

AKADEMIA WYCHOWANIA FIZYCZNEGO W POZNANIU
THE EUGENIUSZ PIASECKI UNIVERSITY OF PHYSICAL EDUCATION
POZNAN/POLAND



DEPARTMENT:
PHYSICAL EDUCATION, SPORT AND REHABILITATION

the list of subjects for ERASMUS incoming students



LLP ERASMUS PROGRAMME
DEPARTMENT OF PHYSICAL EDUCATION, SPORT AND REHABILITATION OF AWF (POZNAN)–
FIELD OF STUDY - PHYSICAL EDUCATION
FIELD OF STUDY - SPORT
LIST OF SUBJECTS FOR AUTUMN-WINTER SEMESTER 2012/2013

No.	SUBJECT	TEACHER	ECT S	FORM OF PASSING
1.	FIRST AID (PIERWSZA POMOC PRZEDMEDYCZNA)	Piotr Grochowski, PhD Piotr Żurek, PhD	4	Pass
2.	THEORY OF SPORT (TEORIA SPORTU)	Jarosław Janowski, PhD	3	Pass
3.	PEDAGOGY (PEDAGOGIKA)	Beata Nowak, PhD	3	Pass
4.	STATISTIC METHODS (STATYSTYKA)	Marek Drozdowski, PhD	3	Pass
5.	VOLLEYBALL (PIŁKA SIATKOWA)	Łukasz Jadczak, PhD	3	Pass
6.	HANDBALL (PIŁKA RĘCZNA)	Michał Pietrzak, MA	3	Pass
7.	TEACHING MOVEMENT PLAYS AND GAMES (ZABAWY I GRY RUCHOWE)	Michał Bronikowski, PhD, associate professor (and teachers of the Department)	3	Pass
8.	GENERAL PHYSIOLOGY (FIZJOLOGIA OGÓLNA)	Barbara Pospieszna, PhD	3	Exam
9.	ENGLISH (JĘZYK ANGIELSKI)	Katarzyna Zabłocka, MA	2	Pass
10.	VARIOUS SPORTS (SPORTY RÓŻNE)	Jacek Tarnas, PhD (and teachers of the Department)	2	Pass
11.	ETHNOLOGY OF SPORT (ETNOLOGIA SPORTU)	Wojciech Lipoński, Prof., UNESCO expert	2	Pass
12.	SWIMMING AND WATER LIFESAVING (PŁYWANIE I RATOWNICTWO WODNE)	Krystian Wochna MA	1	Pass
13.	RYTHM, MUSIC AND DANCE (RYTM, MUZYKA I TANIEC)	Elżbieta Majchrowicz, PhD Przemysław Kwarta, PhD	1	Pass

LLP ERASMUS PROGRAMME
DEPARTMENT OF PHYSICAL EDUCATION, SPORT AND REHABILITATION OF AWF (POZNAN) –
FIELD OF STUDY - PHYSICAL EDUCATION
FIELD OF STUDY - SPORT
LIST OF SUBJECTS FOR SPRING SEMESTER 2012/2013

No.	SUBJECT	TEACHER	ECTS	Form of passing
1.	BIOMECHANICS (BIOMECHANIKA)	Michał Murawa, PhD	4	Exam
2.	OLYMPISM AND ITS IDEA, HISTORY AND ORGANIZATION (OLIMPIZM – IDEA, HISTORIA I ORGANIZACJA)	Wojciech Lipoński, Prof., UNESCO expert	4	Pass
3.	NUTRITION (DIETETYKA)	Alicja Nowak, PhD, associate professor	3	Pass
4.	TENNIS (TENIS)	Piotr Unierzyski, PhD	3	Pass
5.	THEORY OF PHYSICAL EDUCATION (TEORIA WYCHOWANIA FIZYCZNEGO)	Robert Szeklicki, PhD, associate professor	3	Exam
6.	SPORTS MEDICINE AND TRAUMATOLOGY (MEDYCYNĄ SPORTU I TRAUMATOLOGIA)	Maciej Jurasz, MA, PT OMT	3	Pass
7.	BASKETBALL (KOSZYKÓWKA)	Józwiak Jacek, PhD	3	Pass
8.	FIELD HOCKEY (HOKEJ NA TRAWIE)	Jacek Adrian, PhD, associate professor	3	Pass
9.	EXERCISE PHYSIOLOGY (FIZJOLOGIA WYSIŁKOWA)	Barbara Pospieszna, PhD	3	Exam
10.	WINTER CAMP (OBÓZ ZIMOWY)	Jacek Tarnas, PhD (and teachers of the Department)	3	Pass
11.	METHODOLOGY OF PHYSICAL EDUCATION (METODYKA WYCHOWANIA FIZYCZNEGO)	Michał Bronikowski, PhD, associate professor (and teachers of the Department)	2	Pass
12.	ENGLISH (JĘZYK ANGIELSKI)	Katarzyna Zabłocka, MA	2	Pass
13.	REGIONAL GAMES (GRY REGIONALNE)	Małgorzata Bronikowska, PhD Wojciech Lipoński, Prof., UNESCO expert	1	Pass
14.	BASIC OF HEALTH EDUCATION (PODSTAWY WYCHOWANIA ZDROWOTNEGO)	Ida Laudańska-Krzemińska, PhD	4	Exam

Classes for ERASMUS Incoming Students

ALL Incoming Students are obliged to respect the following rules:

1. **Establish/update** the list of classes/lectures to attend (learning agreements) as soon as possible (in 1 month after arrival to Poznań). Student can't change this form during the semester and in a short time before exams time because it is base to prepare Exam Card.
2. Student **can't break participation in classes/lectures during its running. Institutional and Departmental Coordinator and teacher responsible for it should be informed earlier.**
3. Come to classes run by Polish teachers **on time.**
4. Within every chosen course an Erasmus Student has the maximum of 15 class-hours of **lectures** (in English) and, besides that, participates in some practical classes together with Polish students. We offer **module of subjects in English** with our academic teachers who are responsible for the subject and obliged to do their best to help students. The module is based on proposal from incoming students (their Learning Agreements). Start of particular subjects in English depends on amount of students who are interested in its (min. 50% of incoming students). Because of financial reasons **we can offer MAXIMUM 10 subjects per semester from each faculty and 5 subject for physiotherapy students(not more).**
5. In order to get credits in the courses a Erasmus Student should see the teachers and present the **Exams Form** available from the Institutional Coordinator at the LLP/Erasmus Programme Office. This form is based to prepare Transcript of Records which **will be sent directly to coordinator at partner institutional not earlier than in one month after the end of semester.**
6. In case of **any problems** a Erasmus Student should immediately contact his/her Polish partner-student, the Institutional or Departmental Coordinator.

