RECOMMENDED EQUIPMENT FOR 24 PARTICIPANTS

Equipment	Qty	Equipment	Qty
LARGE BALLS (SCORCHER BALLS)	2	RUBBER CRICKET BALLS	24
ROPES (20M)	2	CONES	24
STUMPS	8	HIGH BOUNCE BALLS	6
BATS	24	MILO IN2CRICKET BAG	1

USING EQUIPMENT IN VARIOUS WAYS

- Use a whistle to further assist with session management.
- As a deliver you play a facilitator role.
- **Use inquiry-based learning. Start all activities and games by posing questions, problems or scenarios rather than presenting established facts or explaining the answers or outcomes.**
- Allow the participant's time to come together in between rounds or small breaks in between games to review and reflect, share learnings and have discussions on what strategies they may implement when versing opposing teams.
- **Cricket can play a vehicle across many areas. Consider the 6 Cs in education and how you can unpack a game and deliver it to link with one or more of the Cs. For example, all activities/games have endless variations and can connect with other topics/subjects within the school like COLLABORATION. Participants in a classroom can come outside and take part in COLLABORATION CRICKET where the cricket school ambassador can focus on collaboration outcomes whilst facilitating games of cricket as the participants are physically active instead of sitting down in a classroom.**
- Have a PLAN B in place for inclement weather e.g. activities and games can be modified so the program can take place inside the school gym or many activities can be delivered in a classroom for example, IN THE WATER BALL HANDLING.
- Remember the GAME is the focus. Don't run the skill focused activities for too long.
- Allow short breaks for hydration.
- **Use technology. Allow the participants to analyse and provide positive feedback to their peers. iPads are a great tool for using technology.**

CHANGE IT!

- Is the activity safe?
- Are the participants engaged?
- Is the activity running ok?
- Do the participants understand what is going on?
- Is the activity appropriate for the skill ability level of participants?
- Are the participants being challenged?

If not, then CHANGE IT! By…
- **Making it easier**
- **Making it more challenging**

If it is not safe, change the activity!

EXAMPLE OF AN INCLUSIVE FOUR WEEK PROGRAM
(RECOMMENDED FOR 60 MIN SESSIONS)

SESSION	1	2
FOCUS	SCORE RUNS, TAKE WICKETS & HAVE FUN	
WARM UP	YES NO WAIT	FIELDING POSITIONS
ACTIVITIES	CATCHING STARS	CLEAN YOUR C. B.
	BOWL A GOAL	KNOCK EM DOWN
	CRAFT FOR S. RUNS	BATTING CRAFT
GAMES (30-40 MINS)	COLLABORATION CR.	ANYWHERE CRICKET
SESSION	3	4
WARM UP	DERBY CONES	IN THE WATER
ACTIVITIES	SCORCHER BALL	SKILL RACES
	JUNK YARD BATTING	
GAMES (30-40 MINS)	ANYWHERE CRICKET	MODIFIED T20

BUILD YOUR OWN PROGRAM

SESSION	1	2
FOCUS	SCORE RUNS, TAKE WICKETS & HAVE FUN	
WARM UP		
ACTIVITIES		
GAMES (30-40 MINS)		
SESSION	3	4
WARM UP		
ACTIVITIES		
GAMES (30-40 MINS)		
SESSION	5	6
WARM UP		
ACTIVITIES		
GAMES (30-40 MINS)		

CRICKET SCHOOL AMBASSADOR RESOURCES

https://community.cricket.com.au/schools

Activity DERBY CONES   ⏱ 5 MINS

△ 🔴 🟢
24 14 10

Instructions

• Two teams (6ERS vs. THUNDER).
• The cones are spread out across the playing area. Half are upside down (6ERS) and half are the right way up (THUNDER).
• The aim of the activity is to turn as many of the opposition participant cones to your own designated cone position and to keep as many in your correct position.
• Cones cannot be protected or kicked. They must be turned using both hands to replicate the movement patterns of fielding.
• **CONNECTIVITY - to determine a winner the cones are counted at the end of the allocated game time. Connect to maths with your scoring system. Let the participants estimate who may have won first and then through maths add up the points. Different coloured cones can resemble different values. Before setting up a new game discuss about space and distances between the cones.**

Change It – Make it easier

• Participants walk.
• Teams don't compete. Participants compete amongst themselves and try and flip as many cones as they can within a minute. After a small rest, participants then see if they can beat their own score for another minute.

Change It – Make it more challenging

• Add in one ball per cone. Participants either place the ball on top of a cone or inside a cone. This allows ball handling to take place in the game.
• Have participants vary their starting positions (e.g. lying on their bellies).
• Have one team start with more cones to challenge the other team.
• One team starts with all the cones their way and the other team tries to turn as many over in the designated game time. Compare the teams after two rounds.

Safety

• Ensure cones are not set up too closely to each other. Spread them out to prevent participants from bumping into each other.

Teaching Point

• Encourage participants to flip the cones with two hands to replicate the movement patterns of fielding.
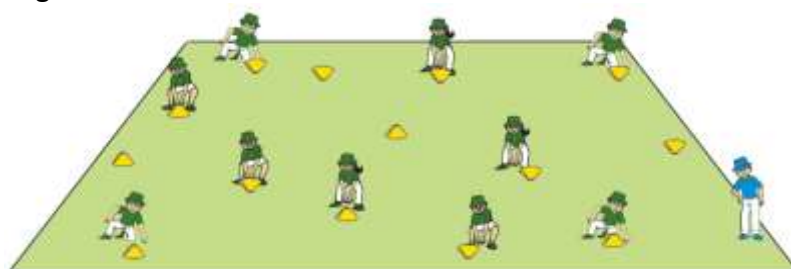
## Activity — IN THE WATER BALL HANDLING — ⏱ 5 MINS — 🔴 15 🟢 15 🪢 2

Instructions

• Participants line up along the same side of the rope.

- If the area has lines marked on the ground you can use them or use court lines if available.

- Each participant has a rubber cricket ball in their hand.

• Challenge the participants and see how many times you can get them to over balance or make the wrong move in the activity.

• The participants are starting in the 'out of the water' position.

• The deliverer then calls "in the water" and the participants then jump over the rope.

• If the deliverer calls "out of the water" then the participants jump back over the rope to their original position.

• The deliverer will make their calls faster and faster, eventually trying to trick the participants. If a participant makes a wrong move (over balances or jumps back in the water or out of the water), they take 3 steps back and complete 8 figure 8s before joining back into the game.

• Ball Handling is incorporated into the activity amongst the 'in the water/out of the water" calls. The deliver may call out the following to add in ball handling into the activity – figure 8s, around your waist, bounce the ball in the ground, yo-yo catching, spin the ball from one hand to the other, throw clap and catch etc.

• **The deliverer can add in participant centred tasks by asking the participants to create their own ball handling routines for 30secs.**

• The second rope can be used for going back and forth with skipping, hopping, side skips, ground touches or running if you wish to incorporate locomotor movements into the activity.

Change It – Make it easier

• Take out the balls and ball handling calls. Less instructions.

Change It – Make it more challenging

• Add in more calls like "on the rope" or "side to side" with one foot either side of the rope.
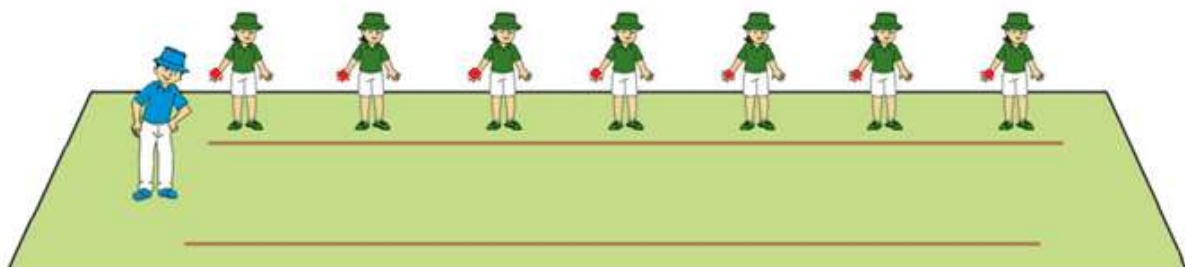
Activity | **SNOW BALL TAG** | ⏱ **5 MINS**

🔺 4   🔴 15   🟢 14

Instructions

• Mark out a square approximately 10m x 10m.

• Group the balls together and place on the edge of the square.

• One player begins with a ball and is the tagger.

• The tagger attempts to catch other players by tagging them with the ball below the shoulders and above the waist.

• All caught players collect a ball and become taggers.
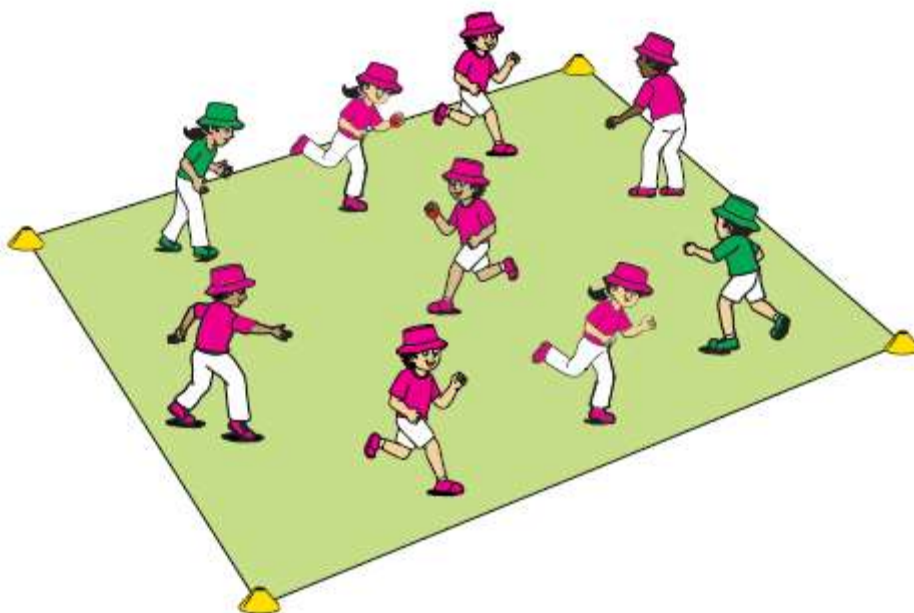
• Last player caught wins.

Change It – Make it easier

• Increase the playing area.

• Participants walk.

Change It – Make it more challenging

• Decrease the playing area.

• Participants run from one side to the other.

Safety

• Participants do not throw the balls t other participants.

Activity　YES NO WAIT　⏱ 10MINS

Instructions

• 6 cones make up a rectangle (large cricket pitch). Line (A) is the YES line. Line (B) is the WAIT line. Line (C) is the NO line.

• Participants line up on one side (C) facing the opposite line (A) (See image).

　The Deliverer calls out one of the three commands: -

　　　YES: the participants run all the way through to the opposite crease line;

　　　NO: The participants remain where they are;

　　　WAIT: The participants move out to the half way line (B).

• Each participant makes a choice if they would like to run with a bat, single stump or nothing at all.

Change It – Make it easier

• Decrease the playing area to suit the ability of the participants or the weather.

• Less game related. Participants take part in different locomotion movements e.g. skipping or zig-zag (change of direction) running.

Change It – Make it more challenging

• The last one back to the crease line is run out (eliminated) for one round and with a ball they complete 20 figure 8s through their legs before joining back in.

• Participants go in pairs. Now the participants make the call and not the deliverer.

• Allow the participants to run more than once. Up and back (2 runs).

• **Create game like scenarios and get the participants to think by adding in fielders who throws the ball to the deliverer near the crease line. Fielders are trying to run out the participants.**

Teaching Points

• 　Through questions, get the students to come up with the answers to why it is communication important when running between wickets.

　　A: Great communication will prevent run outs in games.

