

Throughout the report, the methodology and teaching methods employed will be presented, as well as how they are being applied in the different training pathways that seek to ensure the holistic development of the students. An overview of the structure of the training pathways will also be presented, composed of activities and pedagogical practices conducted by the team of educators in conjunction with the other collaborators directly involved in the project.

Subsequently, the positive impacts identified in this intermediate phase will be highlighted, which have manifested themselves throughout the current year, in addition to an analysis of the challenges and weaknesses still present, in order to understand the aspects that need to be overcome so that the development indicators foreseen in the project are fully achieved.

Finally, concluding remarks will be made based on the data collected by the team of educators and the systematic observations carried out by the coordination, highlighting the progress achieved by the classes in relation to the indicators addressed.

METHODOLOGY

The methodology proposed in the Perfect Crossing - Playing a Big Game Project has as its theoretical and methodological framework the principles of Integral Education, a principle that has guided the pedagogical work that directs the curriculum organization, the definition of teaching methods and procedures, and the assessment instruments.

In accordance 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 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 main holder of knowledge, instead proposing a vision of education in which the focus should be on the development of cognitive, emotional, ethical, and social skills. In short, Morin advocates for an education that values understanding the world in its entirety, 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 (Brazilian National Curriculum Base), integral education aims at the holistic formation and development of students, understanding "the complexity and non-linearity of this development, breaking with reductionist views that privilege either the intellectual (cognitive) dimension or the affective dimension" (BNCC, 2017, p. 14).

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

PERSONAL DIMENSION OF THE STUDENTS:

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

SOCIAL DIMENSION OF THE STUDENTS:

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

PROFESSIONAL DIMENSION OF THE STUDENTS:

In the project, this dimension is adapted to the different age groups and cycles of the project. In the training programs for older students (14 to 17 years old), the 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.

CURRICULUM STRUCTURE AND ORGANIZATION

Based on the formative axes defined in the project's work plan – educational sports, technology, and citizenship – the formative pathways or itineraries are developed. Before the start of activities for the students, the pedagogical team holds meetings to define and select the thematic content that will make up the formative itineraries for each axis and age group. This set of content, knowledge, and skills, along with the teaching practices and methods, are distributed in the Course Plan, in order to promote the project's goals and objectives, as well as the indicators for each axis.

Project axes:

CITIZENSHIP

The citizenship axis has assumed significant importance within the project in the formative process of the students, because it is within this field of knowledge that we have worked on issues involving intellectual dimensions, as well as the social, cognitive, and emotional aspects of the students. 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 these subjects are correlated with educational sports, in order to perfectly and harmoniously connect the different areas. This broad repertoire of themes was organized with the objective of providing students with access to knowledge that is fundamental to the development of young people in the 21st century who are inserted into a society full of challenges, inequalities, and demands from the world of work.

Because it is a formative axis that encompasses 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 group of each group, in order to build more assertive formative paths that make sense for each group of students.

SPORT

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

The Bola pra Frente Institute has accumulated a vast body of knowledge from experiences with consolidated methodologies in the sports field that directly address issues that permeate the daily lives of the students served, such as the Perfect Crossing Program and the 3-Time Football program. From this perspective, it is understood that educational sport operates as an instrument that enhances civic education, contributes to and helps develop positive values, attitudes, and perceptions of young people about themselves.

The UN and the ECA (Law 8.069/90) recognize the principle of Educational Sport as a right of all citizens, which allows access to health and education and 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 sharing in networks, publication, 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 that they can navigate more autonomously in the field of digital technologies and innovation. The training itineraries in this area are organized according to the age group of the students, but generally address common themes for all students, such as: artificial intelligence, gamification, graphic design, internet research, how the internet works, and concepts of hardware and software.

EVALUATION RESULTS

For this assessment, five levels of development were defined in order to understand the progress of the students in the planned indicators. These levels of development were defined considering the profile of the target audience served, allowing for the measurement of the degree of development of each student according to the assessment of the pedagogical team. In this case, each student is evaluated 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 percentage data for each training cycle, describing the levels of development for each group in percentages. The results obtained will be presented below.

The five levels of development are divided as follows:

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

Level 2: Represents the student who develops with difficulty, corresponding to the level of development in which the student performs part of the tasks with assistance throughout much of the process.

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

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

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

CITIZENSHIP AXIS

The teaching methods and pedagogical practices applied in the project aim to meet the diverse needs of the students and ensure the achievement of the established goals. To this end, diversified techniques and procedures are used, capable of encompassing different age groups and stages of development.

The pedagogical approach is based on the principle that the student should occupy a central place in the learning process. Thus, it stimulates critical reflection and participatory action in the communities, reinforcing the idea that learning is also about transforming reality. Active learning, in this context, brings together practices, methods, and strategies that allow participants to develop fundamental competencies, knowledge, and skills for life in different social dimensions.

From childhood, learning occurs through concrete experiences. These situations, when explored through experimentation and questioning, expand and consolidate theoretical ideas and assumptions. The more actively the student participates in these processes, the more meaningful the learning becomes, as each individual seeks what they consider relevant and makes sense within their own cognitive and emotional conditions.

In the Project, active methodologies are used as central strategies to promote effective participation in the construction of knowledge, in a flexible and articulated way among the different axes of the project.

The main pedagogical approaches 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 what solutions can be mobilized to overcome these problems.

Project-based learning: students engage in tasks and challenges with the objective of solving problems or developing a project. One of the advantages of adopting this approach is that it makes it possible to address issues in an interdisciplinary way, encourages students to develop skills such as critical thinking and creativity, and helps them understand that it is possible to mobilize different resources and knowledge in solving a problem.

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

- 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. It is about seeing this territory not only for its social and economic difficulties, but as a space rich in knowledge, talents, resistance, and unique forms of organization.

- Level of recognition of rights and duties: this is the student's ability to understand that all individuals have fundamental guarantees, such as access to education, health, and respect, but also have responsibilities, such as obeying laws, 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 different existing expressions, whether sporting or cultural, that result from the mixture of indigenous, African, European, and other origins. 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 fundamental to combating prejudice, promoting inclusion, and strengthening national identity, based on coexistence and respect for differences.

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

When addressing the territory of Muquiço, the citizenship classes focused on the artistic and cultural expressions of the community, especially the graffiti of Igor Izy and the Bate-Bola groups as cultural heritage of Rio de Janeiro. These themes were not limited to the study of cultural expressions as art in the community, but also as possibilities to understand the cultural economy that revolves around them, so that the students could envision career possibilities within the artistic field.

Firstly, classes were held about the artist Igor Izy, a graffiti artist and former student of Bola Pra Frente, in which the construction of a professional trajectory based on the graffiti created in the territory was discussed. By observing his works and the presentation of his online store and projects in which he was involved, the students were able to reflect on the symbolic and economic value of art produced in the favela.

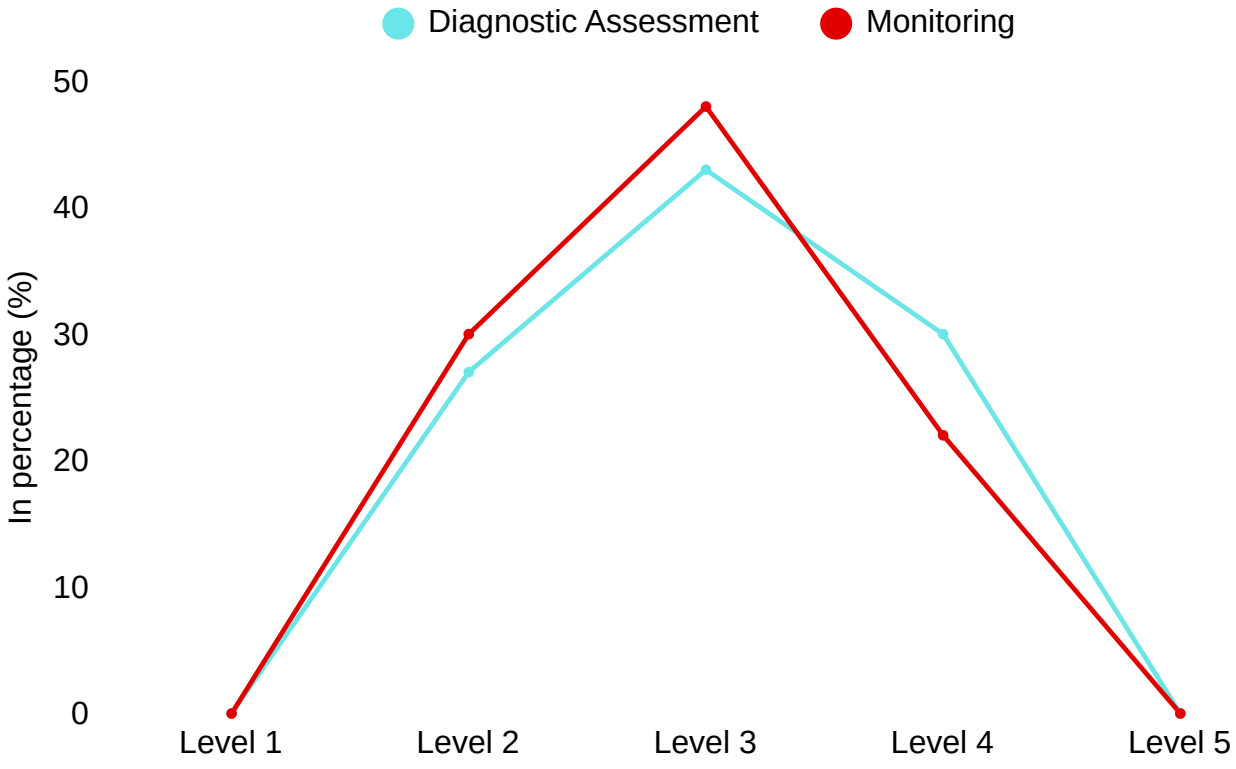
Then, classes were held about the community's Bate-Bola groups, where the importance of this cultural manifestation for the territory was discussed, addressing both its valuation as intangible heritage, which is traditional in the region, and its role in the local creative economy, which mobilizes different agents, professionals and service providers throughout the year, and not only during Carnival. In addition to being a multi-artistic tradition. The activity culminated in the creation of themed t-shirts, based on the individual choice of themes, which allowed the students to express their personal identification with this local tradition.

That said, monitoring indicated that 30% of the students are at level 2 of development, which corresponds to an evolution with difficulties in the indicator. Students at this performance level have a limited recognition of some cultural manifestation of the territory, failing to articulate this recognition with an appreciation of the territory or an understanding of its social and economic implications. In the case of students at this level, they are still unable to identify artistic and cultural expressions of the community more broadly. Even after several classroom discussions about the spaces where artistic creation takes place in the community, the main response that the students in Cycle IV gave when asked to present artistic and cultural expressions from their territory was graffiti itself. Many, in fact, didn't even use the word graffiti, but rather "painting" or "painting on the wall." This issue was revisited during subsequent classes, where the culture of the "bate-bolas" (a type of street performance) began to be explored. Gradually, the students are increasing their understanding of the cultural economy that exists in the Complex, and consequently their appreciation of it. However, this is still a very limited view regarding the multiplicity and social relevance that art produced in the favela has, both for the favela itself and for Brazilian culture in general.

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

On the other hand, approximately 48% of students are at development level 3, which corresponds to a partial improvement in the indicator. Students at this performance level demonstrate identification with local cultural manifestations and recognize their symbolic value for the community, but still have difficulty in more broadly understanding the complexity of the cultural economy and its potential as a professional field.

There are also 22% of students at development level 4, which corresponds to a satisfactory improvement in the indicator. Students at this performance level demonstrate identification with local cultural manifestations and recognize their symbolic value for the community, but still have difficulty in more broadly understanding the complexity of the cultural economy and its potential as a professional field.



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

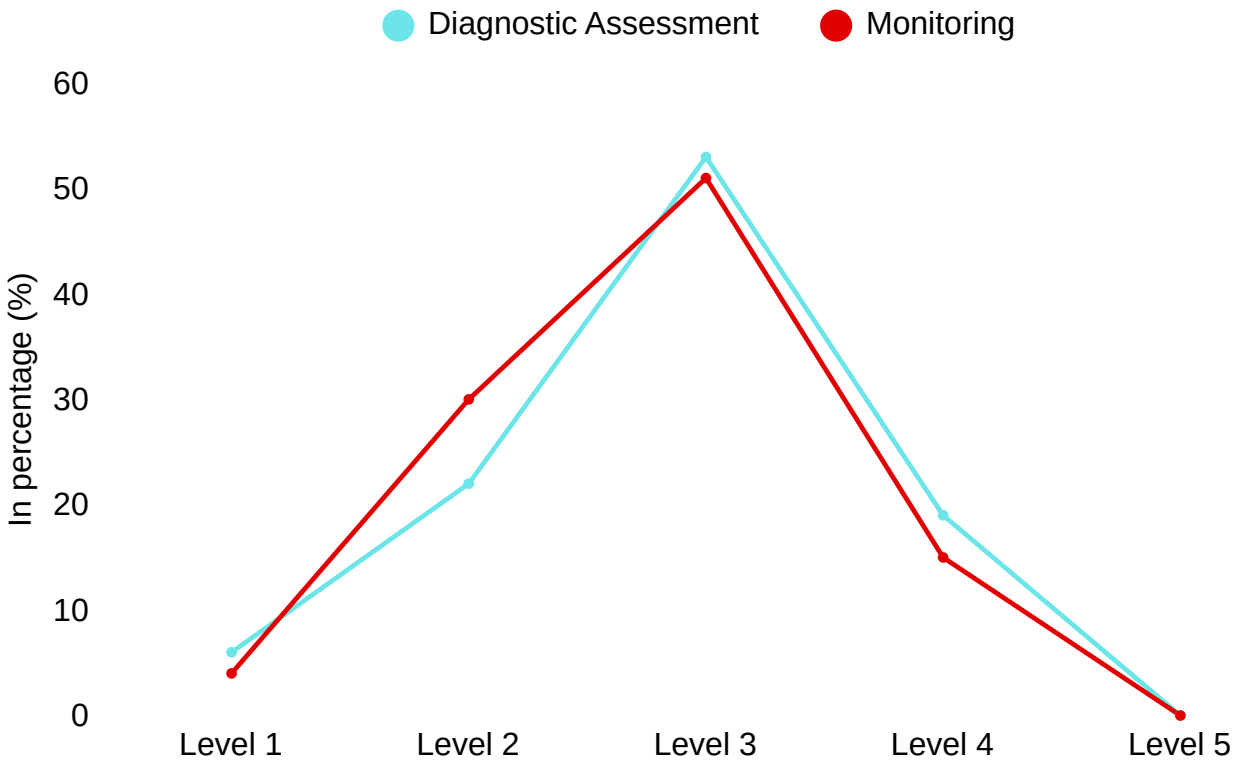
For this indicator, the approach of the right to culture was used as the central axis. The citizenship classes in this monitoring phase deepened the reflection on access to art and culture as a fundamental right of people in marginalized communities. The discussions that had begun with graffiti and urban art were expanded, maintaining the focus on the local artist Igor Izy, now with a more detailed analysis of his trajectory as a cultural entrepreneur. The students observed his works, explored his online store and the projects in which he participates, reflecting on graffiti not only as art, but as a concrete possibility of a profession and valorization of the territory. This analysis reinforced the notion that access to culture should also include the possibility of production, circulation, and recognition of art made in the favelas. Subsequently, in the classes about the "bate-bolas" (a traditional carnival group), it was possible to deepen the discussion about the local creative economy, the democratization of artistic creation, and the recognition of peripheral cultural expressions as legitimate manifestations of art, memory, and identity.

That said, the monitoring data indicate that 30% of the students in this age group are still at level 2 of development, which corresponds to a difficult evolution of the indicator. Students at this performance level recognize urban art as art, but with little understanding of its social importance and its relationship to the right to culture. This assessment is due to the difficulty encountered in developing the concept of rights in the classroom. Some students demonstrated a very limited understanding of what "rights" are, often relating them only to immediate benefits or the idea of rules imposed by the school or by adults. This remains a challenge. It is necessary to develop with them an understanding of social rights, in a way that dialogues with their reality. On the other hand, from the classes about the "bate-bolas" culture, it was possible to develop interesting conversations that demonstrated that they understand the need to preserve this tradition as intangible cultural heritage. They thus demonstrate, even indirectly, an understanding of the right to preserve the memory and traditions of their community. There is a minority at performance level 1, which corresponds to a state of no improvement in the indicator.

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

The data also indicates that 51% of students are at level 3 of development, which corresponds to a partial evolution of the indicator. Students at this performance level demonstrate an appreciation for urban art and local artists, but are not yet able to relate these manifestations to the debate on social rights and inequality of access to culture.

There are also approximately 15% of students at level 4 of development, which corresponds to a satisfactory evolution of the indicator. Students at this performance level understand the right to culture and recognize the relevance of urban art in marginalized areas, although with a limited understanding of the structural factors that restrict this access.



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

During this monitoring period, the recognition of cultural diversity was evaluated through the Reading Day activity, designed as a moment of listening, identification, and appreciation of the individual cultural repertoires of the students. The activity began with a moment of personal sharing, in which books that marked the childhood of different generations were presented, explaining why people identified with those stories. Then, the students were invited to explore the reading room's collection, choose a book that caught their attention, and share the reasons for their choice, whether due to identification, curiosity, or personal memory. Furthermore, the students were also asked about which songs, films, or other cultural narratives were part of their lives and with which they identified. This approach allowed us to observe the level of openness, appreciation, and recognition of the diversity of trajectories, identities, and cultural references existing among them.

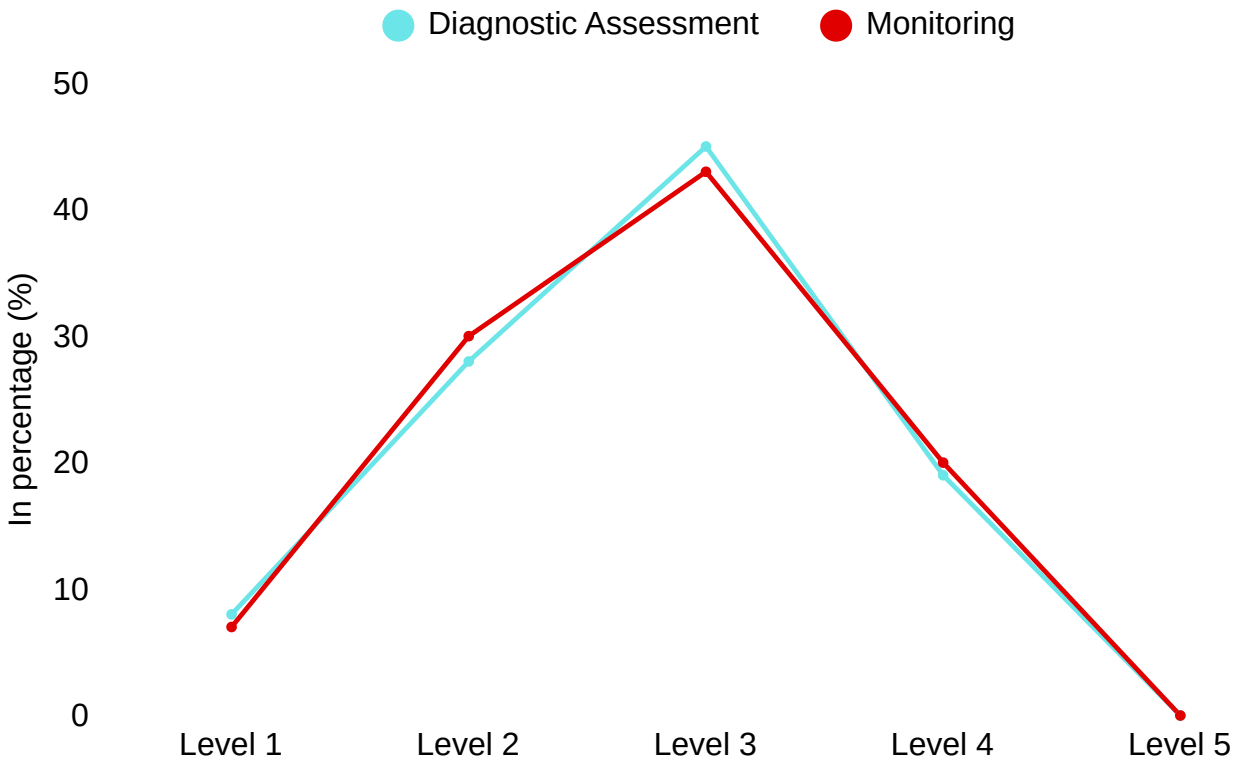
The Reading Week was a decisive moment for the evaluation of this indicator. It became evident during these classes that students use social media as their primary form of entertainment, and that this intensely affects their cultural repertoires. When asked, in groups or individually, about films, books, or music they like, few students provide any reference that does not come from TikTok or Instagram. This is when they even present any reference from these applications.

