



In Dive

INTEGRATING DIVERSITIES THROUGH
WATERSPORTS

Good Practices

The project

INTEGRATING DIVERSITIES THROUGH WATERSPORTS – IN DIVE

Erasmus+ Programme, Sport 2016

Small Collaborative partnerships

Grant Agreement Number: 2016 - 2721 / 001-001

<http://www.indive.eu/>

Organizations

Marconi Sport (Coordinator);

Università Popolare dello Sport, Rome, Italy

Associação Recreativa Cultural E Social De Silveirinhos, Portugal

Rijeka Sports Association For Persons With Disabilities, Croatia

Authors

Marconi Sport - Andrea Ciantar, Paola Flaminio

Università Popolare dello Sport - Giuseppe D'Agostino, Francesco Savastano, Vittoria La Costa

Associação Recreativa Cultural E Social De Silveirinhos – André Pinto, Matilde Monteiro, Cindy Vaz, Manuel Rui Silva

Rijeka Sports Association For Persons With Disabilities - Luka Dobrović, Jasna Lulić Drenjak, Leonard Pektor, Tatjana Udović.

Disclaimer

This project has been funded with support from the European Commission. This communication material reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the
Erasmus+ Programme
of the European Union



The project resources contained herein are publicly available under the Creative Commons license Attribution-NonCommercial-ShareAlike 4.0 International



A. Intro

1. The project In Dive

The aim of the project “In –Dive, Integrating diversities through Watersports”, is to encourage social inclusion and equal opportunities in sports, with a specific focus on people with mental and physical disabilities.

The project specifically focuses on watersports and physical activities taking place in the water, such as swimming, the discipline of diving, synchronized swimming, psychomotricity in water, sailing.

The differences in between the various activities are articulated in different levels:

- At the level of the sport discipline in itself;
- As difference in between agonistic disciplines (such as swimming, diving, etc.) and the ones more tied to one’s well-being and sociality (such as basic familiarity with water, sailing, etc.);
- As a difference in between disciplines practiced in different settings, such as the ones necessitating sports facilities against disciplines that can be practiced in the open air and natural settings.

Across these differences, there’s something that all of these practices and disciplines have in common, and which makes them particularly suited for people with various disabilities.

- First and foremost water is an element in which also someone with physical disabilities may feel at ease and express themselves fully;
- Some of these sports, such as swimming, are considered – from a physical point of view – the most complete in absolute terms, and the ones that influence in the best way a person’s physical well-being. This, because it’s a practice that encompasses the whole body in a symmetrical way. This is especially important for people with disabilities, who often are affected by having to endure a static situation of life;
- Water is an extremely important element at a psychic level, as it’s the element that has accompanied us as a species throughout the entirety of the evolutionary process and our history as a species, and to this era also accompanies us in the most important moments of our existence. For example, the most recent tests and research studies show that water-based sports have a positive effect in cases of anxiety and depression.
- A further element consists in the recreational element that characterizes many water-based sports.

In spite of the progress that has been made in the last few years in this field, there is still a scarce knowledge of the potentiality that these sports offer for the well-being of people with various disabilities. This, in between operators, volunteers, the disabled themselves and their families.

2. What's the goal of this output?

Objective of the output is to collect good practices about watersports for disable people. It is aimed at sports operators, social workers, volunteers, and anyone interested in activating integration activities for the disabled through water sport activities.

B. Good practices

Basic aquatic skills lessons and novice diving courses for athletes affected by autism and down syndrome.

Organization doing the research: MR Sport

Good practice theme: Diving courses for athletes affected by autism and down syndrome.

Organization responsible for the good practice: MR Sport

Short description (max 1000 characters): The project is thought for the young people with mental disabilities or autism who live in Lazio, whom, after having learned basic water skills, may attend the diving course.

In the course therapists, athletes/coaches/instructors and young people with disabilities share the certainty that psychological difficulties, even the worst ones, must be faced with a horizontal intervention that includes the exact sport, young boys/girls, school, other sportive associations and the onlus, with the goal of guaranteeing the disabled affected by autism and other disabilities (such as deafness, syndrome of X Fragile, blindness, Down syndrome) the largest number of opportunities for the improvement of their social-life, of relationships, and their cognitive capacities.

This partnership is based on the theory that autism and all other disabilities shouldn't be considered in a negative way or as a deficit: instead we need to emphasize the positive potentials. In order to grow these potentials and to face the difficulties, it is necessary to use all the resources available in each person, in his/her habitats and in both therapeutical and athletic settings.

Fase 1- Tryouts. Evaluation of: person's capacity of floatation, level of coordination, degree of interaction with other, quality of attention and prudery towards discipline.

Fase 2- Preparation. For the first few months the course includes 45minutes of dryland training for the physical preparation which is propaedeutic for the sport of diving (technique of the jump, forward and backward somersaults on mats) and to improve the physical perception of the athletes, and more or less 50minutes of basic exercises of diving from the pool deck.

Fase 3- Didactics. This is followed by three months of work in the gym and in the pool trying to perfect the correct movements, the attention to small particulars, the perception of their

own body but especially the habit of confronting their selves with other people, their teammate as a moment of socialization.

During the period of the course the participants will always be followed and supported by psychologists, diving coaches, and interns whom are interested in specializing in teaching the sport of diving to athletes with this sort of disabilities.

Person/s interviewed, and role in the organization: Dr Giorgio Damassa and the technician Jacopo Re

STRUCTURE OF THE ACTIVITY

Type of the activity (it is a course? is an Event? etc.): Course

Duration and structure of the activity (duration in hours, and how the activity is articulated...): A training session is composed by 30minutes of warmup and dryland and an hour of diving, both on springboards and on platforms.

Period (when was it realized? does it still exist?): The course started in 2011 and it is still evolving/developing.

Beneficiaries (what kind of participants? what age? What type of disability? what other aspects are crucial to select the participants? The participants of the course are young boys and girls, who are between 6 to 30 years old and are affected by the down syndrome or autism. The participants are selected according to their ability to float and swim in water on their own, and for advanced courses based on their abilities.

Is the activity devoted to disabled or also for non disabled people? The course is dedicated exclusively for disabled people, but it takes place in the same spaces and times of the course for normal people.

Does the activity regard a group or the individual? (or a mix...). If it regards a group, how many people? The course develops in group, and the groups are composed of a maximum of 15 athletes.

