The Armidale School Cricket Handbook
2013/2014

Training Programs & Coaching Considerations

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The Armidale School Cricket Program
2013/14 Aims & Objectives

Brief

The Armidale School holds a rich and proud tradition in School Boy cricket and within the Armidale District Cricket Association. The Armidale School Cricket Program aims to provide students with an opportunity to grow and develop on and off the cricket field in a safe and professional environment. Moving forward, The Armidale School Cricket Program aims to:

• Foster the growth and development of all cricketers across all age groups.
• Strengthen the level and quality of cricket being played by TAS cricketers across all age groups.
• Have a specific focus on all key competencies, including: Batting, Bowling, Fielding & Cricket specific skills.
• Utilise the grounds, equipment and facilities at our disposal with greater efficiency and foresight.
• Advocate a holistic approach to cricket, especially preparing all students for life and cricket after school.
• Increase the practical and theoretical knowledge of all cricket staff, including coaches and administrators.

The above steps aim to improve the TAS cricket program, shifting the responsibility from the individual to all stakeholders in the TAS cricket community.

Meeting the aims for the 2013/14 and beyond

Foster the growth and development of all cricketers across all groups.
- Provide an increasingly dynamic training and playing environment for all players, through increased variety in training, increased opportunities for School Boy cricket and introducing the “touring experience” with regular cricket trips.
- Continued integration of schoolboy players playing with the TAS cricket club in the Armidale District Cricket Association.
- Provide opportunities for distinguished TAS old boys to give back to TAS cricket in both a coaching and mentoring role.
- Develop a well – organized and well-supported TAS Cricket Festival.

Strengthen the level and quality of cricket being played by TAS cricketers across all age groups.
- Adopt a TAS cricketing philosophy – “We play attacking, competitive and enjoyable cricket. Always respecting the game, its history and its association with TAS. Our on field motto is “Pressure, Patience, Partnerships”
- Increase player analysis through increased documentation of strengths and weakness and areas for improvement in training.
- Employ an age group co – coordinator – whose focus, other than liaising closely with coaching staff, is directed specifically on skill development and instruction.
- Provide opportunities for increased player feedback (both delayed and immediate) through the development of player assessment protocols.
- Provide opportunities for developing players to train and play with advanced players, across all age groups creating a “zone of proximal development”.

**Have a specific focus on all key competencies including Batting, Bowling and Fielding**
- Development of the TAS Cricket Academy/ Training Squad. Designed for committed students who love the game and are keen on improving their cricket. Not necessarily designed for advanced cricketers, but cricketers who show continued commitment to TAS cricket and have been earmarked as possible future first XI players.
- Skill based training programs, which take place on Cricket Oval.
- Restricting “mundane” net practice.
- Development of a TAS cricket curriculum.

**Utilise the grounds, equipment and facilities at our disposal with efficiency and foresight.**
- Redirect the focus from net training to skill specific training on the ovals and center wicket practice on Wakefield, Adams & Newling fields.
- Refurbish the cricket net set up and increase the number of synthetic wickets by 2, leaving 4 turf wicket practice nets. Allowing for more dynamic net sessions, decreasing the risk of injury during training and allowing for more freedom to train during inclement weather.
- Utilise and have increased access to the bowling machine in both the Green Room and our Net facilities - install new power outlet.
- Increase the safety of players and the efficiency of practice through minimizing unstructured net-based practice.

**Advocate a holistic approach to cricket, especially preparing all students to for life and cricket after school.**
- Encourage senior students to become actively involved in the coaching program within the school.
- Provide all senior players with the opportunity to complete their Level 1 coaching qualification.
- Look towards setting up a cricket scholarship for yr12 leavers who will play cricket overseas with an affiliated club or on GAP.
- Understand and appreciate the history of the game – and there responsibility to uphold such traditions.

