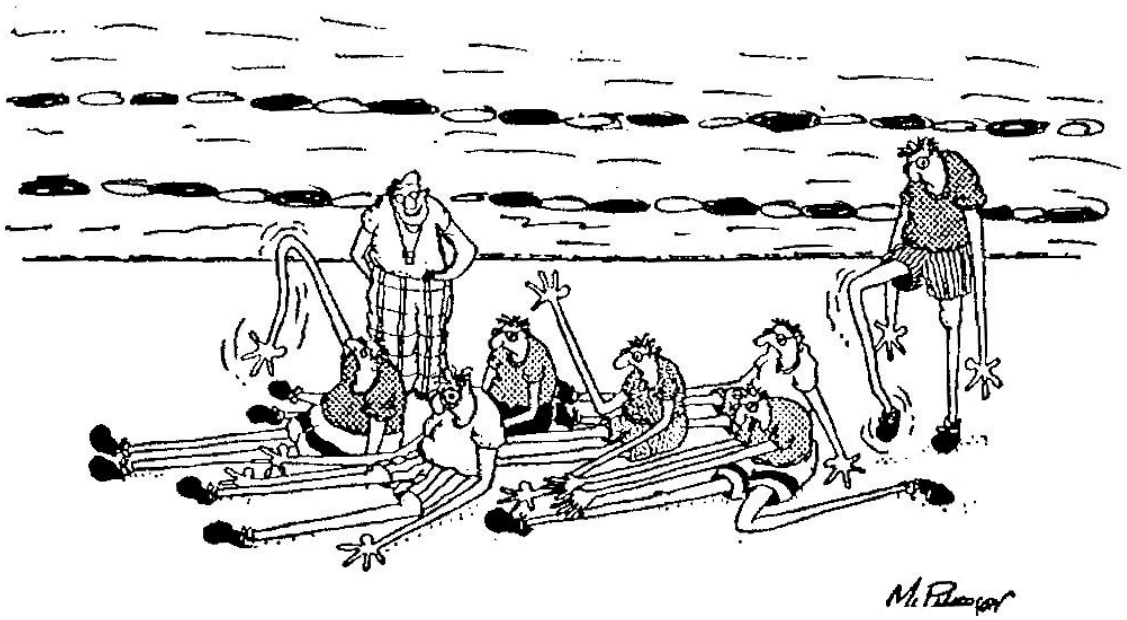
Chapter 3

How to Prepare Your Athletes



"All right, That's enough stretching. Let's hit the pool!!"

The following is an outline of this chapter

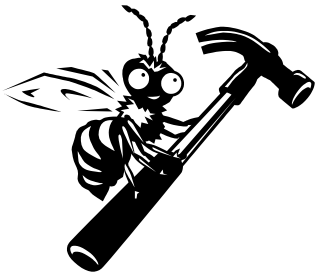
I. The Daily Training Session
   - A Mark Onstott, New Trier High School - Winnetka, Illinois
   - B Dana Abbott, Katy High School – Katy, Texas

II. Season Planning
   - A Jerry Lusk, Chugiak High School – Eagle River, Alaska
   - B Rich Hood, Harry A. Burke High School – Omaha, Nebraska
   - C Lanny Landtroop, Kingwood High School – Kingwood, Texas

III. Weight Training and Flexibility
   - A Tom Harwood, Spring High School – Spring, Texas

IV. Some Ideas on Teaching the Strokes and Reference for Further Study

PREPARING THE ATHLETE



For this section we have asked several of our experienced coaches to provide you with the fundamentals of organizing practices, planning a season, diving practice, and the principles of dry land training; including weight training and flexibility. Several examples are provided in each article, but they are only the tip of the iceberg. It is very important for the beginning coach to understand that they are starting in a sport where coaches gladly share information with each other for the benefit of the sport and the athletes. Develop an insatiable appetite for information and a healthy curiosity about what is occurring every day and how it can be improved.

One of the major contributions a coach can make to their athletes at the high school level is to help them grow and mature as responsible, fully functioning people with good self discipline, and an experience that enables them to understand what is necessary to be successful. We can help them turn their mistakes and failures into growing and learning experiences to use in all areas of their lives. The high school team experience can be that "extra" that allows the student to move beyond some of their fears and fill that basic need to "belong," and in this case belong to something that is very positive, productive, and memorable. You as the coach have the opportunity to offer an atmosphere that provides for these basic needs as well as an organization that the student can take pride in and find a niche in during an important part of the formative years of development.

Your philosophy concerning coaching and the sport of swimming is extremely important for the achievement of your goals. The sooner you decide what you are trying to accomplish and what is acceptable and what is unacceptable in the organization, the sooner you can develop consistency in your actions and decisions and gain the confidence of the athletes. That confidence, and the faith that you are involved to provide for their best long-term interest is probably the greatest bonding agent between athlete and coach, and is therefore a supremely important factor.

