



# Formação

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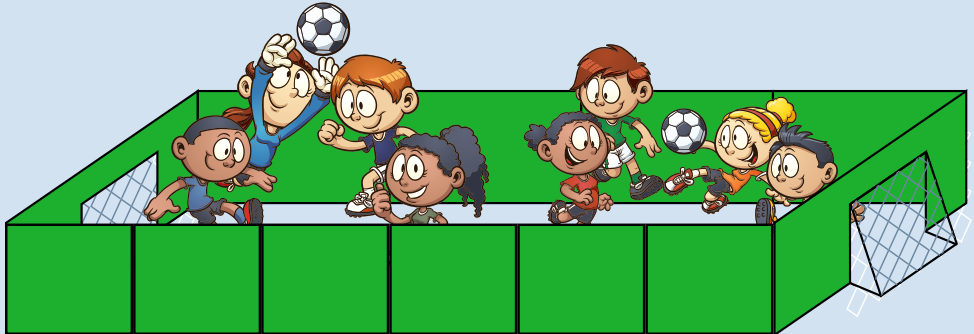
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## EDITORIAL

In the 2014 version of the Football for Development Project, supported by FIFA and Football for Hope, the Formação Institute established as one of its objective to deepen even more the FutRua 3 (Football3) methodology with the BOLACAO methodology for children, which has been in a process of improvement since 2006.

During this eight-year long process, we have learned, deepened and spread:

- the street football in the Lowlands of Maranhao (Baixada Maranhense), nowadays the Brazilian region with the best performance in the football 3 (FutRua3) methodology;
- we were responsible for the spreading of street football to other 60 cities in the state of Maranhao;
- we support and feed the Northeastern Network of Street Football;
- we have participated in all international events (in South America and all over the world) since 2005;
- we participated in the Sylakhona Project in 2010 and 2014;
- we mapped boys and girls football activities, spreading information and news by means of various media;
- we support and feed the Community Sports and Recreation Community Centers (NUCEL);
- we reinforce already existing networks in Latin America and all over the world (Streetfootballworld);
- in 2012/2013, we created the first Portable Court for the BOLACAO methodology;
- in 2013/2014, we started the FutRua3 BOLACAO Caravans;
- with the caravans, we are deepening the methodology adaptation of sports 3 for day care centers, by



means of demonstrations with football;

- we are presently sharing with many partners the BOLACAO Court for FutRua 3.

Na versão 2014 do Projeto de Futebol para o Desenvolvimento, apoiado pela FIFA - Football For Hope, o Instituto Formação teve como um de seus objetivos aprofundar ainda mais a metodologia do FutRua 3 (Futebo3) com a metodologia do BOLAÇÃO para crianças, que vindo sendo aprimorada ano a ano, desde 2006.

Ao longo dessa caminhada de oito anos, com muitos aprendizados:

- aprofundamos e disseminamos o futebol de rua, na Baixada Maranhense - hoje a região brasileira que mais pratica - com paixão e domínio a metodologia do futebol3 (FutRua3);
- disseminamos para outras 60 cidades maranhenses a prática do futebol de rua;
- fomentamos a Rede Nordeste de Futebol de Rua;
- participamos de todos os eventos internacionais

(sul-americanos e mundiais) desde 2005;

- participamos do Projeto Syikhona, em 2010 e 2014;
- mapeamos práticas de futebol de meninos e meninas e disseminamos notícias por vários meios de comunicação;
- fomentamos e alimentamos Núcleos Comunitários de Esportes e Lazer (NUCEL);
- adaptamos e disseminamos a metodologia dos esportes3;
- fortalecemos as redes existentes - latino-americana e mundial (Streetfootballworld);
- criamos em 2012/2013 a primeira Quadra Móvel - para metodologia BOLAÇÃO;
- implantamos, em 2013/2014, Caravanas BOLAÇÃO de FutRua3;
- estamos aprofundando, com as caravanas a adaptação da metodologia dos esportes3 para Creches, via demonstrações com o futebol;
- estamos disseminando com várias parcerias as Quadras Bolação de FutRua3.

