

NZC
DEVELOPMENT
COACHING COURSE



INTRODUCTION

Cricket is New Zealand's main summer sport. It is a unique sport that blends individual performance into an exciting team game. It is played at competitive and social levels and is enjoyed by a significant number of New Zealanders of all ages, genders, cultures and abilities.

'Coaches are playing an increasingly important and diverse role in sport and the community globally. They are engaging with a broader range of participants who place significantly greater demands on them, whether working with novice children or elite players. They are not only expected to coach the sport technically and tactically but to coach and develop the person physically, emotionally, socially and cognitively' - International Council for Coaching Excellence.

Coaches are central to the sport, in many ways they are the sport. They are the people who kids listen to, learn from and respect'. A great coach can inspire the hearts and minds of kids to want to train and compete in sport. Coaches have the satisfying challenge of not only teaching players individual skills and the rules and strategies of the game, but also instilling in them appropriate values, attitudes and a sense of the game's etiquette and traditions.

The NZC Development Course E-Manual has been established to assist coaches of youth and secondary school players in their quest to develop their coaching knowledge and ability which will aid their player's development. Development coaches have a very important role to play in the development of young cricketers in New Zealand and it is hoped that this manual will be a useful resource.

NZC acknowledges the critical role that all coaches play in player enjoyment and retention and values the positive contribution coaches bring to the game. Coaches make a real difference.

"Coaches are central to the sport, in many ways they are the sport. They are the people who kids listen to, learn from and respect."



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Section 1.0

COACHING

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NZC COACHING STRATEGY



Our purpose is to enhance the cricketing experience through appropriate and accessible coaching.

CORE PRINCIPLES

- Coaches exist for the players
- Player enjoyment
- Coaches are leaders
- Continuous learning
- Culture of improvement
- Collaboration amongst coaches
- Coaching capability and delivery is appropriate to the players level
- Coaching the New Zealand way

ALIGNMENT

COMMUNITY COACHING PLAN

Purpose:

To establish a coaching framework that consistently meets the needs of all participants. Offers personal development and further opportunities, and ultimately drives retention within the sport.

Key objectives:

- Ensuring nationally there are suitably qualified coaches available to meet the needs of all players
- Increase player and coach retention
- Increase player and coach diversity
- Create and implement an aligned national coaching approach

HIGH PERFORMANCE COACHING PLAN

Purpose:

To grow New Zealand High Performance coaching capability to enable players to perform and win.

Key objectives:

- Grow the leadership and people management capability of HP coaches
- Enhance Coaches planning processes
- HP coaches understanding 'coaching - learning' and how to enhance learning and performance
- An aligned HP coach identification and development process for succession
- Ensure ongoing best practice in the technical and tactical elements of cricket

Alignment between Community and High Performance coaching plans that ensures there is a robust talent identification and development process for high potential coaches to progress from Performance to High Performance. This process is enabled by collaboration between NZC (HP and Community), MA's (HP and Community), SNZ and HPSNZ.

COACHING PROCESS

COACH COMMUNITY	PLAYER LEVEL	COACHING STAGE		
High Performance Community	BLACKCAPS, WHITE FERNS, NZ 'A', NZ U19, First Class, NZ Emerging players or overseas equivalent	Performance Coach Programme (Formerly level 3)	Performance Coach Programme	Performance Coach Programme
Performance Community	MA 'A', MA U19, MA U21, MA U17, DA Senior, Premier Club, School 1st XI	NZC Trained Performance Coach (Currently Level 2)	NZC Advanced Performance Coach	NZC Master Performance Coach
Development Community	MA U14, U15 (Yr 9, 10), DA U15, U17, U19 (Yr 9, 10); Secondary School, Youth Club, DA Junior, Rep; Secondary School Boys & Girls	NZC Trained Performance Coach (Currently Level 1)	NZC Advanced Development Coach	NZC Master Development Coach
Foundation Community	Primary School, Intermediate School, Junior Secondary, Junior Club, National Primary School Cup & Shield, Superstar Cricket Academy; Superstar Cricket; Superstar skills; Super skills; Super Cricket	NZC Trained Foundation Coach (Formerly HAG/Kiwi/Foundation)	NZC Advanced Foundation Coach	NZC Master Foundation Coach
		Trained Coach	Advanced Coach	Master Coach

DEVELOPMENT COACHING COMMUNITY

Development Coaching Course

14-16 Hours (Non-examinable)

This is a blended course which combines online and practical modules and personal study and is intended for those coaches of Secondary School, Youth and Intermediate District teams who have some knowledge and/or playing experience of cricket. It is a minimum qualification for DA representative or secondary school 1st XI coaches. It focusses on the following:

Online Coaching Modules (Approximately 180 minutes)

- Role of the Coach
- Coach Philosophy and Planning
- Skill Acquisition
- Practice Sessions
- Umpiring and scoring
- Growth and Maturation (combined online/practical)
- Junior Formats: District* (Optional module - *)
- Coach's Training Diary (Match, Practice, Log Book)
- E-Coaching Manual (Interactive PDF)

Online Vulnerable Persons (Approximately 30 minutes)

- Introduction
- Identifying
- Policy

Practical (3 x 180 minute modules)

- Run by Major Associations and some District Associations
- Skills, Drills – Batting, Pace Bowling, Spin Bowling, WK, Fielding
- Growth and Maturation
- Coaching Practice (in course)

Coaching Practice

- Coaching Session Observation (in field)
- Planning one coaching session
- 50 hours of coaching

Advanced Development Coaching Course

This course is under construction and is intended to provide development coaches with ongoing learning and extension opportunities.

Master Development Coaching Course

This course is under construction and is intended to provide advanced development coaches with ongoing learning and extension opportunities.

SPIRIT OF CRICKET

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. There are two Laws, which place the responsibility for the team's conduct firmly on the captain.



“The major responsibility for ensuring the spirit of fair play rests with the captains.”

The responsibility of captain

- The captains are responsible at all times for ensuring that play is conducted within the Spirit of the Game as well as within the Laws

Players' conduct

- In the event of any player failing to comply with the instructions of an umpire, criticising his decisions by word or action, showing dissent, or generally behaving in a manner which might bring the game into disrepute, the umpire concerned shall in the first place report the matter to the other umpire and to the player's captain, requesting the latter to take action

Fair and unfair play

- According to the Laws the umpires are the sole judges of Fair and Unfair play
- The umpires may intervene at any time, and it is the responsibility of the captain to take action where required

The responsibility of captain

- Time wasting
- Damaging the pitch
- Intimidatory bowling
- Tampering with the ball
- Any other action that they consider to be unfair

The Spirit of the Game involves RESPECT for:

- Your opponent
- Your own captain and team
- The role of the umpires
- The game's traditional values

It is against the Spirit of the Game:

- To dispute an umpires decision by word, action or gesture
- To direct abusive language towards an opponent or umpire
- Indulge in cheating or sharp practise, for instance:
- Appeal knowing that the batsman is not out
- Advance towards the umpire in an aggressive manner when appealing
- Seek to distract an opponent either verbally or by harassment with persistent clapping or unnecessary noise under the guise of enthusiasm and motivation of one's own side

Violence

- There is no place for any act of violence on the field of play

Players

- 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.

COACHES CODE OF ETHICS

01

Respect the rights, dignity and worth of every individual player as a human being

Treat everyone equally regardless of gender, disability, ethnic origin or religion.

Respect the player, development stage and goals of each athlete in order to reach their full potential.

02

Maintain high standards of integrity

Operate within the laws of cricket and in the spirit of cricket, while encouraging your players to do the same.

Advocate a sporting environment free of drugs and other performance-enhancing substances within the guidelines of the New Zealand Sports Drug Agency and the World Anti-Doping Code.

Do not disclose any confidential information relating to players without their written prior consent.

03

Be a positive role model for Cricket and players and act in a way that projects a positive image of coaching

All players are deserving of equal attention and opportunities.

Ensure the player's time spent with you is a positive experience.

Be fair, considerate and honest with players.

Encourage and promote a healthy lifestyle – refrain from smoking and drinking alcohol around players.

04

Professional responsibilities

Display high standards in your language, manner, punctuality, preparation and presentation.

Display control, courtesy, respect, honesty, dignity and professionalism to all involved with the game. This includes opponents, coaches, officials, administrators, the media, parents and spectators.

Encourage your players to demonstrate the same qualities.

Be professional and accept responsibility for your actions.

You should not only refrain from initiating a sexual relationship with a player, but should also discourage any attempt by a player to initiate a sexual relationship with you, explaining the ethical basis of your refusal.

Accurately represent personal coaching qualifications, experience, competence and affiliations.

Refrain from criticism of other coaches and players.

05

Make a commitment to providing a quality service to your players

Seek continual improvement through ongoing coach education, and other personal and professional development opportunities.

Provide players with planned and structured training programmes appropriate to their needs and goals.

Understand that the development of players at any level is a long term process and this should not be sacrificed for short term gains.

Seek advice and assistance from professionals when additional expertise is required.

Maintain appropriate records.

GROWTH AND MATURATION



People grow and develop through different stages in their lifetime. The physical and emotional changes that occur as people mature affect all aspects of life, including sport.

It is important for coaches to understand the different phases of development and how they can affect sports performance - particularly coaches of young athletes. Coaches need to consider not only the athletes' physical needs but also their social, emotional and cognitive needs.

By adapting plans and activities to suit the needs of athletes in terms of growth and development, the coach can help the athletes to progress through sport in the way that best suits them.

Understand and identify the various stages of growth and maturation

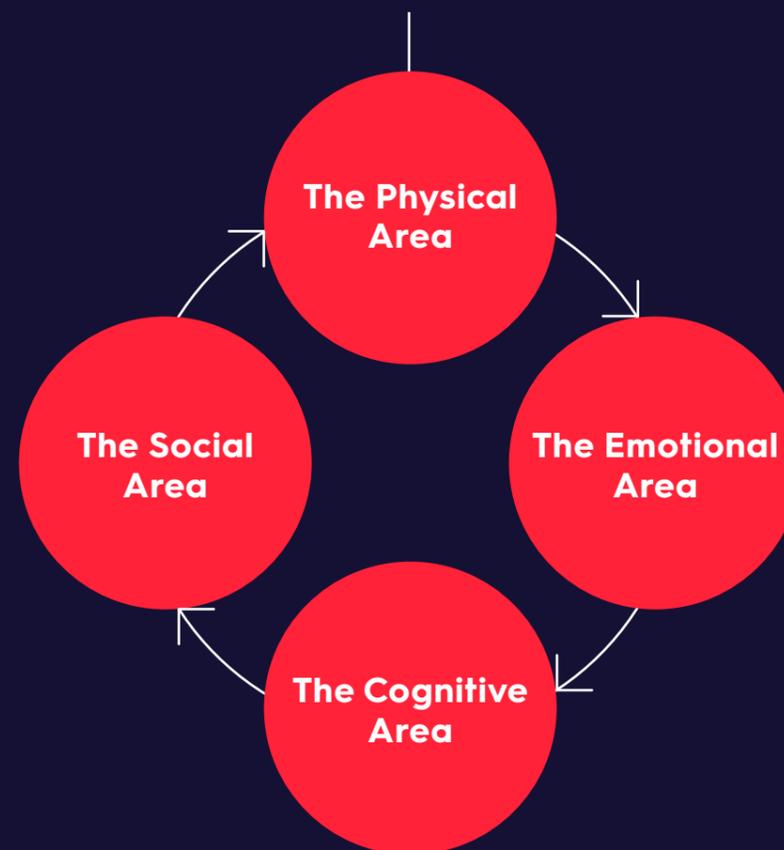
We can identify the following phases and approximate ages of physical, psychosocial and cognitive development. It must be emphasised that there are few people who go through these phases exactly as suggested; as individuals we all grow and develop at our own rate.

A young person's developmental/biological age can differ by as much two years from their chronological age. For example, an athlete who is 12 calendar years old could be anywhere from 10 to 14 in developmental/biological age.

In terms of sport, there are different communities that a young person fits into. They are:



Within each of these communities there are four areas to consider:



GROWTH AND MATURATION

Examine the Skills, Strategies, Tactics and Games Appropriate for an Athlete's Stage of Growth and Maturation from late childhood through to late teenage communities

By understanding and recognising the different stages of growth and maturation, the coach can adapt activities to suit the needs and abilities of the individual athlete. Failure to adapt plans and activities contributes to the drop-out rate in sport, while good planning adds to the athletes' enjoyment and may keep them involved in the sport longer.

The following tables describe the characteristics from late childhood to the late teenage communities.

This information is intended to be used as a reference to assist you in planning your coaching programme.



“Failure to adapt plans and activities contributes to the drop-out rate in sport.”

