NIS Mini-Squad

Approximate Training volume recommendations that shall **not be exceeded** to ensure Long Term Athlete Development (*Canadian Swimming CSCTA)

Character Development & Life Skills	Biomechanical Progressions	Physiological Progressions	Psychological
Companionship Behavior and Accountability: • The swimmer understands that he or she is part of the NIS swim team and respects his or her teammates. • The swimmer listens to recommendations from the coach and tries to make the appropriate changes. • The swimmer understands appropriate team / pool rules and the consequences of breaking the rules.	**Body position / body balance:** • From a push maintain a prone streamlined body position, defined as: one hand on top of the other, ears between the upper arms, lower body stretched long, and toes pointed. • Hold this position for at least one and one-half body lengths and be able to vary the depth of the underwater push-off. • Understands basic underwater kicking skills. • Executes a simple breakout from a push by	**Coordination:** • Shows coordinated movement patterns: swims freestyle and backstroke with legal form.	**Coachability:** • The swimmer demonstrates a sense of becoming capable of performing increasingly complex tasks. • The swimmer understands and behaviorally demonstrates that others can teach them new things (open mindedness). • The swimmer behaviorally demonstrates and verbally communicates that participation in this

	holding the streamlined position; then initiate a kicking action and progress to the surface of the water with a pull to the surface.		activity is worth their time and effort. • The swimmer behaviorally demonstrates “initiative and competency” – becomes more comfortable with the pool/swimming environment and culture. • The swimmer behaviorally demonstrates both a “me and a we” in their learning and participation.
Inclusion: • The swimmer is able to share a lane with other swimmers of different backgrounds and he or she is able to interact with them even if they are not their immediate friends.	**Freestyle / Backstroke:** • Complete legal freestyle and backstroke technique for one length of the pool using shoulder and hip technique (simple body roll). • Breathing in Freestyle: Demonstrates the ability to comfortably take a breath on either the right or left side.	**Aerobic Endurance:** • The swimmer can complete a 30-minute practice session. • The swimmer can perform a continuous swim for five minutes.	
Work Ethic and Self Discipline: • The swimmer picks up and puts away any equipment he or	**Butterfly / Breaststroke:** • Basic stroke progressions. Begin to	**Dryland:** • The swimmer will play broad based movement games.	

she uses in practice. • The swimmer is ready to start practice on time with the appropriate equipment (suits, goggles, etc.). • The swimmer gives the coach his or her undivided attention while the coach is talking. • The swimmer focuses his or her eyes on the coach and remains quiet when the coach is talking. • The swimmer is following directions set forth by the coach. • The swimmer shows respect for the facilities and equipment. • The swimmer swims the entire set (e.g., doesn't walk on bottom).	develop the butterfly and breaststroke technique.	• The swimmer warms up by following a simple gym / stretch routine given by the coach. • The swimmer participates in multiple sports/activities outside their swim session.	
Voice & Choice: • The swimmer is able to name and choose a stroke when 'choice' is given in a swim set.	**Starts / Turns:** • Basic Racing Start Progression from the side of the pool (or the block). • Perform an open turn, either prone or supine,	**Nutrition:** • The swimmer can name three sources of fruit, vegetables, grains, dairy, protein and fat. • He or she has a favorite	**Coachability:**

	where the hands touch the wall first, the body rotates to place the feet against the wall, the body drops underwater, and the swimmer pushes off in a streamlined position. • The swimmer starts to initiate a tumble turn.	healthy food. • The swimmer knows how to help in the kitchen preparing meals.	
Commitment and Team loyalty: • The swimmer knows the team name and team colors. He or she wears the team kit when representing NIS. • The swimmer knows the names of teammates and coaches in his or her practice group on the team. • The swimmer knows the name of the training group immediately (Mini-Squad).	**Cognitive:** • The swimmer can count strokes of freestyle and backstroke. • The swimmer should be able to repeat key words as prescribed by the coach to explain/describe movements appropriate to the age and at that level.		

