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COACHING AND PRACTICE PLANS: IMPLEMENTING AN EFFECTIVE COACHING PROGRAMME IN SECONDARY SCHOOLS AND CRICKET CLUBS

BACKGROUND

“The standard and success of a school’s sports programme is largely determined by the quality and relevance of the coaching that occurs within it. Developing suitably qualified coaches working within sustainable and effective coaching structures therefore must be a priority.”

[Tim Kotzur, Key Elements of an Effective Coaching Structure for Schools, in The Sport Educator, 11 [3], p18]

“You may be the type of coach that can organise a practice off the top of your head and accomplish what you want in the desired time. For the other 99.8% of us a practice plan is a critical part of a successful practice. It may be written out on a napkin or your work stationary, 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 organised manner.”

[American Baseball Coach]

The implementation of the Community Cricket Initiatives into secondary schools and clubs has the Community Cricket Coordinators involved in undertaking ‘School Support: Health Checks’ or ‘Club Assist: Health Checks’ to review their policies, programmes, procedures and performance. The results of these checks reveal that many secondary schools and clubs do not have structured coaching programmes, or organised and effective practices. Indeed, they highlight the need for many secondary schools and clubs to urgently improve their **COACHING PROGRAMMES** and the quality of their **CRICKET PRACTICES** if they hope to attract, develop and keep players.

It seems that most secondary schools and clubs have one or two practice sessions a week. Each of these tends to be from 90-120 minutes in duration. Traditionally, such cricket practice sessions have been ‘have a bat’, ‘have a bowl’, ‘have a chat’ and go home. Clearly, this is only partly effective.

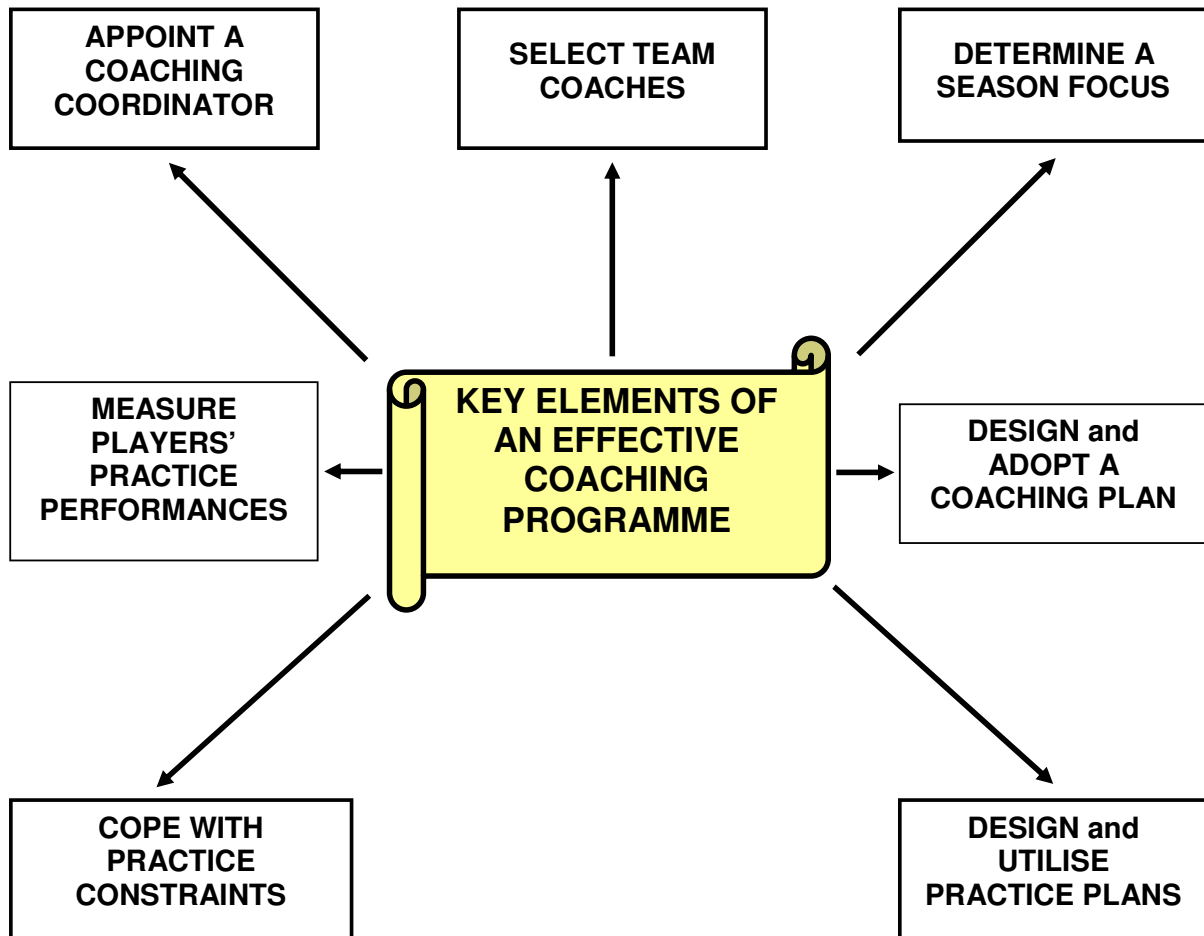
To be effective, practice sessions need to form part of a coordinated **COACHING PLAN**, and be well planned, well organised and well run. Each session must have objectives and a structure, be varied and challenging, create match-like scenarios and encourage decision making, and allow all players to get something out of it to improve their own game. In this way players will develop, enjoy practice and look forward to attending the next session.

Too many coaches make the mistake of showing up for the first practice with no particular plan in mind. These coaches frequently find that their practices are disorganised, their players are inattentive and the extent of their skill development is limited. Planning is crucial to successful coaching.

This resource booklet is designed to assist secondary school and club coaches:

1. To formulate a **COACHING PLAN**.
2. To compile **PRACTICE PLANS** that will improve the quality of their coaching programmes.
3. To allow **COMMUNITY CRICKET COORDINATORS** to set up effective **DELIVERY STRUCTURES** that will assist secondary school and club coaches to share ideas and access current coaching information and, where appropriate, will provide funding support to those secondary schools and clubs keen to improve their coaching programmes and practices.

KEY ELEMENTS OF AN EFFECTIVE COACHING PROGRAMME IN A SECONDARY SCHOOL or CLUB



Each of these key elements is crucial to the development of an effective, coordinated coaching programme within a secondary school or club. When in place they provide:

1. **COACHES** with a focus and strong support framework
2. **PLAYERS** with direction and the purpose to improve or develop their skills, game sense and teamwork
3. **SECONDARY SCHOOLS and CLUBS** with a well planned, organised and managed coaching structure that enhances their profile and acts as a significant recruitment and retention strategy for them and the game.

KEY ELEMENT 1: APPOINT A COACHING COORDINATOR

One of the main elements in establishing an effective coaching programme is to appoint a **COACHING COORDINATOR or DIRECTOR**. His/her primary responsibility should be to provide leadership and direction for the coaches and players involved in cricket in the secondary school or club. They must set and be seen to be setting high standards, and promoting best practice among coaches.

One of their major tasks is to work closely with the Teacher-in-Charge of Cricket or Club Chairman to establish a **SEASON FOCUS**, develop a coordinated **COACHING PLAN** for the secondary school or club, and to assist in designing varied and challenging practice sessions. Another key task is to make the job of the cricket coaches easier through the efficient organisation and management of the coaching programme by ensuring all coaches are aware of their roles, the standards and expectations of the secondary school or club, have opportunities to share experience, swap ideas and receive current coaching information, and have access to facilities and equipment, especially cricket balls, so they can run quality practices.

REMEMBER

‘Perfect practice makes perfect.’
‘Failure to prepare is preparing to fail’.

COACHING COORDINATOR JOB DESCRIPTION

**The Coaching Coordinator is directly responsible to the Cricket Club
Chairman or Teacher-in-Charge of Cricket**

KEY TASKS

1. To promote an awareness and interest in cricket and enhance the profile of the game within the xxxx secondary school or cricket club and its community
2. To increase participation by widening the base of playing numbers
3. To provide coaching opportunities to all players
4. To design a coaching plan and deliver a quality coaching programme in order to attract, develop and keep an ongoing supply of cricketers
5. To develop a wide and informed base of coaches
6. To assist select team coaches, organise regular meetings to provide them with educative opportunities to share ideas and access up-to-date coaching information, and help them develop appropriate practice plans to ensure quality practice sessions
7. To establish an effective talent identification programme with a view to identifying and developing potentially elite cricketers
8. To implement the delivery of umpiring, scoring, statistical analysis, including key performance indicators [KPIs], and leadership/captaincy modules as integral components of the game
9. To develop and maintain a sound administrative and physical infrastructure within the xxxx secondary school or cricket club, including an accurate database of players, teams and coaches, and the provision of adequate facilities and equipment, to allow the effective coaching and managing of all teams
10. To liaise closely with the Cricket Club Chairman or Teacher-in-Charge of Cricket, team coaches and captains, and between the xxxx secondary school or cricket club and the xxxx Cricket Association's Community Cricket Coordinator and/or coaching and development personnel
11. To report regularly as required to the Cricket Club Chairman or Teacher-in-Charge of Cricket

KEY ELEMENT 2: SELECT TEAM COACHES

Selecting appropriate coaches and **MATCHING** them to the right team is also an important part of developing an effective coaching programme. This is an important role of the Coaching Coordinator in close consultation with the Teacher-in-Charge of Cricket or the Club Chairman. Coaches need to be suitably matched in terms of their qualifications, expertise, energy and experience with the age, abilities and interests of the players in a team. Having the right coach for each team is crucial to the ability of specific teams to fulfil their potential and ensures that the programme heads in the right direction.

