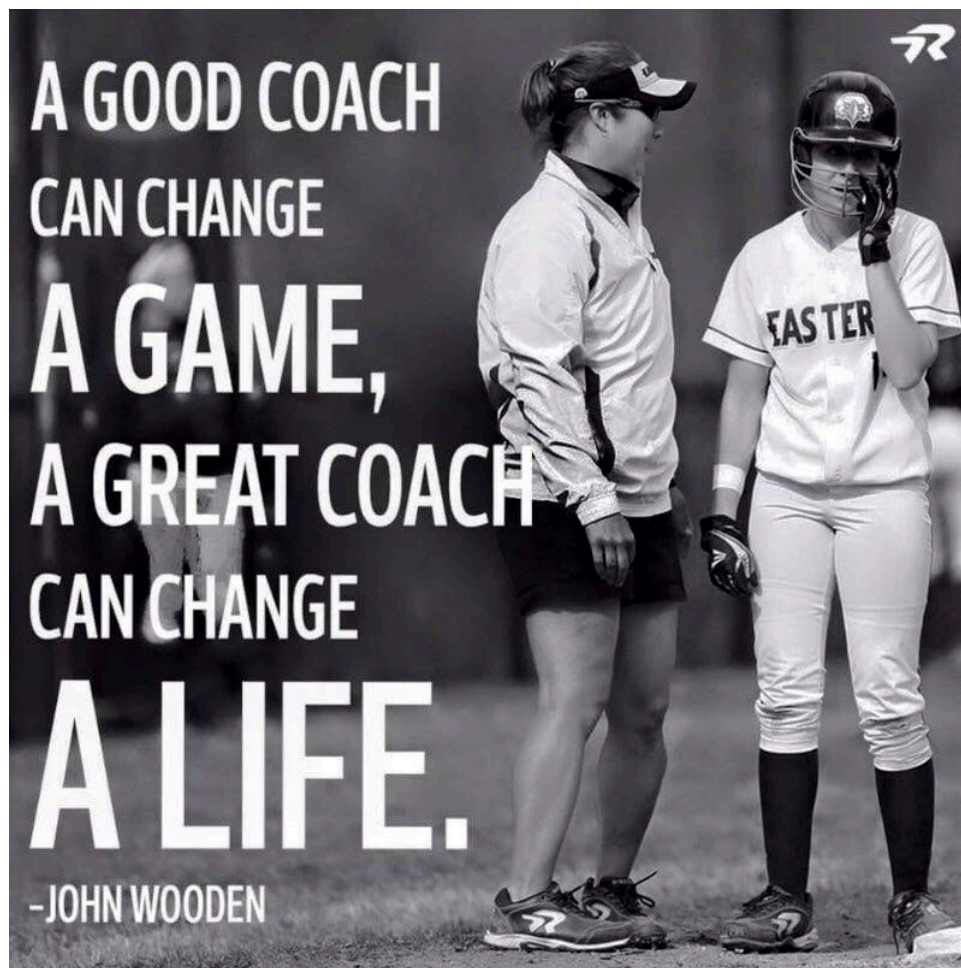




## Calgary Minor Softball Coach Resource Book



*Kids First...Athletes Second*

*Fun always= Success*

**Kids will be kids. . .Because they are kids!**



## CONTACT INFORMATION

### Calgary Minor Softball Office

Kathy Worthington – Executive Director

Website: [www.calgaryminorsoftball.com](http://www.calgaryminorsoftball.com)

Email: [fastpitch@calgaryminorsoftball.com](mailto:fastpitch@calgaryminorsoftball.com)

Phone: 403-245-3008

Address: 202, 811 Manning Road NE  
Calgary, AB  
T2E 7L4

### Umpire bookings

Email: [umpirerequest@calgaryminorsoftball.com](mailto:umpirerequest@calgaryminorsoftball.com)

ACTIVE **FOR** LIFE



# DISTRICT CONTACT INFORMATION

South Bow River	<a href="mailto:president@sbrsoftball.com">president@sbrsoftball.com</a>
Southfour	<a href="mailto:info@southfoursoftball.ca">info@southfoursoftball.ca</a>
West Hill	<a href="mailto:director@westhillsoftball.ca">director@westhillsoftball.ca</a>
West Valley	<a href="mailto:wwcoachchris@gmail.com">wwcoachchris@gmail.com</a>
Nosecreek	<a href="mailto:president@nosecreeksoftball.ca">president@nosecreeksoftball.ca</a>
Strathmore	<a href="mailto:strathmorefastball@hotmail.com">strathmorefastball@hotmail.com</a>
Airdrie	<a href="mailto:president@airdriegirlssoftball.com">president@airdriegirlssoftball.com</a>
Cochrane	<a href="mailto:vpsoftball@cochraneminorball.ca">vpsoftball@cochraneminorball.ca</a>
Foothills Fury	<a href="mailto:fury@foothillssoftball.ca">fury@foothillssoftball.ca</a>
Chestermere	<a href="mailto:softball@crushersbaseball.ca">softball@crushersbaseball.ca</a>
Calgary Boys	<a href="mailto:inquiry@calgaryminorboysfastpitch.com">inquiry@calgaryminorboysfastpitch.com</a>



*You may not have planned on being the coach of a softball team, but here you are. It is your job to somehow organize a group of enthusiastic but inexperienced kids into a team. You may be wondering what you have gotten yourself into and whether it is too late to get out of it. If you are feeling overwhelmed, underprepared, or maybe a little panicked, that is okay. Most coaches have shared your experience and lived to discover the joys of coaching youth sports.*

*Taken from "Survival Guide for Coaching Youth Softball" Robert B. Benson*

## **Objective**

The objective of Calgary Minor Softball Associations Coaches Orientation is to:

- ❖ Provide information to assist coaches in preparing for their season of coaching.
- ❖ Set expectations of Calgary Minor Softball.
- ❖ Promote a safe environment for the kids.
- ❖ Promote Sport for Life ideas.
- ❖ Common rules discussed.
- ❖ Provide access to resources for coaching.

## **Who is Calgary Minor Softball Association?**

Calgary Minor Softball Association is the minor softball association in Calgary providing governance and support for their member districts, teams, and athletes. Calgary Minor Softball was established in 1973 and currently has 11 districts registered in our program. See district contact list for current members.

- ❖ In addition to the district members, Calgary Minor Softball has 1 affiliated program - Calgary Minor Softball Umpires (CMSU)

# ***Calgary Minor Softball Association's Principal Statement:***

## **Play by Rules, Govern by Ethics**

The Calgary Minor Softball Association Executive, Board of Governors, and Committee Executives are dedicated to providing fun, safe and abuse free sporting experience to all minor aged players in our city-wide leagues. We extend this commitment to all coaches, team representatives, league chairmen, program coordinators, umpires, umpire assignor, and office staff.

## **Vision & Mission Statement**

Calgary Minor Softball is committed to providing a successful youth softball program.

To build a successful program we will:

- Govern and Coordinate Calgary Minor Softball Programs
- Incorporate the principles of (CS4L) Canadian Sport For Life and (LTPD) Long Term Player Development
- Promote lifelong sportsmanship
- Facilitate skill development
- Encourage Fun and Fair Play



## Our Softball Family

Your team is part of a larger softball family including other teams within your district organization. Districts are members of Calgary Minor Softball Association. Both the Districts and Calgary Minor Softball Association are members of Softball Alberta and affiliated with Softball Canada.





Preparing for the season

“You won’t know if you were a good coach for 20 years or more.”

Bob Bigelow – retired MBA player and author – Just Let the Kids Play (2001)



You cannot expect people to do what they have not been trained and developed to do. People enjoy doing things they know how to do well. Calgary Minor Softball is committed to making sure our coaches have all the tools to coach well and be successful!

Calgary Minor Softball Board of Directors will communicate with coaches and give assistance where required. The Board of Directors will attend and assist practices when possible or requested.

#### Assistant Coach

Ideally, every team will have at least two coaches. Having an assistant coach can take the pressure off the head coach in a number of ways. If he or she must miss a game or practice because of family or business emergencies, the assistant can be prepared to cover. It also allows for better practices; athletes can be taught in smaller groups, which is difficult for a lone coach to manage.

## Role of the Coach

The role of the coach is not just coaching! A study on Olympians stated that their coach was the number one factor for them achieving success. Coaching is a crucial role that we must accept with compassion, commitment, and honor. Your role includes:

- ❖ Motivator
- ❖ Teach Ethics
- ❖ Teach Respect
- ❖ Show Love of the Sport
- ❖ Teach Team Play
- ❖ Teach Individual Skills
- ❖ Play Ball – Learn Life



## *Coach Requirements*

All coaches (head and assistant) are required to have a completed Police Check These must be renewed every three years to continue coaching with Calgary Minor Softball.

For coaches living in Calgary the E-Pics are done directly online –

<http://calgaryminorsoftball.com/page.php?pageid=74023>

For coaches living outside Calgary the E-Pics are done directly at your local RCMP Office

All Coaches whether living in Calgary or outside of Calgary require a letter from Calgary Minor Softball to complete their Police Check.

All Coaches must have the Foundations of Coaching Softball.

<https://softball.ca/onlinelearning/foundations>

All Coaches, Managers and parents must complete the Respect in Sport Programs, the program must be accessed through the Calgary Minor Softball website [www.calgaryminorsoftball.com](http://www.calgaryminorsoftball.com).

Calgary Minor Softball Association Districts/Organizations must ensure that all teams meet the requirements outlined in the chart below. Any team that does not meet the requirements outlined is not an eligible team and therefore is not able to participate in league play for Calgary Minor Softball until all requirements are met.

Foundations of Coaching Softball	Completed and current Police Check	Respect In Sport	MED (Making Ethical Decisions)	NCCP Community Softball
All Divisions U9 – U19	All Divisions Timbits – U19	All Divisions U9 – U19	All Divisions U9 – U19	Divisions U11 – U19
✓	✓	✓	Required for Provincial Play	Required for Provincial Play

You, “the Coach”, are the most important person in our organization. You determine the kind of experience our athletes have with sports. We are committed to the principles of Positive Coaching. We expect our coaches to 1. Want to win and 2. More importantly help players learn

"life lessons" and positive character traits from sports. The following is what we expect from you during the coming the season.