• 　Teach the participants to use signals when communicating e.g. put up your hand for NO.
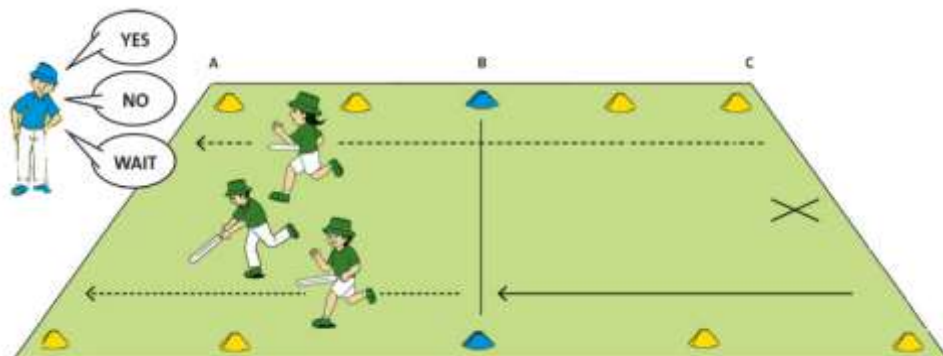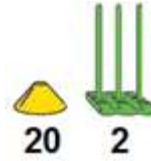
## Activity | FIELDING POSITIONS | ⏱ 5 MINS | 20 | 2

Instructions

• Participants are into 2 - 4 groups. Group A are the Stars. Group B are the Strikers.

• The cones are set up in fielding positions across the playing area.

• The participants can start walking in towards the centre from their fielding positions. The captain (deliverer) then makes a call e.g. "Stars run to Square Leg."

• The Stars will then run from their current position to the Square leg area. The other group (Strikers) walk back to their original position to be ready for the next call.

• The captain then calls out again. He/she can call Strikers or Stars again.

Change It – Make it easier

• If participants are having trouble with the fielding positions, the deliverer can refer to the colour of the cones.

• Participants walk or make choices of their type of movement.

Change It – Make it more challenging

• Add in a competition. Who can be the fastest to the next fielding position? This will further help in developing quicker reaction times when starting in a still or moving position.

• Add in more fielding positions.

• Add in elimination. The last one to the fielding position goes to a pile of balls and complete 20 figure 8s before joining back in the game.
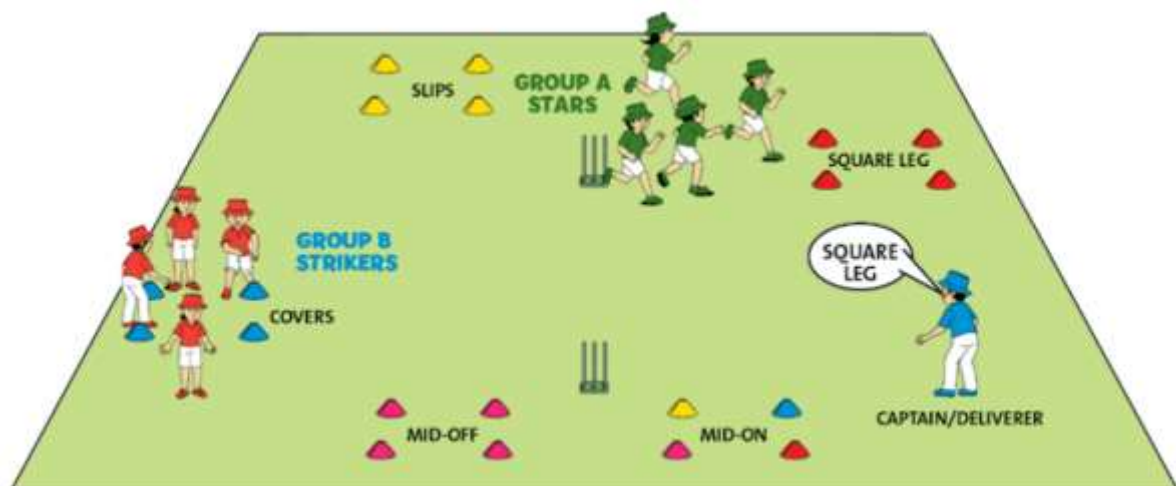
## Activity **FOUR CORNERS** ⏱ **5 MINS**

8 - 15

Instructions

• 2 – 4 participants per group.

• Participants create their own rules for down ball game which can have a batting focus.

• Participants make choices on where they would like their game to take place. Games can be played on down ball courts with four squares, on a hard flat surface like concrete without lines, use walls or use cracks in the concrete or ropes to mark out boundaries.

• The activity relates to batting as participants are ball tracking (watching the ball), moving their feet and hitting the ball.

• In a game of normal down ball, a participant moves to the fourth square (lower ranking square) if they fail to hit a ball or they hit the ball on the outside of an opposing players square.

Change It – Make it easier

• Allow the participants to catch and under arm throw the ball if hitting it with their hand is too challenging.

• Minimise the group size. Make it pairs down ball which is even more inclusive.

Change It – Make it more challenging

• Challenge a few by getting them to use opposite hand.

• Participants let the ball bounce twice before hitting it. This has the participants moving backwards or in cricket terms on their back foot which replicates the movement patterns of batting in cricket.
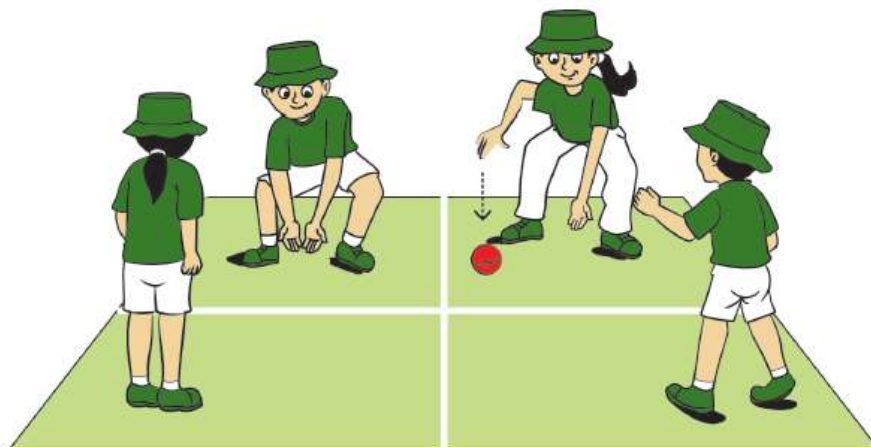
## Activity | CRICKET CIRCUIT | ⏱ 15 MINS

24 12 4 8 2

Instructions

• Participants start at different spots. On the whistle, participants begin to move through the Cricket Circuit.

• Options for activities within the circuit can be – Running between wickets, various balances across the ropes, skipping, agility, individual catching/pairs catching, jumping, crocodile walks, arabesques, throwing at targets in pairs, walking sideways, side skips, walking sideways, throw at rebound net and catch, bowling at a target area, lunges, squats and core exercises.

• Make sure there is a good mix of skill activities and body movements within the circuit.

• **After the participants experience the cricket circuit for a few minutes. Stop the activity and get the participants to build their own circuit.**

Change It – How can I make it easier?

• Participants walk.

•Participants in pairs. One participant works through the circuit and the other rests. After the first participant completes a lap they swap over.

• Participants make choices on how they could make it easier.

Change It – How can I make it more challenging?

• Have cricket circuit races.

• **Create a fun cricket obstacle course similar to fun runs or an adventure race. Add in a stronger focus of aerobic fitness.**
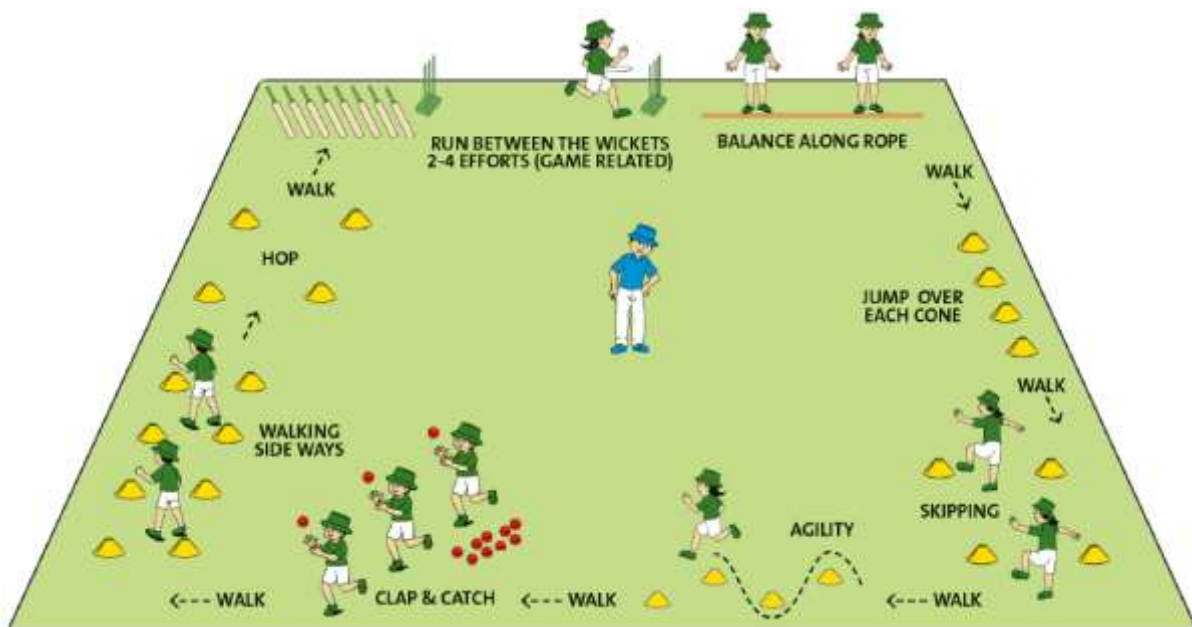
Activity   CLEAN YOUR CRICKET BACKYARD   ⏱ 5 MINS

🔴 15   🟢 15   🔴 2   🪢 2

Instructions

• Two teams.
• On 'go' the participants from both teams roll or throw underarm over to the opposing team's backyard.

• Encourage participants to get the ball to bounce in the 'safety zone' before the balls enter the opposing backyard.
• **Balls are thrown continuously until a whistle is blown to stop the game.**
• The team with the least amount of balls in their backyard is the winner.
• Mix the teams up for greater social interaction and start a new game.
• Before each game, allow the participants to speak together as a team and come up with strategies on how they can work collaboratively and win the next round.
• After each round allow the participants to briefly review their round and what worked well and how they could improve for the next round.
• **Add in bowling. Participants who retrieve balls that go behind them generally automatically walk up or run up to bowl.**

Change It – Make it easier

• Roll the ball.
• Add in still targets to knock over in the middle.

Change It – Make it more challenging

• Allow the participants to create their own rules for the next few rounds.
• Increase the distance of the playing area.
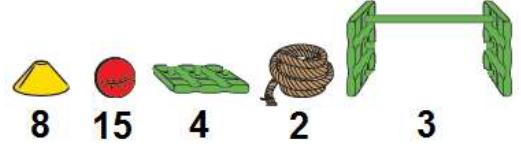• **Mix the teams up for social interaction and new ideas for strategies.**
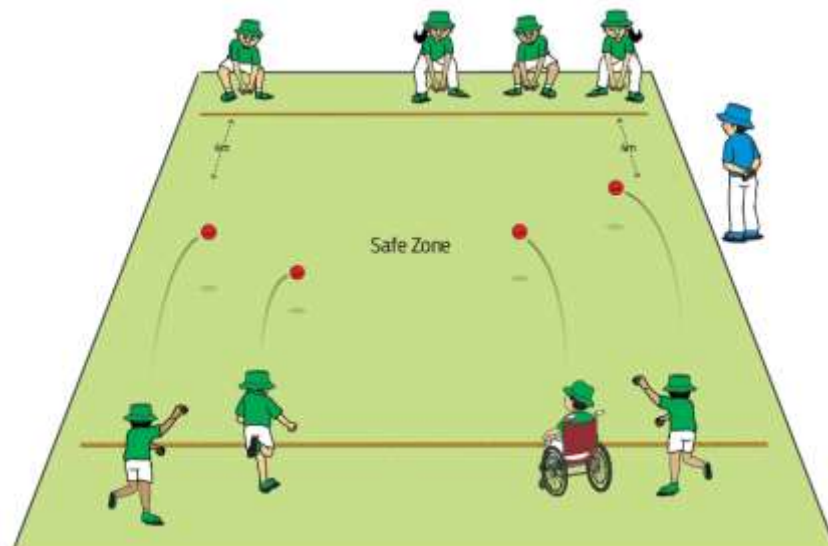
Activity **TARGET THROWING** ⏱ 10 MINS

△ 8   🔴 15   ▦ 4   🪢 2   🎯 3

Instructions
• Throwing overarm at a target in pairs.
• Participants are opposite each other and throwing at the target in the middle.
• **Pairs minute to win it.** Pairs compete against each other. Who can hit the target the most times within 1 minute?
• Participants then find a new partner and target for the next round.
• **Participants rules.** For the next few rounds the participants create their own rules e.g. 1 point for hitting the target and 5 points for knocking it over or getting it to flip.