Knowledge and understanding of the game are certainly important qualities to look for in a coach, as are the ability to relate to players, to inspire and enthuse, to adapt the intensity of coaching to the level and ability of the team, and have people management and organisational skills when matching coaches with teams. Some coaches are better suited to coaching junior teams, while others have attributes that make them better suited to senior teams.

At the junior level, the coaching emphasis should be on basic **SKILL DEVELOPMENT** and **ACTIVE INVOLVEMENT** to encourage interest, enjoyment, teamwork and the development of a **POSITIVE ATTITUDE** to the game. While at the 1st XI or senior level the coaching focus is more on **REPETITION** to build concentration and confidence, on developing each player's **PHYSICAL, TECHNICAL, MENTAL** and **TACTICAL SKILLS**, and on motivating players and the team to achieve peak individual and team **PERFORMANCES** through **GOAL SETTING** and **GETTING**.

KEY ELEMENT 3: DETERMINE A SEASON FOCUS

An effective coaching programme needs to focus on the 'big picture'. Adopting a coordinated **SEASON FOCUS** and developing a **COACHING PLAN** help to achieve this.

Perhaps the best way to determine a **SEASON FOCUS** and to set **SEASON GOALS** is to hold a pre-season meeting of all coaches chaired by the Teacher-in-Charge of Cricket or the Club Chairman and/or the Coaching Coordinator. This gives all coaches the opportunity to have an input into the broad vision and direction for the season. The meeting also provides an opportune time:

- To discuss and formulate **POLICIES** and/or **PROCEDURES**
- To contribute to the **COACHING PLAN**
- To discuss **TEAM SELECTIONS**
- To establish a schedule for the use of practice **FACILITIES**
- To ascertain **EQUIPMENT** needs

Giving all coaches a collaborative say makes them feel valued, builds loyalty to the programme and gives them a sense of ownership over what they are doing. It also keeps them informed and allows coaches of all levels to get together to share experience, swap ideas, gain knowledge and update skills.

Regular follow-up meetings organised and run by the Coaching Coordinator for coaches during the season enables them to evaluate the coaching programme and make any necessary changes. It also provides the chance for coaches to access information on coach education courses and to receive coaching in-service or professional development.

KEY ELEMENT 4: DESIGN and ADOPT A COACHING PLAN

An essential element of an effective cricket coaching structure within secondary schools and cricket clubs is developing and implementing a **COACHING PLAN**. This can be completed by the **COACHING COORDINATOR** in conjunction with the **TEAM COACHES**, or by each **TEAM COACH**.

A **COACHING PLAN** is a written outline of your **COACHING PROGRAMME** for the season. It provides a broad overview of the season and may incorporate pre-season, during the season and end-of-season activities. It must take into account the **FACILITIES** and **EQUIPMENT** available for practice sessions and the **AGE, ABILITY**, and **COMPETITIVE** level of your team or the teams in a secondary school or club.

A coaching plan usually comprises:

1. A **CALENDAR** of practice sessions and matches.
2. A set of **CORE SKILLS**, that cover the essential **GENERIC GAME** and **TEAM NEEDS** you have identified, together with a list of appropriate **DRILLS** to develop these. These skill drills need to be prioritised, then divided and spread through your coaching plan. These **CORE** skills and drills can then be used as the basis of your weekly practice sessions. Implementing such a programme within a secondary school or club ensures that the **FUNDAMENTAL** batting, bowling, fielding, wicketkeeping and tactical skills crucial for success in cricket are targeted and developed in all players, thus giving them a sound **FOUNDATION** on which to build [see 'Sample Coaching Plan'].
3. A **PRACTICE PLAN** for each practice session detailing the type of practice, objectives, facility and equipment requirements, introduction and warm up, skill development in terms of which skills will be focused on and drills will be used, cool down and conclusion including match arrangements [eg. opposition, venue, start time, travel details] and evaluation [see 'Key Element 5: Design and Utilise Practice Plans'].

NB: The content of each practice session in terms of objectives, skill development and tactical awareness may initially focus on generic game and team needs, but as the season progresses more specific game, team and player needs will be included as a result of the previous, current or upcoming match, competition format, possible opposition and the conditions likely to be encountered.

4. A range of **PROCEDURES** for measuring the **EFFECTIVENESS** of each **PRACTICE SESSION** [see section 'How Effective is a Practice Plan?'] and each player's **PERFORMANCE** at practice [see 'Key Element 7: Measure Players' Practice Performance'].

The preparation of a **COACHING PLAN** enables a coach:

- To plan ahead
- To be better prepared and organised
- To structure the season
- To be more effective in delivering a progressive and coordinated **COACHING PROGRAMME**
- To meet his/her coaching objectives

SAMPLE COACHING PLAN

FOCUS	BATTING	BOWLING	FIELDING/WK	TACTICS
GENERIC GAME and TEAM NEEDS	<ul style="list-style-type: none"> ■ Develop a sound technique and the ability to watch the ball closely ■ Learn to occupy the crease ■ Be positive and score runs consistently ■ Be more aggressive in running between wickets 	<ul style="list-style-type: none"> ■ Develop a sound and safe action and the ability to concentrate on line and length ■ Be positive and take wickets consistently ◆ Pace bowlers by learning to bowl fast and to move the ball ◆ Spin bowlers by learning to spin the ball hard and developing a range of variations 	<ul style="list-style-type: none"> ■ Develop sound techniques of catching, stopping, retrieving, throwing and wicketkeeping ■ Learn the requirements of different positions in the field ■ Be positive, alert and concentrate on every ball 	<ul style="list-style-type: none"> ■ Develop a knowledge and understanding of a variety of strategies and tactics ■ Learn to use these to establish game plans and apply them to different situations and challenges ■ Be positive in looking to dominate and striving to win
SESSION 1 SKILLS	<ul style="list-style-type: none"> ■ Grip, Stance, Guard and Backswing 	<ul style="list-style-type: none"> ■ Basic grip for pace bowlers ■ Basic grip for spin bowlers 	<ul style="list-style-type: none"> ■ Midfield Catching 	<ul style="list-style-type: none"> ■ Basic field placements and attacking variations for each bowler in a team
SKILLS DRILLS	<ul style="list-style-type: none"> ■ Check preparatory set up ■ Practice backswing in relation to front foot driving using a: <ul style="list-style-type: none"> ◆ Batting tee ◆ Rolled ball 	<ul style="list-style-type: none"> ■ Upright seam – observation ■ Practice with a round wooden disk or ball with the seam painted white – underarm/overarm ■ Practice spinning the ball across a stump or line – underarm/overarm 	<ul style="list-style-type: none"> ■ Pairs catching ■ Catching tennis or catching zones 	<ul style="list-style-type: none"> ■ Use a whiteboard to demonstrate the different fields for different bowlers ■ Encourage players to think about how to 'load' a field to make it difficult for a batsman to use his/her preferred shots
SESSION 2 SKILLS				
SKILLS DRILLS				
SESSION 3 SKILLS				
SKILLS DRILLS				

KEY ELEMENT 5: DESIGN and UTILISE PRACTICE PLANS

WHAT IS A 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. You may be the type of coach that can organise a practice off the top of your head and accomplish what you want in the desired time. For most of us a practice plan is a critical part of a running a successful practice session. It provides a written outline with enough detail to allow us to run a practice session in a structured and organised manner.

WHAT SHOULD BE INCLUDED IN A PRACTICE PLAN?

It's really up to you. While there are a number of possible practice plan outlines or **FORMATS**, most include some or all of the following:

- Objectives
- Facility and equipment requirements
- Introduction and warm up
- Skill development in terms of which skills will be focused on and what drills will be used
- Cool down and conclusion
- Time guidelines for the practice session
- Evaluation

Try and provide enough detail in each section of the plan so that you can move smoothly from section to section during the practice.

