



Akademia Wychowania Fizycznego
im. Eugeniusza Piaseckiego w Poznaniu

FACULTY OF PHYSICAL EDUCATION AND SPORT

The list of subjects for Erasmus+ incoming students

TABLE OF CONTENTS:

Obligations.....	2
List of all subjects	4-43
Winter semester	8-28
Summer semester	29-49

OBLIGATIONS FOR ERASMUS+ INCOMING STUDENTS

I. Administrative & Enrollment Procedures

1. **Learning Agreements:** Students must update their Learning Agreements as soon as possible, but no later than one month after arrival at the Poznań University of Physical Education.
2. **Course Availability:** Subjects are offered in English based on demand. A minimum of 50% of incoming students must select a specific subject for it to be conducted in English.
3. **Subject Limits:** For organizational and financial reasons, each faculty offers a maximum of 10 subjects per semester (limited to 5 subjects for Physiotherapy students).

II. Attendance & Classroom Conduct

4. **Mandatory Attendance:** Attendance is compulsory for all chosen classes and lectures. The maximum absence limit is 10% (one meeting per semester).
5. **Punctuality:** Students are required to arrive at all classes on time.
6. **Withdrawal Policy:** If a student decides to resign from a subject, they must inform the Institutional Coordinator, the Faculty Coordinator, and the teacher in writing and in advance. Failure to provide written notice will result in a failing grade due to absence.

III. Credits & Documentation

7. **Earning Credits:** To receive course credits, students must participate in all classes and successfully complete the required exam or project.
8. **Transcript of Records (ToR):** Official transcripts including all awarded grades will be sent directly to the partner institution's coordinator within one month of the semester's end.
9. **Confirmation of Stay:** In accordance with bilateral agreements, the International Office will confirm only the study period that corresponds to the actual first and last day of the student's stay at the University.

IV. Support

10. **Problem Resolution:** In the event of any academic or administrative issues, students should contact their Institutional Coordinator immediately.



**DEPARTMENTS OF PHYSICAL EDUCATION, SPORT
AND TOURISM**



WINTER SEMESTER				
No.	SUBJECT	LECTURER	HYBRID MODULE*	ECTS/ HOURS
ERA-SP-TAMOS	Theory and Methodology of Sports (Sports Science)	Sylvia Bartkowiak, Jarosław Janowski, Jan Konarski	yes	5/20
ERA-SP-DOT	Didactics of Teaching and Learning Physical Education	Michał Bronikowski	yes	5/20
ERA-SP-DOS	Didactics of Sport	Michał Bronikowski	yes	4/15
ERA-SP-ET	Endurance Training	Ewa Zarębska	no	5/20
ERA-SP-GFTE	Gymnastics for The Elderly	Jan Adamczyk, Roman Celka	yes	4/15
ERA-SP-PAIMH	Physical Activity in Musculoskeletal Health	Krystian Wochna	yes	4/15
ERA-SP-CL	Climbing	Jacek Tarnas	yes	4/15
ERA-SP-IC	Indoor Cycling	Mikołaj Marciniak	yes	4/15
ERA-SP-VOL	Volleyball	Małgorzata Anioł	to be verified	4/15
ERA-SP-TG	Team Games in Sport and PE	Adam Kantanista, Joanna Borowiec	yes	5/20
ERA-SP-RSAW	Recreational Sport and Wellness in the Life and Prevention of Civilization Disease	Jan Konarski, Sylvia Bartkowiak	yes	5/20

ERA-SP-DCAF	Desining Culture and Food Tourism Products	Karolina Buczowska- Gołąbek	yes, not every semester	5/20
ERA-SP-TLATG	Tour Leading and tour guiding in practise- Sightseeing Poznań	Karolina Buczowska- Gołąbek	no	4/15
ERA-SP-ST	Sports Tourism	Mateusz Rozmiarek	no	4/15
ERA-SP-NW	Nordic Walking/Bungy Pump	Małgorzata Woźniewicz- Dobrzyńska	no	5/20
ERA-SP-MG	Multicultural Games	Małgorzata Bronikowska	no	5/20
SUMMER SEMESTER				
No.	SUBJECT	LECTURER	HYBRID MODULE	
ERA-SP-TPGAA	Teaching Physical Games and Activities	Michał Bronikowski	yes	5/20
ERA-SP-SAWL	Swimming and Water Lifesaving	Krystian Wochna	yes	4/15
ERA-SP-MOTBS	Methodology of Teaching Basic Swimming for Children with Elements of Halliwick Method	Krystian Wochna	yes	4/15
ERA-SP-HE	Health Education	Ida Laudańska- Krzemińska	to be verified	4/15

ERA-SP-PAOPW	Physical Activity of Pregnant Women	Ida Laudańska-Krzemińska, Aneta Worska	to be verified	4/15
ERA-SP-APA	Adapted Physical Activity	Maciej Wilski	to be verified	4/15
ERA-SP-KASY	Kids and youth sport – an introduction to the bio-banding concept based on the individualization of biological development and optimization of the training process.	Jan Konarski, Sylwia Bartkowiak	yes	5/20
ERA-SP-CCAE	Cognicise: Cognition and Exercise	Jan Adamczyk, Roman Celka	yes	4/15
ERA-SP-EFAATE	Eurhythmics for Adults and The Elderly	Jan Adamczyk, Roman Celka	yes	4/15
ERA-SP-CRO	Crossminton	Mikołaj Marciniak	yes	4/15
ERA-SP-ADF	Afro Dance Fusion	Joanna Borowiec	yes	4/15
ERA-SP-SOL	Sociology of Leisure	Robert Florkowski	yes	4/15
ERA-SP-SMT	Safe Mountain Tourism	Jacek Tarnas	yes- limited by max group size per instructor	4/15
ERA-SP-DCAF	Desining Culture and Food Tourism Products	Karolina Buczkowska-Gołąbek	yes, not every semester	5/20
ERA-SP-ST	Sports Tourism	Mateusz Rozmiarek	no	4/15

ERA-SP-TR	Tourist Regions	Mateusz Rozmiarek	no	4/15
ERA-SP-RP	Recreation programming and leisure designing	Małgorzata Woźniewicz-Dobrzyńska	no	5/20
ERA-SP-OG	Olympic Studies	Małgorzata Bronikowska	no	4/15

WF - Physical Education

SPORT - Sports

TiR - Tourism and Recreation

FIZJO - Physiotherapy

Hybrid Module – English- friendly course – classes for incoming students integrated with local students.

WINTER SEMESTER

SUBJECT: THEORY AND METHODOLOGY OF SPORTS (SPORTS SCIENCE) / TEORIA I METODYKA TRENINGU SPORTOWEGO

Unit of AWF Theory of Sport Department / Zakład Teorii Sportu

Teacher's name Sylwia Bartkowiak, PhD; Jarosław Janowski, PhD; Jan M. Konarski, PhD, Prof. Dr. Hab.

ECTS points 5

Number of hours 20

Assessment methods Lectures, practical exercises, independent work

Learning Outcomes The main aim of Theory and Methodology of Sports is research humans playing sport and different forms of physical activity according to multifaceted observation system. This subject tries to optimize methods of training, individualize structure of sets in time structure of preparation to competition (periodization), to reduce risk of injury and prepare athletes for activity for life. It is important to get to know structure and functions of psycho-physical performance (elements of conditions) for different sports taking into account aims (training's and contest's) and requirements.

Topics of the classes

- What is Sport and where is its place in life, culture and science?
- Training – meaning, definitions, principles.
- Growth, maturation and physical activity for life and sport's levels.
- Long term athlete development – development of physical abilities and skills in training process taking into consideration needs of sport's ontogenesis.
- Theory and methodology of endurance preparation
- Theory and methodology of strength preparation
- Theory and methodology of speed preparation
- Theory and methodology of coordination preparation
- Theory and methodology of flexibility preparation
- System of training's control and assessment
- Designing and realization of training to chosen sport's disciplines.
- Periodization of training
- Using advanced technology to training and competition monitoring

Recommended literature

1. Haff, G. G., & Triplett, N. T. (Eds.). (2026). Essentials of Strength Training and Conditioning (5th ed.). Human Kinetics.

