

INVERCLYDE ASC DEVELOPMENT GUIDELINES – COACHES/TEACHERS/PARENTS

In line with Scottish Swimming's Youth Development Plan, participation in the Inverclyde ASC programme is based on a combination of technical competence, training ability, attitude and commitment.

Sectional Coaches/Teachers will ensure that all swimmers participating within the programme will be ongoing assessed for their level of competence on all four strokes as well as starts and turns on each.

Swimmers will also have to demonstrate their ability to complete a number of related training skills.

Coaches/Teachers must ensure that lesson plans are well prepared and cover the fundamental aspects of swimming with the main objective of improving and refining technique.

Swimmers will only be encouraged to attend the allocated sessions and develop a good attitude by the Coaches/Teachers demonstrating that they are well prepared, positive in their approach and the effective use of good leadership skills.

This guide is based on the principles outlined within the Scottish Swimming Bank of Scotland 2004/2005 Youth Development and Assessment programme. This utilised in conjunction with the principles outlined by Terry Laughlin in his Total Immersion Way; will be used by the Inverclyde ASC to provide a base and a foundation to long term development of the Club's members and assist each and everyone to achieve their potential.

Remember that the Club's aim is not to produce champions, but to create an environment in which champions are inevitable.

GENERAL OBSERVATIONS

Coaches/Teachers

To be a good Coach/Teacher an individual must have a dream. The recipe for success is not based on wishes but a passion and commitment to succeed. This requires:

- Good planning
- Hard work
- Being persistence

Each Coach/Teacher by example should be creating a positive environment within their group.

Teaching Technique Guidelines

- Make sure you do, where necessary, enough land explanation and demonstration first. This means that you must be able to fully understand and demonstrate a skill correctly.
- Always be positive in your reinforcement of a skill.
- Do not sit down while you are coaching/teaching. If your group is working then you had better be working also and not sitting down. You might have been out late, but that is no excuse to give a second rate coaching/teaching job to the children in your group.
- Communication. Most important asset that you have. Both verbal and non verbal.
- Keep instructions simple and be concise.
- Learning to swim is like building a house - put down the foundations first. This is achieved by teaching the children the basics properly first. Muscular pathways are formed early - so do it right from the start.
- Look and strive for excellence. Children want to please so encourage excellence by lots of positive reinforcement
- Lastly always ensure that you are in a position to be seen by all members of your group..

Teaching qualities

- Love children
- Understand children.
- Be organised.
- Learn to be diplomatic.
- Cultivate an image of being physically fit. Looks are important. Lead by example
- Be knowledgeable.
- In learning to teach be self critical. Set high standards.
- Have a sense of humour..
- Always show patience.
- Be a communicator.

Swimmers

In assessing swimmers the Coaches/Teachers should take the following guidelines into consideration:

General

Look at the swimmer as a whole, and try and encourage efficiency of technique. through smooth movements that are linked with good rhythm and timing.

Body Position

- Check the head position and line of vision.
- Check the position of the hips in relation to the water surface.
- Check whether the body remains horizontal through out the stroke cycle.
- Check the extent and control of the longitudinal rotation in freestyle and backstroke.
- Check the extent and control of the horizontal movement in breaststroke and butterfly.

Feet and Legs

- See where the movements start and finish.
- Are feet using the power generated by the legs (are they propulsive?)
- Look at the foot position throughout the movement.

Hands and Arms

- Look at the transition from recovery into the catch position.
- Watch the pathway of the hands through the propulsive phase.
- Is the recovery smooth and controlled.

Timing

- What is the relationship between the aspects of the stroke (kick, pull and breathing)?
- Is the stroke continuous?
- Does the stroke flow from stroke to stroke?

STROKE GUIDELINES, DRILLS AND ASSESSMENTS

FREESTYLE

1. All starts, turns and finishes as per SASA laws.
2. Body should be horizontal, straight and streamlined, with the hips slightly lower than the shoulders.
3. Continuous rotation of the shoulders and the upper body.
4. Head should remain central and steady, except for a smooth turning to the side for breathing.
5. Leg action should be initiated from the hips and should be steady and positive.
6. Arm pull should show a good sculling action under the body, with a smooth recovery over the water.

