Australian Government

Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

playing for life

Cricket

COMPANION BOOK



CRICKET AUSTRALIA

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Disclaimer

The Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books including, without limitation, from any activities described in the books.

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About this book



The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.

Playing for Life – what is it?

The Playing for Life philosophy adopts a 'game sense' approach to physical activity.

- **THE GAME IS THE FOCUS** — Players develop skills through fun, game-like activities (by 'playing the game') rather than through traditional skills and drills.
- **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director's role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:
  - How many different jumps can you perform in 30 seconds?
  - Where will you stand to field the ball?
  - How can you work together to stop the opponents scoring?
  - How can you include everyone?

  This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.
- **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.
- **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

» **ASK THE PLAYERS** — The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

Remember!

The activity sets the challenge

The game asks the questions, and

The players' response is the answer

» **CHANGE IT** — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':

C	**C**oaching style e.g. deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'
H	**H**ow you score or win e.g. introduce zones for batting or target games
A	**A**rea (playing area) e.g. make the playing area smaller or larger; alter distances to targets or between players
N	**N**umber of players e.g. consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc
G	**G**ame rules e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone
E	**E**quipment e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets
I	**I**nclusion e.g. modify the game to maximise the involvement of all players. Ask the players how to change the game
T	**T**ime e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

If it is not working.... CHANGE IT!!

How do I know when to **CHANGE IT**?

The first step is to play the game and observe player involvement and responses.

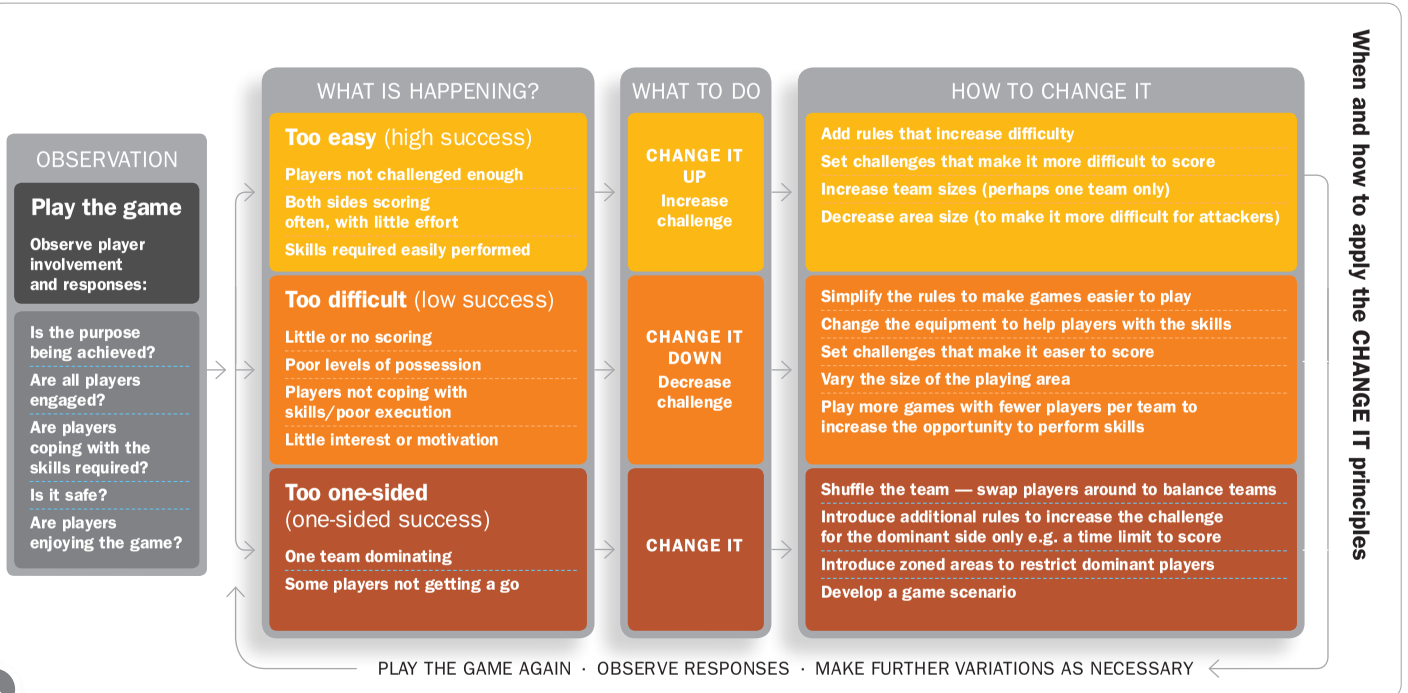
When observing the game being played, and player involvement and responses, ask yourself the following questions:

- Is the game safe?
- Are all players having fun?
- Are all players engaged in the game?
- Is the game working?
- Do all players understand the game?
- Is the objective of the game being achieved?
- Are all the players being included?
- Is participation being maximised?
- Is the game appropriate to the ability level of each player?
- Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

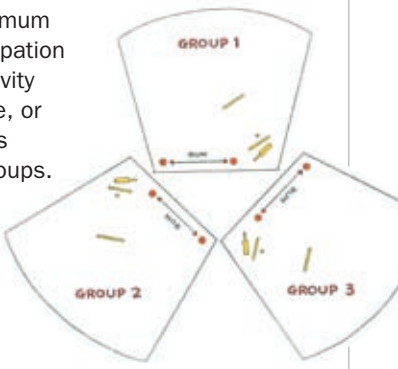
The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.

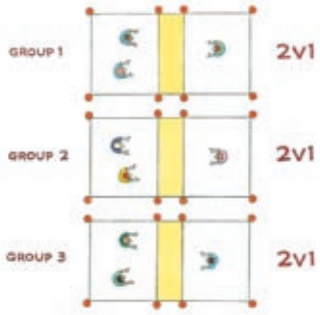



OBSERVATION
Play the game
Observe player involvement and responses:
Is the purpose being achieved?
Are all players engaged?
Are players coping with the skills required?
Is it safe?
Are players enjoying the game?
WHAT IS HAPPENING?
Too easy (high success)
Players not challenged enough
Both sides scoring often, with little effort
Skills required easily performed
Too difficult (low success)
Little or no scoring
Poor levels of possession
Players not coping with skills/poor execution
Little interest or motivation
Too one-sided (one-sided success)
One team dominating
Some players not getting a go
WHAT TO DO
CHANGE IT UP
Increase challenge
CHANGE IT DOWN
Decrease challenge
CHANGE IT
HOW TO CHANGE IT
Add rules that increase difficulty
Set challenges that make it more difficult to score
Increase team sizes (perhaps one team only)
Decrease area size (to make it more difficult for attackers)
Simplify the rules to make games easier to play
Change the equipment to help players with the skills
Set challenges that make it easer to score
Vary the size of the playing area
Play more games with fewer players per team to increase the opportunity to perform skills
Shuffle the team — swap players around to balance teams
Introduce additional rules to increase the challenge for the dominant side only e.g. a time limit to score
Introduce zoned areas to restrict dominant players
Develop a game scenario
When and how to apply the CHANGE IT principles
PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY

Tips for delivery

- Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a deliverer.
- Use the Easier and Harder variations to modify the games to suit the ability levels of the players. Remember to use your own CHANGE IT variations and 'Ask the players'.
- Use the Tips section to provide discrete coaching where needed to develop players' skill levels.
- As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the players and modify it as necessary.
- On the other hand, if the players grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.
- Remember some games may not work with one group, whereas they could work really well with another. Don't be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.
- Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.







CRICKET

Introduction to cricket



What is cricket?

- A cricket match is usually played between 2 teams of 11 players, with each team nominating a captain before the start of the match. However, cricket can also be played in numerous modified formats, including Super 8s, beach cricket, pairs cricket and even street cricket.
- The match is usually played on a grass oval with a pitch in the centre. Two wickets are set up at either end of the pitch.
- Each team has a turn at batting while the other team fields and tries to get the batters out.
- Each turn a team has at batting/fielding is called an inning.
- The aim of the batting team is to accumulate a score by making runs.
- Batters try to hit a ball that is bowled towards them from the other end of the pitch.
- Batters play in pairs. A run is scored when both batters safely run from one end of the pitch to the other.
- Batters can continue running back and forth while their batted ball is being fielded to score as many runs as they can.
- Depending on how many runs are made each time a ball is hit (an odd or even amount), either batter A or batter B may face the bowler.
- A batter can make a score without running by hitting a ball that reaches the boundary which counts for 4 runs (if it rolls or bounces) or 6 runs (if it is on the full).

- The batting team can also accumulate runs from bowlers' and fielders' mistakes, e.g. bowling a 'no ball' or bowling or throwing the ball wide of the stumps.
- The aim of the fielding side is to get the batters out, and this can happen in a number of ways. The main ways batters can get out are:
  - **BOWLED OUT** if a bowler bowls a ball that hits the wicket (or stumps)
  - **CAUGHT OUT** if they hit a ball into the air and it is caught by a fielder or the wicketkeeper
  - **OUT LBW** (leg before wicket) when a bowled ball hits their legs (or leg pads) in front of the stumps, and
  - **RUN OUT** if the batter or non-striker fails to safely reach the other end of the pitch (called crossing the crease) before a ball retrieved by a fielder or the wicketkeeper hits the wicket at the same end (or if the wickets have bails, they must be removed).
  - **STUMPED** when the wicketkeeper collects the ball and knocks off the bails before the batter gets their bat or any part of their body grounded behind the batting crease.
- The winning team is the one that scores the most runs.
- Cricket is a game that owes much of its unique appeal to the fact that it should be played not only within its rules but also within the spirit of the game.
- Any action that is seen to abuse this spirit causes injury to the game itself – 'It's just not cricket', as the saying goes. The major responsibility for ensuring the spirit of fair play rests with the captains.

Tips for delivering cricket

Golden rules of safety

Bats and balls are potentially dangerous and safety must always come first. When conducting Playing for Life cricket sessions, always observe the following safety rules:

- Check the playing surface and surrounds for hazards (stones, pot holes, goal posts, trees, fences, etc). Avoid uneven and un-mown surfaces.
- Only use a low-impact ball until players have sufficient skills for harder balls. When using a hard ball, make sure players use appropriate safety equipment. i.e. batting helmets, gloves and leg pads.

