

## Level 4

### Knowledge

#### General:

- Understand the requirements for presenting competency training for candidates for lower levels of accreditation
- Demonstrate knowledge of a coach's duty of care
- Understand accepted theory of skill acquisition
- Outline a comprehensive schedule for a 3 hour training session
- Explain the meaning and strategic relevance of "the big inning"
- Plan a suitable training session for an individual, a specific group or a team
- Justify the use of bunts and the hit & run
- Outline the fundamentals of individual learning styles
- Illustrate understanding of specified cutoff plays according to the National playbook
- Explain the important basics of giving signs, and the implications of thinking ahead when coaching in a game.
- Demonstrate knowledge of important rules for this level
- Outline, with examples, the 'volume' approach to planning a training session.

#### LTAD:

- Understand relevant aspects of LTAD theory
- Explain the four properties to be developed and the seven streams of movement utilised in the ABF LTAD approach, and the key points in progressing a player through each stream
- Plan suitable on-field strength and conditioning programs based on the ABF LTAD model
- Plan a simple annual periodisation plan for one of his or her players

#### Hitting:

- Design a hitting circuit which incorporates several drills and progressions
- Show an understanding of the conventional manner of setting a hitting line-up
- Show how the team objective relates to adjusting the level of aggression in offence and defence.

#### Pitching:

- Explain "hitting counts" and a "2-strike" approach

- Outline the key risk factors for young pitchers

- Recall & explain the important basics of a mechanically sound delivery

#### Defence:

- Name the five tools of a ballplayer and provide a basic outline of the positional relevance of each

- Demonstrate solid knowledge of the 6Fs approach to fielding a routine groundball

- Demonstrate solid knowledge of the 6Fs approach to making a backhand play

- Outline the 6Fs approach to executing a double play

- Outline the 6Fs approach to a 1<sup>st</sup> baseman receiving an infield throw

- Outline the reasons for and execution of varying infield depth

### Activities

#### General:

- Assess prescribed competencies of candidates for Level 1, 2 & 3 Accreditation

- Implement strategies to develop athlete decision-making

- Develop athlete accountability

- Demonstrate correct base-coach positioning, at both 1<sup>st</sup> and 3<sup>rd</sup> bases.

- Demonstrate basic non-verbal communications with baserunners.

#### LTAD:

- Conduct a full warmup incorporating speed, acceleration and agility drills

- Individualise on-field strength and conditioning according to the ABF LTAD model

#### Hitting:

- Conduct on-field pre-game batting practice so as to develop situational awareness and execution

- Provide opportunity for players to develop bunting skills

- Organise and conduct a hitting circuit

- Provide consistent flips for swing practice

#### Throwing:

- Conduct activities which encourage infielders to use a variety of throws

- Run an arm development session

#### Pitching:

- Conduct an execution-centred bullpen session to develop control of various pitches

- Conduct pitchers' fielding practice

#### Defence:

- Conduct catcher's blocking drills: ball directly in front, to either side, and catcher regaining feet to throw

- Conduct other catcher's drills: throwing to all bases, pop-ups, bunt plays and tags

- Drill backhand skills using the 6Fs sequence

- Provide drills to help develop skills on forehand plays and slow rollers

- Arrange practice of key tasks for 1<sup>st</sup> Baseman
  - Drill key tasks for middle infielders
  - Use triangle drills for the rehearsal of DP feeds etc
  - Run drills for key tasks of 3B
  - Throw or fungo the ball to provide outfielders with practice on specific tasks.
  - Conduct practice for double cuts, relays and flyball priorities.
  - Rehearse regular 1<sup>st</sup> & 3<sup>rd</sup> plays, and bunt defence
- Running:
- Train players in the prescribed acceleration drills
  - Engage players in rehearsing base-running: using his own judgment;
  - Rehearse the runner's role on bunts and in the hit & run play
  - Conduct sessions for runners to practice situational baserunning
- Instruction
- General:
- Present competency training for candidates for lower levels of accreditation
  - Utilise a variety of instructional methods
  - Guide players on composure and body language (set an example).
  - Show how the team objective relates to adjusting the level of aggression in offence and defence
- LTAD:
- Instruct players on the 4 properties to be developed, the 7 streams of movement and other fundamental understandings of the ABF LTAD model
- Hitting:
- Instruct offensive strategy: adjusting the level of aggression
  - Explain how a hitter may adjust his approach according to the count
  - Outline to hitters the process and importance of building on their database
  - Correctly instruct players in the purpose and key points of the one-hand tee drill
  - Explain the difference between swing practice and game practice in hitting
  - Teach the fundamentals of bunting
- Throwing:  
Pitching:
- Provide players with effective guidelines for developing arm strength
  - Outline the characteristics and execution of common types of pitches.
  - Teach basic pickoffs
  - Explain the fundamentals of a sound pitching approach
  - Emphasise the importance of good tempo and body language by all players, especially pitchers.
  - Instruct players in how to prepare themselves to pitch: annual periodisation, weekly routine, game day
- Defence:
- Provide key points in the execution of slow roller plays using the glove and using the bare hand
  - Use the 6Fs sequence to instruct an infielder on the backhand play.
  - Guide the 1<sup>st</sup> Baseman in positioning and important routine tasks
  - Instruct middle infielders on the key points of double play feeds and turns, and steal coverage
  - Provide simple instruction to a 3<sup>rd</sup> Baseman on key plays
  - Instruct an outfielder in the following important routine plays.
  - Instruct catchers on the basic postures: no runner on; runner on; pitch signs
  - Educate catchers on pitching strategy
  - Outline key communication expectations of Catchers
  - Provide guidelines for the adjustment of infield depth
- Running:
- Instruct key base-running skills
  - Explain the relative merits of sliding head first vs feet first
  - Instruct leads at 1B, 2B & 3B;
  - Instruct returns to 1B, 2B & 3B

## Section One: Knowledge

Competency	Content
Understand the requirements for presenting competency training for candidates for lower levels of accreditation	<p>The ABF Coach Accreditation Scheme is a competency based scheme, and how a coach attains the necessary competencies is irrelevant. As an accredited coach yourself, you should be well qualified to assist other candidates in acquiring the competencies required to be accredited at Level 1, 2 or 3, and you are certainly invited to do so.</p> <p>This can be done in quite an informal way, or as part of a structured course. The list of required competencies, and the detailed description of each, defines what needs to be learnt. By referring to these, you can be confident that you are passing on relevant skills and knowledge.</p> <p>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. IT may be that the instruction of some competencies will initially require specialist training, but ultimately, the knowledge should be widespread and thus accessible to all.</p>
Demonstrate knowledge of a coach's duty of care	<p>Coaches have obligations to players, parents, leagues and associations as well as to their sport generally. They are bound by the law, and by the policies and rules of Australian baseball. This means coaches can be liable or legally responsible for a wide range of issues including those relating to negligence, sexual harassment and personal misconduct.</p> <p>Coaches are bound to the rules and policies of sporting organisations, including the Coach's Code of Conduct. The ABF manages its own risk by introducing policies and codes of behaviour for people in specific roles including coaches, athletes and officials. Coaches should know and understand the rules they will be judged against.</p> <p>The ABF now has provisions prohibiting conduct which has the potential to bring the sport into disrepute. This includes personal conduct. Coaches, like athletes, must act professionally and behave ethically in their role.</p> <p>Codes give guidelines to coaches on how they can manage risk. For example, the code of behaviour that accredited coaches are required to sign includes the following.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Adopt appropriate and responsible behaviour in all interactions.</li> <li>• Ensure your decisions and actions contribute to a harassment free environment.</li> <li>• Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development</li> </ul> <p>In light of this it becomes very important that coaches protect themselves as far as possible. The test regarding a breach of care is whether a reasonable person in the position of the coach would have foreseen that the act or omission involved real risk, and that it was the act or omission that caused the injury.</p> <p>For example, if a coach directs a player to play knowing they are injured, they may be legally liable for the injury that follows.</p> <p>Coaches have a duty to supervise, that is, to observe and control athletes under their care. The more risk involved in an activity, the more critical it is that proper supervision is provided. Open communication with athletes is important and coaches should tell athletes of the risks involved with the sport.</p> <p>Although the coach cannot control the actions of another competitor, activities should be stopped immediately when they appear to be too dangerous. A coach supervising a high risk activity must not get distracted even momentarily or they could be held liable for injury that occurs.</p> <p>Coaches should not teach or encourage dangerous behaviour. They should discourage dangerous methods and communicate with athletes as to the risks involved in adopting such methods.</p> <p>Coaches should refer to other people if they are in doubt. For example, if a coach is unsure</p>

	<p>whether an athlete will cause further injury if they continue to participate, the coach should suggest to the athlete that they consult a medical practitioner. Coaches can undertake some form of medical training so they are aware about the possibilities of injury and the basic treatment necessary if injury does occur.</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. The club, association, state or national body which engages the coach carries the liability.</p>
<p>Understand accepted theory of skill acquisition</p>	<p>1. Stages of learning:</p> <p>Cognitive stage</p> <ul style="list-style-type: none"> <li>Forming mental image: thinking &amp; planning</li> <li>Movements inconsistent, uncoordinated</li> <li>Frequent mistakes in decisions</li> <li>Rapid improvement</li> <li>Good instruction &amp; demonstration is essential</li> </ul> <p>Associative stage</p> <ul style="list-style-type: none"> <li>Now focusing on fine-tuning the movement skills</li> <li>Movements more consistent and accurate</li> <li>Improvement becomes more gradual</li> <li>Practice should become more complex in order to familiarize player with perceptual and decision-making demands of the skill</li> </ul> <p>Autonomous stage</p> <ul style="list-style-type: none"> <li>Control of required skills is now automatic (not all players reach this stage)</li> <li>Movements accurate and consistent</li> <li>Can now move attention to other tasks (eg: watching what opponent does)</li> <li>Skills can continue to improve, even after millions of repetitions, provided the practice is challenging enough.</li> <li>Any technique errors learnt in earlier stages may be impossible to correct now</li> </ul> <p>2. Intrinsic vs extrinsic learning</p> <ul style="list-style-type: none"> <li>Extrinsic: learner is aware of the learning; is deliberately taught; eg: through instruction, explanation and breaking skill into parts</li> <li>Intrinsic: occurs without learner being aware of it; eg ball tracking skills by child playing tennis.</li> <li>Some evidence that skills learnt extrinsically are less permanent and more likely to break down under pressure</li> </ul>
<p>Outline a comprehensive schedule for a 3 hour training session</p>	<ol style="list-style-type: none"> <li>1. Team meeting (5 minutes) <ul style="list-style-type: none"> <li>• Review last game etc</li> <li>• Outline the session</li> </ul> </li> <li>2. Moving warmup (15 minutes) <ul style="list-style-type: none"> <li>• Activity to raise body temperature</li> <li>• Joint mobility: rotations etc</li> <li>• Range of motion (avoiding static stretches)</li> </ul> </li> <li>3. Speed work (15 minutes) <ul style="list-style-type: none"> <li>• Sprint mechanics drill</li> <li>• Acceleration</li> <li>• Short, fast starts and sprints (10-25m)</li> </ul> </li> <li>4. Throwing program (15 minutes) <ul style="list-style-type: none"> <li>• Rehearse mechanics</li> <li>• Long-toss program</li> <li>• Position-specific throwing</li> </ul> </li> <li>5. Individual defence (15 minutes) <ul style="list-style-type: none"> <li>• Break into groups, conduct drills to enhance techniques</li> </ul> </li> <li>6. Team defence (20 minutes) – one or more of the following <ul style="list-style-type: none"> <li>• Team fundamentals: cutoffs, bunt defence etc</li> <li>• Repetition of routine plays, eg: box infield</li> </ul> </li> <li>7. Hitting (45 minutes) – one or more of the following <ul style="list-style-type: none"> <li>• Swing practice: individual tee drills, flips etc</li> <li>• Hitting circuit, incorporating several drills in sequence</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Regular batting practice</li> <li>• Bullpens can be conducted at this time</li> </ul> <p>8. Baserunning (10 minutes) – one or more of the following</p> <ul style="list-style-type: none"> <li>• Baserunning can be conducted during regular batting practice, or can be used as one part of the conditioning segment.</li> <li>• Concentrate on a specific aspect, eg: scoring from 2B</li> <li>• Complete a specific sequence, eg: H-1B, 1B-3B, 3B-H (sac fly), H-2B, 2B – H (back on a line drive, then score)</li> </ul> <p>9. Conditioning (15 minutes)</p> <ul style="list-style-type: none"> <li>• Interval running</li> <li>• Low-tech strength work: eg, chin-ups, SL box squats etc</li> </ul> <p>10. Stretch (20 minutes)</p> <ul style="list-style-type: none"> <li>• Light activity to gradually cool the body</li> <li>• Static stretches, each held for &gt;30sec in order to increase range of motion</li> </ul> <p>11. Review (5 minutes)</p> <ul style="list-style-type: none"> <li>• Feedback from players to coach</li> <li>• Feedback from coach to players</li> <li>• Communication regarding next game, training session etc.</li> </ul>
<p>Explain the meaning and strategic relevance of “the big inning”</p>	<p>In most games, the winning team actually scores more runs in a single inning than the losers score in the game. This is known as the “big” inning. Conventional wisdom recommends, for the first two-thirds of the game or so, do what you can to make sure that it is your team that has the big inning, and not the opposition.</p> <p>When hitting:</p> <ul style="list-style-type: none"> <li>• Don’t sacrifice outs for a single run; eg: encourage the hitters to drive the ball rather than having them bunt.</li> <li>• Runners should take every chance they can to get into scoring position</li> <li>• Put pressure on the defence by “always” taking two bases on a hit to the outfield; eg: attack the plate from 2B</li> </ul> <p>On defence:</p> <ul style="list-style-type: none"> <li>• Take the sure out or, even better, the double play, even if it means giving up a run</li> <li>• Outfielders must make sure they keep the hitter-runner off 2B and the double play in order, even at the expense of a run.</li> </ul>
<p>Justify the use of bunts and the hit &amp; run</p>	<p>Bunts and hit &amp; run plays diminish the chances of having a big inning, and are generally only used late in a game where the scores are close.</p> <p>Bunts are best used:</p> <ul style="list-style-type: none"> <li>• to get a runner into scoring position when a single run is critical</li> <li>• to avoid a double-play at all costs</li> <li>• when the hitter is unlikely to contribute anything if allowed to swing (eg, pitchers at a professional level)</li> </ul> <p>The hit &amp; run is used:</p> <ul style="list-style-type: none"> <li>• to minimize the chances of a double-play</li> <li>• when the hitter has good bat control but little power</li> <li>• when the pitcher is consistently throwing strikes</li> </ul>
<p>Outline the fundamentals of individual learning styles</p>	<p>Although most people gain information through all of their senses, most have one which dominates the way they acquire information, and the way they process it.</p> <ul style="list-style-type: none"> <li>• Visual learners most trust what they can “see for themselves”, and need good demonstrations</li> <li>• Auditory learners most trust what they hear, and need clear explanations</li> <li>• Kinaesthetic learners trust most what they actually experience, and need the chance to have a go at things themselves.</li> </ul> <p>An effective coach, therefore, makes sure that he provides quality demonstrations, explanations and substantial practice opportunities.</p> <p>It is worth making the point that many people acquire information in one way, and process it in another, and all sports people need to develop a feel for a technique (a kinaesthetic image)</p>

