

The JOURNAL

Official Publication of the
National Interscholastic Swimming Coaches Association of America, Inc.



Ellsworth (ME) High School Eagles, photo courtesy Coach Jim Goodman

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THE NISCA JOURNAL

www.niscaonline.org

May - June 2024



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Front Cover: The Ellsworth High School (EHS) Swim & Diving Team Eagles from Ellsworth, Maine was awarded the Maine Principal Association (MPA) Good Sportsmanship Award for the 2023-2024 season. The EHS team had a great year despite having only 10 swimmers and divers which is almost down 50% from last year due to a large graduation class in 2023. Despite the small numbers, these student athletes achieved overall Fourth Place in the State Class B championship out of 20 teams competing. This included several first and second place wins in individual swimming and diving events and relays. Overall, the entire team earned medals and ribbons in all their events they competed in. Also, several new team records were achieved along with personal best swims and dives for all. They also achieved a Second Place in the Penobscot Valley Conference (PVC) Championship a week earlier.

Ella Montgomery, Kaela Springer, Coach Leslie Billings, Adrian Richardson, Kiera Springer, Alexis Bradford, Coach Jim Goodman, Noelle Hanson, Madeline Carrier, Anna Katherine Burns. (Not pictured are Brynn Stephenson, Sara Moseley, and Diving Coach Jodi O'Neal).





National Interscholastic Swimming Coaches Association of America

To Educate... To Promote... To Honor.

NISCA Members,

As I review the accomplishments and organizational goals achieved by NISCA during the past year I reflected on a motto my current employer uses for establishing the mindset for our athletic department: "Developing Champions for Life."

Delving deeper into the motto, it reminded me of a talk from last year's NISCA Conference by Darrin Millar titled "Tradition Never Graduates." When looking at the all-around aspects of our sport, sometimes we forget that there is more to swimming and diving than just getting athletes faster or increasing DD points in diving. Darrin's talk really centered on building a team environment where everyone contributes to the continued success for the program and so that program success continues.

When comparing with "Developing Champions for Life" I see that Darrin's talk was just one small piece of the bigger picture of what we are truly trying to accomplish with our athletes. In establishing traditions for success, it includes the customary basics we are accustomed to hearing: work ethic, attendance, sportsmanship, effort, and being coachable to name a few. When looking at my athletics department's goals it evokes a deeper consideration of where we want our athletes to be after graduation. We would like our athletes to continue with a life-long love of our sport. However, have we given them the skills to truly be "Champions for Life"? Have we challenged them and guided them successfully to overcome adversity, have we created a passion for supporting others either through demonstrating positive sportsmanship or volunteerism in our communities? Have we given them the faith to utilize resources when they are struggling, and the ability to ask for help when struggling? As a leader, have I led by example to demonstrate how to live a moral and virtuous life? Lastly, have we instilled the importance of life-long learning?

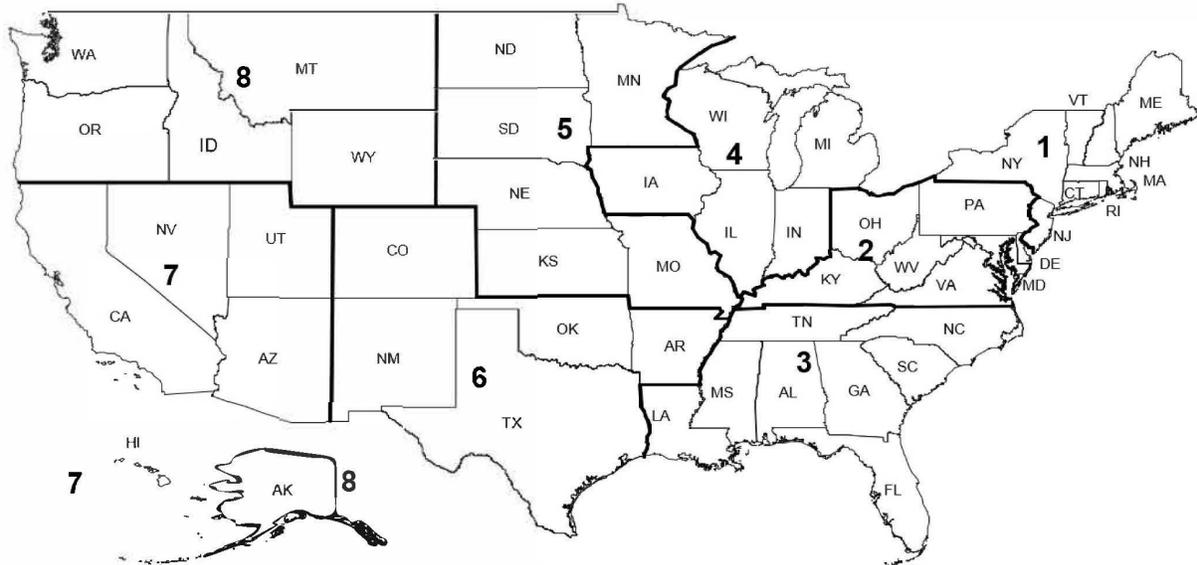
As you head into the end of the school year, I encourage each of you to conduct a self and program evaluation. Is there something missing from your program outside of technical skills improvement? Do you have athletically talented athletes, but they struggle in the classroom? Have your team/parents become too arrogant and lost humility/compassion for others due to your program's success? Do your athletes struggle with making good choices? Is your team a team or just a bunch of "small cliques"? Are we acting as the best role models for our athletes? Does the team display consistent sportsmanship and are they actively involved in your school/local community in a positive way? Were the goals you set for the team the previous year/season too difficult or were they too easy? Do you need to raise or lower the bar to be able to meet those expectations?

During the NISCA Conference, I spent a great amount of time thinking about goals I had set the previous year and where I/we fell short of them. Areas where we grew included communication and membership. Areas where we saw growth but still need more work included membership involvement at the Zone and State levels. Among discussion topics the Executive Board discussed, is it time to change the structure of the Zone and State Representatives? When we discussed the NISCA Conference as a whole, would more coaches attend if we changed when and where the Conference met? A lot for the organization to consider, however if there is one thing that I have learned during my lifetime, if an organization is not constantly looking to improve how it operates, there is always the possibility of it failing entirely or being absorbed by another entity.

Sincerely,
Mark Jedow
NISCA President

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FROM THE EDITOR

When I was a teenager I spent three summers working for my dad in the Virgin Islands as an electrician's apprentice. I learned a lot and was pretty confident about my increasing knowledge of the trade and my growing skillset. That is, until I shared my confident, glowing self-evaluation with him and asked what he thought. With his usual dry and deadpan sense of humor, he replied, "Son, you know just enough to be dangerous." I was stunned. I thought I had gained an enormous amount of knowledge through a wide range of the work we had done, but compared to him, a Master electrician, I was just a pup, still wet behind the ears, regardless of how much I thought I knew. I came back down to earth with a resounding THUD.

Chuck Warner and I have previously worked together on a couple of books, an audiobook, and several articles for magazines and other media. Several long conversations about problems coaches have (swim and other sports) seemed to circle back to different issues we face with parents. We joked about collaborating on yet another book, or a series of books, in the style of Harvey Penick's "Little Red Book", with advice and observations/perspectives for parents, coaches, and swimmers, each under its own cover. So, which one should come first, we were wondering? **PARENTS!** Chuck had been thinking along those lines for a long time, took the ball and ran full-speed with it, and it turned out great. The soon-to-be-published little volume should be a good seller, and we'll have a review and sales info on it in an upcoming Journal.

In conversations with Chuck and other veteran coaches, it seems my dad's comment on my competency in the electrical trade was probably applicable to many fields of learned knowledge and skills. In swimming, we coaches have probably had more conflict issues with parents who had a little, or even a lot of competitive swimming experience, or even other sports, and especially if they have had team administrative or coaching experience, all too often with that uniquely American phenomenon, summer league swimming.

Eddie Reese commented once, in a manner I deduced was advice to younger or less-experienced coaches, that **"if you're coaching the way -you- were coached, you're 20 years behind the times."**

And so I think any parent who, because they had a connection in any manner with competitive swimming, whether at the summer league, high school, club, or college level, and thinks that qualifies them to comment on, criticize, or question your coaching, is not a lot different than that sun-bronzed know-it-all teenage boy who knew *"just enough to be dangerous."*

We welcome your feedback and comments.

Parents in the 70s and 80s were a different breed



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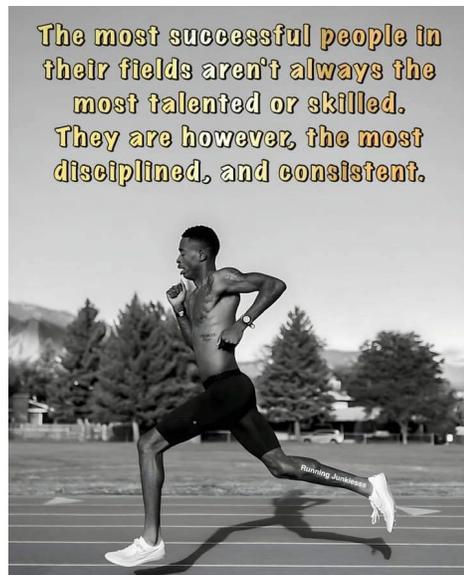
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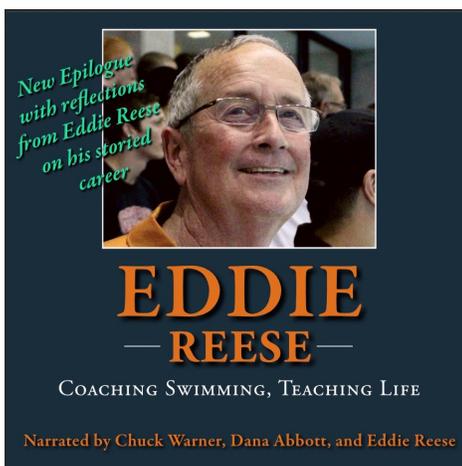


We're going a little crazy counting down the remaining days of Eddie Reese's college coaching career. Until the Olympic swimming events begin (July 27) www.chuckwarnerbooks.com is offering a package deal for both the **EDDIE REESE: Coaching Swimming, Teaching Life** audiobook and the softcover book **Four Champions, One Gold Medal**, at an incredible **90% off** the Amazon price for both (Amazon: \$244, us: **just \$22.45**). At www.chuckwarnerbooks.com this is a **50% markdown** as these two books normally retail together for \$44.90 (Audiobook \$14.95, Four Champions \$29.95).

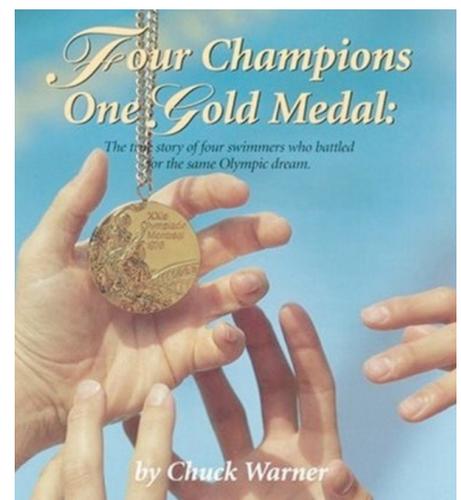
Do you have a "swimming library?" Why not always have access to the Eddie Reese Audio Book on your phone/ computer and dive into one of the best swimming stories ever known, leading up to the 2024 NCAA's?

