MAGAZINE

INCUBATOR

SPORT AND CITIZENSHIP

INCUBADORA DE ESPORTE E CIDADANIA

ALUI EDITORA

A incubadora de esportes do Formação

TAMBÉM NO INSTAGRAM



PEDAGOGICAL PROPOSAL OF

CRECHE CULTIVAR

Learning, playing and interacting globally from the very first steps

Formação

FFI FORMAÇÃO FACULDADE INTEGRADA

CRECHE
CULTIVAR
MAGAZINE

INCUBATOR

CREDITS

Production:
Formação Basic Education Support Center
Formação Faculdade Integrada

Concept of Creche Cultivar:
Maria Regina Martins Cabral
Marianne Sousa Serra

Authors:
Maria Regina Martins Cabral
Marianne Sousa Serra

Pedagogical Review:
Camila Arellaro

Editorial Board:
Diane Pereira Sousa
Fabio Alessandro Sousa Cabral
Lídia Fernanda da Silva Vasconcelos
Maria Regina Martins Cabral
Marianne Sousa Serra
Vania Maria Monteles Viana

Librarian:
Luana de Jesus Rodrigues Fontenelle

Graphic Design:
Alfa Comunicação

Illustration:
Sophia Bernardes Cruz

Photos:
IAMT

Cataloging-in-Publication Data

C117p
CABRAL, Maria Regina Martins
Pedagogical Proposal of Creche Cultivar: learning, playing and interacting globally from the earliest years / Maria Regina Martins Cabral and Marianne Sousa Serra. – São Luís: Instituto Formação, 2026.
30 p. : ill. ; 21 cm.
Includes bibliography.
ISBN 978-65-993236-6-9

1. Pedagogical Proposal. 2. Creche Cultivar. I. Title.

CDD 373.22

Indexes for systematic catalog
Education: Types of school: Forms of preschool education: Daycare 373.22

EDITORIAL

In 2026, Grupo Formação — through the integrated work of Instituto Formação and Formação Faculdade Integrada — celebrated 27 years of history and 23 years of dedication to sport as a tool for social transformation. This journey turned a passion for integral education, which also embraces a passion for body culture, into method, citizenship and public policy. Along the way, our discoveries filled the pages of landmark publications: the magazine Esportes Educativos – para a cidadania e o desenvolvimento social (Educational Sports – for Citizenship and Social Development); the innovative Caderno Bolação, in which we shared our methodology for early childhood education and the bolação courts ; and the pioneering Revista de Futebol 3 (Football 3 Magazine), which presented systematizations of the methodology implemented by several Brazilian organizations . All of them are milestones of a legacy that has always combined practice with the systematization of knowledge.

Now, in 2026, the Sport and Citizenship Incubator takes another step forward by resuming its periodical publications in this new magazine format.

Designed entirely to speak to teachers and monitors in Basic Education, this magazine is born with a clear mission: to translate complex concepts into practical, creative pedagogical proposals that can be applied directly in the daily life of Brazilian integral education.

Our goal is to share methodological references and educational structures involving sports, games and play activities.

We advocate for sport in its multiple dimensions — educational, participatory and high-performance — understanding it both as a mandatory curricular component (as in Physical Education and in the fields of experience of Early Childhood Education) and as a central axis of the Diversified Curriculum and of the Formative Pathways that bring full-time schools to life across the country.

To open this new cycle, this first issue presents the pedagogical proposal of Creche Cultivar, devoting its pages especially to professionals who work with children aged 3 to 8. This is a crucial stage of human development, encompassing the transition from Early Childhood Education to the first years of Elementary School. Looking at this age group through the lens of educational sport and play means ensuring that the right to movement, playfulness and affection is the foundation of education for citizenship.

We invite you, educator, to leaf through these pages not just as a reader, but as a living part of this network that, since 2003, has believed that sport educates, liberates and transforms.

Enjoy your reading and your practice!

Sport and Citizenship Incubator
Grupo Formação







“Toda criança no mundo
Deve ser bem protegida
Contra os rigores do tempo
Contra os rigores da vida”

From the poem O Direito das Crianças (The Rights of Children), by Brazilian writer Ruth Rocha.

Learn more about Early Childhood Education.



Why is Early Childhood Education so important?

It is in the first years of life that emotional, cognitive and motor development takes shape most intensely. This stage serves as the structural foundation for everything that lies ahead in a person's life. That is why focusing on Early Childhood Education has become a central priority for Grupo Formação, reaffirming its commitment to the future of learning.

With this in mind, Instituto Formação, in partnership with Formação Faculdade Integrada (FFI), produced the Maralfa Collection for the Maranhão State Department of Education (SEDUC-MA). Aligned with current pedagogical guidelines, the material consists of four strategic volumes:

• Literacy Books 1 and 2: For 1st and 2nd grade Elementary School students.

• Literacy Teacher's Handbook: A guide with practical guidance for teachers.

• Early Childhood Education Handbook: Material focused on early childhood development.

The Handbook of Pedagogical References – Early Childhood Education of the Maralfa Collection serves as a self-training guide for teachers, focused on reflective practice and integral development in early childhood education. The material emphasizes children's agency, active listening and the connection between the guidelines of the BNCC (Brazil's National Common Core Curriculum) and the cultural identity of Maranhão.

This pedagogical proposal of Creche Cultivar joins that body of material, produced to strengthen the foundational education of children aged 3 to 8. The first years of Elementary School are included in this proposal because they make up the formal literacy cycle in Brazil.

The work was structured to serve as a tool that allows teachers and educators to improve their practice autonomously and continuously.



The Cradle of the World: When the Gaze of Childhood Redeems the Earth

There is a silent fever consuming the days of adult life. We walk the streets and sit at café tables with our eyes fixed on screens that endlessly show war statistics, continuous fragments of political struggle and the empty promises of an unattainable aesthetic. With the fuel of our own anxiety, we feed the fetish of consumption and the ambition that devours a future shaped by the plasticity of vices and selfish decisions. Public debate has become a desert of repeated ideas, where adults promise — most often to win votes and defend the private interests of a few — to repair the collapsed walls of a building they themselves insist on demolishing. We forget, however, that the architecture of the world is not changed at the top of corporate concrete towers, but at a child's eye level. Many of the abysses we stumble into today would simply disappear if childhood ceased to be the periphery of our concerns and became the center of gravity of our existence.

This shift in focus, which pulses like an ancestral call, echoed powerfully under the lights of Chicago during the opening ceremony of the Every Child Thrives Festival 2026, and continued in the back-to-back talks of the first packed day of programming at the Obama Museum. On the Kellogg Foundation stage, the voice of its leadership did not bring mere numbers or bureaucratic reports, but a manifesto of spiritual survival: care must be urgent. If we turned the dinner table, young people's casual chats on the street corner and the strategic plans of large companies into altars for the protection of children, we would be carrying out the greatest invisible revolution in history. Looking at the child is not an isolated act of charity; it is the only way to redraw the map of our own humanity, replacing the cry of war with the breath of creation.

