

**UNIVERSITY EXTENSION PROJECT: AN EXPERIENCE REPORT ON  
VOLLEYBALL TEACHING**

PROYECTO DE EXTENSIÓN UNIVERSITARIA: UN INFORME DE EXPERIENCIA EN LA  
ENSEÑANZA DEL VOLEIBOL

PROJETO DE EXTENSÃO UNIVERSITÁRIA: UM RELATO DE EXPERIÊNCIA SOBRE O ENSINO  
DO VOLEIBOL

Adriano Almeida Souza<sup>1</sup>  
Natália Silva Oliveira<sup>2</sup>  
Sabrina da Silva Caires<sup>3</sup>  
Lucas dos Santos<sup>4</sup>  
Cláudio Bispo de Almeida<sup>5</sup>

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**Abstract**

University extensions are actions developed in higher education that offer students the opportunity to build bridges between theoretical knowledge and practice, resulting in benefits for the extensionist and the community involved. Therefore, the objective is to report the teaching experience of a student of the Physical Education (PE) course in volleyball classes held in the university extension project “UESB in Motion: physical activity in health promotion for the internal and external community of UESB”. Descriptive study about the interventions of a PE course student responsible for volleyball classes held in the multisport court of UESB in 2018, in the project

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<sup>1</sup> Specialist in Sports Training from University Center Leonardo da Vinci. Licensed and Bachelor in Physical Education.

ORCID: <https://orcid.org/0000-0003-1846-6389>

Contact: [almeidaef@outlook.com](mailto:almeidaef@outlook.com)

<sup>2</sup> Student in Physiotherapy at the State University of Southwest Bahia.

ORCID: <https://orcid.org/0000-0003-3296-0949>

Contact: [naatysoliveira@gmail.com](mailto:naatysoliveira@gmail.com)

<sup>3</sup> Student in Physiotherapy at the State University of Southwest Bahia.

ORCID: <https://orcid.org/0000-0003-2263-8817>

Contact: [sabrinacaires9@hotmail.com](mailto:sabrinacaires9@hotmail.com)

<sup>4</sup> Doctoral student in Health Sciences at the Postgraduate Program in Nursing and Health at the State University of Southwest Bahia. Scholarship from the Research Support Foundation of Bahia. Member of the Center for Studies in the Epidemiology of Aging and of the Research Group on Health, Physiology and Physical Activity.

ORCID: <https://orcid.org/0000-0002-8195-8856>

Contact: [lsantos.ed.f@gmail.com](mailto:lsantos.ed.f@gmail.com)

<sup>5</sup> Doctor of Health Sciences at the Postgraduate Program in Nursing and Health at the State University of Southwest Bahia. Professor at the State University of Bahia.

ORCID: <http://orcid.org/0000-0001-9486-7163>

Contact: [cbalmeida@uneb.br](mailto:cbalmeida@uneb.br)

"UESB in Motion: physical activity in health promotion", under the supervision of the coordinators of said course. The extension was offered to the institution's internal and external community, in the female and male categories, as well as initiation and income, three times a week, through the situational method. The monitoring of the participants was carried out through observation, inquiry and understanding of the situation by the student himself. The participation of the community in the project allowed the PE student experiences in planning, teaching and relating to the participants, as it was necessary to adapt the methodological strategies to each group. The extension also stimulated the continuous search for books, magazines and articles that would provide improvements in classes, which caused an increase in the demand for vacancies in this modality.

**Keywords:** Physical Activity; Volleyball; Physical Education and Sports; Leisure.

### Resumen

Las extensiones universitarias son acciones desarrolladas en la educación superior que ofrecen a los estudiantes la oportunidad de construir puentes entre el conocimiento teórico y la práctica, resultando en beneficios para el extensionista y la comunidad involucrada. Por tanto, el objetivo es reportar la experiencia docente de un alumno del curso de Educación Física (EF) en las clases de voleibol realizado en el proyecto de extensión universitaria "UESB en Movimiento: actividad física en promoción de la salud para la comunidad interna y externa de la UESB". Estudio descriptivo sobre las intervenciones de un alumno del curso de Educación Física responsable de las clases de voleibol celebradas en la pista polideportiva de la UESB en 2018, en el proyecto "UESB en movimiento: actividad física en la promoción de la salud", bajo la supervisión de los coordinadores de dicho curso. La extensión se ofreció a la comunidad interna y externa de la institución, en las categorías femenina y masculina, así como iniciación e ingreso, tres veces por semana, a través del método situacional. El seguimiento de los participantes se realizó mediante la observación, indagación y comprensión de la situación por parte del propio alumno. La participación de la comunidad en el proyecto permitió a los estudiantes de EF experiencias en la planificación, docencia y relación con los participantes, ya que era necesario adecuar las estrategias metodológicas a cada grupo. La extensión también estimuló la búsqueda de conocimientos que pudieran traer mejoras en las clases, lo que provocó un aumento de la demanda.

