



Summer League



COACH'S GUIDE



Dear Coach,

The “Summer League Project” has been designed to help you recruit and educate new swimmers to your team. This booklet covers a wide range of water activities and team meeting topics. We have tailored this program to include areas of emphasis from Levels One and Two of USA Swimming’s *Progressions for Athlete and Coach Development*. We have included the *Athlete Progressions* for “Biomechanics,” “Psychological Skills,” and “Character Development and Life Skills,” in the appropriate spots in the manual to help you plan your water sessions and team meetings.

In the Appendix, you will find stroke analysis charts, worksheets for psychological skills and a nutrition activity. Please feel free to copy as many as you need.

We hope this guide and your own ingenuity helps you provide your swimmers with an exciting team experience. If you have any questions regarding implementation ideas, please feel free to contact us.

Sincerely,

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Coach's Guide

Introduction: Icebreaker Activities

Suggestions

- ◆ Have each swimmer choose an adjective beginning with the same letter of their first name and use that to introduce themselves.

Example: R - Rowdy Randy

J - Jumpin Jane

- ◆ Have the swimmers spend a few minutes meeting a new friend and then have them introduce their new friend to the group. Proceed until everyone has been introduced

Biomechanics

Establishing Proper Body Position on Land

Have the swimmers stand on deck with good posture. Draw an imaginary vertical line through their body. This would be a line through the side view of their body. This line would run through the head (ear), shoulders (chest), hips and center of foot (ankle). Explain to the swimmers that maintaining this alignment in the water in a horizontal position is the goal. This is also referred to as “maintaining the line.”

Streamline: Demonstrate a streamline position on deck. Have each swimmer perform this streamline position on deck and check each swimmer for proper form. This position is referred to as the “arrow” position.

Establishing Proper Body Position in the Water

Before making the transition from land to horizontal position in the water, first allow the swimmers to experiment with floating. This will help them understand their own individual buoyancy and how this applies to maintaining the "line" or proper body position. Allow swimmers to achieve horizontal line and to begin to understand where they need to apply tension to maintain this position. **Streamline or Arrow Position:** Have the swimmers establish a streamline position from a standing or jelly fish position (dead man float). Then progress to a streamline or arrow from a push. The goal is to have the swimmer maintain the position for as long as possible or at least two body lengths. This exercise will help them understand how to maintain the proper body position for a good streamline. Have the swimmers swim a 10-minute continuous swim with good technique. Have them keep track of their yardage. This exercise is to emphasize the importance of aerobic development. Perhaps you can give one of the prizes to the swimmer who goes the farthest.

Stroke Progressions

Following are general descriptions of each of the four competitive strokes. Also included are examples of drills you may find useful. Please feel free to implement these drills or some of your own to help in stroke correction. You may also use the *Stroke Analysis Charts* found in the Appendix on pages 28-31 to evaluate your swimmer's strokes.

Freestyle Stroke Description

Body Position

A straight body position in freestyle should be maintained at all times, along the vertical line - side view, and horizontal line - top view. During the stroke, the body rotates along an axis that extends through the spine. The head is still (unless breathing) with the eyes generally looking toward the bottom of the pool. The stroke initiates with hip rotation and starts on one side and rotates to the opposite side.

Arm action

The arm stroke begins with an entry of the hand. As the arm extends a swimmer should begin to apply pressure to the hand and forearm down and backward. The arm then accelerates through the length of the stroke. Begin the recovery of the stroke with the elbow and maintain the high elbow position through the recovery phase. The forearm and wrist should be relaxed on the recovery

Kicking action

The kick begins from the hip and extends through the toes. The knees and ankles are important for maximum propulsion. The kick should be a 6 beat kick. The kick should be steady and maintained throughout the stroke cycle.

Timing

The arms, legs and breathing are coordinated with the body roll. The entry arm extends as the opposite arm completes the final phase of the pull. This allows the body to rotate to the side where it achieves the most streamline position. The kick is continuous throughout the body roll and has an even cadence. Breathing occurs as the lead arm enters the water and the opposite arm finishes the stroke. The head should remain flat in the water with the lower ear and goggle in the water.

Freestyle drills

1. flutter kick on side, one arm extended up, shoulder beside the ear, the other down at the side.
2. flutter kick on side, one arm up by ear, one arm down by the side with elbow lift recovery every 10 kicks.
3. flutter kick on side, one arm up, one arm down, 10 kicks, one stroke to the other side, repeat down the pool.
4. full stroke finger tip drag
5. full stroke "fists"
6. full stroke: cycle count

Backstroke Stroke Description

Body Position

A straight body position in backstroke should be maintained at all times, along the vertical line - side view, and horizontal line - top view. During the stroke, the body rotates along an axis that extends through the spine. The head rests at the lower ear level. The stroke initiates on one side and rotates to the opposite side.

Arm Action

The arm stroke begins with an entry of the hand little finger first. As the arm extends you begin to apply pressure to the hand and forearm down, out and backward. The arm bends under water. The arm then accelerates through the length of the stroke. Begin the recovery of the stroke with the thumb. The arm is recovered toward the sky. When the arm is over the shoulder, the body rotates the arm in the water with the little finger entering first.

Kicking Action

The kick begins from the hip and extends through the toes. The knees and ankles are important for maximum propulsion. The knees should remain underwater at all times. The kick is a fast even tempo 6 beat kick. The kick is maintained throughout the stroke.

Timing

The arms and legs are coordinated with the body roll. The entry arm extends as the opposite arm completes the final phase of the pull. This allows the body to rotate to the side where it achieves the most streamline position. The kick is continuous throughout the body roll and has an even cadence. Breathing occurs as the lead arm enters the water and the opposite arm finishes the stroke. The head should remain still.

Backstroke drills

1. flutter kick on back, hands streamline position
2. flutter kick on back, hands at side
3. flutter kick rotate side-back-side every six kicks (hands at side)
4. flutter kick on back, hands at side, recovery arm thumb-up to 12:00 position, 90 degree angle.
5. one arm up by ear, one arm down by side, 10 kicks then full stroke to the other side, repeat down the pool.
6. full stroke: cycle count

Breaststroke Stroke Description

Body Position

Begin the stroke by floating flat on the stomach, with the hips and shoulders maintaining a horizontal line at the surface. The chin should be slightly forward. The swimmer's head should stay connected to the upper body through an imaginary line through the spine - the head and chest moves up as one unit. The arms should be extended shoulder width.

Kicking Action

Beginning from a streamline position, the heels lift toward the swimmers' bottom. The knees should be close (about shoulder width apart), with the heels further apart during the propulsive phase of the kick. The feet turn out, with the bottom of the feet facing backward, once they reach maximum bend. The bottom of the feet will rotate inward, in a sculling type motion, during the kick back, down and around. The lower legs accelerate backward, outside the knees, and together in one motion. Heel speed is important during the kick.

Arm Action

Beginning with the arms extended in front of the shoulders in a streamline position, the arms begin to press wide until they are outside the shoulder. They make a smooth transition from out-sweep, to in-sweep, to recovery - back to the starting position. The elbows should remain higher than the hands throughout the in-sweep or power phase. The arms sweep in under the chin and not backward.

Timing

The stroke begins from a streamline position, with the hands together, and arms extended. Begin the stroke by pressing the arms out, maintaining a flat body position. As the arms make their transition from out-sweep to in-sweep the body should lift and the breath should be taken. The legs begin the kick as the arms start their recovery. At the finish of the recovery the kick accelerates backward. The arms should remain fully extended until the completion of the kick - the legs pressed together.

Breaststroke drills

1. Breaststroke kick on back down, out (dig heels into sand), together.
2. Breaststroke kick on stomach, hands out in front.
3. Breaststroke arms with flutter kick, arms with no elbow bend - Walrus Drill.
4. Kick 3, Swim 1
5. One breaststroke stroke with 2 dolphin kicks.
6. full stroke: cycle count

Butterfly Stroke Description

Body Position

Begin the stroke by floating flat on the stomach, with the hips and shoulders at the surface. Chin should be slightly forward. Head should stay connected to upper body. Arms should be extended shoulder width.

Arm Action

The arms should enter the water shoulder width apart with the thumbs first. Slowly press out and down, building speed. When hands reach the widest part of the stroke, turn the palms in and accelerate to hips. Swing the arm low and forward over the water, back to the entry position.

Leg Action

Fly uses a dolphin kick. The hip, to knees, to ankles, then feet undulate to form the dolphin kick, with the knees and feet together. There are usually two kicks per arm pull, although some world-class swimmers use just one.

Timing

Coordination of all body movement is crucial for a relaxed smooth stroke. Beginning with the arms extended, the first kick occurs at the entry. The arms sweep out and down, and accelerate to the hips. As the hands pass under the chin the feet begin the upbeat of the second kick. As the hands finish toward the hip, the legs finish the downbeat of the second kick. The breath occurs during the power phase of the arms by pushing the chin forward and slightly lifting the head. The head returns to the water just before the arms enter the water.

Butterfly drills

1. underwater dolphin kick, hands may be up, or down fins can be used to teach the kick.
2. dolphin kick on side and back to teach up and down motion.
3. cheaters fly - five kicks, one pull, no over water recovery - recover underwater while kicking (like breaststroke long pull)
4. porpoise drill - dive down touch bottom with hands, then jump off bottom with feet.
5. single arm, butterfly, emphasis 1 kick in front and 1 kick in back.
6. full stroke: cycle count

Biomechanics

▼ Pre-Requisite

1. Float face down for a period of one minute. Swimmers may breathe when necessary, but may not touch the bottom of the pool.
2. Float face up with little or no movement for a period of one minute Without touching the bottom of the pool.
3. From a standing position, or holding onto the side of the pool, demonstrate rhythmic breathing, exhaling underwater and inhaling above water.

