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The Combat Sports in Physical Education Classes – A Basic Perspective

Key Words: human motricity, physical education, combat sports

Combat Sports (CS) are not as traditional to Physical Education (PE) classes as collective and individual sports. They divide many teachers. Some of us accept them, other ones defend them, and some others of us repeal them from PE classes.

In this paper we will assume that Sport and PE are not neutral. They are context processes that depend from various circumstances for stimulation of Human Motricity (HM), even if there are many people that perception them as “good” by self existence.

The author teaches Physical Education teachers in combat sports subject since 1989. Thereafter we will present an approach, for reflexive purposes, about exercises or tasks linked with CS in a not so institutionalized perspective as traditional sports. We will present this approach to colleagues following four steps

1. In Physical Education (PE) we consider fundamental to have an **eclectic** vision of all the contents. In one class we can use tasks from gymnastics, combat sports and basketball for instance, mainly if we are talking in PE with young pupils from primary and middle school.

2. The combat sports tasks with proper pedagogical orientation are presented as simple exercises but sufficiently developed as a way to promote a real (actual) introduction to the “virtual” world of fighting with “real” activities, creating environments that appeal to a martial content with an ethic approach.

3. The approach of combat sports tasks in PE, follow five main situations: locks and strangulation’s are situations only to use in secondary school; until there we use touches, immobilization’s and projections. All of these main situations for finalizing combat play, and also other intermediate situations as

displacements (foot work), grappling work or guard work, for example, are explored in simplified games.

4. The structure of technical analysis are simplified on tree dimensions: “maai” (distance), “yomi” (perception) and “hyoshi” (rhythm) (TOKITSU, 1979).

1. In Physical Education (PE) we consider fundamental to have an eclectic vision of all the contents. In one class we can use tasks from gymnastics, combat sports and basketball for instance, mainly if we are talking in PE with young pupils from primary and middle school.

We consider tasks from “combat sports” every ones that:

- Are **open** (the information is changing - like in collective games),
- Promotes **individual responsibilities** (like in individual tasks), and
- Have martial senses (the aim objective is the body of the opponent: touching, grappling, unbalancing, throwing down, immobilizing, joint locks or strangulation’s).

Table 1 – Sport Classification Groups by Task and Responsibility

	INDIVIDUAL SPORTS	COMBAT SPORTS	COLLECTIVE SPORTS
TYPE OF TASK	CLOSE	OPEN	OPEN
RESPONSIBILITY LEVEL	INDIVIDUAL	INDIVIDUAL	COLLECTIVE

2. In today’s society the violence is invading the home (electronic games, television with “wrestling” spectacles, movies, cartoons like "Dragon Ball Z", etc.) without pedagogical arrangement. The school must compete with this type of appellative tasks.

The combat sports tasks with proper pedagogical orientation promote an introduction to that type of “virtual” world into real activities, creating environments that appeal to a martial content with an ethic approach. That's why the control in every martial movement is very important: I can touch with control in my partner and he can touch me in the open areas. This is a magic situation that stimulates the self-control in a limit task - a task with a martial sense. The confidence in the other partner is very important to let him touch me.

3. The structure of combat sports (martial arts) tasks have 3 important dimensions:

- *Maai* (distance);
- *Hyoshi* (rhythm) and
- *Yomi* (perception).

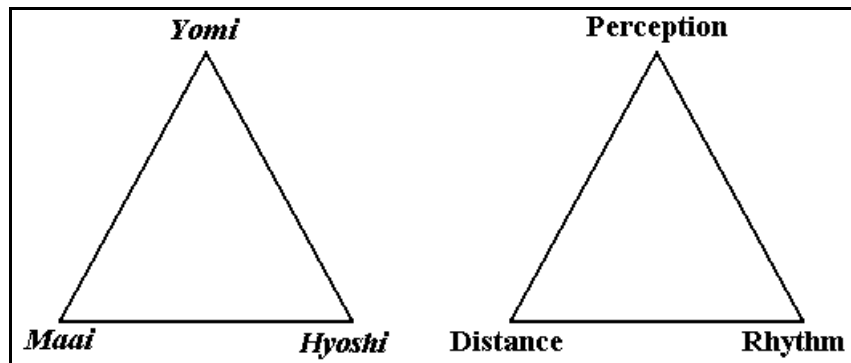


Fig. 1 – Dimensions

It is very important to focus the perception dimension in this type of tasks (that have transfer to other kind ones).