The late Doc Counsilman wrote in his classic book, "*Competitive Swimming Manual for Coaches and Swimmers,"* an article entitled, "The X Factor." I highly recommend this article to you. It has been reprinted in numerous magazines and books on coaching. Understanding the physics, fluid dynamics and physiology involved in the sport is important, but maybe the most important factor is the enthusiasm you can bring to the pool daily and the positive people skills you integrate into every aspect of your work with student athletes.

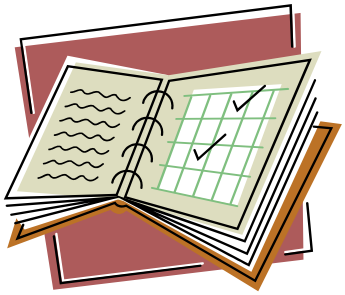
Since fundamentally we are talking about the same skills one needs to be an outstanding educator, the coach in a high school program is trying to hone and improve the same skills in the pool that they are constantly trying to sharpen in the classroom. Please just remember these ideas as you gain experience and extend your goals for your athletes and aspire to greater levels of accomplishment. We are essentially educators in the life experience of athletes with whom we work.

Lanny Landtroop

I The Daily Training Session

A. Mark Onstott, New Trier High School – Winnetka, Illinois

ORGANIZING PRACTICES



The main purpose of carefully organizing your practices is to optimize resources. Your resources include pool time, coaches, and equipment.
The first step is to analyze the resources.

- The second step is to develop a plan that uses your resources to their fullest without overextending them.
- The third step would be to make assistant coaches, athletes, parents, and the administration aware of your plans.
- Finally, stick to the plan.

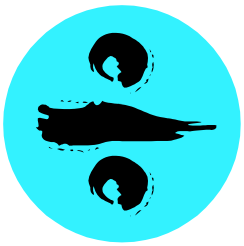
No matter what your situation is, resources are limited. Make a chart of the number of hours the pool is available to your team each day. Do the same for other places, such as the weight room, dry land training areas, and class rooms that could be used for video, mental training or team meetings. Determine when your assistant coaches are available and what their strengths are. It is best to fit assignments of assistant coaches to their individual strengths.

Next, figure out exactly when you want your team to practice. With large teams, it may be best to divide into smaller groups; some swimmers may be in the weight room while others are in the pool. Dividing the team into practice groups is addressed in the next section. It may take some juggling and some adjustments to find the best fit of facilities, coaches, and athletes.

However the puzzle is fit together, post the practice times for all groups. An effective way to do this is to post general practice time for all groups and then supplement this with a monthly calendar. A master monthly calendar could then be posted. Any emergency changes could be made on this monthly calendar. Of course, these changes would be announced at practice as well. It is important that all parties, assistants, athletes, parents, and the administrators know what is going on.

While it is good to have contingency plans for communicating changes in practice schedules, it is best to try and stick with the plan as originally announced. Last minute changes are very difficult to communicate. There is always at least one swimmer absent, leaving early, or coming late to practice. Sometimes the announcements are misunderstood or not heard. There is also the famous, “Well, So and So said we didn’t have practice.” If the established routine of going by the calendar and checking the calendar daily is maintained; questionable absences will be kept to a minimum.

DIVIDING INTO PRACTICE GROUPS



One of the easiest ways to make practice run more efficiently is to divide the team into different groups. Depending on the size and make up of your team, two or more practice groups may be appropriate. In most cases, different practice groups would work out at different times; pool size and availability will be a major factor determining the number of practice groups. Dividing your team into groups is a matter of sorting.

The most common division is into varsity and junior varsity groups. By definition, varsity swimmers are faster than junior varsity swimmers. By dividing your practices by ability you immediately improve the flow of practice. If possible, it is a good idea to sort out the novice swimmers as well. If the novice or freshman swimmers have their own group, their special needs of lower intensity sets and more instruction can be addressed.

DIVIDING INTO SPECIALTY GROUPS

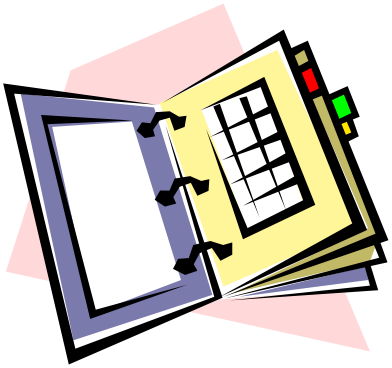
Swim training needs to be specific. In order to better address these specific needs, practices can be divided into smaller stroke and event-specific groups. While these divisions can be literally as numerous as the number of swimmers in the practice, in most cases this is impractical. The number of lanes you have dictates sorting into subgroups to more efficiently run practice. Some of the many subgroups practices can be divided to address the specific needs of swimmers which are: distance, middle distance, sprint, IM, breaststroke, butterfly, or backstroke. Again, by dividing into like groups the flow and efficiency of practice is improved.

If you arbitrarily divide the lanes and assign intervals, you will most likely have some swimmers getting too much rest, some swimmers getting too little rest, and if you are lucky, a few getting the proper amount of rest. If you divide them by their meet times you will run into similar problems. Many times, especially in early season, you may want the whole team (or practice group) to do a freestyle endurance set.

