

February, 2011 update

## **Wanstead & Snaresbrook Cricket Club Player Development and Coaching Manual**

*Our vision is 'to be the best recreational cricket club in the country'. This will be achieved 'by nurturing the development of recreational cricket to reflect the highest of standards and to help all members fulfil their potential'*

**This manual identifies the club's approach to player development.**

Set against the background of the Long Term Athlete Development Model for Cricket "LTAD" (ECB, 2005), it promotes a practical planning programme reflecting facility availability and coaching capability.

This manual is to be placed on the club's website, [www.wanstead.hitscricket.com](http://www.wanstead.hitscricket.com). Comments to [legnoch@aol.com](mailto:legnoch@aol.com) are welcomed. Initially prepared May 2007, updated pages are indicated with the date at the foot of the page.

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## **1. Models for the Development of Recreational Cricket Clubs.**

### **-The Advantage of a Social Members' Club Combining Focus**

Two models identified for the sustainability of a top quality recreational cricket club are the 'focused' and a social members' club. The latter often involves an emphasis on wider community responsibility. Many clubs combine a mixture of both.

The principal challenge of the focussed model is the ability to attract and retain top players. Incentives- perhaps financial or promises of particular participation levels i.e. 'guaranteed selection, to open the batting' -are sometimes given leading to limited social interaction, a smaller membership base and strain on volunteer recruitment.

The social members' club sees cricket as a broader social pastime. Emphasis is on family values with a preparedness to accept members with a wider range of skills. Often an active role in the local community is embraced, for example by working with local schools and assisting local borough initiatives. A disadvantage, apart from the investment of time and club resource, is the risk that lack of focus will undermine team performance. Advantages are a higher membership base with consequential higher subscription income and larger pool of potential volunteers, and a genuine opportunity to engage all members in a broader range of social activities.

W&SCC follows the second model but with focus; the ethos of a social members' club but combining this with a focused approach to player development. This is achieved by

- A robust coaching programme and range of junior matches and adult matches across a wide range of standards. 'Achievement Awards' for under 11 year olds were introduced from 2010 season- Appendix B
- The encouragement of members to take coaching qualifications. This is regarded as beneficial to the development of social skills and character of young members as well as their cricket skills. Development of a cadre of coaches is an integral part of the club's volunteer programme. As a pathway to the preparation of volunteers for these courses the club introduced its in house 'Wanstead Cricket Coaching Accreditation Scheme' from 2010 season- Appendix C
- Development of a progressive school and borough programme.
- Encouragement of members' social activities
- Players – usually those with above average skill- and who would benefit, are 'fast tracked' with focus coaching using state of the art techniques.
- A high level of integration between the junior and adult sections with many senior adult players making a substantial contribution to the development of all members.

## **2. Coach Recruitment and Training**

There are four main sources of coach recruitment.

- **External.** We are fortunate to have many well known visitors and some of them run one off specialist workshops. Sports psychologists are externally recruited under arrangements with specialist universities.
- **Adult players.** A number of adults participate in junior coaching. They are required to obtain level two coaching qualifications or beyond and they form the core of the clubs senior coaching complement.
- **Parents,** are encouraged to manage junior teams and support the coaching effort. They may also bring other helpful skills, for example SAQ practitioner support.
- **Older juniors,** fourteen upwards in age who show particular aptitude and enthusiasm to help younger members. Most of these juniors are initially requested to help in the school programme where, with supervision, they provide an essential supporting role. They also perform, with appropriate supervision, a useful role in the management; umpiring and scoring in inter club matches during junior cricket week.

Screening of potential coaches and team managers and formal approval by the Head of Junior Cricket forms an important feature of recruitment policy. Normally a prospective coach will work alongside an experienced coach and be introduced to a number of basic drills over a period of time. Competency requirements of team managers differ from coaches and are acquired primarily through working with more experienced managers; the need for more formal in house instruction was identified and introduced from 2010 season. Newly qualified coaches and team managers are normally paired with more experienced volunteers when they coach and manage junior teams. Those who show potential for further advancement are encouraged to take level two qualifications.

Aside from formal coaching qualifications, the development of coaching competency comes from two sources. Learning from on site tuition and ongoing training. At each session a coach co-ordinator is selected whose job it is to allocate players and coaches to activities, make certain coaches are fully aware of their requirements and seek feedback. For example there is limited use in a coach being put in charge of a ladder routine if he/she is not aware of the need to develop running efficiency. Failure to point out inefficiencies only re-enforces shortcomings.

Secondly, in-house ongoing training sessions are arranged by the club. They may involve manager/coach participation at junior focus/tactical scenario sessions, video analysis workshops and net technique and safety demos. Often the county board

sends a senior coach to one of our annual winter coaching sessions where time for ongoing training is allocated. Coaches are encouraged to promote new ideas. Notwithstanding the above, advanced coaching techniques are exclusively carried out by senior coaches.

The co-operation of, and encouragement by, our county board (Essex CCB) is most appreciated in this essential feature of our volunteer programme.

Details of the 'Wanstead Cricket Coaching Accreditation Scheme' from 2010 season, is explained in Appendix C. This provides a pathway to prepare volunteers to take appropriate external coaching courses which the club may be prepared to sponsor. It therefore provides a reward system. In addition, it enables the club to focus on team management and related safety aspects and ongoing training not widely available or accessible externally. A key requirement is that the club is able to combine both internal as well as external expertise to develop coaches to sufficient competence to meet the clubs coaching requirements.

Of particular importance is the supervisory role that coaches are empowered to fulfil in relation to the development of coaching assistants. 'Coaching Assistants' are defined as coaches who have not taken the present coaching level two (UKCC Level 2 or its equivalent) award. It is also recognised that for some of the LTAD requirements (sports psychologists and fitness experts are examples) non cricket specific qualifications will be more appropriate.

### **3. LTAD- Some General Observations**

LTAD makes a valuable contribution to player development policy. In particular, the following calls for comment:-

- Six development stages are identified which (under section 5 of this manual) we adapt to include three specific skill benchmarks. Physical as well as psychological maturation are important determinants to development. Each child has its own physical and cognitive learning zones which must be reached before he/she is able to carry out a particular physical action or comprehend a particular instruction. When they reach a zone they are ready to develop at the pace of their biological or mental age and should not be held back or unnecessarily pushed because of their chronological (date of birth) age. LTAD neatly describe these zones as 'Windows of Opportunity' and an individual 'player centred' approach should be highly influenced by this maturation process. Inevitably the emphasis is on physical ability (hand eye co-ordination, balance, strength and weight distribution) and this should drive decisions on which players are be singled out for skill enhancement, such as higher level coaching and earlier introduction to hard ball cricket. We call this '*FAST TRACKING*'. Conversely slow developers may need remedial help although this is likely to be unproductive until the junior reaches the relevant zone.

- With the right environment adult or more experienced peer tutoring can often help progress the student through these windows of opportunity. It's important to emphasise that the physical and mental zones of a junior may not be reached at the same time. Development stages and benchmarking must therefore be used as a general guide only and not a 'one fits all' solution. Our specific skill benchmarks are based around three skill levels *TO PROVIDE AN INDICATION OF EACH CHILD'S CURRENT WINDOW OF OPPORTUNITY*. Where a junior's mental age is higher than the physical age consideration should be given to a more consultative/ informative coaching approach to enrich strategy development.
- There may be opportunities and benefits for juniors to 'play up' or 'down' a year or two but only in exceptional circumstances can a two year gap be considered appropriate for juniors in the 9-12 developmental stage, which precedes growth spurt. There are likely to be psychological as well as physical constraints.
- Senior coach mentoring and the introduction of able juniors to adult cricket provide an excellent way for juniors to benefit from adult tutoring. All adult team captains have themselves been former juniors or involved in junior development and recognise the need to nurture young player talent. Coaching (with adequate senior coaching supervision) by older juniors is an excellent form of experienced peer tutoring.
- With age, the concept of players taking individual responsibility for their development is important.
- A minimum ratio of 1:2/3 competitive cricket to coaching is prescribed by LTAD. This makes sense although it is important to define competitive cricket. Our philosophy is that with a large membership it is essential that every player is given a good opportunity to learn by playing. The large and varied junior fixture list caters for this. For junior matches up to eleven years it is important to avoid matches being dominated by a few talented individuals at the expense of others who may otherwise have limited opportunity to play. In most twenty over matches for example, each player other than the wicket keeper will be expected to bowl two overs. Batting orders also need to be rotated. An added advantage of this approach is that the coaches, who frequently attend matches, have a chance to identify player centred coaching requirements. This provides the opportunity to both coach and observe performance. The ratio is nearer to 1: 5 if these friendly matches and the numerous end of session soft ball matches for the younger juniors are categorised as 'coaching' The fixture list introduces a more competitive environment for the twelve plus age groups with more cup competitions. The emphasis moves towards 'play to win' and a clearer pattern of 'skill specialisation' is evident and must be nurtured. A weekly programme of friendly fixtures is however arranged to provide cricket for less talented, late developers or players with temporary loss of form.
- LTAD refers to the ABC's (agility, balance, co-ordination and speed) as crucial physical capacities to be developed along side basic cricket specific skills. Our programme embraces this through SAQ (speed, agility and

- quickness) techniques at two levels. First our coaching routines are increasingly integrating SAQ concepts. Secondly, we are allowing for some, non specific SAQ general fitness training.
- **LTAD identifies two basic learning styles, ‘Discovery Learning’ (set up & stand back) and ‘Directed or Prescribed Learning (more structured routines). We believe they both have a role to play. To ensure consistency in skill based training and for practical reasons coaching sessions must be planned and will require formal structure. On the other hand, there are a number of areas where discovery learning plays a role in our approach:(1) at the conclusion of junior coaching sessions for the younger age groups, kwik cricket equipment is left out; post coaching is often the most creative, (2) by taking responsibility for individual development, older juniors are expected to tell coaches their needs, (3) while considerable discipline is required at net practice to make sessions both meaningful and safer, they present opportunity for discovery which must be recognised by coaches, (4) numerous friendly matches enable experimentation, (5) Coaching qualifications often provide food for thought, leading to self motivated journeys of discovery.**
  - **Mental skills and mental toughness training is expected to add value to player development. It is envisaged that the introduction of these psychology sessions to juniors, as specified by LTAD, will be through group sessions. One to one’s with juniors will require specific parental approval.**
  - **While members are encouraged to play other sports we are also conscious that many sports compete in each others traditional turf e.g. winter cricket and summer football. Skill enhancement and specialisation requirements are likely to make it difficult for players in their mid to late teens to pursue more than two, possible only one sport to a high level in today’s competitive environment. While LTAD emphasis is on skill and psychological development, we believe the opportunities to enhance social wellbeing provided by a large community club is particularly important for self fulfilment.**
  - **For girls and women LTAD presents a one year earlier developmental age than for boys at stage one and this year gap continues through to adulthood. While we would not necessarily disagree with this, our community approach seeks to integrate girls and boys cricket whenever practicable. We think inclusion best captures our ethos and there is in any event a big problem in the lack of all girls cricket at club level. Our experience, which is still limited, suggests that at an early age (5-8 years of age) coaching of girls and boys of the same age can be integrated. Thereafter- having regard to the tendency of boys to be more aggressive as well as physically stronger than girls- for both coaching and matches girls need on average to be two years older than boys (i.e. it is preferable with an integrated approach for 13 year old girls to coach and play in friendly matches with 11 year old boys, 15 year old girls with 13 year old boys). When girls reach the age of 16 integration becomes**

increasingly difficult and integration is no longer practical. Boys at the age of 15 have an unbridgeable physical advantage over girl, whose developmental interests are best served by 'all girls and women' coaching and matches.

