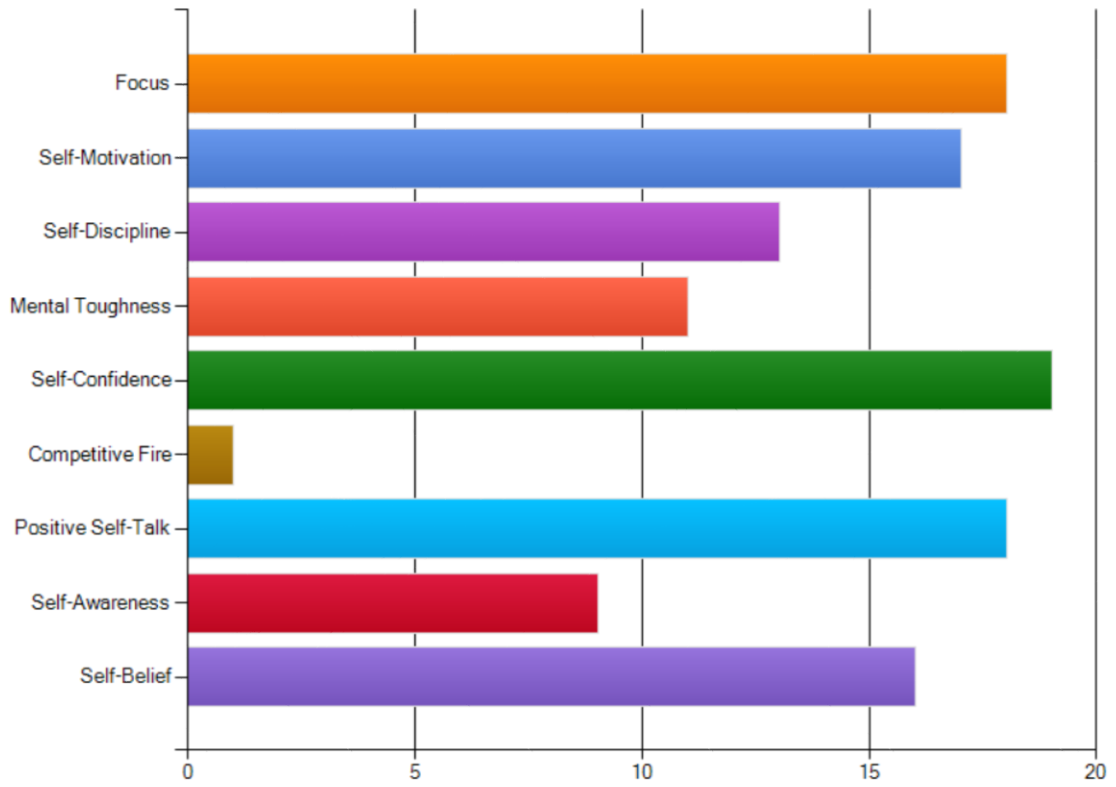
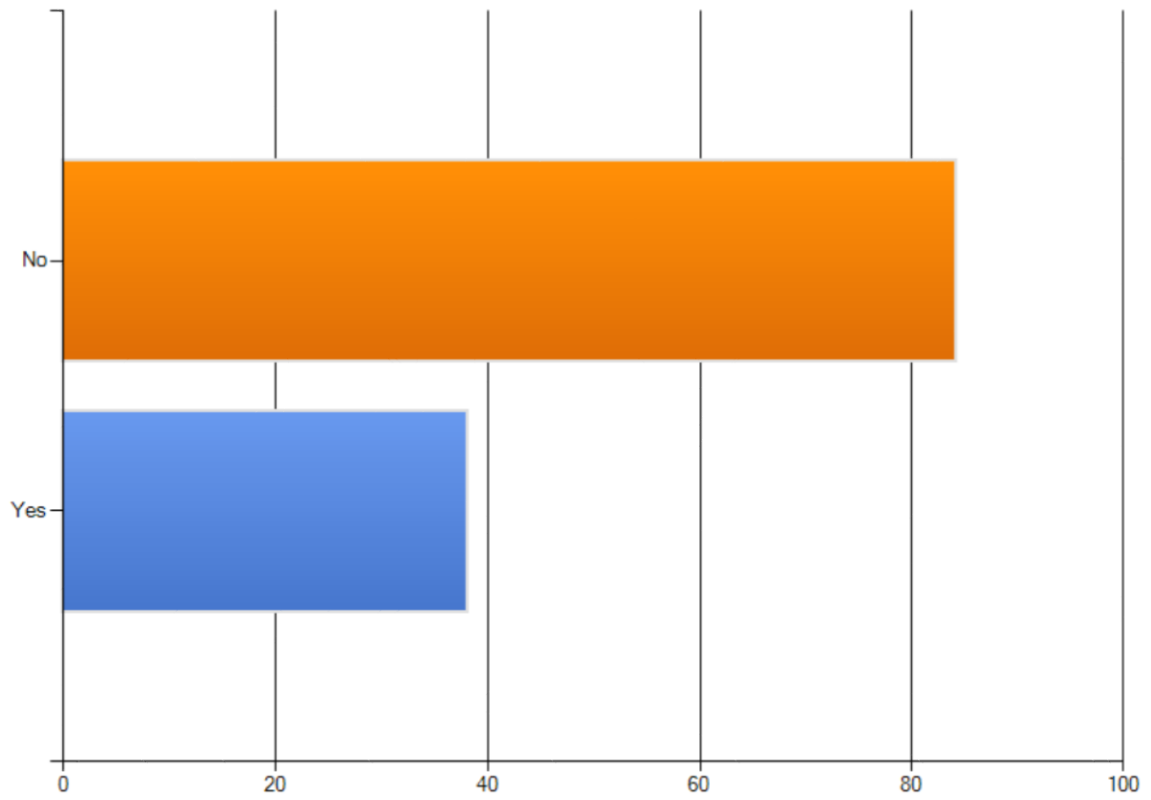


