



Welcome!

Welcome to the Pre-Course Workbook for Swimming 101.

The Swimming 101 pre-course workbook is a mandatory pre-requisite to the Swimming 101 course. Coaches must complete this workbook before proceeding to register for the Swimming 101 course. We recommend saving your workbook and bringing it with you to the course.

Instructions

- Download the fillable pre-course workbook to your laptop or computer device.
- Complete all of the questions, making sure you are regularly saving your work.
- When you have completed your workbook, please email it to your provincial section.

If you experience any complications or have any questions, you are always welcome to contact our Coordinator, NCCP for assistance - nccp@swimming.ca.

Province and Club where you coach:

Tell us about your previous swimming and/or coaching experience:



About the National Coaching Certification Program

What is the NCCP?

Being a coach takes passion and dedication. Being a great coach, however, often requires additional guidance and support. The National Coaching Certification Program (NCCP) was developed by CAC (Coaching Association of Canada) and its partners to give coaches that extra advantage. The program targets 67 different sports, in both official languages, and is the recognized standard for coach training and certification in Canada.

NCCP workshops are designed to meet the needs of all types of coaches, from the first-time community coach to the head coach of a national team. Each year, more than 50,000 coaches take a NCCP workshop. Since the program began, more than 1 million coaches have participated, making it one of the largest adult education programs in Canada.

The NCCP is comprised of three streams and a total of eight “contexts,” each with their own coaching requirements. Each sport is responsible for identifying how many of the eight contexts are relevant to their sport. As part of the program, all coaches (regardless of sport or context) are trained in ethical decision-making and sport safety.

For more information on the NCCP, please watch the short video by clicking the image below:



Can't see the video? Use this link: <https://youtu.be/WIR70Xnxjys>

For additional information on the NCCP, [click here](#).



Frequently Asked Questions

Q: Why am I required to complete this workbook?

A: The pre-course workbook introduces key topic areas covered in the Swimming 101 course. The information and resources in the workbook, if implemented by you as a coach, will improve your coaching effectiveness.

Q: What happens when I submit this workbook?

A: You will be able to download a PDF document containing your responses to this workbook. To view this document, you must have Adobe Reader - this is available for free at <http://get.adobe.com/uk/reader/>. A copy will also be saved to our profile and a record will be sent to the CAC. Your profile will then be updated and you'll be able to enroll in the Swimming 101 course.

Q: What do I do with the PDF document once I have completed the workbook?

A: SAVE the document somewhere you will be able to retrieve it. It is recommended that you bring a printed copy with you to the Swimming 101 Course.

Q: Where do I find a list of upcoming courses?

A: A current list of approved courses can be found by contacting your provincial section.

Q: How do I register for a Swimming 101 course?

A: To register for a Swimming 101 course, ensure that your pre-course workbook is completed and submitted and then contact your provincial section to register for an upcoming course.

Q: If I have questions, who do I contact?

A: For more information on the NCCP program, please visit:

www.swimming.ca

www.coach.ca

[Your Provincial Swimming Office](#)

Coordinator, NCCP – Carol Vadeika – nccp@swimming.ca



Your Coaching Role

Tell us about your coaching situation and the responsibilities you have in your coaching role. Throughout this workbook and the Swimming 101 course, be sure to relate your answers and activities to your own coaching situation.

Age of the swimmers you will be coaching:

What skill and competitive level are these swimmers at?

Describe your coaching role:

Are you a year round coach? Summer swimming coach? Para Swimming coach? Masters coach? Etc. Please let us know in the space below.



NCCP Code of Ethics

Coaches play a vital role in the long term personal and physical development of the swimmers they work with. This section will explore the Coaching Association of Canada Code of Ethics.

The [NCCP Code of Ethics](#) provides ethical standards that reflect the core values of the coaching profession in Canada, and guides sport coaches to make balanced decisions to achieve personal, participant, and team goals. For each of these core principles, there are associated ethical standards of in-person and on-line behaviour expected of every NCCP coach and NCCP Coach Developer in Canada, whether on or off the pool deck.

1. Leadership and professionalism
2. Health and safety
3. Respect and integrity

A description of each principle and some implications for coaches is provided.

Leadership and professionalism

This principle considers the inherent power and authority that a coach holds.

