



Alfac assessor guidelines

The complete Alfac test battery

Table of content

	p. 59
1. The complete Alfac test battery	p. 7
1. 1. Background and Overview	p. 7
1. 2. What is the Aquatic Literacy concept?	p. 7
1. 3. Assessment of the Aquatic Literacy	p. 7
1. 4. Description of the ALFAC battery of tests	p. 8
1. 5. Purpose of the battery of tests	p. 8
1. 6. How to reference this Manual?	p. 8
2. Classroom session: Alfac child questionnaire	p. 13
2. 1. Description	p. 13
Purpose & ALFAC Child questionnaire items	p. 13
Target population	p. 13
2. 2. Preparation	p. 13
Standardized equipment	p. 13
Classroom requirements and setup	p. 14
Staffing	p. 14
2. 3. Administration of the ALFAC Child questionnaire	p. 14
Step 1 – Preparation for the ALFAC assessor	p. 14
Step 2 – Introduction	p. 14
2. 4. Questionnaire guide	p. 14
Explanation of the pictograms	p. 14
2. 5. Step by step instructions of the AFLAC Child questionnaire	p. 15
3. Swimming pool session 1: Alfac isolated Aquatic skills assessment	p. 57
3. 1. S1: Purpose	p. 57
3. 2. S1: Target	p. 57
3. 3. S1: Nine isolated aquatic skills	p. 57
3. 4. S1: Preparation	p. 57
S1: Equipement	p. 57
S1: Pool requirements	p. 58
S1: Swimming suit requirements	p. 58
S1: Staff	p. 59
S1: Testing setup and testing order	p. 59
3. 5. S1: Administration of the alfac isolated aquatic skills assessment	p. 59
Step 1 - Preparation	p. 59

Step 3 - Introduction	p. 104
Step 4 - Warming-up	p. 60
3. 6. S1: Assessing and scoring of the alfac isolated aquatic skills	p. 60
General considerations	p. 60
3. 7. STATION A: entry in the water - exit the water	p. 62
A1. Entry in the water	p. 62
A2. Exit the water	p. 63
3. 8. STATION B: Propulsion on the belly - Submersion - Propulsion on the back	p. 67
B1. Propulsion on the belly	p. 67
3. 9. S1: Specific considerations during propulsion on the belly assessment	p. 68
Specific considerations	p. 68
4. Swimming pool session 2: Alfac Parcours assessment	p. 73
4. 1. S2: Purpose	p. 73
4. 2. S2: Target	p. 73
4. 3. S2: Elements of the 'Parcours'	p. 73
4. 4. S2: Preparation	p. 74
S2: Equipment	p. 74
S2: Pool requirements	p. 75
S2: Swimming suit requirements	p. 75
S2: Staffing	p. 75
4. 5. S2: Administration of the alfac 'Parcours' assessment	p. 76
Step 1 - Preparation	p. 59
Step 2 - Introduction	p. 76
Step 3 - Group division	p. 77
S2: Instructions to give before starting the 'Parcours'	p. 77
S2: Task description and instructions during the 'Parcours'	p. 79
S2: Tips for the correct organisation of the course test of the 'Parcours'	p. 88
S2: Alfac 'Parcours' scoring sheet	p. 89
5. Alfac Administrative documents	p. 93
Agreement between Alfac and participating School	p. 93
Information letter for the parents	p. 95
Information letter for the children	p. 97
Consent form for the parents (one child participating in the study)	p. 99
Consent form for the parents (several children participating in the study)	p. 101

6. Alfacs Questionnaires	p. 107
6. 1. Alfacs parental questionnaire (one child participating in the study)	p. 107
Your code (OC)	p. 107
School information (OC)	p. 107
Information regarding the family background (OC)	p. 107
Information of the child participating in the ALFACS study (OC)	p. 108
Anthropometric information (OC)	p. 108
Aquatic activities and water competence (OC)	p. 108
Swimming level of the parent(s)/guardian(s)/adult(s) filling out this questionnaire (OC)	p. 109
6. 2. Alfacs parental questionnaire (several children participating in the study)	p. 110
Your code (SC)	p. 110
School information (SC)	p. 110
Information regarding the family background (SC)	p. 110
Information of the child participating in the ALFACS study (SC)	p. 111
Aquatic activities and competencies (SC)	p. 112
Swimming level of the parent(s)/guardian(s)/adult(s) filling out this questionnaire (SC)	p. 114
7. Alfacs Child questionnaire (long version)	p. 117

The complete Alfac test battery

Background and Overview

Words such as "diving", "swimming", "floating" and "gliding" evoke the pleasure that can be derived from aquatic activities. Indeed, it is not surprising that various forms of aquatic recreation feature prominently among our favourite pastimes). Given the sedentary lifestyles and lack of physical activity (PA) observed for many years among young people, water can be a rich and abundant medium for PA, allowing a sustained commitment to an active and healthy lifestyle. Water activities are often promoted for their health benefits, and the fact that positive childhood experiences have a significant impact on lifelong engagement should encourage educators to provide maximum enjoyment and confidence to children who discover this environment.

However, these benefits can be tragically overshadowed if children are not protected from drowning. This "dark side" of water recreation is partly responsible for the deaths of more than 365,000 people worldwide each year, half of whom are children and adolescents. According to the WHO, this tragedy is not fatal and could be significantly reduced by a series of policy, structural and educational measures.

Among these, quality aquatic education from an early age appears to be the key to empowering them to be protected from drowning and, at the same time, to participate in the aquatic environment with enjoyment, knowledge and confidence.

The "Aquatic Literacy for All Children" project, supported by Erasmus + sport fundings, aims to improve learning to swim programs in Europe and worldwide by assessing the level of aquatic literacy in children aged 6-12 years.

What is the Aquatic Literacy concept?

Aquatic literacy represents "the motivation, confidence, aquatic motor skills and knowledge that enable engagement in the aquatic environment with safety and enjoyment, promoting access to and persistence in a range of activities and sports in, on and around water". In this model, the higher an individual's level of aquatic literacy, the more likely they are to engage in aquatic activities while ensuring their own safety.

The importance of developing the Aquatic Literacy Level for All Children

Epidemiological studies around the world show that children are at high risk of drowning. It is therefore essential to equip them from an early age with all the motor, psychological and social skills and knowledge that can protect them from this danger.

While the danger is real, it is also important to make water experiences as positive as possible to encourage children to participate in physical activities in, on and around water. Developing children's aquatic literacy skills makes it possible to achieve these two objectives simultaneously.

Assessment of the Aquatic Literacy

Assessing a child's level of aquatic literacy is a real challenge. Aquatic literacy is a set of motor skills, knowledge, social skills and psychological states related to water, making it complex to assess.

This involves assessing the aquatic motor repertoire using isolated tasks, using aquatic parcours to assess the ability to link and combine different aquatic skills and make appropriate choices, asking pupils about their enjoyment, confidence, and desire to participate in water sports and how they perceive the risks.

Description of the ALFAC battery of tests

The ALFAC test battery is administered in different stages.

- **Stage 1** – meeting with the school.
- **Stage 2** – distribution of information papers and consents.
- **Stage 3** – the parental questionnaire. Assesses the child's water experiences and socio-economic and cultural environment.
- **Stage 4** – the children questionnaire. Assessment of perceived competence, enjoyment, confidence, motivation and social preferences in swimming. Assessment of knowledge of aquatic activities, desire to participate and perception of risk.
- **Stage 5** – aquatic tests. Assessment of motor repertoire through isolated tasks and assessment of ability to cope with a swimming scenario involving a combination of skills, analysis of information and making relevant decisions.

Purpose of the battery of tests

The aim of the ALFAC test battery is to assess the aquatic literacy of children aged 6-12 in a given region.

As with the PISA tests, the aim is to identify priority areas for progress to enable children to develop their level of aquatic literacy by improving teaching methods and making the education system more inclusive.

To date, 7 countries are participating in the project: Belgium, France, Germany, Lithuania, Norway, Poland, and Portugal.

This English version of this manual is intended to offer other countries the opportunity to use the ALFAC battery of tests.

How to reference this Manual?

Van Droogenbroeck, L.***1**, Mekkaoui, L.***2**, De Martelaer, K.**1**, Costa, A. M.**3**, Costa, M.J.**4**, Garrido, N.D.**5**, Kwasna, A.**6**, Ljodal, I.**7**, Mankiene, U.**8**, Olstad, B.**7**, Rejman, M.**6**, Rudnik, D.**6**, Santos, C.C.**4**, Simonsen, E.**7**, Soares, S.**4**, Staub, I.**9**, Vilius, M.**10**, Vogt, T.**9**, D'Hondt, E.**1****, & Potdevin, F.**2**. (2024). ALFAC assessor guidelines: the complete ALFAC test battery. 1st Edition. Publisher UFR3S/University of Lille.

*Shared first authorship, **Shared last authorship

1 Vrije Universities Brussel, **2** University of Lille, **3** Universidade da Beira Interior, **4** University of Porto, **5** University of Trás-os-Montes and Alto Douro, **6** University of health and sport sciences Wroclaw, **7** Norwegian school of sport sciences Oslo, **8** Lithuanian athletics, **9** German Sport University Cologne, **10** VIAV Vilnius.

Acknowledgement: The entire ALFAC consortium would like to thank the primary schools in Brussels, Cologne, Lille, Saint-Amand, Oslo, Porto, Vilnius and Wroclaw, which helped to develop and test all the tests.

ISBN: 979-10-415-6812-3
Common Licence: CC BY-NC-ND





Alfac assessor guidelines

Classroom session: Alfac child questionnaire

Classroom session: Alfac child questionnaire

Description

Purpose & ALFAC Child questionnaire items

The purpose of the ALFAC questionnaire is to assess various aspects of children's aquatic skills and recreation through self-report.

To this end, the ALFAC questionnaire consists of 6 different parts, each of which contains several items.

PART 1 – Motivation in the context of swimming

PART 2 – Confidence in a swimming pool

PART 3 – Perceived (isolated) aquatic skills

PART 4 – Enjoyment in the context of swimming, including the social aspect

PART 5 – Engagement in water-based sports and activities in a swimming pool and an open water context

PART 6 – Risk perception in a swimming pool and an open water context

See appendix for the “ALFAC child questionnaire – booklet version”; “ALFAC child questionnaire – scoring grid version” and the PDF presentation of the ALFAC child questionnaire. It is advised to use the booklet version for the youngest ones (aged 6 to 8 years old) and to use the scoring grid version for the oldest ones (aged 8 to 12 years old). The (intellectual) level of the children can also determine the choice of the version which will be used.

Target population

The ALFAC Child questionnaire is designed for all children aged 6-12 years.

Preparation

Standardized equipment

The standardized equipment to be used for the administration of the ALFAC child questionnaire in a classroom setting is listed in the table below.

Table 1 – Equipment for the administration of the ALFAC child questionnaire

Hard copies of the ALFAC child questionnaire – booklet version (i.e., one personal copy per child) or the child questionnaire – scoring grid version (i.e., one personal copy per child)
Pencils or pens (i.e., one writing pencil per child)
Smartboard / digital whiteboard and/or beamer

Classroom requirements and setup

Each child has a hard copy of the ALFAC child questionnaire on his or her desk. For the oldest children (aged 8 to 12 years), it is advised to use the “ALFAC child questionnaire – scoring grid version” ; for the youngest children (aged 6 to 8 years) it is advised to use “ALFAC child questionnaire – booklet version”. The ALFAC assessor stands at the front of the classroom to guide the administration of the questionnaire. The classroom needs to be equipped with a smartboard/digital whiteboard or beamer in order to display and present the questions, together with the different answer option(s) for each item (e.g. using the PDF reading mode).

Staffing

A specially trained ALFAC assessor administers the ALFAC child questionnaire with the support of the class teacher (or another member of the school staff). The ALFAC assessor is responsible for reading out loud the different items of the questionnaire and providing explanations and/or clarifications as necessary (see below), while standing in front of the classroom. The teacher (or another member of the school staff) walks around in the classroom, keeping an eye on the children to ensure they complete the questionnaire correctly.

Administration of the ALFAC Child questionnaire

Step 1 – Preparation for the ALFAC assessor

- Follow the ALFAC training in order to become a trained ALFAC assessor
- In the classroom, you present the ALFAC child questionnaire on the smartboard or display
- Make sure to possess a hard copy of this manual used as guideline during the classroom session
- Conduct a short briefing with the teacher in order to discuss how the administration of the questionnaire will be managed alongside the teacher’s responsibilities

Step 2 – Introduction

At the beginning of the session, the children are given a brief verbal explanation of the ALFAC project and the associated ALFAC child questionnaire, including what will be assessed and how the session will be conducted. In the following section (i.e., “Step by step instructions for the ALFAC child questionnaire”), a more specific script for this introduction can be found in view . Only then does the teacher give the questionnaires to the children.

Questionnaire guide

Explanation of the pictograms

The table below provides an overview of the pictograms and their explanations as being used in this manual.

Table 2 – Explanation of the pictograms

Pictograms	Actions
 Read	Read the question and instructions out loud
 Dot  Square  Triangle  Star	Name the symbol before you read the associated question out loud
 Swimming Pool	Icon indicating that the question relates to a “swimming pool” context
 Open Water	Icon indicating that the question relates to an “open water” context
 Explanations	Show on the smart board or display how the children have to answer the question. For example, circle an answer option. Do this every time this pictogram is shown (i.e., every time the instructions and/or answer options are different from the previous question or page)
 Specific Actions	Icon indicating specific actions to be done by the ALFAC assessor or teacher
 Questions	Check if the questions and/or tasks involved are clear to the children Check if the children have completed everything on their current page
 Page	Let the children turn their page (and also turn the page of your assessor’s manual at the same time)

Step by step instructions of the AFLAC Child questionnaire

The next section provides the step-by-step instructions for administering the full ALFAC child questionnaire in a classroom setting, being supported by the pictograms mentioned above.

