



HEALTH & PE

GRADE 5-6 – UPPER PRIMARY

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 and 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 - GRADE 5-6 PROGRAM

SESSION 1 - SKILL DEVELOPMENT UNDERSTANDING & APPLICATION (45-60 MINS)

UNDERSTANDING & APPLICATION (43-50)

LEARNING INTENTION		APPLY STABILITY AND LOCOMOTOR SKILLS TO DIFFERENT MOVEMENT SITUATIONS USED IN CRICKET				
1 TIME	2 ACTIVITY	3 EQUIPMENT	4 AUSTRALIAN CURRICULUM LINK (SEE PAGE 12)	5 PHYSICAL LITERACY COACHING FOCUS	6 CLASSROOM ACTIVITIES	7 FOCUS QUESTIONS
Warm Up						
0-10 min	Captains Circuit	Dependent on circuit Activities	ACMP06A	Teamwork	Depends on activities. (refer to page 10)	
Skills Activities						
10-20 min	Red Rover	4 cones or marked lines	ACMP06A	Engagement & Enjoyment	<ul style="list-style-type: none"> Spatial awareness. Look before you run. Vary locomotion skills. 	
20-30 min	Risky Run Outs	2 balls, 4 sets of stumps, 2 bats, 20 cones	ACMP06B	Purpose & Reasoning	<ul style="list-style-type: none"> Run in a straight line - it's quicker! Reach out using the full length of the bat to slide it over the crease. 	
30-40 min	Renegade Relays	4 balls, 12 cones, 6 sets of stumps	ACMP06C	Collaboration	<ul style="list-style-type: none"> Grip the ball firmly. Straight arm when bowling. 	
8 Respect Yourself - I always give maximum effort in games and activities.						
8 FOCUS QUESTIONS		7 SUGGESTED CLASSROOM ACTIVITY				
1. Why is it important to have loud and clear communication when running between the wickets? 2. How does hitting the ball to gaps assist with running between the wickets?		ACPPS060 Exploring initiatives cricket clubs & community groups use to counter all forms of discrimination & support the wellbeing of their communities.				
EQUIPMENT						
						
10		20	4	2	4	

www.geschools.com.au/schools

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

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.

PHYSICAL
LITERACY
FRAMEWORK

AUSTRALIAN
CURRICULUM



THE
SPIRIT OF
CRICKET

AUSTRALIAN
CRICKET
COACHING
PHILOSOPHY

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

PROUDLY
PRESENTED BY



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

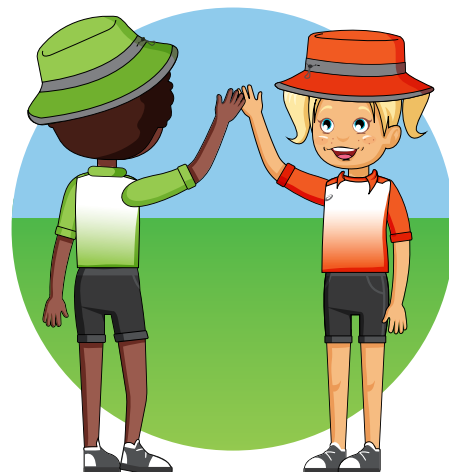
Australians are justifiably proud of the place cricket has in their daily lives. However, what is equally important to all of us involved in this great game, is the way that it is played and the manner in which all cricketers conduct themselves. The Spirit of Cricket involves respect for:

- 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.

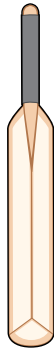


PROGRAM EQUIPMENT

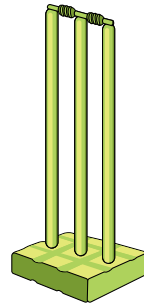
CRICKET SCHOOL AMBASSADORS RECEIVE ACCESS TO DISCOUNTED EQUIPMENT AT CRICKET AUSTRALIA'S ONLINE SHOP.

TO ACCESS THE SHOP PLEASE

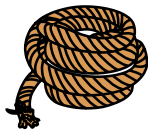
RECOMMENDED EQUIPMENT FOR 24 STUDENTS



12 BATS



1 PER STUDENT



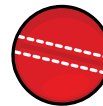
2 ROPES (20M)



23 CONES



2 LARGE SCORCHER BALLS



24 RUBBER CRICKET BALLS



6 HIGH BOUNCE BALLS



1 CRICKET BLAST BAG

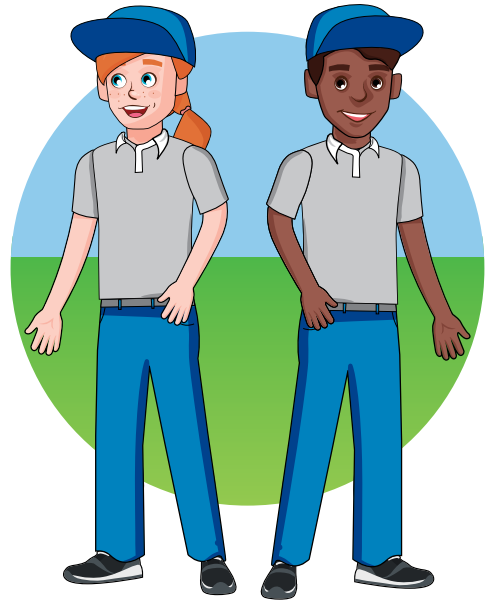
CRICKET AUSTRALIA TEACHER PD

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)**



CRICKET SMART UNITS FOR THIS GRADE

GRADE	TOPIC	UNIT EXPECTATIONS
GRADE 5	Mathematics Data and Averages	<p>In completing this unit, students will be expected to:</p> <ul style="list-style-type: none"> • Pose questions and collect numerical data. • Construct displays including column graphs and tables with and without the use of digital technologies. • Describe and interpret different data sets in context. • Identify the best methods of presenting data to illustrate the results of investigations and justify the choice of representations. • Use and compare data representations for different data sets to help decision making.
GRADE 5/6	Integrated Case Study Hosting a Major Cricket Event.	<p>In completing this unit, students will be expected to:</p> <ul style="list-style-type: none"> • Understand the difference between needs and wants. • Understand the different types of economic resources. • Be able to articulate about why choices need to be made about types of resources. • Apply this understanding to show the opportunities that the hosting of a major cricket event such as the Big Bash final, a Test Match, the first ever Women's Big Bash League game or the domestic one day contest, the Matador Cup, can have on a community. • Evaluate benefits and challenges of hosting an international or national event. • Design a presentation to communicate their understanding of the economic, social and cultural benefits of hosting an international or national sporting event. • Create a financial plan. • Locate the countries on a map, that tour Australia to play Test Match Cricket.
GRADE 6	History & Geography Australia as a Nation.	<p>In completing this unit, students will:</p> <ul style="list-style-type: none"> • Understand push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees) by examining the life story of Fawad Ahmed and the reasons why he migrated to Australia. • Explore individual narratives, e.g. primary sources relating to Fawad Ahmed (for example letters, documents and historical objects); interview and record an oral history; dramatise the journey and circumstances of arrival based on the sources. • Describe cultural practices related to family life, beliefs and customs of newly-arrived migrant groups in comparison to those of the communities in which they settled within Australia. • Compare stories of migration to their own family history or that of a close family friend. • Investigate the challenges faced when settling in Australia and analyse the contributions made by migrants to Australian Society.

COACHING TIPS FOR DELIVERERS

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

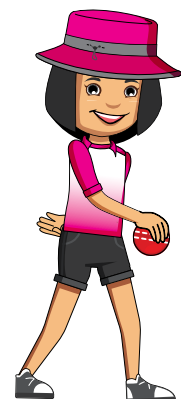
- Grip the ball by making 'bunny ears' down the seam of the ball.

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. Captains Circuit 2. Red Rover 3. Risky Run Outs 4. Renegade Relays	Apply stability and locomotor skills to different movement situations involved in cricket.	ACPMP061 ACPMP063 ACPMP064	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. Tunnel Tag 2. Fielding Fanatics 3. Scorcher Ball 4. Skittle the Stumps	Apply throwing skills to propel an object towards a target.	ACPMP061 ACPMP068	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. Teamwork Test 2. Knock 'Em Down, Build 'Em Up 3. Golden Ducks 4. Anywhere Cricket	Develop accuracy when bowling and adjusting speed to increase accuracy and control.	ACPMP067 ACPMP068 ACPMP069	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. Capture the Flag 2. Scoring Zones 3. Rapid Fire Batting 4. Anywhere Cricket	Develop an understanding of attacking and defensive shots and applying them to a game situation.	ACPMP064 ACPMP063 ACPMP065 ACPMP067	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

ACPMP061	Practise specialised movement skills and apply them in a variety of movement sequences and situations.
ACPMP063	Propose and apply movement concepts and strategies with and without equipment.
ACPMP064	Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.
ACPMP065	Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences.
ACPMP066	Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding,
ACPMP067	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.
ACPMP068	Apply critical and creative thinking processes in order to generate and assess solutions to Movement Challenges.
ACPMP069	Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.

WOOLWORTHS CRICKET BLAST

HEALTH & PE – GRADE 5-6 PROGRAM

SESSION 1 – SKILL DEVELOPMENT

UNDERSTANDING & APPLICATION (45-60 MINS)

LEARNING INTENTION

APPLY STABILITY AND LOCOMOTOR SKILLS TO DIFFERENT MOVEMENT SITUATIONS USED IN CRICKET

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Captains Circuit	Dependent on circuit Activities	ACPMP064	Teamwork	Depends on activities. (refer to page 13)
Skills Activities					
10-20 min	Red Rover	4+ cones or marked lines	ACPMP064	Engagement & Enjoyment	<ul style="list-style-type: none"> Spatial awareness. Look before you run. Vary locomotion skills.
20-30 min	Risky Run Outs	2 balls, 4 sets of stumps, 2 bats, 20 cones	ACPMP065	Purpose & Reasoning	<ul style="list-style-type: none"> Run in a straight line – it's quicker! Reach out using the full length of the bat to slide it over the crease.
30-40 min	Renegade Relays	6 balls, 12 cones, 6 sets of stumps	ACPMP063	Collaboration	<ul style="list-style-type: none"> Grip the ball firmly. Straight arm when bowling.
Respect Yourself – I always give maximum effort in games and activities.					

FOCUS QUESTIONS

- Why is it important to have loud and clear communication when running between the wickets?
- How does hitting the ball to gaps assist with running between the wickets?

SUGGESTED CLASSROOM ACTIVITY

ACPPS060

Exploring initiatives cricket clubs & community groups use to counter all forms of discrimination & support the wellbeing of their communities.

