



# QUARTERLY ACTIVITY REPORT

APRIL – MAY – JUNE  
(2022)

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## 1. PRESENTATION

This report provides information on the activities from 04/01/2022 to 06/31/2022, developed by the Pedagogical Nucleus, Administrative Nucleus, Fundraising Nucleus, Financial Department and Communication Department.

## 2. PEDAGOGICAL NUCLEUS (Coordinator: JOSEANE AMÂNCIO)

### 2.1 OVERVIEW OF THE PEDAGOGICAL NUCLEUS

LEARNING CELL			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
96	88	Monday to Friday	Morning and Afternoon

READING WORKSHOP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
96	88	Tuesday	Morning

CREATIVE AFTERNOON WORKSHOP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
40	40	Thursday	Morning and Afternoon

VIOLA AND VIOLIN WORKSHOP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
50	48	Wednesday and Friday	Morning and Afternoon

CREATIVE CITIZENSHIP WORKSHOP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
50	48	Wednesday and Friday	Morning and Afternoon

GDP – PERSONAL DEVELOPMENT GROUP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
96	88	Friday	Morning and Afternoon

JUDO			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
65	65	Monday and Wednesday	Morning and Afternoon

## 2.2 LEARNING CELL

The Pedagogical Nucleus team started the month of April by stimulating and encouraging students to reflect on their school tasks, with a view to the importance of inclusion in their routine. This activity was carried out with students considered to have a greater degree of autonomy. Time was offered for them to carry out them, reinforcing the responsibility and commitment that each one must have. The organization of their time must happen so that they can participate in the other activities offered by **Crescer**.

With students in the initial phase (4 to 10 years old), although they do not perform school tasks in **Crescer**, in a way they learn the contents that are also developed by the school and that they should already have mastered, but they do not. Therefore, the annual pedagogical planning was maintained as a basis, where it was planned to work on solving problems and simple operations, such as addition.

The objective of this work is to make students interpret and solve problem situations involving the addition of natural numbers. During the activity, it was observed that many children had difficulties in relation to the decimal numbering system, first and second order grouping and many did not know which numbers were part of the units and tens.

Another challenge studied in mathematics was the successor and predecessor of a natural number and ascending and descending order of numbers. The purpose of this content is to develop logical reasoning with the notion of ordering and quantification and many had difficulty because they do not recognize numbers above 50.

Another point that was worked on with the students in the quarter were the activities in which they had contact with concrete materials and resources. The idea was to work on the theme “Lived Reality”.



In the quarter, there was a continuation of the “Speaking Project”, where children were able to learn about the text “One, two, beans with rice”, helping in the writing and reading process. This type of text favors fun, aids in learning and provides moments of collective reading. During the classes, the classes wrote the text, read some words and drawings that represented the speech.

Some legends that are part of Brazilian folklore were also presented to the students and the characters of the legends aroused their interest and curiosity.

In order to work on the students' orality, the classes were encouraged to learn about some Amazonian legends and then modify the story according to their preferences.

A legend is a fanciful narrative transmitted orally that was born from the collective imagination of a group of people or a people. Legends bring in their narratives courage, bravery, fantasies and the ability to perform feats, often seen as impossible. In this class, students got to know the legend of Boitatá, Guaraná, Açaí, and Saci Pererê.



With the more autonomous students, in addition to support in school activities, they also participated in thematic activities. The themes worked on were chosen by them and in the month of April the theme: “My place of peace” was worked on.

During the conversations, they reported that their respective homes were not a place of peace and reinforced the statement saying that in their families there were very few people who transmitted peace. At that moment, the true meaning of peace was worked on, how it is possible to find peace, essential attitudes on how to live in peace and the types of peace.

Taking advantage of the work on peace, the educators brought, in a playful way, the meaning of Easter. Based on the theme, the following were also explored: orality, listening, research, song lyrics, readings, text production and construction of posters.

During the accomplishment of these works, it was noticed that, the biggest difficulties of the students are: to develop, to elaborate and to organize ideas for the construction of the writing. They usually write the same way they speak. In view of this, the focus on reading, text creation, stimulation of imagination, creativity and orality is being reinforced, as all of this is extremely necessary for cognitive development.





## 2.3 READING WORKSHOP

During the months of May and June, students had the opportunity to independently choose the book they wanted to read. Many chose books with few words and lots of pictures. They started by leafing through the pages, looking at the pictures and then tried to read what was written in the title, so that they could decide which book they would like to read.

While reading develops the ability to acquire a wide vocabulary, allows the possibility of a clearer and more comprehensive communication, facilitates intellectual and social development, it is also through reading that the child will arouse curiosity, critical sense and discovering new things all the days.

The act of reading to children should be pleasurable, this process is developed with great care in order not to make the activity exhaustive.