1. Model and teach your players to Honor the Game. Teach the elements of ROOTS:

- Respect for: Rules, Opponents, Officials, Teammates, and oneself.
- Share with your players' parents your desire for them to Honor the Game.
- Seize teachable moments to talk with players

2. Help players Redefine what it means to be a "Winner" in terms of Mastery, not just the Scoreboard:

- Teach players the ELM Tree of Mastery (Effort, Learning, and bouncing back from Mistakes).
- Use a "Team Mistake Ritual" (like Flushing Mistakes) to help players quickly rebound from mistakes.
- Reward effort, not just good outcomes. Look to recognize players for unsuccessful effort.
- Encourage players to set "Effort Goals" that are tied to how hard they try.
- Use Targeted Symbolic Rewards to reinforce effort and team play.

3. Fill your players' Emotional Tanks:

- Use encouragement and positive reinforcement as your primary method of motivating.
- Strive to achieve the 5:1 "Magic Ratio" of 5 positive reinforcements to each criticism/correction.
- Schedule "fun activities" for practices, so players will enjoy the practice and have fun.
- Use the "Buddy System" to teach players to fill each other's Emotional Tanks.
- Develop "player coaches" by asking for player input & asking rather than telling them what to do
- Learn to give "Kid-Friendly Criticism" so players will be able to hear it. Criticize in private, (have your manager or assistant coach with you)

4. Have Conversations during Team Meetings with your players at every practice and every game:

- Review Honoring the Game, the ELM Tree and the Emotional Tank throughout the season.
- Remind players about these three concepts before and after every game.
- Ask questions and encourage players to speak and contribute during team meetings.
- Use the Winner's Circle after a game to reinforce the positive things players did.



**Coach always treats athletes with respect, regardless of how well they perform.**

## ***COACHES CODE OF CONDUCT***

- ❖ I will remember that all the players are playing for their enjoyment, not for mine.
- ❖ I will place the emotional and physical well being of my players ahead of a personal desire or external pressure to win.
- ❖ I will do my best to provide a safe playing environment for all players.
- ❖ I will not have unrealistic expectations. I will remember that the amateur athletes are not professionals and cannot be judged by professional standards.
- ❖ I will respect the official's decisions and communicate with them in an appropriate manner, and I will encourage my players to do the same.
- ❖ I will encourage all players to play by the rules and to resolve conflicts without resorting to hostility or violence.
- ❖ I will teach my players good sportsmanship.
- ❖ I will never ridicule or yell at the players, coaches, or officials for making a mistake.
- ❖ I will applaud good players' performances on both teams.
- ❖ I will never question the official's judgment or honesty in public.
- ❖ I will support all efforts to remove verbal and physical abuse from sporting activities.
- ❖ I will not consume alcohol or smoke on, or near the vicinity of the players' benches.
- ❖ I will not use bad language, nor will I harass athletes, coaches, officials, or other spectators.

- ❖ I will be knowledgeable of the league rules and regulations and teach these rules to the players on my team.
- ❖ I will encourage my players to respect the rights of other players, coaches, fans, & officials.
- ❖ I will be responsible for my own behavior and also the behavior of my team members, their parents & fans.
- ❖ I will have respect for all the facilities and equipment used in the sport.



## Coaches Philosophy

### *What is a coaching philosophy?*

A coaching philosophy is a statement of what you value and how you will approach your coaching role. It covers your purpose as a coach and how you will approach player development and winning. Your coaching philosophy guides how you behave as a coach and how you interact with your athletes.

The three major objectives of coaching are, to help young people have fun, and to help young people to develop both physical sports skills and physiological learning to control emotion, socially interact and for the athletes to learn how to win and lose.

As well as promoting consistency, a clear coaching philosophy will remove uncertainty around areas such as team rules, style of play, player discipline, competition, and our long-term objectives. Each of these should be based on your coaching philosophy and you should be consistent in applying them.

A good coach is positive, enthusiastic, supportive, trusting, focused, goal-oriented, knowledgeable, observant, respectful, patient and a clear communicator.

For many athletes, a coach will serve as a mentor, teacher, friend and counselor. The coach gives individuals endless opportunities to influence, empower and inspire others. One coach can impact more young people in a year than most people are afforded in a lifetime.



### *How to develop your coaching philosophy*

❖ **Identify your values.**

- List 3 or more specific values – example mutual respect, organization, integrity.

❖ **Develop a personal belief system by developing actions for each value.**

- Mutual respect – always approach athletes with unconditional positive regard.
- Organization – always be organized with practice plans, line ups, administration completed.
- *Integrity – always honor the trust and confidents of your players.*

❖ **Build a philosophy statement from your answers.**

### *Other points to consider in your philosophy statement:*

- ❖ Set an expectation with your coaching philosophy.
- ❖ Be aware of the physical and emotional maturity level of the athletes you are coaching.
- ❖ Parents, as well as players, will often follow the standard set by the coach – example if you are a coach that is always yelling, your players and parents may believe that is acceptable behaviour.
- ❖ Consider how you will address fair play.

## ***Calgary Minor Softball Fair Play Philosophy***

Calgary Minor Softball considers fair play to be the opportunity for athletes and coaches to have equal opportunities in the game of softball.



# Playing the Game

“I am competitive – I just don’t concern myself with winning.”

Duff Gibson (Men’s Skeleton)



## WORKING WITH YOUR PARENTS



As the coach you should always hold a Parent Meeting, that should be done at your first practice. Give your parents jobs; keep them involved with the team. You should have a team manager, equipment manager, regular scorekeepers, first aider, and umpires (if required for your age). Find an organized individual that can be your team manager who can do such things as complete any rosters needed for tournaments or Provincials, book and distribute practice and game schedules, arrange game officials, keep copies of important information on each player such as emergency contact information, allergy information, etc., communication to parents, and be the liaison between parents and coaching staff. Your equipment manager will keep the equipment and set up the diamond before your games. With a parent setting up your diamond this leaves your time to warm up the team. Having regular scorekeepers will ensure that you have consistency with your scorekeeping and stats. It is a good idea to have your scorekeepers keep some stats and **ALWAYS** write down your game start time on the top of your score sheet! Stats do not have to be completed; however, if wanting to keep stats you can keep track of how many batters are walked, where did the batter hit, strike outs, etc. This will help you as coach keep good track of how your players are doing. You can keep track of the other team as well if you want.







## *The Parent Meeting*

Suggested topics for the meeting could be as follows:

- Introduce yourself and your coaching staff.
- Introduce the families to one another.
- Talk about the season structure - Season Dates, number of games and tournaments, city championships and Provincials.
- Practice Time (dates, how long)
- Distribute parent questionnaire (if using)
- Ask if any families are going on family vacations, expected absences, participant/athlete involvement in other sports/activities.
- Any fundraising the team may want to do (tournaments, clothing, provincials, team bonding).
- Assigning Team roles (Team Manager, Equipment Manager, First Aider).

## *Parent Questionnaire*

Parent Name \_\_\_\_\_

- Why did you register your child to participate in this sport?
- What are your expectations of the program leaders, and specifically of the coaches?
- In your opinion, what goals should be set for the team by the team leaders?
- Identify areas in which you can contribute to the team.
- Important facts about your child that team leaders should know about (e.g.: allergies, health issues, previous injuries, etc.).



## *Player Questionnaire*

Players Name \_\_\_\_\_

- ❖ I am involved in this sport because \_\_\_\_\_
- ❖ This season would be really fun for me if \_\_\_\_\_
- ❖ This season would be really fun for our team if \_\_\_\_\_
- ❖ When I am playing Softball, I think I'm good at \_\_\_\_\_
- ❖ I would like the coach to help me learn \_\_\_\_\_
- ❖ I would really like to go to a tournament or two and Provincials . .Yes No

## *Parent's Code of Conduct*

- ❖ If you decide to become a coach, remember that you have a responsibility to all participants, not just your own child.
- ❖ Do not tie special privileges or rewards to winning, but rather to hard work, good sportsmanship, and personal accomplishments.
- ❖ Let the coach do the coaching and the official do the officiating.
- ❖ Be supportive of your child and respect their coach and his/her decisions.
- ❖ Learn the rules of the game and respect them.
- ❖ Do not be afraid to ask questions but do so in a respectable manner.
- ❖ Respect the other children playing the game, cheer for them just as you would your own child.
- ❖ Do **NOT** yell from the stands (or sidelines) – it does not make your child play better.
- ❖ Get involved – volunteer.
- ❖ Control your temper.
- ❖ Help your child understand and accept the feeling of losing a game.

*Enjoy watching your child play. Have fun and make sure your child does too!*

The Parents code of Conduct can be printed off our website: [www.calgaryminorsoftball.com](http://www.calgaryminorsoftball.com)



## Parent Pledge

Please read, initial each item, sign and return to the coach or appropriate official.

1. I pledge to get my child to practice and games on time. I understand that it can be embarrassing for my child to be late and that I may be putting him/her at risk by not providing adequate time for warm up. I will be on time to pick up my child from all games and practices. This shows respect for the coach, and it tells my child that he or she is my top priority. \_\_\_\_\_
2. I pledge to use positive encouragement to fill my child's Emotional Tank because athletes do their best **when their "Emotional Tank" is full. I understand that fewer than 1% of youth sports participants** receive college scholarships and that the top three reasons kids play sports are a) to have fun, b) to make new friends, and c) to learn new skills. I understand that the game is for the players, and I will keep sports in the proper perspective. \_\_\_\_\_
3. I pledge to reinforce the ELM Tree of Mastery with my child (E for Effort, L for Learning and M for bouncing back from Mistakes). Winners are people who make maximum effort, continue to learn and improve, and do not let mistakes, or fear of making mistakes, stop them. I understand that mistakes are an inevitable part of any game and that people learn from their mistakes. I understand that children are born with different abilities and that the true measure is not how my child compares to others but how he/she is doing in comparison to his/her best self. \_\_\_\_\_
4. I pledge to "Honor the Game." I understand the importance of setting a good example for my child. No matter what others may do, I will show respect for all involved in the game including coaches, players, opponents, opposing fans, and officials. I understand that officials make mistakes. If the official makes a "bad" call against my team, I will Honor the Game and be silent! \_\_\_\_\_
5. I pledge to refrain from yelling out instructions to my child. I understand that this is the coach's job. I understand that games are chaotic times for children trying to deal with fast-paced action and respond to opponents, teammates and coaches. I will limit my comments during the game to encouraging my child and other players for both teams. \_\_\_\_\_
6. I pledge to refrain from making negative comments about my child's coach in my child's presence. I understand that this plants a negative seed in my child's head that can negatively influence my child's motivation and overall experience. \_\_\_\_\_

I will honor the Calgary Minor Softball Positive Coaching Parent Pledge in my words and actions.

