



HEALTH & PE

SECONDARY SCHOOL

CONTENTS

INTRODUCTION

Cricket A Sport For All	4
Australian Cricket Schools Service Proposition	5
Cricket Australia Teacher PD.....	6
Australian Cricket School Pathway	7
ICC T20 World Cup.....	8
Cricket Smart.....	9
About This Program	10
Curriculum Alignment	11
Program Equipment	12
Fitness Components	13
Delivery Resources	14
Supporting Resources	15

COACH POINTS – TIPS FOR DELIVERY

Change It	17
Clever Coaching Tips.....	18
Batting Fundamentals	19
Bowling Fundamentals.....	20
Throwing Fundamentals	22
Catching Fundamentals.....	23
Fielding Strategies.....	24

YEAR 7 & 8 – PROGRAM

Building Through The Gears.....	26
Year 7 & 8 Program Mapped to Australian Curriculum.....	27
Session 1 – Provocation	28
Year 7 & 8 Program Overview	29
Session Plans 1 – 4	30
Self-Reflection: Spirit Of Cricket Score Sheet	34
Build Your Own Year 7 & 8 Program	35
Year 7 & 8 Assessment Rubric (Pg. 1 of 2)	36
Year 7 & 8 Assessment Rubric (Pg. 2 of 2)	37
Build Your Own Year 7 & 8 Assessment Rubric.....	38

YEAR 9 & 10 – PROGRAM

Unit Overview	40
Year 9 & 10 Program Mapped to Australian Curriculum	41
Year 9 & 10 Program overview.....	42
Session Plans 1 – 2	44
Create Your Hybrid Sport.....	46
Hybrid Game Template	47
Session Plans 3 – 6	48
Your Training Program Map And Plan	52
Session Plans 7 – 8	53
Self-Reflection: Spirit Of Cricket Score Sheet	55
Build Your Own Year 9 & 10 Program	56
Year 9 & 10 Assessment Rubric (Pg. 1 of 2)	57
Year 9 & 10 Assessment Rubric (Pg. 2 of 2)	58
Build Your Own Year 9 & 10 Assessment Rubric	59

ACTIVITIES & GAMES

Small-Sided Games	61
Health & Skill Related Fitness Component Activities	66
Year 9 & 10 Unofficial Starts	78
Additional Activities	87

INTRO DUCTION

CRICKET

A SPORT FOR ALL

Cricket is a sport for all Australians! It's at the beach, at the park or in the backyard – it's a part of our culture. It's for all abilities, genders and cultures. We've developed some great resources with the 'A Sport for All' program that can help you ensure everyone can play!

This program is designed for students of all abilities. Check out the 'Change it Up' (Pg. 17) section in this resource for help.

[CLICK HERE TO LEARN MORE](#)

ASSISTANCE

If you require any assistance or tips on integrating students from diverse backgrounds, including students with a disability in your Cricket Health & PE program, please contact our Helpdesk:

Email: schoolambassadors@cricket.com.au

Phone: 1800 CRICKET (274 2538)

THE SPIRIT OF CRICKET

The Spirit of Cricket is about the way we play. It's about our behaviour around the game, and the respect we have for:

- Teammates
- Opponents
- The role of the teacher
- The game's traditional values.

Each session we ask students to reflect on how they've embodied this spirit with the Spirit of Cricket scoresheet (Pg. 34 & Pg. 55).



AUSTRALIAN CRICKET SCHOOLS SERVICE PROPOSITION

WE MAKE IT EASIER FOR SCHOOLS TO DELIVER CURRICULUM OUTCOMES
& CREATE A HEALTHY, ACTIVE CULTURE THROUGH CRICKET.



ENGAGING CURRICULUM

Use cricket to invigorate your curriculum by delivering fun and unique learning opportunities for your students.



DELIVERY SUPPORT AND REWARD

Join our School Ambassador network and gain access to the support, resources and knowledge you need to easily deliver cricket inspired content, whilst also being rewarded for your efforts.



STRENGTHEN YOUR CULTURE

Amplify your school's sporting culture to embed regular physical activity into your student's lives.

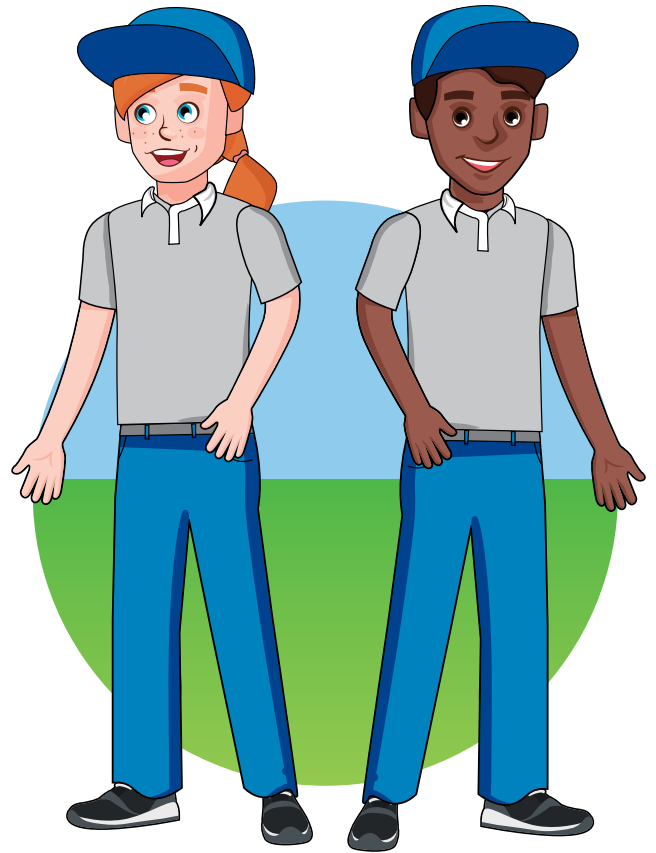
CRICKET AUSTRALIA TEACHER PD

The Cricket Australia National Teacher Professional Development program has been designed to give teachers the knowledge and confidence to easily deliver cricket programs in their schools. This practical program covers –


- Linking sport to the Australian Curriculum.
- Innovative ways to amplify your fielding and striking lessons.
- Student centred approach to cricket lessons.
- How to cater to students of all abilities.
- Learning through play.
- Maximising engagement to achieve learning outcomes.


Sign up today at community.cricket.com.au/schools
Or call 1800 CRICKET (274 2538)

CLICK HERE TO LEARN MORE



AUSTRALIAN CRICKET SCHOOL PATHWAY


SCHOOL AMBASSADOR PROGRAM



ALL TEACHERS

The program aims to enhance a teachers capacity to deliver on curriculum outcomes whilst getting students healthy and active.

MASCOT CHALLENGE



GRADE F – 2


A free 4 week program that has students spending 10 mins a day developing fundamental motor skills that will lay the foundation for them to lead a healthy and active life.



SCHOOL CUP



GRADE 3 – 10

Boys and girls get the opportunity to bat, bowl and field in four action packed games of cricket in an active and social setting – all on the one day in a gala day format.


HEALTH & PE



GRADE F – 10

A curriculum aligned program that is fun and exciting for students of all abilities and is simple for teachers to deliver, regardless of your cricket knowledge.


CRICKET SMART



GRADE 3 – 10

Aligned to the Australian Curriculum, Cricket Smart helps students to grasp and retain knowledge using cricket as a teaching tool.



SPORTING SCHOOLS



GRADE F – 12

Sport Australia has partnered with Cricket Australia to deliver sport before, during and after school hours, via the network of aligned organisations, coaches and teachers.

ORGANISED SCHOOL CRICKET



GRADE 5 – 12

Aligned to the Australian Cricket Junior Pathway, these inter-school crickets competitions provide boys and girls the opportunity to play competitive cricket at school with their peers.

For more information on these programs, please visit community.cricket.com.au/schools

PROUDLY
PRESENTED BY



ICC T20 WORLD CUP

[CLICK HERE TO REGISTER](#)

THE PROGRAM

PERSONAL WELLBEING

Launched Term 3 2019

Students will understand the meaning of wellbeing and explore their own wellbeing through a range of experiences and techniques.



INSPIRING WOMEN AND GIRLS

Launched Term 3 2019

Students will explore inspirational women throughout history to understand what it means to affect change and make a difference.



COMMUNITY WELLBEING

Launches Term 1 2020

Students will build on their learnings from unit 1 and 2 to explore wellbeing within their communities.



BUILD YOUR OWN T20 WORLD CUP

Launches Term 2 2020

In this unit, students will be challenged to explore the range of roles and skills that go into the creation and running of the ICC T20 World Cup 2020.



For further information about the ICC T20 World Cup Schools Program or to register please visit [Schools.T20WorldCup.com](https://schools.t20worldcup.com).

CRICKET SMART

Aligned to the Australian Curriculum, Cricket Smart helps students to GRASP and retain knowledge using cricket as a teaching tool. Teachers have access to cricket themed lesson plans, including high quality tools and resources to enhance their students learning experience, with short videos starring some of Australia's best cricketers.

Grade	Subject
4	Science – Forces
5	Mathematics – Stats & Probability
5	Economics – Questions & Research
6	History – Australia as a Nation
7	Geography – Place & Liveability
9	History – The Making of the Modern World
7 – 10	Design & Technology – Process & Production

WHAT DO YOU RECEIVE?

- Teacher resources, including lesson plans
- Student resources
- Videos

[CLICK HERE TO LEARN MORE](#)



For more information on other school programs, please visit community.cricket.com.au/schools.



ABOUT THIS PROGRAM

CRICKET HEALTH & PE IS CRICKET AUSTRALIA'S NEW DEVELOPMENT PROGRAM FOR PRIMARY THROUGH TO SECONDARY SCHOOL STUDENTS.

This program aligns to the Australian Curriculum and is an integral part of the Australian Cricket Strategy, aiming to grow participation and provide quality experiences for all students.

Built on the foundations of the Australian Curriculum, the Sport Australia's Physical Literacy Framework as well as the Australian Cricket Coaching Philosophy.

These foundations combined have created an inclusive and engaging program with a core focus on 'learning through play'.

Cricket Health & PE has five stages, Foundation, Grade 1 – 2, Grade 3 – 4, Grade 5 – 6, and Grade 7 – 10. Each stage allows for easy adjustments to allow students of all skill levels and abilities to develop skills in a fun and safe setting. The equipment available in our online store makes it easy to adapt lessons to meet the development needs of each student.

We know you and your students will enjoy our new program.

We thank you for choosing Cricket.



5 STAGES OF THE PROGRAM



CURRICULUM ALIGNMENT

CREATED IN ALIGNMENT WITH...

THE PHYSICAL LITERACY FRAMEWORK

Cricket Health & PE is created in alignment with Sport Australia's Physical Literacy Framework.

There are four domains in the framework, each made up of key elements that continue to develop physical literacy.

Elements are interrelated and can be applied depending on context and task. Have your students consider which elements are relevant to their own development and focus on activities to develop and maintain physical literacy.

[CLICK HERE TO VIEW THE SPORTAUS RESOURCE SHEET](#)

WHAT IS PHYSICAL LITERACY?



[CLICK HERE TO VIEW VIDEO](#)

THE AUSTRALIAN CURRICULUM, HEALTH AND PHYSICAL EDUCATION

As well as the framework this program is created in alignment with the Australian Curriculum, Health and Physical Education units.

[CLICK HERE TO LEARN MORE](#)



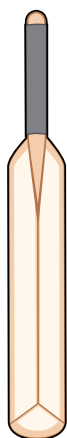
PROGRAM EQUIPMENT

[CLICK HERE TO SHOP EQUIPMENT](#)

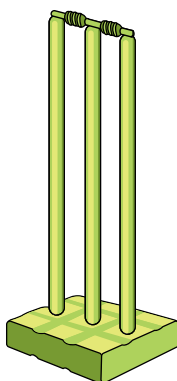
CRICKET SCHOOL AMBASSADORS RECEIVE ACCESS TO DISCOUNTED EQUIPMENT AT CRICKET AUSTRALIA'S ONLINE SHOP.

To access the shop please go to shop.cricketblast.com.au

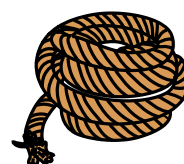
RECOMMENDED EQUIPMENT FOR 24 STUDENTS



12 BATS



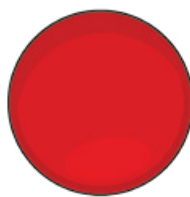
8 STUMPS



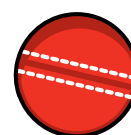
2 ROPES (20M)



23 CONES



2 LARGE
SCORCHER BALLS




24 RUBBER
CRICKET BALLS



1 CRICKET BLAST BAG

MOST RELEVANT FITNESS COMPONENTS THAT SUPPORT CRICKET PERFORMANCE

THERE ARE 11 HEALTH AND SKILL RELATED FITNESS COMPONENTS THAT SUPPORT CRICKET PERFORMANCE. THESE FEATURE THROUGHOUT THIS PROGRAM.

	AGILITY	Pg. 67
AGILITY TO CATCH Ability to rapidly change direction whilst maintaining speed and power.		
	SPEED	Pg. 69
RUNNING A SINGLE Ability to cover distance quickly.		
	BALANCE	Pg. 71
STORK BALANCE WITH CATCH Ability to stay in control of body position in both static and dynamic instances.		
	FLEXIBILITY	Pg. 73
SIT AND REACH TEST The ability to move muscles and joints through their full range of motion.		
	MUSCULAR ENDURANCE	Pg. 75
WALL SIT CATCHING Ability of muscles to withstand repeated contractions for a sustained period of time.		
	BODY COMPOSITION	Pg. 77
BODY COMPOSITION TASK Ratio of lean muscle to stored fat in your body.		

	REACTION TIME	Pg. 68
CLASSIC CATCHES Ability to rapidly respond to a stimuli.		
	POWER	Pg. 70
POWER HITTING Ability to use a combination of speed and power in movements.		
	COORDINATION	Pg. 72
ALTERNATE HAND WALL-TOSS Ability to move multiple body parts efficiently and with control.		
	MUSCULAR STRENGTH	Pg. 74
REBOUND THROWS Ability for a muscle to produce the largest amount of force in one maximal effort.		
	CARDIOVASCULAR ENDURANCE	Pg. 76
RUNNING BETWEEN WICKETS Ability of your body to deliver oxygen to muscles at work during exercise.		
FOR MORE IDEAS ON ACTIVITIES TO DEVELOP RELEVANT FITNESS COMPONENTS SEE THE CA COACH APP (see details on Pg. 15)		



DELIVERY RESOURCES

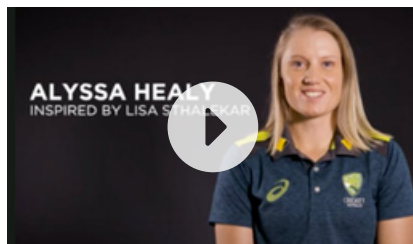
USE THESE VIDEOS AS A PROVOCATION FOR EACH LESSON TO BEGIN CONVERSATIONS ON KEY LEARNINGS.

Fun With a Hybrid Game



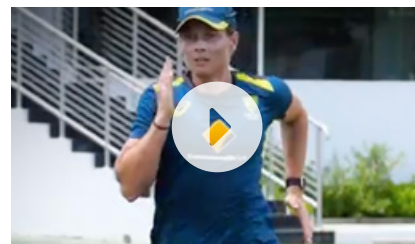
<https://bit.ly/2NF1Yph>

Who Inspires You?



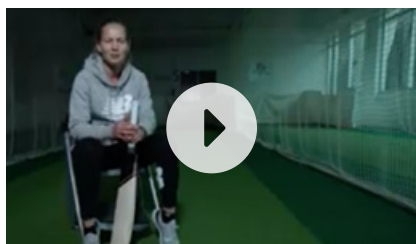
<https://bit.ly/38r6kZ6>

Women's Strength and Conditioning



<https://bit.ly/30GmrPy>

In Case You Don't Know Me



<https://bit.ly/3au5ZGQ>

Maxwell Batting Preparation



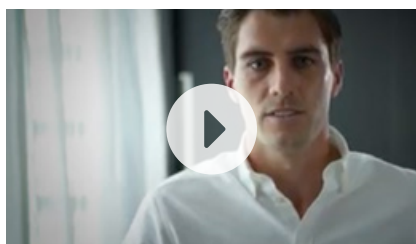
<https://bit.ly/2RBIf11>

How I Approach a Net Session



<https://bit.ly/2Rz1ja1>

What Makes a Good Mentor?



<https://bit.ly/2TFRjhS>

Gilly's Secret to Hitting Sixes



<https://bit.ly/2sMfkJ8>

Fitness Testing Australian Cricket Team



<https://bit.ly/2uhcJr2>

How the Australian Team Stays in Peak Condition



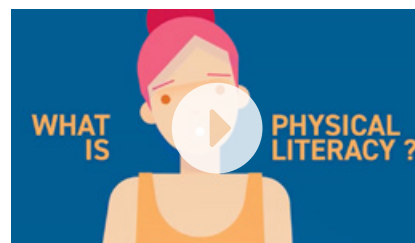
<https://bit.ly/2RGQz9M>

Classic Catches



<https://bit.ly/2ulWn0m>

What is Physical Literacy?



<https://bit.ly/2RG5lxs>

SUPPORTING RESOURCES

CRICKET AUSTRALIA HAS LOTS OF GREAT RESOURCES TO HELP YOU DELIVER THIS PROGRAM.



THE RESOURCE KIT BAG

Check out The Resource Kit Bag to help your students continue to develop beyond the boundary, and between sessions.

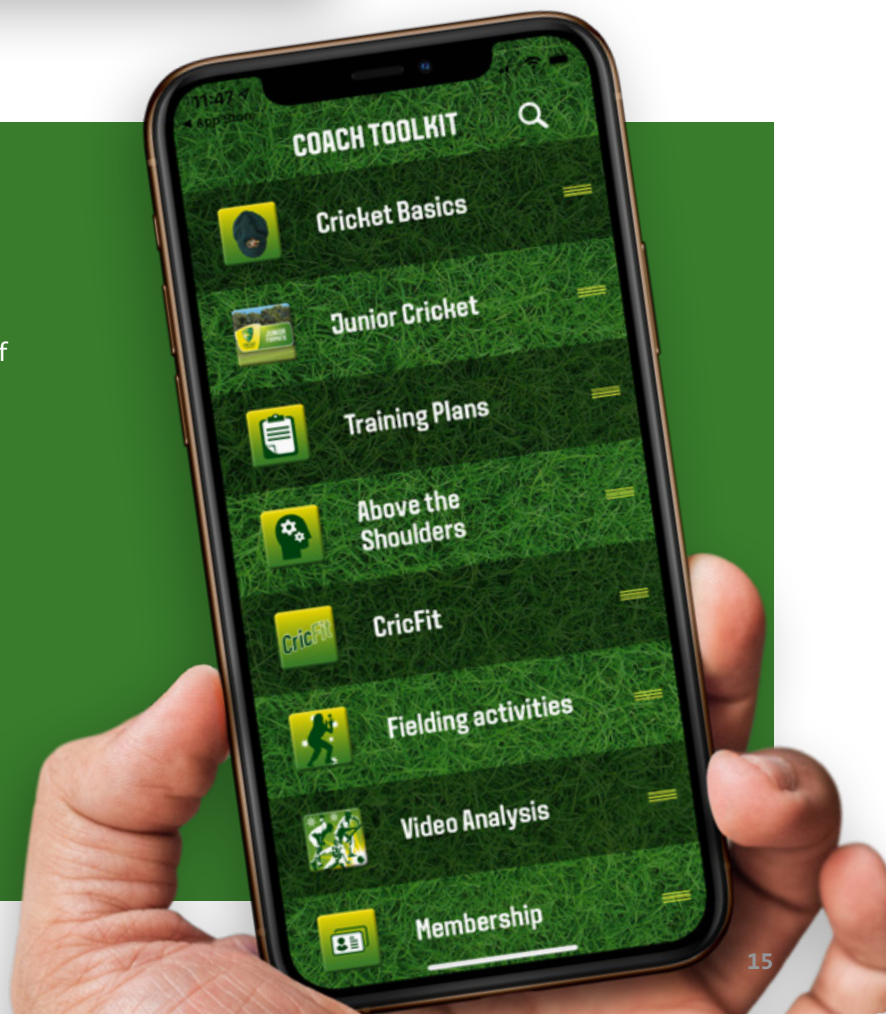
[VISIT WEBSITE NOW](#)

CA COACH APP

The CA Coach app is a free resource full of lots of great activities and videos to help teachers and coaches of any level of knowledge deliver great related cricket sessions.

Download it from the app store today!

[DOWNLOAD APP](#)



COACH POINTS – TIPS FOR DELIVERY

CHANGE IT

THE CHANGE IT APPROACH IS APPLICABLE TO ALL CRICKET HEALTH & PE ACTIVITIES, ENSURING THEY ARE ENGAGING AND ADAPTABLE FOR STUDENTS OF ALL ABILITIES. VIEW OUR VIDEO ON THE CHANGE IT APPROACH AT [COMMUNITY.CRICKET.COM.AU/SCHOOLS/IN2CRICKET-SKILLS-PROGRAM](https://community.cricket.com.au/schools/in2cricket-skills-program)

[LEARN MORE](#)

C

COACHING

- Facilitate student centred coaching
- Modify your teaching style to suit the needs of each student – instructions, demonstrations, feedback.

H

HOW TO SCORE

- Vary how to score so everyone can be included
- Use it to make activity easier or harder.

A

AREA

Modify the playing area to:

- Change the intensity of play
- Highlight tactical plays
- Make an activity easier/harder
- Make the activity safer.

N

NUMBER OF STUDENTS

- Highlight tactical plays
- Use **CHANGE IT** to make activity more inclusive.

G

GAME RULES

Vary to:

- Make it easier or harder
- Highlight a skill or tactical aspect
- Vary the game experience
- Make it inclusive
- See also 'H' and 'N'.

E

EQUIPMENT

Use different equipment to:

- Broaden the range of playing experience
- Make the activity easier/harder
- Suit the abilities of all the children.

I

INCLUSION

- Student centred coaching using **CHANGE IT**
- Adapt or modify different aspects of the activity so that everyone is included.

T

TIME

- Vary the duration to impact on the volume and intensity of the activity.

HOW & WHY CHANGE IT?

SAFETY

Use **CHANGE IT** to ensure the playing environment is a safe one.

SKILL DEVELOPMENT

Use **CHANGE IT** to progressively develop skills (easier – harder).

VARIETY

Use **CHANGE IT** to

- Provide variety
- Maintain interest
- Experience different equipment.

TECHNICAL DEVELOPMENT

- Use **CHANGE IT** to develop technique in the game context
- Use 'discrete coaching' off to the side, if and when required with selected students.

ACTIVITY LEVEL

Use **CHANGE IT** to change the intensity or duration of the activity.

TACTICAL DEVELOPMENT

Use **CHANGE IT** to progressively develop tactical skill and thinking.

INCLUSION

Use **CHANGE IT** to

- Include all
- Provide challenges that match ability levels
- Foster teamwork.

CLEVER COACHING TIPS

- Use questions often.
- Use provocations – check out the video content provided on Pg. 14.
- Cater for all learning styles.
- **CHANGE IT** to further challenge the students and cater for their stages of learning and development, and ensure all students can be involved.
- Promote the development of ‘thinking players’.
- Use a student-centred approach to facilitation.
- Use student role models, individuals and smaller groups to highlight either tactical or technique aspects.
- Let the students play before stepping in with coaching tips.
- Once an activity is in play, take individuals or small groups to the side to support them with discrete coaching. Keep it brief. Keep it positive.
- Avoid over-coaching.
- Like the reflection activities outlined in the program for your students, do your own reflection so you can continually modify and adjust things to take your facilitation to the next level.
- Ask for feedback to learn more about your students to help support your facilitation and delivery as an educator.
- Have a purpose in everything you do.
- Ensure safety and fun for everyone is your first priority.
- Be creative, display care, and bring a positive energy!



BATTING FUNDAMENTALS

Players will often adopt different techniques and still be effective. There is no one best approach to batting. However, there are some batting fundamentals that will assist players to bat to the best of their ability.

Grip

- Two hands on the bat.

Stance

- Stand side-on, feel balanced with knees slightly bent and feet roughly shoulder width apart.

Backlift

- Between wicket-keeper and second slip. Keep hands close to body.

Eyes

- Eyes level, head still to pick up cues and watch the ball.

Positioning

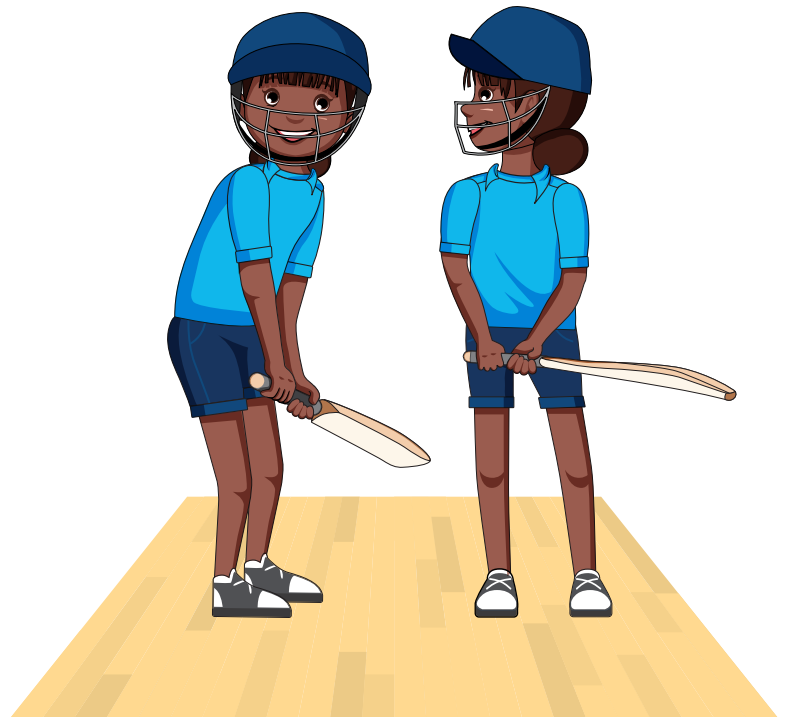
- Move according to the line/length of the ball.

