



AMERICAN LEGION BASEBALL



COACHES AND TEAM MANAGERS **MANUAL**



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Dear coaches and team managers,

Welcome to American Legion Baseball!

Since 1925, The American Legion has sponsored a baseball program to help young men grow into mature adults. This can only happen with your involvement and the support of Legionnaires, parents and sponsors who help make the ALB program so successful.

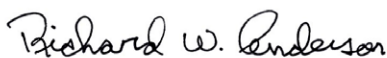
The purpose of this manual is to provide amateur baseball coaches with information on coaching ethics, our operating structure and additional resources that may be helpful to all involved.

American Legion Baseball has many success stories. Our players, many of whom have been inducted into the National Baseball Hall of Fame, appreciate the opportunity we have given them. Throughout the program's history, hundreds of thousands of young players have received college scholarships or been given an opportunity to play for a Major League Baseball team.

The Legion is proud to have played a key role in these success stories. Indeed, the Legion is proud of all the youth programs we sponsor, including American Legion Boys State and Boys Nation, the High School Oratorical Contest and the Junior Shooting Sports Program. Together and separately, they develop better citizens and are a positive influence on America's youth.

Our heartfelt appreciation goes out to all of the coaches, managers, Legionnaires, parents and sponsors for their continuing support. As you coach your ALB team, remember that the game of baseball is much more fun for the players and spectators when sportsmanship is the top priority.

Sincerely,



Richard Anderson, Chairman
National Americanism Commission

SECTION I

COACHING ETHICS CODE

INTRODUCTION

The ethics code outlines standards of ethical conduct that can be applied in American Legion Baseball (ALB). Compliance with or violation of the ethics code may be admissible as evidence in some legal proceedings, depending on the circumstances.

This code is intended to cover most situations encountered by coaches. Its primary goals are the welfare and protection of the individuals and groups with whom coaches and team managers work. The code also provides a common set of values. It is the responsibility of each coach and team manager to aspire to the highest possible standards of conduct. Coaches and team managers should respect and protect civil rights, and should not knowingly participate in or condone unfair discriminatory practices.

GENERAL PRINCIPLES

Competence Coaches and team managers should strive to maintain high standards of excellence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education, training or experience. They should also recognize the need for ongoing education and make appropriate use of scientific, professional, technical, and administrative resources and referrals.

Integrity Coaches and team managers should promote sound integrity in the practice of coaching. They are honest, fair and respectful of others. In describing their qualifications, services, products or fees, they do not make statements that are false, misleading or deceptive. Coaches and team managers are to avoid improper and potentially harmful dual relationships and conflicts of interest.

Responsibility Coaches and team managers should uphold standards of conduct, clarify their roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different athletes. They consult with, refer to or cooperate with other

coaches, professional scouts and college coaches to the extent needed to serve the best interest of their athletes or other recipients of their services. They should be concerned about the ethical conduct of their colleagues. When appropriate, they should consult with their colleagues to prevent or avoid unethical conduct.

Respect for participants' dignity Coaches and team managers should respect the fundamental rights, dignity and worth of all participants. They are aware of cultural, individual and role differences, including age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status. They try to eliminate the effect of biases on their work and do not knowingly participate in or condone unfair discriminatory practices.

Concern for others' welfare In their actions, coaches and team managers are to consider the welfare and rights of their athletes and other participants. When conflicts occur among coaches' obligations or concerns, they attempt to resolve them and perform their roles in a responsible fashion that avoids or minimizes harm. They are sensitive to differences in power between themselves and others, and do not exploit or mislead people during or after their coaching relationships.

Responsible coaching Coaches and team managers are aware of their ethical responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of sport to contribute to human welfare. They try to avoid misuse of their work. They comply with the law and encourage the development of policies that serve the interest of sport.

ETHICAL STANDARDS

A. GENERAL STANDARDS

These general standards are applicable to the activities of all coaches.

1. The applicability of the ethics code

While many aspects of personal behavior and private activities seem far removed from official duties of coaching, all coaches and team managers should be sensitive to their positions as role models for their athletes. Private activities perceived as immoral or illegal can influence the coaching environment, and coaches and team managers are expected to consistently uphold standards of this ethics code.

2. Boundaries of competence

Coaches and team managers should provide services only within the boundaries of their competence based on education, experience, study, training, supervision and/or consultation from persons within American Legion Baseball. They should take reasonable steps to ensure attendance at appropriate coaching education clinics, ensure competence in their work, and protect athletes and other participants from harm.

3. Maintaining expertise

Coaches and team managers maintain a reasonable level of awareness of related coaching information and engage in ongoing efforts to maintain competence in the skills they use.

4. Basis for professional judgments

Coaches and team managers rely on scientifically and professionally desired knowledge when making judgments or engaging in coaching endeavors.

5. Describing the nature of coaching services

When coaches and team managers provide services or information to an individual, group or organization, they use language that is clear and appropriate to the recipient of those services and information that is always current and true.

6. Respecting others

Coaches and team managers respect the rights of others to hold differing values and attitudes, and to engage in or condone opinions that differ from their own. However, they will actively discourage discriminatory behavior.

7. Nondiscrimination

Coaches and team managers do not engage in discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, socioeconomic status or any basis proscribed by law.

8. Harassment

Coaches and team managers do not engage in or condone behavior that is harassing or demeaning to persons with whom they interact in their work, including but not limited to the following factors: a person's age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language or socioeconomic status. Coaches and team managers will actively discourage harassing behavior in others.

9. Personal problems and conflicts

Coaches and team managers recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to harm athletes or other participants.

They have an obligation to be alert to signs of, and to obtain assistance for, personal problems at an early stage to prevent significantly impaired performance.

When coaches and team managers become aware of personal problems that may interfere with their work-related duties, they take appropriate measures, such as obtaining professional consultation or assistance and determining whether they should limit, suspend or terminate said duties.

10. Avoiding harm

Coaches and team managers take reasonable steps to avoid harming their athletes or other participants, and to minimize harm where it is foreseeable and unavoidable.

11. Misuse of coaches' influence

Because coaches' judgments and actions may affect the lives of others, they are alert to guard against personal, financial, social, organizational or political factors that might lead to misuse of their influence.

12. Multiple relationships

In many communities, it may not be feasible or reasonable for coaches and team managers to avoid social or other non-coaching contacts with athletes and other participants. They must always be sensitive to the potential harmful effects on their work and on those persons with whom they deal. A coach refrains from entering into or promising a personal, professional, financial or other type of relationship with such persons if it appears likely that such a relationship might impair objectivity, otherwise interfere with the coach effectively performing his or her function, or harm or exploit the other party. Likewise, when feasible, a coach refrains from taking on obligations when pre-existing relationships would create a significant risk of harm.

If a coach finds that, due to unforeseen factors, a potentially harmful relationship exists, he or she should attempt to resolve it with due regard for the best interests of the affected person and compliance with the ethics code.

13. Exploitative relationships

Coaches and team managers do not exploit athletes or others over whom they have supervisory, evaluative or other authority. They do not engage in sexual or romantic relationships with athletes or others over whom they have evaluative, direct or indirect authority, because such relationships are likely to impair judgment or be exploitative.

14. Delegation to, and supervision of, subordinates

Coaches delegate to their assistants or substitutes only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training or experience, either independently or with the level of supervision being provided. Team managers provide proper training and supervision to assistants or substitutes, as well as take reasonable steps to see that such persons perform services responsibly, competently and ethically.

15. Consultations and referrals

When indicated and appropriate, coaches and team managers cooperate with other coaches, professional scouts and college coaches to serve their athletes or other participants effectively and appropriately.

16. Game conduct

The coach must be aware that he or she has tremendous influence, for good or bad, in the development of the baseball player, and thus shall never place the value of winning above the value of instilling the highest desirable ideals of character.

The coach must constantly uphold the honor and dignity of the profession. In all personal contact with the umpires, officials, administrators, the state and national organizations, the media and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

The coach shall be thoroughly acquainted with rules and responsible for their interpretation to team members. The spirit and letter of rules should be regarded as mutual agreements. The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules. Players should be taught to respect the dignity of the game, umpires and opponents.

Coaches and team managers should confine their discussions to the rules and not challenge umpire decisions involving judgment.

Coaches and team managers shall actively use their influence to enhance sportsmanship by their athletes, team personnel and spectators.

Contest umpires shall be treated with respect and support by the coach. The coach shall not indulge in conduct that will incite players or spectators against the umpires. Public criticism of umpires or players is unethical.

Coaches and team managers should expect from the umpires courteous and dignified attitudes toward themselves and players.

B. PUBLIC STATEMENTS

1. Avoidance of false or deceptive statements

Coaches and team managers do not make statements that are false, deceptive, misleading or fraudulent (either due to what they state, convey or suggest, or because of what they omit) concerning their work activities or those of persons or organizations with which they are affiliated. As examples (and not limitations) of this standard, they do not make false or deceptive statements concerning:

- Training, experience or competence
- Academic degrees
- Credentials
- Institutional or association affiliations
- Services
- The basis for, results or degree of success of their services
- Criminal record
- Fees

2. Media presentations

When coaches and team managers provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material or other media, they take reasonable precautions to ensure that the statements are consistent with the ethics code.

3. Testimonials

Coaches and team managers do not solicit testimonials from athletes or others who, because of their particular circumstances, are vulnerable to undue influence.

C. TRAINING ATHLETES

1. Structuring the relationship

Coaches and team managers discuss with athletes, as early as feasible, appropriate issues such as the nature and anticipated course of training, fees and confidentiality. When the coach's work with athletes will be supervised, the above discussion includes that fact and the name of the supervisor.

Coaches and team managers make reasonable efforts to answer athletes' questions and avoid apparent misunderstandings about training. Whenever possible, they provide oral and/or written information, using language that is reasonably understandable to the athlete.

2. Coach/parent relationship

When a coach agrees to provide services to several persons who have a relationship (such as parents and children), the coach attempts to clarify at the outset the relationship he or she will have with each person. This clarification includes the role of the coach and the probable uses of the services provided.

As soon as it becomes apparent that the coach may be called on to perform conflicting roles (such as mediator between parents and children or sibling teammates), he or she attempts to clarify and adjust or withdraw from roles appropriately.

