

# INDIANA NOTES

## FOLLOW-UP NOTES ON BROWNSBURG SESSIONS of SWIMPOSIUM "06

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# Supplemental notes on Stroke Development for the High School Season

- Season is short, racing is always present
- Development must occur “on the run”
- Requires different strategy than age group swimming, where development is the focus
- LEARNING and fitness, not fitness with learning
- (Change the brain, the body will follow)

# WHAT IS A RACE?

- Short
- Engaged
- Two sports (Swimming, plus Starts and Turns)
- Radical and rapid changes

# LEARNING AT PRACTICE

- Sharp
- Alert
- Present
- Disciplined
- Active (“HITS” on the nervous system, experiences)

# Teaching the Strokes

- Simple images
- Repeated often
- Lots of short, sharp, experiences

# Over-arching swimming qualities #1 (Included deck exercises)

- Breath
- Body energy
- Body language

# Coaching Images

- Get the whole stroke working as quickly as possible (Monkey see, Monkey do)
- Make adjustments from the whole stroke
- Use single piece “drills” sparingly
- Lots of little experiences rather than longer single activity experiences

# Resetting the nervous system

- Swimmers will arrive at the pool in state nervous system imbalance
- They will be external, and will have tension patterns that will interfere with learning and movement
- A few short minutes used to organize will increase higher yield

# Exercises (These are the Exercises that were demonstrated on the pool deck)

- Breathing
- Body energy
- Body language
- Combinations
- Any general yoga-type exercises that emphasize quiet and control

# Over-arching swimming qualities #2 (Additional deck exercises)

- Breath
- Body energy
- Body language
- Body spring
- Arm and leg relationships

# STROKE IMAGES

# FREESTYLE

- “Walk” the stroke
- Breathe with body energy
- Pressure, not force, with natural release

# Breaststroke

- Balance
- Water flow
- Shrink-wrap

# Backstroke

- “Walk” the stroke
- “Row” with pressure
- Body spring

# Butterfly

- Get away
- Down-***UP***
- Land ***Forward***

# Learning routines

- Race Context
  - Short
  - Engaged (
  - Two sports
  - Radical and rapid changes

# Qualities in Practice

- Sharp
- Alert
- Present
- Disciplined
- Active (“HITS” on the nervous system, experiences)

# Teaching the Strokes

- Simple images
- Repeated often
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# Over arching Concepts

- Breath
- Body energy
- Body language
- Body spring
- Arm and leg relationships

# Contrast sets

- Swim a distance with fluctuating patterns of deliberate distortion and recovery
- Examples:
  - Swim a 25 with body energy low, then allow body energy to climb. Observe the difference.
  - Swim a 50—3 or 4 strokes low energy, then 3 or 4 strokes with lifted energy  
(each with a 3-4 exhale break)
- Purpose: to raise awareness

# Stroke awareness sets

- Whole stroke swimming with attention to a certain quality
- Examples:
  - 25 free, breathe with body energy, not neck
  - 25 fly, pay attention to the up rhythm of pelvis
  - Or: do the above with three, stand and break for 3-4 exhales

# Stroke awareness Combinations

- 25 breast-momentary (2-3 cycles) awareness of balance, water flow, shrink-wrap, in a repeating sequence

# Whole stroke combinations

- 3 – 4 strokes of one stroke, 3 - 4 strokes of another, keep recycling
- Purpose: organize yourself for the next stroke at the end of the stroke your are swimming (transition principle)

# Things to avoid

- Prolonged distortion
- Treadmill concepts ( Continuous low quality movement patterns)
- Auto-pilot

# Checklist for Practice design and Coaching Style

- Context
- Variety
- Synergy
- Awareness
- Engagement

# Checklist for Practice design and Coaching Style

- **Context**— *What you do has to relate to the simple images*
- **Variety**— *Give the nervous system a hit, do something else, and then hit it again*
- **Synergy**— *pay attention to a part of a whole, rather than creating a single piece*
- **Awareness**— *Pay attention to and observe your body and the water*
- **Engagement**— *Always have a sense of energy, alertness, and readiness*

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# Follow-up

Swimposium '06 participants are welcome to ask follow-up questions based on these over-view slides. Please forward questions through Tony Young at Indiana Swimming