How many participants are involved during one year in the activity described? and how many have been involved (more or less) since the beginning? Every year 40/50 young participate at the course. Since 2011 the course has involved more or less 150 people.

Staff: how is the staff composed? Teachers, instructors, coaches, volunteers, experts (psicologist, doctors, etc.); for each category, what are the required qualification?

Staff:

1Doctor with degree

2psycotherapist with degree

4diving instructors with instructor diploma released by the SIT

1 responsible of the organization

How many staff members?: 7 people of the staff and 4 volunteers

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?):

The A.S.D MR of the Marconi Brothers, with this project intends to follow people affected by autism/ disability in the period of growth of their existence, from the adolescence to the adulthood, throughout a series of sportive activities that have effects on the aspects that define the quality of life of the person, like physical and mental health, the capacity to socialize and living a better life.

We want to offer to the people affected by autism and other disabilities different methods to identify and perfect skills, knowledge and abilities that can allow them a better integration in society and in relationships, according to their capacities. The possibility of a position in society isn't an act of charity, but it is a way of expressing their selves that is a part of the rights of a person, also of the person affected by autism or a different disability. This is why, since 2011, date of the beginning of the partnership, our associations Anept and A.S.D. of the Marconi Brothers promote the activities of introduction to sport and of the actual practice of the sport addressed to young people affected by autism and psycho-physical disabilities, in a way to guarantee their acquisition of new abilities, not only of motorious type, but especially emphatic, communicative and social abilities.

Educational objectives: The educational objectives consist in learning how to overcome obstacles (for example jumping from the diving board) or fears. Also, the activity involves groups of people that learn how to work and behave as a team by supporting each other. Thanks to this discipline the athletes are able to improve (in some cases learn) their ability to concentrate and listen and be aware of the perception of their body.

Story of the practice (how has been created): It is an initiative born from the collaboration between the MR sport of the Marconi Brothers and A.n.p.e.t. (Ass.ne naz. Pet e Terapia), association of psycho-therapists, doctors and operators from the sector of physical and/or mental Disabilities that follows the therapeutic guide principals of the Istituto di Ortofonologia di Roma, that privilege the importance, the development and the adaptation of the concept of both physical and psychic relationing with the rest of the group and others, for an evolution and a positive prognosis of the disturb of autism.

Method and technics:

How is articulated the activity? Are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Technichs or procedures adopted
Fase 1	Diving instructors, gymnastic teachers and voluntary interns cooperating with psychologists/psychotherapists submit young people that make a request to an evaluation test. Thru the subministration of specific tests, the direct observation of the subjects and with the help of the data collected in previous meetings with the families, we will try to build an anamnesis of the evolution of the disturb and the degree of the actual

	compromission of the motorious and interactive sphere of the subject, will be evaluated as follows: the aquatic skills of the subject, the level of coordination, the degree of interaction with others, the quality of the attention and the reluctance of the rules. After the elaboration of the data collected, educational paths will be created giving the possibility of forming activity groups the most consistent possible based on age and abilities, in order to help the improvement of the areas with deficits thru sport and relationing with others.
Fase 2- Preparation	In order to make the approach with water the most preparatory possible in the first two meetings the partecipants will do water activities defined by us as “Piacere io mi chiamo BLU” (“It’s a pleasure my name is BLUE”), where the game will be used as a tool of approach to water to calm eventual fears of the participants but also of the families. The firts two months of the course are composed by 45 minutes of dryland for the physical preparation which is preparatory for the sport of diving (technique of the jump, forward and backward sommersaults on mats) and to improve the body perception of the athletes, and more or less 50 minutes of basic diving exercices from the pool deck; everything will be constantly monitored by our coaches and psycologists to eveluate the efficiency of the activity and to overcome the evolution gaps in the most functional way possible according to the needs of the athlete. Other than the work in the pool we considered important monthly meetings with the families to gather feed-back regarding the improvement of the quality of life and motorious and interactive capacities during and after our course.
Fase 3 – Didactics	The following three months of work in the gym and in the pool are dedicated to perfecting the correct movements, the attention of small particulars, the awareness of their own body but especially the habit of comparing themselves with others such as the teammate, as a moment of socialization and incentive, other than improving the sense of belonging to a group or in other words “my team”. At this point of the course is planned the use of a mini-springboard in the water and of a mini-trampoline in the gym.
Fase 4- the competition	The project, not only proposes as an objective to itself the one of improving the psyco-motorious capacities of the single partecipants, helping the integretion of the disabled in groups of athletes without disabilities and improving the degree of socialization and relationing with others, but it also aims to an agonistic moment: the Divign Trhopy Adapted. This event will take place in the structure of the Foro Italico during the month on July and will give a chance to the young partecipants to show the abilities acquired, compare themselves with

	their peers from all Italy, but especially it will unite in the competition young people more or less prepared but very motivated and determined.
Fase 5- feed-back	The project will end with an evaluative meeting that will involve also the families of the disabled. A feed-back will be requested from the experience lived and on the changings that this experience has brought in the every-day life both from the point of view of the disabled and of the family. In addition, a questionnaire will be handed out in order to evaluate the efficiency of the activity and the eventual areas to improve to allow us to fix and give more space to details that may be slipped away during the months of work.

What are the main 5 aspects that have to be taken in account for a better realization of the activity? (i.e. importance of precise rules, connected with the sport discipline; define clearly the objective you aim to reach with the person; responsibility of the learner;)

- 1) qualified instructors
- 2) more dedicated areas
- 3) families that are willing to start a different and innovative path.
- 4) comparison with other sport clubs or organizations with the same didactic approach
- 5) larger diffusion and publicization of the project

Do the methods or techniques belong to an already codified approach? :No, the methods and the techniques used don't have a code.

Are the methods or techniques innovative? if yes, please explain how: We think that working in a group represents an efficient strategy to reach the objectives. This is true for the therapeutic group or for the work with the patients, for the equipe, for the collaboration and the continuous exchange with the sports groups. It's thru the continuous comparison that we reinforce a coherent behaviour which opposes to caos and to the fragmentation of the interior world of the person with autism/disability.

Impact

What are the benefits of the specific discipline on the participants? (in terms of inclusion, skills, phisical benefits, etc.)

With the diving activity we will try to improve the following aspects:

- Body coordination
- Level of socialization and relationing with others.
- quality of attention

The final goal is to improve the quality of the disabled person's life in order to help a better integration thru a sportive discipline which is challenging but also fun.

