



## Initiation Coach

### *Downloads and Resource Materials*

# 1) ***A Simplified Ethical Decision-making Framework***

## **Step 1 - Gather the facts**

Prior to making any decisions, gather as many facts as possible about the situation. Here are some questions to help you do this:

- What has happened?
- Who is involved?
- Who is affected by the decision or action and in what way?
- What do all the parties involved have to say about the situation (i.e. what are all the sides of the story)?
- Has anything like this happened before and, if so, what was done and what were the consequences?

*Then*

## **Step 2 - Determine whether the situation is a legal one**

Some situations may have legal implications that require specific actions on your part. Here are some questions to help you determine if this is the case:

- Is there concern for the health and safety of individuals, particularly children? Has harm occurred and, if so, under what circumstances?
- Has an existing law been broken, because the situation involves one or more of the following:
  - Child abuse – emotional or physical
  - Use of or condoning the use of illegal substances (narcotics, performance-enhancing drugs, alcohol, tobacco)
  - Harassment: sexual, verbal, or psychological
  - Sexual relations with a minor
  - Theft or malicious damage to property
  - Assault

If the situation is a legal one, contact authorities - STOP

Or If the situation is an ethical one and does not have legal implications, try to resolve it.

*Then*

## **Step 3 - Identify all the ethical issues**

Here are some questions to help you clearly identify all the issues that are at play:

### **Outcomes**

- Did the actions of an individual or group prevent an individual or group from reaching a goal?
- Did certain actions or non-actions result in harm to anyone?

### **Means**

- Was the issue related to the way someone did something?

- Are there guidelines that indicate how a similar situation should be addressed?

### **Rules and laws**

- Have specific rules or laws (of the game) been broken?
- Have team policies been violated?
- Have specific rules or laws been misinterpreted (accidentally or deliberately)?
- Does the rule or law need to be changed?

### **Responsibilities and duties**

- What duties and responsibilities did the parties involved have toward each other?
- Has an individual or individuals failed to fulfil duties or responsibilities?

*Then*

### **Step 4 - Consider what might influence how you see the situation**

Some factors that may influence you are:

- Experiences as a participant, experiences as a coach
- Life experiences
  - Likes & dislikes
- Religious beliefs
- Family
- Friends & peer pressure
- Education & training
- Cultural factors
- Politics, economics, employment situation

*Then*

### **Step 5 - Use the NCCP Code of Ethics to guide your choice of action**

Here are some questions to consider as you are choosing what you are going to do:

- Is it possible to park the situation until emotions cool?
- If appropriate, can you resolve the situation in an informal way?
- Can/should others be involved in the decision?

**Use the NCCP Code of Ethics, Fair Play concepts and principles of Community Sport as a discrimination-free zone to guide your decision.**

## **2)** *The NCCP Code of Ethics*

Based on the CPCA Coaching Code of Ethics (Canadian Professional Coaches Association)

The NCCP Code of Ethics is based on four fundamental principles:

1. Respect for Participants/Athletes
2. Coaching Responsibly
3. Maintaining Integrity in Relationships
4. Honouring Sport

### ***1. Respect for Participants/Athletes***

The principle of respecting participants/athletes challenges coaches to act in a manner respectful of the dignity of those involved in sport. The cornerstone of this principle is the basic assumption that each person has value and is worthy of respect. Acting with respect for participants/athletes means that coaches:

- Do not make some participants/athletes feel more or less worthy as persons than others on the basis of gender, race, place of origin, athletic potential, colour, sexual orientation, religion, political beliefs, socioeconomic status, marital status, age, or any other conditions;
- Have a responsibility to respect and promote the rights of all participants/athletes. This is accomplished by establishing and following procedures for confidentiality (right to privacy); informed participation and shared decision-making (right to self-determination – participants/athletes' rights); and fair and reasonable treatment (right to procedural fairness). Coaches have a special responsibility to respect and promote the rights of participants/athletes who are in vulnerable or dependent positions, and therefore less able to protect their own rights;
- Interact with others in a manner that enables all participants/athletes in sport to maintain their dignity;
- Build mutual support among fellow coaches, officials, participants/athletes, and their family members.

## ***2. Coaching Responsibly***

The principle of coaching responsibly carries the expectation that the activities of coaches will benefit society in general, and participants/athletes in particular, and will do no harm. Fundamental to the implementation of this principle is the notion of competence (i.e. coaches who are well prepared and current in their discipline will be able to maximize benefits and minimize risks to participants/athletes).

In addition, coaching responsibly implies that coaches:

- act in the best interest of the participant/athlete's development as a whole person
- recognize the power inherent in the position of coach
- are aware of their personal values and how these affect their behaviour
- acknowledge the limitations of their knowledge and competence in their sport
- accept the responsibility to work with other coaches and professionals in sport in the best interests of the participants/athletes.

## ***3. Maintaining Integrity in Relationships***

The principle of maintaining integrity in relationships means that coaches are expected to be honest, sincere, and honourable in their relationships. Acting on these values is most possible when coaches have a high degree of self-awareness and the ability to reflect critically on how their views and opinions influence their interactions.