Change It – Make it easier
• Increase the size of the marker.
• Participants roll or underarm throw.
• Decrease the distance between the participants and the targets.
• Everyone is on one team. Can the team successfully hit all targets within 30 seconds?
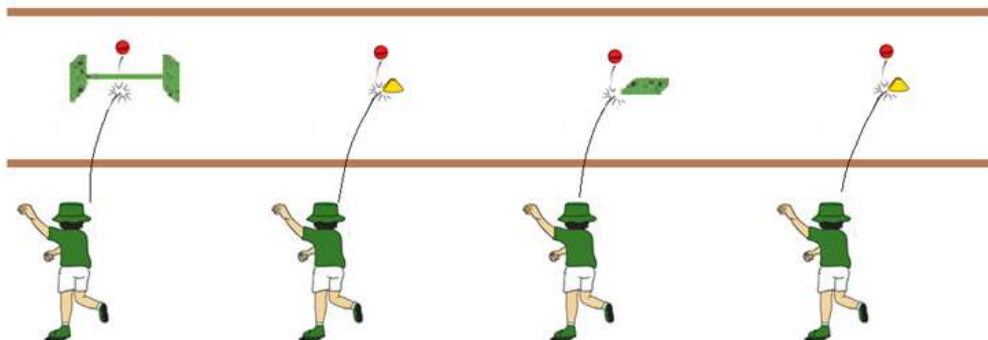
Change It – Make it more challenging
• Increase distance between participants and the targets.
• With the ball, participants complete a lap around their waist before throwing.

Teaching Points
OVERARM THROW
• Surf, point, bend and throw.
(Stand side on/point at the target/bend throwing elbow/elbow shoulder height/throw)

Activity CATCHING STARS ⏱ 5 MINS

△ 15 🔴 15 🟢 15

Instructions

INDIVIDUAL CATCHING

• Throw the ball into the ground and catch. Throw the ball in the air to self and catch.

• Throw the ball in the air to self and catch with opposite hand.

• Yo-yo catches. Hold the ball high with one hand, release and catch with the other hand positioned at hip height.

• Spin the ball from right hand to left and back.

• **Allow the participants to discover and create their own catching challenges for a minute.**

• Throw the ball in the air to self and clap. See how many claps you can do with a catch? What's your record? Can you beat your record?

• Throw the ball in the air, touch shoulder and waist before catching.

CONE CATCHING & PAIRS CATCHING ▼

• One cone per pair.

• The distance between the catchers will vary with the age and skill ability level of each pair.

• One participant holds the cone upside down to catch the ball while the other catches the ball with their hands.

• Have a few races amongst the group. First pair to 10 call out 'HOWZAT' to win.

• Without cones, one ball, under arm throwing and catching.

• Have a few races amongst the group. First pair to 10 call out 'HOWZAT' to win.

• One ball, under arm throwing and catching with preferred hand and then opposite hand.

• 2m apart, two balls, underarm throwing and catching.

• Have a couple more races amongst the group. First pair to 10 call out 'HOWZAT' to win.

• Pairs start 2m apart, one ball between pair, catch and step back. Every time a catch is made step back. If the ball is dropped or the throw is off the pair start again, 2m apart.

Change It – Make it easier

• Let the ball bounce when catching or use a larger ball.

Change It – Make it more challenging

• One participant holds the cone upright to catch the ball while the other catches the ball with their hands.

1 STEP AFTER EACH CATCH   1 STEP AFTER EACH CATCH
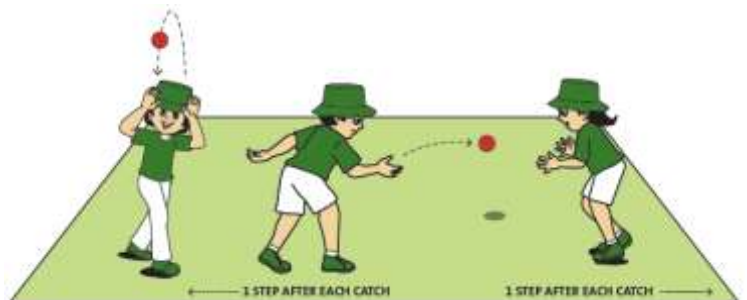
## Activity AVALANCHE   ⏱ 10 MINS

24 12 4 8 2

Instructions
• Participants are put into two teams.

• The rope marks out the end zone which is an appropriate distance from the players throwing line.

• Both teams line behind their throw line facing the scorcher balls which are placed 2m in front of them.

• Teams throw their balls at the scorcher balls in the middle. The first team to get their scorcher ball past the end zone line is the winner.

• With a blast of a whistle, facilitators can stop the game to allow the participants to retrieve balls before getting back to their throw line to continue the game.

Change It – How can I make it easier?
• Decrease the playing area.

• Add in a larger ball for the participants to aim at e.g. an exercise ball.

Change It – How can I make it more challenging?
• Increase the distance of the playing area.

• Add in cones as obstacles by placing them around at random to stop the ball from moving forward when being hit.

FIRST TEAM TO GET THE BALL PAST THE ROPE WINS

play cricket
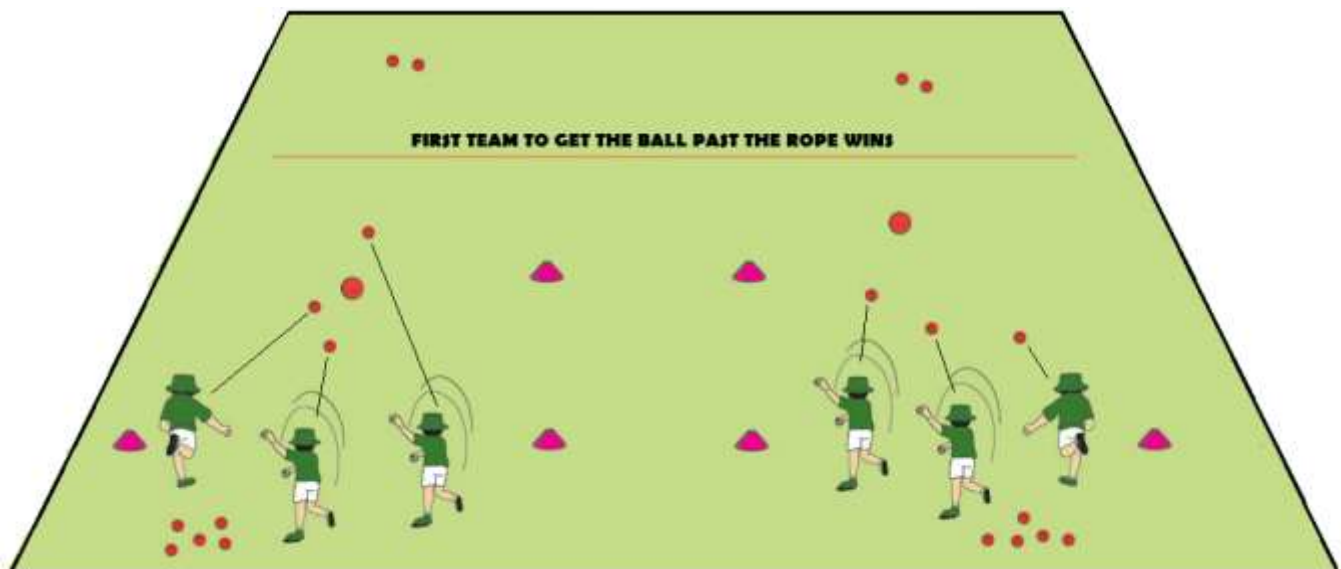
## Activity   SCORCHER BALL   ⏱ 10 MINS

16 15 15 2 2

Instructions

• Participants are split into two teams.

• On 'go' the players from both teams throw (overarm or underarm) the balls at the Scorcher ball in the middle.

• One team is trying to hit the Scorcher ball and get it to roll across the opposing team's rope to win. The other team is doing the same thing by trying to get the Scorcher ball past the opposing team's rope.

• Participants can only retrieve balls in their designated area. Under no circumstance can participants throw the ball or retrieve a ball from the safety zone.

Change It – Make it easier

• Participants choice. They can roll, throw or bowl.

• Decrease the playing area to suit the skill ability level of the participants.

• Use a still target like a set of stumps or a stump base on its side instead of the scorcher ball.

Change It – Make it more challenging

• Increase the distance of the playing area.

• Roll or throw with opposite hand.

• Participants bowl the ball.

• **Using different equipment like stump bases, cones and stumps etc. participants create a structure to protect the scorcher ball in the middle. When they game starts participants try and knock the structure down before they can freely aim at the scorcher ball in the game**.
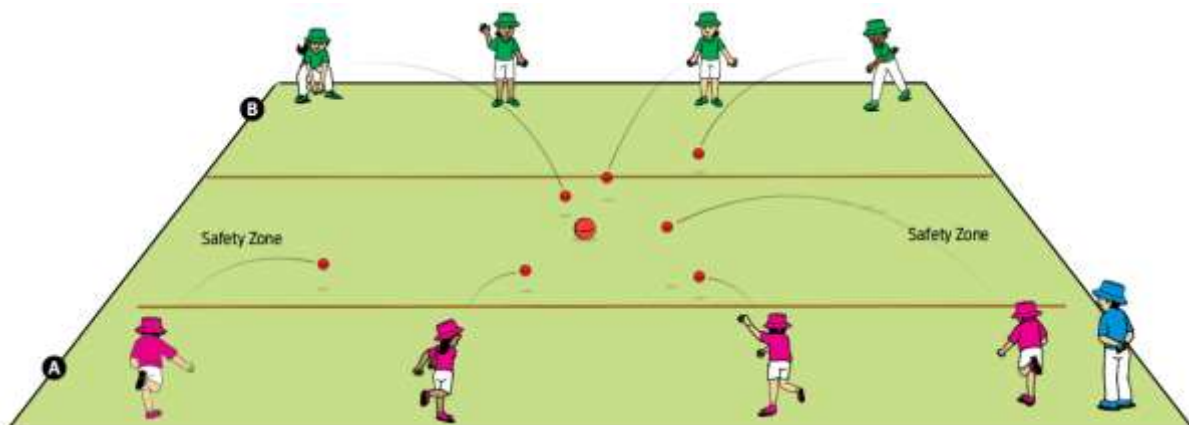
Activity | SKILL RACES | ⏱ 10 MINS

8   15   15   2   2   2   1   2

Instructions

• It's a skill race. Participants compete.

• 1 ball per participant. Participants start in the middle.

• Participants run choose their own path but must be successful before moving onto another challenge.

• Participants can roll, throw or bowl at the targets/challenges.

• When participants have completed all the challenges they go to the middle (inside the rope) and take part in ball handling or catching.

• The first 3 participants to the middle after completing the challenges are the winners.

• After a round, the participants recreate new targets and another race then begins.

Change It – Make it easier

• Participants walk in between challenges.

• Everyone is part of one team and tries to beat a set time.

Change It – Make it more challenging

• Increase the distance from the cones to the target.

• Each challenge has a required skill that needs to be used e.g. bowl through the square.