A page in the step-by-step instructions in this manual corresponds to the same page in the paper copy of questionnaire given to the children. Each time the children have to turn their page of the questionnaire, the AFLAC assessor turns the page of this manual at the same time (as a visual indication to move on to the next phase). If you are using the short form questionnaire,

follow the same procedure by showing the children the page and the question to complete.

Finally, it should be noted that one or more breaks can be flexibly inserted by mutual agreement between the ALFAC assessor and the teacher in order to maintain the attention of the children at all while they are completing the ALFAC child questionnaire.

Start > Introduction

Pictograms	Actions
 Read	"Hello everyone! My name is xxx. Today each of you will complete the ALFAC child questionnaire as part of a European project looking on aquatic skills and recreation. I will walk you all through this whole questionnaire together and guide you in completing it. The ALFAC questionnaire, which will be handed out in just a moment, consists of 6 different parts. Each part of the questionnaire consists of several questions to be answered. I will always read out the question loud first, before you can mark your answer on your sheet. Please note that there are no wrong answers! Just try to be as honest as possible and make sure you complete every item. Do not look at the sheet of your classroom neighbor(s). We will go through this bundle question by question at the same pace. This means that you cannot go to the next question or page, until I tell you and also turn my page. So, do not jump ahead, but wait until everyone is ready to move on to the next question or page. Does anyone have any questions ? OK, here we go!"
 Specific Actions	The teacher hands out the ALFAC child questionnaire immediately after this introduction. Each child is given 1 personal copy and pen to complete the questionnaire at his/her desk.
 Specific Actions	The ALFAC assessor presents the front page of the questionnaire on the smartboard or display.

Pictograms	Actions
 Read	"Before we start with the questionnaire, you can fill in the blue boxes on the front page yourself": Write your last name in the top blue box, and in the blue box immediately below that you write your first name. Then, in the lower blue box, you should circle "yes" if you are 8 years or older. If you are currently under the age of 8, circle "no." If you need help filling in the front page's blue boxes, please raise your hand. The teacher or myself will come and help you. You do not have to fill in the grey boxes yourself, the teacher will do this for you." <i>*Instructions for completing the front page expire for children from the 1st and 2nd grade. Prior to administering the ALFAC questionnaire, this front page should be completed beforehand by the teacher for each participating 1st and 2nd grade child.</i>
 Explanations	Point out the three blue boxes to be completed on the smartboard.
 Specific Actions	The ALFAC assessor and teacher help the children in need to complete this information on the front page.
 Questions	"Please check that you have filled out every blue box on your sheet."
 Page	"Since this is OK now for everyone , each of you may now turn this front page and go to the next page in the bundle, showing you the very first question."
 Specific Actions	Present the next page of the questionnaire on the smartboard or display.

Pictograms	Actions
 Read	"We will start with the 1st part of the questionnaire: MOTIVATION. Circle the colored smiley that best describes you for each of the sentences below. Please wait to circle a smiley on each line until I have read the sentence out loud. Attention: The questions on this page are all about being "IN THE SWIMMING POOL" as indicated by the icon on top of all sentences." "Sentence 1: "In the swimming pool, I like to be active or to play". Is the meaning of this sentence clear to everyone? OK, you can now circle the colored smiley that best describes you next to this 1st sentence. Circle the red smiley if you think this is not true at all for you. Circle the orange smiley if you think this is not true for you. Circle the yellow smiley if you think this is sometimes true for you. Circle the light green smiley if you think this is true for you. Circle the dark green smiley if you think this is totally true for you."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	"Sentence 2: "I understand the benefits of being active or to play in the swimming pool." Is the meaning of this sentence clear to everyone? OK, you can now circle the colored smiley that best describes you next to this 2nd sentence. Sentence 3: "In life, it is important for me to be able to be active or to play in the swimming pool." Is the meaning of this sentence clear to everyone? OK, you can now circle the colored smiley that best describes you next to this 3rd sentence. Sentence 4: "It is pleasant for me to be active or to play in the swimming pool." Is the meaning of this sentence clear to everyone? OK, you can now circle the colored smiley that best describes you next to this 4th sentence. Sentence 5: "Being active or playing in the swimming pool is fun for me." Is the meaning of this sentence clear to everyone? OK, you can now circle the colored smiley that best describes you next to this 5th sentence. Sentence 6: "It is important for me to be active or to play in the swimming pool." Is the meaning of this sentence clear to everyone? OK, you can now circle the colored smiley that best describes you next to this 6th and final sentence on MOTIVATION."
 Questions	"Please check that you have completed every row on your sheet by circling a colored smiley next to each sentence. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"OK. Now we have come to the 2nd part of the questionnaire: CONFIDENCE. Circle the colored smiley that best describes you for each of the sentences below. Please wait to circle a smiley on each row until I have read the sentence out loud first. Attention: The questions on this page are all about being "IN THE SWIMMING POOL" as indicated by the icon next to each sentence." The sentence at the dot is: "I feel confident when I'm going to the swimming pool." Is the meaning of this sentence clear to everyone? OK, you can now circle the colored smiley that best describes you below this sentence. Circle the red smiley if you think this is not true at all for you. Circle the orange smiley if you think this is not true for you. Circle the yellow smiley if you think this is sometimes true for you. Circle the light green smiley if you think this is true for you. Circle the dark green smiley if you think this is totally true for you."
 Read	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you may can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 3 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"OK. The 3rd part of the questionnaire relates to some specific aquatic skills that are performed in deep water (i.e., where your feet cannot touch the bottom of the pool). We are going to show you five possible ways to ENTER THE WATER ." "On the first page you will see a first way to ENTER THE WATER , namely: Climb down a ladder, let go of it and float free in the deep water for 3 seconds."
 Questions	Is it clear to everyone what is meant by the task?
 Read	"On this particular task you are going to answer two questions. At the dot , the question is: "Have you ever DONE this?" If you have ever done this task before, circle " YES "."
 Explanations	Circle " YES " on the smartboard.
 Read	"If you have never done this before, circle " NO "."
 Explanations	Circle " NO " on the smartboard.
 Read	"At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle " YES " If you don't think you can do this task yet, circle " NO "."
 Explanations	Circle " YES " / " NO " on the smartboard.
 Questions	"Please check that you have completed everything on your sheet by indicating an answer next to the dot as well as next to the square on your sheet. Is everybody ready...? "
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the AFLAC child questionnaire on the smartboard.

Part 3 > PAGE 4 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you will see another way to ENTER THE WATER , namely: Slide down into the water from a fixed floating mat and float free in the deep water for 3 seconds."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 5 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you will see another way to ENTER THE WATER , namely: Jump into the water from a fixed floating mat and float free in the deep water for 3 seconds."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 6 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you will see another way to ENTER THE WATER , namely: Roll forward into the water from a fixed floating mat and float free in the deep water for 3 seconds."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 7 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you will see another way to ENTER THE WATER , namely: Roll forward into the water from a fixed floating mat and float free in the deep water for 3 seconds."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 8 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"OK. We are now going to show you five possible ways to EXIT THE WATER . Attention: It is thus no longer about going INTO the deep water, but about getting OUT of the deep water quickly . "On this page you will see a first way to EXIT THE WATER to be performed in no more than 5 seconds , namely: Climb up a ladder and let go of it when you are standing at the edge of the pool."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot , the question is: "Have you ever DONE this?" If you have ever done this task before, circle " YES ". At the square , the question is: "Do you THINK you can do this?" If you think you can do this task, circle " YES " If you don't think you can do this task yet, circle " NO ".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 9 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you will see another way to EXIT OF THE WATER to be performed in no more than 5 seconds , namely: Climb onto a fixed floating mat, sit on your knees, release it with your hands and hold the position for 3 seconds. "
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 10 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you will see another way to EXIT OF THE WATER to be performed in no more than 5 seconds , namely: Climb onto two stacked fixed floating mats, sit on your knees, release it with your hands and hold the position for 3 seconds. "
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 11 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you will see another way to EXIT OF THE WATER to be performed in no more than 5 seconds , namely: Climb onto one free floating mat, sit on your knees , release it with your hands and hold the position for 3 seconds ."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 12 (Page 1 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you will see another way to EXIT OF THE WATER to be performed in no more than 5 seconds , namely: Climb onto two stacked free floating mats, sit on your knees , release it with your hands and hold the position for 3 seconds. "
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"On this page you can see the task ROTATION IN A VERTICAL BODY POSITION... You are in deep water, turn once like the beam from a lighthouse with your chin and ears out of the water."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". If you have never done this before, circle "NO". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 14 (Page 2 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you can see the task ROTATION IN A LYING BODY POSITION... You are in deep water , rotate from your back to your belly and back whilst lying in deep water like a rolling log in the water."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". If you have never done this before, circle "NO". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES". If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"On this page you can see the task ROTATION IN A HORIZONTAL BODY POSITION... You are in deep water , tilt your body from your back to your belly (with your heels coming out of the water for a short moment) and then turn or swing back from your belly to your back (with your toes coming out of the water for a short moment)."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". If you have never done this before, circle "NO". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES". If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 16 (Page 2 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you can see the task FORWARD ROTATION... You are in deep water , make a forward somersault under water with the head first in and out of the water."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". If you have never done this before, circle "NO". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES" If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 17 (Page 2 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you can see the task BACKWARD ROTATION... You are in deep water , make a backward somersault under water with the head first in and out of the water. You can do this with your body in a ball (Figure 1) or with your body tensed (Figure 2)."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	On this particular task you are going to answer two questions again. At the dot, the question is: "Have you ever DONE this?" If you have ever done this task before, circle "YES". If you have never done this before, circle "NO". At the square, the question is: "Do you THINK you can do this?" If you think you can do this task, circle "YES". If you don't think you can do this task yet, circle "NO".
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you may now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"OK. On this page you can see the task BREATHING... You are in deep water , holding on to the ladder (or pool edge) with both of your hands. First, you take a short but deep breath in (through your mouth or nose) and then you immediately submerge your head fully under the water, where you breath out for a long(er) time blowing large bubbles under water. You should repeat this combined action (i.e., breath in for a short time above water, and breath out for a long time under water) five times in a row, without letting go of the ladder (or pool edge)."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	"On this particular task you are going to answer two questions. At the dot, the question is: "Have you ever DONE this task?" If you have ever done this, circle "YES" If you have never done this before, circle "NO". At the square, the question is: "How GOOD do you think you can do this task?" To answer, you circle the colored smiley or symbol that best describes you. Circle the red smiley if you think you are not good at all at this task. Circle the orange smiley if you think you are not so good at this task. Circle the yellow smiley if you think you are not good nor bad at this task. Circle the light green smiley if you think you are good at this task. Circle the dark green smiley if you think you are very good at this task. Or circle the cross if you don't dare to do this task yet."
 Explanations	"Circle each smiley / symbol on the smartboard as you provide the explanation that goes with it, when going over the possible answer options."
 Questions	"Please check that you have completed everything on your sheet by indicating an answer next to the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 19 (Page 2 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you can see the task TREADING WATER... You are in deep water and try to stay more or less on the same place for 2 minutes. You can use your arms and your legs, but your nose must remain above the water surface at all time. While you are treading water in this way, you must shout something out loud (e.g., "NEMO") each 15 seconds.
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	"On this particular task you are going to answer two questions. At the dot, the question is: "Have you ever DONE this task?" If you have ever done this, circle "YES" If you have never done this before, circle "NO". At the square, the question is: "How GOOD do you think you can do this task?" Again, circle the colored smiley or symbol that best describes you."
 Questions	"Please check that you have completed everything on your sheet by indicating an answer next to the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 20 (Page 2 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you can see the task PROPULSION ON THE BACK... During maximum 2 minutes, you have to swim in deep water on your back the way you like (using your legs and /or arms) for as far as you can, without holding the wall or touching the lane."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	"On this particular task you are going to answer two questions. At the dot, the question is: "Have you ever DONE this task?" If you have ever done this, circle "YES" If you have never done this before, circle "NO". At the square, the question is: "How GOOD do you think you can do this task?" Again, circle the colored smiley or symbol that best describes you."
 Questions	"Please check that you have completed everything on your sheet by indicating an answer next to the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 21 (Page 2 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you can see the task PROPULSION ON THE BELLY... During maximum 2 minutes, you have to swim in deep water on your belly the way you like (using your legs and /or arms, with your head above and/or below the surface) for as far as you can, without holding the wall or touching the lane."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	"On this particular task you are going to answer two questions. At the dot, the question is: "Have you ever DONE this task?" If you have ever done this, circle "YES" If you have never done this before, circle "NO". At the square, the question is: "How GOOD do you think you can do this task?" Again, circle the colored smiley or symbol that best describes you."
 Questions	"Please check that you have completed everything on your sheet by indicating an answer next to the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 22 (Page 2 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you can see the task SUBMERSION... You are in deep water, taking a deep breath to subsequently submerge your whole body to about 1 meter below the water surface. From there, you swim under the noodle (without touching it) and continue to swim under water as far/long as you can without coming back to the surface."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	"On this particular task you are going to answer two questions. At the dot, the question is: "Have you ever DONE this task?" If you have ever done this, circle "YES" If you have never done this before, circle "NO". At the square, the question is: "How GOOD do you think you can do this task?" Again, circle the colored smiley or symbol that best describes you."
 Questions	"Please check that you have completed everything on your sheet by indicating an answer next to the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 3 > PAGE 23 (Page 2 in the 'Short Child Questionnaire') – PERCEIVED AQUATIC SKILLS