Critical reflection questions existing assumptions about the values and practices that govern coaches' actions. The essential component of critical reflection is an attitude based on open-mindedness, active inquiry, and sincerity.

## ***4. Honouring Sport***

The principle of honouring sport challenges coaches to recognize, act on, and promote the value of sport for individuals and teams, and for society in general. Honouring sport implies that coaches:

- act on and promote clearly articulated values related to coaching and sport
- encourage and model honourable intentions and actions.

### **3)** *Fair Play*

There are four main groups of people involved in community sport competitions; the participants, their parents, the coaches, and the officials. How these groups interact and treat each other before, during, and after each competition will greatly influence whether the sport experience for the participant is a positive or a negative one.

Many teams spend time at the beginning of the season to outline together how the four groups involved will act, and then to describe these behaviours in their own fair play charter or team code of conduct. It is important to involve everyone in developing such a code and then have everyone sign it.

Committing to fair play will not detract from the competitiveness of a participant or a team. In fact, teams and competitions are enhanced when all groups agree to adhere to fair play statements that outline the dos and don'ts in a very clear way.

#### ***Some examples of fair play behaviours include:***

- following all the rules and never seeking to deliberately break a rule
- refusing to win by cheating
- respecting the officials (e.g. not yelling at them or harassing them in any way)
- demonstrating self-control
- recognizing good performances by the opponent; to get the best out of you, you need your opponents to play their best too
- cheering your team without verbally abusing opponents.

## 4) **Community Sport as a Discrimination-free Zone**

*Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.*

*– Canadian Charter of Rights and Freedoms*

One of your shared responsibilities with participants and parents is to ensure that discriminatory behaviour on the bases described in the charter and in the NCCP of Ethics is not tolerated in your sport environment.

**Discrimination** occurs when an individual or group is treated unfavourably or unequally because of **prejudice** or **stereotyping**.

**Prejudice** is the use of prejudgment, or having a preconceived opinion about someone.

A **stereotype** is the broad, often inaccurate, belief about the characteristics of a cultural, ethnic, or racial group used to describe an individual thought to be a member of that group.

**Harassment** is comments or conduct that should reasonably be known to be unwelcome to another, and can include actions such as jokes that isolate a particular group or groups, verbal slurs and insults, and condescending or intimidating behaviours.

### ***What can I do to create a discrimination-free zone with my team?***

There are many influences on participants that affect their ability to treat each other fairly and with respect. For example, the participants may have been exposed to racist or sexist behaviour all around them at school, at home, and at play. The best thing you can do as a coach is to watch what you say and do, to intervene if someone on or around your team acts in a discriminatory way, and to encourage the participants and their parents to intervene themselves if they see or hear this type of behaviour.

Addressing how participants want to be treated and how they are going to treat others is a great starting point for building a team code together, which will go a long way toward preventing discriminatory behaviour before it happens.

## ***What can I do if I witness discriminatory behaviour?***

Understand clearly that not responding is actually interpreted by others as a response; this passive response can indicate that you are OK with what was said or done. A passive response, although leaving you at little personal risk, does nothing to change or stop the behaviour from happening again.

An aggressive response usually seeks to shame the person who has shown the discriminatory behaviour. This type of response usually escalates the situation and does not model respect for others.

### **Choose a positive response to intervene effectively:**

<p>Passive response "doing nothing"</p> <p>Not recommended</p>	<ul style="list-style-type: none"> <li>• Goal is to ignore the behaviour</li> <li>• Sometimes an attempt is made to rationalize the behaviour</li> <li>• Assumes the other person will not stop/change the behaviour if an intervention is made</li> <li>• Considers time on task and/or personal safety as more important</li> </ul> <p>Examples: Laugh along with a discriminatory joke, or saying nothing when a discriminatory remark is made</p>
<p>Aggressive response "confronting"</p> <p>Not recommended</p>	<ul style="list-style-type: none"> <li>• Goal is to stop the behaviour in the short term</li> <li>• Comes across as judging the person, not the behaviour</li> <li>• Usually results in the other person wanting to retaliate</li> <li>• Often based on a sense of superior authority, strength, or numbers</li> <li>• The safety of the person whom you are confronting is now also at risk</li> </ul> <p>Examples: "I can't believe you said that. How ignorant can you be?" "Don't you know that what you are saying is wrong?"</p>
<p>Positive response "seeking change"</p> <p><b>Recommended</b></p>	<ul style="list-style-type: none"> <li>• Goal is to stop the behaviour in the short term and to change the behaviour in the long term</li> <li>• Names the behaviour as unacceptable</li> <li>• Points out what is needed in the situation</li> <li>• Does not judge the other person</li> <li>• Is based on modelling respect</li> </ul> <p>Example: "Please do not say that; it is hurtful. How about treating that person as you would like to be treated, and as we agreed to treat one another as team members?"</p>

By choosing a positive response and intervening when you witness discriminatory behaviour, you are modeling respect for others, and attempting to educate for change.

