

Junior Bronze

Training Set	Competitive Performance	Biomechanical Progressions	Physiological Progressions	Character Development and Life Skills	Psychological Skills
Physical -Entrance Set 8x 100 FR 1:45 6x 100 IM1:55 4x 100 K 2:10 Choice K	-Participates in appropriate swim meets -Times in all 50 and 100 stks, 200 Fr, 200 IM -Availability for MW short course and long course championships is required -Age Range 9-14	Physical -Execute Start: Hold the underwater streamline position for one body length and 1/2, initiate a kicking action for one body length and progress to the surface. -Execute Flip turns: Free and Back -Execute Open Turns: Breast and Fly Execute Transition Turns: Fly – Back Back – Breast Breast – Free Cognitive From a push swimmer counts the number of stroke cycles of Free, Fly, Back, Breast. Performs a legal 200 IM	Physical -Coordinated movement Patterns: swims all strokes -Aerobic endurance: T 30 and other Ability tests once per month Cognitive -Understands maturation and physical development *Understands the relationship of training programs to physical development. *Understands the purpose of Heart Rate Measurement *Measures their own resting and exercise heart rate *Understands how muscular flexibility helps performance -Knows their times in their primary events	Championship Behavior -Demonstrates a higher level of Sportsmanship – Respect competitors and gets along with friends no matter ability level. -Leadership such as: *Lead Lane *Has appropriate equipment * Max effort in practice and meets Work Ethic and Self-discipline -Attends appropriate meets and understands the importance of being on time for Warm-up - Just Say NO to DRUGS -Challenges themselves to perform to the utmost of their ability in practice Time Management -Demonstrates an ability to balance swimming and other extracurricular activities Commitment and Loyalty -Choose a national swimming hero (esp. Olympic year) who swims what you like in events --Attends an average of three practices per week	Arousal Control -Understands the relationship between relaxation and performance -Can perform diaphragmatic breathing as relaxation -Understands that stress comes from negative self-talk and faulty focus of concentration -Understands the concept on <u>Uncontrollables</u> -Can describe the relationship between neg. thoughts, tight muscles, to poor performance Self-Image -Understand the role of failure and their ability to learn from the mistake(s) made. -Accept criticism from the coach, and understands that is about the skill not the swimmer themselves. Self-Talk -Understands the benefits and uses positive self-talk and affirmation -Closely monitors negative self-talk Goal Setting -Understands the value of setting goals to improve performance

*Adapted from USA Swimming's "Progressions of Athlete Development." Groups progress from one to another and all previous group requirements apply. Age, attendance, entrance sets, and competing in Qualifying/Championship meets are all requirements. Swimmers must demonstrate development of all other criteria