



FOOTBALL3

FOR CHILDREN

Reflections and proposals



FOOTBALL3



1ST PERIOD



2ND PERIOD



3RD PERIOD



Fundação
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FOOTBALL3 FOR CHILDREN - REFLECTIONS AND PROPOSALS

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GRAPHIC PROJECT

AGX Design

PUBLICATION

June 2021

FUNDAÇÃO ESPORTIVA EDUCACIONAL PRÓ CRIANÇA E ADOLESCENTE

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PRESIDENT'S SPEECH

The period of 2020 and 2021 certainly brought unimaginable challenges for the entire society. For EPROCAD Foundation, this scenario brought an important call: to act in a meaningful and efficient way in supporting families in most need and to continue fulfilling its mission of promoting the social inclusion of children, adolescents and their families through sport, education and culture.

For months, our entire team spared no effort to promote food security for these families and assist children and teenagers through various games and playful activities, stimulating their physical, mental and emotional well-being.

I could not be prouder to represent this institution and to participate in these actions that have such a positive impact on the lives of hundreds of people. To add to such a difficult period that resulted in so many good actions by our team, I present to you the booklet produced in order to maintain the commitment to contribute to the development of Football3 methodology. It that reflects our daily work: produced by many hands, with a lot of reflection and collective construction.

Have a good read!



Paula Cristina Ghirardello
Volunteer President



Summary

FOOTBALL3

FOR CHILDREN

Reflections and proposals

INTRODUCTION

INTRODUCTION	5
FOOTBALL3: THE PATH OF EPROCAD FOUNDATION	6
THE CHILD AGE 6 TO 11 YEARS	7
A. Cognitive development	7
B. Social, personal and emotional skills	9
FOOTBALL3 FOR CHILDREN FROM 6 TO 11 YEARS	11
A. "Emojis" template age range: 6 to 8 years old	12
B. "Medals" template age range: 6 to 8 years old	14
C. "Star" template age range: 9 to 11 years old	16
D. "5-pointed star" template age range: 9 to 11 years old	18
FINAL CONSIDERATIONS	20
REFERENCES	21

FOOTBALL3



1ST PERIOD



2ND PERIOD



3RD PERIOD



FOOTBALL3

FOR CHILDREN

Reflections and proposals

INTRODUCTION

EPROCAD Foundation was established in 1985 with the mission of contributing to the social inclusion of children, adolescents and their families, through sport, education and culture, enabling autonomy to participate in society. Located in Santana de Parnaíba, it attends, annually, approximately 1100 children and adolescents in different situations of social vulnerability, enabling, through sports practice, the development of personal, social and emotional skills that will allow them to act towards changing their lives and community.

According to IPVS (São Paulo Social Vulnerability Index) 2014 data, Santana de Parnaíba belongs to “Group 2 - municipalities that, although with high levels of wealth, do not exhibit good social indicators”. This makes EPROCAD Foundation’s role to be extremely relevant to the scenario of territories where it impacts, providing an opportunity for integral development and access to sports. The activities developed in projects work in a transversal way in order to make connection between contents and provide meaningful learning, making youngsters take ownership of this knowledge. Among these activities, it is necessary to elucidate the role of Football3, which, due to the proposed structure for the game¹, it offers situations that enable the development of skills such as communication, self-knowledge, expression and responsibility, in addition to human values.

Searching for being established as a reference in the use of sport for social transformation and in the dissemination of Football3, EPROCAD Foundation seeks to offer, in addition to knowledge about this methodology, different views and reflections that make it possible to improve even more the use of these tools. Considering the motor, emotional and cognitive development of the human being, it is necessary to reflect on the potential and limitations that Football3 can bring to each age group attended by EPROCAD Foundation. This booklet aims to propose a reflection and possible adaptations of the game match form and mediator's performance in order to offer a better experience of Football3 for children aged 6 to 11 years old.

1: check “Football3 implementation guide”.