\_\_\_\_\_  
Print Child's Name

\_\_\_\_\_  
Print Parents Names

\_\_\_\_\_  
Parent's Signatures



# The Season

“No matter how good you are, you’re going to lose one-third of our games. No matter how bad you are, you’re going to win one-third of your games. It’s the other third that makes the difference.”



## *UMPIRES*

Calgary Minor Softball will determine at the start of the season which age groups and divisions it will assign umpires to.

If Teams who are supplied umpires need to cancel a game, they must contact the umpire association at [umpirerequest@calgaryminorsoftball.com](mailto:umpirerequest@calgaryminorsoftball.com) immediately.

In the event the assigned umpire does not show up for a game or become incapacitated during a game, it is the responsibility of the coaches of both teams to mutually agree on the replacement umpire. Agreement to and acceptance of the umpire shall be deemed conclusive by both teams once the game has begun or commenced.

For those games where an umpire has not been assigned the home team is responsible to supply the plate umpire and the away team supplies the base umpire. If the home team is unable to supply an umpire the opposing team will be notified and given the opportunity to supply the home plate umpire.

Only the umpire has the discretionary power to suspend or terminate games whenever, by reason of the weather, darkness, spectator interference or any other cause which he considers to be necessary to stop a game. The umpire will file an incident report with Calgary Minor Softball within two business days of the game. The game will only be rescheduled if Calgary Minor Softball considers it necessary and time for replaying the game is available. The Discipline Committee has the authority to award game points to neither, one or both teams as deemed appropriate.



## ***SCHEDULING & POSTPONED GAMES***

Calgary Minor Softball will create the schedules based on the number of teams entered in each division and publish the schedule on the Calgary Minor Softball Website. All games must be played as scheduled.

It is the responsibility of the home team to supply a diamond. If the home team cannot supply a diamond for a particular game, it is the home team's responsibility to contact the away team to make alternative arrangements. If the away team can supply a diamond on the scheduled date, the game shall be played. Dimensions of the diamond are in the Calgary Minor Softball Handbook.

Teams must give the opposing team at least 24 hours notice prior to the original scheduled time to avoid a forfeit loss and /or fine/penalty. Teams are not allowed to forfeit games in order to attend/travel to any tournament or other games.

Failure to provide appropriate notice may result in a \$200.00 fine.

Fines must be paid within five (5) business days of the notice of fine to Calgary Minor Softball Association.

Failure to remit fine shall result in team being suspended until fine is paid in full.

For rain out games or postponed games it is the home team responsibility for rearranging the missed game including supplying an umpire.

All league and playoff games must be completed by the date that Calgary Minor Softball sets to determine placement for City Championships.

The maximum waiting time to begin a game is 15 minutes grace. If one team does not have the minimum number of players (eight) or (five for U9) the game is a forfeit. If both teams do not have the minimum number of players, neither team will be awarded points.



## ***FORFEITING***

Any team forfeiting two (2) games may be removed from the league and/or fined for remainder of the season unless they can provide extraordinary reasons for their actions.

If it is determined that deliberate and willful forfeiture has occurred to thwart or benefit a team's standing in league or playoff schedules, Calgary Minor Softball shall take disciplinary action.

## ***EQUIPMENT & FOOTWEAR***

Two game balls (1 new, 1 slightly used) are to be supplied by the home team. If the home team does not have a suitable second ball the away team may supply it. U9 uses an indoor softie ball.

<b>Age Category</b>	<b>Ball Specification</b>
U9	11" Core 47 Optic Indoor softie Ball
U11 and U13	11" Core 47
U15, U17 and U19	12" Core 47

Footwear may be either running shoes or moulded (plastic) cleats. No metal cleats are allowed by any player. Exception: U17 – U19 are permitted to wear metal cleats.

Batting helmets with cages must be worn by all batters and runners. It is strongly suggested that players on the bench wear their helmets if they are not behind a fence.

An approved face guard will be worn by all pitchers, in all age divisions.





## *TEAM, COACH AND PLAYER COMMITMENTS*

- Correct and on time registration of players.
- Compliance with Calgary Minor Softball Rules and Regulations.
- Always respect the game.
- Completion of League Play and City Championships.

Any arbitrary non-fulfillment of these commitments may result in forfeiture of games, or administrative fees being imposed and possible suspension of team, players, or coach as appropriate.

Districts are responsible for the behavior and actions for their team staff. Team staff are responsible for the behavior and actions of their players and spectators.





## Running the Practice



***Practice does not make perfect it just makes permanent!***

Practice time is precious, so you will want to make the most of it. Here are some tips for running efficient and successful practices:

- ❖ Get to practice early and insist that your players arrive on time.
- ❖ Share responsibilities with another coach (and other helpers if necessary). This will give players more individual attention and help keep them active and involved.
- ❖ Keep drills and other activities brief (i.e., 5 – 10 minutes each)
- ❖ Provide as many contacts with the ball as possible – throwing, receiving, fielding, and hitting. In a game, players may only get four or five chances at bat or to field a ball. They must get many more contacts in practice to improve.
- ❖ Do the more demanding skills and drills early in the practice.
- ❖ Continually challenge players by increasing the difficulty of the drills once they have mastered easier ones.
- ❖ Treat all players equally and emphasize positive feedback. Try to talk to every player individually at every practice.

***Include the following elements in every practice:***

### **Warm Up**

- Easy run or warm up activity followed by slow stretching will prepare players for the more demanding activities that follow.

### **Throwing and Receiving**

- Spend some time each session on developing throwing form and accuracy as well as arm strength.

### **Defensive Skills**

- Practise all defensive skills used in a game on a regular basis. These included moving to the ball, fielding ground balls, and catching pop-ups.

### **Batting Practice**

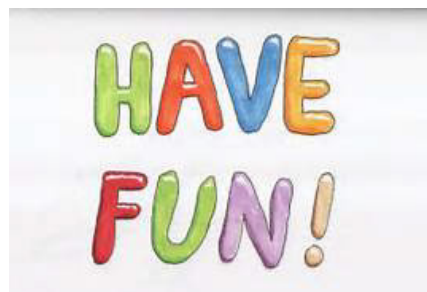
- To run this part of practice efficiently, have players rotate through a series of stations. These could include hitting off a batting tee, soft toss, and “live” batting practice (with the coach pitching from 8 – 9 metres from the batter)

### **Base Running**

- Use races and relays to improve running technique. Players should practise running from home to first, and from base to base. Strategies like tagging up and advancing can also be practised. Some elements of base running can also be included in batting practice.

### **Cool Down**

- Conclude the practice with stretching and easy running to bring the player’s heart rate body temperature back toward normal resting levels.





# CONTENT OF A GOOD PRACTICE PLAN



*A good practice plan:*

- ❖ helps in adhering to effective practice plan principles
- ❖ results in less discipline problems
- ❖ wastes very little time
- ❖ results in a quality practice that produces better individual and team achievement

***“It is the amount of work put into the time that is important, NOT the amount of time put in.”***

*A good practice plan has the following elements:*

- ❖ **Written Down**
  - not just in the coach’s head or made up on the way to the field or the coach asks players on arrival at field what they want to do today.
- ❖ **Objectives are stated**
  - the purpose the key segments of the practice
- ❖ **Equipment required**
  - considering the number of players to be kept active; space available; helpers in attendance
- ❖ **WHAT SKILLS** to be taught are shown
  - specific individual or team skills ie: overhand throw
- ❖ **HOW** the skills will be taught is shown
  - progressions that will be used
- ❖ **WHAT SPECIFIC ACTIVITIES**
  - what drills, mini-games will be used to practice the skills ie: “Leap Frog Tag” for warm-up or “Bulls Eye” for accuracy game
- ❖ Indicates **Time** allowed for each activity



## Coaching points

Cue words or teaching cues

See Appendix for sample plans.

## Warming Up

As with any sport, it is important to prepare your body by warming up. Always have your team warm up for at least 20 minutes to prevent injuries.

It can be as simple as a short jog (after moving continuously for a few minutes, your muscles should be ready to stretch) followed by jumping jacks or a game of tag – make it fun but be sure to warm up all muscles. Do not let your pitchers begin to pitch without first warming up.

### *Coach's Clipboard*

- ❖ Put together a plan before your first practice – Have a practice plan for every practice.
- ❖ For each practice, be sure to have a goal & objectives and activities (keep the kids moving)
- ❖ Make sure your practices are FUN! Your main goal as coach is to make sure the kids have fun while teaching them fundamental skills and that they get better after each practice.
- ❖ At the younger age groups rotate your players so that they players get a good understanding of each position. This also gives you a chance to see who performs best at each position.
- ❖ The simpler you can make your offensive and defensive strategies, the more successful your players will be.
- ❖ A simple offensive plan can consist of having a good at bat and running the bases aggressively. (A good at bat means the batter sees five or more pitches)
- ❖ The pitching routine includes five basic steps: the approach to the rubber and the presentation, the loading phase, the stride, the arm circle and release and the finish.
- ❖ Use tennis balls, sponge balls, or softie balls when young players are first learning to throw and catch.
- ❖ Proper catching mechanics include moving to the ball with the glove-side foot and having the fingers pointed to the sky when receiving the ball above the waist or having the fingers pointed to the ground when receiving the ball below the waist.

## Batting Safety

The number one priority for batting practices is player safety. Before you even begin batting explain to the players how you expect them to handle a bat! DO THIS BEFORE YOU PASS OUT THE BAT!

The Primary Rule is that when any player has a bat in hand, the barrel of the bat should be pointed down. When moving from station to station in practice, players should drag the barrel on the ground. Bats should only be swung when a player is at a designated batting station with adult supervision. To ensure the safety of your players, you must enforce these rules.

Source: Softball Fundamentals and Survival Guide for Coaching Youth Softball

## Teaching Technical Skills

WBSC Mini-Baseball Softball Handbook

### Catching

#### 1. GIVING A TARGET



- Keep your hands out in front with your glove open;
- Point your fingers up;
- Be alert and ready to catch the ball.

**"Give a good target with your hands"**

#### 2. CATCHING BELOW THE WAIST



- Point your fingers down;
- Use two hands, with your free hand behind the glove;
- Use your free hand to help secure the catch;
- Catch the ball out in front and in the middle of your body;
- Watch the ball right into your glove;
- Squeeze the glove around the ball to secure the catch.

