



Softball Canada's Community Sport – Ongoing Participation Clinic

COACH'S TOOLBOX

NCCP Context: Community Sport – Ongoing Participation



Association
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TOOL BOX CONTENTS

ITEM	PAGE
Action Card	3
Softball Strategy – Defensive and Offensive Principles	4-5
Effective Practice Plan Principles	6
Sample Practice Plan Forms – 3	7-9
Content of a Good Practice Plan	10
Emergency Action Plan (EAP) Worksheet	11
Assessment Tools – Self Assessment Sheet #1 and #2	12-14
Effective Teaching Model	15
Facility Safety Checklist	16
Competition Modifications	17-20
Handling Challenging Players	21-24
Basic Stretching	25
Coaches Code of Conduct	26
Fair Play Code for Parents	27
Players Rights and Responsibilities	28
Basic Softball Skill Checklist – Progress Report	29
Ideas for Achievement Awards & Characteristics of good award programs	30-31
Parent Meeting Letter	32-33
Pre-Season Questionnaire for Participants	34
Pre-Season Questionnaire for Parents	35
Medical Information Form	36
Accident Report Form	37-38
First Aid Kit Checklist	39
Player List Form	40
Equipment List Form	41
Uniform Log Form	42
Attendance Form	43
Position Tracker Form	44
Game Plan Form	45
Innings Played Form	46
Practice Activities – for Practice Coaching Sessions #1 & #2	47
Throwing	48-50
Baserunning	51-52
Infield Activities	53-56
Outfield Activities	57-61
Catcher Drills	62-64
Pitcher Drills	65
Hitting Drills	66-67
Bunting Drills	67
Warm-up Activities	68
Extra Worksheets for Clinic	
Emergency Action Plan (EAP) Worksheet	71
Facility Safety Checklist	73
Self Assessment Sheet #1	75
Self Assessment Sheet #2	77

ACTION CARD



Great Ideas:

To Do List



SOFTBALL STRATEGY

Community softball program's main objective to give all the players an opportunity to have a positive experience. Players will need many opportunities to experiment with different positions, but the coach's knowledge of basic offensive and defensive principles will help guide players in a direction where they are most likely to meet with success.

DEFENSIVE PRINCIPLES

1. Principle of Coverage

- Put players in positions to cover as much territory as possible
- Take advantage of player defensive strengths and minimize weaknesses
- Establish a good fly ball communication system to avoid collisions. Example:
 - all players in vicinity go for ball aggressively
 - have and practice a calling system (player catching ball calls "mine" others **must** call "take it" so that player know they are backing off)
 - call for ball when it is at it's highest point
- Establish a priority system, when it is easily caught by more than 1 player
 - 1B/3B over C; 2B over 1B; SS over 2B/3B; CF over other 2; OF over IF; 1B/3B over P

2. Principle of Location and Adjustment

- Locate players where the ball is most likely to be hit
- Adjust when necessary.
 - bunt situation
 - dominant hitter tendencies
 - weather/field conditions
 - game situation

3. Principle of Readiness/Support

- Be ready – know what to do with the ball BEFORE it arrives
- Every player has something to do on EVERY pitch
- Be sure every play has a back up player at the proper angle and distance

4. Defensive Requirements

- Strength up the middle - C/P/SS/2B/CF
- Catcher – quick release; good glove; leadership; vocal; respected by teammates; strong throw; accurate throw
- Pitcher – strong arm; work ethic; strong mentally
- 1B – good glove; left hand is advantage in picking up bunts; good at getting balls in dirt; flexible; good reflexes
- 2B – good range; good at grounders with soft hands; average to good arm strength; good at decision making; agile
- 3B – quick reflexes; fearless; strong throw; quick feet to get to bunts
- SS – quick release; very strong arm; accurate throw; good range; agile; good communicator; good decision maker
- Outfield – speed; strong arms; accurate throws; good judgement of flies; leadership at C F; strongest arm in RF to make long throw to 3B
- Designated Player (DP) – not the best at any position, but versatile and offensive strength.

OFFENSIVE PRINCIPLES

1. Get 1st Runner on Base

Lead off batter gets on base lots – consistent hitter, lots of BB, fast
Top 4 batters will likely get up to bat at least 1 more time in the game than the others
Some batters are more difficult to pitch to and get lots of BB.

2. Move Runner into Scoring Position

2nd batter is a good bunter – fast, left-handed is an advantage
If the 2nd batter is a good bunter and also fast it can often result in an additional runner on.
Bunting is a basic softball skill that ALL players should be taught and also able to execute by the time they have learned the other basic skills.

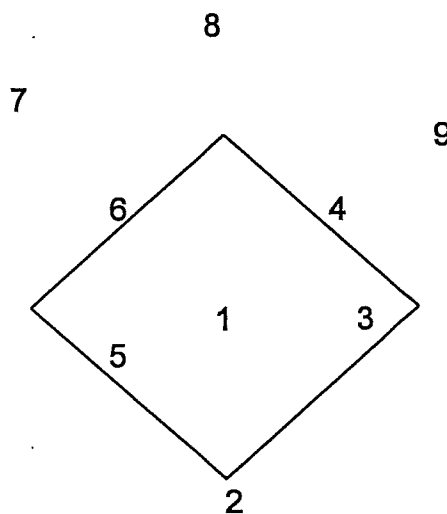
3. Hits to score Runner(s)

Bunch the best hitters in the 3rd to 5th spots in line up.
Power hitters usually go in 4th and 5th spots
Some hitters are more effective against certain types of pitchers. It can be advantageous to change the batting order sometimes.
Use of Designated Player (DP) provides more offence potential and also gives another players more opportunity to contribute.

4. Know Your Speed and Opponents Defensive Capabilities

Which players can steal bases?
Who can be more aggressive because of speed or sliding ability?
Which outfielder has the weakest or most inaccurate throw?
Are 1B or 3B weak at defending the bunt?
Can the Catcher make a quick, accurate throw to 2B or 3B?
Is the SS there to cover the base on the steal?
Who covers 3B on a steal of 3B?

On line up cards player's positions have to be listed.



EFFECTIVE PRACTICE PLAN PRINCIPLES

Sometimes a “key” word helps us remember what we need to know. Remember the word **VARIETY**.

V – VARIETY

- keep short time segments
- use different activities to keep players interested

A – ACTIVITY MAXIMIZED

- small groups
- lots of repetitions
- many stations
- everybody active

R – RESOURCES MAXIMIZED

- use lots of equipment
- bring in experts or helpers
- involve players
- use entire area

I – INDIVIDUALITY

- group activities by ability to challenge individuals
- use variety of teaching options and “cue” words/phrases
- be flexible

E – EFFECTIVE INSTRUCTION

- use effective teaching model
- give positive, specific, constructive feedback
- smile and be enthusiastic
- progress from individual skills to simple team skills to more complex team skills

T – TIME

- change activities while players are still having fun
- start and finish practice on time
- planned transition time to reduce wasted time

Y – Yippee! It was Fun! ☺

- add individual challenges to the activities
- make the activities a friendly competition or cooperative games; avoid elimination games
- follow practice plan principles and it will automatically be more fun.

SAMPLE PRACTICE PLAN - #1

Objectives:			
Equipment:			
Skill	Activities	Coaching points cues/progressions	Time
Warm UP			
Review Skills			
New Skills			
Game Like Activities			
Cool Down Messages Evaluate			

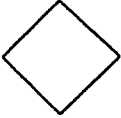
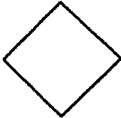
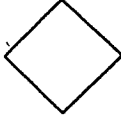
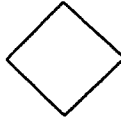
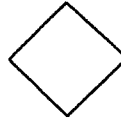
SAMPLE PRACTICE PLAN - #2

Date:	Time: from to
Goals:	
Equipment Needed:	
Introduction	Key messages/safety points
Warm Up	Key messages/safety points Equipment
Main Part	Key messages/safety points Equipment
Cool Down	Key Messages/safety points
Conclusion	Key messages

Sample Practice Plan - #3

Goals:

Equipment:

Time	Practice Part	Key Contents and Tips
	Introduction	
	Warm Up	
	Skills	<div style="text-align: right; padding-right: 20px;">    </div>
	Game Application	<div style="text-align: right; padding-right: 20px;">   </div>
	Cool Down	

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CONTENT OF A GOOD PRACTICE PLAN

A good practice plan:

- helps in adhering to effective practice plan principles
- results in less discipline problems
- wastes very little time
- results in a quality practice that produces better individual and team achievement

"It is the amount of work put into the time that is important, NOT the amount of time put in."

A good practice plan has the following elements:

- ☺ **Written Down**
 - not just in the coaches head or made up on the way to the field or the coach asks players on arrival at field what they want to do today.
- ☺ **Objectives are stated**
 - the purpose the key segments of the practice
- ☺ **Equipment required**
 - considering the number of players to be kept active; space available; helpers in attendance
- ☺ **WHAT SKILLS to be taught are shown**
 - specific individual or team skills ie: overhand throw
- ☺ **HOW the skills will be taught is shown**
 - progressions that will be used
- ☺ **WHAT SPECIFIC ACTIVITIES**
 - what drills, mini-games will be used to practice the skills ie: "Leap Frog Tag" for warm-up or "Bulls Eye" for accuracy game
- ☺ **Indicates Time allowed for each activity**
- ☺ **Coaching points**
 - cue words or teaching cues



EMERGENCY ACTION PLAN

EMERGENCY PHONE #'s	911 Coach: PH: () Coordinator: PH: ()	Checklist: <input type="checkbox"/> Location of telephones are identified (cell or land lines) <input type="checkbox"/> Emergency telephone numbers are listed <input type="checkbox"/> Cellphone, battery well charged <input type="checkbox"/> Change available to make phone calls from a pay phone
	Address of Facility: Address of Nearest Hospital:	DIRECTIONS: Provide accurate directions to the site:
FACILITY ADDRESS	NAME: PH: () ALTERNATE 1: PH: () ALTERNATE 2: PH: ()	Roles and responsibilities <ul style="list-style-type: none"> • Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements • Designate who is in charge of the other participants • Protect yourself (wears gloves if he/she is in contact with body fluids such as blood) • Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding) • Wait by the injured person until EMS arrives and the injured person is transported • Fill in an accident report form
	NAME: PH: () ALTERNATE 1: PH: () ALTERNATE 2: PH: ()	Roles and responsibilities <ul style="list-style-type: none"> • Call for emergency help • Provide all necessary information to dispatch (e.g. facility location, nature of injury, what, if any, first aid has been done) • Clear any traffic from the entrance/access road before ambulance arrives • Wait by the driveway entrance to the facility to direct the ambulance when it arrives • Call the emergency contact person listed on the injured person's medical profile
CHARGE PERSON	<input type="checkbox"/> Participant profile information and emergency contact information is attached	
	<input type="checkbox"/> First Aid Kit is stocked and it's location is known	
PARTICIPANT INFORMATION		
FIRST AID KIT		

Assessment Tools for Community Coaches

Great coaches are continually looking for ways to improve. In order to be able to tell if you are improving, you will need to ask yourself and others "How am I doing?"

The following assessment tools are provided to help you check how you are doing as a community coach. You will see that they are clearly focused on your ability to provide a fun and safe environment in which participants can learn through playing a sport.

You will use some of these tools during your practice coaching sessions in the workshop, but you may also choose to use them throughout your season by asking a trusted parent or an assistant to fill them in for you, or by filling them in yourself.

A few words on receiving feedback from others...

- When you ask others their feedback, remember to listen attentively to their observations and comments without expressing defensiveness. You may not always agree with their observations, but you have asked for the input, so it deserves to be considered with an open mind.
- If possible, try to gather feedback from more than one person, and look for commonalities among their comments.
- It is your choice what you decide to implement and what comments you choose to ignore. The power to change your behaviours remains yours alone.

Tip:

The greatest way to encourage children/youth in sport to receive your feedback as a coach and to try to improve their abilities is to model this behaviour. Coaches who regularly ask for feedback and who actively seek to improve their intervention skills are showing the children they coach that it is good to aim at getting better in whatever you do.

It is very true that a picture is often worth more than words alone.

