WORLD AQUATICS

DISCOVER WATER GUIDEBOOK

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Dear friends,

I am pleased to introduce the World Aquatics Discover Water Toolkit, a publication central to our mission at World Aquatics to foster a deep appreciation and widespread participation in aquatic sports.

Our vision and mission extend beyond elevating the importance, participation, and global competitiveness of aquatics. We are dedicated to advancing and promoting water safety to ensure that everyone can enjoy the numerous health, recreational, and competitive benefits that aquatic sports offer.

Aquatic sports provide a unique combination of physical fitness, mental well-being, and social engagement. From swimming, open water swimming and diving or high diving to water polo and artistic swimming, these activities contribute significantly to overall health and community spirit. Our goal is to make these benefits accessible to all, nurturing a lifelong love for engaging in different aquatic activities and appreciating the water as unique environment.

To achieve this, we have developed a comprehensive framework for promoting water safety and aquatic participation. Through initiatives like our Discover Water programme, we work with our members to create engaging, educational, and enjoyable aquatic experiences. Our commitment to water safety ensures that participants can confidently enjoy the water, knowing they possess the necessary skills and knowledge to stay safe.

Education is paramount. By equipping individuals with water safety skills and fostering a respect for aquatic environments and our community, we enhance their ability to fully participate in and enjoy aquatic sports.

To our members: We are here to support you. Thank you for your vital work and the passion you bring to promoting aquatic sports. Swimming and other aquatic activities are more than just sports—they are gateways to healthier lives and stronger communities. Swimming is an essential skill that can save lives of so many people. We are honoured to continue working with you on this important mission.

Together, World Aquatics and the broader aquatics community have the strength, resolve, and sense of purpose to inspire a global appreciation for aquatic sports and ensure that everyone can safely enjoy the water.

Yours Sincerely,

Husain Al Musallam

World Aquatics President

ABOUT WORLD AQUATICS

World Aquatics is the sole and **exclusive world governing body for all Aquatics**. Since June 2021, under the presidency of **Captain Husain Al Musallam**, World Aquatics comprises **210 National Member Federations** in the five continents.

For the good of Aquatics and all Athletes, World Aquatics ensures that all Aquatics are governed, organised, developed and managed in accordance with the principles of democracy, right to equality, and no discrimination between any race, skin colour, gender, religion, sexual orientation, language, political or other opinion, national or social origin, property, birth, disability or any other reason, neutrality, transparency, accountability, fairplay, inclusion, sportsmanship and clean sport.

World Aquatics oversees six aquatic sports:

- Swimming
- Water Polo
- Diving
- Artistic Swimming
- Open Water Swimming
- High Diving

At the heart of World Aquatics' mission is a steadfast commitment to water safety and grassroots development. Guided by the vision of "A world united by water, for health, life, and sport," World Aquatics strives to ensure that individuals of all ages and backgrounds can safely engage in aquatic activities. By prioritising holistic water safety education and fostering grassroots programmes, we aim to provide everyone with the opportunity to participate and benefit from aquatic sports. This commitment not only enhances individual well-being but also strengthens community bonds through the unifying power of water.

ACKNOWLEDGEMENTS

World Aquatics extends its profound gratitude to the experts, contributors, and reviewers whose invaluable content and expert feedback were essential to the development and creation of the World Aquatics Discover Water programme. We sincerely appreciate the dedication and efforts of all the experts, organisations, and individuals who invested their time in the development of this aquatic literacy initiative.

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GLOSSARY

HOLISTIC WATER SAFETY EDUCATION - comprehensive approach to water safety that goes beyond basic swimming skills to encompass a broad range of knowledge and practices designed to ensure safety in and around water. This education programme aims to create a well-rounded understanding of water safety for individuals of all ages, from young children to adults.

PHYSICAL LITERACY - Physical literacy is the ability to move with confidence and competence using all the physical assets one has at their disposal at any given point in time across varying contexts.

DISCOVER WATER PROGRAMME - an all-encompassing initiative aimed at equipping individuals with the knowledge, skills, and confidence necessary to stay safe in and around water.

LEARN TO SWIM PROGRAMME - is any programme designed to provide individuals of all ages and skill levels with the essential skills and knowledge to become confident and competent swimmers.

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS – a collection of 17 global goals aimed at improving the planet and the quality of human life around the world by the year 2030.

PROGRAMME LOGIC MODEL - a visual representation of the relationship among the inputs, activities, outputs and outcomes of a programme or intervention.

KOLB'S LEARNING CYCLE – also known as Kolb's Experiential Learning theory, explains how individuals learn through a continuous process of experiencing, reflecting, conceptualizing and experimenting.

PSYSICAL DEVELOPMENT –how children learn to move and coordinate their bodies.

SOCIAL DEVELOPMENT – how children learn and interact with others.

EDUCATOR – a professional who trains and instructs individuals in swimming techniques, safety, and performance improvement. In terms of Discover Water programme an educator is a teacher, lifeguard or a coach who is certified by the National Federation to implement Discover Water activities.

PSYCHOLOGICAL DEVELOPMENT – the gradual development of emotion, their expression and emotional awareness.

COGNITIVE DEVELOPMENT – how children develop the ability to think and solve problems.

SITUATION ANALYSIS – a method to look at internal and external factors that may influence development of a programme.

OLYMPIC VALUES EDUCATION PROGRAMME (OVEP) - free, open access teaching resources that can complement curriculum using the context of Olympic sports and the fundamental principles of Olympism.

EDUCATIONAL APPROACH - refers to the strategies, methods, and philosophies used in teaching and learning processes. It encompasses how educational content is delivered, the way participants are engaged, and the goals of the educational experience.

CASCADE APPROACH TO EDUCATION - a training model where a group of individuals are first trained on a specific topic or set of skills. These trained individuals then train other groups of educators, who in turn train additional groups, and so on. This approach allows for the rapid and wide dissemination of new knowledge and skills through successive levels of training.

STAKEHOLDERS - a stakeholder is any individual, group, or organisation that has an interest in or is affected by the activities, decisions, and outcomes of a particular programme or project.

WHO IS THE DISCOVER WATER PROGRAMME DESIGNED FOR?

The Discover Water programme is designed to support the work of the National Federations or other organisations engaged in programmes which ensure access to aquatics for children, work on water safety and implement drowning prevention activities related to teaching to swim. This toolkit is recommended to be used by the National Federations to support development of a national strategy and support the training and development of educators: teachers, coaches and lifeguards.

WHAT DOES IT INCLUDE?

Discover Water toolkit is divided into two parts: the Guidebook and the Playbook.

The Guidebook presents an overall concept and the educational approach of the programme and recommendations as well as aspects to consider while planning and implementing such programme locally.

The Playbook includes recommended activities developed by practitioners from all over the world, advice and examples on assessment, checklists and guidance on how to create your own curriculum and evaluate its success. This toolkit will inspire you to view aquatic participation and water safety from a new perspective, emphasizing the importance of not only physical development but also the growth of social, cognitive, and psychological skills.

THE DISCOVER WATER PROGRAMME TOOLKIT INCLUDES:

2. GUIDEBOOK:

- A. BACKGROUND TO DISCOVER WATER PROGRAMME
- B. EDUCATIONAL APPROACH
- C. PROGRAMME PLANNING AND IMPLEMENTATION GUIDANCE

