

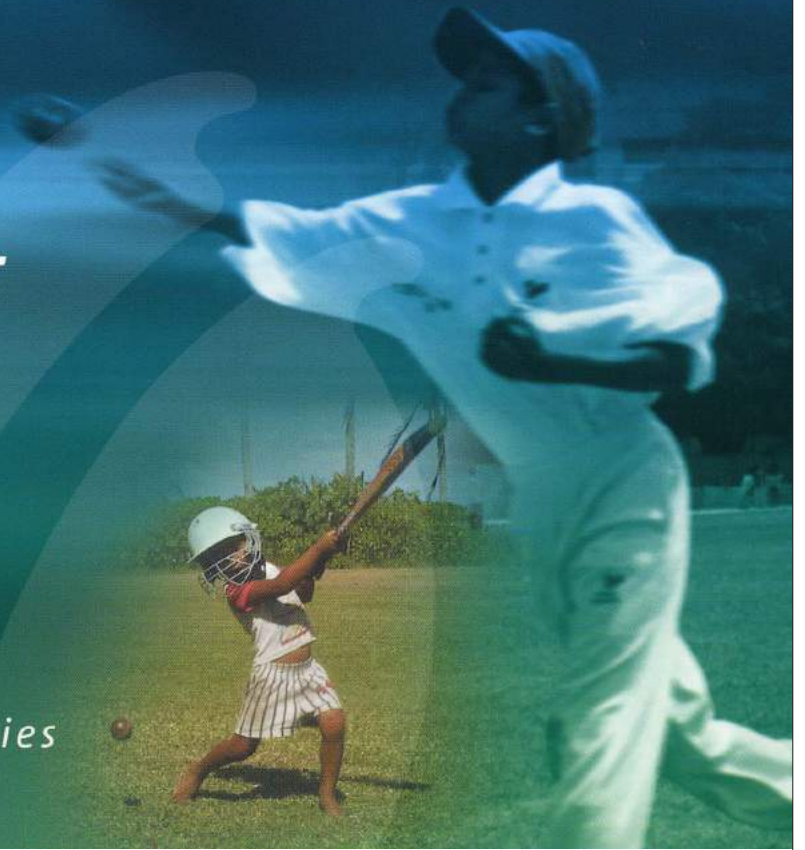


International
Cricket Council

Teach Cricket

A Practical Guide for Teachers,
Coaches and Parents

Cricket without boundaries



International
Cricket Council



I C C D E V E L O P M E N T P R O G R A M

Contents

How to Use the Cards 1-2

Getting Started 3

Practical Tips & Useful Equipment 4

Warm Up

Fun Physical Activities 5-6

Jogging with Imaginary Fielding 7-8

Running with the Bat 9-10

Running, Throwing & Catching 11-12

Creating Space & Catching 13-14

Running & Stopping the Ball 15-16

Stretching 17-18

Fielding

Low Catch 19-20

Shoulder High Catch 21-22

High Catch 23-24

Stopping the Ball with Two Hands 25-26

Picking up One Handed & Throwing 27-28

Throwing 29-30

Chasing & Throwing 31-32

Wicketkeeping 33-34

Batting

The Basics of Batting 35

How to Choose which Shot to Play 36

Blocking the Ball 37-38

Leaning Forward to Strike the Ball 39-40

Stepping Back to Strike the Ball 41-42

Bowling

Underarm Bowling 43-44

Bowling Overarm from Standing 45-46

Bowling with a Run-Up 47-48

Spinning the Ball 49-50

Games

Continuous Cricket 51-52

Racing Cricket 53-54

Caterpillar Cricket 55-56

Conveyor Belt Cricket 57-58

Match Cricket 59-60

Extra Quick Games

Roll-a-Ball 61

Tower Game 62

'10 Game' Catchers v Runners 63

Run Out 64

Bowl Out 65-66

Fielding Races 67-68

Wet Weather

Geography 69

[www.geography70](http://www.geography70.com)

Creative Movement 71-72

Literacy 73-74

Evolution of Cricket 75

Art 76

Numeracy 77

Answers to the Wet Weather Lessons 78

Various Suggested Schemes of Work 79

Scheme of Work Record 80

Assessment Record Sheet 81

Glossary & Contacts 82-83

Acknowledgments 84

How to Use the Cards

- 1 Choose a particular skill/game from within your chosen section.
- 2 Suggested time to be allocated for your chosen activity.
- 3 Objective of this particular session.
- 4 Basic equipment required for this activity.
- 5 For the Teacher/Pack User to read prior to the session to ensure a safe and immediate start.
- 6 To be linked with 'instructions'. Suggestions for class organisation.
- 7 In most cases these should be fed in one at a time allowing time for practice on each point.
- 8 Picture depicting the skill/game.
- 9 A catchy sentence to aid memory of an important part of this lesson.
- 10 Page numbers of cards with linked skills/games to help with the progressive planning of schemes and lessons. (Colour coded)

1

- 11 Suggested progressions to increase the skill level. Can be used in this particular session or at a later date.

- 12 On the Warm up pages only. To offer suggestions for discussion on basic health issues and human biology.

2

Getting Started

Each lesson card is an activity in itself, it can be used individually, or combined with others to create an interesting and varied lesson. To help familiarise yourself with the pack and get started, there are three simple lessons below. Use one of these or refer to 'THE SCHEMES OF WORK' for ideas on page 79.

30 mins

Fun physical activities p.5	Stopping the ball with two hands p.25	Roll-a-ball p.61
--------------------------------	--	---------------------

45 mins

Running & stopping the ball p.15	Underarm bowling p.43	Continuous Cricket p.51
-------------------------------------	--------------------------	----------------------------

55 mins

Running throwing & catching p.11	Low catch p.19	Racing Cricket p.53
-------------------------------------	-------------------	------------------------

Choose one of these lessons according to the time you have.

3

Practical Tips

- Practical Tips** USE EXISTING LINES/MARKINGS where possible (e.g. playground or running track). Distances stated are safety guidelines, but ADAPT TO DIFFERENTIATE between abilities where necessary. DIFFERENTIATE for lesser abilities by: (i) breaking skills down further, (ii) using different types and sizes of balls and equipment, (iii) altering times and turns. DEMONSTRATE WHENEVER POSSIBLE using the pictures to help you. "A picture tells a 1000 words".

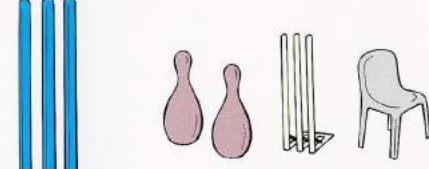
Safety The players should always be at least 10m away from the batter.





Cool Down At the end of each lesson, COOL and calm the players DOWN by:
Jogging 20 paces, Striding 20 paces, Walking 20 paces, 20 seconds silence to "Think about the lesson".
N.B. This is also an ideal time for the children to evaluate their performance and to discuss and plan with the teacher ways that they can improve.

Useful Equipment

15 - 20 balls  Tennis / Soft / Foam (Indoor use)

4 - 6 bats Blue/Wood 

6 Blue Kwik Cricket Stumps  But you can also use Skittles / Spring / Chair

8 Cones  Hoops  1 Whistle  Bucket 

4

Skill Fun Physical Activities

Time

5 mins

Aim

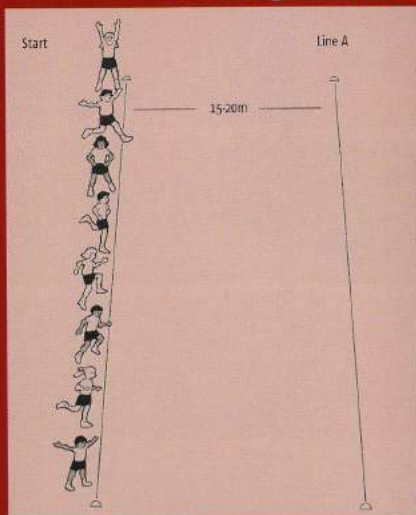
To use a variety of physical activities to increase body temperature

Equipment

4 cones / existing lines



Organisation



Instructions

- 1 Children spread out along the start line.
- 2 Give instructions of various ways for all to move from the start line to line A and back again. e.g. jogging, hopping and side striding (star shape).
- 3 See ideas for progression for further ideas.

Teaching Points

- Remain balanced at all times.
- Be aware of the people around you.
- Move in a straight line.

Catchphrase
Feel your brow... is it sweaty now?

5

Ideas for progression

Ideas for various physical skills:

- Walking/sprinting, arms can be by sides, above head or touching the ground.
- On all fours, either facing down hands first or facing up feet first (crab).
- Whilst jogging, pick knees up high in front or kick heels up behind.
- Pretend cricket skills, e.g. picking a ball off the ground in one or both hands, taking a catch, bowling a ball or hitting runs.
- Increase or decrease the distance of line A.
- Work in pairs, e.g. leap frog or wheelbarrow. Race other pairs.

Suggestions for discussion on health education

TASK Put your hand on your forehead. What do you feel?

Q Why do we sweat?

A When you exercise, your body temperature rises. Moisture comes through the skin surface to cool you down.

Q How can you replace the liquid in your body lost due to sweating?

A By drinking cold water.

Skill

Jogging with Imaginary Fielding

Time

5 mins

Aim

To combine continuous movement with fielding skills

Equipment

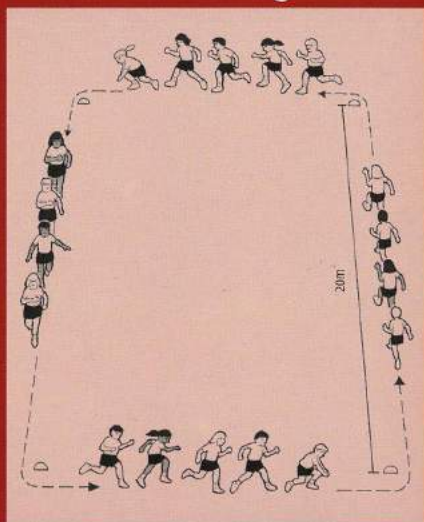
4 cones, 1 whistle



Link Cards

27

Organisation



Catchphrase

You won't last if you jog too fast!

7

Instructions

- 1 Children continuously jog round a square cornered by cones.
- 2 When the teacher calls either 'left' or 'right,' the children pretend to pick up the ball in that particular hand.
- 3 On the call of 'both,' the imaginary ball is picked up in two hands.
- 4 When the whistle blows, children change direction.

Teaching Points

- Get down and touch the floor when picking up the imaginary ball.

Ideas for progression

- Increase or decrease the size of the square as appropriate.
- Teacher calls 'jump' for the children to pretend to jump and catch.
- Teacher calls 'throw' for the children to pretend to throw the ball at the stumps for a run out.

Suggestions for discussion on health education

TASK Think about how much air you are breathing in now, compared to before you started warming up?

Q Why do we breathe faster and more deeply during and after exercise?

A To breathe in more oxygen from the air. This is then carried by the blood to feed our muscles as we work them harder.

Q How can we increase the amount of oxygen that our body can take in?

A By playing sport and exercising regularly, we can train our lungs to take in more oxygen.