What are the benefit of the specific discipline on families? The involvement of young with disabilities gives them the opportunity to reduce the sense of isolation, emptiness, absence of touch, depression, normally felt by them and by the ones that take care of them.

What are the benefit of the specific discipline on society? The main benefit of this discipline on society is that the disabled are able to feel part of the group. They don't feel different because every one dives in the same pool from the same board. Feeling part of the team/group helps them learn how to share, overcome difficulties and especially how to respect others which are three very important things in the society of nowadays.

COMMENTS by the researcher

Any strength or weakness point in our opinion: It's a pilot project, so we weren't sure to reach the goals that we had prefixed. With time we realized that the strength of the project is in its innovativeness and this pushes us to continue by improving the research. But in the case of diving, like for the 'normal' athletes, the weakness lies in the fact that we can't use adequate structures and spaces dedicated to this sport, other than the pool of the Foro Italico.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc....) In the years we discovered that there are some main aspects that are necessary and at the same time really hard to achieve. In fact, the real difficulty to the realization of our project is the communication between the instructor and the disabled person. It is difficult for the instructor to have the disabled's attention and it is really difficult for the disabled to listen and follow the instructions. The communication is born in the moment in which the disabled starts trusting the instructor. Reaching this goal is the main key which opens the door to communication between disabled and instructor.

ATTACHMENTS



Synchronized Swimming for athletes with Down Syndrome

Organization doing the research: [Progetto Filippide](#)

Good practice theme: [Communicate and teach at the best of our abilities](#)

Organization responsible for the good practice: [Progetto Filippide](#)

Short description (max 1000 characters): [Progetto Filippide](#) is an organization that takes care of integration of disabled people in the world of sport. The organization deals with running, swimming and synchronized swimming. This one in particular is all about cooperation, team work, discipline and technique. In this sport is very important that every element of the team is focused on the team's aim. Synchronized swimming is a particular sport in which a single person is not easily replaceable because everyone has his position, his movement, his count, so this required complete attention and commitment from every single person of the team. If just only one person is wrong, the entire team is compromised. So this sport teach the importance of the team work and the respect for the other members of the group.

Person/s interviewed, and role in the organization: [Marta Onniboni](#), coach.

STRUCTURE OF THE ACTIVITY

Type of the activity (it is a course? is an Event? etc.): [Course](#)

Duration and structure of the activity (duration in hours, and how the activity is articulated...): [Synchronized swimming's team is divided in two groups: the group of the old ones \(from 16 to 25\) and the group of the young ones \(from 9 to 13\). The first group works out three times a week, the second group works out two times a week. Every training lasts 1/1.30 hours.](#)

Period (when was realized? do it still exist?): [Progetto Filippide was born about 15 years ago; synchronized swimming was introduced about 10 years ago. The organization still exists with every its sports.](#)

Beneficiaries (what kind of participants? what age? What type of disability? what other aspects are crucial to select the participants? [Athletes that join Progetto Filippide are predominantly autistics and affected by Down Syndrome. Autistics practice running and swimming, people with Down Syndrome practice swimming and synchronized swimming.](#)
Is the activity devoted to disabled or also for non disabled people? [The activity is devoted to disabled people.](#)

Do the activity regard a group or the individual? (or a mix...). If it regards a group, how many persons? [In synchronized swimming there are a lot of exercises: solo, duet, trio and team routines. The team routine is composed of 8 people maximum.](#)

How many participants are involved during one year in the activity described? and how many have been involved (more or less) since the beginning? [At the moment we have 15 girls and 3 boys engaged in synchronized swimming activity. Of these only 2 girls have been involved since the beginning.](#)

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologists, doctors, etc.); for each category, what are the required qualification? The staff of synchronized swimming is composed of 4 coaches and 2 girls that help participants in the dressing room. For coaches is required the certificate released by FIN.

How many staff members?

4 coaches and 2 girls that help participants in the dressing room.

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose): We do sport, which means that, like every coach hopes that his athletes can arrive to the top, I hope that our athletes with Down Syndrome can arrive over the top, in competitions that they can only imagine (or maybe neither). I hope that Down Syndrome athletes can arrive to the Olympic games, so they can demonstrate that barriers can be broken. Only in May our athlete Arianna Sacripante has been in Japan for a duet exhibition with the world's champion Giorgio Minisini, from Italy's national team... it was amazing!!

Educational objectives: Teach to everyone that disabilities are wall that can be broken.

Story of the practice (how has been created): Synchronized swimming in the Progetto Filippide's organization was born from the collaboration between the president Nicola Pintus and the coach Sabrina Bernabei. Day by day the idea turned into reality and now we are 4 coaches who work constantly in synergy and we full trust each other, and every year we have some new athletes.

Method and technics

How is articulated the activity? Are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Techniques or procedures adopted
"dry" phase	Improve elasticity, extension and tips of the feet. Also try the exercises.
Swimming phase	Classical swimming training to improve water abilities and discipline
Synchro phase	To improves technique and apnea, and to try the exercises

What are the main 5 aspects that have to be taken in account for a better realization of the activity? (i.e. importance of precise rules, connected with the sport discipline; define clearly the objective you aim to reach with the person; responsibility of the learner;)

- 1) Sport Discipline
- 2) Team work
- 3) Communication between coaches, athletes and families
- 4) Patience
- 5) Try to create a choreography that can fits to the athletes

Are the methods or technics innovative? if yes, please explain how:

I have seen with the other coaches that using a camera to allow the athletes to see immediately how they look like in water is very useful. Sometimes people with Down Syndrome have a wrong perception of their bodies in water, especially when they are upside down, so show them their movements immediately at the edge is very useful to them to understand their errors and fix them.

Impact

What are the benefits of the specific discipline on the participants? (in terms of inclusion, skills, physical benefits, etc.)

Water sports are very helpful for everyone, in fact the only hydrostatic pressure is healthy for the cardiocirculatory system. Synchronized swimming in particular is very important in terms of inclusion, it allows to feel part of a team and to take responsibilities with the other members of the group.

What are the benefits of the specific discipline on families?

Families are often very proud of the goals achieved by their children.

What are the benefits of the specific discipline on society?

Demonstrate that everyone can do sport, also an hard sport like synchronized swimming that requires technique and coordination.

What are the benefits of the specific discipline on society?

.....

