Active kids do better in school and in life. When physical activity is built into the school day—during lesson time, movement breaks recess, and physical education—students are better behaved and show improved academic performance. When children move more, they become part of a more vibrant, healthier future for themselves, their families and all of Brasil. With that knowledge, it's shocking to learn Brasil’s children are the least active in Latin America. Today, they have few opportunities to move throughout the day.

In 2013, multiple organizations (NGOs, government agencies and corporations) came together to get kids moving before, during and after school. The result is a 3-year pilot where everyone has a role.

This is our chance, collectively, to shape a new path forward. One that inspires a new, physically active generation of Brasilians.

Over the next three years, we aim to get kids active AND build a solution that can be applied throughout Brasil. That cannot be done without you, the Teacher.

This reference guide is a framework to help you and other Teachers deliver early positive experiences during school.

Your feedback about what works and what doesn’t will be essential. This effort needs your passion, creativity and ideas.

Through your efforts to pilot and shape this program, you can change the lives of kids in your community. Thank you for lending your expertise to help shape this program and inspire a new physically active generation.
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ACTIVE KIDS DO BETTER
EVERY CHILD HAS DREAMS. They imagine making the most of their lives—performing well and succeeding in school and in life. There is no reason those dreams should ever fade away. Creating opportunities for kids to move throughout the day, before, during, and after school will give them a chance to achieve their dreams. This is because...

ACTIVE KIDS DO BETTER. If every kid had early positive experiences with physical activity, kids would be happier and healthier. They would have higher test scores, better attendance and improved behavior. Additionally they would have better social skills and higher self-esteem.

THERE IS A CRITICAL WINDOW between the ages of 6-10 when kids get the chance to lock in on a lifetime of good that comes from physical activity. As the brain develops, this critical window is when kids learn to move and learn to love to move.

DATA SHOW:

- BRASIL’S CHILDREN ARE THE LEAST PHYSICALLY ACTIVE IN ALL OF LATIN AMERICA
- SEDENTARY TIME IS 6X ACTIVE TIME
- CHILDHOOD OBESITY HAS GROWN 300% IN THE LAST 40 YEARS
- PHYSICAL INACTIVITY COST BRASIL’S ECONOMY $12 BILLION (US) IN THE MOST RECENT YEAR MEASURED (2008)
THE MOST ESSENTIAL ROLE - THE TEACHER

As the Teacher, you define and direct the classroom. You play an important role in helping create a new future in the classroom. Within this pilot, there are several ways you can exercise influence to build physical activity into the school day.

**WITH KIDS IN THE CLASSROOM**
- Motivate and engage kids to be physically active
- Plan ways to connect learning and physical activity
- Lead by example - be active yourself

**OTHER TEACHERS & LEADERS IN THE SCHOOL**
- Share success
- Partner with your PE Teachers to build bridges from your classroom to theirs and vice versa
- Keep physical activity visible within the school, with parents, the principal and peers
- Share the facts: Moving during school improves behavior, grades, attendance and concentration

**AS AN INNOVATOR IN BRASIL**
- Keep it simple and practical – the goal is to create something so simple and effective that every Teacher in Brasil can use
- Be creative - you are in the best position to determine what inspires your students
- Give feedback - your experience will help shape the pilot & the solution
The ultimate goal is to help students perform at their best by getting them moving during school - and making it fun! The right movement program improves behavior, concentration and test scores. To move kids toward the best possible outcomes, there are seven core values to integrate physical activity in your classroom.
EVERYBODY MOVES

01 / EVERYBODY MOVES
Kids love to move, but some will be more comfortable than others. Identify the students who are shy, upset or less skilled and help them feel comfortable moving. A little encouragement or slight modifications to activities can go a long way.

02 / MAKE IT FUN
In an active classroom, fun activities will keep kids wanting to learn and inspire them to participate more. Give kids the opportunity to play and make choices. Inspire them. Kids have fun when they know they are doing well so positive encouragement goes a long way.

03 / MAKE IT MEANINGFUL
Just as in academic lessons, kids respond to personalized feedback. It is a matter of tying tangible and intangible rewards to kids’ efforts and progress. When their group and individual achievements are celebrated, kids learn that physical activity and their progress are good things.

04 / CONNECT MOVEMENT AND SUBJECT
Physical activity works best when it is tied to the lesson content. That means number exercises for mathematics or combining movement with verb conjugation for Portuguese. Activities should also happen at an appropriate time in the class and make sense for the age and grade level.
05 / BUILD IN TIME FOR PLAY
Unstructured play has been shown to improve kid’s behavior, build teamwork skills and contribute to creativity and socialization. Naturally this means kids who have the opportunity to play are likely to perform better in the classroom.

06 / PARTNER WITH PE
Build academic lesson plans from the classroom into the physical education environment to maximize students’ time in both places. Partner with your PE Teacher to share what’s working in your classroom and learn what’s working in theirs. Engage the PE Teacher to safely teach basic movements that will be used in your classroom.

07 / BUILD A NETWORK OF CHAMPIONS
When kids are surrounded by champions for physical activity (school administrators, the principal, other Teachers, their parents), moving becomes a regular part of their lives. That’s what makes them happier, healthier, higher performing students and people.
EVERYBODY MOVES

All children—girls and boys—need to move to get the benefits, but some kids will be more inclined to move than others. Find ways to engage the kids who are shy, upset, uncomfortable or less skilled. They are the ones you’ll see sitting off to the side. A little verbal encouragement goes a long way. So does creating an environment that allows for different rhythms, abilities, and the kid to also be the leader (vs. the Teacher).

SEE SAMPLE ACTIVITY ON PG. 45

BEST PRACTICES
• Create an environment that allows for different rhythms
• Offer alternatives for children of different abilities
• Encourage kids to collaborate with each other

SIGNALS OF SUCCESS
• All children are participating in every session
• All children want to be the leader
• Boys and girls participate equally

WHAT TO WATCH FOR
Not all kids are going to want to participate right away. Pay special attention to those who are:
• Shy
• Agitated
• Sitting out
• Uncomfortable
• Having physical difficulties due to limited skills or injuries

QUICK TIPS
• Consider choosing a leader (captain) at each session, giving a different child a chance to lead the group each day
• Start each session with a line-up, circle or other call to join that creates a sense of beginning and belonging
• Give positive reinforcement publicly and negative feedback privately
• Find ways to celebrate every child (e.g., each kid can compliment their neighbor)
MAKE IT FUN

Kids love to have fun. They love surprises, freedom, play and getting to make a choice. Having fun is what inspires them to participate fully and want to continue. In an active classroom, it’s also what keeps kids wanting to learn.

