



EVERYTHING YOU NEED TO SUCCEED



GUIDE TO IN-PERSON CHALLENGER BASEBALL TRAINING CAMPS



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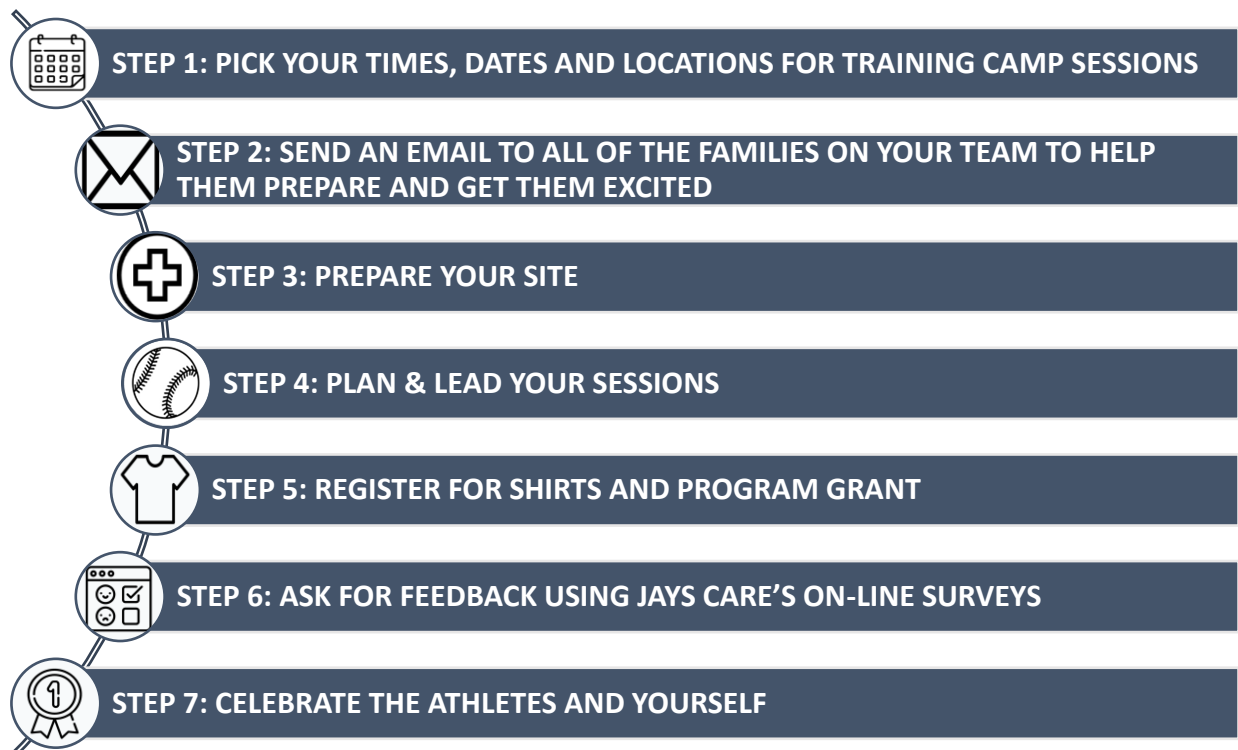
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WELCOME TO THIS GUIDE

Starting an in-person program this season can seem daunting. But the truth is, it's much easier than you think, and it will be so worth your time! Athletes with disabilities need you now more than ever to provide an opportunity for them to get active and connected this summer. As restrictions begin to lessen in various regions, families are beginning to plan for the foreseeable future. Feedback gathered from Challenger Baseball families across Canada noted that **77%** of CB families are either likely or very likely to sign their athlete up for CB this season if it is offered in-person so it's our responsibility to start planning to come back stronger!

If you are intending to use this manual this season, it means you have received confirmation from your local health authority and baseball association to run Challenger Baseball this season. If you have not yet been approved, please read through our [Return to Play Guidelines and Considerations manual](#) for more information about where to start.

In order to create this resource, all of us at Jays Care have invested a significant amount of time surveying public health recommendations across jurisdictions, scenario planning, consulting with our expert advisory board, learning best practices from a variety of organizations and speaking with Challenger Baseball leaders. These best practices are summarized in [Appendix E: Considerations when Working with Athletes with Disabilities and COVID-19](#). This guide is designed to give you **EVERYTHING YOU NEED TO SUCCEED** to run a safe, in-person Challenger Baseball Training Camp this season in seven simple steps:



STEP 1: PICK YOUR TIMES, DATES AND LOCATIONS FOR TRAINING SESSIONS

As you plan your season, here are a few things to consider:

- **Ideal session length:** 45 minutes to 1 hour. Schedule your sessions for 45 minutes and plan for them to be jam-packed so that kids feel engaged and fuelled by your sessions.
- **# of sessions offered:** 5-10 sessions. Anything shorter than 5 sessions and athletes won't have a real chance to develop their skills or develop new friendships.
- **Ideal group size:** 15. NOTE: the maximum permitted size for a camp cohort in most provinces is currently 15: this allows for 7 athletes, 7 family members, and one coach)
- **Additional supports:** Buddies can be very helpful in the administration of your in-person sessions. They can help model activities on the side-lines, encourage athletes, manage screening and registration, and help with hand sanitizer distribution and the disinfecting of all equipment.

*Include an option in your registration for parents/guardians to choose days and times of the week that work best for their family to help you plan the timing of your sessions and how often they should be offered each week.

Next, you need to book your location. Look for a space that:

- ✓ Is accessible
- ✓ Includes a baseball diamond,
- ✓ Includes a large field space,
- ✓ Includes a fence
- ✓ Includes a wall close by

Please visit [Appendix C: Challenger Baseball Training Camp Activity Bank](#) to learn more about the types of activities involved in Challenger Baseball Training Camps and why these diverse location requirements can enhance your program. ae so important this season.

STEP 2: SEND AN EMAIL TO ALL OF THE FAMILIES ON YOUR TEAM TO HELP THEM PREPARE AND GET THEM EXCITED

This season will look different than previous years, so it is important to make sure that your athletes and families are prepared for the change. Help families prepare by frontloading them with the following information:

- Send parents/guardians an email that they can read with their athlete(s) that helps prepare them for what In-Person CB Training Camps will look and feel like this season. See email template below.
- Include a printable/downloadable Social Story to help athletes prepare before arriving to the diamond. You can find the social story on the website at www.challengerbaseballcanada.ca/COVID-Social-Story-InPerson that you can modify for your specific league.

Here is a sample email that you can modify to send to your families:

Hello Challenger Baseball Families,

I hope you are all looking forward to our Challenger Baseball Training Camp sessions this season as much as I am! This email will help you and your athlete(s) prepare for our 8-week training camp.

GOALS OF THE TRAINING CAMP: This season, we are working to ensure that all athletes strengthen their baseball skills (throwing, catching, base-running/moving, hitting) while also staying in great shape. That's why we are going to be training like a Toronto Blue Jay all season long. We are also going to be working on some fun drills and skills that help each of us develop even better teamwork, leadership and independence skills.

DATES AND TIMES OF EACH SESSION:

If you are receiving this email, you are apart of **COHORT #1**. You and 6 other Challenger Baseball athletes will be working on your skills and drills this season as a team so that next year we can come back even stronger! Please find the schedule for cohort #1 below:

COHORT #	LOCATION	SESSION #	DATE	TIME	THEME OF SESSION
1	TBJ Park, One Blue Jays Way, Toronto ON (Field #1)	1 st Session	Tuesday April 20 th	6PM- 6:45PM	Train Like a Blue Jay – Big Welcome
		2 nd Session	Tuesday April 27 th	6PM- 6:45PM	Throw Like a Blue Jay
		3 rd Session	Tuesday May 4 th	6PM- 6:45PM	Catch Like a Blue Jay
		4 th Session	Tuesday May 11 th	6PM- 6:45PM	Get Fit Like a Blue Jay
		5 th Session	Tuesday May 18 th	6PM- 6:45PM	Hit Like a Blue Jay
		6 th Session	Tuesday May 25 th	6PM- 6:45PM	Base-run Like a Blue Jay
		7 th Session	Tuesday June 1 st	6PM- 6:45PM	Play Like a Blue Jay
		8 th Session	Tuesday June 8 th	6PM- 6:45PM	Training Camp Graduation Ceremony

WHAT TO EXPECT WHEN YOU ARRIVE TO THE FIELD:

- Before you arrive to the park, bring a mask and ensure that everyone in your family is healthy! If one person is not feeling healthy, please stay home until the next week;
- A Challenger Baseball volunteer will greet you at your car and ask you some screening questions;
- There will be a desk set up at the diamond with hand sanitizer, extra PPE, and a poster with rules to follow to ensure everyone stays safe. Please use the hand sanitizer and review these rules with your athletes before entering the field;
- At your first session, your CB athlete will be given their very own designated square that will be theirs for the season!

WHAT TO BRING:

- Mask
- Water bottle
- 3 plastic bags
- Optional: If you received an at-home equipment from Jays Care this year, please bring your own equipment labelled with your athlete's name (i.e. bat, balls, buckets etc.)

ATHLETES INVOLVED IN COHORT #1:

We've got a great team training this year. I'm excited to welcome the following roster to our training camp in cohort #1: <<insert names of all CB athletes who are registered for cohort #1>>

WHO WILL BE COACHING?

After training these past 9 months, these coaches are ready to make CB Training Camp cohort #1 the best it can possibly be. Please note, coaches will be wearing masks and PPE on the field to keep everyone safe so please prepare your athletes for this change.



STAYING SAFE AT THE BALLPARK

TO STAY SAFE AT THE BALLPARK, OUR TEAM MUST...

- Not share water bottles or food of any kind
- Not spit chewing gum or sunflower seeds
- Not share equipment like helmets, gloves or bats unless disinfected between personal uses
- Not share the catcher's gear unless disinfected between personal uses
- Disinfect all bases and baseballs after each session
- Disinfect and clean all field prep equipment after every use
- Use hand sanitizer or wash hands at every interval or between each inning



TO STAY SAFE AT THE BALLPARK, EACH ATHLETE MUST...

- Disinfect their own equipment after each use
- Work hard not to touch their eyes or their mouths
- If they have to sneeze, cover their mouths with their arm
- Encourage each other to stay 6 feet apart
- Wear a mask



Coach Rebecca

Fun facts: Rebecca's favourite movie is Finding Nemo
Her favourite baseball position is Catcher
If she won a million dollars, the first thing she'd buy is a new car



Coach Sharon

Fun facts: Sharon's favourite food is pasta with meatballs
Her favourite Toronto Blue Jay is Bo Bichette
If she could travel anywhere in the world it would be Japan

GENERAL PLAN FOR EACH SESSION:

Each session will follow this format:



HOW PARENTS, GUARDIANS, SUPPORT WORKERS AND SIBLINGS CAN GET INVOLVED:

We will do our best as coaches to make each session fun and engaging for all athletes, but we also need your help! This season, we are asking for an individual from the athlete's bubble (i.e. parent, guardian, sibling, support worker) to be their buddy. We know how strong the Challenger Baseball community is with such dedicated, and enthusiastic cheerleaders and volunteers, but we are requesting that for this season, the Challenger Baseball athlete and their support person are the only people who attend sessions from their family. This will help reduce the number of people on the field at one time and will allow for more Challenger Baseball athletes to play this summer. Activities have been designed for athletes to complete with their support person so please come prepared in athletic gear and ready to have some fun!

If you have any questions or concerns, please don't hesitate to reach out to me at [\(insert your email and/or phone number\)](#). We can't wait to see all everyone at our first session!

Kindest Regards,

[<<insert your name>>](#)

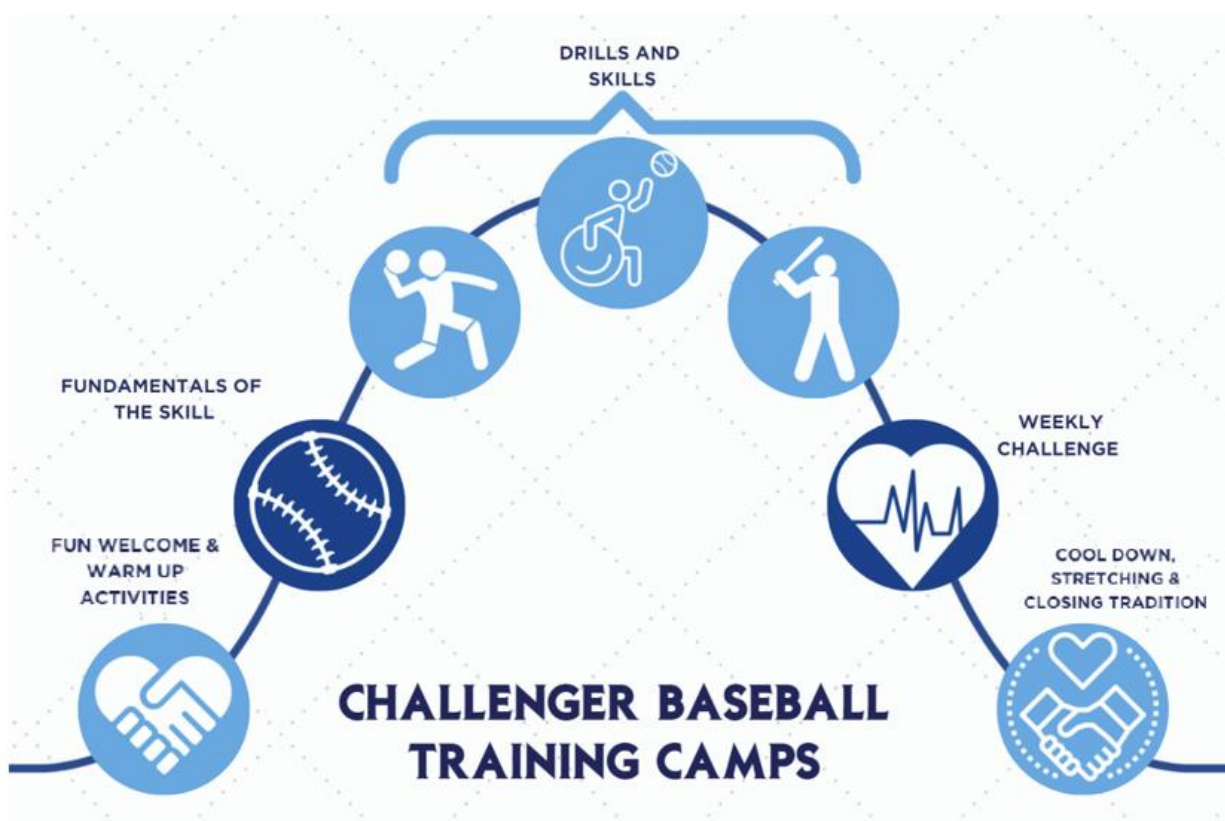
STEP 3: PREPARE YOUR SITE

We know that many Challenger Baseball coaches have very little time to prepare. That's why we've created a [Safety Set Up Plan](#) and [10 sample session plans](#) that are easy to pick up and run. If you're keen to create your own sessions, we have included 65 activities to choose from in [Appendix B: CB Training Camps Activity Bank](#).