	before they can start to execute it properly. This is one more reason why it is important to provide lots of activity for players.
Illustrate understanding of specified relays according to the National playbook	(See National Playbook pp. 92-95) 1. No runner on base: <ul style="list-style-type: none"> <li>• Double, possible triple, to left field line</li> <li>• Double, possible triple, to left field gap</li> <li>• Double, possible triple, to right field gap</li> <li>• Double, possible triple, to right field line</li> </ul> 2. Runner on 1 <sup>st</sup> Base <ul style="list-style-type: none"> <li>• Double, possible triple, to left field line</li> <li>• Double, possible triple, to left field gap</li> <li>• Double, possible triple, to right field gap</li> <li>• Double, possible triple, to right field line</li> </ul>
Explain the important basics of giving signs, and the implications of thinking ahead when coaching in a game	1. To give signs, stand in a location where hitter and all baserunners can clearly see you. 2. Once you have given signs, move to best location to assist priority baserunner. 3. Usually, runner on 2B is the priority (even with loaded bases or runners on 2 <sup>nd</sup> and 3 <sup>rd</sup> ); best location to assist 2B runner is 1/3 of way up line closer to hitter – you can look back see middle infielders better from there, and are already in good location for him to see you as he turns 3B. NB: for safety reasons, turn your head to pick up hitter as pitch is made. 4. Runner on 1B or 3B only: down the line, away from hitter, so that 1B baserunner can find you as he rounds 2B, and you can let 3B runner know if 3Bman is moving in for a pickoff. 5. To avoid rash mistakes, stay calm and plan the moves you will make in a given situation before the situation actually occurs; eg: “I know that John can possibly steal a base, but if he gets on here, I will let the next hitter, David, swing away, because he is our best hitter and John can score from first on a double anyway. If David cannot get John to 2B at least, then I will steal him so that a single from Phil can score him”. 6. It is possible to keep signs simple for your players to read, but difficult for the opposition. For example: <ul style="list-style-type: none"> <li>• Get your signs on quickly, when the opposition is not concentrating on you.</li> <li>• Use an indicator (a “key”): no sign is “on” unless you first touch a key spot (eg: the bill of the cap)</li> <li>• Use a wipe-off (or several) to put the sign on and then wipe it off.</li> <li>• Floating indicator: the first place you touch becomes the “key” for that sequence: players keep watching that spot, if you touch it again, the sign that follows is “on”.</li> <li>• Hot spot: each play is put on by touching a designated spot a specified number of times; eg: the left arm – one touch for a bunt, two for a steal, etc</li> <li>• Have rules for the hot spot: eg, “If it is my first touch, no play will be on”.</li> <li>• etc</li> </ul> 7. Do not give any signs in situation where there is clearly no offensive tactic to be implemented.
Demonstrate knowledge of important rules	1. Infield fly. The purpose of the Infield Fly rule is to prevent infielders from deliberately dropping the ball, thus forcing the runners to advance, and presenting an easy double-play. The following conditions must be present in order for the Infield Fly rule to be applied: <ul style="list-style-type: none"> <li>• less than two out</li> <li>• runners on 1B and 2B, or loaded bases</li> <li>• a fly ball which would normally be caught by an infielder with reasonable effort is hit in fair territory</li> <li>• the umpire calls, “Infield fly!” or “Infield fly, if fair!”</li> <li>• it cannot be a line drive or a bunt</li> </ul> 2. Foul tip. A foul travelling sharp and direct from the bat to the catcher’s hand glove, with no visible deviation, is called a foul tip. It is not considered a fly ball: the ball is alive and in play; runners may advance at their own risk, and need not “tag up”. 3. Advancing on overthrows. If a fielder’s throw passes out of play, all runners are awarded extra bases: <ul style="list-style-type: none"> <li>• If it is the first throw by an infielder, two bases from the time of the pitch</li> </ul>

	<ul style="list-style-type: none"> <li>• If it is the second or subsequent throw by an infielder, two bases from the time of the throw</li> <li>• Throw by an outfielder, two bases from the time of the throw.</li> </ul> <p>4. Balls caught in foul territory.</p> <ul style="list-style-type: none"> <li>• A fly caught in foul territory is designated as a “live ball”.</li> <li>• Runners may tag and advance after the first touch (provided the catch is made).</li> <li>• If the fielder makes the catch, then falls over a fence or falls in dead ball territory (on an unenclosed field), the hitter is out, and any runners are awarded one base.</li> <li>• If the fielder makes the catch, and stays on his feet, even if he runs into dead ball territory (on an unenclosed field), the hitter is out, and the ball is alive and in play.</li> <li>• If the catch is made with any part of the fielder touching the dead ball line, it is a dead ball, and the hitter is not out.</li> </ul> <p>5. Balks. Common balks:</p> <ul style="list-style-type: none"> <li>• Moving some part of the body without pitching or picking off</li> <li>• Failing to step toward the base properly on a pickoff</li> <li>• Beginning to go into a set position or windup, then stopping</li> <li>• Touching the face while on the mound</li> </ul> <p>6. Mound visits. Mound visits by a coach slow the game down and can make the pitcher unnecessarily reliant on the coach. They are therefore discouraged. There are rules limiting these visits:</p> <ul style="list-style-type: none"> <li>• A coach may make one free visit per inning. On the second visit in an inning, the pitcher must be removed from the game. (Some leagues allow the player to move to another position provided the manager informs the umpire directly before going to the mound).</li> <li>• In national tournaments (and in some club competitions), a coach may make only three free visits throughout the game. On any subsequent visits, the pitcher must be removed.</li> <li>• A coach must ensure that time has been granted before making the visit.</li> <li>• The visit commences when the coach crosses the foul line, and ends when he leaves the 18ft circle (surrounding the mound)</li> </ul> <p>7. Appeal plays. Some methods of making an out require that the fielder appeal to the umpire for the out. The out does not actually occur until the umpire upholds the appeal. Common appeal plays are:</p> <ul style="list-style-type: none"> <li>• Leaving a base early on a fly ball.</li> <li>• Runner missing a base.</li> <li>• Missing either 1B or H and failing to return immediately</li> <li>• Batting out of order (remember that this cannot be appealed until the At Bat has been completed, and the appeal must be made before the next hitter’s AB commences)</li> </ul>
<p>Outline, with examples, the ‘volume’ approach to planning a training session</p>	<p>A valid and effective strategy for developing athlete responsibility and ensuring each gets his individual work done is to set a minimum volume of work for each to get done at training; eg:</p> <ul style="list-style-type: none"> <li>• complete specified warm-up procedure</li> <li>• long toss finishing with 15 long throws</li> <li>• 20 position-specific throws</li> <li>• 80 swings</li> <li>• 20 ground balls</li> <li>• run 5 doubles</li> <li>• each pitcher to throw 30 pitch pen</li> <li>• if you throw a pen, you have to catch one</li> </ul> <p>This approach may not be very suitable for inexperienced players who are not fully familiar with the activities. Each player must make sure they get this work done themselves.</p> <p>You will need sufficient equipment: balls, tees, catcher’s gear etc, but players can act as coaches for one another – hitting fungoes, throwing BP etc.</p> <p>This work approach can be set up to be done outside a period (20-30 minutes) set aside for team fundamentals.</p>
<p>Explain the four properties</p>	<p>Four fundamental qualities form the foundation upon which excellence in movement can be</p>

<p>to be developed and the seven streams of movement utilised in the ABF LTAD approach, and the key points in progressing a player through each stream</p>	<p>built. The goal is to develop each property in every joint and in the body as a whole. These qualities overlap, but should initially be looked at as separate aspects:</p> <ol style="list-style-type: none"> <li>1. Stability: the joint should move smoothly in the direction which it is intended to move: no wobbling, trembling or collapsing. A good analogy is a door hinge: if it is loose or weak, the door cannot be opened or closed as it should.</li> <li>2. Range of motion: the joint must move freely through the full range intended.</li> <li>3. Control: the muscles must be able to control the joint throughout the whole range. They should be able to stop and hold at any place, reverse the direction of movement, continue it, do it fast or slow; in other words, have full control.</li> <li>4. Strength: stable movement can be controlled throughout the full range of motion against a resistance.</li> </ol> <p>An individual who has developed these properties in every joint and throughout the body is well on the way to becoming a superior athlete.</p> <p>In Australian baseball, we develop these properties by grouping exercises into “streams”, so called because in each stream, the exercises increase steadily in difficulty, from very simple foundational exercises to very challenging ones. There is a never-ending stream of hurdles to overcome!</p> <p>The seven streams are:</p> <ol style="list-style-type: none"> <li>1. The double leg stream (DL): 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.</li> <li>2. Single-leg (SL): 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.</li> <li>3. Jumping: develops dynamic balance, coordination and power.</li> <li>4. Pushing: upper body exercises where weight is moved away from the body (or the body away from a resistance: eg, a pushup).</li> <li>5. Pulling: 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.</li> <li>6. Shoulder rotation: Exercises which improve the quality of rotation in this critical joint. The rubber tubing exercises are an example.</li> <li>7. Core: exercises to develop the function of the trunk</li> </ol> <p>There is certainly overlap between the streams (particularly as one progresses), but to ensure complete coverage, the player should do at least one exercise from each stream in each session.</p> <p>Each individual progresses in each stream in their own way, according to individual strengths and weaknesses, independently of the others. One player may be further up the Single Leg stream than the Pulling stream, for example; while another player may be quite the reverse. Each must be encouraged to work on the weaker streams in order to become a more competent athlete.</p> <p>If one is to gain maximum benefit and minimise the risk of injury, it is important not to rush progress. The individual should have full mastery of one exercise before moving on to a more challenging one. We are seeking permanent and systematic adaptation.</p>
<p>Plan suitable on-field strength and conditioning programs based on the ABF LTAD model</p>	<p>The ABF’s LTAD approach to exercise can be used for any age group, because at all times, the individual is working on mastering the appropriate exercise in each stream.</p> <p>Your job as a coach (and a member of a club) is to:</p> <ol style="list-style-type: none"> <li>1. Learn the material: know the 4 properties, the 7 streams and the requirements for progressing to the next exercise. Suggested progressions are available from the ABF. Keep in mind that most of the exercises 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.</li> <li>2. Organise the equipment required at the field: <ul style="list-style-type: none"> <li>• Double leg stream: no equipment needed at introductory level. Later on, some weight is required: sandbags, car tubes filled with sand etc are safe and practical options (injury from dropping these is unlikely).</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Single leg: benches to put back foot on or to stand on as players progress are useful. May also use weights mentioned in DL stream.</li> <li>• Jumping: no equipment needed. Can use low hurdles later on.</li> <li>• Pulling: bar or similar needed for chinning; low bar or “cables” needed for horizontal pullups. Each player could have their own: individual “cables” can be made from a 3m piece of strong rope with a loop tied at each end (tie the loop through a piece of hose for greater comfort). The cable is looped over a high bar so that the player can lie face up underneath and pull themselves up.</li> <li>• Pushing: no equipment needed. Variations of the pushup will suffice.</li> <li>• Shoulder rotation: rubber tubing or light hand-weights needed. The latter can be manufactured by filling small juice bottles etc with sand.</li> <li>• Core: no equipment needed.</li> </ul> <p>3. Implement the program! Put it in every training session: it’s one of the best things you can do for your players.</p>
<p>Plan a simple annual periodisation plan for one of his or her players</p>	<p>“Periodisation” is a term used for the practice of breaking the training year into different phases in order to</p> <ul style="list-style-type: none"> <li>• maximise overall progress</li> <li>• reduce overuse injuries</li> <li>• make sure that peak performance is achieved at the right time</li> <li>• minimise boredom and staleness.</li> </ul> <p>It can get very complex, but in its simplest form, periodisation for baseball can follow these guidelines:</p> <ol style="list-style-type: none"> <li>1. Post-Season (2-6 weeks). Rehab any injuries, but try not to lose any conditioning <ul style="list-style-type: none"> <li>• A short period of absolute rest, if needed. Review the season, plan your work etc (1-2 weeks)</li> <li>• Active rest: time away from the usual training regime; staying active without putting the same old stresses on the body: golf, swimming, hiking etc(4-5 weeks)</li> </ul> </li> <li>2. Off-Season (12-20 weeks). Build technique and physical properties. <ul style="list-style-type: none"> <li>• Make any significant technique adjustments: swing mechanics, throwing etc</li> <li>• Develop mental skills</li> <li>• improve athleticism: coordination activities; build strength, power, speed, agility, range of motion</li> <li>• do more specific baseball stuff in the latter part of this period</li> </ul> </li> <li>3. Pre-Season (4-8 weeks). Prepare for the season <ul style="list-style-type: none"> <li>• Baseball-specific drills</li> <li>• Condition yourself to the specific stresses of the game and/or season</li> <li>• Simulated competition, including pre-season games</li> </ul> </li> <li>4. In-Season. (12-30 weeks). Maintain the body and the mind. <ul style="list-style-type: none"> <li>• Trust your preparation and concentrate on competing</li> <li>• Use daily and weekly routines to maximise recovery from one game and preparation for the next</li> </ul> </li> </ol>
<p>Design 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. A number of activities set up, with a given number of players at each one, moving on to the next at the coach’s signal.</p> <p>Think about available player groups, coaches, space, screens, fences, bats, balls (of different types), tees etc, and plan a session which provides players with a lot of swings and time to work things out.</p> <p>These drills can be incorporated into a circuit quite easily, but there are others you may find a way to use.</p> <ul style="list-style-type: none"> <li>• Tee drill</li> <li>• Side toss</li> <li>• Rag ball</li> <li>• Wiffle ball</li> <li>• Flips</li> <li>• Live batting practice</li> </ul>