## BOLAÇÃO (BALLACTION) - SOCIAL TECHNOLOGY

BOLAção is the name of a social technology developed by the Formação Institute during the execution of the BOLAção of FutRua3 Caravan Project, supported by FIFA - Football For Hope.

**THE SOCIAL TECHNOLOGY BOLAÇÃO KIT IS COMPRISED BY:**

**1 - THEORETICAL FRAMEWORK**

**2 - VOLUNTEER MODEL IN SPORT 3 MOBILIZATION AND MEDIATION**

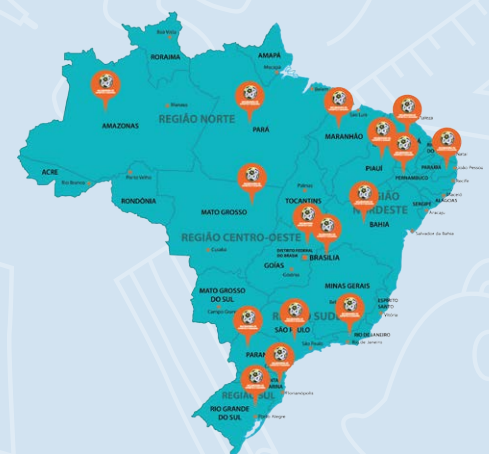
**3 - YOUNG LEADERS - MEDIATORS TRAINING PROGRAM**

**4 - BOLAÇÃO COURT**

**5 - ILLUSTRATED SPREADSHEETS**

**6 - SPORT 3 BOLAÇÃO CARAVANS**

**7 - MANAGEMENT MODEL**



## WHERE DO WE OPERATE?

Since it was created, fifteen years ago, Formação has been developing projects in several Brazilian states, by means of its work with sports and youth mobilization. The map shows where we have already been.



# I – THEORETICAL FOUNDATION

## Children and learning



## CHILDREN

**In the womb**  
Impulse of the BEING to BECOME INTERACTIVITY?

**At birth**  
Possibility of BEING with BEINGS INTERACTIVITY?

**As they grow**  
Potential for BEING among BEINGS INTERACTIVITY? (RC)

Formação works with the principle that all people are able to learn and the sooner we provide food for these learning processes, the more nurtured and developed we become.

We also assume that being early childhood education the only stage of education we are unable to recover at older ages, we must during childhood provide children with a wide variety of knowledge, not denying them the possibility for their intellectual, emotional and motor development to flow.

Researches have indicated that, up to 6 years old, children are potentially or actually building the foundation of who they might become as adults. At this age, the brain is shaped, this organ that allows the adaptation to the ecosystem and the historic moment, with permanent adjusting to the world according to what is experienced all the time, from the mother's womb, until one is born and grows up. Thus, healthy practices of affective dialogue, introduction to reality by the playful universe of fairy tales,

among others are important ways to link and connect the child with the surrounding real world.

It is also in this period of life, from birth to six years of age, that the brain reaches 90% of its growth and develops 90% of its potential. Up to this age, children learn everything adults want them to learn - and also what is not intended for them to learn and what we do not imagine that they are learning.

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Formação - a non-governmental organization created in 1999.

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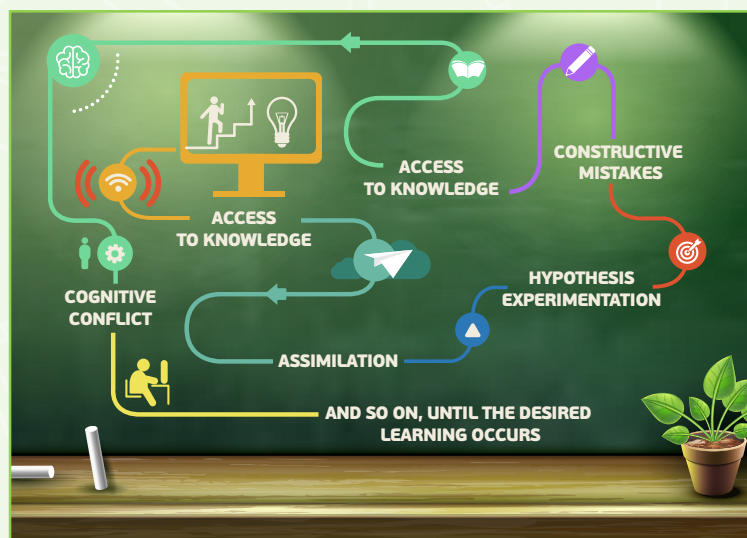
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This text contains fragments of several reflections made by Regina Cabral in the last fifteen years and is also part of the theoretical framework of the BOLAção Project. Part of the text is the systematization of this project made by Formação, for publishing with SFW – Sony.



