



HEALTH & PE FOUNDATION

OFFICIAL KIDS
PROGRAM



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ABOUT THIS PROGRAM

Woolworths Cricket Blast Health & PE (WWCB HPE) is Cricket Australia's new development program for primary schools. 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.

WWCB HPE has been built on the foundations of the Australian Curriculum, the Australian Sports Commission Physical Literacy Standard and the Australian Cricket Coaching Philosophy. These foundations combined have created an inclusive and engaging program with a core focus on 'learning through play'.

WWCB HPE has five stages, Foundation, Grade 1-2, Grade 3-4, Grade 5-6 & Grade 7-10. Each stage includes clearly identified progressions which allows students of all skill levels and abilities to develop skills in a fun and safe setting. Our Woolworths Cricket Blast equipment 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



DO I NEED TO KNOW CRICKET TO DELIVER THIS?




Delivering a WWCB HPE program in your school is easy. This resource caters for all teachers from 'first timers' to 'cricket experts,' by providing detailed lesson plans, activity guides and equipment lists, as well as the flexibility for teachers to build their own program. With suggested links to the Australian Curriculum, and access to cricket equipment through our school ambassador program, delivering cricket in schools has never been easier.

For additional resources

SESSION PLAN

Warm up, plus 3 activities.

45-60mins is recommend for each session and can be scaled to whatever time period and equipment you have. A traffic light system has been provided to indicate set up time, and activity complexity.

SET UP TIME REQUIRED	COMPLEXITY	CORRESPONDING TRAFFIC LIGHT
Under 3 minutes	Simple activity.	
3-5 minutes	Some complexity involved in this activity.	
5-10 minutes	Complex and challenging activity for stretching students.	



USING THIS RESOURCE

1 TIME

Recommended time for activity, but can be adjusted to suit the needs of the teacher.

2 ACTIVITY

The name of the activity which will have a corresponding activity card explaining how the activity is delivered.

3 EQUIPMENT

What you need to deliver each activity.

4 AUSTRALIAN CURRICULUM LINK

Our suggested link to the Australian Curriculum. Please note that these are just suggestions and teachers can cater lessons to meet their own learning objectives.

5 PHYSICAL LITERACY

The element of physical literacy that the activity focuses on in addition to the skill development aspects of the activity.

6 SPIRIT OF CRICKET

The overarching respect based theme for each week.

7 CLASSROOM ACTIVITIES

Suggested curriculum aligned classroom activities to complement the WWCB HPE program.

8 FOCUS QUESTIONS

Prompting questions to get students to link the activity to the learning intention.

9 COACHING POINTS

Technical focus for deliverers to refer to during the activity.

WOOLWORTHS CRICKET BLAST HEALTH & PE - FOUNDATION PROGRAM

SESSION 1 - SKILL DEVELOPMENT FUNDAMENTAL MOVEMENT SKILLS (45-60 MINS)

LEARNING INTENTION		DEVELOP AND UNDERSTAND FUNDAMENTAL MOVEMENT SKILLS USED IN CRICKET			
1 TIME	2 ACTIVITY	3 EQUIPMENT	4 AUSTRALIAN CURRICULUM LINK (SEE PAGE 12)	5 PHYSICAL LITERACY COACHING FOCUS	6 BASIC COACHING TIPS
Warm Up					
0-10 min	Crocodile Creek	1 ball each, 2 ropes or marked lines	ACPMPO08	Self-Regulation (Physical)	Simple FMS - Jump, jog, hop, skip & run.
Skills Activities					
10-20 min	Red Rover	1/4 cones or marked lines	ACPMPO11	Engagement & Enjoyment	Spatial awareness. Look before you run.
20-30 min	Derby Cones	1 ball each, lots of cones (approximately 1 each)	ACPMPO08	Coordination	Vary locomotion skills.
30-40 min	In the Water	1 ball each, 2 ropes or marked lines	ACPMPO09	Confidence	Bend the knees. Step, flip come in one motion. Grip the ball firmly. Watch the ball into your hand.
6 Respect Yourself - I always give maximum effort in games and activities.					

8 FOCUS QUESTIONS	7 SUGGESTED CLASSROOM ACTIVITY
1. What are some of the physical changes to your body when participating in Cricket Activities?	ACPP8004 Practice personal and social skills to interact positively with others.

EQUIPMENT



AUSTRALIAN CURRICULUM & PHYSICAL LITERACY

Cricket Australia's new **Woolworths Cricket Blast Health & PE program** has been developed in alignment to the Australian Curriculum, Australian Sports Commission Physical Literacy Framework, the Australian Cricket Coaching Philosophy & the Spirit of Cricket. These lessons have been designed for ease of delivery and to enhance a teacher's capacity to achieve curriculum outcomes.

Coaching Physical Literacy reminds teachers to develop learners in a holistic way, integrating the psychological, social, and cognitive aspects of movement along with the physical.

Deliverers need to consider physical literacy when running a session as this will increase the likelihood of students engaging in cricket. Physically literate students are more likely to continue the sport beyond the school program.



CREATED IN ALIGNMENT WITH...

THE AUSTRALIAN SPORTS COMMISSION

More info can be found at:

Physical domain		Psychological domain	Social domain	Cognitive domain
⋮		⋮	⋮	⋮
Movement skills (Land)	Stability / balance	Motivation	Ethics	Awareness
Movement skills (Water)	Flexibility	Self-regulation (Emotions)	Relationships	Content knowledge
Movement using equipment	Agility	Self-regulation (Physical)	Collaboration	Rules
Object manipulation	Strength	Self-awareness	Safety & risk	Purpose & reasoning
Cardiovascular endurance	Reaction time	Confidence	Society & culture	Strategy & planning
Muscular endurance	Speed	Engagement & enjoyment	Connectedness (Community & environment)	Tactics
Coordination	Power			

THE AUSTRALIAN CURRICULUM: HEALTH AND PHYSICAL EDUCATION

More info can be found at:

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 you 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.

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 four week 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

The Australian Sports Commission (ASC) 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

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CHANGE IT

The CHANGE IT Approach is applicable to all WWCB HPE activities, ensuring activities are engaging & adaptable for students of all abilities. View our video on the CHANGE IT approach at <https://community.cricket.com.au/schools/CricketBlastHPE>

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.

CRICKET – A SPORT FOR ALL

Cricket is a sport for all Australians regardless of gender, cultural background, religion or ability. Cricket Australia's 'A Sport for All' program is an award-winning diversity and inclusion program that provides expert tools and training to grow sustainable inclusive participation at clubs, associations and beyond, catering to meet the needs of Australia's diverse communities. For more information on this program, please see the website cricketaustralia.com.au/about/diversity-and-inclusion/a-sport-for-all.

The WWCB HPE program has been designed to cater for students of ALL abilities. Our cricket staff are trained to adjust the program to ensure the best experience for all students regardless of ability. In each of the activities in this handbook you will see levels of progression in the 'Change it Up' section. These can be used as a starting point to increase or decrease the difficulty of activities. Remember no program is one-size fits all, so customise and modify to ensure all students can be involved.

ASSISTANCE

If you require any assistance or tips on integrating students from diverse backgrounds, including students with a disability in your WWCB HPE program, please contact our Cricket Blast Helpdesk on the below details:

Email

schoolambassadors@cricket.com.au

Phone

1800 CRICKET (274 2538)

THE SPIRIT OF CRICKET

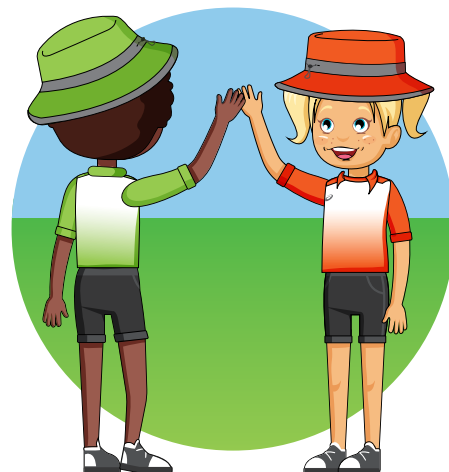
Australians are justifiably proud of the place cricket has in their daily lives. However, what is equally important to all of us involved in this great game, is the way that it is played and the manner in which all cricketers conduct themselves. The Spirit of Cricket involves respect for:

- Your teammates.
- Your opponents.
- The role of the teacher.
- The game's traditional values.

In Woolworths Cricket Blast Health and PE this means students do the following:

- **Respect yourself**
I always give maximum effort during games and activities
- **Respect your teammates**
I am a helpful, supportive and respectful teammate.
- **Respect diversity and inclusion**
I include and work well with everyone involved.
- **Respect the game, its volunteers and your teachers**
I respect the game, it's officials, volunteers and teachers who help.

In every session there is a focus area for the Spirit of Cricket. Challenge students to focus on learning these behaviours during this block and beyond. Call out when you see this behaviour and even have a Spirit of Cricket student of the week, who most exemplifies this focus area.

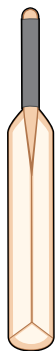


PROGRAM EQUIPMENT

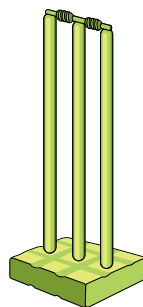
CRICKET SCHOOL AMBASSADORS RECEIVE ACCESS TO DISCOUNTED EQUIPMENT AT CRICKET AUSTRALIA'S ONLINE SHOP.

TO ACCESS THE SHOP PLEASE

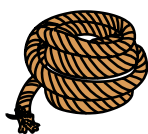
RECOMMENDED EQUIPMENT FOR 24 STUDENTS



12 BATS



8 STUMPS



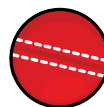
2 ROPES (20M)



23 CONES



2 LARGE SCORCHER BALLS



24 RUBBER CRICKET BALLS



1 CRICKET BLAST BAG

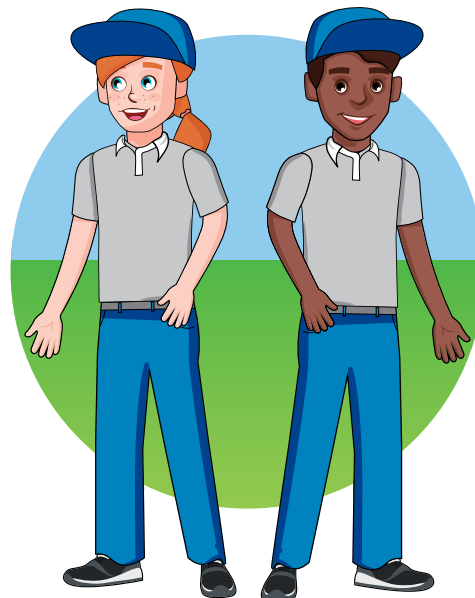
CRICKET AUSTRALIA TEACHER PD

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)**



MASCOT CHALLENGE

IT'S FOR ALL KIDS FROM FOUNDATION TO GRADE 2 AND IT'S FREE!

The Mascot Challenge is a 4-week program that has kids spending 10 mins a day developing fundamental motor skills that will lay the foundations for them to lead a healthy and active life.

It is designed to be delivered by classroom teachers, but can also be implemented in Daily P.E. or as part of a HPE program.



WHAT DO YOU RECEIVE?

- All equipment/resources provided.
- Classroom kit includes:
A stress ball for each student, and all program instructions.

TO REGISTER PLEASE

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

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COACHING TIPS FOR TEACHERS

BATTING

WATCH THE BALL

- When batting, students need to watch the ball closely from the point the bowler releases it until after they have hit it or left it.

MOVE

- Move the front foot towards the ball.
- Bend the knees to maintain balance.

FREE SWING

- A student should be able to swing their bat freely and easily to score runs.
- The bat should be the appropriate weight and size for the student, allowing them to strike the ball with the full face of the bat.



FIELDING

CATCHING

- Soften hands.
- Watch the ball all the way into their hands.
- Cup hands together and give with the ball.

THROWING OVERARM THROW

- Stand side onto target (surf position).
- Point at the target.
- Bend the knees slightly.
- Throw the ball towards the target.

MOVE TO CATCH/CONTROL

- As the bowler runs in to bowl, all students should be alert and in position, moving towards the batter.



BOWLING

GRIP

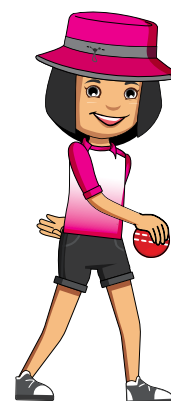
- Grip the ball by making 'bunny ears' down the seam of the ball.

STRAIGHT ARM

- Stretch the arm as high as possible.
- Brush the ear and release the ball with a straight elbow.

FOLLOW THROUGH

- Once the bowler has let the ball go, they need to continue in a straight line until their body returns to a vertical position.



PROGRAM OVERVIEW

SESSION	ACTIVITIES AND GAMES	LEARNING INTENTION	AUSTRALIAN CURRICULUM ALIGNMENT	EQUIPMENT REQUIRED	SPIRIT OF CRICKET
SESSION 1	1. Crocodile Creek 2. Red Rover 3. Derby Cones 4. In The Water	Develop and understand Fundamental Movement skills used in cricket.	ACPMP008 ACPMP011 ACPMP009	Balls = 10 Cones = 20 Stumps = 4 sets Ropes = 2 Bats = 4	Respect yourself I always give maximum effort during games and activities.
SESSION 2	1. Red Rover 2. Hurricane Handling 3. Clear Your Cricket Backyard 4. Scorcher Ball	Develop skills required to throw towards a target.	ACPMP014 ACPMP008 ACPMP009	Balls = 1 per student Cones = 20 Ropes = 2 Scorcher Balls = 2	Respect your team mates I am a helpful, supportive and respectful team mate.
SESSION 3	1. Bowling Tag 2. Catching All Stars 3. Target Takedown 4. Sneaky Singles	Develop and understand the concept of catching with 'soft hands'.	ACPMP008 ACPMP009 ACPMP013	Balls = 1 per student Cones = 20 Ropes = 2 Scorcher Balls = 2 Stumps = 6 sets Bats = 6	Respect diversity and inclusion I include and work well with everyone involved.
SESSION 4	1. Yes No Wait 2. Rob The Nest 3. Sink The Ship 4. Renegade Relays	Demonstrate effective communication when participating in modified games.	ACPMP011 ACPMP012	Balls = 1 per student Cones = 20 Stumps = 6 sets Bats = 6	Respect the game, its volunteers and your teachers I respect the game, its officials, volunteers and teachers who help.



AUSTRALIAN CURRICULUM FOCUS AREAS

ACPMP008	Practise fundamental movement skills and movement sequences using different body parts.
ACPMP009	Participate in games with and without equipment.
ACPMP010	Explore how regular physical activity keeps individuals healthy and well.
ACPMP011	Identify and describe how their body moves in relation to effort, space, time, objects and people.
ACPMP012	Cooperate with others when participating in physical activity.
ACPMP013	Test possible solutions to movement challenges through trial and error.
ACPMP014	Follow rules when participating in physical activity.