SEE SAMPLE ACTIVITY ON PG. 41

BEST PRACTICES

• Ensure kids have a choice in what they do – they either get to choose the activity itself, or elements of the activity
• Consider choosing a leader (captain) at each session, giving a different child a chance to lead the group each day
• Have a back-up plan in place in case something isn’t working

SIGNALS OF SUCCESS

• Kids are smiling
• Kids are engaged
• Kids look forward to activity time and cheer when it is announced
• When you ask kids if they’re having fun, they say “yes!”

WHAT TO WATCH FOR

• Kids look bored or disengaged
• Kids’ energy levels drop

QUICK TIPS

• If kids start looking bored, change the activity or let them suggest an alternative
• When a variety of movements are employed, call on children to choose which movement will be performed next
03/MAKE IT MEANINGFUL

Just as in academic lessons, kids respond to personalized feedback. It is a matter of tying tangible and intangible rewards to kids’ efforts and progress. When their group and individual achievements are celebrated, kids learn that physical activity is a good thing.

SEE SAMPLE ACTIVITY ON PG. 39

BEST PRACTICES
• Have an ongoing plan for simple rewards (e.g., stickers or stars next to a child’s name)
• Set milestones and goals for kid’s progress—e.g., # of hops during a particular activity—and track them
• Work with kids to set goals

SIGNALS OF SUCCESS
• Kids look forward to the rewards
• Physical activity is never used as punishment or presented as a bad thing
• Every kid is celebrated

WHAT TO WATCH FOR
• Avoid encouraging only the highest achievers or the best athletes. Every child needs feedback
• When kids congratulate each other, make sure all kids receive reinforcement

QUICK TIPS
• Make sure to celebrate every child, every session (high fives are one great way)
• Find ways to recognize kids by name
• Incorporate group cheers and dances
When physical activity is built into lesson plans, the movements need to be tied to the content. That means numbers exercises for mathematics or combining movement with verb conjugation for Portuguese lessons. It also means they need to be suitable for timing—e.g., in the beginning, middle or end of the lesson. Activities also need to be appropriate for the age and grade.

**BEST PRACTICES**
- In activities, emphasize fundamental motor skills that are appropriate for the age group
- For younger children (ages 6 - 8), focus on variety and simplicity; for older children, build in complexity of movement

**SIGNALS OF SUCCESS**
- Kids demonstrate improved understanding of the subject matter
- Kids are excited about learning the subject
- Kids are able to keep moving while the educational content is delivered

**WHAT TO WATCH FOR**
- Be careful not to overemphasize competition
- Situations that are so complex that either the movement or the curriculum is forgotten

**QUICK TIPS**
- Be mindful of timing (e.g., activities that occur in the middle of a lesson should have minimal set-up or clean-up time)
- Be sure to integrate movements that are appropriate for the grade and age

SEE SAMPLE ACTIVITY ON PG. 43
05/ BUILD IN TIME FOR PLAY

It should come as no surprise that kids love to play, but it has significant benefits in the classroom too. Play (unstructured movement) has been shown to improve behavior and help kids build teamwork skills. It also contributes to their motor skills development, creativity and socialization skills.

SEE SAMPLE ACTIVITY ON PG. 47

BEST PRACTICES
- Schedule time for active play at the beginning or end of learning sessions
- Use Energizers as 10 minute sessions scheduled before and after the mid-school break

SIGNALS OF SUCCESS
- Kids enjoy using their space freely
- Kids look forward to playtime
- All kids are engaged

WHAT TO WATCH FOR
- Kids who are choosing to sit out
- Bullying or competition
- Preferences for sedentary play

QUICK TIPS
- Encourage kids to choose active forms of play
- Join kids for playtime to model appropriate activities
PARTNER WITH PE

Active Lessons are a great way to improve outcomes in the classroom. But academic lesson plans can also be built into the physical education environment to maximize students’ time in both places. Partner with your PE Teacher to share what’s working in your classroom and learn what’s working in theirs. Engage the PE Teacher to safely teach basic movements that will be used in your Energizers and Active Lessons.

SEE SAMPLE ACTIVITY ON PG. 49

BEST PRACTICES
• Develop collaborations with the PE Teacher to ensure lessons are built into planned activities
• Leverage PE Teachers’ expertise in physical activity to help you

_SIGNALS OF SUCCESS_
• PE Teachers build in academic lesson content
• Children show increased mastery of subject matter covered during PE

WHAT TO WATCH FOR
• Lessons that exclude some children or fail to encourage those who are opting out

QUICK TIPS
• Offer simple suggestions to PE Teachers to build in content (e.g., “the basketball lesson is an ideal format to include counting”)
BUILD A NETWORK OF CHAMPIONS

When kids are surrounded by champions for physical activity (school administrators, the principal, other Teachers and parents), moving becomes a regular part of their lives. That’s what makes them happier, healthier, higher performing students and people.

