



**6^o CONGRESO MUNDIAL DE EDUCACIÓN
ACUÁTICA PARA BEBÉS Y NIÑOS**

6th WORLD AQUATIC BABIES CONGRESS

**Octubre 23 - 26, 2001
Buenos Aires - ARGENTINA**

MINUTE

In the Autonomous Buenos Aires City, capital city of the Argentine Republic, is to carry out the 6º Congreso Mundial de Educación Acuática para Bebés y Niños, corresponding to the 6th. World Aquatic Babies Congress, since 23 to 26 included of October, 2001, in the area of the Marriot Plaza Hotel Buenos Aires for the conferences and exhibit, and the facilities of the Young Men Christian Association (YMCA) for the workshops, in classroom and gymnasium, and swimming pool.

This Congress is carry out to lay down in the Toulouse City, (France) at finish of the 5th. World Aquatic Babies Congress (WABC) in October, 1999, assigning its organization in the Argentine to ISEFI Superior Institute of Physical Education Hugo Quinn and the First Argentine School of Babies Swimming, with the presidency of Dra. Patricia M. Cirigliano, and the international coordination by WABC, with the presidency of Mr. Steve Grave.

The established objectives for this Congress, is the promotion and reveal the searching of methods non aggressive in the teaching for babies and children, exchanging experiences with specialists and schools of the world.

The above mentioned argentine organization was honoured by the government of the Argentine Nation, of the Buenos Aires Autonomous City and the Buenos Aires State, and by important public and privates institutions in relation with the health and sports, which are enumerates in the schedule ENDORSEMENTS.

Our acknowledgement to the heads of such entities and organizations is to do integrates of the HONOUR COMMITTEE, as is enumerated in the schedule such headed.

Is section of this Minute Book the next schedules:

- EXECUTIVE COMMITTEE
- OPENING OF THE CONGRESS
- RESOLUTION OF THE CONGRESS
- CLOSED OF THE CONGRESS
- CONFERENCES - WORKSHOPS (In order of presentation)
- FREE WORKS
- APPENDIX

ORGANIZATION OF RESPIRATORY FUNCTION AND WATER BIRTH TO 3 YEARS OLD: A METHODOLOGICAL PROPOSAL

By: Prof. Martha Sanz

Living is breathing - breathing is living.
André Van Lysebeth

Human beings start their development in an environment in constant balance. At birth, they experience the lack of air in their lungs for the first time; then, they feel hunger and thirst, temperature changes, gravity, open space. Those who take care of the newborn will recover his well-being. But the distress that has been caused remains latent.

The unconscious is intimately related to the water, especially to submersion. This is one of the transcendental moments in the swim lesson due to its significance and emotional burden, and not for the level of aquatic skills involved. Babies are physiologically ready for submerging. However, parents fear 'What if he gets scared? What happens if he swallows water?' even if they are standing with their instructor, holding their babies in a 2.5-foot depth.

It is essential for instructors to understand the symbolic complexity of submersion. It is also important that they indicate parents the skills and reactions expected at the age of their child and also about his specific capacities. Thus, instructors will be able to help parents guide and enjoy their baby, a bold and curious explorer, more freely.

Organization of Respiratory Function

Air and Water Respiration

In healthy human beings, regardless of age, respiratory pauses occur more frequently during sleep than in wakefulness. In milk fed babies, the frequency and duration depend on the sleep phase: they are more frequent and shorter during the REM phase (active sleep) than in calm sleep; they are more frequent in younger milk fed babies. If we observe babies or children during sleep or wakefulness, we will notice abdominal respiration. They inhale and exhale through their nose. They use mouth respiration only in case of affections obstructing the upper respiratory passages. At the water, they permanently use mouth respiration.

Apnea and Respiratory Pause

There are several researches on newborn apnea and adult apnea. However, there is much controversy as regards its definition. Some authors even believe that the presence of respiration pauses and respiration irregularities constitute a sign of 'healthiness'; and that the absence of those pauses may show anomalies.

Expiration

Children from birth to 3 years old do not have the capabilities for expiration during submersion. Generally, they keep a respiratory pause during submersion. Once they emerge and take their mouth out of the water, they first exhale and then inhale, continuing their respiratory rhythm. It is important to provide time and means for the child to learn to expire, both in volume and strength. We will propose several activities to be performed from the beginning.

Respiratory Rhythm

Once the child is able to do 3 or 4 assisted emersions for breathing while shifting, it is time to introduce respiratory rhythm exercises. Respiratory rhythm is the beginning and the fundamental of aquatic independence.

It is important that instructors guide parents to observe and time the submersion periods and to control the frequency in which their child comes out to breathe.

Intellectual elaboration of immersion

A child jumps open-eyed into the water and keeps a respiratory pause. Then, in order to emerge, he changes his head position, does lifting movements, takes his mouth out of the water and, then, breathes. He is able to achieve these motor skills once intellectual elaboration has been done.

'Being inside, being under' are images of submersion. We will propose activities that help the intellectual elaboration of being submerged.

Underwater Orientation

Once the child is under the water, it is important that he opens his eyes in order to identify light, color, and shapes of the new environment. Thus, he will be creating his ability to orient himself, to place his body, to handle air, and to do movements that will enable him to put his mouth out of the water.

A methodological proposal

Submersion is a complex issue from the methodological point of view. It is of essence that instructors deeply know the baby and child respiratory physiology, applied to water. Therefore, they will be able to adapt their proposals to the child's possibilities. Furthermore, this knowledge will enlighten their guiding function, giving them more confidence when handling children.

From practice, we will try to answer some of the following questions:

- " How to start getting baby ready for his first submersion?
- " How to evaluate if baby is ready for submersion?
- " Spontaneous or assisted submersion?
- " Vertical or horizontal submersion?
- " What frequency of submersion?
- " Is there any risk of intoxication if swallowing chlorine water?
- " Respiration: what to observe.
- " How to inform, orient, support parents.

Field Research - Conclusions

We have researched a methodology for Early Swimming. Our aim is to elaborate a kind of methodology to help the organization of the respiratory pattern and the development of the future vital capacity. We also seek a proposal that involves the question of children, parents, and instructors.

We started our field research by observing and registering submersions of 60 babies and children during regular swimming classes. We will provide the outcome and conclusions of the first semester of observation.

AQUALIGHT BABIES: FROM JOYFUL LEARNING TO SUCCESSFUL SWIMMING

An original approach stimulating the transition from reflex movements to independent swimming through playful interaction between parents and babies in water.

By Françoise FREEDMAN and Amanda WALKER

Birthlight / Aqualight UK

SUMMARY CONFERENCE

The most important factor for taking infants through to independent swimming is their enjoyment of the water as a different medium that offers different possibilities for exploration and play from the dry land.

This can best be achieved through the mutual delight of parents and infants in the water.

First and foremost, the target of teaching is the interaction between parent and infant: only when a relaxed and happy foundation has been set for interaction in the water can techniques for baby swimming be imparted successfully.

At a time when 'baby swimming' is becoming increasingly popular worldwide, it seems important to stress this simple point to teachers and parents of babies and toddlers.

Recently there has been a growing trend towards early performance, both in parents wishing to emulate star underwater photographs with reluctant babies and also in parental and teacher pressure to speed up the transition to independent swimming.

The Birthlight/Aqualight approach has been developed over twenty years in a direction that offers a positive response to these recent trends by promoting 'water parenting':

emphasis is placed on nurturing the bond between parent and infant in the water, and this is done by using both specially designed movement and relaxation techniques in water in ways that are most conducive to the development of survival skills and swimming.