FOOTBALL3: THE PATH OF EPROCAD FOUNDATION

In 2005, EPROCAD Foundation had its first contact with the methodology of Football3 and, when entering a wide universe of possibilities of using football as a tool for social transformation, it started to use this practice in its projects. Over time, as a member of StreetFootballWorld network, EPROCAD Foundation has taken on an important role in the dissemination of this methodology to other organizations in Brazil and Latin America, paving the way for countless possibilities within the diverse communities and territories where these organizations operate.

As part of the purpose of taking Football3 to more contexts, enabling the transformation of more and more children and adolescents and, consequently, communities and territories, EPROCAD Foundation team is constantly reflecting on the role that this methodology has for participants, the aspects of the game and its ways of use. A relevant part of this purpose is the recent production of content that may be useful to the community in terms of understanding and enjoying the methodology.

In 2018, the booklet “Football3 - A new vision of the game: meanings and practices built by EPROCAD Foundation” was launched, contextualizing the

emergence of the methodology and its insertion in Brazil in addition to presenting the structure of the game and reflections on its aspects and impacts on the community. In 2019, the “Football3 Implementation Guide”, in addition to detailing the structure of the game, suggests different strategies for its implementation in a territory that is having contact with the methodology for the first time. These suggestions were based on reflections and experiences, from the perspective of the Theory of Change. In 2020, the strategy used for the dissemination of the methodology was the structuring of a training program offered to Physical Education teachers from the public-school system in São Paulo Metropolitan Area. Due to the restrictions generated by the Covid-19 pandemic, this training took place completely online, in the beginning of 2021.

The next step in this journey of creating content as a community and sharing knowledge was the production of this booklet, aiming to transform the constant reflection of the practice into a set of possibilities. This way, it is expected to enable an increasingly significant practice and, mainly, to create paths so that the experiences in other contexts can also be shared, in order to democratize and improve football for development.



THE CHILD

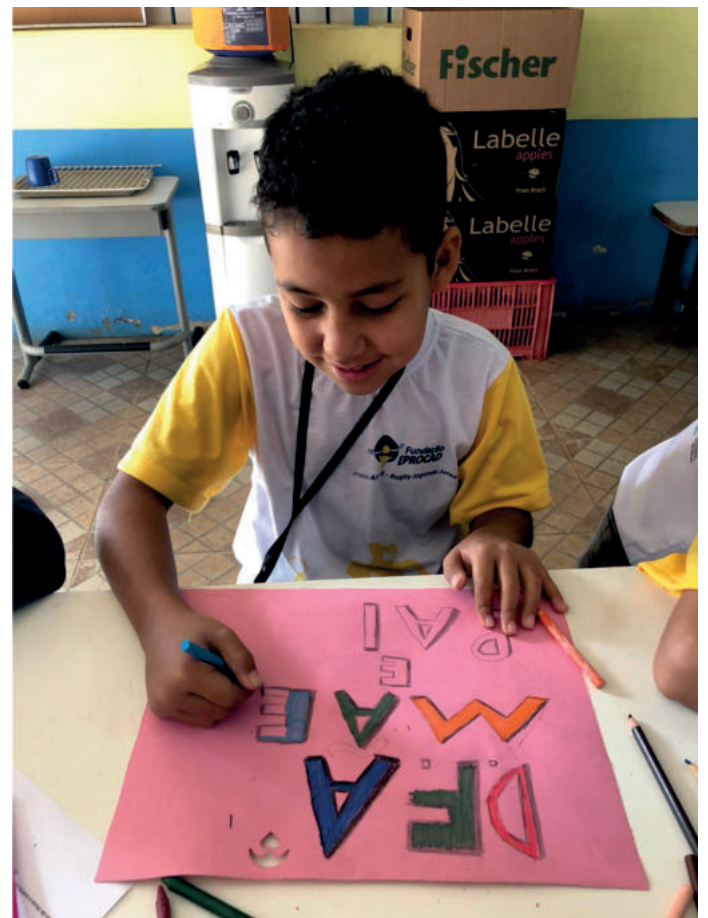
AGED 6 TO 11 YEARS

In order to make Football3 practice more meaningful for children and to intensify the stimulus for the development of life skills and abilities, it is necessary to think about what could be the possible limitations and potentialities that the use of the methodology tools can present. Considering that the match form is the main guiding instrument for the mediation that will enable the comprehension of values and development of competences, it is understandable that this reflection begins with the proposition of an adaption that will attend needs and characteristics of the participants. In this material, the characteristics of a child aged 6 to 11 years old will be discussed, as it is the age group that comprises Elementary School, a teaching cycle frequently attended by EPROCAD Foundation projects.

