

**TEACHING MARTIAL ARTS IN SCHOOLS: A PROPOSAL FOR
CONTENTS ORGANIZATION
ENSINANDO ARTES MARCIAIS NA ESCOLA: UMA PROPOSTA DE
ORGANIZAÇÃO DE CONTEÚDOS
ENSEÑANZA DE ARTES MARCIALES EN LAS ESCUELAS: UNA
PROPUESTA DE ORGANIZACIÓN DE CONTENIDO**

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Abstract

Martial arts are increasingly widespread in contemporary society. Its practice is carried out in different environments and levels of specialization. In physical education, they are considered an important part of the bodily culture of movement and mandatory curriculum content in schools. This study proposes a contents organization that may help in the preparation of school physical education teachers, considering the possible actions of martial arts. The proposal aims to assist and base the pedagogical practice for teachers who do not have specialized knowledge in these modalities, opening a dialogue, through a review of the advancements in the field arisen from Portuguese and Spanish literature. This may bring insights for new studies and discussions with game-based approaches. This study encourages new perceptions for the creation of a safe and motivating environment, enabling the development of students and favoring sports engagement with positive experiences in sports initiation in schools. This proposal may also improve teaching in other contexts besides schools, such as gyms, clubs, and sports associations.

Keywords: Martial arts in school, Sport Pedagogy, Positive development.

Resumo

As artes marciais são crescentemente difundidas na sociedade contemporânea. Sua prática é realizada em diferentes ambientes e níveis de especialização. Na educação física, constituem parte importante da cultura corporal de movimento e tema curricular obrigatório nas escolas. Este estudo propõe uma organização de conteúdos que auxilie na preparação de professores de educação física escolar, considerando as possíveis ações das artes marciais. A proposta tem como objetivo auxiliar e fundamentar a prática pedagógica para professores que não possuem conhecimento especializado nessas modalidades, abrindo diálogo, a partir de uma revisão focada nos avanços no campo de estudo na literatura em português e espanhol, para novos estudos e discussões de uma pedagogia pautada no jogo. Este estudo incentiva novas percepções para a criação de ambientes seguros e motivadores, possibilitando o

desenvolvimento dos alunos e favorecendo o engajamento esportivo com experiências positivas na iniciação esportiva na escola. Esta proposta também visa ao aperfeiçoamento pedagógico em outros contextos além do escolar, como em academias, clubes e associações, utilizando diferentes artes marciais que se aproximam de uma perspectiva pautada no jogo.

Palavras-chave: Lutas na escola, Pedagogia do Esporte, Desenvolvimento positivo.

Resumen

Las artes marciales están cada vez más extendidas en la sociedad contemporánea. Su práctica se lleva a cabo en diferentes entornos y niveles de especialización. En educación física, son una parte importante de la cultura corporal del movimiento y un tema curricular obligatorio en las escuelas. Este estudio plantea una organización de contenido em favor de la preparación de maestros de educación física escolar, considerando las posibles acciones de las artes marciales. La propuesta tiene como objetivo ayudar y basar la práctica pedagógica para docentes que no tienen conocimientos especializados en estas modalidades, abriendo el diálogo, a través de una revisión de los avances en el campo de estudio, en la literatura en portugués y español. Esto puede aportar ideas para nuevos estudios y debates con 'enfoques basados en juegos'. Este estudio fomenta percepciones para la creación de entornos seguros y motivadores, permitiendo el desarrollo de los estudiantes y favoreciendo el compromiso deportivo con experiencias positivas en la iniciación deportiva en las escuelas. Esta propuesta también apunta a la mejora pedagógica en otros contextos además de las escuelas, como en academias, clubes y asociaciones, utilizando diferentes artes marciales que abordan una perspectiva basada en juegos.

Palabras clave: Artes Marciales en la Escuela, Pedagogía Deportiva, Desarrollo positivo.

