

National Coach Accreditation Scheme



Level 3 Manual

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Overview of NCAS Competencies at each Level

Level 1 Under 8 (Aussie Tee-Ball)

Knowledge

- Identify the safety issues and manage the risks of baseball
- Demonstrate understanding of the value of a game based learning approach to develop skills, and to maximise fun and participation
- Identify the elements of a tee-ball training session
- Use inclusive coaching principles to provide player equally opportunity throughout the game and season

Activities

- Conduct a FUNdamental warm-up
- Plan and conduct throwing, running, fielding and hitting activities using a game based learning approach to ensure fun and maximum participation
- Organise an Aussie Tee-Ball game

Level 2

Knowledge

General:

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

LTAD:

- Provide an outline of the simplified LTAD model and approach

Running:

- Outline a progressive approach to developing sliding technique

Activities

General:

- Modify activities as required according to the TREE guidelines
- Plan and conduct throwing, running, hitting and fielding activities using a game based learning approach to ensure fun and maximum participation
- Include cross-sport activities
- Use a game based learning approach to conduct activities and mini-games
- Organise a coach-pitch baseball game

LTAD:

- Conduct a structured warm-up which ties into LTAD model for this age/level of athletic competence

Hitting:

- Conduct activities designed to encourage hitters to track the ball and hit it hard

Throwing:

- Engage players in a variety of activities to develop their throwing ability

Defence:

- Involve players in fielding activities with varying levels of challenge
- Utilise activities designed to encourage players to catch a fly ball

Running:

- Conduct base-running activities
- Conduct low risk sliding activities

Instruction

General:

- Explain fundamental safety guidelines to players
- Communicate philosophy: "Take every chance you get to show good tempo"

LTAD:

- Provide instruction on the correct execution of the BW squat and the lunge walk

Hitting:

- Explain the intent of the swing
- Teach hitters effective drills for developing their swing

Defence:

- Position the catcher correctly in relation to hitter/home plate
- Teach ground-ball basics
- Instruct catching the ball with hand in backhand position
- Teach the fielding positions

Running:

- Ensure that players run hard on every batted ball
- Devise ways to encourage base-runners to make their own decisions

Level Three

Knowledge

- General:
- Identify the safety issues and manage the risks of baseball
 - Demonstrate awareness of a coach's duty of care
 - Recall the basic rules of junior and Little League baseball
 - Outline the meaning and use of the RICED approach to soft tissue injury management
 - Understand the basics of base coaching
- LTAD:
- Name the first four stages of LTAD theory, and outline the key points of the FUNdamental stage
 - Outline the LTAD model of athletic development (movement competency)
 - Outline a suitable on-field strength and conditioning program based on the ABF LTAD model
- Hitting:
- Organise a hitting circuit which incorporates several drills and progressions
- Defence
- Name and briefly explain the key points of each of the 6 Fs

Activities

- General:
- Assess prescribed competencies of candidates for Level 1 & 2 Accreditation
 - Plan a suitable training session
 - Use a game based learning approach to plan and conduct activities and mini-games
 - Encourage players to participate in other aspects of baseball: umpiring, coaching, scoring etc
 - Organise a team to participate in the applicable modified baseball game
- LTAD:
- Conduct a suitable on-field strength and conditioning session based on the ABF LTAD model
 - Conduct a structured warm-up which ties into LTAD model for the relevant age/level of athletic competence
- Hitting:
- Conduct hitting activities to encourage tracking the ball, swinging hard and making contact
 - Conduct swing practice designed to expand the contact zone
 - Conduct a hitting circuit which incorporates several drills and progressions
- Throwing:
- Demonstrate the across-seam grip of ball
 - Conduct 2 throwing drills which emphasise grip and backspin
 - Supervise an effective long-toss throwing session
- Pitching:
- Conduct a 30 pitch bullpen
 - Use simple drills to teach pitching mechanics
- Defence:
- Implement use of self-monitored game-sense activities to develop fielding skills
 - Engage players in groundball fundamentals using the 6 Fs
 - Rehearse basic double plays
 - Have players (infielders and outfielders) practice throwing to different bases
 - Practise outfield basics
 - Conduct drills for catchers to emphasise receiving the ball
 - Utilise activities designed to encourage players to catch a fly ball
 - Conduct practice of the basic cut-off plays
 - Develop pitchers' fundamental fielding skills
 - Rehearse basic pickoffs
 - Conduct the figure-8 double-play exercise, with minor variations
- Running:
- Deliver the 5-drill sequence for sprint mechanics
 - Conduct base-running activities
 - Conduct low risk sliding activities

Instruction

- General:
- Present competency training for candidates for lower levels of accreditation
 - Communicate appreciation of the ethics of baseball
 - Teach basic situational strategy
- LTAD:
- Teach correct execution of each exercise in the LTAD warmup
 - Teach correct execution of each of the key exercises for the age level
 - Instruct all players in the basic tubing exercises
- Hitting:
- Explain that the intent of the swing is to hit long, hard line drives
 - Provide simple instruction on an effective swing: rhythm, load, release
 - Teach hitters effective drills for developing their swing
- Throwing:
- Teach pitching from a set position using the key coaching points for this age level
 - Outline the rules for pitchers at relevant level
- Defence:
- Explain "squeezing the middle"
 - Guide the catcher on posture with no runner on base
 - Provide coherent instruction in the basic points of each of the 6 Fs
 - Teach the basics of outfield play

- Running:
- Devise ways to encourage base-runners to make their own decisions
 - Ensure that hitters run hard on every batted ball
 - Instruct general guidelines for leads at 1B
 - Instruct general guidelines for returns at 1B

Level 4

Knowledge

- General:
- Demonstrate knowledge of a coach's duty of care
 - Outline a comprehensive schedule for a 3 hour training session
 - Explain the meaning and strategic relevance of "the big inning"
 - Justify the use of bunts and the hit & run
 - Outline the fundamentals of individual learning styles
 - Demonstrate awareness that the players are still learning
 - Outline 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.
 - Outline, with examples, the 'volume' approach to planning a training session.
- LTAD:
- Explain 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:
- Outline the key risk factors for young pitchers
 - Recall the various pitch limits and related rules for all National junior tournaments
- 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 and making a backhand play
 - Outline the 6Fs approach to executing a double play, and to a 1st baseman receiving an infield throw
 - Explain the impact of common situations on offensive and defensive strategy
 - Outline the reasons for and execution of varying infield depth
- Running:
- Explain why acceleration training is important of baseball

Activities

- General:
- Assess prescribed competencies of candidates for Level 1, 2 & 3 Accreditation
 - Implement strategies to develop athlete decision-making and accountability
 - Plan a suitable training session for an individual, a specific group or a team
 - Demonstrate correct base-coach positioning, at both 1st and 3rd 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
 - 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
 - Train pitchers to complete the on-field leg circuit
- 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 activities for 1st Baseman: practising tags, moving off the base
 - Drill middle infielders on the following: SS double play feeds and turns (feed from 2B & 1B); 2B double play feeds and turns; steal coverage; 3B double play feeds; tag plays; fielding bunts
 - Utilise triangle drills for the rehearsal of DP feeds etc
 - Throw or fungo the ball to provide outfielders with practice on: going back on ball; charging a ground ball (do or die); reverse turns; backing up.
 - Conduct practice for double cuts and relays, and flyball priorities.
 - Rehearse regular 1st & 3rd plays, and bunt defence

- Running:
- Train players in the prescribed acceleration drills
 - Engage players in rehearsing base-running: using their own judgement;
 - Rehearse the runner's role on bunts and in the hit & run play
 - Conduct sessions for runners to practise stealing 3B; reacting on balls in dirt; reading ball off bat on all bases; getting good angles on the turn; breaking up double play

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 no emotion, look alert and look ready; double-time to and from your position.
- 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:
- 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 these types of pitches: 4-seam and 2-seam FB, curve ball (CB), change-up (CH)
 - Teach basic pickoffs
 - Explain the fundamentals of a sound pitching approach: 1st pitch strike, stay ahead, change speeds, locate FB
 - Emphasise the importance of good tempo and body language by all players, especially pitchers: waste no time between pitches.
- Defence:
- Instruct players in how to prepare themselves to pitch: annual periodisation, weekly routine, game day
 - Provide key points in the execution of slow roller plays using the glove and using the bare hand
 - Use the following 6Fs sequence to instruct an infielder on the backhand play: no glove, receive with glove, replace feet to throw, no-step throw)
 - Guide the 1st Baseman in: positioning with no runner on base, with a runner on 1B, and with runners on 1B & 2B (less than two out); tagging on pickoffs; moving off the base; initiating the double play
 - Instruct middle infielders on the key points of: SS double play feeds (glove side, straight at SS, backhand side) and turns (Feed from 2B, 1B – inside the line); 2B double play feeds (bare-hand side; straight at 2Bman; glove side) and turns (feed from SS, 3B); steal coverage; holding runner close, positioning, communication
 - Provide simple instruction to a 3rd Baseman on: double play feeds; PO5-3 double play; tag plays; fielding bunts.
 - Instruct an outfielder in the following: going back on ball, charging a ground ball (do or die), reverse turns, backing up.
 - 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:
- Explain the relative merits of sliding head first vs feet first
 - Instruct leads - general guidelines; leads at 1B, 2B & 3B;
 - Instruct returns – general principles; return to 1B, 2B & 3B

1. General Coaching

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

Demonstrate awareness of a coach's duty of care

A coach accredited and registered by Australian Baseball is essentially covered against negligence claims, provided they adhere to the ABF's rules and guidelines, which is why the Coaches Code of Conduct must be read, signed and adhered to. It is an integral part of Australian baseball.

The ABF manages its own risk by introducing policies and codes of behaviour for people in specific roles including coaches, athletes and officials. Coaches are bound to the rules and policies of the ABF, including the Coach's Code of Conduct. Coaches should know this Code, and understand the rules they will be judged against if worst comes to worst.

A coach must treat and supervise team members in the same way as would a prudent parent. Harassment, bullying, abuse, and discrimination on the basis of gender, race or religion, are completely inappropriate, whether by team members or the coach.

Coaches need to know how to minimise the risks for themselves and their players:

- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Ensure your decisions and actions contribute to a harassment free environment.
- Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development



Understand the requirements for presenting competency training to candidates for L1 and L2 accreditation

This is a competency based scheme, and as such does not restrict the instructor's role to particular individuals: if you can assist candidates in developing the specific competencies required at that level, you are invited to do so. The list of required competencies, and the detailed description of each, defines what needs to be learnt.

The ABF will be gradually making more and more resources available, for the most part, online, but many pre-existing resources can be utilised: significant amounts of the material remains perfectly valid.

The instruction of some competencies may initially require specialist training, but ultimately, the knowledge should be widespread and thus accessible to all.

Assess the prescribed activity and instruction competencies of candidates for L1 and L2

- Objective assessment is vital to the integrity of the Accreditation scheme, to the quality of coaching in Australian baseball and ultimately to the survival of our sport. You are asked to take this role seriously, and contribute to advancing our sport.
- Be familiar with the assessment tools for these levels.
- Base the marking on what the coach actually shows, and how it matches up to the requirements outlined in the assessment tool.
- Place a single tick in the space provided in the left column if the coach shows that specific competency (two ticks can be used to indicate excellence).
- The key points of each competency (in the middle column with the circular bullet point) are there to remind you of what you need to see. Mark these as you witness them so that you have a record to substantiate the specific competency, and to identify any missing elements.
- Provide specific feedback, particularly to a coach who is not yet competent.



Demonstrate some understanding of a game-based learning approach to plan and conduct activities and mini-games.

“Games-based learning” is a coaching approach which involves providing players with cooperative and competitive activities designed to facilitate their learning of skills, conditioning, tactics and strategies. It is a very effective approach because the players intuitively develop understandings and skills which tend to stand up well under pressure; it is also more fun. Two important keys to the use of games-based learning are:

1. The ability to modify tasks in order to shape the behaviour of the participants. This can be done by modifying:
 - Teaching: how much information you give them, the questions you ask, demonstrations you provide etc.
 - Rules: how to score points, how many points one thing is worth compared to another, how far you can run etc.
 - Equipment: type of ball, bat, glove, goal etc
 - Environment: indoors or out, field size, surface, etc
2. Questioning, in order to get the players to think, imagine, create and thus understand. Open questions (not those with yes or no answers) are the most effective, eg:
 - What would happen if.....?
 - Can anyone think of a better way to
 - How can we stop that happening
 - What is Mary doing that is helping her score points?
 - Etc



Encourage players to participate in other aspects of the sport: umpiring, coaching, scoring etc

Other aspects of the game can appeal to different individuals, and the game certainly needs all aspects covered. Involving players in tasks other than playing gives them a chance to broaden their experience and understanding, and perhaps find a niche which ultimately gives them more fulfilment than playing. Players can be asked to umpire in modified games, to score while they are on the bench, and even coach a base during a game. It is important that they know exactly what they are required to do, and supported in their efforts to comply.



Outline the meaning and use of the RICER approach to soft tissue injury management

RICER is the acronym for First Aid for a soft tissue injury (impact or sprain) aims to reduce pain and blood flow to minimize damage, and restrict swelling and internal bleeding while the injured party gets to a doctor.

Rest: cease exercising immediately; continuing will increase swelling and bleeding.

Ice: apply an ice pack or gently massage with smooth ice; this restricts blood vessels and eases pain.

Compression: wrap a broad bandage (preferably elastic) around the injured area; this restricts movement and swelling.

Elevation: get the injured area up above heart level if possible; this slows blood flow (as it will have to go up hill)

Refer: get the injury assessed by a health professional; don't make yourself out to be an expert if you are not.



Section Two: Coaching Baseball

Knowledge

- Identify the safety issues and manage the risks of baseball
- Recall the basic rules of junior and Little League baseball

Activities

- Organise a team to participate in the applicable modified baseball game

Instruction

- Communicate appreciation of the ethics of baseball
- Teach basic situational strategy

Identify the safety issues and manage the risks of baseball

The major safety issues in baseball arise from the hardness of the bat and the ball, the speed at which they travel, and from the fact that contests within the game are played at speed. These can inflict painful injuries, and the risk is increased by an unsafe playing or training facility.

1. The facility, including playing equipment and protective screens, must be inspected regularly for possible risks: rough surface, loose bases, sprinkler heads, scrap metal pieces etc.
2. Hitters and base-runners must wear helmets. Non-hitters must remain a safe distance from the hitter, and beware of errant balls, bats etc.
3. Players must not practice throwing or hitting in high traffic areas; eg, in front of the dugout
4. Sliding is an essential skill for stopping at a base safely and effectively. It must be learnt and practiced.
5. When playing catch, organize players to be safely spaced and to throw parallel.



Communicate appreciation of the ethics of baseball

The ABF has developed the “Baseball the Australian Way” document, which summarises important aspects of the manner in which we strive to play the game. You should be familiar with this document and its meaning.

Baseball has been played professionally for over 150 years, and competitively in Australia since the 1878 and has certain traditions which we respect, remembering the obligations owed to those who have gone before, and those who will come after.

- No matter what level you are involved with, play the game hard and take pride in what you represent.
- Keep the game moving: change over quickly between innings, have your team organized and well-prepared
- Ensure your players know what is expected, and demand that they come up to scratch.
- Respect your opposition: never ridicule them by word or action. For example, don't steal when you have a big lead, nor start doing things you would not do in a close situation (eg: try switch-hitting), nor laugh at the oppositions mistakes, nor start bullying an obviously inferior team.
- Be the best you can be, organise yourself: your attendance at training, your equipment, your extra work, your timetable, your annual plan, your game day routine. Have your players do the same.
- Educate each of your players to be a good team-mate: don't let egos hamper your team's performance. Encourage accountability.
- Master your body language: stay upright and alert when things are going bad. Never allow yourself to look beaten.



Teach basic situational strategy

- Play for the big inning early in the game.
- Late in a close game, understand the value of a single run, and play accordingly.
- Ensure that your defensive and offensive strategies are consistent with one another.



Recall key rule differences between Little League and regular baseball

There several key rules specific to Little league baseball which do not necessarily apply in regular baseball.

1. In every game, every player must field for at least 3 defensive outs and have at least one plate appearance. This is not a requirement in regular baseball.
2. In regular baseball, runners may take a lead on any base at their own risk. In Little League, they may not leave the base until the pitcher releases the ball.
3. There is no balk rule in Little League.
4. In Little league, collisions (or dangerous slides) are not permitted: when there is a play at any base other than 1st base, the runner must slide. While they are to be avoided in all forms of baseball, these are not prohibited in regular 'ball.

Some of these rules are used in other forms of junior baseball. As a coach, you need to familiarize yourself with the rules used in your team's league.



Plan a suitable 2 hour training session

A comprehensive training session for this age should follow these guidelines:

1. Team meeting (5 minutes)
 - Review last game etc
 - Outline the session
2. Moving warmup (10 minutes)
 - Activity to raise body temperature
 - Joint mobility: rotations etc
 - Range of motion (avoiding static stretches)
3. Speed work (10 minutes)
 - Sprint mechanics drill
 - Acceleration
 - Short, fast starts and sprints (10-25m)
4. Throwing program (10 minutes)
 - Long-toss program
 - Position-specific throwing
5. Defence (25 minutes)
 - Small group games etc
 - Team drills: larger modified games, some instructional drills, bullpens
6. Hitting (30 minutes) – one or more of the following
 - Swing practice: individual tee drills, flips etc
 - Hitting circuit, incorporating several drills in sequence
 - Regular batting practice
7. Baserunning and Conditioning (15 minutes) – one or more of the following
 - Cover a specific aspect or complete a specific sequence of baserunning, including some to build fitness
 - Low-tech strength work: eg, chin-ups, SL box squats etc
8. Stretch (10 minutes)
 - Light activity to gradually cool the body
 - A mixture of light ballistic and static stretches (each held for >30sec), in order to increase range of motion
9. Review (5 minutes)
 - Feedback from players to coach
 - Feedback from coach to players
 - Communication regarding next game, training session etc



Understand the basics of base coaching

1. Base coaches are very visible, and so must make an effort to embody the qualities we desire in our players: hustle, enthusiasm, fair play, inclusiveness.
2. The major base coaching duties are conducted from the 3B coaches' box.
3. The 3B coach gives offensive signs, reminds runners of the game situation, and signals to a runner approaching 3B from 2B that he should stop at the base etc. (There should be no need to tell the runner to continue home: he or she should be heading that way until stopped).
4. In keeping with the need for runners to learn to make their own decisions, the 3B coach does not assist the runners if they can see the ball for themselves.
5. The 1B coach reminds the 1B runner of the game situation (score, outs, inning etc) and of their task in the particular situation (slide into 2B, tag up on a fly, get to 3B etc).



Organise a team to participate in a regular or modified baseball game

1. Safety issues: hitters and base runners in helmets, 10m distance from hitter, awareness of flying bats and balls; avoid collisions at bases and on fly balls (calling).
2. Philosophy: competitive games are fun, but winning on the scoreboard is not the main issue. Promote good sportsmanship, stay enthusiastic and reward effort rather than success. No negative comments about or to umpire etc.
3. Organisation of young players on the bench: sit in hitting order; one hitter on deck; gloves and drinks arranged for ease of access; parents stay out. 60 sec changes between inning: everyone runs to position (and off when opposition inning is over), take gloves out to those on base etc
4. Preparing for a game: write out your line-up (offensive and defensive), including copies for scorer, umpire and (according to local rules); team meeting; warm-up, including hitting and fielding practice if feasible. Have everyone ready on time.
5. Basic rules: foul balls, fly balls, force outs, tagging, hitting in order, scoring. Positioning of coaches. League-specific rules about leads, balks, number of strikes, number of hitters per inning, outs per inning, throwing bat etc



Section Three: Long-Term Athletic Development

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

Name the first four stages of LTAD theory, and outline the key points of the FUNdamental stage.

1. LTAD stands for Long Term Athletic Development
2. Based on research into all aspects of human development, outlines current understanding of best methods for athletic enhancement from early childhood to adulthood.
3. The name of the stages refer mainly to the coach's job during that phase. The stages are:
 - I. FUNdamental stage
 - II. Train to Train stage
 - III. Train To Compete stage
 - IV. Train to Win stage
4. 1st stage, the FUNdamental stage, lasts until onset of puberty. Focuses on establishing all-round movement capability, learning through activity (games-based approach) and establishing a positive attitude toward physical activity.
5. Foundations for all aspects of athletic competence (strength, speed, balance, flexibility, hand-eye coordination etc) can and should be established at this stage.
6. The warm-up provided is much more than a warm-up: it is a mild conditioning activity to start the LTAD process
7. At this stage, adult-imposed competition is of little, if any, value. Let the competitive urge emerge by itself.



Outline the ABF's LTAD model of athletic development (movement competencies)

1. In order for a player to develop efficient technique, his or her body must be capable of executing the required movements. Many individuals, due to a somewhat sedentary lifestyle, are unable to execute basic movements because of restrictions that have developed. The aim of the LTAD model is to assist players to systematically overcome those restrictions, give them more functional bodies, enable them to develop the skills of the game to a much higher level, and in fact to enjoy a healthier life generally.
2. Children can begin the process of developing movement competency at a young age: a well-designed and properly implemented program is good, healthy exercise. We are not trying to produce muscle-men or -women.
3. There are **four properties** we are trying to develop and improve throughout the life of the player: stability, range of motion, control, and strength. An individual possessing these properties to a high degree in each joint and in their body as a whole can be said to have superior physical competence.
 - **Stability:** there should be no wobbling during the movement – the joint should bend and straighten smoothly in the intended direction.
 - **Range of motion:** the movement is not restricted by muscular tightness
 - **Control:** the movement can be done slowly, stopped half way, reversed etc; they individual can control the movement.
 - **Strength:** the movement can be made in a controlled and stable manner throughout the full range of motion against a resistance.
4. The exercise progressions are organized into seven equally important movement “streams”, so called because there is a never-ending stream of ever more challenging exercises through which the individual may progress, starting with very simple activities and progressing to extremely challenging ones.
5. The **seven streams** are (there is some overlap):
 - **Double-leg:** 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.
 - **Single-leg:** 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.
 - **Jumping:** develops dynamic balance, coordination and power.
 - **Pushing:** upper body exercises where weight is moved away from the body (or the body away from a resistance: eg, a pushup).
 - **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.
 - **Shoulder function:** Exercises which improve the quality of rotation in this critical joint. The rubber tubing exercises are an example.
 - **Core:** exercises to develop the function of the trunk
6. The player should do at least one exercise from each stream in each session.
7. Each individual progresses in each stream in their own way, according to individual strengths and weaknesses, independently of the others.
8. If one is to gain maximum benefit, it is important not to rush progress.



Conduct a structured warm-up which ties into LTAD model for this age/level of athletic competence

This is much more than a warm up; it incorporates important exercises for developing fundamental movement skills and athleticism.

