164 - SWIMMING IN THE SEA: AN ACTIVITY FOR EVERYONE?

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INTRODUCTION

"Many people who already practiced swimming in pools, came to NATAÇÃO NO MAR looking for a chance to get to know the sea and uncover its green and salty waters. The beautiful beaches have a strong appeal and are an invitation to diving, swimming and enjoying the sea. A marked difference between swimming in the sea as regards swimming in a pool is the swimmer's contact with nature, developing an ecologic awareness regarding preservation, which makes the contact with nature healthy and balanced. The possibility of combining knowledge of the sea with physical fitness, to be able to explore swimming, the city's surrounding beaches and islands is a unique opportunity. Achieving daily, stroke-by-stroke, a harmonious integration with the local environment is indescribably rewarding and pleasant. Swimming in the sea is a complete sports activity not only in the physical sense, since it also adds a social dimension that contributes to giving it a much wider scope". Fabio Barros (Natação no Mar Project pupil)..

Fabio's testimony speaks of the pleasure and well being that are available to most Brazilians. Brazil is a country of waters; there are beaches, lakes, lagoons, rivers, and ponds and in all of these places the local inhabitants must be capable of interacting and surviving in the aquatic surroundings. This aptitude involves not only swimming skills but also knowing the environment where the activity will be taught and practiced. It is quite common, for example, to see skilled swimming pool swimmers weary of facing different waters. This lack of familiarity with the sea is evidenced by the high number of people who drown, including many casualties, registered by the Fire Department in all the state of Rio de Janeiro.

The project NATAÇÃO NO MAR began in 2005 in the city of Rio das Ostras in Rio de Janeiro, with the purpose of teaching the local inhabitants, those residing near beaches and lakes, swimming and lifesaving techniques, enabling the participants to avoid the kind of accidents that are usual in these surroundings. The project was initially developed aiming at the needs of the fishermen and their families as well as the community who did not have the chance to practice swimming in private swimming pools. However, since the first classes the project has attracted pupils from different social groups, bringing together people of different social classes and ages, and including swimming pool swimmers.

Swimming in the sea is delightful but, so that it may be safely enjoyed the swimmer must have sound knowledge of the area (beach), be informed about the water, temperature, depth, jellyfish, currents, tides, winds, the moon, surf, and the presence of water craft, such as launches, boats, jet-skis, underwater canals, among other factors. All these safety measures lead to a marked difference between swimming in the sea and in a swimming pool, requiring that the sea swimmer develop more fully his motor and mental skills, since he must be aware of many outside factors and will use his senses much more and put into practice all prior knowledge.

The novelty of this project faced an issue, which became a challenge to all the professionals involved in the project, the lack of literature on the matter with a methodology developed for teaching swimming in a sea environment. There are only a few books and articles on the subject of sea swimming, and none of these are directed to teaching techniques. There are obviously a number of points in common in connection with swimming pool techniques, however the beach has both advantages and drawbacks that are not present in a swimming pool and that must be observed and dealt with so as to overcome the drawbacks and take full advantage of the positive features.

The professionals of Natação no Mar project have been developing and improving over the last two years a work methodology that embraces the technical differences that serve as guidelines to the teaching and improvement of the practice of swimming in a sea environment and the features that make a social interaction possible and complete, leading, in turn, to outstanding differences in health, improved social skills and the development of more global minded citizens, in tune with current events and especially with care of the environment. The purpose of this document is to present the features and methods that are observed and utilized by the professionals involved in the project and to evidence its efficiency, especially in connection with changes in attitudes and habits that lead to a better life style for this generation as well as the coming ones. In this first work we will approach mainly methodological aspects related to the adaptation to a water ambience and the marine environment and will focus only briefly on an explanation regarding the more advanced groups.

METHODOLOGY

In order to facilitate understanding we will briefly explain the project's history, the teaching methodology used by us and the activities carried out on the project, following which we will demonstrate an analysis of the research results. The research sample group will consist of 30 pupils from the project, both men and women, who have been attending classes for at least two years and are over 14 years of age. The Rivermead social scale will be used as well as a questionnaire drafted by the project's professionals so as to evidence changes in habits and attitudes regarding health, self-esteem, hygiene and specially regarding social and ecologic awareness that may be achieved through the sea swimming classes.

