

## Cricket Without Boundaries – Tutor Notes

### Introduction to Cricket

This Coach Education course is designed to give teachers and coaches an introduction to the basics of cricket.

By the end of the course they should

- understand the three skill areas – bowling, batting and fielding – and how they come together into a simple game of cricket
- be able to run a simple cricket skill session that has high levels of involvement
- be able to run simple cricket-like games (rapid fire etc)
- understand how ABC T and S messages can be integrated into cricket delivery

The course is designed to be delivered over 4-6 hours. The timings on the tutor notes are for a course of 4 hours in duration – if you find yourself with more time there are notes in the module timings to indicate where delivery can be expanded.

This course forms the basis of the remainder of the CWB coach education pathway. Details of the pathway and the next level (Basics) can be found at [www.cricketwithoutboundaries.com/coaching](http://www.cricketwithoutboundaries.com/coaching)

**Thank you** for you help in delivering a joined-up, coordinated coach education programme with CWB. Your enthusiasm and passion will make this course what it is – an inspirational first step into cricket delivery.

Module	Card Page	Delivery Content	Key Learning	ABCTS
<b>1.0 Play The Game</b> <b>(30 min)</b>		Informal pick-up and play game of cricket. Tutors begin by playing the role of batters and bowlers, with candidates fielding. Gradually bring candidates in to try batting and bowling.	<ul style="list-style-type: none"> <li>• Understand the three different skill areas – bowling, batting and fielding</li> <li>• Understand how the skills link together to play a game of cricket</li> </ul>	
<b>1.1 Introduction</b> <b>(10 min)</b>		Who are Cricket Without Boundaries Purpose of the session – introduction to coaching and use of HIV messaging	<ul style="list-style-type: none"> <li>• Ensure all candidates are aware of:               <ul style="list-style-type: none"> <li>A – Abstain from sex</li> <li>B – Be faithful to your partner</li> <li>C – Condom use</li> <li>T – Testing for HIV</li> </ul> </li> <li>• S – Stigma, cricket is for everyone: boys &amp; girls, big &amp; small, positive and negative</li> </ul>	<i>All future sections will highlight here opportunities to reference ABCT&amp;S throughout delivery of the course.</i>

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<p><b>1.2 The Coaching Method</b></p> <p><b>(15 min)</b></p>		<p>Tutor invites candidates to take part in/observe a cricket coaching session, asking candidates to think about what happens in the session that makes it enjoyable.</p> <p>Tutor to deliver model “close catching” session, including:</p> <ol style="list-style-type: none"> <li>1. Brief introduction and demonstration</li> <li>2. Quick transition to practice</li> <li>3. Praise and move around the whole group (S)</li> <li>4. Stop group. Introduce first coaching point*. If possible, link to ABC (e.g. Catch the ball with your hands together, fingers pointing down - to protect yourself - C). Include a quick demonstration and return to action.</li> <li>5. Move around group offering praise and feedback to all (S)</li> <li>6. Repeat 4-5 for two further coaching points <ul style="list-style-type: none"> <li>• Stand with your feet a comfortable step apart, knees bent.</li> <li>• Watch the ball all the way into your hands</li> </ul> </li> <li>7. Stop group. Introduce TEST. Examples – distraction catching, pairs catching races (link to ABC e.g. Be faithful to your partner by throwing straight to them – B).</li> <li>8. Brief summary asking questions to draw out coaching points</li> </ol>	<p>Tutors should draw out the following key learning points from candidates:</p> <ul style="list-style-type: none"> <li>• Session structure: <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Demonstration</li> <li>3. Practice</li> <li>4. Praise and Feedback</li> <li>5. Test</li> <li>6. Summary</li> </ol> </li> <li>• One coaching point at a time – climbing a ladder of information.</li> <li>• Ratio of talking to doing – SHORT introduction and demonstration.</li> <li>• Purpose of a Test – know status and FUN.</li> <li>• Integration of HIV/AIDS messaging</li> </ul>	<p>STIGMA – all included</p> <p>ABC – integrate into coaching points where relevant</p> <p>TESTING – knowing our status</p> <p>ABCT&amp;S – reiterate all above</p>

