

# De l'Aisance Aquatique au Savoir Nager en Sécurité voire au-delà....

# Une histoire dans la grande histoire

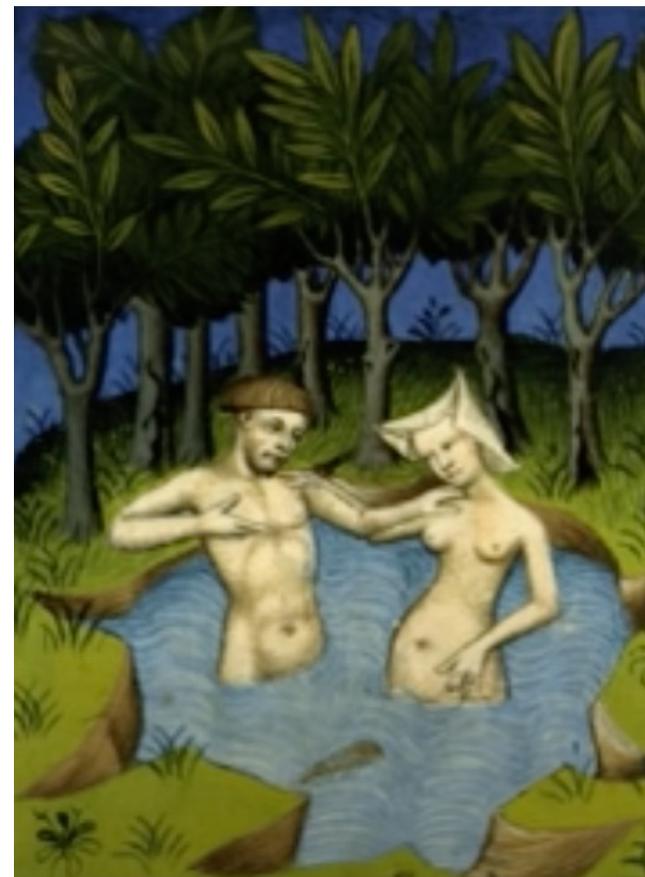


Assyrian relief, Nagoda

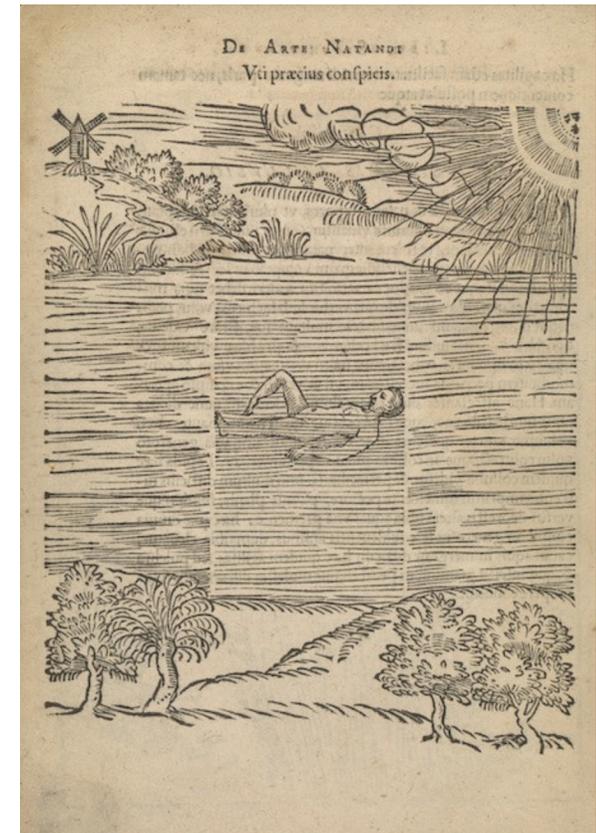
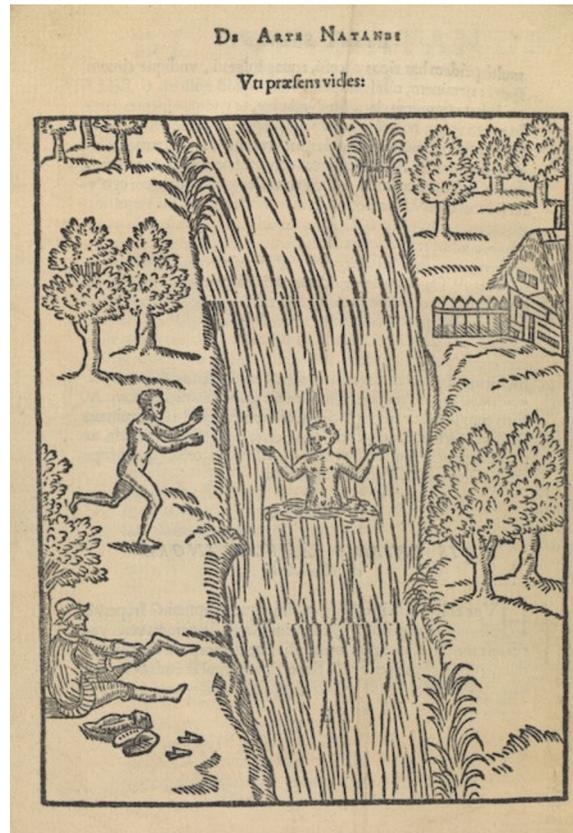
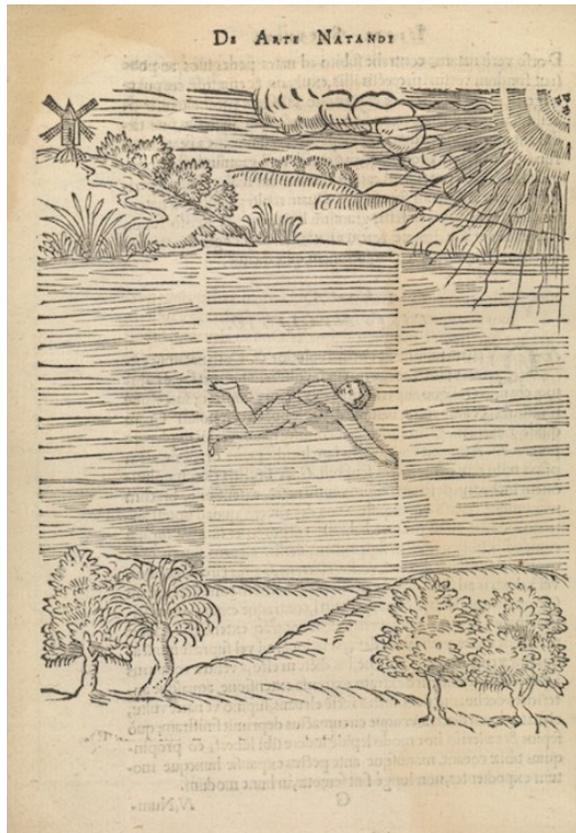


*Not being able to swim  
was a sign of **poor**  
**education***

# L'histoire du savoir nager

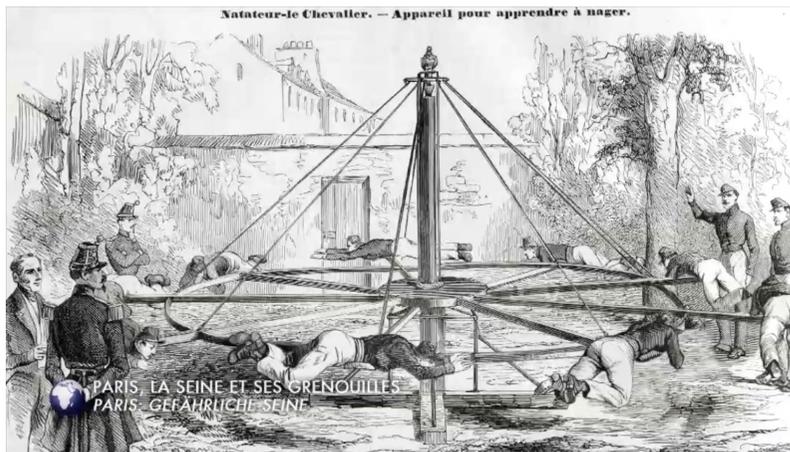
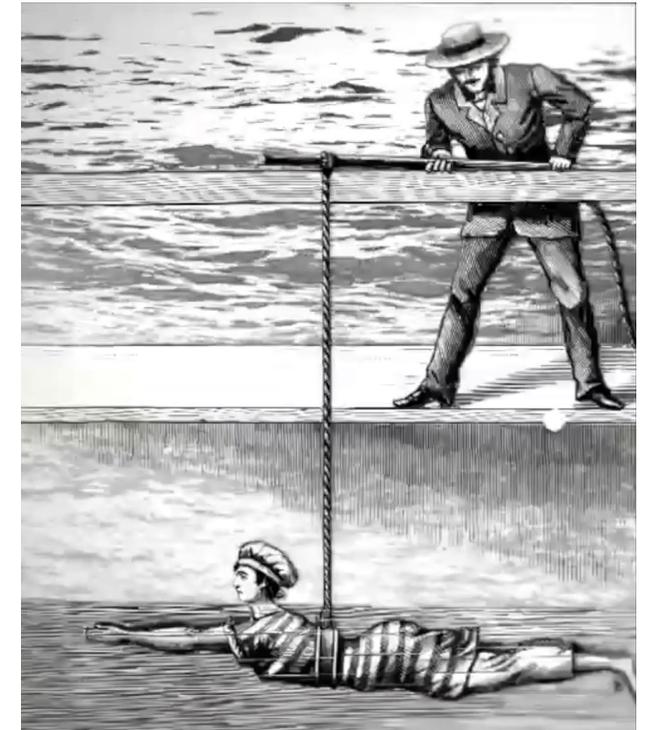
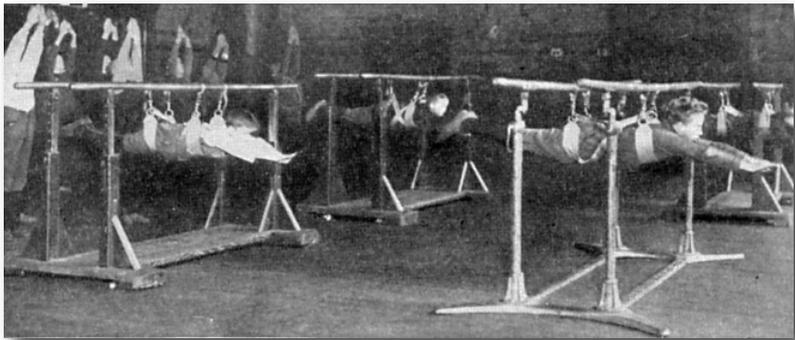