# HOW DO WE LEARN?



As we have seen, we learn many things, from birth to six years of age. According to some theories, it is by:

- the assimilation of what we see, hear, watch, exercise;
- experimenting cognitive hypothesis of what was assimilated;
- overcoming constructive mistakes in the initial experimenting process;
- the cognitive conflicts that occur when we compare what we know to a more elaborated knowledge displayed by someone else;
- continuity of assimilation, which generates more experimentation, causing new mistakes. These, in turn, produce new conflicts that occur when we compare what we know with what the other knows, in a continuous process that can take us to the desired learning if there is content and actions to support our development.

## IT HAS NOT ALWAYS BEEN UNDERSTOOD THAT WAY!

There are at least three conceptions studied by psychology as a consequence of researches to find out answers to the concerns about the development that takes place during the life of an individual (human being). Three of these conceptions arise from the answers to inquiries and researches made: innatism, environmentalism and interactionism.

The first theory (innatism), considers that the individual carries from birth traits that will determine what he/she will be professionally and what skills he/she will have in the future, with claims like "he was born to be a player."

Environmentalism supports the idea that the individual develops skills according to the environment in which he/she is inserted in the social life, due to the fact that human beings are passive and likely to be manipulated and controlled by simply changing the environment or the situation one is in. This concep-

tion is not concerned to explain the processes by which the child reasons and gets hold the knowledge.

Thus, until the 19th century and early 20th century, the history of psychology, particularly cognitive developmental psychology, went largely referred to the epistemic framework of the philosophy of division, inherited from modern thought. For example, the cognitive development of children was explained from "inside", using the natural architecture of knowledge, and from "outside" as a mark of stimuli and social factors. Or it was established a rigid separation between a psychology that explains the development of natural skills, and a comprehensive psychology, appropriate for the cultural integration of human action, returning to the dichotomy between natural sciences and social sciences.

In the interactionist concepts, the human development is the result of the interaction of biological

and environmental factors (environment, in this sense, refers to the social, historical and cultural spaces). In this conception, it is possible to say that we are active subjects and have the ability to build our features according to the relationship we have with the physical, social and cultural environment. Therefore, the development happens through the socio-cultural relations. According to this conception that the development produces learning and learning produces development.

Thus, for a long time it was understood that the subject in the process of learning, was seen as someone who was born predestined to be a "man of knowledge" or an "ignorant". In the area of sport, who did any sports activity was only seen as a muscle machine with little ability to think, to reflect and act critically in society.

## THE IMPORTANCE OF PIAGET

Psychology served almost always to measure people's ability and assess whether they were ready to move on in their intellectual development. From the late 19th century and throughout the 20th century, thinkers such as Piaget, Freud, Erikson started to question this way of evaluating the learning process of the human being, and started to defend

that people learn through interaction with the environment and are not just born with an innate ability. Previous to Piaget's conception, the learning process was understood as a process of content accumulation. For Piaget, learning is a process that happens through successive approximations and not in a cumulative and homogeneous way, as it was believed by this period.

In his work, Piaget states that the cognitive development of people, starting in childhood, is sequential and moves from simpler to more complex structures. The development of intelligence goes through stages that are the same for all individuals and occur in the same order (Banks - Leite, 1997).

