

Splash: Developing a Learn to Swim (LTS) Program in Hong Kong for Underprivileged Youth

Abstract

Access to swim coaching and training in Asia is low, especially among persons coming from lower socioeconomic classes. Athletics itself is given a low priority, and combined with insufficient facilities, many youth lack basic water safety and swimming familiarity. In Hong Kong, an economically developed city-state, while official statistics point to very few drowning instances, anecdotal evidence reveals a significant need for youth swim training particularly among lower socioeconomic classes. Splash, a local charity organization with an established outreach program teaching Overseas Foreign Workers (OFW) to swim, has a mandate to develop programs to address this need among Hong Kong's economically disadvantaged youth. Splash began trial programs in Fall 2016, but requires a structured program run by experienced youth Learn to Swim (LTS) coaches to guide the expansion of its youth LTS program starting in Winter 2017. The youth LTS program will follow a similar model to that used with in its OFW program, but will be tailored to meet specific youth development needs.

Key words: Learn to swim; positive youth development; Hong Kong

Introduction – Positive Youth Development Through Sport

Children participate in sport for a variety of reasons, but the most important of these are to have fun, get fit and exercise, be with their friends, and to do something they are good at. Competition and ‘winning’ appear well down the scale and do not become important until later in adolescence. Sports can have a powerful impact on overall youth development and in their introduction to and assimilation of important life skills. It has been found that youth have a greater learning experience via sport than through other extracurricular activities or in-school activities. Sport brings development of positive skills beyond the physical in areas such as self-knowledge, initiative, goal setting, leadership, and emotional development/control. However, participation in sport must be not just the negative avoidance of an idle alternative; it needs skill development and the active, positive modeling of appropriate behaviors by the adults involved.

In youth sports, a guiding principle is the 4Cs of athlete development - competence, confidence, connection, and character – a modification of the 5C's framework (the additional C being ‘caring’) used extensively within general positive youth development literature. The 4Cs closely resemble the tenets of intrinsic motivation – competence, autonomy, and relatedness – that have been shown to promote more optimistic, resilient, and persistent athletes, ones who are more geared toward problem solving and meeting challenges. The Carnegie Council (1995) found that the most effective sports programs provide youth with an environment that enables them to build relationships, be part of a group, gain self-esteem, and develop decision-making and problem solving skills.

A coach can have a powerful impact on youth development; coach athlete relationships have also been shown to impact an athlete’s motivation, their psychosocial state, and

performance. An important component of the 4Cs is to focus on the individual needs of each athlete, and it must be remembered that coaching youth is different than teaching in an adult environment. Athlete age and competitive levels reflect differences in the athlete's cognitive, social, emotional, and sport development. Essentially, children learn differently than adults. Athlete needs, language used, and coaching techniques are different. Whereas an adult environment can be more task and achievement oriented, fun and belonging are more important to youth in sports.

Youth LTS Specific Guidelines

There is scant, in-depth research on any particular youth sport, let alone swimming, and most youth research focuses on the 14-18 year range. Research directed toward under 14s (the focus of this program and most LTS programs) is limited. However, coaches working with children generally follow similar profiles in their emphasis on instruction, support and encouragement, and management (keeping everyone in line), regardless of the sport being coached. Research has found that a high degree of instruction accompanied by emphasis on positive reinforcement and encouragement is a key aspect in coaching youth sports. Adopting a positive, instructional base of coaching has further been identified as strong indicator in creating positive coach/athlete relationships (with resultant impacts on motivation.)

A research study carried out in New Zealand specifically on youth LTS pointed to the elements of community, instructor consistency, and inclusiveness as important, all of which are consistent with generally accepted youth sport coaching guidelines.

Sports programs and coaching practice have moved into an area of ever-increasing accountability. No longer does it suffice to use coach experience and "what the coach knows" to

design and evaluate a sports program; the programs must be grounded in established practice.

