

AMERICAN Swimming

It's time to play
outside.

Observations from an age
group swim coach.



by Coach Mike Murray
Victor Swim Club, Rochester, NY

on page 11

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Muscle Building IQ: How much do you really know about PROTEIN?

By Dawn Weatherwax, RD, LD, ATC, CSC



Did you know?

- **The average adult after the age of 30 could lose up to two pounds of lean weight a year if they do not add some resistance training and proper nutrition to maintain it.**
- **Did you know to build muscle even at a very young age it needs certain nutrients at the right time to maximize its development?**

How many of you would like your athletes to:

- **Gain lean weight!**
- **Grow when they are supposed to grow!**
- **Optimize their health, growth & athleticism!**
- **Stay injury free!**

This Quiz is going to focus on one main nutrient. Please test your muscle building IQ.

1. What is the MOST important macronutrient to build muscle?
A. Carbohydrate
B. Fat
C. Protein
2. How MUCH protein is recommended to gain muscle?
A. 10 grams of protein per pound of body weight
B. 5 grams of protein per pound of body weight
C. 1 gram of protein per pound of body weight
3. What is the OPTIMAL way to eat protein to gain lean weight?
A. Whenever
B. Breakfast & Supper
C. Spread evenly throughout the day.
4. What is the MOST important essential amino acid to build muscle?
A. Isoleucine
B. Leucine
C. Valine
5. How MUCH leucine is ideal to build muscle?
A. 0-1 gram of leucine per meal
B. 1-2 grams of leucine per meal
C. 2-3 grams of leucine per meal
6. What foods have the LOWEST amount of leucine per serving?
A. Nuts, peanuts, seeds
B. Beans, chickpeas, lentils
C. Beef, chicken, fish, yogurt

cont, next page

7. Do you ADD more protein if you are not gaining weight/muscle?

- A. Yes
- B. No
- C: Maybe

8. Are protein powders safe for a healthy athlete under 18 years old?

- A. Yes
- B. No
- C: Maybe

Answers

1

C: Protein is a macro nutrient. It is one of the three nutrients found in food that the body needs in large amounts. Every cell in the human body contains protein. It is essential for the maintenance, repair and building of your muscles, organs, and immune system since they are mostly made up of protein. The basic structure of protein is a chain of amino acids. You need protein in your diet to help your body repair cells and make new ones. Protein is also important for growth and development in children and teens. Proteins are made of small compounds called amino acids. These amino acids build, maintain, and replace the tissues in your body.

To know how much protein, carbohydrates and healthy fats you are consuming I highly recommend using the Free Cronometer app

2

C: 1 gram per pound of lean weight or .45g per kg

To know exactly the minimum amount of protein needed then it is critical the person knows their lean weight. Lean weight is everything but fat. At my office we have a Bod Pod™ that measures body composition. We go by 1g of protein minimally per pound of lean weight.

Example: 6'4", 250lb, 28% body fat $(250 \times .28) = 180\text{lb}$ of lean weight

That means they need at least 180 grams of protein daily NOT 250 grams. That is a big difference.

3

C: The muscle is like a sponge it can only absorb so much at one time. If an athlete skips breakfast and doubles the protein at lunch, the muscle cannot absorb it all. Therefore, they missed an opportunity.

Example: 6'4", 250lb, 28% body fat $(250 \times .28) = 180\text{lb}$ of lean weight

If ate 5x a day (every 3-4 hours $180/5$) = ~36g protein per meal ~5oz cooked

To know how many grams of protein you are eating I

recommend using the Free Cronometer app

4

B: Leucine

The basic structure of protein is a chain of amino acids. Leucine is an amino acid, one of 20 building blocks that commonly show up in human protein structures. It is also one of nine essential amino acids (EAA), in that we can't make it in our body and must consume through food.

Leucine is also a branched chain amino acid (BCAA), meaning that unlike 17 of the 20 amino acids with a straight side chain, leucine is one of three where they have a side chain (A flash back to organic chemistry). One of leucine's main purpose is to turn on protein synthesis.

If the athlete is lacking this amino acid at the right times, they will not optimize growth, health & athleticism.

How can you track how much leucine you are getting per meal? The Cronometer app is free and tracks leucine.