For more considerations when working with athletes who are higher risk when preparing to set up your program, please visit [Appendix E: Considerations when working with athletes with disabilities and COVID-19](#)

STEP 4: PLAN AND LEAD YOUR SESSION

To run Challenger Baseball Training Camps, we recommend that all sessions follow this plan:



Here are a few tips for helping you and your athletes start off your Challenger Baseball Training Camp:

1. **Introduce the Training Camp idea as a special mission:** For example: *“Hey athletes, the head coaches at Jays Care and the Toronto Blue Jays have asked all <<insert name of your program>> athletes to stay in shape and keep their baseball skills sharp this season. They’ve sent me a special list of Training Camp practice plans to help us keep up our baseball skills, stay fit and have fun.”*
2. **Start each session with a fun ice-breaker activity:** Take a few moments each Training Camp session to help break the ice and build connections.
3. **Keep them motivated using your tried and tested tactics:** If you are looking for additional ways to keep your athletes motivated throughout each session and over several weeks, consider bringing Jays Care and the Toronto Blue Jays into the fold. For example, at the end of each session, take a photo of your athletes holding up a number that indicates what session they have completed. If you send these photo to Jays Care



(Zack.Shaban@bluejays.com), we will send back a **“Rock on” video** to you and your athletes to keep them motivated to keep going.

4. **Integrate competition into activities:** As often as possible, challenge your athletes to set group and personal records (time, catches, speed etc.) during various activities and then challenge them to beat that record later.

5. **Make it fun – ridiculously fun:** Add themes (ie. “The High Speed Challenge”, or “The Precision Pan Am Games”) to some of your sessions to help make athletes laugh. The more fun your sessions are, the more likely your athletes will feel comfortable with the change, return and encourage their peers to attend as well. If you are having fun – they will too. Make sure that you are being enthusiastic and their biggest cheerleader!



6. **Provide options for athletes who are participating on their own as well as those who are participating with siblings:** Some of your athletes will be attending your sessions on their own, while others will be attending with family members from their household. When you lead activities, provide modifications that can work with both groups.
7. **Modify your activities to work over the long haul:** Each activity can be modified a million ways – it just takes a bit of creativity. Use these tactics to help you refresh activities so they can be repurposed but still fun in future practices:
 - a. Make it a time challenge (i.e. how many times can you complete it in a minute or before this song runs out)
 - b. Add a twist (i.e. in between each catch try to touch the ground, or spin around)
 - c. Increase the distance they have to throw or hit
 - d. Increase the difficulty for throwing or hitting (i.e. off the fence, hitting a target etc.)
 - e. Make it a giant group challenge (i.e. “To earn this amazing prize, we – as a collective group – need to score 100 or more in this next challenge”)
 - f. Integrate on-going record-breaking challenge (i.e. “Our current record for this activity is 16 points, and the record is held by Hannah. The challenge today is to see if we can BEAT THAT RECORD!”)
 - g. Utilize your theme (i.e. Our theme is Play like a Pro! The reason we are doing target practice today is so we can train like Matt Shoemaker on the Blue Jays!)
8. **Leave athletes with a weekly challenge they can master at home between practices:** In order to keep athletes excited to continue engaging in physical activity, provide them with a [Weekly Challenge](#) that they can complete before returning to your next session.

9. **Finish each practice with an acknowledgement and a cheer:** Most practices have a very specific routine that creates comfort and a team-feel. Every practice you can acknowledge a few things you noticed your athletes did really well in the practice, followed by a team cheer (ie. your Challenger Baseball cheer, a Toronto Blue Jays cheer, or a new CB Training Camp cheer).

10. **After every 3-5 sessions, introduce an “Athlete’s Choice” session:** This is a chance for you and your athletes to review the different drills and skills they have completed throughout their training and work together to build a practice plan filled with the activities that they love the most.



STEP 5: REGISTER FOR SHIRTS AND PROGRAM GRANT

All CB athletes who register and attend your CB Training Camps are eligible to receive a t-shirt from Jays Care. To register your roster, fill out this form: <https://forms.gle/6y7mts8EflY5J4HQ8>

We will send these t-shirts along with certificates that you can use to celebrate your athletes during their final session of the season. You can also find this form on the website at www.challengerbaseballcanada.ca/t-shirts.

STEP 6: ASK FOR FEEDBACK USING JAYS CARE’S ON-LINE SURVEYS

The more we can understand what about Challenger Baseball is working for athletes, families and coaches and what needs improvement, the better equipped we are to respond and to make Challenger Baseball more accessible. Before you host your last session, please review both of these surveys:

- **Coach/Buddy Survey:** <https://www.surveymonkey.com/r/XJLV2PH>
- **Parent/Guardian & Athlete Survey:** <https://www.surveymonkey.com/r/XQYR8MZ>

We ask that you share these survey links with your fellow coaches and parents/athletes so that we can learn more about how to grow, develop and improve. In your League Preparation Package you will be receiving a laminated poster with a QR code that families can scan and complete on their phone. Please put this poster up at your last session and encourage families to participate.

Once your parents/athletes and fellow coaches have submitted their form, we will send you a Celebration Kit and a summary of the data from your league. Here is a sample email you can modify for families that encourages them to take 5 minutes to provide their feedback.

Hi Challenger Baseball Families,

Thank you for participating in a great season of Challenger Baseball Training Camps. We've felt so lucky to get to work with everyone this season! We hope you and your athletes enjoyed this modified season as much as we have. We also hope you can help us learn what worked and what ways we can get better next season. Please take a few minutes to share your feedback with us using this short survey:

- **Parent/Guardian & Athlete Survey:** <https://www.surveymonkey.com/r/XQYR8MZ>

Thank you again for all your support.

<<insert your name>>





STEP 7: CELEBRATE THE ATHLETES, YOURSELF & YOUR TEAM




Finish your final session off with a celebration! There are lots of fun ways to do this safely. Here are a few examples to get you inspired:


- ✓ Give each athlete an individualized award certificate that highlights what they've brought to each practice and to the team;
- ✓ Host a dance party at the end of your last session to celebrate their efforts (within their designated squares);
- ✓ Ask athletes to prepare special speeches or posters about their experience being apart of this team;
- ✓ Have "graduation packs" ready at the check-in table with special gifts inside (i.e. their certificate, their t-shirt, water bottle, nice letter from their coaches/volunteers etc.)









APPENDIX A: 8 SAMPLE SESSION PLANS

SESSION ONE THEME: TRAIN LIKE A BLUE JAY- BIG WELCOME	
 <p>FUN WELCOME ACTIVITY+ WARM UP GAMES</p>	<p>PLAY: SIMON SAYS</p> <ul style="list-style-type: none"> Explain that athletes need to do whatever “Simon says”. If Simon doesn’t say it, athletes shouldn’t do it. For example, if the coach says: “Simon says touch your toes”, or “Simon says hop up and down”, or “Simon says spin around”, the athletes should do all of those things. If the coach says “jump up and down”, or “touch your elbows”, or any other command that doesn’t start with “Simon says”, the athletes need to NOT do the action.
 <p>FUNDAMENTALS OF THE SKILL</p>	<ul style="list-style-type: none"> Remind athletes that baseball involves some fundamental skills. Go over the fundamentals of throwing, fielding and batting by modelling them and then challenging athletes to model them too: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Throwing</p> <p>1 Surfboard</p> <p>2 Point to where you want to throw & wave hello</p> <p>3 Buckle your seatbelt!</p> <p>OR</p> <p>a) Point with both hands</p> <p>b) Pull arrow back</p> <p>c) Buckle your seatbelt!</p> </div> <div style="text-align: center;"> <p>Fielding</p> <p>1 Alligator to the snow (or as low as you can go)</p> <p>2 Belly Button</p> <p>3 Throw</p> </div> <div style="text-align: center;"> <p>Batting</p> <p>1 Surfboard</p> <p>2 Salt shaker</p> <p>3 Throw over shoulder</p> <p>4 SWING & squish the bug</p> </div> </div>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: THROW AND CLAP</p> <ul style="list-style-type: none"> Ask each athlete to throw a ball in the air. Challenge them to see how many times they can throw and catch the ball in 30 seconds. Once athletes feel confident add these progressions to challenge them further: <ul style="list-style-type: none"> Throw and clap once Throw and clap twice See how many times you can clap before catching it Thrown, spin and catch
 <p>SKILLS AND DRILLS</p>	<p>PLAY: HUNGRY HIPPOS</p> <ul style="list-style-type: none"> Ask each athlete to: <ul style="list-style-type: none"> spread 3 balls out on the top of their square, and; place a bucket at the bottom of their square. All athletes should start this drill next to their bucket. Explain and demonstrate that: <ul style="list-style-type: none"> When you say “GO”, athletes should field each of their balls and return each to their bucket as quickly as they can (ball 1, bucket, ball 2, bucket, ball 3, bucket). The first athlete to return to their bucket with all 3 balls and yell “HUNGRY HIPPOS”, wins a point. Athletes are responsible for setting their balls back up once a new round begins. <p>MODIFICATIONS: Challenge athletes to see how many balls they can get in their buckets in a given time-period. Once they put all three balls in, they need to reverse and take all three balls out, and then repeat again. To increase success, consider setting the balls up on top of pylons to elevate them off the ground.</p>


 <p>SKILLS AND DRILLS</p>	<p>PLAY: MUSICAL MOVES</p> <ul style="list-style-type: none"> • This game is like musical chairs. Ask athletes to place a dot in the middle of their square. • Explain and demonstrate that: <ul style="list-style-type: none"> ○ The drill starts with music playing. When athletes hear the music, they should dance on their spot (challenge them to bring out their best and most memorable dance moves). ○ When the music stops, athletes need to touch one corner of their square as quickly as possible and return to their dot. ○ The fastest person to return to their dot, wins a point each round. <p>Tip: Take the challenge up a notch by changing the music each round and challenging athletes to dance to that style of music.</p>
 <p>WEEKLY CHALLENGE</p>	<p>SET THE WEEKLY CHALLENGE</p> <ul style="list-style-type: none"> • This week the challenge is: DRILL CREATION CHALLENGE • Make up a new Challenger Baseball drill. Teach it to your friends or family. Write the instructions and send them to Jays Care (or ask someone to take a video of you teaching it).
 <p>COOL DOWN STRETCHING + CLOSING TRADITION</p>	<p>PLAY: WHAT TIME IS PRACTICE COACH</p> <ul style="list-style-type: none"> • Rules comparable to <i>What time is it Mr. Wolf?</i> • Ask athletes to start at one end of their square • Call out times (i.e. 3:00) and ask athletes to move forward that many spaces • When Coach says “BREAK TIME” athletes must move as quick as they can to be the first one back to their starting line • If athletes make it to the opposite line before coach calls BREAK TIME, athletes get one point


<p align="center">SESSION TWO THEME: THROW LIKE A BLUE JAY</p>	
 <p>FUN WELCOME ACTIVITY+ WARM UP GAMES</p>	<p>PLAY: HUCKLE BUCKLE</p> <ul style="list-style-type: none"> • Challenge athletes to place one dot at the top and one at the bottom of their square. • Ask all athletes to stand at the bottom dot. • Call out “Huckle Buckle....._____” and name a body part. For example: Huckle Buckle hand to dot!) Athletes then: <ol style="list-style-type: none"> 1. move to the top as quickly (and safely!) as possible; 2. place their hand on the dot; and 3. move back to their bottom dot as fast as they can. <p>Choose a variety of different body parts for them to place on the dot. Play for 5 minutes!</p> <p>Tip: Challenge your athlete(s) to move progressively faster each time! Switch it up and instead of a body part say “dance on your dot”, “do 5 star jumps on your dot”, etc.</p>


 <p>FUNDAMENTALS OF THE SKILL</p>	<ul style="list-style-type: none"> Remind athletes that baseball involves some fundamental skills. Go over the fundamentals of throwing by modelling them and then challenging athletes to model them too: <p style="text-align: center;">Throwing</p> <p style="text-align: center;">>>> <<<</p> <ol style="list-style-type: none"> 1 Surfboard 2 Point to where you want to throw & wave hello 3 Buckle your seatbelt! <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> a) Point with both hands b) Pull arrow back c) Buckle your seatbelt! <p style="text-align: center;">>>> <<<</p>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: TARGET CHALLENGE</p> <ul style="list-style-type: none"> Ask athletes to: <ul style="list-style-type: none"> place 1 bucket with 5 balls in it at the bottom of their square, and 1 bucket in the middle of their square. When you say “go”, athletes will have two minutes to make as many shots as possible. <p>TIP: Consider placing an individual target on a cone and move the cone back away from the athlete each time the target is hit</p>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: KNOCK IT OFF</p> <ul style="list-style-type: none"> Ask athletes to place their cone with a ball on top of it at the top of their square; Place a dot in at the bottom of their square; and get in ready position next to the cone while holding another ball. Explain and demonstrate: <ul style="list-style-type: none"> When you say “go”, athletes should move as quickly as they can to the dot, turn, aim and throw their ball at the pylon (in an effort to knock the ball off). If they hit the pylon, they earn one point. <p>NOTE: Be sure to remind helpers that if they need to retrieve a ball outside of the square, to ensure they stay 6 feet apart from other helpers.</p>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: RAPID FIRE</p> <ul style="list-style-type: none"> This activity requires athletes to work with their family helper as a partner. Model proper throwing progression. Ask partners to start on opposite sides of their square and to work together to throw a ball back and forth. Next, challenge each pair to see how many throws they can complete in 30 seconds. Get each pair to count their throws out loud Once the 30 seconds is up call out “freeze” and then go down the line quickly asking for everyone’s number count. Do this again, placing emphasis on partners beating their previous score.
 <p>WEEKLY CHALLENGE</p>	<p>SET THE WEEKLY CHALLENGE</p> <ul style="list-style-type: none"> This week the challenge is: ACTIVE LIVING GOAL SETTING CHALLENGE Set three active living goals for yourself that get you moving and active more than you usually are. Track how well you do at meeting your goals over the course of a week.
 <p>COOL DOWN STRETCHING +</p>	<p>PLAY: BALL WALL ROUTINE</p> <ul style="list-style-type: none"> Challenge athletes to come up with their own baseball throwing trick sequence. It needs to include 5 different actions they can do with their baseball (e.g. throwing high, rolling the ball, bouncing it up and down, spinning around with their ball) Once they are prepared, ask each athlete to present theirs and then challenge all athletes to repeat the same sequence.


