



Australian Government
 Australian Sports Commission

Active After-school
 Communities

Helping kids and communities get active

Aussie T-Ball

AFTER SCHOOL MANUAL



Playing for Life

Baseball



Australian Government
 Australian Sports Commission

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Introduction to Aussie T-Ball

Aussie T-Ball is a modified version of baseball for children. The game is a six a side, bat and ball game that is all about being active and having FUN.

Aussie T-Ball is nationally recognised by the Australian Baseball Federation, affiliated State Associations, and the Australian Sports Commission as baseball's junior entry point program to introduce children to the game of baseball.

The program is run by local baseball clubs in your area and can also be included as part of your school's sport participation program, during or after school.

The Active After-school Communities program

The Active After-school Communities (AASC) program is an Australian Government initiative that provides primary school children with free sport and other structured physical activity programs after school (3.00pm to 5.30pm). The program is currently run in schools and after-school care centres right across Australia.

The program aims to engage traditionally inactive children in sport and other structured physical activities, and through a positive and fun experience, develop a love of sport that motivates them to join a local sporting club.

The AASC program has partnered with the Australian Baseball Federation to offer children participating in the AASC program a taste of the Aussie T-Ball program. This program is specifically designed for the AASC program with the aim of engaging children in baseball and promoting the pathway to the Aussie T-Ball program in the local community.

This delivery manual is a resource for schools and after school care centres running the AASC baseball program.



Playing for Life - what is it?

The Playing for Life philosophy adopts a 'game sense' approach to physical activity.

The game is the focus

Players develop skills through fun, game-like activities (by 'playing the game' rather than through traditional skills and drills).

Coach is a facilitator

Coaches play more of a facilitator role than a director's role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:

- » How many different jumps can you perform in 30 seconds?
- » Where will you stand to field the ball?
- » How can you work together to stop the opponents scoring?
- » How can you include everyone?

This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.

Discrete coaching

Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.

Role models

Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.



Playing for Life - what is it?

Ask the players

The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

CHANGE IT

Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':



C

Coaching style e.g. deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'

H

How you score or win e.g. introduce zones for batting or target games

A

Area (playing area) e.g. make the playing area smaller or larger; alter distances to targets or between players

N

Number of players e.g. consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc

G

Game rules e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone

E

Equipment e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets

I

Inclusion e.g. modify the game to maximise the involvement of all players. Ask the players how to change the game

T

Time e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

If it is not working.... CHANGE IT!!

How do I know when to CHANGE IT?

The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

- » Is the game safe?
- » Are all players having fun?
- » Are all players engaged in the game?
- » Is the game working?
- » Do all players understand the game?
- » Is the objective of the game being achieved?
- » Are all the players being included?
- » Is participation being maximised?
- » Is the game appropriate to the ability level of each player?
- » Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.



When and how to apply the CHANGE IT principles



Overview of lessons

LESSON	1	2	3	4	5	6	7
OBJECTIVE	HITTING	THROWING	FIELDING	RUNNING	HITTING	FIELDING	AUSSIE T-BALL or MODIFIED GAME
START OUT	<ul style="list-style-type: none"> Sharks and Sardines (5 mins) French Baseball (10 mins) 	<ul style="list-style-type: none"> Gulgul (10 mins) Gorri (10 mins) 	<ul style="list-style-type: none"> Baseball Ladder (5 mins) Rebound Catch (10 mins) 	<ul style="list-style-type: none"> Form a Group (5 mins) Get the Bean Bag (5 mins) 	<ul style="list-style-type: none"> Warriors and Dragons (5 mins) Continuous Tennis (10 mins) 	<ul style="list-style-type: none"> Sharks and Sardines (5 mins) Bombard (10 mins) 	<ul style="list-style-type: none"> Cat and Mouse (10 mins)
GET INTO IT	<ul style="list-style-type: none"> Continuous Tennis (20 mins) Hit 4 & Go (20 mins) 	<ul style="list-style-type: none"> Underarm Relay (10 mins) Runners v Passers (20 mins) 	<ul style="list-style-type: none"> Hit 4 & Go (20 mins) Defend the Zone (20 mins) 	<ul style="list-style-type: none"> Base to Base Relay (10 mins) Runners Versus Passers (20 mins) Beat the Bomb (15 mins) 	<ul style="list-style-type: none"> Long Ball (15 mins) Over the Line (20 mins) 	<ul style="list-style-type: none"> Roll a Goal (20 mins) Beat the Ball (20 mins) 	<ul style="list-style-type: none"> A game of Aussie T-Ball (40 mins); or One of your favourite modified games.
FINISH UP	<ul style="list-style-type: none"> Put it Away (5 mins) 	<ul style="list-style-type: none"> Run the Circle (5 mins) What Did You Like? (5 mins) 	<ul style="list-style-type: none"> Back to Back Pass (5 mins) 	<ul style="list-style-type: none"> What Did You Learn? (5 mins) 	<ul style="list-style-type: none"> Four Corners (5 mins) Stay Tuned (5 mins) 	<ul style="list-style-type: none"> Bridge Stone Tree Relay (5 mins) 	<ul style="list-style-type: none"> What Did You Learn/Like? (10 mins)
BASEBALL IN YOUR COMMUNITY	<ul style="list-style-type: none"> Aussie T-Ball Web site - www.aussietball.com.au How to source information about Aussie T-Ball. 	<ul style="list-style-type: none"> Who/what are the 6 ABL teams? Australian Baseball League www.theabl.com.au 	<ul style="list-style-type: none"> Which is your local ABL team? Who are your favourite players? 	<ul style="list-style-type: none"> Aussie T-Ball - www.aussietball.com.au Have you invited the kid's parents to join in the session for week 7? Is it possible to conduct week 7 and a local club near you? 	<ul style="list-style-type: none"> Do your kids know where they can play Aussie T-Ball in their local community? 	<ul style="list-style-type: none"> Has your local club made contact with you for ongoing participation? Find a Club locator on the Aussie T-Ball website. 	<ul style="list-style-type: none"> How about running this session at your local club. How about inviting parents to this session, whether it is run at the school or club?

Aussie T-Ball

Lesson 1

Objective

Hitting - Learning the basics through continuous activities.

Time

60 minutes.

Area

Area appropriate for playing numbers and safe hitting space.

Equipment

Marker cones, bases, hitting tees, bibs and sashes, foam covered safety bats, tennis racquets or similar, foam balls.

Baseball in your community:

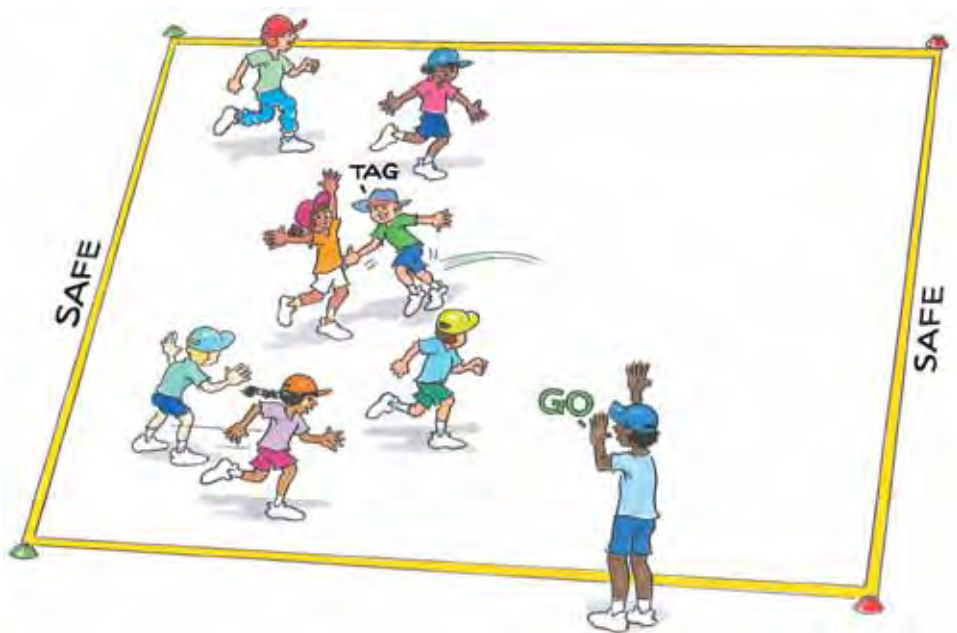
Introduce kids to the Aussie T-Ball website - www.aussietball.com.au. Here they can source information about Aussie T-Ball, play fun games online, learn some great tips about Aussie T-Ball and have FUN!

Lesson 1: Sharks and Sardines

START OUT

Objective

On the coach's call sardines attempt to cross from one side to the other without being munched by a shark.



What to do

- Set up a field with a "safe" line on either side of the playing surface.
- A designated player ("Shark") must stay out of the safe zone i.e. in the middle; others ("Sardines") at one side of play area, behind a safe line.
- On coach's call, Sardines attempt to cross from one side to other without being "munched" (touched) by Shark. Any Sardines who are touched magically become Sharks and then assist catching the other Sardines until everyone has been caught.

What you need

- Marker cones.

Lesson 1: French Baseball

START OUT

Objective

The batter aims to hit a ball which is thrown underarm without getting out.



What to do

- One bat and a foam or whiffle ball per group.
- Create a fielder free zone in front of the batter.
- The batter stands with feet together and holds the bat in front of the legs.
- Fielders throw the ball underarm and the batter hits in any direction.
- The batter is out if the ball is caught on the full or they are hit on the legs.
- Ensure more mobile players pass the ball to a less mobile player so everyone has a “touch” of the ball over the course of the game.
- Ensure players adjust the speed of the pitch so less mobile players can hit the ball.

What you need

- Marker cones to establish batting line, fielder free zone and fielding zone.
- Baseball bat and foam safety ball.