Moving: (in lines from outfield foul line; 5-20m each way):

1. side skips (with arm swings)
2. 360s
3. Carioca
4. Frankensteins
5. Walking knee circles
6. Butt kicks (out) and then reverse butt kicks (coming back)

Sprint mechanics drills:

7. Walking Knee-to-chest stretch
8. Lunge walk with high knee
9. Sprinter's march
10. A-skip
11. 3s
12. 3 x flying 5m sprint
13. 3 x 10m beach flag starts

Stationary:

14. shoulder retraction and protraction (5-10)
15. arm marches (5 each side)
16. scapula supermans (5-10)
17. swimmers (5 each side)
18. reverse swimmers (5 each side)
19. Arm swings (5 of each): up and down; across and back; goals posts; back pats; trunk twists

Teach correct execution of each exercise in the LTAD warm up

Moving: (in lines from outfield foul line; 5-20m each way):

1. Side Skips (with arm swings)
 - Stay lateral
 - Arms swing laterally from side of hip to above shoulder-height
 - Be smooth and rhythmic



2. 360s
 - Rotate fully while jogging, maintaining speed
 - Alternate directions



3. Carioca

- Move sideways (not $\frac{3}{4}$)
- Trailing foot goes in front of other foot on one step, behind on the next
- Be smooth and rhythmic



4. Frankensteins

- Alternate legs in a high front kick, stretching the hamstrings
- Control leg coming back down: keep it in the air for a short pause, then step onto that foot and swing other leg forward and up.
- Keep trunk up right and strong throughout



5. Walking knee circles

- Maintain control on support leg
- Work to keep trunk in upright posture
- Move circling knee through best range of motion (without moving trunk)



6. Butt kicks (out) and then reverse butt kicks (coming back)
- Trunk and head stay steady
 - Support leg firm and fully extended



Sprint mechanics drills:

7. Walking Knee-to-chest stretch
 - Alternatively pull each knee to chest while fully extending the support leg.
 - Take one step forward between each repetition.
8. Lunge walk with high lift
 - Lowest position: trunk upright, long lunge with no wobbling, rear knee brushing ground, front knee remains behind front toe
 - Highest position: no wobbling, support leg fully extended, other leg fully folded up.
9. Sprinter's march
 - Remain tall throughout, taking short steps and adhering to high position described in lunge walk.
 - Stress upright posture
10. A-skip
 - Rhythmic version of Sprinter's March, with a small, rhythmic skip between each step.
 - Emphasise folding the recovering leg up fully (see above): "toe over knee".
11. "3s"
 - Jogging under control, rapidly lift and put down one leg every 3rd step (hence the name "3s"), using vigorous arm action at the same time.
 - Emphasise getting that foot all the way up (toe over knee) and all the way down quickly.

(These sprint mechanic drills are illustrated on page 115)

12. Flying 5m sprint

- Players take a running start so as to be at top speed by 1st marker
- Run at absolute top speed to the 2nd marker (5m distance)



13. 10m beach flag starts

- Players lie chest down with both hands under chin, facing the direction to be sprinted
- At coach's call, get up as quickly as possible and accelerate hard past marker (10m distance)



Stationary:

14. Shoulder retraction and protraction

- Standing with arms extended forward at shoulder height
- Push shoulder forward, then pull them back as far as possible
- Emphasise maximum movement of the shoulder blade



15. Arm marches

- Face down in pushup position, arms extended
- Alternatively touch hand to same side shoulder
- Try to hold trunk as still as possible throughout



16. Lying supermans

- Lying on stomach with the shoulders, elbows and wrists lifted as high as possible off the ground, arms bent and fingers pointing forward past the head (as if in a horizontal surrender posture).
- Slowly extend the arms out in front of face, then pull slowly back, keeping elbows, wrists and hands high off the ground throughout.



17. Swimmers

- Face down in pushup position, arms extended
- Alternatively touch hand to same side hip
- Try to hold trunk as still as possible throughout



18. Reverse swimmers

- Face up on hands and feet, trunk off ground, knees bent, arms extended
- Alternatively touch hand to opposite side shoulder
- Try to hold trunk as still as possible throughout



19. Arm swings. Keeping arms as tension-free as possible, swing them:

- up and down, in unison, then one up, one down



- across and back at chest height



- goals posts: cross arms in front, swing them then up and back to surrender position (stretches the pecs)



- back pats: alternatively swing arms up beside head, bending elbow to pat yourself on the back (stretches triceps)



- trunk twists: let arms swing like ropes while rotating trunk one way then the other



Outline a suitable on-field strength and conditioning session based on the ABF LTAD model

and

Conduct the session in accordance with the ABF LTAD model

These exercises are usable from a young age, and form a foundation for more demanding work to be done in the future. The pattern of doing one exercise from each stream is established. They are to be done at slow to moderate speed: the player should concentrate on stability, range of motion and control; let strength come by itself.

One set of 5-10 repetitions is sufficient to start with –this will mean that the whole series can be done in about 10 minutes. More sets can be added for keen individuals once they adapt to the training load. Growing bodies are better equipped to adapt to a given activity than are mature bodies.

1. Double leg (DL): Bodyweight squat (5-10 repetitions). Key points:
2. Single Leg (SL): Supported SL Squats (5-10 reps each leg).
3. Jumping: DL take-off to DL landing (5-10 reps).
4. Pushing: Knee Pushups (5-10 reps).
5. Pulling: Cable Pullups (5-10 reps).
6. Shoulder function: Supermans (5-10 reps).
7. Core: Knee planks (30-120 seconds).



Teach correct execution of each of the key LTAD exercises for the age level

Ensure that your players adhere to the key points in executing these exercises:

1. Double leg (DL): Bodyweight squat:
 - Maintain athletic posture and keep feet flat on ground throughout the movement
 - NO wobbling of the knees (stability)
 - Knees remain directly above the feet (stability and control)
 - Back remains straight: it may lean forward, but not bend forward
 - Hips go lower than the knees: many will be unable to do this, but that is the goal. Ultimately, they should be get the buttocks down near the heels: this is an example of full range of motion.



2. Single Leg (SL): Supported SL Squats
 - Place the rear foot “laces down” on a chair or bench behind the player
 - Front foot is well away from bench.
 - Bending the front leg, lower the back knee to barely graze the ground.
 - NO wobbling, particularly front knee (stability).
 - Keep trunk upright throughout the movement.



3. Jumping: DL take-off to DL landing

- The most important part of all jumping exercises is the landing.
- ‘Stick the landing’: land under full control, feet flat on ground, knees behind toes, glutes act as shock absorbers, trunk strong
- Start in half-squat posture, jump forward and land in the same posture
- Distance is only important once the landing has been mastered: “make sure you can land before you try to fly”.



4. Pushing: Knee Pushups

- Hands on ground a little either side of the chest, throughout the movement, the body is held rigid from shoulders through to knees.
- Using the arms only, push on the ground until arms are fully extended.
- Lower the body under control and repeat.



5. Pulling: Cable Pullups

- 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 Function: Lying Supermans (5-10 reps).

- Lying on stomach with the shoulders, elbows and wrists lifted as high as possible off the ground, arms bent and fingers pointing forward past the head (as if in a horizontal surrender posture).
- Slowly extend the arms slowly out in front of face, then pull slowly back, keeping elbows, wrists and hands high off the ground throughout.



7. Core: Knee planks (30-120 seconds).
- Assume a knee-pushup position with the arms straightened, trunk held firm.
 - Maintain the position for 30 seconds (this can be extended to 2 minutes).



Instruct all players in the basic tubing exercises

“Tubing” exercises are an excellent way to improve stability in the shoulder joint.

1. Scapula retraction



2. Bi-lateral external rotation (elbow at waist)



3. Robberies



4. Bow & arrow



5. Lawn mower



Section Four: Hitting

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

Explain the intent of the swing

The goal of the swing is to hit long line drives. A “line drive” is ball that is “driven” hard so that it travels in a straight line. In order for the ball to travel a long way, it will need some elevation, but should not be lifted in a loopy arc: the aim is to drive it to the wall. This fact must over-ride all your hitting drills and each AB.



Provide simple instruction on an effective swing

1. Rhythm (in starting posture)
 - a. Side-on to pitcher
 - b. Hands in vicinity of rear shoulder
 - c. Weight evenly distributed
 - d. Rhythmic shifting of weight from one foot to the other
 - e. Balanced and athletic
2. Load (preparing to swing)
 - a. Shift weight laterally to the back side (onto the rear leg)
 - b. Minimal rotation of trunk or legs
 - c. Rhythm, balance and control
3. Release (the swing)
 - a. Swing so that barrel is released through the contact zone
 - b. The first 1/3 of swing path should be short
 - c. The rest of the swing path is long “through the ball”



Teach hitters effective drills for developing their swing

Hitters should be taught these drills at this age:

1. Flips (front toss).
2. Stick-ball. Baseball played with a tennis ball and a stick, hitter's own side pitches to hitter, ball must bounce once before it is hit and hitter only gets one pitch.
3. Dry swings. Hitters practice their best, most aggressive swing with no ball involved at all.
4. Tee work. Hit ball off tee with a variety of foci: at different heights; inside and outside; to a distant target; to produce backspin; or just for distance



Conduct swing practice designed to expand the contact zone

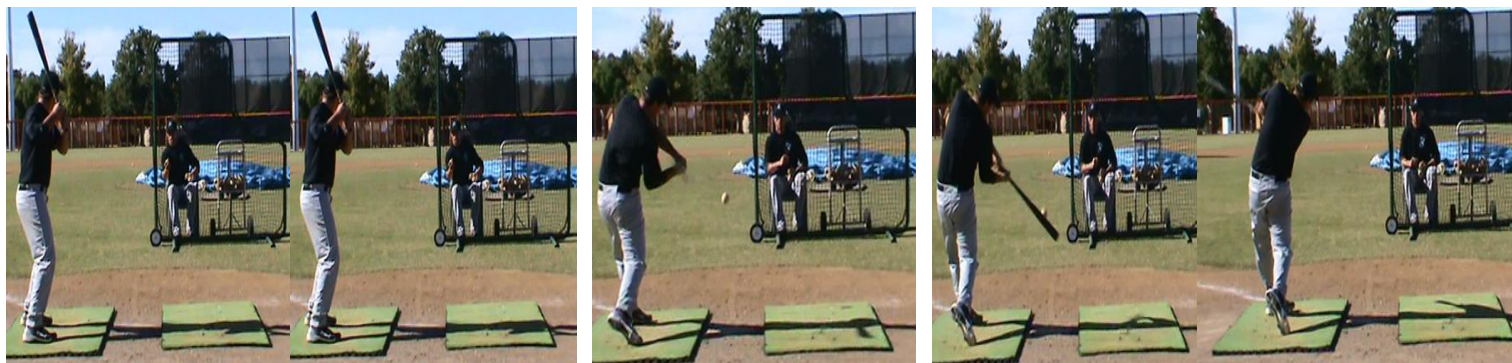
It is important that hitters develop the ability to hit the ball in a variety of locations. This is developed by the simple means of varying the location of the tee (up & down, in & out, forward & back) so that the ball duplicates the position of a pitch in various places.

This practice should also be encouraged in other swing drills: side toss, flips, live batting practice, and even in games. Do not encourage hitters to learn to hit only one type of pitch in one location. This may help a team to win in the short term, but hinders the hitter's progress in the long term.



Conduct hitting activities to encourage tracking the ball, swinging hard and making contact

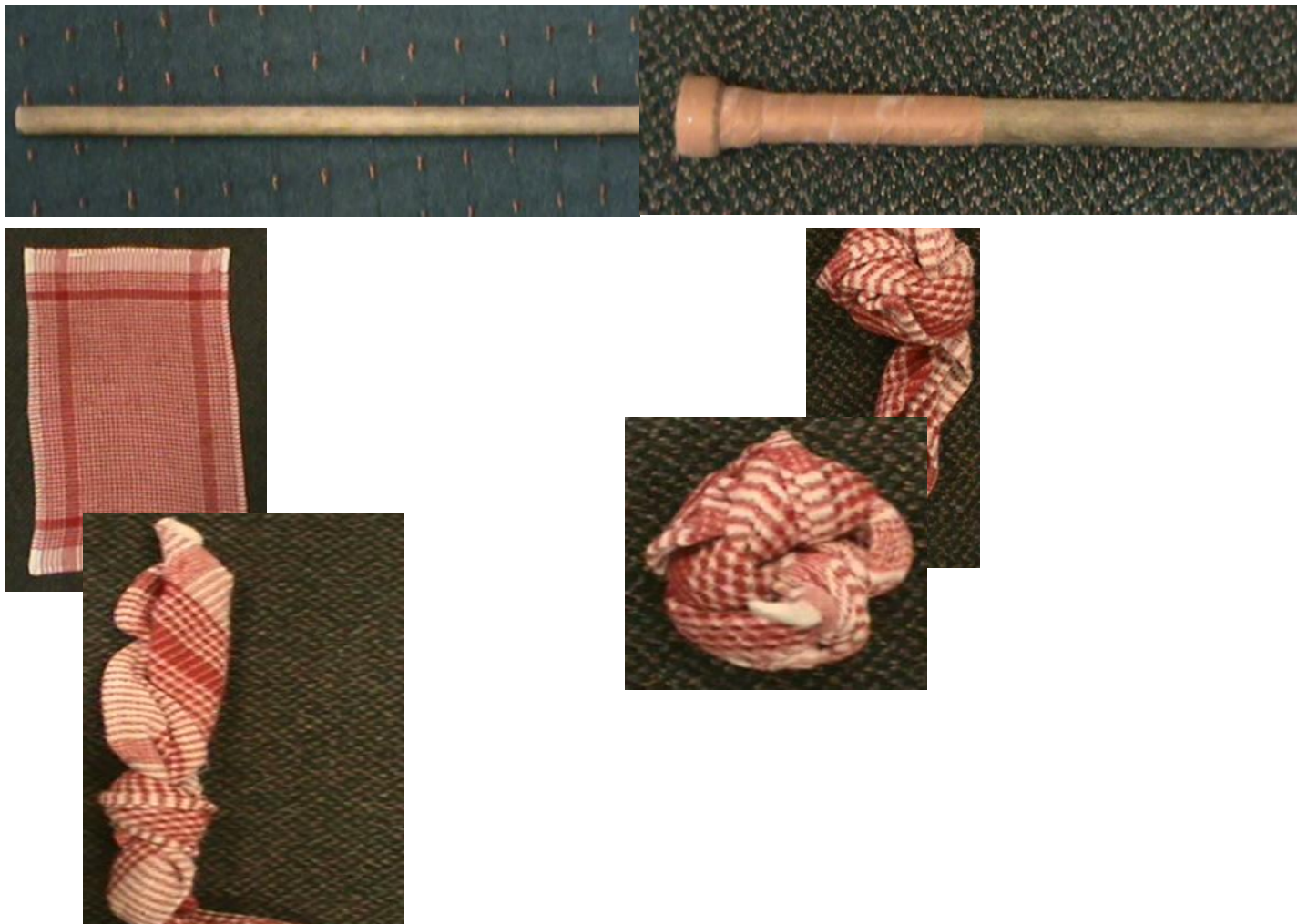
1. Flips (front toss). Good protective screening is required: coach must stay fully behind screen except for the instant the throwing hand is exposed while releasing the ball. Maintaining good rhythm coach uses underhand action to toss ball 4-6m into hitting zone.



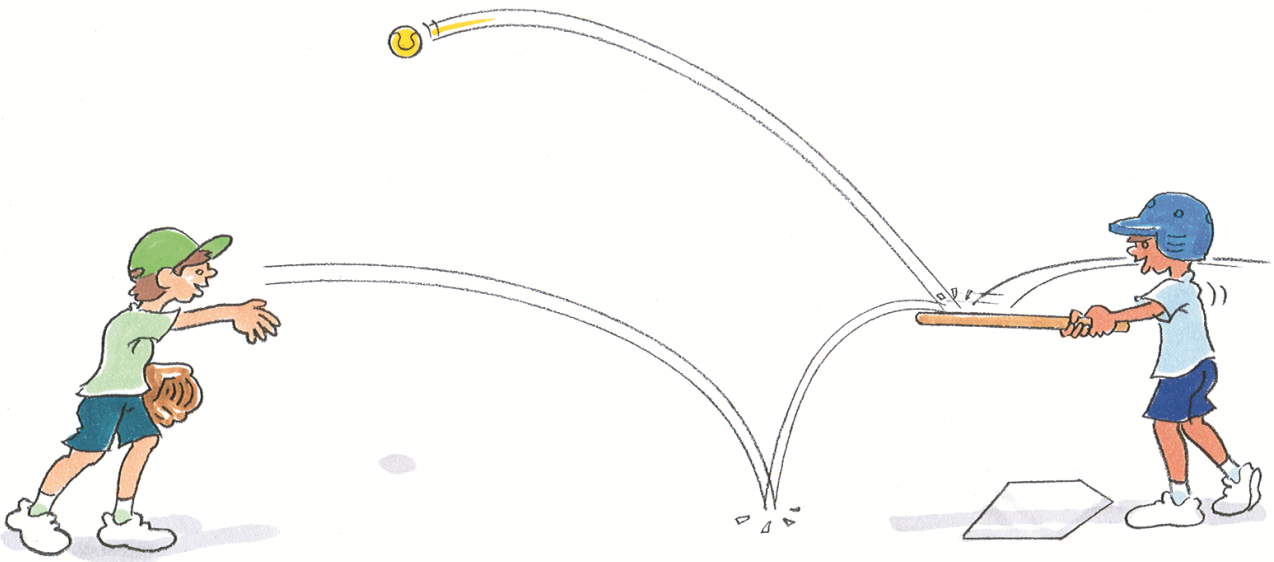
2. Soft toss (side toss). No protective screen is required; coach lobs ball from 45° into hitting zone, hitter hits ball as directed. Emphasize a quiet head and an aggressive swing.



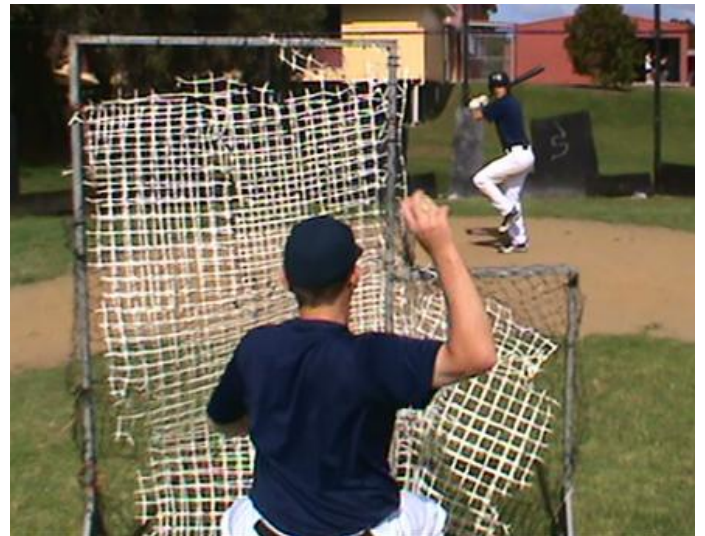
3. Rag ball (competitive game). “Ball” consists of a tightly-knotted rag, bat may be any suitable stick (eg broomstick). Invent modified game to suit: Over-the-Line, yardball, short-distance baseball etc.



4. Stick-ball. Baseball played with a tennis ball and a stick, hitter’s own side pitches to hitter, ball must bounce once before it is hit and hitter only gets one pitch.



5. Overhand toss. Good L-screen required. This is just batting practice done with the thrower seated or kneeling, and the ball lobbed 5-10m overhand rather than underhand.



6. Live BP (batting practice). Good L-screen and a consistent thrower required. Ball thrown with full delivery but still in a manner that encourages success for hitter. Thrower must remain fully behind screen throughout (except for throwing hand at release point).



7. Dry swings. Hitters practice their best, most aggressive swing with no ball involved at all.





8. Tee work. Hit ball off tee with a variety of foci: at different heights; inside and outside; to a distant target; to produce backspin; or just for distance



Organise and conduct a hitting circuit which incorporates several drills and progressions

In a club situation, where one coach is usually training many players, a hitting circuit can be an excellent way to keep them profitably busy. If resources are sufficient (balls and protective screens), hitting drills can be set up as a circuit to maximize the volume of hitting activity even without an excess of coaching assistance, the players moving on to the next at the coach's signal. Eg

1. Dry swings
2. Tee drill (4 players on two tees)
3. Side toss (two pairs hitting into a screen, ball flipped from a safe position on the hitter's open side).
4. Rag ball (one hitting, one pitching, two fielding).
5. Wiffle ball (hitting golf-ball sized wiffles with a broomstick)
6. Flips, overhand toss or live batting practice (thrown by coach or other players from behind a safety screen).

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



Section Five: Throwing

Activities

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

Demonstrate the across-seam grip of ball

Two (or three, if hand is small) fingers across the horse-shoe, thumb directly opposite.



Conduct 2 throwing drills which emphasise grip and backspin

1. Wrist flips: player uses glove hand to support elbow at shoulder height (upper arm remains stationary throughout); hold ball with correct grip, fingers pointed forward; in one movement, snap wrist back and forward to flip ball forward to partner



2.Striped- ball throwing. Stripe aligned with fingers and thumb; full throw aiming to keep on the same angle as arm slot.



Supervise an effective long-toss throwing session

Although one of the simplest of drills, long toss is a valuable way to build throwing ability (mechanics, velocity and arm endurance), and is thus a critical part of team's training program. As with all activity, players must be eased into it, so that the body can gradually adapt to the specific stresses.

1. After warming the body up, players commence throwing in pairs 5-10m apart, always aiming at a specific target: eg, the face of their partner.



2. Each has 5-10 throws at that distance, and then one partner takes a couple of steps back.



3. This process is repeated (5-10 throws at each gradually increasing distance) until, after they have been doing the drill for a couple of weeks, each player is throwing as far as they can.



4. Players should be encouraged to throw as easily as possible for the given distance, and to “give the ball some air”: there is no need to keep the throw flat.



5. Once well-conditioned, they can make 20-25 throws at their maximum distance, then shorten up the distance to make some flat throws.



6. Start at about 8 minutes; as players become stronger, this drill can last up to 20 minutes.

Section Six: Pitching

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

Outline the key risk factors for young pitchers

The most important factors contributing to arm injuries in pitchers, particularly young pitchers, are:

1. Fatigue and overuse: the more they are pitch, the more connective tissue is overloaded, and the greater the likelihood of injury. This is by far the most important factor, and must be carefully monitored.
2. Throwing velocity: the harder they throw, even if they have “good mechanics”, the more stress they put on key structures. All the force has to be transmitted through the shoulder and elbow at some stage. One problem is that a coach will often want to use the hard thrower more often, when in fact, he should be throwing less.
3. Throwing mechanics: a poor delivery can put even more stress on the arm.
4. Conditioning: if the arm or the body is not conditioned to do the work, chances of injury increase.
5. Pitch type: contrary to popular belief, the fastball places more stress on the arm than any other pitch type (assuming all are thrown with proper mechanics). The problem with the curve ball, for example, seems to be two-fold:
 - coaches overuse young pitchers who can throw one because they win a lot of games: fatigue and overuse are the issue
 - young pitchers, because they have small hands or a lack of coordination and strength, often throw it with incorrect mechanics



Teach pitching from a set position using the key coaching points for this age level

1. Set position.
 - a. Side on to target with throwing-side foot up against pitcher's plate
 - b. Glove-side foot closest to target
 - c. Athletic stance without tension, weight evenly distributed
 - d. Hands joined in middle of body just below rib cage



2. Knee and hand lift. To commence delivery, lift joined hands and throwing-side foot at same time, knee to about hip height, hands to about neck height; minimal tension.



3. Eyes remain on target from the time the front knee reaches its maximum height until the ball reaches catcher



4. Finish position.

- a. Throwing hand passing below opposite knee
- b. Pitcher able to remain balanced on front leg
- c. Sole of rear foot facing sky.

Use these guidelines to have players rehearse pitching delivery into a screen or to each other



Conduct a 30 pitch bullpen

Bullpens can be conducted on flat ground, or on a mound, but should always be done in a measured manner and for a specific purpose. An inexperienced pitcher in particular should not be permitted to throw as many or as few as he or she likes; for one thing, the amount of work being done by the catcher needs to be considered.

You will need a catcher in full gear. As part of his leadership duties, the catcher should be trained to run the bullpens: he should have the authority to do so, know the routines, the rules etc.