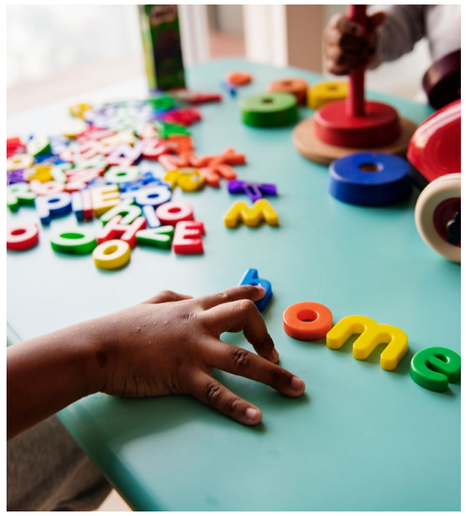
When a society decides that its most precious asset is a child's laughter, the geography of its cities is transformed by both enchantment and logic. Thinking about childhood means, as a consequence, designing a city with open arms: with sidewalks where one can run, squares where the soil still holds the scent of rain, and air that does not hurt the lungs. Commitment to the future of a small being demands a dignified present and a redirection of focus, in which forests remain standing — for no one destroys a tree knowing that the shade for their growing child depends on it — and in which children are cared for in the present, because everything that follows

depends on this intelligent act. Under this luminous gaze, schools gain glass walls and valued teachers, health becomes a right as natural as oxygen, and the economy ceases to be an abstract monster of accumulation and becomes a generator of real development. Even old age finds a new spring: in a world that cultivates childhood, older people find longevity and welcome, because a community that knows how to nestle the beginning of life naturally learns to honor its twilight.

The deepest miracle of this refocusing takes place in the invisible fabric of the human soul. Childhood is the sacred soil in which adult roots take hold. When we water that soil with affection, protection and respect, the inevitable harvest is mature, psychologically stable men and women, immune to the cowardly need for violence and endowed with an empathy that embraces others. The adult who was fully loved and cared for does not need to wage war to feel strong, does not feed on the poison of structured lies, and does not surrender to the emptiness of unbridled consumption. Healing childhood is, ultimately, emptying the courts of the future and disarming armies before they even think of marching.

Therefore, the echo that reaches us from Chicago is not a lyrical utopia, but the most urgent pragmatism we have left. We no longer have time to spend our collective intelligence mending the scars of cruelty when we hold in our hands the power to prevent the wound from being opened. May the debate about





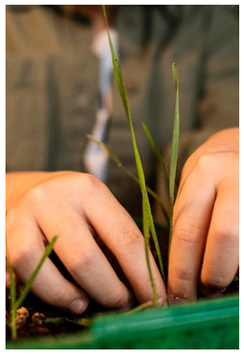
the future step down from the barren platforms of human vanity and kneel before the cradle. Only when the world's priority is to ensure that every child flourishes fully will we discover that the world has finally become a civilized, clean place, worthy of being called home.

Regina Cabral
WKKF Global Fellow Network

EDIÇÃO Nº 1

SUMÁRIO

11 A Brief History of Grupo Formação in Education
13 The Child at the Center of Our Actions
16 Inclusion: Diversity as a Collective Strength
18 Equipment, Materials and Pedagogical Spaces
21 Pedagogical Proposal
26 APPENDICES





For Grupo Formação (Institute and College), early childhood has always been a priority.

Since 1999, we have invested in the professional development of educators in Maranhão through programs that connect theory and practice directly in the school environment. Creche Cultivar is yet another initiative of the Group that places the child at the center of attention. The project seeks to contribute continuously with ideas, methodologies and teacher education focused on early childhood, serving as a living space for experimenting with our own concepts and those of other renowned theorists, valuing children's culture.

One of Creche Cultivar's goals is also to contribute to the practical and academic training of technical and higher education students from the most diverse fields of education and childcare, and it aims to establish itself as a privileged space for research on childhood.

In line with its commitment to improving pedagogical practice, Creche Cultivar seeks to welcome and encourage academic research that contributes to improving teaching, learning and childcare processes, and to share the knowledge generated in order to strengthen the work of other educators and public school institutions.

Creche Cultivar operates as an open daycare-school model for students and faculty of Formação Faculdade Integrada, and it is also integrated into the activities and facilities of the Sport and Citizenship Incubator of Instituto Formação.





A Brief History of Grupo Formação in Education

The Journey: Innovation, Territory and Citizenship

The history of Grupo Formação in education, which began in 1999, is intertwined with the very pursuit of democratization, inclusion and pedagogical innovation in the state of Maranhão.

Organized in complementary cycles, this journey began with social mobilization in civil society and today reaches higher education and early childhood, always keeping an eye on territorial development. Investing in people who transform realities.

Throughout this journey, Early Childhood Education has always been present, going through different moments: from teacher education and after-school projects to the consolidation of national guidelines, proof of concept through social projects and, finally, the materialization of its own daycare model.

Block 1: The Foundation and the Base of Early Childhood Education (1999 – 2000s)

Focus: Consolidation of Rights, Municipal Management and Teacher Education

In 1999, Instituto Formação was born with the mission of strengthening the social fabric and supporting the practical implementation of the new principles established by the 1988 Constitution and the 1996 Law of Guidelines and Bases of National Education (LDB).

• Strengthening Early Childhood Education at the Grassroots: Since its founding, early childhood has received central attention through ongoing training programs for daycare and preschool teachers, preparing municipal school systems for the new understanding of Early Childhood Education as the first stage of Basic Education.

• Institutional Organization: The Institute worked directly with municipal departments of education, helping with the organization of Municipal Education Councils and the structuring of local education policies.

• On-Demand Publishing: Creation of contextualized teaching materials to meet specific needs in literacy, Youth and Adult Education (EJA) and the recovery of the history of Maranhão's municipalities.

Block 2: Complementary Activities, Games and Play in the Daycare (2010s)

Focus: Noutro Turno Project, Bolação, Eu Vi a Rua, Futebol desde Pequeninos, Playful Methodologies and Listening to Youth

As the educational landscape advanced, Instituto Formação recognized the need to create initiatives that integrated caring and educating through play and community development.

• After-School Projects and Educational Sport: Work with children and adolescents gained momentum with complementary initiatives such as the Noutro Turno Project,

a forerunner of discussions on integral education in the region.

• Play in Early Childhood: Teacher education took a methodological leap by integrating games, toys and play into the daily routine of daycare centers. Pioneering initiatives emerged, such as the Bolação and Futebol desde Pequeninos (Football from the Little Ones) projects, which used sport and movement as tools for cognitive and motor development from the earliest years of life. The Bolação Court was brought inside the daycare.

• Youth Voice and Research: At the same time, the Institute conducted research on vocational education, holding active listening sessions with young people about Maranhão's productive profile and the ideal school format for their realities.