<p>Show an understanding of the conventional manner of setting a hitting line-up</p>	<p>It is very rare for any team to have the ideal person for each position in the lineup. One approach is to compose your lineup according how likely each player is to the lead in a key statistic (each reflects particular characteristics).</p> <p>The top of the order will usually be your best offensive players; the bottom four will usually be defensively oriented, and thus their hitting characteristics are less defined.</p> <ol style="list-style-type: none"> <li>1. Leadoff: runs scored - (get on base, run the bases well).</li> <li>2. 2<sup>nd</sup> leadoff type: runs scored is key; ideally will naturally hit to right side (left-hander?)</li> <li>3. Best hitter (batting average).</li> <li>4. RBIs</li> <li>5. RBIs</li> <li>6. RBIs or runs scored</li> <li>7-9. Generally as you see fit: put the hitter who most likely to contribute something (hits or power) first. If possible, avoid having a slow runner at number 9: could negate the strengths of your leadoff guys.</li> </ol>
<p>Show how the team objective relates to adjusting the level of aggression in offence and defence</p>	<p>Situational strategy is based on the relationship between the number of outs remaining and the number of runs needed to win.</p> <ol style="list-style-type: none"> <li>1. At the beginning of a game, a team has 27 outs to utilise in scoring as many runs as they can, so the relative cost/benefit is small and it is worth taking extra chances in order to score. <ul style="list-style-type: none"> <li>• Aggressive at plate: eg with no outs, drive runner in from 2B rather than move him over</li> <li>• Take extra bases</li> <li>• Steals</li> <li>• Bunts for base hits</li> </ul> </li> <li>2. As the game goes on, and outs become more precious, a coach should minimise extra chances for outs or at least to ensure that each out is productive: <ul style="list-style-type: none"> <li>• Hitters more patient</li> <li>• Hit and runs</li> <li>• Sac bunts</li> <li>• Move runner over</li> <li>• Less stealing</li> </ul> </li> <li>3. With a critical run on base late in the game, any scoring chance may need to be taken (depending on outs, next hitter etc): <ul style="list-style-type: none"> <li>• Score 3B runner on any outfield fly ball or pass ball.</li> <li>• Score 2B runner on any hit to outfield</li> <li>• Score 1B runner on any double</li> </ul> </li> </ol>
<p>Explain “hitting counts” and a “2-strike” approach</p>	<ol style="list-style-type: none"> <li>1. Hitting counts. Hitters should understand that on certain counts, when he is behind, the pitcher is under increased pressure to throw a strike. This makes it easier to predict (usually a fastball), time, and therefore hit the pitch. These counts are therefore referred to as “hitter’s counts”: <ul style="list-style-type: none"> <li>• 3-0, 3-1, 2-0 (count strongly in hitter’s favour)</li> <li>• 1-0, 2-1</li> <li>• 3-2, 0-0 (in most situations, pitcher wants to throw a strike)</li> </ul> </li> <li>2. 2 strike approach. Many productive hitters will sacrifice aggression to ensure they put the ball in play when they have 2 strikes. These adjustments are designed to simplify the swing, improve plate coverage and give hitter more time to see the ball. They can include: <ul style="list-style-type: none"> <li>• Focus on hitting ball the opposite field (as opposed to pulling the ball).</li> <li>• Shortening up on the bat</li> <li>• Widening the stance – less body movement</li> </ul> </li> </ol>

<p>Outline the key risk factors for young pitchers</p>	<p>The most important factors contributing to arm injuries in pitchers, particularly young pitchers, are:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Throwing mechanics: a poor delivery can put even more stress on the arm.</li> <li>4. Conditioning: if the arm or the body is not conditioned to do the work, chances of injury increase.</li> <li>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"> <li>○ coaches overuse young pitchers who can throw one because they win a lot of games: fatigue and overuse are the issue</li> <li>○ young pitchers, because they have small hands or a lack of coordination and strength, often throw it with bad mechanics</li> </ul> </li> </ol>
<p>Recall the various pitch limits National junior tournaments</p>	<ol style="list-style-type: none"> <li>1. U14 <ol style="list-style-type: none"> <li>a. Minor: less than 25 pitches</li> <li>b. Substantial: 25-54 pitches</li> <li>c. Major: 55-70 pitches</li> </ol> </li> <li>2. U16 <ol style="list-style-type: none"> <li>a. Minor: less than 30 pitches</li> <li>b. Substantial: 30-64 pitches</li> <li>c. Major: 65-80 pitches</li> </ol> </li> <li>3. U18 <ol style="list-style-type: none"> <li>a. Minor: less than 40 pitches</li> <li>b. Substantial: 40- 79 pitches</li> <li>c. Major: 80-100 pitches</li> </ol> </li> </ol>
<p>Name the five tools of a ballplayer and provide a basic outline of the positional relevance of each</p>	<p>The “Five Tools” are:</p> <ol style="list-style-type: none"> <li>1. Arm strength</li> <li>2. Running speed</li> <li>3. Hitting ability (for average)</li> <li>4. Hitting power</li> <li>5. Defensive ability</li> </ol> <p>While it would be great to have players in every position with a full complement of outstanding tools, in reality individuals have particular strengths and weaknesses, which have a major influence on how they are used.</p> <p>Generally, the relative importance of these attributes varies according to position.</p> <ul style="list-style-type: none"> <li>• Arm strength is by far the most important tool for a pitcher.</li> <li>• Defensive ability is critical “up the middle”: catcher, shortstop, centre-field and, to a lesser extent, 2<sup>nd</sup> base (many teams now prefer a good hitting moderate fielder over a weak hitting defensive specialist).</li> <li>• Running speed is more important to a centre-fielder than arm strength, a catcher needs arm strength but not speed, and a great shortstop will have both.</li> <li>• The corner positions, in both the infield and outfield, are usually filled by someone capable of making a substantial offensive contribution.</li> <li>• Left-field and 1<sup>st</sup> base, both of whom have relatively straightforward defensive responsibilities, must hit, and often have good power. Arm strength is not a priority.</li> <li>• A right-fielder with arm strength can prevent more runners from going 1<sup>st</sup> to 3<sup>rd</sup>.</li> </ul>
<p>Demonstrate solid knowledge of the 6Fs approach to fielding a routine groundball</p>	<p>“The Six Fs” is an approach developed by Perry Hill, a very prominent infield coach in professional baseball. It provides an excellent framework for teaching and assessing the fundamentals of fielding a groundball. The steps should be rehearsed separately and then together, with lots of repetition through roll drills, so that the method becomes fluid and automatic.</p> <ol style="list-style-type: none"> <li>1. <b>Feet:</b></li> </ol>

	<ul style="list-style-type: none"> <li>• Develop a routine to ensure that your feet are ‘alive’ and your posture is athletic as the ball reaches the contact zone – every pitch. You must be ready to move immediately in any direction</li> <li>• Your feet carry you to the ball. As you approach the ball, lower your body gradually into fielding posture, like a plane coming in to land</li> </ul> <p>2. <b>Field:</b></p> <ul style="list-style-type: none"> <li>• Use a wide base: have your feet wide apart for stability and balance, so that your knees don’t get in the way, and so that you can bend down more easily</li> <li>• Move through the ball as you field it: do not be static. The left foot comes onto the ground just as the ball hits the glove</li> <li>• The hands should be out in front so that you can see the ball into the glove.</li> </ul> <p>3. <b>Funnel:</b></p> <ul style="list-style-type: none"> <li>• Bring the ball to your centre of gravity (belly-button) with two hands, before splitting the hands to make the throw</li> </ul> <p>4. <b>Footwork:</b></p> <ul style="list-style-type: none"> <li>• While funnelling the ball then splitting the hands, rhythmically take the right foot to the left and the left to the target, so as to land with the feet lined up to the target. (Your feet should never cross over).</li> </ul> <p>5. <b>Fire:</b></p> <ul style="list-style-type: none"> <li>• Continuing in one smooth motion, fire the ball firmly and accurately to the target. The momentum of your footwork provides a substantial amount of the force for the throw.</li> </ul> <p>6. <b>Follow:</b></p> <ul style="list-style-type: none"> <li>• Follow the ball after you throw it: you should be taking two or three steps directly toward the target after you release the ball. This ensures that you have momentum in the right direction</li> </ul> <p>(The notes above describe technique for a right-handed thrower. Left-handers will use opposite leg and arm where appropriate)</p>
<p>Demonstrate solid knowledge of the 6Fs approach to making a backhand play</p>	<p>An infielder needs to develop confidence in his ability to field a ball hit too far to the right side to be able to use the routine approach. Many of the 6 Fs still apply, but the fielding posture is necessarily different:</p> <ul style="list-style-type: none"> <li>• The head and right foot are directly in line with the path of the ball,</li> <li>• The glove is in a backhand position well on front of the eyes.</li> <li>• The body is side on to the path of the ball, but still low with a wide base</li> </ul> <p>Once again, lots of roll drill is the key to developing this skill. A player should develop these skills in order:</p> <ol style="list-style-type: none"> <li>1. <u>No glove</u>: player positions himself with right foot behind the line of the ball (wide base and head over path of ball). Allows ball to roll so that it is blocked by that foot. This is to ensure that the right foot is behind the ball.</li> <li>2. <u>Receive with glove</u>: same positioning as above, but this time use glove in backhand position to receive ball NB: make contact with ball well in front of foot..</li> <li>3. <u>Replace feet to throw</u>: once ball is caught, replace feet (right to left, left to target) to come into a good throwing posture with momentum.</li> <li>4. <u>No-step throw</u> (for when there is not much time): once ball is caught, transfer it quickly to throwing hand, drive off right leg to make throw.</li> </ol> <p>(The notes above describe technique for a right-handed thrower. Left-handers will use opposite leg and arm where appropriate)</p>
<p>Outline the 6Fs approach to executing a double play</p>	<p>1. <b>SS double play feeds:</b></p> <p><u>Glove side</u></p> <ul style="list-style-type: none"> <li>• Field the ball according to 6 Fs fundamentals</li> <li>• Clear the ball from the glove; give the 2<sup>nd</sup> Baseman a good view of ball</li> <li>• Little or no backswing (of throwing arm)</li> <li>• Maintain momentum under control</li> <li>• “Stiff-wristed” push-feed to face of 2<sup>nd</sup> Baseman</li> <li>• Follow the ball after release</li> </ul> <p><u>Straight at SS</u></p> <ul style="list-style-type: none"> <li>• Field near right foot (body can be <u>slightly</u> opened toward 2B)</li> </ul>

- Funnel
- Retain low position
- Keep body steady
- Throw face-high to 2B

Backhand side

- Field in front of right foot, as per 6 Fs backhand fundamentals
- Open left leg to target
- Stay low
- Throw face-high to 2B

**2. SS double play turns:**

Feed from 2B

- Right toe on left-field corner of bag
- Athletic, lively posture
- Read 2B throw, take large step with left foot toward the ball
- Replace the feet to create distance & direction
- Make a firm accurate throw to 1B
- Be ready to lift cleats ready to lift cleats out of ground (if a collision with runner is likely)

Feed from 1B (inside the line)

- Left foot on base, give big target inside the base.
- feet well spread, good balance, chest to 1st baseman, athletic, lively posture
- Catch, step and throw

**3. 2B double play feeds**

Bare-hand side

- Field ball cleanly
- Maintain momentum toward base (under control)
- Stiff-wristed face-high over the base to SS
- Follow the ball for several steps after the feed

Straight at 2Bman

Traditional method:

- Field and funnel ball as per 6 Fs
- Turn trunk toward SS, dropping left knee toward ground as throwing hand comes back over thigh, close to trunk.
- Keeping elbow quite close to body, make a side-arm throw uphill to SS.

Backhand feed method:

- Approach ball on a curved path bending toward SS.
- Field as per 6 Fs
- With a strong lateral leg drive, throw the ball to the SS with a backhand motion. NB: throw the ball with the hand side-on to the target, and finish with the palm facing the target.
- Follow the ball for at least two steps.

