



**Whitby Minor Baseball
Association
House League Coaching Manual**

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6u Coaching Manual contents

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Whitby Minor Baseball Association

House League Coaching Manual

This manual is intended to provide information and assistance to help you in your goal of becoming a better baseball coach.

I am sure we all agree that our collective goal is to promote the growth of baseball in Whitby. By volunteering to coach you are helping us towards meeting this goal! By providing better coaching, our players will benefit that much more, and in turn will become better players.

Whether you are coaching for the first time, or you are a returning coach, the first step to becoming a better coach is to understand that no matter how long you have been coaching, you will never stop learning. Please use this manual, along with the knowledge you already possess, to promote a fun filled and educational program that each of your players will enjoy.

In addition to the resources provided here, if you would like help contact your convener to arrange for someone to visit at a practice and/or game as available.

Have a great season, and thank you to your commitment towards better baseball in Whitby!



Baseball Links

Below, you will find links that will also provide information to help you become a better coach. Please use the information you find on any of these websites wisely, with the understanding that some of the information may be too advanced for your particular age group.

Whitby Minor Baseball Association
<http://www.whitbyminorbaseball.ca>

Eastern Ontario Baseball Association
<http://www.eoba.net/coach>

Ontario Baseball Association
<http://www.ondeck.baseballontario.com>
www.playoba.ca

National Coaching Certification Program
<http://nccp.baseball.ca>

Baseball Canada Rally Cap Initiation Program
<https://baseball.ca/rally-cap-initiation-program>



Fair Play Code For Coaches

1. I will teach my athletes to play fairly, demonstrate good sportsmanship and to respect the rules, the equipment and ball diamonds, officials and opponents.
2. I will remember that children play to have fun and must be encouraged to have confidence in themselves. I will also remember that young athletes have other interests and obligations.
3. I will remember that children need a coach they can respect. Therefore I will be generous with praise and also set an example of good sportsmanship.
4. I will ensure that all athletes get equal instruction and support as well as fair playing time.
5. I will not ridicule or yell at any baseball player for making mistakes or for performing poorly. I will show umpires the same respect.
6. I will make sure that equipment and facilities are safe and I will encourage a litter-free environment.
7. I recognize that coaching is a commitment and I will endeavor to improve my coaching skills.

Adapted from Fair Play - It's Your Call! A Resource Manual for Coaches

Coaching Basics

Thank you for agreeing to coach a group of athletes who need a coach to enjoy everything that sport has to offer: fun, competition, friendship, and personal growth.

Thank you for taking the time from your personal schedule to devote to the development of young people who will benefit from your presence, your planning, your teaching, and your personal involvement in making sport a fun place to be.

Thank you for accepting the responsibility of helping young people become better athletes, for keeping them safe and helping them feel good about themselves and what they do.

Thank you for caring enough to seek some help in getting started. The first step is the hardest, but you'll find lots of help along the way. As you continue coaching, the 3M National Coaching Certification Program (NCCP) will help you develop your skills as a coach.

If you get the impression we're glad you're here, you're right - we are!

We've created this introductory course to help you take the first steps in coaching. Here you'll find the basics of coaching, especially coaching young athletes, as well as links to more detailed information sources, programs and courses. You'll also find links to Ontario's sport organizations, who will help you obtain more information on the technical aspects of coaching your specific sport. Please feel free to print and circulate this information!

Sports Alliance of Ontario

Coaching Basics

by Lorne Adams, February 2000

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Your Role as Coach

People become coaches for many reasons: because they have a child in sport, because they were an athlete themselves, or because they want an opportunity to help in their community. Some coaches step forward; some are asked to help. No matter what the reasons, all coaches have the same roles. You will be a teacher, a leader, an organizer and sometimes will even act as a counselor.

Coach has a nice ring to it. It sounds important. It is important. Think back to some of the lessons your coaches taught you. Perhaps you remember the importance of trying your best all the time. Perhaps you remember how important team goals and sportsmanship were. Perhaps you were taught how to solve problems or you were excited about learning new things. That coach made a difference in your life. You too can make the sport experience meaningful, fun, and memorable. That's why you're here. When your reasons for coaching match the needs and development level of your athletes, everyone can win.

In your role as a teacher, you will be asked to share your knowledge of the sport and prepare athletes to play by improving fitness and developing skills specific to your sport.

In your role as leader, you will make many decisions, to motivate your athletes and help them set and attain goals.

In your role as an organizer, you will manage practice and game schedules for the team, plan and evaluate practices and evaluate athletes.

In your role as a counselor, you will listen to and provide guidance and support for your athletes.

It is important to understand that athletes, like coaches, participate for different reasons. Some enjoy the sensation of speed, power, or grace. Some athletes just want to be with their friends, or be a part of a team (social reasons). Some athletes want to win, to improve themselves or advance to high levels in their sport (achievement reasons).

Match your reasons for coaching with the reasons that athletes participate. A coach who is driven to win, coaching a team of 7 year olds who are there for fun and social reasons, can result in an unhappy coach and unhappy athletes.

Make Sport a Fun Place to Be

In sport, we need to foster the willingness to try new things, to take risks, to test potential. This is best accomplished in a supportive, encouraging atmosphere that is characterized by praise not criticism, full of rewards not punishment. Rather than saying "That's the wrong way to do it...!" try saying "You've done this part well, now let's see if we can add ...". Try to catch your athletes doing something right not something wrong.

Sport should be fun. Fun doesn't mean that athletes need to laughing and giggling all the time. Part of the fun is challenge that is realistic and encouraging. Part of fun is playing - playing the game or playing at parts of the game. Fun is not standing in line waiting for your brief turn at an activity. Fun is being actively involved. Fun is being respected for yourself and your particular talents. Fun means freedom

from negative criticism and harassment. Fun means that we all count as part of the team. Fun means that we play the game fairly, not to bend the rules or break them to gain an advantage. Fun means having a sense of satisfaction that what you are involved in is gratifying and worthwhile. Fun is what your athletes should expect from you. Fun is what you should expect now that you are involved in coaching.

As a coach, you are an equal partner in making sport fun - you should neither be overly authoritarian nor merely a passive observer.

Growth and Development

While it may be stating the obvious, it helps to remember that children are not miniature adults. Kids develop in stages and have differing physical and mental capabilities at each stage.

The sport system divides athletes by age groups, but age is not the only measure of their maturity or readiness for a specific sport activity. Not all 10 year olds are alike. Some are more mature physically, mentally, and socially while others are less mature. You may have on your team two or three groups of athletes who are quite different emotionally or physically even though they are the same chronological age. You may have to create activities appropriate for the different groups on your team.

As the athlete grows, develops, and matures their approach to sport will change. In general, the following is true about the young athletes you coach:

Children under 7-8 are motivated by fun and often dislike competition.
Cooperative games are very useful

Children 8-10 begin to understand the importance of rules. They identify with personal prestige and skill levels more than winning or losing. They become more self-centred.

Children over 12 become more competitive. Winning and losing become more important.

Physical abilities change dramatically with maturity level.
The ability to translate commands into action changes dramatically with maturity.

Asking kids to do things that are beyond their developmental capacities frustrates both athletes and coaches. Contact your sport organization or the Sport Alliance of Ontario to access resources which will help you develop appropriate programs for your athletes.

Create a Strong Self-image

How athletes feel about themselves (self-image) is important. If they don't feel good about themselves in a particular setting they avoid that environment – they quit sport, or do not perform to their potential. You play a large role in the development of an athlete's self-image. It's quite easy, really: do the things that others do to you to make you feel good.

Know their names and use them (first names) when addressing them

Establish eye contact - kneel don't bend

Smile - often and readily

Give approving nods, winks, thumbs up

Develop a list of 100 ways to say "Way to go!"

Applaud effort not just results

Be enthusiastic, energetic

Involve them in decisions

Let athletes assume leadership in an appropriate situation

Spend time with everyone

Give them responsibilities

Be their biggest fan/cheerleader - remind them of their achievements

Treat them like you'd like to be treated when you are learning or being evaluated on some new task or skill.

Organize a Great Practice

World-class coaches have both annual and daily plans for their practices. They start with a script of what will be done, how it will be done, and why it is being done. Like them, you should have seasonal goals for what you want the team, the individual athletes, and yourself to accomplish.

You need a plan for your daily practices, too!

It is extremely important to have a plan when you coach beginning athletes. They don't have a lot of experience or skill to draw on and if this is your first time coaching, neither do you. If you know what you want to do, when you want to do it, how you want it done, and why you want it done, you will be much more confident and assured- and so will your athletes.

Plan the Practice

To begin, break your practice down into five to ten minute segments following this order:

Introduction:

explain briefly what will happen today, what they will learn.