Therefore, the monitoring data indicates that there is a minority of 7% of students at level 1 of development, which corresponds to a state of no progress for these students. There are also 30% of students at level 2 of development, which corresponds to progress with difficulties in this indicator. Students at this performance level demonstrate resistance or difficulty in identifying their own or other people's cultural elements. Their references are very restricted and homogeneous, with a strong influence from patterns replicated on social media, especially TikTok and Instagram. They participate in the activity with little depth or engagement. The lack of cultural repertoire among the students who are at levels 1 and 2 is profound. Virtual bubbles cause patterns of tastes and behaviors to develop among young people, limiting their perspective on others.

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

On the other hand, approximately 43% of students are at level 3 of development, which corresponds to a partial evolution of the indicator. Students at this performance level show some ability to recognize cultural diversity, albeit superficially. They can identify elements that are part of their experience and occasionally recognize that other people have different repertoires. They participate in the activity more actively, but with little elaboration.

Finally, approximately 20% of students are at level 4 of development, which corresponds to a satisfactory evolution of the indicator. Students at this performance level understand that there is a plurality of cultures and are able to recognize and value cultural manifestations different from their own. They demonstrate respect, curiosity, and openness to listening to and dialoguing with the repertoires of their peers. They are able to articulate their experiences with other cultural references, even if they do not master all of them. These students have a clear perception of cultural diversity, even when they have a limited repertoire. Consequently, these are also the students who best express complex ideas.



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

In this second phase of addressing the Muquiço territory, the citizenship classes focused on the artistic and cultural expressions of the community, highlighting the graffiti of Igor Izy and the Bate-Bola groups as elements of Rio de Janeiro's cultural heritage. The proposal was not limited to the appreciation of these manifestations as art, but also sought to highlight the dynamics of the cultural economy that is organized around them, enabling students to recognize potential professional paths in the artistic field.

The first activities focused on the work of graffiti artist Igor Izy, a former student of the Institute, whose trajectory served as an example to discuss how graffiti produced in the territory can be transformed into a career. Through the analysis of his works, contact with his online store, and the presentation of projects in which he participated, the students reflected on the symbolic and economic value of art generated in the favela.

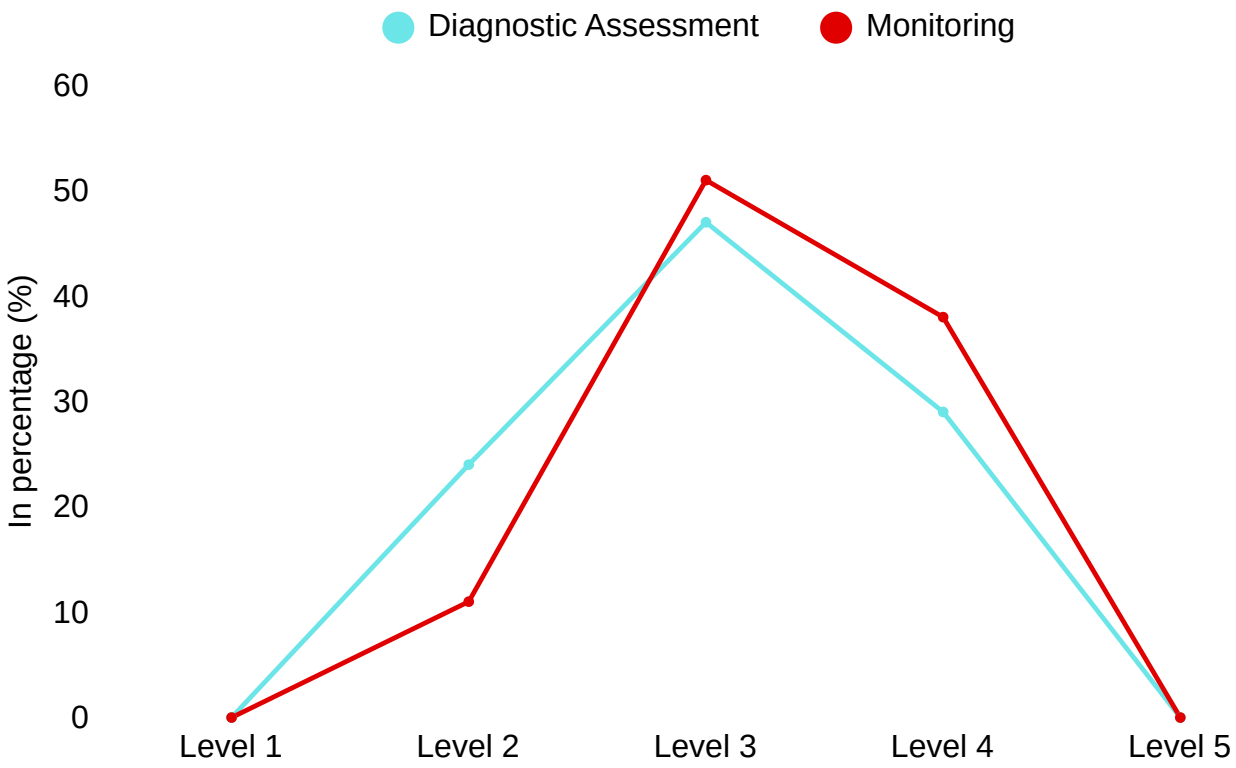
Subsequently, the activities turned to the community's Bate-Bola groups, exploring their relevance as intangible cultural heritage of the region and their strength as an expression of the creative economy. The discussion focused on how this manifestation mobilizes different professionals, services, and cultural agents throughout the year, extending beyond Carnival. The culmination of this process was the creation of personalized t-shirts, designed based on individual choices of theme, allowing each student to express their own identification with this local tradition.

The results of this evaluation indicate that approximately 11% of the students are at level 2 of development, characterized by progress with difficulties. At this stage, students have a limited recognition of some cultural manifestations of the territory, but are unable to relate this recognition to the appreciation of the space or fully understand its social and economic impacts. They still have difficulty perceiving the diversity of artistic and cultural expressions in the community. Despite this, they stood out by citing additional examples of valuing the territory, such as shows and kite festivals, going beyond the content covered in the classroom.

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

Approximately 51% of the students are at level 3, which corresponds to a partial development of the indicator. These students demonstrate identification with local cultural manifestations and recognize their symbolic value for the community, but still encounter obstacles in more comprehensively understanding the complexity of the cultural economy and its potential as a professional field.

Finally, approximately 38% of the students reached level 4 of development, considered a satisfactory level of progress. These students identify and value different cultural expressions of the Muquiço Complex, understanding their role in the construction of local identity and recognizing their relationships with the creative economy. However, this appreciation still lacks greater critical depth and expansion of their repertoire. In this group, the students actively engaged in discussions about the importance of the "bate-bola" groups, demonstrating a better understanding of the complexity present in the creative and economic dimensions of their parades. Furthermore, they showed progress in recognizing the relevance of art in generating opportunities for the community, identifying the actors involved in the artistic creation processes and citing local examples, such as people who work with sewing, painting, and event production related to the "bate-bola" groups.



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

Continuing with the perspective of the right to culture as the structuring axis of this indicator, the Citizenship classes in this monitoring phase deepened the debate on access to art and culture as a fundamental right of the population in marginalized communities. The discussions, initially centered on graffiti and urban art, were expanded with a focus on the local artist Igor Izy, whose trajectory was analyzed in more detail, especially in his role as a cultural entrepreneur.

The students had the opportunity to observe his works, explore his online store, and learn about the projects in which he participates. This analysis allowed them to understand graffiti not only as artistic expression, but also as a concrete possibility for professionalization and valorization of the territory. Thus, the notion was reinforced that the right to culture involves not only access to cultural consumption, but also the production, circulation, and recognition of art created in the favelas.

Subsequently, the classes dedicated to the "bate-bola" (informal football) groups allowed for a deeper debate on the local creative economy, highlighting the democratization of artistic creation and the recognition of peripheral cultural expressions as legitimate manifestations of art, memory, and identity.

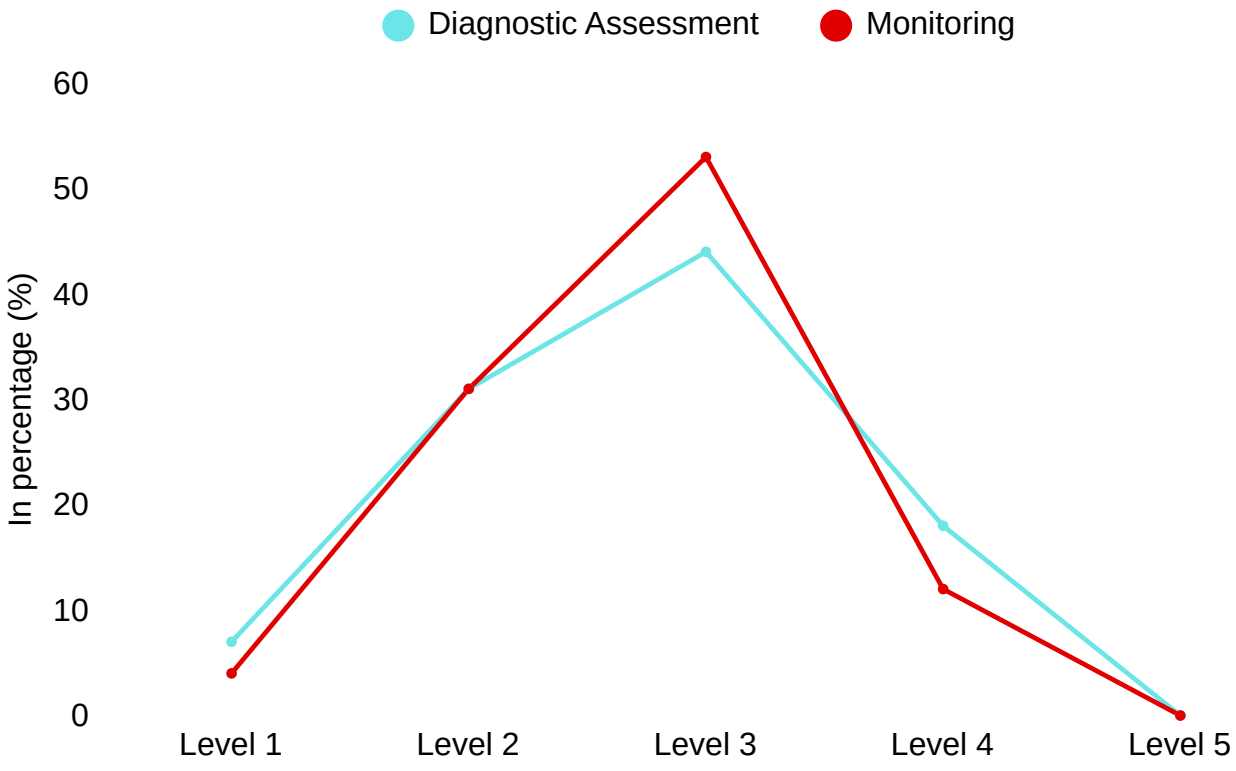
Finally, the Reading Day activity further expanded this reflection by valuing the students' personal cultural experiences. Invited to share books, music, and films with which they identify, they were led to reflect on what culture is and how it manifests itself in different languages, contexts, and experiences.

In this sense, the data from this evaluation indicate that there is a minority of 4% of students at level 1 of development, which corresponds to a state of non-evolution of the indicator. Students at this level demonstrate apathy or devaluation of peripheral cultural manifestations, without recognizing culture as a right. There are also 31% of students at level 2 of development, which corresponds to an evolution with difficulties in the indicator. Students at this level recognize urban art as art, but with little understanding of its social importance and its relationship to the right to culture. At this level, the challenges remain the same: the difficulty in understanding the concept of social rights.

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

On the other hand, approximately 53% of the students are at level 3 of development, which corresponds to a partial evolution of the indicator. Students at this performance level demonstrate an appreciation for urban art and local artists, but are not yet able to relate these manifestations to the debate on social rights and inequality of access to culture. At this level, students understand the importance of graffiti and street art groups for the community and how the lack of access to culture affects their lives, but many still do not understand the depth of this inequality, largely due to a lack of experiences in the city's spaces.

Finally, approximately 12% of the students are at level 4 of development, which corresponds to a satisfactory evolution of the indicator. Students at this performance level understand the right to culture and recognize the relevance of urban art in the peripheries, although with a limited understanding of the structural factors that limit this access.



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

During this monitoring period, the recognition of cultural diversity was evaluated through the Reading Day activity, designed as a space for listening, identifying, and valuing the individual cultural repertoires of the students.

The activity began with a personal sharing of books that marked their childhood, accompanied by an explanation of the reasons that made those stories significant. Then, the students were invited to explore the reading room's collection, select a book that piqued their interest, and share the reasons for their choice, whether due to identification, curiosity, or affective memory.

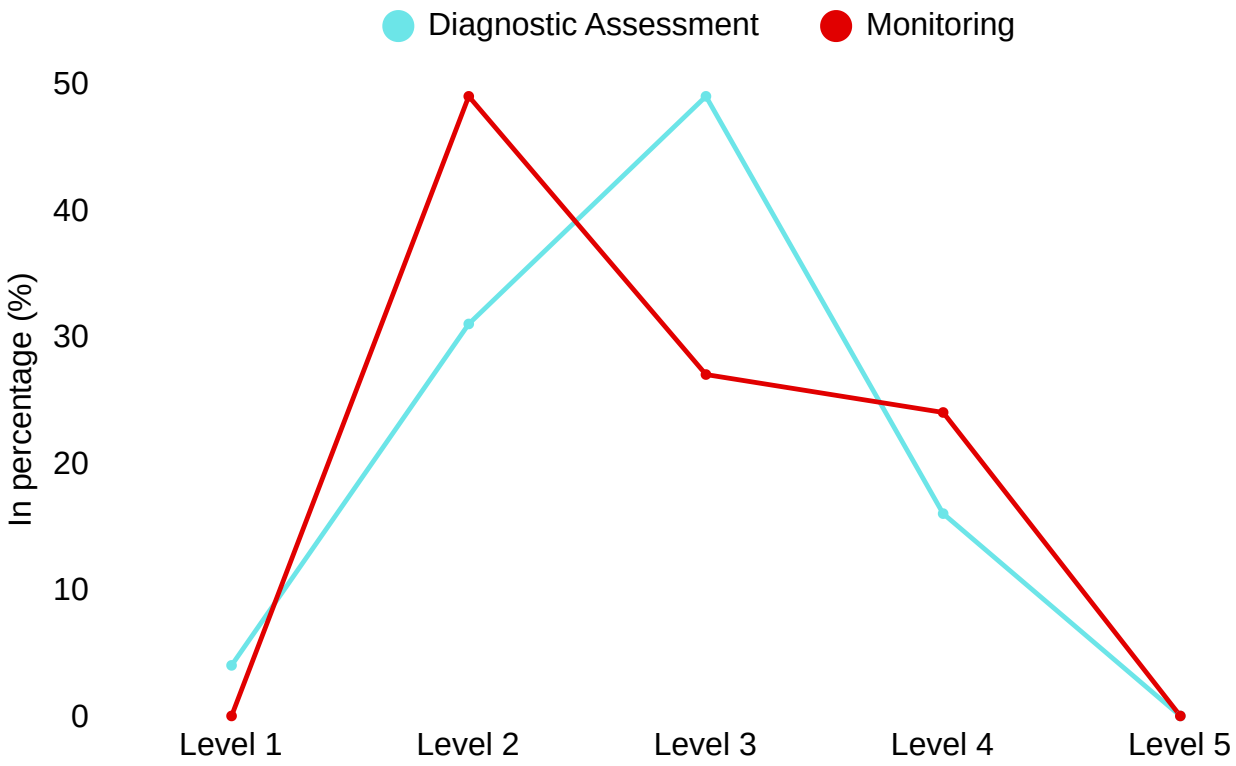
Subsequently, the students were also encouraged to reflect on other cultural references present in their daily lives, such as music, films, or diverse narratives with which they feel represented. This dynamic allowed for observation of the degree of openness, appreciation, and recognition of the plurality of trajectories, identities, and cultural references existing in the group.

That said, the monitoring data reveals that 49% of the students remain at level 2 of development, characterized by development with difficulties in relation to the indicator. Although they participate in the activities, these students demonstrate low tolerance for frustration, interrupt tasks before completing them, and have difficulty concentrating. For the most part, their cultural repertoire is limited to content disseminated on social media, especially TikTok. Some even state that they do not use streaming platforms, since they exclusively consume what circulates on these networks, which evidences a restricted and impoverished contact with more diversified and in-depth cultural productions. Despite this, in Cycle V, there is the presence of some students who are more receptive and curious about other cultural references, although in small numbers. It is relevant to highlight that, at this level of development, difficulties in active listening and valuing experiences different from their own are also recurrent, with resistance to narratives that fall outside their usual repertoire.

Meanwhile, 27% of the students are at level 3 of development, which represents a partial evolution of the indicator. At this stage, students participate in the activities and recognize the importance of diversity, but they are not yet able to delve into practical examples.

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

Finally, approximately 24% of the students reached level 4 of development, corresponding to a satisfactory level of progress. These students demonstrate greater willingness, engage in the proposed activities, and share knowledge about Brazilian cultural diversity, requiring little support from the teacher to provide examples of cultural manifestations.



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

In this indicator, the students were evaluated throughout a sequence of discussions and activities. The first classes were dedicated to studying the relevance of local history and memory in the construction of identity, through the analysis of changes and continuities in the territory, based on research into the history of the Muquiço Complex, for the creation of a virtual mural on the Padlet platform. Other activities focused on analyzing how food culture contributes to the construction of memory, identity, and a sense of belonging to the territory. Through the creation of posters with food packaging (such as cookies, natural guarana, candy, etc.), the students were asked to reflect on how the relationship of these foods is connected to the culture and memory of the students in the territory. Another activity involved the students painting the classroom. The intention was for them to create representations of elements that refer to youth, the territory, and Bola Pra Frente, so that the classroom would gain the identity of the class. Finally, a letter-writing activity to compose a time capsule, in commemoration of the Institute's 25th anniversary, was also taken into account in this evaluation.