3. PLAYBOOK:

- A. CURRICULUM DEVELOPMENT
- B. LESSON PLANNING
- C. ASSESSMENT GUIDANCE
- D. MONITORING AND EVALUATION

1. ACTIVITIES:

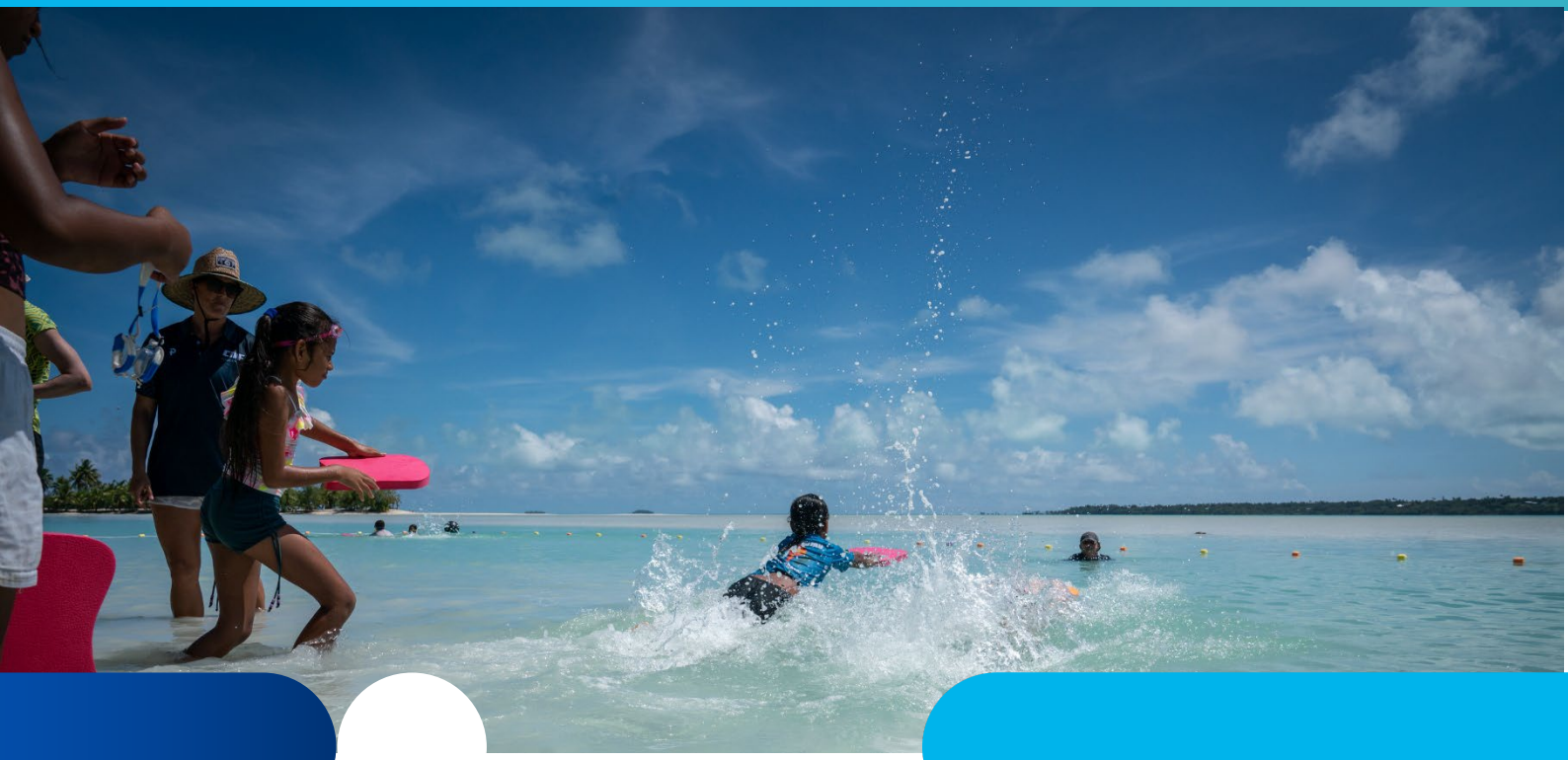
- A. A SET OF ACTIVITIES

The programme is aimed at anyone who teaches water safety and promotes aquatic participation among children. This may include swimming and generalist teachers, swimming coaches, and lifeguards, providing the following assumptions are met:

- **Complete a First Aid course** recognised by the National Federation or another locally recognised organisation
- **Complete a Lifesaving course** recognised by the National Federation or another locally recognised organisation
- **Demonstrate the ability to swim confidently**
- **Be endorsed as a candidate for training** by the National Federation

For more experienced coaches there are examples of how you could include all aspects for physical literacy in your current sessions.

For less experienced coaches there are some templates, guidance notes and tips to help you develop and deliver your sessions.



WORLDWIDE SITUATION

Water holds deep cultural significance around the world, serving as a vital source of life, employment, and income. It provides a setting for leisure and recreational activities and sustains diverse ecosystems, supporting both flora and fauna.

Water also presents significant global challenges. These include a lack or lapse in the supervision of children and natural disasters such as floods, hurricanes, and cyclones. Additionally, there is the inability of people to adapt to surrounding risks, increasing extremes of weather due to climate change, and exposure to unknown water hazards. Furthermore, there is often an absence of adequate swimming skills in children. According to the World Health Organization, an estimated 236,000 lives are lost to drowning each year. Drowning affects all age groups, but over 90% of drowning deaths occur in low- and middle-income countries, with children under the age of 15 being particularly at risk.

Drowning is a silent epidemic of preventable deaths, affecting every nation globally. Every drowning is preventable, and we all have a role to play in taking action to end drowning (WHO, 2023).

FEAR IS LISTED AS THE TOP REASON FOR NOT LEARNING HOW TO SWIM BOTH AS A CHILD AND AS AN ADULT IN THE USA.

NEARLY A FIFTH (18 PERCENT) OF ADULTS WHO ARE NOT ABLE TO PERFORM WATER SAFETY SKILLS EXPECT TO SUPERVISE A CHILD NEAR WATER IN THE USA.

IN THE USA DROWNING IS THE SECOND LEADING CAUSE OF UNINTENTIONAL INJURY DEATH FOR CHILDREN AND FIFTH FOR PEOPLE OF ALL AGES.

IN FINLAND, GERMANY, THE NETHERLANDS, NORWAY, AND SWEDEN, OVER 9 IN 10 ADULTS REPORT BEING ABLE TO SWIM WITHOUT ASSISTANCE.

IN MEXICO LESS THAN ONE IN TWO INDIVIDUALS REPORT BEING ABLE TO SWIM WITHOUT ASSISTANCE.

IN THE UK, 1 IN 4 CHILDREN LEAVE PRIMARY SCHOOL UNABLE TO SWIM

IN EIGHT COUNTRIES WITHIN THE WHO AFRICAN REGION, AT LEAST 70% OF DROWNING DEATHS FROM 2020 TO 2050 ARE PROJECTED TO BE AMONG CHILDREN AGED 4 - 14 YEARS.

IN RWANDA, PAKISTAN, AND ETHIOPIA, 15%, 17%, AND 19% OF INHABITANTS, RESPECTIVELY REPORT BEING ABLE TO SWIM WITHOUT ASSISTANCE

THE AFRICAN CONTINENT HAS A SECOND HIGHEST RATE OF DROWNING DEATHS PER 100 000 POPULATION.

OVER 60% OF ALL DROWNING DEATHS OCCUR IN THE WESTERN PACIFIC AND SOUTHEAST ASIA REGIONS.

DROWNING IS THE LEADING CAUSE OF DEATH FOR THOSE AGED 5-14 YEARS OF AGE IN THE PACIFIC REGION.

WITH MORE THAN 78,000 DEATHS EACH YEAR IN THE WESTERN PACIFIC REGION, DROWNING IS A LEADING CAUSE OF DEATH AND DISABILITY.

IN LOW-LOW INCOME COUNTRIES 75% OF ADOLESCENTS ARE AT RISK OF DROWNING

CHILDREN AGED 0 – 14 ACCOUNT FOR 43% OF DROWNING FATALITIES GLOBALLY, WHO (2021).

Solutions crucial in mitigating the risks associated with water-related incidents include constructing barriers around bodies of water, providing daycare for children, and promoting and communicating about water safety, swimming and water safety lessons.

Without adequate measures and skills, individuals miss out on the enjoyment and numerous benefits that aquatic environments offer, such as physical fitness, mental relaxation, and social interactions. Ensuring water safety enables more people to safely experience and appreciate aquatic activities.

Historical evidence shows that swimming was practiced for various purposes long ago. For example, a Japanese emperor 2,000 years ago encouraged swimming, Egyptian drawings from 4,500 years ago depict swimmers, and even 9,000-year-old cave paintings show people swimming for fun or to get food. This shows that swimming has been a part of human life for a very long time, used not only for fun but also for travel, gathering food, and staying fit.

Although swimming has been an essential life skill since ancient times and is proven to be one of the most effective tools for drowning prevention, humanity still faces a challenge of a great number of people of all ages unable to perform basic swimming and water safety skills or enjoy water in a more holistic manner.

OUR SOLUTION

Swimming is not only a vital life skill but also a holistic developmental activity for children. It equips children with a range of skills essential for their well-being, safety, and lifelong enjoyment of aquatic activities.

Aquatic participation and water safety programmes play a crucial role in the efforts of drowning prevention. By engaging in aquatic activities, individuals, especially children, gain essential water safety knowledge, understanding, and skills that significantly reduce the risk of drowning.

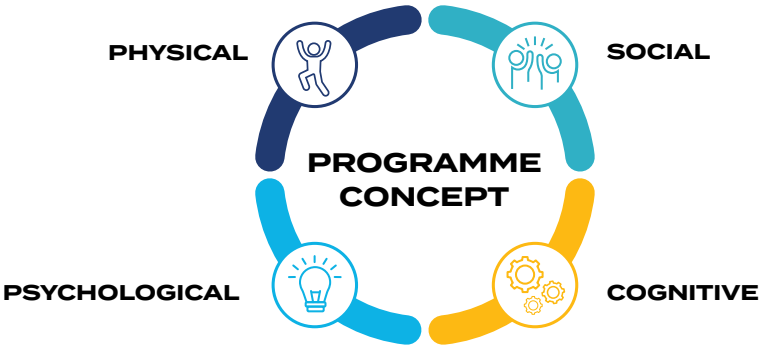
The World Aquatics community is presented with a unique opportunity to effect meaningful change and leverage our collective expertise and knowledge to provide much-needed support to communities around the world and impact thousands of lives.

Discover Water Framework

World Aquatics, in collaboration with its partners, created a comprehensive framework for the development, implementation, and evaluation of "Discover Water" – water safety and aquatic participation programme. This framework ensures that aspects of water safety as well as physical literacy development are addressed; it also fosters lifelong participation in aquatic activities.

BENCHMARKING ANALYSIS
OF THE WORLDWIDE
LEARN TO SWIM PROGRAMMES

EXPERT WORKING GROUP
REPRESENTED BY
ALL CONTINENTS



SWIM FOR ALL TOOLKIT

1. PROGRAMME DEVELOPMENT GUIDANCE
2. EDUCATIONAL APPROACH
3. CURRICULUM DEVELOPMENT
4. ACTIVITY CARDS
5. RECOMMENDATIONS

PROGRAMME DELIVERY

MONITORING AND EVALUATION

1. **World Aquatics will train Country Leads**
2. **National Federations and Country Leads will develop the local programme**
3. **Country Leads will train local educators**
4. **Local educators will implement the programme**

World Aquatics conducted a comprehensive benchmarking analysis of learn-to-swim programmes to understand the concepts, ideas and the content of such programmes. The results of the analysis are presented in the next section of the guidebook.

