

Level Three

General Coaching

- Knowledge**
- Demonstrate awareness of a coach's duty of care
 - Outline the meaning and use of the RICER approach to soft tissue injury management
 - Demonstrate some understanding of a game based learning approach to plan and conduct activities and mini-games.
- Activities**
- Assess prescribed competencies of candidates for Level 1 & 2 Accreditation
 - Plan a suitable training session
 - Encourage players to participate in other aspects of the sport: umpiring, coaching, scoring etc
- Instruction**
- Present competency training for candidates for lower levels of accreditation

Coaching Baseball

- Knowledge**
- Identify the safety issues and manage the risks of baseball
 - Recall the basic rules of junior and Little League baseball
- Activities**
- Organise a team to participate in the applicable modified baseball game
- Instruction**
- Communicate appreciation of the ethics of baseball
 - Teach basic situational strategy

LTAD

- Knowledge**
- Name the first four stages of LTAD theory, and outline the key points of the FUNdamental stage
 - Outline the LTAD model of athletic development (movement competency)
 - Outline a suitable on-field strength and conditioning program based on the ABF LTAD model
- Activities**
- Conduct a suitable on-field strength and conditioning session based on the ABF LTAD model
 - Conduct a structured warm-up which ties into LTAD model for the relevant age/level of athletic competence
- Instruction**
- Teach correct execution of each exercise in the LTAD warmup
 - Teach correct execution of each of the key LTAD exercises for the age level
 - Instruct all players in the basic tubing exercises

Hitting

- Knowledge**
- Organise a hitting circuit which incorporates several drills and progressions
- Activities**
- Conduct hitting activities to encourage tracking the ball, swinging hard and making contact
 - Conduct swing practice designed to expand the contact zone
 - Conduct a hitting circuit which incorporates several drills and progressions
- Instruction**
- Explain that the intent of the swing is to hit long, hard line drives
 - Provide simple instruction on an effective swing: rhythm, load, release
 - Teach hitters effective drills for developing their swing

Throwing

- Activities**
- Demonstrate the across-seam grip of ball
 - Conduct 2 throwing drills which emphasise grip and backspin
 - Supervise an effective long-toss throwing session

Pitching

- Knowledge - Outline the key risk factors for young pitchers
- Activities - Conduct a 30 pitch bullpen
- Use simple drills to teach pitching mechanics
- Instruction - Teach pitching from a set position using the key coaching points for this age level
- Outline the rules for pitchers specific to this level

Defence

- Knowledge - Name and briefly explain the 6 Fs
- Activities - Implement use of self-monitored activities to develop fielding skills
- Use roll drill to engage players in groundball fundamentals using the 6 Fs
- Rehearse basic double plays
- Have players in all positions practice throwing to different bases and using different throws
- Practise outfield basics
- Conduct drills for catchers to emphasise receiving the ball
- Utilise activities designed to encourage players to catch a fly ball
- Conduct practice of the basic cut-off plays
- Develop pitchers' fundamental fielding skills
- Rehearse basic pickoffs
- Conduct the figure-8 double-play exercise to rehearse execution of double plays
- Instruction - Teach the fielding positions
- Explain "straight up"
- Provide coherent instruction in the basic points of each of the 6 Fs
- Position the catcher correctly in relation to hitter/home plate
- Guide the catcher on posture with no runner on base
- Teach the basics of outfield play

Running

- Activities - Deliver the 5-drill sequence for sprint mechanics
- Conduct base-running activities
- Conduct low risk sliding activities
- Devise ways to encourage base-runners to make their own decisions
- Instruction - Ensure that hitters run hard on every batted ball
- Instruct general guidelines for leads at 1B
- Instruct general guidelines for returns at 1B

Section One: General Coaching

Competency	Content
<p>Demonstrate awareness of a coach's duty of care</p>	<p>A coach accredited and registered by Australian Baseball is essentially covered against negligence claims, provided they adhere to the ABF's rules and guidelines, which is why the Coaches Code of Conduct must be read, signed and adhered to. It is an integral part of Australian baseball.</p> <p>The ABF manages its own risk by introducing policies and codes of behaviour for people in specific roles including coaches, athletes and officials. Coaches are bound to the rules and policies of the ABF, including the Coach's Code of Conduct. Coaches should know this Code, and understand the rules they will be judged against if worst comes to worst.</p> <p>A coach must treat and supervise team members in the same way as would a prudent parent. Harassment, bullying, abuse, and discrimination on the basis of gender, race or religion, are completely inappropriate, whether by team members or the coach.</p> <p>Coaches need to know how to minimise the risks for themselves and their players:</p> <ul style="list-style-type: none"> • Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years. • Adopt appropriate and responsible behaviour in all interactions. • Ensure your decisions and actions contribute to a harassment free environment. • Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development
<p>Understand the requirements for presenting competency training to candidates for L1 and L2 accreditation</p>	<p>This is a competency based scheme, and as such does not restrict the instructor's role to particular individuals: if you can assist candidates in developing the specific competencies required at that level, you are invited to do so. The list of required competencies, and the detailed description of each, defines what needs to be learnt. The ABF will be gradually making more and more resources available, for the most part, online, but many pre-existing resources can be utilised: significant amounts of the material remains perfectly valid.</p> <p>The instruction of some competencies may initially require specialist training, but ultimately, the knowledge should be widespread and thus accessible to all.</p>
<p>Assess the prescribed activity and instruction competencies of candidates for L1 and L2</p>	<ul style="list-style-type: none"> • Objective assessment is vital to the integrity of the Accreditation scheme, to the quality of coaching in Australian baseball and ultimately to the survival of our sport. You are asked to take this role seriously, and contribute to advancing our sport. • Be familiar with the assessment tools for these levels. • Base the marking on what the coach actually shows, and how it matches up to the requirements outlined in the assessment tool. • Place a single tick in the space provided in the left column if the coach shows that specific competency (two ticks can be used to indicate excellence). • The key points of each competency (in the middle column with the circular bullet point) are there to remind you of what you need to see. Mark these as you witness them so that you have a record to substantiate the specific competency, and to identify any missing elements. • Provide specific feedback, particularly to a coach who is not yet competent.

<p>Demonstrate some understanding of a game based learning approach to plan and conduct activities and mini-games.</p>	<p>“Games-based learning” is a coaching approach which involves providing players with cooperative and competitive activities designed to facilitate their learning of skills, conditioning, tactics and strategies. It is a very effective approach because the players intuitively develop understandings and skills which tend to stand up well under pressure; it is also more fun. Two important keys to the use of games-based learning are:</p> <ol style="list-style-type: none"> 1. The ability to modify tasks in order to shape the behaviour of the participants. This can be done by modifying: <ul style="list-style-type: none"> • Teaching: how much information you give them, the questions you ask, demonstrations you provide etc. • Rules: how to score points, how many points one thing is worth compared to another, how far you can run etc. • Equipment: type of ball, bat, glove, goal etc • Environment: indoors or out, field size, surface, etc 2. Questioning, in order to get the players to think, imagine, create and thus understand. Open questions (not those with yes or no answers) are the most effective, eg: <ul style="list-style-type: none"> • What would happen if.....? • Can anyone think of a better way to • How can we stop that happening • What is Mary doing that is helping her score points? • Etc
<p>Encourage players to participate in other aspects of the sport: umpiring, coaching, scoring etc</p>	<p>Other aspects of the game can appeal to different individuals, and the game certainly needs all aspects covered. Involving players in tasks other than playing gives them a chance to broaden their experience and understanding, and perhaps find a niche which ultimately gives them more fulfillment than playing. Players can be asked to umpire in modified games, to score while they are on the bench, and even coach a base during a game. It is important that they know exactly what they are required to do, and supported in their efforts to comply.</p>
<p>Outline the meaning and use of the RICER approach to soft tissue injury management</p>	<p>RICER is the acronym for First Aid for a soft tissue injury (impact or sprain) aims to reduce pain and blood flow to minimize damage, and restrict swelling and internal bleeding while the injured party gets to a doctor.</p> <p>Rest: cease exercising immediately; continuing will increase swelling and bleeding</p> <p>Ice: apply an ice pack or gently massage with smooth ice; this restricts blood vessels and eases pain.</p> <p>Compression: wrap a broad bandage (preferably elastic) around the injured area; this restricts movement and swelling.</p> <p>Elevation: get the injured area up above heart level if possible; this slows blood flow (as it will have to go up hill)</p> <p>Refer: get the injury assessed by a health professional; don’t make yourself out to be an expert if you are not.</p>

