



Opposition Games: New Approaches to Teach Wrestling in Brazilian Schools

Sérgio Luiz Carlos dos Santos

To cite this article: Sérgio Luiz Carlos dos Santos (2014) Opposition Games: New Approaches to Teach Wrestling in Brazilian Schools, International Journal of Wrestling Science, 4:2, 7-10, DOI: [10.1080/21615667.2014.954484](https://doi.org/10.1080/21615667.2014.954484)

To link to this article: <https://doi.org/10.1080/21615667.2014.954484>



Published online: 30 Sep 2014.



Submit your article to this journal [↗](#)



Article views: 16



View related articles [↗](#)



View Crossmark data [↗](#)

OPPOSITION GAMES: NEW APPROACHES TO TEACH WRESTLING IN BRAZILIAN SCHOOLS

Sérgio Luiz Carlos dos Santos

Center for the Study of Sports Talent for Combat Sports, Federal University of Paraná

sergiiodossantos@ufpr.br

ABSTRACT

This research was motivated by our interest in developing Opposition Games as a new methodology where we link the teaching of wrestling in the school through activities that combine enjoyment, skills and motor development and at the same time provide students the opportunity to develop an interest for a future specialization in wrestling. Opposition Games contains a goal in itself-a playful activity not requiring extrinsic goals, much to the contrary, is more about having fun with your participation. The game as an activity, however is used to motivate students to enjoy wrestling activity, and also develop motor aspects that will facilitate future practice. The complete model for success requires that the participants see these wrestling games as enjoyable and pleasurable, and future PE teachers, wrestling coaches and physical education teachers, understand them and use as a learning tool. These new methodological approaches have worked with students of Physical Education, at Federal University of Paraná (UFPR), Brazil, and have been tested on public schools of Curitiba, Paraná, with success.

Key Words: games, opposition, wrestling, motivation.

INTRODUCTION

School Physical Education (PE) requires a diverse, broad and inclusive classroom. A model exists in the United States, for the teaching of wrestling, in the school system. Many of the sports from the school program are taught in the school PE program, and that prepares athletes for wrestling. In this American example the school structure is used for the development of wrestling, and these competitive programs continue in the universities. The need for a broad and inclusive teaching practice led us to form a new methodology, named Opposition Games. There is Brazilian legislation that prescribes the practice of fighting, or combative sports (Capoeira, Karate and Judo) in the school, however, is not used by most teachers of physical education. We have created a methodological approach that is both motivating to practice wrestling in PE lessons and easy to use by teachers who do not have expertise in wrestling. The Federal University of Paraná (UFPR), teaches the basics skills of wrestling as a discipline of physical education course of study, and employs Opposition Games (OG) because it believes that its application in physical education presents many possibilities. The use of OG is motivating the teacher without expertise, to use this content in class, and is increasing the number of students in the practice of wrestling in school. This is also a reason for the success of the Brazilian Judo team as most medaled Olympic sport, because its inclusion in school has led to around two million practitioners. We investigated the reasons that have led to the withholding of wrestling in the physical education program, and have found that teachers report a weak academic background in wrestling. The UFPR has responded to this problem by offering wrestling in programs for future teachers. We must take into account that within the possibilities of integration of OG into school practice it is necessary to overcome the lack of qualified teachers of wrestling. The use of OG will contribute to the job capabilities required to teach wrestling and achieve this increase in qualified teachers of wrestling. The school reacts to the dominant culture of society during each historical moment, by modifying the curriculum. In the present case of Brazil, the historical moment is highly conducive to consideration of a system for teaching wrestling in the schools, as in 2016 the country will host the Olympics. We think that schools will use this Olympic spirit and develop a program for motivated students in two phases: The first will be similar to the utilization of OG, where teachers and students can take ownership of the contents of OG, and performing practices of motor skills required for a specialization in wrestling. In a second phase, wrestling will be included in extra-class activities.

