

USA Swimming



Athlete Meetings Manual



USA Swimming
 "Catch the Spirit" LSC Camps
 Athlete Manual



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Welcome

“The mission of the USA Swimming camp program is to provide our members with an exciting camp experience that fosters the love of the sport of swimming from the grassroots to the national level.”

Objectives & Goals

The objectives of the LSC Camp Program are to motivate and educate those swimmers participating in the Levels 1, 2, 3 and 4 LSC “Catch the Spirit” Camps.

The following are goals that relate to the objectives:

1. Provide an educational experience for each participating swimmer.
2. Educate participants on the history and heroes of USA Swimming.
3. Improve swimmer’s self-image and confidence.
4. Promote LSC unity by camp participants.
5. Retain athletes in the sport of swimming.
6. Transfer information back to the swimmers’ home club.
7. Provide an opportunity for education, observation, communication and motivation to coaches.

Four levels have been developed in the LSC “Catch the Spirit” Camps. Each “Catch the Spirit” camp is designed as a combination of education sessions, social opportunities and water activities. Each level targets key elements of development through which young swimmers are progressing.

Level 1 – is designed for novice and very young (10/under) competitive swimmers. This level includes basic topics such as sportsmanship, peer pressure, stroke skills, simple training technology, and the Food Guide Pyramid

Level 2 – addresses the needs of slightly older (11/12) more advanced competitive swimmers. Included topics of interest are nutrition, starts, turns and finishes as well as more advanced drills, time management, peer pressure and self-talk.

Level 3 – creates a learning environment for more advanced competitors, usually aged 13 and older to focus on such things as goal setting, visualization, relaxation, pre-race nutrition and “eating on the road” and more advanced biomechanics through studying underwater video footage.

Level 4 - is designed to help motivate and retain advanced swimmers who are ready to step up to regional and/or national events. This camp addresses such topics as injury prevention, college preparation, banned substance and supplements education, and race strategy.



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The educational topics of Biomechanics, Nutrition and Psychology are grouped together, by level, in the manual. For example, if you are doing a Level 2 camp, go to the level 2 curriculum section. No need to wade through all of the other materials! The Camp Director and coaches still have the flexibility to include other topics or tailor your sessions to the age and interests of your athletes.

It is crucial that staff be assigned teaching topics and receive teaching materials well in advance of the camp. In many cases there are worksheets to use for the camp, but the papers would need to be duplicated in advance of the camp.

A computer, LCD projector and a screen would be extremely useful for athlete meeting presentations.



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Team Meetings Topics

**LSC Catch the Spirit Camps
 Recommended Curriculum for Each Level**

Topics	Level 1	Level 2	Level 3	Level 4
Getting Acquainted	Introductions Purpose Equipment Rules	Introductions Purpose Equipment Rules	Introductions Purpose Equipment Rules	Introductions Purpose Equipment Rules
Icebreaker activity (Recommendations)	Getting to Know you	Memory Chain	Swimmer Skits	2 truths and a Lie
Athlete talk (Recommended speaker)	A senior swimmer from LSC	A senior swimmer from LSC	National team member or college swimmer	National team member or college swimmer
Biomechanics	Basic drills	More advanced drills	1.Drills 2.use of underwater video	1.Drills, 2.underwater video 3.race strategy discussion
Nutrition	Food Guide Pyramid	1.Basic Nutrients 2. Pre-comp nutrition	1.Eating on the road 2.fuel for competition	1.Supplements and banned substances 2. Injury prevention (outside speaker)
Psychology	1.Sportsmanship 2.Practice Prep 3.Peer pressure	1.Time Management 2.Leadership 3.Self-talk	1.Goal setting 2.Relaxation/ Visualization	1.The "Business of Swimming" 2.College Preparation
Wrap-up and Awards	Prizes for all!	Prizes for all!	Special Recognition	Special Recognition



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Introduction

Presented by: Camp Director and/or Head Coach

- I. Welcome
- II. Introductions
 - A. Have staff members say a few things about themselves.
 - B. Hand a camp schedule to each swimmer and be sure each swimmer has gotten any equipment or handouts provided during the check-in.
- III. Purpose of the camp (give the purposes that you have set for your camp)
- IV. Schedule - briefly review the schedule of the camp.
- V. Guidelines
 - A. Have FUN, BE SAFE!!
 - B. Be a leader
 - C. Only positive comments
- VI. **Ice breaker activity:** suggested activities for each level/age group:
 - A. Level 1: Getting to Know You:

Items needed: small wrapped candies for each swimmer--2 per color and type placed in a bag. As the swimmers enter the room, he/she selects a candy. Do not eat or unwrap candy. Each swimmer then finds their partner, the other swimmer with the same kind of candy. Find out three or four things about your partner and then introduce him or her to the rest of the group.
 - B. Level 2: Memory Chain:

All swimmers sit in one large circle (including coaches). One person is selected to begin by stating their name and something about themselves. The next person has to repeat the information about the first person, and then give their name and something about themselves. This continues around the circle with each person repeating the information about each person before him/her. If the group is very large, break into two or three circles.
 - C. Level 3: Swimmer Skits:

Divide into groups of 5-6. Each group will have a bag with 5-6 objects in it. Each bag should contain different objects. Groups have 10 minutes to develop a skit by using all of the objects in the bag.
 - D. Level 4: Two Truths and a Lie:

Group sits in a circle or in several circles if the group is large. In turn each person makes three statements about him/herself. Two of the statements are true, one is false. The rest of the group decides which is the false statement.
 - E. Other icebreakers: make sure the activity is age appropriate!



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The Human Knot- Divide into groups of 8-10. Make a circle by having each group stand next to one another. Each person will grab the hand of someone else in the circle that is not standing next to him or her, and with the other hand grab someone else's hand forming a human knot. Each group must then unite themselves without unclasping hands. This is a fun activity that takes cooperation and decision making skills.

Goggles- Each swimmer takes two cotton balls and puts one in each side of the goggles. With the goggles on, swimmers must line up shortest to tallest. Coach's supervision is needed. **BE CAREFUL!** Five minutes to accomplish the goal.

Bingo-

Items needed: game sheet and pen, or pencil, for each swimmer

Each swimmer receives a game sheet with 16-24 squares. Each square contains a statement that may apply to the swimmers (i.e. 'I was born in California', 'I wear braces'). Swimmers get other swimmers to sign a square that applies to their statements. Only one signature is required, per swimmer, per sheet. At the end of the allotted time, the swimmer with the most signatures wins a prize. Note: Each swimmer may sign one of his/her own boxes.



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Water Games:

1. "Red Light/Green Light"

Items needed: two different colored kickboards

Using the **deep** end, the swimmers dive in from the two end lanes. On command the swimmers look at their knees. Coach holds out one of the boards over the pool (around the flags). On "GO" the swimmers dive in and swim a few strokes. They must tell the coach which color board was held out. This promotes head up diving and body position.

2. Relays

T-shirts and shorts - First person dives in with a T-shirt and a pair of shorts every swimmer after that must put on the wet T-shirt and shorts before starting his/her lap.

Kickboard Relays - Team shares 1 kickboard and must keep two hands on the board at all times.

Variation 1 - sit on the top of kickboard, must balance on top of board while moving to other end.

Variations 2 - lie on top of kickboard and paddle without board slipping.

Medley - backstroke=corkscrew, breaststroke=underwater on back, fly=chicken arms (thumbs in armpits), freestyle=doggie paddle.

Feet First: swimmers jump into the pool feet first and swim the lap feet first.

Flip Turn - First person goes to first line does a flip and then comes back. Second person goes to second line and so forth until last person flips at wall.

3. Car Races - Get a 'Hot Wheel', which must stay in contact with the bottom of the pool. If they take a breath, the swimmers must leave the car at the bottom of the pool, and return to the bottom. Swimmer must start from that point. Works well using fins.

4. Chains - Stagger your swimmers at opposite ends of the pool. First person swims freestyle to the opposite end. The second swimmer then starts to swim back toward the starting end while holding on to the first person's feet. When the chain reaches the end of the pool, the third person becomes the leader of the chain, or the 'puller'. This continues until all of the swimmers are in one long chain.

Variation 1 – "amoebas:" swimmers pick up an additional swimmer each lap and must hold hands with both hands, forming a larger and larger circle which moves down the pool.



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Camp Wrap-up

1. Award presentations
 - a. Give every swimmer a certificate
 - b. Give every swimmer a t-shirt
 - c. Level 1-2
 - i. Have a grab bag, or raffle of extra awards
 - ii. Items may be donated by local businesses, etc
 - iii. Make sure every athlete gets some kind of "trinket"
 - d. Level 3-4
 - i. Consider giving some special awards such as
 1. Best main set
 2. Most contribution to team meeting
 - ii. Special items may be donated or purchased.
 - iii. At this level it is usually not necessary to reward everyone
2. Conclusion
 - a. Review main points of the camp
 - b. Encourage athletes to share with teammates and coaches
 - c. Thank all assistants and others who helped
 - d. Fill out evaluation forms
 - e. Supervise departures
 - f. Clean up
3. Return materials and evaluations to USA SWIMMING
4. Submit a report to the LSC

Thank you for your time and effort!



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Training Terminology

Following are definitions of common terms used in training swimmers. Try to use and emphasize these terms during the camp.

1. **AEROBIC** - In the presence of oxygen; aerobic metabolism utilizes oxygen. Aerobic swims require that the muscles replenish their oxygen supply during the race. Any event over 200 yards, or meters, primarily uses the aerobic system. Example set: 10 x 100 free with 10 seconds rest between each swim, holding a steady pace.
2. **AGE GROUP** - A term designating swimmers who are below the age of 12, as in "Age Group" swimmers. Or, any of the five official age groups recognized by USA Swimming (10/under, 11/12, 13/14, 15/16 and 17/18)
3. **ANAEROBIC** - In the absence of oxygen. Sprint swims. The events that rely primarily on the anaerobic system are those 50 to 100 yards, or meters. Example set: 5 x 100 free at 3:00 minutes, race each one.
4. **BANNED SUBSTANCE** - Any performance enhancing substance that is prohibited by the IOC and FINA, the governing bodies of international swimming.
5. **BREAKOUT** - the first pull after a start, or off a wall, is the breakout. This is important to gain momentum and establish correct body position.
6. **BROKEN SWIMS** - Interval training in which a race is separated or broken into parts with a specified rest interval between each segment. This allows the swimmer to swim at race pace.
7. **CODE OF CONDUCT** - Form signed by swimmers prior to travel or events, such as camps, stating that the swimmers will abide by certain behavioral guidelines.
8. **CUT TIMES** - A minimum time standard required to enter an event at a meet.
9. **DESCENDING SET** - Training set in which each repeat time gets faster as the set progresses.
10. **DPS** - Distance Per Stroke, covering the farthest distance possible with each stroke. Swimming DSP requires concentration on technique and efficiency.
11. **DRILL** - A style of swimming that focuses on one or two parts of the stroke. Drills aid swimmers in becoming more proficient at teach part of the stroke.
12. **DRYLAND TRAINING** - Training done out of the water that aids and enhances swimming performance. This usually includes stretching, calisthenics, resistance training, weight training, or a combination thereof.
13. **ENDURANCE** - The ability to persist, to resist fatigue, usually as a result of increasing yardage swam as the season progresses.
14. **EVEN SPLIT** - When the segments of a race are all near the same time or pace. Swimming at the same pace throughout a race or swim.
15. **FIFTEEN (15) METERS** - The distance swimmers can usually legally kick underwater without surfacing. This distance should be marked at the side of the pool and along each lane.



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16. **FINISH** - The last part of a race from the flags to the wall. It is important to finish with extended arm(s) and touch with the fingertips.
17. **HOLDING TIME** – The time a coach wants a swimmer to maintain on an interval set, such as 10 x 100 on 2 minutes, holding 1 minute 30 seconds.
18. **INTERVAL** - The amount of time from one repeat until the beginning of the next repeat. It is the send off for swims, such as 10 x 100 on 2 minutes. The interval is 2 minutes.
19. **LACTATE** - A byproduct produced in the muscles from intense exercise. It is produced in most anaerobic sets.
20. **LSC** - Local Swim Committee, the governing board, or swimming authority, at the local level as defined by geographic boundaries. USA Swimming has 59 LSCs.
21. **MENTAL TRAINING** - The psychological side to swimming: preparing one's mind.
22. **NATIONAL AGE GROUP TIME STANDARDS** - Time standards derived from the previous years results that are broken down by age and sex, and divisions, i.e. B, BB, A, AA, AAA, and AAAA. These are motivational times to help swimmers compare performances around the country. Many LSCs have their own time standards as well.
23. **NATIONAL CHAMPIONSHIPS** –A senior, elite level meet with the most competitive time standards next to the Olympic Trials. This meet is held in the spring and summer. Not only does the meet serve as national championships; it is also often used to select international teams.
24. **NEGATIVE SPLIT** - When the second half of a race is faster than the first half.
25. **PACE CLOCK** - Device used in practice to assist in pacing and for intervals.
26. **RACE PACE** - Training which allows the swimmer to train at racing speed. Usually done with shorter distances or broken swims. This type of swim often times simulates race conditions.
27. **RACE REHEARSAL** - Concentration on race strategy and technique during workout.
28. **REACTION TIME** - The time it takes a person to react to a command. The amount of time between the starting sound and when the swimmer leaves the starting block.
29. **RELAY EXCHANGE** - Start used during relays for members other than the lead swimmer.
30. **REPEAT** - The distance used in a set, i.e. in a set of 10 x 50, the 50 is the repeat distance. A repeat time to hold may also be given.
31. **SCULLING** - Making a figure eight motion with the hands by pressing in and out on the water. It can be done on the back or stomach, above the head or at the hips. This helps develop a "feel" for the water.
32. **SEND-OFF** - The amount of time between two swimmers pushing off the wall in a set. Usually the send off is between 5 and 10 seconds.
33. **SET** - A specific segment of a daily practice. It could be kick, drill, pull, swim or any combination. Some sets may be repeated several times in a major set. Expressed as 10 x 100 on 2 minutes.
34. **SPEED ZONE** - From flags to flags. The area from the flags to the wall and back out to the flags. This is where a swimmer wants to build momentum into the turn, and carry that momentum off the wall.