EQUIPMENT



10



20



6



2



4

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

CAPTAIN'S CIRCUIT



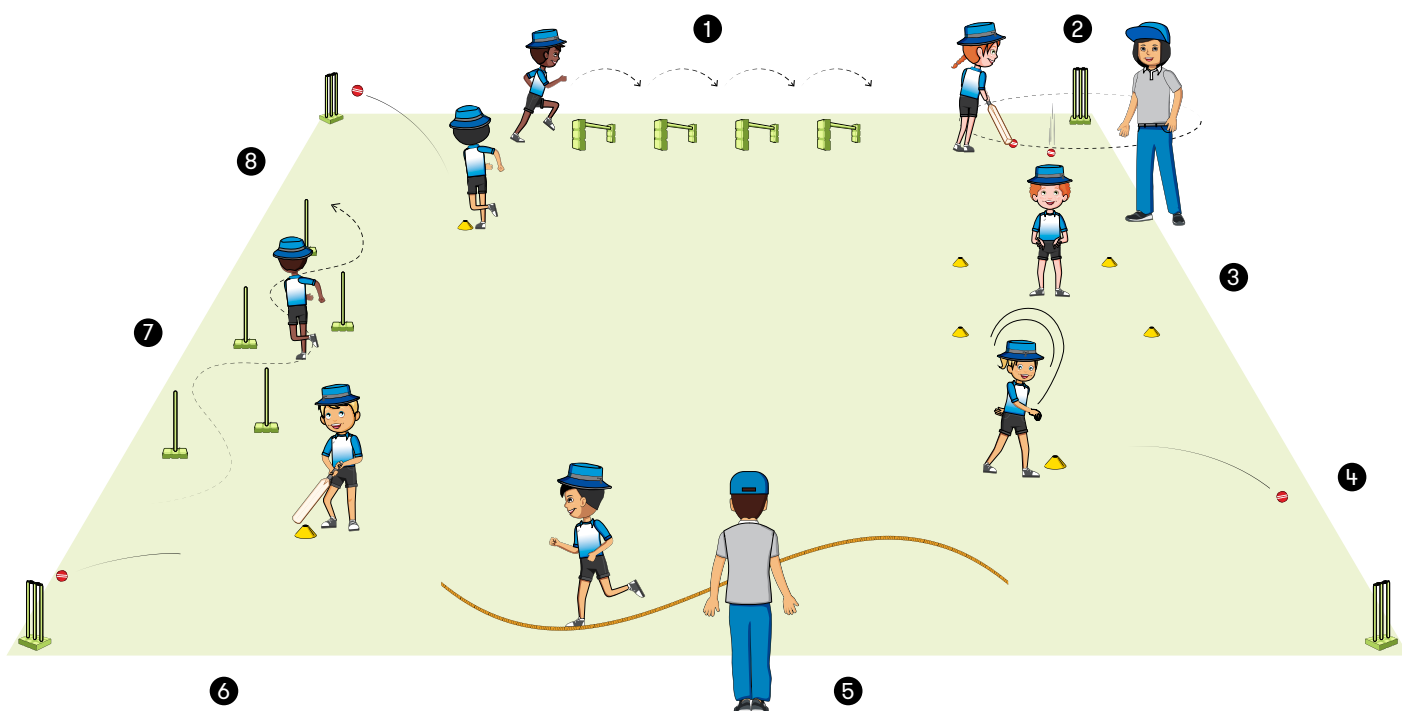
SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fielding	Whole class			Lots of equipment & 1 ball per student

INSTRUCTIONS

- Teachers use a variety of equipment to create an obstacle circuit for their students.
- Students have their own ball which they carry to use around the circuit.
- Teachers get creative and include a range of cricket skills and movement styles and seek feedback from students about their favourite obstacles.
- Example course:
 - Fundamental Movement Skills – Jump or hop over hurdles.
 - Batting – Using your bat, dribble around the stumps.
 - Catching – Take 5 clap catches.
 - Throwing – Throw at the target.
 - Fundamental Movement Skills – Balance along the rope.
 - Batting – Hit at the target.
 - Fundamental Movement Skills – Weave through the stumps.
 - Bowling – Bowl at the target.

COACHING

- Emphasise the basics – free swing of the bat, bowl with a straight arm, keep your eye on the ball, point at your target, cup hands together.
- Get creative and work as a team.



CHANGE IT UP!

LEVEL 1 – FUNDAMENTAL MOVEMENT SKILLS

- Begin with fundamental movement skills only including running, skipping, hopping, jumping, side stepping.
- Add cricket skills once students get the hang of it.

LEVEL 2 – GET CREATIVE

- Allow students to get creative and encourage them to use any equipment they like and get imaginative to create challenges and obstacles.

LEVEL 3 – ON YOUR MARKS

- Make it a race – Race your partner, your team and/or the clock.
- Make it a relay – Each student is responsible for a specific section of the circuit. Once the first student has completed the first skill, they tag the second and they complete the next skill... and so on. Mix up the allocation of skills each time so they get a chance to experience a variety of different skills.

TIP

As a starting point, consider using 4 sets of stumps as the corners of the square to create your obstacle course.

ASK THE STUDENTS

- What part of the course was the easiest and why?
- What part of the course was the hardest and why?

RED ROVER



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

INSTRUCTIONS

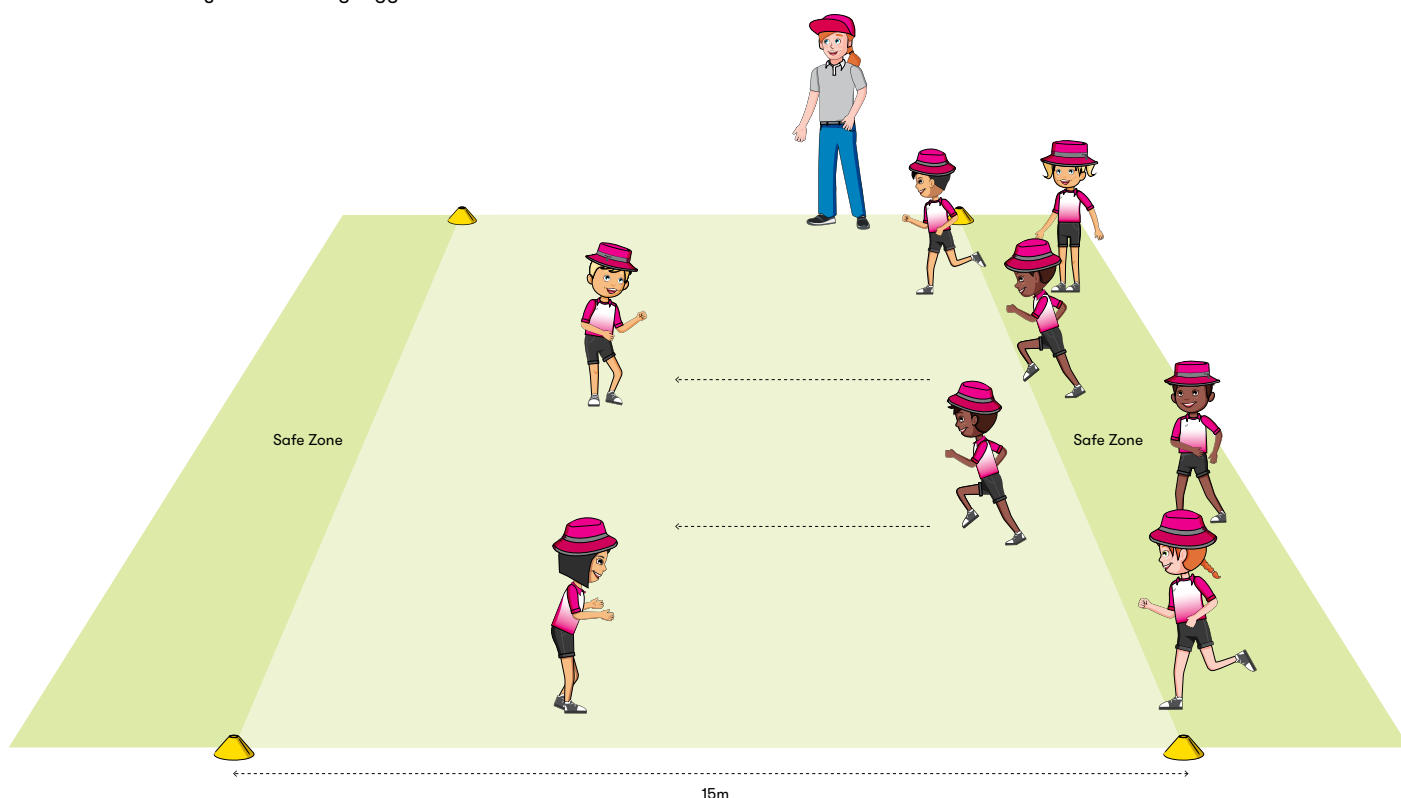
- 2 or more students are taggers and begin in the middle of the playing area.
- All other students are runners and start at one end.
- The teacher calls 'red rover all over'.
- Runners run across the playing area to the 'safe zone' avoiding taggers.
- Runners that are tagged become taggers and must stand 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

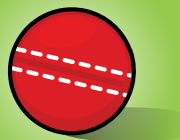
- Using cones, create 'lakes' or 'islands' in the playing area.
- Lakes are out of bounds. Taggers and runners must dodge around them.
- Islands are safe zones where runners may not be tagged. Runners may only stay on an island for 3 seconds.

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.

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

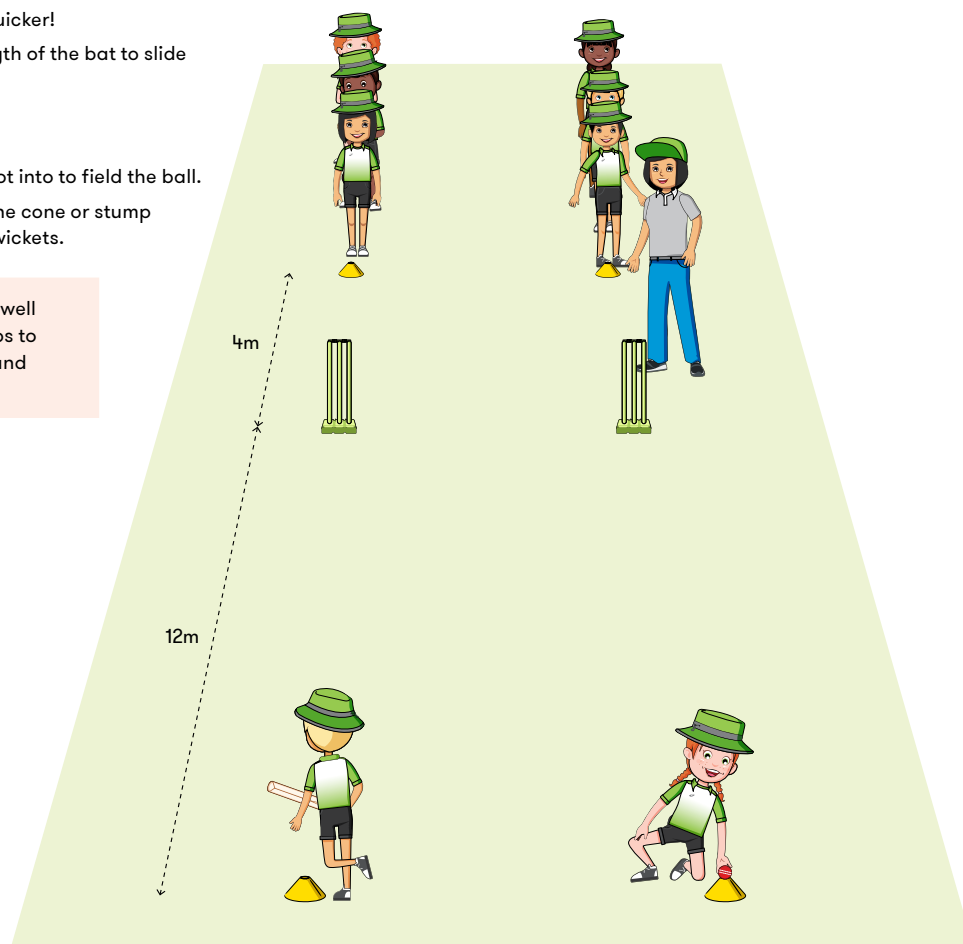
- Run in a straight line – it's quicker!
- Reach out using the full length of the bat to slide it over the crease.

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!

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.

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.