Block 3: Alignment with National Guidelines and Academic Expansion

Focus: Diretrizes em Ação, BNCC, Founding of FFI and the Maralfa Collection

With the renewal of national public policies, the now Grupo Formação became a strategic partner of states and municipalities in the transition to the new legal frameworks for education.

• Structural Technical Support: The Institute provided essential technical support for the implementation of Diretrizes em Ação (Guidelines in Action) and, later, for the practical application of the BNCC for Early Childhood Education, ensuring that children's learning rights and fields of experience were guaranteed in the classroom.

• Formação Faculdade Integrada (FFI): The founding of FFI extended this legacy to Higher Education. Programs such as Pedagogy began training professionals with the Group's methodological identity, combining academic theory with hands-on community experience.



• The Maralfa Collection: As a result of this symbiosis between the Institute and FFI, the Maralfa Collection was created. Focused on supporting learning in Portuguese Language, literacy and multiliteracies, the work has become a lasting resource supporting Municipal School Systems and the State Department of Education (SEDUC).

Block 4: The Materialization of the Concept (From 2020 onward)

Focus: Creche Cultivar and the Alegria Maracanã Complex

From 2020 onward, Grupo Formação closed a historic cycle of more than two decades of studies, training and early childhood projects to bring to life its own integrated model.

• Creche Cultivar as Proof of Concept: Creche Cultivar was not created as a new project, but as the practical materialization and proof of concept of everything the Group has championed and taught throughout its history. It brings together continuous teacher education, the right to play and comprehensive care in a single space.

• Integration with NUCEL: The daycare operates in integration with the Community Sport and Leisure Center (NUCEL), in the Alegria Maracanã complex. This union consolidates the Group's long-held thesis: quality Early Childhood Education is achieved by connecting the school with the community, culture, sport and territory.

The Child at the Center of Our Actions

According to Brazil's Statute of the Child and Adolescent (ECA – Law No. 8,069/1990), childhood extends from birth to under 12 years of age (11 years and 11 months).

Integral development — encompassing physical, cognitive, socio-emotional and cultural dimensions — is approached as a foundational right for life.

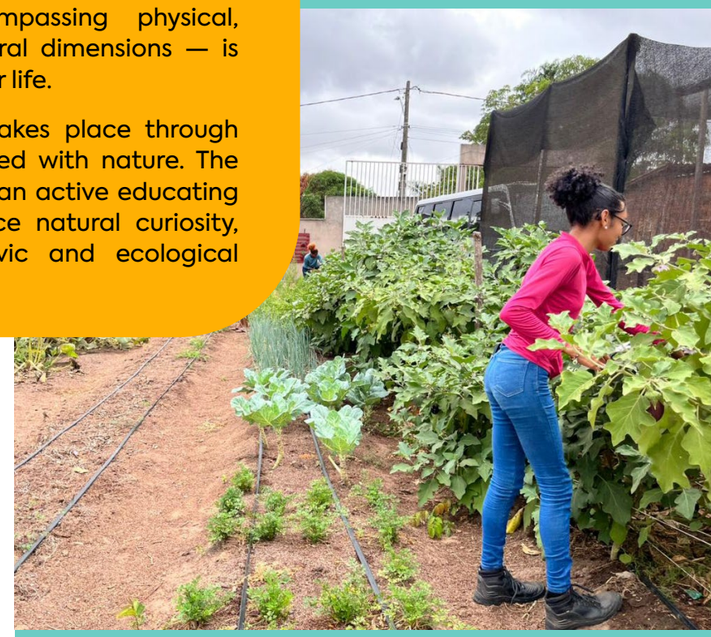
At Creche Cultivar, this process takes place through an open-concept approach integrated with nature. The environment is not just a setting, but an active educating element. Open environments enhance natural curiosity, autonomy, free movement and civic and ecological awareness.

An Outdoor School

Creche Cultivar is an open facility conceived by Formação – Basic Education Support Center and Formação Faculdade Integrada as a pioneering Open Daycare model.

The proposal is grounded in Nature-Based Education and in intergenerational coexistence, taking advantage of the biodiverse infrastructure and the space shared with the young people and adults of Grupo Formação.

With an approach based on daily, rotating flows (up to 30 different children per day), the space is no longer just a place of care but becomes a dynamic educating territory. Here, sustainability, free play and children's scientific inquiry guide cognitive, motor and socio-emotional development.



Theoretical Framework

To ensure foundational education and place the child at the center of the process, the proposal is anchored in contemporary, integrative pillars:

• Reggio Emilia Approach (Loris Malaguzzi): The premise that children have "a hundred languages" with which to express themselves (art, writing, movement, soil, seeds) and that the physical space acts as the third teacher.

• Scientific Pedagogy and the Prepared Environment (Maria Montessori): The recognition of children's culture and self-education as the main vehicles of development. Through a meticulously prepared environment, with furniture and materials within reach, children

develop their natural autonomy and free choice. Respect for individual pace and for sensitive periods of development complete the proposal, validating the innate power of childhood.

• Forest School Movement (Forest Schools / Anne Marie Holm): Learning takes place outdoors, intentionally. Daily contact with calculated risks and with the ecosystems of the groves (Marrecas, Magic, Stones, Cultivar) develops children's resilience and autonomy.

• Pedagogy of Discarded Materials and Recycling (Remida Reggio): Transformation of unstructured materials (scrap and creative recycling discards) into tools of high cognitive complexity, as opposed to the use of industrialized plastic toys. The School-Plant of the Alegria-Maracanã complex is a facility to be explored.

• Theater and Performing Arts in Teacher Education (Roberto Frabetti): Theatrical language acts directly on the pedagogical power of educators. Far from being mere entertainment, valuing a horizontal relationship and shared repertoires, theater equips the teacher's body, voice and expressiveness, increasingly awakening creativity, the courage to improvise and the joy of being fully present with the child in the process of discovery, in the construction of knowledge and in the enchantment with the beautiful life.

• Pikler/Playwork Approach for Early Childhood: Focus on free motor development, respect for biological timing and the intrinsic value of play for play's sake.

• Concept of the Citizen School and Dialogical Space (Paulo Freire): Education seen as a political and democratic act of building citizenship. The





Freirean school breaks down traditional barriers through horizontality and the class under the tree, inspired by the metaphor of his backyard ("À sombra desta mangueira" – In the Shade of This Mango Tree). The natural environment ceases to be just a setting and takes on an active role in reading the world, turning nature and the local territory into living classrooms for the formation of conscious, critical individuals who transform reality.

• Creativity as the essence of childhood (Fayga Ostrower): art and development in childhood, in which creativity is not an isolated activity but the very way children are in the world, emphasizing the expressive and symbolic dimension of children's making.



An Integrative Mosaic

The theoretical references are organized as an integrative mosaic. The approaches do not compete with one another; rather, they add tools and perspectives to ground a contemporary, liberating pedagogical project focused on nature, artistic expression and deep respect for the child's biopsychosocial development, taking into account the context of each individual and each group.