Forehand side

- Try to glove the ball as the left foot plants
- Replace feet with a reverse pivot
- Make a face-high throw to SS

**4. 2B double play turns**

Feed from SS

- Get to the base quickly
- Wide base and athletic posture with left foot on centre-field corner of bag, feet and shoulders aligned to 1B.
- If the throw SS's feed is accurate, load the right side as you receive the ball, turning left foot toward 1B, then throw overhand to 1B ("rock & fire"),
- If throw is off line, take right foot to the ball, then step with left to 1B and throw
- Lift feet clear of dirt, so that the sliding runner can do no great harm.

	<p><u>Feed from 3B</u></p> <ul style="list-style-type: none"> <li>As above, but it is nearly always best to have the left foot on the bag and take the right foot to the ball (rather than rock &amp; fire)</li> </ul> <p><b>5. Steal coverage</b></p> <ul style="list-style-type: none"> <li>Ensure you know who is covering: if both infielders break to the bag, there will be a lot of gaps in the defence.</li> <li>Before the pitch, position yourself so that you can get to the bag in time without having to break before the ball reaches the hitter.</li> <li>If possible, break and position yourself inside the bag so that you can glove an errant throw before it reaches the runner.</li> <li>If the throw is accurate, straddle the bag (which prevents the runners from sliding around you) and put the tag straight down in front of the base. If the throw is down the line, try to catch it down the line so that you can still tag the runner.</li> <li>If the throw is not accurate, make sure the ball does not get by you and allow the runner to advance to 3B, especially with less than two down.</li> </ul>
<p>Outline the 6Fs approach to a 1<sup>st</sup> baseman receiving an infield throw</p>	<ul style="list-style-type: none"> <li>Read the ball off the bat</li> <li>As soon as you know you cannot field it, hustle to the base and locate it with your throwing-side foot</li> <li>Retaining the feel of the base with the heel of that foot, turn to face the direction of the throw</li> <li>Be in an athletic position, ready to move in any direction</li> <li>Read the throw</li> <li>Turn back foot sideways</li> <li>Step to the ball with glove-side foot: this foot should come onto the ground as the ball hits the glove. This ensures that you do not “get out there” before you know where the throw is headed.</li> <li>Back foot, being sideways, provides more stability and is less likely to drag off</li> <li>Step off base once out is made</li> </ul>
<p>Outline the reasons for and execution of varying infield depth</p>	<p>With less than two out and a runner on 3B, adjustments can be made infield depth according to game situation. Bringing the infield in makes it easier for hitters to penetrate the infield, and should only be done when the cost of allowing the 3B runner to score outweighs the cost of improving the hitter’s chance of reaching base. Late in the game, bring the infield in:</p> <ul style="list-style-type: none"> <li>If you are the visiting team: when the winning or tying run on is on 3B</li> <li>If you are the home team: when the go ahead run on is on 3B</li> </ul> <p>Many coaches will also bring the infield with a runner on 3B in any inning:</p> <ul style="list-style-type: none"> <li>Any time there is one out and a close scoreline, as long as the hitter is not capable of stealing a base: even if a slower runner gets on base, the inning can be ended with a double-play.</li> <li>In any inning where each side has a very dominant pitcher on the mound, and thus one run can win the game.</li> </ul>

## Section Two: Activities

Competency	Content
Assess the prescribed activity and instruction competencies of candidates for L1, L2 and L3	<ul style="list-style-type: none"> <li>• Once Accredited as a L4 coach, you may receive training to become an Assessor of candidates for lower levels of Accreditation.</li> <li>• 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.</li> <li>• Be familiar with the assessment tools for these levels.</li> <li>• Base the marking on what the coach actually shows, and how it matches up to the requirements outlined in the assessment tool.</li> <li>• 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).</li> <li>• 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.</li> <li>• Provide specific feedback, particularly to a coach who is not yet competent.</li> </ul>
Implement strategies to develop athlete decision-making	<p>Critical part of expertise which takes deliberate practice and support over a long period to develop</p> <ol style="list-style-type: none"> <li>1. Baserunners make their own decisions: <ul style="list-style-type: none"> <li>• Runners decide to try for extra base or not: they must assess situation (BOSO), read ball in play etc</li> <li>• Coach does <u>not</u> wave runner on or stop him when runner can see ball etc for himself.</li> <li>• Runners must attack next base and stop only when someone forces them to (H-2B, 1B-3B, 2B-H etc)</li> <li>• Coach may assist when ball is behind runner</li> </ul> </li> <li>2. Pitchers and catchers make pitch selections. This is critical for developing autonomous, knowledgeable players. Coach does not call pitches.</li> <li>3. Coaches review defensive and offensive decisions made by players during game. In a manner which encourages experimentation and learning, discuss decisions made during game and their consequences (important life lessons to be learnt)</li> </ol>
Develop athlete accountability	<ol style="list-style-type: none"> <li>1. Define team values: have a team meeting to define how they want to be seen as a team. Formulate into a charter to which all will try to adhere; use this charter to provide both positive and negative feedback about behaviour, effort, team attitude, sportsmanship etc</li> <li>2. Feedback activities. <ul style="list-style-type: none"> <li>• Hand all players a team list, have them number each team-mate in order of how well they live up to team's charter. Work out each player's average "score", and have a meeting about the results.</li> <li>• Have players elect a leadership group based on who can best be trusted to adhere to team's ideals</li> <li>• Each player in turn is subjected to feedback from group: what he should keep doing, stop doing and start doing. (This process will need to be well managed, but is very worthwhile once players take it seriously)</li> </ul> </li> <li>3. Leadership group (see above) must have definite functions. These can be decided by coach, leadership group, team or club, and may include: <ul style="list-style-type: none"> <li>• Conducting team warmup, leading drills etc</li> <li>• Devising/implementing inclusive strategies</li> <li>• Organise challenge games or tournaments with other teams</li> <li>• Plan training sessions, seminars, projects including invitations to guest coaches etc</li> <li>• Organize working bees, social, fundraising and/or charitable functions, end of year events</li> <li>• etc</li> </ul> </li> </ol>
Demonstrate correct base-	<ol style="list-style-type: none"> <li>1. To give signs, stand in a location where hitter and all baserunners can clearly see you.</li> </ol>

<p>coach positioning, at both 1<sup>st</sup> and 3<sup>rd</sup> bases</p>	<ol style="list-style-type: none"> <li>2. Once you have given signs, move to best location to assist priority baserunner.</li> <li>3. Usually, runner on 2B is the priority (even with loaded bases or runners on 2<sup>nd</sup> and 3<sup>rd</sup>); best location to assist 2B runner is 1/3 of way up line closer to hitter – you can look back see middle infielders better from there, and are already in good location for him to see you as he turns 3B. NB: for safety reasons, turn your head to pick up hitter as pitch is made.</li> <li>4. Runner on 1B or 3B only: down the line, away from hitter, so that 1B baserunner can find you as he rounds 2B, and you can let 3B runner know if 3Bman is moving in for a pickoff.</li> </ol>
<p>Demonstrate basic non-verbal communications with 1B runners.</p>	<p>Many coaches use non-verbal communication to remind runners of the task in the given situation. These are some possibilities with a runner on 1B:</p> <ul style="list-style-type: none"> <li>• “outs” given above shoulder-height: red light – do not take any extra chances on base</li> <li>• “outs” given below shoulder-height: green light – be aggressive; steal if you can get a good jump, try for an extra base etc.</li> <li>• lateral, belt-high chopping motion with right hand: slide hard at 2B to break up the double-play</li> <li>• point to 3B: remind runner that there is one out, and that he should try for 3B if there is a chance he can make it.</li> <li>• point to 3B, followed by a palm-up lifting motion: remind runner that there is none or two out, and that he should try for 3B only if he can make it standing up (ie, without any risk).</li> <li>• palms facing one another, hands moving apart: extend your lead</li> </ul>
<p>Conduct a full warmup incorporating speed, acceleration and agility drills</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"> <li>1. side skips (with arm swings)</li> <li>2. 360s</li> <li>3. Carioca</li> <li>4. Frankensteins</li> <li>5. Walking knee circles</li> <li>6. Butt kicks (out) and then reverse butt kicks (coming back)</li> <li>7. Side squats</li> <li>8. 2 lunges and 3 skips</li> </ol> <p>Sprint mechanics drills:</p> <ol style="list-style-type: none"> <li>9. Walking Knee-to-chest stretch</li> <li>10. Lunge walk with high knee</li> <li>11. Sprinter’s march</li> <li>12. A-skip</li> <li>13. 3s</li> </ol> <p>Acceleration drills</p> <ol style="list-style-type: none"> <li>14. 3-point starts (2 each side)</li> <li>15. Steal starts (3 x)</li> <li>16. flying 5m sprint (3 x)</li> <li>17. 10m beach flag starts (3 x)</li> </ol> <p>Stationary:</p> <ol style="list-style-type: none"> <li>18. shoulder retraction and protraction (5-10)</li> <li>19. resisted shoulder rotations</li> <li>20. resisted elbow extension and flexion</li> <li>21. arm marches (5 each side)</li> <li>22. scapula supermans (5-10)</li> <li>23. swimmers (5 each side)</li> <li>24. reverse swimmers (5 each side)</li> <li>25. Arm swings (5 of each): up and down; across and back; goals posts; back pats; trunk twists</li> </ol>
<p>Individualise on-field strength and conditioning according to the ABF LTAD model</p>	<p>If the LTAD model is applied strictly, each player will be concentrating on mastering the “perfect” exercise for him or her in each stream. Progress must be earned, for safety reasons and because it then becomes very motivational.</p> <ol style="list-style-type: none"> <li>1. Know the 4 properties to be develop</li> <li>2. Know the streams</li> </ol>

	<ol style="list-style-type: none"> <li>3. Know the exercises</li> <li>4. Know the rules for progressing</li> <li>5. Know how to assess: look for the presence of each property</li> </ol> <p>Keep a record of where each player is up to in each stream, then supervise to ensure that they are focusing on the right things.</p>
<p>Provide opportunity for players to develop bunting skills</p>	<ol style="list-style-type: none"> <li>1. In groups of 3-6, hitter bunts ball thrown 10-15m by team-mate: <ul style="list-style-type: none"> <li>• Anywhere on the ground</li> <li>• On the ground in fair territory</li> <li>• On ground to a specific target (cone, or between teammates feet etc)</li> </ul> </li> <li>2. Set up as for team batting practice, coach (or other) pitching, hitter and runner in appropriate location (others awaiting their turn). Each player makes one attempt to execute (as a hitter or a runner), then moves off to join other line. Runner reads ball and runs to next base once it is clear it will hit the ground. Hitter bunts: <ul style="list-style-type: none"> <li>• Anywhere on the ground</li> <li>• On the ground in fair territory</li> <li>• On ground to right side if runner is on 1B</li> <li>• On ground to left side if runner is on 2B</li> </ul> </li> </ol>
<p>Conduct on-field pre game batting practice so as to develop situational awareness and execution</p>	<p>Set up as for team batting practice, coach (or other) pitching, hitter and runner in appropriate location (others awaiting their turn). Each player makes one attempt to execute (as a hitter or a runner), then moves off to join other line.</p> <ol style="list-style-type: none"> <li>1. Hit &amp; run: 1B runner ensures pitch goes to plate, then steals, ensuring that he turns his head to see pitch reach plate. Hitter must hit the pitch (unless it bounces), aiming for a hard ground ball. Runner reads ball off bat and reacts accordingly: <ul style="list-style-type: none"> <li>• GB: keep going hard to prevent double play</li> <li>• Line drive: keep going hard with the intent of reaching 3B (don't have time to stop and go back).</li> <li>• Pop-up or long fly: slow down, read and react</li> <li>• Safe hit: get to 3B.</li> <li>• Hitter misses pitch: try to steal base.</li> </ul> </li> <li>2. Moving 2B runner to 3B with 0 outs: Hitter is trying to do one of two things: hit a long fly ball, or hit a ground ball on right side. Runner gets a good secondary lead, reads ball off bat, and reacts accordingly: <ul style="list-style-type: none"> <li>• Safe hit: score</li> <li>• GB at or behind runner: get to 3B, score if possible (soft hit to outfield is easy to score on)</li> <li>• Line drive: start back to base, dive back to base if infielder catches ball, or run to 3B if ball gets through</li> <li>• Fly ball: from about 30' off base, read ball and relevant fielder; react accordingly</li> <li>• Long fly ball: tag up and go to 3B on catch</li> <li>• Shallow fly ball (may not be caught): get the best lead you can while retaining chance to return to base if ball is caught</li> </ul> </li> <li>3. Score runner from 3B: There are two main situational variations – the infield remains back (making it easy to score on a soft GB); or the infield comes in (to make it difficult for 3B runner to score). With the infield back, a ground ball will score the runner, so the runner attacks plate on a GB. If the infield is in, runner reads ball and reacts accordingly: <ul style="list-style-type: none"> <li>• Safe hit: score</li> <li>• GB: wait until ball gets past infield before scoring.</li> <li>• Soft GB, or “chopper”: attack plate and score</li> <li>• Line drive: start back to 3B, get back to base if infielder catches ball, or score if ball gets through</li> <li>• Medium or deep fly ball: return to base, read ball, score if possible after catch or balls hits ground.</li> <li>• Shallow fly ball: get the best lead you can while retaining chance to return to base if ball is caught</li> </ul> </li> </ol>
<p>Conducting on-field</p>	<p>Coach provides positive feedback on correct execution, or makes corrections as required, on</p>

