

CIRCUS ACTIVITIES IN SCHOOL PHYSICAL EDUCATION CLASSES

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ABSTRACT

Circus activities are physical practices that involve elements such as juggling, balance, acrobatics, clowning, and magic. The main objective of the study is to analyze the goals of Circus Activities in the educational and professional spheres. It is a review study of research with a qualitative approach, characterized, in terms of objectives, as a bibliographic research of the exploratory descriptive type. A total of 5,963 articles were located. After analyzing the titles and abstracts of the articles, 5,933 were excluded for not being related to the descriptors and for being outside the predetermined year range. However, 30 publications were selected, of which 10 articles were not related to the topic and 16 were duplicates. Thus, 04 articles were used for analysis. Through the studies found, the research problem was addressed, as observed in the studies used. the inclusion of circus activities in the school environment is still not routine, due to the fact that professionals do not have mastery of the content and are always in their comfort zone applying the more well-known sports.

Keywords: circus activities; school physical education; body practices

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INTRODUCTION

Circus activities are physical practices that involve elements such as juggling, balance, acrobatics, clowning, and magic. These activities can be used in school physical education classes as a way to promote the holistic development of students, stimulating creativity, expressiveness, cooperation, self-confidence, and overcoming challenges. Starting from this premise that the "old" circus and, still, its "modern" version, are built, shaping forms of enchantments, utopias, abstraction of the real world. As Soares (1998) would say, "An art of the body, a spectacle."

According to Duprat (2007, p.13)

The circus emerged from entertainment activities, physical training models, elements of sacred and religious festivities, public performances in squares, streets, platforms, popular theaters, to today become an art of jugglers, tightrope walkers, acrobats, trapeze artists, clowns, and many others.

Circus becomes a constantly rising knowledge within our society, circus-related activities can be seen resurfacing in different environments, children's parties, parks, nightclubs, or even being carried out in gyms as a sportified practice; as leisure in charitable organizations; wonderfully applied therapeutically in hospitals and clinics, and also educationally in schools.

Circus activities are linked to the movements of body culture and bring connotations to the practices contained in the contents of School Physical Education. It is necessary to consider that, once practiced by school-aged students, it contributes to the development of personal aspects such as sensitivity in body expression, cooperation, and creativity.

Given the subject, we have the following question as our problem: Are circus activities a content constantly applied by teachers in Physical Education? In what way can they be divided for a better understanding by the teacher? Due to the research problem, some hypotheses will guide the development of the investigation proposed here. It is believed that bringing circus activities to physical education classes is of great value because there are countless ways to work within a range of possibilities that will provide students with greater motivation to learn a new modality, unique experiences that only the circus and its "peripeteias" possess. Having as the main objective to analyze the goals

of Circus Activities in the educational and professional scope.

METHODOLOGY

The study is governed by a literature review, being a research with a quantitative-qualitative approach, and aims to present which existing circus activities can be brought into Physical Education classes. Regarding the objectives, it is characterized as a bibliographic research of the exploratory descriptive type. The references that meet the inclusion and exclusion criteria were evaluated according to the publication period, adhering to the interval between the years 2010 to 2018. Articles in Portuguese, based on studies that relate circus activities in Physical Education classes and how they can be classified for a better understanding by the Physical Education teacher.

The search descriptors for the articles were: School Physical Education, Circus Activities. They were developed to search for reliable sources on the subject, which would allow for finding articles in a reduced time. An effective search also involves choosing databases that provide more specificity on the topic; the search bases were: Google Scholar, SCIELO Journal, CAPES Periodical.

RESULTS

A total of 5,963 articles were located. After analyzing the titles and abstracts of the articles, 5,933 were excluded for not being related to the descriptors and for being outside the predetermined year range. However, 30 publications were selected, of which 10 articles were not related to the topic and 16 were duplicates. Thus, 04 articles were used for analysis.

For better understanding, the relevant studies found were tabulated as follows:

Table 1 - Included Articles

Author/year of publication	Theme
Caramês et.al 2012	Circus activities in the school context as a manifestation of playfulness and leisure
Costa 2017	Circus Activities as an Educational Tool for School Physical Education Classes: Teachers' Perception
Duprat 2007	Circus activities: Possibilities and perspectives for school physical education
Franco 2011	Circus activities and physical education classes: a proposal for systematization in teaching.

Table 2 – Objectives of Circus Activities in the Educational and Professional Context.

Circus Activities while:		
	Education	Professional
Objective	Promote the knowledge of Circus Activities through theory and practice (praxis), enabling the student to understand this content, perceive their own body, and explore movement possibilities.	Develop activities related to physical performance and performance, with energy efficiency and flexibility in circus movements.
Technique	Enable the learning of the technique of the elements of Circus Activities. We cannot deny the technique; one must know the correct technique, but without the demands of performative execution.	Enhance the knowledge of the technique, as it is essential for proper execution, with high levels of performance.
Materials	Construction of adapted materials, use of medium and small-sized materials. Minimal use of large-scale materials.	Industrialized material, high cost, high quality, and in large quantities.
Teacher's knowledge	In-depth knowledge about the history, evolution, materials, techniques, focused on pedagogical aspects.	High specialization in technical and performance knowledge about history, evolution, and materials.
Circus culture	Necessary and extensive knowledge, which can be addressed in Physical Education classes.	High in-depth knowledge about the history, evolution, materials, techniques, and job market.
Experience and Living with Circus Activities	Minimal or none, but with an interest in study/research	As broad as possible

Source: (BORTOLETO; MACHADO, 2003 p.17 Cited by Franco (2011)

CONCLUSION

Through the studies found, the research problem was answered, as it could be observed in the studies used that the inclusion of circus activities in the school environment is still not routine, due to the fact that professionals do not have mastery of the content and are always in their comfort zone applying the more well-known sports.

Circus activities can be easily understood and applied according to the students' age group since they have a wide range of applicability, always prioritizing the safety of the student while practicing them. For the work to be productive and interesting, it is necessary to always innovate with activities that adapt mainly to the peculiarities of each class, so that there is an ease in achieving the proposed objectives.

Finally, it is logically necessary to organize and create techniques and methods that provide students with the understanding that the circus activities proposed in class can be included in their daily activities at any time, as they already use various materials and easily accessible spaces.

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