

2025

ACORDE PARA O ESPORTE

final report



PRESENTATION

The "**Acorde para o Esporte**" (Wake Up for Sport) program offered access to educational sports, focusing on **human development and social inclusion**, through 1,111 workshops in capoeira, cooperative games, taekwondo, and African games, totaling more than 1,660 hours of sports activities for children, adolescents, and young people in situations of social vulnerability, residents of the municipalities of Embu das Artes and Cotia, in the metropolitan region of the state of São Paulo.

Throughout 2025, the Sports workshops were consolidated as an axis of integral training, articulating bodily, cultural, and socio-emotional practices. In addition to physical performance, they promoted values such as cooperation, respect, empathy, self-control, protagonism and belonging. Greater engagement, strengthening of bonds and maturation in relationships were observed, in addition to the recognition of sport as a pedagogical and cultural tool.

Taekwondo was developed as a practice that integrates body, technique and mind, with a focus on body self-knowledge, gradual overcoming of limits and socio-emotional development. The classes involved warm-up, stretching, motor challenges, kyorugui, poomsae and the study of the philosophy of the modality. The strengthening of group work, the experience of frustrations and achievements and the learning of teaching as part of the training process were highlighted. The evaluation of the belt in stages expanded the sense of responsibility, commitment and leadership, making the route more conscious and meaningful.

Capoeira integrated movement, history, musicality and collectivity, promoting bonds, cultural appropriation and protagonism. With the smaller groups, the activities prioritized motor development in a playful way, through games, circles and games, valuing cooperation and healthy competition. In the intermediate and advanced groups, there was technical and historical deepening, encouragement to the exchange of knowledge and creativity. Research, choreographies, maculelê, shadow theater and presentations reinforced capoeira as a practice of resistance and cultural heritage, strengthening the autonomy, belonging and representativeness of the participants.

The **African Games** expanded historical and cultural references by presenting playful practices from the African continent and its connections with Brazilian culture. The activities favored reflections on identity, racism and resistance, stimulating research and the collective construction of knowledge, with productions presented at the Cultural Exhibition. And the **Cooperative Games** had cooperation as a central principle, with collective challenges, games without losers and dynamics of trust. The proposals strengthened bonds, empathy, self-control, listening and shared responsibility, with emphasis on the development of leadership among adolescents and young people.

We thank each donor whose donation made this project possible and generated these incredible results. 259 children, teenagers, and young adults are part of this expression of gratitude.

Enjoy your reading!

Acorde Team



PROJECT NUMBERS

259
participants

1.111
activities

1.666
training hours

SOCIODEMOGRAPHIC PROFILE

06 to 17 years old

Age group
of participants



43% Embu
57% Cotia

cities



42%
female



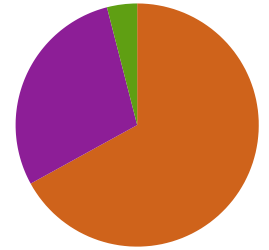
58%
men

Family income per person
Minimum Wage (MW)

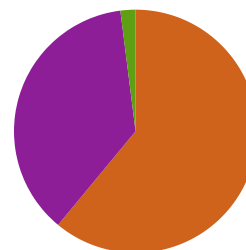
67% 0 to 1/2 MW

29% 1/2 to 1 MW

4% Above 1 MW



Self-declaration of families



61% Black

37% White

2% Asian and
Indigenous

KEY RESULTS

Identity, Self-Knowledge and Self-Esteem

The experiences in the languages of sport contributed to the strengthening of the identity and sense of belonging of children, adolescents and young people, who began to recognize themselves as part of a collective and to identify the workshops as spaces of welcome and affective reference.

The circulation between different roles, such as learner, colleague, monitor and reference, has broadened the understanding of collective identity and mutual support, reinforcing the construction of the subject in relation to the other. The processes also favored bodily, emotional, and behavioral self-knowledge, with greater recognition of limits, potentialities, and error as part of learning.

Achievements such as belts, championships, games and presentations strengthened self-esteem and self-confidence, stimulating safe positioning and recognition of the value of the course. This movement was especially visible among adolescents who began to assume responsibilities and recognize themselves as a reference for the youngest.

