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CRICKET: GAME UNDERSTANDING

INTRODUCTION

Traditionally, cricket practices have been 'have a bat', 'have a bowl', 'have a chat' and go home. There is now a greater need for practices to be more purposeful and incorporate a range of strategies to develop each player's full range of skills. Too often the focus of practices has been on the game's physical and technical skills at the expense of the mental, tactical and game awareness skills.

Yet success in the game is as much, or more, about a player's mental and tactical appreciation, that is, his/her '**GAME UNDERSTANDING**', than it is about his/her physical preparation and technical execution. How often do you hear at the top level of the game that the difference lies in a player's 'top two inches' or 'what they have got between their ears' and yet we overlook or pay limited attention to developing these capabilities.

As in all sports, getting physically prepared to play cricket is important, but being mentally fit, tactically aware and game conscious are equally necessary. In the latter sense it is important

'What is it that will most commonly be observed at 'cricket practice' ...? Mindless, ... unstructured batting and bowling 'in the nets'... it is often a free-for-all. No rules, no scenarios. Bowlers can be observed delivering no ball after no ball, completely ignoring the front foot rule. Batters have no particular purpose in mind, other than to 'block for a bit' and then 'go for a slog'.

[Peter Hanlon, 'From Backyard to Greatness', Overview, 2 [1], 2006, p 2]

'Cricket is 95% mental, yet you do 95% physical and skills work. It's something that's definitely underdone in cricket'

[Steve Waugh, former Australian Cricket Captain]

'Cricket is perhaps the most complicated sport to learn – and surely the most difficult to master. Even the most experienced cricketers admit they never stop learning, that there is always a new tactic or technique to be mastered.

Tactics can win or lose a game. Pre-planning is essential for coaches, captains and players if they are to make the most of opportunities. Adaptability must be a priority as well, though, for the unexpected is a frequent visitor to the cricket pitch and flexible tactical awareness should be the watchword.'

[Michele Savidge 1929, Tactics of Success: Cricket, p8]

for players to understand their role, respect the game's values and etiquette, and know and be able to apply the laws of the game so they can effectively contribute to their team and the game through umpiring and scoring.

GAME UNDERSTANDING

It is important for players to learn to plan and prepare themselves as individuals and as a team for a match and to develop an awareness of the game and its tactics. As players progress up the player development pathway the importance of these aspects of their game increases dramatically.

As a coach it is essential to **EDUCATE** your players so that they understand the game. This includes introducing them to goal setting and getting, leadership, problem solving, decision-making, risk taking, communicating, teamwork, understanding attacking and defensive play, and having situational awareness so they know when and how to adapt their approach as the game evolves. Players also need to develop an appreciation of cricket's values and etiquette and an understanding of the game's laws so they can contribute to the smooth running of matches by being able to umpire and score. Where appropriate, try as a coach to provide opportunities at practice and during the game for players to gain an awareness and understanding of these game understanding skills and to learn how, when and why they are best applied.

This 'School Support' resource is aimed at secondary school cricketers and provides coaches with an exciting range of **MODULES** that can be integrated into their **COACHING PLANS**. They have been designed for coaches to easily use when rain curtails practice or more importantly can be incorporated into their normal practice session schedules to develop young players' mental and tactical skills, and their capacity to understand and contribute to the game in terms of competent scoring and umpiring. Each module has a clear **PURPOSE**, contains detailed **INFORMATION** for coaches to organise and use the module, and a series of practical, interactive **ACTIVITIES/TASKS/SCENARIOS** to encourage players to '**LEARN BY DOING**'.

MODULE 1: GOAL SETTING AND GETTING

PURPOSE

1. To develop players' understanding of the process of goal setting and provide them with the opportunity to set '**SMART**' goals that will assist them to become better players
2. To develop players' understanding of the process of setting team goals and values and to provide them with the opportunity to create a team document that will form the foundation for building a successful team culture

COACH INFORMATION

“Without goals, and plans to reach them, you are like a ship that has set sail with no destination.”

INDIVIDUAL GOALS

Before the season starts it is important that all players have set themselves goals that they want to achieve in the upcoming season. Setting goals creates and maintains motivation, improves concentration, builds confidence and fosters improvement. Therefore at the start of the season all coaches should take their players through a **GOAL SETTING SESSION**.

Players should set goals that are **Specific, Measurable, Achievable, Relevant** and **Timelined** [**SMART** goals] and be aware of setting progressive goals. Goal setting can be seen as a **STAIRCASE**, to reach the **OUTCOME GOAL** players need to set smaller **PROCESS GOALS** along the way.

By regularly reviewing goals players are able to recognise their successes and achievements more regularly and it increases their motivation to strive for the next goal.

ACTIVITY 1: UNDERSTANDING THE GOAL SETTING PROCESS

EQUIPMENT:

A pen/pencil and a copy of the activity sheet 'The Goal Setting Process' per player.

ACTIVITY:

1. Players working individually, writing down their answers to the questions on the activity sheet [10-15mins]
2. Coach to discuss potential answers with the group upon completion

ACTIVITY 2: MY GOALS FOR THE SEASON

EQUIPMENT:

A pen/pencil and a copy of the activity sheet 'My Goals for the Season' per player.

ACTIVITY:

1. Players working individually, writing down their goals on the activity sheet [10-15mins]
2. Coach to interact with players and assist them in setting goals. Mention that the worksheet can now be kept in their gear bag and can be referred to during the season at trainings and games

TEAM GOALS AND VALUES

At the start of the season a team must be clear on what it wants to achieve and how it will go about achieving it. So, just as with individual goals, it is also essential a team sets '**SMART**' goals that will provide direction and meaning to a season. Further, a team will only achieve its goals if it has a positive team culture and this is created by having a set of values and protocols that everyone lives and breathes.

The team as a group must set the goals and the values – it cannot be coach driven. If there is disagreement or some players do not believe in the goals and values there will be no ownership and as such no responsibility, accountability or drive to work together.

"A dream is just a dream. A goal is a dream with a plan and a deadline."

ACTIVITY 3: ESTABLISHING THE TEAM DIRECTION AND CULTURE

EQUIPMENT:

A pen/pencil and a sheet of paper per group of 3-4 players

ACTIVITY:

1. Firstly, discuss with the entire team 1-2 main goals that will provide a direction and focus for the season/tournament
2. Players working in groups of 3-4 to note down core values and protocols that the team should adhere to in order to achieve the team goals [10-15 mins]
3. Each group to present what they came up with. If the coach has a white or blackboard these could be recorded. At the end, the team can discuss and vote on what the team values and protocols will be [10-15mins]

4. The coach can put the finalised goals and values into one document that each player signs, showing their commitment to live the values and aspire to achieve the goals. Each player to get a copy to keep in their gear bag

PLAYER ACTIVITIES

ACTIVITY 1: THE GOAL SETTING PROCESS

Setting goals is essential, setting ‘**SMART**’ goals is critical. Any goal should be:

Specific – *the goal is brief and to the point, not vague*

Measurable – *you can measure your progress and know if you have achieved the goal*

Achievable – *the goal must be challenging, but still achievable ie. realistic*

Relevant – *the goal should be relevant to your ability and future potential*

Timelined – *goals should have a timeframe or target date*

Analyse the four goals below to see if they are **SMART** goals. For example, if you think the goal is ‘Specific’, tick (✓) the ‘S’ column. If you think the goal is not ‘Relevant’, cross (x) the ‘R’ column.

1. I want to play for the BLACKCAPS one day

2. I want to play better this season

3. I am an opening batsman and I want to score a total of 300 runs this season

4. I want to take three five-wicket bags before January
[I am not a main bowler in my team so hardly ever bowl]

5. I am aiming to take 3 catches and effect 1 run-out in the cricket tournament this week

S	M	A	R	T

OUTCOME v PROCESS GOALS

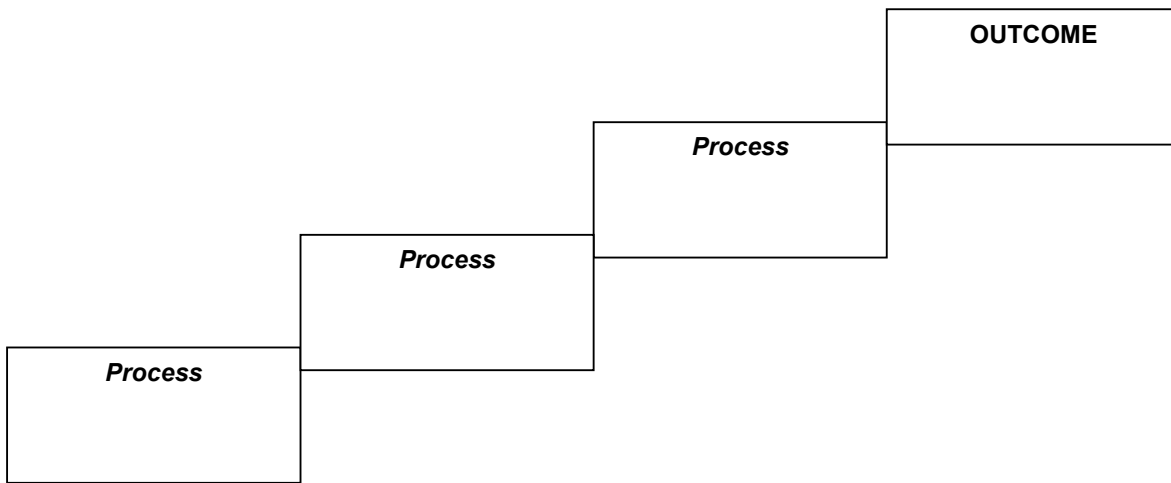
An **OUTCOME GOAL** is your end-point – it is where you want to get to. Your **PROCESS GOALS** are the goals you need to achieve along the way to reaching your outcome.