Swing

- With timing have a free swing of the bat.

TIP

The main outcome of every batter should be to score runs.



BATTING STRATEGIES

Example questions to support strategies:

- Am I concentrating and watching the ball all the way to the bat?
- What is the best piece of equipment to strike with? What weight or bat type is best suited for me?
- Where are the opportunities in the field, and where we can capitalise to score runs?
- Should I strike the ball along the ground or in the air?
- What area does the bowler need to land the ball for me to execute where I am wishing to strike the ball?
- How do you adjust your positioning to provide you more room to strike the ball successfully?
- How do you adjust your positioning to minimise the risk of going out?
- How hard do I need to strike the ball?
- How will the pace of the bowler support my strike?
- How do I need to transfer my weight when striking the ball?
- Considering scoring zones and gaps, what areas of the ground can I score most in?
- What areas of play are the highest risk in scoring runs?
- How is the communication with my partner when running between wickets? Is there anything we can do better?

BOWLING FUNDAMENTALS

Find your rhythm. Everyone is different. The more balanced you are, the more force you can generate.

Grip

- Two fingers apart on top of the ball, and thumb underneath.

Run Up

- Create momentum and move towards your target.
- Keep arms close to the body and all body movements directed at the target (including the hop/step or jump).

Gather and Back foot Impact

- Continued movement towards the target.
- Create a leap depending on momentum, where your back foot impacts the ground with your hips and shoulders aligned.

Weight Transfer to Front Foot

- As weight shifts onto the front foot from the next step, the bowling shoulder shifts slightly behind the body.

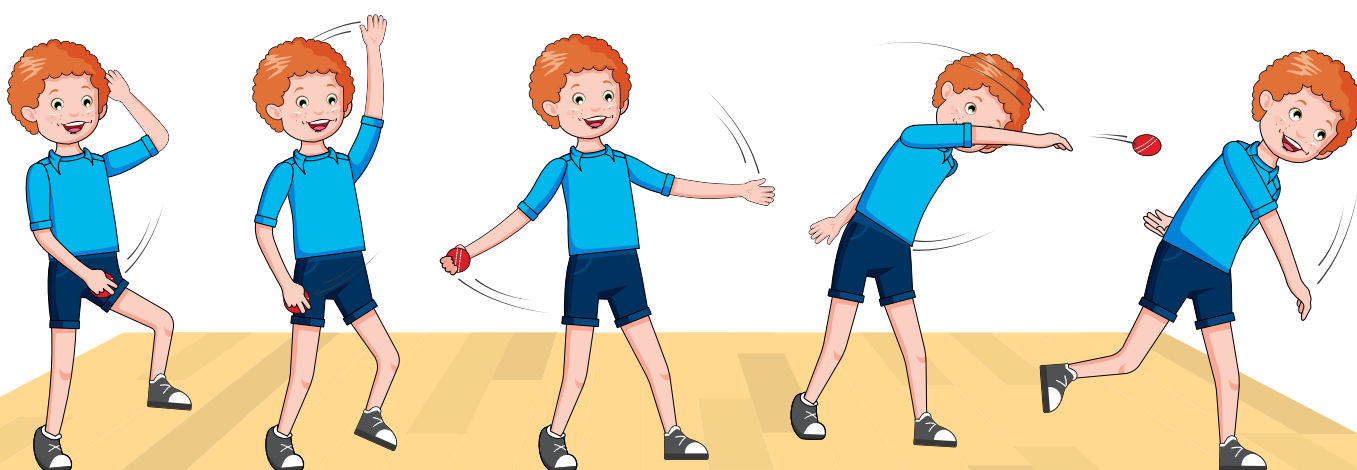
- Drop your elbow as you plant your front foot.
- Once you begin to drop your elbow, allow your bowling arm to fall to your side.
- Your weight then shifts to your lead leg.
- With your bowling arm, make a windmill motion. Keep your elbow straight rotate your arm behind you and swing it over the top towards the batter. As this happens the bowling shoulder thrusts forward.

Release

- When your hand reaches the peak of your delivery arc (windmill action arc), release the ball and allow it to roll off the tips of your index and middle fingers. Remember to keep your arm straight.

Follow through

- Bowling comes across the body and the bowler continues to take steps or run through to the direction of the target until they complete the action and pull up.



BOWLING STRATEGIES

The main outcome of bowling is to take wickets and minimise the batting team from scoring runs.

Bowlers also need to focus on landing the ball in areas that will support these desired outcomes.

Bowlers can explore and learn to develop a wide range of deliveries. Areas here include: varying the pace, swing, bounce, spin, turn and angles as the bowler continues to learn through the various stages of development.

Use questioning and clever coaching (Pg. 18).

Example questions to support strategies:

- Can I keep my arm straight throughout the delivery? If not, what do I need to do to achieve this?
- What areas are best to land the ball to take wickets or minimise the batters from scoring runs?

- What does my approach look like? What speed do I need to apply to have momentum leading into my delivery?
- How am I best to build momentum before bowling? Do I walk up or run up? What is the best speed?
- Outside of your 'stock balls' (balls which a bowler would bowl on a regular basis), what variations (change in pace, spin, turn, swing) can you add in to keep challenging the batters?
- How do you bowl to best support the field that is set for your team?



THROWING FUNDAMENTALS

UNDERARM THROWING FUNDAMENTALS

Body Positioning

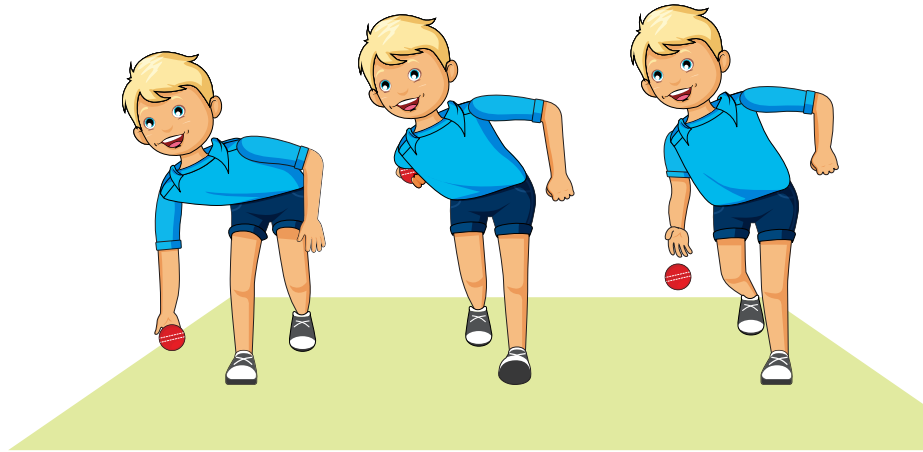
- Stay in front of the target.

Fingers

- Point down, not at the ball.

Throwing arm

- Move straight back and then straight at the target, arms close to the body.



UNDERARM THROWING FUNDAMENTALS

Eyes

- Eyes are focused on the target.

Body positioning

- Get into a side-on position.

Front arm/elbow

- Point at target and keep your elbow in line with it.

Throwing arm

- Throwing arm nearly straightened behind the body, elbow shoulder height or above and hand wider than elbow.

Step

- Step towards the target with foot opposite throwing arm during the throw.

Transfer weight

- Hip to shoulder rotation during the throw. Throwing arm follows through down and across the body and with balance the weight transfers to front foot.



CATCHING FUNDAMENTALS

Eyes **1**

- Watch the ball all the way into hands.

Timing **2**

- With the right timing, hands move in line with ball.

Fingers **3**

- Depending on the ball flight, fingers will point up, down or to the side.

Hands

- Give with the ball to absorb the force.



FIELDING STRATEGIES

A fielding team strategy will vary depending on the type of game, the opposition, the environment and the makeup of the opposing team. The role of the fielder is to help take wickets and minimise the scoring of runs. We encourage fielders to attack the ball.

Example questions to support strategies:

- How can we set a field to take wickets?
- How can you set a field to minimise the chance of the opposing team scoring runs?
- How can you minimise the gaps in the field?
- What am I doing in the field to ensure I am attacking the ball?
- Can we/I identify the strengths of the batters and their 'hot zones' (location a batter hits the ball most) so we can set a field that applies pressure to them?
- How do we best communicate to our teammates to take wickets, have fun and keep the energy up in the field?



YEAR 7 & 8 – PROGRAM

BUILDING THROUGH THE GEARS

UNIT OVERVIEW

This unit empowers students by giving them the opportunity to engage with their peers and shape their own small-sided games. These games allow students to develop tactics, decision making, and connected skills.

Students continue to develop their knowledge and skills that are connected to striking and fielding games.

The health and skill-related fitness component cards are used at the start of each lesson, the cards connect to health and skill-related fitness components in line with the Australian Curriculum.

These unofficial start activities kick off every session to get the students moving and engaged straight away before unpacking the session with the 'Why', 'How' and 'What'?



YEAR 7 & 8 PROGRAM MAPPED TO AUSTRALIAN CURRICULUM

MOVEMENT AND PHYSICAL ACTIVITY

Australian Curriculum Focus Areas	
ACPMP080	Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations.
ACPMP082	Practice, apply and transfer movement concepts and strategies with and without equipment.
ACPMP083	Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans.
ACPMP084	Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences.
ACPMP085	Participate in and investigate cultural and historical significance of a range of physical activities.
ACPMP086	Practice and apply personal and social skills when undertaking a range of roles in physical activities.
ACPMP087	Evaluate and justify reasons for decisions and choices of action when solving movement challenges .
ACPMP088	Modify rules and scoring systems to allow for fair play, safety and inclusive participation.



SESSION 1 – PROVOCATION

WHERE CAN YOU PLAY CRICKET?



YEAR 7 & 8 PROGRAM OVERVIEW

4 LESSON SCOPE

Session	Description	AUS Curriculum	Physical Literacy Coaching	Spirit of Cricket	Coaching Tips Reference
1	Small-sided games of Anywhere Cricket.	ACPMP083 ACPMP086 ACPMP088	Collaboration (Social)	Respect yourself. I always give maximum effort during games and activities.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
2	Small-sided games of Staying In.	ACPMP083 ACPMP082 ACPMP087	Reasoning (Cognitive)	Respect your teammates. I am a helpful, supportive and respectful teammate.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
3	Small-sided games of Striking to Gaps.	ACPMP080 ACPMP083 ACPMP084 ACPMP085	Object Manipulation (Physical)	Respect diversity and inclusion. I include and work well with everyone involved.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
4	Small-sided games of Attacking the Game.	ACPMP080 ACPMP082 ACPMP083 ACPMP088	Engagement and Enjoyment (Psychological)	Respect the game, its volunteers and your teachers. I respect the game, its officials, volunteers and teachers who help.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24



YEAR 7 & 8 PROGRAM

SMALL-SIDE GAMES

BEYOND THE BOUNDARY

Wellness – Run a meditation session.
See above the shoulders for more resources.

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
1	'Unofficial Start' Activity*	<ul style="list-style-type: none"> To develop our own small-sided Striking and Fielding game that can be played anywhere on the school grounds. 	<ul style="list-style-type: none"> Use creativity which further engages and enhances development. Work in collaboration to create our small-sided game rules. Display excellent time management skills to support inclusion so everyone gets a fair go. 	ACMP080 ACMP083 ACMP086 ACMP088
	Provocation: <ul style="list-style-type: none"> Use provocation question & image (Pg. 28). 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Anywhere Cricket (Pg. 62)			
	Share and Adjust Game/s: <ul style="list-style-type: none"> Have students explain, justify and demonstrate their learnings. 			
	Anywhere Cricket (Pg. 62)			
	Session Reflection <ul style="list-style-type: none"> At the start of each session choose your own health and skill-related fitness component card/s (Pg. 66) as an instant activity to get students moving Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 34). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YEAR 7 & 8 PROGRAM

SMALL-SIDE GAMES

BEYOND THE BOUNDARY

Sustainability – What recycled equipment could you use to enhance your game?

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
2	'Unofficial Start' Activity*	<ul style="list-style-type: none"> To be patient and apply strategies when batting to stay in and to get the batters out when bowling and fielding. 	<ul style="list-style-type: none"> Concentrate and apply strategies which assist me in staying in when batting. Use strategies and be efficient with my skills to dismiss at a batter. Embrace mistakes and turn them into new learning opportunities. 	ACMP082 ACMP083 ACMP087
	Provocation: <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Staying In (Pg. 63)			
	Share and Adjust Game/s: <ul style="list-style-type: none"> Have students explain, justify and demonstrate their learnings. 			
	Staying In (Pg. 63)			
	Session Reflection <ul style="list-style-type: none"> At the start of each session choose your own health and skill-related fitness component card/s (Pg. 66) as an instant activity to get students moving Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 34). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YEAR 7 & 8 PROGRAM

SMALL-SIDE GAMES

BEYOND THE BOUNDARY

Research a traditional Australian game and apply elements to your own game.

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
3	'Unofficial Start' Activity*	<ul style="list-style-type: none"> To strike the ball into gaps to maximise scoring opportunities. 	<ul style="list-style-type: none"> Identify gaps and use my skills to be efficient with ball placement. Play a role in restricting the batting team from scoring runs. I can communicate clearly when batting and taking part in the field. 	ACPMPO80 ACPMPO83 ACPMPO84 ACPMPO85
	Provocation: <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Striking to Gaps (Pg. 64)			
	Share and Adjust Game/s: <ul style="list-style-type: none"> Have students explain, justify and demonstrate their learnings. 			
	Striking to Gaps (Pg. 64)			
	Session Reflection <ul style="list-style-type: none"> At the start of each session choose your own health and skill-related fitness component card/s (Pg. 66) as an instant activity to get students moving Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 34). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YEAR 7 & 8 PROGRAM

SMALL-SIDE GAMES

BEYOND THE BOUNDARY

Research how technology can take your game to the next level.

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
4	'Unofficial Start' Activity*	<ul style="list-style-type: none"> To be aggressive in our approach to scoring runs by attacking the game. 	<ul style="list-style-type: none"> Apply strategies when batting to execute ball placement by going through and over the field to score runs. Play a significant role in applying pressure and minimising the batting team from scoring runs quickly. Continue to adjust my positioning and add variations to increase performance. 	ACMP082 ACMP083 ACMP088
	Provocation: <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Attacking the Game (Pg. 65)			
	Share and Adjust Game/s: <ul style="list-style-type: none"> Have students explain, justify and demonstrate their learnings. 			
	Attacking the Game (Pg. 65)			
	Session Reflection <ul style="list-style-type: none"> At the start of each session choose your own health and skill-related fitness component card/s (Pg. 66) as an instant activity to get students moving Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 34). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

SELF-REFLECTION: SPIRIT OF CRICKET SCORE SHEET

Name: _____

Date: _____

Please complete this self reflection based on your participation in the session today by completing the table below.

	Keep it up	Almost there	At Level	Next Level	Smashing It!
1. RESPECT YOURSELF I participated to my maximum potential during the game.	1	2	3	4	5
2. RESPECT YOUR TEAMMATES I was helpful supportive and respectful to my teammates.	1	2	3	4	5
3. RESPECT DIVERSITY AND INCLUSION I worked well with everyone in the team.	1	2	3	4	5
4. RESPECT THE GAME, ALL PLAYERS AND THE TEACHERS I respected the game and teachers.	1	2	3	4	5
Total score					

Additional reflection comments

BUILD YOUR OWN YEAR 7 & 8 PROGRAM

Session	Description	AUS Curriculum	Physical Literacy Coaching	Coaching Tips
1				
2				
3				
4				

Use any of the provided activities and games to build out your own program. Check out our additional activities (Pg. 87) for more options.

YEAR 7 & 8

ASSESSMENT RUBRIC (PG. 1 OF 2)

Name: _____

Australian Curriculum Focus Areas	Goal	Level 1 All should be able to achieve this level	Level 2 Most should be able to achieve this level	Level 3 Some should be able to achieve this level	Total
Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations. ACMP080	A demonstrated ability to defend space and restrict scoring opportunities for the batting team when setting field placings.	With some assistance, students are able to set fields that restrict scoring opportunities for the batting team.	Students can independently set fields that restrict scoring opportunities for the batting team.	Students can support others in setting fields that restrict scoring opportunities for the batting team.	
Practice, apply and transfer movement concepts and strategies with and without equipment. ACMP082	To be able to transfer components of their game when discussing and creating small-sided games where everyone feels valued.	With some assistance, students are able to transfer movement concepts and strategies when creating their small-sided game.	Students can independently transfer movement concepts and strategies when creating their small-sided game.	Students can support others in transfer movement concepts and strategies when creating their small-sided game.	
Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans. ACMP083	To participate in health and skill-related fitness component activities during the unofficial starts in each session.	With some assistance, students participate in health and skill-related fitness component activities and understand how they can add them into a personal fitness plan related to cricket.	Students can independently participate in health and skill-related fitness component activities and understand how they can add them into a personal fitness plan related to cricket.	Students support others with participation in health and skill related fitness component activities and understand how they can add them into a personal fitness plan related to cricket.	
Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences. ACMP084	To identify gaps and strike the ball into the space with effective ball placement.	With some assistance, students, identify gaps and strike the ball into the space with effective ball placement.	Students can independently, identify gaps and strike the ball into the space with effective ball placement.	Students can support others to identify gaps and strike the ball into the space with effective ball placement.	

YEAR 7 & 8

ASSESSMENT RUBRIC (PG. 2 OF 2)

Name: _____

Australian Curriculum Focus Areas	Goal	Level 1 All should be able to achieve this level	Level 2 Most should be able to achieve this level	Level 3 Some should be able to achieve this level	Total
Participate in and investigate cultural and historical significance of a range of physical activities. ACPMPO85	Being to develop an understanding of the heritage of cricket through active participation in small-sided games.	With some assistance, students make connections between small-sided games and the heritage of cricket. E.g. students can use equipment to enhance their personal experience in the game.	Students can independently make connections between small-sided games and the heritage of cricket. E.g. students can use equipment to enhance their personal experience in the game.	Students can support others to make connections between small-sided games and the heritage of cricket. E.g. students can use equipment to enhance their personal experience in the game.	
Practice and apply personal and social skills when undertaking a range of roles in physical activities. ACPMPO86	To work with their peers by demonstrating sound personal and social skills when participating across the unofficial starts and small-sided games.	With some assistance, students demonstrate sound personal and social skills when participating across the unofficial starts and small-sided games.	Students can demonstrate sound personal and social skills when participating across the unofficial starts and small-sided games.	Students can support others when working in small groups with regard to personal and social skills when participating across the unofficial starts and small-sided games.	
Evaluate and justify reasons for decisions and choices of action when solving movement challenges . ACPMPO87	To justify and demonstrate their learnings to their peers when sharing, adjusting and refining small-sided games.	Students are active listeners and observers when others justify and demonstrate their learnings whilst sharing, adjusting and refining games.	Students can independently, justify and demonstrate their learnings to their peers when sharing, adjusting and refining games.	Students can support others to justify and demonstrate their learnings to their peers when sharing, adjusting and refining games.	
Modify rules and scoring systems to allow for fair play, safety and inclusive participation. ACPMPO88	To modify rules and equipment to include all abilities and promote safety and fair play.	With some assistance, students can refine/adjust/modify rules and equipment to include all abilities and promote safety and fair play.	Students can independently refine/adjust/modify rules and equipment to include all abilities and promote safety and fair play.	Students can support others, when refining/adjusting/modifying rules and equipment to include all abilities and promote safety and fair play.	

BUILD YOUR OWN YEAR 7 & 8 ASSESSMENT RUBRIC

Name: _____

Australian Curriculum Focus Areas	Goal	Level 1 All should be able to achieve this level	Level 2 Most should be able to achieve this level	Level 3 Some should be able to achieve this level	Total

YEAR 9 & 10 – PROGRAM

UNIT OVERVIEW

This unit uses the cricket as a vehicle to engage and enhance student learning connected with game sense, social sport, and hybrid sport. Throughout this program students have the opportunity to apply their knowledge to design a training program.

This program has a focus on student agency and voice where they experience sessions focused on developing 21st century skills to support their growth into their final years of education.

Ask your students 'how can we better connect what we do in physical education to elite cricket players?'



YEAR 9 & 10 PROGRAM MAPPED TO AUSTRALIAN CURRICULUM

MOVEMENT AND PHYSICAL ACTIVITY

Australian Curriculum Focus Areas	
ACPMP099	Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations.
ACPMP101	Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment.
ACPMP102	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.
ACPMP103	Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences.
ACPMP105	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.
ACPMP106	Transfer understanding from previous movement experiences to create solutions to movement challenges .
ACPMP107	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities.



YEAR 9 & 10 PROGRAM OVERVIEW

EXAMPLE OF A YEAR 9 & 10 PROGRAM LESSONS 1 – 4

Session	Description	AUS Curriculum	Physical Literacy Coaching	Spirit of Cricket	Coaching Tips Reference
1	Play Small-sided games of Scenario Cricket	ACPMP099 ACPMP103 ACPMP105 ACPMP106	Collaboration (Social)	Respect yourself. I always give maximum effort during games and activities.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
2	Play Small-sided games of Hybrid Sport.	ACPMP099 ACPMP101 ACPMP103 ACPMP106 ACPMP107	Content Knowledge (Cognitive)	Respect your teammates. I am a helpful, supportive and respectful teammate.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
3	Experience Health and skill related fitness components and their connection to cricket.	ACPMP102 ACPMP103 ACPMP105 ACPMP107	Movement Skills (Physical)	Respect diversity and inclusion. I include and work well with everyone involved.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
4	Experience Health and skill related fitness components and their connection to cricket.	ACPMP102 ACPMP103 ACPMP105 ACPMP107	Motivation (Psychological)	Respect diversity and inclusion. I include and work well with everyone involved.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24



YEAR 9 & 10 PROGRAM OVERVIEW

EXAMPLE OF A YEAR 9 & 10 PROGRAM LESSONS 5 – 8

Session	Description	AUS Curriculum	Physical Literacy Coaching	Spirit of Cricket	Coaching Tips Reference
5	Design How can you create a training program to take Cricket to the next level?	ACPMPT102 ACPMPT103 ACPMPT105	Strategy and planning (Cognitive)	Respect yourself. I always give maximum effort during games and activities.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
6	Consolidate/Refine Consolidate and refine your training program to take Cricket to the next level.	ACPMPT102 ACPMPT103 ACPMPT105	Reasoning (Cognitive)	Respect your teammates. I am a helpful, upportive and respectful teammate.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
7	Experience Your own training program taking Cricket to the next level.	ACPMPT102 ACPMPT103 ACPMPT105	Movement Skills (Physical)	Respect diversity and inclusion. I include and work well with everyone involved.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24
8	Experience Your own training program taking Cricket to the next level.	ACPMPT102 ACPMPT103 ACPMPT105	Confidence (Psychological)	Respect the game, its volunteers and your teachers. I respect the game, its officials, volunteers and teachers who help.	Bat – Pg. 19 Bowl – Pg. 20 & 21 Throw – Pg. 22 Catch – Pg. 23 Fielding – Pg. 24

WHAT'S NEXT?

Students have created their own training programs which they can use to facilitate other school training sessions, such as primary or inter-school sport training sessions. Another option is to take their newly developed skills to the community by coaching a junior cricket team at their local cricket club.

YEAR 9 & 10 PROGRAM

SMALL-SIDE GAMES

SCENARIO CRICKET

BEYOND THE BOUNDARY

Research how technology can take your game to the next level.

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
1	'Unofficial Start' Activity Yes No Wait Level 3 (Pg. 80).	<ul style="list-style-type: none"> To devise a fair and inclusive scenario in a small-sided game which is inclusive, safe and fun. 	<ul style="list-style-type: none"> Use clear communication skills throughout all activities and games. Use sound time management skills to support inclusion in our scenarios. Apply strategies and skills to be successful with various scenarios. 	ACPMPO82 ACPMPO83 ACPMPO88
	Provocation: <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Scenario Cricket (Pg. 86)			
	Share and Adjust Game/s <ul style="list-style-type: none"> Have students explain, justify and demonstrate their learnings. 			
	Scenario Cricket (Pg. 86)			
	Session Reflection <ul style="list-style-type: none"> Provide your students with a copy of the Spirit of Cricket Self Reflection sheet found on page (Pg. 55). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YEAR 9 & 10 PROGRAM

SMALL-SIDE GAMES

HYBRID SPORT

BEYOND THE BOUNDARY

Wellness – Run a meditation session.
See above the shoulders for more resources.