▼ Level 1

Physical

1. 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.
2. Swimmer must hold this position for at least one and one-half body lengths and be able to vary the depth of the underwater push-off.
3. Execute a breakout from a push by holding the streamlined position, initiate a kicking action and progress to the surface of the water with a pull to the surface.
4. In a prone position, propel themselves forward for at least one length of the pool.
5. In a supine position, propel themselves forward for of least one length of the pool.
6. Using a sculling motion, in deep water, the swimmer maintains a vertical, stationary

position with little or no leg movement.

7. Stroke Progressions:
 - a. complete progressions for freestyle and backstroke. Begin to develop butterfly and breaststroke.

Freestyle

- a. Complete the legal freestyle technique using arms and legs for one length of the pool.
- b. Demonstrate shoulder and hip rolling motion during the freestyle stroke.
- c. Demonstrate the ability to breathe on both sides.

Backstroke

- a. Complete the legal backstroke technique using arms and legs for one length of the pool.
 - b. Demonstrate shoulder and hip rolling motion during the backstroke.
8. Demonstrate proper dive from the side of the pool with a streamlined glide to the surface (follow Safety Training for Swim Coaches Guidelines).
 9. 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, drop underwater, and push off in a streamlined position.

Cognitive

1. Which letter of the alphabet best describes the freestyle pulling pattern?
2. Swimmer can count up to five complete stroke cycles of freestyle.

3. Swimmer can count up to five complete stroke cycles of backstroke.

▼ Level 2

Physical

1. Execute a start from the blocks. Hold the underwater streamlined position for 1.5 body lengths, initiate a kicking action for one body length and progress to the surface of the water with a pull.
2. Execute a legal freestyle, backstroke, butterfly and breaststroke turn including an approach of at least 10 yards/meters.
3. Stroke progression:
 - a. complete progressions for breaststroke and butterfly.

Butterfly

- a. Complete one length of the pool with legal butterfly form.
- b. Demonstrate correct timing of the pull, kick and breath during the butterfly.
- c. Demonstrate an undulating motion during the butterfly stroke.

Breaststroke

- a. Complete one length of the pool with legal breaststroke form.
 - b. Demonstrate correct timing of the pull, kick, and breath during the breaststroke.
4. Performs 100 yards or 100 meters individual medley with legal technique.

Cognitive

1. From a push, the swimmer counts the number of stroke cycles of freestyle and the coach records the time for one length of the pool.

2. From a push, the swimmer counts the number of stroke cycles of backstroke and the coach records the time for one length of the pool.
3. From a push, the swimmer counts the number of stroke cycles of butterfly and the coach records the time for one length of the pool.
4. From a push, the swimmer counts the number of stroke cycles of breaststroke and the coach records the time for one length of the pool.

▼ Level 3

Physical

1. Perform a legal 200 individual medley swim.

Cognitive

1. Completes one length of freestyle holding the same time or faster but using at least one less stroke cycle than Level 2.
2. Completes one length of backstroke holding the same time or faster but using at least one less stroke cycle than Level 2.
3. Completes one length of butterfly holding the same time or faster but using at least one less stroke cycle than Level 2.
4. Completes one length of breaststroke holding the same time or faster but using at least one less stroke cycle than Level 2.

Biomechanics

▼ Level 4

Physical

1. Completes one length of each stroke holding the same time or faster using less stroke cycles than level 3.
2. In training sets, swimmer can maintain consistent stroke rates and times.

Cognitive

1. Swimmer understands the relationship between distance per stroke, stroke rate and swimming speed.
2. Swimmer can name two ways to minimize resistance or drag from the water.
3. Swimmer can explain one reason why sculling is important in creating propulsion.

▼ Level 5

Physical

1. Perform a 400 individual medley swim with correct transitions between strokes.

Cognitive

1. Swimmer, with the assistance of his/her coach, can calculate swimming speed, distance per stroke and stroke rate.

▼ Level 6

Physical

1. Swimmer continues to decrease the number of stroke cycles or swims faster with the same number of cycles.
2. Swimmer decreases the number of cycles per length during competition.

Cognitive

1. Swimmer can calculate swimming speed, distance per stroke and stroke rate.

▼ Level 7

Physical

1. Swimmer continues to improve distance per stroke and/or swimming speed during competition and training.

▼ Level 8

Physical

1. Swimmer continues to improve distance per stroke and/or swimming speed during competition and training.

▼ Introduction to Biomechanics

The Biomechanical Progressions, emphasize technique acquisition in the development of swimmers. The goal is not to dictate how technique should be taught, but to provide a step-by-step developmental time line to keep athletes advancing throughout their career.

The levels focus on both creation of propulsion through sculling, and the minimization of water drag during training and races. Both factors are critical in improving overall swimming speed.

Importance has been placed on distance per stroke cycle (complete cycle for example, right arm entry to right arm entry in freestyle and backstroke). The monitoring of an athlete's distance per stroke cycle is the simplest, most objective tool that can be used in the field to assess biomechanical technique. Distance per stroke cycle should lengthen as technique improves. Additionally, research continually shows that long distance per stroke is the most important factor in elite level swimming. Therefore, it is reinforced as the levels progress.

Sports Psychology: Essential Mental Skills

Chose from the following team meeting topics. (Detailed team meeting discussions follow)

- ◆ Goal Setting
- ◆ Concentration
- ◆ Imagery
- ◆ Self Talk

Character Development

Once again, you may cover two or more topics depending on your time availability.

- ◆ Developing Sportsmanship
- ◆ Establishing a good work ethic
- ◆ Commitment and loyalty
- ◆ Saying No to drugs, alcohol and tobacco

Nutrition

Duplicate the food guide pyramid from the manual and discuss with the swimmers the importance of proper nutrition. We have included some fun activities that you can do with the swimmers provided you have time. Simply duplicate the handouts and distribute them to the swimmers.

- ◆ Obviously, this is a perfect time to provide the swimmers with a healthy snack. We suggest something like bagels and fruit and either water or Gatorade.
- ◆ Give a few examples of food and have the kids' guess where that belongs on the Pyramid.

Water Games

Kids love to play water games. Below is a list of suggestions and ideas compiled from Bob Steele's book, *The Incomplete Book of Training Games and Gimmicks*. End water sessions with some fun games that will have the kids leaving the pool with a smile.

- ◆ Sharks and Minnows
- ◆ Tag
- ◆ Crazy strokes relays
- ◆ T-shirt relay
- ◆ Ping-Pong ball relay
- ◆ Push-em back contest. Have a pair of swimmers face each other with a kickboard facing vertical in the water. Have them kick as hard as they can to push their opponent back to a cone or a line in the pool.
- ◆ Use your own fun games and ideas. Just be sure that they are safe!

GOAL SETTING

Planning for Your Success

Every day, for three years and ten months, I wrote at the top of my training log, 'I work harder than anyone else, which is why I will be an Olympic medallist!' I also wrote down specific goals for every competition and every day and week of training. These goals were specific and focused on MY performance, not my competitors.

Do Athletes Need To Set Goals? How can it help performance?

How important is success and improvement to your athletes? Many athletes achieve some success without using formal goal setting, but virtually every great athlete who consistently succeeds, uses some form of goal setting. Using goal setting is as necessary as having a coach.

Like a good coach, good goal setting gives an athlete an edge in three areas:

1. **Direction** - Goals tell the athletes where they need to go (long-term goal) and how to get there (short term goals)
2. **Feedback** - Goals tell the athletes when they are making progress
3. **Support** - Goals keep athletes going when they might otherwise give up

Developing Goals: Have your athletes set S.M.A.R.T. goals

S = Specific: State how and when they will achieve the goal.

M = Meaningful: Make sure it is a goal that is of value to them.

A = Affirmed: They must believe in their hearts they can and will reach the goal.

R = Realistic: With effort, it is a goal that can be achieved.

T = Task-oriented: The goal should tell them what they need to do.

Suggestions on how to set beneficial goals

- ◆ Effective goals are process goals versus outcome goals. Process goals focus on "how to" accomplish something. Outcome goals focus solely on the final time, place, etc.
- ◆ Have a goal for the season and a goal for each practice. Most athletes set only long-term goals - - get them thinking about daily and weekly goals as well.
- ◆ Have athletes write down a seasonal goal so they see it every day - -on water bottles, on bedroom mirrors, on deck shoes.
- ◆ Every day before practice athletes should ask themselves "What am I going to do today to make myself/my teammates better?" And, every day after practice ask themselves "Did I do everything I could do today?"
- ◆ Focus on the Little Things!

Goal Setting exercises are in the Appendix on page 32

MENTAL IMAGERY

Using the Power of Your Imagination

I try to visualize my race before I swim. I'll lie down and I'll relax - - totally relax - - and just think how I'm going to swim my race, how I'm going to, you know, get into the turns and out of the turns, how my stroke is going to be. I go through my entire race (National Team Swimmer).

What is Mental Imagery?

Read this to your athletes: "Shut your eyes and picture yourself swimming freestyle. Feel the cold water and see the black line on the bottom of the pool. Hear the noise as your hand enters the water". Doing this is an example of using imagery. Athletes can use this skill to purposefully create or recreate a swim performance in their mind. Using imagery, your athletes can practice swimming without even getting in the water!

How Can You Use Imagery to Improve Your Performance?

To see success: Athletes can see and feel themselves achieving their goals. This helps to build confidence that these goals can be achieved.

To motivate: Thoughts and images of past and future competitions can be helpful in maintaining persistence and intensity level while training.

To manage energy level: Athletes can change their energy level with imagery, using calming images to relax themselves, or energizing images to "psych" themselves up.