A simple solution to this problem is cruise intervals. Cruise intervals were developed by Dick Bower, a NISCA member from Louisiana. The basic concept involves conducting a test swim and using the results to divide the team into lanes. While Dick has talked about several different tests to determine the cruise interval, a timed 600 yard swim is probably the easiest to administer. The swim needs to be swum at an even pace as fast as possible. By dividing the total time by 6, you get an average time for 100 yards. Bower added 10 seconds to this time and called it the cruise interval. This theory would have the swimmer swimming at the threshold pace for endurance training at a 100 yard distance.

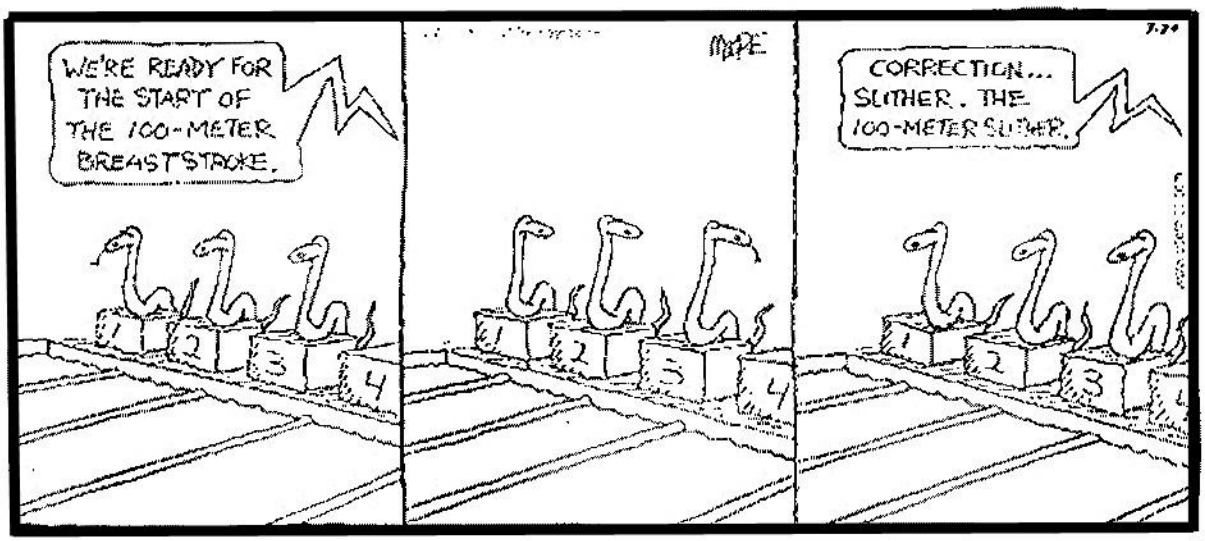
According to Dr. Ernie Maglischo, the major advantage of cruise intervals is that they provide an easily understood and administrated structure for endurance training that encourages swimmers to train in the individual range of endurance speeds that is best for them. Maglischo goes on to say that this type of training can go on in a crowded pool with a diverse group of swimmers. By adding or subtracting time from the base interval, training can be accomplished at almost any intensity.

KEEPING RECORDS OF PRACTICE



As has already been pointed out, planning and keeping an accurate record of practice sessions is an invaluable tool. Not only do accurate records of past practices help you analyze what you have done, they help you plan what to do next. It is usually easier to record practices if a code is used to shorten the amount or writing needed. The amount of space needed for each practice can be greatly reduced as well. Part of practice record keeping involves recording all test set times. It also helps to make notes of intervals, possibly yardage totals, as well as, other data that would serve as a guide post for next year.

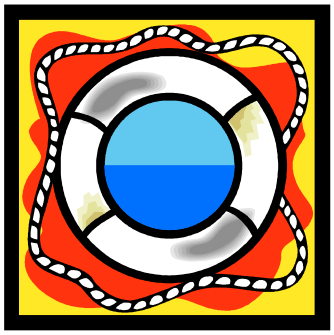
Equally important is an accurate record of attendance. Accountability is the number one reason to take attendance. If your athletes feel that no one knows (or cares) if they attend practice, many of them won't care. Nothing sobers up an athlete quicker than the realization of exactly what their attendance percentage is. Just the requirement that athletes attend practice or call in advance if they can't attend, places value on each practice. With accurate records there can be no question if disciplinary action is required. It also can open the eyes of disappointed parents who expected so much of their son or daughter and are willing to blame someone else (the coach) for their disappointment. Of course there is the other side of the coin, the shiny side; athletes who have high percentage of attendance or perfect attendance can be rewarded for their efforts. No matter how you choose to use the information, accurate records are an invaluable coaching tool.