## VYGOTSKY'S CONTRIBUTIONS

Another theorist who greatly contributed to understanding the learning processes was the Russian Vygotsky. For him, the learning of the written language takes place not only through the acquisition of spoken language, but also by several other means of constructing knowledge. He criticizes the Pedagogy and Psychology views that consider, for example, the writing activity only as a motor skill.

In the area of sports, for instance, we could say that the motor activity, although important in high performance sport, is not the only skill in sports that needs to be developed and / or which, when developed, provides an emancipatory outcome and important

achievements and learning, even in the personal aspects. And, depending on how this activity is introduced from the earliest ages, its development and use may take different forms.

For example, in football, as a general rule, players are taught to kick the ball, but are not taught to be happy, free and supportive; they are taught to compete and not to be supportive, even football being a team game.

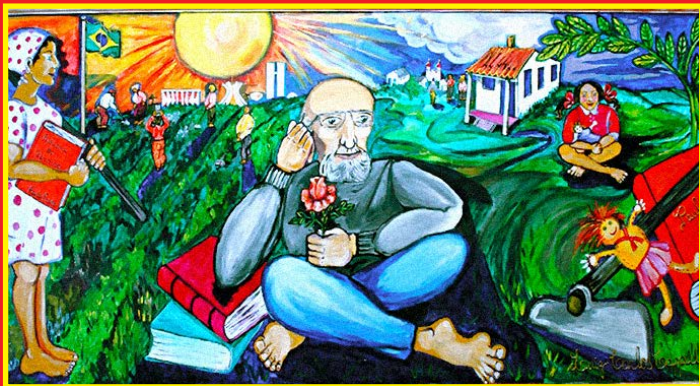
When we devised the BOLAção concept, what we had in mind was this other perspective, from the moment the child is building his/her lifelong knowledge bases.

Thus, BOLAção is devised to expand the scale developed by the football and other sports. In other words, the ball going from foot to foot, also produces solidarity, joy, favors the construction of links and increases the collective happiness index.





## FREIRE, THE “PROBLEM RAISER”



Paulo Freire, a Brazilian thinker has also contributed to the understanding of the learning process. His thoughts also reinforce the understanding that learning takes place in social life, with each other in the various ways people interact through dialogues with horizontal relations and content questioning. In his most famous work, *Pedagogy of the Oppressed*, he says people have knowledge that can not be ignored in the educational process and that knowledge is formed in the relationship one has in and with the surrounding world.

For Freire, to get to know the unknown, one counts on what one knows, and what is already known to the child, adolescent, youth or adult is centered in their own reality. Of course the adult reality has more to do with real life, while the situation of children has much to do with the world of imagination, playing, joking. Therefore, having multiple activities that enhance these features is all important.

## SIMILARITIES AMONG FORMS OF LEARNING

Currently, some theorists continue to investigate the knowledge and attitudes learning processes of people in learning situations or as knowledge producers. With regard to literacy, in the 1990s, besides Freire and many others, two Argentine studies (Emilia Ferreiro and Ana Teberosky), have been adopted in Brazil.

The analogy of sport learning with literacy (learning the alphabet base) helps us understand that almost everything we learn is done the same way: assimilating, experiencing, making mistakes, facing knowledge conflicts, new experimentation, until certain learning is consolidated.

Research conducted by Ferreiro and Teberosky with elementary school students in public and private schools in Argentina confirmed that the written language learning process is similar to the process of learning to speak.

We learn by assimilation because people share their living in the world and thus, they have access to the spoken and written languages. This also occurs with other learning processes of: music, painting, football. As with the ball at his feet and a lot of content that enable social and human development, many other skills are assimilated and can be reapplied.

Comparing the written language learning and other learning processes to learning speak, many things become clearer. The child does not learn to speak, for example, the word “water” because someone spelled w-a-t-e-r, but because he/she heard people say “water”.

The baby pointed to the water, the mother asked, “Do you want water? water ?, etc ... also to assimilate the speech of the word water, the baby does



not say “water” at once but initially babbles aaa, aga .... until you get to understand that the sound you hear is water.