Birthlight is an educational trust that promotes the greater enjoyment of pregnancy, birth and babies.

Aqualight is the part of Birthlight that is concerned with aquanatal exercise, preparation for water birth and baby swimming.

Birthlight's mission is to create an expanding spiral of joy and happiness in the interaction of parents and babies and more specially mothers and babies from conception onwards.

Positive touch and movement that enhance greater bonding with babies have already been shown to be effective to both prevent and address postnatal depression, which now affects one mother in ten in the UK and the USA.

The original approach developed in Aqualight baby swimming was inspired by amazonian forest people with whom Françoise Freedman was doing fieldwork in her early twenties.

They had fun everyday in rivers with their babies and children and learning was easy, carefree and effective.

They were rough and gentle at the same time and the babies rarely cried.

Babies were trained to hold on to their parents and swim towards them, always picked up before they got distressed.

This provided a useful model which can be adapted to early parenting in industrialized societies. In our sedentary and busy lives, babies need more dedicated physical activity, ideally coupled with loving attention from their favorites persons in the world.

Water as a medium in which parents and babies can relax together without distractions offers a particularly powerful affective foundation for early learning.

In the water, parents can follow the emergence of their babies' personalities and become aware of their needs in an unconditional loving and supporting way.

At Aqualight, ideally we encourage continuity of care and teaching. Many babies start before five months (some as young as two weeks) and their mothers may have gone to our Aqualight antenatal classes or followed our Birthlight antenatal care programme. About 10% of Birthlight mothers have water births.

The two most popular times for older babies to join Aqualight classes are six months and one year.

It is common that mothers go to our baby massage classes while fathers take their babies to Aqualight classes.

We also have family sessions in which couples negotiate their complementary skills together with their babies and develop their own and their joint styles of water parenting.

Whenever babies are introduced to the water, we emphasize the importance of their multisensory experience linked with emotions.

Our goal is to reinforce pleasurable sensations and positive emotions through active floating of babies

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Our goal is to reinforce pleasurable sensations and positive emotions through active floating of babies under six months and relaxed holding of babies at all stages.

Relaxed holding is developed so that babies gain increasing sense of security and freedom in their own time until they are ready to take off away from the parents' arms, preferably without swimming aids but with the use of buoyancy supports such as short foam woggles from the start parents are guided to hold their babies as little as possible and particular techniques have been developed to this effect: safety position, little harbour, baby surf.

We encourage the integration of movement, rhythm, eye contact, speech and song while babies are held in water, with parents immersed as much as possible on eye level with their babies rather than standing over them in the water, kneeling or sitting in shallow pools if needed.

The hallmark of the Aqualight approach is 'swimming with babies' rather than teaching babies to swim.

Like amazonian forest people, western parents are encouraged to take off with their babies as soon as they come to the pool and practice front rides in which they swim on their backs with their babies on their chests.

Most parents need foam woggles at first but after a few sessions they are able to swim freely without even holding their babies at all.

This is a source of great pleasure and achievement and a foundation for the back rides in which babies learn to cling to their parents' backs while they swim Brea stroke.

Western babies can take several weeks to hold on actively to their parents but eventually most babies can relax while enjoying rides.

This leads to seal dives in which parents with their babies on their backs swim freely and take dives.

The transition from reflex kicks to voluntary effective kicking, as well as the development of 'pulling' with the arms can be a slow process from the end of the first year onwards.

Parents of babies who may have been early stars in the pool can get discouraged at this stage and resent the slow progress of their toddlers after a promising early start.

At Aqualight classes we give special attention to this phase which may be crucial in the infant's sense of self-esteem and emotional security.

Special games using toys to retrieve, hoops, diving platforms, team play, disco-swim parties have been developed over the years to facilitate the transition to swimming in the second year while continuing to develop a playful interaction between parents and babies.

The emphasis is on giving babies as much independence as they can enjoy at any given time but always to respect their limits: we make a point of creating a non-competitive atmosphere in which the fears of babies and toddlers are acknowledged in a loving and constructive way.

Each baby's achievement, whether small or great, is celebrated in relation to his or her individual development process.

In the Aqualight approach, submersion is no big deal. It's part of being in the water and some babies enjoy it more than others.

Although submersion is taught separately to give parents greater confidence, the main experience is gained while swimming with babies as it is inevitable that they fall off their parents' bodies now and again.

Learning to pick up the babies and bring them up gently without panicking is a major step that increases' parents security.

Due to movement in the shared activity of swimming holding on to their parents 'bodies or using buoyancy supports next to their parents, babies gain considerable initiative and control as they experience falling off in the water when they get distracted.

Encouraging babies to take charge while being supported by their parents in a loving and intimate way, as well as encouraging parents to let go of fear and find a balance between achievement and loving acceptance result in effortless swimming.

Water is an ideal medium to develop emotional intelligence , which is increasingly regarded as the key for success in the next generations.

DEVELOPING SENSORY- MOTOR SKILLS IN INFANT AND BABY SWIM

By Ulrika FAERCH

Owner of SMIMMIX Swim School – Denmark

AUTHOR'S BIOGRAPHY

Ulrika Faerch was born in Sweden but moved to Denmark in 1995.

Ulrika founded "MALMÖ BABYSIM & SIMSKOLA" in Malmoe, Sweden in 1994.

"Malmö Babysim" soon became the very concept of swimming with your baby when discussed in the homes of the southern part of Sweden.

After moving to Denmark Ulrika and her husband spent the next 5 years trying to find a suitable place to build their own facilities for baby swim. In a unique constellation with Farum community, they designed and built one of the most exclusive warm water pools in Scandinavia which opened 7th of May this year.

Now, in 2001, the name has changed to the more international sounding "swimmix" and swimmix is running swim schools in their own facilities in Farum, Denmark and furthermore in Malmoe, Sweden where two of the three pools are hired.

Ulrika is a former elite swimmer and educated technical illustrator, but left the latter for an education as swimming instructor and has been working as such for more than 10 years.

Since 1998 board member of the Swedish Baby Swim Association working to spread information on infant- and baby swim and to improve the awareness and quality of education for instructors as well as baby swim schools.

CONFERENCE

My name is Ulrika Faerch

Inga Fries Mogensen was supposed to lecture at this conference but due to an operation she had to cancel, which is why WABC contacted me last week and asked me to lecture at their 6th. Congress in Buenos Aires as the Argentine hosts had specifically asked for a Danish lecturer.

I was of course honoured and did not hesitate to say yes, which is why I am standing here today.

I am originally from Sweden but live in Denmark so I am truly Scandinavian.

I am working full time with baby swim classes and swim schools and have been doing so for the past ten years and furthermore I am the owner of Swimmix, which have a staff of 8 in Denmark and 7 in Sweden.

Swimmix has 4 facilities altogether, 2 small and one bigger in Sweden and one big, newly built facility in Denmark.

We start off with babies from the age of 8 weeks and we allow both parents to join the baby in the water in order to give the whole family the possibility to share this wonderful experience up till the child is 3 or 4 years old.

After the age of 3 to 4 years only one parent follows the child through swim school up till the age of 6 to 7 years. After this pass the children on to Danish Olympic Team.

I couldn't come all the way from Denmark without something visual to show you.

Therefore we had this short video shot, during a lesson last week, and this is what came out of it!

Being able to speak and even speak in several different tongues demands a good base of sensory-motor skill and sensory integration.