NIS Development-Squad

Approximate Training volume recommendations that shall **not be exceeded** to ensure Long Term Athlete Development (*Canadian Swimming CSCTA)

Character Development & Life Skills	Biomechanical Progressions	Physiological Progressions	Psychological
Companionship Behavior and Accountability: • The swimmer understands that he or she has made a learning commitment and respects his or her teammates. • The swimmer listens to recommendations from the coach and tries to make the appropriate changes. • The swimmer understands appropriate rules and the consequences of breaking the rules.	**Body position / body balance:** • From a push maintain a prone streamlined body position, defined as: one hand on top of the other, ears between the upper arms, lower body stretched long, and toes pointed. • From the push the swimmer understands and demonstrates the position-11. • The swimmer understands basic kicking skills on the front and on the back.	**Coordination:** • Shows somewhat coordinated movement patterns: swims basic freestyle and backstroke technique.	**Coachability:** • The swimmer is starting to become able to perform increasingly complex tasks. • The swimmer understands and behaviorally demonstrates that the coach can teach them new things (willing to learn new things /open minded) • The swimmer behaviorally demonstrates and verbally communicates

			that participation in this activity is worth their time and effort and he/she enjoy being there. • The swimmer becomes more comfortable with the pool/swimming environment and culture.
Inclusion: • The swimmer is able to share a lane with other swimmers of different backgrounds and he or she is able to interact with them even if they are not their immediate friends.	**Freestyle / Backstroke:** • Completes basic freestyle and backstroke technique for one length of the pool using arm and leg movements. • Breathing in Freestyle: Almost demonstrates the ability to breathe to the side.	**Aerobic Endurance:** • The swimmer can complete a 30-minute practice session.	
Work Ethic and Self Discipline: • The swimmer picks up and puts away any equipment he or she uses in practice. • The swimmer is ready to start practice on time with the appropriate equipment (suits,	**Butterfly / Breaststroke:** • Is learning basic stroke progressions for butterfly and breaststroke.	**Dryland:** • The swimmer follows a simple gym / stretch routine given by the coach. • The swimmer may participate in multiple sports/activities	

goggles, etc.). • The swimmer gives the coach his or her undivided attention while the coach is talking. • The swimmer focuses his or her eyes on the coach and remains quiet when the coach is talking. • The swimmer is following directions set forth by the coach. • The swimmer shows respect for the facilities and equipment. • The swimmer mostly swims the entire set (e.g., doesn't walk on bottom).		outside their swim session.	
Voice & Choice: • The swimmer is able to name and choose a stroke when 'choice' is given in a swim set.	**Starts / Turns:** • Basic kneeling Racing Start Progression from the side of the pool. • Performs an open turn, either prone or supine, where the hands touch the wall first, the body rotates to place the feet against the wall and the swimmer pushes off in	**Nutrition:** • The swimmer can name three sources of fruit, vegetables, grains, dairy, protein and fat.	

	an almost streamlined position at or below the water surface.		
Commitment and Team loyalty: • The swimmer knows the team name and team colors. • The swimmer knows the names of lane-mates and coaches in his or her practice group on the team. • The swimmer knows the name of the training group immediately (Development-Squad), the swimmers knows that he or she does not yet need to compete.	**Cognitive:** • The swimmer should be able to repeat key words as prescribed by the coach to explain/describe movements appropriate to that level.		

NIS Transition-Squad

Approximate Training volume recommendations that shall **not be exceeded** to ensure Long Term Athlete Development (*Canadian Swimming CSCTA)

Character Development & Life Skills	Biomechanical Progressions	Physiological Progressions	Psychological
Companionship Behavior and Accountability: • The swimmer demonstrates an understanding of sportsmanship–competition- behavior (e.g. congratulates team mates). • The swimmer will treat teammates, parents, and coaches like he or she would want to be treated. • The swimmer talks to the coach after each	**Body position / body balance:** • The swimmer executes a basic start from the blocks. • The swimmer holds the underwater streamlined position and progress to the surface of the water with a pull.	**Coordination:** • Coordinated movement patterns swims all four strokes with a good understanding. • Aerobic endurance: can perform continuous swim and kick for 10 minutes.	**Mental Preparation:** • The swimmer possesses a basic understanding of the concept of concentration. • Knows the difference between focusing on what's important and what's not. • Is aware when focus leaves target and knows how to bring focus back (how to concentrate).

race. • The swimmer knows basic meet procedures including how to use and read a heat sheet and how to write down his / her events.			
Inclusion: • The swimmer interacts well with other swimmers of different gender / age or ability within the team.	**Freestyle / Backstroke:** • Refinement of freestyle and backstroke with basic body roll	**Aerobic Endurance:** • The swimmer can complete a 45-minute practice session. • The swimmer can perform a continuous swim for five minutes.	
Work Ethic and Self Discipline: • During practice the swimmer will leave on time during sets. • Start and finish at the wall, swim the set in the prescribed manner (e.g., doesn't do freestyle on butterfly sets), and • swims the entire set (e.g., doesn't walk on bottom, counts accurately).	**Butterfly / Breaststroke:** • Continue stroke progression. Complete progressions for the butterfly and breaststroke. • **Butterfly** Demonstrate an undulating motion during the butterfly stroke. Demonstrate a breath during the butterfly. Complete one length of the pool with good butterfly form.	**Dryland:** • Introduction to balance and coordination skills • The swimmers is introduced to games and activities that include kicking, throwing, tossing, hopping, jumping and skipping. • The swimmer participates in multiple sports/activities outside their swim session.	