And this understanding is because around the baby, people say water and do not repeat as the child uaaa, uaua ... etc. Similarly, since we are children we learn to play by playing.

The introduction of BOLAção, FutRua3 and Sports 3 courts in the daycare centers was based on the thought that behind every child, young adult and adult there is not exactly an athlete, but a person able to learn, a knowing subject - one that has the ability to get to know - and who is therefore not merely a pair of legs, or arms, but an omnilateral being, full of capabilities with unlimited potential, that, when gaining access to the knowledge, learns, develops and can contribute to the development of many other people.

That is why we believe in the importance of continuing to develop and disseminate educational

sports methodologies focused on the human, social and our own society development. In the BOLAção court of FutRua3 or Sports 3, unlike what happens in the famous Rome Arenas and many others that followed, children, adolescents and young people learn to jointly fight for a better world.

Piaget helped us move forward in the area of psychology, and the knowledge related to the way learning occurs. Even nowadays, his findings remain important. But we did not stop there. A lot more has been reflected and discovered in these areas.

New researches and experiences that had followed showed other key elements for understanding the learning process. We continue moving forward, especially with the understanding that learning occurs primarily through social interaction. One of the key aspects highlights that it is not only interacting with objects and the environment that generates learning, but mainly in the interaction with people through social co-existence in mediation processes.

## MEDIATION IN VYGOTSKY

Vygotsky, a contemporary of Piaget, developed the historical social theory also known as historic cultural theory or socio interactionist theory. Piaget and Vygotsky will focus on the development process as a constitutive interaction between the individual and society, between internalization and the activity of the individual, or between the subject and the object of knowledge.

The Russian devoted his interests to the study of the most sophisticated psychological mechanisms,

which he called higher psychological functions, typical of the human species. According to him (1994), these are the functions that enable the conscious control of human behavior, the attention and the voluntary memory, the active memorization, the abstract thinking, the deductive reasoning and the ability to plan the actions.

During his researches, he tried to identify the behavior qualitative changes that occur during human development and what is its relationship with the social context.

According to Vygotsky (1984), the higher psychological functions are not innate processes, but originate in the relations between human individuals, and develop through the process of internalization of cultural forms of behavior. They are different from the elementary psychological processes that are present in animals and young children, such as: automatic reactions, reflex actions and simple associations, which are of biological origin.





The main ideas, present in works such as “The Social Formation of Mind” (1984) and “Thought and Language” (1995), are:

**1 - Typically human characteristics are neither present since the birth of the individual, nor are merely the result of the external environment pressures; they are the result of man’s dialectical interaction with their socio-cultural environment.**

**2 - At the same time that human beings transform their environment to meet their basic needs, they transform themselves.**

**3 - Specifically human psychological functions are originated in the individual’s relationships with the cultural and social context, ie, the human mental development is not given a priori; it is not immutable and universal, it is not passive, nor independent of historical development, and of social forms of human life.**

**4 - The brain, the product of a long evolution, is the material substrate of the psychic activity that each species member brings with themselves at birth. However, this material base does not mean the system is immutable and fix.**

**5 - The technical tools and systems of signs, historically constructed, promote the mediation of human beings with each other and with the world. Language is a mediator sign par excellence, carrying the concepts generalized and elaborated by human culture.**

All this framework gives us support to work the sport content in early ages as a social development tool, in a collective and supportive approach rather than merely a form of personal promotion, individual victory, even when it comes to a team of 11 players on the field. Boys and girls or people with and without disabilities playing together are ways to bring into the sport activity possibilities to overcome inequalities, to combat prejudice and injustice and to strengthen the inclusion of all.

