

## Level 2 (Exit Competencies)

Biomechanical Progressions	Physiological Progressions	Character Development & Life Skills	Psychological Skills
<p><b>Physical</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Execute a legal freestyle, backstroke, butterfly, and breaststroke turn, including an approach of at least 10 yards/meters.</li> <li>Stroke progression. Complete progressions for the butterfly and breaststroke.</li> </ol> <p><i>Butterfly</i></p> <ol style="list-style-type: none"> <li>Demonstrate an undulating motion during the butterfly stroke.</li> <li>Demonstrate correct timing of the pull, kick, and breath during the butterfly.</li> <li>Complete one length of the pool with legal butterfly form.</li> </ol> <p><i>Breaststroke</i></p> <ol style="list-style-type: none"> <li>Complete one length of the pool with legal breaststroke form.</li> <li>Demonstrate correct timing of the pull, kick, and breath during the breaststroke.</li> </ol> <ol style="list-style-type: none"> <li>Performs 100 yards or 100 meters of individual medley with legal technique and turns.</li> <li>Perform relay exchanges.</li> <li>Performs prescribed underwater dolphin kicks for freestyle, backstroke and butterfly starts and turns</li> <li>Breathes within the rhythm of stroke in all four strokes.</li> </ol> <p><b>Cognitive</b></p> <p>From a push the swimmer counts the number of strokes/cycles per length for each stroke</p>	<p><b>Physical</b></p> <ol style="list-style-type: none"> <li>Coordinated movement patterns: swims all four strokes.</li> <li>Aerobic endurance: can perform continuous swim and kick for 10 minutes.</li> </ol> <p><b>Cognitive</b></p> <p>The swimmer begins to understand maturation, physical development, and nutrition.</p> <ol style="list-style-type: none"> <li>Understands and accepts individual differences in physical size within an age group.</li> <li>Understands that energy for exercise is derived from nutrition.</li> </ol> <p><b>Dryland</b></p> <ol style="list-style-type: none"> <li>Introduction to balance and coordination skills</li> <li>Introduction to games and activities that include kicking, throwing, tossing, hopping, jumping and skipping</li> <li>The swimmer participates in multiple sports/activities</li> </ol> <p><b>Nutrition</b></p> <ol style="list-style-type: none"> <li>Independently pack healthy snacks for during school and before/after training</li> <li>Able to choose quality calories from fruit, vegetables, whole-grains and cereals, low-fat dairy, lean protein and heart-healthy fats.</li> </ol>	<p><b>Championship Behavior and Accountability</b></p> <ol style="list-style-type: none"> <li>The swimmer demonstrates an understanding of sportsmanship–championship behavior (e.g., doesn't throw goggles, congratulates opponents).</li> <li>The swimmer will treat teammates, parents, and coaches like he or she would want to be treated.</li> <li>The swimmer talks to the coach immediately before and after each race.</li> <li>The swimmer knows basic meet procedures including how to use and read a heat sheet.</li> <li>The swimmer learns basic race tactics</li> </ol> <p><b>Work Ethic and Self-Discipline</b></p> <ol style="list-style-type: none"> <li>During practice the swimmer will             <ol style="list-style-type: none"> <li>leave on time during sets,</li> <li>start and finish at the wall,</li> <li>swim the set in the prescribed manner (e.g., doesn't do freestyle on butterfly sets, doesn't pull on kicking sets, performs all turns legally), and</li> <li>swim the entire set (e.g., doesn't walk on bottom, counts accurately).</li> </ol> </li> <li>The swimmer will communicate with his or her coach.</li> </ol> <p><b>Time Management</b></p> <p>The swimmer understands the importance of hard work in the classroom and will complete his or her homework on time.</p> <p><b>Commitment and Team Loyalty</b></p> <ol style="list-style-type: none"> <li>The swimmer will learn the history of the team.</li> <li>The swimmer chooses a swimming hero/role model (may be a member of his or her team) and knows the event in which the individual competed or competes.</li> <li>The swimmer takes pride in being a member of the team, which the swimmer demonstrates by             <ol style="list-style-type: none"> <li>participating in team cheers,</li> <li>knowing the coaches' names, and</li> <li>cheering on teammates during swims (practice or meets)</li> <li>wearing team uniform/outfitting.</li> </ol> </li> <li>The swimmer will know the name of any other training group(s) on the team besides his or her own group. (example: "age group 1," "age group 2," "senior" and "national")</li> </ol>	<p><b>Peak Performance Management</b></p> <ol style="list-style-type: none"> <li>Understands and can demonstrate the difference between tense and relaxed muscles.</li> <li>Can identify past situations where both have been present.</li> <li>Can describe the relationship between nervousness and performance.</li> <li>Can describe the mind–body connection (negative thoughts lead to tight muscles lead to poor performance).</li> </ol> <p><b>Self-Image</b></p> <p>Understands the role of failure and the importance of learning from one's mistakes; understands that this is essential to becoming a champion.</p> <p><b>Self-Talk</b></p> <p>Has a general understanding of the effect that negative self-talk plays on performance (understands the concept of GIGO—garbage in, garbage out).</p> <p><b>Mental Dimension of Training</b></p> <p>Understands that an important part of training in swimming involves the mental dimension.</p> <p><b>Concentration</b></p> <ol style="list-style-type: none"> <li>Possesses a basic understanding of the concept of concentration.</li> <li>Knows the difference between focusing on what's important and what's not.</li> <li>Has an understanding of what to focus on and what to block out both in practice and in meets.</li> <li>Is aware when focus leaves target and knows how to bring focus back (how to concentrate).</li> </ol>

Suggested Training Set Guidelines	Competitive Performance
<p><b>Physical</b></p> <p>The athlete is capable of swimming a 12-15 minute or 600 yard "set" of the four competitive strokes as well as kicking on the following interval bases: (all are per 50)</p> <ul style="list-style-type: none"> <li>Free @ 1:00 Back @ 1:10 Breast &amp; Fly @ 1:30 Kick @ 1:30 IM @ 2:30 (per 100)</li> </ul> <p>Click here for sample sets of progressive development Add the 2/500 free and/or 200 IM with good technique</p> <p><b>Cognitive</b></p> <p>Accurately counts and computes distances</p>	<ol style="list-style-type: none"> <li>Has participated in competitive situations for the primary purpose of skill development (i.e. time trials, intra-squad meets, dual meets, and other entry-level competitions)</li> <li>Completes the <i>IM Ready</i> events</li> </ol>