Skill

Running with the Bat

Time

10 mins

Aim

To increase knowledge of how to run with the bat by means of a relay race

Equipment

2 bats per team, 4 cones / existing lines



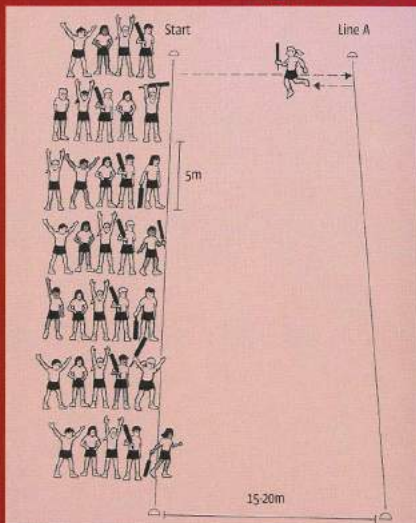
Link Cards

63 64

Organisation

Catchphrase
Reach out every time, touch over the line!

9



Instructions

- 1 Divide into equal teams according to the number of bats, e.g. 2 per team.
- 2 First member of each team runs to line A and back again.
- 3 As they pass the start line next member repeats and so on.
- 4 First team to finish wins.

Teaching Points

- Grip bat at the end of the handle
- When waiting to run, you are allowed to stand in front of the start line, as long as your bat is touching the ground behind it.
- When approaching the lines, reach out using the full length of the bat to touch down **over** the line.

Ideas for progression

- Teams run through twice before finishing.
- Give a time limit (i.e. 2 minutes) – teams count how many runs they can complete in the given time.

Suggestions for discussion on health education

TASK Run 20 metres as quickly as possible.

Q At the beginning of your run which muscles worked the hardest?

A Your leg muscles.

Q How can you improve your speed?

A By strengthening your muscles. You can do this by exercising regularly.

Skill

Running, Throwing & Catching

Time

10 mins

Aim

To improve fielding skills by means of a relay race

Equipment

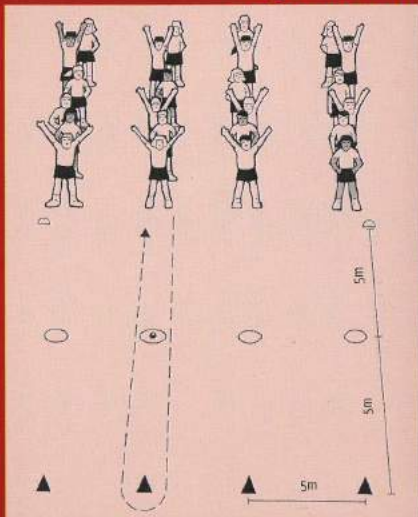
4 tennis/soft balls, 4 skittles, chalked circles, 2 cones / existing lines



Link Cards

19 27 67

Organisation



Instructions

- 1 Split class into 4 equal teams.
- 2 First person in each team starts with a ball and runs placing it in the circle and continues forward round the skittle.
- 3 On the way back they stop, pick up the ball and gently throw underarm for next person to catch.
- 4 Catcher repeats.
- 5 First team to finish wins.

Teaching Points

- Place the ball so that it remains in the circle.
- Stay low when you throw the ball so that it arrives at waist height.

Catchphrase

Stay low when you throw!

11

Ideas for progression

- Increase distances apart.
- If distance allows encourage an overarm throw.
- Using the same lesson format, set a time limit (i.e. 3 mins), teams count the number of clean catches achieved.

Suggestions for discussion on health education

TASK Feel the warmth on your arms and legs – They will feel warmer due to exercise.

Q Why do sports people warm up?

- A**
- (i) To avoid injury.
 - (ii) To get their body ready for further exercise.
 - (iii) To feed their muscles with more blood which carries oxygen.
 - (iv) To get themselves ready mentally as well as physically for exercise.

Skill Creating Space & Catching

Time 10 mins

Aim To improve spatial awareness and catching skills

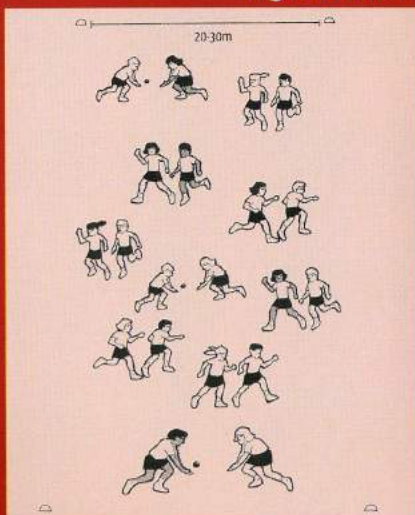
Equipment 1 tennis/soft ball per pair, 4 cones, 1 whistle.



Link Cards

19

Organisation



Catchphrase

Can you get more than your previous score?

13

Instructions

- 1 In pairs, jog around the available space changing direction frequently.
- 2 When the whistle blows, pairs begin low catching for 30 seconds, counting their score.
- 3 When the whistle blows again, pairs resume jogging.
- 4 Repeat process 3 – 4 times, with pairs attempting to beat their previous score each time.

Teaching Points

- When jogging change direction to find space.
- When catching;
 - (i) Stand 2m away from your partner.
 - (ii) Catch the ball in two hands.
 - (iii) Watch the ball into your hands.

Ideas for progression

- When jogging around, one of the pair takes the lead and must dodge, weave and side step to lose their partner.
- Use the same lesson format but for the different catches on pages 21 and 23.

Suggestions for discussion on health education

TASK Think about the amount of energy you have just used whilst warming up.

Q How will you replace this used energy?

A By eating and drinking at your next meal time.

Q Are some foods better for you than others?

A Yes, but it is important to have a balanced diet including fresh fruit and vegetables.

Skill Running & Stopping the Ball

Time 5 mins

Aim To increase the heart rate, using continuous movement and incorporating a fielding skill

Equipment Minimum 10 tennis/soft balls, 4 cones, 1 bucket/box



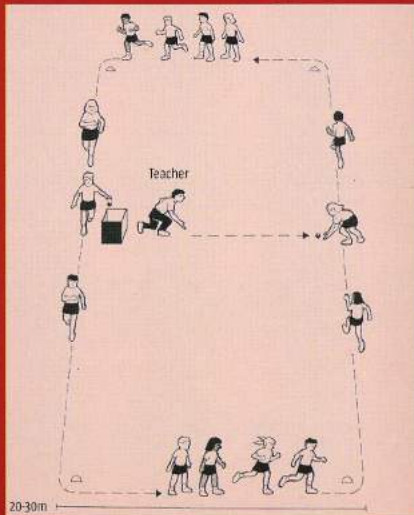
Link Cards

25 61

Organisation

Catchphrase Get back to the start then feel your heart!

15



Instructions

- 1 Children in a straight line between cones 1 & 4.
- 2 Teacher continuously rolls out balls to be stopped with hands between cones 1 & 2.
- 3 Children individually stop and collect a ball and continue round the square.
- 4 Place the ball in the bucket/box and join the back of the line. Repeat.

Teaching Points

- Run fast to get close to the ball.
- Use two hands to stop the ball.
- Place the ball in the bucket/box.

Ideas for progression

- Roll the ball out slower to make it easier, or faster to make it more difficult.
- Change the size of the square to increase or decrease the distance that has to be run.
- Loop the ball in the air for the children to take a high catch (refer to page 23).

Suggestions for discussion on health education

TASK Feel your heart... is it beating faster than when you started?

Q Why? What does your heart do?

A When you are active, your muscles need more blood, so your heart has to work harder to pump it around your body.

skill

Stretching

Time

10 mins

Aim

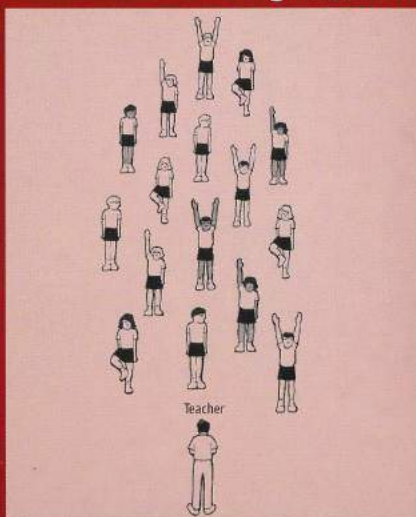
To encourage safe stretching exercises to increase flexibility and to avoid injury

Equipment

Nil



Organisation



Catchphrase

You must be flexible to fetch-a-ball!!

17

Instructions

- 1 Class jog around gently for 2 minutes, then spread out and find a space facing the teacher.
- 2 Work on muscles and joints from head to toe. See the teaching points for different instructions.
- 3 When stretching, hold for 10 seconds, then slowly release. 'No bouncing'.
- 4 When mobilising, rotate the joint slowly three times.

Teaching Points

Stretching Exercises · **Neck:** Look over right shoulder, hold. Look over left shoulder, hold. · **Sides:** Feet shoulder width apart, right arm stretched above head, push up and hold. Repeat left arm.

Mobilising Exercises · **Arms:** Arms above head, rotate forwards (3 times slowly), then backwards. · **Legs:** Lift up right knee, rotate to the side then down to the floor. Repeat left knee. · **Ankles & Wrists:** In turn rotate clockwise and anti-clockwise.

Ideas for progression

Further stretching exercises.

- (i) Arms above head palms touching, push hard against each other. (Upper body).
- (ii) Left foot in front of the other, bend left leg at the knee and straighten right leg, keeping the heel on the floor. Repeat, right leg in front. (Calves).
- (iii) Left foot forward one pace, bend right knee, keep left one straight and push back slightly. Repeat, right leg in front. (Hamstrings).

Suggestions for discussion on health education

TASK Clench your fist and bring your fist towards your shoulder.

Q Why are your muscles so important and what do they do?

A They hold the bones together (stability) and they produce movement.

Q When you bent your arm at the elbow, what happened to the muscle to make your arm bend?

A It shortened (contracted).

Skill Low Catch

Time 15 mins

Aim To catch a ball between waist and ankle height

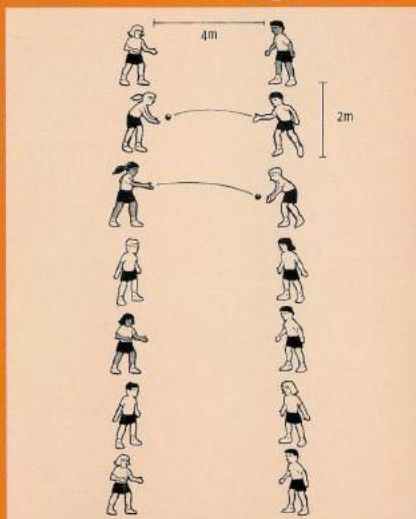
Equipment 1 tennis/soft ball per pair



Link Cards

13 63

Organisation



Catchphrase
Relax, don't snatch!

19

Instructions

- 1 Pairs gently underarm the ball for each other to catch.
- 2 Serve with one hand, catch in two.
- 3 The ball should arrive between waist and ankle height.

Teaching Points

- Hands together, fingers pointing down.
- Feet, shoulder width apart.
- Bend your knees and keep your bottom high.
- Watch the ball into your hands.

Ideas for progression

First pair to achieve 10 clean catches win.

- (i) Count how many clean catches can be achieved in 30 seconds.
- (ii) Another 30 seconds. . . Pairs attempt to beat their previous total.

'5-4-3-2-1- STOP'

After 5 clean catches, pairs put the ball down and switch places with their partner. Then, 4 clean catches put the ball down and switch places, then 3, 2 and 1. First pair sitting down having finished win.

Introduce a harder ball where safe and appropriate.