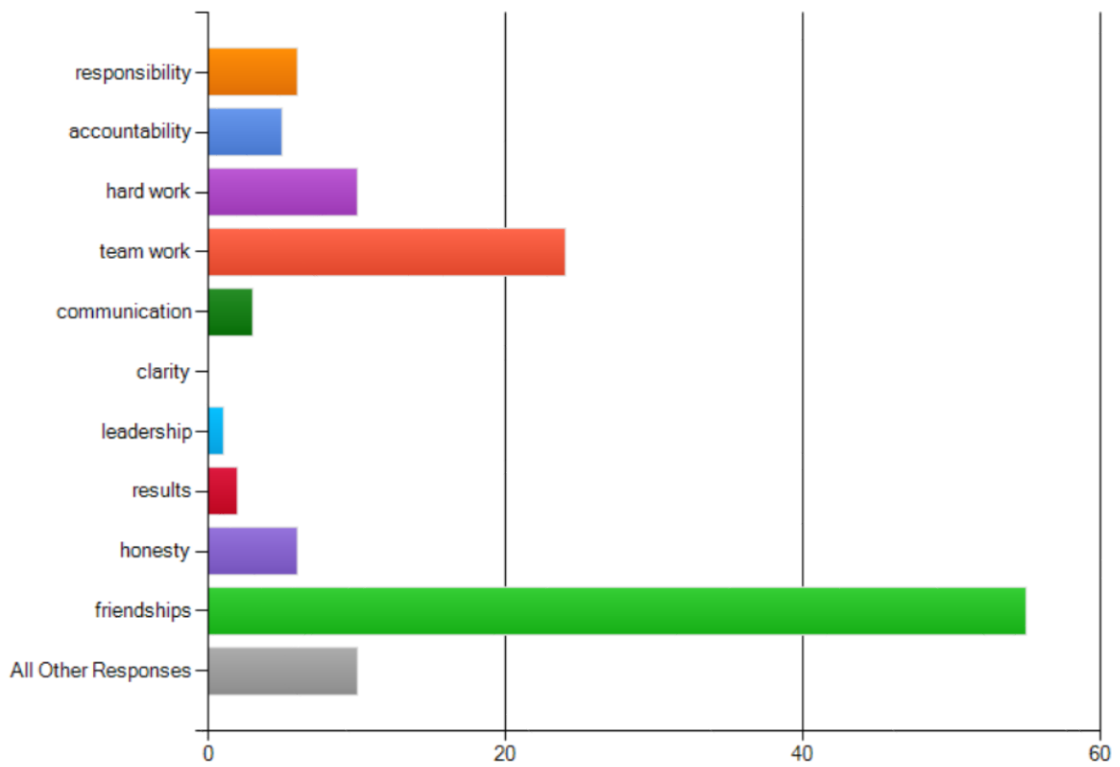
**Which of the following mental performance areas do you struggle with the most?**