1. The pitcher must be warmed up and ready to start (long toss etc) before the bullpen starts. Do not allow them to warmup with the catcher.
2. The purpose of this type of pen is to rehearse making pitches: focus on hitting the target, not how hard they can throw etc.
3. The catcher is also practicing the art of receiving the ball. They should make sure they try to block any pitches in the dirt (particularly off-speed pitches)
4. Generally, the target should be in the bottom 1/3 of the strike zone: “the box”.
5. It is the pitchers job to know the purpose of the pen session and his routine, and be able to do it unsupervised. (This may take a little time).
6. A pitcher should easily be able to throw 6 pitches per minute, so this session should take around 5 minutes. Any longer, and they are throwing too many pitches or wasting time.
7. It is possible, and more time efficient, to have two pitchers alternating as they work through their routines.
8. A good basic routine (one of many!):
 - 5 “box” fastballs (*middle the bottom 1/3 of the strike zone*) from a windup
 - 5 “box” fastballs from set position
 - 4 “box” change-ups from a windup
 - 4 “box” change-ups from set position
 - 4 “half-box” fastballs (*2 on the inside half of plate, 2 on outside*) from windup
 - 4 “half-box” fastballs from set position
 - 4 fastballs up and down: *alternating pitches above strike zone and then “box”*

NB: If the pitcher achieves a poor result, he does not “get another try”. That is, the first round of 5 fastballs consists of 5 attempts, and no more. The catcher should keep count of how many times the pitcher “makes the pitch”: pitches the ball to the intended location. This number becomes as assessment of the pitcher’s success.



Rehearse basic pickoffs

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.

1. Pickoff to 1B for a right hander

- Split hands and move both feet at the same time.
 - Right hand is lifted directly to head height on the 3B side: as the body turns away, the arm will be in perfect position for a short-arm throw.
 - Quick repositioning of feet: right foot is turned square to 1B; left foot takes short step to 1B.
- Without pause, make an accurate throw knee height over the base



2. Pickoff to 1B for a lefthander

- Knee lift and early hand movements should look exactly like the commencement of a pitch.
- As knee reaches highest point, step directly to 1B and make knee-high throw over 1B.
- As skill improves, learn to minimize turning the shoulders to 1B



3. Pickoff at 2B

- The mechanics are the same for both RHP and LHP.
- In one short jumping movement, swap feet: the stride foot should come down slightly on the 2B side of the mound.
- Ensure that the turn is to the glove side; ie: clockwise for LHP, anti-clockwise for a RHP.
- Using a short arm action, make a knee-high throw over the 2B.



Develop pitchers' fundamental fielding skills

Use a fungo or roll the ball to have pitchers rehearse:

1. Routine comebacker: 1-3, 1-6 and 1-2.



3. Bunts to both sides, 1-3

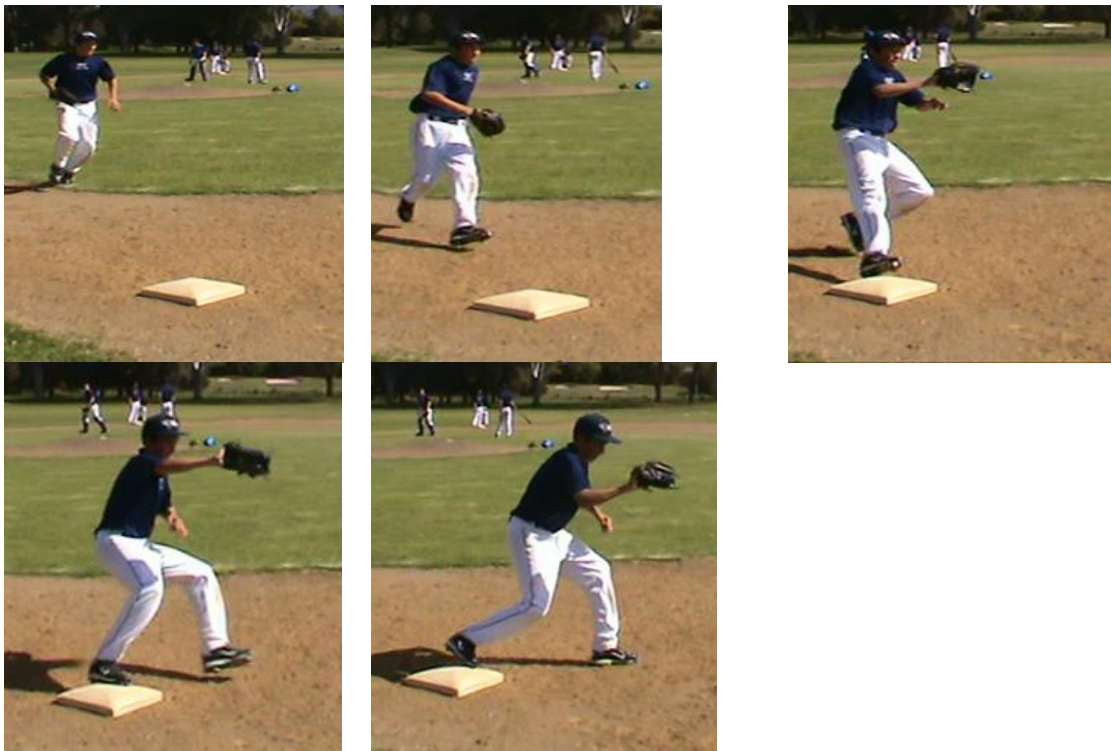


4. Bunt on 3B side, 1-5



5. Covering first base on a groundball to right side:

- Routine play: get ball from 1Bman early, then step on base, staying in fair territory, then turn to look for the next play (often at 3B).



- 1Bman fumble (pitcher will have to stop on base)
- Self-executed



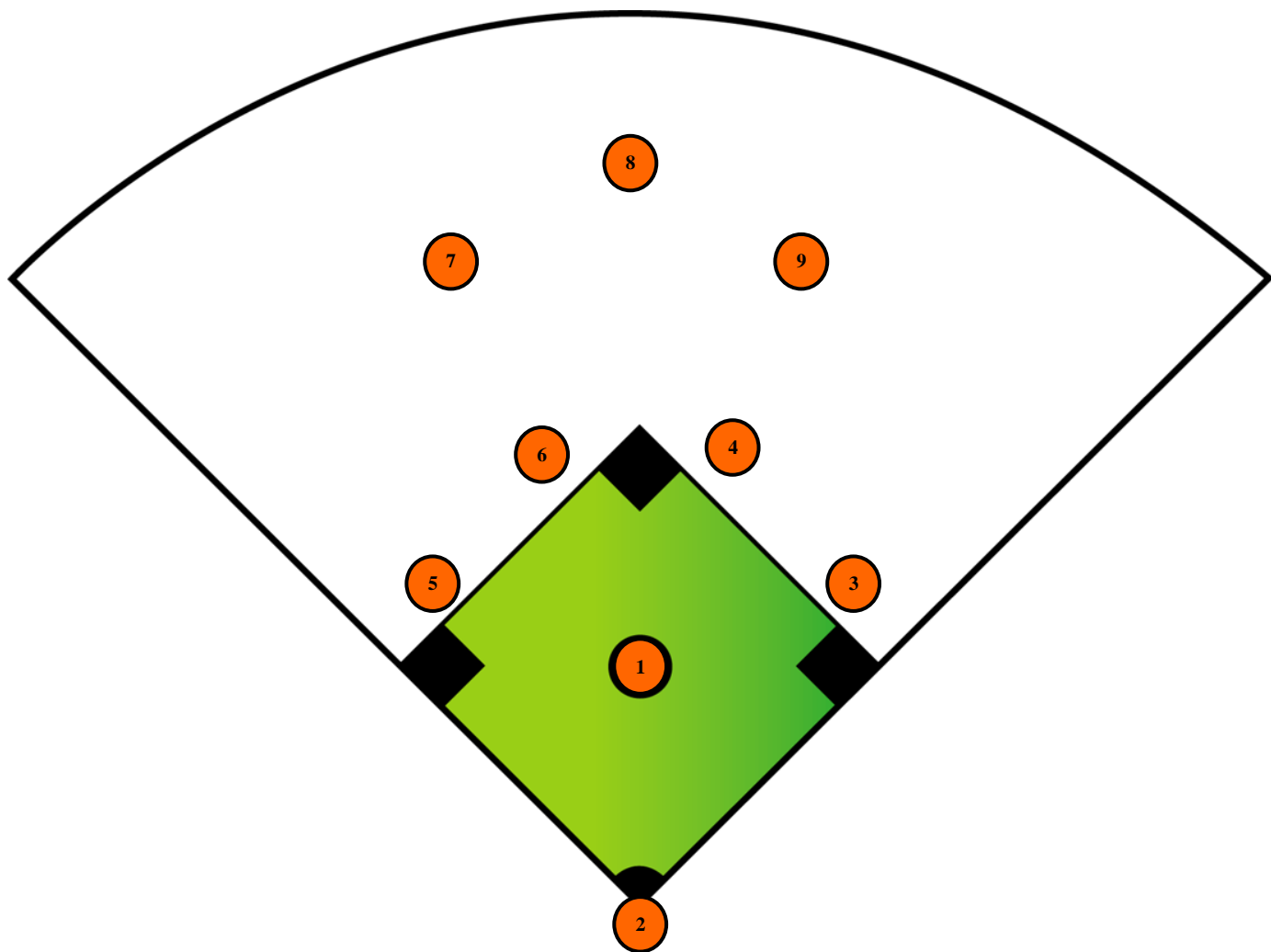
Section Seven: Defence

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

Teach the fielding positions

Correctly name, number and locate each of the nine positions:

1. Pitcher
2. Catcher
3. 1st Base
4. 2nd Base
5. 3rd Base
6. Shortstop
7. Left field
8. Centre field
9. Right field



Explain “straight up”

- More balls are hit toward the middle of the field than toward the foul lines.
- Therefore, it makes sense to position fielders to defend the middle of the field, rather than the sides.
- Corner outfielders are positioned in line with the relevant baseline; ie, left field in line with the 1B-2B line, and right field in line to the 2B-3B line.
- This is called “straight up”: it can make it very difficult to get a ball through a gap (see previous page).



Implement use of self-monitored activities to develop fielding skills

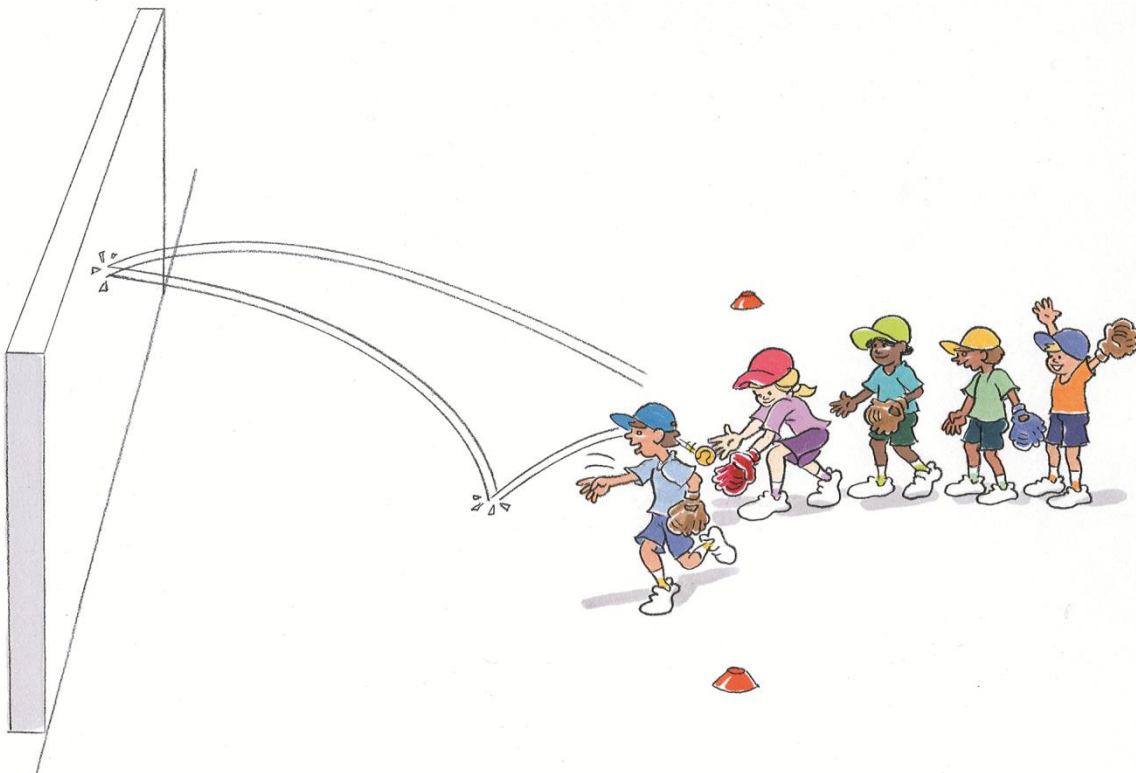
1. Individual fielding soccer. Make up your own rules; here is a sample:

- Goals 5m wide and 15m apart
- Attempt to roll ball through opponents goal
- Opponent gets a point 2 points if you succeed - first to 10 points loses.
- Gets 1 point for a fumble
- Ball is rolled (must bounce at least twice; opponent can deduct 1 point if they catch ball on 1st bounce; goes back to zero if they get it on full)
- Must roll ball from where you field it



2. Fielding squash. Rules can be improvised (preferably by players themselves).

- Needs a solid wall with flat ground in front, and a “line” about 10m from wall with a limit at each end (defined by two cones?)
- Player throws ball at wall, attempting to make it roll over the back line between the cones, or make it stop before it reaches the line
- First to 10 points loses
- Gain a point for: fumbling the ball, letting it roll over back line, letting it stop in front of line before you get to it, rolling ball so that it passes outside the cones, missing the wall, etc.
- This a fast game which can be played in pairs or with several more required to field in specific order (like a batting order)



3. Fielding Soccer: once again, encourage modification of rules, equipment etc

- Two teams, rectangular field, approx. 20m x 40m, target at each end (cone, milk crate etc)
- One team in possession of the ball at centre court, attempting to advance toward goal by passing to teammates (underarm rolls only: ball should bounce twice).
- Player in possession may not run – teammates try to position themselves to receive pass.
- Opposition attempt to intercept etc, but cannot crowd player with ball (5m distance).
- When close enough to scoring cones fielder calls out “Shot”. All players stop, and allow a free shot at cone (underarm roll).
- Cone must be hit to score one goal.
- When goal is scored or missed, opposition gets ball to start at cone.



4. Over the line: This drill, which also incorporates swing practice, is included as Level 1 coach competency, but is included here as well because it is a good game for the players to run and modify themselves.

- Two equal teams.
- Each hitter attempts to hit ball between two markers 10-25m away and about the same distance apart.
- Ball must touch ground on far side of markers to score a point.
- Defending team members position themselves to prevent batted groundballs from passing between markers, and to prevent fly balls from landing over the line between the markers.
- Hitter continues to hit until he/she fails to score
- All members hit once, then teams swap roles.
- Possible variations: team has a set number of outs per inning, each hitter hitting once in turn until given number of “outs” (say 10) are made.



Name and briefly explain the 6 F's

“The Six F’s” is an approach to teaching and assessing technique for fielding a ground ball. Devised by Perry Hill, has been adopted as the foundation for infield instruction in Australia.

1. Feet:



- Body should be in a lively, active position as the ball comes into the hitting zone. This usually requires preparatory movement as the pitcher delivers the ball.
- Avoid excessive movement toward the hitter (reduces lateral range).
- Wide base (feet wider than shoulder width).
- Middle infielders are usually better off in a more upright position than the corners.
- Expect the ball will be hit to you every pitch
- Approach the ball “like a plane coming into land”, (not like a helicopter). That is, lower the body gradually as you near the ball.
- Receive ball in front of the eyes (not underneath them)
- Move through the fielding position rather than remain fixed & rigid (“Left foot down as the ball hits the glove”)

2. Field:



- Wide base.
- Head directly over the line of the ball.
- Field the ball out in front of the eyes.
- Body should be low enough to allow glove to reach the ground while the arm has some bend.

3. Funnel:



- Bring the ball in two hands to the centre of gravity (this makes for better balance)

4. Footwork:



“Replace your feet”.

- The right foot comes down where the left foot had been prior to the crowhop.
- At the same time, the left foot moves toward the target.
- At no time do the feet cross over

5. Fire: Make a firm, accurate throw



6. **Follow:** The body follows in the direction of the throw.



(The notes above describe technique for a right-handed thrower. Left-handers will use opposite leg and arm where appropriate)

Provide coherent instruction on the basic points of each of the 6 F's

The 6 F's are used to teach consistency in making the routine groundball out. They can also be used to diagnose technique flaws. (More detailed information, including illustrations, can be found in the support material).

Feet:

- Be active and alive on your feet, ready to go in any direction, as the ball reaches the hitting zone. A wide base will improve range to the side.
- Use your feet to move aggressively but smoothly to the ball once it is hit

Field:

- Move through the ball: you should be coming on to your left foot as the ball hits your glove, no matter what posture you are in.
- Fielding posture is important. A wide base will make it easier to get down, and give your hands more space to work in
- Hands should be out well in front of face as the ball hits the glove

Funnel:

- Bring the ball to your centre of gravity with both hands once you have fielded it.

Footwork:

- Replace your feet: right to left, left to target. In this way you avoid having to cross your legs and you come down aligned to the target
- With practice, you can take a long crow-hop in this way, and thus gain a lot of momentum for your throw.

Fire:

- Make a firm, accurate throw to the target.
- If your footwork is good enough, the arm does not have to do much work at all.

Follow:

- Your body follows the throw for two or three steps. This ensures that your momentum was going that way in the earlier phases of execution.

Use roll drill to engage players in rehearsing groundball fundamentals using the 6 F's

Roll drill is to fielding what tee-work is to hitting: it gives the player the chance to develop the physical skills without having to master the complex visual aspects of the task.

The coach kneels on one knee, with a bucket of balls, about 10 m from the player or line of players (no more than 6 players per coach), and rolls an easy grounder to the location relevant to the particular skill being practiced. The player makes the play, disposes of the ball as required (eg, return to coach, or throw to 1B), then goes to the end of the line. In this way the 6 Fs approach (Feet, Field, Funnel, Footwork, Fire, Follow) can be used to develop skills in the following:

1. Groundball straight at the player
2. Groundball slightly to the left
3. Groundball substantially to the left
4. Groundball substantially to the left with a reverse pivot throw
5. Groundball slightly to the right
6. Backhand play to the right: replace the feet
7. Backhand play to the right: no step
8. Backhand play substantially to the right: throw on the run



Conduct the figure-8 double-play exercise to rehearse the execution of basic double plays

This is a high intensity drill and a lot of fun. The coach will need a good bucket of balls:

- Half the players on 2B side at double play depth, other half on SS side, one player (or coach) at 1B to receive throws.
- If a player, 1Bman should be rotated (perhaps have a rule: if you make a bad throw, you replace the 1Bman)
- Ball is rolled to 1st 2Bman who feeds 1st SS who turns the DP, throwing to 1B.
- That 2Bman moves to the end of the SS line; the SS moves to the end of the 2B line.
- As they are moving to the ends of their respective lines, the coach rolls the ball to the next 2Bman, who initiates the next DP, then moves to the other line etc
- Continue without pause for 2 or 3 minutes, then move to the next phase, covering the following (depending on skill levels of players). In this way, you can cover the basic range of DP feeds and turns:
 - Ball on base side of 2Bman
 - Ball on straight at 2Bman
 - Ball on glove side of 2Bman
 - Ball on base side of SS
 - Ball on straight at SS
 - Ball on backhand side of SS



Have players in all positions practice throwing to different bases and using different throws

It is important that players have the opportunity to experiment and “fool around” with different ways of doing things: it encourages them to go outside their comfort zone, and develops their ability to learn kinaesthetically.

It is also important that they learn to throw the ball in different ways, and to different bases. By rolling the ball or fungoing it, have the players field the ball and come up with a new way to throw it, depending on where you ask them to throw it. Highlight some of the best and most outlandish solutions. Finish up with a feedback session on what they learnt.



Utilise activities designed to encourage players to catch a fly ball

1. Partner lobs. In suitable pairs, alternate throwing the ball up for the other to catch. Tip: catch ball above the eyes.



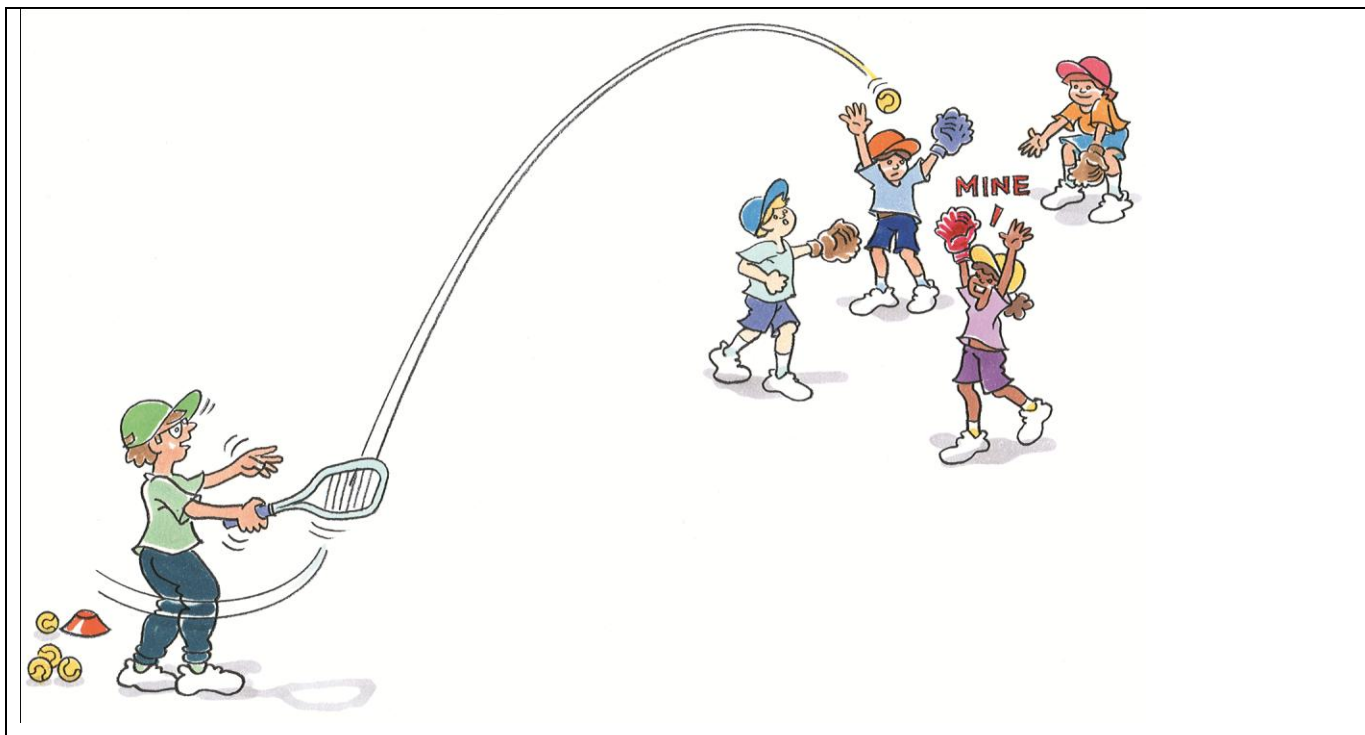
2. Running flyballs. Players start running and coach lobs, throws or hit ball so it can be caught on the run. This can be done to side or forward. Tip: use one hand to catch ball when running.



3. Going back on fly. Ball is lobbed to land somewhere behind player, player runs back to catch it. Tip: never run backwards – at worst, run sideways when going back.



4. Tennis racquet flyballs. Coach or players hit tennis balls in air for players to catch.



5. Tennis racquet and ball Over-the-Line (competitive game described in Level 1 material)

Refer to Over the line, the difference being the tennis racquet.