Subject	PIERWSZA POMOC PRZEDMEDYCZNA
	FIRST AID
Unit of AWF	DEPARTMENT OF PHYSICAL CULTURE IN GORZOW /Zamiejscowy Wydział Kultury Fizycznej w Gorzowie
Teacher's name	Piotr Grochowski, PhD / Piotr Żurek, PhD
ECTS points	4
Basic information about the subject	<i>Education of giving first aid to victims of accidents, conduct on site emergency of health and life.</i>
Topics of the classes	1. <i>First aid definition. Legal considerations.</i> 2. <i>First aid basic principles and stages.</i> 3. <i>First aid Kit.</i> 4. <i>Situations threatening life. Ensuring safety.</i> 5. <i>Assessment of the casualty's conditions. Life functions control.</i> 6. <i>Unconscious person. Recovery position.</i> 7. <i>Getting help.</i> 8. <i>Basic life support (BLS).</i> 9. <i>Automated External Defibrillation (AED).</i> 10. <i>Sudden situations: fainting, convulsions, heart attack, concussions, choking, etc.</i> 11. <i>Amputation and crushes.</i> 12. <i>Serious wounds and bleeding treatment.</i> 13. <i>Burns treatment.</i> 14. <i>Broken bones, head and backbone injuries treatment.</i> 15. <i>Evacuation.</i>
Literature	1. <i>Basic Life Support Working Group of the European Resuscitation Council. The 1998 European Resuscitation Council guidelines for adult single rescuer basic life support. Resuscitation 1998</i>

Subject	TEORIA SPORTU
	THEORY OF SPORT
Unit of AWF	DEPARTMENT OF THE THEORY OF SPORT (Zakład Teorii Sportu)
Teacher's name	Jarosław Janowski, PhD
ECTS	3
Basic information about the subject	<i>The aim of the course is to acquaint students with the mechanisms of measures required for effective human behavior and human teams in a high-performance athletes training and competition. Through lectures and practical exercises intended to prepare and implement a student to understand the similarities and differences in training in different groups of sports: use of measuring equipment in the process training: use of methods and techniques to improve the effectiveness of training: understanding the process of teaching and learning of sports skills: design and implementation of teaching techniques and tactics of sport: find the relationship between technology and loads of sport.</i>
Topics of the classes	<i>Factors determining performance in sport. Energy systems in sport and exercise. Strength, speed and endurance training: characteristic, development, principles, methods of training, methods of control, periodization. Technique and tactics. Training load. Periodization in sport. Planning in sport. Nutrition and supplements of diet in sport. Doping in sport.</i>
Literature	- Bompalao T. (2000) Periodization. Theory and Methodology of Training. Human Kinetics - Costello D., i wsp. (1979) Adaptations In skeletal muscle following strength training. Journal of Applied Physiology 46 (1): 96-99k - Weltman A. (1995) The blood lactate response to exercise. Human Kinetics - Sharkey B. J. (1991) New demensions in aerobic fitness. Human Kinetics - Janseen P., (2001), Lactate Threshold Training. Human Kinetics - Strzelczyk R., Janowski J., Unierzyski P., Karpowicz K., Konarski J., (2004). Monitoring of training load during year- round circle. W: The 10th ICHPER-SD Europe Congress & the TSSA 8th International Sports Science Congress, 17-20 November 2004, Antalya, Turkey

Subject	PEDAGOGIKA
	PEDAGOGY
Unit of AWF	DEPARTMENT OF PEDAGOGY (Zakład Pedagogiki)
Teacher's name	Beata Nowak, PhD
ECTS	3
Basic information about the subject	<i>The course aims to prepare students for a career in teaching physical education. Students should have knowledge and skills in the field of physical education pedagogy. The task of the course is to shape the culture of teaching students, their creative approach to problems of work in physical education</i>
Topics of the classes	1. <i>General pedagogy and sport pedagogy.</i> 2. <i>Methods and techniques of the pedagogic researches</i> 3. <i>Physical education as the element of the holistic education.</i> 4. <i>The didactic principles and their practical utilization during the physical education lesson.</i> 5. <i>Didactic methods used in the educational process.</i> 6. <i>Educational difficulties (prophylactic, diagnostic and pedagogic therapy).</i> 7. <i>Educational values of the sport pedagogy.</i> 8. <i>The personality of the physical education teacher</i> 9. <i>The competences of the physical education teacher</i> 10. <i>The physical education teacher as the animator of a school life and educational work on the ground of physical culture in his/her own environment.</i> 11. <i>Teacher's styles of work (autocratic, liberal and democratic).</i> 12. <i>The functions of modern family.</i> 13. <i>Olympic education (subjects, practical application during the physical education lessons, teacher's preparations).</i> 14. <i>Educational systems in European countries.</i>
Literature	<i>Provided by a teacher.</i>

Subject	STATYSTYKA
	STATISTIC METHODS
Unit of AWF	Chair of Anthropology and Biometrics (Katedra Antropologii i Biometrii)
Teacher's name	Marek Drozdowski, PhD
ECTS	3
Basic information about the subject	<i>Students get acquainted with the statistical methods helpful in studying the scientific literature written by use of those methods. They learn how to utilise them in mathematical and empirical analyses, especially in the areas of interest.</i>
Topics of the classes	<i>The subject contain chosen items of following themes</i> <i>1. General definition of statistics.</i> <i>2. Study of small quantity groups.</i> <i>3. Working out large quantity group.</i> <i>4. Complex methods of statistics analyze.</i> <i>5. Nonparametric and other parametric tests for statistics concluding.</i> <i>6. Constructions of percentile curves.</i>
Literature	<i>Kotlińska-Arska M., Bartz J., Wieleński D., Statistics methods for physical education students, AWF Poznań, 2007.</i>

Subject	PIŁKA SIATKOWA
	VOLLEYBALL
Unit of AWF	DEPARTMENT OF TEAM SPORTS GAMES (Zakład Zespołowych Gier Sportowych)
Teacher's name	Łukasz Jadczyk, PhD
ECTS	3

Basic information about the subject

The objective of the course is to prepare students to independent running of physical education lessons teaching volleyball in all types of schools. A student will also obtain qualifications to programme extra-curricular sports activities. The aim of the course is also increasing the level of personal fitness in volleyball, making it possible to demonstrate the technique of the game correctly.

Topics of the classes

- 1. The history of development of volleyball in Poland and in the world. General description of volleyball compared to other sport team games. Volleyball rules. Tendencies of changes in game regulations. Concept analysis of forms of teaching movement. Theoretical knowledge of issues related to playing technique. An analysis of playing technique - elements, rational technical forms. A description of basic technical forms in volleyball. Volleyball as means of support of psychophysical development.*
- 2. Methodology and systematics of exercises in teaching ways of moving on the court and volleyball stance.*
- 3. Methodology and systematics of exercises in teaching overhand passes in high stance. Teaching forearm passes in a high stance.*
- 4. Improving overhand and forearm passes in a high stance. Organisation of tournaments in "small games".*
- 5. Teaching ball passes in low stances and stances with disturbed balance.*
- 6. Methodology and systematics of exercises in teaching a spike.*
- 7. Teaching underhand serve and overhand serve. Teaching blocks.*
- 8. Improving a spike.*
- 9. Team tactics. Rules of rational tactics. Forms of team tactics in volleyball (positioning of players for own serve and opponent's serve, playing the attack and active defence).*
- 10. Teaching rules of positioning players during own serve and opponent's serve.*
- 11. Teaching playing an attack in pair system: simple and advanced.*

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12. *Other systems of playing an attack. Basics of active defence, defence by blocking and middle-back.*
 13. *Various systems of matches – improving of technique and tactics in two-a-sides. Using beach volleyball as a leisure time sport in school tourism.*
 14. *Principles of refereeing and protocols of tournaments. Proper play.*
 15. *Test of practical and theoretical skills.*
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Literature

Provided by a teacher.