This basis will drive the Splash youth LTS program design, particularly with reference to the age and ability level. Several key aspects of the program are:

- ***Less differentiation*** between levels (everyone involved, in the same general group.) Different coaches may focus on different levels within the group, but keeping children together is important for their “relatedness” at this age;
- ***Consistency*** – having experienced coaches, with a set teaching program, will mean the same teachers, week in/week out, are present and all working off the same page. This will build stronger relationships and aid in the learning process as both sides come to have a greater level of ‘care’ toward learning and the relationship;
- ***Competence/skill development*** – athletes are found to like both their coaches and the sport when the environment is strongly supportive and instructive. This means that coaches need to teach to each individual’s needs, and necessitates a low coach to athlete ratio;
- ***Flotation devices/Use of equipment*** – LTS learners frequently have high levels of anxiety; utilizing flotation aids for physical support can reduce learner anxiety, speed up the learning process, and increase the chances of success. It also allows a coach to focus on development of specific aspects (kicking, arms) while restricting movement in other areas, another practice more commonly used with development for beginner athletes;
- ***Enjoyment and esteem building*** as a key aspect. Games, and skill development within the context of games, are opportunities for youth to improve in small but

meaningful areas while retaining interest and learning curiosity. This frequently means using plenty of ‘play’ articles – diving toys, hoops, etc – that help develop skills in a more interesting fashion. In addition, skills such as diving may not be as immediately important as being able to swim 25 meters, but in terms of group esteem and image, it may be quite important.

While competence and skill development are consistent with the Splash adult LTS program, the other program components incorporate the ideas of relatedness/belonging, consistency, physical/psychological safety, and supportive relationships that have been identified as essential in youth sports programs. In contrast, Splash’s OFW LTS program has very little coaching staff consistency; groups are delineated by ability; and games and/or flotation aids not part of the coaching practice.

An important reminder is that learners progress at different speeds, and LTS youth are no different. Different backgrounds and exposure to aquatic environments, physical development, parental influences, or just the child’s personality can all influence their comfort level in and around the water and the speed at which they assimilate LTS teachings. A mantra that I frequently repeat to parents when they ask about their child’s progress is that “we need to meet the child where they are.” If the child is not comfortable, they are not pushed too much. But then again, they also are not given a free pass. A child cannot NOT participate or detach themselves from a class; they need to stay involved and do what they can do.

Splash and LTS in Hong Kong

According to the World Health Organization’s 2014 *Global Report on Drowning*, drowning accounts for 372,000 fatalities every year worldwide, with over 90 per cent of these in

low and middle-income countries. Of these, children under 5 are disproportionately victims, with over half of drownings occurring with young people under 25.

Hong Kong is a territory of approximately 8 million people, and generally seen as one of the world's wealthiest areas. However, those statistics paint a deceptive picture; income disparity is ubiquitous, and the vast majority of families live in public housing estates that do not include any recreation facilities, much less swimming pools. Estimates are that 1.3 million people live under the poverty line. Swimming opportunities include the ocean but, outside of private clubs, school swimming pools and higher end housing complexes (none of which are open to the public), there are only 43 public swimming pools run by the Leisure and Cultural Services Department (LCSD.) These are open to the public for a small admission fee (approximately US\$2.5-3, depending on the day.) There is no swimming requirement currently in Hong Kong schools.

In Hong Kong, between 2001-2009, 43 official drowning deaths were reported for youth under 19 years old, approximately 7% of all accidental deaths in that time (Chow, 2009). The vast majority of these were children age 5+, perhaps because prior to this age children did not have unsupervised access to water. Anecdotal evidence, though, points to a much higher incidence than reported statistics. According to Leisure and Cultural Services Department (LCSD) statistics, just one person drowned in 2011 at the 41 gazetted swimming beaches it runs, and two in 2012. However, residents and lifeguards at Shek O (a very popular Hong Kong beach) believe there were nine drowning deaths off the beach in 2011, and seven in 2012. Most of these 'unreported' drownings occurred outside of officially lifeguarded hours. And Shek O is only ONE of 41 gazetted (regulated) beaches in Hong Kong.