WOOLWORTHS CRICKET BLAST

HEALTH & PE - FOUNDATION PROGRAM

SESSION 1 – SKILL DEVELOPMENT

FUNDAMENTAL MOVEMENT SKILLS (45-60 MINS)

LEARNING INTENTION

DEVELOP AND UNDERSTAND FUNDAMENTAL MOVEMENT SKILLS USED IN CRICKET

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Crocodile Creek	1 ball each, 2 ropes or marked lines	ACPMP008	Self-Regulation (Physical)	<ul style="list-style-type: none"> Simple FMS - Jump, jog, hop, skip & run.
Skills Activities					
10-20 min	Red Rover	4+ cones or marked lines	ACPMP011	Engagement & Enjoyment	<ul style="list-style-type: none"> Spatial awareness. Look before you run. Vary locomotion skills.
20-30 min	Derby Cones	1 ball each, lots of cones (approximately 1 each)	ACPMP008	Coordination	<ul style="list-style-type: none"> Bend the knees. Step, flip cone in one motion.
30-40 min	In the Water	1 ball each, 2 ropes or marked lines	ACPMP009	Confidence	<ul style="list-style-type: none"> Grip the ball firmly. Watch the ball into your hand.
Respect Yourself – I always give maximum effort in games and activities.					

FOCUS QUESTIONS

SUGGESTED CLASSROOM ACTIVITY

1. What are some of the physical changes to your body when participating in Cricket Activities?

ACPPS004

Practise personal and social skills to interact positively with others.

EQUIPMENT



20



20



2

Find our video resources at community.cricket.com.au/schools

CROCODILE CREEK



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			1 ball each, 2 ropes or lines marked on the ground/court

INSTRUCTIONS

- Students 'follow the leader' (teacher) as they move and balance along the ropes/lines around 'Crocodile Creek'.
- Use the 'Change It Up' options to engage and challenge students by adding obstacles, challenges and point scoring systems for successfully maneuvering Crocodile Creek.
- Get creative and ask the students for their suggestions!

TIP

Movement demonstration is key.

COACHING

- Simple FMS - Jump, jog, hop, skip & run.

ASK THE STUDENTS

- Ask students to come up with a new locomotive skill for each side of the square.

CHANGE IT UP!

LEVEL 1 - CROSSING CROCODILE CREEK

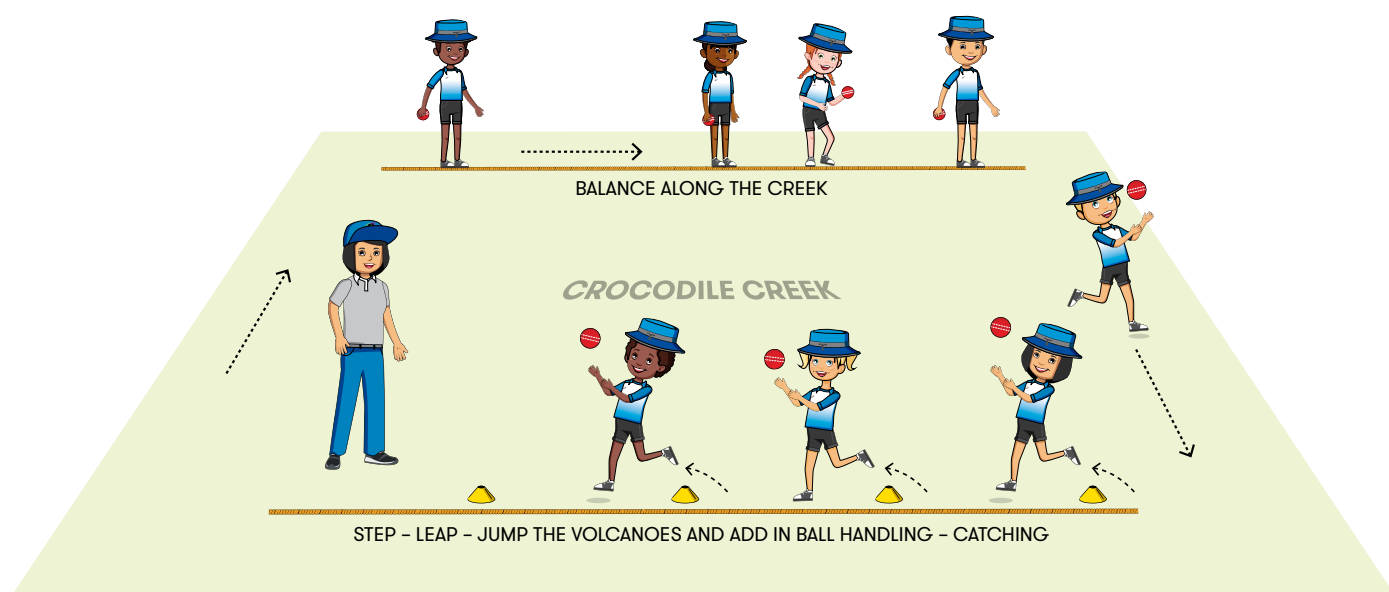
- Nominate sides as 'creek crossings', students must follow the teacher's movement or skill instructions to cross Crocodile Creek.
- Challenge students to cross Crocodile Creek by jumping, leaping, hopping or skipping.

LEVEL 2 - OBSTACLES

- Introduce cricket equipment as obstacles to challenge students as they move around Crocodile Creek;
 - Stump bases = Crocodiles - must be jumped over
 - Cones = Valances - must be hopped over
 - Hula Hoops = Islands - must land and balance in with one foot
 - Ropes = Vines - must be balanced along

LEVEL 3 - BALL HANDLING

- Introduce balls, each student holds their ball as they move around Crocodile Creek.
- Each time a participant passes an obstacle or reaches a turn, they must complete a ball handling challenge including; figure 8s, ball wraps around your ankles/waist/head, yo-yo catching, throw clap and catch.
- Get creative and come up with your own movement and ball handling instructions and routines.



RED ROVER



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			Cones to create a playing area

INSTRUCTIONS

- 2 or more students are taggers and begin in the middle of the playing area.
- All other students are runners and start at one end.
- The teacher calls 'red rover all over'.
- Runners run across the playing area to the 'safe zone' avoiding taggers.
- Runners that are tagged become taggers and must stand stationary and try to tag runners.
- The teacher continues to call 'red rover all over' until just 1 runner remains. They are the winner.
- The teacher may call out variations of runners, i.e. 'red rover all over, runners wearing black shorts'.

COACHING

- Listen to the specific instructions and respond accordingly.
- Be aware of your classmates around you.

ASK THE STUDENTS

- How does this activity relate to the game of cricket?
- How can you avoid being tagged?

CHANGE IT UP!

LEVEL 1 – LOCOMOTION CALL

- The teacher calls out a specific movement and all runners must respond accordingly (running, hopping, jumping, bounding, running backwards etc).

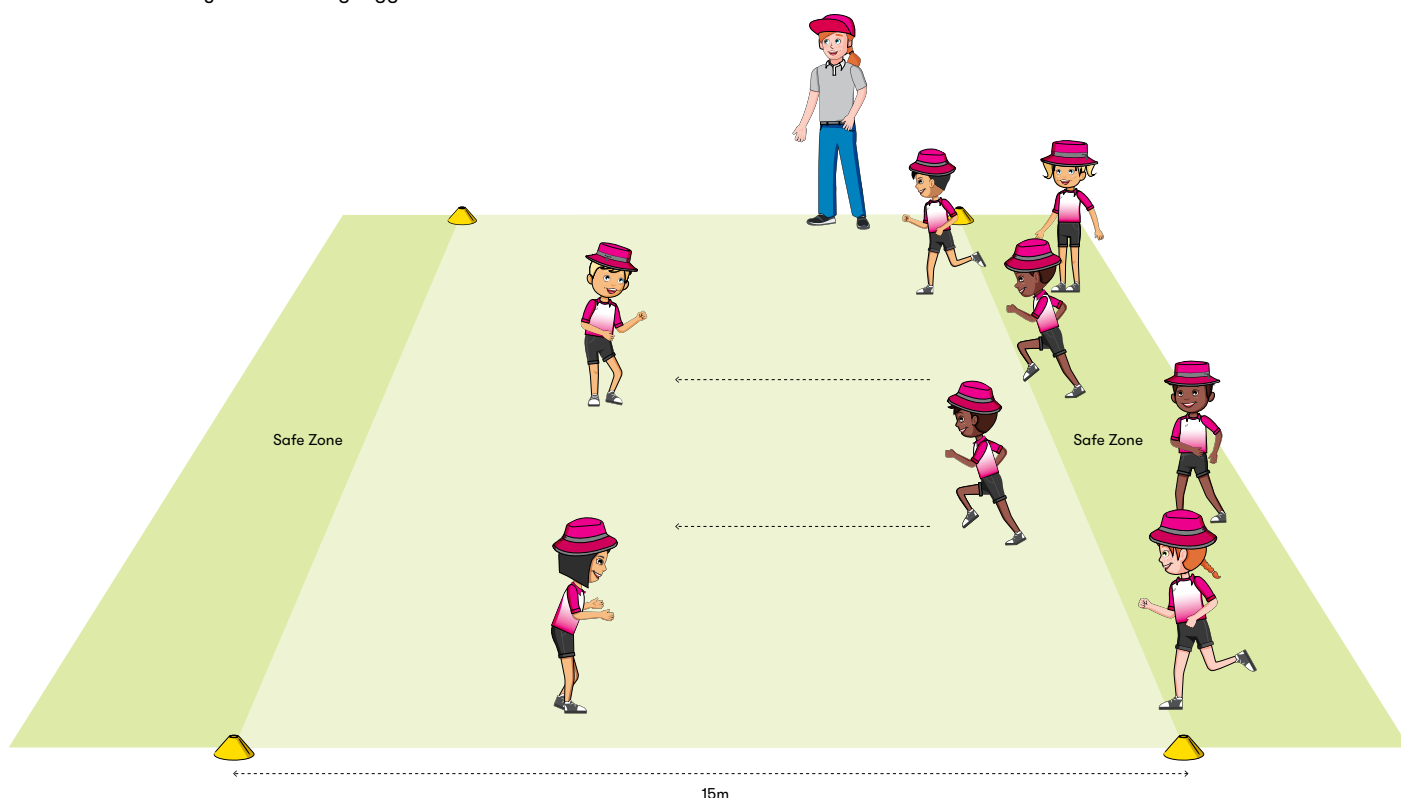
LEVEL 2 – LAKES AND ISLANDS

- Using cones, create 'lakes' or 'islands' in the playing area.
- Lakes are out of bounds. Taggers and runners must dodge around them.
- Islands are safe zones where runners may not be tagged. Runners may only stay on an island for 3 seconds.

LEVEL 3 – LINKED RUNNERS



- The teacher calls out a specific number. Based on this number, students link arms together and coordinate their movements to get across the square.

Ensure the playing area is big enough to move around safely.



DERBY CONES



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			1 ball each, lots of cones (approximately 1 each)

INSTRUCTIONS

- Divide students into two teams, “bowls” and “pyramids”.
- Spread cones across the playing area, half are upside down (bowls) and half are the right way up (pyramids).
- Students race to turn cones to match their teams nominated position.
- Cones must be turned with hands.
- Cones can’t be protected or guarded.
- The team with the most cones matching their nominated position at the end of the game wins.
- Make it easier by beginning with power walking.

COACHING

- Bend the knees when flipping the cones.
- Be aware of your surroundings.

ASK THE STUDENTS

- What cricket skill or movement is like bending down and flipping cones?
- How can we make this activity harder?

CHANGE IT UP!

LEVEL 1 – INDIVIDUAL CHALLENGE

- Students don’t compete in teams, instead they see how many cones they can individually turn in 1 minute and then try to beat that score the following game. Students may not turn the same cone more than once.
- If you have different coloured cones, challenge students to see how many different colours they can turn in 1 minute.

LEVEL 2 – MOVEMENT

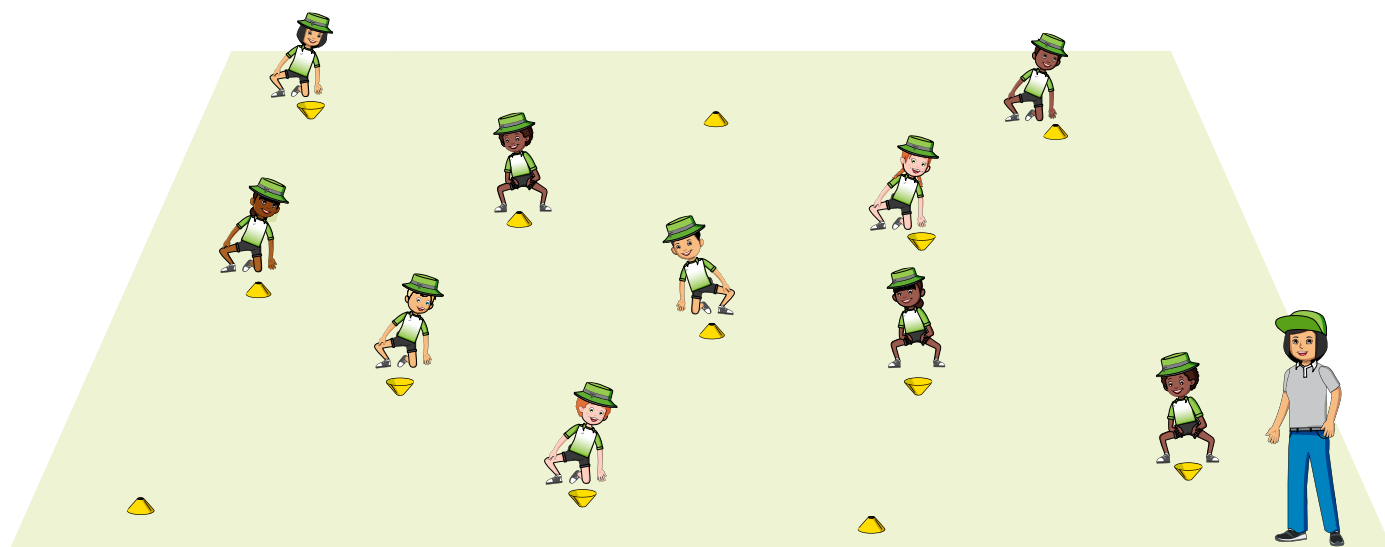
- Each time a student turns a cone, they must perform a movement challenge (tuck jumps, star jumps, hop etc) before they move to their next cone.
- The first cone they perform 1 repetition, the second cone they perform 2 repetitions, and so on.
- Challenge students to see how many cones they can turn/repetitions they can complete in the allocated time.
- Get creative with your movement instructions.

LEVEL 3 – BALL BOUNCING

- Introduce balls. Place balls sitting on top (pyramids) or inside (bowls) some or all the cones.
- When a student turns a cone with a ball, they bounce the ball to themselves as they move to the next cone.
- Once at the next cone, they place the ball either on or in that cone.
- Try 2 handed bounce catches, one hand and alternate hands.





Ensure cones are not set up too close together. Spread them out to prevent student collisions.