Example: 6'4", 250lb, 28% body fat $(250 \times .28) = 180\text{lb}$ of lean weight

If ate 5x a day (every 3-4 hours $180/5$) = ~36g protein per meal ~5oz cooked

To know how many grams of protein you are eating I recommend using the Free Cronometer app

5

C: 2-3 grams of leucine per meal

How can you track how much leucine you are getting per meal? The Cronometer app is free and tracks leucine.

6

A: Nuts, peanuts, seeds

Nut/Peanuts/Seeds Avg: 0.3-0.5g

Beans/Lentils/Peas Avg 0.4-0.8g

Dairy/Meat Avg: 0.7-2.5g

**LEUCINE AMOUNTS VARY PER PRODUCT
USE TABLE AS A GUIDELINE *COOKED**

DAIRY AVG: 0.7-2.5G PER SERVING
MILK .8g/cup

cont, next page

YOGURT, GREEK	1.1g/7oz
CHEDDAR CHEESE	0.7g/1oz
WHEY ISOLATE	2.5g/25g

MEAT AVG: 1.8G PER SERVING

BEEF, GROUND*	1.8g/3oz
PORK CHOP, LEAN BONELESS*	1.8g/3oz
CHICKEN BREAST, BONELESS*	1.8g/3oz

GRAIN AVG: 0.1-0.2G

WHITE BREAD	0.2g/1oz slice
WHOLE WHEAT BREAD	0.1g/1oz slice
CORN TORTILLA	0.1g/6"
WHITE RICE*	0.2g/½ cup
BROWN RICE	0.2g/½ cup
CORN	0.2g/½ cup
QUINOA*	0.2g/½ cup

SOY AVG: 0.8-1.9G

SOYBEANS/EDAMAME*	0.8g/ ½ cup
SOY MILK	0.6g/8oz
TEMPEH	1.2g/ ½ cup
TOFU, EXTRA FIRM	0.8g/3oz
SOY PROTEIN ISOLATE	1.9g/25g

BEANS/LENTILS/PEAS AVG: 0.4-0.8G

BLACK BEANS*	0.6g/ ½ cup
RED BEANS*	0.5g/ ½ cup
PINTO BEANS*	0.7g/ ½ cup
LENTILS*	0.7g/ ½ cup
CHICKPEAS*	0.4g/ ½ cup
SPLIT PEAS*	0.6g/ ½ cup

POTATOES: 0.2G

POTATOES*	0.2g/½cup/mashed
SWEET POTATOES*	0.2g/ ½ cup/mashed

NUT/PEANUTS/SEEDS AVG: 0.3-0.5G

PEANUTS	0.5g/1 oz raw/ ¼ cup
PEANUT BUTTER	0.5g/ 2 Tbsp
ALMONDS	0.4g/ 1oz raw
CASHEWS	0.4g/ 1oz raw
HAZELNUTS	0.3g/1 oz raw
WALNUTS	0.3g/1oz raw
SUNFLOWER SEEDS	0.5g/1oz raw

7

C: Maybe

The Quick rule is 1g of protein per pound of lean weight and 2-3g of leucine per meal

If a young athlete is meeting these goals, then they need to add more fuel from carbohydrates and healthy fats, NOT protein!

8

C: Maybe

As long as they are just protein, carbohydrates and fats and used in the right amounts.

To ensure the safety and quality go with NSF sports certified products or Organic whenever possible.

You want to avoid added nonfood products such as glutamine, creatine etc...

Additions that are good are probiotic and enzyme sources.

If it is sweetened you want ones who mainly use stevia & monk fruit. Other options are sugar alcohols.