Section Two: Coaching Baseball

Competency	Content
Identify the safety issues and manage the risks of baseball	<p>The major safety issues in baseball arise from the hardness and speed of the bat and the ball, and from the fact that contests within the game are played at speed. These can inflict painful injuries, and the risk is increased by an unsafe playing or training facility.</p> <ol style="list-style-type: none"> 1. The facility, including playing equipment and protective screens, must be inspected regularly for possible risks: rough surface, loose bases, sprinkler heads, scrap metal pieces etc. 2. Hitters and base-runners must wear helmets. Non-hitters must remain a safe distance from the hitter, and beware of errant balls, bats etc. 3. Players must not practice throwing or hitting in high traffic areas; eg, in front of the dugout 4. Sliding is an essential skill for stopping at a base safely and effectively. It must be learnt and practiced. 5. When playing catch, organize players to be safely spaced and to throw parallel.
Communicate appreciation of the ethics of baseball	<p>The ABF has developed the “Spirit of Australian Baseball” document, which summarises important aspects of the manner in which we strive to play the game. You should be familiar with this document and its meaning.</p> <p>Baseball has been played professionally for over 150 years, and competitively in Australia since the 1878 and has certain traditions which we respect, remembering the obligations owed to those who have gone before, and those who will come after.</p> <ul style="list-style-type: none"> • No matter what level you are involved with, play the game hard and take pride in what you represent. • Keep the game moving: change over quickly between innings, have your team organized and well-prepared • Ensure your players know what is expected, and demand that they come up to scratch. • Respect your opposition: never ridicule them by word or action. For example, don’t steal when you have a big lead, nor start doing things you would not do in a close situation (eg: try switch-hitting), nor laugh at the oppositions mistakes, nor start bullying an obviously inferior team. • Be the best you can be, organise yourself: your attendance at training, your equipment, your extra work, your timetable, your annual plan, your game day routine. Have your players do the same. • Educate each of your players to be a good team-mate: don’t let egos hamper your team’s performance. Encourage accountability. • Master your body language: stay upright and alert when things are going bad. Never allow yourself to look beaten.
Teach basic situational strategy	<ul style="list-style-type: none"> • Play for the big inning early in the game. • Late in a close game, understand the value of a single run, and play accordingly. • Ensure that your defensive and offensive strategies are consistent with one another.
Recall key rule differences between Little League and regular baseball	<p>There several key rules specific to Little league baseball which do not necessarily apply in regular baseball.</p> <ol style="list-style-type: none"> 1. In every game, every player must field for at least 3 defensive outs and have at least one plate appearance. This is not a requirement in regular baseball. 2. In regular baseball, runners may take a lead on any base at their own risk. In Little League, they may not leave the base until the pitcher releases the ball. 3. There is no balk rule in Little League. 4. In Little league, collisions (or dangerous slides) are not permitted: when there is a

	<p>play at any base other than 1st base, the runner must slide. While they are to be avoided in all forms of baseball, these are not prohibited in regular 'ball.</p> <p>Some of these rules are used in other forms of junior baseball. As a coach, you need to familiarize yourself with the rules used in your team's league.</p>
Plan a suitable 2 hour training session	<p>A comprehensive training session for this age should follow these guidelines:</p> <ol style="list-style-type: none"> 1. Team meeting (5 minutes) <ul style="list-style-type: none"> ○ Review last game etc ○ Outline the session 2. Moving warmup (10 minutes) <ul style="list-style-type: none"> ○ Activity to raise body temperature ○ Joint mobility: rotations etc ○ Range of motion (avoiding static stretches) 3. Speed work (10 minutes) <ul style="list-style-type: none"> ○ Sprint mechanics drill ○ Acceleration ○ Short, fast starts and sprints (10-25m) 4. Throwing program (10 minutes) <ul style="list-style-type: none"> ○ Long-toss program ○ Position-specific throwing 5. Defence (25 minutes) <ul style="list-style-type: none"> ○ Small group games etc ○ Team drills: larger modified games, some instructional drills, bullpens 6. Hitting (30 minutes) – one or more of the following <ul style="list-style-type: none"> ○ Swing practice: individual tee drills, flips etc ○ Hitting circuit, incorporating several drills in sequence ○ Regular batting practice 7. Baserunning and Conditioning (15 minutes) – one or more of the following <ul style="list-style-type: none"> ○ Cover a specific aspect or complete a specific sequence, including some to build fitness ○ Low-tech strength work: eg, chin-ups, SL box squats etc 8. Stretch (10 minutes) <ul style="list-style-type: none"> ○ Light activity to gradually cool the body ○ Static stretches, each held for >30sec in order to increase range of motion 9. Review (5 minutes) <ul style="list-style-type: none"> ○ Feedback from players to coach ○ Feedback from coach to players ○ Communication regarding next game, training session etc
Understand the basics of base coaching	<ol style="list-style-type: none"> 1. Base coaches are very visible, and so must make an effort to embody the qualities we desire in our players: hustle, enthusiasm, fair play, inclusiveness. 2. The major base coaching duties are conducted from the 3B coaches' box. 3. The 3B coach gives offensive signs, reminds runners of the game situation, and signals to a runner approaching 3B from 2B that he should stop if the throw is preventing him from scoring. 4. In keeping with the need for runners to learn to make their own decisions, the 3B coach does not assist the runners if they can see the ball for themselves. 5. The 1B coach reminds the 1B runner of the game situation (score, outs, inning etc) and of their task in the particular situation (slide into 2B, tag up on a fly, get to 3B etc).
Organise a team to participate in the applicable modified baseball	<ol style="list-style-type: none"> 1. Safety issues: hitters and baserunners in helmets, 10m distance from hitter, awareness of flying bats and balls; avoid collisions at bases and on fly balls (calling).

game	<ol style="list-style-type: none">2. Philosophy: competitive games are fun, but winning on the scoreboard is not the main issue. Promote good sportsmanship, stay enthusiastic and reward effort rather than success. No negative comments about or to umpire etc.3. Organisation. The bench: sit in hitting order; one hitter on deck; gloves and drinks arranged for ease of access; parents stay out. 60 sec changes between inning: everyone runs to position (and off when opposition inning is over), take gloves out to those on base etc4. Preparing for a game: write out your line-up (offensive and defensive), including copies for scorer, umpire and (according to local rules); team meeting; warm-up, including hitting and fielding practice if feasible. Have everyone ready on time.5. Basic rules: foul balls, fly balls, force outs, tagging, hitting in order, scoring. Positioning of coaches. League-specific rules about leads, balks, number of strikes, number of hitters per inning, outs per inning, throwing bat etc
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Section Three: Life-Time Athletic Development