# Une histoire scientifique du savoir nager

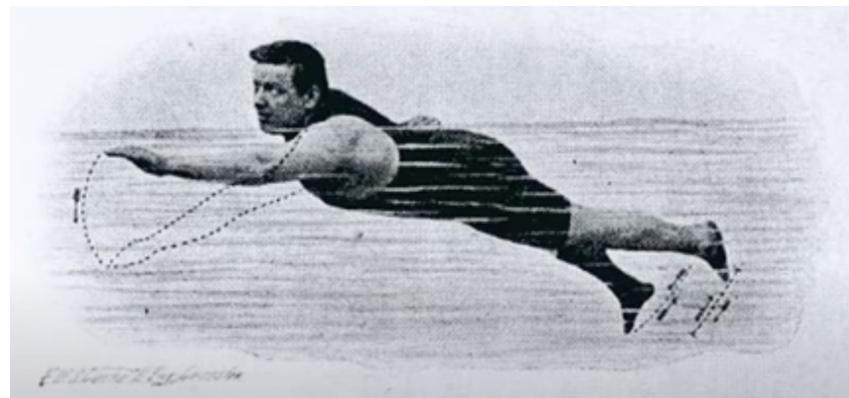
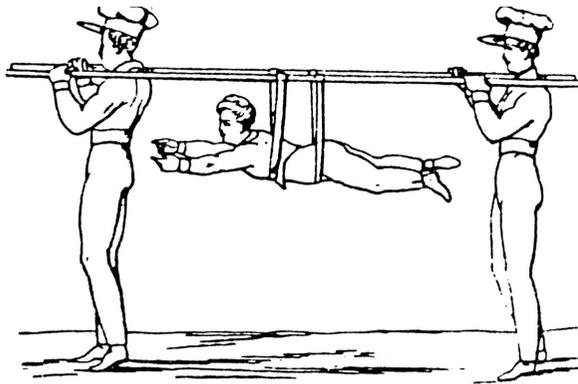


*De Arte Natandi, Digby's 1587*

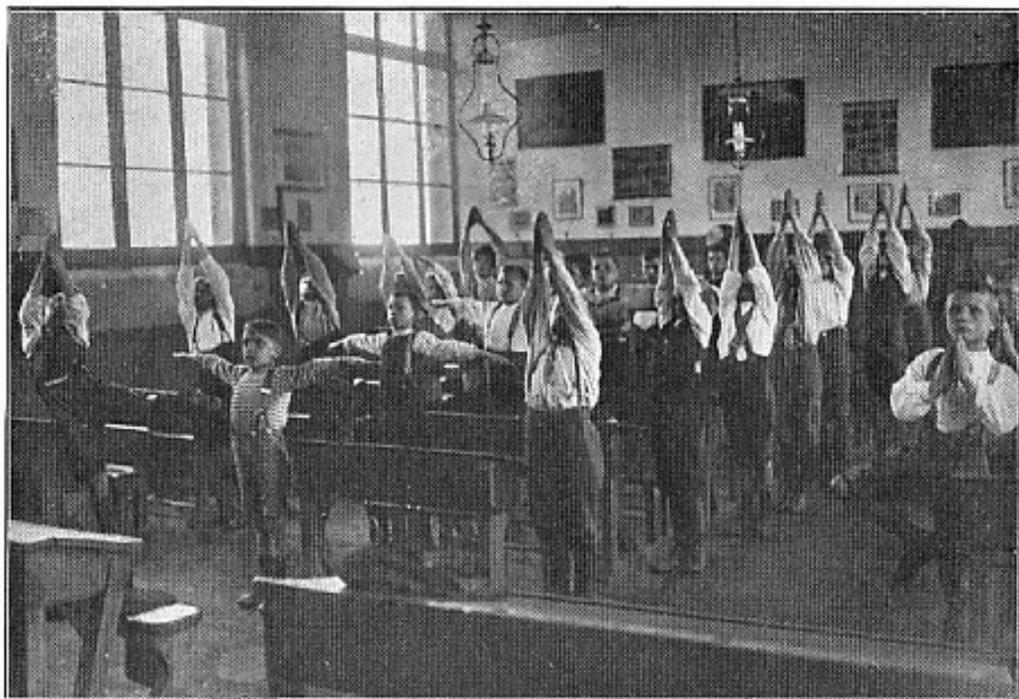
# Une histoire pédagogique du savoir nager



# Une histoire pédagogique du savoir nager



# Une histoire pédagogique du savoir nager



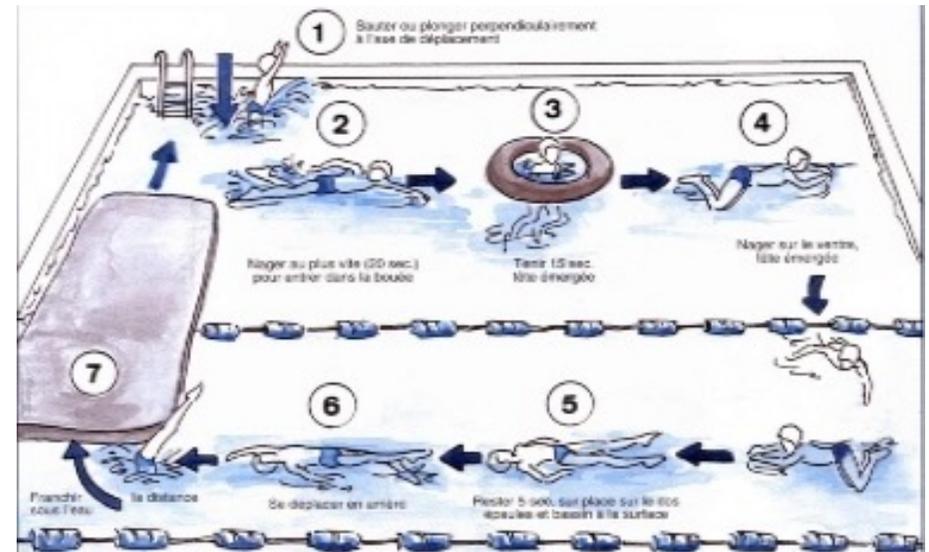
*Fig. 4 — Dans la classe (par mauvais temps) : Etude des mouvements de la brasse.*



# Une histoire de l'évaluation du savoir nager

PECHOMARO

*Pelayo, Chollet, Rozier, Maillard, 1994*



# Quel serait un programme de savoir nager idéal?

## PROTECTION



## ENGAGEMENT DANS LES ACTIVITES AQUATIQUES



# Une protection face aux dangers de la noyade

## KEY FACTS

**372 000**  
people die  
from drowning  
**EVERY YEAR**



**OVER HALF**  
of all drowning  
deaths are among  
those aged  
**UNDER 25**  
**YEARS**



**MALES**  
**ARE TWICE**  
**AS LIKELY**  
to drown  
as females



Drowning is  
one of the  
**10 LEADING**  
**CAUSES OF**  
**DEATH**  
for people aged  
**1-24 years**



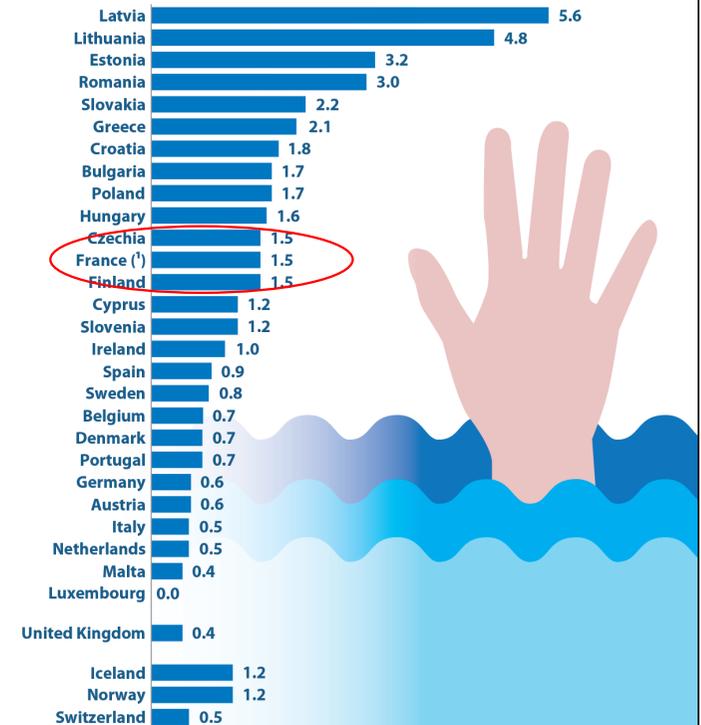
## DROWNING RATES

● Data not available ● Not applicable



## Deaths by accidental drowning and submersion, 2017

(standardised number per 100 000 inhabitants)

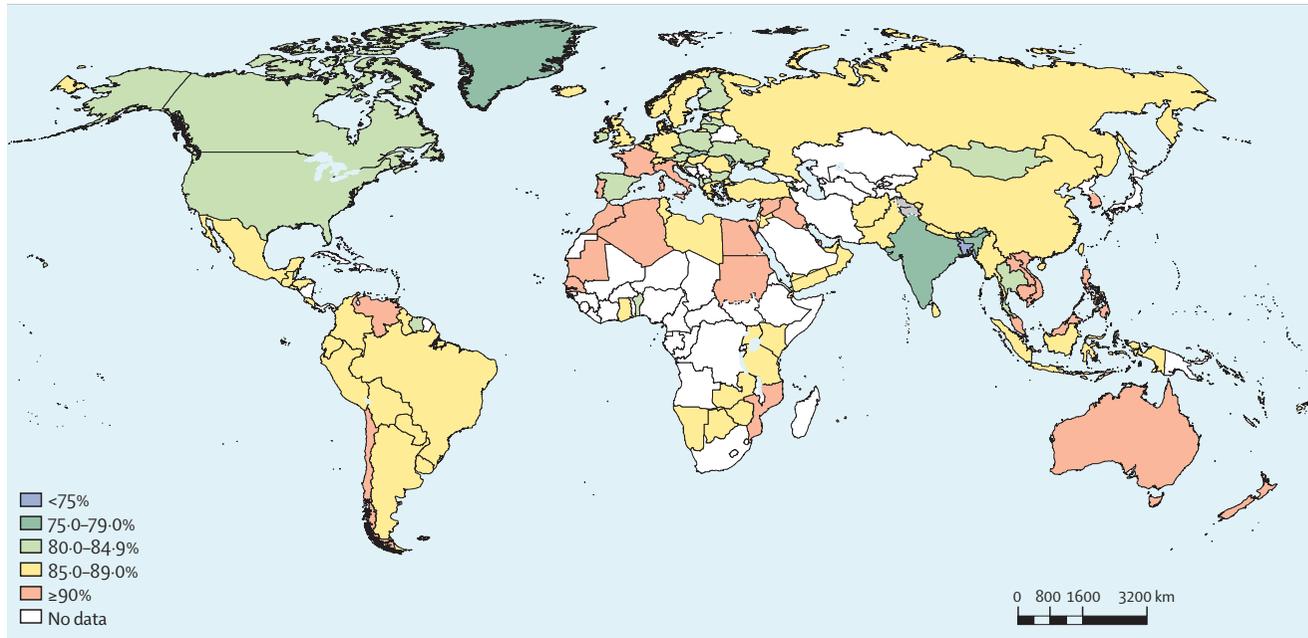


(\*) 2016 data instead of 2017.

ec.europa.eu/eurostat

World Health Organization, 2016

# Un engagement face aux dangers de l'inactivité physique



*Guthold et al., 2019*

# Enseigner le savoir nager pour protéger et engager



EUROPEAN AQUATICS  
**LEARN TO SWIM**  
2023 CONFERENCE



Quels cadres théoriques peuvent nous guider dans l'enseignement d'un savoir nager protecteur et engageant?