2. Balyi, I., & Hamilton, A. (2004). Long-Term Athlete Development: Trainability in Childhood and Adolescence. Windows of Opportunity. Optimal Trainability. National Coaching Institute British Columbia.
3. Bompa, T. O., & Haff, B. (2009). Periodization: Theory and Methodology of Training (5th ed.). Human Kinetics.
4. Eston, R., & Reilly, T. (2009). Kinanthropometry and Exercise Physiology Laboratory Manual. Routledge.
5. Foran, B. (2001). High-Performance Sports Conditioning. Human Kinetics.
6. Malina, R. M. (2025). Growth, Maturation, Physical Activity and Sport. Human Kinetics.
7. Martens, R. (2004). Successful Coaching. Human Kinetics.
8. Sharkey, B., & Gaskill, S. (2006). Sport Physiology for Coaches. Human Kinetics.
9. Wilmore, J. H., & Costill, D. L. (1994). Physiology of Sport and Exercise. Human Kinetics.

SUBJECT: DIDACTICS OF TEACHING AND LEARNING PHYSICAL EDUCATION / DYDAKTYKA WYCHOWANIA FIZYCZNEGO

Unit of AWF Department of Didactics of Physical Activity / Zakład Dydaktyki Aktywności Fizycznej

Teacher's name Michał Bronikowski, Ass. Prof. (Head of Department)

ECTS points 5

Number of hours 20

Assessment methods Requirements for this course are: class participation and a single lesson plan. The final assessment is done through preparation of a PE lesson plan and a written test.

Learning Outcomes 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. Students also learn about the differences in teaching physical education in various European countries and teaching career pathways.

Topics of the classes

- Sport pedagogy and didactics
- Methodology of teaching physical education – what is it?
- Physical education teaching – “state of art”
- Health-related physical education
- Direct or indirect teaching?
- Teaching values in physical education - Are we facing a crisis of education (and values)?
- Can Olympic Education be among the pacemakers?
- A modern PE teacher (and difference to a Youth Sport Coach)
- What makes the difference between teaching physical education and coaching sport?
- A physical education lesson vs. a sport lesson
- A review of teaching models in physical education
- Developing teaching schemes, units and a single PE lesson
- Teaching methods and styles
- Safety or fun physical education?
- Recommendations for teaching physical education
- Practice in physical education
- Consolidation and test

Recommended literature

1. Bronikowski, M. (2014). *Where is Physical and Health Education heading in Poland*. Sagamore Publishing.
2. Bronikowski, M. (2017). *Physical Activity and Health*. De Gruyter Open.
3. Bronikowski, M., Bronikowska, M., & Kantanista, A. (2012). *Teaching Games from the Cultural, Social and Sporting Perspective*. AWF Poznań.
4. Bronikowski, M. (2010). *Physical Education Teaching and Learning*. AWF Poznań.
5. Bronikowski, M., et al. (2009). Health-related intensity profiles of Physical Education classes. *Biomedical Human Kinetics*.
6. Bronikowski, M., et al. (2008). Physical activity, obesity and health programs in selected European countries. *Studies in Physical Culture and Tourism*.
7. Bronikowski, M., et al. (2006). Conflictive behaviours during physical education classes in Poland. *Wychowanie Fizyczne i Sport*.
8. Capel, S. (2005). *Learning to Teach Physical Education in the Secondary School*. RoutledgeFalmer.
9. Hellison, D. (1985). *Goals and Strategies for Teaching Physical Education*. Human Kinetics.
10. Hellison, D. (2003). *Teaching Responsibility Through Physical Activity*. Human Kinetics.
11. Mohnsen, B. S. (2008). *Teaching Middle School Physical Education*. Human Kinetics.
12. Mosston, M., & Ashworth, S. (1994). *Teaching Physical Education*. MacMillan College.
13. Naul, R. (2008). *Olympic Education*. Meyer and Meyer Sport Publishers.
14. Penney, D., & Chandler, T. (2000). *Physical Education: What future (s)? Sport, Education and Society*.
15. Rovegno, I. (1994). Teaching within a curricular zone of safety. *Research Quarterly for Exercise and Sport*.
16. Salvara, M. I., et al. (2006). A preliminary study to investigate influence of different teaching styles. *European Physical Education Review*.
17. Schmidt, R. A. (1988). *Motor Control and Learning: A Behavioral Emphasis*. Human Kinetics.
18. Shields, D. L., & Bredemeier, B. J. L. (1995). *Character Development and Physical Activity*. Human Kinetics.
19. Siedentop, D. (1989). *Developing Teaching Skills in Physical Education*. Mayfield Pub. Co.
20. Siedentop, D. (1998). What is sport education and how does it work. *Journal of Physical Education, Recreation and Dance*.

SUBJECT: DIDACTICS OF SPORT / DYDAKTYKA SPORTU

Unit of AWF Department of Didactics of Physical Activity / Zakład Dydaktyki Aktywności Fizycznej

Teacher's name Michał Bronikowski, Ass. Prof.

ECTS points 4

Number of hours 15 hours (Detailed as 2 hours per session for topics 1–7 and 1 hour for topic 8)

Assessment methods Requirements for this course are: class participation and a single training session plan. The final assessment is done through an exam paper.

Learning Outcomes The course prepares students of sport major for challenges of modern training process. Subject deals with theoretical frameworks (models of trainings) and practical approaches to main problems concerning both the process and the interaction between a sport coach and athletes. It discusses problems of young sports pupils in education setting and the role of parenting and support. It prepares students for working as school sport coaches and in youth sport clubs.

Topics of the classes

- What is teaching/learning/training process?
- Didactics of in youth sport training
- Basic organizational aspects of the training process
- Youth coach and young athlete interaction process in and out of the training
- Controlling young athletes development (education, sport, life)
- Looking for talented youth
- Planning a single training session – rules, scenarios, safety.
- Individualization of needs in the training process of children and youth

Recommended literature

1. Bronikowski, M., Kantanista, A., & Glapa, A. (2014). *Wychowanie Fizyczne – praca z uczniem zdolnym*. ORE Warszawa.
2. Bronikowski, M., Bronikowska, M., & Kantanista, A. (2012). *Teaching Games from the Cultural, Social and Sporting Perspective*. AWF Poznań.
3. Bronikowska, M., & Laurent, J. F. (2015). *Recall: Games of the Past – Sports for Today*. TAFISA.
4. Hellison, D. (2003). *Teaching Responsibility Through Physical Activity*. Human Kinetics.
5. Huizinga, J. (1955). *Homo Ludens: A Study of the Play Element in Culture*. Beacon Press.
6. NASPE (1999). *Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide*. Human Kinetics.
7. Lavin, J., & Levin, J. (2008). *Creative Approaches to Teaching Physical Education*. Routledge.
8. Mohnsen, B. S. (2008). *Teaching Middle School Physical Education*. Human Kinetics.
9. Mosston, M., & Ashworth, S. (1994). *Teaching Physical Education*. MacMillan College.

10. Piaget, J. (1962). *Play, Dreams and Imitation in Childhood*. W.W. Norton & Company.
11. Shields, D. L., & Bredemeier, B. J. L. (1995). *Character Development and Physical Activity*. Human Kinetics.
12. Silva, M. J., et al. (2016). *Youth Sports: Participation, Trainability and Readiness*. Cambria University Press.

SUBJECT: ENDURANCE TRAINING – FROM ANALYSIS TO PROGRAMMING / TRENING WYTRZYMAŁOŚCIOWY – OD ANALIZY DO PLANOWANIA

Unit of AWF Department of Athletics, Strength and Conditioning / Zakład Lekkiej Atletyki i Przygotowania Motorycznego

Teacher's name Ewa Zarębska, PhD

ECTS points 5

Number of hours 20

Assessment methods Recording of exercise parameters; Interpretation of measurement results; Assessment of attitude and interest; Designing an individual endurance training program.

Learning Outcomes Students will learn how to plan endurance training and incorporate it into a long-term strategy of athletes' development. They will master methods of objective and subjective evaluation and be able to control the intensity of physical exertion in accordance with the goal and training status of the athlete.