Teach the basics of outfield play

The most important skills for outfielders are:

1. Catching fly balls

- On a routine fly, try to catch the ball at face height, in the centre of the body. If possible, get behind the ball and move forward slightly as you catch it.
- When running for a catch, pump the arms like a sprinter until you get to the location to catch the ball. Holding the glove out while you run destroys balance.
- Use only the glove hand when catching on the run

2. Fielding groundballs

- On a routine groundball, when the runner is unlikely to advance more than one base, make the play safely, getting your leg behind the ball to ensure it cannot get past.
- When the runner has a chance to advance more than one base, attack the ball, field it and come up in the best position possible to make a good throw

3. Throwing to bases

- Know in advance where you will throw the ball if it is hit straight to you, or to one side, or past you: there will certainly be a difference.
- Look where the runners are before the pitch:
 - a. if the ball is on the ground and straight to you, you cannot stop the runners advancing 1 base, but if you make a tidy play, you can probably stop the advancing 2 bases. So, before the pitch, plan to throw 2 bases ahead of the leading runner.
 - b. If it is hit to the side, you probably cannot stop them advancing 2 bases, so you will be trying to stop them advancing 3 bases.
- Once you have the ball, make an accurate one-hop throw to the base.



Practise outfield basics

1. Fungo fly balls: coach hits fly balls to players who attempt to catch them. The difficulty should be adjusted to the ability of the player (in most cases, the hard hit ball straight at the player is the most difficult to read). Players should also rehearse throwing to the appropriate base once the catch is made.
2. Fungo ground balls: coach hits ground balls to players who field them according to the specified situation. On a ball hit straight to fielder with “no runner on base”, the outfielder should play it safe and make sure to keep the ball. If there is a “runner on base”, they must field and move smoothly into a throwing posture. If it is a “do or die” play, with an important runner on 2B, they must attack the ball and come up throwing.
3. Running fly ball drill:
 - Players, each with a ball, line up beside coach
 - In turn, each flips ball to coach, runs directly away for 5-10m, then cuts to the right or left (as specified) at 45°
 - Coach throw ball in front of player so that player continues at speed to make the catch
 - Practise going both left and right on various angles



Position the catcher correctly in relation to hitter/home plate

- Position yourself as far forward as you can without being hit by swing; glove can usually be held in line with hitter's back foot. If catcher is too far back, he cannot catch ball at correct height, and he will more likely be distracted by the swing of the bat.
- Centre of body and glove (target) aligned with centre of plate.



Instruct the catcher on his catching posture with no runner on base

- Priority is to be able to effectively receive any pitch around the strike zone
- Comfortable and balanced posture (several variations are illustrated); rear can be “down”
- Glove at bottom of strike zone, arm in relaxed position with elbow clear of knee
- Provide open glove as target for pitcher
- Throwing arm protected behind right leg (hung loosely to right heel)



Conduct drills for catchers to emphasise receiving the ball

1. Short distance flips. In catching stance, catcher receives ball flipped underhand to various locations by partner.
2. Bullpens. Catch pitchers while they are practicing their delivery. Emphasise catching everything, no matter where it is pitched.



Conduct practice of the basic cut-off plays

(see National Playbook Cutoffs & Relays)

Using a fungo, have the team rehearse defensive plays in the following situations:

1. With no runners on base

- Short single to each outfielder
 - SS or 2Bman is lined up as cutoff to 2B
 - Outfielders plays ball safely and get ball to the cutoff
- Long single to each outfield space (LF line, LF gap, RF gap, RF line)
 - SS or 2Bman is lined up as cutoff to 2B
 - Outfielders play ball aggressively and throw one-hopper all the way to the base

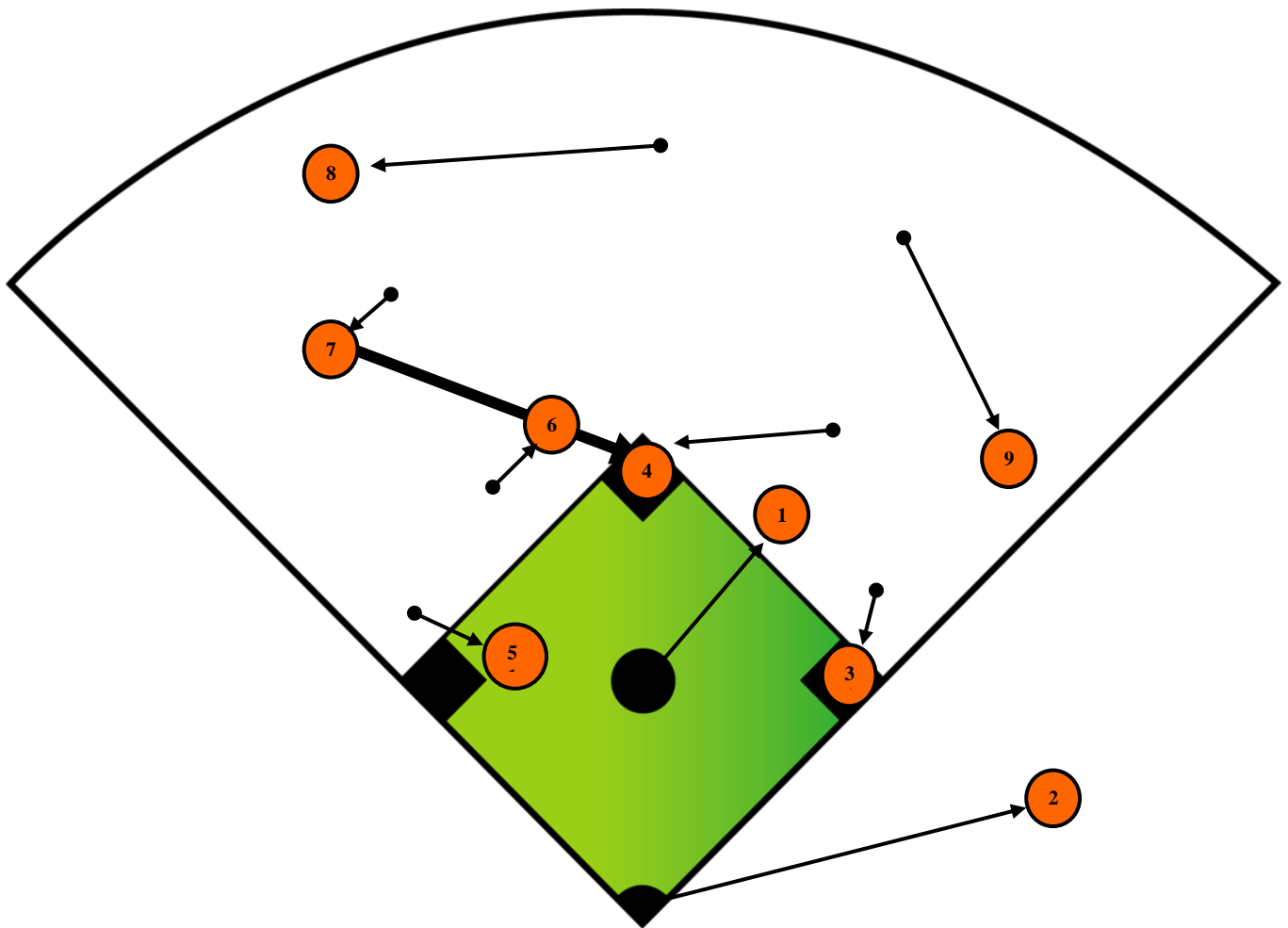
2. Runner on 1B

- Short single to each outfielder
 - SS is lined up as cutoff to 3B
 - LF and CF play ball safely and get ball to the cutoff
 - RF plays ball aggressively and throws one-hopper through cutoff to 3B
- Long single to each outfield space (LF line, LF gap, RF gap, RF line)
 - SS is lined up as cutoff to 3B
 - LF and CF play ball aggressively and throws one-hopper through cutoff to 3B
 - RF plays ball safely and throws one-hopper to 2B

3. Runner on 2B

- Short single to each outfielder
 - All bases covered on each play
 - Ball to LF: 3Bman is lined up as cutoff to H; LF attacks ball and throws one-hopper through cutoff to H
 - Ball to CF and RF: 1Bman is lined up as cutoff to H; outfielder attacks ball and throws one-hopper through cutoff to home
- Long single to each outfield space (LF line, LF gap, RF gap, RF line)
 - Outfielder plays ball as required and throws one-hopper to 2B

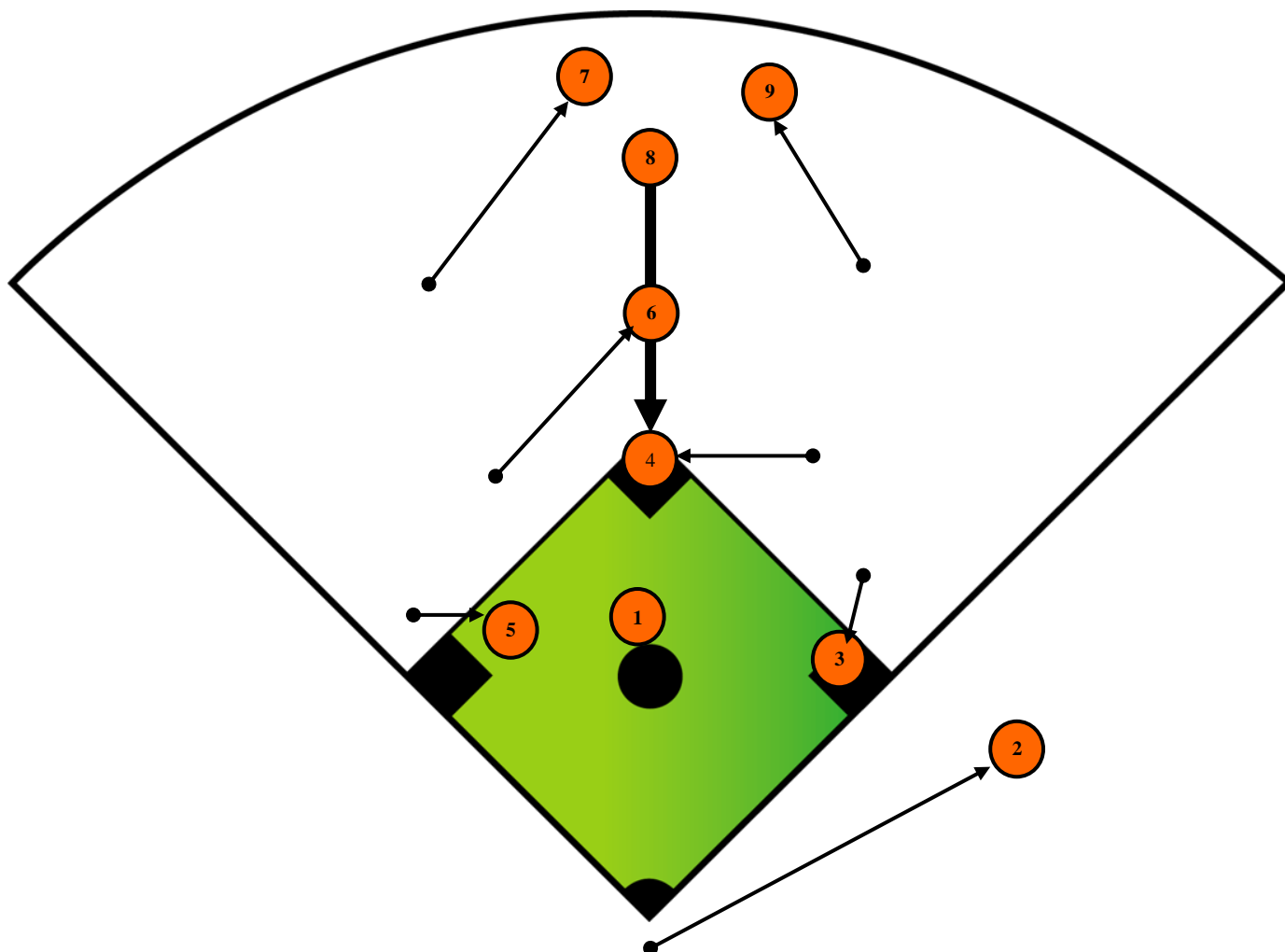
Situation: **Short single to left field. No one on base.**



Key Points

- Pitcher:** Move into a backup position behind second base. Do not get in runners way.
- Catcher:** Follow runner to first base. Be ready to cover first if 1Bman leaves the bag to back up an over throw
- First Baseman:** See runner touch first base. Cover first, and be ready to field an overthrow by left Fielder
- Second Baseman:** Cover second base
- Third Baseman:** Remain in the area of third base. Be ready for possible deflection
- Shortstop:** Move into position to be the cutoff man to second base. Assume the runner will attempt to go to second
- Left Fielder:** Get to the ball quickly. Field it cleanly, read the way the play is evolving and either get the all to the cutoff man or make a firm one-hop throw to second base
- Centre Fielder:** Back up left fielder
- Right Fielder:** Move into back up position behind second base. Give yourself enough room to field an Overthrow

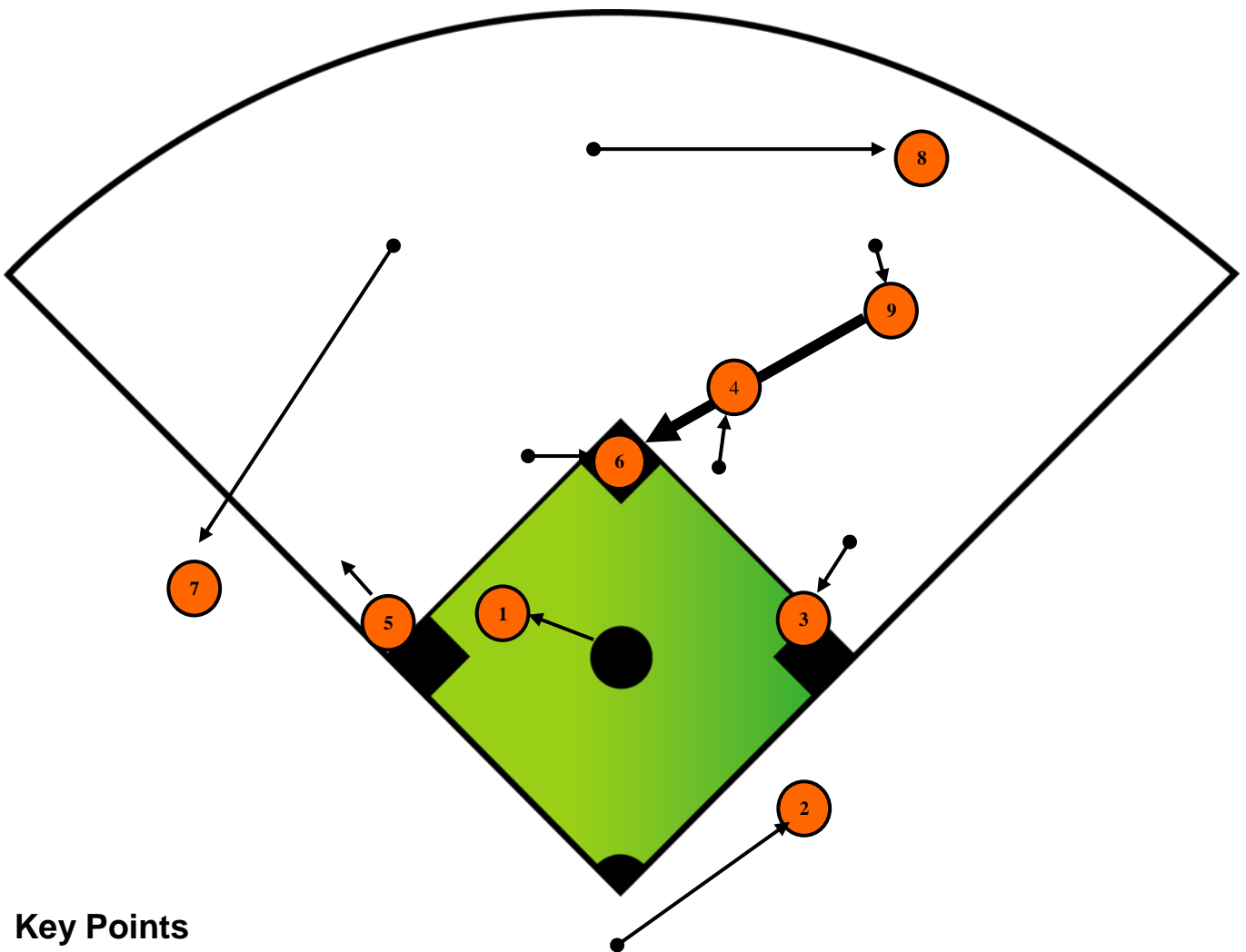
Situation: **Short single to centre field. No one on base.**



Key Points

Pitcher:	Move into back up position between the mound and second base
Catcher:	Follow runner to first base. Back up first baseman.
First Baseman:	See runner touch first base. Cover first
Second Baseman:	Cover second base
Third Baseman:	Remain in the area of third base. Be ready for possible deflection
Shortstop:	Move into position to be the cutoff man to second base.
Left Fielder:	Back up centre fielder
Centre Fielder:	Get to the ball quickly. Field it cleanly, either get the ball to the cutoff man or make a firm one-hop throw to second base
Right Fielder:	Back up centre fielder

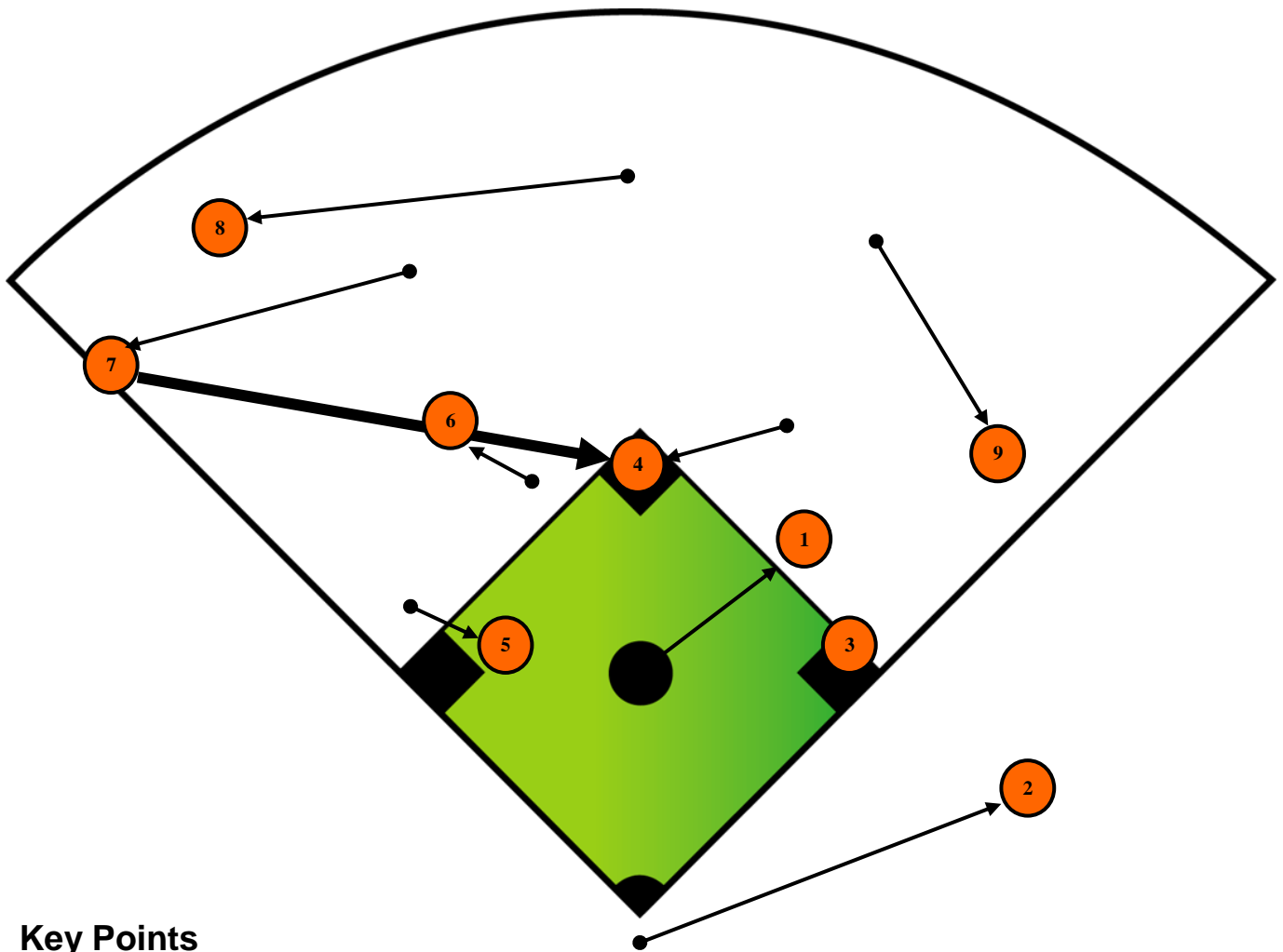
Situation: **Short single to right field. No one on base.**



Key Points

Pitcher:	Move into a position on the to back up the throw from the right fielder; be aware of a possible deflection
Catcher:	Follows runner toward first base. Give yourself room to back up the first baseman if the right fielder throws behind the runner at first.
First Baseman:	See runner touch first base. Cover first
Second Baseman:	Move into position to be the cutoff man to second base. Assume the runner will attempt to go to second
Third Baseman:	Remain in the area of third base. Be ready for possible deflection / back up pitcher.
Shortstop:	Cover second base
Left Fielder:	Move into possible back up position toward third base in line with throw.
Centre Fielder:	Back up right fielder
Right Fielder:	Get to the ball quickly. Field it cleanly, read the play. Either get the ball to the cutoff man or make a firm one-hop throw to second base

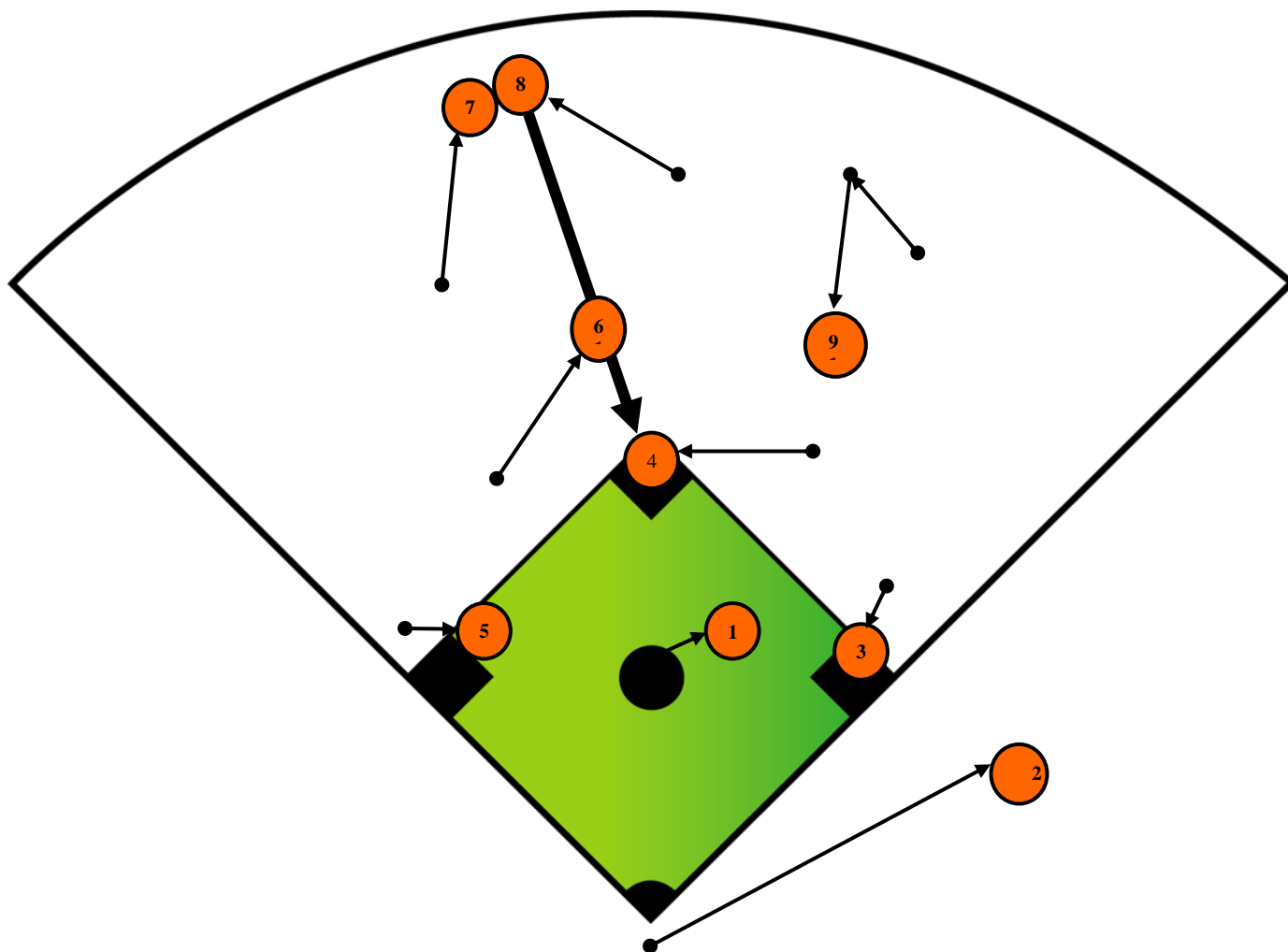
Situation: Long single to left field. No one on base.