IN THE WATER



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			1 ball each, 2 ropes or lines marked on the ground/court

INSTRUCTIONS

- Students line up along the same side of the rope or line marking, each holding a ball.
- The area behind the rope is “out of the water”, the area in front of the rope is “in the water”.
- Students start “out of the water”.
- The teacher calls “in the water” or “out of the water” and students respond accordingly, jumping over the rope to the corresponding side.
- The teacher makes their calls faster and faster and varied to challenge students.
- If a student jumps or balances into the wrong side they take 3 steps back and complete 5 figure 8s between their knees with their ball, or an alternative ball handling routine, then rejoin the game.

COACHING

- Watch the ball into your hands.
- Soft hands when catching.

ASK THE STUDENTS

- Who has an idea for a ball handling routine?
- How can we make the routine easier or harder?

CHANGE IT UP!

LEVEL 1 – NO BALLS

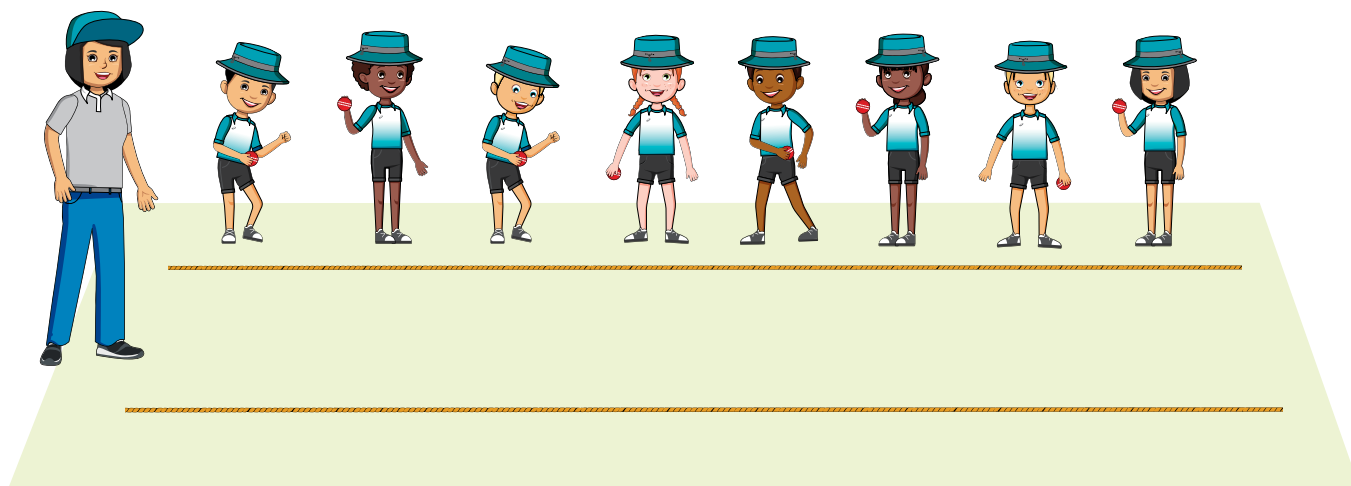
- Make the game easier by starting without balls and provide slow and simple instructions.

LEVEL 2 – MOVEMENT

- Introduce more instructions including ‘on the rope’ or ‘split’, with 1 foot on either side of the rope.
- Vary the movement from jumping to hopping and alternating feet.

LEVEL 3 – BALL HANDLING

- Introduce ball handling routines between movements including; figure 8s, ball wraps around your ankles/waist/head, yo-yo catching, throw clap and catch.
- Get creative and come up with your own movement and ball handling routines.



WOOLWORTHS CRICKET BLAST

HEALTH & PE - FOUNDATION PROGRAM

SESSION 2 - SKILL DEVELOPMENT

FUNDAMENTAL MOVEMENT SKILLS & FIELDING (45 – 60 MINS)

LEARNING INTENTION

DEVELOP SKILLS REQUIRED TO THROW TOWARDS A TARGET.

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Red Rover	4+ cones or marked lines	ACPMP043	Engagement & Enjoyment	<ul style="list-style-type: none"> Spatial awareness. Look before you run. Vary locomotion skills.
Skills Activities					
10-20 min	Hurricane Handling	1 ball per student	ACPMP025	Engagement & Enjoyment	<ul style="list-style-type: none"> Grip the ball firmly. Watch the ball in to your hand.
20-30 min	Clear Your Cricket Backyard	2 ropes, 8 cones, lots of balls	ACPMP047	Self-awareness	<ul style="list-style-type: none"> Watch the ball into your hand. Step towards target when throwing.
30-40 min	Scorcher Ball	2 ropes, 8 cones in 2 colours, lots of balls, 2+ scorcher balls	ACPMP045	Purpose & Reasoning	<ul style="list-style-type: none"> Watch the ball into your hand. Step towards target when throwing.
Respect Teammates – I am a respectful supportive & helpful team mate.					

FOCUS QUESTIONS

1. What will help you get the ball closer to the target when throwing?
2. Why do we step towards the target when throwing?
3. Why do we need to have soft hands when catching?
4. Why do we need to bend our knees when fielding a ball?

SUGGESTED CLASSROOM ACTIVITY

ACPPS006

Group foods into categories such as food groups and 'always' and 'sometimes' foods.

EQUIPMENT



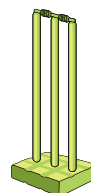
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RED ROVER



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			Cones to create a playing area

INSTRUCTIONS

- 2 or more students are taggers and begin in the middle of the playing area.
- All other students are runners and start at one end.
- The teacher calls 'red rover all over'.
- Runners run across the playing area to the 'safe zone' avoiding taggers.
- Runners that are tagged become taggers and must stand stationary and try to tag runners.
- The teacher continues to call 'red rover all over' until just 1 runner remains. They are the winner.
- The teacher may call out variations of runners, i.e. 'red rover all over, runners wearing black shorts'.

COACHING

- Listen to the specific instructions and respond accordingly.
- Be aware of your classmates around you.

ASK THE STUDENTS

- How does this activity relate to the game of cricket?
- How can you avoid being tagged?

CHANGE IT UP!

LEVEL 1 – LOCOMOTION CALL

- The teacher calls out a specific movement and all runners must respond accordingly (running, hopping, jumping, bounding, running backwards etc).

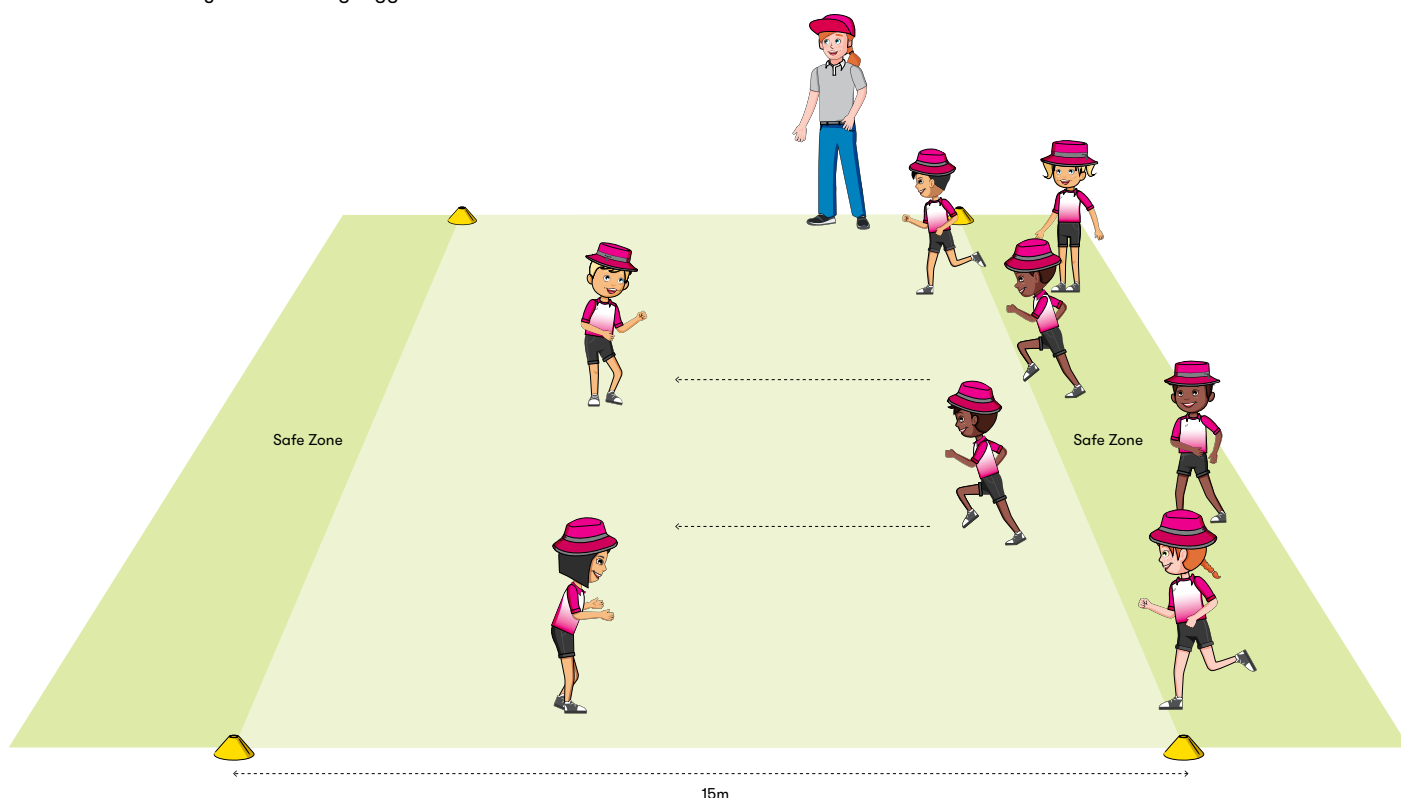
LEVEL 2 – LAKES AND ISLANDS

- Using cones, create 'lakes' or 'islands' in the playing area.
- Lakes are out of bounds. Taggers and runners must dodge around them.
- Islands are safe zones where runners may not be tagged. Runners may only stay on an island for 3 seconds.

LEVEL 3 – LINKED RUNNERS

- The teacher calls out a specific number. Based on this number, students link arms together and coordinate their movements to get across the square.

Ensure the playing area is big enough to move around safely.



HURRICANE HANDLING



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fielding	1			1 ball per student

INSTRUCTIONS

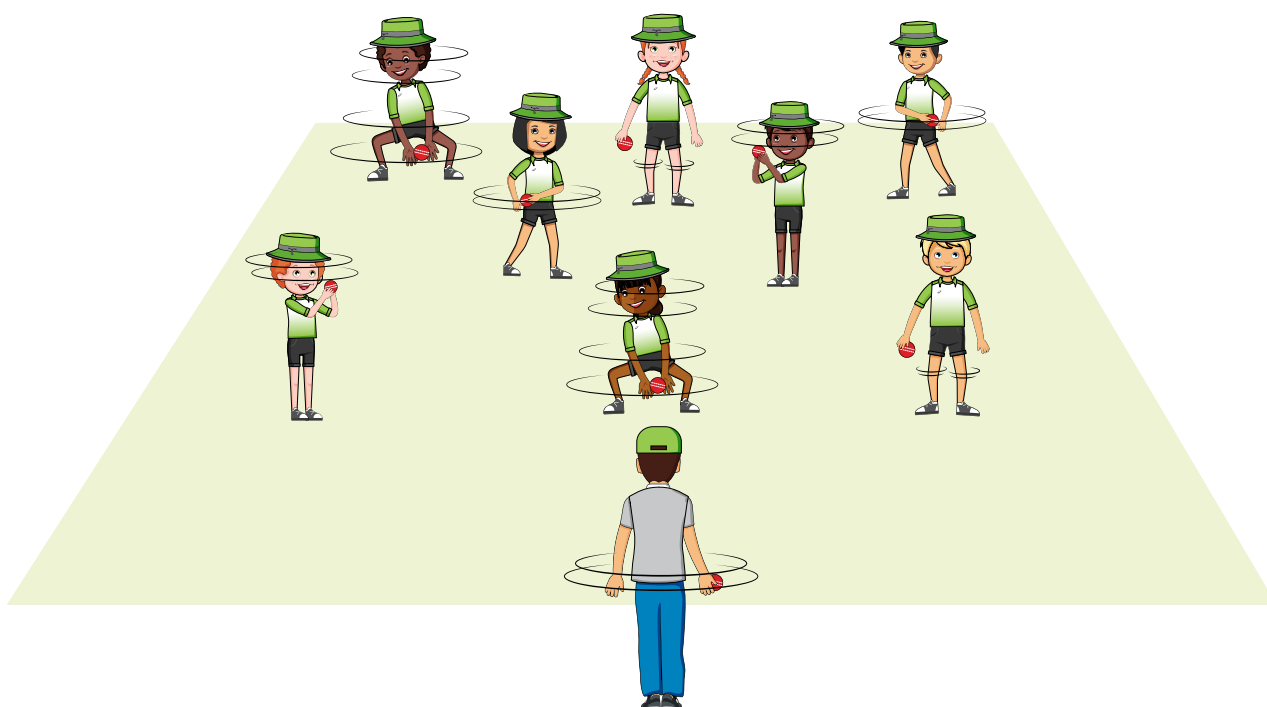
- Each student has a ball.
- The teacher calls out and demonstrates a ball handling challenge and students copy.
- Keep it fast, fun and provide skill variations to challenge different abilities.
- Get creative and make your own ball handling challenges!
- If students are finding the activity too challenging, use scorcher balls.

COACHING

- Watch the ball all the way into your hands.
- Cup hands together and give with the ball.

ASK THE STUDENTS

- Which challenge was the hardest and why?
- Why do you need to watch the ball?



CHANGE IT UP!

LEVEL 1 – BALL WRAPS

- Wrap the ball around your head/waist/knees/ankles.
- Race up and down the body.
- Figure 8s between knees.
- Listen to the specific cue being given and react accordingly.

LEVEL 2 – CHALLENGE CATCHING

- Throw the ball in the air to yourself clap/spin/jump/touch the ground before catching.
- Throw the ball under 1 leg and catch it.
- Throw the ball in the air or let it bounce.
- Hold the ball in 1 hand and the other hand underneath ready to catch. Drop the ball and catch.
- Try catching with 1 hand and alternate hands.

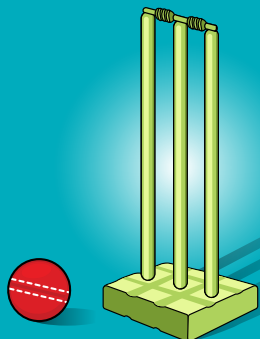
LEVEL 3 – RACES

- Race to complete 20 catches or see how many catches you can complete in 30 seconds.
- Race to see who can wrap the ball around their head, waist, knees, ankles the quickest.



Ensure the area is large enough to move around safely.

CLEAR YOUR CRICKET BACKYARD



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Bowling & Fielding	Whole class			2 ropes, 8 cones, lots of small balls, 2+ scorcher balls

INSTRUCTIONS

- 2 teams line up behind the ropes at opposite ends of the playing area.
- Students deliver the balls continuously across to the other side for a set period.
- The team with the most balls on the other side is the winner.
- Begin with underarm throws then progress to overarm throwing and then bowling.