- Make sure there is enough space between players standing side-by-side in case throws are not accurate.
- When using a batting tee, the feeder stands on the opposite side of the tee facing the batter.
- Fielders should roll the ball back to the feeder.
- Batters in the batting line should sit at least 5m to the right and behind the wicketkeeper.
- Batters must keep to their left when running between wickets. Use markers if necessary.
- No practise swings are allowed unless instructed.
- When batting: stop – look – swing.
- Players should put bats down when they're not using them, and must place them on the ground, not throw them.

Equipment

- **BAILS** — two smaller sticks placed on top of the three stumps to form a wicket.
- **BALLS** — vary the type of ball used according to the ability of the players. Options (from easier to harder) include sponge balls (various sizes), soft (yellow) plastic cricket balls, or hard cricket balls.



- **BATS** — vary the type of bat used according to the ability of the players. Options (from easier to harder) include foam bats, plastic cricket style bats and traditional cricket bats.



- **BATTING HELMETS WITH FACE GUARDS** — should be worn whenever hard balls are being used.
- **BATTING TEE** — you can use an adjustable batting tee (low or high) to introduce batting. If batting tees are not available, you could use stacked marker cones as an alternative.
- **GLOVES** — when hard cricket balls are being used, batters should wear protective gloves.

- **WICKETS (STUMPS)** — you can use plastic or wooden stumps, with or without bails on top. If these are not available, you can use upturned bins, buckets or similar targets.



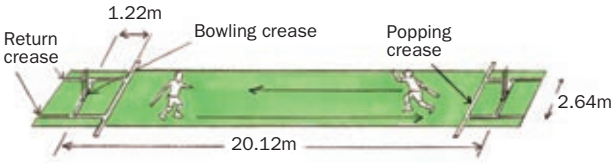
- **TARGETS** — you can use a range of targets to help develop throwing, bowling and batting accuracy. These might include tape or chalk on walls, painted or taped plywood (or similar), buckets, hoops or upturned benches.



Introduction to basic cricket terms and skills

General

- **BATTER** — the person hitting the ball (off a tee or from a bowler) and trying to make runs.
- **BOUNDARY** — the line that defines the playing area and the word used to refer to a particular score.
- **BOWLER** — the person bowling the ball (overarm) along the pitch towards the wicket, trying to get batters out.
- **POPPING CREASE** — the lines at each end of the pitch just in front of the wickets. When a batter is inside their crease, they cannot be run out or stumped.



- **FIELDER** — one of the people trying to catch or run out the batters.
- **RUN** — when a ball is hit and the batter and non-striker run to the other end of the pitch without being run out or caught.

- **RUN OUT** — when the bails of the stumps are removed by the ball or where there are no bails, the wicket is hit before the batter or runner reaches their respective end of the pitch (the crease).
- **WICKETS/STUMPS** — a set of three posts or sticks (sometimes with bails on top). A wicket can also refer to a batter getting out.
- **WICKETKEEPER** — the member of the fielding team who stands behind the wickets/stumps at the batter's end.

Batting

- **BASIC GRIP** — the way the bat should be held when batting, with the hands together comfortably in the middle of the handle. Players should make a V-shape with the thumb and forefinger of each hand, with the 'V' pointing to the forward edge of the bat.



- **STANCE** — the way in which a batter stands in front of the wickets to receive a bowled ball. When batting from a tee, the batter stands side-on to the tee. When facing a bowler, the batter stands side-on to the bowler with feet shoulder-width apart.



Bowling

- **OVERARM BASIC GRIP** — the method of holding the ball to bowl overarm. Players should grip the ball with the thumb underneath and first two fingers on top (making 'bunny ears' on either side of the seam) and bowl it with the seam upright, pointing towards the batter.



» **BASIC BOWLING ACTION** — the way a ball is delivered to a batter. To teach bowling with a run-up, it is easier to progress from the 'pull the string' bowling action.



» **PULL THE STRING BOWLING ACTION** — an introductory way of bowling the ball without travelling. The player should stand side-on to the target with their bowling arm (holding the ball) held straight down towards their back knee and their other arm stretched up to the sky. They hold an imaginary string stretched between their two hands. When they are ready to bowl, they pull the imaginary string down with their non-bowling arm, bringing their bowling arm up and over. They release the ball towards the batter, following through with their bowling arm across the front of their body.



Fielding

» **UNDERARM THROW** — when a player releases the ball below shoulder height to deliver it to another player when in the field. Step towards the target with the opposite leg to the throwing arm and swing the arm through, releasing the ball and allowing the palm of the hand to continue through towards the target.



» **OVERARM THROW** — when you release the ball above shoulder height and deliver it to another player when in the field. Players should position their body side-on to the target. Fingers should be on top of the ball and the throwing elbow higher than the shoulder.



» **CATCHING** — when a player catches the ball on the full that is hit in the air by a batter. Players should point their fingers down for low balls, up for high balls or to the side for side balls and catch with 'soft' hands.



» **FIELDING** — when a player collects the ball with the hands either off the ground or in the air after a bounce.



» **WICKETKEEPING** — when the wicketkeeper catches or otherwise stops deliveries a batter misses, or collects a thrown ball from a fielder. Wicketkeepers should bend their knees and stay in a low position. When receiving a ball from a fielder, they should stand over the stumps. Wicketkeepers should be wearing protective gear whenever a hard ball is used.





What you need from the kit…



START OUT

WILDCARD

START OUT WC 01	Form a group
START OUT WC 03A	All-in tag
START OUT WC 04A	Throw, throw, throw
START OUT WC 05	Stork tag
START OUT WC 06	How many bean bags?
START OUT WC 09B	Flip it!

COOPERATIVE PLAY

START OUT CP 01B	Underarm return relay
START OUT CP 03	Run the circle
START OUT CP 04A	Pepper
START OUT CP 04B	Take a seat
START OUT CP 06	Triangle roll
START OUT CP 07A	Hit the square
START OUT CP 08	Back to back pass

STRIKING & FIELDING

START OUT SF 01A	French cricket
START OUT SF 04A	Catching challenge
START OUT SF 04B	Bat tapping

GET INTO IT

TARGET GAMES

GET INTO IT TG 08	Bombard
GET INTO IT TG 09	Hit the target
GET INTO IT TG 11	Defend the zone

STRIKING & FIELDING

GET INTO IT SF 01	6 or safe
GET INTO IT SF 02	Engage all
GET INTO IT SF 03	Runners v passers
GET INTO IT SF 04	Continuous cricket
GET INTO IT SF 05	Wana
GET INTO IT SF 06	Beat the bucket
GET INTO IT SF 07	Hit 4 and go
GET INTO IT SF 10	Beat the ball
GET INTO IT SF 12	Diamond cricket
GET INTO IT SF 13A	Bowler goaler
GET INTO IT SF 13B	Four-bowler cricket

FINISH UP

FINISH UP

FINISH UP 01	What did you learn? Put it away! Great work!
FINISH UP 02	S-T-R-E-T-C-H
FINISH UP 03	What did you like?
FINISH UP 04	Four corners



Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.



This companion book cross-references these cards throughout the 8-week lesson plan.

Overview of lessons

LESSON	1	2	3	4	5	6	7	8
OBJECTIVE	**Batting**	**Bowling**	**Catching, fielding and bowling**	**Catching**	**Batting**	**Bowling**	**Fielding/catching**	**Catching, fielding and bowling**
START OUT	Form a group START OUT WC 01 Bat tapping START OUT SF 4B	Stork tag START OUT WC 05 Catching challenge START OUT SF 04A	Back to back pass START OUT CP 08 Throw, throw, throw START OUT WC 04A	Catching challenge START OUT SF 04a Run the circle START OUT CP 03	Form a group START OUT WC 01 Bat tapping START OUT SF 04B	Throw, throw, throw START OUT WC 04A Hit the square START OUT CP 07A	All-in tag START OUT WC 03A Bombard GET INTO IT TG 08	Flip it! START OUT WC 09B How many bean bags? START OUT WC 06
GET INTO IT	Take a seat START OUT CP 04B 6 or safe GET INTO IT SF 01 Hit 4 and go GET INTO IT SF 07	Triangle roll START OUT CP 06 Four-bowler cricket GET INTO IT SF 13B Bowler goaler GET INTO IT SF 13A Beat the bucket GET INTO IT SF 06	Hit the target GET INTO IT TG 09 Pepper START OUT CP 04A Beat the ball GET INTO IT SF 10	Underarm return relay START OUT CP 01bB French cricket START OUT SF 01A Hit the square START OUT CP 07A	Engage all GET INTO IT SF 02 Continuous cricket GET INTO IT SF 04 Wana GET INTO IT SF 05	Runners v passers GET INTO IT SF 03 Diamond cricket GET INTO IT SF 12	Defend the zone GET INTO IT TG 11 Diamond cricket GET INTO IT SF 12	Bowler goaler GET INTO IT SF 13A Four-bowler cricket GET INTO IT SF 13B Diamond cricket GET INTO IT SF 12
FINISH UP	S-T-R-E-T-C-H FINISH UP 02 What did you learn? FINISH UP 01	What did you learn? FINISH UP 01	Put it away! FINISH UP 01 What did you learn? FINISH UP 01	What did you learn? FINISH UP 01 Put it away! FINISH UP 01	Four corners FINISH UP 04	Put it away! FINISH UP 01	Put it away! FINISH UP 01 What did you like? FINISH UP 03	Put it away! FINISH UP 01 Great work! FINISH UP 01

How to use this book

1. Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.

2. Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.

3. Collect and review the required Playing for Life activity cards referred to in each of the lessons.

4. Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.



5. Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the players and the available area and equipment). A full equipment kit for this companion book has been prepared and is available through the AASC preferred supplier. To order, visit our web site at **www.ausport.gov.au/aasc**.

6. Deliver the lesson, using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different players. If the activity is not working, remember to CHANGE IT.

