



## LEVEL 1

### PHYSICAL

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.

- Turns- PASA Pushoffs
- Turns- Pencil Push Kick Swim
- Turns- Kicking through your turns

Hold this position for at least one and one-half body lengths, and be able to vary the depth of the underwater push-off.

#### *Introduce underwater kicking skills*

- 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.
- Vertical sculling- help learn for the feel of the water
- Complete legal freestyle and backstroke technique for one length of the pool using shoulder and hip technique.

#### *Freestyle*

- Demonstrate the ability to comfortably take a breath on either the right or left side.
- Execute a legal freestyle flip turn
- Timing the breath
- One eye breathing
- Early vertical forearm
- One Arm- both
- 6 count switch
- Head games- Aquajets

#### *Backstroke*

- Demonstrate shoulder and hip roll motion with head back for 25 yards
- Teach Backstroke Timing
- Teach Backstroke Breathing
- Continuous Single Arm Position 11 Back
- Half Recovery Backstroke

#### *Stroke progressions*

- Begin to develop the butterfly and breaststroke kick.

#### *Complete the Racing Start Progression*

- 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 athlete pushes off in a streamlined position.
- Turns- Hot Hand Open Turn

#### *Aerobic endurance*

- Can complete a 30-minute practice session.
- Can complete a continuous swim and kick for five minutes. (200 meters/ yards of free)

### COGNITIVE

1. From a push the athlete counts the number of strokes or cycles per length for freestyle and backstroke.
2. Athlete should be able to repeat key words as prescribed by the coach to explain/describe movements appropriate to that level. key words
3. Begins to use the pace clock.
  - a. Leaving :05 or :10 a part in the lane
  - b. Intervals using :00 & :30 (“top” & “bottom”)

### DRYLAND

4. Develop Motor Skills through Play
5. Skills taught in Isolation prior to dynamic environment
6. Generic Skills that cut across multiple sports
7. Participate in multiple sports

### NUTRITION

1. Understands the concept of Food as Fuel, and the importance of proper nutrition to delivery nutrients and energy
2. Introduce Macronutrients as Fuel: Carbs/ Proteins/Fats
3. Introduce Micronutrients: Vitamins, Minerals, Water



## LEVEL 2

### PHYSICAL

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. racing start & back

- Start (backstroke wedge start)

Execute a legal backstroke, butterfly, and breaststroke turn, including an approach of at least 10 yards/meters.

- Butterfly & breaststroke turns

*Coordinated movement patterns*

- Swims all four strokes

*Stroke progression*

- Complete progressions for the butterfly and breaststroke

*Butterfly*

- Demonstrate an undulating motion during the butterfly stroke.
- Demonstrate correct timing of the pull, kick, and breath during the butterfly.
- Complete one length of the pool with legal butterfly form.
- Butterfly kick on stomach
- Butterfly- teaching a better catch
- Single-Arm Butterfly straight arm
- 3 left/ 3 right/ 3 whole- stroke butterfly
- Butterfly- Teaching a better catch (all steps)

### *Breaststroke*

- Complete one length of the pool with legal breaststroke form.
- Demonstrate correct timing of the pull, kick, and breath during the breaststroke.
- Complete legal breaststroke pullout with the dolphin kick
- Underwater pullout hand recovery
- Breaststroke- head position
- Breaststroke- silent
- Breaststroke- annotated
- Performs 100 yards or 100 meters of individual medley with legal technique and turns
- Perform relay exchanges
- Performs prescribed underwater dolphin kicks for freestyle, backstroke and butterfly on starts and turns;and breaststroke on pullouts
- Adding Dolphins
- Practice Underwater Dolphins
- Start Underwater Dolphins
- Breathes within the rhythm of stroke in all four strokes