LATE CHILDHOOD COMMUNITY (9 TO 12 YEARS OLD)

ATHLETIC CHARACTERISTICS

Physical

- Growth is slow until puberty
- Many females and some males reach puberty and experience growth spurts.
- In puberty, skeletal system grows faster than muscular system, thus increasing injury risk.
- Lack coordination whilst going through puberty.
- Have steady increases in motor skills, strength, balance and coordination - fine motor skills are developing
- Hand-eye coordination is relatively mature.
- Are maturing at differing rates (individual, gender and ethnicity)

Social

- Are becoming more independent.
- Begin to identify with peers, although they still need and want guidance and support from parents and coaches.
- Like an environment with consistent standards and fair consequences.
- Enjoy organised group activities.
- Like sense of belonging to group, team and club and enjoy working in cooperative activities.
- Begin to sense differences.
- Start to identify/prefer being with same sex groups.
- Enjoy taking responsibility and assuming simple leadership roles.
- Girls are more socially mature than boys.

Emotion

- Accept parent/family beliefs but are beginning to question parental authority.
- Admire and imitate older people (role models) - look for the similarities between self and friends.
- Success should be emphasised

and failures minimised

- Like challenge, but dislike public failure.
- Find comparisons with the success of others difficult and this erodes self-confidence.
- Need to feel accepted and worthwhile (self-worth).
- Are easily motivated to be involved and prepared to take risks.
- With puberty, changes in hormones and thinking patterns contribute to mood swings.
- Early maturing can be stressful - rapid physical change can be embarrassing.

Cognitive (thought processes)

- Are capable of developing leadership skills
- Vary greatly in academic abilities, interests and reasoning skills .
- Begin to think logically and symbolically; new ideas are best understood when related to previous experiences.
- Have increased attention span, but have many interests which change rapidly.
- Are learning to absorb new ideas, but tend to judge in terms of right/wrong or black/white.
- Often reject solutions offered by adults in favour of finding their own solutions.
- Like to share thoughts and reactions.
- Are developing individual identity - intrinsic motivation is important (doing it for yourself).
- Understand multiple levels of meaning and have a rapidly increasing vocabulary.
- Use reasoning skills to solve problems, negotiate and compromise with peers.
- Can differentiate between ability and effort (If I work hard, I will improve).
- Have clearer understanding of the concept of competition (social comparison).

ATHLETIC NEEDS

- Variety of sports, events and positions.
- Skill development that becomes more sport specific.
- A continued degree of modified sports, but gradual introduction of adult structured games/ events.
- A high level of activity, lots of time on task) with rotations of roles and equal involvement.
- Consistent, organised sessions - transition from deliberate play to increasingly deliberate practice.
- Decision making.
- Implicit and constraints-led learning will provide increased motivation, skill adaptability and decision making.
- Teaching Games for Understanding (TGfU).
- Introduction to the notion of competition, with emphasis on improvement to win.
- Provision of a safe emotional, physical, cultural and social environment.
- Proactive promotion of fair play and moral decision making.
- Use of role models as a teaching tool.
- Lots of positive reinforcement, variety, enjoyment.
- Learning through mistakes and creation of challenges.
- Encouragement to take risks in games.
- Positive input from parents
- Cooperative activities that reinforce the enjoyment of playing with friends.
- An empathetic environment (understand and listen to individual athletes' needs).
- Leadership and responsibility opportunities (independence).
- Identification with current childhood trends.
- Understanding of hormonal mood swings (e.g. do not embarrass).

GROWTH AND MATURATION

EARLY TEENAGE COMMUNITY (13 TO 16 YEARS OLD)

ATHLETIC CHARACTERISTICS

Physical

- Growth spurts occur and are likely to cause clumsiness
- Complex motor skills become more refined.
- Hormones affect body composition.
- Are capable of handling appropriate physical training/ workload (otherwise susceptible to injury risk)
- Are capable of developing energy systems (e.g. anaerobic, aerobic).
- Have maturity differences within and between genders.

Social

- Are searching for personal (including athlete) identity - acceptance vs isolation
- Friendships (both same and opposite gender) formed are often sincere and long lasting
- Peer groups are very important.
- Move away from family reliance
- May begin sexual relationships
- Increased costs, with range of opportunities and time constraints can be barriers for sporting involvement.
- Emphasis is in balancing career goals and roles in life - are starting to forward plan.
- Role models are influential.
- Are learning to cooperate with each other
- Have increasing awareness, and possible use, of alcohol and drugs

Emotional

- Have increased awareness of body image (notice differences) - e.g. disability, weight changes
- Are seeking to understand and accept sexuality
- Seek emotional autonomy from parents

- Hormones cause mood swings
- Want responsibility and to be treated as an adult
- Internally desire success, but are influenced by external pressures to conform (cool to be average)
- Are vulnerable to negative criticism, but respond to constructive feedback
- Teens who develop differently physically from their peers may become uneasy about physical changes.

Cognitive (thought processes)

- Like to find their own solutions. Value presenting their own ideas
- Have longer concentration span - are ready for more in-depth learning
- Are capable of complex problem solving
- Develop their own language. Use teen slang
- Have sense of invincibility
- Begin to value setting goals based on feelings of personal needs and priorities
- Tend to be self-focused
- May lack understanding of their abilities and talents.
- Begin to demonstrate moral thinking and appreciate values.
- Are capable of informed decision making and appreciate leadership roles

ATHLETIC NEEDS

- Opportunity for sport-specific skill development.
- Training programmes that recognise their physiological stage of development: physical fitness/ strength skill development injury prevention/ burnout
- Coaches who plan, with goal setting based on needs
- Simple tactics
- Mental and physical challenges
- Structure and firm but fair discipline.
- Empathy - understanding the player as a person as well as an athlete
- Setting of realistic expectations of success
- Learning to make decisions and learning from mistakes
- Inclusion in decision making
- Implicit and constraints-led learning will provide increased motivation, skill adaptability and decision making.
- Teaching Games for Understanding (TGfU)
- Two-way interactions/effective communications: Coach/family, Coach/Athlete
- Encouragement
- Ownership and responsibility, but consequences if they are irresponsible
- Understanding of why they are joining things
- A safe, secure, non-threatening environment
- Support for continued participation (costs, travel)
- Coaching that recognises their lifestyle
- Being caught to be self reflective and to self analyse
- Experiences within a variety of different sport-specific situations

GROWTH AND MATURATION



LATE TEENAGE COMMUNITY (17 TO 19 YEARS OLD)

ATHLETIC CHARACTERISTICS

Physical

- Most reach skeletal physical maturity
- Males continue to gain muscle strength and mass. Both sexes continue to develop bone mass
- Have better posture and coordination
- Can achieve advanced levels in complex skill and movements
- Are reaching physiological maturity

Social

- Have strong, independent social needs and desires
- Status in peer group is important
- Want to belong to groups, but be recognised as individuals within the team/groups
- Are likely to be sexually active
- Are in transition stage - change in home, locations, sport involvement
- Can assume major responsibilities and leadership roles
- Are engaged in making lifestyle and career decisions
- Are socially aware of their own and others' needs
- Likely to be involved in alcohol use and risk taking adventures

Emotional

- Self-identify becomes more stable
- Feel they have reached the stage of full maturity and expect to be treated as adults
- Have more stable emotional responses but feelings of inferiority and inadequacy are not uncommon
- Tend to assume more responsibilities, with the associated stress
- Feel the pressure of other priorities,

e.g. work, study, church, flats.

- Are less preoccupied with body changes and body image (still an issue though)

Cognitive (thought processes)

- Are able to learn new skills/concepts, and can relate to past experience
- Have higher level of abstract thinking
- Personal philosophy begins to emerge
- Make choices/solve problems/accept responsibility
- Self-evaluation, self-correction and motivation become strong tools
- Can determine their own plans, schedules and goals
- Are capable of complex analysis and associated decision making

ATHLETIC NEEDS

- Sport/ event/ position-specific training
- Specific strength training as appropriate
- Increased precision in prescription of programmes and performance assessment.
- Practising strategic approaches within their sport: taking ownership and responsibility decision making Teaching Games for Understanding (TGfU)
- Opportunities for individual challenge and to be intuitive in their approach
- Being understood: lifestyle situation school/university/ work/ employment/ unemployment/family
- Having clear expectations
- Being stimulated, challenged and excited
- Implicit and constraints-led learning will provide increased motivation, skill adaptability and decision making
- Positive role models
- Leadership and the opportunity to be a leader.
- Encouragement and support to remain involved (especially if there is a shift in location)
- Consideration of both long and short-term development

GROWTH AND MATURATION

Conclusion

Conclusion

In conclusion, five coaching principles support all the growth and development considerations presented:

1. Keep the fun in sport
2. Design training and competition appropriate for young athletes
3. Develop a foundation of solid techniques
4. Keep competition in perspective
5. Guard against over specialisation



KEEP THE FUN

Section 2.0

BATTING

FUNDAMENTALS FOR BATTING	16
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FUNDAMENTALS FOR BATTING

The main aim of every batter is to score runs consistently. To do this they must develop a good basic technique, learn to concentrate for long periods by switching on and off, focus on watching every single ball from the bowler's hand on to the bat, and develop a game plan that suits their style.

The art of batting hasn't changed much over the years, the battle between batter and bowler remains one of the most fascinating spectacles in sport. The skill of the bowler using pace, bounce, swing, seam, flight, dip, and spin to get the batter out versus the skill of the batter to negate the bowler's onslaught through sound defence and then pounce on any balls that come into their scoring area makes for a fascinating contest.

A coach has an important role in developing batters and making sure that they are equipped mentally, physically and tactically to enable them to be successful. But the art of coaching batters is the ability of the coach to enable the batter to understand their own game and become self-reliant, which is the key to a batter's success.

There is no one way to bat. Some batsmen have techniques which are aesthetically more pleasing to watch than others, but often these batsmen are not as effective as a batter with a slightly unorthodox technique. In the end it comes down to the individual players desire to succeed and the coach's ability to guide that young player to gaining a better understanding of their own game.

01

Watch the ball

- An absolute non-negotiable for any batsman wanting to achieve success
- A skill that is talked about but not practiced enough
- Watch the ball closely from the bowler's hand onto the bat
- Head still and eyes level at point of release and through shot making

02

Full Face

- Develop a technique that returns the full width of the bat to the ball
- Full face for front and back foot shots
- Grip, set-up and bat swing can have an influence on the path of the bat to the ball. Player to explore what works for them to **hit the ball hard or time it well.**
- Late contact with impact under the eyes. **Hit ball into the ground**
- The correct shoulder shape throughout the shot to allow hands to come through in line of intended direction of shot
- Head still and eyes level for balance and better decision making. **Hit ball into gaps**



“The battle between batter and bowler remains one of the most fascinating spectacles in sport.”

BATTING CURRICULUM

The batting curriculum should be viewed as a guideline only. Despite the skills being listed linearly under player age ranges, it is important to remember that each individual player is different. This is especially the case in the 11 to 16 age group when they grow at vastly different rates. Player development is not linear but complex. Coaches should create a learning culture and environment which allows players to progress at their own rate with appropriate challenges and expectations.

It is also important for coaches to remember that whilst this manual covers batting skills and technique in an explicit manner, you are encouraged to also let the players problem solve through implicit and constraints led learning. 'Tell them what you want them to do, not how you want them to do it'.



“You are encouraged to also let the players problem solve through implicit and constraints led learning.”

11-13 YEARS OLD

Grip

- The grip should be comfortable
- Understand implications of various grips

Stance

- Generally, feet placed shoulder width apart
- Aim for balance and stability
- Head position – eyes level, nose pointing towards point of ball release
- Understand implications of various stances

Backswing

- Top hand to back hip (minimum)
- Bottom of bat to stump height (minimum)
- Swing path in line with the ball
- Understand implications of various backswings

Watch the ball

- Emphasis on watching ball closely from bowlers hand all the way onto bat

Watch the video below of Ricky Ponting on the grip, stance and watching the ball.

Front foot drive

- Lead with head and front shoulder
- Push off inside of back foot
- Positive step towards the ball
- Bent front knee, straight back leg
- Stable base
- Strike ball under eyes.
- Maintain 'shape' throughout shot
- Hit through the ball in intended direction of shot

Watch the video below of Michael Vaughan on the front foot drive.

Front foot defence

- Present full face of bat
- Bat and pad together
- Stable base
- Head in behind ball
- Soft hands at impact.
- Only defend deliveries that threaten the wickets or the batsman

Watch the video below of Michael Vaughan on the forward defence.

Back foot drive

- Push off inside of front foot to get back - leaving front shoulder and head forward
- Back foot across to off stump with toes facing point
- Natural stride back with head in behind line of ball
- Front foot moves to back foot to assist balance
- Hands high to get above ball
- Hit ball with high front elbow and still head
- Maintain 'cradle' shape with upper body throughout shot

Watch the video below of Michael Vaughan on the back-foot drive.

Back foot defence

- Similar movements to back foot drive but played to tighter line – threatening body
- Arrival point is higher on batsman than for back-foot drive
- Defend straight
- Practise leaving the ball as part of the learning progression of the shot

Watch the video below of Michael Vaughan on the back-foot defence.

Pull shot

- Push off inside of front foot to move back and across
- Back foot placement facing cover/ mid-off to allow pivot
- Head still and forward
- Hands high to enable high to low swing path
- Arms fully extended at impact
- Rotate hips and shoulders through the ball
- Weight moves in direction of shot

Watch the video below of Alistair Cook on the pull shot.