COMMENTS by the researcher

Any strength or weakness point in our opinion The idea that sport is for everyone is not so common yet, so is very important that society promotes this concept and improves in inclusion of these people who have a lot of richness to give.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc....).....

.....

ATTACHMENTS

References, as articles, links, est.

Photos, video

Other materials





The pleasure of staying inside the water – a workshop about aquaticity

Organization doing the research: ASD Università Popolare dello Sport

Good practice theme: Disabilities integration through aquaticity

Organization responsible for the good practice: ASD Università Popolare dello Sport and Compagnia della Mia Misura

Short description (max 1000 characters): The playful approach that forms the basis of this experience facilitates the development of positive and healthy relationships. This good practice is a part and arises from the experience of the Grundtvig Project “Learning By Body” realized in 2014-15, where ASD Università Popolare dello Sport was the applicant.

Fundamental elements of this experience are the simplicity and essentiality of body practices which can be experienced either in the dry soil and in water; can be addressed to all because there is no need to have any special ability or to have previous water experience; it can be a propedeutic element for inclusion in working groups of people with disabilities both mental and motor.

Person/s interviewed, and role in the organization: Giuseppe D’Agostino, President

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.): the activity object of the good practice is a workshop, realized in Porto, Portugal, on October 23, 2014 for one of the meeting during the project Learning By Body.

Duration and structure of the activity (duration in hours, and how the activity is articulated): The duration of the workshop is 4 hours, articulated in the following phases:

1. Introduction to the theoretical bases of this experience.
2. Practice outside the water. Body sensibility, breathing and relaxation techniques, experiments on individual confidence, in couples and in groups.
3. Thermal water experience - knowledge of the water, breathing and relaxation, individual experience, in couples, in groups, float slipping and pull, from floating to the dept.
4. Feedback with participants.

Period (when was realized? do it still exist?): The workshop has been realized during the Grundtvig Project “Learning By Body” in 2014-15, in the meeting at Porto. This practice is part of our ordinary annual programming plan.

Beneficiaries (what kind of participants? what age? what type of disability? what other aspects are crucial to select the participants? Age: young adults 18-30 years with psychomotor disabilities. Participation in the workshop doesn’t require pre-requisites or previous experience with respect to the water-relationship.

Is the activity devoted to disabled or also for non disabled people? Participation is open to both “normal” people and people with psychomotor difficulties.

Do the activity regard a group or the individual? (or a mix?). If it regards a group, how many people? The workshop is designed for groups, maximum 20/30 people. This workshop is open to anyone who wants to play through relaxation and simple movements outside and inside water.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning? The Porto workshop has seen about 30 people involved. As we've said, for us it's a habitual practice for over 20 years in our association, which carries out this activity in many sports centers with swimming pools in Rome. So, over the last 20 years, thousands of people of all ages have been involved, with different abilities

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, doctors, etc.); for each category, what are the required qualification?

The staff of the workshop in Porto was composed by:

- 2 aquaticity/swimming teachers/coaches
- 4 rehabilitation therapists
- 2 psychologist, one of them also psychotherapist, specialized in dance-therapy

How many staff members? In general line, the number of staff members depends not only on the number of participants, but also on the type/severity of the disability

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?): The "aquaticity" is used to awake the body's sensitivity: the awareness of one's water body scheme. Therefore is very different from other sport and physical activities, which are also promoted inside the water, such as wateraerobics and various forms of water fitness, proposed as "real sport". Being "aquatic" means acquiring calm and tranquility useful to perform relaxed movements, feeling secure of the environment where you are, means listening to your sensations, develop and improve the sensitivity to the water, it also means to face your own fear and try to overcome it. An individual becomes familiar with water not related to what he is able to do in the water, but based on how he can stand in the water; therefore this implies the ability to listen to the sensations of his body immersed in water, and what water tells the body immersed in it. This means being familiar with water.

Educational objectives: The water can be a source of great preoccupation: many people may have different fears connected with this element. So, making experience with the "water-activities" means then get involved, go back to the origins of your own difficulties, face them and overcome them. For these reasons it's very important to propose the "water activities" practice in a very secure way, in the form of playful and relaxing experience. Indeed, during the play it's easier to "get rid of the water", put aside rationality, accept pleasant sensations, thus creating a favorable climate open to dialogue overcoming your difficulties. The experience of "being part of the water" is exciting, in a learning path the experience of aquaticity can contribute to self-knowledge through the water-contact and the movement in deep water. It's important to underline how this experience can contribute to the acquisition

of self-confidence and in relation with the others. It's necessary to be aware of your own capabilities, to overcome the embarrassment resulting from the contact with another person with whom one has – initially - low confidence: learn how to trust, get in tune with the other is essential. Beyond the fears and difficulties that beginners may encounter, beyond the skepticism shown by those who seem to have familiarity with the water (such as instructors and competitive swimmers), it's undeniable the psychological force that water exerts on those who accepts to surrender in it.

Story of the practice (how has been created): This practice exists in our structure since the foundation, thanks to the past experience of teaching its founders. Since 1994 our annual program has always included the activities of aquaticity, water sports and swimming, offered in basic courses, workshops, training seminars for operators and technicians in the field of sports disciplines. We've first experienced on children, then on the elderly and finally on an adult audience, where disability could be inserted without difficulty. This is because the technicians have, with time, acquired the right sensibility to interact with all the subjects involved.

Method and technics

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); **what are the technics and procedures adopted?**

Phase	Technics or procedures adopted
Phase 1	Introduction to the theoretical bases of this kind of experience. A card with theoretical elements on which this proposal is based and also with some suggestions facilitate the participation.
Phase 2 Exercises on the ground	Activities outside the water can be implemented in any place, indoors or outdoors. For the activity outside water use comfortable clothing. Exercises: a. by lying inhale and exhale with the mouth; b. inhale with the mouth and exhale through the nose; c. with the help of your collaborator relax and abandon your body weight; d. test of self confidence: two people behind, the third one dropping towards them.
Phase 3 Exercises inside the water	The aquatic experience must be carried out in a safe place, in a swimming pool, lake or sea, better if in a thermal area with hot water. For any place chosen, the obligatory condition is to have water place where you can walk very easily, max depth 1.5mt. For the water activities use swimming bath, headset, bathrobe, slippers, floating tubes. Exercises: a. breathing exercises (such as ground) with immersion of the head

	inside water; b. in a circle being a group holding hands breathing exercises; c. slipping with breathing; d. same exercise with transport and fluctuations; e. three people, two take the third at the ends, who is relaxed, he is carried and swinging f. if the situation and availability of participants permits, one could play with the twists and in-depth.
Phase 4	Feedback with participants.