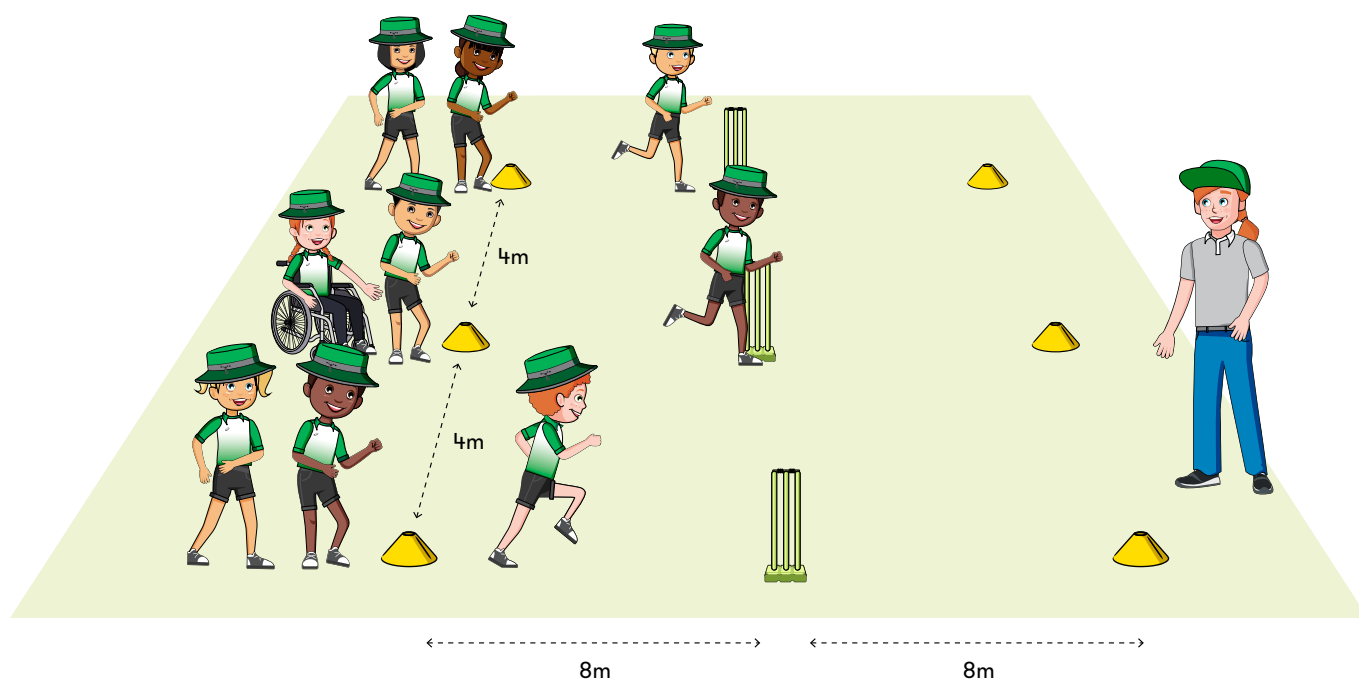
Example Routine: Skip to your cone with your ball, place the ball on the cone and hit it towards your stumps.

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.



WOOLWORTHS CRICKET BLAST

HEALTH & PE - GRADE 5-6 PROGRAM

SESSION 2 - SKILL DEVELOPMENT

FIELDING – TARGET THROWING & CATCHING (45-60 MINS)

LEARNING INTENTION

APPLY THROWING SKILLS TO PROPEL AN OBJECT TOWARDS A TARGET

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Tunnel Tag	1 ball each, 4+ cones to create a boundary or lines marked on the ground/court	ACPMP061	Awareness	<ul style="list-style-type: none">Simple FMS - Jump, jog, hop, skip & run.
Skills Activities					
10-20 min	Fielding Fanatics	4+ cones or marked lines	ACPMP068	Coordination	<ul style="list-style-type: none">Watch the ball into your hands.Step towards target when throwing.Bend your knees and keep your eyes on the ball.Stand side on to target and point at it when throwing.
20-30 min	Scorcher Ball	2 ropes, 8 cones in 2 colours, lots of balls, 2+ scorcher balls	ACPMP061	Strategy & Planning	
30-40 min	Skittle the Stumps	2 ropes, 8 cones, 1 ball & 1 set of stumps per student	ACPMP063	Engagement & Enjoyment	
Respect Teammates – I am a respectful supportive & helpful team mate.					

FOCUS QUESTIONS

1. Why is it important to have soft hands when catching?
2. Do you need to throw the ball as hard as you can to be accurate?
3. How can we make this easier or harder?

SUGGESTED CLASSROOM ACTIVITY

ACPPS054

Design and implement a cricket game/activity that will help increase student physical activity levels at school & at home.

EQUIPMENT



1 PER STUDENT



2



20



20



2

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

TUNNEL TAG



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			4 cones to create a playing area & 1 ball per runner

INSTRUCTIONS

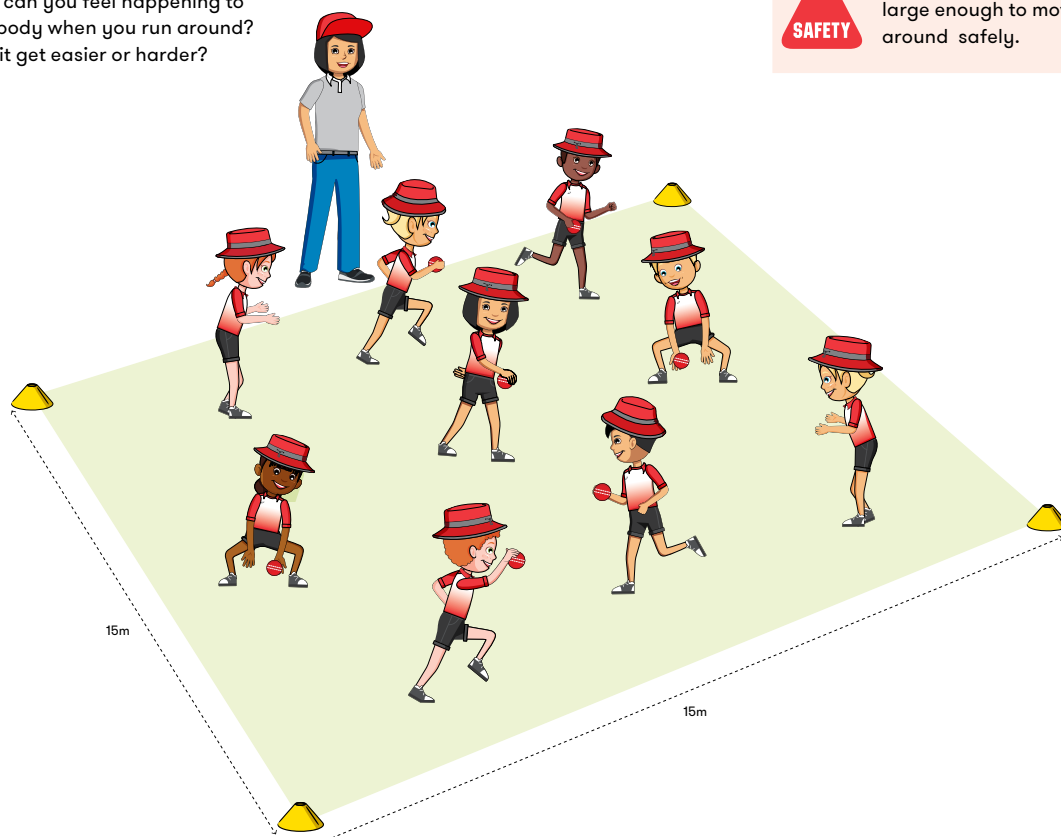
- 2 or more students are taggers.
- Everyone else are runners and avoid being tagged.
- Each runner has a ball.
- If a runner is tagged, they stand stationary, with their legs spread apart, creating a tunnel, and hands on heads.
- Runners free students that have been tagged by rolling the ball through the "tunnel", legs, and gathering the ball on the other side.
- 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

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

ASK THE STUDENTS

- What can you feel happening to your body when you run around? Does it get easier or harder?



CHANGE IT UP!

LEVEL 1 – LOCOMOTION

- 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 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.
- To provide a further challenge, runners attempt a ball handling challenge when they are on an island.

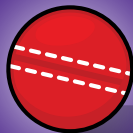
LEVEL 3 – LAST PERSON STANDING

- Taggers have balls, runners do not.
- While holding the ball taggers can tag runners but can't run. Instead they must throw the ball to one another to move about the field.
- Once a runner is tagged they become a tagger.
- Introduce more balls as more students become taggers.
- The last runner wins.



Ensure the area is large enough to move around safely.

FIELDING FANATICS



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
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Fielding

Whole class



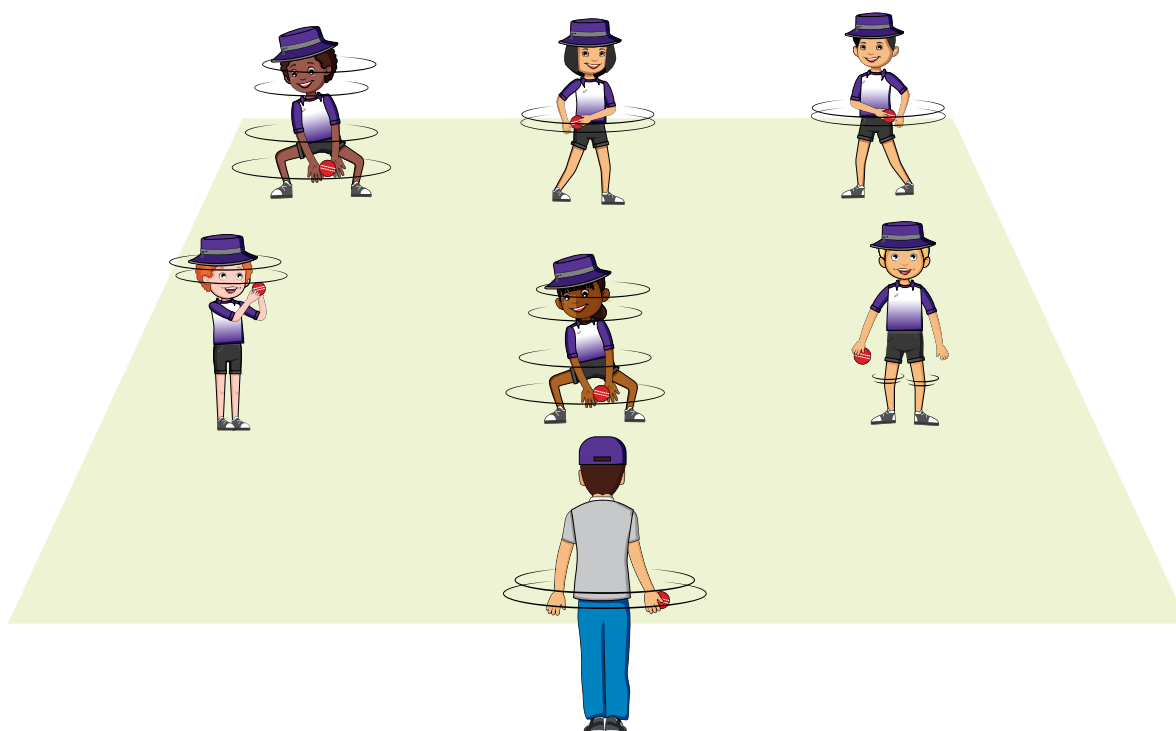
1 ball per student

INSTRUCTIONS

- Each student has a ball, or if not enough balls, 1 between 2.
- Create fun ball handling and catching challenges. Use the examples or come up with your own.
- Ball Handling:** Call out and demonstrate a ball handling challenge that students copy. Keep it fast, fun and provide skill variations to challenge different abilities.
 - Wrap the ball around your head/waist/knees/ankles.
 - Race up and down the body.
 - Figure 8s between knees.
- Catching:** Pairs stand 3-5m apart and underarm the ball back and forth taking turns throwing and catching:
 - 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 and track the ball all the way into your hands.
- Listen to the instruction being given and respond accordingly.



CHANGE IT UP!

LEVEL 1 – 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 fastest.

LEVEL 2 – 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 3 – 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.

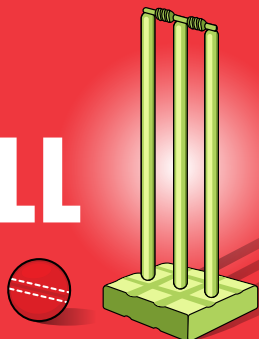
LEVEL 4 – CATCHING CROSSFIRE

- 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.

ASK THE STUDENTS

- Which challenge was the easiest or hardest and why?
- What are 3 things you need to remember when catching?

