



ATHLETE DEVELOPMENT MATRIX



TABLE OF CONTENTS

ACKNOWLEDGEMENTS	5
ABBREVIATIONS	6
INTRODUCTION	6
WHAT IS AN ATHLETE DEVELOPMENT MATRIX?	7
WHO SHOULD USE THE ADM?	7
THE IF/THEN NOTION WITHIN THE ADM	8
WHAT IS IN THE VERSION 3 OF SPORT FOR LIFE'S LONG-TERM DEVELOPMENT FRAMEWORK?	9
WATER POLO CANADA'S PODIUM PATHWAY (HIGH-PERFORMANCE PROGRAM)	11
GOLD MEDAL PROFILE STANDARDS (FEMALE & MALE)	12
ATHLETE PATHWAY	12
THINGS TO REMEMBER	14
DIVERSITY AND INCLUSION	14
HOW SHOULD THE ADM BE USED?	14
PRE-STAGES	15
ACTIVE START	19
FUNDAMENTALS	22
LEARN TO TRAIN	27
TRAIN TO TRAIN	39
TRAIN TO COMPETE	53
LEARN TO WIN	65
TRAIN TO WIN	77
ACTIVE FOR LIFE	89
COMPETITIVE FOR LIFE	89
FIT FOR LIFE	90
GLOSSARY	94
REFERENCES	97
APPENDIX A - ADDITIONAL RESOURCES	97
APPENDIX B - ADDITIONAL PSYCHOLOGICAL SKILLS AND LIFE SKILLS INFORMATION	99
APPENDIX C - ADM COMPLETE SKILLS TABLE	100
APPENDIX D - PERIODIZATIONS	109



ACKNOWLEDGEMENTS

Water Polo Canada (WPC) would like to take this opportunity to thank the multitude of individuals who aided in the development and completion of WPC's Athlete Development Matrix (ADM).

Firstly, the following individuals who made vital contributions to the development of this document: Alain Delorme (Strength & Conditioning Lead), Veronique Richard (Mental Performance Consultant) John Stockdale (WPC ADM Advisor) and Alex Baronins, Grace Quinn Cameron, Andrew Muir, Justin Oliveira and Rebekka Steenkamer from Water Polo Canada.

Secondly, the members of the High Performance Development Working Group, for their passion and dedication in driving the continued development of water polo programming within Canada. Their unique insights and expertise were invaluable to this document's review process. These individuals include: Justin Oliveira (WPC High Performance Director), Olivier Bertrand (WPQ), Dayna Christmas (AWPA), Nishant Damani (OWP), Cyril Dorgigne (WPS), Christina Kouvousis (WPW), Andrew Muir (WPC Pathway Manager), Michael Reid (MWPA) and Neil Trousdale (WPC League and Event Manager).

Lastly, Sport for Life, especially Dr. Colin Higgs (Long-Term Development expert), for their support and guidance throughout this process.

WPC would also like to acknowledge that the information presented within this ADM was adapted and provided with permission from Softball Canada and Sport for Life.

Water Polo Canada acknowledges the financial support of the Government of Canada through Sport Canada, a branch of the Department of Heritage Canada.

ABBREVIATIONS

ADM Athlete Development Matrix

FMS Fundamental Movement Skill

GMP Gold Medal Profile

LTAD Long-Term Athlete Development

LTDSPA Long-Term Development in Sport and Physical Activity

NSO National Sport Organization

OTP Own the Podium

PL Physical Literacy

PP Podium Pathway

PSO Provincial Sport Organization

SC Sport Canada

WPC Water Polo Canada

WSP Winning Style of Play

INTRODUCTION

In 2010, Water Polo Canada (WPC) published our Long-Term Athlete Development (LTAD) document entitled, “The pursuit of excellence and an active lifestyle”. This document was developed in collaboration with Sport for Life and in accordance with Sport for Life’s Long-Term Athlete Development Framework Version 1. Since this document’s publication, Sport for Life has made some revisions and updates to the Framework’s content.

In response to these Framework revisions, many National Sport Organizations (NSOs) including WPC, have begun developing supplementary documentation with the intention of garnering a strategic, precise and in-depth look at athlete and participant development in Canadian sport. One of the most valuable of these auxiliary documents is the Athlete Development Matrix (ADM).



WHAT IS AN ATHLETE DEVELOPMENT MATRIX?

An Athlete Development Matrix (ADM) provides details regarding specific skills, capacities and characteristics that athletes should cultivate during each stage of the Sport for Life Long-Term Development in Sport and Physical Activity (LTDSPA) Framework, previously known as the Long-Term Athlete Development (LTAD) Framework. The primary purpose of an ADM is to ensure that athletes are afforded the opportunity to reach their potential. Water Polo Canada (WPC) created this ADM in order to support and guide our stakeholders in optimizing the growth and development of each Canadian water polo athlete. Throughout WPC's ADM, five skill components are considered - life skills, physical capacity, psychological skills, tactical skills and technical skills – creating a comprehensive blueprint for Water Polo Canada's (WPC) sport stakeholders to follow.

This ADM is intended to be used as a supplementary resource tool to WPC's previously developed LTAD document to aid in establishing nation-wide alignment in its programming - from the club level to the Provincial Sport Organization (PSO) level to the National Sport Organization (NSO) level. PSOs and clubs are encouraged to use and refer to this document when creating any programming to maintain alignment. The ADM is also an important tool to promote healthy lifestyles in individuals by equipping them with skills essential to successful growth and development.

Although this document is an extremely useful resource tool for stakeholders, WPC would like to emphasize that the ADM identifies what is necessary for an athlete's sport development. It is not the responsibility of a coach to be an expert or possess knowledge and solutions for every situation related to their athletes' development. It is important for coaches and other stakeholders, such as parents, to consult or refer to external sources (doctors, physiotherapists, psychologists, nutritionists, physical trainers, etc.) to gain insight and expertise in areas that are not directly in line with their educational background. WPC has included a list of "helpful links" in Appendix A.

THE LTDSPA FRAMEWORK VERSUS THE ADM

The LTDSPA Framework consists of a series of life stages that athletes pass through in their development within sport, rather than focusing on their chronological age. This format is crucial in ensuring that athletes are taught the proper skills in the appropriate order and at the correct phase of their development. Where the Framework identifies the various steps of athlete development, the ADM provides information on the skills that should be addressed as well as which skill development phase is associated with each stage of the LTDSPA Framework.

WHO SHOULD USE THE ADM?

WPC highly recommends that all individuals involved in the sport of water polo use the ADM and that the information contained within this document be regarded as the gold standard for athlete development. Although WPC's ADM is not mandatory, coaches who decide not to follow the ADM's guidelines for ensuring an athlete's optimal development will be placing them at a disadvantage during later stages. An athlete's limitations are easily detected during the athlete evaluation process of the Podium Pathway's Learn to Win and Train to Win stages. In order to evaluate these athletes effectively, WPC uses a report card tool. This tool identifies which skills athletes at this level should possess, as well as the phase of skill development expected. WPC's report cards provide vital information to the High-Performance staff regarding an athlete's competencies and potential as well as aiding in the establishment of their Gold Medal Profile (GMP). For instance, an athlete who has never been coached in the area of speed training may be restricted in their opportunity to significantly progress in this area later in their sport development.

It is important to note that strictly following WPC's ADM does not automatically place an athlete on the trajectory to the High-Performance program. This document is first and foremost a means of ensuring that all necessary skills for an athlete's development are being addressed. In following WPC's ADM, individuals are able to establish foundations that are crucial for life-long participation in water polo, whether as an athlete or in an alternative context, such as coaching, officiating, volunteering or administration.

THE IF/THEN NOTION WITHIN THE ADM

The notion of “if/then” is paramount for young water polo players. It allows them to begin building situational awareness and tactical acuity. It is unreasonable to expect young athletes, with less than fully developed brains, to understand tactical theories in the early stages of their development. Therefore, coaches must teach them how to make connections to the visual stimuli that exists in game situations. Outlining the appropriate if/then (and sometimes else) equations is a powerful tool for coaches to keep in their arsenal. Some examples of if/then equations are as follows:

- If I am beside my teammate, then I must move to open water
- If my team gets the ball, then I must swim towards the other net
- If my opponent has the ball, then I must put pressure on them
- If I am alone in front of the net, then I must shoot the ball
- If my teammate is open, then I must pass them the ball

As you can see in the examples, the if/then statements describe straightforward situations that players should begin to acknowledge and identify in their early development. It is important for coaches to look for teachable moments, so as to guide players to make the right decisions based on this fundamental decision making process.

THE FIVE-SEGMENT MODEL

WPC has adopted a 5-segment development model that includes five areas of development:

1. SPORT TECHNICAL SKILLS

The swimming, movement and ball-handling skills required to play our sport at each stage of development.

2. SPORT TACTICAL AND STRATEGY SKILLS

The tactics and strategies necessary for success in water polo in increasingly high-level competition.

3. PHYSICAL CAPACITY

The necessary stamina (endurance), strength, speed and flexibility required to optimally take part in the sport.

4. MENTAL PREPARATION SKILLS

The necessary mental skills and capacities to thrive in training and competition.

5. LIFE-SKILLS

The non-sport capacities and skills required for success in sport and life. While good life-skills do not directly improve sport performance, poor life-skills can seriously hamper progress and detract from performance.

THE FIVE-SEGMENT MODEL GRAPHIC



(Adapted from S4L)

WHAT IS IN THE VERSION 3 OF SPORT FOR LIFE'S LONG-TERM DEVELOPMENT FRAMEWORK?

In 2010, Water Polo Canada (WPC) published its Long-Term Athlete Development (LTAD) “The pursuit of excellence and an active lifestyle” document. This LTAD was created using the information supplied by Sport for Life’s LTAD Framework resource, which provided a basis for how Canadian athletes should develop within Canadian sports. Sport for Life has updated the LTAD Framework to reflect Canada’s sport environment and athlete development philosophy. These upgrades will be reflected throughout WPC’s Athlete Development Matrix (ADM).

A few of the more significant updates made to the Sport for Life Long-Term Development Framework are described below. The complete list of updates can be found in the Sport for Life Long Term Development in Sport and Physical Activity 3.0 document (Sport for Life, 2019, p.11-13).

TERMINOLOGY

In 2019, Sport for Life revised the title of the Framework from Long-Term Athlete Development (LTAD) to Long-Term Development in Sport and Physical Activity (LTDSPA). The intention behind these changes was (a) to include all types of sport and physical activity, whether athlete focused or not, (b) to emphasize the importance of quality sport and physical activity, and (c) to make it clear that Long-Term Development in sport requires long-term development of not just athletes, but also of coaches, officials, administrators and those individuals elected to run sports.

Since negative sport and physical activity experiences are detrimental to development, WPC is adamant about delivering quality sport that is 1) developmentally appropriate, 2) safe and inclusive and 3) well run.

QUALITY OF SPORT GRAPHIC

Quality sport based on Long-Term Development in Sport and Physical Activity is...



...leading to
INDIVIDUAL EXCELLENCE AND OPTIMUM HEALTH

(Adapted from S4L)

PHYSICAL LITERACY

The concept of Physical Literacy has also been extended. In WPC's LTAD document, physical literacy is discussed in relation to the three first stages of the Framework: Active Start, FUNdamentals and Technical Foundations. However, Sport for Life has identified that physical literacy is an ongoing notion that continues to develop and evolve as the athlete progresses through each of the framework's stages.

THE FRAMEWORK'S STAGES

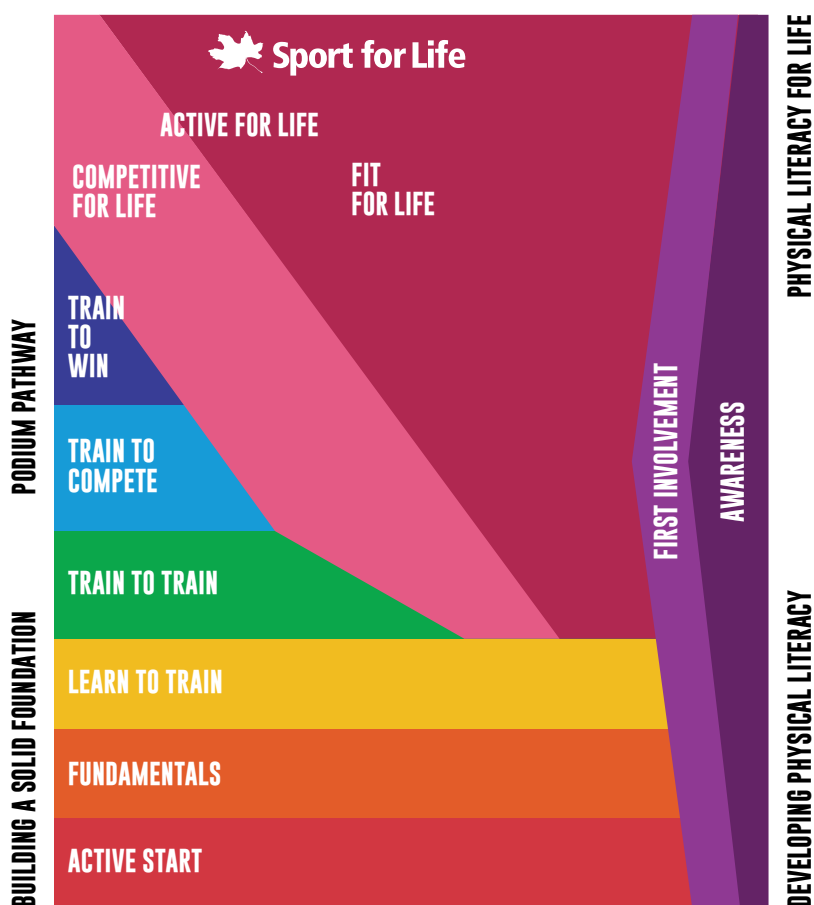
The final significant change is the updated Framework's stage names. In WPC's LTAD document, the names of the stages reflected the LTAD's original stage progression. The table below compares the stage names used in WPC's LTAD document to the stage names used in Sport for Life's LTDSPA 3.0 document.

WPC'S CURRENT LTAD STAGE NAMES	APPROXIMATE CHRONOLOGICAL AGE OF THE ATHLETE	SPORT FOR LIFE'S LTDSPA STAGE NAMES
	The first instance that the individual acknowledges the sport's existence.	Pre-Stage #1 - Awareness (Occurs throughout all stages)
	The first instance that the individual is introduced to the sport	Pre-Stage #2 - First Involvement (Occurs throughout all stages)
Active Start	0-6 years old (Boys & Girls)	Active Start
FUNdamentals	6-8 (Girls) 6-9 (Boys)	FUNdamentals
Technical Foundations	8-11 (Girls) 9-12 (Boys)	Learn to Train
Competitive Foundations	11-15 (Girls) 12-16 (Boys)	Train to Train
Train to Compete	15-18 (Women) 16-19 (Men)	Train to Compete
Train to Perform	~18-23 (Women) ~19-25 (Men)	Learn to Win
Living to Win	23+ (Women) 25+ (Men)	Train to Win
Active for Life	Enter at any age after Learn to Train	Active for Life (Competitive for Life & Fit for Life)

As you can see, Sport for Life has included two pre-stages in the framework - Awareness and First Involvement - creating a complete overview of the entire sport development process. The conversion from WPC's LTAD stage names to the LTDSPA stage names ensures that there will be consistency in the athlete development framework across Canadian sports and a clearer understanding of the goals for each stage.



WATER POLO CANADA'S LONG-TERM ATHLETE DEVELOPMENT FRAMEWORK GRAPHIC



(Adapted from S4L)

WATER POLO CANADA'S PODIUM PATHWAY (HIGH-PERFORMANCE PROGRAM)

Water Polo Canada's (WPC) High-Performance programs are directly associated with the Podium Pathway. The Podium Pathway, also referred to as the excellence pathway, comprises stages that offer programs to elite athletes in pursuit of international achievement in the sport of water polo. Although the first stage of this pathway is in the Train to Train stage, WPC's High-Performance programming truly begins during the Train to Compete stage. The athletes within this stage are typically 15 years old or older and near the end of their adolescent growth. Selected athletes are granted the opportunity to participate in the WPC's Regional Development Centres (RDCs), granting them access to Provincial Teams and Age Group National Team programs. Eventually, they also have the potential to become a Senior National Team member, striving to reach international podiums. While engaging in supplemental training and elevated competition, athletes within the Podium Pathway will be trained on Canada's Winning Style of Play and receive regular and standardized evaluations in the form of the Gold Medal Profile.

Further information on the podium pathway is currently being developed and will be made available upon its release.

GOLD MEDAL PROFILE STANDARDS (FEMALE & MALE)

The Gold Medal Profile (GMP) as well as the notion of Winning Style of Play (WSP) are important elements in WPC's High-Performance program. The GMP is a list of specific skills within each of the five skill components (life skills, physical capacity, psychological skills, tactical skills and technical skills) that are key indicators for achieving podium results at the international level (World League Super Final, World Championships, Pan American Games, Olympic Games, etc.). Distinguished WPC staff members and external consultants identified these skills. WSP is similar, as it also pertains to obtaining top results at the highest level of international competitions, however it is specific to team sports and relates to standards that these teams should meet in order to excel in their respective sport. WPC's High-Performance staff uses both the GMP and the WSP to aid in the athlete selection and strategic planning process.

The High-Performance staff uses the GMP to track the progress of each High-Performance athlete within its Men's and Women's Podium Pathways to determine their skill level, characteristics and level of preparedness. These athletes are observed and tested on each of the GMP skills. Each skill tested is scored on a scale from average to superior based on their proficiency. The summation of each athlete's scores produces their GMP.

The psychological and life skills remain constant regardless of a player's position, however, the skills tested in the physical capacity, tactical skill and technical skill components differ among field players and goalies. Throughout WPC's ADM, a maple leaf will identify which skills are GMP skills. A black maple leaf symbolizes skills specific to field players and a red maple leaf will symbolize skills specific to goalies. Upon the completion of WPC's updated GMP skills table, a downloadable version will be made available on the WPC website.

ATHLETE PATHWAY

Water Polo Canada has created its Athlete Pathway to help create a defined, systemic, and sustainable pathway for athletes to progress through all the stages of the LTDSPA. As athletes progress through the pathway they may be eligible to enter the excellence stream. The excellence stream, or Podium Pathway, is designed to guide athletes towards supplementary training and competition through Regional Development Centres (RDCs), interprovincial competition, and Age Group National Team (AGNT) programs.

The pathway streamlines the route for athletes to move from club water polo towards High-Performance water polo. Through building the RDC programs, WPC aims at creating systemic access into the Podium Pathway Talent Pool (PPTP) and access to curriculum, data, testing, and exposure to National Team staff.



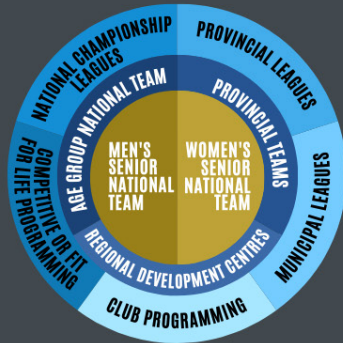
THE PODIUM PATHWAY

WHAT IS THE PODIUM PATHWAY?

A map to help guide athletes through their water polo experience. It outlines the various pathways available to an athlete that they can follow depending on their desires, objectives, and abilities.

CANADIAN WATER POLO PROGRAMMING LEVELS

- TYPES OF CLUB PROGRAMMING
- PODIUM PATHWAY TALENT POOL
- SENIOR NATIONAL TEAM TALENT POOL

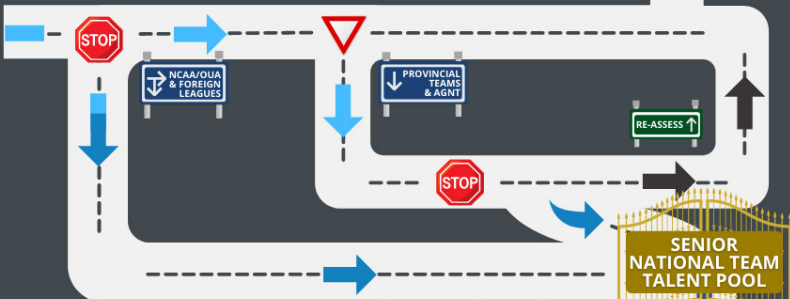


EVOLUTION OF AN ATHLETE

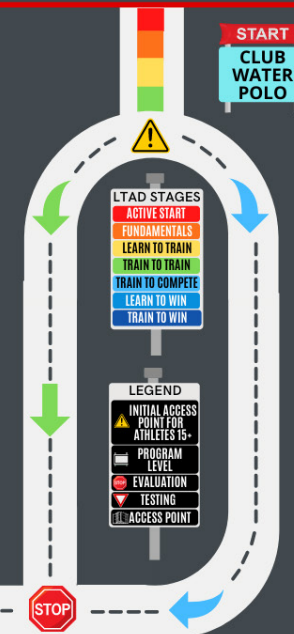
CLUB COMPETITION ENVIRONMENT
MUNICIPAL LEAGUES PROVINCIAL LEAGUES NATIONAL LEAGUE

HIGH-PERFORMANCE COMPETITION ENVIRONMENT
INTER-PROVINCIAL INTERNATIONAL

HIGH-PERFORMANCE STREAM
CLUB EVALUATION CLUB NOMINATION PODIUM PATHWAY



EVALUATION TOOLS



ATHLETE SELECTION VIA THE PODIUM PATHWAY TALENT POOL

Athletes can enter the podium Pathway Talent Pool in a variety of ways, through club water polo programming, training and competing in the OUA/NCAA or training and competing in foreign leagues.



The initial access point for athletes 15+ occurs during the Train to Train stage.

Athlete selection for Provincial Teams, Age Group National Teams and eventually the Senior National Team Talent Pool will be performed based on the data obtained through the Podium Pathway Talent pool. The podium Pathway Talent pool will serve as a database for all high-performance athletes across this country. Through this platform, both Water Polo Canada and the respective Provincial Sport Organizations can perform evaluations, consolidate data, and create depth charts.



REGIONAL DEVELOPMENT CENTRES

The Regional Development Centre (RDC) programming in each region will serve the purpose of better educating, testing, identifying, and evaluating potential and actual podium pathway athletes. Using this medium, National team curriculum, including techniques, tactics, and physiological testing parameters would proliferate to each region of our country.

RDC programs across the country are mandatory for athletes interested in the AGNT and provincial team programs. RDCs will operate with different structures in each region based on availability of pool time, population density, geographical locations, access to coaches and other resources.

Athletes who live in a region without an RDC will be provided with the opportunity to participate in Regional Development Camp(s). Initiatives must be put in place to install RDC programs in all regions of our country through long term planning.

THINGS TO REMEMBER

As stated earlier, this ADM is a supplementary resource tool to WPC's LTAD document. It has been created as a comprehensive blueprint to help support and guide stakeholders in identifying, understanding, teaching and developing athlete skill components in the most effective manner. However, the world of sport is constantly evolving and adjustments to WPC's ADM will be made on a case-by-case basis in reference to the latest research and programs available. These modifications will enable WPC to maintain continual alignment throughout each resource and program as well as in Canadian sport.

DIVERSITY AND INCLUSION

Diversity and Inclusion are two topics of immense importance to Water Polo Canada (WPC) and our association is committed to ensuring that all individuals who are interested in participating in and playing the sport of water polo are provided with an equal opportunity to do so. In 2020, WPC launched a **Diversity and Inclusion Action Plan** to address this area within our association and close any identified gaps.

WPC recommends that you consider the topics of Diversity and Inclusion as you read through each of the LTDSPA Framework stage sections and use this ADM. It is crucial that stakeholders are fostering positive, inclusive and equitable environments within our Canadian water polo community.

