

# 13 | THE SKILL LEARNING PROCESS

## INTRODUCTION

When athletes are introduced to a new skill, they will progress through three phases of learning called 'early', 'intermediate' and 'late'. While there is not a distinct break between each phase, a coach can recognise certain characteristics and accordingly, provide appropriate instructions, practices, assistance and encouragement. These phases will exist for all athletes, irrespective of age and some will progress more quickly than others.

Skills may be classified in a number of ways. Perhaps the most practical classification is based on the predictability of the sporting environment.


Skills performed in a stable and predictable environment are known as closed skills. Such activities have few signals coming from the external environment. The athlete can develop movement patterns and practice them over and over until the skill becomes automatic.

Open skills on the other hand are performed in a constantly changing environment. The athlete in this situation must be aware of changes in the environment, and adjust their movement to suit these changes.

Coaching techniques will, therefore, differ depending on the type of skill involved.

Some examples of open and closed skills are listed below:

Open	Closed
Batting	Swimming
Netball	Bowling
Hockey	Gymnastics
Catching	Running



## Early Stage of Learning

In this stage, the learner will attempt to get an idea of the skill to be learnt. The athlete tries to form a plan or model of what to do and will try to put the sequence of the skill in its correct order.

It is at this point that good performers (role models) should be used as demonstrators, because beginners (and particularly children) do not know what to look for and are very good at copying skills. Unfortunately, they will copy everything including the role model's faults as well as good points unless the coach can intervene. The quickness of young tennis players to adopt the two-handed backhand from watching television bears testimony to this principle.

To assist the athlete, the coach should emphasise the total task rather than details.

As a general plan, when introducing a new skill, the following procedure should be adopted:

- Step 1. Name the skill to be learnt.
- Step 2. Demonstrate the skill two to three times so that the athlete can get an idea of the task.
- Step 3. Identify two or, at the most three, key points for the athlete to focus on. The athlete cannot attend to everything in the demonstration and unless the coach directs their attention, the athlete may focus on the least important parts of the skill.
- Step 4. Demonstrate the skill a number of times so that the athlete can see the skill again, and can look for the key points stressed by the coach. Demonstrations are important in this stage of learning as vision is the dominant sense in learning.
- Step 5. Straight after the last demonstration, get the athlete to practice the skill. The shorter the delay between demonstration and practice the greater chance that the image of the skill will be retained in the memory of the athlete.

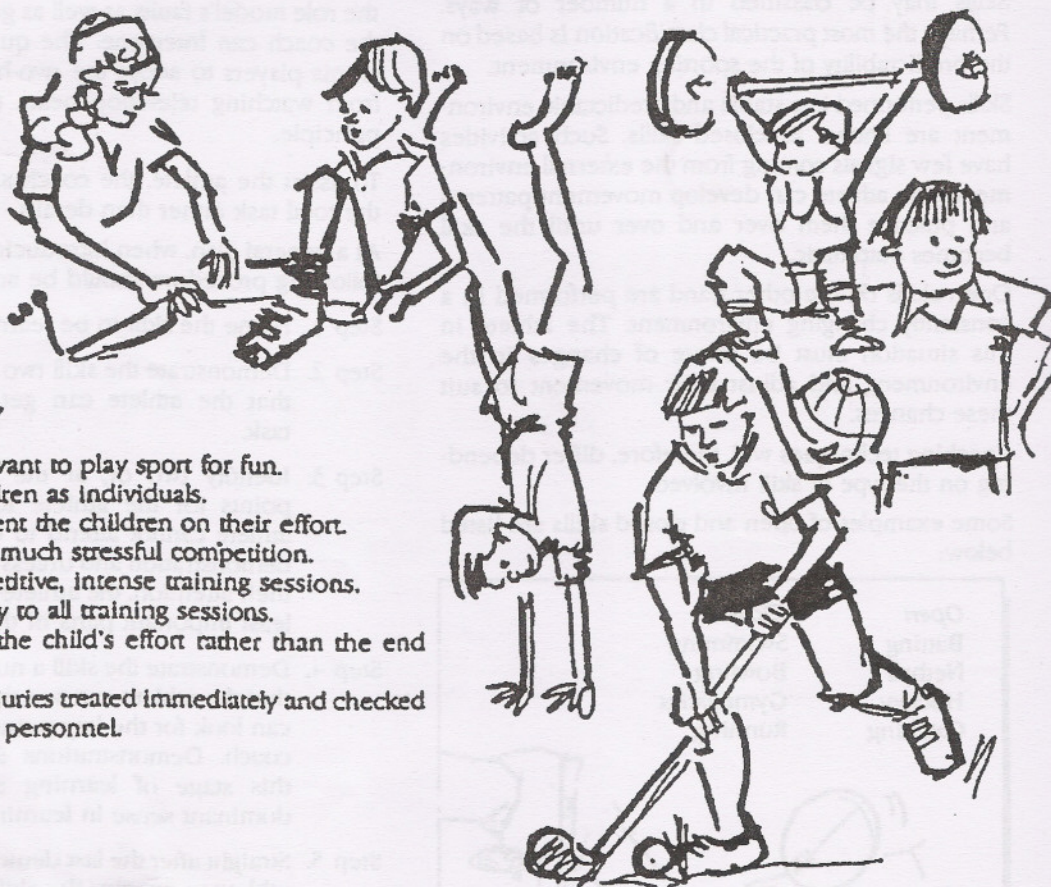


## Why do Children Play Sport

- To have fun.
- To make friends.
- To feel good.
- To learn new skills.



Children should not be forced to play sport. Their sport should be promoted as an enjoyable activity which builds skills, knowledge of the game, friendship and is an exciting pastime.



## SUMMARY

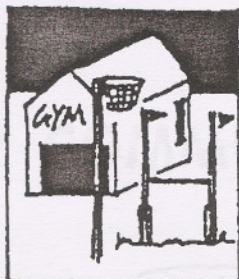
- Children want to play sport for fun.
- Treat children as individuals.
- Complement the children on their effort.
- Avoid too much stressful competition.
- Avoid repetitive, intense training sessions.
- Add variety to all training sessions.
- Focus on the child's effort rather than the end result.
- Have all injuries treated immediately and checked by trained personnel.



# LEGAL RESPONSIBILITY of the COACH

## 1 Provide a safe environment

Facilities and equipment must be safe for both the users and the others involved in the competition. Adverse weather conditions must also be taken into consideration during competition and practice sessions.



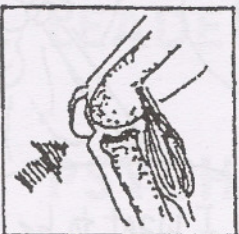
## 2 Activities must be adequately planned

Impaired learning ability and injury may be the result of unplanned practice sessions. Using appropriate progressions in the teaching of new skills, especially potentially dangerous skills, is imperative.



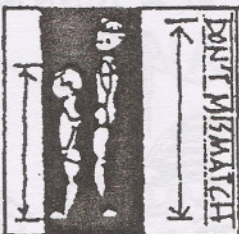
## 3 Athletes must be evaluated for injury and incapacity

Athletes with an injury or incapacity should not be expected to perform any potentially harmful activity. No athletes should ever be forced to take part in any activity that they do not wish to. Individual differences must be accounted for.



## 4 Young athletes should not be mismatched

Young athletes should be matched not only according to age, but also height, weight and maturity. Skill levels and experience should also be considered.



## 5 Safe and proper equipment should be provided

Existing codes and standards for equipment should be met and all equipment should be kept in good order. It should always be adequately repaired so that it is safe to use at all times.



## 6 Athletes must be warned of the inherent risks of the sport

The inherent risks of any sport can only be legally accepted by the participants if they know, understand and appreciate those risks. In some situations, even



such a warning may not be enough: for example, where young people are involved in a school supervised activity.

