

## Level 1 (Exit Competencies)

Biomechanical Progressions	Physiological Progressions	Character Development & Life Skills	Psychological Skills
<b>Physical</b> <ol style="list-style-type: none"> <li>From a push maintain a prone streamlined body position, defined as one hand on top of the other, ears between the upper arms, lower body stretched long, and toes pointed.               <ol style="list-style-type: none"> <li>Hold this position for at least one and one-half body lengths, and be able to vary the depth of the underwater push-off.</li> <li>Introduce underwater kicking skills</li> </ol> </li> <li>Execute a breakout from a push by holding the streamlined position; then initiate a kicking action and progress to the surface of the water with a pull to the surface.</li> <li>Maintain a vertical, stationary position with little or no leg movement in deep water, using a sculling motion.</li> <li>Complete legal freestyle and backstroke technique for one length of the pool using shoulder and hip technique.               <p><i>Freestyle</i></p> <ol style="list-style-type: none"> <li>Demonstrate the ability to comfortably take a breath on either the right or left side.</li> <li>For additional freestyle drills see...</li> </ol> <p><i>Backstroke</i></p> <p>For additional backstroke drills see...</p> </li> <li>Stroke progressions. Begin to develop the butterfly and breaststroke.</li> <li>Complete the Racing Start Progression.</li> <li>Perform an open turn, either prone or supine, where the hand touches the wall first, the body rotates to place the feet against the wall, the body drops underwater, and the swimmer pushes off in a streamlined position.</li> </ol> <b>Cognitive</b> <ol style="list-style-type: none"> <li>The swimmer can count strokes of freestyle and backstroke.</li> <li>Athlete should be able to repeat key words as prescribed by the coach to explain/describe movements appropriate to that level.</li> </ol>	<b>Physical</b> <ol style="list-style-type: none"> <li>Coordinated movement patterns: swims freestyle and backstroke with legal form.</li> <li>Aerobic endurance               <ol style="list-style-type: none"> <li>Can complete a 30-minute practice session.</li> <li>Can perform a continuous swim for five minutes.</li> </ol> </li> </ol> <b>Dryland</b> <ol style="list-style-type: none"> <li>The swimmer will play broad based movement games.</li> <li>The swimmer participates in multiple sports/activities.</li> </ol> <b>Nutrition</b> <ol style="list-style-type: none"> <li>Can name three sources of fruit, vegetables, grains, dairy, protein and fat.</li> <li>Has a favorite healthy food.</li> <li>Can help in the kitchen preparing meals.               <ol style="list-style-type: none"> <li>Mixing</li> <li>Pouring</li> <li>Cracking eggs</li> <li>Cutting/chopping fruits &amp; vegetables</li> </ol> </li> <li>Asks for healthy snacks/meals</li> </ol>	<b>Championship Behavior and Accountability</b> <ol style="list-style-type: none"> <li>The swimmer understands that he or she is part of a team and has respect for his or her teammates.</li> <li>The swimmer listens to recommendations from the coach and tries to make the appropriate changes.</li> <li>The swimmer understands appropriate team rules and the consequences of breaking the rules.</li> </ol> <b>Work Ethic and Self-Discipline</b> <ol style="list-style-type: none"> <li>The swimmer will pick up and put away any equipment he or she used in practice.</li> <li>The swimmer will be ready to start practice on time with the appropriate equipment (suits, goggles, etc.).</li> <li>The swimmer gives the coach his or her undivided attention while the coach is talking. The swimmer should focus his or her eyes on the coach and remain quiet when the coach is talking. The swimmer will also follow directions set forth by the coach in practice.</li> <li>The swimmer will "Just say no!" to drugs and other harmful substances.</li> <li>The swimmer will show respect for the facilities and equipment.</li> <li>The swimmer will swim the entire set (e.g., doesn't walk on bottom, counts accurately).</li> </ol> <b>Commitment and Team Loyalty</b> <ol style="list-style-type: none"> <li>The swimmer will know the team name and team colors.</li> <li>The swimmer will know the names of teammates and coaches in his or her practice group on the team.</li> <li>The swimmer will know the name of the training group immediately above</li> </ol>	<ol style="list-style-type: none"> <li>The swimmer demonstrates "industry", or a sense of becoming capable of performing increasingly complex tasks outlined in the other three dimensions (coachable)</li> <li>The swimmer understands and behaviorally demonstrates that others can teach them new things (willing to learn new things and new perspectives-coachable)</li> <li>The swimmer behaviorally demonstrates and verbally communicates that participation in this activity is worth their time and effort (fun).</li> <li>The swimmer behaviorally demonstrates "initiative and competency" – becomes more comfortable with the pool/swimming environment and culture</li> <li>The swimmer behaviorally demonstrates both a "me and a we" (egocentrism) in their learning and participation.</li> </ol>