Change it

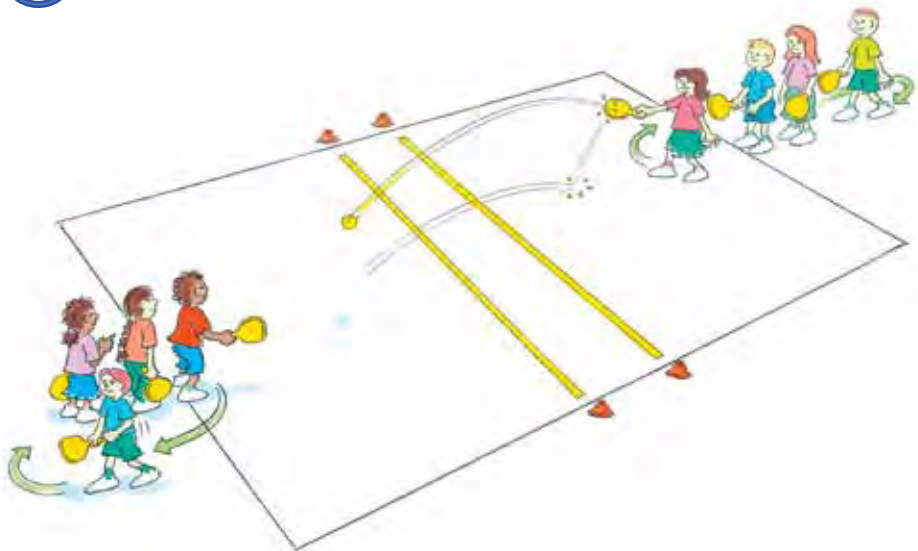
- Use a larger bat such as a tennis racquet bat.
- The pitcher to bounce the ball once.
- Increase the size of the fielder-free zone.
- Allow the pitcher to move in or out and throw from any suitable distance to ensure a hittable ball.

Lesson 1: Continuous tennis

GET INTO IT

Objective

Players in small groups hit a ball over an obstacle and run to the back of the line making way for the next player to receive a ball and hit it.



What to do

- Start with underarm hits.
- After the first ball is hit, the player moves to the right and then to the back of the line.

What you need

- Playing area with net or alternative, such as marked “no-go” area or bench.
- One paddle bat or similar per player.
- Tennis ball or similar for each group.
- Markers or tape.

Change it

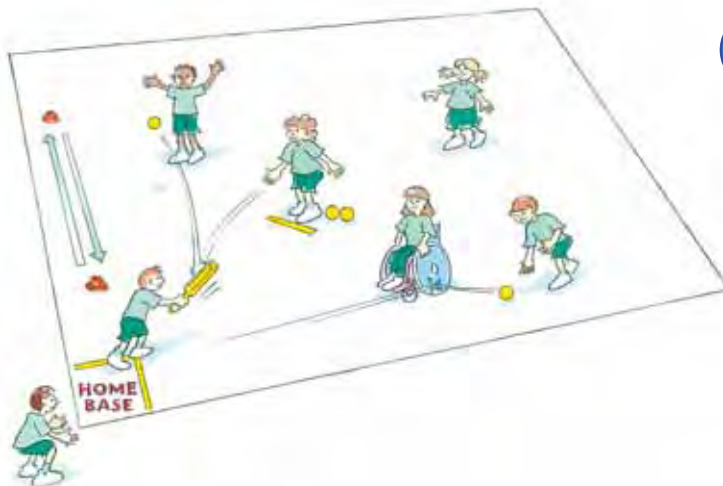
- 2 bounces allowed for less experienced players.
- Vary the racquet size, use a slower ball, don't use the net, decrease the size of the playing area.

Lesson 1: Hit 4 and go

GET INTO IT

Objective

A batter hits 4 consecutive balls into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls they call out "STOP!" (6 or more per group).



What to do

2 teams - batters and fielders.

Batter

- Hits 4 balls, one after the other, into the playing space.
- The balls can be hit from the ground, or off tees, you can toss the ball and hit it yourself, or have a team mate toss the ball to you.
- When the last ball is hit, the batter runs between the marker cones as many times as possible.

Fielders

- Fielders return the balls to the home base - balls must be inside the hoop to count.
- Fielders call "STOP", when the last ball reaches home base.

What you need

- A suitable indoor or outdoor playing area as shown.
- Range of bats, racquets and balls(sponge balls, softballs or tennis balls).
- Marker cones (for running and playing area).
- Batting tee(s).

Change it

- To manage large groups, have 2 or more groups playing at the same time using a "fan" system. Balls must be hit forward.
- Players with less developed throwing/catching/fielding/batting skills can be assisted on the side.
- Batters - 2 players work in tandem, eg. one player hits and the other runs.

Objective

The usual safety rules apply such as safe "traffic flow", acting sensibly and being aware of others. Use it for:

- Gathering markers, balls and other small equipment
- Putting away mats, benches etc.

Use teams. For this to work well, you need to be organised.



Aussie T-Ball

Lesson 2

Objective

Throwing – short, sharp energisers that teach the fundamentals of throwing.

Time

60 minutes.

Area

Area appropriate for playing numbers and required running space.

Equipment

Marker cones, bases, bibs or sashes, foam covered safety bats, tennis racquets or similar, foam balls, large target balls (Swiss/beach ball).

Baseball in your community:

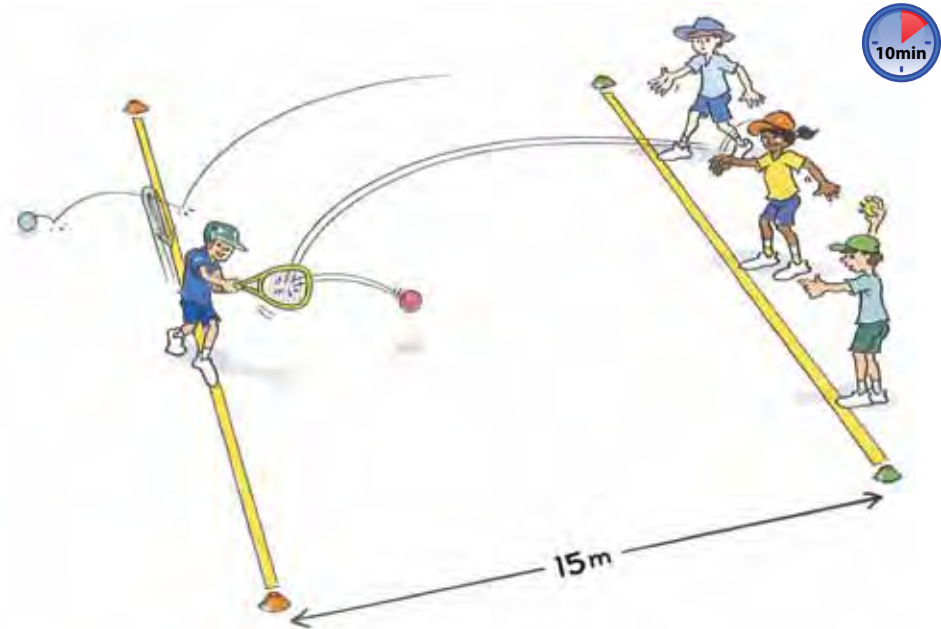
Introduce kids to the Australian Baseball League, Australia's premier Baseball competition. Information can be found on the website – www.theabl.com.au. In lesson 3 kids will be asked about the ABL, they have some FUN homework to do!

Lesson 2: Gulgul

START OUT

Objective

For a player to run between a start and destination point and, using a tennis racquet or similar, defend the line by hitting away foam or whiffle balls being thrown by other players.



What to do

- Mark out two lines. One for a defender to walk along and one for the remaining players to throw balls from.
- Assign one player in the group to be the defender and provide them with a tennis racquet to defend him or herself.
- Create a single line of players, each with a foam ball in their hand.
- The defender then walks a defined line, set out with markers, parallel to the line of the other players.
- The remaining players must stay behind the line and attempt to hit the defender with their ball.
- The defender fends balls off with a racquet (or dodges).
- NB: place a marker at each end of the defender's path: other players can only throw when the defender is between markers.

What you need

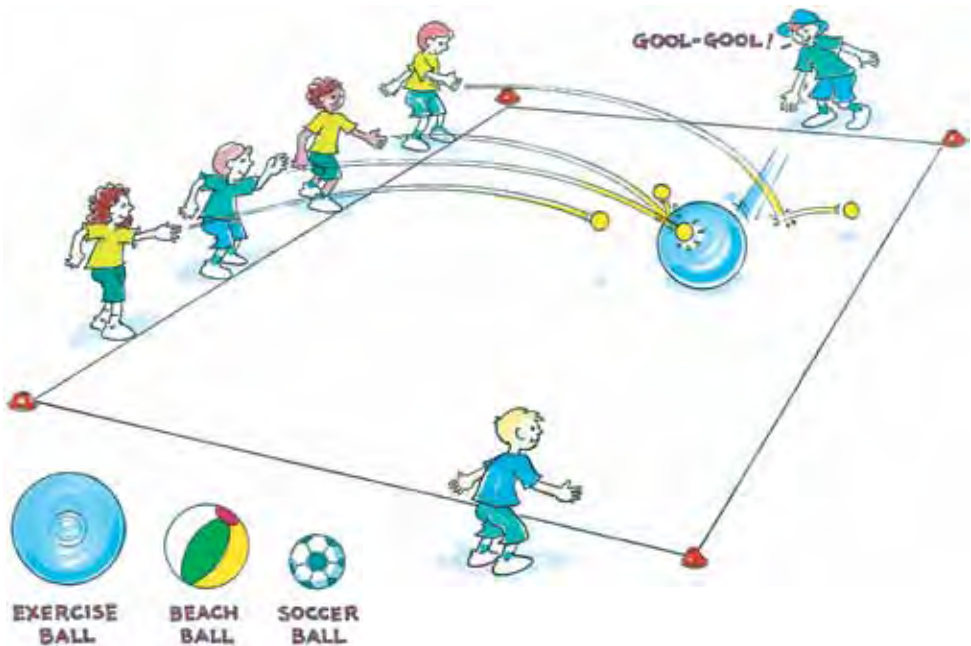
- Markers to define a walking and throwing line.
- Foam or whiffle balls, enough balls for one per player.
- A tennis racquet (or similar).

Lesson 2: Gorri

START OUT

Objective

A large ball is rolled and players try to hit it with a baseball.



What to do

- A coach is designated as the roller calls out "gool-gool" (going-going) and rolls the ball in front of the other players, who attempt to hit it with their baseballs (can choose between soft core, foam or whiffle ball).

What you need

- Markers to define a rectangular playing area.
- 1 or 2 balls per player (to throw at the moving target).
- A variety of balls to be used as targets of different size.

Change it

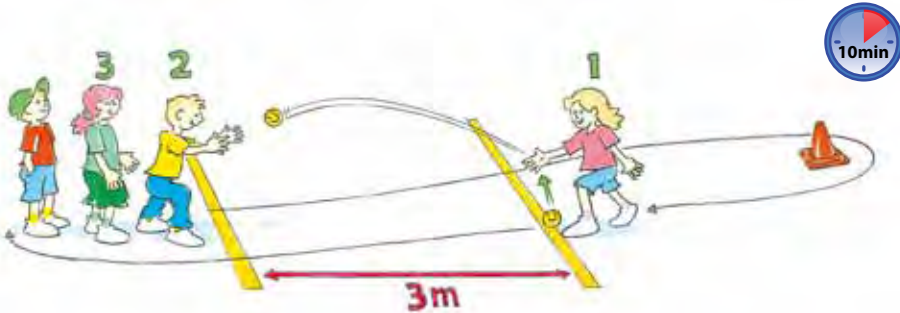
Vary the size of the target ball for varying abilities.