Here is a label from Klean Athlete: Chocolate NSF Sport
1 scoop 20g protein ~2g of Leucine

Other ingredients: Whey protein isolate (milk), cocoa (fat), erythritol (sugar alcohol), natural flavor, sunflower lecithin (fat), salt, stevia leaf extract (Rebaudioside A), monk fruit extract

Garden of Life plant based raw Protein no flavor
1 scoop 22g protein
Leucine 1.8g
Organic
All Food/Nutrition Fact



Dawn Weatherwax is a Registered/Licensed Dietitian with a specialty in Sports Nutrition and Founder of Sports Nutrition 2Go & Dawn Weatherwax's Sports Nutrition Academy. She has been working with athletes for over 25 years. In addition, she is an Athletic Trainer with a Certification in Strength and Conditioning from The National Strength and Conditioning Association. Weatherwax brings a comprehensive and unique understanding of the athlete's body, and its nutritional needs, to those interested in achieving specific performance goals and optimal health. She is also the author of The Official Snack Guide for Beleaguered Sports Parents, The Complete Idiot's Guide to Sports Nutrition and The Sports Nutrition Guide for Young Athletes. She has also been featured on television and magazines including Good Morning America, MSNBC, Oxygen, Spark and Shape.

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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:



Safe Swim FOR ALL

By Gianna Petrella



We all can remember going to swimming lessons as a young child, and this being such a positive and empowering experience, but imagine not having this opportunity. Every child should have the chance to learn to be active in the water; for children with disabilities, this is not always the case. Individuals with disabilities often have a fascination for water, but lack impulse control, making this a dangerous combination. Throughout my time implementing my program, Safe Swim for All, a learn to swim program for children and young adults with disabilities, I have discovered techniques that work best with students with complex learning needs.

1. Set Expectations for Students

When working with individuals with disabilities, it is important to set expectations for your swimmers. Keeping your instructions simple, and easy to understand will aid in the success of the student. It is my philosophical belief that all children can learn, and that as instructors we need to find a way to reach each student. Expectations will look different for every student, but it is important to have this in place.

2. Adapt to the Student

Every child is different, and therefore different techniques are essential for the success of every swimmer. All children have different ways that they learn best, and meeting the student where they are, gives them the opportunity

to succeed. For example, if a child is a visual learner, incorporating pictures into their lesson, could potentially help them better understand the concepts. Goals and techniques should be established on a student to student basis, not a diagnosis to diagnosis basis, because there is a spectrum of needs with every disability.

3. Create Consistency

All children, regardless of abilities, enjoy predictable routines. This can be done by creating an environment that is familiar to the students in the program, and having a schedule of activities that are consistent. For example, at the beginning of every lesson, the student may kick with a kick board, and this signifies the start of the lesson. At the end of every lesson the swimmer gets to jump into

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the pool to signify the end. To help with this, it may be helpful to make a visual schedule, so the student can refer to this to know what is coming next. It is also very important as coaches and instructors to be a consistent person in their life. Individuals with disabilities do best when they are familiar and comfortable with their swim instructor.

4. Think Outside the Box with Communication

Communication comes in many forms, and for individuals with disabilities, sometimes communicating with their voice is not their best mode of communication. Using visuals can be very helpful to students with disabilities, this can include pictures, symbols, modeled or gestural cues. It is very important to have individualized materials prepared before the lesson begins. This ensures that instructors are prepared, and subsequently, so is the swimmer.

5. Intake Forms

Before any of our lessons begin, we have our families fill out an intake sheet for that student. In this sheet we will ask questions about previous water experience,

communication, behavior techniques, and what works best for that individual. As instructors and coaches, this sheet is very crucial to see what works, and what to incorporate as different activities into the lesson. In addition, at the end of the lesson it is important to provide a progress note, so the parents/guardians can stay informed on the lesson and goals, since many of our children are non-speaking, and cannot communicate about their lesson.

6. Focus on the Child, not the Curriculum

Many times in traditional swim lessons, instructors are focused on the curriculum, and checking off skills. When working with children with disabilities, it is important to look at the child as a whole, and what goals are important to the individual and family. As the swim instructor, it is important to make sure that the goal is achievable, but also challenging. Otherwise at the end of the day if the child does not make progress or complete a goal, it becomes yet another thing that the child and family believe that the child cannot do. Safe Swim for All strives to empower all swimmers, making them confident in their unique abilities.



Gianna Petrella

is an undergraduate student at Ohio University studying Communication Sciences and Disorders, with a minor in Psychology and certificate in Entrepreneurship. At the age of 16 years old, Gianna saw a lack of resources in her community for swim lessons for individuals with disabilities. Petrella being a swimmer herself, and also having a passion for working with individuals with disabilities, decided to marry her two passions together to form Safe Swim for All.