- While the emphasis on the first developmental stage (up to nine year olds) is on fun and participation, we believe this should also be so for every junior and adult.

#### **4. Coaching Sessions and Skills-Practical Considerations.**

With regard to the development stages and skill benchmarks detailed under section 5, the following practical considerations arise in the organisation of coaching effort.

- At busy coaching sessions (Mondays, Thursdays, Fridays and winter school) a senior coach is appointed co-ordinator to allocate duties and juniors, provide overall supervision and receive feedback. Ideally two coaches manage each routine, with a target 1 to 10 coach player ratio. In addition to a manager, a specific coach is normally appointed for the Peters and Match Play squads. Best Practice Guidelines for coaches and managers, who have additional responsibilities, are identified in Appendix D
- Friday club night, which is normally attended by as many as 300 juniors, requires particularly careful planning. A framework for organising coaching sessions is shown in Appendix. E Whenever possible coaching sessions are designed to be fun and combine fitness and mobility with cricket specific skill development. Coaching Routines Identified for Developmental Stages and skill benchmarks are identified in Appendix F

Flexibility in approach to cater for individual needs and to reflect innovative input from coaches remains an ongoing necessity for the club's player development programme.

#### **5. LTAD Developmental Stages and W&SCC Skill Benchmarks**

Experience points to levels of skill (benchmarks) within certain of the developmental stages outlined in LTAD.

Several cautionary observations are necessary. First, references to county refers to our assessment of county standard (Essex, Middlesex, London Schools, the three counties our players traditionally represent) but it does not necessarily imply that the player is a member of the county set up. Some members prefer to concentrate on club cricket with the considerable scope for development from the coaching programme and opportunities to play a high standard of adult cricket. District standard is an almost generic name to draw a distinction from club cricket; mistakenly we would suggest as top club sides are stronger than district sides and

exceptionally strong club sides (for example ones with the capability to win a national competition) are comparable to county standard.

Secondly, as the earlier discussion on ‘windows of opportunity’ and ‘fast tracking’ indicated, flexibility is necessary. Some ongoing reallocation both vertically up and down the LTAD developmental stages and horizontally across the three skill benchmarks is bound to be necessary.

Thirdly, for the reasons explained in section 2, the community approach has advantages in the development of girls’ club cricket but different developmental age stages for girls are necessary to facilitate integration.

Senior coaches informally meet weekly throughout the year and discuss individual player development. Video analysis of fast track players from 13 years onwards is performed with a measured programme of skill specific identification, video, review and identification of remedial requirements (preferably with the parents of younger players), revisit, and follow up. The software provides player profile records of this process.

Aims and windows of opportunity quoted below are from LTAD

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**Stage 1-Fundamentals** (age \* 6-9 boys, 6-8 girls)

**Aim:** “To provide the young performer with overall athletic skills in addition to an introduction to basic throwing, catching and striking skills with the focus on fun and participation.”

**Windows of Opportunity:** “General athletic formation, speed (training for the central nervous system)”

**Comments:**

- (1). Fun activities integrate athletic, ball orientated, bowling, batting and fielding routines. The emphasis is to encourage youngster to take part and routines such as the balloon game are excellent ‘ice breakers’
- (2)\*Our entrance age is five years of age.
- (3). Some 8 year old boys and 9 year old girls indicating good hand eye co-ordination, alertness and concentration are identified for under 9 soft and hard ball friendly matches with other clubs. We have an intermediate stage between ‘Fundamentals’ and ‘Learning to train’-8/9 year old boys, /9/11 year old girls- who are able to achieve more than most 5 to 7 year olds. Coaching effort for this group is general and not specific skill development but it is also focussed on the identification of fast trackers.

**Skill benchmarks:**

Nothing specific.

## Core Competency Requirement at Conclusion of Stage 1:

Nothing specific, although identified fast trackers may move to stage 2 more quickly.

### Stage 2-Learning to Train (age 9-12 boys, 8 -11 girls \*)

**Aims:** “To start developing the patterning of movement associated with batting, bowling, fielding and wicket keeping techniques whilst building upon and further developing overall athletic skills learnt during the fundamentals phase”.

**Windows of Opportunity:** “Motor skills and co-ordination development”

#### Comments:

(1). Subject to mental age capacity, focus on game awareness will be through limited group and individual discussion on elementary scenarios and solutions from age 9 for fast trackers.

(2). \*Integration of girls and boys for both coaching sessions and matches is subject to a two year gap- that is under 13 girls train and play matches with under 11 boys.

#### Skill benchmarks:

- **A= strong county standard. Such players are firmly established in their county year group, perhaps with further recognition i.e. South of England or England.**
- **B= weak county/ strong district. Weak county tend to be players who do not play all the time or mainly make up the numbers.**
- **C= weak or below district.**

## Competency Requirement at Conclusion of Stage 2:

	A	B	C
<b>Motor/mental</b>			
High attention/ concentration	yes	?	
Adequate co-ordination, hand/eye	yes	yes	
Strength/speed potential	yes		
<b>Batting: Establishes sound base, stance and grip</b>	yes	yes	?
Proficiency in basic defence and attack	yes	?	
Aged 11- competent square cut and on drive	yes		
<b>Bowling: Adequate basic grip and action</b>	yes	yes	?
Consistency in line and length	yes	?	
Aged 11- action suggests seam/spin potential	yes	?	
<b>Wk. keeping: enthusiasm (wants to do it)</b>	yes	yes	yes

Natural feet and body movement                      yes

**Note: benchmarks A and B require co-ordination and attention and yes (es) for either batting or bowling. Strength and speed potential may not be obvious at this stage.**

**Juniors at stages 1 and 2 will be encouraged to take the club's 'Cricket Achievement Awards'- Appendix B**

**Stage 3- Training to Train (age 12-16 boys, 11- 15 girls)**

**Aims: "Further develop cricket specific skills and focus on "building the engine" of physical conditioning for sporting performance"**

**Windows of Opportunity: "PHV ('peak height velocity' = onset of growth spurt), important reference point in programming, speed and strength (immediately after PHV for females and 12-18 months post PHV for males)".**

**Comments:**

- (1) There is a marked difference in physical and mental maturity between the beginning and end of these age ranges. For this reason two sub-divisions of stage 3 is made between (i) under 13's boys/ under 15 girls, and (ii) under 15's/16's boys for competitive matches and coaching groups. Under 15 girls can train and play in under 13 boys matches but from 15/16 years and older the girls need all girls/women competitive matches. Coaching routines are the same, however, for these sub-groups, subject to growth spurt considerations.**
- (2) At this stage category A and B boys receive focus coaching on Monday evenings and all girls from the age of 13 years and older receive focus coaching on Thursday evenings. Attendance at these focus sessions is by invitation only and some B/C category boys with potential to develop may also be invited for the Monday sessions.**
- (3) Feedback on comfort levels in adult matches provides an indicator on how far players should be stretched both physically and mentally during this important 'growth spurt' period.**
- (4) Focus on game awareness and competitive development will be through group scenario and solution sessions. Subject to mental age capacity these are likely to be introduced from age 9 for fast trackers and developed during stage 3**
- (5) Important to look for skill specialisation from this stage onwards.**

## Skill benchmarks:

### Under 13's boys/ under 15 girls

- A= strong county standard. Such players are firmly established in their county year group, perhaps with further recognition i.e. South of England.
- B= weak county/ strong district. Weak county tend to be players who do not play all the time or mainly make up the numbers.
- C= weak or below district.

### Core Competency Requirement at Conclusion of Stage 3:

	A	B	C
<b>Motor/Mental</b>			
High attention/ concentration	yes	?	?
Good co-ordination, hand/eye	yes	yes	?
Strength/speed potential/stamina	yes	?	?
Indicates game awareness, competition	yes	?	
<b>Batting: Establishes sound base, stance and grip</b>	yes	yes	
<b>Proficiency in basic defence and attack</b>	yes	yes	
<b>Competent square cut, on drive, pull</b>	yes	?	
<b>Indicates application of shot selection</b>	yes	?	
<b>Bowling: Adequate basic grip and action</b>	yes	yes	?
<b>Consistency in line and length</b>	yes	?	
<b>Action evidences seam/spin</b>	yes	?	
<b>Fielding proficiency/ specialisation</b>	yes	yes	?
<b>Wk. keeping: enthusiasm (wants to do it)</b>	yes	yes	
enthusiasm (most important)	yes		
superior feet and glove work	yes		
<b>Adult Aged 12- competent adult 5<sup>th</sup>'s</b>	yes		
<b>Aged 13-competent adult 5<sup>th</sup>'s/ 4<sup>th</sup>' s</b>	yes	yes	

**Note: benchmarks A and B require motor/ mental proficiency and yes (es) for either batting or bowling. Strength/speed potential/stamina up to 18 months post growth spurt may not be obvious at this sub-stage.**

### Under 15's/16's boys

- A=The Matchplay under 16's cup squad
  - B= The Peters under 15's cup squad
- Note: These squads are sometimes combined; the expected standard is weak county and above, with stronger players in county academies.**
- C= District and below.

### Core Competency Requirement at Conclusion of Stage 3:

	A	B	C
<b>Motor/Mental</b>			
High attention/ concentration	yes	yes	?
Good co-ordination, hand/eye	yes	yes	?
Strength/speed potential/stamina	yes	yes	?
Strong game awareness, competition	yes	yes	?
<b>Batting: Establishes sound base, stance and grip</b>	yes	yes	?
Proficiency in basic defence and attack	yes	yes	?
Competent square cut, on drive, pull	yes	yes	?
Competent shot selection	yes	yes	?
<b>Bowling: Adequate basic grip and action</b>	yes	yes	?
Consistency in line and length	yes	yes	?
Seam/spin evidence and variation	yes	yes	?
<b>Fielding proficiency/ specialisation</b>	yes	yes	?
<b>Wk. keeping: enthusiasm (wants to do it)</b>	yes	yes	
enthusiasm (most important)	yes		
superior feet and glove work	yes		
<b>Adult</b>			
Aged 15- competent adult 3 <sup>rd</sup> /2 <sup>nd</sup> /	yes	yes	?
Aged 16-competant adult 3 <sup>rd</sup> /2 <sup>nd</sup> /1 <sup>st</sup>	yes	n/a	

**Note:** benchmarks A and B require motor/ mental proficiency and yes (es) for fielding and either batting or bowling. Strength/speed potential/stamina up to 18 months post growth spurt may not be obvious at this sub-stage.

### Stage 4-Training to Compete (age 16-18 men, 15-17 women)

**Aims:** “Enhancement of cricket specific skills and focus on game awareness and competitive development”

**Windows of Opportunity:** “Strength- immediately after PHV (‘peak height velocity’ = onset of growth spurt) for females and 12-18 months post PHV for males”

#### **Comments:**

(1) Focus on game awareness and competitive development will build on stage 3

(2) Windows of Opportunity for physical strength development is addressed with a combination of cricket specific and general fitness coaching routines and adult competitive matches, BUT, attention must be given to complementary fitness i.e. is the player involved in other sport or a regular gym user? Physical fatigue and burnout must be avoided.