Subject	PIŁKA RĘCZNA
	HANDBALL
Unit of AWF	DEPARTMENT OF TEAM SPORTS GAMES (Zakład Zespołowych Gier Sportowych)
Teacher's name	Michał Pietrzak, MA
ECTS points	3
Basic information about the subject	<i>The objective of the course is to prepare students to independent running of physical education lessons teaching handball in all types of schools. A student will also obtain qualifications to programme extra-curricular sports activities. The aim of the course is also increasing the level of personal fitness in handball, making it possible to demonstrate the technique of the game correctly.</i>
Topics of the classes	1. <i>The history of development of handball in Poland and in the world. General description of handball compared to other sport team games. Handball rules. Tendencies of changes in game regulations. Concept analysis of forms of teaching movement. Theoretical knowledge of issues related to playing technique. An analysis of playing technique - elements, rational technical forms. A description of basic technical forms in handball.</i> 2 <i>Plays and games use in handball</i> 3 <i>Catches-passes in handball</i> 4 <i>Bouncing ball in handball</i> 5 <i>Throws in handball</i> 6 <i>Feints; body feints, ball feints in handball</i> 7 <i>Ways of moving in attack</i> 8 <i>Ways of moving in defence</i> 9 <i>Goalkeeper in handball (technique and tactic)</i> 10 <i>Tactic of playing in attack – fast attack</i> 11 <i>Tactic of playing in attack – positional attack</i> 12 <i>Tactic of playing in defence – “one on one”</i> 13 <i>Tactic of playing in defence – “zonal defence”</i> 14 <i>Tactic of playing in defence – “combined defence”</i> 15 <i>Test of practical and theoretical skills.</i>
Literature	<i>Nowiński W., „How to teach and transmit a playing pattern brought the trening” Curso de entrenadores de elite. Leon 1997r.</i>

Subject	ZABAWY I GRY RUCHOWE
	TEACHING MOVEMENT PLAYS AND GAMES
Unit of AWF	DEPARTMENT OF THE METHODOLOGY OF PHYSICAL EDUCATION (Zakład Metodyki Wychowania Fizycznego)
Teacher's name	Michał Bronikowski, PhD, associate professor (and teachers of the Department)
ECTS	3
Basic information about the subject	<i>Subject introduces students to teaching simple movement plays and activities for younger children and youth. Students practice leadership skills in various settings (classroom indoor and outdoor environment) learning about differences and methodological approaches to teaching activities, plays and simple team games designed for educational purposes. Practical classes in the sport gym give Erasmus students a chance to exchange the most popular childish activities from various cultures.</i>
Topics of the classes	1. Introduction to the subject and basic activities for integration (so called "ice-breaker"s) 2. Play, game or activity? Which is which? 3-8. Range of plays and games (students and teachers practice) 9-12. Use of plays and games for special educational ideas (teaching cooperation, team building, emphasizing moral and cultural virtues) – preparing a lesson plan. 13. Safety or fun in playing games? 14. Recommendations for teaching plays and games to youth. 15. Test
Literature	1. Bronikowski M. (2010). Physical education teaching and learning. AWF Poznań. (in print) 2. Capel S. (2005). Learning to teach physical education in the Secondary School. A companion to School Experience. RoutledgeFalmer. London. 3. Capel S., Piotrowski S. (2000) Issues in physical education. Routledge, Boston 4. Cheska A.T, (1978) The study of play from five anthropological perspectives. In: M.A.Salter (Ed.) Play – anthropological perspectives. Leisure Press, West Point, NY, p.17-35. 5. Hellison D. (1985). Goals and strategies for teaching physical education. Human Kinetics, IL. 6. Hellison D. (2003). Teaching responsibility through physical activity. Human Kinetics, IL.

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7. Huzinga H. (1955) *Homo Ludens: A study of the play element in culture*. Boston: The Beacon Press.
 8. *Physical Education for Lifelong fitness: The Physical Best teachers' guide* (1999) Human Kinetics, Il.
 9. Lavin J&Levin J (2008) *Creative approaches to teaching physical education. Helping children achieve their true potential*. Routledge, London/New York., p.12
 10. Mohnsen B.S. (2008). *Teaching middle school physical education*. Human Kinetics, Il.
 11. Mosston M., Ashworth S. (1994). *Teaching physical education*. MacMillan College, New York.
 12. Naul R. (2008). *Olympic Education*. Meyer and Meyer Sport Publishers, UK.
 13. Piaget J. (1962) *Play, Dreams and Imitation in childhood*. D. Cattegno and F.M. Hodgson, trans. New York, W.W.Northon&Company, Inc.
 14. Shields D.L., Bredemeier B.J.L. (1995). *Character development and physical activity*. Human Kinetics. USA.
 15. Siedentop D. (1989). *Developing teaching skills in Physical Education*. 3rd Edition, Mayfield Pub.Co, California.

Subject	FIZJOLOGIA OGÓLNA
	GENERAL PHYSIOLOGY
Unit of AWF	DEPARTMENT OF PHYSIOLOGY (Zakład Fizjologii)
Teacher's name	Barbara Pospieszna, PhD
ECTS	3
Basic information about the subject	<i>Students will learn the basis of physiology for future subjects e.g. exercise or sport physiology.</i> <i>Theoretical part is supported with practical aspects conducted at rest e.g. blood groups, acid-base balance estimation, spirometric tests etc.</i> <i>Students are encouraged to train their analytical approach to learning</i>
Topics of the classes	1. <i>Blood</i> a. <i>Blood composition (plasma, formed elements)</i> b. <i>Main blood functions</i> c. <i>Acid-base balance</i> 2. <i>Circulation</i> a. <i>Heart</i> b. <i>Vascular system</i> c. <i>Cardiac conduction system</i> d. <i>Heart and blood flow control</i> e. <i>Main parameters: HR, SV, BP, CO</i> 3. <i>Respiratory system</i> a. <i>Stages of pulmonary ventilation</i> b. <i>Breathing regulation</i> c. <i>Vital Capacity, pulmonary volumes</i> d. <i>Main parameters: minute lung ventilation (V_E), breathing frequency</i> e. <i>Spirometric tests</i> 4. <i>Muscles</i> a. <i>Structure of skeletal muscle</i> b. <i>Actin & myosin filaments (sarcomere)</i> c. <i>Motor unit</i> d. <i>Sliding filament theory</i> e. <i>ST & FT muscle fibers</i>
Literature	1. <i>Bouchard C., Blair S.N., Haskell W.: Physical Activity and Health. Human kinetics 2007.</i> 2. <i>Ehrman J., Gordon P., Visich P., Keteyian S.: Clinical Exercise Physiology. Human kinetics 2009.</i> 3. <i>Taylor A., Johnson M. Physiology of Exercise and Healthy Aging. Human kinetics 2008.</i>

Subject	JĘZYK ANGIELSKI
	ENGLISH
Unit of AWF	FOREIGN LANGUAGE CENTER OF AWF (Międzywydziałowe Studium Języków Obcych)
Teacher's name	Katarzyna Zabłocka, MA
ECTS	2
Basic information about the subject	<i>The main idea of the subject is to develop communicative skills and to extend the range of vocabulary. The classes are mainly devoted to reading, speaking and vocabulary practice. During the classes students discuss different aspects of healthy lifestyle, human relations, and the elements of the top sport career. Moreover, students have to give one Power Point presentation – topic: “A significant person/people”.</i>
Topics of the classes	1. <i>Taboo conversation topics – subjects which shouldn't be discussed and questions which shouldn't be asked, or should be asked with caution;</i> 2. <i>Bad habits & addictions – discussion of “innocent” bad habits & serious addictions – causes & results; caffeine – good or bad?</i> 3. <i>Healthy lifestyle – discussion of the essential elements of the healthy lifestyle;</i> 4. <i>Diet – healthy & unhealthy diets, alternative diets;</i> 5. <i>What makes a sport champion? – factors which condition careers of the greatest athletes;</i> <i>Sport & money – discussion of earnings among athletes – is the big money justifiable?</i>
Literature	1. <i>Kay, S. and Jones, V., Inside Out, Macmillan</i> 2. <i>Douglas, N., Reading Explorer 3, Heinle</i> 3. <i>MacAndrew, R, and Martinez, R., Instant Discussions, Thomson/Heinle</i> 4. <i>MacAndrew, R, and Martinez, R., Taboos and Issues, Thomson/Heinle</i> 5. <i>Gammidge, M., Speaking Extra, Cambridge UP</i> <i>Internet articles & data</i>