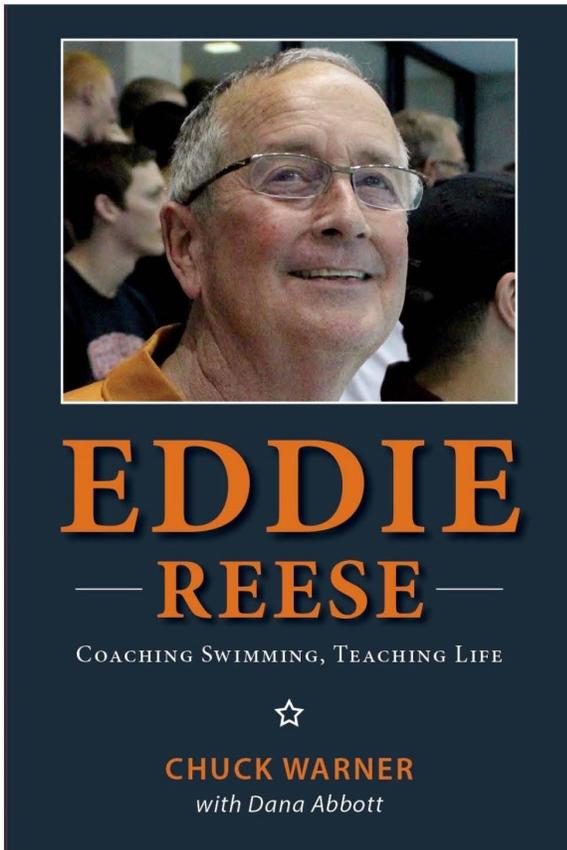
Eddie Reese has said about **Four Champions**: "Parents, swimmers and non-swimmers can learn some of life's tougher lessons from this book. If you are not connected with *THE SPORT*, just pass over all the numbers and enjoy a special real story about four greats of their time and sport. If you are caught up in the world of swimming, read every word and number and then write these four guys and thank them for what they did."

Former USA National Team Director Dennis Pursley describes **Four Champions**: "I have read many books on the sport of swimming, but this is the first in the 'can't put it down category' ...a '**must read**' for anyone interested in the health and future of the sport of swimming."



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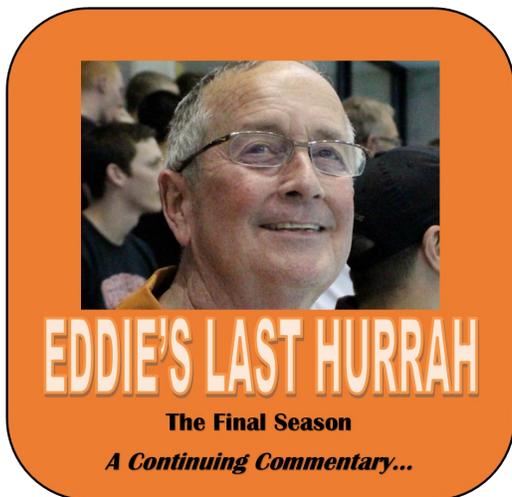


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Eddie Reese's first season at Texas was 1978-79, 45 years ago. He has announced his retirement following this, the 2023-24 season. The Cambridge Dictionary defines "last hurrah" as a person's final effort after a long period of work. We can't imagine Coach Reese *-totally-* walking off a pool deck, and assume he will continue guiding and imparting wisdom and advice long after he no longer mans the UT helm in Austin, but this will be his final season as the Longhorns' head coach.

The authors have followed the 'Horns, meet by meet, and offered insightful commentary after each competition. No one can truly fathom the impact of the genius and humor that has guided Eddie's thoughts and actions if they don't have a deeper understanding and exposure to his entire life, and the best way to do that is to read the book, **EDDIE REESE: Coaching Swimming, Teaching Life**, and one can't *-read-* the book without *buying* the book!



Scan QR code to go to
"Last Hurrah" Commentaries

These commentaries are available at
www.eddiereesebook.com/commentary.

Coaching GRIT

Kevin Pierce

Your job as a coach is to give them the tools to have grit. What they do when the situation calls for grit is up to them.

As coaches and mentors, we are constantly looking for chances to discover teachable moments. Occasionally, we find those openings when our athlete makes a mistake and other times we praise when they battle through difficulty. Either way, if we care about our athletes, we find ways to make an impression.

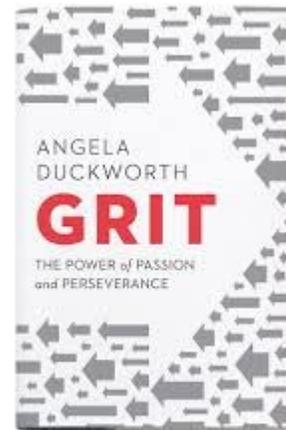
Recently, I read a book by Angela Duckworth, titled ***“Grit: The Power of Passion and Perseverance.”*** In this book she talked about ways coaches can make an impact on an athlete’s capability to be gritty. According to the Webster Dictionary, the meaning of grit is, *“firmness of character; indomitable spirit.”* Angela Duckworth fine-tuned the definition to be, *“perseverance and passion for long-term goals.”* Grit is more imperative than talent. Duckworth states, *“Rising to the occasion had nothing to do with talent. People that succeeded in life not only had insane determination regardless of the task, but they also had a vision and strong direction of where they wanted to go. They always had a ‘never good enough’ attitude. This constantly kept them hungry and the journey was just as important as the end result.”* Duckworth went on to say, *“Passion and perseverance equals grit. Our potential is one thing, but what we do with it is another. We must build our skill level with effort to reach any achievement. A high level of performance is an accretion of mundane tasks.”*

In her book, Duckworth examined unique opportunities for coaches to make an impact on their players teaching them grit. Duckworth spoke about how grit is found in the balance of doing something difficult that also interests you. Most kids attend school that is challenging but not necessarily interesting to them. When kids spend time with their friends, it may be interesting but not necessarily challenging. Coaches who are involved in your child’s extra-curricular activities play a crucial role in teaching grit. A sport is a mixture of something challenging and interesting. A coach can make a kid who didn’t believe

they could achieve something, not only achieve, but persist when it became difficult. The “never give up” attitude is easy to say but hard to achieve.

As a coach for close to 20 years, I understand the unique opportunity to make a positive impact on our players. Sports are a tool to instill grit, a balance of challenging and interesting. There is also a lesson in understanding how they must do ordinary tasks well. Passing for an hour straight may not be fun, but it’s vital to perfect technique. Muscle memory plays a large part in sports, and repeating an ordinary task develops a player’s ability. The difficult part for a coach is finding ways to make that everyday task enjoyable.

Regardless of their level all coaches are determined for their players to learn grit. Will they quit? Will they rise to the occasion? Will they think they are good enough? All those questions come in the face of difficulty. Your job as a coach is to give them the tools to have grit. What they do when the situation calls for grit is up to them.



Read more from NISCA Education Chair Kevin Pierce and subscribe to his stimulating and encouraging newsletters here:

<https://kevinpierce.substack.com/>

Being a Role Model For Your Students and Athletes

Kevin Pierce

As a teacher and/or coach, you represent a significant force in your students' lives. You might well be the adult that they spend the most time with on an everyday basis. As such, you aren't only in a spot to teach a curriculum or coach your sport, you can also be a solid, encouraging role model for students as they develop into the person they will become for the rest of their lives.

Positive Attitude

Exhibiting a positive outlook, even when daily issues come up, is essential for being a role model for your students. By optimistically responding to the issues you face every day, you inspire your students to do the same; showing that while things might not go the way that you had intended or hoped for, you can still make the situation a positive one.

Honesty

Trust is a tremendously important part of personal and professional interactions, by being trustworthy and consistent with your class or team, you will help to convey those values onto them. Try to honor any promises you make; if you say that you're going to reward good class conduct, make sure to follow through on it. Empty promises can drive students toward being distrustful, at the same time keeping to your word will do exactly the contrary by encouraging students' honesty and trustworthiness!

Be Genuine

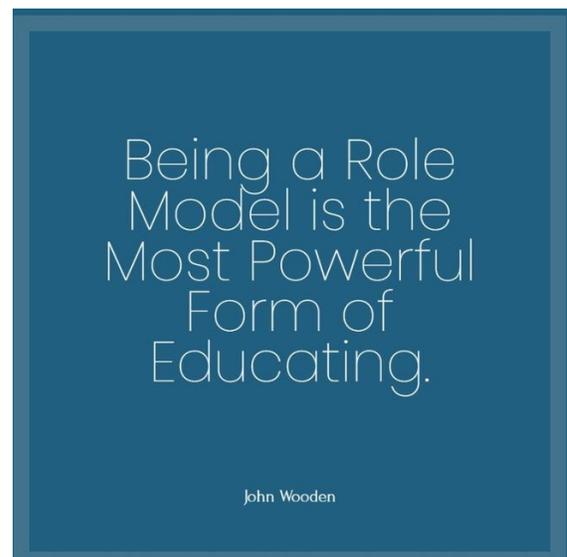
Letting some of your personal passions and interests show will urge students to pursue their interests. Many children can feel very self-conscious about their interests and this can stifle their creativity. By letting even a small amount of your interests show through, you can encourage pupils to embrace their individuality and pursue their interests.

Show Respect

If you want your students to show you respect, then you need to show them that same level of respect at all times. It might be a cliché, but treat your students the way that you would want to be treated. If you are well-mannered, show appreciation and are considerate, then you will encourage the children to act in the same way.

Accept and admit when you're wrong

There's no shame in acknowledging that you've made a misstep. By seeing that even a teacher or coach can be wrong and that you can willingly admit to being wrong, your students will learn to acknowledge and own up to their own errors. It will also inspire them to say sorry and make amends rather than to pretend that the error never happened.



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Off-Season Team Building

Takes a Minute to Win It

Aimee Schmitt

You are looking at the calendar and there are about 8 weeks of school left. Your championships are over and as the coach of the high school teams, you are struggling with motivating your swimmers to show up and get excited about practices. The concept of preparing for 10 months from now is met with glazed eyes and silent grumblings. What can you do that will help you break up the routine and inject some fun into your program?

Take the opportunity to focus on team building. Here is how one coach did it and it has not only made the last few months of school easier to plan for, but it has created a strong team-building energy that will carry into the next year.

Step 1 - Plan out your timeline. Start from the last day of practice and work backward. How many weeks do you have left? Coach H knew she wanted to split the remaining six weeks in half. She planned for the last week as finals, and the two weeks before that to be a split between water polo games and captain-led practices. That left her with 3 weeks to fill with a team-building plan. She decided that including a team-building activity two times a week during the swim period would help everyone. This left her with six days to plan something "fun".

Step 2 - Plan your "contest" - Coach H decided she wanted to do a "Survivor" type contest and split her team into two groups that would compete against each other for points. Each week would have different activities that would be scored. These activities could range from swim races to "Minute to Win It"-type contests. Keeping it simple was the key. She set up small competitions that would culminate in one big competition at the end of the time period with the winning team getting a shirt that would say "Survivor Winner" and the right to decide what practices are swum during the last week of school. Her outline is below but once you start exploring ideas for fun games there are so many directions you can go.