Topics of the classes

- Introduction; division and characteristics of general and specific running endurance
- Assessment of general and special running endurance; objective and subjective measures of effort
- Continuous runs, maintain a steady pace
- Fartlek Runs
- Aerobic interval training
- High-intensity interval training
- Extensive Tempo
- Intensive Tempo
- Repeated sprint ability (RSA) in various sports
- Designing endurance training programs

Recommended literature

1. Bompa, T. (2015). Periodization Training for Sports. Human Kinetics.
2. Boyle, M. (2010). Advances in Functional Training. On Target Publications.
3. Boyle, M. (2016). New Functional Training for Sports. Human Kinetics.
4. Haff, G., & Triplett, T. (2016). Essentials of Strength Training and Conditioning. Human Kinetics.

SUBJECT: GYMNASTICS FOR THE ELDERLY / GIMNASTYKA SENIORALNA

Unit of AWF Department of Gymnastics / Pracownia Gimnastyki

Teacher's name Jan Adamczyk, PhD; Roman Celka, PhD

ECTS points 4

Number of hours 15

Assessment methods Formative assessment (practical skills test, observation); Summative assessment (presentation of achieved learning outcomes).

Learning Outcomes The graduate understands the nature and purpose of gymnastics for the elderly. The student becomes proficient in a wide range of efficient and safe exercises and is able to design and implement gymnastic programs for older adults.

Topics of the classes

- The importance of physical activity for older people
- Forming structured schemes: warm-up, marching, stretching, balance, and relaxation
- Fundamental gymnastic exercises designed for the elderly – free shaping on mats
- Gymnastics shaping exercises with hand apparatus – balls
- Gymnastics shaping exercises with hand apparatus – gymnastic sticks
- Gymnastics shaping exercises with hand apparatus – dumb-bells
- Gymnastics shaping exercises with hand apparatus – towels
- Gymnastics shaping exercises on wall ladders
- Rhythmic gymnastics for elderly with elements of Dalcroze eurhythmics
- Self-presentation of prepared exercises

Recommended literature

1. Centers for Disease Control and Prevention (2023). How Much Physical Activity Do Older Adults Need? CDC Website.
2. U.S. Department of Health and Human Services (2018). Physical Activity Guidelines for Americans (2nd ed.). HHS.
3. Rahl, R. L. (2010). Physical Activity and Health Guidelines. Human Kinetics Publishers.
4. Williamson, P. L. (2018). Exercise for Special Populations. Lippincott Williams and Wilkins.
5. Taylor, A. W. (2021). Physiology of Exercise and Healthy Aging. Human Kinetics Publishers.

SUBJECT: PHYSICAL ACTIVITY IN MUSCULOSKELETAL HEALTH / AKTYWNOŚĆ FIZYCZNA A ZDROWIE UKŁADU MIĘŚNIOWO-SZKIELETOWEGO

Unit of AWF Department of Swimming and Water Lifesaving – Chair of Sport Kinesiology / Zakład Pływania i Ratownictwa Wodnego – Katedra Kinezyjologii Sportu

Teacher's name Krystian Wochna, PhD

ECTS points 4

Number of hours 15

Assessment methods Active participation in the classes (worksheets); Student's presentation.

Learning Outcomes Students will gain knowledge in the field of supporting physical activity planning in light of bone metabolism and strength, as well as the characteristics of skeletal muscles.

Topics of the classes

- Bone tissue metabolism and physical activity
- Bone cells – mechanical stimulation
- Areal bone mineral density
- Femur strength index
- Dual X-ray absorptiometry measurements
- Analysis of skeletal muscle characteristics
- The peak torques
- Muscle stiffness and elasticity
- Muscle–bone crosstalk
- The role of carbohydrate metabolic indices
- Insulin resistance index
- Glucose and insulin

Recommended literature

1. Morseth, B., Emaus, N., & Jørgensen, L. (2011). Physical activity and bone: The importance of mechanical stimuli. *Norsk Epidemiologi*.
2. Wochna, K., et al. (2026). Relationships of bone mineral density and femur strength index. *Applied Sciences*.
3. Wochna, K., et al. (2022). Nordic walking with an integrated resistance shock absorber. *Scientific Reports*.
4. Faulkner, K. G., et al. (2006). Femur strength index predicts hip fracture independent of bone density. *Osteoporosis International*.

SUBJECT: CLIMBING / WSPINACZKA SPORTOWA

Unit of AWF Department of Physical Education and Lifelong Sports / Zakład Wychowania Fizycznego i Sportów Całego Życia

Teacher's name Jacek Tarnas, PhD

ECTS points 4

Number of hours 15

Assessment methods Pass

Learning Outcomes Acquisition of basic knowledge and skills necessary for self-climbing on artificial walls. Acquiring the ability to adapt climbing elements to work with children and youth in school conditions. Teaching organization and maintaining safety while conducting classes.

Topics of the classes

- Safety rules while climbing in the gym (ladders)
- Climbing movement technique – relations between body position and limbs
- Planning task climbing routes in school conditions
- Use of basic climbing equipment and top rope rules
- Safety rules on artificial walls and belaying during bouldering
- Basic climbing movements – using grips and steps
- Final exam – climbing a route with a specified degree of difficulty

Recommended literature

1. White, J. (2014). The Indoor Climbing Manual. Bloomsbury Publishing.
2. Stiehl, J., & Ramsey, T. B. (2005). Climbing Walls: A Complete Guide. Human Kinetics.

SUBJECT: INDOOR CYCLING / INDOOR CYCLING

Unit of AWF Department of Physical Education and Lifelong Sports / Zakład Wychowania Fizycznego i Sportów Całego Życia

Teacher's name Mikołaj Marciniak, PhD

ECTS points 4

Number of hours 15

Assessment methods Pass

Learning Outcomes Acquisition of key knowledge for independently preparing and conducting spinning classes. Development of the ability to program classes incorporating motivational and sports elements. Mastery of basic cycling techniques, including proper use of pedal cages and ICG system intensity zones.

Topics of the classes

- Rules for bike adjustment, fitting, and riding positions
- Interval training and course completion requirements
- Use of rhythm, cadence, and music to enhance class variety
- Incorporating energizing elements and basic riding techniques
- Learning to ride using the ICG system and power measurement zones
- Riding with ICG visualization on a projector
- Review and consolidation – student-led classes

Recommended literature

1. Nacey, G. (2016). The Complete Guide to Power Training for Indoor Cycling. Cycling Fusion.
2. Bortman, T. (2014). Bicycling Big Book of Cycling for Beginners. Harmony Rodale Convergent.

SUBJECT: VOLLEYBALL / PIŁKA SIATKOWA

Unit of AWF Unit of Theory and Methodology of Team Sport Games / Zakład Teorii i Metodyki Zespołowych Gier Sportowych

Teacher's name Małgorzata Anioł, PhD

ECTS points 4

Number of hours 15

Assessment methods Pass practical classes; Active participation.

Learning Outcomes The aim of the subject is to educate students in the methodology of movement teaching in volleyball. Students will be able to apply theoretical knowledge in practical court settings.

Topics of the classes

- Methodology of moving on the court and volleyball stance
- Teaching overhand and forearm passes in a high stance
- Improving passing techniques
- Methodology of teaching the overhand serve
- Methodology of teaching the spike
- Methodology of teaching blocks
- Organization of small-game tournaments
- Practical skills test

Recommended literature

1. Anioł, M. (n.d.). Course Materials Provided by the Teacher. AWF Poznań.

SUBJECT: TEAM GAMES / ZABAWY I GRY DRUŻYNOWE

Unit of AWF Department of Physical Education and Lifelong Sports / Zakład Wychowania Fizycznego i Sportów Całego Życia

Teacher's name Adam Kantanista, PhD, Ass. Prof.; Joanna Borowiec

ECTS points 5

Number of hours 20

Assessment methods Active participation; Preparation and conducting of team games related to specific sports.

Learning Outcomes Students will know how to conduct team games for children and adolescents and be able to choose games that prepare for specific team sports. They will gain skills in organizing and planning physical education and sports training.

Topics of the classes

- Team games preparing for basketball
- Team games preparing for handball
- Team games preparing for football
- Team games preparing for volleyball
- Team games preparing for other team sports

Recommended literature

1. Bronikowski, M., Bronikowska, M., & Kantanista, A. (2012). Teaching Games from the Cultural, Social and Sporting Perspective. AWF Poznań.
2. LeFevre, D. N. (2012). Best New Games. Human Kinetics.
3. Horowitz, G. L. (2009). International Games: Building Skills Through Multicultural Play. Human Kinetics.