**"Get behind the ball early"  
"Point fingers down"  
"Watch the ball into your glove"**

#### 3. CATCHING ABOVE THE WAIST



- Point your fingers up;
- Use two hands, with your free hand behind the glove;
- Use your free hand to help secure the catch;
- Catch the ball out in front and in the middle of your body;
- Watch the ball right into your glove;
- Squeeze the glove around the ball to secure the catch.

**"Get behind the ball early"  
"Point fingers up"  
"Watch the ball into your glove"**

## Fielding a grounder

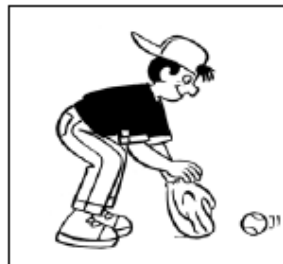
### 1. READY POSITION



- Place your feet shoulder width apart;
- Bend your knees;
- Get your hands out in front of your body.

“Ready on the balls of your feet”  
“Hands out in front”  
“Feet apart”

### 2. PREPARE



- Get your glove down to the ground early;
- Attempt to field the ball at the middle of your body;
- Keep your hands out in front and bend the knees.

“Bend down and get your glove down”

### 3. CATCH



- Use both hands to help field the ball;
- Watch and follow the ball into your glove;
- Use your top hand to secure the ball in your glove, like a crocodile's jaw closing.

“Use hands like a crocodile”  
“Watch the ball into your glove”

### 4. GATHER



- Cushion the ball into your glove by using “soft” hands;
- Bring your glove and the ball to the middle of your body;
- Get a good grip on the ball with your free hand.

“Give a good target with your hands”

## Fielding a fly ball

### 1. READY POSITION



- Keep your hands out in front of your body;
- Be ready to move by bending your knees slightly;
- Watch for the arc of the ball.

“Be ready to move”  
“Keep your eye on the ball”

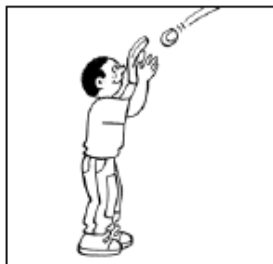
### 2. PREPARE



- Move early to get under or behind the ball;
- Raise your hands out in front of you, above eye level;
- Keep your glove open with your fingers pointing up.

“Get under the ball early”  
“Point glove up and keep it open”

### 3. CATCH



- Use two hands to secure the catch;
- Watch the ball right into your glove.

“Use two hands”

### 4. GATHER



- Cushion the ball into your glove;
- Squeeze your glove around the ball;
- Use your free hand to secure the catch.

“Cushion the catch”  
“Squeeze your glove around the ball”



## ABC/UNIVERSAL LINE UP INSTRUCTIONS



The purpose of Universal Rotation is to provide an alternate means of rotating players through the defensive positions on the field. Teams may choose Universal or ABC – both teams DO NOT have to use the same type of Rotation, ie. One may use ABC and the other Universal. As with ABC, all players are in the batting line-up.

**Universal Rotation** - The philosophy is that a player will not sit out for a second inning until all players have sat once.

This example has 14 players in the rotation.

- ❖ Determine batting order and list players names – first and last, list them on the line up card including Uniform #
- ❖ Decide the order in which players will sit. Number them 1 through 14 in the Bench Inning Order.
- ❖ Assign fielding positions based on who is on the bench and who is in the field.
- ❖ Remember no one can sit for a second time before all the 14 players have sat one inning.

**“ABC” Rotation** is the rotation of players into the field such that all players participate in every game. A, B, or C designation is not related to skill level.

- ❖ Players must be designated as “A”, “B”, or “C” on the Line-Up Card/Score Sheet
- ❖ Players designated “A” play defensively all innings.
- ❖ Players designated “B” and “C” alternate defensive innings.
- ❖ Designation of “A”, “B”, and “C” should vary from game to game.





## Calculating Your ABC's



Number of players at the game	Code "A"	Code "B"	Code "C"
9	9	0	0
10	8	1	1
11	7	2	2
12	6	3	3
13	5	4	4
14	4	5	5
15	3	6	6

### FAIR PLAY

Remember that your job as a coach is to develop players, winning is NOT everything and it is **NOT** win at all costs! Your players want to have fun and play the game of fastpitch.

All coaches shall exercise and promote the principles of Fair Play.

[illegible]

This document is used to track the number of times in games that your players get to play the different positions. It is not uncommon for you as the coach to be approached by a player's parents about the amount of time they are getting to play a position or the number of innings played. By taking the time to document this after the games you will have the data to have those conversations with those parents. This is also a job that you could possibly assign to your team manager.

Players Name	Pitcher (1)	Catcher (2)	1 <sup>st</sup> Base (3)	2 <sup>nd</sup> Base (4)	3 <sup>rd</sup> Base (5)	Shortstop (6)	Left Field (7)	Centre Field (8)	Right Field (9)	
After each game, enter the # of innings played at each position, using "ticks". This accumulates throughout the season.										

Innings Played																					
Players																					
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					
11.																					
12.																					
13.																					
14.																					
15.																					
Enter the number of innings each player played in each game. Average = # innings played/# innings present (Do not include missed games)																					



## STRATEGIES FOR A STRONG BATTING ORDER

After finalizing your defensive starters, you need to figure how to put them in the batter order that maximizes your scoring opportunities. Listed below are some basics about the batting order that you can use to start making decisions.

- ❖ 1st (leadoff) – ability to get on base often, speed, high on base percentage, has a good eye and is selective with pitches.
- ❖ 2nd – bat control and good bunting ability, speed, as well as strengths like those of the leadoff hitter. Allow the first batter the opportunity to steal. May be a sacrifice hitter/bunter.
- ❖ 3rd – power hitter, left-handed preferably, generally your most consistent hitter, the best all around hitter on the team.
- ❖ 4th – Same as number 3 batter, cleanup batter, strong RBI hitter, more of a power hitter.
- ❖ 5th – generally the next highest RBI player, someone who can protect the plate & other base runners.
- ❖ 6th – The sixth-place hitter is something like a second leadoff hitter. If the team has a second player with leadoff-type skills, they will often bat 6th can be another power hitter.
- ❖ 7th – Ability to execute hit and run, strongest hitter remaining amount the last three, a patient hitter.
- ❖ 8th – weak hitter – should posses the best speed – can act as lead off if they get on base.
- ❖ 9th – good to great speed, good on base percentage (7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> are generally the weakest hitters).



## Giving Signals



**Yes**, you can give signals to every age level!

The main duty of the third base coach is giving signs to the batter. The coach must know what their players are capable of handling. For young players signs may be simple and few in number, but the older and more knowledgeable players, additional plays and situations can be covered. Whatever the system, every player should know and understand it perfectly.

Most signs are missed because the players do not look at the right time. Hitters should look at the coach just before they enter the box. Base runners must look at the same time as the hitter so that they are aware of what is going to happen. To avoid being picked off, base runners must be on the bag when they are looking signals.

The most common system of signs involves a key or indicator. A complete routine can be signaled in this method, but nothing is valid until the indicator/key is touched. Most often, the first sign given after the indicator is the one indicating the tactic. The following set of signals is an example of this system:

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1. Key or Indicator            | touching the face with the right hand |
| 2. Sacrifice/bung              | right hand to baseball cap            |
| 3. Steal                       | right hand to ear                     |
| 4. Take a pitch                | right hand to left arm                |
| 5. Hit and run                 | right hand to chest                   |
| 6. Swing away (batters choice) | left hand to right arm                |

Example of a signal routine: Right hand to ear / left hand to right arm / right hand to chest / touch face with right hand / right hand to ear / right hand to baseball cap

The steal is on! Although several signs were given, the only valid sign is the one appearing after the key or indicator sign.



## Coaching the Bases



The main duties of first and third base coaches are giving signals and assisting runners.

### *First Base Coach*

- ❖ Encourage and help the batter get to first base.
- ❖ Once ball has been – alert the runners to fielding errors, overthrows, or the ball through the infield.
- ❖ Position them at the front of the box and tell the runner to “run hard” “take your turn” “go for two” etc.
- ❖ Runner on first – be aware of the inning, number of outs, count on the batter, the score, the ability of the hitter, the pickoff moves the positions and throwing abilities of the defensive players, any offensive play that has been signaled, when the runner should tag up or go halfway, what the runner should do on a ground ball or line drive and the speed of the runner.
- ❖ Runner on first – coach should position themselves in the box according to the first baseman’s location. If playing behind the runner the coach stands in the front of the box and watches the first baseman for a pickoff move. If the baseman is holding the runner on, the coach moves behind the base and studies the pitchers move to first.

### *Third Base Coach*

- ❖ Give signs to batter.
- ❖ Once runner leaves first base, they become the responsibility of third base coach.
- ❖ Visual arm signals and voice commands may be used.
- ❖ To stop runners or not to slide – hold both hands high with palms facing outwards.
- ❖ To indicate a slide, lower the arms with the palms facing downward.
- ❖ Position themselves near the bag for all close plays at third.
- ❖ If play is not close the coach moves toward home plate to get a better view of the developing play while maintaining contact with the runner.
- ❖ If the runner should continue towards home the coach points to home plate with one arm while waving with the other.
- ❖ Best way to instruct the runner is with arm signals.
- ❖ Keep the runner informed of the game situation or give signs to the batter.



Safety





## MORE SAFETY



Protective equipment, safe playing environments and playing by the rules help to prevent injuries from occurring while coaching your team in safe ways to have fun. Review the following safety recommendations with your team and teach them how to have fun and be safe on the softball fields.

### *Player Safety Equipment*

Offensive Players are required to wear a correctly fitted, protective batting helmet with dual ear flaps and face guard, and properly fastened with a chin strap, at all times while batting, running the bases or while on the playing field. An approved facemask/guard is required as part of the protective batting helmet for all players.

All minor players (male and female) regardless of positions being played, must wear an athletic support with cup for males (jock strap) or female protective pad (Jill Strap)

Encourage children to wear rubber cleats to reduce slips and falls. No metal cleats are permitted.

- Adults or minors warming up a pitcher, or umpiring at the plate, must wear a protective face mask or catcher's protective helmet and mask.

### *Proper Playing*

- Teach young players how to play correctly, especially when batting and pitching.
- Have children play with other children of the same skill level, physical maturity.
- Educate players on appropriate techniques for stretching and strengthening.
- Make sure your child learns proper throwing techniques such as: releasing the ball out in front of the body after the arm passes the head, use a smooth throwing motion and keeping his/her eyes on the target.
- A child should not play if experiencing persistent pain, loss of motion or X-ray abnormalities.

