National Coaching Certification Program

BASEBALL CANADA

Facilitator Guide

Context:

- Competition Development

Module: Strategies

Coaching Association of Canada

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

Partners in Coach Education



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How to be a better coach



Learn to listen, especially to the athletes – they are excellent teachers.

Help each athlete develop all of their capacities: physical, mental/emotional, and social.

Take a stand against doping and cheating in sport.

Thirst for knowledge
attend coaching courses, get certified, stay up to date.

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Dear Coach,

The Coaching Association of Canada is pleased to offer you an interactive Web site that enables you to check your accreditation online. Go to www.coach.ca where you can:

- track your progress through the NCCP;
- update your coaching profile;
- print out copies of your coaching card or a transcript of your coaching courses;
- visit the Coaching Tips and Tools section;
- and so much more!

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National Coaching Certification Program

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Topic: Introduction **Time: 20 min**

Intent

Introduce yourself and reflect on your experiences in the program. Review the structure of the NCCP program briefly and where the Strategies module fits in as far as the Coaching Pathway model. Then open with an exercise to introduce coaches to one another and to create a comfortable atmosphere. Emphasize that the processes of facilitation are to help guide the participants in a direction of self – learning while understanding the processes of critical thinking in an adult learning atmosphere. Relay that the workshop has been developed to have participants be active.

Expected Outcomes

Coaches will

- Be able to understand the advanced offensive strategies involved in baseball with identifying and teaching the key elements using a progression.
- Be able to understand the advanced defensive strategies involved in baseball with identifying and teaching the key elements using a progression.

Contents

1. Introduction – Facilitator and Coaches
2. Program Purpose and Process
3. Outcomes & Evaluation Criteria

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INTRODUCTION

Section & Time	Facilitator's Notes & Key Points	Resources Needed
Introduction 5 minutes	**Presentation** Welcome coaches, introduce program, facilitator and coaches	
Program ID 10 minutes	**Large Group Discussion** Background of coaches and confirm context appropriate material	
Presentation 5 minutes	**Provincial Coach Outcomes, Evaluation** Refer the Coaches to their Workbook, review the Module and the listed outcomes	W/B p 7
Wrap-up	**Questions and answers**	

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Section 1

Topic: Advanced positioning and relays – communication and considerations **Time: 60 min**

Intent

Individuals should be organized in groups where material would be consistent with the level of athlete that is being coached. The approach should be to emphasis advanced positioning and relays considering communication. The purpose of the section is to give coaches a good understanding of the defensive movement when the ball is in into play including extra base hits.

Expected Outcomes

Coaches will

- Understand the basic rules of defensive strategies when the ball is in into play.
- Understand how to use a proper communication system in order for players to execute plays properly.
- Understand players' movement on the field considering players on base and location of the ball.

Contents

1. Rules of defensive strategies
2. Communication on relays
3. Field positioning

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Section 1 – Advanced positioning and relays – Considerations and communication

Section & Time	Facilitator's Notes & Key Points	Resources Needed
Introduction 5 minutes	**Presentation** Explain the different rules for fielders when the ball is hit into play: • Always keep the ball in front of you • If you can't catch it, knock it down • Keep calm, think before doing • Throw ahead of the runner Remember, an accurate throw is often better that a strong one	Powerpoint presentation
Rules on defense 20 minutes	**Small Group Activity** Have coaches work in small groups and make notes in their W/B regarding the different **rules that affect the play on defense.** Coaches should actively participate and understand the key elements of playing defense. Have coaches report on their findings. Make sure they cover these following aspects. **Velocity of the ball hit:** If well hit, try the lead runner. If not hit hard then no play on lead runner. **Angle of the ball fielded:** Will be a major factor as even a hard hit will not allow the fielder to get the lead runner if they have to run for it. **Fielding the ball on the glove side or**	Workbook page + PP presentation

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	the throwing side: If fielded on throwing side then they might have a chance on lead runner. **Depth the ball is fielded in the outfield:** The shallower the ball is played the better the chances of making a play on the lead runner. Charging the ball will also help. **Condition of the ball:** It will be a concern if grass is wet and have to execute a long throw. **Arm strength and accuracy:** The velocity and accuracy of the ball thrown will have huge impact. **Baserunner's speed:** Fielder should always know baserunners' speed and how good their jump was. **Score:** The score will dictate if a play should be made on the lead runner or not or to throw to 2nd base to avoid a runner in scoring position. **Inning of the game:** Late in the game, lead runner is more important than the other and vice-versa for early in the game. **Number of outs:** with 2 outs, defense can gamble more on the lead runner. With less than 2 outs, then throwing to 2nd base could be a better idea.	
Communication 5 minutes	**Discussion** Present to coaches the proposed communication plan and discuss alternatives and other options.	Powerpoint
Double cut-off 5 minutes	**Small group work** Ask coaches to fill out the section on double cut-off asking them to describe responsibilities of front and back man.	Powerpoint