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<p><b>1.3 Micro-coaching: The Coaching Method</b></p> <p><b>(45 min)</b></p>		<p>Tutor to divide candidates into smaller groups (ideally between 5 and 8 candidates per group). Each candidate to lead on delivery of part of a high-catching session, using coaching cards as prompts for coaching points. Remind candidates to include HIV messaging.</p> <p>Candidate 1: Introduction, Demonstration, Action (NO COACHING), Praise  Candidate 2: First coaching point, Demonstration, Action, Praise and Feedback  Candidate 3: Second coaching point, Demonstration, Action, Praise and Feedback  Candidate 4: Third coaching point, Demonstration, Action, Praise and Feedback  Candidate 5: Introduction of Test, (Demonstration), Action (NO COACHING), Praise  Candidate 6: Summary</p> <p><i>The tutor should offer brief, immediate feedback to candidates following their delivery, followed by group feedback at the end to draw out the key learning points.</i></p> <p>* <i>Tutors may need to intervene in instances when too many coaching points are delivered at once.</i></p>	<p>Tutors to encourage all participant to be clear and loud, and ensure they give plenty of praise.</p> <p>Tutors should work through the following check list with the whole group to check key learning:</p> <ol style="list-style-type: none"> <li>1. Introduction - Short?</li> <li>2. Demonstration - Short?</li> <li>3. Practice - Lots of goes?</li> <li>4. Praise - Everyone? / Feedback – Specific?</li> <li>5. Coaching point - One at a time?</li> <li>6. Test - Testing and fun?</li> <li>7. Summary - Short?</li> <li>8. HIV messaging - Included?</li> </ol>	<p>STIGMA – ensure coaches move around group to include all</p> <p>A – Abstain from dropping the ball</p> <p>B – Be faithful to your partner</p> <p>C – protect yourself by pointing fingers away from body</p> <p>TESTING – knowing our status</p>

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<p><b>2.1 Basic bowling – set up and coaching points</b></p> <p><b>(30 min)</b></p>		<p>Tutor to deliver introduction to bowling with candidates acting as participants – bowling in pairs (B).</p> <p>Bowling from the Base</p> <ul style="list-style-type: none"> <li>- Basic bowling grip, with the first two fingers on the top of the ball running along the seam, and the thumb underneath.</li> <li>- Stand side-on to the target, feet apart.</li> <li>- Stretch the bowling arm straight behind you and raise the non-bowling arm up, pointing towards the target.</li> <li>- Keeping the bowling arm straight (A), swing it over your shoulder and finish across your body.</li> </ul> <p>Ask candidates to complete a TEST – e.g. which team can hit the stumps the most times</p>	<p>Encourage candidates to discuss and/or recall, throughout the session:</p> <ul style="list-style-type: none"> <li>• Coaching points</li> <li>• HIV messages</li> <li>• How to set up to maximize participation</li> </ul>	<p>BE FAITHFUL – bowl only to your partner</p> <p>ABSTAIN – from bending the arm</p>