To assist you to successfully plan, organise and run a practice of 90-120 minutes duration, it suggested that you use the following **PRACTICE PLAN FORMAT** to structure your session [see 'Appendix 1: Sample Practice Plan Format' and 'Appendix 2: Sample Alternative Practice Plan Format']

DATE:	SESSION NUMBER:
TIME:	VENUE:
MAIN OBJECTIVES OF THE SESSION:	
REQUIREMENTS – EQUIPMENT and FACILITIES:	
SESSION OUTLINE:	
1. INTRODUCTION: [5 minutes]	
2. WARM UP: [10 minutes]	
3. TYPE OF SESSION: [65 minutes]	
4. COOL DOWN: [5 minutes]	
5. CONCLUSION: [5 minutes]	
EVALUATION:	

OBJECTIVES

In addition to such organisational details as the date, time, venue and number of the practice session, practice plans should start with **OBJECTIVES**. These are the aims, reasons for or focus of your practices. They are what you want to accomplish during the practice session. Most of these can be written down after the current match. They identify those game, team and/or individual player deficiencies or areas in need of improvement you want to work on. The rest are derived from the perceived needs of the next match or matches in terms of the competition format, strengths and weaknesses of the opposition and/or the conditions likely to be encountered.

Try and keep the objectives to three to five bullet points. Early in the season this can be difficult because there is so much to cover. This is the advantage of having a coaching plan in which you can spread the core skills and drills you have identified through the season. Once you have established the objectives for a practice session they will determine much of the structure of the practice in terms of the type of practice, the facilities and equipment required, and the skills and drills to be taught [see 'Sample Objectives'].

SAMPLE OBJECTIVES	
<ul style="list-style-type: none">■ Pre-batting routine■ Batting set up, including pre-movement■ Starting an innings – one day game, two day game■ Concentration – visual, physical and verbal cues■ Batting plan for different bowlers – pace and spin■ Decision making – play or leave■ Different types of batting strokes■ Playing spin – learning to use the feet, work the length and gain knowledge of hitting zones	<ul style="list-style-type: none">■ Hitting gaps■ Playing the bouncer■ Running singles and rotating the strike■ Running between wickets■ Bowling plan for different batsmen■ Different types of bowling grips, actions and deliveries■ Bowling to left hand batsmen – line and length■ Bowling at the start and/or end ['death'] of a one day game■ Attacking fielding■ Fielding positions for different bowlers and batsmen

REMEMBER

'Plan your practice to accomplish your objectives.'

SESSION OUTLINE

INTRODUCTION

5
minutes

- The introduction establishes your control – needing to listen carefully to instructions sets the tone for the session.
- Players should be greeted as they arrive and gathered together for a brief outline of the objectives and requirements of the session.
- This is the time to also provide or receive any feedback on the current or previous match and/or practice session.

WARM UP

10
minutes

- The warm-up activities assist players to prepare for the increased physical demands of the practice session and to focus their minds on the requirements of the session.
- The warm-up activities should be varied and challenging, and provide the opportunity for players to become familiar with the appropriate routine and activities for a pre-match warm-up.
- The warm-up activities should be cricket competitive cricket drills with a bat or a ball designed to reinforce the batting skill of running between wickets and the skills of fielding, together with some static or dynamic stretching to limber muscles and reduce the risk of injury [See Appendix 3: Warm-Ups – Practices and Matches]

NB: Ensure warm ups and cool downs are more cricket skill drills rather than physical fitness exercises.

TYPE OF SESSION

65
minutes

- The type of session – net, open wicket, skills, planning and preparation or an alternative option, or a combination of these – will depend upon your overall coaching plan, the availability of facilities, the needs of your players, and of course, the weather [see 'Example: Net Sessions']
- Devote part of each session to having players practise previously taught basic skills, before building on these by teaching players new skills to practise each session.
- Ensure that each session:
 - Has a structure and objectives
 - Is varied, interesting and challenging
 - Is well organised and run
 - Is competitive, but also cooperative with players assisting and encouraging each other
 - Attempts to cover all skill areas - batting, bowling, fielding and wicketkeeping – using competitive drills and modified games to create game-like conditions and pressure situations [see 'Appendix 4: Skills Drills']
 - Maximises participation by giving every player something to work on
 - Has plenty of equipment

COOL DOWN

5
minutes

- This section allows players to wind down and recover after the exercise of the previous skills section. This may include light jogging, performing simple fielding skills, and some stretching.

CONCLUSION

5
minutes

- While the players are recovering, the conclusion allows you:
 - To ensure all the equipment has been collected.
 - To provide constructive feedback and comment on the efforts of the players during the session [and thank supporting parents].
 - To summarise the main points of the session with several key questions.
 - To encourage the players to continue practising some of the skills in their own time.
 - To clarify the arrangements for the next practice or this week's match [eg. opposition, venue, meeting time, dress requirements, travel arrangements, injury management]

EVALUATION

Once you have completed a practice jot down how the session went. What worked well? What did not work well and what you would do differently to improve the effectiveness of your next practice session. It is also important to note the skills you need your team and/or individual players to work on in future sessions.

SAMPLE PRACTICE SESSION PLAN

DATE: Wednesday 12 November	SESSION NUMBER: 6
TIME: 3.45 – 5.15pm	VENUE: School field and nets
MAIN OBJECTIVES OF THE SESSION: <ul style="list-style-type: none">■ To prepare for a one day game – briefly discuss batting targets [ie. run targets per 10 overs]■ To have batsmen practice turning over the strike by placing the ball into gaps [use marker cones in the net to show field placings] in the field to ensure run targets are achieved■ To get bowlers to put batsmen under pressure and restrict run scoring by bowling to set fields and have an 'umpire' call 'no-balls' and 'wides'■ To encourage fielders to attack the ball in the infield and return it quickly and accurately to the wicketkeeper/bowler	
REQUIREMENTS – EQUIPMENT and FACILITIES: <ul style="list-style-type: none">■ 2 bats, 3 sets of batting pads and gloves [one set for left-hand batsmen], 3 boxes, 1 set of wicketkeeper's pads, gloves and inners, 3 sets of stumps, 10 cricket balls, 6 marker cones■ Availability of school artificial nets – 2 lanes	
SESSION OUTLINE: <ol style="list-style-type: none">1. INTRODUCTION: [5 minutes]<ul style="list-style-type: none">■ Discuss with the team last Saturday's match. Identify match highlights and what needs to be covered to improved our performance and also to be worked on to prepare for the first one-day game of the season2. WARM UP: [10 minutes]<ul style="list-style-type: none">■ Use a running between wickets drill to warm up	

3. TYPE OF SESSION: [65 minutes] [Net Session]

- Explain to players the objectives of the net session
- Divide the team into 3 groups of 4 players – give each group something to work on
 - ◆ GROUP A - 1 batsman, 3 slow and/or spin bowlers in net 1
 - ◆ GROUP B - 1 batsman, 3 medium and/or fast bowlers in net 2
 - NB: i. Each batsman to have 10 minutes batting – 5 minutes in each net against the different types of bowler then change over – with the aim of placing the ball in the gaps between the marker cones
 - ii. Bowlers in each net alternate the ‘umpiring’ role and/or record key performance indicators
 - ◆ GROUP C - Drill 1 - 1 wicketkeeper, 3 fielders – attacking the ball and underarm throwing
 - NB: After each interval of 10 minutes groups rotate to ensure everyone gets the opportunity to bat, bowl, field and wicketkeep

4. COOL DOWN: [5 minutes]

- Use a close catching drill to cool down

5. CONCLUSION: [5 minutes]

- Reinforce the main points of the session in terms of what has been taught
- Briefly discuss tactics for this week’s game
- Remind players about this week’s game – opposition, venue, travel arrangements and meeting time
- Thank players for the session and encourage them to do their own practice at home

EVALUATION:

- Evaluate how the session went. Identify areas you can improve on and the team and individual players need to practise in future sessions
 - ◆ Running between wickets, especially ‘backing up’ and ‘calling’
 - ◆ Bowlers bowling to their fields [Bowlers to think about setting a field for their bowling]
 - ◆ Batsmen placing the ball in the gaps

EXAMPLE: NET SESSIONS

Net sessions are the most common, and frequently the only type of practice and coaching for many cricketers. They involve players practising in one or more temporary or permanent nets set up either outdoors or indoors. If they are well organised and run, net sessions can simulate the competitive environment of a match and provide a very effective long-term type of practice for batsmen and bowlers to improve their techniques, and ultimately their performance.

Too often, however, net sessions lack purpose. They tend to follow a pattern of batsmen padding up and having a hit for 10-20 minutes while everybody else bowls. The practice session then continues until everyone has batted. Because of the length of time involved, a major problem with this is the deterioration in the intensity and quality of the practice.

To be effective net sessions need:

1. To have a structure with clear objectives so that the players are practising with a specific purpose.
2. To be well organised so all players get the most out of the session.
3. To simulate competitive match conditions as near as possible.
4. To be strictly run and controlled with well understood safety procedures.
5. To ensure everyone is on task and approaching the session in the right manner, otherwise the practice will deteriorate, and as a consequence, be of little value.