Step 3 - Document each phase for social media and team spirit. Coach H put a student-athlete in charge of the team's social media account and each week new photos of each contest are posted. Also, write out an ongoing scoreboard throughout the time period so the teams can see their standing.
(*Could just be on a whiteboard on deck.*)

Sample outline:

1. Week 1 --Team meeting to go over *Survivor* contest. Choose teams. Activity: build/create team flags. (materials are wooden dowels, cotton fabric, fabric markers, and duct tape.)
2. Week 2 - Swim *Jeopardy* and *Minute To Win It* cup-stacking contest, and how many team members can sit in a cap contest.
3. Week 3 - Shirt relays and water puzzle contest. ("Hide" puzzle pieces in colored Ziploc bags and throw in the pool for team members to find and then put the puzzle together.)

Enjoy coming up with your own ideas and watch a tradition start that will take on a life of its own!

Results: The result has been an enormous amount of positive team energy and excitement. The swimmers look forward to practice time and what the next contest will be. All swimmers have a role to work together to gain points for their team. Random points could be scored at any time by a team for "extra efforts" at a coach's whim to add even more excitement to the process. Proving that team culture can take a minute to build and produce a lifetime of memories.

-Aimee Schmitt is a coach, author and regular contributor to the NISCA Journal



STRENGTH TRAINING

Accommodated Resistance Training: Increased Strength, Reduced Muscle Damage

Charlie Hoolihan

ASCA Swimming Strength and Conditioning Specialist Coordinator

Using bands during resistance training is a fantastic way to increase strength, limit muscle damage, and reduce the chances of injury during heavy swim training periods.

They can also be used during taper to help preserve muscle strength as the strength training load decreases and limit metabolic waste chemicals released during intensive exercise training.

Bands can be used either independently or in combination with traditional strength exercises.

Band or *Accommodated Resistance Training* accommodates the body's strengths and weaknesses by applying the most force during its strongest biomechanical positions and the least amount during its weakest.

There are several advantages to this variable force production.

First, it more effectively challenges maximal strength at the most vital biomechanical position because the weakest position is the limiting factor in an exercise movement.

Second, it is safer in a biomechanical position where either the angle of the exercise or a smaller number of muscles are available to produce force in the direction needed.

Third, research supports accommodated resistance as an equal, if not superior, form of gaining strength and power.

This article provides two barbell exercises using bands and two bodyweight band exercises, but the training options are numerous.

(Note: videos of these exercises and more are available on the ASCA Swimming Strength and Conditioning Facebook page. Search the keyword "accommodated")

Barbell Back Squats



Set-up

Setting up the bands for a barbell back squat is one of the more difficult of the accommodated exercises and may require sever-

al versions to find the optimal resistance. The equipment available, the bands' resistance, and the athlete's strength and height will require this experimentation.

The base of a good squat or power rack can provide anchor points for a band on either side of the barbell. Loop a short band part around the anchor and pull the longer part through the loop. Then, stretch the band up to the end of the barbell, located at the athlete's starting height.

If no optimal anchor point exists on the rack, use hex-shaped dumbbells on either side by looping one end of the band around the dumbbell.

Exercise

During the squat, the leg and trunk muscles stabilize the spine during the slight forward lean of the weight-lowering phase. The quadriceps, glutes, and hamstrings lengthen on the descent, while the trunk muscles work hard to support the spine during the slight forward lean.

Once the optimal individual range of motion depth is achieved, most muscles are lengthened to capacity and are in a position of biomechanical vulnerability.

Once the ascent begins, the muscle contractions shorten, and the hips extend, the leg muscles can apply more force to the upward motion.

Add weight judiciously after becoming comfortable with the movement using an empty barbell.



Band Bodyweight squats



Set-up

A long loop-style band typically used for pull-ups or a linear band with handles can be used with the bodyweight squat. The loop band anchor point is set when the athlete stands on the bottom of the band with both feet and then bends forward to loop the top part around the neck.

The bottom part of the linear band is set similar to the loop, and the upper is secured by the hands, which can be placed in a "front rack" position in front of the chest near the collar bone. The hands should have wrists facing out and knuckles pointing towards the chest.

Exercise

The exercise is performed similarly to the barbell back squats.



Barbell Bench press



Set-up

The easiest way to set up a barbell bench press is to use a standard bench press station with rack pegs. Using a loop band, anchor it on a low peg beneath the barbell peg, then pull the band under the bench to the other side and anchor it on the parallel peg.

Place a 2.5 or 5-lb plate on the barbell to prevent band slippage, and then loop the bands around the end of the barbell.

Exercise

During the barbell bench press, the bands and weight apply the most force at the top of the movement, where the shoulder, triceps, and chest muscles are all involved, while the least amount of force is applied at the bottom, where the shoulders primarily perform the push phase.

Given the amount of usage on a swimmer's shoulder, especially in internal rotation, lessening resistance at a biomechanical weak point makes sense. And increasing the resistance at biomechanical strength makes even more sense!



Bodyweight push-ups



Set-up

Start by holding the ends of a loop band in both hands, with the band pressing on the low spine. Move the band up the back until it's on the upper spine underneath the armpits.

The linear band with handles is set up similarly but may require shortening due to their design. Wrap the band around the end of each handle until an appropriate resistance is found.

Exercise

Get into the push-up position and perform the exercise. Like bench press, the most significant tension will occur at the movement's top and lowest at the bottom.

If adding band resistance makes the push-up too tricky for some, the hands can be placed on a bench, box, or wall to decrease bodyweight use. This can help develop strength for floor push-ups because the band tension helps increase strength in the push-up muscles.

Caveats for band training.

While the benefits of using bands are numerous, there are some considerations to address.

Accuracy of load

Bands are an inexpensive way to increase the intensity of an exercise, but the load cannot be measured accurately. Most manufacturers provide a range of resistance for each size band based on their width and thickness, providing a ballpark amount.

The best solution in this case is to quantify an exercise amount using the band's color plus the bar's amount. Progress is measured once the athlete finds their peak band color over several workouts, and then the weight is added to the exercise in a progressive manner.

The age and usage of a specific band also affect the amount of resistance it offers, so it's best to replace the more heavily used ones every year or two.

There will be slight differences between bands of similar color, so it's also important to reserve two colored bands of equal resistance for the squat rack.

Wear, tear, and unsecured ends.

Most bands last one to two years, but before set-ups, check each band for damaged or weak-looking areas and discard any with cracks or perforations.

Also, be aware of the need to make sure the anchor points are secure while setting up and breaking down the exercise. An unsecured band end rapidly seeking to return to the shortened position is hazardous!

Charlie Hoolihan is the Swimming Strength and Conditioning Specialist Certification Coordinator for the American Swimming Coaches Association and has been strength training swimmers since 1990. He's also a presenter and writer for numerous national fitness organizations and publications.

Set up a complimentary team-specific dryland training analysis of your resources and programming by contacting him at

charliehoolihan@gmail.com

You Just Got an All America Submission Score. *Now What?*

Ethan Burke

NISCA Diving All America Selection Committee

First and foremost: Congratulations! Submitting an application to the All America Selection Committee is no small privilege, and it's an honor to be in consideration.

Before you leave the meet (where you made the consideration score), it's important to get a copy of your diving sheet (with scores), diving meet results and have the referee and meet manager sign the AA Verification form. You can find the form at this link: <https://niscaonline.org/>. Click on **Athlete/Team Awards**, then **All America Diving**, then click the **Diving Verification** icon. If your meet was run with eDive, Divemeets, or DiveLive you can print your diving sheet and meet results from their website.

Now that you've got the Diving AA Verification form signed and the required paperwork, the committee will need to be able to watch your dives. Each application for Diving AA consideration must include one continuous video for each application you submit. Each video should consist of all 11 dives you performed in the order you performed them. The committee re-judges each video from start to finish. Editing is allowed but please **make sure that you include the approach and continue until the dive is underwater**. The entire video should be around 2 minutes long.

Before proceeding to the online application, **watch** your video to ensure the dives are in the correct order. The video should have all 11 dives from your meet in chronological order, matching your dive list from the meet. Once you've verified the order of your dives, keep your list handy! You will use this list to enter your dives on the online application. Please make sure that the dive order entered during the application process is correct.

You will need to input your name, grade, address and email, your school, your coaches name and email (and your coaches NISCA membership number if you want a discount). Additionally, you will need to include the meet name, date, score obtained, and place. During the process you will be able to include a link to your meet video (YouTube is preferred). At the end of the process you can upload your AA Signature Verification form, diving sheet (with scores), and diving meet results (all the divers). **Note: Entering the diving list is confusing. Enter the dive number (103), tab to the next box then enter the position (B), tab again to indicate voluntary or optional. Please make sure this list matches the paperwork that has been submitted.** There are only two ways to qualify to submit an application. First, make the proper score (375 points) with the proper Degree of Difficulty (13.0 for girls, 13.2 for boys). The only other way is using the exception for the State Championship.

Any diver finishing in the top 8 at their State Meet (with the required D.D.) can also submit an application, regardless of score achieved.

Before adding a link to your video you should **check your video again** to ensure it is a continuous video with all 11 dives performed, in correct meet order and that it matches the order of dives you entered in your application process. Once you have checked it again, you can get your video to us using one of two methods.

YouTube Link – The easiest way to get your video to the committee is via a YouTube link, which the committee can use to view the video. This simplifies the process on our end as well, since YouTube is viewable on all devices used by the committee. Applicants are encouraged to post the video as “unlisted” if you want the video to only be viewed by the committee.

Mailing a USB drive or DVD – you can mail a copy of your video to the committee at 7101 Cathedral Drive, Bloomfield Hills, Michigan 48301.

Here are some tips to make your submission even better for the committee and the diver:

Always submit two applications if possible. It's easy to feel like one application is enough, especially if the diver scored well, and did their dives to the best of their ability. However, it's always best to have a second application for a number of reasons.

When submitting applications, it is impossible to predict the committee's scores. Submitting a second tape allows the diver to have a safety net in the event that one tape didn't score as well as expected.

It is unlikely for the same application mistake to be made twice. If an error is made on one application (dives out of order or an error in editing), the second application can serve as another opportunity, in the event that something goes wrong with the first or the score does not put the diver in the qualification range.

Better safe than sorry! Once your first qualifying meet is completed, you may be inclined to stop filming every dive. **Keep filming!** You never know when a meet can turn out really well, and there is no worse feeling than wanting to submit a list for consideration, but not having all the dives taped to assemble video for your submission.

Triple-check your video(s). One of the largest sources of error in applying for All America consideration is the video component. Use the following tips to ensure your video is ready for All America consideration.