The centrality and autonomy of the child:

The Reggio Emilia approach (Malaguzzi) sees children as having "a hundred languages" with which to express themselves. This fits perfectly with Scientific Pedagogy (Montessori), which seeks natural autonomy through free choice in a prepared environment, and with the Pikler Approach, focused on free motor development and respect for biological timing. There is no clash; they all hold that children develop from the inside out, based on their own potential.

Sustainability, Materiality and Creativity:

The Pedagogy of Discarded Materials and Recycling (Remida Reggio) proposes the use of unstructured materials and scrap instead of industrial toys. This practice directly enables and embodies the theories of Montessori (use of materials within reach) and Malaguzzi (giving expression to the hundred languages and to creativity). The section on Theater and Performing Arts weaves through this journey, bringing humanity to the encounter and valuing creativity, bodily expression and enchantment in the process of discovery.

The physical space as an active agent:

Reggio Emilia (space as the third teacher), the Forest Schools (learning through eco-art (Holm) and outdoors in contact with the ecosystem) and Paulo Freire's perspective ("the class under the tree") all share the same vision: the educating environment should not be a rigid, traditional and passive classroom. The physical space shapes, challenges and expands learning. And nature is essential.

Dialogue and Political Citizenship:

The inclusion of Paulo Freire (Citizen School) brings in the social and critical dimension. Far from contradicting childhood and play, it validates the democratic and horizontal model of all the other approaches. Moving the setting into nature ("the metaphor of his backyard") builds a direct bridge with the intentionality of the Forest Schools.



Inclusion: Diversity as a Collective Strength

At Creche Cultivar , inclusion is no longer an integration protocol but the very ethical and political foundation of everyday pedagogical life. In line with the National Common Core Curriculum (BNCC) and the Brazilian Inclusion Law, the approach understands that the scope of inclusion inseparably encompasses:

• Accessibility and Neurodiversity: Welcoming children with disabilities, pervasive developmental disorders (PDD) and high abilities, structuring time, Assistive Technology resources and spaces so that the autonomy and expression of each individual can be fully realized.

• Ethnic-Racial, Cultural and Social Equity: Actively combating prejudice and social vulnerability through an anti-racist, multicultural practice that welcomes the different family configurations and community experiences of each territory.

• Piklerian Approach to Psycho-Affective Care: Ensuring that routine, meals and free play strictly respect each child's biological rhythm and pace of physical and psychological development, rejecting comparisons or standardization.

• Removal of Physical and Attitudinal Barriers: The continuous redesign of indoor and outdoor environments (such as the nature and sand areas) and, above all, the ongoing training of the teaching and support staff to eliminate ableist, exclusionary or paternalistic attitudes.

Inclusion at Cultivar is the materialization of each child's "hundred languages." It turns the plurality of the group into a collective territory of democratic coexistence, where difference does not isolate but enriches the journey of discovering the world.

Innovative Methodologies

The pedagogical operation adopts methodologies focused on inquiry, agency and dissolving the boundaries between community and school:

• A Borderless Relationship with Families (Italian Inspiration): Breaking with the Western "school gate" culture — in which parents are left outside — Creche Cultivar establishes a daily invitation to exchange. Families inhabit the daycare on a daily basis, moving through the rooms, talking with educators and sharing the living spaces. The school is an extended community territory.

• Activities in 3 Times: A pedagogical sequencing methodology that optimizes the 3 daily hours (8 a.m. to 11 a.m.).



Time 1: Activates affective and community welcoming (with families present in the space), reading of the space and agreement on the day's plan;

Time 2: Immersive, investigative, high-intensity hands-on experience (in the prepared Montessori environment or on excursions through the groves);

Time 3: Focuses on systematization, authorial expression (drawing/painting/writing/dramatic expression) and collective self-reflection, evaluating the hands-on experience.

• The Kitchen as a Laboratory of Coexistence: At least once a week, preparing snacks and meals becomes an open pedagogical act. Children watch, take part in handling real food and understand nutrition cycles, integrating cooking into the routine in a lively, transparent and sensory way.

• Eco-Responsible Maker Culture: Use of Creche Cultivar's illustrated worksheets so that children can graphically plan their own creations, integrating design thinking, respect for the environment and practical autonomy in transforming materials.

Equipment, Materials and Pedagogical Spaces

Table of Pedagogical Guidelines

Physical Space	Advanced Pedagogical Equipment and Materials	Developmental Objective	Pedagogical Approach & Focus
Nucel Bolação	Adaptable mobile court, designated area for conflict mediation. Ball kits with multiple textures, weights and sizes. Portable mini goals, high-visibility eco-friendly cones, ropes, slackline straps, double-sided colored bibs and floor-marking tapes for dynamic circuits. Montessori-style arrangement for free choice of materials.	Motor, Social and Expressive Development: Refinement of gross motor coordination, laterality, spatial-temporal organization and balance. Fostering cooperation, empathy and emotional intelligence. Encouraging courage and bodily authorship through dramatic play.	Football 3 Methodology and Theatrical Expression: Sports practice based on three pedagogical times, with the invited presence of families during welcoming (Time 1). Promotion of gender equity and use of improv theater by educators to mediate conflicts on the court in a creative and joyful way. (BNCC: Body, gestures and movements).
Nucel Beach	Quartz sand court (fine and washed), height-adjustable nets. Lightweight children's Beach Tennis rackets (with adapted grip), foam and low-pressure balls (stage 3). Aluminum buckets, children's trowels, funnels, modular PVC pipes, silicone molds, sieves and ergonomic wooden rakes.	Sensory-Motor Exploration, Applied Physics and Sociability: Practical understanding of quantities and measures (weight, volume, density) and deep sensory exploration. Global muscle strengthening (core, ankles) and tone refinement. Extended community socialization through shared play.	Barefoot Experiences and Community Coexistence: Exploring the unstable sand surface to enhance balance and proprioception dynamics. Focus on cooperative beach games and playful introduction to Beach Tennis/ Volleyball. Integration of families into the daily life of the beach space, turning free play into a daily invitation to affective exchange. (BNCC: Traces, sounds, colors and shapes).
Nucel Athletics	High-density foam blocks for safe jumping, straight and winding running tracks marked with colors and tactile textures, lightweight height-adjustable hurdles.	Fundamental Motor Skills and Physical Challenge: Consolidation of basic motor patterns (running, jumping, hopping, turning and throwing). Encouraging children to push their physical limits and to become dynamically aware of their own bodies in space.	Playful Athletics and Psychomotricity: Adapted athletics activities carried out on varied natural terrain (grass, packed earth, outdoor tracks in the groves). Focus on free movement, respect for the child's biological timing and intentional exploration of the grove's topography. (BNCC: Body, gestures and movements).
Agriculture & Groves Sector	Equipment: Raised and ground-level garden beds, real child-sized farming tools (shovels, lightweight hoes and ergonomic metal watering cans), seedbeds, transparent composters, exploration magnifying glasses and wicker baskets for harvesting.	Ecological and Sensory Connection and Natural Rhythm: Practical understanding of biological cycles (planting, growing, germination and harvesting). Development of fine and gross motor skills when handling soil. Encouraging patience and respect for nature's timing.	Forest Schools and Scientific Inquiry: Outdoor learning in the grove (Marrecas, Magic, Stones, Cultivar) with calculated risks. Nature serves as a living classroom for Freirean reading of the world, where children investigate living ecosystems and gather ingredients for the kitchen. (BNCC: Spaces, times, quantities, relationships and transformations).
School-Plant (Alegria-Maracanã Complex)	Equipment: Workbenches, real adapted tools (lightweight hammers, safety saws, screwdrivers), hand presses, vertical organizers for unstructured materials (scrap, wood, creative discards) and illustrated design worksheets.	Maker Culture, Complex Cognition and Autonomy: Transforming raw materials and discards into tools of high cognitive complexity. Development of design thinking, graphic planning, structural problem-solving and advanced fine motor coordination.	Pedagogy of Discarded Materials and Montessori Learning (Remida Reggio): A complete alternative to industrialized plastic toys. The environment is meticulously prepared so that children have free choice of tools and scrap materials. Educators use theatrical expressiveness to co-construct children's own projects. (BNCC: Traces, sounds, colors and shapes).