CLOSING TRADITION	<ul style="list-style-type: none"> • MODIFICATIONS: Make the sequence longer or shorter.
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SESSION THREE
THEME: CATCH LIKE A BLUE JAY



 FUN WELCOME ACTIVITY+ WARM UP GAMES	<p>PLAY: QUICK GRAB</p> <ul style="list-style-type: none"> • Ask athletes to place a ball in front of them on the ground. • Explain and demonstrate that: <ul style="list-style-type: none"> ○ You will say different body parts like: “head”, “shoulders”, “knees”, “nose” etc. and athletes should follow your instruction by putting their hands on the body part called out. ○ When you say “BALL” athletes should grab the ball in front of them and hold it in the air as fast as they can. ○ Celebrate athletes who get their ball up quickly. <p>MODIFICATIONS: Increase success by providing athletes with the opportunity to use a tee or cone to lift the ball off the ground.</p>
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 FUNDAMENTALS OF THE SKILL	<ul style="list-style-type: none"> • Remind athletes that baseball involves some fundamental skills. Go over the fundamentals of fielding by modelling them and then challenging athletes to model them too: <p style="text-align: center;">Fielding</p> <p style="text-align: center;">>>> <<<</p> <ol style="list-style-type: none"> 1 Alligator to the snow (or as low as you can go) 2 Belly Button 3 Throw <p style="text-align: center;">>>> <<<</p>
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 SKILLS AND DRILLS	<p>PLAY: GREAT WALL</p> <ul style="list-style-type: none"> • Ask athletes to stand near the bottom of their square. • Ask family/support people to stand at the top of their square holding a bucket with 5 balls. • Explain and demonstrate that: <ul style="list-style-type: none"> ○ Family/support people will roll balls quickly to their athlete. ○ Athletes need to work to field as many of the 15 balls as possible (not letting any go through their legs). • Once all 5 balls have been tossed, count how many balls have been fielded and how many went through their legs/device.
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 SKILLS AND DRILLS	<p>PLAY: FIELDING DROP ZONE</p> <ul style="list-style-type: none"> • Ask each athlete to grab a ball. • Explain and demonstrate the challenge: <ul style="list-style-type: none"> ○ Drop a ball from shoulder height, let it bounce once and try to catch it before a second bounce. ○ Complete this 10 times. ○ Then try these bigger challenges: Try dropping the ball from waist height next and then continue to get closer and closer to the ground. <p>Tip: Encourage household members to help bounce the balls for athletes who need additional assistance.</p>
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 <p>SKILLS AND DRILLS</p>	<p>PLAY: FIELDING RELAY</p> <ul style="list-style-type: none"> • Athletes need to place one ball in each corner of their square and one bucket in the middle of their square. They start the relay next to their bucket. • When you say “go”, the first athlete on the team goes to retrieve one ball and return it to the bucket. They repeat this with all four balls and then shout “NEXT”. • Now, the next athlete on the team can start. • This process repeats until the whole team has finished their race.
 <p>WEEKLY CHALLENGE</p>	<p>SET THE WEEKLY CHALLENGE</p> <ul style="list-style-type: none"> • This week the challenge is: WEEKLY EXERCISE CHALLENGE • Set a goal to try 1 new exercise each day of the week and track how well you do at meeting your goal. What is your favourite new exercise?
 <p>COOL DOWN STRETCHING + CLOSING TRADITION</p>	<p>PLAY: MUSICAL MOVES 2.0</p> <ul style="list-style-type: none"> • Ask athletes to place 15 balls all around the perimeter of their square and to place one bucket at the centre of their square. • Explain and demonstrate that: <ul style="list-style-type: none"> ○ Each time you stop the music, they need to move and grab a ball and return it to the bucket (and repeat this process as many times as possible) before the music starts again. ○ The first athletes to collect all of their balls, win the round. <p>Modification: Use cones or tees to lift the balls off the ground for athletes using mobility devices</p>







<p align="center">SESSION FOUR THEME: GET FIT LIKE A BLUE JAY</p>	
 <p>FUN WELCOME ACTIVITY+ WARM UP GAMES</p>	<p>PLAY: FOLLOW THE LEADER STRETCHES</p> <ul style="list-style-type: none"> • Pick one athlete to be the leader for the day. • Have that athlete lead a series of stretches that they have learned from previous practices. • Coaches can switch leaders to lead different stretches to allow all athletes to lead a stretch.
 <p>FUNDAMENTALS OF THE SKILL</p>	<ul style="list-style-type: none"> • Remind athletes that baseball involves some fundamental skills. Go over the fundamentals of staying fit by modelling the fundamentals and then challenging athletes to model them too: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Throwing</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Surfboard 2 Point to where you want to throw & wave hello 3 Buckle your seatbelt! <p>OR</p> <ol style="list-style-type: none"> a) Point with both hands b) Pull arrow back c) Buckle your seatbelt! <p>»»—————««</p> </div> <div style="text-align: center;"> <p>Fielding</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Alligator to the snow (or as low as you can go) 2 Belly Button 3 Throw <p>»»—————««</p> </div> <div style="text-align: center;"> <p>Batting</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Surfboard 2 Salt shaker 3 Throw over shoulder 4 SWING & squish the bug <p>»»—————««</p> </div> </div>




 <p>SKILLS AND DRILLS</p>	<p>PLAY: LAP IT UP</p> <ul style="list-style-type: none"> Challenge athletes to complete 3 laps around their square. <p>Tip: Put on a motivational song and challenge them to do laps hopping, skipping, then jumping, or other movements that are accessible to your athletes.</p>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: SIGNAL FITNESS</p> <ul style="list-style-type: none"> Assign a different exercise for each of the number of claps heard or images shown. Challenge athletes to respond as quickly as possible while continuously moving in one spot (jogging, dancing, etc.). Slowly increase the pace of the activity, doing the activities alongside the athletes. <ul style="list-style-type: none"> 1 blast of the whistle = side shuffles 2 blasts = 10 jumping jacks 3 blasts = 10 burpees, etc. <p>Modification: Instead of claps you can also use signals, images or simply call out or hold up the number associated with the action.</p>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: USAIN BOLT CHALLENGE</p> <ul style="list-style-type: none"> Start off by asking athletes if they know who the fastest man in the world is. If no one knows try to make them guess, i.e. "His name sounds like another word for lightning". Once they know that it is Usain Bolt let them know what the record is: <ul style="list-style-type: none"> Usain Bolt set the world record for the 100M sprint in an incredible time of 9.58s! Explain that speed is a key ingredient to success in baseball. You need to be able to move fast to catch balls and to move around the bases. Ask athletes to place four dots at the corners of their square to represent the bases on a baseball diamond. Ask all athletes to start at their home plate. Explain that their task is to see how far and fast they can move around the bases in 9.58 seconds (Usain Bolt's record). Try the activity 3-5 times and see if they can beat their record each time (moving further around the bases than the time before).
 <p>WEEKLY CHALLENGE</p>	<p>SET THE WEEKLY CHALLENGE</p> <p>This week the challenge is: BIG WALK CHALLENGE</p> <ul style="list-style-type: none"> Go for a 30 minute to 1 hour walk with a friend or family member.
 <p>COOL DOWN STRETCHING + CLOSING TRADITION</p>	<p>PLAY: CAPTAINS ORDERS</p> <ul style="list-style-type: none"> You are the captain. Your job is to call out different actions as listed below and athletes race to complete the action as quickly as possible. The athlete(s) who are the fastest/most enthusiastic/most dramatic/most realistic can win special recognition at the end of the game. Pick and choose the best actions for your group or make up your own: <ul style="list-style-type: none"> Man Overboard- athletes drop to the floor into planking position. Captain's Coming - athletes stand at attention and salute the 'captain'. Starboard / Port - athletes run to the designated side of the room. Scrub The Deck - athletes squat on the ground and scrub the deck. Climb The Rigging - athletes stand up and pretend to climb the rigging. Man The Lifeboats – athletes sit down and pretend to row the boat.



SESSION FIVE
THEME: HIT LIKE A BLUE JAY

 <p>FUN WELCOME ACTIVITY+ WARM UP GAMES</p>	<p>PLAY: TOWEL BASEBALL SWINGS</p> <ul style="list-style-type: none"> As staff, set yourself up like a pitcher with a sock ball! Tell athletes to grab a small towel or shirt they can swing as a baseball bat. As a group everyone will walk through swinging together. Once athletes have mastered the swing let the game play begin: Family support members can toss the sock balls and athletes need to try to make contact with their towel bats. Tell athletes to celebrate a 'big hit; by waving or tossing their shirts like a bat flip! <p>NOTE: We recommend towels and sock balls for this activity to limit the chances of balls flying far and wide on the field and athletes/family members needing to leave their squares to retrieve them.</p>
 <p>FUNDAMENTALS OF THE SKILL</p>	<ul style="list-style-type: none"> Remind athletes that baseball involves some fundamental skills. Go over the fundamentals of batting running by modelling them and then challenging athletes to model them too: <p style="text-align: center;">Batting</p> <div style="text-align: center;">  </div>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: DOUBLE HIT OFF A TEE</p> <ul style="list-style-type: none"> Set up pylon with a ball on it approximately 5 feet from the fence. Set up the tee 5 feet away from the cone. Have batters hit the ball off the tee– trying to knock the far ball off the cone.
 <p>SKILLS AND DRILLS</p>	<p>PLAY: HIGH, LOW HITTING</p> <ul style="list-style-type: none"> Ask the family helper kneel in line with the hitters front foot. Have them holding two balls. They can be different sizes, colours or the same. The thrower then takes turns throwing balls “hi” and throwing balls “low”, giving batters the chance to work on different swings.
 <p>SKILLS AND DRILLS</p>	<p>PLAY: SWING AND SPRINT</p> <ul style="list-style-type: none"> This activity requires athletes to work with their family helper as a partner. Ask athletes to use dots to set up a baseball diamond with all four bases. Athletes can then grab a bat and start at home plate. Partners should stand in the middle of the circle with a sock ball. Partners pitch the sock ball to athletes and after swinging, athletes leave their bat at home plate and move around the bases. While they are moving around the bases, partners can work to retrieve the sock balls. <p>NOTE: sock balls tend to stay relatively close and make it easier for partners to complete safe retrieval.</p>
	<p>SET THE WEEKLY CHALLENGE This week the challenge is: COOKING CLASS CHALLENGE</p>

<p>WEEKLY CHALLENGE</p>	<ul style="list-style-type: none"> Find a healthy cooking recipe online. Prepare the meal/snack once following the instructions. The second time, ask someone to film you teaching how to make the meal/snack as though you are a cooking instructor.
 <p>COOL DOWN STRETCHING + CLOSING TRADITION</p>	<p>PLAY: SOFT TOSS, CALLING THE COLOUR</p> <ul style="list-style-type: none"> Have family helpers throw soft toss to the batter using two different coloured balls When they throw the two balls the thrower calls out one colour – and the hitter is challenged to only hit the specific coloured ball called out by partner.

<p align="center">SESSION SIX THEME: BASE RUN LIKE A BLUE JAY</p>	
 <p>FUN WELCOME ACTIVITY+ WARM UP GAMES</p>	<p>PLAY: FOUR CORNERS</p> <ul style="list-style-type: none"> Challenge athletes to number each of the four corners in their square (1-2-3-4) or to place a different coloured dot in each corner (red, green, yellow, blue). When a number (or colour) is called, athlete(s) move to that corner as quick as they can. Play this game for 3-5 minutes. <p>Tip: To take it up a notch, include, hops, skips, jumps, zigzags, or other movements that are accessible to your athletes.</p>
 <p>FUNDAMENTALS OF THE SKILL</p>	<ul style="list-style-type: none"> Remind athletes that baseball involves some fundamental skills. Go over the fundamentals of base running by modelling them and then challenging athletes to model them too: <p align="center">BASE RUNNING</p> <p align="center">  </p> <ol style="list-style-type: none"> 1 GO GO GO! And be Safe 2 Banana turn at first 3 Counter clockwise (1st base, 2nd base, 3rd base, home) <p align="center">  </p>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: BASE RUNNING RELAY</p> <ul style="list-style-type: none"> Athletes need to place one dot in each corner of their square (to make up the four bases). They start the relay at their home plate. When you say “go”, the first athlete on the team moves around all of the bases until they return home. They then shout “NEXT”. Now, the next athlete on the team can start. This process repeats until the whole team has finished their race.
 <p>SKILLS AND DRILLS</p>	<p>PLAY: LEFT, RIGHT, FRONT, BACK</p> <ul style="list-style-type: none"> Explain that great baseball players are really agile – they can move forward, backwards, side-to-side – and they can do it quickly to respond to any ball that comes their way. Ask all athletes to place a dot in the centre of their square. Explain and demonstrate the challenge: <ul style="list-style-type: none"> They need to start on the dot.