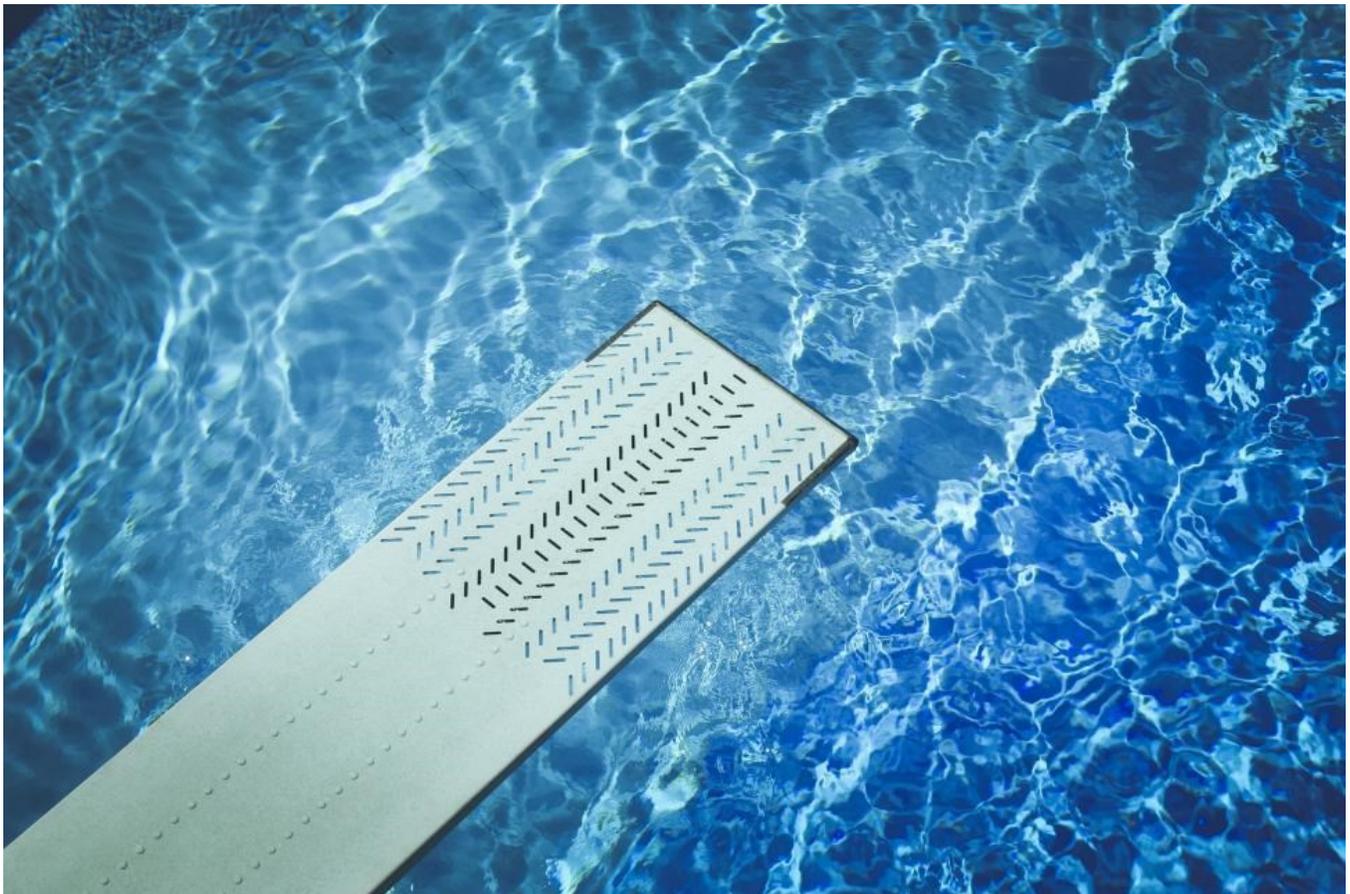
Make sure the dive order is correct, and that what you entered into the application system matches the video, which should also match the dive sheet.

The committee considers only continuous videos that include the whole meet. We cannot accommodate 11 separate videos of individual dives, as that does not meet the requirements for consideration.

Ensure the video is properly uploaded to YouTube, and that you have provided the correct link so that we can view your submission. Background music is not required on your video, **the standard meet audio is desirable**. Also, if you add dive numbers please put them in a corner that does not prevent the committee from seeing the dives.

Double-check your application. Before you submit the application, please take a minute to ensure all the documents you uploaded are correct, the video is correct, and that the dive list (including positions) on your application screen match what the diver is executing in the video. If you are reviewing your application after submission and you notice a clerical error (ex: two dive numbers are switched, or you put an incorrect position for a dive) you may reach out directly to the committee chair by email (NISCA.AADiving@gmail.com) to have this clerical error corrected prior to the beginning of selection. **Please note that once the selection process begins, no further changes can be made.**

Remember, there are many good divers in our country. It is often difficult to achieve the top 100. It is our goal to ensure a fair evaluation and selection process that honors and respects all applications submitted to the committee. We sincerely appreciate your help in preparing the materials to best position your diver for success!



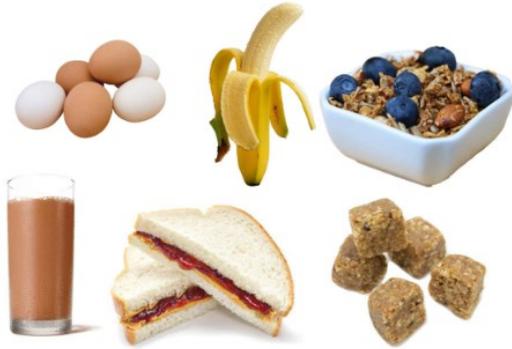
All America Diving Applications Processed

<https://www.be.niscaonline.org/Diving/AppsReceived.aspx>

NUTRITION:

Fueling Young Swimmers: Healthy, Grab-and-Go Meal Ideas

By Dawn Weatherwax, RD, LD, ATC, CSCS



Swimming requires a tremendous amount of energy, focus, and endurance. For young athletes juggling school, practice, and competitions, maintaining a nutritious diet is crucial. However, the reality of school lunches and the convenience of grab-and-go options often leave much to be desired in terms of nutritional value. The challenge then becomes finding quick, healthy alternatives that support a young swimmer's lifestyle and performance needs. Here are over 20 food ideas designed to do just that.

Breakfast Boosts:

Overnight Oats: Mix rolled oats with milk or a dairy-free alternative, chia seeds, and your choice of fruits. Let it sit overnight for a ready-to-eat morning meal.

Greek Yogurt Parfaits: Layer Greek yogurt with granola and berries in a portable container.

Smoothie Packs: Prepare ziplock bags with cut fruits, spinach, and protein powder. In the morning, blend with your choice of liquid for a quick, nutritious smoothie.

Cereals: Cheerios, Chex with fruit and nut, seeds. Eat altogether or separate!



Mid-Morning Snacks:

Boiled Eggs: High in protein, they're an easy snack to prepare in advance.

Apple Slices with Peanut Butter: Offers a good mix of carbs and protein.



Trail Mix: Make a batch with all sorts of goodies such as: nuts, seeds, dried fruit, yogurt bites, soy nuts, dried edamame, Cheerios, Chex, jerky.



Lunchtime Leaders:

Quinoa Salad: Quinoa, mixed vegetables, and a lean protein like chicken or tofu. Dress with olive oil and lemon juice.

Whole Wheat Wraps: Fill with turkey, avocado, spinach, and cheese for a balanced meal.

Soup in a Thermos: Homemade vegetable or chicken noodle soup can stay warm until lunch.



Afternoon Energizers:

Homemade Granola Bars: Oats, honey, nuts, and dried fruits can create a healthier alternative to store-bought bars.

Cheese and Whole-Grain Crackers: A simple, satisfying snack.

Veggie Sticks and Hummus: Carrots, cucumbers, and bell peppers offer a crunch and nutrients.

Bars: Rx, Aloha, Powercrunch, Quest, Think



Pre-Practice Picks:

Banana and Almond Butter Sandwich: On whole grain bread for lasting energy.

Rice Cakes with Avocado: Sprinkle with salt and pepper for a savory snack.

Protein Smoothie: Blend a scoop of protein powder with a banana, a handful of spinach, and almond milk.

Cereals: Cheerios, Chex, Three Wishes

Crackers: Triscuit crisps, oyster, saltines

Bars: Rise, Outright, Clif Builder, Gatorade Whey



Post-Practice Recovery:

Chocolate Milk: Offers a good balance of carbs and protein for recovery.

Turkey and Cheese Roll-Ups: Easy to eat and packed with protein.

Cottage Cheese and Pineapple: A sweet and savory snack that's high in protein.

Cereal with Milk or Greek Yogurt: Easy to eat together or separate



Anytime Options:

Nut Butter Packs: Individual servings of almond or peanut butter are convenient and portable.

Roasted Chickpeas: Seasoned and baked for a crunchy, protein-rich snack.

Edamame: Shelled and lightly salted, it's a great source of protein.

Fruit Salad: Mix berries, oranges, and grapes with a squeeze of lemon juice.

Hydration Helpers:

Hoist IV: A natural way to stay hydrated and replenish electrolytes.

Fruit-Infused Water: Add slices of lemon, lime, or cucumber to water for a refreshing twist.

Herbal Teas: Caffeine-free options like peppermint or chamomile can be soothing and hydrating.

Implementing these food ideas requires a bit of planning, but the effort pays dividends in supporting a young swimmer's health and performance. Encouraging athletes to prepare snacks and meals in advance, perhaps as part of a weekly routine, can make nutritious eating more feasible. Also, involvement in selecting and preparing their foods can empower young swimmers to make healthier choices, even within the constraints of a busy schedule and the omnipresent temptation of less nutritious, off-the-shelf options.

Building A Better Athlete through Sports Nutrition

DWSNA

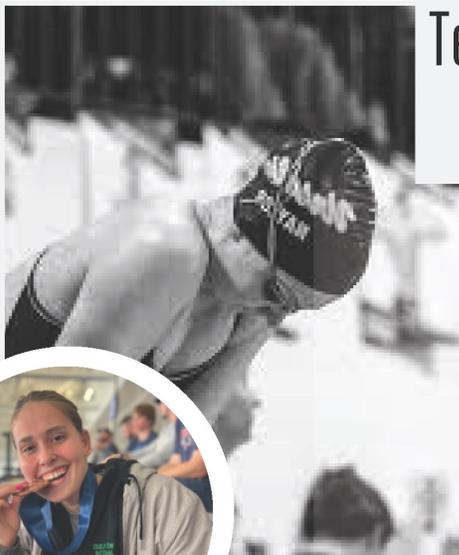


www.DawnWeatherwaxSportsNutritionAcademy.com

"Building a better athlete by optimizing every stage of growth, health, and athleticism through sports nutrition that best fits the athlete. Aimed to parents & coaches of athletes aged 6-18. We do this by being:

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Athletes' Stories

Grant H -Gained over 55lb of lean weight, Top 10 in the country. Added nutrition age 14yr.

Mariah D.-Gained 25lb of lean, got leaner, Top 10 in the country. Added nutrition age 13yr.

Emma D-Got leaner. Won State!
HS-13yr. Tired & barely improving to Rocking it at every meet, growing:





2024
Annual Awards Banquet
National Interscholastic Swimming Coaches
Association of America, Inc.

51st Annual Banquet
March 30th, 2024
Indianapolis, Indiana



Award for Excellence in Media Coverage of Interscholastic Aquatic Sports

2024 is the inaugural year for this award. The Professional Awards Committee is introducing this award to recognize work that displays creative, in-depth, and innovative coverage of high school aquatic sports - especially larger issues and trends related to interscholastic levels of athletic competition. The award is intended to recognize work by daily and weekly newspapers, periodical magazines, local and national television news broadcasts, national news organizations, and multimedia and online news outlets. Nominations are collected from NISCA coaches across the country to be considered during the annual conference.



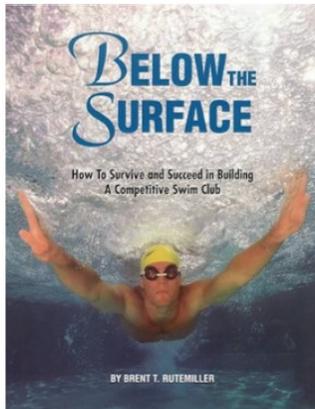
Brent Rutemiller

Phoenix, Arizona

If you have leafed through the glossy pages of *Swimming World Magazine*, watched an episode of “The Morning Swim Show” or tried a new drill because of *Swimming Technique Magazine*, you’ve been touched by the work of Brent Rutemiller. Vehement about distributing the news in an intriguing, accurate, and ethical way, Rutemiller has been dispensing valuable information to the swimming audience since 1985. He has had a microphone in-hand to report some of swimming’s most momentous moments and has become a familiar on-site voice of the sport.