(4) Skill specialisation becomes big issue at this stage but player development should still allow scope for experimentation.

**(5) Category A members will be playing first team cricket and many will be with county cricket club academies and/or playing higher level representative cricket. The club's coaching presence is available to support this category of player and senior coaches are often asked to give confidential advice/ a second opinion.**

**Skill benchmarks and Core Competency Requirements at Conclusion of Stage 4.**

- **A= established county, academy and above, regular adult first team selection.**
- **B= only occasional county, sound adult second/ third team standard**
- **C= other adult players.**

**Stage 5- Training to Win (age 18 + men, 17 + women)**

**Aims: "The maintenance of physical capacities and the development of elite performer attributes"**

**Windows of Opportunity: "Maintenance of key performance components: flexibility, speed, endurance, strength and skills"**

**Comments:**

- (1) Category A members will be playing first team cricket and many will be with county cricket clubs and/or playing higher level representative cricket. The club's coaching presence is available to support this category of player and senior coaches are often asked to give confidential advice/ a second opinion. It is, however, necessary to acknowledge the limitation of a recreational club's coaching potential. These players take ownership of their ongoing development and primarily look to their county for coaching and guidance.**
- (2) Full coaching facilities and advice is open to all other categories and they are encouraged to do so in order for them to optimise their performance.**

**Skill benchmarks and Core Competency Requirement for Stage 5:**

- **A= established county and above, regular adult first team selection.**
- **B= only occasional county, sound adult second team standard**
- **C= other adult players.**

## **Stage 6- Retirement, Retraining and Retention**

**Aims:” To provide training and support at the end of a playing career to remain either within the sport in a different capacity or prepare for a change of career direction**

### **Comments:**

- (1) Continued club membership beyond retirement is encouraged and some members take on voluntary duties including coaching, scoring and umpiring.**
- (2) For many parents this stage presents an opportunity for them to enter or re-enter cricket. Encouragement is focussed on a range of volunteer duties including coaching and team management. The club provides coaching for dads sessions and the opportunity to play social cricket in the ‘Slow Coaches’ team. An informal categorisation takes place to distinguish between members with potential to coach (with potential specialist skills) and manage teams, join adult teams, perhaps with leadership skills required for captaincy and those most suited for social cricket.**
- (3) Mums are invited to attend coaching sessions for beginners and will have the opportunity to play women’s league cricket, commencing 2007. Many of the older girls and women are encouraged to take coaching qualifications and a number have done so.**
- (4) The club’s senior coaches run in-house workshops to help members gain coaching qualifications.**

### **Skill Benchmark and Core Competency Requirement for Stage 6.**

**Achievement of objective is measured by ability to attract sufficient numbers of volunteers with potential to meet requirements referred to in 2 and 3 above.**

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**Wanstead & Snaresbrook Cricket Club, February, 2011**

**Appendices attached**

## **Appendix A**

**“Who’s who”, management organisation, coaches and other personnel for season 2011**

**Document for 2011 season in course of preparation**

## **Appendix B**

### **The Wanstead u/11 Cricket Achievement Awards**

All under u/11 will be encouraged to participate in the achievement scheme which is to be integrated into the Friday coaching programme. Based on a modified Kwik Cricket ('Asda') achievement model the following awards would be made to u/11 juniors who demonstrate proficiency in a batting, bowling and fielding discipline at the following four age related levels:-Copper- u/ 7, Bronze- u/8, silver u/9 and gold- u/10 and 11. Achievement certificates will be issued at the end of the season with the names published on the club's website.

At the commencement of the scheme older juniors will take the award appropriate to their age i e a year 6 (u/11) would move direct to the gold award. Also, where a player is 'fast tracked'- that is allocated to an older age group- or in the case of many girls who are allocated a year or two later, he/she would take the award covered by that group.

An award administrator will be appointed with responsibility to manage the scheme and ensure that it dovetails into the coaching programme. The administrator will keep a record book for each member and regularly update it with progress. Full support from coaches responsible for each group will be essential for the scheme to operate effectively. The disciplines are already substantially covered in existing coaching programmes and would take approximately half an hour to demo. A further half hour session will also be necessary for assessment.

## Appendix C

### **The Wanstead Cricket Coaching Accreditation Award**

Open to all members from 14 years and over, accreditation is a condition of club sponsorship on ECB approved coaching courses which might be a level one or direct to a level two at the discretion of the club. Exceptional circumstances where this requirement might be waived is where an existing coach with appropriate ability joins the club (although the minimum 30 coaching rule would still apply- see below) or where the club is requested to sponsor a county player.

#### **Accreditation criterion involves the following:**

- A minimum 30 hours coaching and demonstration of practical coaching and team management skills.
- CRB clearance
- Attendance at approved first aid and child protection courses which the club organises and finances. Except with the permission of the Head of Junior Cricket, no volunteer will be permitted to attend these courses unless they are on the club's accreditation scheme or are established club volunteers and are renewing.
- Attendance at club in house workshops on coaching and net management, video analysis, umpire and team management and captaincy courses- see below for outline scope

#### **The following administrative requirements are also necessary**

- Details of the scheme is appropriately publicised on the club website. In so doing the size of the club and variety of coaching scope will be given high prominence
- Applicants will 'be invited' and the club's discretion on acceptance will be final
- A formal application form must be completed and approved by the Head of Junior Cricket. It will detail the club's and volunteer's commitment including timely attendance at coaching sessions, required conduct and training kit- see attached exhibit

- A record book will be maintained of each applicant of his/her progress. The contents of this must be made available to the applicant who will keep the record book. It may form the basis for references.
- The club has the right to terminate the scheme at any time. The running of courses and sponsorship on ECB approved courses is conditional on the club having sufficient financial resource.

### **Scope of in house workshops**

- Coaching and net management will put 'safety' first and highlight risk, the need for protective equipment/clothing and safety drills, the added dangers of back to back groups, mixed ability nets and older/adult players in adjacent nets. There will also be demonstrations on coaching techniques in nets including throw downs and use of cones and team discussion/analysis
- Video analysis or technique analysis will focus on the importance of observation, remedy and when to seek help e.g. where mixed actions are suspected
- Umpire and team management will identify key issues involved in running a match including umpiring and scoring and related safety issues
- Captaincy courses will explore technical issues
- Sports psychology courses may be held with a group focus on motivation and mental toughness

**Exhibit**

**Application letter to join the Wanstead Cricket Coaching Accreditation Award**

I wish to be accepted on the club's coaching accreditation award scheme.

I am aware that club's membership and developmental aims provide a varied range of coaching opportunities. In order to take part I will need to take part in a number of coaching assignments under the supervision of the Head of Junior Cricket or other club officers he/she may nominate including experienced coaches who will mentor my performance. Turning up for duties on time and being suitably dressed are recognised by me as important commitments. I also acknowledge that on completion of accreditation the club may, but is not obliged, to sponsor me on externally approved cricket coaching courses. Compliance with the club's Conduct and Child Protection Policy ([www.wanstead.hitscricket.com](http://www.wanstead.hitscricket.com)) is an important condition of participation. I acknowledge that the club has the right to terminate the scheme at any time.

A certificate will be issued and notice posted on the web site of Accreditation, which will involve the following:

- A minimum 30 hours coaching and demonstration of practical coaching and team management skills.
- CRB clearance
- Attendance at approved first aid and child protection courses which the club organises and finances. Except with the permission of the Head of Junior Cricket, no volunteer will be permitted to attend these courses unless they are on the club's accreditation scheme or are established club volunteers and are renewing.
- Attendance at club in house workshops on coaching and net management, video analysis, umpire and team management and captaincy courses

My mentor under the scheme will complete entries in a record book which I will keep and present for updating. I understand that the club may use this information when providing commendations and references

Signed: Name \_\_\_\_\_

Convenient phone contact \_\_\_\_\_

E mail \_\_\_\_\_

DOB \_\_\_\_\_

Details of any medical issues that might be relevent \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

**I confirm that you have been accepted on the scheme**

\_\_\_\_\_

**Date**

## Appendix D

Coaches and team managers are asked to make the safety and welfare of players your priority. Please be aware of the Conduct and Child Protection Policy and report any concerns to the Session Co-ordinator, Welfare Officer or Panel Member

- In particular ensure coaching and playing areas are as safe as possible and don't permit participation by players who are not wearing necessary protective kit.
- Do warm ups and warm downs but make these part of skill routines where possible.
- Assemble at coaching sessions 5 minutes before commencement to agree with Session Co-ordinator the allocation of duties and purpose of routines. Failure to suggest remedies re-enforces shortcomings. Also see Co-ordinator at end of session to give yours and the juniors' feedback.
- Please encourage juniors to put away and clear the site when finished.
- Coaching areas are not for social gatherings and please discourage this. Avoid use of mobile phones.
- Latecomers should refer to the Co-ordinator before being admitted to your group.
- Where possible two coaches should run each routine. Please avoid, if possible, 'handing over' to another coach before telling the Co-ordinator.
- The nets are a particularly vulnerable safety area. Do safety drills; avoid people encroaching in the rope area. Strike a balance between the need for juniors to experiment and specific scenario management.
- Team managers have additional roles:-
  - Always follow the code of fair play and good conduct.
  - Make certain parents are aware of their responsibility for transport and know locations and times.
  - Encourage parents to help with site duties, umpiring, scoring, making teas and generally looking after guests at home games.
  - Clarify our match object; 'to win' or 'participation' by involving everyone and rotating batting orders. Identify any high potentials that may have been overlooked.
  - Collect match fees.
  - Be on the look out for potential volunteers. It's highly rewarding if not financially lucrative.
  - Support your club

*We are all club ambassadors. Wanstead & Snaresbrook Cricket Club has been described as 'a community of families'. Please be on the look out for all of our juniors.*

## Framework for Organisation of Coaching Sessions

## Notes:

- (a) Refers to ideal minimum no. of coaches required; some routines will require specialist coaching expertise  
 (b) Routines are referenced to Appendix C

Summer-Friday evening, club night

## Location and time

Overton Drive

16.30-18.15 (1 hour 45 min)

10 min. allocation (including instruction)/

5 min. warm up in groups

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16.45

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1.25 mins

Mins	Number (approx)	Coaches note (a)	Routine ref note (b)
1.20 5 to 7 year olds	50	5	1/1 to 1/8
1.20 8/9 year old boys/9/11 year old girls (Looking for fast trackers)	20	2	2/1 to 2/7
9/11 year old boys/11/13 year girls Two squads, mixed ability			
WEEK ONE			
Tigers squad *	40	8	
.40 Sub-group 1/2	20	4	nets N/1
.40 Sub-group 3/4	20	4	4 from following x 10 min each 3/14, 3/12, 3/8, 3/6, 3/5, 3/4, 3/2, 3/1
.05 Change over			
.40 Sub-group 1/2	20	4	ditto
.40 Sub-group 3/4	20	4	ditto