Suggested Training Set Guidelines	Competitive Performance
<b>Physical</b> <p>The athlete is capable of swimming a 300 yard "set" of freestyle and backstroke as well as kicking on the following interval bases: (all are per 50)</p> <ul style="list-style-type: none"> <li>Free @ 1:30    Back @ 1:30    Kick @ 1:30</li> </ul> <p>The athlete is capable of swimming a 150 yard "set" of legal breaststroke and butterfly: (all are per 25)</p> <ul style="list-style-type: none"> <li>Breast @ 1:00    Fly @ 1:00</li> </ul> <b>Cognitive</b> <p>Begins to use the pace clock.</p>	<p>Introduction to racing skills:</p> <ul style="list-style-type: none"> <li>Race in practice</li> <li>Relays</li> <li>Kicking races</li> </ul>

## Level 2 (Exit Competencies)

Biomechanical Progressions	Physiological Progressions	Character Development & Life Skills	Psychological Skills
<b>Physical</b> <ol style="list-style-type: none"> <li>Execute a start from the blocks. Hold the underwater streamlined position for one and one-half body lengths, initiate a kicking action for one body length, and progress to the surface of the water with a pull.</li> <li>Execute a legal freestyle, backstroke, butterfly, and breaststroke turn, including an approach of at least 10 yards/meters.</li> <li>Stroke progression. Complete progressions for the butterfly and breaststroke.</li> </ol> <p><i>Butterfly</i></p> <ol style="list-style-type: none"> <li>Demonstrate an undulating motion during the butterfly stroke.</li> <li>Demonstrate correct timing of the pull, kick, and breath during the butterfly.</li> <li>Complete one length of the pool with legal butterfly form.</li> </ol> <p><i>Breaststroke</i></p> <ol style="list-style-type: none"> <li>Complete one length of the pool with legal breaststroke form.</li> <li>Demonstrate correct timing of the pull, kick, and breath during the breaststroke.</li> </ol> <ol style="list-style-type: none"> <li>Performs 100 yards or 100 meters of individual medley with legal technique and turns.</li> <li>Perform relay exchanges.</li> <li>Performs prescribed underwater dolphin kicks for freestyle, backstroke and butterfly starts and turns</li> <li>Breathes within the rhythm of stroke in all four strokes.</li> </ol> <b>Cognitive</b> <p>From a push the swimmer counts the number of strokes/cycles per length for each stroke</p>	<b>Physical</b> <ol style="list-style-type: none"> <li>Coordinated movement patterns: swims all four strokes.</li> <li>Aerobic endurance: can perform continuous swim and kick for 10 minutes.</li> </ol> <b>Cognitive</b> <p>The swimmer begins to understand maturation, physical development, and nutrition.</p> <ol style="list-style-type: none"> <li>Understands and accepts individual differences in physical size within an age group.</li> <li>Understands that energy for exercise is derived from nutrition.</li> </ol> <b>Dryland</b> <ol style="list-style-type: none"> <li>Introduction to balance and coordination skills</li> <li>Introduction to games and activities that include kicking, throwing, tossing, hopping, jumping and skipping</li> <li>The swimmer participates in multiple sports/activities</li> </ol> <b>Nutrition</b> <ol style="list-style-type: none"> <li>Independently pack healthy snacks for during school and before/after training</li> <li>Able to choose quality calories from fruit, vegetables, whole-grains and cereals, low-fat dairy, lean protein and heart-healthy fats.</li> </ol>	<b>Championship Behavior and Accountability</b> <ol style="list-style-type: none"> <li>The swimmer demonstrates an understanding of sportsmanship–championship behavior (e.g., doesn't throw goggles, congratulates opponents).</li> <li>The swimmer will treat teammates, parents, and coaches like he or she would want to be treated.</li> <li>The swimmer talks to the coach immediately before and after each race.