To learn/perfect skills: Imagery can be used as an additional form of practice to help master a particular skill. Or, imagery can be used to correct errors in swim technique.

To prepare for competition: Just as athletes need to prepare physically for competition by stretching and warming up, they also need to get themselves mentally ready. Athletes can imagine themselves in the physical competition environment and mentally rehearse key elements of their performance

An Imagery Exercise can be found in the Appendix on page 34.

SELF-TALK

Controlling What You Say to Yourself

It takes mental discipline to keep certain thoughts out of your head and put certain thoughts in your head. You have conscious control over that. It takes practice and repetition. Pretty soon, it's almost habitual to keep negative thoughts out and keep positive ones in.

What is self-talk?

Self-talk is the internal dialogue that goes on in our head. Often, we aren't even aware of what we are saying or thinking - it just happens automatically. Below is self-talk dialogue that is common in youths:

- ◆ You are sitting in math class, the teacher is at the board working out a math problem, and you are telling yourself "only 10 more minutes and I'm out of here."
- ◆ Your mom is driving you to practice and the radio is on. A favorite song of yours comes on, you say to yourself "I love this song", and you crank up the volume.
- ◆ You finished dinner and are in your bedroom talking on the phone with a friend from school. Your dad knocks on your door and tells you to get off the phone and finish your homework. "I wish he would get off my case" is your first thought.

In general, what an individual says or thinks to himself usually affects feelings and actions. In the examples given above, ask the athletes how this self-talk probably makes them feel and what may happen because of how they are talking to themselves internally.

The same thing happens in swimming - - in both practice and competition. What athletes say or think to themselves prior to and during swimming affects how they feel and swim. Read the following examples to your athletes:

- ◆ You have finished the warm-up in swim practice and your coach tells you the main set and it is really hard. Your thoughts after the first repeat are "I hate this. I'm not going to be able to keep up this pace."
- ◆ You have just finished a great warm-up - - you felt smooth in the water, your paces were on. You get out of the water as your race will be called soon and think "I know I'm going to swim a fast time; I feel awesome."

In the first example, I bet the athlete did just as he thought and had a poor workout while in the second example odds are she swam fast. While thoughts and self-talk are not the only factors that affect performance, they certainly are one factor that can influence how the athletes swim. So, athletes should make sure their thoughts are positive and beneficial to performance.

SELF-TALK (continued)

One strategy to help athletes manage their self-talk is through "thought stopping". Read and discuss the following example on how to use thought stopping. Then, have the athletes complete the "Thought stopping exercise" which will help them apply this strategy to themselves.

Example: Amber is a perfectionist. Each time she dives into the water she expects not only to win but to have perfect technique and a great time. After all, she is practicing harder than anyone else--up to 6 hours a day-- and has sacrificed a lot for the sport. She doesn't just want to swim well but believes she has to and should swim superbly every competition. Over time, Amber realized that such thoughts were harmful to her performance so she started working on controlling her overly demanding self-talk. What follows is an example of a "Thought Stopping" form that Amber has completed and has been implementing in practice:

1. **Situation:** During warm-ups before the competition I am very demanding of myself. This seems to put a lot of pressure on me and causes me to get tense and anxious knowing I have to perform perfectly.
2. **Negative statement:** "I have to win." "I can't make any mistakes."
3. **Stopping the negative thought:** "Stop it, Amber." (I say this to myself while taking a slow, deep breath and focusing on staying loose.)
4. **Positive replacement:** "Hold tight turns." "Work the first 25." "Hold your stroke rate." (Self-talk will be focused on what I need to do to perform well).

Have the athletes complete the "Thought Stopping" exercise in the Appendix, page 34 to help them begin to manage their internal dialogue.

SELF-CONFIDENCE

Maximizing the Belief in Your Own Abilities

The whole thing is never to get negative about yourself. Sure, it's possible that the other guy you're playing is tough, and that he may have beaten you the last time you played, and okay, maybe you haven't been playing all that well yourself. But the minute you start thinking about these things you're dead. I go out to every match convinced that I'm going to win. That is all there is to it.

Jimmy Connors, Former Professional Tennis Player

What Is Self-Confidence?

Essentially, self-confidence is the belief in one's own abilities to succeed. Furthermore, a psychological characteristic elite athletes have in common is a high level of self-confidence, as well as the ability to maintain that high level over time. Self-confidence is expressed in a number of ways. Confident athletes often behave, think, feel, and talk differently than athletes who suffer from low self-confidence. But underneath these behaviors, thoughts, feelings, or words is the underlying belief that they can be successful.

Characteristics of Confident athletes

- ◆ Confident athletes perform the way they want to perform.
- ◆ Confident athletes spend more time thinking about what's important.
- ◆ Confident athletes try harder in practice and competition.
- ◆ Confident athletes try even harder when they don't reach their goals.
- ◆ Confident athletes use better race strategies.
- ◆ Confident athletes control competition "momentum."

After reading through this list, ask your athletes how many of these characteristics they demonstrate on a regular basis. And, ask them if these are characteristics that they can learn and develop. See the Self Confidence Exercise in the Appendix, page 35.

Tips for Improving Self-Confidence

- ◆ Confidence should be based on reality. When athletes find themselves doubting their ability, have them think about their best performances in practice and competition--the real-world proof that demonstrates that they do have the ability.
- ◆ Act confidently. Thoughts, feelings, and behaviors are all related--if athletes act confidently, the more likely they are to feel confident.
- ◆ Think confidently. Confidence means thinking that they can and will achieve their goals. "If I think I can win, I'm awfully hard to beat" is an example of the type of thinking confident athletes engage in. Discard negative thoughts and replace them with positives.
- ◆ Identify a "positive" every day. Encourage the athletes to get in the habit of identifying one good or positive thing they do each day. Keep this as a log of successes.
- ◆ Set measurable, challenging, yet achievable goals. By setting goals, achieving them, setting new goals, achieving them, and so on the athletes prove their ability to themselves.

Psychological Skills

✓ Pre-Requisite

None

✓ Level 1

Arousal Control

1. Understands and can demonstrate the difference between tense and relaxed muscles.
2. Can identify past situations where both have been present.

Concentration

1. Possesses a basic understanding of what concentration is.
2. Knows the difference between focusing on what's important and what's not.

✓ Level 2

Arousal Control

1. Can describe the relationship between nervousness and performance.
2. Can describe the mind/body connection (thoughts->right muscles -> performance).

Self Image

1. Understands the role of failure and learning from mistakes; understands that this is essential to becoming a champion.

Self Talk

1. Has a general understanding of the effect that negative self-talk plays on performance (Understands the concept of GIGO-garbage in, garbage out).

The Mental Dimension of Training

1. Understands that an important part of training in swimming involves the mental dimension.

Concentration

1. Has an understanding of what to focus on and what to block out both in practice and in meets.
2. Has awareness when focus leaves target and knows how to bring self back (how to concentrate).

✓ Level 3

Arousal Control

1. Understands the relationship between relaxation and performance.
2. Knows the three levels of nervousness (good/bad/ not enough).
3. Can perform diaphragmatic (belly) breathing as relaxation technique.
4. Understands that stress comes from self-talk and

- faulty focus of concentration.
5. Understands the concept of U.C.'s, "uncontrollables" as a major source of stress.

Self-Talk

1. Understands the benefits of and uses positive self-talk/affirmations.
2. Closely monitors negative self-talk.

Concentration

1. Understands the importance of concentration in practice and meets and can regularly recognize a faulty focus and bring self back to a proper focus.

Goal Setting

1. Understands the value of setting goals to improve performance.

Self Image

1. Is able to accept criticism from coach.
2. Understands that criticism is critique of skills, not of person.

✓ Level 4

Arousal Control

1. Can combine taking pulse and slow breathing for arousal control.
2. Has a clear awareness of personal stressors, (U.C.'s).

3. Is capable of performing progressive muscle relaxation.
4. Recognizes that arousal can negatively affect mind and body.
5. Knows techniques to control mind (positive self-talk/imagery) and body (deep breathing; progressive muscle relaxation).

Imagery/ Visualization

1. Understands the importance of imagery in enhancing performance.
2. Knows the principles behind effective imagery practice.
3. Can perform basic visualization skills.

Concentration

1. Can quickly return concentration focus from uncontrollables in practice and in meets to appropriate focus.

Goal Setting

1. Understands the principals of effective goal setting.
2. Beginning use of goal setting over the season.

Self Talk

1. Knows at least one technique for handling negative self-talk.

✓ Introduction to Psychological Skills

The factors that make up the "Psychological" domain include: arousal control, concentration, self image, self-talk, imagery/visualization, goal setting and meet/practice behaviors. These skills will help the athlete develop the ability to focus on what he/she can control and not to worry about "uncontrollables."

Definitions:

Uncontrollables:

Things that are outside of the athlete's personal control. For example, 1) how fast your competitor will swim; 2) what lane you will swim in; 3) the weather; and so on.

"Act as if" strategy:

This is a coping strategy. When an athlete is faced with an

physiological changes that occur when nervous. In other words, breathing and heart rate slow down and this in turn causes the muscles to relax.

IZOF (Individual Zones of Optimal Functioning):

This term refers to the fact that each athlete has a level or zone of arousal at which they tend to perform best. It is up to the athlete to determine if they need a high, low or medium arousal level to perform at their best.

*Note: Although most sport psychologists suggest that imagining or visualizing perfect performances will improve actual performance, there are those that do not believe in this process. If you do not feel these skills will be of assistance, please ignore this portion of the

uncomfortable or nervous situation, he or she would act as if he or she is not nervous. Acting calm and confident actually soothes the

psychological domain.