SUBJECT: RECREATIONAL SPORT AND WELLNESS IN THE LIFE AND PREVENTION OF CIVILIZATION DISEASE /
SPORT REKREACYJNY I WELLNESS W ŻYCIU I PROFILAKTYCE CHOROÓB CYWILIZACYJNYCH

Unit of AWF Theory of Sport Department / Zakład Teorii Sportu

Teacher's name Jan M. Konarski, PhD, Prof. Dr. Hab.; Sylwia Bartkowiak, PhD; Renata Śleboda, PhD

ECTS points 5

Number of hours 20

Assessment methods Lectures, practical exercises, independent work.

Learning Outcomes Equipping students with knowledge about using recreational sport and wellness in normal life and disease prevention. Familiarizing with methodology of preparation for classes according to the actual possibilities of participants.

Topics of the classes

- Wellness characteristics and applications in civilization disease prevention
- Role of recreational sports in present society
- Program preparation for selected forms of wellness
- Recreational sports in worldwide health prevention programs
- Methodological base and techniques of yoga
- Body-mind system and psycho-somatic refresh
- Reaction to stress and relaxation through kinesiology integration dance
- Movement forms of group integration
- Designing parkour exercises based on participant needs
- Use of untypical equipment in recreational sports
- Modification of popular sports for specific environments
- Preparation and realization of wellness programs

Recommended literature

1. Lipoński, W. (2003). World Sports Encyclopedia. MBI Publishing Company.
2. Balyi, I., & Hamilton, A. (2004). Long-Term Athlete Development. National Coaching Institute.
3. Bompa, T. O., & Haff, B. (2009). Periodization: Theory and Methodology of Training. Human Kinetics.
4. Malina, R. M. (2025). Growth, Maturation, Physical Activity and Sport. Human Kinetics.
5. Sharkey, B., & Gaskill, S. (2006). Sport Physiology for Coaches. Human Kinetics.
6. Wilmore, J. H., & Costill, D. L. (1994). Physiology of Sport and Exercise. Human Kinetics.
7. Benson, H., & Stuart, E. (1993). The Wellness Book. Simon & Schuster.
8. Author Unknown (n.d.). Anatomia. AWF Poznań.

9. Author Unknown (n.d.). Fitness and Health. AWF Poznań.

SUBJECT: DESIGNING CULTURE & FOOD TOURISM PRODUCTS / KREOWANIE PRODUKTÓW TURYSTYKI KULTUROWEJ I KULINARNEJ

Unit of AWF Department of Natural and Cultural Foundations of Tourism / Zakład Przyrodniczych i Kulturowych Podstaw Turystyki i Rekreacji

Teacher's name Karolina Buczkowska-Gołąbek, PhD, Ass. Prof.

ECTS points 5

Number of hours 20

Assessment methods Project work

Learning Outcomes Students will learn to create products for cultural and culinary tourism (travel packages, destinations, routes, souvenirs) in theory and practice. They will learn to prepare products for specific events and selected groups such as foreigners, families, or school children.

Topics of the classes

- Cultural and food tourism – definitions and features
- Expectations of cultural tourists and foodies
- Creating travel packages for cultural and food tourism
- Destination design in niche tourism
- Route development for culinary products
- Souvenirs as part of the tourism product
- Differences in design for different demographic groups
- Student-prepared trips (real or online participation)

Recommended literature

1. Getz, D., Robinson, R., & Andersson, T. (2014). Foodies and Food Tourism. Amazon.
2. Hjalager, A. M., & Richards, G. (Eds.). (2011). Tourism and Gastronomy. Routledge.
3. Wolf, E. (Ed.). (2014). Have Fork Will Travel. World Food Travel Association.
4. Richards, G., & Smith, M. (2006). Routledge Handbook on Cultural Tourism. Routledge.
5. Buczkowska, K. (2014). A Portrait of a Contemporary Cultural Tourist. AWF Poznań.

SUBJECT: TOUR LEADING AND TOUR GUIDING IN PRACTISE - SIGHTSEEING POZNAŃ / PILOTAŻ I PRZEWODNICTWO W PRAKTYCE (KRAJOZNAWSTWO)

Unit of AWF Department of Natural and Cultural Foundations of Tourism / Zakład Przyrodniczych i Kulturowych Podstaw Turystyki i Rekreacji)

Teacher's name Karolina Buczkowska-Gołębek, PhD, Ass. Prof.

ECTS points 4

Number of hours 15

Assessment methods Exam

Learning Outcomes The aim of the subject is to present to students the aspect of tour leading and tour guiding. Subject will have two parts. First one will be in classroom. Students will learn basics how to guide, the theory and methodology. Second part will be outdoors, where students will practice what they have learned and teach how to be a good Tour Guide.

Topics of the classes

- Tour guiding and tour leading - definitions, differences, classifications.
- Legal basis of tour guiding and tour leading in Poland and in the countries Erasmus students come from.
- How to be a good tour guide or tour leader? - workshops
- Trip itineraries - problems for tour guides and tour leaders.
- Practical classes in the city: historical areas (e.g. Cathedral Island, Old Town)
- Practical classes in the city: Green areas (e.g. Malta Lake, New Zoo)
- Practical classes in the city: modern architecture and art in the city (e.g. Stary Browar, National Gallery)
- Practical classes in the city: Death Tourism (Citadela Cementaries)
- Practical classes in the city: new ways of tour guiding - city games, animations etc.
- Practical classes in the city: city museums of different kind.

Recommended literature

1. Guidebooks about Poznań, city tourism with web-pages, Internet sources (esp. web pages of the European Union).
2. Legal documents and bills from the countries Erasmus students come from.

SUBJECT: SPORTS TOURISM / TURYSTYKA SPORTOWA

Unit of AWF Department of Sports Tourism / Zakład Turystyki Sportowej

Teacher's name Mateusz Rozmiarek, PhD

ECTS points 4

Number of hours 15

Assessment methods Presentation of group project; Participation in discussions.

Learning Outcomes The student gains structured knowledge of sports tourism theory, trends, and forms. They can interpret socio-cultural, economic, image-related, and political phenomena and recognize the development potential of specific tourist regions.

Topics of the classes

- Theoretical and historical background of sports tourism
- Forms of sports tourism
- Current trends in sports tourism
- Effects of sports tourism
- The concept of legacy of major sporting events
- Sustainable development of sports tourism
- Sports tourism in European regions – potential of development

Recommended literature

1. Malchrowicz-Mośko, E. (2018). Sport Tourism: Current Trends and Future Challenges. AWF Poznań.
2. Gammon, S., & Ramshaw, G. (Eds.). (2007). Heritage, Sport and Tourism. Routledge.
3. Dreyer, A. (Ed.). (2002). Sport und Tourismus. DGT-Tagungsband.
4. Schwark, J. (2006). Grundlagen zum Sporttourismus. Waxmann.
5. Standeven, J., & De Knop, P. (1999). Sport Tourism. Human Kinetics.
6. Rozmiarek, M. (n.d.). Materials from Teacher: Selected Articles. Journal of Sport & Tourism.

SUBJECT : NORDIC WALKING / BUNGY PUMP

Unit of AWF Department of Recreation Methodology / Zakład Metodyki Rekreacji

Teacher's name Małgorzata Woźniewicz-Dobrzyńska

ECTS points 5

Number of hours 20

Assessment methods Lectures, practical exercises, independent work

Learning Outcomes The main aim of the purpose of the subject is to introduce students with two forms of physical activity, their history, importance for health, a form of supplementary training for various sport disciplines and the possibility of obtaining an instructor certificate (for those who want) - a form included in the european framework of professional qualifications. Students learn the theoretical basics of training, types of equipment and methodology for teaching these forms as well as types of training for different groups, from beginners to experienced people

Topics of the classes

1. Theory of Nordic Walking – history -2 h
2. Models of trainings, selection of equipment -2h
3. Sport and recreation – Nordic Walking competitions -2 h
4. Methodology of training -6h
5. Health training-2h
6. Fitness Training -2h
7. Sport Training -2 h
8. Exam -2h (THEORY AND PRACTICE)

Recommended literature

1. Claire Walter, 2020, Nordic Walking , The new way to health, fitness and fun
2. Erling Kagge, 2020, Walking: One Step at a Time
3. Welz Rainer, 2017, Nordic Walking training : from march to marathon
4. Yintao Niu, Radzimirski Ł., et al The effect of 12 weeks of bungee training on cardiorespiratory fitness, metabolic syndrome factors, and body composition in postmenopausal women

SUBJECT : Multicultural Games / Gry różnych kultur

Unit of AWF Department of Recreation / Zakład Metodyki Rekreacji

Teacher's name Małgorzata Bronikowska

ECTS points 5

Number of hours 20

Assessment methods

1. Theoretical assessment – pertains to knowledge and evaluates the level of understanding of the material. It may take the form of a written examination (e.g., a test or open-ended questions).
2. Practical assessment – pertains to skills and evaluates the competence to apply knowledge in practice. It includes the preparation of games and activities and their presentation within a tutorial group.