Introduction

Physical education teachers have a key role on students' sports initiation, as professionals qualified to provide experiences and motivation for a physically active life for every young person. Physical education (PE) can aspire to deliver a wide range of educational outcomes for students, but a particular form of pedagogy should replace the current 'one-size-fits-all', sport technique-based, multi-activity traditional pedagogy (KIRK, 2009; KIRK, 2013). This conventional approach usually focuses skills and techniques considered fundamental for successfully playing some specific popular sports taught in PE classes, many of which are team sports. These skills and techniques are repeatedly practiced until the students can perform them well enough to play the actual games (LIGHT, 2004). This limits the possibilities of experiences for sports initiation. The opportunities to provide multiple bodily practices in this phase of youth's lives should not be dismissed by PE teachers who aspire to provide a learning

environment that may promote a positive youth development (HOLT et al., 2017; HOLT, 2008).

In this sense, it seems essential to think pedagogical models towards the most diverse educational purposes and outcomes, as to offer learning contexts that may promote opportunities and experiences for youth to become competent and enthusiastic game players, motivated to engaging in physical activities throughout their lives (KIRK, 2013). Such pedagogical models represent design specifications that teachers can use to develop their own local, school-based programs, that meet the needs and interests of their children; so that pedagogical models may offer a general design for programs, but the programs themselves may be differently shaped and conformed, in different contexts and places (KIRK, 2013; HAERENS et al., 2011).

Martial arts were not originally thought for schools, gyms, health promotion or children enjoyment, which explains the scientific interest to propose the most varied options for their teaching contents. The quest to fulfill the needs of modern society brought advancements in the dedicated literature, and researchers started to advocate essential changes on pedagogical perspectives to teaching martial arts, and the necessity and importance to encourage and assist teachers to develop a positive and safe teaching environment (RODRIGUES, et al. 2017; RODRIGUES; ANTUNES, 2019).

In the Portuguese and Spanish literature, many authors try to classify and organize martial arts categories, as to favor improved initiation in sports through understanding the common actions present in the different modalities (ESPARTERO, 1999; GOMES, et al. 2010; AVELAR-ROSA, et al. 2015), instead of the specialized, specific contents of any modality. Other authors emphasize the content organization of the different martial arts according to combat objectives and kinds of contact (AVELAR-ROSA, et al. 2015), types of techniques (ESPARTERO, 1999) or by the distance between the opponents (ESPARTERO, 1999; GOMES, 2008, RUFINO; DARIDO, 2015). These different pedagogical strategies facilitate the use of games as a successful path to work with clear objectives for teaching sports initiation (BREDA et al., 2010; REVERDITO; SCAGLIA; PAES, 2009).

This conceptual movement has been specially fascinating in Brazil, for example, where in PE scientific events one can grasp the constant developmental pace of pedagogical proposals and new ideas for teaching martial arts, with new perspectives and ideas trying to overflow the conventional ways of teaching implicit in these

modalities for so long. The objective of this article is to propose a new way to organize the contents of martial arts for teaching purposes, focusing the initiation of sports for the school environment, through combat games, which recognize possible tactic actions of martial arts, rather than specific techniques. This game-based approach through combat games has already been studied and is considered to be an excellent pedagogical strategy for the teaching and initiation of martial arts (OLIVIER, 2000; BREDA, et al., 2010). We believe that this could be a first step for future research in pedagogical models for teaching martial arts. For this to be possible, the learning outcomes and aspirations should be well defined and overflow the material presented in this article to enable a development of a prototype with customized teaching, content and assessment to meet those outcomes and aspirations (HAERENS et al., 2011).

This research can bring insights to facilitate the adaptation of this content for PE teachers, to enable them with autonomy and confidence, even in the absence of any complex knowledge of specific martial arts modalities through combat games. Furthermore, PE teachers may provide a learning environment where students can understand tactical principles of different martial arts, motivating positive experiences. Also, PE teachers may achieve their most cherished aspiration, having students engage in lifelong physical activity as result of their physical education experiences (KIRK, 2013).

The main questions that we sought to answer in this study are: (i) How to propose a pedagogical organization of martial arts to assist PE teachers to develop these practices, even in the absence of knowledge in specific modalities? (ii) How to teach martial arts in a generic way and still make it meaningful to warrant positive experiences, which could result in positive outcomes and engagement for youth? In the first part of this article we aim to bring forward the scientific advancements presented in the Portuguese and Spanish literature. In what follows, we emphasize the diversity of the content and point out our views on how to advance by implementing different possibilities of combat strategies and tactical actions, presenting our content organization for martial arts.