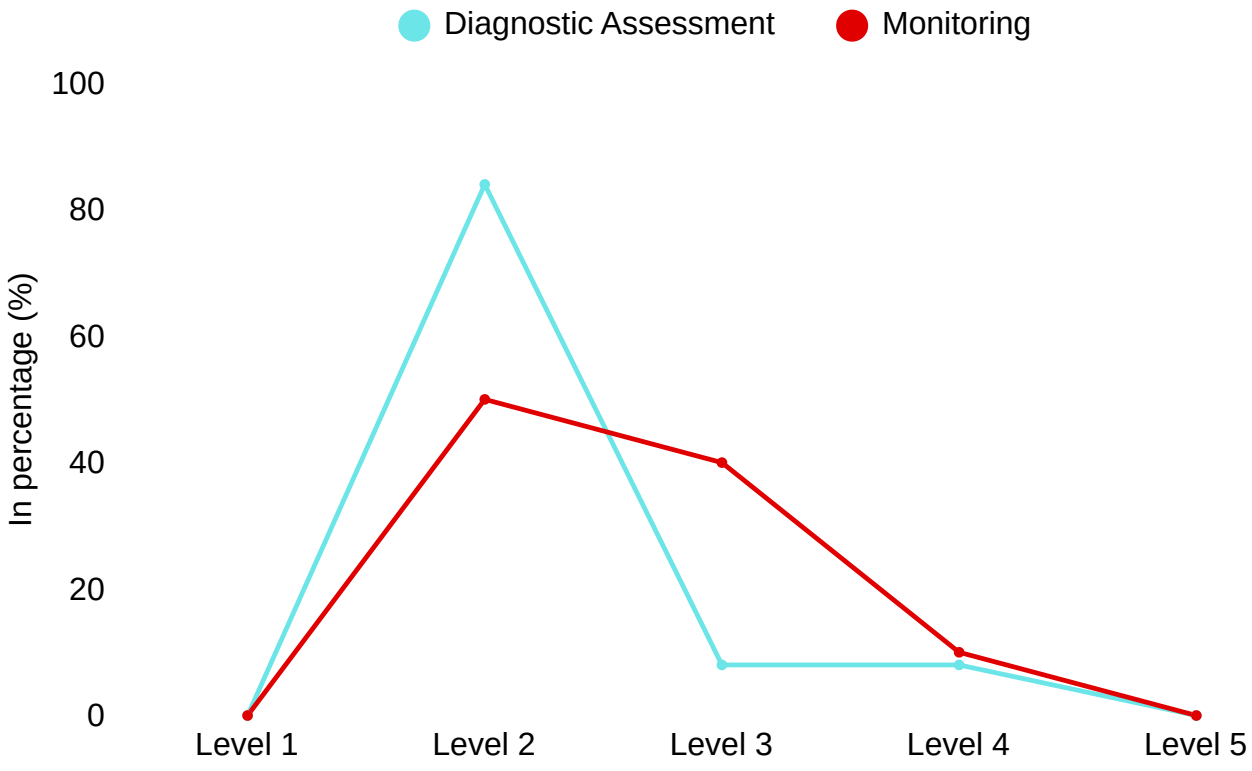
Regarding the students who were evaluated, those at level 2 of development, which corresponds to an evolution with difficulties in the indicator, still show signs of stigma or difficulties in recognizing the history of Muquiço, the knowledge produced in the territory, and the value of the place, even while experiencing the reality of social inequality on a daily basis. Students at this performance level represent 50% of the total in this class.

Those evaluated at level 3, about 40%, represent a partial evolution and are already able to recognize some positive aspects of the Complex, but still with some difficulty, and do not clearly demonstrate a sense of belonging.

Those evaluated at level 4, 10%, represent a satisfactory evolution and present statements and attitudes that identify potential in the territory, with a certain degree of appreciation for the place where they live.

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

To further increase this percentage, and for students to reach levels 4 and 5, it is necessary to continue activities that promote a sense of belonging, identification, and, above all, agency for the social transformation of Muquiço. One of the proposals for the next semester is that students have more leading roles in the activities. One action that is already being discussed with the coordination and other educators is that the students from Cycle VI act as guides for a tour of the community for the class of another project. The intention is for them to put into practice what has been discussed in the classroom, to see themselves as protagonists, and to boost their self-esteem through the recognition of their knowledge about this territory.



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

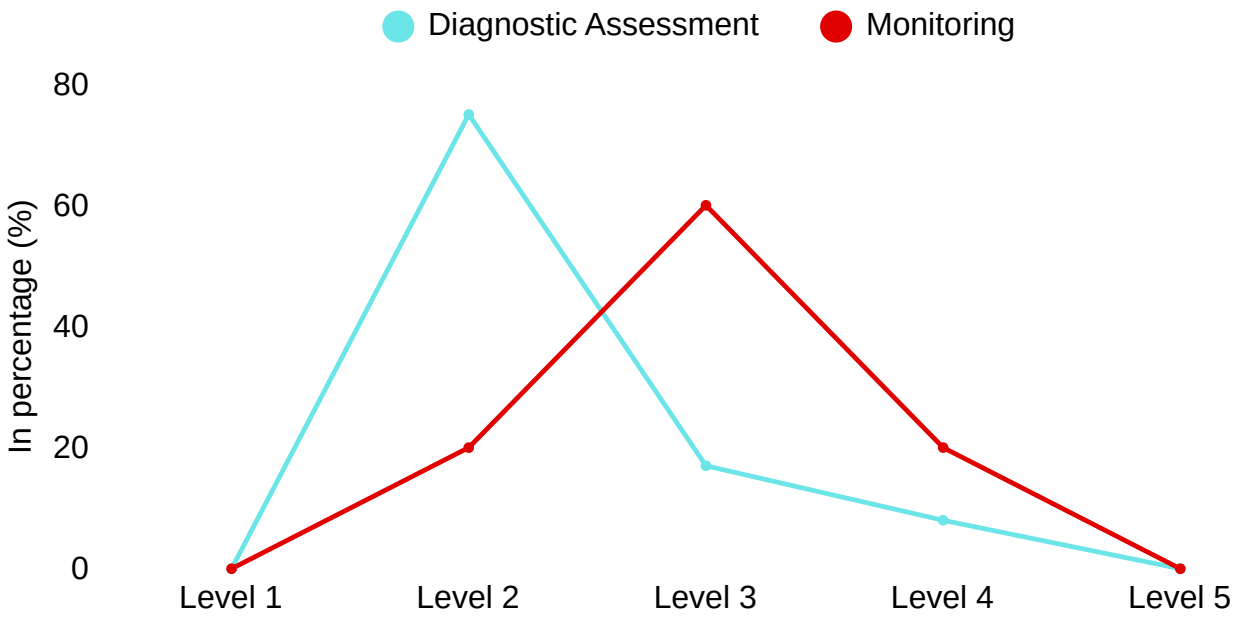
At the level of recognizing rights and duties, one activity stands out: it aimed to present the principles of fair play and reflect on their application in the classroom, discussing the importance of respect, empathy, and solidarity for harmonious coexistence, and finally, collectively creating a mural with rules that expressed the group's values. This activity emerged as a strategy to address the frequent breaches of agreements and norms that occurred in the classroom.

Those assessed at level 2, representing 20% of the students, show progress with difficulties and demonstrated, during the discussions, a partial understanding of the concepts, still with a limited or mistaken view.

Those assessed at level 3, representing approximately 60% of the students, show partial progress and recognize rights and duties, but with little application in daily life. Many brought examples of the application of fair play principles in sports, for example, but still demonstrate that their attitudes are conditioned by the other person's behavior; that is, the exercise of their duty to respect, for example, still depends on feeling respected first.

Those assessed at level 4, representing 20% of the students, represent a satisfactory evolution of the indicator, demonstrating a good understanding and beginning to relate rights and duties to the realities of the community and their own lives, which shows important progress in the practical understanding of these principles.

Thus, about 60% of the students were assessed at level 3, which also represents progress compared to the first assessment, in which 75% had been assessed at this level. I believe that the coordination's approach, working together with what is being done in the classroom to reinforce collective agreements, has been effective, although there is still a long way to go. These are young people who still need to mature their sense of citizenship. For this, it is essential to maintain the work of active listening, but, above all, of exchange with the students. Strengthening ties with educators is a way to create space for building a path of dialogue, guidance, encouragement, but also accountability, so that a culture of exercising citizenship is created both inside and outside the classroom.



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

At the level of recognizing rights and duties, one activity stands out: it aimed to present the principles of fair play and reflect on their application in the classroom, discussing the importance of respect, empathy, and solidarity for harmonious coexistence, and finally, collectively creating a mural with rules that expressed the group's values. This activity emerged as a strategy to address the frequent breaches of agreements and norms that occurred in the classroom.

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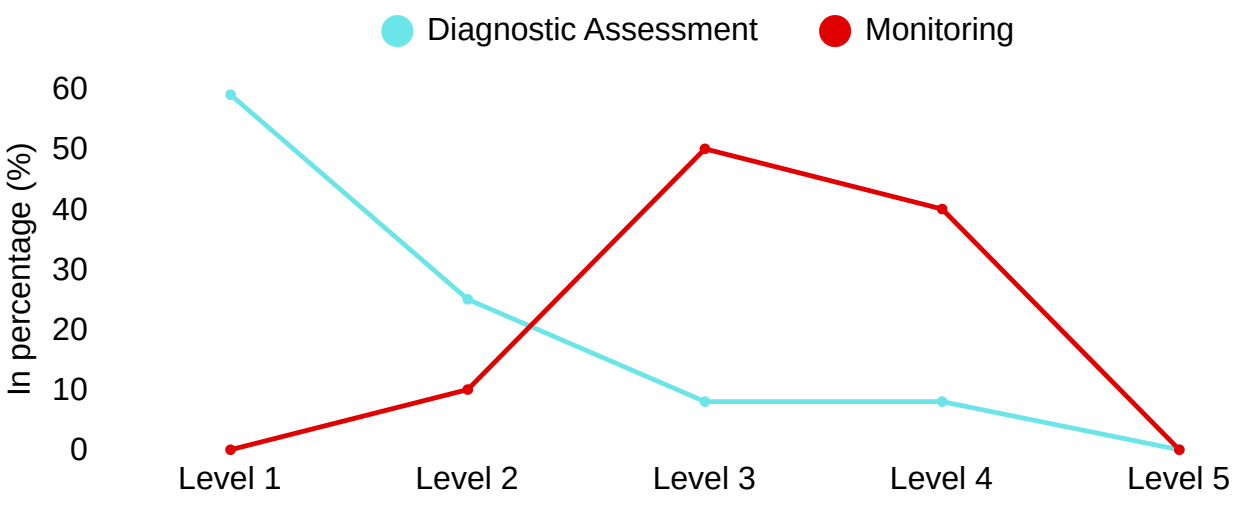


SPORTS AXIS

Regarding sports practices, the project currently includes students in two distinct stages of development: the sports initiation phase and the sports leadership phase.

In the initiation phase, adolescents aged 12 to 13 are welcomed, participating in activities focused on understanding the fundamental principles of different sports, without seeking early specialization. The methodological approach broadens the range of sports experiences by including less common practices in this context, such as Rugby and Field Hockey, promoting a diversified training rich in movement experiences.

The activities in this stage are structured based on 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 enriching their sports experiences.

The objective of this phase is to create real conditions for participants to play with quality and feel pleasure in the practice, 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 a minimum, a basic agreement of cooperation among those involved.

In the stage focused on sports leadership, when working with students aged 14 to 17, the goal is to develop individuals prepared not only for sports practice but also for physical activities that contribute to maintaining health and enabling them to act as agents of change within their community. At this stage, teaching aims to develop both the motor skills and mental readiness of the students, going beyond simple repetition of movements. The focus is on understanding the rules of action, mastering the playing space, and the forms of communication between players.

The teacher adopts methodologies that value student autonomy, such as open classes, according to the concept of Hildebrandt-Stramann, promoting the active and conscious participation of students and encouraging their future role as disseminators of the acquired knowledge. This phase represents the moment when the student, already with sporting and motor maturity, is able to critically choose the sports they wish to practice, always in dialogue with the group to which they belong.

With this inclusive approach, the project offers participants a variety of modalities, from football – the flagship activity – to Olympic and non-Olympic sports, which favor the broad participation and integration of the beneficiaries.

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

- **Level of teamwork skills:** refers to the student's ability to work collaboratively with other students to achieve common goals. It encompasses competencies such as communication, empathy, active listening, cooperation, respect for differences, and willingness to contribute to the group.

- **Level of basic motor skills of locomotion, stability, and manipulation:** represents the degree of mastery the student possesses over fundamental body movements. Locomotion skills involve movement in space, such as running, jumping, and walking; stability skills relate to 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 shooting. These three dimensions form the basis for more advanced motor development, being essential for both sports practice and daily activities, directly influencing autonomy, performance, and safety in movements.

- **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 valuing of sports activity as a means of promoting health, developing skills, strengthening social bonds, and building values such as discipline, respect, and cooperation.

LEVEL OF TEAMWORK SKILLS - STUDENTS AGED 12 AND 13

To evaluate the indicator, different activities were applied, from warm-up exercises to sports games. One of them was 3-Period Football, a modality that promotes reflection before practice, mediation during the game (without a referee, with dialogue between participants), and collective evaluation after the game. This experience reinforces respect for the rules, the group, and the game, prioritizing dialogue, listening, and cooperation, in addition to contributing to civic education, strengthening bonds, collaboration, and psychomotor development.

In cooperative dynamics, the games and challenges required constant interaction, such as paired circuits, relays, and collective construction of plays. In these practices, success depended on everyone's participation, respect for differences, willingness to support colleagues, and sharing responsibilities. Another important resource was Handball, which, as a team sport, demands technical skills and cooperation, stimulating awareness of the partner and adaptation to the group's needs.

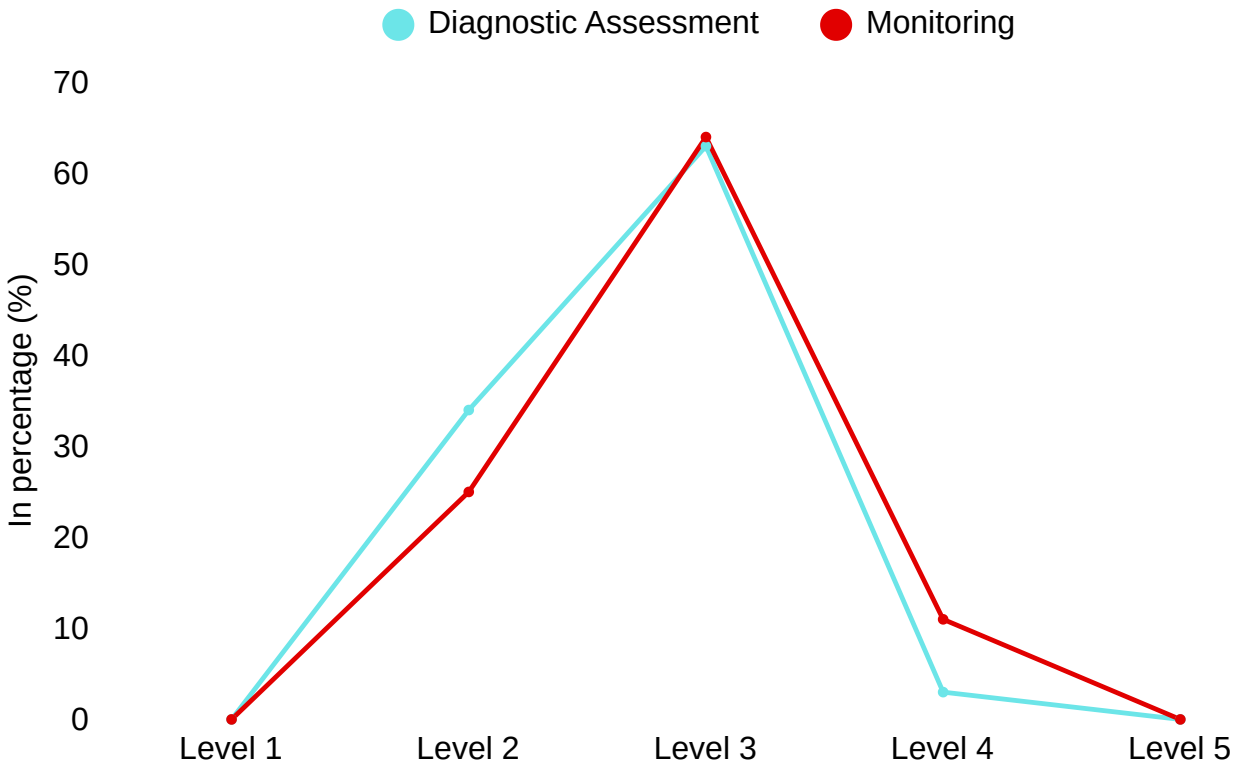
Monitoring showed gradual progress among students aged 12 and 13. At this stage, 25% remained at level 2 of development, showing difficulties in teamwork. Among the factors are: resistance to listening, preference for individual decisions, shyness or insecurity, low self-esteem, difficulty communicating, and withdrawn behavior. Conversely, more impulsive or authoritarian students showed little openness to dialogue. Another challenge is the influence of competitive sports practices, focused on victory and individual performance, making it difficult to value the collective. Without adequate mediation, students with greater skill dominate the actions, generating exclusion or conflicts. In addition, the reduced time for activities (only twice a week) and the lack of family support make the Institute one of the few spaces for behavioral guidance.

However, 64% reached level 3, which corresponds to partial evolution of the indicator. These students participate actively, but still show fluctuations in involvement, difficulties in assuming responsibilities, and in dealing with disagreements. They show a willingness to cooperate, but need mediation to consolidate behaviors such as active listening, conflict management, and distribution of roles. This stage is expected in the middle of the project, as the students are assimilating the principles of cooperation. The evolution can be explained by factors such as a varied social repertoire, previous experiences in competitive contexts, and little experience in collaborative practices outside of school. In this scenario, activities such as the Fair Play Championship (Football in 3 Halves) play a central role in strengthening the collective spirit.

LEVEL OF TEAMWORK SKILLS - STUDENTS AGED 12 AND 13

The greatest growth was observed at development level 4, which increased to 11% of participants, tripling compared to the initial assessment. At this stage, students demonstrate maturity for teamwork: they participate in collective decisions, exercise natural leadership, promote listening and cooperation, and help colleagues integrate. They become positive role models in activities, adapt to different roles, communicate respectfully, and value collective effort over individual achievement. This profile is more frequent among students who have already had cooperative experiences and developed confidence in mediated environments. However, they have not yet reached the full level, as they may still present occasional difficulties in conflict management or in including colleagues with lower performance.

To further progress and encourage the transition to levels 4 and 5, it is recommended to intensify cooperative games with shared goals, where victory depends on the group, and to propose dynamics with rotating roles (leadership, mediation, execution), avoiding cliques and promoting empathy. It is also important to form mixed pairs or trios, mixing more engaged profiles with those experiencing difficulties, and to encourage the most collaborative students to act as mediators. Public recognition of positive attitudes and constructive feedback strengthens motivation. Finally, the inclusion of reflective activities and challenges with different levels of complexity helps to enhance individual talents and broaden self-awareness, favoring a more balanced and effective development in collective work.