SCORCHER BALL



SKILL FOCUS

Bowling & Fielding

GROUP SIZE

Whole class

SET UP TIME



COMPLEXITY



EQUIPMENT

2 ropes, 8 cones in 2 colours, lots of balls, 2+ scorcher balls

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

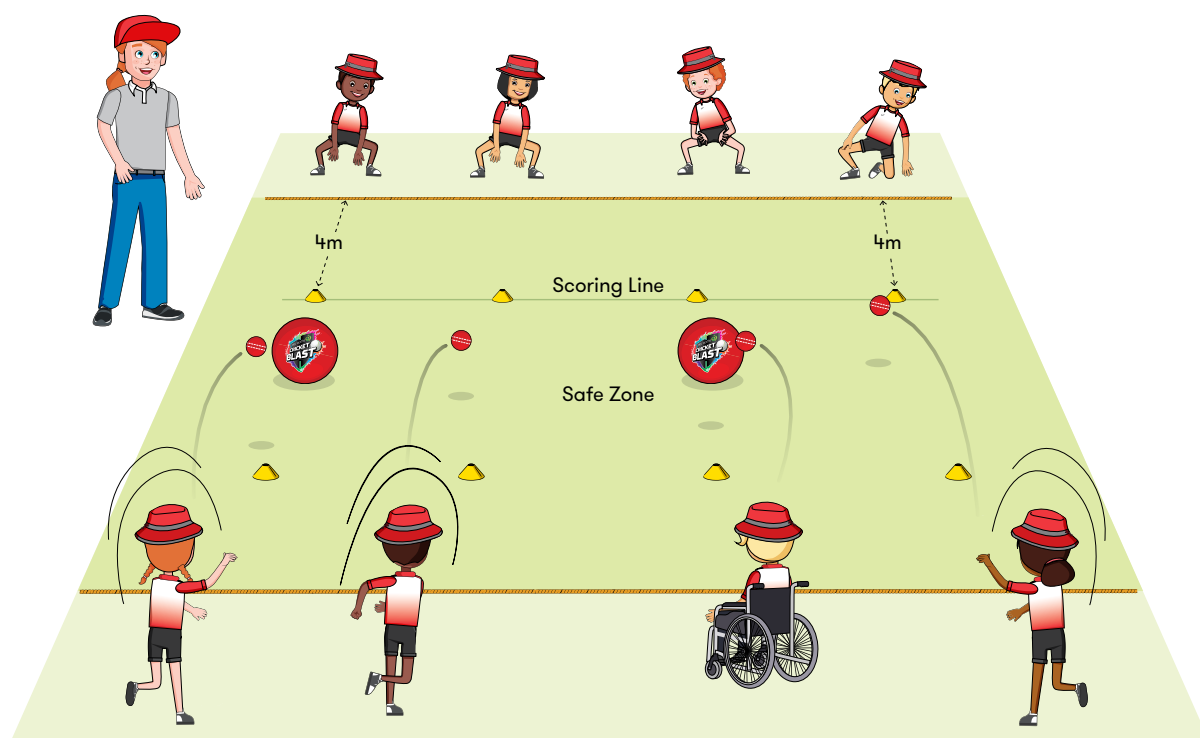
- Pass the ball a predetermined amount of times (2, 3, or 4 times) between team mates, before releasing it to the other side. Remember to communicate with your team.

LEVEL 3 – BATTLESHIPS

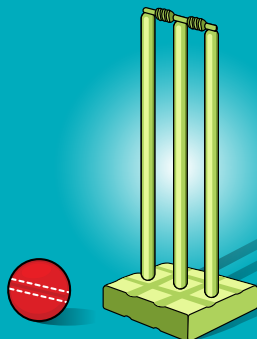
- Use a variety of equipment as targets, or 'battleships', in the playing area.
- When a student hits a battleship, it is 'sunk' and removed from the game.
- The team to sink the most battleships is the winner.



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.



SKITTLE THE STUMPS



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Bowling & Fielding	Whole class	 *		2 ropes, 8 cones, 1 ball & 1 set of stumps per student

*The playing area is the same as **Scorcher Ball**

INSTRUCTIONS

- Set up two rope, at opposite ends of the playing area.
- In front of each rope place a line of cones to mark out the safety zone.
- Place a stump between the safety zone and the rope.
- Split your class into 2 teams and have them line up behind the ropes.
- Students aim to hit the stumps at the opposing team's end by bowling or throwing the ball.
- Once a set of stumps is hit, it is eliminated from the game and laid down.

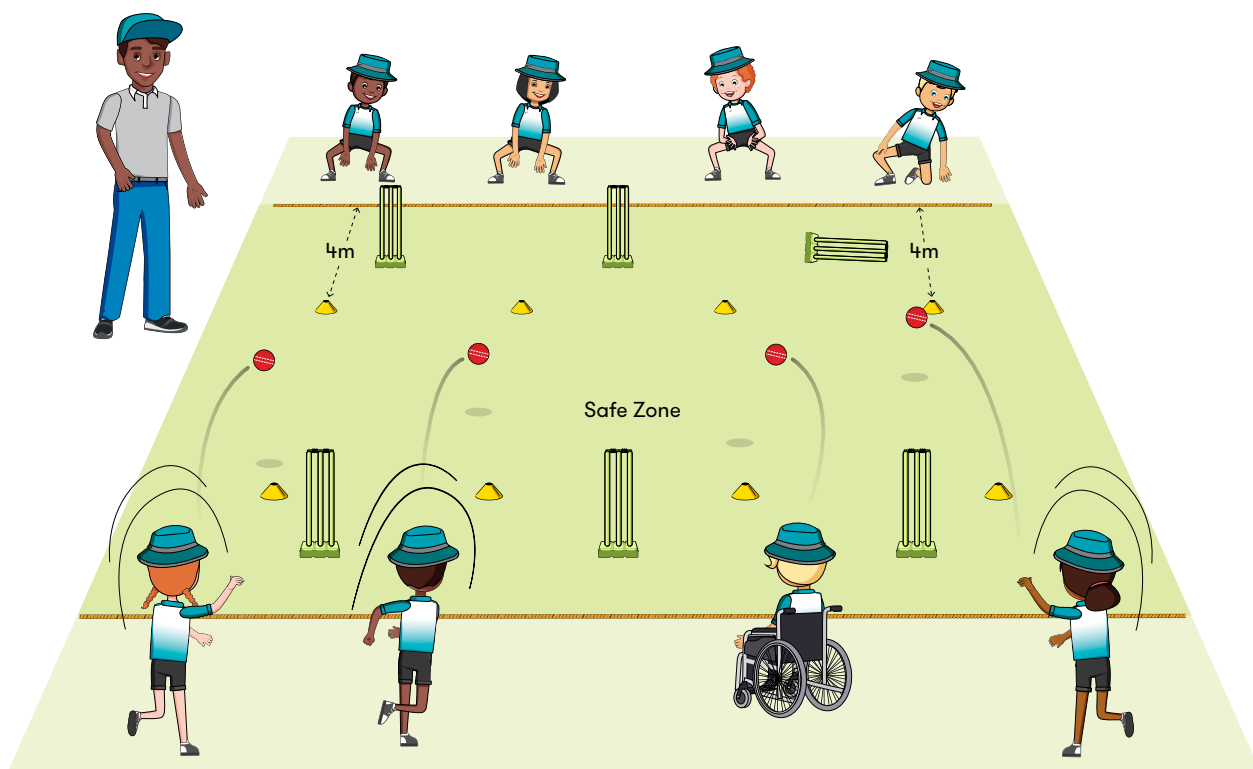
The first team to hit and eliminate all opposition team's stumps wins!

COACHING

- Surf position, and point to the target when throwing.
- When bowling, stretch your arm as high as possible, brush your ear and release the ball with a straight elbow.

ASK THE STUDENTS

- When aiming at a target, is it important to throw as hard and fast as possible?



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 – TARGET CHALLENGE

- To challenge the winning team, remove a stump pole from each of the sets of stumps on the opposition team's side, to make their targets smaller.
- Add additional joint targets to the centre of the safety area. Come up with your own scoring system and give bonus points for hitting these central, joint targets.
- Get creative with your targets!

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.



- Ensure the size of the playing area is adequate to accommodate of thrown balls safely.
- Only adults should go in the safe zone.

WOOLWORTHS CRICKET BLAST

HEALTH & PE - GRADE 5-6 PROGRAM

SESSION 3 - SKILL DEVELOPMENT

BOWLING - ACCURACY & CONTROL (45-60 MINS)

LEARNING INTENTION

DEVELOP ACCURACY WHEN BOWLING AND ADJUSTING SPEED TO INCREASE ACCURACY AND CONTROL

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM <i>(SEE PAGE 13)</i>	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Teamwork Test	1 ball each, 4 cones	ACPMP067	Self-regulation (Physical)	<ul style="list-style-type: none">Stretch the arm as high as possible.Brush your ear and release the ball with a straight elbow.
Skills Activities					
10-20 min	Knock 'em Down, Build 'em Up	6 balls, 6 cones, 6 sets of stumps, 2 ropes	ACPMP068	Content Knowledge	<ul style="list-style-type: none">Grip the ball by making 'Bunny Ears' down the seam of the ball.Stretch the arm as high as possible.Brush your ear and release the ball with a straight elbow.Foot to the ball, free swing of the bat.Encourage collaboration and creativity.
20-30 min	Golden Ducks	2 balls, 2 stumps, 2 bats and 10 cones	ACPMP068	Motivation	
30-40 min	Anywhere Cricket	1 bat, 1 set of stumps, 1 ball, 1 cone per group	ACPMP069	Rules	
Respect Classmates and Be Inclusive – I will include and work well with all my peers.					

FOCUS QUESTIONS

- Is it more important to bowl fast or accurately?
- Why is it important to work as a team?

SUGGESTED CLASSROOM ACTIVITY

ACPPS060

Exploring initiatives cricket clubs & community groups use to counter all forms of discrimination & support the wellbeing of their communities.

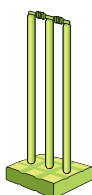
EQUIPMENT



8



20



6



2



2



6

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

TEAMWORK TEST



CHANGE IT UP!

LEVEL 1 – VARY THE GOALS

- Create an easier scoring method such as passing the ball to a goalie in the end zone.
- Create a more difficult scoring method such as throwing the ball at stumps in the middle of the end zone.

LEVEL 2 – ADDITIONAL GOALS

- Challenge students by adding additional goals. Once they score in a goal, that goal is shut and teams must work to score the remaining goals.

LEVEL 3 – KEEPIES OFF

- No goals, instead use the existing boundaries to play 'keepies off' in 2 teams.
- You may introduce multiple balls and vary the method of passing.

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fielding	4-8			1 ball & cones

INSTRUCTIONS

- Divide your class into teams of 4.
- Depending on class size, two games can be run next to each other.
- Students pass the ball to their team mates as they move up the field to score by throwing the ball through the goals.
- Students on the defensive team try to intercept the ball.
- Students must not run with the ball.
- Students must keep clear of the 'end zone' in front of the goals.
- Vary the style of passing between underarm throws, overarm, rolling along the ground, or bounce passes.

COACHING POINTS

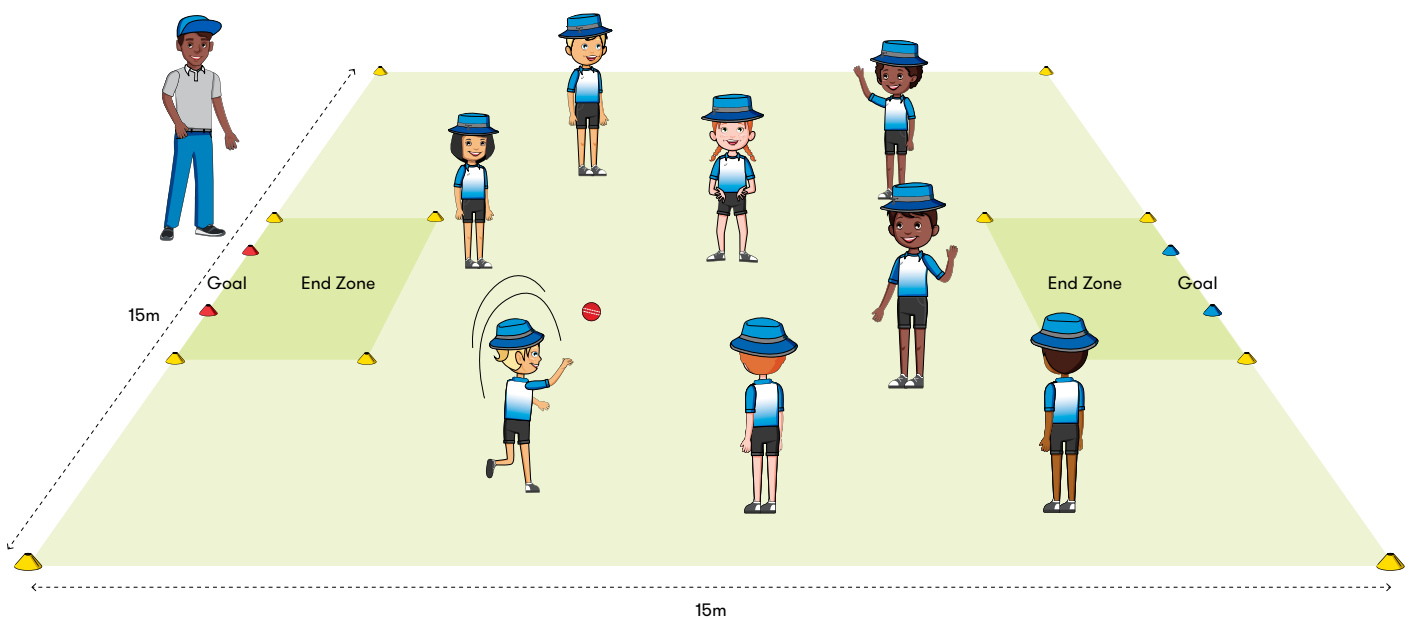
- Watch the ball all the way into your hands.
- Cup hands together and give with the ball.