Different perspectives for organizing martial arts

In the school context, professionals from physical education can feel inadequate and uncomfortable to introduce martial arts in their classes, concerned by their lack of

training and specific knowledge. Nonetheless, students could benefit positively from participating in this kind of activities, by improving psychomotor and affective domain factors. Winkle; Ozmun (2003) propose three strategies to help PE teachers to introduce martial arts in their curriculum: (i) invite a martial arts professional to teach the students; (ii) use videos and printed materials to teach this content; (iii) have the PE teacher introduce the primary skills of martial arts to the students. To make the last strategy possible, the authors suggest that the PE teachers would be required to achieve a certain level of comfort and expertise with martial arts, by studying books, videos and attending martial arts classes or workshops. This research looks at the skills and techniques derived from martial arts, which could be simple for PE teachers to select and learn, or could be easily taught by martial arts professionals visiting the school. We do not discredit this possibility, thus in this article we aim to present a novel view of how to organize the martial art contents to aid PE teachers to substitute the focus on specific martial arts, to a general tactical understanding that stimulate students problem-solving in the situations that arise from combat games.

The conditional principles are the common actions present in the different martial arts (GOMES et al., 2010). These are indispensable characteristics that denominate an activity as a combat modality, in other words, activities that are necessarily present to define a modality as of combat. These characteristics are: (i) intentional contact; (ii) fusion of attack and defense; (iii) unpredictability; (iv) opponent(s) / target(s) (the target is the opponent) and (v) rules. Furthermore, intentional contact, attack/defense fusion, and opponent/target are key aspects to this type of modality, since unpredictability and rules are also characteristics present in most of the other sports (GOMES et al., 2010).

To propose a content organization for martial arts, we consider what we found in the Portuguese, Spanish and English literature as follows. Espartero (1999) proposes to classify the combat modalities in fighting sports with grip, fighting sports with strikes and fighting sports with implements. Gomes et al. (2010) and Avelar-Rosa et al. (2015) proposed a similar organization to Olivier (2000), which groups the different martial arts in three: short distance (grappling and wrestling martial arts); medium distance (martial arts with percussion as punches and kicks), and long distance (martial arts with some kind of weapon). Rufino and Darido (2015) suggested an additional mixed distance, which refers specifically to modalities such as mixed martial arts (MMA).

Avakian and Morine (2012) suggested a division for each group with attacks and defenses.

Avelar-Rosa et al. (2015) suggests in their study to organize the actions in fighting sports that are denominated by the moments in which the fighter is waiting, attacking or defending. These actions often happen at the same time, in their proposal, they organize these actions in different moments and possibilities, with neutralizing actions, of transition and finalization (submit or knockout the opponent) during the combat. Kozub and Kozub (2004) also propose a tactical methodology for teaching martial arts and combat sports. This organization is based on the tactical objectives of each combat modality presented in judo, wrestling, jiu-jitsu and sambo. Rufino e Darido (2015) also presented a proposal for teaching this content in the tactical perspective in schools, focusing on a game perspective.

Del Vecchio and Franchini (2012) suggested the application of a pendulum model from Claude Bayer to teach martial arts in an initiation process for children older than seven years of age, dividing them in three groups (7-10; 10-12 and 13-older). This model starts out with a general view of sports for the youngest children (combat games or opposition games between two people where the target is the opponent, there are actions of attack and defense at the same time, combining fundamental movements). For the second group, rules and actions of these sports (based on different interactions between target that is the opponent, with a specific objective: direct contact, indirect contact, direct grappling and indirect grappling). Finally, for the oldest group, there will be specific techniques from one specific sport (techniques of each martial art, as fencing, boxing, karate, judo, wrestling, Brazilian jiu-jitsu and others). In addition to studies that propose to organize the content for teaching martial arts, there are studies such as Roza (2010) and Breda et al. (2010) which discuss the need for pedagogical adaptations to teach this content, proposing a methodology based on a game perspective for teaching Judo and Karate respectively.