Subject	VARIOUS SPORTS (ICE SKATING, NORDIC WALKING)
	SPORTY RÓŻNE (ŁYŻWIARSTWO, NORDIC WALKING)
Unit of AWF	DEPARTMENT OF VARIOUS SPORTS AND CAMPS ORGANISATION (Zakład Sportów Różnych i Organizacji Obozów)
Teacher's name	Jacek Tarnas PhD; Helena Elegañczyk-Kot PhD; Anna Gajdzińska PhD (and teachers of the Department)
ECTS	2
Basic information about the subject	<i>The aim of the subject is to learn students different form of physical activity. The offer contain Ice skating and Nordic Walking. The first one is organised on the full-scale rink, the second one in the open outdoors. After the subject students will be able to show basics technique elements of presented forms.</i>
Topics of the classes	<i>Preparing for ice skating – basic information:</i> – outline of history and etiquette, – types and selection of ice skates, – warm up. <i>Methodology and systematics of exercises in teaching:</i> - falling and getting up, - balance exercises, - stops (snowplough, T-stop), - forward sculling, - forward gliding, - backward sculling, - backward gliding, - changing the edges (inside, outside), - crossovers (forward and backward). <i>Preparing for Nordic Walking – basic information:</i> - outline of history - health benefits - introduction of basic technique 4 steps: carry, drag, plant, push). <i>Basic technique training, play & games using NW poles. Trip - march along Warta river using Basic technique (about 4km).</i>

Literature

Künzle-Watson K. DeArmond S. J. , Ice-skating: steps to success, Human Kinetics, 1996.

Foeste A., Curtis B., Ice Skating Basics, Sterling Pub Co, 2000.

Shulman C., The complete book of figure skating, Human Kinetics, 2002.

Svensson M., Nordic Walking, Human Kinetics, 2009.

Subject	ETNOLOGIA SPORTU
	ETHNOLOGY OF SPORT
Unit of AWF	SECTION OF OLYMPISM AND ETHNOLOGY OF SPORT (Pracownia Olimpizmu i Etnologii Sportu)
Teacher's name	Prof. Wojciech Lipoński, UNESCO expert
ECTS	2

Basic information about the subject

Series of lectures on ethnology of sport will be devoted to the cultural roots of sport in different epochs and cultural areas. Emphasis will be laid on traditional sports and games of different countries, including regional and folk sports and games represented by particular students (lecturer will flexibly accommodate topics of his lectures to particular nationalities of the students and their national interests). Special attention will be given to ethnological basis and understanding of sport as a cultural heritage of mankind. The role of regional traditional sports as diversified means of compensating and counteracting process of globalization will be raised. The Lecturer is an expert of UNESCO on traditional sports and games and author of multi-language 'World Sports Encyclopedia' published under official UNESCO's auspices in 4 language versions. This encyclopedia contains over 3.200 (three hundred two hundreds) different sport of different areas of civilization as contrasted to poor number of sports, some 50, seen usually on TV. The mentioned lectures will provide a student with an opportunity to meet and discuss topic problems of traditional sports and games of different countries and regions of the world with the top international specialist. The course will contain seven 90 min. lectures (with time segments for discussion) + 1 hour final written test necessary for completing the course and obtaining teacher's signature in the student book.

Topics of the classes

- 1) What is ethnology of sporty; definition, history and methods of research;
- 2) Traditional sports and games of europe - organization and characteristics of 'lege park' – park of european traditional sports and games in gerlev-denmark;
- 3) Ethnography of british sports – tradition of folk and street english sporting ballads from 15th until 19th centuries;
- 4) Traditional sports and games of the indians of north, mezzo

and south americas;

- 5) *Traditional sports and games of near and far east;*
 - 6) *Traditional sports and games of slavic countries.*
 - 7) *Scope and content of unesco's charter of traditional games and sport as an example of cultural meaning and importance of regional sports and games*
 - 8) *Written test*
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Literature

- 1. *Lipoński W., World Sports Encyclopedia, UNESCO, 2003;*
- 2. *Liponski W., Encyclopedie de 3000 sports et jeux du monde entier, UNESCO, 2005;*
- 3. *Jaouen G., Liponski W., eds., Ethnology of Sport, special issue of Studies in Physical Culture and Tourism, vol. X, nr 1, June 2003.*

All positions available in the Main Library of the Physical Education Academy in Poznań

Subject	PŁYWANIE I RATOWNICTWO WODNE
	SWIMMING AND WATER LIFESAVING
Unit of AWF	DEPARTMENT OF SWIMMING AND WATER LIFESAVING (Zakład Pływania i Ratownictwa Wodnego)
Teacher's name	Krystian Wochna MA
ECTS	1
Basic information about the subject	<i>The aim of the subject is to educate student in methodology of movement teaching in water, to teach swimming.</i>
Topics of the classes	<i>1 class – lecture – water environmental features and basics of water safety and water rescue.</i> <i>14 classes – exercises – principles of stroke mechanics, swimming technique – front crawl, back crawl, breaststroke, dolphin.</i> <i>Methodology of swimming teaching:</i> <i>1. front crawl – movement technique basics.</i> <i>2. front crawl – starts, turns and distance swimming.</i> <i>3. front crawl – teaching.</i> <i>4. back crawl – movement technique basics.</i> <i>5. back crawl – starts, turns and distance swimming.</i> <i>6. back crawl – teaching.</i> <i>7. breaststroke – movement technique basics.</i> <i>8. breaststroke – starts, turns and distance swimming.</i> <i>9. breaststroke – teaching.</i> <i>10. dolphin – movement technique basics.</i> <i>11. dolphin – starts, turns and distance swimming.</i> <i>12. dolphin – teaching.</i> <i>13. the example of swimming teaching methodology.</i> <i>14. the example of swimming training.</i>
Literature	<i>1. Ruben J. Guzman, 1998, Swimming Drills for Every Stroke. Human Kinetics American Publishers, Champaign.</i> <i>2. Cecil M. Colwin, 1992, Swimming Into the 21st Century. Human Kinetics American Publishers, Champaign.</i> <i>3. Red Cross. 2001. Lifeguard Training.</i>

Subject	RYTM-MUZYKA-TANIEC
	RHYTHM-MUSIC-DANCE
Unit of AWF	DEPARTMENT OF MUSIC MOTORIC EXCERSISES (Zakład Ćwiczeń Muzyczno-Ruchowych)
Teacher's name	Elżbieta Majchrowicz, PhD Przemysław Kwart, PhD
ECTS	1
Basic information about the subject	<i>Lesson on which students conquer knowledge and skills in the field of bases of music, exercises rhythmical and different forms of dance.</i>
Topics of the classes	1. <i>Bases of rhythm – rhythmical exercises.</i> 2. <i>Polish folk dances: Polonez, Krakowiak, Mazur, Kujawiak, Oberek.</i> 3. <i>Ballroom dances: Walz Viennese, Tango, Cha-cha, Samba, Jive modern forms of dance (modern, funky, brodney jazz).</i> 4. <i>Integration dance.</i> 5. <i>Show dance.</i>
Literature	<i>Provided by a teacher.</i>