# Une vision “Archimédienne”



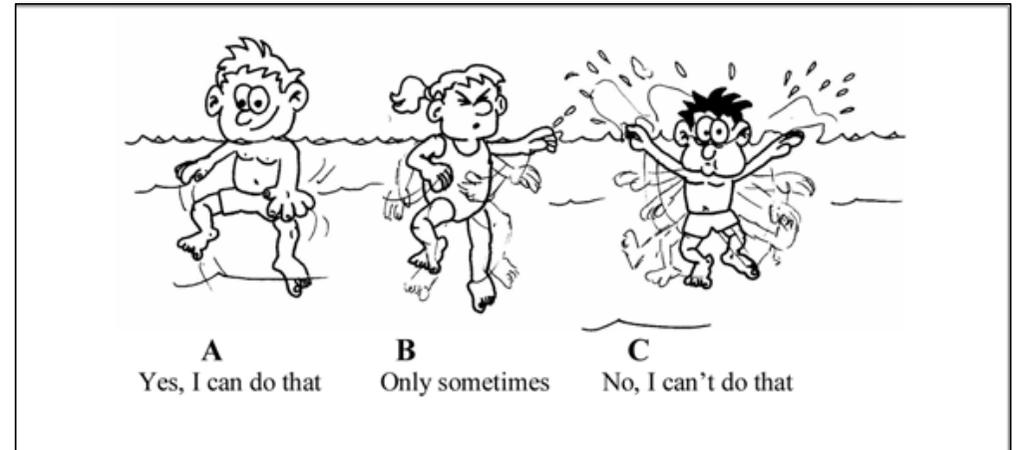
La majorité des animaux  
n'ont pas besoin d'apprendre à nager





Si notre ligne de flottaison  
était différente...

# Cette ligne de flottaison influence les stratégies utilisées pour enseigner le savoir nager

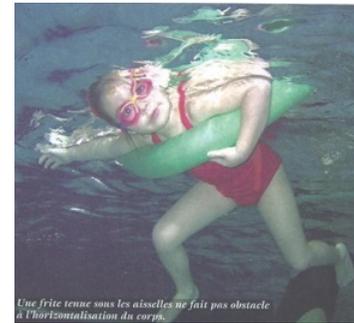


**A**  
Yes, I can do that

**B**  
Only sometimes

**C**  
No, I can't do that

# Cette ligne de flottaison influence les stratégies utilisées pour enseigner le savoir nager



Cette ligne de flottaison influence les stratégies utilisées pour enseigner le savoir nager depuis quelques temps...



## LA THÉORIE DE PIAGET



# La vision constructiviste

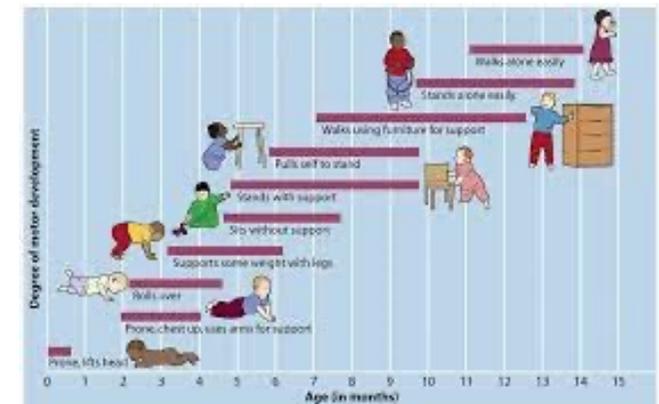
Quelle est la meilleure progression pour apprendre à nager? ?



# La vision maturationniste : que peut on apprendre en fonction de l'âge?

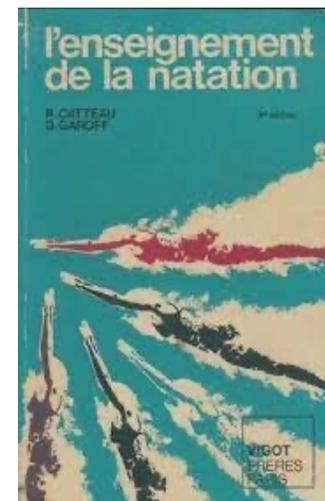
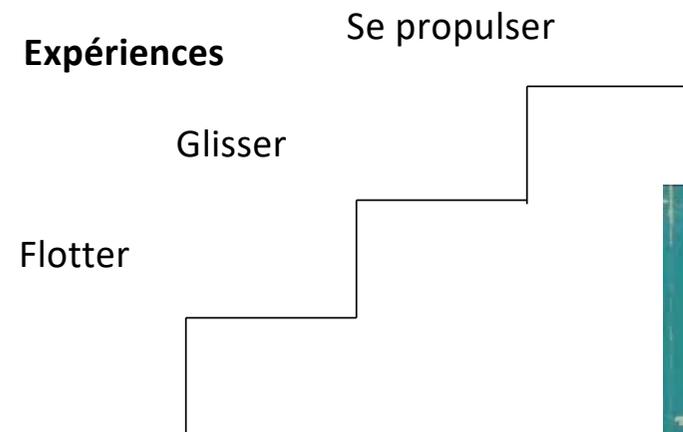


Myrtle Mac Graw

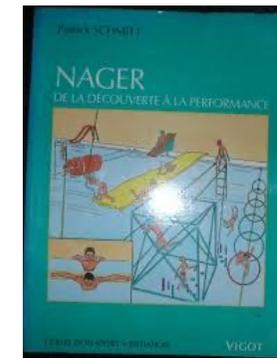
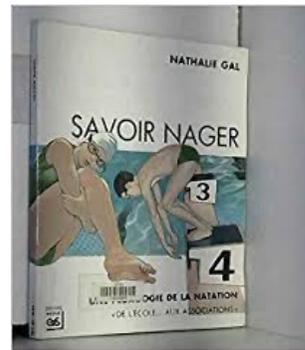
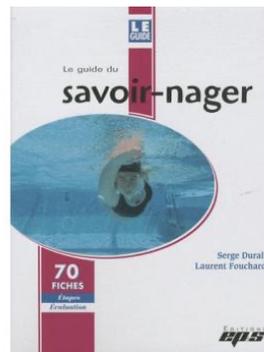
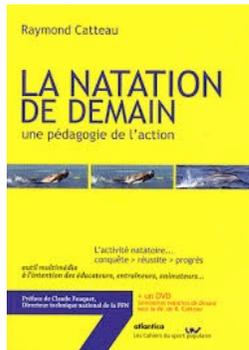


## La vision empirique

Quelles expériences et dans quel ordre pour proposer la meilleure expérience d'apprentissage?



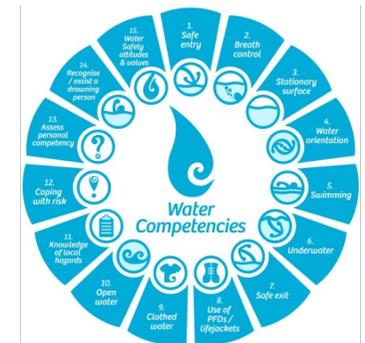
# Curriculum aquatique & propositions pédagogiques



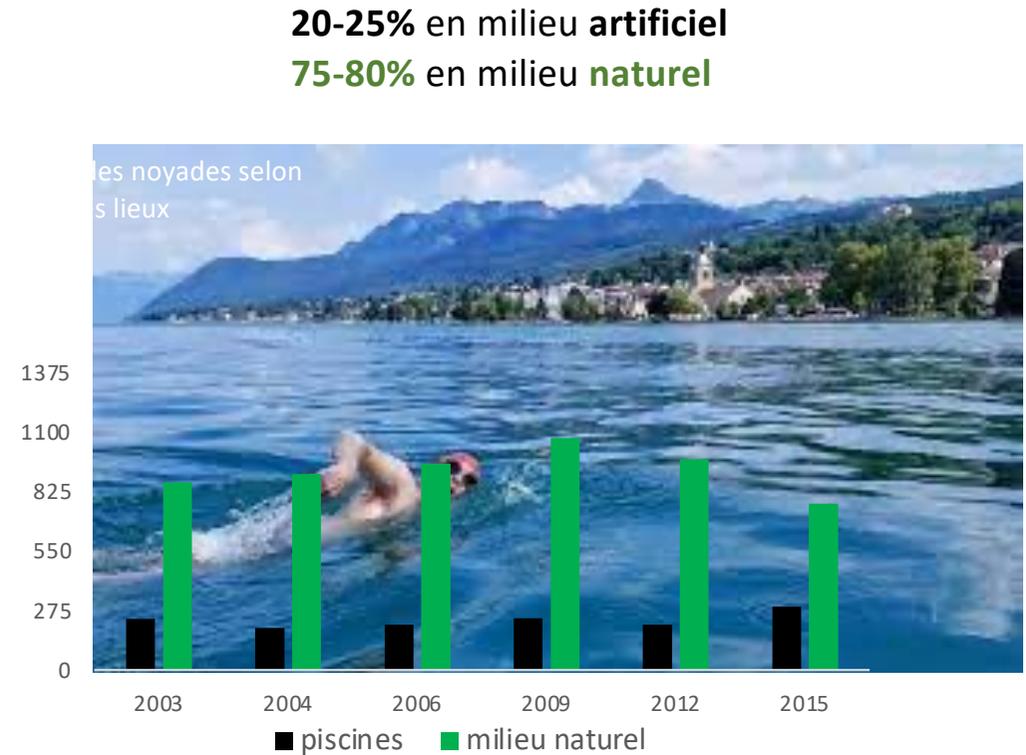
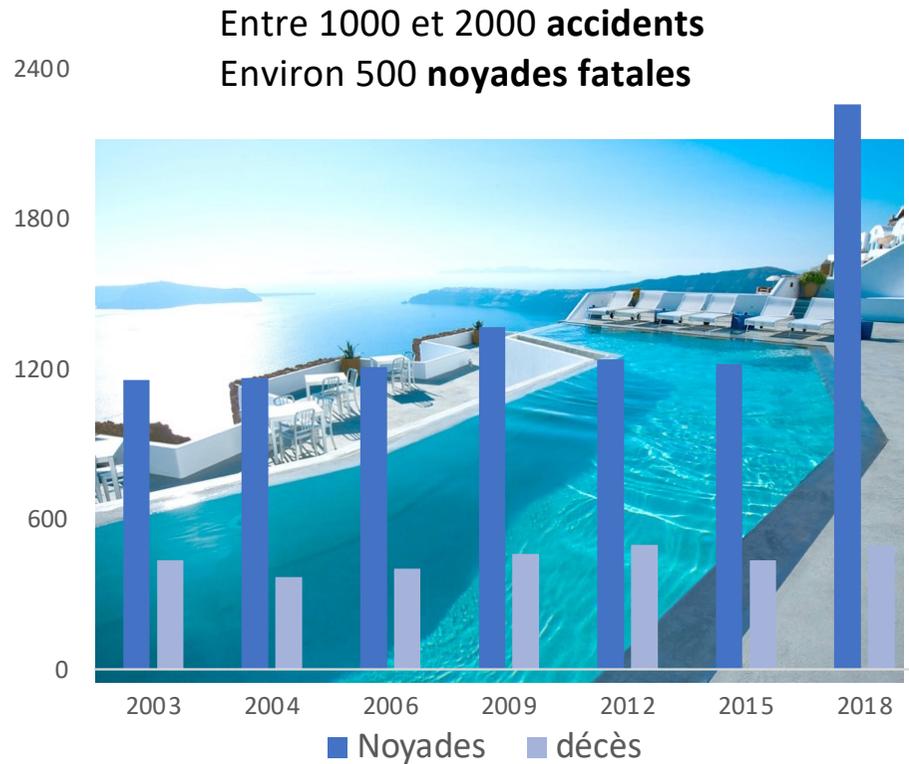


# The “water competence” vision

Quelles **habiletés motrices, connaissances** et **attitudes** développer pour s’engager en sécurité dans, sur et autour de l’eau?