### *Aerobic endurance*

- can complete continuous swim and kick for 10 minutes

### COGNITIVE

1. From a push the athlete counts the number of strokes or cycles per length for each stroke
2. The athlete begins to understand maturation, physical development, and nutrition.
  - a. Understands and accepts individual differences in physical size within an age group.
  - b. Understands that energy for exercise is derived from nutrition.
3. The athlete begins to understand maturation, physical development, and nutrition.
  - a. Understands and accepts individual differences in physical size within an age group.
  - b. Understands that energy for exercise is derived from nutrition.
4. Accurately counts and computes distances
  - a. Continues progress with using the pace clock
  - b. Intervals using :00, :20, :40

### DRYLAND

1. Introduction to games and activities that include kicking, throwing, catching, striking, tossing, hopping, jumping, and skipping
2. Skills are introduced daily or for one week and then changed up. (IE Hops are from right leg to right leg jumps, the next week bounds right leg hop to left leg land)
3. Participate in multiple sports

### NUTRITION

1. Understands the importance of knowing and demonstrating basic food preparation and cooking skills
2. Plan and pack foods appropriate for pre/post workouts  
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## LEVEL 3

### PHYSICAL

Perform a legal 100 of each stroke, a 200 individual medley and the age appropriate distance event

Increase number of underwater dolphin kicks with increased speed and efficiency for freestyle, backstroke and butterfly.

- Kick Set Flip Turns
- Turns- Delayed Dolphins

Perform effective finishes

Perform correct timing for relay exchange.

Breathes within the rhythm of stroke under race conditions in all four strokes.

Short sprints of all strokes at maximum velocity working on racing skills, coordination, starts and finishes.

#### *Aerobic endurance*

- Performs threshold set one time per season (T-20, 10X200, etc.)

### COGNITIVE

1. Complete one length of all four strokes holding the same time or faster but using fewer strokes or cycles than in level 2.
2. Swims with prescribed technique during practice and meets
3. Swims with prescribed breathing patterns during practice and meets
4. Athlete understands maturation and physical development: begins to understand relationship between training programs, maturation, and physical development.
5. Athlete understands the purpose of heart rate measurement.
6. The athlete can measure his or her own resting and exercise heart rate.
7. The athlete understands the importance of muscular flexibility in swimming performance.
8. Introduction of broken swims to learn race strategy and pacing.
9. Athlete begins to see the correlation between practice times and competition times.
10. Continues progress with using the pace clock
11. Intervals of any kind

### DRYLAND

The athlete starts to learn athletic movements on land that they aren't getting playing other sports

#### 1. Template:

- Flexibility routine
- Athletic development (linear/lateral movements)
- Gymnastic strength activities
- Kicking, throwing, tossing, hopping, jumping and skipping activities and games

2. The athlete participates in multiple sports/ activities

### NUTRITION

1. Learns and understands how to shop and eat healthy on a budget
2. Understand Nutrient Density and its impact on food choices

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## LEVEL 4

### PHYSICAL

Maintain consistent stroke rates and times in training sets.

All- Strokes- Stroke Count

Performs the 200's of stroke and a 400 individual medle

Kicks to 10 meters using underwater dolphin kicks faster than in previous level

Underwater Dolphins

Fast Dolphins

Improve speed, power and distance to 15 meters in each stroke

Performs a relay exchange with advanced technique.

*Aerobic endurance*

Performs threshold set one time per season

(T-30, 10X300, etc.)

### COGNITIVE

1. Complete one length of each stroke holding the same time or faster but using fewer strokes or cycles than in level 3.
2. The athlete begins to understand the basics of different energy system usage in sprinting versus distance swimming.
3. The athlete understands the relationship between distance per stroke, stroke rate, and swimming speed.
4. The athlete can name two ways to minimize resistance or drag from the water.  
The athlete can explain an efficient stroke pattern in relation to creating propulsion.
5. The athlete understands the concept of a balanced diet and basic fuels used during swimming training.
6. The athlete can use heart rate measurement to monitor exercise intensity and recovery.
7. Athlete begins to train at known race paces.
8. Athlete follows prescribed race plan.