Lesson 2: Underarm return relay

GET INTO IT

Objective

Players run to a point, return and on the way back pick up a ball and throw it underarm to the teammate next in line. This pattern continues. (Play with 4 or more).



What to do

- Mark a starting line and a midway line, and place a distant marker to run around (turning point).
- Form teams of 4 - 6 players.
- Place the ball on the midway line.
- Player 1 runs around the turning point and back towards the team, picking up the ball on the midway line.
- The ball is thrown underarm to player 2, player 1 joins the end of the team.
- Player 2 runs to the midway line, deposits the ball and continues to the turning point, then runs back, picks up the ball and throws it underarm to player 3.
- Continue until player 1 is again at the head of the line.

Change it

Instead of placing the ball on the midway line, a player with limited mobility or ball throwing ability is situated at the midway line and an appropriate pass or handover is made.

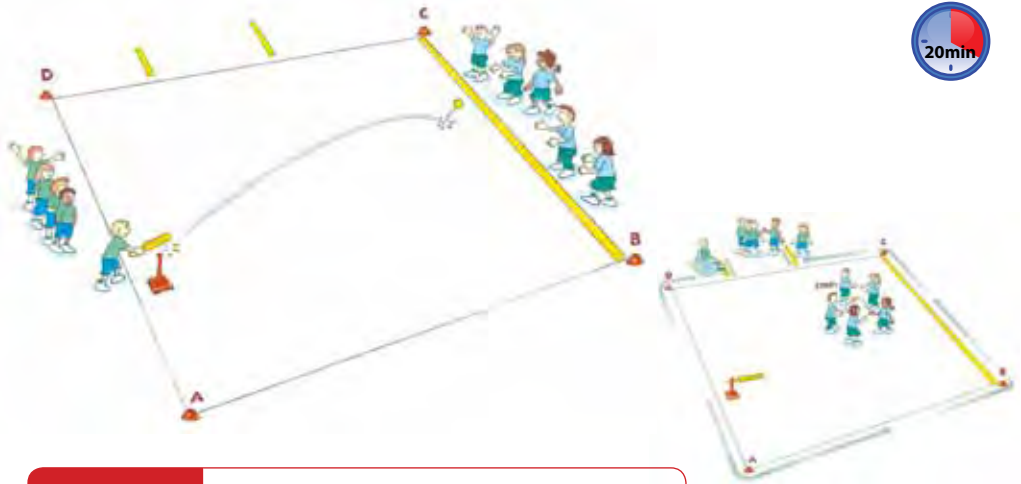


Lesson 2: Runners v Passers

GET INTO IT

Objective

A batting team and a fielding team. The first batter hits the ball and the entire team runs around the markers. The fielders gather the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out "STOP!" (4 or more per team).



What to do

- Using a tee or drop shot, the ball is hit between B and C.
- All batters attempt to run as a group to the *finish* position.
- If the ball goes "wide" (A-B or C-D), the shot is taken again.
- Field the ball and then move onto the *infield*.
- The ball is passed to each fielder using a nominated throw, eg. underarm throw.
- Fielders must be at least 2 meters apart.
- The last fielder to receive a pass calls out "STOP!".
- The ball is passed to the next batter.

ALTERNATIVE



What you need

- A suitable indoor or outdoor playing area as shown.
- Any suitable light weight bat, tennis ball or similar.
- Marker cones.
- Batting tee.

Change it

- Use player role models to emphasise and effective side-on batting stance, good ball placement and effective fielding plays.
- **Vary the pass** - allow any pass or vary the pass. Include novelty passes, eg. under a leg.
- **Rolling** - use rolling to pass among fielders.
- **Distance between fielders** - vary the distance and position, eg. all fielders along the line A-B.
- **Hitting direction** - specify one or more allowable sides, eg. D-C or B-C or A-B or any combination of these.
- **False calls** - provide bonus points to a runner if "STOP!" is called too soon.

Lesson 2: Run the Circle

FINISH UP

Objective

Cooperative passing. Players walk or run around a circle receiving a ball from a feeder at the centre of the circle. An easy option starts with walking and rolling the ball. Players with limited mobility or less developed throwing/catching skills stand just off the circle - distance and type of pass will depend on ability.



Lesson 2: What did you like?

FINISH UP

This is your chance to do some "customer surveying". Ask for feedback during sessions or at the end.

- What were your favourite activities? (they will probably need reminding about what they did!)
- What didn't you like?
- What would you like to do again?



Aussie T-Ball

Lesson 3

Objective

Fielding – learning the fundamental skills required for fielding and the various positions and terminology for baseball through various games – some classics, some new! This lesson also focuses on throwing, communication and team work.

Time

60 minutes.

Area

Area appropriate for playing numbers and required running space. A solid wall for rebound catch is required.

Equipment

Marker cones, bases, hitting tee's, bibs or sashes, foam covered safety bats, tennis racquets or similar, foam balls.

Baseball in your community:

Questions for kids surrounding the ABL. Which is their local team? Out of all the ABL team logos, which one is their favourite? Who are their favourite ABL players?

For girls wanting to play baseball there are lots of opportunities including Aussie T-Ball, Little League, Club baseball and right up to national representation.

Lesson 3: Baseball Ladder

START OUT



What to do

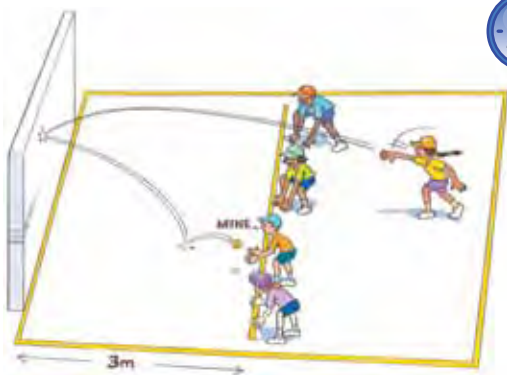
- Organise players in pairs, sitting in two lines facing each other so that feet are touching the person opposite.
- Each pair sits two metres apart.
- The coach moves down the line giving each pair a name in baseball terms. The coach then calls out terms one at a time.
- Pairs named by that term, stand up and down the line, stepping over the other players legs, before running around cones placed 5 metres in front of the lines.
- Players then run back down the outside to cones placed at the back of the lines, before returning over other players legs back to their original position before sitting down again.

Lesson 3: Rebound Catch

START OUT

Objective

For a group of players to field and catch rebounding balls thrown off a wall.



What to do

- Find a suitable wall large enough to conduct the game (approximately 20m wide at 10m high).
- Assign one player from the team to be the thrower.
- Locate the group of players 3-4m away from the wall.
- One player stands behind group and throws ball into wall so that it rebounds at them. Try to coach the player so that some of the balls are thrown high enough on the wall so they can be caught by the fielding players.
- Group attempts to take rebound catches.
- Change thrower after 10 throws.

What you need

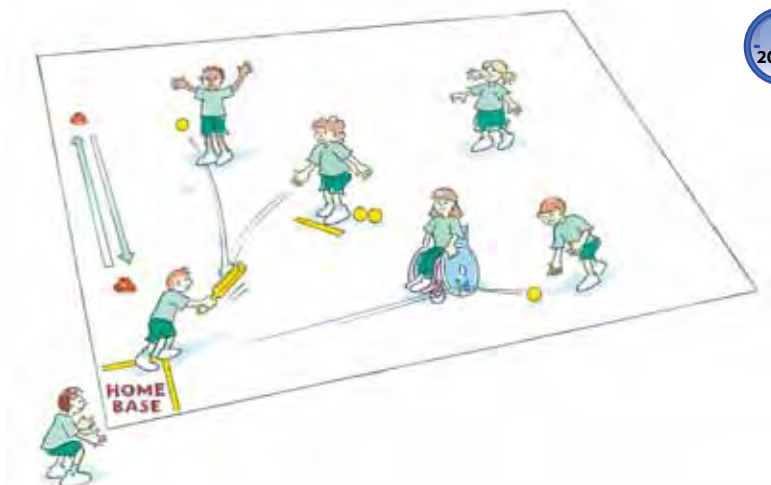
- Durable balls such as foam balls or tennis balls.
- A large enough wall to conduct the game.

Lesson 3: Hit 4 and go

GET INTO IT

Objective

A batter hits 4 consecutive balls into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls they call out "STOP!" (6 or more per group).



What to do

2 teams - batters and fielders.

Batter

- Hits 4 balls, one after the other, into the playing space.
- The balls can be hit from the ground, or off tees, you can toss the ball and hit it yourself, or have a team mate toss the ball to you.
- When the last ball is hit, the batter runs between the marker cones as many times as possible.

Fielders

- Fielders return the balls to the home base - balls must be inside the hoop to count.
- Fielders call "STOP", when the last ball reaches home base.

What you need

- A suitable indoor or outdoor playing area as shown.
- Range of bats, racquets and balls (sponge balls, softballs or tennisballs).
- Marker cones (for running and playing area).
- Batting tee(s).

Change it

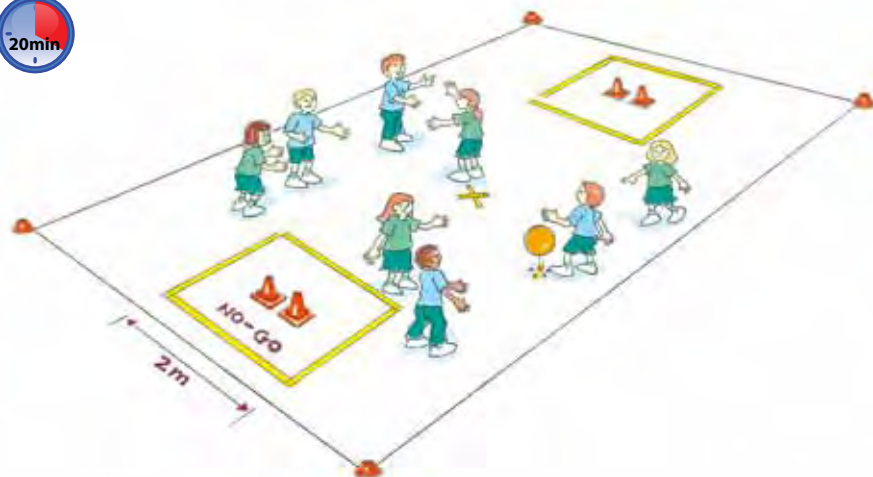
- To manage large groups, have 2 or more groups playing at the same time using a "fan" system. Balls must be hit forward.
- Players with less developed throwing/catching/fielding/batting skills can be assisted on the side.
- Batters - 2 players work in tandem, eg. one player hits and the other runs.