HISTORY

The first swimming lesson in the sea took place on December 6, 2005 at the beach of Boca da Barra, in Rio das Ostras, RJ. Swimming pool pupils and friends were invited to participate in the inauguration class. The gathering of this first class marked the beginning of a study and research project for developing a methodology and safety skills guideline suitable for this new environment. By the end of the first month, we already had 62 pupils. When the project had been running for three months the city authorities, through the Sports and Leisure Section, formed a partnership with the Group. By April 2006 we had 126 pupils and in August of 2006, with 340 pupils, we were forced to adopt a waiting list system. Today the waiting list has 820 people in line for a vacancy.

In September 2006 we entered into partnership with athlete and teacher Luiz Lima who answered an invitation from the Project's coordinator Izabel Thomas to conduct a Swimming Clinic and, having met the group, was extremely interested in the project so much so that he became a friend and godfather to the Natação no Mar team.

We began the year of 2007 with a lot more experience and criteria over the ways to make the teaching of sea

swimming more effective and complete. Apart from all the technical changes that the group has been identifying and applying, the professionals have also observed the enormous social change that such an activity can bring about. Little by little we observed that the concept of citizenship that we wished to convey at all times was being more and more absorbed by the pupils and their families, such education working as a uniting factor and bringing home to all the physical and psychological benefits that swimming can offer and how swimming can improve each and everyone's lives.

Faced with all these possibilities of change and transformation, we were able to begin the year of 2008 with the goal of documenting the technical adaptation work in its own methodology, still being developed, and start putting into practice an ecologic awareness program. Caring for the environment has always been an important point in our discussions and group meetings and this year we were able to put into practice such activities as selective garbage collecting, holding a Celebration Luau which in fact was an environment-friendly camp, and Environment Day, when we held workshops and lectures on ecology, recycling material, etc. As a happy result of these effort we were able to found the ASSOCIAÇÃO MEIO AMBIENTE RESPEITO E ESPORTE MARE (SPORT RESPECT AND ENVIRONMENT ASSOCIATION), where teachers and pupils from the project, officially inaugurated in July, are already developing a wonderful project in the outskirts of Rio das Ostras, in which we mean to rehabilitate some areas and provide the families with means to sustain themselves.

METHODOLOGIC FEATURES OF THE CLASSES

Greeting the pupil when the pupil arrives at the beach he must be met in a very receptive manner, with acceptance and goodwill and promptly provided with information over what will happen in the next few minutes, such as, the importance of stretching exercises, the messages that will be given in each class, how the classes are divided, the fact that the pupil will go through an interview and evaluation to assess his learning level. In this way the pupil reduces his initial tension and relaxes, generating a friendly and cheerful atmosphere for the entire project to work on. As observed above, according to our teaching methodology we separate the classes by level of knowledge and swimming skills (adaptation/beginning/learning/improvement) and not by age. Our goal is not only to teach swimming but also to promote integration between pupils of all ages, which is already showing splendid results. Right at the first moment the pupil must be introduced to a colleague so as to begin to feel part of the group, even before he has his first lesson.

Stretching and warm-up exercises the pupils must be informed about the importance of the stretching and warm-up exercises when taking swimming lessons, so as to avoid injuries and cramp. All classes take stretching exercises together at one period, thus providing another opportunity for integration and socializing. Recreational activities and activities in pairs are organized and this shows really good results. One teacher directs the proposed activities for the stretching and warm-up exercises, while other teachers and trainees aid in the correct execution of the exercises. Basic and recreational exercises, easily understood by all, should be used at this time, to help prepare the body for the sport. Each teacher will subsequently conduct further stretching exercises, according to each specific class.

Beginning the adaptation process when the teacher greets the pupil or the adaptation class for the first time, he must inform how the initial adaptation to the sea will take place, explaining about the local beaches, talking about currents and winds that prevail in the area, the tides according to the moon, the surf and whatever information may interfere in this initial stage, inquire about the pupils' fears and hopes in connection with the sea. If the pupil is entering into an already formed group the teacher must introduce the pupil to the class and ask them to share their views on this initial stage. Before entering the water the teacher will explain and demonstrate the proper way to breathe when swimming.

Going into the water, or rather, the sea As says William Lima (2006) " the first time of the pupil in water is crucial for swimming learning. At this moment the body has psychologyc, physiologyc and physics adaptations to the new ambient, since our body are made to live at the land."(free translate). At the sea this moment has to be developed with more care. Despite the adaptation to the aquatic environment there is the adaptation to the sea too, this ambient has a lot of factors that can bring more discomfort or traumas, making the process of learning harder and longer.