The first step in reflecting on the possibilities of using the Football3 match form for this age group is to understand its cognitive, emotional and social characteristics, since the main goal of practicing this methodology is to provide individual development beyond motor or physic aspects. From this starting point, it becomes possible to make all stimuli more specific, in order to have a more meaningful practice.

A. Cognitive development

Human body has different emotional, cognitive, affective and motor characteristics as it experiences different stages of development. Several scientists dedicated themselves to understanding each phase, describing the characteristics of each one. Piaget, a reference of extreme relevance in this area of knowledge, classifies the stages of cognitive development according to the individual's ways of interacting with the world and the characteristics of thinking and reasoning.



In the first two years of life, in the stage called “sensorimotor”, the child interacts with the world through its senses and motor skills, and mental representations appear at the end of this phase. Between 2 and 6 years of age, the child is in the “preoperational” stage and relates only from its individual and immediate perception.

The phase experienced between 7 and 11 years old, which comprises almost the entire age group discussed in this material, called “concrete operational”, is the period in which the child begins to develop critical and philosophical thinking, based on real situations – even though the ability of abstracting begins to develop at



this stage, the child is not yet able to think based on propositions, only on what exists and can be observed. In addition, relationships based on individual perception decline, and throughout time, the child begins to be able to see the world from others' perspective, as well as to understand values and a moral sense.

The last stage of cognitive development described by Piaget is the "formal operational", which starts at the age of 12 years old and is when the child or adolescent has well-developed reflection and abstraction abilities and begins to form opinions and concepts about themselves and their relationship with

society. Reversibility also arises, that is, the reciprocity of relationships, acceptance and denial.

When understanding these concepts, it is possible to state that the characteristics of a child aged 6 to 11 years are considerably different from a group aged over 12 years, regarding cognitive aspects and forms of relationships with themselves and with the world. Therefore, it is evident that adapting the approach and use of Football3 match form and in the role of the mediator is necessary, so that each group can take advantage of the experience with the methodology in the richest way possible.





B. Social, personal and emotional skills

The Football3 methodology encourages the development of social, emotional and personal skills. The “Football3 Implementation Guide”, published by EPROCAD Foundation in 2019, brings the skills addressed by the Common National Curriculum Base (BNCC) and how some of them are further stimulated by the way Football3 is structured.



Considering that the most encouraged skills are communication, argumentation, self-knowledge and self-care, empathy and cooperation, and responsibility and citizenship, it is necessary to assess what are the characteristics of this age group based on the concepts of the BNCC, and how this can impact the practice of Football3. Given that this document addresses the general competences of national curriculum development, it is worth illustrating that the reference used is the formal education grades and the characteristics taken into account in this discussion are those pointed out as being developed until the 6th year of Elementary School, when the child is approximately 11 years old. Thus, from 6 to 11 years old, the skills of each competence described in this document and that are most relevant to this discussion, are:



THEY ARE ALREADY ABLE TO...

- express simple feelings;
- prepare and ask general clarification questions;
- use verbal, textual, body and artistic elements as forms of expression;
- support their point of view;
- make simple and broad inferences;
- recognize their emotions;
- be willing to resolve more complex conflicts;
- identify and consider basic ethical positions for decisions in personal and collective situations.



BUT THEY HAVEN'T GOT THERE YET...

- use mathematical language as a form of expression;
- relate or ensure that the listener understands their point of view;
- identify gaps in the arguments of others;
- recognize the impact their emotions generate in the environment;
- giving up personal interests to resolve conflicts or deal with rights and responsibilities.