SEE SAMPLE ACTIVITY ON PG. 51

BEST PRACTICES
• Take time to share key statistics about active kids
• Keep track of kids’ progress in your classroom and communicate the results
• Create a dialogue throughout the school community

SIGNALS OF SUCCESS
• Other classrooms incorporate physical activity
• Parents encourage physical activity at home
• Administrators encourage active learning and promote physical activity

WHAT TO WATCH FOR
• Any use of physical activity as punishment should be expressly prohibited

QUICK TIPS
• Consider building physical activity into homework and sharing your plans with parents
• Invite other Teachers & classes to join your group
There are many creative ways to include physical activity in the classroom. Here are some tools and resources to put you on your way to an active classroom.
GETTING STARTED - PHYSICAL ACTIVITY IN THE CLASSROOM

PHYSICAL ACTIVITY IN THE CLASSROOM TAKES TWO FORMS:

ENERGIZERS

WHAT THEY ARE:
• We know kids love to move. Use brief physical activities (that are not connected to the curriculum) before and after the class break

GOAL:
• Give kids a fun break, wake up the body and reinvigorate them for the next lesson

ACTIVE TIME: 10 MINS

ACTIVE LESSONS

WHAT THEY ARE:
• Who says learning only works sitting down? Combine physical activity with existing academic lesson plans to help kids learn

GOAL:
• Connect movement and lesson content to help students better retain important information

ACTIVE TIME: 20 MINS
GETTING STARTED - PRACTICAL TIPS

As you become more familiar with the physical activity content and incorporating Energizers and Active Lessons into the classroom, begin to build the amount of movement students are engaged in each day. Here are some practical tips and simple steps to incorporate physical activity as a vital element in your classroom.

PRACTICAL TIPS:

- Plan to incorporate Energizers at times of day when students tend to disengage with the lesson. Use a new Energizer each time to keep it fresh (Example Energizers pages 25-35).
- Use Active Lessons where they make sense in the curriculum and can have the greatest impact (Example Active Lessons on pages 37-78).
- Make sure students are enjoying being physically active in class. Involve them in selecting Energizers and actively seek feedback from them on the Active Lessons.

THIS IS YOURS TO CREATE
The Active Learning Board is a visual guide for the Teacher and the students. It keeps physical activity visible in the classroom. It encourages everyone to think about movement in different ways throughout the day.

01 / KEEP IT VISIBLE: The 7 Principles are the critical elements for creating early positive experiences an active classroom. This is a great visual guide for the Teacher.

02 / DRIVE THE CONNECTION: The Active Learning area is a space for the Teacher to connect physical activity and classroom learning. Post/bring stories, pictures, and drawings that illustrate movements covered in class.

03 / DRIVE STUDENT LEADERSHIP: Choose captains each day to select the day’s highlighted movement (See #4 below - during Energizers). The captain can also collect student’s photos and drawings about physical activity (see #5 below). You can use this role to recognize someone who has met a personal goal or has a creative approach to getting active.

04 / KEEP IT FRESH: Use the movement wheel to select the physical activity featured in the days Energizers.

05 / INSPIRE THE STUDENT: This is a place for students to place pictures or drawings that show how physical activity is real in their world. Be creative on how to celebrate the students’ contributions and the space on the board.
An essential part of the pilot is to gather the facts to make the case that active kids do better. You are essential to this. Initially, there is fundamental information to collect:

**IN PARTNERSHIP WITH THE TEACHERS, THE SCHOOLS AND SME:** Kid’s attendance and grades to track how physical activity impacts learning

**DIRECTLY FROM YOU, THE TEACHER:** Visibility to how you integrate physical activity into the classroom. Below is a sample tool to help you record this information.

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### AUGUST

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>Energizers</td>
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<tr>
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<td>Active Lessons</td>
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<td>Energizers</td>
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<td></td>
<td>Active Lessons</td>
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**01 / CALENDARS**

There is a one page view for each month (Aug-Dec).

**02 / ENERGIZERS AND ACTIVE LESSONS**

This view tracks how you introduce and leverage physical activity in your class. Use it both to plan how to introduce AND record what actually happened.

**03 / FEEDBACK**

Please capture any thoughts, insights or notes in the space at the bottom of the page.

**04 / EMAIL**

At the end of each month send the Journal to escolas.ativas@bolaprafrente.org.br.
GETTING STARTED - THE PATH

Change doesn’t happen overnight but there will be a number of signals indicating progress. Outlined below are indicators and first steps to success on the path to achieving the ultimate goal of all kids learning better through physical activity.

<table>
<thead>
<tr>
<th>Today</th>
<th>1st Step</th>
<th>Ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td>No/Minimal physical activity in the classroom</td>
<td>Energizers &amp; Active Lessons introduced - 10-20 minutes of physical activity per day</td>
<td>Two 10 minute Energizers and a 20 minute Active Lesson - 30-40 minutes of physical activity per day</td>
</tr>
<tr>
<td>Kids sitting entire class</td>
<td>Kids moving, some reluctantly</td>
<td>All kids moving during class</td>
</tr>
<tr>
<td>Kids often not attentive or focused</td>
<td>Kids’ attention and focus grow</td>
<td>Kids learn &amp; perform better</td>
</tr>
<tr>
<td>Little-to-no movement in class</td>
<td>At least one Active Lesson per day</td>
<td>Physical Activity is integral in learning</td>
</tr>
<tr>
<td>Teacher delivers all content</td>
<td>Kids interact and participate with an active role</td>
<td>Kids lead some activities</td>
</tr>
<tr>
<td>Teachers and parents do not recognize connection between physical activity and academics</td>
<td>Teachers and parents recognize kids are doing better</td>
<td>Teachers and parents demand physical activity in the classroom</td>
</tr>
</tbody>
</table>

Kid Says: “I’m not interested”  Kid Says: “What’s coming next”  Kid Says: “I have an idea”
Energizers are brief activity breaks during classroom time. They are a great way to supercharge kids’ brains and allow them to shift their way of thinking in between subjects.

Kids say these breaks are fun and help them enjoy school, but there are other reasons to build them into the school day. Research shows that Energizers provide an immediate improvement in kids' attention, behavior and performance.

**PHASE 1**
1 Energizer  
Kids Active for 10 MINS

**PHASE 2**
2 Energizers or 1 Active Lesson  
Kids Active for 20 MINS

**PHASE 3**
1-2 Energizers and 1 Active Lesson  
Kids Active for 30-40 MINS
ENERGIZER 01 / PAPEL NO CORPO

MATERIALS:
- Paper
- Pen

PREP:
The Teacher writes a movement on each slip of paper and folds it. Each child will receive a paper. Sample movements: left hand on the right foot, shoulder to shoulder, right foot on the left knee, etc.