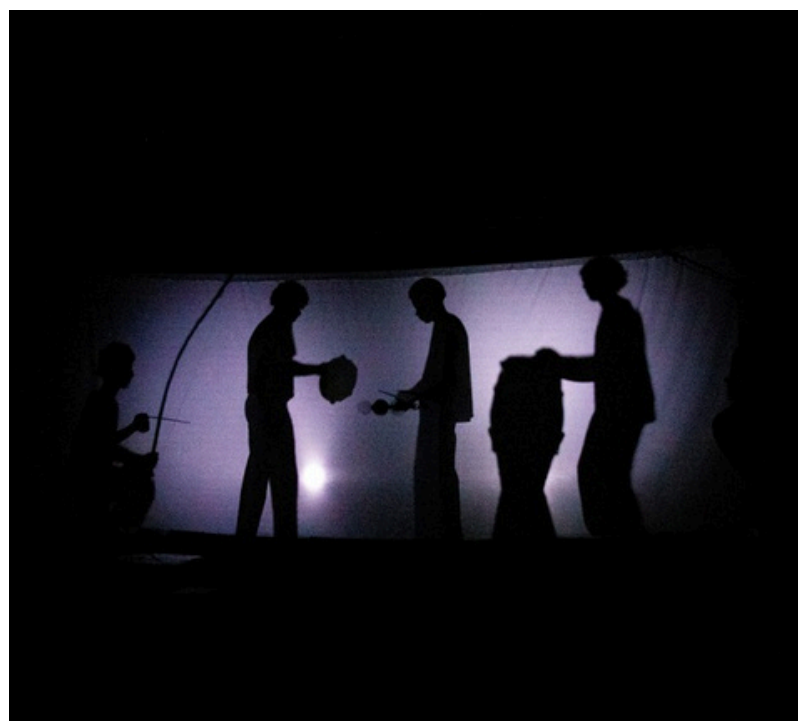


Socio-emotional skills

The workshops contributed significantly to the development of socio-emotional skills, strengthening **empathy, respect, listening, cooperation, and care for others through work in pairs**, groups, and collective games. Situations of challenge, gain and loss favored **self-control, persistence** and **more conscious decision-making**.



There was an improvement in communication, in the way of dealing with frustrations and in the construction of more respectful relationships inside and outside the workshops. Children, adolescents and young people began to reflect more on their attitudes and to value mutual support, with emphasis on the emergence of positive leadership among youth and adolescent monitors.



Expansion of Sociocultural Repertoire

The experiences expanded the sociocultural repertoire of the students by integrating bodily, historical and cultural practices, through Capoeira, African Games, Cooperative Games and Taekwondo. These experiences contributed to the understanding of culture, diversity, sports awareness and values such as respect, discipline and perseverance.

Research activities, conversation circles, artistic productions and presentations favored reflections on cultural identity, racism, cooperation and belonging. Even among less assiduous students, there was greater recognition of sport as a tool for human development, consolidating it as a pedagogical instrument that articulates body, culture and social relations.



EVENTS

Championships: Capoeira and Taekwondo

The participation in external Capoeira and Taekwondo championships was a significant moment of challenge and learning, expanding the experiences beyond the institutional space. The experiences made it possible to apply the knowledge developed in the workshops, strengthening self-confidence, respect for the rules and opponents. Regardless of the results, the championships showed the positive impact of the continuous work carried out throughout the year.



Evaluation and the Belt Change Exam

The Taekwondo belt exchange assessment and exam were conducted as a formative process, promoting commitment, discipline, and responsibility. In addition to the technical execution, attitudes such as respect, perseverance, self-control and the ability to deal with achievements and frustrations were valued, strengthening belonging and personal overcoming.

2nd Cultural Exhibition

The 2nd Acorde Cultural Exhibition brought together more than 750 visits, including participants, team, family members, guardians, community and partners. There were two days of celebration, learning and protagonism.

In the sports context we had: exhibition of games based on the experiences with African Games and Cooperative Games, valuing cultural, historical aspects and cooperation; presentation of Maculelê, highlighting the bodywork, rhythmic, collective and the appreciation of Afro-Brazilian matrices.