Warm-Up -

get athletes moving, get them ready for activity

raise body temperature through vigorous activity

start slowly then increase pace
dynamic stretches
basic warm-up for your sport

Review previously learned skills -
utilize drills that give them an opportunity to practice fundamental skills or skills that they learned recently

Learn new skills -
describe the new skill
pick 2-3 teaching points to emphasize
provide drills that utilize the new skill
make sure everyone gets to participate (learn) - avoid long lines of standing around
provide feedback - and encouragement
Change or modify skills as athletes improve

Game-like Activities and/or Conditioning –
simplified game situation – reduce area of play, number of players, rules
incorporate fitness activities if appropriate

Cool down –
decrease level (intensity) of activity gradually
static stretches for the muscles most used in the activity

Wrap up –
review practice and plan with athletes
prepare them for next practice
do your own personal evaluation – what could be better next time?

Don't Just Practice – Practice Effectively!

An effective practice session has the following characteristics

High Activity Level:

Every athlete participates frequently. There is little standing in line, no waiting for equipment, minimal time listening to instruction.
Drills and activities change frequently, athletes do something new every 5-10 minutes
Drills have progression – easy to hard, simple to complex

High Variety Level:

Skills are practiced in different ways
Fun activities are provided
Novelty is introduced – play new position, change rules, use different equipment
Work with different people, individually, pairs, small groups

High Organization Level:

Written practice plan
Environment is organized – enough equipment in the right place before practice starts
Start, stay, and finish on time

This may seem like a lot of work, but once you've tried it once or twice, it is quite simple and both you and your athletes will benefit.

PLAN FOR GAME DAY

You should also have a plan for game days or competitions:

Warm up -

- prepare them for game activity as you would for practice

Establish what we want to do today –

- play fair
- good sportsmanship
- do our best
- tactics and skill reminders: good passing, good defense, etc.

Post-competition wrap up -

- Highlight the positive things that happened
- Praise effort - be positive
- Ready them for next practice
- Evaluate the game
 - make note of performance and accomplishments
 - make note of things to be addressed at next practice. Highlight the positive things that happened

Good Coaching Needs Good Communication

Communication is not merely giving instructions and having athletes carry them out. Effective communication is a two way street. You are both the sender and receiver of information. That means that not only do you need to be understood when you communicate, but you also need to listen to the people you communicate with. Listening skills are as important as speaking skills. Here are some helpful hints.

When speaking:

- Use words the athlete understands (remember growth and development needs)
- Don't speak too quickly
- Make sure that they are paying attention to you
- Get down to their eye level
- Make sure everyone can hear (speak loudly enough, face them when speaking)
- Make sure they understand (ask them to state what you've asked them to do)
- Repeat yourself if necessary

When listening:

- Establish eye contact
- Give signs that you are paying attention (uh huh, yes, I see)

Have the rest of the group quiet
Restate or rephrase what you've heard (you want to know what to when...)
Be positive
Thank them for asking the question or making a point

When you give feedback:

Be prompt- give feedback while the athlete still remembers what they did
Be positive- start by mentioning what they're doing well
Be specific- explain exactly how to make the improvement
Be sensible- don't ask for changes the athlete is not capable of
Make sure the athlete understands- ask them to repeat or demonstrate

"That was good! You've got the arm action. Now let's work on the step - you need to point your toe like this. OK? Ready to try it again?"

Help Your Athletes Get Fit

Even people who are new to coaching recognize the need for athletes to be fit in order to play the game. In fact, it may be one of the first things you try to do. However, getting athletes fit isn't just a matter of making them work until they drop from fatigue. Fitness development needs to be age (developmentally) appropriate, progressive and should not predispose the athlete to injury.

Here is a list of some basic do's and don'ts for getting your athletes fit.

- Do - Progress gradually over the season. Start with lower intensity, lower duration activities and work up over time.
Build endurance first before introducing higher intensity activities (run continuously before sprinting).
Put the fitness part of practice near the end after they have tried to learn new skills. It's more difficult to learn skills when fatigued.
Always include a warm-up (see above).
Monitor athletes and reduce or stop activity as they become fatigued.
Provide plenty of cool water--particularly if the activity is intense or if it is hot and humid.
Scale back intensity in hot, humid weather.
Always have a 'cool-down' period at the end of practice (see the earlier section).
- Don't - Ask athletes to perform extreme stretches, hyperextensions or rotations, e.g., neck bridges, hurdle stretch.
Ask developing athletes to do strengthening activities that require them to lift or support more than their body weight.
Ask developing athletes to perform high intensity activities such as repeated wind sprints.
Don't deny your athletes water and rest breaks.
If you see your athletes only once or twice a week, don't sacrifice skill development for fitness training. You may be better off teaching technique and fundamentals of the game.

How to Make Sport Safer

Every coach wants to minimize the risk of injury to athletes. We can't totally eliminate the risk of injury but we can reduce it drastically. Many risks are under your control- and you have a responsibility to take the necessary steps to protect your athletes. Once again, it helps to have a plan.

If your athletes use equipment (sticks, bats, etc.) be sure to teach them how to handle the equipment safely.

Always survey your practice/game facility. Hazards are often simply overlooked until an accident happens.

Make sure they have proper, well-fitting athletic wear (shoes, helmets, shoulder pads, skates, etc.)

Remove obstacles or hazards. Move benches back a safe distance from the playing area.

Pad objects that athletes may run into (end walls of gym, basketball standards, volleyball support wires).

Provide plenty of water (particularly in warm weather)

Have a first aid kit on hand

Have a medical information form for each your athletes' past injuries, allergies, conditions, that may affect their ability to participate.

Know your athletes' fitness, illnesses, etc.

Be cautious returning athletes to activity when they have been injured or ill.

For You

It is beyond the scope of this project to teach you how to deal with injuries if they should occur.

However, there are lots of places to go for help that will prepare you to deal with most of the sports injuries you will encounter. Red Cross, St. John's Ambulance, SIPAC (Sports Injury Prevention and Care), and the 3M NCCP Level I Theory manual are good sources of information and training.

What to do When Things Go Wrong

When things go wrong and there is a major injury, you must have an EAP (Emergency Action Plan). Take time to create one before your next practice. The plan includes the following:

Location of the nearest phone

Phone numbers of ambulance, hospital, etc.

Clear directions for emergency care people to get to where you are

Having a "call" person (the person who makes a call) to get help

Having a "charge" person (the person in charge) to stay with the athlete and be in charge at the scene.

Your Role With Parents

As a coach, you'll often have to work with the parents of your athletes. The chances are that you are a parent yourself. If that is the case, ask yourself what kinds of things would you expect of a coach when they are dealing with your son or daughter. What would you like to know about their experience as a coach? What would you like to know about the interaction between your child and the coach? You probably had those kinds of questions as a parent, however, now that you are the coach, other parents are looking to you for answers. It helps to remember that "informed people are cooperative people."

How do people become informed? In the most simple and direct way. You talk to them, one on one or as a parent group. Tell them how you are going to conduct yourself, what expectations you have of the athletes and how you will treat them. Tell them what your expectations are of them as parents.

Another way to inform parents is to write them a letter, addressing the concerns that any parent would have. Tell them a little about your philosophy, your expectations, and create an avenue of communication. Good coach-parent relationships create a positive environment for the athlete, and everyone benefits.

In Closing

Thank you once again for taking the time to review Coaching Basics. As you can see from the materials and references we have provided you with, there is a lot to learn. However, now that you have started, the most important thing is to use what you have learned to enjoy your athletes, your sport, the competition, and to have fun.

The real rewards for your efforts are not in the awarding of trophies or medals but in the words of an athlete who, at the end of the season, extends to you a heartfelt "Thanks Coach!"

Enjoy your season, your athletes, and everything coaching has to offer!

Throwing and Receiving Basics

Throwing Grip

Young players should be shown and taught to grip the ball properly in the 'C' grip, two fingers across the seams (forefinger and middle finger) on top of the ball, close but not together with the thumb underneath the ball. If the player's hand is too small then three fingers should be used across the seams. The other fingers are bent slightly to the side and relaxed. Slight space between the palm and the ball.

Arm and Body Action in Throwing

Young players tend to face the person they are throwing to. They should turn so that their shoulders are lined up with their target. Telling them that they need to have four eyes on the target can help; two eyes in the head, one on the shoulder and one on the hip. The ball should be taken out of the glove in a full arm rotation back and away from the target with the palm of the hand back and down ('show the ball to the outfielders'). The front foot steps towards the target but remains closed, the hips turn, and the arm comes forward. The ball is released slightly above and in front of the head.

The follow-through is important so as not to harm the shoulder.



Receiving Throws

The location of the ball determines the position of the glove. Fingers up when the ball is above the waist, fingers down when it is below the waist, and fingers parallel to the ground at belt height.

The arms should be relaxed and extended toward the ball. Catch the ball on the throwing side of the body and draw the hands back to absorb the force of the throw. The throwing hand should be close to the glove ('two hands') and enters the glove immediately after the catch to come up with the correct grip (see throwing grip).



Basic Drills

Grip Drill – Players flip ball into the air to themselves, catch it with the throwing hand and practice finding the correct grip before simulated throw.

Target Drill – pick a target on throwing partner (e.g. chest) award one point for each ball thrown accurately to the target.

Crow-hop Drill – Each player has a ball and tosses it up in the air, catches it, does a crow-hop and simulates a throw.