3. Drug-free sport

Coaches and team managers do not tolerate the use of performance-enhancing drugs and support athletes' efforts to be drug-free.

4. Alcohol, tobacco and gambling

Coaches and team managers discourage the use of alcohol and tobacco in conjunction with athletic events or victory celebrations at playing sites, and forbid the use of alcohol and tobacco by minors.

They refrain from using tobacco and alcohol while coaching, and in the presence of their athletes.

Coaches and team managers prohibit gambling in conjunction with athletic events, on playing sites and during trips, and when coaching refrain from gambling themselves.

5. Pornography

Coaches and team managers discourage the use of pornographic material. They refrain from the use of pornography while coaching and avoid pornography while in the presence of their athletes.

They do not engage in illicit behavior or activities with athletes or other participants over whom the coach has direct or indirect authority.

D. TRAINING SUPERVISION

1. Design of training programs

Coaches and team managers who are responsible for training programs for other coaches and team managers seek to ensure the programs are competently designed, provide the proper experiences and meet the requirements for coaching education, certification or other goals of the program.

2. Descriptions of training programs

Coaches and team managers responsible for training programs for other coaches and team managers seek to ensure there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be readily available to all interested parties.

Coaches and team managers seek to ensure that statements concerning their training programs are accurate and not misleading.

3. Accuracy and objectivity in coaching

When engaged in coaching, coaches and team managers present information accurately and with a reasonable degree of objectivity. They recognize the power they hold over athletes and make reasonable efforts to avoid engaging in conduct that is personally demeaning to athletes and other participants.

4. Honoring commitments

Coaches and team managers take reasonable measures to honor all commitments they have made to all participants.

E. RECRUITING

1. Team/player selection

Coaches and team managers perform evaluation or team selection in a manner consistent with the ethics code and consistent with ALB recruiting rules.

2. Assessing athletic performance

In coach-athlete relationships, coaches and team managers establish an appropriate process for providing feedback to athletes. They evaluate athletes on the basis of actual performance and established program requirements. Coaches' assessments, recommendations, reports and evaluative statements used to select team members are based on information and techniques sufficient to support their finding.

F. RESOLVING ETHICAL ISSUES

1. Familiarity with ethics code

Coaches and team managers have an obligation to be familiar with the ethics code (or as it may be amended from time to time), other applicable ethics codes and their application to the coach's work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

2. Confronting ethical issues

When a coach is uncertain whether a particular situation or course of action would violate the ethics code, he or she should contact the post athletic officer or post commander to seek additional instruction from the department (state) baseball chairman.

3. Informal resolution of ethical violations

When participant(s) believe there may have been an ethical violation by a coach or anyone associated with the team, they attempt to resolve the issue by bringing it to the attention of that individual in an informal manner.

4. Reporting ethical violations

If an apparent ethical violation needs to be addressed in a more formal manner, the participant is to contact the post athletic officer or post commander to investigate and resolve any violations.

Participant:

- a) Contact the coach's local sponsoring post commander/athletic officer or, in the case of an outside sponsored team, the association president or appropriate designee.
- b) Confirm with the coach's sponsoring post commander/athletic officer or association president if there was an attempt for an informal resolution.

- c) File a written complaint with the local American Legion post or, in cases of outside sponsorship, the association president or designee.

Local American Legion post or sponsoring organization:

- a) Review the written complaint and use appropriate due process procedures as outlined in American Legion post by-laws or operating manual.
- b) Give a copy of the written complaint to the coach in question seven days prior to review and/or hearing.
- c) Keep a written report on all reviews and actions.

5. Cooperating with ethics committees

Coaches and team managers will cooperate with any ethics investigations or proceedings by the local American Legion post, and/or department (state) baseball committee or sponsoring outside organization. Failure to cooperate is itself an ethics violation.

6. Improper complaints

Participants do not file or encourage the filing of ethics complaints that are frivolous and intended to harm the respondent rather than protect the public.

7. Process relating to violation of code

The coach acknowledges that the ethics code is administered under the authority of American Legion Baseball, and that a violation of the code subjects the coach to the discipline of the local American Legion post and possibly the department baseball committee.

In the event that a violation of the ethics code occurs during a non-Legion activity, such a violation would reflect negatively on the ALB program, and the coach and/or team manager must understand that the local American Legion post and/or department baseball committee may take action separately and independently to protect its interests, those of athletes, and The American Legion.

In the event that a coach is found to have violated the ethics code, such action is separate and apart from any legal consequences that may occur as a result of the act.

SECTION II

RISK MANAGEMENT AND SAFETY

This section has been prepared for all participating coaches, team managers, players and parents as an educational tool to assist in assuring that player safety is the No. 1 priority. Safety is everyone's responsibility when it comes to playing equipment, facilities and observance. The purpose of the Risk Management and Safety Plan is to present basic strategies designed to decrease the likelihood of injury to players, team personnel, spectators, umpires and anyone else associated with ALB, and to decrease the potential severity of injuries that do occur by responding appropriately.

CATEGORY ONE INJURIES

These are injuries resulting from the inherent risks of baseball when played in a normal manner under normal circumstances. *Example:* While running the bases, a player might fall as he or she rounds first base, due to a momentary lapse of attention as he or she steps onto the base and stumbles; or as a base runner approaches third base, the throw from the outfield might inadvertently hit the player in the shoulder. Neither injury resulted from unreasonable, outrageous or dangerous behavior. Neither injury resulted from behavior outside the rules. It is not realistic to assume that every injury can be eliminated during competition or practice.

CATEGORY TWO INJURIES

These are injuries resulting from unreasonable, foreseeable circumstances. By definition, if the causes of these injuries are foreseeable, reasonable steps should be taken to prevent them. Category Two injuries are not the result of normal, typical participation (i.e., reasonable behavior); they result from someone's unreasonable behavior. An effective risk management and safety plan involves decreasing Category One injuries and eliminating Category Two injuries. Since these injuries are the result of unreasonable behavior either through an act of omission or commission, and the likely consequences are foreseeable, a potential allegation of negligence exists.

RISK MANAGEMENT PROGRAM OUTCOMES

The American Legion Baseball Risk Management and Safety standard is intended to facilitate the planning and implementation of various safety strategies designed to enhance program safety so that participants, spectators and everyone else associated with the program can enjoy their involvement with American Legion Baseball.

This Risk Management and Safety Plan standard framework is designed to enhance program safety by accomplishing several important outcomes, such as:

- Increasing the awareness of the inherent risks and other safety factors associated with youth baseball.
- Enhancing communication of those inherent risks and other safety factors to ALB participants and coaches.
- Facilitating the education of participants and personnel concerning these risks and other safety factors, and to make a sincere, good-faith effort toward decreasing the probability of injury due to various factors, such as unreasonable and unsafe practices that are not inherently part of participation in youth baseball.

These proposed outcomes are designed to decrease the frequency of baseball injuries that can result as part of normal participation. The third outcome is particularly concerned with prevention or elimination of situations that might lead to a claim of negligence, since it involves factors not necessarily inherent in baseball participation.

Even though every sport injury has a cause or reason that it occurs, it is not realistic to believe every injury could have been prevented. Simply put, injuries will always occur in baseball. However, not all injuries that occur to participants and spectators are inevitable. It is important for coaches and those associated with each ALB team to do everything they can within reason to prevent injuries.

STANDARD OF CARE FOR COACHES

The standard of care for amateur baseball coaches is to act as a reasonable person would act under the circumstances. Coaches that participate in ALB are required to make safety their No. 1 priority while leading a team at practice and at all games. Coaches are to act reasonably and with sound judgment, and err on the side of safety as it pertains to the

physical and mental well-being of every player. Communication with players' parents and the league regarding safety concerns or accidents is paramount; immediately report an injury to the league and to the parents if they are not present. Use reasonable judgment, and don't assume that if a player gets injured it will "go away."

WARNING OF INHERENT RISKS

The manager and members of the coaching staff are advised to meet with players and their parents or guardians to discuss and distribute important safety information. This is a good opportunity to collect information on players' medical conditions, allergies, emergency contact numbers, and more. Some items to consider for discussion or as part of a handout include:

1. Always stretch and warm up appropriately before and after every practice and game.
2. Never participate in rowdy behavior or horseplay.
3. Never swing a bat unless you are at the plate or in the on-deck circle or other appropriate area.
4. Never throw a ball to another player until you have made eye contact with that player.
5. Players are to report all injuries to coaches as soon as they occur.
6. Always wear a helmet when batting or running bases.
7. Watch where you are moving to avoid collisions with teammates, opponents or other obstacles.
8. Demonstrate proper sliding skills to avoid injuries from sliding into a base.
9. "Call the ball" to decrease the likelihood of colliding with a teammate.
10. Be alert when teammates and opponents are at bat; stay behind protective screening when appropriate.
11. Follow your coaches' instructions carefully on how to execute baseball skills and procedures.

EQUIPMENT

It is the responsibility of the coaches, players and parents to ensure that equipment used in practices or ALB games is safe for use. Equipment

deemed unsafe is to be immediately removed from practice or a game. Refer to ALB Rule 1 for equipment guidelines pertaining to bats, catcher's equipment, helmets and on-deck equipment.

DUGOUTS

Rostered players and coaches are the only ones permitted inside a dugout during a game. All other non-team personnel will leave the dugout prior to the start of a game. All players and coaches shall remain within the dugout at all times during a game. Umpires at the pregame plate meeting will identify dugout parameters depending on each game site dugout's set-up. No player or coach is permitted to be outside the dugout during the game (with the exception of the on-deck batter). Coaches are not permitted to sit on buckets or chairs, or to stand in front of the dugout fence during a game.

EMERGENCY PREPAREDNESS

Not all parents or guardians attend every practice or game, so coaches should have a list of all players' parent and/or guardian contact numbers readily available in the event a player is injured and requires medical treatment. Be aware of players' special medical conditions (i.e., asthma, allergic reactions, diabetes, etc.). Know where the nearest hospital/urgent care facility is located in relation to the practice site in the event a player requires transport.

The Red Cross offers a basic safety training course for a minimal cost. The purpose is to give participants the knowledge and skills necessary to help create a safe environment for athletes. It also outlines emergency procedures to help sustain life and minimize the consequences of injury or sudden illness until medical help arrives.