AGE RANGE:
All

MOVEMENT:
Any Or All

HOW TO PLAY

- Have the kids form a circle.
- Each child chooses a folded paper from a box that is passed around the circle. The paper should not be opened early.
- A child begins to play, opening the paper and doing as it says.
- Eventually all children will be moving, at which point, each child should pass their paper to the right and take on a different movement.
ENERGIZER 02 / ORCHESTRA OF CARDS

MATERIALS:
Yellow Card
Red Card

AGE RANGE:
All

MOVEMENT:
Play

HOW TO PLAY

• Two cards are required for this activity—one red and one yellow.

• Children will be the orchestra, which works as follows: when the Teacher raise the yellow card, children will make a sound of drumming (hitting with hands on chest). When the Teacher raises the red card the sound children make a dish (clapping).

TIP: Additional cards representing new sounds can be added and student “captains” can be selected to raise those cards. Cards can also correspond to sounds combined with movement.
MATERIALS:
None

AGE RANGE:
All

MOVEMENT:
Skip
Walk
Run

HOW TO PLAY

• One student starts the activity walking around the room.

• He or she passes by the other students and holds their hands.

• When all students are connected by their hands, one end of the chain will be the snake’s head and the other the tail.

• When the last student connects to the chain, he or she will run and try to catch the head of the snake.

• Students cannot release their hands.
ENERGIZER 04 / THE MIRROR

MATERIALS:
None

AGE RANGE:
All

MOVEMENT:
Stretch
Play
Skip

HOW TO PLAY

• Students form pairs.

• A student (known as the “picture”) will make several different, dynamic movements, and another (mirror) will have to imitate him or her.

• The students will then swap the positions.

TIP: Encourage students to do physically active, creative movements.
**MATERIALS:**
1 Ball Per Row of Children

**AGE RANGE:**
All

**MOVEMENT:**
Stretch
Walk
Run

**ENERGIZER 05 / BALL ABOVE BALL BELOW**

**HOW TO PLAY**

- Students will be arranged in two rows (teams).

- The first student from each team should hold the ball.

- When the Teacher signals, the first student in each row must pass the ball over his head with both hands to the child behind him or her and so on.

- The child receiving the ball at the end of the line will pick it up and run forward, creating a new “row” in the front.

- Once all students have completed the task, the Teacher should ask everyone to stay in place and pass the ball down the row until all have completed the task.

- Then, the first student in each row should pass the ball over his head to the student to his or her right. The receiving student must take the ball and pass below, near the ground, to the next student. The third should pass above and the next below until everyone completes the activity.
ENERGIZER 06 / RUN THE TOAD

MATERIALS:
None

AGE RANGE:
All

MOVEMENT:
Play

HOW TO PLAY

• Students will be lined up and crouched like frogs at the starting line.

• On the given signal, everyone will begin frog jumping forward staying crouched.

• The first to reach the finish line is the winner.
ENERGIZER 07 / DANCE OF FRIENDSHIP

MATERIALS:
None

AGE RANGE:
All

MOVEMENT:
Play

HOW TO PLAY

• Students stand in a circle, and reproduce movements from a song sung by the Teacher.

  Example: “Move, move your right foot and your left foot will also move. I’m looking for a classmate to teach that little dance.”

• As the song says, “I’m looking for a classmate to teach that little dance,” students leave where they are standing and look for a partner to dance with face to face.
ENERGIZER 08 / HUMAN KNOT

MATERIALS:
None

AGE RANGE:
All

MOVEMENT:
Stretch
Play

HOW TO PLAY

• The students are divided into groups of a maximum of 9 students.

• The Teacher asks students to form a circle and all students must join hands.

• No student may hold hands with the student to the side of him or her. Hands must be joined at the front or back.

• Students cannot hold both hands of the same person.

• Once all hands are joined, students must figure out how to twist and turn to undo the knot without releasing hands.

• The activity ends when all of the students in the group are holding hands and form a circle.
ENERGIZER 09 / ZIGZAG COOL

MATERIALS:
None

AGE RANGE:
All

MOVEMENT:
Stretch
Walk
Play

HOW TO PLAY

• Students are divided into two rows with an equal number of students in each row.

• The first student should take a step to the right, the second student take a step to the left and so on to create a zigzag line.

• When the Teacher signals, the first student from each team has to get down on hands and knees and crawl around the legs of his or her teammates in a zigzag path.

• When the first student reaches the last student in the row, the new “first student” should begin to crawl and the activity continues until all students have crawled.
ENERGIZER / CREATE YOUR OWN

MATERIALS:

AGE RANGE:

MOVEMENT:

SHARE WHAT WORKS FOR YOU!

• Have the kids form a circle
• Each child chooses a folded paper from a box that is passed around the circle. The paper should not be opened early.
• A child begins to play, opening the paper and doing as it says.
ACTIVE LESSONS

The best kid is an active kid. Active Lessons give all kids a chance to reach their full potential. They’ll do better in school and in life. Even better, they will have more fun and so will you.

PHASE 1

1 Energizer
Kids Active for 10 MINS

PHASE 2

2 Energizers or 1 Active Lesson
Kids Active for 20 MINS

PHASE 3

1-2 Energizers and 1 Active Lesson
Kids Active for 30-40 MINS
ACTIVITY 01 /  TRUE OR FALSE

SUITABLE AGE:
6 - 10 yrs.

MATERIALS:
Paper
Blackboard

SUBJECTS:
✓ Portuguese
✓ Math
☐ PE Connection

DESCRIPTION
Children respond to the Teacher's statement with corresponding true and false movements.

SET UP
• The Teacher selects words or math operations and puts them on paper or on the board.
• The Teacher sets simple movements to represent true and false. For example: if true, the students jump. If false, students march.
• Children respond to the statements made by the Teacher and perform the corresponding movement.

RULES
• After the Teacher makes the statement, he/she will count to 3 and, after this time, children should give the answer (true or false) through movement.
• If the statement is false, the children must provide the correct answer.
ACTIVITY 01 / TRUE OR FALSE

CONNECT TO CURRICULUM

- If used in Portuguese class, the Teacher can have words for students to answer if the spelling is correct or not.

- For mathematics, the Teacher can introduce a math problem and ask students to assess whether it is correct or not.

- This activity can be used at different times of application of content: beginning, middle or end.

- The Teacher can modify the complexity of the statement based on student readiness.