Pictograms	Actions
 Read	"On this page you can see the task FLOATING... You are in deep water, lying on your back with the back of your head in the water, and looking at the ceiling. Without moving, you float on your back this way for as long as you can (during maximum 15 seconds)."
 Questions	"Is it clear to everyone what is meant by the task?"
 Read	"On this particular task you are going to answer two questions. At the dot, the question is: "Have you ever DONE this task?" If you have ever done this, circle "YES" If you have never done this before, circle "NO". At the square, the question is: "How GOOD do you think you can do this task?" Again, circle the colored smiley or symbol that best describes you."
 Questions	"Please check that you have completed everything on your sheet by indicating an answer next to the dot as well as with the square on your sheet. Is everybody ready...? "
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 4 > PAGE 24 (Page 2 in the 'Short Child Questionnaire') – ENJOYMENT

Pictograms	Actions
 Read	"OK. We have now come to the 4th part of the questionnaire: ENJOYMENT. Circle the colored smiley or symbol that best describes you for each of the questions below. Please wait to circle a smiley or to answer each question until I have read the question out loud first." "The question at the dot is: "How much do you LIKE organized swimming lessons at school?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley or symbol under this question that best describes you. Circle the red smiley if you dislike these lessons very much. Circle the orange smiley if you dislike these lessons. Circle the yellow smiley if you neither like or dislike these lessons. Circle the light green smiley if you like these lessons. Circle the dark green smiley if you like these lessons very much. Or circle the cross if you don't get organized swimming lessons at school."
 Explanations	Circle each smiley / symbol on the smartboard as you provide the explanation that goes with it, when going over the possible answer options.
 Read	"The question at the star is*: Why did you indicate the answer above? Please try to formulate some reasons that apply to you(r answer). Write down only 1 reason on each line (with a maximum of 3 reasons). Is (the content of) this question / purpose of this assignment clear to everyone? OK, you can now write down the reasons for your chosen answer. * Attention: Only children who are already aged 8 years or older should answer this particular question. The children who are not yet 8 years old may thus skip this open question and wait a little while in order to move on together."
 Read	"The question at the square is: How much do you PREFER to do the exercises during the organized swimming lessons at school together with other children? For example, together with your classmates. Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley or symbol under this question that best describes you. Circle the red smiley if you do not prefer to do so at all (with other children). Circle the orange smiley if you do not prefer to do so (with other children). Circle the yellow smiley if you sometimes prefer to do so (with other children). Circle the light green smiley if you prefer to do so (with other children). Circle the dark green smiley if you strongly prefer to do so (with other children). Or circle the cross if you don't get organized swimming lessons at school."
 Explanations	Circle each smiley / symbol on the smartboard as you provide the explanation that goes with it, when going over the possible answer options.
 Specific Actions	"Please check that you have completed everything on your sheet by indicating an answer with the dot, with the star as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 4 > PAGE 25 (Page 2 in the 'Short Child Questionnaire') – ENJOYMENT

Pictograms	Actions
 Read	"We are still at the 4th part of the questionnaire: ENJOYMENT. Circle the colored smiley or symbol that best describes you for each of the questions below. Please wait to circle a smiley or to answer each question until I have read the question out loud first." "The question at the dot is: "How much do you LIKE organized swimming lessons outside school?" Attention: It is thus no longer about organized swimming lessons AT school, but about organized swimming lessons OUTSIDE school. For example, in the swimming club. Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley or symbol under this question that best describes you."
 Read	"The question at the square is: How much do you PREFER to do the exercises during the swimming lessons outside school together with other children? For example, together with your friends. Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley or symbol under this question that best describes you."
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot as well as with the square on your sheet. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 4 > PAGE 26 (Page 2 in the 'Short Child Questionnaire') – ENJOYMENT

Pictograms	Actions
 Read	"We are still at the 4th part of the questionnaire: ENJOYMENT. Circle the colored smiley or symbol that best describes you for each of the questions below. Please wait to circle a smiley or to answer each question until I have read the question out loud first." "The question at the dot is: "How much do you LIKE playing freely in a (public) swimming pool?" Attention: It is thus no longer about organized swimming lessons, but about playing freely in the water of a (public) swimming pool. For example, in a swimming facility in your neighborhood or backyard. Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley or symbol under this question that best describes you."
 Read	"The question at the square is: How much do you PREFER to play freely in a (public) swimming pool with friends? For example, together with some peers. Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley or symbol under this question that best describes you."
 Read	"The question at the triangle is: How much do you PREFER to play freely in a (public) swimming pool with family? For example, together with your parents, siblings, nephews or nieces. Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley or symbol under this question that best describes you."
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot, with the square as well as with the triangle on your sheet. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Part 5 > PAGE 27 (Page 3 in the 'Short Child Questionnaire') – ENGAGEMENT

Pictograms	Actions
 Read	"We have come to the 5th part of the questionnaire: ENGAGEMENT. Have a closer look at the drawing in the middle on top of this page. The question at the dot is: "Have you ever DONE any "swimming" races?" A swim race means that you swim as fast as you can for a certain distance and your time is recorded and/or you have at least one other opponent. If you have ever done this sport before, circle "YES". If you have never done this sport before, circle "NO".
 Explanations	Circle "YES" / "NO" on the smartboard.
 Read	"If you circled "YES", then follow the left arrow to answer the next question. If you have circled "NO", then wait just a little longer... The question at the left (so only for the children who just answered "YES") is: "Would you LIKE TO DO MORE of this sport?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this sport again at all. Circle the orange smiley if you don't want to do this sport anymore. Circle the yellow smiley if you might want to do this sport again. Circle the light green smiley if you want to do this sport again. Circle the dark green smiley if you definitely want to do this sport again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	"If you circled "NO", then follow the right arrow to answer the next question. If you circled "YES", just wait for a moment... The question at the right (so only for the children who just answered "NO") is: "Would you EVER WANT TO DO this sport?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this sport again at all. Circle the orange smiley if you don't want to do this sport anymore. Circle the yellow smiley if you might want to do this sport again. Circle the light green smiley if you want to do this sport again. Circle the dark green smiley if you definitely want to do this sport again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	"Have a closer look at the drawing in the middle at the bottom of this page. The question at the square is: "Have you ever DONE any "waterpolo" matches?" A water polo match is when two teams of at least 2 people try to throw the ball into the opponent's goal in water. If you have ever done this sport before, circle "YES". If you have never done this sport before, circle "NO". If you circled "YES", then follow the left arrow to answer the next question. If you have circled "NO", then wait just a little longer.... The question at the left (so only for the children who just answered "YES") is: "Would you LIKE TO

	DO MORE of this sport?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. If you circled "NO", then follow the right arrow to answer the next question. If you circled "YES", just wait for a moment... The question at the right (so only for the children who just answered "NO") is: "Would you EVER WANT TO DO this sport?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you.
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot and square as well as with the subsequent left or right pathway for each of the sports being depicted. Is everybody ready...?"
 Page	OK, you can now all turn your sheet and go to the next page in the bundle.
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"We have come to the 5th part of the questionnaire: ENGAGEMENT. Have a closer look at the drawing in the middle on top of this page. The question at the dot is: "Have you ever DONE any "Artistic swimming" ballet?" Artistic swimming ballet means that you perform a dance, alone or in a group, to music. If you have ever done this sport before, circle "YES". If you have never done this sport before, circle "NO".
 Explanations	Circle "YES" / "NO" on the smartboard.
 Read	"If you circled "YES", then move on the left (following the left pathway). If you have circled "NO", then wait just a little longer... The question at the left (so only for the children who just answered "YES") is: "Would you LIKE TO DO MORE of this sport?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this sport again at all. Circle the orange smiley if you don't want to do this sport anymore. Circle the yellow smiley if you might want to do this sport again. Circle the light green smiley if you want to do this sport again. Circle the dark green smiley if you definitely want to do this sport again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	"If you circled "NO", then move on the right (following the right pathway). If you circled "YES", just wait for a moment... The question at the right (so only for the children who just answered "NO") is: "Would you EVER WANT TO DO this sport?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this sport again at all. Circle the orange smiley if you don't want to do this sport anymore. Circle the yellow smiley if you might want to do this sport again. Circle the light green smiley if you want to do this sport again. Circle the dark green smiley if you definitely want to do this sport again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	"Have a closer look at the drawing in the middle at the bottom of this page. The question at the square is: "Have you ever DONE any acrobatic "diving"?" Acrobatic diving means jumping into deep water from a springboard or platform while performing at least one acrobatic movement such as a somersault, flip or headfirst dive. If you have ever done this sport before, circle "YES". If you have never done this sport before, circle "NO". If you circled "YES", move on to the left (following the left pathway). If you have circled "NO", then wait just a little longer.... If you circled "YES", then move on to the left (following the left pathway). If you have circled "NO", then wait just a little longer...

	The question on the left (so only for the children who just answered "YES") is: "Would you LIKE TO DO MORE of this sport?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. If you circled "NO", then move on to the right (following the right pathway). If you circled "YES", just wait for a moment... The question on the right (so only for the children who just answered "NO") is: "Would you EVER WANT TO DO this sport?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you.
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot and square as well as with the subsequent left or right pathway for each of the sports being depicted. Is everybody ready...?"
 Page	OK, you can now all turn your sheet and go to the next page in the bundle.
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"We are still at the 5th part of the questionnaire: ENGAGEMENT. Have a closer look at the drawing in the middle on top of this page. The question at the dot is: "Have you ever DONE this type of activities?" If you have ever done this type of activities, circle "YES". If you have never done this type of activities before, circle "NO".
 Explanations	Circle " YES " / " NO " on the smartboard.
 Read	"If you circled "YES", then move on the left (following the left pathway). If you have circled "NO", then wait just a little longer... The question at the left (so only for the children who just answered "YES") is: "Would you LIKE TO DO MORE of this type of activities?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this activities again at all. Circle the orange smiley if you don't want to do this activities anymore. Circle the yellow smiley if you might want to do this activities again. Circle the light green smiley if you want to do this activities again. Circle the dark green smiley if you definitely want to do this activities again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	"If you circled "NO", then move on the right (following the right pathway). If you circled "YES", just wait for a moment... The question at the right (so only for the children who just answered "NO") is: "Would you EVER WANT TO DO this type of activities?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this activities again at all. Circle the orange smiley if you don't want to do this activities anymore. Circle the yellow smiley if you might want to do this activities again. Circle the light green smiley if you want to do this activities again. Circle the dark green smiley if you definitely want to do this activities again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Questions	"Please check that you have completed everything on the top of your sheet by indicating an answer with the dot as well as with the subsequent left or right pathway for the type of activities being depicted. Is everybody ready...?"
 Read	Have a closer look at the drawings in the bottom of this page. The question at the square is: "Have you ever DONE this type of activities?" If you have ever done this type of activities, circle "YES". If you have never done this type of activities before, circle "NO".
 Explanations	Circle " YES " / " NO " on the smartboard.

 Read	"If you circled "YES", then move on the left (following the left pathway). If you circled "NO", then wait just a little longer... The question at the right (so only for the children who just answered "YES") is: "Would you LIKE TO DO MORE of this type of activities?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this activities again at all. Circle the orange smiley if you don't want to do this activities anymore. Circle the yellow smiley if you might want to do this activities again. Circle the light green smiley if you want to do this activities again. Circle the dark green smiley if you definitely want to do this activities again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Questions	"Please check that you have completed everything on the bottom of your sheet by indicating an answer with the square as well as with the subsequent left or right pathway for the type of activities being depicted. Is everybody ready...?"
 Page	OK, you can now all turn your sheet and go to the next page in the bundle.
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"We are still at the 5th part of the questionnaire: ENGAGEMENT. Have a closer look at the drawing in the top of this page. The question at the dot is: "Have you ever DONE this type of activities?" If you have ever done this type of activities, circle "YES". If you have never done this type of activities before, circle "NO".
 Explanations	Circle " YES " / " NO " on the smartboard.
 Read	"If you circled "YES", then move on the left (following the left pathway). If you have circled "NO", then wait just a little longer... The question at the left (so only for the children who just answered "YES") is: "Would you LIKE TO DO MORE of this type of activities?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this activities again at all. Circle the orange smiley if you don't want to do this activities anymore. Circle the yellow smiley if you might want to do this activities again. Circle the light green smiley if you want to do this activities again. Circle the dark green smiley if you definitely want to do this activities again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	"If you circled "NO", then move on the right (following the right pathway). If you circled "YES", just wait for a moment... The question at the right (so only for the children who just answered "NO") is: "Would you EVER WANT TO DO this type of activities?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this activities again at all. Circle the orange smiley if you don't want to do this activities anymore. Circle the yellow smiley if you might want to do this activities again. Circle the light green smiley if you want to do this activities again. Circle the dark green smiley if you definitely want to do this activities again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	Have a closer look at the drawings in the bottom of this page. The question at the square is: "Have you ever DONE this type of activities?" If you have ever done this type of activities, circle "YES". If you have never done this type of activities before, circle "NO".
 Explanations	Circle " YES " / " NO " on the smartboard.
 Read	"If you circled "YES", then move on to the left (following the left pathway). If you have circled "NO", then wait just a little longer... The question on the left (so only for the children who just answered "YES") is: "Would you LIKE TO

	DO MORE of this type of activities?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't want to do this type of activities again at all. Circle the orange smiley if you don't want to do this type of activities anymore. Circle the yellow smiley if you might want to do this type of activities again. Circle the light green smiley if you want to do this type of activities again. Circle the dark green smiley if you definitely want to do this type of activities again."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Explanations	If you circled "NO", then move on to the right (following the left pathway). If you circled "YES", just wait for a moment... The question on the right (so only for the children who just answered "NO") is: "Would you EVER WANT TO DO this type of activities?" Is (the content of) this question clear to everyone? OK, you can now circle the colored smiley under this question that best describes you. Circle the red smiley if you don't ever want to do this type of activities at all. Circle the orange smiley if you don't ever want to do this type of activities. Circle the yellow smiley if you might ever want to do this type of activities. Circle the light green smiley if you ever want to do this type of activities. Circle the dark green smiley if you definitely ever want to do this type of activities."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Questions	"Please check that you have completed everything on your sheet by indicating an answer with the dot and square as well as with the subsequent left or right pathway for the type of activities being depicted. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"OK. We have now come to the 6th part of the questionnaire: RISK PERCEPTION. In a moment you will be shown a poster on which some specific situations or activities "IN THE SWIMMING POOL" are numbered from 1 to 10. You are asked to circle the colored smiley that best describes you in assessing each of these numbered situations or activities. Please wait to circle a smiley on each row until I have clearly shown you which situation or activity on the "SWIMMING POOL" poster to assess. Together we will go down number by number to indicate a smiley each time."
 Specific Actions	Hand out the "SWIMMING POOL" poster. Each child receives 1 A4 color copy.
 Read	"Look at number 1 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you. Circle the red smiley if you think this is extremely dangerous (or risky). Circle the orange smiley if you think this is highly dangerous (or risky). Circle the yellow smiley if you think this is slightly dangerous (or risky). Circle the light green smiley if you think this is not dangerous (or risky). Circle the dark green smiley if you think this is not dangerous (or risky) at all."
 Explanations	Circle the different smileys on the smartboard as you provide the explanation that goes with each of them, when going over the possible answer options.
 Read	"Look at number 2 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 3 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 4 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 5 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 6 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 7 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 8 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 9 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 10 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you."
 Questions	"Please check that you have completed every row on your sheet by circling a colored smiley next to each number. Is everybody ready...?"
 Page	"OK, you can now all turn your sheet and go to the next page in the bundle."
 Specific Actions	Present the next page of the questionnaire on the smartboard.

