Obutchénie
Revista de Didática e Psicologia Pedagógica

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

Circus activities in school by means of relational psychomotricity[1]

Atividades circenses na escola por meio da psicomotricidade relacional

Luís Fernando Lacerda Lence [2]
Bento Selau [3]

ABSTRACT
This study aimed at evaluating the use of relational psychomotricity in circus activities taught to first graders in Physical Education classes. The methodological procedure of this study was a pedagogical intervention research-type. Seventeen 6-7-year-olds (six girls and eleven boys) participated in the study. One of the boys was physically impaired since he had no left arm. Data collected by observation, filming and a focus group were subject to the Discursive Textual Analysis with the use of three software programs (WebQDA, Excel and image editing). Results show that relational psychomotricity supports the introduction and development of circus activities and collaborates on better pedagogical use of this teaching object in formal Education.

Keywords: Education; Physical Education; Circus Activities; Cultural-historical Psychology.

RESUMO
A pesquisa teve como objetivo avaliar a utilização da psicomotricidade relacional no ensino de atividades circenses a crianças do 1º ano do Ensino Fundamental em aulas de Educação Física escolar. Pesquisa que teve como procedimento metodológico a pesquisa intervenção, do tipo pedagógica. Participaram da investigação 17 crianças: seis meninas e onze meninos, com idades entre seis e sete anos. Dentre os meninos, havia uma criança com deficiência física, não possuía o braço esquerdo. Como procedimentos de coleta de dados, utilizaram-se a observação, a filmagem e o grupo focal. Os dados foram tratados por meio da análise textual discursiva, com auxílio de três softwares: o WebQDA, o Excel e programa de edição de imagem em computador. Os resultados apontam para o apoio da psicomotricidade relacional na introdução e no desenvolvimento das atividades circenses, colaborando para uma melhor sustentação pedagógica desse objeto de ensino na educação formal.

Palavras-chave: Educação; Educação Física; Atividades Circenses; Psicologia Histórico-Cultural.

[1] English version by Ligia Beskow de Freitas. E-mail: ligiabeskow@gmail.com.

[2] Master in Education. Administrative assistant in Education at the Federal University of Pampa (Unipampa). Orcid: https://orcid.org/0000-0002-7496-1731. E-mail: luislence@unipampa.edu.br.
[3] Professor at Federal University of Pampa (Unipampa) – Graduate Program in Education. CNPq Research Productivity Scholarship. Orcid: https://orcid.org/0000-0002-5792-0284. E-mail: bentoselau@unipampa.edu.br.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

1 Introduction

This study aimed at evaluating the use of relational psychomotricity in circus activities taught to first graders in Physical Education (PE) classes. In the area of PE taught in schools, circus activities aim at giving students the opportunity to get in touch with some elements of the circus language. This paper intends neither to discuss circus arts broadly and profoundly nor develop circus professionals in PE classes; priority lies in the field of basic practical experience and in the generic conceptual debate (ONTAÑÓN; DUPRAT; BORTOLETO, 2012). Academic production of contents related to the circus in schools not only reveals possibilities of much learning but also introduces body practices that take place among participants (ONTAÑÓN; BORTOLETO; SILVA, 2013). Its potential does not lie only in the functional evolution of the human body and procedural aspects, but also in the development of attitudinal (INVERNÓ, 2004), conceptual[4] (DUPRAT, 2007; ONTAÑÓN, 2012), aesthetic, creative and expressive aspects of motricity, thus, boosting body domain (BORTOLETO, 2006).

Work that involves circus activities has been fast and superficial in schools (BORTOLETO, 2011). It is fundamental to carry out studies that aim at providing the basis of teaching processes of circus activities in formal Education. According to Bortoleto (2006), Duprat (2007) and Ontañón (2012), pedagogical production has had scarce procedural and conceptual advances in content development. Other authors agree that the weak theoretical-practical framework leads to superficial approaches that collaborate neither on content development (ONTAÑÓN; BORTOLETO; SILVA, 2013; CARDANI *et al.*, 2017; RODRIGUES *et al.*, 2021) nor on students' development.

[4] According to Darido (2005), content development encompasses three dimensions: procedural, conceptual and attitudinal ones. The first is related to knowing how to do, such as actions resulting from the verbs try, re-create, participate, enjoy, throw and run. The second refers to several meanings a certain object of study has while the third refers to behavioral issues, such as sympathy, respect and politeness, in a certain body practice.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

Regarding relational psychomotricity, it has been inserted in the area of PE in schools since the first half of the 1990's (SELAU; FURINI, 2002), based on children's play activities (VIGOTSKI, 2008) as the ones that mediate the pedagogical process (HAMMES; ARMAS CARVALHO; SELAU, 2018). The theoretical basis of the practice is mostly L. S. Vigotski's Cultural-historical Psychology (2001, 2008), an approach that enables to study psyche in its system, as opposed to different psychological perspectives – based on the stimulus-response model – which have dominated since the first half of the 20th century (CORDEIRO; SELAU, 2023).

Relational psychomotricity has been described as a non-guided methodology addressed to children who are over one year old. Its objectives are to provide multiple and diverse body experiences, to boost symbolic living and to trigger children's verbal communication (NEGRINE, 2002). According to Bersch and Piske (2020), the practice differs from others due to mediation and organization of the space, material, objects and strategies that contribute to participants' behavioral and experiential evolution. Play has the main role and contributes to internal processes of superior thinking, as pointed out by Vigotski (2008):

> Play provides a background for changes in needs and in consciousness of a much wider nature. **Play is the source of development and creates the zone of proximal development (ZPD).** Action in the imaginative sphere, in an imaginary situation, the creation of voluntary intentions and the formation of real-life plans and volitional motives – all appear in play and make it the highest level of preschool development, the main wave that rises from the deepest but relatively calm waters (VIGOTSKI, 2008, p. 35, emphasis added).

The literature review which was conducted before the field study did not find any study that had specifically investigated relational psychomotricity to teach circus activities in school. Therefore, this fact shows the singular and innovative nature of this investigation. The next section deals with the method which led the study in the introduction and development of circus activities by means of relational psychomotricity.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

2 Methodological Procedures

This study used the approach called pedagogical intervention which aims at contributing to find solutions for practical issues; thus, detailed description of procedures is fundamental (DAMIANI *et al.*, 2013; SELAU; HAMMES; GRITTI, 2016). This type of study must account for two methodological components: the "method of intervention" and the "method of intervention evaluation". The applied method was found to be adequate to the object of study under investigation (LENCE; SELAU, 2023).