School Kitchen / Laboratory	Equipment: Experimental kitchen with countertops, real stainless-steel kitchen utensils (blunt-tipped knives, safe peelers, whisks), stove/oven protected by a transparent visual barrier, integrated vertical garden and child-accessible sinks.	Practical Independence, Nutrition and Coexistence: Development of practical life skills (washing, peeling, cutting, mixing). Mathematical understanding (proportions, volumes, fractions) and chemistry (transformation of food through heat). Strengthening self-care and food safety.	The Kitchen as a Laboratory of Coexistence: At least once a week, preparing the snack becomes an open pedagogical act. Families come into the kitchen to share the moment. Children watch, take part in handling the food and experience cooking as a transparent, affectionate and communal process. (BNCC: Listening, speaking, thinking and imagination / Spaces, times and transformations).

Proposed Distribution of Competencies and Goals

Age Group	Structural Objective	Role of Nucel Athletics	Role of Nucel Beach
3 to 5 years	Autonomy, emotional balance and language expansion through the senses.	Encourage free movement, playful running and the building of a motor repertoire.	Develop tactile perception, balance on unstable ground and fine motor skills.
6 to 8 years	Critical thinking, social cooperation, scientific literacy and resilience.	Improve gross coordination, speed, endurance and focus on goals.	Promote team games, team strategies and overall physical endurance.

PEDAGOGICAL PROPOSAL

WEEKLY ROUTINE FOR DIVERSE GROUPS (8 A.M. TO 11 A.M.)

Since each day of the week serves a different group of up to 30 children (1 teacher and 1 monitor) to 50 children (2 teachers and 2 monitors), the routine was designed to be self-contained, ensuring that each group experiences a complete and powerful immersion in a specific macro-theme.

08:00 – 08:30 | Welcoming, Conversation Circle and Agreement (Time 1)

08:30 – 10:15 | Main Immersive Experience of the Day (Time 2)

10:15 – 10:30 | Group Snack and Time with the Complex's Young People/ Adults

10:30 – 11:00 | Systematization, Recording on Worksheets and Farewell (Time 3)

THEME DAYS IN DETAIL:

MONDAY:

Group A – Olympics from Play to Games

Focus: Body, gestures and movements (BNCC – BRASIL, 2018, pp. 40–41).

Experience (Time 2): Motor challenge circuits on the Bolação Court and adapted football in the little ones' area, prioritizing free movement, balance and overcoming bodily limits.

Recording (Time 3): Drawing the body in motion and a symbolic friendship podium on the illustrated worksheets; conversation about how the experience went.

TUESDAY:

Group B – Ecology of the Groves and Family Farming

Focus: Spaces, times, quantities, relationships and transformations (BNCC – BRASIL, 2018, pp. 42–43).

Experience (Time 2): Scientific trail through the groves (Magic, Cultivar, Marrecas and Stones), followed by hands-on work in the Family Farming unit (planting, watering, composting).

Recording (Time 3): Collage with the "nature treasures" collected and children's scientific notes (writing/drawing marks).

WEDNESDAY:

Group C – Games and Play at the Nucels

Focus: Traces, sounds, colors and shapes through three-dimensionality (BNCC – BRASIL, 2018, pp. 41–42).

Experience (Time 2): Activities in 3 times applied to natural engineering: building canals, castles and sand sculptures using unstructured recycled materials.

Recording (Time 3): Photo record (taken by the educator with the children) and a technical drawing of the sculpture on the worksheet; evaluation of the experience.

THURSDAY:

Group D – Reading Circles and Storytelling

Focus: Listening, speaking, expression, enjoyment, thinking and imagination (BNCC – BRASIL, 2018, pp. 41–42).

Experience (Time 2): A “Living Library” set up in the shade of the Magic Grove or the Stone Grove. A performative storytelling session, followed by free exploration of picture books of high literary quality.

Recording (Time 3): Retelling the story through shadow theater or drawing the main characters / other forms of expression.

FRIDAY:

Group E – Visual Arts, Performing Arts and Expression

Focus: The self, the other and us / Integrated artistic expression (BNCC – BRASIL, 2018, p. 40).

Experience (Time 2): Open painting studio with natural pigments (soil from the groves, leaves, annatto) and improv theater using costumes and props made from the unit’s recyclable waste.

Recording (Time 3): A collective art clothesline set up in the common area shared with the young people and adults of Grupo Formação.

TIME 1: AGREEMENT (8:00 a.m.)	TIME 2: EXPERIENCE (8:30 a.m.)	TIME 3: DISCOVERY (10:30 a.m.)
How am I feeling when I arrive? (The child marks an X or colors the matching emoji or makes the body gesture that matches the emoji	Adventure Map and Graphic Record (Blank central space for free drawing, collage of natural elements or technical diagrams	What did I discover or create today? (Space with wide lines for spontaneous writing, attempted writing or transcription by the educator).
(What is our mission today? Space for the educator to stamp the icon of the day (a seed, a ball, a book or paint).	Teaching tip: Let the child draw the circuit they ran, the plant they watered or the castle they built.	Child’s Own Signature:



REFERENCES

• ARELARO, Lisete Regina Gomes; CABRAL, Maria Regina Martins. Paulo Freire: por uma teoria e práxis transformadora. Rizoma Freireano, n. 23, 2017. Available at: <rizoma-freireano.org>.

• BRASIL. Ministério da Educação (Ministry of Education). Base Nacional Comum Curricular (BNCC): Educação Infantil e Ensino Fundamental. Brasília: MEC, 2018.