Learning Outcomes

Students:

- understand the distinction between play and games and are able to explain the need to apply both in the educational and recreational process
- are familiar with the characteristics of traditional play, games, and sports
- are able to design and prepare various forms of play and games depending on specific needs and for diverse groups in terms of age, group size, level of physical fitness, etc
- are capable of identifying and selecting engaging activities from existing sources for practical presentation, with justification for their use
- understand the importance of introducing games from different cultures as part of the cultural heritage of physical activity into broader social practice.

Topics of the classes

- Theoretical introduction to the course: Play as a cultural phenomenon.

Practical classes:

- Selected traditional games and play activities not requiring equipment – introductory and integrative.
- Selected traditional games (from one's own cultural background) using simple equipment (e.g., ropes, bats, skittles, etc.) – cooperation.
- Selected running games, with and without equipment, from any chosen cultural context; presentation of the evolution from play to game based on examples such as "Rock–Paper–Scissors" and others.
- Selected traditional games using a ball/balls – non invasion/invasion games
- Team-based preparation of selected games assigned by the academic teacher – presentation and implementation.
- Selected traditional games from one's own culture not requiring equipment.
- Selected traditional games using any equipment from a chosen culture.

- Introduction to contemporary, lesser-known team games (e.g., netball, ringo, korfbal, tchoukball).
- New wave games: Rock-it-Ball, Crossminton, Kin-ball, Spikeball.
- Final assessment – written.

Recommended literature

1. Bronikowska M. Laurent J-F. Recall: Games of the past – Sport for today. TAFISA, 2015 (hard book in library or PDF from Internet:
https://www.researchgate.net/publication/281784814_Recall_Games_of_the_Past_-_Sports_for_Today
2. Lipoński W. Sports World Enciclopedia, Poznań 2003 (book available in our library).
3. Any website dedicated to traditional games.

SUMMER SEMESTER

SUBJECT: TEACHING PHYSICAL GAMES AND ACTIVITIES / ZABAWY I GRY RUCHOWE

Unit of AWF Department of Didactics of Physical Activity / Zakład Dydaktyki Aktywności Fizycznej

Teacher's name Michał Bronikowski, Ass. Prof.

ECTS points 5

Number of hours 20

Assessment methods Participation in practical workshops; Leadership skill assessment; Lesson worksheet.

Learning Outcomes Introduction to teaching simple movement plays for children and youth. Students practice leadership in indoor and outdoor settings and learn methodological approaches for activities designed for educational purposes.

Topics of the classes

- Introduction and "ice-breaker" activities
- Definitions: Play, game, and activity
- Range of games: motor skills, sport skills, and cultural variations
- Games for special educational ideas: team building and moral virtues
- Preparing lesson plans for school-aged children
- Safety vs. fun in play environments
- Recommendations for youth teaching
- Final test

Recommended literature

1. Bronikowski, M., Bronikowska, M., & Kantanista, A. (2012). Teaching Games from the Cultural, Social and Sporting Perspective. AWF Poznań.
2. Bronikowska, M., & Laurent, J. F. (2015). Recall: Games of the Past – Sports for Today. TAFISA.
3. Bronikowski, M. (2010). Physical Education Teaching and Learning. AWF Poznań.
4. Capel, S. (2005). Learning to Teach Physical Education in the Secondary School. RoutledgeFalmer.
5. Cheska, A. T. (1978). The Study of Play from Five Anthropological Perspectives. Leisure Press.
6. Hellison, D. (1985). Goals and Strategies for Teaching Physical Education. Human Kinetics.
7. Hellison, D. (2003). Teaching Responsibility Through Physical Activity. Human Kinetics.
8. Huizinga, J. (1955). Homo Ludens: A Study of the Play Element in Culture. Beacon Press.

9. NASPE (1999). Physical Education for Lifelong Fitness. Human Kinetics.
10. Lavin, J., & Levin, J. (2008). Creative Approaches to Teaching Physical Education. Routledge.
11. Mankowska, M., & Bronikowska, M. (2009). Providing a Multicultural Context in Modern Physical Education. Journal of Qualitative Research in Sport Studies.
12. Mohnsen, B. S. (2008). Teaching Middle School Physical Education. Human Kinetics.
13. Mosston, M., & Ashworth, S. (1994). Teaching Physical Education. MacMillan College.
14. Piaget, J. (1962). Play, Dreams and Imitation in Childhood. W.W. Norton & Company.
15. Shields, D. L., & Bredemeier, B. J. L. (1995). Character Development and Physical Activity. Human Kinetics.

SUBJECT: SWIMMING AND WATER LIFESAVING / PŁYWANIE I RATOWNICTWO WODNE

Unit of AWF Department of Swimming and Water Lifesaving / Zakład Pływania i Ratownictwa Wodnego

Teacher's name Krystian Wochna, PhD

ECTS points 4

Number of hours 15

Assessment methods Pass practical classes.

Learning Outcomes Education in methodology of movement teaching in water based on scientific analysis. Description of the Polish water lifesaving system and use of specialized rescue equipment.

Topics of the classes

- Water environmental features
- Principles of stroke mechanics
- Water rescue procedures
- Theory of training in water sports
- Front crawl, back crawl, breaststroke, and dolphin techniques
- Improving individual distance swimming
- Rescue actions and training with equipment
- Swimming teaching methodology and modern training trends

Recommended literature

1. Pospieszna, B., et al. (2016). Ergogenic Effects of Dietary Nitrates in Female Swimmers. Trends in Sport Sciences.
2. Jerszyński, D., et al. (2013). Changes in Selected Parameters of Swimming Technique. Journal of Human Kinetics.
3. Guzman, R. J. (1998). Swimming Drills for Every Stroke. Human Kinetics.
4. Colwin, C. M. (1992). Swimming into the 21st Century. Human Kinetics.

SUBJECT: METHODOLOGY OF TEACHING BASIC SWIMMING FOR CHILDREN WITH ELEMENTS OF HALLIWICK METHOD / METODYKA NAUCZANIA PŁYWANIA PODSTAWOWEGO Z ELEMENTAMI TERAPII WODNEJ HALLIWICK

Unit of AWF Laboratory of Swimming and Water Lifesaving / Pracownia Pływania i Ratownictwa Wodnego

Teacher's name Krystian Wochna, PhD

ECTS points 4

Number of hours 15

Assessment methods Pass practical classes; Preparation of lesson plans.

Learning Outcomes Educating students in the methodology of teaching basic swimming to children and staging the teaching process. Describing the use of the Halliwick method for water therapy.

Topics of the classes

- Water environmental features and educational aspects
- Assumptions and foundations of the Halliwick Method
- Methods, forms, and principles of teaching children swimming
- Practical use of play forms and stroke mechanics
- The Halliwick Ten Point Programme
- Preparation of swimming lesson plans
- Student-led teaching sessions based on prepared plans

Recommended literature

1. Peden, A. E., & Franklin, R. C. (2020). Learning to Swim: An Exploration of Negative Prior Aquatic Experiences. *Int. J. Environ. Res. Public Health*.
2. Jerszyński, D., et al. (2013). Changes in Selected Parameters of Swimming Technique. *Journal of Human Kinetics*.
3. Tripp, F., & Krakow, K. (2014). Effects of an Aquatic Therapy Approach (Halliwick-Therapy). *Clinical Rehabilitation*.

SUBJECT: HEALTH EDUCATION / EDUKACJA ZDROWOTNA

Unit of AWF Department of Physical Activity and Health Promotion Science / Zakład Nauk o Aktywności Fizycznej i Promocji Zdrowia

Teacher's name Ida Laudańska-Krzemińska, Prof. AWF Dr. Hab.