Although, this ADM does not contain specific recommendations for athletes with a disability, individuals of all abilities are welcome in our sport and in our association. Resources specific to **athletes with disabilities** can be found on the Sport for Life website and we encourage all stakeholders to read this information.

HOW SHOULD THE ADM BE USED?

LEGEND Introduce (I), Developed (D), Consolidate (C), Execute (E) and Maintain (M)

Since the Athlete Development Matrix (ADM) identifies which skills and characteristics should be taught at specific points during an athlete's development, it is imperative to understand that there are different phases of skill acquisition that coincide with the growth and maturation of the athlete. Throughout this ADM, Water Polo Canada (WPC) uses five phases of skill development - Introduce, Developed, Consolidate, Execute and Maintain - to indicate which skill level is recommended for each developmental stage. Explanations for each of the five phases within the skill acquisition sequence are provided below.



1. INTRODUCE (FIRST EXPOSURE)

The Introduce phase is the most important phase in skill acquisition. This phase describes the first time the skill will be shown to, taught to and practiced by the athlete. During this phase, the basic movements required to complete the skill, the knowledge of what the skill is and when to use this skill in a game situation should be emphasized. The successful development of an athlete is initiated by building solid foundations for all necessary skills. It is crucial that the athlete's coach ensures that they are providing an optimal learning and practice environment, a brief step-by-step explanation, the opportunity to practice the skill, and positive constructive feedback to eliminate errors.

2. DEVELOPED (LEARN)

During the Developed phase, athletes will increase their accuracy, coordination and speed of the skill learned in the Introduce phase. The fluidity of skill performance may be impacted by an increase in speed. Correctly performed repetitions is key in this phase and allows the athlete to become more comfortable with the movements. Similarly to the Introduce phase, coaches should provide the athlete with an optimal practice environment. By the end of this phase, the athlete should be able to complete the skill when asked, but not necessarily in a game situation.

3. CONSOLIDATE (STABILIZE)

During the Consolidate phase the athlete should be capable of performing the skill easily and with a fluid motion when not under pressure. The skill should become second nature to the athlete and be performed consistently at high speed. The athlete self-initiates the skill and uses it appropriately in competition and competition-like training sessions. With the introduction of external pressure, such as one or more defenders, the skill level improves to that needed in appropriate competition.

4. EXECUTE (PERFECT)

At the Execute phase of skill development, it is imperative that athletes are able to accurately complete the skill under external pressure, with speed, and in combination with other learned skills. The focus of this phase is to perfect the skill so that only small adjustments may be required. Typically, athletes who have reached this phase in their skill development are linked to one of the stages that make up the Podium Pathway. During this phase, it is the ideal time for athletes to transform the standard skills learned previously into new and creative abilities, rounding out their skill arsenal. Therefore, an athlete's creativity is an important element of this phase and should be encouraged.

5. MAINTAIN (PRESERVE)

The Maintain phase is the final phase of the skill acquisition sequence. Athletes have now perfected their technique and execution of the skill. They are comfortable using the skill in a game situation and under a high degree of external pressure. To ensure that the skill's execution speed and technique is maintained, practice is crucial.

PRE-STAGES

There are two pre-stages associated with the Long-Term Development in Sport and Physical Activity (LTDSPA) Framework, Awareness and First-Involvement. These pre-stages are crucial in initiating an individual's interest in and developing an affinity for a variety of sports and physical activities. In addition, the notion of Physical Literacy – “The life-long development of fundamental sport skills in a wide variety of environments” – is also present at this stage of sport development (Sport for Life, 2019, p.43). The experiences gained in these pre-stages help to ensure that an individual maintains life-long participation in sport and physical activity.

AWARENESS

Awareness is the first pre-stage in the LTDSPA Framework. As the name implies, this pre-stage describes the need for individuals to be aware of Water Polo as a sport, as only those who have knowledge of the sport will be able to seek it out. The purpose of the Awareness pre-stage is to generate greater familiarization for water polo, and in turn, attract more people to try out the sport.

FIRST INVOLVEMENT

Once potential athletes are aware of water polo and are interested in trying it, their first involvement with the sport needs to be a positive and enjoyable experience. Failure to do so often results in individuals not returning. In order to ensure that a club, aquatic facility, or city appropriately handles an athlete's first attempt at water polo, an on-boarding plan should be developed. This on-boarding plan will provide coaches and instructors with information necessary to create a successful first-involvement for the new athlete.

IMPORTANT NOTE

Awareness and First Involvement occurs any time an individual commences their water polo development journey. Athletes that begin practicing and playing water polo will have experienced these stages even though they did not enter the LTDSOA Framework at the Active Start stage.

STRUCTURED/UNSTRUCTURED PLAY

Structured play or "organized play" can be defined as children's activities that have been organized by an adult such as a coach or teacher. In structured play, the adult who develops the activities, is responsible for ensuring safety and that the correct equipment is available. The adult provides ample opportunities for the athlete to overcome challenges and develop Fundamental Movement Skills (FMSs). As the athlete develops through the LTDSOA Framework, these FMSs supply the foundation for later sport specific skills. Two examples of structured play in water polo are: setting up an obstacle course for players to swim through with a ball, or throwing a ball between athletes to see who can reach the ball fastest. The objective is to challenge the athletes' swimming capabilities and develop their coordination and spatial awareness in the water.

Unstructured play, also called "child-initiated play", is time when children decide what activities they will participate in, with whom, and with what equipment. An example of unstructured play would be safely supervising children playing in the water with balls and other equipment of their choice. Unstructured play helps develop autonomy, interpersonal communication and conflict management skills.

PHYSICAL LITERACY GRAPHIC

is the...



IMPORTANT NOTE

Although the first two stages of the LTDSOA Framework, Active Start and FUNdamentals, are critical for the optimal development of children and youth, it is not required by WPC to provide specific water polo programming to athletes under the age of eight (girls) and nine (boys). While children in these stages may become involved in the sport, particularly if they have older siblings already playing, WPC does not invest its limited resources in catering programs to children this young.

WPC does recognize that individual clubs may develop and deliver water polo programs for children at this age, however, if a club chooses to deliver these programs, general guidelines for long-term development should be followed.

GENERAL GUIDELINES FOR LTD

- Focus on developing the child's positive attitude towards physical activity, and making it an enjoyable part of their daily routine.
- Create opportunities to develop basic human movements, including swimming, catching and throwing through active, child-led, play – safely supervised by adults.
- Multiple periods of short-term (about 10 minutes) activity interspersed with periods of rest.
- Create opportunities for safe water-based play, emphasizing fast movements and rapid change of speed and direction to start building agility, balance, coordination and speed.

These stages are also critically important for the early development of brain functions, particularly Executive Function. Early Executive Function can be developed through playing traditional children's games (in water or on land) such as follow-the-leader, Simon-says, etc. and is responsible for such things as:

- Paying attention
- Organizing, planning, and prioritizing
- Starting tasks and staying focused on them to completion
- Understanding different points of view
- Regulating emotions
- Self-monitoring (keeping track of what you're doing)

Excellent ideas for developing Executive Function through play can be accessed from the [Harvard University Center on the Developing Child](#).





ACTIVE START

ABOUT

The Active Start stage is the first stage after the pre-stages of the LTDSFA Framework. This stage is crucial in ensuring that an athlete's development begins correctly. Coaches who deliver water polo programs for athletes at this stage must ensure that a positive atmosphere is established and that all activities offered are engaging and allow for everyone to participate. During this stage, it is recommended that children engage in a variety of different physical activities that are both structured and unstructured in nature. Therefore, clubs and coaches who develop and deliver water polo specific programming should be cognizant of too early specialization and only offer short practice sessions that incorporate fun, yet challenging elements, to maintain athlete engagement. It is imperative that coaches remember that the primary aim of Active Start is to learn basic human movements and that they should not be fixated on any type of competition or water polo specific skill development.

ATHLETES

Children typically enter the Active Start stage of their sport and physical activity development between the ages of zero and six.

SEASON STRUCTURE

- No specific water polo season structure recommended
- 25% Structured Play & 75% Unstructured Play
- No sport specific training or competition
- Activity every day for multiple short periods with no sedentary period greater than one hour unless sleeping. A total daily physical activity of 180 minutes/day is recommended by the end of this stage.

TIPS FOR ACTIVE START PROGRAM PLANNING

1. Plan multiple activity sessions per day that each last 10-15 minutes.
2. Focus on basic water-based human movements such as floating and swimming, as well as more general land-based activities (running, jumping, catching and throwing) in and out of the water.
3. Maintain athlete engagement through the addition of challenging elements.
4. Think of unique methods of incorporating skills into your lesson plans (ex. using "What time is it Mr. Wolf?" in the shallow end as a swimming drill).
5. Use a wide range of equipment and regularly rotate for variety and experience.
6. Set-up opportunities for active play, and letting children both control what and how they play, but also negotiate with other children about how to play together.
7. Focus on providing a FUN learning environment!

LIFE SKILLS

PERSONAL ATTRIBUTES

- Learn to interact with adults other than their parents/caregivers and understand that different adults have different roles.
- Learn and value that different people make different contributions

MORAL DEVELOPMENT

- Follow simple safety instructions during activities
- Learn to share equipment and take turns

PSYCHOLOGICAL SKILLS

FUNDAMENTAL COMPETENCIES

- **Motivation**
 - Create and promote an environment that stimulates movement discovery in the water through playful activities.
 - Adults should model appropriate behaviors and allow children to have autonomy over certain aspects of each activity (e.g., choice of equipment to play with in the water).
- **Confidence**
 - Ensure appropriate progression in all activities to allow children to experience success independently of their initial skill level.
 - Praise effort and attitude (process) rather than “natural” talent (outcome).

SELF-REGULATION COMPETENCIES

- **Attention**
 - Initiate the development of executive function such as cognitive flexibility through opposite games (e.g., keep your head above water when instructed to sink it in the water and vice versa), and working memory by holding rules in mind (e.g., association between a color and an action – green = flutter kick, blue = arm movement, red = static).

PHYSICAL CAPACITY

At this age there should not be any focus on physical capacity training. It is recommended that children are introduced to and participate in vigorous activities that will help them in developing their physical capacities - strength, endurance, speed and flexibility - later in life. These capacities should be linked directly to FMSs, addressing balance, coordination movements and locomotor and object skills on land and in the water.

TACTICAL SKILLS/TECHNICAL SKILLS

Active Start is the introductory stage to the development of active living. Children at this stage are gaining experience in the water for the first time; therefore, technical components should focus on the athlete's comfort and confidence swimming and acquiring basic fundamental movement skills that transcend all of sport. Tactically, the athlete is learning team sport etiquette that may also transcend all of sport: Respect of teammates and opponents, understanding who is on my team, understanding who is on the other team etc. While participation in water polo specific activities should not be discouraged, organized competition is not recommended until the child is adequately prepared.



FUNDAMENTALS

ABOUT

The FUNdamentals stage of the LTDSPA Framework continues to build upon skills that were introduced in the Active Start stage. Coaches should continue to develop their athletes' FMS and physical literacy, as well as introduce sport-related elements such as the preliminary rules of water polo and the importance of fair play. According to Sport for Life (2019), coaches should focus on skills relating to agility, balance, coordination and speed during this stage of development (p.25). As the athlete continues to progress towards the end of this stage they should have achieved an increase in their level of physical competency and stamina as well as an increased growth in key psychological areas such as memory, mental flexibility and inhibition control (Sport for Life, 2019, p. 25).

Coaches should maintain and promote a positive atmosphere while engaging in water polo activities that allow everyone to participate, like mini-games with water polo balls. An emphasis on the importance of fair play and respect within training and competitive environments should also be addressed.

ATHLETES

Athletes in this stage are usually boys between six and nine years old and girls between six and eight years old. This stage focuses on programming for mixed genders, however, gender-specific programming is also suitable.

SEASON STRUCTURE

- Distinct seasons, each lasting approximately 8 - 12 weeks is recommended.
- 15% Instruction, 35% Structured Play and 50% Unstructured Play
- Sport specific competition (not officially sanctioned)/sport specific training: 10% and 90% training
- At this stage of athlete development, it is recommended that athletes participate in a variety of sports and types of physical activity. Therefore, parents and coaches who endorse a multi-sport philosophy will provide athletes with a greater opportunity for skill development during later stages. Athletes should not participate in water polo specific activities more than three times per week at a duration longer than 60 minutes.

TIPS FOR FUNDAMENTALS PROGRAM PLANNING

1. Plan sport sessions that last no longer than 60 min in duration.
2. Focus on developing FMS in your athletes.
3. Maintain athlete engagement through the addition of challenging elements.
4. Introduce the basic rules and ethics of the sport.
5. Encourage the athletes to think positively about their skill development and abilities.
6. Focus on building the athlete's confidence in water polo.
7. Think of unique methods of incorporating skills into your lesson plans.
8. Make adjustments to address the variety in each athlete's skill acquisition to maintain a positive sport experience.
9. Promote a FUN learning environment!



WHAT ARE FUNDAMENTAL MOVEMENT SKILLS (FMS)?

Fundamental Movement Skills (FMS) are basic motor patterns that, once learned, can be applied and/or combined during later stages of sport development in more sport-specific contexts. The notion is that if an athlete is capable of executing any or all of the FMS, they will be able to participate in a wide range of sports and physical activities. For instance, the diagram below provides three examples of how FMS are directly associated with specific sports.



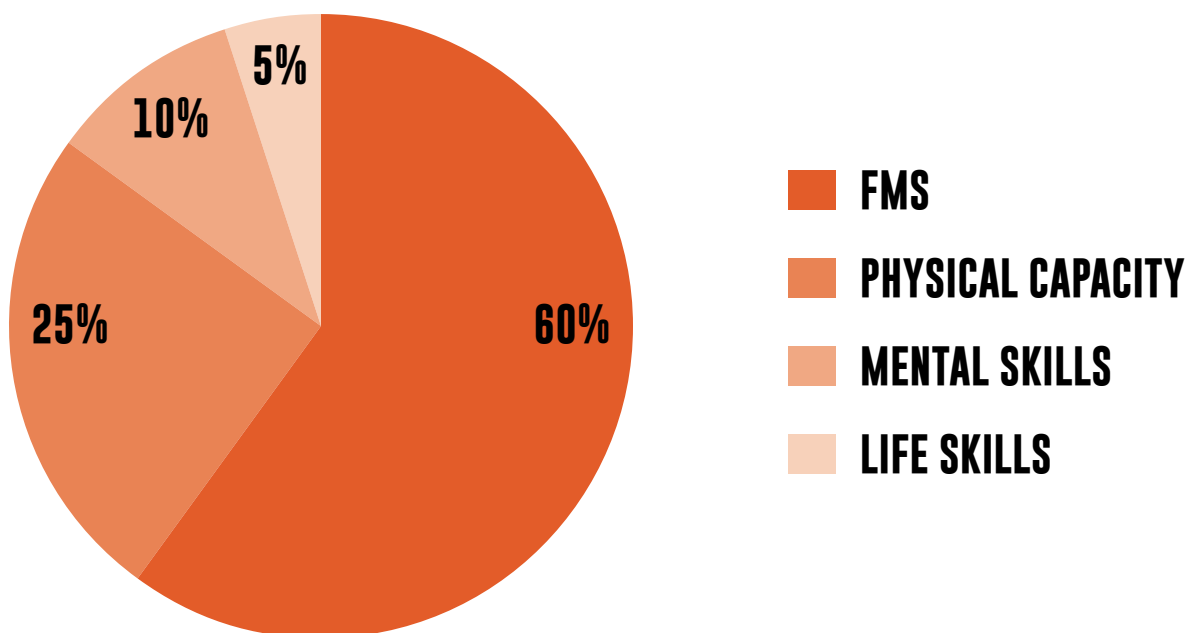
FMS THAT EACH CHILD SHOULD DEVELOP THROUGH THEIR PARTICIPATION IN MULTIPLE SPORTS INCLUDE

- **On land:**
 - Running, starting, stopping, changing direction, forward, backward and sideways movements; falling and rolling.
 - Catching, throwing, striking, and kicking to develop hand-eye coordination (using a wide variety of equipment and sizes of equipment with both the left and right hand/foot).
 - Agility, balance and coordination along with speed of movement.
 - Hitting different objects of various sizes (balls, shuttles, etc.) with a bat or racquet.
- **In water :**
 - Floating, swimming and diving to develop body orientation skills and enhance child safety.
- **On snow and ice:**
 - Skating, sliding and skiing.
- **In the air:**
 - Jumping and twisting, learning to control the body when not in contact with ground.

FMS THAT WATER POLO COACHES SHOULD INCORPORATE IN THEIR PRACTICE PLANNING INCLUDE

1. Develop water safety.
2. Teach and develop athletes' basic swimming skills and how to float, both on their backs and on their fronts.
3. Ensure that athletes are confident and comfortable in and around the water.
4. Teach the athletes how to be comfortable holding their breath to go underwater in multiple body orientations (upside down, sideways, twisting, etc.)
5. Allow the athletes to have fun safely while playing in water with games that involve catching and throwing a ball.

THE FIVE-SEGMENT MODEL GRAPHIC



SLEEP, REST & RECOVERY

- Sleep Duration: 10-12 hours
- Establish stable sleep routines and bedtime routines.
- Introduce independent sleep initiating behaviours.

LIFE SKILLS

PERSONAL ATTRIBUTES

- Takes responsibility for being prepared for activity participation
- Explore how individuals differ in their attitudes, beliefs and behaviour, and value those differences
- Understand the relationship between effort and improvement

MORAL DEVELOPMENT

- Understands and can follow basic rules for water polo and other activities.
- Makes link between sport actions and consequences (positive and negative)

PSYCHOLOGICAL SKILLS

FUNDAMENTAL COMPETENCIES

- **Motivation**
 - Provide an autonomy supportive environment where children can develop a sense of agency and understand the reason behind established rules.
 - Allow free time where children can organize and play according to their own rules while under adult supervision for safety.

- **Confidence**

- Ask children to verbalize their perceived improvement of the day.

- **Resilience**

- Help children understand that failure is an unavoidable part of learning and is essential for improving.
- Encourage children to approach challenges and adversity positively rather than avoid it.

SELF-REGULATION COMPETENCIES

- **Attention**

- Continue to develop Executive Function through games and activities that require rapid shift in the children's focus (cognitive flexibility), holding information in mind such as "hit the big target with the small balls" and vice versa (working memory), or swim only when instructed to through circulation light game (inhibition control).

- **Awareness**

- Help children become aware of their body sensations (e.g., feel their heartbeat or listen to their breathing) after intense physical activity or when floating calmly on the water. Identify with them the differences in body sensations and what it means.

INTERPERSONAL COMPETENCIES

- **Teamwork**

- Design activities where children can explore various roles and responsibilities (e.g., cops and robbers)
- Encourage collaboration in simple problem-solving activities (e.g., build a human chain to cross the pool)

PHYSICAL CAPACITY

At this stage of development, vigorous active play should be the focus. This will allow athletes to address elements of endurance, strength, speed and flexibility.

TACTICAL SKILLS/TECHNICAL SKILLS

While many athletes are introduced to a variety of water polo elements at this level, including basic rules and game etiquette by using fun and modified games, the FUNdamentals stage should focus on developing Fundamental Movement Skills (FMS) and comfortable in the water. When coaches use a variety of games in and out of the water that integrate a water polo flavour, they are able to teach FMS without incorporating water polo specific training. If an athlete exhibits strong FMS, they can begin to learn water polo specific skills while provided with minimal instructions on correct techniques.



LEARN TO TRAIN

ABOUT

The Learn to Train stage begins to integrate more structured practices and is crucial in determining an athlete's water polo skill development. Although the continual development of FMS, physical literacy, physical competencies and psychological areas are still vital elements during this stage, the focus shifts to foundational water polo skills. These sport specific skills include introductions to technical skill and tactical skill components as well as supplementary capacities such as warm-up/cool down, nutrition, hydration, etc. Coaches should also continue to teach their athletes the rules of the game and the importance of fair play.

During this stage of sport development, athletes attend and compete in regional competitions and community leagues. These competitions should be used as learning opportunities for the athletes and a tool for the coaches to gauge their athletes' overall knowledge and use of the five skill components. Although athletes are aware of the various water polo positions, coaches should avoid position specialization and provide their athletes with equal playing opportunities across all positions.

ATHLETES

Athletes in this stage are boys between the age of nine and the onset of their adolescent growth spurt (usually around twelve years old) and girls between eight and the onset of their adolescent growth spurt (usually around eleven years old).

During this stage single sex groupings are generally preferred because of evidence that at this age, boys tend to only pass to other boys, excluding girls from participating. The lack of inclusion during training and competition can lead to a decreased interest in the sport. It is also important to note that since children of different genders mature and develop at various rates, it is not recommended to offer mixed gender programming after the onset of the adolescent growth spurt.

SEASON STRUCTURE

- Water Polo Canada recommends that clubs and PSOs offer three distinct seasons, each lasting between eight (8) to 10 weeks, for this stage of athlete development (Fall, Winter and Summer). However, athletes are not obligated to participate in all of the seasons offered.
- When athletes in the Learn to Train stage are not participating in water polo, they should be enrolled in a variety of sports to encourage additional skill and physical capacity development.
- 30% Competition/Competition like activities and 70% Training
- Structured league play is provided in competitions such as community leagues and provincial competitions.
- Recommended Sport-specific activities/week: 3 practices/week for 60 to 90 min plus 30 min of dryland/ practice.