ASK THE STUDENTS

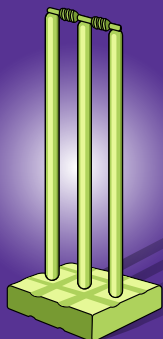
- Which passes were the easiest or most difficult to catch?
- How can you work better with your team mates?



The ball must be thrown below shoulder height.



KNOCK 'EM DOWN, BUILD 'EM UP



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Bowling	2-4			6 balls, 6 cones, 6 sets of stumps

INSTRUCTIONS

- Group students in small groups of up to 4.
- Make one a wicket keeper and others bowlers.
- Bowlers bowl at the stumps, if they 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 stumps 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.

COACHING

- Watch the ball into your hands.
- Stretch the arm as high as possible, brush your ear and release the ball with a straight elbow.

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

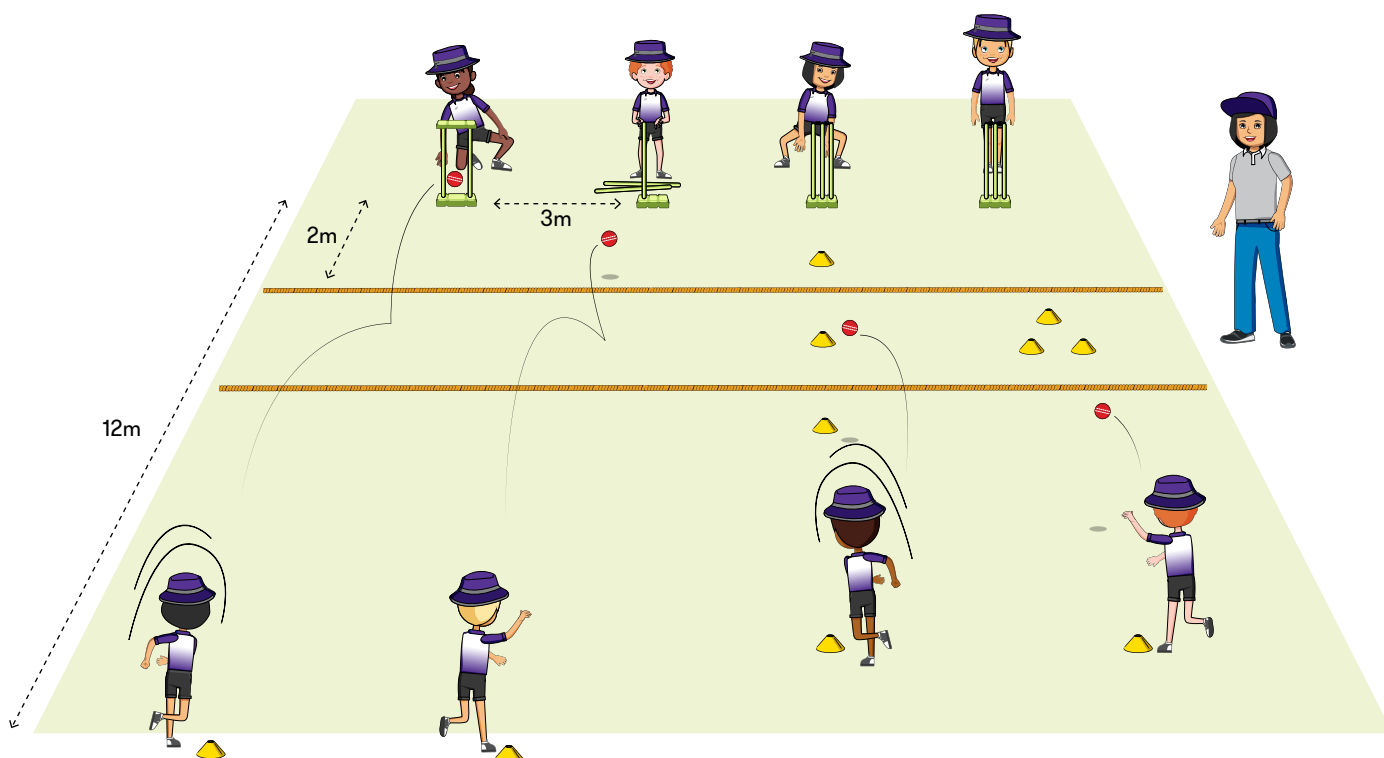
- Lay a rope a few meters behind the bowler's stumps. Bowlers start behind this rope to create a run up.
- Let students experiment with their run up. Keep it simple!

LEVEL 3 – BATTLESHIPS

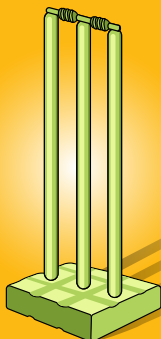
- Use a variety of equipment as bowling targets, or 'battleships', on the pitch.
- When a student hits a 'battleship', it is 'sunk' and removed from the game.
- The first team to sink all battleships is the winner.
- Allow students to place their own battleships.

ASK THE STUDENTS

- How can you make it easier or harder?
- When aiming at the target, is it important to throw as hard and fast as possible?



GOLDEN DUCKS



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Bowling	6-10			1 ball for each bowler, 1 set of stumps, 1 bat and cones

INSTRUCTIONS

- 2 teams - 1 team are bowlers and the other are runners.
- 2 pitches of 12m are set up parallel to each other.
- Set up a "crease" line which bowlers must bowl behind, and runners must run until.
- On the teacher's call the activity begins.
- On the first pitch, bowlers take turns to bowl at the stumps continuously.
- On the second pitch, runners run between wickets holding the bat.
- When the bowling team hit the stumps, they call out 'HOWZAT!' and the runner stops running.
- The runner attempts to complete as many runs as they can before the bowling team hits the stumps.
- Swap roles when all students have had a go at running between the wickets.
- Select one player from the running team as the 'golden duck', their runs are worth double.
- If bowlers are finding the activity too challenging, shorten the pitch or place 2 stumps together to create a larger target.

CHANGE IT UP!

LEVEL 1 - BOWLING BONUS RUNS

- Introduce ropes and lay them across the pitch. Lay the first rope approximately 1m away from the crease and the second rope 1m from the first rope (ie. 1m apart).
- If the ball lands between the ropes, a bowling bonus run is given, even if the ball doesn't hit the stumps.
- Bowling bonus runs can be added to the team bank, like the runs accumulated while running between the wickets.
- Add the bowling bonus runs and runs completed while running between the wickets after both teams have had a go at each component of the activity. The team with the highest combined score is the winner.

LEVEL 2 - DOUBLE IT UP

- Introduce a second runner so that there is a runner at either end of the pitch, like in a real game. Practice calling while running between the wickets (yes/no/wait) and turning different ways (left/right). Try alternating the hand that the bat is carried in.

ASK THE STUDENTS

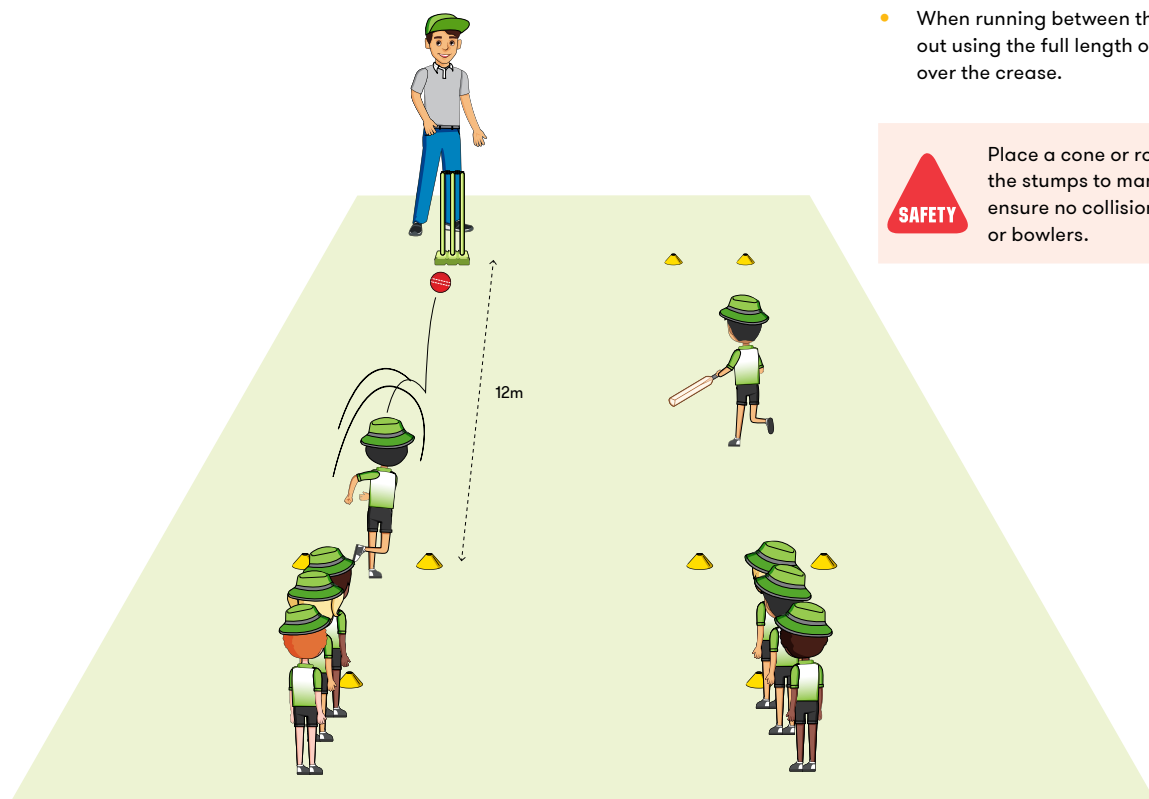
- How did you carry the bat when you were running between the wickets?
- Why do you need to slide the bat over the crease?

COACHING

- When bowling, stretch your arm as high as possible, brush your ear and release the ball with a straight elbow.
- When running between the wickets, reach out using the full length of the bat to slide over the crease.



Place a cone or rope well back from the stumps to manage the teams and ensure no collisions with runners or bowlers.