	<ul style="list-style-type: none"> ○ When you say “GO” they need to move forward and touch the top of their square if they are able, backwards to touch the bottom of their square, and then touch each side of their square. ○ The challenge is for them to find out how many sides of their square they can touch in one minute. <ul style="list-style-type: none"> • Play some great music while they do it to enhance their motivation to move fast. <p>Tip: Play this a few times and challenge athletes to beat their previous record.</p> <p>Modification: Athletes can choose whatever body part they want to touch each side (i.e. foot, hand, mobility device etc.)</p>
 SKILLS AND DRILLS	<p>PLAY: LAP IT UP</p> <ul style="list-style-type: none"> • Challenge athletes to complete 3 laps around their square. <p>Tip: Put on a motivational song and challenge them to do laps hopping, skipping, then jumping, or other movements that are accessible to your athletes.</p>
 WEEKLY CHALLENGE	<p>SET THE WEEKLY CHALLENGE</p> <p>This week the challenge is: BALLOON UP CHALLENGE</p> <ul style="list-style-type: none"> • Blow up a balloon. See how long you can keep it bouncing in the air. Can you beat the Challenger Baseball world record (5 minutes)?
 COOL DOWN STRETCHING + CLOSING TRADITION	<p>PLAY: FREEZE DANCE</p> <ul style="list-style-type: none"> • Ask all athletes to start at the top of their square. • Play a song and pause the music at different points. • Athletes must FREEZE immediately when the music is paused, anyone caught moving, needs to move one step backwards in their square. • Praise all athletes and have everyone celebrate any athletes who are still near the top of their square at the end of 10 rounds. <p>Tip: Consider giving extra points (i.e. chances to move back to the front of the square) to athletes who demonstrate real energy and commitment to their dance moves.</p>

SESSION SEVEN THEME: PLAY LIKE A BLUE JAY	
 FUN WELCOME ACTIVITY+ WARM UP GAMES	<p>PLAY: FIELD, CATCH, THROW!</p> <ul style="list-style-type: none"> • Show examples of how a baseball player either: fields a ball, catches a ball, or throws it. • Tell athletes to get in ‘ready position’ and begin calling out these plays in a sequence and get athletes to perform them. • When you say “MOVE”, athletes will be required to move and touch a corner of their square and then come back into ready position.
 FUNDAMENTALS OF THE SKILL	<ul style="list-style-type: none"> • Remind athletes that baseball involves some fundamental skills. Go over the fundamentals of base running, throwing, catching and batting by modelling them and then challenging athletes to model them too:

	Fielding	Batting	Throwing
	>>> <<< <ol style="list-style-type: none"> 1 Alligator to the snow (or as low as you can go) 2 Belly Button 3 Throw >>> <<<	>>> <<< <ol style="list-style-type: none"> 1 Surfboard 2 Salt shaker 3 Throw over shoulder 4 SWING & squish the bug >>> <<<	>>> <<< <ol style="list-style-type: none"> 1 Surfboard 2 Point to where you want to throw & wave hello 3 Buckle your seatbelt! <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> a) Point with both hands b) Pull arrow back c) Buckle your seatbelt! >>> <<<



SKILLS AND DRILLS

PLAY: BASEBALL CIRCUIT

- This circuit is described using the family helper as a partner. If the family helper is needed to support the athlete by their side, replace the family helper with a bucket and/or invite an additional family member to support.
- Set up 5-10 stations around the play area. At each station post instructions for the 3 minute challenge. Here are some sample stations:
 - How many times can you hit a soft toss (or a ball off the tee) into the fence in 3 minutes?
 - How many times can you hit a ball off the tee and have it hit a target on the fence in 3 minutes?
 - How many times can you and your family member/partner throw and catch ground balls between you in 3 minutes (you decide how far away you want to be from each other)?
 - In 3 minutes, how many times can you run the bases?
 - Place a bucket at the top of your square. Place ten balls at the bottom of your square. How many balls can you run from the bottom of your square and place in the bucket in 3 minutes?
- Explain and demonstration that:
 - Great baseball players put time and energy into all aspects of the game;
 - This baseball circuit is a chance for all athletes to work on their throwing, catching, batting and base-running skills;
 - Model how each station works.
- Allow 2-5 minutes for athletes to read instructions, ask questions and practice the challenge. Then start the timing. After three minutes blow a whistle, and tell athletes to rotate stations.
- Observe for any athletes who deserve a special shout-out for their great effort.



SKILLS AND DRILLS



PLAY: SWING AND SPRINT




- This activity requires athletes to work with their family helper as a partner.
 - Ask athletes to use dots to set up a baseball diamond with all four bases.
 - Athletes can then grab a bat and start at home plate.
 - Partners should stand in the middle of the circle with a sock ball. Partners pitch the sock ball to athletes and after swinging, athletes leave their bat at home plate and move around the bases.
 - While they are moving around the bases, partners can work to retrieve the sock balls.
- NOTE:** sock balls tend to stay relatively close and make it easier for partners to complete safe retrieval.







PLAY: THROUGH YOUR LEGS FIELDING

- Ask athletes to stand between 5-10 feet away from the wall.
- Explain and demonstrate that:
 - In this activity letting a ball through your legs is okay!

<p>SKILLS AND DRILLS</p>	<ul style="list-style-type: none"> ○ Athletes will throw the ball off the wall and get into a position where the ball will roll between their legs. ○ Typically we want to field the ball, but here athletes will have fun letting the ball through. <ul style="list-style-type: none"> ● Note: This is great for positioning and teaching athletes that mistakes happen! <p>MODIFICATIONS: Have athletes get into a fielding position each time the ball rolls through.</p>
 <p>WEEKLY CHALLENGE</p>	<p>SET THE WEEKLY CHALLENGE: This week the challenge is: COMMERCIAL CHALLENGE</p> <ul style="list-style-type: none"> ● Create a short commercial that challenges kids across the country to make healthy choices. Ask a parent or friend to videotape it.
 <p>COOL DOWN STRETCHING + CLOSING TRADITION</p>	<p>PLAY: SIMON SAYS</p> <ul style="list-style-type: none"> ● Explain that athletes need to do whatever “Simon says”. If Simon doesn’t say it, athletes shouldn’t do it. For example, if the coach says: “Simon says touch your toes”, or “Simon says hop up and down”, or “Simon says spin around”, the athletes should do all of those things. ● If the coach says “jump up and down”, or “touch your elbows”, or any other command that doesn’t start with “Simon says”, the athletes need to NOT do the action.

<p align="center">SESSION EIGHT THEME: TRAINING CAMP GRADUATION CEREMONY</p>				
 <p>FUN WELCOME ACTIVITY+ WARM UP GAMES</p>	<p>PLAY: TARGET HITTING</p> <ul style="list-style-type: none"> ● Tie a hoop or a paper target to the fence for each player. ● Challenge players try to hit a ball at the target each time 			
 <p>FUNDAMENTALS OF THE SKILL</p>	<ul style="list-style-type: none"> ● Remind athletes that baseball involves some fundamental skills. Go over the fundamentals of base running, throwing, catching and batting by modelling them and then challenging athletes to model them too: <table border="0" data-bbox="454 1360 1380 1665"> <tr> <td align="center" data-bbox="454 1360 698 1665"> <p>Fielding</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Alligator to the snow (or as low as you can go) 2 Belly Button 3 Throw <p>»»—————««</p> </td> <td align="center" data-bbox="795 1360 1039 1665"> <p>Batting</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Surfboard 2 Salt shaker 3 Throw over shoulder 4 SWING & squish the bug <p>»»—————««</p> </td> <td align="center" data-bbox="1120 1360 1380 1665"> <p>Throwing</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Surfboard 2 Point to where you want to throw & wave hello 3 Buckle your seatbelt! <p align="center">OR</p> <ol style="list-style-type: none"> a) Point with both hands b) Pull arrow back c) Buckle your seatbelt! <p>»»—————««</p> </td> </tr> </table>	<p>Fielding</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Alligator to the snow (or as low as you can go) 2 Belly Button 3 Throw <p>»»—————««</p>	<p>Batting</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Surfboard 2 Salt shaker 3 Throw over shoulder 4 SWING & squish the bug <p>»»—————««</p>	<p>Throwing</p> <p>»»—————««</p> <ol style="list-style-type: none"> 1 Surfboard 2 Point to where you want to throw & wave hello 3 Buckle your seatbelt! <p align="center">OR</p> <ol style="list-style-type: none"> a) Point with both hands b) Pull arrow back c) Buckle your seatbelt! <p>»»—————««</p>
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 <p>SKILLS AND DRILLS</p>	<p>PLAY: PASS PERFECT</p> <ul style="list-style-type: none"> ● This activity is described using the family helper as a partner. If the family helper is needed to support the athlete by their side, replace the family helper with a bucket. ● Ask athletes to place dots throughout their square and be ready to start at the top of their square with their family helper next to them. ● Explain and demonstrate that: 			

	<ul style="list-style-type: none"> ○ When you say “Go”, athletes should move to the furthest dot in their square and try to throw their ball to their family helper (or in the bucket). ○ If they complete the throw and catch, they earn 1 point. ○ Next, they move to the next dot and repeat the process until they have completed a throw from each of the dots.
 <p>SKILLS AND DRILLS</p>	<p>PLAY: TARGET CHALLENGE</p> <ul style="list-style-type: none"> ● Ask athletes to: <ul style="list-style-type: none"> ○ place 1 bucket with 5 balls in it at the bottom of their square, and ○ 1 bucket in the middle of their square. ● When you say “go”, athletes will have two minutes to make as many shots as possible. <p>TIP: Consider placing an individual target on a cone and move the cone back away from the athlete each time the target is hit</p>
 <p>SKILLS AND DRILLS</p>	<p>PLAY: MUSICAL MOVES</p> <ul style="list-style-type: none"> ● This game is like musical chairs. Ask athletes to place a dot in the middle of their square. ● Explain and demonstrate that: <ul style="list-style-type: none"> ○ The drill starts with music playing. When athletes hear the music, they should dance on their spot (challenge them to bring out their best and most memorable dance moves). ○ When the music stops, athletes need to touch one corner of their square as quickly as possible and return to their dot. ○ The fastest person to return to their dot, wins a point each round. <p>Tip: Take the challenge up a notch by changing the music each round and challenging athletes to dance to that style of music.</p>
 <p>WEEKLY CHALLENGE</p>	<p>SET THE WEEKLY CHALLENGE: This week the challenge is: GRATITUDE CHALLENGE</p> <ul style="list-style-type: none"> ● Think about people in your life who encourage you to get active and be healthy. Write one of them a thank you note
 <p>COOL DOWN STRETCHING + CLOSING TRADITION</p>	<p>PLAY: RED LIGHT, GREEN LIGHT</p> <ul style="list-style-type: none"> ● This game helps to demonstrate how to move around the bases ● Have athletes set up a diamond in their square ● Everyone starts at home plate ● Once green light is called (or a green spot marker is held in the air), athletes move around the bases ● When red light is called (or a red spot marker is held in the air), athletes must freeze where they are ● Yellow light can be added when green light and red light have been mastered. Once yellow light is called (or a yellow spot marker is held in the air), athlete moves around the bases in slow motion <p>TIP: Have athletes move around the bases more than one time. Each athlete can keep track of the amount of times they have passed home plate. Use spot markers as a visual for athletes who are hard of hearing.</p>

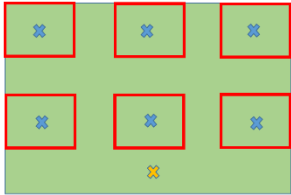
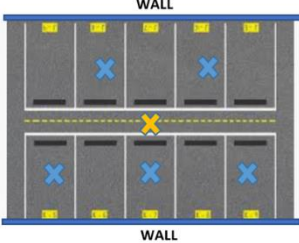
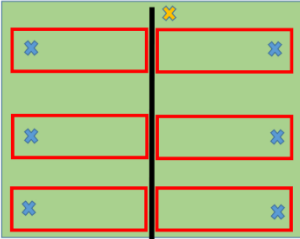
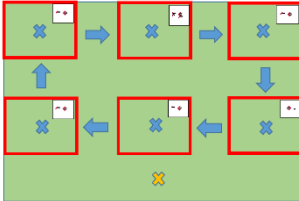
APPENDIX B: CHALLENGER BASEBALL TRAINING

CAMP ACTIVITY BANK

Challenger Baseball Training Camps are designed to help Challenger Baseball athletes stay fit, active and connected to their peers and coaches while adapting to the safety restrictions that COVID has presented. All of the activities in this manual are designed to help coaches lead fun training camp activities that work on the core skills essential to baseball success:

- | | | |
|---------------|------------|-------------------------|
| ✓ Stretching | ✓ Throwing | ✓ Reflexes |
| ✓ Agility | ✓ Catching | ✓ Hand-eye coordination |
| ✓ Fitness | ✓ Speed | ✓ Positioning |
| ✓ Flexibility | ✓ Hitting | |

The activities in this **Activity Bank** are divided into the following sections:

<p>Designated Square Activities: these are activities that each athlete completes while staying within a marked square area (approximately 10 meters by 10 meters) with the support of a family member (if required). Designated square activities are ideal for working on base running, target practice, reflexes, agility and speed.</p> 	<p>Wall Ball Activities: these are activities that each athlete completes within a marked square area that is next to a wall. Wall ball activities are ideal for helping athletes practice throwing, catching, fielding and general reflexes.</p> 
<p>Fence Ball Activities: these are activities that each athlete completes within a marked rectangle that is against a high fence. Fence ball activities are ideal for helping athletes practice batting safely.</p> 	<p>Circuit Activities: these are station activities that are arranged in large, spread out circles where athletes and their family member (if required) rotate through with their own personal equipment kit.</p> 

EQUIPMENT REQUIRED FOR ALL ACTIVITIES:

If you intend to lead every single activity in this Activity Bank throughout your season, here's the equipment you will need:

To bring for yourself:

- Proper PPE
- Sanitizer
- 1 dice
- 1 music player

To provide for each player:

- 1 bat & 1 tee
- 5 dots & 6 pylons
- 10 balls
- 2 buckets
- Tape & paper

To ask players to bring to the field:

- Proper PPE
- Sanitizer
- 1 towel
- 1-3 sock balls

IMPORTANT TO NOTE: With all of these activities, there will be many chances for balls to move beyond the bounds of identified play spaces. To effectively manage safety concerns, remember to return balls by gently kicking them with your feet. Avoid using your hands.