For Vygotsky (who is not a theorist on sport, and from whom is taken the most general aspects of his thought), to address the human consciousness as a product of social history, it is necessary to study the changes that occur in mental development from each person’s experiences. In his words, “since the early days of a child’s

development, activities acquire their own meaning in a system of social behavior and, being directed to defined objectives, are refracted through the prism of the child’s environment. The path of the object to the child and from her/him to the object passes through another person. This complex human structure is the product of a development process deep-rooted on the links between individual history and social history”. (Vygotsky, 1984:33)

**According to this perspective, it is argued that, although the learning process starts much before people go to school, school learning introduces new elements in their development. Vygotsky identifies two levels of development:**

**1 - One, that refers to the already realized conquests, what one has acknowledged as known, called Real Development Zone (RDZ).**

**2 - Another, which refers to what can be achieved, which can be learned and is called Potential Development Zone (PDZ).**

Between these two levels, there is the Zone of Proximal Development (ZPD), where the mediation takes place, leading the child or the adult from one area to the other, according to the mediation, the relations established, the knowledge that is available. The mediator in educational sports, or FutRua3 acts in this ZPD. So do the teachers, in general.

This explanation helps us understand the importance of the mediator engaged in the zone of proximal development, as the mediator in Sports in 3 halves activities. A physical education teacher, or a mediator, for example, can offer educational activities from an early age. The more the participants of this activity, be them children in a nursery or young people in a school or community, have access to the different possibilities, mediated by someone who has significant knowledge to lead the advance in their development, this development will be more consistent. Why does this happen? Because in the permanent interaction with other children, adolescents or young adults, they will assimilate, experiment, reflect, until the desired learning is achieved.

Freire has also contributed with relevant discussions on the role of mediators. In accordance with Vygotsky, Freire states that the dialogue is an essential instrument to people’s intellectual

development. Due to that, it is fundamental for the Sports3 mediator in the BOLAção activities to have permanent dialogues with the participants.

How can the educator and mediator evolve in their learning to increasingly mediate in the zone of proximal development, modifying the real and advancing the potential of every child, adolescent and young adult?

Studying, experimenting, reflecting, participating in events, workshops, networks ... And, how do children, adolescents and young adults learn to play football with mediation?

The same way the child learns to speak e learns other contents. As a child hears people talking around her/him, she/he assimilates the educational sport or sport activity as a development tool because there is access to guidance from the daycare center or in the community, providing the opportunity to reflect and to experience training processes. As the child grows up, there are opportunities to participate in local, national and international events, as well as in exchange programs.

All this trajectory on how the learning process takes place contributes to the claim that people are not hollow beings, but start building knowledge at very early stages, when they experience hypotheses formulation. In order to really bridge the real and the potential of each one, linking knowledge, as Vygotsky proposes, each educator / mediator must first seek to know the audience they will work with so that they become aware of what is known and what needs to be developed.

In high performance sport, it is taught in early age, the technique, the kick, the throw, the cover, the defense, the tactics, but little is associated with the sport of learning the relationship between colleagues, and teamwork with the perspective of personal development, training practice of ethical, aesthetic, political and moral values, combating prejudices, building dialogue, to overcome conflicts, the increase of self-esteem and the construction of many other possibilities. We do not fight prejudice by talking about it, but assimilating concrete non-biases practices, experienced in our daily lives.

Finally, it is important to consider that the process of learning how to play a certain sport, associated with human and socioeconomic development, and as a tool for social transformation in safe and inclusive activities can be applied at any age. It requires that the teachers or youth leaders / mediators, working in the zone of proximal development, make it possible the exchange of new content that, when assimilated, increasingly expand the reality of each subject, the audience of this action. The content assimilated depends on the type of content presented: educational? Is competition strengthened? Is inclusion ensured? Is it restrictive?

In FutRua3 activities, for example, during mediation (1st and 3rd halves) and during the match (2nd half), mediators and players build knowledge together always with new possibilities of syntheses to be expressed, reflecting the diversity of view points according to each participant’s world.