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

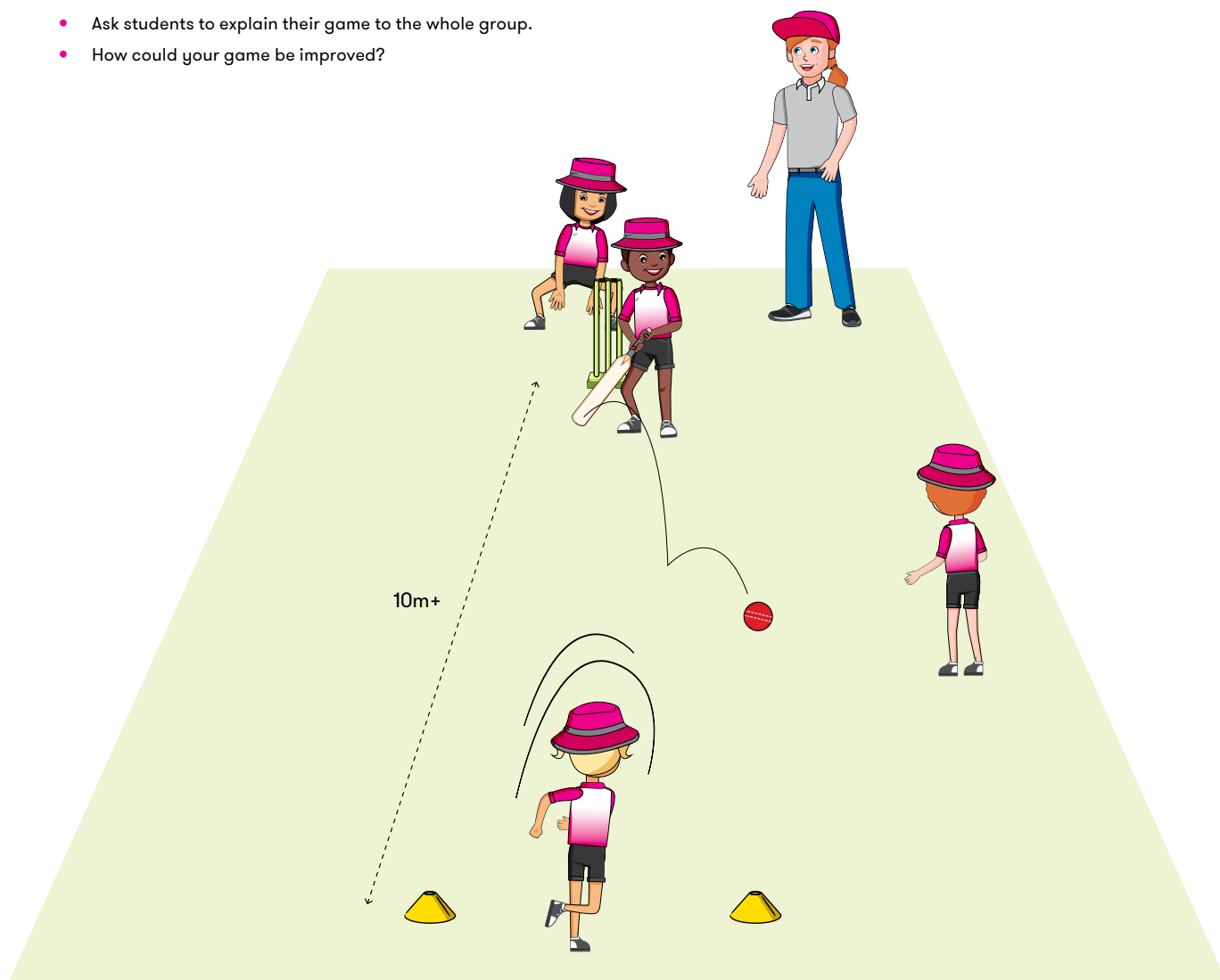
- Use your imagination – get creative!

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.



WOOLWORTHS CRICKET BLAST

HEALTH & PE - GRADE 5-6 PROGRAM

SESSION 4 - SKILL DEVELOPMENT

BATTING - LEARN THROUGH PLAY (45-60 MINS)

LEARNING INTENTION

DEVELOP AN UNDERSTANDING OF ATTACKING AND DEFENSIVE SHOTS AND APPLYING THEM TO A GAME SITUATION

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Capture the Flag	1 ball per student, 20 cones	ACPMP061	Engagement & Enjoyment	<ul style="list-style-type: none"> Spatial awareness.
Skills Activities					
10-20 min	Scoring Zones	6 balls, 6 cones, 6 sets of stumps	ACPMP063	Purpose & Reasoning	<ul style="list-style-type: none"> Move feet to the ball. Free swing of the bat.
20-30 min	Rapid Fire Batting	4 bats, 4 balls, 8 cones, 4 stumps	ACPMP065	Tactics	<ul style="list-style-type: none"> Move feet to the ball. Free swing of the bat.
30-40 min	Anywhere Cricket	1 bat, 1 set of stumps, 1 ball, 1 cone per group	ACPMP067	Strategy & Planning	<ul style="list-style-type: none"> Move your front foot towards the ball, free swing of the bat. Encourage collaboration and creativity.
Respect the game, teachers & volunteers - I respect the game, it's officials, volunteers and teachers who help.					

FOCUS QUESTIONS

- Why is it important to focus on the gaps and not the fielders when batting?
- Where should our eyes be when we are striking the ball?

SUGGESTED CLASSROOM ACTIVITY

ACPPS064

Create a presentation, advert or promotion examining the benefits of cricket to social health & mental wellbeing.

EQUIPMENT



1 PER STUDENT



20



6



2



4



2

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

CAPTURE THE FLAG



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			1 ball per student, 20 cones

INSTRUCTIONS

- Divide the playing area in two using cones and two goals at either end.
- Divide your class into 2 teams and assign each team a side of the playing area to start.
- Students start on their side of the playing area.
- Students run into the opposition team's side to steal balls from the opposition's goals and then run back to their own side, placing the stolen ball in their own goals.
- Students may only steal 1 ball at a time.
- If a student is tagged by the opposition while on their side, they must return to their own side empty handed, before being able to set off once again.
- Once over the half way line, and on their own side of the playing area, students are 'safe' and cannot be tagged.
- Ball stealers cannot be tagged while inside their opposition team's goals, it is a 'safe zone' for 5 seconds.
- The team with the most balls in their goals at the end of the time period is the winner.

COACHING

- Bend the knees when picking up the ball.
- Look out for class mates around you.

ASK THE STUDENTS

- How does this game relate to cricket?

CHANGE IT UP!

LEVEL 1 – SKILLS SQUARE

- Create a Skills Square to the side of the playing area.
- When a student is tagged, they must join the Skills Square and complete a chosen number of repetitions of a ball handling or catching challenge before they reenter the game.
- Try ball handling routines 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.

LEVEL 2 – LAKES AND ISLANDS

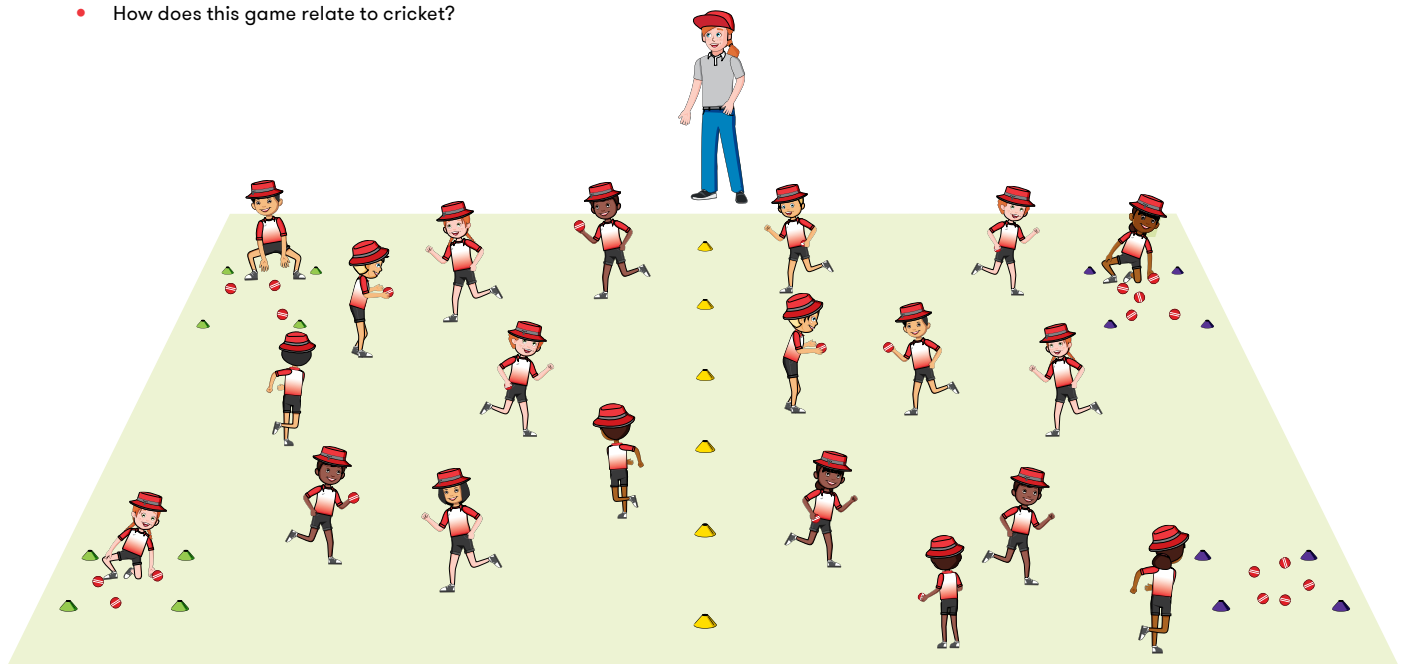
- Using cones, create 'lakes' or 'islands' in the playing area.
- Lakes are out of bounds. Taggers and runners must dodge around them.
- Islands are safe zones where runners may not be tagged. Runners may only stay on an island for 5 seconds.

LEVEL 3 – LINKED RUNNERS

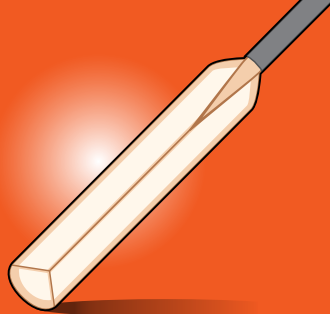
- The teacher calls out a specific number. Based on this number, students link arms together and coordinate their movements to capture the flag.



Students must run the ball back to their side, rather than throw, to avoid collisions.



SCORING ZONES



CHANGE IT UP!

LEVEL 1 – ZONES

- Make the scoring zones easier or more challenging by altering the size of the scoring zone.

LEVEL 2 – DELIVERY

- Bowlers begin with underarm throws and scorcher balls.
- When appropriate, progress to overarm with bowling and small balls.

LEVEL 3 – SWEEP SHOTS

- Batters play sweep shots and reverse sweep shots through the scoring zones.

SKILL FOCUS

Batting

GROUP SIZE

2-5

SET UP TIME



COMPLEXITY



EQUIPMENT

1 ball, 1 bat & cones for each group

INSTRUCTIONS

- Divide your class into small groups.
- In each group one is the batter, one 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 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.



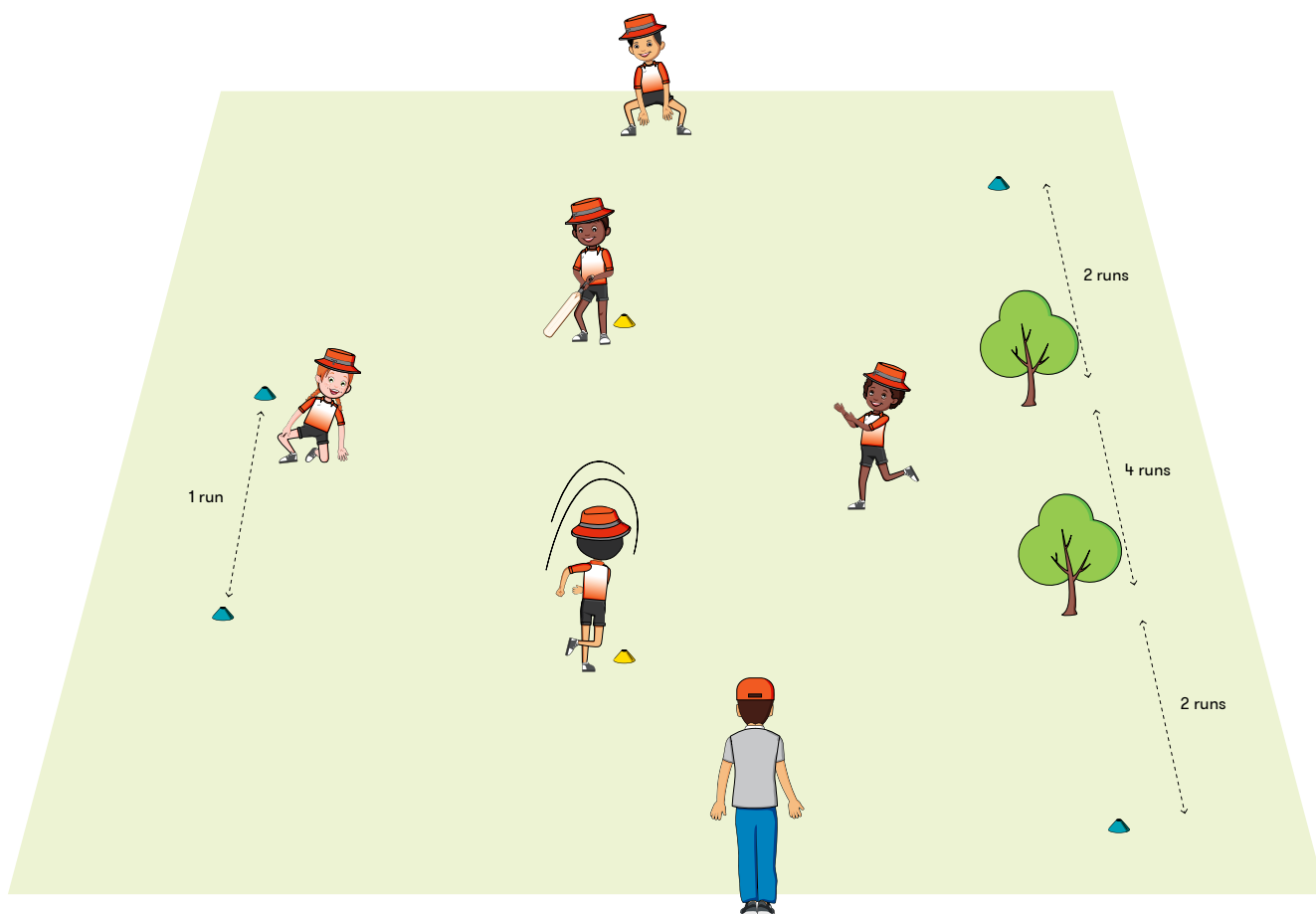
- Allow plenty of room between groups.
- Ensure fielders are at least 10m away from the batter.