Competency	Content
Name the first four stages of LTAD theory, and outline the key points of the FUNdamental stage.	<ol style="list-style-type: none"> 1. LTAD stands for Long Term Athletic Development 2. Based on research into all aspects of human development, outlines current understanding of best methods for athletic enhancement from early childhood to adulthood. 3. The name of the stages refer mainly to the coach’s job during that phase. The stages are: <ol style="list-style-type: none"> I. FUNdamental stage II. Train to Train stage III. Train To Compete stage IV. Train to Win stage 4. 1st stage, the FUNdamental stage, lasts until onset of puberty. Focuses on establishing all-round movement capability, learning through activity (games-based approach) and establishing a positive attitude toward physical activity. 5. Foundations for all aspects of athletic competence (strength, speed, balance, flexibility, hand-eye coordination etc) can and should be established at this stage. 6. The warm-up provided is much more than a warm-up: it is a mild conditioning activity to start the LTAD process 7. At this stage, adult-imposed competition is of little, if any, value. Let the competitive urge emerge by itself.
Outline the LTAD model of athletic development (movement competencies)	<ol style="list-style-type: none"> 1. Children can begin the process of developing movement competency at a young age: a well-designed and properly implemented program is good, healthy exercise. We are not trying to produce muscle-men or -women. 2. There are four properties we are trying to develop and improve throughout the life of the player: stability, range of motion, control, and strength. An individual possessing these properties to a high degree in each joint and in their body as a whole can be said to have superior physical competence. <ul style="list-style-type: none"> o Stability: there should be no wobbling during the movement o Range of motion: the movement is not restricted by muscular tightness o Control: the movement can be done slowly, stopped half way, reversed etc; they individual can control the movement. o Strength: the movement can be made in a controlled and stable manner throughout the full range of motion against a resistance. 3. The exercise progressions are organized into seven equally important movement “streams”, so called because there is a never-ending stream of ever more challenging exercises through which the individual may progress, starting with very simple activities and progressing to extremely challenging ones. 4. The seven streams are (there is some overlap): <ul style="list-style-type: none"> o <u>Double-leg</u>: the legs are doing the same thing at the same time. This eventually leads to the Olympic lifts, which are essential in developing maximum explosive power. o <u>Single-leg</u>: exercises in which, at any given time, each leg has a slightly different task. Since this is the way we generally use our legs in life (eg walking) and in a game, this stream produces significant on-field benefits. o <u>Jumping</u>: develops dynamic balance, coordination and power. o <u>Pushing</u>: upper body exercises where weight is moved away from the body (or the body away from a resistance: eg, a pushup). o <u>Pulling</u>: upper body exercises where weight is moved towards the body (or the body toward a fixed object: eg, a chin-up). Improvement in this stream is far more important to baseball than the previous stream. o <u>Shoulder function</u>: Exercises which improve the quality of rotation in this critical joint. The rubber tubing exercises are an example.

	<ul style="list-style-type: none"> ○ <u>Core</u>: exercises to develop the function of the trunk <ol style="list-style-type: none"> 5. The player should do at least one exercise from each stream in each session. 6. Each individual progresses in each stream in their own way, according to individual strengths and weaknesses, independently of the others. 7. If one is to gain maximum benefit, it is important not to rush progress.
<p>Teach correct execution of each exercise in the LTAD warmup</p>	<p>Moving: (in lines from outfield foul line; 5-20m each way):</p> <ol style="list-style-type: none"> 1. Side Skips (with arm swings) <ul style="list-style-type: none"> ○ Stay lateral ○ Arms swing laterally from side of hip to above shoulder-height ○ Be smooth and rhythmic 2. 360s <ul style="list-style-type: none"> ○ Rotate fully while jogging, maintaining speed ○ Alternate directions 3. Carioca <ul style="list-style-type: none"> ○ Move sideways (not ¾) ○ Trailing foot goes in front of other foot on one step, behind on the next ○ Be smooth and rhythmic 4. Frankensteins <ul style="list-style-type: none"> ○ Alternate legs in a high front kick, stretching the hamstrings ○ Control leg coming back down: keep it in the air for a short pause, then step onto that foot and swing other leg forward and up. ○ Keep trunk up right and strong throughout 5. Walking knee circles <ul style="list-style-type: none"> ○ Maintain control on support leg ○ Work to keep trunk in upright posture ○ Move circling knee through best range of motion (without moving trunk) 6. Butt kicks (out) and then reverse butt kicks (coming back) <ul style="list-style-type: none"> ○ Trunk and head stay steady ○ Support leg firm and fully extended <p>Sprint mechanics drills:</p> <ol style="list-style-type: none"> 7. Walking Knee-to-chest stretch <ul style="list-style-type: none"> ○ Alternatively pull each knee to chest while fully extending the support leg. ○ Take one step forward between each repetition. 8. Lunge walk with high lift <ul style="list-style-type: none"> ○ Lowest position: trunk upright, long lunge with no wobbling, rear knee brushing ground, front knee remains behind front toe ○ Highest position: no wobbling, support leg fully extended, other leg fully folded up. 9. Sprinter's march <ul style="list-style-type: none"> ○ Remain tall throughout, taking short steps and adhering to high position described in lunge walk. ○ Stress upright posture 10. A-skip <ul style="list-style-type: none"> ○ Rhythmic version of Sprinter's March, with a small, rhythmic skip between each step. ○ Emphasise folding the recovering leg up fully (see above): "toe over knee". 11. "3s" <ul style="list-style-type: none"> ○ Jogging under control, rapidly lift and put down one leg every 3rd step (hence the name "3s"), using vigorous arm action at the same time. ○ Emphasise getting that foot all the way up (toe over knee) and all the way

	<p>down quickly.</p> <ol style="list-style-type: none"> 12. Flying 5m sprint <ul style="list-style-type: none"> ○ Players take a running start so as to be a top speed by 1st marker ○ Run at absolute top speed to the 2nd marker (5m distance) 13. 10m beach flag starts <ul style="list-style-type: none"> ○ Players lie chest down with both hands under chin, facing the direction to be sprinted ○ At coach's call, get up as quickly as possible and accelerate hard past marker (10m distance) <p>Stationary:</p> <ol style="list-style-type: none"> 14. Shoulder retraction and protraction <ul style="list-style-type: none"> ○ Standing with arms extended forward at shoulder height ○ Push shoulder forward, then pull them back as far as possible ○ Emphasise maximum movement of the shoulder blade 15. Arm marches <ul style="list-style-type: none"> ○ Face down in pushup position, arms extended ○ Alternatively touch hand to same side shoulder ○ Try to hold trunk as still as possible throughout 16. Scapula supermans <ul style="list-style-type: none"> ○ Lying on stomach with the shoulders, elbows and wrists lifted as high as possible off the ground, arms bent and fingers pointing forward past the head (as if in a horizontal surrender posture). <ul style="list-style-type: none"> ○ Slowly extend the arms out in front of face, then pull slowly back, keeping elbows, wrists and hands high off the ground throughout. 17. Swimmers <ul style="list-style-type: none"> ○ Face down in pushup position, arms extended ○ Alternatively touch hand to same side hip ○ Try to hold trunk as still as possible throughout 18. Reverse swimmers <ul style="list-style-type: none"> ○ Face up on hands and feet, trunk off ground, knees bent, arms extended ○ Alternatively touch hand to opposite side shoulder ○ Try to hold trunk as still as possible throughout 19. Arm swings. Keeping arms as tension- free as possible, swing them: <ul style="list-style-type: none"> ○ up and down, in unison, then one up, one down ○ across and back at chest height ○ goals posts: cross arms in front, swing them then up and back to surrender position (stretches the pecs) ○ back pats: alternatively swing arms up beside head, bending elbow to pat yourself on the back (stretches triceps) ○ trunk twists: let arms swing like ropes while rotating trunk one way then the other
<p>Conduct a structured warm-up which ties into LTAD model for this age/level of athletic competence</p>	<p>This is much more than a warmup: it incorporates important exercises for developing fundamental movement skills and athleticism.</p> <p>Moving: (in lines from outfield foul line; 5-20m each way):</p> <ol style="list-style-type: none"> 1. side skips (with arm swings) 2. 360s 3. Carioca 4. Frankensteins 5. Walking knee circles 6. Butt kicks (out) and then reverse butt kicks (coming back)