Taking these characteristics into account, this booklet seeks to put a critical thinking on the possible limitations that an indiscriminate approach to Football3 can present to this age group. Given the types of languages that children aged 6 to 11 use as forms of expression, the way they deal and express their feelings and the maturity they show to deal with each other and with ethical and moral values, EPROCAD Foundation's pedagogical team elaborated different adaptations in the match form in order to specify the experience. The purpose of these adaptations is to remove the

mathematical values and bring the match form closer to the languages and forms of expression that children have already developed; assigning meaning to human values by developing concepts from the simpler to more complex; enable children to look critically at themselves and their team before exploring interpersonal relationships and evaluating opponents; and, finally, adapting the role of the mediator so that the experience with the methodology can be increasingly significant and, thus, contribute more effectively to the integral development of the individual.




FOOTBALL3

FOR CHILDREN FROM 6 TO 11 YEARS

The proposals described below have different specific objectives in their adaptations and each match form² is accompanied by instructions for use, interpretations and suggested age range for use. The adaptations are proposed for the reflections of the third period and seek a gradual increase in the complexity of the structure, when it comes to the amount of human values discussed and the language used. Furthermore, when knowing the match form and developing activities from this perspective, it is suggested to use the team's self-assessment until a level of familiarization and maturity is reached so that one team starts to assess the other.

²: All match forms are available for download on our website. (<https://eprocad.org.br/publicacoes>).

Taking into account that the game structure of a Football3 match occurs as described below, it is noteworthy that it is the third period that will have the main changes with the suggested match forms, and the first half will follow a gradual evolution of the complexity of its elements:

FOOTBALL3



1ST PERIOD

creation of
rules and
agreements



2ND PERIOD

game
put into
practice



3RD PERIOD

discussion
and
evaluation






FOOTBALL3 MATCH FORM

A. "Emojis" Template Age range: 6 to 8 years old




Instructions for the third period:

Evaluations are based on images, with no numerical value. Mediator must develop in the children the idea of quality instead of quantity, that is, the objective of the game is to act in the most satisfactory way possible. Thus, teams must seek to conquer the emoji that represents the highest level of satisfaction, and the evaluation will be carried out as follows:

Game Points:

-  Trophy = win, symbolizing achievement;
-  Applause = tie, symbolizing the appreciation of oneself and the opponent;
-  Handshake = participation, symbolizing the recognition of opponent's effort.

Points of human values:

-  Happy emoji = practice of human values during the game was completely satisfactory
-  Indifferent emoji = practice of human values during the game occurred, but was not satisfactory;
-  Sad emoji = poor practice of human values during the game.

Mediator must develop the idea of winning and losing from the perspective of quality of actions, without referring to numerical values, that is, the better the position that a team achieves on the quality scale, the greater the chance of winning. For example:

Team A

Game: 1st position on the scale
 +
 Values: 3rd position on the scale

Team B

Game: 3rd position on the scale
 +
 Values: 1st position on the scale



FOOTBALL3 MATCH FORM

Mediator

1ST Period

Rules

Human Values

2ND Period

Teams

Game Analysis

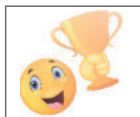
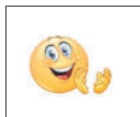
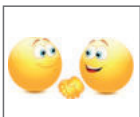
3RD Period

Goals

Participation

Tie

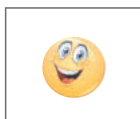
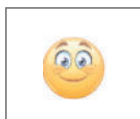
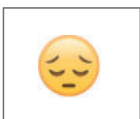
Win



Very little or not at all

Most of the time

All the time

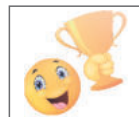


Game

Win

Tie

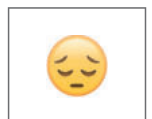
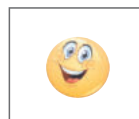
Participation



All the time

Most of the time

Very little or not at all



Human Value



FOOTBALL3 MATCH FORM

B. “Medals” Template Age range: 6 to 8 years old






Instructions for the third period:

As with the emoji template, the purpose of this match form is to develop an understanding of quality rather than quantity. Without the use of numerical values, the evaluation is done through images of gold, silver or bronze medals. Following the complexity progression of the concepts developed in Football3, this match form proposes the insertion of a sport rule, aiming to make the game more challenging, inclusive or fun.