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- 35. SPLITS** - A swimmer's intermediate time in a race. The time for each separate 25, 50, 100, etc. Splits help swimmers learn race strategy.
- 36. STREAMLINING** - The position used to gain maximum distance during a start or push-off. The swimmer's body should look like an arrow.
- 37. TAPER** - The final preparation phase prior to major competitions.
- 38. ZONE CHAMPIONSHIPS** - An all-star competition for age groups. This meet is held in all four zones: Eastern, Western, Central and Southern. Swimmers compete as a team member for their LSC, not for their individual clubs. Each Zone determines the qualifying times for its meet.



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Helpful Telephone Numbers

USA Swimming Headquarters

719-866-4578 (office)

719-866-4669 (fax)

www.usaswimming.org

Additional Resources

- Other LSCs
- Local "experts" (physicians, therapists, nutritionist, psychologist, athletes, etc)
- Local college (coaches, athletes, professors, trainers, etc.)
- Local TV and radio stations
- Foundations of Coaching DVD from USA Swimming
- Successful Sport Parenting CD from USA Swimming
- Stroke and technique DVDs from ASCA (www.swimming.coach.org)



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Level I Curriculum

Biomechanics:

This section offers suggestions of “universal” stroke drills appropriate to Level 1 athletes. Remember that these swimmers have their own coaches! You are not to try to change their stroke technique or indicate that the home coach is “wrong.” Your job in a camp situation is to teach and reinforce universal stroke principles and perhaps introduce or reinforce basic stroke drills!

Teaching principles:

Explain: tell them what they are going to do. Tell them several different ways.

Demonstrate: show them what they are going to do.

Practice: have them try the skill. Give feedback and gentle correction.

Repeat: come back to the skill several times and do it again in order for learning to be complete.

If you have a Senior swimmer working with the camp, that athlete should be used to demonstrate the drills and techniques!

1. Body position on land:

- Have the swimmers stand on deck with good posture. Draw an imaginary line through the side view of their bodies (ear, shoulder, hip, knee, ankle should be all lined up.)
- Have the swimmers lie on the deck, arms streamlined and locked behind the ears. Have them try to press their bodies into the floor without arching their backs.
- Have them stand in streamline position. Correct arms to be locked behind ears. Refer to this as the “arrow” position.

2. Body position in the water:

- Experiment with floating to have swimmers find their own buoyancy and find out how to apply tension to maintain this position.
- Work on arrow position floating.
- Work on arrow position from a push off: see who can go the farthest. Give prizes!
- Work on arrow position from a dive (make sure you have 5 feet of water!!!) See who can go the farthest and give prizes. (Gliding only/kick and glide)

3. Counting stroke cycles

- Teach the swimmers how to count stroke cycles. Each time the right hand enters the water is one stroke cycle. (Two arm pulls in freestyle is one cycle.)
- Practice stroking and counting on land
- Have one swimmer swim and everyone count
- Have all swimmers count cycles for 25s or 50’s
- Talk about how to take fewer stroke cycles
- Swim using one fewer stroke cycle every 50 (5 x 50)



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4. Freestyle drills

- Flutter kick on side, one arm extended, rest ear on shoulder, face out of the water, other arm at side
- Same as above, 10 kicks, one stroke to roll to the other side, 10 kicks, repeat
- Catch-up stroke
- Finger tip drag stroke
- Full stroke swimming with "fists."
- Full stroke: counting cycles

5. Backstroke drills

- Flutter kick on back, hands at side
- Flutter kick on back, one arm extended in streamline
- Flutter kick on back, both arms streamlined
- Flutter kick on side, one arm extended, one arm at side
- Flutter kick on side, 10 kicks, one backstroke recovery stroke to roll to the other side
- Single arm swimming (other arm remains at side)
- Full stroke: counting cycles

6. Breaststroke drills

- Breaststroke kick on back, hands at side, knees underwater
- Breaststroke kick with hands below the butt: try to touch hands with heels
- Breaststroke arms with dolphin kick
- Breaststroke arms with flutter kick
- 2 kicks, 1 pull
- Full stroke: counting cycles

7. Butterfly drills

- Dolphin kick on back
- Dolphin kick on side
- Crawlfin drill: butterfly arms, flutter kick (kick each time hands enter water)
- Single arm fly: working on 1 kick in front, 1 kick in back
- 3 kicks to each stroke (hold hands in front to finish kicks)

8. Turn Drills

- Mid pool flip turns
- Hang on wall and kick, then turn when whistle is blown (breast and fly)

9. Other suggestions

- Long easy swims emphasizing streamline (assign a certain number of kicks off of each wall)
- 25's or 50 working on decreasing stroke count
- Relays, relays, relays: Be Creative!!



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Level 1 Curriculum

Nutrition Topic: The Food Guide Pyramid

There are excellent materials on the Food Guide Pyramid available on the Internet.

Simply Google - [Food Guide Pyramid](#) or [ChooseMyPlate.gov](#)



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Level 1 Curriculum:

Psychology

Topic 1. Practice Preparation

Objective: To make the swimmers more aware of the role that practice plays in their success as swimmers.

Method: This can be a large group activity directed by the coach, or with swimmers broken into 4 groups, with each reporting back on one of the following topics.

- Why do we practice? (Ask swimmers for their answers)
- What are the parts of practice and why is each important? (Ask swimmers to think of the different parts such as: Warm-up; Main Set; Drills; Kicking; Pulling, etc.) During the discussion, try to introduce training terms such as: aerobic, anaerobic, sprint, warm-up, warm-down, recovery, heart rate, drill, etc.
- Define what good practice behavior is. (Ask the swimmers to list ideas)
- What makes practice fun? (Ask swimmers to list ideas: what do they think is “fun”?)

"Hands on" activity suggestion:

Have swimmers write a workout. Have them pretend they are the coaches getting ready for practice. Write the workouts on a chalkboard or white board and discuss them. How long is the workout? How long would it take to complete? Are all of the “parts” there? Would it be fun to do? Is there a purpose to each part?

You may want to make copies of the following page and hand it out to your swimmers to take home. Try to make time to talk about each “tip.”



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Practice Preparation
(10 tips towards successful practices)

1. Bring necessary suits, practice caps, goggles, training equipment, towels and any personal toiletries you need. Pack your own swim bag and be responsible for your things.
2. Bring a water bottle. Finish it during practice!
3. Be on time to all practices. Stay the whole time.
4. Stick to good sleeping habits. Try to go to bed and awaken at about the same time each day.
5. Eat a balanced diet from all of the food groups. Your body needs fuel to swim on a daily basis. Try to eat a light meal before you go to practice.
6. Set practice goals for the day, week, and month.
7. Let your family know that swimming is important to you. Ask your parents to be involved with your team. Tell them if you feel like there is too much pressure on you.
8. Talk to your coach about practice habits, stroke corrections, goals, meets or any other concerns with your swimming.
9. Choose friends who support your swimming.
10. Always say "NO" to drugs, alcohol and tobacco.



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Topic 2. Sportsmanship

Sportsmanship is something that is important in everything we do.

Ask: What is a “good sport”?

A good sport is a person who practices a sport and behaves generously in defeat or victory.

Ask: Give some examples of “being a good sport.” Try to elicit some of the following ideas:

- A good sport plays by the rules.

All games and activities have special instructions and rules. If you are a good sport always follow the rules, and people will like to play with you.

- Good sports are willing to try something new.

Your friends may want to try something a new game or activity and you may be nervous. You can be a good sport by giving it a try.

- Being a good sport means being a good winner and loser.

If you lose a game, you should congratulate the winner. When you win, try to say something kind to the loser. That way everyone feels good.

- Good sports can laugh at themselves.

Sometimes things may not go as you expected. Learning to laugh at your mistakes shows you're a good sport.

- Good sports look on the positive side of things.

Part of being a good sport is being cheerful when you are sick or unable to do everything you want to do. Remember that there are many good things to be happy about in your life. How many can you think of right now?

- Being a good sport means sharing in friends' successes.

When your friends do well at something, you should be happy for them.

- If you are a good sport, you are willing to change your plans when things go wrong.

Unexpected things sometimes happen that may seem to ruin your plans. Be a good sport and use your imagination to find something else you can do and enjoy.

- Good sports understand that they cannot always have everything their way.

If you are a good sport you don't have to have your own way all the time. A good sport is flexible and open-minded and willing to accept a friend's decision.

- Everyone likes a good sport.

Being a good sport means finding ways to help others have a good time - and joining in. You can be a good sport no matter what age you are.

- Show younger children how to be good sports by being a good example.

Younger swimmers often want to give up when they run into difficulties.

You can show them how to be a good sport by helping and encouraging them.

People who are good sports are more fun to live, work and play with.



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Sportsmanship activity:

Place the swimmers in groups and let them do some role-playing.

Role-Playing Hints:

- Give lots of hints, ideas
- Have the swimmers role play both a positive and negative leader in each situation. The “class clown” will enjoy playing the negative role
- Bring in props for use in situations. Props give the swimmers more ideas. (i.e. a stopwatch for the “coach,” kickboards or pull buoys, hats, t-shirts, balls, a pair of sunglasses, etc: anything that takes the focus off of the less outgoing child and puts the focus on the prop or the role being played.)

Following are possible situations to role-play. Try to show how both a “good sport” and a “poor sport” would act:

1. The coach says the entire group has to do a set over again because some of the swimmers were not doing it right.
2. Your best friend just beat you in your favorite race.
3. Your team won a close meet over your biggest rival.
4. Your team lost a close meet to your biggest rival.
5. You got disqualified in your championship meet.
6. You have been working hard all season and then you do not swim well in your “big” meet. You are really upset.
7. The coach asks everyone to pick up equipment, and some kids just run to the locker room.
8. A swimmer you do not like says “I’m going beat you today.”
9. You finally beat you biggest rival, who is someone you don’t really like.
10. Your parent criticizes your race.



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Topic 3. Peer Pressure

Saying "No" and Keeping Friends

Adapted from Peer Pressure Reversal:
An Adult Guide To Developing A Responsible Child and
How To Say No And Keep Your Friends
By Sharon Scott

The following presentation is made in an effort to develop sound judgment in young people and give them guidance and a plan for making good decisions. If this topic is handled in your area by a school program, use this time to help your camp participants learn to deal with peer pressure and choices regarding swimming vs. other normal activities. This can include persistence in pursuing goals, planning and prioritizing time (see "Time Pie" on the last page of the Swimmers Diary), etc. You, as the coach of the camp, should read through the material and decide how you want to present this to make it a "fun" and worthwhile activity.

At the end of this section are 10 strategies to respond to peer pressure. You may want to divide your group into 10 groups or sets of partners. Have each group pick a strategy "out of a hat" and role-play the use of that strategy. You may have to give lots of guidance to get them started on "situations" to role-play. Once they get started, most kids love to act!

Basic Discussion information:

- You probably make many decisions every day: small, routine decisions such as what you are going to have for breakfast, what you are going to wear to school, and whether or not to pay attention in class. You have been making those kinds of decisions for years, and have probably become very good at it.
- This meeting is about a different kind of decision, called a PEER PRESSURE DECISION. It is a type of decision which may be the hardest of all for you to make, since (1) you'll have to think very quickly and (2) your friends or peers will be there trying to help you make the decision.
- There is positive and negative peer pressure.
 - The positive kind can make you very happy about having friends. Positive peer pressure happens when someone encourages you to do your very best. Positive peer pressure is cheering your team on, talking a friend out of drinking at the party, or pushing friends to do their best in a difficult subject.
 - Negative peer pressure happens when friends or acquaintances encourage you to do



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something that is wrong or dangerous. If friends do not encourage you to do things that contribute to your success, they are not your friends.

- Teasing or kidding can be hard to take, and sometimes you may want to go along with your friends to keep them, or just to get them off your back. If your friends use peer pressure "lines" like "don't be a chicken" or "we won't get caught" to try to get you to do something you shouldn't, and you let those lines get you involved, who is in control of you?
- We all want to be liked and to be popular. It's important no matter what your age. But if you think about it very carefully, it's possible to do both - have friends and be popular, AND make good decisions and avoid trouble!

PEER PRESSURE REVERSAL (PPR) is a method that will give you lots of ways to stop the pressure - to put it in reverse! - and get away from trouble.

These three steps are guaranteed to get you out of tough situations, but let you continue to be a part of your peer group.

I. CHECK OUT THE SCENE

- A. **Look and Listen** - You need to observe your friends (or the people with you) closely and notice if there is anything unusual or weird in the way they are grouped, acting, or behaving. You should also look at the environment around the group.
- B. **Ask yourself: Is this trouble?** - If you ask yourself: "Is this trouble?" you will be able to consider whether or not you should avoid the activity. "Does this break a law or will it make an authority angry?"

II. MAKE A GOOD DECISION

- A. **Weigh both sides** - So that you can make an intelligent decision for yourself, you need to consider BOTH SIDES of the situation. Ask yourself: "If I do this, what good can happen?" and, "If I do this, what bad can happen?"

If you carefully examine both the positive and negative consequences of a difficult situation and are really honest with yourself, you will find that the list of potentially unpleasant consequences is usually much longer.

- B. **Decide: Stop or Go** - You must choose one. It's important for you to know that if you do NOT make a firm decision, it will be very difficult for you to avoid the trouble.

So you have to decide CLEARLY whether it is worth it to participate in the activity.

Not only have you avoided negative consequences, but also you'll probably



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feel good about doing the right thing: what YOU think is right and your friends will be less likely to go ahead and risk the trouble alone.

It takes confidence and strength to make good decisions consistently. At some point in your life you MUST decide who is going to make your decisions for you. Will it be your friends, or yourself?

III. ACT TO AVOID TROUBLE

A. What to Say

Here are the ten peer pressure reversal responses. You often will use more than one to get out of a trouble situation. Having these choices can be just like getting rescued from trouble.

1. Just say no
2. Leave
3. Ignore
4. Make an excuse
5. Change the subject
6. Make a joke
7. Act shocked
8. Flattery
9. A better idea
10. Return the challenge

Role-play Activity: Put each of the following on a separate sheet of paper. Divide your group into 10 groups. Have each group make up a short skit to demonstrate how to use each response. You could have the large group guess which response is being used...it should be obvious!