Key Points

Pitcher:	Move into a backup position behind second base. Do not get in runners way.
Catcher:	Follow runner to first base. Be ready to cover first if 1Bman leaves the bag to back up an over throw
First Baseman:	See runner touch first base. Cover first, and be ready to field an over throw by left fielder
Second Baseman:	Cover second base
Third Baseman:	Remain in the area of third base. Be ready for possible deflection
Shortstop:	Move into position to be the cutoff man to second base. Assume the runner will attempt to go to second
Left Fielder:	Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to second base
Centre Fielder:	Back up left fielder
Right Fielder:	Move into back up position behind second base. Give yourself enough room to field an overthrow

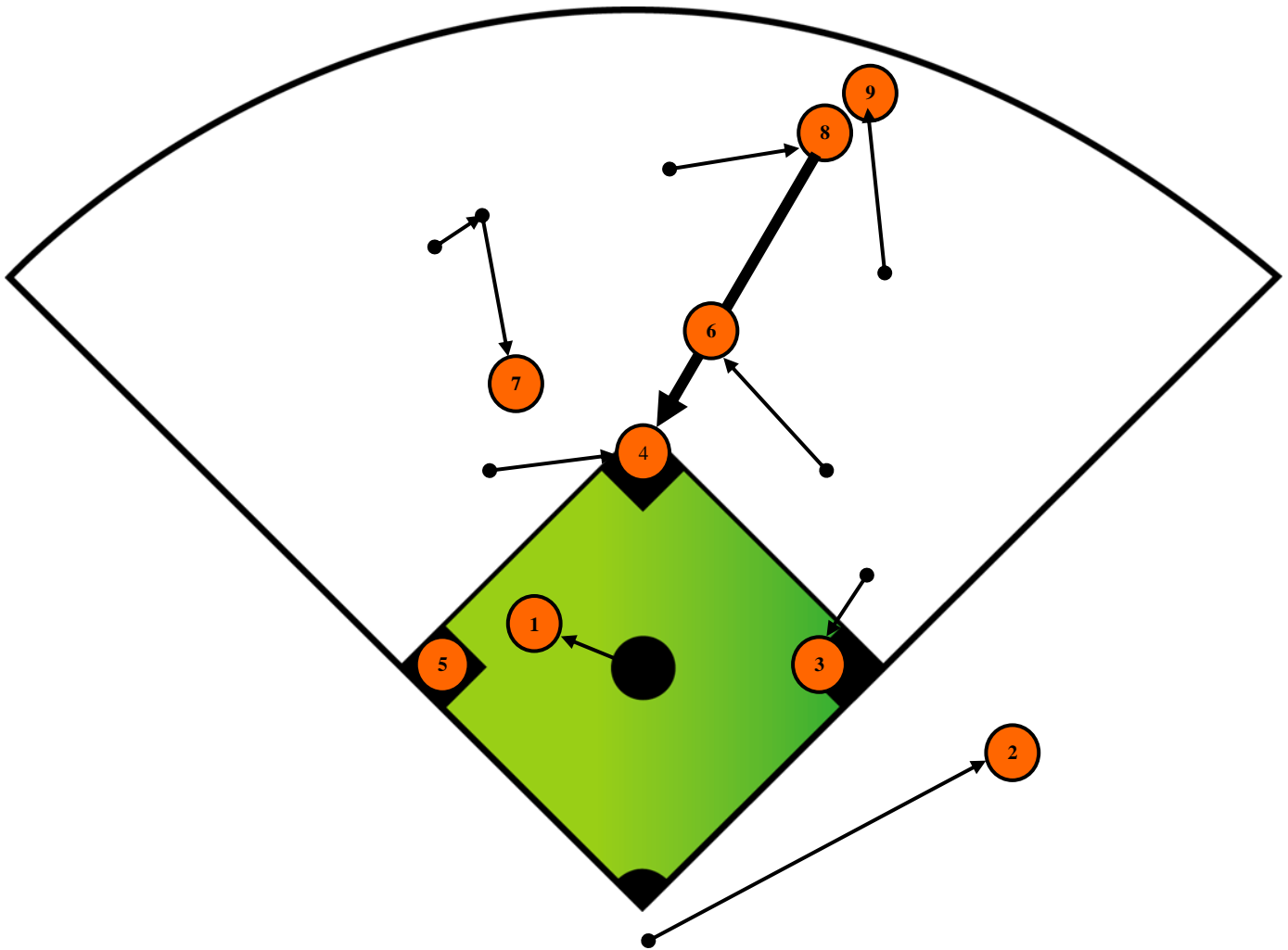
Situation: **Long single to left-centre field. No one on base.**



Key Points

Pitcher:	Move into back up position between the mound and second base
Catcher:	Follow runner to first base. Back up first baseman. Be ready for the middle infielders to throw behind the runner at first, and also to get back to home once runner is clearly safe at 2B
First Baseman:	See runner touch first base. Cover first
Second Baseman:	Cover second base
Third Baseman:	Remain in the area of third base. Be ready for possible deflection
Shortstop:	Move into position to be the cutoff man to second base. Assume the runner will attempt to go to second
Left Fielder:	Field the ball or back up centre fielder
Centre Fielder:	Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to second base
Right Fielder:	Once you read that the ball is on the left-field side, back up in the vicinity of 2 nd base, for a possible deflection.

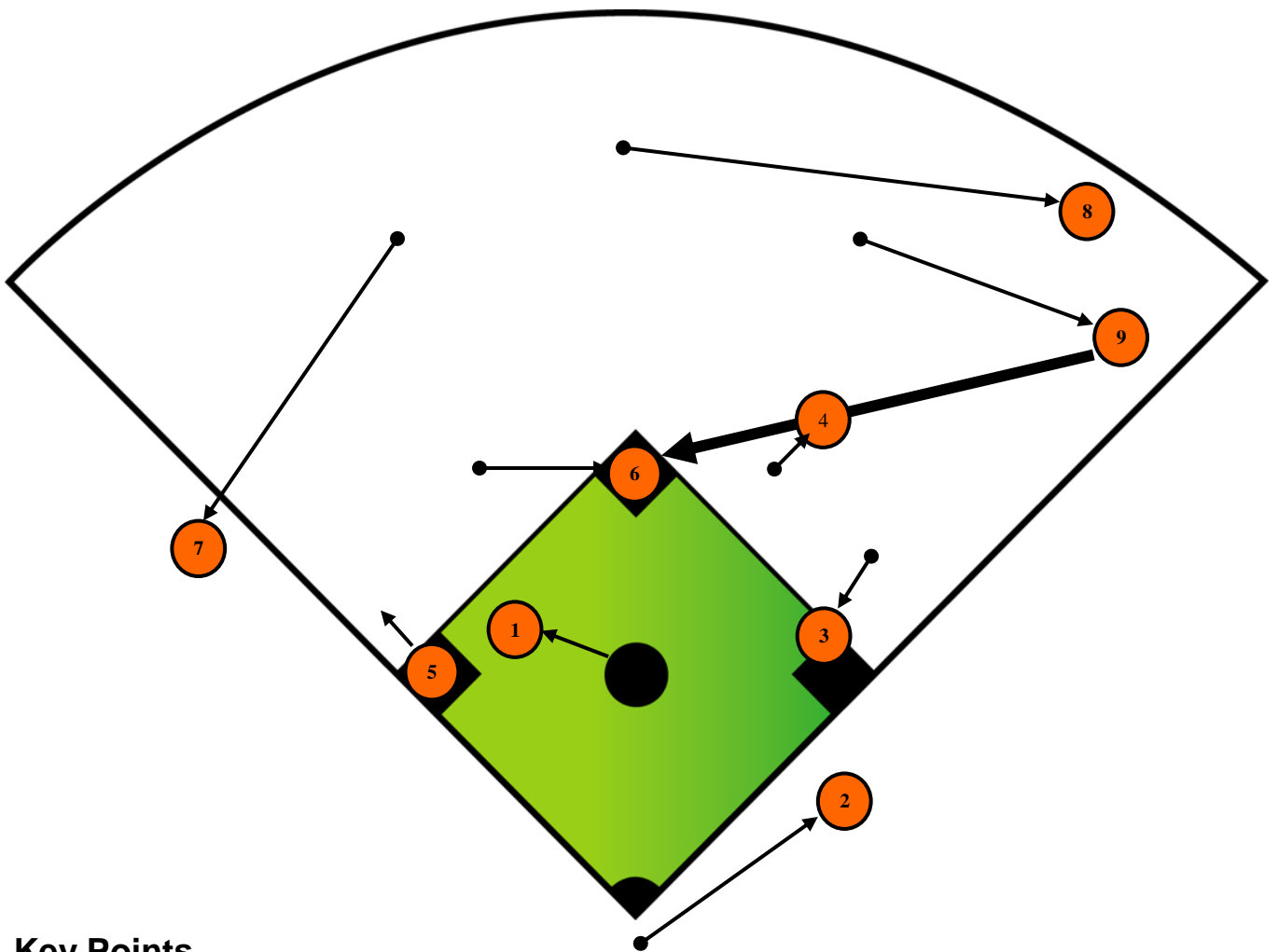
Situation: **Long single to right-centre field. No one on base.**



Key Points

Pitcher:	Move into back up position between the mound and second base
Catcher:	Follow runner to first base. Back up first baseman. Be ready for the middle infielders to throw behind the runner at first, and also to get back to home once runner is clearly safe at 2B
First Baseman:	See runner touch first base. Cover first
Second Baseman:	Move into position to be the cutoff man to second base. Assume the runner will attempt to go to second
Third Baseman:	Remain in the area of third base. Be ready for possible deflection
Shortstop:	Cover second base
Left Fielder:	Once you read that the ball is on the right-field side, back up in the vicinity of 2 nd base, for a possible deflection.
Centre Fielder:	Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to second base
Right Fielder:	Field the ball or back up centre fielder

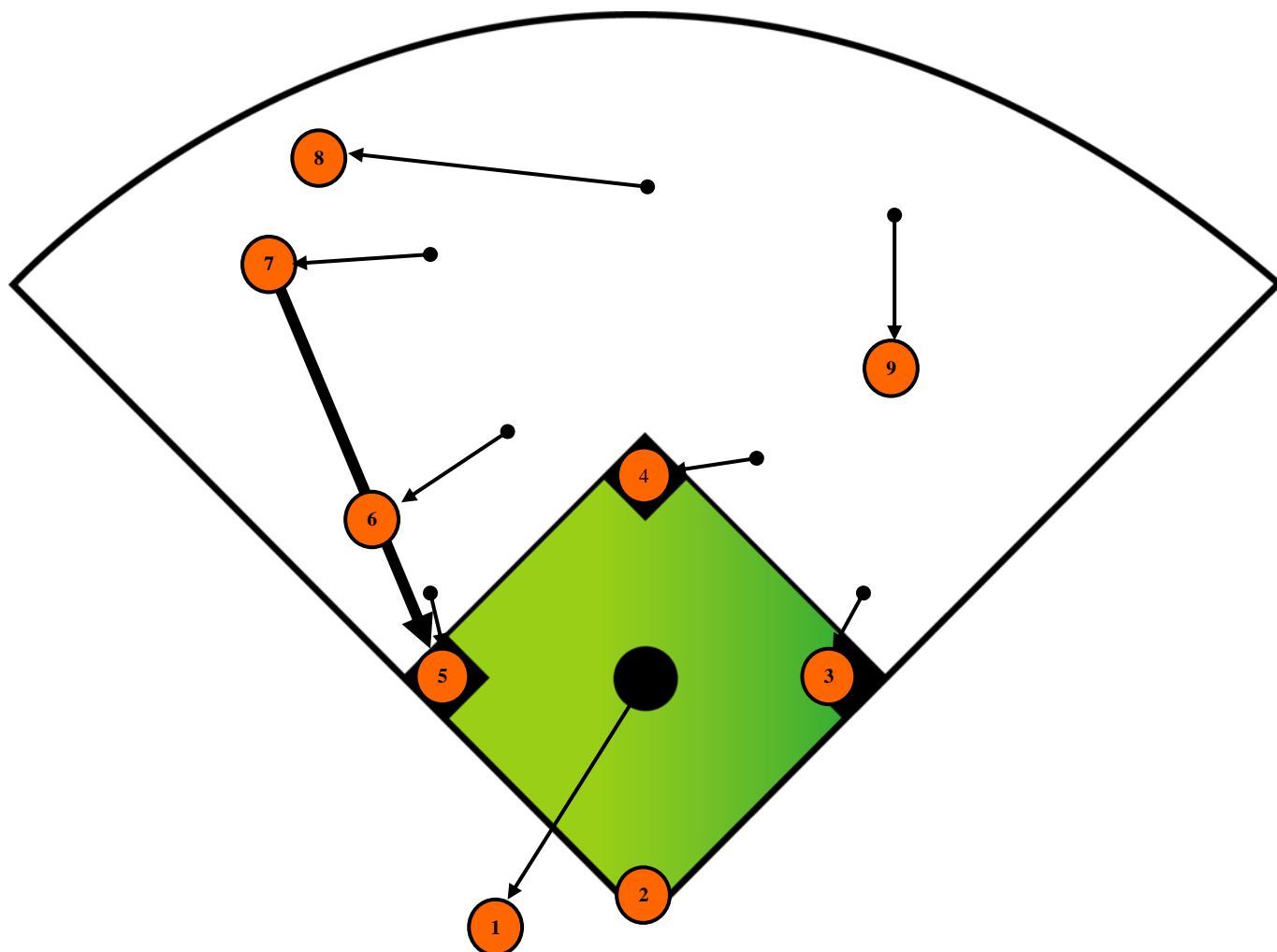
Situation: Long single to right field. No one on base.



Key Points

- Pitcher:** Move into a position on the to back up the throw from the right fielder; be aware of a possible deflection
- Catcher:** Follows runner toward first base. Give yourself room to back up the first baseman if the right fielder throws behind the runner at first.
- First Baseman:** See runner touch first base. Cover first
- Second Baseman:** Move into position to be the cutoff man to second base. Assume the runner will attempt to go to second
- Third Baseman:** Remain in the area of third base. Be ready for possible deflection / back up pitcher.
- Shortstop:** Cover second base
- Left Fielder:** Move into possible back up position toward third base in line with throw.
- Centre Fielder:** Back up right fielder
- Right Fielder:** Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to second base

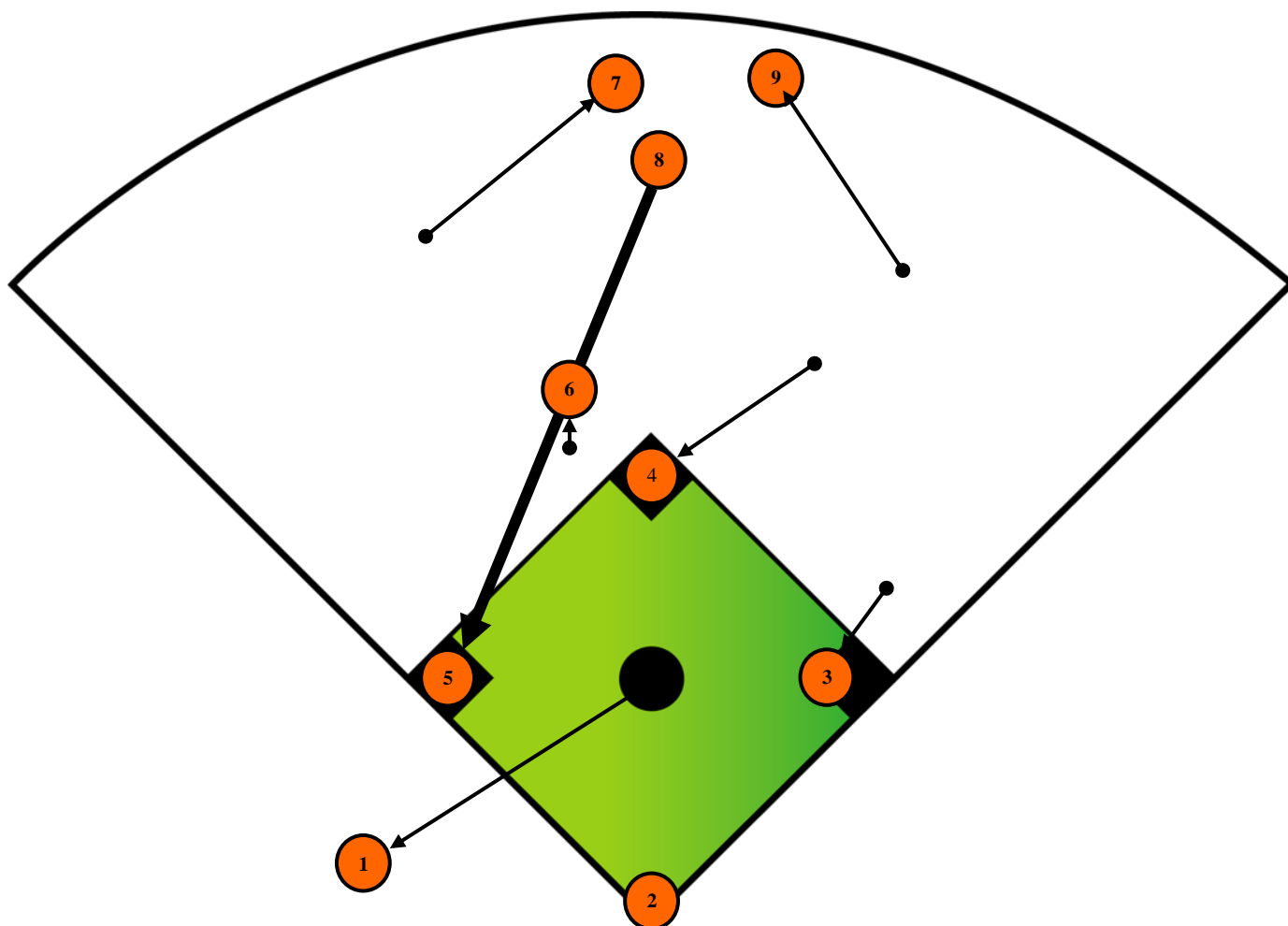
Situation: **Single to left field. Runner on first.**



Key Points

- Pitcher:** Move into a position to back up the throw from the left fielder to third base. Anticipate errant throw.
- Catcher:** Remain in the home plate area
- First Baseman:** See the runner touch first base. Cover first in case of wide turn by batter runner
- Second Baseman:** Cover second base. Be prepared for a throw behind the runner at second base from the left fielder or infielder.
- Third Baseman:** Covers third base
- Shortstop:** Move into a position to be the cutoff man to third base. Assume the 1B runner will attempt to go to third.
- Left Fielder:** Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to 3rd base
- Centre Fielder:** Back up left fielder
- Right Fielder:** Move into possible back up position toward second base.

Situation: **Single to centre field. Runner on first.**



Key Points

Pitcher:

Move into a position to back up the throw from the centre fielder to third base.
Anticipate errant throw

Catcher:

Remain in the home plate area

First Baseman:

See the runner touch first base. Cover first in case of wide turn by batter runner

Second Baseman:

Cover second base. Be prepared for a throw behind the runner at second base from the centre fielder or infielder.

Third Baseman:

Covers third base

Shortstop:

Move into a position to be the cutoff man to third base. Assume the 1B runner will attempt to go to third.

Left Fielder:

Back up centre fielder and read the play

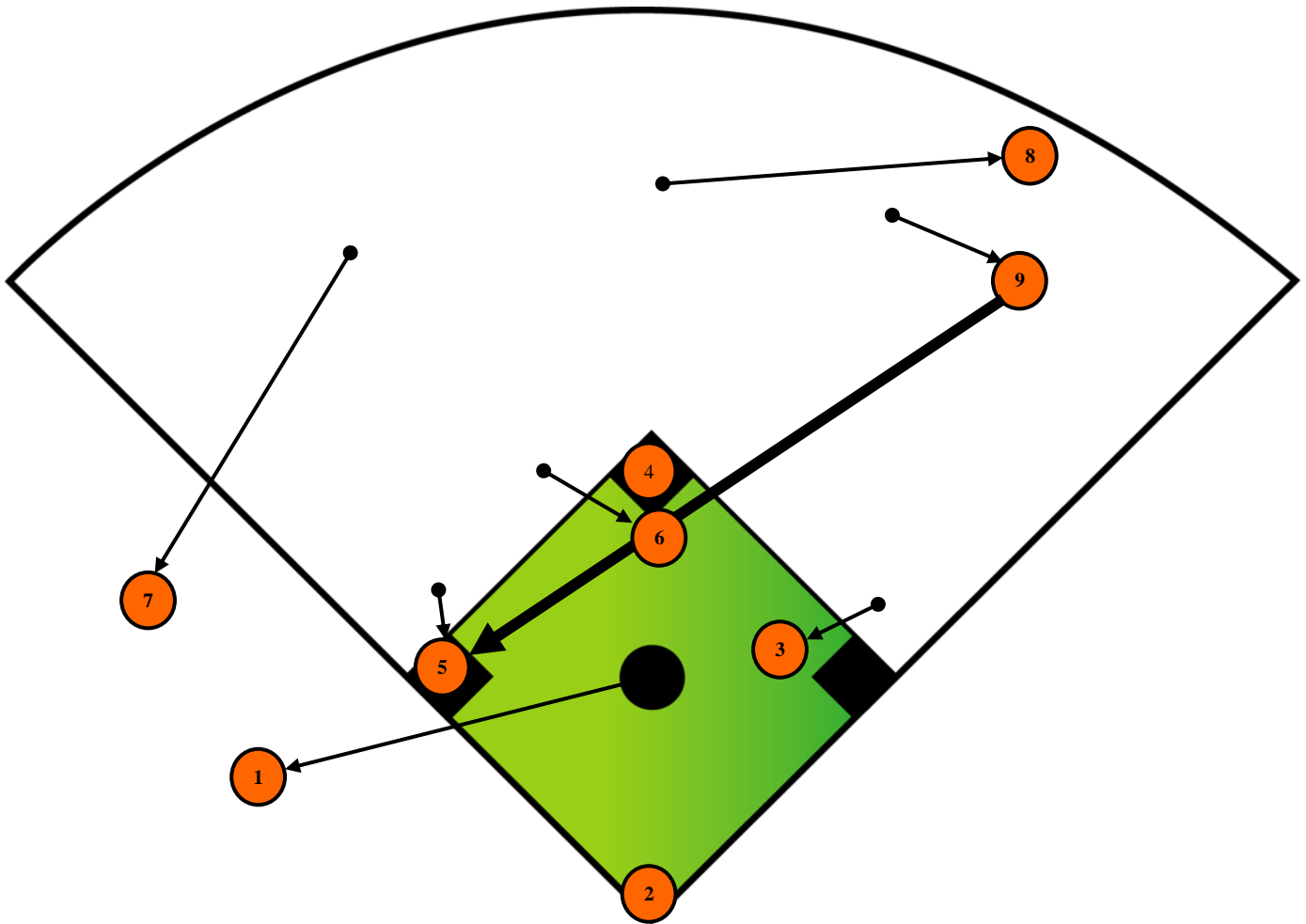
Centre Fielder:

Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to third base.