</li> <li>The swimmer knows basic meet procedures including how to use and read a heat sheet.</li> <li>The swimmer learns basic race tactics</li> </ol> <b>Work Ethic and Self-Discipline</b> <ol style="list-style-type: none"> <li>During practice the swimmer will               <ol style="list-style-type: none"> <li>leave on time during sets,</li> <li>start and finish at the wall,</li> <li>swim the set in the prescribed manner (e.g., doesn't do freestyle on butterfly sets, doesn't pull on kicking sets, performs all turns legally), and</li> <li>swim the entire set (e.g., doesn't walk on bottom, counts accurately).</li> </ol> </li> <li>The swimmer will communicate with his or her coach.</li> </ol> <b>Time Management</b> <p>The swimmer understands the importance of hard work in the classroom and will complete his or her homework on time.</p> <b>Commitment and Team Loyalty</b> <ol style="list-style-type: none"> <li>The swimmer will learn the history of the team.</li> <li>The swimmer chooses a swimming hero/role model (may be a member of his or her team) and knows the event in which the individual competed or competes.</li> <li>The swimmer takes pride in being a member of the team, which the swimmer demonstrates by               <ol style="list-style-type: none"> <li>participating in team cheers,</li> <li>knowing the coaches' names, and</li> <li>cheering on teammates during swims (practice or meets)</li> <li>wearing team uniform/outfitting.</li> </ol> </li> <li>The swimmer will know the name of any other training group(s) on the team besides his or her own group. (example: "age group 1," "age group 2," "senior" and "national")</li> </ol>	<b>Peak Performance Management</b> <ol style="list-style-type: none"> <li>Understands and can demonstrate the difference between tense and relaxed muscles.</li> <li>Can identify past situations where both have been present.</li> <li>Can describe the relationship between nervousness and performance.</li> <li>Can describe the mind–body connection (negative thoughts lead to tight muscles lead to poor performance).</li> </ol> <b>Self-Image</b> <p>Understands the role of failure and the importance of learning from one's mistakes; understands that this is essential to becoming a champion.</p> <b>Self-Talk</b> <p>Has a general understanding of the effect that negative self-talk plays on performance (understands the concept of GIGO—garbage in, garbage out).</p> <b>Mental Dimension of Training</b> <p>Understands that an important part of training in swimming involves the mental dimension.</p> <b>Concentration</b> <ol style="list-style-type: none"> <li>Possesses a basic understanding of the concept of concentration.</li> <li>Knows the difference between focusing on what's important and what's not.</li> <li>Has an understanding of what to focus on and what to block out both in practice and in meets.</li> <li>Is aware when focus leaves target and knows how to bring focus back (how to concentrate).</li> </ol>

Suggested Training Set Guidelines	Competitive Performance
<b>Physical</b> <p>The athlete is capable of swimming a 12-15 minute or 600 yard "set" of the four competitive strokes as well as kicking on the following interval bases: (all are per 50)</p> <ul style="list-style-type: none"> <li>Free @ 1:00    Back @ 1:10    Breast &amp; Fly @ 1:30    Kick @ 1:30    IM @ 2:30 (per 100)</li> </ul> <p>Click here for sample sets of progressive development</p> <p>Add the 2/500 free and/or 200 IM with good technique</p> <b>Cognitive</b> <p>Accurately counts and computes distances</p>	<ol style="list-style-type: none"> <li>Has participated in competitive situations for the primary purpose of skill development (i.e. time trials, intra-squad meets, dual meets, and other entry-level competitions)</li> <li>Completes the <i>IM Ready</i> events</li> </ol>