	• **Breaststroke** Complete one length of the pool with legal breaststroke form. Demonstrate the pull, kick, and breath during the breaststroke. • Performs 100 meters of individual medley with good technique and turns. • Participates in competitive situations for the primary purpose of skill development (i.e. time trials, intra-squad meets, dual meets, and other school-level competitions).		
Voice & Choice: • The swimmer is able to name and choose a stroke when 'choice' is given in a swim set. • The swimmer is able to voice their opinion when communication to a coach after a swim meet.	**Starts / Turns:** • Execute a start from the blocks. • Understands relay exchanges. • The swimmer understands a legal freestyle, backstroke, butterfly and breaststroke turn.	**Nutrition:** • The swimmer can name three sources of fruit, vegetables, grains, dairy, protein and fat. • He or she has a favorite healthy food. The swimmer knows how to help in the kitchen preparing meals. He or she knows how to ask for healthy snacks/meals	
Commitment and Team loyalty:	**Cognitive:**		

• The swimmer takes pride in being a member of the team, which the swimmer demonstrates by: • participating in swim meets • knowing the coaches' names • cheering on teammates during practices • wearing team team-kit when attending swim meets. • The swimmer will know the name of any other training group(s) on the team besides his or her own group. (example: "Bronze," "Silver & Gold," "Mini-Squad" and "Development")	• The swimmer can count strokes / stroke cycles of different strokes. • The swimmer should be able to describe movements of different strokes using his / her own words.		

NIS Bronze-Squad

Approximate Training volume recommendations that shall **not be exceeded** to ensure Long Term Athlete Development (*Canadian Swimming CSCTA)

Character Development & Life Skills	Biomechanical Progressions	Physiological Progressions	Psychological
Companionship Behavior and Accountability: • The swimmer demonstrates an understanding of sportsmanship–competition- behavior (e.g. congratulates opponents). • The swimmer treats teammates, officials, and coaches with respect. • The swimmer talks to	**Body position / body balance:** • Execute a start from the blocks. • Holds the underwater streamlined position for one body length, initiate a kicking action for one body length • progress to the surface of the water with a pull.	**Coordination:** • Shows coordinated movement patterns and swims all four strokes. • Aerobic endurance: can perform continuous swim and kick for 10 minutes.	**Mental Preparation:** • The swimmer understands and can demonstrate the difference between feeling tense and relaxed. • He or she can identify past situations where both have been present. • The swimmer can describe the relationship between nervousness and

the coach immediately **after** each race. • The swimmer knows basic meet procedures including how to use and read a heat sheet and how to write down his / her events. • The swimmer learns basic race tactics. • The swimmer chooses a swimming hero/role model (may be a member of his or her team) and knows the events in which the individual competed or competes.	**General Technique and Competitiveness:** • Stroke progression. Complete progressions for the butterfly and breaststroke. • Performs 100 meters of individual medley with legal technique and turns.		performance. • Can describe the mind–body connection (negative thoughts lead to tight muscles lead to poor performance). **Self-Image** • Understands the role of failure and the importance of learning from one's mistakes. **Concentration** • Possesses a basic understanding of the concept of concentration.