### DRYLAND

1. The athlete starts to take ownership of the dryland activities.
2. The athlete continues the work from Level III with an emphasis on keeping the body healthy and injury free.
3. The athlete participates in dryland approximately three times per week.

### NUTRITION

1. Understands how to navigate through a grocery store
2. Understands how to build a healthy plate
3. Plan and pack for multi-event swim meet -fueling/recovery snacks

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## LEVEL 5

### PHYSICAL

Ability to change speed while maintaining stroke efficiency.

Performs more effective underwater swimming off start and turn in all strokes than in previous Level

Maintains proper technique under increased training loads.

#### *Aerobic endurance*

- Performs a threshold set two times per season with continuous improvement.

### COGNITIVE

1. The athlete understands the difference between aerobic and anaerobic energy systems.
2. The athlete, with the assistance of his or her coach, can calculate swimming speed, distance per stroke, and stroke rate during competition and training.
3. Can manipulate stroke rate and distance per stroke to vary speed.
4. The athlete understands nutritional requirements and timing for training and competition: demonstrates understanding of basic nutrition principles, fuels for swimming performance, training diets, hydration, RDAs for athletes, and the importance of eating a balanced diet.
5. The athlete understands the relationship between training, maturation and development and their effects on competitive performance.
6. The athlete understands how to use heart rate measurement to monitor training.
7. Athlete knows race plans for each event (including prelims and finals) and appropriate training paces to achieve goal time(s).

### DRYLAND

1. The athlete is introduced to foam rolling & dynamic warm-up.
2. The athlete starts a strength routine which includes:
  - a. Variety of exercises rotated every 5-7 weeks
  - b. 15-20 reps to strengthen muscle tendon junction
  - c. 15-20 reps for movement mastery
  - d. Low load
3. The athlete is introduced to light jump training:
  - a. Emphasize landing mechanics first
  - b. Double leg, single leg, reactionary
4. The athlete works on aquatic posture on land:
  - a. Endurance & strength from finger tips to toes
  - b. Balance muscles not primarily used in swimming
  - c. Introduce prehab & corrective exercises
5. The athlete participates in dryland 3-5 times per week

### NUTRITION

1. Understand nutrition periodization and how to fuel depending on variations in training days and weeks

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**LEVEL 6**

**PHYSICAL**

Continue to decrease the number of stroke cycles, or swim faster with the same number of cycles.

Decrease the number of cycles per length during competition.

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.

Sprint capacity/CP system: performs 12 x 25 on 3:00 (specialty stroke) at maximum velocity.

*Aerobic endurance*

- Performs a threshold set three times per season with continuous improvement.

**COGNITIVE**

1. The athlete can calculate swimming speed, distance per stroke, and stroke rate.
2. Stroke Control/speed control
3. Swim faster by increasing DPS while maintaining SR.
4. Swim faster by increasing SR while maintaining DPS.
5. Choose precise DPS/SR combinations for different races.
6. The athlete demonstrates knowledge of energy systems.
  - a. Can describe the relationship between training sets and energy systems.
  - b. Demonstrates an understanding of training periodization.

**DRYLAND**

1. The dryland program follows the swim program through structured rotation of the exercises that have purpose and intent.
2. The athlete continues with an athletic based strength program:
  - a. The intensity and volume is monitored with daily and weekly prioritization
  - b. The athlete's dryland program is optimized physically, emotionally and socially for the training group.
  - c. A wide variety & catalog of exercises is used to accommodate all needs (injury prevention and different body types).
3. The athlete will do a plyometric program which will emphasize landing properly and jumping as quickly and as high as possible
4. The athlete continues to work on different body parts that go into good aquatic posture.
5. The athlete 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)

**NUTRITION**

1. Understand and execute recovery nutrition snacks and meals after hard training and competition

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