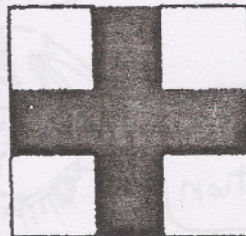
## 7 Activities must be closely supervised

Adequate supervision is necessary to ensure the practice environment is as safe as possible. Each sport will have its own specific requirements in this regard.



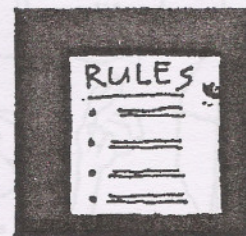
## 8 Coaches should know first aid

Coaches should have a knowledge of basic emergency procedures and keep up to date on them. Coaches should know STOP (Stop, Talk, Observe, Prevent further injury) and RICE (Rest, Ice, Compression and Elevation)<sup>1</sup> procedures for managing injuries. Coaches should have a written emergency plan and ensure that appropriate medical assistance is available. At the very least coaches should ensure that nothing is done which could aggravate any injury.



## 9 Develop clear, written rules for training and general conduct

Many injuries are the result of fooling around in change rooms and training venues. Clear written rules should be developed for general conduct and behaviour in such situations.



## 10 Coaches should keep adequate records

Adequate records are useful aids to planning and are essential in all cases of injury. Record cards should be kept on all athletes, including relevant general and medical information and progress reports. Accident reports (not diagnoses) should be made as soon as possible after each injury occurs. (See a sample injury report form on page 119 which may be copied for use by coaches and trainers.)





# WHY I COACH





# ROLE OF THE COACH

- **COMMUNICATOR**
- **TEACHER**
- **MOTIVATOR**
- **LEADER**
- **PSYCHOLOGIST**
- **MANAGER**
- **SPORTS TRAINER**
- **SELECTOR**
- **STUDENT**
- **PUBLIC RELATIONS**



# COACHING STYLES

In a study of over 500 coaches, five distinct coaching styles were identified

## AUTHORITARIAN

- Strong disciplinarian
- Well organised
- Good team spirit when winning
- Dissension when losing
- May be feared or disliked

## BUSINESS LIKE

- Intelligent, logical approach
- Well planned and organised
- Up to date with new techniques
- Expects 100% effort all the time
- May set goals too high for some team members

## NICE GUY

- Well liked
- Players sometimes take advantage of this coach's co-operative nature
- Gets on well with players of similar temperament

## INTENSE

- Emphasises winning
- High anxiety often transmitted to players

## EASY GOING

- Gives impression of not taking the game seriously
- May not be prepared to drive the team at training
- Well liked but may seem to be inadequate in some situations

There is, however, no one perfect style that leads to success. Most coaches possess certain characteristics of each coaching type. It is important to be aware of the advantages and disadvantages of the various coaching styles. Coaches should develop an ability to use the appropriate style for the various situations that may arise.



# STAGES OF SKILL DEVELOPMENT

## SHOW RATE FOR AVERAGE DEVELOPERS

- **MOTOR CO-ORDINATION STAGE (5-7)**

- Awkward, Unco-ordinated
- Can't perform skills correctly
- Provide activities to develop co-ordination

- **BASIC SKILL STAGE (8-9)**

- Co-ordinated but slow
- Can perform a skill but needs a lot of time
- Go slowly and correctly

- **EXTENSION SKILL STAGE (10-11)**

- Can perform, well
- Wants to go faster, longer etc

- **GAMES SKILL STAGE**

- Very automatic with skills
- Very fast and skilful
- Very good at teamwork



# SKILLS TEACHING

## THE CONTINIUM

### OPEN

Eg Batting  
Changing Environment

### CLOSED

Eg Bowling  
Stable Environment

To become a better and more efficient coach some training sessions must be devoted to skill teaching. A simple formula for a coach to follow when teaching a new skill is SPIRS.

<b>S</b> for SHOW	<ul style="list-style-type: none"> <li>Name the skill</li> <li>Demonstrate the skill</li> <li>Give your teaching points (no more than 3 points)</li> <li>Ask if there are any questions</li> <li>Demonstrate the skill again</li> </ul>
<b>P</b> for PRACTICE	<ul style="list-style-type: none"> <li>Send the players out to practise immediately</li> <li>Use only small groups</li> </ul>
<b>I</b> for INSTRUCT	<ul style="list-style-type: none"> <li>Stand back and observe each performer</li> <li>Offer advice</li> <li>Keep repeating the key points about the skill</li> </ul>
<b>R</b> for REWARD	<ul style="list-style-type: none"> <li>Praise players for good efforts</li> </ul>
<b>S</b> for SUMMARY	<ul style="list-style-type: none"> <li>Summarise key points learnt from the exercise and encourage further practice</li> </ul>

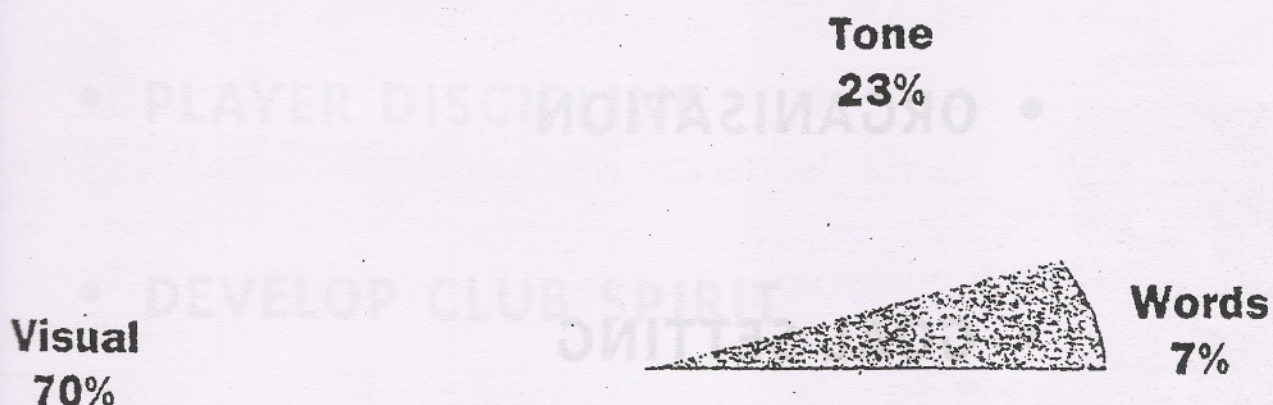
## Key Points

- Players learn through action and fun
- Select activities that provide variety
- Include challenges in each session
- Give lots of praise for improvement and effort
- Grade activities - early activities easy, later ones more difficult



# MAXIMISING MESSAGE

How we present our message as coaches influences the effectiveness of our coaching. Research suggests how a message is delivered will have more significant impact than the message. How a coach organises and prepares the work will have a great bearing on the success of the session.



## Key Points

- Players learn through action and fun
- Select activities that provide variety
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# QUALITY - COACHING

- RESPECT THE INDIVIDUAL
- PROFESSIONALISM
- ORGANISATION
- GOAL SETTING
- USE ASSISTANTS
- PLANNING
- SAFETY AND FITNESS



# QUALITY - COACHING

- COMMUNICATION
- SET STANDARDS
- PLAYER DISCIPLINE
- DEVELOP CLUB SPIRIT
- PLAYER RESPONSIBILITY
- BASIC SKILLS
- TEAM PLAN
- KNOW AND CARE FOR THE GAME



# CHILD GROWTH & DEVELOPMENT

## AVERAGE RATE AND DEVELOPMENT

Growth and Development Factors	Birthday Age Group		
	5/7 years	8/9 years	10/11 years
Size, Strength	POOR	IMPROVED	IMPROVED
Endurance, Speed	POOR	IMPROVED	IMPROVED
Co-ordination	POOR	GOOD	VERY GOOD
Reaction Time	POOR	IMPROVED	GOOD
Attention Span	POOR	IMPROVED	GOOD
Vocab Understanding	VERY SIMPLE	SIMPLE	GOOD
Decision Making Judgement	POOR	IMPROVED	GOOD
Acceptance of Team Competition	POOR	IMPROVED	GOOD

Note: Growth and Development occurs at markedly different rates  
THE HAVE A GO PROGRAM RECOGNISES THIS!!!



