**Homeschool GROUP \*Home S**

IL Only

**(School year group)**

Ages (10– 13)

Progressions

**Physical**

Performs a legal 400 IM

The swimmer starts to learn senior level stroke techniques and training drills.

The swimmer will learn the role their core/body plays in power and balance while swimming and incorporates resistance training to aid in this lesson.

Muscular strength and endurance are incorporated into training (body weight mostly)

**Cognitive**

1. The swimmer understands the relationship between distance per stroke, stroke rate and speed

2. The swimmer can calculate speed and distance per stroke during competition and training.

**Cognitive**

1. Knowledge of the energy systems, can explain aerobic and anaerobic systems of energy delivery.

2. Understands nutritional requirements of training and competition, understands the importance of hydration and eating a balanced diet.

3. Demonstrates an understanding of the relationship between training programs and maturation and how it will change throughout their swimming career.

4. Uses heart rate monitoring to measure training progress and appropriate energy systems.

Character Development

and Life Skills\_\_\_\_.

**Behavior and Accountability**

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

**Work Ethic and Self-Discipline**

1. The swimmer attends the recommended meets and understands the importance of being on time for warm-ups.

2. The swimmer meets the established attendance requirements.

3. The swimmer will learn coping strategies to deal with peer pressure and parental pressure.

4. The swimmer understands and performs personal race strategies

5. An understanding of prohibited and harmful substances will be established.

6. The swimmer performs to their utmost ability in all practices and competitions.

7. The swimmer can pinpoint when and where pain is occurring

**Commitment/Team Loyalty/Sportsmanship**

1. The swimmer can effectively communicate their commitment level to their parents, coach, and teammates.

2. The swimmer knows the team and group goals and will take an active part in ensuring the group reaches their goals.

2. The swimmer takes pride in being a member of their team and demonstrates it by:

a. participating in team cheers

b. knowing teammates names

c. supporting teammates during swims (practice or meets)

Psychological Skills

**Mental Preparation**

1. Understands that an important part of training and competition involves mental preparation.

2. Knows techniques to control

the mind (positive self-talk and imagery) and the body (deep

breathing and progressive muscle relaxation).

**Focus**

1. Understands what to focus on and what to block out during practices and meets.

2. Can tell the difference between “uncontrollables” and appropriate focal points.

**Self-Image**

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

2. Is able to accept criticism from their coach and understands this criticism is a critique of an individual’s effort or yet to learn skills, not a critique of them as a person.

3. Understands the effect that negative self-talk plays on performance and closely monitors negative self-talk.

4. Understands the benefits of and uses positive self-talk and affirmations.

**Goal Setting**

1. Understands the importance of goal setting to improve performance in practices and competitions.

2. Begins to set goals for the entire season, with coach’s assistance.

Practice Requirements

**Physical**

Swimmer can complete the following practice sets

10 x 200 free (3:20y)

12 x 100 kick (2:20y)

8 x 200 IM (3:50y)

**Attendance**

Attend practice consistently 2 practices per week.

**Cognitive**

The swimmer uses the pace clock for interval training and to determine splits and pacing.

Competitive

Will participate in competitive situations for the primary purpose of skill development (i.e., time trials, intrasquad meets, dual meets and other local competitions). Focus is on developing better strokes, not on evaluation of time. Swimmer and parents seek coaches’ evaluation of improvement in technique and speed after each swim.