Lesson 3: Defend the zone

GET INTO IT

Objective

Runners start in the middle, move to one end and try to hit a target. After 4 steps they either bounce the ball or pass it. Interceptors must prevent the ball from hitting the target. (Team of 3 or more).



What to do

The game starts in the middle of the court - 4 v 4.

Runners (attack)

- Players are not permitted to enter the 'no-go' zone.
- Players must pass if tagged.

Runners (defence)

- Must prevent the ball from hitting the target.
- If the interceptors gain possession of the ball, they become runner and pass towards their cone.

What you need

- Target - large cone or cricket wicket or alternative.
- One ball per pair (volleyball size).
- Markers or tape to mark "no-go" zones.
- Suitable indoor or outdoor playing area (basketball court size).

Safety

- Ensure a smooth playing area with adequate space between groups.
- No contact between players.
- The ball cannot be taken from another players possession.

Lesson 3: Back to back pass

FINISH UP

Objective

In pairs, players are back to back and pass a ball to one another. (Play with 4 or more).



What to do

- With one ball per pair, players pass the ball back and forth.
- Ball must *change* hands completely.
- Explore different passes - make up new ones.
- After exploration - set a time period, eg. number of passes in 20 seconds.
- Highlight successful passes. Ask children to show their successful passes.

Change it

- Swap partners.
- Easier - passer or receiver can move feet around.
- Harder - move apart.
- Move apart and introduce new passes or positions - e.g. rolling along ground, bounce pass.

Objective

Running – short, sharp energisers which teach the basics of running bases through game sense activities. Team work is crucial, team relay members need to encourage other team members!

Time

60 minutes.

Area

Area appropriate for playing numbers, placement of bases and required running space.

Equipment

Marker cones, bases, hitting tees, bean bags, hoops, foam covered safety bats, foam balls.

Baseball in your community:

Remind the kids about the Aussie T-Ball website – www.aussietball.com.au

Have you invited a local representative from a club to join the session? A list of local clubs can be found on the Aussie T-Ball website.

REMINDER: Parents/club week for lesson 7. Organising should start now – making contact with a local club, informing parents of when, where, who and why! For assistance in organising the session, a local development officer in your area can provide assistance. Contact your State or Territory baseball office for a local development officer. A list of development officers can be found on the Aussie T-Ball website. www.aussietball.com.au

Lesson 4: Form a group

START OUT

Objective

Players run around in different directions avoiding body contact with other players. The coach calls a number and players form a group of that size.



What to do

- Mark an area free of obstructions - disperse the players.
- Start with slow jogging.
- Try several group sizes before you get to the number you would like for a subsequent activity, eg. start by calling 2s, then 6s and finally the group size you want, such as 4's - you may want to add a "new peoples to the group" rule for the second and third calls.
- As an option, use some bright music as a backdrop. Stop the music and call the number for the group size.

Change it

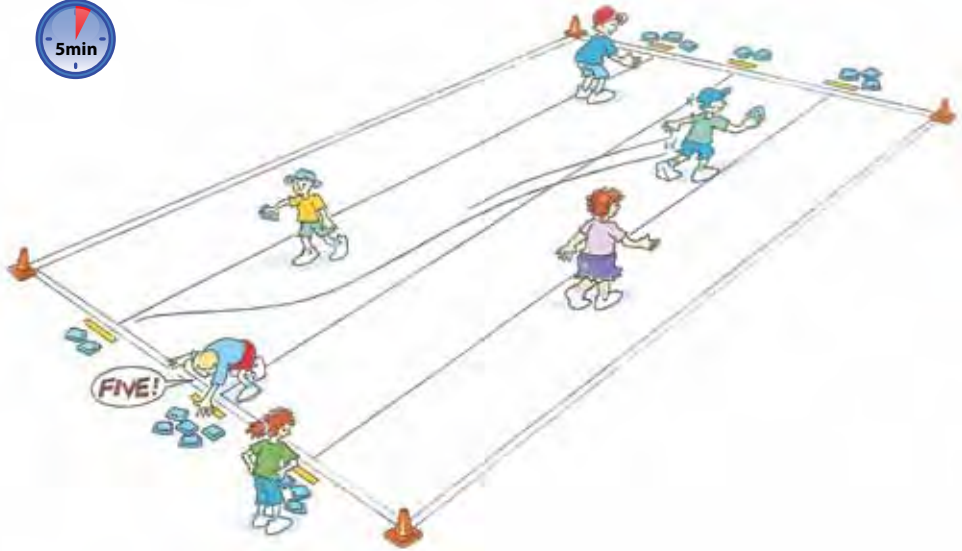
- Vary the locomotion - eg. short bursts of running, hopping and fast walking before calling a group size.
- Players have to run to the nearest boundary and touch it with their feet before forming a group.
- Walk rather than run.

Lesson 4: Get the bean bag!

START OUT

Objective

For players to run to opposing team's area and steal a ball, the first team to get a total of 5 balls wins.



What to do

- Set up a field approximately 15-20m in length with enough lanes to accommodate for the number of players per team.
- Split the players up into teams of two. Each team should have one player at either end of the field.
- Allocate players on opposite sides of a playing area with 3 balls.
- Players run to the other side and steal one ball at a time.
- The winner is the first player to increase their total to 5.

What you need

- Marker cones to set up a field with lanes.
- Various types of balls (baseballs, foam, tennis etc) or small bean bags.

Change it

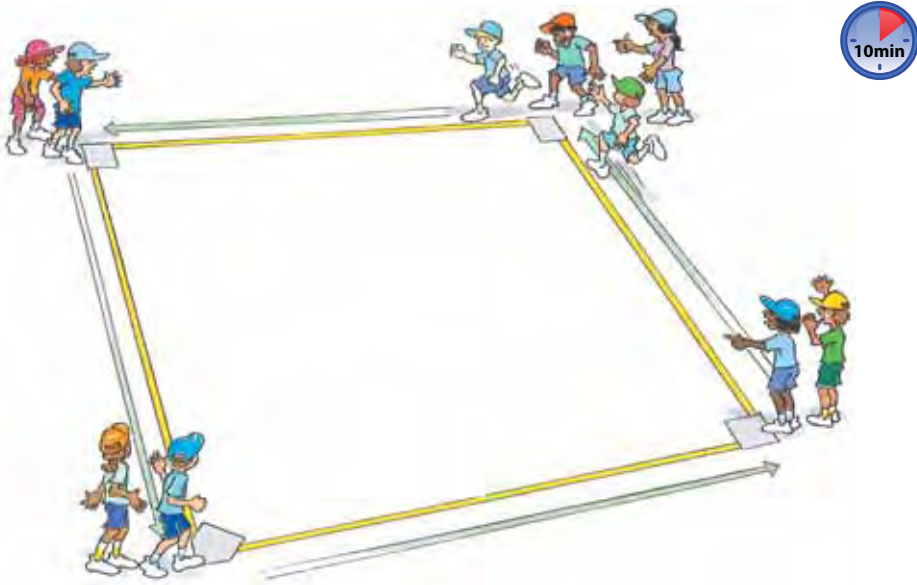
- Can be an individual or team activity (Play with 6 or more).
- Set up a baseball diamond and allocate players a plate to store their balls (dependant on team size).

Lesson 4: Base-to-Base Relay

GET INTO IT

Objective

For two teams to have a "relay race" against each other around all of the bases.



What to do

- Set up a baseball diamond with base plates spaced at correct distances apart.
- Divide players into two teams.
- Place an equal number on each base.
- A runner from home runs to 1st base who tags their fellow team member who then repeats the process until the final team member reaches home plate.

What you need

- Base plates.

Change it

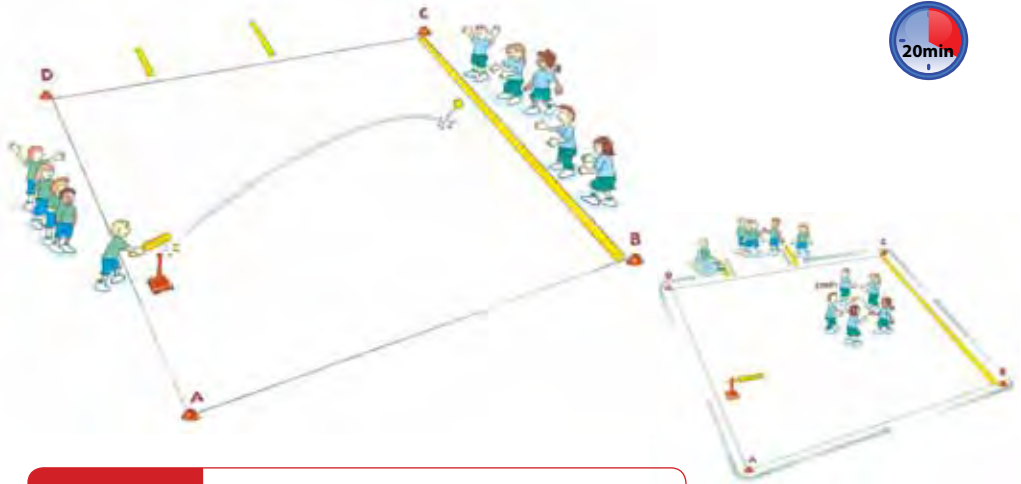
- Depending on numbers the relay can be continuous (as shown in illustration).
- Runners start from home and 2nd base simultaneously (or all bases).
- Runners start anti clockwise.
- For large groups of players increase the number of bases to accommodate for extra base runners.
- For players of varying abilities reduce the distance and or number of bases to accommodate.

Lesson 4: Runners v Passers

GET INTO IT

Objective

A batting team and a fielding team. The first batter hits the ball and the entire team runs around the markers. The fielders gather the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out "STOP!" (4 or more per team).



What to do

- Using a tee or drop shot, the ball is hit between B and C.
- All batters attempt to run as a group to the *finish* position.
- If the ball goes 'wide' (A-B or C-D), the shot is taken again.
- Field the ball and then move onto the *infield*.
- The ball is passed to each fielder using a nominated throw, eg. underarm throw.
- Fielders must be at least 2 meters apart.
- The last fielder to receive a pass calls out "STOP!".
- The ball is passed to the next batter.