FIRST-AID KITS

Coaches are responsible for having a first-aid kit on hand at all practices and games, with a minimum of Band-Aids, tape, alcohol preps, gloves, sterile gauze dressings and ice packs. Include a supply of paper towels and regular cloth towels to compress bleeding.

HYDRATION

Players and coaches need to bring plenty of water to every practice and game. Appoint another coach or parent to bring a water cooler filled with

ice and water to every practice and game, for those who did not bring a bottle of water. Be sure every player stays hydrated.

Warning signs of dehydration include thirst, flushed skin, premature fatigue, increased body temperature, faster breathing and pulse rate, increased perception of effort, decreased exercise capacity, dizziness, increased weakness and labored breathing with exercise.

Replace fluids during exercise to promote adequate hydration. Drink water rather than pouring it over your head. Drinking is the only way to rehydrate and cool your body from the inside out. Sports drinks are more appropriate than water for athletes engaged in moderate- to high-intensity exercise that lasts an hour or longer. Rehydrate after exercise by drinking enough fluid to replace fluid losses during exercise.

CONCUSSIONS

The Centers for Disease Control and Prevention (CDC) defines a concussion as a traumatic brain injury caused by a bump, blow or jolt to the head that can change the way a brain functions. Concussions can also occur from a fall or blow to the body that causes the head and brain to move quickly back and forth. Some symptoms may appear right away, while others may not be noticed for days, months or until the person resumes everyday activities and more demands are placed upon him or her. Sometimes people do not recognize or admit they are having problems. Others may not understand why they are having problems and what those problems really are, which can make them nervous and upset.

In rare cases, a dangerous blood clot may form and crowd the brain against the skull. Contact a health-care professional or emergency department right away if a player has any of the following danger signs after a bump, blow or jolt to the head or body:

- A headache that gets worse and does not go away
- Weakness, numbness or decreased coordination
- Repeated vomiting or nausea
- Slurred speech

A player should immediately go to an emergency room if he exhibits the following signs:

- Looks drowsy or cannot be awakened

- One pupil (the black part in the middle of the eye) appears larger than the other
- Has convulsions or seizures
- Cannot recognize people or places
- Becomes more confused, restless or agitated
- Unusual behavior
- Loss of consciousness (a brief loss of consciousness should be taken seriously and the person should be carefully monitored)

Coaches must take extreme caution when a player wearing a helmet is hit on the head with a thrown ball. If any of the danger signs show up in a player's response, he is to be immediately removed from the game and will not play the remainder of it. Other signs of a concussion are disorientation or confusion, double vision, failure of the eyes to move together, mobility problems and unsteadiness while walking. Call 911 if in doubt regarding a head or neck injury. Coaches should contact the player's parent or guardian immediately if they are not in attendance at the practice or game.

The National Federation of High Schools (NFHS) provides an online concussion course recommended for coaches. www.nfhs.org

FIRST-AID GUIDELINES

The following are sample emergency response guidelines to help coaches respond appropriately when players are injured. *Note:* This is a brief summary of key first-aid components adapted from the National Safety Council's First Aid and CPR. For more detailed information, refer to a comprehensive first-aid manual. *When in doubt, seek medical attention by calling 911.*

CLOSED WOUNDS

A *contusion* (bruise) results when a blunt object strikes the body. The skin is not broken and no blood appears on the surface. This is the only type of closed wound. Signs and symptoms include discoloration, swelling, pain, redness and loss of use.

FIRST AID FOR CLOSED WOUNDS

Control bleeding by immediately applying ice and an elastic bandage to the injury. Cold constricts blood vessels and slows down bleeding. Compression over the area also helps decrease bleeding. Check for a fracture. Elevate the injury above the victim's heart level to decrease swelling and pain. Utilize the RICE method: *Rest, Ice, Compression, Elevation*.

OPEN WOUNDS

- An *abrasion* is scraped skin resulting in a partial loss of the skin surface. It has little bleeding but can be painful and serious if it covers a large area or foreign matter becomes embedded in it.
- An *incision* is a smooth-edged wound that bleeds freely. The amount of bleeding depends upon the wound's depth, location and size. There may be severe damage to muscles, nerves and tendons if it is deep.
- A *laceration* occurs when skin is cut with jagged, irregular edges. It can bleed freely.
- A *puncture* is a stab wound from a pointed object. The entrance wound is usually small. Special treatment may be required when the object causing the injury remains stuck in the wound.

FIRST AID FOR OPEN WOUNDS

Call 911 immediately. While waiting for the EMT unit to arrive, remove clothing covering the wound. Don personal protective equipment (latex or vinyl gloves) or use other methods of protection (extra layers of dressings, plastic materials, towels) to protect against exposure to hepatitis or AIDS. Wash the wound. Control bleeding by applying pressure while using a dry sterile dressing or clean cloth over the entire wound. Cover the wound with a sterile gauze dressing and bandage. Do not remove any impaled objects.

Other type of open wounds to be aware of include:

- *Bone, joint and muscle fractures* are a break or crack in a bone – open when the skin is broken and bleeding externally, closed when the skin is not broken. While waiting for medical assistance, at minimum, cover a bleeding wound. Do not try to splint. Keep talking to the injured person while making encouraging comments. Call 911.

- *Dislocation.* Look for deformity of the joint, severe pain in the joint, swelling around the joint, discoloration and inability to move the injured area. Do not splint. If a parent or guardian is not present, call 911.
- *Ankle injuries* are the most common in baseball. It is difficult to tell the difference between a severely sprained or fractured ankle. Treat the injury as a fracture until medical attention arrives. Apply ice wrapped in a towel. Make it snug, but not too tight. Call 911.
- *Muscle injuries.* A strain or muscle pull occurs when the muscle is stretched beyond its normal range. Apply ice wrapped in a towel, snug compression with an elastic bandage. If a parent or guardian is present, have him or her take the player to the hospital or urgent care facility for evaluation and treatment. If not, contact them immediately and request they come to the practice or game site to transport the player for treatment.
- *Head and neck injuries.* Any head injury may be accompanied by a spinal injury. If a spinal injury is suspected, keep the head, neck and spine in the same alignment. Call 911.

UNCONSCIOUS AND CONSCIOUS VICTIMS

Assume that all unconscious victims have a head or spinal neck injury. Call 911. Check for severe bleeding. Cover any bleeding with sterile dressing. If blood or fluid is coming from the ear, do not stop it.

For conscious victims, call 911. Check for spinal injury by noting arm or leg weakness or paralysis. Stabilize the head and neck as they were found to prevent movement. Ask the victim what day it is, where he is at, his home address and so on. Also ask the victim to count from one to 10 and then repeat the sequence. If the victim cannot answer these simple questions, there may be a significant injury. Failing on short-term memory tests indicates concussion.

Immediate response for treatment to an injured player is crucial, and by calling 911 parents or guardians present are not permitted to remove the injured person from the site. Once medical professionals arrive, parents or guardians can assist EMTs.

INJURY RESPONSE

Coaches must be prepared to deal with the inevitable injuries that occur in baseball.

- *Health status.* Know the health and physical condition of your players, and act appropriately with this information. *Example:* A player is diabetic. Coaches need to have this documented in advance and know how to respond to complications that might arise from this or any other medical condition that might exist with each player.
- *Medical emergency plan.* When in doubt call 911. If parents or guardians are not present at a practice or game, have their contact numbers available and communicate with them immediately when a medical condition arises. Until emergency medical treatment arrives, implement appropriate first-aid measures. Instruct your players when to call 911. Players can be very helpful in an emergency situation, particularly if the injured person is a coach.
- *First aid.* Be able to offer appropriate emergency first aid to injured players or see that it is offered in a timely and correct manner. Stay within the boundaries of knowledge and skills. Know when to seek additional help by being able to recognize the potential seriousness of an injury. Again, when in doubt call 911.
- *First-aid supplies.* Have necessary emergency first-aid supplies available in a readily accessible kit. Make sure the kit is brought to the field and placed in the dugout, not sitting at home or in a vehicle.
- *Consent to treat.* Obtain written permission from a parent to obtain necessary medical treatment for every player in the event that his parent or guardian is unavailable to grant such permission when it is needed. Make sure these documents are readily available at practice or games.
- *Reporting.* When a player or coach is injured, the manager shall submit an email document to the league advising it of the following: 1) type of injury, 2) where on the body the injury occurred, 3) date and time of the injury, 4) if first aid was provided and by whom, 5) if 911 was required to be called, and 6) if the player's parents or guardian were contacted.

INJURY PREVENTION

Coaches, team managers, players and parents should:

- Understand that warming up, stretching and cooling down on a daily basis helps prevent injury.
- Use the acronym **PRICES** to treat acute injuries: *Protection, Rest, Ice, Compression, Elevation, Support*.
- Understand the five levels of pain, what treatment to seek, and how much play is safe at each level.

<i>Level of pain</i>	<i>Signs</i>
One	Discomfort or mild pain but resolves with warm-up or continued playing
Two	Mild pain during play not resolved with warm-up, or pain that resolves within 24 hours
Three	Mild to moderate pain during and after play that exceeds 48 hours
Four	Mild to moderate pain that continues during play, after play and does not respond to specific warm-up activities
Five	Moderate to severe pain that alters baseball technique

- Know that strength training is key in preventing injuries as well as improving performance.

TRANSPORTATION OF ATHLETES

In planning for the safe travel of players, consider the following:

Insurance Know that vehicles used are adequately insured by their owners in the event of a serious accident.

Drivers Recruit drivers who are mature and serious about their driving responsibilities. Use drivers with several years of safe driving experience whenever possible. Determine that drivers are legally licensed and have no restrictions placed upon their record that they might violate during their transportation, such as license suspension for drunken driving, not wearing eyeglasses or contact lenses, etc.

Condition of vehicles Use mechanically and functionally sound vehicles to minimize the likelihood of malfunction that could lead to injury. Whenever possible, use vehicles that have emergency equipment, such as a tire jack and spare tire, to minimize the effects of roadside emergencies.

Supervisions Encourage drivers to maintain control over passengers while traveling so they can stay focused. No horseplay in vehicles.