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

The indicator was evaluated based on the practice of football and handball, modalities that allow for the analysis of locomotion, stability, and manipulation. Locomotion involves offensive and defensive movements, repositioning, and returning after losing the ball. Stability refers to balance during dribbling, turns, decelerations, and challenges. Manipulation encompasses ball control and passing, finishing, and body control during execution.

In football, the 3-Phase Football methodology was used, allowing for the observation of fluidity, coordination, and motor adaptation in real game contexts. The alternation of roles (attack, defense, mediation) and team changes stimulated the variation of motor patterns, expanding the evaluation of individual performance. In handball, there was a warm-up and fundamental skills circuits, with specific stations for jumping, agility, speed, strength, passing, receiving, and shooting. This approach favored practical learning, considering the interest and positive performance of the students in the modality.

Monitoring indicated that 28% of the students are at level 2, showing difficulties in executing basic movements, gross motor coordination, and adaptation to the collective rhythm. They demonstrate a lack of fluidity, precision, and postural control in ball handling, movements, and manipulation. Factors such as limited previous sports experience, body insecurity, the need for motor stimulation outside of class, complex rules, insufficient practice time, and competitiveness influence this result. Despite this, there was a reduction in difficulties compared to the previous report, indicating progress.

56% of the students are at level 3, corresponding to partial progress. These students have intermediate motor development, with mastery of isolated technical gestures, but still present limitations in control, precision, and fluidity when they need to integrate skills in sequence, such as running, decelerating, and kicking. They demonstrate effort in games, but execution depends on conscious attention. The fluctuation in performance may be linked to the quality of previous motor experiences, insufficient practice time, exposure to outdoor activities, and lack of self-confidence.

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

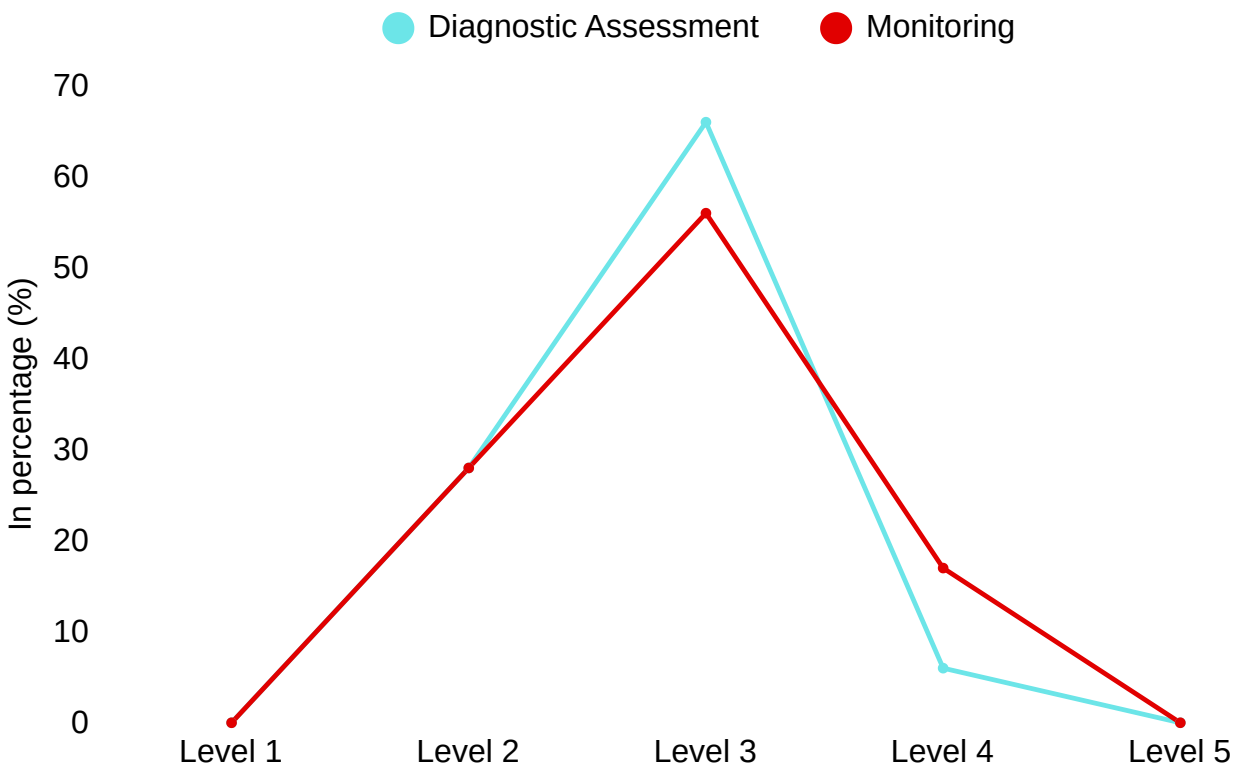
Finally, 17% reached level 4, showing satisfactory progress. They demonstrate good mastery of movement patterns, integrating locomotion, manipulation, and stability. They adapt movements to the demands of the activity, controlling force, direction, and timing efficiently. They participate in tasks safely and fluently, even under pressure, controlling the ball, dribbling, passing, and positioning themselves appropriately. Factors contributing to this performance include previous sports experience, motivation, engagement in challenges, and willingness to learn through practice.

The overall picture indicates positive progress in motor development, with a large part of the class exhibiting coordination, balance, and body control appropriate for their age group.

As strategies for improvement, it is recommended to:

- encourage recognition of their own progress, even small improvements;
- expand the motor repertoire in a playful and less competitive way, promoting inclusion;
- use games and exercises of progressive difficulty;
- organize groups strategically, mixing students with different skill levels;
- include exercises that work on balance, laterality, coordination, and rhythm in a fun way.

These strategies favor the consolidation of motor skills, promoting greater self-confidence, collective integration, and balanced development of all students.



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

The indicator was monitored through the Fair Play Championship, using the 3-Phase methodology (pre-game, game, and post-game), which combines reflections on sport with collective practice. During the discussion sessions, the students discussed respect, cooperation, physical and emotional health, understanding that sport goes beyond competition. A willingness to participate was observed even on days of fatigue or in less competitive games, as well as a commitment to the practice as something significant, not just obligatory.

An activity was also carried out on sports spaces and territory, highlighting the history of the Institute's founder, Jorginho, whose trajectory inspires the students to believe in the possibility of success coming from the community, using sport as a tool for social transformation.

The monitoring indicated that 29% of the students are at level 2, with limited progress. These students demonstrate a low understanding of the role of sport in daily life, associating it only with fun or competition, without perceiving benefits related to health, cooperation, or emotional well-being. They show disinterest, low motivation, distraction, and resistance to challenges, often due to limited experience in pedagogical sports contexts or the absence of role models at home or in the community. The lack of connection with the group and limited sports experiences also hinders the valuing of sport as a continuous practice. Despite these difficulties, progress was observed compared to previous assessments.

60% of the students are at level 3, demonstrating a basic understanding of the importance of sport, mainly related to health and socialization. They are able to express ideas such as "sport helps you have fun" or "it teaches you to play in a group," although without critical depth. Participation still fluctuates and is often motivated by competition or obligation. This behavior is linked to the phase of developing critical and emotional awareness, the influence of peers, and the limited value placed on sport at home or in the community.

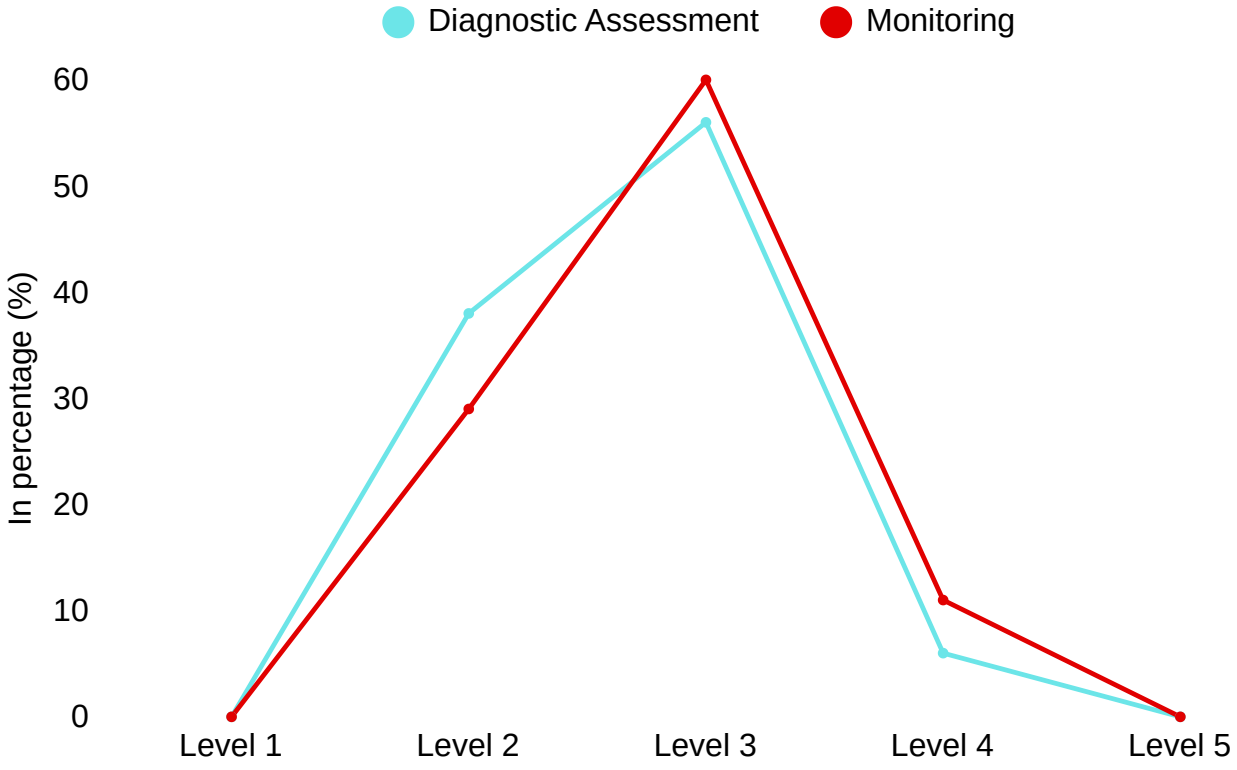
LEVEL OF RECOGNITION OF THE IMPORTANCE OF SPORTS PRACTICE - STUDENTS AGED 12 AND 13

11% of the students reached level 4, demonstrating satisfactory progress. These students associate sports practice with values such as respect, overcoming challenges, coexistence, discipline, and a culture of peace. In post-game discussions and conversations, they share significant experiences, demonstrate persistence, value collective effort, and recognize the educational role of sports. Many also participate in physical activities in other contexts, fostering the association of sports with human values. Factors such as emotional maturity, self-reflection, and a favorable pedagogical environment contribute to this performance.

As strategies for improvement, it is recommended to:

- stimulate critical thinking and a reinterpretation of sports, going beyond physical practice;
- present inspiring examples and relate sports to daily life;
- value the student's voice, promoting belonging and expression;
- use post-game discussions and conversations to discuss mental health, combating sedentary lifestyles, social interaction, and ethics;
- include students in the organization, mediation, and planning of challenges, increasing their emotional connection with the content;
- propose feasible and engaging activities for students with less engagement, strengthening self-esteem and the internalization of the value of sports.

These actions favor the understanding of sports as a tool for personal, social, and ethical development, promoting integration, cooperation, and a perception of the continuous relevance of sports practice in the lives of the students.



LEVEL OF TEAMWORK SKILLS - STUDENTS AGED 14 AND 15

The ability to work in a team was assessed based on the students' participation in practical activities and cooperative games, with an emphasis on communication, mutual respect, and collective decision-making. The main activity applied was the Fair Play Championship, where football was played using the "Football in 3 Halves" method. During the games, the students were challenged to organize their teams, create strategies for coexistence, and resolve conflicts without the presence of a referee, only with guided mediation. This dynamic allowed us to observe the capacity for active listening among peers, the sharing of roles in the game, collaboration in collective decisions, and the attitude of encouragement or discouragement among peers. Thus, the Championship was essential to identify how the students interacted in a group, respected turns, supported colleagues with more difficulty, and shared responsibilities during the tasks. This experience allowed us to assess the development of teamwork skills in varied contexts, analyzing not only technical performance but also collective behavior. Another set of activities that allowed us to evaluate this indicator was the handball classes. Handball, as a team sport, proposes important movements that require collective participation, such as group challenge games and contest games, in which students are encouraged to work as a team towards the same objective.

Other dynamics also helped in the development of teamwork. In the "Cooperative Ball" dynamic, the students were organized in a line, lying on their backs with their legs bent, positioned facing each other. The challenge was to move the ball using only their legs, without using their hands. As the ball was passed from one colleague to another, the participants stood up and moved to the end of the line, promoting the continuity of the movement until the ball reached the goal. This activity had as its main objectives the development of motor coordination, the strengthening of cooperation among participants, teamwork, and overcoming collective challenges. Another highlight was the "Interactive Scavenger Hunt," in which the students were divided into groups, and each team had the opportunity to choose a representative name. Throughout the scavenger hunt, the groups participated in different challenges and activities, such as a motor skills circuit, soccer without a ball, dodgeball, and capture the flag. All activities were planned with a focus on developing socio-emotional skills, promoting collaboration, empathy, mutual respect, and a sense of community. In addition, the practices stimulated creativity, group problem-solving, and the active engagement of all students, reinforcing fundamental values in the educational process.

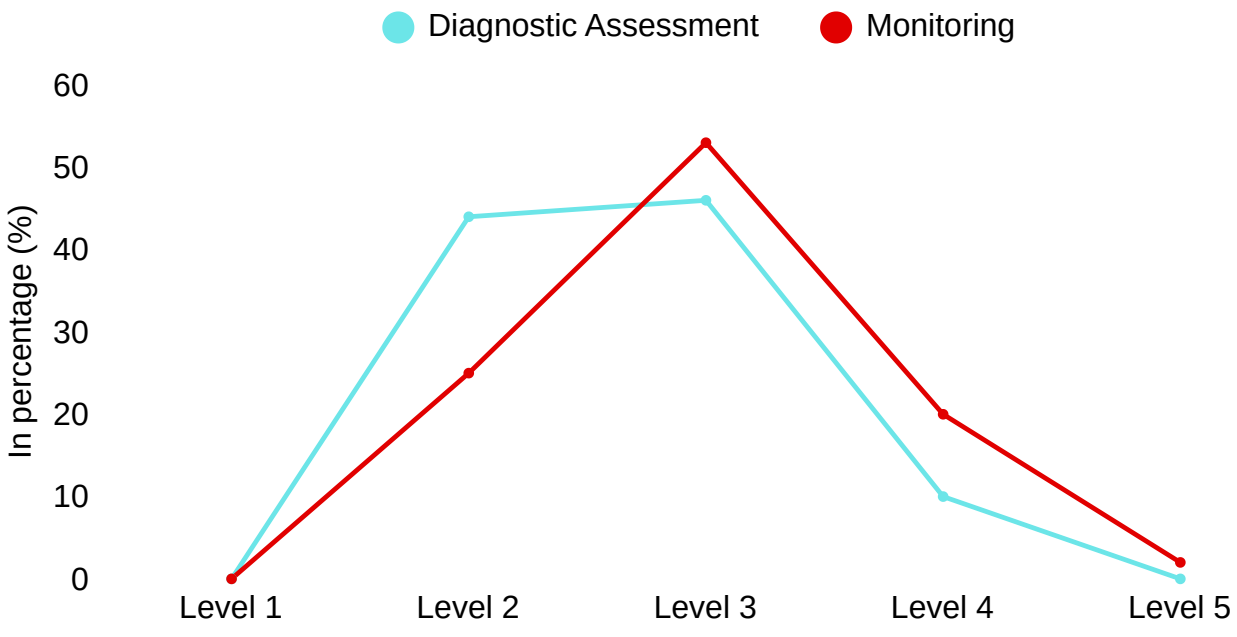
That said, monitoring indicated that 25% of the students are still at level 2 of development, which corresponds to an evolution with difficulties in the indicator. Students at this performance level demonstrate resistance and/or difficulty in respecting the point of view of their peers, in actively contributing to the group, in sharing responsibilities and decisions, and in demonstrating empathy during collective play. These students exhibit shyness, difficulty accepting rules, and limitations in understanding the proposals, often stemming from a lack of experience in sports. Possible causes include low prior experience in team sports, difficulty in interpersonal communication, social insecurity or low self-esteem, little experience in conflict mediation, the presence of individualistic and competitive models in daily life, and the absence of a repertoire for working in groups outside of sports. Other factors that may influence this percentage are a lack of knowledge of the Fair Play methodology, focusing on the collective and peer mediation, and the negative influence of peers with individualistic attitudes.

LEVEL OF TEAMWORK SKILLS - STUDENTS AGED 14 AND 15

Approximately 53% of students are still at level 3 of development, which corresponds to a partial evolution of the indicator. Students at this performance level demonstrate a willingness to collaborate with peers, participate in collective strategies, and possess listening skills, albeit with limitations. However, they still fluctuate in moments of pressure, potentially demonstrating impulsiveness in decisions, a lack of consistency in cooperative attitudes, and a need for constant mediation from the educator. Thus, these students demonstrate the ability to work in a team, execute the proposed activities, and understand the taught content. At times, however, they have difficulty maintaining attention and concentration.

Furthermore, approximately 20% of students are at level 4 of development, which corresponds to a satisfactory evolution of the indicator. Students at this performance level demonstrate skill in teamwork, understand the dynamics of the proposed activities well, and are willing to assist peers who are experiencing difficulties. They actively participate in classes, have prior experience in the sport, are cooperative, and are already familiar with the environment. In this sense, a significant evolution is observed in relation to this level of evaluation.

As a point of improvement, it is suggested to conduct more cooperative dynamics focused on group unity, encourage listening and empathy through guided mediation and group discussions, create strategic pairs or trios, promoting positive interactions, establish collective goals in games that value cooperation, and reinforce and value collaborative attitudes publicly. It is also necessary to apply the games through reflection on the purpose of the sport, in order to develop a sense of collectivity, including cooperative games in the lessons. It is also important to invest in all students individually and value inclusion, giving them feedback, since the public usually only receives negative comments about their behavior and future, words that diminish the student's self-esteem.



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

The indicator was evaluated through adapted games and practical dynamics applied during the Fair Play Championship – 3-Period Football, which proposes a pedagogical experience of the sport beyond competition. The activities were planned respecting the motor development stage of the students, promoting progressive challenges that required technical execution, perception, and decision-making. In the games, the students needed to move constantly (locomotion), maintain balance in body contact situations (stability), and control, pass, and master the ball (manipulation). The differentiating factor was the absence of a referee, with mediation by the students themselves, requiring emotional coordination and game awareness. This approach allows observing how each student moves, positions themselves, and interacts with the group, integrating motor skills into a meaningful learning environment.

The practice of handball also contributed to the indicator, through specific physical preparation and motor circuits with the fundamentals of the sport. The field was divided into six stations, working on jumping, agility, speed, strength, passing, receiving, and throwing. The class was organized into groups, each remaining at their station. This dynamic approach proved effective, with great interest and positive performance in the assimilation of the fundamentals.