The basis for developing intellectual skills is sensory-motoric stimulation.

No man or woman has either perfect or no sensory integration at all. Everybody is somewhere in between and most of us are getting along quite well.

Happy, productive, well-coordinated people are closest to the perfect integration, and the basis for this is laid through the first 7 years of living, also called the sensory-

motoric development years, which is crucial for the integration of "the final product", the grow-up man or woman.

As early in the foetal stage three basic senses are developed and stimulated.

The uterus with the amniotic fluid has surrounded the child's entire body and the skin which has developed the ability to feel (the so-called tactile perception) which again is necessary in order for the child to have a perception of its own body.

The postural (vestibular and kinaesthetic) senses are basic for the development of the child's balance. This sense is stimulated by the fact that the foetus through the first few months has the ability to move around in the amniotic fluid independent of its body position. As the foetus grows the stimulation continues by the compression of the uterine wall and through the mother's movements.

The foetus has met resistance in its movements all the way through the foetal stages. The resistance has been due to the amniotic fluid pressure and the confined space inside the womb.

This has resulted in an ever-changing activation of the tactile and proprioceptive receptors in the joints and muscles and the kinaesthetic perception is already at this stage able to register which movements the body performs.

A versatile kinaesthetic stimulation is basic for the child's capability to perform well-coordinated movements.

The above-mentioned senses are basic for the further development of the child as a complete person. After a normal pregnancy the child is born with these senses well stimulated and ready for further development.

After nine months in an environment of water one could claim that the child is naturally adapted and feels safe in the wet environment, which is a "must" if the child has to remain curious, willing and open to new experiences in the water.

The will and which to experiment in and around water is then again giving the child new experiences and stimulation. That is why it is so important that the child remains positive when in contact with water.

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More than one factor is important if the child has to feel safe but the major factor is the psychological interplay between child and parent.

It is crucial that the parents' signals are positive which is why it is very important that the parents in the water also feel safe and furthermore trust and have faith in the instructor.

It is through movement and body language the infant child communicates and it is very hard to lie through this language.

Not only the instructor but also the physical environment is important in order to make the families feel well. Good acoustics, nice lighting, clean dressing facilities, air conditioning, warm, clean water, etc. But even in a big public pool, with different kinds of activities simultaneously, a well organized program, division of the pool and so on can give the parents a good and harmonic impression

When all this has been said how is it then possible to incorporate the best possible sensory-motoric stimulation in the water?

The answer is really simple. If you always keep in mind that any sensory perception that makes a child happy has an integrational effect then you will be able to go from there.

The following is a brief overview of the different stages during the child's first 2 years and a few possible exercises to go with it.

The first month

It is very rare that we see babies this young in our baby swim classes but at home in the bath tub family practices a few simple exercises.

Experiences involving touching and feeling are very important:

Moving the baby slowly through the water in a massaging effect on the skin, the baby is stimulated and moves on its own which furthermore results in stimulation of muscles and joints. The baby's reaction to the stimulation is at this stage a matter of reflexes and nothing controlled by the baby itself.

Body contact is important to the development of the brain and to the bond between mother and child so as an instructor you should encourage the parents to cuddle and touch their baby.

The face of the parent is mostly interesting for the baby to look at than a toy as the face is alive and in motion. This also stimulates the child and trains the ability to follow movements with the eyes.

Making bubbles or splashing makes the baby look in the direction of the sound - You get a reaction, which is the first step in the development of speech.

The second and third month

Challenge is necessary for any development at any age but the challenge is not allowed to be too big as this gets unreachable and the baby loses interest.

Lying on its belly in the water the baby trains the muscles in the neck and next the muscles in the upper back. Is it has colourful toys or the like in front of the baby will stretch to reach it, which is training the eye-hand coordination.

To turn from back to front and to swing back and forth in the water in slow but powerful movements in both fun and stimulates the vestibular and kinaesthetic senses.

To turn the baby from front to back in one gentle movement and slowly decrease the support until the only support is at the hip or under the head is a very stimulating challenge for the baby in order to find balance and level of floatation.

But remember, if this carried out too fast, the child will experience the falling reflex, which is why it is very important to do this gently.

Fourth to sixth month

The child is now bashing around with arms and hands is very happy to see a reaction from This bashing - The splashing of the water ! Heehaw - Things are happening ! That gives satisfaction.

The child is also beginning to explore its hands and feet.

Therefore, it is still a good idea to have toys in the water for the child to catch because an important part of the development of the child is when he or she start reaching for an object with both hands simultaneously.

This is the beginning of the coordination between both sides of the child's body.

To hold the child with one hand under the chest helps train the muscles used for rolling, getting on your feet and walking.

Furthermore, tumbling around is great fun for the child as long as it isn't too wild - then it is only disorienting and the child start to crying.

"Too wild" is of course an individual matter so as always the important thing is the contact between parent and child - To observe and respect the reaction from the child is a must.

To be Swung back and forth and up and down makes most of these children roar with laughter.

Sixth to eighth month

The child at this age recognises certain words and knows that some sounds has a meaning. The child is also able to repeat single syllables - This should be encouraged by speaking to the child.

Pay attention to what the child wants - Moving from one place to another is one of the most important actions in this step of development - Therefore, if the child shows interest in another area of the pool, let it swim over there (with a certain degree of support from the parent of course),

This gives the child an impression of space and distance and furthermore an experience of it self as an independent being,

At this age we also see how the child no longer accepts only lying on its back. A reflex set off by inputs to the senses from gravity and muscles and joint of the neck makes it want to turn around to lay on its belly Ninth to twelfth month

Here comes the little explorer and the more he or she has to explore and experience while roaming around the better he or she will be at integrating the impression and developing an adaptive response to these.

The child spends a lot of time at and exploring things and has its own will !

Buckets and like are great fun to pour water from and refill again and again - The child can spend ages doing this.

A good idea at this stage is to start running classes without toys as the little boys or girls are now much more aware of their surroundings - "out of sight, out of mind" is no longer applicable - so if they have once grabbed a toy and likely they are not going to let go of the toy.

Therefore, in order to avoid these conflicts you can keep all toys out of the water until the last few minutes of your class where you allow the children to explore all the interesting things as toys, buckets, stairs, ladders or whatever else it could be.

The second year

All this integration of the senses that has taken place during the first year has provided the child with a platform, which during the second year enables it to learn how to walk, speak and plan for more complicated actions and to carry these out more efficiently.

Throughout this second year the child practises numerous variation of movements. In the water you might want to present games with different stations around the pool.

The child is then moving from activity to activity and these could be: Swim to the edge of the pool and climb up, slide down the slide, surface and swim back of the edge, "monkey around" to the next station, climb out, run on a mattress and jump into the water, surface and swim to the ladder, climb/walk up the ladder, etc.

Children at this age love to be swung around in the water, which is the little exercise "Motorboat, motorboat" is so funny.

It gives the child a chain of impressions from the kinaesthetic senses of the body and the vestibular senses of the inner ear.

The two-year-old child learn to understand directions and instructions but it has also developed a sense of being able to decide about its own self - the latter is explicitly being told to anyone who doubts it.

The word NO! is being used a lot by many children at this age, which can be quite frustrating for the parents as well as for the instructor but it is necessary evil for the development of the child's social skills.

Therefore, within certain limits, it can be a good idea to let the child get more or less what it wants.

This little child is very emotional and even if he or she is becoming a very independent little individual there is still a long way to go and a great need of a lot of support, encouragement and comfort when he or she is momentarily out of balance.