practice for bunting	<p>these key points of execution:</p> <ol style="list-style-type: none"> <li>1. In groups of 3-6, hitter bunts ball thrown 10-15m by team-mate, attempting to master these tasks in order: <ul style="list-style-type: none"> <li>• Anywhere on the ground;</li> <li>• Once this is mastered, attempts to bunt on the ground in fair territory</li> <li>• On ground to a specific target (cone, or between teammates feet etc)</li> </ul> </li> <li>2. Set up as for team batting practice <ul style="list-style-type: none"> <li>• Coach (or other) pitching,</li> <li>• Hitter and runner in appropriate location (others awaiting their turn).</li> <li>• Each player makes one attempt to execute (as a hitter or a runner), then moves off to join other line.</li> <li>• Runner reads ball and runs to next base once it is clear it will hit the ground.</li> <li>• Hitter bunts, attempting to master these tasks in order: <ol style="list-style-type: none"> <li>1. Anywhere on the ground</li> <li>2. On the ground in fair territory</li> <li>3. On ground to right side if runner is on 1B</li> <li>4. On ground to left side if runner is on 2B</li> </ol> </li> </ul> </li> </ol>
Organise and conduct a hitting circuit	<p>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. Eg</p> <ol style="list-style-type: none"> <li>1. Dry swings</li> <li>2. Tee work into screen or fence</li> <li>3. Soft toss</li> <li>4. Front toss (or overhand toss)</li> </ol> <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>
Provide consistent flips for swing practice	<p>Flips (front toss) are the most commonly used swing drill in baseball. The player has to track the ball coming in the same direction as would a pitch, but can still concentrate on the technical aspects of the swing.</p> <p>The coach stands behind a strong screen set about 5m directly in front of the hitter, and uses an easy underhand toss to enable the hitter to drive straight back in the direction of the coach. It is important that the coach is able to provide good quality flips to the hitter.</p> <ol style="list-style-type: none"> <li>1. Safety: <ul style="list-style-type: none"> <li>• the screen must have no holes</li> <li>• the screen must be strong enough to withstand the considerable stresses it will encounter</li> <li>• the coach must remain entirely behind the screen, except that the throwing hand will briefly protrude for the split second of ball release.</li> <li>• The hand must be back behind the screen before the ball reaches the hitter</li> <li>• The hitter must wear a helmet: the ball can bounce back off screen</li> </ul> </li> <li>2. Consistency: <ul style="list-style-type: none"> <li>• The flipping action must be rhythmic and consistent to allow the hitter to load, get his timing etc. This simulates the time available in a game as the pitcher goes into his delivery.</li> <li>• flips must be delivered with consistent accuracy and speed</li> </ul> </li> </ol>
Conduct activities which encourage infielders to use a variety of throws	<p>Coach hits fungoes and encourages players to experiment with the way they throw the ball. Players are asked to assess the best way to deliver the ball to different bases in different situations:</p> <ul style="list-style-type: none"> <li>• Infielders should appreciate the differences involved in consistently delivering the ball to the various bases, and the different throws required by different groundballs.</li> <li>• Outfielders should appreciate the different demands resulting from balls hit in different locations, and from various games situations and runner locations.</li> </ul>
Run an arm	<p>Although one of the simplest of drills, long toss is the most effective way to build throwing</p>

development session	<p>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"> <li>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.</li> <li>2. Each has 5-10 throws at that distance, and then one partner takes a couple of steps back.</li> <li>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.</li> <li>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.</li> <li>5. Once well-conditioned, they can make 20-25 throws at their maximum distance, then shorten up the distance to make some flat throws.</li> <li>6. Start at about 8 minutes; as players become stronger, this drill can last up to 20 minutes.</li> </ol>
Conduct an execution centred bullpen session to develop control of various pitches	<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 bullpen: he should have the authority to do so, know the routines, the rules etc.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Generally, the target should be in the bottom 1/3 of the strike zone: “the box”.</li> <li>4. 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).</li> <li>5. A pitcher should easily be able to throw 6 pitches per minute, so this session should take around 5-6 minutes. Any longer, and they are throwing too many pitches or wasting time.</li> <li>6. A good routine (39 pitches): <ul style="list-style-type: none"> <li>3 “1/2 box” fastballs away (outer half of the bottom 1/3 of the strike zone) from a windup</li> <li>3 “1/2 box” fastballs in (inner half) from a windup</li> <li>3 “1/2 box” fastballs away from set</li> <li>3 “1/2 box” fastballs in from set</li> <li>2 FB tilts to RHH (up &amp; in, then down &amp; away; 2 sets of two makes 4 pitches)</li> <li>2 FB tilts to LHH (up &amp; in, then down &amp; away; 2 sets of two makes 4 pitches)</li>   <li>3 “box” change-ups from a windup</li> <li>1 changeup tilt to RHH ( FB up &amp; in, then box changeup - 2 pitches) from set</li> <li>1 changeup tilt to LHH ( FB up &amp; in, then box changeup - 2 pitches) from set</li>   <li>3 “box” curveballs from a windup</li> <li>1 curveball tilt to RHH ( FB up &amp; in, then box curveball - 2 pitches) from set</li> <li>1 curveball tilt to LHH ( FB up &amp; in, then box curveball - 2 pitches) from set</li>   <li>5 “tough pitches”: imagining full count on hitter, how many strikes can be thrown out of 5 pitches? <ul style="list-style-type: none"> <li>1 FB</li> <li>1 changeup</li> <li>1 FB</li> <li>1 CB</li> <li>1 FB</li> </ul> </li> </ul> </li> </ol> <p>NB: If the pitcher achieves a poor result when attempting a pitch, 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>

Conduct pitchers' fielding practice	<p>Use a fungo or roll the ball to have pitchers rehearse:</p> <ol style="list-style-type: none"> <li>1. Routine comebacker: 1-3, 1-6 and 1-2.</li> <li>2. Bunts to both sides, 1-3</li> <li>3. Bunt on 3B side, 1-5</li> <li>4. Covering first base on a groundball to right side: <ul style="list-style-type: none"> <li>• 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).</li> <li>• 1Bman fumble (pitcher will have to stop on base)</li> <li>• Self-executed</li> </ul> </li> </ol>
Conduct catcher's blocking drills: ball directly in front, to either side, and catcher regaining feet to throw	<p>With catcher in full protective gear; from 3-5m, coach or teammate short-hops ball to catcher, which he correctly blocks using his chest protector.</p> <ol style="list-style-type: none"> <li>1. Ball directly in front</li> <li>2. Ball to either side</li> <li>3. All locations with catcher regaining feet quickly to gather ball and prepare to throw.</li> </ol>
Conduct other catcher's drills: throwing to all bases, pop-ups, bunt plays and tags	<ol style="list-style-type: none"> <li>1. <u>Throwing to all bases</u>: from 8-10m, coach or teammate throws ball to catcher in receiving posture, who catches it and throws it accurately to each base (5-6 to each base)</li> <li>2. <u>Pop-ups</u>: with catcher in receiving posture, coach lobs or hits ball up to simulate a pop-up; catcher stands, locates ball and makes catch</li> <li>3. <u>Bunt plays</u>: with catcher in receiving posture, coach rolls ball to simulate a bunt. Catcher retrieves ball and comes up ready to throw (throwing is optional). Catcher practices reverse pivot as well as rounding up on bunt to 3B side.</li> <li>4. <u>Tag plays</u>: Coach or teammate throws or hit ball to simulate a throw to home; catcher receives ball and executes a tag on a sliding runner, or on a standing runner.</li> </ol>
Drill backhand skills using the 6Fs sequence	<p>To develop sound technique for a ball too far to the right for the player to be able to use routine mechanics, and building on the 6Fs fundamentals, coach rolls ball to backhand side, emphasizing wide base and head-over-ball, specifically:</p> <ol style="list-style-type: none"> <li>1. <u>No glove</u>: player positions himself with right foot behind the line of the ball (wide base and head over path of ball). Allows ball to roll so that it is blocked by that foot.</li> <li>2. <u>Receive with glove</u>: same positioning as above, but this time use glove in backhand position to receive ball NB: make contact with ball well in front of foot.</li> <li>3. <u>Replace feet to throw</u>: once ball is caught, replace feet (right to left, left to target) to come into a good throwing posture with momentum.</li> <li>4. <u>No-step throw</u> (for when there is not much time): once ball I caught, transfer it quickly to throwing hand, drive off right leg to make throw.</li> </ol> <p>(The notes above describe technique for a right-handed thrower. Left-handers will use opposite leg and arm where appropriate)</p>
Provide drills to help develop skills on forehand plays and slow rollers	<p>Coach uses roll drill to practice:</p> <ol style="list-style-type: none"> <li>1. Forehand</li> <li>2. Slow rollers</li> </ol>
Arrange practice of key tasks for 1 <sup>st</sup> Baseman.	<ol style="list-style-type: none"> <li>1. <u>Practising Tags</u>: 1<sup>st</sup> baseman adopts posture to hold runner on. Coach (or other) throws ball to simulate pickoff. Baseman catches ball and applies tag to opposite corner.</li> <li>2. <u>Moving off the base</u> 1<sup>st</sup> baseman adopts posture to hold runner on. Coach (or other) simulates pitcher's delivery; baseman uses correct technique to get into fielding position. Coach may fungo groundball and have baseman execute putout or initiate DP.</li> </ol>
Drill key tasks of middle infielders.	<p>With other relevant players in position, Coach (or other) rolls, throws or fungoes ball as appropriate to have middle infielders practice the following skills:</p> <ol style="list-style-type: none"> <li>1. SS double play feeds: <ul style="list-style-type: none"> <li>• Glove side</li> <li>• Straight at SS</li> <li>• Backhand side</li> </ul> </li> <li>2. SS double play turns: <ul style="list-style-type: none"> <li>• Feed from 2B</li> <li>• Feed from 1B</li> </ul> </li> <li>3. 2B double play feeds</li> </ol>

	<ul style="list-style-type: none"> <li>• Bare-hand side</li> <li>• Straight at 2Bman</li> <li>• Forehand side</li> </ul> <p>4. 2B double play turns</p> <ul style="list-style-type: none"> <li>• Feed from SS</li> <li>• Feed from 3B</li> </ul> <p>5. Steal coverage</p>
Use triangle drills to practice DP feeds	<p>Triangle drills are an excellent way to practice basic skills: a large number of repetitions can be completed in a short time, without the involvement of a coach.</p> <ul style="list-style-type: none"> <li>○ Three players stand 5-15m apart to form a triangle.</li> <li>○ The first player rolls the ball to the second who fields it and feeds it to the third using the correct throw for the particular play being rehearsed.</li> <li>○ The third player now rolls to the first who fields it and feeds it to the second etc.</li> <li>○ In this way, all the double-play feeds can be rehearsed: <ul style="list-style-type: none"> <li>• SS feeds <ul style="list-style-type: none"> <li>a. Ball on the base side</li> <li>b. Ball straight at SS</li> <li>c. Ball on the backhand side</li> </ul> </li> <li>• 2B feeds <ul style="list-style-type: none"> <li>a. Ball on the base side</li> <li>b. Ball straight at 2Bman (backhand feed and regular)</li> <li>c. Ball on the glove side</li> </ul> </li> </ul> </li> </ul>
Run drills for key tasks of 3B	<p>With other relevant players in position, Coach (or other) rolls or fungoes ball as appropriate to have 3<sup>rd</sup> basemen practice the following skills.</p> <ol style="list-style-type: none"> <li>1. Double play feeds</li> <li>2. PO5-3 double play.</li> <li>3. Tag plays</li> <li>4. Fielding bunts</li> </ol>
Throw or fungo the ball to provide outfielders with practice of specific tasks	<p>With other relevant players in position, Coach (or other) throws or fungoes ball as appropriate to have outfielders practice the following skills.</p> <ol style="list-style-type: none"> <li>1. Going back on ball</li> <li>2. Charging a ground ball (do or die)</li> <li>3. Reverse turns</li> <li>4. Backing up</li> </ol>
Conduct practice for double cuts, relays and flyball priorities.	<p>(See National Playbook pp. 92-95)</p> <ol style="list-style-type: none"> <li>1. No runner on base: <ul style="list-style-type: none"> <li>• Double, possible triple, to left field line</li> <li>• Double, possible triple, to left field gap</li> <li>• Double, possible triple, to right field gap</li> <li>• Double, possible triple, to right field line</li> </ul> </li> <li>2. Runner on 1<sup>st</sup> Base <ul style="list-style-type: none"> <li>• Double, possible triple, to left field line</li> <li>• Double, possible triple, to left field gap</li> <li>• Double, possible triple, to right field gap</li> <li>• Double, possible triple, to right field line</li> </ul> </li> </ol>
Rehearse regular 1 <sup>st</sup> & 3 <sup>rd</sup> plays, and bunt defence	<p>Using pitchers and all necessary positional players, conducts training in</p> <ol style="list-style-type: none"> <li>1. 1<sup>st</sup> &amp; 3<sup>rd</sup> plays (National Playbook p. 110) <ul style="list-style-type: none"> <li>○ Throw through</li> <li>○ Hold</li> </ul> </li> <li>2. Regular bunt defense (National Playbook p. 101) <ul style="list-style-type: none"> <li>○ Runner on 1B and 2B</li> </ul> </li> </ol>
Train players in the prescribed acceleration drills	<ol style="list-style-type: none"> <li>1. 3-point starts (5 m) <ul style="list-style-type: none"> <li>• Crouch start, one foot 20-30cm in front of other</li> <li>• Forward lean</li> <li>• Hand on side of rear foot is on ground</li> <li>• On "Set!" command, hips are raised above head height and free hand (same side as front</li> </ul> </li> </ol>

