
THE ROLE OF COMBATIVES TEACHING IN PHYSICAL EDUCATION

Michal Vít & Zdenko Reguli



MASARYK UNIVERSITY
FACULTY OF SPORTS STUDIES
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Authors:

PhDr. Michal Vít, Ph.D. (Chapters 1, 2, 4, 5, 6, 9)

Ass. Prof. PhDr. Bc. Zdenko Reguli, Ph.D. (Chapters 2, 3, 6, 7, 8, 9)

Reviewers:

Prof. PaedDr. Pavol Bartik, PhD.

Ass. Prof. PhDr. Miroslav Ďurech, CSc.

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Abstract

The publication provides new findings about the current role of combatives in school physical education. The methodology of work is based on a theoretical analysis of the issue in the literature and exploratory methods. Importance of combatives teaching is viewed in the context of historical and current requirements and problems of practice. The authors consider combatives comprehensively as valuable physical exercise, but also as a means of psychological and intellectual development and a tool for personality. Extensive research was carried out on the basis of search and study of 80 sources, including scientific publications in scientific databases, books, historical documents of the National Archive in Prague and curricula of nationwide level in three countries (the Czech Republic, the Slovak Republic, and the French Republic).

Combatives curriculum in curricula for compulsory physical education described in detail and compared, and the French educational programmes are presented in this comparison as an example of good practice. To determine the current state of combatives teaching in the Czech Republic, the research was carried, where explorative methods were used to obtain data from a high number of pupils ($n=2813$) and physical education teachers ($n=151$). The authors point out the shortcomings of the current practice in which the potential of combatives in physical education is not fully exploited. Although a total of 82% of teachers somehow incorporate combative exercise in physical education classes, they prefer mainly basic combatives. Pulls and pushes cover almost half of included combative exercises. Teachers also frequently use combative games that thanks to their entertaining nature can attract students. On the other hand falling techniques, combative sports and self-defence are included less frequently. Research showed, that 80% of pupils do not know the term „combatives“ (in Czech „úpoly“) at all. On the other hand, it shows that primary school pupils have a lot of experience with combatives from extracurricular activities such as sports clubs, parents or friends. Teachers of physical education in the Czech Republic do not feel sufficiently prepared for teaching combative sports and self-defence in general. The reason may be that none of teachers completed any training course of use of combatives in physical education after graduating from university. To obtain sufficient competence for teaching combatives, the authors recommend seeking out new

information about trends and attractiveness of combative activities for the young, continuing teacher training in sports federations or through lifelong learning courses organized by physical education faculties.

Publication updates the findings about combatives teaching in physical education and expands the current state of knowledge about the detailed description of the combatives curriculum and its importance to the healthy development of youth. By comprehensive focusing on the issue, the monograph is intended for academics, researchers, as well as primary and secondary school teachers.

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1. Introduction

Combatives are a very extensive group of physical activities great with versatility. These exercises have a utilitarian origin; they used to serve primarily for combat both in terms of defence or attack. In the evolutionary process, there was a gradual cultivation of indigenous martial skills of a man, which led to the emergence of today's physical education combative exercises and also complex combat systems that are today designated as combative sports and martial arts. Many teachers at different times recognized the importance of combatives, not only for fitness and motor development of individuals, increasing defence of individuals or the state, but also as a means of cultivating of personality. Particularly use of combatives as a formative pedagogical means came to the forefront of experts.

Although together with technological development combatives largely lost its original combat function in society, utilitarian use of combatives is still important in the field of personal and professional self-defence where their combat function remains preserved. However, combatives are more important for personal fulfilment of millions of people worldwide. Combatives are practised for sport, physical and psychological development, self-defence, health promotion and mental hygiene. For its multifaceted positive influence on martial arts, combatives were also included in educational programmes within different levels of educational system, especially in physical education. Contribution of combatives can be generalized to the development of tactile communication, distinguishing between good and bad contact, handling own and opponent's strength, the ability of healthy and playful struggle with a partner within the rules of fair play, self-knowledge, self-confidence, self-control, socialization and healthy ability to assert in society.

Basic combative exercises have already been included into recommendation for nursery schools, followed by more challenging exercise in educational programmes for primary schools to applied activities at secondary schools. We will deal in detail with the origin of combatives from the anthropological viewpoint, combative tradition in Czech Sokol system, functions of combatives in contemporary physical education as well as specific examples of inclusion of combatives in educational systems of selected countries. Conclusion of the publication is devoted to the prospects for the development of teaching of combatives and their effective use in the current educational practice.

2. Method

The aim of the publication is to analyse and describe the evolution and current state of combatives teaching in the Czech Republic in two contexts – creation and the essence of combative activities in the history of mankind and current trends in the use of combatives in the learning process. Two historical chapters, „Genesis of Combatives“ and „Sokol’s Legacy“ are here to highlight the nature of combat and support the historical meaning of combatives in the Czech Republic. History is „a priori knowledge“ existing in and of itself and independent of experience. But what we know about history depends on the interpretation. There are three basic methods or forms (Munslow, 2006; Phillips, 2006). Methods formally define objectives, assumptions, and models of presenting the field of study. Munslow characterised reconstructionism, constructionism and deconstructionism. It is important to come back to the history and rethink what we know. In the past we witnessed historical revolution in the most explored field of sport history of the Olympic games (Barney, 2010). Interpretation of the Olympic history is lesson that should be learned. We are aware of the danger of misinterpretation.

We believe that history exists as a separate empiricist discipline, but we are using it only to get connection and understanding of what, and what for physical education serves now. The aim is not to repeat history but rather learn from history and transform the historical knowledge according to the current needs in the society. The importance of including combatives in the current physical education is discussed in the chapter "Foundation of combatives in physical education," which synthetically summarizes knowledge of the area created on the basis of theoretical analysis of literal sources. Based on the translation and analysis of national curricula of three countries (Czech Republic, Slovak Republic, and French Republic) the following chapter "Illustrative cases of combatives curriculum in physical education" mentioning the current trends in classifying martial arts in teaching practice was composed. Comparing to the Czech and Slovak examples, it is a French martial arts training programme that represents an example of good practice.

After learning about basic curricular documents and highlighting examples of using combatives in the physical education, we proceeded to analyse the chapter aptly named “Current state of combatives teaching in the Czech Republic”. Explorative methods were

used to obtain data from a high number of pupils (n=2813) and physical education teachers (n=151). Basic data from South Moravian region are compared with the data from other regions in the Czech Republic. Given the fact that data from the whole territory of the Czech Republic were gathered, we generalize the findings of this chapter for the whole territory. Implications arising from the synthesis of the results are specified in the chapter called "Conclusion". Due to inconsistencies in the terminology of combatives in other countries, we also provide a short chapter similar to a dictionary, "Terminological overview of combatives", with the most important concepts of professional terminology of combatives used in the Czech Republic and in this publication. Literary sources used for the analysis were cited according to APA style (American Psychological Association) the 6th edition using the standard tool – the Zotero quotation manager.

3. Genesis of combatives

In 1949, Joseph Campbell (Campbell, 1949) published his work “The Hero with a Thousand Faces” which has been published many times. He found out that a journey of every mythical hero begins and ends in the ordinary world while the adventure itself takes place in the unknown world of danger. With supernatural help given to the hero, he is able to face challenges of the adventure better. Roads of trials lead the hero through adventure of many fights with other heroes, animals and monsters. The hero experiences physical and emotional destitution. But every win of fight makes him stronger, more capable, skilful, and wiser. The hero grows in confidence and finally, he is ready for the last battle that he not only wins, but is able to find himself and to gain freedom from fear, hope, anxiety and other emotions that distract him from living here and now in the ordinary world.

This can be seen both in the history and in the today’s world. In martial arts, combat sports, or self-defence, we make heroes alive. Combat systems allow going through the hero’s journey to everybody. The hero as an archetypal motive has been the driving force throughout the human history.

In the human evolution, fight has been a natural and important part since Palaeolithic life and combat education was a necessary part of education then. Various tools such as hand axes, spears, axes, harpoons, and knives facilitated hunting (Stringer & Andrews, 2011) and war making (Guilaine & Zammit, 2005). New weapons made killing more efficient even from longer distance. But also new skills that had to be learned were required. A weapon is an object used to make contact with a target: an animal, or a person. It can be held or thrown while accuracy is striven by the user. Motives for using weapon can vary from scoring to injuring or even killing (Otterbein, 2009).

Since the prehistory, there have been various forms of combat which also determine strategy and using combat skills (Keeley, 1997). Forms of combat can be divided into formal battles, small ambush raids, and large raids or massacres.

Battles, both primitive and modern, are largest-scale, most prolonged, and most dramatic ones. Formal battles need a known enemy and preparation. Certain forms of mutual agreement of fighting sides must be recognized. A battle presupposes unwritten rules, customs, or rituals.

Raids and ambushes were the most common forms of combat in the very past, but now the danger of raids and ambushes is growing along with the terrorism. In the battle warriors usually fight and kill. In the raids small group of selected and trained warriors enter into enemies' territory to kill one or more people. Not only men, but also women and children were normally killed.

At some point, massacres are raids escalated to annihilate a large scale of enemies. The enemy is outnumbered by warriors, weapons, or tactics. In the past massacres were used when territory was too small for competitive groups.

To divide wars into secular or true, and ritual, seems to be oversimplification. Ritual wars were believed to be a form of combat, when two sides only showed their skills, willing to kill or injure each other. After the first wound, or sometimes before that, the fight ended. This form of combat can also be seen in personal conflicts, and dealing with these situations is a part of self-defence training. But ritual wars are unpredictable and too often end with a real fight. Ritual warfare is a variant of the myth of the peaceful savage (Keeley, 1997). A ritual war is a fighting game like a snowball fight (Otterbein, 2004). But we have seen in many cases that human is "the most dangerous animal" (Smith, 2007).

We learned from the history that humankind was partly created in the battle and for the battle. Since ancient times, the fight has also been ritualized in the form of game or sports, where the aim is not to kill or injure but to show dominance in abilities, skills, tactics and combat intelligence.

One of the best sources to learn about beginnings of sportified fighting is the Michael Poliakoff's book "Combat Sports in the Ancient World" (Poliakoff, 1987). In the ancient world, unarmed combat such as wrestling, boxing and ultimate fighting were at their top. All heavy events recruited muscular, strong, well developed fighters. Training routines consisted not only of exercises, but also of a diet and medical treatment when needed. On other hand, even in those times, the paradox that violence required in combat sports seemed to be contrary to values of civil life was criticized. Athletics in ancient Europe was highly rated, and many athletes made a fortune by fighting at the games professionally (Young, 1985).

A knight was an ideal hero of medieval age. As a heavily armoured aristocrat, he was seen riding a horse on the pagans land in his martial adventures. According to medieval authors,

the martial function of knights was to defend homeland and religion (Keen, 2005). The knight was a guardian of material and spiritual property. For the knight, arms were the mark of nobility. Not surprising that also in Japanese medieval culture, a sword become the soul of the samurai (Nitobe, 2007). The idea of knighthood as a representative of power used for the good still lives in the society.

Chivalric culture is often overrated. It is necessary to be realistic regarding the distinction between an ideal state and reality in European culture as well as in Oriental cultures found in the medieval manuscripts (Charny et al., 2005; *The Acts of King Arthur and His Noble Knights*, 1980), or biographies (Anshin, 2011; Asbridge, 2014).

In the Age of Enlightenment, the idea of kinghood was adopted into physical education. Riding a horse, gymnastics, wrestling and fencing were used as a tool for physical development. It was not far from that, when modern sport rose up in England. Blood sports including boxing and wrestling were as popular as partially illegal. Unstoppably, the phenomenon of combat was divided into separate parts as military combat, self-defence, sport, and martial arts. All these parts can have a place in modern physical education according to the age of students and the aim of education.

In the last part of this chapter, we will show the evolution of combat systems on the example of Japanese judo to demonstrate how educational aims can vary according to needs of society in the history.

The first stage of judo (- to 17th century): utilitarian combat system. Various forms of jujutsu, sumai, (yoroi) kumi uchi, or yawara were taught. The only aim was to fight and to win.

The second stage of judo (from 17th to 19th century): ideological combat system. At the beginning of Tokugawa era, jujutsu techniques were packed in the ideal of bushido which was a tool how to tie a samurai to allegiance.

The third stage of judo (from end of 19th century to WW2): educational martial art. Jigoro Kano, the creator of Kodokan Judo followed the idea of using old martial arts as an educational tool for moral, physical and martial development.

The fourth stage of judo (after WW2): Olympic combat sport. After WW2, international federation was formed and all standards of modern sports were adopted for judo. Since 1964, judo has been a part of the family of Olympic sports.

4. Sokol's legacy

When speaking about current combatives teaching in the Czech physical education and its development it is important to be knowledgeable about native Czech tradition of combatives which has been developing from the second half of 19th century. The origin of Czech physical education is associated with the Sokol movement which was founded in 1862. Particularly the historical context of establishment of Sokol sport organization is very important for understanding the curriculum of physical exercise and their physical education and social purpose. Due to the common history of two Slavic nations - the Czechs and Slovaks – the Sokol influenced the development of the physical education in the contemporary Czech Republic and Slovak Republic. At the time of the Sokol foundation both nations were part of the Austrian Empire and from 1867 the Austro-Hungarian monarchy, headed by the Emperor Franz Joseph I. The Czechs and Slovaks had to strive and fight for their national identity in conditions of the multinational monarchy. Particularly strong population control and development of culture prevailed at the time called Bach's absolutism (1849-1859), in which the Minister of the Interior of the Austrian Empire was Alexander Bach. His influence during the early reign of Franz Joseph I. is associated with reintroduction of institutionalization and centralization of power, the establishment of the gendarmerie and the police. After 1859, when Bach was dismissed from the government, absolutist period ended and the political and social conditions were released. Both culture and social life began to develop. After the fall of Bach's absolutism there was a general boom in the Czech national life, which was accomplished by political, economic, social and language revival of the Czech nation. This process also contributed to the development of Czech literature, the political press and community life (Waldauf, 2007). One of the organized efforts to promote national activities in various fields was the formation of various interest and patriotic organizations. The first Czech gymnastics movement was Sokol.

4.1. Sokol establishment and activities

The establishment of the Sokol gymnastics organization was a major historic milestone for the development of physical education of Czech and Slovak nation. Sokol was founded at a time of political relaxation in 60s of the 19th century which was associated with an atmosphere of hope for a revival of the nation. In this period various cultural patriotic associations such as Artistic Organization, Hlahol or Svatobor (Kössl et al., 1986) were established. New times demanded besides revival of national culture also physical fitness of each individual, therefore many gymnastics institutions thrived. Among them was also the Czech Institute of Malypetr, that later played an important role in the foundation of the Sokol. One of the trainees and later also trainers of the Institute of Malypetr was Miroslav Tyrš, who appealed to Czech gymnasts from the Schmidt Institute and turned them to the establishment of the Czech gymnastic association. Along with Julius Grégr they prepared a text of the statutes to the newly formed Prague Union and submitted it to the imperial governorship in December 1861. Statutes were approved and thus on February 16, 1862 (date of the incorporation the Sokol) an inaugural general meeting attended by prominent Czech patriots was held in Malypetr Institute in Panská Street. Seventy-five members arrived. Jindřich Fügner was elected a mayor. This businessman, financial expert and convinced democrat was originally a German who denounced the national oppression in the Habsburg monarchy. Fügner ideologically completed Tyrš's idea of the spirit of equality and fraternity. It was his proposal that addressing by "brother" was introduced in Sokol (Waldauf, 2007). Miroslav Tyrš was elected a deputy mayor (later a Chief). Thus Gymnastics Prague was founded. In the same year additional eight gymnastics movements were formed in the country (Česká obec sokolská, 2015). Although as a common symbol a flying falcon was recognized in the statutes initially and the movement was called Sokol (from the Slavic word for "falcon"), this was officially set in 1864 when the name Sokol Gymnastics Prague - Prague Sokol was approved (Waldauf, 2007).



Fig. 1 The first Sokol flag, designed by Josef Mánes. Source: Pražák, 1946

Given the political and social situation Sokol was from the beginnings of its existence strongly nationally and patriotically orientated. It was ideologically directed towards revolutionary revival. Indeed, the very name of Sokol, which was given to it by an educator, journalist and politician Emanuel Tonner, was taken along the lines of Montenegrin revolutionaries against national oppression and Josef Mánes at the instigation of Jindřich Fügner designed a sports costume with a red shirt, inspired by Italian revolutionary Giuseppe Garibaldi (Kössl et al., 1986). The Sokol movement's task was to educate its members in the spiritual and national unity of their body, guided by the principles of morality, ethics, aesthetics and democracy (Savic et al., 2014).

Members of Sokol took part in the national celebrations, public exercises and excursions in costumes, which encouraged the national self-confidence. From the beginning two distinct schools of thought regarding the programme of the new organization started to be formed among the head officials. While some members of the committee headed by Rudolf Thurn-Taxis promoted more participation in public ceremonies and social events, the group around Miroslav Tyrš and Jindřich Fügner promoted mainly sports content (Česká obec sokolská, 2015). Gymnastics in Sokol was launched in the year of its foundation (1862). First it was performed in rented premises of the Institute of Malypetr in Panská Street, then in the hall At Apollo in Ječná Street and finally in a convent in Bartolomějská Street. As

the number of gymnasts was still growing, Jindřich Fügner gave incentive to build own gymnasium, for which he gave a basic sum (Česká obec sokolská, 2015). Material support for the activity of the Sokol was initially secured mainly thanks to Jindřich Fügner, who due to his fortune being a businessman with organizational talent, built and arranged the first gymnasium that was for a long time the most modern and largest one in Central Europe (Waldauf, 2007). This building, still serving its original purpose, was built in the Neo-Renaissance style by an architect V. I. Ullmann at the corner of Žitná and Sokolská Street. The building was finished in record time, and in December 1863 they began to exercise there (Česká obec sokolská, 2015).

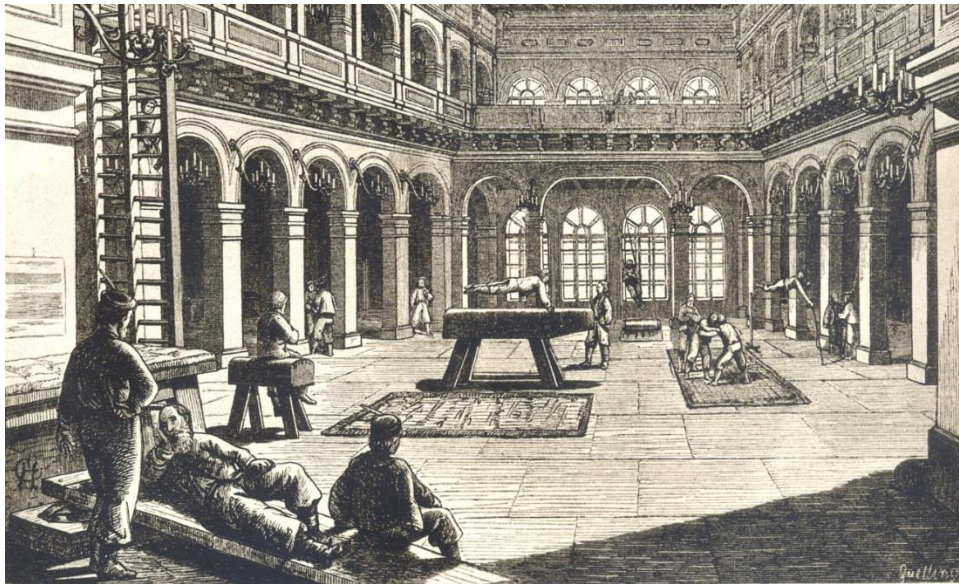


Fig. 2 Hall of Prague Sokol House. Source: Pražák, 1946

Fig. 2 shows different gymnastics disciplines. Note that in addition to gymnastics exercises also wrestling is portrayed there (on the right side of the picture), which proves that from the beginning combatives were included in the programme of the Sokol as one of the main group of exercises. Fig. 3 shows an Exercise Corps of Prague Sokol in 1864 whose members symbolize constituents of the former Sokol physical activities. Even in this picture we can see a strong position of combative disciplines presented by arms, guard and wrestling positions (Pražák, 1946).



Fig. 3 Gymnastics Corps of Prague Sokol in 1864. Source: Pražák, 1946

Jindřich Fügner (Fig. 4) was active in Sokol just for three years since he contracted pyaemia and died at the age of 43 years in 1865. Nevertheless, his influence on Sokol was substantial and lasting (Waldauf, 2007).

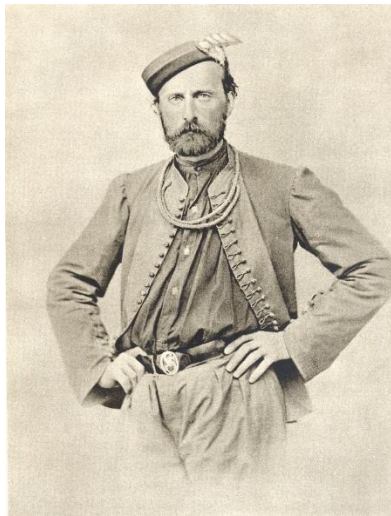


Fig. 4 Jindřich Fügner. Source: Pražák, 1946

Establishment of Sokol was of great importance especially for the popularization and development of physical education, as physical education was a matter of just privileged

strata until then (Kössl et al., 1986). An active member of Sokol, among others, was also the future first president of Czechoslovakia Tomáš Garrigue Masaryk (1850-1937). Sokol activities in the Czech Republic had an influence on the development of physical education in the Slovak Republic as well. The first initiative of the Sokol foundation in Slovak appeared in Revúca and Martin. A man for all seasons, an educator Dr. Ivan Branislav Zoch (1843-1921) organized public exercise according to Sokol at a grammar school in Revúca and supported the idea of building a gymnastics club in every Slovak town. During his studies in Germany, he encountered a Turner movement and studied the work of Miroslav Tyrš. Zoch was also the author of the first Slovak gymnastics handbook which laid the foundations of Slovak sports terminology. Efforts to create a Sokol organization in Slovakia contributed to the development of relations between the Czechs and Slovaks which were not supported by the Hungarian Government with the intention of avoiding association of members of the Slovak nation, and the enhancement of their national consciousness. Attempts to establish Sokol union in Slovakia continued through the period before the First World War (Kössl et al., 1986).