‘John’ has listed below 8 goals he wants to achieve in his cricket and his career. There are two **OUTCOME GOALS** and for each outcome, three associated **PROCESS GOALS**. Try and organise John’s cricket and career

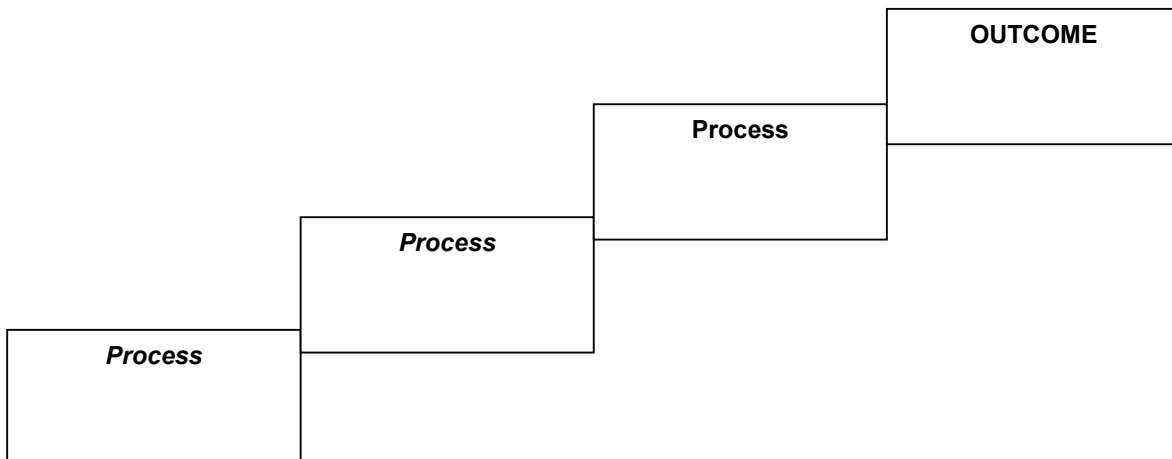
goals into the two staircases below. Use the numbers instead of writing out the goal to save time.

1. I am going to work on my attacking shots at trainings
2. I want to be a doctor in 10 years
3. I am going to study 2 hours a day for my school exams
4. I am going to go through my preparation routines before every game
5. I want to score 500 runs for my team this year
6. I am going to read 'The Art of Medicine' by the end of the year
7. I want to make every training session and put 100% effort in
8. I am going to do a beginners first aid course

JOHN'S CRICKET GOALS



JOHN'S CAREER GOALS



ACTIVITY 2: MY GOALS FOR THE SEASON

“Write it down. Written goals have a way of transforming wishes into wants; can’ts into cans; dreams into plans; and plans into reality. Don’t just think it – ink it!”

In the empty staircases below, think of 2-3 **OUTCOME GOALS** that you want to achieve this year [eg. One for batting, bowling, fielding]. For each **OUTCOME** write down 2-3 **PROCESS GOALS** that, if achieved, will help you to reach the outcomes. Keep this document with you in your gear bag so you can regularly refer to it and see how you are progressing. Make sure you set **SMART** goals!

The form consists of three identical staircase structures arranged vertically. Each staircase has three steps, each labeled "Process", leading up to a box labeled "OUTCOME".

- Top Staircase:** Three "Process" boxes on the left, each connected to the next higher "Process" box and to a single "OUTCOME" box on the right.
- Middle Staircase:** Three "Process" boxes on the left, each connected to the next higher "Process" box and to a single "OUTCOME" box on the right.
- Bottom Staircase:** Three "Process" boxes on the left, each connected to the next higher "Process" box and to a single "OUTCOME" box on the right.

MODULE 2: BATTING MOMENTUM

PURPOSE

1. To provide an understanding of '**BATSMANSHIP**'. [To win the battle within the war – 'beat the bowler']
2. To consider the **APPROACH** to batting at practice, before going out to bat, in building an innings and working to create partnerships

COACH INFORMATION

REFERENCES:

'Coaching a Cricket Team' coaching manual p85-91, 102-103, 119-122

DVD - The National Bank 'Cricket Tips' – Batting Tips

EQUIPMENT:

A pen/pencil and a sheet of paper for each player. If the coach has a white or blackboard, this could be used to record the answers to each of the key questions

ACTIVITIES:

1. The coach to lead a discussion around asking the team the following **KEY QUESTIONS** and, if available, to record their answers on a white or blackboard
2. Each player to make a summary of the key points about the approaches to batting in the different situations discussed
3. At the end of the session the coach to provide the players with a handout on 'Batting' that includes a collection of thoughts about batsmanship

PRACTICE

KEY QUESTION:

1. What should you do while batting in the nets at practice?

POSSIBLE ANSWERS:

- a) Identify the skills you are not very good at and be sure to practice them in the nets [ie. one at a time]
- b) Practice the same way as you would play in a game [ie. your routines and game plan]



KEY QUESTION:

2. Why do you need a batting plan?

POSSIBLE ANSWERS:

- a) It is easier to build an innings out in the middle
- b) It is easier to adapt to different situations [eg. pitch conditions, team situations]
- c) So you can play to your strengths

BEFORE I GO OUT TO THE CREASE

KEY QUESTION:

1. What should you do while waiting to bat?

POSSIBLE ANSWERS:

- a) Sit and watch the game on your own
- b) Look at what the bowlers are doing
- c) Look at how the pitch is playing
- d) Look at where the fielders are
- e) Think about your own game plan
- f) Visualise playing the delivery as the bowler bowls [gets the mind and body ready]

KEY QUESTION:

2. How do I walk to the crease?

POSSIBLE ANSWERS:

- a) Walk positively to the crease [ie. good body language]
- b) Look the part [ie. show you mean business]

BUILDING AN INNINGS

KEY QUESTION:

1. As a player how do you build an innings?

POSSIBLE ANSWERS:

- a) Look for ones and twos early in your innings [ie. hit the ball into gaps]
- b) Only use your percentage shots early on – the ones you are good at [ie. stick to your game plan]
- c) Put a high value on your wicket – don't want to get out cheaply
- d) Watch the ball closely from the bowlers hand

KEY QUESTION:

2. What are the THREE parts to an innings in a one day game? [team innings]

POSSIBLE ANSWERS:

- a) Phase 1 [first 15 overs - 1-15] – occupy the crease, leave the ball well early, defend straight, ball by ball focus and retain wickets
- b) Phase 2 [middle 25 overs - 16-40] – accumulate runs, turn over the strike [take pressure off partner], maintain wickets in hand.
- c) Phase 3 [last 10 overs - 41-50] – look to score off every ball, urgency between wickets [higher risk], hit boundaries.

KEY QUESTION:

3. What factors would cause these phases to change?

POSSIBLE ANSWERS:

- a) The fall of early wickets could mean phase 1 is extended to rebuild the innings and get into a better position to launch phases 2 and 3
- b) A big opening partnership could mean more freedom to attack earlier in phase 2
- c) The loss of too many wickets prior to phase 3 could mean that the lower order batsmen need to preserve their wickets and accumulate runs

CREATING PARTNERSHIPS

KEY QUESTIONS:

1. Why are partnerships important to the team?

POSSIBLE ANSWERS:

- a) To take the momentum/advantage away from the opposition
- b) To change the bowlers plan as each batsman is different
- c) To set up your team's innings

KEY QUESTION:

2. How do you work with your batting partner to create a partnership?

POSSIBLE ANSWERS:

- a) Look to score singles [ie. rotate the strike and build momentum]
- b) Take the strike if your partner is struggling with a particular bowler
- c) Set small targets [ie. 10 runs at a time/ 5 overs faced]
- d) Encourage and talk to each other



PLAYER INFORMATION

Give each player a copy of the following handout on '**BATTING**'

BATTING

BATTING

BE POSITIVE

Plan your innings
Operate in partnerships
Speed between the wickets
Imagine one, two, three, four
Train as you plan to play
Improvise when necessary
Value your wicket at all times
Every ball is a potential run

GREG CHAPPELL ON CONCENTRATION WHEN BATTING

*"I believe there are three levels of concentration – **alert**, **fine focus** and **fierce**.*

***Alert** is from when you start preparing yourself to play, through waiting to bat and between balls. It is the time when you are aware of your surroundings and you are controlling your thought patterns. Negative thoughts, Anxiety and fear of failure have no place in your mind. By controlling your thinking you can keep yourself more relaxed*