### Level 3 (Exit Competencies)

Biomechanical Progressions	Physiological Progressions	Character Development & Life Skills	Psychological Skills
<b>Physical</b> <ol style="list-style-type: none"> <li>1. Perform a legal 100 of each stroke, a 200 individual medley and the age appropriate distance event</li> <li>2. Increase number of underwater dolphin kicks with increased speed and efficiency for freestyle, backstroke and butterfly.</li> <li>3. Performs a legal breaststroke pullout with a dolphin kick.</li> <li>4. Perform effective finishes</li> <li>5. Perform correct timing for relay exchange.</li> <li>6. Breathes within the rhythm of stroke under race conditions in all four strokes.</li> </ol> <b>Cognitive</b> <ol style="list-style-type: none"> <li>1. Complete one length of all four strokes holding the same time or faster but using fewer strokes/cycles than in level 2.</li> <li>2. Swims with prescribed technique during practice and meets</li> <li>3. Swims with prescribed breathing patterns during practice and meets</li> </ol>	<b>Physical</b> <ol style="list-style-type: none"> <li>1. Aerobic endurance: performs T30 or other threshold set one time per season.</li> <li>2. Short sprints of all strokes at maximum velocity working on racing skills, coordination, starts and finishes.</li> </ol> <b>Cognitive</b> <ol style="list-style-type: none"> <li>1. Swimmer understands maturation and physical development: begins to understand relationship between training programs, maturation, and physical development.</li> <li>2. Swimmer understands the purpose of heart rate measurement.</li> <li>3. The swimmer can measure his or her own resting and exercise heart rate.</li> <li>4. The swimmer understands the importance of muscular flexibility in swimming performance.</li> <li>5. Introduction of broken swims to learn race strategy and pacing.</li> </ol> <b>Dryland</b> <ol style="list-style-type: none"> <li>1. The swimmer participates in organized "free play"</li> <li>2. The swimmer starts to learn athletic movements on land that they aren't getting playing other sports</li> <li>3. Template:               <ol style="list-style-type: none"> <li>a. Flexibility routine</li> <li>b. Athletic development (linear/lateral movements)</li> <li>c. Gymnastic strength activities</li> <li>d. Kicking, throwing, tossing, hopping, jumping and skipping activities and games</li> </ol> </li> <li>4. The swimmer participates in multiple sports/activities</li> </ol> <b>Nutrition</b> <ol style="list-style-type: none"> <li>1. Understand that "Food is Fuel." Energy in=energy out.</li> <li>2. Makes healthy food choices (despite teammates unhealthy choices while traveling, after training, etc..)</li> <li>3. Can put together a healthy meal with all macros (carbs, protein, fats) at table.</li> </ol>	<b>Championship Behavior and Accountability</b> <ol style="list-style-type: none"> <li>1. The swimmer demonstrates a higher level of sportsmanship—championship behavior than in level 2 (e.g., respects competitors and gets along with friends regardless of ability level).</li> <li>2. Swimmer knows qualifying standards for highest level competitions.</li> </ol> <b>Work Ethic and Self-Discipline</b> <ol style="list-style-type: none"> <li>1. The swimmer attends the recommended meets and understands the importance of being on time for meet warm-ups.</li> <li>2. The swimmer meets the established attendance requirements.</li> <li>3. The swimmer challenges him- or herself to perform to the utmost of his or her ability in practice.</li> </ol> <b>Time Management</b> <p>The swimmer demonstrates an ability to balance school and outside activities.</p> <b>Commitment and Loyalty</b> <p>The swimmer chooses a national swimming hero and knows the event in which he or she competed or competes.</p>	<b>Peak Performance Management</b> <ol style="list-style-type: none"> <li>1. Understands the relationship between relaxation and performance.</li> <li>2. Knows the three levels of nervousness (too little, just right, too much).</li> <li>3. Can perform diaphragmatic (belly) breathing as relaxation technique.</li> <li>4. Understands that stress comes from negative self-talk and faulty focus of concentration.</li> <li>5. Understands the concept of "UC's," or uncontrollables, as a major source of stress.</li> </ol> <b>Self-Talk</b> <ol style="list-style-type: none"> <li>1. Understands the benefits of and uses positive self-talk and affirmations.</li> <li>2. Closely monitors negative self-talk.</li> </ol> <b>Concentration</b> <p>Understands the importance of concentration in practice and meets and can regularly recognize a faulty focus and bring self back to a proper focus.</p> <b>Goal Setting</b> <p>Understands the value of setting process and outcome goals for both practice and meets</p> <ol style="list-style-type: none"> <li>1. Swimmer knows best times for practice and meets</li> <li>2. Swimmer sets and writes process and outcome goals</li> </ol> <b>Self-Image</b> <ol style="list-style-type: none"> <li>1. Is able to accept criticism from the coach.</li> <li>2. Understands that criticism is a critique of skills not a critique of an individual.</li> </ol>

