

American Swimming Coaches Association
Level 1 Foundations of Coaching OnLine Course
Special Edition for Professional Sports and LifeGuard Partners
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The purpose of this document is to serve as a study guide to the official online test. Keep this study guide handy as you view the Level 1 Course online.

This test can only be taken online through the link supplied by Professional Sports and Lifeguard. Emailed photocopies, or mailed hard copies of this test will not be accepted.

All of the questions are taken from the Special Edition Level 1 Foundations of Coaching course at the link supplied by Professional Sports and LifeGuard

KNOWING YOUR ROLE

1. The question "What is a swimming coach?" can be answered by:
 - A. Describing the tasks a coach performs
 - B. Describing the qualities a coach possesses
 - C. Describing yourself as irreplaceable
 - D. Both A & B
 - E. Both A & C

2. A coach will have many specific objectives, but each could be grouped into three major categories:
 - A. Parent education, coach education, swimmer education
 - B. Provide personal and social development, provide a fun and enjoyable environment, and properly orient young people to competition
 - C. Provide a challenging working environment, opportunity to excel as soon as possible, educate parents as to their place beneath you
 - D. Both A & C

3. As an important and influential figure in the development of athletes, all of the following statements are true **except**:
 - A. The coach is a role model whether he or she knows it or not.
 - B. The coach spends more quality time with athletes than almost anyone else.
 - C. The coach is more important than the parents.
 - D. The coach is one of the most influential figures in character building.

4. The effectiveness of your coaching depends on how well you:
 - A. Communicate with your swimmers
 - B. Teach and motivate your swimmers
 - C. Avoid confrontation with parents
 - D. All of the above
 - E. Only A & B

5. Each coach on your staff has different strengths and weaknesses. In order to maximize the strengths you should:
 - A. Hold planning meetings during the season
 - B. Establish responsibilities for each coach
 - C. Be sure all coaches communicate well
 - D. All of the above
 - E. Only B & C

6. Credibility, respect and trust are attributes that:
 - A. Are automatically given to you when you become a coach
 - B. You automatically possess, the same as knowledge, experience and physical ability
 - C. Are earned
 - D. All of the Above

QUALITIES YOU POSSESS

7. In general, three qualities determine the effectiveness of a coach. A swimming coach is or should be:
 - A. Knowledgeable, organized, and empathetic
 - B. Eager, enthusiastic, empathetic
 - C. Knowledgeable, dominant, authoritarian

8. It's just before the beginning of practice and all the young swimmers are being... young swimmers! They are running around and having fun.
 - A. Now is the time to be an authoritarian coach
 - B. Now is the time to be a passive coach
 - C. It doesn't really matter, just be yourself.

9. The problem with suddenly moving from a passive style of coaching to an authoritarian style of coaching is:
 - A. Children will wonder what has happened to you, you used to be so nice
 - B. There is not a problem. It's better to keep the swimmers off guard.
 - C. Children will be slow in responding because they won't take you seriously
 - D. Both A and C

COMMUNICATION SKILLS

10. When communicating stroke correction to a swimmer, a coach's best strategy is to:
- A. Provide information appropriate for the situation
 - B. Provide as much detailed information as possible
 - C. Handle situations immediately and move on
 - D. Dwell on past issues and speculate on future actions
 - E. Both A & C
11. Young people can interpret positive or negative comments about a situation as positive or negative about themselves. Which of the following statements is true:
- A. Always comment on actions without demeaning the person.
 - B. Help the swimmer understand that his or her behavior was appropriate or inappropriate.
 - C. Teach them without making the judgment personal.
 - D. All of the above
12. Control your emotions when you speak so that you can:
- A. Let them all out in an uninterrupted stream
 - B. Monitor yourself and be able to choose your words carefully
 - C. Choose your mannerisms carefully and show your emotions purposefully
 - D. All of the above
 - E. Only B & C
13. The content and emotion of your message are:
- A. Unequal, content is more meaningful than emotion to your audience
 - B. Unequal, emotion is more meaningful to your audience
 - C. Both critically important
 - D. Equally unimportant, because the delivery is what really matters.
14. The emotion of a message travels along a continuum from very passive to highly excited; therefore:
- A. A very stoic person may not as easily convey a strong emotional message regardless of his or her communication skills
 - B. The highly excited person will easily convey a strong emotional message
 - C. Choosing specific words and gestures will help your verbal and nonverbal communication skills
 - D. All of the above
 - E. None of the above

15. Verbal and nonverbal communication:
- A. Is crucial to good coaching
 - B. Is only your spoken words
 - C. Means what you say is more important than how you say it.
 - D. All of the Above

MOTIVATION

16. The needs of your swimmers:
- A. Remain the same from year to year
 - B. Direct your orientation as a coach and how you coach
 - C. Strongly influence how you run your life
 - D. Take precedence over your family
17. Some specific needs of swimmers are the need:
- A. To feel worthy
 - B. To feel physically secure
 - C. For change and variation
 - D. To exercise strengths
 - E. All of the above
18. The coach is a motivator:
- A. True. The coach simply yells and pushes swimmers to perform.
 - B. False. The coach cannot truly motivate but instead creates an environment where athletes are motivated to achieve.
19. Goals are an important part of motivation because they:
- A. Direct swimmers to improve their skills
 - B. Give swimmers something to work for
 - C. Provide an opportunity to evaluate progress
 - D. All of the above
 - E. Only B & C
20. Allowing young swimmers to experience personal success by competing exclusively in events in which they excel will:
- A. Strengthen their desire for more difficult events
 - B. Hinder their need to develop skills
 - C. Give them a well-rounded swimming background
 - D. Both A & C
21. At the end of practice the coach should:
- A. Ask themselves if they met their own high expectations for their coaching
 - B. Learned something new
 - C. Used "do this" language rather than "don't do that" language
 - D. Caught swimmers doing things right
 - E. All of the above