The human being is made to feel joy from activities that develops the brain, which is why we naturally seek the ultimate stimulation, which again is why swimming is perfect. Water has all the characteristics needed for comprehensive sensory-motoric stimulation.

You are able to see it, hear it and around a pool you are even able to smell it. Once in the water you are also able to taste and feel it.

When the child is moved in the water, moves by itself or just shifts its position the resistance from the water affects muscles, tendons and joints.

Shifting from and to different position affects the balance.

With respect for the child and a good interaction between parent and child, the child will maintain its natural love of water, feel safe and create a will and desire to experiment and explore the "water world" which again will give the child new experiences and stimulation. (Play a video).

This was all but a small part of the positive experiences and results of a "baby swim" child and only the healthy individual has been mentioned in this description.

The positive results for a child with disabilities or dysfunction can be even great but that is a different story.

Finally, lots of thanks to these people without whom this material would not have been made: Jean Piaget, A. Jean Ayres, Lise Ahlmann, Inga Friis Mogensen and last but not least my beloved husband.

GUAGUATEAR: COMMUNICATION AND CONTACT WITH THOSE COMING INTO THIS WORLD

By Laura LERNER EMMER

Institution GAIA: Birth - Development – Creativity

This workshop intends to explore our adult readiness for a loving welcome of the "guagua".

GUAGUA comes from the Quechua language and means "little child", and GUAGUATEAR designates the act of hold a guagua in our arms and caring for him or her.

Going deeply into the meaning of this word, it implies a body-to-body contact involving skins that come together, eyes that look at each other, emotions that meet...

Many are the ways of conceiving and being born, and each one depends on the woman, the man, their life stories and circumstances; on the conditions created within the mother's "body-nest" and the father's concern; on the persons attending birth in different ambits; on knowledge and techniques; on customs and habits.

The adults involved in giving birth display the means and behaviors imitated and learned from our group and culture. Our attitudes, procedures and routines leave our imprinting in the contemporary ways of receiving the ones coming into this world.

Men and women influence on those who are being born with our attitudes, creating certain human nest and initial affective bonds that leave deep prints.

The ways in which we, men and women, relate with our inner male or female aspects allow our being constructed as mothers or fathers in a cultural creation.

So, for both men and women, contacting a baby starts with connecting with our own selves in a movement of individualization, maturing and evolution that involves body-mind-soul in our social intercourse.

Those beings that get to this world and are born, break into the space and time of the adults, having their own timing and need for space. An attentive listening allows the adult to synchronize with the time of newborns and to accompany them in regulating their own biological rythms in agreement with the body that is receiving and sharing with them an emotional energetic field.

Instinct, intuition, knowledge create a weft to receive the baby on the basis of a body-to-body contact that signs conception, gestation and birth. Thereafter, the possibility of establishing an eye-to-eye connection, of listening attentively, of being ready to nestle and embrace in the middle of the everyday rush becomes real.

I believe that we can widen and deepen our awareness as well as try communication and contact with the baby swimming in the amniotic water. We can also become more receptive to the ancestral look of the newborn that is a reflection of our humanity because of his or her non-prejudice and infinite need for love.

When we receive the "guaguas" respectfully just for their being, when they are lovingly listened to, early in life they grant us with their individuality and bewilder us with their capacity to learn, with their questions, and their new look on the reality we live.

During the workshop, we are going to share activities related to self-knowledge within the group weft in order to receive the guaguas, developing possibilities of contact and communication with them.

By moving our whole being: body, emotions and thoughts; by means of the voice as a channel for emotions; by painting and drawing; the proposal is to get involved in gestation and nurturing with a hearty desire of perceiving and sharing the deeply transforming experience of birth.

An intimate meeting with the baby through visualizations and the exploration of quietness and serenity widen the parents' or the women's possibilities of contact and communication, fact that has a deep impact in the initial relationships.

In San Luis, Argentina, this work is done regularly with groups in which the participants share emotions and reflections for the moment of birth, share their experiences and

insights as regards motherhood, fatherhood and bringing up. It also includes the work done with lullabies (nanas) and songs to welcome those who are coming to our world. The workshop on lullabies and songs is a space in which old, even anonymous, and new productions created by men and women from different regions of the Earth are compiled. We even dare to sing and create new songs. The activities with the "guaguas" are presented considering 21 moments that help us "guagatear". This work dates from 1983.

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SWIMMING LESSONS FOR BABIES AND YOUNG CHILDREN WITH DOWN´SYNDROME

TO GROW AND LEARN SWIMMING FOR A BETTER QUALITY OF LIFE

By Prof. Esteban PINTO

Children with Down´s syndrome have alterations in the cellular division, which originates the term trisomy 21. They vary from a light mental retard to a moderate one. The neurons ramify, that is why it is essential for children to be stimulated, in this way they will build the necessary "gears" for the whole life.

Neuronal development: they have little capacity for concentrating, difficulty in controlling their eyesight, limitations in the capacity of organizing cognitive behaviour, little perspective of time, difficulties in programming (perturbation in the development of the pre-frontal cortex); besides, the temporal lobe, the cortex of the auricles of association, the cerebellum and the mesencephalon are altered.

Psychomotor functions: hypokinesia, little initiative or spontaneity to face new situations. Little interior impulse or tendency to act.

Communication: many parents have some difficulty to approach their child, some of them are afraid of even looking at them because they fear they have a weird or not a very usual aspect, others do not dare to have a physical contact with him/her because they feel that they have to assume some responsibilities.

Distant or rejection behaviour feed undervalue feelings such as loss of confidence and fear of abandonment, which together with the characteristics of water, increase the feeling of indefence and loneliness.

Corporal contact makes the feeling of normality easier, likewise with any new-born baby. For this reason, it is not advisable the separation from his/her parents due to the fact that practice, interaction and affective charge are essential.

Limitations of medical order: reflux (mucosity, due to possible infections), broncho pulmonary problems, bad cured bronchitis and nesting of pathogenia. Together with other problems such as congenital cataract of the eyes (3%), congenital cardiopathy (40%), alterations of convulsive character, respiratory alterations (pneumonia, chronic rhinitis, buccal and nasal secretions and sinusitis), for this reason, getting cold and immersions must be avoided until respiratory control is automated, the glottis reflex is usually diminished. It is also to consider: eyesight problems (50% myopic, 20% hyperopia, between 30% and 50% strabismus) and auditory deficiencies (between 60% and 80% between weak and moderate).

Games are the natural means of learning and development; with it, s/he is motivated, stimulated and taught. The child discovers, explores and learns from the means that surrounds him/her.

The class will be an active search for strategies to solve the problems that are presented.

It must be considered that they retain better the information visually received than auditory. It must be stimulated the sensory, motor and social aspects to achieve the highest levels of competence. **The teacher** will help parents to give a higher number of tools to enrich his/ her development. The teacher's function will be to give positive images for parents to begin valuing their children for their capacities. It is very important that they feel contained by their group of work.

Objectives: to enrich their motor and sensory experiences, to achieve postural and organic improvement, to collaborate in the acceptance and the knowledge from parents to their child and favor a beginning of socialization and integration.

The baby will progress and acquire autonomy in water in a warm and pleasant atmosphere. **Conditions of security and hygiene:** the swimming pool will be used by babies up to 3 years old with a strict medical control.

Water will be sane, clear (colourless, odorless and tasteless), attractive and will have double filtration before every session. The temperature will be 32°C and it will have chemical and bacteriological controls. It will be compulsory the use of bathing suits.