There are no supporting walls in the sea as in swimming pools, therefore the teacher and pupils will support one another in the process of adapting to the sea. The first step is to encourage the pupil to place his feet in the water (wet his feet), place his hands in the water (wet his hands), and wet his face, pulse and arms. This first step is just as important in the beginning of the first class as in the beginning of every class, so as to avoid possible thermal shocks.

The lesson will now focus on vertical balance. The pupil is encouraged to enter the water with the help of a teacher or already adapted pupil. Initially the exercises should be performed in pairs for added efficiency and safety, enabling the pupil to feel the resisting movements of the body and hands in the water, feel the unevenness of the sand floor (there may be holes), the currents, the balance and waves of the sea, without causing undue tension and loss of balance. The teacher should maintain a steady gentle tone, showing confidence and assurance and keeping close so that the pupil fees safe. If the teacher notes that the pupil is extremely scared he may hold him and try to inspire confidence in the pupil by respecting his fear and never forcing him. In 1925, Kurt Wiessner affirmed that the first aspect to be developed has to be " taking off the fear of unknown ambient". This is an important moment for the teacher to be aware of, so as to avoid traumas caused by "dunking". The balance should continue to be pursued without physical support so that the pupil may achieve independence.

The next movement is the most important one, breathing. This step begins to be developed on the sand with exercises demonstrating how to inhale through the mouth and exhale through the nose, the best manner to breathe in water and especially in the sea. Salt water and possible "dunking" make this kind of breathing most recommended. Immersion (diving) and paddling begin, together with the breathing, so as to stimulate facial relaxation and movement. Underwater vision is poorly developed since the salty and sometimes murky water impairs this practice.

Continuing, we may develop horizontal balance, which is helped by the sea itself since the salt water is more dense and easy to float in. This is a delightful moment for the one who floats, experiencing the sensation that the body is being massaged by the seawater due to the rhythm of the waves.

The pupil who is adapted to the sea must know how to: dive, breathe, float, both on the back and facing downwards, open the eyes, tread water without placing the feet on the floor, dive under waves and dog-paddle. The activities applied at this fase has to be selected with a lot of care. As observe Lima (2006) is interesting during the swimming learning "present to the pupils activities and strategies that go with learning level of simple assimilation, because the tension that comes with expectation of doing right or wrong is always with the process of swimming learning." (p.25) (free translate).

Pupils who face their fears and limitations increase their self-esteem, contributing to a better quality to their lives added to the physical work that swimming entails together with the social and psychological aspects.

Impressions by a few pupils who went through this stage:

"(…) it is not the victory of those who arrive in the first place but the victory of those that grow in face of challenges, face their fears, their weaknesses, insecurities and with courage and determination surpass their own limits (…)" (Eduardo e

Francisca Corazza).

"(…) the taste and power of the daily conquests when becoming familiar and intimate with the sea, the exercise in excelling adds spice to the spirits whose strength overflows and acts in all aspects of life." (Fabio Barros).

"(…) I never thought I could swim so far from the beach, I never stood with my feet so far away from the sand." (Cristiane Gonzalez).

Locations of the classes / features and use of existing resources - The beach of Boca da Barra in Rio das Ostras (RJ) where the prototype Natação no Mar project began, has features that are suitable for swimming practice, be it for beginners or for those who are already skilled in swimming techniques, since it has calm and clear waters for most of the year. The beach is more or less 300 meters long and has a 50-meter pier protruding into the sea. Classes are given all along the beach and also in the deeper waters. We take advantage of the natural resources such as rocks and islands during the classes. Depending on the tide the pier is an excellent point for correcting swimming techniques for intermediate and advanced classes, since it provides a clearer view of the class than from the beach or from the top of the kayak. It may also be used for teaching how to leave the water and overcoming the fear of jumping into the water.

An outing over the islands is always a great stimulation for the more advanced pupils, however these outings require extreme care with safety as the class will be far from the beach and subject to unforeseen circumstances, such as getting into difficulties or sea traffic. It is recommended that a lifeguard accompany the class and another teacher or trainee be present to aid the regular teacher.

Safety procedures safety is one of the features most emphasized by the group's coordinators, be it for the beginners' classes or the more advanced ones. The lifeguard must be alert to the movements of the class and be prepared to act in advance, helping the teacher and making the rescue if necessary. Happily, until today we have not had any situation that required a rescue; prevention is the key. The teacher must identify the best location for the class, inform the lifeguard of the class plan and the lifeguard must be prepared with safety equipment (long boards and kayaks) in the best place for preventive or rescue procedures.

