### SWIMMING 101 COURSE SUMMARY

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>INTRODUCTION AND ROLE OF THE COACH</td>
<td>1:30</td>
</tr>
<tr>
<td>2</td>
<td>LONG TERM ATHLETE DEVELOPMENT</td>
<td>1:30</td>
</tr>
<tr>
<td>3</td>
<td>TEACHING AND LEARNING</td>
<td>1:00</td>
</tr>
<tr>
<td>4</td>
<td>POOL SESSION #1</td>
<td>1:30</td>
</tr>
</tbody>
</table>

#### 1. INTRODUCTION AND ROLE OF THE COACH

This module provides everyone with an overview of the weekend, what is expected of the coaches and most importantly what coaches can expect to get out of attending the Swimming 101 course.

This module includes a fun introduction icebreaker activity allowing the coaches to get to know one another, but also introduce them to the learning facilitators. An overview of the SNC certification pathway shows coaches where they stand in the training pathway and outlines what is required of them to become certified.

Coaches will explore the role of the coach, the NCCP Code of Ethics and professionalism in coaching.

At the conclusion of this module, coaches should be introduced to their learning facilitators, understand the objective of the Swimming 101 course, be able to identify where they are on the pathway and recognize what a Level 1 Fundamentals or Level 1 Masters swimming coach should be expected to do after completing the Swimming 101 training, Level 1 Fundamentals or Level 1 Masters Coach Assessment and Portfolio evaluation process.

#### 2. LONG TERM ATHLETE DEVELOPMENT

This module will increase the coaches’ understanding of Long Term Athlete Development (LTAD) and its immediate and long-term impact for swimmers for all stages of the LTAD.

Activities in this module will increase the coaches’ understanding of how to apply the principles of LTAD when designing and implementing a swim program.

#### 3. TEACHING AND LEARNING

This module provides coaches with strategies to be more effective in teaching skills to their swimmers.

Coaches understand that complex skills are best taught by breaking them down into simpler parts and using effective communication strategies to enhance the learners’ understanding.

Coaches understand the need to consider children’s learning and memory abilities when coaching and the need to use a variety of techniques (e.g. auditory, visual or kinesthetic).

#### 4. POOL SESSION #1

This module emphasizes safety awareness and injury prevention in the swim coaching environment.

Coaches review methods to teach movement efficiency and sculling techniques. Coaches are introduced to teaching a skill by breaking it into small segments.
5. ANALYZE PERFORMANCE CLASSROOM + POOL SESSION (STROKES)  4:30

This module provides coaches with multiple opportunities to teach pre-planned stroke lessons in the pool setting, applying the knowledge from the Teaching & Learning and Analyze Performance classroom session. Coaches practice a debriefing process with their peers following each live coaching session.

6. ANALYZE PERFORMANCE CLASSROOM + POOL SESSION (STARTS & TURNS)  4:30

This module provides coaches with multiple opportunities to teach pre-planned start and turn lessons in the pool setting, applying the knowledge from the Teaching & Learning and Analyze Performance classroom session. Coaches practice a debriefing process with their peers following each live coaching session.

7. PLANNING AND MANAGING A GROUP  2:30

In this module, coaches develop a process for planning individual practices within the structure of a multi week program.

8. SUPPORT THE COMPETITIVE EXPERIENCE  1:00

This module reviews the role of officials in competitive swimming, and the official rules for swimming strokes and turns for age-group, para swimmer and masters level swimmers.

9. WRAP UP  1:00

Coaches will review the training and evaluation pathway and next steps in the certification process.

Review the Level 1 Fundamentals Portfolio and Assessor Guide and other post course expectations. Masters swimmers will be sent a Masters Portfolio and Assessor Guide after the course.

Coaches and LF will clarify course information in a Question & Answer period.

Collect feedback from coaches on the Course Feedback Form.

TOTAL COURSE HOURS  19:00

NOTE ON MAKING ETHICAL DECISIONS

Learning Facilitator’s who are qualified to teach the Making Ethical Decisions, may choose to add the 2.5 hour module to this course, bring the total course time up to 21.5 hours.