Role Playing Hints:

- Give lots of hints, ideas
- Have the swimmers role play both a positive and negative leader in each situation. The "class clown" will enjoy playing the negative role
- Bring in props for use in situations. Props give the swimmers more ideas. (i.e. a stopwatch for the "coach," kickboards or pull buoys, hats, t-shirts, balls, a pair of sunglasses, etc: anything that takes the focus off of the less outgoing child and puts the focus on the prop or the role being played.)

1. **Just Say No** - The key to doing this is to keep it short and closed to further discussion. Your voice and facial expression can tell your friends exactly how you feel about their pressure.
 - "Shake your head."
 - "Thanks, but no thanks."
 - "No way!"
 - "Not if I want to live."
 - "Don't want to."
 - "Forget it!"

Use the "broken record" approach by repeating the same phrase over and



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over until your friend gets the message and gives up.

2. **Leave** - Just walk away from the trouble situation. If you are in a group, they may not even notice if you leave. The rule is that you say no, in any PPR words, **NO MORE THAN TWICE**, before you walk way.
3. **Ignore** - You can appear to be busy studying, listening to music, deep in thought, distracted by what someone else is saying - just don't listen to what your friend is saying.
4. **Make an excuse** - "Making an excuse" is thinking of something you could or should be doing instead. Try to base your excuses on the truth, even if exaggerated. Good excuses are:
 - "My parents would kill me!"
 - "I have to go to practice."
 - "I'm expecting a phone call."
 - "I've already got other plans."
 - "I don't feel like it."There is an excuse that never fails: "I don't feel well. I've got to go to the bathroom." Then take your time in the bathroom in order to give your friend time to leave!
5. **Change the subject** - This involves quick thinking and fast-talking. In order to change the subject convincingly, you must pick a topic that will get their interest or take them by surprise.
 - "Guess what Jim said about you-it's all over school."
 - "I really like your shoes. Where did you get them?"
 - "Did you watch the game Sunday? Four interceptions!"
6. **Make a joke** - Coming back with a joke can be a funny AND effective way of handling negative peer pressure. A few of these examples will seem a bit corny, but they can all be effective. Be creative.
 - "I'd love to, but I already made plans. I have to go home and rearrange my sock drawer."
 - "Love to, but it's my night to brush my dog's teeth."
 - "I wish I could, but I've got to walk my goldfish."
 - "Yeah, and right after that we'll blow up the world."
7. **Act shocked** - Act amazed, astounded, as if you are in a state of shock! Look at your friend and roll your eyes, let your mouth drop open, and say something like:
 - "I know you didn't mean that!"
 - "I can't believe you even suggested that!"
 - "How silly! Earth calling _____!"
8. **Flattery** - Saying kind, thoughtful things about your friend often works beautifully to your advantage.
 - "You're too smart to really mean that."
 - "You usually have such good ideas."



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- "You have a really good brain. Use it to think of something that won't get us grounded for the rest of our lives."
9. **A better idea** - Quickly suggest something else to do - something better. Suggest the alternative with excitement and energy, as if offering an invitation your friend would be crazy to turn down.
- "Hey, I've got a good idea! Let's go..."
 - "Why don't we (shoot some baskets, listen to this)?"
10. **Return the challenge** - When a friend is really pressuring you, maybe even acting hostile, you may have to get tough. It is probably time to RETURN THE CHALLENGE.

The most common mistake people make when confronted by such a challenge is to become too defensive. When you, like most people, are called "chicken," your first response is "No, I'm not!" Don't give your friend a chance to say, "Prove it." Here are some other responses.

- "With friends like you, who needs enemies?"
 - "If you were my friend, you wouldn't be bossy."
- When the friend taunts you with "Chicken", you could say:
- "So, I'd rather be a chicken than a turkey like you."
 - "What's wrong with chickens?"
 - "Thanks, I'm glad you noticed."
 - "Just walk away, flapping your arms like a chicken."

Peer Pressure Reversal: An Adult Guide To Developing A Responsible Child and How To Say No And Keep Your Friends are copyrighted properties of Human Resource Development Press, 22 Amherst Road, Amherst, Mass. 01002. To order call 1-800-822-2801.



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Level 2 Curriculum

Biomechanics

This section offers suggestions of “universal” stroke drills appropriate to Level 2 athletes. Remember that these swimmers have their own coaches! You are not to try to change their stroke technique or indicate that the home coach is “wrong.” Your job in a camp situation is to teach and reinforce universal stroke principles and perhaps introduce or reinforce basic stroke drills!

Teaching principles:

Explain: tell them what they are going to do. Tell them several different ways.

Demonstrate: show them what they are going to do.

Practice: have them try the skill. Give feedback and gentle correction.

Repeat: come back to the skill several times and do it again in order for learning to be complete.

If you have a Senior swimmer working with the camp, that athlete should be used to demonstrate the drills and techniques!

1. Body position on land:

- Have the swimmers stand on deck with good posture. Draw an imaginary line through the side view of their bodies (ear, shoulder, hip, knee, ankle should be all lined up.)
- Have the swimmers lie on the deck, arms streamlined and locked behind the ears. Have them try to press their bodies into the floor without arching their backs.
- Have them stand in streamline position. Correct arms to be locked behind ears. Refer to this as the “arrow” position.

2. Body position in the water:

- Experiment with floating to have swimmers find their own buoyancy and find out how to apply tension to maintain this position.
- Work on arrow position floating.
- Work on arrow position from a push off: see who can go the farthest. Give prizes!
- Work on arrow position from a dive (make sure you have 5 feet of water!!!) See who can go the farthest and give prizes. (Gliding only/kick and glide)



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3. Counting stroke cycles

- Teach the swimmers how to count stroke cycles. Each time the right hand enters the water is one stroke cycle. (Two arm pulls in freestyle is one cycle.)
- Practice stroking and counting on land
- Have one swimmer swim and everyone count
- Have all swimmers count cycles for 50's
- Talk about how to take fewer stroke cycles
- Swim using one fewer stroke cycle every 50 (5 x 50)
- Swim 200s on long rest, trying to maintain stroke cycle count

4. Freestyle drills

- Flutter kick on side, one arm extended, rest ear on shoulder, face out of the water, other arm at side
- Same as above, 10 kicks, one stroke to roll to the other side, 10 kicks, repeat
- Catch-up stroke
- Finger tip drag stroke
- Single arm freestyle (other arm down at side)
- Long arm doggie paddle (Human stroke)
- Alligator eyes: eyes out of the water, looking straight ahead (breathe to the front)
- Full stroke swimming with "fists."
- Full stroke: counting cycles

5. Backstroke drills

- Flutter kick on back, hands at side
- Flutter kick on back, one arm extended in streamline
- Flutter kick on back, both arms streamlined
- Flutter kick on side, one arm extended, one arm at side
- Flutter kick on side, 10 kicks, one backstroke recovery stroke to roll to the other side
- Single arm swimming (other arm remains at side)
- Double arm backstroke: face remains out of water
- Swim with an item on the forehead, without losing it (a coin, a pair of goggles, a flat rock)
- Full stroke: counting cycles



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6. Breaststroke drills

- Breaststroke kick on back, hands at side, knees underwater
- Breaststroke kick with hands below the butt: try to touch hands with heels
- Breaststroke arms with dolphin kick
- Breaststroke arms with flutter kick
- 2 kicks, 1 pull
- Single arm, other arm extended in front
- Arms extended, pull with hands and wrists only
- Full stroke: counting cycles

7. Butterfly drills

- Dolphin kick on back
- Dolphin kick on side
- Crawlfin drill: butterfly arms, flutter kick (kick each time hands enter water)
- Single arm fly: working on 1 kick in front, 1 kick in back (breathe to front or side)
- 3 strokes left arm, 3 strokes right arm, 3 strokes both arms
- 4 kicks, 2 full strokes
- Full stroke, counting cycles

8. Turn Drills

- Mid pool flip turns
- Hang on wall and kick, then turn when whistle is blown (breast and fly)
- Mid pool 50's (start and end each 50 in the middle of the pool)

9. Other suggestions

- Long easy swims emphasizing streamline (assign a certain number of kicks off of each wall)
- 50s and 100's working on decreasing stroke count
- Start progression: begin with jumping off the blocks (feet first entry) from starting position: jump for distance
- Sculling: especially feet first!
- Vertical kicking in deep water (breast, fly or flutter)
- Relays, relays, relays: Be Creative!!



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Level 2 Curriculum

Nutrition Topic: The Basic Nutrients and Hydration

This session teaches the swimmers about the basic nutrients the body needs. Start with the following True/False Quiz. They can write the answers on a scrap of paper or you can just ask for a show of hands on each question. (**Note: All of the answers are false, but are commonly held beliefs or misconceptions!**)

TRUE OR FALSE????

1. The best diet for a swimmer is a nonfat diet.
2. Swimmers who don't eat meat are OK as long they eat plenty of carbohydrates.
3. All swimmers should take vitamins to be sure they stay healthy.
4. Dietary supplements are safe because they are sold in health food stores.
5. Any liquid is fine during practice or a meet (water, fruit juice, tea, soda) as long as you take liquids.
6. Swimmers shouldn't eat ice cream, cake or fries.
7. Drink only when thirsty.
8. Swimmers don't sweat.

Basic Information for coach or presenter:

This information can be presented in question/answer form or as a lecture/discussion.

1. WHAT ARE NUTRIENTS?

Nutrients are chemical substances obtained from foods during digestion. They work together to supply swimmers with energy and help to build and maintain body cells and to regulate body processes.

2. WHAT ARE THE 6 BASIC NUTRIENT GROUPS?

- Carbohydrate
- Fat
- Protein
- Vitamins
- Minerals
- Water

3. WHAT ARE THE ENERGY-YIELDING NUTRIENTS?

- Carbohydrate
- Fat
- Protein



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4. WHAT ARE CARBOHYDRATES?

- Swimmers get most of the energy for their workouts and performances from carbohydrates.
- Certain foods, such as breads, cereals, pasta, fruits, and vegetables, are excellent sources of carbohydrates.

5. WHAT IS FAT?

- Fat is also an energy source for swimmers, but it takes 20-30 minutes from the time an athlete starts to exercise until enough fat is available to help during exercise.
- Cakes, pies, french fries, chips, oils, and salad dressings are foods high in fat.
- Most swimmers have no problem eating enough fat. As a matter of fact, it is easy to eat too much fat, and as a result, neglect the carbohydrates.

6. WHAT IS PROTEIN?

- Protein, found throughout the body, is necessary to build all body cells.
- It is possible to use protein for energy, but that is not its main function in the body.
- Only during starvation or extreme malnutrition does the body use protein as a source of fuel.
- Foods high in protein include meat, beans, and other legumes (chick peas, lima beans, etc).

7. HOW MUCH CARBOHYDRATE, FAT AND PROTEIN DO SWIMMERS NEED?

- Swimmers in training need a lot of calories, and these calories should come from foods high in carbohydrates. A swimmer's diet should contain an energy nutrient balance of:

60% Carbohydrate

25% Fat

15% Protein

8. WHAT ABOUT VITAMINS?

- Vitamins do not supply calories. They help control the growth of body tissue. They are also essential for the release of energy in the body.
- The body cannot make most vitamins, therefore you must supply these vitamins to your body in what you eat and drink. Vitamins are widely distributed in the foods that make up the typical diet.
- Most swimmers can obtain all the vitamins they need by eating a wide variety of foods from all of the food groups. For example, a swimmer can get almost 100% of the required Vitamin C from just one glass of orange juice!

9. WHAT ARE MINERALS?

- Like vitamins, minerals do not supply calories, and they are involved in an endless number of jobs in the body.
- Primarily, minerals build cells and control body processes.
- Important minerals include calcium, iodine, iron and phosphorous.



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10. DO SWIMMERS NEED TO TAKE EXTRA VITAMINS AND MINERALS?

- *NO.* Although deficiencies of vitamins and minerals can result in poor performance, there is no evidence that vitamins and minerals taken in excess of the normal daily requirements will enhance performance.
- Swimmers can automatically increase their vitamin and mineral intake if they make wise food choices from the five food groups.

11. WHAT'S THE WORD ON SUPPLEMENTS?

- Swimmers may be offered dietary supplements that manufacturers claim will enhance their performance.
- This issue has become one of great importance since the claims made by the manufacturers of dietary supplements are not strictly evaluated by the US Food & Drug Administration.
- In some cases, the ingredients listed on a product's label do not match the contents of the container 100%.
- The failure of a product's ingredients list to match its contents opens the door for positive drug tests.
- Because there is inadequate scientific evidence to support the safety and effectiveness of dietary supplements, athletes are encouraged to obtain all of their nutrient needs from conventional foods. These needs, both caloric and vitamin- and mineral-related, can be met by eating a **VARIETY OF FOODS** from **ALL OF THE FOOD GROUPS** on a daily basis.

12. WHAT DO WE NEED TO KNOW ABOUT HYDRATION AND FLUID REPLACEMENT?

- Staying hydrated is critical to swimming performance.
- Due to the nature of the sport (i.e. because it takes place **IN** water), swimmers often do not realize that they are sweating as they workout. Research studies have shown that losing just 2% of your body in sweat during practice can impair your ability to perform!
- Just ½ cup of water every 15-20 minutes during workout helps replace body fluids that are lost during exercise and can help maintain proper hydration.
- Sports drinks are acceptable too, especially when training longer than 60 minutes at a time. Be sure the sports drink is 6-8% carbohydrate. Other alternatives are ½ strength fruit juices.



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GUIDELINES FOR FLUID REPLACEMENT

<u>Before Exercise</u>	<u>During Exercise</u>	<u>After Exercise</u>
Drink 10-14 oz (1 full water bottle) 30-60 minutes before practice	Drink 3-4 oz (couple gulps) every 15 minutes during practice	Drink 2 cups for every pound lost during practice

Hydration Tips to Remember:

1. Thirst is not a good indicator of hydration status. If you are thirsty, you are already dehydrated.
2. Check the color of your urine to determine hydration status. If it's dark gold, drink more fluids! If the color is pale yellow, you are probably hydrated, but keep up the fluid intake.

ACTIVITY:

Have athletes record their body weight in pounds.
 Calculate 2% by multiplying body weight by 0.02.
 Losing this amount during practice could mean dehydration!

