

Level 2 Skills Development

Advancement Requirements * Exceptions may be made on a case by case basis

	Physical:
1.	Ages 11-12 → has at least 4 JO Cuts (more than 1 stroke) Ages 13-14 → has at least three B Times (more than 1 stroke) Ages 15-18 → has at least 2 B times or coach's recommendation
2.	Swims 4 x 200 IM on 4:00
3.	Kicks 7 x 100 on 2:20
4.	Swims 8 x 100 Fr on 1:40
5.	One of the following: a. Swims 8 x 100 Fr on 1:35 b. Swims 3 x 100 Fly on 2:00 c. Swims 6 x 100 Bk on 1:50 d. Swims 6 x 100 Br on 2:00
6.	Executes legal 200 IM using proper turns and breakout strokes.
7.	Swims a continuous 20-minutes swim using proper stroke technique & walls at a consistent pace once per season to determine pace.
8.	Skull in prone position for 150 yards
9.	Skull in supine position for 150 yards
	Mental Attentiveness:
1.	Consistently demonstrates ability to hold a given pace for a complete set
2.	Consistently demonstrates ability to descend pace for a complete set

Competitive Expectations

	1. Attends USA Swimming meet prescribed by coach (generally 1/month)
	2. Has completed all events offered in swimmers age groups under except for 200 Fly & 400 IM

* Swimmers should Exhibit all the behaviors expected of Novice, Junior & Level 1 swimmer

	1. Count and record time and number of stroke cycles for one length of the pool for each stroke. <ul style="list-style-type: none"> • Swimmer must be same pace or faster than Level 1 swimmer and one less stroke cycle. • Swimmer will maintain record throughout time as Level 2 swimmer.
	2. Maintain consistent stroke rates and times in training
	3. Understand the relationship between distance per stroke, stroke rate, and swimming speed.
	4. Swimmer can name two ways to minimize resistance or drag in the water.
	5. Explain one reason why sculling is important in creating propulsion.
	6. Understands the purpose of a heart rate measurement
	7. Able to measure and recall own resting and exercise heart rate

Life Skills Taught

*** Swimmers should demonstrate expected behaviors and knowledge Novice, Junior & Level 1 swimmer**

Character

1. Swimmer is timely for practices and meets
2. Swimmer consistently treats teammates, coaches, and parents with respect
3. Swimmer is responsible for behavior & gear
4. Swimmer consistently challenges themselves to perform to their utmost ability at practice.

Championship Behavior & Accountability

1. Continues to build on good sportsmanship learned as a Level 1 swimmer (e.g. doesn't throw goggles, congratulates opponents, respects competitors, gets along with friends regardless of ability)
2. Swimmer is not influenced by the negative behavior of teammates.
3. Swimmer takes responsibility for attendance, performance, and practice habits and understands how these three relate to meet performance.
4. Swimmer understands the importance of saying no to drugs and other harmful substances.

Commitment & Team Loyalty

1. Swimmer consistently demonstrates pride in team by:
 - a) beginning to lead team cheers
 - b) knowing the coaches' and teammates' names
 - c) encourages others to support and cheer on teammates during meets and practices

Health & Nutrition

1. Understand the concept of a balanced diet and the basic fuels used during swimming training.
2. Understand how to eat properly before & after practices
3. Understands how to eat properly before, during & after swim meets.
4. Understands the importance of proper hydration at practices & swim meets.
5. Has a basic understanding of the different energy system usage in sprinting versus distance swimming.

Time Management:

1. Demonstrates ability to balance school and outside activities.

Muscle Control:

1. Can combine self-talk and slow breathing for muscle control.
2. Has a clear awareness of personal stressors (uncontrollables).
3. Can perform progressive muscle relaxation
4. Recognize that muscle tension can negatively affect mind and body
5. Knows techniques to control the mind (positive self-talk and imagery) and the body (deep breathing, progressive muscle relaxation)

Goal Setting

1. Understands the principles of goal setting
2. Sets seasonal goals and evaluate performance against goals.

	Self-Image:
	1. Able to accept criticism from coach
	2. Understands the benefits of and uses positive self-talk and affirmation.
	3. Closely monitors negative self-talk
	4. Understands that criticism is a critique of an individual skill, not a critique of the person.
	Mental Development
	1. Knows at least one technique for handling negative self-talk.
	2. Can explain the importance of imagery in enhancing performance.
	3. Can explain the principles behind effective imagery practice.
	4. Can perform basic visualization skills.
	5. Can quickly return concentration focus in practice and in meets from “uncontrollable” to the appropriate focus.