TIP

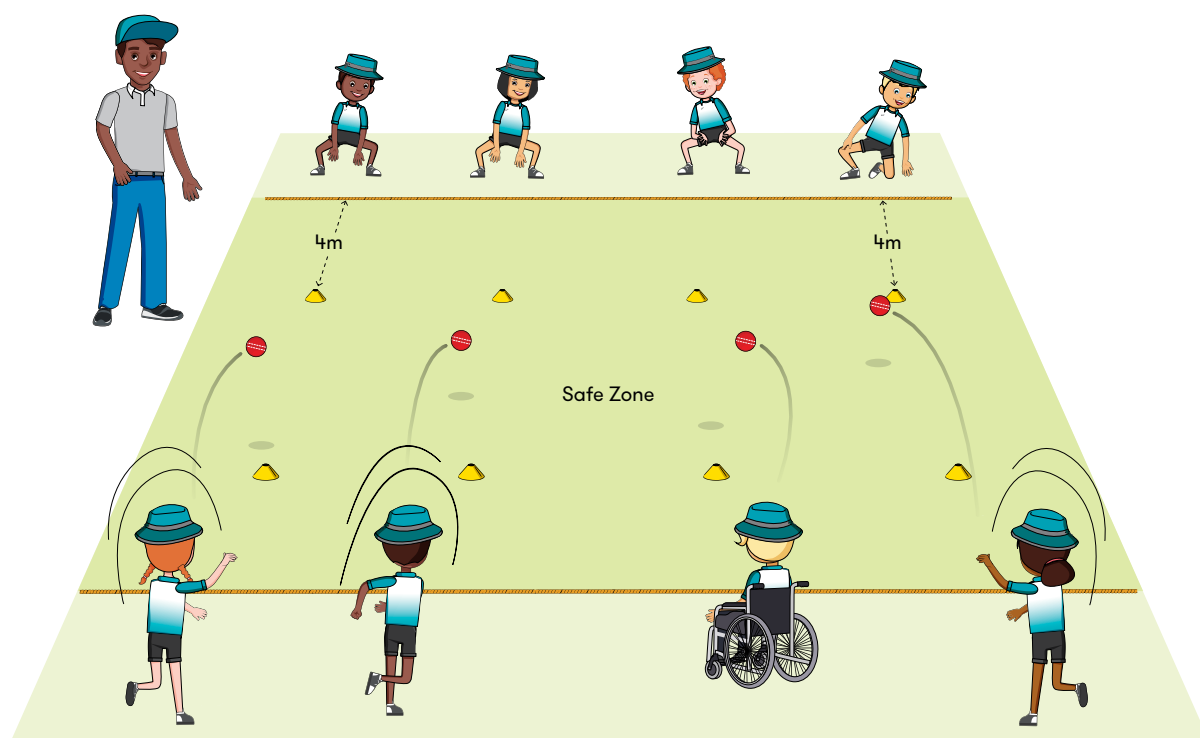
This is a great opportunity to provide instruction on the difference between throwing (bent arm) and bowling (straight arm) as you move between skills.

COACHING

- When fielding, keep your eyes on the ball and get your body low to the ground.
- When bowling, stretch your arm as high as possible, brush your ear and release the ball with a straight elbow.

ASK THE STUDENTS

- Explain the difference between throwing and bowling.
- What will help you get the ball closer to the target when throwing?



CHANGE IT UP!

LEVEL 1 – MIXED METHOD REACTION

- Call out a specific way to get the ball to the opposite side, i.e. rolling along the ground, overarm, underarm, bowling, bounce once, throw to catch on the full or which hand to use.

LEVEL 2 – SCORCHER BALL

- Introduce scorcher balls to the middle of the safety zone.
- Students aim to hit the scorcher balls past the opposing team's cones.

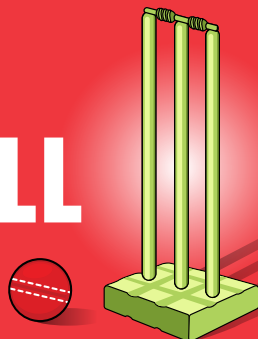
LEVEL 3 – LINKING PLAY



- Pass the ball a predetermined amount of times (2, 3, or 4 times) between team mates, before releasing it to the other side. Remember to communicate with your team.



- Instruct and demonstrate to students to bounce the ball in the middle of the safety zone when throwing or bowling. You may also have to increase the playing area so as not to have students hit.
- Only adults may enter the 'safety zone' between the ropes, to collect balls and remove targets.

SCORCHER BALL



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Bowling & Fielding	Whole class	 *		2 ropes, 8 cones in 2 colours, lots of balls, 2+ scorcher balls

*The set up is the same as **Clear Your Cricket Backyard**

INSTRUCTIONS

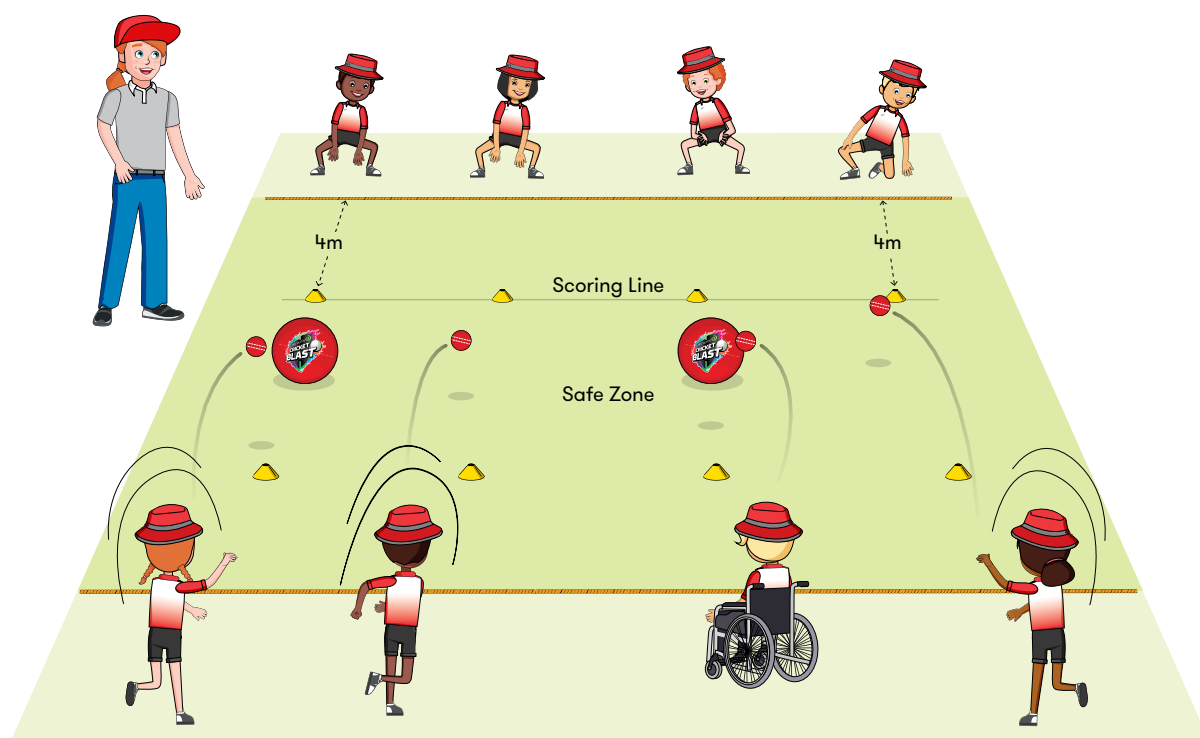
- Set up two ropes at opposite ends of the playing area.
- In front of each rope place a line of cones the same colour.
- Split your class into 2 teams.
- Teams line up behind the ropes with a ball each.
- Place 2 or more scorcher balls in the middle of the safety zone.
- Students aim to hit the scorcher balls past the opposing team's scoring line cones.
- The team to get the most scorcher balls across the team's scoring line cones is the winner.

COACHING

- Soft hands when catching.
- Surf position, and point to the target when throwing.

ASK THE STUDENTS

- How is this related to cricket?
- How could we get more people involved in the game?



CHANGE IT UP!

LEVEL 1 – DELIVERY METHOD

- Begin with underarm throws then progress to overarm throwing and then bowling.

TIP

This is a great opportunity to provide instruction on the difference between throwing (bent arm) and bowling (straight arm) as you move between skills.

LEVEL 2 – LINKING PLAY

- Pass the ball a predetermined amount of times (2, 3, or 4 times) between team mates, before releasing it to the other side. Remember to communicate with your team.

LEVEL 3 – BATTLESHIPS

- Use a variety of equipment as targets, or 'battleships', in the playing area.
- When a student hits a battleship, it is 'sunk' and removed from the game.
- The team to sink the most battleships is the winner.

SAFETY

- Instruct and demonstrate to students to bounce the ball in the middle of the safety zone when throwing or bowling. You may also have to increase the playing area for safety.
- Only teachers may enter the 'safety zone' between the ropes, to collect balls and remove targets.

WOOLWORTHS CRICKET BLAST

HEALTH & PE - FOUNDATION PROGRAM

SESSION 3 - SKILL DEVELOPMENT

FUNDAMENTAL MOVEMENT SKILLS & CATCHING (45-60 MINS)

LEARNING INTENTION

DEVELOP AND UNDERSTAND THE CONCEPT OF CATCHING WITH 'SOFT HANDS'

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Bowling Tag	1 ball per participant, 2 ropes or marked square	ACPMP009	Content Knowledge	<ul style="list-style-type: none"> Simple FMS - Jump, jog, hop, skip & run.
Skills Activities					
10-20 min	Catching All Stars	1 ball, 1 cone per pair	ACPMP008	Fun & Engagement	<ul style="list-style-type: none"> Grip the ball firmly. Watch the ball into your hand.
20-30 min	Target Takedown	1 ball per pair, 2 ropes, targets (any equipment, including stumps and cones)	ACPMP027	Purpose & Reasoning	<ul style="list-style-type: none"> Watch the ball into your hand. Step towards target when throwing.
30-40 min	Sneaky Singles	1 ball per student, 1 rope	ACPMP031	Tactics	<ul style="list-style-type: none"> Look for and listen to any cues and respond accordingly. Move towards the target in a straight line.
Respect Classmates and Be Inclusive - I will include and work well with all my peers.					

FOCUS QUESTIONS

- Where should our eyes be when we are batting?
- What do we do with our feet when the ball is coming towards us when batting?

SUGGESTED CLASSROOM ACTIVITY

ACPPS007

Play traditional Aboriginal and Torres Strait Islander games such as Kolap using natural materials.

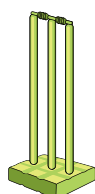
EQUIPMENT



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BOWLING TAG





CHANGE IT UP!

LEVEL 1 – LOCOMOTION

- Call out a specific movement and all runners must respond accordingly (running, hopping, jumping, bounding, running backwards etc.).

LEVEL 2 – LAKES AND ISLANDS

- Using cones, create small 'lakes' or 'islands' in the playing area.
- Lakes are out of bounds and taggers and runners must dodge around them.
- Islands are safe zones where runners may not be tagged. Runners may only stay on an island for 3 seconds.
- Give each runner a ball and students try a ball handling challenge when they are on an island.

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			Cones to create a playing area

INSTRUCTIONS

- 2 or more students are taggers.
- Everyone else are runners and avoid being tagged.
- If a runner is tagged, they stand stationary, with 1 hand held high above their head.
- Runners free students that have been tagged, by giving them a 'bowling high 5' (high 5 with a bowling motion).
- Rotate taggers once all runners have been tagged or every minute.
- If runners are finding the activity too challenging, reduce the number of taggers or introduce a slower movement style such as power walking.

COACHING

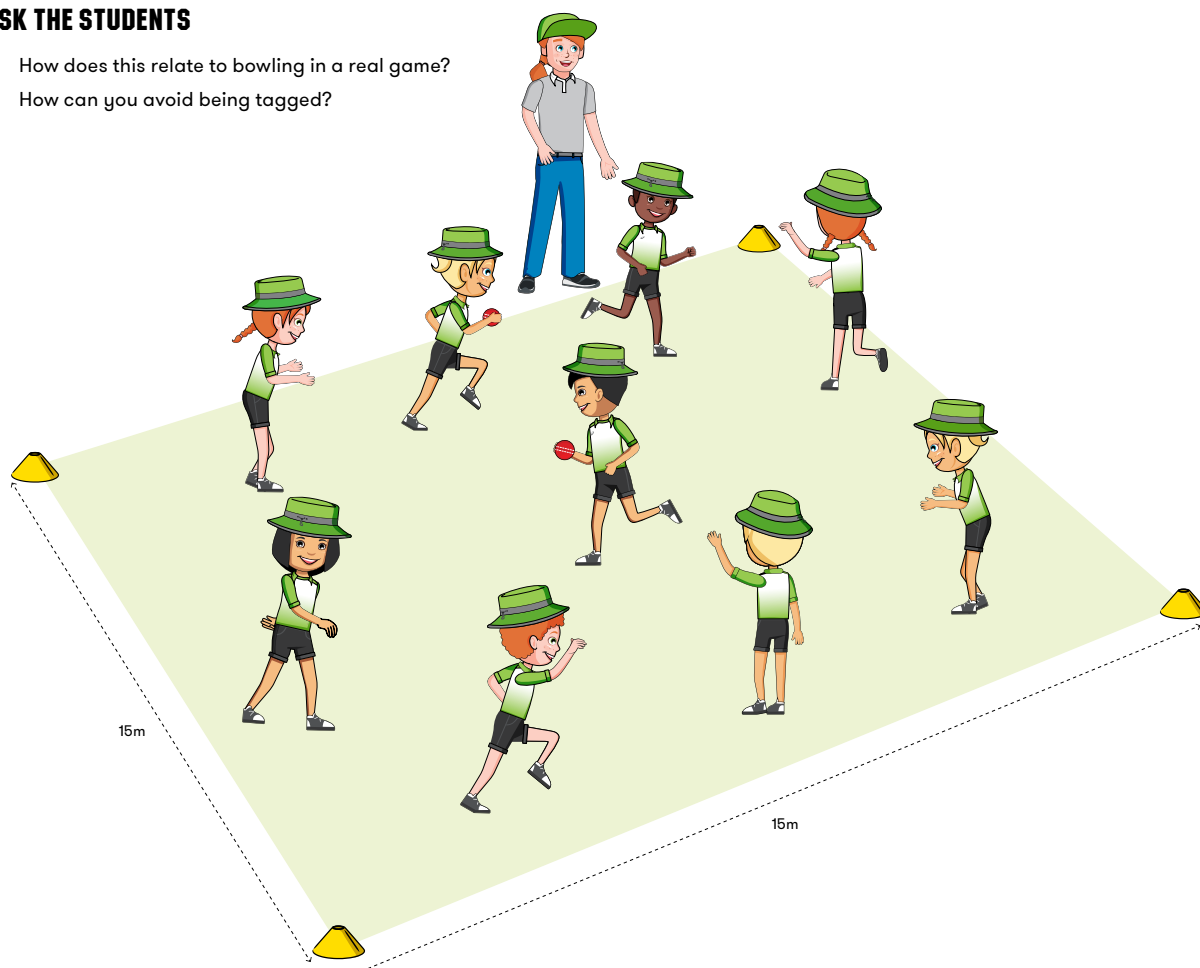
- Stretch your arm as high as possible, brush your ear and release the ball with a straight elbow.
- Be aware of your team mates around you.