Subject	BIOMECHANIKA
	BIOMECHANICS
Unit of AWF	DEPARTMENT OF BIOMECHANICS (Zakład Biomechaniki)
Teacher's name	Michał Murawa, MA
ECTS	4
Basic information about the subject	<i>After completing this course, the student:</i> - has some basic knowledge about the biomechanical parameters of the human apparatus of movement - has basic knowledge about the biomechanical research methods for evaluation of the patients/athletes - has basic abilities to work on Biodex System to objectively evaluate and train human muscles - has basic abilities to work on AMTI balance platform during both rehabilitation or training programme - learns about the possibilities of using optoelectronic systems like BTS for the evaluation of the human movement
Topics of the classes	<i>A. Introduction to the Biomechanics:</i> A.1. Short history of the Biomechanics A.2. The analysis of the Biomechanics course syllabus A.3. The analysis of the necessary bibliography A.4. The rules of completing the course A.5. Introduction to the biomechanical laboratory <i>B. Some of the biomechanical parameters of the human apparatus of movement:</i> B.1. Human body structure as a reference system B.2. Determination of the planes, lines, reference points B.3. Mass parameters of the human body B.4. Determination of the individual segments centers of masses B.5. Methods of calculation of the center of gravity <i>C. Theory of the muscle torques measurements in various conditions:</i> C.1. Static conditions C.2. Dynamic conditions <i>D. Muscle torques measurements – practice (laboratory)</i>

D.1. Muscle torques measurements using Biodex System 3 - practice
 E. Biomechanics of the human gait (laboratory)
 E.1. Kinematics and kinetics of the gait using BTS System and AMTI platforms - practice

 F. Stabilometry (laboratory)
 F.1. The analysis of the Center of Pressure (COP) movement during simple balance tests using AMTI balance platform – practice

Literature

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Hall S.J. (1999) *Basic biomechanics.* Mc Graw-Hill International Edition.

Inman V.T., Ralston H.J., Todd F. (1981) *Human Walking.* Williams and Wilkins, Baltimore/London.

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Maquet P.G.J. (1976) *Biomechanics of the Knee.* Springer-Verlag. Berlin.

Medved V. (2001) *Measurement of Human Locomotion.* CRC Press.

Neumann D.A. (2002) *Kinesiology of the Musculoskeletal System. Foundations for Physical Rehabilitation.* Mosby. St Louis.

Oatis C.A. (2004) *Kinesiology. The mechanics & pathomechanics of human movement.* Lippincott Williams&Wilkins.

Perry J. (1992) *Gait analysis. Normal and Pathological Function.* SLACK Incorporated. NJ

Rash P.J., Burke R.K. (1978) *Kinesiology and applied anatomy. The science of human movement.* Lea & Fibiger. Philadelphia.

Soderberg G.L. (1986) *KINESIOLOGY. Application to Pathological Motion.* Williams & Wilkins. Baltimore-Hong Kong-London-Munich-Philadelphia-Sydney-Tokyo.

Whiting W.C., Zernicke R.F. (1998) *Biomechanics of Musculoskeletal Injury.* Human Kinetics.

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Subject	OLIMPIZM – IDEA, HISTORIA I ORGANIZACJA
	OLYMPISM AND ITS IDEA, HISTORY AND ORGANIZATION
Unit of AWF	SECTION OF OLYMPISM AND ETHNOLOGY OF SPORT (Pracownia Olimpizmu i Etnologii Sportu)
Teacher's name	Prof. Wojciech Lipoński, UNESCO expert
ECTS	4
Basic information about the subject	<i>This course will be devoted to main ideas, history and organization of Olympism understood as philosophic and pedagogical idea and the background of the Olympic Movement. The course is associated with rich audiovisual aids. The lecturer is well known international expert of the Olympism cooperating with the International Olympic Committee, and also the Professor of the International Olympic Academy located in Ancient Olympia, Greece.</i>
Topics of the classes	1) <i>Ancient Greek tradition of Olympism;</i> 2) <i>Pierre de Coubertin as renovator of the Olympic Games: His biography and activities;</i> 3) <i>History and structure of the International Olympic Committee;</i> 4) <i>History and character of the International Olympic Academy;</i> 5) <i>Character and Content of the Olympic Charter</i> 6) <i>Basic social and political problems of the Olympic Movement</i> 7) <i>Relations between sport, literature and art and Olympic Concourses of Art and Literature;</i> 8) <i>History and meaning of Olympic symbols (Olympic Rings; Olympic Torch, Olympic Motto; Olympic Mascot etd.);</i>
Literature	<i>The Olympic Charter (one xerox copy of its English version will be provided for students; it is also available in English and French in internet).</i>

Subject	DIETETYKA
	NUTRITION
Unit of AWF	DEPARTMENT OF HYGIENE (Zakład Higieny)
Teacher's name	Alicja Nowak, PhD, associate professor
ECTS	3
Basic information about the subject	<i>The aim of this subject is presenting the current knowledge regarding the role of nutrition in sport performance and protecting the health of athletes. The amount, composition and timing of food intake can profoundly affect sports performance. The topics include the knowledge about optimum energy balance and proper intake of carbohydrates, protein, fats, fluid, vitamins and minerals. The recommendations are focused on nutrition in various classes of sports performance (e.g. endurance sports and power or speed sports) and may also be applicable to the recreational athletes as well.</i>
Topics of the classes	1. <i>Energy expenditure and energy balance</i> 2. <i>The role of amino acids and proteins in sport performance</i> 3. <i>Carbohydrates and exercise</i> 4. <i>Importance of fat in nutrition</i> 5. <i>Athletes' fluid requirements</i> 6. <i>The role of vitamins and minerals</i> 7. <i>Dietary supplements</i> 8. <i>Nutritional strategies for training and competition</i>
Literature	1. <i>Nutrition Working Group of the Medical Commission of the International Olympic Committee "Nutrition for athletes" Lausanne 2003.</i> 2. <i>O'Reilly J., Wong S.H.S., Chen Y. Glycaemic index, glycaemic load and exercise performance. Sports Med. 2010, 40: 27-39.</i> 3. <i>Peeling P. Dawson B., Goodman C., Landers G., Trinder D. Athletic induced iron deficiency: new insights into the role of inflammation, cytokines and hormones. Eur. J. Appl. Physiol. 2008, 103: 381–391.</i>

Subject	TENIS
	TENNIS
Unit of AWF	SECTION OF TENNIS (Pracownia Tenisa)
Teacher's name	Piotr Unierzyski, PhD
ECTS	3
Basic information about the subject	<i>The course is directed to those interested in introducing tennis through mini-tennis and in promoting tennis at the grass roots levels.</i> <i>In addition students will be taught how to play tennis. Will be able to rally from the baseline at the end of the course.</i> <i>Participants should learn basic competences: tactical and technical skills, teaching methodology according to the International tennis Federation's Play& Stay program. After the course they will be able to run classes of starter tennis, especially with children</i>
Topics of the classes	<i>Learning basic tennis skills; from mini to regular tennis.</i> <i>Introduction to teaching the game of tennis, how the children learn</i> <i>Coordination/Fun exercises</i> <i>Singles and Doubles Tactics</i> <i>How to Introduce the Basic Strokes to a Group of Beginners</i> <i>Description of methodology used in mini-tennis . Concept, rules and equipment.</i> <i>How to organize a tournament for beginners</i>
Literature	<i>ITF coaches Manual. ITF London (provided by teacher).</i>

