



In Dive

INTEGRATING DIVERSITIES THROUGH WATERSPORTS TRAINING COURSE

The project

INTEGRATING DIVERSITIES THROUGH WATERSPORTS – IN DIVE

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Small Collaborative partnerships

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INTRODUCTION

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 training course?

Objective of the training course is to train sports operators, social workers, volunteers, and anyone interested in activating integration activities for the disabled through water sport activities.

3. Description of the training course

DURATION 40 hours overall

- 20 hours in the classroom/pool/gym (4 meetings of 5 hours each)
- 10 hours online on the platform (2 hours x 5 exercises / research / analysis / verifications);
- 10 full immersion experiential hours (full day in an aquatic environment, eg spas or other situation)

	Modules	H class/pool gym	H/On line	H/practical
First meeting	Module 1: Introduction to the concepts of Sport and Equal Opportunities for the Different Abilities	5	2	
Second meeting	Module 2: Water activities and accompanying measures for equal opportunities	5	2	
Third meeting	Module 3: Building an aquatic and/or water sports activity for the social inclusion and equal opportunities for the different abilities	5	2	
Fourth meeting	Module 4: Practical experimentation: living the integrated experience		2	10
Fifth meeting	Module 5: Verifications and evaluations on the training path	5	2	
Total hours		20	10	10

WHERE: classrooms, wellness rooms, aquatic facilities (indoor and / or outdoor)

FOR WHO: aimed at 20 social and sports operators. Admission foreseen on presentation of the curriculum, accompanied by a motivational letter. Free frequency.

In some cases the organization can foresee a membership fee, i.e. for insurance purposes.

TEACHERS TEAM: will involve training experts in the various specific areas of the course.

METODOLOGY: Continuous involvement of students in reflection and experimentation actions, starting from personal experiences gained in their areas of intervention.

ASD Università Popolare dello Sport uses, among others, the Dance Movement Therapy and the Autobiographical Method as didactic tools both in training and in the basic proposal with excellent results.

Therefore, in light of these experiences, it's advisable to use the DMT and the autobiographical approach or other similar methodologies in the realization of the Body Learning activities and the personal reflections proposed in this Training Module, compatibly with the resources present in the partners' operative contexts. For a detailed discussion of the DMT see annex 1 "Shaping the change: the DMT process as a tool for social inclusion"; La Costa, Bassani. For further information on the autobiographical method consult the blog by Andrea Ciantar <https://andraciantar.com/>

The methodologies used are the same that the participants can use in their work with new groups and in the contexts in which they already operate.

ORGANIZATION OF THE COURSE IN SUMMARY

- Alternating training activities in presence and on an e-learning platform with open source material and exercises;
- Practical part with participation in the organization and realization of the experiential day.
- At the end of the training course, a verification and evaluation meeting.
- It's preferable to allow at least a week to pass between one meeting and another
- Follow-up closing the training module activities and a period of independent experimentation in their reference contexts (output 2).



DESCRIPTION OF THE TRAINING PATH

MODULE 1 - Introduction to the concepts of Sport and Equal Opportunities

Learning by distance: duration 2 hours.

Answers to a questionnaire with open questions. A sort of "entry test" to get an idea of the previous knowledge of the group; it will be repeated at the end of the training course to verify and evaluate individual learning.

- How can sport and bodily activities become a tool to encourage equal opportunities?
- How can aquaticity and water sports become a tool for personal growth and change?
- How can aquaticity and water sports encourage equal opportunities?