We understand that the proposals of content organization presented up to this point aimed to enhance pedagogical actions. We agree that to think pedagogically about martial arts, we must consider some elements of these practices before starting a program in schools: there is a great diversity of martial arts around the world, this result in a great variety of cultures, as of techniques and actions. At the same time, it is important to consider the similarities between martial arts. To illustrate some

similarities, we can consider for example that punches are present in boxing, muay thai, karate, and many other modalities, as well as throws are present in judo, jiu-jitsu, shuaijiao, wrestling, among others. It is noteworthy that these similar elements between the different martial arts can be an indicator of paths to be followed to organize groups of pedagogical content. This strategy can bring insights for new studies and researches that move forward to develop pedagogical models specific for teaching martial arts. Furthermore, some may even suggest adaptations of game based models as Game Sense (LIGHT, 2012), Tactical Games (GRIFFIN; MITCHELL; OSLIN, 1997) or Teaching Games for Understanding (BUNKER; THORPE, 1982) to teach the fundamentals of these modalities and to understand the logic implicit in the different martial arts. From the perspective of Côté, Baker and Abernethy (2007), the understanding of the basic and common elements between modalities can be worked on, allowing the practice to be deliberate or induced, but aiming at the possible transfers of this learning to specific modalities or between different modalities in the future.

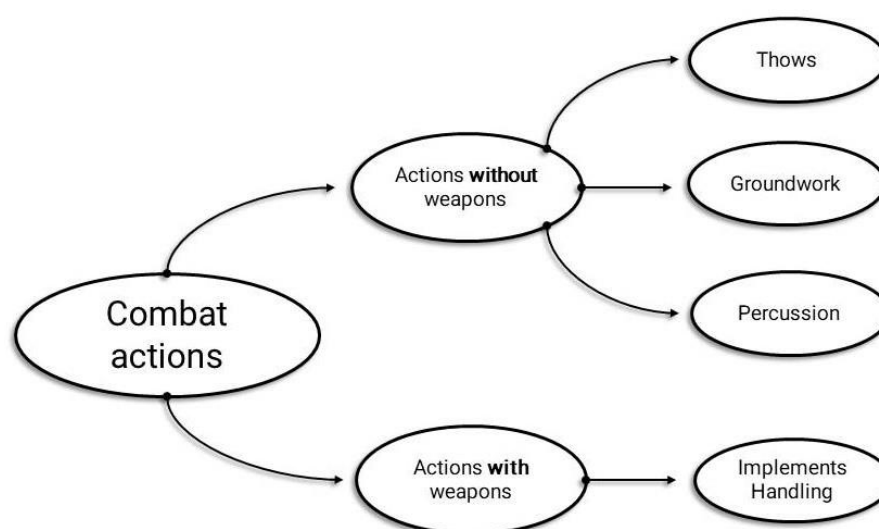
Teaching martial arts in schools: a proposal for content organization

When proposing to organize the content of martial arts we aim to find ways to promote the most positive experiences for youth by developing possibilities for teaching this vast content in PE classes. For this to happen in the school environment, we do not propose for teachers to focus on a specific martial art. Teachers should walk through different types of combat games that can provide different movement and tactical experiences. To do so, we should remember what different martial arts have in common (ESPARTERO, 1999; GOMES, et al. 2010; AVELAR-ROSA, et al. 2015). At this point we start to think about different combat actions that can be taught. It is also important to target the historical and cultural aspects of different martial arts, what could be encouraged by suggesting for the students to research about different modalities and their respective culture and history, with videos and pictures. Students may be then try and figure out examples of martial arts that use the learned combat tactics and actions and what could be more efficient for each martial arts rule, also trying to set approaches to the proposed combat games.

In what follows, we present different figures and tables with a proposal that describes the preliminary form of general organization of combat actions. It is significant to mention that this is a proposal for organizing martial arts actions by

similarities, in order to assist teachers to develop their proposals for teaching these contents in different school environments. This proposal is an initiative designed for teachers who do not have experience and training in martial arts. However, teachers who have this specific knowledge as martial arts teachers and coaches can also take advantage of this proposal when aiming to develop a positive environment for sport initiation (CÔTÉ; BAKER; ABERNETHY, 2007). For the authors, when this process of sport initiation is positive, motivational, enjoyable and also fosters other opportunities for deliberate play and sport sampling, these rich experiences for children and youth, can further be base for future transfer of basic motor elements that may assist in the later learning of more complex actions linked to specialized sports. Thus, learning basic motor elements is an excellent strategy for the initiation of martial arts.