Pictograms	Actions
 Read	"We are still in the 6th part of the questionnaire: RISK PERCEPTION. In a moment you will be shown a poster on which some specific situations or activities in an "OPEN WATER" context are numbered from 1 to 10. You are asked to circle the colored smiley that best describes you in assessing each of these numbered situations or activities. Please wait to circle a smiley on each row until I have clearly shown you which situation or activity on the "OPEN WATER" poster to assess. Together we will go down number by number to indicate a smiley each time."
 Specific Actions	Hand out the " OPEN WATER " poster. Each child receives 1 A4 color copy.
 Read	"Look at number 2 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 3 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 4 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 5 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 6 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 7 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 8 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 9 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you." "Look at number 10 on the poster. How dangerous (or risky) is the specific situation or activity according to you? Circle the colored smiley that best describes you."
 Questions	"Please check that you have completed every row on your sheet by circling a colored smiley next to each number. Is everybody ready...?"
 Read	"OK, that's it!"
 None	"This is the end of the ALFAC child questionnaire! Thank you all for your very much appreciated cooperation in our European project by completing each page of this bundle. You may now turn over its last page, and make sure all sheets stay together. The teacher and I will collect all of your questionnaires. Thanks again!"



Alfac assessor guidelines

Swimming pool session 1: Alfac isolated Aquatic skills assessment

Swimming pool session 1: Alfacs isolated Aquatic skills assessment

S1: Purpose

The purpose of the ALFAC isolated aquatic skills assessment is to assess children's aquatic competence with a view to drowning prevention and lifelong engagement in aquatic recreation. The results of this assessment will determine whether the child can also participate in the "parcours" (swimming pool session 2).

S1: Target

The ALFAC isolated aquatic skills assessment is designed for all children aged 6-12 years.

S1: Nine isolated aquatic skills

The assessment consists of **9** isolated aquatic skills:

1. Entry in the water
2. Exit the water
3. Breathing
4. Treading water
5. Propulsion on the belly
6. Propulsion on the back
7. Submersion
8. Rotation(s)
9. Floating

S1: Preparation

S1: Equipement

The equipment to be used for the ALFAC assessment in the swimming pool (isolated skills + parcours) is listed in the table below.

ALFAC equipment

5 laminated pictures of "Entry in the water"*
5 laminated pictures of "Exit the water"*
5 laminated pictures of "Rotations"*
1 x laminated picture per skill (n = 8)*
3 x scoring sheets
2 x big floating mat with holes (1.80x1m)
1 x small floating mat with holes (1x1m)
6 x suction cups
1 x rope (6m)
20 x fixation belts
1 x 25m measuring tape*
6 x noodle (used floating device for children)*
4 x (rectangular) noodles
6 x timers*
6 x whistles (or other auditory signal)*
1 x roll of strong tape (contrast color with floor) + scissors*
10 x hair elastics*

**This equipment is not provided by ALFAC.*

S1: Pool requirements

It is important that the swimming pool length is at least 25m in order to perform the ALFAC assessment. Both leveled pools and non-leveled pools are acceptable for the ALFAC assessment. Most of the isolated skills will be administered in "deep water". **Only the breathing task can be performed in shallow water.** Deep water means that children are unable to touch the ground with their feet when their head is fully submerged below the water surface.

S1: Swimming suit requirements

It is important that children wear tight-fitting swimming suits and, if they have long(er) hair, tie it back in a bun or tail to keep it out of their face. Wearing goggles and a swimming cap* is not allowed.

**A single exception to not wearing a swimming cap may be tolerated if necessary, based on specific local swimming pool rules.*

S1: Staff

Ideally, a team of at least 6 ALFAC assessors (2 per station), 1 physical education teacher (or other school staff member) and 1 supervisor are required to conduct the ALFAC assessment. The 2 ALFAC assessors at each station are specifically trained to administer the ALFAC isolated aquatic skills assessment. In consultation with the physical education teacher, it can be discussed what children who are not being assessed at that time will do. Depending on the equipment available in the swimming pool, the children can have their regular swimming class or specific exercises related to swimming and drowning prevention. The supervisor is needed to help the children while changing clothes when they need to go to the toilet and to gather them for their assessment. In addition to these 8 staff members, 1 qualified pool lifeguard must also be present. He or she is responsible for the overall surveillance of the pool and is not involved in the ALFAC assessment.

S1: Testing setup and testing order

The ALFAC isolated aquatic skills assessment consists of 3 stations, i.e. A, B and C. In each station, 2 to 4 isolated skills are administered (sequentially).

Aquatic skills to be administered per station

Station A	Station B	Station C
A1: Entry in the water A2: Exit the water	B1: Propulsion on the belly B2: Submersion B3: Floating* B4: Propulsion on the back	C1: Breathing C2: Treading water* C3: Rotation(s)*

** The tasks "Floating", "Treading water" and "Rotation(s)" can be considered as flexible tasks as they can be administered in station A, B or C depending on the advancement of the other group(s). However, the order in which the tasks are presented now allows the children to rest sufficiently after the more exhausting tasks (i.e. "Propulsion on the belly", "Propulsion on the back", "Treading water").*

S1: Administration of the alfac isolated aquatic skills assessment

Step 1 - Preparation

- Follow the ALFAC training to become an ALFAC assessor.
- Have a copy of this manual to be used as guideline during the assessment.
- Have a class list of the children including their names and numbers
- Set up the ALFAC isolated aquatic skills assessment using the prescribed equipment and floor plan.
- Have printed scoring sheets, including spare copies, and pencils.
- Have a list of the children to be assessed (their names and numbers).
- Conduct a short briefing with all staff members involved: Discuss how the assessment session will be managed, taking into account factors such as the number of children to be assessed at the same time, the actual time spent in the swimming pool and the responsibilities of each staff member.

Step 2 - Group division

Assuming an “ideal scenario” of 6 ALFAC assessors, there will be 3 groups consisting of 6 children (1 group with 2 assessors per station) who will start with the assessment. The other children will be guided by the physical education teacher.

Step 3 - Introduction

When the children are at their starting station, ensure that they have a clear overview of the different stations and the test setup of the ALFAC isolated aquatic skills assessment. The children should then be given a verbal explanation of the isolated aquatic skills assessment of ALFAC. See below* for a suggested script that can be used for the general introduction and explanation.

**"Today you will complete the ALFAC isolated aquatic skills assessment. You will perform 9 different aquatic skills which will be instructed by 2 assessors. There are no right and no wrong movements. The ALFAC isolated aquatic skills assessment is being completed by children aged 6-12 years old in 7 different European countries. It will be fun, so enjoy and try your best!"*

Step 4 - Warming-up

Immediately before starting the ALFAC assessment, allow the children to warm-up in the swimming pool for 2 minutes (free play) to ensure that they have been in the water already previously. This time can be used to identify children with low swimming ability.

S1: Assessing and scoring of the alfac isolated aquatic skills

General considerations

Use of noodles

Children who don't dare / don't want / cannot do the ALFAC skills as they are described in this manual, they get a score 0. However, encourage them to do the tasks using a noodle or other floating device.

ALFAC must be fun

The ALFAC assessment needs to be fun. Children who struggle, should be encouraged and congratulated for their efforts.

ALFAC assessors

Each station needs 2 ALFAC assessors. The following 2 options are possible:

Option 1:

Assessor 1 stays at his own station and can be considered as a “fixed assessor”. He or she is responsible for giving the instructions to the children (and not for recording the scores on the scoring sheet). Assessor 2 follows the children as they perform the skills sequentially and can be seen as a “moving assessor”. He or she is responsible for recording the scores on the scoring sheet (and not for giving the instructions to the children).

See below for a detailed description of the roles of the assessors.

Option 2:

Assessors 1 and 2 are both “moving assessors” as they follow the children as they perform the skills in sequence. Assessor 1 is responsible for giving the instructions; assessor 2 is responsible for recording the scores on the scoring sheet.

See below for a detailed description of the roles of the assessors.

Skill pancartes

Use the laminated skill pancartes including the drawing of the skill (as presented in the child questionnaire) on the front side and short instructions (memory aids) on the back side when instructing the children (see appendix). Show these clearly to the children.

Communication between assessors is key

Clear communication between assessor 1 and 2 at each station is important for a correct and reliable administration and measurement of the skills.

Flexible tasks

As mentioned above, the tasks “Floating”, “Treading water” and “Rotation(s)” can be seen as flexible tasks as they can be administered in station A, B or C depending on the progress of the other group(s).

STATION A: entry in the water - exit the water

A1. Entry in the water

Equipement: entry in the water

1 Scoring sheet
5 Laminated pictures of "Entry in the water"
1 Ladder
1 Big floating mat (+ fixed small floating mat on top)
2 Suction cups
1 Rope (to fixate the floating mat to the pool edge)

Test instructions entry in the water

N° of pictured options	Description of test instructions: (S) Start (T) Task (E) End
1	(S) Enter the water facing the ladder and climb down the ladder. (T) Climb down the ladder until your shoulders are below the water level. (E) Let go of the ladder with both hands and feet and stay freely in the water for at least 3s. I will count to 3 aloud.
2	(S) Sit on the edge of the fixed floating mat, with your knees bent and feet hanging in the water. (T) Gently leave the fixed floating mat and slide your body into the water. (E) Let go of the fixed floating mat with both hands and feet and stay freely in the water for at least 3s. I will count to 3 aloud.
3	(S) Stand upright at the edge of the fixed floating mat facing the water. (T) Take a large step forward with one foot first to enter the water. (E) Float freely in the water for at least 3s. I will count to 3 out loud.
4	(S) Stand with bent knees near the edge of the fixed floating mat facing the water and place your hands on your knees. Make yourself small, bringing your chin to your chest and your chest to your thighs. (T) Tilt / roll forward into the water while maintaining this position. Do not touch your face or any part of your body (except for your knees that you grab) as you enter the water. (E) Float freely in the water for at least 3s. I will count to 3 aloud.
5	(S) Stand with bent knees near the edge of the fixed floating mat with your back turned to the water and grab your knees from behind. Make yourself small, bringing your chin to your chest and your chest to your thighs. (T) Tilt / roll backwards into the water while maintaining this position. Do not touch your face or any part of your body (except for your knees that you are grabbing) while entering the water. (E) Float freely in the water for at least 3s. I will count to 3 aloud.

Scoring entry in the water

Criteria	Raw score
Refusal to perform any task option / using a noodle while performing the chosen task / "failure" of the chosen option (see below)	
Correct performance option 1 Failure if the child... • Climbs down the ladder with the shoulders still above the water level • Always keeps contact with the ladder with feet, hands or arms • Is letting go of the ladder with both hands and feet for less than 3s	1
Correct performance option 2 Failure if the child... • Remains seated on the edge of the fixed floating mat • Keeps contact with the mat at all times with his/her feet, hands or arms • Is letting go of the fixed floating mat with both hands and feet for less than 3s	2
Correct performance option 3 Failure if the child... • Stays standing upright near the edge of the fixed floating mat facing the water • Turns towards or grabs the mat when entering the water • Jumps into the water and lands on the belly or the back • Stays freely in the water for less than 3s	3
Correct performance option 4 Failure if the child... • Stands with bent knees near the edge of the fixed floating mat facing the water, but not with the hands on the knees • Is not tilting / rolling forward into the water, but landing flat on the belly • Is not tilting / rolling forward into the water, but jumping with feet first • Touches the face or any part of the body (except the knees) with the hands when entering the water • Floats freely in the water for less than 3s	4
Correct performance option 5 Failure if the child... • Is standing with bent knees near the edge of the fixed floating mat with the back turned to the water but not grabbing the knees from behind • Is not tilting / rolling backward into the water, but landing flat on the back • Touches the face or any other body part (except for the knees) with the hands while entering the water • Stays freely in the water for less than 3s	5

A2. Exit the water

Equipement: exit the water

1 Scoring sheet
5 Laminated pictures of "Exit the water"
1 Ladder
2 mats (1 big floating mat ; 1 small floating mat)
2 Belts (fixing both mats on top of each other)
2 Suction cups
1 Rope (to fixate or guide the floating mats)

Test instructions exit the water

N° of pictured options (N=5)	Description of test instructions: (S) Start (T) Task (E) End
1	(S) You are in the deep water facing the ladder. (T) Climb up the ladder to get out of the water in no more than 5 seconds. (E) Let go of the ladder with both hands once you are back on your feet at the pool edge.
2	(S) You are in the deep water facing one fixed floating mat. (T) Climb onto this one fixed floating mat to get out of the water (E) Sit down on your knees on the mat with no part of your body still underwater and raise your arms slightly for 3 seconds. I will count to 3 out loud.
3	(S) You are in the deep water facing two stacked fixed floating mats. (T) Climb up these two stacked fixed floating mats to get out of the water seconds. (E) Sit down on your knees on the mat without any part of the body still being submerged and slightly raise your arms for 3 seconds. I will count to 3 out loud.
4	(S) You are in the deep water facing one free floating mat. (T) Climb onto this one free floating mat to get out of the water (E) Sit down on your knees on the mat without any part of the body still being submerged and raise your arms slightly for 3 seconds. I will count to 3 out loud.
5	(S) You are in the deep water facing two stacked free floating mats. (T) Climb up these two stacked free floating mats to get out of the water seconds. (E) Sit down on your knees on the mat without no part of your body still underwater and raise your arms slightly for 3 seconds. I will count to 3 aloud.