# Topologie des accidents de noyades en France



# Deux types de populations vulnérables



**Enfants (20%)**

Piscines privées et milieu naturel

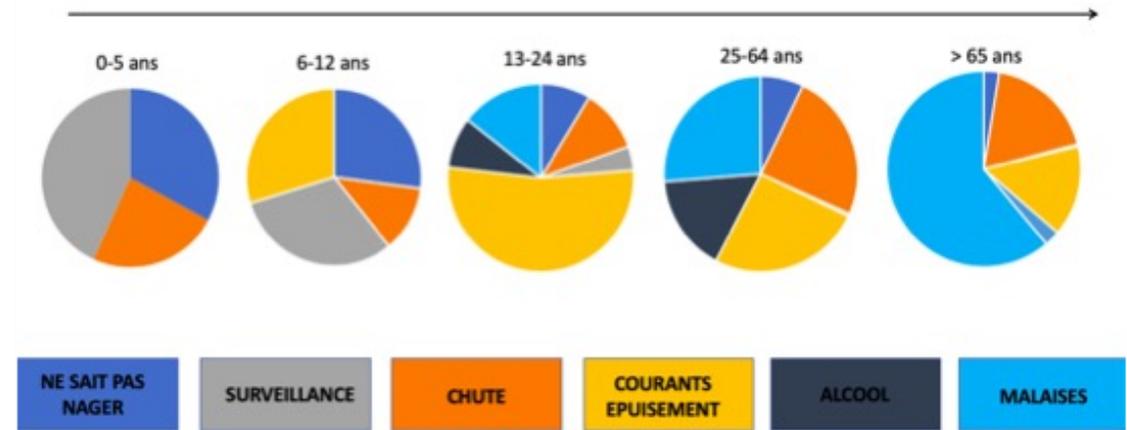
**Adolescents et adultes (80%)**

Mers, lacs, rivières

# Des contenus justifiés par les connaissances épidémiologiques sur les noyades



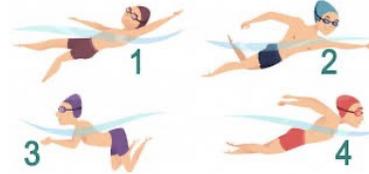
« *The causes of drowning should dictate the way we teach swimming and what children should learn.*”  
Stallman et al. (2008)



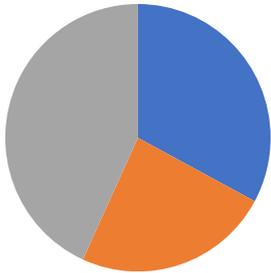
QUELS CONTENUS ESSENTIELS  
POUR FAIRE FACE  
A DES CIRCONSTANCES DES NOYADES  
CHEZ L'ENFANT ET L ADOLESCENT?

Essentiellement  
milieu naturel

# Circonstances des accidents & curriculum aquatique



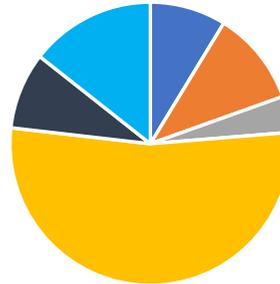
0-5 ans



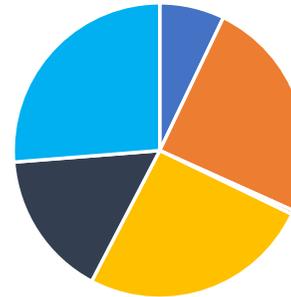
6-12 ans



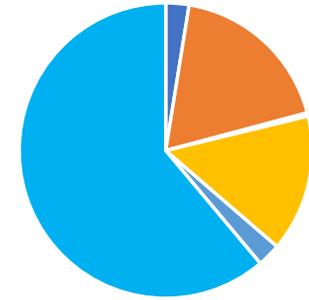
13-24 ans



25-64 ans



> 65 ans



**NE SAIT PAS  
NAGER**

**SURVEILLANCE**

**CHUTE**

**COURANTS  
EPUISEMENT**

**ALCOOL**

**MALAISES**

# Le modèle de Stallman (2017)



## International Journal of Aquatic Research and Education

Volume 10 | Number 2

Article 3

10-6-2017

## From Swimming Skill to Water Competence: Towards a More Inclusive Drowning Prevention Future

Robert Keig Stallman  
*Norwegian School of Sports Science, robert\_keig@yahoo.com*

Kevin Moran Dr  
*The University of Auckland, k.moran@auckland.ac.nz*

Linda Quan  
*Seattle Childrens Hospital, linda.quan@seattlechildrens.org*

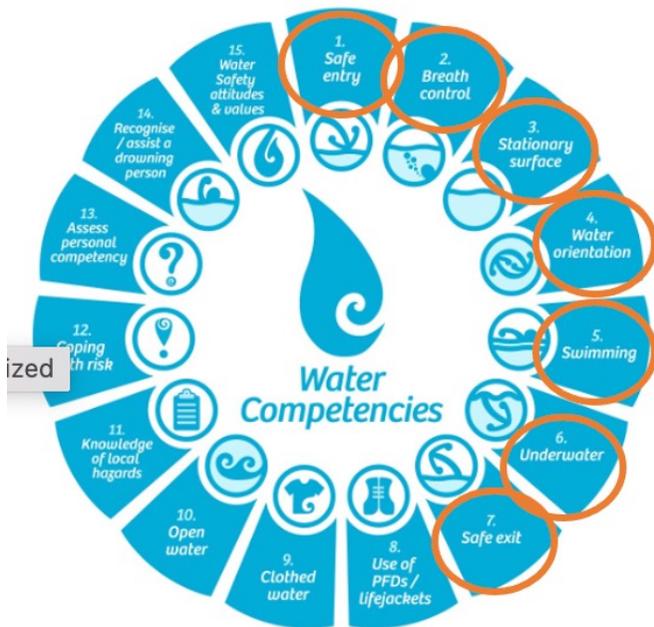
Stephen Langendorfer  
*Bowling Green State University - Main Campus, langendorfersj@gmail.com*



# “Can swim” is more than a set of motor skills...

## The Stallmanian’s vision

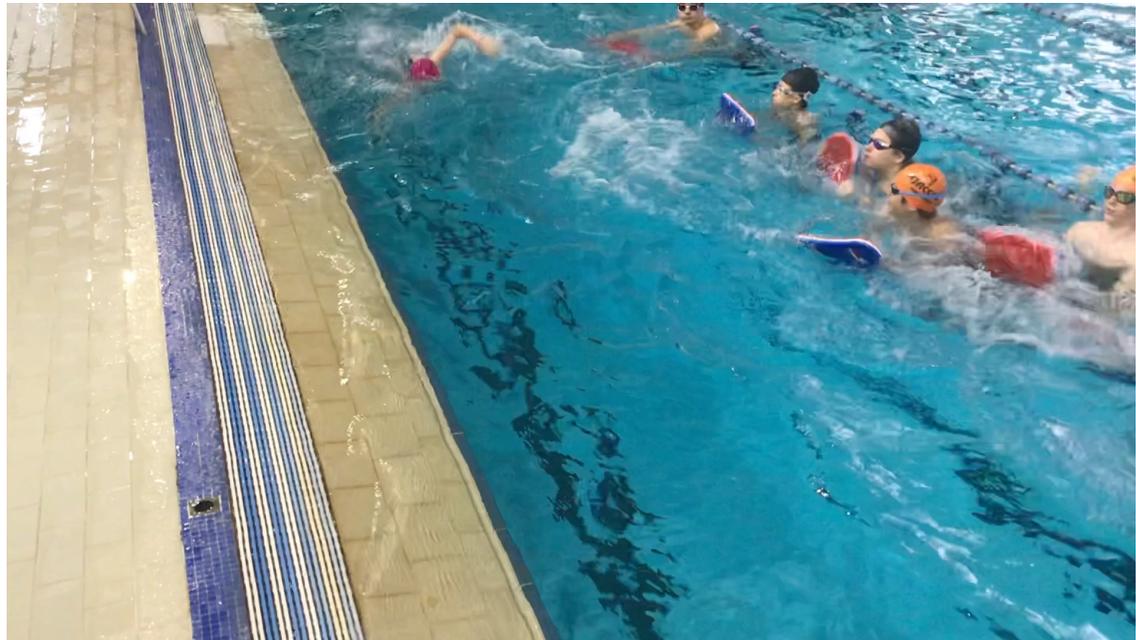
- An identification of a set of motor skills (7)



“Can swim” is more than a set of motor skills...