Shuffle Step Drill – Players line-up facing the coach without a ball. Coach asks the group to shuffle left and then right. After several repetitions, players should simulate receiving a ground ball using two hands.

Hitting Basics

Players should choose a bat that is not too heavy.



The bat should be held in the fingers not back in the palms.



The middle (knocking knuckles) should be in close alignment.

Young players tend to grip the bat too tight prior to the swing, get them to relax.

Keep the toes parallel and the same distance from the plate.

The batters head should be turned so that both eyes can see the pitcher and the head should not be tilted.

The batter should not stand too far back from the plate.

The Ready Position

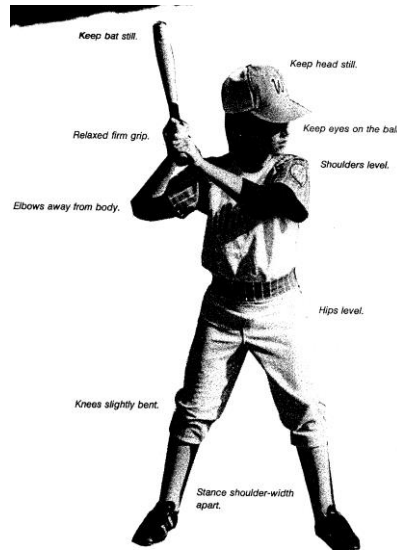
The batter should be in a balanced position with feet shoulder width or slightly wider apart.

Shoulders and hips are level, head turned to the pitcher with the chin over the front shoulder.

The bat should be held halfway between vertical and horizontal with the hands at collar-bone height.

The elbows and forearms create an inverted 'V'; the back elbow is NOT up parallel to the ground.

Knees are slightly bent and relaxed as is the whole body.

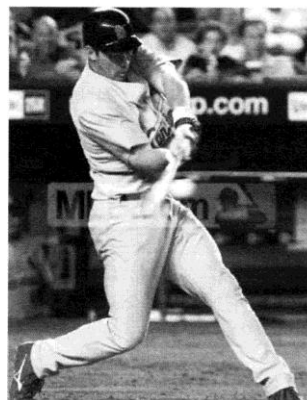


Stride and Load

To initiate the swing, the batter takes a small (6-8") slide step forward with his front foot while moving his hands back the same distance; the weight is now shifted back. The front foot should land closed (not pointing at the pitcher). Head remains steady. Make sure the batter does not straighten his arms as he takes his hands back.

The back knee turns in causing the rear heel to rotate upward, the hips start to turn toward the pitcher, while the hands initially hold their position and then start their drive towards the

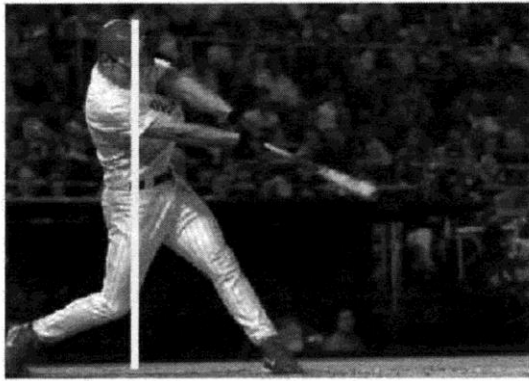
baseball. Weight is transferred forward towards the front leg. Make sure the batters understand that they do not move over top of the front leg.



The butt of the bat should be driven towards the baseball, the back elbow remaining tucked close to the body in a power position.

At contact the batter should drive through the ball and not stop the bat on contact.

The head, which was over the front shoulder at the start, should be over the back shoulder at the end with the head still down looking at the point of contact and the bat finishing high. The upper body and the head are centered between the feet and knees at contact.



Think 'Short to it – Long through it'.

Basic Drills

Hip Rotation – Have the players place the bat across their back and under their elbows. Practice the rapid rotation initiated by the knee turn.

Stride Drill – Players practice the short forward stride keeping their hands back and the hips not rotated.

Swing Simulation – Players practice the complete proper hitting motion without a ball having been thrown.

Tee – Drill – use a tee to work on the complete proper hitting mechanics. Balls can be hit into a screen or use players to field the balls.

Soft Toss Drill – the coach kneels about 10" from the batter on a 45 degree angle (or more depending on the talent of the batter). Balls are tossed into the strike zone with the batter working on mechanics and eye-hand coordination. Balls can again be hit into a screen or use other players to field.

RALLY CAP PROGRAM INFORMATION



RALLY CAP

Program as a starting point for long-term athlete development

The Rally Cap Program is one of the outcomes of the Long-Term Athlete Development (LTAD) Program developed by Sport Canada.

LTAD focuses on the general framework of athlete development with special reference to growth, maturation and development, trainability, and sport system alignment and integration. It incorporates information from several sources. It draws on the experiences of various athlete development projects that have been implemented by different sport organizations since the mid-1990s.

These sciences include pediatric exercise science, exercise physiology, sport psychology, psychomotor learning, sport sociology, and nutrition. An analysis of the literature on organizational development has also contributed significantly.

The health and well-being of Canadians and the medals won at major, multi-sport competitions are simply by-products of an effective sport system.

This document is based on and supported by the coaching and exercise science literature, but it is written particularly for coaches along with technical and administrative sport leaders. Baseball Canada is proud to offer this simple and detailed program to the Canadian baseball community.

Together, let's make sure this first baseball experience is a positive one for all young athletes in Canada.



INTRODUCTION

Welcome to Baseball Canada's Rally Cap Program. This booklet provides the information necessary to run Baseball Canada's Official Initiation Program.

With the Federal Government's mandate for National Sport Organizations to develop a long-term athlete development model for each sport, the Rally Cap program was born with the purpose of making baseball more fun and engaging to young Canadians. Baseball Canada is confident that this program will satisfy young athletes, their parent/guardians and that it will be a useful tool for coaches involved in teaching baseball at the community level.





GOALS

- 1** Create a fun environment in which children and adults are actively engaged together in the game of baseball.
- 2** Develop fundamental motor skills, teach baseball skills, and basic rules to our athletes.
- 3** Experience success with an emphasis on respect and fair play.
- 4** Promote increased self-esteem among Rally Cap participants.
- 5** Recruit new coaches, parent helpers and volunteers

The Crucial Role of Coaches

The most important individual in the Rally Cap program is the coach. The coach is the person the athletes look at for instruction, encouragement, and inspiration. Assistant coaches, and/or parent helpers, take their cues from the coach. Therefore, success of the program is dependant on the coaches embracing our goals and working to achieve them.

Baseball Canada fully recognizes that the majority of coaches at this level are parents/guardians who are not only providing their children with their first experience in baseball, but they themselves, potentially, are experiencing coaching and/or baseball for the first time. Our Rally Cap practice plans are designed to provide coaches with all the necessary tools to give their athletes, and themselves, the best baseball experience possible.





The following are ways in which coaches can help achieve Rally Cap goals:

GOAL #1

Create a fun environment where athletes and coaches are actively engaged together in the game of baseball.

1. Use fun games to make baseball learning positive and fun.
2. Encourage interaction between parents and athletes during Rally Cap sessions.

GOAL #2

Develop fundamental motor skills, teach baseball skills and basic baseball rules to athletes.

1. Organize practices to maximize learning, minimize inactivity with the number of repetitions in the various skills being introduced.
2. Introduce fundamental motor skills for the all-round athlete.

GOAL #3

Experience success with an emphasis on respect and fair play.

1. Recognize the ability of each athlete is individual and progression will occur at their own rate through experience and effort.
2. Recognize partial or total success through positive reinforcement.
3. Organize activities adapted to everyone's ability, proposing attainable challenges, and giving constructive feedback.



GOALS (continued)

GOAL #4

Promote increased self-esteem among Rally Cap athletes and coaches.

1. Encourage athletes to do their best!
2. Spend comparable teaching time with all athletes no matter their ability.
3. Embrace challenges as a pathway to success!

GOAL #5

Recruit new coaches, parent helpers and volunteers.

1. Rally Cap provides an entry point to baseball for not only athletes but coaches and volunteers, too
2. We believe, that by developing coaches and volunteers, we are also developing positive role models for long-term growth in sport and life.



STRUCTURE

The Rally Cap program was developed using baseball initiation programs, as well as adding new ideas to keep athletes engaged and interested.

In the Rally Cap program, each team consists of six athletes on the field compared to nine in traditional baseball. This allows for the formation of more teams, meaning athletes will have more skill repetitions at each session to maximize skill repetition and acquisition.

Each Rally Cap session lasts 60 minutes involving three teams. Two (2) teams will play a 6 versus 6 (6v6) baseball game while the third team will be participating in baseball activities in the outfield area. After an inning is played (both teams have batted) in the game, teams will rotate so at the end of the 60-minute session each team will have played two games (two full innings) and had a skill-based practice.

60 minutes

EXAMPLE

Physical activity
10 minutes

Baseball knowledge **5 minutes**

Game
15 minutes

*including 2 minutes for transition

Game
15 minutes

*including 2 minutes for transition

Practice
15 minutes

*including 2 minutes for transition



THE GAME

All athletes will come to bat during their team's ½ inning. The ½ inning will end when all athletes have completed their turn.