	<p>foot) is moved well back and high near hip</p> <ul style="list-style-type: none"> <li>• On “Go!” player explodes out with large and vigorous arm action</li> </ul> <p>2. Steal starts (10 m)</p> <ul style="list-style-type: none"> <li>• Start in primary lead position</li> <li>• On “Set!” command, without moving feet, turn them so as to face 2B, moving head outside right leg to get forward lean.</li> <li>• Right arm is moved up and back, left arm forward to 2B – recalling posture for 3-point start</li> <li>• On “Go!” player explodes toward 2B with large and vigorous arm actions</li> <li>• With proficiency, players can make these movements smoothly and without break</li> </ul> <p>3. Beach flag starts (15 m)</p> <ul style="list-style-type: none"> <li>○ Start lying on stomach, both hands under chin, facing direction of race</li> <li>○ On “Go!” get up and sprint forward as quickly as possible</li> <li>○ Avoid standing up straight: drive out on an angle.</li> </ul>
<p>Conduct sessions for runners to practice situational baserunning</p>	<p>Assemble the group at the relevant location, with pitcher on the mound (and pitching) if appropriate, and have player(s) rehearse correct technique, individually or in small groups. Provide feedback and correction as required.</p> <ol style="list-style-type: none"> <li>1. Bunts</li> <li>2. Hit &amp; run</li> <li>3. Stealing 3B</li> <li>4. Balls in dirt</li> <li>5. Reading ball off bat on all bases</li> <li>6. Angles</li> <li>7. Own judgement</li> <li>8. Breaking up double play</li> <li>9. Leads &amp; returns - general guidelines</li> <li>10. Leads at &amp; returns at 1B</li> <li>11. Leads &amp; returns at 2B</li> <li>12. Leads and returns at 3B</li> </ol>

## Section Three: Instruction

Utilise a variety of instructional methods	<p>An effective baseball coach can use many different methods in assisting his players to learn, including:</p> <ul style="list-style-type: none"> <li>• Direct instruction: verbal communication, written materials</li> <li>• Discussions and think-tanks, post-training feedback sessions, game reviews.</li> <li>• Demonstration: self, skilled player, guest, video footage</li> <li>• Games-based learning: adjusting the task, questioning, directed exploration</li> </ul>
Guide players on composure and body language (set an example):	<p>The way coaches or players carry themselves and behave makes an impression on others: make sure you send the message you want to send:</p> <ul style="list-style-type: none"> <li>• Set an example for your players: exemplify enthusiasm, hustle and “game face”</li> <li>• Show no emotion: it shows a lack of objectivity, and one way or another, you are providing the opposition with information.</li> <li>• When coaching bases, look alert and look ready: no folded arms, no hands in pockets, no slouching. Be energetic and under control.</li> <li>• Double-time to and from your position in the coaches box</li> </ul>
Show how the team objective relates to adjusting the level of aggression in offence and defence	<ol style="list-style-type: none"> <li>1. At the beginning of a game, a team has 27 outs to utilise in scoring as many runs as they need to win, so the relative cost/benefit is small and it is worth taking extra chances in order to score. <ul style="list-style-type: none"> <li>• Aggressive at plate: eg with no outs, drive runner in from 2B rather than move him over</li> <li>• Take extra bases</li> <li>• Steals</li> <li>• Bunts for base hits</li> </ul> </li> <li>2. As the game goes on, and outs become more precious, a coach should minimise extra chances for outs or at least to ensure that each out is productive: <ul style="list-style-type: none"> <li>• Hitters more patient</li> <li>• Hit and runs</li> <li>• Sac bunts</li> <li>• Move runner over</li> <li>• Less stealing</li> </ul> </li> <li>3. With a critical run on base late in the game, any scoring chance may need to be taken (depending on outs, next hitter etc): <ul style="list-style-type: none"> <li>• Score 3B runner on any outfield fly ball or pass ball.</li> <li>• Score 2B runner on any hit to outfield</li> <li>• Score 1B runner on any double</li> </ul> </li> </ol>
Explain how a hitter may adjust his approach according to the count	<ol style="list-style-type: none"> <li>1. Hitting counts. Hitters should understand that on certain counts, when he is behind, the pitcher is under increased pressure to throw a strike. This makes it easier to predict (usually a fastball), time, and therefore hit the pitch. These counts are therefore referred to as “hitter’s counts”: <ul style="list-style-type: none"> <li>• 3-0, 3-1, 2-0 (count strongly in hitter’s favour)</li> <li>• 1-0, 2-1</li> <li>• 3-2, 0-0 (in most situations, pitcher want to throw a strike)</li> </ul> </li> <li>2. 2 strike approach. Many productive hitters will sacrifice aggression to ensure they put the ball in play when they have 2 strikes. These adjustments are designed to simplify the swing, improve plate coverage and give hitter more time to see the ball. They can include: <ul style="list-style-type: none"> <li>• Focus on hitting ball the opposite field (as opposed to pulling the ball).</li> <li>• Shortening up on the bat</li> <li>• Widening the stance – less body movement</li> </ul> </li> </ol>
Instruct players on the 4 properties to be developed, the 7 streams of movement and other fundamental understandings of the ABF LTAD model	<p>Four fundamental qualities form the foundation upon which excellence in movement can be built. The goal is to develop each property in every joint and in the body as a whole. These qualities overlap, but should initially be looked at as separate aspects:</p> <ol style="list-style-type: none"> <li>1. Stability: the joint should move smoothly in the direction which it is intended to move: no wobbling, trembling or collapsing. A good analogy is a door hinge: if it is loose or weak, the door cannot be opened or closed as it should.</li> <li>2. Range of motion: the joint must move freely through the full range intended.</li> <li>3. Control: the muscles must be able to control the joint throughout the whole range. They</li> </ol>

should be able to stop and hold at any place, reverse the direction of movement, continue it, do it fast or slow; in other words, have full control.

4. Strength: stable movement can be controlled throughout the full range of motion against a resistance.

An individual who has developed these properties in every joint and throughout the body is well on the way to becoming a superior athlete.

In Australian baseball, we develop these properties by grouping exercises into “streams”, so called because in each stream, the exercises increase steadily in difficulty, from very simple foundational exercises to very challenging ones. There is a never-ending stream of hurdles to overcome!

The seven streams are:

1. The double leg stream (DL): 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. Eg: Unloaded squat (bodyweight squat):
  - 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 get the buttocks down near the heels: this is an example of full range of motion.
2. Single-leg (SL): 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. Eg: single leg (SL) supported squat:
  - 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: develops dynamic balance, coordination and power. Eg: Double-leg (DL) take-off to DL landing:
  - 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: upper body exercises where weight is moved away from the body (or the body away from a resistance: eg, a pushup). Eg: knee pushups:
  - 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: 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. Eg: cable pullups:
  - 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 degrees, instead of horizontal
6. Shoulder rotation: Exercises which improve the quality of rotation in this critical joint. The rubber tubing exercises are an example. Another eg: lying supermans:
  - Lying on stomach with the shoulders, elbows and wrists lifted as high as possible

	<p>off the ground, arms bent and fingers pointing forward past the head (as if in a horizontal surrender posture).</p> <ul style="list-style-type: none"> <li>◦ Slowly extend the arms slowly out in front of face, then pull slowly back, keeping elbows, wrists and hands high off the ground throughout.</li> </ul> <p>7. Core: exercises to develop the function of the trunk Eg: hand-slides</p> <ul style="list-style-type: none"> <li>◦ Assume bent-leg sit-up posture, with hands resting on thighs.</li> <li>◦ Perform abdominal curl, sliding hands up thighs until wrists reach knees.</li> <li>◦ Reverse movement under control, and repeat</li> </ul> <p>There is certainly overlap between the streams (particularly as one progresses), but to ensure complete coverage, the player should do at least one exercise from each stream in each session.</p> <p>Each individual progresses in each stream in their own way, according to individual strengths and weaknesses, independently of the others. One player may be further up the Single Leg stream then the Pulling stream, for example; while another player may be quite the reverse. Each must be encouraged to work on the weaker streams in order to become a more competent athlete.</p> <p>If one is to gain maximum benefit and minimise the risk of injury, it is important not to rush progress. The individual should have full mastery of one exercise before moving on to a more challenging one. We are seeking permanent and systematic adaptation.</p>
<p>Outline to hitters the process and importance of building on their database</p>	<p>Experience is irreplaceable in the development of a hitter, but merely being in a situation is does not guarantee maximum learning is occurring. Focus on a task, and maintaining the intent to improve, are critical elements in allowing the hitter to add to his “database”: the amount of information available in a given situation and the skill with which it can be used.</p> <p>A lot of the information is stored sub-consciously: elite hitters may “not know what they know” Whether they can tell you about it or not, they have a large database of relevant information:</p> <ul style="list-style-type: none"> <li>• Different pitch types: velocities, movement etc</li> <li>• What each of those pitches looks like in the first 15 feet, and what they do over the last 15 feet.</li> <li>• Individuals pitchers’ tendencies.</li> <li>• Situational probabilities: what’s likely to happen next?</li> <li>• Their own strengths and weaknesses, what works for them.</li> <li>• How to get themselves ready: off-season, in-season, week by week, day by day, pitch by pitch.</li> </ul> <p>How can you build your database?</p> <ul style="list-style-type: none"> <li>• First of all, pay attention; don’t be half-hearted about getting better.</li> <li>• Watch good hitters and pitchers in action: TV games, National League, practice sessions (hitters and pitchers)</li> <li>• Be determined to learn from every opportunity: focus hard on the ball in your own games, especially if you get to face an outstanding pitcher, talk to experienced players and coaches, read, attend clinics.</li> <li>• Play other hitting sports (tennis, squash, table tennis etc): research shows that practicing different hitting tasks improves your ability to adapt your swing.</li> </ul>
<p>Correctly instruct players in the purpose and key points of the one-hand tee drill</p>	<p>The one-handed tee drill is arguably the best drill available to assist players in developing a feel for a good swing, but it is often poorly taught. The drill involves using each hand in isolation to produce an intended result. Instructions should be minimal, as the ball itself tells the player about the quality of technique: if the ball consistently hits the target travelling on an angle somewhere between 45° and level, the swing mechanics are, by definition, fine.</p> <ul style="list-style-type: none"> <li>• The tee must be at least 10m from the target so that the trajectory of the ball can be seen.</li> <li>• The target should be at about head-height so that the ball is lifted slightly when hit (“keep the ball out of the infield”).</li> <li>• The ball should travel with backspin on a trajectory “slightly above level”. The speed of the ball is not important for this drill.</li> <li>• Technical advice is initially limited: get your starting position, load and release. Very raw hitters may need slightly more help, but instruction should be limited to assisting the hitter to get the ball to travel as intended consistently.</li> <li>• The hitter makes three attempts with the left, then three with the right, and repeats this for up to half an hour. If this is too fatiguing, the hitter is using too much tension, trying</li> </ul>

	to muscle the bat through, rather than developing coordinated technique.
Explain the difference between swing practice and game practice in hitting	<p>The difference is important!</p> <ul style="list-style-type: none"> <li>• Swing practice is practice designed solely to improve the way in which a hitter swings the bat. It may involve tee work, flips, soft toss, dry swings etc: all activities where the result achieved serves solely as feedback on the quality of the swing.</li> <li>• Game practice is designed to rehearse the execution of specific tasks which frequently occur in a game. It is not productive, during game practice, to be concerned about the quality of the swing: the result is all that matters.</li> </ul>
Teach the fundamentals of bunting	<ol style="list-style-type: none"> <li>1. Bat: <ul style="list-style-type: none"> <li>• Gripped for maximum control (eg, hands divide bat into three)</li> <li>• At top of strike zone and out toward pitcher</li> <li>• Held in line of sight so that ball can be more easily tracked to bat</li> <li>• Angled in the intended direction of the bunt</li> </ul> </li> <li>2. Posture: <ul style="list-style-type: none"> <li>• Upper body squared off to pitcher</li> <li>• Lowered athletic stance</li> </ul> </li> <li>3. Making contact: <ul style="list-style-type: none"> <li>• Bunt strikes only</li> <li>• If necessary, take head down to the ball (lowers body under control)</li> <li>• Keep bat at desired angle</li> <li>• Use bat to block the ball, not hit it</li> <li>• Ball must go to ground</li> </ul> </li> <li>4. Preferred direction of bunt: <ul style="list-style-type: none"> <li>• With runner on 1B, bunt to 1B side</li> <li>• With runner on 2B, bunt to 3B side.</li> </ul> </li> </ol>
Provide players with effective guidelines for developing arm strength	<ul style="list-style-type: none"> <li>• You must practice throwing in order to improve, but too much throwing can cause injury.</li> <li>• You must gradually build up the volume and intensity of throwing gradually: if you increase either one too suddenly, you will cause an injury.</li> <li>• Long-toss is the best way to build up your arm strength.</li> <li>• You cannot throw at maximum speed every day. If you are trying to improve velocity, throw hard twice a week, and throw easy (“take your arm for a light jog”) on three or four other days.</li> <li>• To be safe, you should have at least three months of the year where you don’t throw. This allows all the connective tissue time to heal and adapt to the stresses of throwing.</li> </ul>
Use the 6Fs sequence to instruct an infielder on the backhand play.	<p>To develop sound technique for a ball too far to the right for the player to be able to use routine mechanics, and building on the 6Fs fundamentals, coach rolls ball to backhand side, emphasizing wide base and head-over-ball, specifically:</p> <ol style="list-style-type: none"> <li>1. <u>No glove</u>: player positions himself with right foot behind the line of the ball (wide base and head over path of ball). Allows ball to roll so that it is blocked by that foot.</li> <li>2. <u>Receive with glove</u>: same positioning as above, but this time use glove in backhand position to receive ball NB: make contact with ball well in front of foot..</li> <li>3. <u>Replace feet to throw</u>: once ball is caught, replace feet (right to left, left to target) to come into a good throwing posture with momentum.</li> <li>4. <u>No-step throw</u> (for when there is not much time): once ball I caught, transfer it quickly to throwing hand, drive off right leg to make throw.</li> </ol> <p>(The notes above describe technique for a right-handed thrower. Left-handers will use opposite leg and arm where appropriate)</p>
Provide key points in the execution of forehand and slow roller plays	<ol style="list-style-type: none"> <li>1. Forehand: when ball is too far to left side, player get as far as he can and reaches for ball with glove only, then replaces feet (right to left, left to target) to come into a good throwing posture. Reverse pivot may be preferable, but player can still replace feet.</li> <li>2. Slow rollers: player runs hard toward ball, gaining control as he gets near, catches ball in glove or bare hand and throws to 1B on the run.</li> </ol>
Guide the 1 <sup>st</sup> Baseman in positioning and important routine tasks.	<ol style="list-style-type: none"> <li>1. <u>Positioning with no runner on base</u>: The 1<sup>st</sup> baseman must be comfortable that he can get to the base in time to receive a throw from an infielder. Keeping that in mind, he should field as deep and as far off the foul line as possible. His first job is to be an infielder: must be ready to field the ball that is hit in his</li> </ol>