.05 Warm down and clear up

-----

!30

-----



**Overton Drive**

**18.15 to 18.30-break**

**18.30 to 20.15 (1hour, 45 minutes)**

**10 min. allocation (including instruction)/**

**5 min. warm up in groups**

-----  
**18.15**

-----  
**1.25**

**Query I don't think u/17 girls should have a net on Fridays  
u/15 girls should share net with u/13's boys**

<b>Numbers</b>	<b>Coaches</b>	<b>Routine Ref</b>	<b>(approx.)</b>	<b>note (a)</b>	<b>note (b)</b>
<b>Min.</b>					
	<b>WEEK 1</b>				
	<b>u/13 boys year old boys/u/15 girls</b>		<b>40</b>	<b>8</b>	
	<b>WEEK 2</b>				
	<b>u/15 boys/u/17 girls</b>		<b>40</b>	<b>8</b>	
					<b>4 from following x 10 m.</b>
	<b>{ Sub-group A/B benchmark</b>		<b>20</b>	<b>4 }</b>	<b>4/1, 4/2, 4/4, 4/5 or 4/6,</b>
	<b>{</b>				<b>} 4/7, 4/10, 4/13 or 4/14,</b>
<b>.40</b>	<b>{</b>				<b>} 4/18. nets N/2</b>
	<b>{Sub-group B/C benchmark</b>		<b>20</b>	<b>4 }</b>	
<b>.05</b>	<b>Change over</b>				
	<b>{ Sub-group A/B</b>		<b>20</b>	<b>4</b>	<b>ditto</b>
<b>.40</b>	<b>{</b>				
	<b>{Sub-group B/C</b>		<b>20</b>	<b>4</b>	<b>ditto</b>

**.05 warm down and clear up**

-----  
**1.25**

-----

**Nutter Lane**

**18.30-20.15 (1 hour 45 min)**

**10 min. allocation (including instruction)/  
5 min. warm up in groups**

-----  
**16.45**

-----  
**1.25 mins**

		<b>Numbers (approx.)</b>	<b>Coaches note (a)</b>	<b>Routine ref note (b)</b>
<b>WEEK 1 u/15 boys /u/17 girls</b>		<b>40</b>	<b>4</b>	
<b>WEEK 2 u/13 boys/ u/15 girls</b>		<b>40</b>	<b>4</b>	
<b>Min.</b>				<b>4 from following x 10m.</b>
	<b>Sub-squads rotate following drills</b>			<b>vertical combinations</b>
<b>.10</b>	<b>Drill 1</b>	<b>10</b>	<b>1</b>	<b>4/3 4/1</b>
<b>.10</b>	<b>Drill 2</b>	<b>10</b>	<b>1</b>	<b>4/8 4/9</b>
<b>.10</b>	<b>Drill 3</b>	<b>10</b>	<b>1</b>	<b>4/11 4/15</b>
<b>.10</b>	<b>Drill 4</b>	<b>10</b>	<b>1</b>	<b>4/12 4/17</b>
<b>----</b>	<b>---</b>			<b>4/16 4/2</b>
		<b>40</b>	<b>4</b>	
		<b>----</b>	<b>----</b>	
<b>.20</b>	<b>Kwik cricket (2 teams/semi's</b>	<b>20</b>	<b>4</b>	<b>match 1 4/7</b>
<b>.20</b>	<b>Kwik cricket play offs</b>	<b>20</b>	<b>4</b>	<b>match 2 4/7</b>
<b>-----</b>				
<b>1.20</b>				
<b>-----</b>				

**.05 warm down and clear up**

-----  
**1.25**

-----  
**WEEK 2 groups change over**

**Monday evenings-focus coaching at Overton Drive**

**17.30-18.30**

	<b>Numbers (approx.)</b>	<b>Coaches note (a)</b>	<b>Routine ref note (b)</b>
Week 1 u/11 boys A/B	16	4	nets N/3
Week 2 u/11 boys A/B	16	4	nets N/3
Week 3 u/11boys A/B	16	4	nets N/3
Week 4 u/11 boys A/B	16	4	nets N/3
Week 5 u/11 boys B/C	16	4	nets N/3
Week 6 u/11 boys B/C	16	4	nets N/3
Week 7 u/11 boys B/C	16	4	nets N/3
Week 8 u/11 boys B/C	16	4	nets N/3

**18.30-20.00**

Week 1 u/13 boys A/B	16	2	nets N/4
Week 2 u/13 boys A/B	16	2	nets N/4
Week 3 u/13boys A/B	16	2	nets N/4
Week 4 u/15 boys B/C	16	2	nets N/3/
Week 5 u/13 boys B/C	16	2	nets N/3
Week 6 u/13 boys B/C	16	2	nets N/3
Week 7 u/13 boys B/C	16	2	nets N/3
Week 8 u/15 boys B/C	16	2	nets N/3

Matchplay and Peters squads	20	3	squad drills Wk drills nets N/4
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**Wednesday evening adult coaching at Overton Drive**

This is normally restricted to adult players and trialists.  
Format is normally basic batting and bowling in nets  
although bowling machines are available.

**Thursday evenings at Overton Drive for 14 year old girls  
and older and women- until end of July.**

squad drills  
Wk drills  
nets N/3-4

**Appendix F**

**Coaching Routines Identified for Developmental Stages.**

## Introductory Comments

The attached routines (described as 'drills', 'nets, wk keeper, video and psychology) have been identified as appropriate (of course, subject to ability and risk) for the development of members and having regard to facilities and equipment. A risk assessment is provided against each one. All coaches are asked to provide constructive comment and promote their own variations and alternative ideas.

Key objectives are to continually improve this important part of player development. For example, every routine should try, where possible, to achieve the following objects

- Fun, fun and fun
- Combine fitness routines with cricket specific skill training, for example relevant mobility, ball skills as part of a ladder routine.
- We have lots of juniors and we must make certain that we provide them with a well organised and meaningful coaching programme.

The information has been compiled from a number of the club's coaches who have been able to critically examine existing techniques and promote ideas for improvements. Not all coaches have available time to do this; it is important that everyone involved in the Wanstead coaching effort understands the purpose of the drills (many of which are relatively straight forward) and is able to point out to players where there is room for improvement. Failure to do so can lead to the re-enforcement of shortcomings.

With the above in mind the following approach on the busy practice evenings is suggested.

- A Co-ordinator is appointed to run the session. Coaches should report to the Co-ordinator on arrival and it would be helpful to have a short, 5 minutes, briefing session at the end to get the feedback of coaches and juniors who should also be encouraged to express their views.
- The first task of the Co-ordinator is to allocate tasks and groups. It is suggested that for the drills all juniors involved- say 40 (if we have a typical 40 juniors/ 4 coaches, 4 drills session), and the 4 coaches involved are talked through each of the 4 drills together. In this way both the juniors and coaches can appreciate the purpose and expected outcome of the drill.
- As soon as the Co-ordinator has provided this briefing, the coaches should arbitrarily give out one of two coloured bibs to each junior to establish teams and then to allocate an even number of each team to the four drill groups. A simple warm up by group involving catching tennis ball (5 catches or a drop and the ball changes team) for 5 minutes should be followed before the groups start their drills. They move on to the next drill after 10 minutes or so.
- On busy practice sessions the Co-ordinator will normally appoint a sub net co-ordinator

- Will more experienced coaches please remember that we always have a number of new coaches, including junior coaches? These older juniors do a valuable job and it is important to give them every encouragement and guidance.

### Nets

Net practice forms an important part of the coaching routines. It is an area requiring particular discipline having regard to the opportunity to play out scenarios, hone in on skill development and allow for experimentation. Safety considerations are also particularly important and for this reason net management is subject to specific experience criterion- see Appendix C

- Degrees of 'scenario' setting' (batsman, bowler response to games situations, imaginary fielding positions) should be applied in most sessions.
- Bowlers may be asked to analyse batsman and exploit their weaknesses.
- One to one throw downs for batsmen and bowlers/wicket keepers practicing in nets without batsmen are frequent approaches.
- Ideally not more than 6, maximum 8, bowlers at any time in a lane. A group of 10 players might be broken down as follows- 1 batsman, 6 bowlers, and 3 padding up.
- Only players of appropriate /comparable skills to share nets; this will normally be based on development stage and skill benchmarks. Care about much older players using adjacent nets.
- Coaches must be prepared to expel from the nets players they regard as dangerous.

### Other routines

A number of wicket keeping exercises are integrated in drills and nets. Some specific focussed skills are identified separately. Procedures for the use of video analysis and sports psychology are also explained.

### Best practice

An indication of the high standards the club sets in its approach to coaching is set out in the 'Best Practice Guidelines for Coaches and Managers'

It is not the attention to restrict the flair and individuality of our coaching effort, quite the contrary. The club relies heavily on the inventiveness of its volunteers.

### DRILLS

**References are based on drills and nets for groups of 10/14 juniors.**

### **1. Starter drills (5 to 7 year olds)**

**A number have evolved and can be selected for very young members. Coaches need to be on look out for players who would be best suited to the next level within this developmental stage**

#### **1/1: Balloons**

**Children stand in circle of 10-20, with some holding balloons. Junior in middle of circle takes one balloon and gently pats it into air. Another child then pats a new balloon to child in middle who then has to pat two balloons etc. Keeping more than two balloons in the air becomes a difficult task, involving mobility, tactics, problem solving. When the child loses control, another child has a go.**

**Risk Level-low**

**Comments:**

- (1) Excellent for reflexes and to encourage many youngsters to get involved (“I can’t play cricket”)**
- (2). Better for indoors or very calm day; demos difficult in 5 force gale**

#### **1/2: Bowling ball underarm through gate (two cones)**

**Children sit or stand in groups and take in turn to bowl a tennis or orange ball under arm with the object of getting it through the gate. Many variations are possible, for example widening or narrowing gate to manipulate difficulty. Another more advanced variation is for child to bowl under arm through gate to land one bounce on a mat on good length**

**Risk Level- Low**

**Low to mid if children sit in teams behind two gates**

**Comments:**

- 1. Good way to introduce children to basic ball work**
- 2. Opportunity to subtly introduce over arm throwing/ bowling**
- 3. Good way for young coaches to learn organisation of group sessions**

#### **1/3: Hit my feet if you can**

**Children sit in circle and attempt to hit feet of child standing in the middle by bowling light soft ball underarm at him/her. Child in middle has to skip out of the way. Start initially with one ball at a time and then move to several. Capable of variation, for example children may stand up to throw (but must bowl under arm) and a rule can be introduced that children must 'back up' to avoid the ball leaving the circle.**

#### **Risk Level**

**Low**

**Low to medium if game extended to throwing standing up.**

#### **Comments**

**A very popular fun game which is useful to develop mobility, hand eye and team work.**

**1/4: Catching tennis ball in circles, with coach in the middle.**

**Coach sits or stands in middle of circle and throws tennis ball under arm in turn for children catch and then throw it back underarm to coach. Capable of variation; coach can make catches more difficult for more advanced players in group and widen circle. Counting each catch adds to fun (particularly if there is competing group), and takes mind off tension of catching**

#### **Risk Level**

**Low/ low to medium**

#### **Comments:**

**(1). Good way to introduce basic catching technique and throwing technique (when child throws ball back to coach). Provides scope for variation e.g. might introduce dive catching. Counting facilitates mind set, target setting and team work.**

**(2). Coach may ask children to call out their names as they catch the ball-good way to learn names.**

**1/5: Magic tree**

**Variation of 1/4. Children line up shoulder to shoulder facing coach and if they drop a catch they are required to go to the end of the line ("bottom of the tree"). Coach can vary quality of catch to make certain everyone reaches top at some time**

