INTRODUCTION

In Brazil, many people go to the beaches, rivers, lakes and pools for leisure and fun. The number of people using swimming pools has increased but still many don’t know how to swim and are not aware of the safety tips to prevent drowning. Recently, the methodology swim+safe has been developed valuing safety behaviors by promoting better adaptation to water before teaching any of the four swimming strokes. In the first class, the teacher makes the diagnostic evaluation of the students to verify their water competences, defined as the level of water adaptation considering the following: ability to stay afloat, tread water, control breathing and body awareness. Based on the results the teacher will adapt the following sessions to improve each student’s water competences and does a follow-up evaluation after 3 months, identifying the student progression and providing feedback on which contents the student needs to work harder.

OBJECTIVE

The aim of this study was to assess if the items proposed for testing water competences are suitable to evaluate the students enrolled in the program.

METHODS

The method used for this assessment was based on electronic survey of 19 people, among aquatic activities’ post-graduation teachers, of SOBRASA’s members and teachers that participated in the pool+safe Week. A questionnaire with 10 questions proposed by Vasconcellos (2013) evaluated the students’ competences using a progressive scale (0-10): very weak (0-2) and excellent (9-10). Results: Based on the results the questionnaire were improved and the final sequence of questions to test the students’ water competences enrolled in this program were: 1) ability to hold breath underwater for 10 seconds – repeat 3x; 2) ability to sink head in the water without fear, exhale (respiratory control) – 5x; 3) dive and catch an object at the bottom without goggles – 1 object at 1 meter depth; 4) change from dorsal to ventral position – 2x; 5) change from vertical to horizontal position without touching the bottom – 2x; 6) float in the dorsal decubitus position without floating aids – 30 sec; 7) ability to perform underwater displacement – 2m; 8) use arms and legs as propulsive segments on the surface to the edge – 3m; 9) vertical floating using arms – 30 sec; 10) Crouch, sink, and jump with hands out of the water – 2x.

CONCLUSION

The test will be applied and tested appropriately before wide implementation. It is important that the students develop aquatic independence in order to reduce their chances of drowning if in trouble in the water. The swim+safe program will continue to focus on encouraging safer behaviors around water and water competence as crucial tools to prevent drowning in children and young people. Authors are grateful to SOBRASA for the scientific support provided.