It is very important to note that the opinion of several authors (2,3,4,8,9), demonstrate the marginalization of the wrestling in the school, and called for its use as an educational resource for the development of capabilities and skills in psychological, psychomotor, cognitive, affective, social and attitudinal level. They understand that wrestling is an activity that stands as intrinsic to their practice and respect themselves, rivals, the companions, the teacher and the materials. (5). Finally, we want to make clear that in the literature these teaching proposals based

in an educational-training model are very scarce (1,9). This lack of scientific production in the area creates a great interest to know the opinions and beliefs of future graduates about OG and wrestling. We will then be able to test for an interdependent relationship between the contents of wrestling and Opposition Games and their contribution to the development of our students. This development of cognitive, social - affective and motor skills, is the fundamental process of growth and development for the formation of an adult aware of his body, on the biological, motor, intellectual, social and psychological and constitutes the long awaited comprehensive education (7).

Olympic sport are motivating to justify the practice of including wrestling, as well as student cultures, in the school.. The OG and wrestling practices do not require the use of "judogui" (clothing to practice Judo), and can be practiced in the uniform used for physical education; the mat for wrestling practices can be built with recycled rubber tires, minimizing the cost in the initiation, and there may even be the possibility of acquiring the official FILA mat. This will enrich the pedagogical practice in physical education, making sure the student has the opportunity to explore their potential, learn from each other, with group work and cooperation.

METHODOLOGY

This research was conducted with students of physical education, at the UFPR, totaling 164 subjects, 70 women and 94 men, in the discipline wrestling, who had no previous knowledge of Opposition Games. Information was gathered from the subjects with a questionnaire. In it were items regarding their behavior, thinking and beliefs. These students of physical education held their teaching practices with public school students, and selected the most talented to participate in wrestling training, also offered UFPR, using the official FILA mat, and taught by a wrestling coach specialist. This teaching practice was offered in the last year of physical education course at the UFPR.

Instrument

The questionnaire consists of 11 items. All were closed questions with Likert response scale from 1 to 5, with 1 being "strongly disagree," and 5 "strongly agree." A reliability analysis of Cronbach's Alpha for the three categories was performed and demonstrated an acceptable internal consistency, with an overall r value of 0.89 for the full scale. This is deemed suitable for research on attitudes (6). The scale assesses, through three sub-scales, a) What the teacher knows about OG (items 1, 2, 3 and 10), b) The teacher believes that OG enhances the teaching of wrestling (items 4 and 7) c) What teachers need in order to choose to teach wrestling (Items 5, 6, 8 and 9). The internal consistency (Cronbach's α) of the three sub-scales they will have been 0.78, 0.81 and 0.67, respectively.

Statistical Analysis of Data

Preliminary Statistic analysis (Kolmogorov-Smirnov) showed an even distribution of the variables. An analysis of frequencies and the Student-t method for a comparison between groups by gender was used. To reduce the accumulated error (type I error) in the t tests performed on each of the differential analysis, we applied the Bonferroni correction factor. The significance level was 98%. We carried out a one-way ANOVA only for the subjects who received some training in combat sports, to determine the role of training on knowledge, thinking and needs of teachers. The statistical analysis was performed with SPSS 20.0 software license with the Federal University of Paraná.

RESULTS

The descriptive statistical analyses of the study variables (mean and standard deviation), as well as the difference (Student t) analysis performed on variables by sex (men and women), shows us that men score higher on the subscale **Know OG** ($t = -2.28$, $p < 0.02$) and subscale **Belief in Wrestling** ($t = -2.24$, $p < 0.02$) than women. Since they are the ones that score highest in sub-scale **Needs** ($t = -2.37$, $p < 0.01$).

The analysis of one-way ANOVA confirms the presence of a significant differences between those trained in combat sports and those whose only experience is with OG, ($F = 28.410$, $p = .00$) and Needs ($F = 8.071$, $p = .00$). While subscale belief in wrestling showed no significant differences between both groups.

DISCUSSION

From the results obtained we performed the following considerations organized with the criteria in the following paragraphs, Know OG, Belief in Wrestling and Needs.

Knows OG

This sub-scale analyzed the knowledge that teachers have about OG. They pointed out that OG was known lessons at UFPR (73.3%). Men feel empowered to use this content for OG. The women were contrary the possibility to realize the use of alternative materials for the practice of wrestling (73.1%). We believe that the training and practice of OG is one of the keys for the domain and the choice of OG in school, in their Physical Education classes.