Teacher profile Apart from having specific knowledge concerning sea swimming, the teacher in this field must be able to handle long boards and kayaks in different conditions of the sea and be always willing to assist his pupils in the best manner possible regardless of weather conditions. Even on the most cloudy, rainy and windy day some pupils show up and the group believes that these pupils must be highly praised with classes that sparkle on these gray days.

Additional activities the group's coordination has always tried to promote events both during classes as after classes, such as baptisms in the sea, monthly birthday parties, sea-crossing festivals, luaus and bioconstruction and reforestation workforces, so that all classes of different schedules may meet and share their feelings and discoveries. Participating in competitions has also proved to be a great moment for socializing, apart from being an opportunity to reinforce such values as honesty, ethics, teamwork and cooperation. It also helps the pupils experience that winning and losing also help in building emotionally strong characters. Another factor that has proven to be extremely helpful in this process is the fact that we minister our classes with pupils of different ages in the same lass, divided solely by skill level. We have not detected any learning drawback for this reason, on the contrary, we note that the elderly feel more stimulated when learning together with kids and youngsters and the youngsters learn to be more receptive and respectful towards the older people. Obviously the teacher has an important role in this process, adapting the activities to all ages and dealing with possible trouble very tactfully so as to promote class bonding.

We also believe that the fact that we are in a location that primarily means leisure to us, as to most Brazilians, the beach, contributes in making the pupil arrive at the class already in a receptive mood and ready for whatever will be offered there. This makes imparting information to the class much easier. If the pupil is greeted with friendliness and welcome and his trust is earned during the learning process this ambience has shown to be extremely efficient in transmitting social transformation values and concepts.

"The pioneer Project, sea swimming, goes much farther than learning and dominating swimming techniques, bringing with it such basics as love and a concern with the human being and his development as a person, being responsible for major life changes, including in my own life. A swimming class that is different not only by being in the sea, but also by the fact that it is very human and values all kinds of people. The pupils challenges and conquests become ours too, strengthening human relations and the group itself, contributing to the formation of a better society and dispersing hope. The act of uniting sports, health, goodwill, nature is something magnificent and it is even better to gather together people of all ages with the simple purpose of sharing experiences, being together, sharing swimming lessons and much more." (Marina Gama (Project Teacher)).

RESEARCH RESULTS

Table 1. Social evaluation: Rivermead scale on Natação do Mar pupils.

	Worse	No change	Light improvement	Improvement	Important improvement
Talking with one person	0%	3,33%	3,33%	33,33%	40%
Talking with two people	0%	0%	3,33%	33,33%	63,33%
Social activities	0%	0%	6,67%	33,33%	60%
Domestic activities	0%	13,33%	10%	30%	46,67%
Leisure activities	0%	0%	10%	36,67%	53,33%
Work performance	0%	0%	0%	10%	90%
School performance	0%	26,67%	6,67%	20%	46,67%
Relationship with friends	0%	0%	3,33%	26,67%	70%
Relationship with spouse	0%	20%	3,33%	40%	36,67%
Solving family problems	0%	20%	0%	33,33%	46,67%

The data from the above research, that used the Rivermead social scale as an instrument, shows a great change in the life of the pupils in the project and we believe this improvement in turn extended to their families. The outstanding aspects were talking with two or more people, the increase in leisure activities and the improvement in work performance (that affected the record number of 90% of those interviewed) and the aspect of relationship with friends. These were the features that showed a representative improvement in more than 50% of those interviewed. Other aspects also showed improvement and only a very small percentage of those interviewed showed no change at all in some items. The only item that registered less than 40% in important improvement was relationship with spouse and we believe this ended up being rated according to the couple's relationship at the time and not in connection with the history of the past two years. The results of this research also show

significant improvement in life in society.

Table 2. Evaluation by the pupils in connection with activities programmed by Natação no Mar Project.

	Bad	Regular	Good	Very good	Great
Including all age groups in one class	0%	0%	6,67%	26,67%	66,67%
Birthday party	0%	0%	6,67%	23,33%	70%
The Baptism	0%	0%	3,33%	16,67%	80%
Sea-crossing festival	0%	0%	6,67%	13,33%	80%
Environment Day	0%	0%	0%	16,67%	80%
Recycling workshops	0%	3,33%	6,67%	16,67%	76,67%

Table 3. Evaluating the habits of pupils of Natação no Mar Project in connection with helping the Environment after the activities programmed to this effect.