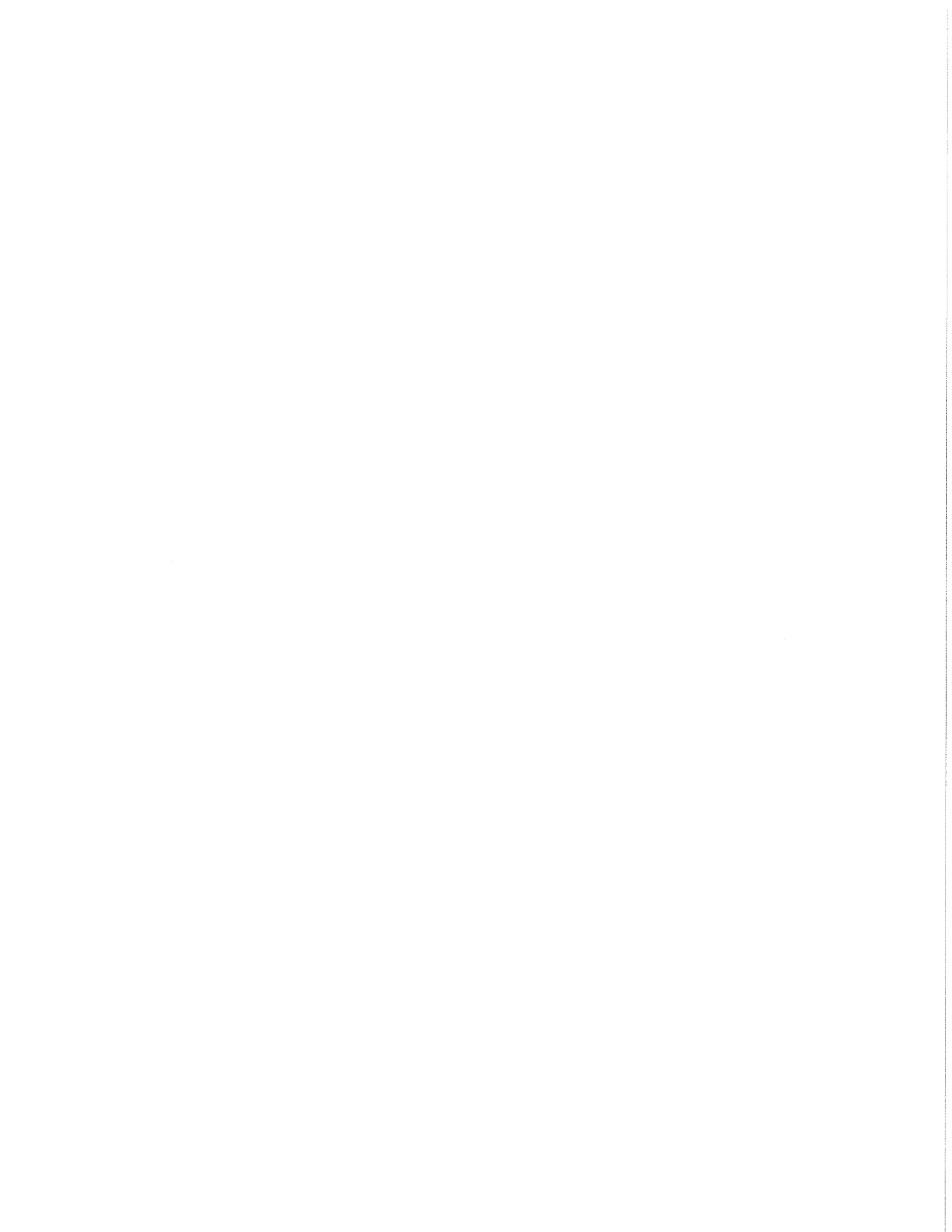


Self-assessment Sheet #1 Practice Coaching Session

Explanation, demonstration, activity, and safety



Criteria	Yes	No
Selection of the activity		
The activity selected is appropriate for the age of the participant		
The activity selected is appropriate for the ability of the participant		
Comments/suggestions:		
Safety before beginning the activity		
Equipment is appropriate for the age/size of the participant		
Equipment is in good repair and is properly adjusted		
The playing area is checked for hazards		
Comments/suggestions:		
Explanation		
Coach is positioned such that all children can see and distractions are minimized		
Explanation and demonstration last 90 seconds or less in total time		
The purpose of the exercise/activity is clearly stated		
One or two key points are emphasized (not necessarily technical aspects)		
Safety points are emphasized, if appropriate		
Coach speaks clearly and loud enough for all to hear		
The choice of words is appropriate for the age of the participants		
Participants are checked for understanding		
Comments/suggestions:		
Demonstration		
All the participants can clearly see the demonstration		
The speed of the demonstration allows participants to see accurately what they are to do		
Coach demonstrates in a manner that a child would be able to perform the activity		
Coach reinforces key points while he/she demonstrates		
Participants are checked for understanding		
Comments/suggestions:		
Activity		
A sufficient area is used for the activity		
Available equipment is used optimally		
Participants are active for the majority of the time (minimum waiting in line)		
Comments/suggestions:		
Safety during the activity		
If a potentially hazardous situation presents itself, coach deals with it immediately		
Comments/suggestions:		



EFFECTIVE TEACHING MODEL

The word "IDEAS" will help you remember the steps of an effective teaching.

I – INTRODUCE

- name the activity
- when it is used and why important
- be brief; speak clearly; make sure all can see/hear; in a position to limit distractions

D – DEMONSTRATE

- demonstration skill correctly (if coach can't demo get a player or another adult)
- do 3 or 4 times from different angles – maybe once in slow motion, if possible

E – EXPLAIN - usually done while demonstrating

- identify key points
- keep it brief
- use simple terms and age-appropriate language; 2 or 3 "cue" words
- be enthusiastic
- ask questions to confirm understanding - if unsure you might ask him/her to explain the skill back

A – ACTIVITY – majority of time is spent at this stage; follow good practice principles

- maximize activity; make sure ALL players are involved in practice – no line ups
- make sure safety precautions are taken
- ask permission to touch if it is necessary to physically guide player through.
- make sure players are doing the activity correctly, then get into position to observe so you can give feedback.

S – SUPPLY FEEDBACK

- use "compliment sandwich" approach – start with positive, put what/how to improve, then finish with positive words.
- should be specific when given for a skill – ie; "you used your hips well", not just "good job"
- use words or cues that are age-appropriate
- give feedback on only 1 thing at a time and then give more time to practice
- avoid too many interruptions



Facility Safety Checklist

Facility:		Date:	
Coach:			
Item	Possible Risks	Ok (✓)	Problems and Adjustments
ENVIRONMENT: Playing surface and installations	Infield Playing Surface (No holes, debris, etc.)	<input type="checkbox"/>	
	Outfield Playing Surface (No holes, debris, etc.)	<input type="checkbox"/>	
	Immovable Objects (Fences, Posts, Home Plate)	<input type="checkbox"/>	
	Weather (Rain, Sun, Hot, Cold, Lightning)	<input type="checkbox"/>	
	Other:	<input type="checkbox"/>	
EQUIPMENT: Team / Individual	Balls	<input type="checkbox"/>	
	Bats	<input type="checkbox"/>	
	Bases	<input type="checkbox"/>	
	Gloves	<input type="checkbox"/>	
	Helmets	<input type="checkbox"/>	
	Catcher's Equipment	<input type="checkbox"/>	
	Field Markers	<input type="checkbox"/>	
	Clothing / Uniforms	<input type="checkbox"/>	
	Shoes / Cleats	<input type="checkbox"/>	
Other:	<input type="checkbox"/>		
FIRST AID	Latex Gloves	<input type="checkbox"/>	
	Band-aids	<input type="checkbox"/>	
	Bandages	<input type="checkbox"/>	
	Gauze Pads	<input type="checkbox"/>	
	Adhesive Tap	<input type="checkbox"/>	
	Skin cream (Abrasions)	<input type="checkbox"/>	
	Scissors	<input type="checkbox"/>	
	Tweezers	<input type="checkbox"/>	
	Plastic Bags (ice)	<input type="checkbox"/>	
	EAP & Medical Contact Info	<input type="checkbox"/>	
	Sun Screen	<input type="checkbox"/>	
Other:	<input type="checkbox"/>		
HUMAN FACTORS	Crowding (Enough Space)	<input type="checkbox"/>	
	Grouping (Participant size, skill level, age)	<input type="checkbox"/>	
	Spectators / Parents	<input type="checkbox"/>	
	Other:	<input type="checkbox"/>	

*Adjustments that might be required:

- 1) add 2) replace 3) modify 4) discard 5) clean 6) repair 7) check

This document, once completed, should be given to the facilities manager, and the coach should keep a copy for his/her files.

Facilities Manager name: _____ Signature: _____

Coach name: _____ Signature of coach: _____

COMPETITION MODIFICATIONS

A Word About Competition

Competition is healthy if there is a good chance of success (success doesn't necessarily mean "winning"). For young children that makes small group activities or lead-up games more appealing than adult versions of team competitions, where strategies and tactical skills are necessary to succeed. Putting children in competitive situations prior to having the basic fundamental skills necessary is setting them up to fail. It makes little sense to put children into official competitions prior to having adequate individual skills required in such a competition. Example: into ball games before they can catch or throw.

"Before students learn the rules of complex (adult versions) games and sports, they should learn the skills that will allow them to play these games enjoyably and with confidence."
(Saskatchewan Elementary Physical Education Curriculum -1999)

Competition Progressions

- start with simple individual skill competitions – catching; throwing;
- combine skill combinations – catch with foot on base; jump and catch
- Simple offence and defense situations – lead –up games
- Games with complex rules and specialized positions

When children are ready to compete, the focus should be on competing with self as opposed to others.

Putting children in competitive situations prior to proper fundamental skill development leads to "coping" skills. Skills that, at this stage of development, will be most successful in beating others, but long term will not be appropriate for success or enjoyment. Example: in a baseball/softball competition tossing or rolling the ball underhand to 1st base instead of throwing it overhand.

Team competition for children requires major modifications (often creative modifications) from traditional adult rules for the following reasons:

- It is more fun and enjoyable when scores are close.
- Children like a lot of scoring opportunities for everyone involved.
- Children do not have the fundamental skills to implement team strategies.
- Children need numerous repetitions to develop individual skills in game situations.
- Children do not have the cognitive maturity to perform many of the decision-making tasks required in the adult version of the competition.
- Children do not have the physical strength or aerobic capacity to be successful under adult conditions.

The co-operative competitive model should be encouraged – seeking excellence together. We do our best against someone else who is also doing their best. That way everyone is "successful"

Turning Adult Versions of Competition into Games for Kids

Coakley (1980) found the following characteristics when studying games organized informally by children. (no adult intervention):

1. extensive action resulting in very high scores
2. close scores with both teams having a chance to win late in the contest
3. high degree action among all participants not just a skilled few
4. numerous opportunities to affirm friendships with teammates and opponents.

This information should tell us that modeling children's organized sport activities around what children want instead of the adult model would provide more enjoyable experiences for all participants. "Games" not adult-like competitions provide wonderful opportunities for children to learn a variety of motor and social skills. The younger the child the more adult versions of competitions must be modified to provide the action, repetitions and fun necessary for them to provide a learning environment as well as be appealing to children. Competitions in sports that are inherently inactive, without strong fundamental skills, (softball/baseball) are especially challenged to be creative and innovative. The traditional 9 player-a-side T-ball or parent-pitch competition with children who cannot catch or throw provide more inaction than action and little opportunity to get the repetitions necessary to learn.

The following are modification ideas:

- **Equipment:**
 - change weight and size
 - smaller/lighter balls, bats make it easier to use correct skill technique (nerf equipment for very young children)
 - increase size of contact surface (larger bats for very young children)
 - use softer equipment
 - softballs/baseballs – softer balls aren't hit as hard and because of less chance of injury encourage correct catching technique)
 - bright colors appeal to young children .Yellow balls are easier for children to track.

- **Space**
 - reduce size of playing area – smaller outfield; closer bases
 - reduce distance from target – distance between bases; pitching distance

- **Time**
 - reduce overall practice time to adapt to lower levels of aerobic maturity
 - use scheduled time to incorporate variety of skill development opportunities in an extended "Pre-game" warm-up. Bonus is that players are trained to arrive 30-40 minutes prior to competition time.
 - Change offence/defence on scheduled time instead of outs to preserve as much action as possible.

- **Numbers**
 - reduce team size to promote more repetitions and provide more scoring opportunities for more children.
 - Reduce overall team size so there are few, if any, substitutions necessary. In sports that are inherently inactive, where "running out of steam" is not a factor (baseball/softball) create rules that allow all to be on the field. (extras on defence).
 - use more than one ball when possible.

- **Rules**
 - Maximize scoring opportunities - more chances for low skilled players; higher scores reduce importance of single mistake.
 - reduce number of rules - especially rules that reduce action like time outs, foul balls, conferences
 - score points for bases touched
 - Equal playing time for all participants regardless of ability. Preferably for children under 8 competitions are modified enough so nobody is sitting on the bench in team sports.(then equal play time is not an issue)
 - Maximize the action:
 - Divide teams into groups and play 2-4 "mini-games". Total the scores to determine a team victory. With this format children don't have to sit out and it will be easier to match by ability for more equitable play.

- implement “no-walks” rule where at 7/8 age it is an “adult from own team pitch” game and at 9/10 age the adult comes in to pitch when there is 3 balls on the batter. This change increases offence resulting in more defensive opportunities as well.
- let batters go to 1st base even if they strike out to encourage swinging at the ball and provide opportunity to learn base running skills until hitting skills catch up.
- Keep scores close and/or reduce dominance of highly skilled players.
- losing team gets 4 outs until they get within a specified score
- limit number of goals or points a player can get in a game so top players don’t dominate (when they reach maximum they will have to focus on developing play-making skills)
- only count points by individuals up to a maximum number (limitation of this is that parents or coaches may still be counting)
- move dominant players to less strategic positions
- rotate positions with a regular rotational system
- team that is too far ahead or players exceeding individual limits play with non-dominant hand or foot.
- flexibility to move players from one team to another.
- match lines by ability – best against the best
- give bonus points for correct technique
- Give points for demonstrations of “fairplay”
- De- emphasize competition by not using officials for games for children under 9.
- Provide special training for officials working children’s competitions:
 - how to “loosen” up rules to allow for more action (i.e. larger strike zone).
 - how to explain the call to children quickly, positively, in easy to understand language.
- Allow coaches on the playing surface to provide immediate, private feedback and to help direct play if necessary.

Ideas to Supplement Tournament Formats

- For very young players use a “theme” that runs throughout the activities. Example: Star Wars; Disney; Olympics; Circus; Special Holidays; Around the World
- Set up various skill stations where players compete as a team rather than as individuals – total team scores are added up. Each player on each team gets an equal number of repetitions or see how many repetitions in specified amount of time. Team average can be used if it is not possible to have equal number of players on each team. Caution: Use a format to ensure children aren’t standing in line waiting a turn.