Still in June, the students had the opportunity to learn about the story “The girl with the lantern”. The book is an adaptation of a European tale and tells the adventure of a girl in search of her lantern, which can be seen as the evolutionary journey of human beings in search of their inner light.

Through this book, children developed text interpretation, writing, word separation, observation of pictures and finally, they developed their own lanterns, and the story was presented by them during the June festival.





## 2.4 VISUAL ARTS WORKSHOP

Educator **Janine Roberta** has been carrying out practical activities with students through the development of drawings, engravings, paintings, among others. Artistic manifestations appear at each class, obtaining excellent results that will be exhibited at **EXPO CRESCER**, in October/2022.



## 2.5 VIOLA AND VIOLIN WORKSHOP

During the period, three students left (Andressa de Jesus, Suelen Silva and Bianca Santos), who had been at **Crescer** since they were 6 years old and all of them passed the entrance exam and entered college. For this reason, they were unable to reconcile their study routine with the **Viola and Violin Workshop**.

The workload was increased from 50 minutes to 90 minutes, given the need to intensify and deepen theory and practice, to improve mastery of the instrument and interpretation.





## 2.6 CREATIVE CITIZENSHIP WORKSHOP

In the quarter, classes promoted reflections on topics relevant to the environment and citizenship. Conversations, debates, creations of drawings and dynamics with music were held.

The meetings took place on Wednesdays and Fridays, in the morning and afternoon for all students who are enrolled in the **Viola and Violin Workshop**, as this is a partnership with Agência do Bem.



## 2.7 GDP – PERSONAL DEVELOPMENT GROUP

The construction with the students has been fluid and empirical. Psychologist **Igor Mesquita** promoted a key theme at each meeting, as follows:

- **Playful and dynamic activities** => aimed at the continuous development of emotional intelligence, solidarity, empathy and respect for uniqueness.
- **Relaxation techniques, breathing and integrative health practices** => as a measure to combat and prevent anxiety, depression and other psychological disorders, as well as the promotion of children's mental health.
- **Rescue of collective and popular games** => encouraging collective participation, the practice of physical activities, as well as the work of tolerance to frustration, breaking of egocentrism, valuing autonomy and self-confidence.
- **Conversation circles, listening and word circulation with themes brought up by the students themselves** => developing the qualified listening of the group, raising aspects of their family histories and reflections on the themes raised.

- **Individual receptions** => based on any issue that emerges, as indicated by other **Crescer** educators, based on perceptions, assessment by the psychologist or spontaneous demand.

Through this process, it was possible to monitor the dynamics that involve a possible arrival or departure of new children and adolescents, changes in classes and schedules.

This was how the quarter developed, with the possibility of experiencing the essence of GDP, as something fluid, organic, and constant, in a rite of reception, inclusion and bonding that never ends.



## 2.8 JUDO

Judo classes have brought excellent results. Despite the short execution time, the students are showing good performance in learning with the blows. All this is the merit of the students who are excited and **Sensei Alessandra Silva**, who is a Bahian judo champion, with numerous medals from regional and national championships. In the past, she was a student at **Crescer**, from 6 to 18 years old, and today she is a judo teacher, with classes on Mondays and Wednesdays.

In April, the kimonos were handed over to all the students, thanks to the campaign carried out at the **Paulo Fraga Judo Academy**, which got the donation for the new students. This had a positive impact, motivating them even more to want to participate in classes and raising their self-esteem, for being dressed in kimonos during classes.

Due to the excellent performance and interest of the students, they were invited by **Sensei Alessandra Silva** to participate, on weekends, in classes at the Judo Academy of our partner Paulo Fraga. This was to intensify training and prepare them for future competitions.



## 2.9 FAMILY DAY

In May there was **Family Day**, replacing the celebration of Mother's Day. The idea of this day is to encourage the appreciation of family in everyone's life. The classes made presentations and the families were able to experience some activities such as the rhythmic wheel, relaxation and some group dynamics.

After the experiences, the results obtained during the first semester were shared with those responsible for the students.

The day was of great joy, not only for the families, but for the pedagogical team.

Several reports from the families were important and made the moment very special.



## 2.10 JUNE CELEBRATION

In June, the **Festa Junina** was held with typical foods, games and, lots of music. This moment, in addition to being one of the traditional Brazilian festivities, is also a form of cultural manifestation.



And at **Crescer**, it was possible to celebrate in two moments, both with the students and with the employees.

Throughout the month of June, activities were carried out to understand the life of people in the countryside, their histories, the geography of each region, religious culture, among other topics.



## 2.11 OTHER EVENTS

### 2.11.1 STORY TELLING

**Aliansce Sonae**, the shopping center manager, launched the “**Reading for All**” project, which aims to encourage the habit of reading among children aged 3 to 10 years.

