

## Level 5 (Exit Competencies)

Biomechanical Progressions	Physiological Progressions	Character Development & Life Skills	Psychological Skills
<p><b>Physical</b></p> <ol style="list-style-type: none"> <li>1. Ability to change speed while maintaining stroke efficiency.</li> <li>2. Performs more effective underwater swimming off start and turn in all strokes than in previous Level</li> <li>3. Maintains proper technique under increased training loads.</li> </ol> <p><b>Cognitive</b></p> <ol style="list-style-type: none"> <li>1. The swimmer, with the assistance of his or her coach, can calculate swimming speed, distance per stroke, and stroke rate during competition and training.</li> <li>2. Can manipulate stroke rate and distance per stroke to vary speed.</li> </ol>	<p><b>Physical</b></p> <p>Aerobic endurance: swims a T30 or other threshold set three times per season with continuous improvement.</p> <p><b>Cognitive</b></p> <ol style="list-style-type: none"> <li>1. The swimmer understands the difference between aerobic and anaerobic energy systems.</li> <li>2. The swimmer understands nutritional requirements and timing for training and competition: demonstrates understanding of basic nutrition principles, fuels for swimming performance, training diets, hydration, RDAs for swimmers, and the importance of eating a balanced diet.</li> <li>3. The swimmer understands the relationship between training, maturation and development and their effects on competitive performance.</li> <li>4. The swimmer understands how to use heart rate measurement to monitor training.</li> <li>5. Swimmer knows race plans for each event (including prelims and finals) and appropriate training paces to achieve goal time(s).</li> </ol>	<p><b>Championship Behavior and Accountability</b></p> <p>The swimmer accepts the responsibility of being a leader and/or role model. The swimmer will lead by being a positive example.</p> <p><b>Work Ethic and Self-Discipline</b></p> <p>The swimmer will demonstrate an understanding of the short- and long-term effects of performance-enhancing drugs.</p> <p><b>Time Management</b></p> <p>The swimmer uses time management skills to prioritize activities.</p> <p><b>Commitment and Team Loyalty</b></p> <ol style="list-style-type: none"> <li>1. The swimmer understands the need to sacrifice self-interest for team goals.</li> <li>2. The swimmer demonstrates commitment to his or her team by continued dedicated membership.</li> <li>3. Choose to be a swimmer</li> </ol>	<p><b>Peak Performance Management</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates an understanding of the individual zones of optimal functioning (IZOF) concept.</li> <li>2. Can identify their own optimal zone of performance both in practice and competition.</li> <li>3. Understands personal signs of under- or over excitement (“not enough” or “too much”).</li> <li>4. Skilled in two or more techniques to control excitement/nervousness (see glossary in part I).</li> </ol> <p><b>Imagery and Visualization</b></p> <p>Can visualize a race from start to finish. Can control the image so vision matches actual performance.</p> <p><b>Concentration</b></p> <ol style="list-style-type: none"> <li>1. Develops a pre-race ritual or routine.</li> <li>2. Develops race focal points for concentration.</li> </ol> <p><b>Self-Image</b></p> <ol style="list-style-type: none"> <li>1. Realizes that positive comments help reduce stress, build confidence, and can increase the enjoyment of competition and practice.</li> <li>2. Understands the damage of negative self-talk to self-esteem, performance, and the enjoyment of the sport.</li> </ol> <p><b>Goal Setting</b></p> <ol style="list-style-type: none"> <li>1. Has developed a long-range goal within the sport.</li> <li>2. Develops short-term and intermediate goals that ultimately tie into long-range goals.</li> </ol> <p><b>Meet and Practice Behavior</b></p> <ol style="list-style-type: none"> <li>1. Understands the effect of posture and actions on emotions</li> <li>2. Uses the “Act as if” strategy as a fallback position.</li> </ol>
<p style="text-align: center;"><b>Physiological Progressions</b></p> <p><b>Nutrition</b></p> <ol style="list-style-type: none"> <li>1. Can determine calorie needs considering activity level.</li> <li>2. Can read and understand aspects of nutrition labels.             <ol style="list-style-type: none"> <li>a. Fat %</li> <li>b. Carb %</li> <li>c. Protein %</li> <li>d. Electrolytes</li> </ol> </li> <li>3. Has met with a nutritionist or has sat through a nutrition discussion or presentation.</li> <li>4. Can set personal goals to help achieve healthier lifestyle and diet</li> </ol>	<p><b>Dryland</b></p> <ol style="list-style-type: none"> <li>1. The swimmer is introduced to foam rolling &amp; dynamic warm-up.</li> <li>2. The swimmer starts a strength routine which includes:             <ol style="list-style-type: none"> <li>a. Variety of exercises rotated every 5-7 weeks</li> <li>b. 15-20 reps to strengthen muscle tendon junction</li> <li>c. 15-20 reps for movement mastery</li> <li>d. Low load</li> </ol> </li> <li>3. The swimmer is introduced to light jump training:             <ol style="list-style-type: none"> <li>a. Emphasize landing mechanics first</li> <li>b. Double leg, single leg, reactionary</li> </ol> </li> <li>4. The swimmer works on aquatic posture on land:             <ol style="list-style-type: none"> <li>a. Endurance &amp; strength from finger tips to toes</li> <li>b. Balance muscles not primarily used in swimming</li> <li>c. Introduce prehab &amp; corrective exercises</li> </ol> </li> <li>5. The swimmer participates in dryland 3-5 times per week</li> </ol>		

Suggested Training Set Guidelines	Competitive Performance
<p><b>Physical</b></p> <p>The athlete is capable of swimming sets 30 to 45 minutes on the following base intervals bases: (all are per 100)</p> <p>Free @ 1:15 (SCY)/1:25 (LCM)      Back @ 1:20 (SCY)/1:30 (LCM)      Breast @ 1:30 (SCY)/1:40 (LCM)</p> <p>Fly @ 1:20 (SCY)/1:30 (LCM)      Kick @ 1:40 (SCY)/1:50 (LCM)      IM @ 1:30 (SCY)/1:40 (LCM)</p> <p><a href="#">Click here for sample sets of progressive development</a></p>	<ol style="list-style-type: none"> <li>1. Must achieve at least a 13-14 National “AAA” time standard</li> <li>2. Has a minimum IMX score of 2,800 points</li> </ol>