**Increase the practical and theoretical knowledge of all cricket staff including coaches and administrators.**
- Introduce coaching seminars
- Compile a coaching handbook, including player assessment sheets and key teaching points/skill instruction.
- Begin to align coaches with specific areas of skill instruction/ mentorship across all ages.
Integrating these steps into the TAS cricket program in the coming years will, I hope, increase the level and standard of play across all age groups, further develop the profile of cricket at TAS, be competitive at first grade level in The Armidale District Cricket Association, increase current playing numbers by 20% in the two years of implementation and by 50% in 2017/18. Finally, as a School, become competitive across NSW and Australia wide schoolboy cricket competitions.
The Armidale School
Cricket 2013/14

Expectations and Responsibilities

The Armidale School Cricket Program aims to provide all players with an opportunity to grow and develop, as a cricketer, on and off the field. This mission is fostered by the creation of an environment that is conducive to cricket, which is played in an attacking fashion and always upholding the traditions and spirit of cricket. The following expectations and responsibilities for all stakeholders in the TAS cricket community and are put in place to uphold our cricket philosophy.

Player Expectations

• Play within the rules of cricket
• Play hard, but fair.
• No sledging or retaliation from opponents comments
• Always respect the umpires decision
• Respect the opposition
• Turn up to training with focus and commitment
• Dress appropriately on the field and at training.
• Respect the equipment provided for training and games.
• Always think beyond yourself and focus on a team objective.
• Have fun, play hard and enjoy your cricket experience at TAS

Coaches’ Responsibilities

• Be punctual and dressed appropriately for training and games. Insist that the boys are likewise punctual and dressed appropriately
• Organize and conduct purposeful training sessions
• Check and follow up attendance at training and games.
• Liaise with your M.I.C and Age group coordinator on the selection of teams.
• Ensure all boys have a clear understanding of their team and the arrangements for games
• Respect and look after the cricket gear provided. Ensure that you return it at the end of the season with all equipment accounted for.
• Ensure that all boys are equally involved in the game and have exposure to the various skills associated with cricket.
• Promote the game of cricket within the school and the cricket community.
• Email results and noted performances from your team to the M.I.C of cricket by Monday the following week.
• Continually look to improve the cricket program at TAS with valuable insights.
• Take pride in your team and enjoy your coaching.
Code of Conduct for Players

1. Responsibilities
   a) Umpires:
   Umpires are the sole judges of the Laws, By – Laws, fair play and unfair play.

   b) Players:
   Players are responsible for ensuring that their actions and conduct are within the Laws, By – Laws and spirit of the game.

   C) Captains:
   Team captains are responsible for ensuring that the actions and conduct of their team are with the Laws, By – Laws and spirit of the game, and that instructions of the umpires are carried.

   d) Coaches and Managers:
   Team officials have a general responsibility for supervising the conduct of the team under their care. The must ensure, to the best of their ability, that their team’s conduct is within the Laws, By – Laws and spirit of the game. They must assist the captains in carrying out the instructions of the umpires and must demonstrate full support of the umpires.

2. Improper Conduct
   Players and team officials will not at any time engage in improper conduct. Improper conduct includes, but is not restricted to, the following examples of unsportsmanlike behavior.

   a) Dissent
   Dissent means words or actions which dispute, as opposed to question, an umpire’s decision or which demonstrate blatantly provocative manner towards an umpire.

   b) Abusive Behavior
   Abusive behavior means using crude, offensive or abusive language, hand signals or other gestures, whether directed at an umpire, player, team official or spectator.

   c) Intimidation
   Intimidation means words or actions, which intimidate or are intended to intimidate an umpire, player, team official or spectator.

   d) Sledging
   Sledging is an act of verbal intimidation usually directed towards a player.

   e) Intimadatory Applause
Intimidatory applause means constant clapping of bowled balls and constant calling out of support to bowlers by fieldsman, regardless of the quality of delivery.

f) Time Wasting
Time wasting means slowing down the tempo of the game by members of the either team. Time wasting includes, but it not restricted, to the following instances:

- Batsman not ready to take strike when the bowler is ready to start his run – up.
- The incoming batsman must be ready to take the field of play as soon as a batsman is dismissed.
- Unnecessary delays caused by the use of helmets
- Fielding teams changing between overs slowly
- Bowlers returning to their marks slowly
- Bowlers taking an unnecessarily long time to complete an over (3.65 minutes per over should be followed as a guide)
Coaching Philosophy