#### **Risk Level**

**Low**

**Comment:**

**A very popular game that introduces catching skills, reflective re action and an element of achievement and competition**

**1/6: Bowling in lines**

**A simple way to introduce bowling. One coach or wicket keeper set of stumps or gate (two stumps wide apart or cones) required. Players line up in front of and facing stumps and take it in turn to bowl through the gate/ hit the stumps.**

**Risk Level**

**Low**

**Comments**

**Wide gate to begin with makes success easy. Opportunity to work on action at early age, enables competition-who gets most through the gate. Good for hand eye development**

**1/7: Flick ups**

**Players in line behind one set of stumps, coach at other end rolls the ball to first player who flicks it up in direction of stumps and runs round coach sitting down when returning to line.**

**Risk Level**

**Low**

**Comments**

**Energetic competitive game involving sprinting, pick ups and throwing.**

**1/8: Kwik cricket (continuous cricket)**

**One set of stumps, single stump either side 10 yards apart, coach bowls underarm orange ball from 10 yards, and player must run if ball hits bat or any part of player. Fielders must return ball to coach, no run outs.**

**Risk Level**

**Low/medium**

**Comments**

**(1) Popular end of session competitive game involving introduction of number of basic cricket concepts, including players of batting side waiting their turn. Coach can vary difficulty of bowling to enable everyone to score a run. Coach keeps score and can 'orchestrate' close finishes. Good for motor skills and agility.**

**(2). Good drill for new coaches, involving team organisation**

**(3). Helpful for time management; reduce better batsmen to 5 balls limitation.**

**2. 8/9 year old boys/9/11 year old girls (coaches to be on look out for potential 'fast trackers')**

**2/1: Hit my feet if you can**

**Juniors stand in circle and attempt to hit feet of junior standing in the middle by bowling soft ball underarm at him/her. Child in middle has to skip out of the way. Start initially with one ball at a time and then move to several. Capable of variation, for example introduced concept of 'back up' to avoid the ball leaving the circle.**

**Risk Level**

**Low/ medium (if tennis rather than spongy ball used)**

**Comments**

**A very popular fun game which is useful to develop mobility, hand eye and team work. DO NOT permit hard balls or throwing to hurt.**

**2/2: Catching cricket ball in circles, with coach in the middle.**

**Coach sits or stands in middle of circle and throws cricket ball under arm in turn for juniors to catch and then throw it back underarm to coach. Capable of variation; coach can make catches more difficult for more advanced players in group and widen circle. Counting each catch adds to fun (particularly if there is competing group), and takes mind off tension of catching**

**Risk Level**

**Low/ low to medium**

**Comments:**

- (1). Good way to introduce basic catching technique and throwing technique (when junior throws ball back to coach). Provides scope for variation e.g. might introduce dive catching. Counting facilitates mind set, target setting and team work.**
- (2). Coach may ask juniors to call out their names as they catch the ball-good way to learn names.**

### **2/3: Flick ups**

**Players in line behind one set of stumps, coach at other end rolls tennis/cricket ball to first player who flicks it up in direction of stumps and runs round coach sitting down when returning to line. Can be adapted to include catching/ taking ball on bounce (with tennis or orange ball), throwing into a wicket keepers gloves, aiming at stumps.**

#### **Risk Level**

**Low**

#### **Comments**

- (1). Energetic competitive game involving sprinting, pick ups and throwing. Good way to introduce hard ball.**
- (2). More advanced version might involve chasing, retrieving ball with back to wicket and turning to throw at wicket. Note, may be preferable to limit to under arm throw unless sufficient field area to avoid encroachment on other groups.**

### **2/4: Bowling in lines**

**A simple way to introduce bowling and hard ball. One coach or wicket keeper set of stumps or gate (two stumps wide apart or cones) required. Players line up in front of and facing stumps and take it in turn to bowl cricket ball through the gate/ hit the stumps.**

#### **Risk Level**

**Low/medium: because this drill is done on outfield be careful of risk of uneven bounce on wicket keeper, who must wear protective gear.**

#### **Comments**

- (1). Wide gate to begin with makes success easy. Opportunity to work on action at early age and introduce hand grips. Enables competition-who gets most through the gate/hits the stumps. Good for hand eye development.**
- (2). Good opportunity to introduce wicket keeping.**

### **2/5: Batting shots without ball**

Each player has bat, coach demos grip and selected shots and critiques junior response.

**Risk Level**

Medium- biggest risk is injury to another player from 'waving' bat/ back lift.

**Comments**

Good way to introduce batting shots but important not to spend too long on these exercises, high fatigue factor. Can develop drills by introducing tennis ball and working in pairs, one with under arm tennis ball feed. **CRICKET BALLS SHOULD NOT BE USED** for batting practice outside the net areas or prepared strips.

**2/6: Kwik cricket (continuous cricket)**

One set of stumps, single stump either side 10 yards apart, coach bowls underarm orange ball from 10 yards, and player must run if ball hits bat or any part of player. Fielders must return ball to coach, no run outs.

**Risk Level**

Low/medium. This game **MUST NOT BE PLAYED WITH A HARD BALL.**

**Comments**

(1) Popular end of session competitive game involving introduction of number of basic cricket concepts, including players of batting side waiting their turn. Coach can vary difficulty of bowling to enable everyone to score a run. Coach keeps score and can 'orchestrate' close finishes. Good for motor skills and agility.

(2). Good drill for new coaches, involving team organisation

(3). Variation involves 'runs only' through cones placed to encourage straight bat shots

**2/7: Magic tree**

Variation of 2/2, juniors line up shoulder to shoulder facing coach and if they drop a catch they are required to go to the end of the line ("bottom of the tree"). Coach can vary quality of catch to make certain everyone reaches top at some time. Suitable to introduce hard ball.

**Risk Level**

Low

**Comments:**

A very popular game that introduces catching skills, reflective re action and an element of achievement and competition. Very good end of session cameo.

**3: 9/11 year old boys/11/13 year old girls**

### **3/1: Catching cricket ball in circles, with coach in the middle.**

**Coach sits or stands in middle of circle and throws tennis or cricket ball under arm in turn for juniors to catch and then throw it back underarm to coach. Capable of variation; coach can make catches more difficult for more advanced players in group and widen circle. Counting each catch adds to fun (particularly if there is competing group), and takes mind off tension of catching**

#### **Risk Level**

**Low**

#### **Comments:**

- (1). Good way to develop basic catching technique and throwing technique (when junior throws ball back to coach). Provides scope for variation e.g. introduction of dive catching. Counting facilitates mind set, target setting and team work.**
- (2). Coach may ask juniors to call out their names as they catch the ball-good way to learn names.**

### **3/2: Flick ups**

**Players in line behind one set of stumps, coach at other end rolls cricket ball to first player who flicks it up in direction of stumps and runs round coach sitting down when returning to line. Can be adapted to include catching/ taking ball on bounce (with tennis or orange ball), throwing into a wicket keepers gloves, aiming at stumps.**

#### **Risk Level**

**Low/ Medium**

#### **Comment**

- (1). Energetic competitive game involving sprinting, pick ups and throwing. Good way to develop hard ball cricket.**
- (2). Coaches will look for low position, still head and fingers pointing down.**
- (3). More advanced version might involve chasing, retrieving ball with back to wicket and turning to throw at wicket.**

### **3/3: Bowling in lines**

**A simple way to develop hard bowling and facilitate experimentation. One coach, a set of stumps and one cricket ball required. Players line up in front of and facing stumps and take it in turn to bowl cricket ball at stumps. Need wicket keeper, and also preferable to have long stop.**

**Risk Level**

**Low/medium: because this drill is done on outfield, be careful of risk of uneven bounce on wicket keeper, who must wear protective gear.**

**Comment**

- (1). Good drill immediately prior to nets**
- (3). Good opportunity to introduce wicket keeping.**
- (2). Drill coach ratio efficient- one coach can run several lines and new coaches introduced to run lines and comment on bowling effectiveness. Opportunity to experiment on action, seam, (in and out swing) and spin (off, leg brake). Good for hand eye development.**

**3/4: Batting shots without/ with tennis ball**

**Each player has bat, coach demos grip and selected shots and critiques junior response.**

**Risk Level**

**Medium- biggest risk is injury to another player from 'waving' bat/ back lift.**

**Comment**

- (1). Good drill immediately prior to nets**
- (2). Good way to introduce batting shots but important not to spend too long on these exercises, high fatigue factor. Can develop drills to working in pairs, one with under arm tennis ball feed. CRICKET BALLS SHOULD NOT BE USED for batting practice outside the net areas or prepared strips.**

**3/5: Kwik cricket (continuous cricket)**

**One set of stumps, single stump either side 10 yards apart, coach bowls underarm orange ball from 10 yards, and player must run if ball hits bat or any part of player. Fielders must return ball to coach, no run outs.**

**Risk Level**

**Low/medium. This game MUST NOT BE PLAYED WITH A HARD BALL.**

**Comments**

**(1) Popular end of session competitive game involving introduction of number of basic cricket concepts, including players of batting side waiting their turn. Coach can vary difficulty of bowling to enable everyone to score a run. Coach keeps score and can 'orchestrate' close finishes. Good for motor skills and agility.**

**(2). Good drill for new coaches, involving team organisation**

**(3). Helpful for time management; reduce better batsmen to 5 balls limitation.**

### **3/6: Magic tree**

**Juniors line up shoulder to shoulder facing coach who throws them catches with cricket ball. If they drop a catch they are required to go to the end of the line ("bottom of the tree"). Coach can vary quality of catch to make certain everyone reaches top at some time.**

#### **Risk Level**

**Low**

#### **Comment:**

**A very popular game that develops catching skills, reflective re action and an element of achievement and competition. Very good end of session cameo. Coach can orchestrate drill so that everyone reaches the top of the tree.**

### **3/7: Long distance fielding, pick up, crow hop and throw (need space-suitable for Nutter Lane)**

**Players line up 20 yards from set of stumps and move toward, pick up and throw ball to wicket keeper.**

#### **Risk Level**

**Low, but need to ensure wicket keeper is alert.**

#### **Comment:**

**(1) Emphasis on throwing technique and accuracy rather than distance. One or two bounces acceptable. Make certain throwing arm above shoulder and fingers across seam.**

**(2). Make certain there is sufficient room, having regard to other drills**

**(3). Competition should focus on accuracy, not distance.**

**(4). Drill can be extended to include 60 yard boundary /team work. Five players control a boundary and coach throws long and short balls from stumps. Remaining players act as long stops, but quick rotation.**

**(5). Further refinement is to set players three rounds of tasks: first round throw in on two bounces, second round throw in on one bounce, third round throw in however you feel most comfortable i.e., no bounce, one or two bounces.**

**(6). Variation is to introduce RELAY FIELDING- introduces importance of team work**

### **3/8: Ladders-with ball drills**

**Player 1 runs along ladder and at end he/she receives tennis ball catch ( or moving ball to pick up and throw) from coach. Player 1 then picks up and holds two tennis ball arms stretched, drops one on arrival of player 2 for a reflex catch. Player 1 returns to queue and player 2 picks up two tennis balls and retreats for player 3 et al.**