ASK THE STUDENTS

- How does this relate to bowling in a real game?
- How can you avoid being tagged?



Ensure the playing area is large enough to move around safely.



CATCHING ALL STARS



SKILL FOCUS

Fielding

GROUP SIZE

2

SET UP TIME



COMPLEXITY



EQUIPMENT

1 ball,
1 cone between
each pair

INSTRUCTIONS

- Pairs stand 3-5m apart with 1 ball.
- Students underarm back and forth taking turns throwing and catching.
 - » Create your own catching challenges:
 - » Catch with 1 hand and alternate hands.
 - » Clap between catching the ball.
 - » Introduce a second ball. Underarm your ball while simultaneously catching your partner's ball.

COACHING

- Watch the ball until it's in your hands.
- Cup hands together and give with the ball.

ASK THE STUDENTS

- Why do you need to give with the ball when catching?
- How did you position your hands? Why?

CHANGE IT UP!

LEVEL 1 - CONE CATCHING

- Introduce a cone.
- Catch holding the cone like a bowl or like a pyramid.

LEVEL 2 - RACES

- Race to complete 20 catches or see how many catches you can complete in 30 seconds.

LEVEL 3 - DISTANCE

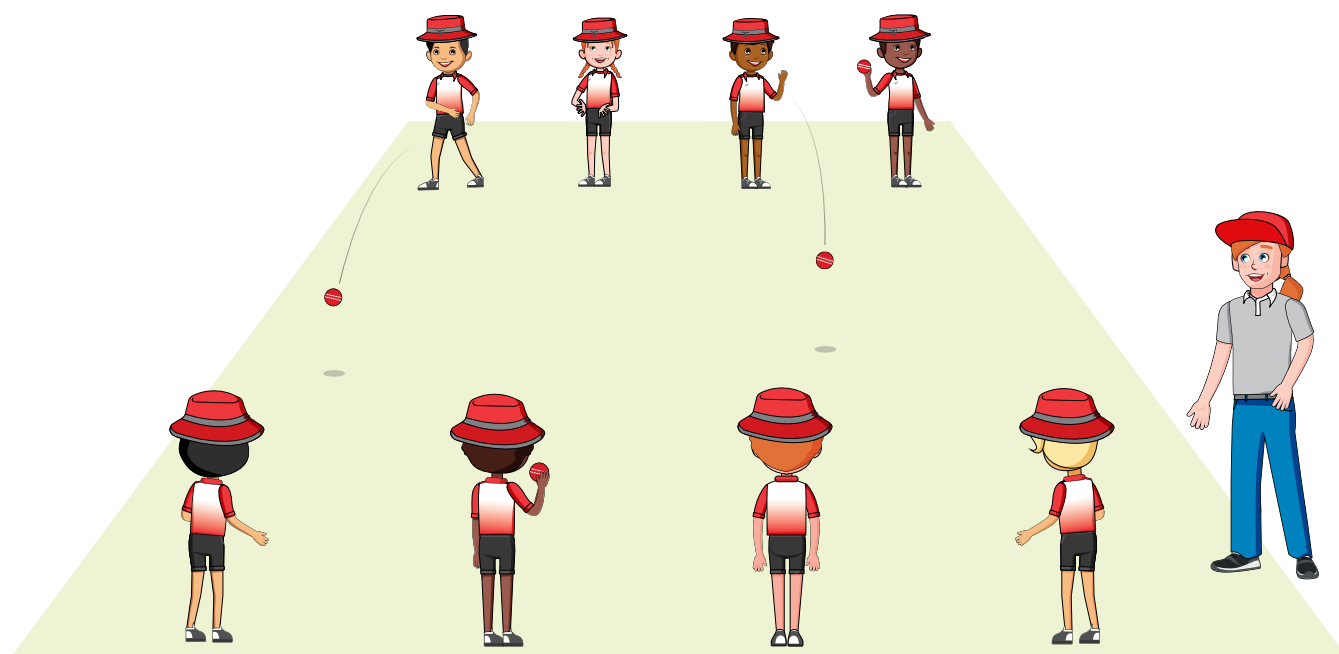
- If you take a catch, step away from your partner. If you drop a catch, step closer. See how far you can separate.

LEVEL 4 - CATCHING CROSSFIRE

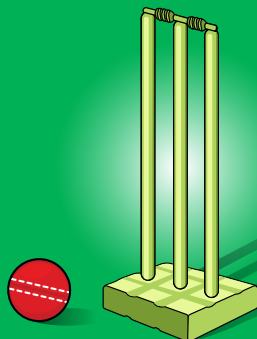
- 4-6 students stand in a 5m wide circle facing their partner.
- Pairs continually underarm the ball to each other aiming for the ball to bounce off other moving balls before catching.

TIP

A great way to engage your Blast Crew in the beginning of the program.



TARGET TAKEDOWN



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fielding & Bowling	2			2 ropes, 1 ball per pair, targets (any equipment)

INSTRUCTIONS

- Students form pairs and stand on opposite sides of ropes 10m apart.
- Pairs create their own targets with whatever equipment is available.
- Pairs deliver the ball back and forth at their target.
- Students score 10 points every time the target is hit or create your own scoring challenges.
- Begin with underarm throws then progress to overarm throwing and then bowling.

TIP

This is a great opportunity to provide instruction on the difference between throwing (bent arm) and bowling (straight arm) as you move between skills.

COACHING

- Momentum towards the target.
- Stretch your arm as high as possible, brush your ear and release the ball with a straight elbow.

ASK THE STUDENTS

- What is the main difference between throwing and bowling?
- What is the purpose of a run up?

CHANGE IT UP!

LEVEL 1 – DISTANCE

- Every time the target is hit, the student steps away from the target.
- See how far partners can separate.

TIP

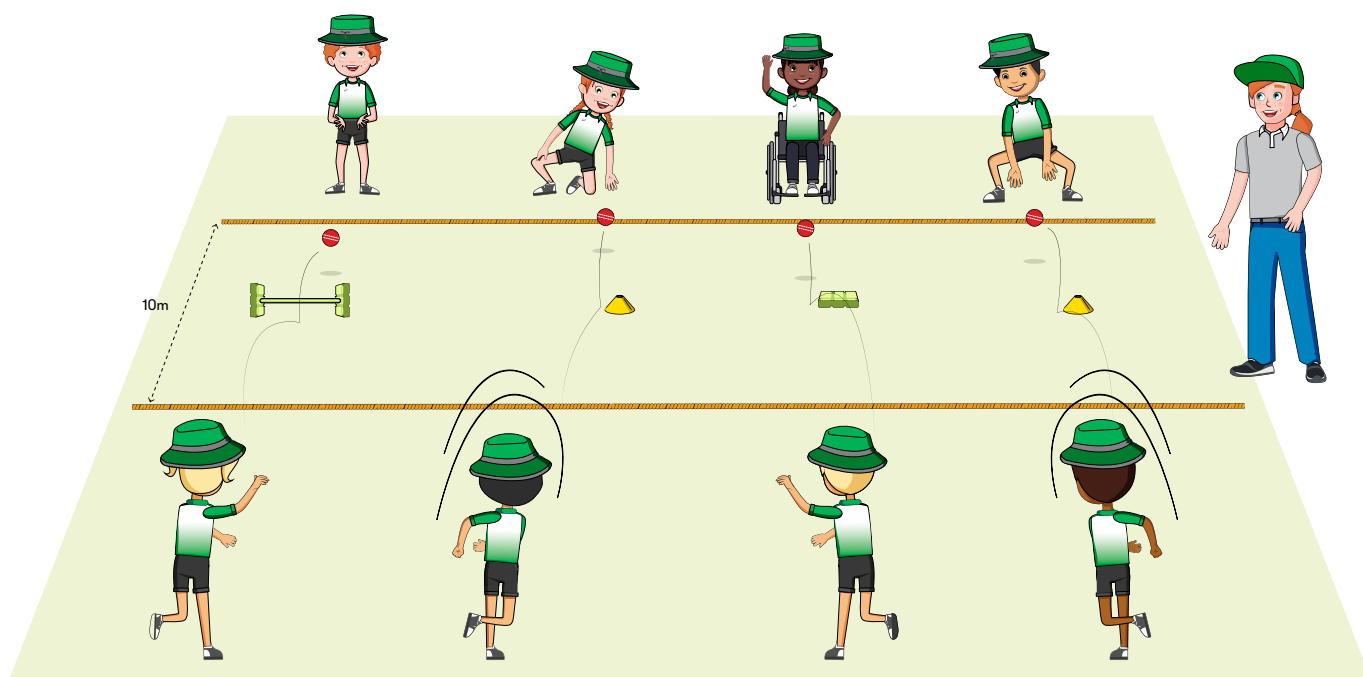
This will assist to challenge both advanced and less skilled students.

LEVEL 2 – RUN IN AND BOWL

- Encourage students to experiment with their run up, prior to releasing the ball.
- Don't over complicate it – keep it simple!

LEVEL 3 – TRY A NEW TARGET

- Vary the challenge by rotating pairs to another pairs target, or challenge students to build a more difficult target.



SNEAKY SINGLES



CHANGE IT UP!

LEVEL 1 – RUN OUT THE CATCHER

- Place one or multiple stumps behind the starting rope.
- Once students grab their ball, they try to 'run out' the catcher by hitting the stumps with their ball.
- Students can either knock the stumps with their ball or throw at the stumps.

LEVEL 2 – RUNNING BETWEEN THE WICKETS

- A rope is placed as a crease line at the opposite end of the playing area.
- In this game no balls are laid out. Each student starts with a bat in their hand.
- Students continue to sneak to the crease line at the opposite end of the playing area. When they reach the other end, rather than collecting a ball, they slide their bat over the crease line, before shouting 'sneaky singles' and running back avoiding being tagged and completing 2 runs (up and back).

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	8			1 ball per student, 1 rope

INSTRUCTIONS

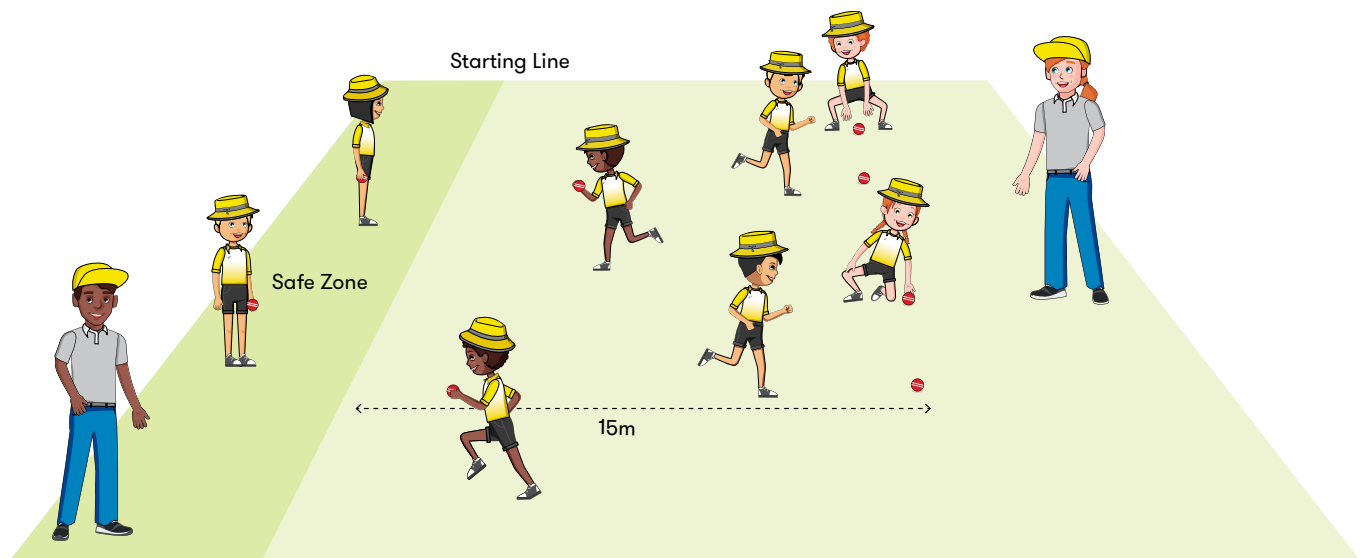
- Students line up at 1 end of the playing area.
- Each student has a ball placed directly opposite them at the other end of the playing area.
- One student is the catcher, and stands facing away from the students just behind the balls.
- When the catcher isn't looking, students sneak up the field and try to steal their ball.
- When the catcher turns around the players freeze.
- If the catcher spots someone moving, then that student must return to the starting line.
- When a student gets to their ball they grab it and shout 'sneaky singles!'
- All other students quickly follow, grabbing their ball, and run back to the safe zone, behind the starting line, while the catcher chases, trying to tag as many students as possible.
- If students get back to the starting line without getting tagged they win!

COACHING

- Look for and listen to any cues and respond accordingly.
- Move towards the target in a straight line.

ASK THE STUDENTS

- How can you avoid being tagged?
- Explain what your body did when you turned back to run to the safe zone.



WOOLWORTHS CRICKET BLAST

HEALTH & PE - FOUNDATION PROGRAM

SESSION 4 - SKILL DEVELOPMENT

FUNDAMENTAL MOVEMENT SKILLS & COMMUNICATION (45-60 MINS)

LEARNING INTENTION

DEMONSTRATE EFFECTIVE COMMUNICATION WHEN PARTICIPATING IN MODIFIED GAMES

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Yes, No, Wait	1 ball each, lots of cones	ACPMP011	Collaboration	<ul style="list-style-type: none"> Clear & loud communication.
Skills Activities					
10-20 min	Rob The Nest	1 ball per student, 1 rope, cones	ACPMP012	Fun & Engagement	<ul style="list-style-type: none"> Clear & loud communication. Be aware of students around you.
20-30 min	Sink The Ship	1 ball per student, 1 rope or cones	ACPMP012	Strategy & Planning	<ul style="list-style-type: none"> Watch the ball into your hand. Step towards target when throwing.
30-40 min	Renegade Relays	1 bat, 1 set of stumps, 1 scorcher ball, 2 cones per group	ACPMP012	Collaboration	<ul style="list-style-type: none"> Watch the ball into your hand. Clear & loud communication.
Respect the game, teachers & volunteers – I respect the game, its officials, volunteers and teachers who help.					

FOCUS QUESTIONS

1. What are the different ways we can communicate to a team mate?
2. Why is it important to work as a team?
3. What happens if we don't work as a team?

SUGGESTED CLASSROOM ACTIVITY

ACPPS005

Identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused.

EQUIPMENT



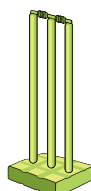
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YES NO WAIT



CHANGE IT UP!

LEVEL 1 – LOCOMOTION MOVEMENT

- Make the playing area smaller to make the game easier.
- Add in different movement styles like skipping or zigzagging across the playing area.