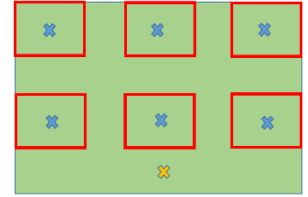
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DESIGNATED SQUARE ACTIVITIES

For *Designated Square Activities*, set up separated squares (approximately 10 meters by 10 meters – the size of a parking spot) on the field. Use cones or floor dots or chalk to create the separated spaces. Ensure that there is at least 2 meters between each square. Assign each athlete a square to stay in. Explain that athletes are expected to remain within their square throughout the activities.



WAYS TO MOTIVATE ATHLETES TO STAY IN THEIR SQUARE:

- In order to keep expectations clear, frontload families by sending a video/explanation in advance to help families practice and prepare.
- Use the first session to teach this adapted structure in a fun and engaging way (i.e. points, motivational boards or “stay in the lines because the floor is lava outside your square!”). Have patience as it may take some athletes time to understand the new boundaries.
- Help athletes feel regulated when entering the field by keeping squares consistent from week-to-week. Encourage athletes to visit the same square each session.
- Allow exceptions to leave their square (i.e. water/bathroom breaks)
- Throughout programming, create space where athletes can leave their square, one at a time, to move around the bases and return back to their space or create a “mask off” zone for athletes to remove their masks for a short period of time.

1. Simon Says

EQUIPMENT: none

FOCUS: stretching

- Explain that athletes need to do whatever “Simon says”. If Simon doesn’t say it, athletes shouldn’t do it. For example, if the coach says: “Simon says touch your toes”, or “Simon says hop up and down”, or “Simon says spin around”, the athletes should do all of those things.
- If the coach says “jump up and down”, or “touch your elbows”, or any other command that doesn’t start with “Simon says”, the athletes need to NOT do the action.

2. Follow the Leader Stretches

EQUIPMENT: none

FOCUS: stretching

- Pick one athlete to be the leader for the day.
- Have that athlete lead a series of stretches that they have learned from previous practices.
- Coaches can switch leaders to lead different stretches to allow all athletes to lead a stretch.

3. Captain's Orders

EQUIPMENT: none

FOCUS: reflexes

- You are the captain. Your job is to call out different actions as listed below and athletes race to complete the action as quickly as possible. The athlete(s) who are the fastest/most enthusiastic/most dramatic/most realistic can win special recognition at the end of the game. Pick and choose the best actions for your group or make up your own:
 - **Man Overboard**- athletes drop to the floor into planking position.
 - **Captain's Coming** - athletes stand at attention and salute the 'captain'.
 - **Starboard / Port** - athletes run to the designated side of the room.
 - **Scrub The Deck** - athletes squat on the ground and scrub the deck.
 - **Climb The Rigging** - athletes stand up and pretend to climb the rigging.
 - **Man The Lifeboats** – athletes sit down and pretend to row the boat.

4. Red Light, Green Light

EQUIPMENT: Dots

FOCUS: Reflexes

- This game helps to demonstrate how to move around the bases
- Have athletes set up a diamond in their square
- Everyone starts at home plate
- Once green light is called (or a green spot marker is held in the air), athletes move around the bases
- When red light is called (or a red spot marker is held in the air), athletes must freeze where they are
- Yellow light can be added when green light and red light have been mastered. Once yellow light is called (or a yellow spot marker is held in the air), athlete moves around the bases in slow motion

TIP: Have athletes move around the bases more than one time. Each athlete can keep track of the amount of times they have passed home plate. Use spot markers as a visual for athletes who are hard of hearing.

5. Throw and Clap

EQUIPMENT: balls

FOCUS: hand-eye coordination, reflexes

- Ask each athlete to throw a ball in the air. Challenge them to see how many times they can throw and catch the ball in 30 seconds.
- Once athletes feel confident add these progressions to challenge them further:
 - Throw and clap once

- Throw and clap twice
- See how many times you can clap before catching it
- Thrown, spin and catch

6. Four Corners

EQUIPMENT: dots

FOCUS: agility, speed

- Challenge athletes to number each of the four corners in their square (1-2-3-4) or to place a different coloured dot in each corner (red, green, yellow, blue).
- When a number (or colour) is called, athlete(s) move to that corner as quick as they can.
- Play this game for 3-5 minutes.

Tip: To take it up a notch, include, hops, skips, jumps, zigzags, or other movements that are accessible to your athletes.

7. Huckle Buckle

EQUIPMENT: dots

FOCUS: agility, speed, flexibility

- Challenge athletes to place one dot at the top and one at the bottom of their square.
- Ask all athletes to stand at the bottom dot.
- Call out “Huckle Buckle....._____” and name a body part. For example: Huckle Buckle hand to dot!) Athletes then:
 4. move to the top as quickly (and safely!) as possible;
 5. place their hand on the dot; and
 6. move back to their bottom dot as fast as they can.

Choose a variety of different body parts for them to place on the dot. Play for 5 minutes!

Tip: Challenge your athlete(s) to move progressively faster each time! Switch it up and instead of a body part say “dance on your dot”, “do 5 star jumps on your dot”, etc.

8. Lap it Up

EQUIPMENT: none

FOCUS: speed, running

- Challenge athletes to complete 3 laps around their square.

Tip: Put on a motivational song and challenge them to do laps hopping, skipping, then jumping, or other movements that are accessible to your athletes.

9. Stretching Dice Baseball

EQUIPMENT: Dice, dots

FOCUS: Flexibility, Fitness

- Challenge athletes to set up a mini baseball diamond within their square using dots for each of the bases.
- When you yell “GO”, athletes should move around the bases.
- Every 30-60 seconds, yell “STOP”.
- Then roll a die, and challenge athletes to do whatever the die dictates:

1- 10 Jumping Jacks	4- 10 Arm Circles
2- Cross body arm stretch for 30 seconds per arm	5- 10 Slow neck rolls
3- 10 Leg lifts	6- Athlete’s choice

10. Triangle Shuffle

EQUIPMENT: dots

FOCUS: Agility, speed

- Ask athletes to place 3 coloured dots 5 feet apart from each other in the shape of a triangle in the middle of their square.
- Athletes start in the middle.
- Instruct athletes to move out and touch one of the dots, returning to the middle after. Continue doing this for two minutes touching a different dot each time.
- Challenge your athletes to count how many dots they can touch in two minutes.

Modification: Challenge athletes to move around the dots, rather than touching them before moving back to the middle.

11. Musical Moves

EQUIPMENT: Sound system (for playing music), dots

FOCUS: agility, reflexes

- This game is like musical chairs. Ask athletes to place a dot in the middle of their square.
- Explain and demonstrate that:
 - The drill starts with music playing. When athletes hear the music, they should dance on their spot (challenge them to bring out their best and most memorable dance moves).
 - When the music stops, athletes need to touch one corner of their square as quickly as possible and return to their dot.
 - The fastest person to return to their dot, wins a point each round.

Tip: Take the challenge up a notch by changing the music each round and challenging athletes to dance to that style of music.

12. Musical Moves 2.0

EQUIPMENT: Sound system, balls, buckets

FOCUS: fielding, agility, reflexes

- Ask athletes to place 15 balls all around the perimeter of their square and to place one bucket at the centre of their square.
- Explain and demonstrate that:
 - Each time you stop the music, they need to move and grab a ball and return it to the bucket (and repeat this process as many times as possible) before the music starts again.
 - The first athletes to collect all of their balls, win the round.

Modification: Use cones or tees to lift the balls off the ground for athletes using mobility devices

13. Usain Bolt Challenge

EQUIPMENT: dots

FOCUS: speed

- Start off by asking athletes if they know who the fastest man in the world is.
- If no one knows try to make them guess, i.e. "His name sounds like another word for lightning".
- Once they know that it is Usain Bolt let them know what the record is:
 - Usain Bolt set the world record for the 100M sprint in an incredible time of 9.58s!
- Explain that speed is a key ingredient to success in baseball. You need to be able to move fast to catch balls and to move around the bases.
- Ask athletes to place four dots at the corners of their square to represent the bases on a baseball diamond.
- Ask all athletes to start at their home plate.
- Explain that their task is to see how far and fast they can move around the bases in 9.58 seconds (Usain Bolt's record).

- Try the activity 3-5 times and see if they can beat their record each time (moving further around the bases than the time before).

14. Left, Right, Front, Back

EQUIPMENT: dots

FOCUS: agility, speed

- Explain that great baseball players are really agile – they can move forward, backwards, side-to-side – and they can do it quickly to respond to any ball that comes their way.
- Ask all athletes to place a dot in the centre of their square.
- Explain and demonstrate the challenge:
 - They need to start on the dot.
 - When you say “GO” they need to move forward and touch the top of their square if they are able, backwards to touch the bottom of their square, and then touch each side of their square.
 - The challenge is for them to find out how many sides of their square they can touch in one minute.
- Play some great music while they do it to enhance their motivation to move fast.

Tip: Play this a few times and challenge athletes to beat their previous record.

Modification: Athletes can choose whatever body part they want to touch each side (i.e. foot, hand, mobility device etc.)

15. Signal Fitness

EQUIPMENT: Images (optional)

FOCUS: agility, fitness

- Assign a different exercise for each of the number of claps heard or images shown.
- Challenge athletes to respond as quickly as possible while continuously moving in one spot (jogging, dancing, etc.).
- Slowly increase the pace of the activity, doing the activities alongside the athletes.
 - 1 blast of the whistle = side shuffles
 - 2 blasts = 10 jumping jacks
 - 3 blasts = 10 burpees, etc.

Modification: Instead of claps you can also use signals, images or simply call out or hold up the number associated with the action.

16. Target Challenge

EQUIPMENT: balls, buckets

FOCUS: hand-eye coordination, throwing

- Ask athletes to:
 - place 1 bucket with 5 balls in it at the bottom of their square, and
 - 1 bucket in the middle of their square.
- When you say “go”, athletes will have two minutes to make as many shots as possible.

TIP: Consider placing an individual target on a cone and move the cone back away from the athlete each time the target is hit

17. Freeze Dance

EQUIPMENT: sound system

FOCUS: agility, flexibility

- Ask all athletes to start at the top of their square.
- Play a song and pause the music at different points.

- Athletes must FREEZE immediately when the music is paused, anyone caught moving, needs to move one step backwards in their square.
- Praise all athletes and have everyone celebrate any athletes who are still near the top of their square at the end of 10 rounds.

Tip: Consider giving extra points (i.e. chances to move back to the front of the square) to athletes who demonstrate real energy and commitment to their dance moves.

18. Balloon Volleyball

EQUIPMENT: Balloons or beach balls

FOCUS: hand-eye coordination

- Ask athletes to inflate a balloon (or grab a beach ball)
- The challenge is this: Who can keep the balloon or beach ball in the air for the longest period of time.
- Athletes can earn extra points for doing tricks.

Tip: Be aware that athletes can be negatively triggered by the sound of a balloon popping. Consider using the beach volleyball to remove this possibility.

19. Fielding Drop-Zone

EQUIPMENT: balls

FOCUS: speed and agility

- Ask each athlete to grab a ball.
- Explain and demonstrate the challenge:
 - Drop a ball from shoulder height, let it bounce once and try to catch it before a second bounce.
 - Complete this 10 times.
 - Then try these bigger challenges: Try dropping the ball from waist height next and then continue to get closer and closer to the ground.

Tip: Encourage household members to help bounce the balls for athletes who need additional assistance.

20. Field, Catch, Throw!

EQUIPMENT: none

FOCUS: agility, positioning

- Show examples of how a baseball player either: fields a ball, catches a ball, or throws it.
- Tell athletes to get in 'ready position' and begin calling out these plays in a sequence and get athletes to perform them.
- When you say "MOVE", athletes will be required to move and touch a corner of their square and then come back into ready position.

21. Towel Baseball Swings

EQUIPMENT: Towels, sock balls

FOCUS: hitting

- As staff, set yourself up like a pitcher with a sock ball!
- Tell athletes to grab a small towel or shirt they can swing as a baseball bat.
- As a group everyone will walk through swinging together.

- Once athletes have mastered the swing let the game play begin: Family support members can toss the sock balls and athletes need to try to make contact with their towel bats.
 - Tell athletes to celebrate a ‘big hit; by waving or tossing their shirts like a bat flip!
- NOTE:** We recommend towels and sock balls for this activity to limit the chances of balls flying far and wide on the field and athletes/family members needing to leave their squares to retrieve them.

22. Hungry Hippos

EQUIPMENT: balls, buckets, cones

FOCUS: fielding, speed, agility

- Ask each athlete to:
 - spread 3 balls out on the top of their square, and;
 - place a bucket at the bottom of their square.
- All athletes should start this drill next to their bucket.
- Explain and demonstrate that:
 - When you say “GO”, athletes should field each of their balls and return each to their bucket as quickly as they can (ball 1, bucket, ball 2, bucket, ball 3, bucket).
- The first athlete to return to their bucket with all 3 balls and yell “HUNGRY HIPPOS”, wins a point. Athletes are responsible for setting their balls back up once a new round begins.

MODIFICATIONS: Challenge athletes to see how many balls they can get in their buckets in a given time-period. Once they put all three balls in, they need to reverse and take all three balls out, and then repeat again. To increase success, consider setting the balls up on top of pylons to elevate them off the ground.

23. Quick Grab

EQUIPMENT: balls

FOCUS: agility, reflexes

- Ask athletes to place a ball in front of them on the ground.
- Explain and demonstrate that:
 - You will say different body parts like: “head”, “shoulders”, “knees”, “nose” etc. and athletes should follow your instruction by putting their hands on the body part called out.
 - When you say “BALL” athletes should grab the ball in front of them and hold it in the air as fast as they can.
 - Celebrate athletes who get their ball up quickly.

MODIFICATIONS: Increase success by providing athletes with the opportunity to use a tee or cone to lift the ball off the ground.