# **WHY KIDS PLAY ENJOYMENT FACTORS**

- 1. Receiving rewards such as trophies, ribbons or medals**
- 2. Beating their opponents in organised competition**
- 3. Wearing the sports uniforms and having good equipment**
- 4. Being with their friends**
- 5. Having exciting and close contests**
- 6. Competing and striving to win**
- 7. Being selected for competition**
- 8. Having a good relationship with the coach**
- 9. Doing the skills of the sport**
- 10. Improving in their skill level, or learning new skills**



# COACHING CHILDREN

- FUN
- INDIVIDUALS
- PRAISE
- AVOID STRESSFUL COMPETITION
- VARIETY
- FOCUS ON EFFORT
- TREAT INJURIES IMMEDIATELY

Note: Growth and Development occurs at markedly different rates.  
THE HAVE A GO PROGRAM RECOGNISES THIS!!



# COACHING THE FEMALE ATHLETE

**“Until approximately 10 years of age boys and girls have essentially the same potential and therefore do not need to be treated differently.”**

- **PROVIDE ENCOURAGEMENT TO GET INVOLVED**
- **PROVIDE SUITABLE ROLE MODELS**
- **ENCOURAGE AND NURTURE INDEPENDENCE OF THE COACH**
- **PROVIDE RELEVANT AND REALISTIC PROGRESSIONS**
- **DECREASE COMPETITIVE SITUATIONS WHEN LEARNING**
- **REDUCE ANXIETY PRODUCING SITUATIONS**



# COACHING THE FEMALE ATHLETE

<b>HEIGHT SMALLER</b>	<b>POSSIBLE LOWER CENTRE OF GRAVITY</b>
<b>WIDER PELVIS, GREATER ANGLE THIGH AT PELVIS</b>	<b>DIFFERENT RUNNING MECHANICS</b>
<b>SHORTER ARMS</b>	<b>SHORTER LEVER ARMS DIFFERENT THROWING MECHANICS</b>
<b>NARROW SHOULDERS</b>	<b>LIMITS TOTAL BODY WEIGHT FOR ENDURANCE RUNNING, SWIMMING</b>
<b>GREATER % BODY FAT</b>	<b>BETTER SUITED TO LONGER ENDURANCE EVENTS</b>
<b>GREATER FLEXIBILITY</b>	<b>ADVANTAGE IN SOME SPORTS</b>



# MANAGEMENT STRATEGIES

We study various management strategies to ensure our information has the best chance of being understood, and allows the right proportion of instruction to activity.

Remember, **PHYSICAL SKILLS ARE BEST LEARNED BY DOING !!!**

## Definition of Work Area

- attention signal
- voice
- whistle

## Position of Teacher

- sun
- wind
- distractions
- supervision

## Voice

- volume
- interest

## Instructions

- description (see Factors Affecting Learning)
- start/finish
- style/personality

## Useful Formations

- lines/free spacing
- circles
- teams
- pairs/threes/fours

## Equipment

- setting-up
- distribution
- safety



## NET SESSION OPTIONS

### INTRODUCTION :

- Today's cricketers, both young and old, without doubt have totally different expectations from their sport than they did as recent as ten years ago.
- There are many exciting options available nowadays to share the seemingly ever decreasing leisure time available. Some of these are computer/video games, water sports, the perceived high action sports eg. basketball, football, baseball etc...
- So competition is at a premium and that is why we must look at providing more enjoyable sporting environments, both on and off the field.  
Hence the increased exposure of one-day cricket and super-eights in recent times.
- We, as coaches, need not worry excessively about what happens off the field, but it is certainly our responsibility to provide better training programs and results on the field.
- One important factor which attracts us to playing sport is the satisfaction of success and improvement. Obtaining small goals and achieving progressively provides great enjoyment and reward. Because of this our training programs should be directly geared towards constant progression in areas such as skills, physical conditioning and match skills, tactic etc..
- Our biggest challenge as a coach is providing an atmosphere which continually contains a very positive work rate and is enjoyable.
- It is imperative that we do not lose focus of our training objectives. Cricket training is about preparing your team to give it the best possible opportunity of performing at its optimum level for each contest.

### PREPARATION

#### *FAILING TO PREPARE IS PREPARING TO FAIL !*

I believe the preparing of cricket training programmes and sessions to be the critical factor. Spending some time pre-season mapping out a season planner and then breaking down the plan and mapping out guidelines for each session is an invaluable exercise. Of course many variables may affect the end result of the session, but to have something to work from is the key.

The key is to avoid the monotonous boredom that traditional cricket training in the nets is renowned for. Too often net training follows the same path; where the batters pad up for a ten minute hit and everybody else bowls and then training continues until everybody has batted. The major problem due to excessive training duration and boredom a major deterioration of intensity and quality results.

In an attempt to overcome the monotony of net practice included in this handout is a list of various suggestions to assist maximising the benefits of net practice and also some training alternatives.



## VARIETY AND INNOVATION

We all enjoy a change and it is imperative that we can provide some variety whether on a small or large scale. Innovation is important, whether provided by you the coach, or along with collective input from your players and/or coaching resources.

One thing is using our imagination in creating new activities but most importantly lets have a go at implementing new ideas and drills. You really do have nothing to lose. If it doesn't work well atleast you have learnt something and this can often generate evaluation of further application possibilities.

***BE MOTIVATED BY THE POSSIBILITY  
NOT FRIGHTENED BY THE IMPOSSIBILITY***



# TRAINING FORMAT OPTIONS

## 1. TABLOID - GROUPS OF SIX

Commencing each time, six players arrive. Groups will rotate through six stations (for 36 players), assuming we have two nets and all required equipment. For a 90 minute session, groups will spend 15 minutes at each station (nets count as two stations ie 30 minutes).

- ACTIVITY NO. 1. CONDITIONING - (10 x 50m, 10 x 40m, 100 sit ups, 60 push ups, 50 half squats)
- (Sample 1)
2. CATCHING TENNIS - 3 on 3, marked area with dead zone
  3. NETS - Bowling in pairs with clear objectives
  4. NETS - Batting in pairs with clear objectives
  5. FIELDING - (Long, short, ground and catching)
  6. FLEXIBILITY - (PNF; major muscle groups)

The six activity stations could be made up of many activities such as throwing at stumps, cradle catching, tennis ball/racquet catching, mini soccer, weight training, football drills, basketball drills, batting off tees, target bowling, running between wickets, agility tests etc...

## BENEFITS

- Early comers can do their training and avoid hanging around
- Late comers will do the same workload as others
- Variety
- Specialise (small groups)
- Clear session outline
- Direction

## 2. ACTIVITY LIST FORMAT

As a change to regular sessions organise a list of activities similar to the above tabloid method which need to be completed for the session. The activities may have a specific focus depending on what stage your training program is at. For example a session in the pre season may have a strong fitness focus or a session may have a predominant fielding focus etc..

Equipment will have to be set up for all of the stations and an activity checklist produced and copied for all players. Regardless of what time they arrive to train they must complete all activities. (Players would be encouraged to work in pairs or perhaps threes depending on the activities).