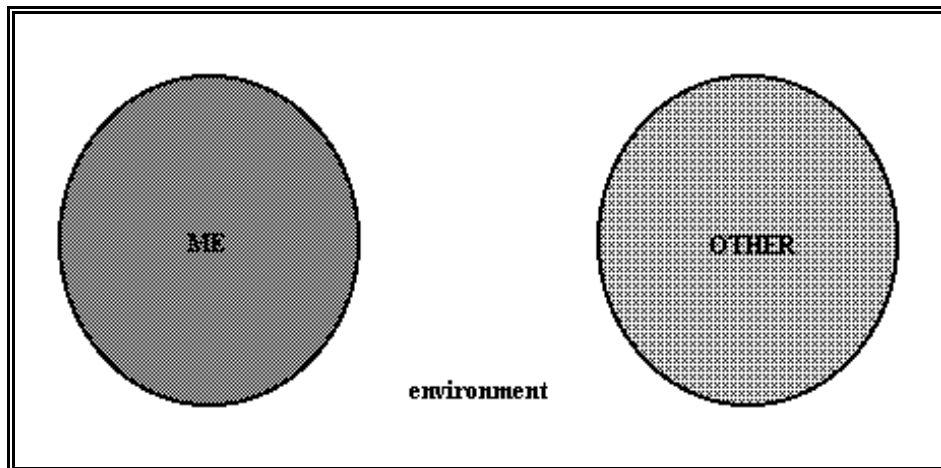


Fig. 2 – Basic Situation

In a dual situation the timing and the type of the attacking movement (technical movement) depends of the distance between them, the open areas and the rhythm of the defending moves. It is necessary to read this situation (perception - *yomi*).

4. There are five main situations to approach combat sports in PE.

Locks and strangulation's are situations only to use in secondary school. Until there we must use Immobilization's, Touches and Projections.

This kind of situations promotes pedagogical tasks like:

- Distance games,
- Touches games (touch in open areas),
- Unbalance games,
- Grappling work,
- Falls,
- Immobilization games.

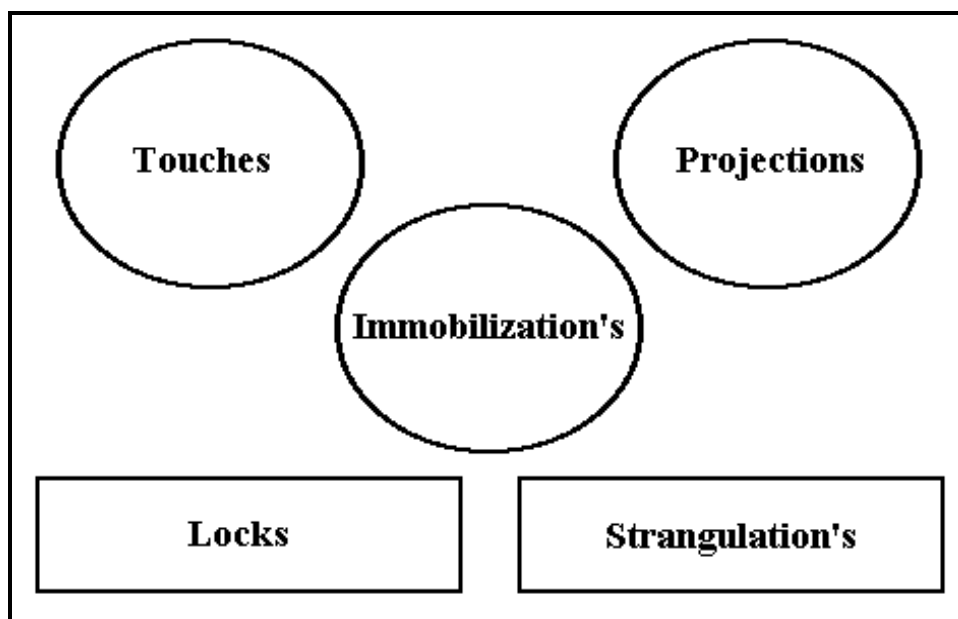


Fig. 3 – Main Situations for Finalizing Combat

The “locks” and “strangulation” situations must be learned to older ages. But the other situations must be worked in an eclectic way.

In a diagnostic stadium (the first contact with the children) we must use situations with a long distance or a very short distance, so that the physical contact between the participants could be done in a safe way.

From this approach, will emerge the five main technical situations in unarmed combat:

1. Striking
2. Joint locking/breaking
3. Throwing
4. Strangulation
5. Immobilization or hold-downs

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