7. Review the lesson immediately afterwards so you can identify what worked well/what didn't, what level the players are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.

While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the 'Where to from here' section of the book.

Lesson 1

OBJECTIVE	Batting
TIME	60 minutes
AREA	Outdoor space similar in size to a softball diamond. Free wall space with no obstructions. Vary the area to suit player numbers, ability and mobility.
EQUIPMENT	» Marker cones to define playing areas » 1 tennis ball (or similar sized ball) per player » 1 plastic cricket bat or other lightweight hitting implement per player » 1 batting tee or alternative per group of 8

Card summary

- **Start Out WC 01**
- **Start Out CP 04B**
- **Start Out SF 04B**
- **Get Into It SF 01**
- **Get Into It SF 07**
- **Finish Up 01**
- **Finish Up 02**

Remember, if the game isn't working **CHANGE IT**

1

Form a group

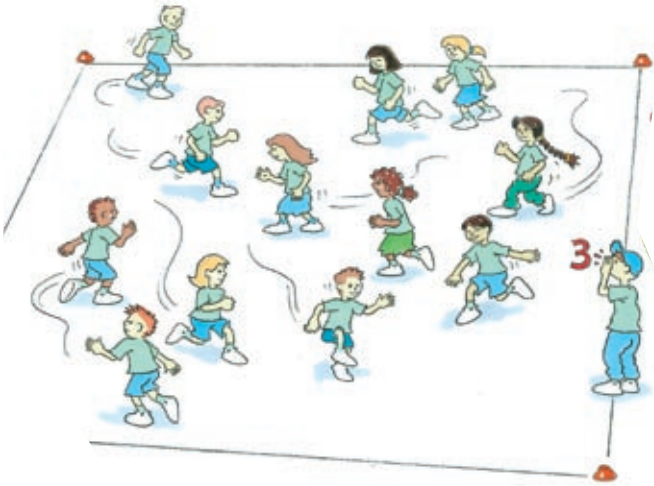
START OUT WC 01
5 MINUTES

Players run around in random directions avoiding body contact with other players. The coach calls out a number and players form groups of that size. Finish with groups of 8.

SKILL FOCUS *Encourages running and player/spatial awareness*

Use the activity card, PLUS...

» Vary the locomotion and direction players move around in, e.g. big steps, little steps, skipping, hopping, jumping, hands and feet, backwards, forwards.



Harder

» Add movement variations when players form their groups, such as:
- magpies (players duck, cover their heads and scream)
- muscle men (players make different poses like muscle men)
- statues (players freeze like a statue), or
- dead ants (players lie on their backs with their feet and hands in the air).

SAFETY
» Emphasise the need to be aware of, and avoid running into, other players.
» Start off at a slower pace and gradually increase the activity level as players warm up.

Bat tapping

START OUT SF 04B
5 MINUTES

Each player has a suitable batting implement and ball. The aim is to keep tapping the ball into the air with the bat for as long as possible. Many variations are possible.

SKILL FOCUS *Focuses on hand–eye and bat coordination*

Refer to the activity card...



Take a seat

START OUT CP 04B
10 MINUTES

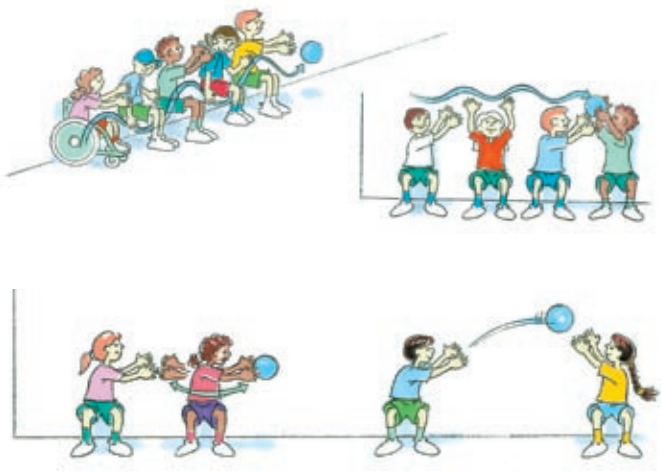
Players lean against a wall in a seated position and do a variety of ball-handling activities.

SKILL FOCUS *Disguises demanding physical activity with fun ways to hand over or pass a ball*

ADDITIONAL EQUIPMENT *1 tennis ball (or similar sized ball) per player*

Use the activity card, PLUS...

» Players use a tennis ball.



ASK THE PLAYERS
» How many different ways can you pass the ball around your body, to your partner and between your group?
» How can you make sure you keep the ball moving and off the floor?

SAFETY » Make sure there is enough space between players and groups.

6 or safe

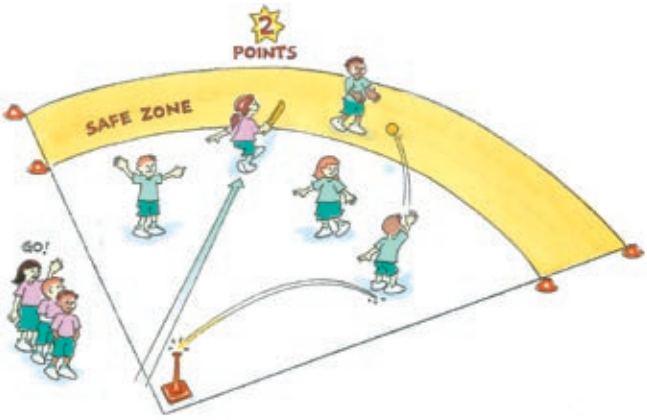
GET INTO IT SF 01
15 MINUTES

Form a batting team and a fielding team. The batting team has 6 hits off a tee. Batters have the choice of running to a safe zone for 2 points or completing the round trip for 6 points. (Play in 2 teams 4.)

SKILL FOCUS *Introduces striking and fielding and improves decision-making skills*

Use the activity card, PLUS...

» Use a cricket bat and tee.



TIPS

» When batting from a tee, the batter stands side-on to the tee.
» To make sure the grip is correct, place the bat on the ground with the back of the bat facing upwards and the feet either side of the bat handle.
» Form a 'V' using the thumb and forefinger aligned down the back of the bat.
» Put the hands together in the middle of the handle.
» Pick the bat up from the ground with both hands.





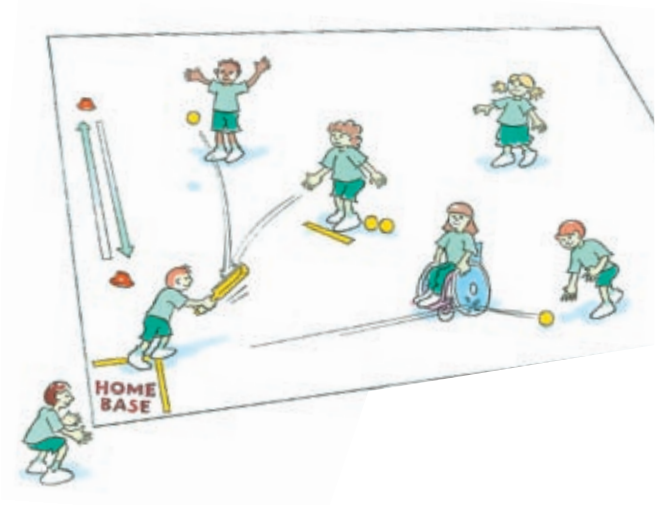
Hit 4 and go

GET INTO IT SF 07
15 MINUTES

A batter hits 4 consecutive balls into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls, they call out 'STOP!'. (Play in groups of 4 or 5)

SKILL FOCUS *Introduces striking and fielding and improves decision-making skills*

Refer to the activity card...



TIPS

» When fielding, players should follow the direction of the ball from the bat into their hands. Bend at the knees to move into a low position with fingers facing downwards and the body behind the ball.



S-T-R-E-T-C-H

FINISH UP 02
5 MINUTES

Disguise it! Stretching for range of movement is not a Playing for Life objective. Choose activities where the stretching is disguised in an engaging activity.

SKILL FOCUS *Disguises stretching and ball handling*

ADDITIONAL EQUIPMENT *1 tennis ball (or similar sized ball) per player*

Use the activity card, PLUS…

- Ask players to perform the following movements: move the ball around their hips; around their knees; around their waist, around their shoulders; and do a figure 8 through their legs.
- Reverse the direction the ball is moving.
- Vary the activities according to the ability of the players.



Harder

- Players make themselves into a mummy (imagine the ball is a roll of material and the whole body has to be covered).

TIPS
- Encourage players to practise these movements at home.

ASK THE PLAYERS
- How many different ways can you move the ball around your body?
- How many times can you move the ball around your knees/hips/waist/shoulders in 30/60 seconds?
- How many figure 8s can you do through your legs in 30/60 seconds?
- Can you make yourself into a mummy with the ball?

SAFETY
- Make sure there is enough space between players.

What did you learn?

FINISH UP 01
5 MINUTES

Questions and answers. Reinforce key skills or tactical points. Link back to previous experiences.

SKILL FOCUS *Encourages players to think about what they have learnt about batting*

ADDITIONAL EQUIPMENT *Suitable bat and ball for demonstrations*

Refer to the activity card...



TIPS

» Key batting coaching points include:

BATTING GRIP





» Place the bat on the ground with the back of the bat facing upwards and the feet either side of the bat handle.
» Form a 'V' with the thumb and forefinger aligned down the back of the bat.
» Put the hands together in the middle of the handle.
» Pick the bat up from the ground with both hands.

BATTING STANCE



» Stand side-on with the feet shoulder-width apart.
» Keep the head upright with the eyes level, always looking at (or following) the ball.