Beliefs in Wrestling

This subscale, belief in wrestling, gave us information on the teachers beliefs that OG could be a powerful pedagogical tool helping students choose wrestling in school PE. In general, the teachers think that the sport of wrestling is dangerous for their students, especially among the female teachers (64.2%). Reducing this belief significantly ($p = 0.03$) if they belong to the group that had previous training in sports combat. The faculty believes that wrestling is dangerous (74.5%), but do not feel that fosters aggression among students (67.1%). The women teachers still feel that wrestling masculinizes practitioners, but male teachers this data is indifferent (58%). The teachers, in general, do not believe it is an expensive sport to practice in their schools (51.6%); also claim that it has very motivating content (67.9%), but is not suitable for the working values in PE classes (58%), contrary to what the expert authors advocate.

Needs

The teachers, in general, still believe that they have not received proper training to include the contents of OG / wrestling in class (51.9%), however this percentage decreases significantly ($p = 0.00$) among teachers who have had prior training in combat sports. However, when considering that there should be more teaching material for the introduction of the OG, a majority agrees (70.3%). In general, there is a predisposition to invest their time to learn and better understand its fundamentals, where new teachers have a greater appreciation. The teachers with prior formation also felt that they would receive more training ($p = 0.01$)

CONCLUSIONS

The findings of this study leads us to highlight that a high percentage of teachers myth claimed not to know the basics of wrestling and not feel qualified to teach using Teaching Units designed by experts. They agree to start with OG in school and then pass the hand of teachers with expertise in wrestling for training. Men think that this sport is risky, but takes no danger to their students, especially those who had received prior training; women consider it dangerous. However, in general they do not feel that the sport generates violence. The faculty does not feel that wrestling can foster the development of educational values, contrary to the authors from several studies. A teacher, in general, demonstrate a favorable predisposition to invest their time in appropriate training to deliver these contents, and considers it necessary to produce educational materials adapted as OG for inclusion in physical education classes in elementary and secondary education.

PRACTICAL APPLICATIONS

This study provided essential information to improve the situation of teaching Olympic wrestling in PE classes, initially through OG taught by PE teachers and then as wrestling taught by specialists who can be these same PE teachers, provided they continue in education courses that include wrestling.

REFERENCES

1. Brousse, M.; Villamón, M. y Molina, J.P. (1999): El Judo en el contexto escolar. En M. Villamón (Dir.) Introducción al Judo . pp.183-200. Barcelona: Hispano Europea.
2. CARRATALÁ SÁNCHEZ, E., y CARRATALÁ DEVAL, V. Los juegos y deportes de lucha en la Educación Física escolar. Una aplicación práctica. III Congreso de la Asociación Española de Ciencias del Deporte. Hacia la Convergencia Europea Valencia, 11-13 de marzo de 2004.
3. CASTARLENAS, J. L. Deportes de combate y lucha: aproximación conceptual y pedagógica. *Revista Apunts: Educación Física y Deportes*, (19), 21-28, 1990.
4. Espartero Casado J. y Gutiérrez García C. (2004). El judo y las actividades de lucha en el marco de la Educación Física. III Congreso de la Asociación Española de Ciencias del Deporte. "Hacia la Convergencia Europea." Valencia, 11-13 de marzo de 2004

5. Iglesias I Reig X., Anguera Blanch B. y González Arévalo C. (2007). Valores en guardia. Apunts, Medicina del'Esport. 87(1º trimestre): 35-53.
6. NUNNALLY, J.C. y Bernstein, I.H. Psychometric Theory. Nueva York, Mc-Graw-Hill, 1994.
7. SANTOS, S.L.C. Jogos de Oposição: ensino de Lutas na escola. São Paulo: Phorte Editora, 2012.
8. Torres G. (1990) las unidades motrices básicas luctatorias y su aplicación en la educación física. Apunts de Educació Física i Esports (24,) 45-46.
9. Villamón, M., García, C. G., Casado, J. E., & Alventosa, J. P. M. (2005). La práctica de los deportes de lucha: un estudio preliminar sobre la experiencia previa de los estudiantes de la Licenciatura en Ciencias del Deporte. Apunts: Educación física y deportes, (79), 13-19.