The project relies on the social management of the Children's Institute, which is responsible for mapping and for the database of social organizations identified to receive the books. And **Crescer** was awarded with an afternoon of storytelling of the book "Armpit, um dive animal", which tells the story of a dog that became a character in a children's book and lives high adventures in nature. Armpit dives with his dolphin friend and meets incredible animals: a seahorse about to give birth, a starfish with a "bruised arm", an octopus and its defense antics, and a whale shark having to deal with. with a plastic bag wrapped around its fin.

After reading, books were delivered to **Crescer** students.



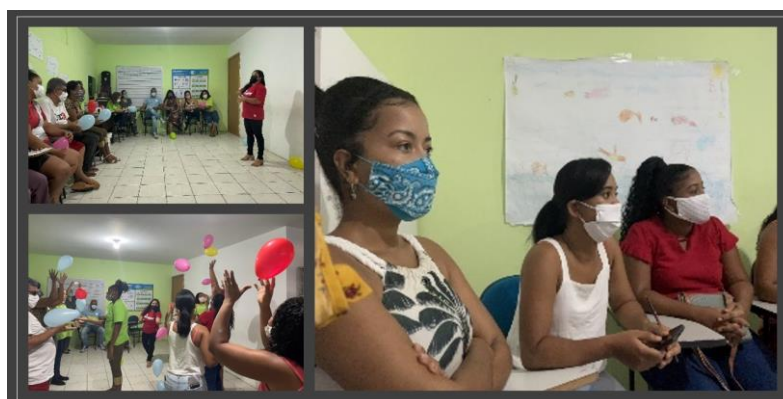
### 2.11.2 MEETING FOR SEMESTER EVALUATION

In order to ensure autonomy as the essence of the new methodology of **Crescer's** educational process, on June 13, the **Semester Assessment Meeting** was held. This moment was attended by students, staff, parents and guardians of students. The objective was to evaluate the activities carried out in the first semester.

From the reports of parents and employees, it was possible to know some concerns and difficulties that arose during the activities.

Parents express themselves with gratitude at **Crescer** and stated how much their children enjoy being in this space every day.

This first meeting was fundamental to further strengthen the **Crescer** and **Community** and instigate the desire to participate in future moments like this.





### 2.11.3 CARE FOR WHO CARES – MODULE 2

On the twenty-sixth of May, the meeting of **Crescer** employees, “Caring for those who care – Module 2”, was held at the Hotel Malibu.

This time the theme “Mental Health at Work” was worked on, experiencing some techniques, dynamics and experiences conducted by coach **André Castro** and psychologist **Igor Mesquita**, with the special participation of founder **Wania Howard**, by video call.

It was a dynamic and pleasurable moment, stimulating involvement and rapport among the team, so that they felt capable of seeking and building something new, of understanding and being understood, of getting to know each co-worker better, their challenges, the rhythm of each one and their concerns, thus strengthening this union.



And during lunch break, the team took the opportunity to walk around the **Ecological Park** to enjoy the natural beauty that this space promotes.





