153 - METHOD HALLIWICK: A PROPOSAL FOR THE TEACHING OF SWIMMING FOR PERSONS WITH DEFICIENCIES

VIVIANE DILMA FIGUEIREDO PEREIRA; ROSÂNGELA SANTOS DA SILVA
PROAMDE - UNIVERSIDADE FEDERAL DO AMAZONAS, MANAUS, AMAZONAS, BRASIL
vivi237@hotmail.com

INTRODUCTION

Considering that the Amazon basin is an area of greatest Hydrografic proportions, with the greatest volume and extension of water, it is not surprising that those who live in this place have water as natural scenery and make it part of their lives such as: ways of transportation, turistic attractions, work place or even areas of relaxation and sports.

Water is valued by the majority of people, children, adolescents and adults admire this environment, and yet there is one real danger of drowning and death for someone who is not prepared to survive in this liquid environment, for this reason sometimes this is not experienced or made the best of, by all, seeing their incapacity to swim.

The Halliwick method was developed and built from the laws of Hydrostatic and Hydrodynamics.

Its creator James McMillan related the thrust of the weight of the body in the water affecting its density, its center of gravity and of floatation. In the beginning the method was elaborated to teach children to swim in a school called Halliwick in Southgate, London in 1949 thereby originating the method.

As a fundamental characteristic of the method, each swimmer has a teacher that teaches him on an individual basis, until he reaches his independence. This partnership between student and teacher turns into a unity of work, within a group of activities. By which the swimmer has an opportunity of a social interrelationship, and at the same time, gains from the constant attention, but not obstructive of his instructor.

In the classes there are used appropriate games for each age group and abilities. There is a predisposition in the method to provide the student with knowledge of properties of the water related to their bodies.

The correct support offered by the instructor to the swimmer, makes it possible for this one to experiment a mobility and movement unknown on the ground: maintaining a secure position for respiration, how to return to this position beginning from another location, how to control expiration when ones face is immersed in water.

The students become aware of all of the possible rotations of the body and learn how to start, control, and stop these rotations. The big objective of these rotations is to teach the swimmer to control his position in the water, and that he will be able to put himself in a comfortable position to execute proper respiration.

According to McMillan, the rotational movement is very important in the water. The body floats in such a position that its weight acting by the center of gravitation and a thrust, acting on the center of flotation, become aligned, providing in this way floating ability of the body, in this case the swimmer.

THE PHILOSOFY OR CONCEPT OF HALLIWICK

The principal aspects of Halliwicks philosophy are related to "happiness in the water" not necessarily embraced to swimming, but not the use of objects that float. There will be an instructor for each students, activities in groups, with emphasis on abilities and not on the incapability, and a reinforcement of equality of all those in the group.

We use trained instructors to help the swimmers and not flotation objects. In the majority of cases the flotation objects make the swimmer maintain his head out of water thus not giving them a chance to have to learn to control their respiration. The instructors give them more security than the flotation objects, and this is important to them. The flotation objects can leave the swimmer with a permanent dependency, leaving the swimmer reluctant to get into the water without them. Without the use of flotation objects we can change the support of the swimmer according to the activity, adjust this support according to the necessity of the individual, and still work with them on the rotations, that with flotation objects these could not be accomplished, or would cause other rotations that would be difficult to control.

In the water they all are taught on the same level of difficulty, raising the self image or esteem of the group.

In every organization that uses the Halliwick method everyone is called by their first name, emphasizing equality.

We teach slowly, in appropriate rhythm for the swimmer, this is encouraging as he makes progress but without pressure. The students are also taught in a logical order, assuring that the initial stages have been dominated. The emphasis given to each swimmer is in the ability that he can develop and not on the deficiency. There is also emphasis placed on the pleasure, therefore the majority of the activities are carried out as games.

We always work in groups so that the new instructors are aided by the more experienced instructors.

FOLLOWING THE 10 POINT PROGRAM

The program was developed by the inventor of the method: James McMillan to teach everyone to swim, and his work is the basis of all of Halliwicks concepts.

The 10 points follow a logical concept of pattern that should be dominated by the swimmer for their progress and performance or execution.

First Point: Mental adaptation: This is related to various forces suffered by the body in the liquid, atmosphere, gravity, thrust and including various necessary adjustments that need to be made to that one can have the flotation experience.

Second Point: Detachment or separation is represented by the physical and mental independence of each swimmer including the separation of physical contact and gradual decreasing of the need of support, by the frequent changing of instructors and his helpers.

Third Point: Transversal Rotation: This is the ability to control any rotation made over the transversal frontal axis. Ex.: From the lying down position on ones back to the standing position.

Fourth Point: Sagittal Rotation: Is the ability to control rotations that happen in the transversal Saggital axis. Ex. Taking lateral steps.