(Sample) WARM UP - Jog and Stretch

1. 20 high catches
2. 3 x 40 abdominal crunches
3. 30 short reflex catches
4. 3 x 40 half squats
5. 20 pick-up and crow hops
6. 50 20m throws with mit
7. 25 x 20m sprints



8. 30 opposite arm flicks
  9. 20 slip catches
  10. 3 x 15 push ups
  11. 20 flat bat catches from 15-20 m
  12. 50 tennis ball bouncer evasion
- WARM DOWN - Jog and Stretch**

### **3. CENTRE WICKET PRACTICE**

- Use as regularly as your curator allows
- Simulate game situation as much as possible
- Batsman dismissed, end of batting time
- Bowlers bowl six balls at a time

#### *Encourage:*

- Emphasis on running singles (2 per over)
- Correct calling and running procedures
- Accurate returns
- Attacking fielding at all times
- Bowling to plans

#### **3a. RUN OUT / FIELDING UNDER PRESSURE GAME**

Simulating match conditions as much as possible, (including attire) a game in which players experience and learn first hand when running a single is possible and when it is not. All rules are match simulated other than the exception of compulsory run. If contact is made by bat to ball then running is compulsory. Each batter has two run out lives and once dismissed (run out) for the third time is out. The only exception to the compulsory run rule is if the ball is hit directly back to the bowler.

The fielding captain is encouraged to maintain regular fields so as to achieve a good level of match simulation. The benefit of this game activity as a skill development drill for the fielding team is the enhanced level of pressure situations that are regularly presented.

(I suggest playing this style game over two practice nights with a team batting on each night).

A game de-briefing at the conclusion of the game should confirm a greater awareness of:

- 1). When a run is possible.
- 2). Fielding under pressure:

### **4. DUAL PITCH CRICKET**

- Pairs Dual Pitch cricket is designed to keep all players actively involved in the game at all times. The game is conducted on 2 pitches adjacent to each other. Refer to diagram attached as Team I vs Team II.
- 1. There are 10, 12 or 14 players on each team. In a team of 12 - 10 players on field, 2 players bat.
- 2. Team I fields on Pitch A and bats on Pitch B. At the same time Team II fields on Pitch B and bats on Pitch A.
- 3. Each team is divided into pairs and each pair bats for 2 overs irrespective of wickets lost.



4. At the end of their 2 overs the batting pair swap with 2 of their team mates fielding on the opposite pitch.
5. The batters change ends at the fall of a wicket or after 3 consecutive non-scoring deliveries. Batters may be dismissed by all the usual means except LBW.
6. During the game each player will bowl one over.
7. The score is calculated on the product of wickets taken and runs scored.  
eg. Team I captured 9 wickets and made 62 runs  
Team II captured 8 wickets and made 70 runs

Result Team 1 =  $9 \times 62 = 558$

Team II =  $8 \times 70 = 560$

8. If a team fails to lose a wicket both teams add 1 (one) to their wicket totals.

## 5. CENTRE WICKET - NET SESSION

In the format of dual pitch cricket, one team fielding whilst the batting team will be working purposefully in the nets until their turn to visit the centre wicket.

## 6. TEAM /SQUAD COMMENCEMENT

For the enhancement of team dynamics and squad cohesion etc. much in the way that football clubs and many other TEAM SPORTS train. Training will commence at a designated time which includes team/squad warm up and planned activities which will not be interrupted by late comers and which can be modified to an exact number of participants.

## 7. SPLIT SQUAD

Ideal to commence together as above with squad warm up and preparation. Split the squad into two groups with one group in the nets for 45 minutes and the other group involved in some fielding and conditioning drills. Swap after 45 minutes etc.

Primary objective of this training format is to decrease the total of inactive squad members.



## NET SESSIONS

Traditional net practice lacks purpose and tends to be mundane and monotonous.

Whatever your net practice, set goals so that players are practising with a specific purpose. This will provide them with immediate feedback of their performance in relation to the demands of the task.

Net practice can provide a perfect opportunity to attend to some specific coaching demands if everyone is active.

## NET SESSION ENHANCEMENTS

Any number of the ideas below can be integrated into net practice to increase the value and training benefits of the session.

It is important to try to simulate match conditions best we can in most cases.

### *Hints & tips for net sessions:*

- ⊖ Batters bat in pairs
- ⊖ Calls must be clear
- ⊖ All running between wickets to be completed at 100%
- ⊖ Fielders may be marked with fabric around net
- ⊖ Line marked one metre up the net all the way around which ball must be hit under
- ⊖ If dismissed, your time is up
- ⊖ Batters sit for 30 minutes with equipment on prior to hit
- ⊖ Batters pad up well before their turn and shadow bat
- ⊖ New ball may be used for opening batters
- ⊖ Batters coach other batters when they're not busy
- ⊖ Have an umpire adjudicating in each net
- ⊖ Batters rotate through pace and spin and bowling machine
- ⊖ Bowlers bowl in pairs, 6-8 balls each, resting bowler stretching major muscle groups
- ⊖ Spinners net with wicketkeeper
- ⊖ Remove all side nets or back net only for keepers
- ⊖ New ball for opening bowlers
- ⊖ Bowlers to bowl close to the stumps (inside markers)
- ⊖ Bowlers must follow through past a marker
- ⊖ Routine: running between wickets and bat swing exercises after net hit
- ⊖ Batsman not allowed to pick up and return ball
- ⊖ Compulsory run for any contact either bat or body
- ⊖ Extra stumps for feedback in leaving the ball
- ⊖ All batters to do 20 sit ups for any dismissal
- ⊖ All bowlers to complete 20 sit ups for any no balls or wides

## SPOT CALLS

Coach may call any one of the following for a selected period (ie 6 balls, 5 minutes)

- ⊖ Batters must run singles every ball
- ⊖ Batters must hit through the ball along the ground
- ⊖ Set a run target ie 10 runs, 6 balls
- ⊖ Balls must be left if possible



- Bowlers to bowl a maiden over
- Bowlers to bowl off-stump/leg stump etc...
- Bowlers must bowl slower balls only
- Bowlers must bowl outswingers / inswingers, etc...
- Bowlers to bowl six different deliveries
- Lofted strokes only
- Back foot strokes only
- Off-side strokes only
- Charge the bowler
- Footwork to spinners
- Bowl around the wicket

Bowlers and Batters may be set conflicting tasks as a tool to explore various situations and outcomes. For example bowlers being instructed to bowl leg stump and batters instructed to hit through the off side field. Encourage discussion and evaluation during and after.

## NET SESSION EXAMPLES

### 1. Game scenarios - using a match net

- 4 bowlers (pair the bowlers in similar types)
- 2 batters

Give a game scenario eg. 5 wickets down, 3 runs an over for the next thirty overs.

Bowlers and batters develop a strategy and share this with you.

*Bowlers* set field, encourage them to try, on occasions, to rush the batsmen. Spinners may bowl their deliveries consecutively. One over on, one off teaches them getting onto length straight away.

*Batters* emphasis on singles and use of a routine to help them to be optimally ready for each delivery. Allow them to call for runs thereby changing the strike.

### 2. Letting the ball go

- 2 batters
- 3 bowlers
- 1 umpire

The aim of the task is for bowlers to deliver as many balls as possible without the batsmen being able to let the ball go. If a batsman is dismissed then a new batsman enters the net. Rotate batters if no dismissal - possibly right and left handed to teach bowlers to cope with changing line.

### 3. Starting an innings

Batsmen are at their most vulnerable early in their innings, however, this is an aspect which is all but ignored at cricket practice. The following drill seeks to replicate some aspects of commencing an innings, thereby giving players extra practice at developing strategies for this situation.

- 4 batters - 2 in net at one time



4 bowlers - bowl in pairs, 1 over each then rotate

Batsmen aim to get off strike, if dismissed they are rotated. Rotate batters at any time if not dismissed after having faced more than an over and up to three overs.

Continue until all players have had the chance to begin their innings at least twice and ideally up to four times.

Also highlights to bowlers the importance of bowling well to new batsmen.