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
2	'Unofficial Start' Activity Head, Shoulders, Knees & Cones (Pg. 79).	<ul style="list-style-type: none"> To design and play a Hybrid Sport which is linked to the specialised movement skills within Striking and Fielding Games. 	<ul style="list-style-type: none"> Work in collaboration with others and display tolerance to support the creation of a hybrid sport. Combine rules and concepts of 2 or more sports in a hybrid game. Successfully apply strategies and skills to ensure I can play successful in our hybrid sport . 	ACPMPO99 ACPMPT101 ACPMPT106 ACPMPT107
	Provocation: <ul style="list-style-type: none"> Watch 'Fun with a hybrid game' (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Hybrid Sport (Pg. 46 – 47)			
	Share and Adjust Game/s: <ul style="list-style-type: none"> Have students explain, justify and demonstrate their learnings. 			
	Hybrid Sport (Pg. 46 – 47)			
	Session Reflection <ul style="list-style-type: none"> Provide your students with a copy of the Spirit of Cricket Self Reflection sheet found on page (Pg. 55). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

CREATE YOUR HYBRID SPORT

EXAMPLE QUESTIONS

- How can we create a hybrid sport that has a connection with cricket?
- Can we create a hybrid sport that involves plenty of movement?

INSTRUCTIONS

- Groups of 8
- Students work in collaboration to create a hybrid sport combining rules and concepts of 2 or more sports and demonstrate how movement strategies can be applied to be successful in this sport.

See video 'Having Fun with a Hybrid Game' (Pg. 14) to see how it works!



HYBRID GAME TEMPLATE

Name: _____

Date: _____

WHAT EQUIPMENT WILL WE NEED?

WHAT SKILLS WILL WE SEE IN THE GAME?

WHICH SPORTS IS THIS GAME CONNECTED TO?

HOW DO WE MAKE THIS GAME SAFE AND INCLUSIVE?

WHAT ARE THE RULES OF OUR GAME (1 RULE EACH)?

WHAT IS OUR SCORING SYSTEM?

Draw your own diagram of the field setup

YEAR 9 & 10 PROGRAM

BEYOND THE BOUNDARY

Nutrition – Research the best recovery foods to support your training program.

HEALTH & SKILL RELATED FITNESS COMPONENTS

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
3	‘Unofficial Start’ Activity Protect Your Cone – With Connection to Fielding (Pg. 83).	<ul style="list-style-type: none"> To gain a greater understanding of the fitness components and their connection to cricket. 	<ul style="list-style-type: none"> I have actively participated in 11 fitness component mini activities. I know the difference between health and skill related fitness components. I have a greater understanding of the most relevant fitness components that are connected to cricket. 	ACPMP102 ACPMP105 ACPMP107
	Provocation <ul style="list-style-type: none"> Play the Women’s Strength & Conditioning video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Circuit <ul style="list-style-type: none"> Select 5 – 6 Health & Skill Related Fitness Component Activities (Pg. 66) to create a circuit. 			
	Share and Adjust Game/s <ul style="list-style-type: none"> Discuss how each of the activities relates to cricket. 			
	Create Your Own Program <ul style="list-style-type: none"> Have students use the Health & Skill Related Fitness Component Activities (Pg. 66) to create their own program Check out the session planning guide here: https://bit.ly/36idWvv. 			
	Session Reflection <ul style="list-style-type: none"> Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 55). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YEAR 9 & 10 PROGRAM

BEYOND THE BOUNDARY

Hydration – Research the best form of hydration to maintain optimum levels when undertaking your program.

HEALTH & SKILL RELATED FITNESS COMPONENTS

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
4	'Unofficial Start' Activity Reaction Grid (Pg. 84).	<ul style="list-style-type: none"> To gain a greater understanding of the Fitness components and their connection to cricket. 	<ul style="list-style-type: none"> I have actively participated in 11 fitness component mini activities. I know the difference between health and skill related fitness components. I have a greater understanding of the most relevant fitness components that are connected to cricket. 	ACPMP102 ACPMP105 ACPMP107
	Provocation <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Circuit <ul style="list-style-type: none"> Select 5 – 6 Health & Skill Related Fitness Component Activities (Pg. 66) to create a circuit. 			
	Share and Adjust Game/s <ul style="list-style-type: none"> Discuss how each of the activities relates to cricket 			
	Create Your Own Program <ul style="list-style-type: none"> Have students use the Health & Skill Related Fitness Component Activities (Pg. 66) to create their own program Check out the session planning guide here: https://bit.ly/36idWvv. 			
	Session Reflection <ul style="list-style-type: none"> Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 55). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YEAR 9 & 10 PROGRAM

BEYOND THE BOUNDARY

Recovery – Research the best form of recovery in elite sport.

WORKING THROUGH THE TRAINING PROGRAM

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
5	'Unofficial Start' Activity Fielding End Zone (Pg. 89).	<ul style="list-style-type: none"> To design a training program that applies various health and skill related fitness components that will enhance cricket performance. 	<ul style="list-style-type: none"> Apply knowledge of fitness components to design a specific training program to increase cricket performance. 	ACPM102 ACPM105
	Provocation <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Circuit <ul style="list-style-type: none"> Have your students use the template 'Your Training Program Map and Plan' (Pg. 52) to design their own training program in groups of 2 – 4. 			
	Session Reflection <ul style="list-style-type: none"> Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 55). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YEAR 9 & 10 PROGRAM

BEYOND THE BOUNDARY

Injury Prevention – Research ways to prevent injury, such as activation/ mobility activities cool downs and stretching.

WORKING THROUGH THE TRAINING PROGRAM

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
6	'Unofficial Start' Activity Fielding End Zone (Pg. 89).	<ul style="list-style-type: none"> To design a training program that applies various health and skill related fitness components that will enhance cricket performance. 	<ul style="list-style-type: none"> Apply knowledge of fitness components to design a specific training program to increase cricket performance. 	ACPMP102 ACPMP105
	Provocation <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Circuit <ul style="list-style-type: none"> Have your students use the template 'Your Training Program Map and Plan' (Pg. 52) to design their own training program in groups of 2 – 4. 			
	Session Reflection <ul style="list-style-type: none"> Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 55). 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YOUR TRAINING PROGRAM MAP AND PLAN

Names: _____ Time: _____

Focus: _____

Equipment: _____



Learning intention	Success criteria
Unofficial start (select 1 – 2)	Skill development activity
Games	Equipment required

PLEASE CIRCLE YOUR OWN SCORE BELOW.

Program Self Evaluation	Keep it up	At level	Smashing it
Program planning and organisation	1	2	3
Maximum player involvement	1	2	3
Player enjoyment	1	2	3
Achievement of session objectives	1	2	3
Overall rating	1	2	3

YEAR 9 & 10 PROGRAM

BEYOND THE BOUNDARY

Strength & Conditioning – Research how elite strength and conditioning has changed over time.

EXPERIENCE OWN CRICKET TRAINING PROGRAM WEEK 1

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
7	'Unofficial Start' Activity Structure Smash (Pg. 85).	<ul style="list-style-type: none"> To experience own training program that demonstrates understanding of various health and skill related fitness components that will enhance cricket performance. 	<ul style="list-style-type: none"> Apply knowledge of fitness components to design a specific training program to increase cricket performance. 	ACPMP102 ACPMP105
	Provocation <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Experience Own Cricket Training Program <ul style="list-style-type: none"> Using cricket training program designed in the previous session have your students work their way through this. 			
	Session Reflection <ul style="list-style-type: none"> Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 55) Having experienced their program would they adjust or change anything? 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

YEAR 9 & 10 PROGRAM

BEYOND THE BOUNDARY

Motivation – Experiment with different types of stimuli to support increasing motivation and performance.

WORKING THROUGH THE TRAINING PROGRAM

Session	Activities	Learning Intention	I CAN...	AUS Curriculum
8	‘Unofficial Start’ Activity Head, Shoulders, Knees & Cones (Pg. 79)	<ul style="list-style-type: none"> To design a training program that applies various health and skill related fitness components that will enhance cricket performance. 	<ul style="list-style-type: none"> Apply knowledge of fitness components to design a specific training program to increase cricket performance. 	ACPMP102 ACPMP105
	Provocation <ul style="list-style-type: none"> Select a video (Pg. 14) to kick off the conversation. 			
	Unpack the Lesson: <ul style="list-style-type: none"> Set the Learning Intention Success metric. 			
	Design a Training Program <ul style="list-style-type: none"> Have your students use the template ‘Your Training Program Map and Plan’ (Pg. 52) to re-design their training program in groups of 2 – 4 based on learnings from the last session. Next have them complete this program. 			
	Session Reflection <ul style="list-style-type: none"> Provide your students with a copy of the Spirit of Cricket Self Reflection sheet (Pg. 55) What adjustments did you make to your program, and why? Did your adjustments achieve the outcome you wanted? 			

TIP Ensure students are providing constructive feedback to each other throughout the session.

SELF-REFLECTION: SPIRIT OF CRICKET SCORE SHEET

Name: _____

Date: _____

Please complete this self reflection based on your participation in the session today by completing the table below.

	Keep it up	Almost there	At Level	Next Level	Smashing It!
1. RESPECT YOURSELF I participated to my maximum potential during the game.	1	2	3	4	5
2. RESPECT YOUR TEAMMATES I was helpful supportive and respectful to my teammates.	1	2	3	4	5
3. RESPECT DIVERSITY AND INCLUSION I worked well with everyone in the team.	1	2	3	4	5
4. RESPECT THE GAME, ALL PLAYERS AND THE TEACHERS I respected the game and teachers.	1	2	3	4	5
Total score					

Additional reflection comments

BUILD YOUR OWN YEAR 9 & 10 PROGRAM

Session	Description	AUS Curriculum	Physical Literacy Coaching	Coaching Tips
1				
2				
3				
4				
5				
6				
7				
8				

Use any of the provided activities and games to build out your own program. Check out our additional activities (Pg. 87) for more options.

YEAR 9 & 10

ASSESSMENT RUBRIC (PG. 1 OF 2)

Name: _____

Australian Curriculum Focus Areas	Goal	Level 1 All should be able to achieve this level	Level 2 Most should be able to achieve this level	Level 3 Some should be able to achieve this level	Total
Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations. ACMP099	A demonstrated ability to absorb feedback, work positively with others and revise/adjust rules/equipment to improve the small-sided game.	When prompted, students can follow the spirit of the game goals in order to be rewarded with a positive impact of achievement through participation.	Students can independently pursue the spirit of the game goals to be rewarded by engagement with a positive impact on achievement.	Students can coach others to pursue the spirit of the goals of the game to be rewarded with positive results on all occasions by taking part.	
Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment. ACMP101	To design a training program that applies various health and skill related fitness components that will enhance cricket performance.	With assistance, students can design a training program that applies various health and skill related fitness components that will enhance cricket performance.	Students can independently, design a training program that applies various health and skill related fitness components that will enhance cricket performance.	Students can support others to design a training program that applies various health and skill related fitness components that will enhance cricket performance.	
Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels. ACMP102	To design and play small-sided games which are linked to the specialised movement skills within Striking and Fielding Games.	When prompted, students are involved in the design phase and shows low activity output in the play phase during small-sided games on most occasions.	Students independently design and play their small-sided games.	Students can act as a coach in the design phase of small-sided games and positively contributes to the experience of others.	

YEAR 9 & 10

ASSESSMENT RUBRIC (PG. 2 OF 2)

Name: _____

Australian Curriculum Focus Areas	Goal	Level 1 All should be able to achieve this level	Level 2 Most should be able to achieve this level	Level 3 Some should be able to achieve this level	Total
Analyse the impact of effort, space, time, objects and people, when composing and performing movement sequences ACPMP103	To use strategies that allow the body to absorb force when catching a ball in small-sided games and partner activities.	When prompted, students use strategies that allow the body to absorb force when catching a ball in small-sided games and partner activities.	Students independently use strategies that allow the body to absorb force when catching a ball in small-sided games and partner activities.	Students guide others to use strategies that allow the body to absorb force when catching a ball in small-sided games and partner activities.	
Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. ACPMP105	To devise a fair and inclusive small-sided game which is safe and fun.	When prompted, students have some input to group decisions in order to devise a fair and inclusive small-sided game experience.	Students independently offer input to group decisions in order to devise a fair and inclusive small-sided game experience.	Students help lead group decisions by ensuring all members feel they are having input when designing a fair and inclusive small-sided game experience.	
Transfer understanding from previous movement experiences to create solutions to movement challenges. ACPMP106	To gain a greater understanding of the fitness components and their connection to cricket.	With assistance, students demonstrate some understanding of fitness components relating to cricket and seek clarification for understanding.	Students independently apply their knowledge of fitness components to cricket on most occasions.	Students can support others by sharing their expertise with other students and helping them can a greater understanding of the fitness components relating to cricket.	
Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities. ACPMP107	To honestly and accurately self evaluate participation in the lesson based on The Spirit of Cricket.	Through peer/teacher guidance students can evaluate their participation effectiveness throughout the lesson.	Students independently evaluate their own involvement in the lesson.	Students can support others to evaluate their own involvement in the lesson.	

BUILD YOUR OWN YEAR 9 & 10 ASSESSMENT RUBRIC

Name: _____

Australian Curriculum Focus Areas	Goal	Level 1 All should be able to achieve this level	Level 2 Most should be able to achieve this level	Level 3 Some should be able to achieve this level	Total

ACTIVITIES & GAMES

SMALL-SIDED GAMES



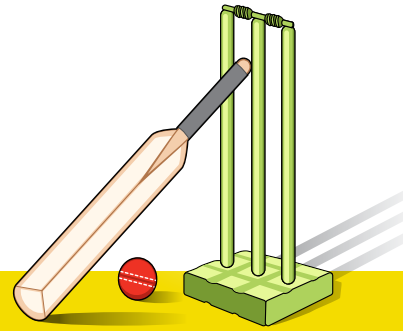
ANYWHERE CRICKET

INSTRUCTIONS

- ☐ Group students in groups of 6 – 8. In each group divide students into pairs. Or have 2 teams.
- ☐ Pair 1 – bat for 12 deliveries (2 overs).
- ☐ Pair 2 – one bowls and one wicket keeps. Roles swap after 6 deliveries.
- ☐ Pair 3 – 4 – field the ball.
- ☐ After 12 deliveries the pairs rotate roles.
- ☐ Aside from the rotation rule, students create their own rules and scoring system.

EXAMPLE QUESTIONS

- ☐ How can you create rules to support inclusion?
- ☐ What creative scoring systems can you have
e.g. in between the trees = 10 bonus runs?
- ☐ What is the best piece of equipment to strike with?
- ☐ What do you do with the bat after you strike the ball?
- ☐ How can you use the surface as a bowler to make it more challenging for the striker?
- ☐ How do you bowl accurately?
- ☐ Where is the best spot to position yourself in the field? Why?



EQUIPMENT

1x bat & ball per pair or group. Some cones or a rope to map out the playing circle.
2x sets of stumps if you've got them.

COACHING

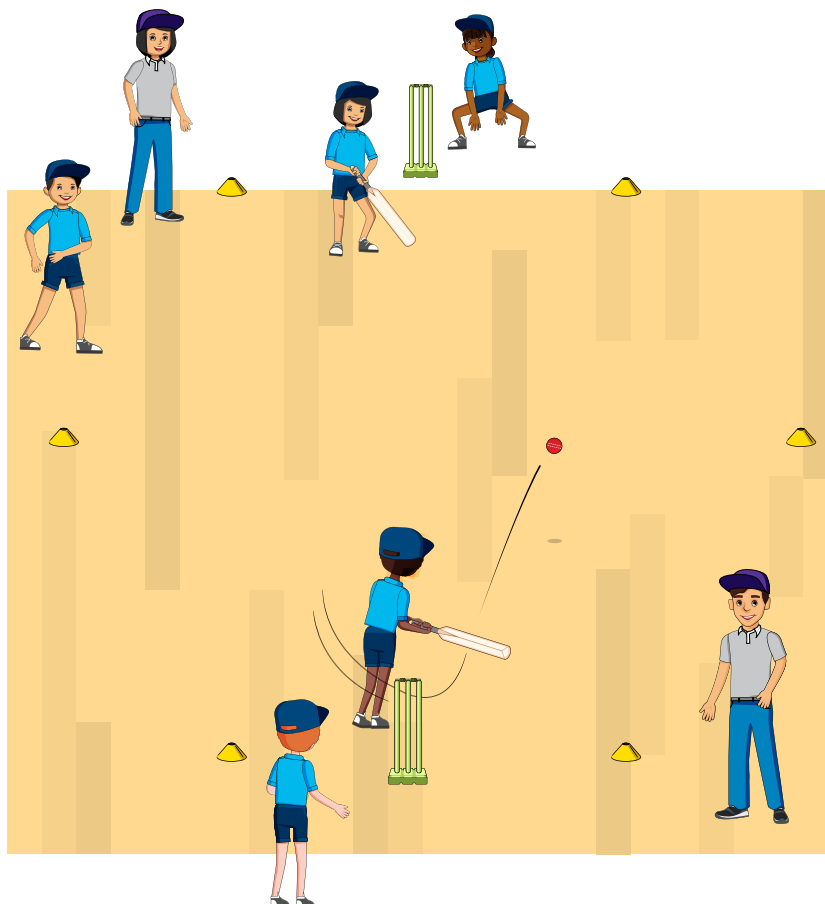
Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Bowling – Pg. 20 & 21
- ☐ Fielding – Pg. 24

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!



Ensure fielders are a safe distance away from batters



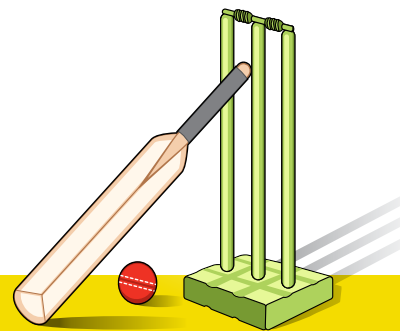
STAYING IN

INSTRUCTIONS

- ☐ Group students in groups of 6 – 8. In each group divide students into pairs. Or have 2 teams.
- ☐ Pair 1 – bat for 12 deliveries (2 overs).
- ☐ Pair 2 – one bowls and one wicket keeps. Roles swap after 6 deliveries.
- ☐ Pair 3 – 4 – field the ball.
- ☐ After 12 deliveries the pairs rotate roles.
- ☐ Each time a batting pair strike the ball and it stops inside the circle they receive 10 bonus runs.

EXAMPLE QUESTIONS

- ☐ How can you strike the ball to get it to stay within the rope circle or designated coned area?
- ☐ How to you strike the ball so you don't get caught out?
- ☐ How patient do you need to be when waiting for the ball to strike to gaps?
- ☐ What is the best area to bowl or pitch the ball at to get a batter out?
- ☐ What position as a fielder do we need to be in to respond as quickly as possible? What cues is the batter giving?
- ☐ How do you best position yourself to catch the ball in the field?
- ☐ What type of throw do you make when in close range to wickets or bases?
- ☐ How do you move your body to throw for accuracy or distance?



EQUIPMENT

1x bat & ball per pair or group. Some cones or a rope to map out the playing circle.
2x sets of stumps if you've got them.

COACHING

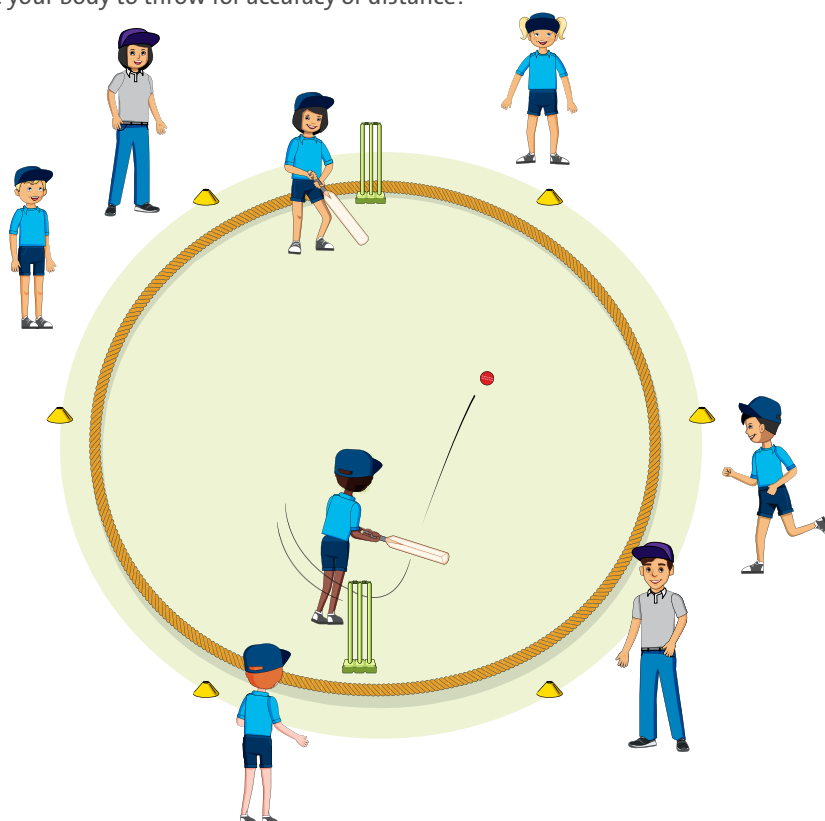
Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Bowling – Pg. 20 & 21
- ☐ Fielding – Pg. 24

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!



Ensure fielders are a safe distance away from batters



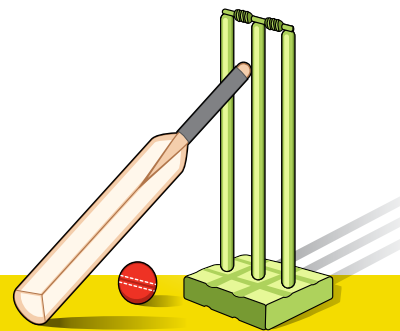
STRIKING TO CAPS

INSTRUCTIONS

- ☐ Group students in groups of 6 – 8. In each group divide students into pairs. Or have 2 teams.
- ☐ Pair 1 – bat for 12 deliveries (2 overs).
- ☐ Pair 2 – one bowls and one wicket keeps. Roles swap after 6 deliveries.
- ☐ Pair 3 – 4 – field the ball.
- ☐ After 12 deliveries the pairs rotate roles.
- ☐ Students create their own scoring system and rules outside of the pair rotations.

EXAMPLE QUESTIONS

- ☐ When do you strike the ball along the ground?
- ☐ When do you strike the ball in the air?
- ☐ What is the best area to bowl or pitch the ball at?
- ☐ Where is the best position to be in when playing the role of a wicket-keeper? Why?
- ☐ What do you need to do to apply pressure to the batting pair when fielding?
- ☐ How do you best communicate with your teammates when running between wickets?
- ☐ What type of throw do you make when in close range to wickets?
- ☐ Which end is best to throw at to restrict the batters from scoring more runs?



EQUIPMENT

1x bat & ball per pair or group. Some cones or a rope to map out the playing circle.
2x sets of stumps if you've got them.

COACHING

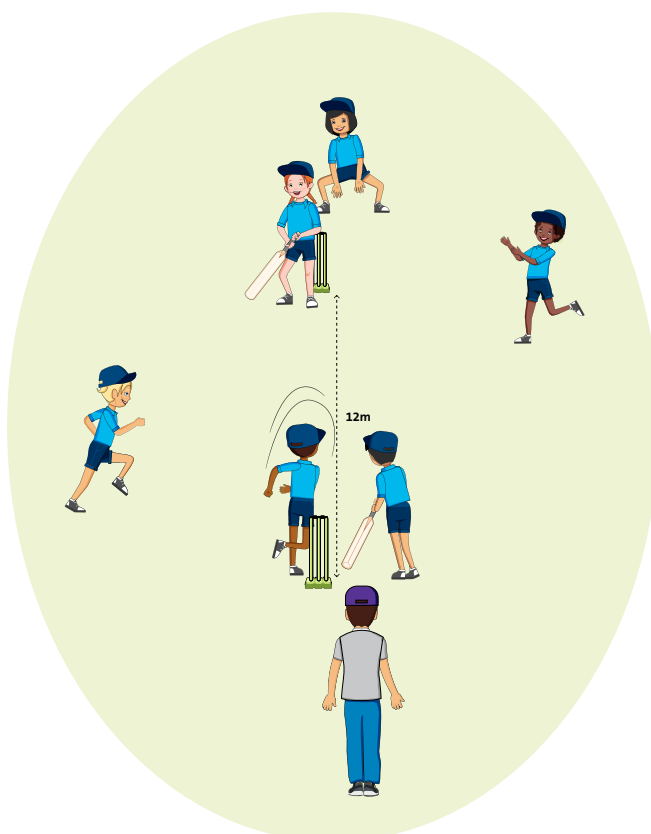
Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Bowling – Pg. 20 & 21
- ☐ Fielding – Pg. 24

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!



Ensure fielders are a safe distance away from batters



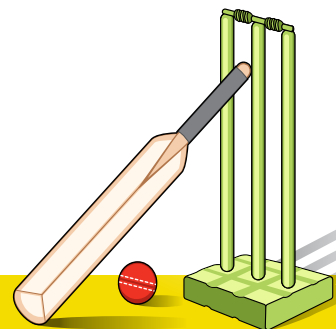
ATTACKING THE GAME

INSTRUCTIONS

- ☐ Group students in groups of 6 – 8. In each group divide students into pairs. Or have 2 teams.
- ☐ Pair 1 – bat for 12 deliveries (2 overs).
- ☐ Pair 2 – one bowls and one wicket keeps. Roles swap after 6 deliveries.
- ☐ Pair 3 – 4 – field the ball.
- ☐ After 12 deliveries the pairs rotate roles.