Monitoring indicated that 20% of the students are at level 2, with limited progress. These students have difficulty performing movements with fluidity or precision, especially under pressure or when integrating different skills. Factors such as little prior experience, low self-confidence, comparisons with more skilled peers, the influence of criticism or jokes, motivational withdrawal, and excessive emphasis on competition contribute to this result. Difficulty is observed in combining locomotion with manipulation and adapting to the collective rhythm, generating frustration and avoidance of situations of greater exposure.

56% of the students are at level 3, with partial progress. They demonstrate moderate execution of locomotion, stability, and manipulation skills, but with inconsistency and limitations in coordination, rhythm, and rapid adaptation to the game context. This fluctuation is related to limited prior sports experience, irregular participation, and insecurity when making group decisions. Despite this, they show increasing engagement and improved performance in practical motor tasks.

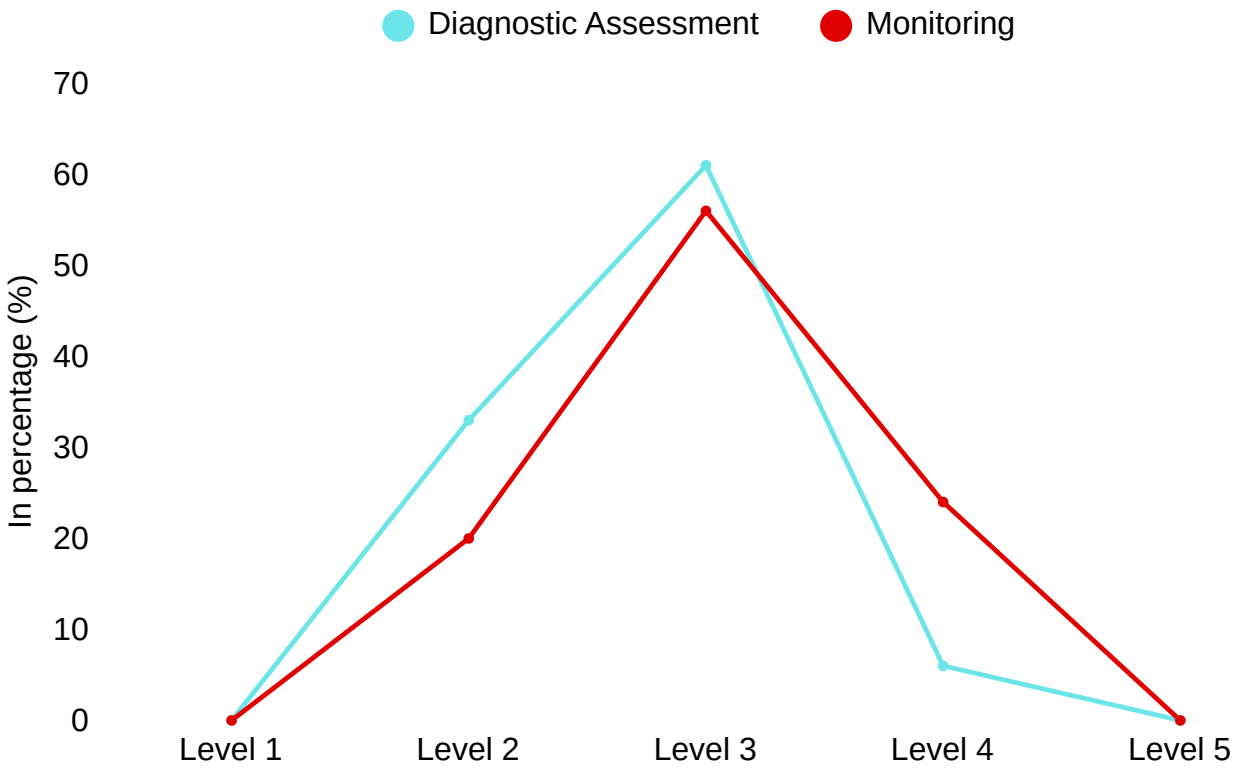
LEVEL OF BASIC MOTOR SKILLS OF LOCOMOTION, STABILITY, AND MANIPULATION - STUDENTS AGED 14 AND 15

Finally, 24% of students are at level 4, showing satisfactory progress. These students perform movements safely and accurately, even in more demanding contexts, such as mediated games in the 2nd Half of Fair Play. They demonstrate autonomy, body control, game awareness, and active participation. They often have a prior history in sports, regular attendance, and respond well to feedback, promoting consistent progress.

To enhance advancement to levels 4 and 5, it is recommended to:

- implement specific playful activities for each skill;
- work on motor fundamentals clearly and objectively;
- plan motor progression, starting with isolated tasks of locomotion, stability, and manipulation, evolving to integration in adapted games;
- propose short activities with clear goals, maintaining focus, rhythm, and a sense of progress;
- conduct motor circuits, challenges in pairs, and controlled repetition tasks;
- value continuous effort, creating a culture of overcoming challenges instead of comparison;
- strengthen bonds through welcoming, individual listening, and understanding of external realities that influence performance.

These strategies favor integral motor development, promoting safety, fluidity, coordination, confidence, and engagement, respecting the individual needs of each student and stimulating gradual and consistent progress in sports skills.



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

To develop the indicator, the activities of the Fair Play Championship were analyzed, based on the methodology of football in 3 periods, the presentation of the Institute's history, and Rugby activities. In the Fair Play Championship activities, the central activity for the indicator was the post-game discussion circle, where each student could express themselves about what they experienced on the field and how sports practice impacts their lives. Guided questions were used to encourage a broader perception of the role of sport beyond winning. In addition, small written records and symbolic dynamics (such as the "medal of respect" or the "player who contributed most to the group") were also used to reinforce the value of attitudes and not just physical performance. In these activities, the students began to reflect on aspects such as health, coexistence, cooperation, and personal growth, essential factors for understanding the real importance of sports practice. Thus, in Fair Play, it was possible to evaluate not only the discourse, but also the attitudes and involvement of the students throughout the process, fundamental elements to recognize who has already internalized the value of sport and who still sees it only as a one-off or recreational activity.

Regarding the activities presenting the history of the Institute, the story of Jorginho, the founder of the Institute, and his dream of creating the organization were presented. Jorginho is an inspiration to all the students, especially because they are residents of the Complexo do Muquiço, who can, through this example, believe that it is possible to be impacted by sport, both in terms of health and in changing their life story.

Finally, in the Rugby activities, in addition to the practical part, athletes who did not compete in the Olympics due to doping factors and geopolitical events were presented, athletes who would have had great chances in the sporting competitions. Rugby was used as an example, a sport that is not yet widely disseminated, but which develops the physical and tactical qualities necessary for the practice of other sports.

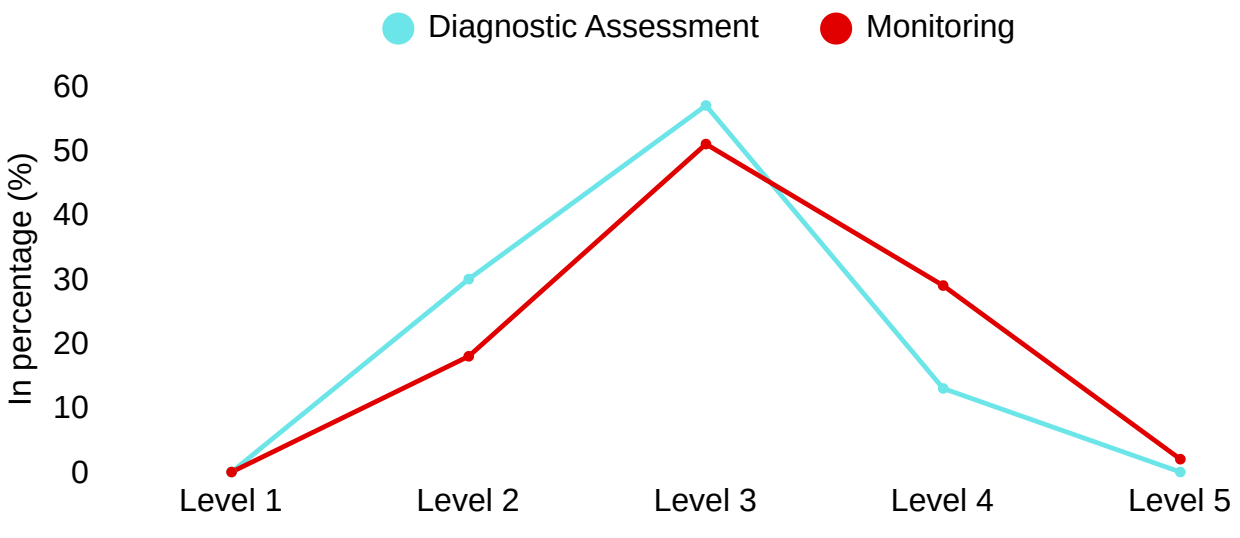
That said, the monitoring data indicates that 18% of the students are at level 2 of development, which corresponds to an evolution with difficulties in the indicator. Students at this level of performance demonstrate a more limited and superficial understanding. These students tend to view sports primarily as a recreational activity or a moment of fun, without yet clearly perceiving the social, emotional, or physical benefits that regular practice can offer. This view may be associated with less engaged participation, difficulties in critically reflecting on sporting experiences, and, in some cases, little motivation to relate sports to aspects of personal development. Factors such as lack of family encouragement, previous negative experiences, or unwelcoming sporting environments also contribute to this limited perception. Other external and personal factors influence students to be at this level of development. The environment in which the classes take place, including aspects such as infrastructure, noise, and organization, can impact the perception of the value of the activity. Unwelcoming spaces or those with excessive distractions make it difficult for students to emotionally engage in sports. Furthermore, a limited range of sporting experiences in a safe environment outside the institution can limit the appreciation of sports as a continuous practice, leading students directly to electronic devices. Another factor influencing this percentage is the disconnection between sporting practice and its applications in daily life, which may occur due to a lack of role models or social environments that do not value sports.

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

On the other hand, 51% of the students are at level 3 of development, which corresponds to a partial evolution of the indicator. Students at this performance level demonstrate a partial understanding of the value of sport. These students perceive that sports practice goes beyond simple competition or leisure, recognizing important aspects such as socialization, health, and teamwork. However, this perception is still unstable and may vary depending on the context or the activity developed. This occurs because, although they participate in discussion groups and reflective activities, many still cannot consistently relate the importance of sport to their lives outside the school or sports environment. This fluctuation may be related to little prior experience with regular sports practices, external influences, and the way they internalize the messages conveyed.

There are also 29% of students at level 4 of development, which corresponds to a satisfactory evolution of the indicator. Students at this performance level demonstrate active participation in classes and a good understanding of the proposed activities. It is observed that many of them also practice sports activities outside the institution, such as in social projects, clubs, or other institutions.

To improve the indicator, it is necessary to advance the pedagogical progression of the activities in the project, including dynamics and the improvement of sports fundamentals, emphasizing their importance for the students' lives. It is also essential to create clear opportunities for students to recognize the real and concrete benefits of sports practice. With the help of teachers, activities can be promoted that integrate moments of reflection, such as discussion groups and debates, on topics related to health, teamwork, personal achievement, and coexistence. These actions help to internalize the value of sport beyond the game itself. It is also important to work on modalities and dynamics that value cooperation, respect, and collective effort, reducing the emphasis on competition and results. Adapted games, group challenges, and activities that stimulate student leadership strengthen the sense of belonging and motivation.



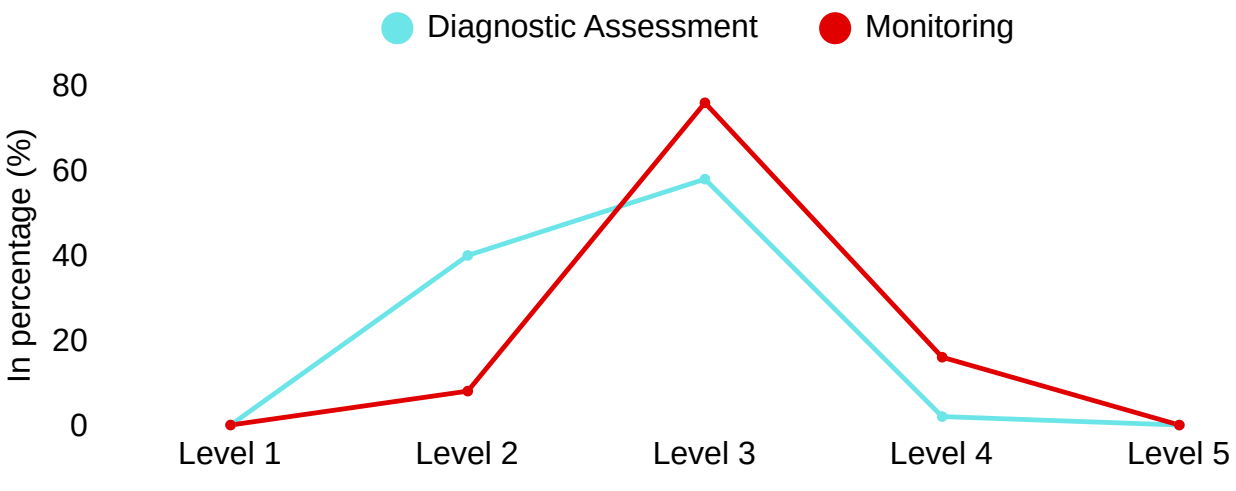
LEVEL OF TEAMWORK SKILLS - STUDENTS AGED 16 AND 17

The assessment of teamwork skills was primarily carried out through practical activities in football and handball, other team sports, and various introductory dynamics, such as tag games, group challenge games, and competitive games. The football activities used the Fair Play methodology, which develops technical and behavioral skills, focusing on the values of citizenship and teamwork.

In this regard, monitoring data indicate that 8% of the students are at level 2 of development, which corresponds to an evolution with difficulties in the indicator. Students at this level show great difficulty in working in a team, despite demonstrating strong potential for improvement. The activities of the Fair Play Championship had a significant impact on teamwork. These students live in a highly unequal environment, and when they have the opportunity to win, they want to reaffirm themselves in something they are good at, such as sports. This can hinder teamwork. Another challenge is that the students attend the project twice a week, spending the rest of the time in other spaces without the presence of figures who can contribute to the development of behavioral skills. In these cases, the Institute is usually one of the few places where sport beyond performance is practiced.

On the other hand, there are approximately 76% of students at level 3 of development, which corresponds to a partial evolution of the indicator. Students at this performance level work well in a team, but need more encouragement from the teachers for this behavior to be adopted smoothly. In this percentage, the objective is to progressively develop the students to higher levels of team performance, expanding their technical and social repertoire through sport and through tournaments that develop these values, such as the Fair Play Championship (3-period football).

There are also 16% of students at level 4 of development, which corresponds to a satisfactory evolution of the indicator. Students at this performance level work well in a team with little need for intervention from the teachers. They show gradual progress thanks to the activities of the Fair Play Championship. As areas for improvement to reach levels 4 and 5, the application of collaborative games stands out, bringing a greater reflection on the purpose of the sport. It is also possible to include other modalities that use cooperative games, as well as investing in all students in the class, valuing inclusion. For these students, giving feedback is always important, since they usually only hear negative feedback and words that affect their self-esteem.



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

To evaluate this indicator, activities in soccer, handball, and volleyball were assessed. These modalities involve locomotion movements (running and moving) in various directions, stability (balance during movements), and manipulation of objects (a ball, for example), with a focus on cooperation and teamwork. Other dynamics within the modalities also assisted in the evaluation, such as warm-up activities and games adapted to the modalities worked on. Thus, a broad sports initiative was developed, emphasizing the technical and tactical fundamentals of different modalities, seeking to approach them in a playful and accessible way.

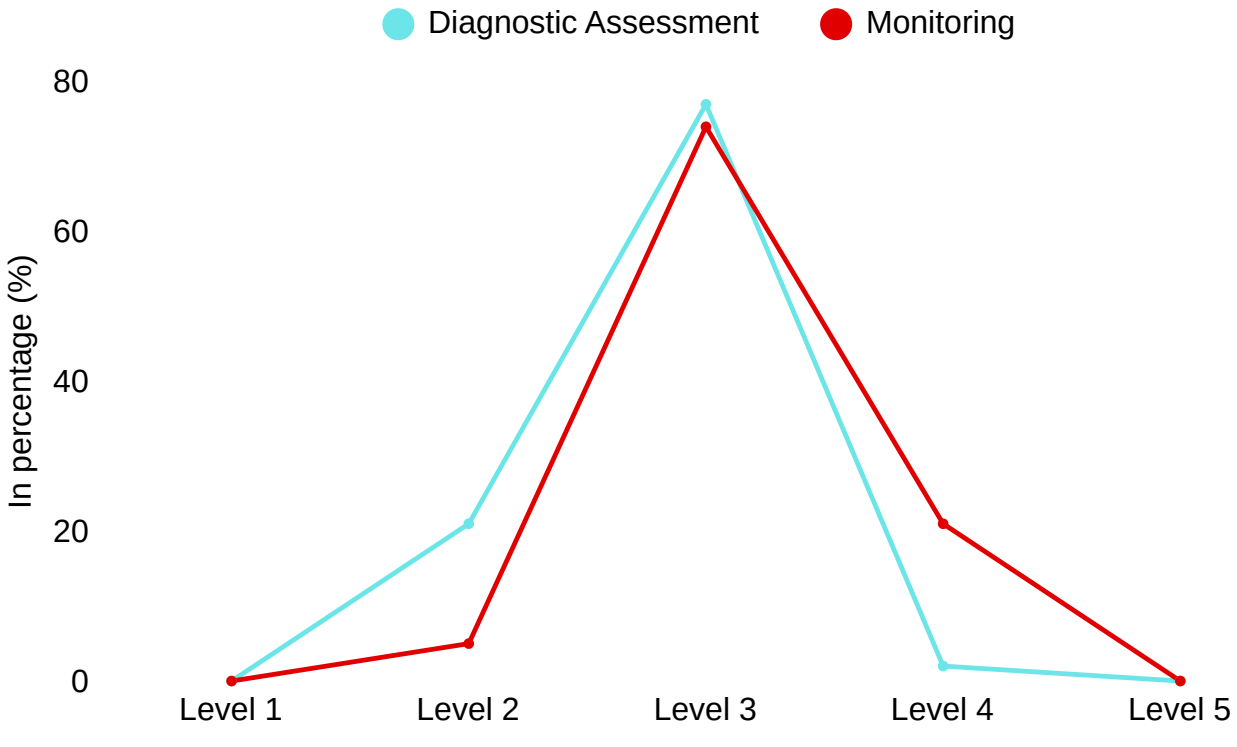
That said, the evaluation data indicate that 5% of the students are at level 2 of development, which corresponds to a development with difficulties in the indicator. Students at this performance level have difficulty combining motor skills of locomotion (such as running and changing direction) with the manipulation of objects (such as controlling and passing the ball). This occurs mainly in activities with a higher demand for motor coordination, such as soccer and Teqvoly. One factor that hinders the progression of the indicator is the lack of regular practice. Sporadic participation or lack of consistency in classes prevents continuous progress, resulting in slower and more difficult motor development. Another detrimental factor is the demands of some modalities. Sports like soccer and Teqvoly require a combination of skills (ball manipulation and coordinated movement), which can be a challenge for some students, especially those with fewer motor skills or familiarity with such modalities. Another factor influencing the indicator is the low level of prior sports experience. Students with little previous experience in sports or motor games tend to present technical and coordination difficulties. There is also the factor of the structure and complexity of the activities. Modalities such as soccer and Teqvoly, used in the classes, require a good combination of movement, ball control, and balance, which can be challenging for beginners or students with less body control. There is also the influence of the environment and the group, since very competitive or unwelcoming environments can generate insecurity, decreasing the engagement of those who already have difficulties. Finally, behavioral issues stand out. Shyness, fear of making mistakes, or lack of self-esteem also directly interfere with the student's willingness to participate and take risks.