LEARN TO TRAIN (12U)																																																				
MONTHS	SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUN				JUL				AUG							
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION									Fall Season												Winter Season												Summer Season																			

General preparation period
 Specific preparation period
 Competition period
 Transition period

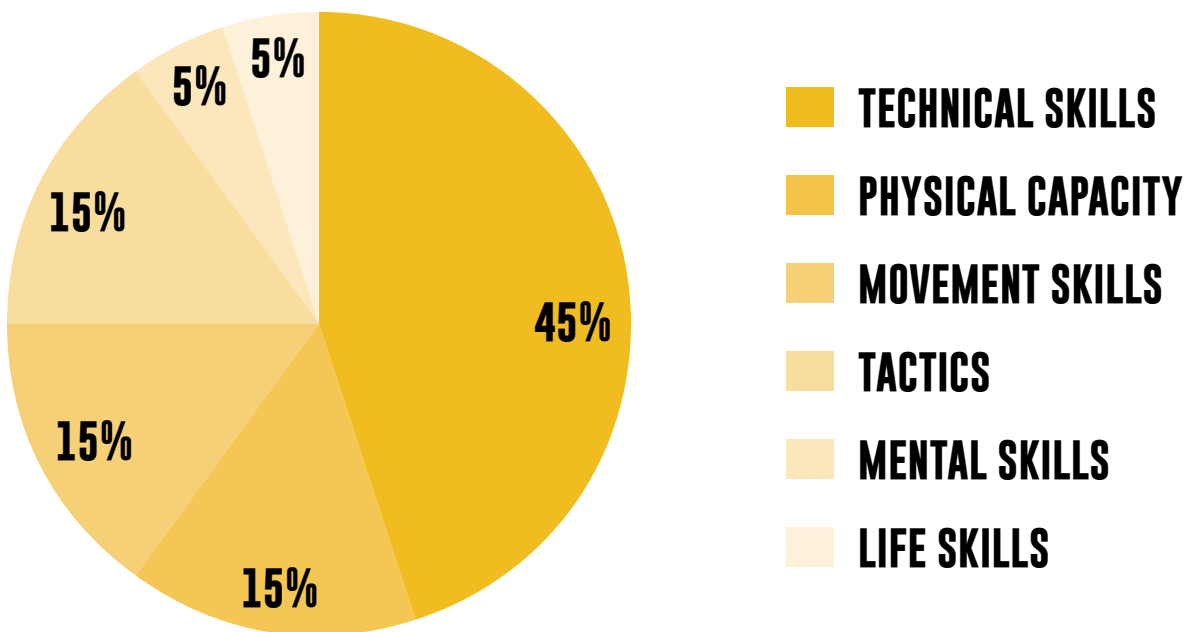
COMPETITION

LEARN TO TRAIN > MALE 9-12 YEARS / FEMALE 8-11 YEARS				
AGE GROUP	DIMENSION OF POOL	NUMBER OF PLAYERS/TEAM	MODIFIED RULES/CONSTRAINTS	EXAMPLES OF IMPORTANT COMPETITIONS
11U	Competition Area: 22m x 11m Depth: 1.80 – 5.9 feet	Minimum: 5 players Maximum: 15 players	<ul style="list-style-type: none"> • Shallow end for novice swimmers, floatation devices • 4 exclusions (penalties) rule will be implemented for this age group. • The excluded player can immediately return to the game, (in and out rule) except in • Only in the 10U category players are allowed to catch the ball with two hands; Please note players must throw the ball with one hand. • Any kind of ZONE OR DROP game is NOT ALLOWED. A foul awarded due to this type of play will be referred to as a "zone play foul". In the case of the first foul of this type, the team will be shown a yellow card. The player who commits the second foul of this type will be excluded • 5m free throw is NOT allowed • One referee per match 	Haba Waba International Tournament
13U	Competition Area: 22m x 11m Depth: 1.80 – 5.9 feet	Minimum: 6 players Maximum: 15 players	<ul style="list-style-type: none"> • 4 exclusions (penalties) rule will be implemented for this age group. • The excluded player can immediately return to the game, (in and out rule) except in cases of brutalities and misconducts. • Any kind of ZONE OR DROP game is NOT ALLOWED. A foul awarded due to this type of play will be referred to as a "zone play foul". In the case of the first foul of this type, the team will be shown a yellow card. The player who commits the second foul of this type will be excluded • 5m free throw is NOT allowed • One referee per match • No 30 second shot clock • Running time (2x 12 minute halves) • 4 m penalty shot 	Haba Waba International Tournament, Provincial League, Titans Cup

TIPS FOR LEARN TO TRAIN PROGRAM PLANNING

1. Introduce basic mental skills to the athletes.
2. Ensure that the athletes try and play all positions.
3. Think of unique methods of incorporating skills into your lesson plans.
4. Teach basic rules and game etiquette.
5. Introduce children to physical conditioning to develop-age-appropriate stamina, strength, speed, skill and suppleness (the 5Ss).
6. Teach fundamental water polo specific skills (eggbeater, swimming with the ball, throwing, catching, shooting) and basic tactics essential to playing water polo.
7. Establish appropriate competitive environments where the competition is positioned as a learning experience, designed to encourage and nurture players and where winning and results are not the top priority.
8. Focus on developing FMS in your athletes.
9. Promote a FUN learning environment!

THE FIVE-SEGMENT MODEL GRAPHIC



SLEEP, REST & RECOVERY

- Sleep Duration: 9.5 - 10 hours
 - Maintain 15-30 minute bedtime routine
- Rest: 30 minute nap between 2pm and 4pm
- Recovery: directly post exercise rehydrate and replenish food stores.

GROWTH VS. MATURATION

The terms “growth” and “maturation” are often used together and sometimes synonymously. However, each refers to specific biological activities. Growth refers to observable, step-by-step, measurable changes in body size such as height, weight, and percentage of body fat. Maturation refers to qualitative system changes, both structural and functional in nature, in the organism’s progress toward maturity; for example, the change of cartilage to bone in the skeleton.

LIFE SKILLS

PERSONAL ATTRIBUTES

- Players are autonomous in their equipment preparation for training and games.
- Comprehension that an individual can have multiple roles that they must balance (water polo involvement, participation in school, family, friends, other sports, etc.)

MORAL DEVELOPMENT

- Better understanding of the complex rules of the sport and how to follow them.
- Players understand what it means to cheat and make conscious decisions to follow the rules and ethics of the sport.
- Players are aware that some actions might have negative consequences on themselves and others

LEARN TO TRAIN > MALE 9-12 YEARS / FEMALE 8-11 YEARS		
PERSONAL ATTRIBUTES	Develop autonomy	Integrated Psychology Matrix
	Self-esteem	
	Conflict resolution	
	Leadership skills	
	Establishing one's own role in sport	Develop
	Awareness of diversity	Introduce
	Organisational skills	Develop
MORAL DEVELOPMENT	Understand rules	Develop
	Develop empathy	
	Make ethical decisions	Introduce
RELATIONSHIPS	with adults	Integrated Psychology Matrix
	with teammates	
HEALTH MANAGEMENT	Nutrition (disordered eating)	Introduce
	Hydration	
	Injury prevention strategies	
	Pre- and post-training habits	

PSYCHOLOGICAL SKILLS

FUNDAMENTAL COMPETENCIES

- **Motivation**
 - Guide and collaborate with the athlete to set short-term goals to improve specific technical skills.
 - Track technical changes (e.g., report card, video of technique, swimming times, shooting successes) and share them with the athlete to enhance his/her sense of competence.
- **Confidence**
 - Help athletes to develop positive self-talk that emphasize growth (e.g., "I'm not yet there, but with effort I know I can do it") and opportunities (e.g., "this is difficult, but it is a great opportunity to get better") rather than self-criticism (e.g., "this is too hard, I'm not good enough to succeed").
 - Encourage athletes to verbalize their thoughts to help them reframe their self-talk if needed.
 - Introduce mental imagery through brief guided storytelling script (e.g., imagine yourself entering the pool facilities, all your friends are present... imagine we play your favorite game...)

- **Resilience**

- Design adapted challenges (mild stress) and support athletes in their search for optimal coping strategies to handle it.

SELF-REGULATION COMPETENCIES

- **Attention**

- Introduce attentional components into dryland warm-up to support the continued development of Executive Function and encourage athletes to “mentally warm up”.
- Jumping rope while singing, chains of actions where one child must build on the action of another child, and problem solving through finding other ways to stimulate the same group of muscles are examples of activities to stimulate Executive Functions.

- **Body Awareness**

- Gaining awareness of breathing patterns in different situations (e.g., relaxing vs. stressful) and control it using various breathing techniques.
- Focus on healthy eating not body composition.

- **Stress**

- Helping athletes to perceive the balance between the demands of a situation and their ability to meet these demands, leading them to feel in control when facing stressful situations.

- **Arousal and emotions**

- When an emotion is experienced by the child, help him/her to speak openly about it (even if they cannot clearly name the emotion) and identify what triggers it. Avoid judging emotions as “good” or “bad” and emphasize their functionality (there is a time and place for each emotion to be experienced).

INTERPERSONAL COMPETENCIES

- **Teamwork**

- Understanding the role of each player in the game and experimenting with every position.
- Promoting sport specific collaborative game (e.g., small sided games)

- **Communication**

- Teach children to express their opinion and ideas in a respectful way while listening to others’ perspectives.

LEARN TO TRAIN > MALE 9-12 YEARS / FEMALE 8-11 YEARS		
FUNDAMENTAL COMPETENCIES	Motivation	Develop
	Confidence	
	Resilience	
SELF-REGULATION COMPETENCIES	Attention	Develop
	Awareness	Introduce
	Stress	
	Activation and emotions	
INTERPERSONAL COMPETENCIES	Teamwork	Introduce
	Communication	
	Athlete-coach relationship	

PHYSICAL CAPACITY

LEARN TO TRAIN > MALE 9-12 YEARS / FEMALE 8-11 YEARS		
BASIC ABILITIES	Balance & coordination movements	Develop
	Joints mobility & stability	Introduce
	Amplitude & posture	Develop
	Locomotor & objects skills - land	
	Locomotor & object skills - aquatic	
ENDURANCE & CAPACITY	Aerobic endurance	Introduce
	Reactive-endurance	
STRENGTH & POWER	Endurance strength	Introduce
	Core strength	
SPEED & AGILITY	Land speed & agility	Introduce
	Aquatics speed & agility	
	Movement arms & legs speed	
	Reactive agility	
FLEXIBILITY	Functional range of motion	Develop
	Specific joints amplitude	Introduce



TACTICAL SKILLS

This stage is considered one of the most important periods of sport skill development for athletes between the ages of 9 and 12, before the onset of the adolescent growth spurt. Through this stage, athletes experience a period of accelerated adaptation to skill learning. Boys and girls are now primed to develop their fundamental water polo skills, and are continuing to build for the later stages of the Athlete Development Matrix. Athletes should be proficient and comfortable in deep water and capable of spending extended periods without using the wall. This is the time to learn the basic rules and etiquette of the game.

LEARN TO TRAIN > MALE 9-12 YEARS / FEMALE 8-11 YEARS			
AWARENESS	of the ball		Introduce/Develop
	of other players		
	open space		
	of the rules		
	of time (shot clock)		
	of the center		
	of the referee		
	of the score & end of game Adapatation of tactics based on observations		
COMMUNICATION	with coach		Introduce/Develop
	Seeking clarification		
	with teammates		Develop
	Relaying observatons about other/own team Communicating your situation to teammates		Introduce
CODE OF CONDUCT	Fair play		Introduce/Develop
	Respect for teammates, coaches & officials		
OFFENSE	Offense vs. press		Introduce
	Offense vs. zone		
	Covering counter attack		
DEFENSE	Press	Press of the body	Introduce
		Press on the ball	
		Pressing the passing lanes	
		Pressing to kill time	
	Zone	Shallow zone	Introduce
		Deep zone	
		Gapping zone Dynamic zone	
TRANSITIONING	from counter attack to offense		Introduce
	from counter defense to defense		
TRANSITION	6 on 6		Introduce
	1 on none		Introduce/Develop
	2 on 1		
POWER PLAY	4-2		Introduce
	3-3		
PENALTY KILL	against 4-2		Introduce
	against 3-3		
TACTICAL SCHEME	Tactical foundations		Introduce

TECHNICAL SKILLS

LEARN TO TRAIN > MALE 9-12 YEARS / FEMALE 8-11 YEARS		
SWIMMING STROKES & SKILLS	Arms crawl - Legs flutter	Develop
	Arms crawl - Legs whipkick	
	Back stroke - Legs flutter	
	Back stroke - Legs whipkick	
	Breastroke (training skill only)	
	Stop and go/stunting	
	Butterfly (training skill only)	Introduce
	Steal stroke	
	Press steal stroke	
	Knockdown stroke	
	Zig zag	
	90 degree turns	
	All types of directional changes	
	Rollover	
LEGS AND SLIDING SKILLS	Whip kick (vertical & horizontal)	Develop
	Eggbeater (vertical & horizontal)	
	Jumping (vertical & horizontal)	
	Flutter kick	
	Spyder	
	Basic body position for defence	Introduce
	Reverse bicycle	
	Jumping over legs	
	Jumping over legs to block	
	Balance skills	
	Blocking	
BASIC BALL HANDLING SKILLS	Front crawl with ball in front	Introduce
	Front crawl with ball in hand	
	Back crawl with ball in hand	
	Picking up the ball in vertical position	
	Picking up the ball from swimming position	
	Changing directions with ball	
	Different slides with ball	

TECHNICAL SKILLS

LEARN TO TRAIN > MALE 9-12 YEARS / FEMALE 8-11 YEARS		
BASIC BODY POSITION FOR SHOOTING	Arch body position	Introduce
	Two hands on ball	
	Free arm behind back	
	Standard shooting position	
	Zig zag in shooting position	
	ROM (range of motion)	
	Opening shooting lanes for shooting through leaning	
	Opening shooting lanes for shooting through jumping	
PASSING & RECEIVING	Face to face (1-2-3-4 motion)	Introduce
	Wet passes to center	
	Side by side passing (positive & negative)	
	Jumping and passing	
	Passing and swimming	
	Sliding & passing	
	Passing with fake	
	Roll away against press	
	Layout against press	
	Step away against press	
	Acceleration passing	
SHOOTING	Tempo shooting (no pass)	Introduce
	Shooting with fakes	
	Shooting from horizontal body position	
	Shooting around block (lean)	
	Shooting around block (jump)	
	Shooting from a pass	
	6m direct shot (how to get position)	
	Heszi shot	
Jump back from defender		

TECHNICAL SKILLS

LEARN TO TRAIN > MALE 9-12 YEARS / FEMALE 8-11 YEARS			
INDIVIDUAL TACTICS	Offensive Duels	Basic positioning for perimeter	Introduce
		Creating space to receive ball	
		How to guard space	
		How to perform layout against defender	
		How to "spin" defender	
		Swimming with contact	
	Defensive Duels	How to control a player	Introduce
		How to perform a foul	
		How to steal the ball	
		How to defend a driver	
		Swimming with contact	
	How to pressure the ball		
CENTER FORWARD	Guarding space (whip kick & eggbeater)		Introduce
	How to get position		
	Snapping to ball		
	How to spin (positive & negative)		
	Layout finish		
	Backhand finish		
	Sweep shot finish		
	T-formation finish		
	"Dunk" finish		
	Turn negative		
2M GUARD	Proper body position		Introduce
	Changing sides of center		
	Challenging the pass		
	How to get in front		
	Counter spin		
	How to stop backhand		
	Recover from hips down		
	Recover to grab		
	Pushing from behind		
GOALTENDER	Ready position arms in		Introduce
	Ready position arms out		
	Straight shot save		
	Skip shot save		
	Bunny saves		
	Short slides		
	Long slides		

LEARN TO TRAIN THRESHOLD

Before moving on from this stage, athletes need to have developed the foundational swimming strokes & skills and the legs & sliding skills. These foundations ensure the basics of both movement and balance for athletes. Tactically, the athletes need to understand the basics around spatial awareness, that is, the location of the ball, their teammates, and their opponents. In addition, it is important for athletes to learn the basic rules of the game and the signals of the referee.





TRAIN TO TRAIN

PODIUM PATHWAY

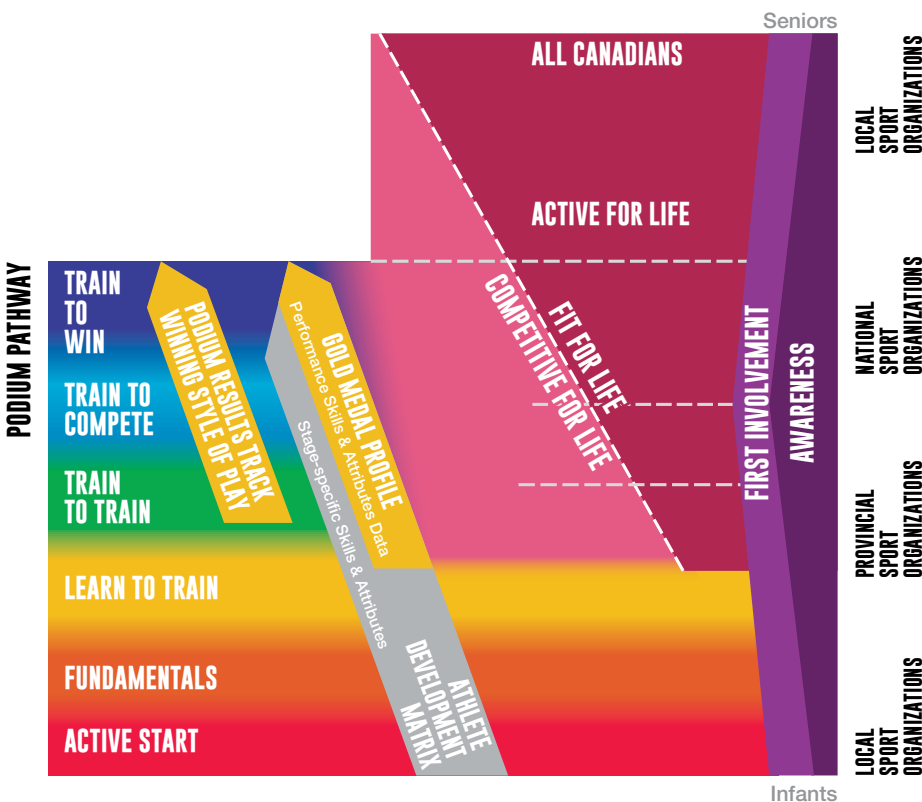
The Podium Pathway is an umbrella term used to describe the stages that are directly associated with an athlete's trajectory towards High-Performance programming. WPC has identified four stages in which the podium pathway can be accessed: the end of Train to Train, Train to Compete, Learn to Win and Train to Win. Various events are linked to each of these stages, pinpointing the specific competition level available to Canadian water polo athletes as they traverse the Podium Pathway.

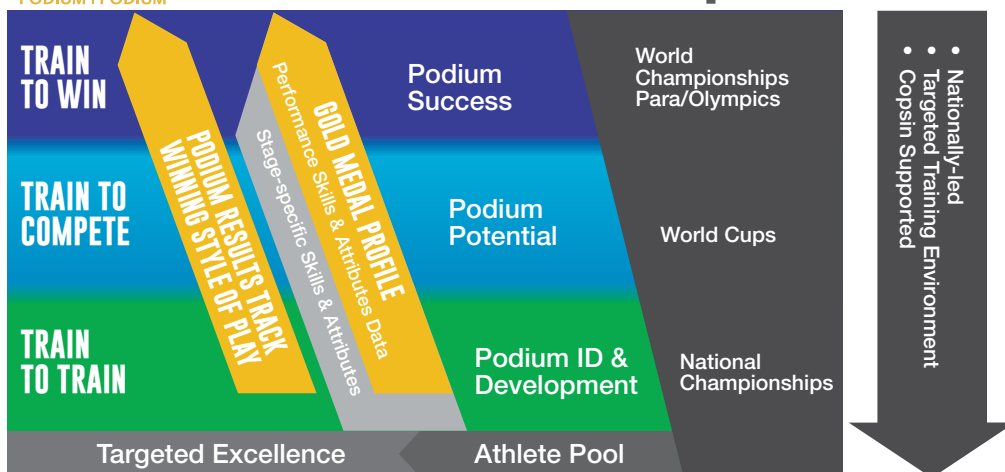
It is important to note that not every athlete who enters the Podium Pathway will reach the Train to Win stage. The skill requirements necessary for those athletes striving to become a member of WPC's Senior National Teams will be different than the skills required by athletes choosing to compete in the National Championship League, on Provincial teams, in NCAA/ Varsity competitions and AGNTs. To this effect, WPC has included a specific excellence pathway for the Train to Train, Train to Compete and Learn to Win stages which outlines the particular competition season recommendations for athletes selected to practice at a more advanced level. In addition, the phase of skill acquisition for the excellence pathway associated with each skill component will be identified with an asterisks (*).

By distinguishing the competition season recommendations and the phase of skill acquisition for athletes in the stages of the Podium Pathway, WPC is emphasizing that each athlete's sport experience will be unique and must be tailored to their sporting needs and aspirations. As stated at the beginning of the document, the primary objective of this ADM is to ensure each athlete possesses the appropriate skills necessary to practice and/or compete at each stage of athlete development.

Athletes at the end of the Podium Pathway should be made aware of the variety of opportunities available to them, maintaining their involvement in water polo. These opportunities include but are not limited to, participating in one of the two available Active for Life streams, becoming a coach through the National Coaching Certification Program (NCCP), becoming an official through the Official Training and Certification Program (OTCP), or volunteering for a club, PSO or at an event.

WATER POLO CANADA'S LONG-TERM DEVELOPMENT IN SPORT AND PHYSICAL ACTIVITY FRAMEWORK





(Adapted from S4L)

ABOUT

The Train to Train stage, especially later in the stage, represents a pivotal period in an athlete's sport development. Typically, at this point in time, athletes are making the decision on what level of involvement they will have within the sport moving forward. Most often, an athlete will select one of the following types of sport participation: 1) train and compete in a more specialized capacity by aspiring to water polo's Podium Pathway, 2) train and compete at a less demanding level by entering one of the Active for Life stage categories, Competitive for Life or Fit for Life or 3) decide that they will no longer train and compete within the sport. It is important to note that although WPC is highlighting these three options, there are a variety of avenues available to athletes. It is not necessary for athletes to explicitly adhere to the stage order presented in the LTDSFA Framework. All administrators at the NSO, PSO, or club level, as well as coaches and parents must be cognizant of this stage and implement strategies to help limit the number of athletes who abandon the sport.

In the Train to Train stage, the development of all five of the skill components continues to be a driving force. Specifically, the greater integration of supplementary capacities, physical competencies (such as increased and maintained fitness) and psychological components (such as mental preparation and life skills). The Podium Pathway, containing stages that are directly associated with sporting excellence, begins towards the end of this stage. As such, the Train to Train stage is where athletes begin perfecting the skills they have learned and position specialization becomes prominent. Since this stage includes more formalized competitions that contribute to overall standings, coaches should foster their athletes' game sense and decision-making abilities.

ATHLETES

This stage usually spans the duration of the adolescent growth spurt. Athletes are typically between the ages of 12 and 16 for males and 11 and 15 for females and tend to focus on and hone skills for a specific position.

LATE ENTRY/LATE SPECIALIZATION IN WATER POLO

Although grassroots level water polo programs exist in Canada that target Active Start, FUNDamentals and Learn to Train stage athletes, it is not required that athletes begin their introduction to water polo at a young age. Since the LTDSFA Framework focuses on an athlete's stage of development rather than their chronological age, athletes have the opportunity to enter and specialize in water polo later in life. WPC encourages the acceptance and inclusion of all athletes regardless of their training and competition level when they enter the sport. In addition, WPC would like to emphasize that too early specialization should be avoided, as it can lead to burnout and athletes prematurely leaving the sport.

The early stages of the LTDSFA Framework, as seen in WPC's ADM thus far, are focused on providing Quality Sport experiences, developing Physical Literacy and developing crucial FMS. Any athlete that has developed FMS relative to water polo, including swimming, throwing and catching, will be capable of training and competing within the sport at a later age.

SEASON STRUCTURE

- It is recommended that athletes participate in additional sports that are complementary to water polo in a year round capacity.
- Ideal Competition/Training Ratio recommended by Sport for Life: 40%/60%*
- Pre- Season: 10 weeks
- Competitive Season: 20 - 30 weeks
 - Formalized competitions.
 - Regional and Provincial competitions run by the PSOs (13U)
 - National Championship League (NCL) run by WPC
- Eastern and Western Championships (15U)
- Water polo specific pathways (activities/week):
 - **Standard pathway:** 3-6 practices/week totaling 6-12 hours plus 2-3 dryland 1-3 hours/week.
 - **Excellence pathway:** 6-8 practices/week totaling 12-15 hours plus 3 dryland sessions totaling 3 hours/week.

*Water Polo Canada understands that the current Competition/Training ratios are difficult to obtain in our current competition structure. As a result, clubs and PSOs are recommended to supplement.

WATER POLO SPECIFIC PATHWAYS

- The Standard Pathway is specifically geared towards those athletes that are training and competing at a domestic level of water polo (i.e. they do not attend extra practices and are not involved in the RDC). These athletes are typically moving towards the Active for Life stage of athlete development, however it is possible that they progress at a later age so that they continue along the Podium Pathway.
- The Excellence Pathway is specifically geared towards those athletes who are training and competing at the domestic and international level of water polo. These athletes are typically members of their province's Regional Development Centres (RDCs), Provincial Team or an Age Group National Team. In the Train to Train stage, athletes should not be joining the Excellence Pathway until the later stages of Train to Train (15U athletes).