## The Stallmanian’s vision

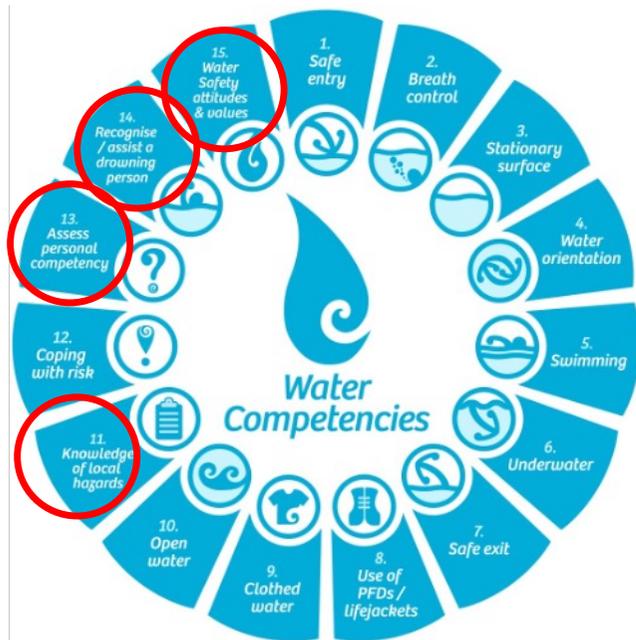
- To be adapted to different conditions



# “Can swim” is more than a set of motor skills...

## The Stallmanian’s vision

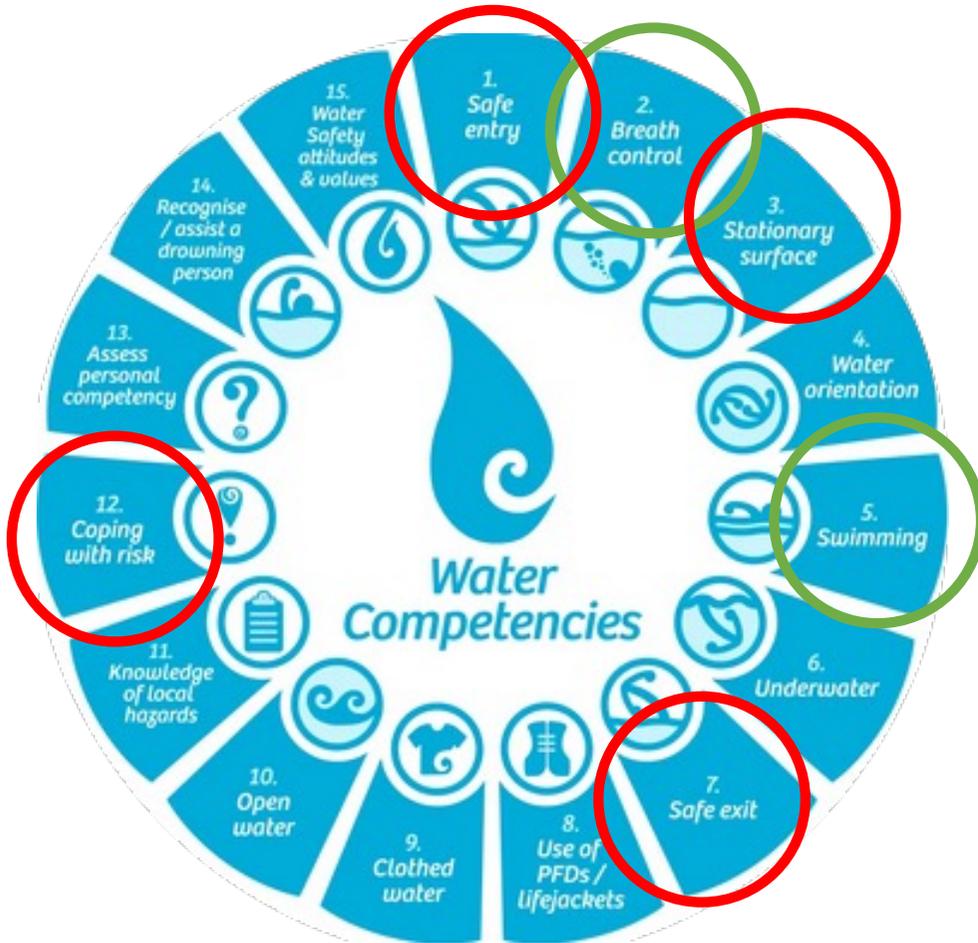
- thanks to knowledge about environment and accurate self-perceived competence



**A** Yes, I can do that  
**B** Only sometimes  
**C** No, I can't do that

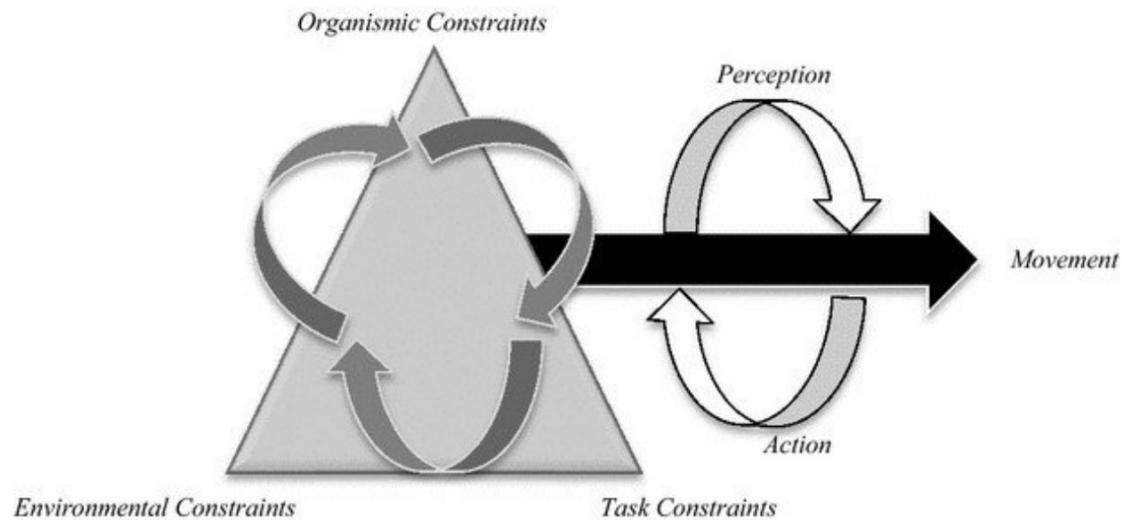


# Le modèle de Stallman (2017)

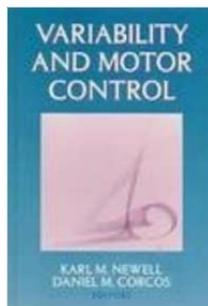
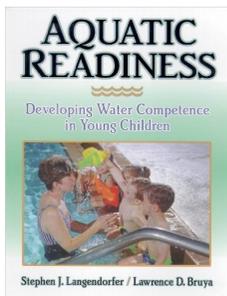


**Formation à l'adaptation?**

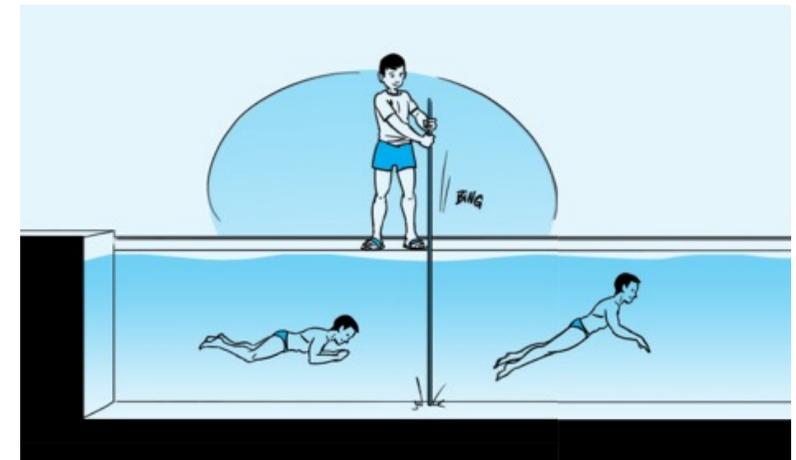
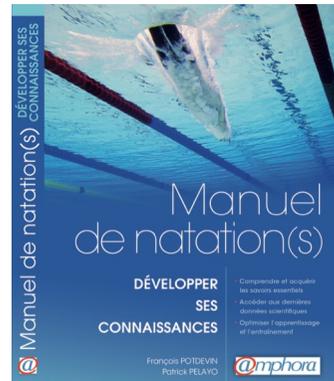
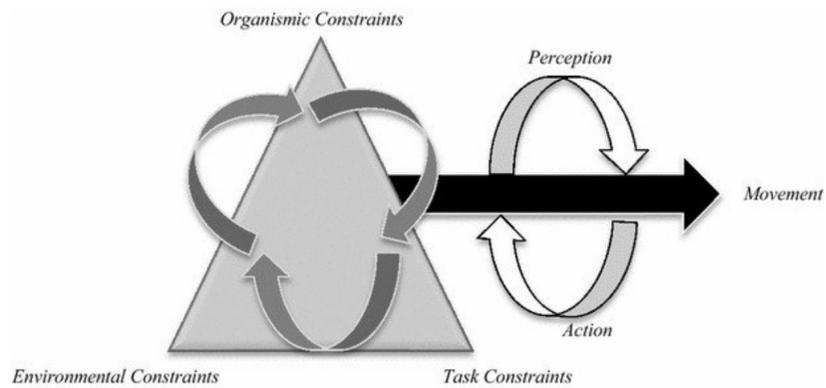
# Quel modèle théorique pour former à adaptation ?



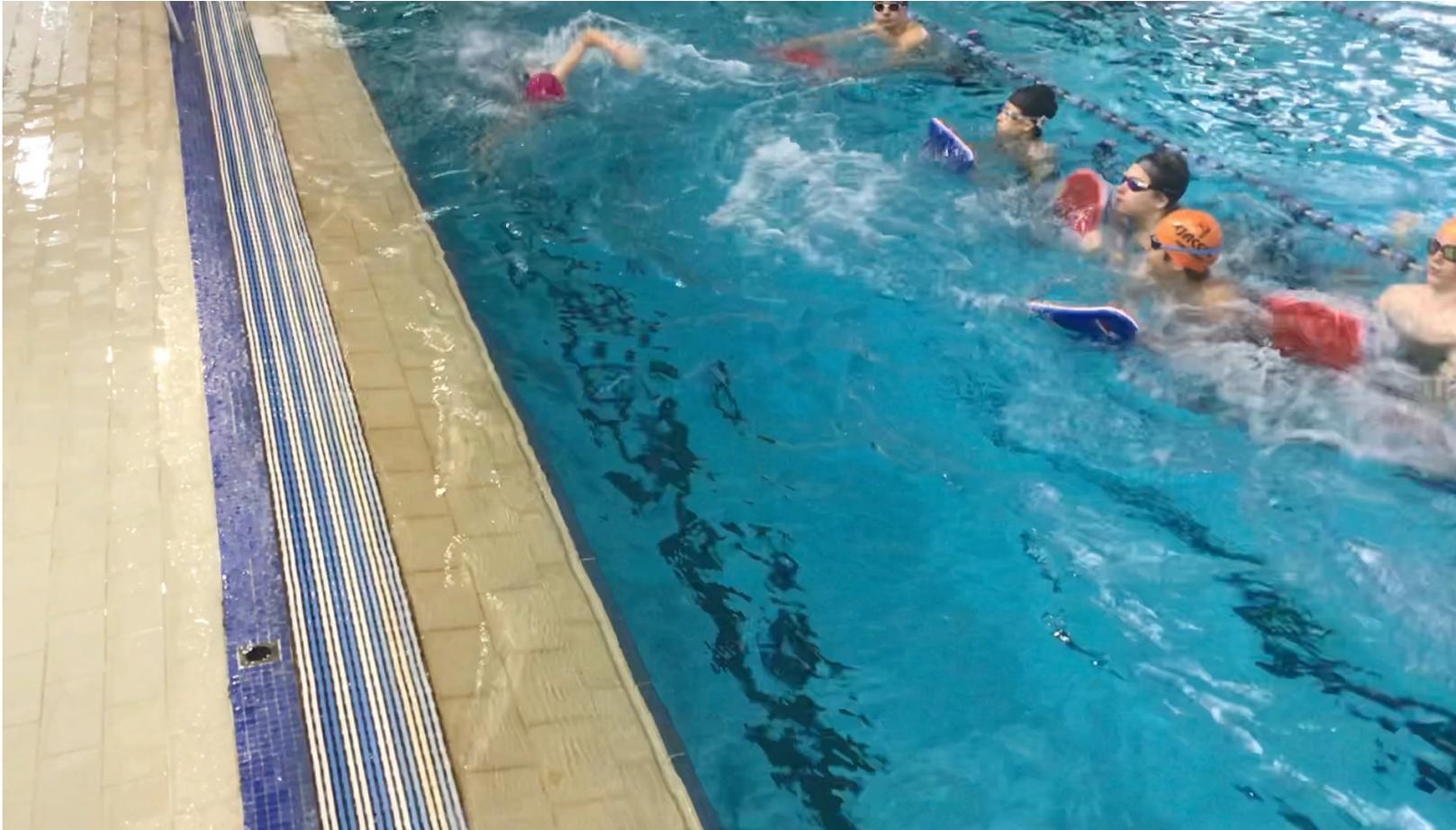
« Le comportement est conçu comme un phénomène **émergeant** d'un réseau de contraintes, liées soit à la tâche, soit à l'organisme, soit à l'environnement »  
Newell (1986)



# Mettre en scène un risque imprévu, pour en tirer des leçons....



Mettre en scène un risque imprévu, pour en tirer des leçons....



