How and what instructors teach circus at school and social circus programs: a cross-cultural perspective.

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RESEARCHING CIRCUS INSTRUCTION ON EDUCATIONAL CONTEXT

11 schools (Brazil); 1 (Spain); 1 (France); 4 (Canada) & 4 social circus (Brazil)

- Duprat, 2007
- Ontañón, 2012
- Ontañón, 2016
- Cardani, 2017
- Rodrigues, 2018
- Bortoleto, 2018
- Melo, 2018
- Somme, 2020

Funded by CNPq
TEAMWORK: RESEARCHING OTHER CIRCUS PEDAGOGICAL CONTEXTS

- Ferreira, 2013
- Duprat, 2014
- Miranda, 2014
- Tucunduva, 2017
- Duprat, 2020
- Braccialli, 2020
- Rodrigues, 2020
- Barreto, 2020
- Ribeiro, 2020
- Somme, 2020
- Duprat, 2007
- Ontañón, 2012
- Ontañón, 2016
- Cardani, 2017
- Rodrigues, 2018
- Bortoleto, 2018
- Melo, 2018

11 schools (Brazil); 1 (Spain); 1 (France); 4 (Canada) & 4 social circus (Brazil)
... a cross-cultural perspective.

Enriching diversity in scientific research considering:

- Educational level – group age (kindergarten; grade 3 to 12; undergrad – college students)
- Educational system (private and public)
- Geographic location (Brazilians regions / states / cities)
- Programs (curricular and extra-curricular)
- Educational context (formal/non-formal; professional circus arts program; continuing education; ...)
- Socioeconomic situation (major cities vs. small villages; rich vs. poor neighborhoods; adequate vs. limited facilities, ...)
- Well trained vs. self-taught teachers
Todos a la pista: el circo en las clases de educación física*

Everyone in the Ring: the Circus in Physical Education Classes

Teresa Ontaño Barragán
Marco Antonio Coelho Bortoletto

Resumen
Considerando la significativa introducción del circo en el espacio escolar y extraschool en los últimos años como objetivo presentar experiencias pedagógicas en las que las actividades circenses ganaron protagonismo curricular de la educación física. Para ello, visitamos las clases de un colegio de educación primaria e secundaria en España, instauramos un espacio de destreza y motricidad. Por último, la descripción detallada nos permite debatir sobre las modalidades circenses desarrolladas, así como las dificultades experimentadas por los niños en el marco de este contexto.

Palabras clave: actividades circenses, educación física, circo, currículum escolar

Abstract

Everyone in the Ring: the Circus in Physical Education Classes

Bearing in mind the significant introduction of the circus into the school context, this article presents two educational activities in which circus activities have been implemented. Education curriculum. To that end we visited classes in a primary school in Brazil and a secondary school, this discipline has been part of the study programme for more than 5 years. The facts observed revealed an innovative and motivating discipline with excellent student acceptance and participation. More in charge notice that the circus and art in a wider sense are important educational components by virtue of expressive potential. Finally, the description of these experiences enables us to discuss the circus modality, difficulties faced by teachers during the implementation of this discipline.
Gender participation and preference: a multiple-case study on teaching circus at PE in Brazilians schools.

Marco Antonio Coelho Bortoleto, Teresa Barragán Ontañón, Leonora Tanasovici Cardani, Alisan Funk, Caroline Capellato Melo and Gilson Santos Rodrigues (in press)

- A **multiple-cases** study was conducted with **49 PE groups** (grade 1 to 12) in 2 public and 6 private Brazilian elementary schools (820 participants);
- Seventeen **semi-structured interviews** with PE teachers and school administrators;
- More than **130 hours** of in situ observations comprised the field study.
RESULTS

- Boys and girls showed high participation levels in both PE curricular and extracurricular circus activities;
- Better physical engagement with no gender preference towards activities by students in grades 1-5 was noted in both program;
- Gender preferences between activities were identified in grades 6-12: girls for aerials (trapeze, silks) and boys for juggling;
- PE teachers indicated a personal motivation that influenced their desire to integrate PE and Performing Arts into the school context;
- Public Schools does not have specific circus equipment and therefore depends on the creativity and effort of the teachers;
- Gender of circus teachers was balanced (7 men and 6 women)
- In general the teachers do not have adequate training for teaching the circus although the majority reported having attended courses and workshops due to personal interest.
Circus instruction engages children of all genders and is thereby an effective activity to counter low participation in PE for boys and, especially, girls. Although circus activities are not inherently gendered, student preferences were divided by gender and influenced by the background and preferences of the teachers, showing a similar trend as those observed in other traditional PE school activities and sports.
Well trained teachers are crucial to the quality of teaching and are more able to offer a diversity of pedagogical strategies to maintain participation and gender equality, as well as being familiar with a broader diversity of circus disciplines;

The development of adequate equipment seems to be an important factor to increase the quality of the circus teaching process.
Developing pedagogical technology (equipment) to optimize circus instruction on schools, social circus and recreational projects.

ROLA BOLA

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Helder Vilela - Aerial Straps

(EMOTIONS)

International Circus Seminar 2018

Circus FEF / UNICAMP- Brazil

https://www.youtube.com/watch?v=bxXX_54-pdk

THANK YOU!

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