## 5) Throwing Skill Progressions - Teaching Keys and Sequences

Coaches must stress the importance of developing throwing skills that are safe and fundamentally sound. The throwing skill when properly executed prevents arm injuries, enables the child to perform at a higher level of skill – enabling the young athlete to have ‘fun’ as a result of successful performance. Long term, it develops proper muscle memories to prevent injuries in future years.

Following are progressions with key teaching points at each step.

Emphasize simplicity – leads each part into action at the proper time in sequence. Exaggerate with kids to get results.

Remember to have only 1-2 key points for each session at each step.

The steps may show several keys; Coaches should stress only 1-2 keys at each stage when they perform. Once athletes have mastered a key at each stage, the others can be stressed.

Make sure you use ‘simple’ and easily understandable terms to describe the keys. For example, the circular arm motion in alignment with the target becomes ‘make a C with the ball’ or ‘down, back and around’.

### *Learning the 4-seam grip*

- 2 fingers, wide seams, slightly spread
- Thumb under
- Small space – ball /hand

### *Throwing from one knee*

#### *Setup*

- Motion in direct line
- Glove leg extended
- Foot pointing to target
- Look at target

#### *Gather*

- Thumbs on top
- Remove ball at chest

#### *Arm Action*

- Arm motion – ‘make a C’
- Fingers always on top
- Release – elbow leads wrist

*Shoulder Rotation*

Throwing shoulder drives to target  
Shoulder rotation – glove tucked in

*Finish*

Deceleration gradual – not abrupt  
Arm Rotation / Fluid Motion  
Hand on finish o/s knee

*Throwing from a standing position*

*Feet in T position*

Proper alignment / sideways  
Shoulder to target  
Gather, break, motion  
Feet pointing / on balls of feet  
If foot opens – shoulder opens, then arm lags  
1<sup>st</sup> stage – just pivot back foot, heel will face sky  
Keys from earlier stages apply

*Throwing from a Standing Position*

*Using the Lower Body*

2<sup>nd</sup> stage Then ‘pop’ hips around  
Shoulders will be square to target  
Head and eyes on target  
Release and follow-through  
Key from earlier stages apply

*Using the ‘crow-hop’*

Feet work – Step to throw  
Plant the pivot foot – ankle to target  
Inside heel of pivot foot & Shoulder to target  
For max thrust – lower body active  
Arm action important  
Throw over progressively longer distances

In developing these progressions and training they can also work on the ‘receiving’ part. Encourage athletes to get into an athletic position, square to the ball to receive the return throw.

Arm safety is a very important factor. Arms should be exercised regularly and properly before any practices. For example, throwing progressively over longer distances builds arm strength and prevents injuries by properly prepared the arm to execute the skill in the practice or game situation.

## 6) Fielding Skill Progressions – Teaching Keys and Sequences

In all progressions, have athletes say (‘verbalize’) what is going to happen. Teach then to anticipate and to react to the ball. Demonstrate very basically the progressions involved

### *Basic athletic position*

- Feet shoulder width apart
- Knees slightly bent, weight on toes
- Hands in front of chest, palms facing
- Remind athlete what to expect
  - teach to anticipate and
  - movement before action / flex

### *Catching object thrown underhand, no glove*

- Above waist, thumbs together
- Below waist, pinkies together
- Hands extended, then ‘giving’

### *Fielding a rolling ball, no glove*

- Square to ball
- Bend with knees, lower base
- Hands extended
- Gather ball to chest

### *Catching a ball thrown in a small arc, no glove:*

- Tracking

### *Catching a ball with glove:*

- Hands to the ball
- Body square to ball

### *Fielding a ground ball:*

- Move to ball
- Stable base
- Square to the ball
- Under control

### *Catching an object--fly ball:*

- \* Moving to catch a ball:*
- \* Moving to field a ground ball:*
- \* Catching fly balls*

Remember children may have a fear of being struck by the baseball – some suggestions as to how to remove that fear are the following:

- Helmet with face mask for younger children in catching balls thrown to them during drills
- Use PolySoft / Incrediballs / Nerf balls for all ages to lessen impact

# 7)

## **Fundamental Running and Sport Movement Skills**

In order to train our youngsters to execute safely and properly sound fundamental skill specific skills, it is first necessary first to develop the young athlete in performing fundamental sport movement skills. Early specialization and concentration on sport specific skills occur at the expense of correct fundamental motor skills which form the basis for long-term success and proper fundamentals.

Rather than hope that the children pick up these fundamental motor skills through elementary school physical programs (which are disappearing) or through random playground activities, we can incorporate fundamental movement skills into our practice routines and activity sessions. These training sessions at this stage of athlete development are as important to the long-term development of the athlete as are the sessions on hitting, fielding and throwing. They are the basis for developing sound fundamentals in all of these sport-specific skills.

The fundamental movement skills include locomotion skills (running, leaping, jumping), non-locomotion or stability skills (swinging, turning, balancing), manipulative skills (propulsive – throwing and receptive – fielding) and movement awareness (ability to respond to situations). These fundamental movement skills have to be developed prior to specific sport skills. These motor skills can lead into sport specific training. It is important also that the training be started at this Initiation stage because this is the stage of athletic development where the muscle memories and movement patterns will have the greatest long-term effect on overall player development.