A doctor will make a previous check-up, advise parents and write down an aptitude certification. **The team of work** will be multidisciplinary including specialists in swimming, a pediatrician, psychologists, precocious stimulators, phoniaticians and specialists in infantile pedagogy. It is essential the interdisciplinary work for a correct contention.

We must educate for life using valid strategies for each child.

Materials: toys of all kinds, colour, weight and texture. They must be appealing and attractive and authorized to be used without danger.

Sensory stimuli such as voice, touch and colour must be more intense to impact as it is due. Conclusion: the baby will experience the pleasure of sliding away from the sensation of heaviness, showing that s/he is capable of persisting and achieving victory.

Benefits are innumerable, in the affective plane, s/he will restore the corporal dialogue with his/her mother and this will favor his/her participation in the community. Moreover, the stimulating actions that the aquatic activities will promote enable the conscience of their own body, give benefits in the respiratory system and help the development of the muscular tone (hypotonic children).

In conclusion, children will acquire autonomy in the aquatic means being fundamental the educative action. They must be valued by what they are and in this way we will get a better quality of life for them.

"There are a hundred ways of boarding the same notion: walking, playing, singing, touching, seeing, hearing, feeling or swimming. But what enriches this pedagogic approach is that you can go out from anywhere to get to everywhere." (A. Lapierre and B. Auccouturier).

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FROM BATH TIME TO FUN TIME A PRACTICAL LOOK AT THE STRUCTURE OF AN ADULT AND CHILD PROGRAMME INCLUDING THE IDENTIFICATION OF KEY SKILL

By John LAWTON

Director of Education Amateur Swimming Association - ENGLAND

CONFERENCE

The philosophy related to the introduction of young babies to a water environment has been stated many times world wide and whilst there are a few fundamental differences these are overwhelmed by the areas which are common.

The use of submersion techniques, for example, may be a contentious issue but this is a small part of a process which starts shortly after the birth of the child and will hopefully encourage a life long involvement in aquatic activity.

This paper will take a very practical look at what constitutes an effective adult and child programme; what are the key stages of development and how do these influence the activities and skills which might be developed? how does the education of the accompanying adult relate to the education of the child? how do we present activities which are fun, challenging and relevant to the physical, cognitive and social development of the child?

Fundamental to the programme presented is the establishment of an environment which is welcoming, non threatening and calm, where the emphasis is on fun but within which the child is challenged to extend the boundaries of his/her experience.

Key aquatic skills need to be identified with each developed in a way which is appropriate to the physical, cognitive and social development of the child.

Whilst children develop at different rates there are similarities which enable programmes to be developed based upon what might be referred to as the normal developmental pathway, with the proviso that individuals needs are considered and accommodated.

The ASA (Amateur Swimming Association of England) has identified the following key stages:

birth to 4/6 months

4/6 months to 12 months

13 months to 18 months

19 months to 3 years

3 years to 5 years

Within this framework it is possible to identify the key skills/activities which will enable the child to progress from the initial reliance on adult support, both physical and emotional to the point of independence. It is at this point where the child will be equipped with the key skills and understanding which will enable effective participation in a more formalised lesson structure.

Critical to any adult and child programme is the education of the accompanying adult who begins as a facilitator operating between the teacher and the child and progresses to an educator who is guided and mentored by the teacher.

The role of the adult is, therefore, key to short and long term success and the education of the adult must be a high priority particularly in the initial stages.

The adult needs to be challenged intellectually to understand the processes which their child will go through and the teacher will need to manage the extremes, the adult with unrealistically high expectations and the over protective adult who may view water as an alien environment to be tolerated rather than enjoyed.

The paper will consider the structure and content of an effective adult and child programme giving consideration to the developmental stages which guides the activities presented to the child.

It will also focus on the important role which the accompanying adult has in this process and how the teacher manages this complex learning triangle.

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OBJECTIVES

TO ENCOURAGE A FREE EXCHANGE OF IDEAS, IN A CREATIVE ENVIRONMENT.

TO STIMULATE BRAINSTORMING, AN INTERACTIVE EXCHANGE BETWEEN PANELISTS AND ATTENDEES.

TO ENCOURAGE SCIENTIFIC RESEARCH OF THE AQUATIC METHOD.

TO EXPERIENCE DIFFERENT TECHNIQUES AT THE AQUATIC WORKSHOPS.

TO VALUE THE METHODS WHICH TEACH INFANTS TO SWIM IN COMPLETE SAFETY, THROUGH GAMES WITHOUT TEARS.

TO DRAW CONCLUSIONS WHICH WILL ENABLE ATTENDEES TO DEVELOP AS PROFESSIONALS AND TO WIDEN THEIR HORIZONS.

WHAT IS A CONGRESS?

Is a meeting of people that are interested in the same themes.

Is an interchange between persons who has likeness or different ideas, but share the desire to learn and overcome himself.

Is an act of humility to take up by the professionals that are convoked to substantiate your own working style and whose comes to listen her.

More over, is a place that let us the mental opening, the reflection and the apprenticeship.

Is also too, an opportunity to reevaluate the own trajectory, to self-enforce.

MOTOR DEVELOPMENT AND AQUATIC COMPETENCE IN 3 TO 5 YEAR OLD CHILDREN
METHODOLOGICAL PROPOSALS USING MATERIALS AND WATER AS EXPLORATION ELEMENTS
By Lydia PENA PARIS

Technical Management Department Director of SEAE – SPAIN

AUTHOR'S BIOGRAPHY

Lidya Pena have the degree in Physical Education and Sports, with specialization in health.

Is currently Technical Management Department Director of SEAE, a pioneer company in sports management in Spain, and head of SEAE family aquatic and prevention programs from 1992 to the present (babies, pregnant mothers, aqua gym, aqua music and senior citizens).

Acts as educator in numerous courses related to aquatic activities and health throughout Spain and has participated in various industry congresses in France, Mexico, Argentina and Portugal.

CONFERENCE 'S SUMMARY

When using materials to work with 3 to 5 year old children the most important aspect is the presentation that is made using these materials.

The approach must be gradual and appropriate to the maturity level and the child's adaptation.

The creation of situations and experiences proposed by the professor must generate positive and enjoyable stimuli which allow for the acceptance and exploration of the different types of materials.

The particular characteristics of each type of material aid in the work of certain themes. This aspect is fundamental for the proper progression of the themes and for the psychomotor development of the student.

As basic situations we find that the flotation devices, like the noodles or boards, aid mainly in displacement, flotation, balance and manipulation; the pool itself is conducive to the entry into the water, jumping and breathing; the immersion material brings about apnea work, breathing, depth consciousness and transportation; the balls aid in manipulation skills, reaching, spatial perception, hand-eye coordination and catching; the slides create situations of sliding and balance; the rafts work on active and passive displacements, sliding and balancing in a quadruped or biped position; and, finally, the alternative material, depending on its characteristics (flotation, manipulation, etc.) will enrich the different aspects of the child's motor development.

The material aids in the achievement of class objectives and educational approaches but, at the same time, the indiscriminate use of the material may impede in attaining the objectives planned in the sessions.

The material is a conducive and distinguishing element of the activity; its proper use will facilitate the instructors' task of aquatic activities.