Skill Shoulder High Catch

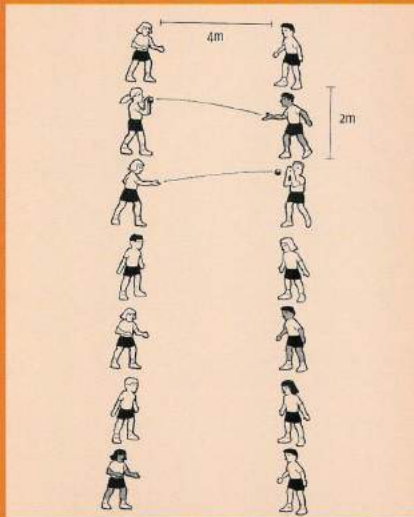
Time 15 mins

Aim To catch a ball at shoulder/head height

Equipment 1 tennis/soft ball per pair



Organisation



Instructions

- 1 Pairs gently underarm the ball for each other to catch.
- 2 Ball should arrive at shoulder/head height.

Teaching Points

- Hands up, palms facing forwards.
- Thumbs crossed, fingers pointing up.
- Catch, letting hands go with the ball over one shoulder.

Catchphrase
Stand tall to catch this ball!

21

Ideas for progression

First pair to achieve 10 clean catches win.

(i) Count how many clean catches can be achieved in 30 seconds.

(ii) Another 30 seconds. . . Pairs attempt to beat their previous total.

'5-4-3-2-1- STOP'

After 5 clean catches, pairs put the ball down and switch places with their partner.

Then, 4 clean catches put the ball down and switch places, then 3, 2 and 1.

First pair sitting down having finished win.

Introduce a harder ball where safe and appropriate.

Skill

High Catch

Time

15 mins

Aim

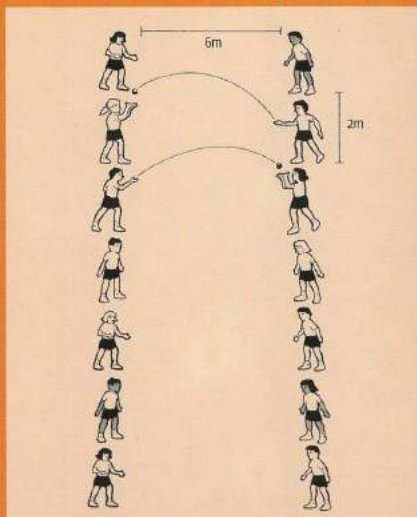
To catch a ball dropping from above head height

Equipment

1 tennis/soft ball per pair



Organisation



Instructions

- 1 Pairs loop the ball underarm for each other to catch.
- 2 Try to make the ball drop near partner's head.

Teaching Points

- Watching the ball all the time, move to where it is dropping.
- Cup hands together, little fingers touching.
- Hands up early, palms facing upwards
- Catch at eye level, then relax arms.

Catchphrase
Catches win matches!

23

Ideas for progression

Increase/decrease distance apart.

Increase/decrease the height of catches.

Before catching the ball:

(i) Clap once, twice, etc.

(ii) Perform a skill, e.g. call your name or touch the ground with 2 hands, etc.

Make the catcher move by looping the ball slightly to the right or left.

Introduce a harder ball where safe and appropriate.

Skill

Stopping the Ball with Two Hands

Time

15 mins

Aim

To stop a fast moving ball using two hands and the body as a barrier

Equipment

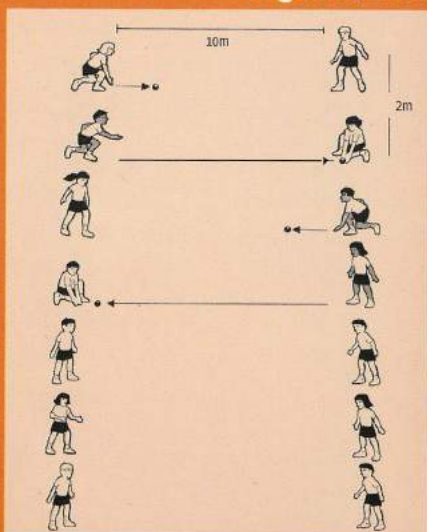
1 tennis/soft ball per pair



Link Cards

15 61

Organisation



Catchphrase

Get your knee to the floor to stop a 'four'!

25

Instructions

- 1 Pairs **roll** the ball in a straight line for partner to stop using two hands.
- 2 Having stopped the ball they stand up and roll the ball back for partner to repeat.

The ball must be **rolled underarm**, not bounced along the ground.

Teaching Points

- Stand side on, so the arm you roll the ball with is furthest from your partner.
- As the ball approaches get down on the knee nearest your partner.
- Stop the ball alongside your knee, with hands together and fingers pointing down.

Ideas for progression

Children should move into the line of the rolling ball before going down on their knee. To practice this, pairs roll the ball very slightly to the left or right of their partner.

Stopping the ball and then throwing to partner:

(i) One of the pair rolls the ball out, the other stops the ball using 2 hands and body as a barrier, then quickly stands up and throws gently overarm one bounce to partner. Repeat 3 times each, then change.

(ii) If space is available, allow for a harder throw by increasing the distance apart.

(iii) Throw to partner without bouncing, (i.e. for partner to catch).

Pairs roll the ball faster to test if their partner can stop it cleanly.

Skill

Picking up One Handed & Throwing

Time

15 mins

Aim

To pick up and throw a ball underarm on the run

Equipment

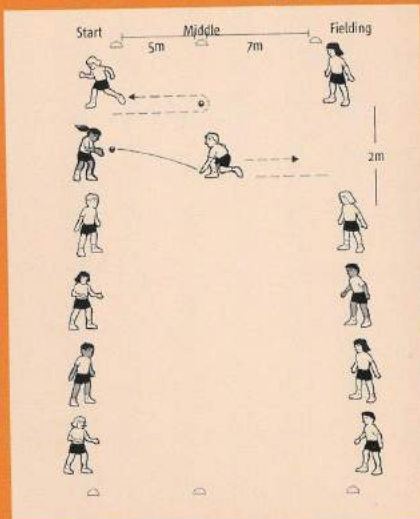
1 tennis/soft ball per pair, 6 cones / existing lines



Link Cards

11 67

Organisation



Catchphrase

Say low when you throw!

27

Instructions

- 1 Pairs stand opposite each other.
- 2 Person on the start line has the ball and runs out placing it on the middle line and then returns quickly to the start line.
- 3 Now, person on the fielding line runs towards the ball and picks it up one handed, then throws it underarm for person on the start line to catch.
- 4 While fielder runs back to fielding line, person on start line repeats for next turn.
- 5 Change after 3 turns each.

Teaching Points

- Shape throwing hand like a 'scooper'.
- Pick the ball up by the outside of your foot.
- Staying low, throw the ball underarm keeping your head still and arm straight.

Ideas for progression

Set a time limit, (i.e. 2 minutes). 1 point is scored for each successful pick up and throw. The point only counts if the ball is caught. Highest pair score wins.

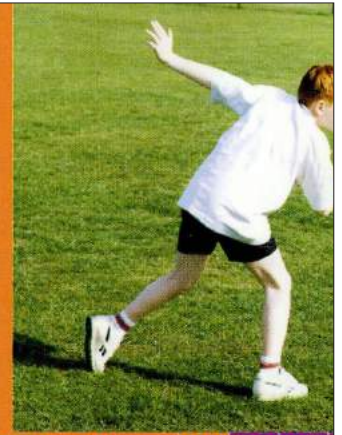
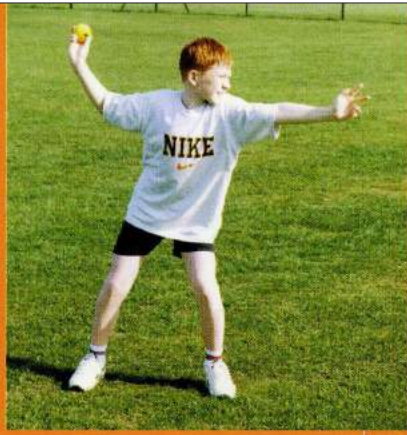
Person on start line gently rolls the ball out for fielder to run, pick up and throw the 'moving' ball back to the person on the start line. Person on the start line rolls again only when the fielder has returned to fielding line. First pair to have 3 successful turns each win.

Skill Throwing

Time 15 mins

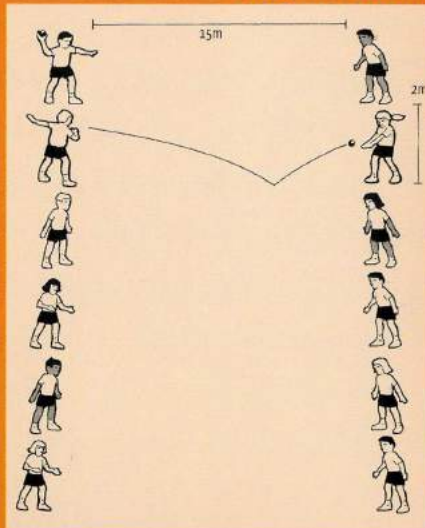
Aim To throw a ball overarm with power and accuracy

Equipment 1 tennis/soft ball per pair



Link Cards 31 62 64

Organisation



Catchphrase
Swing your arm back and bend it, look at your target then send it!

29

Instructions

- 1 Pairs throw the ball powerfully overarm **one bounce** to each other.
- 2 The ball should be bounced so that it arrives at waist height.

Teaching Points

- Stand side on.
- Point non-throwing arm at partner.
- Lift your throwing arm up and bend it at the elbow.
- Rock back then forward, releasing the ball quickly to your partner.
- Keep your eyes fixed on the target.

Ideas for progression

- Increase distance apart.
- Use a hoop 2m in front of partner as a target. 5 attempts each. 1 point for each successful one bounce attempt. Highest pair score wins.
- Throw the ball directly for partner to catch without bouncing.

Skill

Chasing & Throwing

Time

15 mins

Aim

To chase and return a ball

Equipment

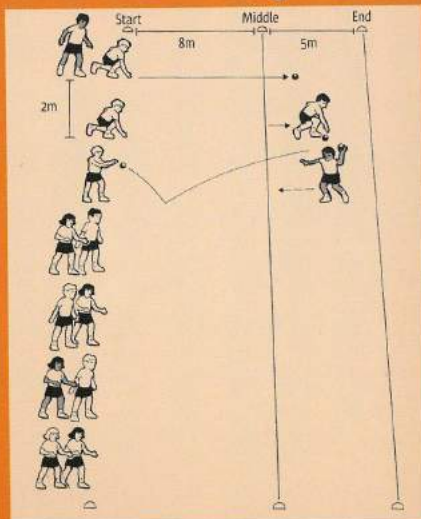
1 tennis/soft ball per pair, 6 cones / existing lines



Link Cards

29 64

Organisation



Catchphrase

Turn and spin then throw it in!

31

Instructions

- 1 Pairs stand beside each other on the start line.
- 2 One of the pair **gently rolls** the ball out straight for partner to chase and pick up between the middle and end line.
- 3 Chaser throws the ball overarm **one bounce** back to partner.
- 4 When chaser returns, repeat.
- 5 Change after 3 turns each.

Teaching Points

- Chase and catch up with the ball.
- Let the ball roll into your throwing hand, by the outside of your foot.
- To turn, spin on the balls of your feet towards partner.
- Balance and throw.

Ideas for progression

- Chaser throws the ball to partner without bouncing, i.e. partner catches.
- Increase distance of throw by moving middle and end line further from start line.
- Set a time limit (i.e. 2 minutes), 1 point is scored for each successful chase and return. The point only counts if the ball is picked up between the middle and end line. Change after each turn. Highest pair score wins.
- Repeat with pairs attempting to beat their previous score in the set time.