ALTERNATIVE



What you need

- A suitable indoor or outdoor playing area as shown.
- Any suitable light weight bat, tennis ball or similar.
- Marker cones.
- Batting tee.

Change it

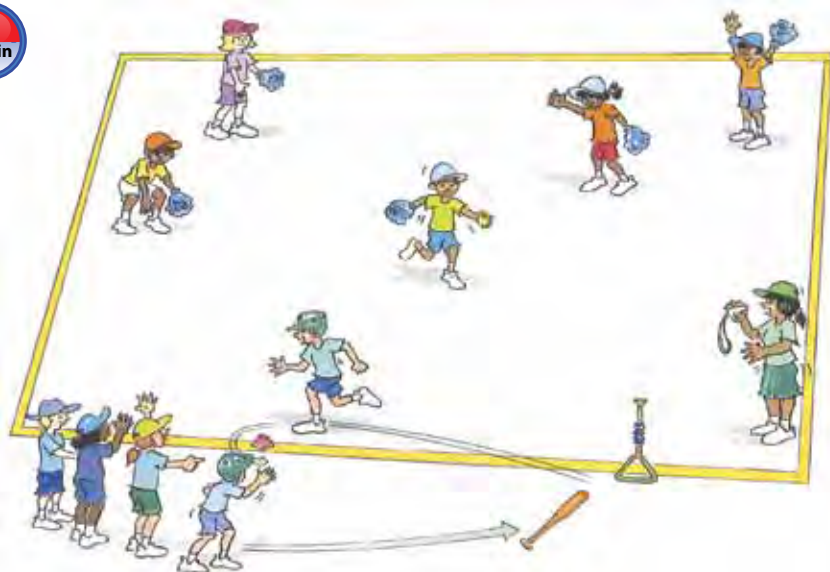
- Use player role models to emphasise an effective side-on batting stance, good ball placement and effective fielding plays.
- **Vary the pass** - allow any pass or vary the pass. Include novelty passes, eg. under a leg.
- **Rolling** - use rolling to pass among fielders.
- **Distance between fielders** - vary the distance and position, eg. all fielders along the line A-B.
- **Hitting direction** - specify one or more allowable sides, eg. D-C or B-C or A-B or any combination of these.
- **False calls** - provide bonus points to a runner if "STOP!" is called too soon.

Lesson 4: Beat the Bomb

GET INTO IT

Objective

A batting team must hit a ball from a batting tee, tag a fellow batting team member, and hit another baseball before it explodes. Fielding team to count down till bomb explodes.



What to do

- Place a batting tee on a hitting line with a marking cone 10m away (along batting line).
- Split players into two even teams. Fielding team is to be in front of batting line and batting team at marker cone.
- Batters must bat behind the batting line.
- Batters hit the bomb off tee into field. Batter then runs around marker (10m away) and tags next batter. Fielding team to count down bomb explosion.
- Fielding team must get bomb back to tee.
- Bomb is reset when placed on tee and will explode after 5 seconds.
- Use a whistle to indicate when the bomb detonates.
- Next batter must hit bomb off tee before it explodes.

What you need

- Hitting tee, baseball bat and baseball.
- Marker cones.

Change it

- Increase or decrease the time until the bomb will explode.

Lesson 4: What did you learn?

FINISH UP

Reinforce key skill or tactic points.

Use:

- cue words, eg. "When you... keep it smooth".
- tactical tips - these can relate to Ask the players questions, eg. "Remember when i asked Mary,

Kate and John to show us... What did you learn?".

Link back to previous sessions.



Aussie T-Ball

Lesson 5

Objective

Hitting – applying some of the basic hitting skills learnt so far to some slightly harder games and activities.

Time

60 minutes.

Area

Area appropriate for playing numbers and safe hitting space.

Equipment

Marker cones, bases, hitting tee's, bibs or sashes, foam covered safety bats, tennis racquets or similar, foam balls.

Baseball in your community:

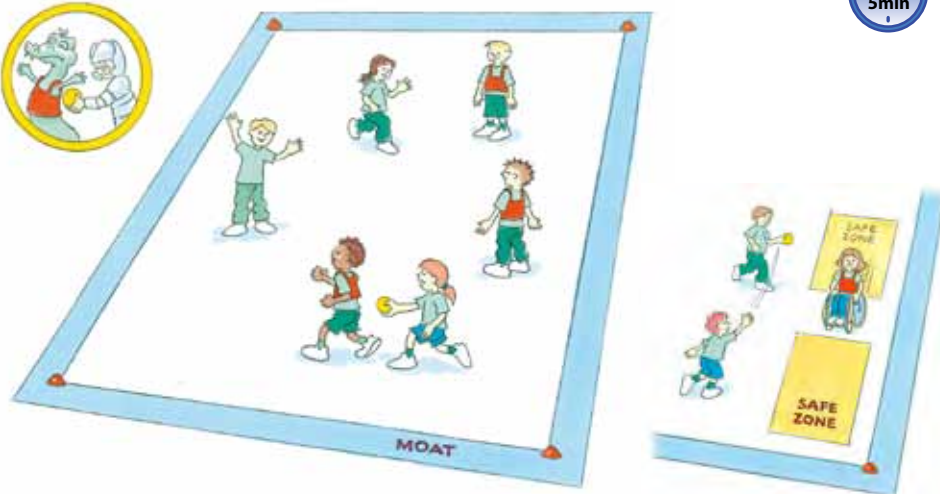
Do the kids know where they can play Aussie T-Ball in their community? A list of local clubs can be found on the Aussie T-Ball website – www.aussietball.com.au.

Lesson 5: Warriors and dragons

START OUT

Objective

One team called Warriors pass the ball to the other Warriors and try to tag the opposing team called Dragons. If Dragons are tagged they become Warriors. When the dragons are caught the teams swap over.



What to do

- Establish a playing area. A moat surrounds the playing area.
- 2 teams: Warriors and Dragons
- Dragons can run but not into the moat because dragons can't swim.
- Warriors are not allowed to step with the ball or throw it at a Dragon.
- Warriors are not allowed to hold the ball for any longer than 3 seconds.

What you need

- 1 medium sized ball.
- Bibs for the Dragons.
- Marker cones.

Change it

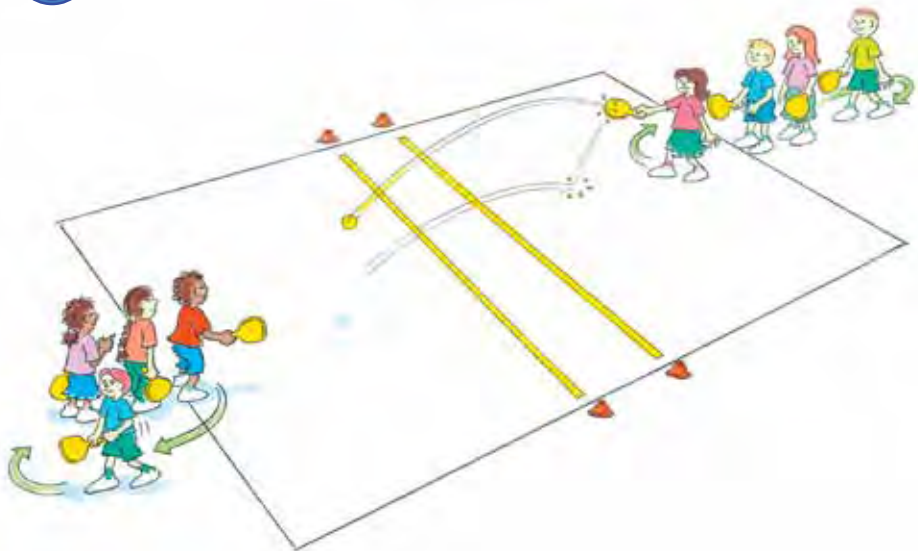
- Team size - uneven team sizes. More Warriors speeds up the game and makes it harder for Dragons.
- Vary type and size of ball, type of pass, size of playing area, safe zones, immediately pass the ball - "hot potato", vary the locomotion.

Lesson 5: Continuous tennis

START OUT

Objective

Players in small groups hit a ball over an obstacle and run to the back of the line making way for the next player to receive a ball and hit it.



What to do

- Start with underarm hits.
- After the first ball is hit, the player moves to the right and then to the back of the line.

What you need

- Playing area with net or alternative, such as marked “no-go” area or bench.
- One paddle bat or similar per player.
- Tennis ball or similar for each group.
- Markers or tape.

Change it

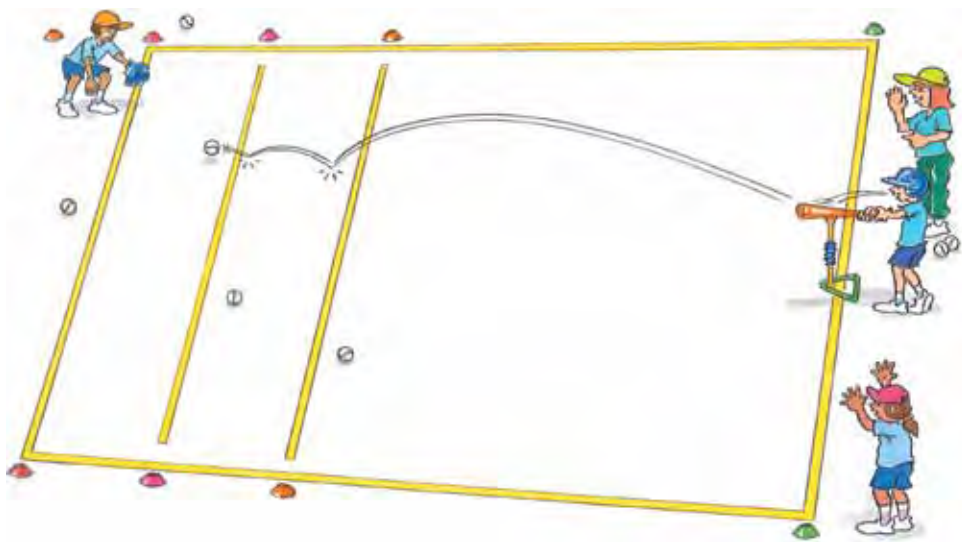
- 2 bounces allowed for less experienced players.
- Vary the racquet size, use a slower ball, don't use the net, decrease the size of the playing area.

Lesson 5: Long ball

GET INTO IT

Objective

To hit a ball as far as possible to a designated area.