24. High, Low

EQUIPMENT: balls that bounce

FOCUS: hand-eye coordination, catching

- Ask athletes to get in their ready position in the centre of their square with a ball.
- Explain and demonstrate that:
 - When you say “HIGH”, athlete should bounce their ball (above their waist) high into the air and receive the ball with their thumbs together and fingers pointed upward (i.e. “fingers to the sky”, fielding a pop-fly).
 - When you say “LOW”, athlete should bounce their ball low (below their waist) and receive the ball with their pinky fingers touching and fingers pointed downward (i.e. “alligator to the snow”, fielding a grounder).

- As athletes get used to the game, increase the difficulty by adding new instructions (i.e. RIGHT = bouncing the ball in front of their right foot; MIDDLE; LEFT) and calling pairs of instructions together (i.e. RIGHT & HIGH).

MODIFICATIONS: Increase success for athletes that have difficulty bouncing the ball on their own by having their family member bounce the ball to the athlete instead.

25. Relay Races

EQUIPMENT: balls, dots, buckets

FOCUS: throwing, fielding, base running

- There are an endless number of relay races that you can lead using the designated square system. Divide athletes onto teams based on the side of the field they are on. Identify who is first, second and third on each team. Then, introduce the relay race. Here are number of fun relay options:

FIELDING RELAY:

- Athletes need to place one ball in each corner of their square and one bucket in the middle of their square. They start the relay next to their bucket.
- When you say “go”, the first athlete on the team goes to retrieve one ball and return it to the bucket. They repeat this with all four balls and then shout “NEXT”.
- Now, the next athlete on the team can start.
- This process repeats until the whole team has finished their race.

BASE RUNNING RELAY:

- Athletes need to place one dot in each corner of their square (to make up the four bases). They start the relay at their home plate.
- When you say “go”, the first athlete on the team moves around all of the bases until they return home. They then shout “NEXT”.
- Now, the next athlete on the team can start.
- This process repeats until the whole team has finished their race.

TARGET TOSS RELAY:

- Athletes need to place 1 bucket in the middle of their square. They start at the side of their square holding 3 balls.
- When you say “go”, the first athlete on the team tries to get all three balls into the bucket. They can retrieve the balls as many times as required until all three balls are inside the bucket. They then shout “NEXT”.
- Now, the next athlete on the team can start.
- This process repeats until the whole team has finished their race.

TIP: To build team connection, have everyone work together and try to beat their previous time

26. Great Wall

EQUIPMENT: balls, buckets

FOCUS: fielding, hand-eye coordination

- Ask athletes to stand near the bottom of their square.
- Ask family/support people to stand at the top of their square holding a bucket with 5 balls.
- Explain and demonstrate that:
 - Family/support people will roll balls quickly to their athlete.
 - Athletes need to work to field as many of the 15 balls as possible (not letting any go through their legs).
- Once all 5 balls have been tossed, count how many balls have been fielded and how many went through their legs/device.

27. Knock It Off

EQUIPMENT: balls, pylons

FOCUS: aim, throwing

- Ask athletes to place their cone with a ball on top of it at the top of their square;
- Place a dot in at the bottom of their square; and
- get in ready position next to the cone while holding another ball.
- Explain and demonstrate:
 - When you say “go”, athletes should move as quickly as they can to the dot, turn, aim and throw their ball at the pylon (in an effort to knock the ball off).
 - If they hit the pylon, they earn one point.

NOTE: Be sure to remind helpers that if they need to retrieve a ball outside of the square, to ensure they stay 6 feet apart from other helpers.

28. Rapid Fire

EQUIPMENT: balls

FOCUS: throwing, catching

- This activity requires athletes to work with their family helper as a partner.
- Model proper throwing progression.
- Ask partners to start on opposite sides of their square and to work together to throw a ball back and forth.
- Next, challenge each pair to see how many throws they can complete in 30 seconds. Get each pair to count their throws out loud
- Once the 30 seconds is up call out “freeze” and then go down the line quickly asking for everyone’s number count. Do this again, placing emphasis on partners beating their previous score.

Note: Before the second round, ask athletes what they think will make their throws quicker. Emphasize a quick exchange between catching and throwing the ball and making accurate throws, NOT throwing it harder.

29. Pass Perfect

EQUIPMENT: balls, colour dots, buckets

FOCUS: Throwing, aim

- This activity is described using the family helper as a partner. If the family helper is needed to support the athlete by their side, replace the family helper with a bucket.
- Ask athletes to place dots throughout their square and be ready to start at the top of their square with their family helper next to them.
- Explain and demonstrate that:
 - When you say “Go”, athletes should move to the furthest dot in their square and try to throw their ball to their family helper (or in the bucket).
 - If they complete the throw and catch, they earn 1 point.
 - Next, they move to the next dot and repeat the process until they have completed a throw from each of the dots.

30. Swing and Sprint

EQUIPMENT: sock balls, bats, dots

FOCUS: batting

- This activity requires athletes to work with their family helper as a partner.
- Ask athletes to use dots to set up a baseball diamond with all four bases.
- Athletes can then grab a bat and start at home plate.
- Partners should stand in the middle of the circle with a sock ball. Partners pitch the sock ball to athletes and after swinging, athletes leave their bat at home plate and move around the bases.

- While they are moving around the bases, partners can work to retrieve the sock balls.

NOTE: sock balls tend to stay relatively close and make it easier for partners to complete safe retrieval.

31. What Time is Practice Coach?

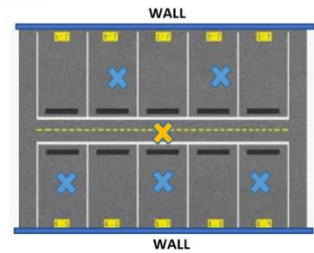
EQUIPMENT: none

FOCUS: Speed, agility

- Rules comparable to *What time is it Mr. Wolf?*
- Ask athletes to start at one end of their square
- Call out times (i.e. 3:00) and ask athletes to move forward that many spaces
- When Coach says "BREAK TIME" athletes must move as quick as they can to be the first one back to their starting line
- If athletes make it to the opposite line before coach calls BREAK TIME, athletes get one point

WALL BALL ACTIVITIES

For Wall Ball, set up separated stations (the size of parking lot spaces) for each athlete against the wall. Use cones or floor dots or chalk to create the separated spaces. Assign each athlete a station to stay in. Explain that athletes are expected to remain within their station throughout the activities. If you don't have enough wall space or parking spots, assign 3-4 athletes to a parking space and lead each activity as though it's a relay (athletes wait their turn 10 feet from their assigned parking spot).



32. Huckle Wall

EQUIPMENT: balls, dots

- Ask athletes to start 10 feet away from wall. They can mark their spot with a dot.
- Explain that you will call out a series of commands that include the wall. Their job is to complete the task as quickly as possible and return to their spot as fast as possible. For example:
 - **Huckle hand wall** – they need to move to the wall, place their hand on it, and run back to their spot.
 - **Huckle foot wall** – move to the wall, place their foot on it, and run back to their spot.
 - **Huckle Star Jump wall** – move to the wall, do 5 star jumps, and run back to their spot.
 - **Huckle Dance Off wall** – move to the wall, do 5 dance moves, run back to their spot.
- After a few rounds, invite the players who move back fastest, to make the next call.

33. Star Ball

EQUIPMENT: balls

- Athletes should throw their ball against the wall and try to do as many BIG stars (jumping jacks) as they can before the ball bounces back to them.
- For each big star they can do before the ball bounces back, they get 1 point. If they are able to catch the ball when it bounces back, they get an additional point.

- The goal of the game is to get as many points as you can.

MODIFICATIONS: Instead of using their hands, athletes can catch the balls in their lap or use a net. Have a goal that athletes need to reach (e.g. must get to 10 points).

34.Back-up Ball

EQUIPMENT: balls

FOCUS: throwing, catching

- Athletes originally start 5 steps away from the wall. Athletes must throw their ball against the wall and try to catch it before it hits the ground.
- Every time the athlete can catch the ball, they take 1 big step back. If they are unable to catch the ball before it hits the ground at their new position, they must take 1 step forward and try again. If they are able to catch the ball, they can move a step back again.
- **NOTE:** The goal of this game is to see how far an athlete can catch their ball from the wall.

MODIFICATIONS: Challenge athletes to start further or closer to the wall. They can take more or less steps away from the wall every time they catch the ball. They can catch the ball in their lap instead of their hands.

35.Alligator Wall Chomp

EQUIPMENT: balls

FOCUS: throwing, fielding

- Have athletes stand facing their wall with a ball (about 2 metres from the wall).
- Show them the correct way to field a groundball and explain to always use two hands whenever fielding a ball. We call this the alligator chomp!
- Athletes will underhand the ball at the wall and then field it with their alligator chomp.
- As athletes become comfortable, increase the challenge by:
 - Throwing the ball harder or move backwards to allow for different bounces off the wall;
 - Throwing the ball at the wall while shuffling side to side and catching it with their alligator chomp;

36.Up, Down, Side-to-Side

EQUIPMENT: balls

FOCUS: throwing, catching, fielding

- Challenge athletes to practice throwing and catching against the wall. Start with pop flies.
- Once they are comfortable, move to a bounce pass (ball hits the ground before it hits the wall).
- Next try a throw that hits the right side of the wall.
- Now try a throw that hits the left side of the wall.
- Challenge them to put it all together: pop fly, then a bounce pass, right toss, then left. See how quickly they can complete 5 rounds of this sequence.

MODIFICATION: Add star jumps, or a twirl or a left-handed and then right-handed throw to the mix to make it more challenging.

37.Ball Wall Routine

EQUIPMENT: balls

FOCUS: throwing, catching, reflexes

BI

38.Rapid Repeat

EQUIPMENT: balls

FOCUS: throwing, catching, reflexes

- Athletes will use one of their hands to throw the ball against the wall, and catch it before it hits the ground with the same hand they threw with. Challenge them to try to do this 10 times.
- Challenge them to switch hands.
- Make it a countdown race. When you say “go”, all athletes compete to see how quickly they can finish this sequence: 5 throws left hand, 5 throws right, 4 throws left hand, 4 throws right, 3 throws left hand, 3 throws right... etc. (down to 1).

MODIFICATIONS: Consider challenging athletes to throw with one hand and catch with the opposite hand.

39.Target Toss

EQUIPMENT: balls, stickers

FOCUS: throwing, aim

- Give athletes 3 stickers. Ask athletes to place their stickers on various places on their wall.
- Challenge them to practice trying to hit the targets.
- Once they have practiced, time them to see how many times they can hit the target in 1 minute.

40.Pop-Fly Star Challenge

EQUIPMENT: balls

FOCUS: throwing, catching, reflexes

- Challenge each athlete to work on throwing and catching pop flies against the wall
- Once they are comfortable, challenge them to try complete a star jump (jumping jack) between their throw and their catch.
- Challenge athletes to see what their record is for star jumps between a throw and a catch (i.e. throw, 5 star jumps, catch). See if you can set new group records each day.

MODIFICATION: Replace star jumps with twirls, or squats, or claps.

41.Hand Slap Catch

EQUIPMENT: balls

FOCUS: aim, reflexes

- Challenge athletes to practice throwing the ball against the wall and catching it.
- Next, challenge them to try slapping the ball against the wall instead of catching it.
- Challenge them to complete a series of hand slap and catch sequences as you call them out. For example:
 - *Throw, slap, catch.*
 - *Throw, slap, slap, catch.*
 - *Throw, catch, throw, catch, slap, slap, catch.*
 - *Throw, slap, throw, slap, throw, slap, catch.*

MODIFICATION: Challenge them to complete sequences at various distances from the wall. Challenge them to add a hop every time they slap.

42.Knight Toss

EQUIPMENT: balls, tape, paper

FOCUS: aim, throwing

- Using tape, ask athletes to tape a target (piece of paper) on their wall.
- Instruct athletes to kneel with their throwing knee (glove hand knee up) on the ground facing the backstop/fence.
- Challenge athletes to throw their ball and hit the target. Once athletes hit the target, they must take one step backward and throw again. If athletes miss the target, they must re-start and go back to the beginning.

- As athletes get used to the game, increase the difficulty by having them start backwards, putting one hand behind their back or by throwing in unison with their teammates (i.e. coach calls “GO” when they must throw the ball)

MODIFICATIONS: Instead of kneeling, ask athletes to sit in a chair or stand. To increase the element of choice, place different coloured spot markers in a line facing the fence to allow the athlete to decide how far away they want to be from the target.

43.Quick Turn

EQUIPMENT: balls

FOCUS: throwing, catching, reflexes

- Ask athletes to start with their back facing the wall (approximately 5 feet away from the wall).
- Explain and demonstrate that:
 - the challenge is to throw the ball over their head (or through their legs) to hit the wall and then turn around quickly enough that they can catch the ball.
 - Time them to see how many times they can catch the ball in a minute.

44.Pickoff Move

EQUIPMENT: balls

FOCUS: reflexes, pitching

- Ask athletes to stand at the far end of their square with their BACKS to the wall.
- Explain and demonstrate that:
 - They will be pretending they are pitchers who are throwing the ball to first base for what we call a “pick-off move”.
 - Athletes will get into their best pitching position, take a deep breath, and then step-off to turn and throw the ball to the wall.
 - Right-handed athletes will lift their right move backwards and then turn to throw! Left-handed athletes will life their left food and then turn to throw!
- **Tip:** This activity will be different for left-handed and right-handed throwing athletes. Have them spaced out accordingly.

45.Dot Ball

EQUIPMENT: balls, dots

FOCUS: throwing, catching

- Ask athletes to place 5 dots in their square (one that is far from the wall, and each additional dot closer to the wall).
- Ask them to start by standing at the dot furthest away from the wall holding a ball.
- Explain and demonstrate that:
 - Their challenge is to throw the ball against the wall and catch it;
 - Once they have successfully caught the ball they can move back to the next dot and do it again;
 - Repeat on all of the remaining dots, moving to a closer dot each time they catch the ball.
 - Once they have reached the closest dot, they can move back to the starting dot and complete this as many more times as you see fit.