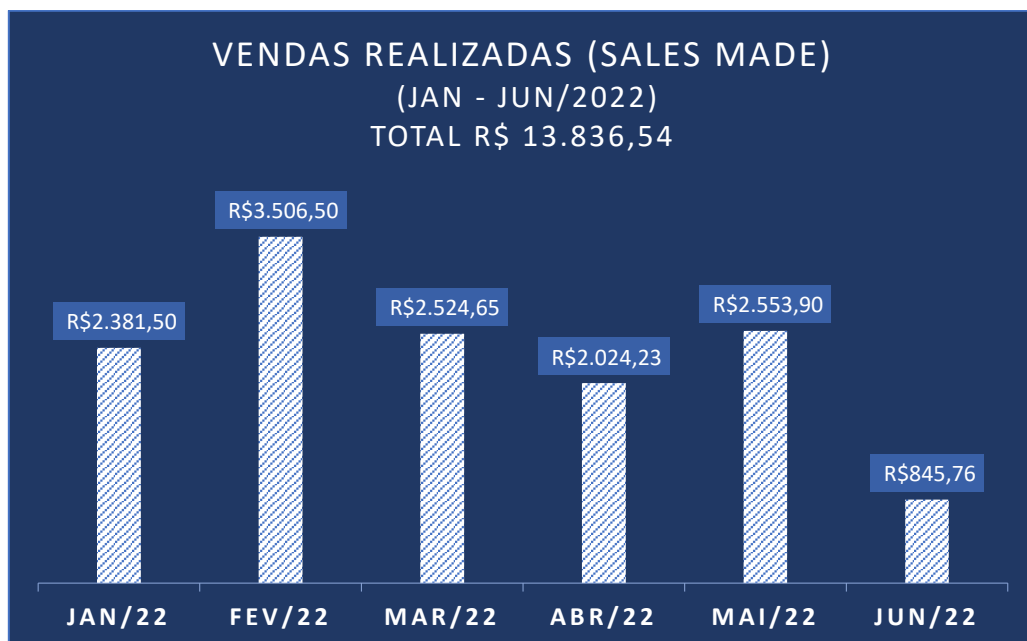
## VOLUNTEER MOTHERS



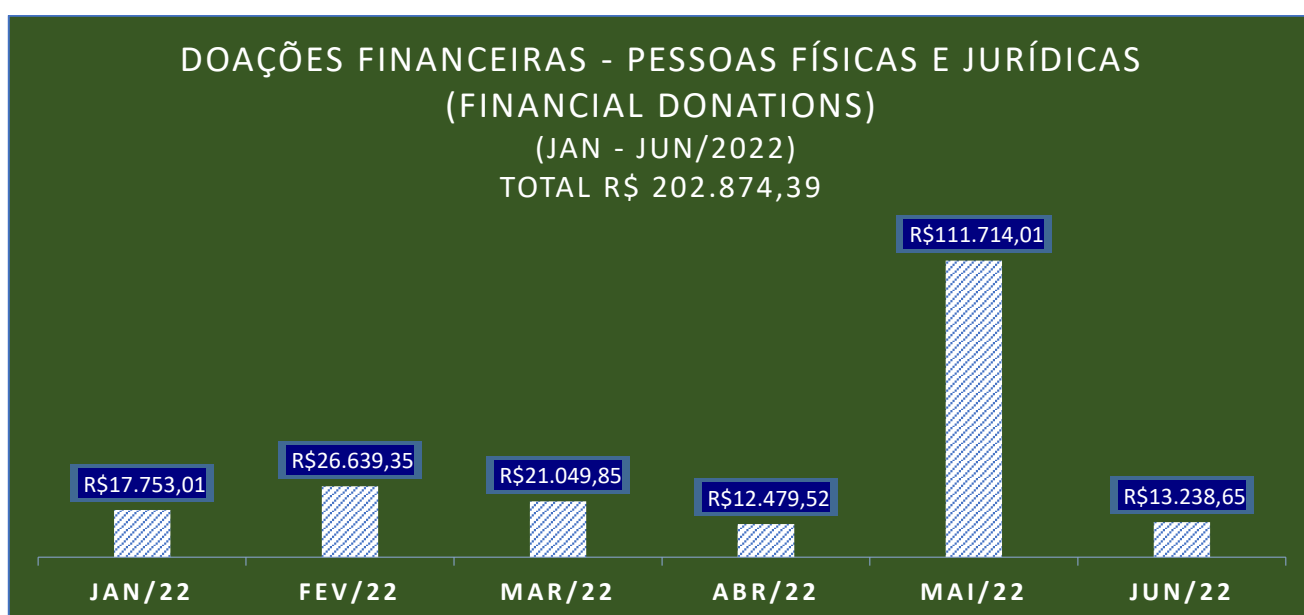
## Delivery of 100 boxes of chocolates in celebration of Easter



### 3. FUNDRAISING NUCLEUS (Coordinator: RAIMUNDA ARAÚJO)



*Note: Solidarity bazaars are held monthly to cover day-to-day expenses. Footwear, clothing, furniture and household items donated to **Crescer** are sold.*



*Note: The graphic includes the donation made by Villa Social – Germany, in the month of May/2022 (value R\$ 84,698.81).*

## Winning Invoice Campaign

These are donations made **quarterly**, through electronic invoices, registered by the Fundraising team, on the website of the **Secretary of Finance of the State of Bahia**. This is a campaign by the Government of the State of Bahia and this quarter the amount of **R\$ 10,849.38** was donated to **Crescer**, the amount included in the chart above, in the month of May/2022.

