

Assessable Competencies for Level Two Coach Accreditation:

This portion of the manual contains the information on sport-specific competencies which a coach must be able to demonstrate in order to achieve Level Two Accreditation

Knowledge

- General:
- Demonstrate awareness of a coach's duty of care
 - Identify the safety issues and manage the risks of baseball
 - Identify the elements of a rookie-ball training session
 - Plan a rookie-ball training session
 - Name and locate the nine standard defensive positions on a baseball field
 - Outline a philosophy and strategies for maintaining "good tempo"
 - Recall the rules of the Rookie Ball modified baseball game
 - Use inclusive coaching principles to rotate player positions equally throughout a game/innings/season
- LTAD:
- Outline the simplified LTAD model and approach
- Running:
- Outline a progressive approach to developing sliding technique

Activities

- General:
- Modify activities as required according to the TREE guidelines
 - Plan and conduct throwing, running, hitting and fielding activities using a game based learning approach to ensure fun and maximum participation
 - Include cross-sport activities
 - Use a game based learning approach to conduct activities and mini-games
 - Organise a coach-pitch baseball game
- LTAD:
- Conduct a structured warm-up which ties into LTAD model for this age/level of athletic competence
- Hitting:
- Conduct activities designed to encourage hitters to track the ball and hit it hard
- Throwing:
- Engage players in a variety of activities to develop their throwing ability
- Defence:
- Involve players in fielding activities with varying levels of challenge
 - Utilise activities designed to encourage players to catch a fly ball
- Running:
- Conduct base-running activities
 - Conduct low risk sliding activities

Instruction

- General:
- Explain fundamental safety guidelines to players
 - Communicate a "fast tempo" philosophy
- LTAD:
- Provide instruction on the correct execution of the BW squat and the lunge walk
- Hitting:
- Explain the intent of the swing
 - Teach hitters effective drills for developing their swing
- Throwing:
- Position the catcher correctly in relation to hitter/home plate
- Defence:
- Teach ground-ball basics
 - Instruct catching the ball with hand in backhand position
 - Teach the fielding positions
- Running:
- Insist that hitters run hard on every batted ball
 - Instruct and encourage base-runners to make their own decisions

Section One: Knowledge

Competency	Content
Demonstrate awareness of a coach's duty of care	<ol style="list-style-type: none"> 1. A coach assumes a certain duty of care: he or she must treat and supervise team members in the same way as would a prudent parent. 2. Harassment, bullying and abuse are completely inappropriate, whether by team members or the coach. 3. The Coaches Code of Conduct is an integral part of Australian baseball. It must be signed and adhered to.
Identify the safety issues and manage the risks of baseball	<ol style="list-style-type: none"> 1. Ensure the playing area and surrounds are safe. 2. Hitter and all base-runners must wear a helmet 3. On deck hitter must remain at least 15m back from hitter 4. Bats and balls can be dangerous and may fly unexpectedly in any direction 5. Encourage players to avoid unnecessary collisions
Outline the LTAD model and approach	<ol style="list-style-type: none"> 1. LTAD stands for Long Term Athletic Development, an approach which concentrates on providing age-relevant activities and challenges to produce the best possible long-term outcomes for the player. 2. 1st stage lasts until onset of puberty, is called the FUNDamental stage, and focuses on establishing all-round movement capability, learning through activity (games-based approach) and establishing a positive attitude toward physical activity. 3. The warm-up provided is much more than a warm-up: it is a mild conditioning activity to start the LTAD process 4. Adult-imposed competition is of little, if any, value.
Identify the elements of a rookie-ball training session	<ol style="list-style-type: none"> 1. Team meeting: outline the plan for the day 2. Structured warm-up (10-15 min) 3. Throwing activity(ies) (10-20 min) 4. Running activity(ies) (5-15 min) 5. Fielding activity(ies) (15-25 min) 6. Hitting activity(ies) (20-30) 7. Optional: Rookie-Ball game (or some other game-based activity) 8. De-brief (5min): feedback on session (two-way), relevant news, next game, next practice etc.
Plan a rookie-ball training session	Use the above outline to plan a comprehensive session plan for a rookie-ball team
Name and locate the nine standard defensive positions on a baseball field	Names and location of standard nine defensive positions
Outline a philosophy and strategies for maintaining "good tempo"	<ol style="list-style-type: none"> 1. The game is best played at a fast tempo; players should be encouraged to be energetic and enthusiastic at all times, at training and in games. 2. Four specific instances at this level: <ol style="list-style-type: none"> a. 60 sec changeover b. catcher ready c. gloves organised d. run hard on all hit balls.