TRAIN TO TRAIN (13U & 15U)																																																					
MONTHS		SEPT			OCT			NOV			DEC			JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG																		
WEEKS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION	13U - PROVINCIAL LEAGUES	General preparation period				Specific preparation period				Provincial League			Winter Provincials			Transition period			Provincial League			Summer Provincials			Transition period			Cross training opportunities or summer programming																									
	15U - NCL & PROVINCIAL TEAM/NON-COMPETITIVE SUMMER PROGRAMMING	General preparation period				Specific preparation period				National Championship League			Transition period			National Championship League			Eastern & Western Conference Champ			Transition period			Training with provincial team cross training opportunities or summer programming									Inter-Prov Comp																			

General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period

COMPETITION

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS				
AGE GROUP	DIMENSION OF POOL	NUMBER OF PLAYERS/TEAM	MODIFIED RULES/CONSTRAINTS	EXAMPLES OF IMPORTANT COMPETITIONS
13U	Competition Area: 22m x 11m Depth: 1.80 – 5.9 feet	Minimum: 6 players Maximum: 15 players (6 in the water)	<ul style="list-style-type: none"> • 4 exclusions (penalties) rule will be implemented for this age group. • The excluded player can immediately return to the game, (in and out rule) except in cases of brutalities and misconducts. • Any kind of ZONE OR DROP game is NOT ALLOWED. A foul awarded due to this type of play will be referred to as a "zone play foul". In the case of the first foul of this type, the team will be shown a yellow card. The player who commits the second foul of this type will be excluded • 5m free throw is NOT allowed • One referee per match • No 30 second shot clock • Running time (2x 12 minute halves) • 4 m penalty shot 	Haba Waba International Tournament, Provincial League, Titans Cup
15U	Competition Area: 22m x 11m or 25m x 20m Depth: 1.80 – 5.9 feet	Maximum: 15 players (7 in the water)	<ul style="list-style-type: none"> • 3 exclusions (penalties) • The excluded player can immediately return to the game, (in and out rule) except for brutalities and misconduct • Any kind of ZONE OR DROP game is NOT ALLOWED. A foul awarded due to this type of play will be referred to as a "zone play foul". In the case of the first foul of this type, the team will be shown a yellow card. The player who commits the second foul of this type will be excluded • 5m free throw is NOT allowed • One referee per match • No 30 second shot clock • Running time (7 min quarters) • 5m penalty shot 	Haba Waba International Tournament, Provincial League, Titans Cup, NCL National Finals

GOLD MEDAL PROFILE INTEGRATION

Throughout WPC's ADM, a maple leaf will identify which skill category, within the five skill components (life skills, physical capacity, psychological skills, tactical skills and technical skills) are associated with the GMP. A black maple leaf symbolizes skills specific to field players and a red maple leaf will symbolize skills specific to goalies. WPC currently has an active GMP for all members of the Men's and Women's National Team Programs.

WPC'S PODIUM PATHWAY

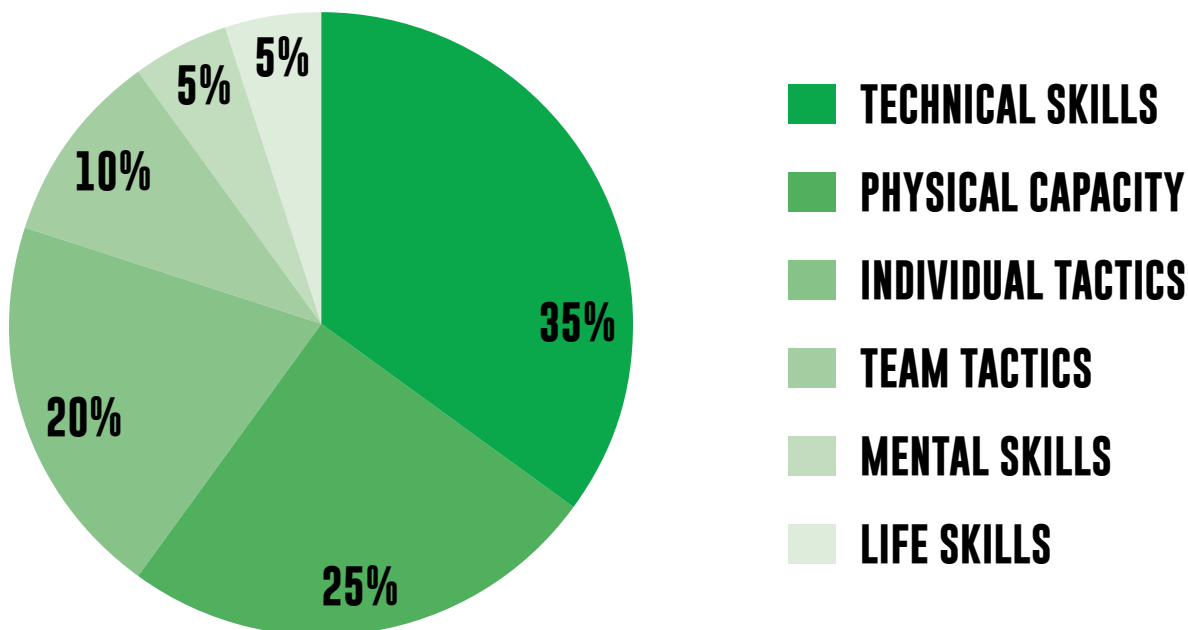
The RDC programming in each region will serve the purpose of better educating, testing, identifying, and evaluating podium pathway athletes. Using this medium, the National team curriculum, including techniques, tactics, and physiological testing parameters would be proliferated to each region of our country while evaluations would be collected and consolidated by National Team representatives.

RDC programs across the country are mandatory for any athlete wishing to be eligible for Age Group National Team (AGNT) programming and are to be run in conjunction with provincial team programming. RDCs will operate with different structures in each region based on availability of pool time, population density, geographical locations, access to coaches and other resources.

TIPS FOR TRAIN TO TRAIN PROGRAM PLANNING

1. Provide athletes with the opportunity to implement the skills from the five (5) skill areas learned thus far into simulated and actual competition situations.
2. Maintaining flexibility training given the rapid growth of bones, tendons, ligaments and muscles.
3. Schedule conversations with athletes and their parents to communicate the goals of the Train to Train stage and also to understand the goals of the athlete and parents.
4. Think of unique methods of incorporating skills into your lesson plans.
5. Promote a FUN learning environment!

THE FIVE-SEGMENT MODEL GRAPHIC



SLEEP, REST & RECOVERY

- Sleep Duration: 8-10 hours
 - Reinforce the importance of sleep routine
 - Monitor for cumulative sleep debt (<9 hours/night or <56 hours/week)
 - Monitor caffeine intake
- Rest: 30 min nap between 2pm and 4pm
- Practice good sleep hygiene
- Recovery: directly post-practice rehydrate and replenish your food stores.

IMPORTANT NOTE

- Early maturing boys are often at a competitive advantage early in this stage since they are taller, heavier and stronger than their late maturing peers. And when their peers catch up developmentally often drop out because they may have taken shortcuts in skill development because of their early physical advantage.
- Late maturing girls are often at an advantage early in this stage since their narrower hips and lack of breast development and adult fat deposits makes it easier for them to stop, start and change direction faster.
- Keeping early maturing females and late maturing males in the game throughout this stage is important to ensure the health of the nation and to ensure the best athletes continue playing water polo.

LIFE SKILLS

PERSONAL ATTRIBUTES

- Recognition of personal potential ability and the probability of reaching the top in water polo - leading to a well founded decision to pursue, or not pursue, WPC's Podium Pathway.
- Athletes achieve balance between sport, school and social life.
- Determine their role in sport moving forward.
- Critical time for developing acceptance of gender differences and differences in ability/disability, race, and sexual orientation.
- Encourage a climate of acceptance and respect of differences among teammates and opponents.

MORAL DEVELOPMENT

- The specific rules of waterpolo are well known by players.
- Develops personal standards of behaviour, and commits to ethical, drug free sport
- Notice incidents from both their own and others perspective, and intervene if needed to prevent cheating, bullying, or infractions.

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS		
PERSONAL ATTRIBUTES	Develop autonomy	Integrated Psychology Matrix
	Self-esteem	
	Conflict resolution	
	Leadership skills	
	Establishing one's own role in sport	Consolidate
	Awareness of diversity	Develop
MORAL DEVELOPMENT	Organisational skills	Consolidate
	Understand rules	Consolidate
	Develop empathy	
RELATIONSHIPS	Make ethical decisions	Develop
	with adults	Integrated Psychology Matrix
with teammates		
HEALTH MANAGEMENT	Injury prevention strategies	Develop
	Pre- and post-training habits	

PSYCHOLOGICAL SKILLS

FUNDAMENTAL COMPETENCIES

- **Motivation** (process, performance, result)
 - Teach athletes to set themselves SMART (Specific, Measurable, Adaptable, Realistic, Temporal) goals to improve their skills and capacities and follow up regularly to highlight the achievement of these goals and set new ones.
- **Confidence**
 - Introduce athletes to the importance of body posture (e.g., head up, shoulder straight, solid core) to express and instill team confidence.
 - Use cognitive mental imagery to help athletes imagine themselves performing successful specific technical tasks (e.g., penalty shots). You can use video of a successful execution and ask athletes to alternate between observation and imagination to increase image clarity.
- **Resilience**
 - Design team challenges (moderate stress) and support the team in the establishment of optimal team regulation processes.

SELF-REGULATION COMPETENCIES

- **Attention**
 - Integrate attentional components into sport-specific decision-making tasks to stimulate broad and narrow attentional focus.
 - Teach athletes to pay attention to relevant cues in the environment to help them recognize patterns and improve their decision-making.
- **Awareness**
 - Help athletes notice which states (physical, emotional, cognitive) lead them to perform their best. For instance, one athlete could perform optimally when relaxed, happy, and focused while another one could perform at his/her best when activated, aggressive and confident.
- **Stress**
 - Help athletes recognize when they are perceiving false imbalance between the demands of the situation and their abilities (e.g., perceiving that a defender is too strong for the athlete to be able to take a shot although the athlete is a strong shooter) and develop techniques to reframe their perspectives/thoughts.
 - Develop strong stress reduction strategies and skills.
- **Arousal and emotions**
 - Develop systems for athletes to be able to express their emotions in a safe space to limit performance interference. Help athletes to understand emotions as signals and not directors. Therefore, when they experience an emotion, they can better understand what it means and not let their behaviors be guided by it if that is not helpful to a given situation.

INTERPERSONAL COMPETENCIES

- **Teamwork**
 - Establishing structural team processes (establishing roles, create norms and clarify behavioral expectations)
- **Athlete-coach relationship**
 - Closeness (i.e., affective bond) is developed between coaches and athletes which is manifested in mutual trust and respect, emotional caring and support, as well as interpersonal respect and appreciation.
- **Leadership**
 - Observe natural leadership arise within a team.

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS

FUNDAMENTAL COMPETENCIES	Motivation	Consolidate
	Confidence	
	Resilience	Develop
SELF-REGULATION COMPETENCIES	Attention	Consolidate
	Awareness	Develop
	Stress	
	Activation and emotions	
INTERPERSONAL COMPETENCIES	Teamwork	Develop
	Communication	
	Athlete-coach relationship	
	Leadership	Introduce

PHYSICAL CAPACITY

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS

BASIC ABILITIES <small>individual timing of training base on growth process</small>	Balance & coordination movements	Consolidate
	Joints mobility & stability	Develop
	Amplitude & posture	
	Locomotor & objects skills - land	
	Locomotor & object skills - aquatic	
	Duel & opposition skills	Introduce
ENDURANCE & CAPACITY	Aerobic endurance	Develop
	Aerobic power	Introduce
	Anaerobic power	Introduce
	Reactive-endurance	Develop
STRENGTH & POWER	Endurance strength	Develop
	Maximum strength	Introduce
	Speed-strength & strength-speed (power)	
	Core strength	Develop
SPEED & AGILITY	Land speed & agility	Develop
	Aquatics speed & agility	
	Movement arms & legs speed	
	Speed endurance	Introduce
	Reactive agility	Develop
FLEXIBILITY	Functional range of motion	Consolidate
	Specific joints amplitude	Develop



TACTICAL & TECHNICAL SKILLS

An important stage for the developmental and technical skills of athletes. Building on the foundations from Learn to Train, athletes will continue to consolidate their basic skills while being introduced to more advanced skills. Athletes are also introduced to more complex tactical concepts during this stage.

TACTICAL SKILLS

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS			
AWARENESS	of the ball		Consolidate
	of other players		
	open space		
	of the rules		
	of time (shot clock)		
	of the center		
	of the referee		
	of the score & end of game		
Adapatation of tactics based on observations			
COMMUNICATION	with coach		Develop
	Seeking clarification		
	with teammates		Consolidate
	Relaying observatons about other/own team		Develop
	Communicating your situation to teammates		
CODE OF CONDUCT	Fair play		Develop
	Respect for teammates, coaches & officials		
OFFENSE	Offense vs. press		Develop/Consolidate
	Offense vs. zone		Develop
	Covering counter attack		
DEFENSE	Press	Press of the body	Develop/Consolidate
		Press on the ball	
		Pressing the passing lanes	
		Pressing to kill time	
	Zone	Shallow zone	Develop
		Deep zone	
		Gapping zone	
		Dynamic zone	
Press to zone & repress		Introduce	
TRANSITIONING	from counter attack to offense		Develop
	from counter defense to defense		
TRANSITION	6 on 6		Develop
	1 on none		Consolidate
	2 on 1		
	3 on 2		Introduce
	6 on 5		
	4 on 3		
5 on 4			

TACTICAL SKILLS

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS		
POWER PLAY	4-2	Introduce
	3-3	
PENALTY KILL	against 4-2	Develop
	against 3-3	
TACTICAL SCHEME	Tactical foundations	Develop
	Comprehension of different tactics	Introduce
	Understanding individual role within tactical scheme	
	Adjust tactics based on observation	

TECHNICAL SKILLS

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS		
SWIMMING STROKES & SKILLS	Arms crawl - Legs flutter	Consolidate
	Arms crawl - Legs whipkick	
	Back stroke - Legs flutter	
	Back stroke - Legs whipkick	
	Breaststroke (training skill only)	
	Stop and go/stunting	
	Butterfly (training skill only)	Develop/Consolidate
	Steal stroke	
	Press steal stroke	
	Knockdown stroke	
	Zig zag	
	90 degree turns	
	All types of directional changes	
	Rollover	
LEGS AND SLIDING SKILLS	Whip kick (vertical & horizontal)	Consolidate
	Eggbeater (vertical & horizontal)	
	Jumping (vertical & horizontal)	
	Flutter kick	
	Spyder	
	Basic body position for defence	Develop/Consolidate
	Reverse bicycle	
	Jumping over legs	Introduce/Develop
	Jumping over legs to steal (low/high)	
	Jumping over legs to block	Develop/Consolidate
	Jumping over catch lob	
	Counter rotation	Introduce/Develop
	Balance skills	
	Blocking	Develop/Consolidate
Attack blocking		



TECHNICAL SKILLS

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS		
BASIC BALL HANDLING SKILLS	Front crawl with ball in front	Develop/Consolidate
	Front crawl with ball in hand	
	Back crawl with ball in hand	
	Picking up the ball in vertical position	
	Picking up the ball from swimming position	
	Changing directions with ball	
	Different slides with ball	
	Protecting the ball in diagonal position	
BASIC BODY POSITION FOR SHOOTING	Freestyling with ball	Introduce/Develop
	Arch body position	
	Two hands on ball	Develop/Consolidate
	Free arm behind back	
	Standard shooting position	
	Zig zag in shooting position	
	ROM (range of motion)	Introduce/Develop
	Opening shooting lanes for shooting through leaning	
Opening shooting lanes for shooting through jumping		
PASSING & RECEIVING	Face to face (1-2-3-4 motion)	Develop/Consolidate
	Wet passes to center	
	Side by side passing (positive & negative)	
	Jumping and passing	
	Passing and swimming	
	Sliding & passing	
	Receiving bad passes	Introduce/Develop
	Long distance passing	
	Passing with fake	Develop/Consolidate
	Roll away against press	
	Layout against press	
	Step away against press	
Acceleration passing	Introduce	
SHOOTING	Tempo shooting (no pass)	Develop/Consolidate
	Shooting with fakes	
	Shooting from horizontal body position	
	Shooting around block (lean)	
	Shooting around block (jump)	
	Shooting from a pass	
	6m direct shot (how to get position)	Develop
	Heszi shot	
	Jump back from defender	
Finishing in close	Introduce	

TECHNICAL SKILLS

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS				
INDIVIDUAL TACTICS	Offensive Duels	Basic positioning for perimeter	Develop/Consolidate	
		Creating space to receive ball		
		How to guard space		
		How to perform layout against defender		
		How to "spin" defender		
		Swimming with contact		
		How to post up		Introduce
		How to start a drive		
	Picks and blocks			
	Defensive Duels	How to control a player	Develop/Consolidate	
		How to perform a foul		
		How to steal the ball		
		How to defend a driver		
Swimming with contact				
How to pressure the ball				
CENTER FORWARD	Guarding Space (whip kick & eggbeater)		Develop/Consolidate	
	How to get position			
	Snapping to ball			
	How to spin (positive & negative)			
	Layout finish			
	Backhand finish			
	Sweep shot finish			
	T-formation finish			
	"Dunk" finish			
	Turn negative			
	2M GUARD	Proper body position		Develop/Consolidate
Changing sides of center				
Challenging the pass				
How to get in front				
Counter spin				
How to stop backhand				
Recover from hips down				
Recover to grab				
Pushing from behind				



TECHNICAL SKILLS

TRAIN TO TRAIN > MALE 12-16 YEARS / FEMALE 11-15 YEARS		
GOALTENDER	Ready position arms in	Develop/Consolidate
	Ready position arms out	
	Steals	Introduce
	Straight shot save	Develop/Consolidate
	Skip shot save	
	Bunny saves	
	Long lob saves	Introduce
	Short lob saves	
	Short slides	Develop/Consolidate
	Long slides	
Reacting to fakes	Introduce	

TRAIN TO TRAIN THRESHOLD

Before moving on from the Train to Train stage, athletes need to have developed all of the necessary swimming strokes & skills, as well as all of the legs and sliding skills. They must be able to move effectively within, to and from any body-position and have a strong sense of balance. Athletes should know the basics of how to play any position, including goaltending, and should be able to complete the correct shooting technique mechanics. Tactically, players must be comfortable pressing the body and should know how to press in the passing lane and press the ball. In offence, athletes should have an understanding of positional offence and the basics of driving. Athletes should also be familiar with 4-2 and 3-3 formations for man up, and the 3-2 defence for man down.





TRAIN TO COMPETE

ABOUT

Athletes that enter the Train to Compete stage of sport development are on the Podium Pathway and compete at a more competitive/elite level. One element that is linked to the Podium Pathway is the integration of athlete testing. Testing allows for the creation of an athlete's Gold Medal Profile (GMP) and determines areas of the five skill components where the athlete is most proficient and those where the athlete requires further development. During the Train to Compete stage, athletes are required to hone the skills they have cultivated throughout the previous stages of the LTDSFA Framework and use them efficiently and effectively in highly competitive and stressful situations. Coaches of this stage should ensure that they emphasize their athletes' progress, prioritize their athletes' position specific training, ensure that their athletes are using their supplementary capacities productively and that they have acquired the proper tools to cope with the increase in performance demands. At this stage of development, athletes are beginning to gain perspective on the responsibilities and obligations of an elite athlete. Athletes who reach this stage in their sport development have surpassed the age of their adolescent growth spurt and are typically men between the ages of 16 and 19 and women between the ages of 15 and 18. These athletes participate in WPC sanctioned events and are candidates for the Youth and Junior level Age Group National Teams (AGNTs).

SEASON STRUCTURE

- Ideal Competition/Training Ratio recommended by Sport for Life: 50%/50%
- Pre- Season: 10 weeks
- Competitive Season: 30 weeks
 - Formalized competitions
 - Regional and Provincial competitions run by the PSOs
 - National Championship League (NCL) run by WPC
 - Eastern & Western National Finals (15U)
 - National Finals (17U & Senior)
 - Open Championships (19U)
 - Provincial Team Competitions
 - Age Group National Team Competitions (AGNT)
- Sport-specific activities/week: 9 to 12 practices/week year round.
 - Standard Pathway: 5-8 water polo sessions/week totaling 12 – 20 hours/week and 3-4 dryland sessions totaling 4.5 – 6 hours/week.
 - Excellence Pathway: 7 to 10 water polo sessions/week totaling 14-20 hours/week and 3-4 dryland totaling 4.5 - 6 hours/week

TRAIN TO COMPETE (15U, 17U & 19U)																																																				
MONTHS	SEPT			OCT			NOV			DEC			JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG																		
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION	15U - NCL & PROVINCIAL TEAM/NON-COMPETITIVE SUMMER PROGRAMMING																	National Championship League																	Eastern & Western Conference Champs			Training with provincial team, cross training opportunities or summer programming			Inter-Prov Competition											
	17U - NCL & PROVINCIAL TEAM/NON-COMPETITIVE SUMMER PROGRAMMING																	National Championship League																	Eastern & Western Conference Championships			National Championships			Training with provincial team, cross training opportunities or summer programming			Inter-Prov Competition								
	17U - NCL & NATIONAL TEAM PROGRAMMING																	National Championship League																	Eastern & Western Conference Championships			National Championships			Training with AGNT			International Competition								
	19U - NATIONAL LEAGUE & PROVINCIAL TEAM/NON-COMPETITIVE SUMMER PROGRAMMING																	National League																	National League Games are scheduled throughout the season and teams attend competitions at the discretion of clubs			Open Championships			Training with provincial team, cross training opportunities or summer programming			Inter-Prov Competition								

General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period

COMPETITION

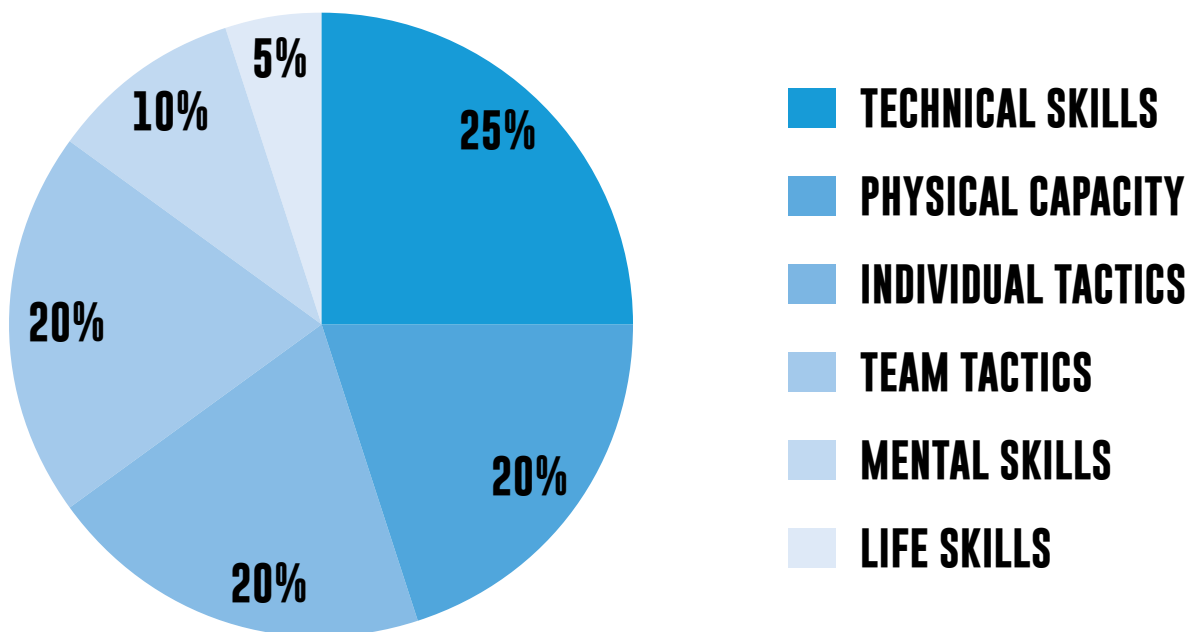
TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS				
AGE GROUP	DIMENSION OF POOL	NUMBER OF PLAYERS/TEAM	MODIFIED RULES/CONSTRAINTS	EXAMPLES OF IMPORTANT COMPETITIONS
17U	Competition Area: 30m x 20m	Maximum: 15 players (7 in the water)	<ul style="list-style-type: none"> 8 min quarters Two time outs per game 30 second shot clock (no changes during power-play) Running time for games with score differential of 10 	Provincial League, NCL and NCL Finals, CAMO Omnium International event
19U	Competition Area: 30m x 20m	Maximum: 15 players (7 in the water)	<ul style="list-style-type: none"> 8 min quarters Two time outs per game 30 second shot clock (no changes during power-play) Running time for games with score differential of 10 	Provincial League, NCL and NCL Finals



TIPS FOR TRAIN TO COMPETE PROGRAM PLANNING

1. Develop a periodized annual practice and competition plan to outline important training and competition phases to ensure that you are optimizing your programs for your athletes and teams.
2. Schedule regular evaluation periods to provide feedback to your individual athletes. Use the data to help drive both individualized training plans and to update your weekly planning.
3. Schedule regular times to discuss your athletes goals and help them to build action plans to achieve them.
4. Begin transitioning your athletes into sport specific positioning based on their unique skill sets.
5. Encourage the development of auxiliary skill components, such as visualization, setting tournament goals and recovery, required for High-Performance athletes.
6. Athletes should be introduced to external support services offered by sport professionals including, but not limited to, sport psychologists, physiotherapists, nutritionists and strength and conditioning coaches.
7. Drills and skills should be a direct reflection of situations that athletes will see in games.
8. Build strategies to utilize your drills as activities that effectively train various energy systems.