ECTS points 4

Number of hours 15

Assessment methods Assessment

Learning Outcomes Developing theoretical and practical understanding of health promotion in movement-based professions. Addressing major models and foundations of health didactics for physical educators, coaches, and physiotherapists.

Topics of the classes

- Theoretical foundations of health promotion
- Health education and physical education interdependencies
- Health behavior: concepts, definitions, and models (Health Belief Model, HAPA)
- Characteristics of key behaviors: nutrition, smoking, physical activity, self-control
- Interactive teaching and learning of attitudes toward the body
- Active learning principles and constructivism
- Experiencing teaching – the Kolb cycle
- Workshop as a methodical procedure in PE
- Techniques of active learning: diagnostic, planning, and creative reflection
- Design and implementation of a health education session

Recommended literature

1. World Health Organization (2021). Making Every School a Health-Promoting School: Global Standards. WHO.
2. Mong, H. H., & Standal, Ø. F. (2019). Didactics of Health in Physical Education. Physical Education and Sport Pedagogy.
3. Page, R. M., & Page, T. S. (2015). Promoting Health and Emotional Well-being in Your Classroom. Jones and Bartlett Learning.
4. Bronikowski, M., et al. (Eds.) (2011). Physical Education and Health Education: Common Didactic Goals. AWF Poznań.
5. CDC (2016). A Guide for Incorporating Health & Wellness into School Improvement Plans. CDC.
6. Morse, L. L., & Allensworth, F. D. (2015). Placing Students at the Center: The Whole School, Whole Community, Whole Child Model. Journal of School Health, 85(11), 785.
7. Laudańska-Krzemińska, I. (2012). Health Education as a Challenge for Physical Education Teachers. Verlag Brüder Hollinek.

8. Glanz, K., et al. (Eds.) (2015). *Health Behavior and Health Education: Theory, Research, and Practice*. Jossey-Bass.
9. Green, L. W., & Kreuter, M. W. (2005). *Health Promotion Planning*. McGraw-Hill.
10. *European Journal of Physical and Health Education* (Journal).
11. *Education for Health: Change in Training & Practice* (Journal).
12. *Health Education Research* (Journal).
13. *Physical & Health Education Journal* (Journal).
14. *Global Health Promotion* (Journal).
15. *Health Promotion International* (Journal).

SUBJECT: PHYSICAL ACTIVITY OF PREGNANT WOMEN / AKTYWNOŚĆ FIZYCZNA KOBIET W CIAŻY

Unit of AWF Department of Physical Activity Sciences and Health Promotion / Zakład Nauk o Aktywności Fizycznej i Promocji Zdrowia

Teacher's name Ida Ludańska-Krzemińska, Ass. Prof.; Aneta Worska, MSc

ECTS points 4

Number of hours 15

Assessment methods Test of practical and theoretical skills; Active participation.

Learning Outcomes The student knows recommendations for physical activity in pregnancy and the structure of activities for each trimester. They can select recommended forms and identify contraindications.

Topics of the classes

- Pregnancy as a unique moment – bodily changes and quality of life measures
- Critical analysis of international recommendations on physical activity
- Indications, contraindications, and self-observation of warning signs
- New technologies and the "Instastory" phenomenon in prenatal activity
- Structure of physical activities: duration, intensity, and exercise positions
- Physical activity with infants – postpartum exercises for mother and baby

Recommended literature

1. World Health Organization (2020). WHO Guidelines on Physical Activity and Sedentary Behavior. WHO.
2. ACOG (2020). Physical Activity and Exercise During Pregnancy and the Postpartum Period: ACOG Committee Opinion, Number 804. *Obstet Gynecol*, 135(4), e178-e188. DOI: 10.1097/aog.0000000000003772.
3. Evenson, K. R., & Hesketh, K. R. (2023). Monitoring Physical Activity Intensity During Pregnancy. *American Journal of Lifestyle Medicine*, 17(1), 18-31. DOI: 10.1177/15598276211052277.
4. Bo, K., et al. (2016). Exercise and Pregnancy in Recreational and Elite Athletes: Evidence Summary from the IOC. *British Journal of Sports Medicine*, 50(10), 571-589. DOI: 10.1136/bjsports-2016-096218.
5. Worska, A., et al. (2024). New Public Health and Sport Medicine Institutions Guidelines of Physical Activity Intensity for Pregnancy. *Journal of Clinical Medicine*, 13(6), 1738. <https://doi.org/10.3390/jcm13061738>.
6. Santos-Rocha, R., et al. (2023). Active Pregnancy Guide: Physical Activity, Nutrition, and Sleep. European Federation of Fitness and Health.

SUBJECT: ADAPTED PHYSICAL ACTIVITY OF DISABLED / AKTYWNOŚĆ FIZYCZNA OSÓB NIEPEŁNOSPRAWNYCH

Unit of AWF Department of Adapted Physical Activity / Zakład Adaptowanej Aktywności Fizycznej

Teacher's name Maciej Wilski, PhD, MSc PT

ECTS points 4

Number of hours 15

Assessment methods Student's presentation; Practical workshop.

Learning Outcomes Developing competences for working with disabled athletes and mastering teaching and coaching skills for a balanced educational approach. Gaining knowledge of Paralympic sports.

Topics of the classes

- Foundational topics in Adapted Physical Activity (APA) and history
- Disability based sport organizations and terminology
- Winter and summer Paralympic sports
- Goalball
- Wheelchair Rugby
- Boccia
- Active rehabilitation purposes and organizations
- Social and psychological advantages of sports for the disabled

Recommended literature

1. Sherrill, C. (1998). Adapted Physical Activity, Recreation and Sport. McGraw-Hill Companies.
2. Winnick, J., & Porretta, D. (Eds.). (2016). Adapted Physical Education and Sport (6th ed.). Human Kinetics.

SUBJECT: KIDS AND YOUTH SPORT – AN INTRODUCTION TO THE BIO-BANDING CONCEPT BASED ON THE INDIVIDUALIZATION OF BIOLOGICAL DEVELOPMENT AND OPTIMIZATION OF THE TRAINING PROCESS / Sport Dzieci i Młodzieży – Wprowadzenie do Koncepcji Bio-banding w oparciu o Indywidualizację Rozwoju Biologicznego i Optymalizację Procesu Treningowego

Unit of AWF Theory of Sport Department / Zakład Teorii Sportu

Teacher's name Jan M. Konarski, PhD, Prof. Dr. Hab.; Sylwia Bartkowiak, PhD

ECTS points 5

Number of hours 20

Assessment methods Lectures, practical exercises, independent work.

Learning Outcomes Increased knowledge about growth and maturation in the context of specific demands of developing athletes. Bio-banding tools for training optimization and injury risk minimization.

Topics of the classes

- Growth and maturation as milestones in human life
- Functional development
- Role of physical activity from recreation to professional levels
- Periodization and supporting general and special development in adolescence
- Bio-banding and other tools for PE and training loads
- Control and assessment of developmental direction
- Practical solutions in the youth training process

Recommended literature

1. Malina, R. M. (2025). Growth, Maturation, Physical Activity and Sport. Human Kinetics.
2. Bompa, T., & Carrerra, M. (2015). Conditioning Young Athletes. Human Kinetics.
3. Sharkey, B., & Gaskill, S. (2006). Sport Physiology for Coaches. Human Kinetics.
4. Bompa, T. O., & Haff, B. (2009). Periodization: Theory and Methodology of Training. Human Kinetics.
5. Balyi, I., Way, R., & Higgs, C. (2013). Long-Term Athlete Development. Human Kinetics.
6. Faigenbaum, A. V., & Westcott, W. (2009). Youth Strength Training. Human Kinetics.
7. Malina, R. M., et al. (2019). Bio-banding in Youth Sports: Background, Concept, and Application. Sports Medicine, 49(11), 1671-1685.
8. Cumming, S. P., et al. (2017). Bio-banding in Sport: Applications to Competition and Talent Identification. Strength & Conditioning Journal, 39(2), 34-47.
9. Cumming, S. P., et al. (2018). Premier League Academy Soccer Players' Experiences of Bio-banded Tournaments. Journal of Sports Sciences, 36(7), 757-765.
10. Konarski, J. M., et al. (2019). Internal and External Loads During Hockey 5's Competitions. Journal of Strength and Conditioning Research.