***Fine focus** is as the bowler starts his run up or reaches his mark in the case of a short run up. Your concentration will now fine down from the relaxed state of mind which is aware of your surroundings to something about the size of a TV screen which in my case basically held the bowler's face. As he ran in I said to myself, "play straight, play straight and watch the ball" over and over again. By doing this I prevented other thoughts from leaping into my mind uninvited.*

*The final stage of **fierce** concentration was when the bowler hit his delivery stride. All my powers of concentration were focused on a screen the size of a cricket ball. All I saw as the ball left the bowler's hand was the ball. This allowed my brain to start computing the flight, line and length from the angle the ball left the bowler's hand. All this information helps you get your feet into position more quickly.*

*Once the ball was played and the result determined I returned to the **alert** stage of being aware of everything around me again such as field placings, the scoreboard without allowing my mind to wander onto negative things. When the bowler reached his mark it was back to **fine focus** and so on."*

*[Greg Chappell, 'Concentration' in Ashley Ross, 1997, Victorian Bolters 1997/98,
Section: Mental Skills, p8]*

JOHN WRIGHT ON CONCENTRATION WHEN BATTING

“The great skill is to focus completely on the present. It’s the only thing a batsman can control. It’s amazing how complicated batting can become if you start thinking about the shot you’ve just played, the ball that nearly knocked your block off, the guy who’s warming up at fine leg who’s a bit quicker than the one you’ve been facing, how many runs you’ve got, how your hands don’t feel right, how you’re not moving your feet. When the bowler comes into bowl, you’ve got to narrow the focus right down, eliminating the peripheral things, and really zero in on the ball he’s about to deliver. Focusing on the moment is really all it’s about.

*Bob Simpson [Australian cricket coach] says that you can’t maintain absolute concentration for more than three or four seconds so you shouldn’t switch on until the bowler is a few yards from the wicket. I concentrate on two key thoughts: **keeping a still head and focusing on the ball I’m about to receive**. Obviously there are technical things you have to remember but they just happen if you’re concentrating on the moment. Then you try and to do it over and over again. If you’re not relaxed, you take risks and wrong options and start to focus on other things.”*

[John Wright, 1990, Christmas in Rarotonga: The John Wright Story, p110-112]

MARK RICHARDSON ON HAVING A BATTING GAME PLAN

“His game plan revolves around three shots: the cut, the on-drive and working the ball off his hip. These are his ‘percentage shots’ – the ones that bring him safe runs most of the time. It means waiting for the bowlers to err into those areas and resisting the urge to chase after other balls and show off with crushing cover drives or bold hook shots, He used to play cover drives, early, if he got a half-volley. He’d hit a cover four now and then, but he used to nick out to second slip a lot, too”

“As an opener, that’s not on” “So it means you have to be incredibly disciplined not only in your innings, but when you practise. I can’t afford to play at anything in the nets that I’m not actually going to do in a game, because what I’m supposed to be doing in the nets is programming myself. I’m actually tighter in the nets than I am in a game and that’s been very effective. Whereas, if I go to the nets and play cover drives for a bit of fun, I’m seriously hampering my ability to effect my game plan out in the middle.”

[Margot Butcher, The Opener Mark Richardson, North and South, March 2001, p58]

BUILDING AN INNINGS

ATTITUDE

- Adopt a positive, confidence approach
- Be mentally prepared and focused on the task
- Create a presence at the wicket

APPROACH – TECHNIQUE and TACTICS

- Value your wicket
- Occupy the crease for as long as you can
- Be patient, work hard, play yourself in
- Watch the ball closely
- Get the feet moving
- Play with soft hands
- Know and play to your strengths
- Look at the gaps in the field
- Identify the strong and weak fielders. Note their qualities – Are they right or left handed? Do they walk in with the bowler? Are they alert? How quick are they to the ball? How strong and accurate is their throwing?

TARGETS

- Have your own batting plan
- Be aware of the team's goals and targets
- Set yourself realistic goals, both short term and long term
- Don't relax when targets are reached or at critical times such as a break in the innings [eg. drinks] or the introduction of a new bowler, set new goals and targets

PARTNERSHIPS

- Look at building partnerships
- Create a rapport with your batting partner
- Determine your targets and how each of you intends to approach the game. Is one going to attack while the other supports? Make sure you are both aware of the intentions
- Be alert and look for singles by dropping the ball short of the fielders or playing it in to the gaps to rotate the strike
- Call early and clearly, back up and run aggressively between the wickets
- Try to turn ones into twos into threes
- Put the fielders under pressure to create errors
- Help each other through difficult patches – decide how and where to play different bowlers and who might be best facing them
- Talk to each other at the end of every over – offer encouragement and constructive advice
- Provide positive support for good strokes and solid defence

MODULE 3: BOWLING RHYTHM

PURPOSE

1. To provide an understanding to the **APPROACH** to bowling [To win the battle within the war – ‘beat the batsman’]
2. To consider how to bowl at practice, plan an over, bowl in partnerships, develop situational awareness and be able to use variations

COACH INFORMATION

REFERENCES:

‘Coaching a Cricket Team’ coaching manual p91, 103-104, 142-146

DVD - The National Bank ‘Cricket Tips’ – Bowling Tips

EQUIPMENT:

A pen/pencil and a sheet of paper for each player. If the coach has a white or blackboard, this could be used to record the answers to each of the key questions

ACTIVITIES:

1. The coach to lead a discussion around asking the team the following **KEY QUESTIONS** and, if available, to record their answers on a white or blackboard
2. Each player to make a summary of the key points about the approach to bowling
3. At the end of the session the coach to provide the players with a handout on ‘Bowling’ that includes some thoughts on the art of bowling

PRACTICE

KEY QUESTION:

1. **What should you do while bowling in the nets at practice?**

POSSIBLE ANSWERS:

- a) Practice the same way you want to bowl in a game
- b) Work on getting your main or stock ball right, then perhaps try practising 1 or 2 variations
- c) Study your own batsmen to learn to analyse their strengths and weaknesses and where to bowl to them with best effect

- d) Work on your routines and game plan

KEY QUESTION:

2. Why do you need a bowling plan?

POSSIBLE ANSWERS:

- a) Makes it easier to bowl in certain situations in a match
- b) So you can bowl to your strengths
- c) So you can work in with your captain when setting your field

PLANNING AN OVER

KEY QUESTION:

1. What are the things you need to do in order to plan an over?

POSSIBLE ANSWERS:

- a) Relax and breathe easily when walking back to your mark [ie. between balls]
- b) Use key words to clear your mind and get you ready for the next ball
- c) Before you reach your bowling mark decide what type of delivery you are going to bowl next as part of your plan
- d) Pause at the top of your bowling mark and visualise where you are going to bowl the ball
- e) Run in rhythmically focusing on your target [ie. off stump, the bottom of off stump, a specific place on the pitch] and bowl the ball
- f) After bowling the ball follow through and observe the batsman's reaction to the ball. Is your plan working? What else have you detected about the batsman in terms of possible weaknesses?
- g) You have 6 balls to create pressure
- h) Use your stock ball most [ie. the one you are good at]
- i) Keep variations to a minimum
- j) Look after the ball – [ie. shine the ball]

KEY QUESTION:

2. What are you trying to achieve as a bowler?

POSSIBLE ANSWERS:

- a) To build pressure on the batsman to stop them scoring and/or get them out
- b) To analyse the strengths and weaknesses of each batsman
 - Look at batsman's grip [hands high on bat – generally a batsman looking to drive, hands low on the bat – generally a batsman looking to cut/pull]



- Does the batsman look to get on the front or back foot [front foot player – generally looking to drive the ball, back foot player – generally looking to cut/pull]
- c) Bowl to the team's plan

BOWLING IN PARTNERSHIPS

KEY QUESTION:

1. Why is bowling in partnerships important to the team?

POSSIBLE ANSWERS:

- a) To get through the overs quickly
- b) To create and maintain pressure on the batsman
- c) To stop the momentum of the batting team
- d) To achieve small targets

KEY QUESTION:

2. What is a bowler's role in a partnership?

POSSIBLE ANSWERS:

- a) To support your bowling partner at the other end
- b) To bowl dot balls
- c) To build pressure on the batsman for the bowler at the other end

SITUATIONAL AWARENESS

KEY QUESTION:

1. Where should a bowler bowl to a batsman early in his/her innings?

POSSIBLE ANSWERS:

- a) Bowl a fuller length [batsmen are more vulnerable early on before they get settled]
- b) Make him/her play as many deliveries as possible
- c) Sometimes a batsman's strength is their weakness early in their innings

KEY QUESTION:

2. Where do you bowl to sloggers/tailenders?

POSSIBLE ANSWERS:

- a) Full and straight [maybe more at leg stump so they cannot free up their arms, than at middle and off as this is often in their hitting zone]
- b) Restrict their swinging arc [not outside off stump]

KEY QUESTION:

3. How do you bowl at different stages of an innings in a one day game?

POSSIBLE ANSWERS:

Phase 1 – first 15 overs 1-15

- a) Make the batsman play at every delivery
- b) Attack the batsman

Phase 2 – middle 25 overs 16-40

- a) Bowl dot balls
- b) Contain the batsman
- c) Build pressure

Phase 3 – last 10 overs 41-50

- a) Bowl to field
- b) Variations
- c) Full and straight

VARIATIONS

KEY QUESTION:

1. What variations can a fast bowler use?

POSSIBLE ANSWERS:

Yorker, slower or faster [effort] ball and bouncer, using the width of the crease

KEY QUESTION:

2. What variations can a spin bowler use?

POSSIBLE ANSWERS:

Flight, arm ball [quicker], different types of spin [side/top], using the width and depth of the crease, and over and around the wicket to create different angles

KEY QUESTION:

3. When should you use variations?

POSSIBLE ANSWERS:

- a) To break up a partnership
- b) To break up an innings – a batsman who is set
- c) Against a tailender
- d) 2 – 3 times in a spell

PLAYER INFORMATION

Give each player a copy of the following handout on '**BOWLING**'



BOWLING

BOWLING

BUILD THE PRESSURE

Plan your attack
Restrict runs at all times
Every ball is a dot ball
Stock ball – builds the pressure
Shock ball – confuses the batsman
Unrelenting accuracy
Remember your technique
Evaluate the batsman

RICHARD HADLEE ON HAVING A BOWLING GAME PLAN

“ Equally crucial are the mind games I play as a bowler I rarely stand at the top of my mark and think; “What will it be this time..... shall I bowl him a leg-cutter? Maybe the slower ball?” No, I have a definite plan for every batsman who’s in the firing line. It’s a case of constant analysis, of watching all batsmen to see what sort of pitch conditions they’re suited to, or are uncomfortable on. I analyse a batsman’s range of shots, checking whether he favours the drive, the cut, the pull or the hook. How does he handle the shorter delivery? What about his judgement of line? Does he let the ball go outside the off stump or is he prone to hang the bat out a little?

I store all that information and have a picture in my mind I’m giving myself a mental print-out on what he’s all about. When he takes guard If he leaves a couple of stumps exposed, he wants me to bowl straight at off stump so he can play me through the off. That should give me a good chance of nicking him out, if I can get him to nibble at deliveries a bit wide of the off stump [because he has to reach for the ball]. If he takes middle, he’s going to hit fairly straight on both sides of the wicket. If he has a low grip, he favours the cut or the pull. A high grip and he’s going to play straight. I look at the pitch conditions, take into account whether I have an attacking field or a defensive one..... It’s a thinking game.”

[Richard Hadlee, 1989, Richard Hadlee: Rhythm and Swing, p90]

MODULE 4: FIELDING AWARENESS

PURPOSE

1. To provide all players with the opportunity to learn the **FIELDING POSITIONS**
2. To provide players with the chance to learn the **ROLES** of different fielding positions and explore what skills are required in these positions
3. To provide players with the opportunity to demonstrate knowledge of fielding positions and apply **FIELD SETTING STRATEGIES** to different situations in the game of cricket

COACH INFORMATION

REFERENCES:

'Coaching a Cricket Team' coaching manual p100, 105-107, 151, 158-161

DVD - The National Bank 'Cricket Tips' – Fielding Tips

The modern cricketer is expected to be a competent fielder. All players should continually work on their **FIELDING SKILLS** and be able to perform all skills at match intensity. They should be encouraged to try all positions before specialising. The modern game is fast and demands that players possess a high level of personal fitness and flexibility. Coaches should incorporate fielding drills into practice where possible.

THOUGHT...How much time do we spend in the field during a match and how much time do we spend training fielding skills?

THOUGHT...The better performed teams tend to be the best fielding sides

ACTIVITY 1: LEARNING FIELDING POSITIONS

EQUIPMENT:

1 set of MILO Kiwi Cricket fielding discs, 1 stopwatch

ACTIVITY:

1. The fielding discs are arranged in their correct positions by the coach. From a designated start point [perhaps the stumps at the striker's end] each player, one at a time, is given a fielding position.



The player has to then sprint to that fielding position, touch the respective fielding disc and then sprint back. The player returns to the group before the next player goes

2. The activity is repeated but this time the coach gives the player the names of 3 or more fielding positions. The player has to sprint to each fielding position in the order they were given. The coach may wish to use a stopwatch to record times
3. The player is given 3 or more fielding discs. From the start point the player must sprint and place the fielding discs in their appropriate positions and return to the start point. A stopwatch may be used to record times. Deduce 5 seconds for each fielding disc that is not in the correct position

The coach should tell each player if it is a left or right-hand batsman on strike. This will further test the understanding of the player.

ACTIVITY 2: ATTRIBUTES OF A FIELDER

EQUIPMENT:

A pen/pencil and a sheet of paper per player

ACTIVITY:

1. Players to work in groups of 3-4 to **LIST** the key skills required to field in certain positions. The coach to give one fielding position to each group. Allow 5-10 minutes before the groups come back together and discuss as a team. The coach to stimulate thinking using the '**SUGGESTED AREAS FOR DISCUSSION**' column below. Select from the following matrix:

FIELDING POSITION	SUGGESTED AREAS FOR DISCUSSION	SKILLS REQUIRED
SLIPS	Stance, body/hand positions when the ball is released. Is the fielder watching the ball or the bat? What is the alignment to the other slip fielders and/or wicket-keeper? Where to stand – what's too far back and what's too close? What about backing up?	<ul style="list-style-type: none"> • Good catching technique • Quick reaction time • Concentration
GULLY	Walking in with bowler or stationary? Body/hand positions when the ball is released, Where to stand – what's too far back and what's too close? What about backing up?	<ul style="list-style-type: none"> • Good catching technique • Quick reaction time • Concentration • Anticipation
POINT	Behind square, square, or in front of square? Body/hand positions when the ball is released. Walking in with bowler. What about backing up?	<ul style="list-style-type: none"> • Good catching technique • Good ground-fielding technique • Concentration • Anticipation • Good throwing arm

MID-OFF	Straight or wide? Body/hand positions when the ball is released. Saving 1 or saving 4? What about backing up?	<ul style="list-style-type: none"> • Good catching technique • Good ground fielding technique • Concentration • Anticipation • Good throwing arm
MID-WICKET	Square or straight? Body/hand positions when the ball is released. Saving 1? Ability to throw to both ends. What about backing up?	<ul style="list-style-type: none"> • Good catching technique • Good ground fielding technique • Concentration • Anticipation • Good throwing arm
FINE LEG	Fine or square? Saving 4 or saving 2? Is fine leg required to back-up?	<ul style="list-style-type: none"> • Good high-catching technique • Good ground fielding technique • Concentration • Strong throwing arm

ACTIVITY 3: GAME SCENARIOS

EQUIPMENT:

A white or blackboard with appropriate markers. A pen/pencil and a 'Bowler's Fielding Positions' sheet for each player

ACTIVITY:

1. Players working in groups of 3-4 are asked to set a field for the following **GAME SCENARIOS**. Upon completion each group will be asked to 'present' their field to the rest of the team using the white or blackboard. They will give reasons for their decisions and the coach will ask the rest of the team for their thoughts. Open discussion is encouraged. This process is designed to test field placement understanding and develop competency in employing **STRATEGIES** for different match situations.

SCENARIO 1:

Right-arm fast bowler opening the bowling to a right-hand batsman

Extension 1:

Right-arm fast bowler opening the bowling on a bouncy wicket bowling with a strong wind assisting outswing to a right-hand batsman

Extension 2:

Right-arm fast bowler bowling in 2nd spell to a left-hand batsman who is 52no and very strong square of the wicket

Extension 3:

Left-arm pace bowler starting 48th over of a 50 over game to a right-hand number 10 batsman on 3no. The non-striker is 78no. The team score is 234/8 chasing 252

SCENARIO 2:

Right-arm off-spin bowler bowling to right-hand batsman

Extension 1:

Right-arm off-spin bowler bowling on a turning wicket to a left-hand batsman

Extension 2:

Right-arm leg-spin bowler bowling into a breeze assisting drift to a right-hand batsman on 44no. The wicket is not offering much turn

Extension 3:

Left-arm off-spin bowler bowling to a left-hand batsman on the 2nd day of a school 1st XI two-day match. Warm, dry conditions, pitch taking slow turn. The opposition are 68/3 needing 142 to win the match

NB: The coach can decide how many variables to add to the game scenarios based on the level of experience and ability of the group. This activity can also work well using **REAL SITUATIONS** encountered by the team in the current season. The coach can divide the team into groups of similar skill-sets working together [ie. spinners, top-order batsmen, fast bowlers] or just mix them up to get a cross-section of ideas.