Right Fielder:

Back up centre fielder and read the play

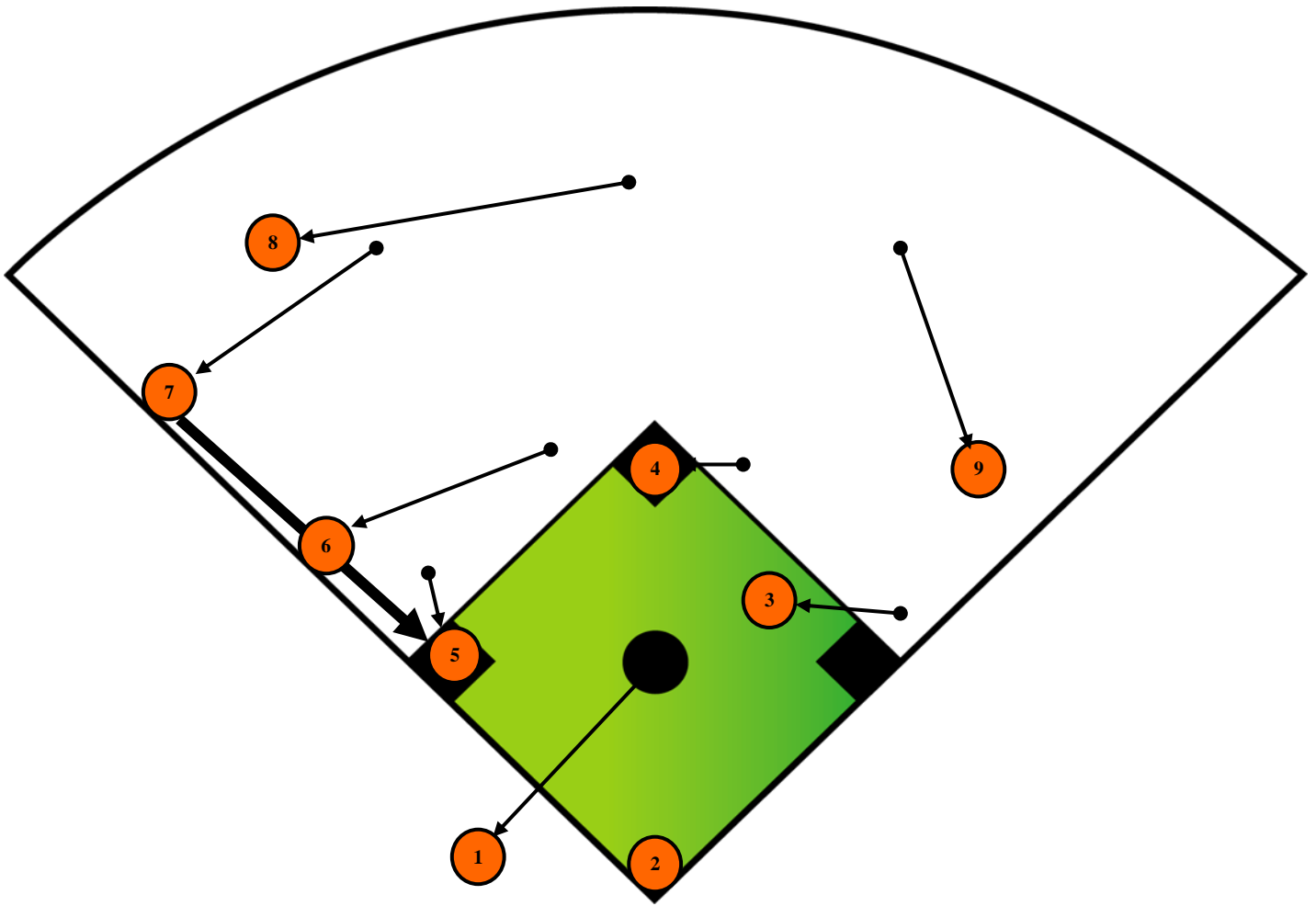
Situation: **Single to right field. Runner on first.**



Key Points

Pitcher:	Move into a position to back up the throw from the right fielder to third base. Anticipate errant throw
Catcher:	Remain in the home plate area
First Baseman:	See the runner touch first base. Cover first in case of wide turn by batter runner
Second Baseman:	Cover second base
Third Baseman:	Covers third base
Shortstop:	Move into a position to be the cutoff man to third base. Assume the 1B runner will attempt to go to third
Left Fielder:	Move into possible back up position behind third base.
Centre Fielder:	Back up the right fielder
Right Fielder:	Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to third base.

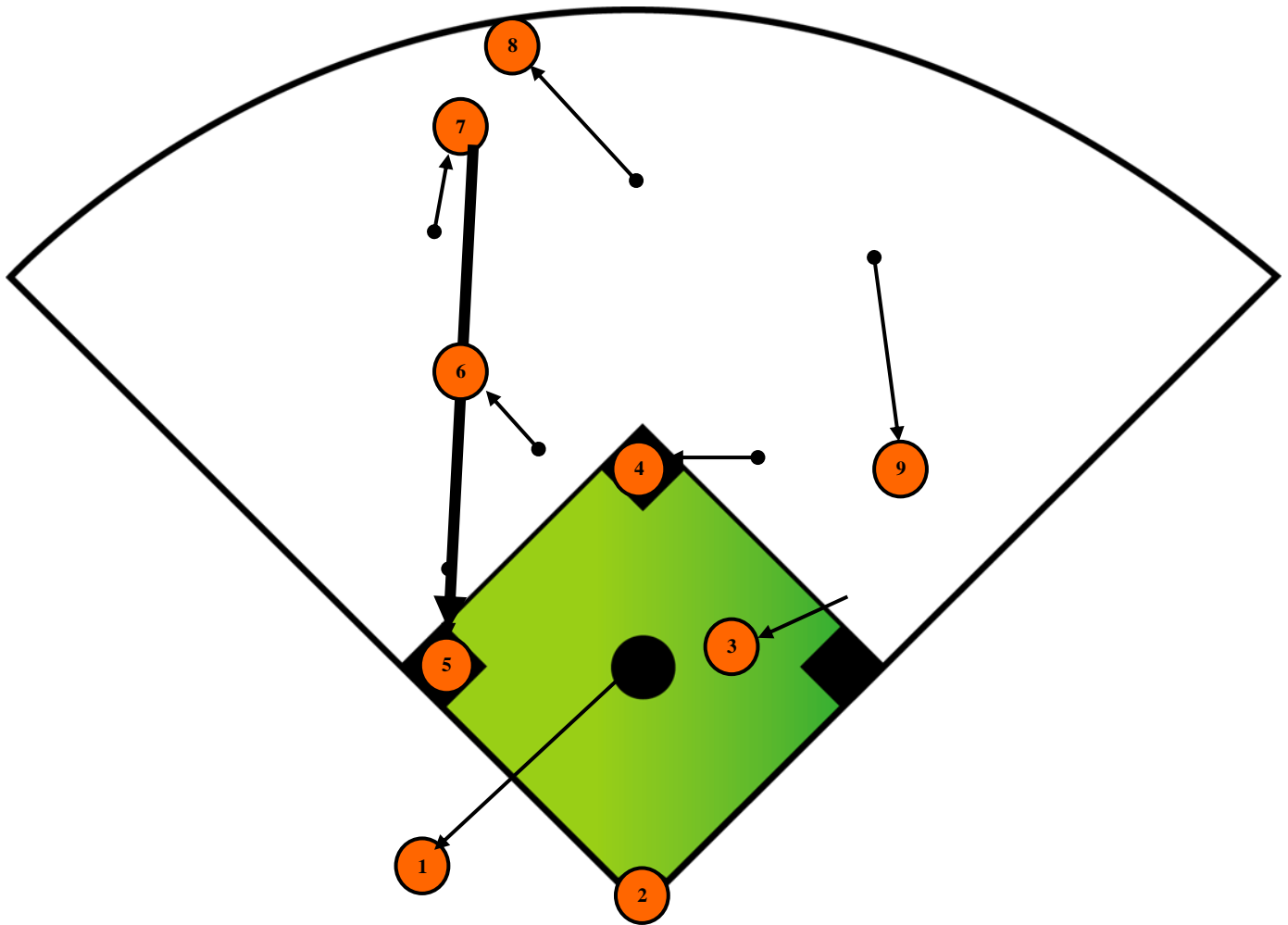
Situation: **Long Single down Left Field Line. Runner on 1st base.**



Key Points

Pitcher:	Back up 3B
Catcher:	Cover home plate
First Baseman:	See runner touch first base. Back up 2B
Second Baseman:	Cover 2B
Third Baseman:	Cover third base
Shortstop:	Move into a relay position to 3B in LF
Left Fielder:	Get to ball quickly. Field it cleanly and make a firm accurate throw to 3B
Centre Fielder:	Back up left fielder.
Right Fielder:	Back up second base.

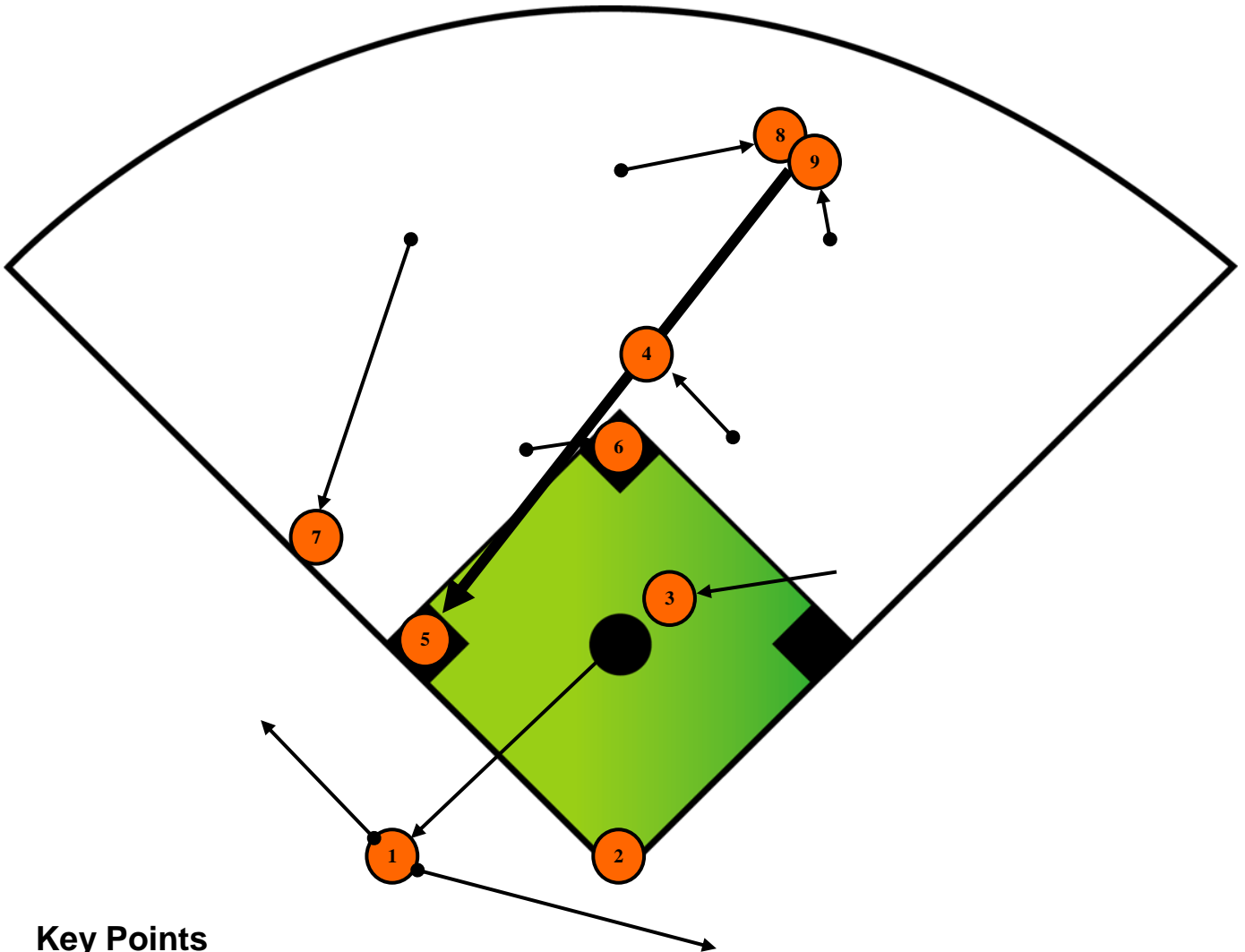
Situation: Long Single To Left Centre Field. Runner on 1st base.



Key Points

- Pitcher:** Move into back up position between third base and home plate. Circle on third base side of home plate. Be prepared to back up third base if the play changes direction
- Catcher:** Cover home plate
- First Baseman:** See runner touch first base. Back up 2B.
- Second Baseman:** Cover 2B
- Third Baseman:** Cover third base
- Shortstop:** Move into a cutoff position to second base and listen for call from 2B
- LF/CF:** The LF and CF must communicate with each other during the play. The first outfielder to the ball makes the play. The other will back up. Get to the ball quickly. Field it cleanly and make a firm accurate throw to 3B
- Right Fielder:** Back up the possible throw from SS

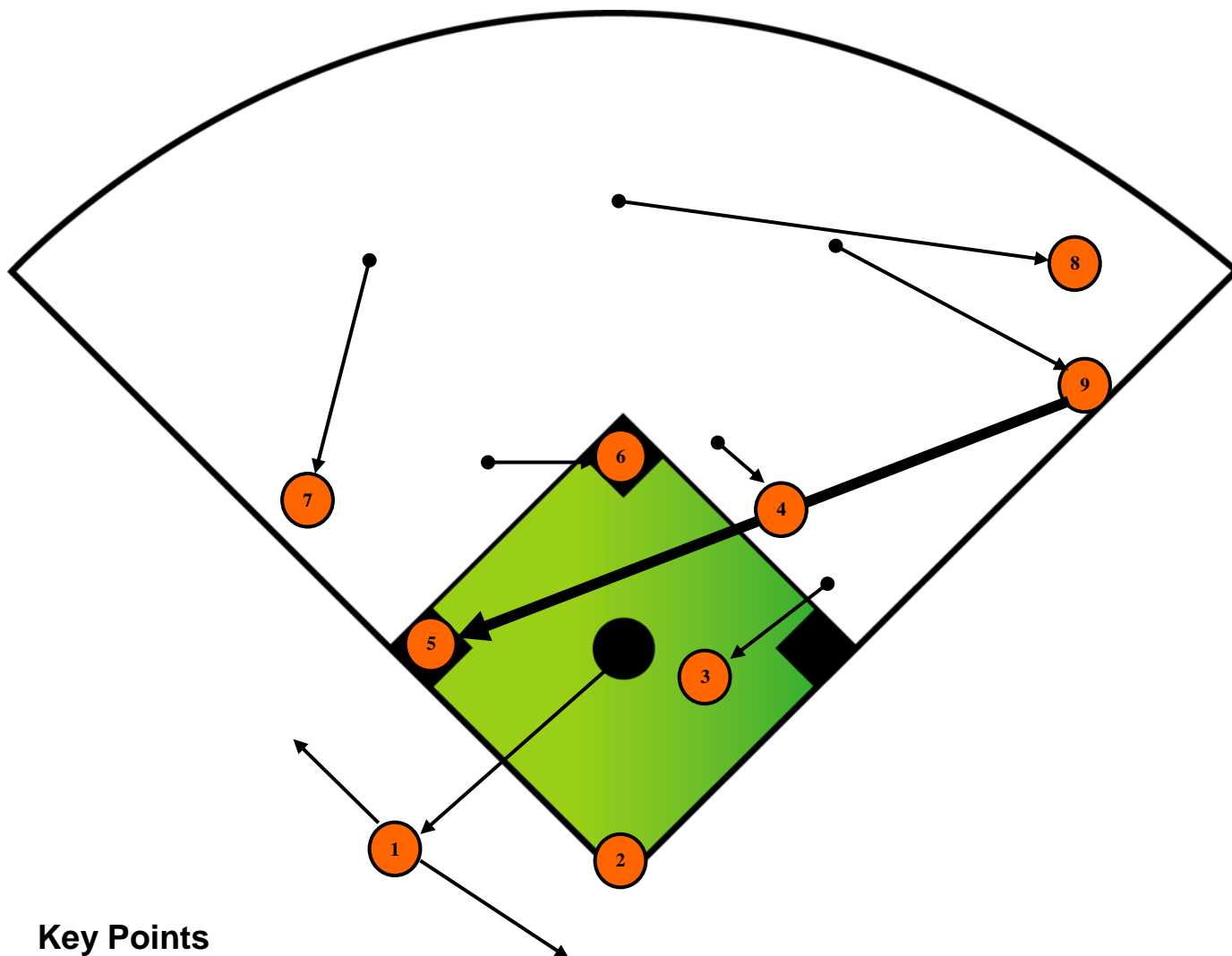
Situation: **Long Single To Right Centre Field. Runner on 1st Base.**



Key Points

- Pitcher:** Move into position half way between third and home. Read the play and back up where play develops
- Catcher:** Cover home plate
- First Baseman:** See runner touch first base. Move into possible cutoff position to home plate.
- Second Baseman:** Move into a relay position to 3B and listen for call from SS
- Third Baseman:** Cover third base
- Shortstop:** Cover second base
- Left Fielder:** Move into a possible back up position behind third base.
- CF/ RF:** The CF and RF must communicate with each other during the play. The first outfielder to the ball makes the play. The other will back up. Get to the ball quickly. Field it cleanly and give the relay man a firm accurate chest high throw.

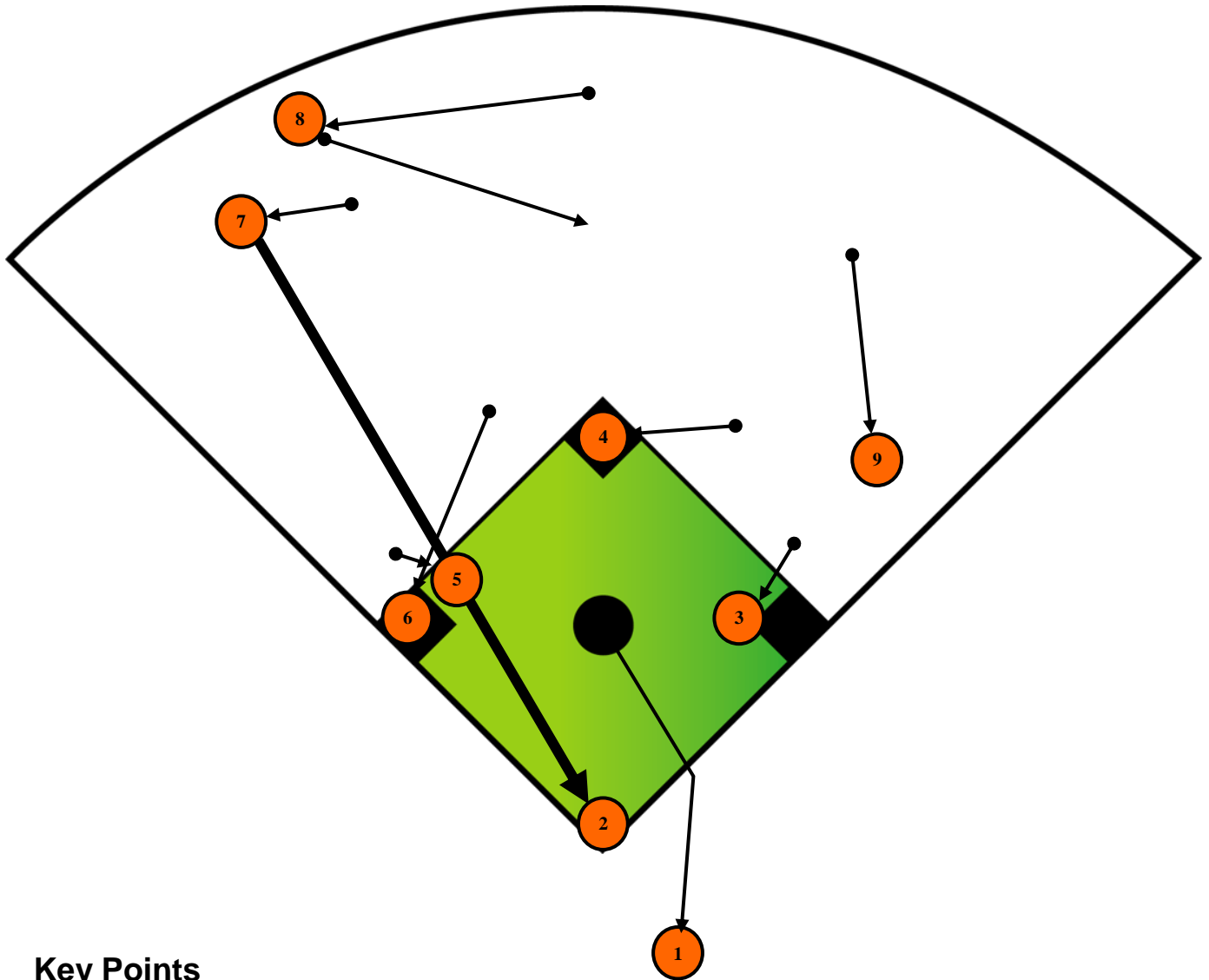
Situation: **Long Single down right field line. Runner on 1st.**



Key Points

- | | |
|------------------------|---|
| Pitcher: | Move into position half way between third and home. Read the play and back up where play develops |
| Catcher: | Cover home plate |
| First Baseman: | Move inside the line and observe the runner, let the second baseman know what the runner is doing |
| Second Baseman: | Move into cut off position with possible throw to home |
| Third Baseman: | Cover third base. Be ready for the throw |
| Shortstop: | Cover second base |
| Left Fielder: | Move into back up position toward third base. |
| Centre Fielder: | Back up right fielder. |
| Right Fielder: | Get to ball quickly. Field it cleanly and give the 2Bman a firm accurate chest high throw. |

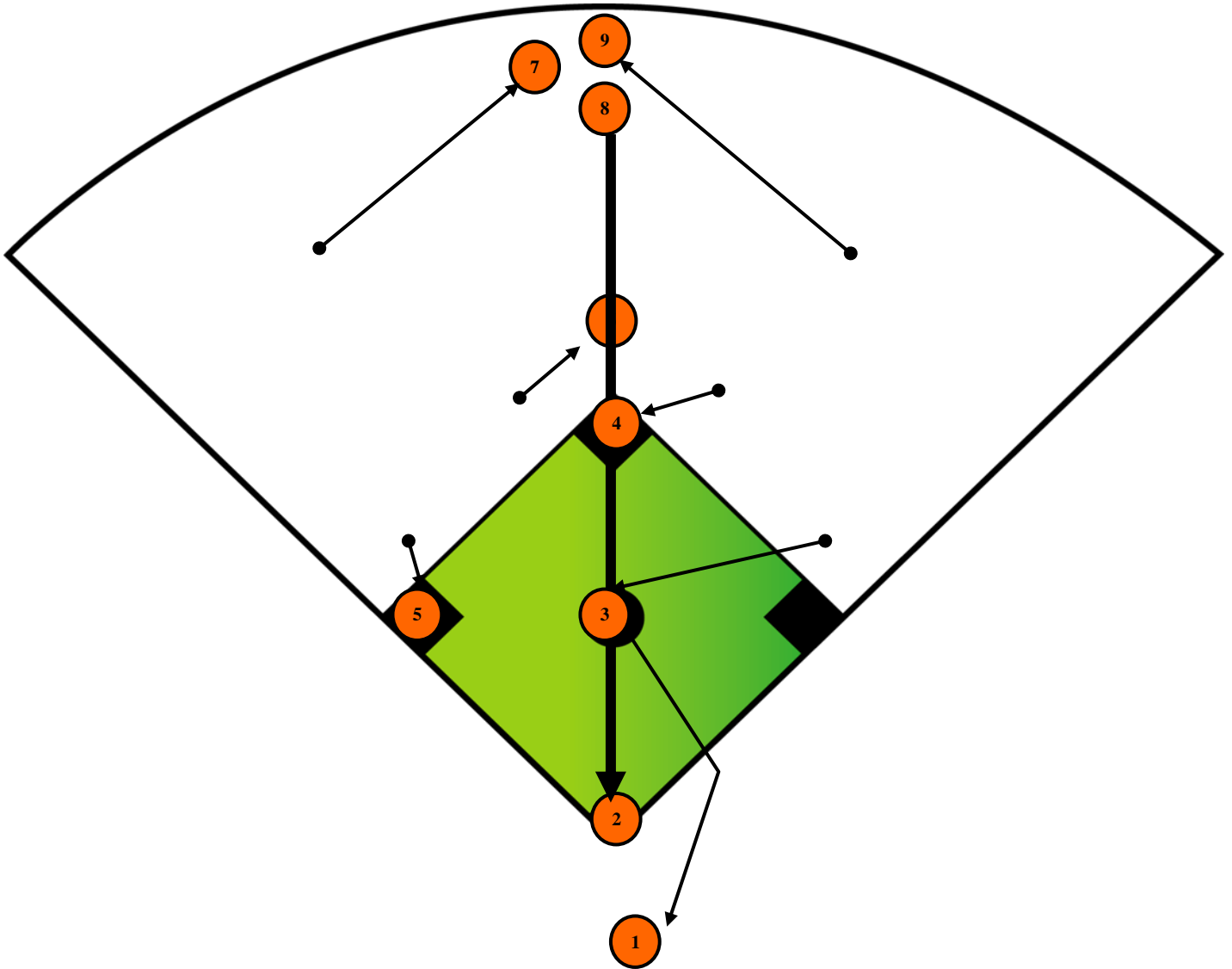
Situation: **Single to left field. Runner on second.**



Key Points

- Pitcher:** Move in to back up home plate through the first base side of home plate.
- Catcher:** Cover home plate
- First Baseman:** See the runner touch first base. Cover first in case of wide turn by batter runner
- Second Baseman:** Cover second base. Be alert for a throw from the cutoff man or catcher.
- Third Baseman:** Move into a position to be the cutoff. See the runner touch third base.
- Shortstop:** Cover third base. Be alert for a throw from the cutoff man or catcher.
- Left Fielder:** Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to home. If there is no play on the lead runner, throw the ball to second base to keep the double play in order and the batter/runner out of scoring position.
- Centre Fielder:** Back up the leftfielder; once the throw is made, move to back up possible throw to 2nd base by catcher or cutoff man
- Right Fielder:** Move into a possible back up position behind second base. Read the play and be ready to back up second or first. The catcher or cutoff man may make an attempt to throw the ball to second or first base.