LEVEL 2 – RACES

- Make it a race. The last one back to the crease line is “run out” for the next round and must complete 20 figure 8s through their legs before returning to the game.

LEVEL 3 – PAIRS CHALLENGE

- Have half your class pair up. The other half are fielders.
- The teacher no longer makes the calls but rather one member of each pair.
- Teachers throw a ball for fielders to field back to the teacher by throwing to each other.
- Fielders are attempting to run out the runners by throwing the ball to the teacher when the runner is between a line.
- Runners must make 2 runs up and back before they swap with their pair.
- When all pairs have run swap fielders and pairs.

SKILL FOCUS

Fundamental
Movement
Skills

GROUP SIZE

Whole class

SET UP TIME



COMPLEXITY



EQUIPMENT

1 ball each,
lots of cones

INSTRUCTIONS

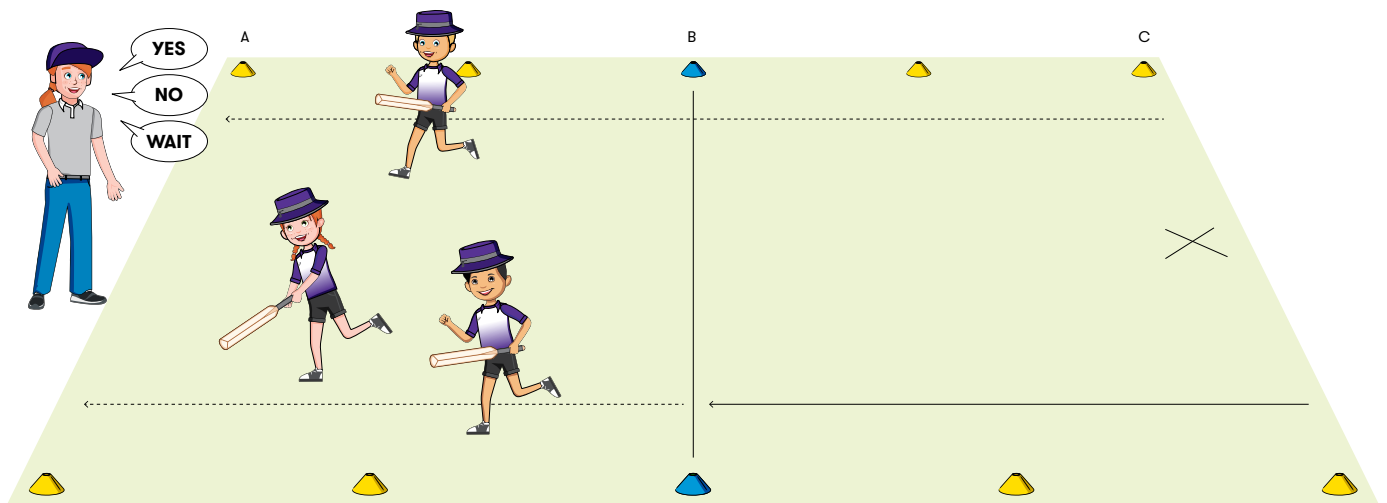
- Place 6 cones to create a rectangle playing area. Line ‘A’ is the YES line. Line ‘B’ is the WAIT line. Line ‘C’ is the NO line.
- Students line up on one side ‘C’ facing the opposite line ‘A’.
- The teacher calls out one of the three commands:
 - YES: The students run all the way through to the opposite line.
 - NO: The students remain where they are.
 - WAIT: The students move out to the half way line ‘B’.
- Each student makes a choice if they would like to run with the bat, single stump or nothing at all.

COACHING

- Use loud and direct communication.
- Try hand signals to communicate, like putting up your hand for NO.

ASK THE STUDENTS

- Why is communication important when running between wickets?



ROB THE NEST



CHANGE IT UP!

LEVEL 1 – LOCOMOTION

- The teacher calls out a specific movement and all runners must respond accordingly (running, hopping, jumping, bounding etc.)

LEVEL 2 – STEAL AND PASS

- Students steal an egg from the nest and underarm roll, throw or bowl it back to their teammates in the nest. Students must communicate with their team to ensure they are ready to field.

LEVEL 3 – EMPTY THE NEST

- The teacher calls out to change the objective of the game from robbing the nest to filling the nests. See how quickly teams can respond.

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			1 ball per student, 1 rope, cones

INSTRUCTIONS

- Use cones to make a 'nest' for each team, as well as a central nest with the rope. All balls begin in the central nest.
- Split your class into 4 teams and assign them to a corner (nest) of the square, making one child the keeper to start with.
- On the Teacher's instruction, a runner from each team leave their nest to steal a ball 'egg' from the central nest and return it to their team's nest.
- Once a runner returns to their nest with a ball, the next player is tagged and takes their turn.
- The 'keeper' guards the central nest and tries to tag students. If a student is tagged they become the keeper and the former keeper returns to their nest empty handed for the next runner to go.
- Once the central nest is empty, students may steal eggs from other team's nests.

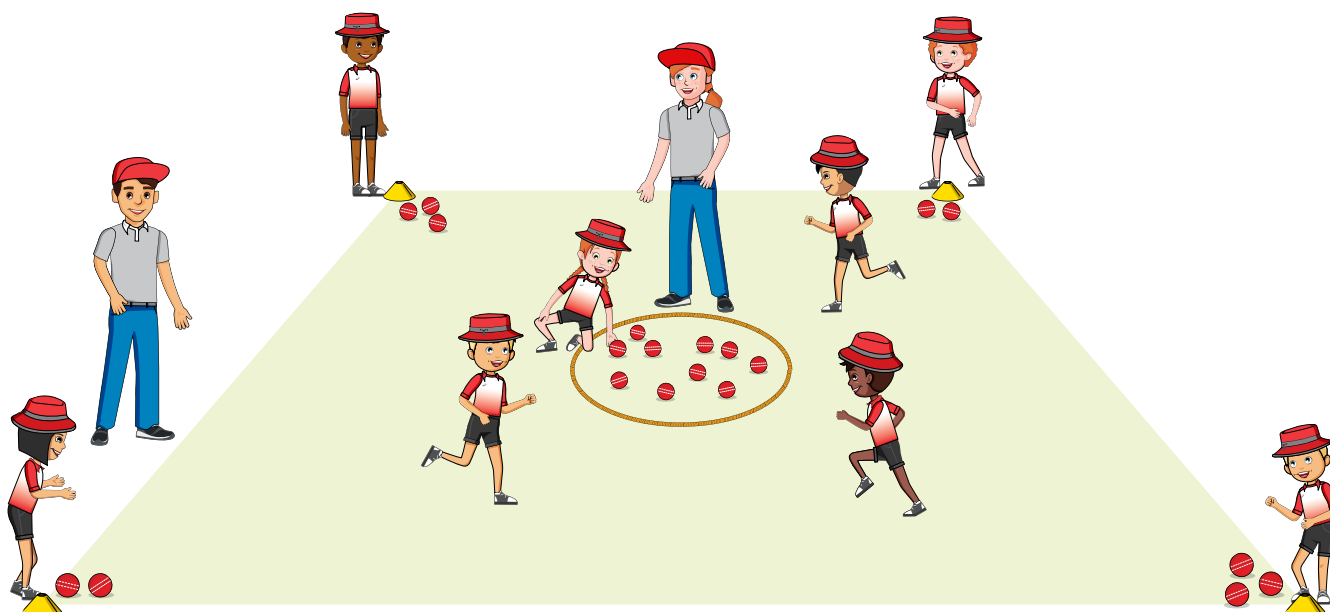
COACHING

- Get your body low when fielding the ball off the ground.
- Be aware of your team mates around you.

ASK THE STUDENTS

- What did you notice about your body when you were picking up the ball?
- Why should you get low to the ground when fielding?

Ensure balls are slightly spread in the "nest" to avoid collisions.



SINK THE SHIP





CHANGE IT UP!

LEVEL 1 – LINKING PLAY

- Pass the ball a predetermined amount of times (2, 3, or 4 times) between team mates, before returning to the ship. Remember to have teams communicate.

LEVEL 2 – MULTIPLE CIRCLES

- Create a second or third circle for pirates to throw and fielders to return balls to.
- Use cones to highlight the colour of the circle.
- Challenge students by changing the cues, such as red, blue or green cones to determine which circle is in play.
- Have all circles in play and award and vary points for balls returned to circles.

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	8			Lots of balls (1+ per student), 1 rope or cones

INSTRUCTIONS

- Create a circle, 'ship', with a rope or cones and fill with balls.
- The students stands in the circle. They are the throwers, 'pirates'.
- Students surround the circle. They are the fielders.
- Pirates empty the circle of balls as quickly as possible by throwing balls in all directions.
- Fielders field and return balls to the ship as quickly as possible to sink the ship.
- If fielders are finding the activity too challenging, slow down the speed of the throw.

TIP

Pirates challenge fielders with their throws through ground balls, flat catches, and high catches.



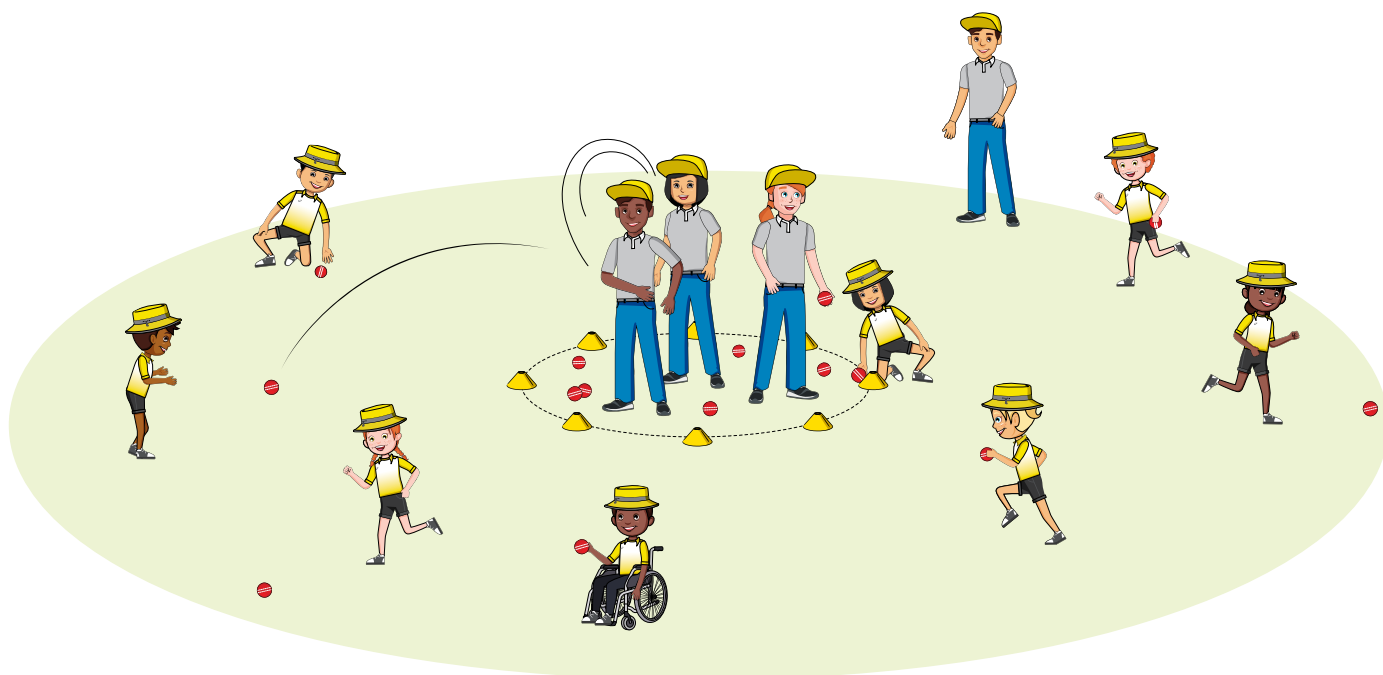
Students are pirates. Students may not have the sense to avoid fielders with throws as they return balls to the circle.

COACHING

- Keep your eyes on the ball.
- Move towards the ball in a straight line.

ASK THE STUDENTS

- How can you increase your chance of stopping the ball?
- Why do you need to communicate with your team mates?



RENEGADES RELAYS



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	3-4			1 bat, 1 set of stumps, 1 scorcher ball, 1 small ball, 2 cones per group

INSTRUCTIONS

- Students line up behind their cone facing the stumps.
- On the teacher's call students run to the top cone and back following the teacher's movement or skill instruction.
- Get creative and make your own skill and movement challenges including running, skipping, backwards, hopping, jumping.
- Stagger the start to challenge all students.

TIP

Movement demonstration is key. To ensure everyone's success is acknowledged have an award for 'most improved movement'.

COACHING

- Listen to the cue being given before reacting.
- Move in a straight line towards the target.

ASK THE STUDENTS

- How can you get to the cone faster?
- Why are these skills important?

CHANGE IT UP!

LEVEL 1 – HURRICANE HANDLING

- Perform a ball handling challenge at the top of the run (see Hurricane Handling – Sessions 3 & 4).
- Example Routine:** Hop to the cone with your ball, complete 3 figure 8s between your knees and run back to your group.

LEVEL 2 – RELAY SKILLS

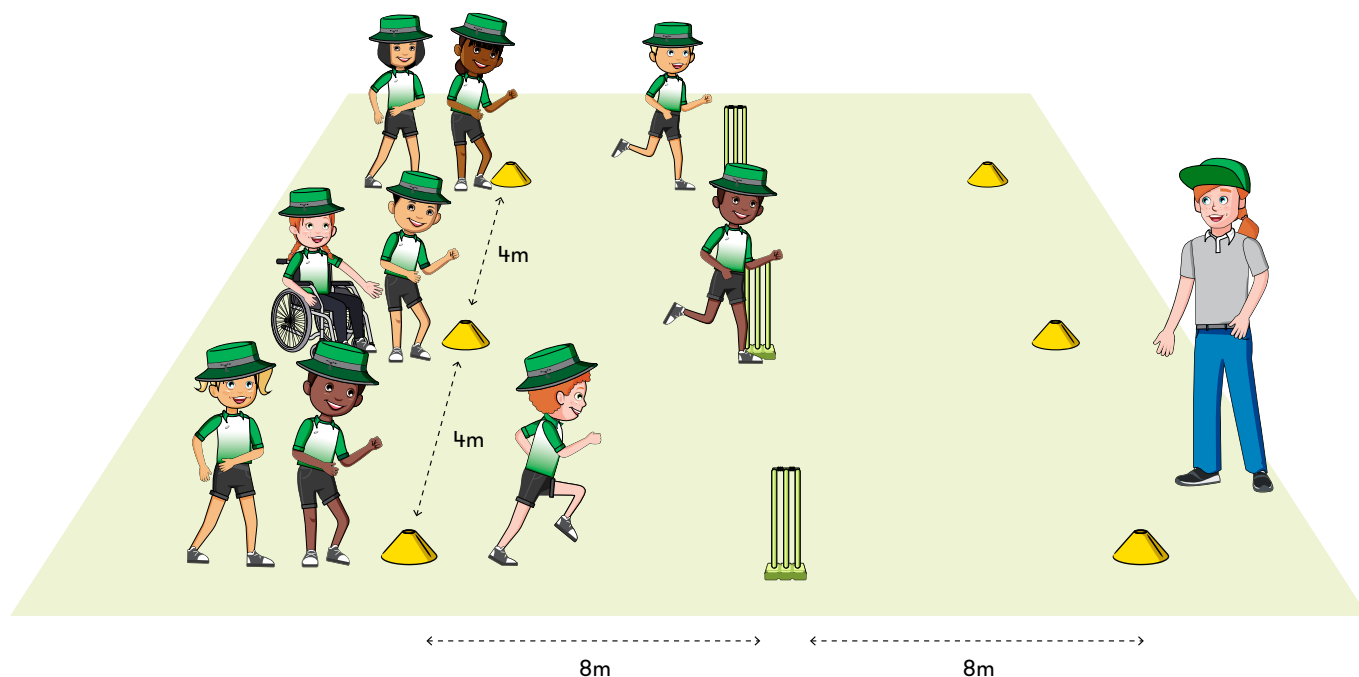
- Perform a cricket skill at the top of your run such as hitting, throwing or bowling a ball at your set of stumps.
- Example Routine:** Skip to your cone with your ball, place the ball on the cone and hit it towards your stumps.