	Yes	No	Sometimes
Changes regarding care of the environment	100%	0%	0%
Separates garbage for recycling	93,33%	0%	6,67%
Saves water	93,33%	0%	6,67%
Saves energy	83,33%	3,33%	13,33%
Produces articles taught in the recycling workshops	40%	33,33%	26,67%
Throws litter in the streets	0%	100%	0%
Uses cloth bag when shopping	6,67%	80%	13,33%
Adopts an organic diet	66,67%	6,67%	26,67%

The data from both researches carried out based on the questionnaires made up by the project's professionals shows ample acceptance regarding the activities organized by the group as well as a remarkable change in the habits of the pupils regarding the environment. The selective garbage collecting began following a suggestion by pupil Luirene Ventura and, as shown by the research, almost all the participants have adopted this procedure. Each Tuesday the pupils take their garbage so that it may be directed to the recycling plant, the recycling workshops and local craftsmen. The changes in the habits regarding water and energy saving also show significant numbers. The only item that did not show much improvement was the use of cloth bags when shopping instead of plastic bags supplied by the markets, however, the research has shown that this is an issue that must be approached and worked at.

CONCLUSIONS:

The main focus of this document was to register something already observed for some time at the Boca da Barra Beach, the power that sports have to provoke changes. As explained in this document, uniting an allegiance with the people to favorable natural resources we can improve yet more this change, both qualitatively and quantitatively.

The Natação no Mar group has developed a program for teaching swimming in the sea and in lakes, for improving swimming and lifesaving techniques, transmitting basic knowledge regarding the environment, ecology, eating habits and social responsibility. The project also offers training for water marathons, basic first aid techniques and basic information on the sea, thus enabling the participants to avoid accidents that are usual in this ambience. It is important to note that increasing the number of people taking part in sports is the best way to discover new talents and encourage such activities. The inclusion of the Water Marathon in the Olympic games and Brazil's participation in the Beijing Games in 2008 opened up yet more space for discussion and support of this sport.

Today we are capable of observing that this work can and should be extended to a much larger number of people, in a country such as ours, with so many beautiful beaches, rivers and lakes, where many swimming schools may be installed to help form complete, social conscious citizens.

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SWIMMING AT THE SEA: A SPORT FOR ALL.

ABSTRACT

Introduction: Brazil is a country of waters, there are beaches, lagoons, rivers and in all of these the local inhabitants must be capable of interacting and surviving in the aquatic surroundings. The project NATAÇÃO NO MAR (SWIMMING IN THE SEA) began in 2005 in Rio das Ostras - Rio de Janeiro, with the purpose of teaching swimming and lifesaving techniques, enabling the participants to prevent the accidents that are usual when dealing with water. The professionals of project NATAÇÃO NO MAR have for the past two years been developing and improving a methodology that encompasses the different techniques that must be used when teaching and improving swimming skills in the sea environment as well as the aspects that serve to achieve social inclusion and integration. **Methodology**: For a clearer understanding of the project we will summarize its history, the teaching methodology used and the activities carried out in the project, following which we will show an analysis of the research results. The social (Rivermead) scale will be used as well as a questionnaire developed by the professionals of the project so as to rate the changes in habit and attitudes towards health and other aspects. **Results**: The data from the research that used the Rivermead social scale as an instrument, shows a great change in the life of the pupils in the project and their families. The data from both researches carried out based on the questionnaires made up by the project's professionals shows ample acceptance regarding the activities organized by the group as well as a remarkable change in the habits of the pupils regarding the environment.

Key-words: Swim, sea, inclusion.

NATATION EN MER: UN SPORT POUR TOUS
RESUMÉ

Introduction: Le Brésil est un pays d'eaux; la mer, lacs, lagunes. Dans tous ces lieux les habitants ont la necessité d'être prêt a une interaction et à la survie dans le milieu aquatique qui les entoure. Le projet “Natation en Mer” a eté creé dans la ville de Rio das Ostras, dans l'etat de Rio de Janeiro, dans le but d'enseigner les techniques de natation et de secours, permettant aux participants de se proteger contre les accidents typiques de l'environnement aquatique. Les professionnels du projet “Natation en Mer” developpent depuis deux ans une methodologie qui englobe les differentes techniques. Et oriente l'apprentissage et le perfectionnement de la pratique de la natation en mer, aidant les participants à s'integrer socialement, permettant des benefices pour leur santé, leur sociabilité et la formation de leur conscience civique. **Methodologie**: Pour mieux comprendre ce que nous proposons, nous ferons une courte présentation de la chronologie du projet, de la methodologie d'enseignement utilisé par nous et des actions executées dans le projet, ensuite nous continuerons avec l'analyse de la recherche. Sera utilisé l'échelle sociale (Rivermead) et un questionnaire elaboré par les professionnels du projet pour montrer la transformation des habitudes et des comportements qui améliorent la qualité de vie. **Resultats**: Les données de la recherche qui utilisent l'échelle de “Rivermead” nous montrent um grand changement dans la vie des élèves et nous croyons que ces changement s'étendent aussi à leur familles. Les données desdeux recherches qui ont utilisé les questionnaires élaborés par les professionnels du projet montrent une grand acceptation em relation aux activitées proposées par le groupe et une transformation extraodinaire des habitudes des élèves em relation au respect à l'environnement.