Skill

Wicketkeeping

Time

15 mins

Aim

To catch a bouncing ball, from a crouched position

Equipment

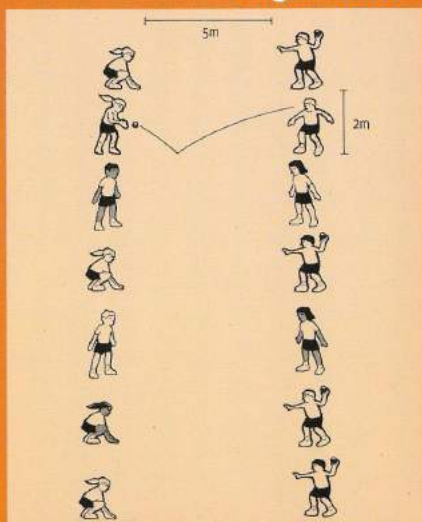
1 tennis/soft ball per pair



Link Cards

65

Organisation



Catchphrase

As the ball lands, watch it into your hands!

33

Instructions

- 1 Pairs throw the ball overarm **one bounce** to each other.
- 2 Stand when throwing. When receiving, crouch and rise catching the ball with two hands.

Teaching Points

- Hands together, fingers touching the ground.
- Weight on balls of your feet.
- Rise with the bounce of the ball.
- Catch with two hands at waist height.

Ideas for progression

- Vary the throw slightly to the partner's left or right.
- Set a time limit, (i.e. 1 minute). Pairs must stand when throwing and crouch when receiving. The pair with the highest number of successful one bounce attempts win.
- Increase the distance and speed that the ball is thrown.
- (i) Introduce wickets/skittles/chairs in front of one of the pair (wicketkeeper). Partner deliberately throws to miss the wicket. The wicketkeeper rises to catch the ball in two hands and as quickly as possible touches the wicket. Change after 3 turns each.
- (ii) Where appropriate, partner may bowl instead of throwing.

The Basics of Batting

These teaching points can be quickly reviewed at the start of each lesson.

A good batting technique relies on;

- The batter holding the bat properly (**grip**)
- Standing with the bat correctly (**stance**)
- Lifting the bat back ready to hit the ball (**backswing**)



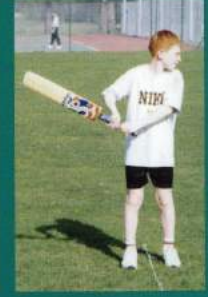
Grip

- Hands together near the top end of the handle with all the fingers curled around it.
- Arms must not be crossed.



Stance

- Stand sideways on to the bowler or server.
- Feet comfortably apart with one foot either side of the crease (line).
- Have your head facing the bowler with your eyes level



Backswing

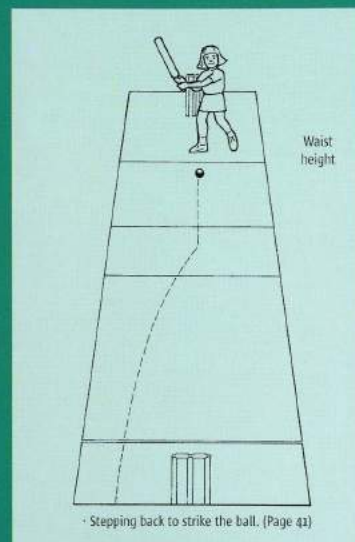
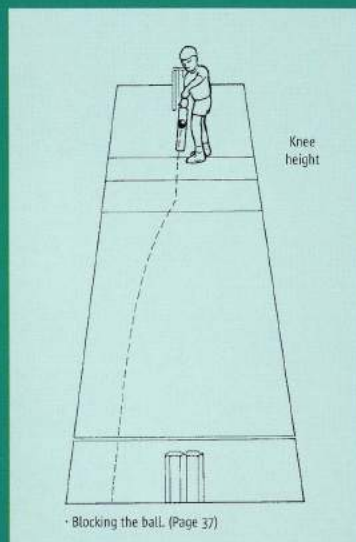
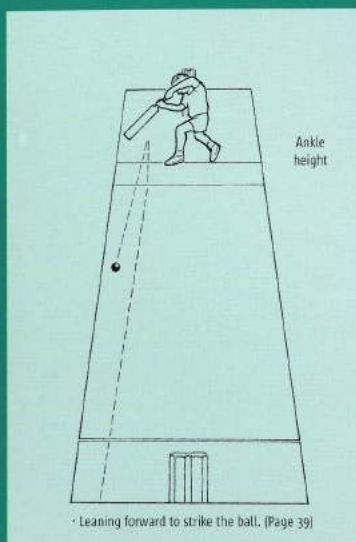
- Swing the bat back straight above the stumps

35

How to choose which shot to play!

Batters need to play different shots depending on where the ball bounces.

The batting cards are lessons which focus on these shots individually.



Time

20 mins

Aim

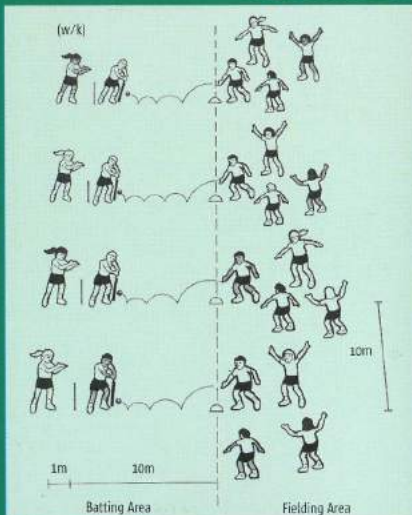
To block a ball that will hit the stumps

Equipment

Each group has a bat, tennis/soft ball (foam for indoors), set of stumps/skittle & a cone. Use an existing line to divide areas.



Organisation



Instructions

- 1 Split into equal groups, according to the number of bats. Groups of 5/6 are ideal.
- 2 Each group has a batter, server & wicketkeeper (w/k). Others act as fielders.
- 3 When the batter calls 'ready', the server underarms the ball to reach the batter on the 3rd or 4th bounce.
- 4 Batter leans forward to block the ball with the bat next to front leg
- 5 **Safety.** The ball must be blocked not hit with power.
- 6 **Safety.** Only the w/k & batter are allowed in batting area.
- 7 Each batter has 3 attempts, the wicketkeeper becomes the next batter and everyone in the group rotates position clockwise.

Catchphrase

Grip with your top hand tighter and your bottom hand lighter!

37

Teaching Points Remember page 35.

- Dip head and shoulders over the ball.
- Front foot moves near to the ball and the knee bends.
- Bat is brought straight down (vertical) next to the front leg to block the ball.

Ideas for progression

- Batters attempt to block the ball softly enough so that it does not reach the server.
- Server underarms the ball one bounce for the batter to stop.
- Each team has 2 attempts per person: 1 point for stopping the ball, 2 points for stopping the ball and keeping it in the batting area. Teams keep their own score. Highest team score wins.

Skill Leaning Forward to Strike the Ball

Time 30 mins

Aim To lean forward and strike a ball that is bouncing one pace in front of the batter.

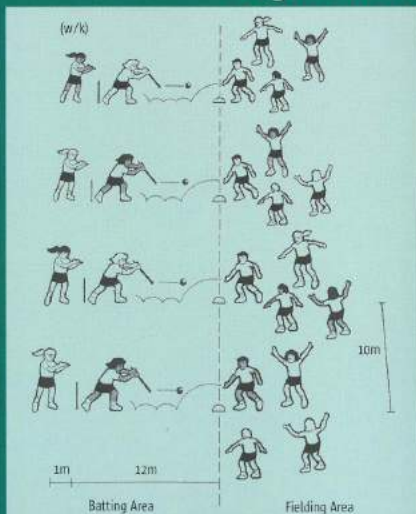
Equipment Each group has a bat, tennis/soft ball (foam for indoors), set of stumps/skittle & a cone. Use an existing line to divide areas.



Catchphrase Keep the ball on the floor and you will score more!

39

Organisation



Instructions

- 1 When outside, use a flat surface, e.g. a playground.
- 2 Split into equal groups, according to the number of bats. Groups of 5/6 are ideal.
- 3 Each group has a batter, server & wicketkeeper (w/k). Others act as fielders.
- 4 When the batter calls 'ready', the server underarms the ball to reach the batter on the 3rd or 4th bounce.
- 5 Batter leans forward to strike the ball along the ground.
- 6 **Safety:** The ball must be blocked, not hit with power.
- 7 **Safety:** Only the w/k & batter are allowed in batting area.
- 8 Each batter has 3 attempts, the wicketkeeper becomes the next batter and everyone in the group rotates position clockwise.

Teaching Points

- Remember page 35.
- Dip head and shoulders over the ball.
 - Front foot moves near to the ball and the knee bends.
 - Keep head down and swing the bat straight through (vertical) to strike the ball.

Ideas for progression

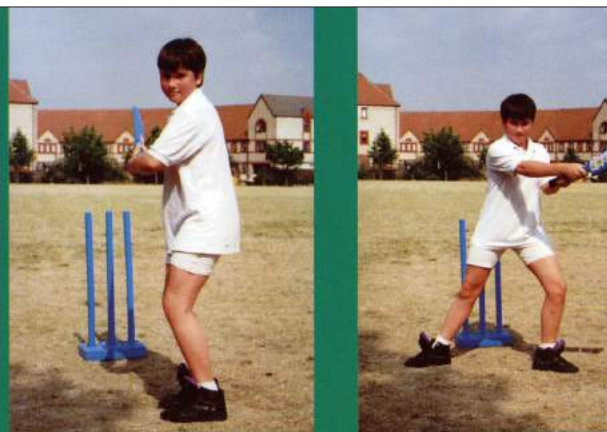
- For each group create a 5m wide target by using 2 cones, placing them 3m behind the server. 1 point every time a batter gets the ball through the target having bounced at least once. Each group member has 3 attempts. Highest team score wins.
- Narrow the width of the target or increase its distance behind the server.
- Decrease the number of bounces before it reaches the batter, e.g. 2.

Skill Stepping Back to Strike the Ball

Time 30 mins

Aim To step back towards the stumps, to strike a ball bouncing up at waist height.

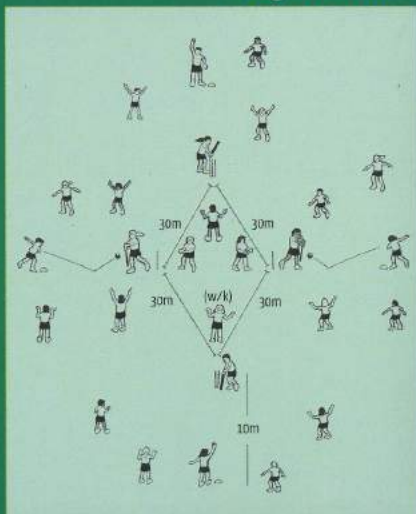
Equipment Each group has a bat, tennis/soft ball, set of stumps/skittle & a cone.



Link Cards

55

Organisation



Instructions

- 1 For safety reasons this skill is usually only possible outside on a playground or field.
- 2 Split into equal groups, according to the number of bats. Groups of 5/6 are ideal.
- 3 Each group has a batter, server, wicketkeeper (w/k). Others act as fielders.
- 4 Groups occupy their own large area. No fielder closer than 10m to the bat.
- 5 When the batter calls 'ready', the server throws the ball hard (overarm), one bounce to reach the batter at **waist height**.
- 6 The batter steps back and attempts to hit the ball by swinging the bat across their body.
- 7 Each batter has 5 attempts, the wicketkeeper becomes the next batter and everyone in the group rotates position clockwise.

Catchphrase
Keep your head still to perform this skill!