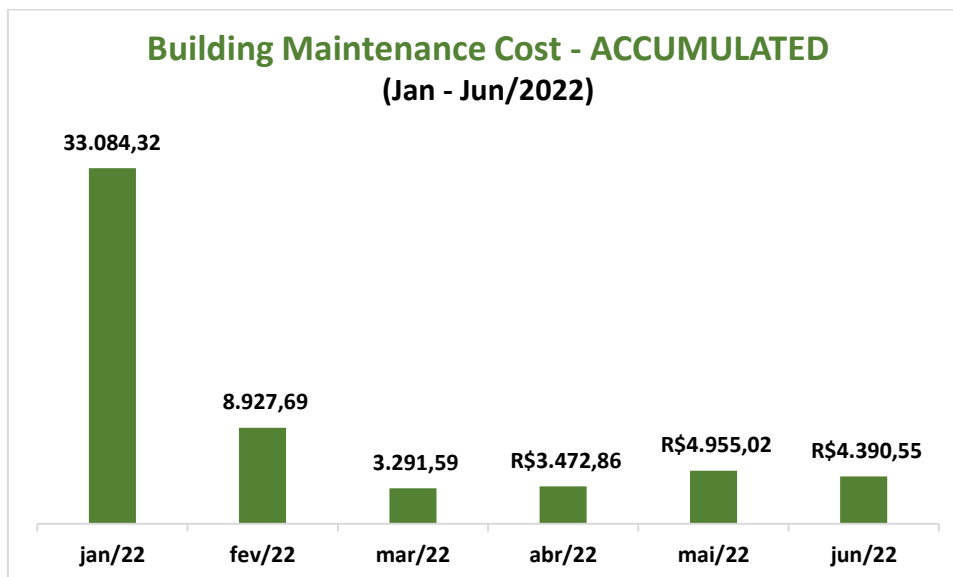
During the quarter, the Fundraising Nucleus held bazaars to expand the source of cash collection, as many donors ended their financial contributions, due to the country's economic crisis.



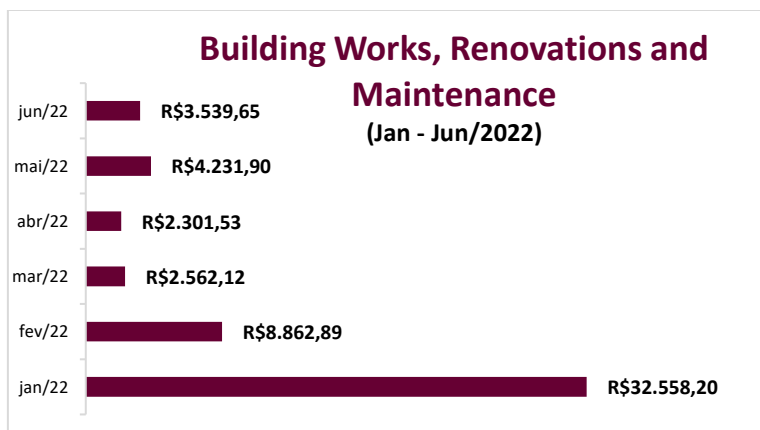
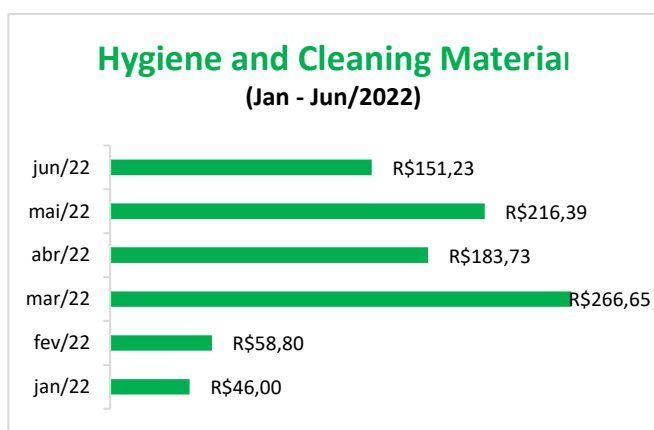
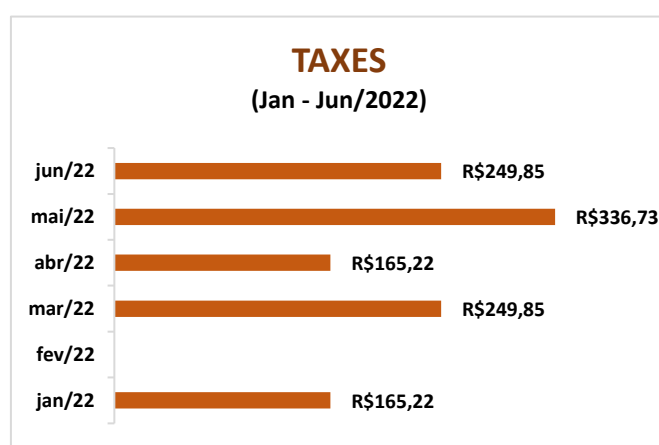
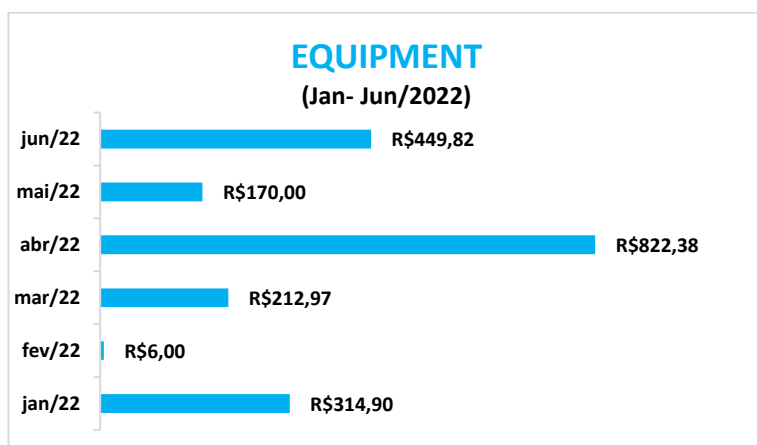