11. Konarski, J., et al. (2020). Characteristics of Select and Non-select U15 Male Soccer Players. *Biology of Sport*, 38(4), 535-544.

SUBJECT: COGNICISE: COGNITION & EXERCISE / COGNICISE: ĆWICZ I MYŚL

Unit of AWF Department of Gymnastics / Pracownia Gimnastyki

Teacher's name Jan Adamczyk, PhD; Roman Celka, PhD

ECTS points 4

Number of hours 15

Assessment methods Formative assessment (skills test, observation); Summative assessment (final presentation).

Learning Outcomes Graduate understands the nature of the Cognicise model and is proficient in dual and multi-tasking exercises. They are able to design exercises for various training groups.

Topics of the classes

- Introduction to the purpose of the Cognicise model
- Working with musical accompaniment in cognitive training
- Applying dual-tasking: auditory-motor, visual-motor, and verbal-motor forms
- Use of electronic equipment in exercise
- Demonstration of Cognicise exercises in multi-tasking models
- Self-presentation of prepared exercises

Recommended literature

1. Gronek, P., et al. (2021). Cognicise – A New Model of Exercise. *Trends in Sport Sciences*, 28(1).
2. Suzuki, T., et al. (2015). Community-based Intervention for Prevention of Dementia in Japan. *Journal of Prevention Alzheimer Disease*, 2(1), 71-76.
3. Shatil, E. (2013). Does Combined Cognitive Training and Physical Activity Training Enhance Cognitive Abilities? *Frontiers in Aging Neuroscience*, 5, 8.
4. Shimada, H. (2016). Cognicise and Anti-aging of Cognitive Function. *Japanese Society of Anti-Aging Medicine*.
5. Shimada, H., et al. (2018). Effects of Combined Physical and Cognitive Exercises on Cognition. *J Am Med Dir Assoc*, 19(7), 584-591.
6. Kozaki, K. (2015). Exercise and Prevention of Dementia. *Neurological Therapeutics*.

SUBJECT: EURHYTHMICS - FOR ADULTS AND THE ELDERLY / GIMNASTYKA SENIORALNA

Unit of AWF Department of Gymnastics / Pracownia Gimnastyki

Teacher's name Jan Adamczyk, PhD; Roman Celka, PhD

ECTS points 4

Number of hours 15

Assessment methods Formative assessment (practical skills test, activity); Summative assessment (presentation evaluation).

Learning Outcomes Graduate understands purpose and safe implementation of gymnastics for older adults. The student is proficient in apparatus-based shaping exercises and rhythmic gymnastics.

Topics of the classes

- Importance of physical activity for older people
- Structured schemes: warm-up, stretching, balance, and agility
- Fundamental gymnastic exercises on mats
- Shaping exercises with hand apparatus: balls
- Shaping exercises with hand apparatus: gymnastic sticks
- Shaping exercises with hand apparatus: dumb-bells
- Shaping exercises with hand apparatus: towels
- Shaping exercises on wall ladders
- Rhythmic gymnastics and Dalcroze eurhythmics
- Student-led presentation of exercise sequences

Recommended literature

1. Centers for Disease Control and Prevention (2023). How Much Physical Activity Do Older Adults Need? CDC Website.
2. U.S. Department of Health and Human Services (2018). Physical Activity Guidelines for Americans (2nd ed.). HHS.
3. Rahl, R. L. (2010). Physical Activity and Health Guidelines. Human Kinetics Publishers.
4. Williamson, P. L. (2018). Exercise for Special Populations. Lippincott Williams and Wilkins.
5. Taylor, A. W. (2021). Physiology of Exercise and Healthy Aging. Human Kinetics Publishers.

SUBJECT: CROSSMINTON / CROSSMINTON

Unit of AWF Department of Physical Education and Lifelong Sports / Zakład Wychowania Fizycznego i Sportów Całego Życia

Teacher's name Mikołaj Marciniak, PhD

ECTS points 4

Number of hours 15

Assessment methods Pass

Learning Outcomes Acquiring skills to conduct crossminton classes safely. Gaining technical skills in specific shots and learning the rules for organizing a tournament.

Topics of the classes

- Equipment types and basic rules of the game
- Low forehand and backhand shots
- Medium forehand and backhand shots
- Serve rules and techniques
- High forehand and backhand shots
- Playing for points on court
- Smash and Clear shots
- Speedminton techniques and doubles play
- Individual final tournament

Recommended literature

1. Landis, G. (2008). Speedminton. *American Fitness*, 26(4), 69.
2. Oh, H. J., Bullard, S., & Hovatter, R. (2011). Speedminton: Using the Tactical Games Model. *Strategies*, 25(1), 26-30.

SUBJECT: AFRO DANCE FUSION / AFRO DANCE FUSION

Unit of AWF Department of Physical Education and Lifelong Sports / Zakład Wychowania Fizycznego i Sportów Całego Życia

Teacher's name Joanna Borowiec

ECTS points 4

Number of hours 15

Assessment methods Attendance; Active participation; Evaluation of prepared choreography.

Learning Outcomes Acquiring movements characteristic of African rhythms (Djole, Yankadri-Makru).
Developing the ability to independently conduct classes in traditional and fusion styles.

Topics of the classes

- Historical and cultural background of African rhythms
- Dance steps and choreography to the Djole rhythm
- Dance steps and choreography to the Yankadri-Makru rhythm
- Consolidation with live drum accompaniment and musical cues
- Foundational knowledge of rhythm and musical phrasing
- DunDun Dance, Drums Alive, and Pound as rhythmic exercises
- Presentation and discussion of original student choreography

Recommended literature

1. Mond-Kozłowska, W. (Ed.). (2012). Rytmy i Kroki Afryki = Rhythms and Steps of Africa. Wydawnictwo WAM.
2. Welsh Asante, K., & Hanley, E. A. (2010). African Dance. Facts On File.
3. Gorer, G. E. S. (2003). Africa Dances. Eland Publishing.

SUBJECT: SOCIOLOGY OF LEISURE / SOCJOLOGIA CZASU WOLNEGO

Unit of AWF Department of Pedagogy / Zakład Pedagogiki

Teacher's name Robert Florkowski, PhD

ECTS points 4

Number of hours 15

Assessment methods Pass

Learning Outcomes Introduction to terminology of how humans organize free time. Students understand the link between sociology of work and leisure and analyze tourism as a leisure component.

Topics of the classes

- Introduction to sociology of leisure as a subfield of sociology
- Terminology and difficulties with the definition of leisure
- Unresolved questions concerning the definition of work vs. free time
- Relation between work and leisure: skill transfer and hobby integration
- Students' presentations on leisure determinants
- Summary and final evaluation of projects

Recommended literature

1. Rojek, C. (2005). *Leisure and Tourism*. SAGE.
2. Kelly, J. R., & Godbey, G. (1992). *The Sociology of Leisure*. Venture Pub.
3. Marshall, G. (1998). *A Dictionary of Sociology*. Oxford University Press.
4. Frey, J. H., & Dickens, D. R. (1990). Leisure as a Primary Institution. *Sociological Inquiry*, 60(3), 264-273.
5. Wilson, J. (1980). The Sociology of Leisure. *Annual Review of Sociology*, 6, 21-40.

SUBJECT: SAFE MOUNTAIN TOURISM / BEZPIECZNA TURYSTYKA GÓRSKA

Unit of AWF Department of Digital Technologies in Physical Activity / Zakład Cyfrowych Technologii w Aktywności Fizycznej

Teacher's name Jacek Tarnas, PhD

ECTS points 4

Number of hours 15

Assessment methods Written test; Practical route planning; Simulation of emergency response.

Learning Outcomes Student explains planning principles, navigation, and weather assessment. They gain skills in selecting equipment and using GPS/compass tools and learn responsible decision-making in hazardous situations.

Topics of the classes

- Fundamentals of mountain trip planning
- Navigation techniques: map, compass, and basic GPS
- Weather awareness and interpretation of forecasts
- Equipment selection and packing strategies
- Seasonal physical preparation for mountain activities
- Risk assessment in mountain environments
- Emergency procedures and basic response strategies
- Safe movement techniques in mountainous terrain
- Simulation of emergency situations

Recommended literature

1. The Mountaineers (2024). Mountaineering: The Freedom of the Hills. The Mountaineers Books.
2. Forte, C. (2014). Navigation in the Mountains. Mountain Training.