Statistics from other, major Southeast Asian countries paint a frightening picture. According to the WHO, in Thailand in 2006 (the latest reported year), an estimated 4600 people died from drowning (a rate of 7.3 per 100,000 people); in the Philippines, where most domestic workers in Hong Kong come from, the number was 3800 (or 4.6 per 100,000 people.) Indonesia, another source of OFW in Hong Kong, did not report. By comparison, rates in the United States and Hong Kong (official) are 1.7 and 0.7, respectively.

In March 2014, Splash was formed as a non-profit organization to meet a perceived need to bring basic Learn to Swim (LTS) opportunities to the large community of underserved Overseas Foreign Workers (OFW) working in the territory. There are approximately 350,000 OFWs in Hong Kong, primarily from the Philippines and Indonesia; many of them come from poor and lower class families and are working in Hong Kong in order to send money back home. Many of these women work for affluent (and even less affluent) Western and Chinese families. And most of them cannot swim, despite coming from countries that consist of thousands of islands, stitched with rivers. Splash ran its 1st LTS program in Spring 2015, and currently has trained nearly 500 women to swim, originally running 8 week programs that have been expanded to 12 weeks (and which may be adjusted again.) Splash's organizational motto is "Swim School for the Hong Kong Community." But speaking with one of the group's founders, the message went deeper: the organization's mission was "to serve the underserved."

However, OFWs are not a strong political constituency; in fact, they have very few rights, even less political voice and are not even considered to be residents. In order to register as a Section 88 Not-for-Profit and to increase fundraising avenues/gain wider support within the local community, Splash needed to expand its 'beneficiary' offerings to serve underprivileged youth in Hong Kong. Splash's 1st two class offerings for underprivileged children were held in

Fall 2016 in conjunction with the Asbury Methodist School and the Aberdeen Kai Fung Association, a charity that is affiliated with the Royal Hong Kong Yacht Club. These classes served a total of 23 children. However, according to Libby Alexander, Splash's CEO, "we really need to ramp up our youth program."

In order to fulfill its mandate under Section 88 status, Splash has set its beneficiary ratio at a 60/40 OFW to youth ratio. Currently the ratio is closer to 90/10; for 2017, they would like to increase the number of youth in the program to 225, bringing its beneficiary ratio closer to 75/25, and expand cooperation to include 1-2 additional partner youth organizations/schools. During its 1st youth LTS iteration this past season, the program was very 'ad-hoc' and dependent on the outlook and approach of the individual coaches (some experienced, some volunteer). Splash has recognized that in order to meet their growth and content delivery objectives, in line with what has been done in its adult LTS program, a specialized lesson curriculum that best fits youth needs is required.

Splash Youth LTS Program – Outline and Objectives

While Splash has an adult LTS curriculum that has been referenced in creating this youth LTS program, there is the strong acknowledgement that a youth program *of necessity* must look different. This is consistent with youth sport development research and common approaches in swim coaching programs. For example, AustSwim (the Australian National swim coach training organization), www.austswim.org) has different coaching certification courses for infants, youth, and adult programs. A youth program emphasizes fun and relatedness as the most important youth sport program needs, whereas adult programs tend to be more task and achievement oriented.