### *To Be Extra Safe:*

Keep players hydrated. Make water available before, during and after all games and practices, especially on hot days. Although water is preferred, chocolate milk is excellent as well, juices are good alternatives as well. Avoid drinks containing caffeine because they can further dehydrate the body.

Make sure you as the coach are informed of any medical conditions on your team. Suggest that your players wear sunscreen with a sun protection factor (SPF) of 30 or higher. It also should be sweat and water-resistant and reapplied every two to four hours.

**Be familiar with RICE** -- Rest, Ice, Compress and Elevate. This is effective for most minor sprains and strains associated with athletic injury.

Make sure you have a stocked first aid kit and ice with you at all practices and games.

*Source: Children's Hospital of Pittsburgh Please see the Calgary Minor Softball Handbook for further rules*

## Sample Medical Letter

Letter of Permission

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

Month/Day/Year

To Whom It May Concern:

This will confirm that our daughter; \_\_\_\_\_, born

\_\_\_\_\_. AHC Number \_\_\_\_\_

Coaching Staff of \_\_\_\_\_ Team Name \_\_\_\_\_

Head Coach \_\_\_\_\_

Assistant Coach(s) \_\_\_\_\_

Manager \_\_\_\_\_

We hereby authorize any of the above coaching staff listed, in their sole judgment, to obtain any emergency medical care or treatment that they may deem necessary for our said child if we the parents are absent from any softball activity.

DATED at the City of Calgary, in the Province of Alberta, this \_\_\_\_\_ day of \_\_\_\_\_.

\_\_\_\_\_  
(Signature of parent/guardian)

\_\_\_\_\_  
(Signature of parent/guardian)

\_\_\_\_\_  
(Print full name of parent/guardian)



# Long Term Player Development

## LTPD

Coach recognizes that it is often when things go wrong that a coach can have the most lasting impact and can teach the most important lessons.

## WHAT IS LTPD?

- it is based on the physical, mental, emotional, and cognitive development of children and adolescents.
- Each stage reflects a different point in athlete development.
- it ensures physical literacy upon which excellence and lifelong participation in sport and physical activity can be built and
  - a) is promoted through quality daily physical activity in the schools and a common approach to developing physical abilities through community recreation and elite sport programs
  - b) recognizes the need to involve all Canadians in Long-Term Athlete Development, including athletes with a disability.
- it ensures that developmentally appropriate skill development, training, competition, and recovery programs are provided throughout an athlete's career.
- it provides developmentally appropriate and meaningful competition structure throughout the stages of an athlete's development.
- it impacts the entire sport community, including participants, parents, coaches, schools, clubs, community recreation programs, provincial sport organizations (PSOs), national sport organizations (NSOs), sport scientists, municipalities, and government ministries and departments (particularly but not exclusively in the portfolios of health and education) at the provincial/territorial and federal levels.
- it integrates and aligns high performance sport, community sport, recreational physical activity, scholastic sport and physical education in schools.
- it is "made in Canada", recognizing international best practices and responding to research findings.
- it promotes a healthy, physically literate nation whose citizens participate in lifelong physical activity.

## LTPD & SOFTBALL

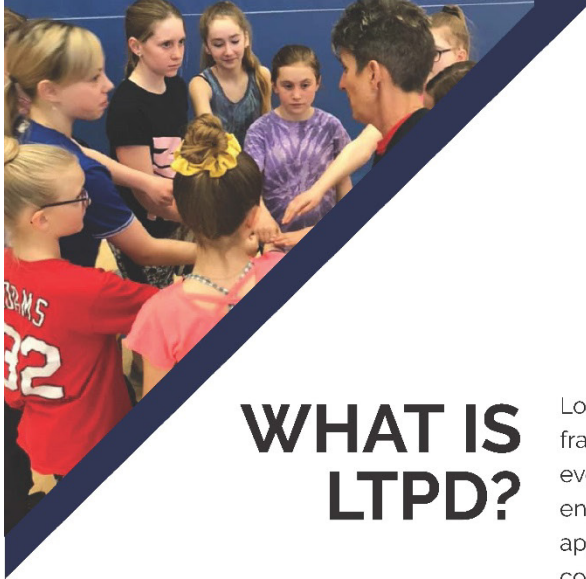
Softball Canada has taken Sport for Life's generic LTAD model and created a softball-specific version called Softball's Long-Term Player Development (LTPD) model using a combination of recent sport-science research and best practices. Our eight stage LTPD model identifies the optimal training, competition and recovery principles and practices for our players through sequential stages from childhood through to adulthood. It recognizes there are two distinct streams in softball – the lifelong recreational sport and the elite competitive arena – and it is designed to promote and support players in both.

Promoting excellence alongside recreation is important. Our LTPD model ensures players develop the physical literacy necessary to enjoy softball, and sport in general, for a lifetime as well as identifies the pathway and skills for players to reach their potential and excel at the international level through a systematic and logical development. The LTPD model also informs coaches, players and parents about key developmental concepts and practices at each stage in the development pathway. It addresses the physical, technical/tactical, mental, emotional, cognitive and social needs of the player as they pass through each stage of development.



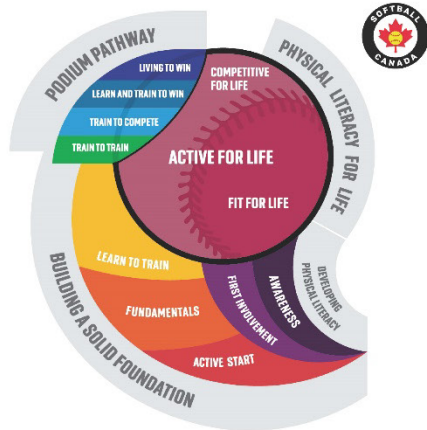






## WHAT IS LTPD?

Long Term Player Development is a framework used to describe the evolution of development of a player. It ensures that developmentally appropriate skill development, training, competition and recovery programs are provided throughout an athlete's career.



**SOFTBALL'S LONG-TERM PLAYER DEVELOPMENT FRAMEWORK**



## WHO IS IT FOR?

The LTPD model informs coaches, players and parents about key developmental concepts and practices at each stage in the development pathway to ensure athletes are enjoying softball for life.



Check out Softball Alberta's LTPD Implementation Plan at [softballalberta.ca](http://softballalberta.ca)





Number Reason Why Kids say “We” Play Sports – **TO HAVE FUN!**

**CHILD CENTERED COMPETITION**

# **FUN IS DEVELOPMENT!**

- ❖ Only 10% of Kids are active – The Goal is “ACTIVE FOR LIFE”
- ❖ The 7 Stages of LTAD is from CRADLE to GRAVE
- ❖ 0 – 12 Years old is the PHYSICAL LITERACY YEARS
- ❖ This Generation is the first generation expected not to outlive their parents

## **Athlete First - Player Second**

- **Master Skills before Tactics**
- **Development Over Winning**
- **Plan the Season**
- **Quality Coaching**
- **Be the Student of your Childs Sport**

## **Physical Literacy**

**Skills + Confidence = Fun = Active for Life**

*✓ Time on Task is one of the most important factors in sport*

**\*\*ARE YOUR PLAYERS SMILING, LAUGHING &  
HAVING FUN!!!!\*\***

**“Failing to plan is planning to fail”**

**Fundamental Movement Skills**

## A Pathway to Greater Skill Acquisition

**Children (and adults) need to learn fundamental movement skills before they learn fundamental sport skills. If they are introduced to sport skills before movement skills, they often struggle to learn the sport skills. Sometimes they get discouraged and quit!**

Fundamental movement skills and fundamental sport skills – what’s the difference?

Fundamental movement skills are basic movements such as throwing, kicking, running, jumping, hopping and catching. Fundamental sport skills are these movement skills applied to a sport situation: for example, kicking a soccer ball, running a sprint, jumping up for a basketball rebound, or catching a baseball.

Children will struggle if they are forced to learn fundamental sport skills before they have learned fundamental movement skills.

Children may also feel inadequate and discouraged if they see their friends and classmates mastering the same sport skills faster than them (because they have already developed fundamental movement skills).

There are three (3) Fundamental movement skills groupings that individuals should master before moving into sport skill acquisition. The yellow highlighted movement skills relate directly to softball (and many other sports) but should not be looked at in isolation from the remaining skills. Studies are showing that well rounded athletes (those that have played a number of sports over the years) usually have better skills and learn new advanced skills with greater ease and retention than single sport athletes.

Body Control Skills	Body movement (locomotors) Skills	Object Manipulation
Agility	Run	Catch
Balance	Walk	Trap
Co-ordination	Hop	Receive
	Skip	Push
	Jump	Throw
	Dodge	Strike
	Slide	Kick
	Ski	
	Swim	
	Skate	

If an individual cannot seem to be able to master a sport skill, it may be that they have not mastered the fundamental movement skills connected to that sport skill.

We all know people, both young and old, that cannot throw either quickly or very far and when we watch them throw it 'just looks funny'. How can we expect a player to catch a softball, then pivot and throw the ball to 2nd to put out a runner if they don't even realize that they have to track a ball with their eyes to be able catch the ball, or that they need to rotate into the throw.

Maybe no one has instructed them on the basics of running. We assume that running is a natural skill – moving quickly is natural – running fast and efficiently is a learned skill. Who do you know that runs with their arms straight or bent arms crisscross their body with every step, only run & stop on their toes or cannot stop where you want them to?

These all related to fundamental movement skills. Here is where we need to remind ourselves:

### **Practice doesn't make perfect it just makes permanent**

**If we have our players practice something wrong or incorrectly without corrective coaching, that is how it will stick in their skill repertoire.**

**An individual needs to do something correctly 17 times for every time they do something incorrectly just to 'unlearn' or 'delete' that incorrect skill from their system.**

The following pages offer some warm-ups and drills that specifically focus on fundamental movement skills.

Choose some from each section to warm-up and intersperse others throughout the practice. The purpose is to develop core strength, agility, balance and coordination.

They may be a challenge to many players (and coaches) at first but you will see improvements over the course of a week or two.

Players can also practice these warm-ups at home with Mum or Dad or siblings.