Teams will score runs the same way they do during a traditional baseball game (i.e., touching home plate). Teams also can “score” runs while playing defense. A run can be earned by catching a fly ball or by throwing a runner out at a base. Therefore, up to six (6) defensive runs can be earned each inning.

VARIATIONS: *You can develop a different scoring system to reward different types of defensive plays (e.g., you can allow more points for fielding a ball followed by an accurate throw).*

To throw a runner out, the batted ball can be thrown or run to **any** base before the batter-runner reaches 1st base.

There are no walks, no strikeouts, no base stealing, and runners can only advance on batted balls.

With hitting being the most fun part of baseball, the Rally Cap program has been designed to help athletes hit the ball no matter what their skill level. Three different formats can be used:

BATTING TEE / COACH – PITCHER / PITCHING MACHINE

Each player can choose the format they wish to use, with coach discretion, depending on their development stage. All three formats can be used during a game.

Each batter will have a maximum of five (5) baseballs to hit during their at bat. If the ball is not hit, a coach will roll the ball to allow the batter to run the bases and to allow the defense to field the ball and make plays.

When the last batter of the inning hits the ball, the ball must be thrown to home plate to get the batter out.

The batting order will change each time a team comes to bat (first batter becomes last, etc.) Defensive positioning will also change each time a team comes to bat.

VARIATIONS: *Baseball Canada encourages Rally Cap programs to rotate defensive athletes after each at bat, so athletes stay engaged, learn the different positions, and move throughout the inning. A defensive rotation can be third base to shortstop, shortstop to second base, second base to first base, first base to pitcher and pitcher to third base. The catcher will remain in position for their team's defensive inning.*



THE PRACTICE

In the outfield area, each team will practice different baseball activities with respect to the following **FUNdamentals**:

- 1** FUNDAMENTAL MOVEMENT SKILLS
- 2** THROWING
- 3** RECEIVING
- 4** HITTING
- 5** BASERUNNING

Baseball Canada has developed Rally Cap practice plans based on the different skill levels of the program so coaches can focus on teaching proper technique to maximize skill acquisition. To keep athletes engaged with an emphasis on multiple repetitions, Baseball Canada encourages the use of stations while teams are practicing with athletes rotating throughout.

We strongly recommend that you set up your equipment before the start of the session. The only equipment a Rally Cap athlete needs are a baseball glove and batting helmet.

THE RALLY CAP SYSTEM

Baseball Canada recommends that Rally Cap programs conduct two “Rally Cap Days” during the season where athletes will have an opportunity to “level-up” based on the skills they have practiced and acquired during the season. The Rally Cap Days are designed to be fun and an event that athletes and coaches look forward to reward

success and progression through the program.

During the Rally Cap Day event, all athletes will go through stations where they will perform different baseball skills. When a player succeeds at each skill based on a particular level of the program, they will be recognized as having passed that specific skill level.

“OFFICIAL RALLY CAP DAY”

You can have more or less of these events, but we caution to avoid progressing through the levels of the program on a daily basis. Rally Cap athletes should practice their skills throughout the season to perform on a truly unique day.



SKILL LEVELS



ON DECK

HOME PLATE

SINGLE

DOUBLE

TRIPLE

HOME RUN

	Fundamental Movement Skills	Throwing	Receiving	Hitting	Baserunning
ON DECK	1. Agility – jump over a line for 10 reps using your own type of jump	7. Able to throw a ball 5 feet in distance with no bounce	13. Able to catch a ball thrown from 5 feet	19. Able to hit a ball off a tee	25. Able to run around the bases in the correct direction without stopping
HOME PLATE	2. Balance – Stay in the pitching balance position for 5 seconds on both sides	8. Able to throw at least 3 of 5 balls to a coach from 10 feet	14. Able to field at least 3 of 5 ground balls from 15 feet	20. Able to hit at least 3 of 5 fair balls off a tee	26. Able to hit off a tee and run through 1st base
SINGLE	3. Coordination – 10 Jumping Jacks without stopping	9. Able to throw the ball 25 feet in distance with no bounce	15. Able to catch at least 3 of 5 fly balls from 15 feet height	21. Able to hit at least 3 of 5 fair balls thrown from an underhand toss	27. Able to run 2 bases with a stop at the final base
DOUBLE	4. Agility – Able to touch 6 cones placed in a star shape while always looking forward	10. Able to throw at least 3 of 5 balls to a coach from 25 feet	16. Able to field at least 3 of 5 grounders to the right and 3 of 5 grounders to the left (game distance)	22. Ale to hit at least 3 of 5 underhand tossed balls passed the base paths rolling or in the air	28. Able to run 20' followed by a feet first slide (on grass, no bases)
TRIPLE	5. Balance – Squatting like a catcher, and squat jump to right, and then to left (5 times each)	11. Able to throw the ball 50 feet in distance with no bounce	17. Able to catch at least 3 of 5 fly balls to the right and 3 of 5 fly balls to the left (5-10 feet to the left and right) at 15 feet height	23. Able to hit at least 3 of 5 fair balls thrown underhand at least 75 feet in distance	29. Able to run to a base and slide at the base
HOME RUN	6. Coordination – Juggling 2 balls with 2 hands for 5 seconds using transfer or cross method	12. From fielding position, the athlete can throw at least 3 of 5 baseballs to 1st base from shortstop	18. Able to catch a total of at least 13 of 15 balls out of 5 grounders, 5 fly balls and 5 balls thrown by a partner from 15 feet	24. Able to hit at least 3 of 5 fair balls from a pitching machine (44' and 32-34 mph) or overhand*	30. Able to run 2 bases and slide at the base

*Adjust angle by ensuring that the throw is coming from the appropriate height. Have the pitcher take a knee if needed.

SINGLE



LEVEL: SINGLE

SINGLE – FUNDAMENTAL MOVEMENT SKILLS

Coordination – Perform
10 jumping jacks
without stopping

ACTIVITY JACK-OF-ALL-TRADES

[Click here](#) for video demonstration

Goal: Introduce athletes to the importance of coordination in baseball.

Description: Stand with feet together, knees slightly bent, and arms to the sides. Jump while raising arms and separating legs to sides. Land on forefoot with legs apart and arms overhead. Jump again while lowering arms and returning legs to midline. Land on forefoot with arms and legs in original position and repeat.

Equipment: None

VARIATIONS AND PROGRESSION:

- A. Execute movement with arms only (legs not moving) creating “hug” movement
- B. Execute movement with arms going sideways without jumping
- C. Execute movement with hug movement (front) instead of sideways
- D. Execute movement jumping from basic position
- E. Execute movement front and back
- F. Execute movement front/back/side
- G. Increase intensity by making it quicker

LEVEL: SINGLE

SINGLE – THROWING

With a partner or a coach standing in front of the athlete at 25 feet, the athlete is asked to throw the ball. Accuracy is not important at this stage, only that the athlete be able to throw the distance.

Below is an activity that can be used to prepare for this skill:

ACTIVITY "THE NET" (9)

[Click here](#) for video demonstration

Goal: Teach the proper mechanics when throwing a ball.

Description: Divide the athletes into 2 equal groups on each side of the net.

Using soft balls and wiffle balls, ask athletes to pick up a ball off the ground and to throw it over the net. Both teams are throwing and receiving balls over the net for one minute before taking a break and then repeating the activity.

Equipment:

- A minimum of 6 soft balls or wiffle balls
- One screen, fence or net

VARIATIONS AND PROGRESSION:

- A. Athletes are located farther from the screen/fence/net

KEY POINTS

- *Make sure the grip is appropriate*
- *Glove side foot forward when throwing*

A competition can be created where the goal is to send all balls to the other side.



LEVEL: SINGLE

SINGLE – RECEIVING

With a partner or a coach standing in front of the athlete at 10 feet, throw the ball in the air at approximately 15 feet. Look for athletes who will catch the ball using both hands. To succeed, the athlete must catch three fly balls out of the five balls thrown.

Below is an activity that can be used to prepare for this skill:

ACTIVITY SKY BALL

[Click here](#) for video demonstration

Goal: Teach and reinforce the proper way to receive a fly ball

Description: One coach/parent helper for every two athletes. Athletes will practice using high tosses from a coach/parent helper. Self-competition can be included by:

- 1 Catching a higher thrown ball each time
- 2 Number of consecutive catches

VARIATIONS AND PROGRESSION:

- A. Standing alone, athletes toss a badminton birdie and let it bounce on their head
- B. Standing alone, athletes toss a badminton birdie and catch it with their hat
- C. Standing alone, athletes toss a ball in the air and try to catch it barehanded
- D. Coach throws the ball
- E. Coach hits a badminton birdie
- F. With or without a glove

Equipment: Various balls or objects to catch

KEY POINTS

- *Hands together slightly above forehead*

LEVEL: SINGLE

SINGLE – HITTING

With a partner or a coach standing at 45 degrees from the athlete, simply ask the athlete to hit the ball thrown from an underhand toss. Three out of five attempts should be successful. Distance is not important.