EXAMPLE QUESTIONS

- ☐ How do you adjust your positioning to provide you more room to swing at the ball?
- ☐ Is it all about timing or power?
- ☐ How do you transfer your weight when striking the ball?
- ☐ Considering scoring zones and gaps, what areas of the ground can you score most in?
- ☐ When do you go for 1 run, 2 runs, 10 runs etc. in your game?
- ☐ Why is energy in the field important?



EQUIPMENT

1x bat and 1x ball per pair or group.
Some cones or a rope to map out the playing area.

COACHING

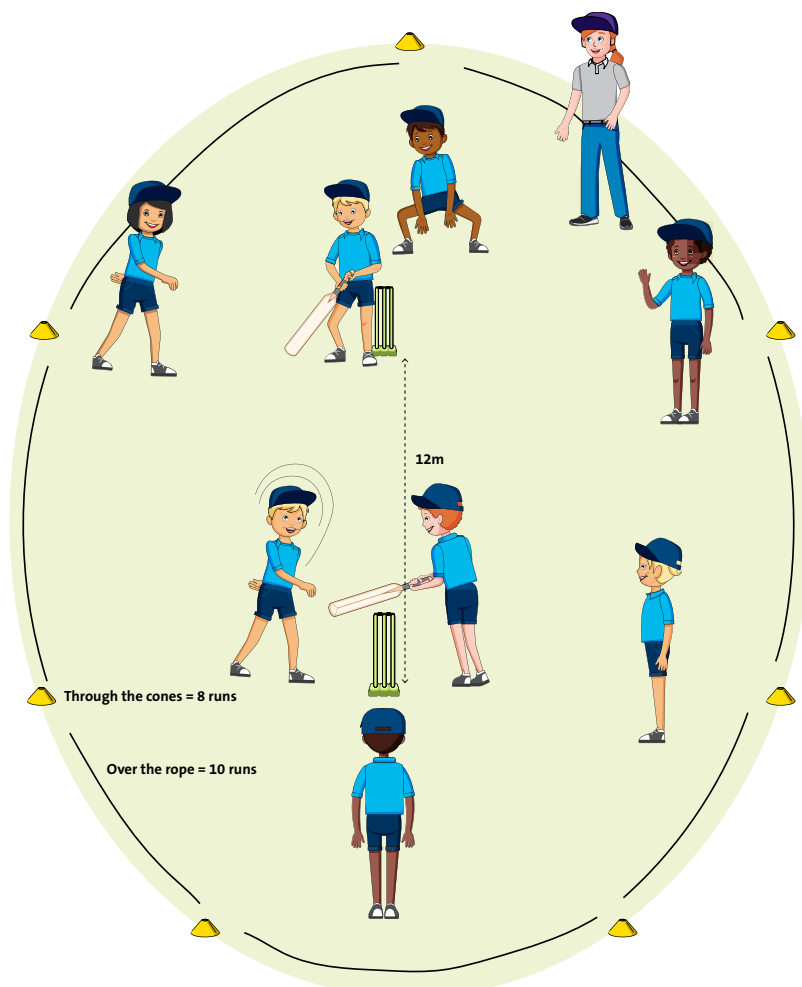
Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Bowling – Pg. 20 & 21
- ☐ Fielding – Pg. 24

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!



Ensure fielders are a safe distance away from batters



HEALTH & SKILL RELATED FITNESS COMPONENT ACTIVITIES



⇒ AGILITY

AGILITY TO CATCH

Ability to rapidly change direction whilst maintaining speed and power.

INSTRUCTIONS

- ☐ Students are in pairs.
- ☐ One student completes the agility test around all the cones and then catches a ball tossed high in the air by their partner.
- ☐ Pairs record their time and then swap roles.

EXAMPLE QUESTIONS

- ☐ How does agility have a positive impact on cricket performance?

EQUIPMENT

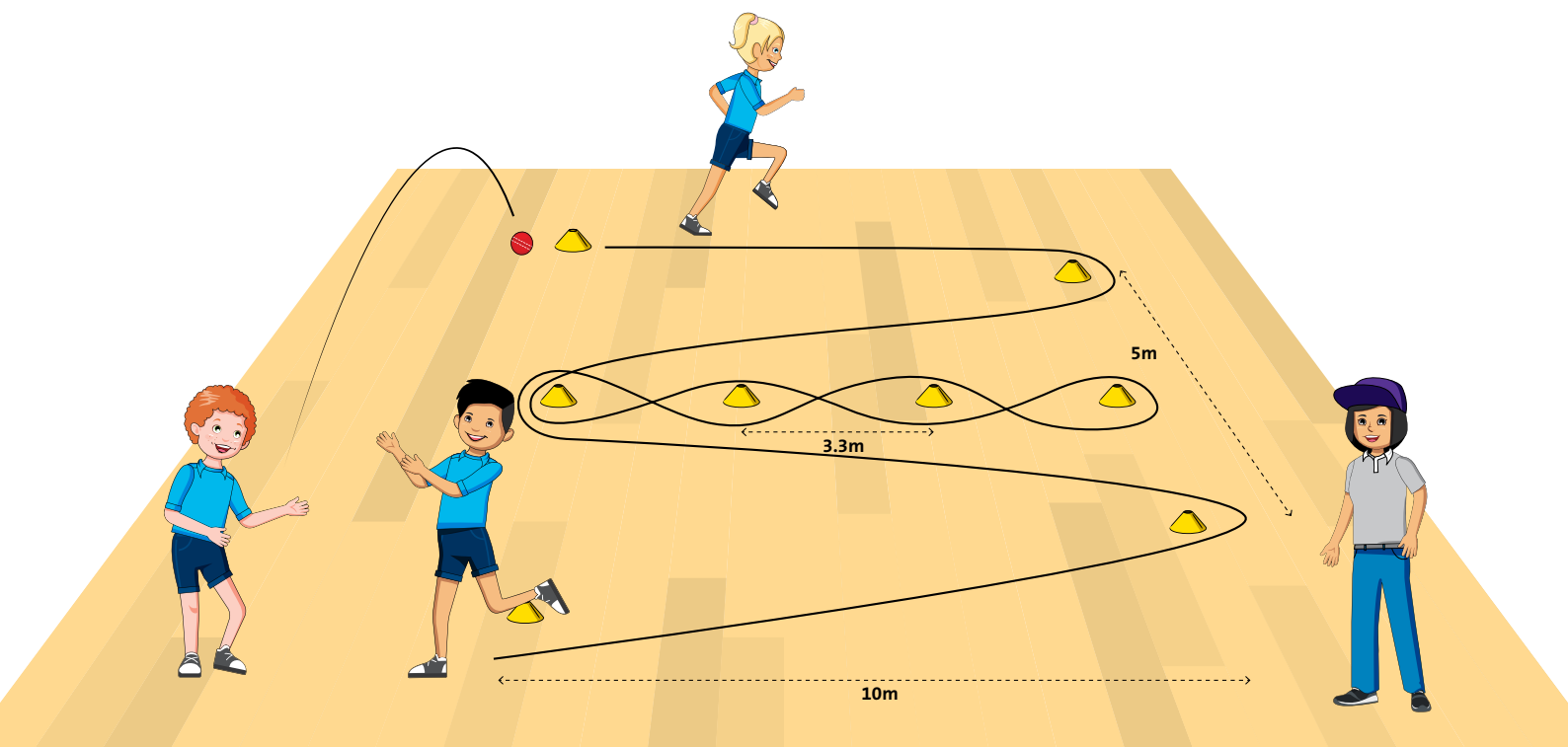
8x cones, 1x ball and a stop watch per pair.

COACHING

Checkout these pages for coaching tips:

- ☐ Throwing – Pg. 22
- ☐ Catching – Pg. 23

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





REACTION TIME

CLASSIC CATCHES

Ability to rapidly respond to a stimuli.

INSTRUCTIONS

Many catches in cricket require stretching, reaching and diving, and this activity is a great way to develop these skills.

- ☐ Students are in pairs. One is a thrower and one is a catcher.
- ☐ The thrower, throws the ball to make the catcher stretch, reach or dive (floor mats required) to catch the ball.
- ☐ Partners swap roles after each effort.

EXAMPLE QUESTIONS

- ☐ How does your reaction time help you to take a classic catch?



EQUIPMENT

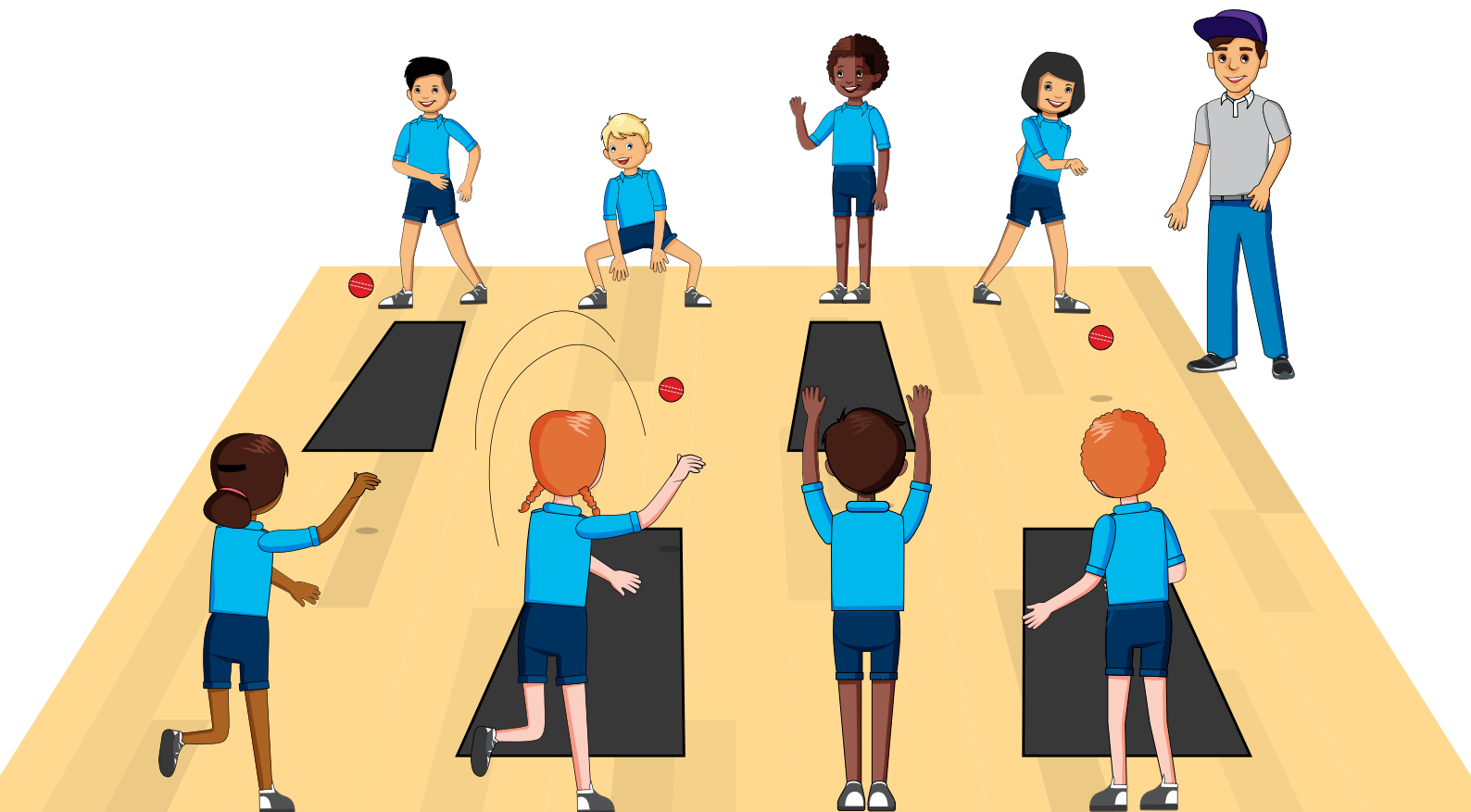
1x ball and a floor mat per pair.

COACHING

Checkout these pages for coaching tips:

- ☐ Throwing – Pg. 22
- ☐ Catching – Pg. 23

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





SPEED

RUNNING A SINGLE

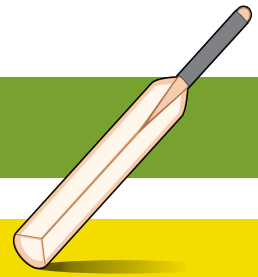
Ability to cover distance quickly.

INSTRUCTIONS

- ☐ Set up two cones 20m apart – a similar distance to a cricket pitch length.
- ☐ Students run the length of between the cones as fast as possible.
- ☐ Time each student.
- ☐ Students run a second time with a cricket bat. Compare the two times.

EXAMPLE QUESTIONS

- ☐ How quick can you run 20m without any equipment?
- ☐ How quick can you run 20m with a cricket bat?

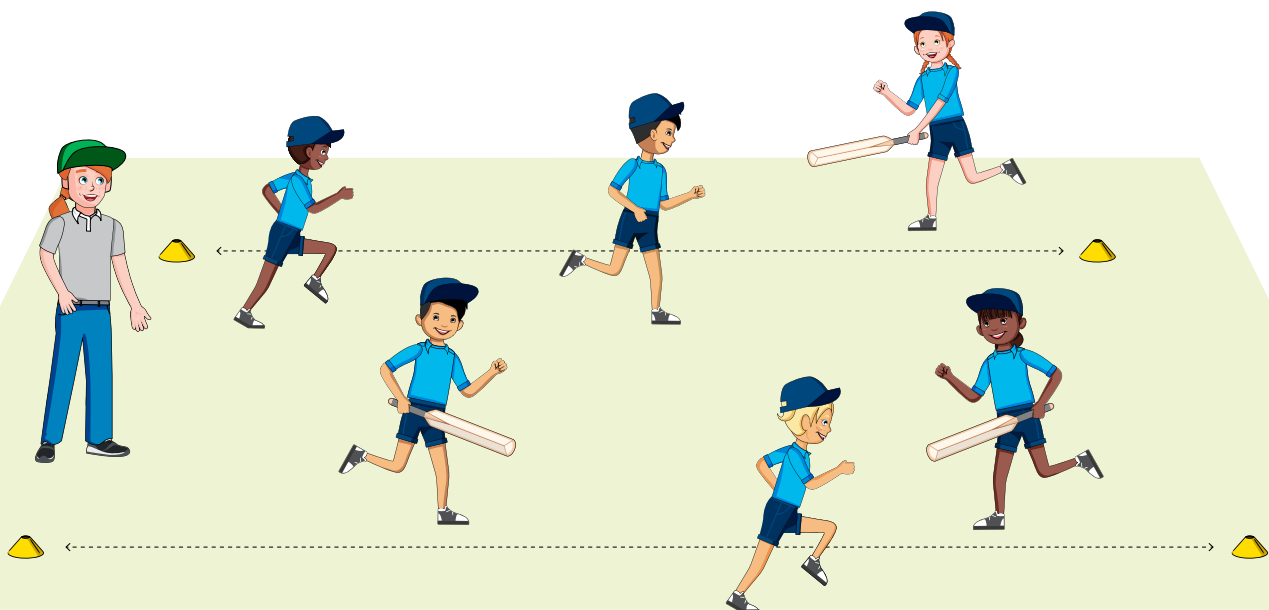


EQUIPMENT

1x bat per student, 2x cones and a stop watch.

COACHING

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





POWER

POWER HITTING

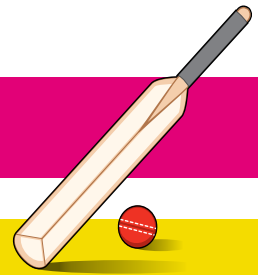
Ability to use a combination of speed and power in movements.

INSTRUCTIONS

- ☐ Students are in pairs.
- ☐ One is the batter, one underarms the ball.
- ☐ The student delivers the ball to the batter.
- ☐ Batters move to hit the ball according to the deliveries line and length (i.e. short – take a step forward etc.)
- ☐ Batters hit the ball as far as possible.
- ☐ Place cones at varied distances from the batter so they can track their hit.
- ☐ Batter retrieves the ball, while deliverer gets ready to bat.

EXAMPLE QUESTIONS

- ☐ How far can you hit?
- ☐ What other activities can help support your power hitting?



EQUIPMENT

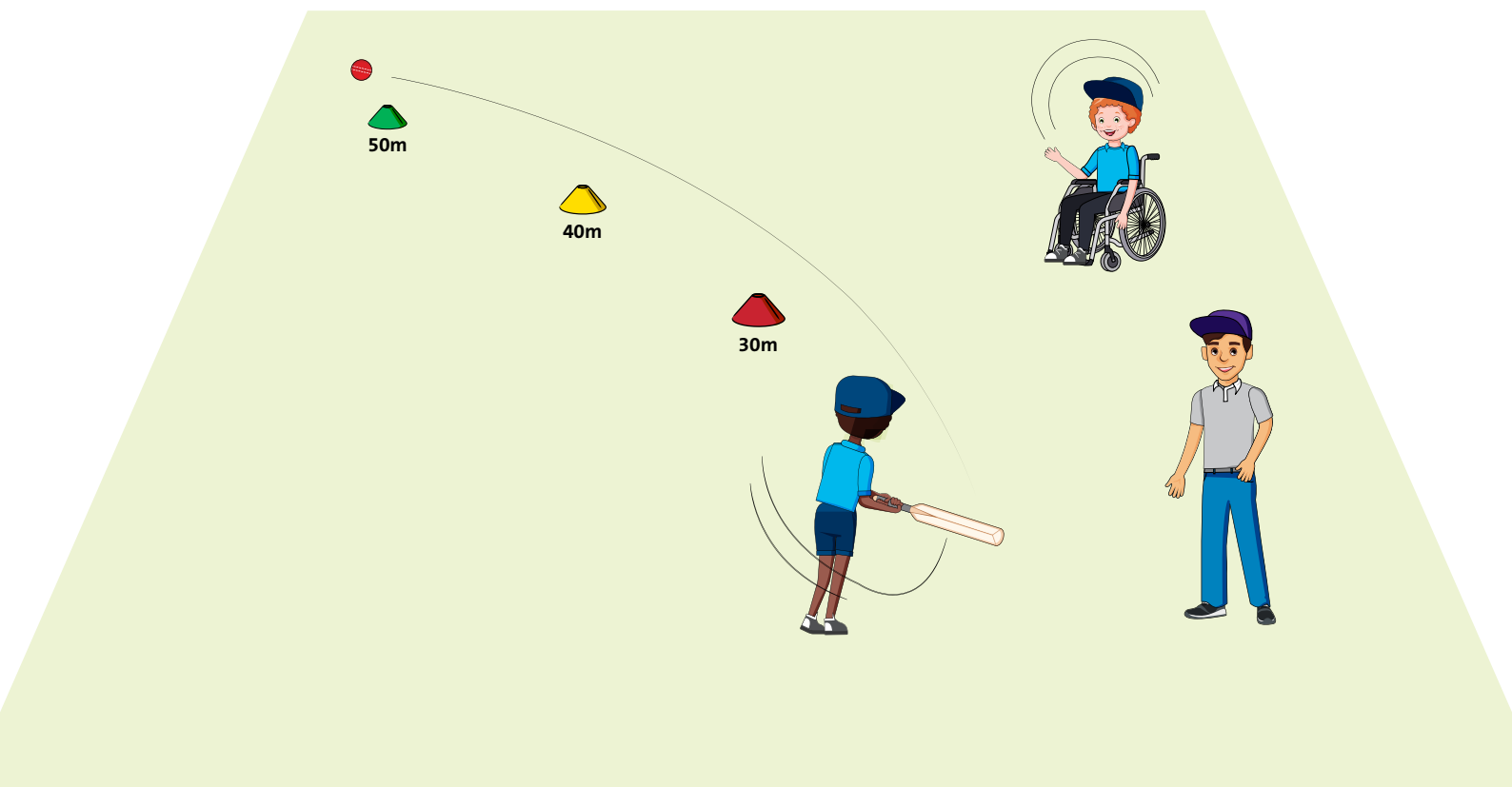
1x bat, 3x cones and 1x ball per pair.

COACHING

Checkout these pages for coaching tips:

- ☐ Throwing – Pg. 22
- ☐ Catching – Pg. 23

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





BALANCE

STORK BALANCE WITH CATCH

Ability to stay in control of body position in both static and dynamic instances.

INSTRUCTIONS

The stork balance requires the person to stand on one leg for as long as possible.

- ☐ Students are in pairs. One pair times their partner whilst performing the stork balance for as long as possible.
- ☐ At 15 second intervals, the timing partner underarms a ball for their partner to catch without losing their balance.
- ☐ Students swap roles after the partner in stork pose loses their balance.

EXAMPLE QUESTIONS

- ☐ How well can you balance on your left and right sides?
- ☐ How was your balance when you caught the ball?

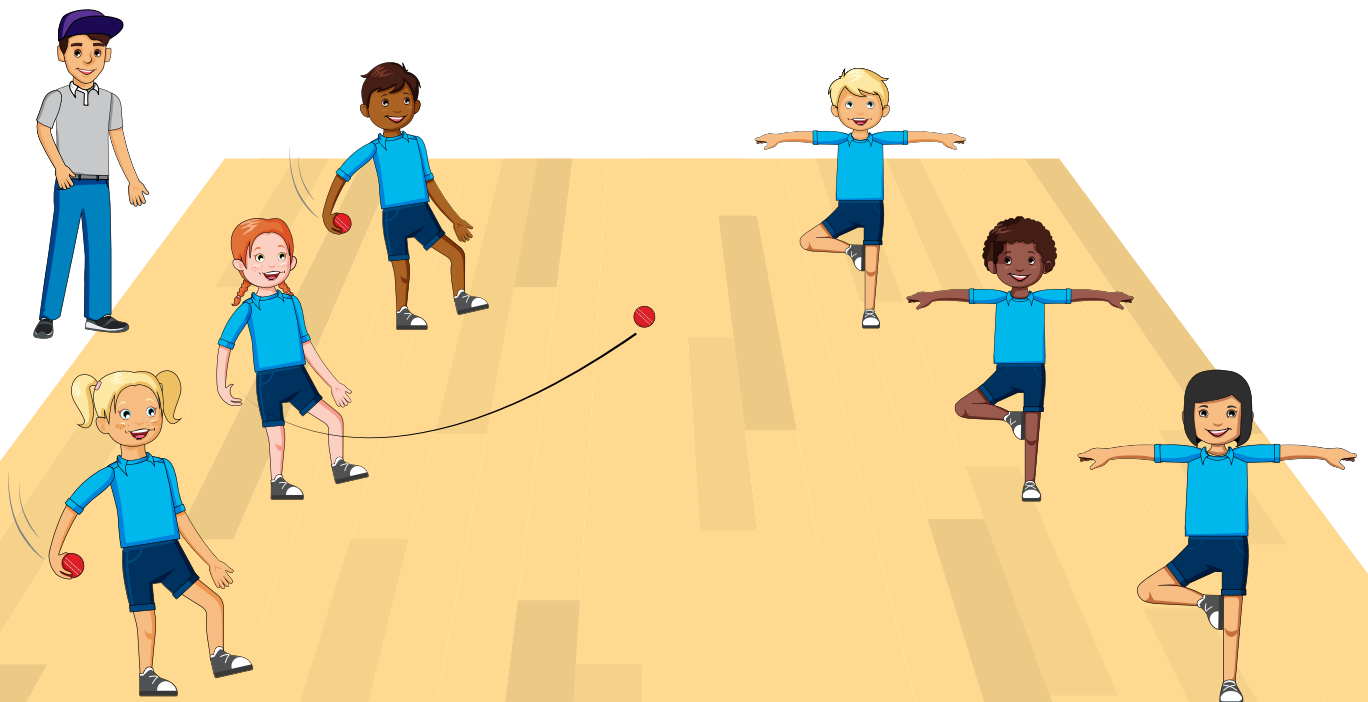


EQUIPMENT

1x ball per pair and a stop watch.

COACHING

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





COORDINATION

ALTERNATE HAND WALL-TOSS

Ability to move multiple body parts efficiently and with control.

INSTRUCTIONS

The Alternate Hand Wall-Toss Test is a test of hand-eye coordination.

- ☐ Place a cone 2m from the wall.
- ☐ Students stand next to the cone facing the wall.
- ☐ Students underarm the ball at the wall with one hand, and catch it with the other hand.
- ☐ Students underarm the ball at the wall with the first hand, and repeat.
- ☐ The test continues for a chosen number of attempts or set period of time.

EXAMPLE QUESTIONS

- ☐ How many successful catches can you make across the 30 seconds?