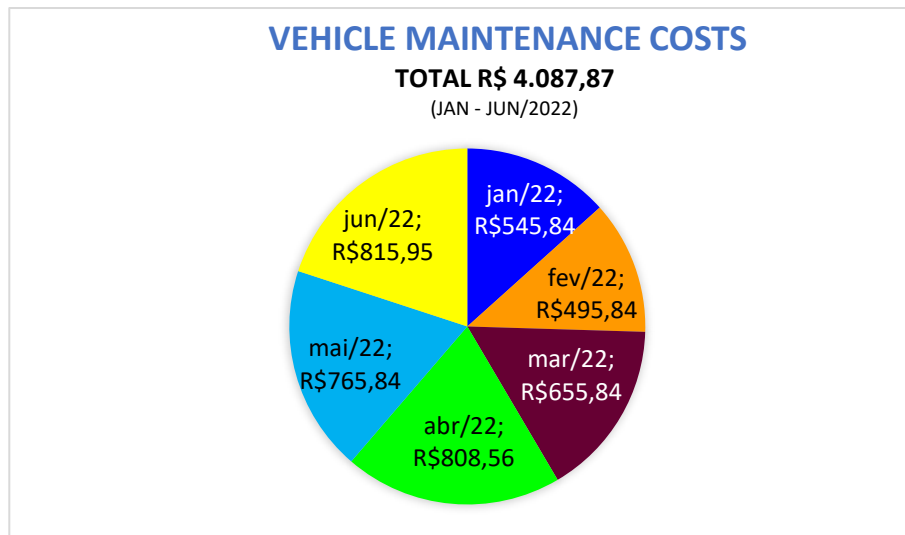
#### 4. ADMINISTRATIVE NUCLEUS (Coordinator: EDLÊNE ROMÃO)

##### 4.1 OVERVIEW OF THE COSTS OF THE ADMINISTRATIVE NUCLEUS



The chart above refers to costs with equipment, taxes, hygiene and cleaning material, works and renovations.

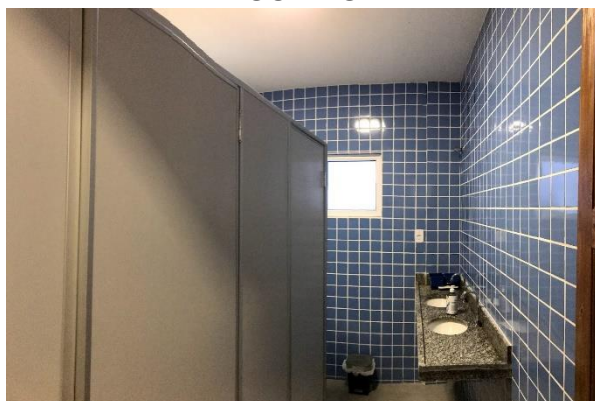




## 4.2 RENOVATION OF THE CRESCER BUILDING

The renovation of the ground floor has been completed and the environments are already being used.