What to do

- Mark out a batting line with a batting tee.
- Mark out designated areas for the ball to be hit to: marked lines, cones, fence, etc.
- Commence hitting.

What you need

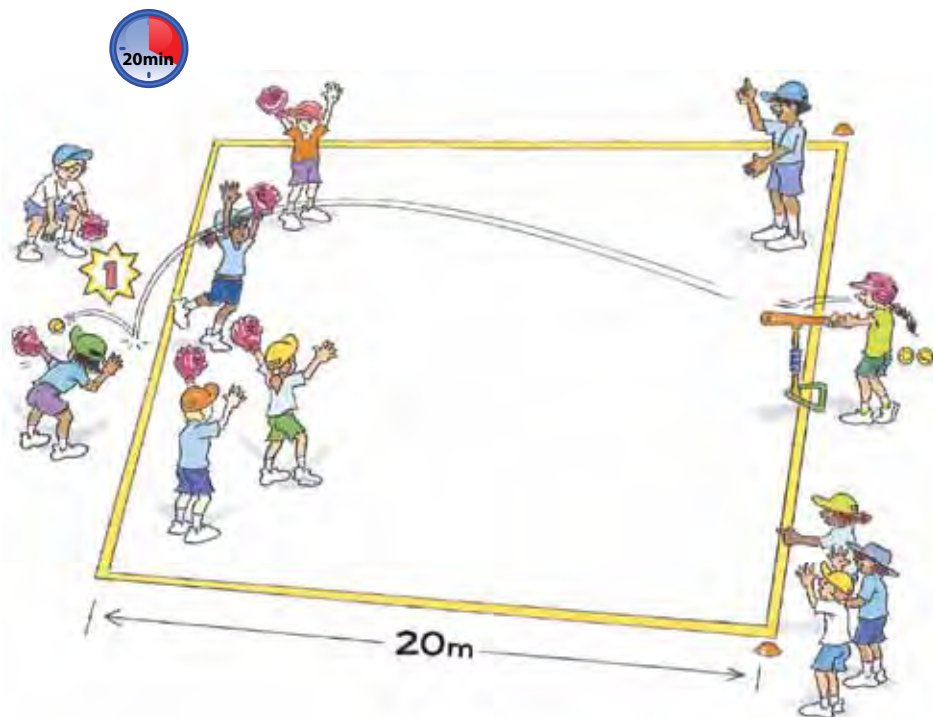
- Marker cones to establish batting line and designated hitting area.
- Hitting tees.
- Baseball bat and baseballs.

Activity 5: Over-the-Line

GET INTO IT

Objective

A competitive hitting game where a team attempts to hit a ball between two markers, at the same time the defending team tries to prevent the batting team from scoring.



What to do

- Place a hitting tee on the ground and then place two markers (10-25m away from the tee).
- Split players into two teams, a hitting and fielding team (can be played with 3-6 players a side).
- The hitter attempts to hit a ball from the tee between two markers.
- Ball must touch the ground on far side of markers to score a point.
- Defending team position themselves to prevent batted groundballs from passing between markers, and to prevent fly balls from landing over the line between the markers.
- Hitter continues to hit until he/she fails to score.
- All players bat once, then the teams swap roles.

What you need

- Hitting tees.
- Baseball bat, balls and gloves.
- Marker cones to establish scoring line.

Activity 5: Four corners

FINISH UP

Objective

Players choose a corner to stand in and, as the game continues based on the call, must move in the middle.



What to do

- Give names to each corner eg. home, 1st, 2nd, 3rd, base.
- One player stands in the middle of the square with their eyes shut, counting down from 10.
- While the player is still counting, all the other players walk to a corner.
- When the counter gets to zero, they name one of the corners.
- All players in that corner come into the middle and count.
- Continue until all players are in the middle.

Activity 5: Stay tuned...

FINISH UP

- Key dates, terms, holidays.
- Forthcoming events - Lesson 6 & 7.
- Distribute flyers for upcoming events.



Aussie T-Ball

Lesson 6

Objective

Fielding– applying some of the basic fielding skills learnt so far to some slightly harder games and drills. This lesson also focuses on throwing, communication and team work.

Time

60 minutes.

Area

Area appropriate for playing numbers and safe hitting space.

Equipment

Marker cones, bases, bibs or sashes, foam covered safety bats, tennis racquets or similar, foam balls, large target balls (Swiss/beach ball).

Baseball in your community:

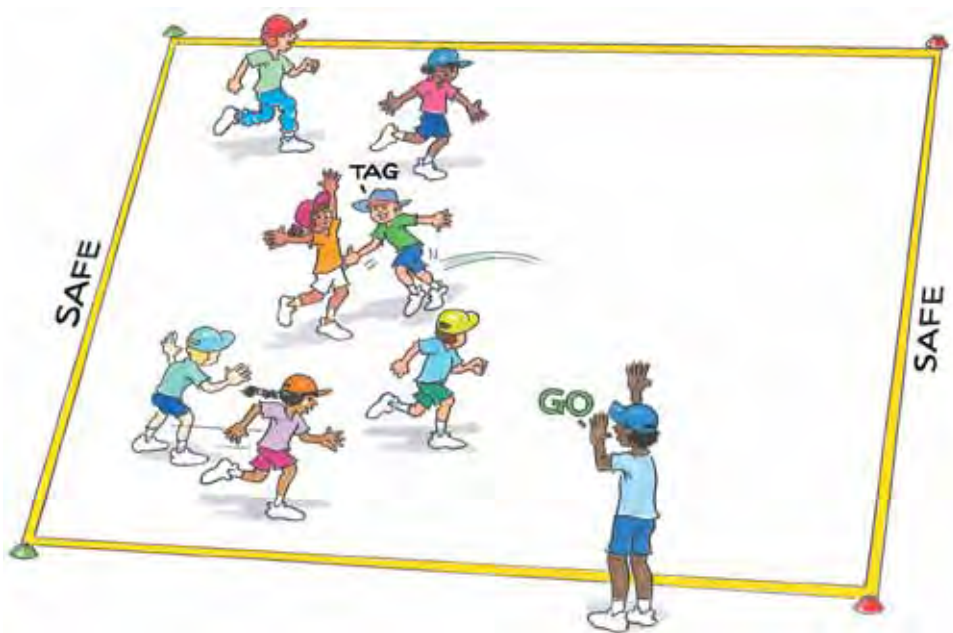
Has your local club made contact with you for ongoing participation? Find a club locator on the Aussie T-Ball website – www.aussietball.com.au.

Lesson 6: Sharks and Sardines

START OUT

Objective

On a coach's call sardines attempt to cross from one side of the other without being munched by a shark.



What to do

- Set up a field with a "safe" line on either side of the playing surface.
- A designated player ("Shark") must stay out of the safe zone i.e. in the middle; others ("Sardines") at one side of play area, behind a safe line.
- On coach's call, Sardines attempt to cross from one side to other without being "munched" (touched) by Shark. Any Sardines who are touched magically become Sharks and then assist catching the other Sardines until everyone has been caught.

What you need

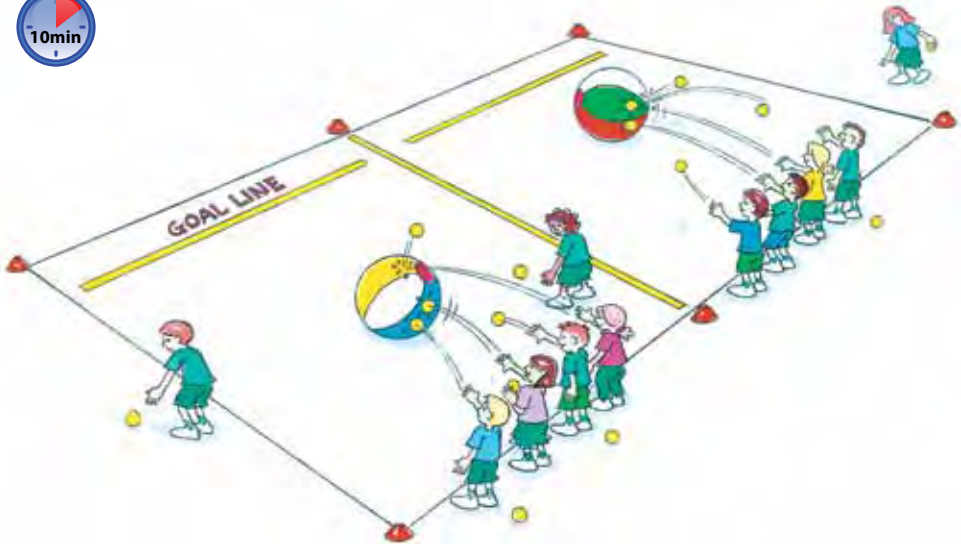
- Marker cones.

Lesson 6: Bombard

START OUT

Objective

2 or more teams working in parallel throw tennis balls at a large target ball and try to move the target ball over a goal line (4 or more players).



What to do

- Mark out throwing line and goal line for both parallel teams.
- Each player is given two balls.
- Coach calls out PLAY BALL which is the sign that players are to throw baseballs at the large target ball.
- If necessary, call "STOP!", allowing players to retrieve balls that are in their playing area - this may include some opposition balls. Restart play once all players have moved back out of the playing area.
- Allow time-outs to discuss tactics.
- First target ball to cross the goal line scores a point.

What you need

- Playing area around half the size of a volleyball court divided into separate areas.
- Markers to define playing area, throwing line and goal line.
- Two large target balls.
- 2 baseball per player.

Change it

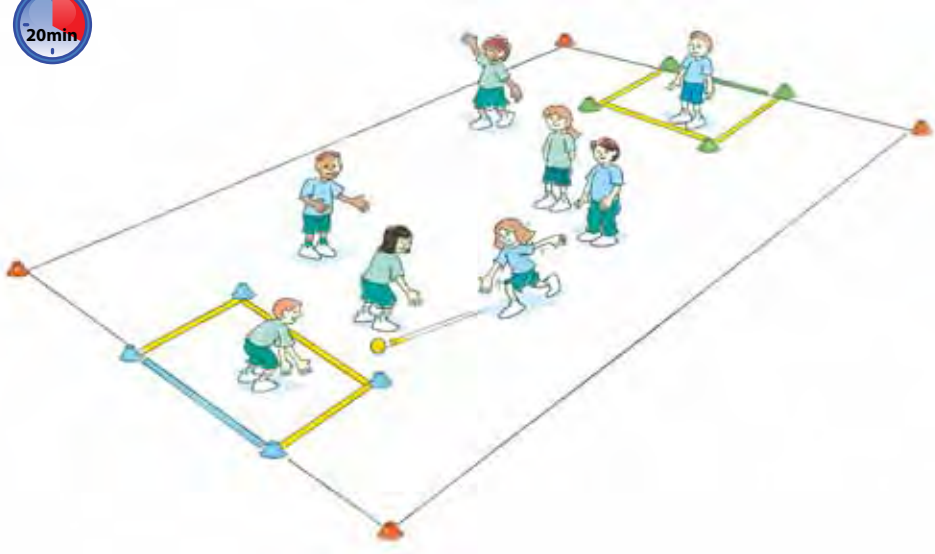
Vary the size of the target ball.