	<p>Sprint mechanics drills:</p> <ol style="list-style-type: none"> 7. Walking Knee-to-chest stretch 8. Lunge walk with high knee 9. Sprinter's march 10. A-skip 11. 3s 12. 3 x flying 5m sprint 13. 3 x 10m beach flag starts <p>Stationary:</p> <ol style="list-style-type: none"> 14. shoulder retraction and protraction (5-10) 15. arm marches (5 each side) 16. scapula supermans (5-10) 17. swimmers (5 each side) 18. reverse swimmers (5 each side) 19. Arm swings (5 of each): up and down; across and back; goals posts; back pats; trunk twists
<p>Teach correct execution of each of the key LTAD exercises for the age level</p>	<p>Ensure that your players adhere to the key points in executing these exercises:</p> <ol style="list-style-type: none"> 1. Double leg (DL): Bodyweight squat: <ul style="list-style-type: none"> ○ Maintain athletic posture and keep feet flat on ground throughout the movement ○ NO wobbling of the knees (stability) ○ Knees remain directly above the feet (stability and control) ○ Back remains straight: it may lean forward, but not bend forward ○ Hips go lower than the knees: many will be unable to do this, but that is the goal. Ultimately, they should be get the buttocks down near the heels: this is an example of full range of motion. 2. Single Leg (SL): Supported SL Squats <ul style="list-style-type: none"> ○ Place the rear foot "laces down" on a chair or bench behind the player ○ Front foot is well away from bench. ○ Bending the front leg, lower the back knee to barely graze the ground. ○ NO wobbling, particularly front knee (stability). ○ Keep trunk upright throughout the movement. 3. Jumping: DL take-off to DL landing <ul style="list-style-type: none"> ○ The most important part of all jumping exercises is the landing. ○ 'Stick the landing': land under full control, feet flat on ground, knees behind toes, glutes act as shock absorbers, trunk strong ○ Start in half-squat posture, jump forward and land in the same posture ○ Distance is only important once the landing has been mastered: "make sure you can land before you try to fly". 4. Pushing: Knee Pushups <ul style="list-style-type: none"> ○ Hands on ground a little either side of the chest, throughout the movement, the body is held rigid from shoulders through to knees. ○ Using the arms only, push on the ground until arms are fully extended. ○ Lower the body under control and repeat. 5. Pulling: Cable Pullups <ul style="list-style-type: none"> ○ This exercise is like a reverse pushup. ○ Equipment needed: a 3m piece of strong rope with a handle at each end (a loop tied through a piece of hose for a handle will do). This rope is wound around a high horizontal bar with the handle hanging low enough for the player to be able to reach while lying on the ground. ○ The player lies on his back, holds the handles, and keeping the body rigid, pulls himself up, instead of pushing up off the ground. ○ Many will need to start from a higher position, so that the body is at about 45

	<p>degrees, instead of horizontal</p> <ol style="list-style-type: none"> 6. Shoulder Function: Lying Supermans (5-10 reps). <ul style="list-style-type: none"> ○ Lying on stomach with the shoulders, elbows and wrists lifted as high as possible off the ground, arms bent and fingers pointing forward past the head (as if in a horizontal surrender posture). ○ Slowly extend the arms slowly out in front of face, then pull slowly back, keeping elbows, wrists and hands high off the ground throughout. 7. Core: Knee planks (30-120 seconds). <ul style="list-style-type: none"> ○ Assume a knee-pushup position with the arms straightened, trunk held firm. ○ Maintain the position for 30 seconds (this can be extended to 2 minutes).
<p>Outline a suitable on-field strength and conditioning session based on the ABF LTAD model</p> <p>And</p> <p>Conduct the session in accordance with the ABF LTAD model</p>	<p>These exercises are usable from a young age, and form a foundation for more demanding work to be done in the future. The pattern of doing one exercise from each stream is established. They are to be done at slow to moderate speed: the player should to concentrate on stability, range of motion and control; let strength come by itself.</p> <p>One set of 5-10 repetitions is sufficient to start with –this will mean that the whole series can be done in about 10 minutes. More sets can be added for keen individuals once they adapt to the training load. Growing bodies are better equipped to adapt to a given activity than are mature bodies.</p> <ol style="list-style-type: none"> 1. Double leg (DL): Bodyweight squat (5-10 repetitions). Key points: 2. Single Leg (SL): Supported SL Squats (5-10 reps each leg). 3. Jumping: DL take-off to DL landing (5-10 reps). 4. Pushing: Knee Pushups (5-10 reps). 5. Pulling: Cable Pullups (5-10 reps). 6. Shoulder function: Supermans (5-10 reps). 7. Core: Knee planks (30-120 seconds).
<p>Instruct all players in the basic tubing exercises</p>	<p>“Tubing” exercises are an excellent way to improve instability in the shoulder joint.</p> <ol style="list-style-type: none"> 1. Scapula retraction 2. Bi-lateral external rotation (elbow at waist) 3. External rotation in throwing position (elbow at shoulder height)

Section Four: Hitting

Competency	Content
Explain the intent of the swing	The goal of the swing is to hit long line drives. A “line drive” is ball that is “driven” hard so that it travels in a straight line. In order for the ball to travel a long way, it will need some elevation, but should not be lifted in a loopy arc: the aim is to drive it to the wall. This fact must over-ride all your hitting drills and each AB.
Provide simple instruction on an effective swing	<ol style="list-style-type: none"> 1. Rhythm (in starting posture) <ol style="list-style-type: none"> a. Side-on to pitcher b. Hands in vicinity of rear shoulder c. Weight evenly distributed d. Rhythmic shifting of weight forward and backward e. Balanced and athletic 2. Load (preparing to swing) <ol style="list-style-type: none"> a. Shift weight laterally to the back side (onto the rear leg) b. Minimal rotation of trunk or legs c. Rhythm, balance and control 3. Release (the swing) <ol style="list-style-type: none"> a. Swing so that barrel is released through the contact zone b. The first 1/3 of swing path should be short c. The rest of the swing path is long “through the ball”
Teach hitters effective drills for developing their swing	<p>Hitters should be taught these drills at this age:</p> <ol style="list-style-type: none"> 1. Flips (front toss). 2. Stick-ball. Baseball played with a tennis ball and a stick, hitter’s own side pitches to hitter, ball must bounce once before it is hit and hitter only gets one pitch. 3. Dry swings. Hitters practice their best, most aggressive swing with no ball involved at all. 4. Tee work. Hit ball off tee with a variety of foci: at different heights; inside and outside; to a distant target; to produce backspin; or just for distance
Conduct swing practice designed to expand the contact zone	<p>It is important that hitters develop the ability to hit the ball in a variety of locations. This is developed by the simple means of varying the location of the tee (up & down, in & out, forward & back) so that the ball duplicates the position of a pitch in various places.</p> <p>This practice should also be encouraged in other swing drills: side toss, flips, live batting practice, and even in games. Do not encourage hitters to learn to hit only one type of pitch in one location. This may help a team to win in the short term, but hinders the hitter’s progress in the long term.</p>
Conduct hitting activities to encourage tracking the ball, swinging hard and making contact	<ol style="list-style-type: none"> 1. Flips (front toss). Good protective screening is required: coach must stay fully behind screen except for the instant the throwing hand is exposed while releasing the ball. Maintaining good rhythm coach uses underhand action to toss ball 4-6m into hitting zone. 2. Soft toss (side toss). No protective screen is required; coach lobs ball from 45° into hitting zone, hitter hits ball as directed. Emphasize a quiet head and an aggressive swing. 3. Rag ball (competitive game). “Ball” consists of a tightly-knotted rag, bat may be any suitable stick (eg broomstick). Invent modified game to suit: Over-the-Line, yardball, short-distance baseball etc. 4. Stick-ball. Baseball played with a tennis ball and a stick, hitter’s own side pitches to

