

American Swimming Coaches Association 2006 Conference
TALK 1
Thursday 7th September 2006
Creating Quality Youth and Age Programmes (Club to National Level)
John Atkinson
Director of World Class Programmes
British Swimming

1. This talk will focus on the development of Age and Youth swimmers and club programmes, and how they can be developed to National Level, and beyond.
 2. The success of any National Programme comes from the club programmes and the Age Group swimmers that they produce.
In my opinion the background in technique and endurance as a young swimmer is all-important– All coaches have a role to play in this development.
 3. Clubs and coaches need to develop strong feeder systems that will ensure that a future for their club programme exists.
 4. As a club coach the job can never be underestimated! We need to consider what is the purpose and role of a club head coach?
 5. When establishing club programmes that are 'new' it is an opportunity to build something how the head coach would like it right from the start.
 6. When you establish a new programme some people in other clubs will always think the grass is always greener!
 7. I asked swimmers 4 questions that who wanted to join my programme they were as follows;
 8. Have a structural programme that runs through the whole programme.
 9. If you work or move within an established programme you should avoid making too many changes at once? Or should you?
 10. Have a 4-year plan and goals, that one-year is added to each season.
 11. Critical considerations for training development of age group swimmers
 12. The debate over 'speed training' vs 'training volume'
 13. A third phase of 'learning to achieve' one's potential occurs once the swimmer has mastered the first two phases.
 14. So what is '**Break Point Volume**'?
 15. There are several important training relationships that count (i.e. make a difference in the effectiveness of the program), they include the following:
 16. Long-term development programs build slowly and steadily toward Break Point Volume that is achieved some time between 13 and 15 years of age.
 17. As previously mentioned, some coaches overexpose immature athletes to training/racing demands that are beyond their maturation level.
 18. At/after maturation, if the athlete is to continue improving the coach should try to satisfy themselves that the answers to the following are found within the training program.
 19. There are a number of strategies that a coach may employ to support continued success through older age-groups and ultimately to a transition into open swimming.
 20. How often should the swimmer compete?
 21. Competitions
 22. 'The build up of the compromised training effect'
- Ref: Championship Swim Training,
John Atkinson & Bill Sweetenham,
Human Kinetics, ISBN 0-7360-4543-0 www.HumanKinetics.com

American Swimming Coaches Association 2006 Conference
TALK 2
Saturday 9th September 2006
Creating Quality Youth and Age Programmes (National to Senior
International team)

1. Moving from club expectations to National expectations then to International expectations.
2. When coaching in a club/school/college programme do you consider the National team goals?
3. Expectations of what is expected on the National team are very important.
4. There are steps in a swimmers career,
5. The goal of any national federation should be bridging the gap between the following

6. Planning
7. What will make the difference?
8. How does a national body influence changes in order to improve swimmers transferring through to the senior team?
9. As a coach you should consider the following in your coaching, in order to assist with the transfer from National to International level swimming
10. Relay teams play a crucial role in developing national team programmes at all levels.
11. Training Classifications
12. Guidelines for Age and Youth Athletes Selected on National Open Teams
13. Preparing Coaches for National Teams
14. The British Swimming World Class Pathway
15. Junior International Championships
- 16. Other Championships**
- 17. Team Protocols**
18. Non Championship Competitions
19. Training Camps
- 20. Education Elements to Camps**
21. Programme visits
22. Acknowledgements

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