Fifth Point: Longitudinal rotation: is the movement around the axis of the spinal column. Ex. Roll from the lying on ones belly, to his back and visa versa.

Sixth Point: Combined Rotation: is the ability to control any of these rotations mentioned above, exercising them in one movement only.

Seventh Point: Buoyant Force: In this step it is taught about the ability of flotation in the water, decreasing their fear of drowning , living the reality of being pushed upwards.

Eighth Point: Equilibrium and Quietude: at this point the swimmer is capable of maintaining himself quiet and relaxed as he floats.

Ninth Point: Turbulence and Sliding: the swimmer slides over the turbulent waters created by the instructor, and at this point there is no physical contact between instructor and swimmer.

Tenth Point: Simple progression and Basic Movements of swimming. These are the first movements of propulsion made by the swimmer, without physical contact with the instructor. These are movements of displacement in the water.

TEACHING METHODS FOR CHILDREN WITH DEFICIENCIES

In the Program of Motor Activities for the Deficient (PROAMDE) of the Federal University of the Amazon, the method that has been used with success for the last 7 years, with children and adults that participated in the program are taught to swim beginning with the Halliwick method.

Along with the diverse advantages that have already been mentioned of the method, as a dynamic of group therapy, the use of games and the progression in teaching, we need to observe the simple advantage of the liquid atmosphere. According to Emily Dunlap, water sports offer an excellent way to work with these people, remembering the conditioning and flexibility of the muscles in a functional pattern and movement, motor control, body perception is developed with these abilities, that involve coordination of movements of the inferior and superior extremities with equilibrium in flotation and control of the respiration. Control of pain and the relaxation can also be benefits of the liquid environment.

Halliwicks method in the general ambito carries with it two possible principal achievements and these are part of our practice in this program; teach the swimmers about themselves and their control and equilibrium in the water and teach them to survive in the water.

According to Cunningham (2000) repeating what McMillan defends, the method uses the general theory of the system of teaching, as a model multipoldisiplinary that unites information from many areas of study, including, mechanism of liquids (engineering) neuro physics (Medicine) pedagode (Education) and dynamics of group study (Sociology).

With the 10 point program in which Halliwick is based, we plan, to create, and direct our classes as well as serving as a guide to evaluate the swimmers progress. Also as a rule of thumb in general, the classes are always directed by an instructor "leader" (as we call them). He explains the activity, orients the instructors that have less experience and stipulates the beginning and ending of the class.

MacMillan in his experience with this method observed that it is not possible to teach the human body to move itself. He knows how to do this. Maturity or ability is reached by the human body by being confronted with situations that challenge them to movements. According to the proper procedures experimented, the body will find a solution for the movement difficulty. For these reasons while in the water, the human body is in a situation of learning something that can not be repeated on the ground. On the other hand it was discovered that what was learned in the water can be reproduced on the ground.

The students are taught to get in and out of the pool with security, instructors are trained on how to proceed in emergencies or high risk situations, and the instructors that use the method gain the capability by means of graduate instructors of Halliwick. A.S.T. (Association of Swimming Therapy) course.

FINAL CONSIDERATIONS

In some cases some students will spend longer periods until they have concluded the 10 points, or in other cases there will be some that will assimilate the method with greater ease.

The important thing is to understand the capacity of each of the swimmers, every little point or improvement should be considered relevant.

As a positive result of the use of the method in this program it was recognized that many students that began in the shallow swimming pool and completed the 10 points, today they are part of another group (that is also part of (PROAMDE) that now swim in deep pools without the help of flotation objects and others started classes in other clubs and associations training and competing with normal people (this type of detachment is healthy and approved).

Besides Halliwicks commitment to train the survival in water, by not offering flotation objects and by it being a work in groups, but still individualized, gives his swimmers a secure and efficient chance so that they experiment in the water a liberty of movements that on the ground would be impossible without the help of their wheel chairs, tutor, canes, or prostheses, etc.

By this means we can conclude that the Halliwick method has shown us a secure way to learn swimming for deficient people, even though it requires a larger number of capacitated people because of the individualized teaching, in which they learned methods in specialized courses. It is not the objective of the method to capacitate everyone to swim, as normal swimmers, even though there are some exclusive competitions in specialized clubs in Halliwick. The first big pledge or promise is to offer to all a healthy experience and a pleasurable time in the water, as a philosophy to be defended. "The joy of being in the water".

REFERENCES

CAMPION MR. Hidrotherapy in Pediatrics. Oxford: Heinemann Medical Books; 1985.

RICHARD, G. Ruot; DAVID, M. Morris; ANDREW, J. Cole. Reabilitação Aquática. 1ª Edição Brasileira - 2000.

HALLIWICK ASSOCIATION OF SWIMMING THERAPY - Apostila dos módulos; básico e avançado - 2002.

MARTIN, J. The halliwick Method. Physiotherapy. 1981.