POINTS TO CONSIDER:

- The **STATE** [hardness] of the ball and the pitch/ground conditions will have a direct impact on how the ball behaves. This will affect the placement of fielders.
- A **NEWER/HARDER BALL** will bounce more and come off the bat quicker. The catchers behind the wicket should therefore be deeper, and other fielding positions, particular ones square of the wicket, will need to adjust accordingly.
- A **SOFTER/OLDER BALL** will spend more time on the playing surface, not carry as much, and react to side-spin more [often the second and third bounces are the ones that spin the most]. The ball will travel slower across the ground so depth perception will be important in determining where to stand [saving singles and cutting off two's].
- A fielding team should be familiar with the **DIMENSIONS** of a ground. Not all boundaries are an equal distance from the centre block. Knowing if a particular boundary is shorter, or is not a smooth line, will affect fielding

positions. A good exercise is to have the team run around the boundary and regularly look towards the pitch area to gauge distance.

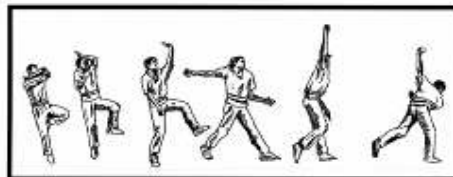
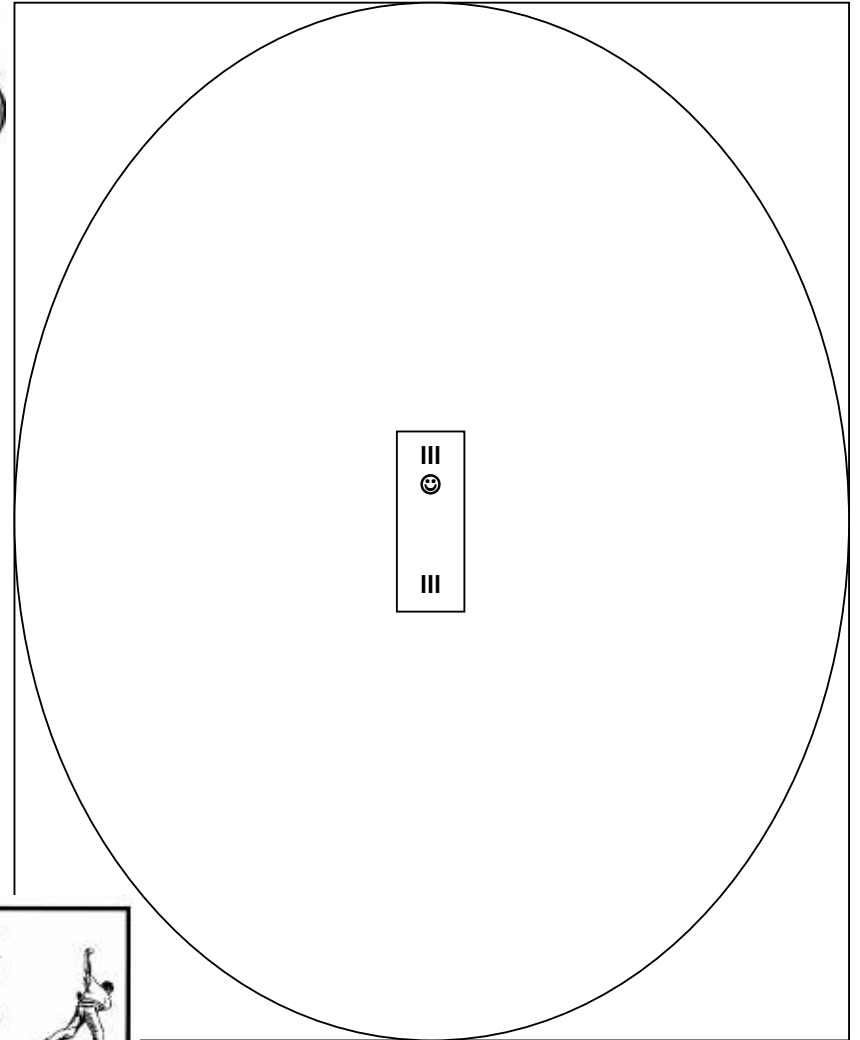
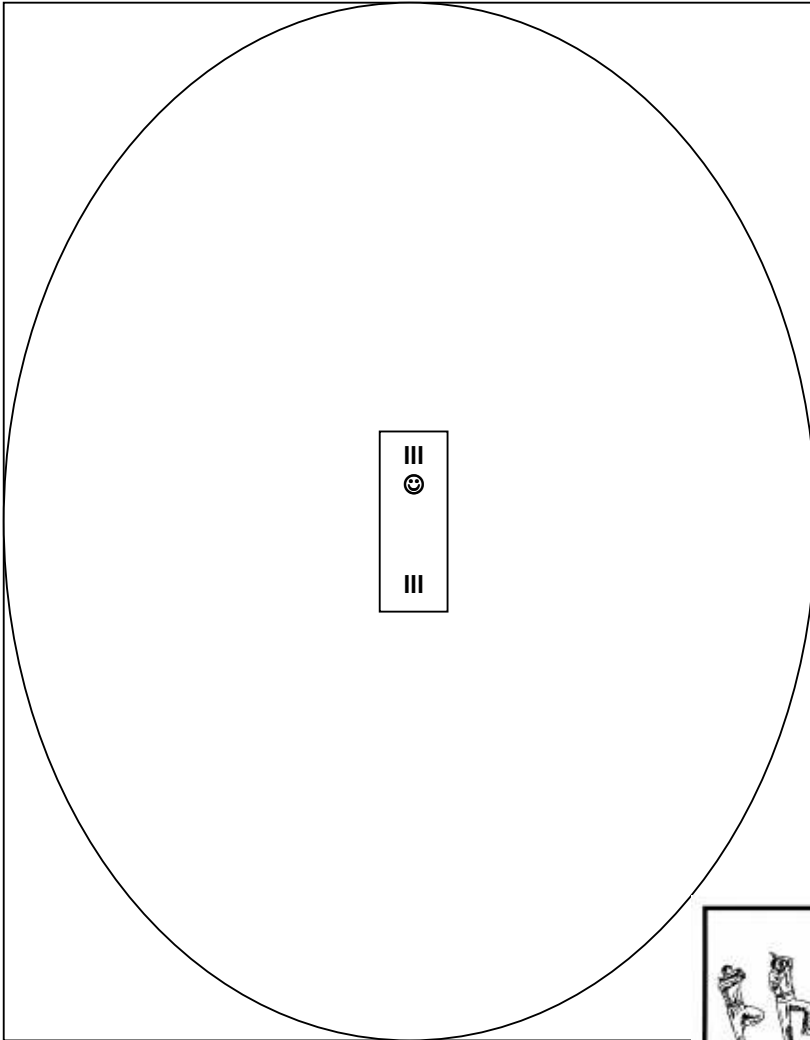
- A fielder should be aware of the angle created by the bowler. This will affect the **ANGLE** of the ball coming off the bat. For instance, a point fieldsman would position themselves behind square for a left-arm over the wicket bowler bowling to a right-hand batsman.
- It is vital that the fielders know what the bowler is trying to do. Everyone must know what the plan is, and if that plan changes depending on who is facing.
- The competent fielder will expect the ball to come to them every delivery and will be hungry to effect a run-out or take a catch.

BOWLER'S FIELDING POSITIONS

RIGHT HAND
BATSMAN

NAME:

LEFT HAND
BATSMAN



MODULE 5: CAPTAINCY. LEADERSHIP and TEAMWORK

PURPOSE

1. To provide all players with the opportunity to learn key leadership competencies as part of understanding the role and responsibilities of captaincy
2. To develop the leadership competencies of listening, communicating, cooperating, problem-solving and decision-making of all players by encouraging them to work together and use these skills to build a successful team

COACH INFORMATION

CAPTAINCY and LEADERSHIP

Who should captain the team? As a coach of a junior cricket team it is common for all or a number of players to be given the opportunity to experience the role of being captain. By the stage of youth cricket it is more common for one player to be nominated as captain and charged with most of the responsibility for the on the field running of the team.

The ideal captain is both a natural leader and an astute tactician. Unfortunately, it is not easy to find both these attributes in young cricketers. So the tendency is to opt for a player that is a natural leader, even if they don't always make the right tactical decisions, they usually have self-confidence, are outgoing, and enjoy the popular support and respect of the team. Captaincy is about leadership.

Like other aspects of the game, it is important to remember that the skills of captaincy take time to develop.

ACTIVITY 1: KEY QUALITIES OF A GOOD CAPTAIN

EQUIPMENT:

A pen/pencil and a copy of the table listing the 'Key Qualities of a Good Captain' per group of 3-4 players

ACTIVITY:

1. Players working in groups of 3-4 to **RANK** the qualities of a good captain [10-15mins]
2. Each group to give their **RANKINGS**. If the coach has a white or blackboard these could be recorded. Groups to discuss their **DIFFERENCES** [10-15mins]
3. Team to agree on the **THREE** most important qualities for the **CAPTAIN** of their team [10mins]

TEAMWORK

As soon as the team is selected and a captain chosen it is time as a coach to begin setting the tone within the team by developing a culture of respect for each other and for the game.