Subject	TEORIA WYCHOWANIA FIZYCZNEGO
	THEORY OF PHYSICAL EDUCATION
Unit of AWF	DEPARTMENT OF THEORY OF PHYSICAL EDUCATION AND ANTHROPOMOTORIC (Zakład Teorii Wychowania Fizycznego i Antropomotoryki)
Teacher's name	Robert Szeklicki, PhD, associate professor
ECTS	3
Basic information about the subject	<i>The main aim of lectures is delivery to students the basic knowledge about process of physical education and preparation them to effective work in a modern school.</i> <i>Among other aims of physical education, the health-related physical fitness education play the main role in preparation children to living in physical culture.</i>
Topics of the classes	<i>1. Physical culture as the background for physical education.</i> <i>2. Physical education as the preparation to physical culture.</i> <i>3. Current and perspective goals of physical education.</i> <i>4. Health-related physical fitness education - what is it?</i> <i>5. Components of health-related fitness (definition, significance, training).</i> <i>6. Assessment in health-related physical fitness education (physical fitness, knowledge, physical activity).</i> <i>7. How "fitnessgram and activitygram" support health-related physical fitness education?</i>
Literature	<i>American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): Physical education for lifelong fitness. Human Kinetics, Champaign 1999.</i> <i>J.Harris: Health – related exercise in the national curriculum. Human Kinetics, Champaign 2001.</i> <i>N.Armstrong, J. Welsman: Young people and physical activity. Oxford University Press, Oxford, New York 1997.</i> <i>T. Chandler, M. Cronin, W. Vamplew: Sport and physical education. The key concepts. London, New York, Routledge 2002.</i> <i>E.T. Howley, B.D. Franks: Health fitness instructor's handbook. Human Kinetics, 1997.</i> <i>The Cooper Institute: Fitnessgram/Activitygram Test Administration Manual-4th Edition. Human Kinetics 2007.</i>

Subject	MEDYCYNĄ SPORTU I TRAUMATOLOGIA
	SPORTS MEDICINE AND TRAUMATOLOGY
Unit of AWF	DEPARTMENT OF TRAUMATOLOGY (Zakład Traumatologii)
Teacher's name	Maciej Jurasz, MA, PT OMT
ECTS	3
Basic information about the subject	<i>Basic information about epidemiology, classifications, prevention, diagnosis and treatment of common sports injuries</i>
Topics of the classes	<i>Definitions: Trauma/Injuries/Overuse syndrome</i> <i>Classifications of injuries</i> <i>Diagnosis, first aid and treatment in traumatology and manual therapy</i> <i>Basic Trauma Life Support/BLS according to ERC</i>
Literature	<i>Provided by a teacher.</i>

Subject	KOSZYKÓWKA
	BASKETBALL
Unit of AWF	DEPARTMENT OF TEAM SPORTS GAMES (Zakład Zespołowych Gier Sportowych)
Teacher's name	Jóźwiak Jacek, PhD
ECTS	3
Basic information about the subject	<i>The classes lead up to be a teacher of physical education. After exercise students should to have knowledge how to teach the basics of technique of the game and knows the rules of the game. They also can fill the protocol of the game and be a referee for children during school classes.</i>
Topics of the classes	<i>Teaching a position shots.</i> <i>Teaching catches and passes.</i> <i>Teaching a layup shot.</i> <i>Teaching to dribble.</i> <i>Moving in attack without the ball: starts, stops, change of running direction.</i> <i>Teaching individual defence: position, movements.</i> <i>Teaching pivots (turns).</i> <i>Teaching a jump shot.</i> <i>Fakes with or without the ball.</i> <i>Teaching defending: covering a dribbling player, forward player.</i> <i>Teaching offence and defence rebounding.</i> <i>Teaching organised fast break.</i>
Literature	<i>Provided by a teacher.</i>

Subject	HOKEJ NA TRAWIE FIELD HOCKEY
Unit of AWF	DEPARTMENT OF TEAM SPORTS GAMES (Zakład Zespołowych Gier Sportowych)
Teacher's name	Jacek Adrian, PhD, associate professor,
ECTS	3
Basic information about the subject	<i>The objective of the course is to prepare students to independent running of physical education lessons teaching hockey in all types of schools. A student will also obtain qualifications to programme extra-curricular sports activities. The aim of the course is also increasing the level of personal fitness in hockey, making it possible to demonstrate the technique of the game correctly.</i>
Topics of the classes	1. <i>The history of development of hockey in Poland and in the world. General description of hockey compared to other sport team games. Rules of the game. Tendencies of changes in game regulations. Concept analysis of forms of teaching movement. Theoretical knowledge of issues related to playing technique. An analysis of playing technique - elements, rational technical forms. A description of basic technical forms in hockey.</i> 2. <i>Basic Skills. The Grip, Warm-ups,</i> 3. <i>Moving with the ball: Ball carry. Open Stick Dribble, Indian Dribble, One-handed Dribble.</i> 4. <i>Moving the ball - Passing; The Push Pass, The Hit, The Slap, Sweep Pass, The Reverse Stick Push Pass, The Aerial Pass.</i> 5. <i>Receiving the ball. On the Forehand Stick, On the Reverse Stick.</i> 6. <i>Defending Skills: Closing Down and Channelling, Marking, Interception, Tackling, Jab Tackle, Block Tackle Open Stick, Block Tackle Reverse Stick.</i> 7. <i>Drags and Eliminations.</i> 8. <i>Goal Shooting and Goal Scoring</i> 9. <i>Goalkeeping – Equipment, Warm-up For Goalkeepers, Goalkeeping Skills and Techniques.</i> 10. <i>Attacking Principles. Width and Space in Attack, Support in Attack, Mobility in Attack.</i> 11. <i>Defending Principles. Zonal Marking, Man-for-man marking, Different system of Play.</i> 12. <i>Set Pieces. Penalty Corners – Technical Skills, Penalty Stroke</i> 13. <i>Physical Fitness in Hockey.</i>

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14. *Indoor Hockey. Basic Techniques and Tactics*
 15. *Test of practical and theoretical skills.*
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Literature

a. COMPULSORY

1. *Anders E.: Field Hockey. Steps to success. Second Edition. Human Kinetics 2008.*
2. *Mitchell-Taverner C.: Field Hockey. Techniques and tactics. Human Kinetics 2005.*

b. RECOMMENDED

1. *Powell J.: Hockey. Skills, Techniques, Tactics. The Crowood Press 2009.*
2. *Whitaker D.: the Hockey. Workshop. A Complete Game Guide. The Crowood Press 1997.*

Subject	FIZJOLOGIA WYSIŁKOWA
	EXERCISE PHYSIOLOGY
Unit of AWF	DEPARTMENT OF PHYSIOLOGY (Zakład Fizjologii)
Teacher's name	Barbara Pospieszna, PhD
ECTS	3
Basic information about the subject	1. <i>General physiology knowledge is required</i> 2. <i>Students will learn the basic mechanisms of physiological reactions in physical activity depending on exercise type.</i> 3. <i>Theory is supported with practical part. Measurements are conducted at rest and while or after the exercise. The scale of changes is later analyzed</i> 4. <i>Possibility of VO_2max and AT estimation</i>
Topics of the classes	1. <i>Classification of P.E.</i> 2. <i>Exercise metabolism, fuel for exercising muscle</i> 3. <i>The respiratory system in exercise</i> a. <i>Pulmonary ventilation in static and dynamic exercise</i> b. <i>Regulation of pulmonary ventilation</i> 4. <i>Cardiovascular system in exercise</i> a. <i>Exercise changes in blood</i> b. <i>Cardiovascular response to static and dynamic exercise</i> c. <i>Regulation of cardiovascular reactions</i> d. <i>Cardiovascular capacity simple tests</i> 5. <i>Exercise training</i> a. <i>Health benefits of exercise</i> b. <i>Prescription of exercise for health and fitness</i> c. <i>Principles of exercise training</i> d. <i>Fatigue, overtraining</i> e. <i>Detraining</i> 6. <i>Physical exercise tests</i> 7. <i>At – anaerobic threshold (definition, purpose of estimation, ways of estimation and expression)</i> 8. <i>Maximal oxygen uptake (definition, norms, ways of estimation)</i>

Literature

1. Wilmore J., Costill D., Kenney W.L. *Physiology of Sport and Exercise*. Human kinetics 2009.
2. Richardson S., Andersen M., Morris T. *Overtraining Athletes*. Human kinetics 2008.
3. Hargreaves M., Spriet L. *Exercise Metabolism*. Human kinetics 2006.
4. Hoffman J. *Physiological Aspects of Sport Training and Performance*. Human kinetics 2002.