#### **4. Batting survival**

Batsmen usually have time to get themselves organised before facing a delivery, however, they certainly need to be able to re-focus quickly (to control arousal).

Batsmen lie or sit on pitch (holding their bat) and they are not able to move into position until signalled to do so by the coach. The aim is to give them only just enough time to settle down before the bowler delivers the ball, strengthening their ability to calm themselves and focus. This activity can also be useful for bowlers who may initially find difficulty in concentrating on the task.

Quite tiring for batsmen and therefore they face only 5 - 10 deliveries before they rotate.

#### **5. Pepper Batting**

Batsmen/women in normal stance ready with two throwers half a pitch away armed with a ball each. One throws first and the batter will play accordingly and then the other throws at the instance the batter is composed therefore eliminating any other considerations other than brisk decision making.

Extend the activity by incorporating more balls.

#### **6. Batters Versus Bowlers**

Competitiveness often brings the best out of us via increasing anxiety and arousal levels which in turn provide a pressure atmosphere and often a greater intensity to training.

In this drill the batters only will rotate through different batting drills such as hitting off tees and bouncer evasion etc., but also bat in the nets as part of their routine.

Whilst batting in the nets against bowlers, each time any batter is dismissed the whole batting squad are credited with 20 sit ups. At the same time the bowlers will commence with 250 sit ups and 20 will be debited for each wicket taken.

At the end of the session (in which only batters bat, for upto 90 minutes !) the relevant sit up tally will be completed for each squad.



## **SKILL DEVELOPMENT ACTIVITIES**

### **BATTING (IN PAIRS):**

#### **1. Footwork and Balance drills**

In pairs, one with bat and other will ball, rolls the ball along the ground to the batter who uses correct footwork to the ball and stops balanced to hit the ball at the forward defence position. (Hold in this position for approximately three seconds.) Vary line of rolled balls from time to time.

2. Same as 1. but this time swing through the line of the ball for a front foot drive (progression, add targets ie at mid-on and mid-off).

3. Extension of the first two activities; this time ball will be thrown underarm first and then overarm to the batter who will decide if it should be drive, defended or left (progression targets may be added).

#### **4. Backfoot Defence and Drives**

One batter, other throws up above waist height so batter can choose between defence, backfoot drive and leaving the ball (progression targets may be added).

#### **5. Length Batting**

Coach draws a line across the pitch or surface somewhere near a good length and batter then must over emphasise footwork to get into position as quickly as possible. So if ball lands short of the line, batter plays off the back foot, if ball pitches over the line then the batter must play off the front foot.

#### **6. Pad Drill (front foot only)**

Without a bat and using soft ball, batter must once again over-emphasise correct footwork so as the ball hits the front pad.

#### **7. One Handed Grip**

Batter holds bat in top hand only and attempts defence using correct technique.

*Progression:* swing through the ball for one handed drives (targets may be added).

#### **8. Decision Game**

Thrower has two different coloured balls (soft). They are thrown at the same time and thrower then calls a colour so batter then must focus on that ball only totally ignoring the other ball.

#### **9. Bouncer Practice**

Bouncer can be practised by using tennis or rubber balls and a hard flat surface. Batter with full protective equipment, faces tennis/soft balls bounced up towards head level by partner by throwing hard into the ground.

- Partner could use a tennis racquet to achieve desired speed and bounce for suitable practice.
- I. Start off defending and/or avoiding
- II. Practice hook shot etc...



### 10. Game Simulation (6 balls each)

One partner throws six band balls and then swap every 6 balls.

### 11. Bowling Machine Practice

- For short pitched balls (with tennis balls).
- Spinners (one wheel very slow).
- Swingers (increased difference between wheel speeds).
- Variety (Mix in various ball types ie. tennis, hard).

### 12. Shoulder Positioning Drill

(A) In pairs, the hitter strikes the ball off a hitting cone/tee starting in a position with a completed step forward and a full back swing, wrists cocked, shoulders dipped and pointing in the direction of the strike. The partner collects and replaces the balls. Once quality strike can be completed on a consistent basis, allow the batter to complete the strike after making a step from a normal batting stance.

(B) In pairs, the feeder kneels next to the batter and lobs the ball vertically to hip height and in the hitting zone. The hitter starts in a position with as above with completed step forward etc. Then as above advance to commencing from the normal batting stance position.

### 13. Aggressive Footwork to Spin

Batter identifies and marks the length that can be comfortably reached moving down the wicket via the three step method. They then identify the closest length where an attacking cross bat shot can be played off the back foot. This will leave a defined area that the batter cannot hit the ball on the full or safely with a cross bat shot so therefore must defend.

The feeder then throws the ball at spinners pace from pitch distance and batter is encouraged to play aggressively and only defend balls which land in the marked "neutral" zone.

### 13. Leaving the Ball

Place an extra three stumps along side the off stump as a continuation of the regular stumps. Encourage players to leave the ball as close to the "regular" stumps as possible. The three extra stumps merely provide a measure as to how far away the ball is passing from the off stump. (Indoor cricket stumps on springs provide ideal feedback).



# SKILL DEVELOPMENT ACTIVITIES

## BOWLING:

### 1. Rating Drills (In pairs)

Bowler takes one step run-up and performs bowling action without letting go.

- I. Partner gives mark (out of ten) for effectiveness of front arm. Bowler and partner alternate judging every attempt.
- II. Partner marks (out of ten) effectiveness of bowling arm.
- III. Partner gives mark (out of ten) on follow through.
- IV. Overall mark combining all facets of the bowling action.

### 2. Target Bowling - Length

- I. Mark an area on the ground or pitch with two lines. Bowler attempts to land ball in this area (may be used as a test ie out of 20).

### 3. Target Bowling Line

- II. Set up channel on ground or pitch with either markers or lines. Bowler attempts to land ball in this area (may be used as a test ie out of 20).

### 4. Target Bowling Testing

- III. Progress to a marked area on the pitch. A points system can be incorporated using this target method.

### 5. Closed Eyes Bowling

Attempt to bowl at targets with eyes closed training your body to get the feel of bowling without sight. The main advantage of the drill is eliminating all distractions whilst focusing on a specific skill or teaching point.

### 6. Run-Up Drill

With partner on flat surfaces (away from pitch). Bowler starts slowly with ball in his/her hand and accelerates slowly and rhythmically until they feel ready to bowl. Partner marks starting point and also bowling point each time until a constant is achieved. Once this is achieved the point between the two markings should be stepped out and applied to bowling as soon as possible. (If problems are excessive then string/rope may be used to enhance consistency)

### 7. Close to the Stumps

Bowler practices bowling between markers as close as possible to the stumps.

### 8. Follow Through

Marker (X) can be added for bowler to practice follow through. Bowler must follow through past (X).



## 9. Release Drills

Two 3 metre apart. Holding ball with seam straight (ie vertical) bend elbow and cock wrist back and release ball to partner attempting to keep seam perfectly straight:  
(two tone ball if available).

### *Progression:*

1. Impart as much backspin as possible.
2. Vary seam and wrist position for outswing and inswing release.
3. Bowl to each other attempting to keep seam straight.

## 10. Coloured Balls

Coloured balls are great for checking if you are bowling with the seam up ie) half red and half yellow.



## ACTIVITY

In your group, devise an outline of a training session which is innovative and provides:

- high participation
- variety
- direction

If possible, design the session without nets.

Provide drills which may not have been set before.