There is a quote based on the word **TEAM** which says **T**ogether **E**veryone **A**chieves **M**ore. The message is clear in that by cooperating and working together a group of players can weld themselves into a very strong and effective unit. This is the basis of another popular, well founded saying 'A champion team rather than a team of champions'.

The development of teamwork and team spirit is a gradual process and requires the coach and captain to create an environment which encourages each player to be committed to the team, to play for each other, to respect and acknowledge each others achievements, and to enjoy each others company. As Rudyard Kipling said, "The strength of the wolf is in the pack."

ACTIVITY 2: TEAMWORK – BUILDING A SUCCESSFUL TEAM

Complete one of the following 'Leadership and Teamwork' activities

A. LIFEBOAT GAME

EQUIPMENT:

1 piece of cardboard 60cm x 45cm

ACTIVITY:

1. Set up the activity as per the 'Player Activity' instructions. Try and set the scene by giving them a good account of the storm wrecking their ship and what they need to do to survive. Impress upon the players the need for cooperating, communicating and working close together [5mins]
2. Complete the activity with the players [15mins]
3. Get players to answer:
 - What important leadership and teamwork skills they have learned from this activity? [eg. listening, communicating, cooperating/working together, everyone contributing, trusting and having confidence in each other, problem-solving, decision-making, celebrating success in terms of completing the activity and 'saving' everyone in the team] [5mins]
 - How can these important leadership and teamwork skills be transferred into their team? [5mins]

B. LOST IN THE DARK

EQUIPMENT:

20-30 marker cones and one blindfold per player

ACTIVITY:

1. Set up the activity as per the 'Player Activity' instructions. Try and set the scene by giving them an account of how the leader needs to tell the whole group what to do, if he is to get them safely along the trail and back to base in the dark. Impress upon the players the need to listen and working close together [5mins]
2. Complete the activity with the players [15mins]
3. Get players to answer:
 - What important leadership and teamwork skills they have learned from this activity? [eg. listening, communicating, cooperating/working together, trusting and having confidence in each other, and celebrating success in terms of completing the activity] [5mins]
 - How can these important leadership and teamwork skills be transferred into their team? [5mins]

PLAYER ACTIVITIES

ACTIVITY 1: KEY QUALITIES OF A GOOD CAPTAIN

The following is a list of **KEY QUALITIES** of a '**CAPTAIN**'. Working in groups of 3-6 players put the qualities in **RANK ORDER** from 1 for most important to 12 for least important. Compare your list with the other groups and discuss the main differences. See if you can agree on the **THREE** most important qualities of a Captain for your team.

RANK	QUALITY
	A captain should be one of the team, but also able to separate himself from the team and interact with the coach and officials
	A captain should strive, by his own good example, both on and off the field, to obtain the respect, loyalty and confidence of his players
	A captain must display confidence, play well himself and lead from the front
	A captain must prepare and plan properly so he can let his players know what he expects of them
	A captain must know the strengths and weaknesses of his players well to be able to get the best out of them
	A captain must have a sound knowledge and understanding of the game and its tactics
	A captain should possess a cool temperament and remain in control, no matter the situation

	A captain must be decisive and creative, backing his judgement and taking calculated risks
	A captain must be able to communicate easily, offering sound advice, encouraging his players and acknowledging their efforts
	A captain is only as good as the players around him, he must listen carefully and be receptive to their ideas and thoughts
	A captain should always be positive in order to motivate and inspire his team
	A captain should encourage his players to take a pride in the team and value their membership of it

ACTIVITY 2: TEAMWORK – BUILDING A SUCCESSFUL TEAM

A. LIFEBOAT GAME

A ship, the team is on, is wrecked in a storm at sea. Unfortunately only one small lifeboat is left undamaged. To survive everyone needs to get into the lifeboat as the sea is infested with man-eating sharks.

1. The coach to place a piece of cardboard [60cm x 45cm] on the floor/ground. This is the 'lifeboat'
2. Begin with four players from the team standing in a circle facing each other around the 'lifeboat'
3. On the coach's instruction ['Ready, foot on board now'] these four players climb aboard the lifeboat by each putting one foot in the lifeboat [on the sheet of cardboard] and balancing on that foot while picking up their other foot and holding their position
4. The coach then counts slowly to 10 [ie. 10-15 seconds] before telling the players to lower their feet ['Okay, feet down']
5. If a player puts his foot down before the end of the count, they are back in the sea and must wait until everyone else has been rescued to get back in the 'lifeboat'
6. When the players have their both feet down, add 1-2 more team members and repeat the process on getting into the 'lifeboat'
7. Continue the activity until all team members are in the 'lifeboat' and 'saved'

QUESTIONS:

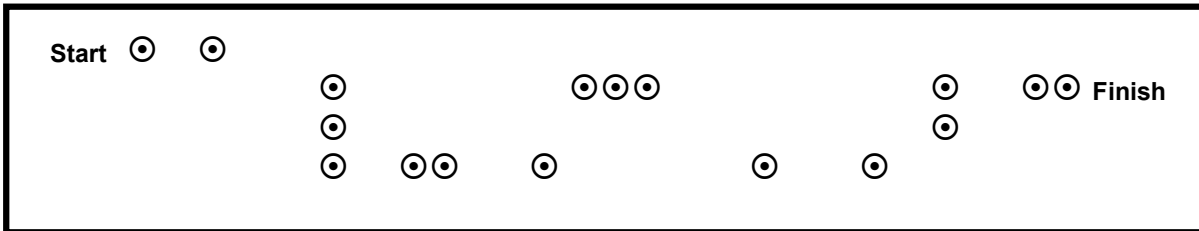
1. What important leadership and teamwork skills did you learn from this activity?
2. How can these be transferred into your team?

B. LOST IN THE DARK

The group is lost on a trail in the outdoors and night has fallen. There is no moon and it is pitch black. The leader needs to give very clear instructions to

the group, who need to listen carefully, if they are to be guided safely in the dark back to base.

1. Divide the players into groups of 5-6 players
2. Spread out the marker cones to make a random trail with a start and a finish. The marker cones should be placed individually or in twos or threes [see below]



3. In each group one player is the **LEADER** who is not blindfolded, the rest of the group is blindfolded
4. The group must line up behind each other, with hands on hips or shoulders to form a 'train' at the start of the marker cone trail
5. The aim of the activity is for the leader [the only player allowed to talk] to guide the group to the end of the marker cone trail by helping the group to step **OVER** all the cones
6. The group must return to the start if:
 - Any player in the group steps on a marker cone
 - Players in the group talk or take their blindfolds off
 - The group becomes unlinked
7. Once a group has completed the trail safely from start to finish – they should swap leaders and try it again

QUESTIONS:

1. What important leadership and teamwork skills did you learn from this activity?
2. How can these be transferred into your team?

MODULE 6: UMPIRING and SCORING

PURPOSE

1. To teach all players the **GAME MANAGEMENT** skills of umpiring and scoring to increase their knowledge and understanding of the basic laws of the game, to use this to improve their own performance, and to become more self-reliant by competently employing these skills to contribute to the running of their own matches

COACH INFORMATION

Frequently in junior and youth cricket players are required to umpire their own matches. For this reason, it is important for you as a coach to know and understand the laws of cricket and the role of umpiring, and to progressively educate your players on these to ensure that the game is played competitively, keenly and in the right spirit. This includes knowing the basic laws, being competent at applying these through correct interpretation and decision-making, and being able to communicate these decisions confidently to players and to the scorers with the appropriate hand signals. All players should know these signals and when to use them.

Players also need to learn how to score. This increases their interest in the game and adds to their cricket skills by requiring them to carefully observe the game, recognise the umpires' signals, and learn how to correctly translate these into the scorebook.

REFERENCE:

'Coaching a Cricket Team' coaching manual p108-115

For more details on 'Umpiring' and 'Scoring' go to the New Zealand Cricket website www.nzcricket.co.nz and for :

- **UMPIRING** – click on 'Umpires', go to 'Links', click on 'Marylebone Cricket Club', and then on 'Laws and Spirit' for a detailed outline of the laws of the game
- **SCORING** – click on 'Umpires', then on 'Training Resources', scroll down to 'Scorers' and click on 'Cricket Scoring – Getting Started' for a fuller explanation of scoring

ACTIVITY 1: SIMULATED MATCH

EQUIPMENT:

A pen/pencil and a copy of both the scoresheet and the information sheet on 'Signals and Symbols' for each player

ACTIVITY

1. The players are to fill in the **SCORESHEET** correctly and answer the associated questions as the coach describes the game and demonstrates the appropriate umpiring signals for boundaries, extras and dismissals
2. Begin by getting the players to fill in the initial match details on the scoresheet as follows:
 - The two teams playing in the match at 'North Oval' are the 'Nomads' and the 'Centurions'
 - The opening batsmen for the 'Nomads' are John Smith and Mark James
 - The following batsmen in order are: Max Adams, Matt King, Willie Gunn, Paul Johns and Simon Toll
 - The first two bowlers for the Centurions are Ryan Barr and Tim Jones
3. Read out slowly ball-by-ball the events in each over giving the players enough time to fill in their scoresheets and answer the related questions