In-presence training: duration 5 hours

TIMING	CONTENTS	METHODOLOGIES
20 min Classroom	Presentation of the course and the team of trainers	
40 min Gym	Presentation of the participants	Presentation game, body expression (name movement contact) e.g. DMT methodology
60 min Classroom	Aquaticity and water sports as a tool to encourage equal opportunities: introduction to the concepts	Exercise in small groups: World Café. Keywords <ul style="list-style-type: none"> • DISABILITY • EQUAL OPPORTUNITIES • WATERSPORTS
30 min Classroom	Definitions, motivations, mission: what we do and why. Aquaticity and water sports, disability and equal opportunities. Sport as a tool to encourage equal opportunities.	Power Point presentation
60 min Classroom	Good practices in "aquaticity" and water sports for the equal opportunities.	Group work. In small groups examining some good practices, based on key questions: <ul style="list-style-type: none"> • What is the context in which this experience operates? • What were the aims? • What were the methodologies adopted? • What were the activities of sensitization and facilitation? • What were the strengths? • What were the weaknesses? Presentation of the works through the modality chosen by the small group

30 min Classroom	Good practices in “aquaticity” and water sports for equal opportunities. The results of the In-Dive Project research (cross analysis)	Power Point presentation
45 min Gym	Body learning: meeting and approaching	Body Expression: contact without contact, light contact, strong contact, lean/support e.g. DMT/Contact improvisation UPS
15 min Aula	Instructions for the homework on the platform Diary of the day	Homework to put on the platform

MODULE 2 - Water activities and accompanying measures to promote equal opportunities

Learning by distance: duration 2 hours.

In small groups continuing the analysis of good practices, with the scheme proposed in the classroom in module 1, preparation of a concise, critical and shared exposure in the classroom expected in the next meeting (relationship with OUTPUT 1 GOOD PRACTICES)

In-presence training: duration 5 hours

TIMING	CONTENTS	METHODOLOGIES
60 min Gym	Body learning: to trust and to rely on	Body expression: exercises on give up the weight, let yourself go, falling and supporting e.g. DMT methodology /contact improvisation
30 min Classroom	Presentation of the home works on "Elements that characterize the good practices"	Synthetic exposition in the classroom through the modality chosen by the small group
30 min Classroom	The experience of “aquaticity”	Autobiographical exercise
60 min Pool	Learning by body	Experience of “Aquaticity”
45 min Classroom	Water sports activities for equal opportunities and the accompanying measures (create conditions, facilitation, sensitization, etc)	Work in small groups: to list possible practices. Synthetic exposition through the modality chosen by the group

60 min Gym	Body learning: to trust and to rely on What has changed? What I bring with me?	Body expression: experience of what has changed in personal perception. e.g. DMT methodology /contact improvisation
15 min Classroom	Instructions for the homework on the platform Diary of the day: what I bring with me?	Homework to put on the platform

MODULE 3 - Building aquatic and/or water sports activity for the social inclusion and equal opportunities of different abilities

Learning by distance: duration 2 hours.

In small groups analysis (based on the knowledge acquired so far) of the active experiences in the communities/territories of belonging and/or known. Report of the informations found.

In-presence training: duration 5 hours

TIMING	CONTENTS	METHODOLOGIES
30 min Gym	Body learning: express yourself/put yourself on the line	Body expression: the dance in the circle e.g. DMT methodology UPS
30 min Classroom	Presentation of the homework on "Analysis of active experiences known"	Synthetic exposition in the classroom through the modality chosen by the small group
90 min Gym	Body learning: facilitate relationship and learning <ul style="list-style-type: none"> • How to create a safe environment of respect and trust • How to meet the person where he/she is (both physically and emotionally) • How to build the relationship with small steps • How to relate to the rest of the group 	Body expression with an integrated group e.g. DMT methodology/contact improvisation
30 min Classroom	DREAM-IDEA-ACTION: the path to implement and realize an aquatic activity <ul style="list-style-type: none"> • Analysis of the context (characteristics of the place, accessibility, strengths and weaknesses, the people we want to involve in the activity, similar activities already existing or carried out in the past, etc.) 	Power Point presentation

	<ul style="list-style-type: none"> • Definition of the aims • Create a safe environment • Meeting the person where he/she is • Build the relationship with small steps • Not one less. A learning for each one. The integration in the group • Monitor the activity in progress • Evaluation after the realization of the activity 	
60 min Classroom	DREAM-IDEA-ACTION: the path to implement and realize an aquatic activity	Work in small groups planning an activity Sharing of the works in the extended group through Role Playing simulations ARCSS
45 min Gym	Body learning: to be in contact	Body Expression: dance in pairs with elastic e.g. DMT methodology
15 min Classroom	Instructions for the homework on the platform Diary of the day: what I bring with me?	Homework to put on the platform

MODULE 4 – Practical experimentation: living the integrated experience

Learning by distance: duration 2 hours.