- Promote the development of all players within the school and age groups
- Enable students to try a variety of experiences in cricket – including batting/bowling/fielding in all positions, using all the skills in the game of cricket
- Specific skills that should be emphasized are: Fielding, Catching and Running between the wickets.
- Promote enjoyment for all participating in the game of cricket
- Promote sportsmanship and respect for the game and its traditions
- Promote positive and attacking cricket within the school

Playing Philosophy

- Play in the right spirit, following the traditions and sportsmanship of the game
- Play hard, uncompromising and most importantly, fair cricket
- We do the little things and the one percenters right

1. Batting
   - Be patient, with concentration and shot selection vital
   - Be prepared to building an innings
   - Don't get bogged down – look for singles and always rotate the strike
   - Be severe on and punish loose deliveries.
   - Work with your partner – 2 against 11 is easier than 1 against 11.
   - Identify and play to your strengths
   - Take the initiative and look to dominate.
   - Back yourself to play good cricket shots.

2. Bowling
   - Be patient and work on a specific plan for a batsman
   - Be prepared to adapt and use the conditions to your advantage
   - Don't look to place the ball on a length, hit the pitch hard and bowl a heavy ball.
   - Be prepared to leak runs in chase of a wicket
   - Back your ability to execute a formulated plan
   - Be proactive rather than reactive

3. Fielding
   - We pride ourselves on our fielding, looking to save 20 - 30 runs each innings
   - Build pressure on the opposition be restricting the easy singles
• Take the half chances – practicing hard catching and ground fielding in training, so that you can turn a game when the chips are down.
• Set specific fields for each batsman. Work out his scoring zones, protect them and attack any weakness.
• Be alive & chirpy in the field. Feed off good performances and set a standard.

4. Attitude towards the game.
  • Look beyond yourself and focus on the team
  • Be disciplined – turn up on time, bring the right attitude to training, honestly reflect on performance and look to improve areas of weakness
  • Commit to improving your game
  • Its an honor to play cricket, respect its history, the rules and always uphold the traditions of the game.
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The Armidale School Cricket Program
Warm Up Procedures

This year, we would like to see consistency across all age groups in our warm up procedures. Warming up correctly provides players to adequately both physically and mentally prepare for the specific skill set, which they are about to perform. Falling under our warm up protocols is hydration and fluid replacement before, during and after games.

Warm Up:

1. Begin with whole body activities. Some cricket specific activities include:
   - Fielding soccer (played like soccer – instead using hands/ground fielding)
   - Keeping’s off
   - End zone games (vortex, tennis ball, cricket ball)
   - Lane/ grid work

2. Stretching: Stretching pre – exercise needs to be dynamic/ ballistic in nature, focusing on hamstrings, back, hip flexors, quadriceps, side muscles & rotator cuff.
Example:
   - High Knees marching – hold for 1 – 2 seconds at top of knee lift
   - High kness
   - Butt Kicks
   - A – Skips
   - Lunges & Sumo Squats
   - Side Skips
   - Grapevine
   - Short sprints – building up to 100%
   - Shoulder work/ rotation

3. Cricket Specific Skills
   - Each player should perform a their specific skill set prior to playing the game
   - Slips catching
   - Group fielding
   - High Catching
   - Throwing
- Batting
- Bowling
- Wicket Keeping

Hydration

1. Educate athletes and fellow staff about hydration process
The perpetual struggle to keep athletes properly hydrated is much easier to accomplish when the athletes and staff are aware of the role that proper hydration plays in optimizing athletic performance and minimizing the incidence of heat illness. Also, all athletes should become active participants in their own hydration process and be educated about monitoring hydration status and encouraged to rehydrate based on individual needs.

2. Individualize the rehydration process
This entails three important considerations:
1. Athletes lose fluids via sweat and urine at different rates for many reasons and thus should replace fluids based on individual requirements. Determine athletes' sweat rate if possible by this calculation for a range of environmental conditions, practices and competitions.