## Introduction.

**TODAYS CRICKETERS EXPECTATIONS**

**MORE OPTIONS**

**ENJOYABLE ATMOSPHERE**

**SATISFACTION OF SUCCESS / IMPROVEMENT**

**PROVIDE CLEAR DIRECTION AND OBJECTIVES FOR TRAINING**

## Preparation

**FAILING TO PREPARE IS PREPARING TO FAIL**

**PREPARATION V TRADITIONAL NETS**

**INNOVATION AND IMAGINATION**

**VARIETY - ENJOYMENT**

**TRIAL AND ERROR ?**



### **Training Format Options**

#### **1. TABLOID - Groups of Six.**

- ie. 1. Conditioning  
2. Catch Tennis  
3. Nets  
4. Nets  
5. Fielding  
6. Flexibility

#### **2. ACTIVITY LIST FORMAT.**

#### **3. CENTRE WICKET PRACTICE.**

#### **3B. Compulsory run.**

#### **4. DUAL PITCH.**

#### **5. CENTRE WICKET / NETS.**

#### **6. SQUAD START TIME.**

#### **7. SPLIT SQUAD.**



## **SKILL DEVELOPMENT ACTIVITIES**

### **BATTING.**

- 1. BALANCE AND FOOTWORK DRILLS**
- 2. BACKFOOT DEFENCE AND DRIVES**
- 3. LENGTH BATTING**
- 4. PAD DRILLS**
- 5. ONE HAND GRIP**
- 6. DECISION GAME**
- 7. BOUNCER EVASION**
- 8. GAME SIMULATION**
- 9. BOWLING MACHINE**
- 10. SHOULDER DRILL**
- 11. ATTACKING SPIN**
- 12. LEAVING THE BALL**



## **BOWLING**

### **RATING DRILLS**

### **TARGET BOWLING LENGTH & LINE**

### **CLOSED EYE LEARNING**

### **RUN-UPS**

### **CLOSE TO STUMPS**

### **FOLLOW THROUGH**

### **RELEASE DRILLS**

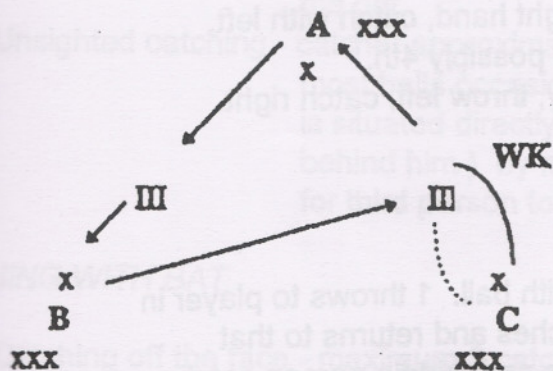
### **COLOURED BALLS**



## FIELDING DRILLS

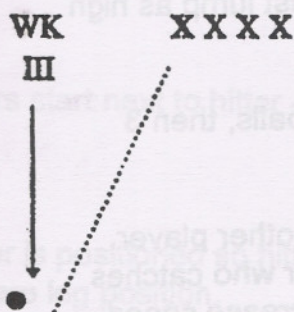
### GROUND

1.



- Keeper rolls out
- Fielder A picks up and throws at III
- Fielder B picks up and throws to
- Jog/sprint to next group
- Wicket keeper rolls short one to Group C who then follows on to next group

2.



- Run away from target
- Pick up turn and throw



## **FIELDING ACTIVITIES**

### **CATCHING IN PAIRS - (WITHOUT BAT)**

- a) 1m. apart - throwing at either knee.
- b) - throwing at either ankle.
- c) Add extra ball - throwing both at the same time.
- d) Each player starting with a ball - throw with right hand, catch with left.
  - add 3rd ball, possibly 4th.
  - same activity, throw left, catch right.

### **CATCHING IN THREES - (WITHOUT BAT)**

- a) 1m. apart in straight line - 2 outside players with ball. 1 throws to player in the middle who catches and returns to that player then 2 throws and middle person catches and returns to 2. Increase frequency of throws.
- b) 1m. apart in straight line - 1 ball, outside players throwing to each other over the top of catcher who whilst holding position in centre of throwers must jump as high as possible to catch the ball.
- c) In triangle - throwing around triangle clockwise first with 2 balls, then 3 and then repeat anti clockwise.
- d) In triangle - catcher at the front starts with a ball as does 1 other player. The balls are directed through the front catcher who catches and throws to either of the other 2 players. Increase speed and rotate.

### **OTHER CATCHING WITHOUT BAT**

- a) Tennis catch - teams of between 2 and 4 in appropriately marked zones with net or dead zone in the middle. Underarm throwing and points recorded for missing area and dropping catch.
- b) Catch soccer - teams of any reasonable number on each side relevant to the size of the playing field. Each team has stumps set up as goals at each end. Players must not run with ball (2



step max.). Throws must be below shoulder height. Any drop catch results in turnover. Underarm throwing only. Goals to be guarded by wicketkeeper with protective equipment. Scoring is from outside 5m. radius.

- c) Diving catches - within an area marked, catcher must dive for every catch. Score by points lost for dropped catches and missed balls within marked area.
- d) Unsighted catching - catcher approximately 1-2m. from hitter, feeder behind catcher so catcher only responds to ball off the bat.
- e) Unsighted catching - catcher approximately 1-2m. from hitter catching most balls occasionally surprising third person ( who is situated directly behind catcher at a further 1-2m. behind him ) by moving away from the ball leaving it for third person to catch.

#### **CATCHING WITH BAT**

- a) Catching off the face - maximum 3 catching, hitter hits off the half volley.
  - hitter drops ball and hits catches himself.
  - vary hitting distance and types eg. flat, high etc.
- b) 2 players either side of hitter - throw firmly to hitter (particularly from cut shot side) hitter attempts to hit catches simulating slips catches and mini pullshots.
- c) Players start next to hitter - ball is hit high virtually straight up into the air, catcher spins around 360 degrees then attempts catch.
- d) Feeder is positioned so hitter can hit pull shots to catchers alternating at a square leg position.
- e) 3 Players in slips position - 1 thrower, 1 hitter. Hitter attempts to edge ball for catchers to attempt to catch. Rotate slip positions.
- f) 3 Catchers in a triangle -1 hitter, front catcher of the triangle attempts to catch every hit, 2 other catchers catch hits front player can't reach. Swap.



## **FIELDING NOTES**

- SUPPLY BASEBALL MITS
- ENOUGH BALLS FOR EVERYONE (SOFT AND HARD)
- PAUSE AND RELAX FREQUENTLY
- HIT CATCHES OFF THE BOUNCE
- NO MORE THAN THREE CATCHING DURING ANY DRILL
- ENCOURAGE CORRECT TECHNIQUE AT ALL TIMES
- PRACTICE DIFFICULT, CHALLENGING CATCHES

## **PRACTICE KIT**

- BATTING TEES
- TENNIS BALLS, SOFT BALLS
- INCREDIBALLS
- SPLIT COLOURED BALLS
- STUMPS
- MARKERS
- CHALK
- MITS
- TENNIS RACQUET
- WHISTLE