4.2. Personality of Miroslav Tyrš

Many intellectuals and revivalists of their time participated in the establishment of Sokol organization. The personality of Prof. PhDr. Miroslav Tyrš (1832-1884, born as Friedrich Emmanuel Tirsch) had a significant impact on the development of sports programme, since being a doctor of philosophy, professor of art history, historian, critic and aesthetician, he was actively involved in the Czech revivalist movement.

Tyrš was born into a German-speaking family of Czech origin. As a small child he was orphaned when his parents and two sisters died. Since the age of six, he was brought up in the Czech patriotic family of his uncle. In 1841 he moved to Prague, where he began to study and be interested in ancient culture. As a child, Tyrš was weak and therefore, on the advice of his doctor, he started exercising (Kössl et al., 1986). First, he attended the Schmidt Sport Institute and later the Institute of Jan Malypetr. Tyrš was significantly humanities-oriented and later studied at academic grammar school which was due to its prefects and revivalists Klicpera and Jungmann very patriotic oriented. He abandoned law

studies at the university because he did not like it, and he transferred to the Faculty of Philosophy. In addition to philosophy and aesthetics studying, he devoted himself to mathematics and anatomy at the Faculty of Medicine. After completion of his studies, he did not have enough money and therefore he became a tutor to the children of a factory owner Bartelmus (Kössl et al., 1986). In 1860 he earned a Doctor of Philosophy degree, in 1881 he was appointed an associate professor at the Czech College of Engineering, and in 1884 he became an associate professor at Charles University.



Fig. 5 Miroslav Tyrš. Source: Pražák, 1946

It was Tyrš, who gave the new movement the idea and programme, organizational establishment and sports basis. He personally trained and educated the Gymnastics Corps, developed organizational policies, statutes and regulations, published and directed the journal called Sokol. Tyrš also wrote a number of professional physical education publications. He systematically modified exercise of the youth and promoted creation of women's physical education. In 1863 he founded a sports institute for boys, in 1869 a Sports Club of Ladies and Girls in Prague was established at his instigation. In 1871 the first issue of the Sokol journal was published with release of his ideological consideration called Our Mission, Direction and Goal, which he wrote during his stay in Switzerland in 1870. In this paper he expressed the fundamental principles of the new movement, which became the ideological basis (Kössl et al., 1986; Waldauf, 2007). These truly profound and visionary ideas can only be quoted in the original version:

"awareness that no, even the most brilliant past does not guarantee the future of the nations; the smaller nations by the number are, the greater the activity must they evolve to remain rightful members of humanity; everything which takes place, can also be held differently and better; the biggest obstacle to progress is satisfaction with the status quo; it is important to monitor developments in the world, to adopt all beneficial, but only after adaptation to our own situation and after further improvement; no matter how good the performance of individuals is, the real value is the work of all members of the nation; it is reprehensible to rely on foreign aid without our own efforts; every nation will perish through their own fault, no one perished in its youth, each drooped seedy, listless and spurned; only the continual every day and unpretentious action is decisive. "
(Waldauf, 2007, pp. 12–13).

These principles were not mere formal or idealistic postulate that would result from the initial enthusiasm of Sokol gymnasts and expectations of the better future. In the following decades, Tyrš himself and his successors, as well as all members of the Sokol, would repeatedly demonstrate that Tyrš's words were an inspiration and ideal for the next generation of Sokol members and would sincerely be fulfilled with effort. At the same time it was an obvious political task of the Sokol, according to Tyrš, to be an "unbreakable barrier" against all enemies of the nation. Tyrš believed in the need for equality of nations and he saw the activities of the Sokol organization as a means to achieve this goal (Kössl et al., 1986).

Miroslav Tyrš was the head of the Sokol for 22 years, during which he was in charge of all the ideological, methodological and organizational activities. The culmination of his activities was the organization and the personal control of the first Sokol rally held on the occasion of the 20th establishment anniversary of the Sokol in 1882 on Střelecký Island in Prague. In addition to the activities in the Sokol, Tyrš dedicated his attention to social and political life. He was a member of the Provincial Council and a member of the Austrian Imperial Council. His personal love was fine arts. As a professor of art history, he studied art history in many European countries and was the first Czech art critic, chairman of the

Department of Fine Arts and also a member of the jury for the sculptural decoration of the National Theatre (Waldauf, 2007).

Since the 60s, Tyrš began to suffer from a nervous system disease which in 1869 became very serious and led to recuperation programmes. During his second convalescing in 1884 there was a tragic incident in which Tyrš drowned in the river Aach in Oetz in the Tyrolean Alps at the age 51 (Kössl et al., 1986).

4.3. Personality of Jindřich Vaníček

JUDr. Jindřich Vaníček (1862-1934) was a follower of Tyrš and during 1892-1930 a legendary chief of the Czech Sokol. Vaníček joined the Sokol in 1879 and after a one-year activity he asserted his leadership talent when he was elected a helper and a trainer. In 1884 he was elected a deputy chief, and in 1888 a chief and inspector of the union and central Bohemian organization. When in 1889 the Czech Sokol Community was established, he was sent by the Central Bohemian organization to its technical department. In the same year he participated in the first Czechoslovak Sokol trip abroad and was in charge of the third team which in France took the 3rd place. After returning from Paris, he was elected a chief of the Central Bohemian organization. In 1891 dr. Josef Scheiner, the mayor of the Czech Sokol organization, promoted him a chief of the Prague Sokol and in 1892 he reached the highest position – a chief of the Czech Sokol Community (Národní muzeum, 2015).

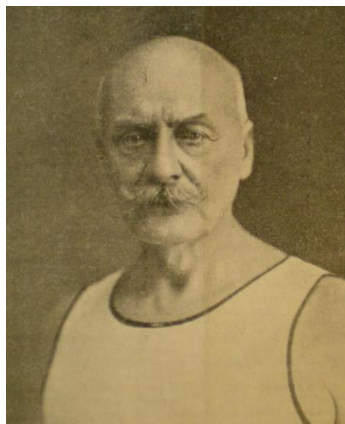


Fig. 6 Jindřich Vaníček. Source: Procházka, 1932

Organizing an instructor school, Vaníček contributed to the development of physical education in schools and in the army. He personally prepared and led 6 Sokol festivals. Among others, he was the author of the male gym outfit (Sokolská župa Dr. Jindry Vaníčka, 2015). Vaníček actively practiced rowing, cycling, tennis, sabre and foil fencing, target shooting, boxing and competitive swimming. Due to his sports orientation and opportunities for study and train abroad, Vaníček had a major impact on the development of combat exercises in the Sokol (Národní muzeum, 2015).

In 1892 Vaníček led an expedition to the French Nancy. Thus, a long series of trips was started. Vaníček was most inspired by exercise of French gymnasts; for instance exercise with a long stick (baton) totally enthralled him. Vaníček encountered local gymnasts in France. When the leader of the expedition of French gymnasts Sansboeuf returned to Paris after a rally in Perigueux in 1895, he negotiated with the Ministry of War permission to Vaníček to attend one of the gymnastics courses at Military School in Joinville. Vaníček in his memoirs states that the school had a purely military nature and was inaccessible to civilians. Over the entire period, only representatives of the Russian army and one ambassador of the Czech Sokol - Vaníček - were hosted within its walls (Národní muzeum, 2015).

At the time Vaníček's visits to Joinville, the military school was divided into the department of gymnastics and fencing. Vaníček was most devoted to the study of combative disciplines as boxing, fencing and baton. Being aware of the opportunity that he was given by this life situation, he was trying to learn with the full responsibility all attacks and guards, and acquire them in the highest possible quality to pass his knowledge and skills on after returning to the Czech Republic. After returning from Paris, Vaníček introduced fisticuffs and baton into curricula at the technical department, later followed by short club fencing. In his special courses Vaníček learned gymnasts of Prague organizations the basics of these exercises, and then organized workshops in other cities. Trainers remembered Jindřich Vaníček as a chief that became a difficult achievable pattern for them. It is obvious that Vaníček enjoyed considerable respect.

In 1897 Vaníček's work entitled Fruits of Joinville started to be published in the Sokol journal; it included 5 large works: On Fisticuffs (1897), The Baton (1897), On Points Fencing (1899), On Singlestick Fencing (1905) and On Sabre Fencing (1906 and 1907).

These works greatly enriched the existing gymnastics Sokol system. There is a clear explanation and description of all combative exercises, accompanied by explicit and concise descriptions of the images.

In 1928 Vaníček retired and in 1930 renounced all the Sokol functions because of his deteriorating health. Jindřich Vaníček died of myocardial infarction on June 2, 1934 in his flat (Národní muzeum, 2015).

4.4. The origin and source of the Sokol gymnastics system

When developing the Sokol gymnastics system, Miroslav Tyrš proceeded from different sources. First, there is the influence of the German Turner movement that was based on the teaching of Friedrich Ludwig Jahn (1778-1852). Among the basic principles there were the cultivation of physical exercises in order to build the body, psychical and defence preparedness of the German nation and the fundamental exercises were the floor exercise, drill, natural (runs, jumps and throws), exercise sets and exercise on gymnastics apparatus, some of which (e.g. horizontal bar and parallel bars) were invented by Jahn himself. Part of the exercise became also trips and night exercises. Moreover, the Sokol promoted exercise with the intention to strengthen the body and mind of the members and the entire nation prepared to build "national army". Another important source was the ancient physical culture, the ancient Olympic Games and the ideal of harmonious education of kalokagathia, harmonious combination of beauty and goodness, which he completed by the principles of modern philosophy and democracy.

The physical education was also continued by mental and moral upbringing (Waldauf, 2007). Tyrš was an excellent physical education specialist, knowledgeable about basically all existing specializations of physical education. But it is not true that Tyrš developed his physical education system only under the influence of foreign models. Although he used his wide knowledge and erudition, his system was formed on the basis of his own creativity and under the influence of his own Sokol theory and practice. Sokol physical education system was established in his treatise called Fundamental Physical Education that he wrote from 1868 to 1871 (Kössl et al., 1986).

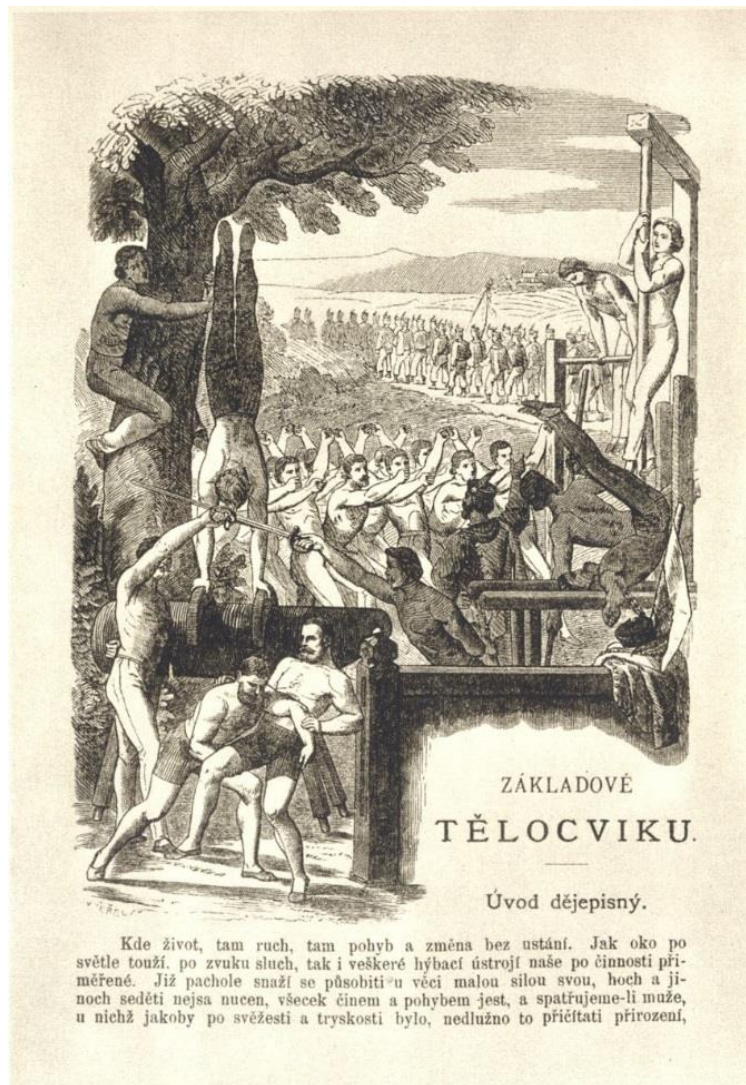


Fig. 7 The first page of the treatise *Fundamental Physical Education*. Source: Tyrš, 1873

In Fig. 7 there is the first page of text of the treatise *Fundamental Physical Education* depicting a variety of physical activities that were the basis of the Sokol physical education system. Here, we can notice that the space is devoted mainly to gymnastics exercise (exercise on gymnastics apparatus) and combatives (fencing and wrestling). Tyrš's system of physical exercise was presented to Gymnasts Corps of the Prague Sokol and it became the basis for future festival exercise. Waldauf (2007) states that Tyrš created the first Czech physical education system and completed it with effective methodology. In the years 1867-1868, Tyrš compiled and published professional Czech physical education terminology. Apart from the Czech physical education terminology he also created the fencing and

military nomenclature. When creating Czech terminology and improving the effectiveness of physical education process, Tyrš was assisted by Jan Evangelista Purkyně (1787-1869), a Czech physiologist, anatomist, biologist, poet and philosopher in one person. When acting at Prague University, Purkyně included a theme about the importance of physical exercise in the lecture called System of Muscles, Gymnastics, and Beauty of the Body. It is interesting that Purkyně himself was an active gymnast of the private Institute of Malypetr and there were parallel bars, horizontal bar and other gym apparatus in his office (Kössl et al., 1986). With the development of the terminology of physical exercises a new term was recently introduced indicating exercise performed in direct physical contact in order to overwhelm the opponent. These exercises, called in Czech "úpoly" are today collectively referred to as „combatives“ in English.

4.5. Sokol's curriculum

Sokol's curriculum was very progressive from the beginning (Česká obec sokolská, 2015). Since the Sokol establishment, members were exercising on gym apparatus, doing floor exercise and drill, running, jumping, wrestling and fencing. This exercise was supplemented by extensive and popular trip activities (Waldauf, 2007). In addition to the exercises included in Sokol physical education system, Tyrš promoted the development of various sports in Sokol such as swimming, horseback riding, skating, cycling and others. However, these sports should not be the main content of the physical education process and in terms of individual Sokol unions they were to become additional activities of regular exercise lessons based on Tyrš's work. Tyrš introduced training schedules and training lessons were divided into fifteen minutes. The first quarter included floor exercise, drill and running, other quarters included exercise on gym apparatus, jumps, wrestling and fencing alternated (Kössl et al., 1986). Waldauf (2007) states that already in the 60s of the 19th century athletics was done in Sokol, in some unions varied by swimming and rowing, ice skating and sledding, later biking and skiing. Also the Česká obec sokolská (2015) reported that in addition to floor exercise, drill and gym apparatus exercise, gymnasts pursued combative disciplines such as fencing and wrestling, as well as weightlifting, shot putting and the basics of athletics (runs and jumps). Sport was done even outdoors, where

members went swimming, rowing, skating, horseback riding and organized numerous excursions. One of the widespread sports was fencing, which was included in the programme of Sokol on the proposal of Jindřich Fügner (Waldauf, 2007). Afterwards Tyrš greatly popularized fencing for its defence significance (Kössl et al., 1986). With the development of the sports movement in the world, Sokol's curriculum was also developing with gradual penetration of modern trends. For many years after the death of Tyrš, e.g. in 1898 basketball rules and regulations for Sokol cyclists were in the Sokol journal first issued (Waldauf, 2007).

The basic curriculum of gym lessons consisted of physical exercise, which was by Tyrš divided into four fields. The basic criterion for the physical exercise was possibility to exercise either individually without help or with a partner and his/her support or resistance. Both types of exercises can be performed with or without props. The exercises were divided into:

- I. Exercises without props and without support of other people
- II. Exercises with props
- III. Group exercises
- IV. Combatives (Reguli, 2004, p. 8)

The first area included the floor exercise, the second one gym apparatus exercise, the third one drill, group acrobatics, etc., and the fourth area contained a wider group of combatives. Regarding the purpose of this publication, we will further continue to deal only with combative exercise that will be described and explained in detail.

The combatives are mentioned by Tyrš in his Fundamental Physical Education, to the effects that they had been in this work systematically and for the first time classified and method of the exercise was described. Tyrš further emphasized that when developing the exercise programme of combatives, all the technical possibilities of wrestling and fencing, including consideration of various schools, especially the fencing ones, had to be taken into account (Tyrš, 1873). Tyrš highlighted that the Sokol system was completely original and still included elements of all that could be considered useful. It is evident that combatives were attributed great importance by Tyrš both for the development of physical qualities and skills and personality development, when stating that certain exercises, strength and endurance were required by war, mother and producer of almost all physical exercises and

mainly war exercise influence the healthy, beautiful and symmetrical development of body and lead to education of manly character, perseverance and toughness (Tyrš, 1873).

Reguli (2004) states that combatives as the fourth group of the Sokol's system of exercises were further divided into two main classes and other subclasses (all the other groups of the system of exercises used the same division key):

A. Without props

1. Oppositions (resistance, pulling, pushing): without props, with props. The aim is to overcome the opponent's resistance knowing the direction of resistance as well as knowing the activity in advance.
2. Wrestling (bowing, lifting, pull-downs, knock-downs, etc.): as you can see this not only means to resist the opponent but also defeat them, take him down to the floor to prevent him putting up further meaningful resistance.
3. Boxing (arm attacks, kicks, defensives). The core lies in the attack with arms or legs as well as in blocking the opponent's attacks.

B. Fencing with weapons

1. Sabre
2. Foil
3. Short or quarter stick: short (80-100 cm), long (up to the fighter's chin – a wooden stick, which is thicker at one end and thinner at the other end)
4. Bayonet
5. Dagger (Zdenko Reguli, 2004; Tyrš, 1873).

In such a scheme we can see a truly wide range of combative exercises which differ from each other in their complexity and intensity of the training. The simplest exercises were oppositions, which did not require any special training. Other exercises are, however, different systems, each of which would deserve regular and systematic training. It is amazing how many combative exercises were included in the programme. Nevertheless, it must be soberly noted that the actual teaching practice often did not reach the ideal condition for practicing all combative skills. The following subchapters describe each group of exercises in detail.

4.5.1. Oppositions

The basic combative exercises were oppositions. From the perspective of today's taxonomy of combatives by Reguli (2005) they included pulling, pressure and resistance. Oppositions were the simplest combatives exercises of the Sokol system that Tyrš (1873, p. 115) describes as follows: " ... as we floor exercise motions make harder by weights and loads, so the same can happen by live resistance of our partners". The purpose of oppositions was especially strengthening through the resistance partners. Unlike floor exercise, which was performed on its own, under its own power and speed, in resistance it was necessary to perform the movement despite partner's opposition, according to his will, his strength and speed. If the power of the opponent is bigger, we lose; if the opponent's strength is smaller, then we win. According to stretched body parts, oppositions were divided into exercises strengthening arms, torso and legs. In these parts of the body flexion and extension was performed. Oppositions were further divided into exercises in which we try to pull each other out of place, either without equipment, or with equipment (rope, circle). Oppositions in the team were practiced so that everybody took part. When dragging or struggling on the circle each of the winning pair duelled with another winner until there was only one champion (Bílek, 1898). Oppositions were divided into three types, which Bílek (1898) described as follows:

- a) the opponent was to bring our body or limbs to the intended position,
- b) the opponent was to pull or push us from our position,
- c) the opponent was to tear our object away.

Furthermore, oppositions were divided into centrifugal and centripetal according to the direction of movement that opposing body part was carrying out. Regarding the exercise security, it is necessary to add that it was expressly stated that the oppositions had to be practiced calmly and carefully, without tearing and tugging. Otherwise, the exercise would be for the involved body parts very dangerous (Bílek, 1898). An example of opposition can be seen in Fig. 8, where two exercises are depicted. On the left there is opposition for developing strength during flexion of the trunk, on the right there is opposition for the development of strength of lower limbs in abduction.

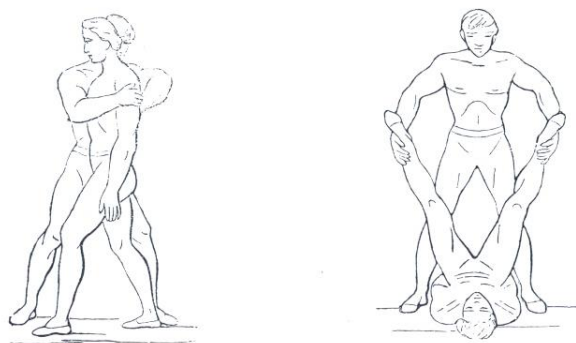


Fig. 8 Oppositions for the development of strength of the trunk and lower limbs. Source: Tyrš, 1873

4.5.2. Wrestling

As Reguli (2004) states wrestling in Sokol was enormously different from the current understanding of combat sport both in free and in Greco-Roman style. The so-called Greco-Roman style was only “separated” by French wrestlers at the end of the 19th century. If we do not take account the combat rules of the day, we could assess the Sokol style of combat to be something like free-style wrestling with elements of ju jutsu (Reguli, 2004, p. 9). Techniques of Sokol wrestling included guard position (e.g. Fig. 9), grips and embrace, holding, throwing and grappling (e.g. Fig. 10).

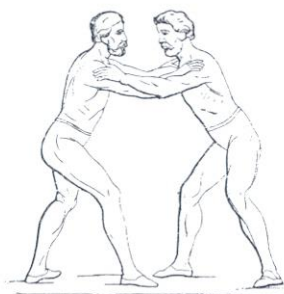


Fig. 9 Wrestling guard in posture. Source: Tyrš, 1873

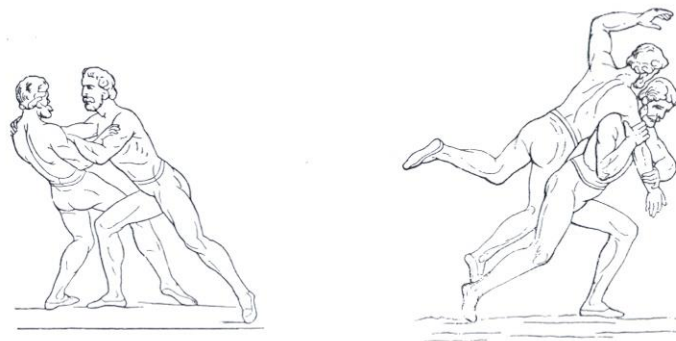


Fig. 10 Wrestling hold of neck (left), wrestling hold of arms (right). Source: Tyrš, 1873

Since wrestling technique is for a person a very natural way of fight, some grips strongly resembled the techniques that we know today from other combat sports, for example Japanese judo. Wrestling hold of arms in Fig. 10 could be likened e.g. to technique of seoi nage, lumbar grip in Fig. 11 to technique of sukui nage and grip with wide stance (right) to the technique of kata guruma (Fig. 11). This analogy is also interesting because the first information about jujitsu and judo came to Czech after the year 1908.