This study was carried out with first graders who attended classes in a city public school in Bagé, Rio Grande do Sul (RS) state, Brazil, in 2022. The group was composed of seventeen 6-7-year-old children (six girls and eleven boys). One of the boys was physically impaired (he had no left arm). Box 1 shows all participants and their attendance at the relational psychomotricity sessions, expressed as percentage.

Box 1 - Participants and their attendance at relational psychomotricity sessions

Girls ♀	Attendance	Boys ♂	Attendance
AC	43.75%	A	43.75%
K	43.75%	BR	62.50%
ML	87.50%	BS	81.25%
N	81.25%	C	87.50%
PA	56.25%	D	87.50%
S	68.75%	E	87.50%
Total: 6		I	68.75%
		JL	81.25%
		L	18.75%
		PO	81.25%
		T	43.75%
		Total: 11	

Source: authors' own elaboration

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

Taking into consideration that the researcher did not belong to the school staff, he followed the students' school routine for a week before the pedagogical intervention. Previous involvement with the children in school was based on Luria (1990) and aimed at reinforcing friendly relations and at ensuring their spontaneity in the experimental study. A diagnostic class and sixteen relational psychomotricity sessions were conducted. All sessions lasted sixty minutes, on average, and were held in an open space (six sessions) and in a classroom (ten sessions). They took place twice a week (on Tuesdays and Wednesdays), except in May, since there was only one session in a week and two sessions in another week. All requirements related to Ethics were met.

The method of intervention describes how all sixteen relational psychomotricity sessions[5] that comprised the study were organized and developed in the processes of teaching and learning. The pedagogical practice was aligned with Vigotski's assumptions (2001, 2008) in terms of the conception of the process of human development and of studies of children's play. The basic principle of relational psychomotricity, i. e., to make play activities[6] easier and ensure that children carry out different variations in their play development, was followed (NEGRINE, 1994a). Body exteriorization was ensured to collaborate on the construction of a diverse psychomotor vocabulary (FURINI, 2010) and symbolic movement (VIGOTSKI, 2001). Every session had three moments: the beginning ritual, the session itself and the end ritual.

In the beginning ritual, which was aligned with assumptions of relational psychomotricity, the researcher talked about free play with the children, showed them the material and objects, limited the space of the session and, together, they established rules of social coexistence. Besides, the researcher attempted to find out about every child's play by means of verbal communication. According to Furini (2010), the whole session development must be clear to the children, mainly its pedagogical strategies. This moment

[5] In the text, abbreviations are used for referring to some specific session, such as "S1" (first session), "S2" (second session) and "S7" (seventh session).
[6] Children's play activities are spontaneous actions that do not carry any value judgement in situations of permissiveness (NEGRINE, 2002, p. 107).

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

also involves circus concepts – either historicized or not – safety guidelines, procedural demonstrations and encouragement of circus play, according to Duprat (2007) and Ontañón (2012). The researcher used printed and illustrated material whose highlighted letters helped didactic explanations. The auxiliary material was used for introducing information on the beginning of the so-called "modern" circus in the mid-18th century (S1) (SILVA; ABREU, 2009; BRACHT, 2010). It aimed at approximating circus equestrian presentations to children's play. Illustrations were also used in S2, mainly images of the words "circus", "balance board", "tightrope" and "clown". In S5, an image of circus performers, which shows children involved in the circus arts, is part of the beginning ritual. In S7, the story entitled "*O circo chegou*!"[7] ("The circus has arrived!", in Brazilian Portuguese) was read to the children to help contextualize and socialize circus elements audiovisually.

In the second part of the routine, the space and circus objects and material were made available to the children, besides the researcher's availability and body implication. The pedagogical work aimed at helping play, exercises and social interaction. The researcher encouraged circus play, symbolic language (non-verbal), manipulation, balance skills, clown costumes and creativity. The pedagogical focus was to support both circus experiences and social interaction among children. Safety was managed throughout all activities. This study used three profiles of pedagogical intervention: functional, self-structuring and implementation activities (FURINI, 2010), which showed children's levels of autonomy while carrying out activities at relational psychomotricity sessions.

[7] Book classified into children's and youth literature, whose characters were inspired by circus performers. Script by Marco Antônio Coelho Bortoleto, story by Maria Glória Bedicks and illustrations by Léo Malachias. Available at: https://www.circonaescola.com.br/livro.php. Accessed on Nov 11th, 2023.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

Box 2 - Teacher/student interactivity and types of pedagogical activities

Teacher/student interactivity	**a) Funcional activity**	**b) Self-structuring activity**	**c) Implementation activity**
Educator's interventions while the task is carried out	The educator intervened to help and propose throughout the task.	The educator intervened to propose throughout the task.	The educator intervened to guide and supervise throughout the task.
Student's level of initiative in choosing the task and its content	Children have total initiative to choose the task, content and material with no limitations, except the ones imposed by the situation (space, time, school rules, objects).	Initiative to choose the task and its content based on some material or activity proposed by the educator.	Total lack of initiative in choosing the task which had already been established beforehand.

Source: part of Furini's table (2010)

High control was directed to children to keep them safe when they were involved in balance on objects. Juggling and clown activities enabled them to be freer.

The end ritual aimed mainly at making children talk about what they had done in the session and at clarifying any doubt. The researcher listened, talked and encouraged oral communication. The children reported their experiences while the researcher listened and asked which circus activities they had done and which they had liked most. They talked about experiences proposed by the content, such as social rules, adequacy of circus experiences, use of objects and materials and safety issues. In end rituals in S4, S7 and S16, activities were in the scope of graphic exteriorization by means of drawings and paintings.

The approach to circus activities aimed at the body culture of movement, taking into consideration procedural, attitudinal and conceptual aspects of the content. According to Bracht (2010), the body culture of movement means that the body is seen mainly as a cultural, symbolic construction. From this perspective, there is "culturalization" of PE contents in school. All body practices refer to a certain historical and cultural context. PE contents in school have started to involve knowing how to do and knowledge about the

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

activity, thus, approximating historicized circus meanings to children's current experiences. This contextualization means addressing procedural relations – knowing how to do, conceptual relations –, historically produced meanings and attitudinal relations – resulting learning, attitudes and values in certain body practices (DARIDO, 2005).