## TRAINING SCHEDULE

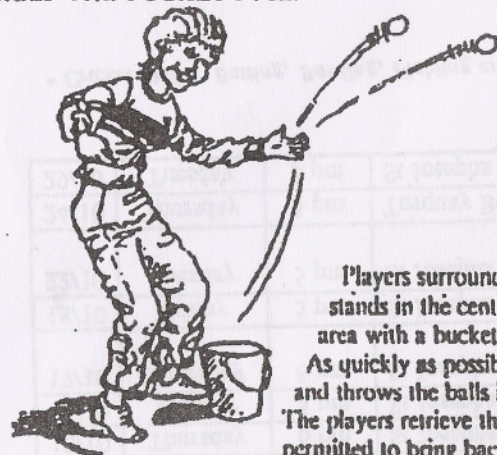
DATE	DAY	TIME	VENUE	CRICKET SKILLS *	ENDUR.	SPED	STRENGTH	GAMES	TACTICS	OTHER	FOCUS
<b>PRE-SEASON</b>											
04/08	Sunday	10 am	St Josephs C.C.		✓		✓	✓		BBQ	Meet the Coaches
07/08	Wednesday	7 pm	South Valley Indoor	✓	✓						Initiation, remove cobwebs
11/08	Sunday	10 am	St Josephs C.C.	✓	✓	✓	✓				Fielding techniques
14/08	Wednesday	10 am	South Valley Indoor	✓							Video analysis
18/08	Sunday	10 am	Geelong College	✓	✓	✓	✓	✓			Team dynamics
21/08	Wednesday	7 pm	South Valley Indoor	✓		✓					Training with purpose * Running between wickets
23/08	Friday	6 pm	Leisure Link		✓	✓	✓			Boxercise	Speed, agility
25/08	Sunday	10 am	Geelong College	✓					✓		Run-ups *
28/08	Wednesday	7 pm	South Valley Indoor	✓		✓	✓				Main areas of improvement
01/09	Saturday	10 am	St Josephs C.C.		✓			✓		Cycle / Soccer	Enjoyment
05/09	Wednesday	7 pm	South Valley Indoor	✓					✓		Footwork to spin *
<b>IN-SEASON</b>											
08/10	Tuesday	5 pm	St Josephs C.C.	✓		✓			✓		Bowling to a plan - creating pressure
10/10	Thursday	6 pm	St Josephs C.C.	✓		✓		✓	✓		Pre-match plan
15/10	Tuesday	5 pm	St Josephs C.C.	✓		✓	✓		✓		Batting strategies
17/10	Thursday	6 pm	St Josephs C.C.	✓				✓			Bowling variations / one-day batting
18/10	Friday	5 pm	St Josephs C.C.	✓						Ball Machine	Footwork, confidence
22/10	Tuesday	5 pm	St Josephs C.C.	✓		✓	✓		✓		Attitude, training with purpose
24/10	Thursday	5 pm	Torquay Beach			✓	✓	✓		Swim & BBQ	Freshen up
29/10	Tuesday	5 pm	St Josephs C.C.	✓						Centre wicket	Match skills

\* Cricket Skills: Batting, Bowling, Fielding and Wicket Keeping



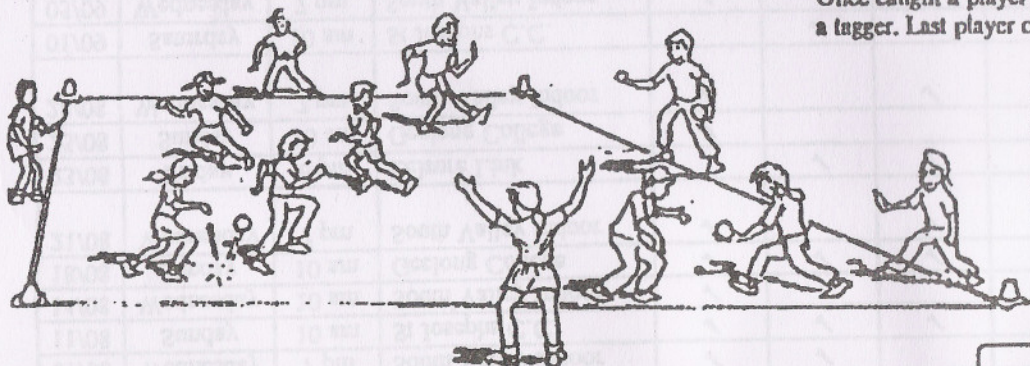
## VIGOROUS WARM-UP GAMES

### KEEP THE BUCKET FULL



Players surround the leader who stands in the centre of a given area with a bucket full of balls. As quickly as possible the leader rolls and throws the balls in all directions. The players retrieve the balls (only permitted to bring back one ball at a time) with the aim of never letting the bucket become empty.

### POISONBALL — CONTINUOUS



All players participate in a given area with 1 — 3 in possession of a ball. These players attempt to tag others who on being "caught" go to the sidelines. Those on the sidelines can hit with an underarm throw, those inside the playing zone. Again anyone hit also goes to the sideline. Players can gain possession of the ball by catching. Any failed attempts to catch, or "fumbles" sends that player to the side. Last one caught is the winner.

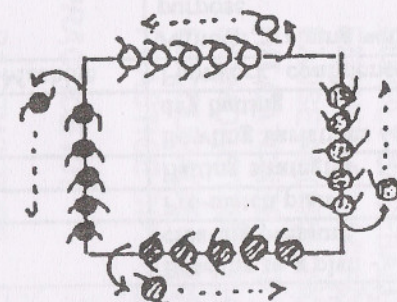
### SNOWBALL TAG



One player begins with the ball and is the tagger. The tagger attempts to catch the other players by tagging them with the ball (or hit below the shoulders with an underarm throw). Once caught a player collects a ball and becomes a tagger. Last player caught is the winner.

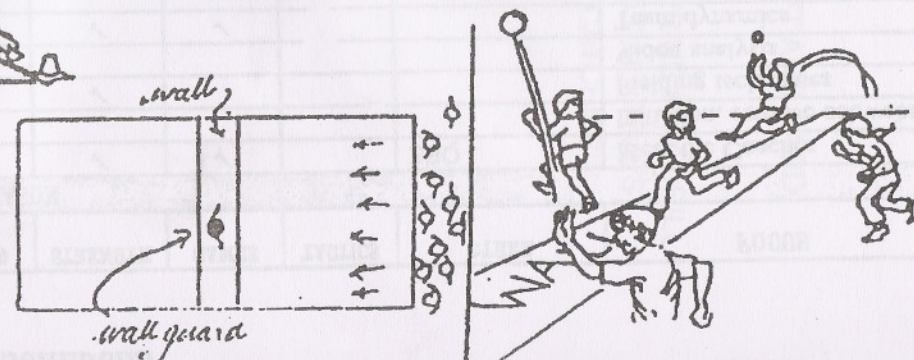
### CHASE YOUR NUMBER

4 Teams are arranged along the sides of a square. Each team member is given a number and when their number is called that person chases his opposition numbers in an anticlockwise direction around the square. The running direction may be reversed on a signal.



### CHINESE WALL

Start with one wall guard. Players cannot cross the "wall" with the ball in hand. They must lob the ball over the "wall" and catch it on the other side without being caught by the wallguard. If tagged, they relinquish their ball and become a guard. Last player caught is the winner or becomes the guard for the next game.





## VIGOROUS WARM-UP GAMES (CONTINUED)

### HOT POTATO

In groups of 10 — 15.

Playing area clearly defined, e.g. square, rectangle, etc. Half the players are inside the area and each of these has a ball (e.g. Tennis B).

The other players are on the boundaries.

On the signal those with a ball run to give the ball to a player at the side...

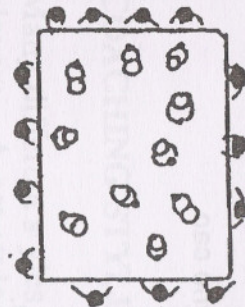
(i) by hand

(ii) by an underarm \*throw from 1 metre

(iii) by a bounce throw from a 3 metres

(iv) by rolling along ground.

\*"The ball cannot be given to the person beside you on the line or back to the player it was received from."



O = players with a ball.

### COUPLE TAG

The game is played in a designated area.

One player is nominated as the 'tagger'. As the 'tagger' tags others they join hands until a group of 4 is created. Groups of 4 then divide into couples.

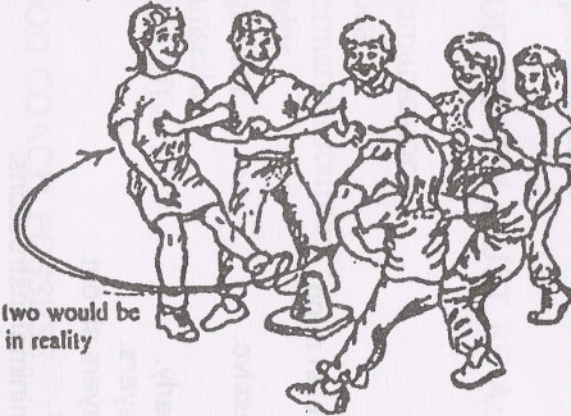
These continue chase and tag until again groups of 4 are formed and then split into couples.