• BRASIL. Lei nº 8.069, de 13 de julho de 1990. Estatuto da Criança e do Adolescente. Brasília, DF: Presidência da República, 1990. Available at: https://www.planalto.gov.br/ccivil_03/leis/l8069compilado.htm. Accessed on: Oct. 2, 2026.

• BRUEL, Ana Paula. Crianças e natureza: o brincar heurístico e o desemparedamento na educação infantil. Rio de Janeiro: Wak Editora, 2023.

• CAPITINI, Aldo. Educazione aperta. Florence: La Nuova Italia, 1967.

• CECCHINI, Elena; CAVALLINI, Ilaria (org.). Remida: o Centro de Reciclagem Criativa de Reggio Emilia. Reggio Emilia: Reggio Children, 2012.

• EDWARDS, Carolyn Pope; GANDINI, Lella; FORMAN, George (org.). As cem linguagens da criança: a abordagem de Reggio Emilia na educação da primeira infância. Porto Alegre: Artes Médicas, 1999.

• FFI – FORMAÇÃO FACULDADE INTEGRADA. A trajetória do Instituto Formação e o nascimento da Formação Faculdade Integrada. Seção de Notícias, 2026. Available at: ffi.edu.br. Accessed on: Sept. 7, 2026.

• FFI – FORMAÇÃO FACULDADE INTEGRADA. Institucional. Available at: ffi.edu.br. Accessed on: Sept. 7, 2026.

• FRABETTI, Roberto. A arte na formação de professores de crianças de todas as idades: o teatro é um conto vivo. Pro-Posições, Campinas, v. 22, n. 2, p. 39–50, May 2011.

• FREIRE, Paulo. A educação na cidade. 4. ed. São Paulo: Cortez, 2000.

• FREIRE, Paulo. À sombra desta mangueira. São Paulo: Olho d'Água, 1995.

• FREIRE, Paulo. Pedagogia da Autonomia: Saberes necessários à prática educativa. São Paulo: Paz e Terra, 2021.

• GANDINI, Lella (org.). A orelha se deixa ver: a escuta cotidiana de Loris Malaguzzi e das escolas de Reggio Emilia. São Paulo: Paz e Terra, 2021.

• HALINEN, Irmeli. Aprendizagem Baseada em Fenômenos: a reforma curricular da Finlândia e o ensino para o século XXI. Translated by Roberto Galman. São Paulo: Penso, 2021.

• HOLM, Anna Marie. Eco-arte com crianças. São Paulo: Ateliê Carambola, 2017.

• HOYUELOS, Alfredo. Loris Malaguzzi: uma biografia pedagógica. São Paulo: Phorte Editora, 2023.

• LE BOULCH, Jean. O Desenvolvimento Psicomotor: Do nascimento aos 6 anos. São Paulo: Phorte, 2019.

• LONKA, Kirsti. Phenomenal Learning from Finland. Helsinki: Edita, 2018. (An essential work on the model by the professor of Educational Psychology at the University of Helsinki).

• LOUREIRO, Marcos. Educação ao ar livre: fundamentos e práticas do Waldkindergarten. Curitiba: Editora CRV, 2021.

• MALAGUZZI, Loris. As cem linguagens da criança: a abordagem de Reggio Emilia na educação da primeira infância. Porto Alegre: Penso, 2016.

• MALDONADO, Gabriel. Esporte de Areia e Desenvolvimento Motor na Infância. Rio de Janeiro: Editora Esporte Livre, 2022.

• MANTOAN, Maria Teresa Eglér. Inclusão escolar: O que é? Por quê? Como fazer? 1. ed. São Paulo: Moderna, 2015.

• MILAN (Comune). Scuole Aperte: cosa sono, perché ne abbiamo bisogno e come realizzarle. Vademecum Intercomunale (Bergamo, Bologna, Milano e Roma). Milan: Comune di Milano, 2026.

• MONTESSORI, Maria. A descoberta da criança: pedagogia científica. Translated by Aury Azélio Brunetti. São Paulo: Kirion, 2017.

• MONTESSORI, Maria. Mente criativa, mente absorvente. Translated by Pedro da Silva Neto. Rio de Janeiro: Portugália, 1953.

• OSTROWER, Fayga. Criatividade e processos de criação. Petrópolis: Vozes, 1987.

• REZENDE, Paula. Escolas da Floresta: a pedagogia do desemparedamento da infância no Brasil. São Paulo: Bambual Editora, 2022.

• SAYÃO, Deborah Thomé. Infância, Corpo e Movimento: Elementos para pensar a Educação Infantil. Campinas: Autores Associados, 2020.

• SCOTT, Jane; KNIGHT, Sara. A pedagogia da Escola da Floresta: guia prático para a primeira infância. Translated by Ana Maria Oliveira. Porto Alegre: Penso, 2020.

• TIRIBA, Léa. Educação Infantil como direito e os direitos da natureza. São Paulo: Cortez, 2018.

• VYGOTSKY, Lev Semenovitch. A defectologia e o estudo do desenvolvimento e da educação da criança anormal. Translated by Denise Regina Sales. São Paulo: Martins Fontes, 2011.

APPENDICES

PROPOSED ACTION PLAN

AGES 3 TO 5

Pedagogical Focus: Progressive psychomotricity, sensory discoveries, autonomy and heuristic play (exploring natural objects).

Role of the Centers (Nucel)

NUCEL ATHLETICS:

The focus is on basic motor skills in a 100% playful way. Instead of running techniques, we use activities such as “animal tag” (running while imitating animals), low obstacle courses made of logs and branches to jump over, and throwing pine cones or small stones at targets drawn on the ground.

NUCEL BEACH:

Exploring body awareness and touch. Children do barefoot activities in the sand to strengthen their foot muscles and balance. Includes buried treasure hunts (fine motor stimulation) and carrying water in buckets to mold the sand (weight, volume and texture).

INTEGRATION WITH NATURE (OPEN CONCEPT)

- Environments without fixed walls, so that time is also regulated by the cycles of the day (sun, wind, light rain).
- Use of backyard elements (leaves, seeds, twigs, soil) for counting, sorting by size and color, and visual arts.
- Valuing the simplicity of natural materials in everyday life.

APPENDICES

PROPOSED ACTION PLAN

AGES 6 TO 8

Pedagogical Focus: Cooperation, scientific literacy, logical thinking, literacy and complex physical challenges.

Role of the Centers (Nucel)

NUCEL ATHLETICS:

Introduction to notions of rules, time and space. Activities include relay races with bamboo batons, beginning long-jump techniques in the sandpit and agility circuits that require collective strategy and refined motor coordination.

NUCEL BEACH AND NUCEL BOLAÇÃO:

Pre-sport games and cooperation. Introduction to adapted sand sports (beach soccer, adapted newcomb/volleyball and frescobol). The resistance of the sand is used to increase cardiorespiratory capacity and flexibility, with a strong emphasis on team spirit and mutual respect.