Lesson 2

OBJECTIVE	Bowling
TIME	60 minutes
AREA	Area similar in size to a volleyball court per group of 6–8. Vary the area according to player ability and mobility
EQUIPMENT	» Markers to define the playing areas
	» 1 tennis ball (or similar sized ball) per player
	» 4 plastic cricket bats (or suitable alternative) per group of 12
	» 1 bucket or alternative per group of 10
	» 4 sets of stumps per group of 12

Card summary

- **Start Out WC 05B**
- **Start Out CP 06**
- **Start Out SF 04A**
- **Get Into It SF 06**
- **Get Into It SF 13A**
- **Get Into It SF 13B**
- **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**

2

Stork tag

START OUT WC 05B
5 MINUTES

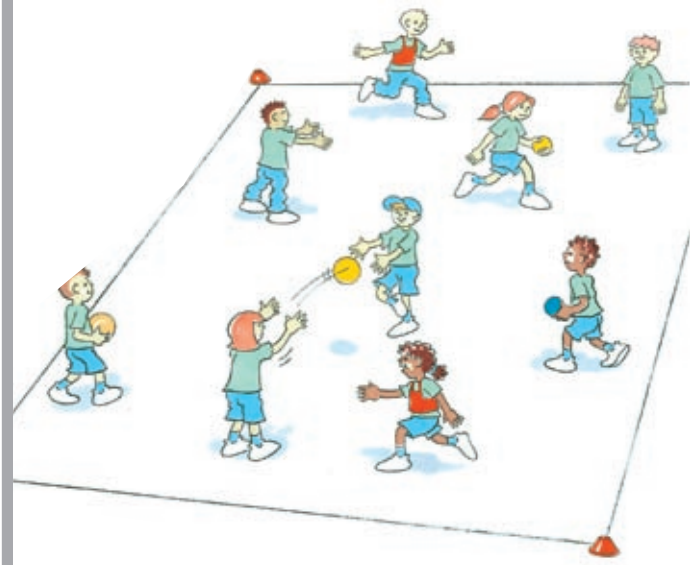
Taggers chase runners. If runners are tagged, they have to stand on the spot in a stork stance. A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm throw. Either a stork or a free runner can throw the ball. (Play with 8 or more.)

SKILL FOCUS *Encourages space and player awareness*

ADDITIONAL EQUIPMENT *1 tennis ball (or similar sized ball) per player*

Use the activity card, PLUS...

» Half the runners carry a tennis ball.



Easier

» Add more taggers.

ASK THE PLAYERS
» How can you avoid being tagged?
» How can you work together to tag a player?

SAFETY » Encourage players to watch out for others when they are preparing to pass their tennis ball.

Catching challenge

START OUT SF 04A
5 MINUTES

Players try progressively harder catching challenges and tricks on their own, in pairs and in groups of 3. Many variations are possible.

SKILL FOCUS *Focuses on hand–eye coordination, throwing and catching*

Refer to the activity card...



TIPS

» Encourage players to practise their catching challenges at home (in a safe area away from obstacles and other people).

Triangle roll

START OUT CP 06
5 MINUTES

Players in 3s stand on the points of a triangle and bowl a ball to one another. (Play with 3 or more.)

SKILL FOCUS *Introduces the 'pull the string' bowling action*

ADDITIONAL EQUIPMENT *1 tennis ball (or similar sized ball) per group of 3*

Use the activity card, PLUS...

» Players use the 'pull the string' bowling action to deliver the ball around the triangle.



Easier

» Players roll the ball rather than bowling it.

Harder

» Increase the size of the triangle.

TIPS

» When bowling, grip the ball with the thumb underneath and the first two fingers on top ('bunny ears') on either side of the seam.
» Refer to the 'Introduction' for an explanation of the 'pull the string' bowling action.



ASK THE PLAYERS

» How can you make sure your bowl goes straight to your partner?
» Is it easier or harder to bowl the further you are away from your partner?
» What happens if you change your grip?

SAFETY » Vary the ball according to ability levels — use soft balls initially.

Four-bowler cricket

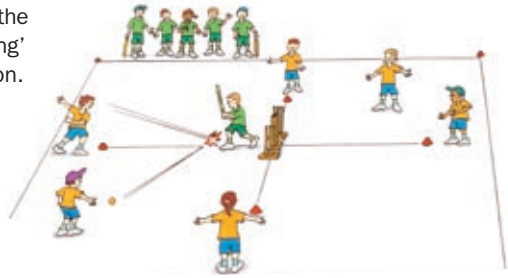
GET INTO IT SF 13B
10 MINUTES

Batters attempt to score points by running around a marker. Bowlers attempt to get batters out by bowling or catching them out. (Play in teams of 6.)

SKILL FOCUS *Works on bowling, fielding and teamwork*

Use the activity card, PLUS…

» Players use the 'pull the string' bowling action.



TIPS

» When batting, players stand side-on to the bowler with their feet shoulder-width apart.

Bowler goaler

GET INTO IT SF 13A
15 MINUTES

Attackers pass the ball among team-mates, aiming to pass it to their bowler goaler. The bowler goaler scores points by bowling the ball and hitting the stumps. (Play in teams of 4–6.)

SKILL FOCUS *Works on bowling, fielding (catching) skills and teamwork*

Use the activity card, PLUS…

» Players use the 'pull the string' bowling action.



TIPS

» When fielding, catch the ball with 'soft' hands, that is let hands 'give' with the ball on contact.

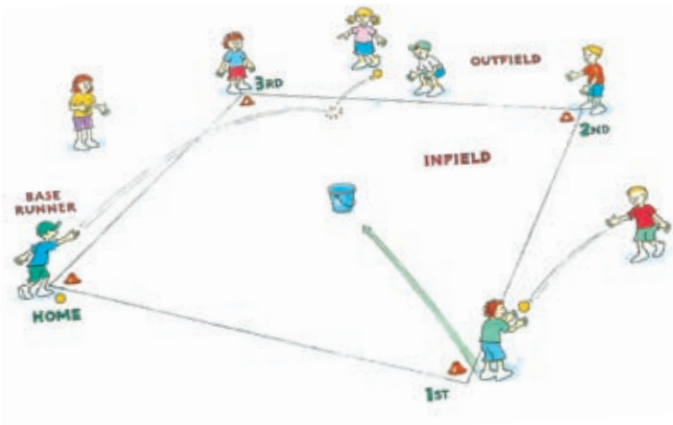
Beat the bucket

GET INTO IT SF 06
15 MINUTES

A base runner throws 3 balls into the field and then tries to run around 4 markers before fielders place all 3 balls in a bucket and call 'STOP!'. (Play in groups of 6–10.)

SKILL FOCUS *Introduces throwing and fielding and improves teamwork*

Refer to the activity card...



TIPS

- When throwing, stand side-on to the target and step towards it.
- The throwing hand needs to move back and up, with the fingers on top of the ball.
- The non-throwing hand points towards the target.
- Keep the elbow high when throwing the ball.
- The throwing arm should follow through across the body.



What did you learn?

FINISH UP 01
5 MINUTES

Reinforce key skills or tactical points.

SKILL FOCUS *Encourages players to think about what they have learnt about bowling*

ADDITIONAL EQUIPMENT *Suitable balls*

Refer to the activity card...



TIPS

» Key bowling coaching points to remind group include:

BASIC BOWLING GRIP



» Grip the ball with the thumb underneath and the first two fingers on top ('bunny ears') on either side of the seam.
» Bowl the ball with the seam upright, pointing towards the batter.

'PULL THE STRING' BOWLING ACTION

» Refer to the 'pull the string' technique described in the 'Introduction'.



Lesson 3

OBJECTIVE	Catching, fielding and bowling
TIME	60 minutes
AREA	Area approximately 20m x 10m per group of 3 players. Vary the area according to player numbers, ability and mobility
EQUIPMENT	» Marker cones to define playing areas
	» Recycled sheets of A4 paper or soft balls (4–6 per player)
	» 2 suitable balls per player (easier — foam balls, bean bags, soccer balls; harder — tennis balls, cricket balls)
	» 1 plastic cricket bat (or suitable alternative) per group of 12
	» 3 or 4 targets (e.g. hoops, bins, buckets, plastic bottles with sand in the bottom, cricket wickets) per group of 3 players
	» Optional: 1 batting tee per group
	» Marking pen

Card summary

- **Start Out WC 04A**
- **Start Out CP 04A**
- **Start Out CP 08**
- **Get Into It SF 10**
- **Get Into It TG 09**
- **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**

3

Back to back pass

START OUT CP 08
5 MINUTES

In pairs, players stand back to back and pass a ball to one another. (Play with 4 or more.)

SKILL FOCUS *Disguises stretching and improves balance and basic ball-handling skills*

ADDITIONAL EQUIPMENT *1 tennis ball (or similar sized ball) per pair*

Use the activity card, PLUS...

» Players use a tennis ball.
» Players change direction every 20 seconds.









ASK THE PLAYERS
» How can you make sure you keep the ball moving?
» Where should you stand to make quicker passes?

SAFETY » Make sure there is enough space between pairs.

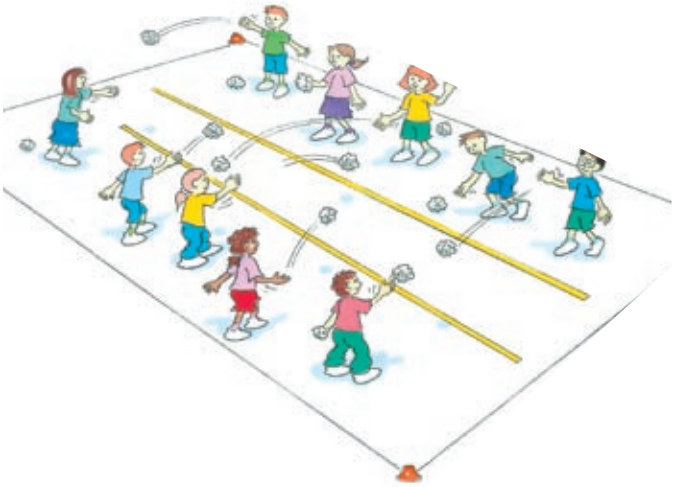
Throw, throw, throw

START OUT WC 04A
10 MINUTES

Two groups of equal size face each other. Each player has a scrunched-up paper ball. On a signal, players throw their paper ball over a line in the direction of the opposite team. After a set period, balls are counted to see who has the fewest balls. (Play in 2 teams of 4 - 8).

SKILL FOCUS *A short, sharp energiser*

Refer the activity card...