   Sweat Rate =
   - (pre-exercise body weight - post-exercise body weight + fluid intake) / urine volume
   - exercise time in hours

2. Athletes choose to drink different amounts and should be encouraged to monitor how much they drink to be sure it matches the amount that is being lost.
3. The confines of different sports and positions dictates how an athlete optimizes the rehydration process based on individual access to fluids.

3. Drink appropriate amounts before, during and after exercise

   Pre-Exercise
   - Approximately 17 to 20 oz, 2 to 3 hours before activity
   - Consume another 7 to 10 oz after the warm-up (10 to 15 minutes before activity)

   During Exercise
   - Approximately 28 to 40 oz every hour of play (7 to 10 oz every 10 to 15 minutes)
   - Develop a hydration process that includes drinking based on fluid needs (see above), monitoring fluid intake and having a plan based on the confines of sport

   Post Exercise
   - Encourage athletes to rapidly replace lost fluids (sweat and urine) within two hours after activity to enhance recovery by drinking 20 to 24 oz for every pound body weight lost through sweat

4. Choosing a beverage
Provide the optimal oral rehydration solution (water, carbohydrates, electrolytes) before, during and after exercise. The ideal fluid replacement solution should include approximately 70 to 168 mg sodium/8 oz and 14 to 17 g carbohydrates/8 oz (6% to 7% carbohydrate solution).

5. Make sure fluids are accessible and cooled
Hydration is much more likely to be maintained if the fluids are conveniently located for the athlete to drink during practice and rest periods. Keep individual containers on ice so an athlete can access it during practice and increase fluid intake.

6. Recognize dehydration
All coaches, athletes and medical staff need to recognize the common signs and symptoms associated with dehydration. They include:
- Thirst
- Headache
- Dizziness
- Chills
- Nausea
- Decreased performance
- Irritability
- Weakness
- Cramps
- Vomiting
- Head or neck heat sensations
- General discomfort

Dehydration and heat stress = poor performance

Avoid heat stress and poor performance by adequate fluid replacement during your summer sport is activity.

- Playing in hot weather will result in extra fluid loss dehydration.
- Even small degrees of dehydration will cause a decrease in performance and this will occur in the late stages of a match when performance is most important.
- Dehydration contributes to fatigue and may make you more susceptible to cramps, heat stress and heat stroke.
- Children are at greater risk of heat stress.

Do not wait to feel thirsty before you drink

Fluid replacement routine

- Drink 500ml (2-3 glasses) half an hour to one hour before a game.
- Drink 200ml (1-2 glasses) every 20 minutes during a game.
- Drink 500ml to 1 litre (5-6 glasses) after a game.
The Armidale School Cricket Program
Coaching Styles

Great coaches are able to create authentic coaching environments, which reflect the intensity and skill set required in competition. Creating such an environment also requires an acute awareness of individual players and a coaching style, which is developed in a way, which is individualized and targeted at a specific team or group.

The G.A.M.E Method – Ideal for Junior School Teams

Game: Demonstrate the activity/game to participants to give a clear visual picture of what is expected and start the activity as quickly as possible.

Assess: Skill performance – observe how effectively each participant is managing the performance of the activity including decision-making. E.G. Are the coming up with ways to score?

Modify: Assist players with skill performance & when necessary take a player aside for individual coaching. Ensure that the game is conducted in such a way that a key skill is focused upon.

Encourage: Self-Explanatory

The Game Method, should be used in conjunction with The S.P.I.R Method

Show (Demonstrate): Name the skill, show the skill, and demonstrate the skill again using key coaching points.

Practice: Practice the skill – Whole skill first, individual parts second if any issues with whole skill.

Instruct (error correction) - Focus on coaching points/analogies

Reward...but not too much!
Implicit Learning u/14 – u/16 teams.

Centre wicket practices are ideal for creating such a learning environment and specific skills could include.

- Bowling at the death
- Bowling to one side of the wicket, by placing all fielders (except mid – on, on the off side)
- Working singles into gaps
- Running between the wickets
- Game based scenarios – 20 runs from the last two overs.
The Armidale School Cricket Program
Key Coaching Points

Batting

Stance and Grip
• Head and eyes level
• Feet shoulder width apart, toes slightly turned inward.
• Front shoulder side on, not open.
• Grip, V of hands down V of splice, or slightly towards outer edge.
• Pick up the bat – toe of the bat above hands.