Psychological Skills

✓ Level 5

Arousal Control

1. Demonstrates an understanding of the Individual Zones of Optimal Functioning (IZOF) concept.
2. Identify (personal) optimal zone of performance both in practice and competition.
3. Understands personal signs of under or over arousal, ("not enough" or "bad" nervous).
4. Skilled in two or more arousal control techniques. (see glossary)

Imagery/Visualization

1. Can visualize a race from start to finish. (can control the image so vision matches actual performance).

Concentration

1. Develops a pre-race ritual/routine.
2. Develops race focal points for concentration.

Self Image

1. Realizes that positive comments help reduce stress, build confidence and can increase enjoyment of competition and practice.
2. Understands the damage of negative self-talk to self-esteem, performance and the enjoyment of the sport.

Goal Setting

1. Has developed a long-range goal within the sport.
2. Develops short and intermediate goals that ultimately tie into long range.

Meet/Practice Behavior

1. Understands the effect of posture/actions on emotions.

2. Uses the "Act as if" strategy as fall back position.

✓ Level 6

Arousal Control

1. Demonstrate an understanding of factors that arouse and relax the athlete.
2. Utilizes relaxation techniques under meet duress to perform optimally.
3. Maintain optimum relaxation level ("good nervous"), regardless of uncontrollables.
4. Learns to utilize imagery skills to manage competitive stress.

Imagery/Visualization

1. Through instruction is able to visualize a race from start to finish in complete detail (seeing, hearing and feeling).

Self Image/Goal Setting

1. Can use ultimate goal in sport to maintain intensity and work ethic in practice

Concentration

1. Demonstrates an ability to quickly rebound from mistakes and failures.
2. Able to successfully use pre-race routines and during race, control focal points to control concentration.
3. Consistently swims "in own lane" in practice and meets.

Self-Talk

1. Able to positively reframe uncontrollables and adversity to enhance confidence.

✓ Level 7

Arousal Control

1. Skilled at managing competitive pressure (uses relaxation techniques pre-race).
2. Maintain perspective before big meets and can have fun in big competitions.
3. Awareness of tension in muscles and can relax them on cue as needed.
4. Develops and uses relaxation cues pre-performance to maintain arousal control.

Imagery/Visualization

1. Can successfully utilize coping imagery for mastering stress.
2. Is able to create more vivid images in mind's eye.
3. Has developed control of internal images/can turn negatives into positives.
4. Can utilize past races to develop peak performance cue.

Self Image

1. Able to keep racing/swimming in perspective.
2. Does not tie up self-image in swim results.

Race Mentality

1. Understands that swimming fast is about non-thinking.
2. Develops a sense of trust in self/abilities pre-race.
3. Learns to "let" the fast swim "happen"

Goal Setting

1. Can utilize ultimate goal to persevere the face of set-backs, obstacles and losses.
2. Completely intrinsically driven.

✓ Level 8

Arousal Control

1. Can raise or lower arousal control as needed before competition.
2. Has developed own personal coping style integrating a number of relaxation techniques.
3. Can effectively handle national and international level pressure.

4. Develop awareness of competitor's arousal level without being distracted.
5. Relaxation techniques perfected and utilized automatically as needed.

Imagery/Visualization

1. Able to utilize peak performance cue before races.
2. Displays ability to mentally rehearse in vivid detail and with imagery control.

3. Utilizes both mastery and coping imagery as needed.
4. Visualization skills perfected and used automatically as needed.

Self Talk

1. Has the ability to swim fast despite the presence of last second negative self-talk.
2. Can put self on "automatic" and quiet inner dialogue when racing.

Self Image

1. Has developed inner sense of well-being from personal and athletic development.
2. Full development of mental toughness.

Concentration

1. Skill refined to "tunnel vision" as needed in practice and competition.
2. In total control of "eyes" and "ears" concentration-wise.

Character Development

The true athlete should have good character, not be a character
John Wooden-former NCAA championship basketball coach

Character development is an intangible. Does athletics develop character or does sport attract people with character to begin with. This is a concept that has been debated for many years. Surely, in today's society, we tend to see more "characters". For the sake of discussion, let's assume that the sport of swimming and the environment "enhance" character development and therefore the coach has a great impact on the development of character. That being the case, we will discuss briefly the key elements of character development- sportsmanship, work ethic, commitment and loyalty.

Sportsmanship is about displaying "acceptable" behavior. Not simply for the sake of show, but really believing in the behaviors of cheering for others, shaking hands with your opponent, giving your best effort, and celebrating victory in a way that does not rub it in to your opponent. As the coach, you can see that this list can go on and on. This concept of sportsmanship can be boiled down to one thing "RESPECT".

It is important for swimmers to develop a respect for all aspects of our sport; beginning with self-respect and an appreciation for their talent. Swimmers should work to develop respect for:

1. Respect for self
2. Respect for coaches
3. Respect for teammates
4. Respect for parents
5. Respect for officials
6. Respect for the sport in general

By simply developing a sense of respect in these areas, swimmers will inherently become good sports. It all boils down to the golden rule. "Do unto others as you would have them do unto you."

Exercise:

1. Have the swimmers share examples of how they demonstrate respect in all six areas mentioned above.
2. Have swimmers discuss how they would behave if they just made the Olympic Team, which means the person next to them just missed it. Have them put themselves in their opponent's shoes to determine how they might behave in this situation.
3. Have the swimmers summarize in their own words what "being a good sport" means.

Work ethic

Establishing a strong work ethic begins initially with self-discipline. Self-discipline is reflected in positive practice behaviors such as:

1. Showing up to practice on time
2. Being responsible for any swim equipment used
3. Abiding by pool and team rules
4. Paying attention to the coach

The coach should clearly communicate expectations and reinforce the appropriate behaviors. This is how the coach can begin to positively shape the swimmer's work ethic.

Other specific examples of a good work ethic in young swimmers include swimming all the laps in a prescribed warm-up, swimming the sets correctly and leaving from and finishing at the wall each time. Kids that begin to display this type of behavior whether or not the coach is watching are on the right track to developing a strong work ethic.

Exercise:

1. Have the swimmers give you other examples of what they think demonstrates a strong work ethic and examples of a poor work ethic.
2. Conduct a discussion of how they feel about kids who have a good work ethic and those who have a poor work ethic. For example, how they feel about a kid who "cheats" or skips laps during warm-up. Explain to them that this behavior will only hurt the person that is cheating and emphasize to the swimmer that focusing on his or her own behavior is the way to go.

Commitment and Loyalty

Commitment and loyalty actually begin as a result of all the previous things that we have discussed. In other words, once a swimmer begins to display good sportsmanship, shows respect for self and others and establishes a positive work ethic commitment and loyalty result. The swimmer begins to take pride in doing a good job and being a good sport. The swimmer therefore becomes more committed to swimming and begins to develop a sense of loyalty to the team, teammates and the coach.

Commitment and loyalty are demonstrated early on through an awareness of the team. Knowing the team name, team colors, teammates and coaches. This knowledge demonstrates an understanding and appreciation for something beyond themselves as individual swimmers.

Success, too, obviously plays a role in commitment. Swimmers who feel successful want to commit more to achieve more and the cycle continues as the swimmer progresses through his career. The incentives may be extrinsic to begin with such as seeking the praise of a coach or parent. Eventually motivation becomes internal driven or intrinsic. The swimmer then ultimately becomes self-motivated to perform. The sense of commitment increases as the motivation becomes internally driven.

Exercises:

Hopefully, you can see how sportsmanship, a strong work ethic, a sense of commitment and loyalty contribute to building character within young athletes. While many of the swimmers attending your camp have not yet fully achieved the transition from being externally motivated to internally, it is nonetheless a good time or a teachable moment to emphasize the importance of developing commitment and loyalty to the sport.

1. Have the swimmers give some examples of how they can demonstrate their commitment to swimming and the team.
2. Explain the difference from external motivators such as rewards, ribbons, medals etc. and being internally motivated. You may have to give some examples of internal motivators, things like being happy for getting a best time, not because it made coach or mom happy, but because it made you happy. Or having a good feeling of self worth because he or she stayed after practice to help put the equipment away without being asked.

Drug Awareness and learning to say "NO"

It is important to explain to the swimmers that although not all swimmers are drug tested, everyone who participates in USA Swimming competitions are expected to abide by the rules regarding banned substances.

Many swimmers are on inhalers and this may be a good topic to start with. Have the swimmers look up their prescribed inhaler medication to see if it is in fact on the banned side or the acceptable side. If someone expresses a concern, suggest that he take the names of the acceptable drugs to his doctor and ask if he can be switched. Let them know that people like Amy Van Dyken have asthma and manage to stay drug free by complying with these same rules. If you are unsure about a question, suggest that the swimmer have his parent contact the United States Anti-Doping Agency (USADA) Drug Hotline at 1-800-233-0393.

Discussions regarding tobacco and alcohol are at your discretion. We would suggest however the method of letting them talk about what they think is wrong or right. Perhaps begin a discussion with "Do any of you have friends that smoke or drink? If so, what do you think about it?" Let the discussion go from there.

The next step would be to emphasis the negative impact using these substances has not only on one's swimming, but on their overall health and well being as well. Use of these substances is also wrong because it is against the law.

Following you will find a condensed version of the Peer Pressure Reversal article. If you have time, we suggest you go over some of the techniques and perhaps ask the swimmers themselves what they have done when they have been approached by their friends to experiment with cigarettes, alcohol or drugs.

Most times, open discussions with children this age can be the best teacher. Once again, use your discretion on whether or not to broach this topic based on the age of the swimmers attending your camp program.

Saying "No" and Keeping Friends (Dealing with peer pressure)

Adapted from Peer Pressure Reversal: An Adult Guide To Developing A Responsible Child and How To Say No and Keep Your Friends, by Sharon Scott.

