



Richmond City Baseball – Practice Plan

A practice plan is a written plan that outlines your practice; reminding you what you want to do and when you want to do it. It should contain items that you don't want to forget such as a certain ground ball drill or batting practice. You may wish to be the type of coach that can organize a practice off the top of your head and accomplish what you want in the desired time. For the other 99.9% of coaches the practice plan is a critical part of a successful practice. It really doesn't matter as long as it gives you enough detail to allow you to move through your practice in a structured and organized manner.

Objective

The practice plan starts with an objective. What do I want to accomplish during this practice. You may want to fill out all or part of this after a game. Where did we get hurt? What execution problems did we have? Try to keep it to 3 or 4 bullet points (see attached). Early in the season this can be difficult because there's so much to cover. This is another example of where the objective can help you plan. Let's say you have 5 practices before your first game. Do you just go practice to practice and hope you cover everything you want? With this method, you may miss something important and may also be teaching things that would be better covered during the season. Write a list of the skills, situations, and plays you want to cover. Prioritize those items and then break them down into an objective list for each of your first 5 or so practices. It usually takes longer than you think to practice certain skills, so after each practice you can modify the objectives of the next practice. Most objectives listed for that last practice will be delayed. It just always seems to take longer than most plans, but with the objectives prioritized, at least delaying items that aren't as critical as the items were working on. It may feel this gives coaches a good foundation to build on.

Plan Your Practice to Accomplish Your Teams Objectives

Once you fill out your objectives for the practice, then it's a matter of writing down drills that support those objectives. Try to place a loose time frame on each drill or game. Some things will go smooth and take exactly the time you think and others will take longer. Try to end the practice with something fun. You may not want that to be left out because we run out of time. So try to have the drill right before it be one that can be very flexible in the amount of time spent on it.



Preparation is Key

If you are going to have a casual approach to preparation and practice, don't expect great energy, focus, or intensity during a game. It can be confusing to athletes when a coach without a sense of urgency in practice becomes aggressive and animated during a game. Be the same coach...your players are counting on you. *Preparation is separation.*

Baseball Practice – 6 Critical Concepts that Count

Organization

- Write out the plan/ be prepared/ never “wing it” or “making it up on the fly”
- Timelines – allotted time for practices priorities
- Equipment needed...set up stations prior
- Need to know coaches and players who are and aren't attending

Awareness

- Send out the plan to coaches (solicit suggestions)
- Post the plan at practice
- Pre-practice briefing...then WE work (coach **EVERY** player)
- Get all players involved in both offensive/defensive systems

Effective warm-up

- Set the tone in warm-up....”NOT sweaty....NOT ready”
- Get to know your kids....personally and professionally...build relationships
- Make them accountable...set goals
- Get players to focus on task at hand



Minimize “Stand Around Time”

- Enough in-game standing; don't make it part of practice
- Need flow/movement for a successful practice (partner drills)
- be creative with game tempo drills
- Partner/group drills with limited coaches; single coach can't get stuck doing one thing
- Teach players to teach themselves...they make themselves players
- Guided-Discovery vs. Self-Discovery (teach & learn)

Sandwich Theory

- Start with positives, throw in a negative (be sure he is understanding what is being asked) followed by more positives
- Use as a teaching tool (adapt to each player)
- Know exactly what to say; significant areas, present facts, control emotions
- Don't make it personal
- Prepare, compliment, coach, encourage, teach and FOLLOW-UP

End on a High Note

- Do something top end practice as a cohesive unit
- Players thrive on positive feedback
- Have them wanting to come back to practice
- Have an “open door to players...feedback”



Team: _____ Date: _____

Division: _____ Head Coach: _____

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