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

On the other hand, approximately 74% of the students are at development level 3, which corresponds to a partial evolution of the indicator. Students at this performance level demonstrated a basic ability in locomotion and manipulation skills, but still face difficulties performing more complex or rapid movements. They can complete simple tasks but struggle with more demanding challenges. This percentage reflects the significant difficulty in performing coordinated movements and developing motor skills of locomotion and manipulation. The structure of the classes and the lack of continuous practice are key factors contributing to this difficulty.

There are also approximately 21% of students at development level 4, which corresponds to a satisfactory evolution of the indicator. Students at this performance level show greater regularity in classes and are able to respond positively to feedback, leading to more noticeable motor development compared to other students. With greater engagement and focus in classes, these students are able to perform motor tasks more appropriately and with fewer difficulties. This group has shown progress, indicating continuous improvement in motor coordination. However, there are still challenges to achieving full development.

As points for improvement in the students' development, the application of progressive and adapted activities stands out. In this case, it is important to propose motor tasks with increasing degrees of difficulty, valuing small individual achievements. It is also possible to maintain individualized monitoring of the students, observing and supporting more closely those with greater motor difficulties. It is essential to encourage regular practice of the modalities, stimulating participation in classes and other physical activities outside the school context.



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

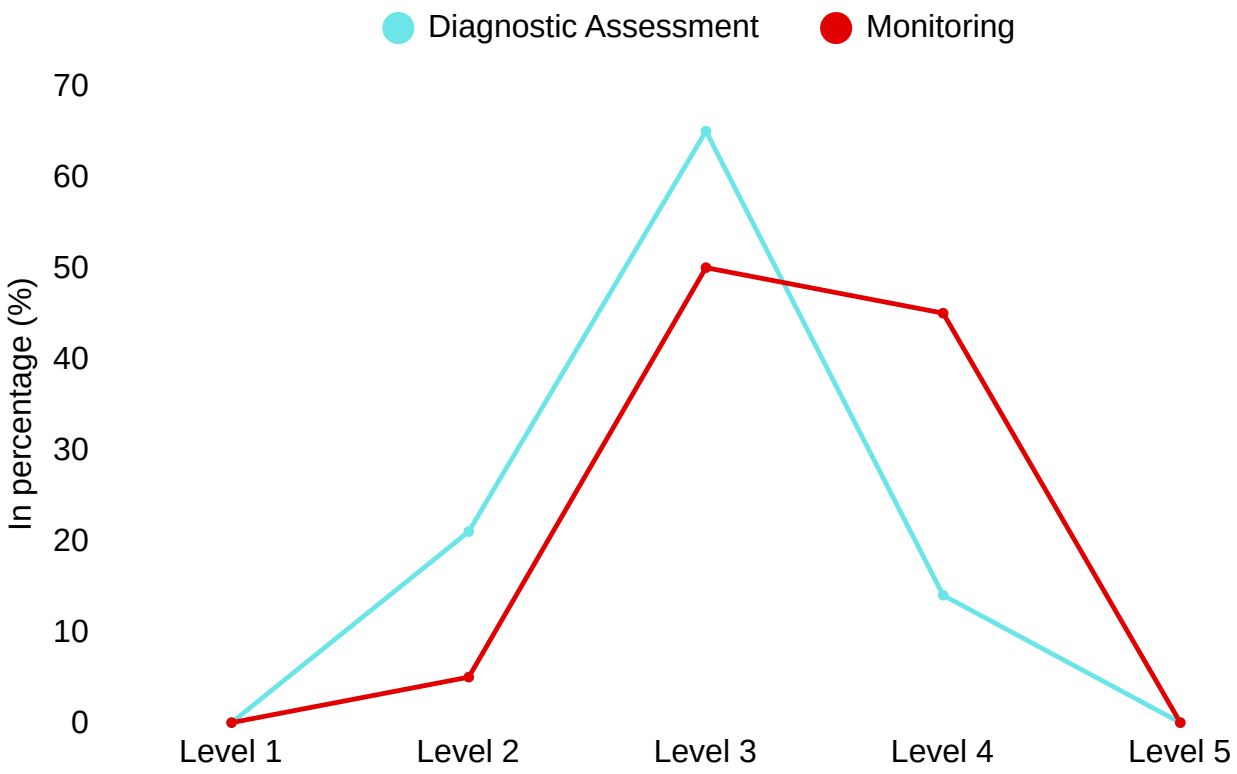
For this indicator, activities related to the fundamentals of the sports modalities and discussions about the history of the Institute and Fair Play were used. In the latter activity, the story of Jorginho, a four-time world football champion and founder of the Institute, was discussed, serving as an inspiration for everyone, especially the residents of the Muquiço Complex. Through his journey, residents are motivated to dream and believe in social advancement, identifying the impact of sport on an individual's health and life trajectory. Furthermore, during the practice of Rugby and Football, it was possible to demonstrate the resilience of some athletes who would not be able to compete in the Olympics playing football due to a series of factors, but who would have a great chance competing in another sport, such as Rugby, a modality that is not yet so widespread, but which requires physical and tactical qualities that many athletes possess. During the Olympic period, it was possible to receive some athletes at the Institute who had already traveled to several countries, which inspired the students to reflect on the importance of sport in their lives.

Thus, the monitoring data indicate that only 5% of the students are at level 2 of development, which corresponds to an evolution with difficulties in the indicator. The factors contributing to this result are: a low repertoire of sporting experiences, a disconnect between sports practice and its applications in daily life, the influence of peers, and behavioral issues. Regarding the low repertoire, it is common for these students not to practice sports outside the Institute, which limits the appreciation of sport as a continuous practice. In addition, many students do not understand the relationship between sports practice and elements of daily life, which may occur due to a lack of references or social environments that do not value sport. Furthermore, during the project activities, the influence of peers who devalue or do not engage in the activities is a cause for concern, since this behavior affects the collective perception of the group. These students still lack motor experience in sports. In addition, they do not have positive references about sports at home or in their social environment, which reduces its value.

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

On the other hand, approximately 50% of the students are at level 3 of development, which corresponds to a partial evolution of the indicator. Students at this performance level partially understand the value of sports, requiring some intervention from the teacher to reinforce important concepts during activities. There are also 45% of students at level 4 of performance, which corresponds to a satisfactory evolution of the indicator. Students at this performance level understand the value of sports well, sometimes replicating the concepts learned in class among other students.

As a point of improvement for the students' development, it is suggested to organize trips to sports venues, tournaments, and to enhance the learning of basic fundamentals, exploring other sports and other inspiring stories in sports.



TECHNOLOGICAL AXIS

The combination of technology and educational sports constitutes a significant opportunity to enhance learning, engagement, and the holistic development of students. In an increasingly digitized society, it is essential that pedagogical practices keep pace with social and technological transformations, providing more dynamic, interactive, and meaningful experiences.

Within the scope of this project, technology was used as a tool to connect different areas, stimulating logical reasoning and awareness of the relevance of sports and technology in society. During these activities, concepts of physical and motor development were also explored, in addition to promoting healthy habits associated with educational sports, helping students understand the fundamentals of sports, develop autonomy, and broaden their interest in physical activities.

Additionally, it is observed that technology favors inclusion and personalization of teaching, allowing educators to adapt sports activities to the different rhythms and needs of each student. Digital tools also enable collective discussions about ethics in sports, teamwork, respect for diversity, and self-care – fundamental principles of educational sports.

In this way, digital literacy becomes an indispensable component for the full development of citizenship and sports practice. Throughout this year, in addition to understanding "what," "why," and "how" technology works, the students participated in training programs that stimulated critical thinking and consolidated technological skills. This preparation not only puts them in an advantageous position in a constantly changing job market but also empowers them to consciously apply technological advancements in their lives.

The central objective of this area of activity is to promote the development of skills and competencies focused on civic practice, with an emphasis on security, ethics, responsibility in the use of technology, and critical analysis of the social and environmental impacts of digital technologies.

Regarding the 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 the activities. This indicator identifies the degree of affinity, satisfaction, and participation in technological activities, and can be specified through individual participation, collaborative participation, and interest in the activity.

- **Level of skill in handling technological devices:** this is the student's ability to specifically use technological tools, whether digital or analog. The proper use of software and/or equipment is evaluated. This indicator can be specified through skill in touch devices, motor skills with the mouse and keyboard, understanding of online tools, and understanding of offline tools.

- **Level of logical reasoning and problem-solving:** this is the student's ability to think in a structured, coherent, and sequential way 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

For this indicator, several activities focused on the use of technology were evaluated. One of the proposals involved artistic creation with artificial intelligence, in which students created song lyrics in groups using tablets and then watched the transformation of these compositions into songs through AI, promoting discussions about creativity and authorship in the artistic field. To familiarize themselves with the basic use of the tablet, the game Gartic was used, in which participants drew and guessed words, also learning to open QR Codes and exploring digital tools in a playful and interactive way. Another activity was Bits and Bytes, which focused on how technology works, a practical dynamic that used light bulbs and cards to explain the binary system, demonstrating in an accessible way how computers process data using 0s and 1s. Complementing this approach, the activity on hardware and software presented the fundamentals of physical components and computer programs, relating them to everyday life and allowing students to identify differences and basic functions of each part. The understanding of computational processes was deepened in the data classification dynamic, where a group game simulated the organization of information with categories and logical rules, illustrating how storage and retrieval occur in digital systems. A reflection on language in social media was also promoted, focusing on the use of regional slang, stimulating comparisons between different expressions in Brazil and discussions about how algorithms influence the distribution of content and shape the perception of language. In addition, activities focused on reasoning and teamwork were carried out, such as the competitive dynamic with the game "2, 3, 4", in which pairs solved digital challenges on tablets, alternating rounds and recording collective scores to stimulate engagement and joint strategy, and the logic challenge with the cooperative game "The Bomb", which simulated the deactivation of a virtual bomb, requiring communication, collaboration, and decision-making under time pressure. Finally, the students participated in a logic test with mathematical and technological questions, the collective correction of which was done in the following class, allowing for discussion of different problem-solving strategies and reinforcing learning through reflection on successes and failures.

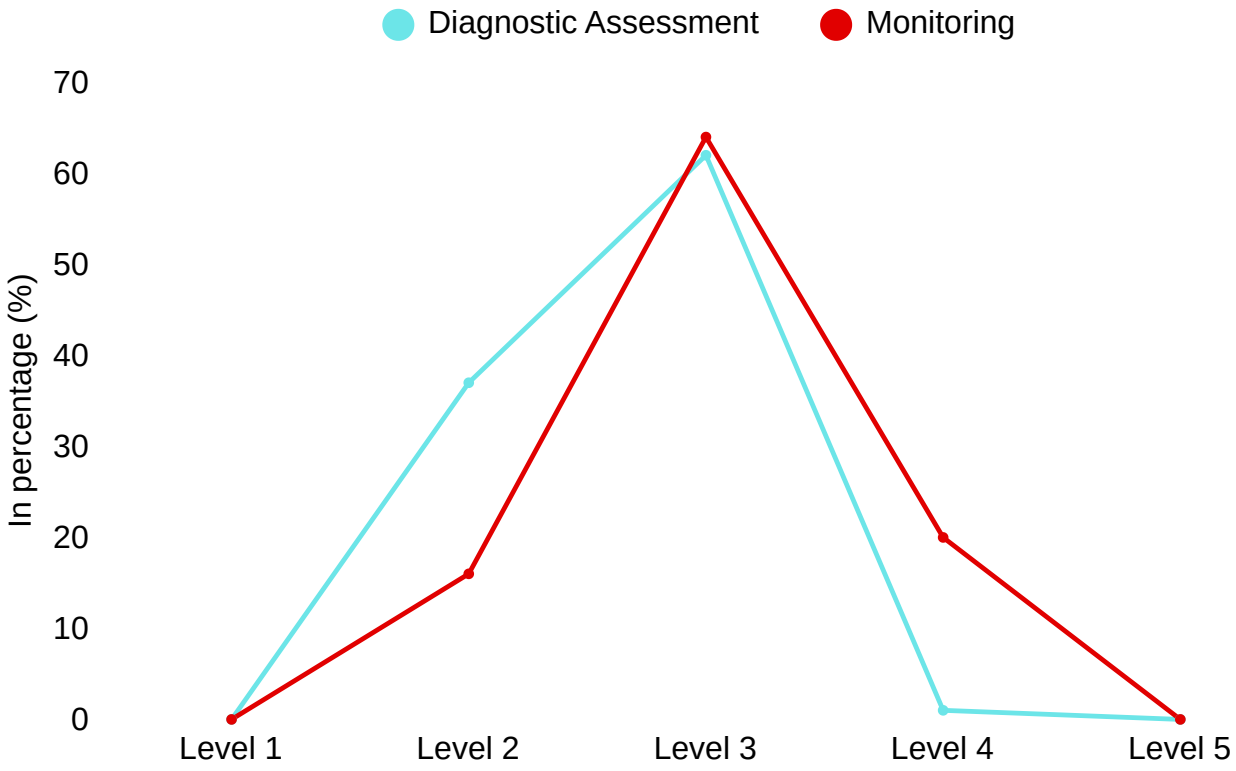
That said, the data showed that 16% of the students are still at level 2 of development, which corresponds to progress with difficulties in the indicator. Compared to the previous assessment, there was a 21% decrease in students at this level. This significant reduction reveals that practical activities, such as the cooperative game "The Bomb" and the analysis of content regionalization on social media, helped the students overcome their passive attitude. There is still a group that needs encouragement to go beyond superficial use, but they already demonstrate greater participation. These students demonstrate difficulties mainly due to the restricted use of digital devices for entertainment, which creates resistance to educational activities that require logical reasoning or creative applications.

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

There are also 64% of students at development level 3, which corresponds to a partial evolution of the indicator. Most students maintain good performance in practical activities, such as using Gartic and differentiating between hardware/software, but still lack the autonomy to explore advanced functionalities. The small increase suggests that competitive and cooperative dynamics are consolidating their basic skills.

Finally, there are approximately 20% of students at development level 4, which corresponds to a satisfactory evolution of the indicator. This percentage represents a 19% increase compared to the previous assessment. The growth shows that more playful activities involving games stimulated a larger group. These students already relate abstract concepts to real-world applications, indicating a qualitative leap in engagement.

To raise these students to levels 4 and 5, it is essential to adopt strategies that make learning more contextualized and dynamic. Gamification, through educational games like "The Bomb," and practical projects can awaken greater interest.



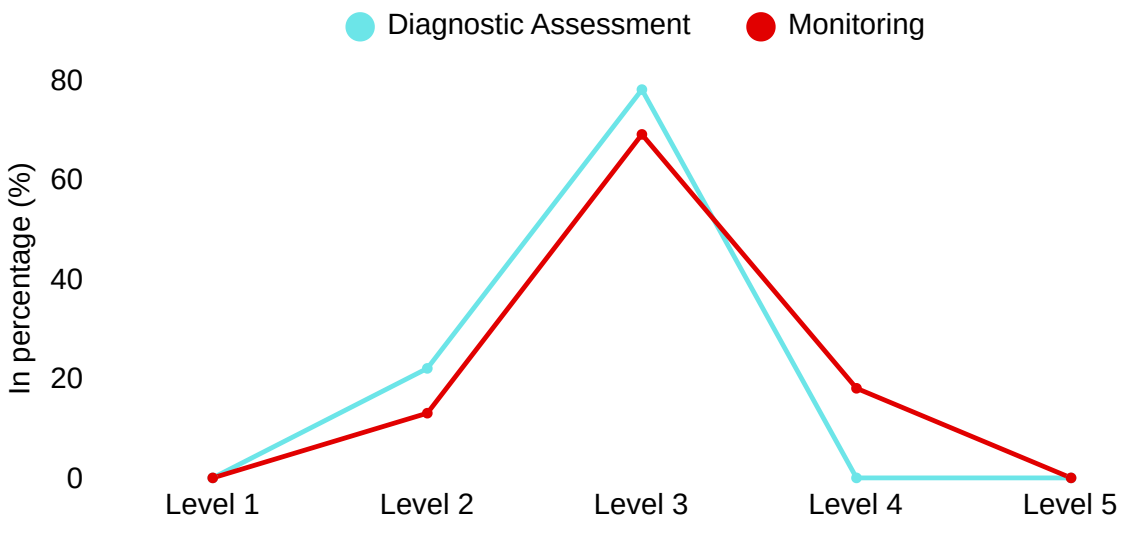
LEVEL OF SKILL IN HANDLING TECHNOLOGICAL DEVICES - STUDENTS AGED 12 AND 13

For this indicator, the activity involving the "2, 3, 4" dynamic was evaluated, a game played in pairs that promotes healthy competition and teamwork, using tablets to solve digital challenges, with alternating rounds between participants and collective scorekeeping to encourage engagement and group strategy. Performance in the cooperative game "The Bomb" was also evaluated, a group activity that simulates the deactivation of a virtual bomb, requiring efficient communication, logical reasoning, and collaboration to decipher enigmas under time pressure, developing problem-solving and team decision-making skills. In addition to these activities, the moment of relaxation that occurs at the end of the activities is observed, where students are free to use the tablets. During these moments, they are observed and their use is evaluated.

In this sense, regarding skills in handling technological devices, the data from this monitoring indicate that 13% of the students are still at level 2 of development, which corresponds to an evolution with difficulties in the indicator. This percentage represents a decrease of 9% compared to the previous evaluation. Students who remain at this level can navigate basic applications but still demonstrate limitations in performing more complex tasks such as content editing or the use of creative tools. Dependence on detailed instructions persists, indicating the need for activities that promote greater autonomy. These students face difficulties due to limited use of devices (basically for social media and games). These limitations are aggravated by unequal access to technology, creating resistance to more complex uses of the devices.

There are also 69% of students at level 3 of development, which corresponds to a partial evolution of the indicator. The percentage of students at this level decreased from 78% to 69%, a natural movement of students who advanced to level 4. Most students maintain functional skills in handling devices, being able to perform basic operations such as opening QR codes and having autonomy to use the Play Store. However, this mastery is still superficial, without critical or creative application of technological tools. Finally, about 18% of the students reached level 4 of development, which corresponds to a satisfactory evolution of the indicator. The emergence of this group represents an important step forward, showing students who are beginning to demonstrate greater proficiency and autonomy in the use of devices. These students already perform more elaborate tasks and show the ability to explore functionalities beyond the basics, without needing instructions.

To advance to levels 4 and 5, strategies involving practical digital creation projects, gamification with educational games, and hands-on maker activities can help in this progress.



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

To evaluate the indicator, the actions in the cooperative game "The Bomb" were analyzed. This group activity simulates the deactivation of a virtual bomb, requiring efficient communication, logical reasoning, and collaboration to decipher puzzles under time pressure, developing problem-solving and team decision-making skills. In addition, the results of a Logic Test – “Basic Logic”, with questions on logical sequences, mathematical problems, and technological knowledge, were analyzed, followed by a collective correction in the subsequent class to discuss solution strategies and reinforce learning through reflection on errors and successes.