Ethical standards of behaviour

- Understand the authority that comes with your position and make decisions that are in the best interest of all participants
- Share your knowledge and experience openly
- Maintain the athlete-centered approach to coaching so that every participant's well being is a priority
- Be a positive role model
- Maintain confidentiality and privacy of participants' personal information

Health and safety

This principle considers the mental, emotional, physical health and safety of all participants.

Ethical standards of behaviour

- Recognize and minimize vulnerable situations to ensure the safety of participants
- Prioritize a holistic approach when planning and delivering training and competition
- Advocate for, and ensure appropriate supervision of participants, including [open and observable environments](#)
- Participate in education and training to stay current on practices to ensure the continued safety of your participants
- Understand the scope of your role and skills and call upon others with specialized skills when needed to support your participants



Respect and integrity

This principle considers respect and integrity, which are the rights of all participants.

Ethical standards of behaviour

- Provide equitable opportunity and access for all
- Establish a respectful and inclusive sport environment where all participants can raise questions or concerns
- Obey the rules and participate honestly and respectfully
- Be open, transparent and accountable for your actions
- Maintain objectivity when interacting with all participants
- Avoid situations that may affect objectivity or impartiality of coaching duties
- Abstain from all behaviours considered to be harassment or inappropriate relations with an athlete
- Always ensure decisions are taken equitably

How can the Code of Ethics assist you in your coaching role?

Safety

Creating the right conditions for success is an important aspect of coaching at all levels. What are the 'right' conditions? The list is long to be sure, but safety should be found at the top.

NCCP "Do No Harm" Principle

"It is a coach's duty above all to ensure that the decisions they make and the actions they take do not result in harm, physical or other to athletes. It therefore follows that in a moral dilemma, physical safety or the health of athletes is the overriding concern."

When in doubt, think about the Do No Harm Principle.

Ask yourself...

- How can I keep my swimmers healthy, safe, and able to get the maximum benefit from my swim program?
- How can I keep myself in good standing with my club? And above all, out of legal hot water?

Your first step is to become pro-active regarding safety...it's called PREVENTION.

Responsible Coaching

- Act in the best interest of the athlete's development as a whole person;
- Recognize the power inherent in the position of coach;
- Be aware of their personal values and how these affect their practice as coaches;
- Acknowledge the limitations of their discipline;
- Accept the responsibility to work with other coaches and professionals in sport



Planning for Safety

Before proceeding to the questions in this safety section, please review the NCCP resource, [Planning for Safety](#).

Managing Safety Risk in Coaching

In the Planning for Safety resource provided, several potential risk factors were identified, along with preventative measures that should be taken by a coach to manage the risks involved.

It is now time to consider your own coaching environment.

Describe one of your main training locations:

Identify three potential safety risks in your primary training facility.

For each risk factor, indicate the measures you will take to minimize the potential for your swimmers to be exposed to the safety risk.

	Risk Factor	How you will minimize the safety risk
1		
2		
3		



Emergency Action Plan

Review the sample Emergency Action Plan (EAP) included in the [Planning for Safety](#) resource (pages 21-24 of the document).

If you do not currently have a practice facility, please complete this activity for a facility where you will be coaching in the future.

You may need to contact the pool supervisor, head lifeguard, or supervisor from your club.

Please fill in the information in the space below.

Emergency Action Plan for Primary Facility

Coach Name	
Group	
Practice Location in Pool (i.e., Lane 1)	

Facility Information

Name of Facility	
Facility Phone Number	
Facility Address	

Directions to reach the facility from a major intersection:

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Key Contact Information

Person in charge of facility (at the time of your practice):	
Pool supervisor (at the time of your practice):	
In case of emergency who will make 911 call:	
Or other alternates who would make the 911 call:	

Emergency Item Locations

Location of Emergency Phone & Phone Numbers (Identify special instructions to make an emergency call):

Location of First Aid Kit:

Location of Spine Board:

Location of Defibrillator:

Location of Medical and Contact Information for Swimmers:

Secure Location of swimmer profiles with up-to-date information (Including medical & emergency contact information.):



In the table below, please outline the steps that you follow at your facility when an incident occurs.

Step	Details
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



Appropriate Athlete Development

Over the course of a swimmer's career, research on childhood development tells us that there are significant 'windows of optimal trainability' where the training stimulus provided has the maximum impact on the swimmer's physiology. We also know that there are building blocks upon which technical and psychological skills must be built, all of which have optimal timing based on each swimmer's stage of development.

Review the following documents and complete the task that follows.