Figure 1: general combat actions



This is a simple division of the possible combat actions present in martial arts. Here we start to have a look at some possibilities to begin an organization of contents. The first thing to look at is whether the actions proposed use weapons or not. Considering they do use weapons, their characteristics should be defined: what is the size, weight, forms and handling mode of said weapon? In schools, the weapons can be fabricated with the students with newspapers, cardboard or other materials. After doing so we can start to think of games with this material. Now, if the actions do not use weapons, we think about three types of possible actions: (i) actions of throws; (ii) actions of groundwork and (iii) actions of Percussion.

To start the physical education program in school, the teachers could look at Figure 1 to decide first between actions with or without weapons. After this point, choose actions of throws, groundwork, percussion or implement handling. After choosing the first content to work with, the teacher could look at Table 1 to think of objectives that are more specific and combat tactical games that work with these actions for students to experience. After some time working with this content, the teacher can suggest new games of the next actions presented in Figure 1. In other words, we propose to lessen thinking about different modalities and start to work with tactics and actions by considering all the possibilities of the different practices of combat situations.

Table 1: Possible combat actions in martial arts

COMBAT ACTIONS				
Type of actions	Actions without weapons			Actions with implement (weapon)
	Throwing actions	Groundwork actions	Percussion actions	Implements handling
Grapple; pull; push	Opponents body or cloth.	Opponents body or cloth.	Opponents body.	Opponents body or implement.
Unbalance	Standing: Static and Dynamic, foot work (changing leg base).	Static and Dynamic unbalance on the ground.	Standing: static and dynamic; foot work (feet in different directions)	Standing: Foot work (feet in different directions) On the ground: one standing and one on the ground; both on the ground.
Body Movement	Standing: foot work (feet in different directions).	On ones knees (both knees, one knee and one foot, knees and elbows), supine, lying back and sideways.	Ground and pound (one standing and one on the ground; both on the ground).	
Falling techniques	Absorb impacts and rolling techniques.			
Attacks / Counterattack	Throws: <ul style="list-style-type: none"> • Holding Leg Throws; • Throws using legs; • Hip Throws; • Throws over the shoulder; • Throws falling with the opponent. 	<ul style="list-style-type: none"> • Hold down; • Joint locks; • Strangling. 	Upper limbs Percussion: punches; elbow attacks. Lower limbs Percussion: kicks; knee strikes.	<ul style="list-style-type: none"> • With one implement in one hand; • With both hands on the same implement; • With two implements (one in each hand).
Defenses	<ul style="list-style-type: none"> • Using hip; • Using hands and arms; • Using leg base; • Changing direction. 	<ul style="list-style-type: none"> • Changing directions; • Lever defenses; • Using base; • Grappling or push. 	Upper limbs: arm, forearm, and hand defenses, dodge and grapple. Lower limbs: shin defenses, change directions (approaching and withdraw).	Dodge; footwork and implement defense.
Special movements	Feint.	Feint.	Head strikes; shoulder strikes; hip strikes; combination strikes; feint.	Feint.

* Attached versions of the table in Portuguese and Spanish.

In Table 1 we present the possibilities of actions that can be chosen as objectives. Each cell can be considered one type of action, or a possible action of combat that can be worked in class. In one class of 50 minutes, more than one action can be chosen. We suggest that a longer program should be designed with pedagogical progressions organized by actions that have sequence and with increasing complexity throughout the program. This could provide diverse experiences that could take students to pursue specific martial arts in other contexts, by their affinity when playing combat games.

In school contexts it may be interesting to provide support and safety for teachers with no previous experience, without the need to depend in a specialization in specific modalities or to call specific professionals, considering it would be impracticable, once there is an immense number of modalities.