**BATHROOM FOR MEN**



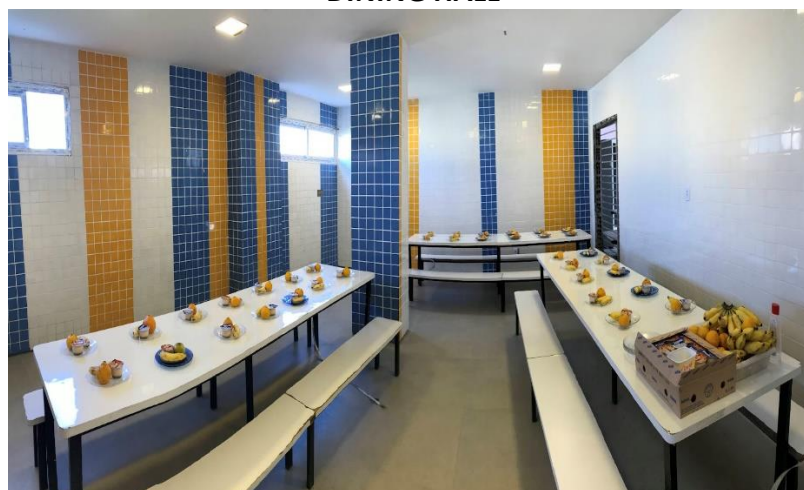
**BATHROOM FOR WOMEN**



**LAVATORY**



**DINING HALL**



## KITCHEN



## ADMINISTRATIVE NUCLEUS



## HALL





## HALL



## ROOM WHERE THE COMPUTER LABORATORY WILL BE



## CHILDHOOD EDUCATION ROOM



## MUSIC ROOM



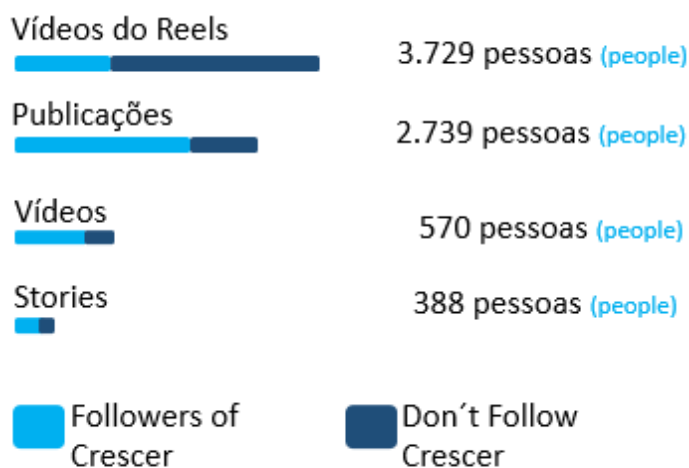
## 5. COMMUNICATION DEPARTMENT

(Communication Assistant: DANILO ANDRADE)

The demands of the Communication Department were intensified, placing **Crescer** in the spotlight. In addition to the production of videos, press releases, photographic records and dissemination of all the material produced, one of the platforms that has been heavily worked on to present the institution's actions is Instagram. Today it has **9,087 followers**, with **71 publications** in the period.

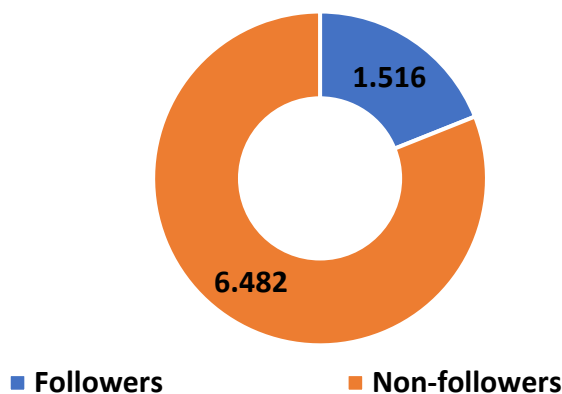
### Alcance das publicações do Crescer no Instagram

Reach of Crescer posts on Instagram  
(Jan-Jun/2022)



### Followers and Non-Followers Views

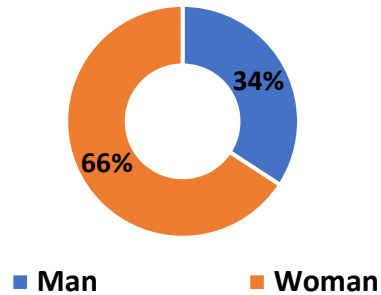
Total 7.998 people  
(Jan-Jun/2022)



The reach of publications increased by 541% of people who do not follow Crescer, compared to the same period in 2021.

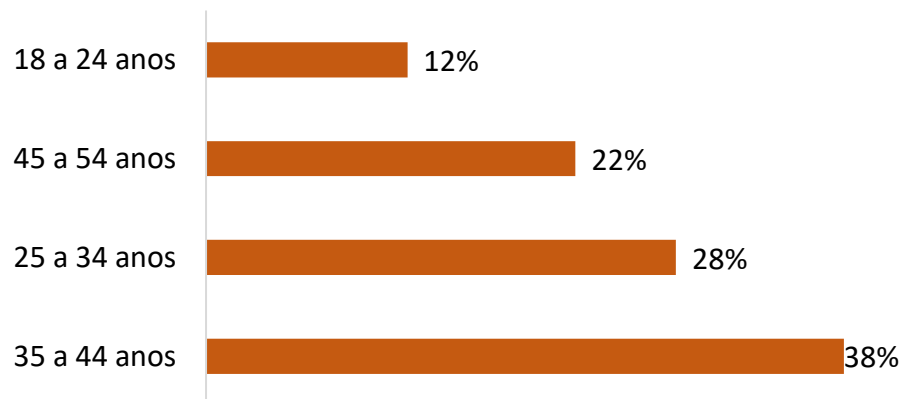
### People who access Crescer publications

Total 7.998 people  
(Jan-Jun/2022)



### Age Range of People Accessing Crescer Publications

Total 7.998 people  
(Jan-Jun/2022)