Drills

- Active balance without paddling, good body position.
- Hand led sweet spot each side, good body position.
- Under switch with hidden head.
- Triple under switch with hidden head.
- Zipper with log roll to sweet spot
- Over switch with log roll to sweet spot.

Starts

The Grab-start

1. Toes over the edge of the block. Feet hip-width apart. Hands grip the block inside/outside the feet.
2. Head moves forward. Hands extend ahead. Weight of the body is transferred to the balls of the feet.
3. Body launched into a semi-circular path.
4. Head, pillowed between biceps, moving downwards from a forward-looking position.
5. Body stretched and streamlined.
6. Fingertips touch the surface of the water. Arms move forwards once more thus creating 'hole' through which the rest of the body follows.

Drills

- Slipping into water from edge of the pool, kneeled position.
- Slipping into water from edge of the pool, standing position.
- Practice and start pushing off aiming farther out
- From the block

Turns

Freestyle flip turn sequence:

1. Approach of the wall at speed.
2. Duck of the head. Start of dolphin kick during completion of final stroke (both arms stops at the hips and hips are upwards).
3. Completion of dolphin kick. Mid-somersault.
4. Tuck with legs (both hands overhead with elbows flexed in preparation for push-off).
5. Extension of arms and legs during push-off. Body rotates toward prone position.
6. Start of flutter kick. Start of pull-out. Surface. Start of second arm stroke.

Drills

- Somersaults
- Plant your feet
- The tuck

BACKSTROKE

1. All starts, turns and finishes as per SASA laws
2. Smooth and flowing action
3. Controlled roll about the long spinal axis
4. Head should remain central and steady
5. Feet and legs should maintain a steady, alternating kick
6. Arm action should be alternating, smooth and continuous

Drills

- Active balance without paddling and with a good body position
- Hand led sweet spot each side with good body position
- Slide and glide, reducing count and showing upper arm
- Full stroke with log roll

Starts

1. Hands holding the starting grips. Eyes looking down at the feet. Toes under the surface of the water, knees bent above the water.
2. At the starting signal head and upper trunk are thrown backwards. Hands release their hold on the block.
3. Arms passing the head in a path downwards. Eyes facing the far end of the pool. Hands enter first.
4. Legs straighten and push swimmer upwards, then backwards.
5. Hand on top of hand. Head pillowed between biceps.
6. Hold glide until swimming speed is reached. Start of leg action (dolphin or alternating sequence).
7. Head lifts and arm action start surface stroking.

Turns

Rollover Backstroke turn sequence:

1. Last stroke before turn.
2. Rotation to prone position.
3. Entry of arm into water. High elbow recovery.
4. Start of somersault. Head is tucked dolphin kick with legs.
5. Preparation for the push-off. Feet high on the wall. Eyes toward the ceiling.
6. Drive away from the wall while remaining on the back

BREASTSTROKE

1. All starts, turns and finishes as per SASA laws.
2. Smooth flowing action.
3. Streamline position should be achieved at the end of the kick.
4. Simultaneous whip action kick.
5. Circular arm action that does not go past the shoulder line.
6. One breath to be taken for each stroke cycle.

Drills

- Push off and glide to the surface.
- Push off and glide, exhale to water, pull and inhale
- Pull and kick with correct timing and breathing
- Heads up pulling
- Head led kicking – touching heels.
- Full stroke with correct body position and timing
- Two down, one up with correct timing.

Starts

The Grab-start

1. Toes over the edge of the block. Feet hip-width apart. Hands grip the block inside/outside the feet.
2. Head moves forward. Hands extend ahead. Weight of the body is transferred to the balls of the feet.
3. Body launched into a semi-circular path.
4. Head, pillowed between biceps, moving downwards from a forward-looking position
5. Body stretched and streamlined.
6. Fingertips touch the surface of the water. Arms move forwards once more thus creating 'hole' through which the rest of the body follows.

Turns

Open turn for Breaststroke:

1. Start of last arm recovery before touching the wall.
2. Touch of the wall with both hands simultaneously. Arms are outstretched and shoulders in line with water surface.
3. One arm coming off the wall and pull back into the side.
4. Legs tuck tightly underneath the body and into the wall.
5. One breath to be taken while extending the arm that was in contact with the wall to shove away from the wall.
6. Arms enter the water as feet make contact with the wall.
7. Feet leave the wall and begin glide underwater while rotating toward a prone position.
8. Glide in a streamlined position and start underwater arm stroke.