ARTS CENTERS:

theater games that value rhythm, agreements, expression, the collective and creativity.

INTEGRATION WITH NATURE (OPEN CONCEPT)

- The open space becomes a living laboratory. Investigating local ecosystems, composting, advanced garden management and recording observations in field journals.
- Using nature to solve geometric math problems (mapping the backyard, measuring trees and calculating planting areas).

TOOL – PEDAGOGICAL MEDIATION GUIDE: ULTIVAR'S 4 GROVES – TEACHER



1. GENERAL STANCE OF THE EDUCATOR-MEDIATOR

In the groves, the educator is not a transmitter of ready-made answers, but a partner in inquiry.

• Practice attentive listening: Welcome children's hypotheses (e.g., "I think this fairy lives under this leaf") instead of correcting them immediately with scientific terms.

• Value calculated risk: Let children climb low logs, balance on rocks and get dirty with soil. Supervise closely, intervening only if there is a real risk to physical safety.

• Document the invisible: Always carry a field notebook to write down children's most striking words, theories and discoveries.

2. PEDAGOGICAL ITINERARY BY GROVE

1. Magic Grove

• Identity of the Space: An area with leafy trees, deep shade, distinctive sounds of wind in the leaves and an atmosphere that invites imagination.

• Pedagogical Focus: Creativity, storytelling, oral language and body expression.

• Prompting Questions (Curiosity Triggers):

o "Who do you think builds these little houses under the roots when the daycare is closed?"

o "If the trees could talk to us right now, what would they be whispering?"

• Suggested Experience: A hunt for "magic elements" (oddly shaped twigs, leaves in rare colors) to create characters and settings for stories made up on the spot.

2. Cultivar Grove

• Identity of the Space: A transition zone directly integrated with the agroforestry unit, with native plants, growing seedlings and rich soil.

• Pedagogical Focus: Eco-literacy, hands-on biology, life cycles and the mathematics of nature (counting seeds, comparing sizes).

• Prompting Questions:

o "Why do you think some leaves are bright green and others are already yellow and fall to the ground?"

o "Who can find the smallest and the biggest leaf in this part of the grove?"

• Suggested Experience: Collecting fallen seeds and fruits to sort by color, size and texture, preparing the children for planting work in the community garden.

3. Marrecas Grove

• Identity of the Space: An area with trees and sculptures of animals, little birds, ants...

• Pedagogical Focus: Natural "computer vision" (careful visual observation), patience, empathy and active listening to sounds.

• Prompting Questions:

o "If we stay completely silent for one minute, how many different animal sounds can we hear?"

o "How do the animals that live here protect themselves when heavy rain starts in São Luís?"

• Suggested Experience: A "Silent Trail" with cardboard-tube binoculars (made in the recycling workshop), where children visually map nests, footprints and the movements of local wildlife, recording them on their clipboards.

4. Stone Grove

• Identity of the Space: Terrain with rock formations, stone-extraction pits of various sizes, uneven paths and challenging relief. An area with a BMX track.

• Pedagogical Focus: Motor challenge, balance, weight, the physics of materials and regulation of muscle tone. Bicycle activity.

• Prompting Questions:

o "Is this stone lighter or heavier than the piece of wood you're holding?"

o "How many flat stones do we need to stack to make a tower that doesn't fall?"

• Suggested Experience: Land Art. Arranging stones by gradations of color and size to create mandalas and geometric paths on the grove floor.

• Riding the BMX trail built from the craters left by stone extraction.



3. STRUCTURING GROVE DAYS IN 3 TIMES

1 TIME

(The Agreement – At the Daycare): The mediator presents the tools of the day (magnifying glasses, clipboards) and sets the collective safety rules for entering the grove (e.g., "We can't pull up living plants; we only collect what has already fallen on the ground").

2 TIME

(The Experience – In the Grove): An investigative walk through the groves chosen for the day. The educator moves among the small groups of children, crouching down to their eye level and encouraging their investigations with the prompting questions.

3 TIME

(The Discovery – At the Daycare): Return to the covered space. Children use the leaves, stones or twigs they collected as inspiration or as stamps to fill in their Illustrated Worksheet, graphically consolidating the day's learning

INTERACTION PROTOCOL:
SHARED EDUCATING TERRITORY

1. SAFETY GUIDELINES AND MOVEMENT ON CAMPUS

The 10,000 m² campus is a living organism. To ensure children's safety without isolating them from social life, we adopt three golden rules:

• Constant Supervision (Ratio): In shared areas, the group of up to 30 children must always be under the direct supervision of at least 3 educators/mediators (a ratio of 1 adult for every 10 children).

• Clear Visual Identification: During activities outside the daycare's restricted area, children wear lightweight identification vests or playful badges they make themselves in the recycling workshop.

• Pedagogical Traffic Signs: Installation of visual signs created together with the recycling sector (e.g., "Caution: Young Scientists Investigating the Groves"), alerting the academic community to slow down in high-traffic areas.

2. WELCOMING AND INSTITUTIONAL CULTURE (FOR ADULTS ON CAMPUS)

The young people and adults of FFI and Instituto Formação must be made aware of the concept of the Educating Territory.

• Language of Respect: Adults are advised to always interact with children by lowering themselves to the children's eye level, validating their autonomy, and to strictly respect early childhood safeguarding policies, both official ones and those of Grupo Formação.

• Consent and Boundaries: Teach children to put their boundaries into words (e.g., "I don't want a hug right now, just a little wave"). Adults must immediately respect the little ones' physical and emotional space.

• Care for the Space: Internal campaigns encouraging adult students to keep the groves, the garden and the recycling sector clean and organized, serving as a practical example for the children.

3. OPPORTUNITIES FOR INTERGENERATIONAL LEARNING

Sharing the space is not an obstacle, but one of Creche Cultivar's greatest pedagogical assets. We have mapped out three moments of planned interaction:

A. The Shared Snack (Daily Encounter)

• Where: Common living area / campus cafeteria.

• How it works: During the snack break (10:15 to 10:30 a.m.), low tables are placed near the adults' area. Children and students exchange greetings and spontaneous conversation and share experiences.

• Pedagogical Gain: Development of oral language, empathy, civility and a sense of community belonging.

B. Project Mentoring (Agriculture and Recycling)

• Where: Family Farming Unit and Recycling Center.

• How it works: University students or young people in vocational training who study sustainability, the environment or pedagogy act as "project godparents" for the children.

• Practical Example: A young person helps arry a heavier bucket of fertilizer or helps cut stiff cardboard in the recycling area, while the child leads the design of the activity on their illustrated worksheet.

C. The Knowledge Clothesline and Adult Recognition (Time 3)

• Where: Main hallways and circulation areas of Grupo Formação.