<p>Outline a progressive approach to developing sliding technique</p>	<ol style="list-style-type: none"> 1. On a soft surface, ask players to sit down cross-legged, then extend whichever leg is on top so that toes of that foot point directly upward (leave other leg folded underneath top thigh). Keep trunk upright, look straight ahead. This is the basic sliding posture. 2. Have players lift themselves up from this position to one where front foot is flat on ground, rear knee is on ground with lower leg folded across under body (trunk upright). 3. Have them, in one move, sit down into sliding posture (several times). 4. Have them drop down quickly into sliding posture (a couple of times); then try doing it with a jumping action 5. There is no way to actually learn to slide slowly. Provided the surface is suitable (soft and/or slippery – a wet sheet of plastic is excellent, or a big sheet of cardboard placed on the ground), let them try sliding. Ensure that they do not jump up prior to sliding (too much impact on ground); just run hard, and fold rear leg underneath while extending front leg. 6. Stress to the players that the faster they run the less downward force there will be and the better they will slide. 7. Encourage correct posture: the same as they had in the introductory activity. Try to stay balanced throughout the slide.
<p>Recall the rules of the Rookie Ball modified baseball game</p>	<p>(See attached rules: Appendix 1)</p>
<p>Use inclusive coaching principles to rotate player positions equally throughout a game/innings/season</p>	<ol style="list-style-type: none"> 1. In all teams there will be varying levels of ability but, at this level, it is unacceptable to continually play the better players in key positions. It is essential that all receive equal opportunity and are encouraged to participate fully in all aspects of the game. 2. All players get equal time in each position. Eg: positions divided into three groups: infield, outfield, and battery (pitcher, catcher and 1B). Players rotated throughout season to spend whole game in each group, and rotated each inning to new position within that group. That is, this week a player plays catcher, pitcher, 1B, catcher, pitcher, 1B (depending on number of inning); next week will play 2B, 3B, SS, 2B, 3B, SS etc. 3. Bat in order of starting fielding order: its keeps thing simple, and everyone gets a chance to be up the top at some stage of season. 4. A coach needs to know whether an activity is being used to reinforce something the players already know (practicing), or to challenge them to expand their abilities and knowledge (learning). In the second type, activities can be sufficiently challenging that success is unlikely, but is almost within the player’s grasp. Learning new skills, and the willingness to try to master something new, should always be rewarded: these are important life lessons, and are keys to the way champions develop. 5. A key skill for coaching is the ability to adjust activities to cater for varying individual ability and need. All drills and activities can be adjusted by modifying the teaching, the rules, the equipment or the environment. Eg: different ball and bat (safety ball, tennis racquet and ball?); adjust distances, rules, pace, rules, competitive element. 6. Philosophy: competitive games are fun, but winning is not the issue. Promote good sportsmanship, stay enthusiastic and reward effort rather than success. No negative comments about or to umpire etc.