FINISHED AREA
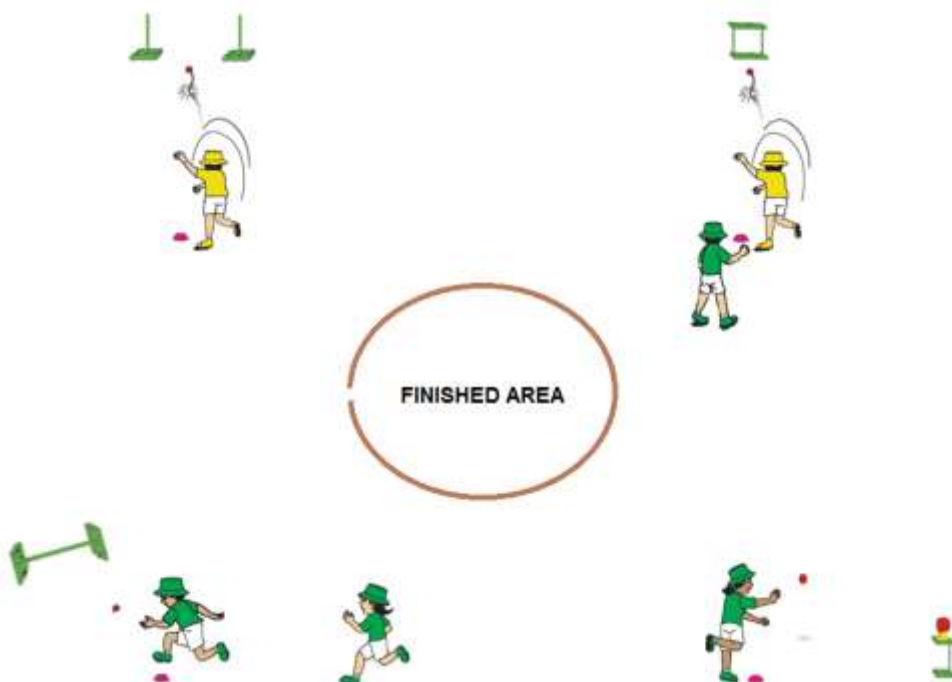
Activity FOUR WAY CATCHING ⏱10 MINS

△ 24 🔴 6 🟢 6

Instructions

- Two - four participants per group. 4 groups per game.
- The game set up has four squares touching front edge corners. This creates a vacant square in the middle.
- The vacant area in the middle is called *no go land*.
- Each team is in their square facing their opposition.
- The game initiates when one player from squares (A) & (B) underarms one ball, to bounce once in the *no go land* before going into the opposition square (C) & (D).
- The opposition catch the ball returning it in the same fashion.
- Participants rotate the catcher and thrower role. They cannot catch or throw two in a row. It is important that everyone has an equal go.
- A point is scored when a team drops a ball, a ball doesn't bounce in or bounces too many times in the *no go land* or the ball lands outside the opposition square area.

Change It – Make it easier

- Roll the balls.
- Before catching the ball it must
  bounce twice in the opposition square.

Change It – Make it more challenging

- Change the game by making it left hand only.
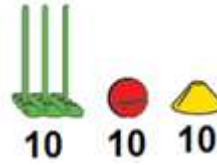- Lengthen the playing field and add in bowling.

TEAM A
TEAM B
TEAM C
TEAM D

NO MANS LAND
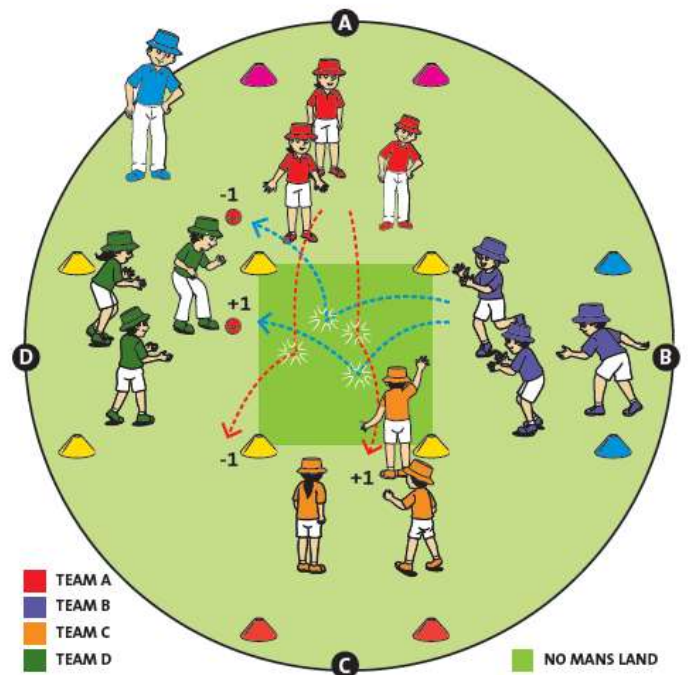
Activity **TARGET BOWLING** ⏱ **15 MINS**

10   10   10

Instructions

• In groups of three and in own space or two parallel lines.

• One participant bowls, one is the keeper and one video records or analysis.

• Participants analyse and provide feedback to their partner of their bowling. Use of technology can be used here to provide video analysis for further feedback.

• The pairs help each other to enhance their movement performances in bowling.

• Participants find a new partner and through innovation create and build a new target to bowl at.

• Participants analyse and provide feedback to their partner of their bowling. Use of technology can be used here to provide video analysis for further feedback.

Change It – Make it easier

• Participants can under arm throw or roll.

• Use different ball types.

Change It – Make it more challenging

• Reduce the size of the target i.e. one stump or a stump base.

• Increase the bowling distance to cater for individual needs.

Coaching points

• Walk or run up to bowl.

• Bowl with a straight arm.
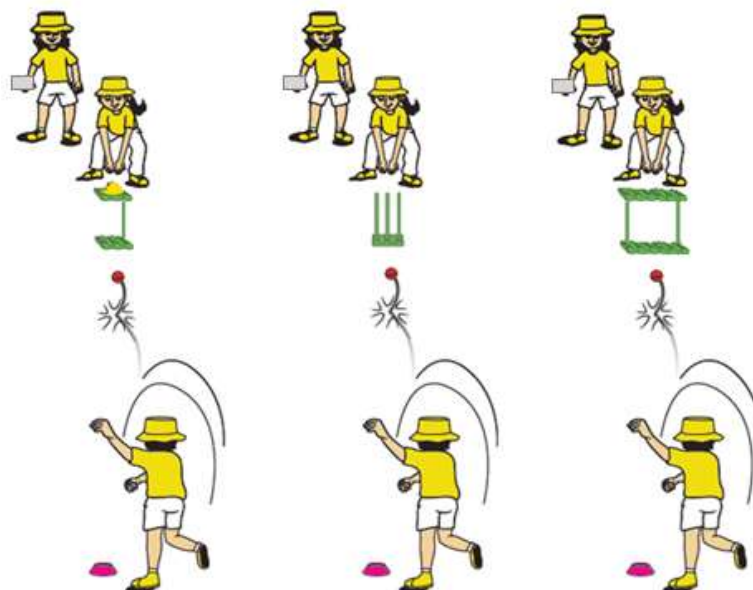
Activity **SHOOTING STARS** ⏱ 5 MINS

2   4   10   8   10

Instructions

- Two teams.
- Participants must remain in between the cones and rope positioned behind them.
- On 'go' the players from both teams bowl the rubber cricket balls to the opposite teams area. The ball must bounce in the safety zone first before entering the opposing team's area.
- There are various targets in the safety zone for participants to aim at.
- Balls are retrieved (fielded) and bowled continuously until the game stops.
- The team who score the most points by knocking over the most targets in the middle wins the game.

Change It – Make it easier

- After the first game, add in the high bounce balls and larger balls for further engagement and skill development.
- Move the ropes to better suit the skill ability of the participants.
- Instead of bowling, participants can roll or throw the ball.

Change It – Make it more challenging

- **Everyone is on ONE TEAM. The team compete against the clock. When they hit a target it is removed from the game. Minute to win it. Can the team hit all the targets within a minute?**
- Participants bowl spin.
- Participants are split into three teams. The winning team stays in the next game and the losing team rotates with the resting team.
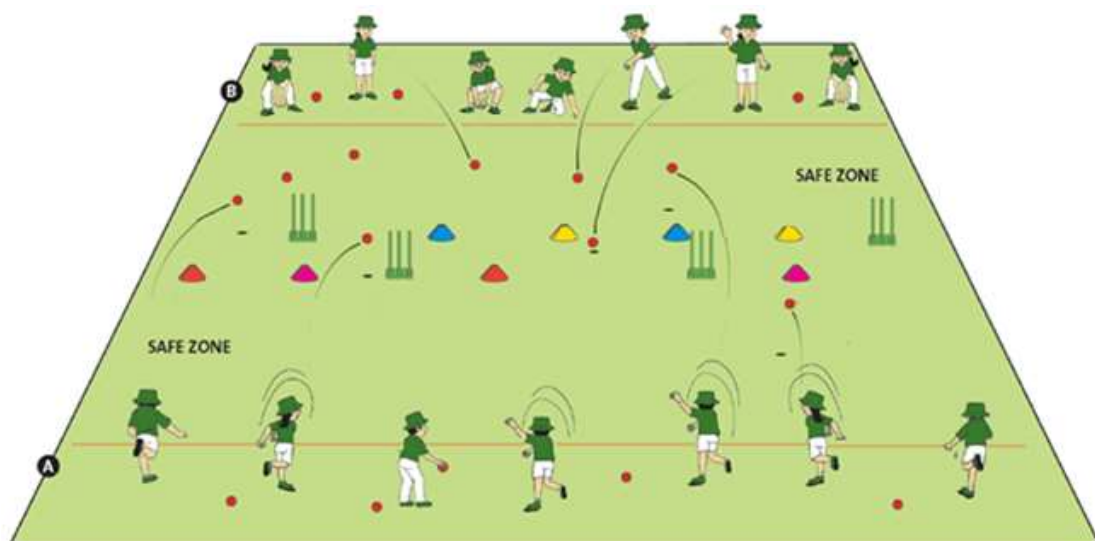
## Activity BOWL A GOAL ⏱ 10 MINS

🔴 🟢 🔴 🪢
15 15 2 2
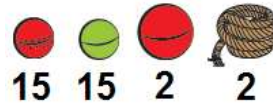
Instructions

• Cones are placed in a straight line and act as goals, 3m apart in front of the keepers.
• Each group competes against each other to see who can be the first team to bowl the ball, land the ball past the rope and have it go through the goals 10 times.

• Within each group there is two – three participants waiting to bowl (behind the bowler), one bowler and one wicketkeeper.
• On 'go' the bowler bowls the ball and runs down to become the next wicketkeeper. The wicketkeeper catches the ball and runs the ball up the pitch to the next bowler. The sequence continues on.
• The first team to finish (10 goals) calls out "HOWZAT."

Change It – Make it easier

• Widen the distance between the goal posts.
• Decrease the distance of the pitch to suit the skill ability level of the participants.
• Take away the rope and get the participants to just focus on bowling goals.
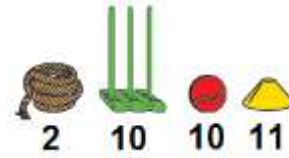
Change It – Make it more challenging

• Decrease the distance between each goal post.
• Take away the goals and add in stumps.
• Add in a batter to protect the goals.
• Add in extra targets for points and have teams compete. First to 20 points.
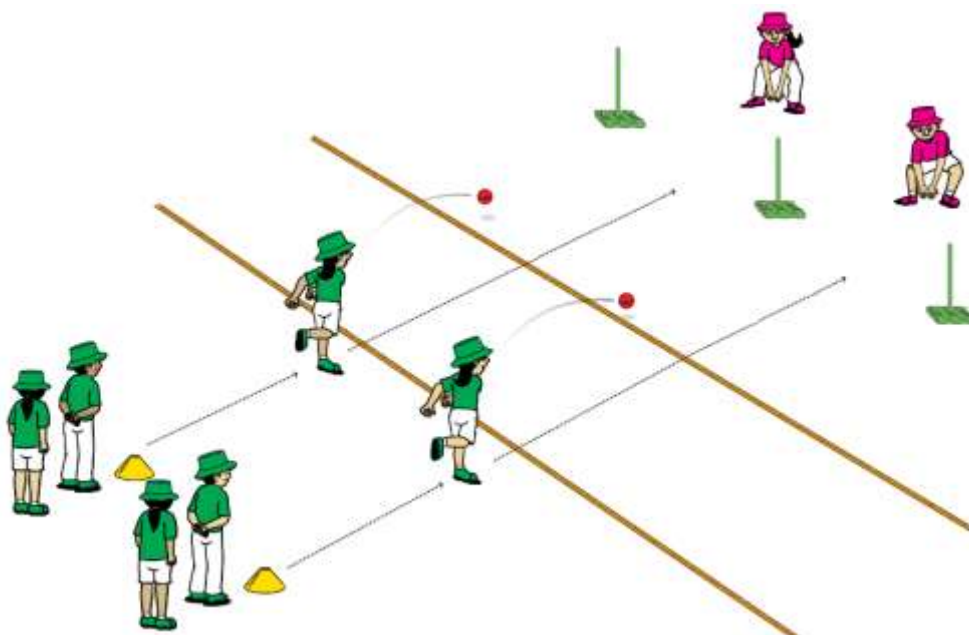
Activity — RAPID FIRE BOWLING — 10 MINS

2 10 10 11

Instructions

• Participant (A) is the bowler. (B) is the wicket keeper. (C) is waiting to bowl.