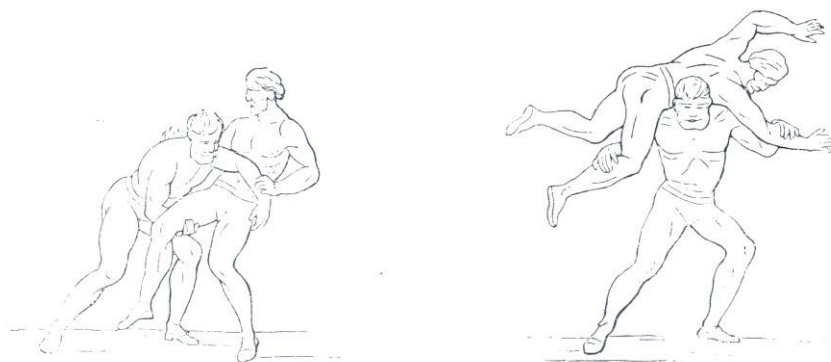


Fig. 11 Lumbar wrestling hold (left), wide stance wrestling hold (right). Source: Tyrš, 1873

As outlined above, not all combative disciplines could always be taught in a maximalist and perfect way. Scheiner (1905) in the Sokol journal in his article Wrestling presents deficiencies in our former teaching. But the criticism was not oriented towards the very inclusion of wrestling in the physical education programme. On the contrary, the criticism concerned the lack of technical and didactic approach to teaching. Although wrestling was

practiced in almost all organizations, it is pointed out that the way it was practiced was unsatisfactory. The main shortcomings can be the fact that the vast majority of organizations not all wrestling holds which Tyrš featured in his work were practiced. Gymnasts were limited just to a grip without being able to perform the whole wrestling hold to defeat to the ground. Also, learning defence, opposite wrestling holds and other technical details was not on a good level. Thus, the exercise could have become boring and tedious for gymnasts. In some organizations there was free style wrestling practiced as well. In exercisers one could see mere pushing and shaking with each other in one place. Scheiner (1905) also pointed out that the preparation of some trainers was not sufficient when some of them were studying literature during the lesson and were rehearsing exercises in front of gymnasts. The article concludes with an appeal to trainers not to limit to mere school wrestling, but to approach the wrestling in all its glory (Scheiner, 1905). It can be seen that despite the perfection of pedagogical ideals, human weaknesses avoid no time.

4.5.3. Boxing

Also boxing, which was included in the Sokol's curriculum, was not the boxing that the most of the society knows today. Above all, it was not English but French boxing. This kind of boxing included a variety of techniques of strikes with the fist and arm, leg strikes as well as defending techniques (blocks), and swerves, etc. (Reguli, 2004). This kind of boxing was inspired by the French savate school (La boxe française). The arm striking technique was divided into direct attacks („soty“ in Czech) and arc attacks („ruby“ in Czech).

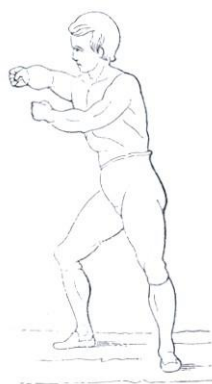


Fig. 12 Box guard. Source: Tyrš, 1873

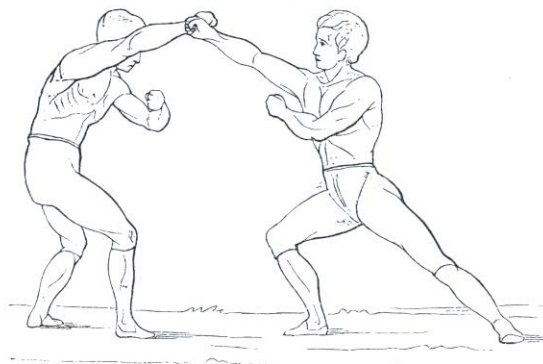


Fig. 13 Direct attack („sot“) on upper zone. Source: Tyrš, 1873

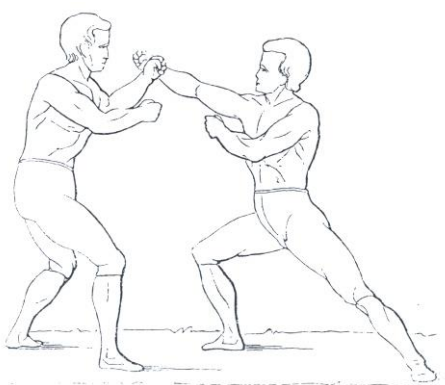


Fig. 14 Arc attack („rub“) on lower zone. Source: Tyrš, 1873

Besides strokes, French boxing also included technique of feet strokes which were named kicks. The target of kicks was shin, torso or the head of an opponent. In Fig 15 kicking at the lower zone, which is in contemporary savate known as *chasse bass*, can be seen.

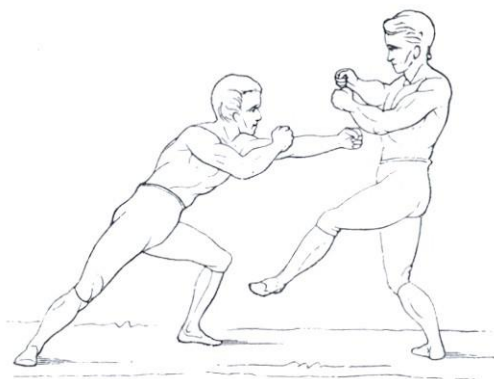


Fig. 15 Direct kick to lower zone. Source: Tyrš, 1873

Even in times of Sokol, some gymnasts were considering the adequacy of contact in some combative exercises, especially boxing. Jindřich Vaníček, who largely contributed to the expansion of French boxing in Sokol, struggled with the idea of some gymnasts (e.g. his brother Elgart), who had complained that boxing is inhumane, like other combatives, where there is fighting. Aside from what Tyrš said about the origin and nature of combative exercises, and that fight had always belonged to the natural expressions of humanity, Vaníček put these facts into perspective in terms of teaching in the introduction to his work *Fruits of Joinville*. Here he explained the fundamental difference in performance of combatives techniques in a real and training fight. He states that all exercises which will be practised are of merely floor exercise character against a fictitious opponent and will not be conducted in a real fight, i.e. in a full contact (Bílek, 1898). Vaníček emphasized that attacks should be carried out in training so hard, as if they were to hit a real opponent (but without actual contact with the opponent), in order to have the right effect on physical development. If this errs, the body is not properly developed. Kicks consist of backswing of legs and the very kick. When performing combative techniques and guard, Vaníček stressed balanced development, rather than clear-cut laterality of design techniques (Bílek, 1898).

4.5.4. Fencing

Fencing was given much attention in Sokol. Tyrš (1873) describes a curved sword fencing (sabre) and foil fencing. Didactics of fencing divided the fencing into fencing by stabbing and fencing by slashing. Foil was used only for stabbing; sabre was almost exclusively used for slashing, although it could also be used for stabbing.

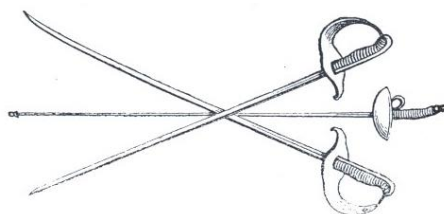


Fig. 16 Fencing weapons. Source: Tyrš, 1873

In addition to weapons, also guards were used in fencing from the beginning. When fencing on arm, Sokol fencers protected themselves by only a leather glove and sleeve reaching to the elbow. When fencing on the entire body, the torso was protected by a vest, and head was covered by hood of knitted wire.

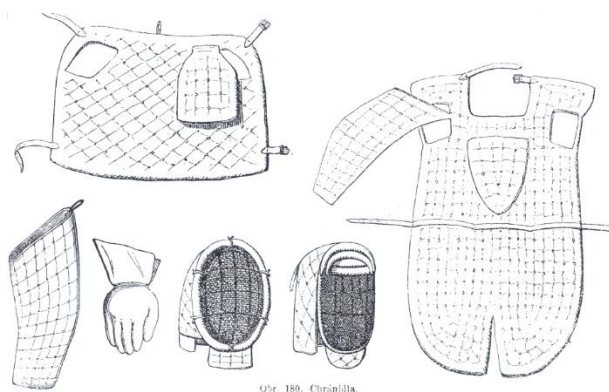


Fig. 17 Fencing guards. Source: Tyrš, 1873

The basics of fencing, especially guard, attacks, defences, shields, a combination of techniques and tricks for sabre and foil fencing were described in the work Fundamental Physical Education. In Fig 19, there is an example of the technique of escape and counterattack during a stab; in Fig. 20 we can see technique of disarming a swordsman.

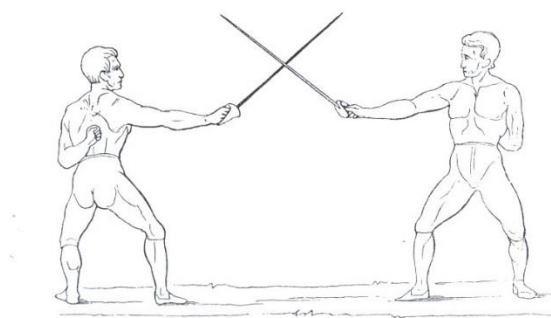


Fig. 18 Fencing guard. Source: Tyrš, 1873

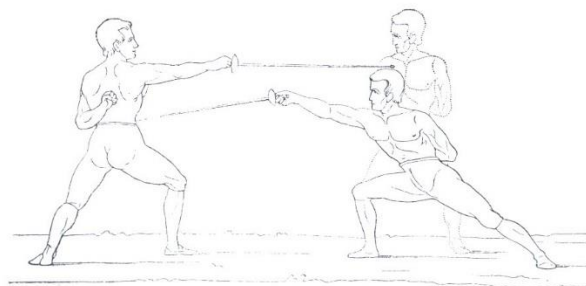


Fig. 19 Escape. Source: Tyrš, 1873

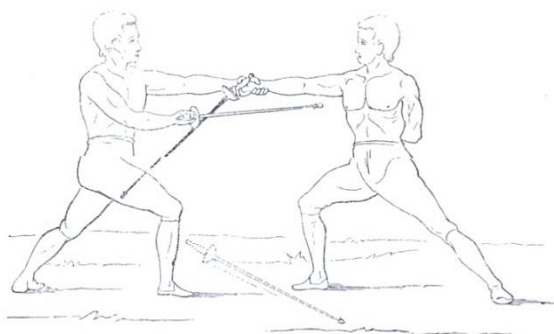


Fig. 20 Disarming. Source: Tyrš, 1873

Jindřich Vaníček dealt in detail with sabre fencing enriched with foil elements in his treatise *On Sabre Fencing (Scherma di sciabola)* in the *Sokol* journal in 1910. It was based on an interpretation of prof. B. Alesianus. Sabre is a slash weapon, but during practise training sabre, which differs from true sabre in the extent of its dangerousness was used. In the introduction to his work he appealed to gymnasts to use Czech not the original French language for description of fencing exercises. Moreover, he patriotically defended Tyrš's Czech terminology which he considered far superior (Scheiner, 1910). Vaníček in detailed depicted the sabre, correct posture, hand position, guard, relocation (lunges, shifts, and removals), the distance between the fencers (tight, medium, and loose) and parry. Practice of sword fighting was first begun by raising arm, which is a preparatory exercise for slashes carried out only in the air without an opponent. Then, it was decided to conduct slashes and stabs. In addition to the technical precision, he emphasized that fencing is a noble sport and it is just as important a fencing salute (saluto) by which an opponent and the onlooking audience were always greeted (Scheiner, 1910).

Interesting notes on the organization of training fencing in Sokol organizations are stated in the *Sokol* journal (Scheiner, 1913). In every organization there should be at least one fencer. If

not, one member would be chosen from the organization and he would be sent to the training course in Welsh sabre in Prague Sokol. Within organizations those who were interested in fencing gathered and the trainer divided them by age and ability. Each student had to have his own weapon. Basic equipment and sabre had to be paid by pupils themselves. If they were impecunious, the organization bought the equipment for them and they could pay for it in small instalments. Fencing lessons, however, could be attended by a maximum of four students, otherwise the teacher could not pay enough attention for all. Training of fencing was recommended three times a week for two hours. Gymnasts were advised to heed the precise execution of all fencing movements and correct even the smallest mistakes to avoid cultivating bad habits. Learning fencing in the Sokol was considered one of the toughest physical activities (Scheiner, 1913).

4.5.5. Singlestick Fencing

A singlestick (short stick) used for fencing was shorter than a baton. It should be similar to the size of a walking stick. Indeed, Vaníček describes the singlestick as a historical guide of a man on his journey through the life, which he always relied on, and which betrayed only the person holding it in limp and awkward hand. A parallel can be seen e.g. in medieval Japan, where the singlestick was a traditional means and weapon used by wandering monks. Vaníček also emphasized the practical importance of the singlestick fight in terms of hardness of hit, longer action distance, the possibilities for its use against an attacker armed with a knife, or against dogs or other animals (Scheiner, 1905). It was recommended to use a heavier and thicker stick, best of oak. In the training the singlestick should be harder to better develop arm strength and subsequently allow better control of a lighter stick. In gyms they used ordinary wooden sticks equipped with a loop at the end that was wrapped around the wrist so that it did not get out of hand. Similarly to training with baton, the training was divided into preparatory exercises without an opponent and stick fencing itself that is already practiced with protective equipment (Scheiner, 1905). Preparatory exercises were conducted to strengthen arms and learn the proper techniques of swings and attack precision. The preparatory exercises frequently included arm raising that prepared for flicks and should improve the speed and force of hit. These exercises were often part of public Sokol exercising. Three offensive zones (top, middle, and bottom) and their touché areas (head, torso, and legs) were distinguished. After

mastering the preparatory arm raising, flicks and stabs began to be trained. Like in boxing, flicks with a singlestick were arc attacks, while stabs were attacks carried out along the shortest way to the opponent. For its lower effect, stabs were not paid much attention in training. On the other hand, Vaníček noted that walking sticks were usually provided with an iron tip at one end and by which the effect of the stab was in a possible confrontation intensified. In training, stabs were used primarily as a deceptive move that had to distract the opponent and prepare the situation for the implementation of the flicks which had a greater effect. Exercise with a singlestick was first carried out separately. After trainees mastered all the basics that were taught at the individual commands and counting, exercise in pairs started. Particularly exercise in pairs was considered the true purpose of practicing fight with the short stick for military use. However, it was not totally free fencing, but rather the practice of attack and defence gained by previous experience against a real opponent. These exercises were carried out continuously without protective means, thus attacks had to be conducted with caution and under control. Nevertheless, Vaníček warned that not attack speed but only the strength should be reduced, in case of poor parry and contact with the body of an opponent (Scheiner, 1905). In later stages of training, when the trainees had already learnt the basic attack and defence, they practiced in pairs first simple, gradually complex exercises. They were a set of techniques combined into a logical unit that allowed the repetition of basic techniques in response to opponent action. Such method of training can be called a drill.



Fig. 21 Guard with a singlestick. Source: Scheiner, 1905



Fig. 22 Backswing for arm raising. Source: Scheiner, 1905

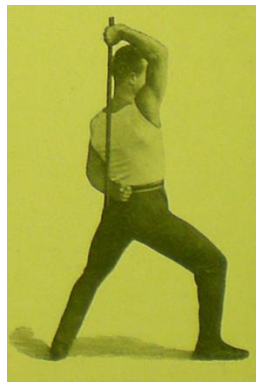


Fig. 23 Backswing for upper flick. Source: Scheiner, 1905

4.5.6. Long Stick Fencing (Baton)

The gist of exercise with a long stick or baton was to attack an opponent's body and counter the attack of an attacker with a stick. Baton was a flat wooden stick with a diameter of 1.5 cm at the upper end and 2 cm at the lower end. The length was dependent on the height of a person; it should reach his chin. To achieve optimum flexibility of the stick, hazel was recommended. Vaníček distinguished basic technical means of baton such as arm raising, flicks and stabs. Arm raising should serve as preparation for training newcomers to gain the necessary speed and skill in handling the baton. Flicks meant arc strokes and stabs were direct stabs (like arc attacks and direct attacks in box). Vaníček pointed to the fact from practice with other weapons (e.g. sabre), that exercise with the baton is an excellent way to strengthen the wrist. When practicing with the baton the basic position was changed to guard like in boxing, from which other offensive and defensive (parry) individual actions proceeded. After mastering the basic techniques the exercise continued to practicing exercises connecting the various elements into

the whole. Exercises were trained first in one direction, then in both directions and at the end to all four sides (Scheiner, 1897).

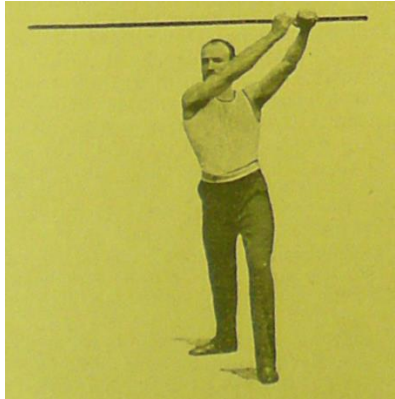


Fig. 24 Upper parry with a baton. Source: Scheiner, 1897



Fig. 25 Lower parry with a baton. Source: Scheiner, 1897

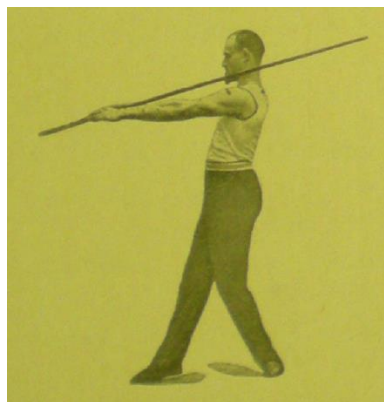


Fig. 26 Backswing to stab with a baton. Source: Scheiner, 1897

4.6. Continuation of Sokol's idea

Since the 60s of the 19th century, the activity of Sokol was very carefully monitored by Austrian authorities, because the Sokol movement was viewed as a dangerous enemy. In 1866, when Austria led war with Prussia, Tyrš offered the government establishment of a volunteer corps formed by Sokol which would be part of the Austrian army. However, the Austrian government refused his offer because they feared that weapons could be used against Austria by the Sokol. After the army and police left Prague, the Sokol was commissioned by the city council to create a security service in the city. In this period the Sokol was experiencing good times, successfully penetrated into Moravia to Austria, and the first organizations were formed abroad (Kössl et al., 1986). Information about the Sokol also penetrated into Hungary. When revealing the Sokol flag in Brno in May 1871, the festivity was attended also by Slovaks. After an initial boom, there was a temporary decline in the Sokol activity in the 70s of the 19th century. The partial reason was a lack of exercise environment and skilled trainers, thinking about the organization only as patriotic activity of festivities and trips, and increased persecution by the Austrian authorities. Many organizations at that time disappeared or were converted to fire organizations that were popular at the time. In 1876 the Sokol journal ceased to exist and membership decline by a third, the number one the organizations even by a half. Better times for Sokol came in 80s, when the Czech deputies entered the regional parliament and the imperial council. This led to soothing public life, consolidation of patriotic activities and re-development of Sokol and in 1881 re-issue of the Sokol journal (Waldauf, 2007). In the following decades Sokol was still fighting for its place in the social and political life of children and the emancipation of the Czech nation. Gradually, membership base of the Sokol increased and to gaining strength.

In 1912, on the occasion of 50th anniversary of Sokol, the sixth Sokol festival was organized in Prague Letná, which was attended by over 22 000 active gymnasts, more than 17 000 Sokol members were in the parade. The course of the festival was observed by around 300 000 spectators. Given the size of this event, it was attached a great political significance, which especially well-captured by foreign observers and journalists. The Sokol did present the results of its work, which was a well-organized, disciplined and trained national army. The political importance was highlighted by an act of the mayor of

Czech Sokol dr. J. Scheiner, who refused to invite the Emperor Franz Joseph to the festival and did not allow the Austrian national anthem and Austrian battalions at the festival (Waldauf, 2007). It was obvious that the original idea of the Sokol to build a conscious nation, strong physically and mentally prepared to defend, was successfully implemented. The international importance of the Sokol movement was affirmed by participation of Sokol members from America, Slovakia, England, Belgium, Bulgaria, Dalmatia, France, Croatia, Macedonia, Russia, Slovenia, Serbia, and the Ukraine (Waldauf, 2007).

In 1914 the Sokol festival took place in Brno. During the exercise on June 28 it was reported that an heir to the throne Franz Ferdinand d'Este was shot in Sarajevo. The festival was subsequently terminated after exercising men (Česká obec sokolská, 2015). 28th July 1914 Austria declared war on Serbia. The state of war which was started by the Austrian authorities evoked action against the Czech patriots. Strong persecution started (Waldauf, 2007).

Afterwards many Sokol members went to front and entered legions. In 1915 the Czech Sokol was officially disbanded and the mayor Scheiner was interned. In some Sokol gyms military hospitals for the wounded at the front were established during the war. When the T. G. Masaryk visited Czechoslovak Legion members in Russia, he was welcomed by Sokol legionnaires, who founded their organization within their fighting units (Česká obec sokolská, 2015).

After the end of WW I, Sokol was alive again. On October 28, 1918 the National Guard accessed to service of the new Republic, and immediately took disciplinary service in Prague and other cities. The Czech Sokol Mayor dr. Scheiner and the chief dr. Jindřich Vaníček were at the time of the building of our new army entrusted with high functions at the Ministry of National Defence (Česká obec sokolská, 2015).