#### **Risk Level**

**Low, but watch out for player fatigue.**

#### **Comments:**

**(1).This combines SAQ techniques and ball skills. It is fast, avoiding few inactive players i.e. little standing around. The following drill with 10 players is suggested after initial practice round:-**

- two ladders, 5 players each line up (two teams)**
- first round, straight forward run**
- second round, two paces forward, one back**
- third round diagonal**
- fourth round, sideways right hip leading**
- fifth round, sideways left hip leading.**

**(2). Coaches can vary skill level of catches, i.e. give diving catches**

**(3). KEY to this drill is for coach to emphasise importance of correct running up right, head straight, arms by side pumping.**

**(4) EXCELLENT drill to do before bowling in nets**

**(5) also can use ladders WITH CRICKET BAT- develops proper running with bat.**

**1.**

### **3/9: Reaction balls (long barrier)**

**Two players stand between two cones (goals) placed ten yards apart. Two players on opposing team standing between two cones of same width face them. Other team players stand behind them and observe. Two reaction balls in play, which must be rolled. As soon as ball goes through goal both teams change. Change also for bad throws. One practice go allowed.**

## **Risk Level**

**Low**

## **Comments:**

**(1). Amusing skill, designed to sharpen BOTH attention and reaction.**

**(2).The key is to roll the balls gently. KEEP ATTENTVE BUT GO DOWN LATE. In a match the ball often bubbles last minute and this drill is designed to help cope with these situations**

## **3/10: Long barrier**

**Same drill structure as 3/9 but played with cricket ball**

## **Risk Level.**

**Low**

## **Comments:**

**Ideal companion drill to follow reaction balls long barrier. Important to encourage players to form effective barrier, fingers pointing down.**

## **3/11: Slip catching 2x2**

**Two players stand between two cones (goals) placed ten yards apart. Two players on opposing team standing between two cones of same width face them. Two players from each side act as long stop, remaining team players stand along the side and observe. Cricket ball is thrown as slip catch to other side. As soon as ball goes through goal both teams change. Change also for bad throws. One practice go allowed.**

## **Risk Level:**

**Low, but bad throwing must be carefully monitored**

## **Comments:**

**(1).Ideal fun game aimed at improving reactions and catching skills**

**(2). KEY to slip catching is for fielder to stand still- feet, body, head and hands which should be held in front of body and cupped ready for catch.**

**(3) ADVANCED SPECIALIST SLIP CATCHING DRILL: coach or another player (working in pairs) throws slip catch to player who has cone on either side within catch able distance. Key is catch selection- for slip fielder to judge which catches to leave so as not to distract fellow fielder.**

### **3/12: Slip cradle**

**Pairs compete to see who can take most catches before one is dropped.**

**Risk Level:**

**Low- mesh cradle**

**Low/medium- wooden cradle.**

**Comments:**

**(1).Ideal fun games aimed at improving reactions and catching skills**

**(2). KEY to slip catching is for fielder to stand still- feet, body, head and hands which should be held in front of body and cupped ready for catch.**

### **3/13: Running between wickets/ combined fielding and backing up (need space-suitable for Nutter Lane)**

**Two batsmen (pads not necessary). Two wicket keepers at each end of 20 yard wicket. Fielders line up around gully area, facing off side except three fielders who act as bakers up on the on side. Coach throws ball under arm toward off side. First fielder chases and returns to either end during which time batsman complete as many runs as possible. Object is to see which pair can complete most runs in maximum of five goes. They are out if run out.**

**Risk Level.**

**Low/medium**

**Comments:**

**(1).Combines variety of skills, including calling and team work, agility and motor co-ordination.**

**(2). Coach will look for good calling, backing up and alertness from batsmen, fielding enthusiasm, energy and technique- including slide stops- from fielders, footwork and glove work and mobility of wicket keepers. Note: youngsters generally love slide stops-coaches who do not fancy this demo need to explain the technique (non-throwing foot collapses) and are bound to find a junior who can demonstrate.**

### **3/14: Running between wickets- soft hands (suitable for Overton Drive)**

**One wicket keeper, two long stops, two batsmen, stumps. Ring of cones ten yards from wicket. Coach bowls (from 20 yards) soft ball under arm to on strike batsman**

**who must play with soft hands and call (every delivery). Fielders must field outside cones. Object is to see which pair scores most runs. A pair may bat up to 10 deliveries but may be run out sooner. After 'one life' failure to call is out. Fielders can throw the ball in hard but pair is out if a batsman hits the ball hard.**

**Risk Level:**

**Low**

**Comments:**

**Sharpens up calling, running between wickets fielding and team work (two batsman, fielders/overthrows/ wicket keeping, awareness generally. Note, coach may bowl some balls wide to bring into play balls going behind stumps. Preference for wicket keepers to stand back, so that keeper has to sprint to stumps.**

**3/15 Netball game**

**Two teams, a court and set of stumps each end. Ball (tennis ball) is passed between players who must not walk with it. If dropped or five consecutive catches ball passes to other side. Object is to hit opponents stumps (must be outside ten yard circle)**

**Risk Level:**

**Medium**

**Comments:**

**Develops ability, catching ability, throwing and team work. Coaches must look for off the ball movement and general positioning.**

**3/16 Field placings**

**Risk Level:**

**Low**

**Comments:**

**Requires knowledgeable coach; avoid detailed explanation**

**Players presented with basic field placings with simple explanation**

**3/17 Juggling**

**Variety of juggling routines stimulate hand/eye, mental alertness**

**Risk Level:**

**Low**

**4: u/13 year old boys/15 year old girls// u/15 year old boys/17 year old girls.**

**Note: the coaching drills and routines are the same for these age groups but variation is required for physical strength and skill benchmarks. For this reason general coaching sessions are structured around separate u/13 boys (u/15 girls) and u/15/ u/17 girls) squads and within these squads there are two subdivisions reflecting A/B and B/C skill benchmarks. Coaches need to be on the look out for potential misallocations, particularly for late developers.**

**4/1: Flick ups**

**Players in line behind one set of stumps, coach at other end rolls cricket ball to first player who flicks it up in direction of stumps and runs round coach sitting down when returning to line. Can be adapted to include catching/ taking ball on bounce, throwing into a wicket keeper's gloves, aiming at stumps.**

**Risk Level**

**Low**

**Comment**

**Good warm up/ 'filler'. Can be competitive game involving sprinting, pick ups and throwing. Advanced versions involve chasing, retrieving ball with back to wicket and turning to throw at wicket.**

**4/2: How many balls can we get in?**

**Two lines of players facing each other-6, 8 or 10 facing pairs preferable. Coach hands one cricket ball to player at end of line who throws it to player who is diagonally opposite who throws it on diagonally and so on up and down the line (note, the player at the end of the line throws the ball immediately opposite so that everyone is involved) Coach then 'enters' additional balls. Object is to see how many balls they can get in.**

**Risk Level:**

**Low**

**Comments:**

**(1). This is very good game to warm up or warm down or to use as 'filler' it is very effective if played seriously i.e. that players stand 10 yards apart and 10 yards opposite each other and the ball is thrown waist high. Note: a more gentle approach is recommended for B/C groups. The drill is ineffective if any player is not at same standard as others.**

**(2). End the round as soon as a ball is dropped. Coach should request balls are returned to him on the ground for the coach's safety.**

**4/3: Is this a diving or high catch?**

**Two rows of players facing forward, each row 10 feet apart, coach stands between first two players and lobs cricket ball for gentle catch to player on his left which is returned under arm to coach as player runs across coach and joins back of opposite line. The coach then repeats this time to player on coach's right and so on. After all players have received gentle catches the coach introduces variation of low diving, high skiers involving need for player to sprint to make the necessary ground to catch the ball.**

**Risk Level:**

**Medium/ high**

**Comments:**

**(1). This is challenging requiring three mind sets: mind ('I will catch the ball'), feet ('I must get there') and hands ('final application'). It also impresses upon the player that the higher the ball goes in the air, the easier it is to catch it.**

**(2). Coach must do several easy rounds to get the players used to the exercise (they may have a tendency to not rotate round and join the wrong line- this can cause confusion and also removes a key feature of the drill, namely that players approach the front of the line from both the left and the right.) throw the ball back over arm or too hard (dangerous to other players and coach). A certain level of ability and much concentration is required and the coach may need to eliminate any players not up to the drill.**

**(3). Coach has flexibility to vary difficulty of catch and work on a particular weak area of a player i.e. catching a high ball over the shoulder.**

**(4). Preferable to have lots of space for this drill.**

**4/4: Bowling in lines**

**A simple way to develop bowling and to introduce experimentation; 'everyone will try leg spin', rotate wicketkeeper. One coach, a set of stumps and one cricket ball required. Players line up in front of and facing stumps and take it in turn to bowl cricket ball at stumps. Need wicket keeper, and also preferable to have long stop.**

**Risk Level**

**Low/medium: because this drill is done on outfield, be careful of risk of uneven bounce on wicket keeper, who must wear protective gear.**

**Comment**

- (1). Good drill immediately prior to nets**
- (3). Good opportunity to introduce wicket keeping.**
- (2). Drill coach ratio efficient- one coach can run several lines and new coaches introduced to run lines and comment on bowling effectiveness. Opportunity to experiment on action and specialist bowling e.g. seam, (in and out swing) and spin (off, leg brake), full pitch, short pitch, bouncers.**

**4/5: Batting shots without/ with tennis ball**

**Each player has bat, coach demos grip and selected shots and critiques junior response.**

**Risk Level**

**Medium- biggest risk is injury to another player from ‘waving’ bat/ back lift.**

**Comment**

- (1). Good drill immediately prior to nets**
- (2). Good way to introduce batting shots but important not to spend too long on these exercises, high fatigue factor. Can develop drills to working in pairs, one with under arm tennis ball feed. **CRICKET BALLS SHOULD NOT BE USED** for batting practice outside the net areas or prepared strips.**

**4/6: Six pointer shadow shots.**

**An ADVANCED DRILL based on SAQ concepts.**

**Batsman, without a bat, from 2 boxes (foot positions) for each foot move through three forward positions (boxes) to complete forward defensive and drive. The player then moves through three backward positions (boxes) to complete back foot defensive and back foot drive. Drill then extended to three offside boxes and three pull shot boxes.**

**Risk Level:**

**Low**

**Comment**

- (1). Focuses body and mind on optimal weight distribution for shot execution.**
- (2). Drill requires appropriate coaching expertise. Ideal pre –nets but as an alternative, not together with drill 4/5.**
- (3) variation possible with tennis ball?**

**4/7: Kwik cricket (continuous cricket)**

**One set of stumps, single stump either side 10 yards apart, coach bowls underarm orange ball from 10 yards, and player must run if ball hits bat or any part of player. Fielders must return ball to coach, no run outs.**

### **Risk Level**

**Low This game MUST NOT BE PLAYED WITH A HARD BALL.**

### **Comments**

**(1) Popular end of session competitive game and particularly beneficial in involving juniors and coaches and mums and dads family fun.**

**(2) Coach can vary difficulty of bowling to enable everyone to score a run .Coach keeps score and can ‘orchestrate’ close finishes. Good for motor skills and agility.**