Game Points:

-  Gold medal = win;
-  Silver medal = tie;
-  Bronze medal = participation.






Points of human values:

-  Gold medal = practice of human values during the game was completely satisfactory;
-  Silver medal = practice of human values during the game occurred, but was not satisfactory;
-  Bronze medal = poor practice of human values during the game.



Points of respect for the sports rule::

-  Gold medal = respected rule at all times;
-  Silver medal = respected rule most of the time;
-  Bronze medal = very little or no respect for the rule.

From this perspective, mediator can adapt the results interpretation to their reality - for example, obtaining a gold medal worth more than the others, regardless of the amount. However, based on EPROCAD Foundation’s experience with Football3 and considering the essence of the methodology, we strongly recommend that this interpretation takes place based on a collective construction with the players.



FOOTBALL3 MATCH FORM

Mediator

1ST Period

Sport Rule	Rules	Human Value
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>

2ND Period

<input type="text"/>	Teams	<input type="text"/>
<input type="text"/>	Game Analysis	<input type="text"/>
<input type="text"/>		<input type="text"/>

3RD Period

<input type="text"/>	Goals	<input type="text"/>
Participation	Game	Win
<input type="text"/>		<input type="text"/>
Tie	Sport Rule	Tie
<input type="text"/>		<input type="text"/>
Win	Human Value	Participation
<input type="text"/>		<input type="text"/>
Very little		All the time
<input type="text"/>		<input type="text"/>
Sometimes		Sometimes
<input type="text"/>		<input type="text"/>
All the time		Very little
<input type="text"/>		<input type="text"/>
Very little or not at all		All the time
<input type="text"/>		<input type="text"/>
Most of the time		Most of the time
<input type="text"/>		<input type="text"/>
All the time		Very little or not at all
<input type="text"/>		<input type="text"/>



★ FOOTBALL3 ★★ MATCH FORM

C. “Star” Template Age range: 9 to 11 years old

Instructions for the third period:

This match form template uses stars to promote the third period discussion. The intention is to introduce, in a more simplified way, the use of mathematical language for scoring and to increase the number of criteria, adding one more human value to the first period discussion. Teams aim to win as many stars as possible for each factor, with the following distribution:

Game Points:

- ★★★★ 3 stars = win;
- ★★★ 2 stars = tie;
- ★ 1 star = participation.

Points of human values:

- ★★★★ 3 stars = practice of human values during the game was completely satisfactory;
- ★★★ 2 stars = practice of human values during the game occurred, but was not satisfactory;
- ★ 1 star = poor practice of human values during the game.

Points of respect for the sports rule:

- ★★★★ 3 stars = respected rule at all times;
- ★★★ 2 stars = respected rule most of the time;
- ★ 1 star = very little or no respect for the rule.





FOOTBALL3 MATCHFORM

Mediator

1ST Period

Sport Rule	Rules	Human Value I
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	Human Value II
<input type="text"/>	<input type="text"/>	<input type="text"/>

2ND Period

<input type="text"/>	Teams	<input type="text"/>
<input type="text"/>	Game Analysis	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

3RD Period

<input type="text"/>	Goals	<input type="text"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Sport Rule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Human Value I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Human Value II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<input type="text"/>	Total	<input type="text"/>
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FOOTBALL3 MATCHFORM

D. “5-pointed star ” Template Age range: 9 to 11 years old



Instructions for the third period:

Following the gradual increase in the complexity of factors involved in the third period discussion, the 5-pointed star template, in addition to keep introducing the evaluation with mathematical values and two human values, introduces a third concept. One of the perspectives developed in Football3 is the celebration or joy involving all participants, so that they can enjoy a clean and inclusive game. In this way, each point of the star represents an evaluation factor and should have their areas filled in according to the team's self-assessment, as follows:



Game Points:



3 stripes = win;



2 stripes = tie;



1 stripe = participation.