	<p>vicinity. His ability to do that will be restricted if he is worried about getting to the base in time. Adjustments can be made according to hitter.</p> <p>2. <u>Positioning with runner on 1B:</u> Holding the runner on: right foot along-side home-plate side of base, left foot in fair territory, chest facing pitcher. Athletic posture, glove at the ready: must be ready to receive a pickoff throw, or to move into better fielding position if ball is pitched.</p> <p>3. <u>Tagging:</u> If the pickoff throw is accurate (knee-high over bag), allow ball to travel as far as possible, turn the trunk and lower the body (may go onto left knee) while catching ball and tag to centre-field corner of base. If the throw is inaccurate, or the runner is clearly back, no tag is required: just make sure the ball does not get past.</p> <p>4. <u>Moving off the base</u> Develop a set routine and master it. Eg, one big step with the right foot while squaring up to face home, then one big side shuffle. This allows baseman to make reasonable distance and be in an athletic fielding stance when the pitch reaches the plate.</p> <p>5. <u>Positioning with runner on 1B &amp; 2B (less than two out).</u> Stands at “double-play depth”: behind the runner, close enough to bag to make him think baseman could get back for a pickoff, still well off the line but not as deep as he would be with no runner on base. (With two out, he can field in normal fielding position)</p> <p>6. <u>Initiating the double play</u> Field the ball cleanly and make an accurate throw to the inside of 2B. Use a reverse pivot on balls hit straight at him or to the left. Can often glove the ball using the backhand catch on ball hit to his right. As soon as the ball is thrown, get back to base to receive throw from middle infielder (pitcher makes a loud call if he can cover the base for you).</p>
<p>Instruct middle infielders on the key points of double play feeds and turns, and steal coverage</p>	<p><b>1. SS double play feeds:</b></p> <p><u>Glove side</u></p> <ul style="list-style-type: none"> <li>• Field the ball according to 6 Fs fundamentals</li> <li>• Clear the ball from the glove; give the 2<sup>nd</sup> Baseman a good view of ball</li> <li>• Little or no backswing (of throwing arm)</li> <li>• Maintain momentum under control</li> <li>• “Stiff-wristed” push-feed to face of 2<sup>nd</sup> Baseman</li> <li>• Follow the ball after release</li> </ul> <p><u>Straight at SS</u></p> <ul style="list-style-type: none"> <li>• Field near right foot (body can be <u>slightly</u> opened toward 2B)</li> <li>• Funnel</li> <li>• Retain low position</li> <li>• Keep body steady</li> <li>• Throw face-high to 2B</li> </ul> <p><u>Backhand side</u></p> <ul style="list-style-type: none"> <li>• Field in front of right foot, as per 6 Fs backhand fundamentals</li> <li>• Open left leg to target</li> <li>• Stay low</li> <li>• Throw face-high to 2B</li> </ul> <p><b>2. SS double play turns:</b></p> <p><u>Feed from 2B</u></p> <ul style="list-style-type: none"> <li>• Right toe on left-field corner of bag</li> <li>• Athletic, lively posture</li> <li>• Read 2B throw, take large step with left foot toward the ball</li> <li>• Replace the feet to create distance &amp; direction</li> <li>• Make a firm accurate throw to 1B</li> <li>• Lift cleats ready to lift cleats out of ground (in case of a collision with runner)</li> </ul> <p><u>Feed from 1B (inside the line)</u></p> <ul style="list-style-type: none"> <li>• Left foot on base, give big target inside the base.</li> <li>• feet well spread, good balance, chest to 1st baseman, athletic, lively posture</li> <li>• Catch, step and throw</li> </ul>

	<p><b>3. 2B double play feeds</b></p> <p><u>Bare-hand side</u></p> <ul style="list-style-type: none"> <li>• Field ball cleanly</li> <li>• Maintain momentum toward base (under control)</li> <li>• Throw face-high over the base to SS</li> <li>• Walk after the feed</li> </ul> <p><u>Straight at 2Bman</u></p> <p>Traditional method:</p> <ul style="list-style-type: none"> <li>• Field and funnel ball as per 6 Fs</li> <li>• Turn trunk toward SS, dropping left knee toward ground as throwing hand comes back over thigh, close to trunk.</li> <li>• Keeping elbow quite close to body, make a side-arm throw uphill to SS.</li> </ul> <p>Backhand method:</p> <ul style="list-style-type: none"> <li>• Approach ball on a curved path bending toward SS.</li> <li>• Field as per 6 Fs</li> <li>• With a strong lateral leg drive, throw the ball to the SS with a backhand motion. NB: throw the ball with the hand side-on to the target, and finish with the palm facing the target.</li> <li>• Follow the ball for at least two steps.</li> </ul> <p><u>Forehand side</u></p> <ul style="list-style-type: none"> <li>• Try to glove the ball as the left foot plants</li> <li>• Replace feet with a reverse pivot <ul style="list-style-type: none"> <li>• Make a face-high throw to SS</li> </ul> </li> </ul> <p><b>4. 2B double play turns</b></p> <p><u>Feed from SS</u></p> <ul style="list-style-type: none"> <li>• Get to the base quickly</li> <li>• Wide base and athletic posture with left foot on centre-field corner of bag, feet and shoulders aligned to 1B.</li> <li>• If the throw SS's feed is accurate, load the right side as you receive the ball, turning left foot toward 1B, then throw overhand to 1B ("rock &amp; fire"),</li> <li>• If throw is off line, take right foot to the ball, then step with left to 1B and throw</li> <li>• Lift feet clear of dirt, so that the sliding runner can do no great harm.</li> </ul> <p><u>Feed from 3B</u></p> <ul style="list-style-type: none"> <li>• As above, but it is nearly always best to have the left foot on the bag and take the right foot to the ball (rather than rock &amp; fire)</li> </ul> <p><b>5. Steal coverage</b></p> <ul style="list-style-type: none"> <li>• Ensure you know who is covering: if both infielders break to the bag, there will be a lot of gaps in the defence.</li> <li>• Before the pitch, position yourself so that you can get to the bag in time without having to break before the ball reaches the hitter.</li> <li>• If possible, break and position yourself inside the bag so that you can glove an errant throw before it reaches the runner.</li> <li>• If the throw is accurate, straddle the bag (which prevents the runners from sliding around you) and put the tag straight down in front of the base. If the throw is down the line, try to catch it down the line so that you can still tag the runner. <ul style="list-style-type: none"> <li>• If the throw is not accurate, make sure the ball does not get by you and allow the runner to advance to 3B, especially with less than two down</li> </ul> </li> </ul>
<p>Provide simple instruction to a 3<sup>rd</sup> Baseman on key plays</p>	<p><b>1. <u>Double play feeds</u></b></p> <ul style="list-style-type: none"> <li>• Field ball according to 6 Fs guidelines</li> <li>• Replace feet and make a face high throw to 2B</li> </ul> <p><b>2. <u>PO5-3 double play</u></b></p> <ul style="list-style-type: none"> <li>• Used when ball is taking 3Bman toward base</li> <li>• Field ball cleanly, maintain momentum and continue to 3B</li> <li>• Placing right foot on base to force out lead runner, step directly to 1B with left to make the throw and complete double play</li> </ul>

	<p><b>3. <u>Tagging a stealing runner</u></b></p> <ul style="list-style-type: none"> <li>• 3B man must be prepared any time there is a runner on 2B</li> <li>• Every pitch, start the break toward 3B before checking whether runner is stealing or not: if 3Bman waits to check before breaking, he will often be too late to the base.</li> <li>• Straddle base, side-on to catcher, chest-on to runner.</li> <li>• On a good throw, catch ball and drop glove straight down in front of base.</li> <li>• Make sure a bad throw does not get past: the runner will score.</li> </ul> <p><b>4. <u>Fielding bunts</u></b></p> <ul style="list-style-type: none"> <li>• Attack ball</li> <li>• Gain control as you get close to ball</li> <li>• Field ball (glove or bare hand) and throw to 1B</li> </ul>
<p>Instruct an outfielder in the following important routine plays.</p>	<p><b>1. <u>Going back on ball</u></b></p> <ul style="list-style-type: none"> <li>• Run “sideways” - never back-pedal</li> <li>• Maintain good sprinting form for as long as necessary – holding the glove up will slow fielder down</li> <li>• Practice taking eyes off the ball for when there is a lot of distance to be covered.</li> </ul> <p><b>2. <u>Charging a ground ball</u> (do or die)</b></p> <ul style="list-style-type: none"> <li>• Attack the ball hard early, easing slightly as you near ball to be under control</li> <li>• Glove the ball outside the glove-side foot, take a quick crow-hop to re-gather for the throw</li> <li>• Make a flat throw through the cutoff man to the correct base</li> </ul> <p><b>3. <u>Reverse turns</u></b></p> <ul style="list-style-type: none"> <li>• When fielding a ball on the glove side which is taking you away from the target base, a reverse pivot is quicker and will produce a better throw</li> <li>• Glove the ball, replace the feet to pivot, and make a flat throw to the correct base.</li> </ul> <p><b>4. <u>Backing up</u></b></p> <ul style="list-style-type: none"> <li>• On every play, an outfielder who is not fielding a ball will have backing up responsibilities somewhere.</li> <li>• Whether it is an infield or outfield play, back up the player fielding the ball or the base to which a throw may be made.</li> <li>• The outfielder will often be unable to stop the runner advancing one base, but can prevent him taking two bases.</li> </ul>
<p>Outline the characteristics and execution of common types of pitches:</p>	<p>Types of pitches</p> <p><b>1. <u>4-seam and 2-seam FB.</u></b> Pitchers should experiment with grips to understand the different properties of the 4-seam and 2-seam fastballs:</p> <ul style="list-style-type: none"> <li>• Arm action should not vary between the two; the grip accounts for the difference in flight properties.</li> <li>• for a given arm action, the 4-seam will hold its altitude better than the 2-seam, and will usually have greater velocity.</li> <li>• The increased “sink” of the 2-seam is what makes it useful.</li> </ul> <p><b>2. <u>Curve ball (CB).</u></b> Use same general mechanics as for FB; the break comes from topspin put on ball by rolling the fingers over the top of the ball at release.</p> <ul style="list-style-type: none"> <li>• A true CB breaks down more than across</li> <li>• “High elbow” is particularly important (angle of break and injury prevention).</li> <li>• Ball is still thrown, not guided; full arm action and follow-through.</li> </ul> <p><b>3. <u>Change-up (CH).</u></b> Use same general mechanics as for FB; the grip and hand tension takes care of speed variation.</p> <ul style="list-style-type: none"> <li>• There are many variations: grip, pressure etc. All aim to make wrist action less efficient and thus reduce velocity while retaining same arm speed as for FB.</li> <li>• Initial goal is to master the reduction of velocity, then to throw pitch for a low strike.</li> <li>• Ball is still thrown, not guided; full arm action and follow-through.</li> <li>• Movement can be developed later.</li> </ul>
<p>Explain the fundamentals</p>	<p>At every level of the game, a pitcher must avoid giving the hitters an advantage, so it is important</p>