Body Weight = _____

2% of Body Weight = Body Weight x 0.02 = _____ lbs x

0.02 = _____ lbs



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Level 2 Curriculum

Psychology Topics

Topic 1: Time Management

TEAM ACTIVITY

Set up a board with 24 open spaces on it. (24 = hours) 8 spaces = SLEEP. Put different activities in a hat and as they draw them out, have them fill-up the spaces. Some activities may have to be rejected.

The purpose of this team meeting is to help the swimmers manage their time and activities effectively so that they are more successful in meeting their personal goals and obligations.

I. Time Estimating

A. In order to make the best use of time, it is helpful that the swimmer has an increased awareness of units of time and has the ability to match tasks with appropriate blocks of time.

1. Have the group suggest activities that can be completed according to the following blocks of time:

1 minute	one hour	a weekend
5 minutes	two hours	a week
15 minutes	3-6 hours	a month
30 minutes	one day	

II. Assigning Priorities to Activities

A. Swimmers should develop the ability to distinguish between "have-to" activities and "want-to" activities, and be aware of the time that they spend on each activity.

1. Hand out "How do I spend my time?" worksheet and have the swimmers list all activities and indicate, "Have to" or "want to."
2. Have the swimmers complete the daily "Have to"/"Want to" Activities worksheet, indicating the implications of not completing each activity and the reward of completing each activity.
3. Group discussion of these items.

III. Evaluation of Time Utilization

A. Swimmers should evaluate their present time utilization and determine where they can apply time management skills to make better use of their time.



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1. Hand out "How I spent my day" worksheet and have swimmers complete the chronological description of their last day at home before leaving for the camp.
 2. Have the group pair up with a person of their choice and through a question and answer process, have each person evaluate the other's use of their time for their typical day.
 3. Group discussion of time utilization.
- IV. Time Wasters
- A. Have the group discuss and list activities that are time wasters that interfere with good time management.
- V. Doing What You Don't Like Doing
- A. It is helpful for the swimmer to have a strategy in accomplishing those tasks that they don't like to do. Have the group suggest ways of dealing with unpleasant tasks.
 1. One way to make an unpleasant task more bearable is to make a game of it. Set a time limit to try and get the job done quickly, but also doing it well. Discuss ways to make a game out of a task.
 2. Another way to be self-motivating is to complete an unliked task to reward yourself. Promise yourself that to do something you really like to do upon completion of the unpleasant task.
 3. Use positive self-talk to encourage yourself to complete your unpleasant task.
- VI. Value of a "To Do" List
- A. It can be very helpful for swimmers to make a "to-do" list of tasks to be done for a day, a weekend, or a week. After listing all the tasks to be completed, the tasks should be prioritized in order of importance. Designating each task with an "A", "B", or "C" ranking can do this. Those "A" tasks are "have to" and most important, "B" tasks are "want to" and less important than "have to" items, and "C" tasks are the least important.
 1. A "to do" list can be a good motivational tool, because the swimmer can take satisfaction in crossing off completed tasks and can see the list grow smaller with their efforts. This enhances a sense of accomplishment. It also helps to get the most important jobs done first, and will eliminate "forgetting" an important task.
 2. It also helps to prioritize the tasks to be done.



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How Do I Spend My Time?

Fill in the appropriate information about each of the activities done on a daily basis and circle "have to" or "want to" for each, or both!

CHORES AT HOME _____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to

WATCH TV _____ Time to do _____ Have to/Want to

HOMEWORK _____ Time to do _____ Have to/Want to

PLAY _____ Time to do _____ Have to/Want to

SWIMMING _____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to

FAMILY TIME _____ Time to do _____ Have to/Want to

HOBBIES _____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to

HEALTH _____ Time to do _____ Have to/Want to

OTHER _____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to

_____ Time to do _____ Have to/Want to



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How I Spent My Day

5:00 AM	2:00
5:30	2:30
6:00	3:00
6:30	3:30
7:00	4:00
7:30	4:30
8:00	5:00
8:30	5:30
9:00	6:00
9:30	6:30
10:00	7:00
10:30	7:30
11:00	8:00
11:30	8:30
NOON	9:00
12:30 PM	9:30
1:00	10:00
1:30	10:30



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"Have To" Activities

ACTIVITY	REWARD IF COMPLETED	RESULT IF NOT COMPLETED

"Want To" Activities

ACTIVITY	REWARD IF COMPLETED	RESULT IF NOT COMPLETED



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Topic 2: Leadership and Peer Pressure

Introductory Team Activity

House of Cards – Divide the group into four (4) groups. Each group gets a large stack of index cards or playing cards. Each group has 15 minutes to build the highest house by stacking the cards. Give them a table or some kind of flat surface to work on. Usually, the most successful group is one where a leader emerges and has team cooperation. The unsuccessful groups usually argue or may break up with individuals trying to build their own. After the exercise is over, explain why leadership and cooperation is important in a training situation.

Objective: Camp participants are going to be noticed by their teammates, competitors, and spectators because they are faster swimmers. Their peers are going to imitate their strokes, training habits and attitudes. Campers need to understand that they are going to be leaders and need to develop leadership skills. Explain that there are positive leaders (cheerleaders/leaders by example) and negative leaders (complainers, malingerers, etc.) and that the individual is responsible for choosing what kind of leader he or she will be. Start with opening discussion questions: what does a leader do, why is a leader important, and what qualities does a leader have. Try to elicit the following responses.

1. What does a team leader do?
 - A. Encourages teammates at practice and meets.
 - B. Gets the group to do what's asked.
 - C. Assists in practice set-up and clean up.
 - D. Promotes positive comments.
 - E. Is a team cheerleader.
 - F. Is attentive and responsive to his/her coach.
 - G. Chooses actions and attitudes that will represent teammates, coaches and the club in a positive way.
2. Why is a leader important?
 - A. For betterment of the group.
 - B. Creates a positive team atmosphere.
 - C. Is a gauge for the coach to guide the group or practice.
3. What qualities does a leader have?
 - A. Courage, modesty, may be quiet or outgoing, sense of humor, etc.
4. The following page could be read aloud, duplicated and handed out, etc.



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Being a Leader in Spite of Peer Pressure

- *When a situation needs changing, a leader will do something about it.*

Don't wait for other people to solve problems. When you see something that needs doing, be willing to take the first step toward getting it done.

- *A good leader always makes sure that a project is completed.*

A good plan for solving a problem is not enough. Good leaders know they must follow through to make sure the plan is carried out.

- *A leader works toward a goal.*

If you plan carefully and work toward a goal, you will be pleased with the results of your efforts.

- *Being a leader means believing in yourself.*

If you want to accomplish something, you have to believe in yourself and your ideas.

- *Good leaders don't give up after running into difficulties.*

If you think hard and keep your sense of humor, you can often come up with a way to carry on when something has disrupted your plans.

- *Being a leader means being prepared for changes in plans.*

Planning special events and looking forward to them can be a lot of fun. It is always a good idea to make alternative plans in case things don't work out as you expected.

- *Leaders know it is a mistake to be too bossy.*

Forcing people to do what you want doesn't make you a leader. Leaders encourage others to share in the work and planning of their projects.

- *Good leaders listen to other people's views.*

Listening to other people's ideas and treating everyone fairly helps a leader avoid arguments when working or playing in a group.

- *Leaders are always prepared to learn from others.*

No matter how much you know, you can always learn from others.

- *Not everyone can be a leader.*

It takes leaders and helpers to bring about good results. When everyone cooperates, a great deal can be accomplished.

- *A leader is willing to take a risk.*

You may not always be sure that something you want to do will succeed. It is worthwhile taking a chance and trying it anyway.

- *Good leaders know it's important to be patient.*

New arrangements take time. It's important not to give up or get angry when things happen as fast as you would like.



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- TEAM ACTIVITY:** Divide into 6 groups. Role play the following leadership situations
- A. Change a person from continually making negative comments.
 - B. Enlist the help of teammates in setting up pool, or putting equipment away.
 - C. Helping a teammate who is swimming slow or not trying in practice.
 - D. A teammate is cheating on send offs or counting. What can you do?
 - E. If teammates are late for practices, what can we do so the practice time is maximized?
 - F. Add any other examples that you as a coach might find beneficial.

Role Playing Hints:

- Give lots of hints, ideas
- Have the swimmers role play both a positive and negative leader in each situation. The “class clown” will enjoy playing the negative role
- Bring in props for use in situations. Props give the swimmers more ideas. (i.e. a stopwatch for the “coach,” kickboards or pull buoys, hats, t-shirts, etc. Anything that takes the focus off of the less outgoing child and puts the focus on the prop or the role being played.

Topic 3: Self-Talk

Following is information for you to lead a discussion about Self-Talk. Depending on the age, maturity, and interest level of the athletes, you will decide how much detail to give. Try to ask lots of questions and use lots of examples. You may want to skip the discussion of external and internal motivation. At the end of the section

- I. The human brain is a powerful personal computer control center.
 - A. You are the programmer.
 1. The computer keyboard is the same as your five senses.
 2. Anything you hear, see, taste, touch, smell or anything you say to yourself, is programmed into your brain through your keyboard.
 3. It's capable of doing anything you want it to do.
 4. It will respond to negative as well as positive input.
 5. It's up to you to load your personal brain computer with as much positive programming as possible!
- II. SELF-TALK
 1. What is Self-Talk and how does it work.
 - Self-Talk is a way to override negative programming by erasing it or replacing it with conscious, positive, new directions.



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2. With Self-Talk, you have a way to give new directions to your subconscious mind by talking to yourself in a different, more positive way
3. Examples of negative Self-talk:
 - I hate this. I can't make this set.
 - I have to win. I hope I don't get DQ'ed.
 - I always lose close races
4. Examples of positive Self-talk:
 - I'm doing really well. I feel great.
 - Hold your stroke rate, two-hand touch, finish strong.
 - I love to race. It's so much fun!

III. ATTITUDES

1. Little changes in attitudes can make big changes in life.
 - Throw out the ones you don't want to keep.
 - Your attitudes affect all of the important things around you: your homework, your friends and your family.
 - When your attitudes get better, so does life.
 - What are some examples of "good" attitudes and
 - "bad" attitude in practice?

IV. MOTIVATION

- There are two different kinds of motivators, EXTERNAL and INTERNAL
 1. Let's do the EXTERNAL first:
 - External motivation comes to you from other people. People can influence you to make a change, but they cannot make the change for you.
 - A coach can support, encourage, make demands and give rewards, but what happens when the coach is gone?
 - Medals, ribbons, money and prizes are external motivators
 - EXTERNAL MOTIVATION IS TEMPORARY!
 2. INTERNAL motivation
 - Internal motivation comes from within you.
 - It means having your own internal coach stay with you throughout the season and every day in between.
 - Internal motivation is your best friend, your closest ally, your strongest believer.



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V. SELF-TALK WILL PROGRAM YOU TO MEET THE CHALLENGE OF SELF-MOTIVATION

- Positive input into your mental computer
 - "I set goals and I reach them. I know what I want out of life. I go after it and I get it."
 - "I can do anything I believe I can do. I have talent, skills and ability."
 - "I like challenges and I meet them head on, face to face."



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Self-Confidence Exercise:

The first step in developing self-confidence is to identify your abilities and other positive attributes. Complete the following statements with a variety of different skills and attributes. Try to use examples from both in and out of swimming.

1. Something I do well in swimming is _____.
2. Something I do even better in swimming is _____.
3. My greatest strength as an athlete is _____.
4. I am proud that I _____.
5. My greatest strength is _____.
6. I can help my teammates to _____.
7. I have the power to _____.
8. I was able to decide to _____.
9. I'm not afraid to _____.
10. I want to be strong enough to _____.
11. Something I can do now that I couldn't do last year is _____.
12. I have accomplished _____.
13. If I want to I can _____.
14. My greatest achievement is _____.

This activity highlights the many talents you possess. Concentrate more on developing this list rather than spending valuable time worrying about what you can't do!



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Self-Talk Exercise:

1. Describe a situation in which you tend to think or talk negatively to yourself.

2. Identify negative statements that you say to yourself.

3. Identify words or thoughts you can use to help you stop the negative thought.

4. List positive, beneficial statements you can use to replace your negative, harmful thoughts. These statements should be meaningful to you!

5. Now, practice, practice, practice. Use positive self-talk in front of a mirror, in practice, in school and at meets!

Other hints:

1. Act confidently: thoughts, feelings and behaviors are all related. If athletes act confident they are more likely to feel confident.
2. Think confidently: believe that you can do it! Discard negative thoughts and replace them with positives.
3. Identify a positive each day: get in the habit of identifying one good or positive thing each day. Write it down in a journal or diary.
4. Set measurable, challenging yet achievable goals: move in small steps. Achieve one goal at a time and move on to the next!



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Level 3 Curriculum

Biomechanics

Highlight Video:

Level 3 athletes would benefit from watching the enclosed highlight video. It is important to preview the tape and decide what portions you want to focus on. For example, do you want to study the underwater work off of the starts and turns? Or perhaps watch the breaststroke techniques? The use of this valuable resource must be coach directed!

Skills and Drills

This section offers suggestions of “universal” stroke drills appropriate to Level 3 athletes. Remember that these swimmers have their own coaches! You are not to try to change their stroke technique or indicate that the home coach is “wrong.” Your job in a camp situation is to teach and reinforce universal stroke principles and perhaps introduce or reinforce basic stroke drills!

Teaching principles:

Explain: tell them what they are going to do. Tell them several different ways.

Demonstrate: show them what they are going to do.

Practice: have them try the skill. Give feedback and gentle correction.

Repeat: come back to the skill several times and do it again in order for learning to be complete.

If you have a Senior swimmer working with the camp, that athlete should be used to demonstrate the drills and techniques!

1. Body position on land:

- Have the swimmers stand on deck with good posture. Draw an imaginary line through the side view of their bodies (ear, shoulder, hip, knee, ankle should be all lined up.)
- Have the swimmers lie on the deck, arms streamlined and locked behind the ears. Have them try to press their bodies into the floor without arching their backs.
- Have them stand in streamline position. Correct arms to be locked behind ears. Refer to this as the “arrow” position.