The theoretical framework of circus activities was based on studies which have discussed this content in schools since the beginning of the 2000's (BORTOLETO; MACHADO, 2003; BORTOLETO, 2003, 2006, 2008, 2011; INVERNÓ, 2004; DUPRAT, 2007; ONTAÑÓN, 2012). Several studies have collaborated on better pedagogical foundation of circus activities (DUPRAT; PÉREZ-GALLARDO, 2010; SERRA; BORTOLETO, 2011; ONTAÑÓN; BORTOLETO; SILVA, 2013; DUPRAT; ONTAÑÓN; BORTOLETO, 2017; CARDANI *et al.*, 2017; RODRIGUES *et al.*, 2021; MESSIAS; IMPOLCETTO, 2021).

As a pedagogical resource, the classification of circus activities proposed by Duprat and Pérez-Gallardo (2010) was adapted to this study. Box 3 shows the circus skills that were developed and evaluated by this study.

Box 3 - Classification of circus activities into didactic-pedagogical units

Didactic-pedagogical units	Thematic groups	Circus skills
Manipulations	Of objects	Juggling
Balance on objects	Balance of body in movement	Stilt walking
	Body balance on unstable surfaces	Balance board Tightrope
Staging	Body expression	Clown

Source: adapted from Duprat and Pérez-Gallardo (2010)

The main material and objects were juggling balls with different colors and characteristics, swing pois[8], tulle scarves, wooden sticks, pool noodles[9], conventional

[8] Swing poi are spinning juggling tools. Available at: https://pt.wikipedia.org/wiki/Swing_poi. Accessed on Sep 29th, 2023.
[9] Also known as waterlogs.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

ropes, little wooden horses, pairs of "tin feet", balance boards, hats, hairbands with ornaments, marabou necklaces, clown wigs, capes, little ties and a mirror. Some material and devices were made and others were bought in local stores.

Sessions were held in the classroom and in an open space, which was the yard located in front of the school. According to Cardani *et al.* (2017), circus activities may be developed in several open and closed places; the most important issue is to adapt circus skills to pedagogical objectives of interest. Negrine (2002) theorized clown skills, which were introduced in S1, S3, S4, S6, S7, S9, S11, S13, S14, S15 and S16 with the use of costumes. Another space of relational psychomotricity was the one of construction, which was explored in S3, S6 and S9. Finally, music was used in S1, S2, S7 and S15.

Teaching processes of circus activities were part of the whole proposal. It means that pedagogical intentions were found at the beginning, development and end of relational psychomotricity sessions. Box 3 shows circus skills developed in every session.

Box 4 - Circus skills developed in the sessions

Juggling	8 sessions	S1, S2, S5, S7, S12, S14, S15, S16
Stilt walking	1 session	S3, S4, S5, S7, S8, S10, S12, S13, S14, S15, S16
Balance board	9 sessions	S2, S5, S6, S8, S10, S11, S13, S15, S16
Clown	11 sessions	S1, S3, S4, S6, S7, S9, S11, S13, S14, S15, S16
Tightrope	2 sessions	S2, S8

Source: authors' own elaboration

The method of intervention evaluation comprised participant observation from an outsider's perspective, the focus group, video recording and images selected from the videos. According to Alonso (2016), participant observation is characterized as systematic monitoring of all activities carried out by the group under study. The researcher is immersed into participants' routine as a member

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

of the group. The advantage of applying participant observation from an outsider's perspective is the credibility and the relationship of trust established between the researcher and the participants. However, subjectivity may become the weakness of this method (ALONSO, 2016). Observation was used in the whole structure of sessions (routine).

Loizos (2002) gives three reasons to use photography (image) and video (image in motion): to show temporal actions and real, concrete, material events; to provide visual information that may be kept for further inquiry; and to keep up with the means of communication that increasingly influence the contemporaneous world and whose results depend on visual elements. However, the use of these data collection tools is restricted. According to Loizos (2002), they may be manipulated and are mere representations or fragments of higher complexity of past actions. Since they were used for supporting observation, their use was found to be appropriate to this study.

Structured observation of social interaction was based on Negrine (2002). Seven questions composed the previously organized plan for observing every child: interaction with other children? interaction among gender? always the same interactions? was there imitative activity? does s/he share material and objects? is there aggressive behavior? does s/he isolate from the others?

Another tool was the focus group, a technique of qualitative research that aims at understanding people's conceptions and perceptions of a certain theme (ALMEIDA, 2016). The focus group was used either in the beginning ritual or in the end ritual. The following question was asked the children: "do you like to play circus?". Carvalho (2016) evaluated his observation sessions and his focus group and found them useful to his study of relational psychomotricity, even though they were insufficient at certain moments since "when intervening with a small group, the teacher ends up missing the general view of the group" (CARVALHO, 2016, p. 48). Therefore, video recording and images were used for helping to analyze empirical data.

The Discursive Textual Analysis (DTA) (MORAES, 2003) and both software programs WebQDA (ANDRADE; LINHARES; COSTA, 2021) and Excel were used for data treatment. The next section describes and discusses the main findings of this study.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

3 Results and Discussion

Circus learning was organized and managed with the use of school spaces and furniture. Physical spaces were divided and controlled with chairs and tables to develop balance skills. This model of didactic organization collaborated on the introduction and advance in learning related to stilt walking and balance boards (OBSERVATIONS 3, 4, 8). During the talk in the beginning ritual, chairs enabled the children and the researcher to feel more comfortable (OBSERVATION 8). Outdoors, exercise mats were organized to avoid obstructing children's free movement (OBSERVATION 5). Some pedagogical possibilities of using school furniture – which had not been reported by Negrine (1994a, 1994b, 1995, 2002) – were confirmed by this study, a fact that represents advances in the practice of relational psychomotricity. Even though there are studies in the literature that investigate didactic organization based on spaces that are available in schools (SITTA; MELLO, 2013; SIMIANO, 2017; COCITO; MARIN, 2018; MARQUES; CARNEIRO, 2022), most focus on preschool rather than on early years in Elementary School.

The didactic organization also concentrated on specific restrictions and authorizations of the school. Music was not used in the classroom to avoid disturbing other classes (OBSERVATION 4). It was used in S1, S2, S7 and S15 outdoors and was well evaluated by this study since it enabled cultural approximation to the circus (OBSERVATIONS 2 and 15). These results corroborated the ones found by Lobo (2002) and Messias and Impolcetto (2021): the use of music supports the theme and triggers children's participation in circus activities. In the classroom, swing pois, wooden sticks and balls were not used due to little space and certain risks, such as the possibility of breaking windowpanes. In this space, tulle scarves and marabou necklaces were more appropriate (OBSERVATION 16).