Scoring exit the water

Criteria	Raw score
<i>Refusal to perform any task option / "failure" of the chosen option (see below)</i>	
Correct performance <u>option 1</u> Failure if the child... - Is unable to climb up the ladder in 5 seconds or less - Is not letting go of the ladder	1
Correct performance <u>option 2</u> Failure if the child... - Is unable to climb up the fixed floating mat in 5 seconds or less - Is not sitting on the knees - Does not let go of the fixed floating mat with any hand - Is letting go of the fixed floating mat with only one hand - Is letting go of the fixed floating mat with both hands for less than 3s	2
Correct performance <u>option 3</u> Failure if the child... - Is unable to climb up the two stacked fixed floating mats in 5 seconds or less - Is not sitting on the knees - Does not let go of the two stacked fixed floating mats with any hand - Is letting go of the two stacked fixed floating mats with only one hand - Is letting go of the two stacked fixed floating mats with both hands for less than 3s	3
Correct performance <u>option 4</u> Failure if the child... - Is unable to climb up the free floating mat in 5 seconds or less - Is not sitting on the knees - Does not let go of the free floating mat with any hand - Is letting go of the free floating mat with only one hand - Is letting go of the free floating mat with both hands for less than 3s	4
Correct performance <u>option 5</u> Failure if the child... - Is unable to climb up the two stacked free floating mats in 5 seconds or less - Is not sitting on the knees - Does not let go of the two stacked free floating mats with any hand - Is letting go of the two stacked free floating mats with only one hand - Is letting go of the two stacked free floating mats with both hands for less than 3s	5

Actions and verbal cues given by the assessor during Entry in the water + Exit the water assessment

Step	
1	Assessor 1 and 2 stand at the edge of the pool near the ladder together with 6 children.
2	Assessor 1 shows the 5th picture of "Entry in the water" to the children and says: "You can see a way to enter the water: "Rolling backward into the water". Who thinks he or she can do this and wants to do it right now?" Assessor 1 shows the 4 other pictures of "Entry in the water" to the children who don't want to perform the 5th option and says: "You can see 4 pictures each showing a way to enter the water, ranked from easy to more challenging: Nr. 1: Climbing down the ladder Nr. 2: Gently sliding down the mat Nr. 3: Take a big step into the water Nr. 4: Rolling forward into the water Choose the picture corresponding to the highest level you think you can perform."
3	Assessor 2 notes the option each child will perform.
4	Assessor 1 shows the 5th picture of "Exit the water" to the children and says: "You can see a way to exit the water quickly: "Climbing onto two stacked free-floating mats in no more than 5 seconds".Who thinks he or she can do this and wants to perform this in a moment?" Assessor 1 shows the 4 other pictures of "Exit the water" to the children who don't want to perform the 5th option and says: "You can see 4 pictures each showing a way to exit the water quickly, ranked from easy to more challenging: Nr. 1: Climbing up the ladder Nr. 2: Climbing onto one fixed floating mat Nr. 3: Climbing onto two stacked fixed floating mats Nr. 4: Climbing onto one free floating mat Choose the picture corresponding to the highest level you think you can perform in no more than 5 seconds."
5	Assessor 2 notes the option each child will perform for the entry and the exit tasks.
6	Assessor 2 calls out the number of the first child and the option. Assessor 1 instructs the first child using the test instructions "Entry in the water" and "Exit the water".
7	The first child tries to enter the water in the way he or she has chosen. Then he or she takes a break by holding on to the mat or the edge. Then he or she tries to get out of the water in the way he or she has chosen. While exiting the water the assessor counts '5', '4', '3', '2', '1' and '0'. If the child succeeds, he or she gets out of the water. If the child fails, he or she recovers for 15 seconds and tries the lower level of the exit task up to level 1 if necessary. Note: Assessor 1 fixates the mats holding tight the rope if the child chooses option 2 or 3 for the exit.
8	Assessor 2 notes the score for "Entry in the water" and for "Exit the water".
9	Repeat steps 6, 7 and 8 for the other children.
10	<i>If the child has successfully completed the selected option for "Entry in the water" and / or "Exit the water", then ask the child to try the adjacent higher level of "Entry in the water" and / or "Exit the water".</i> <i>If the child has failed to perform the chosen option for "Entry in the water", then ask the child to try the adjacent lower level of "Entry in the water" and / or "Exit the water".</i> <i>The child can only try one adjacent level.</i>

STATION B: Propulsion on the belly - Submersion - Propulsion on the back

B1. Propulsion on the belly

Equipement: Propulsion on the belly

1 Scoring sheet
2 (Rectangular) noodles or two big cones
1 15m measuring tape
1 Strong tape (color in contrast with floor), placed on the floor each 1 meter
2 Timers
1 Whistle

Test instructions propulsion on the belly

Description of test instructions: (S) Start (T) Task (E) End
(S) Go into the water (by 1, 2, 3 or 4 children according to the level*) after this explanation. Once you are in the water, you can hold on to the rectangular noodle with one arm, with your face in the direction of the swim lane, I will give you a start signal.
(T) After the start signal, you let go and start swimming as far as possible during 2min while staying on your belly (with your head above and / or below the water surface) using your legs and / or arms, up to the other rectangular noodle. Once you are at the level of that second noodle, touch it with your head, immediately turn around, do not stop, and continue swimming while staying on your belly, back to the starting noodle. At that point, touch it with your head, turn around again, and so on. Try not to touch the wall, the swimming lane rope or bottom of the pool during the performance of this test. If you come close to the feet of the child in front, you can pass him / her without disturbing him / her.
(E) Continue this task until the assessor gives a sign (or when you can no longer perform / continue the task (e.g., by holding onto the edge of the swimming pool). When you finish the task, you should stay in place holding on to the lane rope or pool edge to not interfere with the children still swimming.

** Children with low levels are encouraged to swim close to the edge. Children who are confident to swim to the are invited to swim in lane 2 if necessary. For children who cannot swim freely, they are invited to swim with a noodle and have a raw score of zero.*

Scoring criteria propulsion belly

Criteria	Raw score
Distance covered in m [+ Time registration in s] <i>The test stops if the child...</i> - Holds on to the lane rope or pool edge after the start sign - Intentionally touches the ground with the feet - Turns on its back or side and continues to swim that way	Distance covered in + Time swum without stopping meters* in seconds

Actions and verbal cues given by the assessor during propulsion on the belly assessment

Step	
1	Assessors 1 and 2 stand at the edge of the pool together with 6 children.
2	Assessor 1 instructs the children using test instructions PROPULSION ON THE BELLY and laminated pancarte.
3	The children (by 1, 2, 3 or 4 according to their levels) go into the deep water at the level of the rectangular noodle. The children hold on to the lane rope or pool edge (or noodle) while waiting for the start sign.
4	The children prepare to start the task each in one half of the lane.
5	Assessor 1 says: “Ready? 3-2-1-Go!”
6	Assessor 2 pushes the button of the timer and gives a sign when 2min are over. Use the functionality “split time” when one child stops earlier than the other.
7	Assessor 2 notes the scores on the scoring sheet for “Propulsion on the belly”.
8	A child that has finished the task, stays in place holding on to the lane rope or pool edge to not interfere with the child still swimming.

S1: Specific considerations during propulsion on the belly assessment

Specific considerations

Organization

Different organizational options of administering “Propulsion of the belly” to guarantee flexibility are proposed below.

Option 1:

- 1 Available swimming lane

- Task is performed per 2 children
- Each child swims in one half of the lane (and stays in his or her “own half lane” when turning)
- Starting point is at the level of a cone

Option 2:

- 2 Available swimming lanes
- Task is performed per 4 children in the same time
- Each child swims in one half of the lane (and stays in his or her “own half lane” when turning)
- Starting point is at the level of the rectangular noodle

Option 3:

- 1 Available swimming lane
- Task is performed per 2 (or more) children
- Carrousel organization: when a child reaches the rectangular noodle on the opposite side, he or she swims further on in the other half lane.
- Starting point for child 1 is at the level of the rectangular noodle; starting point for child 2 is at the level of the rectangular noodle on the other side (+ other starting points in between when assessing more children at the same time)

Option 4:

- 1 Available swimming lane
- Let children start the task with a 10 seconds interval
- Carrousel organization: when a child reaches the rectangular noodle on the opposite side, he or she swims further on in the other half lane.
- Same starting point for each child (at the level of the cone)

Measurement

“Touch the noodle with the head”

To ensure children won’t turn too short, ask them to touch a noodle with their head before turning.

“Don’t grab pool edge or lane rope!”

Emphasize that children cannot grab the pool edge, lane rope or noodle during the performance of the task. Occasional touching of the pool edge, lane rope or noodle is tolerated.

Split time

Assessor 2 will need to use the “split time” functionality of the timer when one child stops earlier than the other.

Counting the lengths

It is advisable to count (tally) the number of lengths swum (per 15m) to calculate the distance afterwards and note this on the scoring sheet.



Alfac assessor guidelines

Swimming pool session 2: Alfac Parcours assessment

Swimming pool session 2: Alfac Parcours assessment

S2: Purpose

The purpose of the ALFAC 'Parcours' assessment is to assess children (aged 6-12 years) in a test of combined aquatic skills related to processing external information (visual and auditory) and decision-making in action.

S2: Target

The ALFAC "Parcours" is designed for all children between the ages of 6 and 12 (with the exception of 12-year-olds) who have achieved a minimum level of isolated aquatic skills during the first session in the swimming pool. Table 1 shows the minimum requirements for each individual skill to gain access to the "parcours".

Table 1 – Level per isolated skill allowing access to the 'parcours'

Isolated skill	Minimum requirements
10. Entry in the water	Level 3: Enter the water with a big step forward from one fixed floating mat
11. Exit the water	Level 3: Climb up one fixed floating mat to exit the water
12. Breathing	<i>No minimum level required</i>
13. Treading water	Treading water for at least 5 seconds
14. Propulsion on the back	Swimming on the back for at least 5m
15. Propulsion on the belly	Swimming on the belly for at least 5m
16. Submersion	Swimming in immersion for at least 1,5 m
17. Rotation(s) in a horizontal body position	<i>No minimum level required</i>
18. Rotation(s) in a vertical body position	<i>No minimum level required</i>
19. Floating	<i>No minimum level required</i>

S2: Elements of the 'Parcours'

Table 2 shows the elements assessed in the "parcours" according to the different domains of Aquatic Literacy level.

Table 2 – Elements assessed in the 'parcours'

Domains	Element
Motor	- o Entry in the water with a body disorientation - o Treading water - o With one forearm over the water surface to show a mat - o In place to take visual / auditive information - o Submersion • Long (~1.5 m-2m) • Orientation (return to the surface in a hoop) • Stealthy immersion in front of a floating obstacle - o Propulsion • On the belly • On the back • Free choice - o Exit of the water on a fixed floating mat - o Combined the above motor tasks
Psychological	- o Receiving and processing visual (when pointing to a mat) and auditory information (whistle and question from the assessor) - o Decision-making in action - o Answer a question verbally while treading water

S2: Preparation

S2: Equipment

Table 3 - ALFAC 'Parcours' equipment

Scoring sheets*
2 x floating mats*
4 x suction cups*
12 fixing belts (1meter)*
2 x swimming pool lane rope*
1 x big noodle to protect the wall for the helicopter task*
1 x noodle + 2 fixing belts for the submersion task*
1 x hoop of 0,80cm diameter*
1 x timer*
1 x kazoo*
10 x hair elastics*
7 x oversized T-shirt at knee level for children (8-9 years, 10-12 years, 12-14 years, S, M, L, XL sizes)*

**This equipment is not provided by ALFAC.*

S2: Pool requirements

Both level and non-level pools are eligible for the ALFAC parcours assessment. However, the pool must have a minimum of 12.5m of "deep water". Deep water means that the tallest child cannot touch the bottom with his/her feet when his/her head is fully submerged below the water surface. The parcours assessment requires the first two lanes. The second lane is separated on either side by a pool lane rope.

Figure 1 shows the lanes that can be used in a 25m pool.

S2: Swimming suit requirements

It is recommended that children wear tight-fitting swimsuits or short swimming shorts (above the knee). If children are wearing shorts below the knee and there is no alternative, they will be allowed to pass but a note (long shorts) will be made on the score sheet. If they have long(er) hair, they must tie it up in a point or tail to keep it out of their face. **Goggles and a swim cap* are not allowed. Children will wear an oversized, mid-thigh length T-shirt during the test.** If a child needs to wear a swim cap or goggles for medical or other reasons, this will be noted in the 'Remarks' section of the score sheet.

