

## INTRODUCTION Fencing booklet

The United Nations Organization's (UN) Agenda 2030 is an action plan that, in aiming to obtain prosperity, seeks to strengthen universal peace and eradicate poverty, which directly affects life in our society, on our planet and for the future generations. This agenda includes Brazil and 192 other countries.

The Agenda 2030 recognizes that to reach a healthy state, various actions are needed, involving social determinants that are part of a population's life, such as housing, dignified wages, security, food, education, and others, which are essential for health promotion. One cannot deny that exercise is included in this context. Thus, a healthy and active lifestyle in an individual's adult years may stem from that person receiving encouragement to exercise and play sports as a child. The health benefits of an active lifestyle are numerous, as it helps prevent illnesses, leads to increased mobility, and an improved self-esteem, for instance.

The social isolation imposed by the Covid-19 pandemic motivated many people who were already exercising to reinvent themselves, seeking alternatives to continue exercising even in face of the many necessary restrictive measures. This challenge was also important for the growing number of creative initiatives that aim to teach and encourage people to practice sports at home and even with materials that would be thrown away or are inexpensive, considering the unfavorable economic conditions present in the lives of most Brazilians.

This possibility of using recycled materials to teach sports can generate many different lessons, going from proper trash disposal, recycling, waste reduction, and environmental, economic, and social awareness. These are all present in the Sustainable Development Goals (SDGs). These ideas can be applied by physical education teachers in class since they encourage creativity and sustainability. However, when they become a teacher's only options to deal with the constant state of improvisation needed to teach, these initiatives may be used to camouflage the precarious state and lack of investment in education. Accepting this is bad for education and for the students' learning process, as they are denied the right to use didactical materials.

The Agenda 2030 and its 17 Sustainable Development Goals, including their 169 targets, intend, among other aims, to encourage a legacy that makes human rights a reality, helping to empower women and girls and to perpetuate gender equality. Fencing can be an important tool for discussing and implementing relevant agendas within various institutions. Its adjustment to the reality of each school, or even outside of schools, enables people to experience this sport, which is poorly disseminated in our country. Since its professional practice generally occurs in elite spaces with the use of blades for attacks and defenses (which are the times when points are scored), these materials can be dangerous for the children, requiring their teachers to be even more creative when attempting to teach children about this sport.

Thus, there is the possibility of fencing being taught with recycled materials that simulate the sword and the vest, such as newspapers and cardboard, for instance. An adaptation that can be made to mark the points that are scored would be to use water-based paint on the tip of the sword (made from newspaper) to mark the opponent's vest (made from cardboard), making it easier to see when points are scored. To practice fencing, participants wear protective masks, vests, and leather gloves, and can use up to three different pieces of equipment during combat: the sword, the saber, and the foil, which will be discussed in the following pages. In

physical education classes, there are many different types of fights that teachers can show their students. These are body manifestations that permit the execution of planned moves, using specific tactics, techniques, and strategies during combat to immobilize, unbalance, hit, or remove one's opponent from a limited space through attack and defense moves. Besides regional fights, teachers can also promote Brazilian fights such as capoeira, huka-huka, marajoara fighting, as others, as well as fights from various countries, such as judo, karate, aikido, boxing, MMA, sumo, jiu-jitsu, muay tai, Chinese boxing, fencing, kendo, or opposition games such as mini-sumo, thumb wrestling, and so on, as mentioned by the National Common Curricular Base.

Unlike unstructured fighting, in which there are situations of disrespect, violence, and a lack of rules. Sportive fighting follows ethical and moral standards of conduct, respecting predetermined rules, which are always linked to the idea of fair play, so much that in most of them there are mandatory salutes in the beginning and requirements to greet one's opponent in the end as a sign of respect, as seen in fencing. Brazil is a country with major economic inequality, which is reflected in sports, especially in their practice and accessibility. It is no different in fencing. Access is usually restricted to economically favored groups, which makes it difficult for most of the population to experience and understand it. Fencing is considered a non-conventional or non-traditional sport in schools as it is not practiced as frequently as soccer, volleyball, basketball, and handball.

Thus, the goal is to democratize and disseminate this knowledge, precisely so that we can think of more equal relationships, especially regarding the access to certain types of knowledge. The points mentioned herein should not be read as a manual, or as a rigid program to be followed. On the contrary, they should be reflected on, adjusted, amplified and resignified for different realities. Besides encouraging sportive practices and highlighting sustainable and inclusive manners of life, the eMuseum of Sport collection aims to: a) Introduce and disseminate sports that are a part of the Olympic and Paralympic programs, including their concepts, historical aspects, main rules, and biographies of representative athletes; (b) Introduce fun activities related to said sports that can happen at school or at home with recyclable and/or low-cost material; (c) Stimulate the development of cognitive, motor, and emotional abilities; (d) Stimulate environmental, social, and economic conscience by encouraging people to recycle and reuse materials; and (e) Explore the multiple identities that comprise our pluralist society.

## **Summary**

1. FENCING: CONCEPTS AND A BRIEF WALK THROUGH HISTORY 1.1 Fencing in the Olympic Games

1.2 Fencing in the Paralympic Games

1.3 Historic Moments

2. BRAZILIAN FENCING PERSONALITIES

2.1 Nathalie Moellhausen 2.2 Ana Beatriz Bulcão 2.3 Jovane Guissone

3. FENCING AS A TOOL FOR SOCIAL INCLUSION 3.1 People with disabilities 3.2 Women in fencing

4. HOW TO DO IT: FENCING ACTIVITIES USING LOW-COST RECYCLABLE AND REUSABLE MATERIALS.

4.1 Mask 4.2 Vest 4.3 Foil 4.4 Sword 4.5 Saber 4.6 Activities

BIBLIOGRAPHY