For further questions about Safe Swim for All, please contact Gianna Petrella at safeswimforall@gmail.com

Photo Credit to Colt McManis

A swimmer is captured in a dynamic pose within a swimming pool, using a GMX7 training device. The swimmer's arms are extended forward, and their body is angled as if in a powerful stroke. The water is splashing around them, creating a sense of motion and intensity. The GMX7 device is a cylindrical buoy attached to a rope, which is held by the swimmer. The pool's lane lines and a lane number '740' are visible in the background, adding to the competitive atmosphere.

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It's time to play outside

Observations from
an age group swim coach.

by Coach Mike Murray
Victor Swim Club, Rochester, NY

It could be argued that the American experience is defined by the intricate balance of family schedules, changes in the season, hope for upward mobility, and the seemingly ever present expectation of reaching our full potential as human beings.

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I was extremely fortunate to grow up in a loving, caring family. My parents were both hardworking professionals who valued our education, and encouraged participation in a variety of sports, arts, creativity, and play. Their parenting approach forged in us a strong sense of imagination, giving us the ability to turn boredom into adventure.

This characteristic has been one of the many guideposts I have been able to follow throughout my career as a coach.

When my brothers and I returned from school on the bus, my mother would routinely greet us at the door with instructions that would plan out the remainder of our day through bedtime. The initial task, "Change into your play clothes and go outside." Simple. Our directive didn't include telling her where we were going, or whom we would hang out with, just a very basic command.

We played, and not just your typical sports, we invented games that didn't exist, we reenacted combat scenes from our favorite military movies, we ran, crawled, jumped, rolled, and climbed, every day as far back as I can remember, from kindergarten to college.

There were forts, built with whatever materials we could forage for in the neighborhood, treehouses constructed with scraps from the home improvement jobs, tools borrowed from Dad's, Uncle's, Grandpa's and the occasional unlocked shed!

We communicated by running over to each other's houses, or via "walkie-talkies" we had to hide at bedtime. Our bodies were constantly in motion. We triaged wounds without the help of adults (sometimes to our detriment), and we genuinely cared about every person in our group. We knew things about our families, and at times, fought like pugnacious kids do, learning valuable lessons about toughness in the process.

Our lives were enriched with physical movement, even as we aged. Swing Sets became de facto pull-up bars, some of us had a bench-press in the garage or their basement, and there were contests by the handful almost every night as we grew, these often happening after our club workouts or varsity practices. Who can bench the most? Who can squat more? Who has the longest jump?

By the time we reached high school, pickup basketball, BMX bicycling, or skateboarding down the neighborhood hill became the mainstay activities, until it snowed and skiing, snowboarding, "snow-football" or building jumps for sleds/tubes took over our interests. I remember our coaches begging us during taper to refrain from these activities.

Sure, we also played video games, there were the 2-hour Goldeneye battle-royal marathons, or epic races in Mario-Kart, big games in Tecmo Bowl or Madden, but these happened between practices, or maybe on a rainy day. If there had been wearable technology back then it would've been so interesting to see the amount of movement we logged each day.

The lifestyles we lived during the 80's & 90's created a level of physical literacy, kinesthetic awareness, and proprioception that enabled us to achieve a level of movement knowledge that I believe is dwindling in the age group ranks within USA Swimming. I once asked a coach from California why some of his kids had such great length in their strokes, and powerful kicks. He said simply, "Mike, some of these kids wake up early to surf, ride their bike to morning practice, play water polo during lunch, and head back to the beach to surf, before going to evening practice."



My hypothesis is not based on any in-depth, or longitudinal study, these are simply my opinions that are rooted in my observations of the developmental athletes that I work with and coach on a regular basis. In short, it's my belief that most age group swimmers have a significantly smaller movement library than ever before. Hand-eye coordination, muscular strength, particularly core strength, and general flexibility seem to develop slower than they once did at this introductory level of swimming.

Why? It seems to stand in contrast to the speed at which athletics are improving across the board. Our sport seems to take leaps forward every March and at the end of July, so how could it be possible that physical literacy is dwindling at the lower levels of the sport? Obviously I would be remiss to discount the role the pandemic played in the last few years, but generally speaking there's a void that needs to be addressed, particularly ages 5-10 years old.