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	Front man: Stationary position as the ball is in outfielder glove, both arms up, listen to instructions from 3rd baseman and back man, keep the ball on the glove side, should not try to jump for any balls or to pick any balls on the hop. **Back man:** must break full speed about 15-20 feet behind front man, as outfielder picks the ball they turn their head to see where the runner is, will have final decision on where to throw the ball, must be ready for a high/low throw toward front player.	
Situations 20 minutes	**Individual/Small group work** Present the situations mentioned in the workbook and have the coaches indicate players' movement on the diagram. Once completed, ask them to review with a colleague coach sitting next to them. Using the interactive powerpoint presentation, review the scenarios with the coaches asking coaches questions about their answers compared to ours.	Powerpoint interactive slides
Wrap-up 5 minutes	**Questions and answers**	

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Section 2

Topic: Double play depth **Time: 15 min**

Intent

This section will give coaches an understanding of the importance of a good double play positioning.

The double play positioning will also be compared to regular positioning with the idea to explain the advantages of playing closer to the bag in order to turn a double play.

Expected Outcomes

Coaches will

- Be able to teach infielders where to play on a possible double play.
- Be able to explain to the players why this position has better chances or turning double plays.
- Be able to help players determine where to position themselves based on their personal characteristics.

Contents

1. Identifying situations where double play situation is needed.
2. Discussion on the importance of getting to the base on time.
3. Strategies to help players position themselves before the play.

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Section 2 – Double play Depth

Section & Time	Facilitator's Notes & Key Points	Resources Needed
Introduction 10 minutes	**Presentation** Ask questions regarding the following elements: - Difference between double play depth and regular depth - Considerations for 2nd baseman - Considerations for Shortstop - Position vs ability to get to 2nd base on time	Power point presentation with interactive movement of infielders
Wrap - up 5 Minutes	Questions and Answers	

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Section 3

Topic: Bunt Defense **Time: 50 minutes**

Intent

This section will provide the coaches with the understanding of how to use the standard bunt defense with runner at 1st base and runners at 1st and 2nd base. Only the standard defense will be covered in this section while aggressive bunt defense will be covered in the advanced strategies module.

Expected Outcomes

Coaches will

- Be able to identify adequate situation to defend against the sacrifice bunt.
- Understand the importance of teaching the basic abilities before teaching basic strategies.
- Utilize the proper communication in order to make a play work effectively.

Contents

1. Regular bunt defense with runner on 1st base.
2. Regular bunt defense with runner on 2nd base or with runners on 1st and 2nd base.
3. Small Group work – Finding position players responsibilities on a bunt situation.

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Section 3 – Regular Bunt Defense

Section & Time	Facilitator's Notes & Key Points	Resources Needed
Introduction 5 minutes Classroom	**Presentation** Introduce this section making reference to the importance of teaching the basic skills before aiming at teaching basic tactics. The following key points are the important reasons: 1. The need to development players with better skills. 2. The need to adhere to LTAD principles. 3. The need to have a vision for player development.	Examples: Walking before running, learn alphabet before making words etc …
Aspects to consider 10 minutes Classroom	**<u>Individual Work:</u>** Ask coaches to answer the first question in the bunt defense section of the Workbook. *Here are some of the important aspects of bunt defense that have to be considered. In your own words, how would you describe all of them ?* Remind them to write everything that comes to mind. **Small group Work:** Once this is done in approximately 5 minutes, ask them to pair up with another coach so they can complete their list with missing elements.	Workbook

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	Large Group Work: Using a flip chart or blackboard, write down the different elements thrown at you from the small groups in order to have a clear picture on the bunt defense aspects. Consider these elements of answers: **Coach-team communication**: All players should be looking for signs coming from 3rd baseman or catcher. Remember that sign can be changed at each pitch. **Throwing the ball to the hitter:** Fastball sign by catcher. Pitcher shall attempt to throw high fastball. **Priority system:** Whenever a player wants to field the ball, they should use a command. "Ball, ball, ball". 3rd baseman has priority over all other players, Catcher over pitcher and 1B, pitcher over 1B and 1B over no one. **Catcher calling play**: Since they have the entire play in front of them, they make the decision. They should use "two-two-two" command. If catcher fields it, then they would yell before throwing. **React to the batted ball**: All players first react to batted ball then to bunted ball. Any movement should	