TIPS

- Prioritize simple movements. In case of any difficulty, the Teacher should talk to the children and suggest modifications.

- The Teacher should value individual efforts, not only in content but also in the execution of movements. To this end, should try to provide specific feedback to each child.

- If a negative feedback is necessary, then the Teacher should address it individually.
ACTIVITY 02 / AIRPLANE

SUITEABLE AGE:
6 - 10 yrs.

MATERIALS:
Blackboard

SUBJECTS:
✓ Portuguese
✓ Math
☐ PE Connection

DESCRIPTION

The children pretend to be an airplane during takeoff, flight and landing. Children should fly to the right if you say something that is true, or to the left if what you say is false.

SET UP

• The Teacher and students will affirm answers through movements.
• Students will be in the center of the classroom and mimic movements with takeoff, flight and landing. The arms are the wings of the plane.
• On a signal from the Teacher, each student turns into a plane and begins to fly.
• Students should move to the right for when the Teachers statement is true and to the left if the statement is false.

RULES

• The activity begins with a countdown that marks the takeoff and ends when the plane lands.
• The Teacher should guide the activity, changing the intensity of the movements.
• If the statement is false, the children must provide the correct answer.
ACTIVITY 02 / AIRPLANE

CONNECT TO CURRICULUM

- For mathematics, consider using measures of time; count in ascending and descending numbers; operations including: addition, subtraction, multiplication and division.

- In Portuguese lessons, tell a story related to the activity, identifying word classes: verbs, nouns, adjectives; or synonyms and antonyms.

- This activity can be best used at the beginning of the content.

// TIPS //

- During this activity, all children move at the same time, therefore no child should be left out.

- The movements are free and should vary in intensity.

- Praise children when they choose particularly creative and / or active movements.

- Students can imitate the sounds of the aircraft, such as the engines before takeoff, the time countdown.

- For maximum effectiveness, the ideal is to plan two or three ‘plane trips’ during the same session.
ACTIVITY 03 / EXERCISE MULTIPLIERS

SUITABLE AGE:
6 - 10 yrs.

MATERIALS:
Paper
Blackboard

SUBJECTS:
☐ Portuguese
☐ ✔ Math
☐ ❏ PE Connection

// DESCRIPTION
Mathematical problems are presented on cards. For each problem, a student is asked to choose which exercise will match the problem. For example, 4+3 or 2x5 jumps. Continue until all cards are completed.

SET UP
• The Teacher selects mathematical operations - addition, subtraction, multiplication and division - and places them on the board or paper cards.
• For each result, children will choose a movement that should be performed the number of times of the answer of the operation.

RULES
• After the math problem is shown, the Teacher counts to 5, and after this time, children should give the answer and then one student chooses the movement to be performed.
ACTIVITY 03 // EXERCISE MULTIPLIERS

CONNECT TO CURRICULUM

- This activity is suitable for basic mathematical operations: addition, subtraction, multiplication and division.

- It is ideal at the end of the material, i.e., to reinforce the content studied.

// TIPS

- Include a list of exercises on the blackboard to remind children of the options.

- Allow children to suggest alternatives that are not on the board, as long as it is safe. The creativity and freedom should be encouraged.
ACTIVITY 04 // THE STORM

SUITABLE AGE:
6 - 10 yrs.

MATERIALS:
None

SUBJECTS:
- Portuguese
- Math
- PE Connection

// DESCRIPTION

Students imitate a storm. While performing the movements, they respond to questions posed by the Teacher.

SET UP
• The Teacher will describe a storm and the student should imitate the corresponding gestures.
• The activity will be done on foot.
• To mimic rain, the student must march in place, clapping their hands on their thighs.
• Students should stretch their arms to their sides and move them up and down to mimic wind.
• To imitate thunder, the student must shake. Rotate to imitate the wind and jump and clap to mimic lightning.
• The Teacher selects words related to the story and poses questions that are appropriate to students’ age.

RULES
• The rain, lightning and thunder words should appear recurrently in the text and each mention children perform the corresponding movements.
ACTIVITY 04 / THE STORM

CONNECT TO CURRICULUM

- This activity is intended for Portuguese lessons. It can be used, for example, for identification of weather words.

// TIPS

- Encourage children to describe the elements of the storm. Give freedom for creativity.
- Remember to change the intensity of the movements along the activity.
- Allow children to imitate the sounds of a storm.
- In secret, ask a child to flash the lights on and off during Lightning.
ACTIVITY 05 / THE IMAGINATION

SUITABLE AGE:
6 - 10 yrs. (1st Year)

MATERIALS:
None

SUBJECTS:
✓ Portuguese
✓ Math
☐ PE Connection

// DESCRIPTION

The Imagination is a fun game, in which each student forms a letter or a number with his own body.

SET UP
• Teacher divides the class into groups or pairs.
• The Teacher can select letters or numbers. However, whenever possible, children themselves should be engaged to choose the letters or numbers.
• Children should utilize the body to create each letter or number.
• The next step is working with colleagues to form letters and numbers.

RULES
• The shape to form letters and numbers must be maintained for 15 seconds.
• In the case of letters, children should say names of objects that begin with that letter.
ACTIVITY 05 / THE IMAGINATION

CONNECT TO CURRICULUM

- In Portuguese class, students form letters and can even work together to form words.
- In math class, students form the numbers.
- The Teacher can adapt the activity and ask them to combine letters to form words or provide the results of mathematical operations.

// TIPS

- Allow movements using the entire body, according to the creativity and imagination of each child.
- If a negative feedback occurs, the Teacher must address it individually.
ACTIVITY 06 / THE GEOMETRIC SHAPES

**SUITABLE AGE:**
6 - 10 yrs. (1st Year)

**MATERIALS:**
Chalk
Whistle

**SUBJECTS:**
- Portuguese
- Math
- PE Connection

// DESCRIPTION

The Teacher will draw various geometric shapes on the ground and, when signaled, students will choose the correct shape.

**SET UP**
- The Teacher creates various geometric shapes and designs on the floor.
- Children are positioned next to each other.
- When children hear the command given by the Teacher, they must go to the corresponding geometric shape.