Section Two: Activities

Competency	Content
<p>Conduct a structured warm-up which ties into LTAD model for this age/level of athletic competence</p>	<p>Moving: (in lines from outfield foul line; 5-20m each way):</p> <ol style="list-style-type: none"> 1. side skips 2. 360s 3. Carioca 4. Lunge walk with high knee 5. Frankensteins 6. Walking knee circles 7. 3 x flying 5m sprint 8. 3 x 10m beach flag starts <p>Stationary:</p> <ol style="list-style-type: none"> 9. arm marches (5 each side) 10. scapula supermans (5-10) 11. swimmers (5 each side) 12. reverse swimmers (5 each side) 13. Arm swings (5 of each): up and down; across and back; goals posts; back pats; trunk twists
<p>Plan and conduct activities using a game based learning approach to ensure fun and maximum participation</p> <p>Engage players in a variety of activities to develop their throwing ability</p>	<p><u>Throwing</u></p> <ol style="list-style-type: none"> 1. Play catch. Ensure each pair is throwing ball parallel to other pairs. Adjust task to suit individuals 2. Pony Express (relay race). Players spread over set distance (5-15m apart) in line, ball starts at one end and must pass in relay, caught/fielded and then thrown by each player in turn, along the line and back, either once or several times. Variations: team in circle, throw goes clockwise then anti-clockwise; try to beat previous best time; two teams in competition. 3. Square/triangles. Groups of 3 or 4 (players 5-15 m apart), throw ball around clockwise as efficiently as possible (encourage footwork). Variations: anti-clockwise, reverse pivot
	<p><u>Running</u></p> <ol style="list-style-type: none"> 1. Sprint Relay: Teams of 5-6 line up in single file. On signal, first person runs down around cone and back to tag next person. Continue until whole team is back in original position, standing straight 2. Weave Relay: Teams of 5-6 players line up with 1-2 metres between each member of the team. On a signal from the coach the last person sprints down weaving between each member of their team. Players then go around front person, and weave back to tag next person in line. Second runner weaves down around front person and around back and tags third runner. Repeat until front runner weaves up around and back and weaves down to their position 3. Chain Relay: Groups of 4-5 line up behind a cone. On a given signal first runner runs down around a cone about 10-20 metres in front, continuing to the back of team. Then whole team hold on to each other's waists and run as a "chain" down around front cone and back to original cone (without breaking chain - if chain is broken all stop, rejoin and continue). When back at original cone, new front runner runs down around cone and joins back of team. All run as a chain. This sequence continues until all runners have run individually and all runners have run at head of chain.

	<p>4. Grab the Glove (beach flags using gloves): All players lie down on ground in straight line (face down). Coach spreads enough gloves for each player out in front of class at various distances. On “go” class stand up and race out to get a glove (could leave one glove less)</p> <p>5. Chain Tag: Group spreads out in a designated area (marked by cones). Two players are nominated as taggers and they join hands to form a chain. The chain runs to tag as many runners as they can. Once tagged, others join the chain. As chain gets to four chain size, it breaks into two pairs and continues until no one is left. Only outside arms can tag free runners. Chains must keep hold of each other’s hands or tag is not legitimate</p>
<p>Involve players in fielding activities with varying levels of challenge</p>	<p><u>Fielding</u></p> <p>1. Fielding Soccer: 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. Can introduce own rules; eg, lose possession on a fumble.</p> <p>2. Baseball Squash: 2-10 players, a wall, an imaginary line between two markers 8-20 metres from wall, and a ball. Players line up, and must play in sequence (like a batting order). First player throws at wall, attempting to bounce ball off wall and between markers (ball must hit ground at least once on the way). Next player fields ball and tries to do the same thing. Repeat on down the line in continuous cycle until somebody gets ball over the line or makes next player fumble. Speed and accuracy become important. Keep individual tally. Variations: lose a point if it ball rolls outside of the markers; lose a point if ball is not fielded before it stops rolling (soft throw strategy), have a front line which ball must roll over (too soft a throw will lose a point).</p> <p>3. Groundball relay: 2-4 teams of equal numbers (4-8 players in each). Team stands side-by-side facing team “leader” 5-15m away, who has ball. This player rolls ball to first team-mate, who fields it and rolls it back. Same with the 2nd person in the line. Ball is thus rolled to and from each player down the line. When last person fields ball, they run out in front, previous player runs to head of line, and new “leader” rolls the ball to each team-mate in the same way. When first “leader” receives ball as last person on the line, he/she runs back out to starting spot and holds ball aloft while rest of team sits down.</p>
<p>Conduct activities designed to encourage hitters to track the ball and hit it hard</p>	<p><u>Hitting</u></p> <p>1. Side toss: work in pairs. With the hitter ready to hit, partner kneels on one knee, in position to lob the ball, from the side, into the hitting zone (about waist high and adjacent to the front foot). With a rhythmic motion, so that the hitter can prepare to swing, the partner lobs the ball softly to allow hitter to hit the ball hard. NB: ensure that the partner is on the side and well out of the path of the batted ball. The number of pairs and the number of swings each can have is limited only by the number of balls.</p> <p>2. Continuous Baseball: Select two even teams, one hitting, one fielding. Fielders spread out in playing area with pitcher standing 10-12 m away from target marked on wall (strike zone or hoop). Fielders field the ball and throw it back to pitcher who attempts to lob ball underarm to hit strike zone, whether hitter is back or not. Hitter is out, if hit ball is caught, or if pitcher lobs ball to hit strike zone. Hitter once out must pass bat to next hitter before pitcher pitches ball.</p>