ASK THE PLAYERS

- What different types of throws can you do?
- Which type of throw is the quickest?
- How can your team work together to get the best result?

Hit the target

GET INTO IT TG 09
10 MINUTES

Targets are set up away from a throwing line. Players score points by throwing a ball at the targets. (Play in groups of 3 or 4.)

SKILL FOCUS *Focuses on throwing and rolling accuracy, decision-making and cooperative play*

Use the activity card, PLUS...

» Players use either an overarm or underarm throwing action.





TIPS

» When throwing, stand side-on to the target and step towards it.
» Keep the elbow high when throwing the ball.
» Make sure the throwing arm follows through across the body.
» Use role models to highlight skilful play.
» Provide discreet coaching on the side if necessary.

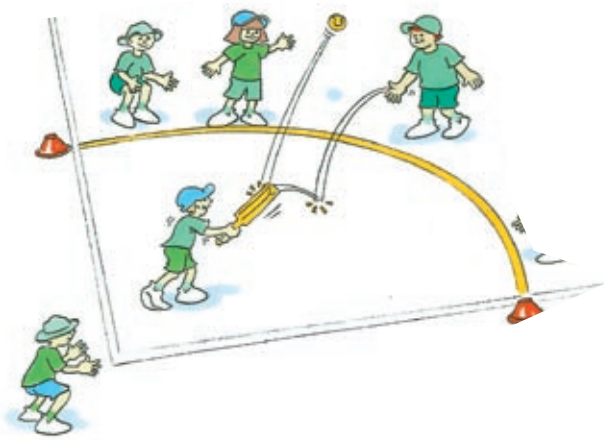
Pepper

START OUT CP 04A
10 MINUTES

A ball is bowled or thrown to the batter. The batter hits it and whoever fields it, throws or bowls the ball immediately back to the batter, and so on. The game can be set up quickly. (Play in groups of 5 or more.)

SKILL FOCUS *Encourages different ball delivery methods, striking and fielding*

Refer to the activity card...



TIPS

- When catching, bend the knees and stay in a low position.
- Catch with two hands, with the fingers up for high balls (thumbs stay touching), down for low balls (pinkies stay touching) or to the side for side balls.
- Catch with soft hands i.e. let hands 'give' with the ball on contact.
- Choose a bat and ball suitable for players' ability.



SAFETY

- Follow the Golden Ruls of Safety set out in the 'introduction'.

Beat the ball

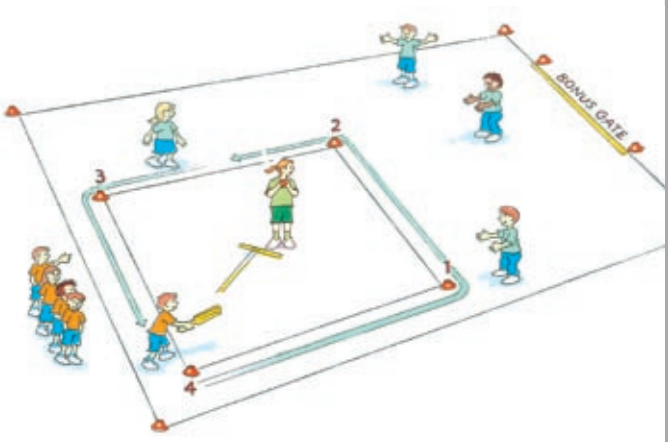
GET INTO IT SF 10
15 MINUTES

Form a batting team and a fielding team with 4 bases. The ball is bowled overarm and is hit into the field. The batter runs around the bases while the fielders pass the ball around the bases in the opposite direction. Many variations are possible. (Play in 2 teams of 5.)

SKILL FOCUS *Introduces striking and fielding and improves decision-making skills*

Use the activity card, PLUS...

» Players use the 'pull the string' bowling action.



Easier

» Players hit off a batting tee.

TIPS

» Refer to the introduction for a description of the 'pull the string' bowling action.



Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...

What did you learn?

FINISH UP 01
5 MINUTES

Reinforce key skills or tactical points.

SKILL FOCUS *Encourages players to think about what they have learnt about bowling*

ADDITIONAL EQUIPMENT *Suitable balls for demonstrations*

Refer to the activity card...

TIPS

» Following are key bowling, catching and fielding coaching points:

BOWLING

» When bowling, use the 'pull the string' technique explained in the 'Introduction'.

CATCHING

» Move into position quickly, keep your head still, and watch the ball into your hands.
» Your fingers should point down for low balls, up for high balls or to the side for side balls.
» Let your hands 'give' with the ball on contact (catch with 'soft' hands).

FIELDING

» Stay front-on to the ball.
» Bend your knees and move into a low position.
» Extend your arms out in front to pick up the ball.
» Draw the ball back to your hip as you catch it.



Lesson 4

OBJECTIVE	Catching
TIME	60 minutes
AREA	Area approximately 20m x 20m per group of 5 or 6. Vary the area according to player numbers, ability and mobility
EQUIPMENT	» Markers to define playing areas » 1 tennis ball (or similar sized ball) per player » 1 plastic cricket bat (or similar alternative) per group of 5 » 1 set of stumps (or similar target) per group of 4

Card summary

- **Start Out CP 01B**
- **Start Out CP 03**
- **Start Out CP 07A**
- **Start Out SF 01A**
- **Start Out SF 04A**
- **Finish Up 01**

4

Remember, if the game isn't working **CHANGE IT**

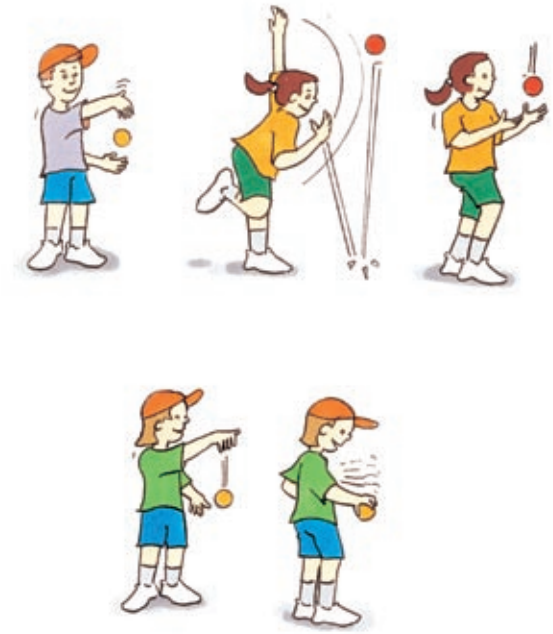
Catching challenge

START OUT SF 04A
10 MINUTES

Players try progressively harder catching challenges and tricks on their own, in pairs and in groups of 3. Many variations are possible.

SKILL FOCUS *Focuses on hand–eye coordination, throwing and catching*

Refer to the activity card...



TIPS

- When catching, keep your head still, with your eyes on the ball.
- Let your hands 'give' with the ball on contact (catch with 'soft' hands).
- Encourage players to practise their catching challenges at home (in a safe area away from obstacles and other people).

Run the circle

START OUT CP 03
10 MINUTES

Players form a circle and have 2 balls which are thrown from player to player. The aim is for one ball to catch up to the other. Many variations are possible. (Play with 6 or more.)

SKILL FOCUS *Introduces cooperative passing and catching*

ADDITIONAL EQUIPMENT *2 tennis balls (or similar sized balls) per group*

Use the activity card, PLUS…

» Players use tennis balls.



ASK THE PLAYERS
» How can you make sure your pass is good?
» How can you pass quicker?

SAFETY » Vary the ball, type of pass and distance to suit players' ability.

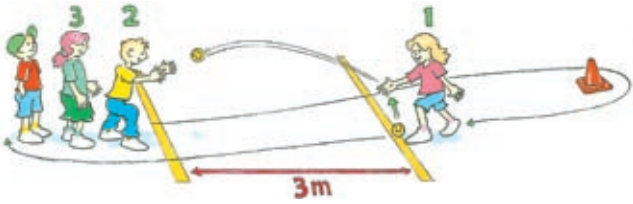
Underarm return relay

START OUT CP 01B
10 MINUTES

Players run to a point, return and on the way back pick up a ball and throw it underarm to the team-mate next in line. This pattern continues. (Play in groups of 4 or more).

SKILL FOCUS *Works on passing and catching, agility, and accurate passing while running*

Refer to the activity card...



TIPS

- When throwing underarm, extend the throwing hand back with the arm straight, step towards the target and swing the arm through, releasing the ball and allowing the hand to continue through towards the target.



ASK THE PLAYERS

- What should you do to make sure the catcher can catch the ball?
- How far apart can you stand and still throw or catch the ball accurately?
- What are some different ways you can throw the ball?

SAFETY

- Make sure there is enough space between groups.
- Players should keep the pass below shoulder height.

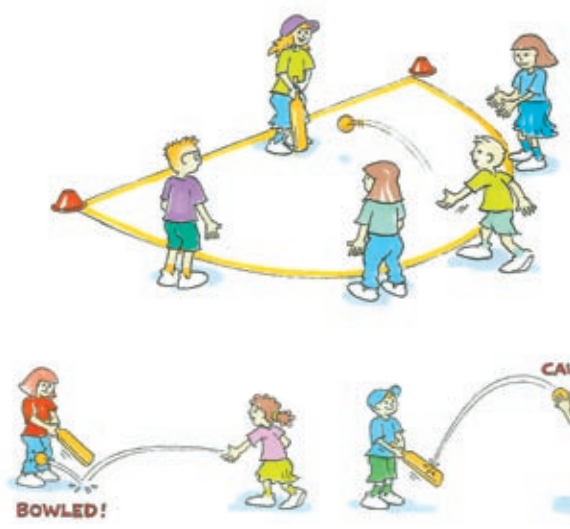
French cricket

START OUT SF 01A
10 MINUTES

The batter stands with their feet together and holds the bat in front of their legs. Fielders throw the ball underarm and the batter hits in any direction. The batter is out if the ball is caught on the full or they are hit on the legs. (Play in groups of 5.)