B. Dana Abbott, Katy High School – Katy, Texas

This section is divided into five topics:
1. Safety
2. Situation Assessment
3. Program Considerations
4. Philosophy and Goals
5. Daily Plan

SAFETY



It should go without saying that safety comes first. There are numerous practical considerations involved in the total safety perspective. This would be an extremely lengthy chapter if it included everything applicable to swimming in a competitive swimming situation. Fortunately, someone else has done the work for us. The American Red Cross Safety Training for Swim Coaches course is excellent. It is required for all members coaches of United States Swimming, Inc. If you have the opportunity to take this 8-hour course, do so. The cost is minimal and may be paid by your school (professional growth).

In the Red Cross course manual, the introduction states:
"In the United States, more than 10,000 coaches at all levels, direct the activities of the competitive swimmers. Each coach has several important responsibilities to perform in working with swimmers. These include:

- Providing adequate planning for swimmers' long-term skills development.
- The coach should lead
- Directing and supervising
- Inspecting the aquatic facility
- Warning of inherent risks
- Providing equitable training and competitive opportunities
- Knowing and understanding emergency procedures

Contact your local Red Cross chapter for information about this course.

Because of so many risks and potential hazards at a swimming pool, and because so many coaches have to work with so many swimmers, it is highly desirable that swim coaches are as well-versed in safety as possible. Reduce or eliminate hazards, and your job gets simpler. Coaches new to the profession have long lists of things they need to do. Knowing how to conduct a safer program leaves you more time to do the "coaching" aspects of your job.

PLANNING AND ORGANIZATION DEFINED

Planning takes organization and organization takes planning. Do both of them properly and you have a happy marriage. Ignore one or both and you're headed down a mucky path. Let's take a look at the definition of organize:

1. to form into a coherent unit or functioning whole
2. to arrange by systematic planning and united effort

And how about "organization" - "…a functioning structure."

Certainly you've heard the old adage, "No one plans to fail, they just fail to plan." It's one thing to seem a bit unorganized to one or two of your peers, but you've lost all appearance of being a competent leader if you look that way in front of your team. Joe Namath, the great NFL quarterback for the New York Jets, said, "To be a leader, you have to make people want to follow you, and nobody wants to follow someone who doesn't know where he's going." Make a plan and follow it. That way, not only will you have an idea where you're going, so will everyone else. Start small, but learn to plan for everything. Be detailed in the extreme if you feel a need to be, but be ready to go to "Plan B." A highly successful Texas high school football coach also suggests this: "Always remember to maintain a position of maximum flexibility." It's advice well worth considering.

SITUATION ASSESSMENT

Before constructing the daily practice plan, you need to do some preparation. Obviously, you are going to have different ability levels in your squad: strokes, endurance, strength, etc. How do you go about arranging these many elements into a coherent, functioning whole? Be sure you have assessed your physical situation, and are ready to use it efficiently. Also, make sure you have the preliminary homework regarding the following:

- **Consider the size, and shape of the pool**. Not all pools are rectangular "cement ponds"; some may be L-shaped, Z-shaped, or T-shaped. It may be possible to use non-lane areas for kicking drills, 1-on-1 instruction, re-teaching, 'time-out' area (yes, even in high school), dive/start area (check for proper depth), turns, etc.
- **How many lanes do you have**? This will determine the number of swimmers in a practice group. Avoid overcrowding. Cut 4 groups by 10 – 15 minutes to create a fifth slot of 40 – 60 minutes for your beginning levels if that's what it takes.
- **What about equipment available**?
  - **Lane lines** – keep them tight, keep kids OFF ($$$, time lost to fix/reattach).
  - **Pace clocks** – easily seen, teach how to use (keep simple: "top" – "bottom")
    - If you are purchasing new pace clocks, considered the digital type, they are much easier to read and understand.
  - **Training equipment** – kick boards, pull buoys, paddles, pull tubes, fins, surgical tubing, etc. Know how to use the equipment properly.
  - **Weight training** – Free weights, swim benches, medicine ball, other dry land strength equipment.

PROGRAM CONSIDERATIONS

Will you be able to work efficiently with the groups as planned? It would be better, for example, to work with two groups of 25 in a 4-lane pool for one hour each, than one group of 50 for two hours. Get out a paper and pencil and play with the numbers.

Use the facilities efficiently. If you have your group of 50 (or 40, or 30), and strength equipment nearby, put one group (properly supervised) in the pool, one on strength work, and third on stretch cords or on benches, do a work session, then rotate. Consider the pool as one "station" on an exercise circuit. Don't let facilities sit idle. If you're the "Lone Ranger" coach, you'll be hard pressed to split the groups this way, but give it some thought if you have some additional help. Even an older, responsible swimmer can guide and lead younger ones while you attend to the ones in the pool (if that's where you will be most effective).