Multiple vehicles When traveling with more than one vehicle, consider traveling together or with at least two vehicles together in the event of an emergency.

Communication If possible, have a cellphone available in each vehicle so that roadside assistance can be summoned quickly if needed.

FACILITIES SAFETY

Inspection of field A member of the coaching staff should inspect certain parts of a practice and game facility prior to each use. A quick check will determine whether holes have appeared in the field, glass bottles have been broken, etc., since it was last used. Players should be taught to look for potential problems with the field and to immediately report concerns to the coaching staff.

Inspection of other areas League officials should inspect spectator seating/bleachers, dugouts, fencing, restrooms, lighting systems and walkways prior to the start of the season. If anything requires repair, the league will contact the appropriate municipality to advise it of safety conditions that require corrective action.

Correction of facility problems Immediately remedy any problems you can. For serious issues, contact the appropriate maintenance personnel.

Non-use of facility Do not use a facility in need of repair if use in its current condition could lead to an injury; in other words, do not use an unsafe facility until it can be made reasonably safe.

Location of spectators Place spectators, bleachers or no bleachers, in areas where they face no unreasonable risk of injury, such as collisions if standing close to a baseline.

Temporary seating Ensure that temporary or portable spectator seating is erected properly and positioned appropriately.

Restricted areas If players and spectators are restricted from certain areas, it may be necessary to use signage, barricades, fences and ushers to enforce the restriction.

Again, regularly inspect your practice and game facility to determine if repairs or improvements need made. Document routine inspections for future reference. Below is a sample of a baseball facility checklist form.

SAMPLE FACILITIES SAFETY CHECKLIST

Area	Condition*	Corrections (if any)
Pitcher's mound	A / N	
Home plate	A / N	
First base	A / N	
Second base	A / N	
Third base	A / N	
Infield area and base paths	A / N	
Outfield area	A / N	
Fences	A / N	
Dugout areas	A / N	
Protective screening	A / N	
Bleachers/seating areas	A / N	
Aisles/walkways	A / N	
Restrooms	A / N	
Concession areas	A / N	
Parking areas	A / N	
Other	A / N	
Other	A / N	
Other	A / N	

Inspection completed by _____

Date _____

A = Acceptable/satisfactory (good or very good, no improvements needed)

N = Not acceptable as is (necessary improvements noted under "Recommendations")

WEATHER CONDITIONS, LIGHTNING

ALB Rule 1.O. provides a default policy to those responsible for making decisions concerning the suspension and restarting of contests based on the presence of lightning.

Practices Coaches have full responsibility for the awareness and sighting of lightning and other dangerous weather conditions, and must take immediate action to assure that all players, coaches and parents leave the practice field and remain in their vehicles until the coach determines the weather has passed.

Games For all ALB games:

- Umpires will immediately suspend play at first sight of cloud-to-ground lightning within 5 miles.
- All participants must immediately leave the playing field and dugout area and go directly to the parking lot and get into their vehicles.
- The game will be suspended for a minimum of 30 minutes. Each cloud-to-ground strike within the 5-mile limit will start a new 30-minute clock.
- Players who refuse to leave the playing field as mandated by umpires and/or league officials, if present, risk not only their safety but the safety of those around them. In such an instance, the umpires communicate this action to the league, which reserves the authority to suspend player(s) for their next scheduled game for not following mandated field removal instructions.
- Do not sit on metal bleachers or dugout seats.
- Do not stand next to chain-link fencing or any metal objects.
- No one should have a bat in his hand.
- Do not stand under a natural lightning rod, such as a large isolated tree.
- Vehicles should be hardtop. Convertible-type vehicles are unsafe.

BACKGROUND CHECKS

The American Legion has the utmost trust and confidence in its volunteers, but the need for implementing such measures reflects the current social reality. Any organization entrusted with the safety and welfare of youth must mitigate its overall risk and liability, and that of its participants and volunteers, by taking measures aimed at sustaining program integrity and safety.

Prevention is key to being proactive in mitigating abuse in youth programs. A comprehensive child protection program will incorporate (1) screening, (2) established policies and safeguards, and (3) awareness and oversight.

The complete Risk Management Policies of The American Legion for the Enhanced Protection of Children and Youth, Coaches, Managers, and Volunteer Staff of Junior and Senior American Legion Baseball Teams is available online at www.legion.org/publications/212564/risk-management-policies-baseball.

SCREENING

Volunteer program staff undergo criminal history screenings to verify identity and determine whether they have anything in their past that might disqualify them from working with youth participants. Handling of sensitive information during the screening process should be treated with the utmost discretion and confidentiality so as not to damage a person's reputation or career. All coaches, managers and volunteer staff of Junior and Senior ALB teams will be screened each year prior to conducting any meetings, events, practices or games that involve youth participants.

POLICIES AND SAFEGUARDS

Policies and safeguards should be clearly established to reinforce a positive environment, safe interactions and appropriate conduct among program staff, volunteers and youth participants. Making coaches, managers and volunteer staff of Junior and Senior ALB teams aware of the policies established for acceptable and unacceptable behavior minimizes opportunities for misconduct and helps prevent unfounded allegations. It is just as important that policies and procedures for reporting and responding to suspected abuse, misconduct or policy violations are clearly established as well.

AWARENESS AND OVERSIGHT

Awareness and orientation on safeguards, policies and procedures are key to knowledge and prevention of various forms of abuse. These should be made available to all coaches, managers and volunteer staff of Junior and Senior American Legion Baseball teams prior to any meetings, events, practices or games that involve youth participants, regardless of experience. It is strongly recommended that the American Legion department, post or other organization sponsoring an ALB team assume responsibility for ensuring its coaches, managers and volunteer staff have the skills, knowledge, materials, equipment and facilities needed to do the job. Every coach, manager and volunteer of an ALB team must know who to go to with questions or problems.

CONCLUSION

This section has been included for the thousands of volunteers who dedicate time to leading their ALB teams and leagues. We know that each volunteer has a sincere interest in American Legion Baseball and the youth for whom Legion programs exist, as well as protecting players, spectators and other volunteers from unreasonable harm. We also believe each volunteer can demonstrate reasonable behavior as he or she performs various duties with the ALB program.

The goals of decreasing the likelihood of injuries related to the inherent risks of baseball, decreasing or eliminating the likelihood of unreasonable injuries, and minimizing the extent of injuries that do occur are all attainable goals through sound planning.

SECTION III

TEAM MANAGERS, COACHES AND PLAYER COMPETENCIES

The following statements of competencies have been developed by former coaches and team managers with USA Baseball, the national governing body of amateur baseball. The Legion's National Americanism Commission believes all players who aspire to succeed in baseball should have a personal and systematic plan to acquire each of these competencies.

Our purpose in listing these areas of competency is to help coaches and team managers, players and parents understand the level of skills and abilities that are required to take young players to their next competitive level. This list is broken down into age categories for junior players (14-16), senior players (17-19) and college-bound players (18-19).

Since players mature at different rates, the development of their baseball skills will not always fit neatly into an age category. We suggest using age groupings as a guide rather than an absolute standard for skill development.

Additional resource material is available through USA Baseball, of which ALB has been a national member organization since the governing body's inception in 1978. An online education center (www.usabaseball.com/education) offers courses that cover all facets of the game. These supplement information in this section.

Finally, we urge all young players to develop a practical working ability in the majority of competencies as they strive for success as competitive baseball players.

Authors: Bernie Walters, member, USA Baseball, and team manager, 1990 American Legion World Series championship team, Mayo, Md.

Tom Hicks, member, USA Baseball, and former American Legion Baseball player

GOAL SETTING

Players should:

1. Establish specific and measurable performance goals that are written, shared with coaches and team managers, and revised on a regular basis to promote development and accountability.

Examples:

To develop control of your fastball to be able to throw seven out of 10 pitches for a strike. (Junior ALB players, 14-16)

To develop hitting skills necessary to strike out less than 8 percent of the at-bats. (Senior ALB players, 17-19)

Learn to throw first pitch strikes with a variety of pitches. Be able to execute seven out of nine in a game and game-like conditions. (College-bound players)

2. Divide performance goals into three broad categories based on time needed to accomplish the goal: long term, intermediate and short term. Daily tasks should be planned based on goals set.

Example: *Long term: one year; intermediate: 4-6 months; short term: 1-3 months*

3. Be able to engage in evaluation of play after game and readjust daily tasks or short-term goals based on evaluation.
4. Set goals that encompass the various areas of their development, including technique, strategy and tactics, fitness and mental toughness.
5. Develop some outcome goals that target high levels of play and championships. Strive to achieve outcome goals while understanding that results are not totally player-controlled.
6. Demonstrate intrinsic motivation.

Examples:

- *Show intensity in practice.*
- *Be attentive and dedicated to physical training.*
- *Show evidence of independence as a player.*

7. Have a written plan to demonstrate a systematic approach to training and scheduling as it relates to periodization. Practice good habits in nutrition and overall good health.

College-bound (18-19)

8. Develop a schedule that clearly identifies the level of competitions where they hope to peak, and provides appropriate time for preparation, practice, games, and physical and psychological recovery.
9. Participate in a fitness program that includes training for both aerobic and anaerobic energy systems as well as muscular training.

PERIODIZATION

Players should:

Junior Legion (14-16)

1. Develop a schedule that clearly identifies the levels of competition where they hope to peak, and provides appropriate time for preparation, practice, games, and physical and psychological recovery.
2. Participate in a fitness program that includes training for aerobic and anaerobic energy systems as well as muscular training.

Senior Legion (17-19), college-bound (18-19)

3. Be able to construct a yearly schedule of games played, practice and rest. Use periodization concepts for a long-term plan designed to control volume, intensity and frequency of training as well as maximize performance at desired times.
4. Consider the following when planning their schedule:
 - Results of fitness training
 - Developmental goals, both mechanical and competitive
 - Variables such as age and gender
 - Recommendations of team and national coaches
5. Have their fitness programs include the following components:
 - Ample time for development of an aerobic base
 - General and baseball-specific anaerobic training
 - Specific training drills while on the road and during competition
 - Recovery time
6. Have a strength-training program that demonstrates an understanding of reaching a physiological peak. It should include:

- Time to develop a muscular base
- Training at an increased intensity level
- A competition strength training maintenance program.