The types of pedagogical activities – based on Furini (2010) – collaborated on the introduction of circus activities, mainly the ones whose risks were higher and required more control related to safety (OBSERVATION 4). The use of non-structured objects and material, the ones that do not refer to use by any gender

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

due to their physical and cultural characteristics, collaborated on diversification of play: "Children did not label any costume as belonging to a certain gender" (OBSERVATION 14). Regarding costumes, children did not avoid using any object or material because it was "a girl's one" or "a boy's one". When they played in a group, no child was excluded because of the material s/he used. Thinking about the non-structured pedagogical material led to quality in diversification of motor actions and interaction among children (OBSERVATION 15). Carvalho (2016, p. 70) states that "the material should be non-structured to avoid not only encouraging gender segregation but also posing a risk for children's creativity".

According to Yonamine and Rossi (2021), material and objects used in circus activities must be adapted to impaired children. The adaptation that included T was valid and sufficient (OBSERVATION 5) since he was able to experience stilt walking with the other children (OBSERVATIONS 5, 10 and 12). The adaptation consisted in fixing a "tin foot" to his left foot, which enabled him to walk but required no help of his left arm to hold the string. The other circus activities did not need to be adapted to the physically impaired student.

Figure 1 - Adapted "tin feet"

Source: S3

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

Both "tin feet" were made of two plastic bowls and strings fixed to two side holes. The material was fragile (OBSERVATIONS 3, 4 and 5); JL broke one of the bowls when he marched in the classroom (OBSERVATION 4). Children should not wear sandals when marching because of the risk of foot injuries. This precaution is enough in case the material breaks. Another material under investigation was the pool noodle which was used as the tightrope. Loss of balance occurs at this age, a fact that increases the risk of injuries (OBSERVATION 2). Therefore, the researcher decided not to use a pool noodle as the tightrope and chose a conventional rope which was considered a better way to start the tightrope activity (OBSERVATION 8). Tengan and Bortoleto (2021) used pool noodles as tightropes in preschool but did not report their evaluation of this material, mainly regarding safety. Historically, risk is an intrinsic element to circus arts and to any physical activity carried out in schools. However, risk must be controlled in schools to enable pedagogical success. Cardani *et al.* (2017) highlights the importance of hazard control in circus experiences conducted in schools. In this study, some aspects influenced participants' safety and learning progress. Balance boards were found to move slowly on the lawn since the roller gets more resistance while, on concrete and parquet floors (hard and flat), they are faster, thus, difficulty in body control increases (OBSERVATION 15). However, this physical characteristic enabled better stilt walking than on the lawn (OBSERVATION 5). Analyses of types of floor helped the researcher's didactic organization and enabled children to be safer (OBSERVATION 8).

In the literature, studies have shown the importance of organizing some help and precautionary measures in the use of balance boards (BORTOLETO, 2004; DUPRAT; ONTAÑÓN; BORTOLETO, 2017). Ontañón *et al.* (2019, p. 7) stated: "we suggest that several pedagogical strategies should be used for ensuring practitioners' safety and reinforcing the importance of the use of different forms of help". At the beginning of the sessions, rollers with a small diameter, little wood slats to constrain the board and a horizontally-hung rope were used. These factors supported children's balance, mainly their initial trust in circus experience (DIAGNOSIS, OBSERVATIONS 1 and 2). After some sessions, children showed

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

progress in balance and required less help (OBSERVATIONS 5 and 6). It enabled didactic advance in difficulty posed by circus experiences.

Both the beginning and end rituals supported the researcher's guidelines, demonstrations and provocations when teaching circus activities at relational psychomotricity sessions (OBSERVATIONS 2, 3 and 4). These moments were important to talk and listen to the children: "to listen, in this sense, means a subject's permanent availability to be open to listen to others, to their gestures, to their differences" (FREIRE, 1996, p. 119). Teaching, supported by the routine of relational psychomotricity, privileged children's previous knowledge so that they became able to work on scientific concepts of the theme (OBSERVATIONS 5, 6, 7 and 8; BRASIL, 2018; CORSI; DE MARCO; ONTAÑÓN, 2018; VIGOSTSKI, 2001).

Talk between the children and the researcher enabled them to share experiences in the circus context: "some children went to the circus that was in town and started to socialize their experiences and what they had seen in the show" (OBSERVATION 5). BS said he had seen jugglers in the circus, as in the story that was told to them: "I saw one of them, they threw very far" (OBSERVATION 7). It is important evidence of the participation of the circus in the community and the region and points out that the approach to the theme agrees with guidelines issued by the National Common Curriculum Bases for the first and second grades in Elementary School (BRASIL, 2018). The proposal of teaching processes based on the body culture of movement also aimed at this intertwinement and enabled children to understand the introduction of circus significations.

Comprehension of circus concepts was reinforced by children's verbalization of what they would use in the session. They named circus objects, such as balance boards, stilts, "that one", pointing to juggling objects (OBSERVATIONS 1 and 5). In the following sessions, verbalization became more descriptive and inclusive regarding both circus and non-circus activities (OBSERVATIONS 6, 8 and 9). There was progress in communication, except in the case of children who attended few sessions, such as A (43.75% of attendance). It showed that the more attendance to sessions, the more progress in learning in terms of communicative, procedural and conceptual aspects (OBSERVATIONS 8 and 11). It disagrees with the idea of

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

consent and normalization of students' little attendance in early years in Elementary School. Some parents and/or guardians have often said that there is no problem if their children miss some classes in early years in Elementary School but they do not evaluate the negative impact it causes on children's learning.

The children were told about social rules at the beginning of the intervention. It was important to agree and comply with what had been established to show good references and stick to the agreement in the sessions, as recommended by Selau, Furini and Pinheiro (2010). The children followed the rules established by the researcher and created their own ones to be observed in the sessions (OBSERVATIONS 7, 9, 13 and 14). Children's participation helped to make them take on responsibility and protagonism in activity organization, which was also reported by Yonamine and Rossi (2021), thus, improving coexistence among participants.