Suggested Training Set Guidelines	Competitive Performance
<b>Physical</b> <p>The athlete is capable of swimming sets 20 to 30 minutes on the following base intervals bases: (all are per 100)</p> <p>Free @ 1:40 (SCY)/1:50 (LCM)      Back @ 1:50 (SCY)/2:00 (LCM)      Fly &amp; Breast @ 2:00 (SCY)/2:10 (LCM)</p> <p>Kick @ 2:00 (SCY)/2:10 (LCM)      IM @ 1:50 (SCY)/2:00 (LCM)</p> <p><a href="#">Click here for sample sets of progressive development</a></p>	<ol style="list-style-type: none"> <li>1. Must achieve at least a:               <ol style="list-style-type: none"> <li>a. 10-Under "AAA" time standard, or</li> <li>b. 11-12 National "A" time standard, or</li> <li>c. 13-14 National "BB" time standard</li> </ol> <p>From the National Age Group Motivational Time Standards in two different strokes (see current USA Swimming Rules &amp; Regulations for time standards or check the USA Swimming website)</p> </li> <li>2. Has completed the age appropriate IMX events and has a score of 1500 points for a 10, 11 or 12 year old</li> </ol>

## Level 4 (Exit Competencies)

Biomechanical Progressions	Physiological Progressions	Character Development & Life Skills	Psychological Skills
<b>Physical</b> <ol style="list-style-type: none"> <li>Complete one length of each stroke holding the same time or faster but using fewer strokes/cycles than in level 3.</li> <li>Maintain consistent stroke rates and times in training sets.</li> <li>Performs the 200's of stroke and a 400 individual medley</li> <li>Demonstrates more effective underwater swimming off start and turn in all strokes than in previous Level</li> <li>Improve speed, power and distance to 15 meters in each stroke</li> <li>Performs effective finishes.</li> <li>Performs a relay exchange with advanced technique.</li> </ol> <b>Cognitive</b> <ol style="list-style-type: none"> <li>The swimmer understands the relationship between distance per stroke, stroke rate, and swimming speed.</li> <li>The swimmer can name two ways to minimize resistance or drag from the water.</li> <li>The swimmer can explain an efficient stroke pattern in relation to creating propulsion.</li> <li>Swims with prescribed breathing patterns during practice and meets</li> </ol>	<b>Physical</b> <p>Aerobic endurance: swims a T30 or other threshold set two times per season with improvement.</p> <b>Cognitive</b> <ol style="list-style-type: none"> <li>The swimmer understands the concept of a balanced diet and basic fuels used during swimming training.</li> <li>The swimmer begins to understand the basics of different energy system usage in sprinting versus distance swimming.</li> <li>The swimmer can use heart rate measurement to monitor exercise intensity and recovery.</li> <li>Swimmer begins to train at known race paces.</li> <li>Swimmer follows prescribed race plan</li> </ol> <b>Dryland</b> <ol style="list-style-type: none"> <li>The swimmer starts to take ownership of the dryland activities.</li> <li>The swimmer continues the work from Level III with an emphasis on keeping the body healthy and injury free.</li> <li>The swimmer participates in dryland approximately three times per week.</li> </ol> <b>Nutrition</b> <ol style="list-style-type: none"> <li>Understands "MyPlate" for athletes and can put together a healthy meal based off that information/portion</li> <li>Can read and understand aspects of nutrition labels.               <ol style="list-style-type: none"> <li>Calories to serving size</li> <li>Fat g</li> <li>Carb g</li> <li>Protein g</li> </ol> </li> <li>Can cook a healthy meal using kitchen equipment (microwave, oven, stove, etc.)</li> </ol>	<b>Championship Behavior and Accountability</b> <p>The swimmer has knowledge of required times to qualify for finals.</p> <b>Work Ethic and Self-Discipline</b> <ol style="list-style-type: none"> <li>The swimmer is not influenced by the negative behavior of his or her teammates.</li> <li>The swimmer understands and takes responsibility for attendance, performance, and habits in practice and how these three relate to meet performance.</li> <li>Swimmer understands the traits of a positive leader and endeavors to become one.</li> </ol>	<b>Peak Performance Management</b> <ol style="list-style-type: none"> <li>Can combine self-talk and slow breathing for peak performance management.</li> <li>Has a clear awareness of personal stressors (UCs).</li> <li>Is capable of performing progressive muscle relaxation.</li> <li>Recognizes that anxiety can negatively affect mind and body.</li> <li>Knows techniques to control mind (positive self-talk and imagery) and body (deep breathing, progressive muscle relaxation).</li> </ol> <b>Imagery and Visualization</b> <ol style="list-style-type: none"> <li>Understands the importance of imagery in enhancing performance.</li> <li>Knows the principles behind effective imagery practice.</li> <li>Can perform basic visualization skills.</li> </ol> <b>Concentration</b> <p>Can quickly return concentration focus in practice and in meets from uncontrollables to appropriate focus.</p> <b>Goal Setting</b> <p>Swimmer regularly visits, and if need be, re-evaluates goals</p> <b>Self-Talk</b> <p>Knows at least one technique for handling negative self-talk.</p>