Another, well disputed, and controversial factor could be the role of Physical Education in schools. According to a Harvard School of Public Health study in 2013, "almost 7 in 10 parents say their child's school does not provide daily physical education even though experts recommend 150-225 minutes per school week."

Calisthenics was a part of everyday life in our school growing up. From 1st through 9th grade we participated in daily, hour-long P.E. Every session began with stretching, push-ups, sit-ups, jumping-jacks, squat-thrusts, crawling, rolling, and at least 3-laps around the track in warmer months, or running around the court in colder seasons. I have not seen any contemporary P.E. class use traditional calisthenics.

At the end of each trimester, our teachers would test our capabilities with the Presidential Fitness Test, a culminating event that included a mile run for time, sit-and-reach stretch, timed push-ups, and sit-ups. We were ranked and it was positively competitive. We were also able to scale our progress from year to year.

P.E. Teachers were also varsity coaches, they were already building skills, and movement libraries for athletes who would eventually populate their programs in the future. This systematic approach

built complete/dynamic teams that were successful both locally, and statewide.

Dodgeball, monster ball, knockout, and other games were not focused activities, but rather, they were rewards for completing other challenges, or achieving class benchmarks. We loved Dodgeball, we asked to play those games because it was fun. Sometimes you win, a lot of times you lose, what a great, fundamental concept for developing young minds to accept.

Our teachers, who I believe were vastly ahead of their time, also created space for free, collaborative thinking. There were days where during recess (another facet of our educational system that has seemed to go by the wayside), we invented games that we would explain and bring to our P.E. coaches. Some of these games became staples in our school for years after.

I have noticed over time that P.E. has also drifted into more of a "material-knowledge" based class, i.e. quizzes and tests on the rules of a sport, nutrition, or learning facts that ordinarily would be included in a Health class curriculum. The foundation of Physical Education in my opinion is rooted in the very title of the class: PHYSICAL.

Culturally we need to investigate why we have created a departure from teaching students the benefits of fitness, from a mental, physiological, and long-term health and wellness perspective. This isn't simply achieved by State Education Departments, or by parents, teachers, and coaches. There needs to be a reinvigoration revolution for movement within our learning environment, and family dynamic.

Parents should create responsible boundaries regarding the use of personal devices, video games, and overall screen time. Teachers and administrators should work with coaches to create movement based activities for P.E. and incentives for student-athletes to be active in their P.E. classes. If you've ever witnessed a high school level P.E. class, the stack of excuses as to why particular children can't participate on any given day is striking.

Our children should be jumping, climbing, crawling, pushing, pulling, running, hiking, PLAYING, and they should be doing something active for an hour

cont, next page

per day. Two of the most challenging aspects of modern day school are anxiety and depression. Countless studies have repeatedly shown that physical exercise, and exertion are some of the best ways to ease adolescent anxiety.

When I watch young age group swimmers, especially during their first year on our team, I look to see who can do a full push-up, who can jump, who has a baseline comprehension of where their hands and feet are in space. This tells me a lot about who this swimmer is, and what we need to work on moving forward.

I fear we are playing a zero-sum game. According to a 2020 study by the American Heart Association, "only 1 in 4 high school students (25%) achieve the recommended 60-minutes of active exercise per day. " If we are seeing the trend from the elementary school level carry over into high school aged students, we are failing to inspire any

real change in the collective movement library of students today.

Solutions are needed, and offer an interesting opportunity to get creative. I believe that age group swimmers 10 years old and less should have hour-long practices. 15-minutes of an engaging on-land activity that helps develop kinesthetic awareness and proprioception, 15-minutes of a water warm-up, 15-minutes of technique based drilling & kicking, and 15-minutes of kicking and skills, i.e. turns, starts, underwater work, etc...

This article isn't just a cry for solutions, or to signal a growing problem in youth sports, but to ask for our collaborative coaching community to contribute creative ideas to better engage our athletes, and in doing so, promote a happier, healthier, movement based life for young people.