Rutemiller moved to Southern California in the mid ‘80s where he began a publishing career as the creator of a series of animated educational cartoon characters called the AquaZoids, which appeared in 147 countries and were eventually translated into three languages. This educational cartoon strip has been featured in *Swimming World Magazine*.

Beyond the magazines, Brent has also published a book, *Below the Surface*, in 1998. The book is about the administrative side of coaching, and was recommended by USA Swimming as something that all coaches and other swim team officers should read. It was hailed as the first all-inclusive book covering procedures and policies that a swim team should have to unite the team’s mission with its attitudes and expectations.



Life Member Award

This award is given by the NISCA Awards Committee to longtime serving members of the NISCA organization. These members have dedicated their careers to aquatics sports, and served the aquatics coaching community through their volunteer work with the NISCA organization. Service can include holding officer positions, working as a Zone director, and serving on the various committees within NISCA. This award is not awarded annually, but on occasion based on the nomination and selection by the awards committee.

2024 Life Member Award



Mark Onstott
Winnetka, Illinois

Presenter: Tom Wojslawowicz

Mark Onstott has been an outstanding member of the NISCA organization since he joined in 1975. In his time with NISCA he has served in a multitude of roles. He has been a member of the NISCA Audit Committee since 2005, the Professional Awards Committee since 2003, and has been the All-America Coordinator since 2007. From 1997-2003, Mark served as a Zone Director for NISCA, and he has held the roles of President Elect, President, and Past President twice each in his tenure with the association. Mark was a NISCA Representative for 3 years for the Our Kids Initiative. He has conducted, directed, and spoken at clinics at all levels of swimming including NISCA, NHSACA, NFHSAA, ASCA World Clinic and several state association clinics. He has also published multiple articles in swim journals.

Mark's coaching experience spans several schools and states, encompassing 39 years of high school coaching along with over 30 years of club and summer league coaching. He actively participated in state swimming coaches associations throughout his career in Iowa, Texas, and Illinois, serving in many officer roles within these associations while also leading his swim programs to outstanding levels of success. His boys teams were recognized by Swimming World Magazine as National Champions in 2007 (public and private schools) and 2012 (public schools) and were named NISCA National Power Point Dual Meet Ranking National Champions 4 times from 2009-2012. He coached his teams to 430 dual wins, 10 State Championships, 3 Region Championships, 24 District/Sectional Championships, and 26 Conference Championships. Mark coached 191 NISCA All-American Swimmers, over 160 Academic All-American Swimmers, over 260 All-State Swimmers, and a multitude of All-Region, All-Conference, and All-District athletes. His athletes have posted both Individual National Records and Relay National Records, including the first boys relay to break the 3:00 minute mark in the 400 free relay with his 2012 New Trier team.

These coaching accomplishments along with Mark's involvement in associations across the board have not gone unnoticed. Mark has been awarded District/Sectional Coach of the Year Awards 17 times, in 3 states, and Conference Coach of the Year 3 times in Iowa. He was awarded State Coach of the Year twice in Iowa, once in Texas, and 11 times in Illinois, while also receiving 6 Region Coach of the Year Awards in Texas. He has been inducted into 5 Halls of Fame: Cedar Rapids Kennedy High School, University of Northern Iowa Athletics, NISCA, Illinois Swimming Association, and New Trier High School. NISCA has also awarded Mark with several Special Service Awards, the Outstanding Service Award, the Collegiate-Scholastic Award, and the David H Robertson Award for Excellence in Coaching. But that's not all. Mark Onstott has been recognized with a National Coach of the Year Award 3 times in his career: by the National High School Coaches Association (2005), the National High School Athletic Coaches Association (2005), and the National Federation of State High School Associations (2010)

2024 NISCA Outstanding Service Award



Greg Phill
Livonia, MI

Presenter: David Johnson

Greg Phill has been coaching Livonia Stevenson High School for 46 years, coaching numerous national swimmers, high school All-Americans, and an Olympic Gold Medalist. He has been on the Michigan Interscholastic Swim Coaches Association Board for 34 Years and has served as the MISCA President during this span on the board. Greg has been awarded the Michigan Interscholastic Swim Coaches Association National Regional Coach of the Year Award 4 times, Michigan High School Girls Swim Coach of the Year, has been a 3-time NHSACA finalist for National High School Coach of the Year, and was inducted into the Michigan High School Coaches Hall of Fame in 2012.



Corky King
Peoria, IL

Presenter: Mark Onstott

Corky King coached high school swimming for a combined 48 seasons (boys and girls) from 1979-2014, while also coaching private clubs for 30 years and USA Swimming clubs for 35 years. His overall dual record was 372 wins – 67 losses – 1 tie. His teams won a combined total of 46 Conference Titles, 41 Section Titles, and 8 State Trophies. He coached 77 All-Americans in the course of his career. As a coach, he was awarded Illinois High School Association Coach of the Year 8 times, National Federation State Coach of the Year twice, and has been inducted into the Illinois High School Swim Coaches Hall of Fame, the National High School Athletic Coaches Association Hall of Fame, and the Greater Peoria Sports Hall of Fame. Outside of coaching, Corky has served on the Illinois Coaches Association board for 5 years, and the Illinois High School Association Advisory Committee for 3 years, while also speaking at numerous coaching clinics and state association clinics.



Tim Sirois
Highland Park, IL

*Presenter:
Tim Richardson*

Tim Sirois coached high school swimming for 33 years in Illinois. His high school coaching career began at Fenton High School where he coached IHSA state medalists as well as NISCA All-Americans. Tim finished 22 years at Highland Park High School where he coached both the girls and boys teams. His girls team won the school's first conference championship ever in his last year of coaching. His boys team won the conference championship 5 times during his tenure. Prior to his arrival, the boys had not won a conference championship since 1989. His boys team also won a sectional championship title in 2019 (the first time since 1979). Tim has coached 18 NISCA All-Americans. Tim has served the sport of swimming in a multitude of ways. He locally catalyzed a school district referendum that resulted in 2 state-of-the-art pools at two high schools, founded a swim club and helped develop a student-led learn to swim program for underprivileged youth in the community. Tim has been named Sectional Coach of the Year multiple times. He was recognized by the NFHS and IHSA as the Illinois State Coach of the Year for Boys Swimming in 2019-20 and also recognized by his peers as Illinois Boys Swimming Coach of the Year in 2023. At the state level, Tim served as President of the Illinois Swimming and Diving Coaches Association. Nationally he has served a variety of roles in NISCA as All-America Support (2015-2017), Boys All-America Chair (since 2017), President (2021-2023), and is also now serving

as Treasurer.

2024 NISCA Outstanding Service Award



Judy Storie
Corvallis, OR

Judy Storie has coached Corvallis High School (OR) boys and girls since 1977. Her boys team was state champions in 2011 and have finished in the top 3 six other times in her career, while her girls team has finished in the top 3 four times. During her high school coaching career, Judy has worn many other hats in the swimming community. These include coaching a masters swim club (1986-1998), a summer league team since 1994, instructing an Oregon State University Competitive Swimming Physical Activity course 2015-2020, and teaching swimming to Muslim Women at OSU 2013-2020. Judy served as Sports Chairman for Swimming for the Oregon Schools Athletic Association and a Regional Representative to NISCA in the '80s and '90s, and has served as an editor in both State and League record keeping of top times in swim events. Judy has been recognized as the NFICA Boys and Girls Swimming Outstanding Coach of Oregon (1996), been a nominee for the NHSACA Region 7 Swim Coach of the Year (1989) and a national finalist for the same award in 1998 and 2003. She has been named Oregon Athletic Coaches Association Swim Coach of the Year three times, the Valley League Swim Coach of the Year seven times, the Mid-Willamette Valley Swim Coach of the Year twice, and the NFHS Sectional Swim Coach of the Year (NW Section) in 2002. She has also coached numerous NISCA All-Americans and Academic All-Americans.



David Zulkiewski
Bloomfield Hills, MI

Presenter: Darin Millar

David Zulkiewski has been coaching swimming in Michigan for a combined total of 23 years coaching at several schools: Lahser High, De La Salle, Andover, and Bloomfield Hills High, while also coaching and serving as a Swim Rep for suburban swim leagues. In his coaching career, he has coached 21 All-Americans in swimming and over 70 Academic All-Americans. He has had Oakland Activities Association team champions in the Blue Division (2010 Andover Boys) and the White Division (Bloomfield Hills Girls 2015-2018, 3 titles, and 2021). He has had 2 teams place in the Michigan High School Athletic Association Top 10. David has been awarded the Zone 2 Coach of the Year in 2000 and 2010, the Oakland Activities Association Coach of the Year in 2016 and 2017, and was a Matt Mann Award Winner in 2019. Outside of these coaching accomplishments, David has served many leadership roles in the Michigan Interscholastic Swim Coaches Association: President Elect, President, and Past President 2012-2018, Media Design Coordinator since 2007, Awards Chairperson 2001-2004, and the Zone 2 Vice President 2004-2007. He also served on the Michigan High School Athletic Association Swim Committee from 2010-2012 and 2014-2016.

Collegiate/Scholastic Swimming Trophy

The trophy was conceived, commissioned, and grant-funded by the Kalos Kagathos Foundation in 1957 to Princeton Sculptor Joe Brown. The original sculpture is on display at the International Swimming Hall of Fame and is considered to be one of the nation's most distinguished honors. A replica of the original sculpture is conferred annually during the NISCA Conference.



2024 Recipient

Don Mason

Novi High School

Bloomfield Hills, Michigan

Presenter: Ethan Burke



Don Mason has been coaching diving for over 40 years, much of it in Novi High School, Michigan, and has been an active NISCA contributor for over 30 years. His career has been studded with diver accomplishments including 21 County Champions, 19 Regional Champions, 10 State Champions, over 50 State Finalists, 4 Diver of the Year Awards, and over 45 NISCA All-American Divers, including 2 NISCA National Champion divers (1989 and 1992). Don has been awarded the Michigan Diving Coach of the Year 5 times in his career, and been a part of 5 State Champion Boys Teams. In age-group coaching, Don also has a long list of accomplishments including 7 State Champion teams and 15 teams in the top 3, 27 National Finalists and 1 National Champion, a Bronze Medalist in the 1991 Junior Olympic World Championships, and 2 USA International Junior Team members. As a college diving coach, Don coached 5 National Champions, 12 Conference Champions, 18 NCAA All-Americans, 4 NCAA Diver of the Year awarded divers, was part of a Women's NCAA Division II National Championship Team (1990-1992), and was named NCAA Division II Coach of the Year (1990).

This coaching experience has led to Don being selected as a judge for diving at all levels including the Men's and Women's Big 10 Championships, the Women's Ivy League Championships, USA Diving: JO East Nationals, Junior Nationals, Senior Nationals, Synchro Nationals, Winter Nationals, World Cup Synchro Trials, World Team Trials, Junior World Team Trials, Olympic Trials Qualifying Meet, and Olympic Team Trials, the FINA Rostock Grand Prix and FINA World University Games, and the NCAA Division III Nationals and Men's and Women's Division I Nationals.