• Ten sets of stumps are set out in a straight line 2m apart.

• The bowling crease is marked out by cones.

• Two ropes are laid out parallel to each other one 2m from the stumps and the other 3m from the stumps (this is the target area for the bowlers).

• Participant (A) starts at the back line of the cones and moves with momentum to release the ball by the second line of cones (crease line). The bowler has one bowl, aiming to land it between the two ropes with it then ultimately hitting the stumps.

• Once the bowler has bowled everyone changes spots. The bowler becomes the wicket keeper, the wicket keeper runs the ball up to the new bowler and then waits at the back for their go.

• Add in a few different races/competitions.

Which group can land the ball between the ropes 10 times first? Call out 'howzat' when you're finished.
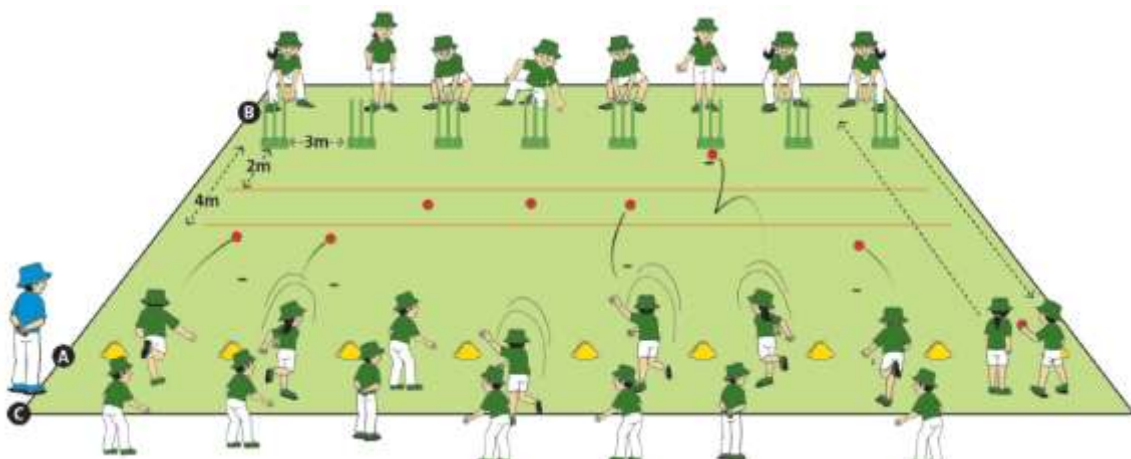
Change It – Make it easier

• Change the length of the pitch size to be suit the skill ability level of the participants.

Change It – Make it more challenging

• Widen the distance between the stumps and add in batters to make the activity more game related.

Teaching points

• Walk or run up to bowl.

• Bowl with a straight arm.

• Land the ball in between the ropes (channel).

Activity KNOCK EM DOWN BUILD EM UP ⏱ 10 MINS

10   10   11

Instructions

- Participants are put into 10 teams (groups of 3). Participant (A) is the bowler. Participant (B) is the wicket keeper. Participant (C) is waiting outside the bowling area.
- Ten stumps are set out in a straight line with 2m between each set. The bowling crease is marked out by rope.
- Lengthen the distance between the stumps and the crease to suit the skill ability level of the participants.
- The bowler (A) walks or runs up and bowls with a straight arm from the crease line.

The bowler has 1 attempt at bowling and aims to land the ball in the channel (between the ropes) and hitting the stumps. If the ball lands in the channel (between the ropes) and hits the stumps, the wicket keeper takes out a single stump and sits is on the ground.

- The wicketkeeper then runs the ball to participant (C) who then bowls.
- All participants rotate after each delivery.
- If the bowler misses the stumps then the wicket keeper leaves the stumps and runs the ball up to the new bowler.
- When the stumps are hit for the second time, the wicketkeeper takes out a second stump. When the stumps are hit the third time, the wicket keeper takes out the third stump and then the base is left on the ground. The bowler then needs to hit the base. When this happens the wicket keeper puts a stump back in the base.
- The team, who has all stumps removed, hits the base and builds all stumps back to a full set of wickets wins.

Change It – Make it easier

- Shorten the pitch length or widen the channel (width of the ropes).
- Place two stumps together for an easier outcome of success for the participants at hitting the stumps. May need to utilise school resources for extra stumps.

Change It – Make it more challenging

- Add in cones to protect the stumps to make it harder to hit. Balls will deflect of the cones.
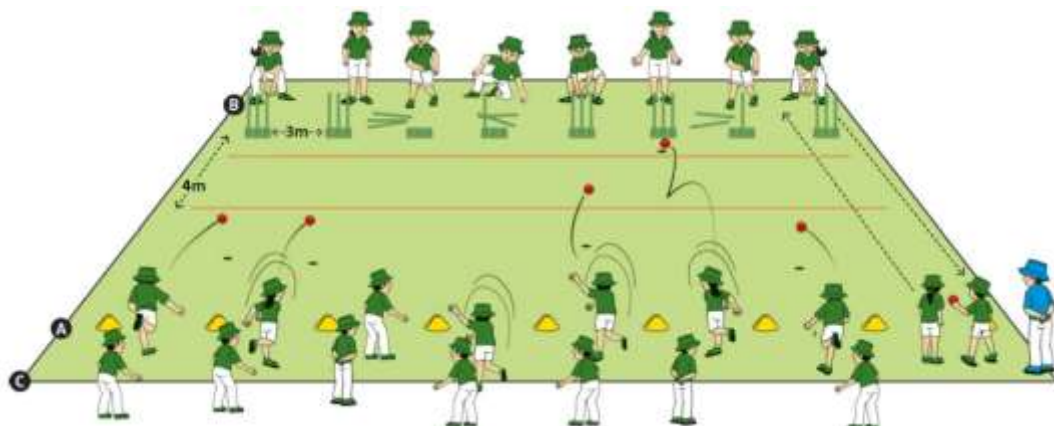
Activity CRAFT FOR SCORING RUNS ⏱ 15 MINS

4 15 24 11 30

Instructions

INDIVIDUAL DISCOVERY

• All children in their own space and at a safe distance away from other participants trying a variety of different challenges.

Suggested Challenges

• Hit the ball up around a cone and back.

• Hit the ball to self in air & count the number of successive hits.

• Hit the ball to self in air and walk & back around cone.

• Hit the ball through a fun course (made up of cones, hurdles and obstacles) and then return back to the starting spot.

PARTNER DISCOVERY & DEVELOPMENT

• In pairs, one participant rolls a ball and the other bats, rotating after 6 efforts.

• The bowler analyses and provides feedback to the batter. The pairs help each other to enhance their movement performances in batting.

• **Connectivity and Critical Thinking - use technology to provide video analysis for further analysis, feedback and development. Participants may go in groups of three for this to take place.**

Change It – Make it easier

• Have a pile of different ball types and sizes and allow the participants to choose their ball.

• Use balloons.

Change It – Make it more challenging

• Allow the participants to research different shots in cricket and then replicate it through partner discovery and development.

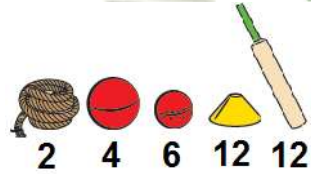• Use a single stump to bat with.
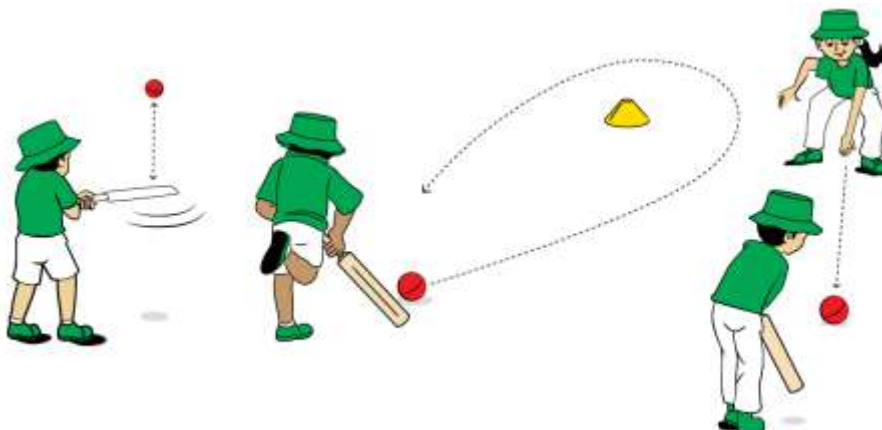
Activity CREASE LINE CRICKET ⏱10 MINS

2 4 6 12 12

Instructions

- Split into groups of four across the large playing area. Within each group there is
  1 wicketkeeper, 2 batters, 1 bowler and 1 fielder.
- The ropes act as the batters crease line.
- The batters at the non-strikers end use the cones that act as their crease line.
- The batter hit a moving ball that is either bowled, rolled or underarmed by a bowler.
- Batters should aim to hit into areas without fielders.
- Each batting pair shares 6 balls and if they hit the ball they must run. There are no outs.
- After 6 balls the participants all rotate.

Change It – Make it easier

- If participants are struggling to hit a rubber ball try using a larger ball (scorcher ball).
- Decrease the playing area to suit the skill ability level of the participants.

Change It – Make it more challenging

- Add in stumps at the non-strikers end. Batters can be bowled out.
- Participants can be caught out.

Safety

- Wicketkeeper should stand a least 2 metres behind the batter.
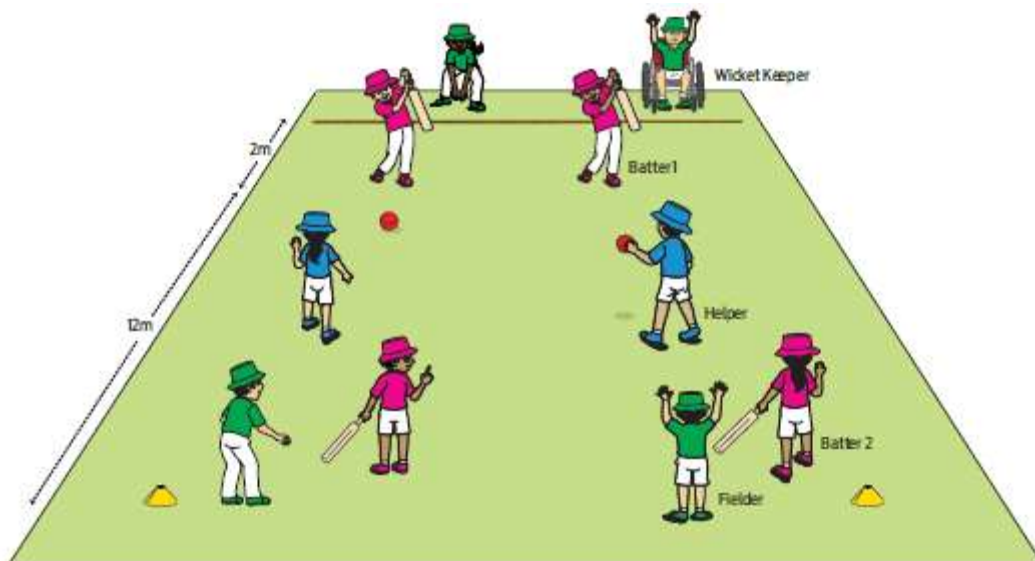
Activity HIT TO GAPS ⏱ 10 MINS

4 6 20 10

Instructions

- Groups of 4 – 6.
- Participants create their own rules on scoring runs.
- Everyone rotates after 3 deliveries or a wicket (dismissal).
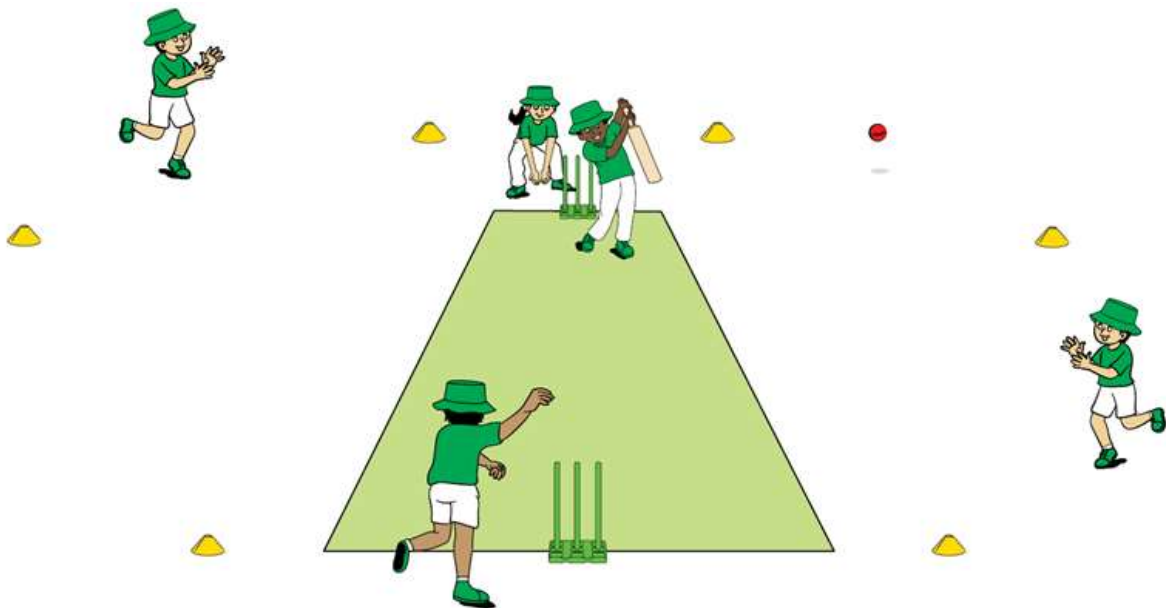- Cones are set up to create gaps.