	<p>hitter, ball must bounce once before it is hit and hitter only gets one pitch.</p> <ol style="list-style-type: none"> 5. Overhand toss. Good L-screen required. Front toss done with thrower seated or kneeling and the ball lobbed 5-10m overhand rather than underhand. 6. Live BP (batting practice). Good L-screen and a consistent thrower required. Ball thrown with full delivery but still in a manner that encourages success for hitter. Thrower must remain fully behind screen throughout (except for throwing hand at release point). 7. Dry swings. Hitters practice their best, most aggressive swing with no ball involved at all. 8. Tee work. Hit ball off tee with a variety of foci: at different heights; inside and outside; to a distant target; to produce backspin; or just for distance
<p>Organise and conduct a hitting circuit which incorporates several drills and progressions</p>	<p>In a club situation, where one coach is usually training many players, a hitting circuit can be an excellent way to keep them profitably busy. If resources are sufficient (balls and protective screens), hitting drills can be set up as a circuit to maximize the volume of hitting activity even without an excess of coaching assistance, the players moving on to the next at the coach's signal. Eg</p> <ol style="list-style-type: none"> 1. Dry swings 2. Tee drill (4 players on two tees) 3. Side toss (two pairs hitting into a screen, ball flipped from a safe position on the hitter's open side. 4. Rag ball (one hitting, one pitching, two fielding). 5. Wiffle ball (hitting golf-ball sized wiffles with a broomstick) 6. Flips, overhand toss or live batting practice (thrown by coach from behind a safety screen). <p>Two people (or two pairs) per station; all stations for a fixed duration, or everyone move on at a given signal. Be mindful of safety issues, and the need for ball retrieval</p>

Section Five: Throwing

Competency	Content
Demonstrate the across-seam grip of ball	Two (or three, if hand is small) fingers across the horse-shoe, thumb directly opposite.
Conduct 2 throwing drills which emphasise grip and backspin	<ol style="list-style-type: none"> 1. Wrist flips: player uses glove hand to support elbow at shoulder height (upper arm remains stationary throughout); hold ball with correct grip, fingers pointed forward; in one movement, snap wrist back and forward to flip ball forward to partner 2. Striped-ball throwing. Stripe aligned with fingers and thumb; full throw aiming to keep line upright and clear (no wobble).
Supervise an effective long-toss throwing session	<p>Although one of the simplest of drills, long toss is an effective way to build throwing ability (mechanics, velocity and arm endurance), and is thus a critical part of team's training program. As with all activity, players must be eased into it, so that the body can gradually adapt to the specific stresses.</p> <ol style="list-style-type: none"> 1. After warming the body up, players commence throwing in pairs 5-10m apart, always aiming at a specific target: eg, the face of their partner. 2. Each has 5-10 throws at that distance, and then one partner takes a couple of steps back. 3. This process is repeated (5-10 throws at each gradually increasing distance) until, after they have been doing the drill for a couple of weeks, each player is throwing as far as they can. 4. Players should be encouraged to throw as easily as possible for the given distance, and to "give the ball some air": there is no need to keep the throw flat. 5. Once well-conditioned, they can make 20-25 throws at their maximum distance, then shorten up the distance to make some flat throws. 6. Start at about 8 minutes; as players become stronger, this drill can last up to 20 minutes.

Section Six: Pitching

Competency	Content
Outline the key risk factors for young pitchers	<p>The most important factors contributing to arm injuries in pitchers, particularly young pitchers, are:</p> <ol style="list-style-type: none"> 1. Fatigue and overuse: the more they are pitch, the more connective tissue is overloaded, and the greater the likelihood of injury. This is by far the most important factor, and must be carefully monitored. 2. Throwing velocity: the harder they throw, even if they have “good mechanics”, the more stress they put on key structures. All the force has to be transmitted through the shoulder and elbow at some stage. One problem is that a coach will often want to use the hard thrower more often, when in fact, he should be throwing less. 3. Throwing mechanics: a poor delivery can put even more stress on the arm. 4. Conditioning: if the arm or the body is not conditioned to do the work, chances of injury increase. 5. Pitch type: contrary to popular belief, the fastball places more stress on the arm than any other pitch type (assuming all are thrown with proper mechanics). The problem with the curve ball, for example, seems to be two-fold: <ul style="list-style-type: none"> ○ coaches overuse young pitchers who can throw one because they win a lot of games: fatigue and overuse are the issue ○ young pitchers, because they have small hands or a lack of coordination and strength, often throw it with incorrect mechanics
Teach pitching from a set position using the key coaching points for this age level	<ol style="list-style-type: none"> 1. Set position. <ol style="list-style-type: none"> a. Side on to target with throwing-side foot up against pitcher’s plate b. Glove-side foot closest to target c. Athletic stance without tension, weight evenly distributed d. Hands joined in middle of body just below rib cage 2. Knee and hand lift. To commence delivery, lift joined hands and throwing-side foot at same time, knee to about hip height, hands to about neck height; minimal tension. 3. Eyes remain on target from the time the front knee reaches its maximum height until the ball reaches catcher 4. Finish position. <ol style="list-style-type: none"> a. Throwing hand passing below opposite knee b. Pitcher able to remain balanced on front leg c. Sole of rear foot facing sky. <p>Use these guidelines to have players rehearse pitching delivery into a screen or to each other</p>
Conduct a 30 pitch bullpen	<p>Bullpens can be conducted on flat ground, or on a mound. You will need a catcher in full gear. As part of his leadership duties, the catcher should be trained to run the bullpens: he should have the authority to do so, know the routines, the rules etc.</p> <ol style="list-style-type: none"> 1. The pitcher must be warmed up and ready to start (long toss etc) before the bullpen starts. Do not allow them to warmup with the catcher. 2. The purpose of this type of pen is to rehearse making pitches: focus on hitting the target, not how hard they can throw etc. 3. The catcher is also practicing the art of receiving the ball. They should make sure they try to block any pitches in the dirt (particularly off-speed pitches) 4. Generally, the target should be in the bottom 1/3 of the strike zone: “the box”. 5. It is the pitchers job to know the purpose of the pen session and his routine, and be able to do it unsupervised. (This may take a little time).

	<p>6. A pitcher should easily be able to throw 6 pitches per minute, so this session should take around 5 minutes. Any longer, and they are throwing too many pitches or wasting time.</p> <p>7. It is possible, and more time efficient, to have two pitchers alternating as they work through their routines.</p> <p>8. A good basic routine (one of many!): 5 “box” fastballs (middle the bottom 1/3 of the strike zone) from a windup 5 “box” fastballs from set position 4 “box” change-ups from a windup 4 “box” change-ups from set position 4 “half-box” fastballs (2 on the inside half of plate, 2 on outside) from windup 4 “half-box” fastballs from set position 4 fastballs up and down: alternating pitches above strike zone and then “box”</p> <p>NB: If the pitcher achieves a poor result, he does not “get another try”. That is, the first round of 5 fastballs consists of 5 attempts, and no more. The catcher should keep count of how many times the pitcher “makes the pitch”: pitches the ball to the intended location. This number becomes as assessment of the pitcher’s success.</p>
<p>Use simple drills to teach pitching mechanics</p>	<p>1. Front Step Pitching Drill. <u>Skill Objective:</u> Players will learn the balance position required in pitching <u>Equipment:</u> Baseball Glove, Bucket or Crate, <i>Small Towel (Optimum)</i> <u>Set up:</u> Players will place front foot on bucket in balance position, stride directly to target and use a dry throwing motion to rehearse throwing hard. (Depending on age/ability, they can throw a ball to a partner). <u>Skills to practice:</u> Players will maintain balance and control while on the back pitching leg, step and plant the front pitching leg and emphasize follow through.</p> <p>2. Follow Through Pitching Drill. <u>Skill Objective:</u> Players will learn a full follow through. <u>Equipment:</u> Baseball Glove, Bucket or Crate, 1 Baseball, Partner <u>Set up:</u> Players get enough space to complete a full stride with no impediments. With front foot already planted, players will place a bucket adjacent to the centre of the body, “load” the back side slightly and rehearse pitching using a dry throwing motion (or to a partner 45-60 feet away). Back foot rolls up onto toe then lifts up and over the bucket to emphasise the follow through. <u>Skills to practice:</u> Throwing shoulder finishes lower than front shoulder; back foot rolls up onto toe.</p> <p>3. Throwing at Target <u>Skill Objective:</u> Players will learn throw accurately <u>Equipment:</u> Glove, Target (Frisbee, Rubber Disk) Fence, 5 Baseballs. <u>Set up:</u> From 45-60 feet, players will throw at target, keeping score of how many they hit out of say 30, try to increase every week. <u>Skills to practice:</u> Visual target acquisition and feedback.</p>
<p>Rehearse basic pickoffs</p>	<p>NB: the purpose of a pickoff is to make it harder for the runner to get a good jump to the next base (to “keep him honest”). Making an out on a pickoff is just a bonus.</p> <p>Pitchers in pairs (each acting as the 1Bman in turn) can rehearse their pickoff moves.</p> <p>1. Pickoff to 1B for a right hander</p> <ul style="list-style-type: none"> ○ Split hands and move both feet at the same time. <ul style="list-style-type: none"> ● Right hand is lifted directly to head height on the 3B side: as the body turns away, the arm will be in perfect position for a short-arm throw. ● Quick repositioning of feet: right foot is turned square to 1B; left foot takes short step to 1B.