2. Body position in the water:

- Experiment with floating to have swimmers find their own buoyancy and find out how to apply tension to maintain this position.
- Work on arrow position floating.

3. Counting stroke cycles

- Teach or review how to count stroke cycles. Each time the right hand enters the water is one stroke cycle. (Two arm pulls in freestyle is one cycle.)
- Have all swimmers count cycles for 50’s



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- Talk about how to take fewer stroke cycles
- Swim using one fewer stroke cycle every 50 (5 x 50)
- Swim 200s on long rest, trying to maintain stroke cycle count

4. Freestyle drills

- Flutter kick on side, one arm extended, rest ear on shoulder, face out of the water, other arm at side
- Same as above, 10 kicks, one stroke to roll to the other side, 10 kicks, repeat
- Catch-up stroke
- Finger tip drag stroke
- Single arm freestyle (other arm down at side)
- Long arm doggie paddle (Human stroke)
- Alligator eyes: eyes out of the water, looking straight ahead (breathe to the front)
- Full stroke swimming with "fists."
- Full stroke: counting cycles

5. Backstroke drills

- Flutter kick on back, both arms streamlined
- Flutter kick on side, one arm extended, one arm at side
- Flutter kick on side, 10 kicks, one backstroke recovery stroke to roll to the other side
- Single arm swimming (other arm remains at side)
- Double arm backstroke: face remains out of water
- Swim with an item on the forehead, without losing it (a coin, a pair of goggles, a flat rock)
- Catch-up drill: the catch-up occurs with the arms extended at 90-degree angle from shoulder (in front of face.) One hand "waits" while the other arm finishes the pull and comes around to meet the waiting arm. Continuous kick is vital!
- Full stroke: counting cycles

6. Breaststroke drills

- Breaststroke kick on back, hands at side, knees underwater
- Breaststroke kick with hands below the butt: try to touch hands with heels
- Breaststroke arms with dolphin kick
- Breaststroke arms with flutter kick
- 2 kicks, 1 pull
- Single arm, other arm extended in front
- Arms extended, pull with hands and wrists only
- Swim with fists
- 3 fast strokes, 3 long glide strokes
- Double pullouts off of walls
- Full stroke: counting cycles



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7. Butterfly drills

- Dolphin kick on back
- Dolphin kick on side
- Crawlfin drill: butterfly arms, flutter kick (kick each time hands enter water)
- Single arm fly: working on 1 kick in front, 1 kick in back (breathe to front or side)
- 3 strokes left arm, 3 strokes right arm, 3 strokes both arms
- 4 kicks, 2 full strokes
- Cheaters Butterfly: There is no out of the water recovery on this drill. The swimmer presses through the underwater portion of the pull and then slowly recovers the arms underneath the water. Keep the kick going throughout the recovery of the arms.
- Full stroke: counting cycles.

8. Turn Drills

- Mid pool flip turns
- Hang on wall and kick, then turn when whistle is blown (breast and fly)
- mid pool 50's (start and end each 50 in the middle of the pool)

9. Other suggestions

- Long easy swims emphasizing streamline (assign a certain number of kicks off of each wall)
- 50s and 100's working on decreasing stroke count
- Start progression: begin with jumping off the blocks (feet first entry) from starting position: jump for distance
- Sculling: especially feet first!
- Vertical kicking in deep water (breast, fly or flutter)
- Relays, relays, relays: Be Creative!!



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Level 3 Curriculum

Nutrition Topic:

Competition Cuisine and Eating on the Road

This session teaches the swimmers about the dietary choices for competition. Start with the following True/False Quiz. They can write the answers on a scrap of paper or you can just ask for a show of hands on each question. (**Note: All of the answers are false, but are commonly held beliefs or misconceptions!**)

True or False?

1. Swimmers should avoid fast food restaurants.
2. The best "on the road" breakfast is an Egg McMuffin. It supplies most of the nutrients needed.
3. Order pizza with pepperoni and sausage to get some protein.
4. Choose fries instead of a baked potato. The fat will give you energy.
5. For quick energy, have a small candy bar before your race.
6. It's OK to eat high calorie food after finals. You'll burn it off the next day.
7. Before a meet, have eggs instead of pancakes. The protein will stay with you all day.
8. The most important meal is the night before your race. It should be pasta.

ACTIVITY: have the swimmers write or list their favorite premeet meals. Have them write or list the foods they would order at a fast food restaurant after finals on the way back to the hotel. Come back to this list at the end of the discussion and talk about the choices.

Notes for the coach or presenter:

1. COMPETITION CUISINE

- Swimming fast is a result of hard training, dedication and making wise food choices. The type of food swimmers eat may influence how they compete in the water.
- The key to nutrition and swimming is to make sure that you have eaten enough carbohydrates before the competition starts, not the day before the meet. It may take 24-72 hours to fully reload the muscles with energy (glycogen).
- It is important for swimmers to consume meals high in carbohydrates at least 2-3 **DAYS** before the start of a meet, or performance will deteriorate and even an easy workout or race may cause fatigue.
- It is often difficult for swimmers who are traveling to find nutritious meals that are high in carbohydrates.
- Fast-food restaurants are often chosen because they are convenient and affordable. To ensure that swimmers make wise food choices while on the road, a coach or swimmer can



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decide where to eat before mealtime, making sure the restaurant offers choices from all four food groups, while concentrating on high carbohydrate meals.

2. WHAT ARE SOME GUIDELINES FOR CHOOSING MEALS WHILE TRAVELLING?

a. BREAKFAST

- Order pancakes, waffles, french toast, bagels, cereal, english muffins, fruit or juice. These foods are all high in carbohydrates.
- Avoid high-fat choices such as bacon, sausage or biscuits and gravy.
- Pack containers of dry cereal, crackers, juice or dried fruit such as raisins and apricots; or pack fresh fruits such as apples or oranges in case the restaurant does not provide these items.
- If you eat breakfast at a fast food restaurant choose foods like cereal, fruit juice and muffins or pancakes. Avoid breakfast sandwiches, sausage and bacon.

EXAMPLES OF HIGH CARBOHYDRATE BREAKFAST MEALS

Orange juice		Plain english muffin
Fresh fruit	OR	Strawberry jam
Low-fat yogurt		Scrambled eggs
Pancakes with syrup		Orange juice
2% or skim milk		2% or skim milk

b. LUNCH AND DINNER

- Try restaurants that offer pastas, breads and salads.
- Order thick crust rather than thin crust pizza for more carbohydrates.
- Order vegetables such as mushrooms and green peppers on the pizza. Avoid high fat toppings such as pepperoni and sausage.
- Order vegetable soups accompanied by crackers, bread, or muffins.
- Emphasize the bread in sandwiches, not the filling, mayonnaise or potato chips.
- Avoid deep fat fried foods such as french fries, fried fish and fried chicken.
- Choose low-fat milk or fruit juices rather than soda pop.

EXAMPLES OF HIGH CARBOHYDRATE LUNCH OR DINNER MEALS

Large turkey sandwich on 2 slices of whole-wheat bread	Chili on a large baked potato Whole grain bread or muffin
---	--



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slice of low-fat cheese lettuce, tomato Fresh vegetables like carrots and celery strips Low-fat yogurt Fresh fruit or fruit juice	OR	Low-fat chocolate milkshake Fresh fruit
Minestrone Soup Spaghetti with Marinara Sauce Salad Bar Italian Bread Fresh Fruit 2% or skim Milk Sherbet	OR	Thick crust cheese and Vegetable pizza Side Salad Fresh Fruit 2% milk or skim milk

3. WHAT ARE THE PROBLEMS WITH FAST FOOD EATING?

- When eating a meal at a fast food restaurant, try not to make it a dietary disaster. A typical fast food meal is high in fat and low in calcium, Vitamin A, and Vitamin C.
- It is difficult to choose a high carbohydrate meal at a fast food restaurant. Beware, you can eat half the calories a swimmer needs in one meal.

4. WE CAN'T AFFORD SO MANY RESTAURANT MEALS. WHAT ELSE CAN WE DO?

- If the swimmers cannot afford all three meals at a restaurant, choose breakfast for the team meal. With selections such as cereal (hot or cold), bagels, English muffins, pancakes, toast, fruit and fruit juices. Breakfast can be inexpensive and the easiest way to consume carbohydrate rich foods.
- If your budget does not allow restaurant meals or if you only have day trips, a nearby grocery store will offer an alternative for a great variety of foods. Such stores may have a delicatessen or a soup and salad bar, and swimmers can pick up fresh fruits and vegetables, low fat milk and dairy products. Grocery stores are not only fast and easy to find, but they can also be a cheaper source of meals than a restaurant.

5. WHAT SHOULD SWIMMERS EAT AT THE MEET?

For swimmers who compete at all-day swimming meets choosing nutritious food throughout the day may be a problem.

- The swimmer should consider the amount of time between eating and racing when choosing foods to eat. The hot dogs, nachos, potato chips or candy bars found at most concession stands are extremely high in fat and usually will not be digested quickly. When these foods are eaten as a pre-event meal they may impair performance. Suggested pre-racing menus include the following:



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BREAKFAST MEALS AT FAST FOOD RESTAURANTS

McDonald's

Hot cakes with syrup (hold the margarine and sausage)

Orange juice

low-fat milk

OR

Cold cereal with low-fat milk

Orange juice

Apple, bran or blueberry muffin

CONVENIENCE/GROCERY STORE

Fruit flavored yogurt

Large bran muffin or prepackaged muffins

Banana

Orange juice

Low-fat milk

FAMILY STYLE RESTAURANTS

Pancakes, waffles or french toast with syrup (hold the margarine, bacon and sausage)

Orange juice

Low-fat milk



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LUNCH/DINNER MEALS AT FAST FOOD RESTAURANTS

700-750 CALORIE MEALS

McDonald's

Hamburger
Side salad with low calorie dressing
Strawberry low-fat milkshake

ARBY'S

French dip
Side salad with lite Italian dressing
Jamocho shake

TACO BELL

Bean burrito with red sauce
Plain 10" tortilla
low-fat milk

1000 CALORIE MEALS

McDonald's

McLean Deluxe with cheese
Medium fries
Chocolate low-fat milkshake

PIZZA HUT

2 slices medium cheese pan pizza
6 breadsticks
Beverage

WENDY'S

Plain baked potato
Chili
Side salad
Small frosty



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ONE HOUR OR LESS BEFORE COMPETITION:

- ◆ Fruit and vegetable juice such as orange, tomato or V-8
AND/OR
- ◆ Fresh fruit such as apples, watermelon, peaches, grapes or oranges
AND/OR
- ◆ 1-1/2 cups of a sport drink like Gatorade

TWO TO THREE HOURS BEFORE COMPETITION:

- ◆ Fresh fruit and fruit and vegetable juices
AND
- ◆ Breads, bagels, english muffins with limited amounts of butter, margarine, cream cheese, or peanut butter
AND/OR
- ◆ 4 cups of a sport drink like Gatorade

THREE TO FOUR HOURS BEFORE COMPETITION:

- ◆ Fresh fruit and fruit and vegetable juices
AND
- ◆ Breads, bagels, baked potatoes, cereal with low-fat or skim milk, low-fat yogurt, sandwiches with a small amount of peanut butter or lean meats and cheese
AND/OR
- ◆ 7 1/2 cups of a sport drink like Gatorade



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Level 3 Curriculum

Psychology

Topic 1: Goal Setting

Following is some background information on goal setting. There are several hands-on activities and worksheets to use. Don't try to do them all. Decide what activities best fit the interest and ability levels of your camp!

Background Notes:

Goal setting should include the identification of the desired end result and a clearly specified action plan for getting there.

A given goal is not any better than any other goal except insofar as it successfully acts to engage a person in the process of successfully achieving that goal. In other words, it is a good goal if it works, if it aids goal attainment and if it makes the quest absorbing, meaningful, exciting, and rewarding.

Goals serve two basic functions. They direct behavior and they provide incentive for action. They give swimmers something to shoot for and help them find a way to get there. As such, goals can serve as major tools for motivation behavior.

Goals work best if they depict clearly specified behaviors to be performed across all levels of relevant activity, at least some measurable criterion, by some specified time. In other words, goals must be

S M A R T!

Specific, Meaningful, Affirmed, **R**ealistic, **T**rackable

Specific means just that. Goals should be stated with a concrete time to be achieved as well as when to attain that time, (I want to achieve a 1:06 in the 100 fly by August).

Meaningful means setting goals that are individually personal and purposeful. The goals set must be your own, not mom's or dad's or coach's, but yours.

Affirmed means confirming goals by firmly planting them in your heart and soul. Write goals out and place them on the refrigerator, in a locker, on the ceiling at home or anywhere else where they will be seen daily. Convince yourself that **YOU CAN ACHIEVE THEM.**

Realistic means setting goals that are achievable within the time frame established with the coach. It is great to have high expectations, but goals must be attained or you will not experience success,



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and swimming will not be fun anymore. Your coach can help you set challenging, but realistic goals.

Trackable means being able to chart your progress on the way to your success or yearly goal.

The Goal Setting Process

- A. Establish long-term goals (I wish I could)
State record, national champion, college scholarship, Olympic gold medal, etc.
- B. Identify intermediate goals (I think I can)
Qualify for state JO's; National JO's; Senior Nationals, etc.; specific intermediate event times. (Note characteristics in Section I above.)
- C. Identify appropriate performance and behavior to reach goals (I know I can)
 1. Plan of action (daily, weekly, monthly & seasonal goals)
 2. Identify strengths and weaknesses.
 3. Anticipate difficulties and obstacles in reaching goals.
 4. Identify support group that will help reach goals.

"Hands on" activity suggestion:

Use the "Goal Setting Stairs" to illustrate stepping stone goals. You will need to make copies of this activity paper for each athlete. You can use the activity to:

- Focus on a goal for the end of the season. What are the stepping stones (short term goals) to achieve the long-term goal?
- Focus on career goals. What is the athlete's long-term goal for his/her swimming career? What are the intermediate stepping-stones to the long-term career goal?

After completing the chart, discuss as assessment of the goals:

- Are my goals SMART?
- Have I outlined a road to success?
- How much control do I have over reaching my goals?
- If unsuccessful in reaching a goal, is it failure? How will I handle failure?

Discuss goals that the swimmers had last year.

