

### **Objectives, contents and way to do**

The course towards the means direct students to high abilities in the swimming didactic world by four Olympic strokes awareness and others water sports (syncro, waterpolo, rescue); first target: they must be able to understand the priorities of a didactic program and its management.

The students, stimulated by the discovery of movement in water so with multi-disciplinary cross motor experiences swimming sports most significant, can consolidate their knowledge and know-how, moving in the selection and conduct of individual activities in water sports such as swimming, rescue swimming, going to the basic fundamentals of synchronized swimming, water polo and diving. Knowledge of the characteristics of each discipline will be useful in teaching specific and appropriately transferred to an "aquatic" learning: the wealth of information and in-depth motion polyform proprietorship in water becomes therefore a strength among the learning objectives of this curriculum. I intend to have a series of teaching units for an integrated approach, methodological point of view, the movement in water: the acclimatization at four Olympic swims, with attention to rescue and sports fundamentals of synchronized swimming. The research of horizontal balance (by swimmers with the goal to go "faster") you can combine in any meaningful way with the study and research of efficiency of water transfers in a condition most of the previous vertical (typical of rescue, water polo and synchronized) Furthermore enriched by being "in situation", influenced by changing variables related to time and its interpretation. The curriculum is aimed at exploring the treaty context, the improvement of the ability of interpretation and execution staff and finally to identify effective teaching methodology for learning performance models. The course aims to develop in students the following skills:

- knowing how to drive a beginner to exploration, discovery and orientation in the water;
- knowing how to locate the main water transfer models;
- knowing how to understand and interpret blueprints of individual performance more significant;
- knowing how to teach performance patterns proposed;
- ability to use so educationally effective proposed items (different cross-examined individual sports), being able to enjoy teaching, each of the peculiarities of each.

The movement in water

- familiarization (see-breath – are in balance).
- the technique, teaching techniques, the development of sensitivity to water.

Back Crawl, Breaststroke, Dolphin

- performance models: stroke amplitude and frequency ratio – arms, legs.
- The didactic progression.
- starts and turns (5th style)

Synchronized swimming

- structure, energy assistance, individual basic fundamentals.
- The teaching progression.

Rescue swimming sports

- structure, energy assistance, individual basic fundamentals.
- The teaching progression.

Underwater swimming

- structure, energy, fundamental individual intervention (the KAD project).
- The teaching progression

Water Polo

- structure, energy assistance, individual basic fundamentals.
- The teaching progression

Teaching methodology in water

- Bernstein problem

Enterprise mode and admission

Classes will consist of a theoretical and practical part (water exercise) with matching rereading and poolside interpretation of work done through video analysis, focus driven. Will stimulus situations required the recognition of sensations, in finding solutions that will find the opportunity for discussion and explanation.

We will offer each student a placement test to know the prerequisites and lived "aquatic" to dial peer groups within which you may have the uniformity of approach, as a guarantee of effectiveness to the experimental teaching personnel. The test, in addition to offering the student an objective reference staff, will enable us to assess the capabilities and skills of the student within: the curriculum will appeal only to those who have already gained experience enabling the interpretation of the proposed themes evolved. Students who have previously attended and successfully passed "technique and teaching of motor activity in water", for the purposes of admission and educational technique of swimming ", will incur only a criterion of swimming abilities; students who have not attended that course, in addition to having to take the test on skills in water.

## **Scanning mode**

**The examination will take place with a multiple-choice written test: thirty questions for thirty points available.**

### **Recommended textbook**

Instructor manuals FIN

A. Campara et al. "Balance and movement in water" CSS-Vr 2003

Textbooks: Hannula d. Thornton "The swim coaching bible"-ed. Hannula Thornton Human Kinetics-USA 2001

E. Maglischo W. "Swimming even faster"-Mayfield publishing company Mountain View Cla 1993

D. Hannula Coaching swimming succesfully "-Uman Kinetics-USA 2001

A. Campara et al. "Prevention and rescue-rescue swimming pool and guidelines for professional education in the rescuer swimming Center"-SIZ-S.G.L. CSS

Baptista-Baptista G f. "plurality" Soc. Rome sports press 2001