LEVEL 3 – KNOCK 'EM DOWN

- Can be used when incorporating a batting, bowling or throwing skill into a relay.
- If students hit the stumps, remove a single stump. If they miss, leave the stumps alone. Keep removing stumps when they are hit until only the base is left.
- The first team to hit the base and 'knock em down' is the winner.



- Ensure removed stumps are safely positioned not to become a tripping hazard.
- Ensure the groups are spread apart, especially if batting is included.



DESIGN YOUR OWN WOOLWORTHS CRICKET BLAST HEALTH & PE PROGRAM

OVERVIEW AND PURPOSE				UNIT LEARNING INTENTION AND CURRICULUM OUTCOMES				
	LEARNING INTENTION	CURRICULUM LINKS	WARM UP	SKILLS ROTATION			GROUP GAME	ASSESSMENT FOCUS
				ACTIVITY 1	ACTIVITY 2	ACTIVITY 3		
WEEK 1								
WEEK 2								
WEEK 3								
WEEK 4								

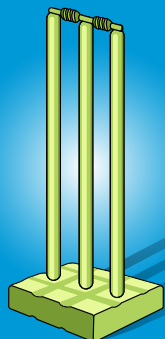
Select from the suite of activities in this manual. Activity videos can be found at community.cricket.com.au/schools/CricketBlastHPE





ADDITIONAL ACTIVITIES

BOWLING FUNDAMENTALS



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Bowling	2-4			1 ball, 1 set of stumps, 1 cone per pair, 2 ropes

INSTRUCTIONS

- Pair students.
- Make one a bowler and one a wicket keeper.
- Bowlers bowl 3 deliveries at the stumps then swap roles with the wicket keeper.
- If space or equipment are limited place students in groups of up to 4.
- If students find the activity too challenging, shorten the pitch or place 2 stumps together to create a larger target.

COACHING

- Grip the ball comfortably in your hand.
- Stretch your arm as high as possible, brush your ear and release the ball with a straight arm.

ASK THE STUDENTS

- How did you grip the ball in your hand?
- What other actions are like a bowling action? (windmill, airplane, cartwheel).

CHANGE IT UP!

LEVEL 1 – LENGTH BOWLING

- Lay ropes across the pitch and have bowlers try to land the ball between the ropes.
- Gradually bring the ropes closer together if students are finding it too easy.

LEVEL 2 – RUN UP AND BOWL

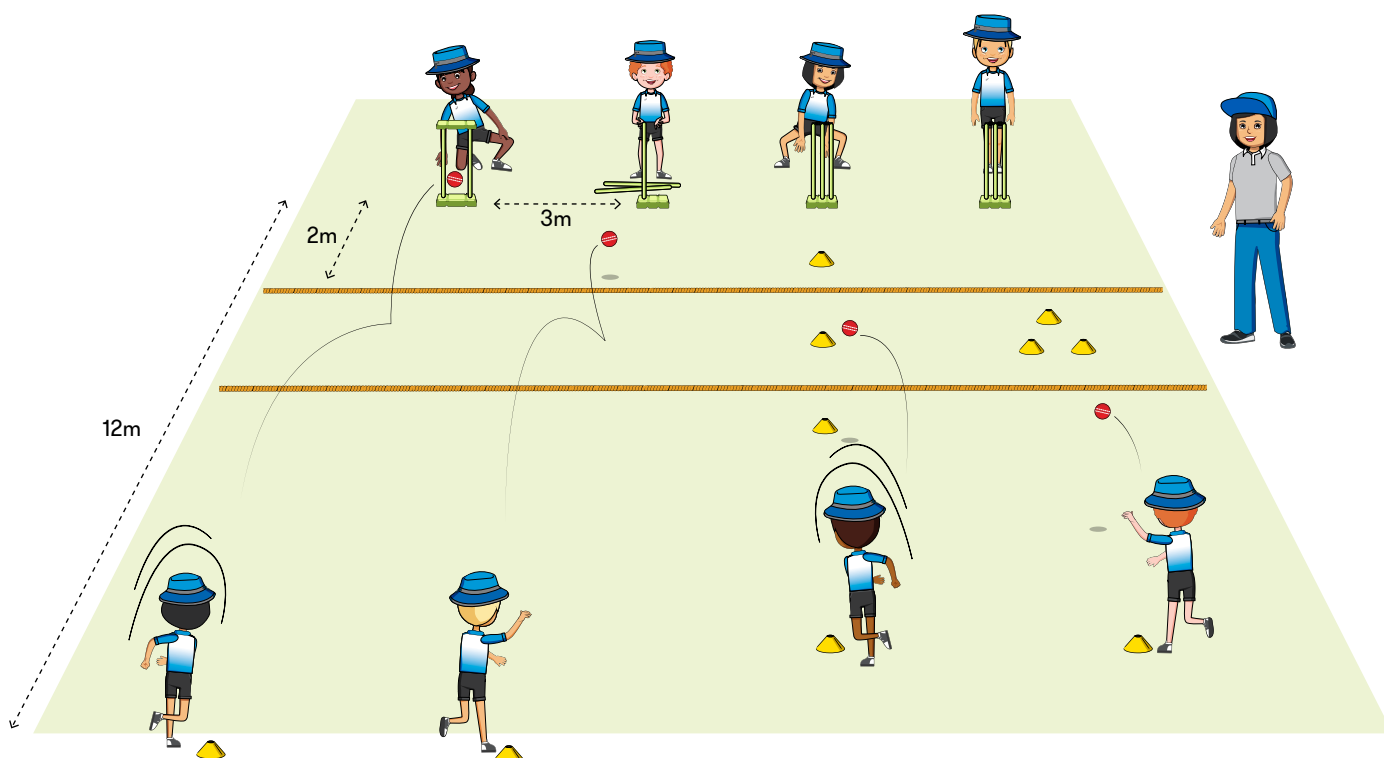
- Lay a rope a few meters behind the bowler's stumps. Bowlers start behind this rope to create a run up.
- Let students experiment with their run up. Keep it simple!

LEVEL 3 – KNOCK 'EM DOWN, BUILD 'EM UP

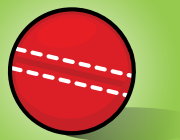
- If students hit the stumps, remove a single stump. If they miss, leave the stumps alone. Keep removing stumps when they are hit until only the base is left.
- Once the base is hit add a stump back in. Add a stump every time a student hits the stump to rebuild.
- The first team to 'knock 'em down, build 'em up' is the winner.
- Have pairs rotate between wicket keeper and bowler each time the stump is hit.

LEVEL 4 – BATTLESHIPS

- Use a variety of equipment as bowling targets, or 'battleships', on the pitch.
- When a student hits a 'battleship', it is 'sunk' and removed from the game.
- The first team to sink all battleships is the winner.
- Allow students to place their own battleships.



RISKY RUN OUTS



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fielding	4 per team			1 ball, 2 sets of stumps, 1 bat, cones

INSTRUCTIONS

- 2 teams. One team is running between the wickets and one team is fielding.
- Depending on class size, you can get multiple games happening at once.
- 2 pitches of 12m are set up parallel to each other.
- On the teacher's call, the runner sets off to complete 2 runs (up and back).
- Simultaneously, the fielder runs to field the ball and throw it to the wicket keeper (teacher) at the stumps.
- If the runner beats the ball they score 2 runs. If the ball beats the runner, they are out. The fielder receives 2 runs.
- After all students have had a turn, teams swap roles.
- To make the game more challenging for fielders, challenge throwers to make a 'direct hit', with no wicket keeper. A student should be rotated in to field balls a safe distance behind the stumps.

COACHING

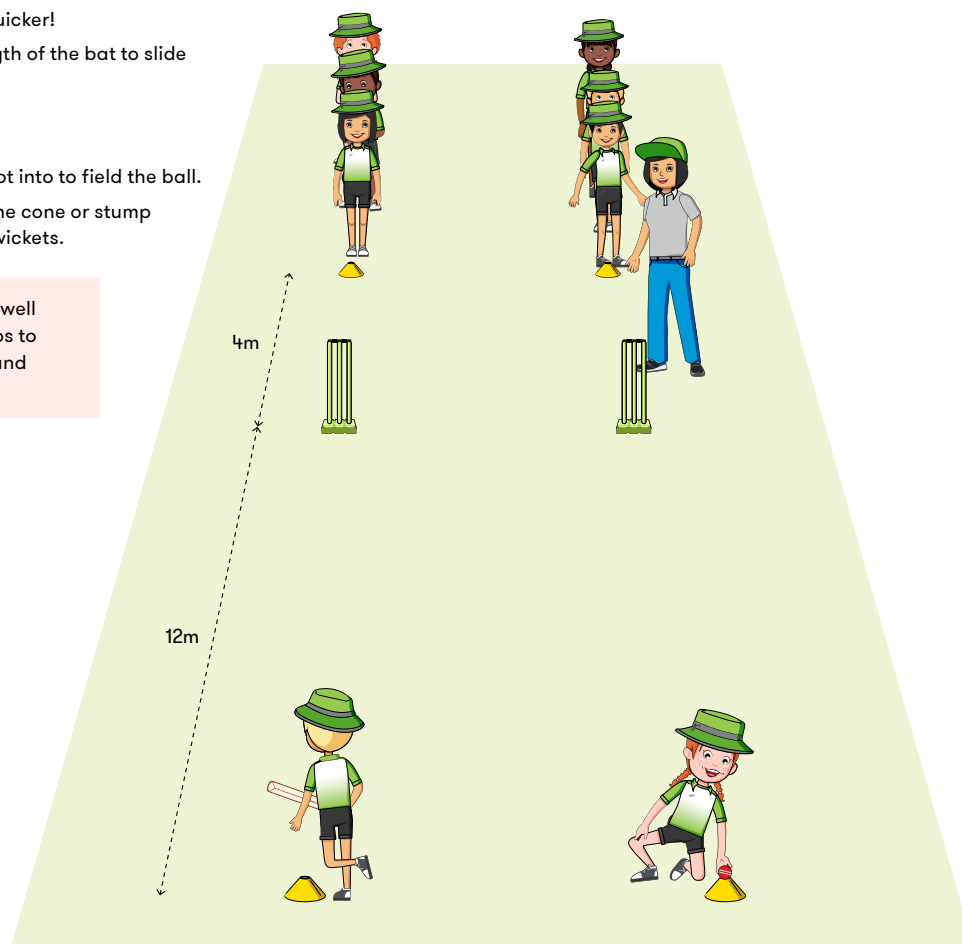
- Run in a straight line – it's quicker!
- Reach out using the full length of the bat to slide it over the crease.

ASK THE STUDENTS

- Explain what position you got into to field the ball.
- Explain how you turned at the cone or stump when running between the wickets.



Place a safety cone well back from the stumps to manage the teams and ensure no collisions.



CHANGE IT UP!

LEVEL 1 – FIELDER – FIELD A MOVING BALL

- Instead of fielding a stationary ball, the wicket keeper rolls the ball to a similar area where the stationary ball was positioned and the fielder fields and throws to the wicket keeper.

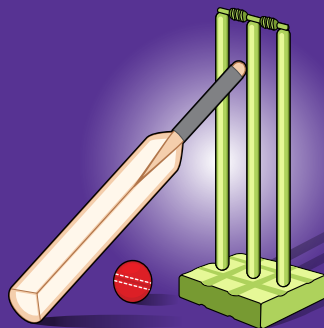
LEVEL 2 – RUNNER – RUNNER MAKES DECISION

- The wicket keeper rolls the ball further and in a different direction each time.
- The fielder fields the ball and throws to the wicket keeper.
- Runners must decide when it is safe to complete runs, rather than automatically attempting to complete 2 runs (up and back), and complete as many runs as they can. They score as many runs as they have completed.
- If the runner is not safe in their crease when the ball is returned to the wicket keeper, they are out and receive no runs. The fielder receives 2 runs.

LEVEL 3 – LINKING PLAY

- The entire fielding team are in play.
- Fielders must pass the ball an amount of times (2, 3 or 4 times) between team mates, prior to returning the ball to the wicket keeper to run out the runner.
- Remember to communicate with your team mates!

CRICKET CROSSFIRE



CHANGE IT UP!

LEVEL 1 – TARGET CHALLENGE

- Place 2 stumps together to create a larger target or position the stumps to accommodate less skilled students or to challenge advanced students.

LEVEL 2 – KNOCK DOWN THE CASTLE

- Encourage students to get creative with any equipment they like to build an exciting target, 'castle', in the middle of the circle.
- Following the teacher's skill instruction, students try to beat the clock to knock down the castle.

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fielding & Bowling	8			1 ball and cone per student & 1 set of stumps per group

INSTRUCTIONS

- Pair students with 1 ball per pair.
- Depending on class size, you can get multiple games happening at once.
- Students stand in a circle, facing their partner approximately 15m away.
- Stumps are placed in the middle as a target.
- Deliver the ball back and forth aiming at the stumps.
- Begin with underarm throws then progress to overarm and then bowling.

TIP

This is a great opportunity to provide instruction on the difference between throwing (bent arm) and bowling (straight arm) as you move between skills.

- Students score 10 points every time they hit the stumps or create your own scoring challenges.

