



United Kingdom Youth Baseball Association

Baseball Coaching Excellence Course

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These are the first 4 Modules of the UKYBA Baseball Coaching Excellence Course.

This course is designed to teach coaching candidates, how to coach and mentor young people. In addition, this course is detailed in its' approach to playing baseball, in such a way that is conducive to effective learning and sport, progression.

This is a *Home Course*, which can be completed at your leisure. However, experience shows that with work and family commitments, the average time of completion per Module is 3 days.

Each Module consists of *sub-sections*. In addition to receiving the Training Course, you will receive *Section Exams*, which are to be completed at the end of each section. When you have completed *each* section exam, please email that exam to:

Tony@YouthBaseballAssociationUK.co.uk

You will receive immediate feedback on each submitted exam, so you will have the opportunity to correct any oversights, if necessary.

Once you have completed the course and have submitted all your exams, you will be required to attend a Practical Application Workshop. This is where you have the opportunity to showcase what you have learnt, and ask specific baseball related questions. We believe that players *will* improve when they have a coach who encourages improvement. For a coach to encourage improvement, he or she must be knowledgeable enough to provide correct insight.

Upon completion of the course and workshop, you will receive a Certificate as a qualified, UKYBA Coach and can participate in any of our Baseball Clinics and Academies.



The UKYBA Baseball Coaching Excellence Course is designed for beginners as well as experienced baseball players and coaches. This Course is not only an *introduction* to baseball, but it also provides insight into playing the game, the way it is played by the Professionals.

Once completed, this Course will award you the knowledge to train and coach players of all ages within the United Kingdom Youth Baseball Association. One challenge in developing baseball within the U.K. is the lack of qualified, *baseball* coaches. We believe that a *qualification* is not gained through reading a book or even taking a training course. Quite often, as with any sport, baseball players find themselves in a *slump*, or at a point where they are not progressing. A coach must learn each player's strengths and weaknesses, and know how to convey his or her knowledge to others. Consequently, a successful coach will know how to help players improve their skillset by providing insight into not only techniques, but also into ways to correct weaknesses. The UKYBA believes that coaches should be *mentors*. Sometimes, life may not be *all about* "baseball" to a young child. He or she may be going through a crisis of some sort, and needs someone who will understand and be available to provide insight into life's struggles, or know how to point them in the correct direction to find help.

Baseball should be fun and safe for all. In addition, we must be aware of the fact that many who play a sport, do in fact – play it to "win." Many sports participants lose interest, if they are not improving in the sport, or if they frequently, lose. This is only one reason why the UKYBA Baseball Coaching Excellence Course is designed to teach all aspects of coaching baseball. A successful coach will learn ways to keep each training session; enjoyable, safe, and at the same time, conducive to learning and improving.

Playing baseball is not only about; hitting, throwing a ball, or running around bases. To become proficient at baseball, one should understand that *physical* and *mental training* is imperative to improvement. This Course will attempt to equip you with the necessary tools to provide a safe, fun and learning environment for the players whom you coach. Practice does not always make *perfect*. *Practicing correctly, creates and environment for success!*

All UKYBA coaches are required to conduct themselves in a professional manner, both on and off the baseball field – remembering that young players are watching us and learning from what they see and hear. It is the duty of all coaches and assistant coaches, to be leaders who encourage players to grow as individuals, as well as baseball players.

The UKYBA is committed to our coaches and players, and believe in empowering young people to become productive individuals. We are dedicated to encouraging young people to become leaders, through unwavering character and integrity, learning to face a variety of situations, through personal effort and sacrifice, and showing the way through good example.