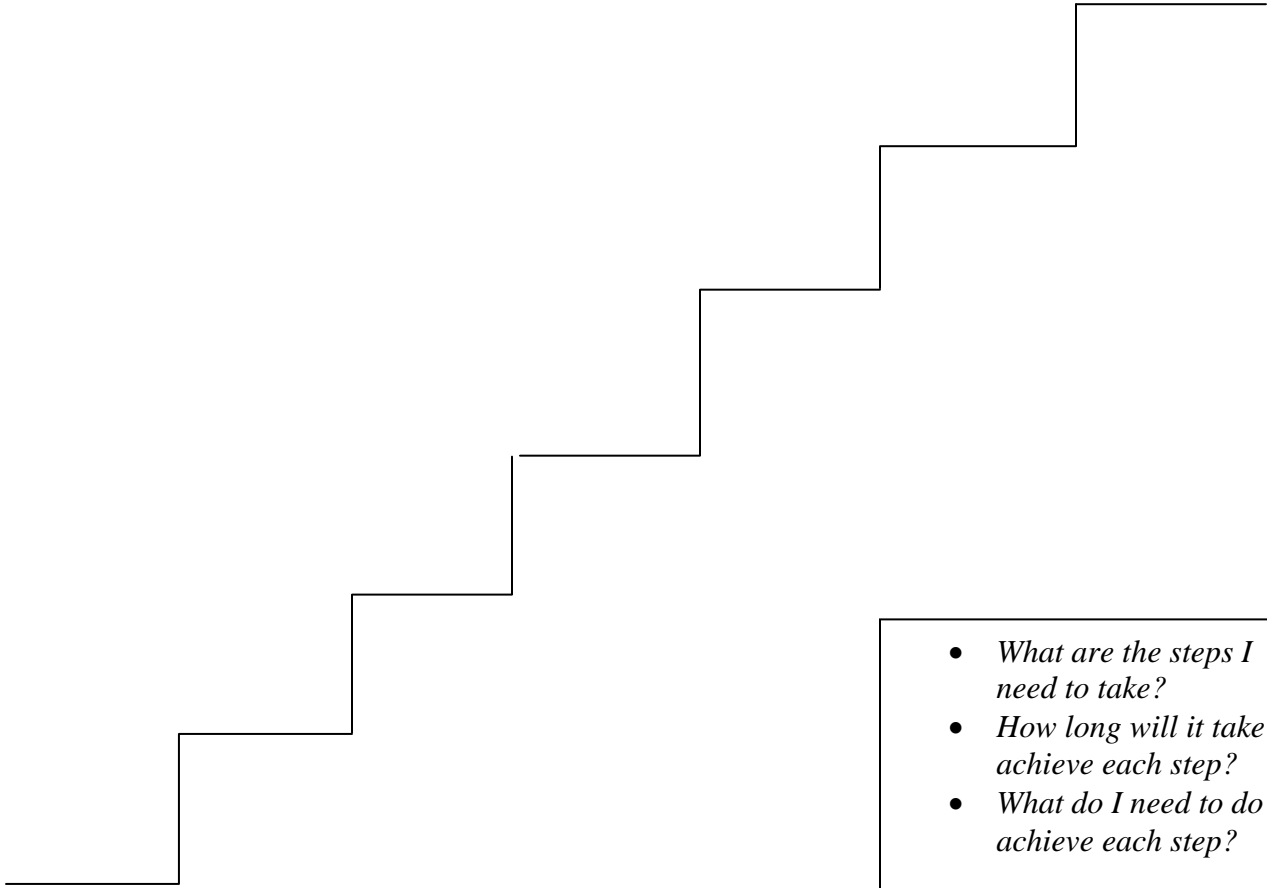
- Did I reach my goals? Why or why not?
- Satisfaction of attaining goals!
- Did I set new goals?



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Where do I want to be?



Where am I now?

- *What are the steps I need to take?*
- *How long will it take to achieve each step?*
- *What do I need to do to achieve each step?*



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Other Goal Setting Activities:

Following are three additional goal setting activities or worksheets that you can use for your camp. At the most, pick one of these resources to use with your camp. Base your decision of the level of your athletes: commitment level, maturity level, and ability level.

You could also choose to duplicate the worksheet, discuss it, and suggest that the athlete take it home and fill it out with his/her home coach. Remember, your role is to introduce or broaden the athlete's understanding of the goal setting process and to motivate the athletes to set **SMART** goals.

1. **Setting Season Goals.** This worksheet guides the athlete to understand the connection between end of season goals, intermediate goals, and the training goals that must be met to make the competition goals a reality.
2. **Goals for a Successful Season.** Similar to the worksheet described above, this sheet clearly established the connection between the stepping stones and the end result. It also focuses on commitment.
3. **Self-evaluation Goals:** This activity is for the more mature, committed athlete who is capable of looking back and evaluating past performance and relating it to future goals. It also puts focus on the athlete as a team member.



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Setting Season Goals

SEASON GOALS

Event	Best Time	Goal Time	Goal Splits

INTERMEDIATE GOALS

Event	Meet	Date	Time

TRAINING GOALS

Key Sets	Current Best	Goal Performance

Other goals (attendance, strength, weight, etc.)



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Goals for a successful season

Name: _____ Age: _____ Date: _____

Power of Goals:

Goals keep everyone on target and provide direction for the overall team.

Here are some ideas for you to build on when establishing your goals:

1. Self evaluate...don't wait for your coach to do it!
2. State your goals positively.
3. Be specific and lock yourself in to an end result.
4. Set personal goals for a healthy lifestyle both physically and mentally.
5. Review goals often and evaluate the end results at the end of the season.

Establish Goal Times:

Event	Your Time	Goal Time	Other Time Standard:	Mid-Season Time	Final Time/Date
50 FR					
100 FR					
200 FR					
500 FR					
1650 FR					
100 FLY					
200 FLY					
100 BK					
200 BK					
100 BR					
200 BR					
200 IM					
400 IM					



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What is your commitment level to achieving goal times?

How many practices will you make per week: _____

	OCT	NOV	DEC	JAN	FEB	MAR	TOTAL
Available Practices:							
Goal # of Practices:							
Practices Attended:							

SELF-EVALUATION GOALS

Prior to start of new season:

1. Expectation of dramatic performance improvement.
 1 2 3 4 5 6 7 8 9 10
2. Expectation for achieving a 3.0 or higher GPA.
 1 2 3 4 5 6 7 8 9 10
3. General fitness level – dryland, body weight, non-specific aerobic, etc.
 1 2 3 4 5 6 7 8 9 10
4. Fitness level – swimming.
 1 2 3 4 5 6 7 8 9 10
5. Desire to be a team leader.
 1 2 3 4 5 6 7 8 9 10
6. Desire to contribute to team goals
 1 2 3 4 5 6 7 8 9 10
7. Perceived ability to contribute to team goals.
 1 2 3 4 5 6 7 8 9 10

Score based on your evaluation of how well you performed last season:

8. Academic effort: (attentiveness in class, study routine, test prep, etc.)

Fall	1	2	3	4	5	6	7	8	9	10
Winter	1	2	3	4	5	6	7	8	9	10
Spring	1	2	3	4	5	6	7	8	9	10
Summer	1	2	3	4	5	6	7	8	9	10
9. Daily Swimming hard work: (in the pool)

Fall	1	2	3	4	5	6	7	8	9	10
Winter	1	2	3	4	5	6	7	8	9	10
Spring	1	2	3	4	5	6	7	8	9	10
Summer	1	2	3	4	5	6	7	8	9	10



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10. Dryland: weights, flexibility, power improvement...

Fall	1	2	3	4	5	6	7	8	9	10
Winter	1	2	3	4	5	6	7	8	9	10
Spring	1	2	3	4	5	6	7	8	9	10
Summer	1	2	3	4	5	6	7	8	9	10

11. Your individual contribution as an overall extremely positive member of the current team:

Fall	1	2	3	4	5	6	7	8	9	10
Winter	1	2	3	4	5	6	7	8	9	10
Spring	1	2	3	4	5	6	7	8	9	10
Summer	1	2	3	4	5	6	7	8	9	10

12. Body fitness (nutrition, choices, rest)

Fall	1	2	3	4	5	6	7	8	9	10
Winter	1	2	3	4	5	6	7	8	9	10
Spring	1	2	3	4	5	6	7	8	9	10
Summer	1	2	3	4	5	6	7	8	9	10

13. Mind Fitness (social, spiritual, centered) in regards to excellence.

Fall	1	2	3	4	5	6	7	8	9	10
Winter	1	2	3	4	5	6	7	8	9	10
Spring	1	2	3	4	5	6	7	8	9	10
Summer	1	2	3	4	5	6	7	8	9	10

Post Season Review, overall for the _____ Year

14. Academic achievement.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

15. Improved fitness level, dryland.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

16. Improved Swimming.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

17. Swimming performance improvement in major competitions.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

18. Overall contribution to current swim team academic goals.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

19. Overall contribution to current swim team athletic goals.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

20. Your overall contribution as an extremely positive citizen in the community (appearance, language, politeness...).

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



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Topic 2: Relaxation & Visualization

TEAM ACTIVITY

Make your own mental DVD. Remember a good DVD will have all the qualities of a good movie.

Plot - what is going to happen.

Dialogue - who is going to say what to whom.

Action - what is occurring. This needs to be detailed.

Color - Most people think in color.

Emotion - visualization must be felt as "how it will feel".

Give the swimmer a few minutes to make his own DVD, it can be a future swim (goal swim) or it can be a past success. Have them share their DVDs with each other.

Introduction

Stress, produced by performance anxiety, can physically and mentally inhibit the ability of an athlete to perform at his or her best. To eliminate or greatly reduce any negative effects stress has on an athlete's performance, two coping techniques can be used: progressive relaxation and visualization. Progressive relaxation is used to release the physical stress felt by tense muscles. Visualization is used to erase negative thoughts and supercharge the mind with positive images for top-notch racing.

Purposes for Learning Progressive Relaxation

1. Being able to relax the body gives the athlete control over muscles important for keeping loose in competition.
2. Knowing how to relax can be used when there is a feeling of tenseness or staleness.
3. **Relaxation is the first basic step for other mental training, such as visualization.**

Progressive Relaxation Technique

1. Explain and practice knowing what tense muscles feel like.
2. Instruct athletes to lie on their back, eyes closed, lights low, no interruptions, legs straight, and palms up.
3. Tense for 5-8 seconds, feel the tension in the muscles; then relax 5-8 seconds, with deep breathing and slow exhalations. Feel the tension being gone from the muscles. Do this



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twice, in order, for each of the muscle groups listed below. After each tense period have athletes take three deep breaths and exhalations.

- a. Forehead, jaw, and facial muscles
 - b. Neck
 - c. Shoulders
 - d. Biceps (upper arm, elbow up to shoulder)
 - e. Forearms
 - f. Hands
 - g. Stomach
 - h. Thighs
 - i. Calves
 - j. Feet
4. Breathe deeply, scanning for any tense spots in the body. Allow time for athletes to go back and release the tension.
5. The athletes should feel totally relaxed; bodies light as air, super-relaxed.

Now the athletes are ready for a visualization exercise.

Visualization

Visualization is the technique of creating images in the mind. For visualization to be beneficial, picture yourself being successful and attaining your goals. Use all the senses to make these images real. (Compare these images to images on a movie screen).

- A. Remind the athletes of the senses to be used.
 1. Sight
 2. Smell
 3. Touch
 4. Taste
 5. Hearing
- B. Ask the athletes to recall their most successful race or lifetime best.
- C. Ask the athletes to remember what the pool looked like (number of lanes, color, deck area, spectators area, etc.).
- D. Talk the swimmer through the entire race, from Clerk of Course, through triumphant finish. Below is a sample narrative.

You are at the Clerk of Course to get your time card. (Pause).



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Now you're making your way to the starting block. (Pause).

You're climbing up on to the starting block. (Pause).

The starter gives the instructions and the command, "Take your mark" and you're off.

Feel your entry and first strokes. Picture yourself swimming the entire race. (Give about 1 to 10 seconds here for the swimmers to do this).

After 1 to 10 seconds or so, tell them they are coming in to the finish; they're at the flags, and they touch the wall.

What did your body feel like?

How did you feel when the timer told you your time?

Remember your teammates, coaches, and parents congratulating you.

How happy did you feel?

Congratulations on a job well done.



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Level 4 Curriculum

Biomechanics

Highlight Video:

Level 4 athletes would benefit from watching the enclosed highlight video. It is important to preview the tape and decide what portions you want to focus on. For example, do you want to study the underwater work off of the starts and turns? Or perhaps watch the breaststroke techniques? The use of this valuable resource must be coach directed!

Skills and Drills

This section offers suggestions of “universal” stroke drills appropriate to Level 3-4 athletes. Remember that these swimmers have their own coaches! You are not to try to change their stroke technique or indicate that the home coach is “wrong.” Your job in a camp situation is to teach and reinforce universal stroke principles and perhaps introduce or reinforce basic stroke drills!

Heart rate monitoring: Level 4 athletes may already be taking heart rates during training. You can teach/review this training technique to the camp. Instruct athletes how to take their pulse rate in the carotid artery. (Take for 6 seconds and multiply x 10.) Practice taking resting heart rates. Take heart rates at different times during practice (after warm-up, during drills, during a main set.) Have them learn to compare and monitor their heart rates. You might also do a race simulation (100 yd/meters) in the best stroke. Have the athletes take their heart rates immediately upon finishing the race, 30 seconds after the race and 1 minute after the race. Discuss how heart rate relates to recovery and is an indicator of conditioning. Athletes usually enjoy comparing heart rates. Emphasize that there is no “right or wrong” heart rate. Everything is by comparison to the individual resting heart rate.

Teaching principles:

Explain: tell them what they are going to do. Tell them several different ways.

Demonstrate: show them what they are going to do.

Practice: have them try the skill. Give feedback and gentle correction.

Repeat: come back to the skill several times and do it again in order for learning to be complete.

1. Body position on land:

- Have the swimmers stand on deck with good posture. Draw an imaginary line through the side view of their bodies (ear, shoulder, hip, knee, ankle should be all lined up.)
- Have the swimmers lie on the deck, arms streamlined and locked behind the ears. Have them try to press their bodies into the floor without arching their backs.
- Have them stand in streamline position. Correct arms to be locked behind ears. Refer to



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this as the “arrow” position.