EQUIPMENT

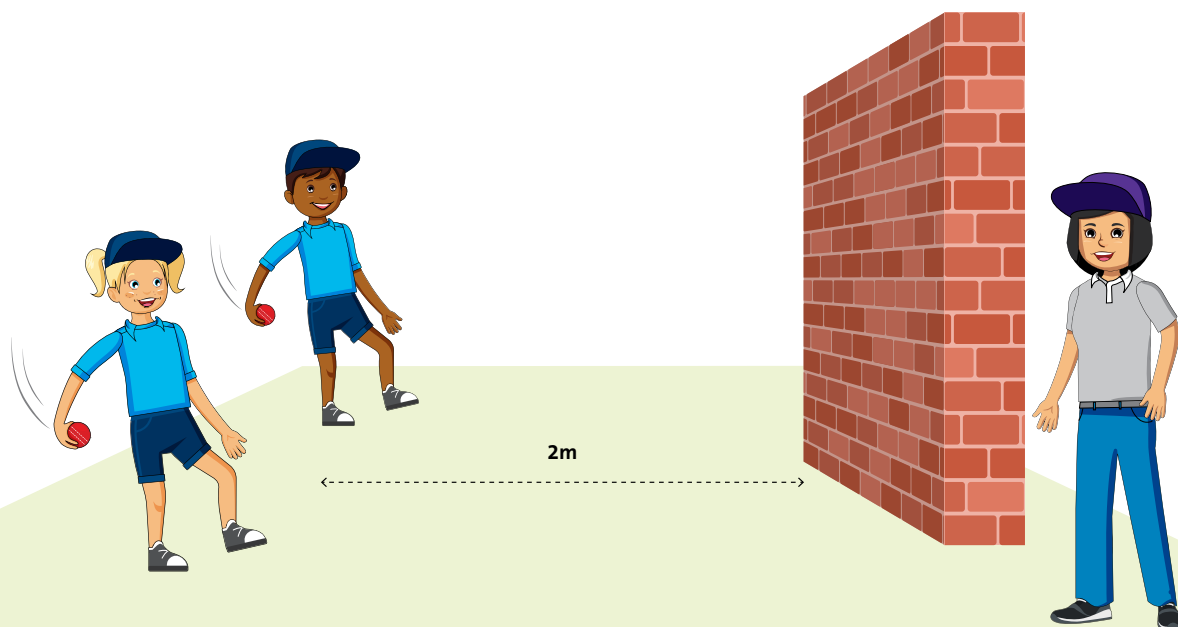
1x cone and ball per student and a wall.

COACHING

Checkout these pages for coaching tips:

- ☐ Throwing – Pg. 22
- ☐ Catching – Pg. 23

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





FLEXIBILITY

SIT AND REACH TEST

The ability to move muscles and joints through their full range of motion.

INSTRUCTIONS

The sit and reach test is a common **flexibility test**. It measures the **flexibility** of the lower back and hamstrings.

- ☐ Lay a ruler extended on the top of a first step.
- ☐ Students place their feet against the wall of the step underneath the ruler.
- ☐ Students stretch forward towards their toes as far as they can and use the ruler to measure the how far forward they can stretch.

EXAMPLE QUESTIONS

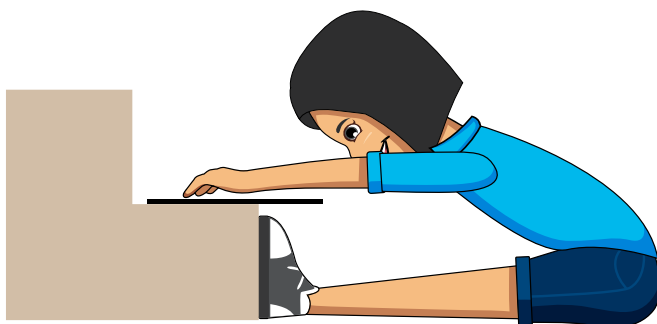
- ☐ How does flexibility provide support towards playing a game of cricket?
- ☐ After your sit and reach effort, can you create your own flexibility stretch that has a connection to Cricket?

EQUIPMENT

1x ruler per student and a step.

COACHING

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





MUSCULAR STRENGTH

REBOUND THROW

Ability for a muscle to produce the largest amount of force in one maximal effort.

Muscular strength is a vital fitness component for cricket players of all levels.

It is the maximum amount of force a muscle can produce in one muscle contraction. This activity is all about measuring strength!

INSTRUCTIONS

- ☐ Each student has a ball. With a run up students throw the ball at the wall on the full, attempting to rebound the ball off the wall and land as far away from the wall (on the full) as possible.
- ☐ Students have a throw to try and achieve the maximum distance.
- ☐ Set up cones at varying distances to help you measure the distance of the ball.

EXAMPLE QUESTIONS

- ☐ How far can you rebound the ball off the wall in one repetition?



EQUIPMENT

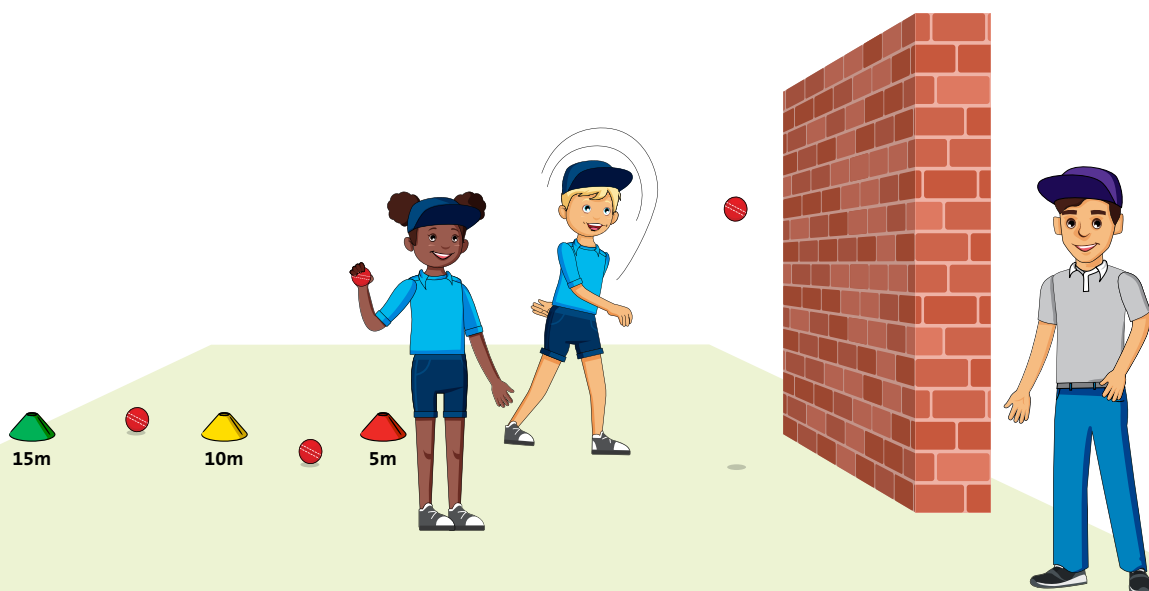
1x ball per student, 6x cones and a wall.

COACHING

Checkout these pages for coaching tips:

- ☐ Throwing – Pg. 22

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





MUSCULAR ENDURANCE

WALL SIT CATCHING

Ability of muscles to withstand repeated contractions for a sustained period of time.

INSTRUCTIONS

- ☐ Students are in pairs.
- ☐ Both students place their back against a wall facing each other in a seated position with their legs at a 90 degree angle.
- ☐ Students pass a ball back and forth to one another until one of the pair is no longer able to hold the position.
- ☐ Students try to get as many catches as possible.

EXAMPLE QUESTIONS

- ☐ How long can you wall sit and catch for, before losing your form?



EQUIPMENT

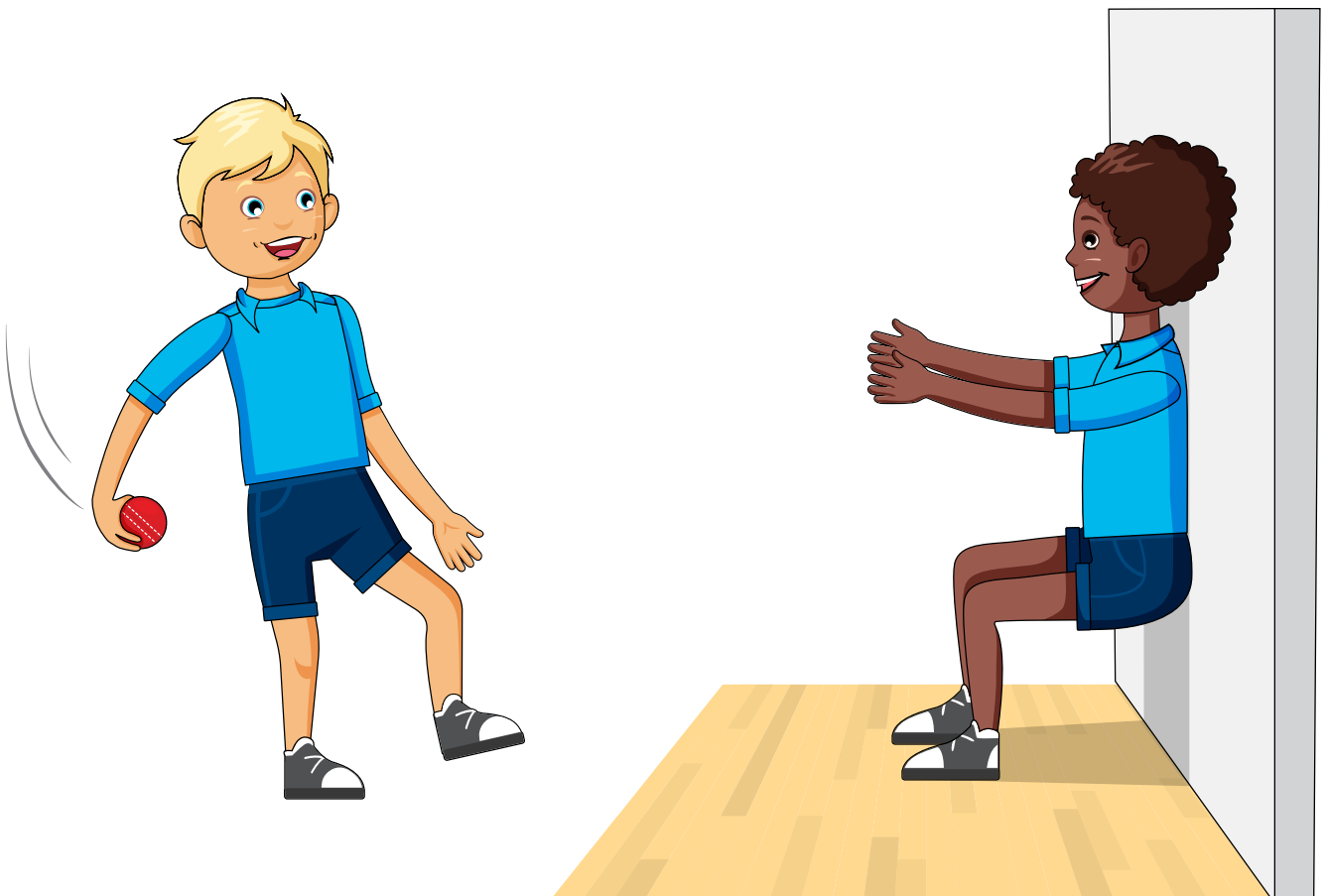
1x ball per pair, and a wall.

COACHING

Checkout these pages for coaching tips:

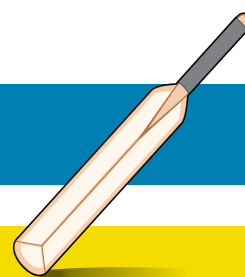
- ☐ Throwing – Pg. 22

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





CARDIOVASCULAR ENDURANCE



RUNNING BETWEEN WICKETS

Ability of your body to deliver oxygen to muscles at work during exercise.

INSTRUCTIONS

- ☐ Set up two cones 20m apart – a similar distance to a cricket pitch length.
- ☐ Students run the length between the cones with a bat as fast as possible.
- ☐ Have students run as many lengths as possible without stopping.

EXAMPLE QUESTIONS

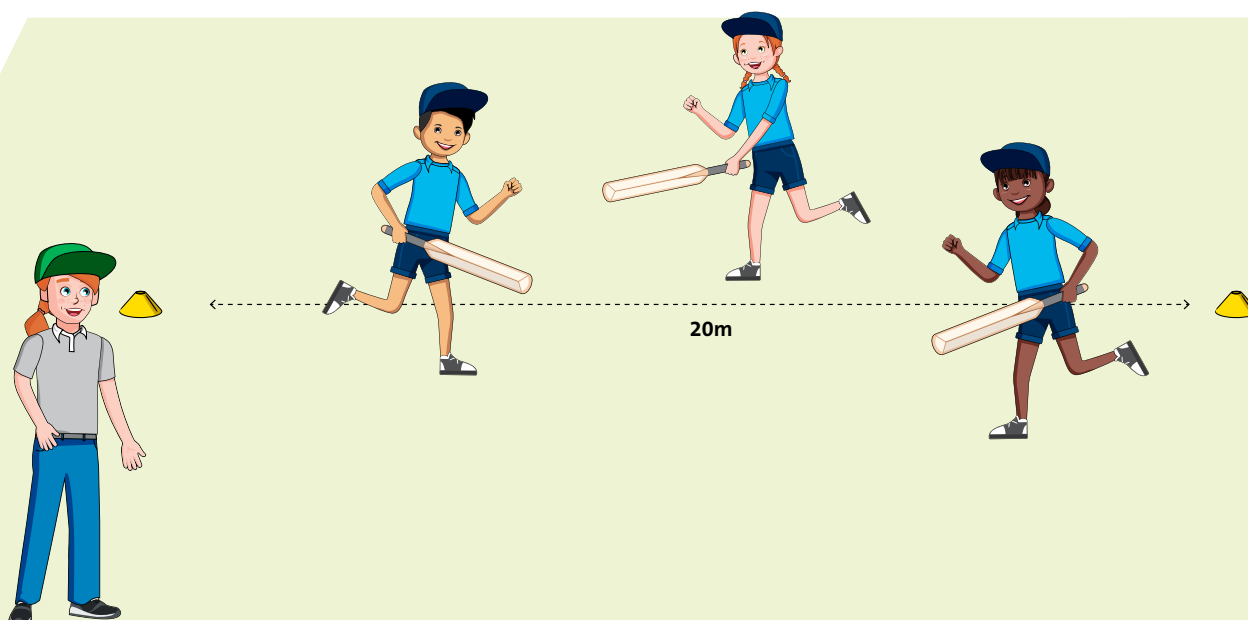
- ☐ How many runs can you achieve without stopping?

EQUIPMENT

1x bat per student, and 2x cones.

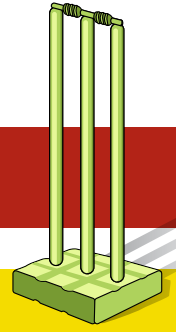
COACHING

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!





BODY COMPOSITION



BODY COMPOSITION TASK

Ratio of lean muscle to stored fat in your body.

EQUIPMENT

1x scorcher ball or medicine ball,
1x cricket stump, 1x floor mat (optional).

INSTRUCTIONS

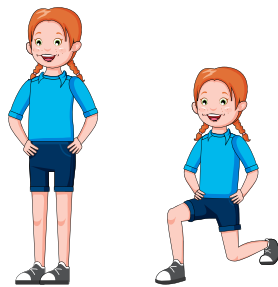
- From the tasks depicted on this card challenge your students to complete as many repetitions of each task as possible. Start with four and move up.

COACHING

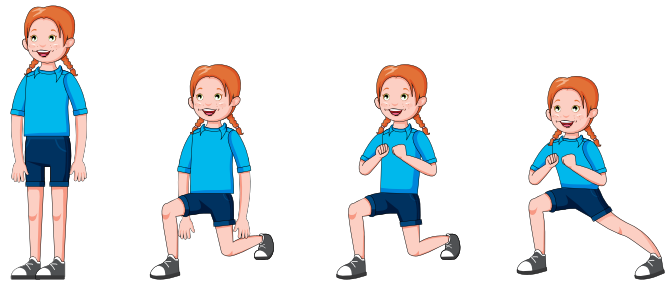
Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!

EXAMPLE QUESTIONS

- What rest period will you have in between the same areas of your body before doing the same or similar exercise?
- How many sets of your 4 – 12 repetitions can you complete?



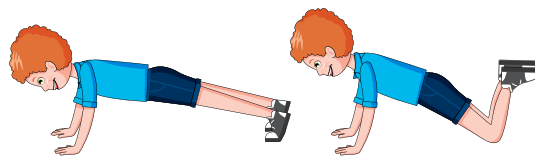
Lunges



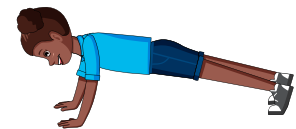
Lunge variations



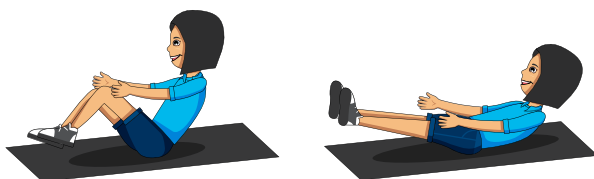
Overhead scorcher ball lunge



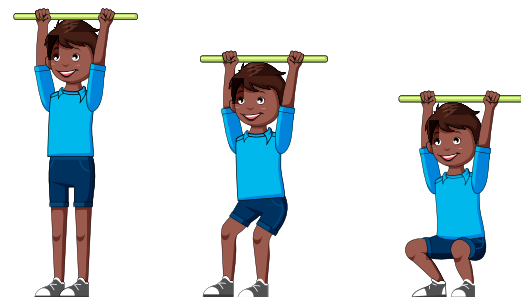
Push up (Traditional and/or Modified)



Plank



V sits



Squat exercise with an overhead press of a cricket stump

YEAR 9 & 10 UNOFFICIAL STARTS



HEADS, SHOULDERS, KNEES, TOES, CONES

INSTRUCTIONS

- ☐ Students are in pairs.
- ☐ Pairs stand opposite one another with a cone evenly placed between them.
- ☐ Give the following commands:
 - Heads (students place hands on their head).
 - Shoulders (students place hands on their shoulders).
 - Knees (students place hands on their knees).
 - Toes (students place hands on their toes).
 - Cones (if they hear cones they need to be the first one to grab the cone to win).

EQUIPMENT

1x cone per pair.

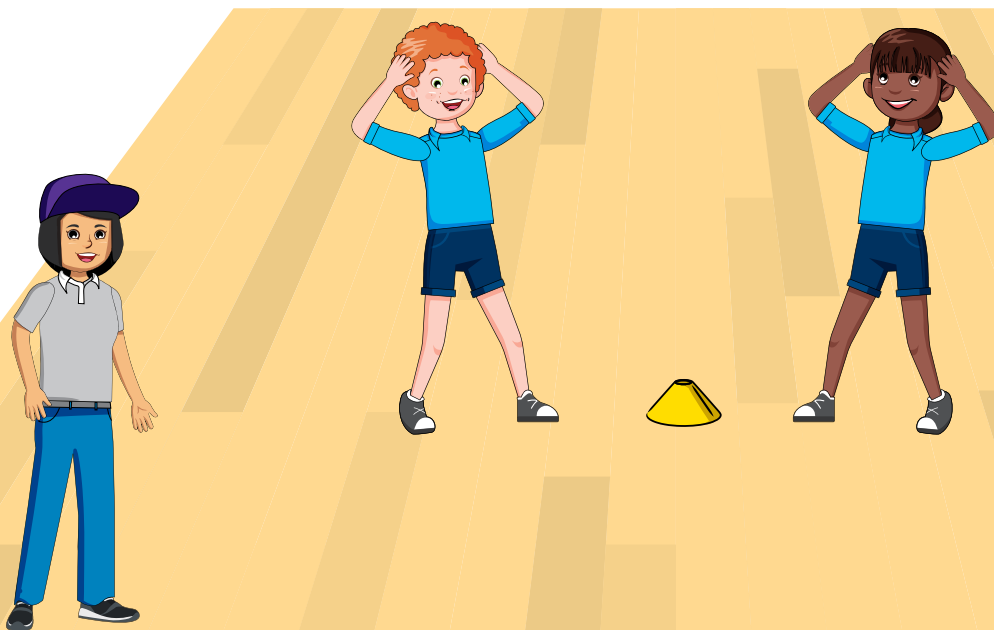
COACHING

CHANGE IT

- ☐ Add in new commands that connect with muscles or bones e.g. deltoids or sternum etc.
- ☐ Add in a ball to grab.

EXAMPLE QUESTIONS

- ☐ How can you continue to improve with your reaction time?
- ☐ What do you need to consider?
- ☐ What can I learn from my partner that can enhance my performance?



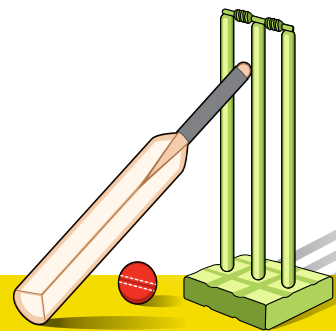
YES NO WAIT – LEVEL 3

INSTRUCTIONS

- ☐ Lay 2 ropes opposite each other with about 20m between them. These ropes represent a crease line.
- ☐ Set up a set of stumps behind each rope.
- ☐ 4 students are fielders around the sides of the playing space.
- ☐ The remaining students line up opposite each other in pairs along the two ropes with a bat or single stump each.
- ☐ The teacher throws the ball away from the playing area and the fielders work to return the ball to hit the stumps.
- ☐ Pairs communicate yes, no or wait to their partner signaling if they think they should run or wait.
- ☐ Pairs are trying to get as many runs as possible before the ball hits the wickets.
- ☐ If the ball hits the wickets while the runner is between the rope that pair are 'out', and swap with team members from the fielding team.
- ☐ The team with the most runs at the end of the game win!

EXAMPLE QUESTIONS

- ☐ Why don't we say "Go"?
- ☐ What gestures can you use to support communication on windy days?
- ☐ What are some variables that may slow you down or make it easier when running between wickets?
- ☐ What is the best way of turning if you need to run for a second run?
- ☐ What are some variables that may slow you down when running between the wickets?



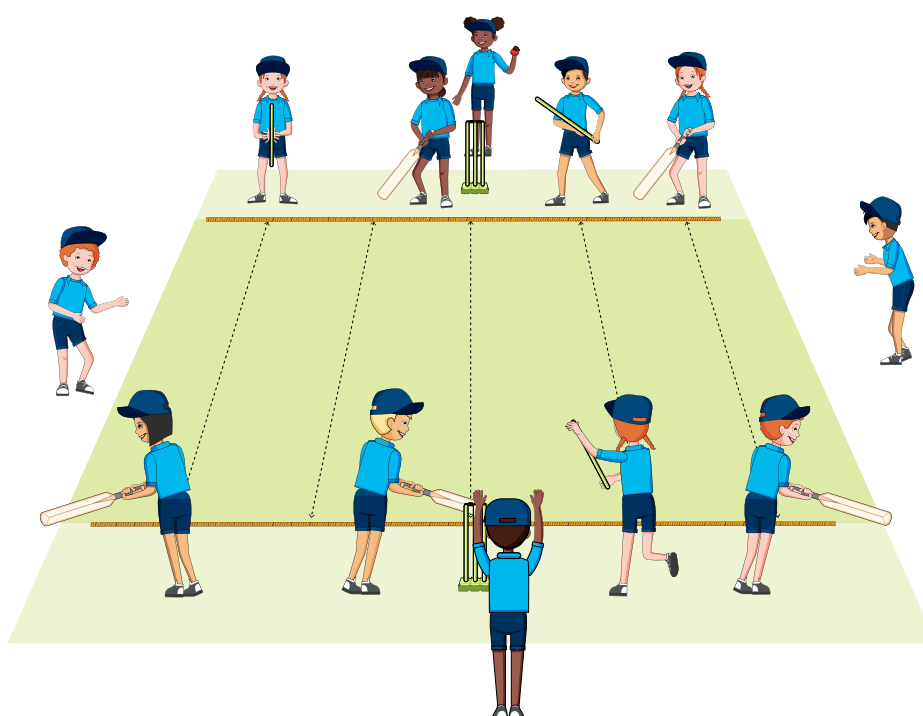
EQUIPMENT

2x bats per pair, 2x ropes, 1x ball, and 2x set of stumps.

COACHING

CHANGE IT

- ☐ Change running partners, bat types/weight, or pitch type/length.



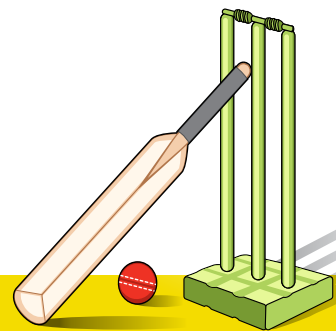
YES NO WAIT – LEVEL 4

INSTRUCTIONS

- ☐ Lay 2 ropes opposite each other with about 20m between them. These ropes represent a crease line.
- ☐ Set up a set of stumps behind each rope.
- ☐ 6 students are one the fielding team. One is the bowler, one the wicket-keeper, and the other fielders space themselves around the playing area.
- ☐ The remaining students line up opposite each other in pairs along the two ropes with a bat or single stump each.
- ☐ The bowler bowls the ball to a batter of their choosing. The batter hits the ball and all pairs run.
- ☐ Pairs communicate yes, no or wait to their partner signaling if they think they should run or wait.
- ☐ Pairs are trying to get as many runs as possible before the ball hits the wickets.
- ☐ If the ball hits the wickets while the runner is between the rope that pair are 'out', and swap with team members from the fielding team.
- ☐ The team with the most runs at the end of the game win!

EXAMPLE QUESTIONS

- ☐ How do you position yourself and move to give you the best reaction time to run to the other end of the pitch?
- ☐ Are there any fielders you can take greater risks on with what you have seen with their speed and throwing skills as fielders?