Outside of coaching, Don spends an incredible amount of time serving in a large variety of diving and coaching organizations. He has been the Michigan Junior Olympic Chair since 1985, has been a member of the College Swim Coaches Association Diving Subcommittee (1986-1992), the NCAA Diving Rules Subcommittee (1988-1992), has run the diving portion of the NISCA National Championships (1996-2001), was the AAU Diving Michigan Diving Director (2005-2018), and was the Technical Director for the Michigan Diving Association (1996-2000). For USA Diving, he was a member of the Grant Review Committee (1998-2004), the Junior Rules Committee (2001-2004 & 2009-2012), the Law and Legislation Committee (2004-2005), the Senior Rules Committee (2004-2008 & 2012-2018), and the Governance Committee (2006-2014). Don is currently serving on the NISCA Diving Rules Committee (since 2022), the NISCA Diving Rules Committee (since 1996), the NISCA All-American Diving Selection Committee (since 1993, chair since 2006), the NISCA Rules Committee (since 2006), the NISCA Professional Awards Committee (since 2012), as a NISCA Representative to the NFHS Rules Committee (since 2021), is the NISCA Diving Chair (since 2015), and has participated in the NISCA National Championship Committee (2008-2012). This dedication to the sport and these organizations, along with his coaching accomplishments, have led him to be awarded several awards through these organizations, including the NISCA Outstanding Service Award in 2017 and the NISCA Bruce Harlan Award in 2005.



2024 Recipient

Peter Hugo

Great Neck North High School

Great Neck, New York

Presenter: Chris Hugo



Peter served 25 years as head coach for boys and 17 years as a head coach for girls for the varsity teams at Great Neck North High School in Great Neck, New York. In his time teaching for Great Neck North High School, Peter also created a before-school physical education swim class to give students the opportunity to integrate swimming into their physical education program and free up time during the day for other considerations. Between his teams, the accomplishments include 4 boys Nassau County Champion Teams (1991-1993 & 2001), 4 boys Conference Champion Teams (1988 & 1991-1993) and 2 girls Conference Champion Teams (1986 & 1997), 6 boys Division Champion Teams (1991-1993 & 1999-2001), a streak of 49 straight wins for boys from 1991-1994, a boys Team Sportsmanship Award from the Nassau County Swim Officials Association in 1999, over 300 Dual Meet Victories, and 2 NISCA All-American Swimmers, one male and one female, who both went on to become NCAA Division I All-American swimmers as well.

His experience in the swim coaching world doesn't stop with his coaching accomplishments. He is also actively involved in multiple coaches associations including serving as Vice President for the Long Island Swim Coaches Association (since 1986), Treasurer for the Nassau County Boys Swim Coaches Association (since 1985), the Meet Director for the United States Games for the Disabled (1993), an Honorary Coach of the NISCA National Team (1998), a member of the Long Island Swimming Officials Association (since 2009), a coach for the Long Island Empire State Games Swim Team (2001 & 2002), Assistant Coordinator for the New York State Public High School Athletic Association (NYSPHSAA) for Boys Swimming (1998-2010), Coordinator NYSPHSAA Boys Swimming (since 2010), Coordinator for Nassau County Boys Swimming (since 1985), and a member of the NYSPHSAA Strategic Planning Committee (2022).

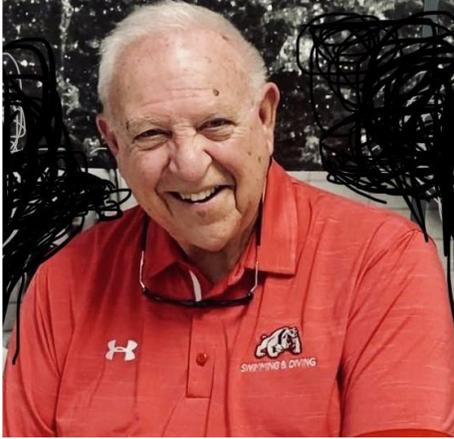
For NISCA, Peter has served as a member of the NISCA/USA Swimming Strategic Planning Committee (1997), a member of the National Meet Committee (1995-1999), the Marketing Chair (2014-2015), a member of the Professional Awards Committee (since 2017), Chair of the Rules Committee (since 2017), Chair of Membership (2007-2017), the Chair of the NISCA All-American Awards Committee (1992-1999), Chair of the NISCA All-American Boys and Girls Swimming Committee (1990-1992), and the association's President (2001-2003).

Peter has been awarded the International Swimming Hall of Fame 2003 Paragon Award, has been named to the "Top 100 List of Who's Who in Aquatics" by *Aquatics International Magazine* (2003), has been made an Honorary Member of the Long Island Swimming Officials Association, awarded the NISCA National Service Award, and has been named the Nassau County Coach of the Year 6 times.

2024 NISCA Hall of Fame Award

Origin of the NISCA Hall of Fame Award

In 1958, NISCA invited the Kalos Kagathos Foundation to conceive, commission, and grant funding to Princeton sculptor, Joe Brown, for the NISCA Hall of Fame Trophy. The original sculpture is on display at the International Swimming Hall of Fame and a replica is conferred during the annual NISCA conference to the new inductee.



Roy Snyder

Wilson High School
Reading, Pennsylvania

Presenter: Alison Snyder

Roy Snyder has been coaching the Wilson High School boys swim team in Reading Pennsylvania since 1964. Over the past 60 seasons, their overall record is 623 wins and 114 losses with a league record of 469-59. This excellence has brought with it 4 Pennsylvania (PIAA) State Championship teams, 24 Pennsylvania Interscholastic Athletic Association district titles, and 36 Central Penn Interscholastic Conference championships. Roy has coached over 350 NISCA All Americans in swimming, water polo and academics. Under Coach Snyder, the Wilson boys have won 9 NISCA National Dual meet (Power Point) Championships. He started the Water Polo team in at Wilson in 1973, coaching it for 12 seasons with a 111-23 record. Roy has also coached two National High School Record Holders and one silver medalist Olympian. Prior to coaching at Wilson, Roy coached the Reading, Pa. YMCA swim team for 6 years, winning many regional and state titles with 5 National Age Group Champions and 3 national Age group record holders.

His leadership in the sport goes beyond great coaching. Roy has served as a co-founder and former president of the Pennsylvania State High School Swim Coaches Association as well as co-founding and directing the Central Penn Swim Conference for 60 years. For NISCA he has served as National Water Polo chairman where, under his leadership, the first high school water polo rule book was developed along with the NISCA All American Water Polo system that is still in use today. Other leadership roles include sitting on the State and District Swimming Steering Committees for the PIAA and establishing the local Age Group League. Roy has served on many boards including the Berks County Interscholastic Athletic Association, the Pennsylvania Aquatics Hall of Fame and the Wilson Sports Hall of Fame and the Berks County Aquatic Hall of Fame. Roy is currently serving as the president of the Berks County Chapter of the Pennsylvania Sports Hall of Fame.

Roy has helped spread aquatic knowledge through many avenues. He and partner Dick Guyer conducted Swimminar Clinics throughout the nation. He has also brought swimming education as a Red Cross WSI instructor, a YMCA Aquatic Leader Examiner, and as a water polo official at the scholastic and collegiate levels. Serving as the Wilson School District's Athletic Director for 20 years, he supervised more than 60 teams and extracurricular activities. As A.D. Roy was an instructor for the National Federation ACEP and First Aid courses.

Recognition has come to Roy throughout his career, including his inductions into the Pennsylvania Sports Hall of Fame, the Pennsylvania Aquatic Hall of Fame, The Berks County Sports Hall of Fame, The Wilson Sports Hall of Fame, the Berks County Aquatic Hall of Fame, and the East Stroudsburg University Hall of Fame. He has received the NISCA Outstanding Service Award, the Reading YMCA Service to Youth Award, the Wilson Leader of Character Award and has been named Berks County and Pennsylvania Coach of the Year numerous times. A final honor bestowed on Coach Snyder is naming Wilson High School's Natatorium in his honor.

Roy would like to thank his family for their unconditional love and support. His wife of 57 years Mary Jane passed away from brain cancer in 2015. His son Mike and daughter Alison both swam for Roy and continue to be his biggest supporters. He has three grandchildren and two great-grandchildren.

An Ode to Kicking, Part VII

Andrew Sheaff - www.coachandrewsheaff.com

In part VI, we looked at the nature of kicking skill. In this article, we're going to learn how to put that kicking skill to use for faster swimming. As we saw in the part I, the timing of the kick plays many important, yet often underappreciated roles.

Great kicking timing allows the whole stroke to work together. Whether is freestyle, backstroke, or butterfly, timing dictates whether swimmers are working with or against themselves. Their key task is to get swimmers to FEEL the right timing, and then build off of it. Once they feel it correctly, they'll stick with it.

***A warning about timing.** There is always a danger of making swimmers aware of skills and actions that they weren't previously aware of. If swimmers are integrating the kick well into the stroke, it may be worth leaving well alone. However, sometimes we have to take a chance to take the next step. If you choose to intervene, focus more on accomplishing great tasks and minimize the use of verbal instruction. This will help to keep the learning process unconscious. As a general rule, swimmers tend to figure out kick timing on their own in backstroke more often than freestyle. Freestyle can be problematic for many swimmers.*

Freestyle and Backstroke

Great timing is simply a matter of timing the kick with the arm recovery and hip rotation. Rather than continuous transitions from one side to the other, body rotation is often characterized by relatively rapid shifts from side to side. This whole process is best facilitated when the limbs are coordinated to facilitate the whole process at the same time.

The 'shift' tends to occur right around when the hand enters the water, with slight deviations amongst swimmers. The shift occurs with the hips and the shoulders, although the shoulders tend to rotate more than the hips, especially as velocity increases.

In freestyle, this shift can be optimized if swimmers kick down with the opposite leg when the hand enters. This pops the hip up to help shift to the other side. As an example, when the left hand enters, the right leg will kick down. This shifts the right hip and shoulder up, and the left hip and shoulder down. When timed right, it makes the transition much smooth.

In backstroke, a similar dynamic is occurring. Right when the swimmer begins to drive into their catch, the same side leg kicks up. By kicking up, the same side hip is driven down. If the swimmer enters and begins to catch with the left arm, the left leg kicks up to facilitate a shift to the left side. The timing helps

to facilitate the shifting from side to side, which can aid in the function of the upper body in recovering the arms and creating propulsion.

You can see these dynamics in freestyle when watching underwater footage from the World Championships or Olympic Games on Youtube. The effect tends to be exaggerated in the longer events, and is always much easier to see in slow motion.

The better swimmers are kicking with a straighter, whip-like action from the hip the more effective they will be in learning the timing. The longer, straighter lever is better able to provide the torque required to create a body shift. This is why working on kicking skill before or in conjunction with kicking timing is important

Improving Timing

If we simplify kick timing to facilitate the side to side shifting action, we can start down the path to integrating effective kicking into full stroke swimming.

1. Vertical kicking. Most swimmers are unaware that kicking actions can affect hip movement. The easiest way to help swimmers appreciate this is to get them vertical in the water where they can see and feel these actions. Once in the right environment, we can work on facilitating awareness.

Once vertical, have swimmers take big, smooth kicks, preferably with relatively straight knees. Then have them pay attention to when and how the hips move back and forth in conjunction with the kicking action. They should notice a subtle rocking action in conjunction with the kick.

Once they have an awareness of that sensation, then have them take more distinct, aggressive kicks with the intention of popping the hips back with every forward kick. They want to feel the hip shift that comes as a result of the kicking. They then want to establish a back and forth rhythm that is driven by the kick.