Following discussions with several of Splash's founding members, current management committee members, and the current CEO, program parameters were agreed that will guide Splash in executing its youth education mandate; adhering to general youth development principles; and achieving consistent content delivery across classes throughout a year. These specific guidelines are:

- **Program goals:** At the macro level, these are threefold and not mutually exclusive: 1) introduction to swimming, 2) promoting water safety, and 3) comfort around the water. On a micro level, this means: 1) treading water (30 seconds); 2) safety float (60 seconds); and 3) 25m swimming by any means of propulsion;
- **Target age group/ability:** Initially, it is envisioned that the program will target 8-10 year olds and pure beginners, those with zero to very little water exposure. While the program may be expanded to older age groups later, Splash does not want to bring younger children into the program at present;
- **Program length:** 6 weeks, two times per week, 12 sessions total. This is based on prior (adult) experience with classes of both 8 and 16 sessions (1 time per week), where 8 sessions was too short to achieve anything meaningful and 16 sessions ended up with extra, less useful time. Experience with other youth swim programs shows that more intensive, twice weekly sessions will allow for faster progress and greater skill retention. A 6-week rotation also allows for 8 class sessions to be run per year, if desired. Each class to last 1 hour, for a total of 12 teaching hours;
- **Coaching and classes:** Approximately 16 children per class with between 4-5 youth LTS coaches, for a coach/student ratio of approximately 1:4. Lower instructor to student ratios will also allow for more individualized and instructional attention.

Students will stay together in one class, with ongoing assessment, and not separated into different classes. While there will continue to be some volunteer coach participation, the core coaching team will be experienced, professional youth LTS coaches.

Best practice guidelines in teaching children and positive youth development have been incorporated into the above parameters; many differ from Splash's ongoing OFW program.

- Incorporating more games and different vocabulary to explain different concepts;
- In line with macro program goals and the RLSS outline, survival swimming and functional swimming skills will be emphasized;
- Classes stay together; group/peer belonging is very important in a youth sports environment;
- Experienced swimming coaches with specific youth coaching/LTS experience will staff this program;

While the skills to be developed in the youth LTS program are approximately the same as Splash's OFW program, modes of delivery differ. This requires different experience, and Splash's OFW model relies heavily on inexperienced volunteers supervised by a few experienced coaches. Bringing in experienced coaches will require hiring and paying coaches; however, because it is anticipated that the youth programs will attract outside funding (under Splash's Section 88 status and serving the Hong Kong community), Splash believes it will meet this additional financial obligation.

Splash Youth LTS Program Guidelines

In any LTS program, there are basic aquatic skills that must be mastered: breathing, buoyancy, body control/balance, and propulsion.

- **Breathing** is essentially underwater exhalation, above water inhalation. It varies depending on the stroke being practiced (side breathing in freestyle, for example), but athletes must become comfortable with managing breathing, as it is essential for safety and dealing with situations of physical or mental stress;
- **Buoyancy** means floating and being in control of body position in the water. It is closely related with body control/balance;
- **Body control/balance** involves moving on the horizontal plane, rotation, horizontal/vertical transitions, and head position;
- **Propulsion** is the act of forward or backward motion, using arms and legs.

There are as many delivery methods for these skills as there are coaches, but two basic principles hold true for youth LTS: fun and safety. Games are an integral part of youth LTS, but so is safety. Youth have less physical awareness, control and strength/endurance. And as in any LTS environment, swimmers can get into dangerous situations quickly, with potentially deadly consequences.

Certain skill and safety programs have been developed in the UK (the Amateur Sport Association (ASA), www.swimming.org/asa; the Royal Life Saving Society Commonwealth (RLSS)) and these form the basis of the definable skills that swimmers are striving to achieve in the Splash youth LTS program. The ASA sets specific skills to be mastered, while the RLSS is more focused on ‘Survival Swimming’ that is in line with Splash’s macro program goals. (Interestingly, the USA and Australia do not have national LTS standards.) RLSS guidelines are:

1) entry into deep water and resurface; 2) keeping the head above water/treading water for 30-90 seconds, and 3) swimming in a controlled direction for 10-50 meters.

For Splash's youth LTS program, a structured program that can be replicated across different venues with different coaches is required (again, its not just 'what the coach knows.')