	<ul style="list-style-type: none"> ○ Without pause, make an accurate throw knee height over the base <p>2. Pickoff to 1B for a lefthander</p> <ul style="list-style-type: none"> ○ Knee lift and early hand movements should look exactly like the commencement of a pitch. ○ As knee reaches highest point, step directly to 1B and make knee-high throw over 1B. ○ As skill improves, learn to minimize turning the shoulders to 1B <p>3. Pickoff at 2B</p> <ul style="list-style-type: none"> ○ The mechanics are the same for both RHP and LHP. ○ In one short jumping movement, swap feet: the stride foot should come down slightly on the 2B side of the mound. ○ Ensure that the turn is to the glove side; ie: clockwise for LHP, anti-clockwise for a RHP. ○ Using a short arm action, make a knee-high throw over the 2B.
Develop pitchers' fundamental fielding skills	<p>Use a fungo or roll the ball to have pitchers rehearse:</p> <ol style="list-style-type: none"> 1. Routine comebacker: 1-3, 1-6 and 1-2. 2. Bunts to both sides, 1-3 3. Bunt on 3B side, 1-5 4. Covering first base on a groundball to right side: <ul style="list-style-type: none"> ● Routine play: get ball from 1Bman early, then step on base, staying in fair territory, then turn to look for the next play (often at 3B). ● 1Bman fumble (pitcher will have to stop on base) ● Self-executed

Section Seven: Defence

Competency	Content
Implement use of self-monitored activities to develop fielding skills	<ol style="list-style-type: none"> 1. Individual fielding soccer. Make up your own rules; here is a sample: <ul style="list-style-type: none"> ○ Goals 5m wide and 15m apart ○ Attempt to roll ball through opponents goal ○ Opponent gets a point 2 points if you succeed - first to 10 points loses. ○ Gets 1 point for a fumble ○ Ball is rolled (must bounce at least twice; opponent can deduct 1 point if they catch ball on 1st bounce; goes back to zero if they get it on full) ○ Must roll ball from where you field it 2. Fielding squash. Rules can be improvised (preferably by players themselves). <ul style="list-style-type: none"> ○ Needs a solid wall with flat ground in front, and a “line” about 10m from wall with a limit at each end (defined by two cones?) ○ Player throws ball at wall, attempting to make it roll over the back line between the cones, or make it stop before it reaches the line ○ First to 10 points loses ○ Gain a point for: fumbling the ball, letting it roll over back line, letting it stop in front of line before you get to it, rolling ball so that it passes outside the cones, missing the wall, etc. ○ This a fast game which can be played in pairs or with several more required to field in specific order (like a batting order) 3. Fielding Soccer: once again, encourage modification of rules, equipment etc <ul style="list-style-type: none"> ○ Two teams, rectangular field, approx. 20m x 40m, target at each end (cone, milk crate etc) ○ One team in possession of the ball at centre court, attempting to advance toward goal by passing to teammates (underarm rolls only: ball should bounce twice). ○ Player in possession may not run – teammates try to position themselves to receive pass. ○ Opposition attempt to intercept etc, but cannot crowd player with ball (5m distance). ○ When close enough to scoring cones fielder calls out “Shot”. All players stop, and allow a free shot at cone (underarm roll). ○ Cone must be hit to score one goal. ○ When goal is scored or missed, opposition gets ball to start at cone. 4. Over the line: This drill, which also incorporates swing practice, is included as Level 1 coach competency, but is included here as well because it is a good game for the players to run and modify themselves. <ul style="list-style-type: none"> ○ Two equal teams. ○ Each hitter attempts to hit ball between two markers 10-25m away and about the same distance apart. ○ Ball must touch ground on far side of markers to score a point. ○ Defending team members position themselves to prevent batted groundballs from passing between markers, and to prevent fly balls from landing over the line between the markers. ○ Hitter continues to hit until he/she fails to score ○ All members hit once, then teams swap roles. ○ Possible variations: team has a set number of outs per inning, each hitter hitting once in turn until given number of “outs” (say 10) are made.
Name and briefly explain the 6 Fs	“The Six Fs” is the official Australian approach to fielding a ground ball. The steps are learnt and rehearsed through roll drills, so that the method becomes fluid and automatic.

	<ol style="list-style-type: none"> 1. Feet: Players must be alive on their feet every pitch, not flat-footed. 2. Field: Read the bounce and move to the ball to field it. Having the feet well spread (a wide base) and the hands out in front of the face will help with effectiveness and consistency. 3. Funnel: Bring the ball into the belly-button with two hands to get ready to throw. 4. Footwork: Take a crow hop to throw the ball; remember this simple description of how to move your feet: right to left, left to target. 5. Fire: in one smooth motion, fire the ball firmly to the target. 6. Follow: follow the ball for a couple of steps after you throw it <p>(The notes above describe technique for a right-handed thrower. Left-handers will use opposite leg and arm where appropriate)</p>
<p>Provide coherent instruction on the basic points of each of the 6 Fs</p>	<p>The 6 Fs are used to teach consistency in making the routine groundball out. They can also be used to diagnose technique flaws. (More detailed information, including illustrations, can be found in the support material).</p> <p>Feet:</p> <ul style="list-style-type: none"> ○ Be active and alive on your feet, ready to go in any direction, as the ball reaches the hitting zone. A wide base will improve range to the side. ○ Use your feet to move aggressively but smoothly to the ball once it is hit <p>Field:</p> <ul style="list-style-type: none"> ○ Move through the ball: you should be coming on to your left foot as the ball hits your glove, no matter what posture you are in. ○ Fielding posture is important. A wide base will make it easier to get down, and give your hands more space to work in ○ Hands should be out well in front of face as the ball hits the glove <p>Funnel:</p> <ul style="list-style-type: none"> ○ Bring the ball to your centre of gravity with both hands once you have fielded it. <p>Footwork:</p> <ul style="list-style-type: none"> ○ Replace your feet: right to left, left to target. In this way you avoid having to cross your legs and you come down aligned to the target ○ With practice, you can take a long crow-hop in this way, and thus gain a lot of momentum for your throw. <p>Fire:</p> <ul style="list-style-type: none"> ○ Make a firm, accurate throw to the target. ○ If your footwork is good enough, the arm does not have to do much work at all. <p>Follow:</p> <ul style="list-style-type: none"> ○ Your body follows the throw for two or three steps. This ensures that your momentum was going that way in the earlier phases of execution.
<p>Use roll drill to engage players in rehearsing groundball fundamentals using the 6 Fs</p>	<p>Roll drill is to fielding what tee-work is to hitting: it gives the player the chance to develop the physical skills without having to master the complex visual aspects of the task.</p> <p>The coach kneels on one knee, with a bucket of balls, about 10 m from the player or line of players (no more than 6 players per coach), and rolls an easy grounder to the location relevant to the particular skill being practiced. The player makes the play, disposes of the ball as required (eg, return to coach, or throw to 1B), then goes to the end of the line. In this way the 6 Fs approach (Feet, Field, Funnel, Footwork, Fire, Follow) can be used to develop skills in the following:</p> <ol style="list-style-type: none"> 1. Groundball straight at the player 2. Groundball slightly to the left 3. Groundball substantially to the left 4. Groundball substantially to the left with a reverse pivot throw 5. Groundball slightly to the right 6. Backhand play to the right: replace the feet