Subject	OBÓZ ZIMOWY
	WINTER CAMP
Unit of AWF	DEPARTMENT OF VARIOUS SPORTS AND CAMPS ORGANISATION (Zakład Sportów Różnych i Organizacji Obozów)
Teacher's name	Jacek Tarnas, PhD (and teachers of the Department)
ECTS	3
Basic information about the subject	<i>The aim of the course is to learn students skiing and winter camp organisation. After the course they will be able to show basics elements of ski technique. The other aim of this subject is presenting the current knowledge regarding the methods of teaching skiing, taking into account different age level and snow conditions.</i>
Topics of the classes	<i>The history and rules of skiing. General description of skiing and tendencies of changes in ski technique – carving.</i> <i>Methods of teaching skiing, ski equipment and safety skiing.</i> <i>Methodology and systematics of exercises in teaching:</i> <i>- falling and getting up</i> <i>- using lifts</i> <i>- snowplough</i> <i>- sideslipping, stem turns and traversing</i> <i>- kickturns</i> <i>- parallel turns</i> <i>- basic ski jumps</i> <i>Basic ski slalom</i>
Literature	<i>Heckelman M. The New Guide to Skiing, W. W. Norton, 2001.</i> <i>Barth K., Bruhl H., Learning Skiing, Meyer&Meyer Verlag, 2004.</i> <i>Fry J. The Story of Modern Skiing, University Press of New England, 2006.</i> <i>LeMaster R., The Skier's Edge, Human Kinetics, 1999.</i> <i>Yacenda J, Ross T. High-Performance Skiing, Human Kinetics, 1998.</i>

Subject	METODYKA WYCHOWANIA FIZYCZNEGO
	METHODOLOGY OF TEACHING PHYSICAL EDUCATION
Unit of AWF	DEPARTMENT OF THE METHODOLOGY OF PHYSICAL EDUCATION (Zakład Metodyki Wychowania Fizycznego)
Teacher's name	Michał Bronikowski, PhD, associate professor (and teachers of the Department)
ECTS	2
Basic information about the subject	<i>Subject deals with theoretical frameworks (models of teaching) and practical approaches (methods, teaching styles, organization of the teaching and learning process) to main issues in physical education concerning both the process and the interaction between the PE teacher and pupils in school and out-of-school environment. It prepares students to working as teachers of physical education at all levels of education using extensively media for didactic purpose (didactic films and examples of workshop skills in practice). Students also learn about the differences in teaching physical education in various European countries and a teaching career pathways.</i>
Topics of the classes	1. Methodology of teaching physical education – what is it? 2. Physical education teaching – “state of art” 3. What makes the difference in teaching physical education? 4. Health-related physical education 5. Direct or indirect teaching? 6. Are we facing a crisis of education (and values)? 7. Can Olympic Education be among the pacemakers? 8. A modern PE teacher 9. A physical education lesson vs. a sport lesson 10. A review of teaching models 11. Developing teaching units and schemes 12. Teaching methods and styles 13. Safety or fun physical education? 14. Recommendations for teaching physical education 15. Consolidation and test

Literature

1. Bronikowski M. (2005). *How much physical activity a week to improve the health-related fitness of Polish schoolchildren?* *Physical Education and Sport*, 49:93-97.
2. Bronikowski M. (2010). *Physical education teaching and learning*. AWF Poznań. (in print)
3. Bronikowski M., Bronikowska M., Kantanista A., Ciekot M., Laudańska-Krzemińska I., Szwed Sz. (2009). *Health-related intensity profiles of Physical Education classes at different phases of the teaching/learning process*. *Biomedical Human Kinetics*, 1, 86-91.
4. Bronikowski M., González-Gross M., Kleiner K., Knisel K., Martinková I., Stache A., Kantanista A., Cañada López D., Konlechner A., (2008). *Physical activity, obesity and health programs in selected European countries*. *Studies in Physical Culture and Tourism*, 15,(1):9-18.
5. Bronikowski, M., Biniakiewicz, B., Mroczkowska, M., Grzeškowiak, E. (2006). *Conflictive behaviours during physical education classes in Poland*, *Wychowanie Fizyczne i Sport*, 50,(4):255-259.
6. Capel S. (2005). *Learning to teach physical education in the Secondary School. A companion to School Experience*. RoutledgeFalmer. London.
7. Culpán I. (2004). *Physical education curriculum: A humanistic positioning*. In: A.O'Neill, J.Clark and R.Openshaw (eds.) *Reshaping culture, knowledge and learning*. Palmerston North: Dunmore Press, pp. 225-243.
8. Curtner-Smith M.D., Todorovich J.R., McCaughtry N.A., Lacon S.A. (2001). *Urban teacher's use of productive and reproductive teaching styles within the confines of the National Curriculum for Physical Education*. *European Physical Education Review*, 7(2):177-190.
9. Hellison D. (1985). *Goals and strategies for teaching physical education*. *Human Kinetics*, 11.
10. Hellison D. (2003). *Teaching responsibility through physical activity*. *Human Kinetics*, 11.
11. *Physical Education for Lifelong fitness: The Physical Best teachers' guide* (1999) *Human Kinetics*, 11.
12. Mohnsen B.S. (2008). *Teaching middle school physical education*. *Human Kinetics*, 11.
13. Mosston M., Ashworth S. (1994). *Teaching physical education*. MacMillan College, New York.
14. Naul R. (2008). *Olympic Education*. Meyer and Meyer Sport Publishers, UK.
15. Penney D., Chandler T. (2000). *Physical Education: What*

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- future (s)?, *Sport, Education and Society*, 5,(1):71-87.
16. Rovegno, I. (1994). *Teaching within a curricular zone of safety: school culture and the situated nature of student teachers' pedagogical content knowledge*, *Research Quarterly for Exercise and Sport*, 65(3):269-279.
 17. Salvara, M.I., Jess, M., Abbott, A., Bognar, J. (2006). *A preliminary study to investigate influence of different teaching styles on pupils' goal orientations in physical education*, *European Physical Education Review*, 12,(1):51-74.
 18. Schmidt, R.A. (1988). *Motor control and learning: A behavioral emphasis*, USA, Human Kinetics Publishers.
 19. Shields D.L., Bredemeier B.J.L. (1995). *Character development and physical activity*. Human Kinetics. USA.
 20. Siedentop D. (1989). *Developing teaching skills in Physical Education*. 3rd Edition, Mayfield Pub.Co, California.
 21. Siedentop D. (1998). *What is sport education and how does it work*. *Journal of Physical Education, Recreation and Dance*, 69, (4):18-20.
 22. Tyler R.W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Subject	JĘZYK ANGIELSKI
	ENGLISH
Unit of AWF	FOREIGN LANGUAGE CENTER OF AWF (Międzywydziałowe Studium Języków Obcych)
Teacher's name	Katarzyna Zabłocka, MA
ECTS	2
Basic information about the subject	<i>The main idea of the subject is to develop communicative skills and to extend the range of vocabulary. The classes are mainly devoted to reading, speaking and vocabulary practice. During the classes students discuss different aspects of healthy lifestyle, human relations, and the elements of the top sport career. Moreover, students have to give one Power Point presentation – topic: “A significant person/people”.</i>
Topics of the classes	6. <i>Taboo conversation topics – subjects which shouldn't be discussed and questions which shouldn't be asked, or should be asked with caution;</i> 7. <i>Bad habits & addictions – discussion of “innocent” bad habits & serious addictions – causes & results; caffeine – good or bad?</i> 8. <i>Healthy lifestyle – discussion of the essential elements of the healthy lifestyle;</i> 9. <i>Diet – healthy & unhealthy diets, alternative diets;</i> 10. <i>What makes a sport champion? – factors which condition careers of the greatest athletes; Sport & money – discussion of earnings among athletes – is the big money justifiable?</i>
Literature	6. <i>Kay, S. and Jones, V., Inside Out, Macmillan</i> 7. <i>Douglas, N., Reading Explorer 3, Heinle</i> 8. <i>MacAndrew, R. and Martinez, R., Instant Discussions, Thomson/Heinle</i> 9. <i>MacAndrew, R. and Martinez, R., Taboos and Issues, Thomson/Heinle</i> 10. <i>Gammidge, M., Speaking Extra, Cambridge UP Internet articles & data</i>