CARDIOPULMONARY RESUSCITATION

By Fabián GELPI: CPR Instructors' Coordinator of the Argentine Cardiology Argentina Foundation

Basics of CPR - Cardiopulmonary Resuscitation and Life Support

DEFINITION

This is an organized approach to assessing and dealing with a medical emergency. It requires learning the physical skills of artificial respiration (mouth-to-mouth breathing) and closed chest compressions, as well as the proper timing and a specific sequence in which to use the skills

The American Heart Association, which sets the standards for CPR training, uses the mnemonic "ABC" to represent the three major functions restored by CPR:

1. Airway
2. Breathing
3. Circulation

Always perform life support techniques as quickly as possible. Except under very unusual circumstances, brain damage is likely to occur 4 to 6 minutes after cardiopulmonary arrest and the likelihood and severity of this damage increase each minute thereafter.

In the case of a life-threatening medical emergency, life-support techniques should be offered in the following order:

If the victim is indeed unconscious, you must be sure that the airway-the passage between the mouth and lungs-is not blocked by the tongue or an object.

FIRST STEPS

1. ESTABLISH UNRESPONSIVENESS

First establish unresponsiveness by jarring the person firmly and shouting "Are you okay?"



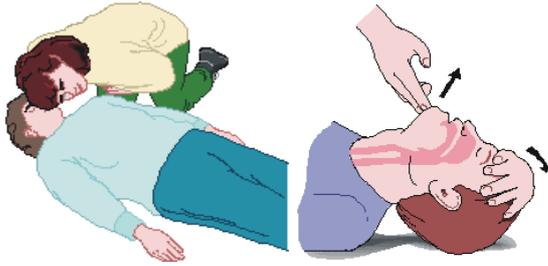
2. CALL FOR HELP

At the same time as you establish unconsciousness, call out for help.

3. POSITION THE VICTIM

For CPR to be effective, the victim must be flat on his back on a firm surface.

RESTORE BREATHING



1. OPEN THE AIRWAY

2. CHECK FOR BREATHING

Look, listen, and feel for several seconds.

3. GIVE 2 EVEN BREATHS



4. CHECK FOR SIGNS OF CIRCULATION

5. BEGIN CHEST COMPRESSIONS

ALTERNATE COMPRESSIONS WITH RESCUE BREATHING

After each 15 compressions perform 2 rescue breaths.
You must continue alternating compressions and breathing until the patient revives, qualified help comes, or you are too exhausted to continue.



PLANNING: SUCCESS OF THE BABIES'S PROGRAMME

By María de Lourdes Cisneros de Hernández

CONFERENCE

OBJECTIVE:

Make available by sharing our process of planning and the benefits we have obtained with this method to achieve success in the Program of Swimming for Babies.

PRESENTATION:

Monterrey, Capital city of Nuevo Leon state, founded 405 years ago in the valley beside the Sierra Madre Oriental, framed by the famous Cerro de la Silla (Chair Mountain). Located to the northwest of Mexico near the border with U.S.A.

The third largest city in Mexico, it is considered an industrial and commercial hub. With nearly 30 higher education institutes Monterrey is placed as the most important educational center in the country.

Monterrey's affluent society, highly influenced by the U.S. culture, and standards is very competitive and demanding, these socioeconomic characteristics have shaped our program for teaching babies.

Our school, founded in 1989, is located in a residential area, and has a covered 10 X 5 meters pool, where we offer aquatic education programs for babies, children, and women in a friendly and trusting atmosphere.

BACKGROUND:

If in the administrative world it is difficult to carry out planning in a systematic, structured, and formal manner, in the case of aquatic education, it is practically non-existent.

Swimming for babies in Mexico has been practiced in a structured manner for about 10 years. The majority of the programs for aquatic education for babies are with an individual teacher currently.

Numerous events and people have been transcendental in the development of our plans. The first being the "National Swim School Association" conference in San Francisco where I first met Robert Strauss and a group of people who share our passion and pleasure in the teaching of swimming.

There a friendship was born and backing of incalculable worth. She is Beatriz Esesarte, who with her professional style and pedagogical support gave us a completely new approach to swimming.

We have followed a marvelous path together, starting with the II World Aquatic Babies Congress, in Los Angeles California, where we gave a presentation about teaching swimming to babies in Mexico.

Another person of high value has been John Bainbridge, who was in Monterrey in 1994 to take part in the First Graduation of Teachers for Babies in Mexico, which with the help of Nelson Vargas Aquatic was offered to all the teachers in the country. To all of them who are here now, my deepest thanks.

We adopted the Total Quality philosophy to keep up with a highly competitive market, and in 1996 we won the New Lion quality prize, (Premio Nuevo Leon). This propelled us to implement clear planning strategies, systematically structured and documented. The result of this work can be seen in the chart showing the increase we have had in the program of babies with parents up to this year, and there are almost no one to one classes left.

PLANNING

What is planning?

Our organization began planning when administrative tasks obliged us to establish a coincident and formal process to define aims and duties.

This gave us a clear vision of the objectives for each of the areas of the school and helped coordinate efforts to achieve them.

Periodic reviews of the outcomes allowed us to evaluate the advances achieved.

This process helped us envision long term strategies for the development of a program for babies.

The outlook of society changed when the benefits that swimming brings to babies were highlighted through newspaper reports, radio and television interviews.

This has led to the elimination of one to one classes.

For a plan to be efficient there are some requirements:

For our plans to succeed, we learned from experience to be realistic and not set goals impossible to achieve.

It was also necessary to consider equipment and limiting factors, such as facilities and climate. Planning committed us to the program and to the school.

Having a planned and structured program does not mean it cannot be flexible and subjected to modifications, nor does a predetermined plan restrict creativity and imagination .

Planning does not eliminate the freedom to be creative. The most important aspect of planning is that you can assess achievements and results, (what is not measured cannot progress).

Why plan?

Planning helped us create the philosophy of the institution, our vision and mission, analyzing in a systematic manner what our aims were, the desired route and one of the most important details was to optimize resources, take away the uncertainty of doing things at the spur of the moment.

Being flexible lets us adapt to changing conditions, visualize different scenarios , and as mentioned, planning allows us to define strategies and be ready to react to any sudden changes .

HANDBOOK FOR PROGRAM FOR BABIES

One of the most visible results of planning was the preparation of the handbook of programs for babies: definition of objectives, stages of development, methods, work sheets, and activities.

Early Stimulation

Our swimming program for babies is based on early stimulation, allowing us to bring better tools for psychological, emotional, social and physical strengthening of the students. It means stimulating babies in time to guarantee an optimum development of their physical and mental aptitudes.

The aquatic activity offers a wide range of opportunities in any circumstance the child may interact with it and stimulate his interest to know and master his surroundings.

Ability

The baby develops the ability to swim when it systematically follows a sequence of simple and natural exercises. The order followed in the classes is: adaptation, kicking, breathing, floating, stroke, balance, submersions, diving and swimming. Each one bears in mind the degree of development and the level of the students.

Planning the term

The key tools which allow us to specifically plan our program for babies are, the term calendar, work sheets, planning sheets, class plan, follow up and assessment of the students.

Calendar

At the beginning of the season we prepare a general plan to define the courses,(in our case they last for four weeks), opening and closing dates , public holidays, and special activities which occur during the year.

Activities

Once activities are defined the dates are set on the calendar attempting to respect the established days. Some of the activities are : exhibitions, classes with the parents, safety classes, celebrations, picnics, visit to dolphins, and television and newspaper interviews.

Having a predetermined plan of activities, does not exclude the possibility of including some un-programmed activities beneficial to the program. The need to introduce changes to what was previously established is also evaluated.