	<p>7. Backhand play to the right: no step</p> <p>8. Backhand play substantially to the right: throw on the run</p>
Conduct the figure-8 double-play exercise to rehearse the execution of basic double plays	<p>This is a high intensity drill and a lot of fun. The coach will need a good bucket of balls:</p> <ul style="list-style-type: none"> ○ Half the players on 2B side at double play depth, other half on SS side, one player (or coach) at 1B to receive throws. ○ If a player, 1Bman should be rotated (perhaps have a rule: if you make a bad throw, you replace the 1Bman) ○ Ball is rolled to 1st 2Bman who feeds 1st SS who turns the DP, throwing to 1B. ○ That 2Bman moves to the end of the SS line; the SS moves to the end of the 2B line. ○ As they are moving to the ends of their respective lines, the coach rolls the ball to the next 2Bman, who initiates the next DP, then moves to the other line etc ○ Continue without pause for 2 or 3 minutes, then move to the next phase, covering the following (depending on skill levels of players). In this way, you can cover the basic range of DP feeds and turns: <ul style="list-style-type: none"> ● Ball on base side of 2Bman ● Ball on straight at 2Bman ● Ball on glove side of 2Bman ● Ball on base side of SS ● Ball on straight at SS ● Ball on backhand side of SS
Have players in all positions practice throwing to different bases and using different throws	<p>It is important that players have the opportunity to experiment and “fool around” with different ways of doing things: it encourages them to go outside their comfort zone, and develops their ability to learn kinaesthetically.</p> <p>It is also important that they learn to throw the ball in different ways, and to different bases. By rolling the ball or fungoing it, have the players field the ball and come up with a new way to throw it, depending on where you ask them to throw it. Highlight some of the best and most outlandish solutions. Finish up with a feedback session on what they learnt.</p>
Teach the fielding positions	<p>Correctly name, number and locate each of the nine positions:</p> <ol style="list-style-type: none"> 1. Pitcher 2. Catcher 3. 1st Base 4. 2nd Base 5. 3rd Base 6. Shortstop 7. Left field 8. Centre field 9. Right field
Explain “straight up”	<ul style="list-style-type: none"> ○ More balls are hit toward the middle of the field than toward the foul lines. ○ Therefore, it makes sense to position fielders to defend the middle of the field, rather than the sides. ○ Corner outfielders are positioned in line with the relevant baseline; ie, left field in line with the 1B-2B line, and right field in line to the 2B-3B line. ○ This is called “straight up”: it can make it very difficult to get a ball through a gap.
Utilise activities designed to encourage players to catch a fly ball	<ol style="list-style-type: none"> 1. Partner lobs. In suitable pairs, alternate throwing the ball up for the other to catch. Tip: catch ball above the eyes. 2. Running flyballs. Players start running and coach lobs, throws or hit ball so it can be caught on the run. This can be done to side or forward. Tip: use one hand to catch ball when running. 3. Going back on fly. Ball is lobbed to land somewhere behind player, player runs back to catch it. Tip: never run backwards – at worst, run sideways when going back. 4. Tennis racquet flyballs. Coach or players hit tennis balls in air for players to catch. 5. Tennis racquet and ball Over-the-Line (competitive game described in Level 1

	material)
Teach the basics of outfield play	<p>The most important skills for outfielders are:</p> <ol style="list-style-type: none"> 1. Catching fly balls <ul style="list-style-type: none"> ○ On a routine fly, try to catch the ball at face height, in the centre of the body. If possible, get behind the ball and move forward slightly as you catch it. ○ When running for a catch, pump the arms like a sprinter until you get to the location to catch the ball. Holding the glove out while you run destroys balance. ○ Use only the glove hand when catching on the run 2. Fielding groundballs <ul style="list-style-type: none"> ○ On a routine groundball, when the runner is unlikely to advance more than one base, make the play safely, getting your leg behind the ball to ensure it cannot get past. ○ When the runner has a chance to advance more than one base, attack the ball, field it and come up in the best position possible to make a good throw 3. Throwing to bases <ul style="list-style-type: none"> ○ Know in advance where you will throw the ball if it is hit straight to you, or to one side, or past you: there will certainly be a difference. ○ Look where the runners are before the pitch: <ol style="list-style-type: none"> a. if the ball is on the ground and straight to you, you cannot stop the runners advancing 1 base, but if you make a tidy play, you can probably stop the advancing 2 bases. So, before the pitch, plan to throw 2 bases ahead of the leading runner. b. If it is hit to the side, you probably cannot stop them advancing 2 bases, so you will be trying to stop them advancing 3 bases. ○ Once you have the ball, make an accurate one-hop throw to the base.
Practise outfield basics	<ol style="list-style-type: none"> 1. Fungo fly balls: coach hits fly balls to players who attempt to catch them. The difficulty should be adjusted to the ability of the player (in most cases, the hard hit ball straight at the player is the most difficult to read). Players should also rehearse throwing to a cutoff man once the catch is made. 2. Fungo ground balls: coach hits ground balls to players who field them according to the specified situation. On a ball hit straight to fielder with “no runner on base”, the outfielder should play it safe and make sure to keep the ball. If there is a “runner on base”, they must field and move smoothly into a throwing posture. If it is a “do or die” play, with an important runner on 2B, the y must attack the ball and come up throwing. 3. Running fly ball drill: <ul style="list-style-type: none"> ● Players, each with a ball, line up beside coach ● In turn, each flips ball to coach, runs directly away for 5-10m, then cuts to the right or left (as specified) at 45° ● Coach throw ball in front of player so that player continues at speed to make the catch ● Practise going both left and right on various angles
Position the catcher correctly in relation to hitter/home plate	<ul style="list-style-type: none"> ○ Position yourself as far forward as you can without being hit by swing; glove can usually be held in line with hitter’s back foot. If catcher is too far back, he cannot catch ball at correct height, and he will more likely be distracted by the swing of the bat. ○ Centre of body and glove (target) aligned with centre of plate.
Instruct the catcher on his catching posture with no runner on base	<ul style="list-style-type: none"> ○ Priority is to be able to effectively receive any pitch around the strike zone ○ Comfortable and balanced posture (several variations are illustrated); rear can be “down” ○ Glove at bottom of strike zone, arm in relaxed position with elbow clear of knee ○ Provide open glove as target for pitcher