Lesson 6: Roll-a-Goal

GET INTO IT

Objective

For one team to try and roll a ball over a target line which is being defended by the other team.



What to do

- Mark out a field approximately half the size of a volleyball court with two goal lines at either end.
- Separate players into two teams of 6 per side.
- A team scores a point when a ball is rolled over the other team's goal line. The ball must bounce at least twice before it crosses the goal line.
- The defending team returns the ball after a point is scored or defended.
- The attacking team must throw the ball from where it is fielded.
- If the ball is caught on the full the player may take one step forward before throwing the ball.

What you need

- One baseball per game.
- Markers to define field, goal line and 'no man's land'.
- Baseball gloves.

Change it

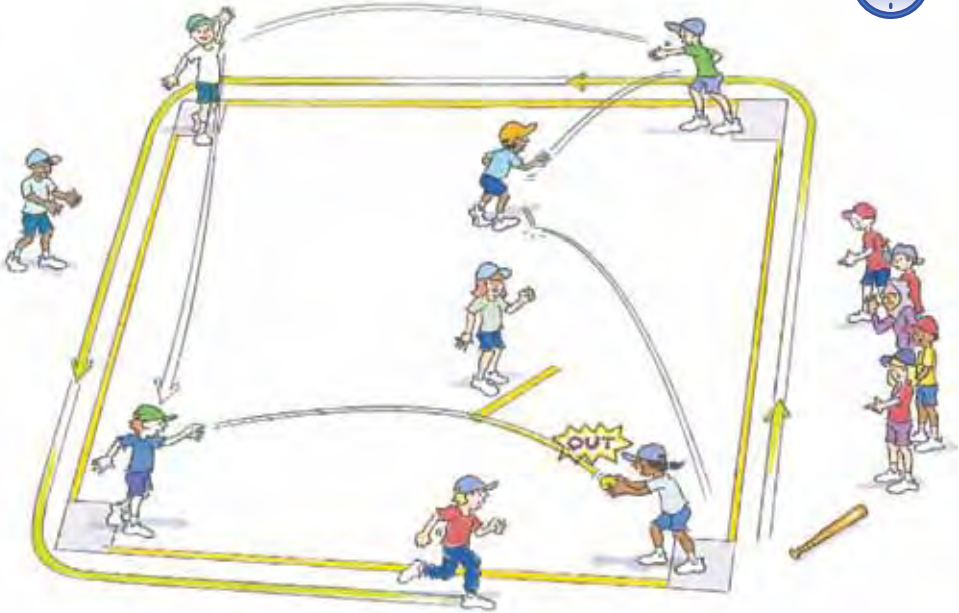
- Create a marked line for players to roll the ball from.
- Use different balls, i.e. volleyball, soccer, football, etc.

Lesson 6: Beat the ball

GET INTO IT

Objective

The hitter hits a pitched ball and runs around all bases, attempting to beat the thrown ball by the fielding team.



What to do

Normal positions as for Baseball (can have more infielders or outfielders but must have four fielders on bases). Hitting team hits pitched ball (underarm) into fair territory and attempts to run around all bases to home base. Fielders field the ball and throw it to first base who tags base, to 2nd base who tags base, to 3rd base who tags base, to home base, tag base. If ball beats runner to home then runner is out. If runner gets to home base before ball then 1 run is scored. All hitters hit then change positions.

(NB only way out is at home base).

What you need

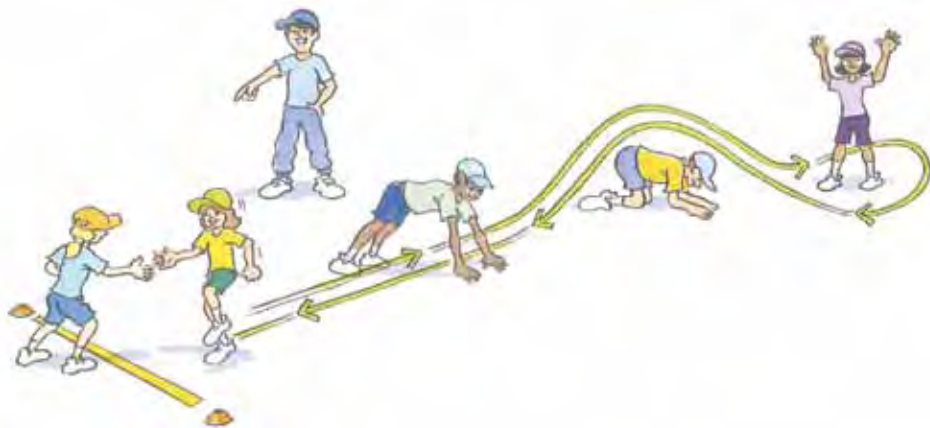
- Bat and ball.
- Bases.
- Two even teams.

Lesson 6: Bridge Stone Tree relay

FINISH UP

Objective

The hitter hits a pitched ball and runs around all bases, attempting to beat the thrown ball by the fielding team.



What to do

- Form teams of 6 and line up behind marker cones.
- The coach signals and first team member runs out in front of team and makes a bridge; second person runs out, runs under bridge and makes a stone; third person runs out, under bridge, over the stone and makes a tree; fourth person runs out under bridge, over stone and around tree and repeats on the way back to tag fifth member, who repeats and tags sixth.
- When sixth (last) person runs around tree, the tree follows them back, when the tree jumps over the stone the stone follows back, the stone goes under bridge and the bridge follows back.
- First team back wins. Repeat 2-3 times then change bridge, stone and tree.

Objective

Game of Aussie T-Ball! Alternatively you or the participants may choose your favourite game from the past 6 lessons. Kids get to apply all the skills learnt over the past 6 lessons to a game of Aussie T-Ball – including hitting, throwing, fielding, running, communication, team work and good sportsmanship.

Time

60 minutes.

Area

Area appropriate for playing numbers and safe space between players.

Equipment

Marker cones, bases, foam covered safety bats, foam balls.

Baseball in your community:

How about running this session at a local club? A list of local clubs can be found on the Aussie T-Ball website – www.aussietball.com.au. For assistance in organising the session, a local development officer in your area can provide assistance. Contact your State or Territory baseball office for a local development officer. A list of officers can be found on the Aussie T-Ball website.

Alternatively, you may wish to invite parents to this session so they can be involved in the games and activities.

Parents will ultimately be making the decision if their kid will continue with ongoing participation – getting the parents involved is essential.

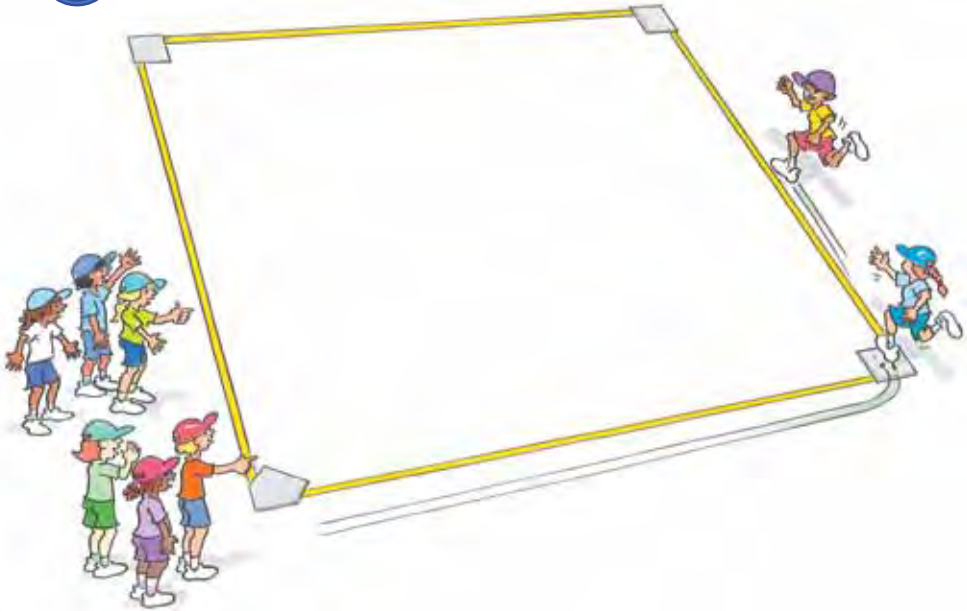
Try to organise information flyers for how and where kids can continue participation. Your local club or development officer can help with this.

Lesson 7: Cat and Mouse

START OUT

Objective

For two teams to race each other around the bases of a baseball diamond.



What to do

- Set up a baseball diamond with base plates spaced at correct distances apart.
- Divide players up into two teams, cat and mouse.
- Line the two teams up behind home plate.
- The mouse is released to run around the bases. The cat is then released and chases the mouse around the bases. Release time can be varied based on ability.
- Both cat and mouse must touch every base.
- Continue until all players have had a turn at running around the bases.

What you need

- Base plates.

Change it

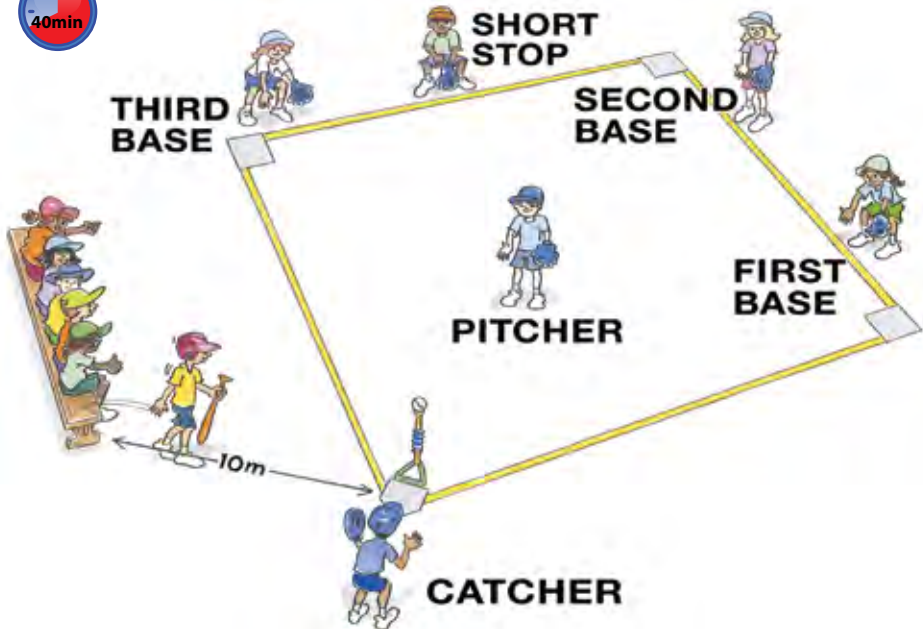
- Switch teams around so that mouse team becomes cat team.