**A single exception to not wearing a swim cap may be tolerated if necessary based on specific local pool rules.*

S2: Staffing

Ideally, a team of at least 2 ALFAC assessors and 1 PE teacher (or other school staff member) is required to carry out the ALFAC assessment. The 2 ALFAC assessors are specially trained to run the ALFAC 'parcours': one gives the instructions and the other scores and takes the time. In another part of the swimming pool, the PE teacher gives a classical lesson. This session (with different parts) is developed by the ALFAC team. In addition to these 3 staff members, 1 qualified lifeguard must be present. He or she is responsible for the overall supervision of the pool and is not involved in the ALFAC assessment.

Table 4 - Combined skills to be administered in the 'parcours'

Task number	Task
1	Entry like a helicopter
2	Treading water while pointing an floating mat
3	Swimming 5m on the belly
4	Submerging the full body and swimming ~1,5-2m under water, returning to the water surface in a hoop
5	Exit from the hoop and swimming 5m on the back
6	Submersion under the swimming pool lane rope
Choice task	Treading water while taking auditive information and giving an oral answer
Before / after the signal	Free choice swimming up to the next exit mat
On signal	Going under the swimming pool lane rope and going again under the swimming pool lane rope without touching it
7	Exit the water by climbing up the fixed floating mat

S2: Administration of the alfac 'Parcours' assessment

Step 1 - Preparation

- o Follow the ALFAC training to become an ALFAC assessor.
- o Have a copy of this manual to use as a guide during the assessment.
- o Set up the ALFAC assessment 'course' using the equipment and floor plan.
- o List of children to be assessed (their names and codes).
- o Printed assessment sheets, including spare copies, and pencils;
- o Conduct a short briefing with instructors and administrators:
 - Discuss how the assessment session will be run, taking into account factors such as the number of children to be assessed and the effective time in the pool, the responsibilities of each member of staff, and what other children will be doing during individual assessments.

Step 2 - Introduction

At the start of the assessment, ensure that the children have a clear side view of the ALFAC 'parcours' test set-up. The children should then be given a verbal explanation of the assessment, indicating the route and the order of the activities to be completed. Throughout the parcours, one of the two assessors should constantly guide the child through the tasks to be completed.

Step 3 - Group division

At the beginning of the session, the ALFAC assessors identify the children who have met the minimum requirements to complete the "parcours".

They then select, in groups of 6, the children who have met the minimum requirements for the 10 isolated tasks. The assessor gives instructions to the 6 children (using the "Instructions to give before starting the 'parcours'" in the next section). The first child to pass is a volunteer. He or she will set an example for the others. If the first attempt is unsuccessful due to lack of understanding, he/she will be given a second chance when the other 5 children have completed the course. The other children will only be allowed one attempt.

S2: Instructions to give before starting the 'Parcours'

"What the assessor tells the children"

[What the assessor shows / demonstrates to the children].

[The assessor and child stand on the starting space. The assessor starts to give instructions].

"We are going to do a 'Parcours'".

"In this 'parcours', there are floating objects (like a hoop, noodles, swimming pool lane rope) and the wall but you are never allowed to touch or grab them. If you touch them, you lose all your points!

The 'parcours' takes place in 2 stages. In the first stage over here **[show the beginning of the standardized 'parcours' from the starting space to the second mat]**, everyone does the same tasks in the same order. The second stage is where you choose your path and thus may be different from the other children. Do you understand this? **[Wait for the child to understand and agree].**

You are going to start here by jumping in the water like a helicopter [mime the action on the starting space]. When you are in the water, you must not go forward or backward, you will have to look where I am pointing at. I am going to show you, either the first mat **[show the first mat]**, or the second mat [show the second mat]. When you are in the water, staying in place with your nose above the water surface, you will have to show me the mat that I am showing to you **[demonstrate the arm that shows the mat]**. To do so, you must take one forearm completely out of the water and point at the same mat for 5 seconds **[count 1 ... 2 ... 3 ... 4 ... 5]**.

Subsequently, you swim on your belly to the attached noodle **[point to the noodle]**. When you reached this noodle, you must swim under the noodle [show the way under the noodle with your hand] and hiding yourself below the water surface, while moving forward. You need to return to the water surface in the hoop without touching it. Be careful, it is forbidden to show up and to break through the water surface with any part of your body between the noodle and the hoop.

When you are in the hoop, get your head above water and go again under the hoop without touching it **[show the way to go under the hoop with your hand]**. When you arrive behind the hoop, turn on your back to swim further along the swim lane on your back **[mime switching to the back by turning its hand from palm down to palm up]** until you reach the second mat **[point to the second mat]**.

When you reach the second mat, you stop and go under the swimming pool lane rope **[mime going under the swimming pool lane rope with its hand with palm down]**, without touching it to get close to the second floating mat. Do not touch it, otherwise the 'parcours' is over. Then, while being in the water, you stay in place with your nose above the water surface.

At this point, I am going to ask you a question: Do you want to score 1 point [show 1 finger] or do you want to score more. If you are tired, you stop and exit the water by climbing up the mat. Then you will score 1 point. And if you want to score 2 points **[show 2 fingers]**, you continue. It is your choice. If you choose to go for 2 points, you will have to swim to the first mat **[point to the way]**. Be careful, if you stop before the next mat, you will lose all your points and score zero! When you get close to the following mat **[point to the mat]**, do not touch it or the 'parcours' is over. Then, while being in the water, you stay in place with your nose above the surface.

At that point, I am going to ask you another question: Do you want to score 2 points **[show 2 fingers]** or do you want to score more? If you are tired, you stop and exit the water by climbing up the mat. Then you will score 2 points. If you decide to score 3 points **[show 3 fingers]**, you continue and swim to this mat **[show the mat]**. Be careful, if you stop before the next mat, you will lose all your points! At this point, you will exit the water by climbing up the mat. Be careful, if you stop before the last mat, you will lose all your points! Do you understand this?? **[wait for the child to understand and agree]**.

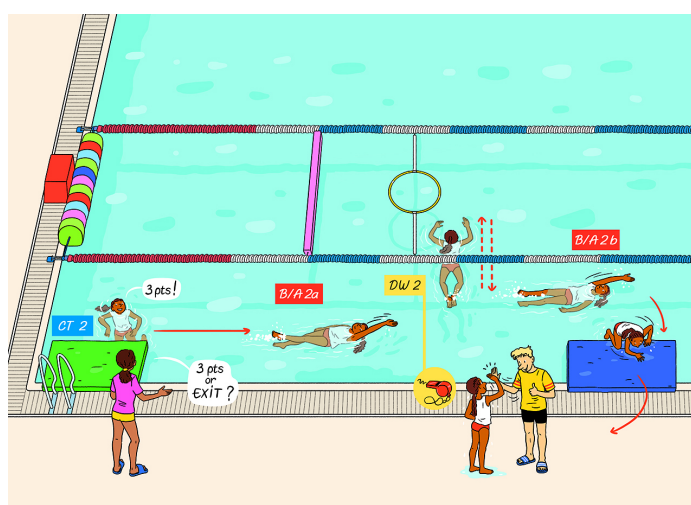
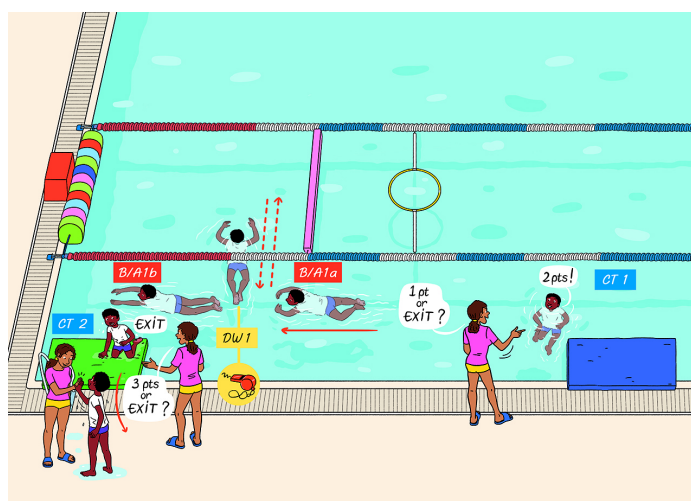
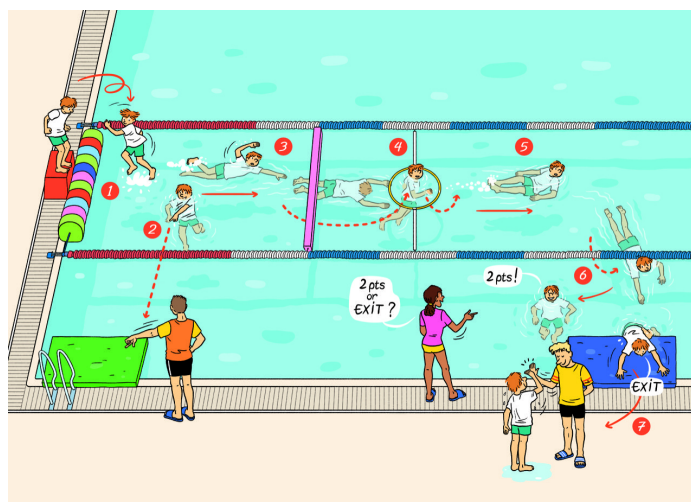
I have one last surprise. In the 'parcours' that you will choose **[show with the finger the way of this part of the 'parcours']**, when you hear 'this' **[whistle]**, you must go under the swimming pool lane rope to the next swimming lane and come back to the previous one without touching it **[show the way to go under the hoop with your hand]**.

Okay? **[wait for the child to understand and agree]**. Do we try to score as many points as possible? **[wait for the child to understand and answer]**. Do you have any questions? **[answer the questions of the children]**."

S2: Task description and instructions during the 'Parcours'

The organization of the complete 'parcours' test (1st stage and 2nd stage) is presented in table 5.

Table 5 – Organization of the complete 'parcours' test



CT = Choice task, **B/A W** = Before and after the whistle, **DW** = During the whistle.

Table 6 – Description per task of the ‘Parcours’ (01)

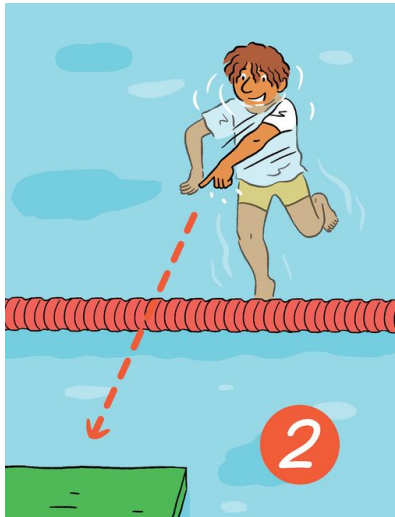
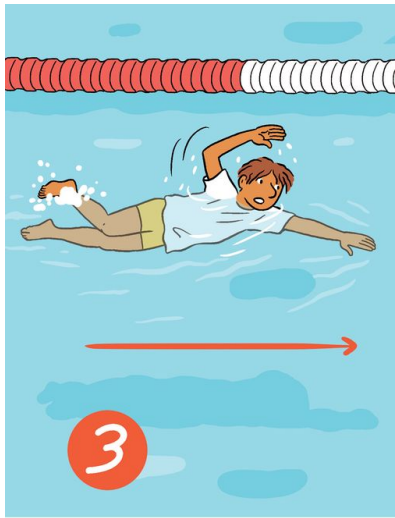
Task number	Task picture	“What the assessor says” [Or does] during the test	What the child must do
1		"Jump in the water like a helicopter"	The child: o Stands in the starting space; o Jumps from the edge into the air, rotating around its longitudinal axis; o Enters the water with feet first in the longitudinal axis; o Passively or actively rises to the water surface.
2		"Look at me. While treading water, point with your finger and your forearm out of the water the floating mat I am pointing to." [Show one of the 3 mats] "1 ... 2 ... 3 ... 4 ...5"	The child: o Stays in place, nose above the water surface; o Pulls one forearm out of water; o Points to the assessor's designated mat for 5 seconds; o Puts the arm back in the water.
3		"Now swim on your belly up to the noodle"	The child: o Swims on its belly using the arms and / or legs up to the noodle.

Table 6 – Description per task of the ‘Parcours’ (02)

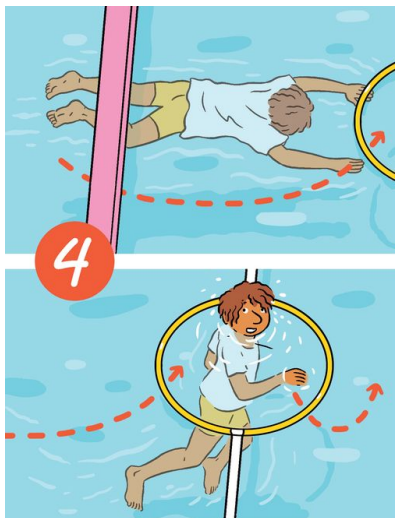
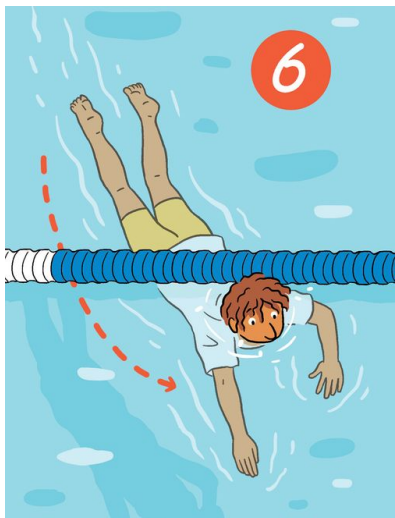
Task number	Task picture	“What the assessor says” [Or does] during the test	What the child must do
4		"Swim under the noodle upto the hoop, without being seen. Return to the watersurface in the hoop. Go again under the hoop without touching it"	The child: - o Submerges its full body in front of the noodle without touching it intentionally; - o Swims under water without going back to the water surface between the noodle and the hoop ; - o Returns to the water surface in the hoop without touching it intentionally. - o Submerges its full body to go under the hoop without touching it intentionally.
5		"Turn on your back and swim up to the 2nd floating mat on the same lane" [Stop the child if it goes over the floating mat / flag]	The child: - o Turns on its back ; - o Swims on its back using the legs and / or arms ; - o Stops at the level of the assessor who is guiding him/her.
6		"Go under the swimming pool lane rope and join me to the floating mat"	The child: - o Faces the 2nd mat ; - o Submerges its full body to go under the swimming pool lane rope without touching it intentionally ; - o Returns to the water surface in the next swimming pool lane rope.