Softball Skills:

- Throwing – distance, accuracy, speed (if radar gun available)
- Running – timed around bases
- Catching – number of catches from a specified distance
- Hit for distance – points depend on line they hit it over.

General Skills:

- timed runs
- double leg bounds for distance
- vertical jumps for height
- obstacle courses
- timed agility
- various walks (lame dog; seal; bear etc.)
- Set up some stations that are “fun” lead-up game type activities.
- Include modified round robin competitions if participants are 7 or older.
- Include campfires, sing-a-longs, hot-dogs and drinks.
- Include cultural awareness activities. Celebrate our diversity through:
 - music

- food
- ethnic dancing
- traditional activities or sports
- special guest to demonstrate/explain traditions; costumes, etc.
- opportunities for children to try traditional activities
- Include non-specific sport skills as well.
- If necessary to achieve equity for team competitions in the 9-10 category have coaches' rate players prior to jamboree then teams are formed by ability by organizers, with players being assigned to teams when they arrive.
- Team Awards might be:
 - total scores for skills
 - team spirit
 - fair play
 - hustle

This document has been adapted from Sask Sport Inc. *Children in Sport* material.

HANDLING CHALLENGING PLAYERS

Adapted from Sask Sport Inc. *Children in Sport Material*

Good communication; quality content and presentation will go a long way in avoiding problems. However, there are usually a small number who will test the skills of any adult. Having some the 'tools' in the kit for dealing with such situations will help the coach deal with them effectively and positively.

Players may present the following challenges:

- overly aggressive
- inattentive
- interrupting
- hyperactive
- overly shy
- disrespectful of people or rules
- always has to be 1st or best
- crying easily
- unable to handle failure
 - teasing, bullying, making fun of other children
 - show off
- temper tantrums
- not following instructions
 - whining
 - makes big issue of minor hurts

Following are suggestions for dealing with players who require special interventions:

1. PRIVATE DISCUSSIONS

- Handle discipline privately to avoid the risk of embarrassing the player or reinforcing the negative attention they may be seeking.

2. DIRECT BEHAVIOUR

- Redirect misbehaviour by giving them a task. Example: demonstrate; lead a group;
- Give them extra responsibilities. Example: equipment; assisting someone
- Give EXACT instructions. Please walk, slowly, get 2 balls and return, quietly and slowly. Stand on this mark.
- Expect them to accept responsibility and consequences of actions – apologise; admit fault; no excuses; repeat task until it is done in an acceptable fashion (example – putting away equipment).
- Have the player repeat instructions just given to ensure understanding.
- With young players use tokens to reward positive behaviour or play "behaviour" games where the game is stopped periodically and points given for positive behaviour.

3. EMPOWER

- Have player reflect on their behaviour – how they acted and why; why it needs to change.
- Ask the offender for suggestions on how to improve.
- Allow the child to assist in establishing behaviour goals, a plan for reaching those goals and consequences for misbehaviour.
- Give the child choices. "you can say positive things to your team mates or you can sit out for a minute" (if behaviour doesn't change then sitting out may occur whether it is a choice or not); for the constantly injured child "do you want to be strong and handle this yourself or do you want me to help?"
- Allow players to resolve issues by discussing it between them and coming up with a solution rather than dictating a solution. Younger players will need more guidance to do this.

4. GROUP OR TEAM RESPONSIBILITY

- Group huddle to discuss respectfully and quietly the behaviour that is affecting the group.
- Make the child responsible to the group – not just instructor. "The rest of the players want you to" "The team needs you to....."

- Having group consequences adds peer pressure to behave appropriately.
- Take ownership for what is learned and be responsible for carrying out actions that will indicate ownership has been taken.

5. REMOVE SOMETHING POSITIVE as a consequence of misbehaviour – as a last resort.

- a privilege
- right to stand with the group – isolate the child during instruction.
- right to be in a group with a friend – separate friends.
- do not to take so much away that the player will not be motivated to improve.

6. PROVIDE HIGH SUCCESS RATES

- Provide maximum opportunities for small successes.
- Watch for positive behaviour in offender and others (as role models) and reward it. Ignore negative, attention-seeking behaviour if possible, when it is not being disruptive
- Reward effort not just results.
- Give tangible rewards for good behaviour on occasion. (reminder - overuse of extrinsic rewards can be damaging)

7. GROUNDING OR TIMEOUT

- Sit in a group or as an individual with position specified. (feet straight out, hands on thighs)
- Suggest a behaviour strategy - Close eyes – take 3 deep breaths to calm down and get control of self. Count to 5 before reacting.
- Be consistent for all players – what is inappropriate for one is inappropriate for all.
- Specify the time for the time-out. Rule of thumb is 1 minute for each year of age.
- Only effective when doing an activity the player wants to do.

8. BEFRIEND THE PLAYER

- Ask about their day, family, how they feel to show you care.
- Do something special for them.
- Be aware that overt attention may cause others to be jealous.

Ideas for Disciplining Children (in order of preference) from How to Play with Children (1992)

- 1) simple request behaviour change – be specific on what the inappropriate behaviour is.
- 2) stop talking in mid-sentence to get attention.
- 3) stand next to misbehaving child.
- 4) exaggerate voice or body language to gain attention.
- 5) a firmer, but pleasant request for behaviour change.
- 6) identify misbehaviour “you seem bored – frustrated – like you can’t pay attention.”
- 7) group huddle if a group problem.
- 8) timeout – child’s choice how long.
- 9) timeout – instructor decides 1-5 minutes.
- 10) suspension from participation.

Establish Positive Behaviour and a Good Learning Environment

Regardless of the quality of the technical content of a program it will fall short if not introduced in a positive learning environment.

If behaviour expectations are established early much time and talk can be avoided and more time can be devoted to activity. The coach should design a system, communicate expectations to players and monitor behaviour so expectations are met. Behaviour guidelines not only help avoid discipline problems, but also are essential to create a "safe" learning environment. **Get organized!** The time spent on organization in the beginning will pay tremendous dividends later when less time is required for it to continue to function effectively.

1. State rules positively – if possible avoid words like "don't"; "never"; "can't".
2. Explain why rules are necessary. When possible let players have some input into making them.
3. To encourage promptness always start on time, with an activity players won't want to miss.
4. Be consistent and fair in behaviour expectations and in meting out consequences when necessary.
5. Make sure players understand rules and consequences – provide opportunities to practice new routines. Post rules if possible.
6. Prompt and reinforce appropriate behaviour – rather than only giving attention to negative behaviour.
7. Wait for "go" signal, after explanation, before starting activity. "go" signal could be varied occasionally to encourage careful listening. "dynamite"; "home run" "sprint"
8. Take advantage of "teachable moments" when opportunities arise to teach or reinforce positive behaviour.
9. Establish a "listening" routine.
 - if equipment like a ball is used it must be placed in a specific location (behind back, between feet) this avoids bouncing or rolling balls, while someone is talking.
 - if interruptions or talking is a problem establish routines where only the person holding an object can speak. (examples: talking stick from Aboriginal background)
 - Establish a "listening position" – sit, kneel
10. Use key word like "freeze" for stop. Expect them to stop within reasonable time (5 sec.). If leader gets in the habit of repeating the stop signal 3 or 4 times players will also accept that as standard.
11. Establish rules for getting, putting away and the treatment of equipment to teach responsibility. Insist players PLACE equipment in proper location - not throw it.
12. Establish non-verbal signals as subtle reminders of misbehaviour. Time out signs; finger to lips; grab your ear lobe, etc.
13. Establish boundaries.
 - -Physical
 - out of bounds
 - off-limits

- Behavioural
 - quality attention when someone is speaking
 - respect other people's personal space – no pushing, knocking each other.
 - be respectful when speaking to someone
 - respect cultural and gender differences
 - applaud good play or performances of others
 - support others when they make a mistake
 - say thank-you. - for being my partner, getting me equipment, etc.
 - win humbly - lose graciously- avoid trash talk/excessive celebrations when scoring
 - follow rules
 - be honest when tagged, put out or scored against
 - no "put downs" allowed – of self or others
 - take turns – share
 - speak up if someone does something that is getting in the way of the goals of the group.
 - no tolerance for teasing others

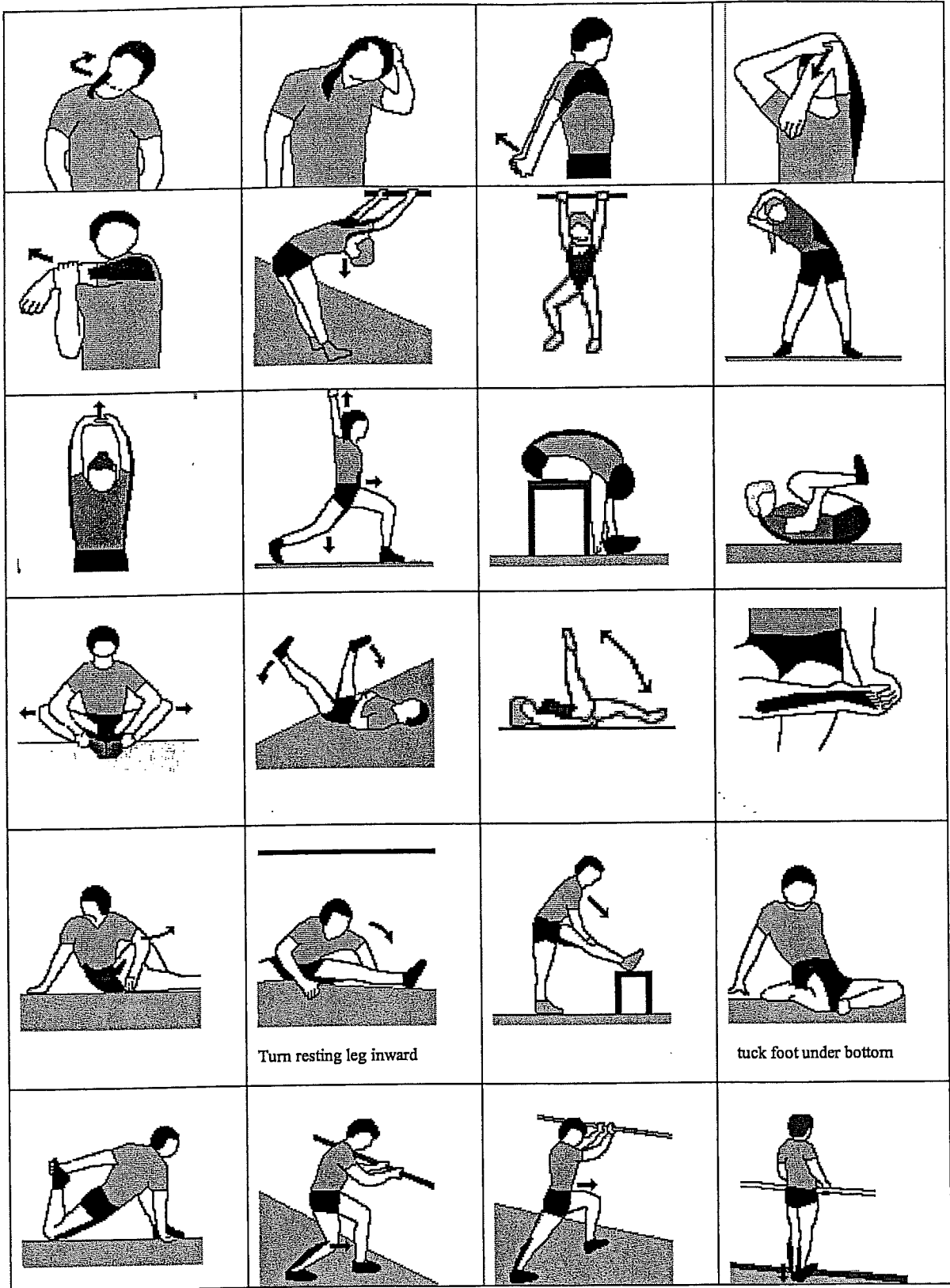
14. Player of the day. Set some behaviour standards that must be met (trying hard, listening, being kind). If a meets the standards reveal who it was and the entire group gets a reward (special privilege, play favourite game, etc).

15. Challenge players by using different phrases:

- | | |
|-----------------------------|--------------------------------------|
| What are 2 ways.... | Show me a different way to.... |
| Now let me see you... | Who can..... |
| Show me how... | See how many times you can.... |
| How would you.... | What would happen if.... |
| Now try.... | Create, invent, discover ways to.... |
| Find a way to.... | Find 3 different ways to... |
| What ways can you..... | Make believe you can... |
| See what you can do with... | How else can you... |

BASIC STRETCHING

Illustrations provided by CardiSport



COACHES CODE OF CONDUCT

I will treat everyone fairly, by treating them with respect and dignity.

I will direct any necessary feedback at the performance not the person.

I will teach all players the skills of the game, the values of teamwork and the meaning of good sportsmanship.

- I will lead by example and always demonstrate good sportsmanship during games by treating officials and opponents with respect.

I will provide encouragement and positive direction to players during games.

I will uphold the rules, regulations and policies of my softball organization.

I will refrain from public criticism of my fellow coaches.

I will abstain from and discourage the use of drugs, alcohol and tobacco products in conjunction with my softball coaching responsibilities.

- I will communicate with the parents on my team and inform them of all team rules, practices and games.

I will ensure the activity being undertaken is suitable for the age, experience, ability and fitness level of the players I coach.

I will refrain from the use of profane, insulting, harassing or otherwise offensive language or behaviour while coaching.

- I will never provide underage players with alcohol.
- I will report to proper authorities any perceived misconduct by coach, player, parent or official so it can be dealt with appropriately.