Fig. 27 The chief of Czechoslovak Sokol Jindřich Vaniček in an interview with the Czechoslovak president T. G. Masaryk at the Sokol festival in 1926. Source: Pražák, 1946

Sokol experienced its golden age between the two world wars (1918-1938), when it became a million-member organization. In its ranks there were also prominent politicians including Presidents Masaryk and Beneš. The president of Czechoslovakia, Tomáš Garrigue Masaryk, was a great supporter of the Sokol organization (Česká obec sokolská, 2015).

Even during the Second World War Sokol members experienced persecution. First, the arrest of Sokol officials, members and legionnaires came and in 1941 the activity of the Sokol was completely banned. Nazis were well aware of the national potential and history of the Sokol, which would pose a risk to the fulfilment of his war plan.

After World War II, the Sokol was restored just in 1946. Also for the communist regime the Sokol became the enemy and after the founding of the single state Czechoslovak Union of Physical Education and Sport, it was in 1956 for its formal and substantive goals prohibited. Its tradition was maintained only thanks to its members living in non-socialist countries.

The Sokol organization is indelibly linked to Czech history, during which it was three times liquidated. It is no coincidence that the Sokol movement became uncomfortable for all totalitarian regimes in Czech history. The Sokol reconstruction efforts in 1968 were impossible due to normalization and so the Sokol was restored after the Velvet Revolution in 1990. The Czech Sokol association now consists of approximately 1 100 organizations and there are about 190 000 members. Sokol gymnastic process has undergone major transformation. Former Sokol exercise is today designed as a general preparation for children and fitness for adults, and versatile multi-event competitions are held for children as well as adults. The Department of Sports of Czech Sokol records in its programme around 80 modern sports (Česká obec sokolská, 2015). The idea of the Sokol movement could be defined as comprehensive education system of individuals, covering both their spiritual and physical activities in accordance with the characteristics derived from a synthesis of national feelings, cultural cooperation, harmony, and the height of one's ideals (Savic et al., 2014). Philosophical ideas and ideals of the Sokol movement, as well as extensive curriculum of combatives developed by Tyrš and his followers, can be the inspiration for contemporary physical education and sport.

5. Foundation of combatives in physical education

5.1. The beginnings of combatives and education

Since the beginning of human development combat activities have been part and parcel of basic motion fund of a man apart from walking, running, crawling, climbing, throwing and casting objects, etc. A man was forced to hunt, their living and make clothing, had to fight with animals and people to protect the integrity and family. Adamčák & Bartík (2011) state that combatives are among the oldest human physical activities which originated as combat activities on the basis of human needs to survive and succeed in challenging conditions. Combatives originate as comprehensive physical activities including wrestling, punches, kicks arms control, and etc. Besides, it is logical that precisely in the struggle for survival, one had to involve all their physical layout, mental strength and employ all available means (including weapons) for an effective defence against the enemy. It is in a complex effect of combatives on the man that can be seen as the greatest benefit for physical exercise. It is known that all advanced civilizations of antiquity pursued sports as well, while most emphasized sports were those that stressed strength and power, i.e. activities of combative character (Reguli et al., 2007).

One of the most natural ways of fight for a human can be considered wrestling. It has always played a very important role throughout the history of mankind. It was a survival tool in the daily struggle for life, hunting method and a manner of maintaining the status within the hierarchy of social groups. With the development of society it has become a sport activity (Machajdik et al., 2004). The existence of wrestling and fist fights in Mesopotamia in the period around 27th to 26th century BC is shown in artefacts such as a statue of two wrestlers mutually holding their belts. Egyptian reliefs from the 25th century BC represent fighters overseen by a third party who could have probably been a coach or a referee. This fact suggests better organization of combative exercises in a given period. Sommer (2003), for example states that already in the Aegean culture wrestlers wore a helmet partially protecting their face. It was therefore equipment similar to today's guards which enabled a safer practice of combatives. In the culture of ancient Greece, which European culture constantly returns to, wrestling called "palé" was firstly included in the

programme of the ancient Olympics in 708 BC, then followed box called "pygmé" in 688 BC and finally all-fight called "pankration" in the year 648 BC was added. Wrestling was also the last part of the pentathlon, which shows the perception of the wrestling as part of a universally developed athlete (Bartík et al., 2007). From the word "palé" the term "palestra" is derived; it was an area poured out with sand or gravel designed to wrestling practice and surrounded by a portico. Later this term was used as a synonym for the Greek term „gymnasion“. This word is derived from the term "gymnós" (meaning „naked“), because young men educated both physically and mentally in gymnasiums trained in wrestling without clothing.

In the period of Humanism and the Renaissance ancient ideals were revived and wrestling was re-discovered. For example Italian humanist Vittorino Ramboldini da Feltre (1378-1446) founded the school in nature, called "Joy House" (Casa giocosa), in which the students would wrestle (Machajdík et al., 2004). Moreover, Jan Amos Comenius (1592-1670) emphasized the ideal of harmony between body and soul. He claimed physical exercise to be useful and necessary for healthy development of the individual. Although combative exercise was not particularly described, wrestling and fencing were illustrated in his work *Orbis pictus* (Reguli et al., 2007). In the period of the Enlightenment John Locke (1632-1704) laid the foundations of the system of physical education in his work *Some Thoughts Concerning Education* (1693) which besides swimming, riding, and rowing, included fencing and wrestling as well. The inclusion of wrestling in compulsory physical education was thanks to the first German pedagogue Johann Christoph Friedrich Guts-Muths (1759-1839), whose work *Gymnastik für die Jugend* (1793) states struggle as a means to improve health, develop courage and body. Guts-Muths divided technical activities into pulling and pushing the opponent, lifting the opponent, pulling the opponent to the ground and defeating (Bartík et al., 2007). Later, wrestling was also included in some physical education systems, such as the French one. Francesco Amoroso (1770-1848) introduced at his Institute up to eight kinds of wrestling (Machajdík et al., 2004). Fundamentals of Physical Education in the Czech Republic were created by Miroslav Tyrš who in the 19th century included combatives in his Sokol scheme of physical exercises and also introduced a new word "combatives" („úpoly“ in Czech) (Tyrš, 1873).

5.2. Contemporary physical education and combatives

Contemporary physical education in most countries of the world employs a variety of physical activities such as athletics, swimming, gymnastics, sport games, combatives, outdoor activities, skiing, cycling, in-line skating, hiking, etc. The effort to meet the basic objectives of physical education, a comprehensive physical and psychomotor development of pupil is emphasized. Preference of various physical activities is, in addition to formal determination of educational programmes, often influenced by the attractiveness of physical activities for students, history, sport history and cultural heritage in particular region, actual material conditions, etc. Combatives belong among basic movement activities of a man and therefore have their irreplaceable place among other sports and are generally well accepted by pupils (Ďurech et al., 2000).

School physical education is an essential element of physical culture and physical education as a component of education of universally and harmoniously developed humans. Physical education performs multiple functions in school. Especially it is an area of education serving for the development of motor abilities (strength, speed, endurance, and coordination), learning of task-specific motor skills, motor habits (posture, ergonomics). It is a psychomotor domain which is in terms of the objectives of physical education considered the primary one. Its function is to ensure conditions for healthy physical development of children and youth. By far not every movement, however, is healthy and beneficial for the body. Psychomotor area develops body awareness, the ability of internal feedback on the effect of exercise on the body and assessing the acute condition of the body. In order to attain a positive effect on physical development, it is necessary to perform the movement technically correct, consciously and with a reasonable degree of control. Knowing the rules of sport activities, technical design, specific exercises, their dosage, means and methods suitable for the development of fitness and motor learning belong to the cognitive field of education. Current practice of physical education shows that in the current conditions of school education increased emphasis on the affective area should be placed. Among the outcomes in affective area we include development of a positive relationship of children and young people to regular physical activity, motivation to provide acceptable performance, belief in the importance of physical health programmes

and their health benefit and, last but not least, the development of quality relationships within social groups in sports; whether in a team, club, organization or healthy and fair-play respect for opponents. Svobodová et al. (2015) states that in the curriculum of physical education also combatives activities have their own place and, which are often erroneously regarded as strikes not suitable for school physical education because of injury and moral principles. Combatives are elementary physical exercises used for the development of motor abilities and mastery of basic motor skills that are necessary for further motion development in combative, but also non-combative physical activities. Preparatory combatives offer a wide range of use. They are an excellent means of developing most motor abilities, especially strength, strength-endurance, speed and coordination (Svobodová et al., 2015). Also Adamčák & Bartík (2011) confirm that combatives currently meet the objectives and tasks of physical education and sport, contribute to the harmonious development of individuals and the acquisition of general professional skills and habits, and they are also a means of personal self-defence and recreational physical activity of citizens (Adamčák & Bartík, 2011). Fojtík (1998) states that combatives are part of physical education and sport at primary schools as well as outside the school. On the other hand, Ďurech (2000) also points to the fact that in comparison with other physical exercises combative exercises are not widespread at schools, although they are very popular by the young and in this respect it is necessary to rectify it.

5.3. Opinions on the role of combatives in physical education

There is more or less a consensus for the basics of positive influence of combatives on the development of practitioners and their importance of their implementation in physical education prevails among experts (Adamčák & Bartík, 2011; Ďurech et al., 2000; Fojtík, 1998; Jagiello & Dornowski, 2011; Riordan & Jones, 1999; Sasaki, 2006; Stringer & Andrews, 2011; Svobodová et al., 2015). However, we can find different opinions on the combatives' purpose and method of teaching in the literature. At the beginning of this chapter, it is worth recalling that the diversity of views on the implementation of combatives in school physical education is determined by two main factors. Firstly, there

is a wider range of physical exercises and systems which belong to combatives and can be selected for the purpose of physical education. Secondly, it is a different cultural background which individual systems originate from. Compare for example combatives with athletics, a traditional sport that has its roots in ancient Greece and is also known as the "queen of sport". Athletics includes disciplines such as walking, running, jumping, throwing and shot-putting. These groups are further divided into sub-groups such as high jump, long jump or competing in their combinations, i.e. combined events. A manifestation of such athletic versatility can be e.g. decathlon. According to the preference in school physical education, we can use the different athletic disciplines, combined events, etc. However, if a school should choose a suitable combative activity, the situation is different as the range of combative sports is considerably wider. Combatives include thousands of physical systems spread throughout the world, while the best known are those that emerged from the Asian or Eurasian tradition. It must be also taken into account what purpose are combative activities in physical education included for. Jagiello & Dornowski (2011) dealt with use of martial arts in the physical education. They state that the importance of martial arts in physical education is first of all in physical development of children and youth, however, the main advantages of martial arts are not limited to the biological sphere. Values of martial arts teaching in PE could be divided into three areas: mental values, pedagogical values, utilitarian values. Martial arts enable not only the perfection of motor skills and adaptation mechanisms but also overcoming one's own weaknesses, fears and aptitude for aggression (Jagiello & Dornowski, 2011). Significance of combatives in school physical education was aptly characterized by Fojtik (1998) who states that their importance lies in the development of specific motor skills designed to defeat the enemy and they are also used as one of such means of fitness development. At the same time health aspects are significantly connected with combatives, which is most clearly seen in the way of posture, breathing and relaxation. In the area of self-defence combatives contribute to a sense of personal safety. Thanks to their multilateral mobility activities they develop physical versatility and participate in the development of physical abilities, physical fitness and endurance. Combatives significantly develop mental endurance by repeated exposure of practitioners to challenging situations. Combatives have always been seen as an excellent means of personal development in many geographical areas and have their place

in the development of military ability. Since ancient times categories like personal honour and bravery have been emphasized in combatives. Equally important and valuable in combatives are procedures helping get rid of fear as an emotion blocking or suppressing purposeful behaviour (Fojtík, 1998).

An interesting fact is a difference in the understanding of the importance of combatives and physical education when compared to the Euro-American and Asian perspective regarding this topic. While Euro-American model is mainly influenced by the modern conception of sport, the Asian model relies more on its own tradition of martial arts, which seems to be in many ways incompatible with sport concept of combatives. Sasaki (2006), for instance, states in his article „The meaning and role of budo (the martial arts) in school education in Japan“ that budo is considered a method for the development of human character and has a component which is different from that of sports. The objective of budo is rather educational, as it emphasises spiritual development, than sport-like, especially compared to European sports. Sasaki (2006) states, that martial arts existed in schools even prior to World War II, when it was called „budo“. After World War II, budo was still included in the school curricula but it was called „kakugi“ (combat sports). Kakugi is the name of motor activity, a type of martial arts that was taught since 1958, after martial arts education had been abolished due to World War II. In the contemporary world it is socially and academically accepted to teach martial arts as budo. More recently budo has reappeared as part of the school curricula. Japanese students should be instructed in budo in a way that emphasises the unique aspects of Japanese culture. The first objective of budo makes the participation in sports a lifelong pursuit and stresses the fun of playing sports and taking part in physical activities (Happy Physical Education). Sasaki (2006) further state, that budo is a way of seeking The Path which means the way of seeking better way of life. Current martial arts education requires a bow (rei) and a personal attitude after winning or losing a match, reflecting the concept to live in a manner „following The Path“. It is thought that the bow in martial arts is not just a way of showing respect to the opponent but also an act of becoming a better human being. Budo values the idea of suppressing the attitude of winning and losing. Also Riordan & Jones (1999) point to the difference in the position of sport taken from the west and traditional Oriental sports and martial arts, since Asia in general has developed several forms of exercise that have no real counterpart in the

West, although many are also practiced there now. Taji quan, qi gong and wushu are very distinctive forms of exercises that the Chinese have practised for centuries. The Asian forms have become stylized and ritualized, even reified, for example sumo wrestlers throwing salt, the display of kata in judo, and tai ji quan – in quite different ways from western competitive sports. Sports science does not dominate the training and practice of these ancient forms of exercises. International federations have not sanitised the activity by chopping away tradition and replacing it with competition rules. Riordan & Jones (1999) also points out that particularly competitiveness of west sports and performance orientation brought about some negative phenomena in sports, e.g. doping. While Olympic sports are regularly associated with drugs, such scandals do not pervade wushu (Riordan & Jones, 1999).

In practice, you can also encounter a critical eye to the inclusion of combatives in physical education, as the danger of these exercises compared to other sports is often mentioned (Svobodová et al., 2015). Although we failed to find any study in the literature and scientific databases showing a statistically significant higher injury rate of combatives compared to other physical activities, these arguments should be taken seriously and security of practitioners cannot be underestimated. You can also encounter the view that learning combatives can lead to aggressive behaviour. Stringer & Andrews (2011) in this context state that martial arts have become one of the most popular physical activities amongst children and youth worldwide. However, there are concerns among Western parents and school administrators that including these activities in school programmes, which may lead to incidents of violence. The same authors also explain that these ideas need to be put into perspective, since these concerns stem primarily from misconceptions about Asian martial arts, which is created by Western culture and which stems from an ignorance of the true values promoted by legitimate Asian martial arts practitioners. There are two potential reasons behind the concern that teaching martial arts fosters violence: ignorance, resulting from the lack of knowledge of the nature of martial arts and misunderstanding, due to misleading representations of the Westernized martial arts through commercialized media. Stringer & Andrews (2011) cite that sports adage attributed to the American football coach Vince Lombardi which holds that “winning isn’t everything, it’s the only thing”, is a sentiment which succinctly captures the status that

product holds over process in Western culture. Whereas victory is easily measurable when there is a medal or trophy attached to it, virtue as it is perceived by Eastern martial artists is more abstract, and may be more difficult for Western students to identify as an attainable goal (Stringer & Andrews, 2011).

Adaptation of Asian martial arts to Euro-American sports culture is criticized primarily because it leads to deformation of martial arts to something like gymnastics, i.e. exercising aesthetic movements without a deeper meaning to self-knowledge, self-enlightenment and a progression towards a way of seeking The Path (Sasaki, 2006; Stringer & Andrews, 2011). When it comes to practicing martial arts as a form of self-defence, Stringer & Andrews (2011) report that children and youth who planned to acquire martial arts training as a means of learning fighting techniques changed their attitudes and it was also observed that students who studied martial arts did not get bullied anymore; not necessarily because they used martial arts to protect themselves or to frighten bullies but because they transformed themselves in terms of enhancing their self-esteem, confidence, and demeanour through learning martial arts (Stringer & Andrews, 2011). Another objectifying research on the relationship between martial arts and aggression is the study of Zivin et al. (2001) which confirmed that martial arts programme may lead to a reduction in aggressive behaviour among adolescents with behaviour problems.

Interesting is also the view of future coaches and teachers of physical education and sport. In the research of Jagiello & Dornowski (2011) students (n=225) of the first year of Physical Education Faculty at Academy of Physical Education and Sport (AWFiS) in Gdańsk were involved to find out the opinion of students on martial arts teaching in physical education. Questionnaire was used for gathering data. The students (n=112 male, n=113 female) realised a full-time programme of studies. In the first semester students took the basics of judo (15 lessons) and in the second semester jiu-jitsu with elements of self-defence (15 lessons). The main results show that AWFIS students highly assess educational values of martial arts. Most students (88%) indicated a very strong or strong importance of martial arts in PE in children and youth, smaller part (12%) indicated little significance or insignificant role. A majority of respondents (95%) think that elements of martial arts should be applied in the process of PE in children and youth as funny forms of fight and shaping exercises with a partner.

Importance of teaching combatives in school physical education can be summarized as follows:

- 1) combatives are important for the creation of properties and capabilities needed to defend the country
- 2) combatives lead to the development of self-defence skills and greater mental resilience
- 3) combatives are excellent fitness exercise and develop the most of physical abilities into a sufficient degree
- 4) combatives improve understanding of the mechanics of bodily movements
- 5) combatives develop control of body movements and control of mental conditions
- 6) combatives enable a better understanding of our own abilities and real self-esteem
- 7) combatives contribute to social compassion and thoughtfulness to a classmate (a rival) (Fojtík & Plajnerová, 1990)

Finally, combatives and martial arts exercises allow to notice that the fear of failure paralyses human ability to act correctly and intelligently, that excessive aggression and over-confidence make it impossible to recognise that the lack of proper physical predispositions, knowledge and endurance leads to failure. Training and martial arts exercises shape an attitude of a watchful observer and an ability to act in accordance with the laws of nature. Martial arts training creates a unique opportunity to appropriately shape young people's personalities towards a socially acceptable model (Jagiello & Dornowski, 2011).

6. Illustrative cases of combatives curriculum in physical education

In this chapter, we give examples of combatives curriculum in educational programmes of the following three countries: the Czech Republic, Slovak Republic, and French Republic. Czech and Slovak curricula build on the previous interpretation of the mutual development of physical education and sport within the Sokol system. French curriculum is presented for two reasons. Firstly, because the French system of physical education inspired the establishment of the Sokol system and was the prototype in many ways. As described in Chapter 4, French boxing was one of the major combatives disciplines that would be cultivated in Sokol. While today in the Czech Republic this sport has basically completely disappeared, we can see its development in France and inclusion in the curriculum of physical education. Secondly, we consider the French model of curriculum optimal and in many ways inspiring for practice of physical education in Czech and Slovak Republic. When comparing curricula in the following chapters, it is clear that the French model is elaborated in more detail and structured precisely. For this reason, we mention French curricula mostly dedicated to French boxing and wrestling in full version, as an example of good practice.

6.1. Czech Republic

Combatives in school physical education in the Czech Republic have a long tradition going back to the beginnings of the development of the Czech gymnastic system of the Sokol organization. The basic document for educational curriculum is the National Programme of Education of the Czech Republic (so called “The White Paper”) that forms a government strategy in the field of education in a form of intellectual foundations, general plans and development programmes decisive for the development of standard educational system. National Programme of Education together with the The framework education programmes are documents of national level.

The framework education programmes (FEP) define the binding scope of education for individual stages (pre-school, primary and secondary education). The FEP are a mandatory

basis for forming the basic curriculum document at school level, so called School Educational Programme (SEP). The framework education programmes determine so called “key competencies” and the school should design its own proper procedures within the school curriculum that all the teachers would employ for the targeted development of these key competences.

6.1.1. Combatives curriculum according to the Framework Educational Programmes

The educational content of primary education is roughly divided into nine educational areas, educational content of grammar schools are broken down into eight educational areas. Each educational area comprises one educational or several interlinked educational fields. Combatives curriculum is defined in the educational area called Man and Health of the educational field of Physical Education (MŠMT, 2007, 2013).

The framework education programme for primary education (MŠMT, 2013) specifies in detail the curriculum of physical education, defining the activities affecting the level of motor skills as follows:

1. Movement games - with different focus; non-traditional movement games and activities; using toys and non-traditional equipment exercises; movement creativity
2. Basic gymnastics – preparatory exercise, acrobatics, exercising with equipment and apparatus of appropriate size and weight
3. Rhythmic and fitness exercise for children - fitness exercise with music or rhythmic accompaniment, fundamentals of aesthetic movement, expressing melody and rhythm through movement, simple dances
4. Preparatory combatives – pulls and pushes
5. Basic athletics - racing, motivated long run, long or high jump, ball throwing
6. Basic sports games - handling a ball, bat/racket or other sports equipment of appropriate size and weight, individual sporting activities, cooperation, preparatory games, matches using simplified rules of mini sport

7. Hiking and outdoor activities - outdoor trips and manners in transport vehicles, outdoor walking, camping, nature preservation
8. Swimming - (basic swimming lessons) hygiene of swimming, acclimation to the water environment, basic swimming skills, one swimming style (technique), elements of self- preservation and helping a drowning person
9. Skiing, ice skating (depending on school conditions) - games on snow and ice, the basic techniques of movement on skis and skates
10. Other physical activities (depending on school conditions and pupils' interest)

The framework education programme for secondary schools (MŠMT, 2007) lists the activities affecting the level of motor skills as follows:

1. motor skills and movement performance
2. physical differences and disabilities - age, gender and performance
3. preparatory, fitness, coordination, creative, aesthetic and other related activities
4. various movement games
5. gymnastics - acrobatics; jumps and exercise with apparatus; exercise with equipment
6. fitness and aesthetic exercise with music and rhythmic accompaniment (intended mainly for girls (at least two forms of exercise according to conditions and interest of girls or boys)
7. combatives - self-defence; basics of judo; aikido; karatedo (based on self-defence, the range of other activities is determined depending on the readiness of the teacher and students' interest)
8. athletics - track and field running (sprints, endurance running, relay race); high or long jump (depending on the material equipment of school); throws, shot put
9. sports games - game systems, game combinations and game activities of an individual in terms of the game (at least two selected sports games depending on school conditions and students' interest)
10. hiking and outdoor stay - planning a hike and stay in nature; orientation in less clear terrain, orienteering, campsite preparation and cleaning
11. swimming - perfecting the mastered swimming techniques (further swimming technique); diving; military swimming, helping a tired swimmer, saving a

drowning person (swimming is included depending on the material conditions of the school)

12. skiing - cross-country, downhill; snowboarding (various forms of skiing are classified according to current snow conditions, material conditions and the interest of the students)

13. further modern and non-traditional physical activities (activities are included depending on school conditions and students' interest)

The exact wording of combatives curriculum for primary and secondary education, which is established by The framework education programme for primary education and The framework education programme for secondary education (MŠMT, 2007, 2013) is collectively presented in Tab. 1.