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Piaget divided the intellectual development into four stages: sensorimotor (from 0 to 18/24 months); preoperative (from 2 to 7 years); concrete operations (from 7 to 11/12 years); formal operations (from 11/12 to 15/16). Freud defines five stages of psychosexual development: oral (0 - 12/18 months); anal (12/18 months - 2/3 years); phallic (2/3 years - 5/6 years); latency (5/6 years - puberty); genital (after puberty). Erikson proposes eight developmental stages considering biological, individual and social aspects. Each stage is crossed by a psychosocial crisis: 1st age - Trust vs. Mistrust (0-18 months); 2nd age - Autonomy vs. Shame and Doubt (18 months - 3 years); 3rd age - Initiative vs. Guilt (3-6 years); 4th age - Industry / Mastery vs. Inferiority (6-12 years); 5th age- Identity vs. Diffusion / Confusion (12 - 18/20 years); 6th age - Intimacy vs. Isolation (18/20 - 30 or so years); 7th age - Generativity vs. Stagnation (30 and such - 60 or so years); 8th age - Integrity vs. Despair (after 65 years).

## 2 - VOLUNTEER MODEL IN SPORTS 3 MOBILIZATION AND MEDIATION

In projects developed with young adults, Formação mobilizes them for citizenship actions by encouraging the reapplying of the content seized to other young people, in training programs. The expectation is that they take over the coordination of local processes of mobilization and coordination of youth, either in Youth Forums, or in coordinating committees of local structures such as the Sports and Recreation Community Center (NUCEL).

Since 2003, Formação has mobilized more than a thousand young adults in a variety of actions, and more than two thousand got involved with the Youth Forums.

In the NUCEL of the Itaqui-Bacanga area, 50 young leaders were mobilized to directly reapply the Sport 2 contents in weekly activities.



## 3 - YOUNG LEADERS - MEDIATORS TRAINING PROGRAMS

Formação develops its projects with some basic strategies: Subjects Mobilization - Training Programs - Space Structuring – reapplying of knowledge - Network Articulation.

The basic modules of the Kit BOLAção Training Program are:

I - Module with direct guidance of Formação- eight meetings with all adolescents and young people, educators / teachers and some leaders of each community - mobilized and involved (8 hours per meeting).

II – Local module (each community or school) with practical guidance on weekly activities (28 Saturdays - 2-4 hours a Saturday).

### GENERAL PROPOSAL OF CONTENTS

Module 1 – EDUCATIONAL SPORT

Content: Education and Educational Sport Concept; Mediation in Education Sport; 3 Halves Methodology; Sport 3 Model

Module 2 – THE EDUCATION SPORT ACTIVITY WITH THE METHODOLOGY OF SPORT 3 AND BOLAÇÃO COURT

Content: FutRua3; Hand3; Vôlei3; Basketball3; Badmington; slackline; Rugby, Athletics, use of spreadsheets.

Module 3 – ATHE EDUCATIONAL SPORT ACTIVITY WITH THE SPORT 3 AND OTHER METHODOLOGIES – CLARIFYING DOUBTS AND INTRODUCING NEW CONTENTS

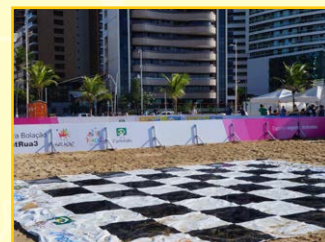
Module 4 - PLANNING DE EVENTS AND WEEKLY ACTIVITIES – BOLAÇÃO CARAVAN

**The modules are unfolded in the programs. Each program deepens one or two modalities, the spreadsheets, the mediation, the Caravans planning and the use of the court.**

## 4 - BOLAÇÃO COURT

During the execution of the BOLAção project in 2012/2013, Formação designed and produced a portable court, called BOLAção Court, to be carried on during the caravans. The idea at that time was to have an easy structure to carry on and assemble, and at the same time, to demarcate space, ensuring visibility for the action, in a safe space for the practice of sports, whether in school, in the street in front of the school or other community space / city: field, street, beach ....

Formação initially constructed 3 courts and 20 more later, with the partnership of Streetfootball-world eand Sony.





## 5 - ILLUSTRATED SPREADSHEET

Since 2006 Formação has used spreadsheets in its educational sports activities uses initially with street football. Spreadsheets are filled by the mediator, with the rules of the game - the first half of the match; serves as a guide to score - in the second half of the match ; and evaluation, in the third half.