[Download the Swimmer / Athlete Development Overview](#)

[Download the Appropriate Athlete Development 2020 Document](#)

Identify the stages of Appropriate Athlete Development the swimmers in your primary group fall within:

Stages:

In your own words, describe the programming priorities for the swimmers you coach, given their age and stage within the development model.



Swimming Principles

Understanding some basic principles of how the human body interacts with water will help you teach your swimmers to move through the water more efficiently.

BUOYANCY

How would you define buoyancy to your swimmers?

For the purpose of this course, consider these buoyancy principles;
Body Type: body composition affects buoyancy
Balance: achieving a horizontal position without any effort (struggle)

Create an activity for your swimmers to reinforce the principle of buoyancy:

RESISTANCE

How would you define resistance to your swimmers?

For the purpose of this course, consider these resistance principles;
Form: resistance caused by the shape of an object as it moves through the water.
Wave: resistance caused by water turbulence; either from an outside source or by that generated by the swimmer
Friction: resistance caused by the texture of the swimmer's surface as they move through the water.

Create an activity for your swimmers to reinforce the principle of resistance:



PROPULSION

How would you define propulsion to your swimmers?

For the purpose of this course, consider these buoyancy principles;

Action–Reaction: For every action, there is an equal and opposite reaction.

Inertia: The tendency of a body at rest to stay at rest, and a body in motion to stay in motion.

Acceleration: The speed of a body depends on how much force is applied to it and the direction the force comes from.

Create an activity for your swimmers to reinforce the principle of propulsion:



Welcoming a Swimmer with an Impairment

Prior to completing this task, review the resource [Coaching Athletes with a Disability](#). You will be directed to review page 7-8 relating to this task, but feel free to browse through this excellent resource.

[Download Coaching Athletes with a Disability resource.](#)

This activity contains three scenarios - CHOOSE ONE and respond to the questions that follow.

SCENARIO - A new swimmer joins your group

Jenny - Wheelchair

Jenny wheels by the head guard on deck and at a good pace! Before the guard can say, "Slow down", the impetuous 13-year-old parks herself beside your swimmers on deck at your nightly meet and greet talk. As her father finally catches up, Jenny has introduced herself and stated she is ready to resume her swimming career that was interrupted by her current situation.

Brandon – Swimmer with a visual impairment

One day, Brandon, a swimmer with a visual impairment, arrives on your deck with his mom. He is 12 and lets you know that he is totally pumped about exploring his potential in this great sport of swimming.

Viviane

Viviane used to swim, but was forced to retire over 20 years ago because of shoulder injuries. An avid runner, she has developed arthritis, and cannot run any longer. She is hoping to get back in the water in order to keep fit, but she is concerned about the lack of mobility and some pain in her shoulder.

James - One arm

Out of the boys' change room strolls a 10-year old with his swim bag in his right and only hand. James locates you and zeros in on you with a big smile on his face. He tells you that you can call him James, and that he just watched the Paralympics on YouTube and that he is ready! With his arm outstretched he proclaims, "When do we start, coach?"

Which scenario did you choose?



Review the three welcoming steps outlined in the Coaching Athletes with a Disability resource (pg. 7);

1. Welcoming the swimmer to your program
2. Finding out more about the disability
3. Assessing fitness, coordination, and skill level

Summarize your approach to welcoming this athlete to your group.



Teaching and Learning

As a coach, you must be able to teach the correct technical and training skills required for successful swimming.

You must be innovative and find ways to have each of your athletes learn, refine, and master the swimming skills.

Mastered skills at all stages of a swimmer's development gives a swimmer the best chance for success.

Teaching and Learning Styles

If you think of your life experience, you will recognize that there are many ways to teach and learn the same subject. Some skills are better taught verbally, whereas others might require a visual or kinesthetic demonstration.

As a coach, you must recognize these methods and use what is most appropriate and effective for your swimmers.

Kinesthetic (K)

Kinesthetic coaching - Coach your swimmers through movement. This allows them to experience what the proper stroke or technique feels like. Use manipulative teaching aids to develop proper movements.

"If the learner hasn't learned, the teacher hasn't taught." Howard Firby, 1975

Visual (V)

Visual coaching - Give demonstrations to assist in developing skills and explaining activities to your swimmers. Use visual aids such as videos and images while coaching.

Auditory (A)

Auditory coaching - Talk your swimmers through the steps necessary to obtain a skill or complete an activity. Encourage your swimmers to think out loud, and listen to what they are saying.