**Palabras clave:** Actividad física; Vóleibol; Educación Física y Deporte; Recreación.

### Resumo

Extensões universitárias são ações desenvolvidas no ensino superior que oferecem aos estudantes a oportunidade de estabelecer pontes entre o conhecimento teórico à prática de atuação, resultando em benefícios para o extensionista e a comunidade envolvida. Para tanto, objetiva-se relatar a experiência docente de um estudante do curso de Educação Física (EF) em aulas de voleibol realizadas no projeto de extensão universitária "UESB em Movimento: atividade física na promoção da saúde para comunidade interna e externa da UESB". Estudo descritivo, acerca das intervenções de um discente do curso de EF responsável pelas aulas de voleibol realizadas na quadra poliesportiva da UESB no ano de 2018, no projeto "UESB em Movimento: atividade física na promoção da saúde", sob a supervisão dos coordenadores do referido curso. A extensão foi ofertada à comunidade interna e externa da instituição, nas categorias feminina e masculina, bem como iniciação e rendimento, três vezes por semana, através do método situacional. O acompanhamento dos participantes foi realizado por meio de observação, indagação e compreensão da situação pelo próprio aluno. A participação da comunidade no projeto possibilitou

ao estudante de EF experiências de planejamento, ensino e relacionamento com os participantes, pois foi necessário adequar as estratégias metodológicas a cada grupo. A extensão também estimulou a busca contínua por livros, revistas e artigos que propiciasse melhorias nas aulas, o que ocasionou aumento na demanda de vagas para essa modalidade.

**Palavras-chave:** Atividade Física; Voleibol; Educação Física e Esporte; Lazer.

## Introduction

University extensions are actions developed in higher education that offer students the opportunity to build bridges between theoretical knowledge and practical action, resulting in benefits for both the extension student and the community involved (RODRIGUES et al., 2013).

This activity has been seen as a fundamental element to the training of Physical Education (PE) students, because it offers them experiences that require commitment and responsibility as teachers in the early stages of their undergraduate course, which are essential for a qualified and diversified training (MENEGON et al., 2015).

Besides the professional experience in planning and didactic performance in sports, university extensions bring financial and curricular benefits to extension students, which will keep them even more engaged to promote the best classes to the community involved (CRUZ; SALVINI; MARCHI JÚNIOR, 2020).

In this context, several projects focused on sports are observed in PE undergraduate courses, especially volleyball (AGUIAR et al., 2014; REIS et al., 2019). With an individual dynamic when compared to other court sports, such as futsal, basketball and handball, volleyball differs because there is no physical contact among players, and the teams are separated in their playing field by a net. In addition, the ball cannot be held or driven, and movement displays are limited to short moments (BIZZOCCHI, 2000).

Volleyball can be worked with different approaches and objectives, which involve didactic strategies and exercise physiology, aspects that need to be united during classes in the classroom and on the court (AGUIAR et al., 2014; REIS et al., 2019). These characteristics demand from the sport teacher the competence to lead the practitioners in

a joint way so that they can understand that this practice requires not only the individual performance of each player, but also the collectivity of all who are on the court (SOARES JUNIOR, 2020).

The motor skills performed by volleyball players are called fundamentals, as they are called in other sports. They are normalized motor aspects developed by the learners and that remain trained by the athletes (BIZZOCCHI, 2000). Volleyball can be practiced by young (LIMA; COSTA; GRECO, 2010), adult (MATIAS; GREGO, 2011) and elderly people, as long as there are specific characteristics, objectives and adaptations for each category (MENDES, 2013).