22. An example of positive teaching is:
- A. Instructing swimmers not to do something wrong
 - B. Instructing swimmers to do something correctly
 - C. Telling swimmers that they aren't as bad as they used to be
 - D. All of the above

TEACHING SKILLS

23. Learning is a three step process. Which of the following is correct?
- A. Demonstrate, Explain, Practice
 - B. Practice, Demonstrate, Explain
 - C. Explain, Demonstrate, Practice
 - D. Environment, Repetition, Effect
24. Law of readiness is the first law of learning. One of the factors of readiness is:
- A. Focusing on Repetition of movements
 - B. Giving rewards or praise
 - C. Creating the right environment
 - D. Increasing the workload progressively
25. For the most effective teaching arrangement, swimmers should be grouped by:
- A. Age
 - B. Ability
 - C. Boys and Girls separately
 - D. Mixed ages and abilities so that younger can learn by observing older.
26. You will have a variety of learning styles among your swimmers. Which is the following statements is true?
- A. Kinesthetic learners must learn to learn visually like everyone else
 - B. You should use your most comfortable teaching style because you are most effective in doing so.
 - C. Because you have a variety of learning styles on your team, you must use a variety of teaching styles in order to connect with everyone.
 - D. Everyone must learn visually because that is the most common learning style
27. To Fix a bad stroke technique:
- A. You cannot fix a bad stroke technique, the swimmer must fix it.
 - B. You cannot remove a bad habit, but you can build a new habit that is stronger
 - C. Constant repetition of a new habit will erase the old habit
 - D. Increase the amount of swimming laps and the old habit will give way to a new habit

28. The teaching technique of OVERCORRECTION:
- A. Never show them what they are doing wrong
 - B. Show them only how to do it correctly
 - C. Show them what is correct, what they are doing, and what you would like them to try
 - D. This method is not commonly used
29. The teaching technique of DRYLAND PRACTICE:
- A. Is using lots of medicine ball and stretch cord to practice swimming movements
 - B. Makes it easy for them to see you demonstrate, hear your words, and see themselves.
 - C. Is strictly one on one with no partners or group teaching.
 - D. Should only be done when in-water corrections are not working.
30. The teaching technique of KINESTHETIC TEACHING:
- A. Touching swimmers is not allowed
 - B. Giving a warning before touching is all that is required
 - C. Receiving genuine permission is important before touching
 - D. If you don't receive permission, touch anyway. They will get used to it.
31. The teaching technique of DEMONSTRATIONS:
- A. An incorrect demonstration can mess up the whole practice
 - B. Ask the swimmer to grasp the whole picture and as many details as possible.
 - C. Doing 20 or 30 minutes of continuous demonstrations is time well spent
 - D. Ask them to look at only one specific aspect of the stroke at a time.
32. The teaching technique of VIVID IMAGERY
- A. Gives the swimmers a different picture that is easy, and sometimes fun, to remember
 - B. Requires quiet time with eyes closed
 - C. "Giraffe, Turtle" is an example of vivid imagery for backstroke
 - D. Should not be used with swimmers under the age of 8 or over the age of 16
33. The teaching technique of VERBAL-PHYSICAL CONNECTION:
- A. The ability to say something while trying to do it, increases the chances of doing it
 - B. The more complex the words are, the more complete the action is.
 - C. Allows the swimmers to come up with their own words or phrases
 - D. "Head down, hips up" is a set of key words useful in freestyle

RUNNING A SAFE AND PRODUCTIVE PRACTICE

34. Coaches have several legal duties; among them are the duty to:
- A. Properly instruct techniques
 - B. Warn of the inherent dangers of the sport
 - C. Foresee potential problems or dangers
 - D. All of the above
35. One of the coach's duties is proper supervision. The keys to proper supervision include:
- A. General planning of daily activities to allow for adjustments and surprises
 - B. Instruction of skills, before they are attempted, to all participants
 - C. Notification of the risks to participants including those defined by common sense
 - D. Use of a clearly defined stop signal
 - E. All of the above
36. To ensure a safe environment, a coach can demonstrate care by:
- A. Emphasizing safety as the highest priority,
 - B. Watching a safety video
 - C. Making an emergency action plan that does not include the facility responders because they are too busy
 - D. All of the above
37. All of the following are considerations when writing a practice except:
- A. range of ability in the group
 - B. Using all of the available equipment
 - C. the number of lanes you can use
 - D. what you want to accomplish during the practice
 - E. the number of coaches on deck
38. A Novice swim group needs to focus on:
- A. Getting maximum yards done
 - B. Learning to kick correctly and fast in all four strokes and underwater
 - C. Swimming a legal 400 IM
 - D. Writing and tracking goals
39. An age group team of 9-12 year olds who compete in swim meets needs to focus on all these EXCEPT::
- A. Establishing a strong aerobic base
 - B. Learning HOW to race correctly
 - C. Competitive start and turn techniques
 - D. Specializing in strokes and distances
 - E. Continue developing great kicking skills and speed

40. A lesson plan really needs to accommodate different abilities: Which of the following is TRUE
- A. Arrange swimmers by ability and write a different workout for each group
 - B. Have the less skilled swimmers do the same as everyone else
 - C. Have the less skilled swimmers do half the distance of everyone else
 - D. Write an easier workout for the better swimmers so that the younger ones can keep up.

END OF TEST