United Kingdom Youth Baseball Association

Module 1 - Introduction to Baseball and Coaching

Baseball History

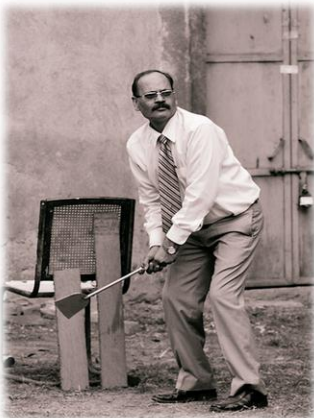
"Baseball has come HOME to the UK"

Games played with a ball and bat have much in common and have occupied historians of both sports for many years. Baseball has been widely known as; *an American sport*, and is believed by some to have been invented in 1839 by a famous American Civil War general named; *Abner Doubleday*. However, in 1937 Robert Henderson published an article containing clear documented evidence that the game called *baseball* had been played hundreds of years before Abner Doubleday had supposedly invented the game.

William Bray, was a solicitor and antiquarian who lived in the *Surrey village of Shere*, in England. Mr. Bray diligently kept a diary for much of his life, which was verified authentic in September 2008. A segment of his entry on 31 March 1755 reads as follows:

*"Went to Stoke Ch. This morn –
After Dinner Went to Miss Jeale's to play
Base Ball..."*

Early baseball references join other bat and ball sports in England. Amongst these sport is the ancient game of; *stoolball*. Traditionally stoolball was played by milkmaids, who used their milking stools as a *home plate* or *wicket*. A stool, chair, or stump is placed at **Home**, and another one (or a similar marker) as the **Base**. The pitcher stands near the Base and throws the ball toward Home, trying to hit the Home stool with the pitch. The batter stands at the Batter's Line and tries to prevent the pitcher's throw from hitting the Home stool, by hitting the ball away with the



hand or *bat* which is paddle-shaped. If the batter hits the ball, he can run around the *base* and back *home*. If he does this before the fielders can hit the *home stool* with the ball, he scores a run. The team with the most runs wins.

Ball and bat games have evolved since then and were called by a variety of names; Town Ball, Round Ball, Base Ball, and simply, Base. *Having had its early roots in England, the UKYBA wants to re-educate our country to the sport that began here many centuries ago!*



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Section 1

Baseball Coaches Code of Conduct

All coaches play an important role in the development of the game and in the lives of the players they coach. The coach must work to ensure that participants in baseball have positive experiences, and learn the sport to where they can become proficient at it. In doing so, participants will be more likely to continue in the game and achieve their potential.

A coach at all levels, must demonstrate a high degree of integrity, honesty and competence – always remembering that this is imperative to the growth of baseball.

A good coach always promotes a professional image of a good practitioner.



➤ Coaching Principles

1. Rights

Baseball coaches must champion the rights of *every individual* to participate in the game of baseball.

Baseball coaches are required to:

- Recognise the right of all players to be treated with respect and as individuals.
- Assist in creating an environment where every individual has the opportunity to participate in baseball.
- Create an environment that is free of fear and harassment. No player should be persuaded to feel uncomfortable.
- Champion a healthy and balanced lifestyle which supports the well being of players both on and off the baseball field.



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Section 1

Baseball Coaches Code of Conduct

2. Relationships

Baseball coaches must develop and cultivate a relationship with players and the community, based on honesty, respect and mutual trust.

Coaches must understand the fact that *no 2 players are exactly alike*.

Each player will need to be instructed according to his or her abilities and willingness to learn.

Baseball coaches are required to:

- Promote the welfare and best interest of their players.
- Take action if they have a concern about the behaviour of an adult towards a child.
- NOT behave in a manner that constitutes any form of abuse (*physical, sexual, bullying, emotional, neglect*).
- Avoid sexual intimacy with players at all times.
- Avoid *one-on-one* personal training with young people, as this has the potential to be a playground for indecent behaviour and will not be tolerated by the UKYBA. If a child (ages 6-16) needs or requests personal attention, we suggest a coach have another adult present at all times, and the consent of the child's parent(s).
- Empower players to be responsible for their own decisions.
- Clarify the nature of coaching services being provided.
- Respectfully, communicate and cooperate with other organisations and individuals, in the best interest of players.