Change It – Make it easier

- Batters get to choose which ball they wish to face/hit.
- Decrease the pitch length to better suit the skill ability level of the participants.

Change It – Make it more challenging

- Participants try and score runs on both sides of the ground.

Safety

- Ensure there is safe distance between the batter and the fielders.

Activity — **TEAM RAPID FIRE BATTING** — 🕐 **10 MINS**

4 6 20 10
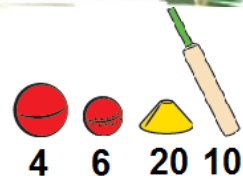
Instructions

- 3 groups/teams. Batters, bowlers and fielders.
- One team bats whilst other teams fields.
- All batters line up across the batting crease, in line with the cones. Bowlers line up half way down the pitch, in line with the stumps.
- Bowlers should underarm the ball to the batters.
- All players from batting team hit & then run at the same time between the sets of cones.
- Fielders retrieve the balls and return to the bowlers.
- Batters count the number of runs made before the bowler gets the ball back. Individual scores are added to get a team total.
- Batters face 3 balls and then become the fielders. Fielders then become the bowlers and the bowlers become the new batters.
- Team with highest score wins.

Change It – Make it easier

- Change the ball type. Add in scorcher balls.
- Decrease the pitch length to better suit the skill ability level of the participants.

Change It – Make it more challenging

- Add in a rope for a boundary line. Bonus runs if the ball goes across the boundary line.
- Add in catching. If a batter is caught on the full they are out and cannot run.
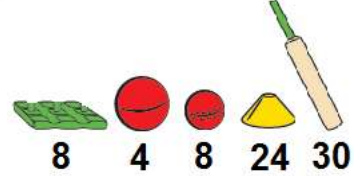
Safety

- Ensure there is enough room in between each batter.
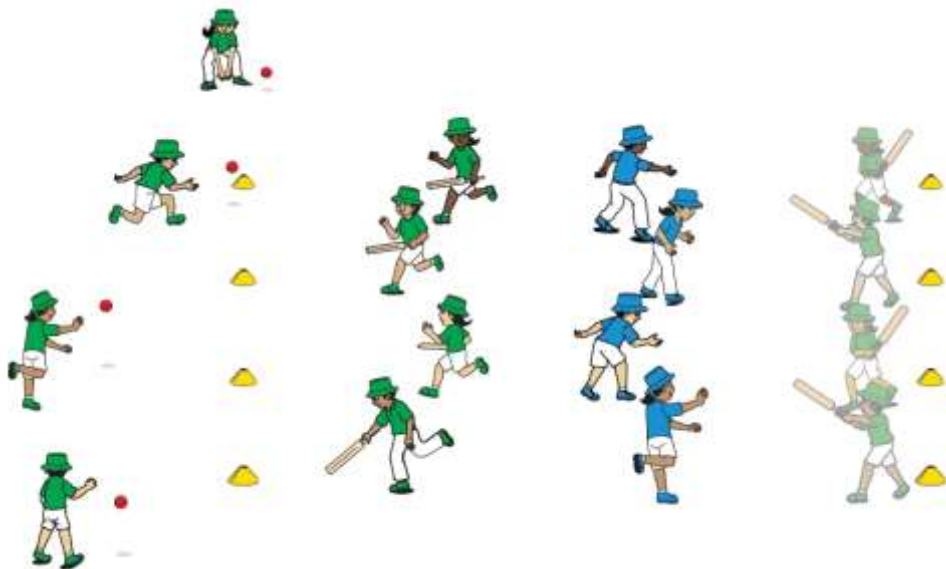
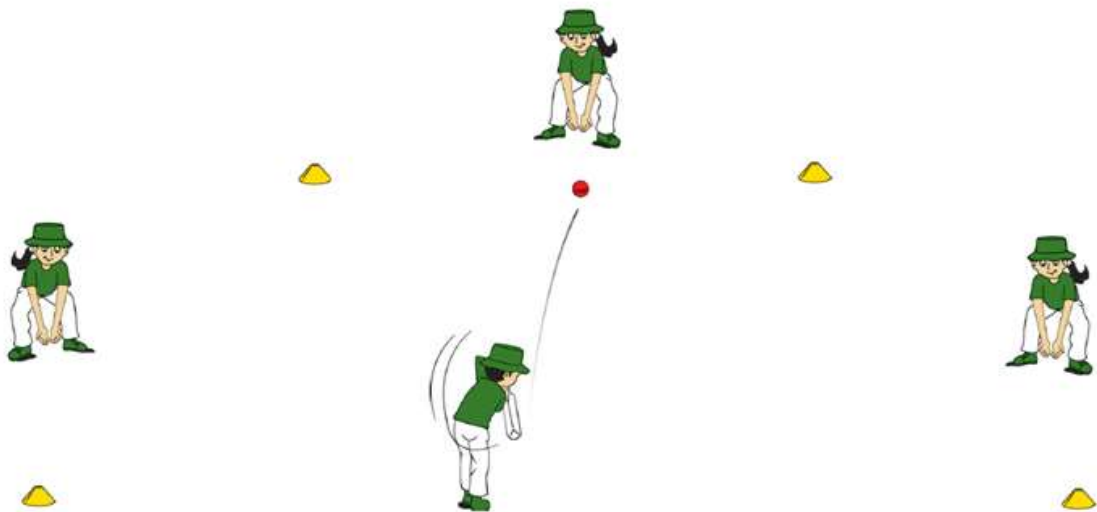## Activity TARGET BATTING   ⏱ 10 MINS

8 4 8 24 30

Instructions

• Groups of four to five. One participant is the batter, one is the roller/underarm bowler and the rest are fielders.

• Participants create their own scoring system when hitting the ball through the cones.

• Everyone rotates one spot after the batter has faced 3 balls.

Change It – Make it easier

• Use larger balls like the scorcher ball.

• Increase the width of the cones/goals to cater for the skill ability level of the batters.

Change It – Make it more challenging

• Fielders try and prevent the batters hitting the balls through cones/goals to score runs.
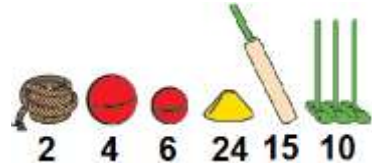
Activity **JUNK YARD BATTING** ⏱ **10 MINS**

2 4 6 24 15 10

Instructions

- Groups of 2 – 4.
- The deliver has one large pile of various equipment called which he/she calls the junkyard.
- Each group chooses 3 – 4 items from the junkyard to create their own batting game.
- Participants can bat with single stumps, stump bases or bats etc.
- After 5mins the deliver gets the groups to place their equipment back into the junkyard.
- Participants find a new group of 2 – 4 and pick out 3 – 4 items from the junkyard and create another game.

Change It – Make it easier

- Add in different ball types to the junkyard so participants can chose what ball they want to use.

Change It – Make it more challenging

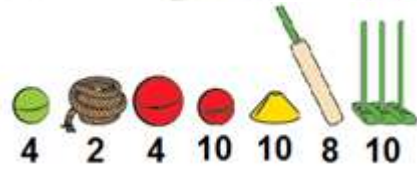- Get the participants to play with their opposite hand/non-preferred side of their body.
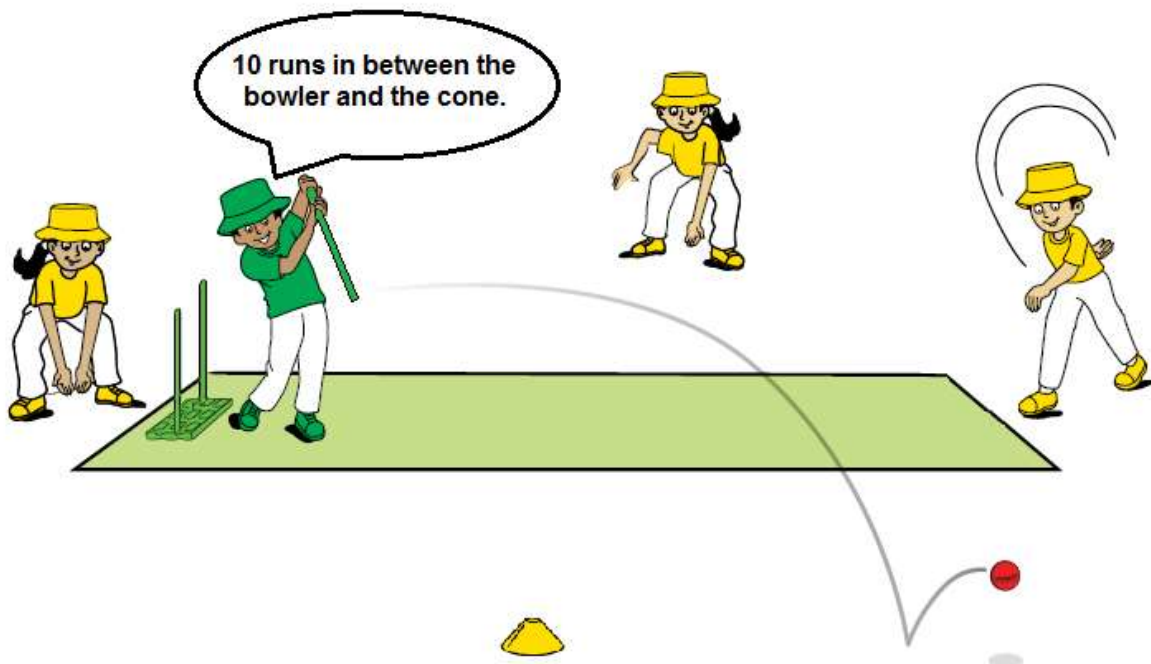
10 runs in between the bowler and the cone.

Game BUILD GAME CITY ⏱ 30 MINS

4 2 4 10 10 8 10

Instructions

- 2 – 4 groups. Each group works in collaboration to create their own game.
- Participants are encouraged to think and use the equipment in different ways.
- 2 – 4 piles of various equipment are placed with plenty of space away from other groups.
- Personal skills, problem solving, fair play and critical and creative thinking all takes place in within the game.
- Each group has a different focus e.g. fielding/bowling and striking/batting.
- Once the participants have created their game they take part in it for roughly 6 minutes.
- Add in team building/engineering/innovation challenge. The facilitator/teacher gives the groups 1 minute to see which group can build the highest structure using the equipment.
- After a minute the groups observe each of the towers/structures.
- Each participant then picks up one ball and gets one throw at an opposing group's structure to test out its durability/engineering.
- After all throws a group is deemed the winner and receives points.
- Groups then swap over or rotate to another area and work in collaboration to build a new game with their new equipment.
- The same process takes place e.g. play the game and then build another tower/structure at the end of play.