	<p>Game is continuous i.e. pitcher pitches whenever they have ball. Hitting team changes over at the end of each innings. Hitters score runs by running around cone placed 10m away (from strike zone and back to home base). All out, change over. Change pitcher regularly.</p> <p>3. Stick ball: Baseball using a tennis ball (and a broomstick with a taped handle if you want). The ball is pitched by a team-mate of the batter, and must bounce once on the way to the plate. A variety of rules can be used; ask the kids: how do you score points? How do you get out? Here are you allowed to hit the ball? etc</p>
Modify activities as required according to the TREE guidelines	Choose one of the above activities and modify it in some way: (Teaching, Rules, Equipment or Environment)
Include cross-sport activities Use a game based learning approach to conduct activities and mini-games	<ul style="list-style-type: none"> • Play baseball with the “hitter” kicking a football • Play “fielding soccer” with a netball, allowing any type of pass • “Roll-a-goal” using a football • Force-em-back with tennis racquet and ball • Invent something
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. Tennis racquet flyballs. Coach or players hit tennis balls in air for players to catch. 4. Tennis racquet and ball Over-the-Line (competitive game described in Level 1 material)
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 as you run; break hard on contact, 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 as you run; break hard on contact, 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.

	<p>Variations: head first – slide on belly, not arms</p> <ol style="list-style-type: none"> 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).
<p>Organise a coach-pitch baseball game</p>	<ol style="list-style-type: none"> 1. Safety issues: helmets, safe distances, and awareness of flying bats and balls; collisions 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 etc 4. 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. Local rules about number of strikes, number of hitters, outs per inning, throwing bat etc

Section Three: Instruction

Competency	Content
Explain fundamental safety guidelines to players	<p>Players seated or on one knee, all eyes on coach; coach explains critical importance of keeping things safe, then explains these points, being sure to check comprehension:</p> <ol style="list-style-type: none"> 1. Ensure the playing area and surrounds are safe. 2. Hitter and all base-runners must wear a helmet 3. On deck hitter must remain at least 15m back from batter 4. Bats and balls can be dangerous and may fly unexpectedly in any direction 5. Encourage players to avoid unnecessary collisions
Communicate a “fast tempo” philosophy	<p>Players should be encouraged to be energetic and enthusiastic at all times, at training and in games.</p> <p>The game is best played at a fast tempo: “Take every chance you get to show good tempo”</p> <ul style="list-style-type: none"> • Run as fast as you can every time you hit the ball • Be in position early when playing defence <p>Run on and off the field between innings: 60 sec changeover</p> <p>When the team finishes batting:</p> <ul style="list-style-type: none"> • catcher is ready • gloves organised on the bench so they can be located quickly when required • gloves carried out to players who have just batted or are on base • helmets and bats retrieved quickly <p>When the team finishes fielding:</p> <ul style="list-style-type: none"> • Everybody sprints off • Gloves placed together in a specified location • First hitter gets helmet and bat quickly and moves out to on-deck circle, ready for the umpire • Next hitters gets ready quickly as well
Provide instruction on the correct execution of the BW squat and the lunge walk	<ol style="list-style-type: none"> 1. BW (BodyWeight) squat: <ul style="list-style-type: none"> • Feet remain 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 able to get the buttocks down near the heels: this is an example of full range of motion. 2. 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.
Teach ground-ball basics	<ol style="list-style-type: none"> 1. Ready position: <ul style="list-style-type: none"> • Wide base • Balanced and athletic – ready to go in any direction – as the ball gets to the contact zone • Arms alive and in best position to get moving 2. Go and get the ball