When practiced with guidance, volleyball promotes the development of explosive strength, agility, flexibility and anthropometric measurements (REIS et al., 2019). On the other hand, this sport stands out as an important tool for education, since, through its practice, communication, socialization and values that allow the integration of all participants are worked on, which, taken together, improve well-being (DE AGUIAR et al., 2014).

According to a survey conducted in Brazil in the South and Southeast regions, 44.4% of adolescents aged 10 to 17 years do not practice sports, walking or cycling at moderate or high levels during their leisure time (FERNANDES et al., 2014). In adults, these data are even higher, since between 18 and 54 years and with 60 years or more, 58.9% and 74% do not practice leisure-time physical activity (LTPA), respectively (BRASIL, 2017). LTPA is understood as “[...] any physical activity practiced to improve health and/or physical condition, or performed for esthetic or leisure purposes.” (SALES-COSTA et al., 2003, p. 327).

In this sense, the extension project offered by the State University of Southwest Bahia (UESB, as per its Portuguese acronym) called “UESB in Motion: Physical activity in health promotion for the internal and external community of UESB” has the objective of promoting health and leisure, through a physically active lifestyle for its participants, while putting PE students in contact with professional practice. Court, tatami and pool sports are offered, among them volleyball, linked to the Dean of Extension and Community Affairs (PROEX, as per its Portuguese acronym), with the supervision of PE course coordinators.

Given the benefits of university volleyball extensions for the training of PE students and other participants, this study has the objective of reporting the teaching experience of a PE student in volleyball classes performed in the university extension project “UESB in Motion: Physical activity in health promotion for the internal and external community of UESB”.

## **Methods**

This is a descriptive study, typified as experience report, which addressed the intervention of a PE student responsible for monitoring and guiding volleyball classes, performed from March to December 2018, in the multi-sport court of UESB, through the extension project “UESB in Motion: Physical activity in health promotion”. This project is linked to PROEX, offered by the PE undergraduate course at UESB, Jequié campus-Bahia, under the supervision of the coordinators of the aforementioned course. This extension project was approved without internal UESB funding between 03/16/2018 and 12/16/2018, with the SIGProj protocol: 299182.1666.282736.09032018.

The extension project “UESB in Motion: Physical activity in health promotion” was launched in 2008 with the proposal to encourage the practice of leisure sports by university employees and students who were unmotivated to practice some kind of physical activity. The following sports were proposed: capoeira, judo, jiu-jitsu, futsal, taekwondo, swimming, hydrogymnastics, weight training and volleyball.

Due to the high demand of applicants and the request for new modalities by those interested in the project, a variety of sports and leisure activities have been added in the course of the process, such as musical rhythms, basketball and yoga. In 2018, the participants' enrollment took place through an online form, and the vacancies were made available after the project's coordination team analyzed their availability. Enrollees were asked to hand in their personal documentation, as well as proof/certificate of medical clearance to perform the chosen physical activity. The exclusion criterion for the project was having three unexcused absences, assessed by the person in charge of the modality.

The volleyball classes took place on Tuesdays, Thursdays and Fridays, in the evening shift, according to a schedule pre-established by the UESB's sports coordination. The available times were divided for the female and male groups. The number of students in each class varies from one class to another, with an average of 20 men and 14 women.

The project activities aimed to work on the specific fundamentals of volleyball, which are: serve, pass, set, attack, block and defense, as well as basic motor skills, such as jumps, lateral/frontal displacement and tactical system. All the practices happened under the supervision of the coordinators of the PE course, who are responsible for helping in the planning of the classes by reconciling the execution of the movements with the proposed objective.

Activities were performed initially in a single class and, subsequently, in two classes, female and male, at different times, where each group was subdivided into those who already have experience with volleyball or who have already participated in the project, called *performance*, and those who have no experience or who have not had contact with the sport in the last six months, considered as *initiation*.

The subdivision was necessary for the application of a specific pedagogical planning, in order to promote educational activities for each group that respected the individualities and specificities that involve beginners and advanced practitioners, which enabled continuous development in volleyball. The initiation and performance trainings took place in the same space with the subdivision already described; however, according to the planning objective, mixed training between the male and female teams was allowed, as well as *initiation* and *performance*.

The project classes were planned by the PE student in such a way that everyone involved, beginner and advanced, could participate fully. Since it is a modality where the fundamentals are crucial to the dynamics of the game and even to the training sessions, the planning was designed so that the learning of volleyball would happen in a progressive way, from simple to more complex, so that the fundamentals could be worked on separately or through adapted ludic games, depending on the objectives, based on the difficulties of the participants (CERATTI; COSTA, 2015).