College-bound (18-19)

7. Develop a year-round system of training that includes physical and psychological training, as well as technical and strategic development.
8. Have a clear understanding of the purpose of each training phase prior to implementation, to avoid physical and psychological over-training. Training phases include preparation, pre-season, in-season and active rest.

MAXIMIZING PRACTICE TIME

Players should:

Junior Legion (14-16), Senior Legion (17-19)

1. Be actively involved in planning practices together with a coach or teammates.
2. Practice the way they hope to play in a game using proper technique and skills with sound strategy.
3. Understand and use nine basic components in the following sequence at every practice:
 - Warm-up and stretching
 - On-field warm-up
 - Review of previously learned skills
 - Learn new skills
 - Practice game situations
 - Play games or modified games
 - Conditioning
 - Cool-down and stretching
 - Evaluate practice
4. Learn new skills in the first half of practice and do hard physical training near the end to avoid impairing fine motor control due to fatigue.

5. Practice with the same intensity as in the game.
6. Develop one or two specific cues that help players' concentration and ability to stay focused during each practice.
7. Use drills to isolate work on baseball skills and techniques. After the initial learning stage, emphasis should be on game-like drills to insure maximum transfer to actual play.
8. Be able to set specific performance goals for each practice.

Example: *During batting practice, I will hit 10 hard balls or line drives to the opposite field rather than simply "work on my hitting."*

9. Devote a significant amount of practice time to develop strengths as well as improve on weaknesses.

College-bound (18-19)

10. Continue competencies listed for Junior Legion and Senior Legion.
11. Organize practice sessions into short, intensive work periods of 15 to 45 minutes followed by short breaks for relaxation, hydration and refocusing. Total daily practice time should be between two and six hours depending on each player's periodization schedule.

STRATEGIES

Standards and strategies for coaches and team managers to teach the **Junior** and **Senior** levels:

1. Refine the specialization of players (i.e., three positions) based on the athlete's tools (i.e., hitting, hitting with power, fielding skill, arm strength and running speed).
2. Create a system that allows a continued variety of specialization.
3. Keep improvement and learning as a major goal.
4. Expand on team skills and concepts.
5. Introduce and fully develop advanced offensive and defensive base running concepts (i.e., position-specific skills).
6. Individual and team practice on a daily basis.
7. Self-esteem is imperative.
8. A greater emphasis on the details of the rules of the game.
9. Be able to do a postgame self-analysis of which tactics and strategies

worked well and which did not. Be able to discuss the game with a coach and turn it into a positive learning experience.

- Choose a team whose style of play, temperament and playing strengths will complement their own.

Standards and strategies for coaches and team managers to teach the **college-bound elite** level:

- Refine the specialization of players (i.e., one position) based upon their qualifications and athletic tools (i.e., hitting, hitting with power, fielding skill, arm strength and running speed).

A. Categories of physical tools in order of importance by position:

Positions	1st	2nd	3rd	4th	5th
First baseman	Power	Hitting	Fielding	Arm	Speed
Second baseman	Fielding	Speed	Arm	Hitting	Power
Third baseman	Hitting	Power	Fielding	Arm	Speed
Shortstop	Fielding	Arm	Speed	Hitting	Power
Catcher	Fielding	Arm	Hitting	Power	Speed
Pitcher	Velocity	Movement	Breaking	Control	
Left fielder	Power	Hitting	Fielding	Arm	Speed
Center fielder	Fielding	Hitting	Speed	Arm	Power
Right fielder	Power	Arm	Fielding	Hitting	Speed

- Show an understanding of percentage baseball by making wise decisions based on the following factors:

- Score, outs, innings, ball and strike count
- Field conditions
- Playing conditions
- Team's strengths and weaknesses
- Opponent's strengths and weaknesses

- Have a clear understanding of the responsibilities of each of the nine defensive positions. Be able to execute all the plays to each selected position with skill and confidence.

- Have the variety and flexibility that allows change when the game is not going well.

15. Work with a coach to devise a game plan that will take advantage of the team's strengths and capitalize on the weaknesses of its opponents.
16. Keep a record or diary of every practice session and game. Include a brief scouting report on each opponent for future games and a summary of their own performance.
17. Have the ability to take command and dominate an opponent (i.e., possess self-control, consistency, power, accuracy, variety and finesse).

FITNESS TESTING AND TRAINING

Players should:

Junior Legion (14-16)

1. Take standardized physical fitness tests several times a year to compare results and analyze progress.
2. Take baseball-specific tests several times a year to compare results and analyze progress.
3. Understand the importance of knowing how to properly warm up and stretch prior to, and cool down and stretch after, every practice and competition and do it.
4. Understand what each fitness and baseball-specific test measures and how its results compare with other players of the same age group and playing ability.
5. Set realistic yet challenging goals for improvement in weak areas.
6. Recognize the significance of aerobic and anaerobic conditioning and include this training in their periodization schedule.
7. Understand the importance of foot skills and movement in baseball and be able to use on- and off-field drills to improve movement.

Senior Legion (17-19) and college-bound (18-19)

8. Recognize the importance of flexibility training and include it in daily training regimen.
9. Recognize the importance of strength training and include it in daily training regimen.
10. Recognize the importance of speed training and include it in daily training regimen.
11. Be able to apply the principles of periodization when designing a fitness-training regimen.

NUTRITION

Players should:

1. Understand the importance of and practice proper hydration before, during and after practices and games.
2. Be able to identify the appropriate amounts and types of food from the different nutrient groups that comprise a healthful diet.
3. Recognize the importance of selecting foods from all nutrient groups when working toward or maintaining optimal body weight.
4. Be able to make wise decisions about what to eat before and after a game.
5. Be able to devise and follow a daily eating plan that consists of sound nutritional choices to enhance athletic performance.
6. Be able to make educational food choices when traveling in the United States and internationally.

To learn more about how to build a healthy eating style, go to www.choosemyplate.gov.

SPORTS PSYCHOLOGY

Players should:

Junior Legion (14-16)

1. Develop an offensive and defensive routine before each pitch. Conduct themselves with an air of confidence, have good body posture and appear in emotional control at all times.
2. Understand the difference in being relaxed and tense.
3. Understand that mistakes are part of the game. Focus on things they can control, such as executing a game plan and giving 100 percent effort at all times when competing.
4. Understand the benefits and the use of positive reinforcement. Realize that positive comments help reduce stress, enhance self-image, enhance the team's image, and increase the enjoyment of games and practice.
5. Understand the damage negative self-talk can do both to the mind and the body. Realize that negative conversation can contribute to low self-esteem and sabotage the enjoyment of the game.

6. Be able to visibly control their breathing patterns at difficult and tense moments during a game.

Senior Legion (17-19) and college-bound/draft prospect

7. Develop a ritual or routine before each pitch.
8. Run onto the field with an air of confidence, have good body posture and appear in emotional control at all times.
9. Understand the benefits of positive self-talk on the field. Realize that positive comments help reduce stress, enhance self-image, and increase enjoyment of competition and practice.
10. Understand that mistakes are a part of the game. Focus on things they can control, such as executing a game plan and giving 100 percent effort at all times when competing.
11. Learn and practice relaxation exercises.
12. Understand and use imagery and breathing regulation techniques to calm down the mind and relax the body.
13. Be able to concentrate on the field. Be aware that the natural tendency is for eyes to wander outside the field between pitches. Two techniques to help with attention control are to focus (between pitches) on the rawhide of the glove or the grain of the bat.
14. Understand the importance of keeping competition in the proper perspective. Reframe situations of perceived pressure in a more relaxed and realistic light.
15. Use visualization to rehearse motor skills and/or game tactics.

MEDIA SKILLS

Players should:

Junior Legion (14-16)

1. Speak positively about opponents. Be respectful of their playing ability and personal attributes.
2. Be aware of posture and make eye contact with fans and on-field personnel.

Senior Legion (17-19)

3. Be able to successfully give a postgame speech to a crowd after winning or losing a game. Thank the sponsors, tournament director, staff, umpires and fans.

4. Be able to successfully use media skills in speeches to large groups with an emphasis on posture, making eye contact, and speaking slowly and succinctly.
5. Always appear to be friendly, considerate and easy-going with reporters. Try to remember names, and always be polite and patient with reporters who may not have an understanding of baseball terminology.
6. Always speak to and look directly at the interviewer when answering questions. Resist the temptation to look at the ground or the sky.
7. Make the effort to reveal a good personality during an interview. Be enthusiastic and animated in interviews after a win or loss.

College-bound (18-19)

8. Recognize that questions of a personal nature do not have to be answered. Be aware that nothing is “off the record.” Anything said to a reporter may appear online almost immediately, be printed in the newspaper the next day or aired on television that night.
9. Understand the importance of personal appearance and dress appropriately for all situations. Make sure personal and team sponsors’ logos and products are visible.

SPORTSMANSHIP/CHARACTER DEVELOPMENT

Players should:

Junior Legion (14-16)

1. Realize the importance of honesty and integrity on and off the field.
2. Develop a sense of responsibility for your actions on and off the field.
3. Demonstrate high levels of sportsmanship.
4. Have respect for teammates, coaches, opponents, officials and parents.
5. Have the ability to balance school, social activities, sports and family.
6. Develop a sense of team commitment.

Senior Legion (17-19) and college-bound (18-19)

7. Continue competencies listed for Junior Legion (14-16).
8. Learn coping skills to deal with stress.
9. Learn to balance school, social activity, baseball and family.

10. Develop a sense of independence and responsibility for actions as an individual and as a competitor.

College-bound (18-19)

11. Learn not to abuse alcohol or controlled substances, and to participate in anti-drug programs.
12. Appreciate the benefits received from baseball and be willing to give back to the game, particularly to younger players and fans.

PARENT EDUCATION

Coaches and team managers should:

Junior Legion (14-16)

1. Enable parents to understand the objectives of the program.
2. Allow parents to become acquainted with you, the person responsible for their son or daughter.
3. Inform parents about the nature of the sport and its potential risks.
4. Explain team rules, regulations and procedures.
5. Let parents know what is expected of them.
6. Enable you to understand parents' concerns.
7. Establish clear lines of communication between you and the parents.
8. Obtain help from parents in conducting the season's activities.
9. Expect punctuality and regular attendance at practice and games.