TIPS FOR NET SESSIONS

- **Batsmen bat in pairs**
- **Calls must be clear**
- **All running between wickets to be completed as in a match**
- **Fielders or gaps may be marked by cones distributed around the net**
- **Batsmen rotate through pace and spin bowlers**
- **If dismissed batsmen are out**
- **Have an 'umpire' adjudicate in each net**
- **The umpire can also be used to record KEY PERFORMANCE INDICATORS [KPIs] for batsmen and/or bowlers**
- **Bowlers bowl in twos or threes, one umpires and records KPIs, the others bowl an over each before rotating roles**
- **Spin bowlers to have a wicketkeeper in their net**
- **Batsmen and/or bowlers are given specific practice goals [see 'Making the Most of a Net Session']**

MAKING THE MOST OF A NET SESSION

BATTING

AIM:

The aim of batsmen in a match is to score as many runs as possible. They can't do this if they are out. They should approach batting in the nets in exactly the same way as they would a match.

APPROACH:

Because most batsmen only bat 10-20 minutes in a net session it is important that they concentrate, utilise the time properly, and try not to get out. Their time in the net should be divided between:

- Playing themselves in, as in a match**
- Receiving coaching and/or being required to practice a specific skill [eg. placing the ball in the gaps]**
- Having the freedom to pick up the tempo and challenge the bowlers with an array of strokes**

POSSIBLE PRACTICE GOALS:

Set batsmen the task[s] of:

- Playing either a specific stroke [eg. front foot drive, the cut or the pull shot] or a specific range of strokes [eg. front strokes, back foot strokes or lofted strokes]**
NB: Instruct the bowlers to attempt to bowl the correct line and/or length to allow the batsmen to play the stroke or strokes [or use a bowling machine].
- Using their feet to spin bowlers**
NB: Instruct the bowlers to toss the ball up so the batsmen can move to the pitch of the ball to play their strokes.
- Starting an innings which is when batsmen are most vulnerable in their innings**
NB: Instruct the bowlers to put each new batsman under pressure by making him/her play as many balls as possible.
Instruct the batsmen to play themselves in, to let as many deliveries go as possible, but also try and get off strike. Rotate batsman, if not dismissed, after 2 overs.
- Achieving a specific run target [eg.10 runs off 6 balls without getting out]**

BOWLING

AIM:

The aim of bowlers in a match is firstly to get batsmen out and secondly to prevent them from scoring. The same approach should be adopted in the nets.

APPROACH:

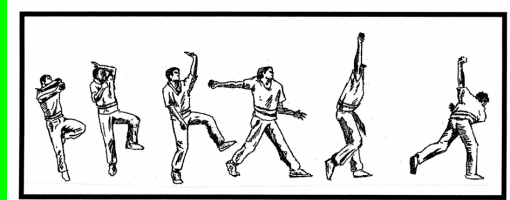
Bowlers should ensure in the nets they:

- Bowl from their normal run-ups**
- Do not bowl any no balls or wides**
- Concentrate on exerting as much pressure on the batsmen as they can to force them into errors**
- Plan their tactics for each batsman to try and exploit their weaknesses**
- Plan what types of deliveries they are going to bowl**
- Assist make the net session as challenging and competitive as possible**

POSSIBLE PRACTICE GOALS:

Set bowlers the task[s] of bowling:

- An accurate line and/or length**
NB: Place a target marker on the pitch for the bowlers to aim at to improve their length and/or use cones, extra stumps or tape to designate a zone for the bowlers to bowl within to improve their line.
- In close to the stumps**
NB: Use cones, extra stumps or tape to designate a channel to get bowlers to bowl close to the stumps.
- A specific line [eg. off-stump, leg-stump]**
- A specific length [eg. yorker]**
- A specific type of delivery [eg. outswinger, slower ball, off-spinner] or an assortment of different deliveries**
- To restrict the number of runs from an over [eg. bowl a maiden over, 3 runs off an over]**



COACHING – THE BASICS

There are no set rules for being a good coach. It is necessary, however, to try and ensure each coaching session is well organised, safe and enjoyable. Aim for all players to learn and remember what you have taught. Remember there is no substitute for good planning and sound practice.

‘Keep the organisation simple’

SUGGESTED PROGRAMME FOR EACH COACHING SESSION

- Short introduction to discuss previous game or activity – give and ask for feedback
- Outline the aims and requirements of the session
- Warm-ups
- Demonstrate a skill or technique – check that players understand what they have to do
- Have players practise the skill or technique
- Practise in game-like situations either on an open wicket or in the nets
- Cool downs
- Short conclusion to sum up the session and give reminders for the next game and practice session

HOW TO COACH THE SKILL

- Organise players in front of you
- Explain what the skill is
- Demonstrate side on, and then front on
- Players demonstrate back to you and you make any corrections that may be necessary
- Divide players into groups to practise the skill
- End by repeating the main points

‘Effective coaching is enthusiasm and repetition’

DO’S FOR AN EFFECTIVE COACHING SESSION

- **DO** be yourself and be enthusiastic
- **DO** plan your practice sessions beforehand
- **DO** be prompt – start practice sessions on time and make it clear you expect your players to arrive on time
- **DO** establish control with clear and simple guidelines for each practice session
- **DO** have enough equipment to run each practice session
- **DO** keep practice sessions interesting, varied and challenging
- **DO** give equal time to all players regardless of ability – let them all have a go
- **DO** listen carefully
- **DO** give constructive feedback, encouragement and praise
- **DO** finish on time
- **DO** be a positive role model

HOW EFFECTIVE IS A PRACTICE PLAN? WHAT IS THE VALUE OF DIFFERENT TYPES OF PRACTICE?

To be most effective practices must try and replicate a real game as much as possible. In this way players' technical execution and decision-making are fully challenged as they are in a match.

Design your practice plans so they include as many variables that simulate match conditions as you can in order to fully extend and develop your players' physical, technical, mental and tactical skills. Measure the potential effectiveness of your practice plans by using the **PRACTICE PLAN EVALUATION CHECKLIST** to assess their quality against the variables present in a real game situation [see 'Practice Plan Evaluation Checklist']

PRACTICE SESSION EVALUATION CHECKLIST
THE VALUE OF PRACTICE PLANS AND DIFFERENT PRACTICE TYPES IN SKILL DEVELOPMENT

VARIABLES	MATCH	BOWLING MACHINE	TRADITIONAL NET
Pitch	3	2	2
Outfield	3	0	0
Conditions	3	0	2
Opposition	3	0	2
Fielders	3	0	0
Umpires	3	0	0
Technique	3	3	3
Ball Movement	3	2	3
Distractions	3	1	2
Arousal	3	1	2
Mental Management	3	1	2
Strategies / Tactics	3	0	1
Decision-making	3	1	2
Running Between Wickets	3	0	0
Situational Awareness	3	0	0
Consequences	3	0	0
Fitness / Fatigue	3	1	2
Time / Time Intervals	3	0	1
TOTAL	54	12	24