	<ul style="list-style-type: none"> ○ Throwing arm protected behind right leg (hung loosely to right heel)
Conduct drills for catchers to emphasise receiving the ball	<ol style="list-style-type: none"> 1. Short distance flips. In catching stance, catcher receives ball flipped underhand to various locations by partner. 2. Bullpens. Catch pitchers while they are practicing their delivery. Emphasise catching everything, no matter where it is pitched.
Conduct practice of the basic cut-off plays	<p>Using a fungo, have the team rehearse defensive plays in the following situations:</p> <ol style="list-style-type: none"> 1. With no runners on base <ul style="list-style-type: none"> • Short single to each outfielder <ul style="list-style-type: none"> ○ SS or 2Bman is lined up as cutoff to 2B ○ Outfielders plays ball safely and get ball to the cutoff • Long single to each outfield space (LF line, LF gap, RF gap, RF line) <ul style="list-style-type: none"> ○ SS or 2Bman is lined up as cutoff to 2B ○ Outfielders play ball aggressively and throw one-hopper all the way to the base 2. Runner on 1B <ul style="list-style-type: none"> • Short single to each outfielder <ul style="list-style-type: none"> ○ SS is lined up as cutoff to 3B ○ LF and CF play ball safely and get ball to the cutoff ○ RF plays ball aggressively and throws one-hopper through cutoff to 3B • Long single to each outfield space (LF line, LF gap, RF gap, RF line) <ul style="list-style-type: none"> ○ SS is lined up as cutoff to 3B ○ LF and CF play ball aggressively and throws one-hopper through cutoff to 3B ○ RF plays ball safely and throws one-hopper to 2B 3. Runner on 2B <ul style="list-style-type: none"> • Short single to each outfielder <ul style="list-style-type: none"> ○ All bases covered on each play ○ Ball to LF: 3Bman is lined up as cutoff to H; LF attacks ball and throws one-hopper through cutoff to H ○ Ball to CF and RF: 1Bman is lined up as cutoff to H; outfielder attacks ball and throws one-hopper through cutoff to H • Long single to each outfield space (LF line, LF gap, RF gap, RF line) <ul style="list-style-type: none"> ○ Outfielder plays ball as required and throws one-hopper to 2B

Section Eight: Running

Competency	Content
Devise ways to encourage base-runners to make their own decisions	<ol style="list-style-type: none"> 1. Decision-making ability is a critical attribute in a good base-runner, but takes time and practice to develop. The runner, not the coach, must make the decision on whether to continue to the next base or not. 2. A good base-runner knows where the ball is and makes the decision to go or not considering all relevant factors: running speed; game situation; jump; exact position of ball, runner and fielder; fielder's arm quality 3. When in doubt, be aggressive: attack the next base. 4. Learn from any mistakes you make.
Ensure that hitters run hard on every batted ball	<ol style="list-style-type: none"> 1. Take pride in running hard! Send a message to yourself, your team and the opposition that you never quit trying. Even if you "know" you are going to be out, run as hard as you can. 2. On an infield grounder run hard "through the bag", even after you are out. 3. When you get a hit to the outfield, take a hard turn and head to second until the defense stops you with a good throw. If they make a little mistake or are a bit lazy, you can take the base. 4. If you hit a pop-up, run hard to get to 2B. If the ball is dropped, you will make it. 5. When on base, work hard to advance 2 bases on a single, 3 on a double.
Train the players in the 5-drill sequence for sprint mechanics	<p>These drills develop improved leg mechanics, and are best built into the warmup routine. The aim to learn to pick one leg up fully (ankle, knee and hip all flexed so that toes of the foot pass support leg above knee height) while the other is fully extended. The verbal cue to be used is "toe over knee" (make sure this is explained), and requires strong glute action and flexible hip flexors.</p> <p>Each drill is executed with control, and that the trunk and head remain upright and steady throughout the movement.</p> <p>Practise good arm action in all drills except #1</p> <ul style="list-style-type: none"> • Elbows remain bent at 45° • Swing elbows through full range of motion and close to sides • Hands should swing from face height to just behind back at belt-height <ol style="list-style-type: none"> 1. <u>Walking knee-to-chest stretch</u> (10 each leg). Alternatively pull each knee to chest while fully extending the support leg. Take one step forward between each repetition. 2. <u>Lunge walk with high lift</u> (6 each leg). Two key checkpoints: <ol style="list-style-type: none"> a. Lowest position: trunk upright, long lunge with no wobbling, rear knee brushing ground, front knee remains behind front toe. b. Highest position: no wobbling, support leg fully extended, other leg fully folded up. 3. <u>Sprinter's March</u> (10 each leg). Remain tall throughout, taking short steps and adhering to high position described in lunge walk. Stress upright posture. 4. <u>A-skips</u> (20). Rhythmic version of Sprinter's March, with a small, rhythmic skip between each step. Emphasise folding the recovering leg up fully (see above): "toe over knee". 5. <u>"3s"</u> (10-20 each leg). Jogging under control, rapidly lift and put down one leg every 3rd step (hence the name "3s"), using vigorous arm action at the same time. Emphasise getting that foot all the way up (toe over knee) and all the way down quickly. Over time as they become more proficient, players can increase pace until they can do this

	drill at $\frac{3}{4}$ pace or better.
Conduct base-running activities	<p>A good baserunner always knows where the ball is!</p> <p>Keep running until someone stops you! (your coach or the fielder)</p> <ol style="list-style-type: none"> 1. H-1B on infield grounder: accelerate hard; turn head to find ball; continue to accelerate through bag; touch front edge of bag; once bag is touched, turn head to right, looking for possible overthrow and a chance to go to 2B. 2. H-1B on grounder getting through to outfield: accelerate hard; turn head to find ball; once you see it is through, swing wide to get best turn to 2B; touch inside corner and go as far toward 2B as fielders will allow. 3. 1B-3B on safe hit to outfield: good secondary lead, see ball hit, read ball off bat and as you run; break hard, swing out to RF to get a better turn at 2B; make good turn and touch inside corner, keeping speed up all the way to 3B. 4. 2B-H on safe hit to outfield: good secondary lead, see ball hit, read ball off bat; break hard, swing out to LF to get a better turn at 3B; make good turn and touch inside corner, keeping speed up all the way to H. 5. Tagging up at 3B: get a good secondary lead see ball hit, read the fly ball off bat; return to 3B, face home in sprinter's crouch with most favourable foot on base, turn head to keep eyes on ball; once ball is caught, accelerate hard all the way through the plate.
Conduct low risk sliding activities	<ol style="list-style-type: none"> 1. Wet plastic sheet. Lay out a large & suitably restrained sheet of plastic, wet down (no detergent). With shoes off, players run up one at a time and slide as far as they can, remaining balanced. Have a base at the far end so that they can practice making contact and standing up. Variations: head first – slide on belly, not arms 2. Cardboard sheet. Use a large piece of cardboard on good grass surface for sliding practice, similar to above (no water required). 3. Protective clothing. Oversized jeans or tracksuit pants etc, can encourage players to practice sliding on grass and/or dirt. 4. Wet or otherwise slippery grass. Slide in uniform on good grass surface (avoid damaging an important surface, eg infield).
Instruct general guidelines for leads at 1B	<p>Leads at 1B - general guidelines:</p> <ul style="list-style-type: none"> ○ Always know where the ball is, and keep eyes on player with ball any time you leave a base ○ Primary lead is taken when pitcher is in set position or preparing to start windup. Runner must measure a consistent distance so that he knows how far he is off base without having to look back. Finish squared off to baseline, in athletic posture, ready to go in either direction ○ 1B receives most and quickest pickoffs, so the primary lead must be very exact. Eg: start with right foot, three steps then a side step. ○ Secondary lead is a balanced side-shuffle taken when pitcher commits to pitch. It is used to gain momentum and decrease distance to next base, while remaining under control. Shuffle should be timed so that right foot comes down immediately after catcher receives ball. ○ Once again, be exact and finish on a strong, low posture, ready quickly move either way. Getting a good jump is important but catcher's frequently attempt pickoffs. ○ Runner must watch flight of ball while he takes his secondary.
Instruct general guidelines for returns at 1B	<p>Returns to 1B – general principles:</p> <ul style="list-style-type: none"> ○ Immediately catcher has ball, quickly get back to within a safe distance.

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| | <ul style="list-style-type: none">○ If the catcher returns ball to the pitcher, move back to base under control, and prepare for the next pitch (BOSO)○ If the catcher throws to your base, a dive back may be required.○ On a catcher's throw, it is best to dive back in with the right hand touching the right-field side of the bag. The left hand can go out to right-field for support and balance. |
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