BUTTERFLY

1. All starts, turns and finishes as per SASA laws.
2. Body should be on the front in an horizontal position with a continuous rhythmic undulating movement.
3. Feet and legs should move in a simultaneous vertical motion.
4. Arm action should show strong sculling movements.
5. Arm recovery should be simultaneous and clear of the water.
6. Breath should be taken in the required manner.

Drills

- Head led pulsing without sounding or paddling.
- Steady aquatic breathing with rhythmic pulsing.
- Hand led pulsing without sculling.
- Slide to corners with steady breathing.
- Stone skipper with 4 pulse rhythm.
- Above with steady breathing and fly pull
- Body dolphin, 2 pulses, stroke and breath.
- Easy fly with 2 beat kick.

Starts

The Grab-start

1. Toes over the edge of the block. Feet hip-width apart. Hands grip the block inside/outside the feet.
2. Head moves forward. Hands extend ahead. Weight of the body is transferred to the balls of the feet.
3. Body launched into a semi-circular path.
4. Head, pillowed between biceps, moving downwards from a forward-looking position.
5. Body stretched and streamlined.
6. Fingertips touch the surface of the water. Arms move forwards once more thus creating 'hole' through which the rest of the body follows.

Turns

Open turn for Butterfly:

1. Start of last arm recovery before touching the wall.
2. Touch of the wall with both hands simultaneously. Arms are outstretched and shoulders in line with water surface.
3. One arm coming off the wall and pull back into the side.
4. Legs tuck tightly underneath the body and into the wall.
5. One breath to be taken while extending the arm that was in contact with the wall to shove away from the wall.
6. Arms enter the water as feet make contact with the wall.
7. Feet leave the wall and begin glide underwater in a streamlined position while rotating toward a prone position. Commence dolphin kick.

SECTION OUTCOMES

Skill Development 1&2

- Introduction to 4 strokes related drills
- Fitness drills
- Introduction to starts and turns
- Sculling techniques

Phase 1

Learning to Swim - Primary objective is to learn the skills involved in swimming by developing each of the four strokes as well as the core elements of body control and feel for the water.

Swimming is a skill development sport particularly during the developmental period of early childhood.

Skill development is paramount and therefore the principles that guide skill learning are applied to a swimmers training.

These principles include inter alia the partitioning of skills into a sequence of learning components and the linking of these individual skills to overall swimming technique.

At this stage volume requirements are secondary to the quality of skills.

Transitional 1

- Strengthen and consolidate skill base (Strokes, starts & turns)
- Develop length swimming (Continuous swimming)
- Develop training disciplines
- Introduction to interval training and use of pace clock

Transitional 2

- Strengthen and consolidate skill base (Strokes, starts & turns).
- Build and consolidate continuous swimming holding stroke pattern.
- Introduce race planning - create awareness of effort and pace.
- Introduce awareness of basic physiology.

Phase 2

Learning to Train - Swimmers enter this phase having mastered the basic skills achieved in Phase1

It is important at this stage to maximise a swimmers potential during the rapid increase of physical capabilities during maturation.

This period begins about 10 – 11 years in girls and 12 – 13 years in boys and extends beyond maturation to about 14 – 15 years in girls and 16 years in boys.

Taking cognisance of individual differences in the timing and rate of maturation the start and finish of this period will vary.

Main objective within this phase is to progressively extend the volume of training.

The quality of training is expressed in terms of maintaining efficient and effective techniques over progressively greater work loads.

Top Group

- Strengthen and consolidate skill base (Strokes, starts & turns) Incorporated into warm ups and downs
- Develop fitness - land & water
- Maintain and develop training disciplines
- Commitment to develop and understanding of the principals of interval training.
- Continue development of race planning and pace awareness

Phase 3

Learning to Achieve - A swimmers potential occurs once he/she has mastered the first two phases.

It is essential that skills acquired in phases 1 & 2 are maintained as the swimmer continues to progressively extend the volume of training.