"Should I work on conditioning, strength, or technique? I don't have time to do it all." This is a tough question for the new coach. You don't want incorrect technique, but you don't want to neglect strength and conditioning either. The secret lies in knowing that you can often produce more improvement by eliminating weaknesses than by concentrating on strengths. If there is an area of weakness, improve it. The greater part of a swimmer's performance is determined by the efficiency and economy of body position and stroke technique, not necessarily by power and conditioning. Too many new coaches think just the opposite, that they must "work them hard and get them in shape" before they can swim fast. Before you hit the weights hard or start figuring out ways to increase the yardage and decrease the interval, focus your attention on this: ***streamline, economize, make efficient.***

Do you have an assistant? Match the experience and skills of your assistant (who may or may not have a swimming background) to areas of team weakness or need. Areas when non-swimming people can help include: computers (practices, meet entries, inventories), filing and record keeping, new releases and meet results for the media (do you really have enough time to write that story?), grade-tracing, tutoring and communicating with teachers (if the swimmer is academically ineligible, they won't be much help to you!), ordering, issuing equipment, repairing, or even designing training and strength equipment – and much, much more.

Delegate jobs and responsibilities to your assistant(s) that need to be done, but will take time away from your coaching duties. Let them monitor, supervise, guide, and teach. Let them run the weight workout or running program. Let them shine!

If they do have a swimming background, that's even better. Let them teach skills, drills, or re-teach the slower learners. If you or they are not able to teach a particular stroke or skill, ask for help. The competitive swimming fraternity is eager to share and help other coaches. The top high school, club, and college coaches don't go to clinics for reunions and free food – they go to learn, and if they aren't troubled by asking for advice or new ideas, you shouldn't be either. Pick up the phone and call one of them. Even our Olympic coaches will talk to a newcomer!

Some of the best coaches to get ideas from regarding the instruction of less experienced competitive swimmers (your basic junior varsity and below) are right in your local club. They are the USA Swimming age group coaches, and many of them have accumulated lots of experience dealing with the situation you may be facing. Give them a call and give them a chance to help you.

PHILOSOPHY AND GOALS

Before you can plan for what will go on in the daily practice, you need to take stock of you own coaching philosophy and establish goals.

Your coaching philosophy – always, always, always be yourself. Only Eddie Reese can be Eddie Reese, only Michael Jordan can be Michael Jordan. Let your personality shine. How? Even if you think it isn't "you," try to develop an enthusiastic, loving, positive attitude, and personality. Yelling and acting like a dictator has no place in our business (it's there, but it doesn't belong there). Maintaining your composure and sanity may be challenging at times, but imagine that you are the swimmer's parent watching from the side. Would they approve of your actions? Mel Roberts, a high school coach in Utah, tells his teams, "If I can conduct practices and communicate what I want from you without cussing and swearing, then I expect you to communicate with me and each other without vulgar language or actions. When you see or hear me break that rule, then you are free to talk and act any way you want."

Learning can be fun - Pay attention to the classroom teachers in your school who are good teachers and who also have fun teaching. I'm not talking about stand-up comedians, but good teachers who enjoy what they're doing. Ask them how they do it, and see if those methods can be adapted to your coaching. Coaching, after all, is teaching, isn't it?

Motivation – You can motivate in many ways. The positive ways are far superior to the negative ways. Instead of falling into the "don't do that" trap, try saying "Do this" or "Do that." (Tell them what you want, not what you don't want.) You'll be amazed at the effect. Have daily personal contact with each swimmer every day. It may seem like impossible at times, but the investment will pay off immensely. There are many other ways to motivate in practice and meets, but that's another chapter by itself.

Your conduct – As far as your personal conduct goes, it is imperative that you remain a wholesome influence for your team. Being a good role model is one of the best ways you can teach. Relationships with students and athletes are often more difficult for younger teachers and coaches because the age gap is narrower, but you will do yourself a favor by not developing a "buddy" or "pay" relationship. KEEP YOUR ALTITUDE.

Goals – Individual improvement is what keeps them coming back. A readily attainable goal is to improve over last year's times. This is a great goal which has a 95- 99% success rate at the high school level. Your goal for your team should always include improvement. When you keep improving, winning isn't far behind!

Okay, we have taken a look at your facility, your team, your assistant coach situation, your philosophy, your conduct, and a short look at useful goals. Now we're ready to try to put all of that together in developing a daily practice plan.

THE DAILY PLAN

Elsewhere in this manual, the seasonal or yearly practice plan is addressed. When you walk out on the pool deck on a daily basis, you had better know what you are going to do. You need a written plan. Don't try to "wing it." You are not ready to do that now, and you may never be able to do so. One of the greatest swim coaches in the history of our sport rarely, if ever, walks on the deck with a written plan. He does what he calls "intuitive coaching." If you try to do that, you will fail. Maybe in time you can do it, but in the meantime, you need a written plan; then you will always have the option for modifying, adjusting, deleting, or substituting as the need arises. *You need a written plan*.

In addition to having a daily plan (call it "Plan A"), have a fall-back plan (call it "Plan B"). Know ahead of time what you will do if you can't carry out "Plan A." Make sure your facility is ready for practice. Know the condition of the water, temperature, clarity, chemicals, and the water level. If you're not "the pool guy," get to know him. He can be your best friend, or your worst enemy. Which would you prefer? What is your "Plan B" if the water is too cold, too hot, chlorine too high, no chlorine, murky / green / smelly?)