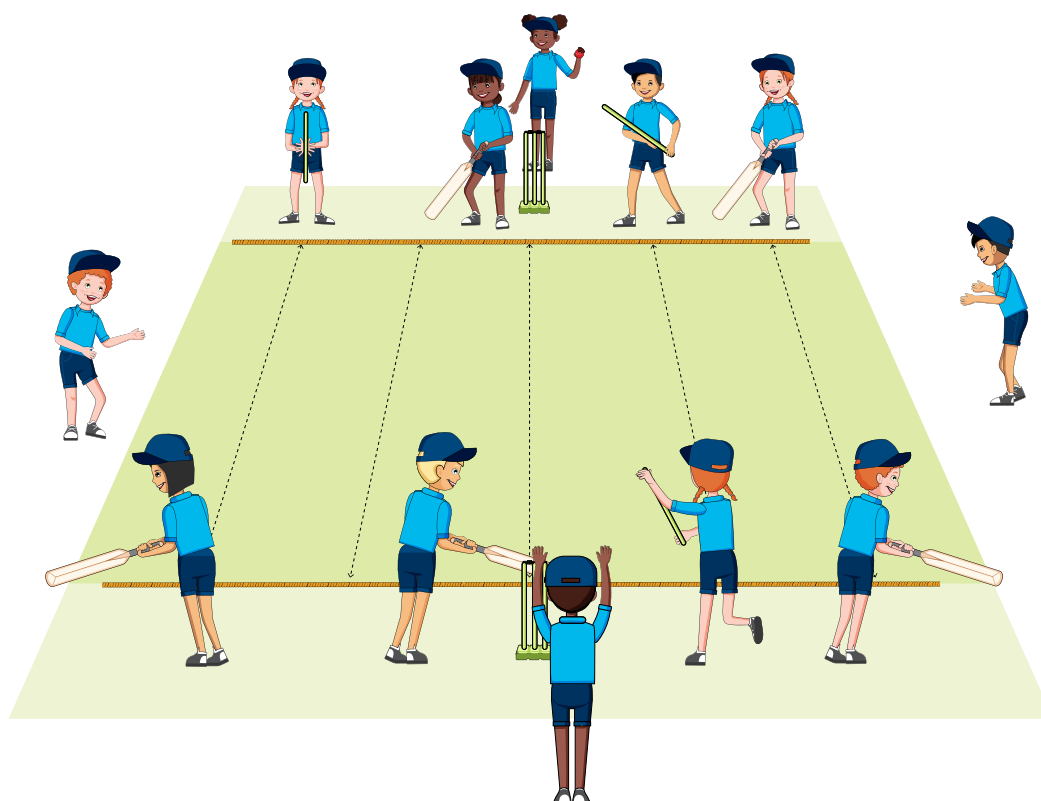
EQUIPMENT

2x bats per pair , 2x ropes, 1x ball, and 2x set of stumps.

COACHING

CHANGE IT

- ☐ Change running partners, add in protective equipment, numbers of fielders etc. to create more variables.



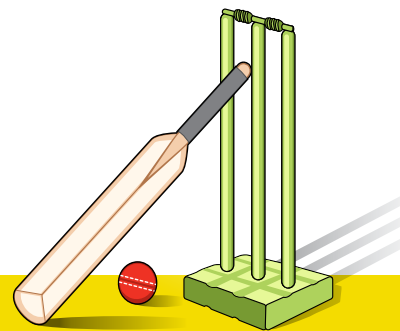
YES NO WAIT – LEVEL 5

INSTRUCTIONS

- ☐ Batters vs Fielders.
- ☐ Set up a square with four sets of stumps 20m apart.
- ☐ Four students are the batting team.
- ☐ The remaining students are the fielding team, with one wicket-keeper per set of stumps and a bowler.
- ☐ The ball is bowled to the first batter. The batter strikes the ball and then between the batting team they decide and communicate to run or not.
- ☐ The batting team is trying to get as many runs as possible before the ball hits a set of wickets.
- ☐ If the ball hits the wickets the team gets zero runs for that round.
- ☐ The bowler bowls the ball to the next student in the square and the game continues.
- ☐ Once all team members in the batting team have had a go they swap with students from the fielding team.

EXAMPLE QUESTIONS

- ☐ How can we best communicate to score runs with 4 batters all in the field at once?
- ☐ Where are the gaps to look to place the ball to score runs and minimise the risk of my teammates or myself from being run out?
- ☐ How can we set a field that applies pressure to the batters which creates a greater opportunity of getting them out?
- ☐ What cues is the batter giving in regards to where they may strike the ball? If they have had more than one successful strike, what are their hot zones where they like to strike the ball?



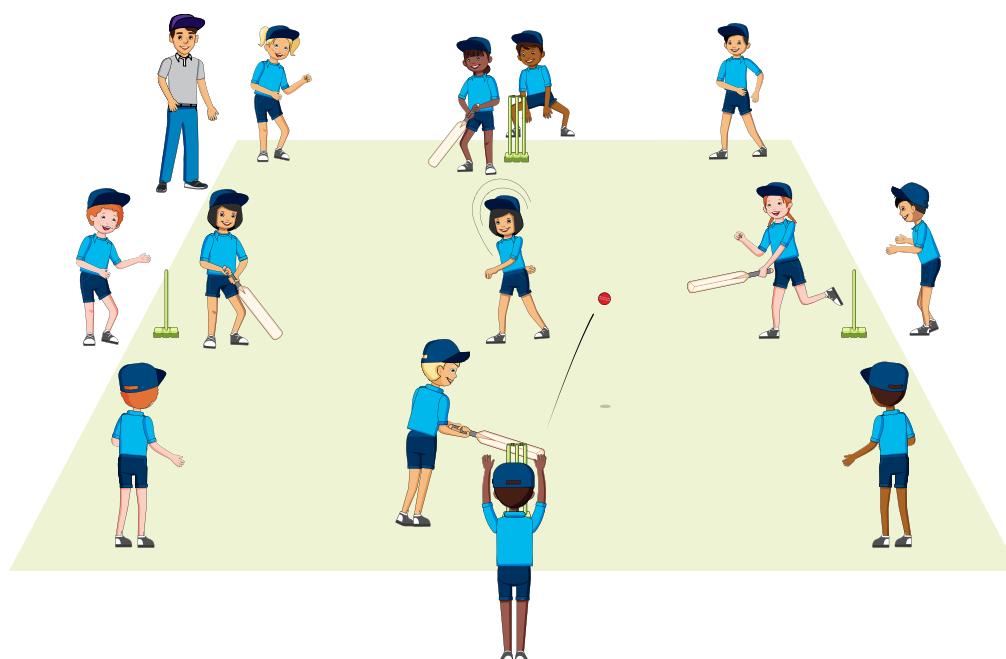
EQUIPMENT

4x bats, 1x ball, and
4x set of stumps.

COACHING

CHANGE IT:

- ☐ Batters must run after a successful strike (hit of the ball).



PROTECT YOUR CONE

WITH CONNECTION TO FIELDING

INSTRUCTIONS

- ☐ Each student has a cone. Every second student also has a ball.
- ☐ Students defend their cones from a ball knocking it over and attack by rolling the balls at other students cones.
- ☐ When a student's cone is knocked over by a ball or they accidentally knock it over themselves they are 'out'.
- ☐ To keep students moving when 'out' they take part in a physical challenge on the sideline.
- ☐ Once the challenge is complete they join in the game again.

CHALLENGE IDEAS

- ☐ Throw the ball in the air, spin and catch x10
- ☐ Flip a cone the right way up x5
- ☐ Throw the ball up and catch behind your back x3
- ☐ Stork balance and spin a ball from one hand to the other x10

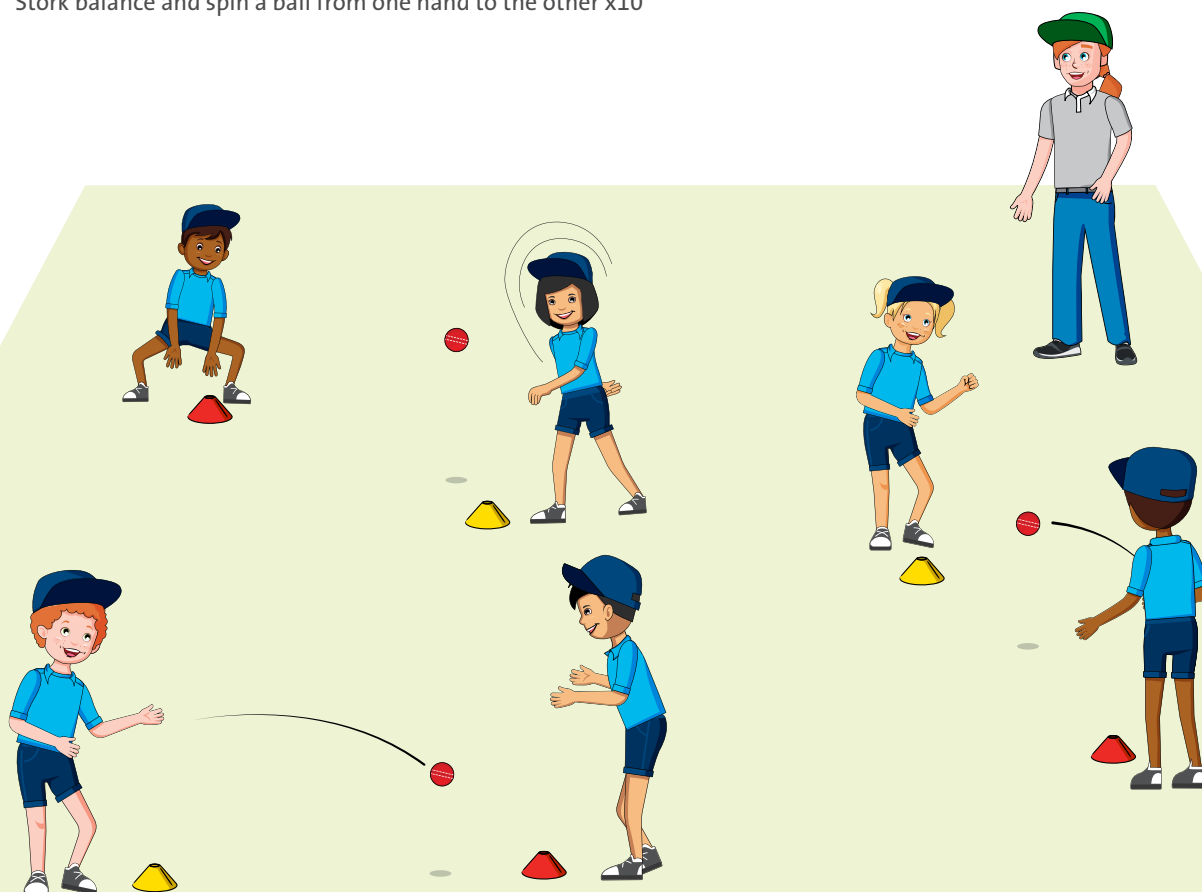
EQUIPMENT

1x cone each, 1x ball for every other student.

COACHING

CHANGE IT

- ☐ Use the colour of the cones to create teams.



REACTION GRID

INSTRUCTIONS

- ☐ Create a square or 'grid' with 4 different coloured cones.
- ☐ Students are in pairs.
- ☐ One student is in the middle of the grid.
- ☐ The other guides the activity by throwing the ball to their partner and calling out a cone colour or direction.
- ☐ Students repeat the below movement 4x adjusting their action to move to the coloured cone that was called.

MOVEMENT SERIES

Catch, return the ball, move to X coloured cone, touch the cone and return to the middle.

- ☐ After the fourth series the thrower rolls a ground ball, trying to get the ball between the two back cones.
- ☐ The student in the grid tries to stop the ball getting past them.
- ☐ Pairs swap roles.

EXAMPLE QUESTIONS

- ☐ What is the optimal position to be ready?
- ☐ How can you modify this activity to increase reaction time development? (i.e. start facing away and turn on a call).

EQUIPMENT

4x cones and 1x ball per pair.

COACHING

CHANGE IT

- ☐ Two colours are called out before returning to the middle.



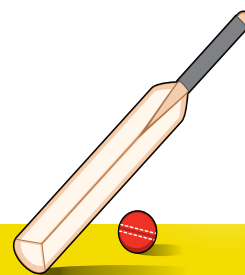
STRUCTURE SMASH

INSTRUCTIONS

- ☐ Set up targets for batting pairs to attempt to 'smash'.
- ☐ Students are in pairs. Each game has 2 pairs.
- ☐ One pair is batting the other throwing.
- ☐ The first pair underarm the ball to the batting pair who attempt to 'smash' the target with their ball.
- ☐ 10 points = if the batter's ball 'smashes' the target.
- ☐ 5 points = if the batter hits the ball.
- ☐ Pairs then swap.
- ☐ After the first pair has had two goes they find another pair to challenge.
- ☐ First pair to 100 points win!

EXAMPLE QUESTIONS

- ☐ How do you adjust your body to give yourself the best opportunity to smash the structure?
- ☐ What adjustment can you make from your last strike to improve your next performance?



EQUIPMENT

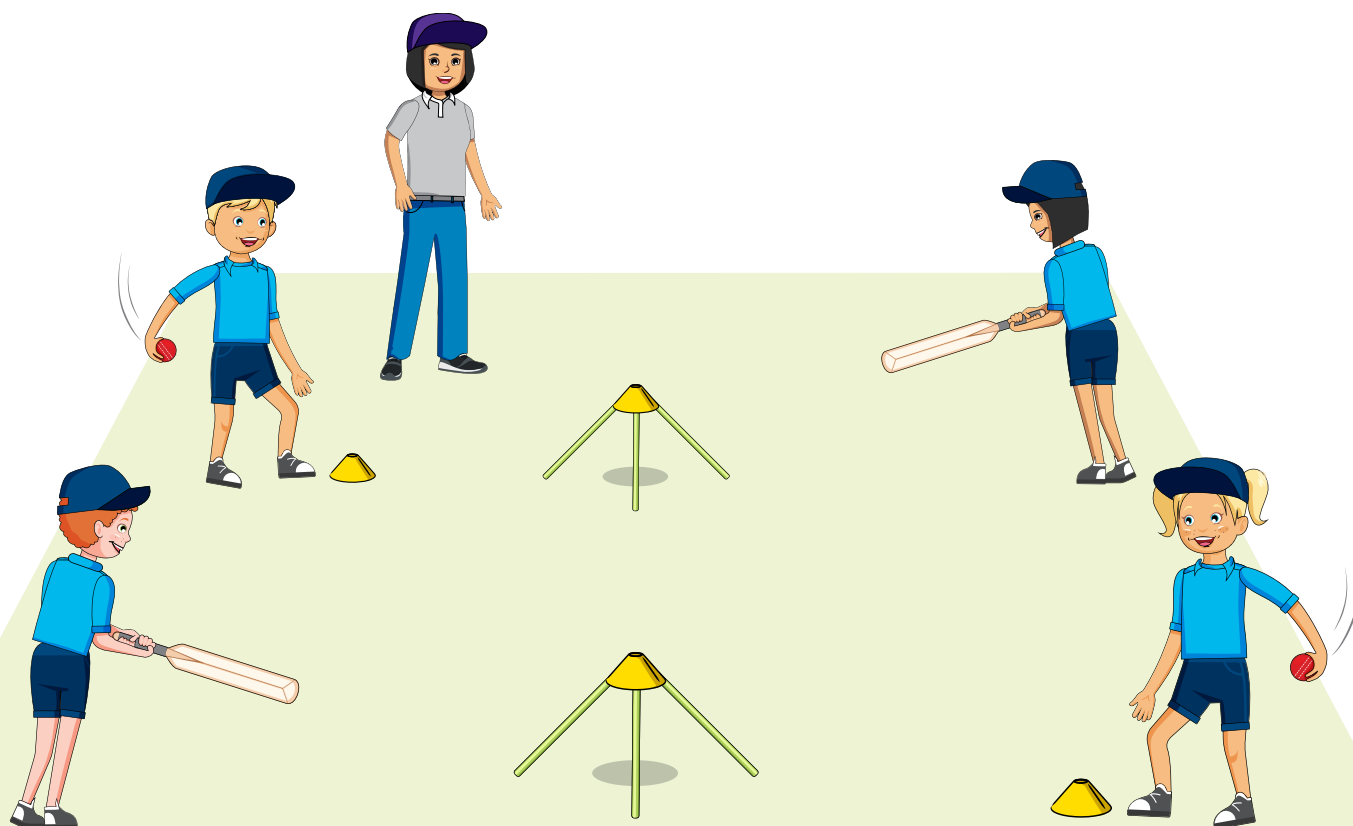
A range of equipment for targets.
1x ball and 1x bat per pair.

COACHING

Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Throwing – Pg. 22

Don't forget to **CHANGE IT** (Pg. 17)
if needed so everyone can join in!



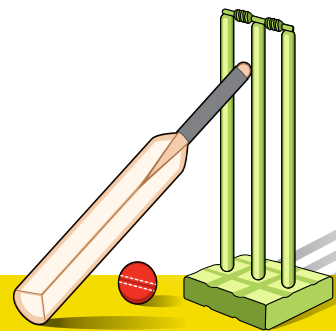
SCENARIO CRICKET

INSTRUCTIONS

- ☐ Two teams compete in groups of 6 – 12.
- ☐ Set up a standard cricket pitch with stumps either end with 20m distance between them.
- ☐ The batting team create a target score and scenario to achieve.
- ☐ For example to win the game the batting team must make X amount of runs from X amount of balls with 2 wickets remaining.
- ☐ The fielding team then try and win the game and stop the batting team from achieving this goal.

EXAMPLE QUESTIONS

- ☐ How can you create a scenario that is a challenge for both teams?
- ☐ How can you still make your game inclusive where everyone experiences a fair go?
- ☐ What is a scenario you might experience away from this game in the near future?



EQUIPMENT

2x bats, 2x sets of stumps and 1x ball.

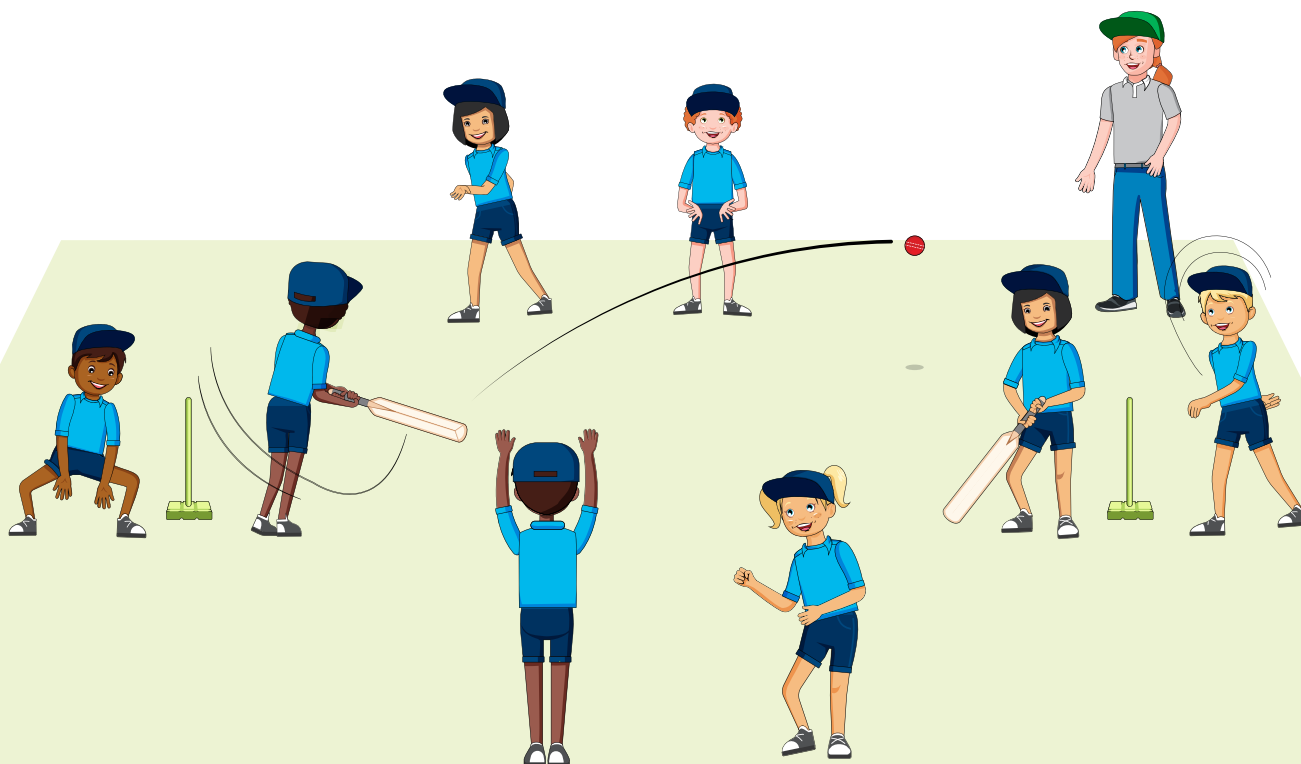
COACHING

Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Bowling – Pg. 20 & 21
- ☐ Fielding – Pg. 24

CHANGE IT

Adjust the scenario to be more fair or to further challenge each other.



ADDITIONAL ACTIVITIES



JOKER CATCH

INSTRUCTIONS

- ☐ Group students in groups of 6 – 8. In each group divide students into pairs with 1 ball per pair.
- ☐ Students compete to see who can earn the most points.
- ☐ Students throw the ball to each other, but must clap once before they catch the ball.
- ☐ Points are awarded for the following:
 - No clap before the catch – point to the thrower.
 - The ball is dropped – point to the thrower.
 - The catcher is tricked and claps when no ball is thrown – point to the thrower.
 - The throw is off target or too hard to catch – point to the catcher.
- ☐ After a short time limit, students find a new partner. To start this new match, pairs shake hands and share something to build rapport with the partner i.e. favourite type of ball to catch.
- ☐ Then a new catching challenge begins.

EXAMPLE QUESTIONS

- ☐ What does your ready position look like to ensure you are successful to clap and catch?
- ☐ What distance and speed is acceptable to be challenged but safe for your fingers, head and body?

EQUIPMENT

1x ball per pair.

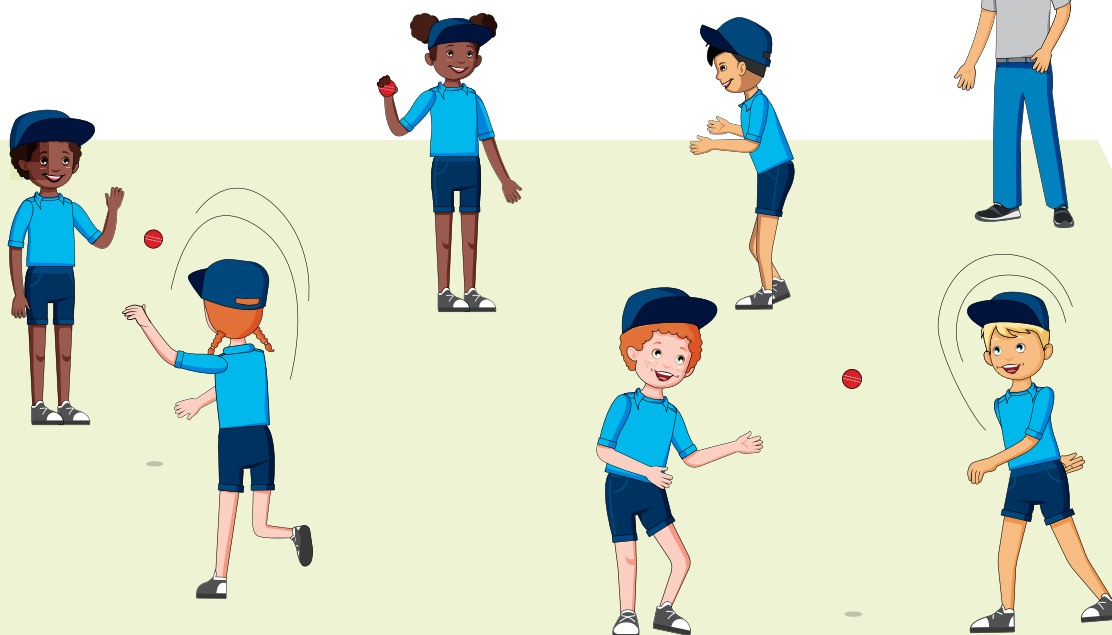
COACHING

Checkout these pages for coaching tips:

- ☐ Throwing – Pg. 19

CHANGE IT

- ☐ Add in different ball types.
- ☐ Balance on one foot.



FIELDING END ZONE

INSTRUCTIONS

- ☐ 2 teams per game.
- ☐ This is a 'keepings off game' where teams need to catch the ball in their end zone to score points.
- ☐ Players pass the ball to their teammates to maintain possession by throwing underarm or overarm.
- ☐ A team lose possession of the ball if:
 - A player in the opposing team intercept the ball by catching or intercepting it to the ground.
 - If the ball is not caught by the team that possess it and hits the ground.
 - When a team is successful with scoring in their end zone.
 - If the ball goes out of bounds the last team to touch the ball lose possession.

EQUIPMENT

1x ball and 8x cones.