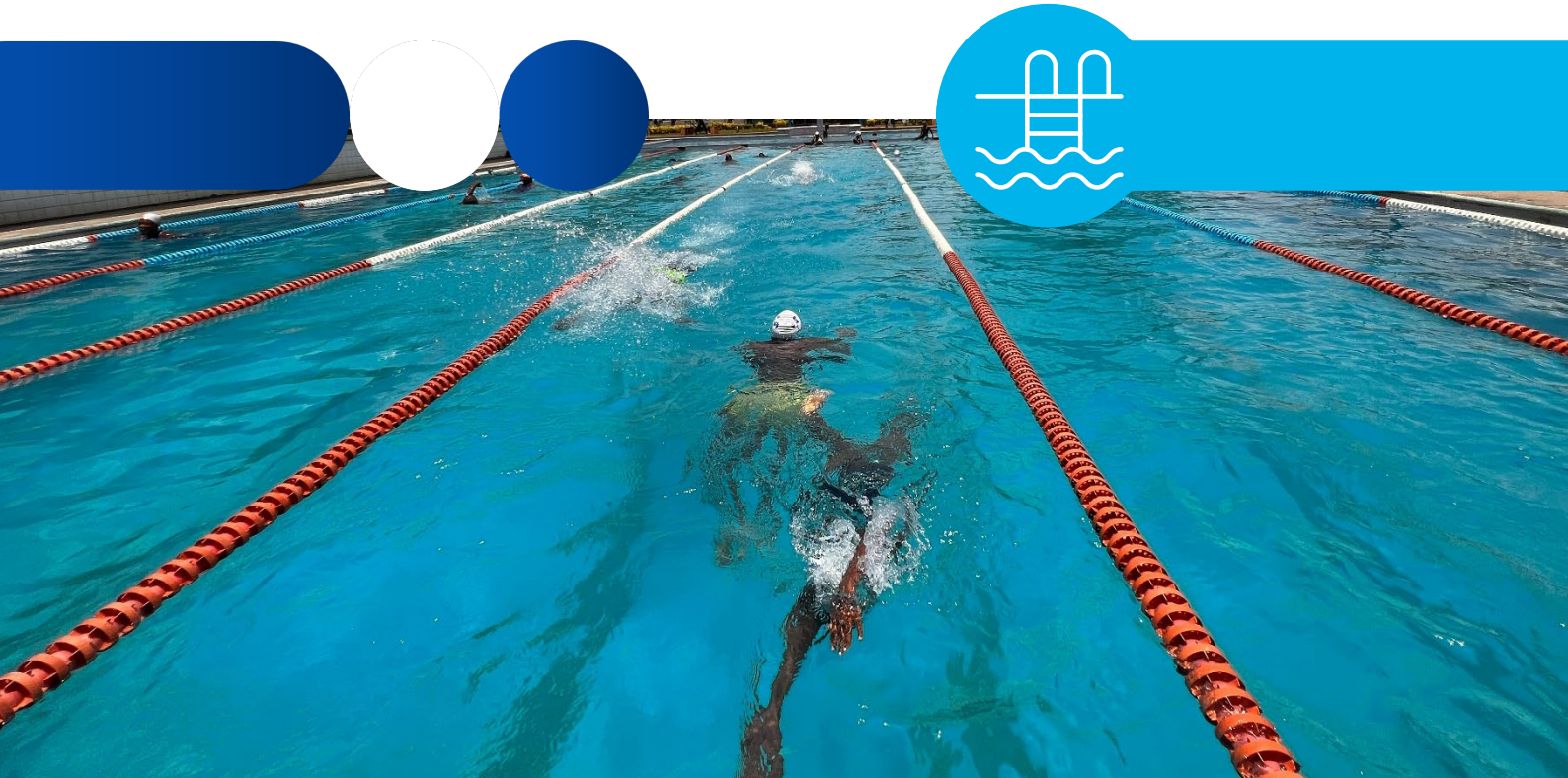
Considering that "Discover Water" programme should be available to be adapted in different environments, countries and continents, World Aquatics gathered an expert group where all five continents were represented. The analysis and expert group discussion led to the identification of the Discover Water concept. It is based on physical literacy and encompasses physical, social, cognitive, and psychological domains and has a strong emphasis on water safety and aquatic participation. To support this concept and make it available to different stakeholders, World Aquatics developed a comprehensive toolkit that includes both a guidebook and a playbook, designed to provide educators and coaches with the resources needed to effectively implement the programme and promote holistic development in aquatic education.

Furthermore, World Aquatics will work closely with the National Federations and other partners to provide essential guidance, training, and tools necessary to effectively lead, coordinate, and execute "Discover Water" programme within communities around the world. World Aquatics will organise continental and regional National Leads' trainings where National Federations and other organisations' representatives will be trained to plan and deliver the programme as well as train local coaches to implement the "Discover Water" programme. This collaborative approach aims to empower National Federations, local leaders and organisations to deliver impactful water safety and aquatic participation education, thereby fostering safer aquatic environments and respect for water globally.

ROLE OF THE WORLD AQUATICS COMMUNITY

210 National Federations are playing a crucial role in promoting aquatic participation as well as establishing sustainable water safety programmes in cooperation with the governmental organisations, National Olympic Committees and other non-governmental organisations and private sector.

From implementing water safety programmes to teaching life skills and developing grassroots World Aquatics and its members join forces as a socially responsible, and strong value driven international community.



AGE GROUP

This programme is aimed at children aged 6 to 12 years, a critical developmental stage for acquiring various complex skills.

6 to 12 years old

children are particularly receptive to learning, making it the optimum age for developing aquatic literacy

While children in this age group are typically grouped together for aquatic activities, it is essential to recognise that their developmental stages and abilities can vary significantly. Therefore, the programme with the help of the educators is designed to accommodate these differences, ensuring that each child progresses at their own pace.

By focusing on this crucial age range, we aim to foster water safety and a lifelong love and confidence in aquatic environments. This holistic approach ensures children gain physical, social, and cognitive benefits, laying the foundation for a healthier, safer, and more active future.

According to the World Health Organization (WHO, 2022), equipping school-age children with water safety and swimming skills significantly decrease the likelihood of drowning incidents.

FINDINGS OF THE BENCHMARKING STUDY INTO LEARN TO SWIM PROGRAMMES

In 2023, World Aquatics conducted an extensive investigation into existing Learn to Swim programmes worldwide. This investigation aimed to understand the development, defined content, learning outcomes, and teaching methodologies of such programmes. The study examined seven Learn to Swim programmes globally, focusing on the various aspects of physical literacy development. The results highlighted differing degrees of emphasis on the domains of physical literacy, suggesting avenues for refinement and further exploration in swim programme design and execution.

PHYSICAL DEVELOPMENT:

The study unveiled a consistent emphasis on physical development within the Learn to Swim programmes, aligning with their fundamental objective of imparting swimming techniques and skills. This emphasis underscores the traditional approach of these programmes in nurturing swimming proficiency through focused attention on physical competencies.

SOCIAL DEVELOPMENT:

Social development received scant attention across the surveyed programmes. Social skills like communication, cooperation, teamwork, and sportsmanship are crucial in fostering a positive and inclusive swim environment. The oversight in social development may hinder the comprehensive growth of participants, as these skills are pivotal in aquatic settings, contributing significantly to swimmers' overall well-being and confidence. Future research and programme design should explore strategies to integrate social development components effectively into Learn to Swim programmes.

PSYCHOLOGICAL DEVELOPMENT:

The study found that psychological development primarily centred on instilling confidence among participants, particularly at the pre-foundational and foundational levels. While building confidence is vital for encouraging swimmers to explore and enjoy water-based activities, the research also highlighted a limited focus on other pscychological elements such as motivation and emotional regulation. A more balanced approach to psychological development, addressing these aspects, may foster greater long-term engagement and enthusiasm for swimming.

COGNITIVE DEVELOPMENT:

Although present to some extent, the cognitive domain received minimal attention within the Learn to Swim programmes. When addressed, the focus primarily lays on teaching participants to assess risks and adhere to safety protocols, crucial for ensuring water safety. However, cognitive development encompasses a broader spectrum of skills, including decision-making, problem-solving, and critical thinking, valuable both within and beyond aquatic environments. Enhancing the cognitive domain within swim programmes can equip participants with essential life skills.

IMPLICATIONS AND RECOMMENDATIONS FROM THE BENCHMARKING STUDY

Based on the study's findings, several implications and recommendations can be drawn to enhance the effectiveness of Learn to Swim programmes:

1

BALANCED EMPHASIS ON DOMAINS

Programme designers and instructors should strive for a balanced emphasis on physical, social, psychological, and cognitive domains of physical literacy. Integrating these components holistically can foster well-rounded swimmers with enhanced overall

2

INCORPORATING SOCIAL DEVELOPMENT

Implementing strategies that facilitate social development within water safety programmes is essential. Activities promoting communication, teamwork, and positive peer interactions can contribute to a supportive and inclusive swim environment.

3

COMPREHENSIVE PSYCHOLOGICAL DEVELOPMENT

Expanding the focus on psychological development beyond confidence is crucial. Integrating components such as motivation, perseverance, and emotional regulation can lead to greater resilience and enthusiasm among participants.