Once swimmers can feel that coordination, we can shift into horizontal positions. Ideally, you don't have to spend much time here, and you don't want to need to keep coming back to it. It is simply a quick trick to help swimmers appreciate a potentially novel concept. At this stage, it's not about mastery, just exposure.



2. Switch drills. Now it's time to get a feel for the kick timing in horizontal positions. We've all seen backstroke and freestyle drills where swimmers are kicking on their side for an extended period of time or numbers of kicks, and then recover the arm and switch sides. The focus here is on teaching swimmers to rotate more.

I like to co-opt this drill to help swimmers learn how to time the kick and the recovery to facilitate the shift. In most cases, swimmers will simply use their recovery arm to rotate over and they fail to use the kick.

In this situation, the swimmers should on minimizing their kicking while on their side. When they want to shift, they should really focus on snapping the kick to facilitate the shift. When the swimmers can hit the kick and the arm recovery at the same time, the shift should happen with greater speed and ease. To start, it's valuable to have the swimmers take a large kick to facilitate the shift so that they can feel the impact.

Over time, this skill can be progressed by working towards making the kick much less dramatic, yet just as effective as they won't have time to make a big kick. They can also work to reduce the time spent between shifts. Doing so will necessarily limit the amount of rotation. Swimming is not about the magnitude of rotation, but the timing.

This leads nicely into the next step, two-beat kicking.

3. 2-beat kick swimming. Once swimmers have a sense of how to time the arm recovery and the leg kick to transition from one side to the other on a one-off basis, it's time to put those skills to the test and add some rhythm. Instead of shifting from side-to-side with a pause, we're going to start swimming freestyle.

To keep it simple, starting with a two-beat kick allows swimmers to progress to full-stroke swimming. When the right hand enters, the left leg kicks. When the left hand enters, the right leg kicks. Start with a low stroke rate, get a sense of the timing and once it clicks, slowly start building the tempo.

It can be useful to add some descending swims, or swims where the stroke rate builds across each repetition. Once it starts to click a bit, keep increasing the effort and the stroke rate. Making the kick tighter and faster can help with that process.

Once this rhythm starts to feel pretty good, we're ready to get into it.

4. 6-Beat freestyle. Now, it's time to go. When swimming at faster speeds and with a full 6-beat kick, the impact of the kick timing is going to be less obvious, yet still just as impactful. What swimmers will feel is not so much the impact of the kick, but they should feel a more dramatic shift that happens on the entry for each arm.

They'll feel the legs behind them, and they feel an easier transition from side to side, driven by the arm entries. The kick simply

drives the process along.

As with the 2-beat kicking, use descending and building efforts to challenge stroke rate intensity. Work up to the point where the connection is lost, and then take a step back. Repeat that process. Sooner than later, swimmers will be able to swim at race intensity with a full kick behind them that's fully integrated into the stroke.

Butterfly

Kick timing in butterfly works to accomplish similar goals as backstroke and freestyle, although in a different context. As opposed to shifting the body from side to side, the kick can help to shift the body up and down. As with freestyle and backstroke, these actions serve to facilitate the recovery and propulsive actions of the arms.

As with freestyle and backstroke, improving kick timing in butterfly is going to be more effective when swimmers are more skilled at kicking butterfly. If they have more range of motion through the ankles and are able to snap and whip their kicks, the impact of effect timing will be magnified.

The timing of the kicks in butterfly is straightforward and conceptually simple. Swimmers need to kick once when their hands enter the water and once when their hands exit the water. That's it. If swimmers can lock this down, they've accomplished 95% of the requirements of fly. The rest can be adjusted.

Why does it matter?

The kick in the front of stroke gets the hips up and the chest down. This serves to re-establish body alignment after breathing and the arm recovery. If swimmers fail to re-set the hips, they're going to begin swimming with worse and worse horizontal alignment, and the stroke is going to fall apart from there.

The kick upon entry also serves to create leverage which the swimmer can use to create torque when the chest rises back up during the arm pull. The rising chest can help to accelerate the arm pull. The latter effect is similar cocking the hammer of gun.

The second kick serves two purposes as well. The first purpose is to counteract the arm pull, which tends to cause the hips and legs to sink. If the kick doesn't counteract this lower hip position, it will be infinitely more challenging to recover the arms, greatly reducing rhythm and increasing the cost of swimming.

The second purpose is to magnify the impact of the pull. By finishing the kick at the same time as the finish of the pull, the propulsion generated by the two actions is summated. This creates a surge in velocity which will be required to compensate for the loss of velocity that accompanies the arm recovery. This kick also ensures that hand speed is maintained or increased at the end of the pull, which can then be used to aid in the ballistic recovery of the arms. Again, this effect will greatly aid in a smooth and efficient recovery.

Because of the physical demands of the stroke, the challenge is placing swimmers in situations where they can swim with the rhythm of the full stroke while limiting the physical requirements of full stroke butterfly.

While the physical demands of butterfly can be demanding, it is effective timing that serves to reduce these demands, making the stroke sustainable. This creates a feed-forward cycle where the reduced physical demand makes it easier to sustain appropriate timing, which further reduces the physical demands.

1. Single-arm butterfly. Single-arm butterfly is a great way to reduce the physical demands of the stroke, while still retaining the rhythm of the entire stroke. It allows swimmers to feel the flow and learn how to use the kick to set and drive the rhythm. Simply have swimmers perform butterfly with one arm at a time, leaving the non-working arm by the side or out in front. Both can be useful and provide a slightly different feel.

When working specifically on kick timing, the only focus of this drill should be kicking when the hands enter and kicking when the hands exit. Once swimmers get a sense of the timing, they can start to feel what the kick does for the stroke. They can start to exaggerate how the kick upon entry sets the hips up, and they can play with how the kick upon exit facilitates both the finish of the stroke and the recovery of the arm.

2. Underwater recovery. The major challenge of butterfly is the overarm recovery and the physical demands it requires. There is also a strength demand on the pull itself, and if swimmers aren't strong enough, it can be a challenge to create enough hand speed to facilitate a fluid recovery. When learning the timing of the stroke, this can present a problem. The solution is to just recover the arms underwater.

The drill is set up with the swimmer horizontal and the arms out in front. From that position, the swimmer kicks the hands forward as they would upon entry. Once they feel the hips rise up, they can take their pull and finish the pull with a strong second kick, finishing the kick at the same time as they finish the stroke.

This drill builds upon single arm freestyle in that it not only reinforces the timing of the kick, it reinforces the impact of the kick. You have to kick well to make sure the impact is positive. It teaches swimmers how to use the first kick to re-establish body alignment and prime the arm pull. It teaches swimmers how to add the 2nd kick to the finish of the stroke, as well as generate the hand speed necessary to recover the arms effectively.

If done well, the swimmer will feel a surge in the front after the first kick, and they'll feel their hips pop up. After the second kick, they should feel like they're shot of out a cannon, realizing a major increase in speed. Whereas the first drill helps swimmers learn the timing, underwater recovery helps swimmers learn the function of the kicks, making the entire stroke more effective.

***Underwater recovery and single-arm fly can be used concurrently, as they develop complimentary skills. One doesn't nec-**

essarily have to be focused on first, unless it clicks faster for a given swimmers. Start with wherever you get better traction*

3. Butterfly. Once swimmers have a feel for how to kick and when to kick, it's time to start putting it all together. The idea is to simply focus on the kick timing and let that rhythm drive the stroke. The key to training the skill, and building the physical capacities to sustain the skills, is patience and progression.

If swimmers can hold the stroke for 2 cycles, start swimming with 2 cycles. To build fitness, you can have them swim 2 cycles and then switch to freestyle or switch to one of the drills. You can continue to repeat that process once swimmers have sufficiently recovered to return to full stroke butterfly.

It requires an attention to skill and patience to let swimmers develop the ability to sustain their skills. If swimmers are falling apart, perform fewer cycles, decrease the distances, or give them more rest. Over time, increase the distance, duration, volume, and speed, while reducing the rest intervals between efforts. With a commitment to skill, swimmers will build the capacity

The ability to effectively swim full stroke butterfly can be supported with continued work on the drills listed above. Timing comes first, then fitness and speed.

Conclusion

Timing matters. When swimmers kick is going to have a dramatic impact on how the whole stroke flows. This will directly impact both speed and sustainability. Importantly, these skills can be taught in a straightforward and simple manner, as long as we commit to creating change.

Helping swimmers understand that WHEN they kick is a critical component of their swimming can help them take their swimming performances to the next level. By presenting swimmers with simple concepts, then placing them in environments that are conducive to learning, we can create changes that make a difference, and we can create changes that stick. Importantly, it can be done in a context that simultaneously develops physical capacities.

A key consideration is finding the right tasks that make understanding and FEELING appropriate kicking timing easy, and then slowly building into full stroke swimming. Once the appropriate kick time is executed, it's about conditioning those skills to hold up under greater fatigue and intensity. With the right tasks and patient progression, we can help swimmers transfer their kicking skills to fast swimming in a relatively short period of time. What's required is patience and commitment.

In the final article of this series, we'll zoom back out, and try to focus on what the big takeaways are about the contribution of the legs. To simplify our approach to helping swimmers improve, we need to decide what is really important, and what we need to do create change that results in fast swimming.

THE DAILY COACH

Six uncomfortable lessons that it would be wise for us to learn:

1. Regret will haunt you more than failure.
2. You are always responsible for your emotional reactions.
3. Don't feed your problems with thoughts. Starve them with action.
4. Your life will be defined by your ability to handle uncertainty.
5. If your goal is to have a healthier mind, start by removing all the junk from your diet.
6. Your best life won't seek validation, but insecurity will.

Source: Steven Bartlett, *The Diary of a CEO*

Every day we are engaged in a miracle which we don't even recognize:

- ◆ a blue sky
- ◆ white clouds
- ◆ green leaves
- ◆ the black, curious eyes of a child
- ◆ our own two eyes

All is a miracle.

Source: Thích Nhất Hạnh, *Plum Village*

Set Yourself Free

10 things to let go of...

1. The idea that you aren't ready.
2. Trying to do everything alone.
3. The rope that tethers you to the past.
4. Saying yes when you want to say no.
5. Comparing yourself to strangers on the internet.
6. Believing all thoughts are facts.
7. Living for the weekend.
8. Waiting for the right time.
9. Anything and everything that disturbs your peace.
10. Anything and everything that does not bring you joy.

Source: Alysha Waghorn, *Wonderland*

"There are older versions of you that only exist because other people give them oxygen, and you are not obligated to keep those versions alive to make other people happy."

What Happens Next

No matter in sports, business, or life — it's not just about the behaviors you see or experience; it's the thinking that comes first, and ultimately, your thoughts will either push you forward or drag you away from your goals.

Think about how each of these thoughts lead to very different outcomes:

Seeing a goal and thinking about how hard it could be
→ *Seeing a goal and thinking about what an opportunity it could be.*

Experiencing a challenge and thinking it's overwhelming
→ *Experiencing a challenge and viewing it as another hill to be conquered.*

Hitting a bump and thinking it's a lost cause
→ *Hitting a bump and thinking about how you're going to pull off the win.*

These will all direct the behavior that happens next.

Source: Dr. Julie Gurner, *Executive Performance Coach*

Remembering to Live

Ask yourself: "What is my purpose?"

As children, we often know what fulfills us and what our purpose is.

Then adults get ahold of us, and society gets ahold of us, and our purpose gets buried under a pile of sh*t.

It gets ignored, neglected, forgotten.

Seek that.

You already know what it is — you just need to remember.

You owe it to yourself and the world.

Passion drains. Purpose fills.