The below program represents guidelines and benchmarks; there will of course need to be flexibility in delivery to account for how quickly skills are absorbed and swimmers progress. This is where having experienced coaches is vital, as they will be able to assess progress and modify lessons to meet the individual swimmers' needs, while maintaining consistency with the overall program guidelines and objectives. Likewise, the 'play' aspect is given great latitude; each coach will have his/her own preferred games and/or challenge situations. The important thing is that these are built into every lesson.

Beyond the program structure, coaches have a degree of discretion and latitude as to how they teach the skills. Skills will frequently be repeated throughout the program, as reinforcement leads to greater confidence and strength in the water – just because it is done once does not mean it is done!

Splash LTS Program Structure

WEEK	CONTENT	WEEK	CONTENT
1	<p>Focus: Introduction/Assessment; Safety; Submersions</p> <ul style="list-style-type: none"> • Safety instruction – what to do if you can't swim! • Games – moving in the water • Skills: <ul style="list-style-type: none"> ○ Retrieving items from bottom ○ Water entry (slide/stride/jump) • Breathing/submersions; • Balance: floating front & back • Propulsion: intro kicking, front and back, with or without flotation devices 	2	<p>Focus: Submersions; Buoyancy; Propulsion and Balance</p> <ul style="list-style-type: none"> • Review submersions. Retrieving item from the bottom. Deeper water entry to floating. • Games: Sharks and fishes (submersion) • Balance: front and back float • Front push to float, front push to kick • Back push to float, back push to kick • Propulsion: Front kicking with device (face in water)
3	<p>Focus: Buoyancy; Propulsion and Balance</p> <ul style="list-style-type: none"> • Deep water safety and comfort activities • Games: Sharks and fishes (swim thrus). Retrieving items from bottom • Continued front and back push to kick; introduce new floating aids. Kicking practice • Sculling: on back, on front • Learning to dive 	4	<p>Focus: Balance and Freestyle development</p> <ul style="list-style-type: none"> • Deep water safety and comfort. Jump to float, turn to swim to side; • Games: hoops/swim thrus, bottom retrieval (gradually deeper); • Games: Sharks and fishes (rotations/sausage rolls) • Rotations: front push to glide, rotate to back. Back push to glide, rotate to front. • Dives, sculling deep water
5	<p>Focus: Freestyle, Balance/Buoyancy</p> <ul style="list-style-type: none"> • Deep water: jump to float, return to side • Freestyle: Kicking; Breathing side drills (head turn). Add one arm (warrior) with kick. 2nd arm introduction. Drill progression (one arm, to catch up, to Superman. 	6	<p>Focus: Freestyle, Backstroke</p> <ul style="list-style-type: none"> • Deep end activities: jumping in. Retrieving items from bottom • Freestyle: continued arms and swim progression. Increased distance • Backstroke: kicking. Arms, progression. One arm w/buoy, both arms; • Deep end: Diving, treading water intro

WEEK	CONTENT	WEEK	CONTENT
7	Focus: Elementary backstroke <ul style="list-style-type: none"> • Kick introduction on side – up, out, around. • Kick practice, with floatation devices 1st, then without. • Arms – up, out, to the side. • Stroke review and distance practice: Freestyle, Backstroke • Freestyle swim roll to backstroke, reverse. • Deep end: surface dives, back sculling, dives. Treading water continuation 	8	Focus: Breaststroke <ul style="list-style-type: none"> • Kicking – Same kick as elementary backstroke. On side 1st, then with boards/floats. • Arms: with devices, in front. Seahorses, noodles in front • Freestyle/Backstroke: continued strength and endurance help. Stroke/skill refinement. • Deep water: jumps/dives; treading water.
9	Focus: Skills refinement and progression. <ul style="list-style-type: none"> • Deep end: jump to tread, to float, returning to side. • Review all 3 major strokes. Increased distances. Strength/endurance building. • Deeper water games – surface dives, treading water 	10	Focus: Skill progression, strength and endurance <ul style="list-style-type: none"> • Build distance with all 3 strokes. • Continue deep water work. Treading and floating. • Mock assessments – deep water activities and swim practice
11	Assessment/Games	12	Graduation/Fun Day/Games