Lesson 7: Aussie T-Ball

GET INTO IT

Objective

For participants to put skills learnt over the past 6 weeks into practice with a game of Aussie T-Ball.



How to set up an Aussie T-Ball playing field

1. Place the home base plate on the ground and walk fifteen (15) metres on an angle, similar to a diamond shape as shown in the field description on the previous page, and place first base on the ground.
2. Continue to place second and third base, fifteen (15) metres apart, on the ground to make up your 'diamond'.
3. The pitching plate is to be placed on the ground ten (10) metres from home base, in between home and second base.

What to do

- Refer to the rules in the "In School Manual".
- PLAY BALL!

Lesson 7: What did you learn/like?

FINISH UP

This is your chance to do some 'customer surveying'. Ask for feedback during sessions or at the end.

- What were your favourite activities? (they will probably need reminding about what they did!).
- What didn't you like?
- What would you like to do again?





**AUSTRALIAN
BASEBALL
LEAGUE**





A long history and proud traditions are two ideals associated with baseball in South Australia, and the Adelaide 'ETSA' Bite added two more words that they hope will be associated with the club for many years to come ... success and respect.

Playing out of the historic Norwood Oval, a venue baseball has been linked to since the early 1900's, the Bite finished the season as the League's inaugural runners-up after stretching eventual title-winners the Perth Heat to three games in the sold-out and nationally televised Championship Series.

Backed by a passionate fan base that resulted in the ABL's highest individual crowd during the playoffs, the Bite rewarded their followers with an entertaining style of play from a potent batting line-up that included the likes of 'Silver Slugger' award winner Jamie McOwen, and big-hitting outfielders Quincy Latimore and Tom Brice.

Adelaide Bite contact details:

Phone: (08) 8431 0441

Website: www.adelaidebite.com.au

Email: info@adelaidebite.com.au





Few sporting teams in Australia can claim to play their home games in a more picturesque and rustic location than the Brisbane Bandits, with fans eagerly flocking to the city-fringe RNA Showgrounds to take in a game on a warm summer evening.

Baseball in Queensland can trace its history to 1905, and since then the Sunshine State has produced a number of outstanding players including a name who ranks as one of Australian sports' greatest exports, David Nilsson.

A veteran of almost a decade in Major League Baseball and a bona fide All-Star, Nilsson was the head coach of the Bandits in their inaugural season, leading them to 14 victories while instilling determination and perseverance into his young roster that included former Atlanta Braves pitcher Phil Stockman.



Brisbane Bandits contact details:

Phone: (07) 3876 2222

Website: www.brisbanebandits.com.au

Email: info@brisbanebandits.com.au





A truly community-driven club, the Canberra Cavalry showed enormous determination before they were even formed to secure the ABL's sixth and final team licence through the sheer weight of support from their fans and corporate supporters.

That fanatical support grew to even greater heights once their Cavalry players took to the field, the scenic Narrabundah Ballpark. Nicknamed 'The Fort' due to its intimidating atmosphere for opposition players, Narrabundah Ballpark proved to be one of the most entertaining places to watch a game in Australia.

The Cavalry line-up performed with class on the field both home and away, with team leader and catcher Michael Collins winning the ABL's first Batting Champion award after finishing the season with a League-high average of .360.

Canberra Cavalry contact details:
Phone: 0451 116 178
Website: www.canberracavalry.com.au
Email: info@canberracavalry.com.au





Baseball was played on the Victorian goldfields in the 1850's by miners seeking recreation on their days off, and a century and a half later, the state's capital proudly unveiled its newest professional team to take its place in the Australian Baseball League, the 'Jet Couriers' Melbourne Aces.

Boasting some of the ABL's best talent from Australia, the USA and Japan, the Aces took to the field with the likes of Major League Baseball player Justin Huber, Japanese big leaguer Yoshiyuki Kamei, and standout pitchers Adam Bright and Travis Blackley all in their distinctive colours.

Proudly supported by their knowledgeable and fanatical supporters, the Aces play their home games from the fan-friendly confines of the Main Arena at the Melbourne Showgrounds, just a short distance from Melbourne's Central Business District.

Melbourne Aces contact details:

Phone: (03) 9376 6754

Website: www.melbourneaces.com.au

Email: info@melbourneaces.com.au





PERTH HEAT

The 'Alcohol Think Again' Perth Heat are regarded as one of the most successful clubs in Australian baseball with a history that dates back several decades. Their culture of winning continued in 2011 after claiming the Australian Baseball League's first title.

Boasting the likes of Australian and Minnesota Twins Major League star Luke Hughes in their line-up, the Heat won the championship in front of a sell-out crowd and national television audience and proved once again that teams from Western Australia are always a force to be reckoned with.

Fans flocked to their home games at Barbagallo Ballpark to catch the world-class action and the non-stop excitement and entertainment Perth Heat games are renowned for. The Heat are determined to use their success to grow the sport of baseball in their state, and have been well and truly embraced by the community.



Perth Heat contact details:
Phone: (08) 9383 7735
Website: www.perthheat.com.au
Email: info@perthheat.com.au





SYDNEY **Blue Sox**

It was only fitting that one of Australia's biggest nurseries of elite baseball talent would take to the field with one of the ABL's most formidable teams, and fans packed Blacktown International Sports Centre to the rafters week after week to catch a glimpse of the game's stars.

The team's biggest names included ace pitcher and Detroit Tigers signing Chris Oxspring, LA Dodgers outfielder Trent Oeltjen, LA Angels of Anaheim's Rich Thompson and ABL Rookie of the Year Trent Schmitter. Adding international flavour and an imposing presence on the mound was former Major Leaguer and Korean pitching legend Dae Sung Koo who proved to be almost untouchable under pressure.

The Blue Sox finished the 2010/11 regular season on top of the ladder and created history in the Postseason when pitcher David Welch threw the ABL's first no-hitter, and are certain to be a leading contender once again next season.

Contact details:

Phone: (02) 8006 1423

Website: www.sydneybluesox.com.au

Email: info@sydneybluesox.com.au



Aussie T-Ball MLB

With nearly 30% of Major League Baseball players hailing from countries other than the United States, opportunities for players have never been greater. Australia is well and truly on the map for professional and collegiate recruiters - in the past decade more than 200 MLB Australian Academy alumni have gone on to play at colleges and universities in the US and/or professionally. While most professionals have signed with one of the 30 Major League clubs others have pursued opportunities in Asia and Europe.

The pathway for baseball players is now well defined and for talented and committed players the opportunities have never been greater... from Aussie T-Ball to Little League to the MLB Australian Academy to the Australian Baseball League to Major League Baseball! We have all bases covered for young aspiring players...



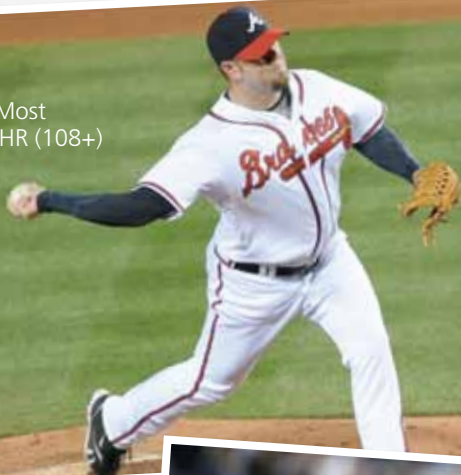
Current and recent Australian Major League Baseball players include:

Grant Balfour (NSW)	Oakland A's
Peter Moylan (VIC)	Atlanta Braves
Rich Thompson (NSW)	Los Angeles Angels
Luke Hughes (WA)	Minnesota Twins
Brad Thomas (NSW)	Detroit Tigers
Ryan Rowland-Smith (NSW)	Houston Astros
Trent Oeltjen (NSW)	Los Angeles Dodgers
Justin Huber (VIC)	Kansas City Royals
Travis Blackley (VIC)	San Francisco Giants
Chris Oxspring (QLD)	San Diego Padres
Luke Prokopec (SA)	Los Angeles Dodgers

Aussie T-Ball MLB

Peter Moylan
- Atlanta

Braves Record - Most
Games Without HR (108+)



Ryan Rowland-Smith
- Seattle

First MLB player with
hyphenated name



Rich Thompson
- LA Angels

First MLB player from
Australian Academy



Aussie T-Ball MLB

Trent Oeltjen - Arizona

HR in 1st Game,
3 HR in First 4 games



Luke Hughes - Minnesota

Hit a HR in 1st MLB At Bat

Women's Baseball

Females of all ages have a number of opportunities through which they can participate in baseball at a competitive or social level across Australia.

Commencing with junior development opportunities for girls including Aussie T-Ball and Little League, women can progress through to open competition at a club level, with further opportunities to represent their state and country at the elite level.

The Australian women's team is renowned as one of the strongest in international women's baseball and has finished in the top four at each of the IBAF World Cups held since 2002, including the stunning silver medal winning performance at the 2010 World Cup in Venezuela.



Acknowledgments

The Australian Baseball Federation would like to acknowledge the contribution of the Australian Sports Commission, the Australian Government body that develops, supports and invests in sport at all levels in Australia. The Commission plays a central leadership role in the development and operation of the Australian sports system, administering and funding innovative sport programs and providing leadership, coordination and support for the sports sector.

Further acknowledgment would like to be made to State and Territory Baseball Associations and Major League Baseball.

Some of the activities included within the Aussie T-Ball resource have been adapted from the Australian Sports Commission's Active After-school Communities program Playing for Life Resource Kit.

With special mention to Gene Schembri,
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ASC's Indigenous Sport Unit. The traditional Indigenous games are based on the work of Dr Ken Edwards (formerly of QUT and now based at Bond University).

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