The following presentation is an effort to develop sound judgment in teenagers and younger children to give them guidance and a plan for making good decisions. If this topic is handled in your area by a school program, use this time to help your camp participants learn to deal with peer pressure, choices and consequences.

Discussion:

When you were young, your parents probably made all your decisions for you, from what you were going to eat to what you were going to wear. As you got older, you were given more opportunities to make your own decisions. As you enter your teenage years, you'll want to have the freedom to make your own decisions about friends, activities, school subjects, clothes, and so on. But in order to get that privilege, you'll need to have a history of making good decisions. As your parents start to think about giving you freedom to make more choices about your life, they will base their decisions on how well you've made decisions on your own.

You probably make many decisions every day: small, routine decisions such as what you are going to have for breakfast, what you are going to wear to school, and whether or not to pay attention in class. You have been making those kinds of decisions for years, and have probably become very good at it.

This meeting is about a different kind of decision, called a **PEER PRESSURE DECISION**. It is a type of decision which may be the hardest of all for you to make, since (1) you'll have to think very quickly and (2) your friends or peers will be there trying to help you make the decision.

There is both positive and negative peer pressure. The positive kind can make you very happy about having friends. Positive peer pressure happens when someone encourages you to do your very best. Positive peer pressure is cheering your team on, talking a friend out of drinking at the party, or pushing friends to do their best in a difficult subject. Negative peer pressure happens when friends or acquaintances encourage you to do something that is wrong or dangerous. If friends do not encourage you to do things that contribute to your success, they are not your friends. You might look for different friends.

Teasing or kidding can be hard to take, and sometimes you may want to go along with your friends to keep them, or just to get them off your back. If your friends use these peer pressure "lines" to try to get you to do something you shouldn't, and you let those lines get you involved, whose in control of you?

We all want to be liked and to be popular. It's important no matter what your age. But if you think about it very carefully, it's possible to do both - have friends and be popular,

AND make good decisions and avoid trouble! PEER PRESSURE REVERSAL (PPR) is a method that will give you lots of ways to stop the pressure - to put it in reverse! - and get away from trouble.

These three steps are guaranteed to get you out of tough situations, but let you continue to be a part of your peer group.

I. CHECKOUT THE SCENE

A. Look and Listen

You need to observe your friends (or the people with you) closely and notice if there is anything unusual or weird in the way they are grouped, acting or behaving. You should also look at the environment around the group.

B. Ask yourself: Is this trouble?

If you ask yourself: "Is this trouble?", you will be able to consider whether or not you should avoid the activity. "Does this break a law or will it make an authority angry?"

II. MAKE A GOOD DECISION

A. Weigh both sides

So you can make an intelligent decision for yourself, you need to consider BOTH SIDES of the situation. Ask yourself: "If I do this, what good can happen?" and, "if I do this, what bad can happen?"

If you carefully examine both the positive and negative consequences of a difficult situation and are really honest with yourself, you will find that the list of potentially unpleasant consequences is usually much longer.

B. Decide: Stop or Go

You must choose one. It's important for you to know that if you do NOT make a firm decision, it will be very difficult for you to avoid the trouble.

So you have to decide CLEARLY whether it is worth it to participate in the activity.

If you have decided to STOP, not only have you avoided negative consequences, but you'll probably feel good about doing the right thing: what YOU think is right and your friends will be less likely to go ahead and risk the trouble alone.

It takes confidence and strength to make good decisions consistently. At some point in your life you MUST decide who is going to make your decisions for you. Will it be your friends or yourself?

III. ACT TO AVOID TROUBLE

A. What to Say: Here are the ten peer pressure reversal responses. You often will use more than one to get out of a trouble situation. Having these choices can be just like getting rescued from trouble.

- | | | |
|-------------------|-----------------------|--------------------------|
| 1. Just say no | 5. Change the subject | 8. Use flattery |
| 2. Leave | 6. Make a joke | 9. Have a better idea |
| 3. Ignore | 7. Act shocked | 10. Return the challenge |
| 4. Make an excuse | | |

Character Development & Life Skills

▼ Pre-Requisite

None

▼ Level 1

Championship Behavior and Accountability

1. The swimmer understands that he/she is part of a team and has respect for his/her teammates.
2. The swimmer listens to recommendations from the coach and tries to make the appropriate changes.
3. The swimmer understands appropriate team rules and the consequences of breaking the rules.

Work Ethic and Self

Discipline

1. The swimmer will pick up and put away any equipment he/she used in practice.
2. The swimmer will be ready to start practice on time with the appropriate equipment (suits, goggles, etc.).
3. The swimmer understands the importance of giving the coach their undivided attention while the coach is talking. This will be accomplished by having his/her eyes focused on the coach and being quiet when the coach is talking. The swimmer will also follow directions set forth by the coach in practice.
4. The swimmer will "Just Say No!" to drugs and other harmful substances.
5. The swimmer will show respect for the facilities and equipment.

Time Management

1. The swimmer will be punctual to practice sessions.

Commitment and Team Loyalty

1. The swimmer will know the team name and team colors.
2. The swimmer will know teammates' and coaches' names in his/her practice group and the names of other practice groups on the team.

▼ Level 2

Championship Behavior and Accountability

1. The swimmer demonstrates an understanding of sportsmanship-championship behavior. (i.e. no throwing of goggles, congratulates opponents, etc.).
2. The swimmer will treat teammates, parents and coaches like he/she would want to be treated.
3. The swimmer talks to the coach before and after each race.

Work Ethic and Self

Discipline

1. During practice the swimmer will:
 - a. leave on time during sets.
 - b. start and finish at the wall.
 - c. swim the set in the prescribed manner (ex: doesn't do freestyle on butterfly sets, doesn't pull on kicking sets, performs all turns legally, etc.).
 - d. swim the entire set (doesn't walk on bottom, counts accurately).
2. The swimmer will communicate with his/her coach.

Time Management

1. The swimmer understands the importance of hard work in the classroom and

will complete his/her homework on time.

2. The swimmer will turn in appropriate team paperwork in a timely fashion (meet entries, release forms, change of address, etc.).

Commitment and Team

Loyalty

1. The swimmer will learn the history of the team.
2. The swimmer chooses a swimming hero (may be a member of his/her team) and knows the event in which he/she competed or competes.
3. The swimmer takes pride in being a member of his/her team, demonstrated by:
 - a. participating in team cheers.
 - b. knowing the coaches' names.
 - c. supports and cheers for teammates during swims (practice or meets).

▼ Level 3

Championship Behavior and Accountability

1. The swimmer will demonstrate a higher level of sportsmanship/championship behavior than level 2 (ex: respects competitors and gets along with friends regardless of ability level).

Work Ethic and Self

Discipline

1. The swimmer attends the recommended meets and understands the importance of being on time for meet warm-ups.
2. The swimmer will meet the established attendance requirements.
3. The swimmer will understand why to, "Just

Say No!" to drugs and other harmful substances.

4. The swimmer will learn to challenge himself/herself to perform to the utmost of his/her ability in practice.

Time Management

1. Demonstrates an ability to balance school and outside activities.

Commitment and Loyalty

1. The swimmer chooses a national swimming hero and knows the event in which he/she competed or competes.

✓ Level 4

Championship Behavior and Accountability

1. The swimmer will know names of competitors.

Work Ethic and Self Discipline

1. The swimmer is not influenced by the negative behavior/actions of teammates.

2. The swimmer understands and takes responsibility for attendance, performance and habits in practice, and how these three relate to meet performance.

Character Development & Life Skills

▼ Level 5

Championship Behavior and Accountability

1. The swimmer learns to accept the responsibility for his/her performance.

Work Ethic and Self-Discipline

1. The swimmer will learn coping strategies to deal with peer pressure.
2. The swimmer will learn coping strategies to deal with parent pressure.
3. The swimmer will be able to list the five classes of prohibited substances.
4. The swimmer understands and performs personal race strategies.

Time Management

1. The swimmer demonstrates an ability to balance school, social, swimming, and family.

Commitment and Team

Loyalty

1. The swimmer can effectively communicate his/her commitment to his/her parent, coach and teammates.
2. The swimmer knows the team goals and will take an active part in developing specific and attainable practice group goals.
3. The swimmer understands the relationship between his/her personal commitment level and results.

▼ Level 6

Championship Behavior and Accountability

1. The swimmer accepts the responsibility of being a leader and/or role model. The swimmer will lead by being a positive example.

Work Ethic and Self-Discipline

1. The swimmer will be able to explain the rationale of the five categories of banned substances.
2. The swimmer will demonstrate an understanding of the short and long term effects of performance enhancing drugs.

Time Management

1. The swimmer has mastered time management skills so outside activities do not interfere with practice/meet attendance.

Commitment and Team

Loyalty

1. The swimmer understands the need to sacrifice self-interest for team goals.
2. The swimmer demonstrates commitment to his/her team by continued dedicated membership.

▼ Level 7

Championship Behavior and Accountability

1. The swimmer demonstrates leadership responsibilities by working with younger swimmers (i.e. talks and/or water work).
2. The swimmer understands the importance of seasonal, yearly, and quadrennial planning and the consistency of the plan within each of the cycles.
3. The swimmer will recognize the effects of poor communication.

Work Ethic and Self-Discipline

1. The swimmer takes pride in doing the little things well and goes beyond the call of duty.
2. The swimmer demonstrates self-motivation.
3. The swimmer will demonstrate an understanding and willingness to participate in drug testing procedures.

▼ Level 8

Championship Behavior and Accountability

1. The swimmer understands the relationship of seasonal, yearly, and quadrennial planning and works with the coach in establishing priorities.
2. The swimmer recognizes the importance of communicating with the media.
3. The swimmer accepts and appreciates the responsibility and benefits of being an ambassador of swimming by participating in public speaking, interviews, autograph sessions, etc.