THE FIVE-SEGMENT MODEL GRAPHIC



SLEEP, REST & RECOVERY

- Sleep Duration: 8-10 hours
- Rest: 30 minute nap between 2pm and 4pm
- Focus on reducing sleep debt. Get 56 - 70 hours of sleep/week.
- Avoid technology (screen time) before bed.
- If your sleep is poor, seek help.
- Practice good sleep hygiene
- Recovery: directly post-practice rehydrate and replenish your food stores.



IMPORTANT NOTES

- Players should be educated about sound nutrition and maintaining healthy weight, the risk posed by female athlete triad and the resources available to them if there are concerns about disordered eating or potential eating disorders.
- A sense of belonging remains important to female water polo athletes at this stage.
- Athletes should remain cognizant about the potentiality of incurring injuries due to overuse.

LIFE SKILLS

PERSONAL ATTRIBUTES

- Athletes learn to establish priorities in time allocation while maintaining balance between water polo, school, work, and social life (friends and relationships).
- Athletes continue developing their understanding of individual and cultural differences through traveling.

MORAL DEVELOPMENT

- Makes conscious effort to engage in ethical sport.
- Understands doping control, avoids untested supplements, and is committed to drug free sport.
- Bases actions on careful consideration of the consequences of their actions on both themselves and other people
- Supports victims of bullying

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS		
PERSONAL ATTRIBUTES	Develop autonomy	Integrated Psychology Matrix
	Self-esteem	
	Conflict resolution	
	Leadership skills	
	Establishing one's own role in sport	Execute
	Awareness of diversity	Consolidate
	Organisational skills	Execute
MORAL DEVELOPMENT	Understand rules	Execute
	Develop empathy	
	Make ethical decisions	Consolidate
RELATIONSHIPS	with adults	Integrated Psychology Matrix
	with teammates	
HEALTH MANAGEMENT	Injury prevention strategies	Consolidate
	Pre- and post-training habits	

PSYCHOLOGICAL SKILLS

FUNDAMENTAL COMPETENCIES

• Motivation

- Teach athletes to set processes (how to behave) and performance goals (how to play), that are aligned with result goals (what we want). After each competition, debrief each of these goals with the team to identify successes and gaps.

• Confidence

- Provide athletes with vicarious experiences to instill the sense that it is possible to reach the next level by maintaining effort and commitment.
- Use cognitive mental imagery to help athletes imagine themselves performing successfully specific tactical tasks (e.g., defensive play in man down). You can use video of a successful play and ask the athlete to alternate between observation and imagination to increase image clarity.

• Resilience

- Transferring facilitative resources developed in training through challenges to competitive situations.

SELF-REGULATION COMPETENCIES

• Attention

- Integrate distractions as part of close skills drills (e.g., shooting or passing drills) to develop the capacity to ignore distractions and fully pay attention to the task at hand.
- Consolidate athletes' capacity to recognise patterns in all parts of the game (offense, defence, counterattack).

• Awareness

- Mindfulness practice can be introduced to help athletes pay curious attention to the moment-by-moment experience without judgement.

• Stress

- Develop a pre-game routine (steps that allow the body and mind to be ready to perform) with athletes. Visualize important moments before they need to perform (e.g., before the game or before they take a penalty shot). This will aid athletes to have better ability to handle stressors.
- Aid athletes in understanding the importance of their mental health.

• Arousal and emotions

- Help athletes recognize and understand what triggers dysfunctional emotional patterns during games. Develop with them anchor strategies (use of self-talk, breathing technique, attentional control, behavioral routine, etc.) to alleviate the consequences of these emotions on performance.

INTERPERSONAL COMPETENCIES

• Teamwork

- Establishing team attributes (i.e., what are the team sport competencies and characteristics?) and team regulation processes (i.e., how do we support, cooperate, make decisions, and problem solve?)

• Communication

- Learning how to conduct tough conversations properly when team members disagree on a specific issue.

• Athlete-coach relationship

- Commitment is reflected by coaches and athletes' intentions to maintain a bond or a connection that is both close and long-term.

• Leadership

- Support is provided to help athletes develop a transformational leadership style.

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS		
FUNDAMENTAL COMPETENCIES	Motivation	Consolidate
	Confidence	
	Resilience	
SELF-REGULATION COMPETENCIES	Attention	Consolidate
	Awareness	
	Stress	Develop
	Activation and emotions	
INTERPERSONAL COMPETENCIES	Teamwork	Consolidate
	Communication	Develop
	Athlete-coach relationship	
	Leadership	

PHYSICAL CAPACITY

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS		
BASIC ABILITIES Structured and supervised sessions	Balance & coordination movements	Execute
	Joints mobility & stability	Consolidate
	Amplitude & posture	
	Locomotor & objects skills - land	
	Locomotor & object skills - aquatic	Develop
	Duel & opposition skills	
ENDURANCE & CAPACITY	Aerobic endurance	Develop
	Aerobic power	Introduce
	Anaerobic endurance	
	Anaerobic power	Develop
	Reactive-endurance	
STRENGTH & POWER	Endurance strength	Consolidate
	Maximum strength	Develop
	Speed-strength & strength-speed (power)	
	Specific-strength	Introduce
	Endurance power	
	Core strength	Consolidate
SPEED & AGILITY	Land speed & agility	Consolidate
	Aquatics speed & agility	
	Movement arms & legs speed	
	Speed endurance	Develop
	Reactive agility	Consolidate
FLEXIBILITY	Functional range of motion	Execute
	Specific joints amplitude	Consolidate

TACTICAL & TECHNICAL SKILLS

All technical/tactical skills should be highly consolidated and move to execute by the end of this stage. High-Performance coaches should provide quality feedback and year-round, customized high-intensity training programs. They are beginning to use specialists in areas such as strength and conditioning, sport psychology, and sport nutrition to further individualize their training. To increase the likelihood of future success, players must test their technical, tactical, physical and mental competencies in different circumstances and conditions.

TACTICAL SKILLS

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS				
AWARENESS	of the ball		Execute	
	of other players			
	open space			
	of the rules			
	of time (shot clock)			
	of the center			
	of the referee			
	of the score & end of game			
COMMUNICATION	Adaptation of tactics based on observations		Execute	
	with coach			Develop
	Seeking clarification			
	with teammates			Execute
	Relaying observations about other/own team			
Communicating your situation to teammates				
CODE OF CONDUCT	Fair play		Develop/Consolidate	
	Respect for teammates, coaches & officials			
OFFENSE	Offense vs. press		Execute	
	Offense vs. zone		Consolidate	
	Covering counter attack			
DEFENSE	Press	Press of the body	Execute	
		Press on the ball		
		Pressing the passing lanes		
		Pressing to kill time		
	Zone	Shallow zone	Consolidate	
		Deep zone		
		Gapping zone		
		Dynamic zone		
Press to zone & repress		Develop		
TRANSITIONING	from counter attack to offense		Consolidate	
	from counter defense to defense			
TRANSITION	6 on 6		Consolidate	
	1 on none		Execute	
	2 on 1			
	3 on 2			
	6 on 5		Develop/Consolidate	
	4 on 3			
	5 on 4			

TACTICAL SKILLS

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS		
POWER PLAY	4-2	Consolidate
	3-3	
PENALTY KILL	against 4-2	Consolidate
	against 3-3	
TACTICAL SCHEME	Tactical foundations	Consolidate
	Comprehension of different tactics	Develop/Consolidate
	Understanding individual role within tactical scheme	
	Adjust tactics based on observation	

TECHNICAL SKILLS

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS		
SWIMMING STROKES & SKILLS	Arms crawl - Legs flutter	Execute
	Arms crawl - Legs whipkick	
	Back stroke - Legs flutter	
	Back stroke - Legs whipkick	
	Breaststroke (training skill only)	
	Stop and go/stunting	
	Butterfly (training skill only)	
	Steal stroke	
	Press steal stroke	
	Knockdown stroke	
	Zig zag	
	90 degree turns	
	All types of directional changes	
Rollover		
LEGS AND SLIDING SKILLS	Whip kick (vertical & horizontal)	Execute
	Eggbeater (vertical & horizontal)	
	Jumping (vertical & horizontal)	
	Flutter kick	
	Spyder	
	Basic body position for defence	
	Reverse bicycle	
	Jumping over legs	Consolidate/Execute
	Jumping over legs to steal (low/high)	Execute
	Jumping over legs to block	Consolidate/Execute
	Jumping over catch lob	Execute
	Counter rotation	Execute
	Balance skills	
	Blocking	
Attack blocking	Consolidate/Execute	



TECHNICAL SKILLS

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS		
BASIC BALL HANDLING SKILLS	Front crawl with ball in front	Execute
	Front crawl with ball in hand	
	Back crawl with ball in hand	
	Picking up the ball in vertical position	
	Picking up the ball from swimming position	
	Changing directions with ball	
	Different slides with ball	
	Protecting the ball in diagonal position	
BASIC BODY POSITION FOR SHOOTING	Freestyling with ball	Consolidate/Execute
	Arch body position	Execute
	Two hands on ball	
	Free arm behind back	
	Standard shooting position	
	Zig zag in shooting position	Develop/Consolidate
	ROM (range of motion)	
	Opening shooting lanes for shooting through leaning	
Opening shooting lanes for shooting through jumping		
PASSING & RECEIVING	Face to face (1-2-3-4 motion)	Execute
	Wet passes to center	
	Side by side passing (positive & negative)	
	Jumping and passing	
	Passing and swimming	
	Sliding & passing	
	Receiving bad passes	Develop/Consolidate
	Long distance passing	
	Passing with fake	Execute
	Roll away against press	
	Layout against press	
	Step away against press	
Acceleration passing	Develop/Consolidate	
SHOOTING	Tempo shooting (no pass)	Execute
	Shooting with fakes	
	Shooting from horizontal body position	
	Shooting around block (lean)	
	Shooting around block (jump)	
	Shooting from a pass	
	6m direct shot (how to get position)	Consolidate
	Heszi shot	
	Jump back from defender	
Finishing in close	Develop/Consolidate	

TECHNICAL SKILLS

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS			
INDIVIDUAL TACTICS	Offensive Duels	Basic positioning for perimeter	Execute
		Creating space to receive ball	
		How to guard space	
		How to perform layout against defender	
		How to "spin" defender	
		Swimming with contact	
	Offensive Duels	How to post up	Develop/Consolidate
		How to start a drive	
		Picks and blocks	
	Defensive Duels	How to control a player	Execute
		How to perform a foul	
		How to steal the ball	
How to defend a driver			
Swimming with contact			
How to pressure the ball			
CENTER FORWARD	Guarding space (whip kick & eggbeater)		Execute
	How to get position		
	Snapping to ball		
	How to spin (positive & negative)		
	Layout finish		
	Backhand finish		
	Sweep shot finish		
	T-formation finish		
	"Dunk" finish		
	Turn negative		
2M GUARD	Proper body position		Execute
	Changing sides of center		
	Challenging the pass		
	How to get in front		
	Counter spin		
	How to stop backhand		
	Recover from hips down		
	Recover to grab		
	Pushing from behind		

TECHNICAL SKILLS

TRAIN TO COMPETE > MALE 16-19 YEARS / FEMALE 15-18 YEARS		
GOALTENDER	Ready position arms in	Execute
	Ready position arms out	
	Steals	Develop/Consolidate
	Straight shot save	Execute
	Skip shot save	
	Bunny saves	
	Long lob saves	Develop/Consolidate
	Short lob saves	
	Short slides	Execute
	Long slides	
Reacting to fakes	Develop/Consolidate	

TRAIN TO COMPETE THRESHOLD

Before moving on to the Learn to Win stage, athletes need to have developed all of the necessary swimming strokes & skills, legs & sliding skills and ball handling skills, as well as be able to perform a wide variety of shots. It is also crucial for these athletes to have developed the ability to shoot off balance and open their shooting lanes effectively. Athletes who have strong foundations in any position's techniques should be comfortable and know the roles and responsibilities of each position as well as how to perform them technically. Athletes should have developed the ability to guard space effectively off of drives and be comfortable with picks, blocks and T-formation. Tactically, athletes should know the basics of zone, especially when and why to implement a zone and how to beat a zone. They should also be comfortable with different types of offensive movements, including driving for space and driving to score. For powerplay, athletes should be familiar with rotating from 4-2 to 3-3 and 3-3 to 4-2, as well as how to defend either formation in man down.





LEARN TO WIN

ABOUT

The Learn to Win stage of the LTDSFA Framework is an important stage in WPC's Podium Pathway (High-Performance programming), especially in bridging the gap between club programming, provincial programming and the National Team programming (AGNTs and SNTs). During the Learn to Win stage, athletes must demonstrate that they have acquired the abilities needed to perform skills at the consolidate, execute or maintain phases of skill development. For many athletes at this stage it is a transition period in their life, as they move away from home for the first time and are attempting to juggle increased training and competition demands with post-secondary education and/or work responsibilities. Athletes who reach this level, train and compete year-round in both a domestic and international capacity. They continue to develop and hone techniques and strategies to aid in navigating their increased sport and life obligations. Coaches of this stage should ensure that they emphasize position specific training for each of their athletes and how it is incorporated into the team environment. They should be teaching complex tactics that are contingent on reading and reacting to the opponent's formations.

There are a number of training and competition options available for athletes who reach this level, some of which include: training at the Institut National du Sport du Québec (INSQ) in Montreal, training in one of the regional training centres, playing professional water polo abroad, attending a post-secondary educational institution or competing with a club team in the NCL's Senior (formerly MLWP) age group category.

ATHLETES

Athletes who compete at this level train and compete year round and are typically men, approximately 19 to 25 years old and women, approximately 18 to 23 years old.

Water polo competitions associated with the Learn to Win stage include National Finals (NCL Senior League), Provincial Teams, AGNT level competitions, FISU Games, Pro leagues and Varsity/NCAA programs.

SEASON STRUCTURE

- Ideal Competition/Training Ratio recommended by Sport for Life: 60%/40%
- Pre- Season: 6 weeks
- Competitive Season: 44 weeks
 - Formalized competitions.
 - National Championship League (NCL) run by WPC
 - National Finals (Senior)
 - International Competitions
 - Professional Leagues
 - Varsity/NCAA programs
 - Age Group National Team competitions,
 - RDC/Provincial Team Games (TBD)
- Sport-specific activities/week: 9 to 15 practices/week year round.
 - Excellence Pathway: 8 – 11 water polo sessions including dryland totaling 20-25 hours/week and 4 dryland sessions totaling 6 hours/week.

LEARN TO WIN - SENIOR (23U)																																																												
MONTHS	SEPT					OCT					NOV					DEC					JAN					FEB					MAR					APR					MAY					JUN					JUL					AUG				
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52								
COMPETITION	23U - SENIOR LEAGUE & NATIONAL TEAM PROGRAMMING											Senior League					Senior League					Senior League					National Champs					National Champs					International calendar Senior and Junior National teams centralize					International Competitions																		
	23U - UNIVERSITY/CITY LEAGUES & NATIONAL TEAM PROGRAMMING						University and City Leagues					University and City Leagues					University and City Leagues					University Champs					University Champs					National Champs					International calendar Senior and Junior National teams centralize					International Competitions																		
	23U - UNIVERSITY/CITY LEAGUES						University and City Leagues					University and City Leagues					University and City Leagues					University Champs					University Champs					National Champs					International calendar Senior and Junior National teams centralize					International Competitions																		
	23U - UNIVERSITY/CITY LEAGUES, SENIOR LEAGUE & NATIONAL TEAM PROGRAMMING						University and City Leagues					Senior League					University and City Leagues and Senior League					University Champs					Senior League					National Champs					International calendar Senior and Junior National teams centralize					International Competitions																		

LEARN TO WIN - COMPETITIVE FOR LIFE (23+)																																																												
MONTHS	SEPT					OCT					NOV					DEC					JAN					FEB					MAR					APR					MAY					JUN					JUL					AUG				
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52								
COMPETITION											Senior League					Senior League					Senior League					Senior League					National Champs					National Champs					Summer Programming (if applicable)																			

General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period

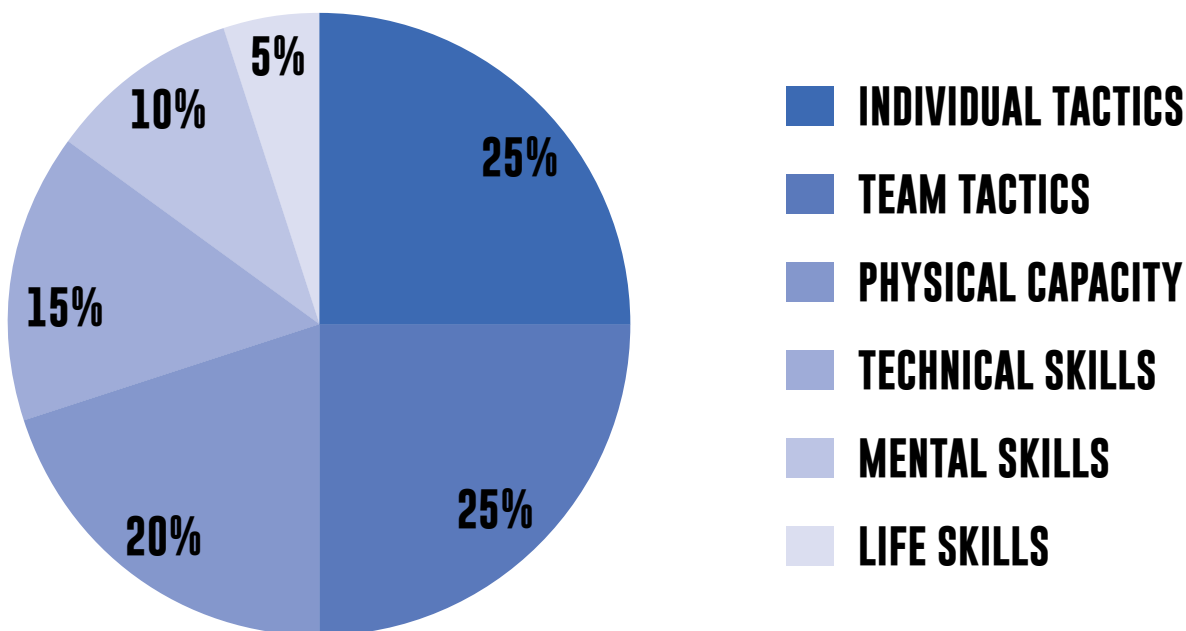
COMPETITION

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS				
AGE GROUP	DIMENSION OF POOL	NUMBER OF PLAYERS/TEAM	MODIFIED RULES/CONSTRAINTS	EXAMPLES OF IMPORTANT COMPETITIONS
19U	Competition Area: 30m x 20m	Maximum: 15 players (7 in the water)	<ul style="list-style-type: none"> • 8 min quarters • Two time outs per game • 30 second shot clock (no changes during power-play) 	Provincial League, NCL and NCL Finals
SENIOR	Competition Area: 30m x 20m	Maximum: 15 players (7 in the water)	<ul style="list-style-type: none"> • 8 min quarters • Two time outs per game • 30 second shot clock (no changes during power-play) 	University Leagues, NCL and NCL Finals, Masters Programs, FINA Masters World Championships

TIPS FOR LEARN TO WIN PROGRAM PLANNING

1. Develop a periodized annual practice and competition plan to outline important training and competition phases to ensure that you are optimizing your programs for your athletes and teams.
2. Schedule regular evaluation periods to provide feedback to your individual athletes. Use the data to help drive both individualized training plans and to update your annualized plan.
3. Schedule regular times to discuss your athletes goals and help them to build action plans to achieve them.
4. Continue to consolidate position specific skills while continuing to train other positions on a reduced quantity.
5. Encourage the development of auxiliary skill components, such as visualization, setting tournament goals and recovery, required for high-performance athletes.
6. Athletes should be offered access to external support services offered by sport professionals including but not limited to sport psychologists, physiotherapists, nutritionists and strength and conditioning coaches.
7. Drill and skills should be a direct reflection of situations that athletes will see in games.
8. Build strategies to utilize your drills as activities that effectively train various energy systems.

THE FIVE-SEGMENT MODEL GRAPHIC



SLEEP, REST AND RECOVERY

- Sleep Duration: 8-10 hours
 - Focus on reducing sleep debt.
 - Avoid technology before bed.
 - If your sleep is poor, seek help.
- Rest: 30 minute nap between 2pm and 4pm
- Practice good sleep hygiene
- Recovery: directly post-practice rehydrate and replenish your food stores.

IMPORTANT NOTE

Female athletes should be educated about sound nutrition, the need for energy balance to support training and the risk posed by the female athlete triad including information about resources available to them if there are concerns about disordered eating or potential eating disorders.

LIFE SKILLS

PERSONAL ATTRIBUTES

- Athletes refine their role and accept to be attributed other roles that are best for the team.
- Athletes embrace individual differences and understand the benefits of differences within a team.
- Athletes are making sound decisions to manage their schedule and keep a balance between their various engagements.
- Athletes are deciding which social media platforms they will use, how they will use them and what information, photos and videos they will share.

MORAL DEVELOPMENT

- Athletes compete internationally, following the rules and respecting their opponents to be honorable representatives of their country.
- Understands the options/processes available to self and other athletes who are bullied or forced to take part in degrading initiations.
- Can accurately assess the consequences of alternate solutions for self and others.

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS		
PERSONAL ATTRIBUTES	Develop autonomy	Integrated Psychology Matrix
	Self-esteem	
	Conflict resolution	
	Leadership skills	
	Establishing one's own role in sport	
MORAL DEVELOPMENT	Awareness of diversity	Execute
	Organisational skills	
	Understand rules	Maintain
RELATIONSHIPS	Develop empathy	Execute
	Make ethical decisions	
	with adults	Integrated Psychology Matrix
with teammates		
HEALTH MANAGEMENT	Injury prevention strategies	Execute
	Pre- and post-training habits	

PSYCHOLOGICAL SKILLS

FUNDAMENTAL COMPETENCIES

- **Motivation**
 - Refine intrinsic motivation through the identification of meaningful purpose supporting the reason for being a full-time athlete.
- **Confidence**
 - Learn to maintain confidence even after setbacks through team support systems and effort expenditure.
 - Use motivational mental imagery to help athletes imagine themselves performing in their optimal states to achieve team goals. This can be supported by a recorded script that athletes can listen to when they want to boost their confidence.
- **Resilience**
 - Encourage athletes to get out of their comfort zone in a supportive environment to develop their tolerance to discomfort and expand their capacity to deal with a broad range of challenges.