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<p><b>2.2 Basic batting - set-up and coaching points</b></p> <p><b>(30* min)</b></p> <p>*When more time available use as additional Micro-Coaching practice of the Coaching Method</p>		<p>Tutor to deliver introduction to batting with candidates acting as participants.</p> <p>Grip, stance, back-lift</p> <ul style="list-style-type: none"> <li>• Grip the bat with two hands together in the middle of the handle.</li> <li>• Stand side-on to the bowler, feet a comfortable distance apart, knees bent (C)</li> <li>• Your head should be still, eyes level, looking at the bowler.</li> </ul> <p>Hitting straight off a cone, simple target goal set up</p> <ul style="list-style-type: none"> <li>• Step towards the ball with the front foot, bending the knee while swinging the bat back</li> <li>• Bring the bat straight down (C) and hit the ball.</li> <li>• Finish still and balanced with the bottom of the bat pointing towards the target.</li> </ul> <p>Ask candidates to complete a TEST – e.g. which team can get the most through the target.</p> <p>Progress to drop and bobble feeds to further TEST candidates.</p>	<p>Encourage candidates to discuss and/or recall, throughout the session:</p> <ul style="list-style-type: none"> <li>• Coaching points</li> <li>• HIV messages</li> <li>• How to set up to maximize participation</li> <li>• How to set up to maintain safety <ul style="list-style-type: none"> <li>○ Positioning of players</li> <li>○ Positioning of feeder (B)</li> </ul> </li> </ul>	<p>CONDOM – bat is the condom, used to protect the wicket, must stand in a position that allows this</p> <p>CONDOM – straight bat helps to better protect the stumps/body</p> <p>BE FAITHFUL – position feeder so batter does not hurt their partner</p>

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<p><b>2.3 Relays</b> <b>(15* min)</b></p> <p>*When more time available use as additional instruct/demo practice, asking candidates to offer activity ideas.</p>		<p>Tutor to outline purpose of relays – explain how relays can be used as a simple way to practice different skills when delivering to large groups of students.</p> <p>Lay out a relay and briefly work through a selection of activities, such as:</p> <ul style="list-style-type: none"> <li>• Bowling</li> <li>• Catching and throwing</li> <li>• Bat taps or cricket-bat hockey</li> <li>• Running/skipping/jumping races</li> <li>• Dynamic movements such as side-steps, high knees, arm swings</li> </ul> <p>Explain how relays can also be used as a warm-up to prepare body and mind for activity. Explain warm-ups should be fun and easy to set up.</p>	<p>Candidates should be able to identify why warm-ups are used and what the value of relays are as a practice set up:</p> <ul style="list-style-type: none"> <li>• Warm-ups prepare our mind and body (C) for activity</li> <li>• Relays allow lots of people to practice a skill at the same time (S)</li> </ul>	<p>CONDOM - protect our body from injury by warming up</p> <p>STIGMA – everyone is involved</p>
<p><b>3.1 Game Based Learning</b> <b>(45-60* min)</b></p> <p>*When more time available use full 60 min</p>		<p>Tutor to deliver a selection of low kit, high participation games, emphasizing their value in a large-number environment such as schools (S).</p> <p>Games might include:</p> <p>Rapid-fire</p> <p>The Pull-Shot Lord’s Game</p> <p>How Many Can I Get?</p>	<p>Tutors should draw out the following key learning points from candidates:</p> <ul style="list-style-type: none"> <li>• Using formats that include all participants – no “if you’re out you’re out” (S)</li> <li>• Ratio of talking to doing – SHORT introduction and demonstration</li> </ul> <p>Integration of HIV/AIDS messaging (ABC)</p>	<p>STIGMA – games that include everyone and do not discriminate between gender, ability, HIV status</p> <p>STIGMA – all included</p> <p>ABSTAIN – from leaving the area, from crossing the line, from cheating</p> <p>BE FAITHFUL – to the rules, to the coach, to your team</p> <p>CONDOM – use your bat properly to protect yourself/the stumps</p>

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<b>3.2 Pairs Cricket</b>  <b>(remaining time)</b>		<p>Tutor to emphasize that while skills are initially taught in isolation because they are complex, the aim is to then put them into a game of “proper cricket”.</p> <p>Tutor to organize a game of pairs cricket, using candidates as players and, for those interested, umpires and scorers.</p>	<p>By the end of the game, candidates should be able to understand how the skills they have learnt to deliver above integrate into a full game of cricket.</p>	<p>Throughout the game, tutors and coaches may want to reference:</p> <p>BE FAITHFUL – to your batting partner with calling</p> <p>CONDOM – use the bat as a condom to protect your stumps</p> <p>ABSTAIN – from hitting the ball into the air</p>