What are the main 5 aspects that have to be taken in account for a better realization of the activity? (i.e. importance of precise rules, connected with the sport discipline; define clearly the objective you aim to reach with the person; responsibility of the learner; etc.)

- 1) Choice of location
- 2) The receptivity and attention of the operators to the fears and emotions of the participants
- 3) Ability and sensitivity of the operator to "negotiate" individual and group goals
- 4) Ability and competence of operators to receive and process the feedback from participants
- 5)

Do the methods or technics belong to an already codified approach? Initially, we referred to training paths based on educational experiences carried out by educational and sporting organizations in other countries. With time, we've been able to code a verified methodology and apply it to our contest.

Are the methods or technics innovative? if yes, please explain how. The innovative aspect is represented by our way of understanding aquaticity, not as a propedeutic element for the learning of swimming techniques but as an experience that takes on value in itself, enabling both those who already have experience and who have not, each one for own abilities. to experience the pleasure of being in the water.

Impact

What are the benefit of the specific discipline on the participants? (in terms of inclusion, skills, physical benefits, etc.). The aquaticity experience means to face personal difficulties and overcome them. Also, can contribute to increase the self-knowledge, the acquisition of self-confidence and in relation with the others, learning "how to trust".

What are the benefit of the specific discipline on families? It's evident that for the family context it's an advantage to have a person more aware of her/himself, with a better sense of self-esteem, more autonomous and capable of giving and receiving confidence, for a serene and healthy climate .

What are the benefit of the specific discipline on society? In terms of the social system, the impact can, in the long run, improve the sense of community, promoting integration and dialogue.

Navigar m'è dolce... La pace attesa nel Mediterraneo nasce dentro di noi.

Sailing is sweet to me ... The peace awaited in the Mediterranean is born within us.

Organization doing the research:

ASD Università Popolare dello Sport

Good practice theme:

Sailing educational routes for the care of oneself and others in an inclusive and emotional climate.

Organization responsible for the good practice:

Scuola di vela "Mal di mare" - "Sea sickness" sailing school

Short description (max 1000 characters):

Navigating the sea in the archipelago and among the unexpected atmospheres is a metaphor of navigating the conflicts that arise in or around us, of which we are protagonists or simply spectators. In both cases we assume the use of maps that in some way orient us between one landing and another.

"Navigar m'è dolce" is a navigation map, linked to the lightness and tenderness that the sea marks within us "sailors", or simply human beings.

We are convinced, based on over twenty years of experience, and in relation to each age group of development, that sailing is an area of proximal development, a global training for learning and orientation in the me-you-nature relationship.

Person/s interviewed, and role in the organization:

Mauro Pandimiglio, responsible for the project and the sailing school

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.):

Residential school camp

Duration and structure of the activity (duration in hours, and how the activity is articulated):

Each school camp has a duration of 5 days and 4 nights.

Each day is divided as follows:

7,30 am	Wake up and breakfast. Personal cleaning and of your own bed.
8,30 am	Start of activities. Reading a literary piece. Schedule of the day. Organization of groups. Sailing activity, Circus activities, Orchestral

	activities.
12,00 pm	End of morning activities. Briefing (students/instructors). Return.
1,00 pm	Breakfast. Controlled turn to fix and clean.
3,30 pm	Afternoon activity. Exit at sea. Other activities.
6,30 pm	End of afternoon activity. Briefing (students/instructors). Return to guesthouse. Showers. Rest.
7,30 pm	Instructor Meeting - Teachers on the day and planning the next day. Weather reading.
8,00 pm	Dinner. After dinner, part convivial and musical exchanges and stories.
10,00 pm	Goodnight

Period (when was realized? do it still exist?):

The project is under construction but is based on the thirty-year experience of the "Mal di mare" sailing school.

Beneficiaries (what kind of participants? what age? what type of disability? what other aspects are crucial to select the participants?)

Children aged between 5 and 18 appropriately divided into groups by age and school of origin. These include youngsters from the Juvenile Justice Center, and from the neurological rehabilitation department of the Bambino Gesù Children's Hospital in Palidoro.

Is the activity devoted to disabled or also for non-disabled people?

Both.

Does the activity regard a group or the individual? (or a mix?). If it regards a group, how many people?

It regards a group of minimum 50 people.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning?

About 100 people, including adults and children, are involved every year. Over 3000 people have been involved in all our projects over the years.

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, doctors, etc.); for each category, what are the required qualification?

Project Manager

School camp Leader

Sailing instructors recognized by CONI (Italian Sailing Federation)

Sailing instructors help

Music therapists

Professionals of circus arts

How many staff members? 25

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?):

After the first years of teaching sailing, as was in all the other schools, we started to shift our attention to the smaller pupils first and then to the more fragile ones. But during the "journey" this initial attention spread to listening to their problems, to their "person", to "relationship". Basically, the sailing education plan became soon a place for educating and collective construction of knowledge and relationships, rather than simply transmitting technical data concerning sailing in safety.

All this, matured in several years and lived with much affection and sensitivity, has generated a, beneficial, extremely contagious climate that is what we call "feeling at home".

It is the atmosphere that you breathe in the school, in the guest house while you are resting or on the boats offshore: when your hands clench the sheets and we shout the commands to win the wind-friendly noise. Perhaps it is precisely for this reason that a large part of the young students returns, even for many years. And therefore, we have not needed external instructors for a long time: the students who want it and who have had a certain experience with us, do training every year and cover all the roles of the school's teaching, from the basic leader to the instructor help. Each in the task that competes for age, ability and availability.

In the future perhaps, there will be no need to call it "sailing school", but simply a place for educating where everyone meets "his sea" and the desire to grow and share their stories and curiosity with others. the desire to go beyond the horizon.

Educational objectives:

1. Use cognitive maps for conflicts, capable of guiding the group towards inclusive solutions and individual and collective pacification.
2. Navigating is understood as the individual and group ability to forge alliances, manage differences and frustrations for the success of common navigation.

3. Navigating is understood as the ability to grasp and encourage spaces and climates of collective and individual resilience. Learning to recognize in the context of one's procedural memory, the elements that support compulsive reactions and repetitions.