Suggested Training Set Guidelines	Competitive Performance
<b>Physical</b> <p>The athlete is capable of swimming sets 30 to 45 minutes on the following base intervals bases: (all are per 100)</p> <p>Free @ 1:20 (SCY)/1:30 (LCM)      Back @ 1:30 (SCY)/1:40 (LCM)      Breast @ 1:40 (SCY)/1:50 (LCM)</p> <p>Fly @ 1:30 (SCY)/1:40 (LCM)      Kick @ 1:50 (SCY)/2:00 (LCM)      IM @ 1:50 (SCY)/2:00 (LCM)</p> <p><a href="#">Click here for sample sets of progressive development</a></p>	<ol style="list-style-type: none"> <li>Must achieve at least a:               <ol style="list-style-type: none"> <li>11-12 National "AA" time standard, or</li> <li>13-14 National "A" time standard</li> </ol>               From the National Age Group Motivational Time Standards in two different strokes (see current USA Swimming Rules &amp; Regulations for time standards or check the USA Swimming website)             </li> <li>Has a minimum IMX score of 2400 points</li> </ol>

## Level 5 (Exit Competencies)

Biomechanical Progressions	Physiological Progressions	Character Development & Life Skills	Psychological Skills
<b>Physical</b> <ol style="list-style-type: none"> <li>1. Ability to change speed while maintaining stroke efficiency.</li> <li>2. Performs more effective underwater swimming off start and turn in all strokes than in previous Level</li> <li>3. Maintains proper technique under increased training loads.</li> </ol> <b>Cognitive</b> <ol style="list-style-type: none"> <li>1. The swimmer, with the assistance of his or her coach, can calculate swimming speed, distance per stroke, and stroke rate during competition and training.</li> <li>2. Can manipulate stroke rate and distance per stroke to vary speed.</li> </ol>	<b>Physical</b> <p>Aerobic endurance: swims a T30 or other threshold set three times per season with continuous improvement.</p> <b>Cognitive</b> <ol style="list-style-type: none"> <li>1. The swimmer understands the difference between aerobic and anaerobic energy systems.</li> <li>2. The swimmer understands nutritional requirements and timing for training and competition: demonstrates understanding of basic nutrition principles, fuels for swimming performance, training diets, hydration, RDAs for swimmers, and the importance of eating a balanced diet.</li> <li>3. The swimmer understands the relationship between training, maturation and development and their effects on competitive performance.</li> <li>4. The swimmer understands how to use heart rate measurement to monitor training.</li> <li>5. Swimmer knows race plans for each event (including prelims and finals) and appropriate training paces to achieve goal time(s).</li> </ol> <b>Dryland</b> <ol style="list-style-type: none"> <li>1. The swimmer is introduced to foam rolling &amp; dynamic warm-up.</li> <li>2. The swimmer starts a strength routine which includes: <ol style="list-style-type: none"> <li>a. Variety of exercises rotated every 5-7 weeks</li> <li>b. 15-20 reps to strengthen muscle tendon junction</li> <li>c. 15-20 reps for movement mastery</li> <li>d. Low load</li> </ol> </li> <li>3. The swimmer is introduced to light jump training: <ol style="list-style-type: none"> <li>a. Emphasize landing mechanics first</li> <li>b. Double leg, single leg, reactionary</li> </ol> </li> <li>4. The swimmer works on aquatic posture on land: <ol style="list-style-type: none"> <li>a. Endurance &amp; strength from finger tips to toes</li> <li>b. Balance muscles not primarily used in swimming</li> <li>c. Introduce prehab &amp; corrective exercises</li> </ol> </li> <li>5. The swimmer participates in dryland 3-5 times per week</li> </ol>	<b>Championship Behavior and Accountability</b> <p>The swimmer accepts the responsibility of being a leader and/or role model. The swimmer will lead by being a positive example.