For **combat actions without weapons**, in Table 1, there are three categories: (i) throwing actions; (ii) groundwork actions; (iii) percussion actions. We divided these actions in subcategories:

(i) Throwing actions: (a) grapple, pull and push the opponent. Here the objective is to dominate the other, it can happen by doing these three actions holding parts of the opponent's body, as arm, for example, or specific cloth (some martial arts use gis). (b) In martial arts which objective is to throw the opponent, we need to be able to effectively unbalance the other. This happens with both practitioners standing and it can be in moments when the opponent is moving (dynamic) or when he stops moving for a moment (static). Here the teacher can think about combat games where the students have to push and pull the opponent trying to find moments of unbalance, this can happen by changing rules, sometimes without moving the feet, or only moving one, for example. These games can be taught with Footwork tactics (change of leg base and movement of the feet in different directions). Also all sorts of area can be defended and students have to keep the opponent out of an area or bring him into that area; teachers can use hula-hoops or draw circles and lines on the floor. If the school has a mat the teachers can move on to throwing games, thus if this is not possible we suggest keeping the combat games to unbalance objectives standing. (c) When thrown to the ground, it is important to know falling techniques, to prevent injuries. This happens by learning techniques for absorbing impacts, such as hitting the arms and legs firmly to the mat or rolling techniques that also help to dissipate the impact of the throw. Challenges may be

set where the students throw themselves on the mat or a mattress, for example, to roll over a ball or an object and hit the arms in the end. Other games can be to jump over ropes or when passing the rope the student have to lay down fast falling to the mat and hitting their arms firm in a way that the rope passes above them without touching any part of their body. For security it is important do teach the students to keep their head firm not to hit on the mat. (d) The attacks in these types of martial arts are all with throwing actions. These can be throws by holding one or both legs of the opponent, throws using the hips or arms (throw the other above hip line or over shoulders), or using techniques that one falls to the ground first, pulling the opponent to project the other (this can be also a counterattack technique). For security it is important to teach the students who are starting to play with these actions easier and lower throws and teach the students to hold their opponent so they won't hit the mat too hard. (e) The defensive actions here can be defensive throws (when one starts the throw and the other reverses to a counterattack technique). Defenses by moving forward or back the hip are also used to mislead the throw. Defenses can also use one or both hands, arms and hip to hold or to move away from the opponent or to keep distance and change directions with footwork. Here teachers can suggest games that one student has to push or pull while the other tries to throw him or her to the floor. Rules can limit types of techniques as to use only the legs or only the hip, for example. For games of area defense as presented above, teachers can suggest student to not only defend the area thus to try to throw too.

(ii) Groundwork actions: (a) to dominate the opponent on the ground one may use grappling, pulling and pushing body parts or holding on specific cloth. (b) In groundwork, it is important to unbalance the opponent on the floor when he or she is on top or even when he or she is standing. With this, it is possible to change the dominant position. For example, when one is under in the combat scenario, he or she can unbalance the other by tumbling him or her to the ground changing the offensive situation of the combat. This unbalance can happen when the other is moving (dynamic) or holding still (static). (c) On the ground, one can move on his or her knees (turtle position), in supine, using legs, feet, arms and hands to dominate the opponent, lying back and sideways. (d) Attacks are to dominate the opponent and it can happen by holding him or her down with their back on the ground (supine) or submit the other with joint locks and strangling actions. (e) The defensive actions on groundwork are to

change directions, use lever, use knee, shin, feet, hands and arms to move the opponent away. On the other hand, to keep balance, one may open knee base, put one foot on the ground or even stand. There is also defensive grappling, which is when one holds the opponent so he or she does not have space to move and dominate the combat. The games here can, for example, start with both opponents in an impartial position (one facing the other) and the objective can be for one to touch the back of the other on the floor. This can be modified to already start in a position where one holds down the other which has to set free while the other must not permit this to happen. For groundwork teachers can also suggest games where the students have to touch each other's toes, or knee, for example. In all cases presented as suggestions the teacher can ask for one to attack and the other defend, thus it is very interesting for both to attack and defend at the same time, remembering that this is one of the communalities in all martial arts.