Cut shot

- Push off inside of front foot to get back
- Toes ideally facing behind point to allow correct shape and get back hip out of the way
- Hands high to allow high-to-low swing path
- Strike ball with full extension of arms
- Transfer weight to intended direction of shot
- Consistency of bounce is crucial to playing this shot effectively

Watch the video below of Alistair Cook on the cut shot.

Running between the wickets

- Expect to run every ball
- 3 calls: YES, NO and WAIT
- Call loudly and clearly after every ball
- Run hard and straight down each side of pitch
- Low body position while turning – full extension of arm with hand at top of handle

BATTING CURRICULUM



14-18 YEARS OLD

Stance

- Consider weight distribution (about 60/40 on front foot)

Backswing

Watch the ball

Front foot drive

Front foot defence

Back foot drive

Back foot defence

Pull shot

Running between the wickets/increasing your strike rate.

- Use soft hands to take pace off the ball for singles.
- Develop technique to hit ball into gaps.

[Watch the video of Chris Lynn on how to increase your strike rate.](#)

Sweep

- Positive step towards ball making sure that head is over front knee at impact
- Front leg acts as 2nd line of defence
- Swing bat downwards keeping head forward.
- Hit with arms at full extension
- Maintain balance through impact with stable base.
- Practise from 'step' position first then from the stance.
- Judging length is crucial to playing this shot effectively (sweep on length)

[Watch the video of Ian Bell on the sweep, paddle sweep and slog sweep.](#)

BATTING AGAINST SPIN BOWLING:

Playing the ball turning into you

- Look to hit the ball between mid-off and square leg, only open the face and utilise the big gaps on the off side when well set.
- Play the ball late.

Front foot scoring shots early in the innings:

- Straight drive from the crease; on-drive from the crease; front foot leg glance; through mid-wicket (ensuring batsmen gets over the ball)

Front foot scoring shots once the batsman is set:

- Using feet and driving straight either on the ground or over the top
- Using feet and driving through mid-on either on the ground or over the top
- Sweep shot, lap shot, slog sweep

Back foot scoring shots early in the innings:

- Back foot leg glance
- Back and across working the ball through square leg

Back foot scoring shots once the batsman is set:

- Back foot pull shot
- Back foot cut (this can be risky due to the lack of pace of the ball and the ball is turning into the batsman)

Playing the ball turning away from you

- Batsmen to develop their hitting areas trying to hit towards mid-off and extra cover. Maintain head position on the line of the stumps. Cutting is a productive shot against a ball turning away from you but only play it when well set and you have assessed the pace, bounce and amount of turn.

Front foot scoring shots early in the innings:

- Off drive
- Straight drive

Front foot scoring shots once batsman is set:

- Cover drive
- Using feet and hitting over mid-off, extra-cover – this will depend on the amount of turn the bowler is getting
- Sweep shot – this is a risky shot if the ball is turning and/or bouncing a lot

Back foot shots early in the innings:

- Back foot drive – ensure head is over the ball

Back foot shots once the batsman is set:

- Cut shot – Hugely beneficial shot but does help if batsmen are quick on their feet and able to get back and create room to free their arms
- Pull shot – this will depend on the amount of spin and bounce in the pitch

[Watch the video of Michael Clarke on playing spin bowling.](#)

[Watch the Masterclass video of Kumar Sangakkara on batting against spin bowling.](#)

BATTING CURRICULUM

14-18 YEARS OLD



“60-80% success in a task or skill is ideal for optimal learning.”



MOVING DOWN THE WICKET TO HIT OVER THE TOP

Type of ball

- The type of ball would be a good length or just short of a good length

Objective of the shot

- The objective is to attack the bowler and looking to hit the ball back over the bowlers head clearing the fielders at mid-off and mid-on who are positioned inside the inner ring

Outcome of the shot

- This is an attacking shot as the batsman is generating momentum by moving down the pitch to meet the ball
- The shot can disrupt the length of the bowler
- It can cause a change in the field by dropping mid-off or mid-on back to the boundary, which creates an opportunity for the batsman to hit the ball down the ground to pick up easy singles

Deliberate practise

- Planned: The session should be planned, but requires flexibility to adjust, change and progress depending on how the session unfolds
- Purposeful: What do you want to achieve, how are you going to create an environment to achieve it?
- Measurable: 60-80% success in a task or skill is ideal for optimal learning. As soon as you see consistency, perturb the environment. I.e. Increase the difficulty of the task, include/change constraints
- Feedback: Immediate, informative feedback so player has knowledge of performance. Raise awareness, create responsibility – use players words, create self - belief. Awareness is not the same as analysis. Awareness is questioning before the event

Section 3.0

BOWLING

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PACE BOWLING – DEVELOPMENT COACHING COURSE

The main objective of every pace bowler is to become an effective and regular wicket taker for the team.

Young pace bowlers should be encouraged to try and bowl fast and make the ball swing and seam, but the fundamentals of pace bowling need to develop and be closely monitored. Pace bowling is quite unlike any other motor skill and for many people it is a very unnatural skill to perform.

There has been a lot of research done examining the relationship between a bowler's technique, conditioning and load or amount of bowling performed. Research has shown that pace bowlers with bowling actions that are mixed, and have excessive loads placed on them, are subject to greater risk of lower back injuries than those bowlers whose actions allow for correct alignment of the hips and shoulders at the back-foot landing stage. It is not an easy task identifying mixed actions by the naked eye and the use of technology and specialist pace bowling coaches may need to be sourced by the coach if they feel a bowler needs to be examined.

As a coach it is essential that you assist your pace bowlers to develop in a safe environment and understand that they need to be monitored carefully to allow them to develop safely. Pace bowling is a skill that places a lot of stress on the body, but with the right programs put in place and awareness the pace bowler will develop and become a hugely effective weapon to your team.

“With the right programs put in place and awareness the pace bowler will develop and become a hugely effective weapon to your team.”

01

Momentum

1. Commence with small steps for natural/balanced stride patterns
2. Lean forward in the run-up (creating natural speed to crease and ensuring use of core)
3. Everything moving towards target.
4. Look at your target
5. Run-up towards target
6. Pathway of both arms up + down in line with target
7. Follow through towards target (1st step)

02

Tight gather

1. Keep arms in close to body during run-up (elbows in)
2. Ball in close to body in preparation phase (short lever)
3. Control pathway of bowling arm in gather to promote strong front shoulder position
4. Hips and shoulders in same plane at back foot landing

03

Seam presentation

1. Firm wrist with fingers behind the ball at release
2. Palm of hand tracking towards intended 'shape' of delivery
3. Players must experiment with varying degrees of seam angle (grip) and angle of bowling arm at release, to find levels of swing relative to their unique action

PACE BOWLING CURRICULUM

The pace bowling curriculum should be viewed as a guideline only. Despite the skills being listed linearly under player age ranges, it is important to remember that each individual player is different. This is especially the case in the 11 to 16 age group when they grow at vastly different rates. Player development is not linear but complex. Coaches should create a learning culture and environment which allows players to progress at their own rate with appropriate challenges and expectations.

It is also important for coaches to remember that whilst this manual covers pace bowling skills and technique in an explicit manner, you are encouraged to also let the players problem solve through implicit and constraints led learning. 'Tell them what you want them to do, not how you want them to do it'.



“Create a learning culture and environment which allows players to progress at their own rate.”

11-13 YEARS OLD

Ball performance

- Wrist behind the ball
- Pull down on the back of the ball to create backspin. This helps stabilise the ball through the air
- Present an upright seam

Grip

- First two fingers slightly apart on top of the seam
- Thumb underneath the ball on the seam
- Experiment with width of fingers and thumb position. Players to explore what works for them
- Gap between the ball and the palm of the hand

OUT-SWING (SWINGS IN THE AIR AWAY FROM THE BATSMAN)

Where to bowl it:

- To a right-hand batsman pitch the ball on off-stump or middle and off stump on a good length. The line depends on the conditions and amount of swing the bowler is getting

How to bowl it:

- Point seam towards 1st/2nd slip
- Release ball off index and second finger (individual preference)
- Shiny side of ball faces the on side
- Follow through across the body

IN-SWING (SWINGS IN THE AIR INTO THE BATSMAN)–

shiny side on off-side bowling to a right-hand batsman. Seam pointing towards fine-leg

Where to bowl it:

- To a right-hand batsman pitch the ball just outside the line of off-stump on a good length. The line depends on the conditions and amount of swing the bowler is getting

How to bowl it:

- Wrist should be positioned so that the seam is angling into the batsman (right hand bowler to a right-hand batsman)
- Point seam towards fine leg
- Release ball off middle finger (individual preference)
- Shiny side of the ball faces the off side
- Follow through naturally
- Experiment with seam angles
- Important to adjust seam angle and re-grip

Run up

- Accelerate gradually
- Keep arms in close to the body
- All body movements to be in the direction of the target
- Head steady and forward
- Eyes fixed on the target

Gather

- All body movements directed at the target, including the jump (resist jumping straight up)
- Bowling hand, ball and arms kept under shoulder level until airborne in the gather
- Arms move continuously with a forward motion

Momentum

- Move in a straight line towards the target
- Develop rhythm in the run-up
- Arms work towards the target
- Encourage correct running technique

Follow through

- Follow through in direction of the target
- Good follow through is a result of good approach to, and through, the crease

Ball maintenance

- Keep ball dry
- Keep ball polished
- Keep seam clean
- Designate which side of the ball the team is going to keep shiny

Field Setting

- Learn about fielding positions and placements
- Learn to bowl their stock ball to the field placements
- Involve captain, bowler, wicket keeper and fielders in discussions

[Watch the video of Ellyse Perry – Pace Bowling Masterclass](#)

PACE BOWLING CURRICULUM

14-18 YEARS OLD



“Give immediate, informative feedback so player has knowledge of their performance.”



Ball performance

Grip

Run up

Gather

Momentum

Follow through

Ball maintenance

Field settings

Stock ball

- Develop consistency through a safe and stable action
- Emphasise importance of developing a ‘hard and heavy’ stock ball that is repeatable

Use of crease

- Alter start point and deliver ball from same point on crease (subtle change of angle)
- Deliver from wider or back from the popping crease

Field settings

- Awareness of what you are trying to do. eg in-swing bowler would need a fine leg. Away swing bowler would need a third man
- Have different fields for different match situations, different batsmen, overhead conditions and pitch conditions
- Ensure field-settings match bowler’s game plan

Variations

- Off and leg cutters

See the video below on the leg cutter by England cricketer Anya Shrubsole.

- Slower balls (wide fingered grip, thumb slip, reverse grip knuckle ball)

Watch the video on slower balls by Yorkshire Pace Bowler, Oliver Hannon-Dalby.

Slower balls (Variations!)

Work ethic (volume)

Emphasise the importance of deliberate practice

Be cognisant of bowling workloads

Deliberate practise

- Planned: The session should be planned, but requires flexibility to adjust, change and progress depending on how the session unfolds
- Purposeful: What do you want to achieve, how are you going to create an environment to achieve it?
- Measurable: 60-80% success in a task or skill is ideal for optimal learning. As soon as you see consistency, perturb the environment. I.e. Increase the difficulty of the task, include/change constraints
- Feedback: Immediate, informative feedback so player has knowledge of performance
- Raise awareness, create responsibility – use players words, create self - belief. Awareness is not the same as analysis. Awareness is questioning before the event

Watch the video of Craig McDermott

- Pace bowling Masterclass

PACE BOWLING VARIATIONS

Variation of deliverables

In addition to standard deliveries already described in the Coach's Manual, there are a number of variations available to bowlers. The purpose of variation is to deceive batsman and to cause misjudgments of line, length, pace, angle movement and rhythm. In most circumstances variations are most effective when executed with the least possible discernible change of action. Some examples are described below.

1. Pace Bowling variations

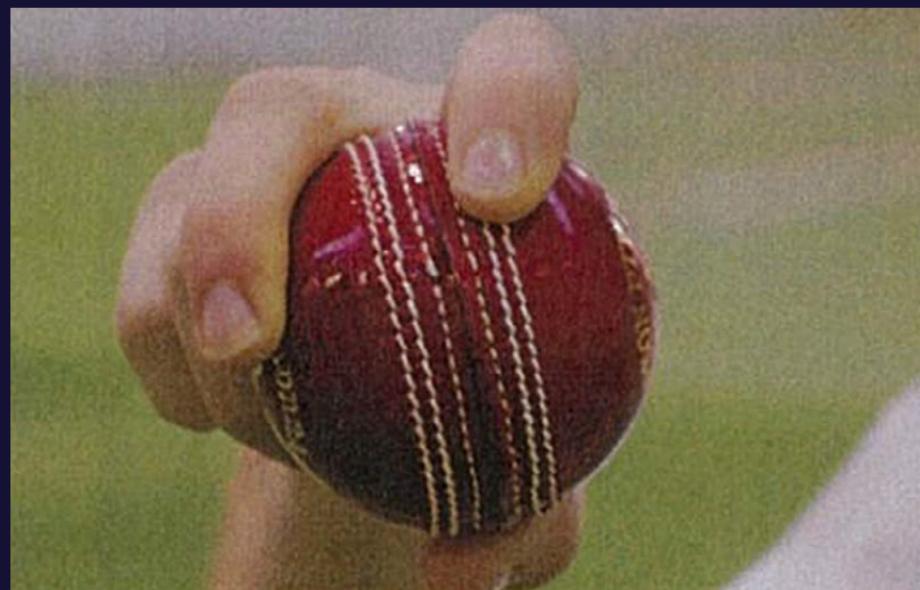
Coaches should remember that generally, effective pace bowlers deliver the ball with the seam upright and stable with the wrist and fingers behind the ball. Developing this skill should not be compromised by introducing too many, or placing too great an emphasis on, variations when dealing with young bowlers.