The beginning ritual provoked children to play circus by using symbolic speech (VIGOTSKI, 2008): they could be "giants" when using "tin feet" (OBSERVATION 3). The space became a "circus stage" and encouraged to play circus (OBSERVATION 15). Images printed on paper and their respective names helped to illustrate the tightrope, balance boards and juggling objects (OBSERVATION 2). The pedagogical material was found to be valid to help conceptual aspects of the content and to encourage play. The children showed that they liked circus skills (FOCUS GROUPS 2, 5, 3, 6, 8 and 11). The fact that activities were attractive to the participants corroborates findings reported by Ontañón, Bortoleto and Silva (2013) and Zanotto and Souza Júnior (2016).

Even though it is hard to observe symbology – imagination and representation (DIAGNOSIS and OBSERVATION 1) –, there was increase in its occurrence throughout the sessions (OBSERVATIONS 6 and 16). Regarding clown skills, circus meanings were clear: "BR says that he is the customer-clown, puts several colorful hairbands on his head and his face" (OBSERVATION 4). D played with marabou necklaces and moved while he manipulated them and tried to sing (OBSERVATION 11). Play was diversified since it was not restricted to the circus theme: in the space of construction, C

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

said that his object was a robot (OBSERVATION 3). E said that his object was a sword (OBSERVATION 5). Play triggers mechanisms that are important to enrich children's psychomotor capacities because it puts them in the ZPD: "N climbed up a chair, manipulated his necklace and jumped, spun in circles and landed on the ground, as if he were dancing" (OBSERVATION 16). In play, children's processes of superior thinking, new body movements and social interaction rich in learning experiences were observed (VIGOTSKI, 2008). Children's symbolism was also observed in some end rituals when they were asked to draw their favorite circus activity and talk about their drawings. JL said: "I made a monster stilt" (OBSERVATION 4). BR showed his drawing: "that's me wearing a hairband" – the costume he had chosen for the session – and explained that the lights were part of his presentation. PO drew "Ben 10". The researcher noticed that he had drawn a sad face and asked: "is he happy or sad?". PO answered that he was sad because he could not remove his watch from his wrist. Drawings enabled children to exteriorize feelings, emotions, meanings and experiences, based on theoretical assumptions of the methodology. One of the aspects that determine the objectives of relational psychomotricity was reached: the fact that children should play by symbolizing; according to Vigotski (2008), when there are psychic movements of imaginary or representational situations in play.

Graphic elements used in rituals of relational psychomotricity also enable an interdisciplinary approach. Ost, Vianna and Pereira (2020, p. 3) showed possibilities of making Arts and PE work together in schools when circus activities are addressed: "the possibility of a smooth way to interdisciplinarity is clear since both intertwine naturally". Corsi, De Marco and Ontañón (2018) also addressed interdisciplinary pedagogical work in preschool to avoid content fragmentation. Therefore, circus activities, by means of relational psychomotricity, have the potential to break disciplinarization in schools. Addressing this content may potentialize the organization of teaching and learning processes and enable them to be more flexible.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

4 Final Remarks

This study showed the use of relational psychomotricity to introduce and develop circus activities in schools. The didactic structure of relational psychomotricity, based on its theoretical framework, provided conditions to make children learn body practices related to circus and others. Circus activities aligned with the objectives of relational psychomotricity while the latter contributed to teaching and learning processes of the former.

Pedagogical intentions were well developed with the use of relational psychomotricity in PE classes taught to first graders in Elementary School. The object of teaching was introduced when spaces and furniture were organized in the specific school context. Circus skills were developed safely by intertwining theory and practice in experiences which were rich in learning.

Knowledge was mediated by words throughout beginning and end rituals, mainly by acknowledging what children wanted to say. At the sessions, children were able to experience circus body practices by means of play, which led to progress in exteriorization, autonomy and protagonism. It should be highlighted that the methodological structure was flexible to enable the researcher to adjust it based on his reflections.

This study aimed at showing the possibility of addressing the content in a cognoscitive structure, as an axis, connected to different information which converges at a theme. The rituals of relational psychomotricity backed creative, democratic and contemporaneous teaching of PE, mainly when words were used as guiding signs throughout learning processes (ÁVILA; SELAU; RODRIGUES, 2022). Sessions were spaces in which children played circus and progressed in procedural, attitudinal and conceptual aspects of the content.

This study highlights the possibility of applying relational psychomotricity as a methodological strategy to introduce and develop circus activities in schools. It is a viable alternative to pedagogically support this teaching object in PE classes in schools.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

Actividades circenses en la escuela por medio de la psicomotricidad relacional

RESUMEN
La investigación tuvo como objetivo evaluar la utilización de psicomotricidad relacional en la nseñanza de actividades circenses a niños del primer año de enseñanza fundamental en las clases de educación física escolar. La investigación tuvo como procedimiento metodológico a investigación-intervención, del tipo pedagógico. Participaron de la investigación 17 niños, seis niñas y once niños, con edades entre seis y siete años. Entre los chicos, uno de ellos poseía discapacidad física, no poseía el brazo izquierdo. Como procedimientos de recolección de datos, se utilizaron la observación, la filmación y el grupo focal. Los datos fueron tratados pormedio del análisis textual discursivo, con ayuda de tres softwares: el WebQDA, el Excel y el programa de edición de imágenes en computadora. Los resultados apuntan para el apoyo de la psicomotricidad relacional en la introducción y en el desarrollo de las actividades circenses, colaborando para una mejor sustentación pedagógica de ese objeto de enseñanza en la educación formal.

Palabras clave: Educación; Educación Física; Actividades Circenses; Psicología Histórico-Cultural.

5 References

ALMEIDA, R. de. Roteiro para o emprego de grupos focais. in: ABDAL, A. *et al.* (org.). *Métodos de pesquisa em Ciências Sociais*: Bloco Qualitativo. Sesc São Paulo/CEBRAP: São Paulo, 2016, p. 42-59.

ALONSO, A. Métodos qualitativos de pesquisa: uma introdução. in: ABDAL, A. *et al.* (org.). *Métodos de pesquisa em Ciências Sociais*: Bloco Qualitativo. Sesc São Paulo/CEBRAP: São Paulo, 2016, p. 8-23.

ANDRADE, L. R. dos S.; LINHARES, R. N. COSTA, A. P. Estratégias para o uso de representações visuais na análise de dados qualitativos em QDAS. *Revista Práxis Educacional*, v. 17, n. 48, p. 255-276, Oct/Nov 2021. Available at: https://periodicos2.uesb.br/index.php/praxis/article/view/8807. Accessed on Nov 13th, 2022. DOI: https://doi.org/10.22481/praxisedu.v17i48.8807.