SKILL FOCUS *Focuses on hand–eye coordination, bowling accuracy, and hitting to 'find space'*

Refer to the activity card...



ASK THE PLAYERS

- **BATTERS** – how can you avoid being caught or hit on the legs?
- **FIELDERS** – how can you increase your chances of hitting the batter on the legs or catching them out?
- **ALL** – how can you make sure everyone is included?

Hit the square

START OUT CP 07A
10 MINUTES

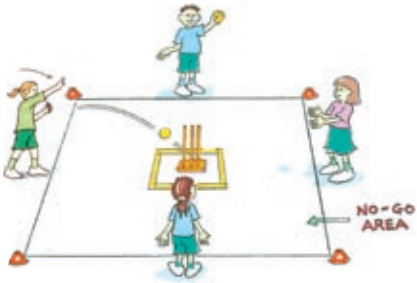
Two pairs of players stand on opposite sides of a square. From a standing position, a ball is bowled between the pairs. Players try to knock down a set of stumps. (Play in groups of 4.)

SKILL FOCUS *Focuses on bowling (throwing) accuracy and catching*

ADDITIONAL EQUIPMENT *1 tennis ball (or similar sized ball) per pair*
1 set of stumps (or similar target) per group of 4

Use the activity card, PLUS...

» Players bowl their ball using the 'pull the string' bowling action and try to hit the stumps.
» Score 1 point for each successful hit.



Easier

» Increase the size of the target.
» Players roll or throw the ball.

Harder

» Decrease the size of the target.

ASK THE PLAYERS
» How do you make sure your bowl is accurate?
» What do you need to remember when bowling towards a target?
» Where do you need to hit the ground in order to hit the stumps?
» How hard do you have to bowl or throw the ball to get the best results?

SAFETY » Make sure there is enough space between groups.

What did you learn?

FINISH UP 01
5 MINUTES

Questions and answers. Reinforce key skills or tactical points. Link back to previous experiences.

SKILL FOCUS *Encourages players to think about what they have learnt about catching*

ADDITIONAL EQUIPMENT *Suitable balls for demonstrations*

Refer to the activity card...



TIPS

» Key fielding coaching points to remind the group include:

FIELDING



» Move into position quickly.
» Keep your head still, with your eyes on the ball.
» Point your fingers down for low balls, up for high balls or to the side for side balls.
» Let your hands 'give' with the ball on contact (catch with 'soft' hands).

Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...

Lesson 5

OBJECTIVE	Batting
TIME	60 minutes
AREA	Area approximately 30m x 30m per group of 5–10 players. Vary the area according to player numbers, ability and mobility
EQUIPMENT	» Markers to define playing areas » 1 tennis ball (or similar sized ball) per player » 1 plastic cricket bat (or similar alternative) per player » Optional: 1 batting tee per group of 10 » 2 sets of stumps (or alternatives) per group of 10

Card summary

- **Start Out WC 01**
- **Start Out SF 04B**
- **Get Into It SF 02**
- **Get Into It SF 04**
- **Get Into It SF 05**
- **Finish Up 04**

5

Remember, if the game isn't working **CHANGE IT**

Form a group

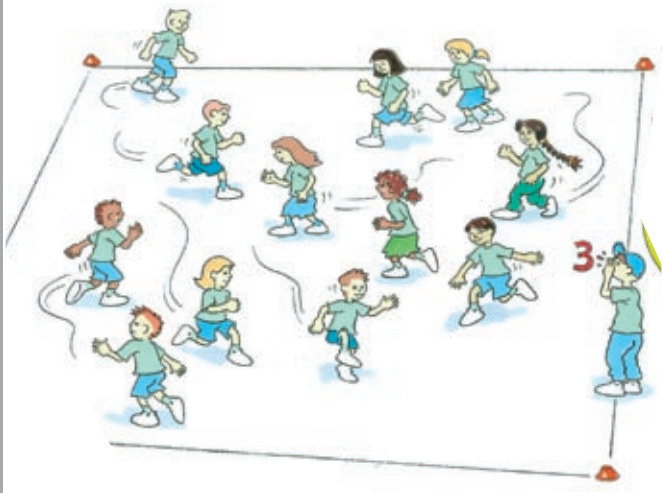
START OUT WC 01
5 MINUTES

Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size. Finish with pairs.

SKILL FOCUS *Encourages running and player/spatial awareness*

Use the activity card, PLUS...

» Vary the locomotion and direction players move around in, e.g. big steps, little steps, skipping, hopping, jumping, hands and feet, backwards, forwards.



Harder

» Add movement variations when players form their groups, such as:
- magpies (players duck, cover their heads and scream)
- muscle men (players make different poses like muscle men)
- statues (players freeze like a statue), or
- dead ants (players lie on their backs with their feet and hands in the air).

SAFETY
» Emphasise the need to be aware of, and avoid running into, other players.
» Start off at a slower pace and gradually increase the activity level as players warm up.

Bat tapping

START OUT SF 04B
10 MINUTES

Each player has a suitable batting implement and ball. The aim is to keep tapping the ball into the air with the bat for as long as possible. Many variations are possible.

SKILL FOCUS *Focuses on hand–eye and bat coordination*

Use the activity card, PLUS...

» Play cooperatively in pairs or groups of 3.



TIPS

» Encourage players to practise bat tapping at home (in a safe area away from obstacles and other people).

Engage all

GET INTO IT SF 02
15 MINUTES

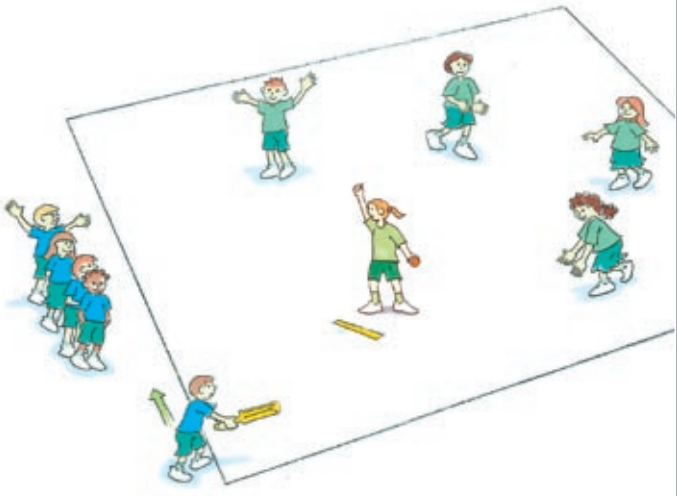
Form a batting team and a fielding team. A ball is hit into the field. The batter runs around teammates and all fielders run to the ball to touch it at the same time. The batter keeps on running until a fielder calls 'STOP!'. (Play with no more than 5 per team.)

SKILL FOCUS *Works on striking and fielding, teamwork and ball placement*

ADDITIONAL EQUIPMENT *1 set of cricket stumps per game*
1 plastic cricket bat (or similar) per game
1 tennis ball (or similar) per game
Optional: 1 batting tee per game

Use the activity card, PLUS...

» Players bowl the ball to batters using the 'pull the string' bowling action.



Easier

» Players bat off a tee.
» Players use a paddle bat and a larger sized ball.

SAFETY » Refer to the Golden rules of safety in the 'Introduction.'

Continuous cricket

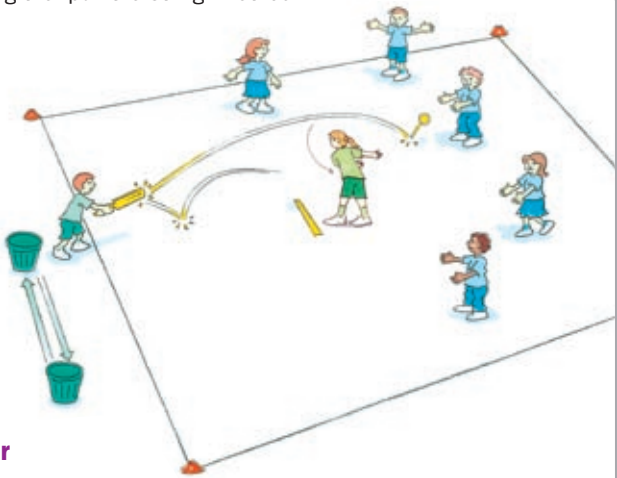
GET INTO IT SF 04
15 MINUTES

A ball is bowled overarm to a batter who hits the ball and runs between 2 wickets. The bowler can bowl at any time. A rolling alternative may be played. (Play with groups of 6 or more.)

SKILL FOCUS *Works on bowling, batting, fielding skills, ball placement and teamwork*

Use the activity card, PLUS...

» Players bowl the ball to batters, using the 'pull the string' method.



Easier

» Players bat off a tee.
» Players use a paddle bat and a larger sized ball.

TIPS

» When batting, stand side-on to the bowler with feet shoulder-width apart.
» Keep the head upright with eyes level, always looking at (or following) the ball.



SAFETY » Refer to the Golden Rules of Safety in the 'introduction.'

Wana

GET INTO IT SF 05
10 MINUTES

Young noongar (or nyungar) girls in the south-west of Western Australia play this game. A short stick is placed on the ground to represent a nhoba (baby). Each girl has to defend her child from the other girls' wanas (digging sticks). (Play in groups of 6.)

SKILL FOCUS *Focuses on hand–eye and bat coordination*

ADDITIONAL EQUIPMENT *1 cricket bat (or similar) per group*
1 set of wickets (or similar) per group

Use the activity card, PLUS...

» Use wickets as the nhoba.



Harder

» Players use the pull the string bowling action to try and hit the wickets.

Four corners

FINISH UP 04
5 MINUTES

Players choose a corner to stand in and, as the game continues, must move to the middle.

Refer to the activity card...