2. Slower balls

In addition to the off cutter and leg cutters which may be used as slower balls, there are a number of grips and methods of delivery which allow bowlers to bowl considerably slower whilst retaining bowling speed.

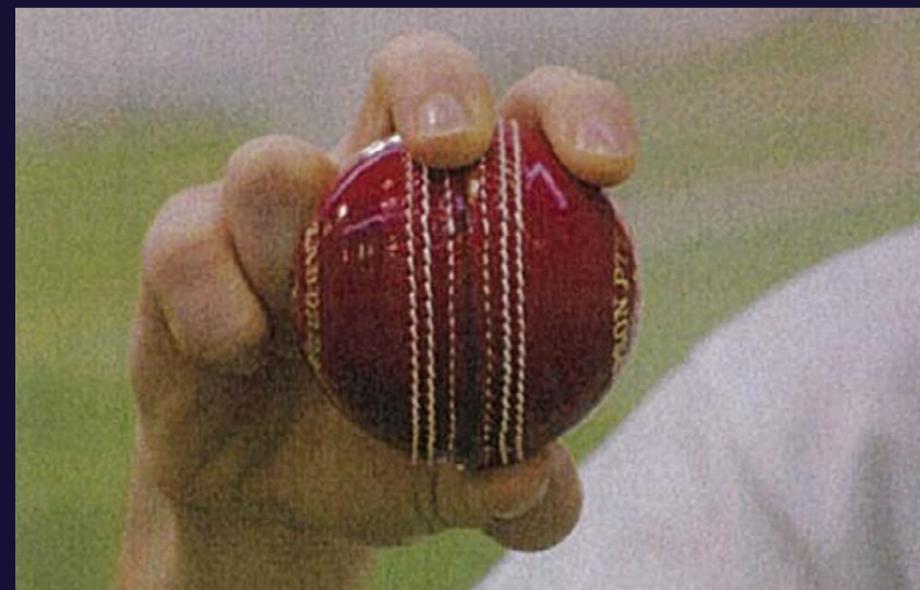
The slower ball is a particularly effective weapon when batters are set, have an established rhythm and are on the offensive. As with all variation deliveries, disguise and control are critical.

1.



The Off Cutter

A delivery which moves off the pitch from the batter's off side towards the leg side. This movement is caused by rotations imparted on the ball at release. Most commonly used as a variation to the outswinger, however, in suitable conditions (either a dusty or a damp, responsive surface) may become an effective mode of attack in its own right.



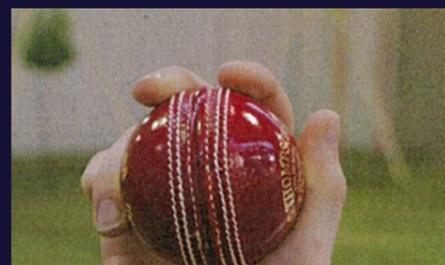
The Leg Cutter

A delivery which moves off the pitch from the batter's leg side towards the off side. This movement is caused by rotations imparted on the ball at delivery. Most commonly used as a variation to the inswinger, however, in suitable conditions (either a dusty, or damp, responsive surface) may become an effective mode of attack in its own right.

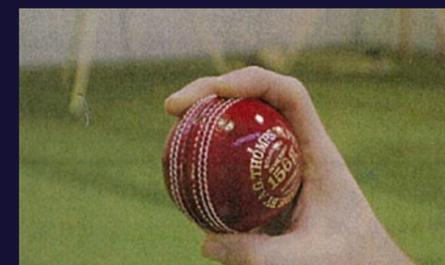
2.



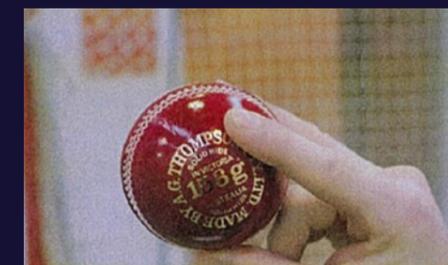
Wide Fingered Grip



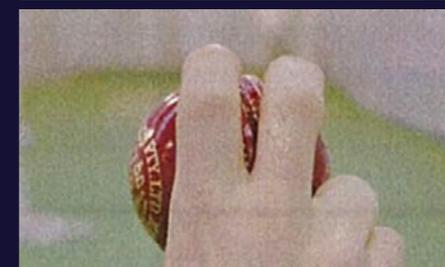
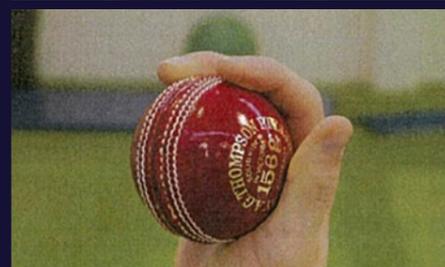
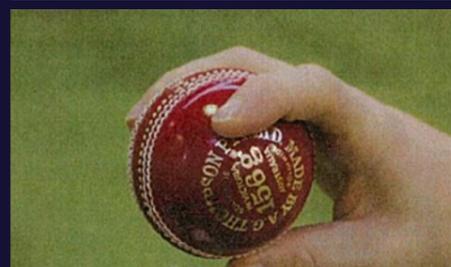
Thumb Slip Grip



Reverse Grip



Knuckle Ball Grip



SAFE BOWLING ACTIONS/PLAYER SAFETY

Pace bowlers going through their peak height velocity (growth spurt) should be monitored carefully with the view to reducing their workload in training and games by up to 50%.

They are prone to developing injuries such as Severs disease, Osgood Schlatters and stress fractures at this stage of their growth, so they need to be treated carefully. This is what player-centred coaching is all about. Doing what is best for the player.

“Keep the hips and shoulders in line and you’ll be fine, Twist the back, and it will crack.”

BOWLING ACTIONS:

There are two main types of bowling action

‘SIDE-ON’ and ‘FRONT-ON’

Some young cricketers may have a ‘**SIDE-ON**’ action. This means that the bowler in his/her run-up jumps or leaps into a Side-On position to deliver the ball so that his/her:

- Back foot lands parallel to the crease.
- Front foot, shoulders and hips point down the wicket towards the batsman.
- Head looks over or through a raised front arm.

Some young cricketers may have a ‘**FRONT-ON**’ action and should not be discouraged. This means that the bowler in his/her runup stays in a front-on position to deliver the ball so that his/her:

- Back foot on landing and front foot both point down the wicket towards the batsman.
- Shoulders and hips are parallel to the crease.
- Head looks inside a raised front arm.

Both actions are equally acceptable as long as they are ‘SAFE’ and therefore not ‘MIXED’.

AS A NOTE FOR COACHES:

As a coach you are well advised to check the bowling actions of your young bowlers to ensure they are safe. Actions are considered to be ‘safe’ when the back foot, hips and shoulders are in alignment when the ball is released. That is, the back foot, hips and shoulders are either all side-on or all front-on. Injuries occur, especially to backs, when bowlers have MIXED bowling actions. That is their actions combine aspects of both the side-on and front-on actions.

As a coach check the action of each of your bowlers by observing the position of:

- The back foot on landing
- The hips
- The shoulders and front arm

They all should be in alignment for the action to be safe.

As a rule of thumb the position of the bowler’s back foot will determine where the hips and shoulders should be. Take care in trying to correct a mixed bowling action. If you are unsure seek the advice, guidance and assistance of an experienced coach.

MIXED ACTIONS:



SIDE-ON



FRONT-ON



HIPS PAST FRONT-ON
SHOULDERS SIDE-ON



HIPS PAST SIDE ON
SHOULDERS SIDE ON



HIPS PAST SIDE-ON
SHOULDERS OPEN

INJURY PREVENTION

Many of our up and coming pace bowlers are injured long before they have a chance to reach their potential. Many have not been able to recover and have either been forced out of cricket, played only as a batsman or switched to slow bowling.

Research has consistently shown that the lower back is by far the most vulnerable region for injury for the pace bowler. Since pace bowling is an impact sport, each collision with the ground during delivery transmits forces which have to be absorbed by the lower back. As well as absorbing these forces the lower back is stretching sideways, bending and twisting in an endeavor to achieve maximum delivery speed.

Coaches have a responsibility to ensure the safety of their pace bowlers, therefore being knowledgeable about technique, growth and maturation and monitoring is essential.

Coaches should especially be aware of when young pace bowlers are going through their peak height velocity (PHV or growth spurt). They are more susceptible to injury during this time (eg. severs, osgood schlatters, stress fractures). It is a good idea to reduce their training and playing workloads by 50% with more focus on technique, movement patterns and improving other skills such as batting, catching etc.

Technical defects relating to mixed actions must be addressed as early as possible in our young pace bowlers.



Protecting Pace Bowlers

NZC suggests that if you have any doubt about the safety of a young pace bowler's action you should contact your local cricket association for assistance.

Rotate pace bowlers to relieve workload

Bowlers need to be looked after and monitored for:

- Technique
- Workload - including their training workloads
- Rest periods
- Specific training programs

Don't allow pace bowlers to over bowl in the nets They should:

- Bowlers need to build up to the season
- Practise technique at less than full pace
- Bowl at full pace for no more than 2 - 4 overs
- Bowl at a reduced pace in the final overs
- Not bowl at full pace the day before a game
- Not over exert themselves on hard landing surfaces

Try to utilise extra practice bowlers to alleviate the workload on front line bowlers

[Refer to NZC Game On document for further details regarding pace bowler workloads for training, games and tournaments](#)

SPOT- Analysis of Pace Bowlers

Screening - pace bowlers should be screened from a young age to assess possible risk factors in an effort to reduce the player's susceptibility to injury. Correcting major risk factors will enable proper functioning of the body and efficiency of movement. Screening should look for factors such as:

- Body weight
- Postural defects
- Body development
- Everyday lifestyle

Physical (also known as conditioning) - research has shown that those pace bowlers who lack good physical conditioning are most susceptible to injury. Fast bowlers of all ages should undertake a well-balanced training programme to develop the major fitness components. Such a programme should include:

- Strength
- Endurance
- Flexibility
- Warm up and warm down
- Regular fitness testing

Over bowling (can be called load) - pace bowlers, especially those in the development age groups, should not be over bowled. Repetitive fast bowling increases the amount of stress placed on the muscular and skeletal system, in particular the lower lumbar region of the spine. A number of factors, other than physical preparation and technique, will determine the appropriate amount of bowling for each individual bowler in training and competition. These include:

- Bowling workload
- Physical maturity
- Bowling speed and effort
- Playing and training conditions

WORKLOAD

The following outlines the alignment with bowling workloads and player safety but it is also important to identify another key reason for the pace bowling guidelines. With these guidelines in place it will help to align tournaments being played with one of Age & Stage's key principles – maximum involvement. The maximum overs allowed to be bowled per non-spin bowler during a tournament of 3 days or longer in length will result in a wider spread of players within a team needing to bowl throughout the week.

Reliance on two or three key bowlers to bowl the majority of overs during the tournament can no longer be carried out. This will help to improve the overall experience of all players within the team during the tournaments and provide more players than before with the opportunity to learn and perform during a representative tournament.

9-12 years of age

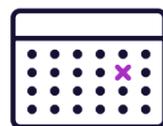
- Restrictions are in place for player development. All players to bowl in every match unless injured or at risk of injury
- Maximum 8 balls in any one over, including wides and no balls

13-18 years of age

- Restrictions in place predominantly for safety but also for development purposes
- Maximum overs in a day includes all overs on that day, including a second innings

For definition purposes:

A pace bowler should be regarded as any bowler who is not a genuine spin bowler and therefore includes medium pace and slow medium bowlers and where the wicket keeper would normally stand back. Coaches are asked to apply the rule strictly and not try to avoid it by bringing up the wicket keeper artificially.