4. Acquire new skills and competences in conducting a sailing boat in a crew. The same applies to the activities of Circus, aimed at plumbing all the relational aspects of trust and to rely on. Acquire skills and comparison with different languages such as music and the marine one.

5. Moving with appropriate methods in the construction of individual and group autonomy, gives students the opportunity to manage their lives and relationships, outside the family environment and thanks to the peer group. In this case we refer to the management of "out learning" spaces, such as cohabitation in the bungalow, moments of pause, the space that precedes going to sleep, etc

6. Feeling heard by the peer group, teachers and masters of sailing. Take away from this experience, the feeling of having built a "climate" affectionate and global learning, copying in their own school life and beyond.

Story of the practice (how has been created):

Mal di Mare was born in Rome in 1985, as a sailing club and club/pub for sailors and seamen. In 1995 it was renewed, opening a residential sailing school in Pescia Romana (Viterbo) dedicated to childhood and adolescence. Within a few years, the first students become instructors and since 2000 the school has opened its first courses in disability, first in Italy. In 2001 he organized the first international regatta open to everybody, without exception. More than seventy boats at the first edition held in Cala Galera (Grosseto). Since then, Mal di Mare calls into question all the teaching and sailing, and navigation, always considered the official target of the school, becomes only a medium, a tool for inclusion and for the relationship. The courses begin to undergo considerable changes from those of the ordinary sailing schools and in 2003, the Mal di Mare school, together with 4 other Associations, founded the Italian Union of Solidarity Sailing. In 2004 the NGO Handy Cup was founded, with which he realized the project "We are all in the same boat", which uses sailing, both at sea and on land, as an inclusive tool for communication in the human relationship and wants to involve in the Mediterranean especially young people in the areas of mental, physical, social and penal discomfort. This non-profit organization born from our school, has grown on a beautiful sailing event that over time has received the affection of the most important national and international institutions starting from the Quirinale and the European Parliament. Our School was the main logistic support of the Handy Cup, and now we can say with joy that our courses are completely integrated with the different abilities, in cases of adolescent problems and social disadvantage. Since 2008 we have initiated a collaboration with the neuropsychiatric rehabilitation department of the Bambin Gesù Hospital in Palidoro. In the same year we launched a new route for the older ones (13-18 years) which is called: "Salty youth". A path with the height, with the navigation of a few days, sleeping in a boat, facing the everyday life of being together in narrow spaces and of course with the unpredictability of the sea. For the moment, it is sailing in autumn and spring, with ports that regain their natural

beauty, their everlasting silences and their usual noises. I can say that the boys love these "adventures" that are also moments of confrontation, meeting and well-being.

Today, Mal di Mare is a residential sailing school that has completely innovated its way of doing sailing, intervenes in primary and secondary schools; he has included orchestral music activities and circus activities in teaching.

Method and technics

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Technics or procedures adopted
Preparation	Meetings with school teachers Meeting with parents Meetings with students
Achievement	In addition to the articulation of the days as indicated above, the following quality indicators are provided: 1. Ordinary questionnaire of incoming self-assessment, carried out by the students, describing the situation related to one's relational experience, to the expected personal results / results. 2. Ordinary questionnaire of outgoing self-assessment, carried out by the students, which signals the strengths and fragility of the relational and learning experience during the whole experience, including an evaluation of the services and the quality of the activities carried out. 3. Stop and go. Pause for reflection in the middle of the path that allows an ongoing evaluation and a possible re-orientation of the curriculum path. 4. Report - final report, drafted by the Masters of Sailing, by Musical and Circus Operators, able to describe the group dynamics and individual resources that have been put in place throughout the experience. 5. Report - final report written by the accompanying teachers based on the experience and on the possible consequences that this may have in the curriculum. 6. Meeting at the end of the camp, to be held at the geographical location of the same, where you can immediately return to the boys the extent of their commitment, successes and adversity, throughout the experiential journey.

	7. Meeting in the School of origin with the Parents of the participating youths, the Field Operators and the Teachers, to jointly assess and based on the children's stories the educational scope of the course, an evaluation of the services offered and the lines of relapse of experience on the school curriculum. 8. Drafting of a collection of data, reports, video and photographic images that can give visibility of the experience experienced by the students and the reproducibility of its most formative aspects.
Conclusion	Meetings with school teachers Meeting with parents Meetings with students

What are the main 5 aspects that have to be taken in account for a better realization of the activity? (i.e. importance of precise rules, connected with the sport discipline; define clearly the objective you aim to reach with the person; responsibility of the learner; etc.)

- 1) importance of precise rules
- 2) clear definition of the objectives
- 3) active participation of all those who are involved directly and indirectly in the project
- 4) building a cooperative action through collective and individual actions and shared co-construction of an ongoing process in an environment of respect, trust and safety
- 5) possibility of telling and telling about oneself in the experience of an ever-greater awareness and importance of each moment of the journey and not only of reaching a final goal

Do the methods or technics belong to an already codified approach?

Our approach comes from the experience gained over the years in both sailing and relational.

Are the methods or technics innovative? if yes, please explain how.

Young and very young, who sail on the sea sailing. They take care of themselves and others in an inclusive relationship. Listening, telling, making space, being with each other. Ours is a school that speaks to other schools. Learning is seen from the sea: the instructor facilitates the task of the "navigator" that is in each of us since birth.

Impact

What are the benefit of the specific discipline on the participants? (in terms of inclusion, skills, physical benefits, etc.)

Participants are actively involved in the project. Through the sharing of information, they can fully understand the central objectives of the field, such as the formation of the group through circular phases of awareness of conflicts and the construction of a cooperative action.

The sailing experience is framed in a laboratory teaching environment. In this case sailing is understood as one of the places of education. Sailing contains very interesting, as well as interdisciplinary aspects: such as history, mathematics and physics, literature, group action, life on board (even if we are on a sailing base, everyday life is to be understood as a life of edge) in its various aspects such as cooking, maneuvers, the interpretation of time, the study of the stars. This means that everyone feels involved and a fundamental part of the good performance of the activity and of the group. At the same time, it adds skills also in other areas of knowledge and knowledge.

Moreover, through the Handy-cup non-profit association, sailing, both at sea and on land, becomes an inclusive tool for communication in the human relationship, involving especially young people in the Mediterranean in the areas of mental, physical, social and criminal distress.

What are the benefit of the specific discipline on families?