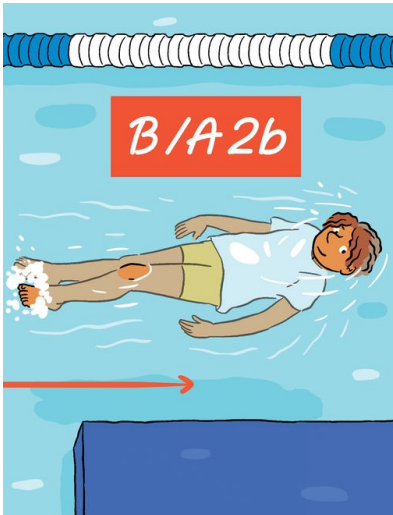
Table 6 – Description per task of the ‘Parcours’ (03)

Task number	Task picture	“What the assessor says” [Or does] during the test	What the child must do
Choice task 1		"Stop. Do not touch the floating mat. Do you want to stop here and score 1 point, or do you want to continue and score 2 points?"	The child: o Faces the 2nd floating mat while treading water; o Hold the ears and mouth out of the water to hear the assessor; o Answers the assessor's question verbally according to its feelings; 2 choices are presented to the child: 1 Stop and go on to task 7 ; 2 Continue and go to task B/A Whistle 1a .
B/A Whistle 1a		"Swim up to the next mat"	The child: o Faces towards the next floating mat; o Swims using the arms and / or legs.
During the Whistle 1		[Whistle] "Swim under the swimming pool lane rope without touching it and do the same when coming back to the starting lane"	The child: o Submerges its full body to go under the swimming pool lane rope without touching it intentionally; o Returns to the water surface in the other lane; o Does the same action to come back in the previous lane.

Table 6 – Description per task of the ‘Parcours’ (04)

Task number	Task picture	“What the assessor says” [Or does] during the test	What the child must do
B/A Whistle 1b		See task "B/A Whistle 1a"	See task "B/A Whistle 1a"
Choice task 2		"Stop. Do not touch the floating mat. Do you want to stop and score 2 points, or do you want to continue and score 3 points?"	The child: o Faces the 1st floating mat while treading water; o Holds the ears and mouth out of the water to hear the assessor; o Answers the assessor's question verbally according to its feelings; 2 choices are presented to the child: 1 Stop and go on to task 7 ; 2 Continue and go to task "B/A Whistle 2a" .
B/A Whistle 2a		See task "B/A Whistle 1a"	See task "B/A Whistle 1a"

Table 6 – Description per task of the ‘Parcours’ (05)

Task number	Task picture	“What the assessor says” [Or does] during the test	What the child must do
During the whistle 2		See task "During the Whistle 1"	See task "During the Whistle 1"
B/A Whistle 2b		See task "B/A Whistle 1"	See task "B/A Whistle 1"
7		“You can exit the water, raise your hands for 3 seconds, 1...2...3”	The child: o Climbs up the floating mat to exit the water; o Kneels down and raises his hands for 3 seconds.

S2: Task description and instructions during the 'Parcours'

The criteria for success and failure of the 'parcours' for each task are listed in Table 7.

Table 7 – Success and failure criteria per task

Tasks	Criteria
<i>During the whole 'parcours'</i> All tasks	Failure when the child... - o Decides to stop the test; - o Refuses to complete a task; - o Intentionnaly touches or grabs the equipment, the swimming pool lane rope or the wall.
<i>Entry in the water like a helicopter</i> Task 1	Correct performance when the child... - o Stands in the starting area (moves less than a meter); - o Jumps from the edge into the air, initiating the movement of turning around the longitudinal axis (90°); - o Enters the water with feet first in the longitudinal axis; o Passively or actively rises to the water surface. The child is allowed to push the bottom of the pool to get to the surface. Failure when the child... - o Refuses to go into the water; - o Does not jump off the wall; - o Does not initiate a turn around the longitudinal axis (or less than 90°); o Enters the water and lands on his/her belly or back; - o Grabs the edge, the swimming pool lane rope or the big noodle.
<i>reading water to point a mat with a forearm and a finger</i> Task 2	Correct performance when the child... - o Stays in place with the nose above the water; - o Raises one forearm above the water (contact of the elbow with the water is allowed); - o Points to the mat designated by the assessor for 5 seconds; Failure when the child... - o Does not have one forearm and one hand completely above the water (elbow contact with the water is allowed); ; - o Has the nose below the water surface; - o Places the forearm in the water during the 5 seconds; - o keeps the index finger and forearm out of the water less than 5 seconds, while pointing to the mat; - o Moves off the spot (more than 1 meter from the starting position); o Fails to point the correct mat.
<i>Swim on the belly</i> Task 3	Correct performance when the child... - o Swims on the belly using the arms and / or legs The child is allowed to lie on the belly to rest. Failure when the child... - o Turns to the side (more than around 90°) or on the back; - o Intentionally grabs or touches the swimming pool lane rope or attached belts.
<i>Submersion of ~1,5-2m under a noodle, return on the water surface in a hoop</i> Task 4	Correct performance when the child... - o Submerges its whole body in front of the attached belts without intentionally touching them; - o Swims under water; - o Returns to the water surface in the hoop without intentionally touching it. The child is allowed to push the bottom of the pool to get to the surface. Failure when the child... - o Breaks through the water surface with any part of the body in between the noodle and the hoop; - o Intentionally touches the noodle, hoop or swimming pool lane rope.
<i>Swim on the back and taking visual information</i>	

Task 5	Correct performance when the child... - o Swims on the back using the arms and / or legs; <i>The child is allowed to lie on the back to rest.</i> - o Stop at the assessor's level, which is placed at the end of the centre mat. Failure when the child... - o Turns to the side (more than around 90°) or on the belly; - o Stops before the end of the 2nd floating mat ; - o Does not stop when asked by the assessor.
<i>Submersion under the swimming lane rope</i> Task 6	Correct performance when the child... - o Submerges the whole body under the swimming pole lane rope without intentionally touching it; - o Swims underwater; - o Rises to the surface after the swimming pool lane rope without intentionally touching it. <i>The child is allowed to push the bottom of the pool to get to the surface.</i> Failure when the child... - o Breaks the water surface with any part of the body before going behind the swimming pool lane rope; - o Intentionally touches the swimming pool lane rope.
<i>Treading water to take auditory information and providing oral information</i> Choice Task 1 and 2	Correct performance when the child... - o Treads water with nose is above water ; - o Places the mouth above the water surface; - o Listens to the assessor; - o Gives an verbal answer to the assessor's question. Failure when the child... - o Moves more than one meter (over the ends of the floating mat); - o Puts the nose in the water; - o Is unable to give a verbal answer to the assessor's question.
<i>Going under the swimming pool lane rope without touching it, returning to the water surface, coming back to the starting lane by doing the same</i> Tasks during the whistle 1 and 2	Correct performance when the child... - o Submerges to pass under the swimming pool lane rope without intentionally touching it; - o Returns to the water surface in the next swimming pool lane rope; - o Repeats it to return to the starting lane. <i>The child is allowed to push the bottom of the pool to get to the surface.</i> Failure when the child... - o Cannot go under the swimming pool lane rope; - o Intentionally touches or grabs the swimming pool lane rope.
<i>Free choice swim until the next floating mat</i> Tasks Before/After the whistle 1a, 1b, 2a and 2b	Correct performance when the child... - o Swims in the indicated direction using the arms and / or legs. The child is allowed to: - o Lie on the back or belly to rest; - o Switch position (belly, back, costal). Failure when the child... - o Intentionally touches the material, the swimming pool lane rope, or the wall.
<i>Exit the water by climbing up the floating mat</i> Tasks 7	Correct performance when the child... - o Uses the floating mat to climb and exit the water; - o Kneels on the floating mat and raises up hands during 3 seconds. Failure when the child... - o Is unable to climb up the floating mat; - o Is unable able to kneel on the floating mat; - o Is unable to raise his/her hands up during 3 seconds.

S2: Tips for the correct organisation of the course test of the 'Parcours'

- o Organise groups of no more than 6 children. The length of the 'course' varies from a few seconds to 3 minutes, so you should allow a maximum of 30 minutes for the children to complete the 'parcours'.
- o Take time to explain the 'parcours'. Allow the first child to have a second go at the end if they fail due to lack of understanding.
- o An assessor should guide the children through the 'parcours' at all times. Assessing the child's ability to process auditory information is part of the test!
- o If a child does not meet the criteria (e.g. does not tread water, touches the tyre...), do not stop the child. Record his or her performance on the scoresheet and let the child finish the parcours so that he or she has a good experience.
- o Always encourage and praise the children and encourage them to encourage themselves. Whatever the level of the children, this 'parcours' must remain a positive experience!
- o If necessary, for safety reasons, an assessor may be placed in the line next to the one in which the child is taking the test. This is not compulsory, but if it is, the assessor should be behind the child and preferably underwater".

S2: Alfac 'Parcours' scoring sheet

This evaluation tool makes it possible to highlight the successful or unsuccessful tasks in chronological order. The total time is also recorded for each child. If the child performed the "parcours" under special conditions (goggles, floating aids, use of signs rather than speech...) a remark is mentioned to explain the adaptation and the reasons. In any case, evaluate the child's performance until getting out of the water. See the next page for the "ALFAC parcours scoring sheet" to be used



Alfac assessor guidelines

Alfac Administrative documents

Agreement between Alfac and participating School

Agreement between the school

From the city of

And the national coordinators of the ALFAC project

I, the undersigned

Confirm on behalf of my institution,

Our commitment to the ALFAC project.

As head of the school in the city of,

I undertake to ensure that the school's teachers :

- Provide a schedule of pool sessions planned for the 202_/202_ school year for all classes
- Participate in an information meeting to present the ALFAC project
- Distribute information letter and consent forms to parents and students
- Collect parental consent forms
- Welcome ALFAC evaluators and allow them to administer the questionnaire to students at a date and time agreed with the evaluation team
- Help organize aquatic tests at the pool, serving as liaison between the research team and the team of municipal life-guards.

Our contact person will be: [Surname, name, mail]

We wish the Consortium every success for its present and future activities.

[City], [Date]

Signature

[Name of the institution]

[Name of the signatory]

Institutional Stamp

Information letter for the parents

Dear Sir, Madam

Your child's school, in agreement with and the municipality, has been selected to take part in a European study on the swimming ability of children aged 6 to 12. The results will enable us to identify the main areas for improvement to better protect children from the risk of drowning, while encouraging them to take part in aquatic activities.

The study will take place during school time. The children will first complete a questionnaire in class, then take tests at the pool over two sessions. These tests will be presented to them as participation in events during which each child will be able to score points for his or her school.

We will also ask you for information about your household, your swimming ability and that of your child. This data will be fully protected to ensure your anonymity.

In order to ensure that your child's results are taken into account in the study, you are asked to sign the consent form attached to this letter and to forward the information letter intended for your child together with his or her own consent form.

In accordance with the law, you have the following rights:

Your contribution to this research is voluntary and you have the right to refuse to participate

Your child must also agree, and is completely free to refuse to take part

You can stop participating at any time, without having to justify your decision

You can ask questions about this research at any time by e-mail (.....) or by phone at

Data protection:

In the context of this study, processing of your personal data and that of your child will be implemented in compliance with European Regulation (EU) 2016/679 of the European Parliament and of the Council of April 27, 2016 (RGPD) and the amended January 6, 1978 Data Protection Act. This study is based on Article 6.1 e) of the RGPD: the processing is necessary for the performance of a mission of public interest to which scientific research belongs. These data are used solely for the purposes of the study and are processed by the scientific managers or persons placed under their authority and bound by professional confidentiality.

Information letter for the children

Dear student of

Your school has been selected to take part in a study on 'Can swim'. Children of the same age as you will take the same tests in Germany, Belgium, Lithuania, Norway, Poland and Portugal.

The aim is to identify the strengths and weaknesses of pupils in different countries, and to help swimming instructors in all these countries to improve learning to swim and encourage the desire to swim.

The experimenters will first come to your classroom to present the tests. You will be free to choose whether or not to take part. First, there will be a questionnaire with pictures to find out what you think you can do in the water, and whether you like swimming and learning to swim. Then, when you go to the pool with your class and your teacher, you will take part in a series of tests in the water. Each time you complete an activity, you can score a point for your class and your school. Do not worry, there is no risk involved and the games are great fun. At the end of the study, you will receive a diploma showing your strengths and where you can improve. This diploma will show the points scored by your entire school.

By taking part in this study, you will be helping lifeguards learn to swim better! So thank you if you agree to take part!