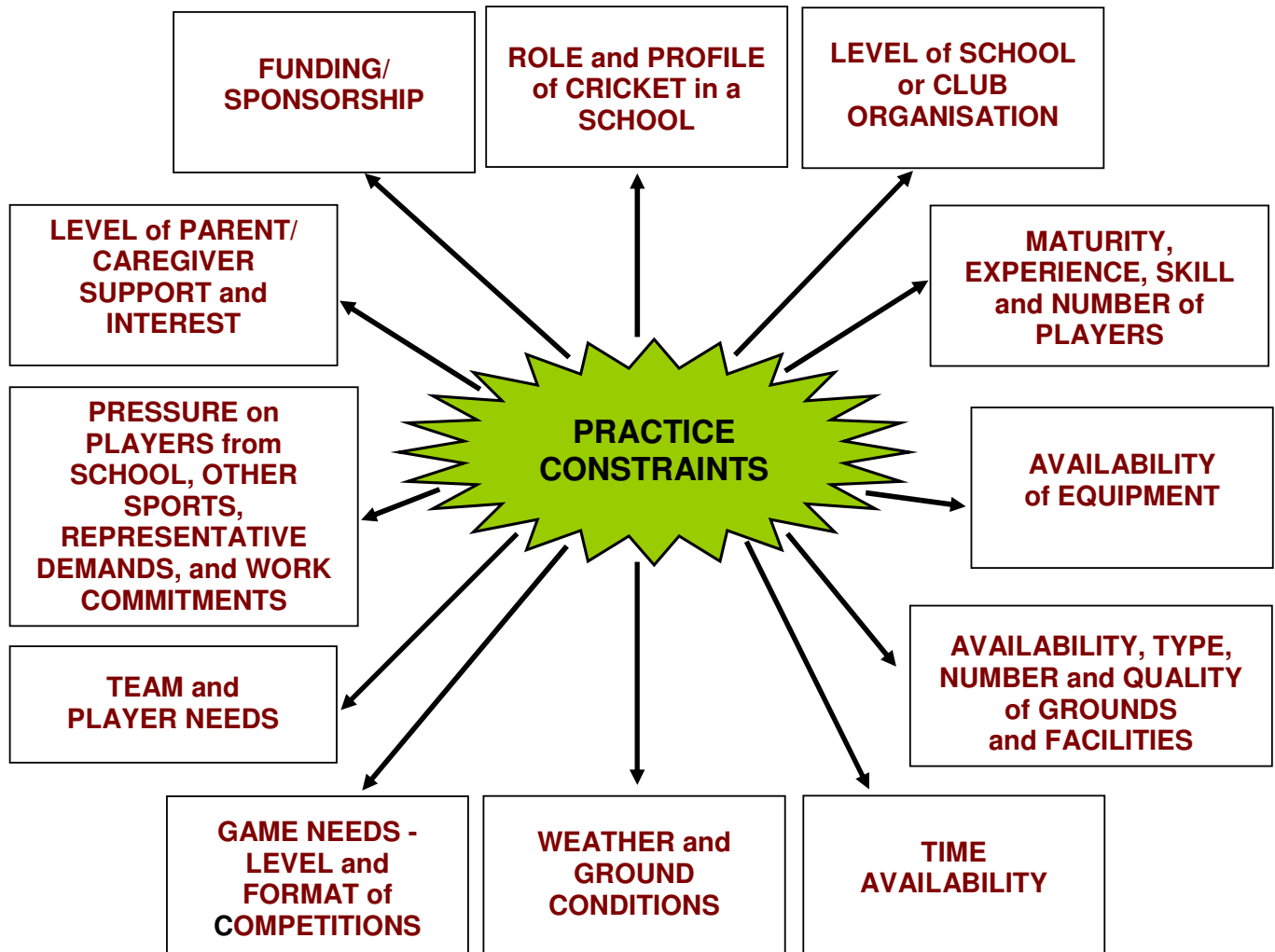
SCORING YOUR PRACTICE

3	The same as the game	2	Many aspects similar to the game	1	A few aspects like the game	0	Not like the game
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[Modified from Ashley Ross, 2003, 'Cricket Training for Skill Development', Presentation at Professional Development Workshops for Major Cricket Association Elite Coaches]

KEY ELEMENT 6: COPE WITH PRACTICE CONSTRAINTS

As a coach spending some time preparing a **PRACTICE PLAN** is an invaluable exercise. Having something to work from is essential, especially when there are a number of factors that can disrupt your practice plan. To be effective as a coach it is important to be aware of these factors or **PRACTICE CONSTRAINTS** and, where and when necessary, to have the flexibility to adjust your plan to suit the situation.



PRACTICE CONSTRAINTS	POSSIBLE SOLUTIONS
ROLE and PROFILE of CRICKET in a SCHOOL	<ul style="list-style-type: none"> ■ Be aware of the FOCUS of cricket in the school. Is the emphasis competitive v recreational, winning v participation? Once you have determined the focus you can then design practices to reflect this philosophy
LEVEL of SCHOOL or CLUB ORGANISATION	<ul style="list-style-type: none"> ■ Be well prepared and organised. If cricket in the school or club lacks organisation try and demonstrate through your detailed planning the value of STRUCTURED PRACTICES not only to the players, but also to the school or club as a recruitment and retention strategy
MATURITY, EXPERIENCE, SKILL and NUMBER of PLAYERS	<ul style="list-style-type: none"> ■ The level of maturity, experience and skill of the players will determine how you run practices and what you coach eg. For junior teams the emphasis may be on basic SKILL DEVELOPMENT and ACTIVE INVOLVEMENT while for youth and adult teams the focus may be more on developing each player's PHYSICAL, TECHNICAL, MENTAL and TACTICAL SKILLS [see 'Key Element 2: Select Team Coaches']. ■ If the number of players attending practices is large, divide them into MANAGEABLE GROUPS: <ul style="list-style-type: none"> ◆ Pairs for most drills ◆ 4-6 players for some activities <p>Establish a SCHEDULE of TASKS for each practice, write these on CARDS [see sample 'Practice Task Cards 1 and 2' and 'Suggested Activities for Practice Task Cards']. In addition to completing the required team batting, bowling or fielding drills, all players to undertake in groups a set number of tasks at each practice. These can be at specific stations or in a space chosen by the group. Players to fill in a PRACTICE TASK CONTRACT form [see sample 'Practice Task Contract'] to indicate which tasks they have completed at each practice</p>
AVAILABILITY, TYPE, NUMBER and QUALITY of GROUNDS and FACILITIES	<ul style="list-style-type: none"> ■ Assess what you have got to use and set up your practice plans accordingly to make the best use of available grounds and facilities in order to provide players with a variety of practice types to challenge their decision making and enhance their skill development. Remember there are at least FIVE different types of practice ■ If grounds and/or facilities are limited: <ul style="list-style-type: none"> ◆ Use your IMAGINATION as to what can be a FACILITY eg. a sealed driveway, a concrete or tarsealed surface, a wall, a tennis court or the use of a temporary net to create a backdrop ◆ Use EXISTING FACILITIES with IMAGINATION eg. use cones to create gaps, masking tape to establish line channels or lengths, ropes or ribbons to delineate heights, discs for targets ◆ Set up a number of STATIONS. Make sure these are carefully planned with clear instructions as to what players have to accomplish eg. use practice task cards

<p>AVAILABILITY of EQUIPMENT</p>	<ul style="list-style-type: none"> ■ If there is insufficient or poor quality practice equipment try to: <ul style="list-style-type: none"> ◆ IMPROVISE using a range of cheaper alternatives eg. cones, tennis racquet, tennis balls, masking tape, plastic stumps, batting tees, softball glove ◆ Make sure available equipment is well stored, properly maintained, and each gear bag has a list of contents which are collected and accounted for after each practice or match ◆ Encourage the school or club to apply to community FUNDING SOURCES [eg. Gaming Societies, Charitable Trusts] to increase the quantity and quality of equipment
<p>TIME AVAILABILITY</p>	<ul style="list-style-type: none"> ■ Be aware of the available time in terms of WHEN, HOW OFTEN and HOW LONG practice session will be run. This will be dependent upon team and player needs. Find out what DAYS and TIMES suit most players and try and match this with the availability of facilities ■ Have a pre-set practice routine that is communicated and known to all players
<p>WEATHER and GROUND CONDITIONS</p>	<ul style="list-style-type: none"> ■ Have a number of ALTERNATIVE practice options prepared to cope with inclement weather or facility and/or ground unavailability eg. <ul style="list-style-type: none"> ◆ A cricket video ◆ A cricket quiz ◆ An explanation and demonstration of: <ul style="list-style-type: none"> - A skill or skills - Umpiring - Scoring ◆ A discussion on: <ul style="list-style-type: none"> - Batting or bowling tactics - Team and/or individual goal setting - Captaincy - Field placings for different bowlers, batsmen, and/or pitch conditions ◆ A senior or high profile player to talk to them about the game
<p>GAME NEEDS - LEVEL and FORMAT of COMPETITIONS</p>	<ul style="list-style-type: none"> ■ Try and sort out your coaching programme so that different GAME NEEDS arising from different competition formats are introduced into your practice plans at the appropriate times
<p>TEAM and PLAYER NEEDS</p>	<ul style="list-style-type: none"> ■ It is important to be aware of: <ul style="list-style-type: none"> ◆ The team's strengths and weaknesses, and their needs in terms of SKILL DEVELOPMENT arising from match situations and incorporate these into your practice plans ◆ Each player's needs in terms of skill development or the areas they identify for IMPROVEMENT. These need to be catered for either within your overall practice plan, or by designing a specific station drill or individual player activity

<p>PRESSURE on PLAYERS from SCHOOL, OTHER SPORTS, REPRESENTATIVE DEMANDS, and WORK COMMITMENTS</p>	<ul style="list-style-type: none"> ■ Ensure that you are aware of each player's commitments. Try and arrange your practice sessions so there are no clashes. Failing this, adopt a system whereby players must CONTACT you if they are unable to attend a practice so you know of their whereabouts and can inform other team members so that everyone is aware of why such a player or players is not present. Make sure that the reasons for non-attendance are valid
<p>LEVEL of PARENT/ CAREGIVER SUPPORT and INTEREST</p>	<ul style="list-style-type: none"> ■ If you are involved with junior or youth teams try and encourage parents or caregivers to get involved by providing transport, support at matches, assistance with scoring, and/or help with supervision at practices eg. overseeing a drill at a specific station. This can free you to concentrate more on a net or open wicket practice or coach another group or individual

PRACTICE TASK CARD 1 **SLIDING and TURNING**

EQUIPMENT: 2 stumps, 1 bat per pair

TASK:

- Set up two stumps 10 metres apart
- Player A to hit an imaginary ball and then to run between the stumps sliding the bat along the ground past each stump and turning correctly
- Player B to count player A running 20 runs [from one stump to the other is one run] and check he/she is turning correctly. If player A does not slide the bat past the stumps or turns incorrectly he/she must run again
- Change over and player B to repeat the task
- Each player to complete the task twice

PRACTICE TASK CARD 2 **MIDFIELD and/or OUTFIELD PAIRS** **CATCHING**

EQUIPMENT: 1 ball per pair

TASK:

- Each pair to stand 10 metres apart and overarm throw 20 return catches
- After 20 catches both players to step back 5 paces and repeat the task, then to continue the sequence until they are 50 metres apart

SUGGESTED ACTIVITIES FOR PRACTICE **TASK CARDS**

- Fitness work – running ladder, step ups, circuit work
- Directional catching
- Catches off bat, tennis racquet
- Catches off crazy catch rebounder, slip cradle, gutterboard, wall
- Target throwing at stumps
- Fielding – throwing, stopping, retrieving
- Directional hitting using batting tees
- Line awareness and leaving judgement
- Running between wickets shuttles
- Grip and seam drills
- Line and length bowling
- Glove work
- Decision making

PRACTICE TASK CONTRACT

PLAYER NAMES	PRACTICE TASKS											
	1	2	3	4	5	6	7	8	9	10	11	12
1	3 x 10 sets of stationary batting tee drives	3 x 10 sets of drop and drives	2 x 20 running between wickets and turning drill	3 x 10 sets of grip and upright seam drill	100 catches off the Crazy Catch	50 catches off the bat	3 x 5 sets of caught and bowled catches	2 x 25 sets of target stump throwing and stopping	2 x 10 target wall throwing	3 x 3 shuttle runs retrieving and throwing balls	Flexibility exercises	Stepping ladder exercises
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												

NB: Players to complete in pairs three of the above tasks at each of the next four practice sessions. Different tasks must be attempted at each session. Indicate which tasks you have completed by writing the date in the appropriate task column adjacent to your name

KEY ELEMENT 7: MEASURE PLAYERS' PRACTICE PERFORMANCES

There is a saying that if you want to improve something then 'measure it'. In addition to evaluating the effectiveness of a practice in terms of its game-like qualities, it is also possible to assess each player's performance at practice.

One method of measuring performance and providing players with information on their progress is to record **KEY PERFORMANCE INDICATORS** or **KPIs**. While these are perhaps best collected during a match they are also easily gathered at net or open wicket practice sessions. The inclusion of KPIs in your practice sessions gives them a real edge, players enjoy the challenge and are keen to impress, especially as the quality of their efforts is being recorded.

Key performance indicators are simple measures that can be used by coaches to provide players with specific feedback on the quality of their batting and/or bowling performances. The statistical evidence produced can also be used on a comparative basis by players to evaluate their own performance, to motivate themselves to achieve greater consistency and improve their results and to make decisions about the possible strategies they might employ in a game, such as the line and length they should bowl or the main sectors of the field in which they can best score runs.

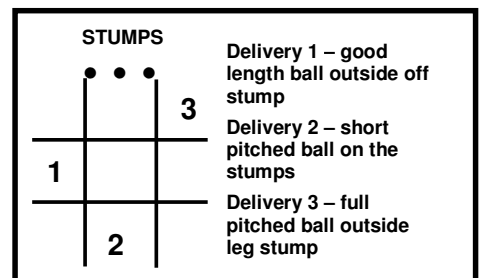
The following simple bowling and batting key performance indicators are only suggestions of what coaches can measure. There is a wide range of possible indicators. You as a coach need to determine what you want to measure and so select those indicators that you think will provide the best information for your players on their performance.

SIMPLE BOWLING KEY PERFORMANCE INDICATORS

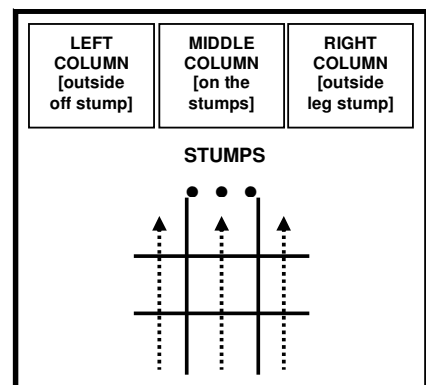
□ In the '**BOWLING GRID**' for each delivery plot using the number of the delivery [eg. 1,2,3,4,5,6] the line and length of the ball.

- ◆ **LINE:** The vertical lines represent the line of the ball. The left column is used for balls pitched outside off stump, the middle column for balls pitched on the stumps, and the right column for balls pitched outside leg stump [see 'Bowling Grid: Line'].
- ◆ **LENGTH:** The horizontal lines represent the length of the ball. The first row is used for balls that are 'too full', the second row for balls of 'good length', and the third row for balls pitched 'too short' [see 'Bowling Grid: Length'].

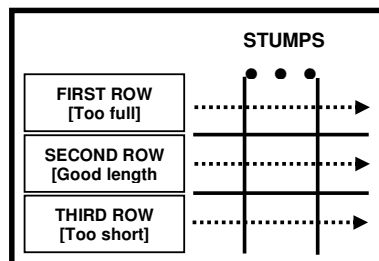
BOWLING GRID: EXAMPLE



BOWLING GRID: LINE



BOWLING GRID: LENGTH



SIMPLE BATTING KEY PERFORMANCE INDICATORS

- In the 'BATTING MATRIX' for each delivery faced record the batsman's reaction in terms of one of the corresponding symbols below.

SYMBOL	BATSMAN'S REACTION TO EACH BALL
L	Left [ie. not played at]
FD	Front foot defensive stroke
BD	Back foot defensive stroke
FA	Front foot attacking stroke
BA	Back foot attacking stroke
PM	Play and miss
X	Dismissal

BATTING MATRIX: EXAMPLE

BALLS OVERS	1	2	3	4	5	6	EXTRA	EXTRA
1	FD	L	PM	FA	BA	X		
2								
3								
4								

Delivery 1 Front foot defensive stroke
Delivery 2 Left
Delivery 3 Play and miss
Delivery 4 Front foot attacking stroke
Delivery 5 Back foot attacking stroke
Delivery 6 Dismissal - bowled

SELLING THE CONCEPT – COACHING and PRACTICE PLANS

The health checks in secondary schools and clubs have identified a number of areas requiring attention. One of the most critical of these is **COACHING** and the associated need for structured **PRACTICE SESSIONS**. The current unplanned nature of many coaching programmes is not enhancing the skill development of players, the game or its organisation within secondary schools and clubs, and is a key reason why many players decide to give up playing.

As a Community Cricket Coordinator it is important to provide secondary schools and clubs with the appropriate advice and guidance about the value of investing their time and effort into compiling a detailed **COACHING PLAN** and structured **PRACTICE PLANS**. This can be done by contacting each secondary school and club and inviting them to send their Teacher-in-Charge of Cricket, Chairman or Coaching Coordinator to an introductory workshop where you will outline:

1. The necessity of having a **COACHING COORDINATOR** to take responsibility for designing a coaching plan, assisting team coaches and regularly disseminating current coaching information and drills.
2. The importance of having a **COACHING PLAN** and within that specific **PRACTICE PLANS** so that practice sessions are structured, purposeful and designed to improve player skills, team performance and the profile of the club or cricket within a secondary school and as such act as a significant **RECRUITMENT** and **RETENTION STRATEGY**.
3. The option of you visiting each secondary school or club to run or assist run a 'model' practice, and to share new coaching and practice ideas on a regular basis at three workshops in September, November and January. The purpose of the workshops is to encourage secondary schools and clubs to set up effective coaching structures, and to disseminate new drills and/or demonstrate them with a club, secondary school or age group team to the coaching coordinators so they can see how they operate and are then able to inform their team coaches who can include them in their own practices.

SAMPLE COACHING and PRACTICE IMPROVEMENT INVITATION

**xxxxx Cricket Association
Address**

Date

**xxxxx Secondary School / Cricket Club
Address**

As an integral part of the Community Cricket initiatives the xxxxx Cricket Association is looking at ways to improve and develop the skill levels of players in secondary school and cricket club teams. We believe that this can be best achieved through better organised, more purposeful practice sessions.

To do this we intend to offer secondary schools and cricket clubs the opportunity to improve their current practice procedures. We are prepared to provide secondary schools and cricket clubs with advice, guidance and assistance on how to set up a quality coaching programme with well structured practice sessions and make funding available to help put such a programme in place provided that they meet the following criteria:

1. Appoint a Coaching Coordinator to organise and run weekly practice sessions.
2. The Coaching Coordinator to prepare a coaching plan for the season and submit this to the xxxxx Cricket Association Community Cricket Coordinator prior to the grant being approved.
3. The Coaching Coordinator to attend three coach development workshops in September, November and January to share ideas and to receive coaching assistance and information.
4. The Coaching Coordinator to forward two brief reviews in December and March of the outcomes of the coaching programme in their secondary school or cricket club to the xxxxx Cricket Association Community Cricket Coordinator.