Lesson 6

OBJECTIVE	Bowling
TIME	60 minutes
AREA	Area approximately 30m x 30m per group of 10 players (5 v 5). Vary the area according to player numbers, ability and mobility
EQUIPMENT	» Markers to define playing areas
	» 1 tennis ball (or similar sized ball) per player
	» 1 plastic cricket bat (or similar alternative) per player
	» Recycled pieces of newspaper (or similar)
	» 4 sets of stumps (or similar alternative targets) per group of 8
	» Marking pen
	» Optional: 1 batting tee per group of 10

Card summary

- **Start Out WC 04A**
- **Start Out CP 07A**
- **Get Into It SF 03**
- **Get Into It SF 12**
- **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**

6

Throw, throw, throw

START OUT WC 04A
10 MINUTES

Two groups of equal size face each other. Each player has a scrunched-up paper ball. On a signal, players bowl their paper ball over a line in the direction of the opposite team. After a set period, balls are counted to see who has the fewest balls.

SKILL FOCUS *A short, sharp energiser that practises bowling*

Refer to the activity card...

» Players bowl their newspaper ball over the line using the basic bowling action.



Easier

» Players use the 'pull the string' bowling action.

ASK THE PLAYERS

» What different types of bowling can you do? Which is the quickest/most accurate bowl?
» What do you need to remember to keep your bowling on target?
» How can your team work together to get the best result?

Hit the square

START OUT CP 07A
10 MINUTES

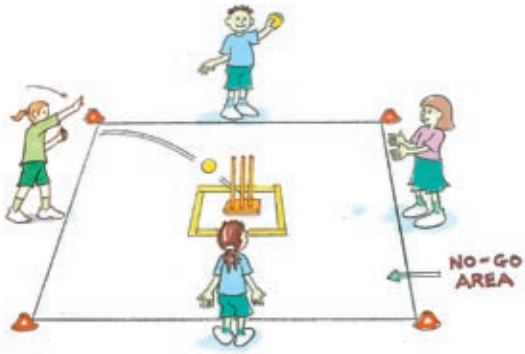
Two pairs of players stand on opposite sides of a square. From a standing position, a ball is bowled between the pairs. Players try to knock down a set of stumps. (Play in groups of 4.)

SKILL FOCUS *Focuses on bowling (throwing) accuracy and catching*

ADDITIONAL EQUIPMENT *1 set of stumps (or similar) per group of 4*
1 tennis ball (or similar sized ball) per pair

Use the activity card, PLUS...

» Players bowl their ball using the basic bowling action and try to hit the stumps.
» Score 1 point for each successful hit.



Easier

» Players use the 'pull the string' bowling action.
» Increase the size of the target.
» Players roll or throw the ball.

Harder

» Decrease the size of the target, e.g. 1 stump

ASK THE PLAYERS
» How do you make sure your bowl is accurate?
» What do you need to remember when bowling towards a target?
» Where do you need to hit the ground in order to hit the stumps?
» How hard do you have to bowl or throw the ball to get the best results?

SAFETY » Make sure there is enough space between groups.

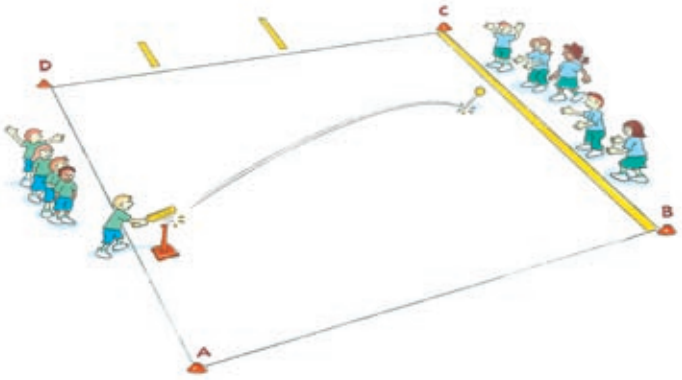
Runners v passers

GET INTO IT SF 03
10 MINUTES

Form a batting team and a fielding team. The first batter hits the ball and the entire team runs around markers. The fielders gather the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out 'STOP!'. (Play with 4 or more per team.)

SKILL FOCUS *Practises throwing, catching, batting and teamwork*

Refer to the activity card...



Harder:

» Players bowl the ball to the batter using the basic bowling action.



TIPS » Provide discreet coaching on the side if necessary.

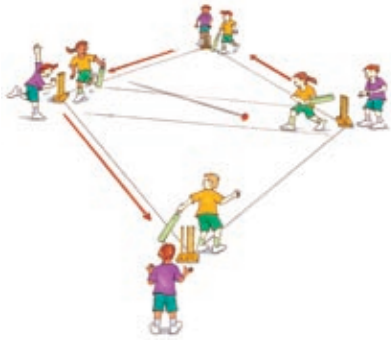
Diamond cricket

GET INTO IT SF 12
25 MINUTES

A batting and a fielding team compete on a diamond-shaped playing area with a set of stumps at each corner. Each team has one player at each set of stumps. Any fielder can bowl to any batter. (Play with 2 teams of 4.)

SKILL FOCUS *Assists batting, bowling, fielding, teamwork and communication*

Refer to the activity card...



TIPS » Encourage fielders to share the bowling.

Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Lesson 7

OBJECTIVE	Fielding/catching
TIME	60 minutes
AREA	Area similar in size to a basketball court per group of 6–10 (2 groups of 3–5 players). Vary the area according to player numbers, ability and mobility
EQUIPMENT	» Markers to define playing areas
	» 1 large target ball (e.g. a slightly deflated beach ball for hard surfaces or an inflated ball for grassed areas) per group of 6–10
	» 2 tennis balls (or similar sized balls) per player
	» 4 plastic cricket bats (or similar alternative) per group of 8
	» 4 sets of stumps (or alternative target) per group of 8
	» Optional: Tape to mark 'no-go' zones for each group of 6–10

Card summary

- **Start Out WC 03A**
- **Get Into It TG 08**
- **Get Into It TG 11**
- **Get Into It SF 12**
- **Finish Up 01**
- **Finish Up 03**

Remember, if the game isn't working **CHANGE IT**

7

All-in tag

START OUT WC 03A
5 MINUTES

Everyone tries to tag everyone else! Players who are tagged continue to tag others from a crouched position. (Play with 8–30.)

SKILL FOCUS *Focuses on running and player/spatial awareness*

Use the activity card, PLUS...

» Vary the locomotion and direction players move around in, e.g. big steps, little steps, skipping, hopping, jumping, hands and feet, backwards, forwards.



SAFETY
» Emphasise the need to be aware of, and avoid running into, other players.
» Start off at a slower pace and gradually increase the activity level as players warm up.

Bombard

GET INTO IT TG 08
10 MINUTES

Two or more teams, working in parallel, throw tennis balls at a large target ball and try to move the target ball over a goal line. (Play with 4 or more.)

SKILL FOCUS *A target activity that combines accuracy, tactics, fun and teamwork*

Refer to the activity card...

TIPS

- When throwing, have your body side-on to the target and step towards it.
- Keep your elbow high when throwing the ball.
- Make sure your throwing arm follows through across your body.



Defend the zone

GET INTO IT TG 11
15 MINUTES

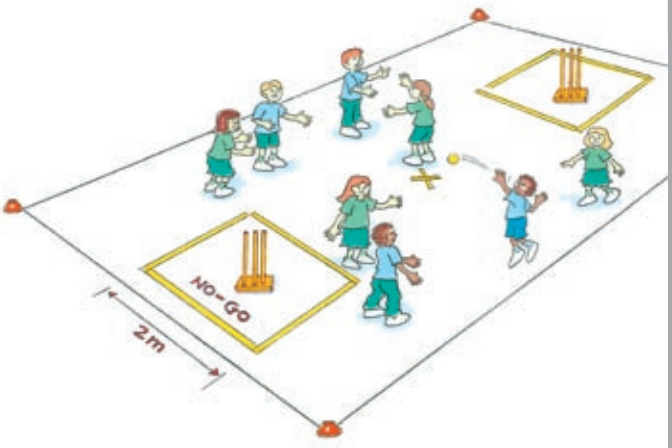
Runners start in the middle, move to one end and try to hit their opponent's stumps. After 4 steps, they must pass the ball. Interceptors must prevent the ball from hitting their stumps. (Play in teams of 3 or more.)

SKILL FOCUS *Improves passing, catching, anticipation, spatial awareness and communication*

ADDITIONAL EQUIPMENT *2 sets of stumps (or similar) per group*
1 tennis ball (or similar sized ball) per group

Use the activity card, PLUS...

- Players must pass the ball overarm or underarm to their team-mates to try and knock down their opponent's stumps.
- Players may run with the ball, but must throw after 4 steps.
- If a runner in possession of the ball is tagged by an interceptor, a turnover occurs.
- If interceptors gain possession of the ball, they become runners and pass towards their stumps.



TIPS

- When catching, move into position quickly and keep your head still, with your eyes on the ball.
- Let your hands 'give' with the ball on contact (catch with 'soft' hands).

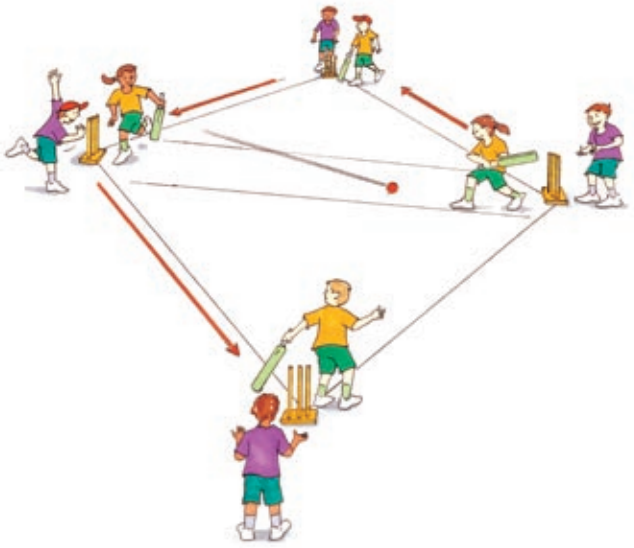
Diamond cricket

GET INTO IT SF 12
20 MINUTES

A batting and a fielding team compete on a diamond-shaped playing area with a set of stumps at each corner. Each team has one player at each set of stumps. Any fielder can bowl to any batter. (Play with 2 teams of 4.)