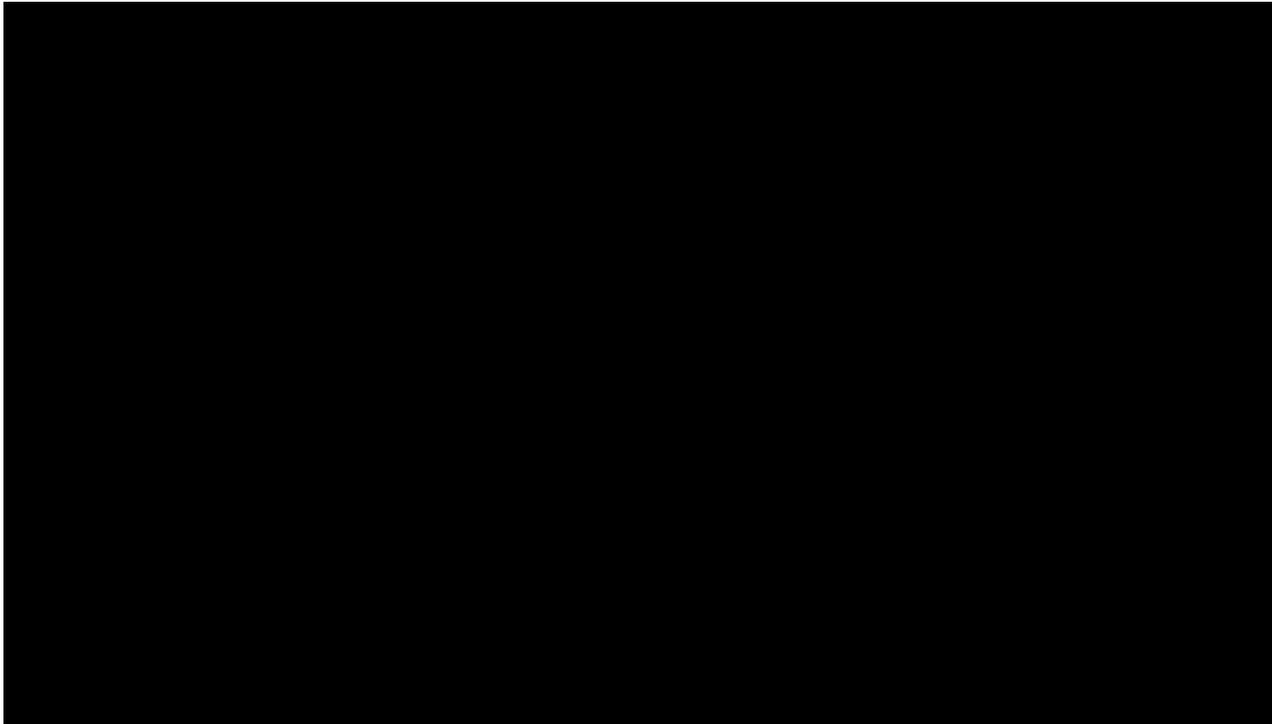
C. Albertini

Mettre en scène un risque imprévu, pour en tirer des leçons....



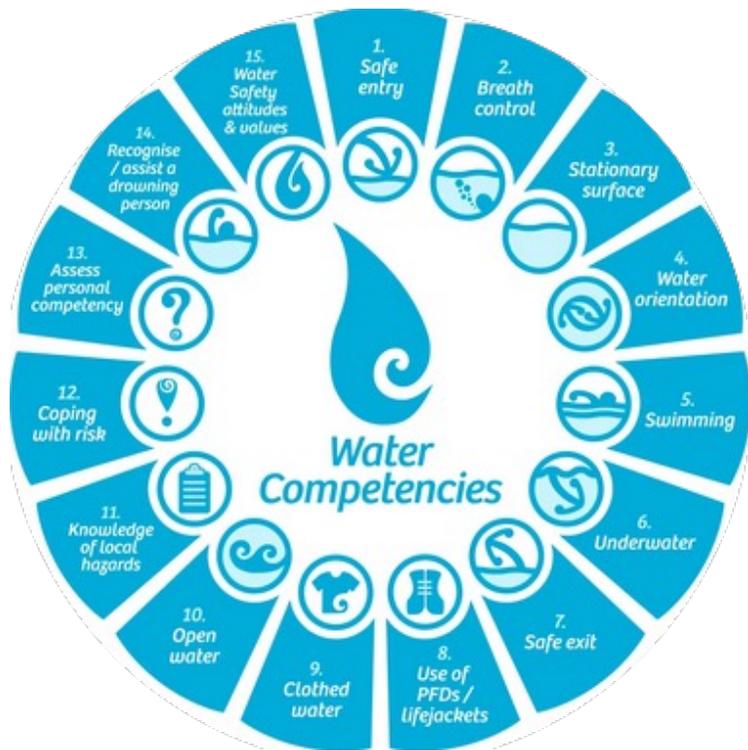
C. Albertini

Mettre en scène un risque imprévu, pour en tirer des leçons...



R. Fayaubost

# Un savoir nager sécuritaire qui n'est jamais figé ....



Représente une capacité à s'engager et s'adapter au milieu aquatique quels qu'en soient ses formes et imprévus.

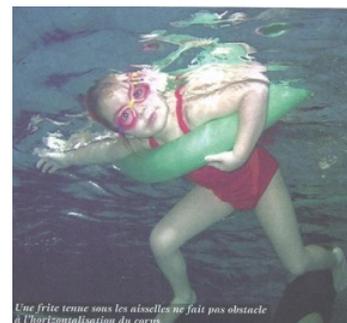
S'apparente à une trajectoire de vie physique, qu'il s'agit de réguler constamment

Un savoir contextuel, culturel, à fort enjeu social et sociétal, partagé par différentes professions.

# Réflexions et débats sur les pratiques professionnelles



# DES MATERIELS D AIDE A LA FLOTTAISON A LA PERTINENCE DIFFERENTE



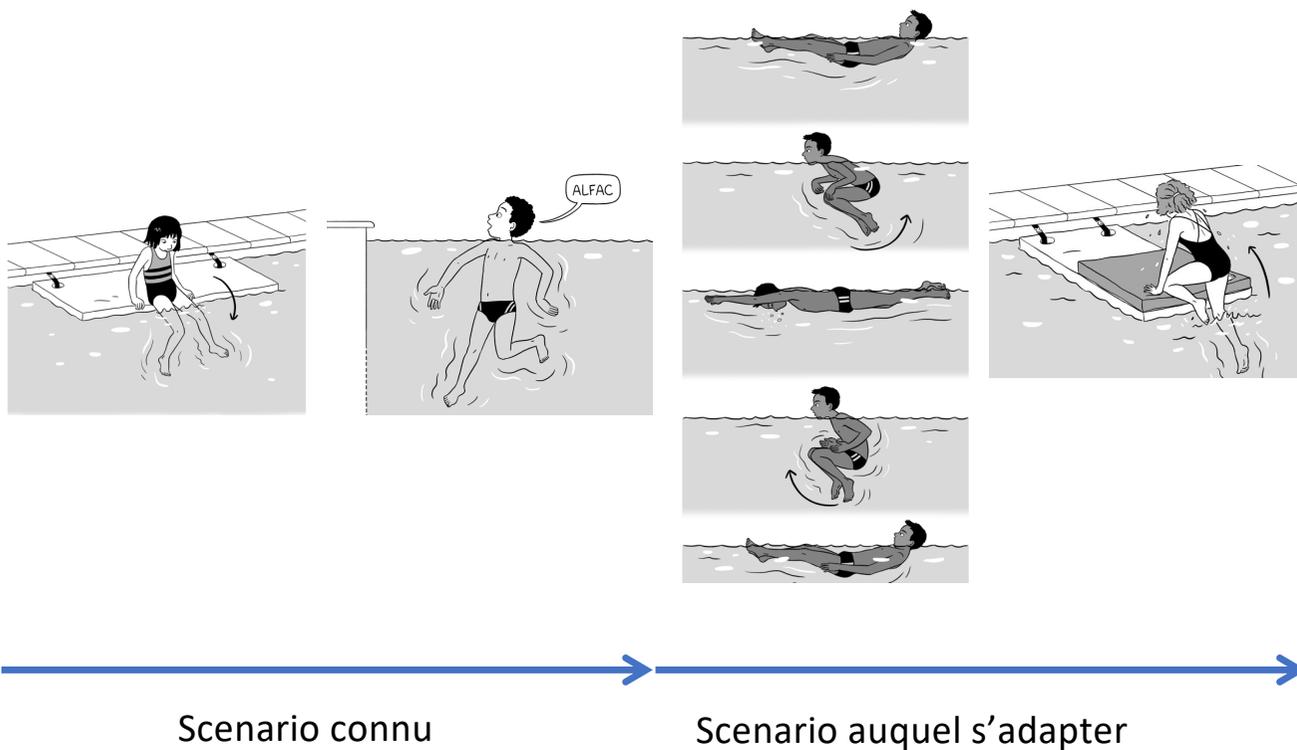
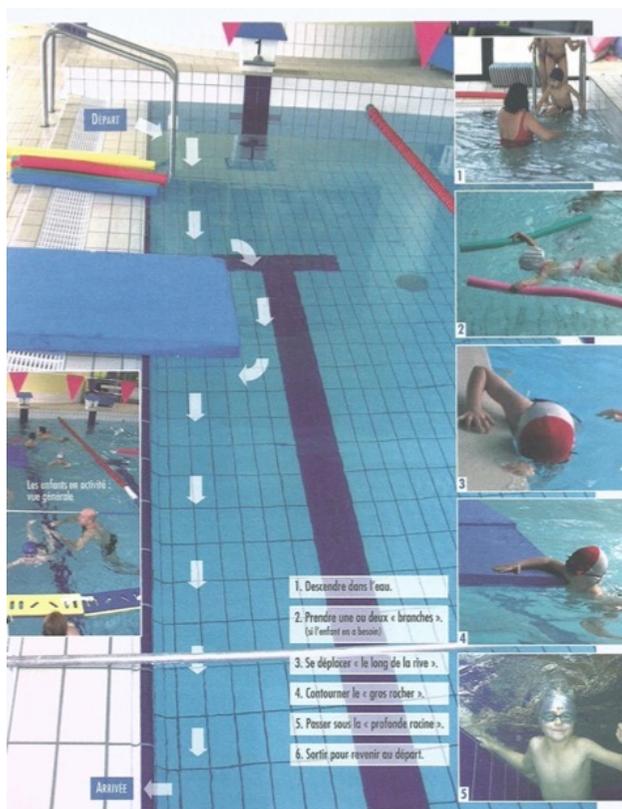
Empêche la découverte des dynamiques d'équilibre