Work Ethic and Discipline

1. The swimmer demonstrates consistent, high quality, performance in training.
2. The swimmer can manage setbacks so they don't interfere with long-range goals.
3. The swimmer submits to drug testing without refusal.
4. The swimmer will consistently make choices that positively affect training performance.
5. The swimmer will actively participate in anti-drug programs (i.e. leading by example, public speaking, etc.)

▼ Introduction to Character Development and Life Skills

Many coaches often tout learning life skills as a major benefit of participating in a swim program. These skills include such things as: championship behavior and

mentioned items about their swimming career are in this category. However, in our review of swimming literature we did not find much information on what level of a

accountability, work ethic and self-discipline, time management, and commitment and loyalty. Ten years after a swimmer has stopped swimming the most often

swimmers' career these issues should be addressed. As in all the other categories presented, each level builds upon the previous level.

The Food Guide Pyramid

The food guide pyramid, developed by the United States Department of Agriculture (USDA), replaces the four food groups. It was developed to follow the Dietary Guidelines for Americans two years of age and older. There are seven of these guidelines including eating a variety of foods; maintaining a healthy weight; choosing a diet low in fat, saturated fat and cholesterol; choosing a diet with plenty of vegetables, fruits and grains; using sugar in moderation, and using salt and sodium in moderation.

The food guide pyramid, as shown, consists of six groups. These groups are arranged from those that should be consumed the most to those that should be consumed the least. The groups and serving amounts are as follows: 6-11 of the bread, cereal, rice and pasta group; 3-5 of the vegetable group; 2-4 of the fruit group; 2-3 of the milk, yogurt and cheese group; 2-3 of the meat, poultry, fish, dry beans, eggs and nuts group; and fats, oils and sweets should be used sparingly.

Servings do not have to be measured, but are used as a guide. For mixed food groups, one should estimate the food group servings of the main ingredients. For example, a generous serving of pizza would count in the bread group (crust), the milk group (cheese), and the vegetable group (tomato). Pizza also has fat.

The food guide pyramid emphasizes the five groups in the lower three sections: the bread, cereal, rice and pasta group; the vegetable group; the fruit group; the milk, yogurt and cheese group; and the meat, poultry, fish, dry beans, eggs and nuts group. Each of these food groups provides some, but not all, of the nutrients one needs. Foods in one group cannot replace those in another and no one food group is more important than another for good health. All are necessary.

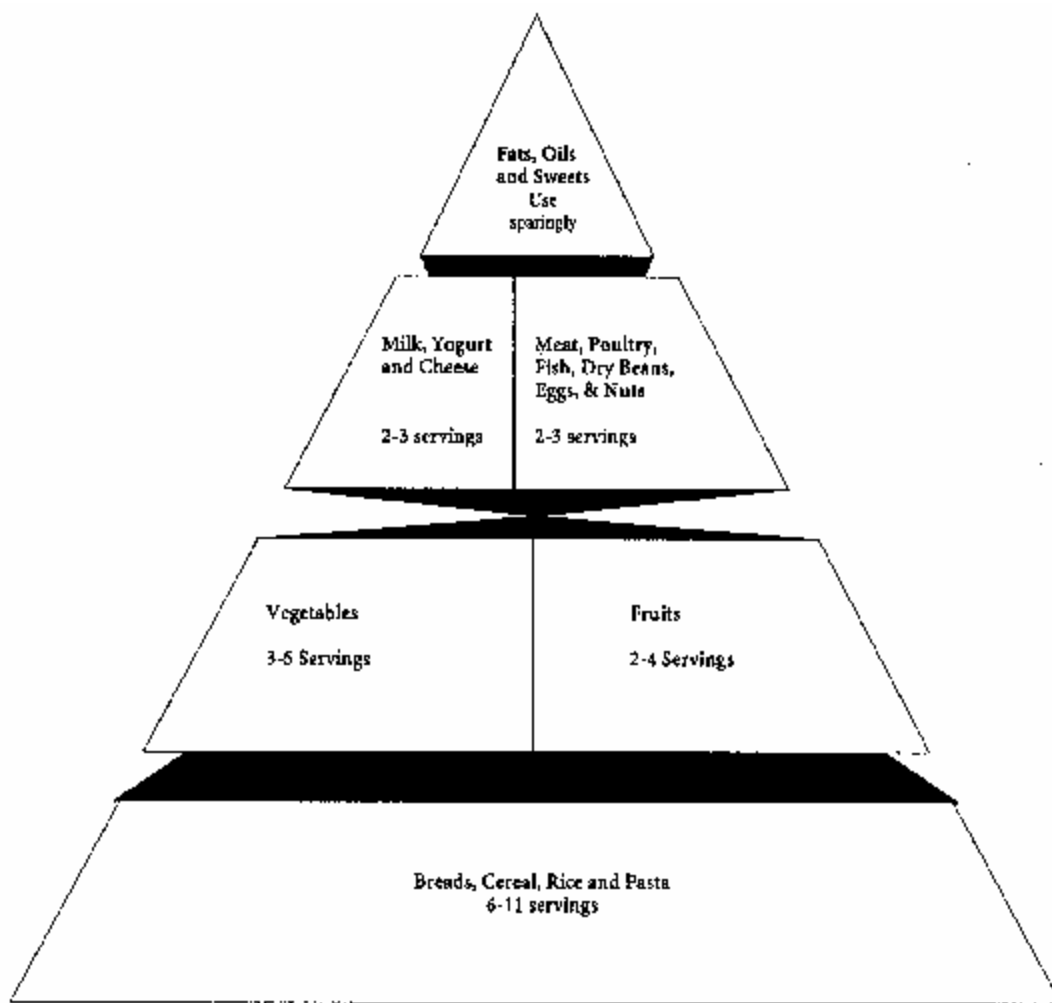
For swimmers, this food guide pyramid is an advantageous tool because it emphasizes the high carbohydrate foods: grains, vegetables, fruits and milks. The consumption of high carbohydrate meals is important for the swimmer because carbohydrates replete muscle glycogen which is the primary fuel used by swimmers. Without muscle glycogen the athlete's performance gradually decreases and even an easy workout causes fatigue.

Activity:

After going over the Eating Right Pyramid, have the swimmers put the foods they eat in a typical day into the appropriate category of the blank pyramid located in the Appendix on page 36.

The Food Guide Pyramid

And recommended servings per day



Appendix

Stroke Analysis Charts	28-31
Psychology Skill Worksheets	32-35
Food Guide Pyramid Exercise.....	36
Additional Resources	37
What is USA Swimming	39

USA Swimming

Stroke Analysis Chart - Freestyle

Rate each of the following critical areas of the strokes.
2 = skill correct, 1 = skill needs improvement, 0 = skill incorrect

Body Position and Breathing

Correct Position

1. Horizontal with hips at surface.
Watch for: Hips too low. Head too high or low.
 ____/2
 2. Body in line with minimal lateral motion.
 ____/2
 3. Head stays at midline during breath.
 ____/2
 4. Head returns to midline after breath.
 ____/2
- _____/8 TOTAL

Arm Stroke

Entry - Correct Position

1. Enter with fingertips leading or thumb down.
 ____/2
2. Entry is even with shoulder.
Watch for: Entry at midline of body.
 ____/2
3. Streamlined hand entry with forearm following hand path.
Watch for: Pushing water forward with hand.
 Dropped elbow.
 ____/2
4. Proper body roll.
Watch for: Too little (below 20 degrees).
 Too much (above 50 degrees).
 ____/2

Catch - Correct Position

5. Arm travels down and outside the shoulder with palm pitched out, down and back.
Watch for: Palm pitched in.
 Pushing down with palm.
 ____/2

InswEEP - Correct Position

6. Arm sweeps in and up to approximately the midline of body with hand pitched in and up.
Watch for: Arm sweeps too much (past other shoulder).
 Arm sweeps too little (same shoulder).
 ____/2

Finish - Correct Position

7. Arm sweeps out and up with palm pitched out and back.
Watch for: Pushing backward or upward excessively.
 ____/2
8. Wrist extends just prior to release.
 ____/2
9. Hand releases water at thigh with elbow slightly flexed.
Watch for: Hand releases too early.
 Pushing back too far.
 ____/2

Recovery - Correct Position

10. Relaxed.
 ____/2
 11. High elbow.
Watch for: Recovery too wide.
 Arm too straight.
 ____/2
- _____/22 TOTAL

Kick

Downkick - Correct Position

1. Good flexibility with toes pointed.
 ____/2
2. Proper depth.
 ____/2

Upkick - Correct Position

3. Leg straight.
 ____/2
- _____/6 TOTAL

Stroke Total _____/36



USA Swimming

Stroke Analysis Chart - Backstroke

Rate each of the following critical areas of the strokes.
 2 = skill correct, 1 = skill needs improvement, 0 = skill incorrect

Body Position and Breathing

Correct Position

1. Horizontal with hips near surface.
Watch for: Head too high or far back.
 _____/2
2. Body in line with little lateral motion.
Watch for: Excessive sideward hip and leg motion.
 _____/2
 _____/4 TOTAL

Arm Stroke

Catch - Correct Position

1. Sweeping down and out with palm pitched out and down.
Watch for: Sweeping out excessively.
 _____/2

Upsweep - Correct Position

2. Hand sweeps up and in to a position opposite the ribs.
Watch for: Arm too straight.
 _____/2

Downsweep - Correct Position

3. Hand sweeps down and is pitched down and in.
 _____/2
4. Sweep finishes below the thigh.
 _____/2

Exit - Correct Position

5. Hand sweeps up and out of water with thumb leading.
 _____/2
 _____/8 TOTAL

Kick

Downkick - Correct Position

1. Legs straight.
 _____/2
2. Proper depth.
 _____/2

Upkick - Correct Position

3. Good flexibility with toes pointed.
 _____/2
4. Proper knee bend.
 _____/2
5. Toes break water surface.
 _____/2
 _____/10 TOTAL