When we move to sport specific skill development, the players must be taught the movements in sequence without any regard to speed of movement. Focus on the proper technique and sequence of movement, and then the speed of the movement can be increased while the precision of the movement is maintained. The next step is to change the movement slightly or to do them under different conditions. The last stage is to perform the correct sport specific skill at game conditions.

## **Running**

Aside from the basic sport movement skills, the most important baseball skill to be taught at this stage is how to run properly. The skill outline in our on-line module describes the following Proper Running Form:

- Pump arms forward and backward, with elbows bent and arms close to the body
- Hands go from hips at the back of the swing to shoulder height at the front of the swing
- Knees bent and raised in front of the body when the foot is off the ground
- Only the front half of the foot should make contact with the ground
- Lean slightly forward
- Stay relaxed
- Focus eyes on target and maintain focus in order to keep the head still

Key teaching points include:

- Relax
- Focus eyes to keep head still
- Bend elbows
- Bend knees
- Pump arms and legs
- Lean forward
- Run on front half of foot
- Run hard

## **Teaching the Running Skill**

In teaching the basic running movement skills, you must pay attention to the basic performance cues:

- Direction of body alignment
- Center of gravity
- Visual contact
- Limbs in opposition
- Foot strike patterns

Start with a 'balance' position. Body is facing in the direction of the target. Feet are shoulder width apart, to provide both stability and mobility. Shoulders over knees, knees flexed. Keep weight on balls of feet. Eyes on target with head up to maintain balance and movement in straight line.

In moving forward, foot strike pattern can be heel to ball. In early exercises all activities can be done on balls of feet. For speed and short running as required by our sport, running on the balls of the feet is acceptable. As child

develops good pattern of movement, speed can be generated by lowering center of gravity and starting the movement with short, quick steps while gradually raising the center of gravity to a more balanced position and lengthening the stride.

Arms must be kept in close to body. By swinging the arms, you generate rotational forces that reduce the speed toward the target. The limbs must be used in conjunction with the legs to generate force on each side in sequence. Arm action must go from the hip to the shoulder to assist in increasing the power of the stride.

A recommended teaching sequence is the following:

- Always start with a balance position. Have the kids flex their knees, lower their shoulders over their knees, with head up and on the balls of their feet, hands extended in front of them. This position is 'Movement before Action' or 'Motion at Rest'. Kids have to anticipate what is required and to be prepared for the action. Weight shifts to the leading or take-off foot. An athletic or balanced posture must be maintained.
- *Skip in the air* – children love to skip. Have them stand in place, try to skip once, straight up as high as they can while standing upright with their hands at their side, then have them start at the balance position with their hands at the side and try to see how high they can go. Now add the arms to generate the height and lift to the jump. Remember we're just jumping with one leg as the take-off leg. Try both legs as the take-off leg.
- *Giant steps* – from the balance position, flex one knee (generally done with dominant leg to give more power), take a 'giant' step with the other leg by reaching up and then out as far as they can with the leg. Have the child come upright, then start process with other side. Don't worry about speed of movement, have kids try to see how few steps they can take to reach a target while following the basic movement pattern. You can make this into a form of the children's game 'Father, May I?' See who can go the furthest.
- *Skip, no arms* – have the children skip to a line (target) while concentrating on the form – not on speed of movement. Have them start by keeping their arms at their side. Encourage them to look where they are going, to start at the balance position and to get as much height as possible on their steps.
- *Skip, hips to ears* – now introduce the arm swing. By having the kids swing their opposite arms from their hip as the leg start to rise to touch their ears will keep the arms close to body to minimize any rotational forces, maintain balance and to generate power in the

proper direction. Have the children start in slow motion while exaggerating the movement pattern. By skipping you force the kids to use the balls of their feet. Gradually you can increase the speed. Arm angle should be 90 degrees with the hand unclenched.

- *Skipping races* – gradually increase the speed of movement patterns.
- *Transfer to Running* – now we can use the same movement patterns to running. Break the skill into its movement patterns and emphasize separately, e.g., balance position, shoulders square to target, visual contact with target (keeps head up), foot strike, arm motions. You can isolate and emphasize each pattern. When correcting or demonstrating, only take 1 or 2 keys at a time.

### *Girls **are** Different*

Young female athletes in competitive sports are from 2 to 8 times more likely to suffer anterior cruciate ligament injuries to their knees than young males. There are a number of biological reasons for this which is more fully explained in current research. It is not necessary to go into these reasons for the purposes of developing basic sports movements for reason save to say that teaching young girls at the Initiation age the proper method for jumping and landing can have real long term benefits in future training and long-term injury prevention.

Girls have a tendency to jump, land, cut and go after the ball with straight legs and without lowering their center of gravity into the basic sports 'ready position'. Pay particular attention to and teach young girls to land with a lower center of gravity and to bend at the knees and hips rather than remaining upright, whether in running or jumping. Teach them when jumping to land in squat position when landing and to land on 2 feet with their body balanced over their legs.