**(2). Good drill for new coaches, involving team organisation**

**(3). Helpful for time management; reduce better batsmen to 5 balls limitation.**

**(4). Variation involves ‘runs only’ through cones placed to encourage straight bat shots**

**4.8: Long distance fielding pick up, crow hop and throw  
(need space-suitable for Nutter Lane)**

**Players line up 20 yards from set of stumps and move toward, pick up and throw ball to wicket keeper.**

### **Risk Level**

**Low, but need to ensure wicket keeper is alert. Need lots of space to do these drills effectively.**

### **Comment**

**(1) Emphasis on technique and accuracy rather than distance although latter not unimportant. Opportunity to introduce and perfect ‘low flat’ and ‘on the bounce’ strategies. Coaches should look for and encourage debate on defence/attack strategies (save a boundary/ run out possibility/ signal to batsmen that we can field/give them a single/ soften ball ) Make certain throwing arm above shoulder and fingers across seam.**

**(2). Make certain there is sufficient room, having regard to other drills.**

**(3). Introduce competition with points for rounds covering the various strategies.**

**(4). Drill can be extended to have boundary, with say 5 players at a time, controlling and receiving combination of high catches, slow balls to attack, potential 4’s and sixes-encourages fielding teamwork.**

**(5). Coaches to be on look out to identify specialist deep fielders.**

**(6). Variation is to introduce RELAY FIELDING- introduces importance of team work**

**4/9: Fielding with Flexy stump**

**(Preferable with lots of space-suitable for Nutter Lane)**

**Various options. A popular one involves triangle of three cones (players 1, 2, and 3) around collapsible stump. Coach rolls cricket ball (or gives a catch) to player 1 who throws underarm ball for player 2 to intercept, picks up and throw at stump, with player 3 back up. New player replaces player 1, player 2 replaces player 3 and player 3 runs around stump and joins queue to the right of the coach.**

**Risk Level:**

**Low/medium**

**Comment**

**Fast moving drill involving a number of fielding skills-main object is direct hit.**

**4/10: Ladders-with ball drills**

**Player 1 runs along ladder and at end he/she receives tennis ball catch from coach. Player 1 then picks up and holds two tennis ball arms stretched, drops one on arrival of player 2 for a reflex catch. Player 1 returns to queue and player 2 picks up two tennis balls and retreats for player 3 et al.**

**Risk Level**

**Low, but watch out for player fatigue.**

**Comment**

**(1).This combines SAQ techniques and ball skills. It is fast, avoiding few inactive players i.e. little standing around. The following drill with 10 players is suggested after initial practice round:-**

- two ladders, 5 players each line up (two teams)**
- first round, straight forward run**
- second round, two paces forward, one back**
- third round diagonal**
- fourth round, sideways right hip leading**
- fifth round, sideways left hip leading.**

**(2). Coaches can vary skill level of catches, i.e. give diving catches**

**(3). KEY to this drill is for coach to emphasise importance of correct running/ up right, head straight, arms by side pumping.**

**(4) EXCELLENT drill to do before bowling in nets**

**5) Also can use ladders WITH CRICKET BAT- develops proper running with bat.**

**4/11: Reaction balls (long barrier)**

**Two players stand between two cones (goals) placed ten yards apart. Two players on opposing team standing between two cones of same width face them. Other team players stand behind them and observe. Two reaction balls in play, which must be rolled. As soon as ball goes through goal both teams change. Change also for bad throws. One practice attempt allowed.**

**Risk Level**

**Low**

**Comments:**

**(1). Amusing skill, designed to sharpen BOTH attention and reaction.**

**(2).The key is to roll the balls gently. KEEP ATTENTVE BUT GO DOWN LATE. In a match the ball often bubbles last minute and this drill is designed to help cope with these situations**

**4/12: Long barrier**

**Same drill structure as 4/11 but played with cricket ball**

**Risk Level.**

**Low**

**Comment**

**(1). Ideal companion drill to follow reaction balls long barrier. Important to encourage players to form effective barrier.**

**(2). Coaches to be on look out to identify specialist covers fielders.**

**4/13: Slip catching 2x2**

**Two players stand between two cones (goals) placed ten yards apart. Two players on opposing team standing between two cones of same width face them. Two players from each side act as long stop, remaining team players stand along the side and observe. Cricket ball is thrown as slip catch to other side. As soon as ball goes through goal both teams change. Change also for bad throws. One practice go allowed.**

**Risk Level:**

**Low, but bad throwing must be carefully monitored**

**Comment**

**(1).Ideal fun game aimed at improving reactions and catching skills**

**(2). KEY to slip catching is for fielder to stand still- feet, body, head and hands which should be held in front of body and cupped ready for catch. Also judgement- ‘when is it mine or my partner’ significant selection issue. Coaches should be on look out to identify specialist slip catchers.**

**(3) ADVANCED**

#### **4/14: Slip cradle**

**Pairs compete to see who can take most catches before one is dropped.**

**Risk Level:**

**Low- mesh cradle**

**Low/medium- wooden cradle.**

**Comments:**

**(1).Ideal fun games aimed at improving reactions and catching skills**

**(2). KEY to slip catching is for fielder to stand still- feet, body, head and hands which should be held in front of body and cupped ready for catch.**

**(3). Also judgement- ‘when is it mine or my partner’ significant selection issue. Coaches should be on look out to identify specialist slip catchers.**

**(4) ADVANCED SPECIALIST SLIP CATCHING DRILL: coach or another player (working in pairs) throws slip catch to player who has cone on either side within catch able distance. Key is catch selection- for slip fielder to judge which catches to leave so as not to distract fellow fielder.**

**4/15: Running between wickets/ combined fielding and backing up  
(needs space-suitable for Nutter Lane)**

**Two batsmen (pads not necessary). Two wicket keepers at each end of 20 yard wicket. Fielders line up around gully area, facing off side except three fielders who act as bakers up on the on side. Coach throws ball under arm toward off side. First fielder chases and returns to either end during which time batsman complete as many runs as possible. Object is to see which pair can complete most runs in maximum of five attempts. They are out if run out.**

**Risk Level.**

**Low/medium**

**Comments:**

**(1). Combines variety of skills, including calling and team work, agility and motor co-ordination**

**(2). Coaches need to emphasise importance of batting team work and awareness. Extra runs can be awarded if a batsman has good running technique (sliding the bat) and awareness (looking for a second run).**

**4/16: Running between wickets- soft hands (suitable for Overton Drive)**

**One wicket keeper, two long stops, two batsmen, stumps. Ring of cones ten yards from wicket. Coach bowls (from 20 yards) soft ball under arm to on strike batsman who must play with soft hands and call (every delivery). Fielders must field outside cones. Object is to see which pair scores most runs. A pair may bat up to 10 deliveries but may be run out sooner. After 'one life' failure to call is out. Fielders can throw the ball in hard but pair is out if a batsman hits the ball hard.**

**Risk Level:**

**Low**

**Comments:**

**Sharpens up calling, running between wickets fielding and team work (two batsman, fielders/overthrows/ wicket keeping, awareness generally). Note, coach may bowl some balls wide to bring into play balls going behind stumps. Preference for wicket keepers to stand back, so that keeper has to sprint to stumps.**

**4.17 Netball game**

**Two teams, a court and set of stumps each end. Ball (tennis or cricket ball) is passed between players who must not walk with it. If dropped or five consecutive catches ball passes to other side. Object is to hit opponents stumps (must be outside ten yard circle)**

**Risk Level:**

**Low/Medium**

**Comments:**

**Develops agility, catching ability, throwing and team work. Coaches must look for off the ball movement and general positioning.**

**4/18. Put it in a sock**

**Cricket ball placed in old sock and hung by string from an archway/tree. Batsman 'tunes himself' by continuous tapping of ball. Secret is to find the middle of the bat, keep elbow up and hands in correct position.**

**Risk Level:**

**Low**

**Comments:**

**Batsmen can do this themselves without supervision good warming up drill.**

**Risk Level:**

**Low**

**Comments:**

**4/19 Field placings**

**Risk Level:**

**Low**

**4/20 Juggling**

**Variety of juggling routines stimulate hand/eye, mental alertness**

**Risk Level:**

**Low**

**Summary of drills attached**

**Summary of drills**

**Preferred location**

### **1. Starter drills (5 to 7 year olds)**

<b>1/1: Balloons</b>	<b>indoors</b>
<b>1/2: Bowling ball underarm through gate (two cones)</b>	<b>anywhere</b>
<b>1/3: Hit my feet if you can</b>	<b>anywhere</b>
<b>1/4: Catching tennis ball in circles, with coach in the middle.</b>	<b>anywhere</b>
<b>1/5: Magic tree</b>	<b>anywhere</b>
<b>1/6: Bowling in lines</b>	<b>OD</b>
<b>1/7: Flick ups</b>	<b>anywhere</b>
<b>1/8: Kwik cricket (continuous cricket)</b>	<b>NL</b>

### **2. 8/9 year old boys/9/11 year old girls**

<b>2/1: Hit my feet if you can</b>	<b>anywhere</b>
<b>2/2: Catching cricket ball in circles, with coach in the middle.</b>	<b>anywhere</b>
<b>2/3: Flick ups</b>	<b>anywhere</b>
<b>2/4: Bowling in lines</b>	<b>NL</b>
<b>2/5: Batting shots without ball</b>	<b>OD</b>
<b>2/6: Kwik cricket (continuous cricket)</b>	<b>NL</b>
<b>2/7: Magic tree</b>	<b>anywhere</b>

### **3: 9/11 year old boys/11/13 year old girls**

<b>3/1: Catching cricket ball in circles, with coach in the middle.</b>	<b>anywhere</b>
<b>3/2: Flick ups</b>	<b>anywhere</b>
<b>3/3: Bowling in lines</b>	<b>NL</b>
<b>3/4: Batting shots without/ with tennis ball</b>	<b>OD</b>

<b>3/5: Kwik cricket (continuous cricket)</b>	<b>anywhere</b>
<b>3/6: Magic tree</b>	<b>anywhere</b>
<b>3/7: Long distance fielding, pick up, crow hop and throw</b>	<b>NL</b>
<b>3/8: Ladders-with ball drills</b>	<b>OD</b>
<b>3/9: Reaction balls (long barrier)</b>	<b>NL</b>
<b>3/10: Long barrier</b>	<b>NL</b>
<b>3/11: Slip catching 2x2</b>	<b>OD</b>
<b>3/12: Slip cradle</b>	<b>OD</b>
<b>3/13: Running between wickets/ combined fielding and backing up</b>	<b>NL</b>
<b>3/14: Running between wickets- soft hands</b>	<b>OD</b>
<b>3.15 Netball game</b>	<b>NL</b>
<b>3.16 Field placings</b>	<b>anywhere</b>
<b>3/17 Juggling</b>	<b>anywhere</b>
<b><u>4: u/13 year old boys/15 year old girls// u/15 year old boys/17 year old girls.</u></b>	
<b>4/1: Flick ups</b>	<b>anywhere</b>
<b>4/2: How many balls can we get in?</b>	<b>anywhere</b>
<b>4/3: Is this a diving or high catch?</b>	<b>NL</b>
<b>4/4: Bowling in lines</b>	<b>OD</b>
<b>4/5: Batting shots without/ with tennis ball</b>	<b>OD</b>
<b>4/6: Six pointer shadow shots</b>	<b>OD.</b>
<b>4/7: Kwik cricket (continuous cricket)</b>	<b>NL</b>
<b>4/8: Long distance fielding pick up, crow hop and throw</b>	<b>NL</b>
<b>4/9: Fielding with Flexy stump</b>	<b>NL</b>