There is one sheet for ages 7 & 8; one for ages 9 & 10, and one for ages 11 & 12

**Please contact the office if you would like further information on any of the exercises**

**Calgary Minor Softball [fastpitch@calgaryminorsoftball.com](mailto:fastpitch@calgaryminorsoftball.com) >**

If you cannot run you won't take part in

Soccer

Basketball

Volleyball

Track and field

Squash badminton

Rugby

Tennis

If you cannot throw you won't take part in

Fastpitch/Softball

Baseball

Bowling

Soccer

Goalball

Football

Rugby

If you cannot swim you won't take part in

Swimming

Diving

Water Polo

Scuba

Kayaking

Sailing

Surfing



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## PHYSICAL LITERACY

### Warm-up

### Age 7 and 8

#### 1. Dynamics - This engages large muscle groups to prepare the body for physical activity

Alternate jogging **20 metres out** and doing activity sequence below on the way back.

Activity sequence

- |                             |   |
|-----------------------------|---|
| 1) Butt kicks (C drill)     | 5) Grapevine                              |
| 2) Mini-skip                | 6) High knees                             |
| 3) Backward mini-steps fast | 7) Knee hug and lunge (trunk twist twist) |
| 4) Side shuffle             |   |

#### 2. Accelerations - These drills provide neuromuscular and cardiovascular benefits by maximizing power output

a) Drop and Go start: Standing to drop down to floor, up and accelerate	Accelerate <b>10 metres</b> Jog back
b) Twistie Start "2": Stand sideways with right foot forward, jump up and rotate 180, and back again – then accelerate	Accelerate <b>10 metres</b> Jog back
c) Twistie Start "3": Stand sideways with right foot forward, jump up and rotate 180°, back and forth and back again – then accelerate	Accelerate <b>10 metres</b> Jog back
d) "2,2,2" - Do two tuck jumps, two pushups, two burpees – then accelerate	Accelerate <b>10 metres</b> Jog back

#### 3. Ladders - This drill involves quick steps and eye-feet coordination, which will improve agility, reaction, and awareness

a) In in out out b) Lcky shuffle c) Scissors R d) Scissors L	e) Rapid thru f) High knees g) Twisties h) Cross outs	One pass of each
---	--	------------------

#### 4. Weaving Pylon Drill - This drill provides repetition-based cutting manoeuvring – neuromuscular activation training

Weave through 10 pylons set 1.2 -1.5 metres apart. Two times starting on the right of the first pylon, two times starting on the left of the first pylon. Set up one circuit for every ten athletes.	Weave <b>20 metres</b> Jog back
--	------------------------------------

#### 5. Mini core routine - These activities activate the body's core stabilizing muscles – particularly the trunk section

a) Plank b) Up up down down plank c) Pointer plank right d) Pointer plank left e) Super man plank right	f) Super man plank left g) Side plank right h) Side plank left i) Side plank with snap rollovers	<b>5 - 10 seconds</b> each task
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[www.canadiansportforlife.ca](http://www.canadiansportforlife.ca)



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**CANADIAN  
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## **PHYSICAL LITERACY**

### **Warm-up**

### **Age 9 and 10**

#### **1. Dynamics** - This engages large muscle groups to prepare the body for physical activity

Alternate jogging **20 metres out** and doing activity sequence below on the way back.

Activity sequence

- |                             |   |
|-----------------------------|---|
| 1) Butt kicks (C drill)     | 5) Grapevine                              |
| 2) Mini-skip                | 6) High knees                             |
| 3) Backward mini-steps fast | 7) Right to lefts one footed hops         |
| 4) Side shuffle             | 8) Knee hug and lunge (trunk twist twist) |

#### **2. Accelerations** - These drills provide neuromuscular and cardiovascular benefits by maximizing power output

- |  |   |
|--|---|
| a) Drop and Go start: Standing to drop down to floor, up and accelerate  | Accelerate <b>20 metres</b><br>Jog back |
| b) Twistie Start "2": Stand sideways with right foot forward, jump up and rotate 180, and back again – then accelerate                 | Accelerate <b>20 metres</b><br>Jog back |
| c) Twistie Start "3": Stand sideways with right foot forward, jump up and rotate 180°, back and forth and back again – then accelerate | Accelerate <b>20 metres</b><br>Jog back |
| d) "3,3,3" - Do two tuck jumps, two pushups, two burpees – then accelerate   | Accelerate <b>15 metres</b><br>Jog back |

#### **3. Ladders** - This drill involves quick steps and eye-feet coordination, which will improve agility, reaction, and awareness

- |                  |               |                       |                           |
|------------------|---------------|-----------------------|---------------------------|
| a) In in out out | e) Rapid thru | i) Out 5x then jump 3 | <b>Two passes of each</b> |
| b) Lcky shuffle  | f) High knees | j) Drunken shuffle    |                           |
| c) Scissors R    | g) Twisties   |                       |                           |
| d) Scissors L    | h) Cross outs |                       |                           |

#### **4. Weaving Pylon Drill** - This drill provides repetition-based cutting manoeuvring – neuromuscular activation training

- |  |                                    |
|--|------------------------------------|
| Weave through 10 pylons set 1.2 -1.5 metres apart. Two times starting on the right of the first pylon, two times starting on the left of the first pylon. Set up one circuit for every ten athletes. | <b>Weave 20 metres</b><br>Jog back |
|--|------------------------------------|

#### **5. Mini core routine** - These activities activate the body's core stabilizing muscles – particularly the trunk section

- |                          |                                   |                                  |
|--------------------------|-----------------------------------|----------------------------------|
| a) Plank                 | f) Super man plank left           | <b>10 - 15 seconds</b> each task |
| b) Up up down down plank | g) Side plank right               |                                  |
| c) Pointer plank right   | h) Side plank left                |                                  |
| d) Pointer plank left    | i) Side plank with snap rollovers |                                  |
| e) Super man plank right |                                   |                                  |

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**CANADIAN  
SPORT FOR LIFE**

## PHYSICAL LITERACY

### Warm-up

### Age 11 and up

#### 1. Dynamics - This engages large muscle groups to prepare the body for physical activity

Alternate jogging **20 metres out** and doing activity sequence below on the way back.

Activity sequence

- |                             |   |
|-----------------------------|---|
| 1) Butt kicks (C drill)     | 5) Grapevine                              |
| 2) Mini-skip                | 6) High knees                             |
| 3) Backward mini-steps fast | 7) Right to lefts one footed hops         |
| 4) Side shuffle             | 8) Knee hug and lunge (trunk twist twist) |

#### 2. Accelerations - These drills provide neuromuscular and cardiovascular benefits by maximizing power output

a) Drop and Go Start: Drop down to floor, then up and accelerate	Accelerate <b>20 metres</b> Jog back
b) Twistie Start "2": Stand sideways with right foot forward, jump up and rotate 180°, and back again – then accelerate	Accelerate <b>20 metres</b> Jog back
c) Twistie Start "3": Stand sideways with right foot forward, jump up and rotate 180°, back and forth and back again – then accelerate	Accelerate <b>20 metres</b> Jog back
d) "5,5,5" - Do five tuck jumps, five pushups, five burpees – then accelerate	Accelerate <b>20 metres</b> Jog back

#### 3. Ladders - This drill involves quick steps and eye-foot coordination, which will improve agility, reaction, and awareness

a) In in out out	e) Rapid thru	i) Out 5x then jump 3	Two passes of each
b) Lcky shuffle	f) High knees	j) Drunken shuffle	
c) Scissors R	g) Twisties	k) Continuous jump	
d) Scissors L	h) Cross outs		

#### 4. Weaving Pylon Drill - This drill provides repetition-based cutting manoeuvring – neuromuscular activation training

Weave through 10 pylons set 2 metres apart. Five times starting on the right of the first pylon, five times starting on the left of the first pylon. Set up one circuit for every ten athletes.	Weave <b>20 metres</b> Jog back
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#### 5. Mini core routine - These activities activate the body's core stabilizing muscles – particularly the trunk section

a) Plank	f) Super man plank left	10 - 30 seconds each task
b) Up up down down plank	g) Side plank right	
c) Pointer plank right	h) Side plank left	
d) Pointer plank left	i) Side plank with snap rollovers	
e) Super man plank right		

[www.canadiansportforlife.ca](http://www.canadiansportforlife.ca)



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# RULES

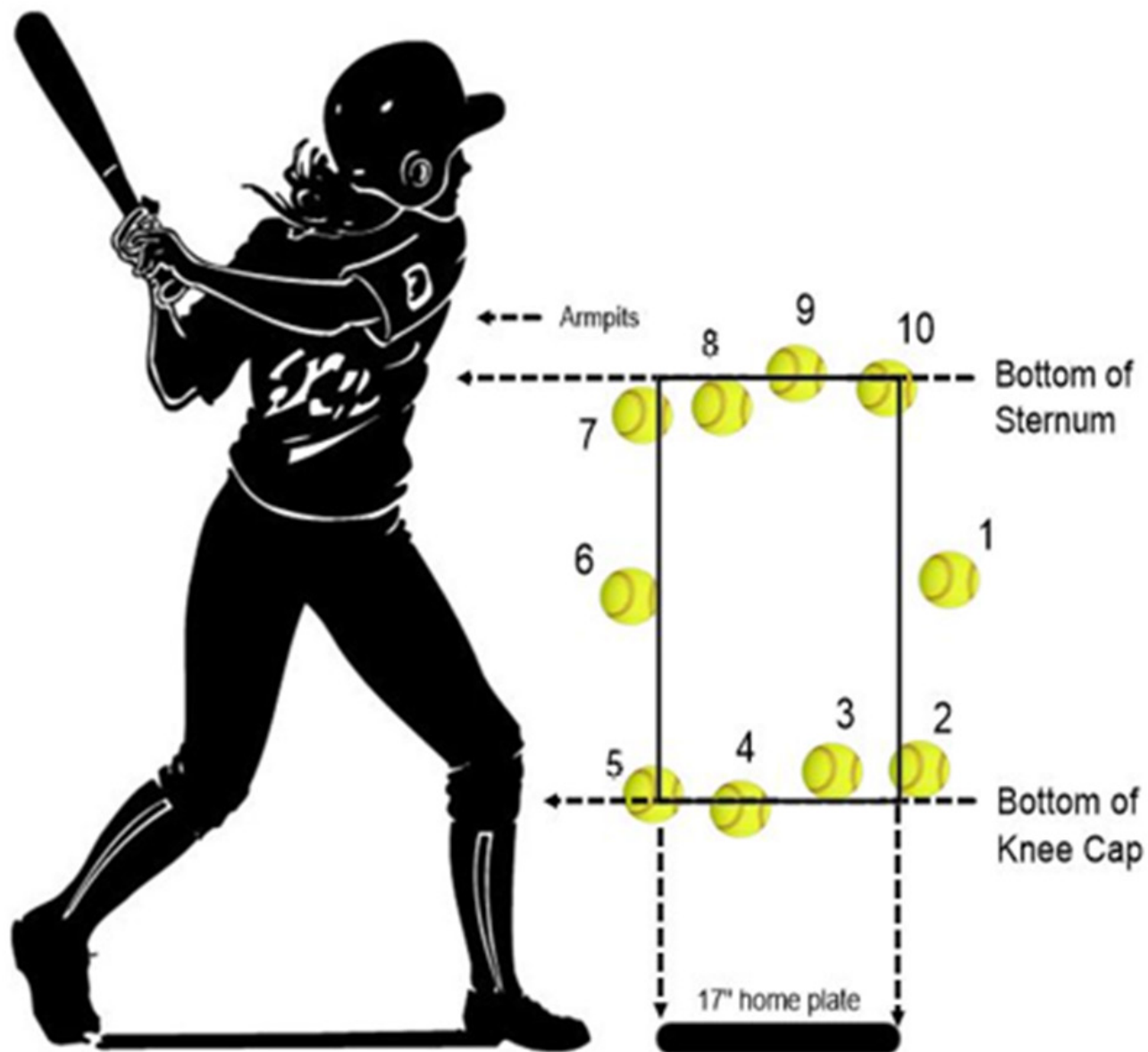
[bumpfun9.com](http://www.bumpfun9.com)