COACHING POINTS

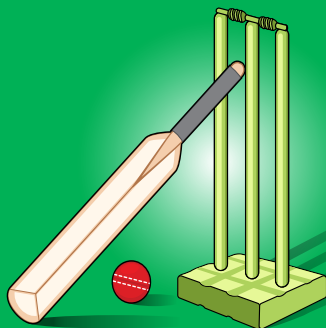
- Move your feet to the ball.
- Free swing of the bat.

ASK THE STUDENTS

- Why is it important to practice hitting?





RAPID FIRE BATTING



CHANGE IT UP!

LEVEL 1 – DELIVERY

- Bowlers begin with underarm throws of scorchers and when appropriate progress to small balls and overarm bowling.

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Modified Cricket Game	Whole class			1 bat, 1 ball, 2 cones, 1 set of stumps per batter

INSTRUCTIONS

- Divide students into batters, bowlers, and fielders.
- Each batter begins in front of their stumps.
- Bowlers get ready behind their bowling marker cone, each with a ball.
- On the teacher's call, bowlers deliver the ball and batters hit into the playing area.
- Once balls are hit, batters run back and forth between their stumps and rope to score.
- Bowlers and fielders chase and field the ball before returning to their markers.
- Once all bowlers have returned with their ball, the bowling team shout out 'HOWZAT' and batters stop running.
- Batters score as many runs as they have completed.
- Bowlers and fielders receive 4 runs if they catch the ball on the full.
- Batters have 3 hits and then swap roles.

COACHING

- Watch the ball.
- Move towards the ball and have a free swing of the bat.

ASK THE STUDENTS

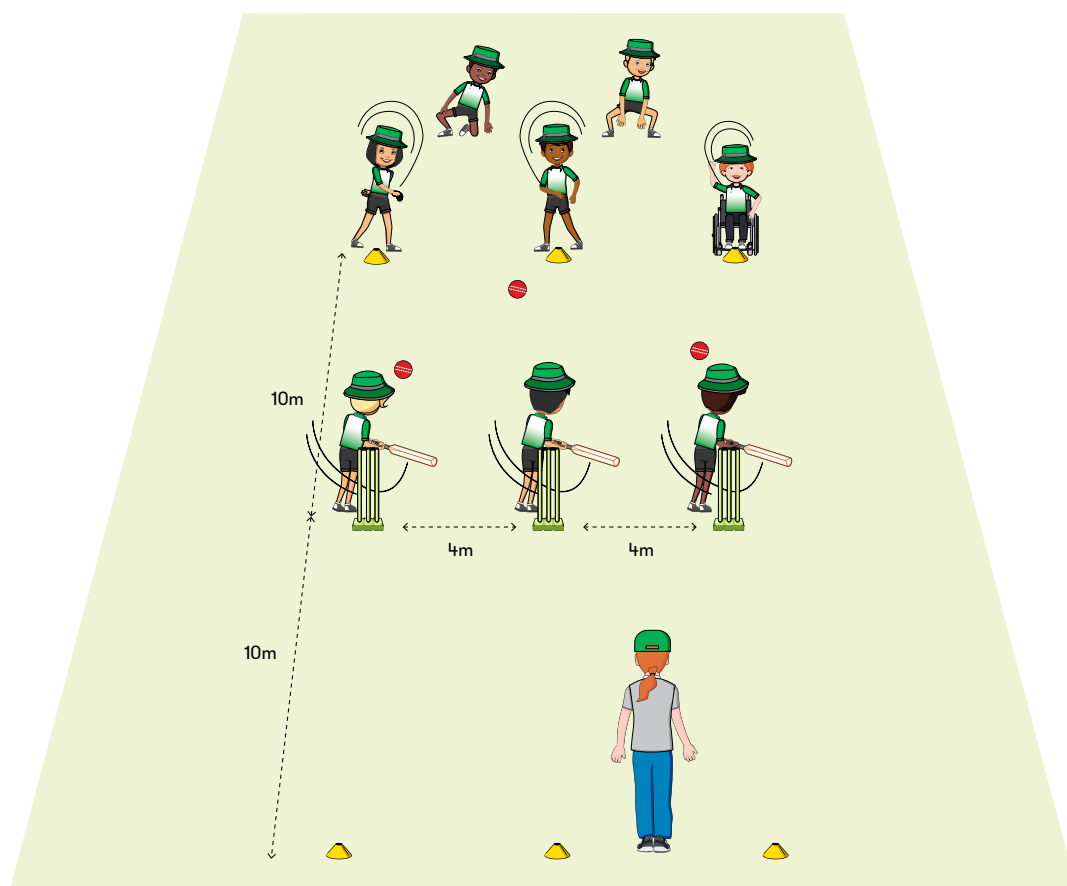
- How do you think you could have scored more runs?
- What happened when you took your eyes off the ball?

TIP

The objective of batting is to judge and respond to a moving ball, only allow batters to hit a stationary ball from a cone if completely necessary.

SAFETY

- As there are multiple batters, pay close attention to the safety of students around swinging bats.
- Allow maximum room between batters, minimum 4m either side.



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 www.community.cricket.com.au/schools/CricketBlastHPE







ADDITIONAL ACTIVITIES

YES NO WAIT



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fundamental Movement Skills	Whole class			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?

CHANGE IT UP!

LEVEL 1 – LOCOMOTION MOVEMENT

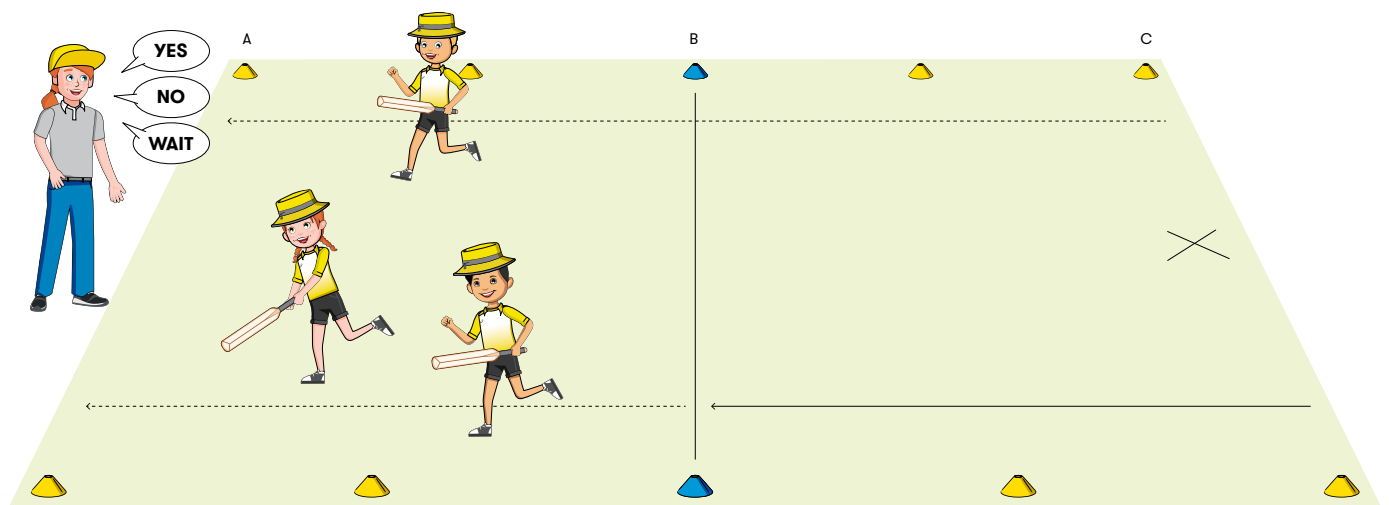
- Make the playing area smaller to make the game easier.
- Add in different movement styles like skipping or zigzagging across the playing area.

LEVEL 2 – RACES

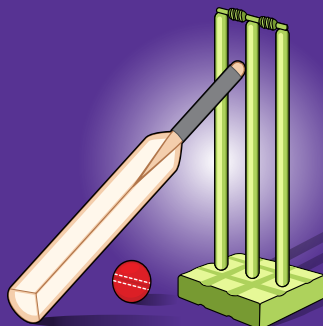
- Make it a race. The last one back to the crease line is "run out" for the next round and must complete 20 figure 8s through their legs before returning to the game.

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.



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.

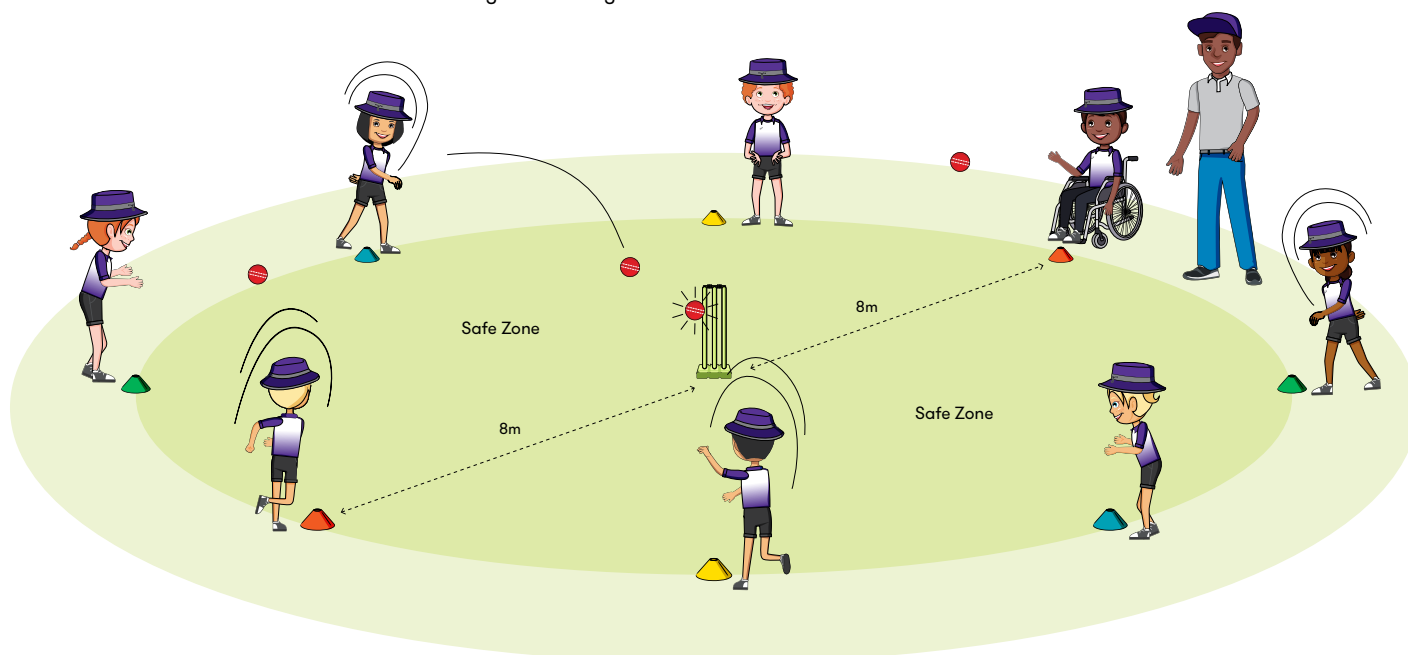
COACHING

- 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?