(iii) Percussion actions: (a) Grappling in this kind of action is used more as a defense system to hold the opponent so one is not hit, or to dominate the opponent to use knee strikes or to find the timing to strike the other. This only happens by grappling parts of the opponents' body (arm, neck and hip). To unbalance the opponent is also an action to maintain domain of the combat, and not as a primary objective with throwing techniques. (b) The body movement can be standing and with footwork (changing directions and foot base), although it is possible to strike the opponent also on the ground with punches, knees and elbows. (c) The actions to attack the opponent are strikes with punches, elbow attacks, kicks, knee strikes and counterattack. (d) The defensive actions include forearm upper limbs defenses, which use hands, arms and forearms to protect parts of the body and dodge. There are also lower limb defenses, which is to change directions (footwork), or to use the shin to defend strikes like kicks. In schools we suggest first combat games of touching some part of the body, as shoulder, elbows and stomach and avoid tough strikes. In other cases teachers can use targets for the students to hit, for example balloons, students can both hold balloons in their hands or tie them with ribbons on their feet and the other has to hit it. For kicks student can also use foam materials as extensions, one can hold for the other to hit and then change, unpredictability can come by changing velocity of attacks.

For **combat actions with weapons** one should learn to handle implements. (a) In some martial arts with weapons, one can grapple the opponent and, depending on the weapon, hold the implement for domination or for defense. (b) The body movements in

this type of actions are standing and with footwork. (c) The offensive actions (attack) aims to touch the opponent with the implement (weapon) and this can happen in three different ways: (i) Using one weapon in one hand. (ii) Still with one weapon, but now using both hands (this happens with heavier weapons as swords) and (iii) with two weapons, it may be used one in each hand. (d) The defensive actions are to dodge, to change directions, change distance with footwork and to use the implement for defense. Here teachers can use adapted materials manufactures by the students, as suggested above or provide foam materials. Combat games have the objective of touching the opponent with the weapon, the combat area and motion can be limited or not by rules.

Counterattacks are considered a type of attack in all types of martial arts. There is also a category described as **special movements** that are feint for all types of martial arts. Feints are misleading movements that aim to confuse the opponent in thinking you will do something that you won't. For percussion actions the special movements are head strikes; shoulder strikes; hip strikes; combination of arm and leg strikes.

It is always important for teachers to think about the security of their students, combat games can be very simple and with many adaptable rules. To think about the combat actions with the communalities of martial arts together can provide a rich flow of imagination for teachers to think of the objectives of each game.

Final considerations

This study sought to point out the scientific advancements brought in the Portuguese and Spanish literature, mainly, concerning the teaching of martial arts, aiming to encourage an international dialogue and possibly bring insights for further research in the field of sport pedagogy, more specifically with future development of pedagogical models for teaching martial arts for children and youth with a positive developmental perspective. Furthermore, we aimed to propose a content organization to assist teachers who do not have specialized knowledge in martial arts.

Even though our objective in this study is directed to teaching martial arts in schools, it is also possible to use this proposition in other contexts, such as in gyms, martial arts centers, social projects, wellness programs and in any other place with an objective of teaching through a game perspective. An example of this type of perspective could be a specific martial art gym where the coach has a desire to organize the contents of classes by objectives, building a schedule for the month (or even longer

periods, as semesters). The aim could be to teach in one class, for example, stability, and how to have an effective leg base in combat. To do so, one would use games that would make the students feel the loss of stability and think in different ways to recover balance, so they could figure out, for example, that with their feet more distant, and with their knees slightly bended, their base is stronger. To go further, teachers can connect actions from other martial arts, for example, to defend a punch by dominating and throwing the opponent.

Limitations and further perspectives

This study proposes an organization of the possible martial arts actions with a perspective based on its tactics and communalities; nevertheless it does not present examples of specific games to be taught in physical education classes, thus only examples to try to bring insights for teacher's creativity to creating their own games. We also did not present practical evidence of its validity, even though it comes from our study and experiences as teachers and coach developers in different contexts. This proposition does not consider, at this point, how to move forward with a pedagogical model considering the positive outcomes that can arise with youth participation in sport. Furthermore, these limitations may open a call for critique and advancements in this perspective and specially how to overflow our organization, thinking in strategies to enable a developmental context for positive youth development as life skills, positive connections with adults and peers and other psychosocial aspects. We also consider the importance of longitudinal and practical studies in this perspective, to move forward and favor the practice of martial arts in school.