4

ENRICHING COGNITIVE DEVELOPMENT

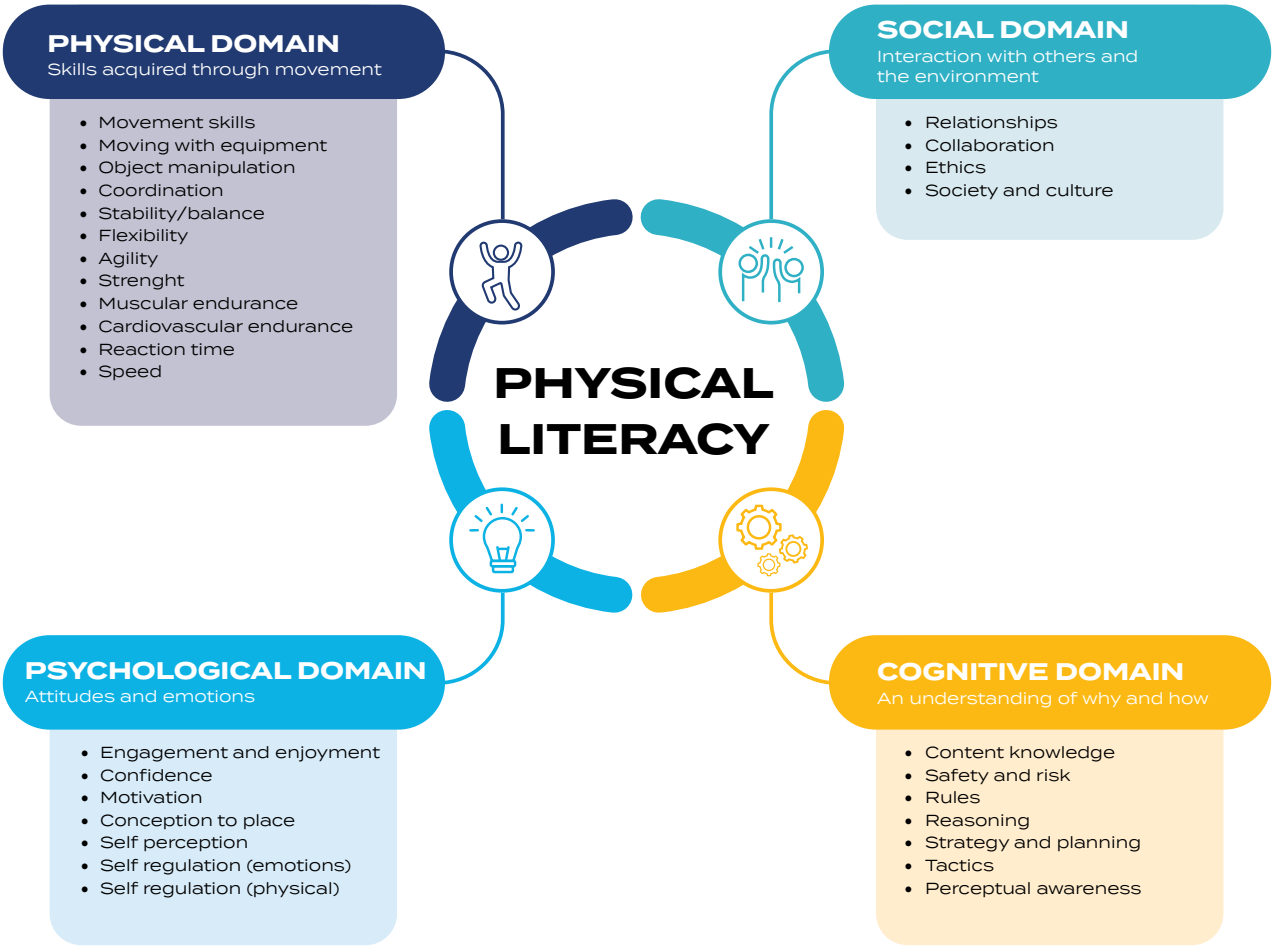
Augmenting the cognitive domain within water safety programmes can provide swimmers with valuable problem-solving and decision-making skills. Incorporating cognitive challenges into training can contribute to their overall growth and development.

DISCOVER WATER PROGRAMME BASED ON PHYSICAL LITERACY

WHAT IS PHYSICAL LITERACY?

Physical literacy is the ability to move with confidence and competence using all the physical assets one has at their disposal at any given point in time across varying contexts (Dudley et al 2017).

Sport Australia has developed the Australian Physical Literacy Framework, which served as the foundation for identifying the physical literacy domains and elements included into the Discover Water programme. Continental experts reached a consensus on eight key elements, structured across four physical literacy domains.




PHYSICAL:
Locomotion
Coordination
Stability
SOCIAL:
Relationships Society
and Culture
DISCOVER
WATER
PSYCHOLOGICAL:
Engagement
Confidence
COGNITIVE:
Problem solving


JOY
MEETS
SAFETY

WHY IS PHYSICAL LITERACY IMPORTANT?

Teaching swimming and other aquatic skills often focuses on competence but often overlooks building confidence, motivation, knowledge, and social connections. For those who work in swimming and lifesaving, the challenge is to think about and include a more comprehensive approach to learning, one that considers physical, mental, emotional, and social aspects.

When we focus on younger people, it can really make a big difference in how healthy future generations will be.

But physical literacy is not just about playing sports or physical education classes. It is about not only getting better at physical activities but also feeling confident and motivated to use those skills outside of school, even after graduation.

In many places, physical education is only taught in schools for primary age. However, there is a problem. Physical education programmes are shrinking, children are specialising in sports too early, and there is too much emphasis on elite competition. This means fewer chances to learn basic skills, less participation in sports for all children, and more young people leading inactive lives, which can lead to feeling down and even getting hurt.

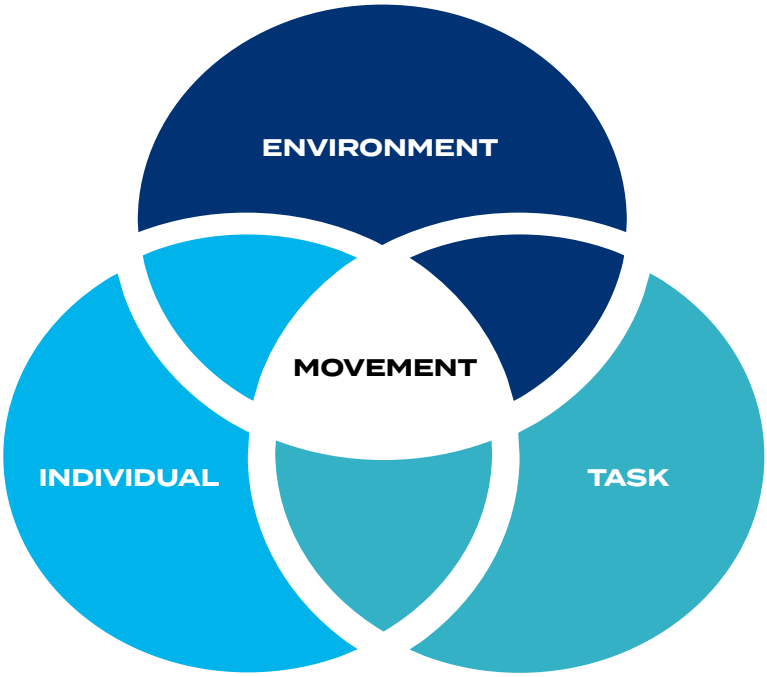
To fix this, there is a need to focus on physical literacy, which means helping children develop not just physical skills but also a positive attitude, motivation, and good habits. This can help them stay active and healthy throughout their lives.

Understanding physical literacy means looking at **how we move**, **where we move**, and how **it makes us feel**. It is not just about being good at sports or activities. It's about having the skills, knowledge, and attitude to move effectively and enjoyably throughout life.

PHYSICAL LITERACY PERSPECTIVE TO SWIMMING AND AQUATIC PARTICIPATION

In traditional aquatic teaching, instructors often follow an "error correction model." This means they expect everyone, regardless of age or skill level, to swim perfectly like an elite adult swimmer. They focus on correcting mistakes by directly teaching and demonstrating the "correct" way to swim, and then pointing out any deviations from this expert model.

A "physical literacy perspective" looks at aquatic behaviours differently. It understands that skills in water can change over time and depend on various factors like the environment and a person's abilities throughout their life. Instead of just focusing on correcting errors, this perspective sees learning to swim as a dynamic process involving the interaction between the individual, the task, and the environment.



To swim effectively, a person needs to draw upon their physical, mental, emotional, and social skills to adapt to the challenges presented. For example, someone learning to swim on their front will adjust their movements based on changes in their body size, how they interact with the water, or other environmental factors.

This approach considers not only the physical skills but also the knowledge, attitudes, and relationships necessary to succeed in aquatic environments. It is a more comprehensive way of teaching swimming compared to traditional methods.

It is crucial to ensure people have a good level of physical literacy in water environments for two main reasons: active participation and safety. Being physically literate means being able to engage in various activities safely, whether it is for work, daily tasks, or leisure activities like sports. Research shows that having good motor skills is linked to how much physical activity people do. It is also connected to reducing the risk of injuries during physical activities. Regular physical activity not only improves physical health but also mental and social well-being. **Physical literacy might be the key to getting more people active.**

For example, consider swimming in the ocean. There are many skills needed, such as assessing water conditions, knowing how to get in and out safely, using different strokes to move, and staying afloat. Without these skills, people might feel less confident and even fearful, which can discourage them from participating in ocean-based aquatics.

Fear of water can stop people from enjoying activities like swimming, walking on wet surfaces, or boating. This fear not only limits physical activity but also social interaction. Safety isn't just about avoiding accidents like drowning; it's also about preventing the negative effects of inactivity.

Interestingly, the harm from not being physically active due to fear of water might be even greater than the direct costs of accidents. Physical inactivity is a major cause of non-communicable diseases and death worldwide. Overall, improving physical literacy in water environments not only increases safety but also encourages more active and healthy lifestyles for everyone involved.

EDUCATIONAL APPROACH

The Educational Approach section of the Discover Water guidebook outlines the principles, concepts, and strategies necessary to create a safe, inclusive, enjoyable, and supportive environment for children. This approach is designed to help children fully engage in aquatic activities, build confidence, develop skills, and foster social connections.

EDUCATION

Education, within the context of the Discover Water programme, is viewed as an active and dynamic process. It goes beyond traditional settings to provide experiential learning opportunities that foster adaptability and resilience in children. By participating in structured aquatic experiences aligned with the Physical Literacy Framework, children develop a foundation of skills and attitudes that prepare them to thrive in an evolving world.