In addition to being informed of the experience that the children will go to live, a further expected result is to reduce or eliminate the belief that these activities are to be circumscribed in the context of play and escape or entertainment. Parental sharing is another fundamental pillar of the Open School and these initiatives constitute the start or consolidation of an indispensable alliance between Teachers, Parents and Students.

What are the benefit of the specific discipline on society?

Starting from a moment of mutual acquaintance through the consultation of informative audio and video material, we arrive at the co-construction of the first interventions in the integration class between the edu-sailing model and the didactic one of the school of origin. The aim of this meeting is to insert the edu-sailing path within the school curriculum, considering the continuity of teaching and circular learning as a priority. The active participation of the Teachers is very important and constitutes the essential basis for a good integration of the activities of the school field into the curricular ones. This integration is the middle way for an open school, for a deep involvement with the environmental marine mediator. This is one of the fundamental bases for social change about the inclusion and integration of all different cultures and skills.

COMMENTS by the researcher

Any strength or weakness points in our opinion

Great strength is the integration and communication between the various areas of life of young people, including the individual level, relational, peer collective and involving families and school in the project. Furthermore, the Handy-cup experience aims to experiment and consolidate a different approach between the cultures of the Mediterranean basin, a topic of great relevance and importance.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

The possibility of approaching social inclusion from different perspectives, even from those that we would hardly have imagined, provided it is based on the knowledge and competence of the person proposing it.

ATTACHMENTS

References, as articles, links, est.

<http://www.maldivimare.org/>

https://www.facebook.com/pg/Scuola-di-Vela-Mal-di-Mare-399454143401769/about/?ref=page_internal

<https://www.facebook.com/groups/handycup/about/>

<https://www.facebook.com/groups/maldivimare/about/>

Photos, video

http://www.maldivimare.org/index.php?option=com_content&view=category&layout=blog&id=10&Itemid=106

Other materials: some articles

http://maldivimare.org/index.php?option=com_content&view=category&layout=blog&id=19&Itemid=153

Swimming Therapy

Organization doing the research: RIJEKA SPORTS ASSOCIATION FOR PERSONS WITH DISABILITIES

Good practice theme: Swimming Therapy

Organization responsible for the good practice: Swimming club for persons with disabilities "Forca"

Short description (max 1000 characters): The Swim-Therapeutic Club „Forca“ is the first such club in the Primorje-Gorski Kotar County and one of the few clubs in Croatia whose members are children with developmental disorders and people with disabilities - people with physical disabilities, persons with impaired vision and hearing and people with cognition and communication disabilities.

The club was founded with the basic aim of promoting, developing and improving the sporting activities of people with disabilities in Rijeka and Primorje-Gorski Kotar County.

We have about 100 users every year, with whom we regularly work at Kantrida swimming pools and in the summer on the "disability" beach in Kostabela.

By regular activities in summer schools we have learned to swim 220 children and young people in ten years.

Person/s interviewed, and role in the organization: president, kinesiologist

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.): Swimming Therapy section

Duration and structure of the activity (duration in hours, and how the activity is articulated): Every day 6 days in a week for one hour.

Period (when was realized? do it still exist?): Still exists.

Beneficiaries (what kind of participants? what age? what type of disability? what other aspects are crucial to select the participants?): Kind of participants – children with all kind off disabilities. Age –1 to 12 years old.

Type of disability – all types of disability.

Other aspects are crucial to select the participants – all children who are non swimmers

Is the activity devoted to disabled or also for non disabled people? Sometimes activity is devoted just to non disabled kids, but sometimes join some disabled kid's brothers or sisters and few times we Gypsy children joined as well.

Do the activity regard a group or the individual? (or a mix?). If it regards a group, how many people?

It regards a group of six, but also individual.

How many participants are involved during one year in the described activity? And how many have been involved (more or less) since the beginning?

During one year 40 participants were involved. Since the beginning (we began in 2005.) 400 participants were involved.

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, doctors, etc.); for each category, what are the required qualification.

There are kinesiologists, physiotherapists, defectologists, educators who are all former swimmers or athletes. Also there are volunteers in the club - students of the Undergraduate Study of Physiotherapy. We are a sports club with the most highly educated staff in the County. Also, we have been further educated at the Halliwick courses.

How many staff members? 1 profesional and 10 freelancers.

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?): Our vision is to motivate children with disabilities and people with disabilities to swim, and also to and socialize them threw including them into swimming club. Our moto is: "Water freedom for all."

Educational objectives:

PRIMARY ACTIVITIES

- getting used to the new environment, swimming pool and water
- breathing
- floating
- take horizontal position
- sliding

SECONDARY ACTIVITIES

- games
- jumps
- turns

- movement by foot work
- movement by hand
- coordination of the legs, arms

Story of the practice (how has been created): HYDROCHINESTHERAPY PROGRAM AND PLANNING SCHOOLS FOR CHILDREN WITH DISABILITIES AND YOUTH WITH INVALIDITY started in year 2002. and finished in 2005. We organized Summer hidrochinesisterapy school with the County Federations of disabled persons and Organizations of persons with cerebral palsy. Since 2006 we started to organize and conduct swimming lessons FOR CHILDREN WITH SPECIAL NEEDS.

Method and technics

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Technichs or procedures adopted
First contact	Children are informed about our work through Facebook and flyers. Our association organizes competitions where we inform children about the work of sports clubs in the city.
Orientation	Any child or person with disability who wants to enjoy the benefits of water and swimming is welcome to our section of swimming therapy.
Physical preparation	Before entering the water we are doing psychological preparations. Sometimes, it is necessary to do this several times before we start at all. Before each new exercise we also do psychological preparations.
Training	Training is based on the work of several schools: Halliwick, Sherill and the standard swimming learning method.
Competitions	Almost 70 percent of our swimmers want to compete. When they adopt the knowledge and skills they need to learn swimming techniques, starts and turns so they can participate in regional competitions.
Events	Swimming festivals within the EU PTO project and seminars. PTO http://www.ptosh.org/cro/

What are the main 5 aspects that have to be taken in account for a better realization of the activity? (i.e. importance of precise rules, connected with the sport discipline; define clearly the objective you aim to reach with the person; responsibility of the learner; etc.)

1) Our starting point in therapeutic work is Halliwick Concept. The Halliwick Ten Point programme is designed to teach swimming and gives areas to work in the water. It also acts as an assessment guide. The Ten Points follow a logical pattern but there is a great deal of overlap in the points. All points must be mastered to produce a swimmer who is truly 'water happy'.