Your swimmers need to be at practice to get faster, but they also need to be healthy and academically eligible. How do you plan to track attendance, monitor health, and check for grades? Keep your eyes and ears open, and don't wait for a brush fire to become a forest fire before you decide it needs to be extinguished. Be alert and be aware. If your assistant's planned duties for the day are integral to practice, and they are unable to attend; do you have a "Plan B?" Plan ahead so the assistant has an idea of what you want to do, and can make arrangements if being there is going to be a problem.

Paul Bergen, former national championship women's coach at the University of Texas, used a black board at practice. Every day began with the date, a big "HOWDY!", and a smiley face. It's important that your swimmers feel they are welcome, that you will always greet them, and that you are glad they are there. The workout plan was then listed. Here is his basic plan:

1. "Howdy!"
2. This is what we're working on today. The reason why is…
3. Here is how we need to get divided into lanes and this is why…
4. This is the warm-up, this is how you need to do it, and this is why…
5. Theses are the sets and how you are to do them and this is why…
6. This is the cool-down
7. This is how I think you did today… Next time we need to… and this is why…

As the season went on, the swimmers gradually learned the "why" of warm-ups, lane assignments, the routine, and wouldn't need the explanations. Bergen understood the importance of communication. The days are long gone when you could get results by saying – "Do this now, and don't worry about why." One of man's greatest needs is to understand "why." Fulfill that need and you're going to achieve results with enthusiasm.

The breakdown of what to do on a given day will vary, depending on what phase of your season you are in, but the daily basics remain the same: warm-up, cool down, and a bunch of stuff in-between. That "bunch of stuff" in-between will be specific to different swimmers with strokes, distances, intervals, and intensities aimed at their respective needs. If you don't feel you are ready to get that specialized and detailed, don't lose sleep over it.

More than one good high school swim coach has been successful by training for the 200 freestyle and 200 individual medley. In that way, all strokes are addressed, and the ability to prepare for all distances of freestyle are essentially being developed. By training towards the 200 free, you can see sprint and distance capabilities in many swimmers, and may want to steer some swimmers more specifically for the distance events, and others for the sprints.

Three of ten high school swimming events use a 50 free and two use a 100 free. The three stroke events are all 100's. There are two freestyle events that are 200 yards or longer, plus the 200 IM. You can train the vast majority of your swimmers simply by training for the 100-yard distance. There are many books available discussing training methods and foundation of training for different events. Get a good one and devour it. Many are listed in the "Suggested Reading for Coaches" section of this manual.

Some coaches post their workouts on a blackboard so the swimmers will know what's coming. Others feel that the swimmers may back off on the intensity in one set, if they know a tougher one is in the wings waiting for them. Many coaches explain the' general' plan for the practice, declining to give out specifics, for just that reason. Some coaches will give out different instructions for each lane on a 3 X 5 card (use pencil, stick it to the wall, or a spare kickboard works great!) or other medium (grease pencil on plastic, for example) after warm-up, and visit with each lane during the course of practice to monitor and instruct. On the other hand, it is also possible to give everyone the same workout at the same time, making only such modifications as may be required for slower or faster swimmer (10 X 100 @ 2, 12 X 100 @ 1:40, 8 X 100 @ 2:305, all come out to 20 minutes.) Do what works best for you.

Teach, re-teach, and re-teach again. Your swimmers don't come with instructions that swimmer "A" learns after 3 trials, swimmer "B" after 5, swimmer "C" many never learn, and swimmer "D" never needs to be taught because they are "intuitive." Never reprimand a learner. You can reprimand after the swimmer has learned, and then gotten lazy or inattentive, but never reprimand the learner. Negative feedback will make that learner hesitant to attempt learning in the future.

If you see a fault being practiced on the second of 12 X 100, don't wait until #12 is finished before correcting it. It is far better to stop that one swimmer, pull them over to the side, explain what it is that is important to DO (remember: "Do" instead of "Don't Do"), make sure it is understood, and get them going again. It is better to miss a couple than do all 12 incorrectly. After you have done this, watch them as they resume the set. Don't assume your explanation made it all the way from their gray matter to their arms and legs. Proper training cannot occur if the proper technique has not been taught effectively. You also need to give some positive reinforcement to swimmer that they are correctly making the change.

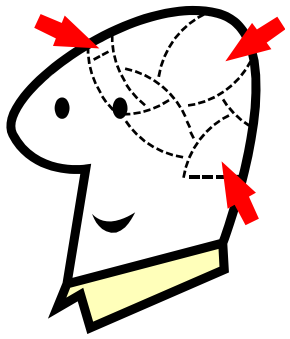
What about the new kids to your team, the rookies? The emphasis needs to be first on learning to swim correctly, and then you can move on to learning to train. Teach them how to swim, and then teach them how to train. Teach them the strokes and turns, then teach them to train. Then teach them how to circle swim (clockwise and counterclockwise), how to use the pace clock, and how to keep track of repeats. Keep them positive and happier to be there than away from there. Tell them every time they do something well, better, or when they learn something new. Let them know you are glad they are on the team, even they are the caboose's tail light!