If your secondary school or cricket club is interested in applying for a coaching grant please fill in the attached form and return it to:

**Community Cricket Coordinator
xxxx Cricket Association
Address**

YES [Please tick]

xxxx secondary school or cricket club are interested in applying to the xxxxx Cricket Association for a coaching grant and understand the criteria necessary to receive such a grant

Signed _____ Date _____

Further details will be made available to secondary schools and cricket clubs on receipt of this form

Closing date for applications: _____

<p style="text-align: center;">SAMPLE COACHING and PRACTICE IMPROVEMENT ACKNOWLEDGEMENT</p>
--

**xxxxx Cricket Association
Address**

Date

**xxxxx Secondary School / Cricket Club
Address**

Thank you for your expression of interest in a coaching grant for your secondary school or cricket club.

A grant of \$xxxx is available to each secondary school or cricket club within the xxxxx Cricket Association that fulfil the following necessary criteria:

1. A **COACHING COORDINATOR** needs to be appointed.
2. A **COACHING PLAN** needs to be designed and presented to the xxxxx Cricket Association.
3. The Coaching Coordinator must attend three **COACH EDUCATION WORKSHOPS** offered by the xxxxx Cricket Association.
4. The Coaching Coordinator to produce two **REVIEWS** of the outcomes of the coaching programme to the xxxxx Cricket Association. These to be submitted:
 - End of December
 - End of March

The following is the intended timeline for implementing coaching plans and providing a coaching grant to secondary schools and cricket clubs within the xxxxx Cricket Association:

- Applications for the coaching grant close on _____ **[Date]** _____
- The xxxxx Cricket Association to contact interested secondary schools and cricket clubs with details of the coaching grant by _____ **[Date]** _____
- Coaching Coordinators to be appointed by secondary schools and cricket clubs
- First coach education workshop on _____ **[Date, Time and Venue]** _____
- Coaching plan to be presented to xxxxx Cricket Association by _____ **[Date]** _____
- First instalment of coaching grant **[\$xxx]** payable on acceptance of the coaching plan
- Second coach education workshop on _____ **[Date, Time and Venue]** _____
- First review of the coaching programme to be sent to the xxxxx Cricket Association by _____ **[Date]** _____
- Second instalment of coaching grant **[\$xxx]** payable on acceptance of the first review
- Third coach education workshop on _____ **[Date, Time and Venue]** _____
- First review of the coaching programme to be sent to the xxxxx Cricket Association by _____ **[Date]** _____
- Second review of the coaching programme to be sent to the xxxxx Cricket Association by _____ **[Date]** _____

**Community Cricket Coordinator
xxxxx Cricket Association**

FIRST COACH EDUCATION WORKSHOP

xxxxx Cricket Association
Address

Date

To All Secondary Schools and Cricket Clubs

Following your expression of interest in a coaching grant to assist in the employment of a Coaching Coordinator, we are offering a coach education workshop for your Coaching Coordinator and team coaches.

Date: _____

Venue: _____

Time: _____

During the workshop session the following topics will be covered:

- Designing a **COACHING PLAN** [see 'Developing a Coaching Plan' below]
- Compiling effective **PRACTICE PLANS**
- Evaluating player performances – **KEY PERFORMANCE INDICATORS**
- **SKILL DEVELOPMENT** and a range of **SKILLS DRILLS**

The xxxxx Cricket Association looks forward to seeing your Coaching Coordinator and team coaches at this first workshop session.

Community Cricket Coordinator
xxxx Cricket Association

DEVELOPING A COACHING PLAN

A coaching plan is an outline of your cricket programme for the season. It should include:

- **SEASON FOCUS**
- Overview of the secondary school / cricket club **REQUIREMENTS**
- **TIMES** available for practice sessions
- **FACILITIES** available for practice sessions
- **NUMBER** and **SKILL LEVELS** of **TEAMS**
- List of **CORE SKILLS** and appropriate **DRILLS**
- **PROCEDURES** for recording players' **PRACTICE PERFORMANCES**
- **CALENDAR** of **PRACTICE SESSIONS** and **MATCHES**
- **PRACTICE PLAN** format or outline
- Several sample **PRACTICE PLANS** illustrating the structure and details of the **COACHING PROGRAMME** for a week

FIRST COACHING GRANT INSTALMENT LETTER

**xxxxx Cricket Association
Address**

Date

**xxxxx Secondary School / Cricket Club
Address**

Please find enclosed the first instalment of the School Support / Club Assist coaching grant for your secondary school or cricket club for the employment of a Coaching Coordinator which you became eligible for on the completion of your Coaching Plan.

Please complete the enclosed Review Form and return it to:

**Community Cricket Coordinator
xxxx Cricket Association
Address**

On receipt of a satisfactory review of your coaching programme your secondary school or cricket club will become eligible for the second instalment of the coaching grant.

**Community Cricket Coordinator
xxxx Cricket Association**

Enc.

COACHING and PRACTICE PROGRAMME REVIEW

SECONDARY SCHOOL / CRICKET CLUB: _____

MONTH: _____

Coaching Plan Completed: YES Date: _____

NO

Coaching Coordinator Appointed: YES Name: _____

NO Coach Qualification: _____

Attendance at Coach Education Workshops: FIRST

SECOND

THIRD

Weekly Practice Sessions Planned: YES

NO

Number of Practice Sessions Organised and Run: Per Week

Total Prior to _____ [Date] _____

GENERAL COMMENTS ON PRACTICE SESSIONS:

Coaching Coordinator: _____ Date: _____

Teacher-in-Charge of Cricket or Club Chairman: _____

COACHING RESOURCES

The following resources contain a comprehensive range of skills drills that can be included in your practice plans and used in your practices to develop your players' skills.

Astle,A	2003	<u>Coaching a Cricket Team</u> . New Zealand Cricket coaching manual designed for use with the 'Getting Started in Coaching A Cricket Team' coach education course
DigiCricket	2000	<u>Batting Skills and Development</u> - Buchanan, J; Harmer, J; and Hunter, J; A Comprehensive Guide to Batting at All Levels. CD Rom
DigiCricket	2000	<u>Bowling</u> - Buchanan, J; Harmer, J; and Hunter, J; A Comprehensive Guide to Batting at All Levels. CD Rom
DigiCricket	2000	<u>Fielding Skills and Drills</u> – Buchanan, J; Harmer, J; and Hunter, J; A Step-By-Step Guide to Mastering Fielding Skills. CD Rom
DigiCricket	2000	<u>Wicketkeeping</u> - Healey, I; A Complete Coaching Course in Wicketkeeping. CD Rom
TackleSport,	2003,	<u>Animated Skill Drills for Cricket Coaching</u> . CD Rom

ACKNOWLEDGEMENTS

Thank you to Nigel Brooke [Development Manager, Central Districts' Cricket Association], David Johnston [Director of Coaching and Development, Bay of Plenty Cricket Association], Jamie Watkins [Community Cricket Coordinator, Taranaki Cricket Association] and Christie van Dyk [Community Cricket Coordinator, Cricket Wellington] for their considerable assistance in completing this resource. Their ideas and suggestions, varied coaching experiences, personal resources and passion for the growth and development of the game are reflected in, and helped shape the contents of this School Support and Club Assist booklet. Material was also sourced from the coaching manual 'Coaching a Cricket Team' written by Alec Astle, National Development Manager, New Zealand Cricket, who also compiled this resource.

APPENDIX 1

SAMPLE PRACTICE PLAN FORMAT

DATE:	SESSION NUMBER:
TIME:	VENUE:
MAIN OBJECTIVES OF THE SESSION:	
REQUIREMENTS - EQUIPMENT and FACILITIES:	
SESSION OUTLINE:	
1. INTRODUCTION:	
2. WARM UP:	
3. TYPE OF SESSION:	
4. COOL DOWN:	
5. CONCLUSION:	
EVALUATION:	

APPENDIX 2

SAMPLE ALTERNATIVE PRACTICE PLAN FORMAT

DATE:
SESSION:

OBJECTIVES:

- 1.
- 2.
- 3.
- 4.
- 5.

WARM-UP:

- 1.
- 2.
- 3.
- 4.
- 5.

SKILL DEVELOPMENT:

GROUP 1

GROUP 2

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

CONCLUDING ACTIVITY:

- 1.
- 2.
- 3.
- 4.
- 5.