• How it works: At the end of Friday's activities (Arts), the children's work is displayed on a community clothesline. Adults passing by are invited to leave written or drawn messages on a "praise wall."

• Pedagogical Gain: Children's self-esteem is strengthened through public recognition of their work by people outside their family and school circle.

TOOL – CONTINUING EDUCATION PROGRAM: THE EDUCATOR AS RESEARCHER

Program Structure

• Total Workload: 40 hours (20 hours of theory / 20 hours of hands-on immersion and lab work).

• Target Audience: Daycare teachers, student interns from Formação Faculdade Integrada and campus monitors.

• Frequency: Biweekly meetings on Saturdays (8 a.m. to 12 p.m.) or outside activity hours.

MODULE SCHEDULE (SEMESTER)

Module 1: The Territory as Third Teacher (Applied Reggio Emilia)

• Period: Month 1 (Meetings 1 and 2) | Workload: 8 hours

• Theoretical Focus: Foundations of Loris Malaguzzi; the aesthetics of spaces; the 6,000 m² campus as a living curriculum.

• Practical Activity: Pedagogical Drift. Teachers walk through the 4 groves through a child's eyes, mapping risks and visual potential and collecting materials for the studio.

• Expected Product: An affective map of the groves' potential, updated by the team.

MODULE 2: FOREST PEDAGOGY AND OUTDOOR MEDIATION (FOREST SCHOOLS)

• Period: Month 2 (Meetings 3 and 4) | Workload: 8 hours

• Theoretical Focus: Contact with calculated risk; children's resilience in nature; free play and emotional regulation.

• Practical Activity: Field Simulation. Mediation workshops in the groves simulating real situations (a child afraid of mud, a conflict over twigs, the discovery of "dangerous" insects).

• Expected Product: A matrix of prompting questions for each of the 4 groves.

MODULE 3: THE 3-TIMES METHODOLOGY AND PEDAGOGICAL DOCUMENTATION

• Period: Month 3 (Meetings 5 and 6) | Workload: 8 hours

• Theoretical Focus: Managing pedagogical time (8 to 11 a.m.); the importance of authorial records; shared writing with children who cannot yet read and write.

• Practical Activity: Worksheet Design Workshop. Creating and testing new stamps and graphic-record icons for Creche Cultivar's illustrated worksheets.

• Expected Product: A standardized protocol for filling in and filing the worksheets.

MODULE 4: ECO-RESPONSIBLE MAKER CULTURE AND THE PEDAGOGY OF DISCARDED MATERIALS

• Period: Month 4 (Meetings 7 and 8) | Workload: 8 hours

• Theoretical Focus: The international concept of Remida Reggio; transforming industrial and organic waste into mathematical and artistic resources.

• Practical Activity: Curating the Recycling Center. Sorting and organizing unstructured materials collected on campus to turn them into engineering and art provocations on the sand courts.

• Expected Product: A classification guide to unstructured materials that are safe for children.

MODULE 5: INTERGENERATIONAL EDUCATION AND COMMUNITY ENGAGEMENT

• Period: Month 5 (Meetings 9 and 10) | Workload: 8 hours

• Theoretical Focus: The impact of interaction between children and adults on mutual learning; ethics and safety in institutional interactions.

• Practical Activity: Planning the Cultural Showcase. Joint design with Formação Faculdade Integrada students for welcoming families from the Alegria Maracanã community to the harvest festival.

• Expected Product: An action plan for Creche Cultivar's Knowledge Showcase.

Assessment and Certification

FFI will issue a University Extension certificate in Nature-Based Education to participants who:

1. Attend at least 75% of the training meetings.

2. Submit the Pedagogical Documentation Notebook completed with records (photos and reports) of at least 3 real experiences mediated in the groves or the garden during the semester.

TOOL – EVENTS PROGRAM

1. HARVEST FESTIVAL AND CULTURAL SHOWCASE: KNOWLEDGE OF OUR LAND

General Event Guidelines

• Time and Format: Saturday, 8:30 to 11:30 a.m. (in keeping with the daycare's morning routine).

• Pedagogical Concept: Sustainable aesthetics and children's agency. No plastic or store-bought decorations; the space itself and the children's work decorate the campus.

• University Integration: The young people and adults of Formação Faculdade Integrada handle logistics, welcome families and act as co-exhibitors.

2. CIRCUIT OF EXPERIENCE STATIONS (THE FAMILIES' ROUTE)

Families don't come just to watch; they come to experience the daycare's routine together with the children, moving through stations spread across the campus:

[Entrance/Welcome] -> [Groves: Sensory Trail] -> [Garden: Harvest Work Party] -> [Courts: Traditional Games] -> [Studio: Worksheet Clothesline] ->[Community Picnic]

Station 1: The Trail of the Senses (In the 4 Groves)

• What it is: Children guide their family members through the groves (Magic, Cultivar, Marrecas and Stones), showing their "secret places" and scientific discoveries.

• Activity: Blind touch boxes containing items collected in the groves (dry leaves, polished stones, damp soil, seeds) for families to guess the contents using only touch.

Station 2: The Great Harvest Work Party (In the Family Farming Unit)

• What it is: Time to harvest what the rotating groups planted and cared for during the months of classes.

• Activity: Collective harvest of vegetables, aromatic herbs and PANCs (Unconventional Food Plants). Each family receives a small cloth bag (decorated by the children in the art workshop) to take fresh herbs home.

Station 3: The Open Studio and the Worksheet Clothesline (Recycling and Common Area)

• What it is: The big exhibition of the children's visual arts, performing arts and scientific thinking.

• Activity: Display of portfolios and the Illustrated Worksheets of Activities in 3 Times. In the same space, a collective painting workshop with eco-friendly paints (made from soil and natural pigments) is opened so that parents and children can paint a large fabric panel together.

Station 4: Family Olympics (On the Bolação Court and Sand Court)

• What it is: Bringing back the games and sports that filled the daycare's mornings.

• Activity: Stations with traditional games from Maranhão (such as dodgeball, sack races and jump rope) and adapted ball games to bring together adults of all ages and the little ones.

3. THE INTERGENERATIONAL PICNIC AND CLOSING

At 10:45 a.m., the community gathers in Grupo Formação's large shared common area to celebrate by sharing food.

• Shared Table: Food prepared with the participation of the college students and ingredients harvested from the garden itself (such as cassava cakes, natural juices from local fruits and aromatic teas).

• Cultural Moment: A children's musical procession using sound instruments built by the children at the Recycling Center (seed maracas, tin drums), paying tribute to the rich cultural traditions of São Luís (such as Bumba Meu Boi or Tambor de Crioula, playfully adapted for children).



TASK LIST AND DIVISION OF RESPONSIBILITIES

Daycare Educators

Organizing and curating the worksheets and artwork for the exhibition.

Children

Guiding families and leading the harvest of the food they grew.

College Students

Safety monitoring in the groves, support on the courts and photo documentation

Families

Bring a comfort-food dish to add to the community picnic.