Educational processes (teaching and learning) are based on key principles

- Set clear goals and expectations.
- Use a range of teaching and learning strategies.
- Differentiate approaches to meet the individual needs.
- Promote of creative learning solutions.
- Promote the active engagement of all children.
- Engage children in a reflection and review process.

Discover Water programme encourages educators to use a range of strategies to engage and motivate children in the lessons.

It should include teaching that puts children at the centre of the lesson and is delivered using a collaborative model where children work together. Engaging children through questions, listening to their ideas and views and empowering them to make decisions could be great examples.

Emphasis should be made on enabling and supporting all children taking part in the lesson to progress. Adaptations to teaching content and tasks should be made to ensure children with different educational needs enjoy a full and meaningful participation in lessons.

TIPS FOR EDUCATORS

FROM EASY TO DIFFICULT TASKS – support progress to achieve an outcome

DIVERSITY – adapt activities and tasks to meet the needs of each individual child

PLAY BASED – children learn to explore, take on calculated risks and use their imagination

APPROPRIATE ACTIVITIES FOR DEVELOPMENTAL AGE GROUP – base activities on children's ability not their age

LESS IS MORE – ensure time is given to practice activities and skills

TEACHING

All children learn and develop differently, and the details below provide a general understanding of age-related learning. While the Discover Water programme is specifically designed for children aged 6 to 12, this section encompasses all under-12 age groups to enhance knowledge and understanding.

UNDER 3S

Learning for children at this age is led by their senses- touch, taste, smell, hear and see.

In an aquatic environment a number of senses will be heightened at the same time, feel of the water, smell of the water, taste of the water, shadows and reflections and how the water reacts to light and sounds, both in still and moving water.

TIPS FOR EDUCATORS

Allow children regular opportunities to explore the aquatic environment – repeating this will enable them to become familiar with the environment, reduce heightened senses so that they feel calm.

UNDER 5S

Children at this age love to play and are very imaginative.

A greater proportion of the swimming lesson should involve games.

Children can usually follow a 3-step sequence and educators should be careful not to give too many instructions at once.

EXAMPLE

- Get into the water safety
- Stand at the side of the pool
- Make one line placing your hands on the side of the pool

Children choose their own friends more consciously at this age and are able to work cooperatively with others in partner or group work.

TIPS FOR EDUCATORS

Include cooperation games and activities in the swimming lesson

UNDER 12S
Children start to think more logically and make connections between actions to fulfil an objective.

EXAMPLE

- Move from a standing position to a stable horizontal floating position
- Propel yourself through the water using an arm and leg action

Socially children develop the ability to take turns and understand that actions have consequences.

In lessons children are able to wait until observation and instructions have been given to an individual child in the lesson.

Children understand at this age that actions they take have consequences.

Safety and rules in aquatic environments can be reinforced through questions.

EXAMPLE

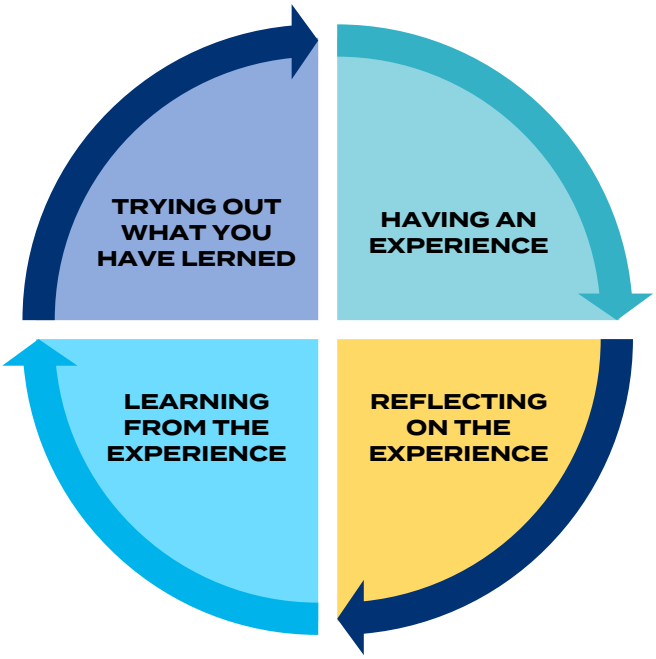
- What might happen if you move out of the safe aquatic space?

LEARNING

Learning for children aged 6-12 often follows a dynamic process that involves exploration, experimentation, and reflection. By engaging in this experiential learning process, children not only develop their swimming abilities but also build critical thinking skills, resilience, and a growth mindset that supports their overall development and success in various learning contexts.

Kolb's cycle of experiential learning provides a comprehensive framework of four stages, that include:

- Concrete experience: for instance, learning how to float.
- Reflection on the experience, where after the lesson children and educators discuss what it felt like to float and what challenges they faced.
- Learning from the experience: the coach explains the science behind floating and stressed the importance of maintaining calm in the water. Children share their opinions and feelings on what makes them feel calm in the water.
- Trying out what you have learned. Children try the discussed techniques while floating in different parts of the pool or locations at another body of water.



Reflection is one of the most important elements in the Kolb's cycle of experiential learning. This is the practice that allows children to assess what they have felt and learnt in a lesson and identify aspects of the lesson they struggled with, areas for development and improvement.

REFLECTION FOR OLDER CHILDREN

The most effective way of conducting a reflection is by questioning. This method of reflection is generally used with older children who are able to express themselves freely. Coaches should use questions that require children to give more information than yes or no when they answer. These types of questions are called open questions.

Open questions often start with one of the following words:

WHAT

What is one thing you have learnt about your body's response in the water?

HOW

How did you feel when you first entered open water today?

WHICH

Which method was most effective for moving your object in the water?

WHY

Why is it important to learn swim skills as someone who lives on an island?

DESCRIBE

Describe how you should safely enter the water

Questions should always be related to the objective or goal of the lesson and the activities the participants have experienced. Be creative! Use a variety of thoughtful and engaging questions to support and reinforce children's learning

REFLECTION FOR YOUNGER CHILDREN

Younger children may need to reflect on their lesson by using simple actions such as raising their hands if they feel positive or agree, or showing how they feel about what they have experienced by demonstrating an emoji face of happy or sad.

Using questions with younger children funnelling or leading them towards an answer will help them be able to respond. When they do respond they may use actions to express themselves.

WHEN

When floating on your back which was easier spreading your arms and legs out or keeping them next to your body?

WHICH

Can you show me which arm action helped you to move forward in the water more quickly?

CHILDREN'S PSYCHOLOGY

An aquatic environment is completely different to any other sport activity. A natural reaction is for the child to want to be erect and not in a prone (horizontal) position that is used in water.

Children of all ages will exhibit fears from the outset.

TIPS FOR EDUCATORS

For a child who displays acute terror in an aquatic environment there are a number of strategies to support the educators:

- Gradual immersion – toes- knees – hips etc.
- Fun equipment (not toys) that support exploration, learning and confidence building
- One to one lesson WITH DISCOVER WATER EDUCATOR
- DISCOVER WATER EDUCATOR work in the water with the child

Research suggests that children under 3 can recognise the visual cliff of the deep side of a pool of water (depth perception) and will not venture towards this.

Depth perception stays with a child beginner or improver and may manifest itself in emotions such as fear of sinking or drowning.

TIPS FOR EDUCATORS

Beginner lessons should take place in water between waist and shoulder height of the children.

Psychologically knowing they can put their feet down will help to ally these fears and will need to involve feet off and on the bottom practices to reassure the child.

As described children will naturally exhibit fears, swimming lessons should be based on a systemic desensitisation approach where the child adopts the skill in small bite size manageable pieces so they can move gradually closer to that fear, adopt and then eliminate it.

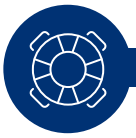
EDUCATORS NEED EMPATHY, SYMPATHY AND PATIENCE WHEN WORKING WITH CHILDREN IN AQUATIC ENVIRONMENTS.

Psychologically we must remember the importance of rewards – beyond the obvious of badges, stickers and certificates. More significantly the reward for trying even if the skill is incorrect will encourage and motivate the child.

PRAISE SHOULD BE USED APPROPRIATELY AS TOO MANY 'GOOD' AND 'WELL DONE' AFTER EVERY ATTEMPT AT A SKILL CAN REINFORCE A NEGATIVE FEELING. PRAISE SHOULD BE FOCUSSED ON EFFORT, ACTIONS AND BEHAVIOURS.