As the girls get older (reach puberty) their center of gravity does change and differ from the boys and, as a coach, you have to address specific training needs such as the power imbalance between quadriceps and hamstrings for example.

### *Speed*

This skill is one of the first to be incorporated when we move from fundamental motor skills to sport specific skills. It requires a high degree of coordination. Suggested activities would be tag games and relays. All movements should be performed quickly and periods of play short and very active. A play environment is very important.

## *Agility / Balance*

### Activities:

- Postures (stand on one foot, crouch while on one foot, jump from foot to foot while crouching, jump to low bench and maintain position, stork stands – changing feet)
- Stance – start most activities with participant in a 'sports ready position'; good balance, with head up, feet spread shoulder width apart, shoulders over knees, on ball of feet

### Guidelines:

- Some coordination activities can contribute to develop of balance.
- Often necessary to create conditions in which kids assume an unusual position or posture and are asked to maintain for a specific period of time.
- Have kids perform normal movements in unusual conditions (walking backwards with eyes closed, on a line or rope, hopping on one foot on spot or forwards, backwards).
- To improve static balance and stability, child must lower his / her center of gravity (by bending knees or flexing hips), make base of support wider (by widening the legs), making sure weight is well distributed.

## *Coordination*

### Activities:

- Agility games (e.g., follow the leader)
- Basic Motor patterns ( running, jumping, rolling – tumbling, leap frog, jumping on one leg while maintaining balance or lifting an arm and the opposite leg simultaneously)
- Eye / hand or eye / foot coordination – tossing ball up and catching it with same hand, dribbling soccer ball, kicking a soccer ball at target.

### Guidelines:

- Sequence of actions performed in given order (throwing)
- Beginners not to have too many actions in given sequence
- General coordination activities rather than sport-specific for younger children
- Basic motor patterns mastered before moving to complex
- Sequence of movements for body parts rather than whole body movements
- When patterning sport specific movements, it's important that the sequence of activities is correctly executed (throwing), as the neuromuscular system tends to 'memorize' motor patterns as they

are learned in practice; for this reason, movements should be performed at low speed or intensity during the initial learning phase, and then progressively accelerated to full speed.

- In activities, make sure they perform activities in a variety of directions and / or use their 'weaker' side.
- Make activities more challenging by – increasing speed of execution, adding new movements, modifying the order of performance (unless sequence significant to sport specific skill). Once they have mastered movements change how performed (from squat), adding restrictions (time. Space, increased accuracy), adding uncertainty (eyes shut). These are presented gradually only after basics mastered.
- Short sequences (5 minutes), frequently done as opposed to a lengthy period of performance.

## 8) Hitting Skill Progressions – Teaching Keys and Sequences

At each stage of this section, proper safety practices should be carefully considered. Examples are:

- Proper bat size
- Controlling access to bats
- Close supervision
- Use of batting screens
- Athletes **MUST** wear helmets during all activities with bats
- When multiple activities are taken place, safe spacing and supervision must be used

As a preliminary step, we must determine ‘eye dominance’. There are a number of ways of doing this. A common way is to have the player form a ‘steeple’ with their hands, arms fully extended in front of the face. An object (basketball net, light in the distance) is centered in the opening in the hands. Players are asked to close one eye, then the other. The eye which can see the object with the other closed is the dominant eye.

This is important in determining from which side of the plate a young hitter should swing. The dominant eye should be closest to the pitcher in order to facilitate tracking of the thrown baseball. The earlier this is determined, the sooner coaches can make sure hitters are hitting from the ‘correct’ side. Hitting is an acquired skill and can be done from either side if taught early enough.

### *Free swinging*

- Balance – athletic position
- Bat – appropriate size
- Hands – bat held in fingers
- Hands – just off back shoulder
- Feet – good balance position
- Motion (loading) – movement before action
- Hip turn

### *Hitting a ball off a T*

- Placement of ball in front of plate
- Motion / path of swing
- Hands across chest

Barrel to ball  
Follow-thru

*Hitting a tennis ball with a tennis racket*

Head and eyes level  
Tracking

*Hitting a ball thrown underhand*

*Hitting a ball thrown overhand or pitching machine*

Motion, timing, load & fire

*Judging pitches and avoiding*

Toss a tennis ball or Nerf ball overhand from about 10 feet and teach the batter to turn the back and head into the plate and toward the umpire, then to move the front foot across the back foot and toward the back of the batter's box.

*Hitting fungoes*

### **Basic teaching keys:**

*Gripping the bat*

Hands together, palms up, base of fingers

*Basic stance*

Wide square stance  
Weight slightly on back foot, knees flexed  
Athletic position  
Hands at back shoulder, bat 45deg  
Both eyes on pitcher, eyes level

*Trigger - Loading*

Short stride  
Pivot and hip Turn  
Follow-through

## **9) Baseball Canada Rally Cap Program**

### **Structure**

The Rally Cap Program was developed using existing initiation baseball programs as well as adding other ideas to create some new interest for kids.

This program is under development and will be finalized prior to the 2006 season. Pilots are being conducted during 2005 and coaches are encouraged to send their feedback to Baseball Canada.