Subject	GRY REGIONALNE
	REGIONAL GAMES
Unit of AWF	SECTION OF OLYMPISM AND ETHNOLOGY OF SPORT (Pracownia Olimpizmu i Etnologii Sportu)
Teacher's name	Prof. Wojciech Lipoński, UNESCO expert Bronikowska Małgorzata, PhD
ECTS points	1
Basic information about the subject	<i>'Regional Games' it is the practical subject focused on the traditional and new sports, games and movement plays from different cultures/regions. Students get the knowledge and skills how to use 'ludo-diversity' in their future work as teachers, coaches and physical activity professionals.</i> <i>It is mainly based on old Polish games, but also includes other cultures games of others.</i> <i>The classes deliver e.g. Pierścieniówka, Kapela, Sztekiel, Kubb, Croquet, Petanque, Rounders, Ringo, Rock-it-Ball, Speedbadminton and lots more.</i>
Topics of the classes	<i>1. European movement traditional plays (practice and theoretical basics) – 2 h</i> <i>2. Polish traditional plays and games (practice with no equipment) – 2h</i> <i>3. Polish and other culture (depends on the group origins) plays and games – students' preparation to practice – 4 h</i> <i>4. Polish traditional sports (practice and historical/cultural basics) – 4</i> <i>5. European traditional sports (practice and historical/cultural basics) – 2 h</i> <i>6. Final test – 1 h</i>
Literature	<i>1. Barbarash L., Multicultural Games, Human Kinetics, Champaign, Illinois 1997.</i> <i>2. Bronikowska M., Why Polish Sobótka, Palant and Jawor Remained only Local Polish Traditions: Preserving national Heritage through the Traditional Games, The Anthropology of East Europe Review, 28 (1)Spring 2010, pp.388-406.</i> <i>3. Bronikowska M., Bronikowski M., N. Schott, You think you are too old to play? playing games and aging. Human Movement vol.12, no 1 (March) 2011, pp. 24-30.</i> <i>4. Bronikowska M. "Tuning up" physical Education for Multi-cultural Needs of Modern Schools in: Ken Hardman and Ken</i>

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5. *Eichberg H., Three Dimensions of Pull and Tug towards a Philosophy of Popular Games, "Studies in Physical Culture and Tourism", vol. X, no 1, 2003, s. 51-73.*
 6. *Gomme A.B., The Traditional Games of England, Scotland and Ireland, vol.1, vol.2, David Nutt, London 1894.*
 7. *Jarvie G., Highland Games, Ancient Sporting Traditions and Social Capital in Modern International Communities, Special Issue on Etnology of Sport, eds. W. Lipoński, G.*
 8. *Jaouen, "Studies in Physical Culture and Turism", vol. X, no. 1, 2003, s. 27-37.*
 9. *Lavega P., Traditional sports and games in 21st century Europe: future challenges, w: Games and society in Europe, Cultura 2000, Asociacion Europea de Juegos y Deportes Tradicionales. Barcelona 2006, s. 281-287.*
 10. *Liponski W., World Sport Encyclopedia, Atena, Poznan 2003.*

Subject	EDUKACJA ZDROWOTNA
	BASIC OF HEALTH EDUCATION
Unit of AWF	DEPARTMENT OF THE FOUNDATIONS OF HEALTH EDUCATION (Zakład Podstaw Wychowania Zdrowotnego)
Teacher's name	Ida Laudańska-Krzemińska, PhD
ECTS	4
Basic information about the subject	<i>The subject matter of health education concerns the following issues: empirical and cognitive premises connected with the ways one comprehends health; basic health indices as exemplification of the restrictions in the biomedical model of health; system concept of health as an alternative to the biomedical model; health promotion - origins, assumptions and strategy; health education – basics of health didactics, assumption and concept of so-called healthy life-style; health and the ways of nutrition; physical activity in the process of health improvement; basics of health training, man's environment and health.</i>
Topics of the classes	1 <i>Theoretical foundation and aspects of application of health promotion and health education (biopsychosocial model of health and sickness, setting theory, health promotion models, health education models)</i> 2 <i>Health education and physical education – associations and dependences, terminology, basic, concepts, models</i> 3 <i>Health behavior</i> a. <i>Concepts and definitions, models for changing (Health Belief Model, HAPA, Transtheoretical Model), application for school</i> b. <i>Characteristic of the main important behavior: physical activity, nutrition, smoking cigarettes, drinking alcohol, self control</i> 4 <i>Interactive teaching and learning of attitude (relation) for body and health in physical education</i> a. <i>Active learning – principle and model, constructivism as theoretical basis</i> b. <i>Experiencing teaching – principle, Kolb' cycle</i> c. <i>Workshop as a methodical procedure in health and physical education</i> d. <i>Examples techniques and methods of active learning using in health and physical education – methods of integrate, diagnostic, planning, developing creative reflection, discussion, creative solving of problem</i>

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- 5 *Employment of interactive teaching in physical education teacher work– elaboration outline (draft) and conducting of the health education lesson with pupils in primary or secondary school*
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Literature

1. Krawański A. *Intellectual challenges of physical education Studies in Physical Culture and Tourism* 2009 t. 16 nr 3 s. 281-290
2. Krawański A. *Pedagogical challenges of physical education Studies in Physical Culture and Tourism* 2009 t. 16 nr 4 s. 401-412
3. JOURNALS:
 - a. *European Journal of Physical and Health Education*
 - b. *Advances in Health Sciences Education*
 - c. *Education for Health: Change in Training & Practice*
 - d. *Health Education Research*
 - e. *International electronic journal of health education*
 - f. *Physical & Health Education Journal*
 - g. *Global Health Promotion*
 - h. *Health Promotion International*
4. *Understanding your health / Wayne A. Payne, Dale B. Hahn.*
5. *Health behavior and health education: theory, research, and practice / Karen Glanz, Barbara K. Rimer, Frances Marcus Lewis, editors; foreword by Noreen M. Clark.*
6. *Health Promotion Planning. An Educational and Enviromental Approach/ LW Green, MW Kreuter*
7. *Teaching Today's Heath, Anspaugh, Ezell, Goodman*
8. *Health-related exercise in the national curriculum, key stages 1 to 4 / Jo Harris.*
9. *Physical activity and health / Claude Bouchard, Steven N. Blair, William L. Haskell editors.*
10. *The sociology of health and illness / Sarah Nettleton.*
11. *Current results on health and physical activity / The Club of Cologne; Wildor Hollmann, Dietrich Kurz, Joachim Mester (eds.).*
12. *Connections for health / Kathleen D. Mullen [et al.] Youth physical activity and sedentary behavior: challenges and solutions / Alan L. Smith, Stuart J.H. Biddle, editors*