Once per week games (e.g. Saturday Cricket)

AGE	BOWLING RESTRICTION
Primary: Year 5-6 9-11 years old	<ul style="list-style-type: none"> • 3 overs per day • 2 overs per spell
Intermediate: Year 7-8 11-13 years old	<ul style="list-style-type: none"> • 5 overs per day • 4 overs per spell
Secondary (junior): Year 9-10 13-15 years old	<ul style="list-style-type: none"> • 12 overs per day • 5 overs per spell
Secondary (senior): Year 11-13 15-18 years old	<ul style="list-style-type: none"> • 20 overs per day • 8 overs per spell



The guidelines below are based on junior and youth cricket practice sessions

AGE	BOWLING RESTRICTION
Primary: Year 5-6 9-11 years old	<ul style="list-style-type: none"> • 1 session per week • 4 overs per session
Intermediate: Year 7-8 11-13 years old	<ul style="list-style-type: none"> • 1/2 sessions per week • 5 overs per session
Secondary (junior): Year 9-10 13-15 years old	<ul style="list-style-type: none"> • 2 sessions per week • 5 overs per session
Secondary (senior): Year 11-13 15-18 years old	<ul style="list-style-type: none"> • 2 sessions per week • 6 overs per session



The table below is based on cricketers playing in tournaments that are played for 3 or more days

AGE	BOWLING RESTRICTION
Primary: Year 5-6 9-11 years old	<ul style="list-style-type: none"> • 4 overs per day • 2 overs per spell, • 20 overs max - for tournaments 3 days or longer (tournament guidelines higher than once per week guidelines due to multiple games played in one day – reserve players will need to be brought to tournaments due to bowling guidelines)
Intermediate: Year 7-8 11-13 years old	<ul style="list-style-type: none"> • 8 overs per day • 4 overs per spell • 30 overs max - for tournaments 3 days or longer (tournament guidelines higher than once per week guidelines due to multiple games played in one day)
Secondary (junior): Year 9-10 13-15 years old	<ul style="list-style-type: none"> • 10 overs per day • 5 overs per spell • 38 overs max (for tournaments 3 days or longer)
Secondary (senior): Year 11-13 15-18 years old	<ul style="list-style-type: none"> • 10 overs per day • 6 overs per spell • 42 overs max (for tournaments 3 days or longer)

NZC would like to stress the importance that the above guidelines need to be progressively introduced to a bowler's workload and not included rapidly prior to a tournament. Coaches should introduce progressive bowling schedules that will allow players to increase their workloads in a controlled manner leading into a tournament.

OBSERVATION POINTS

Standing behind the Bowler

Standing behind the bowler is a very good position to be able to observe the bowlers:

- Angle of approach
- Direction of momentum at the crease
- Alignment of the feet, hips and shoulders
- Head position at the point of release Line of delivery

On the side or perpendicular to the line of which the ball is delivered

Standing to the side is a very good position to be able to observe the bowlers:

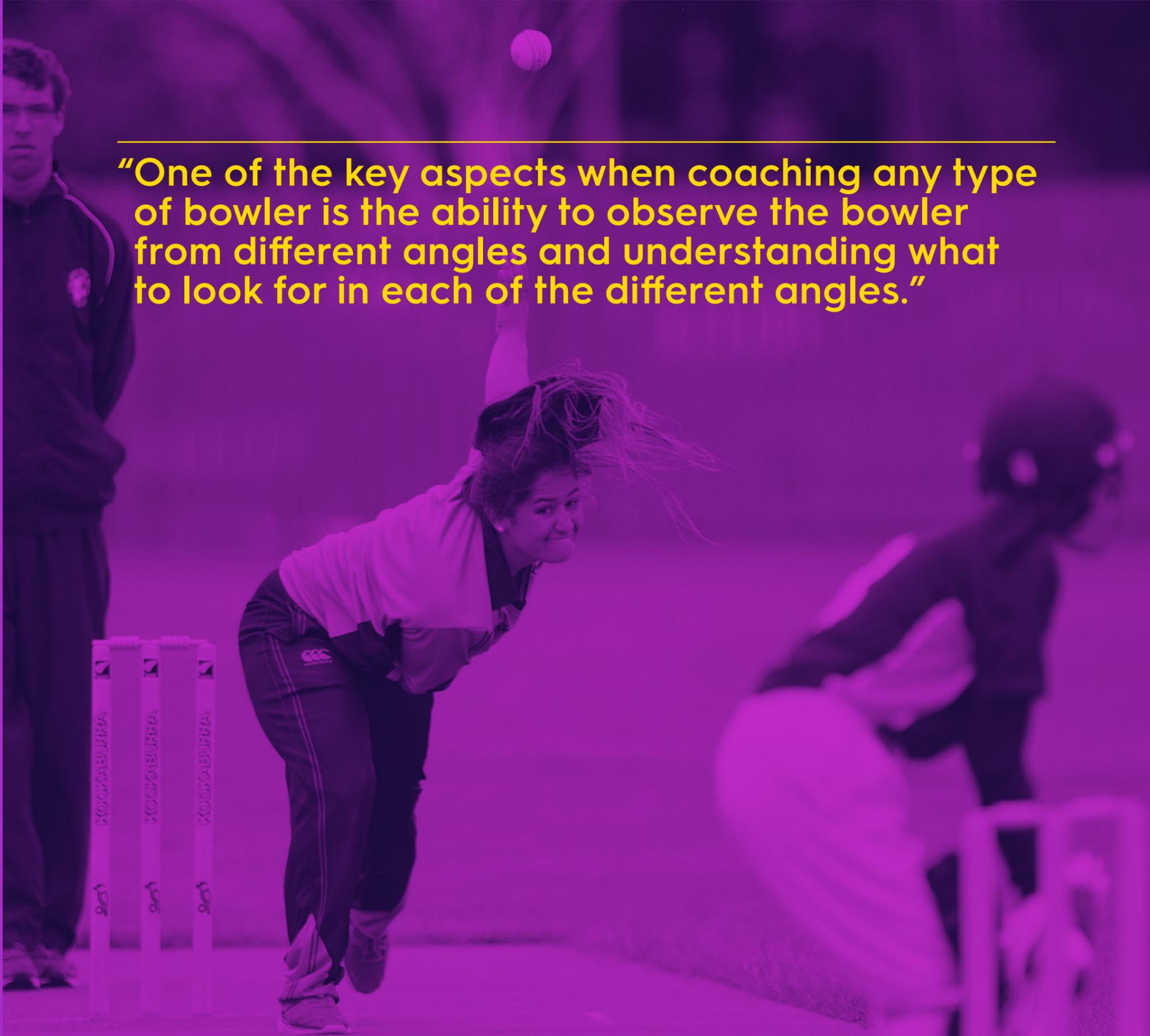
- Delivery stride length
- Movement of arms
- Back and front leg brace
- Weight distribution through the crease
- Drive through the crease
- Follow through

Ensure you stand on the open side as this enables you to view a lot more of what's going on in the action.

In front of the Bowler

Standing in front is a very good position to be able to observe the bowlers:

- Angle of approach
- Direction of momentum at the crease
- Backfoot landing position
- Alignment of the feet, hips and shoulders
- Head position at the point of release
- Line of delivery



“One of the key aspects when coaching any type of bowler is the ability to observe the bowler from different angles and understanding what to look for in each of the different angles.”

SPIN BOWLING

Spin bowling, whether it is leg spin or off spin is not an easy skill to learn, it takes a lot of time and perseverance. It is said that to learn the art of spin bowling is a 10 year apprenticeship. So spin bowling takes a lot of patience and coaches need to be aware of this fact. Coaches play a huge part in the development of young spin bowlers and it's imperative that they have a good understanding, firstly of what spin bowling is about and the intricacies of the art, and secondly, how to work with and nurture their young spin bowlers.

The environment for spin bowlers has changed immensely. Their role in the team and the way they are used has changed since we play a lot of limited overs cricket and now more T20 cricket. Spinners these days need to be adaptable and they need to have a clear understanding of their role in the team depending on the format of the game they are playing. Whether they are being used as an attacking option or whether they are being used to defend, the coach needs to clearly define each role.

So what do you look for in a spin bowler? What are the key elements that a coach should be looking to develop in their spin bowlers? The spin bowler should be attempting to spin the ball hard and generate as many revolutions on the ball as possible. That is the key ingredient, if a bowler has that ability then you have something exciting to work with and nurture.

In terms of the spin bowler's actions, there is no one way to do it. Think of the current international spin bowlers around the world, they all have their own unique style. This uniqueness often comes with unique ball performance.

As long as the action is safe, legal and repeatable, other than the odd refinement, the action can be left alone to develop naturally. Coaches should embrace uniqueness and pay more attention to what the bowler can achieve in terms of ball performance.

**IT IS SAID THAT
TO LEARN THE ART
OF SPIN BOWLING
IS A 10 YEAR
APPRENTICESHIP.**

SPIN BOWLING FUNDAMENTALS

01

Stock Delivery

- The developing spin bowler should spend most of their time working on their stock delivery.
- Understand the optimum seam angle for your stock ball to maximise its effectiveness.
- Variations should come after they have developed a hard-spinning stock delivery that is accurate and holds up under pressure. Coaches should remember that a grass pitch will naturally provide the spin bowlers with variation, some balls will spin and/or bounce more than others.

02

Spin the ball

- Players need to understand how to get maximum revolutions on the ball and have a good feel regarding wrist/finger position at release.
- Experiment with action/release to explore how varying proportions of side spin and top spin effect the outcome (BALL PERFORMANCE)
- Increase dip and drift with bigger revolutions on the ball aligned to seam angle on release.
- Angle of approach and feet alignment at delivery, can compromise the release position.

03

Field Setting

- The spin bowler must be supported by good field placements to develop confidence and maximise success.
- The field must match the game plan, with emphasis on the angle and depth of the field placements.
- Spin bowlers must take ownership and not leave it to the captain.
- Have a strong relationship with wicketkeeper to assist with setting the field correctly.

SPIN BOWLING CURRICULUM

The spin bowling curriculum should be viewed as a guideline only. Despite the skills being listed linearly under player age ranges, it is important to remember that each individual player is different. This is especially the case in the 11 to 16 age group when they grow at vastly different rates. Player development is not linear but complex. Coaches should create a learning culture and environment which allows players to progress at their own rate with appropriate challenges and expectations.

It is also important for coaches to remember that whilst this manual covers spin bowling skills and technique in an explicit manner, you are encouraged to also let the players problem solve through implicit and constraints led learning. 'Tell them what you want them to do, not how you want them to do it'.

11-13 YEARS OLD

BALL PERFORMANCE

- Big emphasis on spinning the ball hard
- Use red and white – half and half balls

GRIP

Off spin

- Seam horizontal
- Grip the ball firmly with the first two fingers where possible (3 fingers ok at this age) spread as wide as possible around the seam
- Rest the ball lightly on the thumb and third finger (if necessary)

[Watch Nathan Lyon's – Off Spin Masterclass](#)

Leg spin

- The ball is placed in the area formed when the first 2 fingers point up and the second 2 fingers are pointing down
- When the ball is placed in that area there should be a gap between the ball and the palm of the hand
- The thumb rests lightly on the ball
- The ball must feel comfortable in the hand
- The ball should not be held too deep in the palm as this causes more friction on the ball
- Try not to grip the ball too tightly, it must feel comfortable
- Keep the grip relaxed.
- The wrist should be in a cocked position with the palm facing the ground

[Watch Shane Warne's – Leg Spin Masterclass](#)

RUN UP

- Accelerate gradually to the crease
- Keep arms in close to the body
- All body movements to be in the direction of the target
- Head steady
- Eyes fixed on the target

STOCK BALL

Off spin

- A stock ball is a ball the bowler bowls most of the time and is usually a regulation off spin delivery
- Spin the ball hard – accuracy not a major concern at this age
- It's important that a spin bowler's stock ball arrives aggressively and puts the batsman under pressure each time it is bowled

Leg spin

- The leg spinner's stock ball is the ball the bowler bowls most of the time and is usually a regulation leg spin delivery
- Spin the ball hard – accuracy not a major concern at this age
- It's important that a spin bowler's stock ball arrives aggressively and puts the batsman under pressure each time it is bowled

FIELD SETTING

- Basic fielding positions on a white board
- Involve spinner's, captains, keepers and players



“Player development is not linear but complex.”

SPIN BOWLING CURRICULUM

14-18 YEARS OLD



“What do you want to achieve, how are you going to create an environment to achieve it?”

BALL PERFORMANCE

- Understand relationship between side-spin and top-spin for all deliveries and how this effect the level of spin and bounce

GRIP

RUN UP

STOCK BALL

Off spin

- Accuracy is an aim but not at the expense of spinning the ball hard

Leg spin

- Accuracy is an aim but not at the expense of spinning the ball hard

FIELD SETTING

Fielding off your own bowling

- Caught and bowled drills over pitch length (part of warm up)
- Diving and stopping drills over pitch length (part of warm up)

ROLE OF THE SPINNER

- Time to bowl
- Type of game
- Match situation

CHANGES OF PACE

- Play with changes of pace
- Can they change pace with same action?
- What effect does it have on ball performance?