FAIR PLAY CODE FOR PARENTS

- 1. I WILL REMEMBER THAT MY CHILD PARTICIPATES FOR HIS/HER ENJOYMENT, NOT FOR MINE.**
- 2. I WILL ENCOURAGE MY CHILD TO PLAY BY THE RULES AND RESOLVE CONFLICTS WITHOUT RESORTING TO HOSTILITY.**
- 3. I WILL TEACH MY CHILD THAT DOING ONE'S BEST IS AS IMPORTANT AS WINNING THE GAME.**
- 4. I WILL INSURE MY CHILD ATTEND ALL PRACTICES/GAMES AS POSSIBLE AND IF NOT INFORM THE COACH IN ADVANCE.**
- 5. I WILL NEVER RIDICULE OR YELL AT MY CHILD FOR MAKING A MISTAKE OR LOSING A COMPETITION.**
- 6. I WILL REMEMBER THAT YOUTH LEARN BEST BY EXAMPLE. I WILL APPLAUD GOOD PLAYS/PERFORMANCES BY BOTH TEAMS IN COMPETITION.**
- 7. I WILL RESPECT THE OFFICIALS AND THEIR AUTHORITY.**
- 8. I WILL SUPPORT ALL EFFORTS TO REMOVE VERBAL AND PHYSICAL ABUSE FROM YOUTH SPORTING EVENTS.**
- 9. I WILL RESPECT AND SUPPORT THE VOLUNTEER COACHES.**
- 10. I WILL NOT COACH FROM THE SIDELINES UNLESS ASKED BY THE COACH.**
- 11. I WILL RESPECT MY CHILD'S TEAMMATES, FELLOW PARENTS AS WELL AS OPPOSITION COACHES, PLAYERS AND PARENTS.**
- 12. I WILL BE RESPONSIBLE TO REPORT TO PROPER AUTHORITIES ANY MISCONDUCT BY COACHES OR OFFICIALS SO IT CAN BE DEALT WITH APPROPRIATELY.**

Players' Rights and Responsibilities

Rights

- To be treated fairly
- To express my ideas and to be listened to.
- To participate in the game as a unique person and athlete.
- To have good coaching.
- To be safe.
- To be treated with respect.
- To have personal equipment safe and unharmed.
- To share in making decisions for the team.
- To play and not be "cut".
- To be a member of the team.
- To have good equipment.
- Not to be embarrassed or insulted.
- To experience the "Joy of Playing"

Responsibilities

- To treat others fairly
- To listen to others and consider the worthiness of their ideas.
- To do my best.
- To co-operate with my coach
- To follow safety rules; and the responsibility not to endanger others.
- To treat others with respect; including teammates; opponents; coaches; officials.
- To leave other people's equipment alone unless you have permission.
- To act and think in a responsible manner and to allow others to have a share in decision making.
- To attend practices/ games; perform the best I can and be a constant learner.
- To be a reliable, trustworthy member.
- To take care of equipment – mine/team.
- To not embarrass or insult others.
- To make the best of my experience by trying hard and being positive.

Adapted from The Coaches' Guide to Dealing with Parents and Problem Athletes.



BASIC SOFTBALL SKILLS CHECKLIST

MECHANICS CHECK	always	Some times	rarely	MECHANICS CHECK	always	Some times	rarely
Catching the Ball				Fielding Ground balls			
Above the waist – thumbs together				Ready position (monkey)			
Below the waist – thumbs apart				Move to get body in front of ball			
Right side – glove thumb down				Get butt low on pick up			
Left side – glove thumb up				Pick up in front of body			
Use both hands when possible				Pick up in centre of body			
Move feet to get in front of ball				Use soft hands to absorb impact			
Reach to ball to absorb impact				Left foot slightly ahead on pick up (RH)			
Watch ball into glove				Pick up rolling ball directly in front			
Catch with other hand ready to throw				Pick up/throw ball directly in front			
Catch while moving				Pick up/throw accurately			
				Shuffle step left or right			
				Shuffle step, pick up/throw			
Outfield Skills				Shuffle step, pick up/throw to target			
Ready position- arms up; balls of feet				Crossover step left or right			
Move quickly to get under ball				Crossover step, pick up/throw			
Reach to absorb impact (soft hands)				Crossover step, pick up/throw to target			
Catch with fingers up when possible							
Use both hands							
Bring down to throwing shoulder				Base Running			
Judging and moving to right				Drive arms in bent arm action			
Judging to left				High knees to help drive forward			
Proper footwork – no ball				High kick behind			
Proper footwork – catch ball thrown				Lean forward slightly			
Proper footwork – hit ball				Run through 1 st base full speed			
				Move outward slightly before rounding			
				Touch inside corner of base rounding			
Throwing Skills				Round/jam (arms out, butt low)			
Elbow as high as shoulder				Round/jam/retreat (stay low, face away)			
Stride at target with glove side foot							
Point glove and glove side at target				Hitting Mechanics			
Hips open and close (open -shut door)				Grip – middle knuckles lined up			
Quick feet				Stance – across from plate			
Arm at 90degree angle				- front elbow bent			
Snap wrist with thumb pointing down				- hands by back shoulder/away			
Follow through to opposite side				- “A” frame with arms			
Accurate throw at stationary target				Stride – short, closed, to pitcher			
Throw for distance				Hip rotation – finish navel to pitcher			
Throw at moving target				- on vertical axis			
Throw at target while moving				- finish back heel to sky			
Underhand toss (shovel throw)				- swing against firm front side			
Snap throw for rundowns (stationary)				Arm Action – hands inside ball			
Snap throw for rundowns (moving)				- use wrists to snap bat head			
Back hand throw				- contact in FRONT of plate			
				Follow through – finish middle of back			

IDEAS FOR ACHIEVEMENT AWARDS

The best motivation is intrinsic motivation where players are participating because of the positive feelings they get from participation - the sheer love of the activity. Too many extrinsic rewards can ultimately harm intrinsic motivation. The best intrinsic motivator is to provide successful experiences, which will enhance feelings of competence. When they feel competent, they will enjoy the activity and are more likely to remain as participants. When rewards are given it is important that they are given for what we should be valuing most in sport. **Reward the process not the outcome.** The younger the players the more important it is that rewards are appropriate. They should be spread around, but given only when deserved or they will lose meaning.

APPROPRIATE AWARDS

- Personal bests
- Fair play
- Hard work – effort or trying hard
- Determination
- Teamwork
- Positive attitudes and behaviours – spirit; co-operation; self-discipline; respect; cheerfulness; praise of others
- Responsibility
- Improved player
- Reaching achievement standards for skills and knowledge
- Co-operation

INAPPROPRIATE REWARDS

- MVP – if main criteria is for scoring points
- Selection to All Star Team - for children 10 and under
- Highest scorer
- Most wins
- \$ for scoring goals/points or winning (note: this is also inappropriate from parents and grandparents)

CHARACTERISTICS OF EFFECTIVE SKILL DEVELOPMENT AWARD PROGRAMS FOR CHILDREN

Badge/Sticker/Certificate Programs

- Includes a social development component – teamwork, effort, co-operation, attitude, etc.
- Includes a component for off-the-playing-surface knowledge - nutrition, rules, fair play, leadership.
- Tasks are divided into progressive levels.
- Each level is given a name that is attractive to children, preferably related to the sport. Example: for Softball/Baseball – Double Play; Home Run; Grand Slam.
- Rewards can be earned at various small progressive increments within each level.
- Initial tasks are easy to achieve for encouragement.
- Rewards can be earned at a simple progression at a higher level prior to completion of all the lower level progressions. This encourages the child to continue to improve although he/she may get “stuck” on a certain skill.
- Achievement standards evaluated and awarded often – not just at end of year.
- Child is provided with some choice on which skill progression and time at which they would like to be evaluated in order to receive the award. Informal approach – rather than formal testing time. “Watch Me”; “See What I Can Do”; “I Think I Can Do It Now”.
- Awards are attractive to children – happy faces; stickers; colourful badges; cartoons.
- Awards include a “take home” (certificates, badges, ribbons) as well as a “poster” display component.
- Simple for coaches/instructors to administer.
- Provided at a nominal cost.
- Promoted and explained to parents and participants.

This material is adapted from Sask Sport Inc. *Children in Sport* material.



******* MEETING NOTICE *******

Parents & Players
(attendance is required)

Dear Parents,

I am pleased to be contacting you for the first time this season. During the softball season, I will have occasion to spend many hours with your son/daughter and I hope that you and I will also have the opportunity to meet on a regular basis. I am writing to invite you to an important information meeting that will take place at _____ (location), on _____ (day/date) at _____ (time, indicate AM or PM). The meeting will be approximately one hour long. If there is a particular issue that you wish to discuss with me that is not covered in the meeting, please see me immediately after the meeting.

The agenda for the meeting will be as follows:

Introduction: - Coaching Staff
 - Parents

Team Objective: - Goal setting as a group
 - Ramifications: Player commitment, Time commitment, Family schedule, Financial commitment

Tentative Schedule: - Practices
 - Games
 - Tournaments

Budget:

Coach's Philosophy: - FUN!!
 - Give every player the opportunity to be their best!
 - Positive Life Experience
 - Parent/Player Feedback (questionnaires)

Team Rules - Players
 - Parents



- Parent Involvement
- Adult Helpers
 - Field Preparation
 - Fund Raising
 - Team Wind Up
 - Miscellaneous

Medical Forms (to be completed for meeting)

It is important for the coaches to be aware of your expectations as parents of us and of the program. This is why I am requesting that you take a few minutes with your son/daughter to complete the attached questionnaires. They will help us build an honest and open relationship and will also align our goals and expectations for the program.

This meeting will be your opportunity, along with the coaches, players and other parents, to have input into the philosophy of the team, our schedule, team rules and our operating budget for the upcoming season. It is essential that every player be there with a parent because the decisions made will impact your child, but also your entire family and their schedule.

If you are unable to attend the meeting, I invite you to contact me prior to the meeting.

Team Leaders:	Contacts: The best time to reach me is:
Coach:	name, phone, email
Assistant Coach:	name, phone, email
Manager	name, phone, email



PRE-SEASON QUESTIONNAIRE FOR PARTICIPANTS

REASONS WHY I AM INVOLVED IN SPORT

My name: _____

My age: _____ I am: a girl a boy

I am involved in softball because...

This season would be really fun for me if...

This season would be really fun for the team if...

When I perform my sport, I think my strengths are...

I would like the coach to help me improve...

I expect to get out of this season...

I expect to have to put into this season...



PRE-SEASON QUESTIONNAIRE FOR PARENTS (Parents of four-year olds to teens)

Why did you register your child in softball?

What are your expectations of the program leaders, and specifically of the coaches?

In your opinion, what goals should be set for the team by the team leaders?

Identify values that you think should be promoted by the program.

Important facts about your child that the coaches should know about (e.g. allergies, health issues, previous injuries, etc.).

****Please return the questionnaire at least 1 week before the parent's meeting****

Participant's Name

Parent/Guardian's Name

Date: / / / (dd/mm/yy)



MEDICAL INFORMATION

PLEASE PRINT CLEARLY

Player's Name: _____

Address: _____

Birthdate: _____ Age: _____ Gender: _____

Health Card # _____

Doctor: _____ Phone: (____) _____

Address: _____

Home Phone: (____) _____ Work Phone: (____) _____ Cell: (____) _____

Parent / Guardian Name: _____

Address: _____

Home Phone: (____) _____ Work Phone: (____) _____ Cell: (____) _____

Emergency Contact: _____

Home Phone: (____) _____ Work Phone: (____) _____ Cell: (____) _____

Health History

Details:

Allergies Yes No _____

Asthma (Respiratory) Yes No _____

Blackouts/Fainting Yes No _____

Chest pain Yes No _____

Diabetes Yes No _____

Epilepsy Yes No _____

Hearing Disorder Yes No _____

Heart Condition Yes No _____

Recurring Headaches Yes No _____

Seizures Yes No _____

Glasses Yes No _____

Contact Lenses Yes No _____

Injuries (specify) Yes No _____

Medications (specify) Yes No _____

Other (including recent surgery) Yes No _____

Other: _____



Accident Report Form (p.2)



CHARGE PERSON INFORMATION

LAST NAME:	FIRST NAME:
STREET ADDRESS:	CITY:
POSTAL CODE:	PHONE: ()
E-MAIL:	AGE:
ROLE (Coach, assistant, parent, official, bystander, therapist):	

WITNESS INFORMATION (someone who observed the incident and the response, not the charge person)

LAST NAME:	FIRST NAME:
STREET ADDRESS:	CITY:
POSTAL CODE:	PHONE: ()
E-MAIL:	AGE:

OTHER COMMENTS OR REMARKS

FORM COMPLETED BY:

_____	_____
PRINT NAME	SIGNATURE

DATE (MM/DD/YY)	



Game Plan

Team Playing: _____

Date: _____

Field: _____

		INNING						
#	Position	1	2	3	4	5	6	7
1	Pitcher							
2	Catcher							
3	1st Base							
4	2nd Base							
5	3rd Base							
6	Shortstop							
7	Left							
8	Centre							
9	Right							
10	Rover							
	Bench							

SLOT PLAYER NAMES INTO EACH POSITION FOR EACH INNING

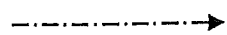
PRACTICE ACTIVITIES FOR PRACTICE COACHING SESSION #1 AND #2

TABLE OF CONTENTS

ACTIVITY	PAGE
Throwing	2
Baser running	6
Infield Activities	8
Outfield Activities	13
Catcher	18
Pitcher	21
Hitting	22
Bunting	24
Warm Up	24
Cool Down	26

PRACTICE ACTIVITIES

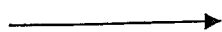
Key:



Fungo



Throw



Run

T	Thrower
F	Fungo Hitter (Fungo hitting is a self toss and hit)
S	Shagger
C	Coach

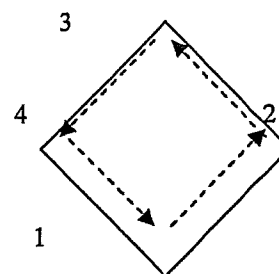
THROWING

AROUND THE BASES

Objective: Quick release; pivot to throw; accuracy

Directions: - Groups of 4 (1 at each base).
 - Ball is thrown either direction.
 - Speed of flight is timed from release of first player until it is caught by that player again.

