

## LEVEL ONE COACHING EDUCATION COURSE TEST

Read the *Coaching Youth* [sport] book thoroughly. Then reread sections 1 through 5 and refer to your Clinic Worksheet notes before attempting to answer the items on the test.

The test consists of 28 questions, multiple choice and true-false. On the Test Answer Form blacken the box that corresponds to the letter of the answer that you have selected.

Respond to all of the questions you feel confident about without looking them up. On your next attempt, consult the book or worksheets to answer the questions that gave you trouble and to confirm the accuracy of those you have already completed.

### Multiple Choice

In this section select the best answer from the alternatives presented and record it on the Test Answer Form.

1. What is a key responsibility of a coach?
  - a. Make sure that athletes do not misbehave.
  - b. Treat all athletes like a parent would a child.
  - c. Prevent any injury from happening.
  - d. Ensure that athletes have a great time in everything they do.
  - e. Promote individual growth through well-planned and well-conducted activities.
  
2. An outlook that places "Athletes First, Winning Second" means that
  - a. coaches who win the most have a positive philosophy
  - b. a coach needs great athletes in order to win
  - c. the primary concern should be the athletes' development
  - d. to avoid pressure, young athletes should not strive to win
  - e. coaching is easy when the score doesn't matter
  
3. Striving to win is
  - a. the basis for honest sport competition
  - b. the most important thing to young athletes
  - c. not as important as winning
  - d. the negative part of youth sport
  - e. none of the above
  
4. A coach who demonstrates good character
  - a. hides all flaws from athletes
  - b. always agrees with the officials' calls
  - c. creates an image to present to the team
  - d. is a perfect example of health and leadership
  - e. provides a positive role model through genuine positive behavior

5. Which of the following is the first step to communicating with your athletes?
- giving positive feedback.
  - listening carefully to the athlete.
  - providing specific directions.
  - taking time to asking questions.
  - none of the above
6. Which of the following is the least effective means of sending a message to young athletes?
- praise, then correction, followed by praise
  - 15-minute lecture and explanation to players
  - terminology meaningful to the age group
  - positive facial expression, positive tone of voice
  - one-on-one correction of poor behaviors
7. Giving good feedback requires that you
- get emotional to let your athletes know you care
  - send a continuous stream of messages
  - closely observe and listen to your athletes
  - communicate only positive things to athletes
  - all except a
8. Having a pre-season parent-athlete-coach meeting is
- a good opportunity to warn of inherent risks
  - a good way to get to know the parents of your players
  - a good opportunity to describe the best ways for parents to support their young athletes
  - a and c
  - all of the above
9. Above all else, effective communication with officials requires expert listening skills
- advanced message-sending skills
  - previous officiating experience
  - respect for the job they have to do
  - knowledge of every rule in the book
10. All successful coaches are good teachers who
- are very emotional, physical people
  - were former great athletes
  - are not interested in books
  - are effective motivators
  - think the Xs and Os are most important

11. When introducing a skill to athletes, it's best to

- a. take 5 minutes to describe the origin of the skill
- b. show them an unorthodox way of performing the skill
- c. explain the many options for executing the skill
- d. keep things simple and minimize distractions
- e. none of the above

12. The games approach describes

- a. a "roll the ball out and play" philosophy of coaching
- b. a strategy for getting kids to learn skills through drills
- c. a strategy for getting kids interested in learning new skills
- d. playing new games to enhance kids motor skills
- e. a philosophy of coaching that says skill learning is not important

13. When teaching complex skills to athletes, it is important to

- a. keep the IDEA elements of teaching from overlapping
- b. explain the parts of the skill, individually and as a whole
- c. demonstrate the entire skill once, then move on to the explanation
- d. provide feedback only when an athlete needs correction
- e. identify all of the details about each component of the skill

14. Each practice should include

- a. the same drills, in the same order
- b. a variety of games and skill instruction
- c. mostly technical instruction
- d. a and b
- e. all of the above

15. When matching athletes for competition, your biggest concern should be their

- a. physical and psychological maturity
- b. age or grade in school
- c. height
- d. knowledge of the rules
- e. athletic potential

16. The PRICE method of injury care should be the first measure taken for

- a. open cuts
- b. nose bleeds
- c. sprains
- d. neck injuries
- e. all of the above

17. Where does being prepared to provide basic emergency care begin?

- a. knowing PRICE
- b. delegating someone to go for help
- c. getting First Aid and CPR training
- d. knowing emergency contact numbers

18. You can help protect yourself from legal liabilities, should an injury occur, by

- a. matching athletes according to size and skill
- b. keeping accurate records
- c. planning specific practice activities
- d. a and b
- e. all of the above

### **True-False**

In this section you are to decide if the following statements are true or false. Mark your choice on the Test Answer Form.

T F 19. High level athletic experience is the best preparation for fulfilling your coaching responsibilities.

T F 20. Poor communication with your athletes includes saying something one way and expressing a different message nonverbally.

T F 21. Children are quite adept at reading nonverbal messages.

T F 22. The difference between teaching a new skill and correcting errors is that you need to give athletes more specific information when teaching.

T F 23. After you introduce, demonstrate, and explain a skill to athletes, their learning of that skill depends entirely on how much they practice it.

T F 24. Specific instructional goals should be set after you get a chance to assess your athletes' skills.

T F 25. Once you set up a season plan, it's best to stick to it strictly throughout the season so that players learn every skill.

T F 26. Besides warm-up and cool-down, your other practice activities and their length can vary during the season.

T F 27. An informed consent form clears you of responsibility for any mishap that might occur.

T F 28. From a legal standpoint, the best approach to take when one of your players gets hurt is a "hands off" policy.