Therefore, the data indicated a decrease in the percentage of students at level 1, which corresponds to a state of no progress in the indicator. This decrease is a natural movement of students to higher levels of development. Students who remain at this level still show resistance to abstract problems and have limitations in transferring knowledge between technological contexts. However, the decrease from 67% to 25% indicates that targeted interventions have begun to take effect, especially in the development of basic analytical skills.

On the other hand, approximately 50% of students are at level 2 of development, which corresponds to an evolution with difficulties in the indicator. This group, which now represents half of the students, shows progress in identifying simple patterns when given guidance. Although they still need concrete examples for each new situation, they demonstrate a greater ability to work with interrelated technological concepts. The significant growth suggests that practical activities, such as the game The Bomb, or even the mini-tournaments of the game “2, 3, 4”, which involve logic games, are helping to consolidate a more structured understanding.

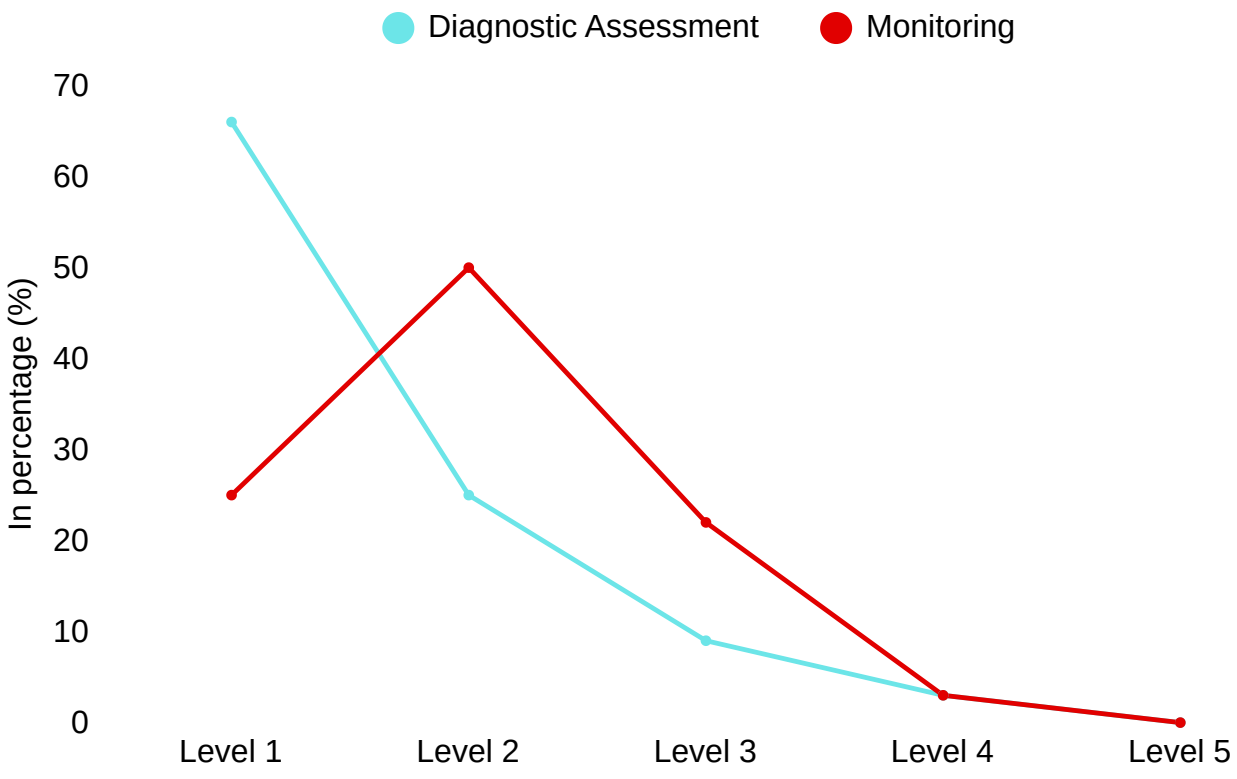
Students at levels 1 and 2 experience difficulties due to excessive consumption of passive digital content, such as social media and games, as well as a lack of family and school stimulation for critical thinking and a fear of making mistakes in intellectual challenges. These limitations are exacerbated by the absence of practical examples that demonstrate the application of logic in everyday life and by the difficulty in concentrating typical of this age group.

There are also 22% of students at development level 3, which corresponds to a partial evolution of the indicator. Students at this level show a greater capacity for applying logic in familiar contexts and begin to demonstrate curiosity about the mechanisms behind technologies. They still face challenges in generalizing principles to new situations, but the increase from 9% to 22% reflects consistent development in analytical thinking.

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

Finally, about 3% of students are at level 4 of development, which corresponds to a satisfactory evolution of the indicator. For the first time, there is a group of students who have reached this level, demonstrating the ability to solve problems with greater autonomy and apply logical concepts in various contexts. This progress is particularly relevant, as it indicates the emergence of more sophisticated critical thinking and problem-solving skills.

To progress to levels 4 and 5, it is possible to carry out contextualized activities (everyday problems, social media algorithms), expand gamification with games like "The Bomb," and consider introducing basic programming (Scratch), as well as expanding the multisensory approach (manipulable materials and diagrams) and implementing a culture that values error as part of learning.



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

In this indicator, activities were developed that sought to integrate technology, creativity, and logical reasoning in a dynamic and participatory way. The artistic creation proposal with artificial intelligence involved the creation of song lyrics in groups, using tablets, which were then transformed into songs by AI, encouraging creativity and generating discussions about authorship and technology. Familiarization with the use of the tablet was worked on through the game Gartic, in which students drew, guessed words, and learned to open QR Codes, developing motor coordination and digital skills in a playful way. The "Bits and Bytes – How technology works" activity presented, with the support of light bulbs and cards, the binary system, showing in a practical way how computers process information in 0s and 1s. The workshop on hardware and software introduced the physical components and computer programs, bringing the content closer to everyday life and highlighting the basic functions of each part. The data classification dynamic used group games to simulate the logical organization of information, reinforcing the understanding of digital storage and retrieval processes. The topic of the use of slang on social networks was also explored, in an activity that encouraged students to compare regional expressions and reflect on how algorithms affect the circulation of content and the perception of language. To stimulate collaboration and healthy competition, the game "2, 3, 4" was applied in pairs, with digital challenges on tablets and recording of collective scores, promoting engagement and team strategies. Another highlight was the cooperative challenge "The Bomb," in which students needed to communicate, collaborate, and use logical reasoning to deactivate a virtual bomb under time pressure, strengthening collective decision-making. Finally, the logic test included questions on sequences, mathematics, and technology, and was corrected collectively in a later class, which allowed for the exchange of strategies and learning from mistakes and successes. In this regard, the assessment data show that there are still 5% of students at level 1 of development, which corresponds to a state of no progress in the indicator. This group that does not engage has decreased, showing that the strategies for connecting technology and the students' reality are working. The remaining 5% show more ingrained resistance, often linked to previous negative experiences or a lack of inspiring role models in their environment. These students still isolate themselves during technological activities and require individualized approaches.

There are also 33% of students at level 2 of development, which corresponds to progress with difficulties in the indicator. Compared to the previous assessment, there was a 7% reduction at this level. The reduction at this level reveals that activities such as the inclusion of cooperative games are helping students overcome initial barriers. These students can now perform basic tasks with less dependence, although they still need support for more complex operations. Their progress is especially visible in activities that combine technology and social interaction.

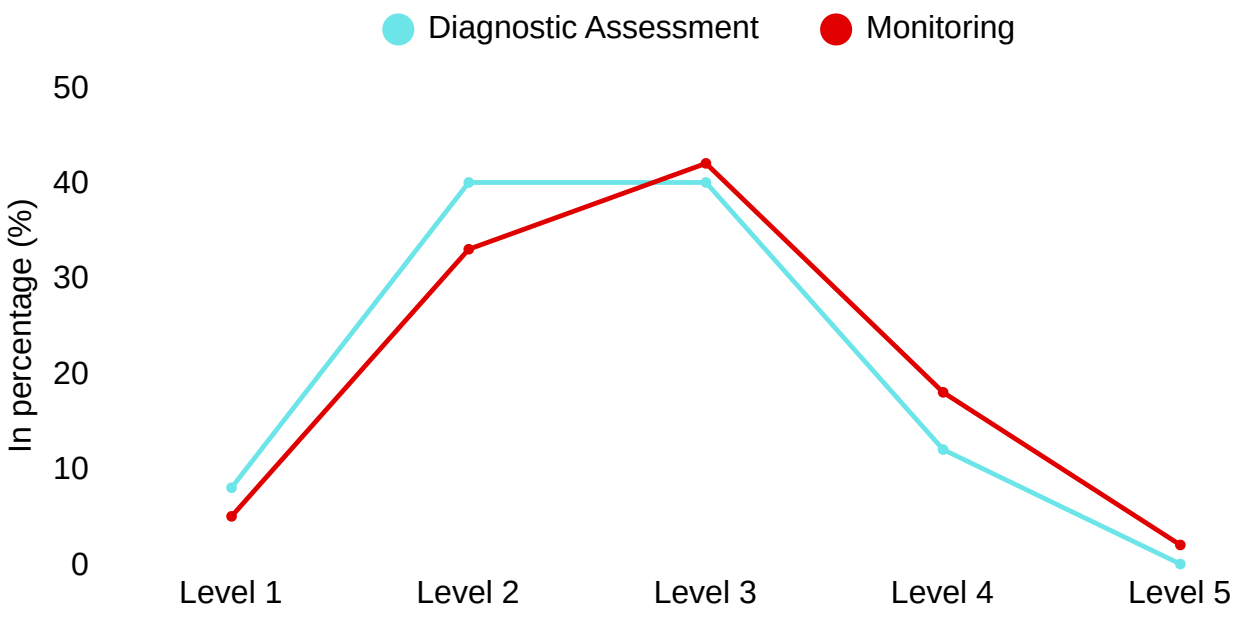
LEVEL OF ENGAGEMENT WITH TECHNOLOGY ACTIVITIES - STUDENTS AGED 14 AND 15

Students at levels 1 and 2 of technological engagement face difficulties stemming from limited access to devices, anxiety about using digital tools, and teaching methodologies poorly connected to their reality. These challenges are exacerbated by a lack of inspiring role models and the passive consumption of social networks, which create a superficial relationship with technology. Initial resistance manifests as fear of making mistakes and difficulty transitioning from recreational use to more complex educational applications.

There are also approximately 42% of students at level 3 of development, which corresponds to a partial improvement in the indicator. The slight increase in this group shows greater adaptation to digital educational environments. These students demonstrate growing interest, particularly in activities such as the analysis of regionalized content, which bridge their everyday digital world and the concepts being taught. They still alternate between moments of active participation and distraction.

Finally, there are approximately 18% of students at level 4 of development, which corresponds to a satisfactory improvement in the indicator, and a minority of 2% of students at level 5, which corresponds to full achievement of the indicator. The growth in the percentage of students at level 4 is a highlight of the assessment. These students, motivated by challenges such as "2, 3, 4" competitions, are beginning to make connections between technological concepts and other areas of knowledge. They demonstrate initiative by helping classmates and proposing new ways to approach activities. Furthermore, the emergence of students at level 5, although small, is significant. These students demonstrate great affinity for the activities, showing interest and asking pertinent questions that generate healthy debates on the proposed topics.

To promote progress to levels 4 and 5, we can highlight some actions, such as: practical activities that transform consumption into creation (such as producing digital content by analyzing algorithms) and gamification with educational games that develop logical thinking in a playful way.



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

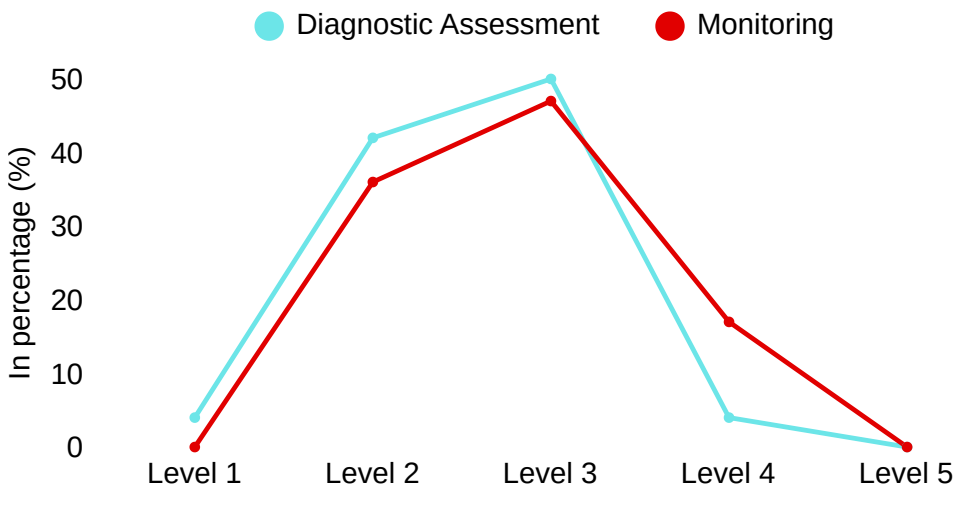
For this assessment, the dynamics of competition were analyzed using the game "2, 3, 4," a game played in pairs that promotes healthy competition and teamwork, using tablets to solve digital challenges, with alternating rounds between participants and collective scorekeeping to encourage engagement and group strategy. The results during the cooperative game "The Bomb" were also evaluated, a group activity that simulates the deactivation of a virtual bomb, requiring efficient communication, logical reasoning, and collaboration to decipher enigmas under time pressure, developing problem-solving and team decision-making skills. In addition to these activities, the moment of relaxation that occurs at the end of the activities is observed, where the students are free to use the tablets. During these moments, they are observed and their use is evaluated.

That said, this assessment indicated that 36% of the students are at level 2 of development, which corresponds to an evolution with difficulties in the indicator. The 6% reduction in students at this level, compared to the previous assessment, indicates consistent progress, although it still represents one-third of the students. These students, who previously limited themselves to basic actions with much hesitation, are now beginning to explore functionalities beyond social media, thanks to the interactive dynamics with the games. However, they still need continuous reinforcement to consolidate these skills.

On the other hand, there are approximately 47% of students at level 3 of development, which corresponds to a partial evolution of the indicator. The slight decrease at this level, compared to the first assessment, is associated with growth at level 4, showing that some of the students are evolving to more advanced levels. These students maintain a secure command of basic functions and already install various applications, but still lack the autonomy to explore more complex uses or solve simple problems.

Finally, there are approximately 17% of students at level 4 of development, which corresponds to a satisfactory evolution of the indicator, a 13% increase compared to the previous assessment. The growth at this level is the highlight of the assessment. These students, who benefited from challenging activities like "The Bomb," not only navigate seamlessly between applications but also begin to better understand how technology works. Their progress demonstrates the effectiveness of collaborative learning and gamification strategies.

To advance to levels 4 and 5, strategies such as dividing learning into micro-steps with clear objectives, using visual tutorials, and short projects that generate a sense of accomplishment, such as the gamified activities with the games "2,3,4" and "The Bomb," are highlighted.



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

For the evaluation of this indicator, the performance recorded in different activities was considered. The first was the "2, 3, 4" competitive dynamic, a game played in pairs that encourages healthy competition and teamwork, in which students used tablets to solve digital challenges in alternating rounds, with collective scoring that encouraged engagement and the definition of group strategies. Next, the results of the cooperative game "The Bomb" were analyzed, in which participants, organized in groups, had to deactivate a virtual bomb through efficient communication, logical reasoning, and collaboration, developing problem-solving and decision-making skills under time pressure. Finally, the Logic Test was applied, consisting of questions on sequences, mathematical problems, and technological knowledge, whose collective correction, carried out in a later class, allowed for the exchange of strategies among the students and reinforced learning through reflection on errors and successes.

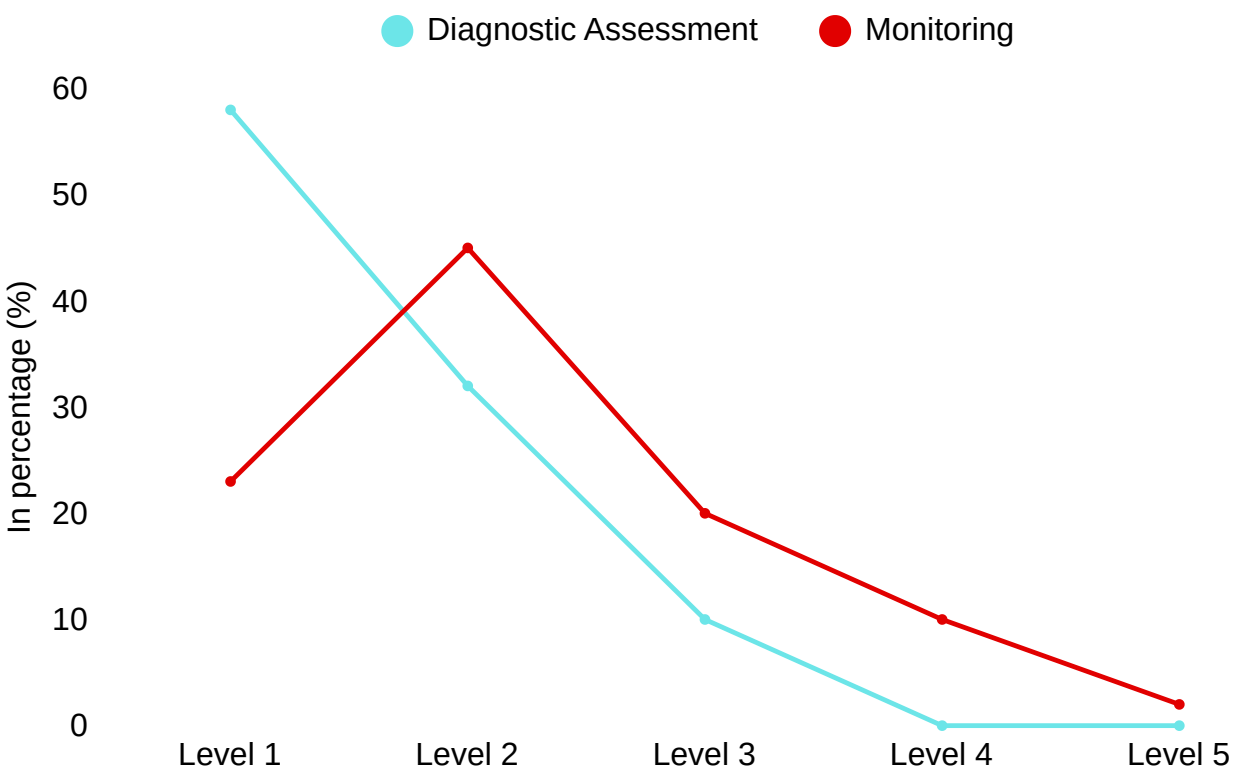
That said, the evaluation data shows a decrease in students at level 1 of development, which corresponds to a state of non-evolution. Thus, the 23% reduction at this level shows significant progress, but still reveals a considerable group with basic difficulties. These students continue to have difficulty understanding simple relationships (such as numerical ordering), resistance to activities that require sequential thinking, and a need for constant reinforcement of fundamental concepts. The activities with the "The Bomb" game began to show an effect, but many still struggle with operations such as comparing values or following basic positioning instructions (left/right for smaller/larger numbers). Currently, the percentage of students at this level is 35%.