**Have your parents ever discussed with you their definition of competition?**



When it comes to what you want out of your teammates, what matters the most to you?  
(pick one)



## Different Strokes for Different Folks

Age	General	Perceptions Based On	How Information Processed	Sport Environment	Family	Social/ Gender	Coaching Implications
3-6 Early Childhood	<ul style="list-style-type: none"> <li>Start evaluating competence @ age 2</li> <li>Perceived competence typically high and inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>Simple task accomplishment</li> <li>Feedback from adults</li> <li>Effort</li> </ul>	<ul style="list-style-type: none"> <li>Ability equated with effort</li> <li>Concrete thinking</li> <li>Over-exclusion of relevant cues</li> </ul>	<ul style="list-style-type: none"> <li>Coaches tend to be nurturing, supportive adults</li> <li>Emphasis of participation and fun</li> <li>Often involved in variety of sports</li> </ul>	<ul style="list-style-type: none"> <li>Parents and families have major role in facilitating participation</li> </ul>	<ul style="list-style-type: none"> <li>Boys perceive themselves as higher in motor skill</li> <li>Girls perceive selves higher in play skills</li> </ul>	<ul style="list-style-type: none"> <li>Focus on task accomplishment</li> <li>Provide multiple opportunities for accomplishment</li> <li>Base praise on task accomplishment</li> <li>Intervene early in practices to look into relevant cues</li> </ul>
7-12 Childhood	<ul style="list-style-type: none"> <li>Elementary and Middle school</li> <li>Biological age may differ from chronological age</li> </ul>	<ul style="list-style-type: none"> <li>Increasing reliance on peer comparison</li> <li>Decreasing use of parental feedback</li> <li>By age 12, peer comparison most important source of feedback</li> <li>Around age 12, child starts to evaluate sources of feedback relative to other information</li> </ul>	<ul style="list-style-type: none"> <li>Concrete thinking: Things one actually sees, hears, touches or experiences</li> <li>Requires examples and goals that are concrete (observable)</li> <li>Over-inclusion of cues; try to attend to too many things at one time</li> </ul>	<ul style="list-style-type: none"> <li>Shift from instructional focus to competitive focus</li> <li>Coaches increase as credible sources of information</li> <li>Often involved in a variety of sports</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in credibility of parent as reliable source of feedback</li> </ul>	<ul style="list-style-type: none"> <li>Massive variability in maturity</li> </ul>	<ul style="list-style-type: none"> <li>Provide optimally challenging skill activities</li> <li>Emphasize self-comparison and self-set goals; reduce emphasis on peer comparison and outcome</li> <li>Provide appropriate and contingent performance feedback</li> <li>Emphasize skill and technique over outcome</li> <li>Educate others about wide variability in maturity at this age</li> <li>Limit focus to relevant cues</li> </ul>
13-18 Adolescence	<ul style="list-style-type: none"> <li>Major changes in all aspects of life                             <ul style="list-style-type: none"> <li>Physical</li> <li>Hormonal</li> <li>Cognitive</li> <li>Social</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>As age increases, focus on process increases while focus on outcome decreases</li> <li>Younger athletes (freshmen and sophomores) rely on evaluation from peers</li> <li>Older athletes (juniors &amp; seniors) use                             <ul style="list-style-type: none"> <li>Self-comparison</li> <li>Internalized standards</li> <li>Internal information (self-confidence, ability to motivate self, enjoyment of sport)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Shift to abstract thinking; allow for:                             <ul style="list-style-type: none"> <li>Broader comparisons</li> <li>Internal achievement &amp; standards</li> <li>Information from multiple sources</li> </ul> </li> <li>Able to differentiate between ability and effort</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on competition and winning</li> <li>Increased team selectivity</li> <li>Emphasis on extended peer group</li> <li>Increased training demands</li> <li>Coaches often become more controlling</li> <li>Sport selectivity emerges</li> <li>Risk of burnout increases with age and increased demands and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Parents role shifts from providing instruction to facilitating the athlete getting good instruction</li> <li>As emphasis on outcome increases, parents role is to insure that athletes know they are loved and accepted regardless of outcome</li> </ul>	<ul style="list-style-type: none"> <li>Females given conflicting messages about sport participation</li> <li>Early maturing girls socialized out of sports</li> <li>Late maturing girls socialized into sports</li> <li>Risk of eating disorder increases</li> <li>Social aspect of sport involvement becomes more important and more complex</li> </ul>	<ul style="list-style-type: none"> <li>Have high expectations of all adolescent athletes                             <ul style="list-style-type: none"> <li>Danger of dropping expectations for females or late bloomers</li> <li>Focus on good technique (aspects under athlete's control)</li> </ul> </li> <li>Encourage athlete to develop internalized set of performance standards</li> <li>Increase athlete responsibility in setting goals, evaluating performance and establishing practice efforts</li> <li>Encourage integrating information from multiple sources</li> <li>Provide accurate, contingent performance feedback</li> <li>Develop autonomous rather than controlling coaching style</li> </ul>