Source: Khalil Rafati, *Remembering to Live*

How to Make a Habit Stick

On any given day as leaders, we may struggle with our habits because we're too busy or too tired or too overwhelmed or hundreds of other reasons.

Over the long run, the real reason you fail to stick with habits is that your self-image gets in the way.

This is why you can't get too attached to one version of your identity.

Progress requires unlearning. Becoming the best version of yourself requires you to continuously edit your beliefs, and to upgrade and expand your identity.

Source: James Clear, *Atomic Habits*

The Perfect Day

- Breathe and Meditate
- Dream and Visualize
- Believe and Create
- Smile and Laugh
- Love and Be kind
- Give thanks
- Wake up tomorrow and repeat

“Beware of looking for goals: look for a way of life. Decide how you want to live and then see what you can do to make a living within that way of life.”

Source: Khalil Rafati, *Remembering to Live*

"Coaching is an art, and it's far easier said than done. It takes courage to ask a question rather than offer up advice, provide an answer or unleash a solution. Giving another person the opportunity to find their own way, make their own mistakes and create their own wisdom is both brave and vulnerable. It can also mean unlearning our "fix it" habits."

— Brené Brown, *Daring Greatly*

Knowing What You Don't Know

In your career, the most valuable currency is not how much you know. It's how well you learn.

In a stable world, success depended on building expertise.

In a changing world, it hinges on evolving expertise.

Potential is no longer defined by ability. It's a function of agility.

Source: Adam Grant, *Think Again*

The Quest for True Belonging

- Don't walk through the world looking for evidence that you don't belong — because you will always find it.
- Don't walk through the world looking for evidence that you're not enough — because you'll always find it.
- Our worth and our belonging are not negotiated with other people. We carry those inside of our hearts.
- Our call to courage is to protect our wild hearts against constant evaluation, especially our own. No one belongs here more than you.

Source: Brené Brown, *Braving the Wilderness*

It's Okay Not to Know

I think one of the most powerful things that you can say when you're working or when you're leading, or when you're trying to figure something out is, "I don't know."

- *"I don't know. let's talk it through."*
- *Or "I don't know, what do you think?"*

Some of my favorite things to say, and I hear myself saying it all the time, is:

- *"Teach me how to do this. Teach me what you mean."*
- *"Tell me what you mean. Educate me."*

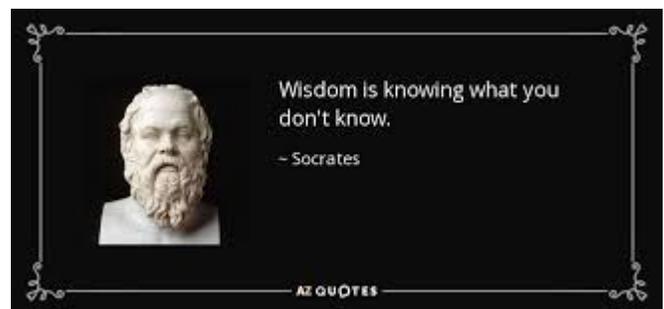
I'm confident enough in what I do know that I can tell you what I don't know. And that's what we as leaders have to get to.

Source: MasterClass, Ava DuVernay, Award-winning Filmmaker

How does one convince themselves that what they're doing and working on is worth it?

- The question of worth it is reliant on an outcome. We don't make these things for an outcome. It's not the mindset to make something great.
- The outcome happens, you're making the best thing you can make. It's a devotional practice.
- Whatever happens after that happens, and that part that happens after, it is completely out of your control.
- Putting any energy into that part that's out of your control is a waste of time. All it does is undermine your work.
- Your work is to make the best thing you can. So any thought you have about outcome undermines the whole thing.

Source: Huberman Lab, Rick Rubin: *Protocols to Access Creative Energy and Process*



The Daily Coach

A daily hands-on approach to becoming a better leader. With the help of some unique wisdom as well as an action plan to tackle your day, **The Daily Coach** aims to be an inspiration in your email inbox each morning. Plus, it's **FREE**. Sign up for **The Daily Coach**: www.thedaily.coach/subscribe

BRAIN FOOD: Ideas, Thoughts, Insights, and Links To Get You Thinking (<http://fs.blog>)



We tend to measure performance by what happens when things are going well. Yet how people, organizations, companies, leaders, and other things do on their best day isn't all that instructive. To find the truth, we need to look at what happens on the worst day.

"Wrong decisions are part of life. Being able to make them work anyway is one of the abilities of those who are successful."

Warren Buffett

If you don't value your time, don't expect other people to respect it.

Consider pointless meetings. The more you attend, the more you get invited to.

Great work requires long stretches of uninterrupted focus. That means saying no to low-value things and concentrating on the few that matter.

Extraordinary results come from doing ordinary things exceptionally well for a long time.

Take writing, for instance. Anyone can sit down and write a few paragraphs. There's nothing extraordinary about putting words on a page. But if you commit to honing your craft, day after day, year after year, you can achieve something remarkable.

"Problems arise when we start compromising our own standards, those we have set for ourselves, in order to earn the admiration of others. Problems come when we choose to focus on what others think and see versus reality."

"Thinking is all about the ability to look at complex situations and strip away things that don't count—the ability to filter out situations and find what's at their core."

Paraphrasing Douglas Hofstadter

What every human being wants and needs:

1. To be part of something larger than themselves
2. To be paid attention to
3. To be listened to
4. To be respected
5. To be loved
6. To matter

The beginner plays within the boundaries.

The competent explore the boundaries.

The master knows when to ignore them.

"Whichever route you take, expect a struggle. Finding work you love is very difficult. Most people fail. Even if you succeed, it's rare to be free to work on what you want till your thirties or forties. But if you have the destination in sight you'll be more likely to arrive at it. If you know you can love work, you're in the home stretch, and if you know what work you love, you're practically there."

Paul Graham

"I think one thing that is a really important thing to strive for is being internally driven, being driven to compete with yourself, not with other people. If you compete with other people, you end up in this mimetic trap, and you sort of play this tournament, and if you win, you lose. But if you're competing with yourself, and all you're trying to do is — for the own self-satisfaction and for also the impact you have on the world and the duty you feel to do that — be the best possible version you can, there is no limit to how far that can drive someone to perform."

Sam Altman

The more comfortable you are with yourself, the less you need the approval of others.

**

The most common response when we're scared is avoidance.

The longer we wait, the greater the fear.

Action reduces fear.

The price you pay for doing what everyone else does is getting what everyone else gets.



"It's not that we don't have time. It's that we don't have time for the things that are really important. There's always enough time to do what's really important, but we get caught up doing things that aren't important."

Larry Winget



Consistency is the reward.

**

It can be difficult to appreciate how much simply avoiding the standard ways of failing dramatically increases the odds of success.

Winning without luck requires doing ordinary things for an extraordinary amount of time.



"The most difficult subjects can be explained to the most slow-witted man if he has not formed any idea of them already; but the simplest thing cannot be made clear to the most intelligent man if he is firmly persuaded that he knows already."

Tolstoy



"If an opinion contrary to your own makes you angry, that is a sign that you are subconsciously aware of having no good reason for thinking as you do. If some one maintains that two and two are five, or that Iceland is on the equator, you feel pity rather than anger, unless you know so little of arithmetic or geography that his opinion shakes your own contrary conviction. The most savage controversies are those about matters as to which there is no good evidence either way."

Bertrand Russell

"Asking for help is a superpower anyone can have but only some people use. It is brave to ask for help. Asking for help is the first step toward finding a mentor. Mentors can help us change our lives if we let them."

Alexi Pappas



There are different types of hard work:

1. *Outthinking (a better strategy, a shortcut)*
2. *Pure Effort (working longer, intensity)*
3. *Opportunistic (positioning yourself to take advantage of change)*
4. *Consistency (doing average things for longer)*
5. *Focus (saying no to distractions)*

Each of these requires a different type of hard work.



"Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent."

Calvin Coolidge



Restlessness is a sign you've overstayed your welcome with where you are and need to leave by moving toward the person you can be. Our love of stability keeps us where we are. The key is to leave just before you're ready. If you leave too late, you miss the opportunity.

**

Most people are brought up believing that if they are a good person, good things will happen to them. While not entirely wrong, it's not enough to unlock your potential. It's like walking up to a door with two locks and only one key. If you want to go inside, you need the other key. The second key is going positive and going first—proactively helping others. When both keys are used together, the door unlocks, and a previously hidden world of opportunities reveals itself.



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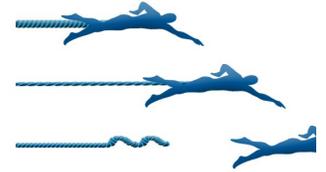


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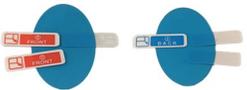
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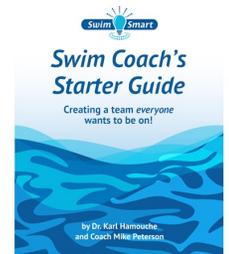
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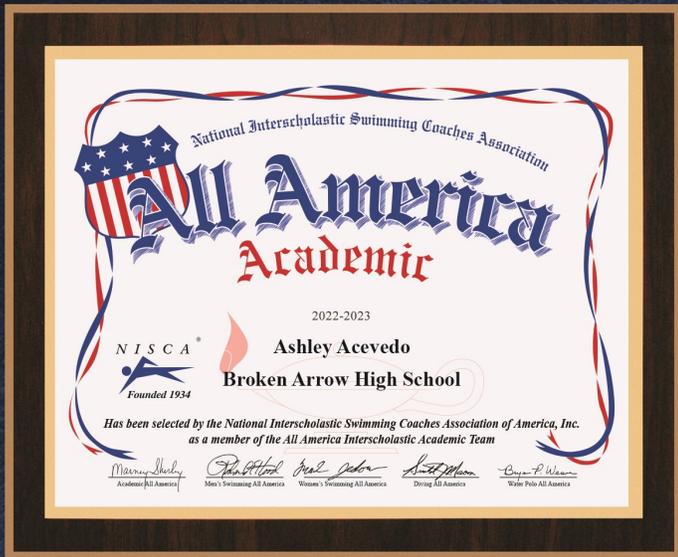
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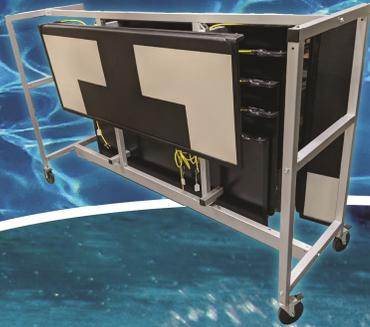
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The Northeastern HS Bobcats (Manchester, PA) boys team won the YAIAA Division 1 League Championships Feb 10. Coached by Head Coach Dan Schaeberle and Assistant Coach Adam Ellis, the Bobcats had a perfect 5-0 Division record and overall 7-0 record, marking the first undefeated team in school history. Front row, L-R: Lucas Buck, Cole Prince, Caeden Foster, Austin Turner, Logan Strickhouser, Nick Mulligan, Grady Welsh. Back row, L-R: Elkanah Flemister, Michael Deamer, Drew Foster, Barron Bishop (*not pictured: Alex Murren*). The team also broke four school records throughout the season (the oldest one from 1997). At the YAIAA Championships in February, the boys team won 15 medals and medaled in 10 out of 11 swimming events. Two seniors (Nick Mulligan and Logan Strickhouser) were named 2024 NISCA Academic All Americans.