THE GAME

OVER 1 – Ryan Barr is bowling to John Smith

- Ball 1 – is bowled out of the reach of the batsman and is a ... [**'WIDE'** signal only]
- Ball 2 – is missed but stopped by the wicketkeeper
- Ball 3 – is hit and a single is run
- Ball 4 – is hit and caught by the wicketkeeper ... [**'HOWZAT'** signal for a wicket **'OUT'**]. A new batsman [Max Adams] comes out to bat
- Ball 5 – is hit for six [signal **'SIX RUNS'**]
- Ball 6 – is hit and 2 runs are scored
- Ball 7 – is blocked and no run is scored

OVER 2 – Tim Jones is bowling

- Ball 1 – is missed and not stopped by the wicketkeeper so a ...? [**'BYE'** signal only] is run
- Ball 2 – is hit for four [signal **'FOUR RUNS'**]
- Ball 3 – is missed and the batsman is bowled [signal for a wicket **'OUT'**]. A new batsman [Matt King] comes out to bat
- Ball 4 – bounces three times before the batsman and is a ... [**'NO BALL'** signal only]
- Ball 5 – is hit but stopped by a fielder
- Ball 6 – is hit for four [signal **'FOUR RUNS'**]
- Ball 7 – is hit and 1 run is scored

OVER 3 – Ryan Barr is bowling

- Ball 1 – is missed but stopped by the wicketkeeper

- Ball 2 – is hit and 3 runs are scored
- Ball 3 – bounces and hits the batsman on the thigh and a ... [**‘LEG BYE’** signal only] is run
- Ball 4 – is blocked and no run is scored
- Ball 5 – is bowled out of reach of the batsman and is a ...? [**‘WIDE’** signal only]
- Ball 6 – is hit and the batsmen run but a fielder picks up the ball, throws it and hits the stumps at the bowler’s end before the batsman is in his crease [**‘HOWZAT’** signal for a wicket **‘OUT’**]. How is the batsman out? [**‘RUN OUT’**] A new batsman [Willie Gunn] comes out to bat
- Ball 7 – is hit and a single is scored

OVER 4 – Tim Jones is bowling

- Ball 1 – the batsman moves out of his crease to hit the ball but misses and the wicketkeeper hits the stumps with the ball [**‘HOWZAT’** signal for a wicket **‘OUT’**]. How is the batsman out? [**‘STUMPED’**] A new batsman [Paul Johns] comes out to bat
- Ball 2 – is hit and 2 runs are scored
- Ball 3 – is a full toss over the batsman’s waist and is a ... [**‘NO BALL’** signal only]
- Ball 4 – is missed but stopped by the wicketkeeper
- Ball 5 – is hit for 6 runs [signal **‘SIX RUNS’**]
- Ball 6 – the batsman hits the stumps in trying to hit the ball [**‘HOWZAT’** signal for a wicket **‘OUT’**]. How is the batsman out? [**‘HIT WICKET’**]A new batsman [Simon Toll] comes out to bat
- Ball 7 – is blocked and no run is scored

OVER 5 – Ryan Barr is bowling

- Ball 1 – is blocked and no run is scored
- Ball 2 - is left but stopped by the wicketkeeper
- Ball 3 - is missed but stopped by the wicketkeeper
- Ball 4 – is blocked and no run is scored
- Ball 5 – is blocked and no run is scored
- Ball 6 - is missed but stopped by the wicketkeeper. What is an over called when no runs are scored from it?

QUESTIONS

1. How many runs did each **BATSMAN** score?
2. How many **RUNS** and **WICKETS** did each **BOWLER** get?
3. What is the **TEAM SCORE** after 5 overs?

ACTIVITY 2: YOU BE THE UMPIRE – WHAT IS YOUR DECISION?

EQUIPMENT

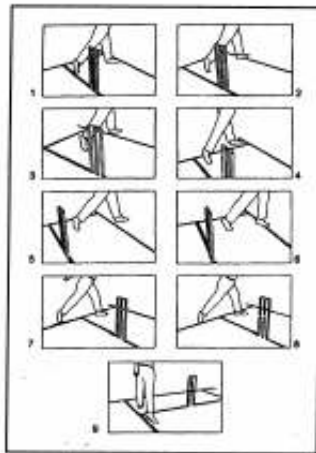
A pen/pencil and a copy of the 'NO BALL' and 'LBW' activity sheet for each player

ACTIVITY

1. Handout the activity sheet to each player and get them to fill out each of the tables by circling the appropriate answers
2. Using the answer sheet below go through each of the diagram options and indicate whether they are no balls or fair deliveries and why, and which balls would be LBWs and why

ANSWER SHEET

NO BALL:



1. A FAIR DELIVERY

The Bowler's front foot is behind the popping crease and the back foot is within, but not touching, the return crease.

2. A FAIR DELIVERY

Part of the front foot is behind the popping crease and the back foot is correctly placed.

LBW:

BALL 1:

The point of impact on the striker's person is not in a straight line between wicket and the wicket - "Not out". But, as the point of impact is outside the line of the off stump, the striker would be out if he made no genuine attempt to play the ball - provided that the ball would have hit the wicket.

BALL 2:

The ball would have hit the wicket - "Out". The umpire must be satisfied that the ball is not rising sufficiently to pass over the top of the stumps.

BALL 3:

The ball would have hit the wicket "Out".

BALL 4:

The ball pitched between wicket and wicket and providing the umpire is satisfied that the break will not cause the ball to pass outside the off stump - "Out".

BALL 5:

A ball pitching outside the line of the leg stump - "Not out".

3. A NO BALL

No part of the front foot, whether grounded or raised, is behind the popping crease.

4. A FAIR DELIVERY

The front foot is outside the forward extension of the return crease but this does not constitute a no ball.

5. A NO BALL

The front foot is clear beyond the popping crease.

6. A FAIR DELIVERY

The bowler has landed on the ball of his foot beyond the popping crease and with the heel raised. If some part of the raised heel is behind the popping crease the delivery is fair.

7. A NO BALL

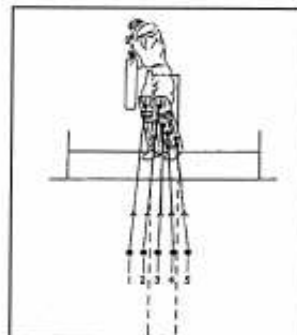
The back foot has not landed within the return crease or its forward extension.

8. A NO BALL








The front foot is behind the popping crease but the back foot has landed on the return crease.

9. A FAIR DELIVERY

The bowler's heel is raised but clear of the return crease.



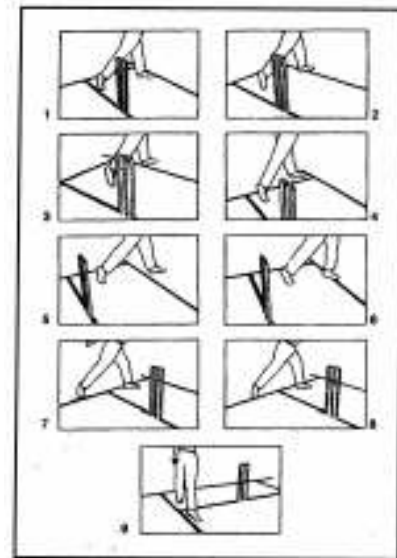
SIGNALS and SYMBOLS

EVENT	UMPIRES SIGNAL	SCORING SYMBOL	DESCRIPTION
Run Scored	NO SIGNAL	1,2 or 3	
Wide		◻	A ball which is bowled out of reach of the batsman
No Ball		⊙	A ball which is deemed 'unfair' because of: <ul style="list-style-type: none"> ■ Either where the bowlers feet are positioned on the crease ■ Or the ball is thrown ■ Or where the fielders are placed ■ Or the height of the ball when it reaches the batsman
Bye		• or B	A ball which is missed by the batsman and not stopped by the wicketkeeper, so the batsmen are able to run
Leg Bye		• or L	A ball which strikes the batsman's body while he is attempting to hit the ball, and allows the batsmen to run. If the batsman does not try to hit the ball no runs may be scored
Boundary Four		4	A ball which is hit along the ground over the boundary line
Boundary Six		6	A ball which is hit over the boundary line on the full
Wicket or 'Out'		X	The main ways of being dismissed or getting out in junior and youth cricket include: bowled, caught, LBW, hit wicket, stumped and run out. If the umpire turns down an appeal he should say 'not out'

PLAYER ACTIVITY 2

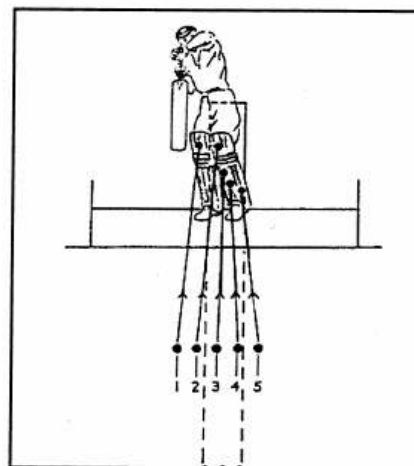
1. Study the situations in each of the diagrams and then circle those that you would judge are 'No Balls'

NO BALL
1
2
3
4
5
6
7
8
9



2. Study the situations in each of the diagrams and then circle those that you would judge are out 'LBW'

LBW
1
2
3
4
5



MODULE 7: GAME ETIQUETTE

PURPOSE

1. To provide players with an opportunity to better understand the traditional values of the game

COACH INFORMATION

REFERENCE:

'Coaching a Cricket Team' coaching manual p26-28

ACTIVITY: CRICKET QUIZ

The coach to set the scene by introducing the topic and talking about behaviour on and off the field, the standards and expectations of playing the game, including the 'Spirit of Cricket' and how the game's history and traditions have created a set of unique values and etiquette which need to adhered to [5mins]

"Cricket represents much of what is good in society, most especially it has traditionally been, and still is, a game of integrity and genuine sportsmanship. Experience would suggest that most parents prefer their children to be involved in activities where these fundamental values are inherent, therefore the onus is on those involved in development to facilitate this sporting ethos and cricketing culture."