SKILL FOCUS *Assists batting, bowling, fielding, teamwork and communication*

Refer to the activity card...



TIPS » Encourage fielders to share the bowling.

Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



What did you like?

FINISH UP 03
5 MINUTES

Refer to the activity card...



Lesson 8

OBJECTIVE	Catching, fielding and bowling
TIME	60 minutes
AREA	Area approximately 30m x 30m per group of 10 (5 v 5). Vary the area according to player numbers, ability and mobility
EQUIPMENT	» Marker cones to define playing areas
	» 1 marker cone per player
	» 15–20 balls of different sizes
	» 1 ball, 4 bats and 4 sets of stumps for each team of 4
	» 15–20 tennis balls (or similar sized balls) per group of 10–15
	» 4 plastic cricket bats (or similar alternative) per group of 8
	» 4 sets of stumps (or alternative target) per group of 8

Card summary

- **Start Out WC 06**
- **Start Out WC 09B**
- **Get Into It SF 12**
- **Get Into It SF 13A**
- **Get Into It SF 13B**
- **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**

8

Flip it!

START OUT WC 09B
5 MINUTES

Form 2 groups. Each player has a marker. Half the players place their markers with the round side up and the other half with the round side down (dish up). On a signal, players run around trying to flip over the other group's markers to match their own.

SKILL FOCUS *Improves running and agility, and player/spatial awareness*

Refer to the activity card...

How many bean bags?

START OUT WC 06
5 MINUTES

Players work in pairs. One player from each pair runs to a central point to collect one ball at a time and throw the ball back to their team-mate at their base and then tag the next player. The aim is to collect the most number of balls.

SKILL FOCUS *Warm up activity that practises fielding skills*

Refer to the activity card, PLUS...

» Players use an overarm throwing action.

Easier

» Players throw the ball using an underarm action.

TIPS

» Players should pick up the ball with their preferred throwing hand and turn so they are side-on and ready to throw.



ASK THE PLAYERS » How can you collect the ball, turn and throw quickly?

Bowler goaler

GET INTO IT SF 13A
15 MINUTES

Attackers pass the ball among team-mates, aiming to pass it to their bowler goaler. The bowler goaler scores points by bowling the ball and hitting the stumps. (Play in teams of 4–6.)

SKILL FOCUS *Focuses on bowling, fielding (catching) skills and teamwork*

Refer to the activity card...



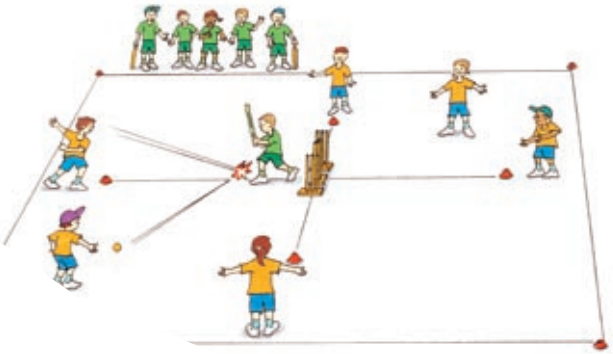
Four-bowler cricket

GET INTO IT SF 13B
10 MINUTES

Form a batting team and a bowling team. Batters try to score points by running around a marker. Bowlers try to get batters out by bowling or catching them out. (Play in 2 teams of 6.)

SKILL FOCUS *Focuses on bowling, fielding and teamwork*

Refer to the activity card...



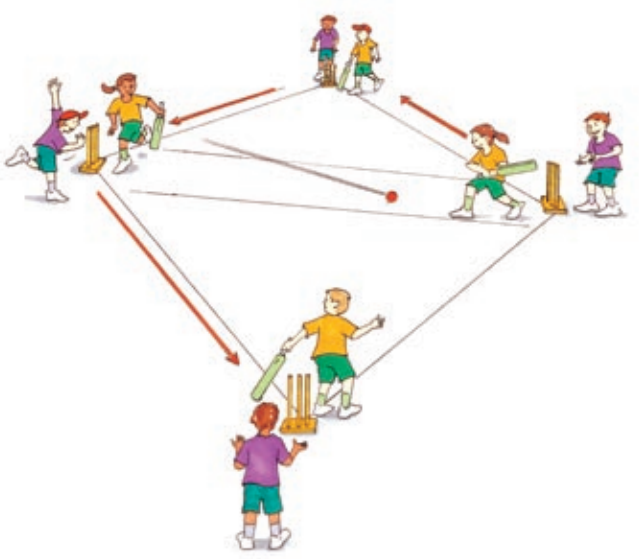
Diamond cricket

GET INTO IT SF 12
15 MINUTES

A batting and a fielding team compete on a diamond-shaped playing area with a set of stumps at each corner. Each team has one player at each set of stumps. Any fielder can bowl to any batter. (Play with 2 teams of 4.)

SKILL FOCUS *Assists batting, bowling, fielding, teamwork and communication*

Refer to the activity card...



TIPS » Encourage fielders to share the bowling.

Put it away!

FINISH UP 01
5 MINUTES

Gather up the equipment and store it properly.

Refer to the activity card...



Great work!

FINISH UP 01
5 MINUTES

Pat on the back feedback and encouragement.

Refer to the activity card...



TIPS

» Use the 'Where to from here?' section of this book to find information about other opportunities to get involved in cricket.

Where to from here?

Cricket is a game that can be played almost anywhere in any format. It can be enjoyed at a professional test match or by families at the beach. Boys and girls can equally enjoy it in the backyard and at school.

Junior Sport Policy

The Cricket Australia Junior Cricket Policy was updated in August 2006. The policy aims to provide national direction and guidance on safety and development issues for juniors to local cricket associations, clubs, schools, officials, parents and players throughout Australia.

Junior Cricket

Cricket Australia, together with the state and territory cricket associations, run a comprehensive junior cricket program, which includes the following game formats:

S'COOL CRICKET: S'Cool Cricket introduces cricket to children at kindergarten and primary school level. A fun-based, modified program of skills and games, it is conducted in primary schools across Australia and involves the participation of more than 300,000 children annually. The program is 'user-friendly' for teachers and helps its participants familiarise themselves with the basic skills of throwing, catching and hitting.

HAVE-A-GO: The Have-A-Go program is aimed at preparing boys and girls for junior cricket by teaching them basic skills and modified cricket games. Mainly based at clubs and aimed at children aged 5–10 years, the program runs for 12 weeks and is conducted in a fun and non-competitive environment. Experienced coaches work with club volunteers and parents to run each course. The volunteers are trained so they can deliver the modified skills program.

SUPER 8S CRICKET: Launched in Australian schools in 1990, the MILO Super 8s cricket program is aimed at secondary school students. It is a modified skills and games program but it is also used as a basis for competitions between school teams in each state and territory. The fast-paced nature of Super 8s cricket makes it ideally transferable to sports

curriculums at most schools, and specialist clinics are generally offered to school teams that enroll in the program.

CRICHIT: Launched in 2003, CricHit is a special program for girls aged 10–13 years who want to have fun. The tailored program provides a comfortable environment for girls to learn basic cricket skills and participate in fun, interactive games. CricHit makes sure young girls stay healthy and active by being involved in sport with their friends while learning about cricket. The program runs after school at centres around Australia.

Indigenous cricket

Indigenous cricketers have a long history of involvement in the game in Australia. Cricket Australia is committed to raising the profile of cricket among Indigenous communities and attracting greater numbers of Indigenous participants to the game.

Lifting the appeal of cricket among Indigenous Australians is one of the key priorities of Cricket Australia's strategic plan, *From backyard to Baggy Green,* and its Indigenous strategic plan *Two strong cultures: Australia's new cricket tradition.* Identifying barriers inhibiting Indigenous involvement in cricket and developing initiatives to promote the game to the country's Aboriginal population are the key platforms of the plan.

Some of the initiatives taken to broaden the appeal of the game among Indigenous communities include the 2001 National Aboriginal Cricket Forum and annual fixtures such as the Imparja Cup and the Prime Minister's XI versus an ATSIC (Aboriginal and Torres Strait Islander Commission) XI.

For more information

There are a range of resources available designed to help schools, clubs, volunteers, teachers, parents, coaches, umpires and administrators to deliver cricket programs in the community. For more information on these resources or programs, visit **www.cricket.com.au**, phone (03) 9653 9999 or contact any of the state and territory associations listed below.

Cricket Australia
Game Development Department
60 Jolimont Street
Jolimont VIC 3002
Tel: (03) 9653 9999
Fax: (03) 9653 9911
www.cricket.com.au

ACT Cricket Association
Sir Donald Bradman Stand
Manuka Oval
PO Box 3379
MANUKA ACT 2603
Tel: (02) 6239 6002
Fax: (02) 6239 7135
www.cricketact.com

Cricket New South Wales
Sydney Cricket Ground
Driver Avenue
PADDINGTON NSW 2021
Tel: (02) 9339 0999
Fax: (02) 9360 6877
www.cricketnsw.com.au

Northern Territory Cricket
PO Box 40895
CASUARINA NT 0811
Tel: (08) 8981 1677
Fax: (08) 8981 1766
www.ntcricket.com.au

Queensland Cricket
1 Bogan Street
BREAKFAST CREEK QLD 4010
Tel: (07) 3292 3100
Fax: (07) 3262 9160
www.qldcricket.com.au

South Australian Cricket Association
Adelaide Oval
NORTH ADELAIDE SA 5006
Tel: (08) 8300 3838
Fax: (08) 8231 8003
www.saca.com.au

Tasmanian Cricket Association
Bellerive Oval
Derwent Street
BELLERIVE TAS 7018
Tel: (03) 6282 0400
Fax: (03) 6244 3924
www.tascricket.com.au

Cricket Victoria
90 Jolimont Street
JOLIMONT VIC 3002
Tel: (03) 9653 1100
Fax: (03) 9653 1196
www.cricketvictoria.com.au

Western Australian Cricket Association
WACA Ground
Nelson Crescent
EAST PERTH WA 6004
Tel: (08) 9265 7222
Fax: (08) 9221 1059
www.waca.com.au