The game continues until one player remains.



### POISON BLOCK

Six to eight players form a circle by holding the upper arms of those beside them. A marker or "witches hat" is placed in the centre of the circle. Players pull others in an attempt to get them to touch the "poison." The circle must not be broken.



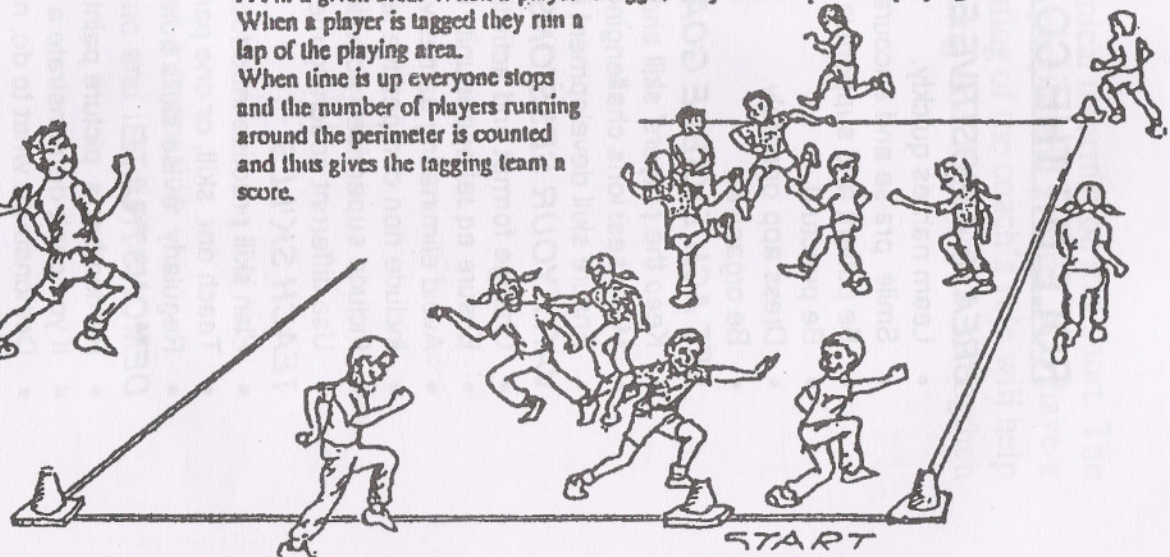
These two would be linked in reality

### TEAM TAG

Four even teams are formed and teams take turns in chasing the others for a set time ... in a given area. When a player is tagged they run a lap of the playing area.

When a player is tagged they run a lap of the playing area.

When time is up everyone stops and the number of players running around the perimeter is counted and thus gives the tagging team a score.





## **ROLE OF THE COACH**

### **CREATE A POSITIVE ENVIRONMENT**

- Learn names quickly.
- Smile, praise and encourage.
- Be patient and supportive.
- Be punctual.
- Dress appropriately.
- Be organised.

### **SET ACHIEVABLE GOALS**

- Keep the players' skill and age level in mind.
- Make sessions challenging.
- Ensure skill development is progressive.

### **VARY YOUR SESSIONS**

- Change format and activities regularly.
- Ensure equal opportunity for all players.
- Avoid eliminating games where players sit out.
- Include non competitive team work.
- Include supervised activities with minimal instructions.
- Use different coaching methods (tabloids, cards etc.)

### **TEACH SKILLS**

- Plan skill practise introducing the easiest first.
- Teach one skill, or one part at a time.
- Regularly revise skills from previous weeks.

### **DEMONSTRATE**

- Remember a picture paints a thousand stories'.
- If you can't demonstrate a skill, choose someone who can.
- Demonstrate what to do, not what not to do.
- Make certain all players can see demonstration.

### **INVOLVE ALL PLAYERS**

- Have equipment available.
- Use several small groups rather than one large one.
- Aim to have every player practising the skill each 30 seconds at least.

### **PROVIDE INSTANT FEEDBACK**

- Use lots of praise.
- Be supportive - shouting and criticism achieves little.

### **USE YOUR VOICE WELL**

- Don't talk too much.
- Attempt as much one to one as possible.
- Take into account sun and wind positioning.
- Use a whistle.



## THE ROLE OF THE COACH

A coach is not confined to simply giving technical information in a sport. The coach must also interact with many different people and groups, plus have a good relationship with players. An understanding of the coach's role will help individuals assess the quality of their coaching and improve or strengthen coaching performance.

### THE GOOD COACH MUST BE A:

- Communicator
- Educator
- Information source
- Leader
- Organiser
- Counsellor
- Safety officer

### THE GOOD COACH POSSESS:

- Thorough technical knowledge
- Analytical capabilities
- Sensitivity to individual development
- Ability to impart appropriate skills and information
- A healthy, positive attitude to the game and its players

## COACHING STYLES

Many different styles of coaching can and do produce satisfying results with players. A set style of coaching will not necessarily produce results with every player. Therefore, control of a variety of methods is essential so that the coach can create an environment where each player may realise his full potential.

The three most predominant coaching styles are:

1. Authoritarian
2. Personable
3. Casual



The qualities inherent in these styles is characterised below:

#### **AUTHORITARIAN STYLE:**

Probably the most common coaching style, particularly in team contact sports. Noted by intense energy, emphasis on discipline and aggression. The coach does the thinking and expects his players to merely carry out instructions. This style works well in highly organised structures (the armed forces) or highly unorganised structures (prisons). "Do it this way" summarises this style.

#### **PERSONABLE STYLE:**

This is the nice guy approach. The coach is well liked by all, concerned about players, positive, even when things go wrong, or tactfully critical when appropriate. Their positive outlook takes account of individual differences. While they are approachable, they command respect and are capable to develop a productive atmosphere at practice.

#### **CASUAL STYLE:**

This refers to the easy-going type of coach, who does not demand much of himself or his players. He coaches off-the-cuff with little planning or organisation. This coaching style is effective with a group of highly talented, self motivated individuals.

Every coach's personality will predominate them to one coaching style (rarely does a coach remain totally in one style, as it is affected by changes in mood, pressure etc.). One should remember that the good coach will adopt the appropriate coaching style to the requirements of the situation. The circumstances that demand a certain coaching style may vary from the beginning of the season to the end, or from session to session. The good coach recognises the different circumstances and employs the appropriate style to bring about the best response from their players.



# FACTORS AFFECTING LEARNING

## PEOPLE LEARN PHYSICAL SKILLS BY DOING !!!

### Description (see COMMUNICATION)

- clear
- simple
- number of coaching points - 4 POINTS
- brief

### Demonstrating

- you or them?
- position and perspective
- normal speed
- emphasis on coaching points - KEEP IT SIMPLE

### Activity

- active versus passive
- QUALITY practice
- QUANTITY of practice/time on task

### Feedback

- POSITIVE AND WHY IT WAS GOOD
- modify a behaviour
- overcall

## COMMUNICATION

The one essential feature of verbal communication is that it must be so clear and concise that everyone can understand the message.

The importance of verbal communication cannot be underplayed. It can lose its effectiveness when used unnecessarily, especially during a practice session.

The following points are relevant:

- Players have to translate words into actions
- Some coaches find trouble getting to the point when they speak
- Many coaches have problems putting their thoughts into words
- Some coaches use uncommon and difficult words, including slang that often lose players

### REMEMBER

YOUR COMMUNICATION MUST BE AT A LEVEL APPROPRIATE TO ALL THE INDIVIDUALS IN YOUR TEAM.