In 2013, the Training conceived inside the BOLAção Project, illustrated worksheets to work with children. The construction of these spreadsheets was made by Incubator Sports and Citizenship and the GT of Education.

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sheets for the BOLAção Project, to work with children. The construction of these spreadsheets was made by the Sports and Citizenship Incubator and the Education WG.

**3 SPREADSHEETS WERE CONCEIVED AND DEvised, ACCORDING TO OUR THEORETICAL FRAMEWORK:**

**1 - One for smaller children, with ASSIMILA-TION as theme**

**2 - Spreadsheet for bigger kids, with CON-STRUCTION as theme**

**3 - The third, for adolescents and young adults**



## 6 - SPORT 3 BOLAÇÃO CARAVANS

The BOLAção caravans are devised to mobilize new audiences from schools to play FutRua3, with different objectives. They consist in mobilizing communities for playing FutRua3. The caravans are an example of how the BOLAção courts can be used in mobilizing participants and promoting activities with FutRua3 and other sports such as handball.

In the daycare centers, the goal is to introduce the sport and all that it can generate, from a very early age. For example, when we set up a block within the school yard the child realizes that there are safe spaces (or should be) for sports.

In the elementary schools and in the communities, the aim was to demonstrate that these educational activities can have many results, such as the empowerment of girls, who always wanted to play and have not previously had opportunities; boys and girls together in the same recreational activity; people with and without disabilities included in the same game; different people experiencing living without the inequalities, an opportunity to combat prejudice and bullying.

During the caravans, the idea is to work the difficulties that children, adolescents and young people usually face, using mediation by comparison, analysis, reflection and dialogue among all. This type of pedagogical procedure enables the development of the person as a thinking subject and not merely as an individual who learns only what others “teach”, memorizing, copying, repeating.

The FutRua3 mediator not only the mediates, but also mobilizes for this educational activity. The actions that take place are also mobilizing audiences for other ways of doing things, as have the BOLAção of FutRua3 caravans been. And that is exactly the mobilization that the caravans are strongly about.

The idea behind the caravan has also been to contribute to constitute Sports and Recreation Com-

munity Center (NUCEL). Since 2006, Formação has been investing in creating these centers.

The school or the community is previously contacted and the caravan is planned with the respective boards of directors and leaders who get organized to receive the structure of BOLAção court and all the activity behind it.

The court is carried in an average pick-up which also transports balls, air pumps, vests, spreadsheets. The material is brought by the professionals. There are always extra goal posts in case there are more people than expected.

When we arrived at the caravan site, the court is immediately mobilized. First, the novelty; second, the assembly of the court; third, the game itself. It is always a great attraction, that raises intense curiosity.

**TABLE 1 – EXAMPLE OF A CARAVAN PROGRAM**

COLAÇÃO OF FUTRUA3CARAVAN – ALEGRIA NUCEL

7:00 Departure

7:40 Court set up (in the street, block square, school, ...)

8:00 • Beginning of the activities

- 3 halves of 10 minutes each.
- 12 teams of 8 children each
- an average of 6 matches
- Use of 3 spreadsheets (Assimilation – Construction – Autonomy)
- The spreadsheets are presented to the small participants in posters or banners.

11:30 Snack and closing

The caravans offer other types of educational sport alongside FutRua3 matches, such as human chess, human checkers, badminton, and slack line.

The caravans at daycare centers directly involve educators because they will be the children mediators. That is why the integration of the Sports and Citizenship Incubator with the Education WG was so important. Daycare centers educators participate in the FutRua3 (FootStreet3) workshops to take hold of the methodology and be able to adopt the contents in the permanent daycare centers routine.



## 7 - MANAGEMENT MODEL

Each activity performed in a school is coordinated by the school teachers and the Sport and Citizenship Incubator team.

When the activity takes place in the community, at a Sports and Recreation Community Center (NUCEL), the administration is taken over by the local youth committee, or the Youth Forum, when there is one.

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