41

Teaching Points

- As the ball is thrown, take a step back towards the stumps.
- Now bring your other foot back, so that both feet are apart facing the bowler.
- Keep your head still and watch the ball.
- Swing the bat across your body, hitting the ball with arms at full length.

Ideas for progression

Using the same lesson format, create a game situation: Having hit the ball, the batter scores runs by running to the server's cone and back (2 runs). This is done as many times as possible whilst the fielders collect the ball and return it to the server by the cone. Each batter has 3 attempts. No runs are scored if the batter is bowled, run out, caught or hit wicket. Total the 3 attempts and the highest individual score wins. **Safety: Take great care when retrieving the ball from other areas.**

Using the same lesson format. The players bat in pairs, one at each end. Each pair has 6 attempts between them. The highest pair score wins.

Skill

Underarm Bowling

Time

10 mins

Aim

To bowl underarm accurately one bounce to a partner

Equipment

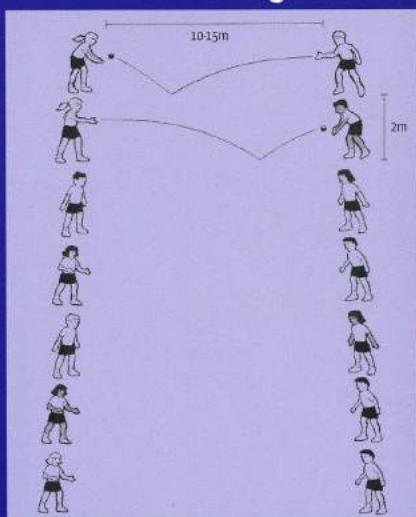
1 tennis/soft ball per pair



Link Cards

65

Organisation



Catchphrase

Swing your arm back - don't bend it, step forward then send it!

43

Instructions

- 1 Pairs bowl the ball underarm one bounce to each other.

Teaching Points

- Face your partner.
- Swing your bowling arm back.
- Take a pace forward with your opposite foot.
- Swing your bowling arm straight through and release the ball as you step forward.

Ideas for progression

Place a hoop or chalk a circle as a target 2m in front of each person:

- (i) Aim to hit partner's target on the first bounce.
- (ii) Award 5 points for each successful attempt. First pair to 25 points win.
- (iii) Add a wicket/skittle in front of one of the pair. Maximum per bowl is now 10 points. 5 for bouncing in target + 5 for hitting the wicket. Change after 3 attempts each. First pair to 50 points win.

Skill Bowling Overarm from Standing

Time 20 mins

Aim To bowl accurately overarm (with a straight bowling arm), one bounce to a partner

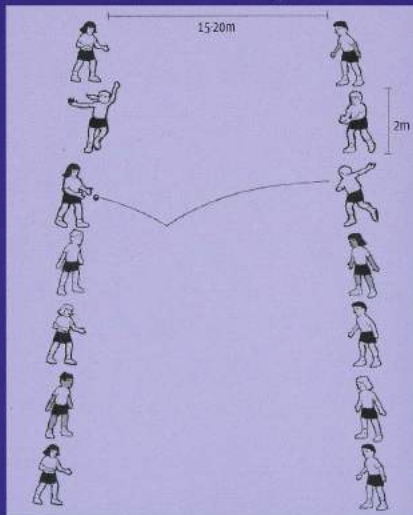
Equipment 1 tennis/soft ball per pair



Link Cards

47 65

Organisation



Catchphrase
Rock back don't bend, rock forward and send!
45

Instructions

- 1 Pairs bowl the ball underarm one bounce to each other.
- 2 Suggested grip (see picture).
- 3 It is best to encourage bowling as a sideways on activity, (in relation to the batter).

Teaching Points

- Stand side on.
- Arms outstretched to the sides.
- Pull your front arm up high towards you and look over your shoulder at your partner.
- Rock away from your partner by lifting up your front leg.
- Rock forward keeping both arms straight and release the ball quickly one bounce to your partner.
- After release take a step forward.

Ideas for progression

Place a hoop or chalk a circle as a target 2m in front of each person:

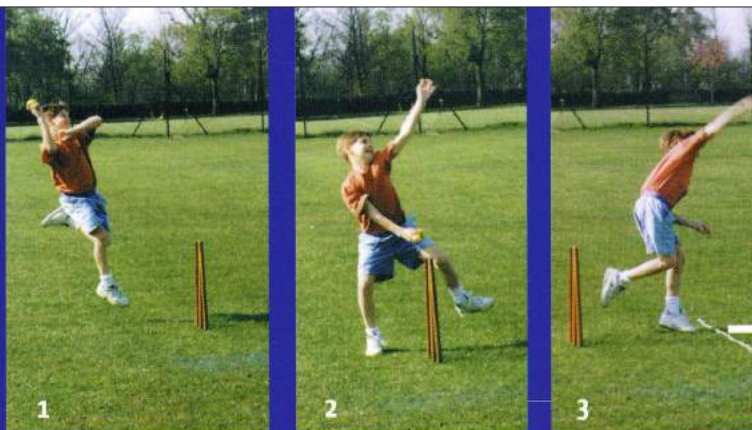
- (i) Aim to hit partner's target on the first bounce by releasing the ball just past its highest point.
- (ii) Award 5 points for each successful attempt. First pair to 25 points win.
- (iii) Add a wicket/skittle in front of one of the pair. Maximum per bowl is 10 points, 5 for bouncing in the target + 5 for hitting the wicket. Change after 3 attempts each. First pair to 50 points win.

Skill Bowling with a Run-Up

Time 20 mins

Aim To link overarm bowling with a run-up

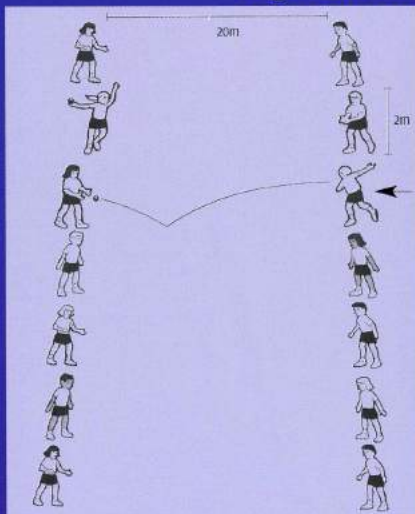
Equipment 1 tennis/soft ball per pair 4 cones/
existing lines



Link Cards

45 65

Organisation



Instructions

- 1 Pairs run up to bowl overarm one bounce to each other.
- 2 No more than 4 steps are required.
- 3 After bowling return to the line.

Teaching Points

- Walk 4 paces forward, starting on the same foot as the side you hold the ball in.
- On the 4th step jump from that foot.
- Whilst in the air turn sideways on. (Pic 1)
- Land on your other foot and bowl. (Pic 2)
- After releasing take a few steps forward. (Pic3)
- Jog the 4 paces to bowl.
- Run the paces to bowl.

Catchphrase

It's much more fun if you bowl with a run!

47

Ideas for progression

If space permits, allow a longer run which should be no longer than 10 paces. Ensure bowlers jump off the correct foot (the opposite one to the arm they release the ball with).

Place another line 1m behind both existing lines:

- (i) Measure a run to allow gradual increase in running speed, aim to bowl the ball when you are between the two lines that are 1m apart.
- (ii) Try to make the ball bounce first time in between your partner's lines.
- (iii) Award 5 points for each successful one bounce attempt. First pair to 25 points win.

Test for a side on bowling position by creating (or using existing) straight lines between partners. Bowlers try not to fall either side of the line throughout the run up, jump, release or step through after release.

Skill

Spinning the Ball

Time

15 mins

Aim

To make a ball spin on landing

Equipment

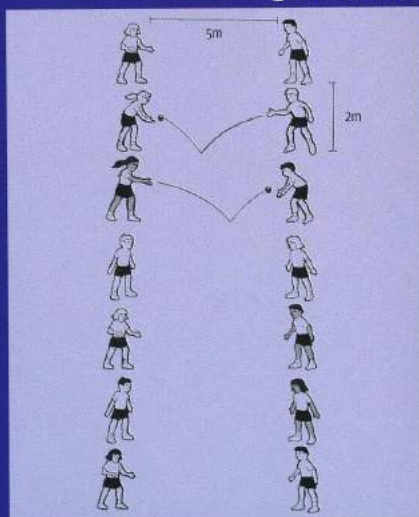
1 tennis/soft ball per pair



Link Cards

45

Organisation



Catchphrase

The ball will twist if you flick your wrist!

49

Instructions

- 1 Pairs underarm the ball one bounce to each other.
- 2 Pairs try to make the ball spin on landing.

Teaching Points

- Flick your wrist clockwise on release.
- Now try anti-clockwise.
- Try different ways of gripping the ball.
- Flick the wrist as hard as you can to increase the spin.

Ideas for progression

Pairs experiment to discover how many different ways they can spin the ball.

Test the amount of spin.

(i) Pairs find a straight line on the floor. Stand 4-8m apart, pairs underarm the ball to each other attempting to spin it across the line.

(ii) Pairs repeat attempting to spin the ball across the line on the other side.

Pairs bowl to their partner trying to spin the ball.

(i) From standing 12 – 15m apart. See page 45.

(ii) With a short run up 16 – 20m apart. See page 47.

Have a 'bowl out' spinning the ball. See page 65.

Skill

Continuous Cricket

Time

 30mins

Aim

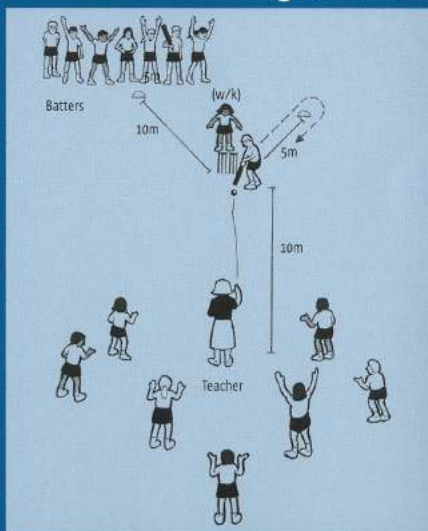
To improve basic striking, fielding and decision making skills

Equipment

2 bats, 1 tennis/soft ball (foam indoors), 2 sets of stumps/chairs (together) & 2 cones



Organisation



Instructions

- 1 Split into 2 teams, decide which team bats.
- 2 Batting team line up as in diagram.
- 3 **Fielding team spread out in front of the stumps, minimum 10m away for safety.**
- 4 One fielder acts as wicketkeeper (see w/k).
- 5 Teacher serves ball one bounce underarm at the stumps. Batter attempts to hit it.
- 6 **Whether they hit it or not the batter has to run.**
- 7 Batter scores one run each time they travel round the cone and back. More than one run at a time can be scored.
- 8 Fielders return the ball every time to the teacher who continuously serves.
- 9 Each batter keeps going until they are bowled, caught or hit wicket.
- 10 Highest team score wins.

Catchphrase
If you are slow, you will miss your go!

51

Teaching Points

- **Batters:** (i) Do not stand so close that you hit your own stumps.
(ii) Stand side on and watch the ball.
- **Fielders:** (i) Be ready every ball.
(ii) Aim your throw straight to the teacher as quickly as possible.
(iii) Catch in two hands.

Ideas for progression

- Fielders change positions by moving one place clockwise each time a batter is out. **Only one w/k at a time and all other fielders should be a minimum 10m away for safety.**
- Fielders take it in turn to serve the ball.
- Inside: batters can be caught out off the walls and the ceiling.
- Outside:
 - (i) Introduce a harder ball where safe and appropriate. (Not a cricket ball).
 - (ii) Have a boundary line (approx 40m from stumps), if the ball crosses having bounced first = 4 runs, without bouncing = 6 runs.
- Two innings per team.
- Set a time limit, (i.e. 10 mins per batting team). Batters continuously rotate whether they are Out or Not Out.