2. **Body position in the water:**

- Experiment with floating to have swimmers find their own buoyancy and find out how to apply tension to maintain this position.
- Work on arrow position floating.

3. **Counting stroke cycles**

- Teach or review how to count stroke cycles. Each time the right hand enters the water is one stroke cycle. (Two arm pulls in freestyle is one cycle.)
- Have all swimmers count cycles for 50's
- Talk about how to take fewer stroke cycles
- Swim using one fewer stroke cycle every 50 (5 x 50)
- Swim 200s on long rest, trying to maintain stroke cycle count

4. **Freestyle drills**

- Flutter kick on side, one arm extended, rest ear on shoulder, face out of the water, other arm at side
- Same as above, 10 kicks, one stroke to roll to the other side, 10 kicks, repeat
- Catch-up stroke
- Finger tip drag stroke
- Single arm freestyle (other arm down at side)
- Long arm doggie paddle (Human stroke)
- Alligator eyes: eyes out of the water, looking straight ahead (breathe to the front)
- Full stroke swimming with “fists.”
- Full stroke: counting cycles

5. **Backstroke drills**

- Flutter kick on back, both arms streamlined
- Flutter kick on side, one arm extended, one arm at side
- Flutter kick on side, 10 kicks, one backstroke recovery stroke to roll to the other side
- Single arm swimming (other arm remains at side)
- Double arm backstroke: face remains out of water
- Swim with an item on the forehead, without losing it (a coin, a pair of goggles, a flat rock)
- Catch-up drill: the catch-up occurs with the arms extended at 90-degree angle from shoulder (in front of face.) One hand “waits” while the other arm finishes the pull and comes around to meet the waiting arm. Continuous kick is vital!
- Full stroke: counting cycles

6. **Breaststroke drills**

- Breaststroke kick on back, hands at side, knees underwater
- Breaststroke kick with hands below the butt: try to touch hands with heels
- Breaststroke arms with dolphin kick
- Breaststroke arms with flutter kick
- 2 kicks, 1 pull



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- Single arm, other arm extended in front
- Arms extended, pull with hands and wrists only
- Swim with fists
- 3 fast strokes, 3 long glide strokes
- Double pullouts off of walls
- Full stroke: counting cycles

7. Butterfly drills

- Dolphin kick on back
- Dolphin kick on side
- Crawlfin drill: butterfly arms, flutter kick (kick each time hands enter water)
- Single arm fly: working on 1 kick in front, 1 kick in back (breathe to front or side)
- 3 strokes left arm, 3 strokes right arm, 3 strokes both arms
- 4 kicks, 2 full strokes
- Cheaters Butterfly: There is no out of the water recovery on this drill. The swimmer presses through the underwater portion of the pull and then slowly recovers the arms underneath the water. Keep the kick going throughout the recovery of the arms.
- Full stroke: counting cycles.

8. Turn Drills

- Mid pool flip turns
- Hang on wall and kick, then turn when whistle is blown (breast and fly)
- mid pool 50's (start and end each 50 in the middle of the pool)

9. Other suggestions

- Long easy swims emphasizing streamline (assign a certain number of kicks off of each wall)
- 50s and 100's working on decreasing stroke count
- Start progression: begin with jumping off the blocks (feet first entry) from starting position: jump for distance
- Sculling: especially feet first!
- Vertical kicking in deep water (breast, fly or flutter)
- Relays, relays, relays: Be Creative!!

Race Strategies

There are many ways to improve your racing strategy in practice to prepare yourself for upcoming meets. Listed are a few ideas to help you prepare in practice sessions.

Set goal times for meets through out the year. Compare year by year where you are in relationship to the goals you have set. Make sure your goals are attainable-not too far out of reach! See the goal setting portion if you need more ideas.



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Look for improvements by the year for further motivation. Remember, you may have rested for that meet one year ago and swam times faster this year when you were "unrested". Your coach plans year by year to make swimmers faster by using different training strategies as well as racing strategies.

When you set practice and race goals ask yourself, "is this realistic now, a few days, weeks, or years from now?"

Find the "pace" to achieve this goal. By 25's, 50's, 100's, 200's, then practice gaining the "feel" of the pace in practice so you can do this in a meet.

For example: Susie wants to do a 2:40.0 for the 200-yard breast in the next meet. Her pace needs to be 40.0 seconds for each 50. Or 20.0 seconds for 25's, or 1:20.0 per 100's

Work with your coach in setting proper race strategies. Every coach has his or her ideas for different race strategies.

A few race strategies may include:

- pace 25's, 50's, 100's on a short or fast interval
- descending swims to "get your feel" for the pace intended
- variable swims-25 hard, 25 easy, 25 build up, 25 fast or pace.

Consistency in practice will help you to understand what it takes to do well in race strategy in practice and at meets.

Look at your practice habits to see where you can improve to do better in your swimming. Always communicate with your coach!



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Level 4 Curriculum

Nutrition:

Topic 1: Injury prevention

This is an important topic for teenagers. It is suggested that you contact a local trainer or physical therapist familiar with swimmers and swimming injuries. Suggested topics include:

- Preventing shoulder injuries
- Treating and managing shoulder pain
- Preventing knee problems
- Treating and managing knee problems
- What is pain? When is it serious?
- Stretching and flexibility

Topic 2: Supplements and Banned Substances

Introduction for Coaches

As you probably already know, the use of dietary supplements among athletes is on the rise. What you may not know is that the regulation of dietary supplements in the United States is currently very loose, and that the use of some dietary supplements by some athletes can present a real danger, physical and/or emotional. Since your swimmers are likely to be faced with the opportunity to take supplements at some point in their athletic career, it is important to educate them on the issues they may face and to encourage them to think critically about decisions they may have to make. While you present this lecture to your swimmers, it is designed to be a learning experience for both of you and an opportunity to open the channels of communication on a very important topic. There is a Pre-Test and a Post-Test included, and the last two pages are meant to be a handout (give photocopies of the Pre/Post-Tests out at the appropriate times). The remainder of this document is for you to share with the group as you see fit. Use it as a guide for conversations, or simply read it word for word to pass along the information. Perhaps you can pause between sections for brief discussions. And there is a final Discussion Question at the end. Good luck!



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Introduction for Athletes (Read Aloud)

As a swimmer, you will be faced with making many decisions during your athletic career. Some of these decisions will be easy, no-brainers, while others will be difficult. Some will have just a small impact on your swimming, while others may affect your life dramatically. The purpose of this Nutrition Education session is to talk about the use of dietary supplements and how they may or may not affect you. We'll start off with a few definitions and "Lecture" type things, and then we'll discuss the answers to some questions about the topic.

Outline for this Session

- ✓ What ARE Dietary Supplements?
- ✓ The Use of Dietary Supplements in Sport
- ✓ Food vs Drug vs Supplement
- ✓ Regulation and Labeling Problems
- ✓ Critical Questions
- ✓ Responsibility
- ✓ Discussion



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Pre-Test

Classify the following products as Food, Drug or Dietary Supplement:

- | | |
|----------------------|------------------------|
| _____ Power Bar | _____ Milk |
| _____ Gatorade | _____ Fruit Juice |
| _____ Apple | _____ Centrum |
| _____ Iron Pill | _____ Cough Syrup |
| _____ Granola Bar | _____ Chocolate Cookie |
| _____ Balance Bar | _____ Aspirin |
| _____ Banana | _____ Powerade |
| _____ Protein Powder | _____ Garlic |
| _____ Coffee | _____ Sobe |
| _____ Caffeine | _____ Ginseng |
| _____ Red Bull | _____ Diet Coke |
| _____ Creatine | _____ Nutrigrain Bar |

Answer YES or NO to the following questions:

- | | | |
|--------------------------------------|-----|----|
| Are all dietary supplements safe? | YES | NO |
| Are all dietary supplements legal? | YES | NO |
| Are all dietary supplements popular? | YES | NO |
| Are all dietary supplements helpful? | YES | NO |



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A. What ARE Dietary Supplements?

Let's start off by first saying that there is a group of people within our government structure who make up "the Boss" of dietary supplements. It's called the FDA (or the Food and Drug Administration). Their definition of dietary supplements is a bit long, so to summarize, a dietary supplement is:

- a vitamin
- a mineral
- an herb or other botanical
- an amino acid, a dietary substance for use by man to supplement the diet by increasing the total daily intake
- a concentrate, metabolite, constituent, extract, or combinations of these ingredients.

When most people think of dietary supplements, they think Pills and Powders. However, many of the products we **commonly** use are **ALSO** dietary supplements:

Sports Drinks (Gatorade, Powerade, Hydrafuel, Endurox, etc)
Energy Bars (Power Bar, Harvest Bar, Balance Bar, Luna Bar, Clif Bar, etc)
Protein Bars
Gels
Multivitamins

B. The Use of Dietary Supplements in Sports

As you can imagine, there are lots of athletes using one or more of the products just mentioned. Some of the reasons they do this is because they have been told something like:

- “Supplements will help with your workouts in the pool.”
- “Supplements will improve your times as meets.”
- “Supplements will help you recover faster.”
- “Supplements will help you stay healthy and not get sick.”
- “Supplements will help you lose weight and look cut.”

Sound too good to be true? It probably is.



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C. Food vs Drug vs Supplement

Let's take a step back and take a look at dietary supplements and "conventional" foods and how these two differ from drugs.

There are some distinct differences between foods and drugs. Foods are things we eat to get energy and vitamins and minerals. For the most part, foods are under the control of that government organization called the FDA. They check foods all the time to make sure they ARE what they say they are. The FDA also checks on prescription drugs, which you can only get by going to your doctor. As for supplements, we already know what the definition is and that the FDA is "the Boss."

While the differences seem pretty clear, there is still some confusion these days about what is a food, what is a drug and what is a dietary supplement. To demonstrate the confusion, think of food and drug on opposite ends of a rainbow. One thing we know about rainbows is that they come with rain. And one thing we know about rain is that it comes with clouds. Imagine a big fluffy gray cloud smack-dab in the middle of your perfect rainbow. This is where we most often find dietary supplements. The cloudy, gray area.

Houston, We have a Problem...

It's called Regulation and Labeling...Safety and The "Open Door" Analogy.

Even though the FDA is supposed to be watching over dietary supplements, they are often too busy to make sure everybody who sells them is doing the right thing. Because of this, people are able to get away with being sloppy. Sometimes this happens during the manufacturing of a product, and sometimes it happens in the labeling process. And sometimes it even happens in both! Unfortunately, what this leads to is not knowing if you're really getting in a supplement what the label says you are. There are several ways this can affect you:

1. You may be getting something in a supplement that is not listed on the label.
2. You may be getting something that is listed on the label, but in a different amount, maybe more, maybe less.
3. You may not be getting what's listed on the label, in which case you've just wasted your hard-earned money on a bottle of "nothing."

What is the point? If you can't be sure that a product's ingredients list matches its contents 100%, how do you know that what you're getting is safe? Maybe you're allergic to one of the unidentified ingredients. Maybe your body can only tolerate certain amounts of ingredients. And what if one of those ingredients that got left off the list is prohibited?

THE FAILURE OF A SUPPLEMENT'S INGREDIENTS LIST TO MATCH ITS CONTENTS 100% OPENS THE DOOR FOR HEALTH RISKS AND POSITIVE DRUG TESTS.



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Now, let's clarify that even though things like bars gels, sports drinks and basic multivitamins ARE supplements and therefore also have the potential to open that door, it's probably only open a crack. These products have been around a long time and have not been blamed for anything "bad." However, as variations of them become more exotic, with added herbs and other substances, their potential to open that door wider increases. Your powders, herbals and muscle-building supplements tend to be more susceptible to contamination with prohibited substances. In addition, their ingredients lists tend to be more inaccurate, more often.

D. Critical Questions

Regardless of the situation, there are several critical questions that you should ask ANY time you consider using a dietary supplement. Knowing important details about a supplement empowers you to make informed decisions about its use. So ask yourself these before using ANY supplement:

- 1. Is the product legal?**
- 2. Is it safe?**
- 3. Is it helpful?**

Chances are the answers to ALL of these questions are not available. And if you don't have all the answers, it's probably best to err on the side of caution. However, if the answer to each of these questions is YES, then you have a decision to make.

Let's start from the top: Is the product legal?

If a product is not legal, then the point is moot. That means, if it's not legal, you shouldn't be using it anyway. And if you are considering using it, you are, you're on your own now.

Next question: Is the product safe?

In order to determine the safety of a product, we have to test it for both short and long periods of time. Information like this is rare. The fact is that a lot of supplements haven't been around long enough for the science people to test it enough to know whether or not it is safe. This means that the answer to this question is almost ALWAYS "I don't know."

Next question: Is the product helpful?

Whether or not a product will be helpful to your swimming can be found out by research studies that look at the effects of the product on swim performance. The problem with this is that many studies misrepresent their findings, saying a supplement works when the way they conducted the study couldn't prove that. Consider these two scenarios:

1. A group of people takes a vitamin supplement for "x" number of weeks. They complete a 100 m time trial before and after this time. Their times improve. The researchers



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conclude that taking this supplement improves performance. But what they don't tell you is that this particular group of people was **deficient** in this nutrient to begin with! So what *really* happened was a matter of correcting a nutritional deficiency, which 9 times out of 10 can be corrected by making small healthy adjustments to the regular diet.

2. A group of people who are not deficient are given a supplement while they train for 6 weeks. Pre- and post-tests indicate that their performance improved. The supplement improved their performance, right? Not necessarily! What gets left out is the fact that the people who improved were **untrained** to begin with! You train ANYBODY for 6 weeks, and they will get better. It's a simple fact.

And so we have two examples of how the research on dietary supplements is not yet good enough to conclude that supplements improve performance. We just don't know enough about it.

E. Responsibility

When it comes down to it, you and you alone are the only responsible for what goes into your mouth. Not your coach. Not your parents. Not your doctor. Not your nutritionist. Not your team-mates. **YOU**. This is where you as an athlete are required to assume some responsibility for your actions. The decision to take a supplement is yours to make. We hope you make the right one. After all, you're the one who has to live with any consequences it might bring upon you. The responsibility is yours.