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3. Personal standards

Baseball coaches are required by UKYBA to demonstrate proper personal behaviour and conduct at all times.

Baseball coaches:

- Must be positive role models for players at all times.
- Should champion the image of; health, cleanliness, and honesty by educating players on issues relating to illegal drug use, alcohol abuse, and anti-social behaviour.
- Must display control, respect, dignity and professionalism, both on and off the baseball field.
- Must dedicate themselves to learning and performing baseball skills, techniques and drills in a manner that is becoming of a *leader by example*. Remember: "Showing goes further than telling."



4. Professional standards

Coaches must attain and maintain a high level of competence through appropriate qualifications and a commitment to ongoing training that ensures safe and correct practice, that will maximise benefits and minimise risks to players.

Baseball Coaches:

- Will promote the execution of safe and correct practice.
- Will take responsibility for their own words and actions.
- Will contribute to the development of baseball participation and coaching, by exchanging knowledge, strategies, and ideas with other baseball participants.
- Will ensure that the environment is as safe as possible to minimise possible risks to players and spectators.



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Section 1

Baseball Coaches Code of Conduct

➤ **Players Code of Conduct**

Effective coaching requires commitment to others. People who choose to coach for reasons other than to improve the lives of others, may need to re-think their motives. When you choose to coach, you are taking on a responsibility that is about:

- Coaching people, not just baseball.
- Helping people to grow, learn, and develop.
- Being accessible to players, parents, and others within the sport and community.
- Providing a fun and safe environment in which people can enjoy their first and ongoing experience of baseball.
- Helping players gain success and be motivated to continue playing baseball.

As a coach, you should be aware *not only* of your own conduct, but also the conduct of others. The UKYBA requires coaches to take responsibility for maintaining a fun, safe, and positive environment while playing baseball – both during practice and games. Coaches are responsible for *leading* players to:

- Respect team-mates, coaches from all teams, opponents, umpires and all spectators.
- Use language that is acceptable in society and non-offensive.
- Play the game fairly and the way it is intended to be played, but be respectful of opponents by avoiding; intimidation through words or actions.
- Never argue with an umpire (*Questioning a call in a polite way is acceptable*).
- Support and cheer for your own team-mates.
- Be gracious, modest and dignified in victory as well as in defeat.
- Support all players, and do not discriminate due to anything that may appear to make them different.



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Section 1

Baseball Coaches Code of Conduct

Test

At this time, please refer to the:

Module 1, Section 1 Baseball Coaches Code of Conduct TEST

When you have completed the test, please email it to:

tony@youthbaseballassociationuk.co.uk



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Module 1 - Introduction to Baseball and Coaching

Section 2

Coaching Young People

A child's first sporting experiences are very important to the development of that child. Their future attitude towards; success, failure, competition, and their perceived ability in a particular sport (*or sports in general*), will largely be shaped and formed during these impressionable years.

➤ What it Takes to be Successful Coach

1. You Have to Like Young People

This has to be number one: you have to like being with kids. Your primary reason for coaching should be to help young people grow, mature and develop. Everybody likes to win, but if winning is the *only thing* that counts, you'll never get that deep feeling of pride and satisfaction that comes from watching your players succeed in life. And it doesn't matter what age or gender you're talking about. You have to be in coaching for the right reasons. You must like youngsters and want to teach them proper values. These values include discipline, work ethic, conquering fear and tension, pride in their team and team-mates, establishing reachable goals, and most importantly, the burning desire to accomplish those goals.

2. Be Organized

A favourite expression of many people in all walks of life is; *"I have got to get organized."* You won't accomplish half of what you set out to do without a concrete, workable plan. Young people are not as in need of an *adult friend*, as they are in need of **organisation** and **discipline**.