There are also about 45% of students at level 2 of development, which corresponds to an evolution with difficulties in the indicator. The increase at this level, compared to the previous evaluation, reflects that many students from level 1 have moved to this category, demonstrating an emerging ability to solve problems with visual support, persistent difficulty in multi-step tasks, and improvement in the understanding of simple abstractions, such as 2D drawings, although still with limitations. Students at levels 1 and 2 exhibit fundamental difficulties in logical reasoning due to a lack of foundation in computational thinking and insufficient work with basic logic concepts. The absence of concrete materials in the learning process hindered the understanding of abstractions, creating a barrier that manifests itself in the inability to structure simple problems and follow elementary logical sequences.

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

On the other hand, approximately 20% of students are at level 3 of development, which corresponds to a partial evolution of the indicator. This percentage indicates a 10% increase at this level, which is the most promising data, showing that the "2,3,4" dynamics helped to solidify basic logical skills. Students now apply knowledge in familiar contexts, but still find it challenging to transition to new situations, such as replacing numbers with letters. However, this growth suggests that systematic exposure to logic games is having an effect, creating a foundation for future advancements.

To promote progress to levels 4 and 5, a dual approach is proposed: the use of playful tools such as Scratch Jr and Lightbot to transform abstract concepts into interactive challenges, and the implementation of dynamics that start from concrete situations before moving on to abstractions.



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

In this stage of the project, the focus was on evaluating the degree of interest and engagement of the students with the proposals presented, through activities that combined technology, creativity, logical reasoning, and critical reflection on language. One of the first experiences was a workshop on artificial intelligence applied to artistic creation, in which the participants, divided into groups, created song lyrics using tablets and then watched the transformation of their productions into songs generated by AI, which stimulated collective creativity and fostered discussions about authorship and the impacts of technology in the field of art. Next, the content Bits and Bytes – How Technology Works provided a practical understanding of the binary system through dynamics with light bulbs and cards, allowing students to interactively visualize how computers process data based on 0s and 1s. The sequence of activities also included the exploration of the fundamentals of hardware and software, in which the main physical components and computer programs were presented, bringing the concepts closer to everyday reality and enabling the identification of their basic functions. The understanding of computational logic was deepened in the data classification dynamic, where a group game simulated the processes of organizing, storing, and retrieving information, showing how machines structure and access content based on predefined categories and rules.

In addition to the technical aspects, the project promoted a socio-cultural reflection with the activity on the use of slang on social media and the regionalization of content, in which the students mapped local expressions, compared them with those from other regions of the country, and reflected on how algorithms influence both the distribution of publications and the perception that young people have of their own language. The playful and collaborative experimentation stage was marked by the competitive dynamic of the "2, 3, 4" game, played in pairs, which promoted healthy competition and teamwork by proposing digital challenges on tablets, alternating rounds, and collective scoring, encouraging engagement and the development of joint strategies. Another highlight was the cooperative game "The Bomb," which simulated the deactivation of a virtual bomb and required clear communication, logical reasoning, and collaboration to solve puzzles under time pressure, strengthening both decision-making and cooperation among the groups. To consolidate the learning, the students participated in a logic test, composed of sequence questions, mathematical problems, and technological knowledge, the collective correction of which was carried out in the following class, allowing for the exchange of strategies and critical reflection on successes and failures. Thus, each of these experiences contributed not only to expanding the students' repertoire in relation to technology and logic, but also to fostering greater involvement, interest, and active participation in the activities proposed by the project.

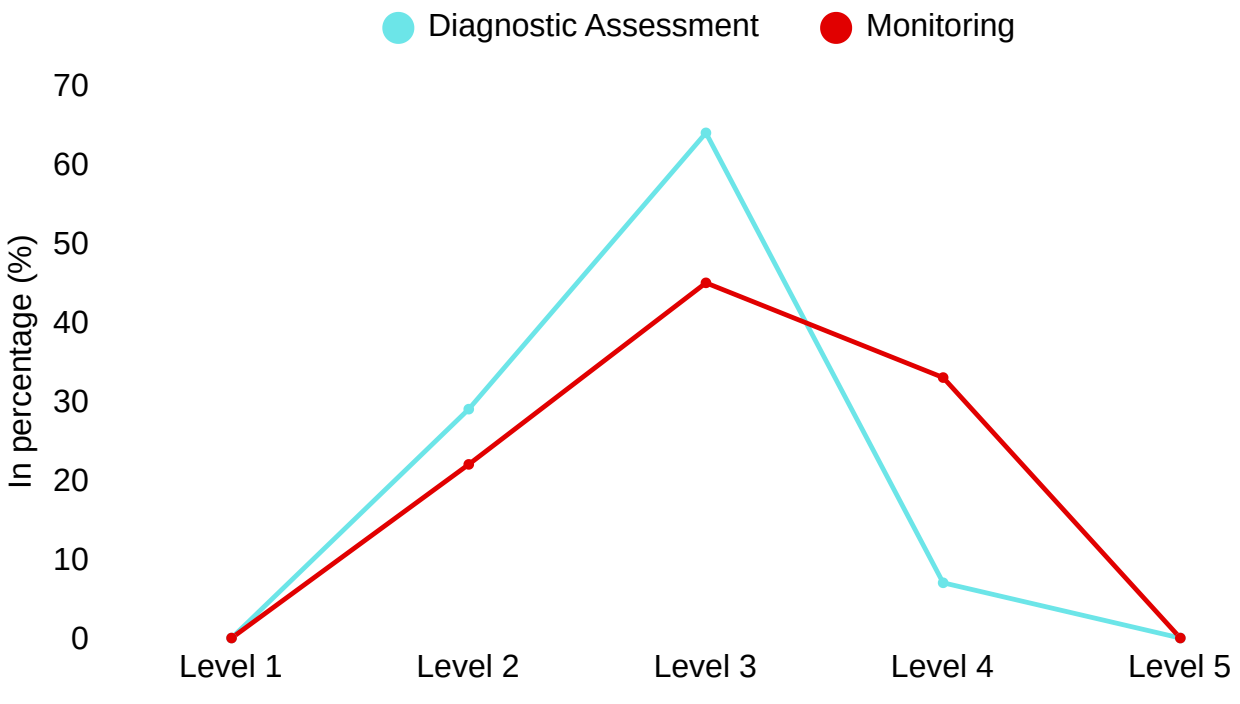
LEVEL OF ENGAGEMENT WITH TECHNOLOGY ACTIVITIES - STUDENTS AGED 16 AND 17

Thus, the data from this assessment indicate that 22% of the students are still at level 2 of development, which corresponds to a development with difficulties in the indicator. This percentage represents a decrease of 7% compared to the previous assessment. These students participate only when guided, showing resistance to exploring beyond the basics. The lack of interest may stem from the disconnect between technical content and their usual digital environments (social networks, apps), coupled with the difficulty in associating abstract concepts (such as bits/bytes) with reality.

On the other hand, about 45% of students are at level 3 of development, which corresponds to a partial evolution of the indicator. This percentage represents a decrease of 19% compared to the previous assessment, a natural movement of students who have advanced to higher levels of performance. These students participate reactively, completing tasks without their own initiative. The limited engagement reflects a superficial daily use of technology (content consumption), without prior experience with digital use or problem-solving involving technology, keeping them in a comfort zone.

Finally, about 33% of students are at level 4 of development, which corresponds to a satisfactory evolution of the indicator. This percentage represents an increase of 26% of students at this performance level compared to the last assessment. Students at this level of development demonstrate active curiosity, relating concepts to practical applications. This group likely has external contact with technology (courses, technical high school, and use of digital tools) or greater aptitude for logical reasoning, seeing immediate usefulness in the knowledge. There was a significant improvement after the inclusion of games and gamified learning.

It is noted that the more playful and gamified approaches brought significant progress. However, for continuous improvement, the vision for the professional future of these young people must be strengthened. It is worth noting that the activities focused on the professional future, foreseen in the Citizenship roadmap, only begin in the second semester. To date, only one vocational test has been administered, and there have been initial discussions about creating a fictitious company, but without any practical follow-up.



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

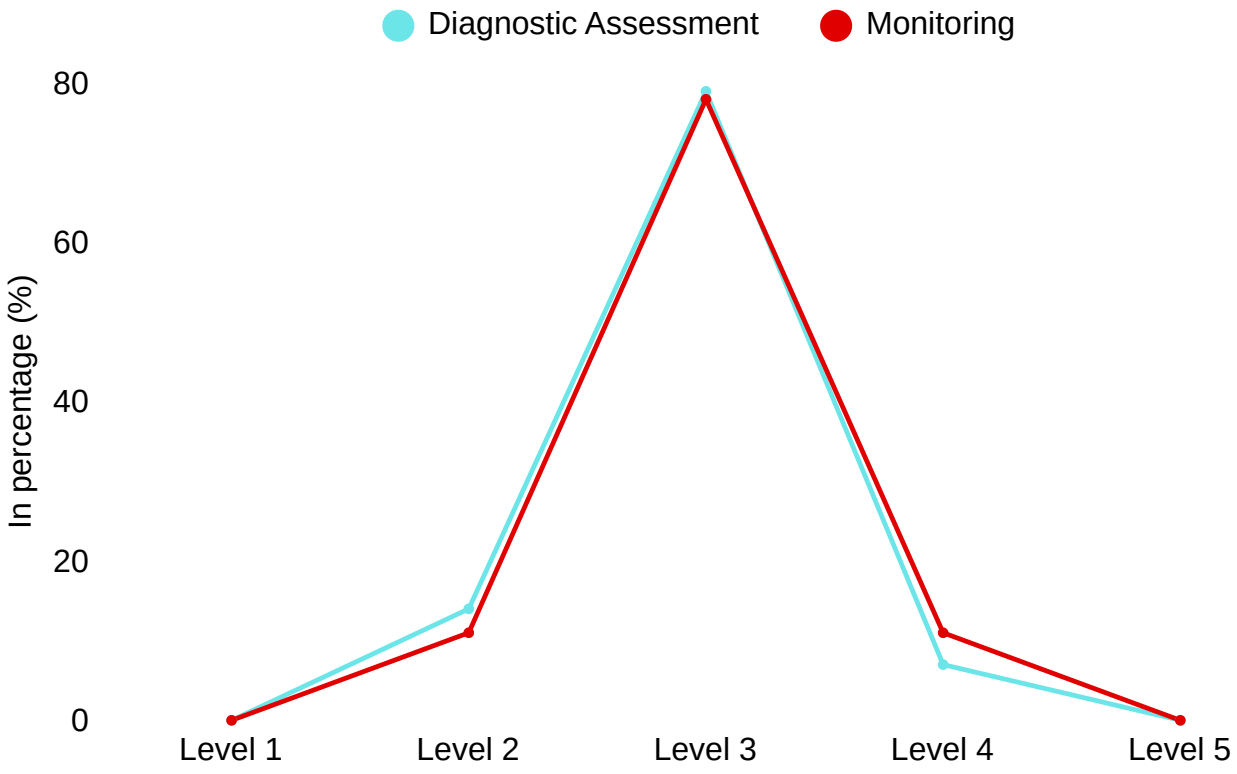
For this indicator, the performance recorded in the “2, 3, 4” dynamic, carried out in pairs, which encourages healthy competition and cooperation, using tablets to solve digital challenges, was considered. The activity takes place in alternating rounds between participants and involves the sum of collective points, encouraging both individual engagement and the construction of group strategies. The results of the cooperative game “The Bomb” were also evaluated, in which the students, organized into teams, experienced the task of defusing a virtual bomb, a task that requires clear communication, logical reasoning, and collaboration, in addition to developing skills related to problem-solving and decision-making under pressure. Additionally, the moment of relaxation at the end of the activities was observed, when participants had the freedom to explore the tablets. On these occasions, the spontaneous use of technology was closely monitored, allowing for the assessment of behaviors, interests, and forms of interaction with the devices.

Thus, the data from this monitoring indicate stability in performance levels compared to the previous assessment. Approximately 11% of students are at level 2 of performance, which corresponds to an evolution with difficulties in the indicator. The small reduction in this group shows that the interventions are having an effect, although there is still a core group of students with operational difficulties. The dynamics with the "2,3,4" game are beginning to show impact, but this group still requires individualized support to overcome basic technical barriers. These students still face difficulties because they see technology only as an entertainment tool, without a connection to professional applications. Although gamified activities such as the "2,3,4" and "The Bomb" games have shown positive results (reduction to 11% at level 2), the lack of practical projects that link technology to the job market maintains a gap in motivation. Although the professional training program in Citizenship only begins in the second semester, initiatives such as the applied vocational test and discussions about the fictional company indicate promising paths. On the other hand, approximately 78% of students are at level 3 of development, which corresponds to a partial evolution of the indicator. Most students maintain a functional command of the devices, being able to perform everyday tasks autonomously. However, there remains a resistance to exploring more advanced functions or stepping outside the comfort zone of already familiar applications. The cooperative challenge "The Bomb" has been particularly useful in encouraging some to develop problem-solving and usage skills.

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

Finally, approximately 11% of students are at level 4 of development, which corresponds to a satisfactory evolution of the indicator. These students already use the devices for purposes beyond entertainment, accessing educational and professional platforms. It is noteworthy that they are beginning to assume an important role as multipliers of knowledge among their peers. This progress suggests that challenging and contextualized activities are creating real opportunities for the development of more sophisticated skills.

The current results confirm that this integrated approach, combining technical development, practical application, and a professional vision, is the most promising way to transform the technological engagement of young people.



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

Within the scope of this indicator, the results obtained in the “2, 3, 4” activity, the cooperative game “The Bomb,” and the Logic Test were considered. The “2, 3, 4” activity consists of a game played in pairs, in which participants use tablets to solve digital challenges in alternating rounds. The activity promotes healthy competition, encourages teamwork, and records scores collectively, fostering engagement and the development of joint strategies. The game “The Bomb,” in turn, is played in groups and simulates the deactivation of a virtual bomb. To complete the task, students need to articulate clear communication, logical reasoning, and cooperation, facing time pressure and exercising the ability to solve problems and make decisions collectively. The Logic Test presents questions on sequences, mathematical reasoning, and technology concepts, and is subsequently reviewed collectively in the classroom. This correction session promotes the exchange of strategies, in addition to consolidating learning through critical analysis of errors and successes.

That said, the data shows a significant decrease of 18% in students at performance level 1 compared to the previous assessment. This performance level is characterized by a lack of progress in the indicator. These students still exhibit difficulties with simple logical sequences and have limitations in the practical application of concepts, especially in activities that require abstraction. Despite the persistent challenges, the improvement indicates that the interventions are having an effect, particularly in basic classification activities.

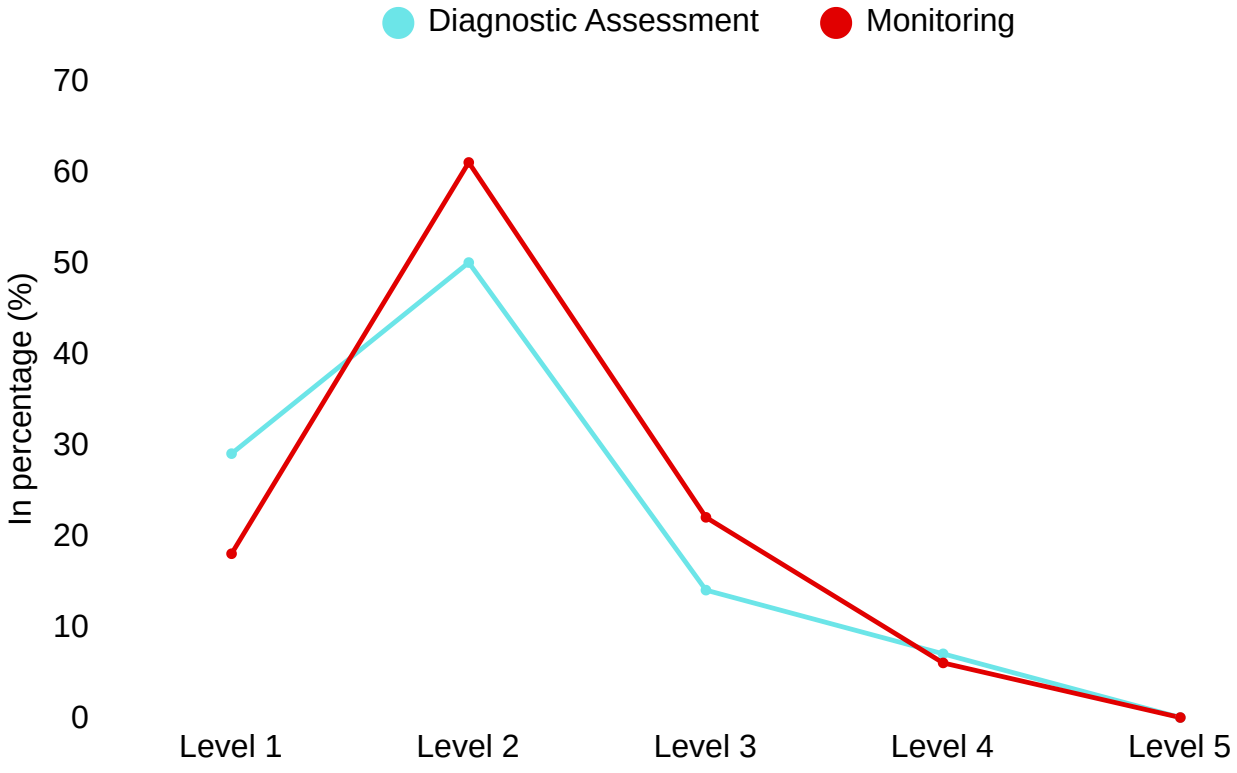
There are also 61% of students at development level 2, which corresponds to an evolution with difficulties in the indicator. The 11% increase in students at this level, compared to the previous assessment, reflects the migration of students from level 1, showing progress in solving simple problems when guided step by step. However, they continue to have difficulties with multi-step processes and in transferring knowledge to new contexts. Activities with the "2,3,4" game have been particularly useful in developing basic sequential skills in this group. Students at levels 1 and 2 face difficulties due to a lack of prior stimulation of logical thinking, decontextualized teaching methodologies, and emotional factors such as fear of making mistakes. These challenges are exacerbated by an environment that does not value critical thinking and by a lack of adequate educational resources, limiting their ability to analyze and solve problems.

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

On the other hand, approximately 22% of students are at development level 3, which corresponds to a partial improvement in the indicator. The 8% growth compared to the previous assessment shows that more students are developing the ability to apply logic in familiar situations. Although they still face challenges with more complex abstractions in the visual and three-dimensional memory questions contained in the logic test, they already show greater flexibility in adapting strategies to problems similar to those already experienced.

Finally, the data indicate that approximately 6% of students are at development level 4, which corresponds to a satisfactory improvement in the indicator. The small variation at this level (explained by the increase in the total number of students assessed) maintains a consistent group that demonstrates advanced skills. These students relate abstract concepts to practical applications and excel in complex activities, performing well on the logic test. It is worth noting that the 1% reduction in this indicator was a result of the inclusion of a larger number of students in this second assessment.

To promote progress to levels 4 and 5, it is essential to adopt practical and engaging strategies, such as educational games ("2,3,4" and "The Bomb"), projects based on real-world problems, and an environment that normalizes error as part of learning. The combination of progressive challenges, emotional support, and connection with everyday and professional applications proves effective, as evidenced by the reduction to 11% in level 1 and the increase to 22% in level 3, and should be intensified to consolidate these advances.



2025

SECOND MONITORING REPORT OF 2025

Perfect Crossing
Playing a Big Game

bola pra frente