Work Sheets

The work sheets are the principal work tool the teachers use for planning of classes which allow for the use of concrete activities. These are divided according to abilities and are composed of the following areas: development of fine and rough motor skills, cognitive and language development, social and affective development and multisensorial stimulation.

Each work sheet contains the necessary information to carry out an activity: name and number of the card, things to give preference to, necessary materials, song or chorus, formations and procedures. Here we show two examples of the index cards, the adaptation and kick .

Songs

The music we work with are children or traditional songs known by the parents, sometimes we do adaptations for specific activities. Something which has been very useful in the babies classes is "Musical Wave", a program which is proudly Mexican consisting of more than 100 songs specifically developed for early water stimulation. This has been of great assistance in the Program for Babies, we select the songs to use and prepare a cassette, bearing in mind the rhythms and activities to carry out. This is played during the class and avoids the teacher having to sing all the time.

Material

To prepare the cards it was necessary to inventory in detail all the material available. Then, it was classified according to abilities.

This was done to rotate the material available, as quite often some items stay in store. In the planning we include care and maintenance of each item used in the classes.

Course Planning Sheet

The planning sheet is what allows us to define the program for each course which includes the skills, the cards, activities and materials, which will be used during the four week course. Initially, we had a different lesson for each session but experience has taught us that it is better to repeat the plan through several classes.

Daily Class Plan

Once the plan for the course is completed, we prepare the daily class plan, which can be near the pool or just have it as reference. This is very useful as it gives us the same structure of class for the different teachers involved, the parents feel more confident knowing that the class was thought out and planned .

Follow up and Assessment

To evaluate the efficiency of the planning, we revise at the end of each course which activities were those which worked best, and those which it was impossible to work

with, which material was most useful and what can be changed. The notes added to the planning sheet are used in the following courses, also note is taken of new activities which were carried out which were not programmed.

As of this year, we have eliminated the evaluation sheets according to abilities at each level and use, instead, the aquatic diary of the baby, in which we make notes about his development, level of advancement, and like/dislike of the water.

CONCLUSIONS

To finish this presentation, I would like to show you what we have achieved by planning in a structured and formal manner.

Planning has allowed our program for babies to be in accord with the school's philosophy. It helps us to achieve the objectives, class time and material are better used, and variety by including different songs.

Parents of the children feel very safe and calm when they know the program, they also know that there can be changes depending on specific situations, it has given us better follow up of the groups and students, the classes are more varied, and we offer different options according to necessities.

One of the most important aspects of planning is recognizing the strengths and weaknesses of the program and capitalizing the knowledge of the students and their parents by thinking of them during the process, this helps us to better the program and also to establish more and better challenges.

HOLDING, PLAYING AND PLEASURE FROM THE SHARED EXPERIENCE TO THE APPROPRIATION OF THE BODY

By Mónica Beatriz RODRÍGUEZ

Psicomotrician

AUTHOR'S BIOGRAPHY

Mónica Beatriz Rodríguez was born in Buenos Aires in 1960. She is titled Psicomotrician by the Argentine Association Psicomotricity Schol. At present time attend to hold the degree on psicomotricity in the National University of Tres de Febrero.

Previously she was titled Professor for First Education, Professor for Special Apprenticeship and

formed on Early Stimulation in the Dr. Lydia Coriat Center.

During 15 years was teacher in Elementary Schol, Psycopedagogyc Studies and Psicomotricity Institutes.

At presentday she teach seminaries and workshops on Psicomotricity and Early Stimulation in the Buenos Aires University and the Quilmes National University.

In the Public Health Area was founder member, in 1987, of the Early Stimulation Group, also

founder and coordiner since 1989 of the similar group in the "Narciso López Hospital". In this Institution, from 1993 to 1999, founder and coordiner of the Psicomotricity Group.

Since 1993 she is Director of the TECAR (First Psicomotricity Center in the South Buenos Aires),

nstitution specialized on Early Stimulation, Psicomotrician Therapy and Therapeutic Relax and

difussion of the instructions about this topics.

She share in the organization of congress, journies and speaker of themes on your speciality.

Published works in the "Clínic Chronicles in Therapeutics Relax and Psicomotricity", also in the book "Clinic Reunions on Psicomotricity" and she is editor of halfyear bulletin "Comunications in Psicomotricity.

Your interest for the infancy brought to research differents themes and trainings, such as the play, the psicoanalysis, the paediatricity, the psychosomatic illness, etc. She is member of the Argentine Paediatrics Society (Mind and Family Health Committee in the

Psycosomatic Research Group)

SUMMARY

From the shared experience to the appropriation of the body.

It is going to be difficult to approach this thematic if one thinks that the psicomotricity takes care exclusively of the movement or the mortality. It is the movement, but everything that the baby in his interchanges with the environment does.

The body is put under the biological laws of maturation, but also it is put under the laws of the culture and the language that make possible the humanisation and therefore the corporal constructing: the construction of the body in and for the relation with the Other. The body of the other is seat and origin that is going to allow the infant to delineate and to drive with its body, making of his drive a significant act.

One of the daily experiences that early involve the body in his relation with the others is the experience of "holding" or support ("sostén" in Spanish). Etymologically the word "sostén" (holding) alludes simultaneously to the food, the space and the balance.

For the baby, the birth is loss of the corporal continuity, loss of the implicated surroundings that guaranteed security to him.

His first experiences of support hierarchies the corporal relation at level of the axis tonic-postural of the body: the baby is taken in arms so that a support surface is offered to him in whom the trunk and the head are in continuity. It is through these significant contacts that the baby notices his body and which is expected of him.

The body takes "existence" and "consistency" in the contact, the temperature, the pressure, the glance, the gestures and the mimics, the voice like perceptive certainty that provides the threads for the experience of corporal unit, security and calm sensation.

Following Ajuriaguerra we cannot think about terms of necessity but of a reciprocal relation, a tonic dialogue between two; mutual, shared and structuring pleasure. The baby, on the other hand, has innate dispositions that make possible to maintain the balance and to make the interchanges with the environment (I am talking about constitutional engravings: archaic reflections, balancing and postural reactions, tonic maturation of the axial axis, biological rhythms, reflexive movement).

The axis of the body is not only competent to express but is also competent to receive. The contribution of Henri Wallon in this sense was to demonstrate that the tone is not something only quantitative, but a function that fluctuates according to satisfaction and to displeasure states.

This tonic fluctuation is bound to problematic in the agreement or the harmony of the own rhythms of the child and the rhythms coming from the external world, in special, its mother.

The tension in excess, hipertonicities or the tonic-emotional crises (crispations, tempers, and spasms) correspond to displeasure and lack of security, that in extreme situations takes the form from anguish. How does the holding register bodily? It is by this channel of the sensoriality, the maternal corporal receiver and the words that the mother speaks to her son or daughter in its postural motricity, that she makes possible that the structures and the functions register in the body from the putting in operation and of the pleasure that this one causes

The tonic dialogue is bodily registered in the dialectic of presence - absence.

It is in the no visible thing of the visible one of the tonic-postural dialogue, where the matters of the holding gamble.

The posture and the functions that are come off it are not only bound to the relation vital part- function but in the human species, the posture takes the place from a desire; the posture is representation. Another privileged scene of the childhood intimately related to the holding experience is playing.

The playful-corporal experiences engage the axis tonic-postural, the organ of the labyrinth and the proprioceptive sensations that are bound to the way of sharing them with their other to who they were destined. It is in that space between the child and his mother ("transitional space" for Winnicott), where the little one will be unfolding his significant making and its imaginative function.