APPENDIX 3

EXAMPLE ALTERNATIVE PRACTICE PLAN

DATE: Thursday, October 22

SESSION: 7

OBJECTIVES:

1. Batsman – Mental net - game scenario
2. Batsman – Starting an innings - getting off the mark
3. Batsman - Stump awareness - for batsmen to know where their off stump is
4. Bowlers - To adjust to game scenario
5. Bowlers - To bowl line and length
6. Batsmen and bowlers develop game plans

WARM-UP:

1. Stretching
2. Warm-up game [Attackers v Defenders]
3. Speed work – multi-directional speed and agility running
4. Discuss objectives and requirements of net session

SKILL DEVELOPMENT:

GROUP 1 Net 1 [Group of 6]

GROUP 2

Net 2 [Group of 6]

MENTAL NET – GAME SCENARIO

5 wickets down need to score 40 runs in 6 overs

- Batsmen to their develop game plan and bowlers their develop game plan
 - Bowlers' focus is to bowl full and adjust to situation
 - Coach to call 1,2,3 or 4 runs - no boundaries batsmen to run all the runs
- [Batsmen to bat in pairs and rotate nets after 10 minutes]**

STARTING AN INNINGS

Batsman has 6 balls to get off the mark, if dismissed batsmen rotate

STUMP AWARENESS

- Bowlers to work on line and length, and deliver as many balls as possible without the batsman being able to just let the ball go. Batsman only to play when the ball is straight
 - Running between the wickets- batsmen must only run when they hit the ball. Coach to call 1,2,3 or 4 runs
- [Batsmen to bat in pairs and rotate nets after 10 minutes]**

CONCLUDING ACTIVITY:

1. Discuss how batsmen handled different situations. Give feedback and help if needed
2. Discuss how bowlers adjust to different situations
3. Running between the wickets needs attention - the way of running and turning is not effective
4. Cool down activity - stretching

APPENDIX 4

WARM-UPS: PRACTICES AND MATCHES

PRACTICE SESSION WARM-UP

DURATION: 10 minutes

ACTIVITIES: [One or more of the following]

1. Grid running, with or without balls
2. Multi-directional running eg, sideways, backwards, changing direction quickly, butt kicks, high knee raising
3. Competitive game involving fielding or running between wicket activities eg. running and turning relays, crossovers, cricket soccer using a ball, frisbee, vortex or golf ball
4. Stretching [see inset 'Physical Preparation']

NB: There are two main types of stretching activities **STATIC** and **DYNAMIC**

- **STATIC STRETCHING** involves placing a muscle in its most lengthened position and holding it for at least 30 seconds
- **DYNAMIC STRETCHING** involves stretching movements performed at gradually increased speed

PRE-MATCH PREPARATION INCLUDING WARM-UPS

A. SCHOOL

DURATION: 30-50 minutes

ACTIVITIES:

- | | |
|------------|---|
| 5 minutes | Pre-match comments |
| 15 minutes | Warm-ups – jogging, grid running, static stretching in pairs |
| 15 minutes | Competitive game eg. underarm soccer [5 minutes], dynamic stretching [5 minutes], attacking fielding eg. target throwing and backing up [5 minutes] |

TOSS

- | | |
|------------|--|
| 15 minutes | Depending on toss personal skill specific preparation – batting v bowling/fielding |
|------------|--|

B. CLUB

DURATION: 40-50 minutes

ACTIVITIES:

- | | |
|------------|--|
| 10 minutes | Fielding drills |
| 10 minutes | Warm-ups – jogging and multi-directional running, grid running, static or dynamic stretching |
| 5 minutes | Competitive game |
| 15 minutes | Skill specific preparation in groups – batting [throwdowns] and bowling [target bowling] |

TOSS

- | | |
|------------|---------------------------------|
| 10 minutes | Team talk, personal preparation |
|------------|---------------------------------|

C. ADVANCED CLUB

DURATION: 60-75 minutes

ACTIVITIES:

- | | |
|------------|---|
| 10 minutes | High intensity competitive game – all involved – two teams |
| 15 minutes | Warm-ups – jogging with balls [throwing and catching], static and dynamic stretching, 20 metre stride throughs eg. sideways, backwards, crossovers, butt kicks, high knee raising, interval sprints |

DRINKS BREAK

5 minutes	Competitive game
20 minutes	Fielding drills in groups – throwing, catching, stopping, retrieving and use of running ladder, cones or skipping ropes to get the feet moving
15 minutes	Skill specific preparation in groups – batting [throwdowns – underarm /overarm] and bowling [target bowling]
TOSS	
10 minutes	Team talk to refresh game plan, personal preparation

PHYSICAL PREPARATION

An excellent set of resources you can use to assist properly prepare your players for a practice session or a match and reduce their risk of injury is **SPORTSMART**, the ACC's 10 point plan for sports injury prevention. The plan includes succinct accounts on each of the following: **screening, warm-up, cool-down and stretch, physical conditioning, technique, fair play, protective equipment, hydration and nutrition, injury reporting, environment and injury management.**

While these resources can be obtained directly from your local ACC or they can also be downloaded from the following website:

www.sportsmart.org.nz

Click on 'Warm-Up, Cool-Down and Stretch' to find some very good information on **WARMING UP, COOLING DOWN, and STATIC and DYNAMIC STRETCHING DRILLS.**

KEYS TO EFFECTIVE WARM-UPS

- **Planned structure**
- **Familiarity by players with team and individual preparation routines**
- **Commitment**
- **Competitive, organised environment**
- **Flexibility**
- **Varied and challenging activities to maintain interest and enthusiasm**

APPENDIX 5

SKILL DEVELOPMENT – POSSIBLE SKILL DRILLS

‘COACHING A CRICKET TEAM’ - BATTING												
SET UP	FRONT FOOT DEFENCE	BACK FOOT DEFENCE	FRONT FOOT DRIVE	BACK FOOT DRIVE	PULL SHOT	HOOK SHOT	RUNNING BETWEEN WICKETS	APPROACH TO BATTING	KPIs			
<ul style="list-style-type: none"> ● Grip ● Stance ● Guard ● Backswing 	<ul style="list-style-type: none"> ● Rolled ball, bounced ball, and underarm or overarm throw front foot defence ● Watching the ball ● Play or leave – judging the line ● Soft hands 	<ul style="list-style-type: none"> ● Underarm or overarm throw back foot defence ● Judging length ● Play or leave – judging the line ● Soft hands 	<ul style="list-style-type: none"> ● Stationary ball front foot drive ● Drop or lob front foot drive ● Rolled ball, bounced ball, and underarm or overarm throw front foot drive 	<ul style="list-style-type: none"> ● Stationary ball back foot drive ● Underarm lob back foot drive ● Bounced ball, and underarm throw back foot drive 	<ul style="list-style-type: none"> ● Stationary ball pull shot ● Underarm lob pull shot ● Bounced ball pull shot 	<ul style="list-style-type: none"> ● Stationary ball cut shot ● Underarm lob cut shot ● Bounced ball cut shot 	<ul style="list-style-type: none"> ● Sliding and turning ● Calling ● Running hard ● Judgement of runs – soft hands 	<ul style="list-style-type: none"> ● Concentration ● Batting plan ● Building an innings ● Partnerships 	<ul style="list-style-type: none"> ● Batting outcomes ● Batting strokes – runs and direction 			
‘COACHING A CRICKET TEAM’ – FIELDING and WICKETKEEPING												
BOWLING ACTION	SWING BOWLING	SPIN BOWLING	APPROACH TO BOWLING	KPIs	GROUND FIELDING	UNDERARM THROWING	OVERARM THROWING	CLOSE CATCHING	MIDFIELD and OUTFIELD CATCHING	APPROACH TO FIELDING	GLOVEWORK	FOOTWORK
<ul style="list-style-type: none"> ● Grip ● Developing the action ● Walk up and bowl ● The jump and take-off ● Run up and bowl ● Bowling for direction [line] and distance [length] 	<ul style="list-style-type: none"> ● Grip - outswing and/or inswing ● Keeping the seam upright ● Swing the ball ● Target bowling 	<ul style="list-style-type: none"> ● Grip - offspin and/or legspin ● Spinning the ball ● Target bowling 	<ul style="list-style-type: none"> ● Concentration ● Bowling Plan 	<ul style="list-style-type: none"> ● Bowling line ● Bowling length ● Bowling outcomes 	<ul style="list-style-type: none"> ● Moving in and attacking the ball ● Defensive fielding – the long barrier ● Retrieving the ball ● Backing up 	<ul style="list-style-type: none"> ● Pick up and underarm throw ● Intercept and underarm throw to the wicket keeper ● Underarm run out throws 	<ul style="list-style-type: none"> ● Wall target throwing ● Line throwing ● Pick up and throw ● Target throwing 	<ul style="list-style-type: none"> ● Close pairs catching ● Close threees catching ● Turn around catching ● Distraction catching ● Slip catching 	<ul style="list-style-type: none"> ● Pairs catching ● Side to side catching ● Grid catching ● Tennis catching 	<ul style="list-style-type: none"> ● Attitude ● Concentration ● Fielding game plan ● Communication 	<ul style="list-style-type: none"> ● Basic catching ● Simultaneous pairs catching ● Bounce catching ● Bat rebound catching ● Overhead catching 	<ul style="list-style-type: none"> ● Basic sideways movement and catching ● Taking the ball standing up ● Take the ball standing back ● Moving up to the stumps