Before proceeding, please read the teaching and learning research reviews found below;

[Beyond Barriers](#)

[A look at memory and learning in children](#)



Teaching Underwater Butterfly Kick

[Click here to watch the video](#)



Develop three strategies to teach underwater butterfly kick to your swimmers.

For each strategy, focus on one of the teaching and learning styles: kinesthetic, visual, and auditory.

Be descriptive with your explanation, and provide key points as to how you will teach the skill using each teaching and learning style.

Strategy to teach UW FLY Kick	Teaching and Learning Style (K / V / A)	How you will Teach the Skill Using the Selected Learning Style
1		
2		
3		



Analyzing Technique - Descriptions and Metaphors

As a coach of entry level swimmers, teaching mastery of correct technique is vital. The habits your swimmers learn in their early years will stick with them through their careers.

Trying to fix any significant stroke error later in their careers can be an extremely challenging process, and one that takes away from enhancing their strengths.

For this introductory course, a simple process to break down a skill into described parts is provided.

When describing the parts you see, you will be asked to provide your own teacher/coach description, as well as some examples of the types of descriptions you would use with your swimmers.

The pictures below show 5 different parts of the freestyle stroke. These parts are based on a model called SHLAR.

Steamline

Head

Legs

Arms

Rhythm

To teach these important parts of a stroke to your swimmers effectively, you will need to:

- Know what they should look like when performed correctly, and
- Use creative instruction techniques, such as metaphors, to describe how to correctly perform the skill

Review the pictures on pages 19 – 21 and complete the task below each one.



Streamline / Body Position



How would you describe the body position in this picture?

What are some metaphors (word pictures) that you could use to describe this position to your swimmers?

Head



How would you describe the breathing technique in this picture?



What are some metaphors (word pictures) that you could use to describe freestyle breathing to your swimmers?

Legs



How would you describe the legs in this picture?

What are some metaphors (word pictures) that you could use to describe how the legs should work to your swimmers?

Arms





How would you describe the arms in the picture on page 20?

What are some metaphors (word pictures) that you could use to describe how the arms should work to your swimmers?

Rhythm



How would you describe the timing of the stroke as seen in this picture?

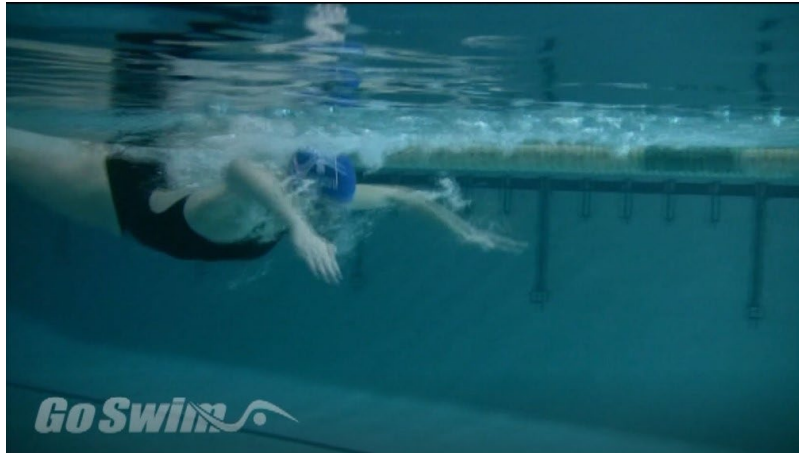
What are some metaphors (word pictures) that you could use to describe proper freestyle timing to your swimmers?



Analyzing Technique - Detecting and Correcting Errors

Watch the video at the link below and then complete the questions that follow.

[Click here to watch the video.](#)



Detecting Technique Errors

Identify at least one technical error made by this swimmer.

How would you help this swimmer to correct the error?

Stroke Rules

Refer to this link: [Swimming Canada rules.](#)

For this task, focus on the stroke rules specifically related to the butterfly stroke.

Describe the specific rule infraction(s) being made by this swimmer in the video.



Plan a Practice

In this final section, you are asked to provide a sample practice you would give to the swimmers you coach. Some reference materials from your Swimming 101 course are provided for review.

Download and review [practice planning resource](#).

Please describe the group of swimmers this practice is designed for.

What are the key objective(s) for this practice?

Provide a practice plan for a one-hour session featuring the group of swimmers identified above. On the next page, use the space provided to type in your practice plan.



Practice Plan

A large empty rectangular box intended for writing a practice plan.