It should be recognised that, within phases 2 & 3 there is a risk of limiting a swimmers long term success by training the swimmer as a mature adult.

Phases 2 & 3 must be utilised during a swimmer's maturation period to establish a sufficient training base in order to enable he/she to progress and achieve their potential.

The ability to absorb and adapt to training is largely aquired during the "Learn to Train" phase (2).

The effectiveness of a training programme depends upon:

- Up to and through the maturity years, quantity counts more than quality, (ie. quality is defined as a high proportion of training performed under anaerobic workloads).
- After maturation, it is the proportion of quality that counts.
- Recovery always counts.
- Quality technique and application of skills is critical.
- Frequency of exposure to stimuli always counts.

Notes

- i. The criteria in promoting swimmers from one group to another will be based on both skill levels acquired and commitment together with potential achievement; not solely upon past achievements.
- ii. Programmed competition to relate to "Phased" development.
- iii. Club Championships should be related to ability groups in both distances and times.

ASSESSMENT CRITERIA - INVERCLYDE ASC

Swimmer's Name: _____ Date of Birth: _____

Group: _____ Coach/Teacher: _____

For each section points should be awarded as follows: 2 points = Fulfils criteria; 1 point = Broadly meets criteria
And 0 points = Not yet at this standard..

ASSESSMENT CRITERIA	SCORE
FREESTYLE	
1. All starts, turns and finishes as per SASA laws	
2. Body should be horizontal, straight and streamlined, with the hips slightly lower than the shoulders	
3. Continuous rotation of the shoulders and the upper body	
4. Head should remain central and steady, except for a smooth turning to the side to breathe	
4. Leg action should be initiated from the hips and should be steady and positive	
5. Arm pull should show a good sculling action under the body, with a smooth recovery over the water	
	TOTAL
BACKSTROKE	
1. All starts, turns and finishes as per SASA laws	
2. Body should be flat and streamlined with the head in a central position	
3. Controlled roll along the spinal axis	
4. Head should remain central and steady	
5. Feet and legs should maintain a steady, alternating kick	
6. Arm action should be alternating, smooth and continuous	
	TOTAL
BREASTSTROKE	
1. All starts, turns and finishes as per SASA laws	
2. Smooth flowing action	
3. Streamline position be achieved at the end of the kick	
4. Simultaneous whip action kick	
5. Circular arm action that does not go past the shoulder line	
6. One breath to be taken for each stroke cycle	
	TOTAL
BUTTERFLY	
1. All starts, turns and finishes as per SASA 5laws	
2. Body should be on the front in an horizontal position with a continuous rhythmic undulating movement	
3. Feet and legs should move in a simultaneous vertical motion	
4. Arm action should show strong sculling movements	
5. Arm recovery should be simultaneous and clear of the water	
6. Breath should be taken in required manner	
	TOTAL

(continued overleaf)

ASSESSMENT CRITERIA - INVERCLYDE ASC

ASSESSMENT CRITERIA	SCORE
CONTINUOUS SWIMMING: Holding stroke pattern with even pace and relevant skills.	
1. 400m Freestyle	
2. 200m Backstroke	
3. 200m Breaststroke	
4. 100m Individual Medley	
5. 50m Butterfly	
	TOTAL
INTERVAL TRAINING: Holding stroke pattern with relevant skills.	
1. 4 x 100m Freestyle with 20 seconds rest.	
2. 4 x 50m Backstroke with 15 seconds.	
3. 4 x 50m Breaststroke with 15 seconds rest.	
4. 4 x 25m Butterfly with 20 seconds rest	
	TOTAL
BASIC SPEED: Fastest possible pace, holding technique and stroke quality	
1.	
SCULLING: Showing good knowledge of sculling technique.	
1. Knowledge of five different sculling positions (eg. Head & feet first, front and back, hands by side etc)	
TRAINING COMPETENCIES	
1. Lane swimming discipline; order, direction, overtaking, etc.	
2. Use of pace clock for starting, resting, timing swims etc.	
3. Use of equipment; goggles, floats, flags etc.	
4. Awareness of effort: steady pace, acceleration, fast finish.	
	TOTAL
TOTAL OF ALL CATEGORIES	

ASSESSMENT CRITERIA	Points score out of 10
ATTITUDE AND COMMITMENT	