**RULES**
- After speaking the name of the shape, the Teacher will count to 3, and only then the kids will move to the correct shape.
ACTIVITY 06 / THE GEOMETRIC SHAPES

CONNECT TO CURRICULUM

• This activity helps children learn geometric shapes in mathematics.

• To connect the lesson to physical education class, use the block or the patio of the school and perform it during physical education classes.

// TIPS //

• Use several different shapes and create them in several sizes.

• A variation of this activity is to have geometric shapes drawn, and ask the children to identify them.
SUITEABLE AGE:
6 - 10 yrs. (1st Year)

MATERIALS:
Chalk
Whistle

SUBJECTS:
☐ Portuguese
☒ Math
☒ PE Connection

ACTIVITY 07 / PERFORMING TEXT

DESCRIPTION
Students will be spread throughout the school environment and in small groups. The Teacher should distribute different portions of the same text to each group. The group must act out the text. In the end, the Teacher will tell the original story. The idea is to get students to move and in this process, using different scenarios of the school and seek to engage other employees and colleagues.

SET UP
• The Teacher selects a text relevant to the age group and separates into sections.
• The children are divided into groups of 3 or 4.
• Each group receives a sentence of text.
• Children using the imagination, must give continuity to the text and perform movements that represent what they have created.
• All moving throughout the school environment as they create and recreate the story.
• At the end of the activity, the Teacher tells the original story.

RULES
• All children should be part of the story that will be told.
• Children choose the school scenarios that will be used.
ACTIVITY 07 / PERFORMING TEXT

CONNECT TO CURRICULUM

- This is an activity that encourages reading, structuring texts and drama.

- Can be applied at the beginning, middle or end of any content, as it focuses on skills are part of the continuous training of the child.

// TIPS

- As you are moving through the spaces of the school, the children invite other members of the school to participate in the activity.

- The Teacher should choose a text that allows plenty of movement.

- The final presentation can be made for the other classes.
ACTIVITY 08 / STRETCHING FUN

SUITABLE AGE:
6 - 10 yrs.

MATERIALS:
Chalk
Whistle

SUBJECTS:
☐ Portuguese
☒ Math
☐ PE Connection

DESCRIPTION
Activity where students perform the stretch of a given segment of the human body, linking the movement to information given by the Teacher.

SET UP
• All students stand beside their chairs.
• The Teacher gives students information and then shows a movement with a body part, requesting that students do not forget what that movement means (geometry, numbers and mathematical signs).
• After realizing how many moves are necessary for the amount of information given, the Teacher will do the reverse process: make the move and ask the students to say what he means.

RULES
• After the presentation of claims, the Teacher will count to 3 and, after this time, children should give the answer (corresponding to the movement).
• The child should remain stretching for about 5 seconds each segment of the body.
ACTIVITY 08 / STRETCHING FUN

CONNECT TO CURRICULUM

- This is an ideal activity for mathematics classes. The Teacher can present the results of mathematical operations and ask students to judge which of the corresponding mathematical signs (e.g. $2 - 3 = 5$ the answer would be the + sign).

- You may also request that children confirm the result of the operation presented is correct.

- This activity can be used at different times of application of content: beginning, middle or end.

// TIPS

- Prioritize movements for easy carrying. In case of any difficulty, the Teacher should talk to the children and suggest modifications.

- Ask children to help in counting the amount of time stretching.

- Be aware of any discomfort in performing the movements.

- Use music to make the environment even more fun.
**ACTIVITY 09 / ROLLER COASTER OF SYLLABLES**

**SUITABLE AGE:**
8 - 10 yrs.

**MATERIALS:**
None

**SUBJECTS:**
- [x] Portuguese
- [ ] Math
- [ ] PE Connection

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**DESCRIPTION**

This activity allows work to syllabic division and classification of words according to the number of syllables (1-4). The idea is that the movements performed imitate the movements of a roller coaster.

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**SET UP**

- Students should arrange the chairs in the classroom in two or more rows very close and sit down.
- The Teacher will explain the rules of the game explaining that every time he says a word with one syllable all students should raise his arms and leaning to the right side.
- When you say a word with 2 syllables, all students should raise his arms and leaning to the left.
- When you say a word with 3 syllables, all students should raise their arms and lean back.
- When you say a word with 4 syllables, all students should raise arms and lean forward.

**RULES**

- Students will have to make the word corresponding to uniformly move.
- The move must be made immediately after the Teacher say the word.
ACTIVITY 09 / ROLLER COASTER OF SYLLABLES

CONNECT TO CURRICULUM

- This activity is recommended for Portuguese lessons and allows hyphenation and classifying words as to how many syllables are worked.
- It is ideal for application during the middle of the content.

// TIPS

- Allow children to make noises as if on a roller coaster.
- Encourage those who feel shy or afraid to perform the movements.
- Allow children to suggest words.
ACTIVITY 10 / THE HOUR

SUITABLE AGE:
6 - 8 yrs.

MATERIALS:
None

SUBJECTS:
☐ Portuguese
☒ Math
☐ PE Connection

/// DESCRIPTION
The Teacher presents different times of day and students will represent them through movements of the body.

SET UP
• Explain the activity and goals for students.
• All stand up, leaving space around each student.
• The Teacher starts the activity with arms showing clock hours.
• Students perform with arms marking each of the times indicated by the Teacher.

RULES
• After speaking the desired time, the Teacher will count to 3, and then the kids will create the correct clock time with their arms.
ACTIVITY 10 / THE HOUR

CONNECT TO CURRICULUM

- This activity is for mathematics classes. It allows students to identify the times and recognize sequences of numerals.

TIPS

- The Teacher can enter other measures of time such as minutes and seconds.
- The Teacher can tell the day of the week, the weather and the scenery. E.g. sunny Saturday, Monday cloudy...
- The Teacher can ask the children to perform some corresponding activities holding the hours movement.
ACTIVITY 11 / A CREATIVE PHRASE

SUITABLE AGE:
6 - 10 yrs.

MATERIALS:
None

SUBJECTS:
☑️ Portuguese
☐ Math
☐ PE Connection

// DESCRIPTION
The activity is about creating creative phrases. The student will move according to the word chosen by the Teacher for thirty seconds. They will form a sentence with this word.