Below is an activity that can be used to prepare for this skill:

ACTIVITY LIGHT TOSS

[Click here](#) for video demonstration

Goal: Create opportunities for athletes to work on specific areas of their swing.

Description: Athletes can do this in pairs or in groups of three (each group needs 6-10 baseballs). Have a partner or a coach/parent helper located at 45 degrees beside the batter, simply ask the athlete to hit the ball from an underhand toss.

Have one coach/parent helper kneel in front and to the side of the batter and toss a ball with little or no arc in front of them.

After the batter has had 10-15 quality swings, get the athletes to switch. The pitcher should keep the delivery consistent so that batters can find their timing.

VARIATIONS AND PROGRESSION:

Use various types of bats and balls

- A. Regular toss at 45 degrees
- B. Regular toss at 45 degrees with coloured balls
- C. Regular toss without moving feet (no step)
- D. Regular toss with one knee down
- E. Regular toss with bottom hand only (use light bat)
- F. Regular toss using two balls

KEY POINTS

- Feet wider than shoulders
- Hands high and back
- Hands together on the bat



LEVEL: SINGLE

SINGLE – BASERUNNING

Able to run two bases
and stopping at the
final base

Below is an activity that can be used to prepare for this skill:

ACTIVITY STOP AND GO

[Click here](#) for video demonstration

Goal: Introduce athletes to deceleration when reaching a base safely

Description: Arrange athletes at the four bases. On coach's signal, have the first athlete at each base run full speed towards the next base. Using a whistle or another communication mean, ask athletes to execute a quick stop. Athletes should be able to stop with a maximum of three short steps. Next athlete in line starts on the next go until all athletes are involved. Repeat two ore more times.

Equipment: None

VARIATIONS AND PROGRESSION:

- A. Use same exercise while having athletes stop on the next base without running passed the base



PRACTICE PLANS

LEVEL – SINGLE / DOUBLE



PRACTICE PLAN #1 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseballs, wiffle balls, tennis, softballs, foam balls, large), batting tee, set of bases (minimum of four), hoops (4)

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- A. Sitting, use only arms
- B. High knees
- C. Military walk

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare for baseball practice.

THROWING AND RECEIVING

ACTIVITY “HANDCUFFS” (7)

[Click here](#) for video demonstration

Description: Athletes pair up with each other or with a coach. On signal, athletes take a proper grip on the ball.

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- A. From a seated position, pick up the ball off the ground and throw it to a partner (or coach/parent helper)
- B. Make sure they’re using the appropriate grip on the ball

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics.

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- A. On both knees
- B. Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Reach back*
- *Lift arm to shoulder height*
- *Appropriate arm action*

HITTING

ACTIVITY “BETWEEN THE TWO” (19)

[Click here](#) for video demonstration

Description: Each athlete has a bat in their hands. They watch and copy each batting position that the coach assumes.

Every time the coach asks the athletes how to position themselves, they answer “Between the Two”. In all cases, you want “Between the Two” extremes as a better method for your batters to start from.

Equipment: One “bat” per athlete

VARIATIONS AND PROGRESSION:

- A. Close feet (compact stance) VS Wide feet (wide stance)
- B. Straight legs VS Bent legs
- C. High hands VS Low hands
- D. Bat pointing straight up VS Lying on shoulder
- E. Complete swings without balls

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

ACTIVITY “T-BALL”

Description: With a partner or a coach/parent helper located to the side of the athlete, ask the athlete to hit the ball off a tee. Ensure the tee is placed in front of home plate and NOT on it. Teammates pick up the baseballs.

Equipment: Batting tee, various bats and balls

VARIATIONS AND PROGRESSION:

- A. Standard “t-ball”
- B. Three swings and hit

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat



RECEIVING

ACTIVITY CATCH THE BALL LIKE AN EGG (13)

[Click here](#) for video demonstration

Description: With a partner or a coach/parent helper located in front of the athlete at a distance of six feet, throw the ball underhand towards the athlete. Look for athletes who will catch the ball with two hands.

Place athletes opposite each other at a distance of six feet. With athletes on two knees, and barehanded, have the athletes play catch throwing the ball underhand. For younger athletes, it would be a good idea to match them with a coach/parent helper.

- A. On both knees, no glove, use tennis balls
- B. Standing up, no glove, use tennis balls or bigger balls, throw with one bounce

KEY POINTS

- Reach out for the ball
- Bring hands toward the body when catching the ball



ACTIVITY “ALL MESSED-UP” (18)

[Click here](#) for video demonstration

Description: In pairs with no gloves, athletes face each other approximately six feet apart. While stationary, athletes throw the ball to their partner, left, right, and below the waist; the receiving athlete must catch the ball without moving their feet.

Equipment: Various balls

VARIATIONS AND PROGRESSION:

- A. Use gloves
- B. Use tennis balls
- A. Use foam balls

KEY POINTS

- Put thumbs together when catching balls chest high or higher to the left and right
- Put pinky fingers together when catching balls below the waist
- Fingers always pointing to the outside
- Catch the ball using both hands

BASERUNNING

ACTIVITY “THE TRAIN” (25)

[Click here](#) for video demonstration

Description: Starting from home plate, athletes form a line and lightly jog around the bases, saying the name of the base as they touch it. Parent/guardians are encouraged to join in this activity!

Equipment: Set of bases (minimum of four)

VARIATIONS AND PROGRESSION:

- A. Individually, done while jogging
- B. Individually, done while backpedaling
- C. Have athletes start at different bases

KEY POINTS

- *Athlete must learn to run the bases in the correct order*
- *Learn the name of each base*



PRACTICE PLAN #2 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseballs, wiffle balls, tennis, softballs, foam balls), batting tee, set of bases (minimum of four), hoola hoops (4), cones, throwing target.

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- *Sitting, using only arms*
- *High knees*
- *Heel to back of legs*
- *Military walk*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice.

THROWING AND RECEIVING

ACTIVITY “HANDCUFFS” (7)

[Click here](#) for video demonstration

Description: Athletes pair up with each other or with a coach. On signal, athletes take a proper grip on the ball.

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- From a seated position, pick up the ball off the ground and throw it to a partner (or coach/parent helper)
- Make sure they’re using the appropriate grip on the ball

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- On both knees
- Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Lift arm to shoulder height*
- *Reach back*
- *Appropriate arm action*



HITTING

ACTIVITY “T-BALL”

Description: With a partner or a coach/parent helper located to the side of the athlete, ask the athlete to hit the ball off a tee. Ensure the tee is placed in front of home plate and NOT on it. Teammates pick up the baseballs.

Equipment: Batting tee, various bats and balls

VARIATIONS AND PROGRESSION:

- A. Standard “t-ball”
- B. Three swings and hit

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat



ACTIVITY “LIGHT TOSS” (21)

[Click here](#) for video demonstration

Description: Athletes can do this in pairs or in groups of three (each group needs 6-10 baseballs). Have a partner or a coach/parent helper located at 45 degrees beside the batter, simply ask the athlete to hit the ball from an underhand toss.

Have one coach/parent helper kneel in front and to the side of the batter and toss a ball with little or no arc in front of them.

After the batter has had 10-15 quality swings, get the athletes to switch. The pitcher should keep the delivery consistent so that batters can find their timing.

Equipment: Various bats and balls

VARIATIONS AND PROGRESSION:

- A. Standard T-Ball

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

THROWING

ACTIVITY “THE RELAY” (11)

[Click here](#) for video demonstration

Description: Split athletes into two groups (depending on the number of athletes). Each team forms a line. A hoola hoop filled with balls of different kinds is located 30 feet in front of each team, with two cones placed at 15 and 30 feet from the hoop.

On signal, one athlete goes to the hoop and from there tries to throw a ball towards each cone. Two throws are allowed. The athlete then returns to the line and the next athlete attempts the task.

Equipment:

- Several balls (2 minimum)
- Two cones per team (4-6)
- 2-3 hoops

VARIATIONS AND PROGRESSION:

Adjust distance depending on ability

- A. If athlete hits 1st cone, 1 point is awarded
2nd cone = 3 points awarded
First team to finish = 2 additional points
- B. Add various challenges. Example: between line and hoop
- C. Without cones and hoops, teams are in line. Athletes throw to a partner. First team to go all the way and back gets the point

ACTIVITY “HOME RUN”

Description: Hang targets on a backstop or fence. Place one group of three athletes at each target. The closest line to the target is considered a single, the next closest a double, the next closest a triple, with the farthest line from the target being a Home Run. Distances can be adjusted, according to the ability of the athletes.

Target: Single, Double, Triple, Home Run

Athletes choose which distance they throw from in order to hit the target. Points are awarded as follows:

- 1 point = Single
- 2 points = Double
- 3 points = Triple
- 4 points = HOME RUN

See if each athlete can increase their points with each consecutive throw or turn the activity into a competition based on the total number of points made in each group.