COACHING

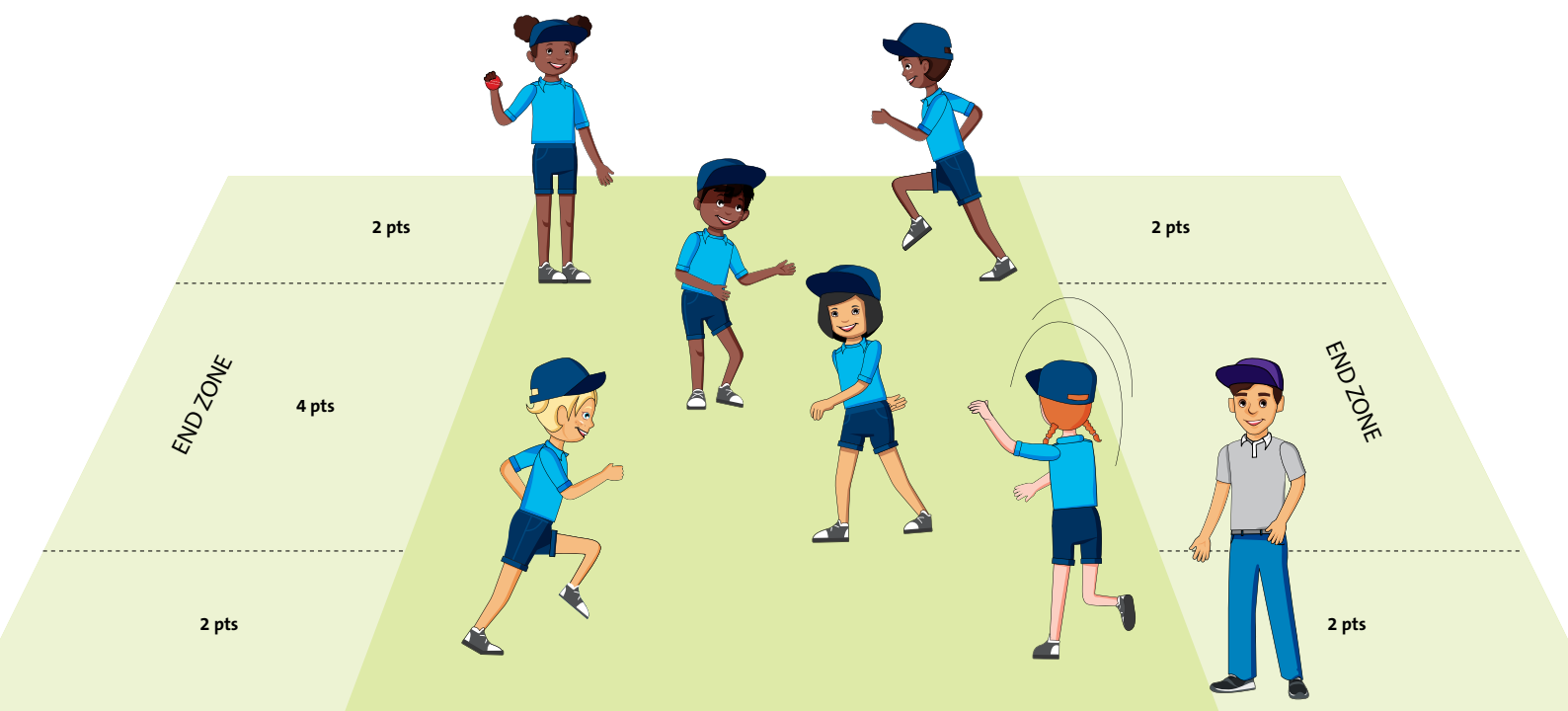
Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Bowling – Pg. 20 & 21
- ☐ Fielding – Pg. 24

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!

EXAMPLE QUESTIONS

- ☐ How can your team restrict the opposing team from scoring?
- ☐ How do you use space to maximise your team's ability to maintain possession and score?



TICK BOX VS TIME CHALLENGE

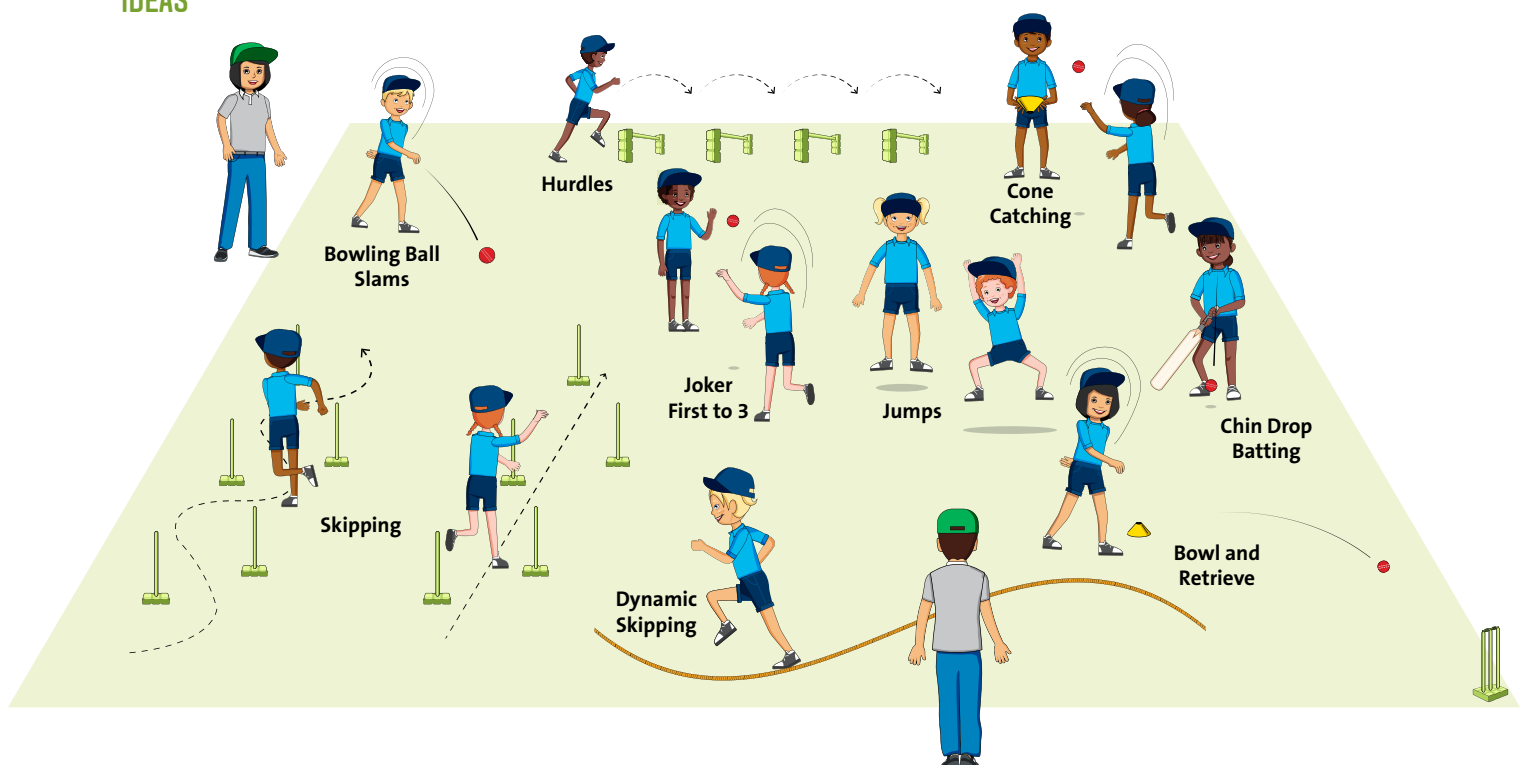
INSTRUCTIONS

- Students* choose their own journey and write their activity in the sheet below.
- Each activity must be a different movement task to support fitness and challenge skill that connect to striking and fielding games. See some ideas in the lower part of this card or have students invent their own.
- As they complete each activity they tick this off from their list.
- Set a time limit and have students compete to tick all their boxes before the clock runs out!

*Teachers can also choose the movement for students and populate the left hand side of the area below. Why not run one round teacher created, and the following student created?

Teacher Created	Student Created
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

IDEAS



2 V 2 SMASH ZONE

INSTRUCTIONS

- ☐ Set up a cricket pitch with two cones to mark each end.
- ☐ Using a second colour of cone set up two '1-point zones', and a third cone colour to set up an "ultimate zone". Zones should be about 5m apart.
- ☐ Students are in teams.
- ☐ One is the batter, the other is the bowler.
- ☐ Bowlers line up at the end closest to the scoring zones. Batters line-up opposite them.
- ☐ The bowler, bowls, throws or rolls the ball to the batter who tries to hit the ball into the scoring zones.
- ☐ The object of the game is to be the first team to score 20 points without going over this number.
- ☐ After one team has had a strike they tally their points and teams swap roles.

SCORING

- ☐ There are 3 different ways of earning points:
- ☐ A strike over the ultimate zone on the full = 3 points.
- ☐ A strike that has the ball at least bounce once and go through the ultimate zone = 2 points.
- ☐ A strike with the ball that goes through the acceptable zone either in the air or by bouncing or rolling along the ground = 1 point.

EQUIPMENT

1x ball and 8x cones.

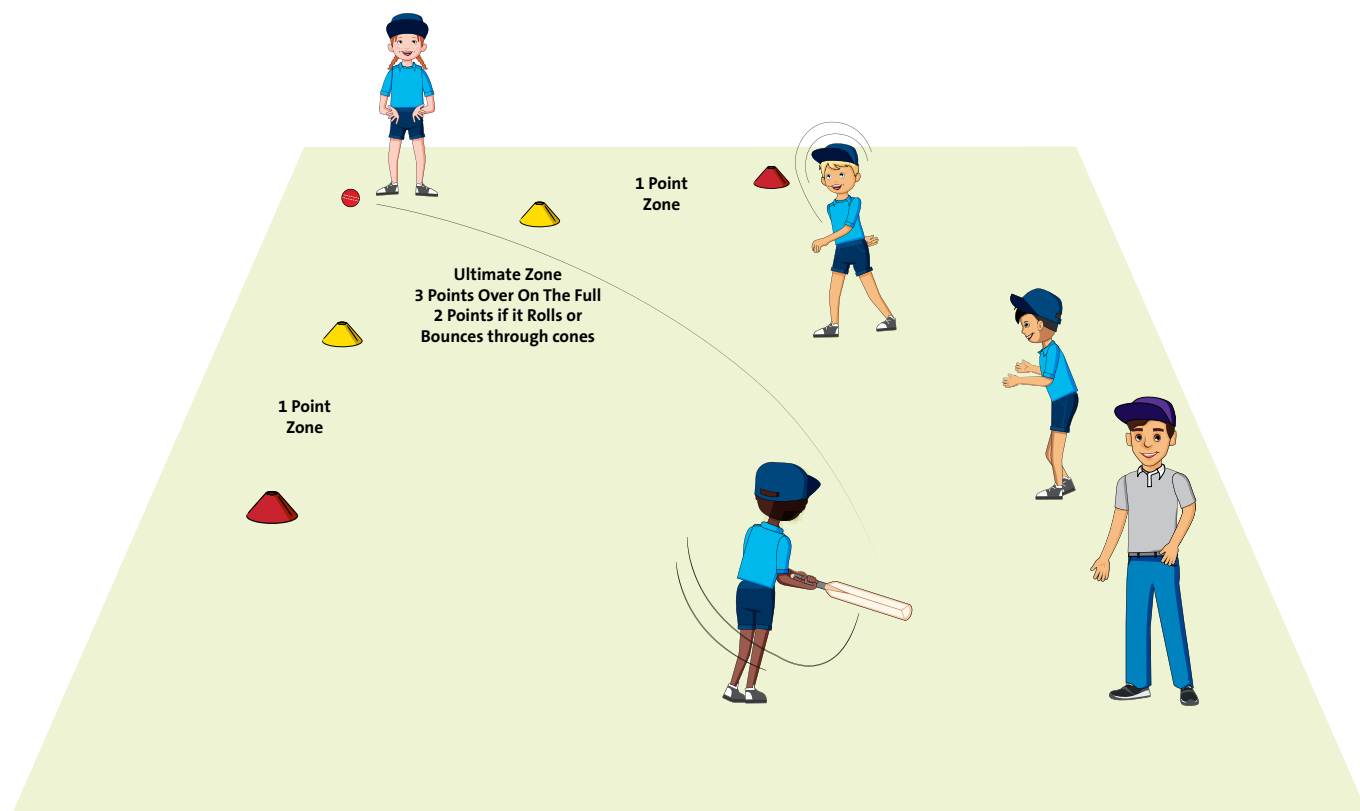
COACHING

CHANGE IT

Make the game more challenging by shifting the zones for the next round of play.

EXAMPLE QUESTIONS

- ☐ How do you best adjust your stance to strike the ball? I.e. Transferring weight on front foot or back foot?
- ☐ What is the best way to strike the ball? I.e. Softly, on the ground, in the air?



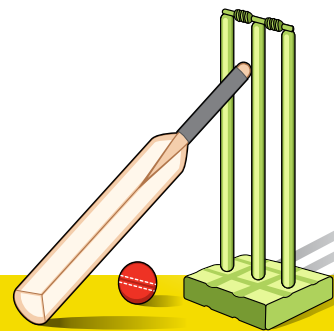
6ERS CRICKET

INSTRUCTIONS

- ☐ Two batters, one at each end of the pitch.
- ☐ The remaining students are fielders who spread out.
- ☐ Any fielders can also bowl from either of the six bowling stations depicted with cones.
- ☐ Bowlers may bowl at any time from any bowling station or stumps.
- ☐ Batters hit the ball into the field. If the ball is hit they must run. Runs are scored by running between the stumps.
- ☐ If a batter is 'caught' or 'bowled' they receive no runs and the fielder receives two.
- ☐ Batters receive six deliveries and aim to score as many runs as possible.

EXAMPLE QUESTIONS

- ☐ How do you communicate with other batters?
- ☐ When fielding, how could you tell where the batter was going to hit the ball?



EQUIPMENT

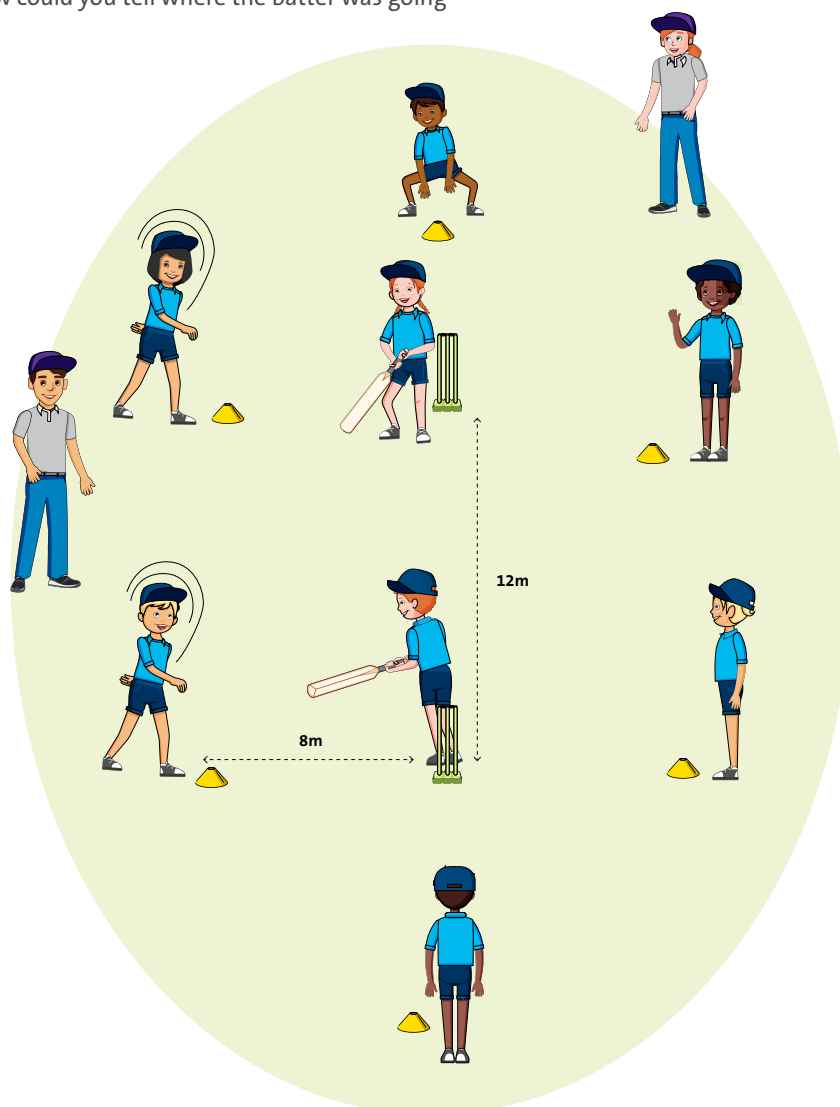
2x bats, 1x ball, 2x sets of stumps and 6x cones.

COACHING

Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Bowling – Pg. 20 & 21
- ☐ Fielding – Pg. 24

Don't forget to **CHANGE IT** (Pg. 17) if needed so everyone can join in!



SCORING ZONES

INSTRUCTIONS

- ☐ Divide your class into small groups.
- ☐ In each group one is the batter, one is the bowler and remaining students are fielders.
- ☐ Bowlers underarm the ball to the batter who hits into the scoring zones to score as many runs as possible.
- ☐ Fielders protect scoring zones.
- ☐ Students agree on safe scoring zones. For example:
 - Between the cones = 1 run.
 - Between the tree and cone = 2 runs.
 - Between the trees = 4 runs.
 - Hit the pole = 6 runs.
- ☐ After 6 deliveries, students switch roles. The student who scores the most runs from the 6 deliveries wins.

EQUIPMENT

2x bat, 1x ball,
4x cones for each group.

COACHING

Checkout these pages for coaching tips:

- ☐ Batting – Pg. 19
- ☐ Bowling – Pg. 20 & 21
- ☐ Fielding – Pg. 24

Don't forget to **CHANGE IT** (Pg. 17)
if needed so everyone can join in!

EXAMPLE QUESTIONS

- ☐ Why is it important to practice hitting?



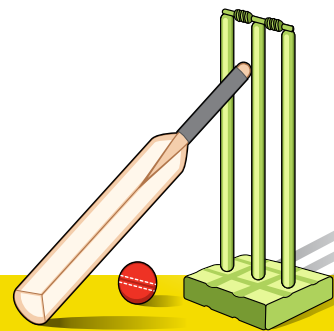
GET CREATIVE

INSTRUCTIONS

- ☐ Students are in groups of 4 – 6.
- ☐ Each group chooses 4 – 10 items from the junkyard (mass pile of equipment) and create their own striking and fielding game.
- ☐ After a batter has 3 strikes everyone rotates one position.
- ☐ Students create their rules and scoring system on top of this.

EXAMPLE QUESTIONS

- ☐ What can I strike the ball with that will further challenge me as a batter e.g. bat with a single stump or stump base?
- ☐ How can you strike the ball?
- ☐ Where can you strike the ball? Is it a diamond game or 360 degree striking area game?
- ☐ How can you make your game the most creative by still playing a game connected to Striking and Fielding Games?



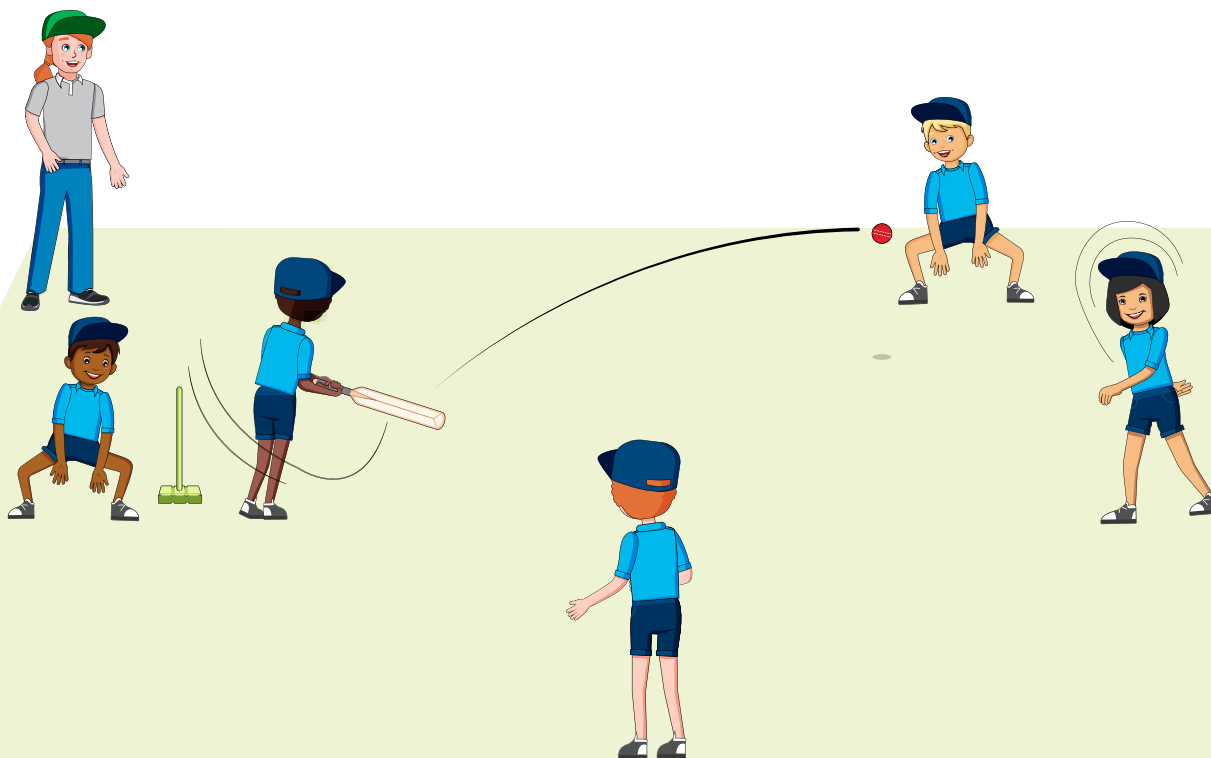
EQUIPMENT

A range of equipment to make up the 'junk yard'.

COACHING

CHANGE IT

- ☐ Bowlers/Pitchers can use a tape ball that swings to further challenge the batters.



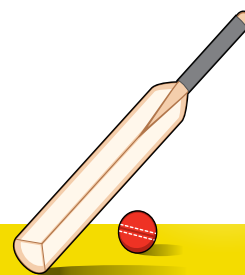
STRIKE ZONE

INSTRUCTIONS

- ☐ Students are in groups of 8 – 12. Split groups into two even teams.
- ☐ Set up a diamond with four cones. These act as 'bases'. Place a cone in the centre for the bowler to deliver the ball from.
- ☐ Have batters choose between rubber ball and scorchers ball.
- ☐ Batter receives three deliveries with a ball of their choice.
- ☐ If the batter strikes the ball and it remains inside the diamond (zone 1) they score one bonus run. If the ball goes outside of the diamond (zone 2) the batter receives two bonus runs.
- ☐ When all three balls have been delivered the batter runs around as many bases as possible to score runs.
- ☐ The fielder returns the balls to the bowler in the middle as fast as possible. When all three balls have been returned the batter stops running.
- ☐ Each base covered by the batter counts as one point.
- ☐ If the fielding team catch a ball on the full they then receive a bonus 5 runs to their score

EXAMPLE QUESTIONS

- ☐ Is it best to drop the bat or hold on to it after striking all three balls?
- ☐ Where do I place all three strikes to maximise the time I can run to score runs and make bonus runs within the zones?
- ☐ How do we set a field to restrict the batting team from scoring runs?
- ☐ Where is the best position to field to catch a ball?



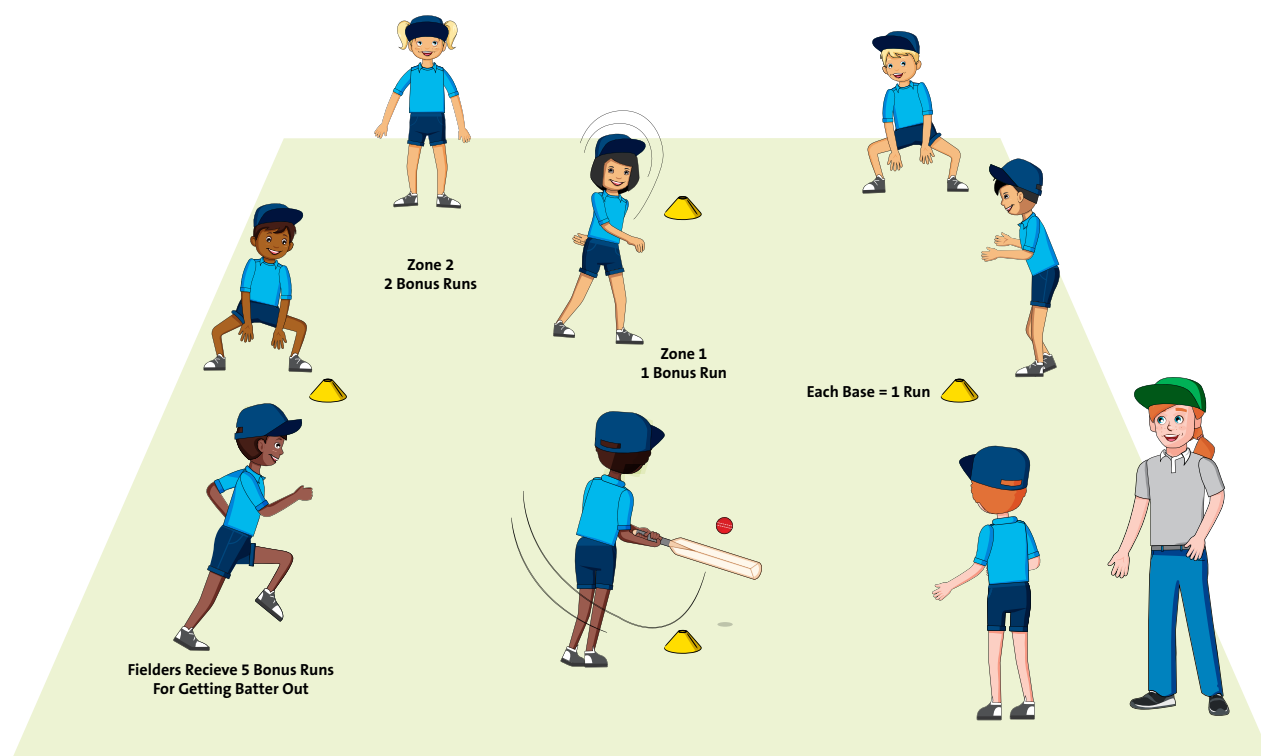
EQUIPMENT

4x cones, 3x balls,
and 1x bat.