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	be toward the plate, ready to move left or right if the hitter swings away. **Fielding the throw at a base:** Whenever a throw is made to a base to retire a runner on a bunt attempt, the fielder must be sure they look first for the bad throw from the player fielding the bunted ball. Once ball is caught, they need to keep their head up for a potential play at another base. **Fielding the batted ball and making the throw:** Importance of making at least 1 out every time on a sacrifice bunt attempt. Exception late in the game when a team has to gamble for lead runner. Always sacrifice quickness for control and velocity on the throw to a base.	
Regular Bunt Defense with runner on 1st base 15 minutes	Using the workbook, ask the coaches to pair up with another coach and position by position, ask the coaches to write down what are the key responsibilities of each fielder. Total 5 minutes Once completed, use the powerpoint presentation to validate the answers using the following elements of answers: **Pitcher:** Keep runner close. Throw high fastball and breaks forward if	Powerpoint Presentation

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	bunt. Has priority over 1B only. **Catcher:** Calls for fastball. Front of the plate responsibility. Calls the play. Priority over all but 3B. Must cover 3rd base if 3B fields the ball. **1B:** Holds the runner. Breaks when pitcher delivers. Right side responsibility. No priority. Retreat to 1B if fielded by 3B but if 2B is there, they will let them catch the ball. **2B:** Cheat slightly toward 1B. Aware of push bunt. Breaks full speed to 1B to cover the bag. Communicate with 1B on bag coverage. **3B:** 20 feet on the grass. Complete left side priority. Retreats back to 3B if they do not field the bunt. **SS:** Plays regular double play depth. Breaks toward 2nd base to cover the bag. **OF:** Back up throws to 1st, 2nd or 3rd.	
Regular Bunt Defense with runner on 1st and 2nd or 2nd base only 15 minutes	Using the workbook, ask the coaches to pair up with another coach and position by position, ask the coaches to write down what are the key responsibilities of each fielder. Total 5 minutes Once completed, use the powerpoint presentation to validate the answers using the following elements of answers: **Pitcher:** Keep runner close. Throw	Power point presentation

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	high fastball when SS slaps their glove. Can try pick-up. Has priority over 1B only. If bunt fielded by 3rd baseman, will cover 3rd base. **Catcher:** Calls for fastball. Front of the plate responsibility. Calls the play. Priority over all but 3B. Covers home plate. **1B:** Position themselves 20 feet in on the grass. Breaks home when batter squares around to bunt. Covers right side. No priority. **2B:** Cheat slightly toward 1B. Aware of push bunt. Breaks full speed to 1B to cover the bag. **3B:** 10 feet on the grass able to look at 2nd base. Retreats back to 3rd base if they see that catcher, 1B or pitcher can field the ball. Will make the play if bunted hard in their direction. **SS:** Stand behind runner and slaps hi glove hard behind runner to bring runner to 2nd base. Breaks toward 2nd base to cover the bag. **OF:** Back up throws to 1st, 2nd or 3rd.	
Wrap – up 5 minutes	**Questions and answers**	

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Section 4
Topic: Double Steal Defense and Rundown

Time: 45 minutes

Intent

This section will provide coaches with a basic understanding of the importance of defending the double steal. While there are many defensive strategies this section could cover, we will focus on some basic strategies. We will also explain the procedures for any rundown occurring involving one runner.

Expected Outcomes

Coaches will

- Know the 11 elements to consider before deciding on the play to use. Understand the principles behind good communication on double steal defense and rundown
- Understand players' responsibility for each of the 3 situations presented.

Contents

1. Introduction
2. Group work
3. Debrief Group work on answers

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Section 4 – Double Steal Defense and Rundown

Section & Time	Facilitator's Notes & Key Points	Resources Needed
Introduction 5 minutes	**Large Group - Presentation** Introduce this section making reference to the importance of defensive work in practice sessions. Coaches should understand it is important to plan and schedule time where defensive strategies are covered.	
Elements to consider 10 minutes	**Small Group Work** Using the workbook and back into their working groups to discuss the 11 elements that should be considered before deciding the best strategy to use. Make sure the keys points are addressed when you bring the group back together. Ask for a group to come and present their key points to the whole group. The rest of the group will then be able to add other aspects that were omitted. Make sure these aspects are covered: **1- Number of outs** **2- Inning** **3- Score of the game** **4- Strength of catcher's arm** **5- Strength of Shortstop and second baseman's arm** **6- Hitter at the plate**	WB p.20

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	7- Strength and experience of pitcher **8- Count on the batter** **9- Ability of the runner at 1st base** **10- Ability of the runner at 3rd base** **11- Opposing team's double steal tendencies**	
Basic Strategies 15 minutes	**Small Group Work** Back in groups, ask them to find 3 strategies that can be used to defend the double steal. Here are 3 strategies: **A- Full arm fake to 2nd base** Pitcher: Covers home for potential rundown Catcher: Full fake to 2nd and will throw to 3rd if third baseman has hands up. **B- Read Play** Catcher: Throw to 2nd base but can throw to 3rd if 3rd baseman has both arms up in the air. 2nd baseman: Will go to 2nd base and charge in runner goes from 3rd to home. **C- Hold** No throws on the play	
Rundown 10 minutes	**Small group work** Ask the coaches to use the workbook	

