

Level 3 (Exit Competencies)

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

Suggested Training Set Guidelines	Competitive Performance
<p>Physical</p> <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 & 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>Click here for sample sets of progressive development</p>	<ol style="list-style-type: none"> 1. Must achieve at least a: <ol style="list-style-type: none"> a. 10-Under “AAA” time standard, or b. 11-12 National “A” time standard, or c. 13-14 National “BB” time standard <p>From the National Age Group Motivational Time Standards in two different strokes (see current USA Swimming Rules & Regulations for time standards or check the USA Swimming website)</p> 2. Has completed the age appropriate IMX events and has a score of 1500 points for a 10, 11 or 12 year old