Senior Legion (17-19) and college-bound (18-19)

10. Continue competencies listed for Junior Legion (14-16).
11. It is necessary for parents to acquire, complete and submit the NCAA Clearinghouse Forms for their child to be eligible for competition at NCAA Division I or II institutions.
12. Parents need to familiarize themselves with the rules and regulations of various collegiate organizations (i.e., NCAA, NAIA and NJCAA).
13. Parents of potential drafted players need to familiarize themselves with the rules and regulations of professional baseball.
14. Drafted players, as well as their parents, need to be aware that engaging the services of an agent can potentially endanger the athlete's college eligibility.

SKILLS

Junior Legion (14-16)

The skill areas to teach junior age players include:

1. Base running
 - b. Rounding the bases with tighter turns
 - c. Batter-runner to first base
 - First four steps
 - Avoiding interference
 - d. Running at first base
 - Leads
 - Breaks
 - Steals
 - e. Running in the “1st & 3rd” situation
 - Straight double steal
 - f. Running at second base
 - Leads
 - Breaks
 - Steals
 - Rules on batted balls
 - g. Running at third base
 - Leads
 - Introduce squeeze play
 - h. Sprinting technique
 - i. Continue to refine headfirst slide
2. Sprinting
 - c. Form running
4. Throwing/catching
 - e. Long toss is emphasized

6. Defense
 - g. Run down
 - h. Sacrifice bunt defense
 - i. Pick-offs
 - Basic daylight play
 - Basic catcher pick-off
 - Introduce “1st & 3rd” defense
 - Wild pitch or passed ball
 - Re-emphasize fly ball communication (protocol)
 - Solidify basic cut-off plays
 - Introduce double relay plays
 - Backing-up bases
5. Catchers
 - f. Basic signals
 - g. Stance
 - h. Receiving the pitch
 - i. Introduce blocking balls
 - j. Tag play
 - k. Fielding pop flies
 - l. Introduce fielding bunts
 - m. Introduce throwing out base runner attempting to steal
6. Infielders
 - g. Mental preparation before the pitch
 - h. Positioning on the field
 - i. Develop proficiency in fielding ground balls
 - j. Develop proficiency in catching pop flies

- k. Teach sound mechanics of the double play
7. Outfielders
- h. Mental preparation before the pitch
 - i. Positioning on the field
 - j. Develop proficiency in catching fly balls
 - k. Develop proficiency in fielding ground balls
 - l. Throwing
 - Techniques for relay play
 - Become more proficient in throwing to cut-off
8. Hitting
- i. Proper bat selection
 - j. Proper position in the batter's box to gain advantage
 - k. Re-emphasize correct grip
 - l. Sound mechanics
 - Stance
 - Swing
 - Follow through
 - Introduce various mental aspects of hitting
 - Two strike hitting
 - Anticipation of pitch selection
 - m. Develop proficiency of run and hit
 - n. Bunting
 - Develop proficiency of sacrifice bunt
 - Introduce bunting for a hit
9. Signs
- j. Verbal and/or physical
 - k. Bunt

- l. Steal
 - m. Take
 - n. Run/hit
 - o. Wipe off
 - p. Squeeze play
 - q. Verification
10. Pitching
- k. Proper warm-up routine
 - 3-minute cardiovascular exercise
 - Proper stretch
 - Soft toss to long toss
 - Warm up each pitch specifically
 - l. Introduce set position
 - m. Introduce curveball
 - n. Fielding your position
 - Fielding bunts
 - Fielding batted balls
 - o. Develop proficiency of covering first base on ground balls
 - p. Maintain sound pitching mechanics
 - q. Limit specific pitches per outing

Senior Legion (17-19)

At the senior level, players should start focusing on the following new competencies:

1. Base running
 - b. Understand that in-dugout observations regarding an opponent's strategies and individual idiosyncrasies can be transferred into better base running (i.e., pitcher's pick-off moves to bases).

- c. Continue to observe and solidify observations made in the dugout.
- d. Batter-runner to first base
 - Develop proficiency leaving the batter's box (i.e., first four steps).
 - Have sound mechanics on running through first base on ground ball to the infield and be mentally alert to the overthrow.
 - Have the ability to steal second base given a specific set of circumstances (i.e., straight steal, delay, first move).
- e. Have sound mechanics on rounding the bases.
 - Aggressively taking the extra base.
 - Ball in the vision of the base runner (i.e., he is on his own).
 - Ball out of the vision of the runner (i.e., use of the base coach).
- f. Running from first base
 - Constantly execute a variety of leads.
 - Consistently execute a variety of breaks (i.e., batted balls, balls in the dirt, steals).
- g. Running in the "1st & 3rd" situation
 - Consistently execute a variety of offensive plays (i.e., double steals, two-out situation, early break).
- h. Running from second base
 - Consistently execute a variety of leads in coordination with the base coach.
 - Consistently execute the guidelines on batted ground balls and fly balls, consistent with conventional baseball theory.
 - Have the ability to steal third base given a specific set of circumstances.
- i. Running from third base
 - Consistently execute a variety of leads
 - Consistently execute a variety of breaks (i.e., fly ball, line drive and on-contact play)

- In coordination with the batter, consistently demonstrate the ability to execute a variety of squeeze plays (i.e., suicide squeeze and safety squeeze).
- j. Understand conventional base-running strategy and techniques in these situations:
- first and second
 - second and third
 - bases loaded
2. Sprinting
- c. Be able to demonstrate proper sprinting technique (i.e., hip-torso action, arm action, hand action, leg action).
- d. Begin advanced training techniques, such as interval training and plyometrics.
3. Throwing/catching
- d. Able to demonstrate proper throwing and catching techniques.
- e. Begin advanced training techniques, such as specific weight-training exercises, to improve throwing.
4. Team defense
- e. Demonstrate the ability to execute the “one throw” rundown.
- f. Consistently execute conventional bunt defenses in a variety of game situations.
- g. Consistently execute an extensive variety of pick-off plays (i.e., daylight plays, timed plays, catcher pick-offs and specialty pick-offs).
- h. Consistently execute “1st and 3rd” defense with a variety of techniques to combat any and all game situations.
- i. Consistently execute wild pitch and passed ball defenses in a total team concept.
- j. Consistently execute fly ball protocol with an emphasis on communication that will succeed in various playing environments.

- k. Master individual techniques and team tactics for all cut-off situations.
 - Nobody on base, single to all fields (i.e., ball to left field, center field and right field).
 - Man on first base, single to the outfield (i.e., ball to left field, center field and right field).
 - Man on second base, single to the outfield (i.e., center field and right field).
 - Man on third base or first and third (i.e., sacrifice fly or single to the outfield).
 - Nobody on base, long single or possible double.
- l. Master individual techniques and team tactics for all double relay plays.
 - Nobody on base, sure double (i.e., ball down the line or ball in the alley).
 - Man on first base, sure double (i.e., ball down the lines or ball in the alley).
- m. Demonstrate the ability to execute a variety of team tactics to defend “hit and run” (i.e., pitch-outs, switching coverages and dekes).

5. Catchers

- f. Develop a system of signals for the pitches and team defensive plays.
- g. Develop a fundamentally sound catching stance that can be easily adjusted to consistently receive the ball, block pitches and throw to infielders.
- h. Consistently demonstrate several techniques to handle a variety of pitches to best utilize the strike zone (i.e., framing, low ball, backhand).
- i. Consistently block the ball in the dirt.
- j. Consistently demonstrate the ability to execute the tag play in a variety of game situations.

- k. Demonstrate the ability to field batted balls (i.e., bunts and pop flies).
 - l. Demonstrate sound throwing mechanics to handle a variety of base stealing situations.
 - m. Demonstrate good mechanics in handling the home-to-first double play.
6. Infielders
- g. Refine the mental preparation and verbal communication before the pitch.
 - h. Understand that game situations affect positioning on the field and may lead to more situational positioning.
 - i. Refine proficiency in fielding ground balls in regard to various game situations (i.e., backhand, slow roller, diving catches).
 - Charge the ball.
 - Footwork to maximize range.
 - Develop proficient glove skills so as not to “turn the glove over.”
 - Understand and develop the proper angle to the ball.
 - j. Maintain proficiency in catching pop flies while increasing their range of coverage and ability to deal with environmental factors (i.e., sunglasses, ranging into the outfield).
 - k. Refine their proficiency of performing the conventional double plays and understand various unique double play opportunities that might occur in game situations.
 - l. Develop more advanced and varied techniques in the execution of the tag play and covering bases.
 - m. Develop proficiency in holding base runners close to the base.
7. First baseman
- h. Refine proficiency in arriving to first base to receive a throw (i.e., distance from first base depending on the team defense).

- i. Develop the skill of getting into athletic position to receive the throw and be able to move the feet to handle a variety of throws.
 - j. Develop advanced stretch techniques to receive a variety of throws (i.e., low throws, in the dirt, high throws).
 - k. Develop advanced techniques on a variety of tag plays (i.e., pick-off attempts, batter-runner on throws up the line).
 - l. Refine proficiency of breaking off the base to a fielding position when holding a runner on first base.
 - m. Demonstrate proficiency of individual responsibilities and techniques of various bunt defenses (i.e., fielding bunts with accurate throws to all bases).
 - n. Demonstrate proficiency of individual responsibilities and techniques of various cut-off plays.
 - o. Demonstrate proficiency of individual responsibilities and techniques of various double play situations.
 - p. Refine proficiency in catching pop flies near a fence or dugout.
8. Second baseman
- i. Develop a variety of advanced techniques to “feed the shortstop” (throw) on the double play.
 - j. Develop a variety of advanced techniques to execute the double play.
 - Footwork
 - Glove skills
 - Throws
 - k. Demonstrate proficiency of individual responsibilities and techniques of various bunt defenses.
 - l. Demonstrate proficiency of covering the proper base on various cut-off plays.
 - m. Demonstrate proficiency of various relay plays (i.e., be a target, catch and throw accurately).