SET UP
• Teacher selects words based on content that is being and the age of the students.
• Children should stand next to their desks.
• The Teacher will say a word and all students will move according to the word for thirty seconds.
• The movements are free and vary according to children’s creativity.
• Every word, a student will be chosen to form a sentence with the word.

RULES
• On a signal from the Teacher, everyone stops moving.
• All will move for 30 seconds.
ACTIVITY 11 / A CREATIVE PHRASE

CONNECT TO CURRICULUM

- This activity is for Portuguese lessons and allows working vocabulary and sentence construction.
- Can be used at the beginning, middle or end of any content.

TIPS

- Students can suggest words.
- When choosing the words, the Teacher should focus on those that allow range of motion.
- The Teacher should encourage students’ creativity and give positive feedback for every achievement, progress or creative movement.
ACTIVITY 12 / THE CAT AND THE LION

// DESCRIPTION

Students will move freely and for every question the Teacher asks, either imitate the fierce attitude of the lion if you know the answer; or quiet cat attitude if you do not know the answer. Then make a double of a lion and a cat and the student who imitated the lion will tell the student that mimicked the cat to correct the issue.

SET UP

• Students will move freely around the chairs.
• Ask questions as students move.
• On a signal from the Teacher, students will:
  - Imitate a lion if you know the answer
  - Imitate a tame cat if you do not know the answer
• Shortly thereafter, students who imitated the lion looking for a student who mimicked the cat to partner up and help the unsure student answer the question.

RULES

• Students should mimic the movement of the animal for 5 seconds when the Teacher asks the question.

SUITABLE AGE: 6 - 10 yrs.

MATERIALS: None

SUBJECTS: ✔ Portuguese
          ✔ Math
          ☐ PE Connection
ACTIVITY 12 / THE CAT AND THE LION

CONNECT TO CURRICULUM

- This activity can be applied both for content and for Portuguese or mathematics. The Teacher has to adapt it to the subject studied.

- As this is a very simple and versatile activity, it is suitable for beginning, middle or end of the content.

TIPS

- Relate the questions to the content explained in the classroom (that day, month, quarter or semester).

- Conduct the activity as a way to review the days of exams to unwind, while students recall the content.
ACTIVITY 13 / THE SEASONS

// SET UP

- The Teacher should guide the activity, describing some characteristics of each season of the year.
- Start the activity by playing a song on one of the season.
- Students will move according to the season that is represented by the song.
- Freeze when the music stops and write a sentence about this season.
- The movements should be done with little shift in the classroom.

// RULES

- Movements should be characteristic of a given season (e.g. children imitate the sun, wind or rain).
- Movements stop as soon as the song ends.

// DESCRIPTION

The Teacher plays songs related to spring, autumn, winter and summer. During the song, students should move according to the characteristics of each season, and when the music stops, they should write a sentence about the season.
ACTIVITY 13 / THE SEASONS

CONNECT TO CURRICULUM

- The activity can be performed on the contents of the written Portuguese to work in the formation of sentences.

- The contents of mathematics for the periods of changing of the seasons can be identified and how the division is made during the year.

- It is ideal for the middle and the end of the content.

TIPS

- Create scenarios and objects for each season.

- Describe the characteristics of each season through the motions.

- Quote day and month that a season begins and / or ends and the students answer which corresponds through the characteristic movements and will subsequently make mathematical operations to check the duration of each season.
ACTIVITY 14 / WHAT DOES NOT FIT?

SUITEABLE AGE:
8 - 10 yrs.

MATERIALS:
None

SUBJECTS:
☐ Portuguese
☐ Math
☐ PE Connection

DESCRIPTION

In the classroom, the Teacher will make a circle, with students sitting and explain four things, three of which are similar and one that is different. The child who finds the word first that does not match the others, must run to the center of the circle and say the word.

SET UP
• Have students sit in a circle.
• Say 3 words or numbers that have some similar characteristics and one which does not belong.
• The student who is first to find the word or number that does not fit will run to the middle of the circle and speak out loud.

RULES
• Three words or numbers must match and one does not.
ACTIVITY 14 / WHAT DOES NOT FIT?

CONNECT TO CURRICULUM

• The activity can be done with content from Portuguese, the working relationship of words according to their characteristics and what they represent (e.g. double letters, words that rhyme, etc).

• In mathematics for example, with numbers, multiples, etc.

// TIPS

• Make changes from the contents learned in that quarter.

• Allow children to also create their own examples.
ACTIVITY 15 / NUMBER 5

SUITABLE AGE:
8 - 10 yrs.

MATERIALS:
None

SUBJECTS:
- Portuguese
- Math
- PE Connection

DESCRIPTION

Students in a circle should count to 100 or more, replacing the multiples of 5 with the word BUZZ. Everyone is clapping when they reach multiples of 5 and will raise their arms and say “Buzz.” When a student misses, the count starts again.

SET UP
- Ask students to walk in circles clapping and counting.
- When you get to number 5 and its multiples scream buzz.
- Ex: One, two, three, four, “Buzz”, six, seven, eight, nine, “Buzz”, and so on. The players will say “Buzz” instead of 5, 10, 15, 20, 25, 30, 35, 40, 45, etc.
- When a student misses, restart the count.

RULES
- Accelerate the pace of the walk and claps every multiple of 5.
CONNECT TO CURRICULUM

- This activity is for math, and helps you teach multiples and multiplying numbers.
- It is ideal for the middle and end of the content.

// TIPS

- The Teacher can modify the activity with multiples of other numbers.
- You can replace the buzz word by another based on what students want.
ACTIVITY 16 / RUNNING NUMBERS

SUITABLE AGE:
6 - 8 yrs.

MATERIALS:
None

SUBJECTS:
☐ Portuguese
☑ Math
☐ PE Connection

// DESCRIPTION

Students make multiple circles, of 5 students each. All students are numbered 1 through 5. The Teacher says a number or a number sentence and everyone whose number corresponds to the response should run around the circle back to where they started.

SET UP
• Have students count off from numbers 1 through 5.
• Develop math problems where the result is between 1 and 5.
• If the numbers correspond to the response, those students should run around the circle back to where they started.
• After all the numbers run everyone should rest.