Time Management The swimmer understands the importance of hard work in the classroom and will complete his or her homework on time even when attending swim meets on weekends.	• Perform relay exchanges. • Performs prescribed underwater dolphin kicks for freestyle, backstroke and butterfly starts and turns. • Breathes within the rhythm of stroke in most strokes. • The swimmer has participated in competitive situations for the primary purpose of skill development (i.e. time trials, intra-squad meets, dual meets, and school competitions)		• Knows the difference between focusing on what's important and what's not. • Has an understanding of what to focus on. • The swimmer understands how to block out distractions both in practice and in swim meets. • He or she is aware when focus leaves target and knows how to bring focus back (how to concentrate).
Inclusion: • The swimmer interacts takes initiative to interact with swimmers of different ethnic backgrounds / age or ability when working in groups.	**Freestyle / Backstroke:** • Complete legal freestyle and backstroke technique for one length of the pool using shoulder and hip technique (body roll). • Breathing in Freestyle: Demonstrates the ability	**Aerobic Endurance:** • The swimmer can complete a 30-minute practice session. • The swimmer can perform a continuous swim for five minutes.	

	to breathe on either side.		
Work Ethic and Self Discipline: • During practice the swimmer will leave on time during sets, start and finish at the wall, swims the set in the prescribed manner (e.g., doesn't do freestyle on butterfly sets, doesn't pull on kicking sets, performs most turns legally) • The swimmer swims the entire set (e.g., doesn't walk on bottom, counts accurately). • The swimmer communicates to his or her coach when a training or swim meet is missed.	**Butterfly:** • Demonstrate an undulating motion during the butterfly stroke. • Demonstrate correct timing of the pull, kick, and breath during the butterfly. • Complete one length of the pool with legal butterfly form. **Breaststroke:** • Complete one length of the pool with legal breaststroke form. • Demonstrate correct timing of the pull, kick, and breath during the breaststroke.	**Dryland:** • Introduction to balance and coordination skills • The swimmer is introduced to games and activities that include their own body weight or activities such as kicking, throwing, tossing, hopping, jumping and skipping. • The swimmer warms up by following a simple gym / stretch routine given by the coach. • The swimmer may participate in multiple sports/activities outside their swim session.	
Voice & Choice: • The swimmer is able to name and choose equipment he or she prefers to work with and he or she chooses a	**Starts / Turns:** • Execute a legal freestyle, backstroke, butterfly and breaststroke turn, including an approach of about 10meters.	**Nutrition:** • Understands that energy for exercise is derived from nutrition. • Independently pack healthy snacks for during school and	

stroke when 'choice' is given in a swim set. • Junior Team captains may lead activities chosen by the coach.		before/after training • Able to choose quality calories from fruit, vegetables, whole-grains and cereals, low-fat dairy, lean protein and heart-healthy fats.	
Commitment and Team loyalty: • The swimmer takes pride in being a member of the team, which the swimmer demonstrates by: • participating in team cheers • knowing the coaches' names • cheering on teammates during swims (swim meets). • He or she is wearing team uniform/kit (NIS cap, NIS suit, NIS T-Shirt) when representing the school. • The swimmer has a basic idea of what is needed to move up into the next training group.	**Cognitive:** • The swimmer begins to understand maturation, physical development, and nutrition. • He or she understands and accepts individual differences in physical size within an age group. • The swimmer can count strokes / stroke cycles of different strokes. • The swimmer is able to describe movements of different strokes. • He or she knows and names some drills for each stroke.		

NIS Gold & Silver-Squad

Approximate Training volume recommendations that shall **not be exceeded** to ensure Long Term Athlete Development (*Canadian Swimming CSCTA)

Character Development & Life Skills	Biomechanical Progressions	Physiological Progressions	Psychological
Companionship Behavior and Accountability: • The swimmer demonstrates sportsmanship behavior (e.g. congratulates opponents at award ceremonies or after swum races). • The swimmer talks to the coach immediately **before** and **after** each race. (**Gold swimmers do so independently**) • The swimmer has a strategy before he or	**Body position / body balance:** • Execute a start from the blocks. Holds the underwater streamlined position and increases number of underwater dolphin kicks with increased speed and efficiency for freestyle, backstroke and butterfly. **General Technique and Competitiveness:** • The swimmer performs a legal 100 of each stroke, a	**Coordination:** • Is able to participate in short sprints of all strokes at maximum velocity working on racing skills, coordination, starts and finishes. • He or she executes balancing drills or technical drills (**Gold swimmers**: with expertise).	**Performance Management** • The swimmer understands the relationship between relaxation and performance. • Knows the three levels of nervousness (too little, just right, too much). • **Gold swimmers** can perform breathing exercises as relaxation technique. • **Silver swimmers** perform breathing exercises when guided.