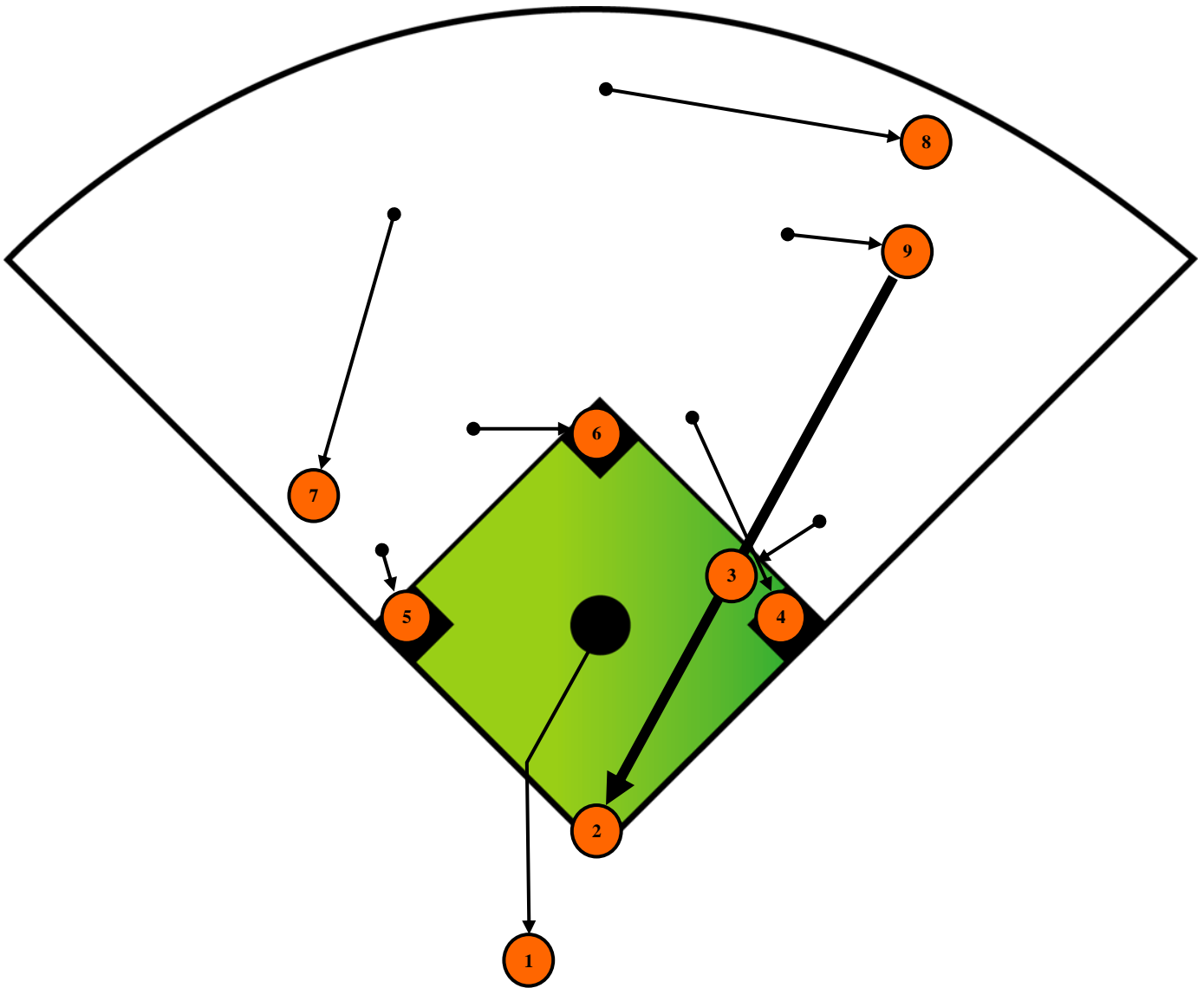
Situation: **Single to Centre field. Runner on second.**



Key Points

- Pitcher:** Move in to back up home plate. Circle on the 1st base side of home.
- Catcher:** Cover home plate
- First Baseman:** Move into a position to be cut-off man to home plate
- Second Baseman:** Cover first base. Be alert for a throw from the cutoff man or catcher.
- Third Baseman:** See the runner touch third base. Cover third. Be prepared for a throw from cut-off or catcher
- Shortstop:** Cover second base. Be alert for a throw from the cutoff or catcher.
- Left Fielder:** Back up centre fielder. Communicate with CF where to throw
- Centre Fielder:** Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to home. If there is no play on the lead runner, throw the ball to second base to keep the double play in order and the batter/runner out of scoring position.
- Right Fielder:** Back up centre fielder. Communicate with CF where to throw

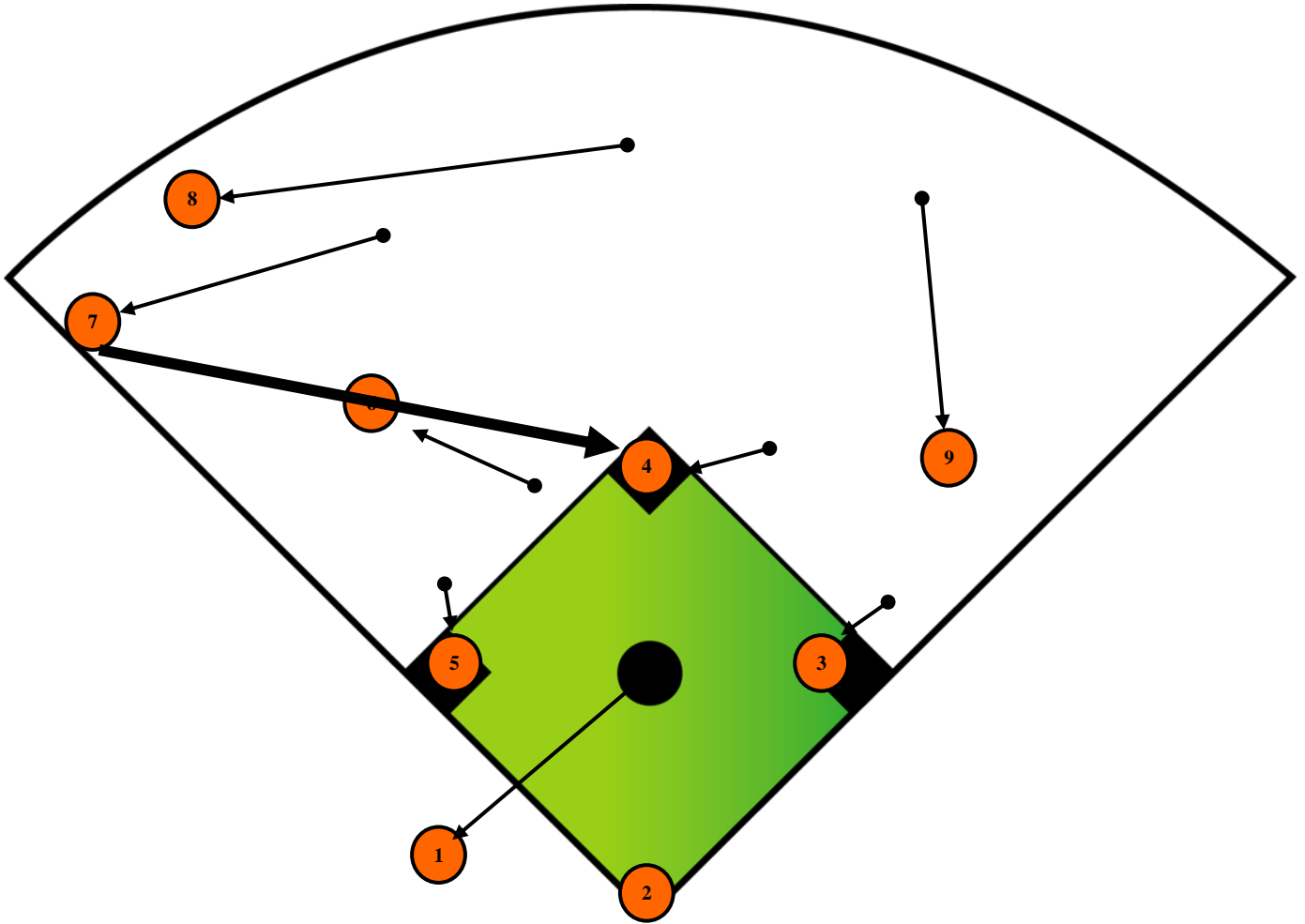
Situation: **Single to right field. Runner on second.**



Key Points

- Pitcher:** Move into a position to back up home plate. Circle on the third base side of home plate.
- Catcher:** Cover home plate
- First Baseman:** Move into a position to be cut-off man to home plate
- Second Baseman:** Cover first base. See runner touch first base. Be alert for a throw from the cutoff man or catcher.
- Third Baseman:** See the runner touch third base. Cover third. Be prepared for a throw.
- Shortstop:** Cover second base. Be alert for a throw from the cutoff or catcher.
- Left Fielder:** Move into a possible back up position behind third base
- Centre Fielder:** Back up right fielder
- Right Fielder:** Get to the ball quickly. Field it cleanly and make a flat one-hop throw all the way to home. If there is no play on the lead runner, throw the ball to second base to keep the double play in order and the batter/runner out of scoring position.

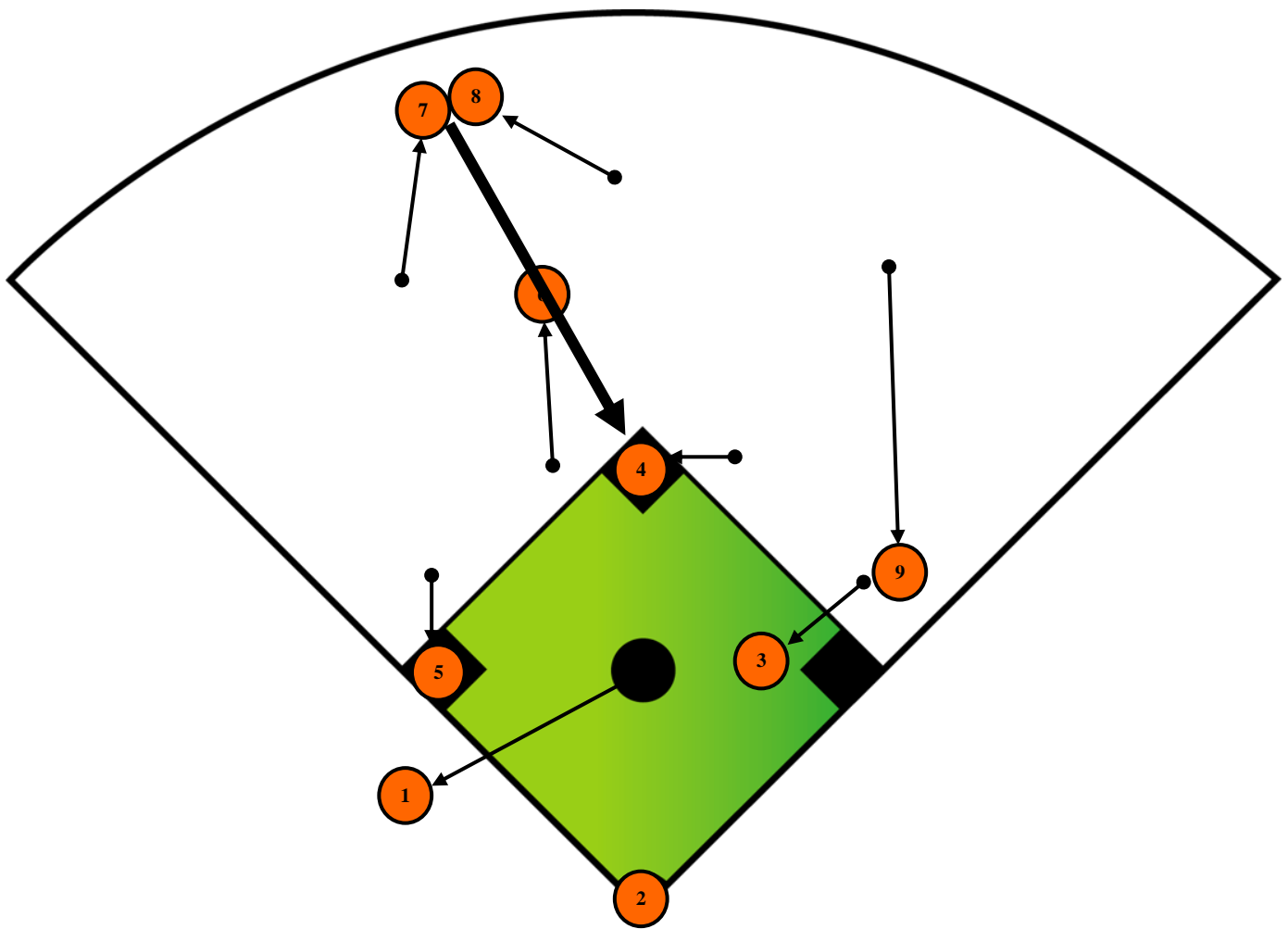
Situation: **Long Single down left field line. Runner on second base**



Key Points

- Pitcher:** Back up 3B for possible play
- Catcher:** Cover home plate
- First Baseman:** See runner touch first base
- Second Baseman:** Cover 2B get ready for the throw
- Third Baseman:** Cover third base
- Shortstop:** Move into relay position in line with 2B. Judge throw and decide whether to relay yourself or leave to 2B
- Left Fielder:** Get to ball quickly. Field it cleanly and give the shortstop a hard accurate chest high throw that the relay man can handle
- Centre Fielder:** Back up left fielder. Communicate with LF where he should throw the ball
- Right Fielder:** Move into possible back up position behind second base.

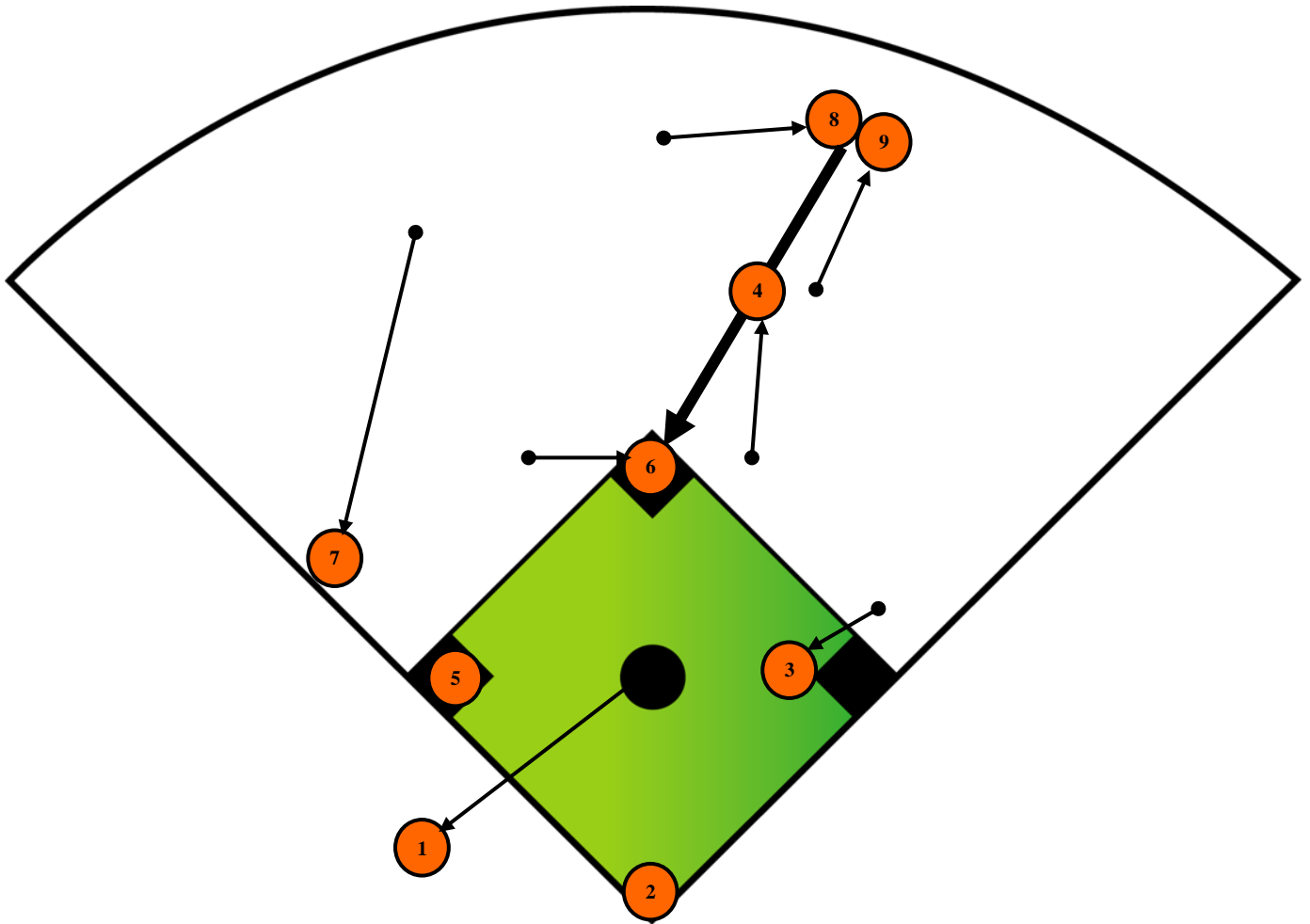
Situation: **Long Single in Left Centre Field. Runner on second base.**



Key Points

- Pitcher:** Back up 3B for possible play
- Catcher:** Cover home plate
- First Baseman:** See runner touch 1B then hang around 1B and also back up position
- Second Baseman:** Cover 2B base
- Third Baseman:** Cover third base
- Shortstop:** Move into relay position in line with 2B. Judge throw and decide whether to relay yourself or leave to the 2Bman
- LF/CF:** The LF and CF must communicate with each other during the play. The first outfielder to the ball makes the play. The other will back up. Get to the ball quickly. Field it cleanly and give the relay man a firm accurate chest high throw
- Right Fielder:** Move into possible back up position toward first base.

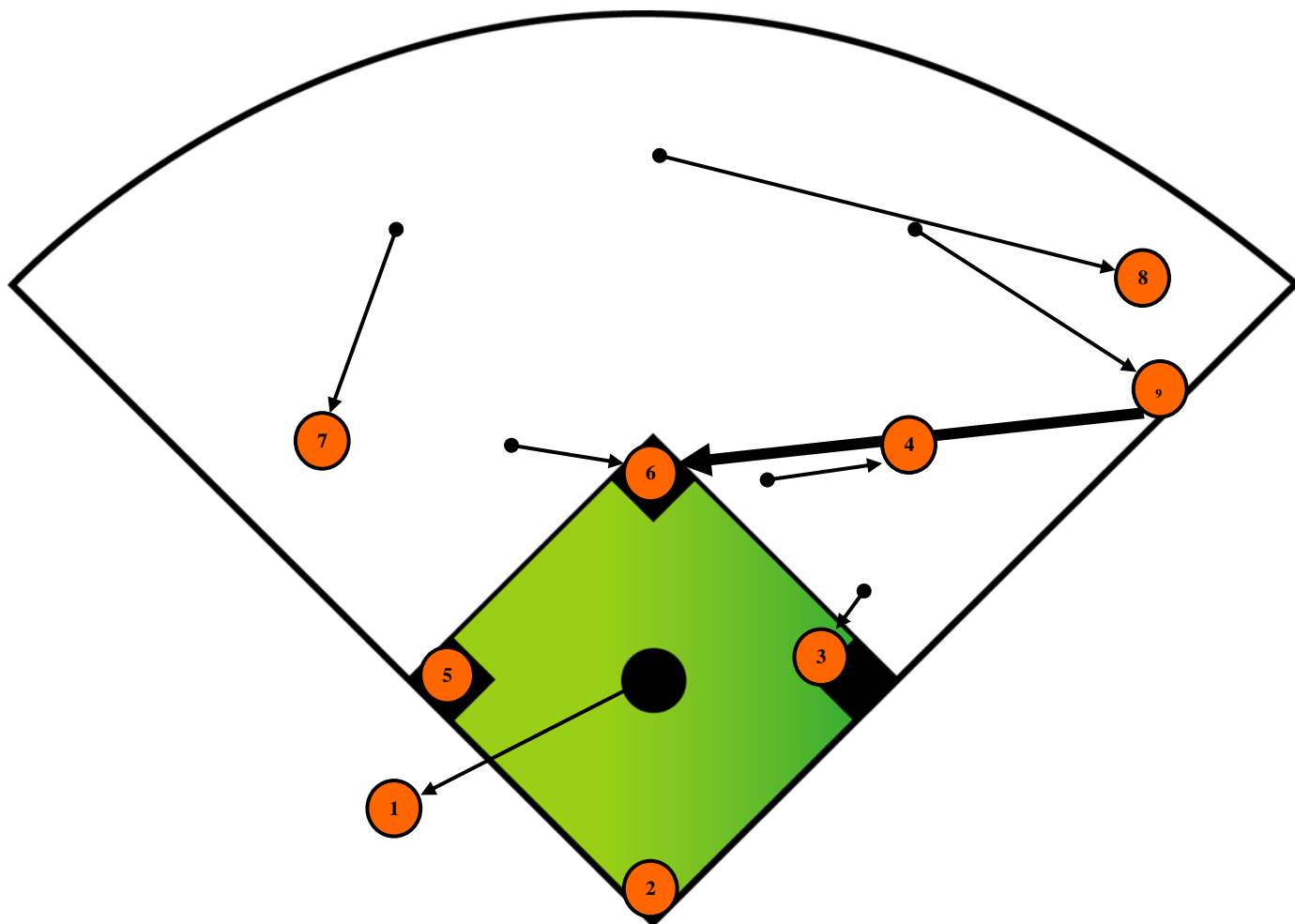
Situation: Long Single in Right Centre Field. Runner on second base



Key Points

Pitcher:	Back up 3B for possible play
Catcher:	Cover home plate
First Baseman:	see runner touch 1B
Second Baseman:	Move into relay position in line with 2B. Judge throw and decide whether to relay yourself or leave to the SS.
Third Baseman:	Cover third base
Shortstop:	Cover 2B
Left Fielder:	Move into possible back up position toward third base.
CF & RF:	The CF and RF must communicate with each other during the play. The first outfielder to the ball makes the play. The other will back up. Get to the ball quickly. Field it cleanly and give the relay man a firm accurate chest high throw

Situation: Long Single down Right Field Line. Runner on second base



Key Points

Pitcher:	Back up 3B for possible play
Catcher:	Cover home plate
First Baseman:	See runner touch base
Second Baseman:	Move into relay position in line with 2B. Judge throw and decide whether to relay yourself or leave to the SS.
Third Baseman:	Cover third base
Shortstop:	Cover 2B
Left Fielder:	Move into possible back up position behind 2B
Centre Fielder:	Back up right fielder.
Right Fielder:	Get to ball quickly. Field it cleanly and give relay man a firm accurate chest high throw

Section Eight: Running

Activities

- Deliver the 5-drill sequence for sprint mechanics
- Conduct base-running activities
- Conduct low risk sliding activities
- Devise ways to encourage base-runners to make their own decisions

Instruction

- Ensure that hitters run hard on every batted ball
- Instruct general guidelines for leads at 1B
- Instruct general guidelines for returns at 1B

Train the players in the 5-drill sequence for sprint mechanics

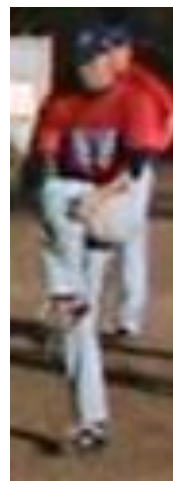
These drills develop improved leg mechanics, and are best built into the warmup routine. The aim is to learn to pick one leg up fully (ankle, knee and hip all flexed so that toes of the foot pass support leg above knee height) while the other is fully extended. The verbal cue to be used is “toe over knee” (make sure this is explained), and requires strong glute action and flexible hip flexors.