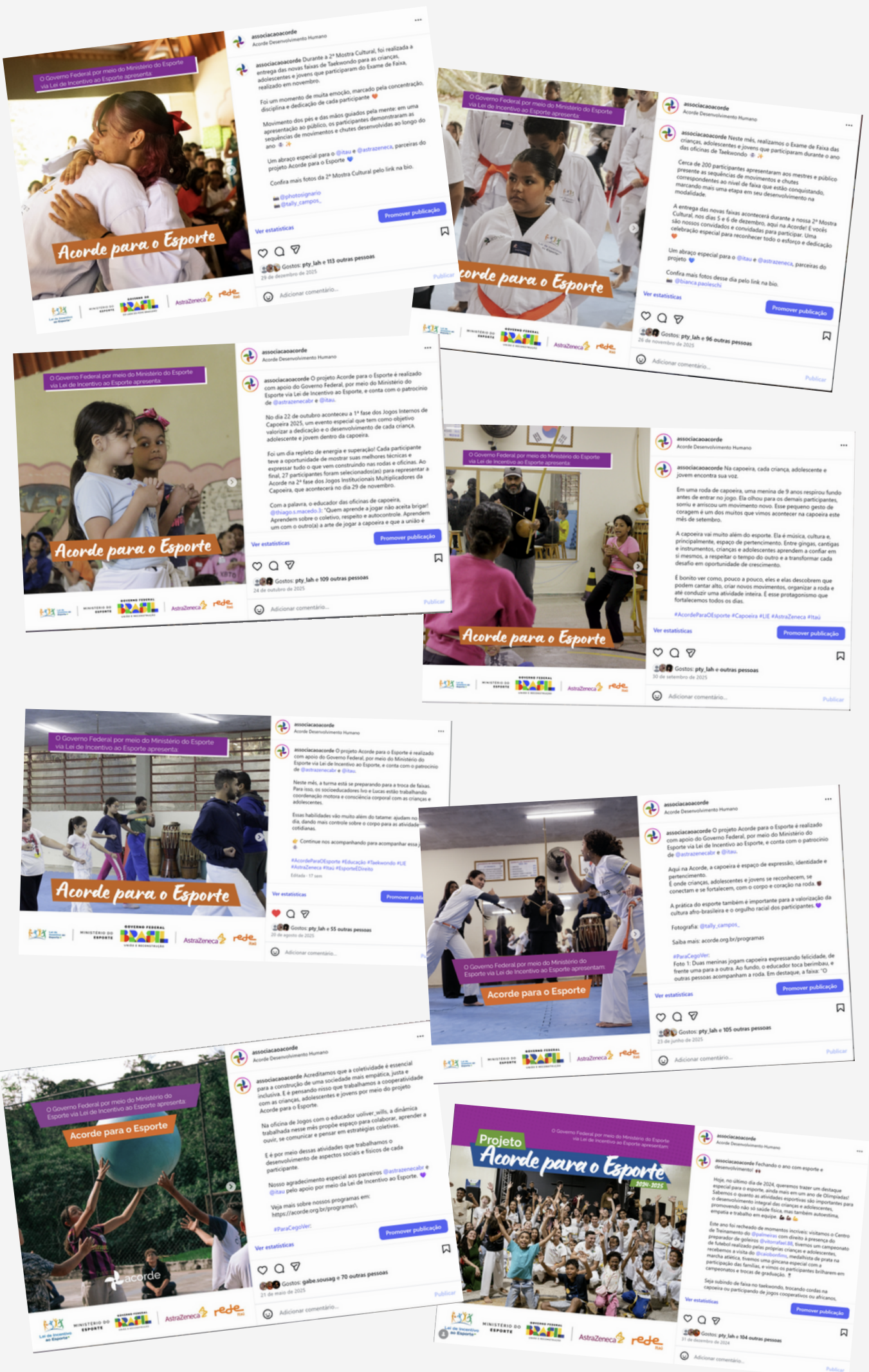
Shadow Theater on the history of Capoeira, integrating research, artistic expression and cultural reflection; Capoeira Circle as a space for the exchange of knowledge, ancestry and collective experience; and Taekwondo demonstration, highlighting technical knowledge, discipline, respect and the training path of each one.



PUBLICATIONS

12 posts

about the project on social media



852 likes

40,506 views

ACORDE 2024 ACTIVITY REPORT



[Link to the report](#)

Links to more photos:

- <https://www.flickr.com/photos/associacaoacorde/albums/72177720327062617/>
- <https://www.flickr.com/photos/associacaoacorde/albums/72177720330518640/>
- <https://www.flickr.com/photos/associacaoacorde/albums/72177720330596127/>



PROJECT WAKE UP FOR SPORT REFERENCE YEAR 2025

PRESENTATION

The "Awaken to Sport" Project aims to promote the holistic development of children, adolescents, and young people through sports practices with an educational purpose. Throughout 2025, the project integrated four disciplines—Capoeira, Taekwondo, Cooperative Games, and African Games—as tools to strengthen socio-emotional, physical, cultural, and relational skills, contributing to the civic education of the participants.