46.Pitch Like a Jay

EQUIPMENT: balls

FOCUS: pitching

- Athletes start at the wall and take 10 big steps back from the wall.
- Athletes will get into a pitching stance and try to throw the ball as straight as they can. When the ball rolls back to them, they use their fielding skills to grab the ball.

- Once athletes have collected their ball, they should move as quickly as possible back to the wall and tag their ball on the wall.
- **NOTE:** The goal of this game is to see how fast athletes can complete their pitching sequence/ how many times in a row they can do it.

MODIFICATIONS: Take a big step back every time the athlete has completed the sequence. Start further away from the wall. If moving back to the wall to tag the ball is difficult, they can do 10 seconds of quick hands or quick feet however that looks like to them.

47.Short Hops

EQUIPMENT: balls

FOCUS: fielding, reflexes

- Ask athletes to start less than 5 feet from the wall, holding a ball.
- Explain and demonstrate that:
 - They should throw the ball at the wall and in a fielding position work on something called a “short hop with quick reactions”.
 - The ball will bounce and after it hits the ground athletes will field the ball;
 - A short hop occurs when the ball bounces and then is fielded quickly unlike a regular groundball.

Tip: Athletes should start by throwing the ball underhand to get comfortable. Once they feel comfortable fielding on one side of their body have them switch to field on their backhand.



48.Triangle Fielding

EQUIPMENT: balls, dots

FOCUS: fielding, footwork

- Ask athletes to place their dots in a triangle on the ground (each dot should be 3 feet apart). The triangle should be about 10 feet from the wall.
- Ask athletes to pick one dot to stand on (with a ball in their hand).
- Explain and demonstrate that:
 - They will start on dot, and throw a grounder at the wall and field it;
 - Then they will repeat this process with the remaining two dots; will move to the next dot and repeat;
- **Tip:** Encourage athletes to work on moving quickly between dots and trying to complete as many ground balls as possible within a time limit (i.e. 1 minute).



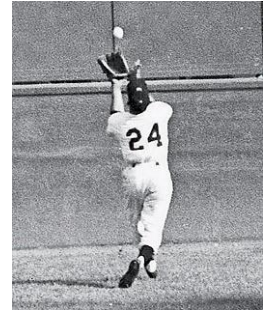
49.Over the Shoulder Catch

EQUIPMENT: balls

FOCUS: fielding

- Ask athletes to start 5 feet away from the wall with their backs to it.
- Explain and demonstrate that:
 - They will throw a ball over their shoulder at the wall;
 - The goal of this activity is to look over their shoulder to make a catch.
 - Athletes can move side to side. Ensuring they are aware of all their surroundings.

MODIFICATIONS: Move athletes further away from the wall which will require a harder throw to make a catch. Have each individual work on both shoulders as they progress.



50.Bare-hand Flip

EQUIPMENT: balls

FOCUS: throwing, fielding

- Ask athletes to stand 5 feet from wall.
- Explain and demonstrate that:
 - They will roll/throw the ball off the wall and field it with their fielding hand.
 - If they throw with their right and field with their left, have them continue to do this in a pattern.
 - Once they get used to it, challenge them to go as fast as they feel comfortable with.

MODIFICATIONS: Have them throw and field all with their left hand and then switch to the right side. Move athletes back as they become more comfortable with bounces and both hands.

51.Through your legs fielding

EQUIPMENT: balls

FOCUS: positioning, mistakes happen

- Ask athletes to stand between 5-10 feet away from the wall.
- Explain and demonstrate that:
 - In this activity letting a ball through your legs is okay!
 - Athletes will throw the ball off the wall and get into a position where the ball will roll between their legs.
 - Typically we want to field the ball, but here athletes will have fun letting the ball through.
- **Note:** This is great for positioning and teaching athletes that mistakes happen!

MODIFICATIONS: Have athletes get into a fielding position each time the ball rolls through.

52.Turn-2

EQUIPMENT: balls, dots

FOCUS: throwing, catching

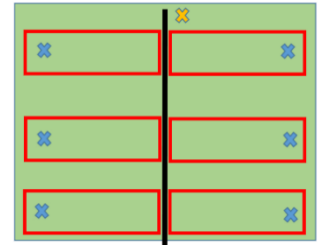
- Ask athletes to place a dot at the far end of their square and to stand in the middle of the square facing the wall with a ball in their hand.
- Explain and demonstrate that:
 - Athletes should throw the ball against the wall;
 - Catch the ball;
 - Run to the dot (as if it is a base), touch the base with their foot; and then
 - Throw the ball against the wall again and catch it.

NOTE: This is a great exercise to practice what it takes to play first, second or third base.



FENCE BALL ACTIVITIES

These are activities that each athlete completes within a marked rectangle that is against a high fence. Fence ball activities are ideal for helping athletes practice batting safely. Most fence ball activities work best if there is a family support member helping to set up and/or pitch the ball.



53. Big Ball Challenge

EQUIPMENT: dodgeballs or sock-balls, bats, tees

FOCUS: batting

- Give athletes a bigger ball (i.e. dodgeball, volleyball, beachball) and challenge them to hit the ball as many times as they can off a tee at the fence.
- This will help them get used to the feeling of making contact with the ball.

54.Target Hitting

EQUIPMENT: balls or sock-balls, bats, tees, hula hoops or paper

FOCUS: batting

- Tie a hoop or a paper target to the fence for each player.
- Challenge players try to hit a ball at the target each time

55.Player soft toss

EQUIPMENT: balls or sock-balls, bats, tees

FOCUS: batting

- Ask the family helper kneel in line with the hitters front foot
- Have them toss a ball up to the mid section of the batter, keeping in line the front foot or a little in front
- Challenger players to take as many pitches as they can in a certain time frame

56.Top hand/bottom hand

EQUIPMENT: balls or sock-balls, bats, tees

FOCUS: batting

- Have players hit off a Tee only using their top hand for 3-5 swings
- Once they switch with their partner, have players swing only with their bottom hand

57.Soft Toss – Calling the colour

EQUIPMENT: different colored balls, bats, tees

FOCUS: batting

- Have family helpers throw soft toss to the batter using two different coloured balls
- When they throw the two balls the thrower calls out one colour – and the hitter is challenged to only hit the specific coloured ball called out by partner.

58.Double Hit off a Tee

EQUIPMENT: balls, bats, tees, pylons

FOCUS: batting

- Set up pylon with a ball on it approximately 5 feet from the fence.
- Set up the tee 5 feet away from the cone.
- Have batters hit the ball off the tee– trying to knock the far ball off the cone.

59.High/Low hitting

EQUIPMENT: balls, bats

FOCUS: batting

- Ask the family helper kneel in line with the hitters front foot.
- Have them holding two balls. They can be different sizes, colours or the same.
- The thrower then takes turns throwing balls “hi” and throwing balls “low”, giving batters the chance to work on different swings.

60.Bunting

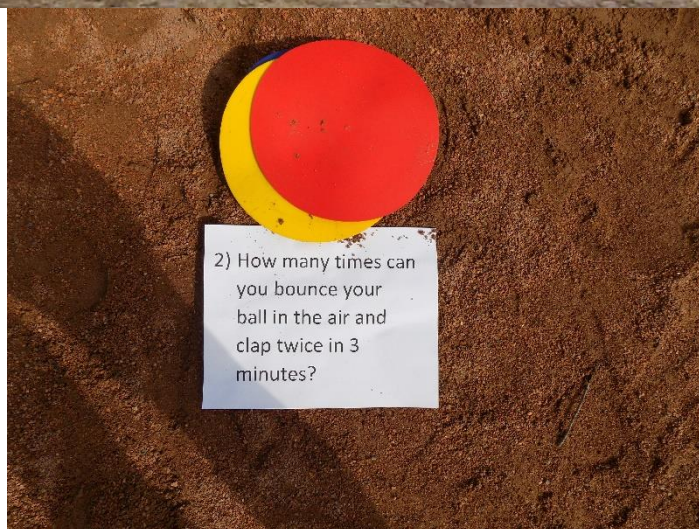
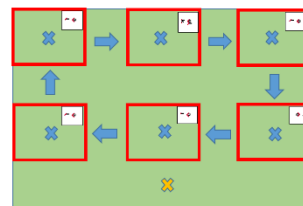
EQUIPMENT: bats, balls

FOCUS: bunting

- Ask the family helper kneel several feet in front of their athlete and pitch the ball.
- Challenge player to bunt the ball each time.
- Note: players should not try to bunt anything above the shoulder.

CIRCUIT ACTIVITIES

These are circuit activities that are arranged in large, spread out circles where athletes and their family member (if required) rotate through with their own personal equipment kit. In each station, there are written instructions to help athletes understand what they are expected to do.



61. Fitness Circuit

EQUIPMENT: balls, instructions on paper

FOCUS: fitness

- Set up 5-10 stations around the play area. At each station post instructions for the 3 minute challenge. Here are some sample stations:
 - How many jumping jacks can you do in 3 minutes?
 - How many times can you bounce your ball in the air and clap twice in 3 minutes?
 - How many times can you bounce the ball off the wall (standing 5 metres away from the wall) and catch it in 3 minutes?

- How many times can you walk around the square with the ball pinched between your knees without dropping it in 3 minutes?
- How many hops can you take with the ball pinched between your shoes without dropping it?
- How many times can you jump back and forth over your ball within 3 minutes?
- How many times can you bounce your ball between your legs and turn around and catch it in 3 minutes?
- Explain and demonstration that:
 - Great baseball players put time and energy into improving their fitness;
 - This fitness circuit is a chance for all athletes to work on their fitness levels and learn new exercises they can practice at home;
 - Model how each station works.
- Allow 2-5 minutes for athletes to read instructions, ask questions and practice the challenge. Then start the timing. After three minutes blow a whistle, and tell athletes to rotate stations.
- Observe for any athletes who deserve a special shout-out for their great effort.

MODIFICATIONS: Provide choices at each station to enable athletes using mobility devices options (i.e. **CHOICE 1:** How many times can you move back and forth with the ball pinched between your shoes or knees without dropping it? **CHOICE 2:** How many laps can you do around the square in 3 minutes?)

62. Throwing Circuit

EQUIPMENT: balls, buckets

FOCUS: throwing, fielding, aim

- This circuit is described using the family helper as a partner. If the family helper is needed to support the athlete by their side, replace the family helper with a bucket.
- Set up 5-10 stations around the play area. At each station post instructions for the 3 minute challenge. Here are some sample stations:
 - How many times can you and your family member/partner throw and catch the ball in 3 minutes (you decide how far away you want to be from each other)?
 - How many times can you and your family member/partner bounce and catch the ball between you in 3 minutes (you decide how far away you want to be from each other)?
 - How many times can you and your family member/partner throw and catch pop flies between you in 3 minutes (you decide how far away you want to be from each other)?
 - In 3 minutes, starting at the end of your square, how many balls can you get into the buckets?
 - In 3 minutes, starting on the dot, how many times can you throw and catch the ball off the wall?
 - How many times can you clap between a throwing and catching a ball? Set a record in 3 minutes?
 - How many times can you and your family member/partner throw and catch the ball when using your non-dominant hand?
- Explain and demonstration that:
 - Great baseball players put time and energy into throwing and catching;
 - This throwing circuit is a chance for all athletes to work on their aim, throwing and catching skills;
 - Model how each station works.
- Allow 2-5 minutes for athletes to read instructions, ask questions and practice the challenge. Then start the timing. After three minutes blow a whistle, and tell athletes to rotate stations.
- Observe for any athletes who deserve a special shout-out for their great effort.

63. Baseball Circuit

EQUIPMENT: balls, buckets, tees, bats, dots
running, batting

FOCUS: throwing, fielding, base

- This circuit is described using the family helper as a partner. If the family helper is needed to support the athlete by their side, replace the family helper with a bucket and/or invite an additional family member to support.
- Set up 5-10 stations around the play area. At each station post instructions for the 3 minute challenge. Here are some sample stations:
 - How many times can you hit a soft toss (or a ball off the tee) into the fence in 3 minutes?
 - How many times can you hit a ball off the tee and have it hit a target on the fence in 3 minutes?
 - How many times can you and your family member/partner throw and catch ground balls between you in 3 minutes (you decide how far away you want to be from each other)?
 - In 3 minutes, how many times can you run the bases?
 - Place a bucket at the top of your square. Place ten balls at the bottom of your square. How many balls can you run from the bottom of your square and place in the bucket in 3 minutes?
- Explain and demonstration that:
 - Great baseball players put time and energy into all aspects of the game;
 - This baseball circuit is a chance for all athletes to work on their throwing, catching, batting and base-running skills;
 - Model how each station works.
- Allow 2-5 minutes for athletes to read instructions, ask questions and practice the challenge. Then start the timing. After three minutes wave a flag and tell athletes to rotate stations.
- Observe for any athletes who deserve a special shout-out for their great effort.

64. Bubble Ball

EQUIPMENT: bases, bat, balls, buckets
fielding

FOCUS: hitting, base-running,

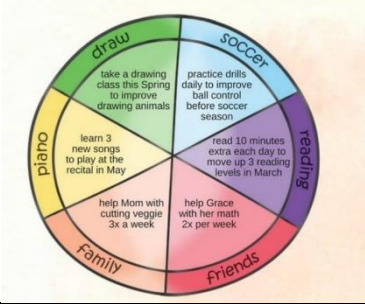
Bubble ball is a safe modification to baseball to reach athletes who may be missing the typical game. Consider adding bubble ball as a station in your circuit.

- Set up a baseball diamond (home plate, 1st base, 2nd base, 3rd base). These bases will be known as “inner” bases.
- Set up “outer” bases (1st base, 2nd base, 3rd base) and place them 2 meters away from the inner bases. Place one bucket by
- One athlete will be up to bat.
- Once the ball is hit, the batter will move around the inner bases until they make it back to home plate
- The three outer bases will be covered by an athlete and their parent/guardian
- Once the ball is hit, the parent/guardian will roll a ball to their athlete
- The athlete is responsible for fielding the ball and moving to their outer base to try to make a play. They will place the ball into the bucket and move back to their starting position to field another ball.

- The challenge is to see how many balls players can field and place in the bucket before the runner makes it home.
- Ask athletes to switch positions until everyone has hit at least once.