In order to monitor, guide and assess the project participants, the PE student used observation, inquiry and the participant's understanding of the situation to provide an environment for learning and reflection on the event, which makes the student responsible for his/her own learning, as in the situational method (LIMA; MATIAS; GREGO, 2012).

The structure used was the multi-sports court of UESB, the same space where the PE course classes take place. The materials used in the extension project are also shared by the same course, they were: specific volleyball balls, net, whistle, scoreboard, cones, among others.

## **Results and discussion**

The extension project allowed PE students to experience academic content, especially about volleyball, the focus of this study, through the interventions performed in "UESB in Motion: Physical activity in health promotion", which contributed to the acquisition of healthy habits in the community, with different ages and experiences in this sport.

The classes took place on Tuesdays and Thursdays, according to the availability of the PE student, while Fridays were considered as specific days to promote the integration of the students, through group games in competition format. This competitive environment on the court, in addition to the dispute, became a moment of integration, conversation and building of friendships essential for the continuity of everyone involved in the project.

The participants of the internal community were mostly college students, from courses such as Dentistry, Biology, Physiotherapy, Medicine, Chemistry and Physical Education, the course that introduced the highest number of students, in addition to employees of the institution. The external community involved exclusively athletes from the city of Jequié-BA and high school students who participated in the school's competitions in the volleyball modality.

With the deepening of knowledge on the modality and teaching strategies through books, magazines and articles by the PE student, there was an increase in the demand of students enrolled in the project. As the number of vacancies increased, it was necessary to modify the procedures to meet the new students, among them we highlight the division of the class by gender and ability, with the purpose of ensuring the quality of the interventions due to the limited space of the court and the number of balls available, besides not increasing the number of trainees to contribute to the guidance to the community. Initially, this division by gender and ability provoked adverse reactions to those already participating in the project, such as complaints and absences. Nonetheless, with time and conversation, it became common to the groups due to the friendships built in the project and the improved performance in the training sessions.

In this sense, the PE student's interventions in "UESB in Motion: Physical activity in health promotion" have contributed for volleyball to become a common sport and leisure practice in the community. This finding is corroborated by the project of the Federal Institute of Santa Catarina, which worked on with the same sport and perceived that, in order to allow the continuity of the internal and external community of the campus in the extension project, it was necessary to predominate interpersonal benefits, such as integration and friendship, over the physical benefits, focused on competition (DAY; RODRIGUES; GONINO, 2014).

In the volleyball extension project at the Federal University of Santa Catarina, which had as intervention group elderly people, the authors identified improvements in various aspects of its participants (BORGES; LOPES; BENEDETTI, 2014). From the biological point of view, there was an increase in physical fitness related to health, as well as psychological factors, by emphasizing motivational factors to life. At last, the project identified benefits in the social aspect, by offering joy, pleasure and satisfaction through the game.

Although these factors have not been objectively assessed by the PE student in the project "UESB in Motion: Physical activity in health promotion", in the volleyball modality, it is noteworthy that the great adherence of the enrolled students has already demonstrated the adoption of an active and healthy lifestyle. Accordingly, the practice of sports with professional guidance is essential for the development of biological and social factors, because there was an adaptation of the planning to the students' profile, which ensured its continuity.

The training method adopted in the design of the current study was based on the volleyball teaching approach studied, tested and implemented in other projects (LIMA; COSTA; GRECO, 2010; LIMA; MATIAS; GREGO, 2012), including in official teams of this sport (MATIAS; GREGO, 2011). This work perspective is called Situational Method, because it tries to bring the training closer to the reality of the game and has as main objective the development of the tactical intelligence of the volleyball participants in game situations, beyond the technical skill (LIMA; MATIAS; GREGO, 2012).

According to Lima, Matias and Grego (2012), who investigated the differences between the order of application of the situational and traditional teaching method for the development of tactical knowledge, the privilege of training focused on the game situation, and then the coach shows improvements in creativity and tactical intelligence, if compared to the reverse order. The results of this work, added to those of other studies (LIMA; COSTA; GRECO, 2010; LIMA; MARTINS; GREGO, 2011), fostered its application in the reality of the PE student's interventions in the project "UESB in Motion: Physical activity in health promotion".