Variation: Could also add conditioning by having players advance to the base they threw to and stopping watch when last player touches base.
 If no stop-watch is available number of bases thrown to could be counted to make a competition.

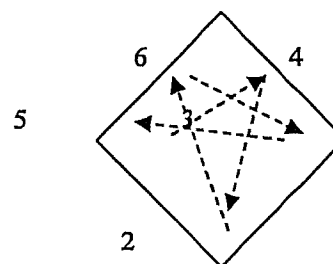


STAR - INFIELD THROW AROUND

Objective: Accuracy; quick release; conditioning.

Directions: - Groups of set up in infield positions.
 - Ball is thrown around in "star" formation.
 - C to SS; SS to 1B; 1B to 3; 3B to 2B; 2B to C
 - Players follow throw by running to next position.

Variation: - Timed to see which group can do it fastest.
 - Count to see how many throws can be done without an error.



30 SECOND THROW

Objective: Quick release; accuracy

Directions: - A standardized distance is maintained between partners.
 - Partners count the number of throws they complete in 30 sec.
 - Emphasize quick "crow hop" foot action to get feet and body in position to throw.

CATCH ACCURACY

Objective: Improving accuracy.

Directions: - From a distance (25' -30'), partners throw the ball back and forth. Winners are first pair to 10 -20 catches. (coach's choice depending on age of players)

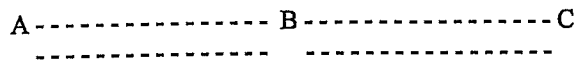
This can have progressive difficulty by counting number of catches:

- only moving 1 foot
- not moving feet to catch
- chest high only
- caught at throwing shoulder only
- knees only
- alternating chest and knees catches

HOT POTATO

Objective: Correct movement of pivot person on relay. Right handed person should take throw out in front, chest-high, with right leg forward, so pivot can easily be a 180 degree turn to left.

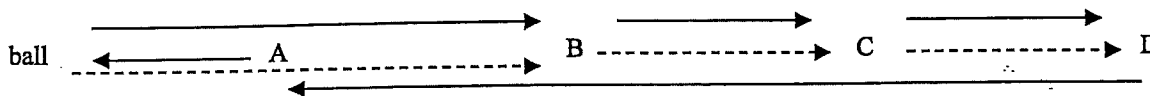
- Directions:
- A throws to B, who catches and pivots quickly to throw to C.
 - C throws back to B, who pivots and returns the ball quickly to A.
 - Could make into a competition with teams of 3.



RELAY GAME

Objective: Proper relay techniques and conditioning.

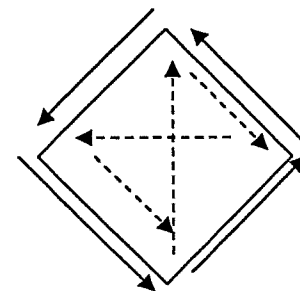
- Directions:
- Starts with player A pivoting, running to fence to pick up a ball, throwing it to B, then following throw; B throws to C and follows, and so on.
 - When ball gets to last player he/she runs to start and it starts again.
 - Continue until each player is back where they started.
 - Players must move up a slot each time.



BOX AROUND

Objective: Throwing warm-up; accuracy; conditioning

- Directions:
- Line players up at each base.
 - Ball is thrown across, then short to next base, then across, then short.
 - Fielders run to next base after completion of throw.
 - Keep track of highest number of throws without an error.

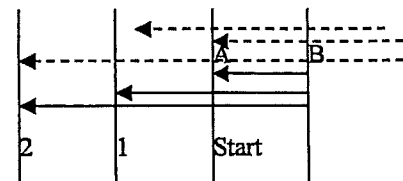


AERIAL BALL LINE RUN

Objective: Fielding fly balls; accuracy; conditioning.

- Directions:
- A runs out to line 1, receives throw from B
 - Ball is thrown back to B, A runs back to start.
 - Play is repeated with A running out to lines 2 and 3 in similar manner.

3



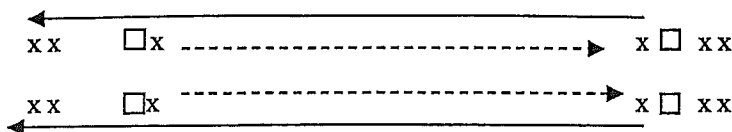
BALL OF FIRE

Objective: Catching while touching a base, accuracy

Directions:

- 2 groups of 6 lined up in columns behind each base. (3 behind each base)
- Player receiving the ball steps in front of base to receive the ball, catches, tags the base with one foot, throws to opposite base, then goes to the end of the line.

Variation: Have the players straddle the base instead and pretend to put a tag on a runner.

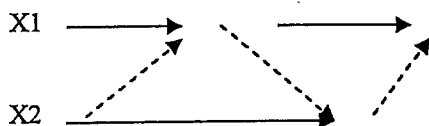


ZIG - ZAG

Objective: Practice catching a ball while moving.

Directions:

- X1 and X2 are lined up approximately 5m apart.
- They throw the ball back and forth while moving forward and maintaining distance apart.
- Can be run at 1/2, 3/4 or full speed.



DISTANCE CHALLENGE

Objective: Practice throwing for distance and accuracy.

Directions:

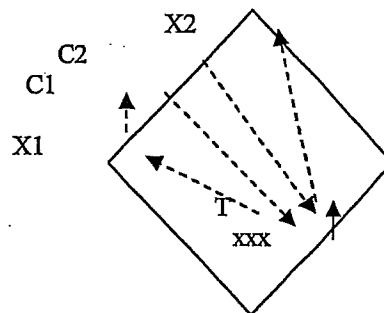
- Partners start on lines facing each other.
- Players throw to each other. Every time they make a catch they move 1 giant step backward.
- The pair that gets the farthest apart, still able to catch the ball are the winners.

THROWING ACCURACY

Objective: Practice throwing to bases accurately.

Directions:

- X1 on 1B and X2 on Home plate
- C1 and C2 are just outside line between 1B and Home.
- Throwers are at approximately SS position
- Start with C1 throwing to T1, who makes catch and throws to X1 @ 1B
- As soon as ball is released C2 throws to T1 who in turn throws to X2 @ Home
- In the mean time X1 throws ball back to C1
- Rotate positions until all players have had a chance at each



Variation: Use fungo hit from C1/C2 to include some fielding ground balls.

BASE RUNNING

GRAND SLAM

Objective: Proper base running techniques, conditioning.

- Directions:
1. Each player, in turn, sprints to 1st and remains there.
 2. Then sprint from 1st to 2nd, jog home.
 3. Sprint from H to 2nd, jog home.
 4. Sprint from H to 3rd, jog home.
 5. Sprint to 1st, wait there for group
 6. Sprint from 1st to 3rd, jog home.
 7. Sprint around bases.

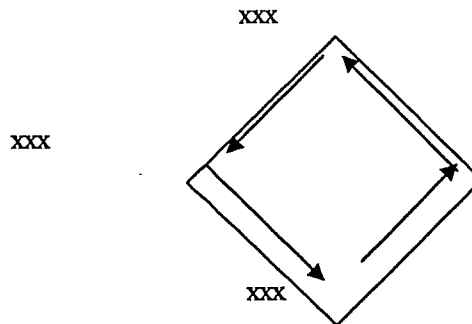
No rest until sequence is complete.

4 BASE SIMULATION RUNNING

Objective: More repetitions in time allowed, use variety of running skills.

Directions; - Groups of players at each base.

- Options: - Swing at imaginary pitch, run out hit.
- Take lead - dive back.
 - Sprint to next base and round.
 - Sprint to next base - slide in (different slide at each base could be used.)
 - Aggressive lead, tag and draw throw.
 - Run 2 bases, as in 2nd to H.
 - Home Run



BASE CHASE

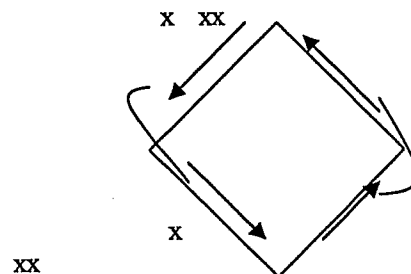
Objective: Improving base running technique, conditioning.

- Directions;
- Players at each base.
 - On coach's cue, 1st in line starts running bases trying to catch runner in front.
 - When one player catches another that group is finished and the next line goes..
 - If no chance to catch player in front, stop when players are tired.

2ND TO HOME

Objective: Proper rounding of bases, conditioning

- Directions:
- One group of players at 2B, one group at H.
 - On cue 1st runner runs bases to 2B or H.
 - Next runner on team leaves when 1st runner touches base at 2nd or H.
 - First team to touch all opposite bases wins.
 - Could also be made into an individual competition.



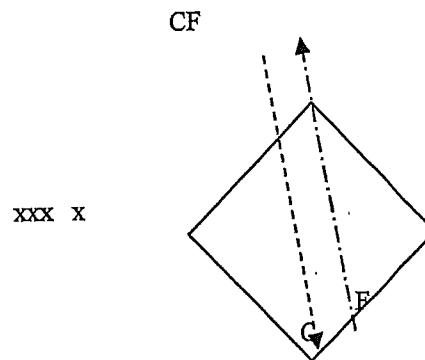
TAGGING UP ON FLY BALLS

Objective: To practice tagging up on flies and breaking off base hard.

- Directions:
- Runners wear helmets.
 - Set 3 or 4 bases up at 3rd with a runner at each.
 - Fungo hit or throw ball to outfield.
 - Runner takes lead when ball is tossed up to fungo.
 - Runner immediately returns to base when fly hit.
 - Attempts to score when base coach says go"
 - Outfielder catches ball and throws Home.

Variation:

- Hit grounder occasionally so players must judge.
- Hit short flies sometimes so players get practice breaking off hard to draw throw, then watching where the ball goes.
- Could add a 3rd baseman for defensive purposes.

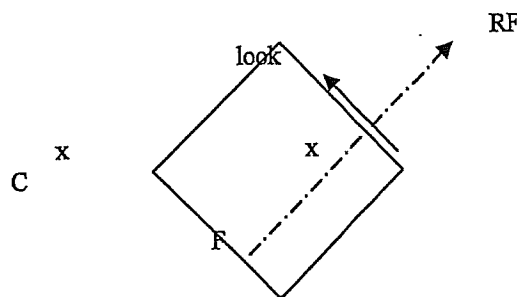


1ST TO 3RD

Objective: Get players in the habit of looking at 3rd base coach when going to 2B

- Directions:
- Hitter, runners at 1B, 3B coach, RF
 - Fungo ball to right field.
 - Runner approaches 2B and looks to Coach @ 3B for Stop signal or continue to 3B
 - If stopped, player turns to look for the ball.

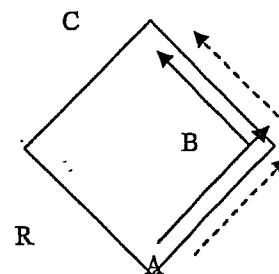
Note: Could also be used when practicing going 1st to 3rd on a bunt.



CUT THE CORNER

Objective: Rounding bases, throwing, catching

- Directions:
- 3 groups of 4, set up as shown in diagram.
 - Runner runs from H around 1B and on to 2B.
 - WHEN the runner touches 1B, A throws to B,
 - who throws to C, to try to get the ball there before the runner.
 - Runner must wear helmet



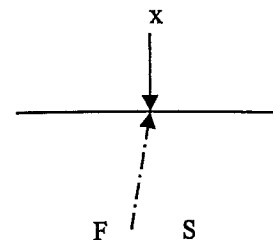
INFIELD ACTIVITIES

MOVING ON GROUND BALLS

Objective: Proper movement to field ground balls.

Directions:

- Infielders draw a line at least 6' in front of where they are positioned.
- Partner hits or tosses slow rollers.
- Players must charge ball, field and throw.
- Players must sprint back behind line each time.
- Make sure they are given enough time to get and get ready.
- Repeat 5-10 times.

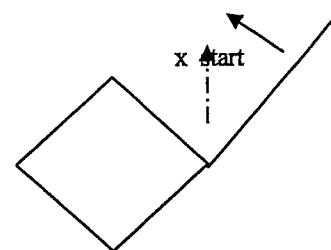


CROSS-OVER REACTION DRILL

Objective: Develop ability to back-hand a grounder.

Directions:

- Players work in pairs starting at right field foul line
- about 25' apart, facing one another.
- Players roll balls to one another leading them so ball has to be picked up back hand
- Players continue to other line
- Return in the same fashion back toward RF line



THROWN BALL - GLOVE OR SOFTHANDS GLOVE

Objective: Development of "soft hands" while fielding grounders.

Directions: Partners 25'-30' apart, fielding softly thrown grounders, with bare hands.
- Emphasis is on proper ready position, "give" of hands as ball is brought into belly.
- Rotate after 5-10 tosses.

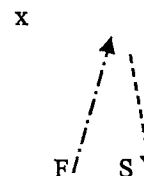
Variations: Use "soft hands gloves" made out of wood.