ÁVILA, M. de; SELAU, B.; RODRIGUES, J. L. dos S. Análise de uma estratégia didática baseada na proposição de mediação em aulas de Biologia. *Obutchénie. Revista de Didática e Psicologia Pedagógica*, [S. l.], v. 6, n. 2, p. 559–583, 2022. Available at: https://seer.ufu.br/index.php/Obutchenie/article/view/65930. Accessed on Nov 30th, 2022. DOI: https://doi.org/10.14393/OBv6n2.a2022-65930.

BERSCH, A. A. S; PISKE, E. L. Psicomotricidade relacional: estratégia de intervenção pedagógica na educação. *Itinerarius Reflectionis*, [S. l.], v. 16, n. 3, p. 01–18, Apr 2020. Available at: https://www.revistas.ufg.br/rir/article/view/60420. Accessed on: Feb 8th, 2022. DOI: https://doi.org/10.5216/rir.v16i3.60420.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

BORTOLETO, M. A. C. Atividades circenses: notas sobre a pedagogia da educação corporal e estética. *Cadernos de Formação RBCE*, v. 2, n. 2, p. 43-55, Jul 2011. Available at: http://revista.cbce.org.br/index.php/cadernos/article/view/1256. Accessed on: Nov 11th, 2021.

BORTOLETO, M. A. C. Rola-bola: iniciação. *Movimento & Percepção*, Espírito Santo de Pinhal, SP, v.4, n.4/5, Jan/Dec 2004. Available at: https://www.researchgate.net/publication/26423831_Rola-bola_iniciacao. Accessed on: Oct 10th, 2023.

BORTOLETO, M. A. C. (org.). *Introdução à pedagogia das atividades circenses*. Jundiaí, SP: Fontoura, 2008. 172 p.

BORTOLETO, M. A. C. Circo y educación física: los juegos circenses como recurso pedagógico. *Revista Stadium*: Buenos Aires, n. 195, 2006. Available at: http://diverrisa.es/web/uploads/documentos/EXPRESION%20CORPORAL/Juegos_Circenses.pdf . Accessed on: Nov 1st, 2021.

BORTOLETO, M. A. C. A perna de pau circense – o mundo sob outra perspectiva. *Motriz*, v.9, n.3, p. 125-133, Set/Dec 2003. Available at: http://www.rc.unesp.br/ib/efisica/motriz/09n3/07Bortoleto.pdf. Accessed on: Nov 1st, 2021.

BORTOLETO, M. A. C.; MACHADO, G. A. Reflexões sobre o Circo e a Educação Física. *Corpoconsciência*, v. 7, n. 2, p. 39-70, 2003. Available at: https://periodicoscientificos.ufmt.br/ojs/index.php/corpoconsciencia/article/view/3923. Accessed on: Oct 19th, 2021.

BRACHT, V. Educação Física no ensino Fundamental. In: SEMINÁRIO NACIONAL: CURRÍCULO EM MOVIMENTO – Perspectivas atuais. n. 1., 2010, Belo Horizonte. *Anais* [...]. p. 1-14, Nov 2010.

BRASIL. Resolução nº 4, de 17 de dezembro de 2018. Institui a Base Nacional Comum Curricular na Etapa do Ensino Médio, completando o conjunto constituído pela BNCC da Educação Infantil e do Ensino Fundamental. *Diário Oficial da República Federativa do Brasil*, Brasília, DF, ed. 242, p. 120, Dec 2018. section 1.

CARDANI, L. T. *et al.* Atividades circenses na escola: a prática dos professores da rede municipal de Campinas-SP. *Revista Brasileira de Ciência & Movimento*, v. 25, n. 4, p. 128-140, 2017. Available at: https://portalrevistas.ucb.br/index.php/RBCM/article/view/7723. Accessed on: Nov 2nd, 2021. DOI: http://dx.doi.org/10.31501/rbcm.v25i4.7723.

CARVALHO, L. *A gestão das práticas nas aulas de Educação Física pelo professor de referência: psicomotricidade relacional, imitação e interações entre meninos e meninas*. 79 p. 2016. Master's thesis (Professional Master's Program in Education) - Universidade Federal do Pampa, Campus Jaguarão, Jaguarão, 2016. Available at: https://repositorio.unipampa.edu.br/jspui/handle/riu/1461. Accessed on: Nov 24th, 2021.

COCITO, R. P.; MARIN, F. A. D. G. A organização dos espaços para bebês e crianças pequenas nos documentos oficiais da educação infantil. *Nuances: Estudos sobre Educação*, Presidente Prudente, v. 28, n. 3, 2018. Available at: https://revista.fct.unesp.br/index.php/Nuances/article/view/5153. Accessed on: Nov 29th, 2022. DOI: https://doi.org/10.14572/nuances.v28i3.5153.

CORDEIRO, A. F. M.; SELAU, B. Cultural-neuropsychological Theory of Language Functioning. *Revista Educação*, Porto Alegre, v. 46, p. e42376-e42386, 2023. Available at: https://revistaseletronicas.pucrs.br/index.php/faced/article/view/42376 . Accessed on: Oct 9th, 2023. DOI: https://doi.org/10.15448/1981-2582.2023.1.42376.

CORSI, L. M.; DE MARCO, A.; ONTAÑÓN, T. Educação física na educação infantil: proposta interdisciplinar de atividades circenses. *Pensar a Prática*, v. 21, n. 4, Dec 2018. Available at: https://www.revistas.ufg.br/fef/article/view/51387. Accessed on: Nov 6th, 2021. DOI: https://doi.org/10.5216/rpp.v21i4.51387.

DAMIANI, M. F.; ROCHEFORT, R. S.; CASTRO, R. F. de; DARIZ, M. R.; PINHEIRO, S. S. Discutindo pesquisa do tipo intervenção pedagógica. *Cadernos de Educação* | FaE/PPGE/UFPel: Pelotas, p. 57-67, Jul/Aug 2013. Available at: https://periodicos.ufpel.edu.br/ojs2/index.php/caduc/article/view/3822. Accessed on: Nov 24th, 2021.

DARIDO, S. C. Os conteúdos da Educação Física escolar. *Educação Física na escola*: implicações para a prática pedagógica. p. 64-79, 2005. Available at: https://scholar.google.com.br/citations?view_op=view. Accessed on: Dec 12th, 2021.