Splash Youth LTS Challenges

1. **Resources** – this includes human resources and financial. Each one will be discussed in turn:

- a. *Human resources* – coaching is the key to this program. While coach/athlete relationships are important in any sport organization, the knowledge and ability of coaches to deliver effective teaching is paramount in an LTS program. Coach to athlete ratios must remain low. LTS coaching does require skill and experience to deliver. As was discussed above, at present Splash relies exclusively upon volunteer coaches. The level of enthusiasm and interest is high and everyone who comes to teach is a swimmer (in fact, Splash draws many of its coaches from the expatriate swimming community.) However, very few have any swim coaching experience whatsoever, and only a few do it regularly or have experience in an LTS environment. Splash’s intention to staff its youth LTS program experienced/professional coaches will help to address the quality of coaching, but is an additional management and financial burden that the organization has not previously faced.

Coaching qualifications – At present, Splash’s OFW LTS program does not require any coaching qualifications or background checks. Under Hong Kong regulations, however, anyone coaching swimming within Hong Kong at the minimum needs to have the Bronze Medallion lifesaving certificate from the Hong Kong Lifesaving Society. Beyond that, First Aid/CPR/AED qualifications; relevant coaching qualifications from Hong Kong, UK, USA, Australia, Canada or other country; and a Sexual Conviction Record Check (SCRC) from Hong Kong and/or their home country would be required.

Finally, Splash will want to recruit coaches who are not just experienced in youth LTS, but ones who share Splash’s vision of “serving underserved segments of the

Hong Kong community.” The mindset of “*enthusiastic service*” that is found currently in Splash’s adult LTS program is one of its defining characteristics. All the volunteers see the purpose in bringing water safety and swimming to others. Coaches in the youth program will need to carry forth this attitude and also serve as models for a service mentality – its not just about a job – so prior experience in a volunteer/charity role would be desirable.

- b. *Financial* – Splash has recently been approved as a Section 88 charity organization in Hong Kong. This will greatly expand its ability to raise funds from persons and organizations in Hong Kong. To date it has been reliant upon individual contributions from individuals and organizations and has not yet obtained the requisite funding for its youth LTS program. With plans to greatly expand both its OFW and youth LTS programs, increased fundraising capacity is necessary. It is estimated that the youth LTS program will need approximately HK\$250,000 (US\$ 32,000) for this upcoming year.
- 2) **Facilities** – At present, Splash conducts its programs at several locations in Hong Kong. The two main venues for its OFW programs are at the Chinese International School (CIS) and Hong Kong International School (HKIS) indoor pools. These facilities are rented at a nominal cost to the school, but as a charity organization, this financial outlay is one of Splash’s biggest current expenditures. Other programs have begun this year at two public pools. As was discussed above, pool access is one of the greatest limitations to swimming for most of Hong Kong’s population; with only 43 public pools, space is precious. Splash will need to expand into new locations in order to meet the increased course load.

- a. Within the facility constraint is weather. While Hong Kong is a sub-tropical region, outdoor pools of necessity close for a number of months in winter. Splash needs indoor pool space in order to run its programs during these times.

Addressing program constraints

Splash can pursue several routes to address its coaching needs: outsourcing or internal. Currently, among Splash's experienced coaches, few have youth LTS experience so additional recruitment would be necessary. Certainly, volunteer coaches to both the youth and OFW LTS programs may have the interest and gain the requisite experience to teach in the youth LTS program, but that may not occur in the 1st year of the program. There are also companies/organizations in Hong Kong that have LTS coaching programs. Cost, direct management control, communication, coaching qualifications/experience and coaching mindset will all need to be considered.