KEY POINTS

- *Place 2-3 fingers on the ball, without paying attention to the seams.*
- *Hold the ball with fingers instead of palm of hand*
- *Step forward and towards target on each throw*

RECEIVING

ACTIVITY "THE CROCODILE" (14)

[Click here](#) for video demonstration

Description: Coach/parent helper instructs the athletes to simulate the proper way to receive a ground ball.

Equipment: Several types of balls (minimum one per athlete).

VARIATIONS AND PROGRESSION:

- A. Simulate receiving the ball
- B. Coach rolls a ground ball
- C. In pairs, one athlete rolls the ball and the other receives it

*Do activity with and without gloves

KEY POINTS

- *Always put hands out to simulate crocodile's mouth*
- *"Pet" the ball when receiving it*
- *Feet and hands form a triangle*



RECEIVING (continued)

ACTIVITY “SKY BALL” (15)

[Click here](#) for video demonstration

Description: One coach/parent helper for every two athletes. Athletes will practice using high tosses from a coach/parent helper. Self-competition can be included by:

- 1 Catching a higher thrown ball each time
- 2 Number of consecutive catches

Equipment: Various balls or objects to catch

VARIATIONS AND PROGRESSION:

- A. Coach throws the ball
- B. With or without a glove

KEY POINTS

- Hands together, placed slightly above forehead



PRACTICE PLAN #3 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseball, wiffle balls, tennis, softballs, foam balls, large), batting tee, set of bases (minimum of four), hoola hoops, cones, target.

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- *Sitting, using only arms*
- *High knees*
- *Heel to back of legs*
- *Military walk*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice.

THROWING AND RECEIVING

ACTIVITY “HANDCUFFS” (7)

[Click here](#) for video demonstration

Description: Athletes pair up with each other or with a coach. On signal, athletes take a proper grip on the ball.

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- From a seated position, pick up the ball off the ground and throw it to a partner (or coach/parent helper)
- Make sure they’re using the appropriate grip on the ball

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- On both knees
- Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Lift arm to shoulder height*
- *Reach back*
- *Appropriate arm action*



HITTING

ACTIVITY “T-BALL”

Description: With a partner or a coach/parent helper located to the side of the athlete, ask the athlete to hit the ball off a tee. Ensure the tee is placed in front of home plate and NOT on it. Teammates pick up the baseballs.

Equipment: Batting tee, various bats and balls

VARIATIONS AND PROGRESSION:

- C. Standard “t-ball”
- D. Three swings and hit

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat



ACTIVITY “LIGHT TOSS” (21)

[Click here](#) for video demonstration

Description: Athletes can do this in pairs or in groups of three (each group needs 6-10 baseballs). Have a partner or a coach/parent helper located at 45 degrees beside the batter, simply ask the athlete to hit the ball from an underhand toss.

Have one coach/parent helper kneel in front and to the side of the batter and toss a ball with little or no arc in front of them.

After the batter has had 10-15 quality swings, get the athletes to switch. The pitcher should keep the delivery consistent so that batters can find their timing.

Equipment: Various bats and balls

VARIATIONS AND PROGRESSION:

- A. Regular toss at 45 degrees
- B. Regular toss at 45 degrees with coloured balls
- C. Regular toss without moving feet (no step)
- D. Regular toss with one knee down
- E. Regular toss with bottom hand only (use light bat)
- F. Regular toss using two balls

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

HITTING (continued)

ACTIVITY “DRILL WITH PITCHER”

Description: With a coach/parent helper located at 20 feet in front of the batter, toss the ball with both knees on the ground while asking the batter to hit the ball.

Equipment: bats and balls

Athletes are usually set up as follows:

- Two athletes hitting
- Two athletes stationed well behind batters to retrieve balls
- One athlete feeding balls to the coach
- Rest of athletes in the field (gathering balls)
- Athletes rotate (in pairs) from the field, to catching behind the batters, to hitting, and finally back to the field.
- After the coach/parent helper has thrown a ball to one batter, they immediately throw the next pitch to the other batter.
- Athletes rotate after each group has had 10-15 quality swings

VARIATIONS AND PROGRESSION:

- A. Baseball bats, small balls
- B. Baseball bats, wiffle balls

KEY POINTS

- *Feet must be wider than shoulders*
- *Hands high and back*
- *Hands together on bat*



THROWING

ACTIVITY “THE TARGET” (10)

[Click here](#) for video demonstration

Description: While using proper throwing technique (giant step, arm action, and grip), the athlete tries to successfully reach a target from an appropriate distance.

Athletes are placed in 2-3 lines and throw one after the other. A parent helper, located behind the fence, returns the balls to the next athlete in line.

Equipment: Balls, targets (examples: can filled with water, basketball hoop or bullseye)

VARIATIONS AND PROGRESSION:

- A. Change distance in relation to ability

KEY POINTS

- Proper grip
- Glove side foot forward when throwing



RECEIVING

ACTIVITY “ALL MESSED-UP” (18)

[Click here](#) for video demonstration

Description: In pairs with no gloves, athletes face each other approximately six feet apart. While stationary, athletes throw the ball to their partner, left, right, and below the waist; the receiving athlete must catch the ball without moving their feet..

Equipment: Various balls

VARIATIONS AND PROGRESSION:

- A. Use gloves
- B. Use tennis balls
- C. Use foam balls

KEY POINTS

- Put thumbs together when catching balls chest high or higher to the left and right
- Put pinky fingers together when catching balls below the waist
- Fingers always pointing to the outside
- Catch the ball using both hands

PRACTICE PLAN #4 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseball, wiffle balls, tennis, softballs, foam balls, large), batting tee, set of bases (minimum of four), hoola hoops, cones, target.

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- *Military walk*
- *Shuffle steps*
- *Sprint, baseball start*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice..

THROWING AND RECEIVING

ACTIVITY “HANDCUFFS” (7)

[Click here](#) for video demonstration

Description: Athletes pair up with each other or with a coach. On signal, athletes take a proper grip on the ball.

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- From a seated position, pick up the ball off the ground and throw it to a partner (or coach/parent helper)
- Make sure they're using the appropriate grip on the ball

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- On both knees
- Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Lift arm to shoulder height*
- *Reach back*
- *Appropriate arm action*



THROWING

ACTIVITY “THE RELAY” (11)

[Click here](#) for video demonstration

Description: Split athletes into two groups (depending on the number of athletes). Each team forms a line. A hoola hoop filled with balls of different kinds is located 30 feet in front of each team, with two cones placed at 15 and 30 feet from the hoop.

On signal, one athlete goes to the hoop and from there tries to throw a ball towards each cone. Two throws are allowed. The athlete then returns to the line and the next athlete attempts the task.

Equipment:

- Several balls (2 minimum)
- Two cones per team (4-6)
- 2-3 hoops

VARIATIONS AND PROGRESSION:

Adjust distance depending on ability

- A. If athlete hits 1st cone, 1 point is awarded
2nd cone = 3 points awarded
First team to finish = 2 additional points
- B. Add various challenges. Example: between line and hoop
- C. Without cones and hoops, teams are in line. Athletes throw to a partner. First team to go all the way and back gets the point

ACTIVITY “SPACE SHUTTLE”

Description: One coach/parent helper and one ball (space shuttle) for every two athletes; one marker for each athlete; try to assign pairs as close in ability as possible.

Pairs stand behind a line and see how far they can throw (send the ball into space). The coach/parent helper leader can be in the area of the throw to mark the spot.

Competition can be introduced by seeing if pairs can throw farther each time and by competing against each other.

Equipment: One ball for every pair

VARIATIONS AND PROGRESSION:

- A. Use different types of balls (tennis, incredible, baseball, wiffle)

HITTING

ACTIVITY "LIGHT TOSS" (21)

[Click here](#) for video demonstration

Description: Athletes can do this in pairs or in groups of three (each group needs 6-10 baseballs). Have a partner or a coach/parent helper located at 45 degrees beside the batter, simply ask the athlete to hit the ball from an underhand toss.

Have one coach/parent helper kneel in front and to the side of the batter and toss a ball with little or no arc in front of them.

After the batter has had 10-15 quality swings, get the athletes to switch. The pitcher should keep the delivery consistent so that batters can find their timing.

Equipment: Various bats and balls

VARIATIONS AND PROGRESSION:

A. Standard T-Ball

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

ACTIVITY "DRILL WITH PITCHER"

Description: With a coach/parent helper located at 20 feet in front of the batter, toss the ball with both knees on the ground while asking the batter to hit the ball.

Equipment: Bats and balls

Athletes are usually set up as follows:

- Two athletes hitting
- Two athletes stationed well behind batters to retrieve balls
- One athlete feeding balls to the coach
- Rest of athletes in the field (gathering balls)
- Athletes rotate (in pairs) from the field, to catching behind the batters, to hitting, and finally back to the field.
- After the coach/parent helper has thrown a ball to one batter, they immediately throw the next pitch to the other batter.
- Athletes rotate after each group has had 10-15 quality swings

VARIATIONS AND PROGRESSION:

A. Baseball bats, small balls

B. Baseball bats, wiffle balls

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

BASERUNNING

ACTIVITY “KILL THE MOSQUITO”

Description: Put three athletes at each base. Pretend there is a mosquito on the inside corner of each base.