VARIATIONS (BASICS) –

[Watch this video on former Yorkshire spinner Mark Watson demonstrate off spin variations](#)

[Watch this video on former Yorkshire spinner Mark Watson demonstrate leg spin variations](#)

- Give players opportunities to experiment with variations

HOW TO DEVELOP VARIATIONS

Finger flicks

- Hold the ball in the correct grip
- Using the fingers and wrist flick the ball up and catch it
- This is a good way to practice the correct grip and to understand the movement of the fingers and the wrist to impart spin on the ball
- This activity can be done with a tennis ball to start with and gradually progress to a cricket ball

Throw downs

- Hold the ball in the correct grip
- On a suitable surface like an astro-turf practice wicket, throw the ball on the ground using the different off spin grips and wrist positions and catch it as the ball bounces back up
- Notice the feeling the ball makes as it comes out of your hand when using the different grips
- Also notice how the ball spins and bounces depending on the type of spin imparted

Throwing

- Hold the ball in the correct grip
- Stand in a side on position 10 to 15 metres away from a wall, net or a partner
- Throw the ball using the different off spin grips and wrist positions to either the wall, net or your partner
- Each time you release the ball notice the feeling the ball makes as it is released
- Also notice how the ball spins and bounces depending on the type of spin imparted

Multi-coloured ball

- Use a cricket ball with 2 different colours on each side to do this activity
- Hold the ball in the correct grip
- Stand 10 to 15 metres away from a wall, net or a partner in a side on position
- Throw the ball using the different off spin grips either to the wall, net or a partner
- With the multi-coloured ball the thrower will be able to see the shape of the ball and the different angles of the seam when adopting different grips and when releasing the ball from different angles

WORK ETHIC (VOLUME)

- Emphasise the importance of high volume deliberate practice

DELIBERATE PRACTISE

- Planned: The session should be planned, but requires flexibility to adjust, change and progress depending on how the session unfolds
- Purposeful: What do you want to achieve, how are you going to create an environment to achieve it?
- Measurable: 60-80% success in a task or skill is ideal for optimal learning. As soon as you see consistency, perturb the environment. I.e. Increase the difficulty of the task or include/change constraints
- Feedback: Immediate, informative feedback so player has knowledge of performance. Raise awareness, create responsibility – use players words, create self - belief. Awareness is not the same as analysis. Awareness is questioning before the event

BOWLING TO LEFT HANDER'S

- Angles
- Lines
- Footmarks
- Field placement

Section 4.0

FIELDING

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FUNDAMENTALS FOR FIELDING

It's up to the coach to make fielding fun and emphasise that fielding should involve every member of the team attempting to have either a direct or indirect impact on the game every ball. Fielding is the only area of the game where the team performs as a unit. Batting and bowling is performed in partnerships, so players should look forward to taking the field as a team.

Coaches must understand the importance of fielding and how being a quality fielding team can be the difference between a team having an average season and a team performing well. Coaches need to place a lot of emphasis on fielding at training. Once techniques have been learned activities should be short and sharp at high intensity and, if possible, include an element of competition.

Players also need to understand that they need to work hard on their fielding. When coaches or selectors are trying to make their mind up between 2 players who are relatively similar skill wise, but one player is a better fielder than the other, the better fielder will often be selected. So it's in the player's best interest to work hard on their fielding.



“Fielding is a hugely important part of cricket. In a cricketer’s playing career they are likely to spend three quarters of that time fielding, so it makes sense to be good at it and enjoy it.”

PERFORM AS A UNIT

FIELDING CURRICULUM

The fielding curriculum should be viewed as a guideline only. Despite the skills being listed linearly under player age ranges, it is important to remember that each individual player is different. This is especially the case in the 11 to 16 age group when they grow at vastly different rates. Player development is not linear but complex. Coaches should create a learning culture and environment which allows players to progress at their own rate with appropriate challenges and expectations.

It is also important for coaches to remember that whilst this manual covers fielding skills and technique in an explicit manner, you are encouraged to also let the players problem solve through implicit and constraints led learning. 'Tell them what you want them to do, not how you want them to do it'.



"Develop confidence through technique and practice under pressure."

11-13 YEARS OLD

Fun!!!

- Use imagination for fielding practices
- Create games/activities to develop skills and keep things fun
- Short and sharp to keep intensity high

Throwing technique

- Important to coach correct throwing technique from an early age
- Build strength through repetition of a safe throwing action
- Grip: Have a good grip on the ball, nice and loose across the seam if possible, with a gap between the thumb and two fingers
- Feet: The position of the feet is the most important aspect of throwing. Align your feet to the target, get balanced (feet should be wider than shoulder width apart), create momentum by moving towards the target. Eyes fixed on the target
- Throwing arm: As soon as the fielder catches the ball, align the feet towards the target and turn the thumbs down. Fingers are then on top of the ball when the throwing arm is drawn back
- Release: the ball and reach out towards the target with the throwing arm

Watch the Cricket Victoria video on throwing with Glenn Maxwell.

Watch Mike Young in this Cricket Australia video on throwing technique.

Catching technique

- Strong hands
- Soft elbows
- Take ball under eyes if possible
- Watch the ball all the way into hands

Close catches

- Close catches usually taken at or below waist level by fielders close to the pitch in positions such as slips, gully, silly mid-off and silly mid-on
- Stay down with hands low and ready until ball is sighted
- Watch the ball all the way into the hands
- Fingers pointing down, or sideways depending on the line of the ball

Watch this Cricket Victoria video on flat catching and the basics of catching with Glenn Maxwell.

High catches

- Move swiftly to get into position under the ball
- Keep head still and hands high
- Watch the ball all the way into hands
- Practice conventional and reverse cup and go with personal preference
- Conventional cup tends to be easier if on the move while attempting catch

Watch the Cricket Victoria video on high catching with Glenn Maxwell.

Long barrier (Defensive Ground Fielding)

- Right-arm throwers go down on left knee and left-arm throwers go down on right knee if possible
- Create 'long barrier' with foot and horizontal shin of opposite leg
- Aim to take ball under your eyes
- Elbows out in front of knees
- Align barrier perpendicular to line of the approaching ball

Moving to and attacking the ball – Attacking ground fielding

- Fielders must be alert and ready when the ball comes to them

- Attack the ball hit along the ground
- Speed to the ball is essential
- Move to the line of the ball, take short quick steps with bent knees and hands low and ready
- Take ball out in front of the eyes and bend elbows as you take the ball

Watch this Cricket Victoria video on ground fielding with Glenn Maxwell.

Diving

- Anticipate type of shot being played
- Stay low
- Push off outside leg to dive laterally
- Watch the ball right into the hand
- Try not to land on elbow which may jolt the ball out

Aggressive attitude

- Adopt the mindset that you want the ball to come to you
- Develop confidence through technique and practice under pressure

Throwing with opposite arm

- Introduce at an early age
- Develop strength in opposite side of the body
- Can be fun to practice

Watch the video of George Bailey on fielding

FIELDING CURRICULUM

14-18 YEARS OLD



Fun!!!

Throwing technique

Catching technique

High catches

Long barrier

Diving

Aggressive attitude

Throwing with opposite arm

Basic throwing programme

- See next page

Watch the Cricket Victoria video on throwing with Glenn Maxwell.

Split step

- Used by inner circle fielders to get them ready for action
- It's a stationary, power position with the weight on the balls of the feet
- Enables fielders to react quickly to either catch or to field the ball
- Legs approximately shoulder width apart, knees bent, head up and arms fully extended in front of the body
- Body remains at 90 degrees to the direction of the oncoming ball

Walking in Technique

- Fielders should ensure they are close enough to be able to prevent quick singles being taken and far enough back to be able to stop powerful shots getting through
- Move in with the bowler, but not too quickly ie. Running
- As bowler approaches the crease the fielders should lower their centre of gravity in readiness to pounce

- As the ball is released the fielders should, use the split step to enable them to react quickly in any direction

Attacking pick-up

- Attack the ball at pace
- Get low when close to the ball
- Place back foot (right foot for right-arm thrower) in a side-on position behind the ball
- Scoop ball up with hands in front of back foot, under your eyes, with front foot slightly forward
- Explode into side-on throwing position using a crow hop

Crow hop

- Explode from front-on position to side-on by bringing back foot through in front of front foot and landing in a side-on position
- Front foot naturally comes through to throwing position, side-on to target

Watch this baseball video on using the crow hop to throw from the outfield:

Figure four slide

- If the ball is on the left side, go down into the slide on left side and thigh, using left arm to brace body
- Pick up ball in right hand, dig right foot into ground, using it as a brake, and push up on left arm at same time
- Momentum helps player get up quickly into throwing position (player has option to throw from kneeling position for shorter range throws)

Underarm flick

- Attack the ball at pace
- Get low when close to the ball
- Place right foot (for right arm thrower) on inside of ball, pointing towards intended target
- Pick up ball with palm facing target

- Step through and 'flick' ball forwards (backswing of throwing arm is created by momentum and step through)
- Keep head position

Work ethic (attitude)

- Fielding is something every player can improve upon
- Emphasise the importance of high volume deliberate practice

Deliberate practise

- Planned: The session should be planned, but requires flexibility to adjust, change and progress depending on how the session unfolds
- Purposeful: What do you want to achieve, how are you going to create an environment to achieve it?
- Measurable: 60-80% success in a task or skill is ideal for optimal learning. As soon as you see consistency, perturb the environment. Ie. Increase the difficulty of the task or include/change constraints
- Feedback: Immediate, informative feedback so player has knowledge of performance. Raise awareness, create responsibility – use players words, create self - belief. Awareness is not the same as analysis. Awareness is questioning before the event

BASIC THROWING PROGRAMME

Basic throwing mechanics

- Work in straight lines towards target with all body parts: eg. Feet, legs, hips, shoulders, arms.
- Full and proper arm swing
- Proper follow through
- Throws should be projected flat to partner, bouncing the ball (one hopping) on the way, producing HIGH 'OVER THE TOP' MOVEMENT
- Technique is critical for this program to be successful

THROWING TECHNIQUE PROGRAM: BEGINNERS

THROWS	DISTANCE	INTENSITY	REPITITIONS
Wrist Only	10 Metres	50%	10
Side on shoulder & arm	20 Metres	50%	10
Side on hips, side on shoulders	30 Metres	60%	10
One leg, knee up, hips and shoulders side on	40 Metres	60%	10
Crow hop & throw	60 Metres	75	10
Crow hop & throw	60 Metres	90	5
TOTAL THROWS			55 Throws

SESSIONS PER WEEK: 2 TIMES A WEEK

THROWING TECHNIQUE PROGRAM: MAINTENANCE WORK/ALL PLAYERS

THROWS	DISTANCE	INTENSITY	REPITITIONS
Over Arm	20 Metres	60%	10
Over Arm	20 Metres	75%	10
Over Arm	60 Metres	90%	5
TOTAL THROWS			25 Throws

SESSIONS PER WEEK: 3 TIMES A WEEK

Specific Fielding Areas
(Understanding positioning and angles)

FIELDERS IN STATIONARY CATCHING POSITIONS

Stationary catching positions refer to any fielding position whereby the fielder is in a stationary position in close vicinity to the batsman. Stationary catching positions include:

- 1. SILLY POINT**
- 2. SHORT LEG**
- 3. SLIPS**
- 4. GULLY**
- 5. SHORT MID WICKET**
- 6. SHORT COVER**
- 7. LEGGULLY**

KEY ASPECTS FOR FIELDERS IN THE STATIONARY CATCHING POSITIONS



Staying Down

Fielders in these close catching positions must ensure that they stay down with their hands positioned just below their knees and their weight is on the balls of their feet. From this position it is a lot easier to move laterally and catch or stop balls which are low to the ground and also it is easier jump for higher balls as fielders are in a good vertical jump power position.

Anticipation

Anticipation is the act of predicting. Fielders in these close catching positions must ensure that they anticipate what shot the batsman is going to play by watching the position they get themselves into just before hitting the ball. In some close catching positions the fielder may prefer to watch the ball and not the batsman like first slip and sometimes second slip but still the fielder must try to anticipate where the ball may travel so as to give themselves more of a chance to get into good position.

Agility

Agility is the ability to move and change direction and position of the body quickly and effectively while under control. Fielders who are in close catching positions require good agility because the majority of catches that are caught in these positions are reaction catches. Body positioning is vital to enable quick movements either laterally, forwards or backwards.

Balance

Balance is the ability to control the body's position, either stationary (e.g. standing) or while moving (e.g. throwing on the run). Balance is an important component of fielding in close. Because the ball is usually traveling quickly and the time the fielder has to react is so small it's vital that the player is in a good balanced position to enable them to catch the ball successfully.

Protective Equipment

Fielders in some close catching positions must ensure that they wear the correct protective clothing before assuming the position. Fielders positioned at short leg and silly point must ensure that they wear a helmet, abdomen protector or box, and shin pads.

Positioning and Angles

Coaches must ensure that they teach their players the correct field positions and angles for the different stationary fielding positions.

1. Silly Point, 2. Short Leg and Silly Mid-off

Fielders in these positions must stay as low as possible and as relaxed as possible using the orthodox close catching technique to ensure they grab any slight opportunity to catch a bat pad chance. If they come up to early they may miss that half chance and it's harder to go down than it is to come up. These particular fielders must ensure that they don't get too close nor too far back from the batsman, they need to work out what is a safe and effective distance to stand from the batsman. Fielders who specialize in these positions need to practice and get an understanding of the optimal distance they need to be to successfully take any chances that present themselves.