she races (race tactics). • The swimmer gives his or her best effort at all times (meets and in practice). • The swimmer is aware of performance/ time standards standards of the ACAMIS Championships.	200m individual medley and the age appropriate distance event. • The swimmer breathes within the rhythm of stroke under race conditions in all four strokes. • The swimmer participates in competitive situations.		• The swimmer understands that stress comes from negative self-talk and faulty focus of concentration. • The swimmer understands the concept of uncontrollable, as a major source of stress.
Time Management • The swimmer demonstrates an ability to balance school and outside activities. • He or she makes up homework tasks independently by communicating with the teacher for each subject. • A **Gold swimmer** may offer to make up missed practices during community swims in the afternoon			**Self-Talk** • The **Silver swimmer** understands the benefits of positive self-talk • **Gold swimmer** uses positive self-talk and affirmations and closely monitors negative self-talk. **Concentration** • The swimmer understands the importance of concentration in

			practice and meets and can regularly recognize a faulty focus and brings self-back to a proper focus. **Imagery and Visualization** • The swimmer understands the importance of imagery in enhancing performance. • The **Gold swimmer** knows the principles behind effective imagery practice. • Can perform basic visualization skills (**Gold swimmers do so independently and in their own time**). **Goal Setting** • The swimmer understands the value of setting process and outcome goals for both practice and meets • **Gold Swimmer**

			knows best times for practice (broken swims / USRPT) and meets. • **Silver swimmers** may ask for their best times to use them for training sets and in meet situations. • Swimmer sets and writes process and outcome goals. (**Gold swimmers do so independently**) **Self-Image** • Is able to accept criticism from the coach and understands that criticism is a critique of skills not a critique of an individual.
Inclusion: • The swimmer interacts with all swimmers of different ethnic backgrounds / age or ability on the team.	**Freestyle / Backstroke:** • Demonstrates efficient freestyle and backstroke technique using shoulder and hip technique (body roll).	**Aerobic Endurance:** • Aerobic endurance: performs T30 or another threshold sets without stopping.	
Work Ethic and Self Discipline: • The swimmer	**Butterfly:**	**Dryland:** • The swimmer starts to	

communicates to his or her coach when a training or swim meet is missed. • The swimmer attends the recommended meets and understands the importance of being on time for meet warm-ups. • The swimmer meets the established attendance requirements for swim practice and swim meets. • The swimmer challenges him- or herself to perform to the utmost of his or her ability in practice and in swim meets by giving his or her best effort at all times.	• Shows a good understanding of timing and rhythm. **Breaststroke:** • Demonstrate correct timing of the pull, kick, and breath during the breaststroke. • Performs a legal breaststroke pullout with a dolphin kick.	learn athletic movements on land such as: • Balancing exercises • Exercises using his/her own body weight • Flexibility routine • Athletic development (linear/lateral movements) • Gymnastic strength activities such as: Kicking, throwing, tossing, hopping, jumping and skipping activities and games • The swimmer may participate in multiple sports/activities I	
Voice & Choice: • The swimmer may take the opportunity to act as the team captain and he or she may choose to take on additional responsibilities.	**Starts / Turns:** • The swimmer executes a legal freestyle, backstroke, butterfly and breaststroke turns. • The swimmer performs effective finishes. • He or she performs	**Nutrition:** • The swimmer understands that “Food is Fuel.” Energy in=energy out. • The **Gold swimmer** makes healthy food choices (despite	

• Swimmers may voice activities / ideas that they wish to engage in as individuals or as a team. • The swimmer is able to name and choose equipment he or she prefers to work with to benefit his or her development in the water / on land. • The swimmer may lead and run workouts according to their ability. **Leadership skills:** • Swimmers may engage in giving workshops, leading / developing workouts (under supervision of a coach), assist in video analysis or help out at swim meets.	correct timing for relay exchange.	teammates unhealthy choices while traveling, after training) • The swimmer can put together a healthy meal with all macros (carbs, protein, fats) at table.	
Commitment and Team loyalty: • The swimmer takes pride in being a member of the team by participating in team cheers • The swimmer wears team uniform/kit	**Cognitive:** • The swimmer understands maturation and physical development begins to understand relationship between training programs, maturation,		

(NIS cap, NIS suit, NIS T-Shirt) when representing the school at swim meets, while travelling and during award ceremonies or sport award evenings. • The swimmer offers to assist another swim team members to develop their technique of the same or different groups.	and physical development. • The swimmer can measure his or her own heart rate. • The swimmer understands the importance of muscular flexibility in swimming performance. • The swimmer participates in broken swims / USRPT training to learn race strategy and pacing. • The swimmer can count strokes / stroke cycles of different strokes. • The swimmer knows and uses drills for each stroke.		