RULES
• Each student receives only a number.
• After running, everyone should go back to where they started.
ACTIVITY 16 / RUNNING NUMBERS

CONNECT TO CURRICULUM

• This activity is recommended for mathematics classes and teaches mathematical operations and number recognition.

• It is ideal for the middle and end of the content.

TIPS

• The Teacher can enter other pairs or odd numbers.

• Increase the number of students per group, e.g. 10.
ACTIVITY 17 / NUMEROBOL

SUITABLE AGE:
6 - 10 yrs.

MATERIALS:
Flag

SUBJECTS:
☐ Portuguese
☒ Math
☐ PE Connection

// DESCRIPTION

The class will be divided into 2 teams of equal number of members. Each team will make a row at one end of the room. In the center there will be a flag that children try to catch after predicting the result of the operations proposed by the Teacher.

SET UP
- Divide the class into two teams.
- Ask students to make a row at each end of the room and leave the center of the room empty.
- The Teacher proposes a mathematical operation and a child from each team to guess the result runs to grab the flag.
- The activity ends when all children have participated.

RULES
- After the Teacher's question, students will have 10 seconds to provide the answer.
- In case of incorrect answer, their team may help provide the correct answer.
ACTIVITY 17 / NUMEROBOL

CONNECT TO CURRICULUM

- This is an activity suitable for mathematics classes and teaches mathematical operations: addition, subtraction, multiplication and division.

- It is ideal for the end of the content.

TIPS

- Vary the mathematical operations.

- The flag can be replaced by any other object.

- This activity can be integrated into physical education class to build mathematics content into physical education.
ACTIVITY 18 / HOT POTATO

SUITABLE AGE:
8 - 10 yrs.

MATERIALS:
Flag

SUBJECTS:
- Portuguese  
- Math  
- PE Connection

// DESCRIPTION

A child reads the text while other children are an object and in the process, will switching from one place to the other.

SET UP
- Teacher selects a text and mark on it all paroxitone words.
- Select a child to read the chosen text (the activity can start with the captain of the day).
- Place the other children in a circle and give them an object that they can pass to each other.
- When passing the object, children swap places with the classmate who preceded them. The process continues until a selected word is read and perceived by children.

RULES
- Children should remain in a circle while the activity happens.
- When passing the object, the student will change places with the classmate who came before.
ACTIVITY 18 / HOT POTATO

CONNECT TO CURRICULUM

• In Portuguese lessons, this activity allows children to learn accent and tone of words. Here we use the example of paroxitome words, but the Teacher can make another choice.

• It is an activity that fits better in the middle of the learning process and is useful to reinforce the material.

// TIPS

• Give preference to a short and easy to read text. Ideally, all children will have the chance to read.

• Be aware that children are engaged in the activity throughout its duration.

• Emphasize the need for them to switch places with classmate.

• Encourage the children to read and also to perform the movements. At the end of the activity, give feedback, highlighting the achievements and progress.
ACTIVITY 19 / WANTED A MATCH

SUITABLE AGE:
9 - 10 yrs.

MATERIALS:
Paper with Numbers

SUBJECTS:
□ Portuguese
□ Math
□ PE Connection

// DESCRIPTION

Students will be scattered around the room. The Teacher distributes a paper to each student with a number and students should look at the number without telling others. To find the matching student’s number, should solve the math problem. The activity ends when students meet their matching number.

SET UP
• Distribute the papers with a number for each student.
• Students should look for the same number.
• E.g. NUMBER 2 “My number is the sum of 1+1” another says “you are my match” or “you’re not my match.”
• The activity ends when all meet their matches.

RULES
• Students cannot tell their number to other students.
ACTIVITY 19 / WANTED A MATCH

CONNECT TO CURRICULUM

- This activity is recommended for mathematics classes and teaches simple mathematical operations: addition, subtraction, multiplication and division.
- It is ideal for the end of the content.

// TIPS

- Encourage students to vary the mathematical operations.
- Ensure that children are comfortable formulating mathematical operations.
ACTIVITY / CREATE YOUR OWN

SUITABLE AGE:

MATERIALS:

SUBJECTS:
- Portuguese
- Math
- PE Connection

DESCRIPTION

SET UP

RULES
ACTIVITY / CREATE YOUR OWN

CONNECT TO CURRICULUM

// TIPS
CONCLUSION

All of the research shows that active kids do better, especially when they have a chance to move during the school day. This reference guide is meant to provide advice, ideas and tools to help you create your active classroom. It is only a starting point.

We know that you are the expert in your classroom. You will be able to see which activities your students find fun and are able to perform. And it is your creativity (and your students!) that will determine the best ideas that haven’t been included here.

You are among the first Teachers to implement a new way of active learning that we aim to eventually spread across Brasil. In the coming months, we will provide opportunities for you to share your feedback, learnings and ideas. This is essential as we collectively shape the program going forward.
BOLA PRA FREnte Creating Leaders

Bola Pra Frente was founded in 2000 by Brazilian National Team player Jorginho Campos (1990 & 1994 World Cup). He used his success to give back to his community.

Bola has multiple programs throughout Brasil and they actively recruit the most vulnerable kids.

They have 14 years of expertise and innovative methodology in the classroom and community. Over 15,000 kids have participated in their program.

**Bola is one of the most respected NGOs in Brasil.** They serve kids ages 6 to 17, each week throughout the year. Depending on their school, students attend Bola in either the morning or afternoon.

**It’s education with a sport lens.** Kids have access to sport and physical activity programs, culture & music classes and extra academic classes, all taught through the perspective of sport. For example, kids establish football-based rules in the classroom and then apply them in real life.

**Bola works to find out what’s working.** The organization tracks progress by partnering with the municipal arm of the Ministry of Education to track kids’ performances in school.

**Bola has given 15,000 kids early positive experiences in sport.**

**Impact**

- **88%** of Bola kids have average or above average grades
- **93%** of Bola kids are in school (vs. 58% of non-Bola kids)
- **0.5%** of Bola kids drop out of school (compared to 42% of other kids)
- **93%** of Bola kids feel safer in the program than any other place