Tab. 1 Combatives curriculum at primary and secondary schools in the Czech Republic

Combatives curriculum at primary and secondary schools		
Primary education		Secondary education
Lower primary education (year 1 - 5)	Upper primary education (year 6 – 9)	<ul style="list-style-type: none"> ➤ self-defence ➤ basics of aikido ➤ basics of judo ➤ basics of karatedo <p>The basis is self-defence, the range of other activities is determined depending on the readiness of the teacher and pupils' interest.</p>
preparatory combatives: <ul style="list-style-type: none"> ➤ pulls ➤ pushes 	combatives: <ul style="list-style-type: none"> ➤ basics of self-defence ➤ basics of aikido ➤ basics of judo ➤ basics of karatedo 	

The presented Combatives curriculum prescribed by curricula of national level is final and binding for the development of School Educational Programmes. The curriculum is not further elaborated at the national level. For this reason, we consider interesting to mention some of the previous combatives curricula that were in force before the introduction of Framework education programmes, and in some ways were elaborated in more detail.

6.1.2. Combatives in older educational programmes

No reference of oppositions in combatives content particularly for lower primary school (year 1 – 5) and no reference of falling techniques for upper primary school (year 6 – 9) are the shortcomings of Framework Educational Programme; the older educational programmes determined combative thematic units in a rather non-specific way, but more or less uniformly.

Educational programme of the National School (year 6 - 9) (MŠMT, 1997)

- pulling, pushing and combatives oppositions in different positions,
- guard positions and falls,
- basic self-defence,
- basics of selected combative sport.

Educational programme of the Civil School (year 6 - 9) (MŠMT, 2004a)

Knowledge, habits:

- the importance of combatives for self-defence and military ability,
- technique of acquired activities,
- legal aspects of the use and abuse of combative activities, ethical benefits of combatives,
- the specifics of safety and hygiene during combative activities,
- various kinds of combatives.

Physical activities:

- pulling, pushing,
- combative oppositions in different positions,
- fall (backward roll into the cradle, somersault over the shoulder, on side, overturn, falls connection),
- guard positions and opposition in them,

- holding an opponent on the ground, fighting to escape from the hold on the ground (only boys),
- defence against a clasp from the front,
- defence against stranglehold (from the front, from the back)
- defence against grasping the wrist,
- defence against slashing from the top,
- aikido - holding the arm, wrenching the wrist, turning the wrist to the side
- karatedó - direct hit equilateral, top block, outer block, kick forward.

Educational Programme of the Primary school (MŠMT, 2004b)

1st and 2nd year curriculum

Within "Motion games" and „Preparatory fitness ... exercises“, preparatory pulling and pushing can be incorporated.

3rd – 5th year curriculum

Within "Motion games" and "Preparatory, fitness ...exercises“, it is possible to incorporate physical activities from a variety of preparatory combatives and emphasize the importance of appropriate active defence and to prepare for it.

As an extension curriculum of further educational stage, adapted to the level and interests of students, can be used.

6th – 9th year curriculum:

- the importance of combative sports for self-defence and military ability,
- basic concepts of acquired activities, the names of various sports gear, and equipment,
- basic philosophy of combat and self-defence activities, the legal aspects of the use and abuse of combative activities,

- basic principles of relaxation and strengthening the body and its parts, awareness of gravity, correct breathing and energy transmission,
- safety principles during combative exercises.

Preparatory combatives:

- pulling, pushing, combative resistance,
- falls (backward roll into the cradle, somersault over the shoulder on side, and overturn, falls connection,
- guard positions, hold and opposition in them, resistance in them,
- holding an opponent on the ground, fighting to escape from the hold on the ground (only boys),
- judo - defence against a clasp from the front, defence against stranglehold, defence against grasping the wrist, ogoshi knock down
- aikido – defence against holding the arm, wrenching the wrist, turning the wrist to the side

The pupil should be able to (should know):

- recognize the importance of self-defence activities and own possibilities in conflict with the enemy,
- be aware of the consequences of abuse of combat activities and act by the spirit of fair play
- be able to name the acquired activities,
- master basic postures, grips and be able to extricate from holding

Extension curriculum:

- additional self-defence activities,
- judo - defence against slashing from the top,
- karatedo - direct hit equilateral, top block, outer block, kick forward.

Curricula for grammar schools (MŠMT, 1999)

Specific knowledge, habits:

- the importance of combative sports for self-defence and military ability,
- basic philosophy of combat and self-defence activities, the legal aspects of the use and abuse of combative activities,
- basic principles of relaxation and strengthening the body and its parts, awareness of gravity, correct breathing and energy transmission,
- safety principles during combative exercises.

Physical activities:

- preparatory combatives – pulling, pushing, combative resistance,
- guard positions, hold and opposition in them, resistance in them, watching the opponent, movement in response to movement of the opponent,
- self-defence - holding an opponent on the ground, fighting to escape from the hold on the ground (only boys), defence against a clasp from the front, defence against stranglehold, defence against direct attack, defence against slash from the top.

Recommended extension curriculum:

- additional suitable self-defence activities,
- judo – kesagatame hold, ógoši knock down,
- aikido - holding the arm, wrenching the wrist, turning the wrist to the side,
- karatedo - direct hit equilateral, top block, outer block, kick forward.

Current curriculum of combatives in the Czech Republic is defined very non-specifically, specific learning outcomes which should be achieved in combatives teaching are not determined. In the next chapters, therefore, we present our own proposal to learning outcomes and their controls for each stage of primary and secondary education as were defined in "Theory and didactics of combatives in the physical education" (Reguli et. al.,

2007) (published in the Czech language). According to this concept we teach future teachers of physical education at Masaryk University, the Faculty of Sports Studies, one of the three specialized faculties focusing on physical education and sport in the Czech Republic.

6.1.3. Suggestion of combatives teaching in educational programmes at lower primary schools (year 1 – 5)

Basic specific knowledge that is acquired:

- basic ways of establishing contact by grip and clasp,
- means of pushing and pulling the opponent,
- preparatory exercises for falling technique,
- group combative games.

Evaluation and control of the acquired basic specific knowledge focuses mainly on these external manifestations:

- establishing contact in different kinds of basic combatives (e.g. wrist, elbow or shoulder grip),
- following the correct direction of the force in pulling and pushing,
- smooth movements with strengthened body on the mat in the preparatory falling exercises,
- sufficient self-control for combative games.

After completion of education pupils:

- are able to establish combative contact with another pupil and use it for practice of basic combatives,
- are able to push and pull their opponent in a smooth and concentrate way,
- are able to strengthen the body so that in preparatory fall exercises they can roll on the mat continuously,

- are able to monitor the movement task and control their behaviour in group exercises,
- are able to fight combatives in an emotionally positive atmosphere

(Zdenko Reguli, Ďurech, & Vít, 2007).

6.1.4. Suggestion of combatives teaching in educational programmes at upper primary schools (year 6 – 9)

Basic specific knowledge that is acquired:

- the importance of preparatory combatives, combative sports, martial arts, and self-defence,
- technique of basic postures and ways of stability disruption of the opponent,
- the risk of injury in falls, significance of fall techniques and basic falling skills,
- technique of lifting, carrying and lowering living load, their utilization in physical education and sport or outside them,
- ethics of honest sports combat,
- basic techniques of combative activities within the self-defence, the adequacy of self-defence and prevention against violence,
- painful and vulnerable sites of the human body, the difference between their use in self-defence and the prohibition of the use in sports combat,
- basic, simplified rules of combative sports through the wrestling using the techniques of combative sports.

Pupils learn to evaluate their own activities and activities of their classmates. Self-assessment and evaluation, and control of acquired basic specific knowledge are mainly focused on these external manifestations:

- taking the correct starting position,
- disrupting the stability of the opponent,
- lifting, carrying, and lowering living load,

- use of basic fall techniques,
- use of combative means to win over the opponent in a controlled fight on a mat,
- appropriate response to the possibility of self-defence situation in specific situations.

After completion of training pupils:

- know and are able to explain the significance of combatives in physical education and sports as part of the locomotive development of human,
- recognize and are able to describe the fundamental differences between combative sports (technique, origin and rules)
- can use their power appropriately to the situation, specifically perceive the strength and movement of the partner and respond to them,
- know and use general rules used to honest and safe wrestling and fighting,
- know how to use technical and tactical superiority over the opponent without causing pain to one another,
- apply the rules and tactics of fighting on the ground in the various resistance exercises,
- use appropriate strategies to achieve the balance of forces in the fight,
- are able to prevent injuries by falling techniques, know and explain the difference between controlled falling technique and uncontrolled fall,
- know the important safety precautions in preventing violence; know the basic issues of solving conflict situations and physical violence.

In the educational project of the National School (2004) the project of self-defence course that appropriately combines knowledge of physical education, civics, as well as other subjects, is presented as selective curriculum. It is determined as an appropriate example of linking curricula in school educational projects in higher years or secondary schools.

The aim of the course is to prepare pupils for life situations in which the life, health or property (interest protected by law) may be or were endangered. Further aim is:

- to equip pupils with knowledge that will enable them to prevent or resolve situations that lead to danger to life, health or property, provide them with necessary information from law, and psychology, and teach them about legal means employed to defence,
- to train solution to selected model situations, with particular emphasis on prevention,
- to learn such behaviour patterns that reduce the risk to the body as much as possible (verbal and non-verbal self-defence),
- to train some useful self-defensive actions, using random objects or approved means for personal protection,
- to strengthen the attitude towards personal safety, to lead pupils to realize their own responsibility for their property, for the safety of themselves and their relatives,
- to understand the role of the police, the prosecution, the courts as national institutions, whose purpose is to protect citizens from crime,
- to help students find a real relationship between the possibilities of protection and defence acting alone and situations where the state is required to protect them through established state institutions.

Content of the course:

- citizen and state, institutions to protect citizens,
- rights of citizens defending themselves, fellow citizens, or property,
- adequate or inadequate defence (necessary defence and deviation from the bounds of legitimate self-defence),
- how to protect the property,
- how to avoid situations that could cause danger to persons,
- how to behave to avoid the threat,
- how to behave when the threat to people cannot be avoided,
- the use of defensive techniques (application of combative techniques in self-defence, the use of mechanical, electronic and chemical means),

- how to notify the police that there was a danger to person, injury and further procedure

When organizing the course it is beneficial to cooperate with the Police of the Czech Republic, municipal police, social organizations dealing with the protection and assistance to vulnerable citizens, qualified instructors of self-defence, etc. (Zdenko Reguli, Ďurech, & Vít, 2007).

6.1.5. Suggestion of combatives teaching in educational programmes of secondary schools

Basic specific knowledge that is acquired:

- combatives significance as a whole, the theory of physical activity in relation to combatives,
- factors unifying combatives,
- fundamental design of basic combative exercises,
- falling technique in difficult conditions,
- methodological and organizational activities,
- the use of combat exercises in other sports activities (especially for girls or the use of combative elements in aerobic forms of gymnastics (Reguli, 2006),
- the use of combatives in recreational physical activities (e.g. adventure games),
- the basic techniques of combative sports due to their application in self-defence,
- the basic principles of self-defence, its legality and moral responsibility for own actions,
- the ability to help another one in critical situations under existing criminal laws and social rules,
- moral and volitional qualities accepted in combative sports,
- knowledge of martial arts, their lifelong nature and functions.

Pupils learn to evaluate their own activities and activities of their classmates. Self-assessment and evaluation, and control of acquired basic specific knowledge are mainly focused on these external manifestations:

- deflection of the opponent in the exercise according to the agreed rules,
- application of suitable falling technique,
- control and decision in combative games and competitions,
- creating variations of basic combatives exercises,
- adequate use of combative activities in other sports activities in accordance with the rules,
- solving model situations of conflict without physical confrontation with the opponent,
- application of combative techniques suitable for solving self-defence situation,
- legal and ethical aid to others in conflict situations.

After completion of education students:

- recognize and understand their own and opponent's strength and reasonably experiment with both of them,
- handle these forces adequately within agreed and friendly fight (game),
- contradict opponents with brute force, properly neutralize the attacking power by clever sidestep,
- accept and comply with agreed rules and tasks in a mutual physical conflict,
- have a sense of the rules and compliance to protect the partner,
- cooperate in group exercises, communicate nonverbally and monitor the effective fulfilment of the common task,
- use the skills already acquired in combative exercises in new exercises,
- use acquired movement patterns of falling techniques in accidental falls to avoid injuries,
- understand the moral responsibility for behaviour in conflict situations and are able to prevent them,
- have internalized legal and social norms regulating self-defence,

- fully realize the difference between reality and artistic representation of combative activities,
- know and understand the focus of martial arts and their impact on the lifelong bio-psycho-socio-spiritual development of human

(Zdenko Reguli, Ďurech, & Vít, 2007).

6.2. Slovak Republic

Combatives have a long tradition in physical education, which is linked to education in the Czech Republic. The basic document for educational curriculum is the State Educational Programme, issued by the Ministry of Education, Science, Research and Sport of the Slovak Republic („Štátny vzdelávací program — statpedu.sk", b.r.). The State Educational Programme is a binding document that sets out the general objectives of education and key competencies for education aims. It is the basis for developing a school educational program which also takes into account specific conditions and needs of the region.

The State Educational Program specifies the following educational areas:

1. Language and Communication
2. Mathematics and information work
3. Man and Nature
4. Man and Society
5. Man and Values
6. Art and Culture
7. Health and Movement

Educational area Health and Movement also includes physical education and sports education.

6.2.1. Combatives in physical and sports education at primary schools (year 1 – 5)

The State Educational Programme does not define specific means of combatives for physical and sports education at primary schools (*Telesná výchova (Vzdelávacia oblasť: Zdravie a pohyb) Príloha ISCED 1*, 2009). Exercise of basic combatives, especially pulling and pushing (Bartík, 1999) is mainly applied to meeting these objectives:

- Acquisition of elementary movement skills
- Creation of movement habits in the context of basic locomotion
- Applying the principles of fair play
- Tolerance for opponents and cooperation with partner
- Acceptance of rights and obligations
- Applying the principles of safe hygiene, health protection

Pupils learn new movements and seek their own identity in sport activities. They are able to carry out individual exercise with friends in their free time outside of the classroom.

Combative activities can be implemented in five thematic units:

1. Basic locomotion and non-locomotion skills
2. Handling, movement and preparatory sport games
3. Creative and aesthetic movement activities
4. Psychomotor exercise and games
5. Outdoor activities and seasonal movement activities

6.2.2. Combatives in physical and sports education at upper primary schools (year 6 – 9)

The thematic whole “Combative sports and self-defence” is selective (*Telesná a športová výchova (Vzdelávacia oblasť: Zdravie a pohyb) Príloha ISCED 2*, 2009). Selected topics are considered to be taught with subsidies of at least 6 lessons. The document states that the selected topics must be included in each year of education. Teaching combatives at Slovak primary and junior schools is primarily handled by Bartík (Pavol Bartík, 2006; Pavol Bartík, Sližik, & Adamčák, 2010). The aim of the thematic whole is that pupils:

- know the importance of basic combatives, martial arts and self-defence
- comply with ethics of fair fight and adequacy of self-defence
- could use basic techniques of combative activities in terms of self-defence
- could help the other in case of attack

Other specific findings that are also highlighted are mainly importance of basic techniques and attitudes and disruption of stability of the opponent. Due to prevention of accidents, it is important to focus on teaching self-defence technique. From martial arts judo, karate, and aikido are mentioned. The methodology, however, is not limited just to these sports. Wrestling and boxing are recommended as well.

6.2.3. Combatives in physical and sports education at secondary schools

The basic document is the State Educational Programme classified as ISCED 3 (*Štátny vzdelávací program: Telesná a športová výchova. Príloha ISCED 3*, 2009). The main modules are defined as:

1. Health and its disorders
2. Healthy lifestyle
3. Physical fitness and movement performance
4. Sport activities of movement programme

This document broadly defines the content combatives in the module of Sport activities of movement programme. This topic focuses on knowledge about the effect of individual sport activities to improve the health, about technique and tactics of implementation of sport disciplines, about rules of selected sports, sport terminology, sport environment and sport spectator.

Combatives are partially included in the subject of sports activities in which according the rules there is a conflict between individuals. These sports activities require control of motion techniques against the opponent, the ability to predict and will to win. Choice of activities is from more contact sports, especially striking, throwing and lever systems: judo, wrestling, aikido, karate and other combative arts. They are to provide pupils with certain

knowledge of martial and individual sports. They also include acquisition of selected sport skills with overcoming of the rival. Emphasis is placed on their chances in life assertion, orientation in the basics of techniques and self-defence tactics.

The content standard includes terms and symbols such as combative sports, ethics of fighting, self-defence, throws, hitting a lever systems, security of sports, sport equipment, opponent, rival, sport competitions, anticipation, reaction speed, opponent and individual sports. The power standard defines learning outcomes for graduates of education:

- Student manages an individual match with an opponent in one kind of combative sport.
- The student understands the attitude towards opponents, and presents the ability to predict in a direct or mediated way.
- The student demonstrates acquired selected activities of combat and self-defence techniques.
- The student respects the rules of sports and principles of self-defence.
- The student demonstrates the ability to maintain security against falls as well.

6.3. French Republic

France has a unified educational system, whose basic structure dates from the 60th-70th of 20th century. Compulsory education was established in 1967 for the age range 6-16 years. The school year has the same organization as in the Czech Republic. It begins during the first week in September and ends in late June (Euroskop, 2015). The French education system is split into three stages:

1. primary school (École),
2. secondary school (Collège)
3. high school (Lycée).

Primary and secondary education is free, neutral, secular and compulsory between the ages of 6 and 16 (French Republic, 2015). However, there are some private schools that are not subject to these obligations and particularities of the French education system (French Republic, 2015).

Education system (Fig. 28) is split into primary education and secondary education. Primary education includes pre-school education in a nursery school (age 2-5), which is not compulsory and elementary school (age 6-10). Nursery school classes accept toddlers aged 2 or 3. In the nursery school the children develop their basic faculties, improve their speaking skills and are introduced to the world of reading and writing, numbers and other key areas of learning. From the age of 6 to 10, children attend an elementary school which is compulsory (French Republic, 2015). The lower primary school in the Czech education corresponds to this system (NICM, 2015).

Secondary education is compulsory and accepts all pupils after elementary school without the need to pass an entrance exam (French Republic, 2015). It consists of two successive cycles: Lower secondary school (College) and General and technological college (lycée) and is designed for students aged 11 to 16. School attendance in France is compulsory for children under the age of 16. After college pupils continue their education in a general and technological college or a professional college. High School (Lycée) is designed for students aged 16 to 18 and may be terminated by general technological baccalaureate, which allows to work in jobs requiring higher qualifications, or the student can obtain CAP and BEP diplomas, which allow entry into the labour market in professions with lower qualifications (French Republic, 2015).

The French educational system is presented as an example of good practice in the use of combatives in physical education. French curriculum documents set the curriculum of combatives not only very aptly given the age of the gymnasts, but compared to e.g. the Czech Framework Educational Programmes, they additionally offer a detailed description of each exercise. For basic resource for teaching combatives in France is considered French boxing (savate), and wrestling, i.e. a martial arts which are very closely linked with the French sports history.