In practice, the main difference between what was already taught by the project in the volleyball modality in previous years, if compared to the year 2018, was a greater dedication of training time to the tactical component, while the technical one was contextualized to the game (LIMA; MARTINS; GREGO, 2011). For example, instead of starting the training with lines outside the volleyball court space, that is, disconnected from a game situation, and with movement standardization guidelines, the PE student encouraged pupils, from the beginning, to understand the positioning on the court, in a game complex, but with a difference in relation to the number of participants (2x2) and also with the criterion of not letting the ball fall, as in a formal game.

It is worth mentioning that the fundamentals were illustrated before every training session, but no single movement pattern was required, such as the way to approach or hold the hands to make the forearm pass, the opening of the hand to perform the touch, among others. In the interventions, as soon as the ball fell on the ground and interrupted the dynamics of the situational method, the PE student would immediately ask the

participant or the group to understand what they had or had not done to make that situation happen.

This identification of an individual or collective attitude that led to the ball falling on the ground started to be avoided by everyone, because it generated more involvement and conversation in the team for the development of court positioning strategies during the game. This same method was applied to the male and female groups, as well as *initiation* and *performance*. The main difference between the groups was the motor skills to perform the fundamentals and keep ball control, an important situation for the students' involvement in the training sessions. For this reason, whenever possible, the PE student mixed the groups: there were days when part of the female group was invited to participate in the male training sessions, as well as performance students participating in the initiation session and vice-versa.

This experience report was limited by not having applied standardized forms for data acquisition, such as level of physical activity, motivation, satisfaction, ability level and lifestyle, which could reveal more reliability in the results described here. Nevertheless, it is worth mentioning that a project like this one can be considered as a study laboratory for the PE student, because his participation will allow him to apply, assess and reformulate his teaching plan and, in fact, contribute to the next experiences with volleyball.

The use of the same undergraduate materials in the project (multi-sports court, specific volleyball balls, net, whistle, scoreboard, cones, among others) caused changes and adaptations in the planning due to university events, such as suspension of activities, school holidays, optional dates, and even problems related to the materials of use, such as access to the materials room and punctured balls. In this case, it was up to the PE student to be flexible in his planning and adapt it to such situations.

The voluntary participation of the PE student in the project "UESB in Motion: Physical activity in health promotion", in the volleyball modality, promoted peculiar experiences in his professional training, and this demonstrates the need for the continuity of projects like this one. Although the voluntary activity is important for society and for students, it is necessary that institutions contribute with materials, structure and incentives such as scholarships, so that the permanence of the student in the project, and

even in higher education, is not compromised to the point of leading him/her to seek other paid opportunities.

Therefore, it is necessary that all those involved in university extension projects related to sport and leisure are willing to report and publish their teaching experiences and knowledge with other students and teachers through scientific journals. This contributes to the qualification of PE students who start teaching a sport modality with little experience, but who envision effective and efficient classes for their pupils.

## **Conclusion**

The PE student's interventions in the project "UESB in Motion: Physical activity in health promotion for the internal and external community of UESB" in the volleyball modality provided the opportunity for the non-dissociation of theory and practice from the application of activity planning.

This enabled the self-assessment and reformulation of his exercise as a teacher, which allowed improvements in teaching aspects such as didactics and content adaptation to the students' individualities. In addition, the participation in the project encouraged PE students to deepen their knowledge of the modality, which led him to enhance the volleyball classes and, consequently, increase the demand of students enrolled in the project.

Sport promotes several biological, psychological and social benefits; however, they are only achieved if there is, in addition to the offer, the quality of services provided, which involves continuous and flexible planning by the student, factors that are essential for the continuity of those enrolled in the project.

In addition to these benefits, volleyball is also configured as a leisure strategy in the university environment, in schools, or in sports clubs, because, with planning, it is possible to adapt the content to the reality of each student according to the teaching strategies.

Even so, sporting experiences, especially at the university level, are still little shared in scientific journals. This is due to the fact of low opportunities for extension scholarships, inadequate structure for the practice of sports, as well as the lack of support from guiding professors in performing these activities.

Therefore, we highlight the continuous need for sports projects and studies, so that the base methodology is the one that has been assessed and proven with the best results for those involved, since this contributes to an efficient practice.

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