SELF-REGULATION COMPETENCIES

- **Attention**
 - Integrate distractions and pressure as part of decision-making drills to develop the capacity to ignore external and internal distractions and fully pay attention to the play at hand.
 - Use video occlusion training to test athlete capacity to identify cues and recognize patterns quickly and accurately to make the best possible decision.
- **Awareness**
 - Athletes recognize when they are distracted by thoughts or emotions and can rapidly bring their attention back to the task at hand.
- **Stress**
 - Refine strategies to help athletes deal with new stressors such as representing Canada on the international stage and deal with the media.
- **Arousal and emotions**
 - Encourage athletes to embrace emotional experiences and learn to use emotions to optimize their performance.

INTERPERSONAL COMPETENCIES

- **Teamwork**
 - Refining team attributes and team regulation processes
- **Communication**
 - Refine capacity to express emotions in front of the team in a constructive manner and support teammates when they are experiencing tough emotions.
- **Athlete-coach relationship**
 - Complementarity is developed between coaches and athletes which means that they know when their behaviors must be corresponding and when it must be reciprocal (e.g., coaches instruct while athletes execute).
- **Leadership**
 - Some teams might want to adopt a shared leadership model where several players within a team are responsible for various leadership roles, which can be performed by a variety of formal and informal leaders within a team.

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS		
FUNDAMENTAL COMPETENCIES	Motivation	Execute
	Confidence	
	Resilience	
SELF-REGULATION COMPETENCIES	Attention	Execute
	Awareness	
	Stress	
	Activation and emotions	Consolidate
INTERPERSONAL COMPETENCIES	Teamwork	Execute
	Communication	Consolidate
	Athlete-coach relationship	
	Leadership	

PHYSICAL CAPACITY

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS		
BASIC ABILITIES	Balance & coordination movements	Maintain
	Joints mobility & stability	
	Amplitude & posture	
	Locomotor & objects skills - land	Execute
	Locomotor & object skills - aquatic	
	Duel & opposition skills	Consolidate
ENDURANCE & CAPACITY	Aerobic endurance	Consolidate
	Aerobic power	Execute
	Anaerobic endurance	Develop
	Anaerobic power	Execute
	Reactive-endurance	Consolidate
STRENGTH & POWER	Endurance strength	Maintain
	Maximum strength	Consolidate
	Speed-strength & strength-speed (power)	
	Specific-strength	Develop
	Endurance power	Execute
	Core strength	
SPEED & AGILITY	Land speed & agility	Execute
	Aquatics speed & agility	
	Movement arms & legs speed	
	Speed endurance	Consolidate
	Reactive agility	Execute
FLEXIBILITY	Functional range of motion	Maintain
	Specific joints amplitude	Execute



TACTICAL & TECHNICAL SKILLS

All technical/tactical skills should be highly consolidated and move to execute by the end of this stage. High-Performance coaches should provide quality feedback and year-round, customized high-intensity training programs. They are beginning to use specialists in areas such as strength and conditioning, sport psychology, and sport nutrition to further individualize their training. To increase the likelihood of future success, players must test their technical, tactical, physical and mental competencies in different circumstances and conditions.

TACTICAL SKILLS

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS			
AWARENESS	of the ball		Maintain
	of other players		
	open space		
	of the rules		
	of time (shot clock)		
	of the center		
	of the referee		
	of the score & end of game		
COMMUNICATION	Adaptation of tactics based on observations		Consolidate
	with coach		
	Seeking clarification		
	with teammates		
	Relaying observations about other/own team		
CODE OF CONDUCT	Communicating your situation to teammates		Execute
	Fair play		Consolidate
Respect for teammates, coaches & officials			
OFFENSE	Offense vs. press		Maintain
	Offense vs. zone		Execute
	Covering counter attack		
DEFENSE	Press	Press of the body	Maintain
		Press on the ball	
		Pressing the passing lanes	
		Pressing to kill time	
	Zone	Shallow zone	Execute
		Deep zone	
		Gapping zone	
		Dynamic zone	
Press to zone & repress		Consolidate	
TRANSITIONING	from counter attack to offense		Execute
	from counter defense to defense		
TRANSITION	6 on 6		Consolidate/Execute
	1 on none		Maintain
	2 on 1		
	3 on 2		Execute
	6 on 5		
	4 on 3		
	5 on 4		

TACTICAL SKILLS

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS		
POWER PLAY	4-2	Execute
	3-3	
PENALTY KILL	against 4-2	Execute
	against 3-3	
TACTICAL SCHEME	Tactical foundations	Execute
	Comprehension of different tactics	
	Understanding individual role within tactical scheme	
	Adjust tactics based on observation	

TECHNICAL SKILLS

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS		
SWIMMING STROKES & SKILLS	Arms crawl - Legs flutter	Maintain
	Arms crawl - Legs whipkick	
	Back stroke - Legs flutter	
	Back stroke - Legs whipkick	
	Breaststroke (training skill only)	
	Stop and go/stunting	
	Butterfly (training skill only)	
	Steal stroke	
	Press steal stroke	
	Knockdown stroke	
	Zig zag	
	90 degree turns	
	All types of directional changes	
	Rollover	
LEGS AND SLIDING SKILLS	Whip kick (vertical & horizontal)	Maintain
	Eggbeater (vertical & horizontal)	
	Jumping (vertical & horizontal)	
	Flutter kick	
	Spyder	
	Basic body position for defence	
	Reverse bicycle	
	Jumping over legs	
	Jumping over legs to steal (low/high)	
	Jumping over legs to block	
	Jumping over catch lob	
	Counter rotation	
	Balance skills	
	Blocking	
Attack blocking		



TECHNICAL SKILLS

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS		
BASIC BALL HANDLING SKILLS	Front crawl with ball in front	Maintain
	Front crawl with ball in hand	
	Back crawl with ball in hand	
	Picking up the ball in vertical position	
	Picking up the ball from swimming position	
	Changing directions with ball	
	Different slides with ball	
	Protecting the ball in diagonal position	
	Freestyling with ball	
BASIC BODY POSITION FOR SHOOTING	Arch body position	Maintain
	Two hands on ball	
	Free arm behind back	
	Standard shooting position	
	Zig zag in shooting position	Execute/Maintain
	ROM (range of motion)	
	Opening shooting lanes for shooting through leaning	
	Opening shooting lanes for shooting through jumping	
PASSING & RECEIVING	Face to face (1-2-3-4 motion)	Maintain
	Wet passes to center	
	Side by side passing (positive & negative)	
	Jumping and passing	
	Passing and swimming	
	Sliding & passing	
	Receiving bad passes	Execute/Maintain
	Long distance passing	
	Passing with fake	Maintain
	Roll away against press	
	Layout against press	
	Step away against press	
	Acceleration passing	Execute
SHOOTING	Tempo shooting (no pass)	Maintain
	Shooting with fakes	
	Shooting from horizontal body position	
	Shooting around block (lean)	Execute/Maintain
	Shooting around block (jump)	
	Shooting from a pass	
	6m direct shot (how to get position)	
	Heszi shot	Maintain
	Jump back from defender	
Finishing in close		
	Execute	

TECHNICAL SKILLS

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS				
INDIVIDUAL TACTICS	Offensive Duels	Basic positioning for perimeter	Maintain	
		Creating space to receive ball		
		How to guard space		
		How to perform layout against defender		
		How to "spin" defender		
		Swimming with contact		
	Defensive Duels	How to post up	Execute	
		How to start a drive		
		Picks and blocks		
		How to control a player		Maintain
		How to perform a foul		
		How to steal the ball		
How to defend a driver				
Swimming with contact				
How to pressure the ball				
CENTER FORWARD	Guarding space (whip kick & eggbeater)		Maintain	
	How to get position			
	Snapping to ball			
	How to spin (positive & negative)			
	Layout finish			
	Backhand finish			
	Sweep shot finish			
	T-formation finish			
	"Dunk" finish			
	Turn negative			
2M GUARD	Proper body position		Maintain	
	Changing sides of center			
	Challenging the pass			
	How to get in front			
	Counter spin			
	How to stop backhand			
	Recover from hips down			
	Recover to grab			
	Pushing from behind			

TECHNICAL SKILLS

LEARN TO WIN > MALE 19-25 YEARS / FEMALE 18-23 YEARS		
GOALTENDER	Ready position arms in	Maintain
	Ready position arms out	
	Steals	Execute/Maintain
	Straight shot save	Maintain
	Skip shot save	
	Bunny saves	
	Long lob saves	Execute/Maintain
	Short lob saves	
	Short slides	Maintain
	Long slides	
	Reacting to fakes	Execute/Maintain

LEARN TO WIN THRESHOLD

At this stage, athletes should be executing and consolidating most of their skills. Focusing primarily on situational experiences to understand the nuances within tactics. Athletes should have a high degree of tactical knowledge which allows their team to adapt accordingly to their opponent's strategies.





TRAIN TO WIN

ABOUT

The Train to Win stage of the LTDSFA Framework is the highest level an athlete can reach in their sport development. This stage is directly associated with and incumbent by international podium results. Athletes who reach this level have an extensive understanding of and proficiency in each skill within the five skill components. Although these athletes have shown and proven their talent, the notion of maintenance is key throughout this stage.

During the Train to Win stage, athletes are expected and required to perform their acquired skills consistently and in highly competitive and stressful game situations. It is imperative these athletes have strong foundations in the five skill components to be a reliable and effective athlete. In addition, athletes are obligated to take responsibility for their performance and seek support and guidance from the appropriate coach, staff member or Integrated Support Team expert (physiotherapist, massage therapist, strength and conditioning coach, mental performance consultant, nutritionist and physician) when necessary.

Athletes who compete at this level are typically members of the Men's National Water Polo Team or the Women's National Water Polo Team, training and competing year round. These athletes are men, approximately 25 years old and older and women, approximately 23 years old and older. In the sport of water polo, athletes who compete at the Train to Win stage are either training at the Institut National du Sport du Québec (INSQ) in Montreal, training in one of many regional training centres, playing professional water polo abroad, attending a post-secondary educational institution or competing with a club team in the NCL's Senior (previously MLWP) age group category.

Water polo competitions associated with the Train to Win stage include a variety of international events such as the Olympic Games, World Championships, World League Super Finals, the Pan American Games and World Cup.

SEASON STRUCTURE

- Ideal Competition/Training Ratio recommended by Sport for Life: 70%/30%
- Pre- Season: 6 weeks
- Competitive Season: 44 weeks
 - Formalized competitions.
 - National Championship League (NCL) run by WPC
 - National Finals (Senior)
 - International Competitions
 - Professional Leagues
 - Varsity/NCAA
 - World Championships
 - World League Super Final
 - World Cup
 - Pan American Games
 - Olympic Games
- Sport-specific activities/week: 9 to 15 practices/week year round.
 - Excellence Pathway: 8 – 11 water polo sessions including dryland totaling 20-25 hours/week and 4 dryland sessions totaling 6 hours/week.

TRAIN TO WIN - NATIONAL TEAM PROGRAM DOMESTIC TRAINING (NON-OLYMPIC YEAR)																																																				
MONTHS	SEPT			OCT			NOV			DEC			JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG																		
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION				University and City Leagues			Senior League			University and City Leagues and Senior League			University Champs			Senior League			National Champs			International calendar Senior and Junior National teams centralize			International Competitions																											

TRAIN TO WIN - NATIONAL TEAM PROGRAM DOMESTIC TRAINING (OLYMPIC YEAR)																																																				
MONTHS	SEPT			OCT			NOV			DEC			JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG																		
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION							Senior League			Senior League			Senior League			Senior League			National Champs			International calendar Senior and Junior National teams centralize			International Competitions																											

NOTE Athletes competing in the NCAA south of the border or in various other foreign leagues who have been listed on the Senior National Team Talent Pool will be expected to report to the NTC during their offseason, or at any period required by the SNT in preparation for program events.

General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period

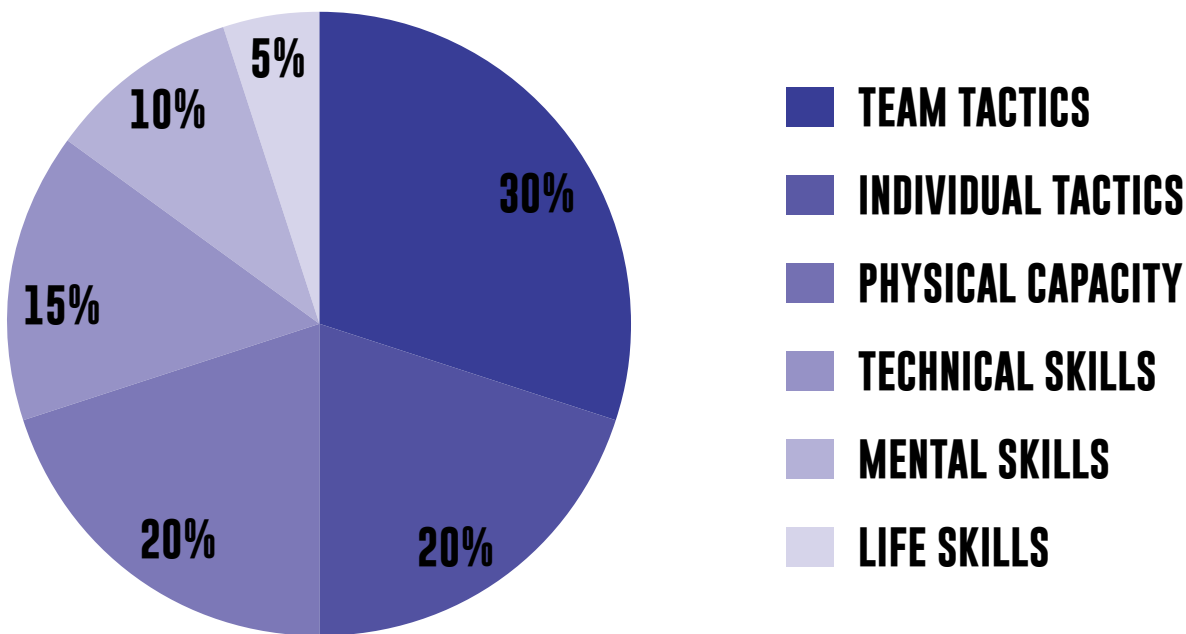
COMPETITION

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS				
AGE GROUP	DIMENSION OF POOL	NUMBER OF PLAYERS/TEAM	MODIFIED RULES/CONSTRAINTS	EXAMPLES OF IMPORTANT COMPETITIONS
AGNT	Competition Area: Women 25m x 20m Men 30m x 21m	Maximum: 11-15 players (7 in the water)	<ul style="list-style-type: none"> 8 min quarters Two time outs per game 30 second shot clock (no changes during power-play) 	University Leagues, NCL and NCL Finals, FISU, Junior Pan Ams, Junior Worlds, Youth Pan Ams, Youth World, Pan American Games, Professional Leagues
SENIOR NATIONAL TEAM	Competition Area: Women 25m x 20m Men 30m x 21m	Maximum: 11-15 players (7 in the water)	30 second shot clock (20 second shot clock for powerplays, rebounds and corner throws)	University Leagues, NCL and NCL Finals, Pan Ams, World Championships, Olympics, World League Super Final, Professional Leagues

TIPS FOR TRAIN TO WIN PROGRAM PLANNING

1. Develop a periodized annual practice and competition plan to outline important training and competition phases to ensure that you are optimizing your programs for your athletes and teams.
2. Schedule regular evaluation periods to provide feedback to your individual athletes. Use the data to help drive both individualized training plans and to update your annualized plan.
3. Utilize all games and tournaments as an opportunity to identify gaps and create action plans to address them.
4. Schedule regular times to discuss your athletes goals and help them to build action plans to achieve them.
5. All drills and activities should be a direct reflection of situations that would be seen in games.
6. Your weekly microcycles should include individualized training plans where athletes can work on position specific details.
7. Athletes should be provided regular access to external support services offered by sport professionals including but not limited to sport psychologists, physiotherapists, nutritionists and strength and conditioning coaches.
8. Build in effective transition periods to your training to avoid the monotony of long training periods without competition.

THE FIVE-SEGMENT MODEL GRAPHIC



SLEEP, REST & RECOVERY

- Sleep Duration: 8-10 hours
- Rest: 30 minute nap between 2pm and 4pm
- Focus on reducing sleep debt
- Avoid technology before bed
- If your sleep is poor, seek help.
- Practice good sleep hygiene
- Recovery: directly post-practice rehydrate and replenish your food stores.

IMPORTANT NOTE

Female athletes should be educated about sound nutrition, the need for energy balance to support training and the risk posed by the female athlete triad including information about resources available to them if there are concerns about disordered eating or potential eating disorders.

LIFE SKILLS

PERSONAL ATTRIBUTES

- Find balance between sport commitments and important interpersonal relationships.
- Consider using their public position to advance important causes such as anti-racism, safeguarding in sport, or environmental protection.
- Athletes manage the demands from media and external organizations and skillfully use social media to advance their career and our sport.
- Start preparations for life after high-performance sport

MORAL DEVELOPMENT

- Makes decisions based on what is right, rather than what is in their own best interest.
- Athletes are well respected internationally and express their sportsmanship clearly by their clear actions in giving back to their sport.

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS		
PERSONAL ATTRIBUTES	Develop autonomy	Integrated Psychology Matrix
	Self-esteem	
	Conflict resolution	
	Leadership skills	
	Establishing one's own role in sport	Maintain
	Awareness of diversity	
Organisational skills		
MORAL DEVELOPMENT	Understand rules	Maintain
	Develop empathy	
	Make ethical decisions	
RELATIONSHIPS	with adults	Integrated Psychology Matrix
	with teammates	
HEALTH MANAGEMENT	Injury prevention strategies	Execute
	Pre- and post-training habits	

PSYCHOLOGICAL SKILLS

FUNDAMENTAL COMPETENCIES

- **Motivation**
 - Meaningful and varied challenges are presented to athletes to push performance and maintain their motivation to train.
- **Confidence**
 - Confidence is maintained through the identification of small victories everyday.
 - Mental imagery techniques are well integrated and used based upon needs.
- **Resilience**
 - Resilience continues to grow through unexpected adversity and manipulated challenges. Support can still be provided to ensure optimal skills are developed by athletes when they navigate adversity.

SELF-REGULATION COMPETENCIES

- **Attention**
 - Complex decision-making scenarios that slightly surpass game reality are designed to overwhelm players' cognitive resources and optimize their attentional capacity.
 - Practice under fatigue and pressure is also recommended to stretch players' attentional capacity.
 - Neurotracker and virtual reality technologies can be used to enhance players' sustained and flexible attention without taxing the body.
- **Awareness**
 - Athletes are fully aware of their physiological, cognitive, and emotional responses to various situations and can regulate them when needed (knowing when to ask for help and seeking it).
- **Stress**
 - Preparation strategies as well as coping strategies are well integrated and used at the right time to deal with stressors effectively and optimize performance.
- **Arousal and Emotions**
 - Athletes must learn to balance their life and deal with all sorts of emotions that are not always related to sport but that can interfere if not well addressed.

INTERPERSONAL COMPETENCIES

- **Teamwork**
 - Dealing effectively with long lasting relationships between players which can present both pros and cons.
 - Stimulating a deep understanding of each other within the team.
- **Communication**
 - Open and effective communication systems are established between players, coaches, and staff members to address issues as soon as they arise to avoid useless distraction.
- **Athlete-coach relationship**
 - Coaches and athletes share interdependent feelings, thoughts, and behaviours highlighting the degree to which they have a common ground (i.e. "on the same page").
- **Leadership**
 - Leadership style stabilizes while remaining dynamic and adapted to the change within the team.
 - Knowing when to be a leader and when to be a follower

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS		
FUNDAMENTAL COMPETENCIES	Motivation	Maintain
	Confidence	
	Resilience	
SELF-REGULATION COMPETENCIES	Attention	Maintain
	Awareness	
	Stress	Execute
	Activation and emotions	
INTERPERSONAL COMPETENCIES	Teamwork	Execute
	Communication	
	Athlete-coach relationship	
	Leadership	

PHYSICAL CAPACITY

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS		
BASIC ABILITIES	Balance & coordination movements	Maintain
	Joints mobility & stability	
	Amplitude & posture	
	Locomotor & objects skills - land	Execute
	Locomotor & object skills - aquatic	
	Duel & opposition skills	Maintain
ENDURANCE & CAPACITY	Aerobic endurance	Maintain
	Aerobic power	Execute
	Anaerobic endurance	
	Anaerobic power	Maintain
	Reactive-endurance	Execute
STRENGTH & POWER	Endurance strength	Maintain
	Maximum strength	
	Speed-strength & strength-speed (power)	Execute
	Specific-strength	Consolidate
	Endurance power	Execute
	Core strength	Maintain
SPEED & AGILITY	Land speed & agility	Maintain
	Aquatics speed & agility	
	Movement arms & legs speed	
	Speed endurance	Execute
	Reactive agility	Maintain
FLEXIBILITY	Functional range of motion	Maintain
	Specific joints amplitude	



TACTICAL & TECHNICAL SKILLS

At this stage, all aspects of training and preparation are geared towards winning at the Pan American Games, World Championships and Olympics. As a result, training plans are multi-year and designed to allow athletes to peak at critical times. Athletes train with help from an Integrated Support Team, led by the National Team head coach.