SUBJECT: DESIGNING CULTURE & FOOD TOURISM PRODUCTS / KREOWANIE PRODUKTÓW TURYSTYKI KULTUROWEJ I KULINARNEJ

Unit of AWF Department of Natural and Cultural Foundations of Tourism / Zakład Przyrodniczych i Kulturowych Podstaw Turystyki i Rekreacji

Teacher's name Karolina Buczkowska-Gołąbek, PhD, Ass. Prof.

ECTS points 5

Number of hours 20

Assessment methods Project work

Learning Outcomes Students will learn to create packages, routes, and souvenirs for culinary and cultural destinations. The course covers product preparation for school children, families, and international tourists.

Topics of the classes

- Definitions and features of food tourism
- Expectations of foodies and cultural tourists
- Creating travel packages for culinary markets
- Designing cultural destinations
- Developing tourism routes
- Souvenirs and peripheral tourism products
- Product design differences for diverse tourist groups
- Practical participation in student-prepared trips

Recommended literature

1. Getz, D., Robinson, R., & Andersson, T. (2014). Foodies and Food Tourism. Amazon.
2. Hjalager, A. M., & Richards, G. (Eds.). (2011). Tourism and Gastronomy. Routledge.
3. Wolf, E. (Ed.). (2014). Have Fork Will Travel. World Food Travel Association.
4. Richards, G., & Smith, M. (2006). Routledge Handbook on Cultural Tourism. Routledge.
5. Buczkowska, K. (2014). A Portrait of a Contemporary Cultural Tourist. AWF Poznań.

Subject TOURIST REGIONS / REGIONY TURYSTYCZNE

Unit of AWF Department of Sports Tourism / Zakład Turystyki Sportowej

Teacher's name Mateusz Rozmiarek, PhD

ECTS points 4

Number of hours 15

Assessment methods Assessment of students presentations

Learning Outcomes Students will be able to:

1. Recognise the main cultural, natural and geographical values of tourist regions.
2. Describe the diversity of regional natural and cultural attributes of tourism space.
3. Prepare a presentation of a selected tourist region focusing on its cultural and natural attractions.

Topics of the classes

- Introduction to the subject. Main destinations of tourism in Europe (1h)
- The role of UNESCO's natural and cultural tangible and intangible heritage (2h)
- The natural and cultural assets of Poland (2h)
- Selected tourist regions of the world and its natural and cultural attractions (10h)

Recommended literature

1. Dallen J. Timothy, Alan A. Lew, C. Michael Hall (2022). World Regional Geography. Human Mobilities, Tourism Destinations, Sustainable Environments. Dubuque, IA, US: Kendall Hunt Publishing.
2. Hans Renes (2022). Landscape, Heritage and National Identity in Modern Europe. Cham, Switzerland: Palgrave Macmillan.
3. Douglas G. Pearce (2020). Tourist Destinations: Structure and Synthesis. Wallingford, Oxfordshire, UK: CABI.
4. Jerome Piriou (2019). The Tourist Region: A Co-Construction of Tourism Stakeholders. Hoboken, NJ, US: Wiley.
5. Albums and guidebooks on selected cultures of the world.

SUBJECT : RECREATION PROGRAMMING AND LEISURE DESIGNING / PROJEKTOWANIE CZASU WOLNEGO I REKREACJI

Unit of AWF Department of Recreation Methodology / Zakład Metodyki Rekreacji

Teacher's name Małgorzata Woźniewicz-Dobrzyńska

ECTS points 5

Number of hours 20

Assessment methods Lectures, practical exercises, independent work

Learning Outcomes The main aim of Recreation programming and leisure designing Explaining the importance of free time and recreational activity for various groups: professional, age, and athletes. The course addresses issues related to activity as a preventative health issue and counteracting burnout in both professional and sports settings.

Students will create their own program projects for a selected group based on theoretical knowledge. They will also participate in field trips and free-time activities to experience the importance of recreation firsthand.

Topics of the classes

1. What does it mean "Recreation and leisure" nowadays-2 h
2. How we can divide recreational activities -2h
3. Sport and recreation - sports and recreation similarities and differences -2h
4. Recreation as preventive health care -2h
5. Workshops – team work – creating program-4h
6. Sport and recreation centers as places for implementing recreational programs funded by the European Union- study tour -4h
7. Work life balance – problem of XXI century-2h
8. Free time Map by Lothar Seifert -2h

Recommended literature

1. James Robert Rossman, Barbara Elwood Schlatter, 2022, Recreation Programming: Designing Leisure Experiences
2. H Van Rijn, J Van Hoof, 2010, [Designing leisure products for people with dementia: Developing "the Chitchatters" game](#)
3. Lothar Seifert, 1996, 2022, How to organize time
4. Rodney B., Christopher R. Edginton, 2018, Recreation and Leisure Programming: A 21st Century
5. Rossman, J. Robert; Schlatter, Barbara Elwood, 2018 Recreation Programming: Designing Leisure Experiences

SUBJECT Olympic Studies / Olimpizm

Unit of AWF Department of Recreation / Zakład Metodyki Rekreacji

Teacher's name Małgorzata Bronikowska

ECTS points 4

Number of hours 15

Assessment methods Theoretical assessment – pertains to knowledge and evaluates the level of understanding of the material. It may take the form of a written or oral examination (e.g., a test or open-ended questions depending of the group size).

Learning Outcomes

Students:

- understand the need to incorporate content related to Olympic education into teaching practice;
- understand and are able to explain the distinction between the phenomenon of the Olympiad and the Olympic Games;
- possess knowledge of the history of the ancient Olympic Games and their evolution (including their nature, significance, events, etc.)
- are familiar with the reasons for the discontinuation of the ancient Games;
- are knowledgeable about the revival of the modern Olympic Games;
- are familiar with the organizations and their structures operating within the Olympic Movement;
- understand the principle of fair play and are aware of its importance in the development of young people;
- are able to identify and interpret Olympic symbols;
- are aware of other sporting events supported by the International Olympic Committee (IOC);
- are able to apply this knowledge in practical and educational contexts.

Topics of the classes

- Introduction to Olympism: the distinction between the Olympiad and the Olympic Games;
- History of the ancient Olympic Games: from their origins to their decline;
- Attempts to revive the Games: the re-establishment of the modern Olympic Games;
- The Olympic Movement and the structure of the International Olympic Committee (IOC);

- National Olympic Committees: student-prepared presentations on this topic;
- Olympic symbols – their characteristics, origins, and underlying ideas; group work during classes. Discussion and justification of their use in the Olympic Games;
- Fair play as the overarching principle of the Olympic Movement. Examples of moral dilemmas and their construction for educational purposes;
- Final assessment.

Recommended literature

1. Bronikowska M. Are PE Teachers/Students really ready to teach/learn moral values? In: Renewal and rejuvenation: How the Olympic Movement can remain relevant to Youth through Physical Education and Olympic Values Education. 63rd INTERNATIONAL SESSION FOR YOUNG OLYMPIC AMBASSADORS. 10-22 JUNE 2023 / Editor: Konstantinos Georgiadis, Athens : International Olympic Academy, 2024, pp. 132-141.
2. Bronikowski Michał, Bronikowska Małgorzata, Glapa Agata. Olympic education as patterns of sport institutions In: Olympic Education. An International Review / edited by Roland Naul, Deanna Binder, Antonín Rychtecký, Ian Culpan, London and New York : Routledge Taylor & Francis Group, 2017, pp. 222-237.
3. Ludwiczak Mateusz, Bronikowska Małgorzata. Fair Play in a Context of Physical Education and Sports Behaviours, International Journal of Environmental Research and Public Health: 2022; 19(4); 2452.
4. Bronikowska Małgorzata, Korcz Agata, Pluta Beata, Krzysztozek Jana, Ludwiczak Mateusz, Łopatka Marlena, Wawrzyniak Sara, Kowalska Jolanta E., Bronikowski Michał. Fair play in physical education and beyond. Sustainability: 2019; 11(24); 7064.

International Olympic Committee website: <https://www.olympics.com/ioc/overview>