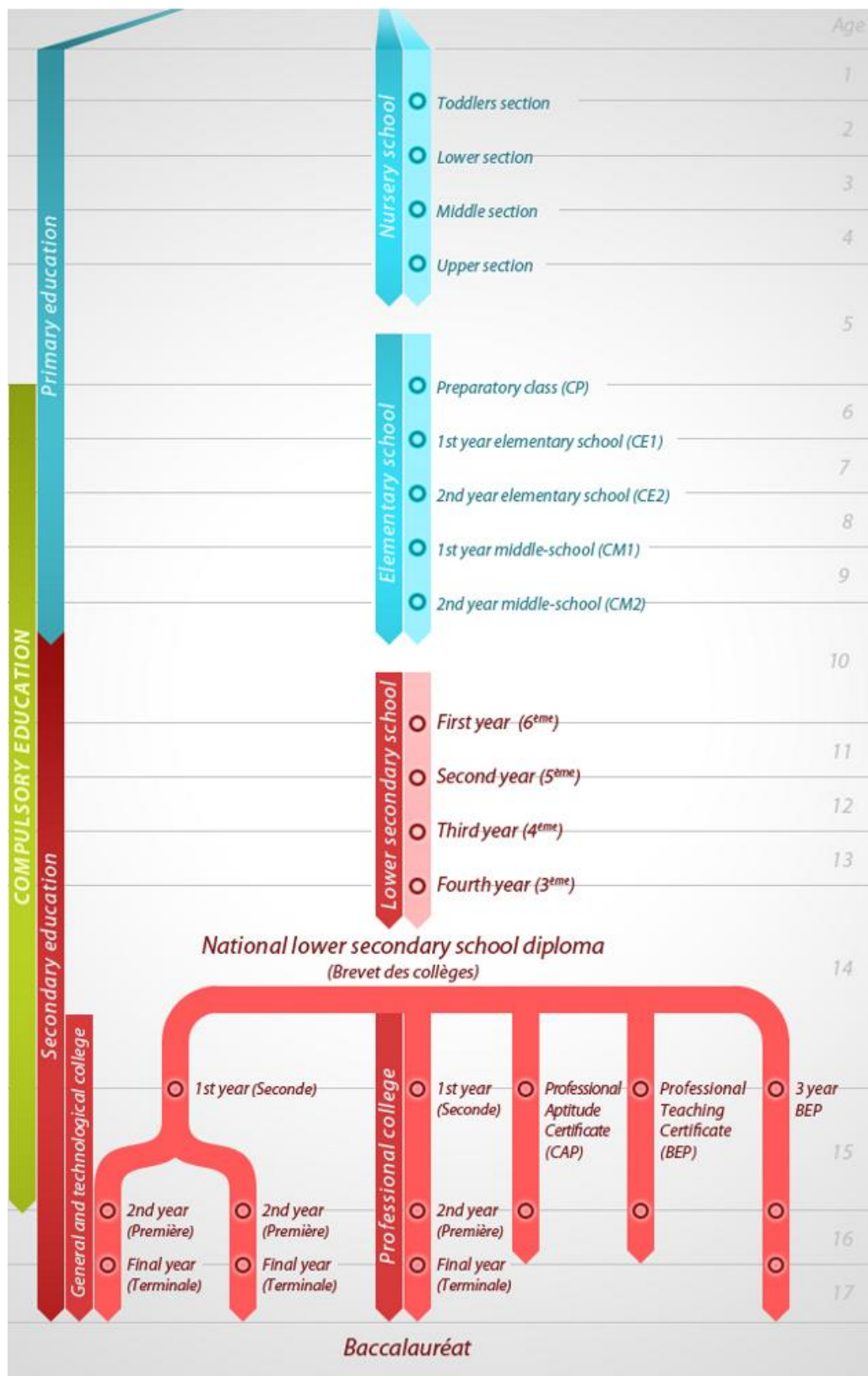


Fig. 28 French education system Source: French Republic, 2015

6.3.1. Nursery school

French curricular documents for Physical Education (Ministère de l'Éducation nationale, 2015) reported that nursery schools have the opportunity to create conditions for the development of basic physical activities such as: relocation, moving, increasing levels of balance, handling objects and their throwing and catching. The first example of this fact are games of the youngest children. The teacher leads a child to experience the simple joys of voluntary and organized activities that are progressively more elaborated and interconnected with each other. School physical education contributes to building respect for ethics and the educational and humanistic values of sport. It plays a decisive role in youth access to sport and makes sense of the term "to live together" and to work together. It fully contributes to health and to protection of the physical integrity of pupils. It is an example of equality and civic education of the youth. It is particularly the period of childhood with creation of a basic locomotor repertoire consisting of activities such as:

- moving (walking, running, jumping)
- balance (standing on one leg)
- handling (holding, pushing, pulling)
- throwing and catching objects

The school must offer the child an opportunity to broaden the experience of the child in environments and facilities that:

- help know themselves and develop their motor skills better
- encourage the diversity of activities
- offer a wide variety of different feelings and emotions
- bring the joy at the development and group games

The child also learns to share time with their friends within collective, dancing and singing games. All these skills are developed in the course of performing physical activities that contribute to the proper orientation of children and understanding their importance: e.g. jumping as far as possible (athletic activity) is different from jumping from gym apparatus

and landing on your feet (gymnastic activities). This experience then helps the child to express and share their feelings and emotions (Ministère de l'Éducation nationale, 2015). Although this recommendation does not explicitly mention the use of combatives, the passage devoted to handling (holding, pushing and pulling) can be interpreted in terms of combative pulling, pressures and resistances. Children aged 3 to 5 can perform simple combative exercises concerning holding of an object in trying to get it in resistance, perform pulling and pushing with peers or with a teacher and parents. Indeed, these activities are a natural part of tactile communication, games and entertainment that arise spontaneously. It is sufficient only to set rules and follow them in the teaching process.

6.3.2. Elementary school

Educational programme for Preparatory class and 1st year of elementary school (aged 5 – 6) (Ministère de l'Éducation nationale, 2012b) divides the curriculum into the following areas:

1. Athletics
2. Swimming
3. Adaptation of movement to different environments (in a different terrain, while sliding, cycling, skiing, etc.)
4. Water activities (different depths of water)
5. Climbing activities
6. Activities involving rolling friction and sliding (roller skates, bicycle, etc.).
7. Orienteering
8. Development of cooperation and defence capability of individuals and groups
9. Combative games
10. Racket games
11. Traditional and collective games with the ball and without the ball
12. Design and realization of artistic activities (expressivity, art, aesthetics)
13. Dancing
14. Gymnastics

Areas 8 and 9 include combatives curriculum, which are defined as follows:

Area 8: Development of cooperation and defence capability of individuals and groups

Preparatory class & 1st year elementary school

Clashing with rival in opposition duels: for achievement in winning the match to be able to face opponents alone, to develop the strategy in the role of attacker or defender, to understand that even in case of defence, attack is required (reciprocity).

To cooperate with teammates in collective games and together with them be able to deal with one or more rivals/opponents, try/fulfil the role of attacker and defender, build up the strategy to recognize and fulfil different roles/positions in performed games, follow the rules.

Area 9: Combative games

Preparatory class & 1st year elementary school

Accept a match, know and follow the "golden rules" (not to hurt, not to hurt themselves, not to get hurt), and make sure to know what is the allocation of roles (attacker, defender, referee/judge).

Preparatory class

As the attacker:

- Grab the opponent, unbalance them, rotate, muscle them out of the site of fight (starting position - kneeling)

As the defender:

- Break out of the hold
- In the event of instability to be able to create such a foothold as not to be turned around by the attacker

As the referee:

- Interrupt the match if the rules are not observed or in the case of abandonment of the ring

1st year elementary school

As the attacker:

- Grab the opponent, unbalance them, rotate, immobilize them and clinch them on the ground in position on their back for 3 seconds (starting position - kneeling)

As the defender:

- Break out of the immobilization

As the referee:

- Interrupt the match if the rules are not observed or in the case of abandonment of the ring
- Announce the winner of the match

Overall goal: in a duel to put pressure on an opponent lying on the ground in order to control the situation, forcing him to turn back and immobilize them for 3 seconds.

Educational programme for 2nd year elementary school, 1st year middle-school, 2nd year middle-school (7 - 9 let) (Ministère de l'Éducation nationale, 2012a) divides the curriculum into the following areas:

1. Knowledge and skills to achieve measurable performance
2. Knowledge and skills for athletic events
3. Knowledge and skills for swimming
4. Knowledge and skills to adapt their movements to different types of environment
5. Knowledge and competence for the water activities
6. Knowledge and skills for climbing activities
7. Knowledge and skills for activities involving rolling friction and sliding

8. Knowledge and skills for orienteering
9. Knowledge and skills for the development of cooperation and the need for individual and collective defence
10. Knowledge and skills for combative games
11. Knowledge and skills for racket games
12. Knowledge and skills for collective sports games (e.g. handball, basketball, soccer, rugby, volleyball, etc.)
13. Knowledge and skills for artistic activities
14. Knowledge and skills for dancing
15. Knowledge and skills for gymnastics

The areas 9 and 10 include the combatives curriculum that is defined as follows:

Area 9: Knowledge and skills for the development of cooperation and the need for individual and collective defence

2nd year elementary school & 1st year middle-school & 2nd year middle-school

Clash with the opponent in opposition duels: for achievement of victory in the match, be able to face the opponent alone, develop the strategy in the role of attacker or defender, understand that even in case of defence, offense is required (reciprocity).

Cooperate with teammates in collective games and together with them be able to deal with one or more opponents, fulfil the role of the attacker and defender, build up the strategy to recognize and fulfil different roles in performed games, and follow the rules.

Area 9: Knowledge and competence for combative games

2nd year elementary school & 1st year middle-school & 2nd year middle-school

Bring the opponent on the ground and immobilize them.

2nd year elementary school

As the attacker (starting position - kneeling):

- Approach and grip the opponent

- Unbalance the opponent to bring them on the ground in position on their back and keep them for 5 seconds.

As the defender (starting position - kneeling):

- Resist the opponent's offence to maintain and restore the balance.
- Try to get out of the immobilization.

As the referee:

- Know, remind and require compliance with the "golden rules"
- Help an adult lead a match.

1st year middle-school

As the attacker (starting position – on the ground or standing):

- Grip the opponent, after unbalancing them use their strength and change of support, control their fall and accompany them in the fall.

As the defender (starting position – on the ground or standing):

- Be ready to unbalancing and fall
- Stay in position on the belly and find the support for resisting opponent's pressure as quickly as possible
- Strive to return to the role of the attacker
- Anticipate attacker's activity

As the referee:

- Ensure compliance with the rules, control the course of a match.
- Co-decide the match with another student.

2nd year middle-school

As the attacker (starting position – on the ground or standing):

- Understand the conditions of displacement in order to hinder the opponent's position.
- Spread the power to change the rhythm of the activities carried out during the fight.

As the defender (starting position – on the ground or standing):

- Escape from the opponent's pressure as soon as possible.
- Obtain a temporary superiority by exploiting opponent's imbalances

As the referee:

- decide a match, be vigilant in terms of security

Overall goal: during the match, substitute the role of the attacker and defender. In the role of the attacker bring the opponent to the ground and immobilize them in a position on their back for about 5 seconds. In the role of the defender not to get immobilized, and control the position on the belly.

6.3.3. Lower secondary school

Educational programme for Lower secondary schools lists a bigger number of sports activities which may be included in physical education. Besides sports like athletics, aerobics, gymnastics, dance, basketball, football, handball, rugby, volleyball, badminton, table tennis, also two combat sports are mentioned: French boxing and wrestling (Ministère de l'Éducation nationale, 2009). Choosing just the two sports from a large group of combatives is logical, given their history associated with France.

French boxing (Savate)

French boxing (French *la boxe française*) called Savate (from the French for "shoe") is an indigenous combative sport from south-western France and Europe that developed from the fighting techniques of sailors, thugs and soldiers (Green, 2001). Crudelli (2011) states that this fighting style is often supplemented by combat with weapons. Green (2001) further specifies that the savate includes hand strikes and grappling, as well as weapons. Two separate sports have derived from savate, the first is a form of sport kickboxing called "Boxe Française", and the second is a form of fencing with sticks called "la canne de combat". The earliest references to savate itself come from literature and folklore from the 18th century, however, it is expected that this fighting style had existed for one or two centuries earlier (Crudelli, 2011; Green, 2001). A poem from the 1700s describes a savateur (a practitioner of savate as partially being an angel and partially being a devil). In 1803 Michel "Pisseux Casseux" opened the first "salle" (training hall) of savate in Paris (Green, 2001). Joseph Charlemont introduced a system including glove use to teaching in the 19th century (Crudelli, 2011). Officially, fourteen hand strikes are used, head, shoulder, elbow, knee and hip strikes are also taught. There is a variety of elegant kicks in savate like fouette (spiralling kick), coupe de bas (low-hitting kick) etc. (Green, 2001). The Federation Internationale de Savate was founded in 1985. It is an international sports federation based in Paris and members of the federation include countries in Africa, Americas, Asia and Europe. As stated in Chapter 4, particularly French boxing was implemented into the Czech Sokol physical education system in the second half of the 19th century. Thanks to dr. Jindřich Vaníček, who brought experience and savate teaching skills from France, this sport successfully developed in Sokol the counties. In the Czech Republic, however, with the passage of time, it was becoming less and less used and in the 20th century it has basically completely disappeared. At present, there is no formal organization of French boxing in the Czech Republic and this sport, as well as its designation savate, is mostly unknown to the public. Conversely, in France, savate enjoys great popularity. It is practiced as a sport, self-defence and martial art. For its multi-faceted use it was included as one of the combative disciplines in the French educational programmes.

Wrestling

Wrestling is probably the most natural way of human fight, as evidenced by the fact that there is quite a large number of forms of wrestling. Green (2001), in his *Encyclopedia of Martial Arts of the World* describes wrestling systems that originated in China, Europe, India and Japan. In Europe interesting kinds of wrestling have developed, such as Swiss *schwingen* (Crudelli, 2011) or Portuguese *galhofa*.

Of many species of wrestling, which were in ancient times on the European and Asian continent cultivated, wrestling coming from the Greek tradition of the Olympic Games is still probably the closest to Europeans. Wrestling (pale) was in the ancient Olympics also part of the pentathlon (Böhm & Zárybnický, 1995). The current Olympic sport wrestling is divided into Greco-Roman style and freestyle. Also the history of modern wrestling is associated with France. The present form of wrestling developed due to the French initiative of the modern sport of Olympism. Already at the beginning of the 19th century wrestling originated in Bordeaux in southern France, where attacks on lower limbs were excluded, which can be interpreted as the beginning of formation of Greco-Roman wrestling (Machajdík et al., 2004). In 1986 wrestling was presented at the first modern Olympic Games in Athens, where it was introduced by Pierre de Coubertin as a reminder of the ancient Greek Olympics. At the end of the 19th century in France rules for Greco-Roman wrestling were established. At the turn of the 19th and 20th century a freer way of wrestling "catch as catch can" was popular in Great Britain and the United States; it later evolved into so called freestyle wrestling which was inserted in the programme of the Olympic Games in 1904. In 1920 the International Wrestling Federation (Fédération Internationale des Luttres Associées, FILA) was founded. Initially, wrestling used to be predominantly male sport. Only in recent years, women's wrestling started to develop, and it was included in the program of the Olympic Games in Athens in 2004 for the first time.

The educational programme for Lower secondary school (Ministère de l'Éducation nationale, 2009) determines the curriculum of French boxing and wrestling as follows:

French boxing – Level 1

Expected competences:

Participate in combative activities, gaining an advantage by means of controlled movement, estimate a suitable distance to strike the opponent, however try not to get hit, know the way of counting points and observing safety rules.

Practitioner's knowledge

- Sports terminology of the combative sport: direct, chassé, fouetté, garde, parade, esquivé
- Equipment: ring and ropes, protective equipment and their use
- Basic principles of safety: the strike surface and allowed hit areas, modes of attack delivery permitted by the rules
- Various methods of offense (direct with fists, chassés lateral and frontal, fouetté with legs)
- Principles of contact according to the rules: move from and into contact distance, backswing, motion track, motion control, balance
- Principles of defence against various attacks: guard and its maintenance, change of the position, parry, step aside

Linked with other roles

The Referee

- records and commands: “saluez vous, en garde, stop“
- Simplified rules for safe exercise: strength, distance, movement trajectory, penalty context and its functions in relation to the seriousness of the faults (objection, warning, disqualification)
- Terminology to describe fouls/faults

The Judge

- Allocate points and count (by strike with arms and legs)
- Criteria for assessing the validity of action

Practitioner's abilities

- distinguish conduct of superior and inferior roles
- estimate the distance

As the attacker

- awareness of the distance ("I'm at a distance where I can throw a punch, I'm at a distance where I can give a kick")
- Move to a place suitable to hit
- Perform a hit by the rules without posing a risk to the opponent: backswing, track of the motion, control of hit forces

As the defender

- Adopt the guard position: right foot support on the ground, the back hand at the height of the jaw, elbows pointing to the body in contact with the chest
- Keep the guard when moving
- After avoiding the hit, favour particular defensive techniques (protection, guard, kicks) or steps aside (complete or partial)

Linked with other roles

The Referee

- Make a record of the match, apply the commands
- Stand perpendicular to a pair of boxers, in order to identify and punish any mistakes
- Maintain the principles of safety, in the event of dangerous strikes intervene appropriately and clearly and punish/ penalize the following offenses:

- uncontrolled strike, upward or downward vertical trajectory, strike with forbidden parts of limbs, strike to a forbidden body part, deliberate leaving the ring
- Use appropriate terms to describe the activities identified in the course of the match

The Judge

- Identify and count the punches and hits with legs

Reliably distinguish valid hits from invalid hits (invalid according to the rules, into empty space, into the forearm, into the glove)

Practitioner's attitudes

- Respect and follow the ethics and rituals of the sport sector
- Be able to strike the opponent and be able to accept the strike
- Take into account the physical conditions of the opponent, respect the decision of the chief referee and referees
- Respect the decisions of the chief referee
- Control emotions and behaviour during the confrontation
- Be able to take a combative position and observe the rules of fair play during the fight
- Understand and accept different roles during training (be in opposition, cooperate)

Linked with other roles

The Referee

- Be vigilant and strictly observe the safety rules for boxers
- Be attentive in any circumstances, not to get influenced by another person

The Referee

- After end of the fight compare the match results with other referees

French boxing – Level 2

Expected competences:

Strive for victory by using various offensive and defensive techniques. Lead the match together, observe the classmate during the match and then provide them with feedback.

Practitioner's knowledge

- Different connections of strike techniques (fists, feet, feet-fists, fists-feet)
- Different ways of defence as a possibility of a quick reaction
- Be aware of own strengths and weaknesses, and strengths and weaknesses of the opponent (based on observations)

Linked with other roles

The Referee

- Rules of fight within the "college" and their modifications of utilization (graduation of sanctions)

The Judge

- Criteria for strikes executing: accuracy, combination of strikes

Observer/Advisor

- Strengths and weaknesses of the observed boxer
- Quantitative indicators related to the performance of boxers

Organizer/Timer

- The organizational documents of the match and their use
- Rules of timekeeping during a match

Practitioner's abilities

- Analyse own performance, reveal with an observer the strengths and weaknesses of the opponent for the co-creation of match strategy

As the attacker

- Estimate the distance
- Monitor the movement of the opponent and adapt to it, create the opportunity for highly targeted attacks executed only by parts of the limbs (legs or fists)
- Change modes of attack: lead the attack along different paths and at different targets (body parts), in the clash situation check the strength and trajectory of strikes and use a different techniques and technical resources
- Plan offensive combinations with feet and fists on allowed targets in different zones
- Connect attacks by the reactions of the opponent
- Alternate moving forward and backward with moving to the sides in order to increase the effectiveness of attacks and prompt reactions
- Reveal free sites for hitting
- Based on the analysed results, mediated observations, strengths and weaknesses of the opponent, create and implement a tactical plan

As a defender

- Respond quickly (by one or two hits) to a given situation using defensive means tailored to the opponent's attacks (parade, guard, kick or esquivé - full or partial)

Linked with other roles

The Referee

- Use "customized" gestures during the match
- Consolidate their activities with other organizers

The Judge

- Determine the winner based on the scores
- Mark striking techniques led by fists and legs
- Use the appropriate gestures to respond to a request for punishment

Observer/Advisor

- Identify the strengths and weaknesses of the opponent, in order to advise a classmate
- Establish the correct tactics to be able to use objective and reliable criteria

Organizer/Timer

- Organise a match and set functions
- Start and stop the timer at a command/order of the referee

Practitioner's attitudes

- Manage their own role in a match
- Demonstrate persistence and invasiveness with any opponent, and in any state of the match
- Take into account the remarks of the observer

Linked with other roles

The Referee

- Concentrate and be attentive during the fight (made mistakes, safety)
- Unify nonverbal gestures with made decisions
- Stay integrated and accurate in own decisions

The Judge

- Assume responsibility for own decisions and be able to justify them

Observer/Advisor

- Adopt an attitude in assessing the performance of a classmate
- Be accurate when observing

Organizer/Timer

- Be independent in the performance of assigned tasks and roles
- Keep a close eye on equipment and the development of the match

Wrestling – Level 1

Expected competences:

In compliance with all safety rules participate in combative activities, seek to gain superiority over the opponent and win the match using holds and grips over the opponent who is well supported on the ground. Know the way of counting points and observe safety rules.

Practitioner's knowledge

- Sports terminology of the combative sport: tombé (pinning the opponent's shoulders to the ground), danger position, crossing behind the opponent, holding, clinch, grappling)
- Safety rules: mat minimum area, protection zone, prohibited activities and grips, the position of the referee
- Ways of executing a safe fall:
 - its direction in space
 - control of grips and activity during execution by two wrestlers who are deflected

- The obligation to maintain the thrown wrestler at least one supporting point on the ground
- Simple principles of action and reaction of the body executed on the opponent's body
- Good directions for unbalancing –turning over from behind or from the side
- The difference between grip and hold
- Grips and their simple combinations
 - On the ground: Clinch with both arms, one arm clinch, clinch with a leg, clinch with legs, clinch with arms and legs
 - In position: 2 legs, 1 leg, arm from the top or bottom
- Effective principles concerning the fundamental activities that enable twisting and throwing opponents in the position on the ground and standing.
- Effective principles for keeping the opponent on his back in position on blades

Linked with other roles

The Referee

- Record and commands “contact“, „stop“
- Basic criteria associated with the knowledge of safe falling and throwing, danger position and pinning the wrestler on blades
- Simplified rules (e.g. „Lutte college“ official rules of Union nationale du sport scolaire (UNSS) and connection with the level of the penalty with severity of fault

The Judge

- Points allocation and counting
- Criteria for assessing the validity of grips (a dangerous position, pinning the opponent on the back, crossing behind the opponent in accordance with simplified rules)

Practitioner's abilities

- Create a stable position of pairs (attacker, defender), be able to fall and throw in designated directions
- estimate the distance

As the attacker

- be able to shorten the distance between the opponents for the effective grappling hold of the opponent's body
- Perform simple holds on the body of the opponent standing or on the ground
- Weight down and fix the support points of the opponent for turning them over on the ground or throwing them while standing
- Distribute forces for carrying out turning over on the ground or lifting while standing
- In the position on the ground make the opponent turn around the longitudinal axis
- When gripping or clinching, deviate the opponent to different directions (forward, sideways, in rotation) according to acting (reactions)
- Keep the opponent in a position on the back for pinning their shoulder to the ground

As the defender

- Find oneself in a dangerous position or a position on back
- Defend by breaking out of the hold and returning to the position on the belly

Linked with other roles

The Referee

- Make a record of the match, apply the commands
- Change the position relative to the wrestlers, react, speak loudly when fighting
- Take action in a suitable and clear way in order to maintain the security by taking such position to prevent movement from the zones, dangerous situations and prohibited grips

The Judge

- Rate the point value of grips, pinning the opponent's shoulders to the ground, crossing behind the opponent, ensuring the safety (prohibited grips)
- Put into context the gained information and simplified scoring/apply a simplified scoring system on the data obtained
- Assist the chief referee at their decisions

Practitioner's attitudes

- Respect and follow ethics and rituals of the sport sector
- Accept close contact with the opponent
- Accept confrontation, falls.
- Respect the opponent, the referee and the referees' decisions
- Follow and respect the instructions of the referee
- Control emotions and behaviour during the confrontation
- During the match, be able to take a combative position and comply with the rules of fair play
- Understand and accept different roles during training (be in opposition, cooperate)

Linked with other roles

The Referee

- Be accurate, strict and vigilant regarding the safety of competitors
- Be attentive in any circumstances, not get influenced by a third/an independent party

The Judge

- Be objective and fair/just/blameless when allocating points for observed activities

Wrestling – Level 2

Expected competences

Strive for victory in the fight in the position of exploiting the opportunities and various attack techniques. Lead the match together, watch the classmate during the match and give them feedback.