In the Rally Cap Baseball Program, each team will consist of 6 players only meaning that more teams could be formed while more repetitions will allow the players to improve their different skills.

In Rally Cap Baseball, three (3) teams will meet at the park at the same time. Two (2) teams will be playing a game while one (1) team will be practicing in the outfield.

### **The Game**

Each session will last 60 minutes. Two (2) teams will be playing an actual game while one (1) team will be going through drills in the outfield area. After each inning played (both teams went to bat), teams will rotate. Rotation will go as follow: Team on 1<sup>st</sup> base dugout to 3<sup>rd</sup> base dugout, Team on 3<sup>rd</sup> base dugout to outfield, outfield to 1<sup>st</sup> base dugout.

At each turn at bat, all players will come to bat. The ½ inning will end when all six players have completed their turn.

Teams will score runs the same way they score runs during a regular game (touching home plate). Teams will also have the opportunity to earn points or runs on defence (you can then earn 6 points on defence every inning). You can earn a point every time you catch a flyball and every time you throw a runner out at a base. To throw a runner out, you can throw to any bag before the runner reaches 1<sup>st</sup> base. You can only run to 1<sup>st</sup> base to make an out.

*VARIATIONS: You can allow more points for fielding a ball followed by an accurate throw. You can develop a different point system to value different defensive plays.*

There are no walks, no strike outs, no steals and runners can advance only on batted balls.

With hitting being the most fun part of the game, the program has the purpose of helping the players hit the ball whatever the skill level. This means all three (3) formats can be used:

- Tee-ball
- Parent-pitcher
- Pitching machine

Each player can use the format they wish to use depending on their development stage. All three (3) formats can then be used during a game.

Each hitter gets 5 baseballs maximum. If the 5<sup>th</sup> ball is not hit, a coach will roll the ball to allow the hitter to run the base paths and to allow the defence to field the ball and make plays.

When the last hitter (#6) hit the ball, the ball has to be thrown to home plate to get him out.

Batting order will be changed next time the team comes to bat (first hitter becomes last etc ...)

Defensive position will also be changed next time the team comes to bat.

*VARIATIONS: You can actually use the volleyball rotation style and proceed with defensive rotation at each opposite batter.*

## **The Practice**

While in the outfield area, each team will practice different drills with respect with the following FUN-damentals:

Throwing  
Fielding / Receiving  
Hitting  
Running

## General knowledge

A coach's guide with drills is included to help coaches prepare the sessions. Three (3) stations with 2 players at each station will be developed. Players will rotate station next time they come back to the outfield.

We highly recommend that you set up your equipment before the start of the session. We also want to avoid the players to carry bats and balls. They only have to think about bringing their own glove.

## **THE RALLY CAP SYSTEM**

During the season, the teams will be working on the five (5) FUN-damentals of baseball. Twice during the summer, players will have the opportunity to perform different tasks in order to earn a colored Baseball Canada Rally Cap.

Each player will go through stations where they will perform the different tasks. When the player succeeds at each task at a particular level, he gets the appropriate colored hat.

## Programme “Rally Cap” Program

<i>Level / Ability</i>	<b>White Cap</b>	<b>Grey Cap</b>	<b>Black Cap</b>	<b>Green Cap</b>	<b>Blue Cap</b>	<b>Red Cap</b>
<i>Throwing</i>	1. Able to throw a ball at 5 feet	2. Able to throw 7/10 balls to partner at 10 feet	3. Able to throw the ball at 25 feet distance	4. Able to throw 9/15 in the strike zone from 20 feet	5. Able to throw the ball at 50 feet distance	6. From fielding position, I can throw 10/15 to 1 <sup>st</sup> base from SS
<i>Fielding /Receiving</i>	7. Able to catch a ball thrown at 5 feet	8. Able to field 10/15 ground balls from 15 feet	9. Able to catch 10/20 flyballs from 15 feet height	10. Able to catch 5/5 ground balls, 5/5 fly balls, 5/5 balls thrown by a partner from 15 feet	11. Able to catch 12/15 flyballs not directly hit to me (20 feet in front and 5-10 feet left and right)	12. Able to field 5/5 grounders to the left and 5/5 grounders to the right (regular distance)
<i>Hitting</i>	13. Able to hit a ball off a tee	14. Able to hit 10/15 balls of a tee	15. I can hit 7/15 underhand thrown balls	16. Able to hit 7/15 balls passed the base paths rolling or in the air	17. Able to hit 12/15 balls on the grass	18. Able to hit 10/15 between cones.
<i>Baserunning</i>	19. Able to run to 1 <sup>st</sup> base in 12 seconds or less	20. Able to run to 1 <sup>st</sup> base in 8 seconds or less (60 feet)	21. Able to run home to 2 <sup>nd</sup> base in 14 seconds	22. Able to run around the bases in 27 seconds	23. Able to run to 1 <sup>st</sup> base in 5 seconds or less	24. I can run fro 1 <sup>st</sup> to 3 <sup>rd</sup> in 11 seconds with a correct slide at 3 <sup>rd</sup> base.
<i>General</i>	25. I know my team's name, coach's name and 3 teammates' names	26. Able to tell the position numbers	27. I know 3 different ways to get a player out	28. I know where to throw the ball when I field it	29. I know the difference between : Hit/error; strike/ball; safe/out; single/double/triple/hr; fair/foul	30. I know where to position myself depending on the hitter

# 10) ACTIVITY PLAN

Coach:

Date:

EAP (Charge):

Time:

EAP (Call):

Location:

Remember to conduct safety check of facility, equipment before activity

Remember to apply proper safety practices in outlining skills and drills

Helpers:

Group:

Warmup Activity:

Groups / Teams:

Group	1	2	3	4
Coach				

1.