<b>Entrance Criteria</b>	<p>For swimmers 12 &amp; Under moving to Gold:</p> <ol style="list-style-type: none"> <li>1)Attendance-75%, understanding that a Gold swimmer may still be participating in other sports</li> <li>2)"BB" 11-12 swimmer or close (can make within the season)</li> <li>3)Can train on slowest intervals listed for Gold</li> <li>4)Successfully swim a set 1200-1500 yards in length holding proper streamlines, stroke technique, and breathing patterns and be able to get set appropriate rest.</li> </ol>
<b>Age Group</b>	(10) 11-12 (13)
<b>Practice Schedule</b>	Gold 5 x 1:45 in the water, 1:30 in water and two 30-40 minute drylands depending upon time of year
<b>Recommended Attendance</b>	4-5 practices, 9 practices every two weeks
<b>Practice Structure</b>	Yardage is low intensity to moderate intensity and technique oriented, interval training is introduced, and kicking is emphasized representing 1/3 of the weekly yardage. The amount of yardage and intervals is secondary to technique and following directions. Stress good workout habits.
<b>Practice Guidelines</b>	<p>45% Instruction, 55% Training</p> <ol style="list-style-type: none"> <li>1)Trains in all 4 strokes. Gold level must be able to swim a 100 in all four strokes</li> <li>2)Reads pace clock , and can read times on repeats</li> <li>3)Can hold varying breathing patterns (3-5-7)</li> <li>4)Is able to do 4 x 25 under water streamline with fins without a breath (interval is quite liberal)</li> <li>5)Holds body line off the wall in all 4 strokes</li> <li>6)Holds breath one stroke out of the turn both on Free and Fly.</li> <li>7)Swims all 4 strokes with a snorkel</li> <li>8)Race strategies are introduced and practiced</li> </ol> <p>Sets should not exceed 2400 yards in duration</p> <p>Kick Set Minimum: Gold-6 x 100 Free kick @ 1:55, 6 x 50 Fly kick on 1:10, Be able to kick all 4 strokes on an interval</p> <p>Note: Kick sets should typically stroke specific not choice.</p> <p>Swim Set Minimum: Gold-8 x 100 Free @1:20- 1:35, 8 x 100 IM @ 1:30-1:45 1:45, 200IM and 200 Free should be staple even</p>

<b>Group Test Sets</b>	
<b>Event Focus</b>	200, 500 Free, 200 IM
<b>Competition</b>	NC Swimming Age Group Champs / AG Sectionals
<b>SwimMAC &amp; Competitive Swimming Education</b>	200 IM, 200 & 500 Free Practices are geared toward success in these events
<b>Exit Criteria</b>	<ul style="list-style-type: none"> <li>1)Swimmer becomes eligible</li> <li>2)Attend meets “BB” through Age Group Sectionals</li> <li>3)There is an emphasis on season ending meets</li> <li>4)Swimmers visit with coach pre and post race. At this level swimmers should be able to tell the coach how they will approach</li> </ul>
<b>Character development</b>	<ul style="list-style-type: none"> <li>1)Know about your team, history, tradition, local heroes</li> <li>2)Develop sports heroes</li> <li>3)Know Team Cheers</li> <li>4)Read Splash Magazine</li> <li>5)Use the web to expand knowledge and interest in swimming( website, USA Swimming website, NC Swimming website, Flow)</li> <li>6)Goals-start to understand the importance of the process of goal setting, not just focusing on outcomes</li> <li>7)Athletes have one on one goal meetings with Coach</li> <li>8)Swimmer begins to think about sport outside of practice which influences decision making</li> </ul>