How is THAT for "Food for Thought?"

Discussion

If someone you know and trust recommends that you use a supplement because it will improve your times, what should you do?



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Post-Test

Classify the following products as Food, Drug or Dietary Supplement:

- | | |
|----------------------|------------------------|
| _____ Power Bar | _____ Milk |
| _____ Gatorade | _____ Fruit Juice |
| _____ Apple | _____ Centrum |
| _____ Iron Pill | _____ Cough Syrup |
| _____ Granola Bar | _____ Chocolate Cookie |
| _____ Balance Bar | _____ Aspirin |
| _____ Banana | _____ Powerade |
| _____ Protein Powder | _____ Garlic |
| _____ Coffee | _____ Sobe |
| _____ Caffeine | _____ Ginseng |
| _____ Red Bull | _____ Diet Coke |
| _____ Creatine | _____ Nutrigrain Bar |

Answer YES or NO to the following questions:

- | | | |
|--------------------------------------|-----|----|
| Are all dietary supplements safe? | YES | NO |
| Are all dietary supplements legal? | YES | NO |
| Are all dietary supplements popular? | YES | NO |
| Are all dietary supplements helpful? | YES | NO |



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1. Claims made by the manufacturers/distributors of dietary supplements regarding their effectiveness do not require evaluation by the Food & Drug Administration (FDA).
2. **The majority of products themselves are legal, but the ingredients listed on the label do not guarantee the contents of the product. There are cases where supplements contained prohibited substances that were not clearly identified on the label.**
3. The failure of a supplement's ingredients list to match the product's contents 100% opens the door for positive drug tests. This is now becoming known as "inadvertent doping."
4. Some products contain substances that may not be prohibited, but which cause changes in the body's chemistry that are considered illegal. One example is the effect of products that contain ingredients to enhance the body's natural production of testosterone.
5. The proposed effects of most supplements have not been supported by science, and too much CAN be harmful.
6. Companies use marketing strategies that lure the consumer into believing the claims made about the product, as well as its quality and safety.

**The risk may be small, but it is very REAL.
The athlete alone is responsible.**

Education and critical thinking are MANDATORY
to avoid losses in the areas of success, reputation and potential earnings.



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Research, News, and Serious Issues

Guide to USA Swimming's Dietary Supplements Database

Introduction

- What is a Dietary Supplement
- Report on the use of Supplements
- Determining the Need for Supplements
- State of the Research on Supplements
- Regulation of Dietary Supplements
- Alternatives to Supplements

Case Studies, Statistics and News - Current news stories on athletes who have tested positive for prohibited substances apparently contained in their dietary supplement(s). Reports of Dangerous, Lethal and Risky supplements and current Regulation News are also included.

Search for a Supplement - 7 General Categories and 24 Key Ingredients

- Description and Mechanism of Action
- Review of the Research
- Recommended Intake, Normal Values and Toxicity
- Dietary and Other Alternatives
- References
- Links to Relevant Sites

Net Scan - A review of information on the Internet with warnings for specific types of products and cautions for web-based purchasing.

Position Statements

- USA Swimming
- FINA
- NCAA
American College of Sports Medicine



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Research, News, and Serious Issues

In the News...

The Times -

NEARLY 40 of 200 over-the-counter food supplements tested in one of the world's leading drugs laboratories contain nandrolone. None of these food supplements carried warnings that they might contain a substance banned in most international sports

CNN SI.com -

PARIS (AP) -- French sprinter Christophe Cheval has denied knowingly taking a banned steroid for which he tested positive at this month's Edmonton World Championships, a French newspaper reported Wednesday. Cheval, 30, told the French sports daily *L'Equipe* that he had taken a food supplement that did not indicate it contained the banned substance **nandrolone**. "Naturally, nandrolone wasn't mentioned on the wrapper," he said. "I realized I might be lacking in magnesium and iron. I was trying to make up for this shortage."

I. USA Today -

Norwegian weightlifter Stian Grimseth, who tested positive for the steroid **Nandrolone** 2 weeks before the Sydney Olympics, was suspended for 6 months. He said the positive was caused by an improperly labeled food supplement. Tests showed the supplement contained substances not listed on the label.



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While a swimmer at this camp may not be exposed to drug testing at this point in his or her career, all swimmers are responsible for following the rules regarding drug testing. Just because an athlete is not being tested, does not mean that he or she can consume a prohibited substance to enhance his or her performance.

Please review the following ten reminders with the athletes. Emphasize to them that this area of their training is THEIR responsibility. It is critical that they call the United States Anti-Doping Agency Drug Reference Line at 1-800-233-0393 any time they are planning to consume a substance. This will provide them with the status of the substance and they can feel confident that what they are consuming will not put them at risk of a positive test.

If athletes ask you a question that is not answered on the following page, please direct them to Stacy Michael or Jennifer Thomas in the Drug Control Program at USA Swimming. They can be reached via phone at 719-866-4578 or 719-866-4962 (24-hour voicemail) or on email smichael@usaswimming.org/jthomas@usaswimming.org



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Drug Testing Information for Athletes and Coaches

10 Things for Athletes to Remember

1. The list of prohibited substances is very extensive and is continually changing. In order to ensure that you are not consuming a prohibited substance, you should call the United States Anti-Doping Agency (USADA) at 1-800-233-0393 **any time** you plan to consume a substance. They will call you back with the status of the substance.
2. **You** are responsible for what you put in your body; "didn't know" is not an excuse for a positive test.
3. You need to learn to check labels, and be very cautious when consuming any substance. There are numerous products that can easily cause confusion. For example, Claritin is allowed, but Claritin D is not. One simple letter on the name of medication can be the difference between a positive and negative drug test. Decongestants are stimulants, which are prohibited In-Competition.
4. Supplements fall under the category of Take at Your Own Risk. Because the FDA does not regulate supplements they may contain prohibited substances that would cause you to test positive. A balanced diet provides a safe and risk-free way to ensure that you are getting everything you need to perform at a competitive level.
5. Beware of diet pills and PMS products. Many diet pills contain ephedrine, which is a prohibited stimulant. PMS products often contain diuretics to reduce bloating. Diuretics are prohibited at all times.
6. If you choose to consume a sports drink, be sure that you have checked the label. We often find that these drinks contain prohibited substances. Again, it is your responsibility to ensure that you do not consume anything that is prohibited.
7. You may be tested at major meets such as the US Open, the Grand Prix series and Nationals. Athletes are randomly selected for drug testing. You do not have to be a member of the National Team or a first place finisher to be selected for testing.
8. If you are asthmatic and require the use of an inhaler, you should check the USA Swimming website for a list of restricted medications. In order to use an inhaler, you must have a Declaration of Drug Use form on file with USA Swimming prior to competition, along with a statement from your physician explaining the medical necessity for using the substance. The form must be filled out completely, and include the signature of the prescribing physician. If you are attending a meet such as the US Open, the form must be received by USA Swimming one week prior to the event. If the form were not on file at the time of drug testing, the result would be a positive test. Keep a copy of the form and take it with you to the meet in case you are selected for testing.
9. Utilize the USA Swimming Website - www.usa-swimming.org.
10. Remember that your choices impact you, your peers, and the entire swimming community. If the USA has 4 positive tests in one year, all USA Swimming athletes cannot compete in international competition for two years.



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Level 4 Curriculum

Psychology

Depending on the age of the athletes, you may choose to do a presentation on College swimming, recruiting, etc. or you may choose to look back into the Level 3 Curriculum and work on goal setting and/or relaxation and visualization. You may also want to go all the way back to the Level 2 curriculum and use some of the Time Management materials which are applicable to all of us!

Topic 1: College Preparation

This talk would best be used if your camp were including athletes who were within a year or two of entering college. It is some general information for the swimmers, their coaches, and their families to think about.

- First is a “stat” sheet that would help the swimmers begin to gather basic information about themselves. Have the swimmers fill out the paper. If they don’t know the answers to these basic questions, this is where they need to start!
- Second is a list of questions to ask both themselves and potential college coaches. These are good discussion topics in helping athletes decide what kind of program they might want to look for. It is also a good list of questions for the athlete to ask a college coach.

Go to the **NCAA Web site** (www.ncaa.com). There you can find materials on recruiting, an explanation of Division I, II, III, material on financial aid, etc. Most high school age athletes are good at navigating the web. Give them the NCAA address. Also encourage them to visit the web sites of the schools and teams they may be interested in. You can also call the NCAA (800-638-3731). Request copies of the most current NCAA Guide for the College-Bound Student-Athlete.

If you have a college coach in the area, invite him or her to speak to your camp. You might want to consider inviting the parents of the swimmers to sit in on this meeting or have a separate meeting for the parents with the college coach.



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College Stat Sheet

Name _____ Age _____ Date of Birth _____

High School _____ Years Swimming _____ Year Round _____

SAT Scores _____ ACT _____ PSAT _____ GPA _____ Rank in class _____

Weight _____ Height _____

Academic Accomplishments:

Swimming Accomplishments:

Major areas of Interest:

Best Events & Times Denote Yards or Meters (Yards Preferably):

_____	_____	_____
_____	_____	_____
_____	_____	_____

Extra curricular activities or additional information you would like to add:

Interested in early signing?



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Questions for Yourself and For the University

1. Does this university have my major?
2. How many students are at this university?
3. How many kids are on the team?
4. Is the team Co-ed? If so, do women and men train together? If not, what is the relationship between the two? Do they travel together? Are the conference meets together? How many coaches are there, if they are combined?
5. What is the level of training/yardage I am looking for? Find out from coaches what their level is.
6. What are the coaches' strengths and weaknesses?
7. Of what value is the swim program to the athletic department?
8. If I swim here, will I travel right away? If not, what will it take?
9. Is weight training part of the program or some type of dryland? If so, what kind of dryland do you do?
10. If I am injured and cannot swim, do you take my scholarship away?
11. Are your scholarships 4 or 5 years? If they are only 4 years and I needed to go an extra year, could I help out on the deck to finish my education for the 5th year?
12. What is the average grade point of the team?
13. What would I mainly swim in dual meets?
14. Do we have Thanksgiving or Christmas off? If so, for how long?
15. Do we take a team travel trip over Christmas?
16. After my last meet (NCAA's or Conference), how much of a break do we have? How serious is the spring training? Summer expectations?
17. If I'm not on full scholarship, is there room for improvement?
18. Is this university on quarters or semesters? Which do I prefer?
19. Is there a training table for athletes, or do we eat in the cafeteria?
20. If I were having a hard time in my classes, would a tutor be available? (Free or at what cost?)



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21. Do you have mandatory study hall for athletes their freshman year?
22. If the coach left, would you stay?
23. Does the college have a solid academic reputation?
24. Would you choose this school if you were not a swimmer?
25. What percent of students get jobs in their field of study upon graduation?
26. In order to gain experience through internships, would something be available in my field of study?
27. What percent of student athletes graduate?
28. Does this university have a graduate program to fit my interest?
29. Are you choosing the appropriate level for yourself as far as athletics and academics are concerned?
30. Do you think the staff and program fits your needs?
31. Do you socially fit in with this group of swimmers?
32. Are you looking for a metropolitan area for your college?
33. Can you afford to travel to and from home for holidays, or is there family around if not?
34. Affordability of school?
35. What kinds of grants, etc. are available and how do you get information on them?



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Topic 2: The Business of Swimming

At first glance, the title of this agenda, "The Business of Swimming," sounds like an oxymoron. After all, swimming is a sport and business is...well, business is business. If you think about it, however, the title is a fitting one. In today's world, the best athletes approach their sports career with a professional attitude.

How often have you heard television sports commentators make statements like, "Montana (Lemond, Martina, etc.) is all business?" How often do you hear people say things like, "Phelps really wants this race?" Phrases like these describe the approach and attitude great athletes have toward their sport. These types of sayings describe what it takes to be a great athlete.

Ask: What does it take to be great?

Being great is becoming the best you can possibly be--finding and expanding on your limits. Two things, **talent and commitment** bind your limits. These two qualities, in combination, make a good athlete great. You must have both for together they make up the athletic puzzle--what you have (talent) and what you do with it (commitment).

Talent is a gift. It is the base from which you start to build your athletic career. Unfortunately, you cannot do anything about the amount of talent you possess. You can, however, do something about how you develop and nurture that talent. Swimmers with less talent but more confidence, desire, and toughness will usually outperform more talented athletes who lack these qualities.

Commitment is the attribute that brings the above qualities into focus for a competitive athlete. Commitment is what you "do" with your talent. It is the answer to questions like: "How hard are you willing to work on your physical and psychological skills? What are you willing to sacrifice to be the best you can be?" Commitment is the degree to which you want to succeed.

Ask: How can you develop your sense of commitment?

The following ideas can help you enhance your sense of commitment:

1. Be yourself. Everyone has unique strengths and weaknesses. Use your special qualities to make yourself the best swimmer you can. What makes you special and able to succeed? How can you use these skills to become the best swimmer you can be?
2. Have a plan. Set goals and targets for yourself. Use your strengths to carry you from one level to the next. Know where you are going and how you are getting there. What do you want to achieve? How are you going to get there?
3. Know yourself. Acknowledge strengths and weaknesses. Understand what motivates you and use this knowledge. What gets you going? What keeps you going when times are tough?



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4. Be willing. What are you willing to give up to become a great swimmer? Are you prepared to overcome any obstacles that might get in your way?

Ask: What can you do to get better?

1. Start now. What is preventing you from achieving your goals right now? Work to overcome this. Start with today's workout-- what are you waiting for?
2. Use what you have. Use as many resources as you can in your quest for greatness-- parents, facilities, coaches, etc. What kind of support system is available to help you become the best swimmer you can be? How can it aid you?
3. Develop what you don't have. Develop the skills you need to be great. Do you need to work on technique? On fitness? Psychological skills?
4. Be efficient. Don't train "hard", train "smart". Don't waste time or misuse energy. What is the fastest, smartest, most efficient way for you to get where you want to go?
5. Enjoy success, learn from failure. When you achieve something, acknowledge it. When you fail, try to understand why you didn't reach your goal and work on not letting it happen again. Always ask yourself, "How can I improve?"

Summary

Talent **and** commitment are a formidable combination. Together they can carry you to your loftiest goals. Remember that **you** determine how good you want to be.