FIELDING GROUND BALLS - 3'S

Objective: Getting many reps in with proper fielding technique.

Directions:

- Groups of 3
- Fielder is positioned approximately 30' from shagger and fungo hitter.
- 10 fungoed balls are fielded and thrown to shagger.
- Rotate until all have done each skill.



WALL REBOUND FIELDING

Objective: Many repetitions fielding ground balls.

Directions:

- Fielders are spaced about 30' from rebound wall and about 40' from target wall. (or partner)
- Ball is thrown against rebound wall, fielded and then thrown at target or to partner.

Variation: Ball could be thrown by someone from behind so fielder had to react to the ball off wall.

GOAL BALL

Objective: Fielding ground balls, developing a "nothing gets through" attitude

Directions:

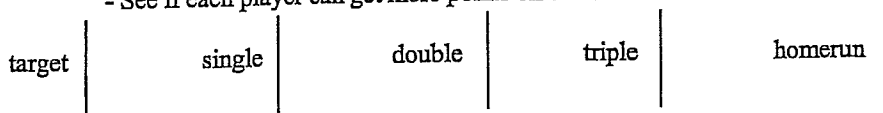
- Mark off a "goal" area for each player opposite a partner. Distance depends on player's skills.
- Each player tries to score a goal by throwing a grounder past their partner, through the marked goal posts.
- Score 1 pt. for each goal. Change partners occasionally.

HOME RUN

Objective: Develop throwing accuracy.

Directions:

- Groups of 3 or 4.
- Hang targets for each group from the backstop.
- Mark out 4 lines at various distances from the targets.
- Players choose which distance they throw from in order to hit the target.
- Points are awarded as follows: single - 1 pt.; double - 2 pts.; triple - 3 pts.; homerun - 4 pts.
- See if each player can get more points on each consecutive throw or make it competitive with other groups.

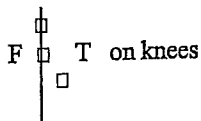


SHORT HOPS

Objective: many repetitions fielding "short hop" ground balls

Directions:

- partners 15-20 feet apart
- 1 partner in fielding position, other partner, on knees just in front, tosses ball to a spot on ground in front of fielder that will result in a "short-hop" ball to be fielded.
- Fielder works on staying low; soft hands; and not backing away from ball
- Can also toss left or right to practice quick reaction and back hand on short hop.

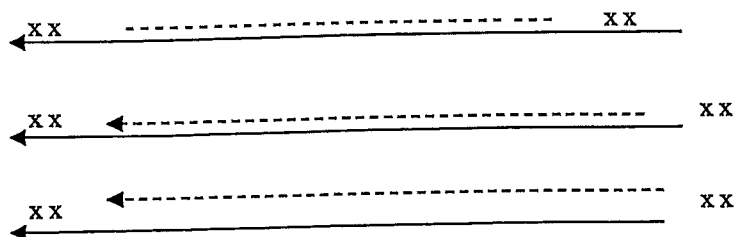


SUPER SCOOPER

Objective: Improve fielding grounders, throwing

Directions:

- Teams of 4 in shuttle relay formation.
- 1st player in line throws a grounder to teammate on the other side, then goes to the end of the opposite line.
- Player receiving it throws a grounder to the next player and follows throw to end of that line and so on until they get back to their original positions.
- Can be used with balls thrown in the air as well. Can also make it competitive by seeing which team can finish first.

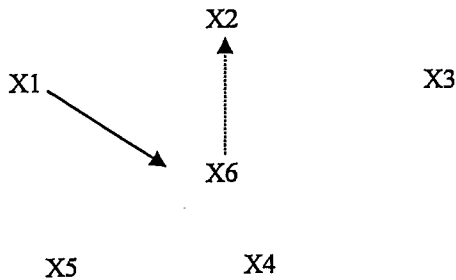


FIELDER IN A RING

Objective: Fielding grounders or thrown balls.

Directions:

- Player X1 tosses grounder to X6 . X6 fields and throws to X2 and so on until every player on outside has thrown a grounder to middle player.
- If X6 misses or makes a bad throw, players move up a number and play continues.
- If no errors rotate anyway after 1 min. Can be made competitive by scoring points for fielding cleanly and good throws.
- Can be made more challenging by making grounders harder to field and by only giving points for throws if throw is at target held at throwing shoulder.

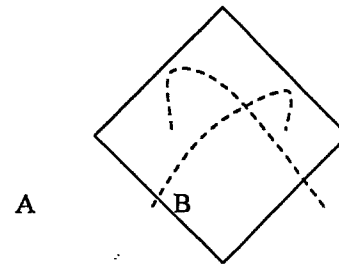


POP UP COMMUNICATION

Objective: Practice communication skills in infield.

Directions:

- A tosses pop ups to 2B, 1B, and C
- B tosses pop ups to 3B, SS, P
- Switch P and C occasionally.
- Then only use one tosser for entire infield.
- Make sure players understand priorities.
- 1B and 3B over C; SS over 3B; 2B over 1B; SS over 2B
- Communication system: One player MUST call "MINE"
- the other player involved MUST call "TAKE IT"

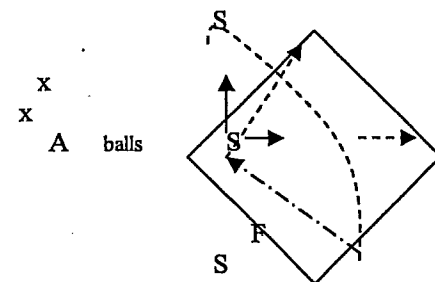


MOVING INFIELD DRILL

Objective: Fielding balls and throwing from variety of positions.

Directions:

- Fielders lined up at 3B with shaggers at 2B, 1B, H
- Fungo hitter at H.
- Several balls placed at pitcher plate.
- Fungo sharp grounder to A, who fields, throws to 2B.
- A runs to pitcher plate, picks up ball and throws to 1B.
- A runs to SS position to field a short fly thrown by fungo hitter just over head.
- A throws back to shagger at H.
- Continuous sequence is repeated with B,C,D

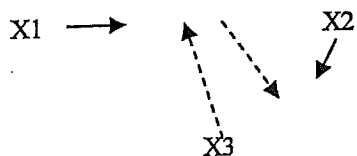


UNDERHAND TOSS DRILL

Objective: Learn to underhand toss a ball to a moving receiver.

Directions:

- X3 has the balls.
- X1 runs toward X2, halfway the ball is received from X3, ball is then tossed to X2. - Players follow their throw. X2 to X3, and X3 to X1

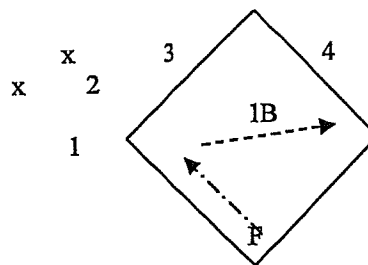


ROTATING INFIELD

Objective: Use of variety of throws, fielding ground balls.

Directions:

- Fielders line up behind 3B
- Field balls at each station, 1,2,3,4
- Each ball is thrown to 1B after fielding.
- Infielders should use appropriate throw depending on time and distance.

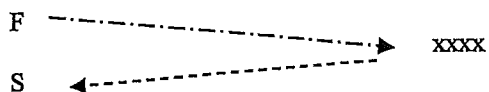


CHAMP CHALLENGE

Objective: Fielding grounders.

Directions:

- Directions:
- Teams of 4 - 6 players each with a fungo hitter and shagger.
- Teams get 1 letter of "CHAMP" each time they field a ball and throw it back.
- Team to spell out "CHAMP" first wins. Other words could be used as well.



OUTFIELD ACTIVITIES

PARTNER DRILLS FOR FUNDAMENTALS AND WARM-UP

Objective: Best way to get many repetitions when practicing fundamentals.

Directions:

- Partners practice the following skills:
- Ground balls - 1 knee down to block OR charge to scoop and throw.
- Quick release on fly balls from self-toss or from partner.
- Relay throw - Toss ball back over shoulder, turn, retrieve and hit partner with relay throw. Partner should move L or R, be waving and calling "relay" to practice finding relay player.
- Balls over head - to practice drop-step and pivot.
- Short balls to practice "shoestring" catches and dives.
- Balls far right and far left.

PROGRESSIONS TO DIVE

Objective: To teach proper diving techniques and help players overcome fear of diving. Soft core or whiffle ball should be used for beginners.

Kneeling Toss

- Fielder on knees, leaning forward, 3 m. from coach - no glove.
- Coach tosses low ball, fielder must spring forward, maintaining low centre of gravity and catch ball with both hands.

Squatting Toss

- Same as above, but from squat position.
 - Emphasis on low centre of gravity to make ground contact on stomach and back of hands. BOTH HANDS OUTSTRETCHED.
- Do not allow fielder to have one arm under body to jam shoulder.

Standing Toss

- Same as above from standing position.
- Emphasis on low centre of gravity and dragging toes to protect back.
- Good to practice on wet grass first.

Short Hop

- Coach or partner throws hard to feet of fielder.
- Glove carried low and fielder springs hard to get glove under ball.
- Might sometimes short-hop the ball
- Could also add "set and throw" after the short hop catch.

Partner Soft Toss to Front Lunge

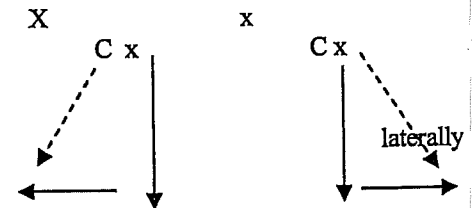
- Partners LOW soft toss so ball drops to ground 10m. in front.
- One step lunge dive to catch ball.
- Also toss to either side so fielder has to use cross-over step to lunge.

SQUARE OUTS

Objective: Practice catching while running laterally.

Directions:

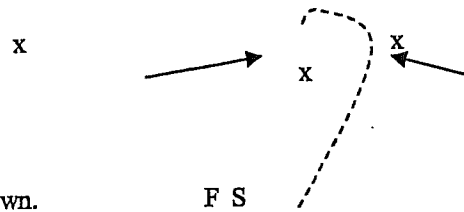
- 2 lines of players with 1 coach at each line.
- Players run 10m ahead, plant outside foot and run looking for fly thrown by coach.
- When ball is caught players go to ends of opposite line.



BALLS HIT BETWEEN

Objective: Communication between outfielders.

- Directions:
- 2 lines of outfielders spaced 50'-80' apart.
 - Fly ball is hit (or thrown) between 1st 2 players in line x
 - Player catching ball MUST call "mine", other player MUST call "take it".
 - Player not making catch moves in behind to back up position.
 - Establish which is CF and which is RF or LF so priority is known.



CHANGE OF DIRECTION

Objective: Practise proper footwork when moving to catch a fly ball.

- Directions:
- Fielder starts facing thrower.
 - Thrower has ball in hand extended over head.
 - Thrower move ball in the air alternately L and R.
 - Fielder jogs diagonally backward varying angle R to L depending on position of throwers arm.
 - Long deep fly is thrown after fielder has made several changes of direction.

NOTE: First movement is SLIGHT toeing out of foot toward direction of cross over. NO side step.

WRONG SHOULDER

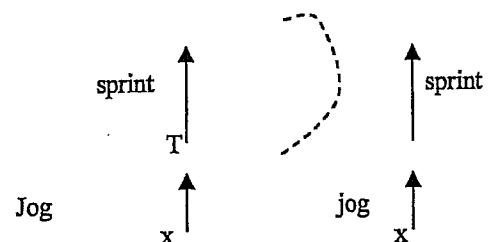
Objective: Practice changing direction, as when the ball is misjudged or wind takes it.

- Directions:
- Player opens up to designated side and sprints diagonally away from coach.
 - Coach throws ball to off-side.
 - Fielder recovers by making forward turn so he/she can open to ball without loss of balance and keep eyes on the ball.

SHUTTLE

Objective: Practice on balls hit overhead, communication.

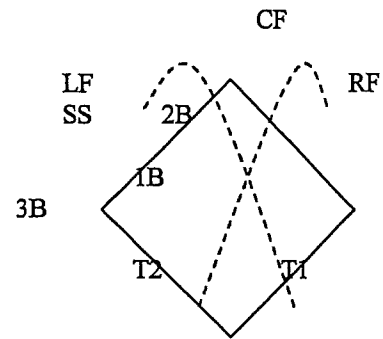
- Directions:
- 2 lines of fielders 20' apart and facing thrower.
 - 1st players start to jog toward thrower.
 - When they get even they sprint forward watching thrower over shoulder.
 - One fielder calls "mine" and the other calls "take it" and moves to back up position.
 - Throw must be put high to allow time to get under it in proper fielding position.



INFIELD-OUTFIELD BLOOPER COVERAGE

Objective: Communication between OF and IF

- Directions:
- OF and IF in normal positions.
 - T1 tosses to left side and T2 to right side.
 - Throws should be fairly equal distance between.
 - Priority system should be taught first.
 - Infielders ALWAYS go back hard until called off by outfielder.
 - Player making catch calls "mine", others involved must call "take it", then get in position to back up play.
 - CF can alternate between right and left side.



FOUR WAY

Objective: Develop proper footwork and catching techniques. Good for warm-up.

- Directions:
1. Players start in file 40 -50' away from coach off to left. Ball is thrown directly in front of coach so player has to run in to catch it.
 2. Once all players are on right side, repeat with fielders going to left.
 3. Then, in straight line facing coach, each player runs forward to catch fly.
 4. Then running toward the outfield, catch ball going away from coach.