SAFETY

Safety measures in aquatics participation programmes are essential in preventing accidents, building confidence and educating children on water safety practices. It is crucial for educators to create an environment and culture which ensures compliance with regulations, fosters the culture of safety and showcases how safety helps to prevent injuries and accidents. This must be a priority irrespective of the aquatic environment or activity:



WATER SAFETY PRACTISES

1. **NEVER SWIM ALONE**
2. **IF YOU ARE 12 AND UNDER DO NOT ENTER THE WATER WITHOUT A SUPERVISING ADULT BEING PRESENT**
3. **CHECK THAT YOU KNOW THE DEPTH OF THE WATER AND WHERE YOU CAN SAFELY STAND**
4. **MAKE SURE YOU KNOW WHERE THE CORRECT ENTRY AND EXIT AREAS FROM THE WATER ARE**
5. **MAKE SURE YOU CAN USE THE ENTRY AND EXIT AREAS SAFELY**
6. **KNOW HOW TO SIGNAL IF YOU GET INTO DIFFICULTIES**
7. **RECOGNISE THE EMERGENCY SIGNS AND SIGNALS GIVEN BY THE EDUCATOR**
8. **CHECK THE BODY OF WATER YOU ARE USING – DEPTH, CURRENTS**
9. **BE AWARE OF YOUR ENVIRONMENT, ANIMALS AND PLANTS AND MARINE LIFE IN AND AROUND THE WATER**
10. **UNDERSTAND WHAT TO DO IF SOMEONE IS IN DIFFICULTY**
11. **SEEK HELP FROM AN ADULT**

SWIMMING POOL

- Obey the warning signs and diving advice to swimmers
- Check the depth markings before diving
- Play safely with the pool equipment
- Make sure the water is clear of swimmers before you jump in
- Do not run around the pool as the surrounding area might be very slippery
- Always swim with a friend or an adult
- Wear a shirt, put sunscreen and a hat to prevent skin cancer
- Stay away from the deep end unless you are a good swimmer
- If someone is in trouble – get help quickly
- Always play safely near water
- Throw away your trash into the trash can or take it home with you

NATURAL BODIES OF WATER

- Flags mark a safe area to swim
- If you think water looks dangerous – do not go for a swim
- Always swim with a friend or an adult
- Do not swim at night as the risk increases exponentially
- Holes created by the waves might be dangerous
- Be careful around slippery and steep edges
- Check if your floatation devices are in good condition
- Follow the guidance and advice of the lifeguards
- If you are caught in a rip – do not panic. Float on your back and wave one arm. Wait for a lifeguard to rescue you
- You can escape the rip if you are a good swimmer by swimming across the current. Do not try to swim against the current, you will tire yourself out
- Wear a shirt, put sunscreen and a hat to prevent skin cancer
- Make sure you are hydrated
- Throw away your trash into the trash can or take it home with you

Australian Royal Lifesaving organisation provides tips on how to act safely around different bodies of water.

For further advice please see https://www.rlss.org.uk/
and Royal Life Saving Society - Australia
Specific advice may also be appropriate in individual countries.

TIPS FOR EDUCATORS

While planning and implementing a Discover Water lesson, please keep the following safety considerations in mind:

Stand at the deepest point of the activity area where you can see all students, be ready to help, and supervise closely to prevent slips, submersions, or collisions. If there is a current, stand downstream.

Keep the water depth at or below chest height inmarked areas, using clear markers or ropes to define boundaries. Make sure all students can stand comfortably.

If moving to deeper water, make sure students are ready, confident in their skills, and understand the safety rules for deeper areas.

Be aware that weather can change quickly in open waterways. This can affect the water flow and depth, making it unsafe.

Always check the weather before swimming and watch for any changes while you're in the water.

Before starting, check the area for hazards like sharp objects, floating debris, or sudden changes in water depth.

Keep the entry and activity spaces clear and safe, with rescue equipment nearby.

Be aware of local wildlife or harmful plants, and avoid contact that could put children at risk.

Make sure children are protected from the sun by using sunscreen, wearing hats and long sleeve clothing, and drinking water.

SAFEGUARDING

Safeguarding is integral to the success and effectiveness of water safety programmes. It ensures that all participants are protected while fostering a positive, inclusive, and secure environment that enhances learning and participation in aquatic activities.

Each programme should consider the questions below and develop Safeguarding Policies and Codes of Conduct, that must be adhered during all Discover Water lessons as well as other activities.

This is a safeguarding checklist for National Federations, Clubs and swimming lesson providers:

KEY QUESTIONS	EXAMPLE
Who is in charge of safeguarding in the swimming session?	Teacher, coach or lifeguard? Educators, teachers or school member of staff?
Who is nominated as the person in charge in lieu of parents/carers?	Has this been decided and agreed? Do parents/carers know who this is?
Is there a clear recruitment process for educators and volunteers?	Each country will be different but is there a transparent process open to everyone?
Is there any process for checking the suitability of educators or volunteers?	Is there a country checking process for access to children? Have educators or lifeguards had a criminal record check for suitability?
Is there a process in place to inform or train educators and volunteers about safeguarding?	Is there a recognised course they must take? Is there a safeguarding code they must know and respect?
Who has line management or supervisory accountability at the swimming sessions?	Are you clear who is in charge if there is an issue or a decision to be made?
How and where are safeguarding concerns reported?	Do you have an incident book to record these? Is there a line or senior manager you can inform? Do you have a named safeguarding officer?
Do you have consent forms for all the children who attend?	Do you have a signed form from all parents/carers that their children can take part in swimming sessions?
Is there a procedure for logging medical or other relevant information on the children?	Do you ask for and record this information from parents/carers? Do you have a logbook where this information is kept?
Is first aid available in each swimming session?	Do you have a first aid box? Do you know where it is stored?

Is there someone trained or nominated as the first aider each swimming session?	Have coaches/teachers/lifeguards undertaken a First Aid training course? Is there a recognised training course in your country?
Do you have a code of conduct for both children and educators?	Are children clear about behaviour before during and after sessions? Are all educators or lifeguards clear of behaviour expected of them?
What are the processes for informing parents/carers if an accident occurs	Do you have information on how to contact parents/carers in emergencies? Are parents aware of the process if an accident occurs?
Is there a photography and social media policy?	Do you have a policy in place? Have you received a written consent from parents?

WHAT IS THE PROCESS FOR?	
• A missing child	Did you repeatedly count number of children in the session? Did you check all areas of water and changing? Did you seek information from other children? Did you alert a line manager or senior staff member?
• Bullying (Harassment and Abuse)	Did you remind children of code of conduct? Did you try to resolve the issue by speaking to children concerned? Did you contact parents/ carers to solve the issue?
• Suspicious stranger or non-authorised people at the session	Do you always ask them to leave the sessions' area? Did you inform a senior staff member or line manager? Have you noted details/appearance of stranger in case police need alerting?

For more information please refer to the International Safeguards for Children in Sport:

https://www.sportanddev.org/sites/default/files/2023-01/international-safeguards-for-children-in-sport-version-to-view-online.pdf

STEP PROCESS

The STEP process is designed to support teaching and learning. To ensure all children feel included and succeed in the Discover Water programme, consider four key elements: Space, Task, Equipment, and People when implementing, modifying, or adapting the activities.

	STEP STANDS FOR	HOW CAN I CHANGE
S	Space	Where is the activity happening?
T	Task	What is happening?
E	Equipment	What is being used?
P	People	Who is involved?

Making the activity easier will enable all children to take part.

SPACE	HOW CAN WE CHANGE THE SIZE/LOCATION/LENGTH/DISTANCE?
Where?	• Shorter distances or smaller areas may make the activity easier. • Using a zoned area where children can stand can create a safe area. • Children can start and finish at different places depending on ability.

TASK	HOW CAN WE CHANGE THE WAY WE TAKE PART/COMPLEXITY/RULES/SPEED/PROGRESSIONS?
What?	• Simplify the activity by changing an aspect of it – e.g. Some children using floating devices. • Make the activity harder – e.g. breathing to both sides in front crawl. • Change rules to increase inclusion – e.g. everyone in a group must contribute for the class to be successful in a confidence activity. • Vary the time of the activity – e.g. younger children take part for less time than older children.

EQUIPMENT	WHAT IS BEING USED?
What?	Can be varied by type: floatation devices including recyclable and local materials, ropes bamboo poles.

A change of equipment can change the activity in a variety of ways:
- Large floatation devices to support less confident children in a general task.

PEOPLE	
Who?	• Children can work in pairs with a more confident child working with a less confident child. • In team activities uneven team numbers can support motivation to do well.

SMILES PROCESS

It is important to ensure that all sessions are safe, encourage maximum participation and involvement, and facilitate learning, enjoyment and success. This is known as the '**S.M.I.L.E.S**' process. Here are some ways to do this:

S	**SAFETY**	Area and equipment are checked Children are wearing appropriate clothing Organisation and grouping of compatible developmental age ranges is undertaken Appropriate rest and/or water breaks are built into the session outline
M	**MAXIMUM PARTICIPATION**	Activities are designed to not have long queues of children waiting to move Educators use the 80/20 rule 80% activity and maximum 20% instruction or talking Educators use the STEP process to ensure participation of everyone
I	**INVOLVEMENT**	All children have a role in the session including – swimming, observing Activities are planned to meet the development needs of the children so all can succeed All the children are actively engaged most of the time Educators use strategies to ensure all children are accepted and valued in the session- remember the Olympic values respect, excellence and friendship Educators use questioning and feedback as a tool to encourage involvement
L	**LEARNING**	Physical literacy skills underpin all sessions All children leave the lesson with new learning – such as a new skill, rules, how to work in teams Educators use a review or recap at the end of the session to check for learning
E	**ENJOYMENT**	What can you see and what do you hear?
S	**SUCCESS**	Educators use positive praise that is labelled – for example 'well done because you floated on your back with confidence' Success is more than a swimming skill, it can include, working well with a partner or demonstrating positive behaviours

INTEGRATION OF ADDITIONAL EDUCATIONAL THEMES INTO DISCOVER WATER PROGRAMME

Physical activity-based programmes offer a valuable opportunity to cultivate life skills and introduce essential societal topics to children. Incorporating themes such as Olympic values education, sustainability education, and awareness of the local culture will enrich the programme. These initiatives not only promote physical fitness but also contribute to holistic child development. They bring the values, skills, attitudes, and behaviors associated with these educational themes into the learning outcomes of the Discover Water programme.

OLYMPIC VALUES

Olympism is a philosophy of life that encourages a holistic development of a human. Sport and physical activity are the driving forces and an incredible tools for the dissemination and education of the Olympic values of friendship, excellence and respect.

RESPECT – it includes respect for yourself and your body, for other people, for rules and the community as well as your environment.

EXCELLENCE – It means being the best we can be, in sport and in life. The important thing is not winning, but taking part, making progress and enjoying and appreciating the process.

FRIENDSHIP – It encourages us to see sport as tool to meet and get to know other people and cultures. Sport brings us together and allows to cross any barriers.