Skill Racing Cricket

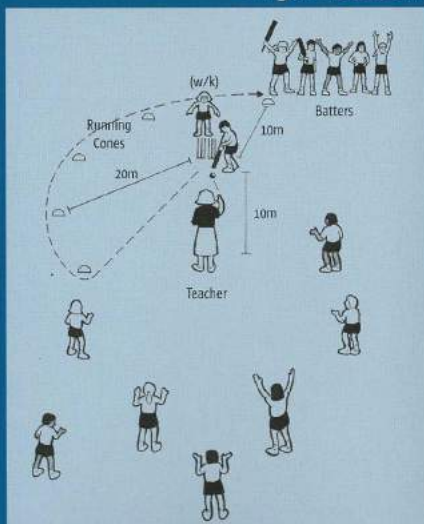
Time 30 mins

Aim To improve basic striking, fielding and decision making skills

Equipment 3 bats, 1 tennis/soft ball (foam indoors), 2 sets of stumps/chairs (together) & 4 cones



Organisation



Instructions

- 1 Split into 2 teams, decide which team bats.
- 2 Batting team line up as in diagram.
- 3 **Fielding team spread out in front of the stumps, minimum 10m away for safety.**
- 4 One fielder acts as wicketkeeper (see w/k).
- 5 Teacher serves ball underarm at the stumps, the batter attempts to hit it.
- 6 **Whatever happens, even if out, the batter has to then run immediately** around the three running cones, to return the bat to the team. They then join the back of the team to await their next turn.
- 7 One run is scored each time the ball is hit in front of the stumps.
- 8 If the ball is missed or hit behind the stumps, no run is scored.
- 9 If Out (caught, bowled or hit wicket), one run is deducted.
- 10 Fielders return the ball every time to the teacher who **continuously serves**, even if the bats have not been returned!
- 11 Each team bats for 10 minutes. Highest score wins.

Catchphrase

Return the ball fast and the batters won't last!

53

Teaching Points

- **Batters:** (i) Watch the ball closely and attempt to hit the ball between the fielders.
(ii) Run with the bat as fast as possible to make sure your team does not run out of bats.
- **Fielders:** (i) Spread out to cover the whole area.
(ii) Return the ball to the teacher as quickly as possible to try to make the batters run out of bats.

Ideas for progression

Make it harder or easier for the batters to receive a bat for their turn by:

- (i) Increasing or decreasing the number of bats.
- (ii) Increasing distance of running cones from the stumps. **For safety reasons do not decrease the distance.**

If the fielders waste time then add one run.

Have an out zone. After returning the bat to the team, if the batter was out they sit in a designated zone a minimum of 20m behind the stumps. The team bat until they are all out. Highest team score wins.

Two innings of 5 minutes per team.

Introduce a harder ball where safe and appropriate. (Not a cricket ball).

Skill

Caterpillar Cricket

Time

30 mins

Aim

To encourage teamwork and improve basic striking and fielding skills

Equipment

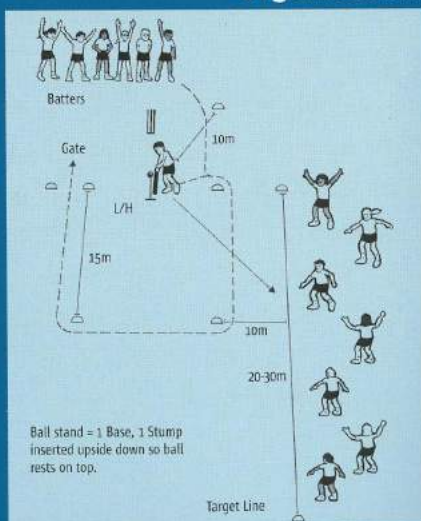
1 bat, 1 tennis/soft ball (foam indoors), 2 kwik cricket bases and 4 stumps 1 hoop & 8 cones



Link Cards

41

Organisation



Instructions

- 1 Split into 2 teams, decide which team bats.
- 2 Fielding team spread out behind target line.
- 3 Batting team line up as in diagram.
- 4 In turn a batter strikes the ball from the top of the ball stand (placed in front of them) towards the target line.
- 5 That batter then runs around the box and through the gate **followed in a straight line by the whole batting team.**
- 6 On return, that batter joins the back of the line for the next batter to repeat.
- 7 The batting team **do not run** if the ball does not cross the target line or if the batter is caught.
- 8 Left handed batters strike the ball from the other side of the ball stand. See L/H.
- 9 Once the ball has crossed the target line and been stopped by a fielder, the rest of the fielding team must form a line behind them. The ball is passed overhead in a straight line until it reaches the 5th fielder who then runs to touch the ball on the set of stumps.

Catchphrase

Don't be late... get through the gate!

55

Teaching Points

- Each team bats until each batter has had an attempt at hitting the ball.
- The number of batters who have run through the gate before the ball is touched on the stumps determines the number of runs scored that turn.
- No runs are scored if the ball does not cross the target line or if the batter is caught.
- Highest team score wins.

Ideas for progression

- Increase or decrease the number of fielders in the line who have to handle the ball before it is touched onto the stumps.
- Increase the distance run by extending the size of the box.
- Involve all the fielders regularly, by naming specific fielders who must handle the ball on a particular turn.
- Instead of hitting from a ball stand, the teacher serves the ball overarm one bounce to reach the batter at waist height.
- Using the same principle a similar game can be played involving 'leaning forward to strike the ball' (page 39), but using a smaller batting tee.

Skill

Conveyor Belt Cricket

Time

30 mins

Aim

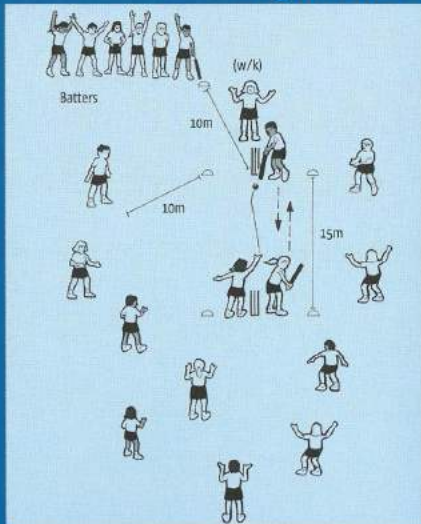
To encourage good communication between batters in a match situation

Equipment

3 bats, 1 tennis/soft ball (foam indoors), 2 sets of stumps, 5 cones (or 1 if already existing creases)



Organisation



Instructions

- 1 Split into 2 teams, decide which team bats.
 - 2 There must always be a batter at each end.
 - 3 One run is scored each time the batters switch ends. No boundary, so no limit on the amount of runs scored on each turn.
 - 4 If either batter is out no runs are scored for that turn.
 - 5 After each ball the batter at the striking end joins the back of the line to be replaced by the next batter.
- Fielders:**
- 1 One acts as wicketkeeper (w/k), the rest spread out in front of the stumps (minimum 10m away for safety).
 - 2 Each fielder in turn bowls two balls, under or overarm. Rotate clockwise.
- Batters:**
- 1 Line up as in diagram.

Catchphrase

Watch and learn while you wait your turn!

57

Teaching Points

- Each team bats for 10 mins.
- The fielding team bowl as many balls as possible in that 10 mins.
- Batters can be out: bowled, caught, run out or hit wicket.
- Wide = the ball is unreachable or No Ball = it rolls. For these 2 runs are added, the batter stays to receive the next ball.
- The highest team score wins.

Ideas for progression

Use cones/existing lines to create a boundary, 30-40m distance from the stumps. A ball crossing the boundary having bounced first = 4 runs, without bouncing = 6 runs. A boundary counts as that batter's turn.

Increase the time per innings and bowls per bowler.

Include the following ways of being Out:

- (i) Stumped – the wicketkeeper touches the ball on the wicket when the batter is in front of the crease (line).
- (ii) L.B.W. (Leg Before Wicket) – if any part of the body intercepts the ball that would have hit the wicket.

The above decisions must be judged by an umpire, usually a teacher. See page 82.

Introduce a harder ball where safe and appropriate. (Not a cricket ball).

Skill Match Cricket

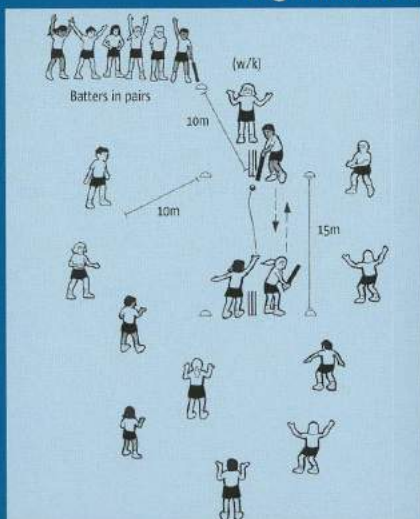
Time 5 mins

Aim A match requiring batters to co-operate in pairs.

Equipment 2 bats, 1 tennis/soft ball (foam indoors), 2 sets of stumps, 5 cones (or 1 if already existing creases).



Organisation



Catchphrase
Make sure you call on every ball!

59

Instructions

- 1 Due to the waiting time for the batters, this is best used as an after school practice (class size 12-20).
- 2 Split into 2 teams, decide which team bats.

Fielders:

- 1 One acts as wicketkeeper (w/k), the rest spread out in front of the stumps (**minimum 10m away for safety**).
- 2 Each fielder in turn bowls one ball, under or overarm. Rotate clockwise. See page 60 for how many balls in an over.

Batters:

- 1 Line up in pairs as in diagram.
- 2 In turn each pair bat for two overs. **Even if they are out.**
- 3 One run is scored each time the batters switch ends. No boundary, so no limit on the number of runs scored on each turn.
- 4 Batters **do not have to run each ball.**
- 5 To communicate, batters call 'yes' or 'no' to decide whether to run or not.

Rules

- Each team starts with 200 runs.
- Each team bats until every pair has had 2 overs.
- Batters can be out: bowled, caught, run out or hit wicket. See page 82.
- If a batter is out the pair switch ends and the team lose 5 runs.
- Wide = the ball is unreachable or No Ball = it rolls. For these 2 runs are added, the batter stays to receive the next ball.
- The highest team score wins.

Ideas for progression

Use cones/existing lines to create a boundary 30-40m distance from the stumps. A ball crossing the boundary having bounced first = 4 runs, without bouncing = 6 runs.

Include the following ways of being Out:

- (i) Stumped – the wicketkeeper touches the ball on the wicket when the batter is in front of the crease (line).
- (ii) L.B.W. (Leg Before Wicket) – if any part of the body intercepts the ball that would have hit the wicket. See page 82.

Have a 'Test Match'. Two innings per team (perhaps over two sessions). Highest grand total wins.

Use a harder ball where safe and appropriate. (Not a cricket ball).

Pairs per team	Time available (mins)		
	30	45	60
4	4	6	8
7	3	4	6

E.g. = 45 minutes available, 4 pairs in each team will allow 6 balls per over.