### Countries that access publications of Crescer

Total 7.998 people  
(Jan-Jun/2022)

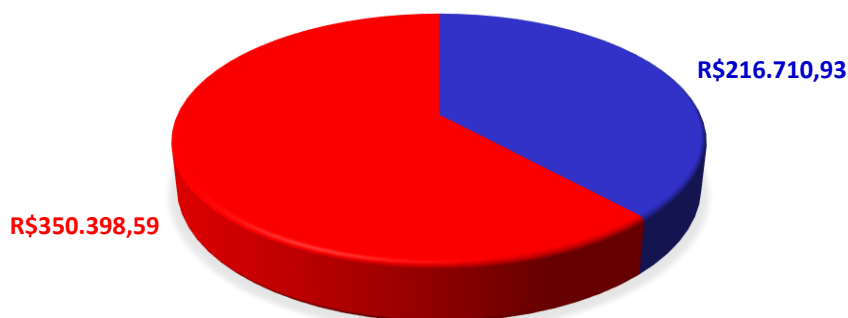




**6. FINANCIAL DEPARTMENT**  
(Manager: IVAN LONES JÚNIOR)

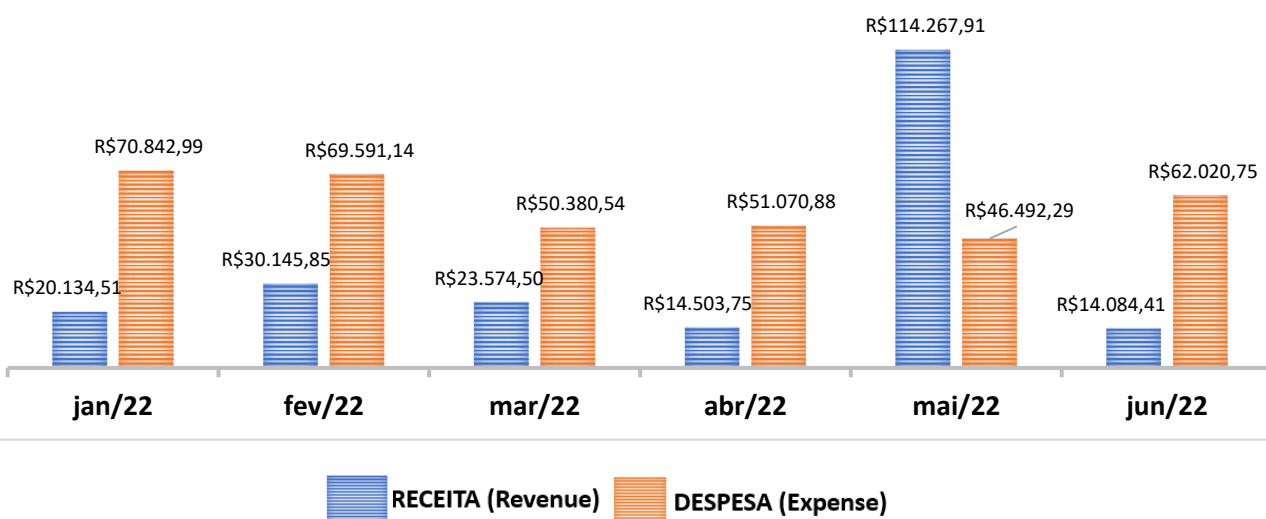
**RECEITA X DESPESA - (REVENUE X EXPENSE)**

JAN -JUN/2022



**RECEITA X DESPESA - (REVENUE X EXPENSE)**

(JAN-JUN/2022)



**Explanations of revenue:** **May/22** there was a higher income due to the donation of Villa Social (Germany), in the amount of R\$84,698.81, donation of the Bahia Prize Note in the amount of R\$10,849.38 and spontaneous donations in the amount of R\$9,555.72.

**Explanations of expenses:**

**January/22** => R\$ 32,558.20 was invested to complete the renovation of the ground floor;

**February/22** => employees who were paid by **Bradesco**, due to problems with the banking system, ended up not receiving payment in January, consequently receiving the salary for **the two months (January and February)** accumulated in February, generating a cost above the expected for the said month;

**June/22** => the problems with **Bradesco** persisted, the bank account was then closed, leaving only **Banco do Brasil**. For this reason, some employees did not receive payment in May and payment took place in June referring to the **two accumulated months (May and June)**, generating a cost above the forecast for that month.

## 7. FINAL CONSIDERATIONS

The first semester was overcome with the most diverse challenges, but with countless opportunities for growth, maturation, and dissemination of **Crescer's** educational actions.

In addition, it was possible to provide students with the most varied forms of learning, leading them to better understand the proposed activities, respecting the rhythm of each one. And so, day after day, we remain confident that this endeavor is worth it.

Sorry for the mess, we have kids producing memories!