At the 1985 American Swimming Coaches Association World Clinic in Fort Lauderdale, Ernie Maglischo suggested a daily plan, reproduced here for your consideration.

Daily Plan

1. Warm-up
2. Short Sprints
3. Major aerobic set or minor anaerobic set
4. Recovery set – pulling, kicking, or drills
5. Major aerobic, anaerobic, race-pace, or sprint set
6. Recovery set
7. Sprints, relays, or fun sets
8. Cool-down

(ASCA World Clinic Yearbook, 1985; American Swimming Coaches Association, Fort Lauderdale)



CONCLUSION

You are coaching the greatest sport in the world. If you don't believe that now, give yourself the chance and time to grow in it. Associate with good coaches. They're not always the ones with the fastest swimmers or best win-loss records, but they are always the ones whose kids continue to improve ahead of Mother Nature's growth plan. They are the ones around whom you can sense and feel enthusiasm and concern for their athletes and profession. They are the ones who want to do better this year than last year and better than that the following year. They are teachers first, trainers second. The best of them believe they can always learn something else to improve them and their swimmers. And they all have…a PLAN!

Special thanks for the great notes I have acquired over the years from some great coaches, either at clinics, practices or in conversations: Phill Hansel, Paul Bergen, Eddie Reese, Doc Counsilman, Lanny Landtroop, Chuck Warner, Ernie Maglischo, Bob Steele, and the person responsible for my entering this great profession, my college coach Dick Bower. Dana Abbott, Katy High School

Resources

Section 3-1

NEW TRIER: CRUISE INTERVALS

600 TIME	CRUISE INTERVAL			6 MIN DIST	
	50	100	200	6	3
5:45-6:00	32.5	1:05	2:10	550	275
6:01-6:15	32.5	1:05	2:10	525	262 ½
6:16-6:30	35	1:10	2:20	525	262 ½
6:31-6:45	35	1:10	2:20	500	250
6:46-7:00	37.5	1:15	2:30	500	250
7:01-7:15	37.5	1:15	2:30	475	237 ½
7:16-7:30	40	1:20	2:40	475	237 ½
7:30-7:45	40	1:20	2:40	450	225
7:46-8:00	42.5	1:25	2:45	450	225
8:01-8:15	42.5	1:25	2:45	425	212 ½
8:16-8:30	45	1:30	2:50	425	212 ½
8:31-8:45	45	1:30	2:50	400	200
8:46-9:00	50	1:35	2:55	400	200
9:01-9:15	50	1:35	2:55	375	187 ½
9:16-9:30	50	1:40	3:00	375	187 ½
9:31-9:45	50	1:40	3:00	350	175
9:46-10:00	55	1:45	3:05	350	175
10:01-10:15	55	1:45	3:05	325	162 ½
10:16-10:30	55	1:50	3:15	325	162 ½
10:31-10:45	55	1:50	3:15	300	150
10:46-11:00	1:00	1:55	3:30	300	150
11:01-11:15	1:00	1:55	3:30	275	137 ½
11:16-11:45	1:05	2:00	3:40	275	137 ½
11:46-12:00	1:05	2:00	3:40	250	125
12:01-12:15	1:10	2:05	3:50	250	125
12:16-12:30	1:10	2:05	3:50	225	112 ½

“CRUISE INTERVALS”

100	125	150	200	6MIN.DIST.	75	50	175
:55	1:10	1:25	1.50	575	:40	:30	1:35
1:00	1:15	1:30	2:00	550	:45	:30	1:45
1:05	1:20	1:40	2:10	525	:50	:35	1:55
1:10	1:30	1 45	2:20	500	.55	:35	2.00
1:15	1:35	1:55	2:30	475	1:00	:40	2:10
1:20	1:40	2:00	2:40	450	1:00	:40	2:20
1:25	1:45	2:10	2:50	425	1:05	:45	2:30
1:30	1:55	2:15	3:00	400	1:10	:45	2:40
1:35	2:00	2:25	3:10	375	1:10	:50	2:45
1:40	2:05	2:30	3:20	350	1:15	:50	2:55
1:45	2:10	2:40	3:30	325	1:20	:55	3:05
1:50	2:20	2:45	3:40	300	1:25	:55	3:15
1:55	2:25	2:55	3:50	275	1:30	1:00	3:20
2:00	2:30	3:00	4:00	250	1:30	1:00	3:30