2.

3.

4.

5.

6.

Game Sequences (Group vs. Group):

Practice Activities / Skills:

Hitting: Stage:

Key Points:

Throwing: Stage:

Key Points:

Fielding: Stage:

Key Points:

Running: Stage:

Key Points:

Review after Practice ----- Remind – next Activity / Game:

# 11) Emergency Action Plan (EAP)

An Emergency Action Plan (EAP) is a plan designed by coaches to assist them in responding to emergency situations. The idea behind having such a plan prepared in advance is that it will help you respond in a responsible and clear-headed way if an emergency occurs.

An EAP should be prepared for the facility or site where you normally hold practices and for any facility or site where you regularly host competitions. For away competitions, ask the host team or host facility for a copy of their EAP.

An EAP can be simple or elaborate but should cover the following items:

1. Designate in advance who is in charge in the event of an emergency (this may very well be you).
2. Have a cell phone with you and make sure the battery is fully charged. If this is not possible, find out exactly where a telephone that you can use is located. Have spare change in the event you need to use a pay phone.
3. Have emergency telephone numbers with you (facility manager, fire, police, ambulance) as well as contact numbers (parents/guardians, next of kin, family doctor) for the participants.
4. Have on hand a medical profile for each participant, so that this information can be provided to emergency medical personnel. Include in this profile a signed consent from the parent/guardian to authorize medical treatment in an emergency.
5. Prepare directions to provide Emergency Medical Services (EMS) to enable them to reach the site as rapidly as possible. You may want to include information such as the closest major intersection, one way streets, or major landmarks.
6. Have a first aid kit accessible and properly stocked at all times (all coaches are strongly encouraged to pursue first aid training).
7. Designate in advance a “call person” (the person who makes contact with medical authorities and otherwise assists the person in charge). Be sure that your call person can give emergency vehicles precise instructions to reach your facility or site.

When an injury occurs, an EAP should be activated immediately if the injured person:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb



## Emergency Action Plan Checklist

- Access to telephones**
- Cell phone, battery well charged
  - Training venues
  - Home venues
  - Away venues
  - List of emergency phone numbers (home competitions)
  - List of emergency numbers (away competitions)
  - Change available to make phone calls from a pay phone
- Directions to access the site**
- Accurate directions to the site (practice)
  - Accurate directions to the site (home competitions)
  - Accurate directions to the site (away competitions)
- Participant information**
- Personal profile forms
  - Emergency contacts
  - Medical profiles
- Personnel information**
- The person in charge is identified
  - The call person is identified
  - Assistants (charge and call persons) are identified

*The medical profile of each participant should be up to date and located in the first aid kit.*

*A first aid kit must be accessible at all times, and must be checked regularly.*



# Sample Emergency Action Plan (p.1 of 2)

## Contact Information

*Attach the medical profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.*

Emergency phone numbers: 9-1-1 for all emergencies  
 Cell phone number of coach: (xxx) xxx-xxxx  
 Cell phone number of assistant coach: (xxx) xxx-xxxx  
 Phone number of home facility: (xxx) xxx-xxxx

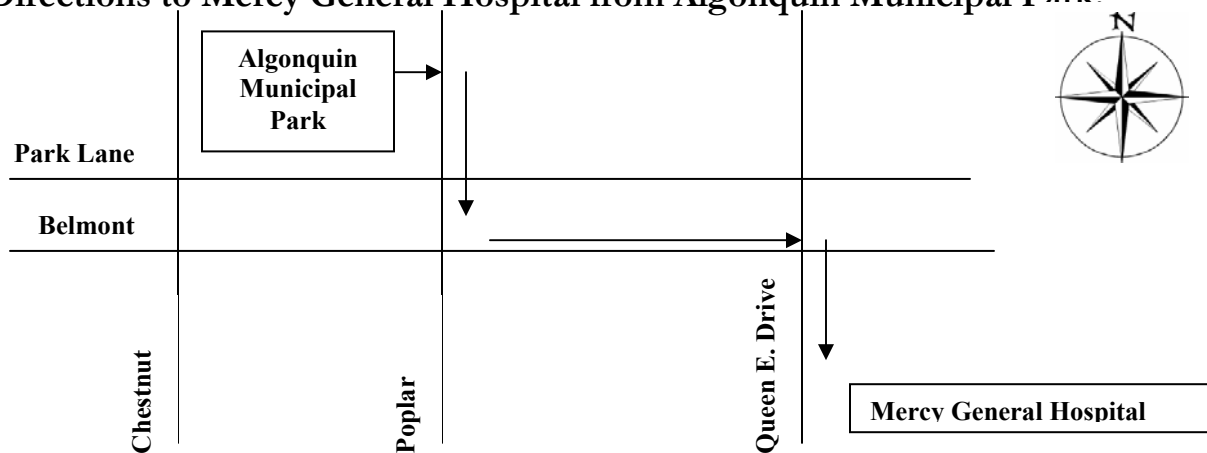
Address of home facility: Algonquin Municipal Park  
 123 Park Lane,  
 between Chestnut St. and Poplar St.  
 City, Province/Territory XXX XXX