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	and to describe the different elements of a good rundown. You will be looking for the following answers: **Setting the runner up for rundown:** Not necessary to bring back runner to original base if done properly. We are looking for an out without a throw. Run hard at the runner so stopping and changing direction becomes more difficult. **Runner breaks full speed to the forward or back base:** Take a step inside/outside before throwing. If good jump than throw toward the runner. **Responsibility of the fielder with the ball:** If they can tag them, that becomes option #1. Runs full speed toward runner. Establish a throwing angle. Throwing arm up. No fake. Snap the ball forward (throwing darts). Leaves base baths once ball is thrown. Go to forward base or return to back base depending on their position once the ball has been thrown. **Responsibility of the fielder receiving the ball:** Move to inside or outside part of the bag. When runner gets at 15 feet	

distance from them, they will throw

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	both hands in the air, will move toward the runner and could also add a vocal command "now" all that considering speed and baserunning ability of the runner, distance from the runner and their own speed. **Angle throws in the infield:** Yell inside or outside but both fielders being on the same side of the runner.	
Wrap - up 5 minutes	**Questions and Answers**	

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Section 5
Topic: Offensive Strategies

Time: 30 minutes

Intent

This section will provide coaches with a basic understanding of the importance of using different offensive strategies during a baseball game. While there are many offensive strategies this section could cover, we will focus on three basic strategies.

Expected Outcomes

Coaches will

- Understand the fake steal, delayed steal and drag/push bunt strategies while knowing impact on the defense
- Understand players' responsibility for each of the 3 situations presented.

Contents

4. Introduction
5. Group work
6. Debrief Group work on answers

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Section 5 – Offensive Strategies

Section & Time	Facilitator's Notes & Key Points	Resources Needed
Introduction 5 minutes	**Large Group - Presentation** Introduce this section making reference to the importance of offensive strategies in practice sessions. Coaches should understand it is important to plan and schedule time where offensive strategies are covered.	
Fake Steal 5 minutes	Using the powerpoint presentation, simply review considerations for fake steal: 1- It will enable the coaching staff of the team at bat to see how the second baseman and shortstop react when the runner makes a break toward second base. If they see that one or both of them are moving toward second base as the runner makes their break, then they will be very susceptible to the hit and run play during the course of the game. If they hold in their defensive positions until the ball passes the batter, then they will not be as susceptible to the hit and run play. 2- It might open up a hole for the batter when the runner fakes the steal if the second baseman or shortstop (or both) move toward second base on the runner's break from first base.	

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	3-It might force the catcher to raise up as the pitch is coming to the plate, taking the close pitch away from the pitcher. In addition, the more a team fakes the steal, the more the catcher might not respond as well mechanically when the runner actually does break for second base. 4-The more a team fakes the steal one will find that the first baseman will not yell as loud to the catcher that the runner is breaking for second base by their command. One will also find that the first baseman will wait a little longer to communicate this fact to the catcher to see whether the runner is going all the way on the steal. The longer the first baseman waits to give their command to the catcher, the tougher it is for the catcher to be in a position to make a good throw to second base. This is especially true when there is a lefthanded hitter at the plate, whereby the catcher cannot see the runner breaking for second base as early as they would with a righthanded hitter at the plate.	
Delayed Steal 10 minutes	**Small Groups Work** Using the workbook, ask coaches to fill out the segment on Delayed steal asking them to describe the 3 important ingredients for the success on this strategy:	

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	a- Runner at 1st base does not possess great speed b- Lefthanded batter at the plate to assist in obstructing the catcher's view of the runner's lead c- Shortstop and 2nd baseman are observed not moving toward 2nd base after the ball passes the batter on previous pitches.	
Drag-push bunt 5 minutes	**Small Groups Work** With the help of a colleague coach, ask coaches to list considerations of drag and push bunts. Elements of answers: 1- Some could drag on their own. Wait for a good pitch. Bunt before running. 2- Never drag bunt when team is ahead in the game or in late innings when we are more than 5-6 runs ahead. 3- Check 3rd baseman during BP to see how quick they are and arm strength. Push bunters, check for 1st and 2nd basemen. 4- Remember many RHP will fall off the mound to the 1B side and vice versa for LHP. 5- Communication between batter and 3rd base coach is crucial.	
Wrap - up 5 minutes	**Questions and Answers**	

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Section 6
Topic: Wrap-Up

Time: 5 minutes

Intent

The final session will be a review of the Outcomes with the coaches to confirm that the objectives of the Workshop have been met. Give an opportunity for coaches to ask any questions and to review what has been done. Any gaps can be handled by referring the coaches to additional resources.

Expected Outcomes

Coaches will

- Review the NCCP outcomes for this workshop and be informed on what is expected in any evaluation process

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1. Review and Comments

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