Practitioner's knowledge

- Perceive the opponent's characters (moving, action and reaction, behaviour, position) in order to execute holds or grips
- Executing grips in various directions and axes of rotation (deflection forward, sideways, throws by rotation, takedowns etc.).
- Pure execution of technique (pinning the shoulders to the ground)
- Awareness of own strengths and weaknesses, strengths and weaknesses of the opponents (obtained through observation)
- Wrestling styles

Linked with other roles

The Referee

- Simple indications of passivity: escape from the mat and retreating of the opponent, closed (defensive) position of the body - a passive way of fighting on the ground

The Judge

- Evaluation of activities in connection with gestures and terminology used to decide the match

Observer/Advisor

- Indicators related to activities of wrestlers (opportunities, control and grips)
- Strengths and weaknesses of the observed wrestler

Organizer/Timer

- Organizational documents of conflicts and their use
- Rules for timekeeping during the match

Practitioner's abilities

- Ability to fall and throw without risk in techniques in which the attacker has at least one knee on the ground
- Analyse own performance, with the observer reveal the strengths and weaknesses of the opponent to co-create of the match strategy,

As the attacker

- Move to watch (control) the opponent from the guard position
- Combine simple activities when standing and/or on the ground and control the opponent
- Recognise and identify the direction of the imbalance in the opponent's attack or defence
- Bring the opponent to the ground, use different holds, grapples and grips
- Coordinate activities of arms and legs
- Associate simple offensive operations in different directions depending on the reaction of the opponent
- Implement different endings with due consideration
- bring the opponent to the ground using their imbalances

As the defender

- Avoid/block or parry by immediate attacks
- Respond quickly to move of the opponent behind the competitor

Linked with other roles

The Referee

- Use simplified gestures during the match
- Reveal passive conduct of the competitors

The Judge

- Confirm the decision or expression of disagreement communicate with the chief judge
- Be responsible for recording the match: record points, record match result

Observer/Advisor

- Identify the strengths and weaknesses of the opponent in order to advise the classmate
- Help co-create an appropriate tactic with regard to knowledge of the opponent, exploiting opportunities and application of grips, holds and clinches

Organizer/Timer

- Organise a match and assign roles
- According to the command of the referee start and stop timekeeping

Practitioner's attitudes

- Manage own role in the match
- Demonstrate persistence and invasiveness with any opponent, and in any state of the match
- Be alert to take advantage of power, speed and reaction of the opponent
- Take into account the remarks of the observer

Linked with other roles

The Referee

- Concentrate and be attentive during the fight (made mistakes, safety)
- Unify gestures with respect to decision making
- Stay integrated and accurate in own decisions

The Judge

- Assume responsibility for own decisions and be able to justify them

Observer/Advisor

- Assess the exercise / activity of the classmate
- Be accurate when observing

Organizer/Timer

- Be self-reliant and independent in performing assigned tasks and roles
- Watch timekeeping and the match course carefully

6.3.4. College

The National Educational Programme for professional training at College indicates that the Level 1 and 2 are for the Lower secondary school and expected learning outcomes for College are divided into other three Levels 3, 4, and 5 (Ministère de l'Éducation nationale, 2009). Description of the Levels is relatively brief; the continuity to Levels 1 and 2 is expected. The educational programme provides the curriculum with French boxing and judo at three Levels.

French boxing

Level 3

Apply basics of the match while maintaining the physical integrity of both competitors, by acquiring specific techniques and compliance with the rules.

Level 4

Learn the basic elements of offensive and defensive systems and be able to use these elements to achieve victory.

Level 5

To achieve victory in the match, create the optimal technical and tactical plan adapted to the characteristics of the opponent.

Judo

Level 3

Apply basics of the match while maintaining the physical integrity of both competitors, by acquiring specific techniques and compliance with the rules.

Level 4

Combine offensive and defensive techniques in implementing the strategy in mock fighting (randori) in order to gain control over the opponent.

Level 5

For resisting the opponent during mock fighting (randori), distribute the strength and adapt to the characteristics of the opponent.

6.4. Summary of the main differences of curriculum in combatives curricula

When comparing the combatives curriculum in Czech, Slovak and French educational programmes we can generally say that the French model is the most sophisticated in the structure and definition of the curriculum and can be understood as an example of good practice that could be inspiring for Czech and Slovak educational systems. However, we cannot say that the Czech and Slovak curricula were not designed correctly. When looking at the individual parts of the document, the following same and different features can be seen.

In all three countries, schools are retained a certain freedom in the choice of curriculum, in the sense that not all physical activities have to be included in the school programme. Indeed, that would be probably neither possible nor practical. Schools can choose their curriculum according to their local conditions, e.g. material facilities (school has its own swimming pool, athletic stadium, etc.) or teacher qualifications (there is a qualified wrestling coach, volleyball coach, etc. among teaching staff). Moreover, they can choose by what means the objectives of the physical education will be met. In none of the three countries, combatives curriculum for preschool education in nursery schools is expressly defined. Only the French programme determines curriculum focused on manipulation (holding, pushing, and pulling) that can be interpreted in terms of combative pulling, pushing and resistances. Generally, children aged three to five can perform simple combative exercises in a form of holding an object and trying to get an object in resistance, perform pulling and pushing with peers or with teachers and parents, as confirmed by Svobodová et al. (2015).

When comparing curriculum for primary schools, however, we can see some fundamental differences. While the Slovak educational programme does not define the specific means of combatives for the lower primary school physical education at all, the Czech educational programme is limited to the definition of "preparatory combatives - pulling and pushing". In contrast, the French educational programme for primary schools determines combatives curriculum in more detail. Due to the diversity of French educational system, the curriculum is for the Preparatory class and 1st year of a primary school (age 5-6) divided into two areas: "Development of the cooperation and defence capability of individuals and groups" and "Combative games" for the 2nd year of a primary school and 1st year of middle-school, 2nd year middle-school (age 7-9) into areas of "Knowledge and competence for the development of cooperation and the need for individual and collective defence" and "Knowledge and competence for combative game." We consider the essential difference in distribution of activities by role of the defender and attacker, with the emphasis on "reciprocity" of conflict situations and capturing the essence of combative actions. Exercising pupils are familiar with the fact that combatives are exercises in which the role of the defender and attacker changes every moment and inherently cannot be in its action only defensive or offensive. It is also advisable to mention the role of a coach as one

of the activities that children should learn. Since the beginning of teaching combatives, children are led to perceive motion manifestation of their classmates, to learn to evaluate it and to distinguish right conduct from wrong, whether in terms of undesired violations or intentional observance or violation of fair-play. Leading children in teaching combatives to respect the three so-called "golden rules" (not to hurt, not to hurt themselves, not to get hurt) expresses not only the principles of safety, but it also has a tactical, psychological and moral overlap. Performing combatives in the context of these "rules" is the perfect expression of a healthy combat expression of a human and of benign aggression.

Also for the Czech and Slovak upper primary schools corresponding to the French lower secondary school the curriculum is defined differently. While in the Slovak Republic, a thematic whole of Combative Sports and Self-defence is only selective; in the Czech Republic combatives are among the basic curriculum and include the basics of self-defence, aikido, judo and karatedo. In neither of the documents is the curriculum described further, and learning outcomes are not defined. On the other hand, the French curriculum for the lower secondary school (Ministère de l'Éducation nationale, 2009) determines combatives curriculum exhaustively. To achieve the objectives of physical education in the field of combatives, two sports that are linked to the French sports tradition, French box a wrestling, were chosen. In addition to the distribution of learning outcomes by roles (the attacker, defender, referee, judge, organizer, and the observer) we consider to be very useful to define learning outcomes by area on Bloom's taxonomy of knowledge (cognitive domain), skills (psycho-motor domain) and attitudes (affective domain). Teaching of French boxing and wrestling is further divided into two levels according to ability. We noticed that when it comes to combatives in the Czech Republic, Asian systems like aikido, judo, karate and utilitarian system of self-defence are recommended; in the Slovak Republic a nonspecific self-defence group of combatives is also recommended for physical education. In France we can see effort to source from their own combatives tradition, though. No introduction of self-defence in the educational documents can be regarded as a shortcoming of French system; even though combative sports may partially replace the self-defence function of combatives. When considering the curriculum of secondary schools in the three selected countries, we can find some surprising differences. While the Slovak educational documents for primary school do not mention combatives at all, for the

secondary school the combatives curriculum is in the module of Sporting activities of musculoskeletal system defined very widely and accurately. Combatives are part of sports activities curriculum where there is a conflict between individuals according the rules. These sports activities require control of technique of movements towards the opponent, the ability to predict and will to win. Choice of activities is from more contact sports, especially striking, throwing and lever systems: judo, wrestling, aikido, karate and other combatives sports. They should provide students with some knowledge of combat and individual sports and also help acquire selected sport skills when overcoming the opponent. Emphasis is placed on their chances in life, orientation in the basics of self-defence techniques and tactics (*Štátny vzdelávací program: Telesná a športová výchova. Príloha ISCED 3*, 2009). In the Czech Republic combatives curriculum for a secondary school is defined very similarly to the higher primary education, i.e. self-defence, and basics of judo, aikido, and karate. We highly appreciate the amendment, which indicates that the basis of the combatives curriculum is self-defence and the range of other activities is determined depending on the readiness of the teacher and students' interest. Preparations to deal with dangerous situations in real life prior to reaching the age of majority of students are emphasized. Conversely, a French educational programme for secondary schools is much more concise and limited to a description of the 3rd, 4th, and 5th level for French boxing and in a similar way defines the possibility of using judo. Interestingly, wrestling elaborated in detail for the Lower secondary school no longer appears in the programme for the College. In conclusion we can say that in addition to preparatory combatives (pulls, pushes, and resistances) the impact of the Sokol system on combatives curriculum in contemporary Czech curricula is not discernible. Although e.g. French boxing was included in the Sokol system extensively, it is now almost an unknown sport in the Czech Republic. Conversely, in France, its tradition is preserved and savate is included in the physical educational programme for lower secondary school and the College as well. Combative systems recommended in the Czech Republic and Slovak Republic are mainly represented by Asian martial arts that came to these countries in the early 20th century and are very well-known today. In both countries, teaching self-defence is also recommended as a utilitarian combatives activity that contributes to personal safety, while in France this area is not mentioned in curricular documents at all.

7. Current state of combatives teaching in the Czech Republic

In the previous chapters described the content of combatives in documents on physical education was described with detailed examples from the Czech Republic, Slovak Republic and French Republic. This chapter deals with the current state of combative teaching in the Czech Republic, as it was explored at Masaryk University. The Department of Combatives and Gymnastics at Faculty of Sport Studies systematically researches employment of combat games, combat sports and martial arts in physical education at schools. The authors led their own research and supervised a number of bachelor's and master's theses on this topic.

In this chapter, we analyse empirical data from last decade. The data were obtained through questionnaires filled up by both school students and physical education teachers. The aim of this part of the research was to find out the use of combatives in physical education and to find what knowledge of combatives pupils have.

The research tool was originally developed in two versions. One version was presented to pupils and the second one to teachers. The questionnaire for pupils was focused on finding their interest and knowledge of pupils' knowledge of combat sports and martial arts. The questionnaire for teachers found out employment of combatives in school physical education. Both versions of the questionnaire also investigated personal safety of pupils and teachers. A research tool for pupils comprised 21 semi-closed and open and closed questions. The questionnaire for the teachers included 27 questions.

Questions in both versions of the questionnaires were designed so that they were comprehensible for the target group. This means that in the case of the questionnaire for pupils simple language, clear and precise wording of questions were used. In the case of questionnaires for teachers collegial approach was chosen. The research supposed gaining the confidence of the teachers so that they were willing to share their views honestly.

Basic set of data for analysis of current state of combative teaching in the Czech Republic were gained in South Moravian region (Tab. 2, Tab. 4). Some of the results have already been published and the findings included in the changes in education of PE teachers (Reguli et al., 2007; Vít & Reguli, 2007). Data was supplemented by allegations of pupils and

teachers from other parts of the Czech Republic (Tab. 3, Tab. 5). The number of primary schools visited by the researchers reached $n=85$. The total number of pupils of the 9th grade at elementary schools was $n=2813$ while 1404 of these are girls and 1409 boys. During the polling data was obtained from 151 teachers (72 women and 79 men).

Tab. 2 Description of basic data source: pupils from South Moravia region

Number of schools (n)	31
Total of respondents (n)	1088
Girls (n)	514
Boys (n)	574
Average age (years)	14.7

Tab. 3 Additional data source: pupils from others regions

	Opava City	Znojmo City	Olomouc Region	Třebíč District	South Bohemian Region	Kladno City	Moravian Silesian Region
Number of schools (n)	6	4	13	8	13	4	6
Total of respondents (n)	211	189	437	202	327	128	231
Girls (n)	99	98	236	101	178	70	108
Boys (n)	112	91	201	101	149	58	123
Average age (years)	14.9	14.9	14,8	14.7	14.8	14.6	14.9

Tab. 4 Description of basic data source: teachers from South Moravia region

Number of schools (n)	29
Total of respondents (n)	52
Girls (n)	24
Boys (n)	28
Average age (years)	41,6
Average length of teaching experience (years)	16,8

Tab. 5 Additional data source: teachers from others regions

	Opava City	Znojmo City	Olomouc Region	Třebíč District	South Bohemian Region	Kladno City	Moravian Silesian Region
Number of schools (n)	6	4	14	8	13	4	6
Total of respondents (n)	13	8	25	14	15	12	12
Female (n)	4	4	16	5	7	7	5
Male (n)	9	4	9	9	8	5	7
Average age (years)	38.8	44.4	39,6	45.5	40.2	41	39.2
Average length of teaching experience (years)	17.8	20.6	15	21	12.78	13.9	10.3

By comparing the results of data from individual regions we found substantive compliance. Small deviations are ascribed to a smaller number of respondents in some regions. Given the number of surveyed pupils and teachers the results can be generalized and considered generally valid for the entire Czech Republic.

7.1. Use of combatives in physical education

For teaching combatives material conditions must be ensured. Combative exercise is believed to take place in the gym. There is a gym in all interviewed schools. In the gym, students throughout the school year exercise approximately two thirds of all lessons. Gyms have in 70% of cases a sufficient number of gymnastic mats. Some schools even have a judo mats. Some teachers said that their gym is small or outdated and no longer complies with current requirements. We asked teachers whether and which combative exercises are included in physical education classes. A total of 82% of teachers somehow incorporate combative exercise in physical education classes. As seen in the Fig. 29, teachers in physical education classes prefer mainly preparatory combatives. Pulls and pushes cover almost half of included combative exercises. Teachers also frequently use combative games that thanks to their entertaining nature can attract students. It is surprising that falling techniques are included less frequently. Given the importance of falling technique in preventing injuries, we recommend more frequent incorporation. Only very few teachers use in physical education classes elements of combative sports and self-defense. Clearly, these facts are shown in Tab. 6.

Tab. 6 Use of combatives by PE teacher in the Czech Republic

	Number of teacher	Rate of combative exercises	Cumulative rate of combative exercises
Pulls	112	27,72%	27,72%
Pushes	92	22,77%	50,50%
Resistances	50	12,38%	62,87%
Combat games	79	19,55%	82,43%
Falling techniques	45	11,14%	93,56%
Combat sports	17	4,21%	97,77%
Self-defence	9	2,23%	100,00%

Due to the taxonomy of combatives teaching at elementary schools focuses on the level of combative assumptions (Fig. 29). It seems that teachers are unable to exploit the potential of combative sports, martial arts and self-defense. We do have many good examples of positive influence of combative sports. Walters (1997) states that karate promotes physical fitness, and also helps students learn to relax and calm their bodies, develop strong mind/body connections, and enhance mental calmness. Karate students also show increased self-esteem, attain goals, and develop an understanding of self.

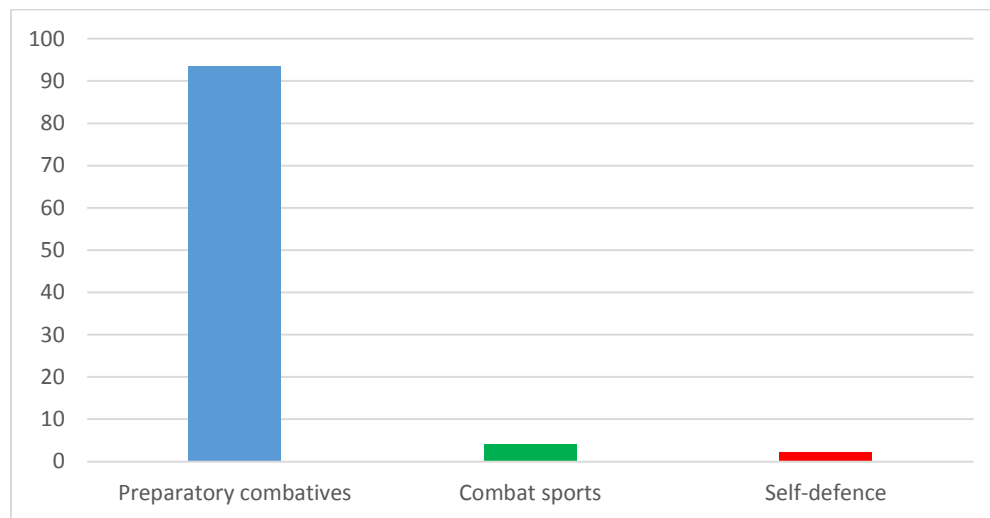


Fig. 29 Preparatory combatives, combat sports, and self-defence in physical education

The reason may be that none of teachers completed any training course of use of combatives in physical education after graduating from university. They do not feel sufficiently prepared for teaching combative sports and self-defense in general. The advantage is only for those teachers who are coaches of combative sports at the same time. These teachers are able to transfer their knowledge of the sport into education in schools.

Allegations of teachers are partially confirmed by their pupils. Querying 2813 pupils allows to generalize their answers. An interesting finding is that combative games as pulling and pushing are remembered from physical education classes by 71% of pupils, even when they are not included by teachers so often. The difference in responses between teachers and pupils is explained by an entertaining and emotional essence of combative games. Children can remember them more easily. Pupils also said that combative exercises were entertaining, funny, interesting and useful. A frequent reason was also the feeling of being in a physical victory when overcoming a partner. Some children assessed combative exercise negatively. Combative exercise was boring or embarrassing for them. Negative responses were not a reflection of the general attitude towards exercise or combative exercises. Some pupils, who assessed exercise of preparatory combatives in a negative way, were positive in evaluation of practicing combatives or self-defence, and vice versa. Teachers said that combative exercise is good to include in physical education classes. Most teachers justified the importance of combatives for physical education by their influence on the development of motor abilities and motor skills. Combative exercise develops strength, coordination, agility, and speed of reaction. Paradoxically, they also reported that combatives can help in a crisis situation, they are important for self-defence and overcoming pain and fear of falls and strikes. Several teachers expressed their opinion that it is appropriate to include combatives to school physical education for all-round development of children. Physical education should be a versatile and combatives should provide general physical condition. Pupils learn more movement and sports, and learn to consider ways to control their bodies. At the same time combatives are an attractive activity for pupils, for many of them they are new and adventurous. They are especially interesting for boys due to their combat character and competitiveness. Combatives are also useful because of moral education according to teachers. Pupils learn self-discipline and self-control. Moreover, they learn to control their power, to gauge the enemy and in a safe environment they gain experience with undesired contact. Combatives are particularly suitable for girls as self-defence and they are useful in everyday life. The martial arts serve as a helpful example of Nietzschean concept of self-overcoming, and thinking about the martial arts through the lens of self-overcoming illuminates

important aspects of the methodology and ethos of martial arts training and practice (Monahan, 2007).

On the other hand we know that especially among male students negative effects seem to stem from both the practice of power sports itself and from repeated contact with 'macho' attitudes, norms, and ideals (Endresen & Olweus, 2005). The negative effects of participation in power sports represent a societal problem of considerable dimensions which has been largely neglected up to now. The scale of various combative sports is too wide for definitive results. It seems to be very important to choose martial art with strong ethical and philosophical background instead of simply hand-to-hand fighting.

However, almost every 10th teacher has reservations regarding inclusion of combatives in school physical education. Not only because they do not feel competent to teach combatives. They also worry that they do not have adequate equipment and facilities. Some teachers are worried about possible injuries or think that pupils are not sufficiently considerate. Occasionally there were opinions that combative exercises are not suitable for their violent nature and girls are completely excluded.

Nevertheless, knowledge of pedagogical sciences prove usefulness of combative exercise (Bartík et al., 2010). If the teacher is adequately educated and uses appropriate methodology, there is no increased incidence of accidents.

Combat exercise fulfils objectives of physical education at primary schools to the same extent as other physical activities. More than 82% of teachers include combatives in physical education classes and consider them appropriate for the development of motor skills, mental characteristics and self-defence. They prefer mainly basic combatives and combative games. On the other hand, teaching falling technique, combative sports and self-defence is often neglected. As a reason for this condition teachers include especially their low qualification for teaching combative systems, although more than 75% of them completed combative lessons during their university studies. It also confirms our opinion that teaching combatives in preparation of future teachers needs to be strengthened. Courses of use of combatives in school physical education should be available also in further education of teachers.

7.2. Knowledge of pupils about combatives

Although combatives are a traditional component of physical education in the Czech Republic, as was shown in the previous chapters, the very term „combatives“ („úpoly“ in Czech) is not often used in current language. Miroslav Tyrš, one of the founders of sport movement called „Sokol“, began to use the term „combatives“ („úpoly“) as part of established terminology in physical education in the second half of the 19th century (Reguli, 2009). We researched knowledge and experience with martial arts in pupils from physical education during the nine-year school attendance. Up to four-fifths of pupils failed to respond properly to what are combatives. This high proportion of pupils is due to the fact that the concept of combatives is an anachronism in the Czech language. The term “combatives” sonically most resembles the term “attachment” (compare “úpoly” and “úpony” in Czech) which is in ordinary language used more frequently.

Therefore, many pupils responded that “combatives” meant “stretching exercise”. Sound similarity is also with the term “field” (compare “úpoly” and “pole” in Czech). Some pupils thought that “combatives” meant “running around the field” or “outdoor exercise”. Finally, the term “combatives” is also similar to the term “tasks” (compare “úpoly” and “úkoly” in Czech). Due to the context of the questionnaire, some pupils assumed that “combatives” were some exercises, drills, warm up, repetition of exercise and so on.

