

**POSTER: The Water Competence Model (WACOMO): A conceptual framework for water competences and risk perception in water recreation.**

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Following experts' work on the prevention of drowning and swimming in relation to aspects of water competence (Brenner et al., 2006 ; Moran & Stanley, 2006; Langendorfer et al., 2015; Quann et al., 2015; Stallman et al., 2017), there is an increasing interest in programs and studies that focus on a broad(er) approach to teaching children how to move and behave safely in, on and around the water. In the pursuit of a safe and pleasant engagement in water recreation, it is necessary for children, parents and teachers to have realistic self- and/or proxy-perceptions of water competences when performing leisure time activities in an aquatic environment. Moreover, risk perception in the context of water recreation needs greater educational attention, not only being part of campaigns but also being actually embedded in curricular and extracurricular programs. Therefore, an integrated framework of the different intertwining and reciprocal factors associated with water competence and risk perception in water recreation will be presented. This original conceptual model should provide a springboard for a renewed focus on the topic. Our contribution supports transdisciplinary research on water competence and risk perception and also facilitates the (future) exploration thereof by adopting a motor learning/development perspective, while taking into account various psycho-social factors linked to the local/environmental context as part of the overarching aquatic culture.