<b>Rules That Cause the Most Grief</b>	
<b>Rule</b>	<b>Reference</b>
<b>Strikes and Balls:</b>  The strike zone is the space over home plate between the bottom of batter's sternum and the bottom of the kneecap when the batter assumes their natural batting stance.	5.1.41
<b>Home Run Line:</b>  Any hit past the Home Run Line, on the ground or in the air is a Home Run.	Calgary Minor Softball Handbook
<b>Basic Pitching Rules:</b>  Start with at least one foot on the rubber. Orthodox (Slingshot) and Windmill style pitches are both permitted. Must start with hands apart and pause for at least 2 seconds and not more than 5 seconds after the hands come together.	4.3.1-4.3.3
<b>Leadoffs and Pitcher's Circle:</b>  Once the pitcher is in control of the ball in the 16-foot diameter pitching circle, base runners must immediately return to their base or advance.	5.10.3.b.iii
<b>Hit by a Pitch:</b>  When a pitch hits a batter they are awarded 1st base. There is no rule about how many batters a pitcher can hit before being removed from the game. Not attempting to move out of the way of the pitch is a judgment call made by the umpire and can be declared a ball with no base award.	5.1.22
<b>Hands are Part of the Bat:</b>  When a pitch that is not swung at and isn't in the strike zone hits the batter in the hands it is a dead ball. If the ball hits the bat and the hands at simultaneously it is considered to have hit the hands first. The batter is awarded first base.	5.5.1. f
<b>Bunting:</b>  Bunting is allowed at all levels. The bat does not have to be drawn back; it can be held still in the strike zone.	5.1.8;5.4.3. a
<b>Failing to Touch a Base While Running Bases:</b>  This is an appeal play – the umpire will only call the runner out if the opposing team properly appeals the missed base and the umpire has seen it. Keep in mind that the umpire's priority is to watch the lead runner.	1.2.6. e
<b>Double Base at 1ST and Over Running 1st:</b>  Batter/Runner can turn either way after touching first base; they can be put out if the umpire thinks there is an intention to go to second. If there is a play at first, the runner must touch orange and the fielder must use the white bag. After the initial play the orange bag no longer exists.	5.6;5.10.3 ix
<b>Award of Bases When Ball Goes Out of Play:</b>  Thrown Ball – two bases from the last base legally held by batter/runner at the time of the throw (called a two base award).  Pitched Ball – the next base the batter and/or runner would have advanced to at the time of the pitch.  Note: If a runner is returning to a base at the time of the throw they are still awarded the same bases as if they were advancing. When there are multiple runners the umpire may make the award for all runners based on the position of the lead runner.	5.11 effect

<p>Two Runners on a Base:</p> <p>If the lead runner is not forced to advance the second runner must return to the preceding unoccupied base. No one is out just for 2 people standing on the same base; the second runner must be tagged for an out.</p> <p>If the lead runner is forced to advance but stays on the base they are out if tagged.</p> <p>Note: the solution is to tag both runners, one of them will be out.</p>	5.9 f
<p>Overtaking Another Runner:</p> <p>If a base runner passes the runner in front of them the passing runner is out; but only if the ball stays alive (this is a delayed dead ball).</p>	5.10.3 a vi
<p>Defense Playing on the Base Line:</p> <p>The defense can play on the base path without the ball until there is a runner; if the defense is in the act of receiving a batted ball they can stay on the base path.</p>	3.2.2 b
<p>Established Base Path:</p> <p>This is an imaginary line three feet (an arms length is considered to be three feet) either side of a defensive player who has possession of the ball. The base path is established from the position the runner is in at the time the defensive player, in possession of the ball, is between the runner and the base (this applies to going forward to a base or back to a base).</p> <p>Note: The runner does not have to follow a direct line from base to base to base; i.e. the base line.</p>	5.1.2;5.5.2 vii
<p>Tag Up on a Fly Ball:</p> <p>This is an appeal play – the player is only out if they fail to go back and tag up after the ball has been caught and a play is made at the base they left. The runner can leave the base when the ball is first touched; e.g. if the fielder bobbles the ball.</p>	1.2.6 e ii
<p>Foul Tip:</p> <p>This is a strike if the ball goes off the bat, directly into the catcher's glove or hand. It can also be a foul tip if the hit touches the catcher's glove or hand first then their body and then caught. On third strike the batter is out.</p>	5.1.21
<p>Interference:</p> <p>An offensive player (usually running the bases) interferes with the defensive player in the field making a play on the ball will generally result in an out.</p> <p>E.G. runner is hit by a batted ball before an infielder (except the pitcher), or an outfielder if they have a play, has had a chance to play the ball.</p> <p>The ball is immediately dead and any other runners return to the last base they touched before the call.</p>	Multiple References
<p>Obstruction:</p> <p>A defensive player obstructs the base runner from advancing.</p> <p>The runner would get the base that in the umpire's judgment they would have made if not interfered on; if they go beyond that base they can be liable to be put out.</p>	Multiple References

<p>Batting Out of Order:</p> <p>Wrong player is at bat - they can be replaced with correct batter who assumes balls and strikes count.</p> <p>Batter following wrong batter – if one pitch is thrown before an appeal is made, then the legal batter is up and the order carries on from there. If the out of order batter is appealed before the pitch to next batter – then the correct batter who should have been up is out; any outs that occurred as a result of a hit by the incorrect batter stand. All runners returned to last occupied base. Next batter is player in the line-up following the player who should have batted.</p> <p>If the out of order batter is appealed after the next pitch – all plays stand and the next batter is the player who follows the incorrect batter in the line-up; skip over all other batters.</p> <p>Note: The appeal can only be made by a player, coach or manager; NOT the scorekeeper.</p>	5.4.1 effect
<p>Dropped Third Strike:</p> <p>Batter can run on a dropped third strike if first base is not occupied with less than two outs or there are two outs.</p>	5.4.4.a ii; 5.6.a iii
<p>Infield Fly:</p> <p>A fair fly ball (not including line drive or an attempted bunt) that can be caught by an infielder with ordinary effort when first and second, or first, second and third bases are occupied with less than two outs.</p> <p>The batter will be declared out and base runners are able to advance at their own risk. If the ball is caught, they will need to tag up before advancing. If the ball is not caught and runners attempt to advance it is not a force play and runners need to be tagged to be declared out.</p>	5.1.26
<p>Open Inning:</p> <p>A complete game is one where the minimum number of innings has been played, or the time limit has been reached.</p> <p>For divisions with a final open inning, i.e. unlimited runs, the start of the final inning shall be declared by the umpire based on their judgment of how long the preceding innings have taken. Once the open inning has been declared, it is the final inning, even if the time limit is not reached. If an open inning has not been declared, and the time limit is passed, the game is complete with no additional open inning.</p> <p>Note: The beginning of an inning is the time of the 3rd out in the previous inning.</p> <p>Note: The beginning of an inning is the time of the 3rd out in the previous inning.</p>	Calgary Minor Softball Handbook



Rulings: 1) ball, 2) strike, 3) strike, 4) ball, 5) ball, 6) strike, 7) strike, 8) strike, 9) ball, 10) ball

Who Can You Coach?  
Want to Learn More!

[www.pump.com](http://www.pump.com)

# WHO CAN YOU COACH?

## Calgary Minor Softball ‘

You can coach any level within Calgary Minor Softball:

- All Coaching staff must take the Foundations of Coaching Softball
- May bring your team to sanctioned tournaments (unless otherwise specified)

### National Coaching Certification Program (NCCP)

- Must be certified in Softball (no other sport certification accepted by Calgary Minor or Softball Alberta or Softball Canada)
- You can coach any level within Calgary Minor Softball
- You may coach your team at the Softball Alberta Provincials
- Proof of certification required (NCCP number)

### WHAT IS NCCP?

The NCCP is Canada’s recognized National Coaching Certification Program. It was developed in 1974 to provide quality training and certification to Canada's coaches in more than 60 sports. The NCCP has moved towards a competency-based approach where coaches are:

- ▶ trained in NCCP outcomes relevant to the participants that they are coaching
- ▶ evaluated by demonstrating coaching outcomes to a specified standard

The core competencies of coaching are **valuing, interacting, leading, problem-solving, and critical thinking**. These competencies will be woven throughout all NCCP training and evaluation activities.

### How does the new program help me to become a better coach?

The NCCP has been specifically designed to train coaches to be able to meet the needs of the specific participants/athletes they are working with. Coaches will participate in training opportunities that will enable them to return to their coaching environment with specific skills that can be implemented immediately. Coaches will learn to plan safe and effective practices, design meaningful season plans, teach appropriate sport skills to athletes, and many other important aspects of coaching. The true beneficiaries of the changes to the NCCP will ultimately be the participants, when their coaches are trained and certified based on the things, they need to be able to do to best support those they coach.

**NOTE:** All coaches who are attending Provincials are required to be Certified with at least their Community Sport or better.