SKINNER, Alison, THOMSON, Ann, DUFFIELD: Exercícios na Água, Atividades na Água Baseada no Método Halliwick, 3ª edição, São Paulo.

Adress:

PROAMDE-Programa de Atividades Motoras para Deficientes-Faculdade de Educação Física-Universidade Federal do Amazonas - Av. General Rodrigo Otávio nº 3000 Setor Sul do Campus CEP: 69077000.

METHOD HALLIWICK: A PROPOSAL FOR THE TEACHING OF SWIMMING FOR PERSONS WITH DEFICIENCIES

ABSTRACT

This article hopes to raise some aspects related to the practice of the Halliwick method as a method to teach survival in water, and from there going to conventional swimming. This study is an accumulation of experiences in trying to teach the

method, while our teacher of Physical Education and leader of the group, in the Program of Motor Activities for Deficient people (PROAMDE) are utilizing the methodology and philosophy in its total, and in these are included. "Happiness for being in the water" or "Felicidade por estar na água" .The individual accompaniment of an instructor for each swimmer, with no use of flotation objects, emphasis on abilities and not on the deficiencies , all are taught in a way to so they will learn the properties of the water and their affects on the body. All are encouraged to improve but not pressured, and all are called by their first names, reinforcing the equality of each one. All this is a part of a program, based on the theoretical references of the creator of the method. James McMillan.

Key-Words: Deficiency, Halliwick, Swimming

MÉTHODE HALLIWICK: UNE APPROCHE POUR L'ENSEIGNEMENT DE LA NATATION

RÉSUMÉ

On propose dans cet travail faire les approches de quelques aspects relationés à la pratique du méthode Halliwick, comme méthode de apprendre la survivance au milieu liquide et en partent de lui pour la natation conventionnel. Cette travail est um recit d'experience sur le traite de apprendre, le méthode tandis que professeurs de l'education physique et leader de groupe, dans programme d'activité moteur pour deficients (PROAMDE). En utilisant la méthodologie et la philosophie, e dans lui ont inclu « felicité pour être dans l'eaux », d'accompagnement individuel d'un instructeur a chaque nageurs, ne pas d'utilization de flotteurs plus en phase dans les habilités et non dans la défaut, tout ils sont enseigné de forme a entendre les proprieté d'eaux et ses efects sur le corps, tous sont encouragés a avancé sans aidemons tous par le première nom par l'egalité, tous ça comme part d'un programme reforcé dans une rapport théorique du criateur du méthode, James McMillan.

Mots - Clefs: Défaut, Halliwick, natation

MÉTODO HALLIWICK: UNA OFERTA PARA LA ENSEÑANZA DE NADAR PARA LAS PERSONAS CON DEFICIENCIAS

RESUMEN

El presente artículo pretende levantar algunos aspectos relacionados a la práctica del Método Halliwick como método de enseñanza para la sobre vivencia al medio líquido y partiendo de él para la natación convencional. Este estudio es un acumulo de experiencia en la tentativa de enseñar el método como profesora de Educación Física y líder de grupo en el Programa de Actividades Motoras para Deficientes (PROAMDE). Esta realización utiliza la metodología y filosofía en la íntegra, incluyendo la "felicidad por estar en el agua", el acompañamiento individual de un instructor para cada nadador, el desuso de flotadores, énfasis en las habilidades y no en la deficiencia. Todos son enseñados de una forma que les permita entender las propiedades del agua y sus efectos sobre el cuerpo. Son también encorajados a desarrollarse sin ser presionados, tratados todos por el primer nombre, reforzando, así, la igualdad. Todo eso haciendo parte de un programa embasado en el referencial teórico del criador del método, James McMillan.

Palabras-Clave: deficiencia, halliwick, natación.

MÉTODO HALLIWICK: UMA PROPOSTA PARA O ENSINO DA NATAÇÃO PARA DEFICIENTES.

RESUMO

O presente artigo pretende levantar alguns aspectos relacionados à prática do Método Halliwick, como método de ensinar a sobrevivência ao meio liquido e partindo dele para a natação convencional. Este estudo é um acúmulo de experiência no trato de ensinar o método enquanto professora de Educação Física e líder de grupo, no Programa de Atividades Motoras para Deficientes (PROAMDE). Utilizando a metodologia e filosofia na integra, e nestes estão incluso; "felicidade por estar na água", o acompanhamento individual de um instrutor para cada nadador, não uso de flutuadores, ênfase nas habilidades e não na deficiência, todos são ensinados de forma a entender as propriedades da água e seus efeitos sobre o corpo, todos são encorajados a progredir e não pressionados, tratamos todos pelo primeiro nome reforçando a igualdade, tudo isso apenas como parte de um programa, embasado no referencial teórico do criador do método, James McMillan.

Palavras-Chave: deficiência, halliwick, natação.