Front Foot Defence
• Head over ball
• Play as late as possible (underneath the eyes)
• Top hand control
• Head & Knee over front toes
• Elbow high and soft hands

Back Foot Defence
• Step back and across, keeping back foot parallel with the crease
• Back shoulder in line with the ball
• Play the ball under your eyes
• Front elbow high, hands soft
• Stand tall on your back leg (on toes)

Back foot drive
• Step back and across – use the crease
• Stand tall on back leg
• Use a high elbow and drive towards intended target.

Cut Shot
• Step back and across with the back foot – standing up on the bag leg.
• Hand come from high to low – hitting down on the ball.
• Follow through to high hands above left shoulder

Pull/ Hook Shot
• Step back and across, with back foot pointing towards cover
• Open up front hip and foot, with head inside the line of the ball
• Pivot on the back foot
• Hand for high to low
• Try to hit the ball in front of square.

Sweep Shot
• Foot must go to the line of the ball – not inside the line
• Step forward and point foot straight down the pitch
• Be balance, by getting on the back knee quickly and keeping head still
• Hand come from high to low
• Try to hit the ball square of the wicket, rather than fine.

Bowling

Medium Fast Bowling
• Grip – two fingers either side of the seam; with the thumb lightly on the ball.
• Action: Point the ball towards batter in load up, reach front arm towards sky, pull front arm by side, as you deliver the ball – head up!
• Follow Through: Front leg should straight (locked), bowling arm pulls across body to opposite hip, front arm pulls through side of body.

Off Spin Bowling
• Grip: 2 fingers wide on the seam, thumb resting lightly on the ball.
• Action: Tall on front leg which is locked, bowling arm high at 70 degrees, left arm high then pulls to the side.
• Follow Through: Pull bowling arm to opposite hip, back leg pulls through, left arm pulls back behind body.

Leg Spin Bowling
• Grip: Two fingers on seam of the ball with thumb resting gently
• Action: Look behind front arm to be side on, bowling arm at 60 – 70 degrees, left arm pulls hard by side.
• Follow Through: Bowling arm to opposite hip, back legs pull through, left arm pulls behind body.
Fielding

Throwing Technique:
• Grip: Two fingers across seam
• Load Up: Point ball behind body, stay side on to target.
• Throwing Action: Step front foot towards target, keeping front elbow up, back elbow high (in line with shoulder)
• Follow Through: pull throwing arm across front hip and pull back leg through.

Outfield Throwing:
• Crow Hop, and then throw!!
• Pick the ball up in the midline of the body, between feet and head over the ball
• Step forward onto left foot
• Jump forward onto right leg
• Big step with left leg towards target then throw.

Short Catching
• Feet shoulder width apart – must move feet quickly to line of the ball.
• Present hand out in front of the body
• Watch the ball into the hands
• Give at the elbows upon contact with hands.

Outfield Catching
• Get to the drop zone quickly
• Head still
• Finger down catch – try to catch the ball at chin height, but prepare hands higher.
• Finger up catch – catch the ball in front of the eyes
• Soft hands, bending at the elbows

Wicket Keeping

• Stance: Crouching low, hands gently on the ground, feet shoulder width apart.
• Footwork should include short quick steps (step behind or shuffle movement) head should be inline with the ball, catching the ball in the midline to inside hip area.
• Keeping to Spin: prepare hands out early, head in line with the ball - hands spread for wide surface area and bigger target. Stay low.

**Running between the Wickets**

• Sliding bat – hold the bat at the end of handle, full reach should be used, but should be sliding before the crease on its side.

• Low in turn – as you approach the crease – decelerate, get low into crease - quick powerful steps with head down as you take off (Don't get caught ball watching – make an early decision)

• Not turning blind – always change hands with the bat, facing the direction of the ball.
# Cricket Key Competencies U/12’s - 2013/2014

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<th>Term 4</th>
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### Key Competencies U/16’s - 2013/2014

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- X indicates taught in the week.