Skill Roll-a-Ball

Time 10 mins

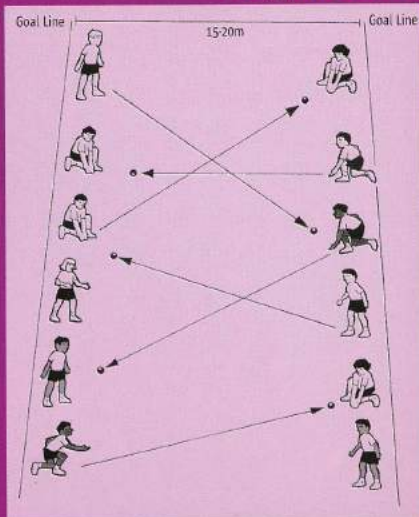
Aim To practice stopping a ball with two hands, in a competitive game

Equipment Tennis/soft balls approx 1 per 3 players, 4 cones/existing lines



Link Cards 15 25

Organisation



Catchphrase
Aim for the holes in the other team's goal!

61

Instructions

- 1 Split into 2 teams. Same number of balls per team.
- 2 Each team spread out just in front of their goal line.
- 3 Teams continuously roll the ball underarm, attempting to cross the other team's goal line.
- 4 A goal is scored each time a ball crosses the goal line. First team to 10 goals wins.
- 5 The ball must be **rolled underarm** from just in front of the goal line.

Teaching Points

- Get your body into line with the ball and stop it using two hands.
- Roll the ball by placing your hand close to the ground.
- Roll the ball into the spaces in the other team's goal.

Skill Tower Game

Time 10 mins

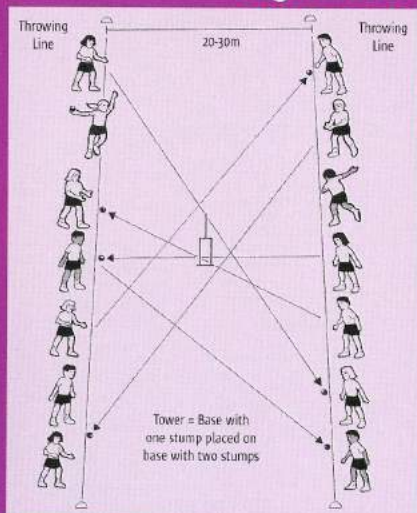
Aim To improve throwing by use of a target

Equipment 2 kwik cricket bases and 3 stumps. Tennis/soft balls approx 1 per 3 players, 4 cones/existing lines



Link Cards 29

Organisation



Catchphrase
Aim at the tower, then throw with power!

Instructions

- 1 Split into 2 teams. Same number of balls per team.
- 2 Each team spread out just behind their throwing line.
- 3 Tower assembled as picture and placed in the centre.
- 4 Teams throw continuously until tower is knocked over.
- 5 First team to knock down the tower 5 times wins.
- 6 Teams must not throw from in front of the throwing line.

Teaching Points

- Stand side on and aim at the target with non throwing arm.
- Use two hands to gather misses by the other side.
- Work as a team, everyone should have a turn.

62

Skill '10 Game' Catchers v Runners

Time 10 mins

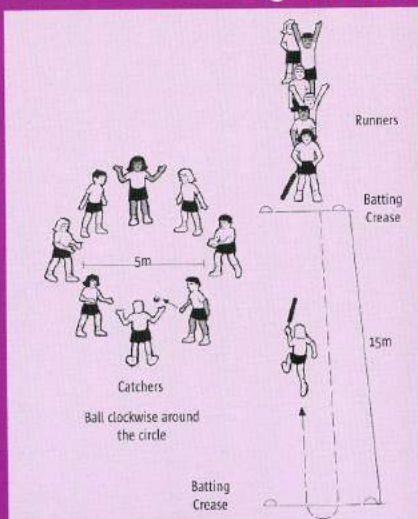
Aim To practice catching and running between the wickets in a competitive game.

Equipment 1 tennis/soft ball, 2 bats 4 cones/ existing creases



Link Cards 9 19

Organisation



Instructions

- 1 Split into 2 teams.
- 2 Running team in a straight line, catchers in a circle. (As diagram).

Batters:

- 1 In turn, runners run to the batting line (crease) and back, as in a relay.

Catchers:

- 1 Throw the ball to each player clockwise around the circle.
- 2 Each clean catch counts as one point.

Rules:

- 1 When all the batters have run once, the catchers stop. Record the catchers' score.
- 2 Teams change over.
- 3 The team with the most catches wins.

Teaching Points

Catchers: · Hands together, catch in two hands.

Runners: · Run fast in a straight line.

· Reach out and touch the bat down over the line at each end.

Catchphrase Stay low, catch then throw!

63

Skill Run Out

Time 15 mins

Aim To improve throwing and running between the wickets

Equipment 2 bats, 1 tennis/soft ball, 2 sets of stumps/skittles, 7 cones (or 3 if already existing creases)

Instructions

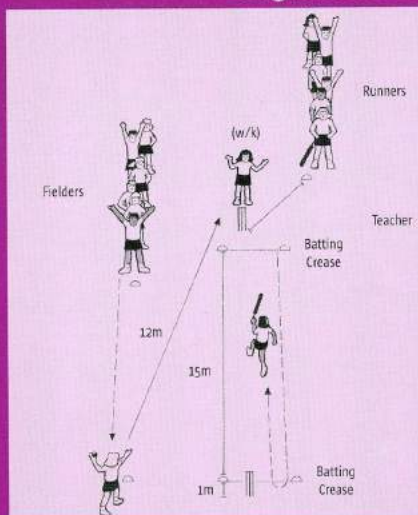
- 1 Split into 2 teams, decide which team bats.
- 2 One of fielding team acts as wicketkeeper (w/k).
- 3 When teacher calls 'Yes':
 - 1st batter runs to the other batting line (crease) and back.
 - 1st fielder runs to the stationary ball and throws for the w/k to catch and then touch against the stumps.
 The batter is 'run out' if they do not cross the line in time. (See 'Run Out' on page 82).

- 4 One point is awarded to the fielding team for every run out.



Link Cards 9 29 31

Organisation



Teaching Points

Batters: · Use the bat as an extension of your arm. Stretch it out to touch over the line at each end.

Fielders: · Turn and balance before throwing.

· Point non throwing arm at the target and throw the ball without bouncing to the wicketkeeper.

Catchphrase When it's your go, do a flat hard throw!

64

Skill Bowl Out

Time

15 mins

Aim

To practice basic bowling skills in a continuous game

Equipment

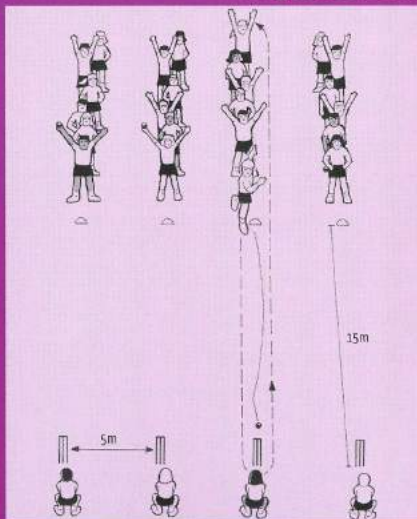
Each group has a tennis/soft ball (foam indoors), set of stumps/chair and a cone.



Link Cards

33 45

Organisation



Catchphrase

Watch the wicket and you are likely to hit it!

65

Instructions

- 1 Split into groups, between 4-6 is ideal.
- 2 Team members bowl in turn at the stumps and then join the back of the team to await their next turn.
- 3 One member of each team acts as a wicketkeeper (w/k) and returns the ball to the next bowler.
- 4 After each member has bowled the front person swaps with the w/k.
- 5 Five points are scored each time the wicket is hit. The ball must only bounce once.
- 6 Highest team score after 3 minutes win.

Teaching Points

- Bowl from standing still.
- Aim with your front arm.
- Focus on your target.
- Release with a straight bowling arm.
- Take a step forwards after release. (Follow through).

Ideas for progression

Using the same lesson format:

- (i) Decrease difficulty by allowing underarm bowling. See page 43.
- (ii) Where space permits, allow overarm bowling with a run up. See page 47.

Using either underarm or overarm only:

- (i) Chalk or use cones to mark a target 5m long x 2m wide in front of the wicket. One bounce in the target = 5 points, hit the wicket = 5 points. Maximum per bowl = 10 points. First team to 40 points, wins.
- (ii) Set a longer time limit (i.e. 5 minutes).
- (iii) A ball each if available.
- (iv) Decrease the size of the above target.

Skill Fielding Races

Time

15 mins

Aim

To practice fielding skills in a race

Equipment

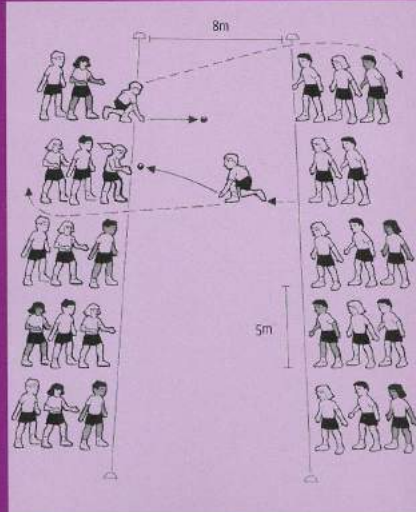
1 tennis/soft ball per group. 4 cones/
existing lines



Link Cards

11 27

Organisation



Catchphrase

Aim for the waist to win this race!

67

Instructions

- 1 This example uses picking up one handed and throwing (page 27), for other skills see ideas for progression.
- 2 Divide into groups of 6.
- 3 Half of the group on the serving line, other 3 opposite on the fielding line.
- 4 First person on the serving line very gently rolls the ball out and runs to join the back of the fielding group.
- 5 First person on the fielding line runs out, picks up and underarms the ball for the next server to catch and then continues to the back of the serving group.
- 6 Repeat until every person is back to their original position.

Teaching Points

Serving: · Roll the ball out gently.

Fielding: · Underarm the ball at waist height.

Ideas for progression

Using the same lesson format practice these fielding skills:

- (i) Running towards the ball – picking it up with two hands and throwing overarm.
Serving and fielding line = 15m apart.
Server rolls the ball out a little bit harder.
Fielder runs towards the ball and uses the techniques on pages 15 & 29.
- (ii) Stopping the ball with two hands and throwing overarm.
Serving and fielding line = 15-20m apart.
Server rolls the ball much harder.
Fielder waits for it to arrive and uses the techniques on pages 25 & 29.

Theme **Geography**

Time  40 mins

Aim To increase the understanding of the location and culture of cricketing countries around the world.

Equipment Pen and paper per person. This page may be photocopied for class use.



Task

- (i) Using an atlas, name these cricketing nations. See page 78 for answers.
- (ii) Select one of the nations and compare it with your country, using these headings: Climate, Clothing, Food and Trade.

Idea for Progression

- Find out the size of that country and its population. Compare this to your country.

www.geography

 40 mins

To further the understanding of the location and culture of cricketing countries whilst using the world wide web.

Pen, paper and internet access per person. This page may be photocopied for class use.



Task

- (i) Visit www.icc.cricket.org Find the pages that list the Members of the ICC and work out which countries the flags represent.
- (ii) Choose three of these flags. Name their countries' capital, bordering nations (if any) and currency. Use an atlas, globe or encyclopedia to help.

Theme **Creative Movement**

Time  30 mins

Aim To creatively move and shape the body within a cricket theme.

Equipment Whistle, gym mats for falls, rolls etc, if required. Page 71 & 72 may be photocopied for class use.



71

Warm Up

Run around changing direction to cover the available space. When the whistle blows freeze into the shape of a cricket bat, ball or stumps. Repeat a few times.

Organisation

Split into groups of 5/6.