</p> <b>Work Ethic and Self-Discipline</b> <p>The swimmer will demonstrate an understanding of the short- and long-term effects of performance-enhancing drugs.</p> <b>Time Management</b> <p>The swimmer uses time management skills to prioritize activities.</p> <b>Commitment and Team Loyalty</b> <ol style="list-style-type: none"> <li>1. The swimmer understands the need to sacrifice self-interest for team goals.</li> <li>2. The swimmer demonstrates commitment to his or her team by continued dedicated membership.</li> <li>3. Choose to be a swimmer</li> </ol>	<b>Peak Performance Management</b> <ol style="list-style-type: none"> <li>1. Demonstrates an understanding of the individual zones of optimal functioning (IZOF) concept.</li> <li>2. Can identify their own optimal zone of performance both in practice and competition.</li> <li>3. Understands personal signs of under- or over excitement ("not enough" or "too much").</li> <li>4. Skilled in two or more techniques to control excitement/nervousness (see glossary in part I).</li> </ol> <b>Imagery and Visualization</b> <p>Can visualize a race from start to finish. Can control the image so vision matches actual performance.</p> <b>Concentration</b> <ol style="list-style-type: none"> <li>1. Develops a pre-race ritual or routine.</li> <li>2. Develops race focal points for concentration.</li> </ol> <b>Self-Image</b> <ol style="list-style-type: none"> <li>1. Realizes that positive comments help reduce stress, build confidence, and can increase the enjoyment of competition and practice.</li> <li>2. Understands the damage of negative self-talk to self-esteem, performance, and the enjoyment of the sport.</li> </ol> <b>Goal Setting</b> <ol style="list-style-type: none"> <li>1. Has developed a long-range goal within the sport.</li> <li>2. Develops short-term and intermediate goals that ultimately tie into long-range goals.</li> </ol> <b>Meet and Practice Behavior</b> <ol style="list-style-type: none"> <li>1. Understands the effect of posture and actions on emotions</li> <li>2. Uses the "Act as if" strategy as a fallback position.</li> </ol>
Physiological Progressions			
<b>Nutrition</b> <ol style="list-style-type: none"> <li>1. Can determine calorie needs considering activity level.</li> <li>2. Can read and understand aspects of nutrition labels. <ol style="list-style-type: none"> <li>a. Fat %</li> <li>b. Carb %</li> <li>c. Protein %</li> <li>d. Electrolytes</li> </ol> </li> <li>3. Has met with a nutritionist or has sat through a nutrition discussion or presentation.</li> <li>4. Can set personal goals to help achieve healthier lifestyle and diet</li> </ol>			

Suggested Training Set Guidelines	Competitive Performance
<b>Physical</b> <p>The athlete is capable of swimming sets 30 to 45 minutes on the following base intervals bases: (all are per 100)</p> <p>Free @ 1:15 (SCY)/1:25 (LCM)      Back @ 1:20 (SCY)/1:30 (LCM)      Breast @ 1:30 (SCY)/1:40 (LCM)</p> <p>Fly @ 1:20 (SCY)/1:30 (LCM)      Kick @ 1:40 (SCY)/1:50 (LCM)      IM @ 1:30 (SCY)/1:40 (LCM)</p> <p><a href="#">Click here for sample sets of progressive development</a></p>	<ol style="list-style-type: none"> <li>1. Must achieve at least a 13-14 National "AAA" time standard</li> <li>2. Has a minimum IMX score of 2,800 points</li> </ol>