Athletes in turn, take a swing at an imaginary ball, drop the bat, run as fast as possible to the next base, stepping on the ‘mosquito’ as they round the base. Athletes then wait their turn at the base they just rounded.

Equipment: Four bases and four cones

KEY POINTS

- *Remind athletes it's easier to step on the mosquito if they run a little to the outside of the baseline as they approach the base*
- *It's beneficial to put markers down for athletes to go around as shown in the diagram.*



GENERAL KNOWLEDGE

ACTIVITY “NAMES AND NUMBERS”

Description: Name each position and their number. Give each athlete a position name and instruct them to go to that position.

Equipment: Ball (baseball), bag/bucket

VARIATIONS AND PROGRESSION:

- A. Start off the pitching mound
- B. Write position numbers on balls, place the balls in a bag/bucket; athletes pick a ball from the bag/bucket and take it to the corresponding position.

- 1 pitcher
- 2 catcher
- 3 first base
- 4 second base
- 5 third base
- 6 shortstop
- 7 left field
- 8 centrefield
- 9 right field

PRACTICE PLAN #5 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseball, wiffle balls, tennis, softballs, foam balls, large), batting tee, set of bases (minimum of four), basket.

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- *Military walk*
- *Shuffle steps*
- *Sprint, baseball start*
- *Backpedal run*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice.

THROWING AND RECEIVING

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- A. On both knees
- B. Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Reach back*
- *Lift arm to shoulder height*
- *Appropriate arm action*



HITTING

ACTIVITY “T-BALL”

Description: With a partner or a coach/parent helper located to the side of the athlete, ask the athlete to hit the ball off a tee. Ensure the tee is placed in front of home plate and NOT on it. Teammates pick up the baseballs.

Equipment: Batting tee, various bats and balls

VARIATIONS AND PROGRESSION:

- C. Standard “t-ball”
- D. Three swings and hit

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

ACTIVITY “LIGHT TOSS” (21)

[Click here](#) for video demonstration

Description: Athletes can do this in pairs or in groups of three (each group needs 6-10 baseballs). Have a partner or a coach/parent helper located at 45 degrees beside the batter, simply ask the athlete to hit the ball from an underhand toss.

Have one coach/parent helper kneel in front and to the side of the batter and toss a ball with little or no arc in front of them.

After the batter has had 10-15 quality swings, get the athletes to switch. The pitcher should keep the delivery consistent so that batters can find their timing.

Equipment: Various bats and balls

VARIATIONS AND PROGRESSION:

- A. Standard T-Ball

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

HITTING (continued)

ACTIVITY “DRILL WITH PITCHER”

Description: With a coach/parent helper located at 20 feet in front of the batter, toss the ball with both knees on the ground while asking the batter to hit the ball.

Equipment: bats and balls

Athletes are usually set up as follows:

- Two athletes hitting
- Two athletes stationed well behind batters to retrieve balls
- One athlete feeding balls to the coach
- Rest of athletes in the field (gathering balls)
- Athletes rotate (in pairs) from the field, to catching behind the batters, to hitting, and finally back to the field.
- After the coach/parent helper has thrown a ball to one batter, they immediately throw the next pitch to the other batter.
- Athletes rotate after each group has had 10-15 quality swings

VARIATIONS AND PROGRESSION:

- A. Baseball bats, small balls
- B. Baseball bats, wiffle balls

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat



RECEIVING

ACTIVITY THE GUARDIAN (16)

[Click here](#) for video demonstration

Goal: Teach athletes a safe way to field a ground ball

Description: In pairs or with a coach/parent helper, athletes practice fielding the ball with one knee down

Equipment: Balls

VARIATIONS AND PROGRESSION:

- A. The athletes simulate the action without a ball
- B. The athletes simulate the action with a stationary ball
- C. The coach rolls a ball and the athletes field the ball
- D. The coach rolls the ball, the athletes field and throw the ball to a specified target/area

KEY POINTS

- *Put one knee on the ground*
- *Upper body must be behind the ball*
- *Always face the ball*



GAME & GENERAL KNOWLEDGE

ACTIVITY “BUCKET BALL”

Goal: Throwing, fielding, base running, cooperation, and teamwork

Equipment: Two balls, Four bases, helmets, bucket or bag

Description: Two teams of six – one on offence – one on defense. The defensive team has a catcher at home plate and the other athletes at appropriate positions. The offensive team has one athlete throw from home plate and the other athletes awaiting their turn from a safe distance.

Activity: Offensive ‘batter’ throws out two balls at one time in quick succession and runs around the bases trying to make it home before the fielding team gets both balls in a bucket/bag.

If the ball is caught, the batter is out.

Fielders may NOT run with the ball. The ball must be thrown home. Relay the ball if necessary.

Remind athletes to make sure the catcher is looking; A coach/parent helper should be positioned in the home plate area.

VARIATIONS AND PROGRESSION:

- A. Batter throws two balls
- B. Batter hits two balls



PRACTICE PLAN #6 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseball, wiffle balls, tennis, softballs, foam balls, large), batting tee, set of bases (minimum of four), cones, basket.

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- *Military walk*
- *Cross steps, front and back*
- *Sprint, baseball start*
- *Backpedal run*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice.

THROWING AND RECEIVING

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- A. On both knees
- B. Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Reach back*
- *Lift arm to shoulder height*
- *Appropriate arm action*

HITTING

ACTIVITY “LIGHT TOSS” (21)

[Click here](#) for video demonstration

Description: Athletes can do this in pairs or in groups of three (each group needs 6-10 baseballs). Have a partner or a coach/parent helper located at 45 degrees beside the batter, simply ask the athlete to hit the ball from an underhand toss.

Have one coach/parent helper kneel in front and to the side of the batter and toss a ball with little or no arc in front of them.

After the batter has had 10-15 quality swings, get the athletes to switch. The pitcher should keep the delivery consistent so that batters can find their timing.

Equipment: Various bats and balls

VARIATIONS AND PROGRESSION:

A. Standard T-Ball

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

ACTIVITY “WIFFLE BP” (22)

[Click here](#) for video demonstration

Description: With a coach/parent helper standing in front of the athlete at 20 feet and throwing, simply ask the athlete to hit the ball.

Equipment: Various bats and balls (wiffle balls)

Athletes are usually set up as follows:

- Two athletes hitting
- Two athletes receiving behind the batters at a safe distance
- One athlete feeding balls to the coach
- Rest of the athletes in the field (gathering balls)

Athletes rotate (in pairs) from the field, to catching behind the batters, to hitting, and finally back to the field.

After the coach has thrown a ball to one batter, they immediately throw the next pitch to the other batter.

Athletes rotate after each group has had 10-15 quality swings.

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

BASERUNNING

ACTIVITY “THE CHALLENGE”

Description: All athletes are at home plate. On their turn (after athlete in front has reached 1st base), athletes round the bases. Between each base, there is a challenge to perform.

Equipment: Set of bases (minimum four), various items for challenges

CHALLENGE EXAMPLES:

- A. Backpedal
- B. Rounding cones
- C. Roll
- D. Jump between bats
- E. Under a bat on two cones
- F. Jump over a partner
- G. Shuffle steps or other running drills
- H. Batting tee
- I. Field a ball, throw to a coach/parent helper
- J. Other creative ideas

KEY POINTS

- *More than one skill/task can be incorporated.*

BE CREATIVE

ACTIVITY “GOTCHA”

Description: Place 2-4 groups of athletes at each base or at home plate and 2nd base depending on numbers. Set up bases in diamond formation 20-30 feet apart.

On the signal ‘GO’, one player from each group starts running around the bases. The objective is to run passed the person ahead of you.

Score one point for your team for every athlete passed

Run for a set period of time (15-30 seconds).

Equipment: Set of bases (minimum of four)

VARIATIONS AND PROGRESSION:

- A. Use parent helpers so athletes can try to pass them
- B. Backpedal

KEY POINTS

- *AT ALL TIMES, athletes must touch all bases*

GAME & GENERAL KNOWLEDGE

ACTIVITY “BUCKET BALL”

Goal: Throwing, fielding, base running, cooperation, and teamwork

Equipment: Two balls, Four bases, helmets, bucket or bag

Description: Two teams of six – one on offence – one on defense. The defensive team has a catcher at home plate and the other athletes at appropriate positions. The offensive team has one athlete throw from home plate and the other athletes awaiting their turn from a safe distance.

Activity: Offensive ‘batter’ throws out two balls at one time in quick succession and runs around the bases trying to make it home before the fielding team gets both balls in a bucket/bag.

If the ball is caught, the batter is out.

Fielders may NOT run with the ball. The ball must be thrown home. Relay the ball if necessary.

Remind athletes to make sure the catcher is looking; A coach/parent helper should be positioned in the home plate area.

VARIATIONS AND PROGRESSION:

- A. Batter throws two balls
- B. Batter hits two balls



PRACTICE PLAN #7 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseball, wiffle balls, tennis, softballs, foam balls, large), batting tee, set of bases (minimum of four), hoola hoops (2-3), cones (4-6), badminton birdies, tennis racquets.