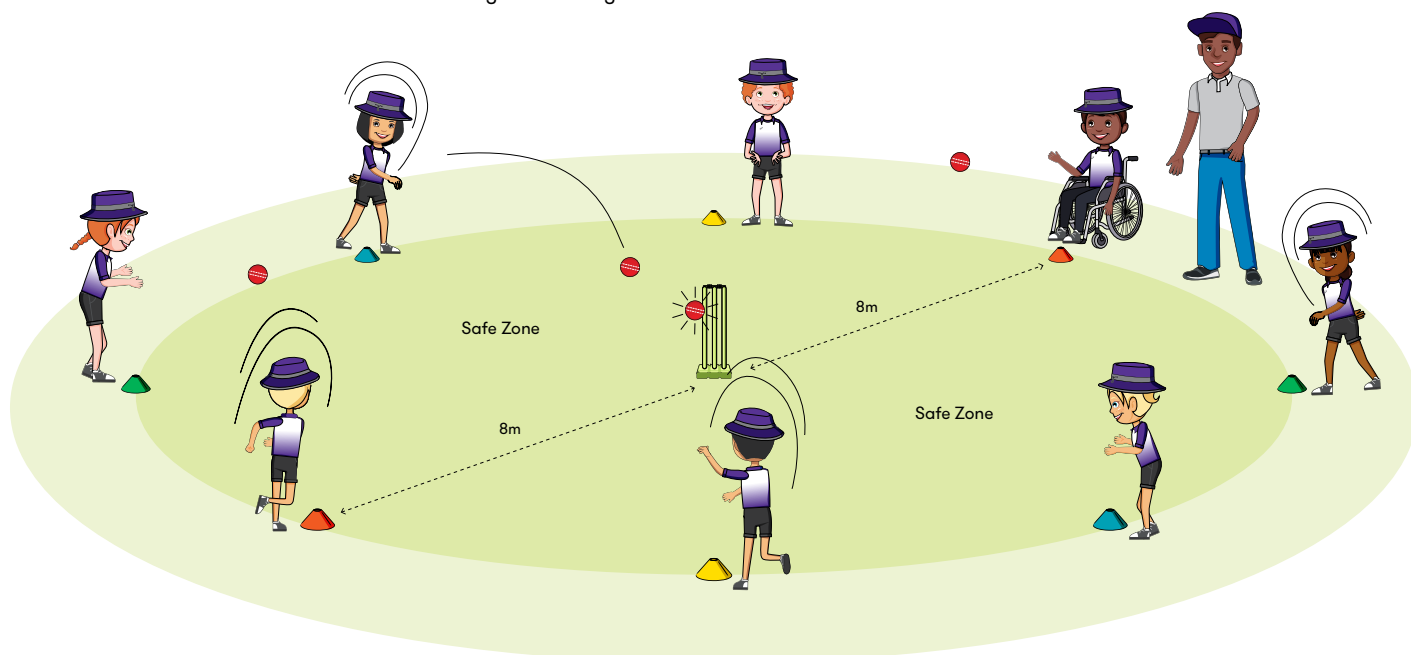
COACHING

- Momentum towards the target.
- When bowling, stretch your arm as high as possible, brush your ear and release the ball with a straight elbow.

ASK THE STUDENTS

- Why do we need momentum towards the target when throwing?
- What is the difference between throwing and bowling?

Only teachers may enter the 'safety zone' to collect balls.



ANYWHERE CRICKET



CHANGE IT UP!

LEVEL 1 – GET CREATIVE

- Encourage students to use a range of equipment and get imaginative with their game as they would in the backyard or at lunch time at school.
- Encourage students to consider introducing rules including 'tippity-go', '1 hand 1 bounce' or other game constraints.

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Modified Game of Cricket	3-5			1 bat, 1 set of stumps, 1 ball, 1 cone per group

INSTRUCTIONS

- Set in a large open space.
- Students form smaller groups of 3-5 and creates their own cricket game.
- Each student should get an equal turn batting and bowling.

COACHING

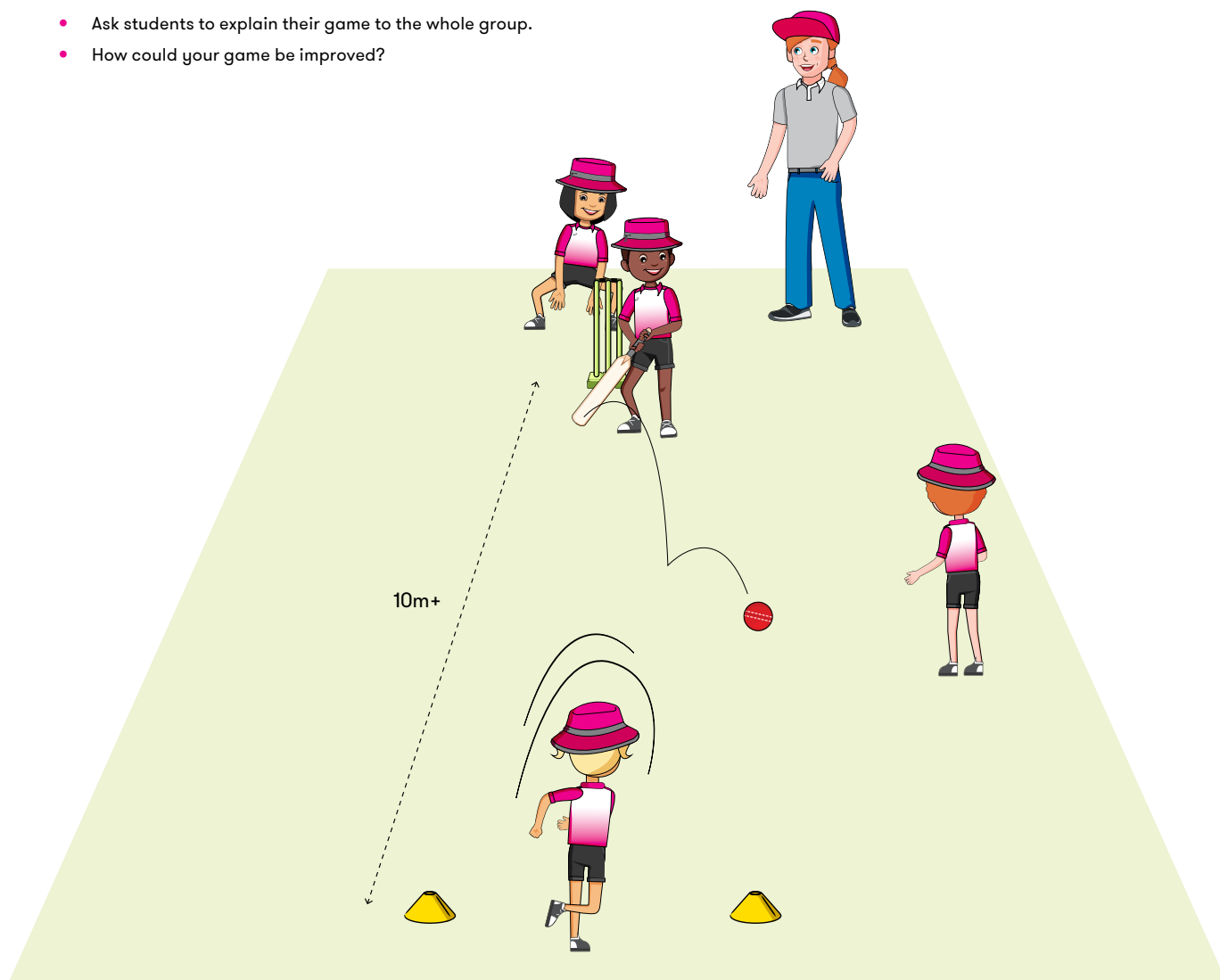
- Use your imagination – get creative!

ASK THE STUDENTS

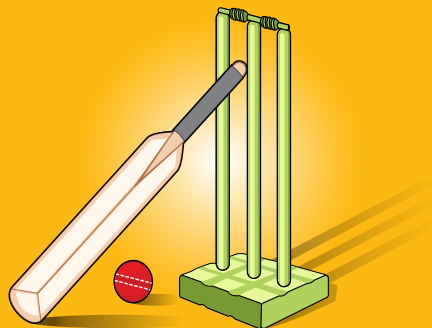
- Ask students to explain their game to the whole group.
- How could your game be improved?



Ensure fielders are at least 10m away from the batter.



SKILLS RACES



CHANGE IT UP!

LEVEL 1 – MAKE IT EASIER

- Students walk between challenges instead of running.
- Everyone is part of one team and try to beat a set time as a group.

LEVEL 2 – MAKE IT HARDER

- Increase the distance from the cones to the target.
- Each challenge has a required skill that needs to be used e.g. bowl through the square.

SKILL FOCUS

Multi Skill

GROUP SIZE

Whole Class

SET UP TIME



COMPLEXITY



EQUIPMENT

8 cones, 20 balls, 8 sets of stumps, 2 ropes

INSTRUCTIONS

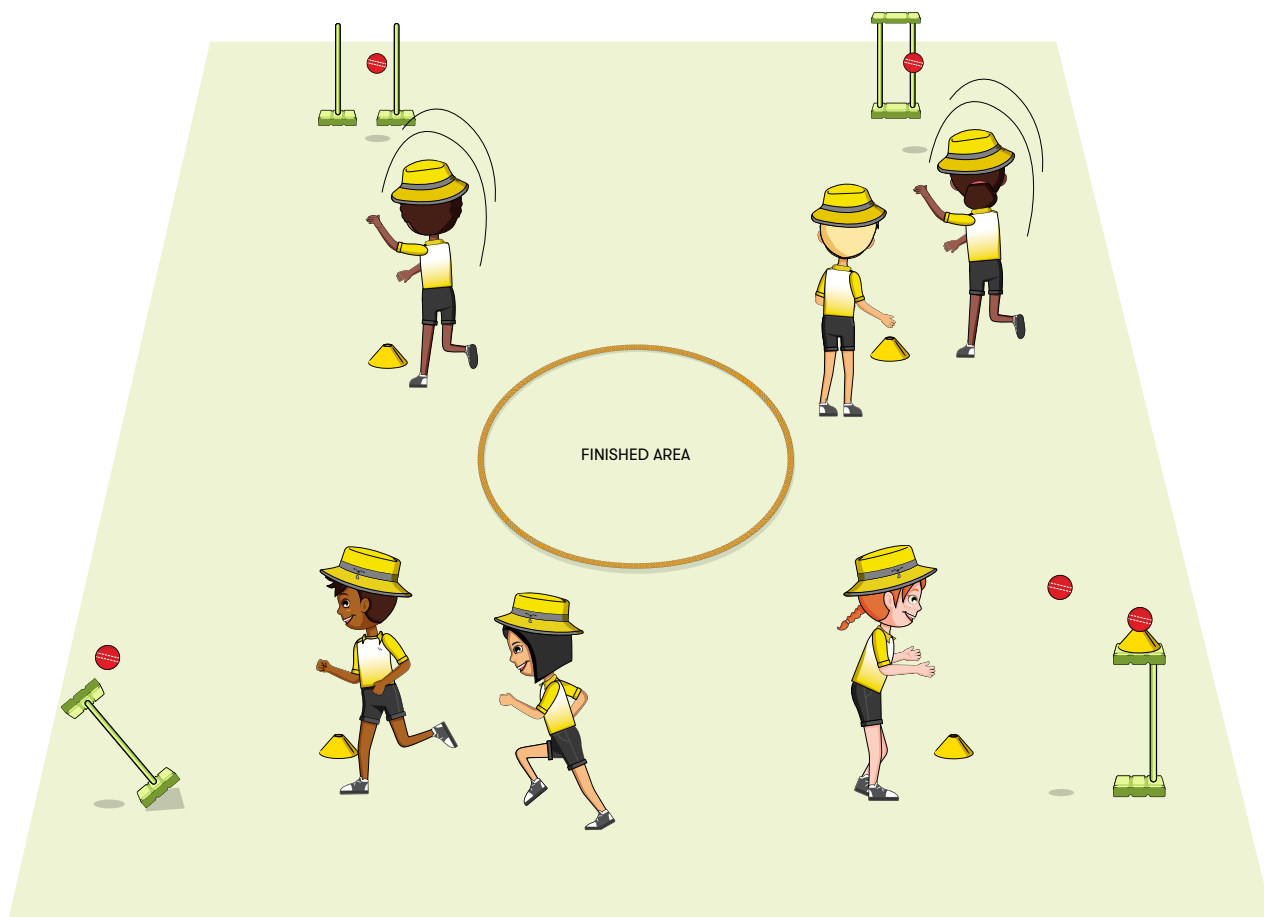
- It's a race of skills that students complete.
- Lay a rope to create a starting and finishing area.
- Have students stand in the middle with a ball each.
- Students choose their own path, but must successfully complete a challenge before moving on.
- Students can roll, throw or bowl at the targets/challenges.
- When students have completed all the challenges they return to the middle.
- The first 3 students to the middle after completing the race are the winners.
- After a round, the students recreate new targets and the race begins again. Let students get creative with targets!

COACHING

- Watch the ball into your hand.
- Step towards target when throwing.

ASK THE STUDENTS

- Who can tell me a skill we use in the game of cricket?
- How can we change the skills races to make them easier/harder?



THE AUSTRALIAN JUNIOR CRICKET PATHWAY

THE JUNIOR CRICKET PATHWAY PROVIDES A PATH FROM WOOLWORTHS CRICKET BLAST ALL THE WAY TO AUSTRALIAN AND BIG BASH TEAMS.

The Junior Cricket Pathway includes a staged approach to help kids develop the required skills in a fun and action packed way. The stages have been developed based on research, testing and community feedback and are considerate of the physical, mental and emotional development of kids.

A key principle of the Australian Cricket Pathway is to encourage players to participate at the stage that is appropriate to their ability level, therefore the ages outlined are indicative only, and could vary for girls and boys based on previous experience.

Woolworths Cricket Blast is the first step on the pathway, and is made up of two levels: Junior Blasters is for kids new to cricket, or still developing the fundamentals and Master Blasters is for kids that have mastered the basics and can bowl with a straight arm over 14 metres.

JUNIOR BLASTERS

LEARN THE SKILLS

DURATION 1hr

Introduction to Cricket

FUN, GAME-BASED ACTIVITIES

MASTER BLASTERS

LEARN THE GAME

PLAYERS	6
PITCH	14m
OVERS	12
BOUNDARY	30m
DURATION	1.5 hrs

QUALIFYING SKILL

Bowl with a straight arm over 14m

MULTIPLE GAMES ON THE OUTFIELD

JUNIOR CRICKET 1

PLAYING THE GAME

PLAYERS	7
PITCH	16m
OVERS	20
BOUNDARY	40m
DURATION	2 hrs

BOYS/MIXED COMPETITION	ALL GIRLS COMPETITION
U11	U13

AGE IS USED AS A GUIDE ONLY

JUNIOR CRICKET 2

PLAYING AND COMPETING

PLAYERS	9
PITCH	18m
OVERS	20/30
BOUNDARY	45m
DURATION	2-3 hrs

BOYS/MIXED COMPETITION	ALL GIRLS COMPETITION
U13	U15

AGE IS USED AS A GUIDE ONLY

REPRESENTATIVE LEVEL

PLAYERS	11
PITCH	18m
OVERS	20/40*
BOUNDARY	50m

*Recommended maximum

JUNIOR CRICKET 3

PLAYING AND COMPETING

PLAYERS	11
PITCH	20.1m
OVERS	20/40
BOUNDARY	50m
DURATION	2.5-4 hrs

BOYS/MIXED COMPETITION	ALL GIRLS COMPETITION
U18	

AGE IS USED AS A GUIDE ONLY

REPRESENTATIVE LEVEL

PLAYERS	11
PITCH	20.1m
OVERS	20/50*
BOUNDARY	55m

*Recommended maximum

**OFFICIAL KIDS
PROGRAM**