Task

Each group has 10 minutes to produce a moving cricket scene involving all members. Each member has a role to play: 1=batter, 1=bat, 1=bowler, 1=ball, 1/2= stumps, and fielders if numbers allow.

Consider

Shape of the object/player – large or small, extended/tucked, relaxed/rigid.

Movement – fast/slow, bouncing, spinning/swinging, still.

Outcome – is the ball struck or does it hit the stumps?

After 10 minutes view the routines

- (i) All together.
 - (ii) Individually or two at a time.
 - (iii) Now members change roles and create another routine with a different outcome.
- After 10 minutes view this routine.

Ideas for progression

- Perform to music. Can the class provide appropriate music?
- Alter the mood of the music, how does this affect the movement?
- Two groups combine, how do they link both routines?
- All groups together and create a routine that will be 1 over = 6 balls.

Theme Literacy

Time

10-60 mins

Aim

To increase literacy skills using cricket as the theme.

Equipment

Pen and paper per person. See page 78 for answers. Page 71 & 72 may be photocopied for class use.



Task

(i) 10 mins

Anagrams –

The following words are cricket terms with the letters jumbled. **Example,**

ABTTRE = BATTER

ABT

KIWTEC

PIREUM

BLEROW

LABL

UYBARND0

Idea for Progression

· See page 82 for more words/terms you can jumble.

73

Newspaper Report

TASK (ii) 50 mins

Yesterday you either played in or watched a cricket final. You must write a report for the local newspaper. Here are some ideas to guide you;

HEADLINE This must be short, to the point and catch the reader's attention.

INTRODUCTION Set the scene.

Ground: Large or small? Was it in the town or the country?

Weather?

Who played?

Crowd: Large or small? Quiet or noisy? Dull or colourful? Etc.

MAIN REPORT What happened in the match?, Keep this short and interesting.

Win, Lose or Draw?

CONCLUSION Was the day enjoyed? Were there any presentations/trophies?

Idea for progression

Read your report to the class, keep them interested by pretending you are a television commentator/reporter.

Theme **Evolution of Cricket**

Time  30 mins

Aim To consider the historical development of cricket.

Equipment Pen and paper per person. This page may be photocopied for class use.



Task

Compare and contrast the Present with the Past, under these headings:

- (i) Clothing and Equipment
- (ii) Player's fitness
- (iii) Speed of the game

Idea for Progression

- Can you find out how and when cricket started?

Theme **Art**

Time  40 mins

Aim To create a picture of a cricket scene.

Equipment Paper and art materials per person. This page may be photocopied for class use.



Task

Draw or paint a cricket scene that must include at least four of the following:

- (i) Batter(s) & bat
- (ii) Bowler
- (iii) Wicketkeeper
- (iv) Fielder(s)
- (v) Umpire
- (vi) Stumps

- (vii) Ball
- (viii) Scoreboard
- (ix) Pavilion
- (x) Crowd

Consider

Is the picture one from far away, (as a spectator or bird's eye view) or is it from closer to the action (as the umpire or one of the players)?

Idea for Progression

- In another session create a picture with the same theme from a different perspective. If the last picture was from far away this will be the same picture but from close up.
- Class option – create a mural. One sheet of A4 paper and materials per person. 2 people draw a batter each, 1 x bowler, 1 x wicketkeeper, 1 x ball, 2 x stumps, 2 x umpires, 2 x scoreboard, 4 x pavilion, 9 x fielders & rest x crowd.

Theme Numeracy

Time 30 mins

Aim To test mathematical skills with cricket related questions.

Equipment Pen and paper per person. This page can be photocopied for class use. See page 78 for answers.



Task

- 1 An over takes 3 minutes to bowl. How many overs are bowled in one hour?
- 2 A batter plays 10 matches and the scores were as follows: 10, 36, 21, 9, 0, 48, 73, 7, 131, & 20.
 - (i) What was the total number of runs scored?
 - (ii) What was the batter's average score per match?
- 3 A full size cricket pitch (from one set of stumps to the other) is 22 yards long. 1 yard = 0.9144m. How many metres long is the full size pitch?
- 4 The wicket (stumps) measures: 228mm wide and 815mm high. Convert these measurements into cm.
- 5 A batter averages 31.5 runs per match. Eight matches are played. Scores in seven of the games are: 38, 43, 7, 18, 72, 4, & 29. What was the eighth score?
- 6 England played Australia in a five day Test Match. The attendance was: Day One = 31,220; Day Two = 28,400; Day Three = 36,013; Day Four = 18,960 & Day Five = 11,107. What was:
 - (i) The total attendance?
 - (ii) The average attendance?
 - (iii) On day two it was hot so 90% of the crowd wore hats. How many wore hats?

Idea for Progression

- Children can create a mathematical cricket problem for the rest of the class. They must be able to answer it themselves.

77

Answers to the Wet Weather Lessons

Geography

(1) ENGLAND (2) SOUTH AFRICA (3) ZIMBABWE (4) WEST INDIES (5) PAKISTAN (6) INDIA (7) SRI LANKA (8) AUSTRALIA (9) NEW ZEALAND (10) BANGLADESH

Literacy

BAT – WICKET – UMPIRE – BOWLER – BALL – BOUNDARY

Numeracy

1) 20 2) (i) 355 (ii) 35.5 3) 20.1 4) 22.8 cm & 85.1 cm 5) 41
6) (i) 125,700 (ii) 25,140 (iii) 25,560

Various Suggested Schemes of Work

- Use these structured and progressive schemes of work as a guideline to plan a unit of striking and fielding within the overall curriculum games requirement for that key stage.
- Each lesson includes a suggested warm up, main activity and a game.
- It is assumed that the lesson is 45-60 minutes long.

SCHEMES COLOUR CODED AND BY PAGE NUMBER

WEEK	FIVE WEEKS			SIX WEEKS			SEVEN WEEKS		
	Warm Up	Main Activity	Game	Warm Up	Main Activity	Game	Warm Up	Main Activity	Game
1	Fun physical activities p. 5	High catch p. 23	Continuous Cricket p. 51	Jogging with imaginary fielding p. 7	Underarm bowling p. 43	Continuous Cricket p. 51	Creating space & catching p. 13	Low catch p. 39	Continuous Cricket p. 51
2	Running throwing & catching p. 11	Picking up, one handed & throwing p. 27	Racing Cricket p. 53	Fun physical activities p. 5	Bowling overarm from standing p. 45	Bowl Out p. 65	Running throwing & catching p. 11	Underarm bowling p. 43	Caterpillar Cricket p. 55
3	Running with the bat p. 9	Underarm bowling p. 43	10 Game p. 63	Creating space & catching p. 13	Wicketkeeping p. 33	Continuous Cricket p. 51	Fun physical activities p. 5	Blocking the ball p. 37	Racing Cricket p. 53
4	Creating space & catching p. 13	Bowling overarm from standing p. 45	Bowl Out p. 65	Running & stopping the ball p. 15	Stopping the ball with two hands p. 35	Roll-a-ball p. 61	Stretching p. 17	Bowling overarm from standing p. 45	Racing Cricket p. 53
5	Running & stopping the ball p. 15	Blocking the ball p. 37	Conveyor Belt Cricket p. 57	Running throwing & catching p. 11	High catch p. 23	Racing Cricket p. 53	Running & stopping the ball p. 15	Chasing & throwing p. 31	Run Out p. 64
6				Stretching p. 17	Blocking the ball p. 37	Conveyor Belt Cricket p. 57	Jogging with imaginary fielding p. 7	Throwing p. 25	Tower Game p. 62
7							Running with the bat p. 9	Leaning forward to strike the ball p. 39	Conveyor Belt Cricket p. 57

Use this page with the next page. You may photocopy them for personal use

Scheme of Work Record

WEEK	LESSON PART	NAME OF CARD	PAGE No.	NUMBER OF PUPILS WHO ACHIEVED THE AIM (TICK ONE)			
				ALL	MOST	FEW	NONE
1	Warm Up						
	Main Activity						
	Game						
2	Warm Up						
	Main Activity						
	Game						
3	Warm Up						
	Main Activity						
	Game						
4	Warm Up						
	Main Activity						
	Game						
5	Warm Up						
	Main Activity						
	Game						
6	Warm Up						
	Main Activity						
	Game						
7	Warm Up						
	Main Activity						
	Game						

Use this page with the previous page. You may photocopy them for personal use

Glossary cont

Cricket Terms:

WICKET – The three stumps at each end of the pitch. Other objects can be used where no sets of stumps are available.

WICKETKEEPER – Incorrectly referred to as a backstop. The person who stands behind the wicket.

BOUNDARY – A line/flags/rope round the pitch (usually a minimum of 30m away), that is worth FOUR runs to the batting side if the ball crosses it having bounced first and SIX runs without bouncing.

CREASE – The line in front of the wicket. Which is used to judge run-outs and stumpings.

OVER – The number of balls bowled by one player consecutively. Normally 6 = 1 over, but be flexible to allow maximum class participation within the time available. See page 60.

WIDE – A ball that the batter cannot reach. N.b. Usually in school cricket 2 runs are added to the batting side and no extra ball is bowled.

NO-BALL – An unfair bowl because:

- (i) It rolled along the ground.
- (ii) The bowler threw the ball instead of bowling with a straight arm.
- (iii) The bowler released the ball in front of the crease line

Contacts

The Albatross Partnership	Tel: +44 7946 384483 www.teachcricket.com
The International Cricket Council (ICC)	Tel: +44 20 7266 1818 Email: icc@icc-cricket.com www.icc-cricket.com
AFRICA Hoosain Ayob, Regional Development Manager	Tel: +27 11 880 2810 Email: hoosaina@cricket.co.za www.icc-africa-cricket.com
AMERICAS Martin Vieira, Regional Development Manager	Tel: +1 416 426 7312 Email: manager@cricamericas.com www.icc-americas-cricket.com
ASIA Sultan Rana, Regional Development Manager	Tel: +603 2095 9594 Email: sultan.rana@asiancricket.org www.asiancricket.org
EAST ASIA-PACIFIC Tim Anderson, Regional Development Manager	Tel: +61 3 9653 9945 Email: tanderson@cricket.com.au www.icc-eap-cricket.com
EUROPE Richard Holdsworth, Regional Development Manager	Tel: +44 20 7616 8635 Email: richard.holdsworth@icc-cricket.com www.ecc-cricket.com

REORDERING THIS PACK

Contact the International Cricket Council Development Manager for your region

Acknowledgments

Published by The Albatross Partnership

Partners: Richard O'Sullivan B.Ed (Hons) &
Robert Thomas B.A. (JT. Hons), BSC. (Hons) Ost.
1 Freta Road, Bexleyheath, Kent DA6 8NZ

© The European Cricket Council and The Albatross Partnership

All rights reserved. No part of this publication (except where indicated), may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the publishers.

ISBN 0 9530787 2 8

The initial lesson card concept designed in association with David Sear, Kent Cricket Development Officer.

Photographs courtesy of David Thomas and by kind permission of local schools. The authors wish to thank Kent County Cricket Club and Bexley Cricket Club for the photographs on page 75.

Design: (TDL) Tobasgo Design Ltd, London.

Printed by: Duo Stationery Ltd.



The Albatross Partnership



ICC Development Program

Teach Cricket is derived from The Quick and Easy Way to Teach Cricket published by The Albatross Partnership in 1997. The authors wish to thank all those involved in both projects. The ICC would like to acknowledge the work of The Albatross Partnership and the European Cricket Council in creating this handbook.

Please note: The authors take no responsibility for any accidents or injuries incurred due to the use of this publication. To enhance this pack's user friendly nature grammatical measures have been taken to reduce text.