The pace of the wicket can also dictate the distance and angle these fielders position themselves from the batsman. On hard wickets fielders can afford to stand further back and slightly squarer of the batsman as the ball should travel further and quicker off the wicket and vice versa on slow, low bouncing wickets the fielders may need to stand closer and straighter as the ball will tend to travel less distance and forward of the batsman.

Fielders in these positions need to make sure that they are positioned in an area where the batsman will be when they make contact with the ball, not where the batsman stands in their stance. The fielder should watch the type of shot the batsman plays to gauge the likely direction of the ball off the bat. It is important to remain on the balls of the feet so as to be in a strong position to move forward to take a

catch. Fielders who are very good in close will often follow the batsman down the wicket if they advance in order to retain their position relative to the batsman.

3. Slips

Fielders who are positioned in the slips need to specialize in this area as it is not a position that anyone can field in. The positioning of the slip fielders is basically determined by the wicket keeper. The wicket keeper should manage the slip fielders distances from the batsman and make sure they are in a position where the ball will carry to them at a comfortable height. The first slip is usually positioned 1 metre behind and approximately 1 and half meters to the side of the wicket keeper, it's vital that these 2 players have a good understanding in terms of their angles, depth and distance apart.

The second and third slip fielders are usually in line with the wicket keeper depending on the pace of the wicket, if it's a slow wicket the third slip maybe positioned slightly in front of the wicket keeper. The spacing and depth allows lateral movement by each catcher where they shouldn't impede upon other catchers.

Slip catchers must ensure that they are positioned far enough back that they have time to react but not too far back that a chance lands in front of them, there is nothing more frustrating for the bowler to see chances land just short of the slips fielders. It's better to create a chance and have the opportunity to catch it than to create a chance and have it land short. The positioning of each slip catcher comes from experience in trainings and developing an understanding of what ground each catcher can cover laterally.

Slips - Standing Up to Spin Bowlers

The slip fielders positioning for a spin bowler is critical. Two major factors are important for determining where the slip fielder should position themselves, firstly the condition of the pitch and secondly, the type of bowler. On a fast pitch with little turn the slip should remain closer to the wicketkeeper and perhaps slightly deeper. This is particularly the case for a right arm off spinner bowling to a right hand batsman whose

edges tend to fly fine. On a slower wicket or to a leg spinner, the slip fielder should position themselves wider and closer than normal. Positioning comes from experience but the spin bowler should pay extra attention to the positioning of his slip catcher.

4. Gully

Like the slip fielders, the gully position is a specialist fielding position. The positioning of the gully fielder is determined by the pace of the wicket, if the wicket is hard and fast the gully fielder can be deeper and slightly finer and vice versa on a slower wicket the gully fielder needs to be positioned closer and slightly straighter.

5. Short mid wicket and 6. short cover

These two positions require fielders who have good hands, good anticipation and fast reflexes. The fielders should position themselves around 15 metres from the bat on the mid wicket, cover angles. The distance from the bat is important because the ball usually travels low and fast through these areas so the fielder needs to judge the correct distance away from the batsman carefully. Often these positions are utilized when the wicket is slightly slower and the ball is holding up and there is a chance the batsman might hit the ball in the air.

7. Leg Gully

This is a fielding position not often utilized. Occasions when it maybe adopted is if a fast bowler is attacking a batsman with short pitched bowling and there is the chance of a ball being deflected in that area or in a one day game the captain may opt to have a leg gully as one of the 2 required catches. The fielder is positioned slightly finer than where a normal gully fielder would be positioned because the ball will either travel to this position due to a deflection off the bat or the gloves so will travel finer.

Specific Fielding Areas
(Understanding positioning and angles)

INNER CIRCLE FIELDING

Inner ring fielding refers to any fielding position whereby the fielder is positioned inside the 30 metre circle. Inner circle positions include:

5. POINT

3. EXTRA COVER
4. COVER

1. MID-OFF

6. 45 DEGREES



7. SQUARE LEG

8. MID-WICKET

2. MID-ON

KEY ASPECTS FOR INNER CIRCLE FIELDING POSITIONS



Speed

Speed is the act or state of moving rapidly; swiftness; quick motion. Speed is an important component for fielders inside the inner ring as they need to have the ability to move to the ball quickly to either stop the batsmen from taking singles or to cut off any balls that have been hit hard into gaps. Speed also refers to the fieldsmen's ability to dive, stop the ball and then get into a power position to throw the ball in case of a run out.

Agility

Agility is the ability to move and change direction and position of the body quickly and effectively while under control. Fielders in the inner ring need to be agile; their ability to change direction at speed depending on where the ball is hit is vital and a key attribute of fielders who excel in this area of the field.

Anticipation

Anticipation is the act of predicting. Fielders inside the inner ring must be able to predict what shot the batsman is intending to play and where the ball maybe heading. Fielders need to develop the ability to pick up cues from the batsman as to the type of shot they are about to play by the position the batsman is getting into to play the ball.

Balance

Balance is the ability to control the body's position, either stationary (e.g. standing) or while moving (e.g. throwing on the run). Balance is an important component of fielding within the inner circle. The ability of fielders to move quickly, change direction, pick up the ball in one hand, and throw the ball accurately means fielders need to have excellent balance.

Hand/Eye Coordination

Hand-eye coordination is the ability of the vision system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task, such as catching a ball.

Strong, Accurate Throwing Arm/s

The ability to throw the ball with velocity and accuracy whether standing still or on the run is a hugely important component of fielding within the inner circle. Modern day fielders are also becoming proficient in throwing over arm with both hands which is a valuable skill to possess.

Understand Positioning and Angles

Coaches must ensure that they teach their players the correct field positions and angles for the different inner circle fielding positions.

KEY POINTS REGARDING THE SPECIFIC FIELDING POSITIONS

1. Mid-on & 2. Mid-off

Mid-off and mid-on fielders must ensure that they position themselves far enough back so as they can cut off a ball driven forcibly down the ground but also close enough to ensure that the batsmen are unable to run singles to them. These fielders need to understand their angles depending on the field setting, the type of batsman facing and the type of bowler bowling.

3. Cover & 4. Extra Cover

Extra cover and cover require very good fielders to patrol these two areas. The majority of the shots played into these areas come at a high velocity and the positioning of these fielders is very important in terms of who runs which lines and how the two fielders are staggered. Often these two fielders are staggered, the extra cover fielder will be positioned closer to the batsman and the cover fielder will position themselves slightly further back which enables them to cut off the short single and also cut off the call which hit with power. The positioning of cover and extra cover is very important and both players need to understand their roles and angles which takes time and a lot of practice so it is important that cover and extra cover fieldsmen specialize in these two positions.

5. Point

Jonty Rhodes the South African player revolutionized the point fielding position, his acrobatic catches, amazing diving stops and run outs dazzled the world of cricket and set new standards in this fielding position.

Point is an extremely specialized fielding position and requires a very good fielder to patrol this area. The majority of the balls played through point come with a lot of power as the batsman has usually been given width by the bowler to free their arms so the point fieldsmen needs to have all the attributes that make a great fielder. Understanding the angle and depth of attack is a vital component for the point fielder. Usually the point fielder is positioned slightly behind point as the ball tends to travel on that angle once it has left the bat and because the ball travels quickly they need to be far enough back to have time to stop the ball but also they need to be close enough to cut off the singles.

6. 45 Degree Angle

The 45 degree angle fieldsmen on the leg side is usually adopted to spin bowlers. This fielding position is important and requires the fielder to understand the angles and depth necessary for them to be effective in this position. The fielder is positioned there to catch any top edges that may arise from the batsman playing the sweep shot and also to stop any sweep shots or leg glance shots which go quite fine.

7. Square Leg

Like point, square leg is a fielding position that requires a specialist fielder, someone who understands the different angles and depth of attack. They also need to work with the mid wicket fieldsmen in terms of the angles to the ball when a run out situation occurs.

The majority of the balls played through square leg either come with a lot of power as the batsman has been given the opportunity to pull the ball or through deflections so the square leg fieldsmen needs to have all the attributes that make a great inner circle fielder. The square leg fielder can either be positioned in front of square or behind square depending on the bowler and the amount of fielders on the leg side.

8. Mid-Wicket

Like extra cover, cover, and point, the mid-wicket position requires a very good fielder to patrol this area. The majority of the balls played into the mid-wicket area come at a high velocity and this fielder needs to have all the attributes that make a great inner circle fielder. Positioning of mid-wicket is very important in terms of the lines they run with square leg and how the two fielders work together. These two fielders need to communicate with each other so if an opportunity for a run out presents itself the players are clear on whose line it is to take advantage of the opportunity.

Specific Fielding Areas
(Understanding positioning and angles)

OUT FIELDING

Out fielding refers to any fielding position whereby the fielder is positioned outside the 30 metre circle. Out fielding positions include:

- 1. LONG OFF**
- 2. LONG ON**
- 3. DEEP EXTRA COVER**
- 4. DEEP POINT**
- 5. THIRD MAN**
- 6. FINE LEG**
- 7. DEEP MID WICKET**
- 8. DEEP SQUARE LEG**



KEY ASPECTS FOR OUT FIELDING POSITIONS

"Fielders in the out field must be able to predict what shot the batsman is intending to play and where the ball may be heading."

Speed

Speed is the act or state of moving rapidly; swiftness; quick motion. Speed is an important component for fielders in the out field as they need to have the ability to move to the ball quickly to either stop the batsmen from running two runs or to cut off any balls that have been hit hard into gaps and are heading to the boundary. Speed also refers to the fieldsman's ability to dive, stop the ball and then get back to their feet and throw the ball back to the wicket keeper or to the bowler end.

Anticipation

Anticipation is the act of predicting. Fielders in the out field must be able to predict what shot the batsman is intending to play and where the ball may be heading. Out fielders need to develop the ability to pick up cues from the batsman as to the type of shot they are about to play by the position the batsman is getting into to play the ball. A fielders ability to anticipate the ball coming to them may be the difference between the batsmen running 2 or just 1 run.

Eye/Hand Coordination

Eye/hand coordination is the ability of the vision system to coordinate the information received through the eyes to control, guide, and direct the hands in the accomplishment of a given task, such as catching a ball. This is important for out fielders as they need to be proficient in taking high catches.

Strong, Accurate Throwing Arm/s

The ability to throw the ball with velocity and accuracy is a hugely important component of fielding in the out field.

Understand Positioning and Angles

Coaches must ensure that they teach their players the correct field positions and angles for the different out fielding positions.

KEY ASPECTS REGARDING THE SPECIFIC FIELDING POSITIONS

1. Long off & 2. Long On

The positioning of long off and long on is relatively easy, they basically drop straight back for their regulation positions from inside the inner circle. Both fielders need to be aware where they stand in terms of their distance from the boundary, most fielders walk in from the edge of the boundary but on big grounds fielders may have to come up 5 to 10 metres to make sure they stop the batsman from running two.

At the end of the innings in one day and T20 cricket it has become important to place two very good fielders at long off and long on because the bowlers are looking to bowl full and straight and the majority of the balls go straight down the ground so its imperative to have fielders positioned there who are fast, have good hands, possess good throwing arms and if at all possible are tall so they can grab those catches that pass over the boundary at a catchable height.

3. Deep Extra Cover

The positioning of deep extra cover is important and this player needs to communicate with the cover fielder to make sure they are positioned correctly. What fielding captains don't want to happen is to have the deep extra cover and cover to be lined up behind one another. The wicket keeper is in good position to monitor this. The fielder needs to make certain that they are not too deep and are able to cut off two runs.

4. Deep Point

When fielding at deep point the fielder needs to stand backward of point because of the angle of the bat when it connects with the ball tends to make the ball naturally spin away.

5. Third Man

Third man needs to be positioned approximately between 3rd slip and gully. The third man and gully should communicate so as to make sure the positioning is right. It is important that when playing one day

cricket that this fielder is placed on the boundary and doesn't creep in too far as often when batsman go hard at wide balls they fly down to third man.

6. Fine Leg

Fine leg needs to be positioned at about a 45 degree angle; the key for this player is not to get too fine and stand virtually directly behind the wicket keeper, it's better to be slightly wider than too fine. The player must judge how far back they position themselves, on big grounds the fielder may want to come in 10 metres to prevent the batsmen from running two.

7. Deep mid wicket

Deep mid wicket is generally used when a spinner is on and the batsmen are looking to attack. The actual positioning of this fielder is not exactly mid wicket; it is in fact nearer to the line with the stumps at the bowlers end.

8. Deep square leg

Deep square leg requires a fielder who understands this position and the correct angles of where to stand and the performance of the ball when it comes off the bat. Generally the fielder needs to be positioned behind the line of square leg because when the batsman pulls or especially sweeps the ball over spin imparted on the ball when it leaves the bat means that the ball will travel in an arc. Quite often fielders who are not aware of this effect on the ball will run quickly directly at the ball and not taking into account the spin on the ball and get beaten once the ball bounces a few times and the spin takes effect.