[Nigel Laughton, ICC Regional Development Manager, Europe]

'Cricket is a game that owes much of its unique appeal to the fact that it should be played not only within its laws but also within the spirit of the game. Any action which is seen to abuse this spirit causes injury to the game itself. The major responsibility for ensuring the spirit of fair play rests with the captains. captains and umpires together set the tone for the conduct of a cricket match. Every player is expected to make an important contribution to this.'

[MCC Spirit of Cricket]

"You do well to love it for it is more free from anything sordid, anything dishonourable, than any game in the world. To play it keenly, honourably, generously, self-sacrificingly is a moral lesson in itself and the classroom is God's air and sunshine. Foster it my brothers, so that it may attract all who can find the time to play it; protect it from anything that may sully it so that it may grow in favour with all men."

[Lord Harris, 1931]

Divide the team into groups of 3-4 players

The coach to read out each **QUESTION** in the Cricket Quiz and the four possible **ANSWERS** [30mins]

On completing the Cricket Quiz, the coach to go through each of the questions providing the correct answers and briefly discussing the options. The players then to add up their correct answers and the group with the best score out of 24 is the winner. The coach to arrange prizes for the winning group [25mins]

The coach to give each player a copy of the handout 'Play the Game' at the end of the module

CRICKET QUIZ – CRICKET ETIQUETTE

Each group to number 1-14 down the side of a sheet of paper and to record their answers to each question. There may be more than **ONE** correct answer for some questions

1. **Who should lead the team on to the field of play?**
 - A. The opening bowler
 - B. The captain**
 - C. The best player
 - D. The wicketkeeper

2. **Which players should leave the field first at the end of a session of play?**
 - A. The batsmen**
 - B. The fielding team
 - C. The umpires
 - D. Whoever did the best

3. **If a batsman is given out LBW by the Umpire he should:**
 - A. Ask the umpire politely where the ball pitched as he walks past
 - B. Accept the decision and walk off**
 - C. Stand at the crease shaking his head
 - D. Tell the umpire its was not out and he needs new glasses

4. **When a batsman gets an edge to the wicketkeeper and your team appeals they should:**
 - A. Shout 'howzat' and tell the batsman to get on his bike
 - B. Shout 'howzat' and wait for the umpire's decision**

- C. Shout 'howzat' several times to try and influence the umpire to give the batsman out
- D. Shout 'howzat' and if the umpire doesn't give the batsman out argue with him about his decision

5. If an opposition batsman scores a 100 against your team, what should you do?

- A. Tell the fielder next to you that he was lucky and didn't deserve it
- B. Tell the batsman it was the luckiest innings you have ever seen
- C. Applaud his efforts by clapping as a team**
- D. Tell the bowler to bowl him a bouncer next ball

6. Who should lead the fielding team off the ground at the end of a session or innings?

- A. The captain**
- B. The fielder who took the best catch
- C. The best performed bowler or bowlers**
- D. Everyone should just walk off in their own time as individuals



7. When the batting team is on the sideline they should?

- A. Have a mini game of cricket outside the boundary rope
- B. Sit as a group watching and supporting the batsmen in the middle**
- C. Do the scorebook, regularly update the scoreboard, and if necessary, take turns to umpire**
- D. Try to put off the fielding team by making noise when they are attempting to catch or field a ball

8. When you are fielding you should?

- A. Look at your captain after each ball in case he wishes to move you**
- B. After the captain puts you in position move to where you feel more comfortable
- C. Encourage your bowler between balls**
- D. Switch off so you can save your concentration for batting

9. What should the fielding team do with the ball after it has been bowled to get it back to the bowler?

- A. Bowl it to the closest person to you practising your spin variations
 - B. Underarm it around the field on the full to the closest player to the bowler so he can polish the ball to keep it clean and shiny**
 - C. Roll the ball around the field on the ground to ensure the ball isn't dropped or missed so that it has to be retrieved
 - D. Throw it straight from slip to the bowler to ensure the ball gets back quickly and keeps the game moving
- 10. At the end of a game your team should?**
- A. Shake hands with the opposition and thank the scorers and umpires**
 - B. Rush off to get your own gear packed so you can get home
 - C. Assist the coach or manager with the team equipment**
 - D. Congratulate players in your team who have performed well**
- 11. The 12th man in the team should?**
- A. Ensure the bowlers have drink bottles ready and take them around on the boundary during their bowling spell**
 - B. Sit and watch quietly as they are not part of the team for that day
 - C. Stay in whites in case he has to run onto the field with equipment or to replace a fielder**
 - D. Go off to the nets and practice during the game so that you will have a better chance of playing the next game
- 12. After the toss has been made and your team is batting you should?**
- A. Sit down and relax if you are a bowler because you won't be needed until later in the day
 - B. Prepare if you are a top order batsman or assist batsmen with throw downs if you are lower down the order**
 - C. Rush off to the shop to get breakfast so you can keep up your energy for the day
 - D. Organise a game of mini-cricket on the sideline for the lower order batsmen
- 13. After the toss has been made and your team is fielding you should?**
- A. Sit down and relax if you are a batsman because you won't be needed until later in the day
 - B. Rush off to the shop to get breakfast so you can keep your energy up for the day

- C. Assist bowlers or the wicketkeeper with their preparation for the fielding session**
 - D. Do some individual skills work to ensure you are focused when you go on to the field**
- 14. What is the 'Spirit of Cricket'?**
- A. It is the way the game should be played and how players should relate to each other**
 - B. It is about the values and etiquette of the game**
 - C. It is the responsibility of the captain**
 - D. It is a code of behaviour for all players**

‘PLAY THE GAME’

The following is abridged from an article titled ‘Touring and Cricket Etiquette’ written by Stuart Leighton for the Palmerston North Boys’ High School Development Squad touring teams

SOME POINTS FOR PLAYERS TO REMEMBER REGARDING THE ETIQUETTE OF THE GAME

1. Take pride in yourself and in your dress and appearance – ‘look like a cricketer.’
2. If you are fielding let the captain lead the team onto the field. If you are batting the batsmen should wait for the fielding side before walking smartly to the wicket.
3. The umpire’s decision is final. Showing dissent only creates embarrassment and brings shame to everyone. Accept a decision and get on with the game.
4. All decisions on the field must be made through the captain. Stay in position. Don’t wander. Be alert at all times. Stay in the game by receiving the ball as it is transferred by hand through the field, or by backing up at the wicketkeeper’s or bowler’s end. Don’t turn your back on the ball.
5. Sledging and/or swearing are not part of the game. It has a habit of spreading through a team like a ‘ripple effect’. Treat others as you wish to be treated yourself.
6. While fielding never sit on the field; only a tired or beaten player sits on the field.
7. If someone drops a catch or makes a fielding error, don’t make it worse by giving the player a hard time because he/she will drop it the next time as well. Be positive – ‘Hard luck! You’ll get the next one’ will produce better results in the long run.
8. If you make a mistake, recover quickly [eg. a dropped catch can still lead to a run out].
9. Support your bowlers. Walk in with them. Stay low in catching positions. Keep the ball in the air when returning it to the bowler. Treat every ball as though it will be hit to you.
10. Offer positive support and encouragement [eg. clap a good delivery, a sharp stop or an accurate throw].
11. Congratulate a batsman for a good innings.
12. When watching your own batsmen, show your appreciation of good strokes and smart running between wickets. Your positive vibes will encourage them further.
13. When you are dismissed while batting, don’t stand around or dawdle off the field dragging your bat; walk smartly off the field.
14. When leaving the field for breaks or at the end of an innings, your best performed bowlers should leave the field first. Otherwise it should be the captain.
15. Look after the umpires [eg. someone take a drink to them during a drinks break]
16. If you are 12th man be aware of the requirements of those playing [eg. providing throw downs, keeping the score, updating the scoreboard, taking out drinks]. You are still part of the team and can relax like everyone else at the end of the game.
17. At the end of the game thank the umpires and the scorers, and acknowledge the efforts of your opponents.

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