TIPS

1. **EXCELLENCE**
   Invite elite Athletes to participate in your activities with children, ask them to take part in the lessons and share their personal stories. Encourage the elite Athletes to discuss the beginnings of their careers, the challenges they faced, and share funny experiences. Encourage the elite Athletes to motivate the children to aim high and follow their dreams with determination and enthusiasm.

2. **FRIENDSHIP**
   During the reflection part at the end of the lesson, encourage children to provide feedback and express what they appreciated about their peers. For example, one child might be particularly funny, another very fast, and another especially friendly. This practice fosters a positive and supportive environment among the children.

3. **RESPECT**
   Develop a code of conduct or set of basic rules together with the children. Taking the time to create these rules collaboratively will engage the children and foster a sense of ownership and responsibility. This process will contribute to creating a respectful and positive environment.

Further ideas to develop the Olympic values can be found in the Intenrational Olympic Committee's Olympic Values Education Programme here https://olympics.com/ioc/education/olympic-values-education-programme

ENVIRONMENT

Climate education for children aged 6-12 years old focuses on raising awareness and understanding about climate change, it's causes, impacts, and actions that individuals and communities can take to mitigate and adapt to its effects. You can use Discover Water programme to inspire curiosity, critical thinking, and responsible behavior towards the environment, preparing children to be informed and active participants in addressing climate challenges now and in the future.

TIPS

1. **As part of the lesson, select various types of trash commonly found around your activity area, whether it is an open body of water or a swimming pool. Engage children in an experiment to observe how items made of different materials float or sink. Facilitate a discussion on the impact of waste on the environment, animals, and plants, and educate them on the decomposition timelines for different materials in water.**
2. **If your curriculum and lesson plans require floating devices, organize an activity involving children and their parents to create these devices reusing materials such as plastic bottles or natural materials like bamboo sticks. This not only supports the lesson but also encourages creativity and environmental awareness.**
3. **Create a fun game for children focused on collecting waste around your activity area. Divide the children into teams and set a timer for the task. Ensure the area is safe and secure, free of sharp objects, and adapt the activity to suit the children's ages.**

Further ideas on how to integrate sustainability into your Discover Water curriculum can be found in the UNESCO guidance document which outlines key concepts, topics, ideas and learning outcomes on how to implement a greening curriculum.

A link to the document can be found here
https://www.unesco.org/en/articles/greening-curriculum-guidance-teaching-and-learning-climate-action

LOCAL CULTURE

Incorporating local cultural elements into Discover Water programme will enrich the experience for children by deepening their connection to both sport and community. By integrating cultural aspects such as traditional practices, music, art, and local customs into the programme activities, children will gain a broader appreciation for their heritage while engaging in aquatic activity. This approach not only fosters a sense of pride and identity among participants but also promotes cultural diversity and understanding within the broader community.

TIPS

1. **Include traditional games and adapt them to the aquatic environment. This will help to enrich cultural understanding and foster community pride, will promote inclusivity among participants from diverse backgrounds.**

2. **In a lot of communities, water holds a specific significance. Traditionally, water has been a central element in various cultural activities and rituals, symbolizing purity, renewal, and connection to the natural world. Activities such as fishing, boating, and traditional water sports not only served as livelihoods but also reinforced our respect for water as a vital resource. Integrating these old cultural activities into aquatic programmes not only preserves your heritage but also deepens children's appreciation for water's role in your community's identity and well-being.**

3. **For homework assignment, encourage children to chat with elders in their families about their personal connections to water. They can ask about experiences like learning to swim, any fears they might have had about water, and memorable times spent near water. This activity will help to connect children with their community's heritage and traditions involving water, while also allowing them to learn more about their family elders' life experiences.**

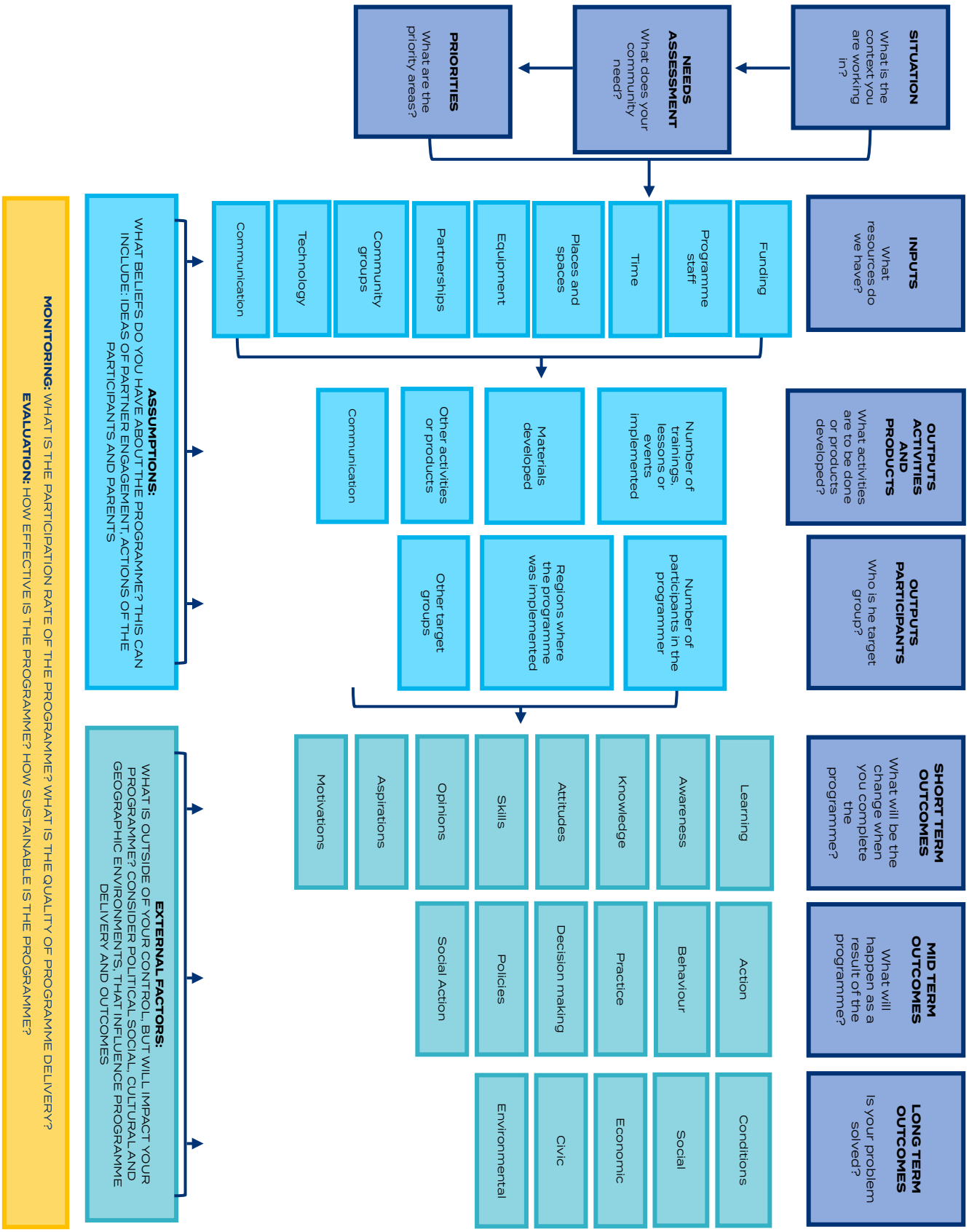
PROGRAMME DEVELOPMENT

Programme development and planning is a crucial element for the success of any programme. It allows the responsible organisation or persons to identify the needs of the community, problems and priorities, plan the resources needed for the programme, set the target audience and the activities to be implemented as well as determine the expected outcomes. Finally, clear planning mechanism allows to determine the monitoring and evaluation needs and tools.

Programme logic model is used as a tool to assist in developing, implementing and evaluating the national Discover Water programmes. This tool will also allow organisations to promote the programme, tell the story of change and communicate to partners and other stakeholders.

There is no one-size-fits-all approach in case of Discover Water programme, therefore World Aquatics will collaborate closely with National Federations to assess their specific community needs, activities, participants, and desired outcomes. This collaborative effort will enable the National Federations to customise the programme according to the unique situation and priorities of each country.

DISCOVER WATER PROGRAMME PLANNING MODEL



While developing your programme logic model, it is crucial to systematically follow each step and consider all components integral to the model. This comprehensive approach ensures the creation of a detailed and holistic programme logic model, facilitating effective planning and implementation.

The following section will provide a step-by-step guidance to create a logic model for national Discover Water programme. It is highly recommended to take into consideration all the questions to order to develop a well-rounded model of the programme.

Developing a programme logic model is crucial before starting any programme because it helps us plan and understand exactly what we want to achieve and how to get there. By following steps like defining goals, identifying activities, and setting clear outcomes, we can see the big picture of how the programme will work. This model also helps us measure progress along the way, so we know if we're on track to reach our goals.

SITUATION ANALYSIS

PROBLEM IDENTIFICATION

Definition and understanding of the specific issue or challenge that the programme intends to address	What is the main issue or a problem that the programme aims to address? Why is this issue important? Who is affected by this problem? What are the root causes of this problem? What are the consequences of not addressing this problem? What are the fundamental causes behind?

CURRENT STATE

Existing conditions and context of the problem or issue the programme aims to address.	What is the current state of the problem? What are currently existing programmes or initiatives addressing the problem? What are successes or limitations of existing programmes?

STAKEHOLDERS

Any individual, group, or organisation that has an interest in or is affected by the outcomes and implementation of the programme.	Who are the potential stakeholders you could engage? Can you identify the importance of each one to the success of your programme? Can identified stakeholders influence others to support the programme? How do the stakeholders perceive the problem? Have they identified any potential solutions? When and how will you approach the stakeholders? What information will you share with them?