BACK UP

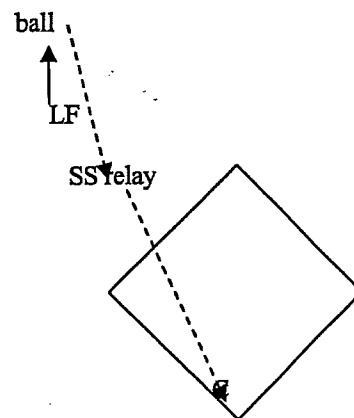
Objective: To give outfielders a chance to respond to a bad or missed throw from catcher.

- Directions:
- Pitcher delivers ball.
 - Runners on 1st, then 2nd, 3rd.
 - Catcher does not have to throw every time - throw should be good or bad so outfielder can react.
 - Emphasize importance of outfielder being there EVERY time.
 - Back up should not be TOO close.

RELAY CONTEST

Objective: Contest to see who can relay the ball in the quickest.

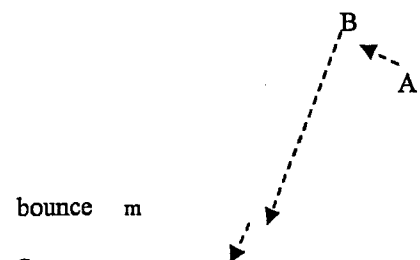
- Directions:
- Each outfielder starts approx. 30' from ball, facing H.
 - On cue, OF runs back, picks up ball and throws to relay,
 - who turns and relays to C.
- NOTE: Be sure to equalize distances for teams.

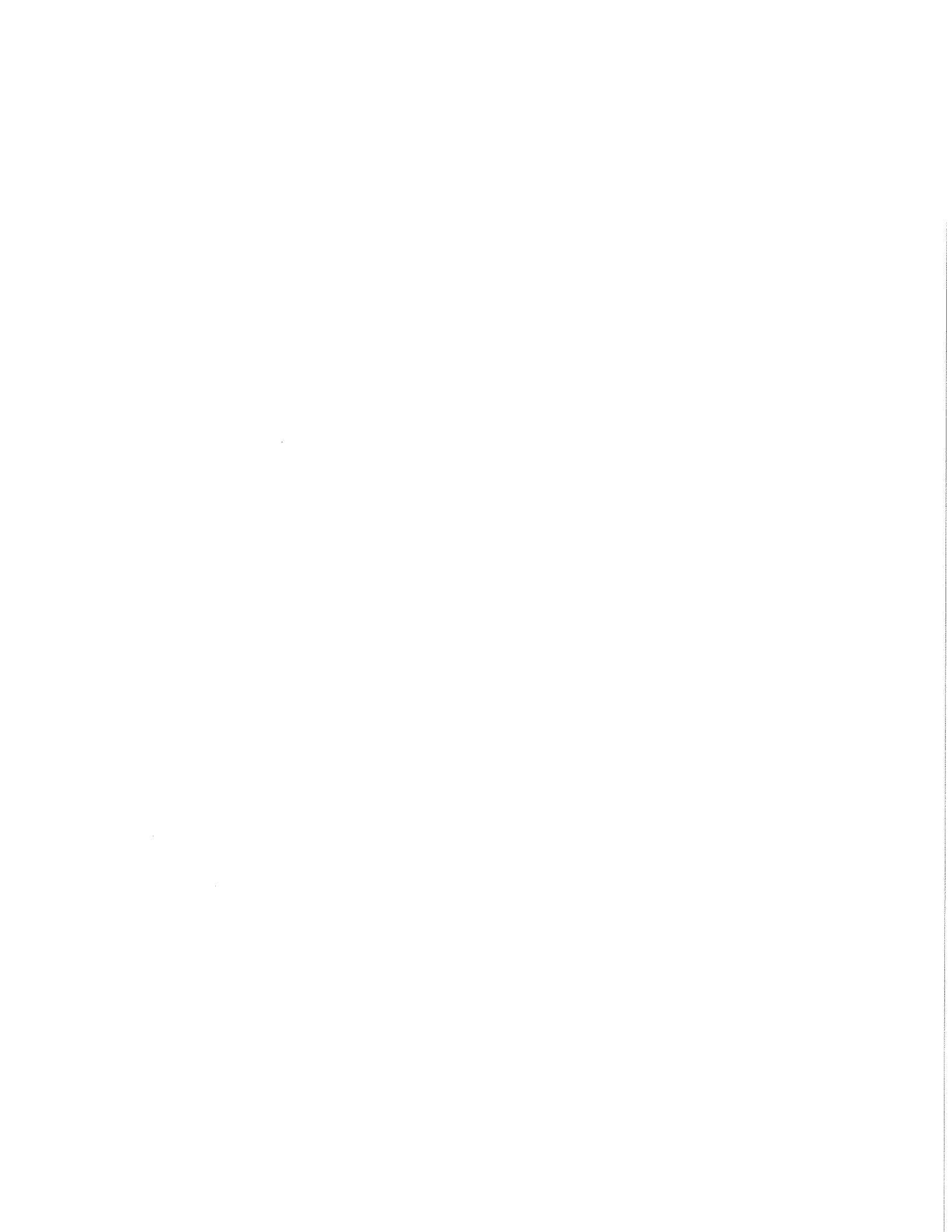


ONE BOUNCE THROWING DRILL

Objective: Practice hard over-the-top throw on a line, instead of looping.

- Directions:
- OF located 100-200' from target, which is a shagger on a base.
 - Cone is placed about 15' from target.
 - A has a bucket of balls to feed to B, either grounders or flies.
 - OF tries to bounce ball at cone, up to target (S)
 - Make sure outfielder comes over-the-top with arm and throw is down, to stop looping throws which OF have a tendency to use.



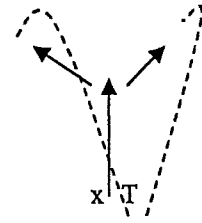


LEFT, RIGHT

Objective: Practise proper technique for catching ball over shoulder.

Directions:

- Run hard for about 10m.
- Tosser yells "left" or "right" and releases ball.
- Fielder looks over shoulder in that direction.
- Fielder runs to ball reaching for it, only when there, so running speed is not slowed.

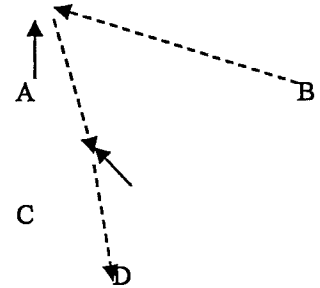


OUTFIELD RELAY

Objective: Practise proper relay mechanics.

Directions:

- Groups of 4
- A assumes ready position facing D.
- B throws ball beyond A, who turns to retrieve ball.
- C (relay player) move out keeping pace with A, when
- A picks up the ball, C stops, waves arms and yells "relay".
- A throws, shoulder high, to C, who relays it to D.
- Balls are then returned to B.



CATCHER DRILLS

BLOCKING BALLS IN THE DIRT

Objective: To provide a variety of ways for a Catcher to practice blocking balls that pitched into dirt.

Directions:

Simulation Blocking

- place 3 balls (or draw in dirt) in front of Catcher. One directly in front, one to either side.
- Catcher starts in receiving stance. Practice blocking action for ball in dirt directly in front and to side.

Soccer Ball Blocking

- roll a soccer ball to right and left side of Catcher so they practice blocking techniques
- start by using body only - hands behind back. Progress to getting hands into position

Partner Toss

- partners tosses a "softcore" ball to Catcher's left or right ankle so the correct technique has to be used to block it. Progress to regulation ball.
- progress to the ball being thrown in harder.

Deflecting

- catcher has hands behind back and deflects the ball using chest protector and legs

Wall Rebound (if wall is available)

- Catcher faces wall in receiving stance
- standing behind the catcher a partner tosses ball against wall for the catcher to block or catch as it rebounds.

FRAMING

Objective: To help Catchers get in the habit of framing the ball in toward the plate.

Directions:

- Practice bare handed from soft toss from a partner.
- Catcher caresses ball from outside-in on every pitch.
- Progress to harder throws using a glove.

SCREEN BALLS

Objective: To improve catcher's ability to get screen balls back to the plate quickly.

Directions:

- Work in partners.
- Catcher is in normal squat position behind plate.
- Partner throws "bad balls" to the screen in various locations.
- Catcher retrieves quickly and tosses efficiently back to partner covering plate.

Coaching Cues:

- Catcher stays on feet and does not go to knees.
- Fields ball near back foot with upper body over ball.
- Toss back is "shoveling" motion with NO wrist snap.
- Upper body remains horizontal throughout and moves only toward H not upward.
- Line feet up with Home plate when retrieving to aid accuracy.

THROW TO 1ST (3 TYPES - THROW NEVER CROSSES RUNNER

Use Pitcher, Catcher, and 1st Baseman.

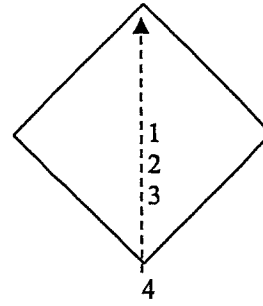
Type 1 - Catcher lets ball get behind, recovers and throws OUTSIDE of 1B.

Type 2 - Fumbles ball in front of plate, fields and throws INSIDE of 1B.

Type 3 - Signals for PITCH OUT, throw to 1B.

DEVELOPING THROW TO 2B

- Catcher begins at station 1 on knees, with partner at 2B.
- Bag of balls placed next to Catcher.
- After 5 -10 throws Catcher moves back to Station 2.
- Repeat for stations 3 and 4.



Variation: Use a target at 2B to give feedback on accuracy.

NOTE: Throw to 2nd can also be developed by continuously throwing ball back to pitcher's left shoulder

QUICK RELEASE

Objective: To improve quickness of getting ball out of glove and using proper footwork for a quick release.

Directions: - Catchers 40 -50' apart play "quick catch". They work on taking the ball out of the glove quickly and utilizing proper footwork while emphasizing quick release on the throws.

Variation: - Coach or partner holds a ball high overhead while standing in front of Catcher at 2B distance.
- Catcher has a ball in their glove, sitting squat position.
- When partner drops the ball, the Catcher uses "pivot hop" trying to release the ball quickly before the ball that is dropped hits the ground.

POP FLIES

Objective: To improve communication between Catcher, Pitcher, 1B, 3B on location of foul balls
To improve ability to field pop-ups by a fence.

Directions:

1. Partner Toss

- Catcher is in receiving position- partner stands behind with ball and bat.
- Partner bangs ball on bat (to simulate foul ball off bat) then tosses the ball up to Catcher's right or left or straight up.
- If a mask is not available the Catcher should be wearing at least a cap, so taking off of mask can be simulated.

2. Pop-Ups by Fence

- Catcher starts in receiving position. Partner tosses a ball high in the air close to the fence.
- Catcher should practice using hand to find the fence to avoid crashing into it

TAG PLAY AT HOME

Objective: To provide opportunity for Catcher to practice putting a tag on a sliding runner.

Directions:

1. Simulation Blocking - Ball in Glove

- practice the proper action with the ball held in the glove

2. Ball Thrown In

- practice with ball being thrown in from right, centre and left field angles

3. Groups of 3

- with Catcher set up in correct position one player throws the ball in while another rolls a ball along the ground to simulate runner sliding in
- Catcher makes catch on thrown ball and puts tag on rolling ball. Timing of roll is critical to success of this drill

FORCE AT HOME

Objective: To provide opportunity for Catcher to practice the proper footwork and reception of ball to get out at home on force play.

Directions:

1. Footwork - No Ball
 - practice footwork for force at H - both DP possibility and for only 1 out
2. Receiving Ball - 1 Out Only
 - practice stretching to catch
3. Footwork - Throw to 1B
 - groups of 3 - (Catcher; 1B; Thrower)
 - practice Catcher receiving ball and throwing it to 1B for DP

PITCHER DRILLS

CONTROL DRILLS CONTROL: A PITCHER'S MOST VALUABLE ASSET

NOTE: Control drills can be made competitive with another pitcher or self.

WALL TARGETS

- Pitch to corners - 5-10 each then progress to alternating corners.
- Pitch to the L - Pitching to the L is inside from armpits to knees and across the bottom at the knees.
- Inside -Outside or High - Low alternating.

STRING TARGETS

- Use a string across the top and bottom of the strike zone, with vertical strings outlining width of plate.
- Target area can be made more precise by moving horizontal or vertical strings.

WITH A CATCHER

1. Pitch to Corners - 5-10 consecutive then progress to alternating corners.
2. 4 Pitches
 - 1st 3 pitches are thrown just outside strike zone, 4th pitch MUST be a K.
 - This is to simulate the pitcher having to throw a K with 3 balls on the batter.
3. Simulation Pitching
 - Pitch to 6-10 simulated batters keeping track of balls and strikes.
 - If 3 K's are thrown before 4 balls assume batter is struck out.
 - 4 balls before 3 K's a walk is given.
 - Keep track of batter's walked and struck out.
4. Champ
 - 2 pitchers compete against each other to hit the target.
 - 1 pitcher picks the pitch and location and throws to it.
 - Partner must hit target on same pitch, IF 1st pitcher hit it.
 - If 1st pitcher misses 2nd pitcher can choose pitch and location.
 - Pitchers get letter in the word CHAMP as they hit the targets.
 - 1st pitcher to spell CHAMP wins.
5. Series Pitching
 - Once different pitches are learned alternate fast, change, drop, rise.
 - Aids in pitchers learning pitching patterns.
6. 3 Coloured Home Plate
 - Plate is white in middle and has 2 different colours on the outside.
 - Pitchers pitch to coloured areas only.
 - This will help pitchers focus on a zone and aid in visualizing the precise zone in a game situation as well.
 - Vertical zones might be included as well. eg. red - knees, black - arm pits.