Address of nearest hospital: Mercy General Hospital  
 1234 Queen Elizabeth Drive  
 City, Province/Territory XXX XXX

Charge person (1<sup>st</sup> option): Suzie Chalmers (coach)  
 Charge person (2<sup>nd</sup> option): Joey Lemieux (assistant coach)  
 Charge person (3<sup>rd</sup> option): Angela Stevens (parent, nurse, usually on site)

Call person (1<sup>st</sup> option): Brad Fontaine (parent, cell xxx-xxxx)  
 Call person (2<sup>nd</sup> option): Sheila Lachance (parent, cell xxx-xxxx)  
 Call person (3<sup>rd</sup> option): Stefano Martinez (parent, cell xxx-xxxx)

## Directions to Mercy General Hospital from Algonquin Municipal Park:



## Sample Emergency Action Plan (p.2 of 2)

### Roles and responsibilities

#### Charge person

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

#### Call person

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

**Contact Information**

*Attach the medical profile for each participant and for all members of the coaching staff, as well as sufficient change to make several phone calls if necessary. The EAP should be printed two-sided, on a single sheet of paper.*

**Emergency phone numbers:** 9-1-1 for all emergencies

**Cell phone number of coach:**

**Cell phone number of assistant coach:**

**Phone number of home facility:**

**Address of home facility:**

**Address of nearest hospital:**

**Charge person (1<sup>st</sup> option):**

**Charge person (2<sup>nd</sup> option):**

**Charge person (3<sup>rd</sup> option):**

**Call person (1<sup>st</sup> option):** (cell )

**Call person (2<sup>nd</sup> option):** (cell )

**Call person (3<sup>rd</sup> option):** (cell )

**Directions to**

**Hospital from**

**Park:**

# 12)

## Steps to Follow when an Injury Occurs

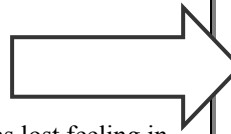
### Step 1: Control the environment so that no further harm occurs

- Stop all participants
- Protect yourself if you suspect bleeding (put on gloves)
- If outdoors, shelter the injured participant from the elements and from any traffic

### Step 2: Do a first assessment of the situation

If the participant:

- is not breathing
- does not have a pulse
- is bleeding profusely
- has impaired consciousness
- has injured the back, neck or head
- has a visible major trauma to a limb
- Cannot move his/her arms or legs or has lost feeling in them



**Activate  
EAP!**

**If the participant does not show the signs above, proceed to Step**

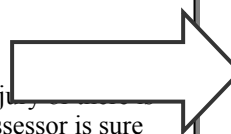
### Step 3: Do a second assessment of the situation

- Gather the facts by asking the injured participant as well as anyone who witnessed the incident
- Stay with the injured participant and try to calm him/her; your tone of voice and body language are critical
- If possible, have the participant move himself/herself off the playing surface. Do not attempt to move an injured participant.

### Step 4: Assess the injury

Have someone with first aid training complete an assessment of the injury and decide how to proceed.

If the person trained in first aid is not sure of the severity of the injury, or no one available who has first aid training, activate EAP. If the assessor is sure the injury is minor, proceed to step 5.



**Activate  
EAP?**

### Step 5: Control the return to activity

Allow a participant to return to activity after a minor injury only if there is no:

- Swelling
- Deformity
- Continued bleeding
- Reduced range of motion
- Pain when using the injured part

### Step 6: Record the injury on an accident report form and inform the parents

# 13)

## Facility Safety Checklist

Facility: \_\_\_\_\_ Date: \_\_\_\_\_

Inspected by: \_\_\_\_\_

Item	Adequate	Inadequate	Recommend	Observations
Playing surface & installations				
<b>Check fences, backstops, mounds, bullpens, bases, dugouts, hitting screens, grass surfaces, washrooms, dressing rooms for dangerous or unsafe conditions.</b> Notes:				
Team Equipment				
Check bats, catcher's gear, helmets, bases. Notes:				
Individual Equipment				
Check bats, gloves, catcher's gear.				
First Aid Kit & Procedures				
<b>Make sure 1<sup>st</sup> aid kit (properly filled) available, locate telephone, Emergency Action Plan available.</b>				
Others				
<b>*recommendations 1) add 2) replace 3) modify 4) discard 5) clean 6) repair 7) check</b>				

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

Facilities Manager name: \_\_\_\_\_

Signature: \_\_\_\_\_

Coach name: \_\_\_\_\_

Signature of coach: \_\_\_\_\_