9. Shortstop

- j. Develop a variety of advanced techniques to “feed the second baseman” (throw) on the double play.
- k. Develop a variety of advanced techniques to execute the double play.
 - Footwork
 - Glove skills
 - Throws
- l. Demonstrate proficiency of individual responsibilities and techniques of various bunt defenses.
- m. Demonstrate proficiency of individual responsibilities of various cut-off plays (i.e., cut-off man or cover proper base).
- n. Demonstrate proficiency of various relay plays (i.e., be a target, catch and throw accurately).

10. Third baseman

- k. Develop a variety of advanced techniques to “feed the second baseman” (throw) on the double play.
- l. Demonstrate proficiency of individual responsibilities and techniques of various bunt defenses (i.e., fielding bunts with accurate throws to all bases).
- m. Demonstrate proficiency of individual responsibilities of various cut-off plays (i.e., cut-off man or cover proper base).
- n. Assertively cut-off ground balls in front of the shortstop.
- o. Refine proficiency in catching pop flies near a fence or dugout.

11. Outfielders

- l. During pregame preparations, learn how the ball rebounds off the fence and plays out of the comers.
- m. Demonstrate proficiency in “going back” on the fly ball (i.e., drop-step and proper angle of pursuit).
- n. Refine proficiency in fielding fly balls (i.e., proper technique and ball curving towards the line).

- o. Demonstrate proficiency of a variety of catches (i.e., sliding and diving).
- p. Refine proficiency in fielding ground balls in regards to various game situations (i.e., block and catch, infield technique and “all or none” play).
- q. Demonstrate proficiency of accurately throwing to cut-off and/or relay man.
- r. Properly demonstrate fielding a baseball stopped at the outfield fence.
- s. Demonstrate proficiency of backing up bases and infielders in various situations.
- t. Refine proficiency of throwing over-hand using full arm extension and with a four-seam grip.

12. Pitchers fielding their position

- m. Refine proficiency in fielding ground balls.
- n. Develop proficiency in fielding balls bunted down the first base line, straight at pitcher and down the third base line.
- o. Develop proficiency in fielding bunts and throwing to second base.
- p. Develop proficiency in fielding bunts and throwing to third base.
- q. Develop proficiency in covering first base.
- r. Develop proficiency in throwing to second base for a double play.
- s. Develop proficiency in covering home plate on wild pitches and passed balls.
- t. Develop proficiency on backing up bases.
- u. Develop proficiency for holding runners on base.
- v. Develop proficiency with a variety of pick-off moves.

13. Pitching

- n. Develop a pitching specific warm-up routine in the bullpen to maximize performance.
- o. Develop the ability to throw a variety of pitches, including two-seam fastball, four-seam fastball, slider, curveball, change-up and/or a specialty pitch.
- p. Develop command of all pitches (i.e., location and rotation).
- q. Display knowledge of tactics and strategies to exploit hitter's weaknesses.
- r. Learn to map out and execute a specific game plan that maximizes their strengths and exposes their opponent's weaknesses.
- s. Demonstrate an understanding of "percentage" baseball by making wise, tactical pitching decisions based on the following factors:
 - Staying ahead of the hitter
 - Have hitters hit your pitch
 - Know the game situation
 - Know the importance of outs and the runner on base (i.e., tying and winning runs).
- t. Maintain composure at all times (i.e., defensive errors and umpire calls).
- u. Consistently execute proper pitching mechanics to protect the throwing arm and maximize performance.
 - Refine pitching from the wind-up position
 - Refine pitching from the set position

14. Hitting

- o. Have a clear understanding that the purpose of hitting is to hit the ball hard every time, to hit line drives, to hit hard ground balls, and to be mentally ready to hit every pitch in every at-bat.
- p. Develop a hitting specific routine prior to the at-bat in the dugout and on-deck circle to maximize performance.

- q. Demonstrate an understanding of “percentage” baseball by making tactical hitting decisions based on the following factors:
 - Location in the batter’s box
 - Anticipate pitch based on the count
 - Offensive situation
 - Playing conditions
- r. Display knowledge of tactics and strategies to exploit the pitcher’s weaknesses.
- s. Consistently execute proper hitting mechanics to maximize performance.
- t. Develop the ability to hit a variety of pitches (i.e., location and/or type of pitch).
- u. Learn to map out and execute a specific game plan that maximizes their strengths and exposes their opponent’s weaknesses (i.e., hit to all fields).
- v. Understand that they never waste a time at bat because at-bats are so precious.
- w. Introduce and develop the visual component of hitting to maximize performance:
 - Learn to pick up the ball
 - Learn to cue the pitcher’s action to tip pitches.

15. Bunting

- p. Develop proficiency of the sacrifice bunt.
- q. Develop proficiency of a variety of squeeze plays (i.e., suicide squeeze, safety squeeze, shadow squeeze).
- r. Refine proficiency of bunting for a base hit to upset the defense, to help the team, to improve batting average and prevent a slump.
 - Drag bunt
 - Push bunt
 - Slash bunt

16. Signs

- q. Coach-to-player offensive signs
- r. Coach-to-player defensive signs
- s. Player-to-player offensive signs
- t. Player-to-player defensive signs

College-bound or drafted players (18-19)

At the elite level, players should start focusing on the following new competencies.

1. Understand that the skills identified at the Senior Legion level are the same skills that the elite athlete needs.
2. Need to continue to develop and improve those skills based upon:
 - a. Consistency (frequency of performance level)
 - b. Performance (level of success)

Example: The winning type of athlete will tend to win when odds are against them.

- c. Physical tools (strength, speed and power)

Example: Professional Baseball Grading System

Rating	Radar gun	Time to 1B	60 yards	Pitcher's release*	Catcher's release**	Steals
8 – Outstanding	94-96	4.0/3.9	6.4	0.8	1.6	3.00
7 – Very good	92-93	4.1/4.0	6.6	1.0	1.8	3.10
6 – Above average	89-91	4.2/4.1	6.8	1.2	1.9	3.15
5 – Average	85-88	4.3/4.2	7.0	1.3	2.0	3.25
4 – Below average	81-84	4.4/4.3	7.3	1.4	2.1	3.30
3 – Well below	76-80	4.5/4.4	7.5	1.6	2.3	3.40
2 – Poor	72-75	4.6/4.5	7.7	1.8	2.5	3.50

* Timing starts the moment the baseball leaves the pitcher's hand until it hits the catcher's glove.

** Timing starts the moment the baseball hits the catcher's glove until it hits the second baseman's glove.

3. Develop all aspects of sports psychology to enhance their performance.
 - d. Drive (wants to be a winner)
 - e. Self-confidence (sure of himself/herself and his/her ability)
 - f. Aggressive (hard worker and asserts himself/herself)
 - g. Coachability (willing to accept coaching)
 - h. Determination (sticks with it)
 - i. Emotions (can handle his feelings well)
 - j. Conscientious (does things as correctly as possible)
 - k. Trust (accepts people at face value)
 - l. Responsibility (accepts responsibility and fame)
 - m. Leadership (wants to be in charge of others)
 - n. Mental toughness (faces difficult tasks and successfully copes with them)

SECTION IV RESOURCES

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CHARACTERISTICS OF EFFECTIVE AMERICAN LEGION BASEBALL PROGRAMS

1. A baseball player's progress is effectively monitored.
2. Coaches and team managers consistently support an athlete's code of behavior and ethics.
3. Learning is the chief priority.
4. Athletes have a variety of opportunities for leadership.
5. The expectations of players, coaches and team managers is that everyone will learn.
6. Evaluation data is used to improve coaching and learning.

7. The head coach is viewed as an expert instructor at that specific level of competency.
8. High expectations of achievement exist for players, coaches and team managers.
9. Rewards are stressed, rather than punishment.
10. Coaches and team managers visit other programs to observe their best methods and systems.
11. Coach-directed activities have a pleasant, orderly atmosphere.
12. Adequate time is provided for review and practice.
13. The entire coaching staff annually and honestly conducts a self-evaluation to find strengths and weaknesses.

AMERICAN LEGION BASEBALL TEAM COACH/MANAGER CODE OF ETHICS & CONDUCT

Baseball is a game played at many levels: professional, collegiate, interscholastic and recreational, from local to international levels of competition. Players, coaches, umpires, officials and workers should abide by only the highest level of sportsmanship and conduct.

The coach must be aware that he or she has tremendous influence, good or bad, in the development of a baseball player, and thus shall never put winning above instilling desirable character.

The coach must also uphold the honor and dignity of the profession. In **all personal contact** with athletes, umpires, officials, administrators, state and national organizations, the media and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

1. “Bench jockeying” is prohibited. This includes personal and malicious remarks, cursing, and obscene language toward opponents, umpires or spectators.
2. The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse, and under no circumstances should authorize their use.
3. The coach **shall not use** alcohol or tobacco products when in contact with players.

4. Coaches do not make statements that are false, deceptive, misleading or fraudulent concerning work activities, personal and organization affiliations.
5. The coach shall be thoroughly acquainted with ALB rules and **is responsible for their interpretation to team members.**
 - a. The spirit and letter of rules should be regarded as mutual agreements.
 - b. The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.
 - c. Coaches shall not permit ineligible player(s) to participate, practice or be a part of any team function without first discussing eligibility with a previous Legion Baseball coach and securing permission, in writing, in the proper forms from the department (state) Baseball chairman.
 - d. Players should be taught to respect the dignity of the game, umpires and opponents.
6. Coaches agree that the sole interpretation of national and department ALB rules and regulations shall be determined by the National Baseball Appeals Board, and that its ruling shall be final without any rights of appeals. In addition, its ruling shall be considered that of an arbitrator to which the parties agree is a final adjudication of all matters in controversy.
7. Coaches should confine their discussion to the rules and not challenge umpire decisions involving judgment.
8. Coaches shall actively use their influence to enhance sportsmanship by athletes and spectators. Before and after contests, rival coaches should meet and exchange friendly greetings to set the correct tone for the game.
9. Contest umpires will be treated with respect and support by the coach.
 - a. The coach shall not indulge in conduct that will incite players or spectators against the umpires.
 - b. Public criticism of umpires or players is unethical.

10. Coaches should expect from the umpires a courteous and dignified attitude toward themselves and the players.
11. Coaches do not engage in sexual harassment, abuse or any other harassment.
12. Coaches should develop and promote a spirit of cooperation among the ALB family, including sponsors and any person connected with the program.