RESULTS ACHIEVED

Human and Socio-emotional Development

Sports activities contributed significantly to strengthening self-esteem, self-confidence, and the ability to cope with challenges, mistakes, and frustrations. Children and adolescents began to demonstrate greater self-control, empathy, respect for differences, and the ability to interact in groups. The reports collected throughout the year indicate that sport was perceived as a space for acceptance, belonging, and identity building.

Empowerment and Autonomy

The project fostered empowerment among children and young people through pedagogical processes that encouraged leadership, collective responsibility, and learning by teaching. In Taekwondo, teenagers took on monitoring and support roles for younger groups. In Capoeira, participants were involved in creating cultural presentations, historical research, and internal and external games. In the Games, children and young people exercised leadership, cooperation, and decision-making in collective and cooperative activities. These processes strengthened the autonomy and sense of responsibility of the participants.

Body awareness and appreciation of sport

Participants broadened their awareness of their own bodies, their limits, and potential. There were improvements in motor coordination, balance, strength, flexibility, and endurance, as well as an understanding of the importance of physical activity for physical and emotional health. Many reported positive impacts of sport on their daily lives, such as increased energy, confidence, and performance in school and community activities.

Expanding cultural repertoire and social awareness

The project integrated sports practices with cultural and historical content, promoting reflections on diversity, racism, cooperation, and respect. African games, unconventional sports, the history of Capoeira as a practice of resistance, and the values of martial arts in Taekwondo broadened the participants' cultural repertoire and strengthened an anti-racist and inclusive education.

Challenges

During the project implementation, some programmatic challenges were identified that required adaptive responses but did not prevent the achievement of the intended outcomes. One significant challenge involved working with neurodivergent children. As activities progressed, it became clear that a closer and more individualized level of support was necessary. In addition to facilitating the workshops, educators needed to ensure sustained attention, emotional regulation and meaningful participation for these children. This highlighted the importance of having an additional support educator, assistant or therapeutic aide present during workshops to guarantee inclusive and qualified participation. Another challenge relates to gender participation. Social factors, particularly domestic responsibilities placed on adolescent girls, continue to influence enrollment patterns, resulting in a higher number of boys registered in sports activities. However, this gap has gradually decreased over time, and among enrolled girls, engagement and retention levels have been consistently high.

MEETING WITH FAMILY MEMBERS

One point of connection between the two proposals developed in the game workshops is the exercise of sharing ideas and discovering individual and collective skills, especially in solving emerging issues, and developing the ability to observe problems and see new possibilities. Intentionally, in line with Cooperative Games, this development of thinking and rethinking different actions was brought about, which automatically reverberated in the African games. As a connecting point, it was also presented that they felt comfortable expressing and sharing ideas with the groups during the process of interaction. When groups are put to work collectively, they are able to have good relationships and produce incredible materials. Regarding cooperation, participants highlighted the importance of teamwork, mentioning skills such as communication, care for others, empathy, and freedom to express themselves for the good of the group. Contributions came from participants with comments that the games helped them understand more about themselves and their surroundings, points such as focus, concentration, assertive communication, and observation.

During the capoeira workshops, the discipline of being a capoeirista was discussed extensively. Capoeira, being a martial art, requires its practitioners to have good relationships with their peers, both inside and outside the activity room, especially with their family members, parents, siblings, guardians, and teachers. In conversations with some parents, comments such as: *"My son has improved so much at home. He's organizing his own things."*; *"My son used to be very restless and now he's calmer."*; *"My daughter was going through a very difficult time communicating at home; capoeira helped her feel better and she's talking more."*

The proposed workshops, which involve concentration, response time, and thinking about the game itself through capoeira, are ways to develop the cognitive system of children, young people, and adolescents. Therefore, many reported that during subjects like History and Physical Education at school, they interact a lot with the capoeira classes here at Acorde, thus helping in the positive performance of these students. However, beyond the subjects mentioned, children unconsciously achieve better performance because they are exercising not only their bodies (motor skills) but also their minds (cognitive skills), and thus, can significantly improve in any school subject.