<b>4/10: Ladders-with ball drills</b>	<b>OD</b>
<b>4/11: Reaction balls (long barrier)</b>	<b>NL</b>
<b>4/12: Long barrier</b>	<b>NL</b>
<b>4/13: Slip catching 2x2</b>	<b>OD</b>
<b>4/14: Slip cradle</b>	<b>OD</b>
<b>4/15: Running between wickets/ combined fielding and backing up</b>	<b>NL</b>
<b>4/16: Running between wickets- soft hands</b>	<b>OD</b>
<b>4.17 Netball game</b>	<b>NL</b>
<b>4/18. Put it in a sock</b>	<b>OD</b>
<b>4/19 Field placings</b>	<b>anywhere</b>
<b>4/20 Juggling</b>	<b>anywhere</b>

**Nets (these are referenced as 'net (N) reference)**

	<b>Lanes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b><u>Friday evenings-Overton Drive</u></b>					
<b><u>N/1 17.30-18.30</u></b>					
<b>9/11 year old boys, 11/13 girls</b>					
<b>Scenarios: batting defensive/ attacking</b>			*	*	*
<b>stock ball bowling, line &amp; length</b>			*	*	*
<b>spin/ seam (experimentation)</b>			*	*	*
<b>One to one, if space</b>		*			
<b><u>N/2 (u/13 boys/u/13 girls/ u/15 boys)</u></b>					
	<b>Lanes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Scenarios: batting defensive/attacking/match</b>			*	*	*
<b>Situation/ field placings +</b>			*	*	*

Strategy for specialised bowling+	*	*	*
Bowlers analysis of batsman	*	*	*
Batting strategy defensive	*	*	*
Attacking	*	*	*
compromise	*	*	*
One to one, if space	*		

+ Three pairs of cones are positioned through which batsman must hit ball to score runs. A good choice for pairings is-

- 1 square of batsman to encourage square cut
2. off side to encourage off drive
3. on side (mid wicket area) to encourage on drive

Note: this is excellent way to use two batsman in a net; they run if ball goes through cones, the bowler does not attempt run out

Lanes	1	2	3	4
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Monday evenings-Overton Drive

<u>N/3</u> u/11 boys A/B}	Hard net surface used for basic batting techniques with soft ball and bowling techniques with cricket ball.
u/11 boys B/C}	
u/13 boys B/C}	
u/ 15 boys B/C}	

N/4 (u/13 boys A/B/)

Lanes	1	2	3	4
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Scenarios: batting defensive/attacking/match \*

Situation/ field placings + \*

    Strategy for specialised bowling+ \*

    Bowlers analysis of batsman \*

Batting strategy defensive \*

    Attacking \*

    compromise \*

One to one, if space \*

Bowling machine^ \*

Bowling lane, with cone placings \*

Batting and bowling \*

Video analysis #

+ Three pairs of cones are positioned through which batsman must hit ball to score runs. A good choice for pairings is-

- 1 square of batsman to encourage square cut
4. off side to encourage off drive
5. on side (mid wicket area) to encourage on drive

Note: this is excellent way to use two batsman in a net; they run if ball goes through cones, the bowler does not attempt run out

^ Same sessions will include a variation- batsman to run to line in front of bowling m/c and back. This gets batsman 'moving' and may relax tension.

**Matchplay and Peters squads**

weekly programme of squad drills,  
nets N/4 and tactical talks  
scenarios/solutions.

**Thursday evenings-Overton Drive**

**Girls and women focus coaching**

weekly programme of squad drills,  
Nets (combination of N/3/ N/4 and  
tactical talks, scenarios/solutions.

#Video analysis sessions will be held periodically and involve the following steps:

- (1). Identification of benefit and secure commitment of player,
- (2). Video recording,
- (3). Review with player, preferably a parent, and coach
- (4). Agree action programme and set date for re-visit
- (5). Re-visit

**Wicket keeping drills**

To be drafted

**Sports psychology-Programme agreed between coaches and sports psychologists**

**Winter coaching- is currently consolidated at Caterham Sports Hall on Sunday mornings and covers a period of between 14 and 16 weeks from the beginning of January until commencement of the outdoor season. The coaching school programme covers all ages from beginners through to adults including dads' and mums' nets. An outline programme is prepared and specific programmes with space/facility allocation developed weekly- see Appendix G for winter 2011 beginners' programme**

## Indoor Cricket School- Outline beginners' programme-7 to 10 year old boys and girls

Please note: the following is the programme outline. For more detailed explanation including drill risk assessment refer the club website, [www.wanstead.hitscricket.com](http://www.wanstead.hitscricket.com) , follow left hand reference to 'Player Development and Coaching Manual'

Location: Caterham School. Sessions will take place in either the Gym or School Hall, both of which are a safe environment with a non slippery polished surface.

Before commencing, all coaches and juniors must register in the main Sports Hall entrance area. Parents are encouraged to attend as non participating observers. Coaches should ensure they take the correct equipment, perform a safety check on the location (including checking the toilets) and point out the exits for safety purposes. In event of fire or other reasons to evacuate the premises, the car park area outside the caretaker's office is the meeting point

The objective of this beginner's soft ball course is to

- Introduce all participants to the games of cricket Cover all fundamentals during the 8 week course period
- Recommend (to a club senior coach) players who demonstrate appropriate hand/eye co ordination, alertness and concentration to move to join the main hard ball groups in the sports hall. Other players should be encouraged to continue the course beyond the initial 8 week period
- Establish and maintain close relationship with parents with discussion on their child's progress

Equipment: 3 bags KK, 10 cones, wind balls, additional bats and first aid kit

Estimated numbers 15 boys and girls, 7 to 10

### Coaching Requirements

- Senior supervising coaches (Bal Kullar/Len Enoch) Note Len Enoch will be present and supervise the first week; thereafter the course will be run by the two course supervisors. Feedback by the course supervisors to a senior supervising coach at the end of each session (or during any session if necessary) is essential. In event of injury course supervisors should ensure parents are informed (and ring them later for re assurance) and inform a senior supervising coach.
- Two trainee level one coaches. These will be James Lamb and Freddie Crocker, both of whom have completed in excess of 30 hours of practical supervised coaching. A key responsibility of the two course supervisors is to ensure that any supports coaches are given support and appropriately mentored
- Additional coaching support as required, e g if larger number of attendees than expected and the need for more 1 2 1 help for any disabled children

Facility Layout and suggested approach (coaches to vary as they wish)

- Both locations comfortably facilitate two main groups for fielding routines and bowling. These should be selected (and regrouped) by capability so that more advanced players can be stretched.
- Lane length between stumps approx 12 yds , 14 yds advanced group
- After general warm up further warm ups integrated in fielding drills as follows, pick ups (into coaches hands and running round coach to back of line), then repeat but with very short throw of ball by coach which players must reach before the ball stops- to improve mobility-catching on bounce/ without bounce, long barrier (once learnt)
- For bowling introduce wicket keeper but no batsman(safety issue with two lanes) place cones 1 yrd either side of stumps and award one point if ball passes inside cones, three points if wicket hit
- End with match in KK format using cones and additional runs to encourage offside shots. For first two weeks coaches bowl, thereafter juniors bowl ( but not for too long, say until a wicket falls but maximum 6 ball (always a life if out first ball)
- Consider short quiz during drinks break
- Use umpires signals as way to warm down

KEY FOCUS: EYES, HEAD POSITION  
AND BALANCE

MAKE CERTAIN CHILDREN HAVE  
PROPER FOOTWARE AND BRING A  
DRINK

STOP IF THE COACH SAYS “STOP”

Registration in main sports hall at 09. 20

Session 9.30 to 11.15, with drinks break approx 10.20 before match

Week 1- 16<sup>th</sup> January, 2011

- Safety first, ‘stop, no hands in pockets
- ‘How do you do” shake hands, head straight, eye contact, good balance
- Warm up, underarm pickups (fingers down) - roots, fingers up (flowers)
- Underarm catching in pairs
- Underarm bowling through cones- two teams, most goals
- Bowling in lanes (two lanes, allocate by competency)- grip, from standing position
- Batting- stance and grip
- Short break
- Match
- Short warm down

#### Week 2-23<sup>rd</sup> January, 2011

- Safety first, 'stop, no hands in pockets
- Warm up, underarm pick up (check fingers), reach ball before it stops (to improve mobility), catch on bounce- competition format
- Catching in two groups-underarm
- Throwing at target, say two stumps side by side- 2 teams- most hits
- Batting, grip, stance, front foot drive
- Bowling- 2 lanes- allocate by ability, grip, run up, bowl
- Short break
- Match
- Short warm down

#### Week 3-30<sup>th</sup> January, 2011

- Safety first, 'stop, no hands in pockets
- Warm up, underarm pick up, throw at stumps
- Pick up, over arm throw, long barrier- competition format
- High catching
- Batting-grip, stance, back foot drive
- Bowling in lanes- allocated by ability, run up, coil and follow through. Emphasis on line, competition using stumps and cones
- Short break
- Match
- Short warm down

#### Week 4-6<sup>th</sup> February, 2011

- Safety first, 'stop, no hands in pockets
- How do you do" shake hands, head straight, eye contact, good balance
- Warm up, underarm and over arm pickups, catch on bounce, catch on full, long barrier and throwing at stump
- Slip catching in pairs- competition (magic tree)
- High catching and throwing at two sets of stumps
- Batting-grip, stance, front and back foot
- Bowling, swing
- Short break
- Match
- Short warm down

#### Week 5-13<sup>th</sup> February

- Safety first, 'stop, no hands in pockets
- Warm up, variety of under/ over, catches, one bounce, reach ball before it stops (to encourage mobility).

- Long hop, retrieve and over arm throw (careful to throw 'over the shoulder')
- Introduction to wicket keeping
- Batting- pull and cut (only for those ready for this activity)
- Bowling- spin
- Short break
- Match
- Short warm down

#### Week 6-20<sup>th</sup> February, 2011

- Safety first
- Warm up, variety of under/ over, catches, one bounce, reach ball before it stops, high catch, long barrier- competition format
- Long hop, retrieve and over arm throw
- Long barrier competition- two teams
- Batting- drive through cones front and back foot
- Bowling- spin and seam, emphasis on line
- Short break, quiz two teams
- Match
- Short warm down

#### Week 7- 27<sup>th</sup> February, 2011

- Safety first
- Warm up, variety of under/ over, catches, one bounce, reach ball before it stops, high catch, long barrier- competition format
- Running catches- competition format
- Introduction to sliding stops (only for those ready for this exercise, make sure surface is ok, ask for competent coach to demonstrate to emphasise technical requirements)
- Batting- drive through cones front and back foot
- Bowling- spin and seam, emphasis on length
- Short break
- Match
- Short warm down

#### Week 8- 6<sup>th</sup> March, 2011

- Safety first
- Warm up, variety of under/ over, catches, one bounce, reach ball before it stops, high catch, long barrier- competition format
- Three groups- slip catch (magic tree) and slide stops and throw (only for those ready for this drill)
- Batting- drive through cones front and back foot
- Bowling- spin and seam, emphasis on follow through
- Short break quiz
- Match

- Short warm down

January, 2011