Baseball is designed to be a game of fun for the enjoyment of young people, not a hobby for adults coaching them.

I recognize the responsibility encumbered upon me to model ethical behavior. **I pledge myself to observe, practice and maintain this code of ethics.**

Team manager or coach signature

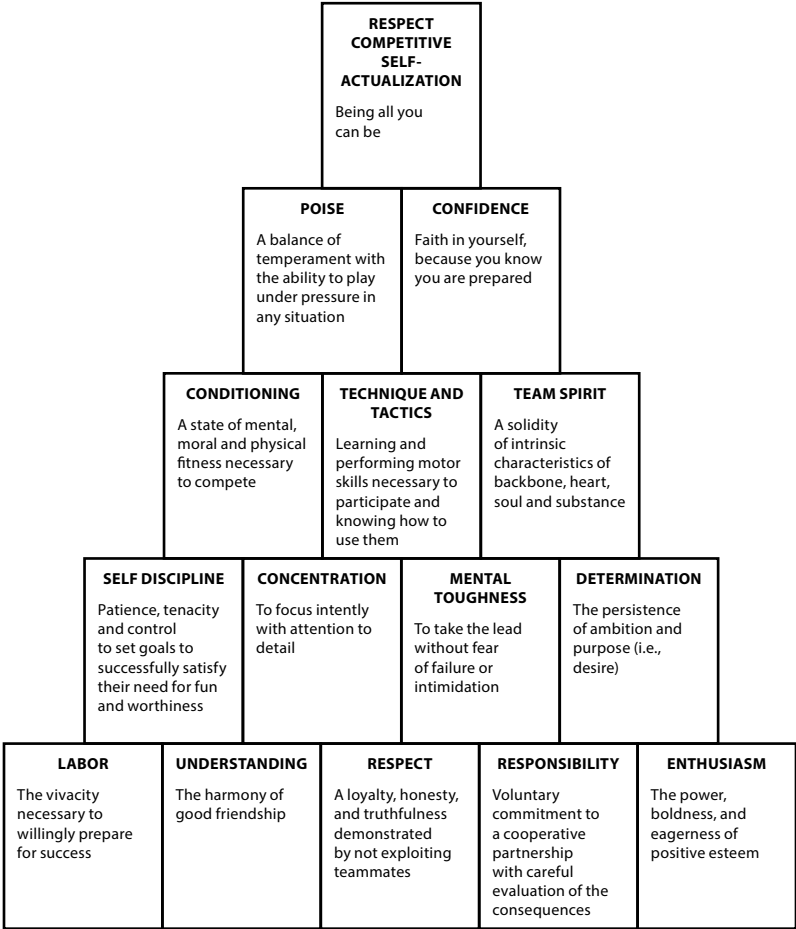
Name of team or sponsoring American Legion post

PYRAMID OF ACHIEVEMENT

By Bernie Walter, coach/manager, 1990 American Legion World Series championship team

For many years, I admired the wisdom of the great basketball coach John Wooden of UCLA. His famous Pyramid of Success always made me think, but it never quite fit my beliefs.

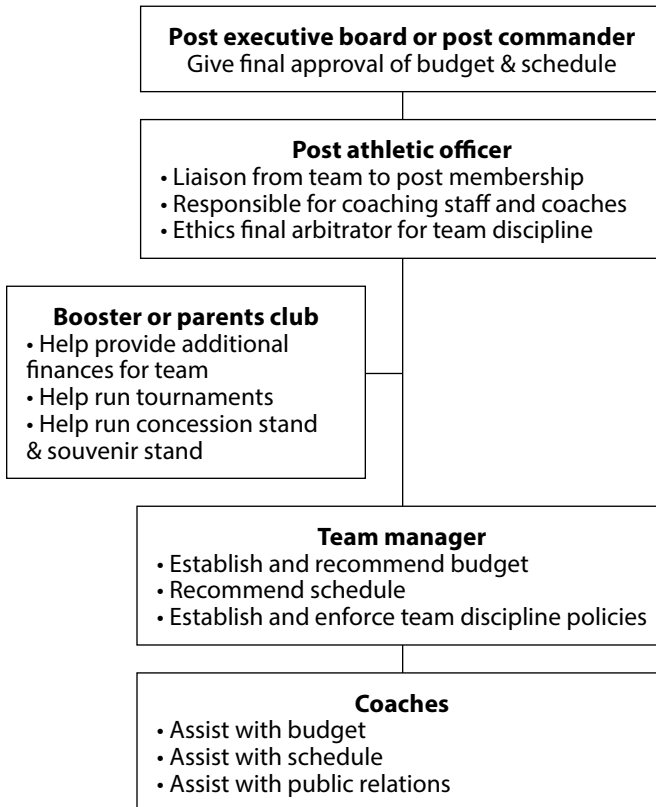
Building on Wooden's wonderful work, I called upon my personal resources. These include but are not limited to my background as a certified physical educator and health education teacher, National Federation Interscholastic Coaches Education Program-certified instructor, and membership as an USA Baseball representative to the U.S. Olympic Committee Coaching Education Committee dealing with ethics, health and safety, and coach/player competencies. But mostly it comes from my experience on the baseball diamond as a coach of elite athletes.



CHAIN OF COMMAND

Every nonprofit organization, including The American Legion, has an operating structure or chain of command. The members of a local post elect an individual as post commander. As the highest elected officer, the post commander is chief executive officer and responsible for appointing an athletic officer. The post athletic officer is the liaison between the ALB team and members of the post. Specific duties will vary from post to post.

TEAM CHAIN OF COMMAND & AREAS OF RESPONSIBILITIES



A MESSAGE TO OUR FANS

Fan enthusiasm and support are a great part of baseball, and active cheering is encouraged. Please be considerate at all times of the feelings of the players and sensitivities of fans seated around you.

The American Legion will enforce this request in the following manner:

- The use of artificial noisemakers will not be permitted during a game. Persons using an artificial noisemaker will be removed from the ballpark.
- Persons entering the playing field or throwing or attempting to throw objects onto it will face immediate ejection and criminal prosecution.
- Persons using obscene or abusive language or engaging in other offensive conduct will be asked to cease their behavior. If it persists, those responsible will be removed from the ballpark.

Your cooperation is appreciated and we hope you enjoy the game.

The American Legion
National Americanism Commission
Indianapolis, Ind.

ANNOUNCEMENTS (given at least once during the course of each game by the PA announcer)

The American Legion requests that you return any ball hit or thrown into the stands to _____.

The spectator assumes all risks incidental to the game of baseball, including specifically (but not exclusively) the risk of being hit by bats or balls. Any bat thrown or ball hit or thrown into the stands can be dangerous and spectators should be alert at all times to avoid being hit.

SUGGESTED SIGN (to be placed on every gate leading onto the playing field)

All persons entering the playing field with or without the permission of The American Legion assume all risk of injury from thrown bats, thrown or batted balls, and any other hazards.

NOTICE AND WARNING

Purchase professionally designed adhesive-backed vinyl signs of the following notice from Emblem Sales (1-800-454-6466) to post at the entrance of the ballpark.

You are hereby notified and warned of the potential risk of serious personal or bodily injury from bats, balls or other objects leaving the playing field. The holder of this ticket assumes all risk and danger incidental to the game of baseball whether occurring prior to, during or subsequent to the actual playing of the game, including specifically (but not exclusively) the danger of being injured by thrown bats and thrown or batted balls, and agrees that the participating clubs or their officials, agents, and players, are not liable for injuries resulting from such causes. The person using this ticket assumes all risk of personal injury and loss of property.

Management reserves the right to refuse admission by an offer to refund the purchase price. Spectators behaving in an inappropriate manner may be subject to ejection.

The American Legion and the local organizing committee reserve the right to use the ticket holder's likeness, actions and statements in any live or recorded audio, video or photographic display or reproduction of, or at, this event without further authorization or compensation.

SUGGESTIONS FOR A FIRST-AID KIT

Quantity	Materials
20 each	Band-Aids
1 tube	Triple antibiotic ointment
1 roll	Moleskin (small)
1 can	Tape remover (small)
2 rolls	3-inch elastic bandages
1 can	Tuf-Skin
2 rolls	4-inch elastic bandages
1 box	Gauze pads (3 x 5)
2 rolls	6-inch elastic bandages
1 pair	Scissors
1 can	Tincture of benzoin
6 rolls	1- to 1½ -inch athletic tape
1 each	Callus file
1 roll	ProWrap
1 each	Fingernail clippers
1 can	Betadine
1 bottle	Ibuprofen
1 bottle	Disinfectant
1 box	Telfa pad (2 x 3)
2 each	Instant cold pack
1 bottle	Rubbing alcohol
1 pound	Heat balm analgesic
1 each	Water jug
1 can each	Powder (foot and body)
1 bottle	Eye wash
2 bags	Biohazard materials disposal
6 pairs	Rubber gloves
1 tube	Eye black

Additional items to consider including:

- A needle to break blisters
- Felt padding to be used as pressure pads
- Thread and needles for sewing of uniforms, gloves, etc.
- Tongue depressors to apply ointments
- Cotton swabs for applying fluids
- Small flashlight to check eyes
- Arm sling

Note: Commercial companies sell medical kits that contain most of these items. Check with your local supplier.

Managers and coaches should be familiar with proper first aid techniques. **Always get professional medical assistance in the case of serious injuries.**

Attend to minor problems such as cuts and scratches immediately. In the event of possible fractures, concussions or internal injury, call the local emergency unit for treatment and transportation to a hospital. **If there is any type of head injury, the player must be removed from the game.**

Do not attempt to transport any player who may be suffering from a suspected fracture, head or neck injury, call trained emergency personnel.

Heat exhaustion is a common problem during summer play. Keep ample water available at every practice and game.

In the event of serious injury, have the National Form #2 (Parent's Consent Form) for all players in the possession of the adult accompanying the person to the hospital.

It is recommended that team insurance policies and insurance claim forms be in the possession of an adult at any practice or game.





AMERICAN LEGION BASEBALL

P.O. Box 1055
Indianapolis, IN 46206
(317) 630-1206
baseball@legion.org

 www.legion.org/baseball

Follow American Legion Baseball online:

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