The square leg positioning also depends on whether there is a fielder on the 45 degree angle. When there is a fielder in this position square leg can position themselves slightly behind square, if there isn't then the square leg fielder needs to move further behind square. The wicket keeper plays an important role in the positioning of the square leg fielder because they have the best view of the fielders angle.

Section 5.0

WICKET-KEEPING

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WICKET KEEPING FUNDAMENTALS

The wicket keeper has a vital role to play within the team so it is essential that the coach has a good understanding of the wicket keeper's role and their ability to have a major influence within the team. If you look at any successful cricket team often they have a very good wicket keeper. This player not only takes most of the catches that present themselves but also plays many other important roles.

Wicket keepers should want to be in the game, they are positioned in the middle of all the action and potentially could be involved in some way with every ball bowled during the fielding innings. Most wicket keepers are very good batsmen so their involvement in the game is even greater. Because of their extensive involvement in the game it's vital that wicket keepers are in good physical condition so they can maintain quality performance both mentally and physically throughout a match.

The location of the wicket keeper being directly behind the stumps gives them the prime view of the field. From their position they are able to see everything that's going on in the field including the fielder's depths and angles, the bowlers lines, lengths, pace, flight and spin, and also how the batsman is playing and moving at the crease. The wicket keeper should develop good game sense because as they mature they need to be aware of everything that is going on around them and be able to convey vital information back to the captain and other key members of the team.

Wicket keepers have an important role to play but can often be neglected by the coach and underutilized. This is often due to the coach not having the time to work with the wicket keeper and because coaches tend to shy away from working with wicket keepers because they feel they lack the knowledge and understanding of wicket keeping. The fact is the wicket keeper is one of the most pivotal players in the team and can assist in so many areas of the game so it is beneficial to the team as a whole if the coach spends time working with the wicket keeper developing their all-round game.



"Wicket keepers should want to be in the game, they are positioned in the middle of all the action."



WICKET-KEEPING CURRICULUM

The wicket-keeping curriculum should be viewed as a guideline only. Despite the skills being listed linearly under player age ranges, it is important to remember that each individual player is different. This is especially the case in the 11 to 16 age group when they grow at vastly different rates. Player development is not linear but complex. Coaches should create a learning culture and environment which allows players to progress at their own rate with appropriate challenges and expectations.

It is also important for coaches to remember that whilst this manual covers wicket-keeping skills and technique in an explicit manner, you are encouraged to also let the players problem solve through implicit and constraints led learning. 'Tell them what you want them to do, not how you want them to do it'.

[Watch the video with Sam Billings on wicket keeping.](#)

11-13 YEARS OLD

GLOVE PRESENTATION

- Cupped gloves rise underneath the ball off the pitch
- Let your gloves ride or 'give' with the ball
- Length of take refers to the distance the wicket keeper has their hands out in front to absorb the force of the balls impact
- Fingers should never be pointed towards the ball
- Use both hands to create a large target to catch the ball
- Elbows must move to absorb the ball impact

POSITIONING

Full crouch

- Gloves fully open as though holding a soccer ball
- Arm comfortably extended forward (to crease if standing up) and touching the ground (do not lean on gloves)
- Gloves are the last components to leave the ground as the wicketkeeper rises. In order to perform this skill, the buttocks must be the first part of the body to rise, which forces the gloves to stay on the ground longer

Semi-crouch (used when standing back)

- Wicket keeper stays in power position with knees bent and weight on balls of feet
- Gloves are positioned just slightly lower than knee height

[Watch the video with Sam Billings on positioning.](#)

DEPTH AND ALIGNMENT

Standing up

- Position the inside foot (left foot when keeping to right handed batsmen) in the line of off stump and mark a line running directly back from the stump using your foot
- Then mark another line running parallel

to the crease line approximately two feet lengths back from the stumps

- Place the ball of your inside foot where the two lines intersect, then move into the crouch position

Direction of feet

- Feet pointing towards bowler – this positioning allows for the best view of the bowler and the ball
- Outside foot and hips pointing towards mid- off – this allows the wicket keeper to access the off side with a little more ease

Standing back

- Wicket keeper should position themselves where they get the best view of the bowler
- The ideal depth will vary and depends on the pace of the bowler and pitch. The important aspect is that the wicket keeper catches the ball around stomach height or where the ball just starts to dip after going past the batsman
- Wicket keepers should ensure that they are constantly assessing their depth because factors such as wearing of the ball, wearing of the pitch and tiredness of the bowler will have an effect on the wicket keeper's depth

Head position

- Take the ball in line with your head where possible

WATCH THE BALL

- Encourage watching the ball all the way into the gloves
- Use distractions in training (shadow batsman) to help focus on the ball only
- Ensure clear view of ball (practise to left-handers and bowlers bowling both sides of the wicket)

[Watch the video with Sam Billings on movement.](#)

ROLE OF THE KEEPER

- Team motivator
- Setting the standard in the field
- Field marshal
- Bowlers assistant

[Watch the video of Jack Russell Masterclass Part 1 on wicket keeping.](#)

[Watch the video of Jack Russell Masterclass Part 2 on wicket keeping.](#)

WICKET-KEEPING CURRICULUM

11-13 YEARS OLD



TYPES OF MOVEMENT (OFF SIDE)

Off side Shuffle

- Wicketkeeper moves head to the line of the ball
- Powerful lateral movement to the off side by inside foot to get head in line with the ball
- Outside foot then steps laterally to off side
- Inside foot then follows the outside foot so it is alongside
- Powerful lateral movement repeated if ball is very wide
- Inside foot moves towards the outside foot to give the wicketkeeper a stable base to take the ball

Cross over

- Wicketkeeper moves head to the line of the ball
- Outside foot takes a small step to the off side
- Inside foot follows outside foot and moves across and behind the outside foot
- Outside foot then takes another step to the off side

Leg side Shuffle

- Powerful movement made by the outside foot
- Inside foot steps laterally to the leg side
- Outside foot then follows the inside foot so it is alongside
- Powerful movement repeated by the outside foot
- Inside foot takes another step to the leg side
- Outside foot moves towards the inside foot to give the wicketkeeper a stable base

Cross over

- Inside foot takes a small step to the leg side
- Outside foot follows inside foot and moves across and behind the inside foot
- Inside foot then takes another step to the leg side
- Outside foot moves towards the inside foot to give the wicketkeeper a stable base

WICKET-KEEPING CURRICULUM

14-18 YEARS OLD



"Wicket keepers are well known for their acrobatic dives behind the stumps whether it be to stop a wayward delivery bowled by the bowler or a snick that has come from the batsman's bat."

Glove presentation

Positioning

Depth and Alignment

Head position

Types of movement (Off side)

Watch the ball

Role of the keeper

TYPES OF MOVEMENT (LEG SIDE)

- Shuffle
- Cross over
- Wicketkeeper moves head to the line of the ball
- Wicketkeeper moves head to the line of the ball

TYPES OF MOVEMENT (STANDING UP)

Standing Up Off side

- Once in the power position, wicketkeeper moves the head to the line of the ball
- By moving head first, the feet will then automatically follow
- Keep inside foot grounded unless ball is very wide
- The wicketkeeper should always aim to get the body and head behind the line of the ball with the eyes over the gloves
- When the ball has been taken and is in the gloves, the wicketkeeper should always bring the ball back to the stumps

Off side - Standing up taking a wide bouncing delivery

- Once in the power position, wicketkeeper moves the head to the line of the ball
- By moving head first, the outside foot will then automatically follow
- Keep inside foot grounded
- Rotate upper body with the bounce of the ball
- Watch the ball into the hands
- When the ball has been taken and is in the gloves, the wicketkeeper should always

bring the ball back to the stumps

Leg side - Standing up

- Once in the power position, wicketkeeper moves the head to the line of the ball
- Inside foot takes a small step towards the leg side
- Make sure wicketkeeper keeps the gloves low to the ground
- Outside foot then follows inside foot so it is alongside it
- The inside foot again takes a step to the leg side
- Outside foot moves towards inside foot to give the wicketkeeper a stable base
- The movement should be in a line that is parallel to the crease

FIELDING LEADERSHIP

- Lead by example
- Positive body language
- Be first into position each over
- Be tidy and consistent
- Motivate fielding team
- Provide feedback to bowlers/captain

KEEPING TO SPIN

- Learn to read variations
- Develop keeper/spin-bowler relationship at practise
- Be involved in monitoring field (placements, depth, angles)

CATCHING SKILLS – DIVING

Wicket keepers are well known for their acrobatic dives behind the stumps whether it be to stop a wayward delivery bowled by the bowler or a snick that has come from the batsman's bat. The important aspect with diving is learning the correct technique and being able to move, take the catch and land without having the ball spill out.

Diving can involve the wicketkeeper taking the ball outstretched with one hand or two, preferably the

best method is to use two hands, but sometimes the area that the wicket keeper needs to cover is so great that they can only use the one hand. There are a number of techniques that can be used to dive and successfully catch the ball, the three techniques that will be covered are the dive and stretch with two hands, dive and stretch with one hand, and the dive and roll.

Dive and Stretch Laterally - Two Hands

- Pick up the line of the ball
- Move powerfully out of the crouch laterally using the legs
- Dive across watching the ball carefully into the hands
- When catch has been taken stretch arms out full length so that when the body hits the ground the elbows are straight and don't hit first and dislodge the ball

Dive and Stretch Forward -Two Hands

- Pick up the line of the ball
- Move powerfully out of the crouch going forward using the legs
- Dive forward watching the ball carefully into the hands
- When catch has been taken stretch arms out full length so that when the body hits the ground the elbows are straight and don't hit first and dislodge the ball

WICKET-KEEPING CURRICULUM

14-18 YEARS OLD

"Emphasise the importance of high volume deliberate practice."



Dive and Stretch Laterally - One hand

- Pick up the line of the ball
- Move powerfully out of the crouch laterally using the legs
- Dive across watching the ball carefully into the one hand
- When catch has been taken stretch the arm with the ball out full length so that when the body hits the ground the elbows are straight and don't hit first and dislodge the ball
- Brace the landing with the other hand

Dive and Roll

- Pick up the line of the ball
- Move powerfully out of the crouch going forward using the legs
- Dive laterally watching the ball carefully into the hands
- When catch has been taken use the bodies momentum to roll the catching hand and shoulder under the body which cushions the landing

TAKING BALL ON THE HALF VOLLEY

Not all throws that come in from the fielders arrive at the perfect height, sometimes the wicket keeper is required to take the ball on the half volley. This is not an easy method and needs to be practiced to ensure that the throw is tidied up. The key aspects are:

- Pick up the trajectory of the throw as quickly as possible
- Once the trajectory has been identified the wicket keeper must move into position to take the ball
- When taking the ball on the half volley its vital to get alongside the ball
- As the ball bounces the wicket keeper gets into a low side on position alongside the ball
- If the wicket keeper is on the left side of the ball the left leg goes forward and vice versa

- In this low position the wicket keeper scoops the ball up on the half volley and then rides with the ball as it bounces

GLOVE OFF THROWING

The wicket keeper plays an important role in run outs whether they are directly or indirectly involved. The wicket keeper is directly involved when they have to throw at the stumps or to a fielder positioned at the stumps either underarm or over arm and depending on the circumstances they may need to do this with or without their gloves on. They also may need to take a return throw from a fielder and remove the bails.

It's vital that they practice these different skills and understand their role so when the moment arises in a game they can move into position and take the opportunity.

Underarm Throw with Glove off

- Move out of the crouch position and move towards the ball as fast as possible
- Decide which side to attack the ball
- As you move towards the ball remove the glove from the side of which you are attacking the ball
- Attack the ball in a low position
- Place the right foot for right hand throwers beside the ball
- Step through and in the same motion under arm the ball at the stumps
- Maintain a low position and follow through so as to keep the ball in a low trajectory

Overarm Throw with One Glove Off

- Move out of the crouch position and move towards the ball as fast as possible
- Decide which side to attack the ball
- As you move towards the ball remove the glove from the hand which you are going to throw the ball

- Attack the ball in a low position
- Pick up the ball and from a good balanced position throw the ball using the correct throwing technique (outlined in the fielding section)

IDENTIFYING A WICKET-KEEPER

- Good hands
- Agility
- Positive attitude
- Pride in performance
- Courage
- Hard worker
- Willingness to learn

Work ethic (volume)

- Emphasise the importance of high volume deliberate practice

Deliberate practise

- Planned: The session should be planned, but requires flexibility to adjust, change and progress depending on how the session unfolds
- Purposeful: What do you want to achieve, how are you going to create an environment to achieve it?
- Measurable: 60-80% success in a task or skill is ideal for optimal learning. As soon as you see consistency, perturb the environment. ie. Increase the difficulty of the task or include/change constraints
- Feedback: Immediate, informative feedback so player has knowledge of performance. Raise awareness, create responsibility – use players words, create self – belief. Awareness is not the same as analysis. Awareness is questioning before the event

[Watch some wicket keeping drills with Sam Billings.](#)

The NZC Development Course E-Manual has been established to assist coaches of youth and secondary school players in their quest to develop their coaching knowledge and ability which will aid their player's development.

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