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Possíveis ações de combate nas artes marciais

AÇÕES DE COMBATE				
Tipos de ação	Ações sem implementos			Ações com implementos
	Ações de projeção	Ações no solo	Ações de percussão	Ações com implementos (armas)
Agarrar, puxar e empurrar	Corpo ou roupa do oponente	Corpo ou roupa do oponente	Corpo do oponente	Corpo ou implemento do oponente
Desequilíbrio	Em pé: estático, dinâmico, movimentação de perna (variações das bases)	Estático e dinâmico no solo		
Movimentações corporais	Em pé: movimentação de pernas (em diferentes direções)	De joelhos (só joelhos, um joelho e um pé, joelhos e cotovelos), decúbito dorsal, ventral e lateral	Em pé: estático e dinâmico, movimentação de pernas (em diferentes direções). No solo: Um em pé e o outro no solo, Ambos no solo	Em pé: Movimentação de pernas (em diferentes direções) No solo: Um em pé e o outro no solo
Ações de cair	Absorção de impactos e técnicas de rolamento			
Ataques / Contra-ataques	Projeções: <ul style="list-style-type: none"> • Agarrando as pernas; • Usando as pernas; • Usando o quadril; • Por cima do ombro; • Caindo junto com o oponente. 	<ul style="list-style-type: none"> • Imobilizações; • Chaves de articulação; • Estrangulamentos. 	Percussão com membros superiores: Socos, cotoveladas Percussão com membros inferiores: Chutes e joelhadas	<ul style="list-style-type: none"> • Com um implemento em uma das mãos • Com um implemento usando ambas as mãos • Com dois implementos (um em cada mão)
Defesas	<ul style="list-style-type: none"> • Usando quadril • Usando mãos e braços; • Usando a base; • Mudando de direção. 	<ul style="list-style-type: none"> • Mudando de direção; • Com alavanca; • Usando a base; • Agarrando ou empurrando. 	Membros superiores: defesas com braço, antebraço e mão. Esquivas e clinches Membros inferiores: defesa com canela e mudança de direção (aproximando e afastando)	Esquivas, movimentação de pernas e defesa com o implemento
Movimentos especiais	Finta	Finta	Ataques com a cabeça, ombros, quadril e combinação de golpes. Finta.	Finta

Posibles acciones de combate en artes marciales.

ACCIONES DE COMBATE			
Tipos de acción	Acciones sin implementos		Acciones con implementos
	Acciones de proyección	Acciones en el suelo	Acciones de percusión
Agarrar, jalar y empujar	Cuerpo o ropa del oponente	Cuerpo o ropa del oponente	Cuerpo del oponente
Desequilibrio	En pie: estático, dinámico, movimiento de pierna (variaciones de las bases)	Estático y dinámico en el suelo	
Movimientos corporales	En pie: movimiento de piernas (en diferentes direcciones)	De rodillas (solo rodillas, un rodilla y un pie, rodilla y codos), decubito dorsal, ventral y lado	En pie: estático y dinámico, movimiento de las piernas (en diferentes direcciones). En el suelo: Uno en pie y el otro en el suelo, ambos en el suelo
Acciones de caída	Absorción de impactos y técnicas de rodamiento		
Ataques / Contra-ataques	Proyecciones: <ul style="list-style-type: none"> • Agarras las piernas; • Usando las piernas; • Usando la cadera; • Por encima del hombro; • Cayendo junto al oponente. 	<ul style="list-style-type: none"> • Inmovilización; • Llaves de articulaciones; • Estrangulamientos. 	Percusión con miembros superiores: Puños y codazos Percusión con miembros inferiores: Patadas y rodillazos
Defensas	<ul style="list-style-type: none"> • Usando la cadera; • Usando manos y brazos; • Usando la base; • Cambios de dirección 	<ul style="list-style-type: none"> • Cambiando de dirección; • Con palanca; • Usando la base; • Agarrando o empujando. 	Miembros superiores: defensas con brazo, antebrazo y mano. Esquivar y clinch. Miembros inferiores: defensa con espinilla y cambio de dirección (aproximación y alejamiento)
Movimientos especiales	Finta	Finta	Ataques con la cabeza, hombros, cadera y combinación de golpes. Finta.
			Finta

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