Aide à la découverte des dynamiques d'équilibre

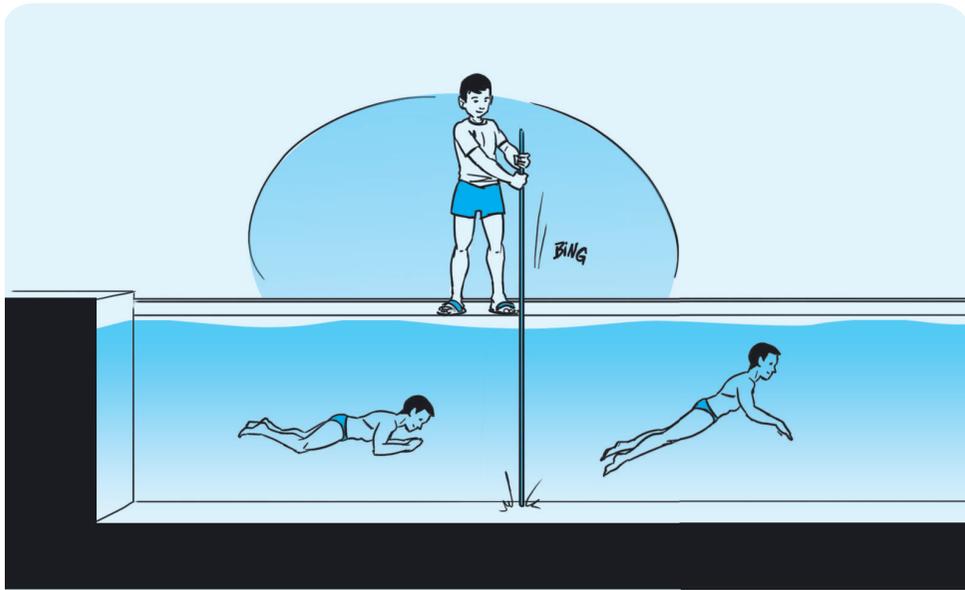
# GRANDE ET PETITE PROFONDEURS: « ADVERSAIRES » OU « COEQUIPIERES »?



# Un test qui ne doit pas nuire au développement des compétences d'adaptation et de prise de décisions



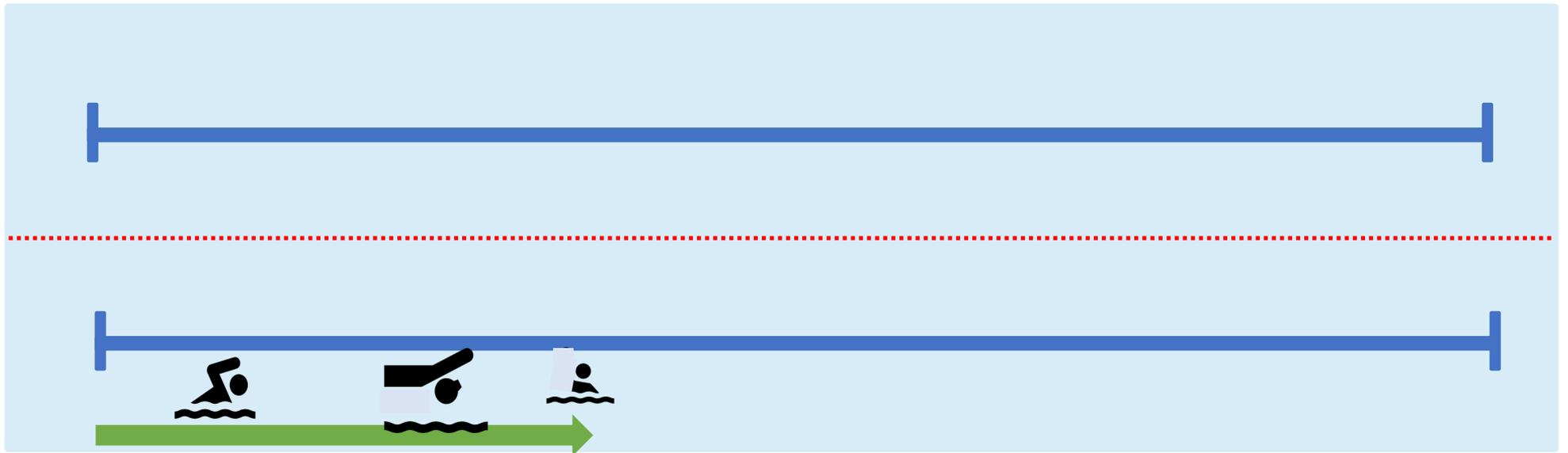
# Un test qui ne révèle plus les capacités d'adaptation ni des prises de décisions



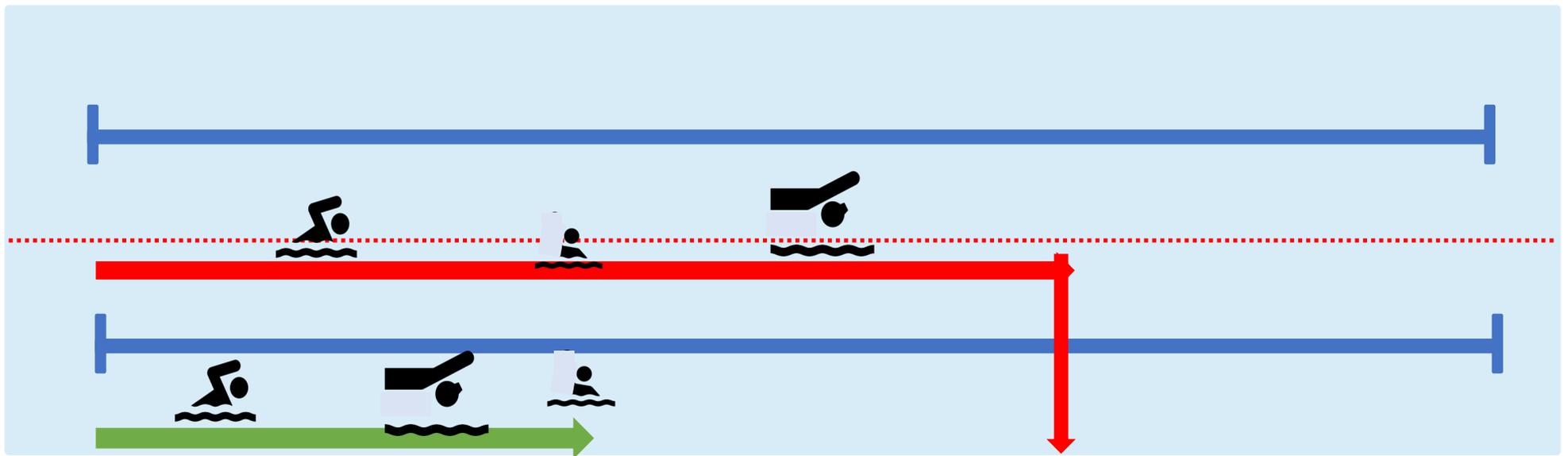
# Des contenus négligés



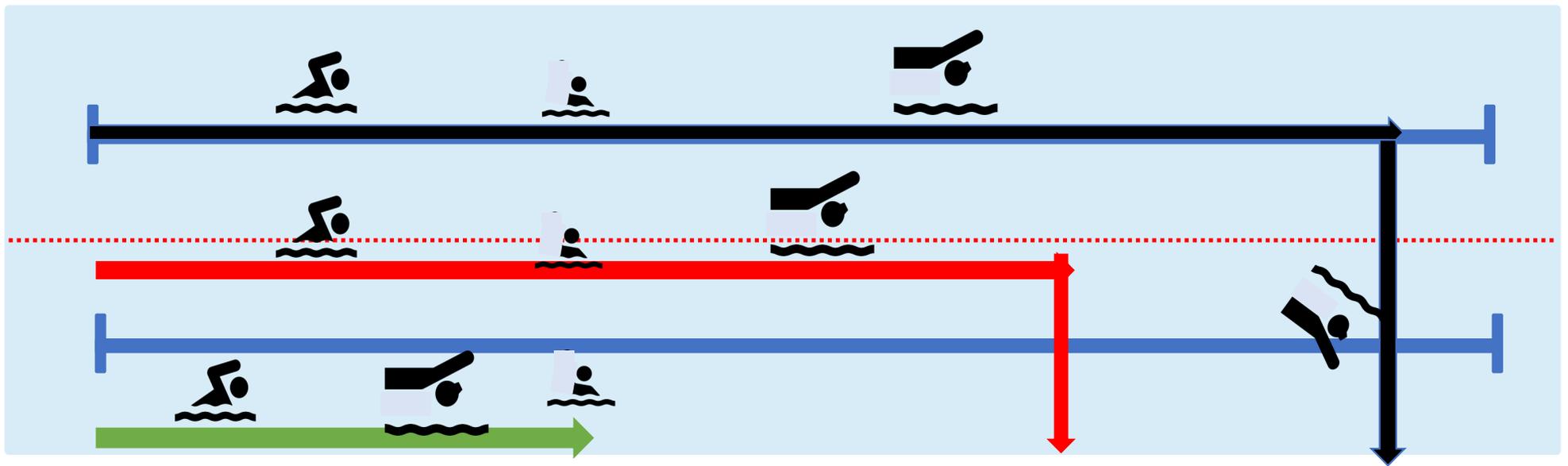
# Un test qui ne doit pas réduire le volume de formation



# Un test qui ne doit pas réduire le volume de formation



# Un test qui ne doit pas réduire le volume de formation



# Des contenus négligés



EUROPEAN AQUATICS

# LEARN TO SWIM 2023 CONFERENCE

## ALFAC: Un projet Européen pour faire progresser les programmes d'éducation aquatique en Europe



EUROPEAN AQUATICS



FLUIDRA

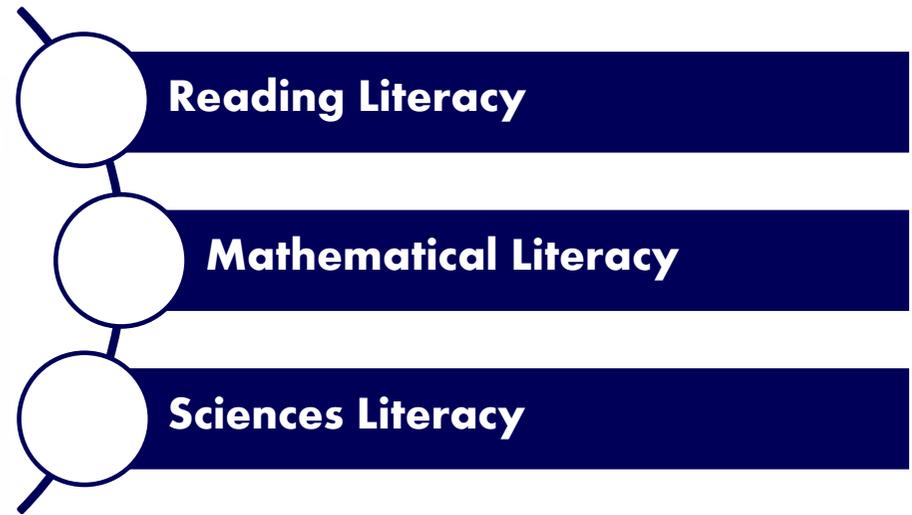
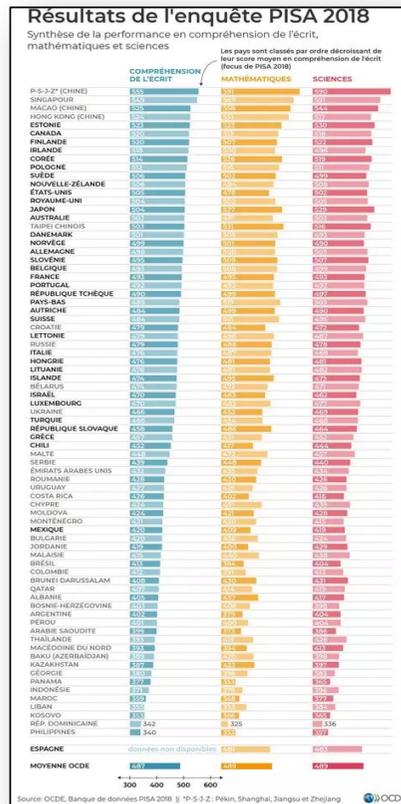