3. Have and Show Enthusiasm

Enthusiasm is a must in coaching baseball because *baseball* is all about intricacies. Some players just want to hit homeruns, steal bases and pitch fast. However, to be a successful baseball player, one must learn the details of the game. The thought of teaching these intricacies to "kids" should truly motivate you and get you excited about what they are doing and learning. Going back to the first premise of being a good coach, caring and liking kids, it would be a complete contradiction if you were not enthusiastic about teaching them the game.



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4. Have Patience

The gift of *patience* - what a virtue!
The ability to go over techniques time
and time again, never losing your
enthusiasm, is an absolute for a



great coach. Every
successful athlete
had a mentor - a

friend who had the patience to teach him or her
the fundamentals of the game. Every sports legend
had someone who took time to teach them over
and over - teaching something new each time.



This approach will help your players learn because
the specific technique being taught will become
ingrained in their psyche.

One of the greatest joys of coaching is to see the
least talented suddenly blossom, and all because
you never gave up on him or her.

5. Be Persistence

Patience and *persistence* are certainly a marriage. It is difficult to differentiate
between these two virtues, and they truly go hand in hand in the coaching
profession. You must persist, and you must teach your kids to persist. Persistence,
in simple words, is "never give up." Each of us fail and will fail at something in the
future. **It is what we do after we fail that is important.** The beautiful aspect about
defeat is that it is a powerful learning experience. If a coach loses faith in players,
the players will lose faith in themselves.





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6. Be Sincere and Concerned

The most important virtue a coach can have is to be *caring*. You must be sincerely concerned about your athletes, first as human beings and secondly about their physical abilities. If it's vice-versa, it won't work and resentment will be the end product of your relationship. Being truly concerned, to listen as well as teach, is not an easy virtue to acquire.

7. Try to be Fair

Being *fair* goes along with sincerity and concern. Everyone wants a fair chance to show what he or she can do. They want the opportunity! Each day the coach has to evaluate his personnel. Each team member must be reviewed and analysed.

Great coaches have the gift of being able to evaluate personnel quickly and get them into the proper position and in the proper pecking order. Even great coaches get fooled when a player comes out of nowhere to make a great contribution to the team.

An excellent attribute of many coaches is that they will spend as much time as possible with the "second stringers" and make them feel their worth to the team. Each person may have a different meaning of fair. What is fair for one person, may not be fair for another. However, coaches must work to provide equality for all players. Equality means; *giving all participants an opportunity to learn, grow, and to be successful.*



8. Don't Be Afraid to Show that you are Human

You are going to get angry and perhaps show it. You might get so emotional that you cry. If what you do or say might be perceived as inappropriate behaviour, *don't hesitate to apologise* for your actions. It is perfectly O.K. to show people that you care about their well-being, but choose your words carefully and remember - *proper actions* do speak louder than words. Always remember that children will listen to what you say - some of the time. However, they will pay more attention to how you act and re-act.



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9. Know the Rules of Baseball

Never compromise the rules. Rules are exactly that – rules! They are not suggestions. Learn the rules of baseball, and stick to them. Even though you may disagree with a rule, remember – it is a rule that governs the sport. Never compromise on *right* and *wrong*. Kids need to know that life is full of rules and regulations, and if broken, there are consequences to be paid.

Example: *The pitcher throws a ball that hits a batter, who doesn't appear to make an attempt to get out of the way of the thrown ball. The umpire rules that the batter is awarded first base, as a hit batsman.*

The pitcher may argue that the batter just “stood there” and didn't make an attempt to get out of the way of the pitch. Nonetheless, it is the umpire's call, and once a call is made there is seldom a reversal. A successful coach will know how to work within the parameters of the rules.

10. Know the difference between Anatomical and Biological Age

Each stage of *anatomical growth* (new-born, infant, crawling, walking, small, medium, large, puberty) has complex growth and development characteristics and will help explain why some children develop *skills and motor abilities* faster or slower than do others. A child who is better developed anatomically will learn

many baseball skills faster than one who is less developed.