Change It – Make it easier

- Participants work in smaller groups with more equipment to play with.

Change It – Make it more challenging

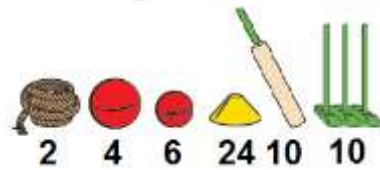- Participants have less time to build a tower/structure when the team building/engineering phase takes place.

FIELDING/BOWLING FOCUS

STRIKING/BATTING FOCUS

play cricket
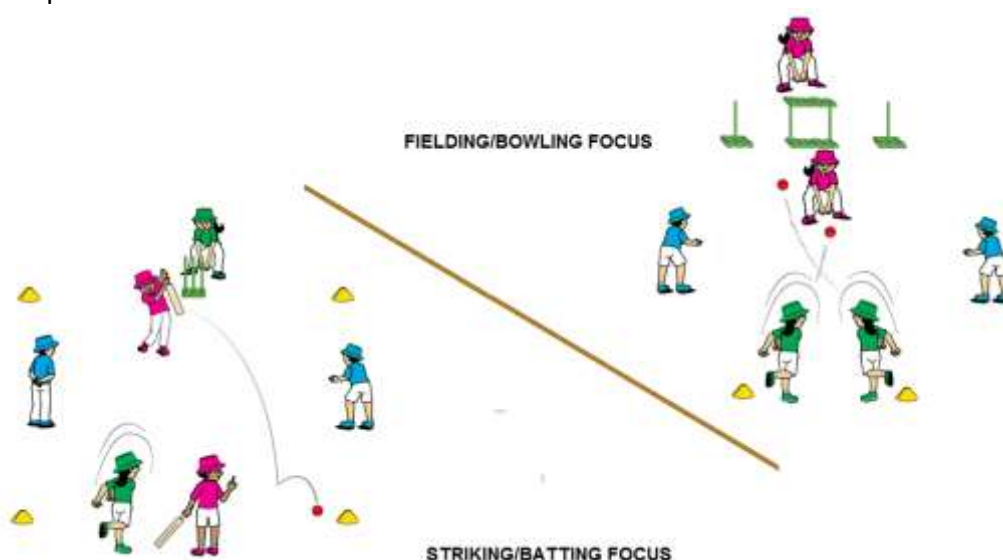
Game ANYWHERE CRICKET ⏱ 30 MINS

2 4 6 24 10 10

Instructions

• 6 – 8 participants per group.
• Participants create their own game, by having batters, bowlers and fielders.

Change It – Make it easier

• Add in a rule - each participant should get an equal opportunity to bat, bowl and field.
• Allow participants to choose what type of ball they wish to use when batting.

Change It – Make it more challenging

• Batters have a go at batting with a single stump.

Safety

• Ensure there is enough space in between each game.

Teaching points

• Ask the participants questions like, how can you make this game cricket related?
• Create fun challenges for the participants whilst they take part in their games.
• Encourage bowlers and fielders to try and get the batters out.
• Encourage batters to hit to gaps to score runs.
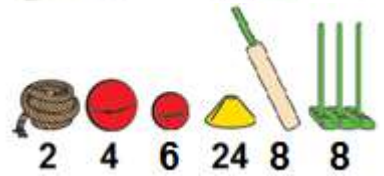

play cricket
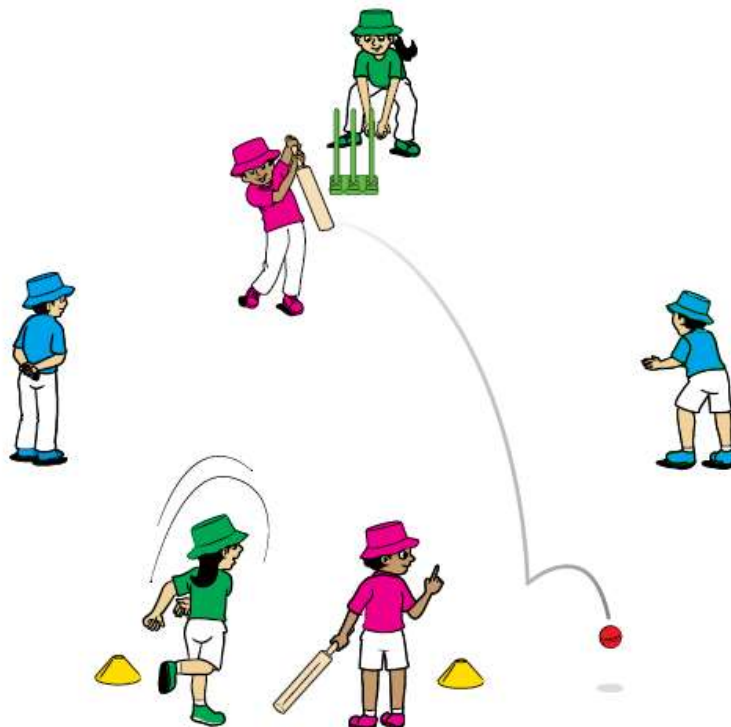
Game COLLABORATION CRICKET ⏱ 30 MINS

2 4 6 24 8 8

Instructions

- Game has a participant centred learning focus.
- Groups of 4 – 6 per game for higher levels of inclusion.
- Allow the participants a few minutes to discuss and work in collaboration to create their own rules for their game.
- Participants set up their game and start playing.
- After 15mins review their game. Participants then come together for a whole group discussion and briefly share their ideas and games with other groups.
- Participants then have a few minutes to discuss and implement any changes for their game e.g. rules, equipment, format and focus.
- Participants set up and play another game.

Change It – Make it easier

- Bowler rolls a scorcher ball (larger ball) for the batters.
- Encourage participants to decrease the pitch size if it is too long.

Change It – Make it more challenging

- Participants can use single stumps or stump bases to bat with.
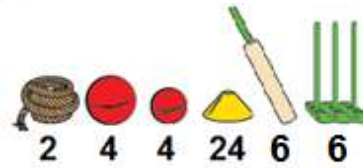- Add in more equipment like ropes to allow participants to have a crease line or boundary line in their games.

Double runs
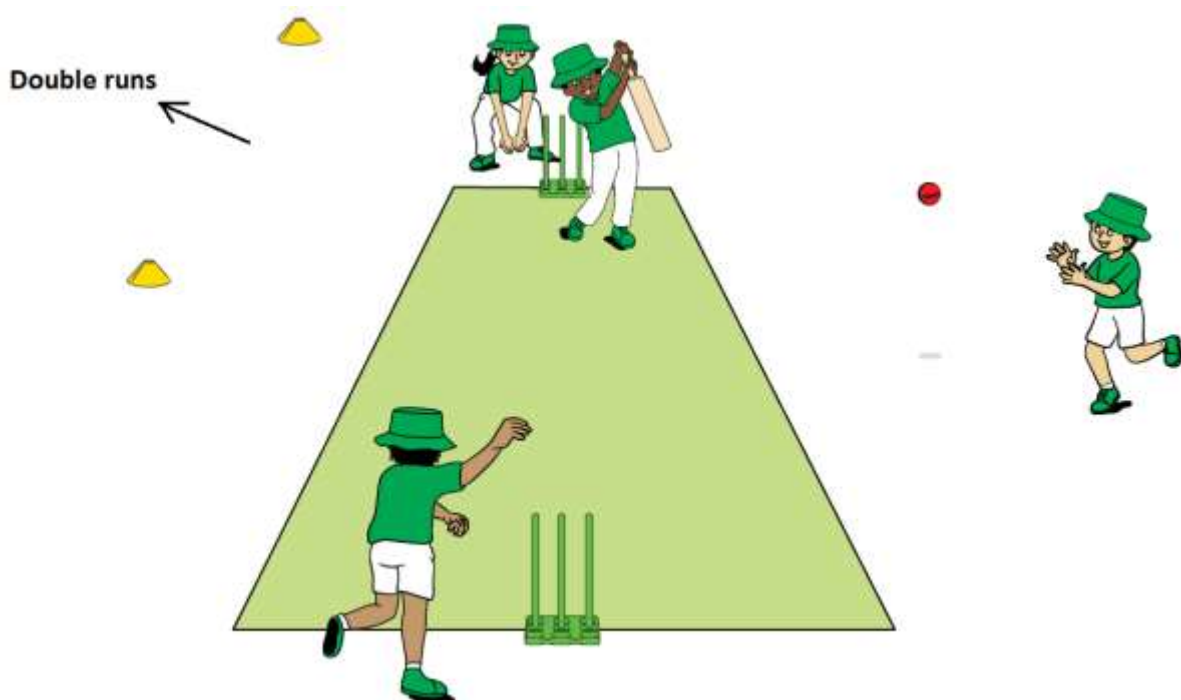
Game MODIFIED T20   ⏱ 30 MINS

2   4   4   24   6   6

Instructions

- Facilitator/school ambassador sets up the grounds. Use ropes and different coloured cones for a boundary.
- 6 – 12 participants per group.
- Facilitator/school ambassador creates rules on how to score runs.
- Facilitator/school ambassador through questions, asks the participants to create to work together and create the remainder of the rules to their modified T20 game. Once the rules have been established the participants take part in their own T20 games.

Change It – Make it easier

- Participants use a scorcher ball in their games.
- Allow the participant's to change the rules and boundary line on scoring runs.

Change It – Make it more challenging

- Participants can bat with a single stump or stump base.
- Participants create their own rules to further challenge themselves whilst playing in their game e.g. batter is out if they hit the tree on the full.
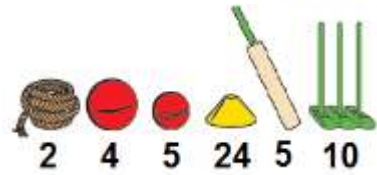
Across the rope = double runs

Through the red cones = triple runs
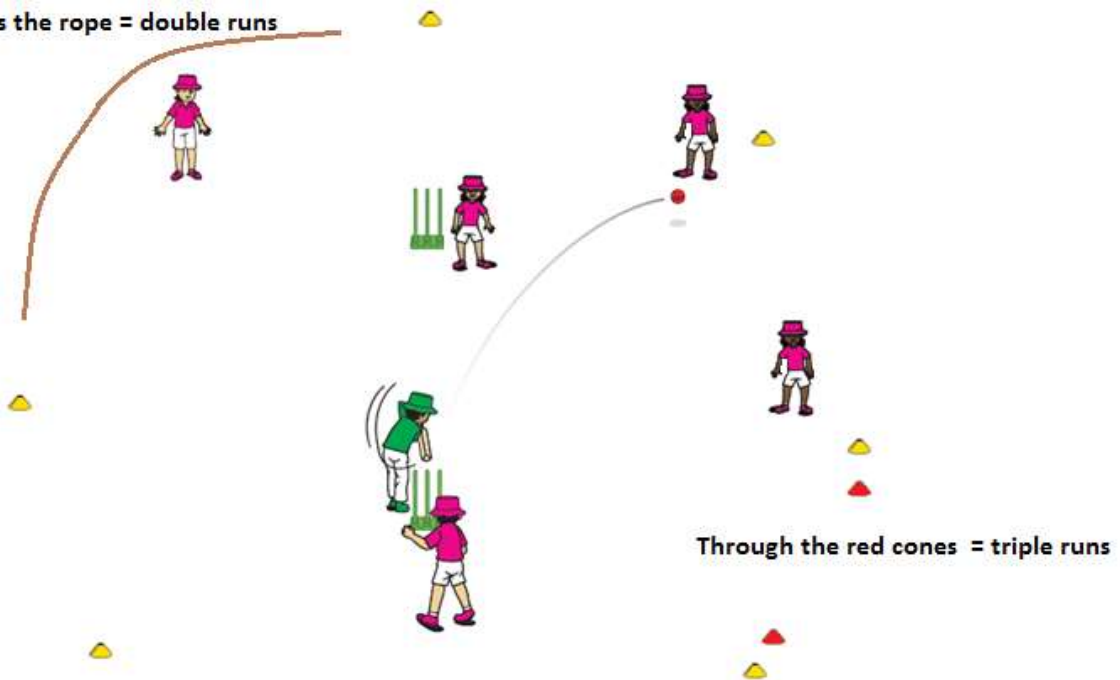
Game   CONTINUOUS CRICKET   ⏱ 30 MINS

2 4 5 24 5 10

Instructions

- Maximum 6 – 8 players per group.
- Two teams. One team bats whilst the other team fields.
- The ball is bowled to the batter who hits the ball into the field of play and then runs around one of the markers adjacent to the batting stumps
- The fielders must return the ball to the bowler who can bowl the ball at any time.
- Batters can be out two ways - caught or if the bowler hits the stumps by bowling or underarm bowling.
- The umpire may retire a batter after he/she scores a predetermined number of runs e.g. 10.
- Ensure fielders rotate their positions after a 6 batters for greater levels of engagement and involvement.
- After all participants from the batting team have had their go, the teams swap roles. The batters become the fielders and the fielders now become the new batters.