## Things to Remember.



- Always start with your parent meeting, even before your first practice!
- Work with your parents; determine what additional help you will need during the season. This may include, assistant coaches, team manager, team treasurer, equipment manager, scorekeepers, and umpires (umpires if required for your age level).
- Plan out what your season what you would like the season to look like to present to your parents. Some teams just want to play league games and practice. Some teams like to enter tournaments and Provincials. This will be an important discussion to have at your parent meeting. Tournaments can be the best part of your season. Pick a tournament to go to; there are always close tournaments to travel to and some in the city as well.
- Go to a practice with a well laid out practice plan. Do not have your players standing around, but rather have several different stations and keep your players moving. Standing around is boring and your players will quickly lose interest!
- Teams should meet at least 45 minutes before game time to warm up. **Always** warm your teams up before you begin a game or practice – start with stretching, jumping jacks, etc, then a run. It is imperative that you warm up your team's muscles before any game or practice begins. This prevents injuries! After your warmup, each practice should begin with soft toss and move into full throwing. Your pitchers need to warm up too!!
- Teams should try their best to practice at least once a week. Practices are time for learning and fun - games are NOT practices. **Coaches teach at practices NOT games.**
- If it is raining and you cannot practice, instead take your team swimming or outside to a nice safe grassy area and practice sliding! On a sunny day get a slip and slide and practice sliding – Keep things fun!
- Always write down the start time of your game on your score sheet

**Provincials are exceptional, every team  
should strive to go!**



## Principles For Sport

### **GO FOR IT**

Always strive for excellence and rise to the challenge, but never at the expense of others.  
Discover how good you can be.

### **PLAY FAIR**

Play honestly and obey the rules, in letter and spirit.  
Winning is only meaningful when competition is fair.

### **RESPECT OTHERS**

Show respect for everyone involved in creating a sporting experience, both on the field and off.  
Win with dignity and lose with grace.

### **KEEP IT FUN**

Find the joy of sport and have a good time.  
Keep a positive attitude and look to make a positive difference, on the field and in your community.

### **STAY HEALTHY**

Place physical and mental health above all other considerations and avoid unsafe activities.  
Respect your body and keep in shape.

### **INCLUDE EVERYONE**

Share sport with others, regardless of creed, ethnicity, gender, sexual orientation or ability.  
Invite everyone into sport to make it more meaningful for the whole community.

### **GIVE BACK**

Always remember the community that supports your sport and helps make it possible.  
Find ways to show your appreciation and help others get the most out of sport.

Information taken from True Sport – [www.truesport.ca](http://www.truesport.ca)



# Appendix and Resources

[www.thoughtful.com](http://www.thoughtful.com)





## SAMPLE PRACTICE PLAN - #1

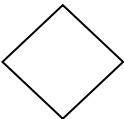
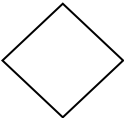
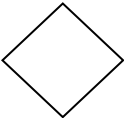
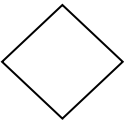
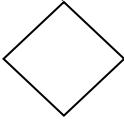
Objectives:			
Equipment:			
Skill	Activities	Coaching points cues/progressions	Time
Warm UP			
Review Skills			
New Skills			
Game Like Activities			
Cool Down  Messages  Evaluate			



## SAMPLE PRACTICE PLAN - #2

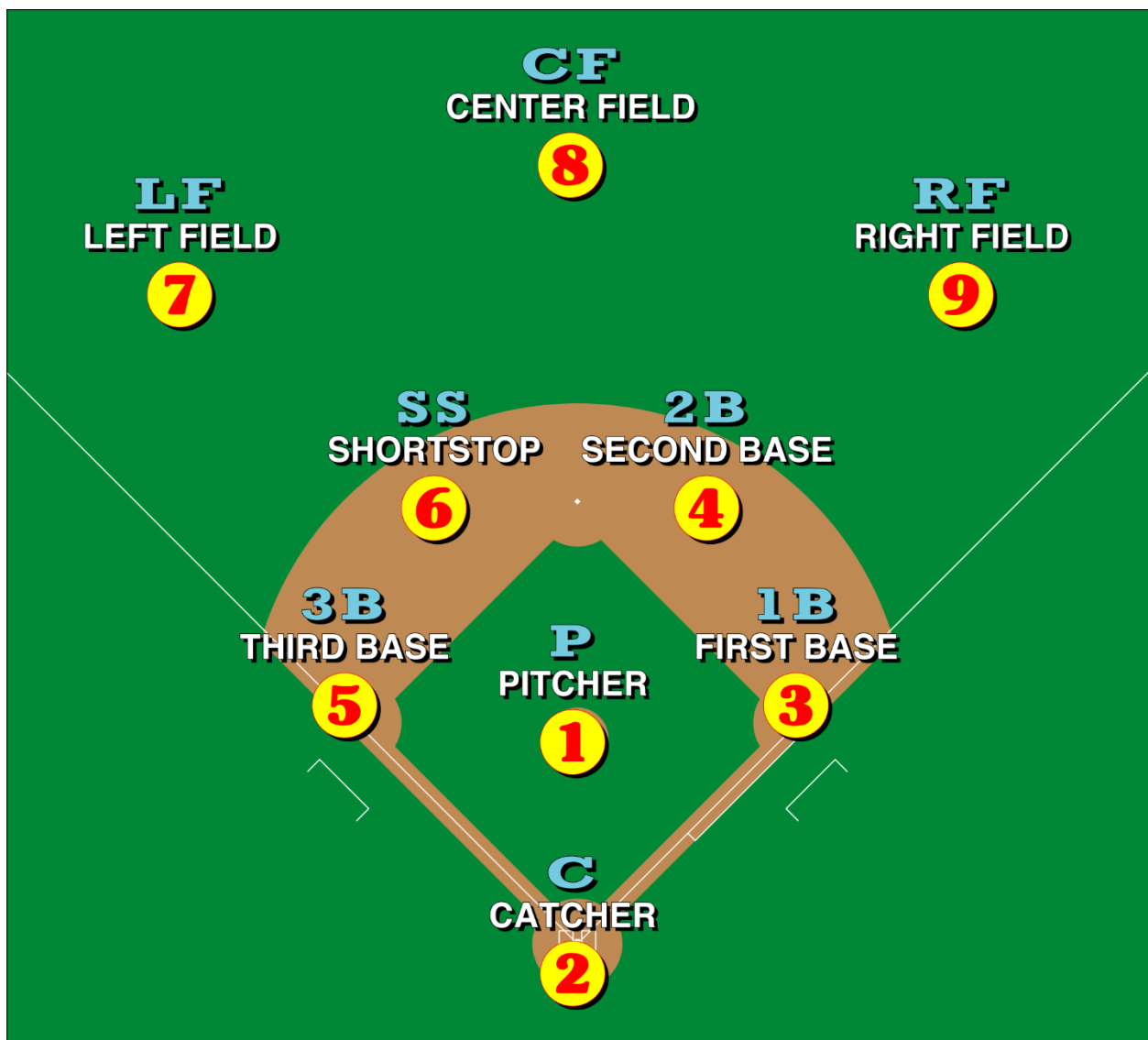
Goals:

Equipment:

Time	Practice Part	Key Contents and Tips
	Introduction	
	Warm Up	
	Skills	<div style="text-align: right;">      </div>
	Game Application	<div style="text-align: right;">    </div>
	Cool Down	

## Position Location Numbers

It is important that you get to know the positions by their numbers and record those numbers on the line up cards and scoresheets. This will be extremely important when stats are starting to be kept. When completing your line up card always use the players last name, first name, uniform number and position number.



## Resource Page

❖ Calgary Minor Softball	<a href="http://www.calgaryminorsoftball.com">www.calgaryminorsoftball.com</a>
❖ Canadian Sport for Life	<a href="http://www.canadiansportforlife.ca">www.canadiansportforlife.ca</a>
❖ CS4L Physical Literacy	<a href="http://www.physicalliteracy.ca">www.physicalliteracy.ca</a>
❖ Active for Life	<a href="http://www.activeforlife.com">www.activeforlife.com</a>
❖ Respect in Sport	<a href="http://www.respectinsport.com">www.respectinsport.com</a>
❖ Coaching Association of Canada	<a href="http://www.coach.ca">www.coach.ca</a>
❖ Softball Alberta	<a href="http://www.softballalberta.ca">www.softballalberta.ca</a>
❖ Softball Canada	<a href="http://www.softball.ca">www.softball.ca</a>
❖ Positive Coaching Alliance	<a href="http://www.positivecoach.org">www.positivecoach.org</a>
❖ Sportskool	<a href="http://www.sportskool.com/sports/softball">www.sportskool.com/sports/softball</a>
❖ WBSC Handbook	<a href="http://www.wbsc.org/documents/c/development">www.wbsc.org/documents/c/development</a>



# **The Coaching Code of Ethics**

*(Developed and Endorsed by the Coaching Association of Canada and the Canadian Association of National Coaches)*

## **Integrity**

The coach must act with integrity in performing all duties owed to athletes, the sport, other members of the coaching profession, and the public.

## **Competence**

The coach must strive to be well prepared and current in order that all duties in the respective discipline are fulfilled with competence.

## **Athlete's Interest**

The coach must act in the best interest of the athlete's development as a whole person.

## **Respect for the Rules**

The coach must accept both the letter and the spirit of the rules that define and govern sport.

## **Respect for Officials**

The coach must accept the role of officials in providing judgment to ensure that competitions are conducted fairly and according to the established rules.

## **Responsibility to Other Coaches**

The coach's conduct toward other coaches must be characterized by courtesy, good faith, and respect.

## **Personal Conduct**

The coach must maintain the highest standards of personal conduct and support the principles of fair play.



PLAY SAVE  
HAVE FUN

# Coaches Resource Book



***KIDS FIRST. . . .ATHLETES SECOND***

Practice doesn't make perfect it just makes permanent

## We Believe in:



**CANADIAN  
SPORT FOR LIFE**

- ❖ See [www.calgaryminorsoftball.com](http://www.calgaryminorsoftball.com) under “Teaching resources and Videos” for great coaching tips!

### Other Websites:

- ❖ [www.sportforlife.ca](http://www.sportforlife.ca)
- ❖ [www.coach.ca](http://www.coach.ca)
- ❖ [www.softballalberta.ca](http://www.softballalberta.ca)
- ❖ [www.softball.ca](http://www.softball.ca)
- ❖ [www.positivecoach.org](http://www.positivecoach.org)

[www.sportskool.com/sports/softball](http://www.sportskool.com/sports/softball)