HITTING PRACTICE

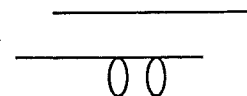
FENCE OR CURTAIN

Objective: To develop quick hands and avoid slow, sweeping swing.

Directions:

- Stand a bat's length away from and facing fence or curtain.
- Draw a short, straight line from batter's feet toward where the Pitcher would be.
- Complete swing without hitting the fence.
- Make sure batter's stride is straight on the drawn line and that they do not fall away when swinging because both of these will also prevent the bat from hitting the fence.

fence



BATTING T'S

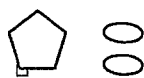
Objective: Many repetitions without having to worry about location of ball. Good for concentrating on mechanics of swing.

Directions: Make sure T is placed at proper point of contact not on top of the plate.
Make sure hitter is not standing directly opposite T or contact point will be incorrect.
Make sure to practise with ball in variety of locations (inside;outside;high;low)

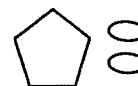
Inside
Pitches



Middle
Pitches



Outside
Pitches



Variations:

1. Put target on fence at line drive height, which batter tries to hit with ball.
2. Hit one, then close eyes and hit again. This will help develop the correct "feeling".
3. Left arm extension - use whiffle balls and light dowel.
4. Soccer ball on T, waist high - Bat tucked behind back - Use hip rotation to hit ball with end of bat sticking out.
5. Soccer ball on T, arms high - Use hip rotations to drive knob of bat to ball.

DRY SWINGS

Objective: Enables many repetitions with no ball to worry about so batter can concentrate on mechanics.

Directions:

- Do sets of 10 (any more without rest will cause arms to tire and mechanics to break down)
- Make sure proper mechanics are done on EVERY swing. ONLY PERFECT PRACTICE MAKES PERFECT.
- Practice both high and low swings.

Focus on one area at a time: Short stride; slamming door with hips on vertical axis (squash bug); quick hands to the ball; keep head still; complete follow through.

DOUBLE T'S

Back on Front - to practice extending arms through the ball on contact.

- Stems lined up, close together and of equal height.
- Attempt to swing through both balls.

Eliminate Loop - to practice getting proper bat angle to the ball and eliminate uppercut.

- Stems lined up 6" apart with back stem equal or slightly lower than front.
- Batter, standing across from plate, tries to hit ball on front stem without making contact with back one.
- If bat hits rear stem bat is looping.

SOFT TOSS DRILLS

- Hitter stands 15' away from fence with tosser kneeling in front and to the side and tosses ball softly underhand into hitters strike zone. Hitter hits into a fence.
- Make sure ball is tossed in front of hitter so it is a correct contact point.

Variations:

1. **Smaller Ball** - Tennis or whiffle golf balls.
2. **Drop Ball** - Instead of kneeling tosser stands up on bench and drops ball into zone in front of plate. This is a more advance drill and requires a very fast bat to make contact.
3. **One Hand Only** - Isolate one hand at a time. Will require a lighter bat (kid's bat or dowel), as most players don't have strength to swing a bat level with one hand.
4. **Two Balls** – Tosses holds 2 different coloured balls and tosses them up at the same time, calling which colour the hitter is to hit into the screen-

CALLING BALLS OR STRIKES - during pitcher practice

- Requires a batter (no bat); pitcher; catcher
- Batter takes a position by the plate and calls "ball" or "strike" on each pitch, before it reaches the catcher's mitt.
- Batter takes a STRIDE BUT NO SWING on each pitch.
- Catcher should call the balls and strikes so the batter gets feedback on the accuracy of their calls.

PEPPER

Objective: To improve vision and eye hand coordination.

- Directions:
- From 3-6 players in a line in defensive position.
 - Hitter stands 20' in front of defensive players, with hips opened up and bat at shoulder with short or split grip.
 - One of the players throws the ball to hitter.
 - Hitter concentrates on using shortened swing to make contact to put ball on ground to defensive players.

BUNTING PRACTICE

4 BASE BUNT

Objective: To provide more repetitions for bunting practice.

Directions:

- Place a bunter at each base.
- Place a pitcher for each bunter near the pitcher's circle.
- Each base has a shagger fielding the bunts.
- Could make this a contest for points.
- To practice drag bunt, bunter could run to next base (timing runners aids speed development)
If runners run, care must be taken to coordinate pitches.

BUNTING ACCURACY DRILL

Objective: Improve batter's ability to place bunts in correct location.

Directions:

- Mark out the area in front of home plate where bunt should be placed.
 - Pitcher and Catcher are at their defensive positions.
 - 3 batters at each station.
 - Batter gets 2 tries only to lay down the bunt within the marked out area.
 - If they lay it down in 2 tries, they get to continue bunting. If not they must run the bases, while the next batter bunts.
- Count points for each consecutive bunt laid down.
- You might add a "Bunting Queen" (King) award for the batter with the most consecutive bunts.

WARM UP

RELAYS

- Examples:
- use gloves to set up figure 8 race.
 - pass the ball like a baton
 - variety of steps: side step; carioka; backwards; etc.

DIRECTION

- All players face the coach and follow hand signals for direction.
- If coach points left - players slide left; points right - cross-over right; points back - backpedal; points forward - sprint forward; points diagonally left - drop step to left and sprint that direction.

BOX DRILL

- Keeping feet shoulder width apart, form a box by taking small jumps on both feet, always facing forward.
- Time action 15-30 seconds.

TAG GAMES

- Good for running, dodging, agility, quickness.
- Can start with a walk, progress to run as players warm up.
- Can also use a variety of movements - skip, hop, shuffle step, gallop
- The players will know many other tag games from school. Ask them for their favourites.

Blob Tag

Organization: Mark boundaries of desired play area. Select 2 players to be the beginning of 2 "Blobs" (the chasers). The other children scatter to personal space in play area.

Activity:

On "Go" the Blobs chases the others

- Tagged players join hands with the Blob.
- When the Blob becomes 3 only the outside players can tag.
- When the Blob becomes 4 they split into 2 "Mini-Blobs" of 2 players each and continue to chase remaining untagged players until all are caught.
- When the Blob becomes 3 only the outside players can tag.

Dodge Ball Tag

Activity:

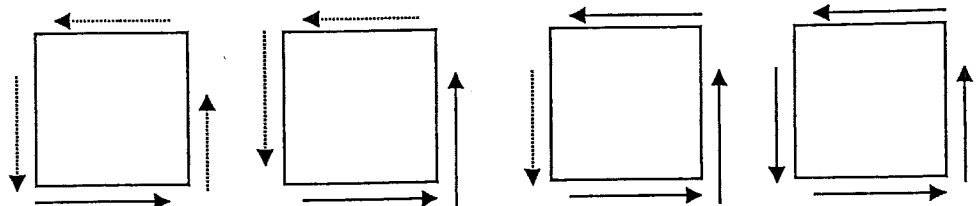
2 equal teams

- 1 team forms a large circle (spaced slightly more than arm's width apart) around the other players who are scattered in the middle.
- Players on the outside have a nerf or inflated ball and try to hit inside players below the waist.
- When players are hit they exchange places with the thrower OR count how many hits in specified time.
- To increase action and difficulty add another ball.

BASE RUN

_____ Sprint

----- Walk



SPRINT TO FRONT

Objective:

To warm up and speed development.

- Groups no larger than 8, lined up one behind the other.
- Drill is conducted around perimeters of the field.
- Group starts jogging around field.
- On signal from the coach the last player in line sprints to the front of the line, then slows to a jog.
- This sequence continues until coach feels players are warmed up.

Variation:

1st person in line tosses ball overhead to next in line. When last player receives the ball they sprint to the front.

NOTES

NOTES



EMERGENCY ACTION PLAN

EMERGENCY PHONE #'S

911
 Coach:
 PH: ()
 Coordinator:
 PH: ()

- Checklist:
- Location of telephones are identified (cell or land lines)
 - Emergency telephone numbers are listed
 - Cellphone, battery well charged
 - Change available to make phone calls from a pay phone

FACILITY ADDRESS

Address of Facility:

 Address of Nearest Hospital:

DIRECTIONS: Provide accurate directions to the site:

CHARGE PERSON

NAME:
 PH: ()
 ALTERNATE 1:
 PH: ()
 ALTERNATE 2:
 PH: ()

- Roles and responsibilities
- Clear the risk of further harm to the injured person by securing the area and shelter the injured person from the elements
 - Designate who is in charge of the other participants
 - Protect yourself (wears gloves if he/she is in contact with body fluids such as blood)
 - Assess ABCs (checks that airway is clear, breathing is present, a pulse is present, and there is no major bleeding)
 - Wait by the injured person until EMS arrives and the injured person is transported
 - Fill in an accident report form

CALL PERSON

NAME:
 PH: ()
 ALTERNATE 1:
 PH: ()
 ALTERNATE 2:
 PH: ()

- Roles and responsibilities
- Call for emergency help
 - Provide all necessary information to dispatch (e.g. facility location, nature of injury, what, if any, first aid has been done)
 - Clear any traffic from the entrance/access road before ambulance arrives
 - Wait by the driveway entrance to the facility to direct the ambulance when it arrives
 - Call the emergency contact person listed on the injured person's medical profile

PARTICIPANT INFORMATION

- Participant profile information and emergency contact information is attached
- First Aid Kit is stocked and it's location is known

FIRST AID KIT



Facility Safety Checklist

Facility:		Date:	
Coach:			
Item	Possible Risks	Ok (✓)	Problems and Adjustments
ENVIRONMENT: Playing surface and installations	Infield Playing Surface (No holes, debris, etc.)		
	Outfield Playing Surface (No holes, debris, etc.)		
	Immovable Objects (Fences, Posts, Home Plate)		
	Weather (Rain, Sun, Hot, Cold, Lightning)		
	Other:		
EQUIPMENT: Team / Individual	Balls		
	Bats		
	Bases		
	Gloves		
	Helmets		
	Catcher's Equipment		
	Field Markers		
	Clothing / Uniforms		
	Shoes / Cleats		
Other:			
FIRST AID	Latex Gloves		
	Band-aids		
	Bandages		
	Gauze Pads		
	Adhesive Tap		
	Skin cream (Abrasions)		
	Scissors		
	Tweezers		
	Plastic Bags (ice)		
	EAP & Medical Contact Info		
	Sun Screen		
Other:			
HUMAN FACTORS	Crowding (Enough Space)		
	Grouping (Participant size, skill level, age)		
	Spectators / Parents		
	Other:		

*Adjustments that might be required:
 1) add 2) replace 3) modify 4) discard 5) clean 6) repair 7) check

This document, once completed, should be given to the facilities manager, and the coach should keep a copy for his/her files.

Facilities Manager name: _____ Signature: _____

Coach name: _____ Signature of coach: _____



Self-assessment Sheet #1
Practice Coaching Session
Explanation, demonstration, activity, and safety



Criteria	Yes	No
Selection of the activity		
The activity selected is appropriate for the age of the participant		
The activity selected is appropriate for the ability of the participant		
Comments/suggestions:		
Safety before beginning the activity		
Equipment is appropriate for the age/size of the participant		
Equipment is in good repair and is properly adjusted		
The playing area is checked for hazards		
Comments/suggestions:		
Explanation		
Coach is positioned such that all children can see and distractions are minimized		
Explanation and demonstration last 90 seconds or less in total time		
The purpose of the exercise/activity is clearly stated		
One or two key points are emphasized (not necessarily technical aspects)		
Safety points are emphasized, if appropriate		
Coach speaks clearly and loud enough for all to hear		
The choice of words is appropriate for the age of the participants		
Participants are checked for understanding		
Comments/suggestions:		
Demonstration		
All the participants can clearly see the demonstration		
The speed of the demonstration allows participants to see accurately what they are to do		
Coach demonstrates in a manner that a child would be able to perform the activity		
Coach reinforces key points while he/she demonstrates		
Participants are checked for understanding		
Comments/suggestions:		
Activity		
A sufficient area is used for the activity		
Available equipment is used optimally		
Participants are active for the majority of the time (minimum waiting in line)		
Comments/suggestions:		
Safety during the activity		
If a potentially hazardous situation presents itself, coach deals with it immediately		
Comments/suggestions:		



**Self-assessment Sheet #2
Practice Coaching Session
Skill progression, intervention & communication**



Criteria	Yes	No
Skill progression		
The progression for skill development is appropriate for the age/ability of the participant		
Coach focuses on the appropriate key points for the skill to be developed		
Coach adjusts the activity for more advanced and less advanced abilities within the group		
Comments/suggestions:		
Intervention		
Coach scans the entire group constantly and intervenes with a variety of participants		
Coach looks for input/feedback from the participant		
Correction or reinforcement is clear and a visual is provided		
Correction or reinforcement is brief and participant returns quickly to activity		
Coach focuses on communicating what to do (not what NOT to do)		
Comments/suggestions:		
Communication		
Coach speaks in a calm tone of voice (i.e. does not yell at the participants)		
Coach uses age appropriate language		
Coach refrains from the use of foul language		
Words and body language used in the correction or reinforcement are positive *		
When praise is given, it is specific, not general (e.g. "you are doing ___ well", not "nice one!")		
Coach acts and speaks with enthusiasm *		
Comments/suggestions:		

Counting interventions during the activity	Number
Duration of the activity in minutes (when participants are practicing, excluding explanation & demo)	
Total number of interventions with the entire group	
Total number of interventions with individual participants	
Total number of different participants with whom the coach intervened	

Remember, more is not necessarily better. The total numbers are only to give you an indication of how often you are intervening and whether you are moving among the group or focusing only on certain participants.