TARGET GROUP

Description of the people affected by the problem.	Who will be the direct beneficiaries of the programme? Who will be indirect beneficiaries of the programme? What is the demographic and socio-economic profile of the target population?

NEED ASSESSMENT

NEEDS

A comprehensive analysis of what is required to effectively address the problem and what is expected by the target population.

What are the unmet needs within the target community?

What are the gaps in current services, resources, and support?

What evidence or data supports the identification of these needs?

What are the barriers to accessing existing services or resources?

PRIORITIES

Systematically ranking and determining which needs are most urgent, impactful, and feasible to address within the scope and resources of the programme.

What are the priorities among the identified needs based on urgency and impact?

Are there sufficient resources to address each need effectively?

Which needs align most closely with the overall goals and objectives of the programme?

What do stakeholders identify as the most critical needs?

What are the potential risks associated with not addressing each need?

Can cost-effective solutions be identified for high-priority needs?

INPUTS

Inputs are resources available or required to deliver the programme.

FINANCIAL RESOURCES:

What is the total budget available for the programme?

How will funding be secured and allocated to different activities?

Are there specific funding sources or grants earmarked for the programme?

HUMAN RESOURCES:

What roles and expertise are needed to implement the programme effectively?

How many staff members, volunteers, or consultants are required?

What skills and qualifications are necessary for each role?

MATERIAL RESOURCES:

What equipment, tools, or supplies are necessary to carry out programme activities?

Where will physical resources such as swimming pool or other body of water, meeting rooms, or transportation be sourced?

TECHNOLOGICAL RESOURCES:

What technological tools or platforms are needed to support programme operations?

PARTNERSHIPS AND COLLABORATIONS:

How much time and effort will be dedicated by staff, volunteers, and partners to implement the programme?

What are the timelines and milestones for programme activities and deliverables?

KNOWLEDGE AND EXPERTISE:

What specific knowledge, skills, and expertise are needed to address the programme goals and objectives?

How will knowledge and expertise be acquired or developed within the programme team?

TRAINING:

Are there training or capacity-building needs for staff, volunteers, or beneficiaries to effectively participate in the programme?

PARTNERSHIPS AND COLLABORATIONS:

What is the communication plan for promoting the programme internally and externally? · What channels (e.g., email, social media, press releases community meetings) will be used to share updates and engage community? · Who is

	responsible for managing these efforts and what tools will be needed? · What messaging will be tailored to different audiences? What is the communication plan for promoting the programme internally and externally? · What channels (e.g., email, social media, press releases community meetings) will be used to share updates and engage community? · Who is responsible for managing these efforts and what tools will be needed? · What messaging will be tailored to different audiences?
ACTIVITIES	
Specific actions, tasks, or interventions that are carried out to achieve the programme's goals.	What specific actions are required to achieve the programme's goals? How do these activities align with the identified needs and desired outcomes? What are the exact tasks involved in each activity, and who will be responsible for carrying them out? When will each activity begin and end, and are there specific milestones or deadlines? How will participants be selected or recruited? How will the programme organisers adapt to unforeseen challenges?
OUTPUTS	
Quantifiable results from the activities, such as the number of participants and materials used.	What specific deliverables (e.g., educational materials) will be produced by the programme? How many children are expected to participate, and what is their demographic breakdown (age, gender, location)? How many training sessions will be conducted, and how many coaches will be trained? What quantity of materials (e.g., pamphlets, videos, life jackets) will be produced and distributed? Will the programme engage parents, teachers, and community members? How many outreach sessions or awareness campaigns will be conducted?
ASSUMPTIONS	
Conditions and beliefs necessary for the successful implementation of the programme.	What are the expectations regarding the engagement, capacity, and support of stakeholders, including participants, partners, and funders?

What will be the availability, adequacy, and continuity of financial, human, and material resources necessary for the programme?

How effective will the planned activities and interventions be and what will be the target population's response to these efforts?

What could be the potential risks and how would these risks be mitigated?

How will the programme organisers adapt to unforeseen challenges?

EXTERNAL FACTORS

Any condition, event, or influence outside the programme's control that can affect it's implementation, outcomes or success.

What socio-economic, political, cultural, and environmental factors could affect the programme?

What natural elements (e.g., weather patterns, water quality) could impact the safety and feasibility of conducting water-related activities?

Are there any potential risks or challenges that could impact the programme's success?

What local, regional, or national laws and regulations related to water safety, education, and public health might influence the programme's implementation and outcomes?

What are the community's attitudes, beliefs, and cultural practices regarding water safety and swimming, and how might they affect participation and engagement?

SHORT TERM OUTCOMES

The immediate effects on the participants, focusing on skill improvement and confidence.

What specific aquatic skills and competencies do we aim for children to acquire through the programme?

How do we anticipate children's attitudes and behaviors towards water activities changing as a result of participation?

In what ways do we expect children to demonstrate increased confidence and comfort in aquatic settings?

What safety practices and protocols are we expecting children to adopt and demonstrate in aquatic environments?

How will the programme contribute to increased participation rates and engagement in aquatic activities among children?

	What specific aquatic skills and competencies do we aim for children to acquire through the programme?
	What communication materials will be produced (e.g. reports, newsletters social media content, press releases?
	How will the materials and other communication outputs contribute to the awareness, participation and support for the cause or the programme?
MEDIUM TERM OUTCOMES	
Medium term outcomes will take some time to happen. It could be a change in behavior or practice, adoption and usage of skills and knowledge	Will children demonstrate a sustained engagement and increased participation in aquatic activities beyond the programme's initial phase?
	How will children's social interactions, self-confidence, and emotional resilience in water settings improve over time?
	Will there be improvements in the organisation's ability to deliver effective aquatic education and safety initiatives?
	How will the funding stability and resource allocation for ongoing operations impact the programme?
	How will stakeholders, including donors, community partners, and local authorities, be engaged in supporting and advocating for aquatic participation and water safety initiatives?
LONG TERM OUTCOMES	
Sustained, overarching changes or benefits intended to result from the programme's interventions over an extended period, reflecting its ultimate goals and impact.	How will the programme contribute to the change in the society?
	What long-term impacts will regular participation in aquatic activities have on the physical fitness and overall health of children?
	How will the programme participants contribute to promoting water safety and community engagement initiatives within their communities?
	What long term improvements do we hope to achieve?
	What enduring policies, partnerships, or institutional changes will be established to support ongoing water safety initiatives?

MONITORING AND EVALUATION

Systematic processes of tracking, assessing, and analysing the implementation and outcomes of the programme to ensure it progresses as planned and achieves its intended goals.

What are the specific indicators that will measure progress towards the programme goals and outcomes?

How often should data be collected and reported to track programme performance?

Who will be responsible for collecting, managing, and analysing the data?

What methods and tools will be used to gather qualitative and quantitative data?

The benefits of using the programme logic model are clear: it keeps everyone involved focused on the same goals and ensures that resources are used efficiently. It helps us communicate with stakeholders about what to expect from the programme and how we will measure success. However, there are challenges too. Developing a logic model requires time and effort to gather information and plan effectively. Sometimes predicting all the factors that might affect the programme or agreeing on the best way to measure success can be challenging. Despite these challenges, a well-developed logic model is a powerful tool that increases the chances of a programme making a real, positive impact.

CONCLUSIONS

The Discover Water programme is a comprehensive initiative aimed at enhancing water safety and promoting aquatic participation among children aged 6 to 12. The programme's foundation lies in the principles of physical literacy, which emphasize the development of fundamental movement skills, knowledge, and attitudes necessary for safe and enjoyable aquatic activities.

The background of the Discover Water programme is rooted in the need to address global challenges related to water safety and drowning. Recognising the importance of early education in mitigating these risks, World Aquatics conducted a comprehensive benchmarking analysis of existing learn-to-swim programmes and gathered insights from experts across five continents. This investigation highlighted the varying degrees of emphasis on physical literacy in current programmes and underscored the necessity for a standardized, holistic approach to aquatic education.

Central to the Discover Water programme is its educational approach, which aligns with the programme logic model. This model outlines the inputs, activities, outputs, outcomes, and impact of the programme, ensuring a structured and measurable framework for implementation and evaluation. The educational approach focuses on key principles such as setting clear goals and expectations, using diverse teaching and learning strategies, differentiating activities to meet individual needs, promoting active engagement, and encouraging reflection and review. This approach not only equips children with essential water safety skills but also fosters their physical, cognitive, and social development.

To support the effective implementation of the Discover Water programme, World Aquatics has developed a comprehensive toolkit. This toolkit includes a guidebook and a playbook, offering detailed instructions, examples, and best practices for educators and coaches. The guidebook provides an in-depth understanding of the programme's objectives, methodology, and expected outcomes, while the playbook offers practical activities and lesson plans tailored to different age groups and skill levels. By utilising these resources, National Federations and local leaders can ensure the smooth delivery of the programme and create a positive, engaging learning environment for children.

The Discover Water programme represents the initial phase of World Aquatics' grassroots strategy, which progresses to Discover Swimming and Discover All Aquatic Sports. This structured approach enables National Federations to build a comprehensive aquatic education framework, gradually introducing children to various aquatic sports while reinforcing water safety and physical literacy principles. By following this phased strategy, National Federations can develop a clear overall strategy, ensuring the seamless integration and expansion of aquatic programmes at the grassroots level.

In summary, the Discover Water programme is a crucial initiative that lays the foundation for lifelong aquatic participation and water safety. Its development based on physical literacy, the programme logic model, and a robust educational

approach ensures that children not only learn essential water safety skills but also experience holistic growth and development. The accompanying toolkit facilitates the programme's implementation, providing educators with the necessary resources to deliver effective, and engaging sessions. This programme, as part of World Aquatics' broader grassroots strategy, offers a clear, step-by-step framework for National Federations to foster a culture of safety, enjoyment, and excellence in aquatic sports.

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