## Level 6 (Exit Competencies)

Biomechanical Progressions	Physiological Progressions	Character Development & Life Skills	Psychological Skills
<b>Physical</b> <ol style="list-style-type: none"> <li>Continue to decrease the number of stroke cycles, or swim faster with the same number of cycles.</li> <li>Decrease the number of cycles per length during competition.</li> </ol> <b>Cognitive</b> <ol style="list-style-type: none"> <li>The swimmer can calculate swimming speed, distance per stroke, and stroke rate.</li> <li>Stroke Control/speed control               <ol style="list-style-type: none"> <li>Swim faster by increasing DPS while maintaining SR.</li> <li>Swim faster by increasing SR while maintaining DPS.</li> <li>Choose precise DPS/SR combinations for different races.</li> </ol> </li> </ol>	<b>Physical</b> <ol style="list-style-type: none"> <li>Aerobic endurance: performs T30 or other threshold set three times per season with continuous improvement.</li> <li>Lactate tolerance: performs a set of 12 x 100 (or until failure) on 2:30 holding current best 200 pace (2nd 100 split) three times per season with continuous improvement.</li> <li>Sprint capacity/CP system: performs 12 x 25 on 3:00 (specialty stroke) at maximum velocity.</li> </ol> <b>Cognitive</b> <ol style="list-style-type: none"> <li>The swimmer demonstrates knowledge of energy systems.               <ol style="list-style-type: none"> <li>Can describe the relationship between training sets and energy systems.</li> <li>Demonstrates an understanding of training periodization.</li> </ol> </li> <li>The swimmer understands how to use heart rate measurement to monitor training.</li> </ol> <b>Dryland</b> <ol style="list-style-type: none"> <li>The dryland program follows the swim program through structured rotation of the exercises that have purpose and intent.</li> <li>The swimmer continues with an athletic based strength program:               <ol style="list-style-type: none"> <li>The intensity and volume is monitored with daily and weekly prioritization</li> <li>The swimmer's dryland program is optimized physically, emotionally and socially for the training group.</li> <li>A wide variety &amp; catalog of exercises is used to accommodate all needs (injury prevention and different body types).</li> </ol> </li> <li>The swimmer will do a plyometric program which will emphasize landing properly and jumping as quickly and as high as possible</li> <li>The swimmer continues to work on different body parts that go into good aquatic posture.</li> <li>The swimmer participates in dryland 4-5 times per week with optimal of 3x/week strength and 2x/week general athleticism (approximate time of 40-60 minutes each session)</li> </ol>	<b>Time Management</b> <p>The swimmer has mastered time management skills so outside activities do not interfere with practice and meet attendance</p>	<b>Peak Performance Management</b> <ol style="list-style-type: none"> <li>Demonstrates an understanding of factors that excite and relax the athlete.</li> <li>Utilizes relaxation techniques under meet duress to perform optimally.</li> <li>Maintains optimum relaxation level ("good nervousness"), regardless of uncontrollables.</li> <li>Learns to utilize imagery skills to manage competitive stress.</li> </ol> <b>Imagery and Visualization</b> <p>Through instruction is able to visualize a race from start to finish in complete detail (seeing, hearing, and feeling).</p> <b>Self-Image and Goal Setting</b> <p>Can use ultimate goal in sport to maintain intensity and work ethic in practice.</p> <b>Concentration</b> <ol style="list-style-type: none"> <li>Demonstrates ability to rebound quickly from mistakes and failures.</li> <li>Able to successfully use pre-race routines and control focal points to maintain concentration during a race.</li> <li>Consistently swims "in own lane" in practice and meets.</li> </ol> <b>Self-Talk</b> <p>Able to positively reframe uncontrollables and adversity to enhance confidence.</p>
Physiological Progressions			
<b>Nutrition</b> <ol style="list-style-type: none"> <li>Has a healthy meal/snack routine throughout the week that is time efficient</li> <li>Can meal prep when needed.</li> <li>Makes smart decisions at the grocery store.</li> <li>Can compare nutrition labels for healthier options.</li> </ol>			

Suggested Training Set Guidelines	Competitive Performance
	Has attained a Sectional Time Standard