Stroke Total _____/22



USA Swimming

Stroke Analysis Chart - Breaststroke

**Rate each of the following critical areas of the stroke.
2 = skill correct, 1 = skill needs improvement, 0 = skill incorrect**

Body Position and Breathing

Correct Position

1. Horizontal with hips at surface during kick and arm stroke.
Watch for: Hips too low.
_____/2
2. Shoulders rise during breath.
Watch for: Shoulders lift too high during breath.
Shoulders stay underneath water.
_____/2
3. Breath at the end of pull.
Watch for: Breathing too early or too late.
_____/2
_____/6 TOTAL

Arm Stroke

Outsweep - Correct Position

1.
Watch for: Sweeping too wide or too narrow.
_____/2

InswEEP - Correct Position

2. Hands sweep down and in toward the body.
Watch for: Not sweeping down enough.
Releasing water too soon.
_____/2

Recovery - Correct Position

3. Hands stretch forward with no hesitation after the insweep.
Watch for: Forearms delayed under the chin.
Arms not streamlined.
_____/2
_____/6 TOTAL

Kick

Recovery - Correct Position

1. Knees at shoulder width with heels inside the knees.
Watch for: Feet too wide, feet too close, knees too wide, knees too close.
_____/2
2. Flexion at knees with minimal hip flexion.
Watch for: Thighs dropping downward and forward.
_____/2

Outsweep - Correct Position

3. Feet turn out so the inside of foot faces backward.
_____/2
4. Sweep out and back.
Watch for: Feet not turned out during sweep.
_____/2

Sweeping out directly sideward or sideward and upw:

InswEEP - Correct Position

5. Sweeping down and in.
Watch for: Pointing toes before kick finishes.
_____/2
6. Definite glide with legs before the beginning of next kick.
Watch for: Legs brought up too early.
_____/2

Timing

7. Finish kick before beginning arm-stroke.
Watch for: Arm-stroke beginning too early.
_____/2
_____/14 TOTAL

Stroke Total _____/26



USA Swimming

Stroke Analysis Chart - Butterfly

**Rate each of the following critical areas of the strokes.
2 = skill correct, 1 = skill needs improvement, 0 = skill incorrect**

Body Position and Breathing

Correct Position

1. Proper undulation, hips slightly above surface at the end of first downbeat.

Watch for: Diving down excessively.
Too little undulation.

_____/2

2. Breath taken during upsweep and first part of recovery.

Watch for: Too early (during downsweep).
Too late (during last part of recovery).

_____/2

_____/4 TOTAL

Arm Stroke

Entry - Correct Position

- 1.

Watch for: Too narrow.

_____/2

Catch - Correct Position

2. Sweep out and sideward with palm facing out until first downbeat is completed.

Watch for: Pushing hands downward.

_____/2

InswEEP - Correct Position

3. Hand sweep down, in and up with palms rotating inward.

Watch for: Pushing backward excessively.

_____/2

Finish - Correct Position

4. Arms sweep out, back and up with hands pitched back.

_____/2

5. Wrist is extended just before hand exit.

_____/2

Arm Stroke (continued)

Recovery - Correct Position

6. Relaxed.

_____/2

7. Hands leave water little finger first.

_____/2

_____/14 TOTAL

Kick

Downbeat - Correct Position

1. Good flexibility with toes pointed.

_____/2

2. Proper knee bend.

_____/2

Shoulder width or slightly wider with thumbs down.

Upkick - Correct Position

3. Feet reach the surface.

Watch for: Legs too deep.

_____/2

4. Legs straight.

Watch for: Excessive knee flexion.

_____/2

Timing

5. First downbeat while arms execute catch.

Watch for: Too early or late.

_____/2

6. Second downbeat while arms execute the finish.

Watch for: Second downbeat not complete.

_____/2

_____/12 TOTAL

Stroke Total _____/30

Rating Your Own Goal Setting Skills: How Am I Doing?

0 = Never 1 = Sometimes 2 = Almost Always

- _____ 1. I set specific goals for practice.
- _____ 2. I set specific competition goals other than winning.
- _____ 3. I do regular goal setting.
- _____ 4. I review my goals after practices and competition.
- _____ 5. I re-set my goals if I get sick or injured or change my schedule.
- _____ 6. I'm hard on myself if I don't meet my competition goals, even when the competition results are good ("I won because I got lucky").
- _____ 7. I give myself credit for meeting competition goals, even if the result was less than I had hoped for.
- _____ 8. It is hard for me to come up with competition goals when I am winning.
- _____ 9. I write down my goals.
- _____ 10. Doing goal-setting changes the way I train and compete.
- _____ Total (Add up your answers)

If your total score added up to:

19 - 20: You make goal setting an essential part of your training, or you are fibbing.

13 - 18: You are an effective goal setter, who already has benefited from this approach.

6 - 12: Goal setting helps you somewhat, but you could benefit even more. Exercises in this chapter could be helpful to you.

0 - 5: You either dislike goal setting, or are new to the concept. We hope you learn to benefit from it. Read ahead for ways to incorporate goal-setting into your routine.

Imagery Exercise: Imaging Swimming Skills

As you refine your ability to image with all of your senses, you want to begin using imagery to see yourself performing a skill in swimming. Following these steps may make it easier to do this:

1. Imagine that you are in the pool in which you generally practice. Use your imaging skills to look around your practice environment:

- ◆ feel the deck under your feet
- ◆ see what is around you: walls, scenery, equipment.
- ◆ imagine yourself in your suit, cap and goggles.

What are some other things you can include into this image?

2. Include some movement. "Feel" yourself:

- ◆ Walking around the deck
- ◆ Doing some warm-up stretches
- ◆ Other common movements in swimming

3. Picture yourself performing a swimming skill. Start with a specific stroke drill. Imagine yourself swimming the drill correctly. Progress to imagining swimming each of the strokes in practice.

Some skills in your sport you need to focus on? (Le., starts, turns, rotation)

4. Work through the progression at your own pace. For example, if you can't image yourself performing sport skills right now, keep working on your practice situation and movement imagery until they are very vivid and controllable before trying the sport skill section again.

What was easy and what was hard to image? _____

Did you have a hard time using one sense or another? _____

Could you see some things and not others? _____

You'll want to practice more the images that were harder to create.

Self-Talk Exercise: Thought Stopping Form

1. Describe a situation in which you often tend to think/talk negatively to yourself.

2. Identify the negative statement you say to yourself.

3. Identify words or thoughts you can use to help you stop the negative thought.

4. List positive, beneficial statements you can use to replace your negative, harmful thoughts. These should be meaningful to you.

5. Practice! Practice! Practice this technique while training

Self-Confidence Exercises: Raise Your Self-Confidence Awareness

The first step in developing self-confidence is to identify your abilities and other positive attributes. Complete the following statements with a variety of different skills and attributes, using examples from both in and out of swimming.