	<ul style="list-style-type: none"> • Read the ball – direction, bounce, speed, spin etc • Move quickly to get into the best position to field the ball. • Don't stand & wait: it's not a bus! • Lower into fielding posture as you approach the ball <p>3. Fielding the ball:</p> <ul style="list-style-type: none"> • Move through the ball as you field it • Wide base • Head over the path of the ball • Hands in front of face so that you can watch the ball into the glove <p>4. "Replace your feet":</p> <ul style="list-style-type: none"> • The correct way to take the crow-hop: "right to left, left to target"
Instruct catching the ball with hand in backhand position	<p>To use a glove effectively, receivers must learn to catch a ball thrown to their backhand side.</p> <p>Drill:</p> <ul style="list-style-type: none"> • player stands side-on with glove-side shoulder toward thrower; • ball is lobbed above waist to face-side of receiver who reaches forward to catch ball backhand (that is, thumb lower than fingers, palm facing ball). • gradually square fielder up, retaining backhand catching requirement.
Explain the intent of the swing	<p>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.</p>
Teach hitters effective drills for developing their swing	<p>1. Dry swings: have hitters take practice swings without hitting anything (especially each other). NB: do not overcoach on this – avoid talk about the grip, having the elbows up or down, etc. Perhaps have them watch one of the better kids and copy him or her, but otherwise let them figure it out for themselves. Instruction should be limited to:</p> <ol style="list-style-type: none"> a. Stance: athletic and balanced, side on to pitcher, bat held naturally in vicinity of rear shoulder. b. Load: move weight back to prepare for a forceful swing c. Release: find the best way to get the barrel of the bat travelling hard and flat through the contact zone <p>2. Have hitters place tee (and therefore the ball) in a wide variety of locations (in and out, up and down, forward and back) always focusing on releasing the barrel through the contact zone:</p> <ol style="list-style-type: none"> a. Within the strike zone b. Increasingly outside the zone
Position the catcher correctly in relation to hitter/home plate	<ol style="list-style-type: none"> 1. Crouch 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 can not catch ball at correct height, and he will more likely be distracted by the swing of the bat. 2. Centre of body and glove (target) aligned with centre of plate.
Teach the fielding positions	<p>Ensure players know names and location of standard nine defensive positions</p>
Instruct and 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;

	<p>fielder's arm quality</p> <p>3. When in doubt, be aggressive: attack the next base.</p> <p>4. Help them learn from any mistakes they make through questioning and review after the game.</p>
<p>Insist that hitters run hard on every batted ball</p>	<ol style="list-style-type: none"> 1. Runners run hard to remind themselves, their team and the opposition that they never quit trying. Even if they "know" they are going to be out, run as hard as you can. 2. On an infield grounder, they run hard "through the bag", even after you are out. 3. When they get a hit to the outfield, they take a hard turn and head to second until the defence stops them with a good throw. If the outfielder makes a little mistake or is a bit lazy, they can take the base. 4. If they hit a pop-up, they run hard to get to 2B. If the ball is dropped, they will make it. 5. When on base, they work hard to advance 2 bases on a single, 3 on a double.