Sharing the timing of the experiential day; analysis of the group of participants; subdivision of groups for viable objectives; identification of teams dedicated to the groups.

10 HOURS full-day experience in an aquatic environment

TIMING	CONTENTS	METHODOLOGIES
60 min	The travel as a relationship experience in the group. The route of the travel: strategies to approach emotions, the fears. Students and team recognize and to get to know each other (on the shared transport)	Socialization in an informal pedagogical space
30 min	The arrival. Building a safe environment: the space becomes a place of confidence and pleasure	Guided trails of knowledge of the structure
30 min	Convivial break	Socialization in an informal pedagogical space
30 min	Body learning. Lay the foundations for a relationship of trust with the other:	Breathing and relaxation exercises, individual movements

	sensitization to the contact, perception of a sense of security	and contact improvisation techniques e.g. DMT methodology and contact improvisation
30 min	The game: access strategies and construction of the ludic experience in small groups. Choice of the proposals, alternating times and rhythms to maintain the group's attention and interest	Practical experience as facilitators of small groups (social workers and sports technicians work in synergy) UPS
30 min	Feedback of the work in progress within the integrated group	Verbalization in the circle
30 min	Feedback of the work in progress within the teachers/students group	Verbalization in the circle
60 min	Approach to techniques: choice of exercises in relation to the prefixed aims	Practical experience as facilitators of small groups (social workers and sports technicians work in synergy) Being in water is different than being on land. Once in the water a 'swimmer' has to learn to respond appropriately to this new environment, situations or tasks. Games in the water: washing ears and face, floating on the water, turbulent gliding etc.
60 min	Convivial break	Socialization in an informal pedagogical space
30 min	Feedback on the first part of the day within the integrated group	Verbalization in the circle
30 min	Feedback on the first part of the day within the teachers/students group	Verbalization in the circle
60 min	Approach to techniques (aquaticity and water sports): choice of exercises in relation to the prefixed aims	Practical experience as facilitators of small groups (social workers and sports technicians work in synergy)
30 min	Convivial break	Socialization in an informal pedagogical space
30 min	Instructions for the homework on the platform Diary of the day: what I bring with me?	Homework to put on the platform <ul style="list-style-type: none"> • Diary of the day • Report in small groups

	Homework: in small groups summary report on the practical experimentation	
60 min	The travel as a relationship experience in the group. The return path. Reflections aloud of the participants: the overcome fears, the joy and the disappointments, obstacles still to be overcome	Socialization in an informal pedagogical space

MODULE 5 – Verifications and evaluations on the training path

Learning by distance: duration 2 hours.

Answers to a questionnaire with open questions. "Exit test" to test and evaluate the changes compared to the answers "incoming" and the individual learning at the end of training.

- How can sport and bodily activities become a tool to encourage equal opportunities?
- How can aquaticity and water sports become a tool for personal growth and change?
- How can aquaticity and water sports encourage equal opportunities?

In-presence training: duration 5 hours

TIMING	CONTENUTI	METODOLOGIE
60 min Classroom	Feedback of the experiential day	Homework report: synthetic exposition in the classroom through the modality chosen by the small group
90 min Classroom	Final evaluation of the acquired learning	Comparison of the answers given to the questionnaire outgoing with respect to those given in entry
60 min Gym	Body learning: take and leave	Body expression/closing ritual through the voice and the movement: what I take from this experience and what I can let go of myself e.g. DMT methodology
60 min Classroom	Conclusion of the training path. Delivery of attestations	Convivium
30 min Classroom	Instructions for the homework on the platform Diary of the day: what I bring with me and conclusive reflections on the training path	Homework to put on the platform