DUPRAT, R. M. *Atividades circenses*: possibilidades e perspectivas para a educação física escolar. 2007. 122 p. Master's thesis - Universidade Estadual de Campinas, Faculdade de Educação Física, São Paulo, Campinas, 2007. Available at: http://www.repositorio.unicamp.br/handle/REPOSIP/274902. Accessed on: Oct 19th, 2021.

DUPRAT, R. M.; ONTAÑÓN, T. B.; BORTOLETO, M. A. C. Atividades circenses. In: JAIME GONZÁLEZ, F.; DARIDO, C. S.; OLIVEIRA, A. A. B. de (org.). *Ginástica, Dança e Atividades Circenses*. Maringá: Eduem, v. 3, 2nd ed., 2017. p. 167-230. Available at: https://lume.ufrgs.br/handle/10183/170987. Accessed on: Nov 5th, 2021.

DUPRAT, R. M.; PÉREZ-GALLARDO, J. S. *Artes circenses no âmbito escolar*. Ijuí: Unijuí, 2010. 184 p.

FREIRE, P. *Pedagogia da autonomia*: saberes necessários à prática educativa. 35th ed. São Paulo: Paz e Terra, 1996. 148 p.

FURINI, A. B. Metodologia da psicomotricidade relacional. In: FURINI, A. B. SELAU, B. (Org.). *Psicomotricidade relacional e inclusão na escola*. Lajeado, RS: Univates, 2010. p. 27-49.

HAMMES, L. J.; ARMAS CARVALHO, L. T.; SELAU, B. Analysis of Physical Education Classes in a Brazilian Public School. *Advances in Social Sciences Research Journal*, [S. l.], v. 5, n. 10, 2018. Available at: https://journals.scholarpublishing.org/index.php/ASSRJ/article/view/5342. Accessed on: Oct 10th, 2023. DOI: https://doi.org/10.14738/assrj.510.5342.

INVERNÓ, J. C. El circo en la escuela. *Revista Tándem, Barcelona*, n. 16, p. 71-83, Jul 2004. Available at: https://www.researchgate.net/publication/39211974_El_circo_en_la_escuela. Accessed on: Nov 3rd, 2021.

LENCE, L. F. L.; SELAU, B. Atividades circenses como objeto de ensino da Educação Física Escolar. *Movimento*, [S. l.], v. 29, p. e29019, 2023. Available at: https://seer.ufrgs.br/index.php/Movimento/article/view/123072. Accessed on: Aug 15th, 2023. DOI: https://doi.org/10.15448/1981-2582.2023.1.42376.

LOBO, A. S. Psicomotricidade Relacional no meio aquático. In: NEGRINE, A. *O corpo na Educação Infantil*. Caxias do Sul, RS: EDUCS, 2002. p. 199-226

LOIZOS, P. Vídeo, Filme e Fotografias como documentos de pesquisa. In: BAUER, M. W.; GASKELL, G. (editors); GUARESCH, P. A. (translation). *Pesquisa qualitativa com texto*: imagem e som: um manual. Petrópolis, RJ: Vozes, 2002, p. 137-155.

LURIA, A. R. *Desenvolvimento cognitivo*: seus fundamentos culturais e sociais. Trad. GURGUEIRA, F. L. São Paulo: Ícone, 1990. 238 p.

MARQUES, C. M.; CARNEIRO, L. C. A organização de espaços de brincadeiras no maternal II: uma experiência com caixas temáticas. *Olhar de Professor*, [S. l.], v. 25, p. 1–17, 2022. Available at: https://revistas.uepg.br/index.php/olhardeprofessor/article/view/17159. Accessed on: Nov 29th, 2022. DOI: https://orcid.org/0000-0002-2137-4760.

MESSIAS, A. M.; IMPOLCETTO, F. M. Atividades circenses na educação física: possibilidades e limites para a educação infantil. *Motricidades*: Revista da Sociedade de Pesquisa Qualitativa em Motricidade Humana, v. 5, n. 1, p. 96–105, 2021. Available at: https://www.motricidades.org/journal/index.php/journal/article/view/2594-6463-2021-v5-n1-secesp-p96-105. Accessed on: Nov 6th, 2021. DOI: https://doi.org/10.29181/2594-6463-2021-v5-n1-secesp-p96-105.

MORAES, R. Uma tempestade de luz: a compreensão possibilitada pela análise textual discursiva. *Ciência e educação*: Bauru, v. 9, n. 2, p. 191-211, 2003. Available at: https://www.scielo.br/j/ciedu/a/SJKF5m97DHykhL5pM5tXzdj/?format=pdf&lang=pt. Accessed on: Feb 4th, 2022.

NEGRINE, A. *Corpo na Educação Infantil*. Caxias do Sul, RS: EDUCS, 2002. 234 p.

NEGRINE, A. *Aprendizagem & desenvolvimento infantil* - Psicomotricidade: alternativas pedagógicas. v. 3, Porto Alegre: PRODIL, 1995. 171 p.

NEGRINE, A. *Aprendizagem & desenvolvimento infantil* - Perspectivas Psicopedagógicas. v. 2, Porto Alegre: PRODIL, 1994 b. 109 p.

NEGRINE, A. *Aprendizagem & desenvolvimento infantil* - Simbolismo e jogo. v. 1, Porto Alegre: PRODIL, 1994 a. 124 p.

ONTAÑÓN, T. B. *Atividades circenses na educação física escolar:* equilíbrios e desequilíbrios pedagógicos. 2012. 142 p. Master's thesis - Universidade Estadual de Campinas, Faculdade de Educação Física, São Paulo, Campinas, 2012. Available at: http://acervus.unicamp.br/index.asp?codigo_sophia=864390. Accessed on: Nov 9th, 2021.

ONTAÑÓN, T. B.; BORTOLETO, M. A.; SILVA, E. Educación corporal y estética: las actividades circenses como contenido de la educación física. *Revista Iberoamericana de Educación*, v. 62, n. 62, p. 233-243, May 2013. Available at: https://rieoei.org/RIE/article/view/592. Accessed on: Nov 1st, 2021. DOI: https://doi.org/10.35362/rie620592.