Level Two: Game Management

Competency	Content	Assessment
<p>Organise a team to participate in the applicable modified baseball game</p>	<ol style="list-style-type: none"> 1. Organisation. <ul style="list-style-type: none"> ○ Preparing for game <ul style="list-style-type: none"> ▪ Line-up is written out (hitting and fielding) and displayed ▪ Players are informed of positions etc ▪ Warm-up is conducted (including batting and fielding practice if feasible) ▪ Everyone ready on time ○ The bench: <ul style="list-style-type: none"> ▪ Players sit in batting 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) ▪ gloves taken out to those on base etc 2. Safety issues <ul style="list-style-type: none"> ○ Helmets are used by hitters and base-runners ○ Bench players are safe distance and or behind safe screen ○ Collisions between players are not encouraged 3. Coaches <ul style="list-style-type: none"> ○ Correctly positioned ○ Good tempo and body language. Run/jog to and from coaching box 4. Philosophy <ul style="list-style-type: none"> ○ Coach encourages enthusiasm and effort ○ No over-emphasis on winning ○ Coach supports efforts of officials 5. Coach does nothing to show poor knowledge of basic rules: <ul style="list-style-type: none"> ○ Scoring runs ○ Foul balls ○ Force outs ○ Fly ball and tagging up etc. ○ Batting order ○ Other common rules: number of hitters per inning, throwing bat etc 	

Appendix 1: ROOKIE BALL RULES

1. GENERAL

- Team size shall be 8 or 9.
- A game may be played between teams of unequal numbers. It is permitted, though not mandatory, that one team may lend players to the other in order to equalise numbers as much as possible.
- An inning will end when three outs are made or the hitting team scores 6 runs.
- A team may score no more than 6 runs per inning
- Teams may field as many as the opposition (maximum of 9) and bat any number in any given game.
- It is important to note when training players at this age level, all emphasis should be on games-sense activities and modified games that are used to help develop basic motor skills and basic Baseball skills.

2. PLAYING RULES

- As the name suggests, Rookie Ball (also known as Coach-pitch, or its variant, Zooka Ball) is a version of the game modified to suit younger players. It acts as a bridge between T-ball and baseball proper, and is played substantially according to the rules of baseball except that no team member is required to pitch. Instead, a Designated Pitcher (or a machine) delivers the ball to the hitters. The intention is that players learn that the way to gain bases is to hit the ball.
- **Designated Pitcher:** a coach or other designated individual from the batting team that pitches the ball to that team's batters. The designated pitcher must be at least 15 years of age.

BATTING

- A. Should the batter hit the ball into the designated pitcher, the batter will be awarded a single base hit (all other runners advance one base **only**). Designated pitchers should wear a glove for self-protection, but must make every effort to avoid touching any batted ball.
- B. Only one ball is allowed on the playing field at any given time.
- C. There are no walks (base on balls) or strikeouts in Rookie Ball.
- D. Each batter will have three (3) swings after which a tee will provided for the batter to hit off. The batter will continue his/her At Bat until such time as he/she hits the ball into fair territory. (Only full rubber tees or fold up tees are to be used.)
- E. When the tee is in use the batter must hit the ball a minimum of 15 feet from the tee before the ball is considered to be in fair territory.

BASERUNNING

- A. Base stealing, or advancing on passed balls and wild pitches, is prohibited.
- B. Runners may not leave their base until the batter makes contact with the ball.
Penalty: Should the umpire observe such an infringement, the runner is sent back to the base last legally occupied. If the pitch is hit into fair territory, the infringing runner is ruled out. All other plays resulting from that hit shall stand.
- C. Runners may not advance beyond the base they are approaching at the time of the first throw by an infielder (eg, a routine throw to a base, or a relay throw from the outfield). This is to encourage players to make the throw and not be too worried about missing the target. The ball is automatically deemed dead.
- D. "Time" may only be called by the umpire once the ball is in the possession of a player in the infield and it is deemed that no other plays will reasonably take place.

FIELDING

- A. The Designated Pitcher is not to field the ball.
- B. Infielders must assume their initial fielding position behind the base-paths.
- C. Outfielders must be well behind their infielders before play can resume. An appropriate distance is approximately 5 meters behind the infielders.
- D. All fielders shall remain relatively stationary when the umpire calls "play ball" and as the pitch is made.
- E. The fielding team is to position a Fielding Pitcher on the pitching rubber (or some designated mark) in order to field balls hit in the vicinity of the Designated Pitcher.
- F. The Infield Fly rule does not apply to Rookie Ball.
- G. If a fly ball is caught by any fielder, the batter is out, the ball becomes dead and no runner(s) may advance or be put out.