Biological age refers to the “unseen development” or the physiological development of the organs and systems in the body. Two children of the same chronological and anatomical age can be very much different in terms of their biological maturity.

For these reasons, a coach must look at each player as an individual, an not judge them based on others of the same age, or physical stature.





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Section 2

Coaching Young People

➤ **Be aware of a child's personal challenges**

A child may have a learning difficulty, or may be experiencing issues at home or school that may be effecting their ability to concentrate. As the coach, you may see something that alerts you to certain issues that may be negatively effecting a child. Here is a prime example of when patience and prudence are needed. Let's take a look at some serious issues that may be effecting children.

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree:

❖ **Sexual Abuse**

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age.
- Medical problems such as chronic itching, pain in the genitals, venereal diseases.
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia.
- Personality changes such as becoming insecure or clinging.
- Sudden loss of appetite or compulsive eating.
- Being isolated or withdrawn.
- Inability to concentrate.
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder.
- Suddenly drawing sexually explicit pictures.
- Trying to be 'ultra-good' or perfect; overreacting to criticism.



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➤ **Be aware of a child's personal challenges** *(cont)*

❖ **Physical Abuse**

- Unexplained recurrent injuries or burns.
- Improbable excuses or refusal to explain injuries.
- Wearing clothes to cover injuries, even in hot weather.
- Bald patches.
- Chronic running away.
- Fear of medical help or examination.
- Self-destructive tendencies.
- Aggression towards others.
- Fear of physical contact – shrinking back if touched.
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to make him study).
- Fear of suspected abuser being contacted.

❖ **Emotional Abuse**

- Physical, mental and emotional development lags.
- Sudden speech disorders.
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc').
- Overreaction to mistakes.
- Extreme fear of any new situation.
- Inappropriate response to pain ('I deserve this').
- Neurotic behaviour (rocking, hair twisting, self-mutilation).
- Extremes of passivity or aggression.



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➤ **Be aware of a child's personal challenges** *(cont)*

❖ **Neglect**

- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Untreated medical problems.
- No social relationships.
- Compulsive scavenging.

* *A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone*

If a child tells you about abuse:

- Stay calm and be reassuring.
- Find a quiet place to talk.
- Believe in what you are being told.
- Listen, but do not press for information.
- Say that you are glad that the child told you.
- If it will help the child to cope, say that the abuser has a problem.
- Say that you will do your best to protect and support the child.
- If necessary, seek medical help and contact the police or social services.
- If the child has told another adult, such as a teacher or school nurse, contact them. Their advice may make it easier to help the child.
- Determine if this incident may affect how the child reacts at school. It may be advisable to liaise with the child's teacher, school nurse or head teacher.
- Acknowledge that the child may have angry, sad or even guilty feelings about what happened, but stress that the abuse was not the child's fault. Acknowledge that you will probably need help dealing with your own feelings.



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Section 2

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If you suspect a child is a victim of abuse, you may consider using a school as a resource, as the staff should have a network of agencies they work with, and be able to give you advice.

**** In addition, if there is suspicion that a child is being abused in any way, UKYBA require you notify our organisation with details of the suspected abuse and we will take the appropriate action.***

You can contact official agencies or self-help groups. If you are concerned about what action may be taken, ask before you proceed.

The following can be contacted through your telephone directory:

- Police
- Social Services
- Samaritans 0345 909090
- National Society for the Prevention of Cruelty to Children (NSPCC) in England, Wales and Northern Ireland Freephone 0800 800 500
- Children First 0131 337 8539
- Irish Society for the Prevention of Cruelty to Children (ISPCC) 00 353 742 9744
- ChildLine 0800 1111
- Parentline 0808 800 2222



United Kingdom Youth Baseball Association

Module 1 - Introduction to Baseball and Coaching

Section 2

Coaching Young People

Test

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