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- *Military walk*
- *Backpedal run*
- *Football sprint*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice.

THROWING AND RECEIVING

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- A. On both knees
- B. Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Reach back*
- *Lift arm to shoulder height*
- *Appropriate arm action*

BASERUNNING

ACTIVITY “THE GAZELLE”

Description: Athlete takes a swing with a bat. Athlete must leave the box using the right foot. Athlete takes quick steps towards first base and stops at ¼ of the distance.

Equipment:

- Two bases
- One bat and one ball

VARIATIONS AND PROGRESSION:

- A. Simulate a swing with a foam or aluminum bat
- B. Hit a badminton birdie

KEY POINTS

- *Athletes use their batting stance and take a swing*
- *Don't look at the ball after it is hit*
- *Never throw the bat*
- *Right-handed batters' first step is with the right foot and left-handed batters' first step is with the left foot.*

HITTING

ACTIVITY “PRACTICE WITH TENNIS RACQUET (23)”

[Click here](#) for video demonstration

Description: With a coach/parent helper standing in front of the athlete at 30 feet and throwing overhand, simply ask the athlete to hit the ball with a tennis racquet.

Equipment: Tennis racquet and tennis balls

Athletes are usually set up as follows:

- Two athletes hitting
- Two athletes receiving behind the batters at a safe distance
- One athlete feeding balls to the coach
- Rest of the athletes in the field (gathering balls)
- Athletes rotate (in pairs) from the field, to catching behind the batters to hitting, and finally back to the field.

After the coach has thrown a ball to one batter, they immediately throw the next pitch to the other batter.

Athletes rotate after each group has had 10-15 quality swings

RECEIVING

ACTIVITY "BIG FOOT"

Description: Partners start in lines, facing each other, approximately 10 feet apart. One coach/parent helper per pair. Athletes throw to each other (or coach/parent helper throws if skill level is too low for accurate throws). Each time a catch is made the partners move back one giant step.

The pair that ends up the farthest apart while still able to catch the ball is given the BIG FOOT AWARD.

Equipment: One ball for every two athletes

VARIATIONS AND PROGRESSION:

- A. Use different types of balls (tennis, incrediball, baseball, wiffle) depending on ability.



THROWING

ACTIVITY "THE RELAY" (11)

[Click here](#) for video demonstration

Description: Split athletes into two groups (depending on the number of athletes). Each team forms a line. A hoola hoop filled with balls of different kinds is located 30 feet in front of each team, with two cones placed at 15 and 30 feet from the hoop.

On signal, one athlete goes to the hoop and from there tries to throw a ball towards each cone. Two throws are allowed. The athlete then returns to the line and the next athlete attempts the task.

Equipment:

- Several balls (2 minimum)
- Two cones per team (4-6)
- 2-3 hoops

VARIATIONS AND PROGRESSION:

Adjust distance depending on ability

- A. If athlete hits 1st cone, 1 point is awarded
2nd cone = 3 points awarded
First team to finish = 2 additional points
- B. Add various challenges. Example: between line and hoop
- C. Without cones and hoops, teams are in line. Athletes throw to a partner. First team to go all the way and back gets the point

GAME & GENERAL KNOWLEDGE

ACTIVITY “OUT”

Goal: Explain to athletes how to make an out

Description: Play a mini game and instruct athletes to touch the runners to make an out

VARIATIONS AND PROGRESSION:

- A. Make two teams and play mini-games using only one base
- B. Play a mini-game using four bases
- C. Rotate the teams to change the learning environment

KEY POINTS

- *Touch the runner with the ball before the runner touches the base*



PRACTICE PLAN #8 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats , various balls (baseball, wiffle balls, tennis, softballs, foam balls, large), batting tee, set of bases (minimum of four), hoola hoops (four), cones.

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- *Military walk*
- *Backpedal run*
- *Football sprint*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice.

THROWING AND RECEIVING

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- A. On both knees
- B. Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Reach back*
- *Lift arm to shoulder height*
- *Appropriate arm action*

HITTING – BASERUNNING

ACTIVITY “500” (20)

[Click here](#) for video demonstration

Description: Two groups of six athletes have their own playing area. One athlete is the batter while the others are in the field. The other group does the same activity.

Equipment: Two bats, four balls

Activity:

- Batter will bat off a tee or via thrown pitch
- Each batter gets 10 swings or hits
- Fielders can get points by fielding the ball,
 - *100 for caught fly,
 - *50 for one bouncer,
 - *25 for a grounder

100 points FOR CAUGHT FLY

50 points FOR ONE BOUNCER

25 points FOR A GROUNDER

ACTIVITY “THE CHALLENGE”

Description: All athletes are at home plate. On their turn (after athlete in front has reached 1st base), athletes round the bases. Between each base, there is a challenge to perform.

Equipment: Set of bases (minimum four), various items for challenges

CHALLENGE EXAMPLES:

- Backpedal
- Rounding cones
- Roll
- Jump between bats
- Under a bat on two cones
- Jump over a partner
- Shuffle steps or other running drills
- Batting tee
- Field a ball, throw to a coach/parent helper
- Other creative ideas

KEY POINTS

- *More than one skill/task can be incorporated.*
BE CREATIVE

BASERUNNING

ACTIVITY “BASEBALL TAG”

Description: Arrange hoops behind 1st base and home plate, and on 2nd and 3rd base. One or some athletes are “it”. Athletes have to reach the next base while following the basepaths. Athlete(s) who are “it” must leave the mound to tag teammates.

Equipment: Set of bases (4) and hoola hoops (4)

VARIATIONS AND PROGRESSION:

- A. Ask parents/guardians to participate

KEY POINTS

- *Explain the ability to run passed 1st base and home plate*
- *Make sure to avoid too many athletes at each base*



GAME & GENERAL KNOWLEDGE

ACTIVITY “OUT”

Goal: Explain to athletes how to make an out

Description: Play a mini game and instruct athletes to touch the runners to make an out

VARIATIONS AND PROGRESSION:

- A. Make two teams and play mini-games using only one base
- B. Play a mini-game using four bases
- C. Rotate the teams to change the learning environment

KEY POINTS

- *Touch the runner with the ball before the runner touches the base*



PRACTICE PLAN #9 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseball, wiffle balls, tennis, softballs, foam balls, large), batting tee, set of bases (minimum of four)

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the exercises with 45 feet of running distance in front of them. “There and back.”

VARIATIONS AND PROGRESSION:

- *Military walk*
- *Backpedal run*
- *Football sprint*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice.

THROWING AND RECEIVING

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- On both knees
- Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Reach back*
- *Lift arm to shoulder height*
- *Appropriate arm action*

GAME & GENERAL KNOWLEDGE

ACTIVITY “OUT”

Goal: Explain to athletes how to make an out

Description: Play a mini game and instruct athletes to touch the runners to make an out

VARIATIONS AND PROGRESSION:

- A. Make two teams and play mini-games using only one base
- B. Play a mini-game using four bases
- C. Rotate the teams to change the learning environment

KEY POINTS

- *Touch the runner with the ball before the runner touches the base*



PRACTICE PLAN #10 LEVEL – SINGLE/DOUBLE

Required equipment: TVB balls, various bats, various balls (baseball, wiffle balls, tennis, softballs, foam balls, large), batting tee

WARM-UP

RUNNING DRILLS:

Description: All athletes are side by side on a line. Athletes do the activity on a 45 foot distance, going and returning.

VARIATIONS AND PROGRESSION:

- *Military walk*
- *Backpedal run*
- *Football sprint*

WARM-UP:

Description: Warming up with various activities giving opportunities to stretch the body and prepare itself for baseball practice.

THROWING AND RECEIVING

ACTIVITY THE WHEEL (8)

[Click here](#) for video demonstration

Description: In pairs, the athletes play catch using proper throwing mechanics

Equipment: One ball for each pair

VARIATIONS AND PROGRESSION:

- A. On both knees
- B. Athletes are executing on command:

KEY POINTS

- *Throwing arm goes down*
- *Reach back*
- *Lift arm to shoulder height*
- *Appropriate arm action*

HITTING

ACTIVITY “DRILL WITH PITCHER”

Description: With a coach/parent helper located at 20 feet in front of the batter, toss the ball with both knees on the ground while asking the batter to hit the ball.

Equipment: Bats and balls

Athletes are usually set up as follows:

- Two athletes hitting
- Two athletes stationed well behind batters to retrieve balls
- One athlete feeding balls to the coach
- Rest of athletes in the field (gathering balls)
- Athletes rotate (in pairs) from the field, to catching behind the batters, to hitting, and finally back to the field.
- After the coach/parent helper has thrown a ball to one batter, they immediately throw the next pitch to the other batter.
- Athletes rotate after each group has had 10-15 quality swings

VARIATIONS AND PROGRESSION:

- A. Baseball bats, small balls
- B. Baseball bats, wiffle balls

KEY POINTS

- Feet must be wider than shoulders
- Hands high and back
- Hands together on bat

ACTIVITY “THE GAME”

Complete your practice by playing a game as per Rally Cap rules.