TACTICAL SKILLS

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS			
AWARENESS	of the ball		Maintain
	of other players		
	open space		
	of the rules		
	of time (shot clock)		
	of the center		
	of the referee		
	of the score & end of game		
Adapatation of tactics based on observations			
COMMUNICATION	with coach		Execute
	Seeking clarification		
	with teammates		Maintain
	Relaying observatons about other/own team		
Communicating your situation to teammates			
CODE OF CONDUCT	Fair play		Execute
	Respect for teammates, coaches & officials		
OFFENSE	Offense vs. press		Maintain
	Offense vs. zone		
	Covering counter attack		
DEFENSE	Press	Press of the body	Maintain
		Press on the ball	
		Pressing the passing lanes	
		Pressing to kill time	
	Zone	Shallow zone	Maintain
		Deep zone	
		Gapping zone	
		Dynamic zone	
Press to zone & repress		Execute	
TRANSITIONING	from counter attack to offense		Maintain
	from counter defense to defense		
TRANSITION	6 on 6		Execute
	1 on none		Maintain
	2 on 1		
	3 on 2		
	6 on 5		
	4 on 3		
	5 on 4		

TACTICAL SKILLS

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS		
POWER PLAY	4-2	Execute
	3-3	
PENALTY KILL	against 4-2	Maintain
	against 3-3	
TACTICAL SCHEME	Tactical foundations	Maintain
	Comprehension of different tactics	
	Understanding individual role within tactical scheme	
	Adjust tactics based on observation	

TECHNICAL SKILLS

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS		
SWIMMING STROKES & SKILLS	Arms crawl - Legs flutter	Maintain
	Arms crawl - Legs whipkick	
	Back stroke - Legs flutter	
	Back stroke - Legs whipkick	
	Breaststroke (training skill only)	
	Stop and go/stunting	
	Butterfly (training skill only)	
	Steal stroke	
	Press steal stroke	
	Knockdown stroke	
	Zig zag	
	90 degree turns	
	All types of directional changes	
	Rollover	
LEGS AND SLIDING SKILLS	Whip kick (vertical & horizontal)	Maintain
	Eggbeater (vertical & horizontal)	
	Jumping (vertical & horizontal)	
	Flutter kick	
	Spyder	
	Basic body position for defence	
	Reverse bicycle	
	Jumping over legs	
	Jumping over legs to steal (low/high)	
	Jumping over legs to block	
	Jumping over catch lob	
	Counter rotation	
	Balance skills	
	Blocking	
Attack blocking		



TECHNICAL SKILLS

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS		
BASIC BALL HANDLING SKILLS	Front crawl with ball in front	Maintain
	Front crawl with ball in hand	
	Back crawl with ball in hand	
	Picking up the ball in vertical position	
	Picking up the ball from swimming position	
	Changing directions with ball	
	Different slides with ball	
	Protecting the ball in diagonal position	
	Freestyling with ball	
BASIC BODY POSITION FOR SHOOTING	Arch body position	Maintain
	Two hands on ball	
	Free arm behind back	
	Standard shooting position	
	Zig zag in shooting position	
	ROM (range of motion)	
	Opening shooting lanes for shooting through leaning	
	Opening shooting lanes for shooting through jumping	
PASSING & RECEIVING	Face to face (1-2-3-4 motion)	Maintain
	Wet passes to center	
	Side by side passing (positive & negative)	
	Jumping and passing	
	Passing and swimming	
	Sliding & passing	
	Receiving bad passes	
	Long distance passing	
	Passing with fake	
	Roll away against press	
	Layout against press	
	Step away against press	
	Acceleration passing	
SHOOTING	Tempo shooting (no pass)	Maintain
	Shooting with fakes	
	Shooting from horizontal body position	
	Shooting around block (lean)	
	Shooting around block (jump)	
	Shooting from a pass	
	6m direct shot (how to get position)	
	Heszi shot	
	Jump back from defender	
Finishing in close		

TECHNICAL SKILLS

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS			
INDIVIDUAL TACTICS	Offensive Duels	Basic positioning for perimeter	Maintain
		Creating space to receive ball	
		How to guard space	
		How to perform layout against defender	
		How to "spin" defender	
		Swimming with contact	
		How to post up	
		How to start a drive	
		Picks and blocks	
	Defensive Duels	How to control a player	Maintain
		How to perform a foul	
		How to steal the ball	
		How to defend a driver	
		Swimming with contact	
How to pressure the ball			
CENTER FORWARD	Guarding space (whip kick & eggbeater)	Maintain	
	How to get position		
	Snapping to ball		
	How to spin (positive & negative)		
	Layout finish		
	Backhand finish		
	Sweep shot finish		
	T-formation finish		
	"Dunk" finish		
	Turn negative		
	2M GUARD		Proper body position
Changing sides of center			
Challenging the pass			
How to get in front			
Counter spin			
How to stop backhand			
Recover from hips down			
Recover to grab			
Pushing from behind			

TECHNICAL SKILLS

TRAIN TO WIN > MALE 25+ (20+) YEARS / FEMALE 23+ (18+) YEARS		
GOALTENDER	Ready position arms in	Maintain
	Ready position arms out	
	Steals	
	Straight shot save	
	Skip shot save	
	Bunny saves	
	Long lob saves	
	Short lob saves	
	Short slides	
	Long slides	
	Reacting to fakes	

TRAIN TO WIN THRESHOLD

Athletes should be executing and maintaining most of their skills. While still gathering situational tactical experience, athletes should have a full understanding of tactical theory and coaches should be designing their strategies for success.





ACTIVE FOR LIFE

The term Active for Life has a multitude of meanings within the sport context including allowing individuals to play and participate in sports and physical activity throughout their lives. The key element of Active for Life is that participants take part in our sport at the level and intensity of their choosing as their interests and physical capacities change with age.

This type of involvement can manifest in either a competitive or recreational capacity. Individuals can continue practicing and playing the sport in the Competitive for Life or Fit for Life categories of Active for Life and become a member of the sport community in an administrator, coach, official or volunteer capacity.

The Active for Life stage can be entered at any time after Learn to Train, however typical periods of entry include after the Learn to Train stage where a strong initial development of physical literacy has begun or following an athlete's time competing in one of the Podium Pathway stages (Train to Train, Train to Compete, Learn to Win or Train to Win). Two crucial elements of the Active for Life stage are the establishment of a positive atmosphere for the athletes and the notion that everyone can participate.

COMPETITIVE FOR LIFE

ABOUT

The Competitive for Life category of Active for Life allows athletes to train and compete in a more regular and structured manner. Athletes that enter this stream of Active for Life are typically individuals who have reached or competed at one or more stages in the Podium Pathway and as such have a higher degree of skill development than those participating in the Fit for Life stream. However, as stated previously, athletes with varying abilities can train and compete within this stage.

Water Polo Canada has created a Senior League category within our National Championship League that is tailored to athletes within the Competitive for Life category. Other sanctioned competitions fall under the Competitive for Life umbrella including provincial leagues, University leagues/competitions and Masters Competitions.

TIPS FOR COMPETITIVE FOR LIFE PROGRAM PLANNING

1. Develop a periodized annual practice and competition plan to outline important training and competition phases to ensure that you are optimizing your programs for your athletes and teams.
2. Schedule regular evaluation periods to provide feedback to your individual athletes. Use the data to help drive both individualized training plans and to update your weekly planning.
3. Schedule regular times to discuss your athletes goals and help them to build action plans to achieve them.
4. Encourage the development of auxiliary skill components, such as visualization, setting tournament goals and recovery, required for competitive athletes.
5. Athletes may have access or could seek out external support services offered by sport professionals including, but not limited to, sport psychologists, physiotherapists, nutritionists and strength and conditioning coaches.
6. Drills and skills should be a direct reflection of situations that athletes will see in games.
7. Build strategies to utilize your drills as activities that effectively train various energy systems.

FIT FOR LIFE

ABOUT

The Fit for Life category is directed towards those athletes who are interested in remaining active within the sport of water polo but who do not necessarily want to commit to hours of training and competing. This stream of Active for Life is a suitable option for those entering the sport at a later life stage or returning to the sport after an extended period of time. Many Canadian water polo clubs offer adult water polo programs as their Fit for Life category.

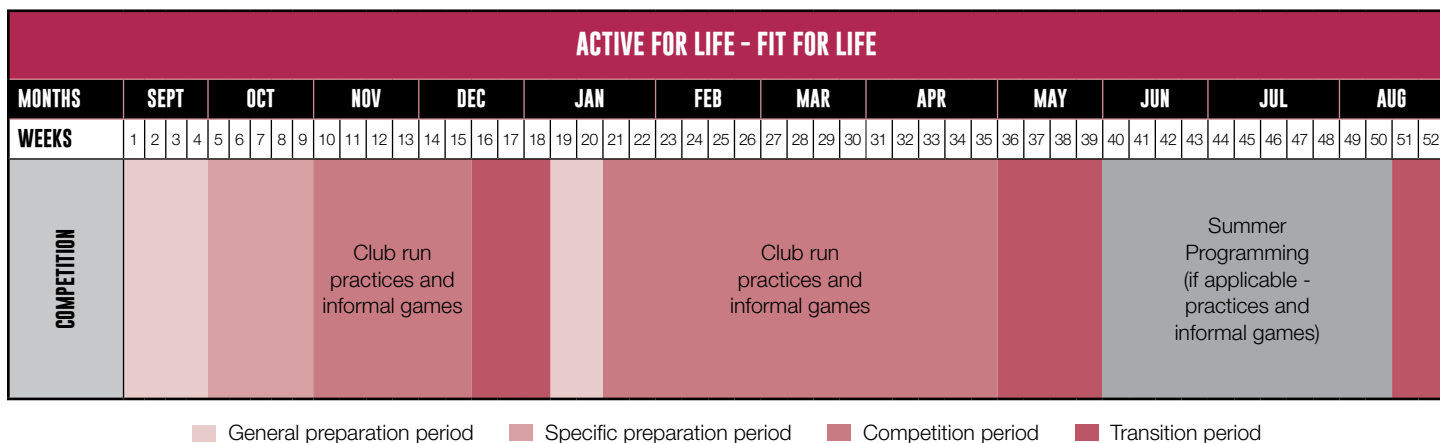
TIPS FOR FIT FOR LIFE PROGRAM PLANNING

1. Think of unique methods of incorporating skills into your lesson plans.
2. Ensure that the lesson plans are adaptable to be inclusive of all athlete skill levels.
3. Teach fundamental water polo specific skills (eggbeater, swimming with the ball, throwing, catching, shooting) and basic tactics essential to playing water polo.
4. Promote a FUN learning environment!

SEASON STRUCTURE

- Water Polo Canada recommends that clubs and PSOs offer three distinct seasons (Fall, Winter and Summer), each lasting between eight (8) to 10 weeks for the Fit for Life category of Active for Life.
- Ideal Competition/Training Ratio recommended by Sport for Life: 80%/20%*
- Pre- Season: 6 weeks/season
- Competitive Season:
 - Fit for Life: No Competitive Season
 - Competitive for Life: 20-32 weeks/season
 - National Finals (Senior)
- Sport-specific activities/week: 1-3 water polo sessions totaling 3-6 hours/week and optional dryland for 30min/day.
 - Competitive for Life: 2-4 sessions/week
 - Fit for Life: 1-2 sessions/week

*This ratio should be adapted as required based on the level of participants and Active for Life category (Competitive for Life or Fit for Life).



ACTIVE FOR LIFE - COMPETITIVE FOR LIFE																																																				
MONTHS	SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY			JUN			JUL			AUG										
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION	General preparation period				Specific preparation period				Senior League				Senior League				Senior League				Senior League				National Champs			Break period			Summer Programming (if applicable)																					

General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period

SLEEP, REST AND RECOVERY

- Sleep Duration: 7-9 hours
- Rest: 30 minute nap between 2pm and 4pm
- Get your sleep!
- Maintain meal routines and always eat breakfast
- Learn to nap
- Practice good sleep hygiene
- Recovery: directly post-practice rehydrate and replenish your food stores.

LIFE SKILLS

COMPETITIVE FOR LIFE > MALE & FEMALE 13+ YEARS		
PERSONAL ATTRIBUTES	Develop autonomy	Integrated Psychology Matrix
	Self-esteem	
	Conflict resolution	
	Leadership skills	
	Organisational skills	
RELATIONSHIPS	with adults	Integrated Psychology Matrix
	with teammates	
HEALTH MANAGEMENT	Injury prevention strategies	Maintain
	Pre- and post-training habits	

PHYSICAL CAPACITY

COMPETITIVE FOR LIFE > MALE & FEMALE 13+ YEARS		
BASIC ABILITIES	Balance & coordination movements	Maintain
	Joints mobility & stability	
	Amplitude & posture	
	Locomotor & object skills - aquatic	
ENDURANCE & CAPACITY	Aerobic endurance	Develop/Maintain
	Aerobic power	
STRENGTH & POWER	Endurance strength	Develop/Maintain
	Core strength	
FLEXIBILITY	Functional range of motion	Maintain

TACTICAL & TECHNICAL SKILLS

All water polo technical and tactical skills, physical capacities, mental skills and life skills are developed in the Active for Life stage to meet the individual needs and aspirations of the athletes involved.

ACTIVE FOR LIFE THRESHOLD

Athletes in this category enter the sport with a multitude of different skills and abilities. Coaches should help guide them through their weaknesses while celebrating their strengths. Tactical knowledge will vary, and appropriate programming should be available to them whether that is city league, provincial league, or NCL.



GLOSSARY

GENERAL

1. **Adolescence:** “is the period between childhood and adulthood. During this period, most body systems become adults in both structure and function. Structurally, adolescence begins with an increase in the rate of growth in stature, which marks the onset of the adolescent growth spurt. The rate of increase in height reaches a peak, begins to slow, and ends with the attainment of adult stature. Functionally, adolescence is usually viewed in terms of sexual maturation, which begins with changes in the neuroendocrine system prior to overt physical changes and terminates with the attainment of mature reproductive function” (Sport for Life, 2019, p.42).
2. **Break:** A period of time that does not consist of training or competition (i.e. a holiday)
3. **Chronological age:** “is ‘the number of years and days elapsed since birth.’ Children of the same chronological age can differ by several years in their level of growth and maturation (see Developmental Age)” (Sport for Life, 2019, p.42).
4. **Competition:** Formal competitive environment with officials.
5. **Developmental age:** “is the age in years and months of the average youth with the same development as the individual in question. If a 15-year-old has the same development as the average 13-year-old, their developmental age is 13. Developmental age can be based on different body systems, including skeletal maturity or sexual maturity and different systems may give slightly different developmental ages, and therefore should be treated as an approximation unless measured by skilled evaluators with specialized equipment. In sport, developmental age should be used as an indicator (Sport for Life, 2019, p.43).”
6. **Growth:** “refers to ‘observable, step-by-step, measurable changes in body size such as height, weight, and percentage of body fat’ (Sport for Life, 2019, p.43).”
7. **Maturation:** “refers to changes in structure and function in the athlete’s progress toward maturity; for example, in the change of cartilage to bone in the skeleton, in changes to teeth (baby to adult teeth) in changes to sex organs, or in changes in body proportions. Maturation takes place at varying rates and at different times in each individual (Sport for Life, 2019, p.43).”
8. **Physical literacy:** “is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. In more practical terms is the life-long development of fundamental movement skills and fundamental sport skills in a wide variety of environments (Sport for Life, 2019, p.43).”
9. **Pre-season:** A preparatory phase in which athletes are preparing their bodies to meet the physical and mental demands of a competitive season. Defined by heavy training volumes and no formal competition.
10. **Specialization:** Intense, year-round training in a single sport with the exclusion of other sports. May also apply to specialization in a single position over other positions within a sport
11. **Training (Scrimmages):** Guided and officiated by coaches and promotes situational play.
12. **Transition:** A period of time that is allocated to transitioning from one water polo season to the next.

PSYCHOLOGICAL SKILLS

1. **Mental Health (Van den Berg et al., n.d.):** Is a state of wellbeing in which individuals feel, think, and act in ways that enable them to enjoy life, realize their true potential, cope with the normal daily stresses of life, work effectively, and contribute to society (World Health Organization, 2014).
2. **Awareness:** Participants need to be made aware of a wide range of sporting and physical activity opportunities (Sport for Life, 2019, p. 18)



3. **Stress:** is considered as any disruption from homeostasis or mental and physical calm (Baechle & Earle, 2008)
4. **Arousal (Van den Berg et al., n.d.):** In the context of psychology, arousal is the state of being physiologically alert, awake, and attentive. When arousal is low (e.g. due to boredom and fatigue in training), athletes might feel lethargic, sleepy, or have difficulty concentrating on tasks. When the arousal is high (e.g. due to pressure and excitement in competition), they may feel highly active, alert, and focused on tasks. As a physiological manifestation of emotional intensity, arousal may lead athletes to experience a range of perceptible physiological changes when highly aroused, such as increased heart and breathing rate, and muscle tension.
5. **Leadership (Van den Berg et al., n.d.):** Leadership is a key competency influencing the development of podium performances and the creation of safe and healthy sport cultures. Leadership can be defined as “a process whereby an individual influences a group of individuals to achieve a common goal” (Northouse, 2010, p. 3, in Fransen et al., 2014).
 - The Full-Range Model of Leadership (FRML) has been used to explain the various leadership styles and includes three main leadership categories: laissez-faire, transactional, and transformational leadership.
 - Transformational leadership is considered to be the most effective, active, and beneficial form of leadership. A primary focus of this leadership style is building relationships with followers based on emotional, personal, and inspirational exchanges to increase the follower’s development.
 - Different sport stakeholders can exhibit this type of leadership style. Some examples include: a coach who considers and respects their athletes’ individual needs (i.e., individual consideration), a team captain who encourages their teammates to share ideas and opinions in order to solve problems (intellectual stimulation), or an athlete who models the behaviors agreed to by the group (i.e., role model).

PHYSICAL CAPACITY

1. **Agility:** The skills and abilities needed to explosively change movement velocities or modes (Baechle & Earle, 2008)
2. **Aerobic:** Requires oxygen (Baechle & Earle, 2008)
3. **Anaerobic:** Does not require the presence of oxygen (Baechle & Earle, 2008)
4. **Maximum strength:** Related to the ability of muscle tissue to exert high force while contracting at a high speed (Baechle & Earle, 2008)
5. **Reactive ability:** A characteristic of explosive strength exhibited in stretch shortening cycle (Baechle & Earle, 2008)
6. **Functional range of motion:** The degree of movement that occurs at a joint. The ROM of a particular joint is determined by a number of factors including connective tissue structure, activity level, age, and sex. (Baechle & Earle, 2008)

TACTICAL SKILLS

1. **Centre:** The offensive position that is placed directly in front of the opponents net. In traditional water polo theory, whichever team controls the centre is winning the possession.
2. **Press:** A style of defence where every player is directly checking 1 offensive player.
3. **Zone:** A style of defence where selected players pull back to help defend the centre, while blocking the shooter on the perimeter.
4. **Cover:** In the final phase of offence, players who are in active transition into defensive transition in order to prevent a counter attack.
5. **Counter Attack:** Any transitional situation where the offence has a numerical advantage in players.
6. **Counter Defense:** Any transitional situation where the defence has a numerical disadvantage in players.

7. **4-2:** Structural formation mostly in power-play, where four players are in the front line (closest to the net) and two players in the back line (furthest from the net).
8. **3-3:** Structural formation found in offence where three players are in the front line and three players in the back line.

TECHNICAL SKILLS

1. **Stunting:** An action where a defending player fakes charging at the offence. The action serves the purpose of making the offence fearful of an attack.
2. **Stop and Go:** Movements where the athlete alternates between being in a ready position while stationary (treading water with legs and arms while remaining in the same spot) and taking a predetermined amount of strokes.
3. **Steal Stroke:** A stroke followed immediately by the action of retrieving the ball from the surface of the water.
4. **Press steal stroke:** A stroke that simulates stealing the ball from a player while in press. Beginning as though the player is fouling the opponent, he/she begins the action with a whip kick and reaches across the body in order to steal.
5. **Knockdown stroke:** This is a stroke in which players initiate a jump to knockdown a ball from the centre position.
6. **Zig Zag:** Athletes change directions on a 45 degree angle every 2 or 3 strokes. Each change of directions is accompanied by a whip kick
7. **90 degree turns:** Player, with the ball, will change directions on a 90 degree angle. The athlete is expected to pick up the ball, change directions, and place it in front of them to continue forward movement.
8. **Reverse Bicycle:** Athletes are moving feet first with their hips at the surface of the water. While their hips are at the surface, their legs perform a treading of sorts that resembles the riding of a bicycle:
9. **Post-up:** The action of setting up their body position as a temporary centre forward in the red zone.
10. **Pick:** An action, in which an athlete positions their body to prevent the defence from moving while their teammate moves to open water, creating an advantage.
11. **Screen:** A screen is a situation where an offensive player provides a barricade so that their teammate may shoot the ball.
12. **T-formation:** a body position for an athlete to shoot the ball while guarding the ball using their body from a defender who is behind them.
13. **Layout:** an action where an athlete lays and rotates before shooting or passing the ball.
14. **Dunk:** During training, an athlete may dunk the ball into the water in front of them rather than shooting the ball when a net is not necessary for the drill.
15. **Bunny:** Shooting the ball directly over the goalies head, or the area above the goalies head that they are expected to protect.



REFERENCES

1. Samuels, C.H. & Alexander, B (2013) Sleep, Recovery, and Human Performance. Canadian Sport for Life. Retrieved from, <https://sportforlife.ca/portfolio-view/sleep-recovery-and-human-performance/>
2. Sport for Life (2019). Long Term Development in Sport and Physical Activity 3.0. Sport for Life Society. Retrieved from, <https://sportforlife.ca/portfolio-view/long-term-development-in-sport-and-physical-activity-3-0/>
3. Water Polo Canada (2010). Long-Term Athlete Development 5.0. Water Polo Canada. Retrieved from, https://www.waterpolo.ca/admin/docs/LTAD/LTAD_manual_ENG_v5.pdf
4. Water Polo Canada Competition Review Working Group (2013). LTAD Competition Review The Pursuit of Excellence and an Active Lifestyle. Water Polo Canada. Retrieved from, <https://www.waterpolo.ca/admin/docs/LTAD/Competition%20Review%20October%202013.pdf>
5. Van den Berg, F., Baker, J., Bloom, G., Richard, V., Tully, B., Durand-Bush, N. Gold Medal Profile (GMP) for psychology in sport.
6. Baechle, T.R. & Earle, R.W. (2008). Essentials of Strength Training and Conditioning: National Strength and Conditioning Association (3rd ed.). Human Kinetics.

APPENDIX A – ADDITIONAL RESOURCES

COMPILED BY VICKI HARBER, PHD (SPORT FOR LIFE LTD ADVISOR)

GENDER EQUITY

Canadian Women & Sport: The Rally Report

https://womenandsport.ca/wp-content/uploads/2020/06/Canadian-Women-Sport_The-Rally-Report.pdf

Canadian Women & Sport: The Rally Report (Infographic)

https://womenandsport.ca/wp-content/uploads/2020/06/Canadian-Women-Sport_Rally-Report-Infographic_Participation_June-2020.pdf

Canadian Women & Sport: Leading the Way

(Working with LGBTQ Athletes and Coaches – A practical resource for coaches/Summary)

https://womenandsport.ca/wp-content/uploads/2020/03/Leading-the-Way_Executive-Summary_Canadian-Women-Sport.pdf

Canadian Women & Sport: Leading the Way

(Working with LGBTQ Athletes and Coaches – A practical resource for coaches/Full report)

https://womenandsport.ca/wp-content/uploads/2020/03/Leading-the-Way_Full-Resource_Canadian-Women-Sport.pdf

Canadian Women & Sport: She Belongs (Building Social Connection for Lasting Participation in Sport)

https://womenandsport.ca/wp-content/uploads/2020/03/She-Belongs_Canadian-Women-Sport.pdf

Respect in Sport – Keeping Girls in Sport (Free Online Learning Module)

<https://www.respectgroupinc.com/keeping-girls-in-sport/> Registration through Canadian Tire JumpStart
<https://jumpstart-kgis.respectgroupinc.com/>

MENTAL HEALTH

Aspen Institute Project Play: Social Emotional Learning Kernels Strategy Guide for Sports Settings

https://www.aspeninstitute.org/wp-content/uploads/2021/01/Kernels-for-Sports-Setting_C4C_STRATEGY-GUIDE.pdf

Aspen Institute Project Play: Calls for Coaches (Coaching Social and Emotional Skills in Youth Sport – Coaches Guide)

https://www.aspeninstitute.org/wp-content/uploads/2019/02/CallsForCoaches_Final_Web.pdf

Aspen Institute Project Play: Calls for Coaches (Coaching Social and Emotional Skills in Youth Sport – White Paper)

<https://www.aspeninstitute.org/wp-content/uploads/2019/03/Calls-for-Coaches-White-Paper-2.22.19.pdf>

Bissett JE & Tamminen KA (2019) Supporting Psychologically Distressed Athletes: Suggested Best Practices for Coaches

<https://sirc.ca/wp-content/uploads/2020/01/Bissett-J-SCRI-Handout.pdf>

Center on the Developing Child at Harvard University (2014). Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence. Executive Function Activities for Adolescents

<https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/05/Activities-for-Adolescents.pdf>

Hill et al (2016) Frontiers in Psychology. Examining the Role of Mental Health and Clinical Issues within Talent Development.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2015.02042/full>

Lebrun et al (2018) Frontiers in Psychology. Learning From Elite Athletes' Experience of Depression.

<https://www.frontiersin.org/articles/10.3389/fpsyg.2018.02062/full>

Open Learn – Exploring Sport Coaching and Psychology (Free Online Learning Module)

<https://www.open.edu/openlearn/ocw/theme/openlearnng/restrictedcontent.php?id=3941>

Purcell et al (2019) Sports Medicine Open. Mental Health In Elite Athletes: Increased Awareness Requires An Early Intervention Framework to Respond to Athlete Needs.