ONTAÑÓN, T. B.; DUPRAT, R.; BORTOLETO, M. A. Educação Física e atividades circenses: "o estado da arte". *Movimento* (Porto Alegre), v. 18, n. 2, p. 149-168, Apr 2012. Available at: https://seer.ufrgs.br/Movimento/article/view/22960. Accessed on: Nov 2nd, 2021. DOI: https://doi.org/10.22456/1982-8918.22960.

ONTAÑÓN, T. B.; LOPES, D. de C.; RODRIGUES, G. S.; CARDANI, L. T.; BORTOLETO, M. A. C. Corpo e arte: uma proposta pedagógica na Educação Física a partir da bola de equilíbrio circense. *Educacion fisica y ciencia*: Buenos Aires: Universidad Nacional de La Plata, 2019. v. 21, n. 2 Apr/Jun 2019. Available at: http://acervus.unicamp.br/index.asp?codigo_sophia=1192250. Accessed on: Oct 31st, 2021.

OST, M. A.; VIANNA, M; PEREIRA, G. S. A arte circense e seu diálogo com a educação física: uma experiência no instituto federal de educação, ciência e tecnologia do rio grande do sul. *HOLOS*, [S. l.], v. 6, p. 1–13, 2020. Available at: https://www2.ifrn.edu.br/ojs/index.php/HOLOS/article/view/9883. Accessed on: Dec 15th, 2022. DOI: https://doi.org/10.15628/holos.2020.9883.

RODRIGUES, G. S.; MELO, C. C.; MAZZEU, T. R.; BORTOLETO, M. A. C. Atividades circenses na Educação Física escolar: análise sistemática da produção bibliográfica (2016-2020). *Caderno de Educação Física e Esporte*, v. 19, n. 3, p. 167–173, Nov 2021. Available at: https://e-revista.unioeste.br/index.php/cadernoedfisica/article/view/27491. Accessed on: Dec 27th, 2021. DOI: https://doi.org/10.36453/cefe.2021.n3.27491.

SELAU, B.; FURINI, A. B. Evolução histórica da psicomotricidade: da perspectiva funcional à pedagogia relacional. *La Salle*, Canoas, v. 7, n.2, p. 47-55, 2002.

SELAU, B; FURINI, A. B.; PINHEIRO, S. S. A resolução de conflitos na escola sob a perspectiva da psicomotricidade relacional. In: FURINI, A. B.; SELAU, B. (Org.). *Psicomotricidade relacional e inclusão na escola*. Lajeado, RS: Univates, 1st ed., 2010. p. 119-135.

SELAU, B.; HAMMES, L.; GRITTI, S. O mestrado profissional em Educação e a repercussão dos relatórios crítico-reflexivos à luz de Paulo Freire. *Revista FAEEBA*, v. 25, p. 137-151, 2016. Available at: https://www.revistas.uneb.br/index.php/faeeba/article/view/4576. Accessed on: Oct 10th, 2023. DOI: https://doi.org/10.21879/faeeba2358-0194.2016.v25.n47.p137-151.

SERRA, M. M.; BORTOLETO, M. A. C. La lógica interna y los dominios de acción motriz de las situaciones motrices de expresión (SME). *Emancipação*, v. 11, n. 1, Dec 2011. Available at: https://revistas.uepg.br/index.php/emancipacao/article/view/2463. Accessed on: Nov 10th, 2021.

SILVA, E.; ABREU, L. A. de. *Respeitável público… o circo em cena*. Rio de Janeiro: Funarte, 2009. 262 p.

SIMIANO, L. P. A organização dos espaços como elemento curricular na creche: formas silenciosas de educar e cuidar. *Nuances*: Estudos sobre Educação, Presidente Prudente, v. 27, n. 3, p. 43–57, 2017. Available at: https://revista.fct.unesp.br/index.php/Nuances/article/view/4578. Accessed on: Nov 29th, 2022. DOI: https://doi.org/10.14572/nuances.v27i3.4578.

SITTA, K. F.; MELLO, M. A. Possibilidades de mediação dos espaços nas brincadeiras e aprendizagens das crianças na Educação Infantil. *Educação*: Teoria e Prática, v. 23, n. 43, p. 108-127, 29 Jul 2013. Available at: https://www.periodicos.rc.biblioteca.unesp.br/index.php/educacao/article/view/6312. Accessed on: Nov 29th, 2022. DOI: https://doi.org/10.18675/1981-8106.vol23.n43.p108-127.

DOI: https://doi.org/10.14393/OBv7n3.a2023-72090

TENGAN, E. Y. M.; BORTOLETO, M. A. C. Vamos brincar de circo: corpo "em arte" na Educação Infantil. *Práticas Educativas, Memórias e Oralidades* - Rev. Pemo, v. 3, n. 2, 2021. Available at: https://revistas.uece.br/index.php/revpemo/article/view/4656. Accessed on: Nov 1st, 2021. DOI: https://doi.org/10.47149/pemo.v3i2.4656.

VIGOTSKI, Lev Semenovich. *Imaginação e criatividade na infância*. Trad. FRÓIS, João Pedro. Portugal, Lisboa: Dinalivro, 2012.

VIGOTSKI, L. S. A brincadeira e o seu papel no desenvolvimento psíquico da criança. *Revista Virtual de Gestão de Iniciativas Sociais*, n. 8, p. 23-36, Jun 2008. ISSN: 1808-6535. Available at: https://atividart.files.wordpress.com/2016/05/a-brincadeira-e-seu-papel-no-desenvolvimento-psiquico-da-crianc3a7a.pdf. Accessed on: Mar 15th, 2022.

VIGOTSKI, L. S. *A construção do pensamento e da linguagem*. São Paulo: Martins Fontes, 2001. 521 p.

YONAMINE, M. H.; ROSSI, F. Experimentando as atividades circenses e ressignificando as relações sociais na escola. *Motrivivência*, Florianópolis, v. 33, n. 64, p. 01-24, 2021. Available at: https://periodicos.ufsc.br/index.php/motrivivencia/article/view/77923. Accessed on: Dec 11th, 2022. DOI: https://doi.org/10.5007/2175-8042.2021e77923.

ZANOTTO, L.; SOUZA JUNIOR, O. M. de. Atividades circenses na educação física: transformando a escola em picadeiro. *Corpoconsciência*, v. 20, n. 2, p. 23-32, May/Aug 2016. Available at: https://periodicoscientificos.ufmt.br/ojs/index.php/corpoconsciencia/article/view/4308. Accessed on: Nov 15th, 2021.

Received in October 2023.
Approved in November 2023.