COACHING

CHANGE IT

- ☐ Fielders cannot move until all three balls have been hit and/or missed
- ☐ Divide the playing area into more zones



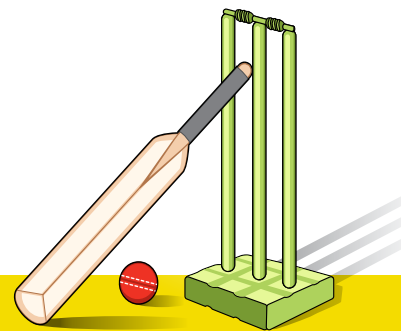
RAPID FIRE BATTING

INSTRUCTIONS

- ☐ Students are split into 2 teams.
- ☐ One team is batting and one team is fielding.
- ☐ Students waiting to bat take part in a skill zone behind the batting area.
- ☐ Place one rope for the bowlers crease line. This acts as a safety rope and all fielders must stand behind this when students are batting.
- ☐ Place a second rope at the back of the field as a boundary line.
- ☐ Any balls hit beyond the boundary line get six bonus runs.
- ☐ Set up two sets of stumps 20m apart vertical with the crease line.
- ☐ The bowler bowls six balls and the batter hits all six.
- ☐ Fielders don't move until all balls have been delivered.
- ☐ After the six deliveries the batter runs between the wickets as many times as they can, while the fielders return the balls to the bowlers feet.
- ☐ The fielding team cannot cross the designated safety line until all balls have been hit.
- ☐ The fielding team shouts 'HOWZAT' once all the balls have been returned and the batter stops running.
- ☐ Once all batters have had their go, the two teams swap over.

EXAMPLE QUESTIONS

- ☐ How do I move my body to strike the ball according to the line and length of the delivery?
- ☐ How can we set up the field with players to reduce as much space as possible for the batters to aim for?
- ☐ What position as a fielder do we need to be in to respond as quickly as possible? What cues is the batter giving?



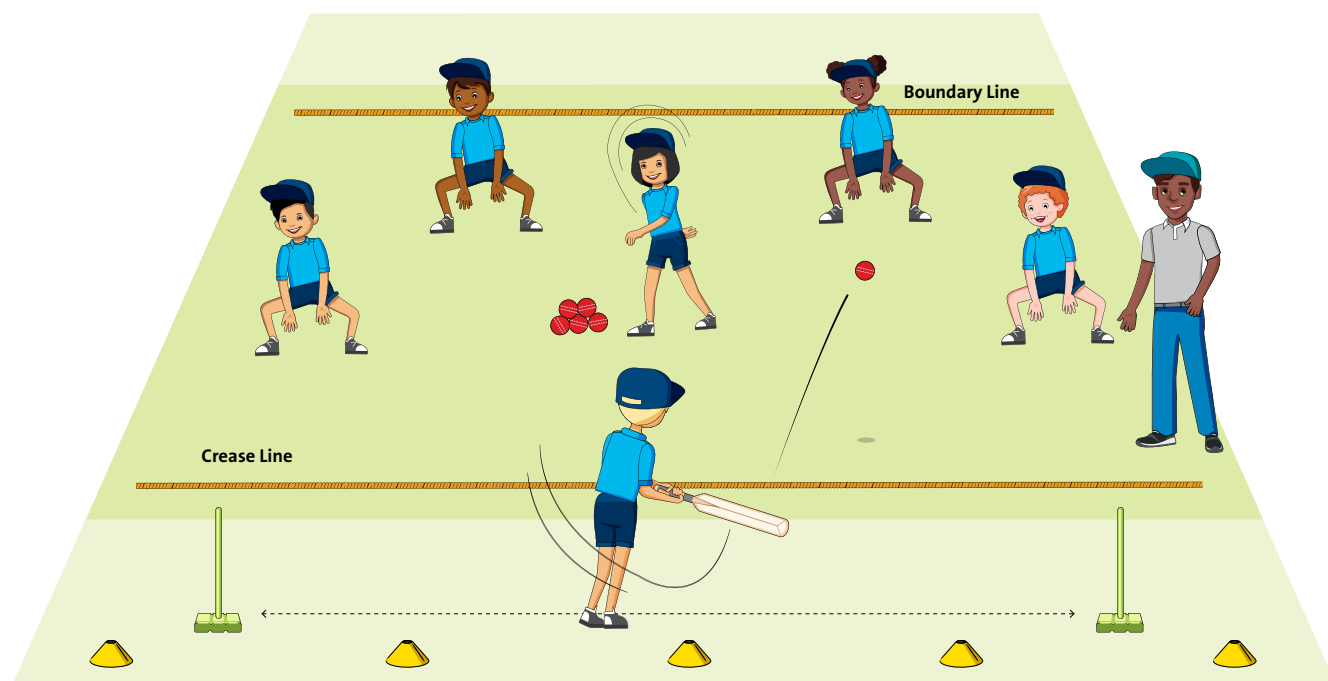
EQUIPMENT

2x set of stumps, 2x ropes, 6x balls, and 1x bat.

COACHING

CHANGE IT

- ☐ Add in a rule if you get caught on the full you cannot make any runs.
- ☐ Use a large tennis ball as a new way to strike.
- ☐ Fielders must go around their waist with the ball before throwing it to challenge mental thinking and concentration.



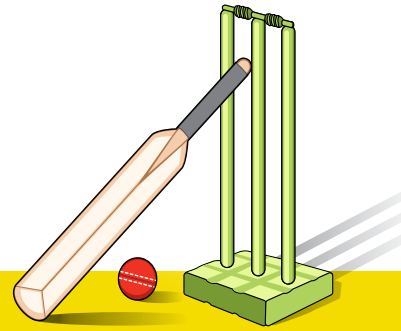
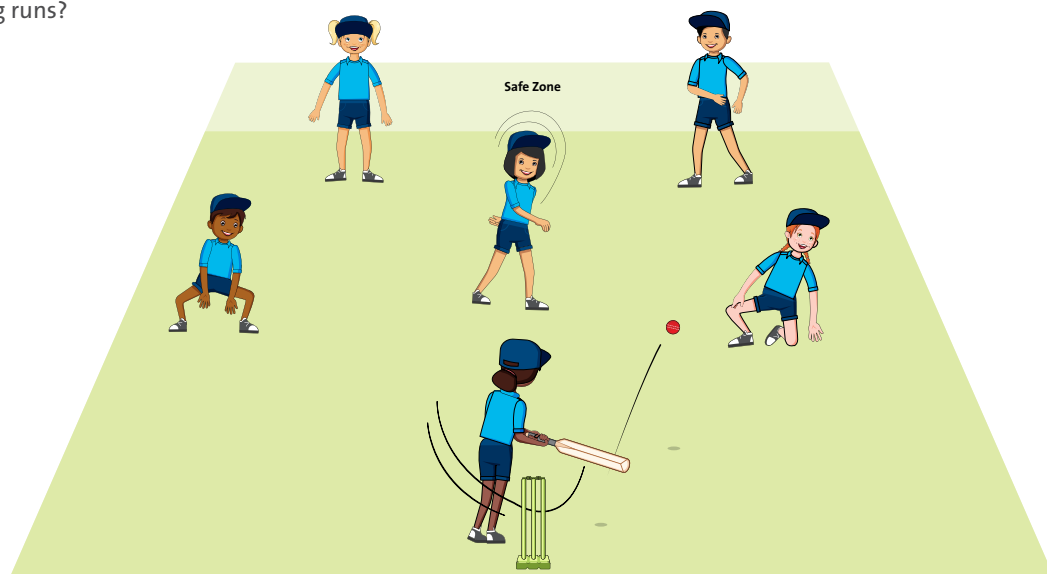
LONG BALL

INSTRUCTIONS

- ☐ Split students into 2 teams.
- ☐ Each team takes turns batting and fielding.
- ☐ Set up one set of stumps, and an area on the other end of the field as the 'safety zone'. Use a soft ball for this game i.e. a Scorchers ball if you have one.
- ☐ The bowler bowls the ball to the batter, who must use their striking object (choice of single stump, bat or stump base) to hit the ball.
- ☐ The batter then runs to the other side of the playing area to the 'safe zone'.
- ☐ Fielders are trying to get the runner out by tagging them – touching the ball to them.
- ☐ The runner may rest in the safety zone, but doesn't receive a 'run' until they return to the other side of the field.
- ☐ The batter is out if...
 1. The hit is caught by one of the fielding team.
 2. If the fielders tag a batter, running outside the safe-zone with the ball.
 3. The ball hits the stumps when bowled.
 4. Either team member is out if they run outside of the playing area.
- ☐ The winning team is the team who scores the most runs.

EXAMPLE QUESTIONS

- ☐ How do you adjust your body according to the line/length of the ball to make a successful strike?
- ☐ When striking is it best to have head positioned with your eyes level or head tilted to the side?
- ☐ How does your swing of your striking object (bat) change when you hit in close compared to hitting long range?
- ☐ How do we best set a field to restrict the batting team from making runs?



EQUIPMENT

1 x bat, 1 x ball, 1 x set of stumps, and 1 x rope or cones for a 'safe zone'.

COACHING

CHANGE IT

- ☐ The bowler chooses one of three ball types. The striker then makes their choice on what they would like to strike with after the bowler makes a decision.

TIPPERTY STRIKE

INSTRUCTIONS

- ☐ Students are in groups of four. One batter, one bowler and the other two are fielders.
- ☐ The bowler bowls to the batter who hits the ball, and runs up and back around the stump (or cone).
- ☐ The batter keeps running until the fielders return the ball to the bowler.
- ☐ After three deliveries students rotate.
- ☐ You can use stumps, cones or other markers to set up the field of play.

EXAMPLE QUESTIONS

- ☐ Where should you land the ball when bowling to make it harder for the batter to strike?
- ☐ What speed do you bowl the ball when bowling to make it harder for the batter to strike?
- ☐ What is the optimum power to use when batting to maximise scoring runs?

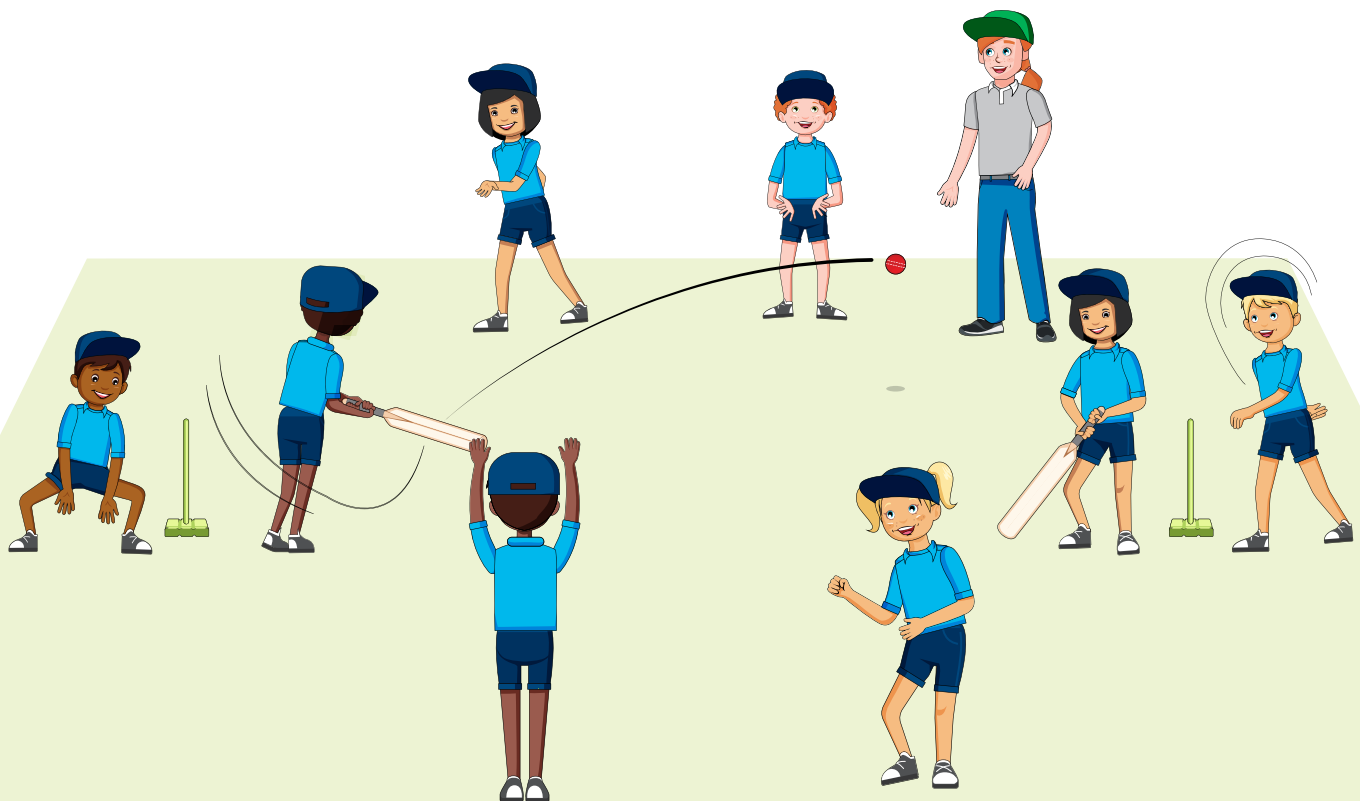
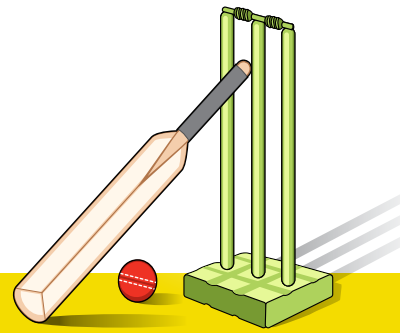
EQUIPMENT

1x ball, 2x set of stumps, and
2x bats per group.

COACHING

CHANGE IT

- ☐ Add in a rope for a boundary and have students aim for this.



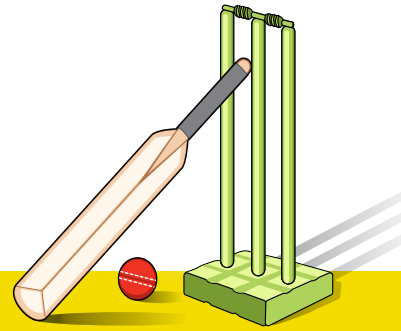
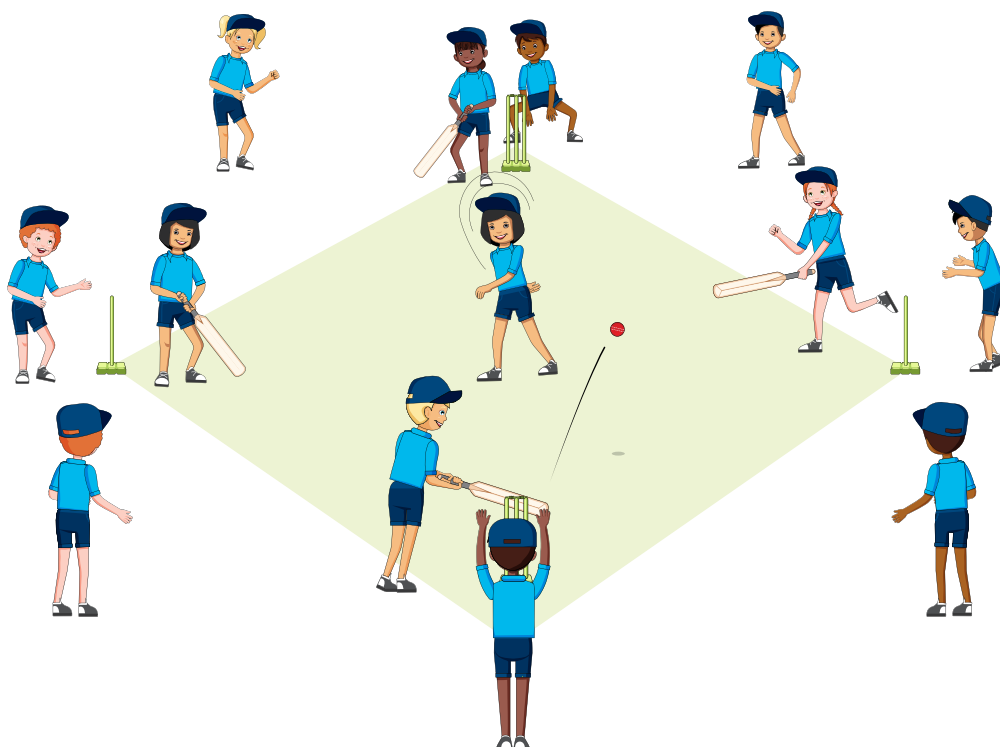
DIAMOND STRIKE

INSTRUCTIONS

- ☐ A diamond is set up with a set of stumps at each of the 4 bases.
- ☐ One bowler, bowls from the middle of the diamond.
- ☐ There are 4 wicket-keepers/back stops, with the remainder of the fielding team in the field. The batting team has 4 batters in at one time, with the rest of the team waiting on the side.
- ☐ When the ball is hit, all 4 batters run to their right-hand side (anti-clockwise) to the next set of stumps. Batters may run more than one base at a time.
- ☐ Ways to go out include...
 - Being caught, struck out (3 strikes), hit-wicket or run-out. (More than one batter may be dismissed at a time, that is, one caught and one run-out for example).
- ☐ The batting team bats either (a) until all batters are out or (b) for a specified time.
- ☐ Before the match the group can discuss whether they wish to drop the bat and run or carry the bat whilst running around the diamond.
- ☐ The team that scores the most runs wins.

EXAMPLE QUESTIONS

- ☐ How can you best communicate with your teammates to successfully run around the diamond?
- ☐ How can the fielders work together to apply more pressure to the batters?
- ☐ Where is the best areas to strike the ball to support scoring runs?



EQUIPMENT

1x ball, 2x set of stumps, and
2x bats per group.

COACHING

CHANGE IT

- ☐ Add in a rule if you get caught on the full you cannot make any runs.
- ☐ Kick a scorcher ball as a new way to strike.
- ☐ Fielders must go around their waist with the ball before throwing it to challenge thinking and concentration.

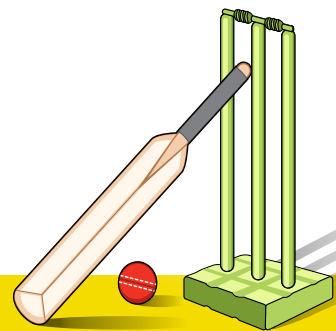
TEAM RAPID FIRE STRIKE

INSTRUCTIONS

- ☐ Split students into three equal teams.
- ☐ One team is batting, one team is fielding and one team is bowling.
- ☐ The batting team line up across the batting 'crease', created by cones.
- ☐ Create a 20m 'pitch' for each batting/ bowling pair, with a set of stumps or cones opposite the batter.
- ☐ The bowling team line up next to the stumps or cones and bowl or underarm the ball.
- ☐ The batters hit the ball and take as many runs as they can before the fielders return the ball back to the bowlers. Batters count the number of runs they get before the ball is returned.
- ☐ Batters face three deliveries and then all roles rotate.

EXAMPLE QUESTIONS

- ☐ Where is the best place to strike the ball so you can score as many runs as possible?
- ☐ Can you identify where the batter may strike the ball?
- ☐ Are you able to set the field to restrict your batter from scoring runs?



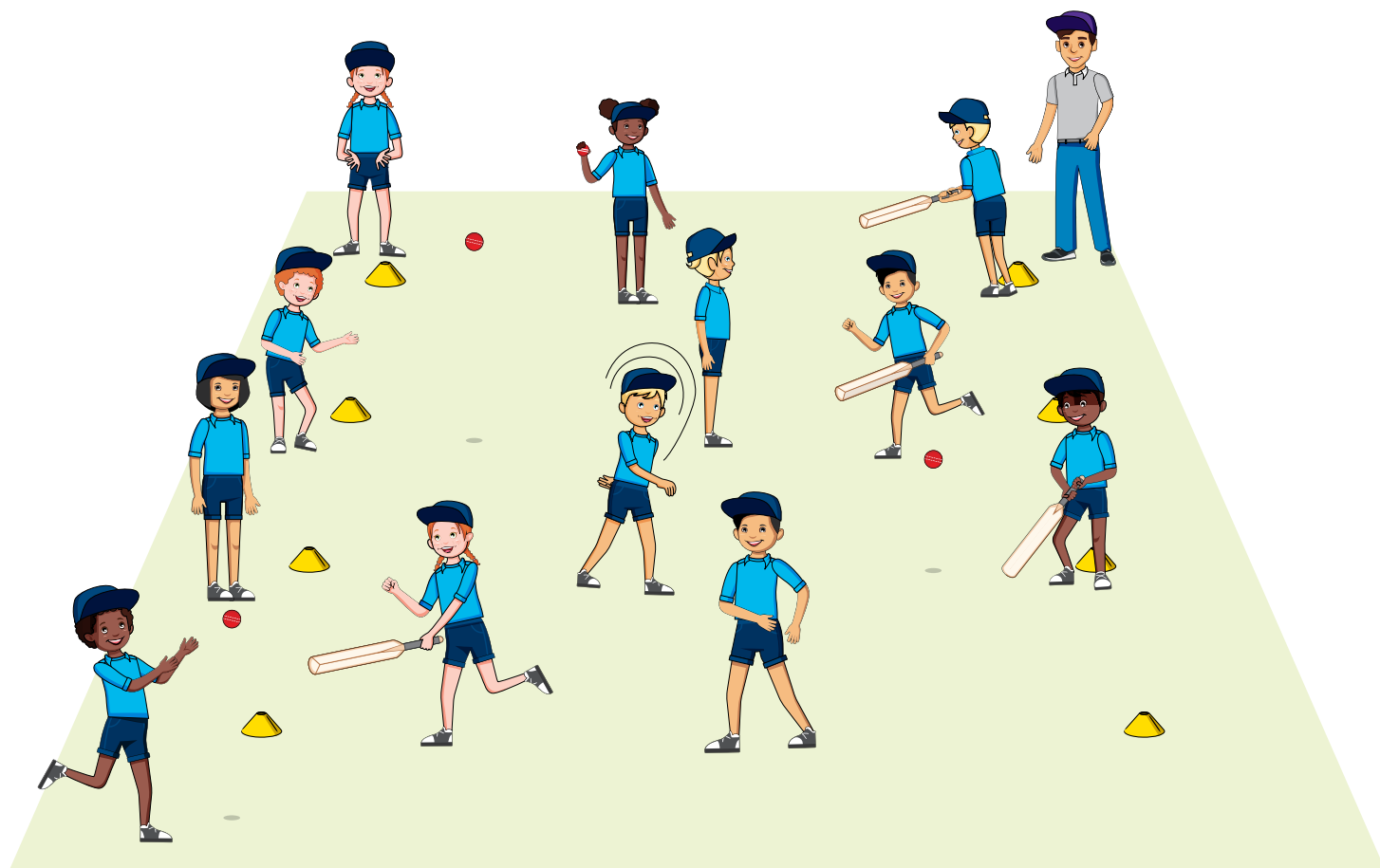
EQUIPMENT

1x ball, 2x set of stumps or cones per batting/bowling pair, and 1 bats per batter.

COACHING

CHANGE IT

- ☐ Add in a rope for a boundary and have students aim towards this to score bonus runs.
- ☐ Include the 'caught' rule, meaning batters are out if the ball is caught by a fielder on the full.



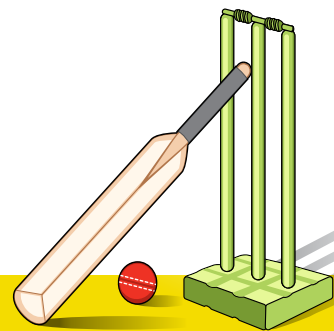
BEAT THE BALL

INSTRUCTIONS

- ☐ Split students into even teams, about 6 to a team.
- ☐ Set up a diamond with four sets of stumps on each corner. You may need to set up two diamonds for your class.
- ☐ One team is batting and the other team fielding, with one student bowling.
- ☐ The batter strikes the ball within the diamond, then runs around the diamond.
- ☐ Fielders throw the ball back to the wicket-keeper, then around the bases in the opposite direction to what the batter is running.
- ☐ If the batter beats the ball back to the base they started from, then they score a run for their team.

EXAMPLE QUESTIONS

- ☐ Where is the best place to hit the ball with your strike?
- ☐ How do I position myself so the ball doesn't go past me in the field?
- ☐ How do we set up a field to prevent the batter from beating the ball back?



EQUIPMENT

1x ball, 4x set of stumps or cones and 1x bat.

COACHING

CHANGE IT

- ☐ Ask each team to come up with a new rule.
- ☐ Kick a large Scorchers ball as a new way to strike.