Each drill is executed with control, and that the trunk and head remain upright and steady throughout the movement.

Practise good arm action in all drills except #1

- Elbows remain bent at 45°
- Swing elbows through full range of motion and close to sides
- Hands should swing from face height to just behind back at belt-height

1. Walking knee-to-chest stretch (10 each leg). Alternatively pull each knee to chest while fully extending the support leg. Take one step forward between each repetition.



2. Lunge walk with high lift (6 each leg). Two key checkpoints:

- a. Lowest position: trunk upright, long lunge with no wobbling, rear knee brushing ground, front knee remains behind front toe.
- b. Highest position: no wobbling, support leg fully extended, other leg fully folded up.



3. Sprinter's March (10 each leg). Remain tall throughout, taking short steps and adhering to high position described in lunge walk. Stress upright posture.



4. A-skips (20). Rhythmic version of Sprinter's March, with a small, rhythmic skip between each step. Emphasise folding the recovering leg up fully (see above): "toe over knee".

5. “3s” (10-20 each leg). Jogging under control, rapidly lift and put down one leg every 3rd step (hence the name “3s”), using vigorous arm action at the same time. Emphasise getting that foot all the way up (toe over knee) and all the way down quickly. Over time as they become more proficient, players can increase pace until they can do this drill at $\frac{3}{4}$ pace or better.



Devise ways to encourage base-runners to make their own decisions

6. Decision-making ability is a critical attribute in a good base-runner, but takes time and practice to develop. The runner, not the coach, must make the decision on whether to continue to the next base or not.
7. A good base-runner knows where the ball is and makes the decision to go or not considering all relevant factors: running speed; game situation; jump; exact position of ball, runner and fielder; fielder's arm quality
8. When in doubt, be aggressive: attack the next base.
9. Learn from any mistakes you make.



Ensure that hitters run hard on every batted ball

1. Take pride in running hard! Send a message to yourself, your team and the opposition that you never quit trying. Even if you “know” you are going to be out, run as hard as you can.
2. On an infield grounder run hard “through the bag”, even after you are out.
3. When you get a hit to the outfield, take a hard turn and head to second until the defense stops you with a good throw. If they make a little mistake or are a bit lazy, you can take the base.
4. If you hit a pop-up, run hard to get to 2B. If the ball is dropped, you will make it.
5. When on base, work hard to advance 2 bases on a single, 3 on a double.



Conduct base-running activities

Coach is expected to make these points clear to the players, and to provide opportunities to put them into practice in games and at training.

A good base runner always knows where the ball is!

Keep running until someone stops you! (your coach or the fielder)

1. H-1B on infield grounder: accelerate hard; turn head to find ball; continue to accelerate through bag; touch front edge of bag; once bag is touched, turn head to right, looking for possible overthrow and a chance to go to 2B.
2. H-1B on grounder getting through to outfield: accelerate hard; turn head to find ball; once you see it is through, swing wide to get best turn to 2B; touch inside corner and go as far toward 2B as fielders will allow.
3. 1B-3B on safe hit to outfield: good secondary lead, see ball hit, read ball off bat and as you run; break hard, swing out to RF to get a better turn at 2B; make good turn and touch inside corner, keeping speed up all the way to 3B.
4. 2B-H on safe hit to outfield: good secondary lead, see ball hit, read ball off bat; break hard, swing out to LF to get a better turn at 3B; make good turn and touch inside corner, keeping speed up all the way to H.
5. Tagging up at 3B: get a good secondary lead see ball hit, read the fly ball off bat; return to 3B, face home in sprinter's crouch with most favourable foot on base, turn head to keep eyes on ball; once ball is caught, accelerate hard all the way through the plate.



Conduct low risk sliding activities

- a. Wet plastic sheet. Lay out a large & suitably restrained sheet of plastic, wet down (no detergent). With shoes off, players run up one at a time and slide as far as they can, remaining balanced. Have a base at the far end so that they can practice making contact and standing up. Variations: head first – slide on belly, not arms
- b. Cardboard sheet. Use a large piece of cardboard on good grass surface for sliding practice, similar to above (no water required).
- c. Protective clothing. Oversized jeans or tracksuit pants etc, can encourage players to practice sliding on grass and/or dirt.
- d. Wet or otherwise slippery grass. Slide in uniform on good grass surface (avoid damaging an important surface, eg infield).



Instruct general guidelines for leads at 1B

Leads at 1B - general guidelines:

- Always know where the ball is, and keep eyes on player with ball any time you leave a base
- Primary lead is taken when pitcher is in set position or preparing to start windup. Runner must measure a consistent distance so that he knows how far he is off base without having to look back. Finish squared off to baseline, in athletic posture, ready to go in either direction
- 1B receives most and quickest pickoffs, so the primary lead must be very exact. Eg: start with right foot, three steps then a side step.
- Secondary lead is a balanced side-shuffle taken when pitcher commits to pitch. It is used to gain momentum and decrease distance to next base, while remaining under control. Shuffle should be timed so that right foot comes down immediately after catcher receives ball.
- Once again, be exact and finish on a strong, low posture, ready quickly move either way. Getting a good jump is important but catcher's frequently attempt pickoffs.
- Runner must watch flight of ball while he takes his secondary.



Instruct general guidelines for returns at 1B

Returns to 1B – general principles:

- Immediately catcher has ball, quickly get back to within a safe distance.
- If the catcher returns ball to the pitcher, move back to base under control, and prepare for the next pitch (BOSO)
- If the catcher throws to your base, a dive back may be required.
- On a catcher's throw, it is best to dive back in with the right hand touching the right-field side of the bag. The left hand can go out to right-field for support and balance.



Australian Baseball Federation Coaches Updating Policy

Updating is a requirement of the ABF and Australian Sports Commission's National Coaching Accreditation Scheme (NCAS), and is necessary if the coach wishes to retain accreditation levels achieved and maintain coaching currency within the Australian Baseball Federation.

Coaches are required to meet updating criteria or become reaccredited every four years. Otherwise, Accreditation acquired in 2010, for example, will expire in 2014, at the anniversary of their initial accreditation.

Updating responsibilities:

State Associations and the National Organisation are jointly responsible for updating:

Level 1-4 State Associations
Level 5-7 Australian Baseball Federation

Accreditation responsibilities:

Accreditation responsibilities in Baseball are apportioned as follows:

Level 1-4 State Associations
Level 5 State Associations & Australian Baseball Federation
Level 6 & 7 Australian Baseball Federation

Updating Criteria

In order to update his or her accreditation, a coach must in a 4 year period:

- Complete the next level of accreditation
OR
- Complete re-assessment at the current level of accreditation
OR
- Complete the following number of hours of updating activities:
 - Level 1 – 24 hours
 - Level 2 – 48 hours
 - Level 3 – 60 hours
 - Level 4 – 100 hours
 - Level 5 – 120 hours
 - Level 6 – 120 hours
 - Level 7 – 120 hours

Coach's Responsibility

It is the coach's responsibility to provide evidence to the relevant body (see above) that she/he has met updating requirements. Participation in qualifying activities must be verified by an authorised person (e.g. convenor of the course / workshop / clinic, or regional or state coaching director).

Timeframe for updating activities:

Updating activities must be spread out over at least two years. They cannot be completed in the space of a single year (they would ideally be spread over 4 years). In special circumstances, the ABF or the relevant state body may negotiate on a case-by-case basis.

Updating Activities

There are three activities acceptable for the purposes of updating: practical coaching, self education, and assisting other coaches.

1. Practical coaching: At least 50% of the required updating hours for each level must be completed through practical coaching; in many cases, you will be able to maintain your accreditation through this means alone. This can be undertaken with any level of baseball player or team and may occur on a regular basis (weekly, fortnightly) or in specific situations such as camps and clinics.

- Coaching at club, regional, state, or national level; recorded as done in your own log book. Half your practical coaching requirement can be earned in this way.
- Coaching at club, regional, state or national level, supervised & signed off by authorised coach (state or regional coaching director or a coach with a higher level of accreditation)
- Coaching as a member of regional, state or national coaching or scouting committee
- Coaching as a member of an international coaching exchange program
- Coaching as a coaching director or development officer at club, regional, state or national level
- Coaching in regional, state or national development programs
- Coaching as a member of an international Baseball tour group

2. Self education: Up to 50% of the updating hours can be completed through completion of an approved course or seminar.

- Baseball specific coaching seminar
- General coaching seminar or course
- Strength & conditioning course
- Sports Trainers course
- Recognised First Aid, Advanced Resuscitation, Sports massage courses
- Sports related tertiary education e.g. Sports Coaching, Human Movements, Physical Education
- Sports Administration course (e.g. ASSA)
- Leadership / communication training programs
- Observe a coaching session of a coach of a higher accreditation level
- Become a member of a coaches' association (hours claimed must be equivalent to activities e.g. hours spent at meetings)
- Undertake a coaching scholarship
- Other activities negotiated and approved with & by your state association or the ABF

3. Assisting other coaches: Again, up to 50% of the updating hours may be completed by assisting in the development of other coaches.

- Lecture or present at a coaching course
- Become a mentor for another coach
- Supervise coaching practice hours of another accredited coach
- Assist in the development of coaching resources and reference materials e.g. journals, videos, CD's, course presentations
- Other activities negotiated and approved with & by your state association or the ABF

How to apply for updating

1. Make sure your NCAS Coaching Activity sheet (or other evidence) is signed off by the appropriate people across all areas of updating activities
2. Itemise your updating activities according to:
 - a. which section they apply to (e.g. Practical Coaching)
 - b. description of each activity and the number of hours claimed for it
3. Submit your evidence, together with your current contact details and the updating fee, to the appointed person in your state association (or to the ABF where required).
4. Be sure to include a signed Coaches Code of Conduct Agreement form with your updating submission. This form is available from your state association office.

It is always a good idea to provide any relevant extra background to your updating activities and attach it to your submission. Make sure your submission includes your accreditation number and level, as well as your current contact details (postal and phone).

Updating example: (Level 1)

Practical coaching	6 hours self monitored coaching in club
Practical coaching	6 hours supervised coaching
Self education	3 hours Baseball Seminar
Self education	6 hours Red Cross First Aid course
Assisting other coaches	3 hours presented at Level 0 coaching course

TOTAL 24 HOURS

*Enclose signed log book etc to verify participation or activity

Remember, all updating for Levels 1-4 is submitted to your STATE- association

Contact details for ABF

Postal: Australian Baseball Federation
PO Box 1028
Mudgeeraba
QLD 4213

Phone: (07) 5510 6822
Fax: (07) 5510 6855
Email: peter.gahan@baseball.org.au
Website: www.baseball.com.au

Australian Baseball Federation NCAS COACHING ACTIVITY SHEET

Please forward this completed form along with payment of \$..... to your State Accreditation Coordinator.

Name	Date of Birth
Address: No. & Street	Accreditation Level
.....	Discipline (if applicable)
Suburb or town	Accreditation number
State	Date of Issue
Postcode	Expiry date
Telephone	Mobile
Email	

Date	Activity	Hours & (points)	Location	Name of Coordinator (signature)

(Updating information continued)

Date	Activity	Hours & (points)	Location	Name of Coordinator (signature)

Pre-Requisites for Practical Assessment

Practical assessment is the final assessment step at each level in the accreditation process.

Evidence of having met pre-requisites must be supplied prior to commencement of the practical assessment tasks.

Candidates must have previously:

1. acquired the specified baseball experience
2. successfully completed the ASC's Beginning Coaching General Principles assessments
3. acquired the competencies needed to pass the practical assessment tasks
4. paid the appropriate assessment fee

Practical Coaching/Playing Experience

- Level 1: Minimum age of 14; no prior baseball experience required
- Level 2: Minimum age of 16; no prior baseball experience required
- Level 3: Minimum age of 18; and at least one of the following
 - Two (2) years of coaching with Level 2 or Level 3 Pending Accreditation
 - Six (6) years of coaching without Accreditation
 - Eight (8) years of playing with no coaching experience
 - One (1) year of coaching with Level 2 Accreditation plus three years as a player
- Level 4: Minimum age of 20; and at least one of the following
 - Two (2) years of coaching with Level 3 Accreditation
 - Eight (8) years of coaching without Accreditation
 - Ten (10) years of playing with no coaching experience
 - Four (4) years in Australian state team, national league team, or at US college level
 - Three (3) years of Australian national team or recognised professional experience
 - One (1) year of coaching with Level 3 Accreditation plus four years as a player
- Level 5: at least one of the following
 - Two (2) years of coaching with Level 4 Accreditation
 - Fifteen (15) years of coaching without Accreditation
 - Ten (10) years total in Australian state team, national league team, pro ball and/or at US college level
 - Five (5) years total in Australian national team or recognised professional experience
 - One (1) year of coaching with Level 4 Accreditation plus five years as a player
- Level 6: at least one of the following
 - Two (2) years of coaching with Level 5 Accreditation
 - Fifteen (15) years total in Australian state team, national league team, pro ball and/or at US college level
 - Ten (10) years total in Australian national team or recognised professional experience
 - Five (5) years of professional experience at AA or above

Beginning Coaching General Principles Pre-Requisites

All coaches must have achieved the competencies covered in the Australian Sports Commission's Beginning Coaching General Principles course. In most cases, this can be done in three ways:

- Online: Complete the assessment tasks in the ASC's online course (<https://learning.ausport.gov.au/jPortal/default.aspx>) and then obtain the Statement of Module Completion, in your own name. This can then be forwarded as a hard copy or email to the relevant Assessor (ensure that this is done prior to the deadline). Please note, that the course and the assessment are free of charges.
- General Principles through an external provider: The Sports Commission has contracted various bodies (Sport & Rec etc) in each state to provide the General Principles course in a face-to-face setting. This course includes assessment tasks. Official evidence of completing these tasks satisfactorily must be provided to the practical Assessor. Please note, that with this option, course fees are payable and there is no provision for attempting the assessment tasks without attending the course.

Please note: Beginning Coaching is the only General Principles course with assessments which must be satisfied in order to be accredited. The ASC also has General Principles Courses for Intermediate and Advanced coaches, but at this stage neither is a requirement for any level of accreditation.

Physical Screening Check

Participants will need a personal fitness level that will enable them to physically complete the practical requirements of the course. Assessors reserve the right to request proof of fitness from a medical practitioner. Participants who are unable to meet this requirement will undertake alternate activities during the practical components of the course.

Coaches' Code of Conduct

To attain or retain Coach Accreditation under the ABF NCAS, a coach must have read, understood and signed a current Coaches' Code of Conduct. Failing to adhere to the requirements of the Code of Conduct may result in a coach being stripped of accreditation.

Qualifications and Training of Presenters, Assessors and Mentors

Gaining a particular Level of Accreditation is a matter of passing the relevant assessment tasks to demonstrate the competencies required for that Level; it is not a matter of attending a course. There is no reason why the assessment task cannot be attempted at, or prior to, the commencement of any course or courses. Those who can already pass the assessment task need not complete any course. Those who can't complete the tasks need to find a way to develop the necessary competencies, and one of the best ways to do this is to complete a course purpose-built to equip candidates with the skills required to pass the assessment.

These courses can be designed and run by states, associations or even clubs. The crucial thing is that the assessment of an individual's competencies will always be conducted according to NCAS guidelines and only by authorised personnel. It will be rigid and objective, as it is the key to quality control.

In order to satisfactorily present a baseball-specific portion of an ABF National Coach Accreditation Scheme course, individuals should themselves have completed requirements for the specific competency in the NCAS.

Course Level	Minimum Accreditation Level of Presenter	Minimum Accreditation Level of Assessor
1-2	3	3 (plus endorsement of state body)
3	3	4 (plus endorsement of ABF and state body)
4	4	4 (plus endorsement of ABF and state body)
5	5	4 (plus ABF endorsement)

- As all assessment will be done according to defined competency standards, it is not necessary that an assessor have a higher level of accreditation than the candidate.
- Presenters and assessors for Level Five and above may have a variety of qualifications. There are a number of ways by which a coach may achieve a Level 5 Accreditation, for example, and Level 6 will be largely individualized according to need.
- Criteria for Levels 5-6 may include, or consist wholly of, demonstrated competencies in a specialist area (Pitching Coach or Manager, for example), or completion of a combination of specified modules for Coaches of Hitting, Infield, Outfield, Catching, Baserunning, Offensive Strategy and Defensive Strategy.
- The completion of coaching duties under the supervision of a mentor will also be a significant education and assessment strategy at these higher levels.

Complaints Handling Procedure

Any coach assessed as not yet competent in all required areas, and thus not granted the relevant level of Accreditation, may lodge an official complaint. Complainants should be aware that they must feel confident that they did in fact satisfy the specific criteria during the assessment process, or that the process was in some way flawed. If this cannot be substantiated, any complaint is unlikely to be upheld.

This complaint must be in writing (optional pro-forma attached), and lodged with the relevant state body along with a \$50.00 lodgement fee within two (2) weeks of being informed of the assessment. The lodgement fee will be refunded if the complaint is upheld.

This complaint will be handled in the following manner:

1. For Levels 1-4, the state body will evaluate the complaint, the supporting evidence and any contradictory evidence (including feedback from the assessor). It will then make a decision to uphold or dismiss the complaint.
 - a. If the complaint is dismissed, the complainant will be informed in writing of the state body's decision to uphold the original assessment. The complainant may then seek reassessment at a mutually suitable time.
 - b. If the complaint is upheld, the state body may, based on the strength of the evidence, either reverse the assessment decision or arrange for the candidate to be reassessed at a mutually suitable time within one month of the decision being reached.
 - c. If the state body decides to reverse the original decision, they must within two weeks provide the National Coaching Coordinator with a written account of the case, including all evidence and the reasons for the reversal.
2. For Level 5 assessments conducted by the state body, the state body will initially evaluate the complaint, the supporting evidence and any contradictory evidence (including feedback from the assessor). It will then formulate a recommendation to either uphold or dismiss the complaint; this recommendation, along with supporting evidence, will be forwarded to the appropriate ABF officer, who will review the case and come to the final decision.
 - a. If the complaint is dismissed, the ABF will inform the complainant of the decision in writing. The complainant may then seek reassessment at a mutually suitable time.
 - b. If the complaint is upheld, the ABF may, based on the strength of the evidence, either reverse the assessment decision or arrange for the candidate to be reassessed at a mutually suitable time within one month of the decision being reached.
 - c. If the ABF decides to reverse the original decision, they must within two weeks provide the state body with a written account of the case, including all evidence and the reasons for the reversal.
3. For Level 5-6 assessments conducted by the ABF, the state body will forward the complaint on to the ABF, with or without additional evidence (at their own discretion). The appropriate ABF officer and a panel of suitably qualified people will review the case and come to the final decision. The outcome of this review will be communicated according to the above guidelines (see paragraph 2a, 2b and 2c).

Complaint about Competency Assessment:

Coach's last name		Other names	
Contact phone		Email	
Date of Accreditation Course			
Accreditation Level attempted			
Location of Accreditation Course			
Name of Course deliverer			
Date of Assessment			
Name of Assessor (if known)			
In what area(s) were you assessed as "not yet competent"?			
Why do you believe this was an invalid assessment?			
In what way was the assessment process flawed?			
What evidence can you provide to support your case?			
Coach's signature			

(Office use only)

Signature of state body representative	
Date received	

Baseball RCC/RPL Application Form

SECTION 1 – PERSONAL DETAILS

Name:

Address:

.....

.....

Postcode:

Phone: Fax:.....

Mobile: Email:

SECTION 2 – ASSESSMENT (COMPULSORY)

Most coaches will need to complete the Australian Sports Commission’s Coaching General Principles course and be assessed using the standard assessment tools.

Current Accreditation Level (if any):.....

Accreditation Level sought:

Evidence of completing the ASC’s General Principles Course

Please tick and attach relevant documentation to this application form.

	Online BCGP certificate (to enrol in the free BCGP online course, go to: https://learning.ausport.gov.au .)
	BCGP certificate from an approved Australian Sports Commission training agency
	Active After-school Community Coach Training Program Certificate
	NCAS accreditation from another sport (specific evidence of GP completion must be included)
	Completion of a sports coaching, physical education or equivalent tertiary qualification

Baseball Assessment Responsibilities for RCC and RPL

Levels 1-4 State body

Level 5-6 ABF

Please contact the state or national baseball federation to complete the assessment tasks to the required standard and or supply evidence of meeting the required competencies below.

SECTION 3 – EVIDENCE (OPTIONAL)

Please supply evidence relating to each competency in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.

Competency

Summary of evidence provided

Please supply evidence relating to each competency in the form of education and training, work related experiences and life experiences. Please attach copies of documents and /or references to the application form.

List the competency for which recognition is being sought	

Note: Continue to insert extra spaces for additional competencies/learning outcomes and assessment criteria

I declare that the evidence I have provided is a true and accurate record of my work and life experiences:

.....

Signature of applicant

.....

Date

Payment

Applicants must pay an RPL/RCC administration fee of \$50.00 payable to the. This can be paid by card, cheque or by direct transfer:

Australian Baseball Federation
BSB 084 917
Account no 640 185 998

Please quote your name and the term “RPL” or “PCC” for reference purposes.