<https://sportsmedicine-open.springeropen.com/articles/10.1186/s40798-019-0220-1>

Sport for Life – Mental fitness for Long-Term Athlete Development

<https://sportforlife.ca/portfolio-view/mental-fitness-for-ltad/>



APPENDIX B – ADDITIONAL PSYCHOLOGICAL SKILLS AND LIFE SKILLS INFORMATION

COPING SKILLS AND STRATEGIES (VAN DEN BERG ET AL., N.D.):

1. For decreasing stress:

- Stress triggers a lot of physiological symptoms like elevated heart rate, shaking legs, and short breath. A good strategy to reduce these symptoms is to focus on your breath. Inhale deeply for a few seconds (between 4-6 seconds) and then exhale slowly (6-8 seconds). Breathing also helps to focus your attention on something happening in the present moment instead of thinking about the game instead.
- Another strategy to regulate stress could be to develop a pre-performance routine.

2. To boost confidence:

- Often we focus on what is still missing in our performance. A good way to boost our confidence is to focus on what we know we are doing well or what we know we have done to get ready for an event. So before an event, make sure you use self-talk oriented towards what you know. For instance, I know I have worked really hard, I have a strong shot and our team has a solid defence.

3. To overcome adversity:

- Perceiving adversity with a challenge mindset is a good way to resiliently overcome it. Cognitive restructuring can be a good strategy to help you do this. Ask yourself: What is there to win in the situation? When facing adversity, we tend to focus on the threat or what we could “lose”. Finding what are the opportunities/challenges in the situation (e.g., learning, improving, experiences) can help recover faster and stronger from adversity.

4. To increase motivation:

- The environment must support the 3 basic needs of autonomy, competence, relatedness.
- As a coach you can ask yourself, am I providing choices to athletes, am I making sure that they accomplish something frequently, and am I creating a culture where everyone feels cared about.
- As an athlete, going back to “why” you are doing what you are doing can help you set more significant goals that are more directed towards your process (e.g., what am I valuing) than the outcome (e.g., winning at all cost).

5. To manage mental health:

- According to the International Olympic Committee (IOC), “mental health is an integral dimension of elite athlete wellbeing and performance and cannot be separated from physical health” (Reardon et al., 2019, p. 667).
- One method of managing mental health is to optimize the environments in which elite athletes train and compete. This can be accomplished, to some extent, through strong interpersonal competencies.
- Additionally, helping athletes develop psychosocial competencies that promote resilience, psychological flexibility, and adaptation to situational demands and stressors is also useful in managing mental health.
- Mental health support through Game Plan: <https://www.mygameplan.ca/resources/health>
- Canadian centre for mental health in sport: <https://www.ccmhs-ccsms.ca/>

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
LIFE SKILLS CATEGORIES							
PERSONAL ATTRIBUTES							
Develop autonomy		INTEGRATED PSYCHOLOGY MATRIX					
Self-esteem							
Conflict resolution							
Leadership skills							
Establishing one's own role in sport		D	C	E	E	M	
Awareness of diversity		I	D	C	E	M	
Organisational skills		D	C	E	E	M	M
MORAL DEVELOPMENT							
Understand rules		D	C	E	M	M	
Develop empathy		D	C	E	E	M	
Make ethical decisions		I	D	C	E	M	
RELATIONSHIPS							
with adults		INTEGRATED PSYCHOLOGY MATRIX					
with teammates							
HEALTH MANAGEMENT							
Nutrition (disordered eating)		I					
Hydration		I					
Injury prevention strategies		I	D	C	E	E	M
Pre- and post-training habits		I	D	C	E	E	M
PSYCHOLOGICAL SKILLS CATEGORIES							
FUNDAMENTAL COMPETENCIES							
Motivation		D	C	C	E	M	
Confidence		D	C	C	E	M	
Resilience		D	D	C	E	M	
SELF-REGULATION COMPETENCIES							
Attention		D	C	C	E	M	
Awareness		I	D	C	E	M	
Stress		I	D	C	E	M	
Activation and emotions		I	D	D	C	E	

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
INTERPERSONAL COMPETENCIES							
Teamwork		I	D	C	E	E	
Communication		I	D	D	C	E	
Athlete-coach relationship		I	D	D	C	E	
Leadership			I	D	C	E	
PHYSICAL CAPACITY CATEGORIES							
BASIC ABILITIES individual timing of training base on growth process							
Balance & coordination movements		D	C	E	M	M	M
Joints mobility & stability		I	D	C	M	M	M
Amplitude & posture		D	D	C	E	M	M
Locomotor & objects skills - land		D	D	C	E	M	
Locomotor & object skills - aquatic		D	D	C	E	E	M
Duel & opposition skills			I	D	C	M	
ENDURANCE & CAPACITY							
Aerobic endurance		I	D	D	C	M	D & M
Aerobic power			I	D	E	E	D & M
Anaerobic endurance				I	D	E	
Anaerobic power			I	D	E	M	
Reactive-endurance		I	D	D	C	E	
STRENGTH & POWER							
Endurance strength		I	D	C	M	M	D & M
Maximum strength			I	D	C	M	
Speed-strength & strength-speed (power)			I	D	C	E	
Specific-strength				I	D	C	
Endurance power				I	D	E	
Core strength		I	D	C	E	M	D & M

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
SPEED & AGILITY							
Land speed & agility		I	D	C	E	M	
Aquatics speed & agility		I	D	C	E	M	
Movement arms & legs speed		I	D	C	E	M	
Speed endurance			I	D	C	E	
Reactive agility		I	D	C	E	M	
FLEXIBILITY							
Functional range of motion		D	C	E	M	M	M
Specific joints amplitude		I	D	C	E	M	
TACTICAL SKILLS CATEGORIES							
AWARENESS							
of the ball		I/D	C	E	M	M	
of other players		I/D	C	E	M	M	
open space		I/D	C	E	M	M	
of the rules		I/D	C	E	M	M	
of time (shot clock)		I/D	C	E	M	M	
of the center		I/D	C	E	M	M	
of the referee		I/D	C	E	M	M	
of the score & end of game		I/D	C	E	M	M	
Adapatation of tactics based on observations		I/D	C	E	M	M	
COMMUNICATION							
with coach		I/D	D	D	C	E	
• Seeking clarification		I/D	D	D	C	E	
with teammates		D	C	E	M	M	
• Relaying observatons about other/own team		I	D	C	E	M	
• Communicating your situation to teammates		I	D	C	E	M	
CODE OF CONDUCT							
Fair play		I/D	D	D/C	C	E	
• Respect for teammates, coaches & officials		I/D	D	D/C	C	E	

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
OFFENSE							
Offense vs. press		I	D/C	E	M	M	
Offense vs. zone		I	D	C	E	M	
Covering counter attack		I	D	C	E	M	
DEFENSE							
Press		I	D/C	E	M	M	
• Press of the body		I	D/C	E	M	M	
• Press on the ball		I	D/C	E	M	M	
• Pressing the passing lanes		I	D/C	E	M	M	
• Pressing to kill time		I	D/C	E	M	M	
Zone		I	D	C	E	M	
• Shallow zone		I	D	C	E	M	
• Deep zone		I	D	C	E	M	
• Gapping zone		I	D	C	E	M	
• Dynamic zone		I	D	C	E	M	
Press to zone & repress			I	D	C	E	
TRANSITIONING							
from counter attack to offense		I	D	C	E	M	
from counter defense to defense		I	D	C	E	M	
TRANSITION							
6 on 6		I	D	C	C/E	E	
1 on none		I/D	C	E	M	M	
2 on 1		I/D	C	E	M	M	
3 on 2			I	D/C	E	M	
6 on 5			I	D/C	E	M	
4 on 3			I	D/C	E	M	
5 on 4			I	D/C	E	M	
POWER PLAY							
4-2		I	D	C	E	E	
3-3		I	D	C	E	E	

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
PENALTY KILL							
against 4-2		I	D	C	E	M	
against 3-3		I	D	C	E	M	
TACTICAL SCHEMES							
Tactical foundations		I	D	C	E	M	
Comprehension of different tactics			I	D/C	E	M	
Understanding individual role within tactical scheme			I	D/C	E	M	
Adjust tactics based on observation			I	D/C	E	M	
TECHNICAL SKILLS CATEGORIES							
SWIMMING STROKES & SKILLS							
Arms crawl - Legs flutter		D	C	E	M	M	
Arms crawl - Legs whipkick		D	C	E	M	M	
Back stroke - Legs flutter		D	C	E	M	M	
Back stroke - Legs whipkick		D	C	E	M	M	
Breaststroke (training skill only)		D	C	E	M	M	
Stop and go/stunting		D	C	E	M	M	
Butterfly (training skill only)		I	D/C	E	M	M	
Steal stroke		I	D/C	E	M	M	
Press steal stroke		I	D/C	E	M	M	
Knockdown stroke		I	D/C	E	M	M	
Zig zag		I	D/C	E	M	M	
90 Degree turns		I	D/C	E	M	M	
All types of directional changes		I	D/C	E	M	M	
Rollover		I	D/C	E	M	M	
LEGS AND SLIDING SKILLS (1)							
Whip kick (vertical & horizontal)		D	C	E	M	M	
Eggbeater (vertical & horizontal)		D	C	E	M	M	
Jumping (vertical & horizontal)		D	C	E	M	M	
Flutter kick		D	C	E	M	M	
Spyder		D	C	E	M	M	

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
LEGS AND SLIDING SKILLS (2)							
Basic body position for defence		I	D/C	E	M	M	
Reverse bicycle		I	D/C	E	M	M	
Jumping over legs		I	D/C	E	M	M	
Jumping over legs to steal (low/high)			I/D	C/E	M	M	
Jumping over legs to block		I	D/C	E	M	M	
Jumping over catch lob			I/D	C/E	M	M	
Counter rotation			I/D	C/E	M	M	
Balance skills		I	D/C	E	M	M	
Blocking		I	D/C	E	M	M	
Attack blocking			I/D	C/E	M	M	
BASIC BALL HANDLING SKILLS							
Front crawl with ball in front		I	D/C	E	M	M	
Front crawl with ball in hand		I	D/C	E	M	M	
Back crawl with ball in hand		I	D/C	E	M	M	
Picking up the ball in vertical position		I	D/C	E	M	M	
Picking up the ball from swimming position		I	D/C	E	M	M	
Changing directions with ball		I	D/C	E	M	M	
Different slides with ball		I	D/C	E	M	M	
Protecting the ball in diagonal position			I/D	C/E	M	M	
Freestyling with ball			I/D	C/E	M	M	
BASIC BODY POSITION FOR SHOOTING							
Arch body position		I	D/C	E	M	M	
Two hands on ball		I	D/C	E	M	M	
Free arm behind back		I	D/C	E	M	M	
Standard shooting position		I	D/C	E	M	M	
Zig zag in shooting position		I	D/C	E	M	M	
ROM (range of motion)		I	I/D	D/C	E/M	M	
Opening shooting lanes for shooting through leaning		I	I/D	D/C	E/M	M	
Opening shooting lanes for shooting through jumping		I	I/D	D/C	E/M	M	

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
PASSING & RECEIVING							
Face to face (1-2-3-4 motion)		I	D/C	E	M	M	
Wet passes to center		I	D/C	E	M	M	
Side by side passing (positive & negative)		I	D/C	E	M	M	
Jumping and passing		I	D/C	E	M	M	
Passing and swimming		I	D/C	E	M	M	
Sliding & passing		I	D/C	E	M	M	
Receiving bad passes			I/D	D/C	E/M	M	
Long distance passing			I/D	D/C	E/M	M	
Passing with fake		I	D/C	E	M	M	
Roll away against press		I	D/C	E	M	M	
Layout against press		I	D/C	E	M	M	
Step away against press		I	D/C	E	M	M	
Acceleration passing		I	I	D/C	E	M	
SHOOTING							
Tempo shooting (no pass)		I	D/C	E	M	M	
Shooting with fakes		I	D/C	E	M	M	
Shooting from horizontal body position		I	D/C	E	M	M	
Shooting around block (lean)		I	D/C	E	E/M	M	
Shooting around block (jump)		I	D/C	E	E/M	M	
Shooting from a pass		I	D/C	E	E/M	M	
6m direct shot (how to get position)		I	D/C	E	E/M	M	
Heszi shot		I	D	C	E/M	M	
Jump back from defender		I	D/C	E	M	M	
Finishing in close			I	D/C	E	M	

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
INDIVIDUAL TACTICS							
Offensive Duels	Basic positioning for perimeter	I	D/C	E	M	M	
	Creating space to receive ball	I	D/C	E	M	M	
	How to guard space	I	D/C	E	M	M	
	How to perform layout against defender	I	D/C	E	M	M	
	How to "spin" defender	I	D/C	E	M	M	
	Swimming with contact	I	D/C	E	M	M	
	How to post up		I	D/C	E	M	
	How to start a drive		I	D/C	E	M	
	Picks and blocks		I	D/C	E	M	
Defensive Duels	How to control a player	I	D/C	E	M	M	
	How to perform a foul	I	D/C	E	M	M	
	How to steal the ball	I	D/C	E	M	M	
	How to defend a driver	I	D/C	E	M	M	
	Swimming with contact	I	D/C	E	M	M	
	How to pressure the ball	I	D/C	E	M	M	
CENTER FORWARD							
	Guarding space (whip kick & eggbeater)	I	D/C	E	M	M	
	How to get position	I	D/C	E	M	M	
	Snapping to ball	I	D/C	E	M	M	
	How to spin (positive & negative)	I	D/C	E	M	M	
	Layout finish	I	D/C	E	M	M	
	Backhand finish	I	D/C	E	M	M	
	Sweep shot finish	I	D/C	E	M	M	
	T-formation finish	I	D/C	E	M	M	
	"Dunk" finish	I	D/C	E	M	M	
	Turn negative	I	D/C	E	M	M	

APPENDIX C – ADM COMPLETE SKILLS TABLE

PATHWAY		LEARN TO TRAIN	TRAIN TO TRAIN	TRAIN TO COMPETE	LEARN TO WIN	TRAIN TO WIN	COMPETITIVE FOR LIFE
ATHLETE AGES	MALE	9-12 YEARS	12-16 YEARS	~ 16-19 YEARS	~ 19-25 YEARS	~ 25+ (20+) YEARS	13+ YEARS
	FEMALE	8-11 YEARS	11-15 YEARS	~ 15-18 YEARS	~ 18-23 YEARS	~ 23+ (18+) YEARS	
I = INTRODUCE D = DEVELOP C = CONSOLIDATE E = EXECUTE M = MAINTAIN							
2M GUARD							
Proper body position		I	D/C	E	M	M	
Changing sides of center		I	D/C	E	M	M	
Challenging the pass		I	D/C	E	M	M	
How to get in front		I	D/C	E	M	M	
Counter spin		I	D/C	E	M	M	
How to stop backhand		I	D/C	E	M	M	
Recover from hips down		I	D/C	E	M	M	
Recover to grab		I	D/C	E	M	M	
Pushing from behind		I	D/C	E	M	M	
GOALTENDER							
Ready position arms in		I	D/C	E	M	M	
Ready position arms out		I	D/C	E	M	M	
Steals			I	D/C	E/M	M	
Straight shot save		I	D/C	E	M	M	
Skip shot save		I	D/C	E	M	M	
Bunny saves		I	D/C	E	M	M	
Long lob saves			I	D/C	E/M	M	
Short lob saves			I	D/C	E/M	M	
Short slides		I	D/C	E	M	M	
Long slides		I	D/C	E	M	M	
Reacting to fakes			I	D/C	E/M	M	

APPENDIX D - PERIODIZATIONS

LEARN TO TRAIN (12U)																																																				
MONTHS	SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUN				JUL				AUG							
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION					Fall Season												Winter Season												Summer Season																							

General preparation period
 Specific preparation period
 Competition period
 Transition period

TRAIN TO TRAIN (13U & 15U)																																																							
MONTHS	SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUN				JUL				AUG										
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52			
COMPETITION	13U - PROVINCIAL LEAGUES																																																						
	Provincial League																Winter Provincials		Provincial League																Summer Provincials		Cross training opportunities or summer programming																		
COMPETITION	15U - NCL & PROVINCIAL TEAM/NON-COMPETITIVE SUMMER PROGRAMMING																																																						
	National Championship League																Eastern & Western Conference Champ		National Championship League																Eastern & Western Conference Champ		Training with provincial team cross training opportunities or summer programming																		Inter-Prov Comp

General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period

APPENDIX D - PERIODIZATIONS

TRAIN TO COMPETE (15U, 17U & 19U)																																																				
MONTHS	SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY			JUN			JUL			AUG										
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION	15U - NCL & PROVINCIAL TEAM/NON-COMPETITIVE SUMMER PROGRAMMING									National Championship League												National Championship League				Eastern & Western Conference Champs						Training with provincial team, cross training opportunities or summer programming			Inter-Prov Competition																	
	17U - NCL & PROVINCIAL TEAM/NON-COMPETITIVE SUMMER PROGRAMMING									National Championship League												National Championship League				Eastern & Western Conference Championships			National Championships			Training with provincial team, cross training opportunities or summer programming			Inter-Prov Competition																	
	17U - NCL & NATIONAL TEAM PROGRAMMING									National Championship League												National Championship League				Eastern & Western Conference Championships			National Championships			Training with AGNT			International Competition																	
	19U - NATIONAL LEAGUE & PROVINCIAL TEAM/NON-COMPETITIVE SUMMER PROGRAMMING									National League												National League Games are scheduled throughout the season and teams attend competitions at the discretion of clubs							Open Championships			Training with provincial team, cross training opportunities or summer programming			Inter-Prov Competition																	

General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period

APPENDIX D - PERIODIZATIONS

LEARN TO WIN - SENIOR (23U)																																																																					
MONTHS	SEPT					OCT					NOV					DEC					JAN					FEB					MAR					APR					MAY					JUN					JUL					AUG													
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52																	
COMPETITION	23U - SENIOR LEAGUE & NATIONAL TEAM PROGRAMMING													Senior League					Senior League																	National Champs					International calendar Senior and Junior National teams centralize										International Competitions																		
	23U - UNIVERSITY/CITY LEAGUES & NATIONAL TEAM PROGRAMMING													University and City Leagues																	University Champs					International calendar Senior and Junior National teams centralize										International Competitions																							
	23U - UNIVERSITY/CITY LEAGUES													University and City Leagues																	University Champs																																						
	23U - UNIVERSITY/CITY LEAGUES, SENIOR LEAGUE & NATIONAL TEAM PROGRAMMING													University and City Leagues					Senior League					University and City Leagues and Senior League																	University Champs					Senior League					National Champs					International calendar Senior and Junior National teams centralize										International Competitions			

LEARN TO WIN - COMPETITIVE FOR LIFE (23+)																																																												
MONTHS	SEPT					OCT					NOV					DEC					JAN					FEB					MAR					APR					MAY					JUN					JUL					AUG				
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52								
COMPETITION														Senior League					Senior League																	National Champs					Summer Programming (if applicable)																			

General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period

APPENDIX D - PERIODIZATIONS

TRAIN TO WIN - NATIONAL TEAM PROGRAM DOMESTIC TRAINING (NON-OLYMPIC YEAR)																																																				
MONTHS	SEPT			OCT			NOV			DEC			JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG																		
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION							University and City Leagues			Senior League						University and City Leagues and Senior League			University Champs			Senior League			National Champs						International calendar Senior and Junior National teams centralize			International Competitions																		

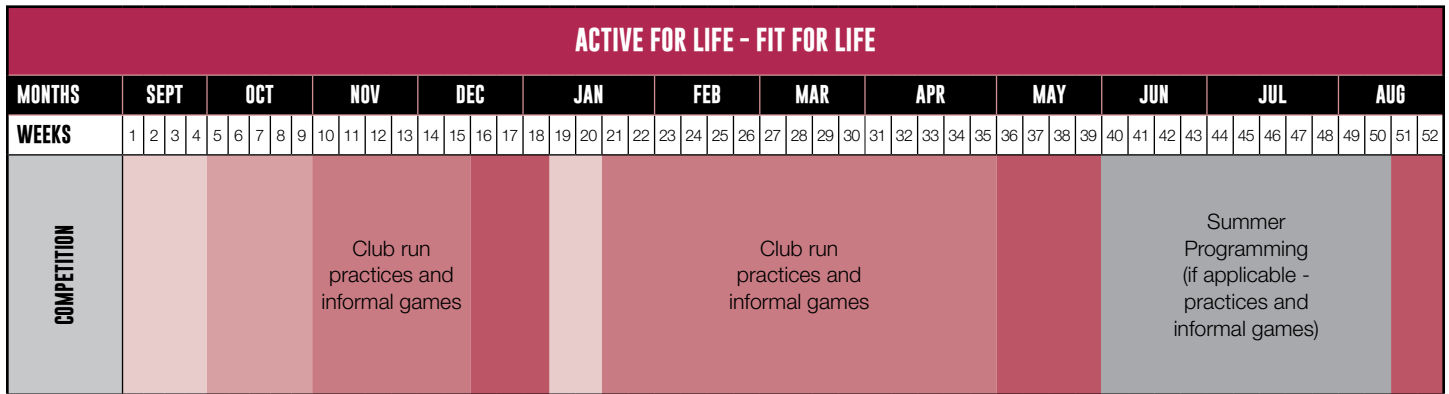
TRAIN TO WIN - NATIONAL TEAM PROGRAM DOMESTIC TRAINING (OLYMPIC YEAR)																																																				
MONTHS	SEPT			OCT			NOV			DEC			JAN			FEB			MAR			APR			MAY			JUN			JUL			AUG																		
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52
COMPETITION										Senior League						Senior League						National Champs						International calendar Senior and Junior National teams centralize			International Competitions																					

NOTE Athletes competing in the NCAA south of the border or in various other foreign leagues who have been listed on the Senior National Team Talent Pool will be expected to report to the NTC during their offseason, or at any period required by the SNT in preparation for program events.

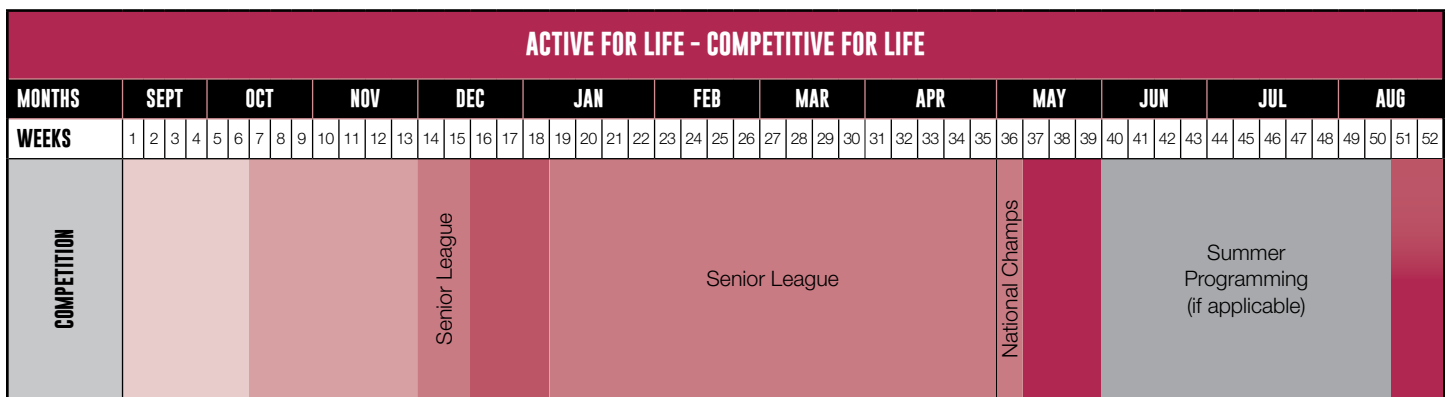
- General preparation period
- Specific preparation period
- Competition period
- Transition period
- Break period



APPENDIX D - PERIODIZATIONS



General preparation period
 Specific preparation period
 Competition period
 Transition period



General preparation period
 Specific preparation period
 Competition period
 Transition period
 Break period



WATERPOLO.CA