One-fifth of the answers were more or less closer to the definition of combatives or one of their classes, such as: "box and other sports on the body; exercise in which I am in contact with the opponent; disciplines in which there is rivalry between two people; exercise against each other; physical preparation for situations where a person is attacked; contact exercise; mutual overcoming forces; physical contact, e.g. football; pushing; useful thing which applies to martial arts; self-defence; training tactics in defence and attack." Other boys and girls mentioned specific combative sports.

Teachers also reported that they do not use the Czech word „combatives“ („úpoly“) in in their classes. They critically acknowledged that it would be difficult to explain to pupils more precise definition of this professional term. Pupils also encounter combatives in their free time outside of school. One-third of surveyed students (more boys than girls) encountered combatives in different circumstances. These pupils attended sports clubs. They practiced not only combatives, but also sports in which combative preparation is

important, such as volleyball, rugby, ice hockey and so on. Less than 10% of pupils became acquainted with martial arts in an informal way, for example from friends, parents and other relatives. Other study indicates that many couples and families experience martial arts as a positive family development experience (Lantz, 2002).

We investigated students' knowledge of combative sports. We asked about martial arts or combative sports that they know. Up to 93% of the surveyed students know at least one combative sport. In the Fig. 30 below there is a list of fifteen systems that are the best-known for pupils. Individual combative sports and martial arts are sorted in descending order according to the number of pupils who know them. We can see that the most popular are traditional sports (karate, judo, boxing). The relatively high number of martial arts such as taekwondo, aikido and thai boxing is also interesting.

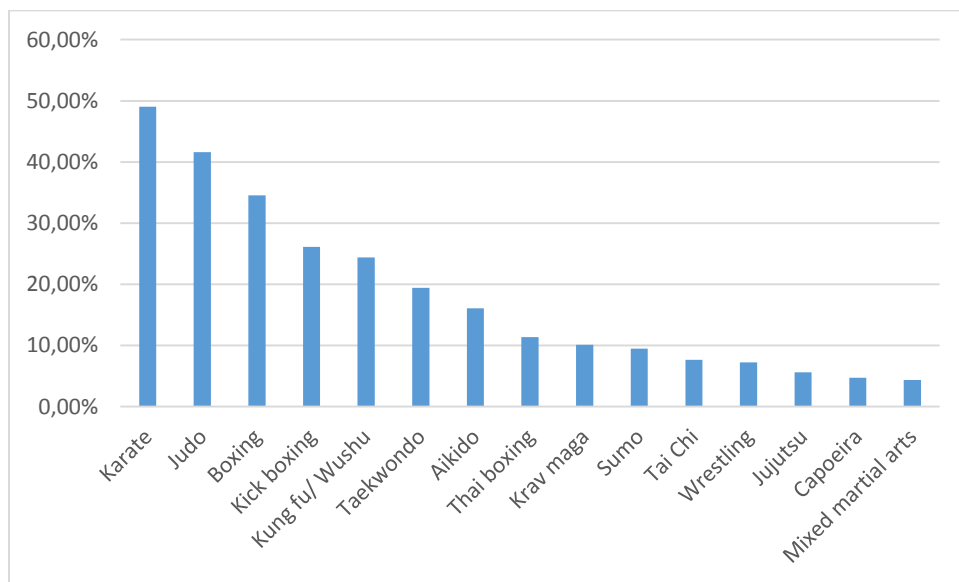


Fig. 30 Fifteen most known combative sports and martial arts to pupils

It must be said that in this case the pupils have greater knowledge than their teachers. Nearly all teachers (94%) remembered the name of a combative sport or martial art (Fig. 31). Unlike the pupils, who reported more martial arts, the teachers do not know many of them. Due to the fact that they are physical education teachers, we could assume that everyone should know some martial arts. The ignorance is rationalized by negative attitudes of some teachers to combatives and therefore their unwillingness to answer this

question. It is also interesting that the Framework educational programme mentions judo, karate and aikido. Teachers knowledgeable about curricula should therefore be aware of them.

Pupils also demonstrated knowledge of younger martial arts. We can conclude that the combative sports and martial arts are attractive to pupils, and they have sufficient passive knowledge.

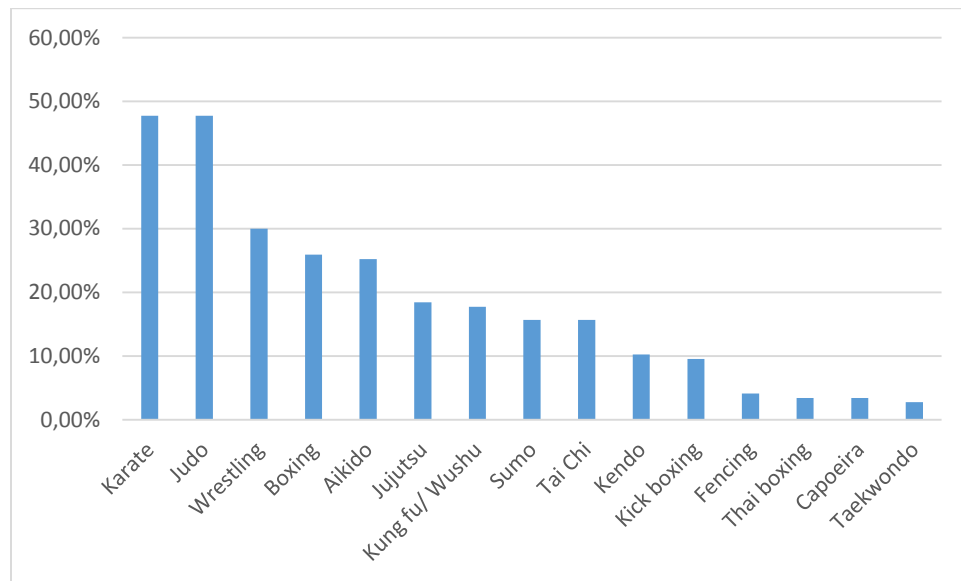


Fig. 31 Fifteen most known combative sports and martial arts to teachers

Combatives occupy in the physical education process at primary schools their place alongside other sports. Pupils accept this exercise mostly positively and consider it funny and enjoyable. Yet 80% of pupils do not know the term „combatives“ (in Czech "úpoly") at all. On the other hand, it shows that primary school pupils have a lot of experience with combatives from extracurricular activities such as sports clubs, parents or friends. Youth responds to new trends in sports and have knowledge of martial arts and combative sports. Suitability of teaching of combatives and especially self-defense technique in physical education also confirms the fact that in the last year 67% of surveyed pupils were injured in the fall, mostly during sports. Together with other methods of prevention it is necessary to fight against physical attacks, because only 41% of pupils have ever been attacked. It is

necessary to consider that pupils considered various physical manifestations of the dominance of other students, such as pulling, pushing, holding, etc. assault.

Combatives are a natural part of human movement activities as well as physical education in the Czech Republic. Combatives are well known and attractive for pupils. Teachers can use also traditional aspects of martial arts. Asian martial arts are highly connected to health. Besides utilitarian function, we can use them for functional joint centralization, development of breath power, and development of active trunk rotation.

In the physical education at primary schools, we have to respect psychological determinants of didactics of combatives (Reguli & Vít, 2008). At primary school, the second level is to let the pupils fight naturally but according the rules; to support intentional self-control; using contact with a partner as a communication skill; to know about good and bad contact; to feel responsible for a partner.

8. Terminological overview of combatives

As the terminology of combatives in other countries is not unified we provide a short terminological overview in this chapter, which is similar to a dictionary. We list the most important concepts of professional terminology of combatives used in the Czech Republic and in this publication. Especially the taxonomy of combatives and description of each level is important for understanding the current combatives conception from the pedagogical point of view.

Definition of combatives

Combative heritage is so wide, that each culture developer unique combat, fighting, or martial systems. Here we want to clarify the specific meaning of combatives as it is used in this monograph. The basic outline was given in the textbook “Combative activities” (Čihounková & Reguli, 2014). Combatives are connected to physical education and sport more than to military training. Combatives (“úpoly” in Czech) are physical exercises aimed at physical defeat of a partner. Combatives comprise specific exercises which prepare a participant to overcome a partner by physical contact. That means that there must be a direct or indirect contact between at least two persons in a form of punching, grabbing, throwing, and also pulling, pushing, or holding somebody; sometimes using shock weapons, such as stick, sword, knife, and so on. No combat using projectile weapons (shooting, throwing) is considered combative according to this definition.

Combatives taxonomy

Combatives are a phenomenon of many dimensions and they go beyond mere sport, however broad is the definition. In fact the issue of combatives cannot be simply reduced to mere physical movements. We will endeavour to put the individual exercises into a systematic structure. It is known that no system is of absolute value; it should serve only as a tool to aid understanding of certain phenomenon, i.e. providing a realistic context for fighting. The systems of combatives are derived from a hierarchy of three levels, as you can see below (Fig. 32).

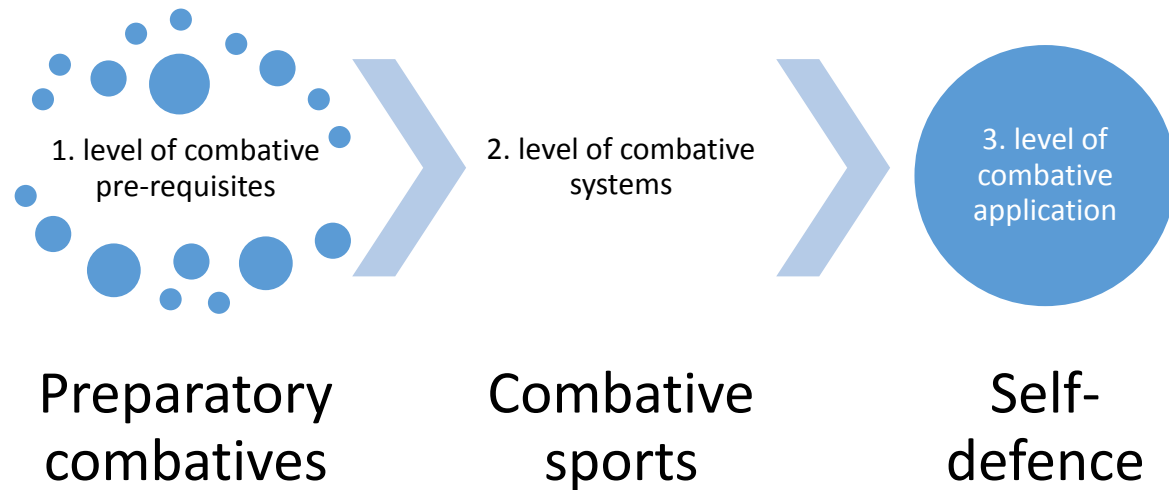


Fig. 32 Hierarchical taxonomy of combative system

Preparatory combatives

The first level is the level of combatives pre-requisites (Fig. 33). It comprises the simplest combative activities (movement activities in contact with one or more partners) which are the necessary pre-requisite for the next two levels. The content is the basic fighting technique needed for all fighting activities (posture, guard, falling techniques, etc.). These activities are preparation and basics and we call them preparatory combatives. Basic combatives are fighting exercises carried out by relatively simple movements. In fact, they do not have to be practised to any great degree before using them. They are so called basic combative relations. We differentiate them according to vectors of power and application and their bio-mechanical complexity (Fig. 34). In pulls, the fighter (or a pair of fighters or a group) tries to pull the opponent (individual, pair or a group) to their side or their part. The movement is centrifugal. In pushes, the fighter (or a pair of fighters or a group) tries to push the opponent (individual, pair or a group) away from or out of their side or their part. The movement is centripetal here. Opposition presents the most wide-ranging group of basic combative techniques with the greatest number of possible exercises. Some of the exercises may require even higher co-ordination abilities, which makes room for greater application of tactics and improvements even in individuals with lower movement abilities as well as in individuals who are well versed in psychology, technique and tactics.

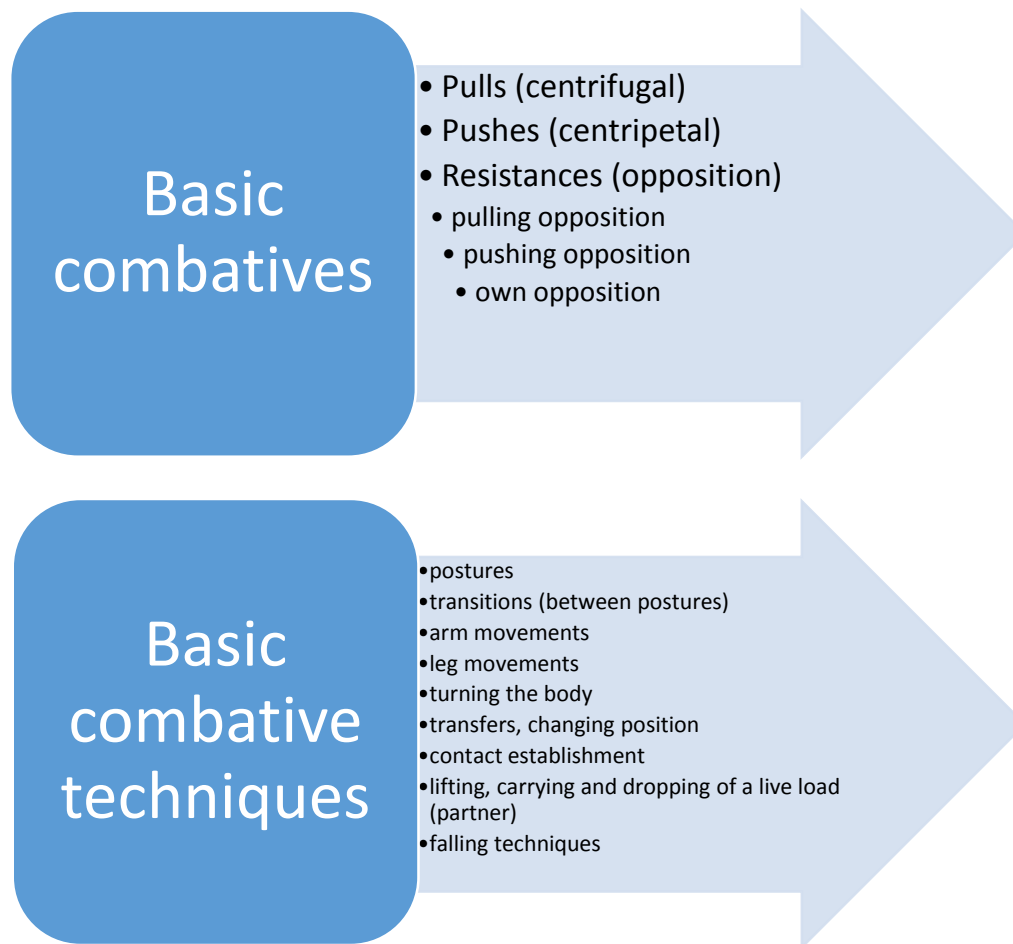


Fig. 33 Hierarchical taxonomy of preparatory combatives

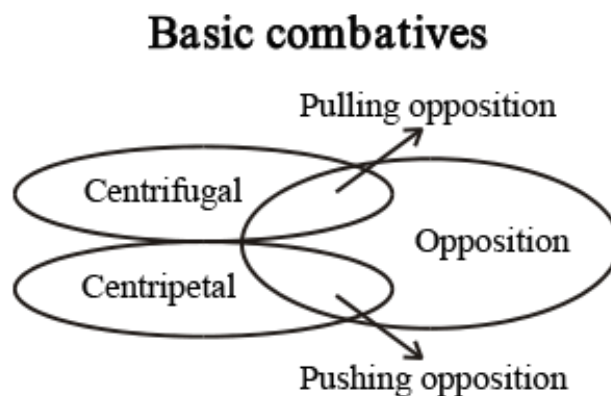


Fig. 34 Biomechanical complexity of basic combatives

Combative sports

The second level involves individual combative systems. Each of them is a comparatively independent unit and fulfils the criteria of an independent combative branch. We call them combative sports and we can further subdivide them. The level of combative systems is the greatest and most important part of combatives.

At this point we should mention the martial arts. Martial arts are understood as a separate group of combative systems. Terminology of martial arts and combative sports is very diverse. The most frequently used terms for combative (and related) systems vary, the usual are “combatives”, “combative sports”, “combative activities”, “non-lethal combatives”, “martial arts”, “martial ways”, “hand-to-hand fighting”, “fighting arts”, etc. Romanization of terms of different languages is also not standardized (Perez-Gutierrez, Gutierrez-Garcia, & Escobar-Molina, 2011). Some martial arts are not of combative character as we understand them in this monograph. In some martial arts there is no direct or indirect contact. For example archery, martial arts, or throwing knives are not considered combative sports according to the definition above.

We can divide combative sports according to various criteria. Individual groups define the aim they wish to achieve:

1. competitive combat sports (wrestling, boxing, kendo, etc.). The main characteristic of the system of these competitions and preparations for them is the objective of achieving the top performance in the competitions within the limits of their rules.
2. self-defence combat sports (ju jutsu, goshin jutsu, krav maga etc.). Their main characteristic is focused on the application of combatives to the need for self-defence.
3. complex developing combat sports (aikido, tai chi, etc.). Their main characteristic is their whole-life dimension and their development of a human being in more than one dimension, i.e. in the field of their body and soul, socially as well as spiritually. Complex developing combat sports are the nearest to martial arts.

Self-defence

The third level is the level of applied combative activities to be used in necessary self-defence with appropriate legal, ethical, social and other norms. This category is somewhat separate from the system of combative sports as it is closely linked with other, especially technical indicators that fall outside the field of sport (especially with the usage of firearms and other weapons). All kinds of self-defence are based on the system of fighting arts. Nevertheless, self-defence must also be understood as a wider category, where the aim of each human being is to prevent direct physical contact (Fig. 35).

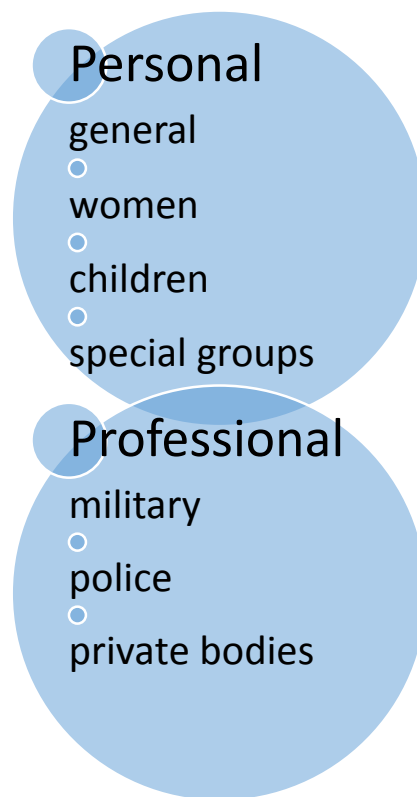


Fig. 35 Personal and professional self-defence

In personal self-defence we have to distinguish specific courses of self-defence for women, children, elderly people, as they are the most endangered groups, and there is a specific form of attack they can suffer. Self-defence or self-protection for children should be an inseparable part of school education.

The professional self-defence differentiates target groups according to their focus. Training objectives and the training itself is different for each group.

The three levels are relatively independent although there is some overlap among them. Therefore it is difficult to categorise all the individual exercises in combatives, as they can fall into more than one category.

The following Fig. 36 shows a brief summary of all combative systems. Each level of preparatory combatives, combat sports, and self-defence overlaps the others. There is no combat sport without preparation, self-defence grounds in combat sports, and of course preparation, too. In some sports or self-defence situations, basic combatives are enough to defeat opponent.



Fig. 36 Overlap in the taxonomy of combatives

9. Conclusion

It is necessary to seek practical and efficient means which lead to the achievement of objectives and planned learning outcomes in the educational process. In the process of physical education and sport teaching combatives represent an excellent means of developing physical, psychological, mental and moral qualities. For the very development of the attributes of strength, courage, determination and masculinity, combatives have been highlighted since ancient civilizations, through the Middle Ages to the present day. The fight itself has always been associated with the development of humanity and every person is naturally adapted to it. Combatives include a certain instinctive component that allows children to participate in exercise naturally, without requiring external motivation. Generally, combatives are perceived as playful and fun exercises by children. These findings need to be positively exploited. Physical education programmes in schools should involve a wide range of sports, including combatives so that pupils and students could learn about and explore their utility for their personal benefit.

In this publication, our goal was to highlight the historical development of combatives and their relevance to the current physical education practice. The examples of combatives curricula in educational programmes of the Czech, Slovak and French Republic demonstrated their possible inclusion in physical education. At the same time, however, we realize that the formal setting of the curriculum is not sufficient. As presented in Chapter 7 on the present state of the use of combatives in the Czech Republic, a current practice is falling behind in many ways to the ideal state. In comparison with formally defined curriculum, physical education teachers in the Czech Republic often reduce or completely omit the curriculum for various reasons. A total of 82% of teachers somehow incorporate combative exercise in physical education classes, they prefer mainly basic combatives. Pulls and pushes cover almost half of included combative exercises. Teachers also frequently use combative games that thanks to their entertaining nature can attract students. On the other hand, falling techniques, combative sports and self-defence are included less frequently. Only very few teachers use in physical education classes elements of combative sports and self-defence. It seems that teachers are unable to exploit the potential of combative sports, martial arts and self-defence.

In our research, up to four-fifths of pupils failed to respond properly to what are combatives. Yet 80% of pupils do not know the term „combatives“ (in Czech "úpoly") at all. On the other hand, it shows that primary school pupils have a lot of experience with combatives from extracurricular activities such as sports clubs, parents or friends. Youth respond to new trends in sports and have knowledge of martial arts and combative sports. Obviously, sufficient qualification of teachers for ensuring the quality of combatives teaching is necessary. Physical education teachers in the Czech Republic do not feel sufficiently prepared for teaching combative sports and self-defence in general. This may be due to the fact that none of teachers completed any training course in use of combatives in physical education after graduating from university. Obtaining sufficient competence to teach combatives is possible through searching for new information on trends and attractiveness of physical activity for young people, continuing education of teachers in sports federations or through lifelong learning courses organized by physical education faculties.

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Authors:

PhDr. Michal Vít, Ph.D.

Ass. Prof. PhDr. Bc. Zdenko Regulí, Ph.D.

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