Points of human values:



3 stripes = practice of human values during the game was completely satisfactory;



2 stripes = practice of human values during the game occurred, but was not satisfactory;



1 stripe = poor practice of human values during the game.



Points of respect for the sports rule:



3 stripes = respected rule at all times;



2 stripes = respected rule most of the time;



1 stripe = very little or no respect for the rule.



Fun points:



3 stripes = there was fun for all participants;



2 stripes = there was fun for most participants;



1 stripe = there was fun for a few participants.





FOOTBALL3 MATCHFORM

Mediator

1ST Period

Sport Rule

Rules

Human Value I

Human Value II

2ND Period

Teams

Game
Analysis

3RD Period

Goals

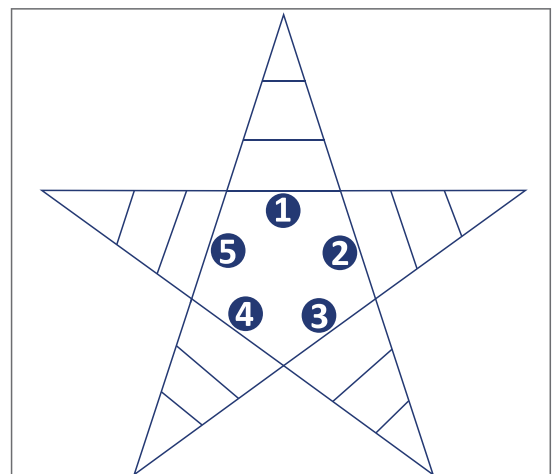
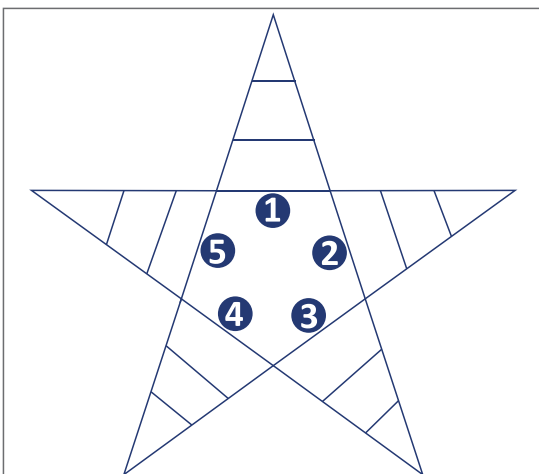
Game (1)

Sport Rule (2)

Human Value I (3)

Human Value II (4)

Fun (5)



FINAL CONSIDERATIONS

Considering the way the proposed match forms work, there is a gradual increase in the complexity of the elements involved - an increase in the number of factors to be evaluated, forms of language, complexity of the human values addressed, among other aspects - based on cognitive, emotional and moral characteristics of the referred age group. With these adaptations, we seek to offer an experience that is better suited to the child's needs, enabling a more meaningful practice and consequent increase in the efficiency of integral development.

EPROCAD Foundation's pedagogical team designed these possibilities based on collective studies and constructions and aimed to put these match form templates into practice so that the results could be presented and discussed.

However, the pandemic scenario experienced in 2020 and 2021 caused face-to-face activities to be suspended, preventing the application of these templates on daily activities.

Aiming to continue the development of these possibilities and following the desire of being established as a reference in the use and dissemination of the Football3 methodology, when resuming face-to-face activities, these templates will be put into practice and the results will be presented and discussed as a sequence of this booklet.

Thus, the contents discussed here aimed to present what has been done and what is still desired to be done, through the reflections carried out in order to promote Football3 as a tool for social transformation in an appropriate manner for each territory, community and groups involved.





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*“It is our responsibility to
make this world a
better place. (...)
It is every single
person's responsibility.
Do what you can,
do what you have to do.
Be more, be better,
be bigger than you have
ever been before.”*

Megan Rapinoe





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