<b>Entrance Criteria</b>	<p>Swimmers are legal in all strokes 100% of the time.</p> <p>Has achieved at least 3 summer long course sectional time standards.</p> <p>Has the ability to swim 5 x 200 free on 2:20- short course (aerobic component that has flexibility to indicate appropriate conditioning)</p> <p>Has the ability to kick 10 x 100 dolphin kick on 1:40- short course. (aerobic component that has flexibility to indicate appropriate conditioning)</p> <p>Has the ability to swim 5 x 200 IM on 4:00- short course, being within: 30 of best time and holding an appropriate SPL standard</p> <p>Able to compete in all meets assigned by the coaching staff.</p>
<b>Practice Schedule</b>	Up to 22 hours per week during normal training periods.
<b>Attendance Expectation</b>	100 %.( if athlete has dropped below 90% a meeting will be necessary between coach, athlete and parent to discuss commitment)
<b>Practice Guidelines -These components are what the coaches will stress and the athletes are expected to embrace in order for each swimmer to swim as fast as possible.</b>	<ol style="list-style-type: none"> <li>1) Refining stroke technique and drills for all strokes. Legal in all strokes 100% of the time.</li> <li>2) Always push off on back and then streamline head past the flags off all walls.</li> <li>3) Bilateral breathe in free and fly every two when appropriate.</li> <li>4) Always six beat kick in Freestyle</li> <li>5) Proper finishes in every stroke       <ol style="list-style-type: none"> <li>a. Freestyle-holding breath inside the flags, touch the wall under water with fingertips at full extension on your side.</li> <li>b. Backstroke-Touch the wall underwater with the fingertips at full extension.</li> <li>c. Breaststroke-Touch the wall under water with the fingertips at full extension with the head in-line with the body with both hands.</li> <li>d. Butterfly-holding breath inside the flags and touch the wall under water with the fingertips at full extension with the head in line w/ the body.</li> </ol> </li> <li>6) Breathing control into and out of the walls       <ol style="list-style-type: none"> <li>a. Freestyle-Hold breath last stroke into the turn and the first cycle out of the turn.</li> <li>b. Butterfly-Hold breath last stroke into any wall and the first stroke off any wall.</li> </ol> </li> <li>7) Proper body position and posture in all skills.</li> <li>8) Comfortable using a snorkel.</li> <li>9) Performs appropriate long axis and short axis turns and IM transition turns       <ol style="list-style-type: none"> <li>a. Long Axis Turn-Rotate in a tight ball with the legs at a 90 degree angle, flip legs directly over the head, slap the calves on the water, feet shoulder width apart, arms stay close to the body and get into a streamline before the feet hit the wall and push off the wall on the back, then turn to the side and pull with the arm closest to the bottom of the pool to</li> </ol> </li> </ol>

rotate into breakout. Continuing to refine the skill of submerging.

b. Short Axis Turns-Drive knees to chest very fast after touching the wall, stay in a tight ball just like doing a backward somersault, elbow your brother, and phone your mother, keep head still with eyes on wall, place feet on the wall shoulder width apart with the feet turned to the side, and push off the wall on side and quickly turn to your stomach.

c. Performs the back to breast crossover turn to be used in practice and meets.

10) Performs appropriate start technique

a. Dive Start-Use the track start, have proper spacing of the feet, have the proper bend in the legs so the hips are at the proper height to establish the proper line in the water, make sure the hands grip the block with the fingers and thumbs the arms straight, lean back a little to create tension in the arms, pull up with the hands to get the body moving forward and push with the legs and establish a great streamline and make the whole body enter into one hole in the water. These sequences shall be accomplished in a split second. First push the hands away. Second push hips up. Lastly push with the feet.

b. Back Start-Feet shoulder width apart, knees underneath the armpits, legs at 90 degree angle, pull in with the arms while head stays in line with spine, and then push with hands, throw the arms around the body and finally push with legs as body uncoils over the water.

c. Relay start-Appropriate step up and relay starts are refined.

11) Understands the basics of all drills.

12) Responsible for pace clock skills.

13) Has own marked practice equipment.

14) Embraces the concept of DPS, stroke count and stroke rate.

15) Has an understanding of heart rate and its relationship to training.

16) Efficiently performs the underwater body dolphin.



### *The SwimMAC Future*

*Getting more out of focused resources...*

#### Age Group Needs

- More short meet formats
- More warm water
- More social interaction
- More private 'focus' sessions
- Relationships with other preferred sports providers
- Better relationships with 'feeder' programs – Summer League

#### Senior Level Needs

- Better relationships with HS Programs
- More travel support for top swimmers
- Improved college summer program
- Improved college advising process
- Independent focus on high performance
- Training Camps

#### Overall Needs

- More water at low cost
- Increased support both externally (sponsors) and internally (committees) – how many needs can we meet at low cost?