Michael Murray

Head Coach Mike M. Murray rejoins Victor Swim Club as the Program Director and CEO in September 2019 after heading Islanders Aquatics for 2 seasons as the Head Coach. Throughout the 2020-2021 Coach Murray was instrumental in helping guide Victor Swim Club, and assist many other teams in navigating the global Coronavirus Pandemic; Victor consistently participated in both competitions, as well as practice, swimming outdoors from May through December! Victor finished in the top 10 teams at the Eastern Zone Speedo Sectional Meet in Christiansburg, Virginia.



Over the course of his career, Murray has been instrumental in developing nationally recognized USA Swimming Club Teams. During that time he has developed USA Swimming National Team Members, International Medalists, USA Swimming National Championship finalists, USA Swimming Open Water medalists and coached at every developmental level of the sport. Victor swimmers have represented Victor Swim Club at every major championship meet for past 8 years and many have gone on to swim at the NCAA Division I., II. and III. level.

Coach Mike has been featured in Swimming World Magazine's "Morning Swim Show," with host Jeff Commings and his work has been featured in the American Swimming Coaches Association newsletter and the International Swimming Coaches Association publications. Mike is currently the American Swimming Coaches Association President. Over the course of Murray's 6 years with the Victor Swim Club, Victor has earned the USA Swimming Club Recognition Level 4 Achievement Award, as well as the prestigious USA Swimming Bronze Medal for Club Excellence in both 2015, 2016 & 2017.

Murray is also a contributor to the world-class swim camp provider, Fitter & Faster Swim Camps, and is the host of their weekly show, The Fitter & Faster Coaches Corner; which features guests from all over the swimming world. You can find all the episode of Fitter & Faster's Coaches Corner here: <https://fitterandfaster.com/category/coaches-corner/>

PSS Fort Lauderdale 2023

By Zaq Harrison



On the last evening of the PSS Fort Lauderdale, I found myself behind the blocks right before the start of the meet. "Please stand for the national anthem" came over the public address. There was a brief moment in my field of vision when I could see to my left everyone in the complex standing quiet and at attention at the precise moment before the Star-Spangled banner began and to my right all of the swimmers that were still in the practice pool continuing with their warm-ups. The layout of the new Hall of Fame Pool in

Fort Lauderdale can only be truly appreciated at sunrise and at sunset. Over the last few months, I have on more than one instance signed up for our 6:30pm Masters long course practices, not because I am looking to swim long course, but because I have found watching the incredible sunset to be like nothing else, I have ever experienced in my 50 plus years in the pool and on deck. (pic from behind blocks)

I needed to capture this moment, the paradox between reverence and preparation. In the time it took me to get my camera out and take the pics I was looking for everyone in the practice pool came to a coordinated stop in their lanes for the national anthem. (Pics)

During the meet I walked the deck repeatedly. I am a storyteller, I am looking and listening, for a simple paradox or a time-honored human engagement. I was looking for that point where sport intersects with life and then I try to figure out the words to make it memorable.

I saw world class athletes “at work.” I saw how they reacted after a bad swim or a good swim, how they engaged with their peers that were on their level. I watched how they interacted with their peers that were on a lower level. I saw which elite athletes stopped and made time to speak with the swimmers for whom this meet may have been the

most elite meet they may ever swim in. I also saw which elite athletes were not approachable.

What was evident was the overwhelming culture of respect and paying it forward. My initial inclination when I saw the almost synchronized stoppage in the warm-up pool for the national anthem was to ask how can this happen. I took a step back and began to see it as the natural outcome from a culture in the sport of doing it the right way. There will always be plenty to argue about with our sport on how we can make it better out of the pool, that debate is for another day. This past week the kindness, professionalism and the maturity of each of the athletes that were being tested by their own unique commitment to excellence.

Having character does not mean being perfect or without fault. Having character means being human and trying to do the right thing at the same time. We saw some great swimming at the PSS Fort Lauderdale. We also saw some incredible young men and women putting it all out there. The most important message a swimmer needs to learn is that years from now nobody is going to remember the times you swam in the pool but everyone will remember how you carried yourself out of it. End



Zaq Harrison

The author swam competitively as a kid and coached club, high school and D1 as an adult. Now that he is a kid again he is back in the water swimming Masters. Proud to say he waited his whole life until he swam his first 200 Fly and it was Long Course at 2022 Summer Nationals in Richmond. When he isn't in the water he can be found at www.JewBillyJournal.com