<p>of a sound pitching approach.</p>	<p>that pitcher and catcher to work together on pitching strategy and strive to adhere to the following guidelines:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> pitch strike. If FB is his only consistent pitch, then it must be used.</li> <li>• Stay ahead. All pitch selections based on the intent to stay ahead in the count.</li> <li>• Change speeds. Keeps hitters off balance and reduces their effectiveness.</li> <li>• Locate FB. Mastery of the FB gives pitcher a lot of options. From the hitter's perspective, FB in a different location is actually a different pitch.</li> </ul> <p>Patience is required by coach: it takes time for a pitcher to be capable of doing these things.</p>
<p>Emphasise the importance of good tempo and body language by all players, especially pitchers.</p>	<p>Pitchers must work fast: pitcher should ensure that he wastes no time between pitches.</p> <ul style="list-style-type: none"> <li>• Keeps game moving – makes it a better spectacle</li> <li>• Keeps defensive players alert and active</li> <li>• Reduces ability of hitter to make between-pitch adjustments.</li> </ul>
<p>Instruct players in how to prepare themselves to pitch: annual periodisation, weekly routine, game day</p>	<p>Pitchers should be trained to know how to prepare themselves.</p> <ol style="list-style-type: none"> <li>1. <u>Periodisation</u>. Break the year into different periods (phases): post season, off-season, pre-season, competition. Plan the work done in each period to maximize development and progress. Eg: <ul style="list-style-type: none"> <li>• Post-season (2-3 weeks): active rest and recuperation; may be longer if treatment of injuries is required</li> <li>• Off-season (8-24 weeks): strength training, sprinting, modifications to technique etc. Include some short breaks from training</li> <li>• Pre-season (2-6 weeks): conditioning and skill work become more specific and more game oriented.</li> <li>• Competition(10-20 weeks): built around weekly routine, but also with the aim of peaking at critical time.</li> </ul> </li> <li>2. <u>Weekly routine</u>. Each pitcher should establish an individualised regular weekly schedule to ensure they maximise recovery and progress. For example (assuming no injuries): <ul style="list-style-type: none"> <li>Sunday: Pitch, then run foul poles and stretch</li> <li>Monday: Lift, stretch</li> <li>Tuesday: throw lightly, agilities, run, stretch.</li> <li>Wednesday: Lift, stretch</li> <li>Thursday: Bullpen, PFP, run, stretch</li> <li>Friday: Touch and feel pen, light lift, stretch</li> <li>Saturday: stretch.</li> </ul> <p>Of course, many young players will not be lifting, and can thus ignore that activity. Alternatively, bodyweight-type strength activities can be incorporated into on-field work.</p> </li> <li>3. <u>Game day</u>: establish a routine by working backwards from game time. The following is an example of a game day schedule for a home team starting pitcher : <ul style="list-style-type: none"> <li>On rising, eat a good breakfast</li> <li>Hydrate all day</li> <li>At least 3 hrs prior to game: thorough stretch</li> <li>45 minutes before game: active warmup routine, including jogging, mild agilities, ballistic stretches.</li> <li>25 minutes before game: play catch, stretching arm to 75% max distance</li> <li>15 minutes before game: bullpen warmup</li> <li>5 minutes before game: finish warmup, head to dugout, catch breath, have a drink etc; head out to mound</li> <li>After outing: play light catch, run, stretch, review performance.</li> </ul> <p>This schedule will need to be adjusted to suit the individual: how long do they like to throw before heading to pen? How long do they like to throw in pen? Etc</p> </li> </ol>
<p>Teach basic pickoffs</p>	<p>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> <ol style="list-style-type: none"> <li>1. Pickoff to 1B for a right hander <ul style="list-style-type: none"> <li>○ Split hands and move both feet at the same time. <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Quick repositioning of feet: right foot is turned square to 1B; left foot takes short step to 1B.</li> <li>○ Without pause, make an accurate throw knee height over the base</li> </ul> <p>2. Pickoff to 1B for a lefthander</p> <ul style="list-style-type: none"> <li>○ Knee lift and early hand movements should look exactly like the commencement of a pitch.</li> <li>○ As knee reaches highest point, step directly to 1B and make knee-high throw over 1B.</li> <li>○ As skill improves, learn to minimize turning the shoulders to 1B</li> </ul> <p>3. Pickoff at 2B</p> <ul style="list-style-type: none"> <li>○ The mechanics are the same for both RHP and LHP.</li> <li>○ In one short jumping movement, swap feet: the stride foot should come down slightly on the 2B side of the mound.</li> <li>○ Ensure that the turn is to the glove side; ie: clockwise for LHP, anti-clockwise for a RHP.</li> <li>○ Using a short arm action, make a knee-high throw over the 2B.</li> </ul>
<p>Instruct catchers on the three basic postures.</p>	<p>1. <u>No runner on:</u></p> <ul style="list-style-type: none"> <li>• Priority is to be able to effectively receive any pitch around the strike zone</li> <li>• Comfortable and balanced posture (several variations are illustrated); rear can be “down”</li> <li>• Glove at bottom of strike zone, arm in relaxed position with elbow clear of knee</li> <li>• Provide open glove as target for pitcher</li> <li>• Throwing arm protected behind right leg (hung loosely to right heel)</li> </ul> <p>2. <u>Runner on</u></p> <ul style="list-style-type: none"> <li>• Additional priorities are to be able to: a) prevent any wild pitch getting past (high, low or wide); and b) throw to bases when required</li> <li>• More active posture (several variations are illustrated)</li> <li>• Wider feet</li> <li>• Butt up somewhat</li> <li>• Throwing hand in a position to make a quick exchange</li> <li>• Glove at bottom of strike zone, arm in relaxed position with elbow clear of knee</li> <li>• Provide open glove as target for pitcher</li> <li>• At an advanced level, posture may be varied according to situational probability. Eg. Slightly higher and wider stance in blocking situations, lower and slightly narrower stance for throwing situations</li> </ul> <p>3. <u>Pitch signs</u></p> <ul style="list-style-type: none"> <li>• Right knee points just right of pitcher</li> <li>• Left knee to points to shortstop</li> <li>• Glove on end of left knee, thumb toward pitcher</li> <li>• Trunk held vertical</li> </ul>
<p>Educate catchers on pitching strategy</p>	<p>Catchers must understand pitching strategy in order for the pitcher to get the most out of his ability.</p> <p>No matter what level you are playing, the pitcher must avoid giving the hitters an advantage, so it is important that pitcher and catcher to work together on pitching strategy and strive to adhere to the following guidelines:</p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> pitch strike. If FB is his only consistent pitch, then it must be used.</li> <li>• Stay ahead. All pitch selections based on the intent to stay ahead in the count.</li> <li>• Change speeds. Keeps hitters off balance and reduces their effectiveness.</li> <li>• Locate FB. Mastery of the FB gives pitcher a lot of options. From the hitter’s perspective, FB in a different location is actually a different pitch.</li> </ul> <p>Patience is required by coach: it takes time for a pitcher to be capable of doing these things.</p>
<p>Outline key communication expectations of Catchers</p>	<ul style="list-style-type: none"> <li>• When communicating with the defence move out in front of home plate and ensure their attention</li> <li>• Use a loud, clear voice – sound authoritative, not panicky</li> <li>• Make signals very clear (ensure everyone’s eye contact before beginning)</li> </ul>

	<ol style="list-style-type: none"> <li>1. Let pitcher know which base to throw to as he fields a bunt</li> <li>2. Remind pitcher to cover 1<sup>st</sup> base when a LHH comes to plate</li> <li>3. Tell him to “Get over!” any time a groundball is hit to right side</li> <li>4. When appropriate, remind infielders (and opposition) to “be alive for delayed steal!”</li> <li>5. When a bunter comes to plate, tell 3<sup>rd</sup> baseman to be aware of the possible bunt.</li> <li>6. On full count and two down with a force in place, remind infield that the play is at 1<sup>st</sup> base.</li> <li>7. With a runner on 2<sup>nd</sup> base and 2 down, remind infield to keep the ball in the infield at all costs, even if they can’t make the out at 1<sup>st</sup> base, it will save a run.</li> <li>8. If a pitcher throws three balls in a row, go visit him, remind him to settle down, forget everything but hitting the glove etc.</li> </ol>
<p>Provide guidelines for the adjustment of infield depth</p>	<p>Managers often have non-verbal signs to inform the infielders of the depth at which to field in certain situations. This can be as simple as pointing to 1B to indicate that they should just get the hitter (and thus field at normal depth) or home to indicate they must make get the runner trying to score from 3B (and thus field move in to a shallower starting position).</p> <p>Adjustments are made infield depth according to game situation, for example, with less than two out and a runner on 3B. Keep in mind that bringing the infield in makes it easier for hitters to penetrate the infield, and should only be done when the cost of allowing the 3B runner to score outweighs the cost of improving the hitter’s chance of reaching base. Late in the game, bring the infield in:</p> <ul style="list-style-type: none"> <li>• If you are the visiting team: when the winning or tying run on is on 3B</li> <li>• If you are the home team: when the go ahead run on is on 3B</li> </ul> <p>Many coaches will also bring the infield with a runner on 3B in any inning:</p> <ul style="list-style-type: none"> <li>• Any time there is one out and a close scoreline, as long as the hitter is not capable of stealing a base: even if a slower runner gets on base, the inning can be ended with a double-play.</li> <li>• In any inning where each side has a very dominant pitcher on the mound, and thus one run can win the game.</li> </ul>
<p>Explain the relative merits of sliding head first vs feet first</p>	<p>Sliding feet first is statistically safer: hand injuries are baseball’s most common, and many of these occur when diving into a base. Most studies indicate feet-first slides are also faster.</p>
<p>Instruct key baserunning skills</p>	<ol style="list-style-type: none"> <li>1. Stealing 2B <ul style="list-style-type: none"> <li>• There is always an element of risk in stealing</li> <li>• Study the pitcher: what is his first movement when he starts to pitch</li> <li>• Get a good lead, making sure not to give away your intent</li> <li>• Break hard as soon as he makes that first pitching movement – if you wait until you are sure, you will be out at 2B</li> <li>• Accelerate hard for two steps</li> <li>• Then, without slowing down, turn you head to see the ball reach the hitter.</li> <li>• If the ball gets to the catcher, continue to accelerate and slide hard into 2B</li> </ul> </li> <li>2. Hit &amp; run <ul style="list-style-type: none"> <li>• Similar to stealing</li> <li>• Biggest difference is that runner must make sure pitch is going to plate before breaking; <u>never</u> get picked off</li> <li>• Get a good break, then, while maintaining acceleration, turn head to see ball reach plate.</li> <li>• Read and react to ball</li> </ul> </li> <li>3. Angles <ul style="list-style-type: none"> <li>• All runners must find the best compromise between maintaining speed and running the shortest path</li> <li>• Angle in and angle out should be about the same (relative to baseline)</li> <li>• Use base to assist turn by getting a good lean</li> </ul> </li> <li>4. Stealing 3B <ul style="list-style-type: none"> <li>• “Never be the 1<sup>st</sup> or 3<sup>rd</sup> out at 3B”.</li> <li>• Momentum and timing are critical</li> <li>• Gain momentum with some short side-shuffles while pitcher is still in set position</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• If you have good momentum as he commences delivery, break hard and steal 3B.</li> <li>• If he holds set for longer than expected, quit on the steal</li> </ul> <p>5. Balls in dirt</p> <ul style="list-style-type: none"> <li>• Read the flight of every pitch while taking secondary lead (see below).</li> <li>• As soon as you read that ball is going to bounce, steal</li> <li>• Rely on fact that the time it takes the catcher to block, locate, and regather ball, then to stand up and throw it, will give you time to reach next base.</li> <li>• This is particularly true for a 1B runner.</li> <li>• Don't not wait for the ball to bounce: precious time will be lost.</li> <li>• If situation demands that you run cautiously, you can read the ball's position after the catcher's block. Many times it will be possible to advance to the next base.</li> </ul> <p>6. Reading ball off bat on all bases</p> <ul style="list-style-type: none"> <li>• Before each pitch, check where the spaces are in the outfield.</li> <li>• You then know you can break immediately if the ball is heading to one of those spaces.</li> <li>• You must always see the ball reach the plate so that you can see the trajectory of a batted ball from the beginning.</li> <li>• Read path of ball and react accordingly.</li> </ul> <p>7. Own judgement</p> <ul style="list-style-type: none"> <li>• You decide for yourself whether to try for extra base or not: you must assess situation before the pitch, read ball in play etc</li> <li>• Coach does <u>not</u> wave you on or stop you when you can see ball and the fielders for himself.</li> <li>• You must attack next base and stop only when someone forces you to (H-2B, 1B-3B, 2B-H etc)</li> <li>• Coach may assist when ball is behind you</li> </ul> <p>8. Breaking up double play</p> <ul style="list-style-type: none"> <li>• It is your duty to the team to make it difficult for middle infielder to turn double</li> <li>• Run hard and slide hard (feet first)</li> <li>• Avoid contacting infielder with spikes</li> <li>• Slide must be within reach of base</li> </ul>
<p>Instruct leads at 1B, 2B &amp; 3B;</p>	<p>1. Leads - general guidelines:</p> <ul style="list-style-type: none"> <li>• Always know where the ball is, and keep eyes on player with ball any time you leave a base</li> <li>• 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</li> <li>• 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.</li> <li>• Runner must watch flight of ball while he takes his secondary.</li> </ul> <p>2. Leads at 1B</p> <ul style="list-style-type: none"> <li>• Primary lead: 1B receives most and quickest pickoffs, so the lead must be very exact. Eg: start with left foot, two steps then a side step.</li> <li>• Secondary lead: 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.</li> </ul> <p>3. Leads at 2B</p> <ul style="list-style-type: none"> <li>• Primary lead: must still be measured, but can be longer than at 1B as pitcher will take longer to turn and throw. Eg: 5 steps and a lateral step. 3B coach communicates movements of middle infielders.</li> <li>• Secondary lead: as for 1B, but can be longer as the catcher has a longer throw.</li> </ul> <p>4. Leads at 3B</p> <ul style="list-style-type: none"> <li>• Lead off in foul territory (runner is out if hit by a batted ball in fair territory).</li> </ul>

	<ul style="list-style-type: none"> <li>• Primary lead: can vary according to how aggressively you are attacking the plate (situational). Pickoffs by pitcher are rare, but runner must still be aware.</li> <li>• Secondary: measured lead timed to have right foot coming down as catcher receives ball. Eg: half step with right foot, then two walking steps. Delay start if the pitcher is working from windup: runner could end up too far down the line, or flatfooted, if he starts too early.</li> </ul>
<p>Instruct returns to 1B, 2B &amp; 3B</p>	<ol style="list-style-type: none"> <li>1. Returns – general principles: <ul style="list-style-type: none"> <li>• Immediately catcher has ball, quickly get back to within a safe distance.</li> <li>• If the catcher returns ball to the pitcher, move back to base under control, and prepare for the next pitch (BOSO)</li> <li>• If the catcher throws to your base, a dive back may be required.</li> </ul> </li> <li>2. Return to 1B: <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>3. Return to 2B: <ul style="list-style-type: none"> <li>• When diving back, the risk of a collision with the infielder is greater at this base as the infielder will often have travelled a considerable distance to make the play.</li> </ul> </li> <li>4. Return to 3B: <ul style="list-style-type: none"> <li>• Keeping eyes on ball, cross into fair territory to return to base. This provides visual and physical interference in the event of a catcher’s throw.</li> </ul> </li> </ol>