During the initial workshops, there were some conflicts between children, young people, and teenagers, in all groups, both morning and afternoon. These conflicts decreased as the activities and proposals, which also emerged in response to the conflicts, were implemented—individual, group, or paired activities. Proposals where children, young people, and teenagers had to trust each other to perform a certain movement, exercise, a circle, or a rhythm class. The exchange of information through games, movement, songs, and circle discussions were ways to break down certain behaviors that often generated conflicts.

FINAL CONSIDERATIONS

The results of the Acorde para o Esporte Project in 2025 demonstrate that the investment made by Itaú directly contributed to the promotion of the integral development of children, adolescents, and young people in situations of social vulnerability. Sport, worked on in an educational and integrated way, proved to be a powerful tool for social transformation, strengthening bonds and expanding opportunities.

Acorde reaffirms its commitment to transparency, technical quality, and the continuous improvement of its actions, thanking its partners and funders for the trust and support that make this work possible.

GOAL	INDICATOR	VERIFICATION INSTRUMENT
To promote the integration of beneficiaries from the communities, contributing to socialization and a multicultural and multiracial city through sports.	Children's and adolescents' perception of changes in their views and interaction with social, cultural, and racial issues.	Evaluation conducted by the project team, discussion sessions with participating children and adolescents, and audiovisual recordings.
To promote the continuous practice of sports in the lives of children and adolescents as a way to improve school performance, well-being, and physical, mental, and intellectual health.	80% of participants completed the project.	Report of participants and attendance list.
Welcoming teenagers and teaching them to deal positively with their challenges through sports activities that promote health and well-being.	Perceptions of children and adolescents, as well as family members and caregivers, regarding improvements in coping with challenging situations.	Evaluation conducted by the project team, focus groups with family members and guardians, and with participating children and adolescents, attendance lists, and monthly reports from educators.
Maintain 80% of participants with 100% attendance.	Participation of at least 192 students throughout the entire project.	Attendance List, Semester Report (comparative attendance lists).
To serve 80% of beneficiaries enrolled in the public education system.	Participation of at least 192 beneficiaries enrolled in the public education system.	Attendance List, Semester Report (comparative attendance lists).

MULTIDISCIPLINARY TEAM

SOCIOEDUCATORS



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Lucas Cruz



Thiago Soares



Ivo Ramos



Wilson Procópio

PEDAGOGICAL COORDINATION



Dafner Vida

INSTITUTIONAL DEVELOPMENT COORDINATION



Dafner Vida

ADMINISTRATIVE FINANCIAL COORDINATION



Carla Cabrera

SOCIAL WORKER



Poliana Santos

PROGRAM ANALYST



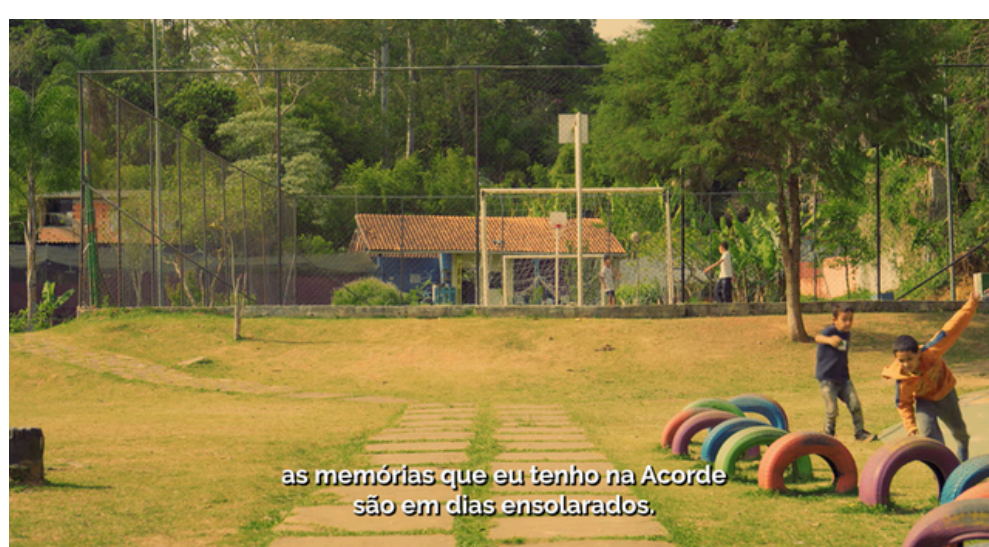
Camila Trindade

COMMUNICATION ANALYST



João Pereira

GET TO KNOW ACORDE



[Link to the video](#)