1. Something I do well in swimming _____

2. Something I do even better in swimming is _____

3. My greatest strength as an athlete is _____

4. I am proud that I _____

5. My greatest strength is _____

6. I can help my teammates to _____

7. I have the power to _____

8. I was able to decide to _____

9. I'm not afraid to _____

10. I want to be strong enough to _____

11. Something I can do now that I couldn't do last year is _____

12. I have accomplished _____

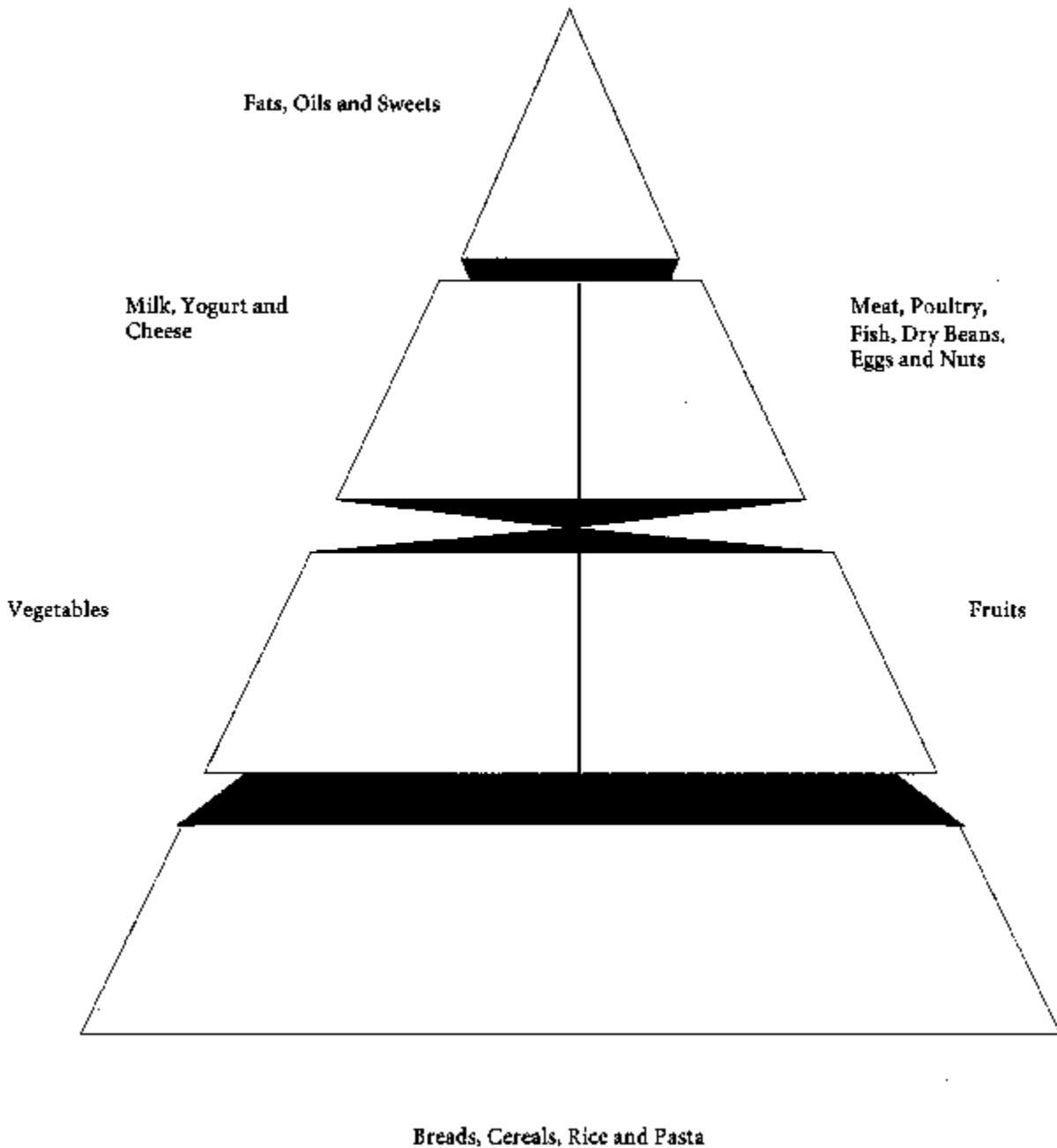
13. If I want to, I can _____

14. My greatest achievement is _____

This activity highlights the many talents you possess. Concentrate more on developing this list rather than spending valuable time worrying about what you can't do.

The Food Guide Pyramid

Activity Worksheet



Write down the food you ate yesterday and put each item in the correct food group box on the pyramid. Did you eat a balanced and healthy diet?

Additional Reading & Resource Material

Almost all of the books and resources listed below can be purchased through either ASCA or USA Swimming.

Most of the resource below can be ordered from the *American Swimming Coaches Association* (or ASCA). 2101 N. Andrews, Suite 107, Ft. Lauderdale, FL 33311, (800) 356-2722, asca@swimmingcoach.org, <http://www.swimmingcoach.org>

USA Swimming, One Olympic Plaza, Colorado Springs, CO 80909
(719) 866-4578, info@usa-swimming.org, <http://www.usa-swimming.org>

Books

- ✓ Colwin, Cecil M. Swimming Into the 21st Century Champaign, IL: Human Kinetics Publishers, 1992.

A history, current study and futuristic text on where stroke mechanics have been, are currently and may go in the future. Excellent drawings of stroke mechanics and generally superb visual treatments.

- ✓ Hannula, Dick. Coaching Swimming Successfully Champaign, IL: Human Kinetics Publishing, 1995

One of the best "basic" training books for swimmers who are developmental in nature. Dick Hannula is one of the greatest high school coaches in American swimming history. The training program displayed here is terrific for starting at a relatively untrained level and progressing to a high level performer.

- ✓ Leonard, John., editor. Science of Coaching Swimming Champaign, IL: Human Kinetics Publishing, 1993

Covering biomechanics, sports psychology, physiology, nutrition and other topics, this is an advanced text with leading authors in each area contributing material.

- ✓ Madsen, Orjan and Wilke, Kurt. Coaching the Young Swimmer Kensington, London: Pelham Books, 1987.

The "bible" of coaching young age group swimmers. This presents a full picture of developmental progressions in swimming. Madsen and Wilke are the foremost authorities on age group development and have lectured all over the world on this topic. This book is difficult

to find and is out of print. It may be available from Pelham Books, Ltd. 27 Wrights Lane, Kensington, London.

- ✓ Maglischo, Ernest. Swimming Even Faster Mountain View, CA: Mayfield Publishing Company, 1993.

One of the finest texts on the market, covering not only biomechanics but advanced information on training.

- ✓ Orlick, Terry. In Pursuit of Excellence Champaign, IL: Leisure Press, 1990.

A great primer on mental skills training.

- ✓ Schubert, Mark. Techniques for Competitive Swimming New York, NY: Sports Illustrated Publishing, 1990

A simple, easy to understand treatment of teaching the strokes. This book has the best still photographs of strokes on the market, making it ideal for showing to young swimmers.

- ✓ ASCA World Clinic Yearbook Series - Edited by the ASCA

Each year the ASCA hosts a World Coaches Clinic in September. Some of the finest talks on swimming have come from the 29 years of clinics. Each book has the transcripts of the presentations at that year's clinic. About half of the series is still in print and available through the ASCA.

Periodicals

- ✓ **American Swimming Magazine – the American Swimming Coaches Association**
A bi-monthly publication, magazine format, with each issue containing an article on stroke mechanics or the teaching methods for stroke development. Available as part of ASCA Membership only.
- ✓ **Coaches Quarterly – USA Swimming**
Quarterly coaching magazine available for free to USA Swimming coach members.
- ✓ **Journal of Swimming Research – the American Swimming Coaches Association**
An annual technical Journal that presents peer reviewed research for Competitive Swimming in the World. Available only as part of the ASCA Membership.
- ✓ **Splash! USA Swimming**
Bi-monthly swimming magazine mailed for free to all USA Swimming members.
- ✓ **Swimming Technique Magazine – Sport Publications**
A quarterly magazine that is technically written and easy to understand. Available from Sport Publications, 228 Nevada St., El Segundo, CA 90245.
- ✓ **Swimming World – Sport Publications**
A monthly magazine devoted specifically to competitive swimming.

Videos

- ✓ **Boomer, Bill. Boomer Chronicles, Five Video Series (each video is approximately one hour in length)**
Unique way to think about stroke construction. Bill Boomer is one of the foremost world experts on principles of balance, breath control, sculling, and rhythm skills.
- ✓ **Cox, Laura, Ph.D. Fundamentals of Competitive Swimming for 8 and under Swimmers (1 hour)**
Unique way to learn stroke mechanics and teach them to young swimmers. This method is based

on the “Bill Boomer” principles of balance, breath control, sculling and rhythm skills.

- ✓ **Quick, Richard and Kenney, Skip. Swim Smarter, Swim Faster I & II (1 hour each)**
An excellent stroke technique video for showing to swimmers and coaches alike, by the highly successful Olympic Coaches of Stanford University.

✓

- ✓ **Schubert, Mark. Excellence in Swimming Stroke Technique (2 hours)**
The only video on the market which has the camera underwater on a trolley moving with the swimmer, instead of the swimmer moving past the camera. This provides unique, never duplicated views of four world-class athletes on the tape.

The American Swimming Coaches Association Certification Schools

- ✓ **The American Swimming Coaches Association & USA Swimming-LEVEL 1 FOUNDATIONS OF COACHING**
This is an excellent introduction to the sport of swimming. This course includes the Foundations of Coaching Home Study Course and the USA Swimming Progressions for Athlete and Coach Development. It can be taken as home study or in various clinics across the USA.
- ✓ **The American Swimming Coaches Association-LEVEL 2 STROKE SCHOOL**
This is a comprehensive course in starts, turns and swimming strokes that also allows certification credit. It can be taken as home study or in various clinics across the USA.
- ✓ **The American Swimming Coaches Association-LEVEL 3 PHYSIOLOGY SCHOOL**
- ✓ **The American Swimming Coaches Association-LEVEL 4 ADMINISTRATION SCHOOL**
- ✓ **The American Swimming Coaches Association-LEVEL 5 LEADERSHIP SCHOOL**

WHAT IS USA SWIMMING?

USA Swimming is the National Governing Body that oversees competitive swimming throughout America. Working closely with athletes, coaches, parents, officials and administrators, we provide programs, services and benefits to all of our members. The USA Swimming national headquarters is located at the United States Olympic Training Center in Colorado Springs, Colorado

There are nearly 3,000 USA Swimming clubs across the country. Young athletes start out by competing in age group meets, swimming against other swimmers of similar ages. There are opportunities for competition for every skill level.

BENEFITS OF MEMBERSHIP

Depending on the membership category you select, USA Swimming offers a wide range of benefits, programs and services

Fair & equitable competition

Safe environment

Professional coaches

Safety marshals at all meets

Certified officials

- ◆ Excess accident insurance for approved USA Swimming activities
- ◆ Liability insurance for approved USA Swimming activities
- ◆ Opportunity to purchase medical insurance
- ◆ Complimentary subscription to *Splash*, USA Swimming's bi-monthly magazine
- ◆ Complimentary rulebook for coaches and officials
- ◆ Competition and instruction through club programs
- ◆ Eligibility to participate in local and national swim camps
- ◆ Opportunity to compete in USA Swimming sanctioned meets
- ◆ Athletes can represent club at local, state, regional and national meets
- ◆ Eligibility for athletes to participate in the To; 16 and other age group ranking programs
- ◆ Eligibility to become a USA Swimming coach member
- ◆ Information about programs, services, publications, videos and merchandise is available through our national headquarters

JUST ADD WATER

Individuals can join USA Swimming through their Local Swim Committee (LSC), one of 59 local organizations responsible for administering USA Swimming programs and services. Within each LSC, a Registration/Membership Chair will be happy to answer your questions, as well as provide you with information and applications.

USA Swimming
One Olympic Plaza
Colorado Springs, CO 80909-5707
719/866-4578 Fax: 719/866-4669
Web site: <http://www.usa-swimming.org>