If by the experience of holding the baby provides himself with a body, by the experience of playing he provides himself with the subjectivity.

The body is constructed simultaneously with the subjective constitution. It interests to me to stand out that playing of the baby and little child does not correspond to any type of training of the motor capacities, or to a measurement of the effectiveness of the action, either to an innate capacity.

Working with babies, it is fundamental to have an awake glance not only to the mature guidelines but also to the particular way in which each child and his adult are connected, to the way in which the body of the child is put into action for the own one pleasure.

DANGER, FUN, HEALTH

By **FOO CHEE HAN**

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DANGER

Swimming in Singapore is one of the most popular sports, especially with the warm climate throughout the year and ready access to swimming facilities. On this small island, there are a total of 29 public swimming complexes, each one usually consisting of one Olympic sized pool, a teaching pool and a separate babies pool. In addition, there are many private swimming pools either within residential properties or as part of private condominium complexes.

As you can see from the above statistics, there is ample opportunity for people in Singapore to enjoy the water. However, the large number of swimming pools is both a blessing and a hidden danger. Danger is very real and always waiting for the unsuspecting victim.

Proper supervision and care must therefore be maintained at all times. Many years of sacrifices, effort, patience, care and love have been spent (not to mention the costs) in nurturing and bringing up a child. Suddenly, in a matter of seconds, a child could be drowned due to a moments carelessness on the part of the parent or child giver.

Agony, suffering and regrets follow for the rest of their lives. Is it really necessary for parents to lose their loved ones in this manner? The answer of course, is "no".

The common causes of drowning are as follows:

1. No proper supervision.
2. No supervision at all.
3. Parents too busy talking, not paying any attention to their children.
4. Leaving children unattended.
5. Leaving children under the care of non-swimmers with no life saving skills.
6. Swimming in an overcrowded area.
7. Swimming alone in open water (sea, lake, river, or pond).
8. Swimming under the influence of alcohol or drugs.
9. Using unsuitable pool devices (e.g. rubber rings for children).
10. Children going swimming without parent's or guardian's permission.

SAFETY

Accidents happen when safety is not foremost on the minds of parents and care givers when they take their loved ones for a swim or simply near water. This could be an outing to the swimming pool, sea, lake, river, beach, or on a boat trip. Safety should and must be on each and every parent and guardian's mind whenever they are close to water, whether or not actual swimming was intended for their children

Experience has shown me, that children are inherently the same when it comes to water, regardless of their cultural background, nationality, or upbringing. They are all curious, especially the young ones. Unless they themselves have had a bad experience, they generally have no fear of water. This means that almost all children do not know danger. It is therefore the responsibility and duty of each and every parent to be aware of basic water safety rules, apply them and teach their children how to enjoy the water safely. This is important every time they are near water with their children, even if it is for a quick/short swim, or simply a quiet stroll along the banks of a lake.

A few Safety Rules to remember:

1. Always accompany your child when in the swimming pool.

2. Never take your eyes off your child, even for a second.
3. Use proper arm bands.
4. Never allow your child to swim alone.

HEALTH & FUN

Swimming is the only sport that can be enjoyed by the whole family at the same time. No-one has to wait for his turn. Lots of endless fun and enjoyment can be obtained from swimming. No major planning is required before an outing to the pool. It is also inexpensive, so available to almost anyone who cares to give it a go.

Swimming is great for overall health and fitness for the entire family. Specifically, it is good for the respiratory and circulatory system. It exercises the heart and limbs and also helps to tone body muscles. It's a power sport, easy to do, yet packed with something for everyone!

Once a person has learnt to swim and mastered basic life saving skills, he is relatively safe from danger (bearing in mind that he should still never swim alone).

My mission is to impart my swimming knowledge, techniques, skills and experiences to whoever needs them.

FIRST ARGENTINE SWIMMING SCHOOL FOR BABIES SAFETY STANDARDS

HOME

Teach your child to swim as soon as possible. Babies can be taught from the 12th day after birth.

Never leave your child alone in the bathtub. A baby can drown in 1 foot of water in seconds.

Have all the elements necessary at hand (soap, shampoo, sponge, towel etc.) before putting the child into the water.

Let the telephone or the doorbell ring if you are bathing the child, or take him with you if you answer one or the other.

Do not leave the youngest child in the bath under its elder brother or sister's care.

Mom or dad be accountable for the care of your children while they're in the water or near it.

Learn the cardiopulmonary resuscitation techniques.

SAILING

Do not go sailing if you do not know how to swim.

Learn how to swim as soon as possible and urgently the basic techniques for survival.

While sailing, both children and adults must use without fail a life jacket whose controlled characteristics make it a very good insurance in case of a sinking or accidental fall in the water.

Never swim unaccompanied, nor let your children do it. A good swimmer never swims alone.

Learn the cardiopulmonary resuscitation techniques.

DIVING

Do not dive if you have not received prior training, providing you with know how and experience.

Verify carefully the state of your equipment, and have your diving companion double check it.

Establish the common agreement about the notification of depths with those who stay on the surface.

If your job is to look out for the safety of those diving, do not ever lose concentration nor take your eyes off the cables.

Never dive alone.

SWIMMING POOLS I

Murky water makes life saving more difficult, do not let your children swim in a pool whose bottom is not clearly visible.

Do not use armbands or other floaters on your children, it is better to hold them in your arms. These floating elements should not be confused with life savers approved and authorized by the Argentine Coastguard.

The rest are dangerous toys which contribute to accidents.

Do not let your children jump feet first from the edge of the pool into the water. It is dangerous because they may miss and knock their head on the edge of the pool. It is also dangerous to swimmers who may be passing under water without being noticed.

Place a net over the pool when not in use. Fences are not useful as protection as climbing over them is a typical child mischief.

Avoid submerging a child completely into the water if they have not yet been taught to hold their breath beneath the water, as this child may inhale water into the lungs with severe consequences.

Always keep an eye on children next to water, whether they do or don't know how to swim.

Prohibit without exception, pushing and hand games in the water, running around the pool (the cause of tragic slips and falls) and shouting which can cover up calls for help and prevent a life from being saved.

Take care that all dive into clear water and strictly control the area below the springboard.

Avoid the possibility of your children suffering physical or emotional harm; seek only teachers with qualifications and expertise. Verify any data they may give you.

SWIMMING POOLS II

Life Guards hired by the pool assure constant vigilance of the water and its surroundings.

Avoid pools with doubtful hygiene and sanitary standards because lack of cleanliness can cause serious infections and illnesses.

Review the electrical installation and any connections in the pool which should be adequately protected by fused systems with back ups (in case one fails). Verify that maintenance is up to date.

The equipment should be out of reach of the children, who, as is well known, are attracted to switches and buttons.

Do not enter the pool during a storm.

Neither you nor your children ever swim alone.

A good swimmer never swims alone.

Learn the cardiopulmonary resuscitation techniques.

OPEN WATERS

Do not dive or jump into unfamiliar waters. The bottom may be nearer or further away than estimated, there may also be rocks, sharp debris or other dangers.

Respect danger signals on the beach or out at sea. Do not ignore warnings and expose yourself uselessly to the danger of drowning.

Do not camp near flowing water without first getting information about flood areas.

With rivers and streams, take note of the locals' opinions. They know the characteristics of the current at all seasons. Some rivers give the appearance of a calm flow but can change giving no warning and no time to react.

Do not swim unaccompanied. A good swimmer never swims alone.

Learn the cardiopulmonary resuscitation techniques.