THE “0” CODE

AR	active rest
/	alternate
at	
BS	between sets
BK	backstroke
BR	breaststroke
br	broken
BU	building within a repeat
C-C	center to center
CH	choice
ci	cruise interval
cordz	surgical tubing used in the water
Cs	coaches send off
Csc	catch sculling
cu-x	catch up drill, x equals how long to hold streamline
des	descend
DPS	distance per stroke
Dr	drill
DrPro	drill progression
DS	drag suit
E	easy
e	every
ea	each
ef	effort
EN1	basic endurance pace
EN2	threshold endurance pace
EN3	overload endurance pace
EV	evens
eo	every other one
F	fast
FA-x	fartlek. every x length fast
FL	butterfly
frD	from a dive (shallow end)
frB	from the blocks
<flags>	no breathing outside the flags
>flags<	no breathing inside the flags
Fsc	feet first sculling
FR	freestyle
Fst	fast strokes
FT	finger tip drill
tr	fly to back transition turn
ft	feet
GS	growth stroke
H-	hit
h-	hold
U/H20	underwater
hyp-x	hypoxic, x = the number of strokes between breath
SP’NK	sprint and kick (set of eight 25s, 3 swim/2 kick/3 swim, all sprint
St	stroke
strap	innertube around ankles
2tr	back to breast transition turn
t	turn
TQ	technique
TS	tombstone kicking, board vertical in the water
T-30	30 minute swim, count lengths
3tr	breast to free transition turn
TR	treads
VK	vertical kick
Vs	vertical scull
WHSP	whistle sprint
WH	whistle
huK	heads up kicking
x	target heart rate (x = count for six seconds)
in	individual medley
imo	individual medley order
MT	individual medley transition
i/o	into the wall then out
K	kick
KS	kick on your side
LA	left arm
LP	lactate production
LPI	lowest possible interval
LT	lactate tolerance
MAX	maximum effort
mm	minute
MOD	moderate, similar to regular
NB	no board
NFR	no free
NS	negative split
OA	one arm
o/i	out from the wall then in
on	interval swims
on heart x	start next repeat when heart rate decreases to x for six second count
0TH	on the house, distance or time done any combination of strokes. swim, kick or pull
o/u	over/under, swim 25 regular then 25 underwater
p	pull
pad	paddles
Ppad	pull with paddles
PR	power (sprinting)
PS	primary stroke
p200	swim repeat at race pace of distance noted
R	regular
R-x	rest x amount
R>	rotate clockwise
<R	rotate counterclockwise
RA	right arm
Rl-x	rest interval of x, used on broken swims
S	swim
SC	sculling
SK	scooter kick
sec	seconds
SP	sprint
Wcordz	wall cordz. dryland with surgical tubing
WK	wall kick
W/	with
W/o	without
x	times
1/2	121/2 yard swim
6 MIN Dist	swim distance based on CI
+	do in order
z	zoomers

THE INDIAN LOOSEN UP

500 (OiU), 500 (50 BK/5OBR), 500 (RA 25/LA 25/ S 50), 500 (75 E/25 F)

This can be done any distance or time (5 minutes, 7 minutes etc.) for each different swim. There is no rest in-between swims.

The N T SPECIAL

500 FR, 400 IM, 300 BK, 200 BR, 100 FL

Usually the lM is done part drill or kick and part swim. This set is done continuously.

SET

Any set of four swims all the same distance; swim. kick, pull. swim in that order.
A 200 SET = 200S, 200K, 200P, 200 S

THE "O"CODE

10	x	100	1:30	P	FR	BU
number of swims		distance or time	interval	how to do the repeat	stroke	speed

5	(5	x	100	+	3	x	25)	IMINBS
	{lOOs {25s	on	1:30 R-10	S Ppad	FR FR	des MAX}	I -5}	
number of sets	distance or time		interval or rest	how	stroke	speed		rest between sets

SCOOTER KICK (SK)

freestyle 15 kicks 3 RA / 15 kicks 3 LA - breath only on pulls
backstroke I *5* kicks *2* arm cycles
breaststroke 3 kicks *2* pulls - breath only on the pulls
butterfly 4 kicks *2* RA / 5 kicks 2 LA - breath only on the pulls

DRILL PROGRESSION (DrPro)

	freestyle	backstroke
body position:	streamline, water at the eyebrows	streamline, head back. Hips & toes up
kick	same. Shallow, narrow rapid kick	on side, one arm up, switch arms once
pull	same, pull right arm every six kicks	same, pull right arm every six kicks
pull	same, pull left arm every six kicks	same, pull left arm every six kicks
timing	Santa Clara	Santa Clara
swim	smooth strong free	smooth strong back

	breaststroke	butterfly
body position:	streamline, head down pull to breath	streamline, water at hairline, pull to breath
kick	hands at side, heel touch	hands at side, move hips
pull	seahorse, dolphin kick with pull buoy	four kicks / one pull, breath on the pull
pull	catch scull, head up with pull buoy	four kicks / two pulls, breath on second
pull		
timing	total separation	underwater recovery or one arm
swim	strong, stretched breast	strong smooth butterfly breath every other

Before Freshmen Swimming **After Freshmen Swimming**

NEW TRIER SWIMMING PRACTICE LOG

DATE _____ / _____ / _____ DAY _____ WEEK #

JUNIOR VARSITY

TOTAL

FRESHMAN

TOTAL

FRESHMAN

JUNIOR VARSITY

NEW TRIER SWIMMING PRACTICE LOG

DATE _____ / _____ / _____ **SATURDAY** WEEK #

VARSITY AM

TOTAL

VARSITY WEEKLY TOTAL

GOALS FOR WEEK # _____