The ten points are:

- Mental adjustment
- Disengagement
- Transversal rotation control
- Sagittal rotation control
- Longitudinal rotation control
- Combined rotation control
- Upthrust
- Balance in stillness
- Turbulent gliding
- Simple Progression and a basic stroke

Through the ten points we can see a process of development through mental adjustment, balance control and movement which leads to personal independence in the water. These three concepts – mental adjustment, balance control and movement – are the essential components of motor learning.

We also take in considerations Sherrill Concept and standard swimming schools.

2) we aim to reach objective which depends of person's invalidity.

3) Responsibility of the therapist is responsibility of swimmer's safety.

An example of a list of competencies may include the following:

Skills and knowledge

o To be able to list and describe the major physiological principles that influence the human body on immersion.

o To be able to list and describe the physics related to buoyancy, drag, metacentre,

relative density and hydrostatic pressure.

Risk management

o To be able to outline procedures relating to screening, precautions, safety of swimmer and infection control.

o To be able to demonstrate their understanding of duty of care and be able to list the safety issues that will directly affect their clinical practice and the safety of their swimmer in the aquatic environment.

4) Volunteer

It is recommended for volunteers to do further education.

It is advisable that volunteer-leaders have Halliwick education and attend pool rescue training.

Parents and others may work as volunteers.

5) Active swimmers involvement in the therapeutic process.

Do the methods or technics belong to an already codified approach? Yes thy do.

Are the methods or technics innovative? if yes, please explain how No, it is not.

.....

Impact

What are the benefit of the specific discipline on the participants? (in terms of inclusion, skills, physical benefits, etc.)

1) Inclusion

Our programs are designed to increase independence, foster self-determination and promote inclusion for people living with impairment - through physical activity, activity in the water.

2) Developing skills

Introducing children with disabilities to water at a very young age helps to prevent a fear of water which can develop later.

Responding to repetitive voice commands can sharpen baby's mental skills and increase their levels of understanding. A German study has found that babies who swim, had advanced motor development, social skills and intelligence than non-swimmers.

Swimming Therapy develop balance and core stability, the lateral stability and stepping skills that play a crucial role in reducing fall risk.

3) Psychic benefits

It seems like the sound of running water is great for relaxation and reducing stress levels. Likewise, it can help to improve concentration.

4) Physical benefits

- **Decreased impact on joints** – Because of the buoyant properties of water, it is able to absorb some of our body weight. People of all ages exercise via swimming, tread water, or walk in the water without putting excessive stress on their joints.
- **Increased cardiovascular endurance** – Swimming laps is a great way to get cardiovascular activity in. In addition, practicing walking in the pool is also an excellent cardiovascular exercise.
- **Whole body sensory input** – The water touches all areas of the body when you are submerged in it. This can help with body awareness because as a person moves their arms, legs, or whole body through the water, they are getting immediate feedback from the water moving around them. This will enhance their awareness of their movement and their body overall.
- **Use of the buoyancy and resistance from the water to facilitate and enhance exercises** – The natural properties of the water can allow you to use its buoyancy to help facilitate movement. It can make your body seem lighter and give you a lift if you are trying to figure out how to move in a certain pattern. If you are working on strengthening, the resistance of the water provides a natural 'weight' for you to lift.

- **Use of the whole body** – Swimming involves the whole body. For swimming laps it is easy to see this, however, by nature of being submerged in water for other activities such as walking or playing, you are naturally engaging your entire body.
- **Improved motor planning and coordination** – To swim laps and learn new strokes and exercises, it requires the coordinated effort of the arms, the legs, the trunk, and the head and neck. Each part of the body is doing its own thing, and when they are put together magic happens, and you can move through the water.
- **Muscle tone regulation** – By altering the temperature of the water, you can help to relax muscles that have a higher resting tone. This can help with stretching and ease of movement.

What are the benefit of the specific discipline on families?

Parents come with their children to a new spaces. They get to know people with the same problems.

They have fun and relaxe with their children, learn new things - how to position the body in water, how to practice with their kid, they learn how to swim. They see the kid's progress and then they become happy.

What are the benefit of the specific discipline on society?

"One more self-sufficient person with disabilities - a more mobile community."

ATTACHMENTS

References, as articles, links, est. **PTO** <http://www.ptosh.org/cro/> ,**IRIS** <http://www.iris-projekt.eu/>

Photos, video – **facebook SWIMMING CLUB FORCA**

<https://www.facebook.com/P.K.FORCA/?ref=bookmarks>

www.pk-forca.hr



C - Key elements for In Dive practice

Based on the search for good practices and experiences, we have created this list of guidelines.

1. Adapted disciplines:

The aquatic sports disciplines for the integration of disabled people need to be adapted to the participants. In the research carried out by the project on good practices in this field it is possible to find different examples of adapted disciplines.

2. Complementary activities

Have the aim to foster reflection and to improve awareness (for oneself and for the group). These activities are not simple. They must be checked and readapted toward the feedback of the group. So, it is important to find every time the most appropriate proposal, for that group in that moment. This kind of activities must be integrated in the training compared to the objectives that we want to achieve.

Among the different types of complementary activities we can find:

- Different kinds of activities i.e. all the physical activities that are preparatory to the sport
- Complementary physical activities
- Accompanying towards the activity (i.e. welcoming presentation, exploration of the environment, conclusion, departure)
- Activities involving families
- Activities involving context
- Educational activities for an active life style (i.e. art, knowledge of issues, health, wellness, nutrition etc.)

3. Relationship

Creating a meaningful relationship with children is essential. Some important elements to highlight are:

- the ability to create a channel of communication with the participant, to create a climate of trust, listening and complicity;
- knowledge of the profile of the boy, in terms of physical and relational problems specific to the type of disability and the personal situation of the boy, potential and resources, etc.

4. Adapted environment

The environments where the activity takes place, both on and off the water, must obviously be adapted to the needs and possibilities of the participants.

5. Adapted staff

The realization of aquatic sports activities for the integration of disabled people can be carried out by different professional figures, with different functions and methods: aquatic activity instructors; social workers; psychologists; sports doctors, etc.

We highlight two needs with respect to the formation of these figures:

- at an individual level, the importance of developing a mix of skills is highlighted, while maintaining the specificity of one's role;
- the importance, where possible, of having a staff that includes the different professional figures, especially if you work on a group.