WEEKLY CHALLENGES

GET MOVING CHALLENGES	
1	WALL BALL CHALLENGE: Make a big square target on a poster (or you can use chalk if it's appropriate). Using a bouncy ball – see how many times you can bounce the ball off the target and catch it. Set your all-time best record. See if you can beat it each day for a week.
2	BALLOON UP CHALLENGE: Blow up a balloon. See how long you can keep it bouncing in the air. Can you beat the Challenger Baseball world record (5 minutes)?
3	DRILL CREATION CHALLENGE: Make up a new Challenger Baseball drill. Teach it to your friends or family. Write the instructions and send them to Jays Care (or ask someone to take a video of you teaching it).
4	NATURE WALK CHALLENGE: Go for a nature walk and take 5 artistic photos.
5	PLAYGROUND CHALLENGE: Visit a playground and try out each activity the playground has to offer as many times as you can in 20 minutes.
6	BIG WALK CHALLENGE: Go for a 30 minute to 1 hour walk with a friend or family member.
7	YOGA CHALLENGE: Do twenty minutes of yoga two nights in a row.
8	HOP SCOTCH CHALLENGE: Using chalk, create the longest hopscotch course in the world (or at least one long enough to get excited about). Think about ways to make it more exciting than a regular hop scotch course (could people dance in certain spots?). Once completed, challenge friends and family (and yourself) to work through it at least a few times.
9	DANCE CHALLENGE: Dance like no one's watching for 3 songs in a row. If you're feeling really motivated, encourage someone else in your family to dance with you.
LEARN MORE CHALLENGES	
10	HEALTH DETECTIVE CHALLENGE 1: Find out 5 important things about water and why humans need it. Create a poster that teaches other people those important facts.
11	HEALTH DETECTIVE CHALLENGE 2: Time to research. Find out what happens to people's bodies when they eat too much sugar. Make a poster that teaches why we should limit our sugar and gives people at least 3 ideas of low sugar foods they should try to eat more often.
12	HEALTH DETECTIVE CHALLENGE 3: Find out why adults always tell us to eat more fruits and vegetables. Why are they so good for our bodies? Make a short commercial explaining the most important things you learn.
13	SUGAR SUGAR CHALLENGE: Pick 6 different drinks that you can think of (for example, water, milk, orange juice, pop, energy drinks). For each drink, guess how much sugar is in each drink. Use the Sugar Sugar poster in this booklet to see if you were right. Next, invite 3 friends or family members to guess themselves. Celebrate their efforts and make sure they get the chance to learn the truth about sugar in drinks!
14	PICTURE DRAWING CHALLENGE: Draw a picture of your 5 favourite healthy foods.
15	COMMERCIAL CHALLENGE: Create a short commercial that challenges kids across the country to make healthy choices. Ask a parent or friend to videotape it.
16	GRATITUDE CHALLENGE: Think about people in your life who encourage you to get active and be healthy. Write one of them a thank you note.
HEALTHY FOOD PREP CHALLENGES	
17	HEALTHY COOKIE CHALLENGE: Look up a healthy cookie recipe on line. Go and buy the ingredients. Then bake the healthy cookies for your family. Take a minute at dinner to explain why they are healthy.
18	SMOOTHIE CHALLENGE: Using at least 3 different fruits or vegetables, make a healthy smoothie and drink it.

19	YES TO WATER CHALLENGE: Say yes to H2O! Challenge yourself to drink 8 glasses of water today!
20	HEALTHY FRUIT PIZZA CHALLENGE: Try creating your own fruit pizza by using a whole great english muffin, yogurt and a variety of sliced fruit!
21	FRIDGE DETECTIVE: Look through your fridge and cupboards. Pick out the ten items you think are the healthiest. Explain why you picked them to a family member. Make a healthy snack using at least two of the ingredients.
22	COOKING CLASS CHALLENGE: Find a healthy cooking recipe on line. Prepare the meal/snack once following the instructions. The second time, ask someone to film you teaching how to make the meal/snack as though you are a cooking instructor.
GOAL SETTING CHALLENGES	
23	HEALTHY EATING GOAL SETTING CHALLENGE: Set three healthy eating goals for yourself. Track how well you do at meeting your goals over the course of a week.
24	ACTIVE LIVING GOAL SETTING CHALLENGE: Set three active living goals for yourself that get you moving and active more than you usually are. Track how well you do at meeting your goals over the course of a week.
25	BUCKET LIST CHALLENGE: Make a bucket list of at least 25 things you are most excited about doing in your lifetime. Share it with someone you care about.
26	<p>MAKE A GOAL-SETTING WHEEL OF FORTUNE: In each part of the wheel, write one healthy challenge you are willing to try (for example, do 20 push ups, or drink a full glass of water). Challenge yourself to spin a pen inside the wheel once a day and do whatever the tip of the pen lands on.</p> 
27	STAY HYDRATED CHALLENGE: Set a goal to drink 8-10 glasses, or at least 2 Litres of water per day! Keep track of all the water you drink and see how well hydrated you are at the end of the day!
28	FOOD GROUP CHALLENGE: After every meal, take note of all the Food Groups you had with your meal. Did you have Vegetables & Fruit, Meats & Protein, Grains, and Dairy? How many days in a row can you eat all 4 Food Groups?
29	WEEKLY EXERCISE CHALLENGE: Set a goal to try 1 new exercise each day of the week and track how well you do at meeting your goal. What is your favourite new exercise?
30	WEEKLY NUTRITION CHALLENGE: Set a goal to try 1 new food each day of the week and track how well you do at meeting your goal. What is your favourite new food?

APPENDIX C: SAMPLE SAFETY SET UP PLAN

SAFETY SET UP PLAN:

When planning to set your session up this season, take the following safety procedures into consideration:

Will your league...

- ✓ provide masks/face shields?
- ✓ ask athletes/coaches/buddies to bring their own mask/face shield from home?
- ✓ ask athletes to bring their own equipment? *(If yes, encourage athletes to use the equipment they received from the Jays Care Adaptive Equipment kits)*
- ✓ use shared equipment that you will sanitize BEFORE and AFTER each session?
- ✓ screen athletes at arrival (i.e. check-in desk or in their vehicles)?
- ✓ screen athletes before arrival (i.e. phone screening or google form)?
- ✓ offer hand sanitizer and PPE at check-in?
- ✓ post safety rules and regulations around the field and at check-in for families to review?

Here is a sample safety set-up plan:

1. **Send an email to families preparing them for PPE procedures, screening and additional expectations.** See the email template above and modify based on your league's RTP guidelines. In your email, outline that athletes and support persons are encouraged to bring their own masks and equipment (if they have them).
2. **Create an online screening form for families to fill out prior to arriving to the field.** Use Google Forms to create an easy-to-screen questionnaire for families to complete before entering the field. To find a sample screening form, please visit [Appendix E: Sample COVID-19 screening form](#)
3. **Designate a volunteer as the Screening Coordinator.** The screening coordinator will be responsible for screening families as they arrive to the park in their cars. Families must wait in their car until they have been screened. Families can also choose to complete the online screening form and show the screening coordinator their confirmation email before entering the field.
4. **Set up check-in table.** Have additional PPE, hand sanitizer and ground rules posted at the table for families to review before entering the field. Encourage athletes, family members and volunteers to use hand sanitizer before moving onto the field.
5. **Create designated square spaces on the field.** These spaces will help athletes visualize the boundaries they must stay within and will help to encourage safe socially distancing.
6. **Designate two different equipment piles as CLEAN and NEED TO BE CLEANED.** Assign a volunteer as Disinfectant Coordinator who will be responsible for cleaning equipment.

APPENDIX D: SAMPLE COVID-19 SCREENING FORM

Entrance Health Screen (Poster)

ENTRANCE HEALTH SCREEN

All individuals are required to successfully complete the entrance health screening prior to entry onto the field for Challenger Baseball Training Camp.

Please answer the questionnaire truthfully. Upon completion, confirmation will be received either authorizing or declining entry.

Health scan results must be presented to the Screening Coordinator in order to gain entry onto the field.

Challenger Baseball Training Camp COVID-19 screening form: (Google Form)

[Description]: The below Daily Entrance Screen must be completed within three hours of your arrival to the field. After you submit this form, you will receive an email that will confirm if you have been approved to proceed onto the field. Please refer to that email and show your confirmation to the Screening Coordinator before moving onto the field.

1. Please enter your first and last name
2. Please enter your athlete(s) first and last name
3. Please enter the date (d/m/y)
4. Do you or your athlete have any of the following new or worsening symptoms or signs? (Symptoms should not be chronic or related to other known causes or conditions)
 - a. Difficulty breathing or shortness of breath
 - i. Yes
 - ii. No
 - b. Cough
 - i. Yes
 - ii. No
 - c. Fever or chills
 - i. Yes
 - ii. No
 - d. Sore throat, trouble swallowing
 - i. Yes
 - ii. No
 - e. Decrease or loss of smell or taste
 - i. Yes
 - ii. No
 - f. Not feeling well, extreme tiredness, sore muscles
 - i. Yes
 - ii. No
 - g. Runny nose/stuffy nose or nasal congestion
 - i. Yes

APPENDIX E: CONSIDERATIONS WHEN WORKING WITH ATHLETES WITH DISABILITIES AND COVID-19

KEY CONSIDERATIONS WHEN LEADING IN-PERSON CHALLENGER BASEBALL PROGRAMMING FOR ATHLETES WITH DISABILITIES AMID COVID-19

We have invested a significant amount of time surveying public health recommendations across jurisdictions and have been working very closely with our Challenger Baseball Advisory Committee and with several esteemed disability-specific organizations that have returned to in-person programming, to ensure that any and all recommendations we make are aligned with best safety practices and protocols for children, youth and adults living with disabilities. We want to support as many leagues as possible this summer so that Challenger Baseball athletes can get active and reconnect. This resource includes 9 key considerations to note when leading in-person programming for athletes with disabilities amid COVID-19:

1. **Significantly reduce the number of participants brought together** – we recommend a maximum of 10 athletes at a time (*refer to your provincial, municipal and facility guidelines*), using cohorts to divide athletes, coaches and volunteers, or create opportunities for families to sign up for timeslots. Try and reduce the number of additional spectators who attend programming. In some jurisdiction, spectators may not be allowed, so consider in advance how to collaborate with parents/caregivers when in-person conversations may not be possible. This will reduce the number of families who mix and will enable you to focus your energy and attention on the safety and programming needs of the group more effectively.
2. **Ensure pre-screening before attendance and additional screening upon arrival** – this will help you keep track of who arrives to your program and will be essential for tracing. Use visuals, signage and spot markers to keep families distanced. Consider assigning two people for screening when possible, to avoid crowding and increase efficiency.
3. **Refrain from mixing/sharing equipment between households** – provide a small equipment kit for each household to use during sessions and disinfect equipment and high touch areas and surfaces following each session. Note that Challenger Baseball will NOT look like it typically does this season. During training coaches will be introduced to new activities that have reduced or eliminated equipment as an essential safety measure while the pandemic continues. Encourage families who received the Challenger Baseball At-Home Equipment Kit to bring their own labelled equipment items (i.e. bats) to reduce shared equipment.
4. **Consider substituting external supports (i.e. buddies) with household members** – reduce cohort numbers and eliminate the possibility of mixing cohorts by using household members as buddies this season. Reduce the number of volunteers and use volunteers when necessary to support the logistics of the program and to engage with athletes in creative ways (i.e. running virtual programs, pre-screening/attendance, planning sessions, disinfecting equipment etc.). Buddies will require detailed information and/or training about how their role will change this year due to physical distancing requirements.
5. **Integrate a wide range of quality fun independent skills, drills and challenges into sessions** – group activities and game play that require close contact should not take place this season and should transition to more safely distanced play that follow the 2-3 metre (6 foot) distancing

guidelines. As recommended, leagues should highly-adapt their programs this season and consider structuring their programs as training sessions that focus on developing fundamental movement skills to help athletes prepare to come back even stronger next season. Refer to the Challenger Baseball In-Person Training Camp Manual and curriculum if you are planning on running activities with athletes this season.

6. **Ensure that all athletes and households have designated spaces to play within** – these can be boundaries (i.e. parking lot spots), marked circles, or zones on the field clearly marked by dots or cones. This is essential to help athletes and families visually identify the space that they must stay within. This helps to ensure that no COVID spread can happen as a result of your programming efforts. Considerations must also be made when selecting a program location with enough room for athletes who require space to wander.
7. **Set athletes up for success by preparing families for a shift in program structure** – since this season will look very different than years before, it is crucial that athletes and families are aware of the changes they can expect moving into this season (i.e. different activities, structure of programming etc.). Frontloading athletes and families with realistic expectations will allow families to prepare for success before arriving to the field. You can do this by creating social stories about what CB will look like this year, creating videos of expectations when athletes arrive to the field, using visuals on the field to help communicate protocols, and sending pictures of PPE coaches and volunteers will be wearing during programming. This will help mitigate disruption to typical CB routines for families and help them create new routines.
8. **Adhere to firmer protocols to protect all athletes, especially those who are higher risk** – some individuals may be at a higher risk because of their underlying medical conditions which puts them at greater risk of being exposed to COVID-19. Coaches should be behaving as if ALL CB athletes are high risk. Stricter PPE procedures must be put into place and followed by all individuals who attend programming (i.e. coaches, families, athletes, volunteers etc.). Increased personal hygiene, cleaning protocols, and symptom screening are essential. Very high standards should be in place across the board.
9. **Create response plans that are inclusive and accessible to all** – families have been experiencing diverse realities living through the pandemic. Some families have been living in isolation since the first lock-down and others are beginning to experience life as others are within limitation. It is crucial to create plans that will help all your athletes reach success this season. Create plans for athletes who may not be able to wear a mask and require care/guidance from a household member while on the field, or athletes who are deaf and/or hard of hearing who need to lip read. Make it a priority to create plans for the upcoming season with your athletes needs in mind first. Keep in mind that it may NOT be possible to accommodate everyone this year, because safety must be top priority. If athletes cannot adhere to physical distancing despite excellent frontloading, visual cues etc., they should be guided to virtual opportunities instead. We must remember this is temporary – only one season.