



# Level 3 Skills Development

## Advancement Requirements to L4\* Exceptions on a case by case basis

	Physical:
	1. Ages 11-12 → may not advance unless aging up during season and 6 or more 13-14 JO Cuts Ages 13-14 → has at least 3 JO cuts – 2 different strokes Ages In high school has two 15-18 bb times or coaches recommendation
	2. Swims 20 x 100 free on 1:20
	3. Kicks 12 x 100 free on 2:00
	4. Two of the following a. Swims 5 x 100 free on 1:15 b. Swims 5 x 100 fly on 1:40 c. Swims 5 x 100 back on 1:35 d. Swims 5 x 100 breast on 1:50 e. Swims 5 x 200 IM on 3:20
	Cognitive:
	1. Consistently demonstrates ability to swim sets with effort and focus as directed (neg. split, descend, specific paces, all out, etc). 2. Consistently demonstrates knowledge of times in all sets, and ability to relate those to best times and goals.

## Competitive Expectations

	1. Attends meets prescribed by coach, plans ahead to be able to attend championships all days
	2. Has completed all events offered in age group

## Other Swimming Skills Taught

	<b>* Swimmers should Exhibit all the behaviors expected of Novice through Level 2 swimmers</b>
	1. Perform a 400 IM swim with correct transitions between strokes. 2. Ability to figure out pace times 3. Ability to monitor heart rate and use for training paces 4. Learning stroke counts and applying to events 5. Learning stroke rates and applying to events 6. Focus on underwater speed 7. Drag reduction through all aspects of swimming including starts

## Physiological Progression

### Physical:

1. Muscular strength and endurance: can perform 30 situps, 20 (30) pushups in 60 seconds.
2. Swims a threshold set using proper stroke technique & walls three times per season with continuous improvement.
3. Sprint capacity/CP systems: describe here

### Cognitive:

1. Can explain aerobic and anaerobic systems of energy delivery.
2. Understands and can explain nutritional requirements of training and competition: demonstrates understanding of basic nutrition principles, fuels for swimming performance, training diets, hydration, recommended daily allowance for swimmers, and the importance of eating a balanced diet.
3. Understands the relationship between training programs and maturation and development and their effects on competitive and training performance.
4. Understand how to use heart rate measurements to monitor training progress.

### Championship Behavior and Accountability:

1. Swimmer accepts responsibility for performance.

### Commitment and Team Loyalty:

1. Swimmer can effectively communicate their commitment to parents, coach, and teammates.
2. Swimmer helps lead team cheers and encourage others to support and cheer on teammates during practice and at meets.
3. Swimmer understands the relationship between personal commitment and results.

### Time Management:

1. Demonstrates ability to balance school, social activities, swimming, and family.

### Goal Setting:

1. Learning importance of short and long term goal setting
2. Learning guidelines for setting goals
3. Understands the path to achieving specific goals
4. Meets with coach to discuss goals and make sure current level/current effort and commitment and desire are in line with goals.