Mots-clés: Natation, mer, intégration.

NATACIÓN EN EL MAR: UN DEPORTE PARA TODOS.
RESUMEM

Introducción: Brasil es un país de aguas, son playas, lagos, lagunas, y en todos esos sitios los habitantes necesitan estar aptos a interaccionar y sobrevivir en medio acuático que los rodea. El proyecto **NATACIÓN EN EL MAR** surgió en 2005 en la ciudad de Rio das Ostras en Rio de Janeiro, con el objetivo de enseñar técnicas de natación y de salvataje, capacitando los participantes a prevenir accidentes típicos del ambiente agua. Los profesionales del proyecto Natación en el Mar vienen desarrollando y perfeccionando a lo largo de dos años una metodología que envuelven las diferencias técnicas de la enseñanza y del perfeccionamiento de la práctica de la natación en el ambiente marino y los factores que posibilitan una inclusión y integración social completa, que traiga resultados para la salud, para la sociabilidad y para la formación del ciudadano más consciente. **Metodología:** Para el mejor entendimiento de la propuesta haremos una breve exposición del histórico del proyecto, de la metodología de enseñanza utilizada por nosotros y de las acciones implementadas en el proyecto, después seguiremos con el análisis de los resultados de la investigación. Será utilizada la escala social (Rivermead) y un cuestionario elaborado por los profesionales del proyecto para comprobación del cambio de hábitos y comportamientos en relación a la salud y otros. **Resultados:** Los datos de investigación que utilizó la escala de Rivermead como instrumento, nos muestra una gran mudanza en la vida de los alumnos del proyecto y también a sus familiares. Los dados de las dos investigaciones que utilizaron cuestionarios elaborados por los profesionales en el proyecto muestran una gran aceptación a las actividades propuestas por el grupo y un cambio óptimo de los hábitos de los alumnos con los cuidados con el Medioambiente.

Palabras-claves: Natación, mar, inclusión.

NATAÇÃO NO MAR: UM ESPORTE PARA TODOS.
RESUMO

Introdução: O Brasil é um país de águas, são praias, lagos, lagoas e em todos esses lugares os habitantes precisam estar aptos a interagir e sobreviver no meio aquático que os cerca. O projeto **NATAÇÃO NO MAR** surgiu em 2005 na cidade de Rio das Ostras - Rio de Janeiro, com o objetivo de ensinar técnicas de natação e de salvamento, capacitando os participantes a prevenir acidentes típicos do ambiente água. Os profissionais do projeto Natação no Mar vem desenvolvendo ao longo de dois anos uma metodologia que abranja as diferenças técnicas que pautam o ensino e aperfeiçoamento da prática da natação no ambiente marinho e os fatores que possibilitam uma inclusão e integração social completa, que traga resultados para a saúde, para a sociabilidade e para a formação do cidadão mais consciente. **Metodologia**: Para melhor entendimento da proposta faremos uma breve exposição do histórico do projeto, da metodologia de ensino utilizada por nós e das ações implementadas no projeto, depois seguiremos com a análise dos resultados da pesquisa. Será utilizada a escala social (Rivermead) e um questionário elaborado pelos profissionais do projeto para comprovação da mudança de hábitos e comportamentos que elevem a qualidade de vida. **Resultados**: Os dados da pesquisa que utilizou a escala de Rivermead nos mostra uma grande mudança na vida dos alunos e acreditamos que esta mudança se estendeu também aos seus familiares. Os dados das duas pesquisas que utilizaram questionários elaborados pelos profissionais do projeto mostram uma grande aceitação em relação às atividades propostas pelo grupo e uma mudança fantástica dos hábitos dos alunos em relação aos cuidados com o Meio Ambiente.

Palavras-chave: Natação, mar, inclusão.