LSFP  
LATVIJAS SPORTA FEDERĀCIJU PADOME

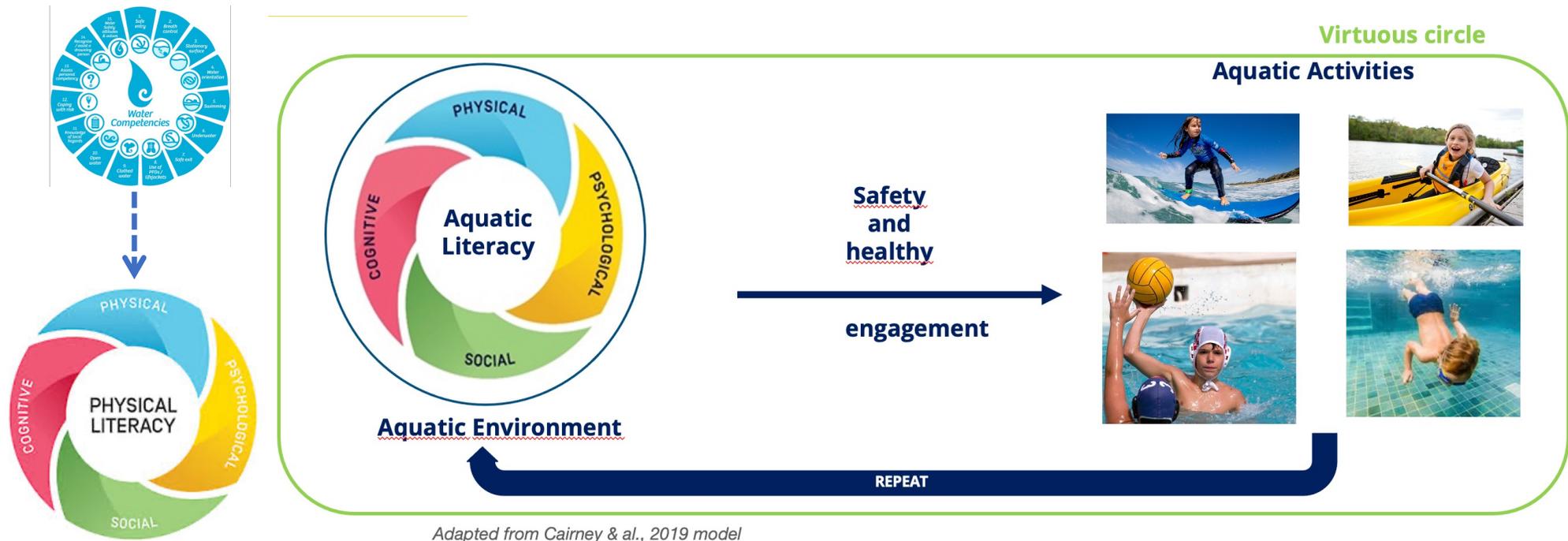


NĀKOTNES  
ATBALSTA FONDS

# Réaliser un PISA du savoir nager en Europe



# Pour créer le modèle de la littératie aquatique



Adapted from Cairney & al., 2019 model

# Assessing the Aquatic Literacy level in children





Léa  
MEKKAOUI



Kristine  
DE MARTELAER



François  
POTDEVIN



Ilka  
STAUB



Deutsche  
Sporthochschule Köln  
German Sport University Cologne



Tobias  
VOGT



Marek  
REJMAN



Daria  
RUDNIK



Anna  
KWASNA



Christophe  
SCHNITZLER



Denis  
FOEHRLE



Mindaugas  
VILIUS



Bjorn  
OLSTAD



Eva  
D'HONDT



Linde  
V. DROOGENBROECK



Mario  
COSTA



Susana  
SOARES



J. Paulo  
VILAS-BOAS



Ricardo  
FERNANDES



Aldo  
COSTA



Nuno  
GARRIDO



Urte  
MANKIENE



## *The ALFAC project in 3 phases*

### Test battery

Assess the level of AL  
on 6 to 12 years old  
children



### European comparison

Identifying strengths  
and weaknesses in  
each country



### Pedagogical Toolkit

Guiding pedagogues in  
the development of  
children's AL





## Questionnaires

### Parents:

- Demographic Data
- Swimming background
- Kids can swim level perception

### Children:

- Self Perceived competences
- Motivation
- Pleasure
- Engagement
- Confidence
- Risks perception

PERCEIVED AQUATIC SKILLS ¶

**PERCEIVED EXIT 4 ¶**

You can see a quick way to exit the water in less than 5 seconds. ¶

Climbing up one free floating mat, sitting on your knees and letting go of it for 3 seconds. ¶

→ Circle YES or NO ¶

● → Have you ever <u>done</u> this? ¶	YES ¶	NO ¶
■ → Do you <u>think</u> you can do this? ¶	YES ¶	NO ¶



MOTIVATION

PART 2 - MOTIVATION

Circle the symbol that is most applicable for you in each of the sentences.

... in the swimming pool	Not true at all	Not true	Sometimes true	True	Totally true
1. I like to swim in the swimming pool	☹	😞	😐	😊	☺
2. I understand the benefits of swimming in the swimming pool	☹	😞	😐	😊	☺
3. In life, it is important for me to be able to swim	☹	😞	😐	😊	☺
4. It is pleasant for me to swim in the swimming pool	☹	😞	😐	😊	☺
5. Swimming in the swimming pool is fun for me	☹	😞	😐	😊	☺
6. It is important for me to swim in the swimming pool	☹	😞	😐	😊	☺

● Have you ever done the sport "water polo" before?  
Circle YES or NO

■ YES  
▲ NO

Would you like to do more of this sport?  
Circle one smiley

Would you ever want to do this sport?  
Circle one smiley



## Questionnaires

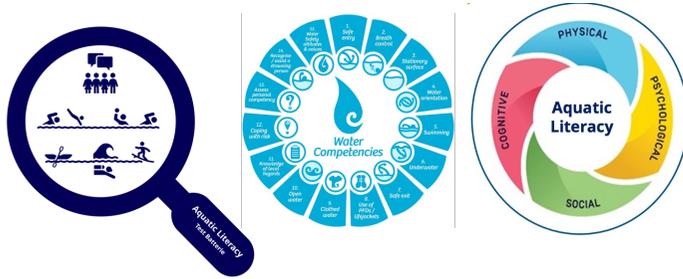
### Parents:

- Demographic Data
- Swimming background
- Kids can swim level perception

### Kinder:

- Self Perceived competences
- Motivation
- Pleasure
- Engagement
- Confidence
- Risks perception





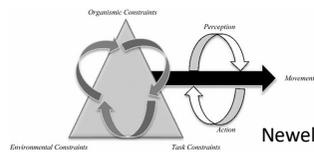
## Isolated tasks

- Entry and exit of the water
- Treading water
- Belly and back propulsion
- Submersion
- Rotations mastery
- Floating
- Breathing





Stallman et al. (2017)



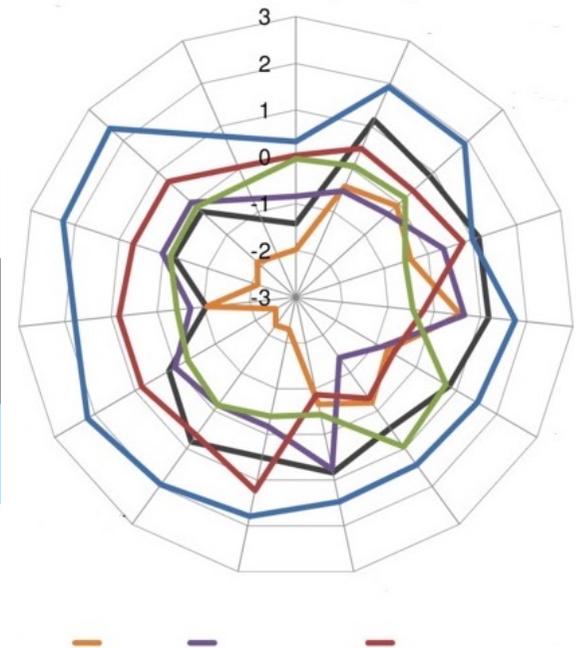
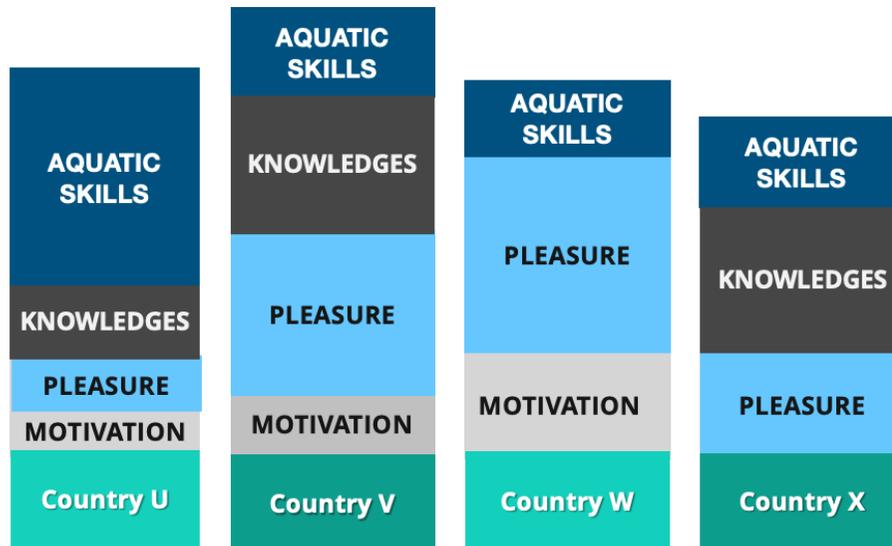
Newell (1990)

## 'Parcours'

- Combined motor tasks
- Take visual and auditory information
- Decision-making in action



# Improving the national swimming curriculums in Europe



*Merci pour votre attention*