Facilities will remain an issue, at least on the macro level. Hong Kong is severely space constrained, and most schools do not have the space, the funding or the motivation to include swimming pools in their plans. Just this year, the International Montessori School opened a new campus, and ideas for including a swimming pool in the new campus were rejected as 'too costly.' Splash believes there exists underutilized space at both public and private (school and residential) facilities, but accessing these facilities and managing time and relationships is an additional administrative responsibility that will require personnel resources.

Program Evaluation

Splash has an existing, straightforward evaluation tool that it uses to measure the effectiveness of its LTS classes: the percentage of students who complete the course successfully (2 of 3 of the *Program Goals* referenced in the Splash Youth LTS Program – Outline and Objectives.) Program evaluation can serve several purposes: 1) demonstrating the effectiveness of the program; 2) focusing resources; 3) improving programs/personnel; and 4) increasing efficiency and effectiveness. As Splash is expanding its offerings and also receiving external funding, its need to effectively deliver, monitor, and improve its programs will become more important. As coaches are key to this program, evaluations need to bring in feedback from both coaches and athletes to aid in ongoing staff development. As important as swimmer achievement levels will be, having qualified, responsive coaches who can contribute to overall youth development is essential.

Following are initial draft evaluation questionnaires that expand upon athlete performance criteria and incorporate coach and athlete feedback:

Program Evaluation – Athlete Assessment

What Percentage (%)/number (#) of athletes successfully completed all 3 assessment tests?

_____ / _____

Of the athletes who completed less than 3 assessment tests, what percentage (%)/number (#) successfully completed the treading and floating portion?

_____ / _____

Of the students unsuccessful in the swimming assessment, what was the average length of swim completed (meters)? _____

Program Evaluation – Athlete

Please answer on a scale from 1-5, with 1 indicating ‘Strongly Disagree’ and 5 indicating ‘Strongly Agree’

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Before starting the Splash! Program, I was uncomfortable or fearful in an aquatic environment (pools, ocean, rivers, lakes)?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Before starting the Splash! Program, I felt that I lacked the skills to be safe in an aquatic/water environment?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

After completing the course, I feel more comfortable in an aquatic/water environment.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

After completing the course, I feel I am more prepared to deal with challenging situations in an aquatic/water environment?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In this course, I was taught proper water safety and survival skills

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In this course, the coaches provided me with a challenging program and helped me to learn different techniques to adapt to different aquatic situations?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In this course, the coaches were knowledgeable and professional?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In this course, the coaches were able to use different techniques and approaches to overcome obstacles that came up in the course?

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In this course, I had fun

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

After completing this course, I would like to continue learning to swim

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Program Evaluation – Coaches

Please answer on a scale from 1-5, with 1 indicating ‘Strongly Disagree’ and 5 indicating ‘Strongly Agree’

Before teaching this class, I felt comfortable coaching swimming

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I felt this course was well-designed and easy to understand and execute

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I felt the content was appropriate for the ability of the swimmers and the coaches

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Proper guidance and training was provided prior to the course, and the coaches were knowledgeable and professional

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Teaching this course, I received support in the areas where I was less experienced or did not know how to handle

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

In this course, I was asked to do things that I felt uncomfortable doing

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

There was adequate staffing for the classes

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I feel more comfortable teaching swimming now

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I had fun teaching this course

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Where can the course be modified in order to provide a more effective learning experience for the swimmers?

Summary

Splash is embarking upon an ambitious expansion of its core offerings to deliver LTS programs to an additional underserved segment of Hong Kong society: underprivileged children. To do so, a program grounded in positive youth development best practices and tailored to the needs of young athletes, with commensurate program guidelines and staffing requirements is required. This new program offering will require Splash to undertake additional financial, personnel and management responsibilities that represent a departure from its previous experience. Splash already has an established a culture of enthusiasm, service and commitment to aquatic safety; in extending its LTS offerings into the youth sphere with a standardized, yet flexible program, Splash can continue to meet another important yet ignored need in the Hong Kong community.