As this is a scientific study, you should know that **you can**:

- **Refuse** to participate in the study
- **Stop participating** along the way **without justifying yourself**
- **Ask questions** about the tests and how we will use them

As far as results are concerned:

- We will only use them for **scientific purposes**
- We will **never mention your name** through coding
- **You can know everything about the data** you give us by participating in the study.

In any case, if you have any questions, please ask your parents or guardians to contact the study coordinators below.

See you soon !

Consent form for the parents (one child participating in the study)

I (we) the undersigned

Miss ; Mister,

freely and voluntarily agree to my child(ren) scholarized in the school

A : (the oldest child participating): in class:

B: (following child): in class:

C : (following child): in class:

D: (following child): in class:

taking part in ALFAC (Aquatic Literacy For All Children) research.

I certify that I am aware of:

- o the interest of the study and its organization, and of our total freedom to agree or not to agree to take part in this study, and that we are free to change our mind at any time.
- o I am completely free to decide whether or not to provide information about my home and my child.
- o my consent in no way relieves the scientific leader and the research organisation of all responsibility, and that I retain all my rights guaranteed by law.
- o I may, on request, have access to the results of this research.

In order to make the answers to the questionnaire I am going to take part in anonymous and to be able to link them to my child/children's tests, I will create the following code:

Code(s) for your child(ren) taking part in the study:

Country (First 3 letters)	Parent's town of birth (First 3 letters)	Parent's month of birth (First 3 letters)	Parent's last 4 phone numbers	Circle A, B, C, D ac- cording to the num- ber of children par- ticipating
---	---	---	----	A... B... C... D...

I agree that the data collected may be processed by the research laboratory. The data collected will remain strictly confidential. I am aware that the right of access provided for in the GDPR may be exercised at any time by contacting the investigator. I may exercise my rights of rectification, objection, deletion, restriction and portability by contacting the same investigator, who will contact the organisation responsible for the research in order to exercise my rights.

Dated at on.....
Signature(s) of the legal representative(s),

Dated at on.....
Investigator's signature

(in the event of one signature out of a possible two, I certify that I have informed the other legal representative of the child's participation in the ALFAC project)

This form is completed in duplicate, one copy being given to the investigator's legal representative. One copy will be kept by the investigator, in complete confidentiality, in accordance with the law.

Research organisation:

Multidisciplinary Sport, Health and Society Research Unit,
University of Lille 413 avenue Avinée, 59120, Loos, France

Scientific Director:

Professor François POTDEVIN
@ : francois.potdevin@univ-lille.fr; +3320887390

Principal investigator:

Léa Mekkaoui
@ : lea.mekkaoui@univ-lille.fr; 0374008200

Consent form for the parents (several children participating in the study)

I (we) the undersigned

Miss ; Mister,

freely and voluntarily agree to my child(ren) scholarized in the school

A : (the oldest child participating): in class:

B: (following child): in class:

C : (following child): in class:

taking part in ALFAC (Aquatic Literacy For All Children) research.

I certify that I am aware of:

- o the interest of the study and its organization, and of our total freedom to agree or not to agree to take part in this study, and that we are free to change our mind at any time.
- o I am completely free to decide whether or not to provide information about my home and my child.
- o my consent in no way relieves the scientific leader and the research organisation of all responsibility, and that I retain all my rights guaranteed by law.
- o I may, on request, have access to the results of this research.

In order to make the answers to the questionnaire I am going to take part in anonymous and to be able to link them to my child/children's tests, I will create the following code:

Code 1 if one child is taking part in the study:

Country (First 3 letters)	Parent's town of birth (First 3 letters)	Parent's month of birth (First 3 letters)	Parent's last 4 phone numbers	Circle A, B, C, D ac- cording to the num- ber of children par- ticipating
---	---	---	----	-

Code 2 if two children are taking part in the study:

Country (First 3 letters)	Parent's town of birth (First 3 letters)	Parent's month of birth (First 3 letters)	Parent's last 4 phone numbers	Circle A, B, C, D ac- cording to the num- ber of children par- ticipating
---	---	---	----	-

Code 3 if three children are taking part in the study:

Country (First 3 letters)	Parent's town of birth (First 3 letters)	Parent's month of birth (First 3 letters)	Parent's last 4 phone numbers	Circle A, B, C, D ac- cording to the num- ber of children par- ticipating
---	---	---	----	-

I agree that the data collected may be processed by the research laboratory. The data collected will remain strictly confidential. I am aware that the right of access provided for in the GDPR may be exercised at any time by contacting the investigator. I may exercise my rights of rectification, objection, deletion, restriction and portability by contacting the same investigator, who will contact the organisation responsible for the research in order to exercise my rights.

Dated at on.....

Signature(s) of the legal representative(s),

Dated at on.....

Investigator's signature

(in the event of one signature out of a possible two, I certify that I have informed the other legal representative of the child's participation in the ALFAC project)

This form is completed in duplicate, one copy being given to the investigator's legal representative. One copy will be kept by the investigator, in complete confidentiality, in accordance with the law.

Research organisation:

Multidisciplinary Sport, Health and Society Research Unit,
University of Lille 413 avenue Avinée, 59120, Loos, France

Scientific Director:

Professor François POTDEVIN

@ : francois.potdevin@univ-lille.fr; +3320887390

Principal investigator:

Léa Mekkaoui

@ : lea.mekkaoui@univ-lille.fr; 0374008200

Consent form for the child

My name is

And I agree to take part in the ALFAC project.

I understand :

- o Waht the ALFAC project is all about
- o That I will have to answer a questionnaire in class
- o That I will be doing some tests at the pool, trying to do my best
- o That I am totally free to choose whether or not to take part in this study
- o That I can stop participating at any time
- o That my answers and results will be taken into account in the study.

Done at Date.....
My signature,

Done at Date.....
Signature of study manager

This form is produced in duplicate. I may keep one. The other will be kept by the person in charge of the study.



Alfac assessor guidelines

Alfac Questionnaires

Alfac parental questionnaire (one child participating in the study)

Date of completing this questionnaire (dd/mm/yyyy): / /

This questionnaire will be pseudonymized and protected according to the laws in force during all analyses and publication of the results. To get the most accurate answers about your child(ren), we encourage both parents or guardians to complete this questionnaire together whenever possible. **Please complete one questionnaire per child participating in this study.**

If you require further information to clarify any questions, please contact us at:

Your code (OC)

This code is identical to the one you filled in on the consent form. It will be used to link your answers to your child's test results. If you have more than one child in the study, the code is the same **except for the last letter.**

Country (First 3 letters)	Your city of birth (First 3 letters)	Your month of birth (First 3 letters)	Last 4 digits of your phone number	Child specific code (A for the oldest, B for the second one, C for....)
---	---	---	----	-
				-
				-
				-
				-

School information (OC)

Town of the school your child attends:

Postal code:

Name of the school:

Information regarding the family background (OC)

Please indicate below the highest educational diploma or certificate obtained within the family / household in which the child

mainly grows up:

- ☐ No education diploma
- ☐ Primary education
- ☐ Secondary education
- ☐ Non-university higher education
- ☐ University higher education
- ☐ *I rather prefer not to answer this question*

Please write down the joint total monthly net income of the family / household in which the child mainly grows up:

-
- ☐ *I rather prefer not to answer this question*

Information of the child participating in the ALFAC study (OC)

Date of birth (dd/mm/yyyy): / /

Nationality:.....

Sex : (Don't answer if you don't want to.)

If your child has ever been diagnosed with one or more disabilities, please describe this in the applicable category:

☐ Physical:.....

☐ Mental / Intellectual:.....

☐ Social / Emotional:.....

Anthropometric information (OC)

INFORMATION OF THE CHILD PARTICIPATING IN THE ALFAC STUDY

Body height (in cm):.....

Body weight (in kg):.....

Aquatic activities and water competence (OC)

INFORMATION OF THE CHILD PARTICIPATING IN THE ALFAC STUDY

Please indicate below the (total) number of school swimming lessons in which your child has taken part in the course of his / her life, so far:

- ☐ 0-10
- ☐ 11-20
- ☐ 21-30
- ☐ 31-40

- ☐ More than 40
- ☐ I don't know

Please indicate below the (total) number of structured swimming lessons – outside of the school context – in which your child has taken part in the course of his / her life, so far:

- ☐ 0-10
- ☐ 11-20
- ☐ 21-30
- ☐ 31-40
- ☐ More than 40 ☐ I don't know

Please indicate below how often you (or your family) engage(s) in aquatic activities with the child during the available leisure / free time in general.

- ☐ Never
- ☐ A few times a year
- ☐ Once every month
- ☐ Several times a month
- ☐ Once every week or more ☐ I don't know

Imagine your child is in deep water (not being able to touch the ground) in an unsupervised pool without using any floating devices / tools / aids / ... How dangerous is it for your child? Please indicate your answer below:

- ☐ Very dangerous
- ☐ Dangerous
- ☐ Neither dangerous nor safe ☐ Safe
- ☐ Very safe
- ☐ I don't know

How confident is your child when being in deep water in a swimming pool without floating device? Please indicate your answer below:

- ☐ Not confident at all ☐ Not so confident
- ☐ Somewhat confident ☐ Fairly confident
- ☐ Completely confident ☐ I don't know

Swimming level of the parent(s)/guardian(s)/adult(s) filling out this questionnaire (OC)

Please indicate if you can swim (minimally 100 m) or not:

- ☐ Yes
- ☐ No

If you complete this questionnaire with another person, please indicate if this person can swim (minimally 100 m) or not:

- ☐ Yes
- ☐ No

**Please double check that you have answered each item of this questionnaire truthfully.
Thank you for your cooperation by correctly completing this questionnaire!**

Alfac parental questionnaire (several children participating in the study)

Date of completing this questionnaire (dd/mm/yyyy): / /

This questionnaire will be pseudonymized and protected according to the laws in force during all analyses and publication of the results. To get the most accurate answers about your child(ren), we encourage both parents or guardians to complete this questionnaire together whenever possible. **Please complete one questionnaire per child participating in this study.**

If you require further information to clarify any questions, please contact us at:

Your code (SC)

This code is identical to the one you filled in on the consent form. It will be used to link your answers to your child's test results. If you have more than one child in the study, the code is the same **except for the last letter**.

Country (First 3 letters)	Your city of birth (First 3 letters)	Your month of birth (First 3 letters)	Last 4 digits of your phone number	Child specific code (A for the oldest, B for the second one, C for....)
---	---	---	----	-
				-
				-
				-
				-

School information (SC)

Town of the school your child attends:

Postal code:

Name of the school:

Information regarding the family background (SC)

Please indicate below the highest educational diploma or certificate obtained within the family / household in which the child

mainly grows up:

- ☐ No education diploma
- ☐ Primary education
- ☐ Secondary education
- ☐ Non-university higher education
- ☐ University higher education
- ☐ I rather prefer not to answer this question

Please write down the joint total monthly net income of the family / household in which the child mainly grows up:

- 0
- ☐ I rather prefer not to answer this question

Information of the child participating in the ALFAC study (SC)

Child code	Date of birth (dd/mm/yyyy)	Nationality	Sex	Weight (kg)	Height (cm)
A	-- / -- / ----		☐ F ☐ M ☐ I prefer not to answer that question.		
B	-- / -- / ----		☐ F ☐ M ☐ I prefer not to answer that question.		
C	-- / -- / ----		☐ F ☐ M ☐ I prefer not to answer that question.		
D	-- / -- / ----		☐ F ☐ M ☐ I prefer not to answer that question.		
E	-- / -- / ----		☐ F ☐ M ☐ I prefer not to answer that question.		

If your child(ren) has (have) ever been diagnosed with (or is suspected of having) one or more disabilities, please describe in the appropriate category:

Child code	Physical disability	Mental/ Intellectual disability	Social/ Emotionnal disability
A			
B			
C			
D			
E			

Aquatic activities and competencies (SC)

INFORMATION ABOUT YOUR CHILDREN TAKING PART IN THE ALFAC STUDY

Please tick below the (total) number of swimming lessons your children have taken **at school** to date:

Number of lessons	Child A	Child B	Child C	Child D	Child E
Between 0 and 10					
Between 11 and 20					
Between 21 and 30					
Between 31 and 40					
More than 40					
I do not know					

Please indicate below the (total) number of swimming lessons your children have taken **outside school** to date:

Number of lessons	Child A	Child B	Child C	Child D	Child E
Between 0 and 10					
Between 11 and 20					
Between 21 and 30					
Between 31 and 40					
More than 40					
I do not know					

Please indicate below how often you (or your family) engage(s) in aquatic activities with the child during the available leisure / free time in general.

	Child A	Child B	Child C	Child D	Child E
Never					
A few times a year					
Once every month					
Several times a month					
Once every week or more					
I do not know					

Imagine your child is in deep water (not being able to touch the ground) in an unsupervised pool without using any floating devices / tools / aids / ... How dangerous is it for your child? Please indicate your answer below:

	Child A	Child B	Child C	Child D	Child E
Very dangerous					
Dangerous					
Neither dangerous or safe					
Safe					
Very safe					
I do not know					

How confident is your child when being in deep water in a swimming pool without floating device? Please indicate your answer below:

	Child A	Child B	Child C	Child D	Child E
Not confident at all					
Not so confident					
Somewhat confident					
Fairly confident					
Completely confident					
I do not know					

Swimming level of the parent(s)/gardian(s)/adult(s) filling out this questionnaire (SC)

Please indicate if you can swim (minimally 100 m) or not:

- ☐ Yes
- ☐ No

If you complete this questionnaire with another person, please indicate if this person can swim (minimally 100 m) or not:

- ☐ Yes
- ☐ No

Please double check that you have answered each item of this questionnaire truthfully.
Thank you for your cooperation by correctly completing this questionnaire!



Alfac assessor guidelines

Alfac Child questionnaire (long version)

