

## INDOOR SOCCER SCHOOL: AN EXPERIENCE OF THE IFMG - CAMPUS FORMIGA

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**Abstract:** “Indoor soccer School” is a project that aims to provide opportunities for practice and learning of indoor soccer for young people from IFMG - *Campus Formiga* and the local community. The modality was chosen based on the students' demonstration of interest and involvement in the practice of extension projects implemented in the institution in previous years. Classes are being held at the Professor José Juvêncio Fernandes Municipal Center for Integral Education (CEMEI – PJJF), located in front of the IFMG. Two-hour weekly activities are being offered for a group of girls and a group of boys ages 14-18, high school students, and a third group of men 19-25, undergraduate students. During the classes, technical and tactical fundamentals are addressed, prioritizing the situational method and promoting learning through games. The main principles adopted are integration, inclusion, respect and appreciation of differences, and cooperation. Thus, it is about offering a leisure activity to the community, in order to serve as a socialization space for this group and for its formation in the physical, cognitive, psychological, affective and citizen dimensions. It is also believed that the action collaborates with the approximation of the campus and the local community, through activities involving other institutions.

**Keywords:** Sport. Indoor soccer. Leisure.

### 1 INTRODUCTION

Federal Institutions are recognized by its teaching quality and the dedication of students, what also generates, in many cases, a great mental and emotional distress. Thus, activities that enable leisure and socialization become fundamental for the realization of an integral education. Moreover, leisure is a social right and a possibility of culture production, representing “(...) the need to playfully enjoy the countless culturally constituted social practices” (GOMES, 2014).

Taking into account the theoretical basis of the critical conceptions of Physical Education (KUNZ, 1994), as well as the principles proposed in the normative that instituted a Program to support Sport and Leisure at IFMG (Programa Institucional de Esporte e Lazer, PIEL. Portaria 8 - 2018), it is intended to transform common characteristics of high performance sports, such as exacerbated competition for principles of participation, from selectivity to democratization, from exclusion to inclusion, giving a connotation to the Project that is in tune with the ideals of education and the formation of a critical subject.

The classes and experiences proposed in the project "Indoor soccer School" have enabled experiences of socialization and deepening in the proposed sport, for students from IFMG, *Campus Formiga* and the local community. The project's general goals are to enable the students served to develop technical and tactical skills of sports, promote encounter and respect for differences through sports, encourage a healthy lifestyle for young people and offer space for active leisure practice.

## **2 MATERIALS AND METHODS**

Weekly classes are being offered for girls and boys groups, both lasting two hours each. Classes are held at CEMEI – PJJF court at night and the materials required are borrowed from IFMG Physical Education *Campus Formiga*. The classes are taught by an undergraduate student, awarded with a scholarship, under the supervision of its coordinator.

The students participating are young people from Technical High School and IFMG Graduate *Campus Formiga*, as well as the local community from around the campus. In the project there is no restriction on participation due to ability, gender, specific needs or others. With inclusion as a principle, didactic-methodological strategies are sought to enable the participation of all, respecting their limits and exploring their potentialities.

From this context, the classes are being taught by the monitor, based on a planning carried out together with the coordinator, in face-to-face and virtual meetings. In addition, since the beginning of the project, research has been carried out to identify external activities for both teams to participate, such as friendly matches and championships.

The teaching favors the situational method (GRECO; BENDA, 1998), prioritizing games that develop tactical intelligence and creativity, having as principles "play to learn" and "learn by playing" (GRECO; CONTI; MORALES, 2013).

## **3 RESULTS AND DISCUSSION**

Weekly activities include fitness training, conversations about the rules of the sport, set-pieces throwing, rehearsed moves (corner kicks, fouls, free kick, throw-in, penalties), tactical scheme, positioning, marking, ball time, touches (short and long), one-on-one training with goalkeepers, team collections, and training sessions between teams and with outside teams. As partial results, it is possible to identify the students' interest in the sport, the technical and tactical evolution of the participants in *Formiga* in relation to the fundamentals of

indoor soccer, in addition, the respect for differences through sports practice, the stimulation of socialization and active leisure, which favors a healthy lifestyle for those involved.

Throughout this project, the men's team was invited to participate in the 1st EJC Olympics, as shown in Figure 1, where students represented IFMG in the competition and in which a great performance in the games was achieved.



Figure 1 - Men's indoor soccer team at the EJC 1st Olympics  
Source: Filipe Diego da Silva's Personal Collection (2019).

Undergraduate students, in turn, participated in another external activity, IFMG Athletic Academic Associations Sports Meeting, held at IFMG - *Bambuú Campus*. The performance in this activity had a great performance by the students and got the first position, as shown in Figure 2 below:



Figure 2 - Champion indoor soccer team at the Campus Bambuú Sports Meeting  
Source: Filipe Diego da Silva's Personal Collection (2019).

In addition to providing a space for physical activities, active leisure and participation in external community championships, the project activities are being used to form an IFMG representative team, *Campus Formiga*, to participate in the 11th IFMG Sports Meeting. For participation in this meeting, criteria such as: technical and tactical performance, commitment, punctuality, respect for colleagues, identification with sports, involvement in project activities, frequency, punctuality, posture and respect will be considered to form the representative team.

#### 4 CONCLUSIONS

From our continued assessment of the different activities of the Indoor soccer School project, we find that this action is of great importance to students, teachers and others involved. We realize that we are contemplating the initially proposed objectives of contributing to the development of the technical and tactical skills of this sport, stimulating a healthy lifestyle among young people and adolescents, as well as contributing to the socialization and leisure of the participants.

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