Change It – Make it easier

- Use a scorcher ball in the game. Bowler rolls or underarm bowls a scorcher ball.

Change It – Make it more challenging

- Implement double score zone for batters.
- Increase the distance where batters to run.

*Participants waiting for their bat take part in a catching activity behind the yellow cones.
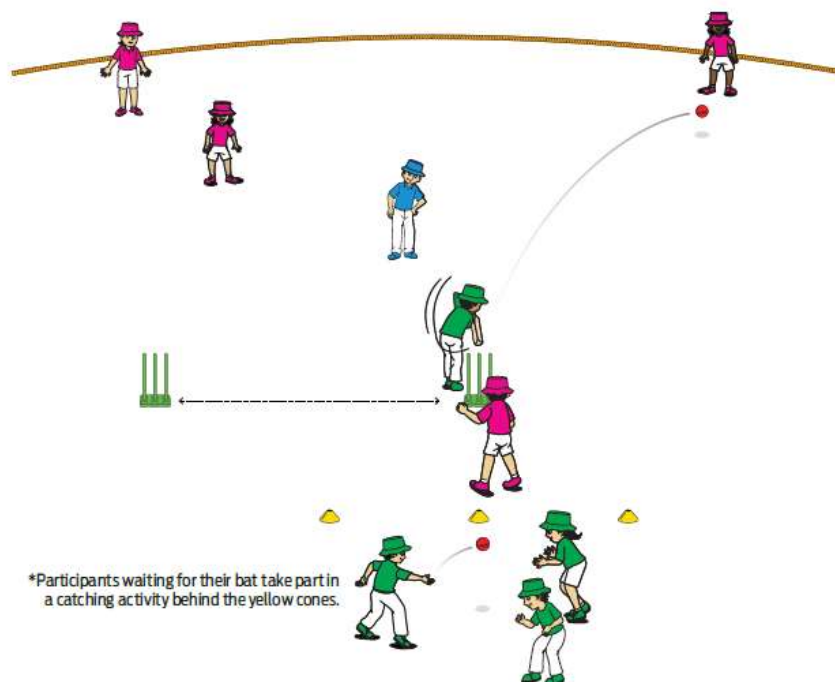
play cricket

## Game PAIRS CRICKET ⏱ 30 MINS

4 4 24 8 8

Instructions

• Set up stumps 9 – 12m apart. Suit the skill ability level of the participants.
• Organise players into pairs and number each pair.
• Maximum 8 per group (2 batting, 4 fielding, 1 bowling and 1 wicket keeper).
• Each pair bowling/keeper pair bowls 12 balls (6 each).
• Those not batting or bowling are fielding.
• Batters can be 'out' Caught or Run Out only.
• If batters go out they do not score from that attempt however they continue to bat.
• When each pair has batted a 2nd innings can begin.
• Highest scoring pair wins.

Change It – Make it easier

• Bowl underarm.
• Change the ball size. Use scorcher balls.

Change It – Make it more challenging

• Introduce hitting zones for batters.
• Batting pairs only receive a maximum of 2 combined wickets. Once they go out twice they stop batting.
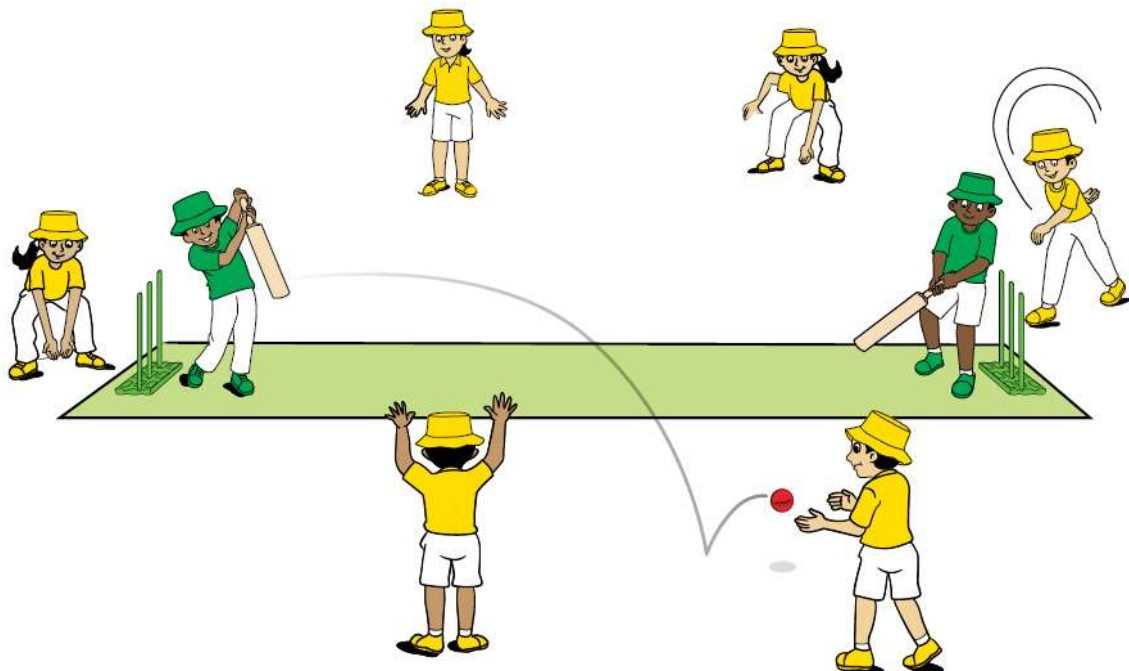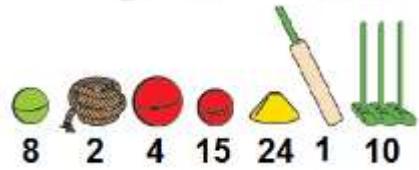
Game   RAPID FIRE BATTING   ⏱ 30 MINS

8 2 4 15 24 1 10

Instructions

- **2 teams. One team is batting and one team is fielding. Participants waiting for their bat take part in a skill zone behind the batting area.**
- **Participants in the skill zone waiting for their bat can learn through free play by creating their own game from a pile of equipment.**
- One rope is placed in the field behind the bowlers crease line and the fielders must be behind this rope when a participant is batting.
- The second rope is out in the field. For each ball that is hit past this rope the batting team get a bonus 4 runs like a boundary in cricket.
- The bowler rolls or underarm throws 6 balls in total (one after the other). 4 scorcher balls are used in the game.
- The batter attempts to hit the balls out in the field. The fielders cannot move until all the balls have been delivered. Once this has occurred, the batter then makes as many runs as possible for their team between the stumps.
- The fielding team cannot cross the designated safety line until all balls have been hit.
- The fielders need to get all the balls (hit and missed) and return them at the feet of the bowler. The fielding team shouts 'HOWZAT' once all the balls have been returned. The batter then stops running and the team total score count stops.
- Once all batters have had their go, the two teams swap over.

Change It – Make it easier

- Change the ball type. Only use scorcher balls (larger balls) so it's easy to hit when batting.
- The bowler rolls the ball along the ground to the batter.

Change It – Make it more challenging

- Allow the participants to create their own rules like backyard cricket.
- Add in a rule if you get caught out on the full you cannot make any runs. This replicates the importance of hitting the ball along the ground and into gaps in cricket.
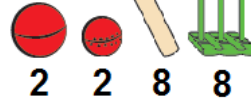- The bowler can bowl spin.
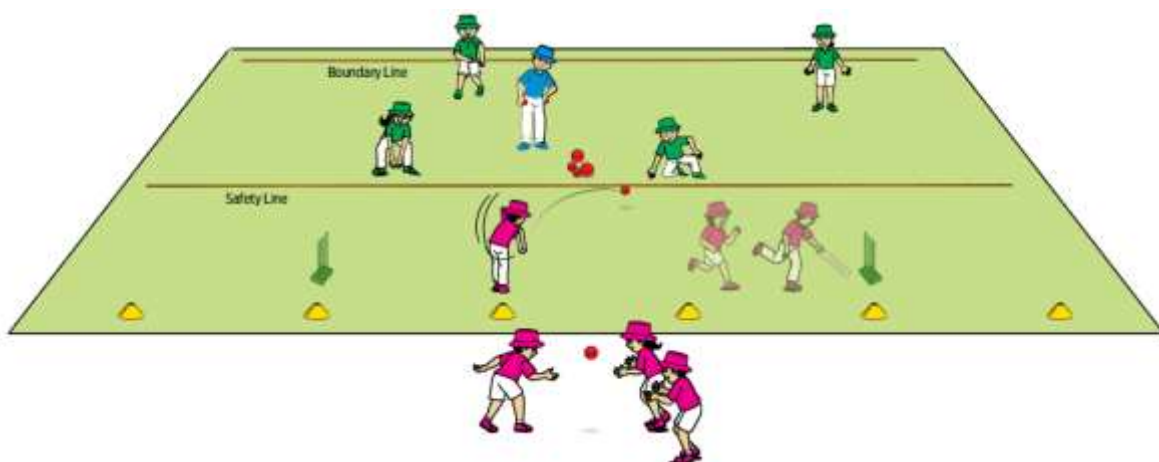
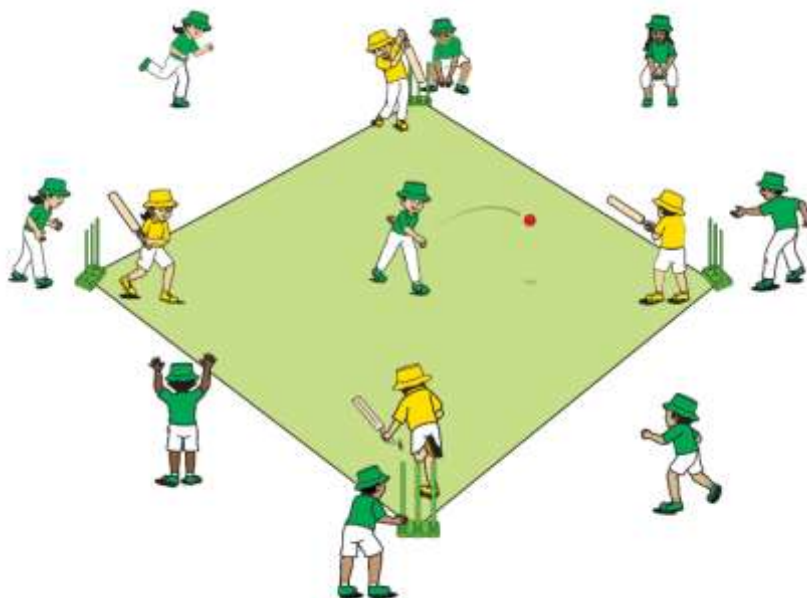**Game** **DIAMOND CRICKET** ⏱ **30 MINS**

2 2 8 8

Instructions

• Divide group ideally into teams of four.
• If group is easy to manage have two games going.
• Place four sets of stumps in diamond formation, appropriately distanced.
• 1 x team of four bats at a time. The remaining teams are wicket keeping, fielding and bowling.
• One bowler stands in centre of diamond (four batters) and bowls to any of the 4 x batters who are ready to hit.
• Ball is hit & all 4 batters must run anticlockwise to next set of stumps to score a run.
• Batters can bowled (ball hits stumps), caught out on the full or run out at any set of stumps.
• All batters rotate to next base if out, no runs are scored on a delivery if an out occurs.
• Fielders aim to get batters out in normal cricket manner e.g. running a batter out or catching, etc.
• Keep each team's score.

Change It – Make it easier

• Change the ball type. Add in a larger ball like a scorcher ball.
• Change the length of the pitch to suit the players' reaction time and skill ability level.

Change It – Make it more challenging

• Batters may run more than one base at a time.
• Introduce 'tip and run' running each ball that has been hit to increase the number of runs made and a higher level of inclusion to take place.