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



BATTING BLAST



CHANGE IT UP!

LEVEL 1 – DELIVERY

- Bowlers begin with underarm throws and scorchers balls.
- When appropriate, students may progress to overarm bowling and small balls.

LEVEL 2 – USE YOUR FEET

- Create a crease line using a rope.
- Start behind the crease line then move to hit the ball from in front of it.

LEVEL 3 – SWEEP SHOTS

- Batter's play sweep shots and reverse sweep shots though the target.

SKILL FOCUS

Batting

GROUP SIZE

Whole class

SET UP TIME



COMPLEXITY



EQUIPMENT

1 bat,
1 small ball,
1 scorchers ball,
2 cones per pair

INSTRUCTIONS

- Pair students.
- Make one the batter and one the bowler. If space or equipment is limited, group students in groups of 3 and include a fielder behind the bowler.
- The bowler delivers the ball to the batter who hits between the target or at their own target.
- Once a bowler completes 3 deliveries, students swap roles.
- Make up your own scoring system, students love scoring challenges.
- If batters are finding the activity too challenging, shorten the pitch, create a larger target or roll the ball along the ground.

TIP

Rather than tees, use scorchers! The objective of batting is to judge and respond to a moving ball.



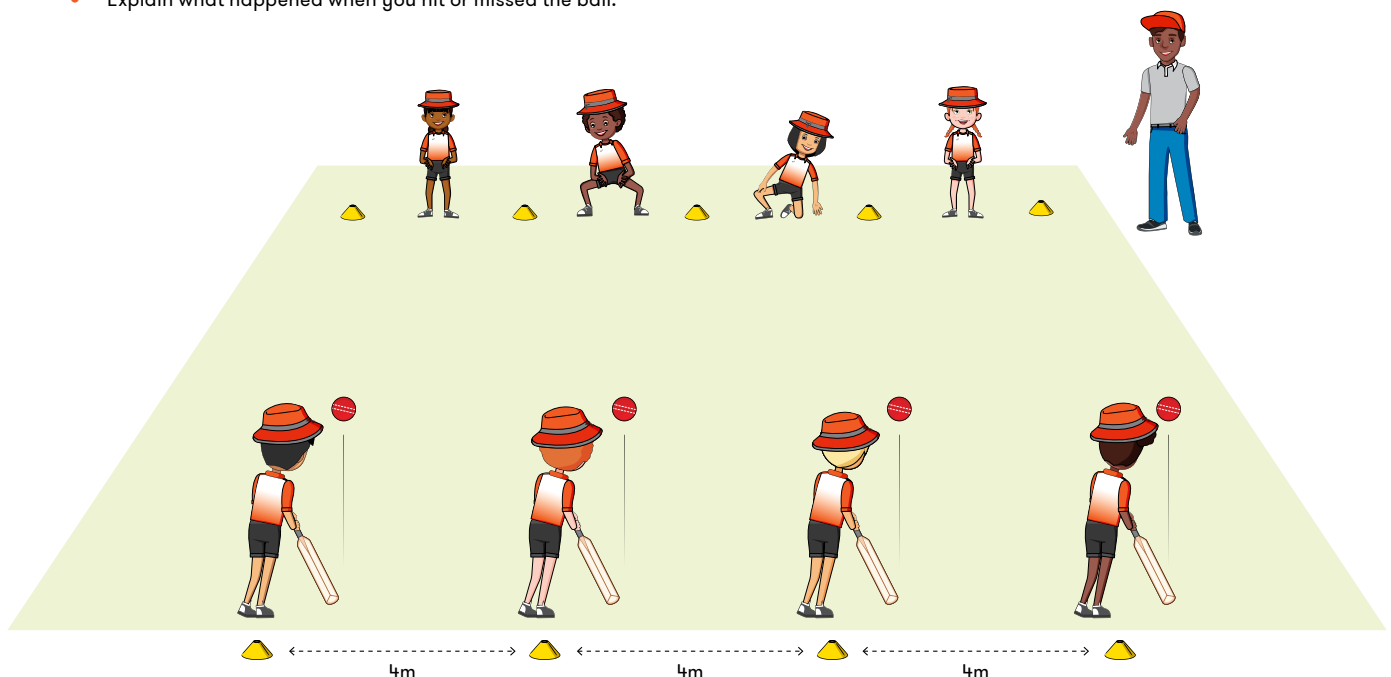
Allow plenty of room between batters with at least 4m either side.

COACHING

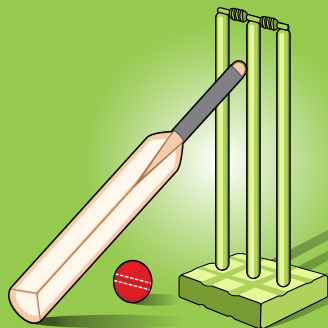
- Watch the ball.
- Move towards the ball and have a free swing of the bat.

ASK THE STUDENTS

- What happens if you lift your head?
- Explain what happened when you hit or missed the ball.



6ERS CRICKET






CHANGE IT UP!

LEVEL 1 – DELIVERY

- Bowlers begin with underarm throws and scorchers balls.
- When appropriate, students may progress to overarm bowling and small balls.

LEVEL 2 – LINKING PLAY

- Pass the ball a predetermined amount of times (2, 3, or 4) between team mates, before bowling. Students should communicate with their team mates throughout.

SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Modified Cricket Game	6-10	 		2 bats, 1 scorchers ball, 1 small ball, 2 sets of stumps, 6 cones

INSTRUCTIONS

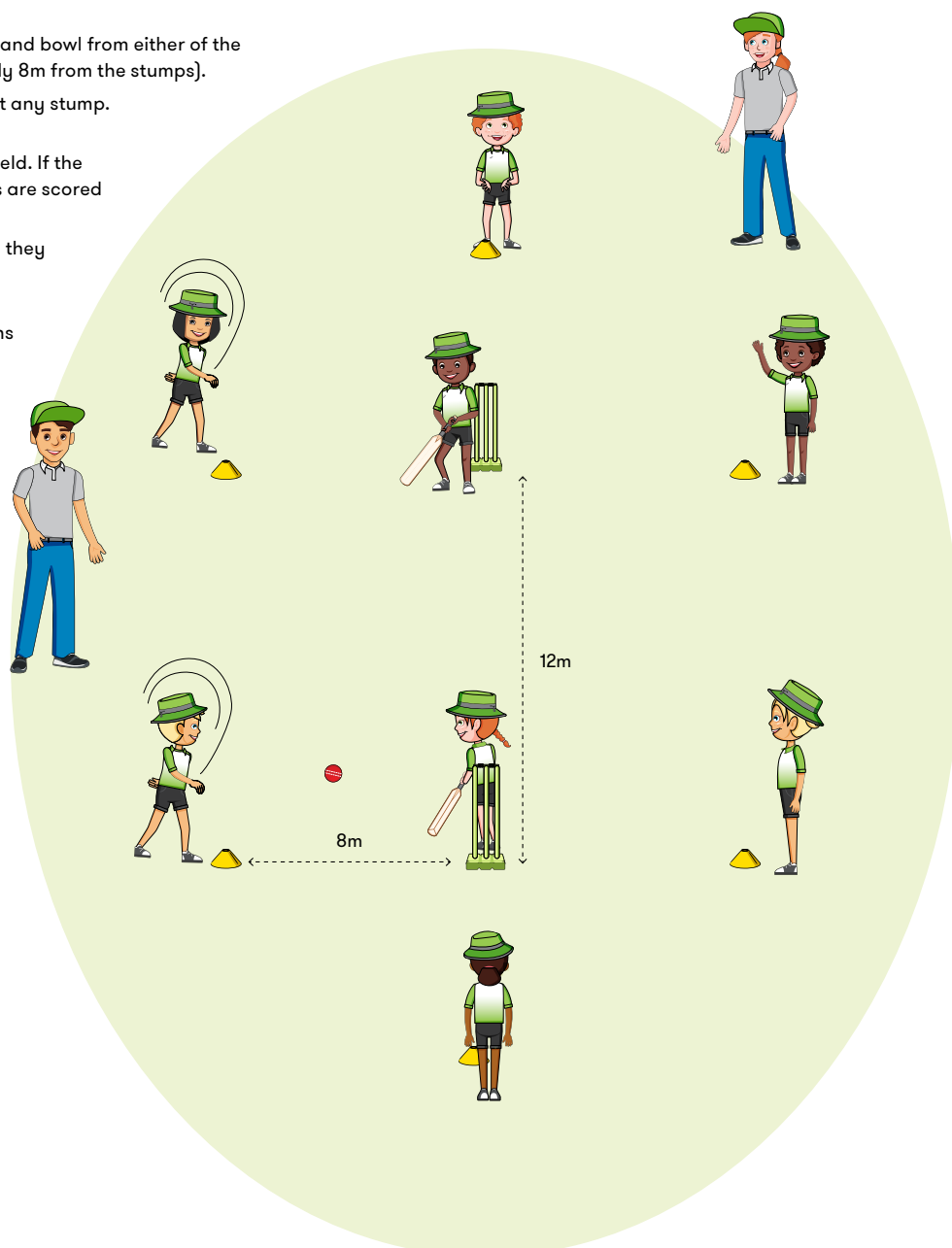
- 2 batters - 1 at each end.
- The remaining students are fielders, who spread out.
- 1 ball is in play.
- Any fielder can also be a bowler and bowl from either of the 6 bowling stations (approximately 8m from the stumps).
- Bowlers may bowl at any time, at any stump. The game is continuous.
- The batters hit the ball into the field. If the ball is hit, batters must run. Runs are scored by running between the stumps.
- If a batter is 'caught' or 'bowled' they receive 0 runs and the fielder or bowler receives 2.
- Batters aim to score as many runs as possible in 6 deliveries.

COACHING POINTS

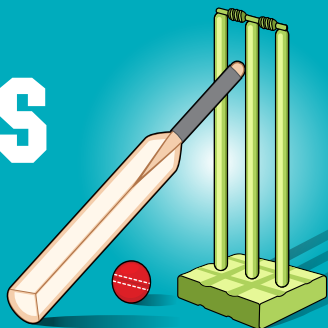
- Emphasise the basics – free swing of the bat, bowl with a straight arm, keep your eye on the ball, and point at your target before bowling.
- Clear communication when running between the wickets is also key.




ASK THE STUDENTS

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



CONTINUOUS CRICKET



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Modified Cricket Game	6-10	 		1 bat, 3 sets of stumps, 1 scorching ball, 1 small ball, 1 cone

INSTRUCTIONS

- The bowler bowls underarm to the batter who hits the ball and then runs around the stumps. Batters must run if they hit the ball.
- Fielders field the ball and return it to the bowler. Bowlers may bowl at any time. The game is continuous.
- 1 run is scored each time the batter runs around the stumps and back.
- If a batter is caught or bowled, they score no runs. If caught, the catcher adds 2 runs to their score. If bowled, the bowler adds 2 runs to their score.
- Batters aim to score as many runs as possible in 6 deliveries and then retire regardless of the number of times they get out.
- Bowlers swap after 3 deliveries.

COACHING POINTS

- Emphasise the basics – free swing of the bat, bowl with a straight arm, keep your eye on the ball, and point at your target.
- Clear communication is required between fielders.

ASK THE STUDENTS

- Where did you hit the ball to make it easiest to complete a run?
- What was the best way to get the ball back to the bowler?

CHANGE IT UP!

LEVEL 1 – DELIVERY

- Bowlers begin with underarm throws and scorching balls.
- When appropriate, students may progress to overarm bowling and small balls.

LEVEL 2 – TWO BATTERS

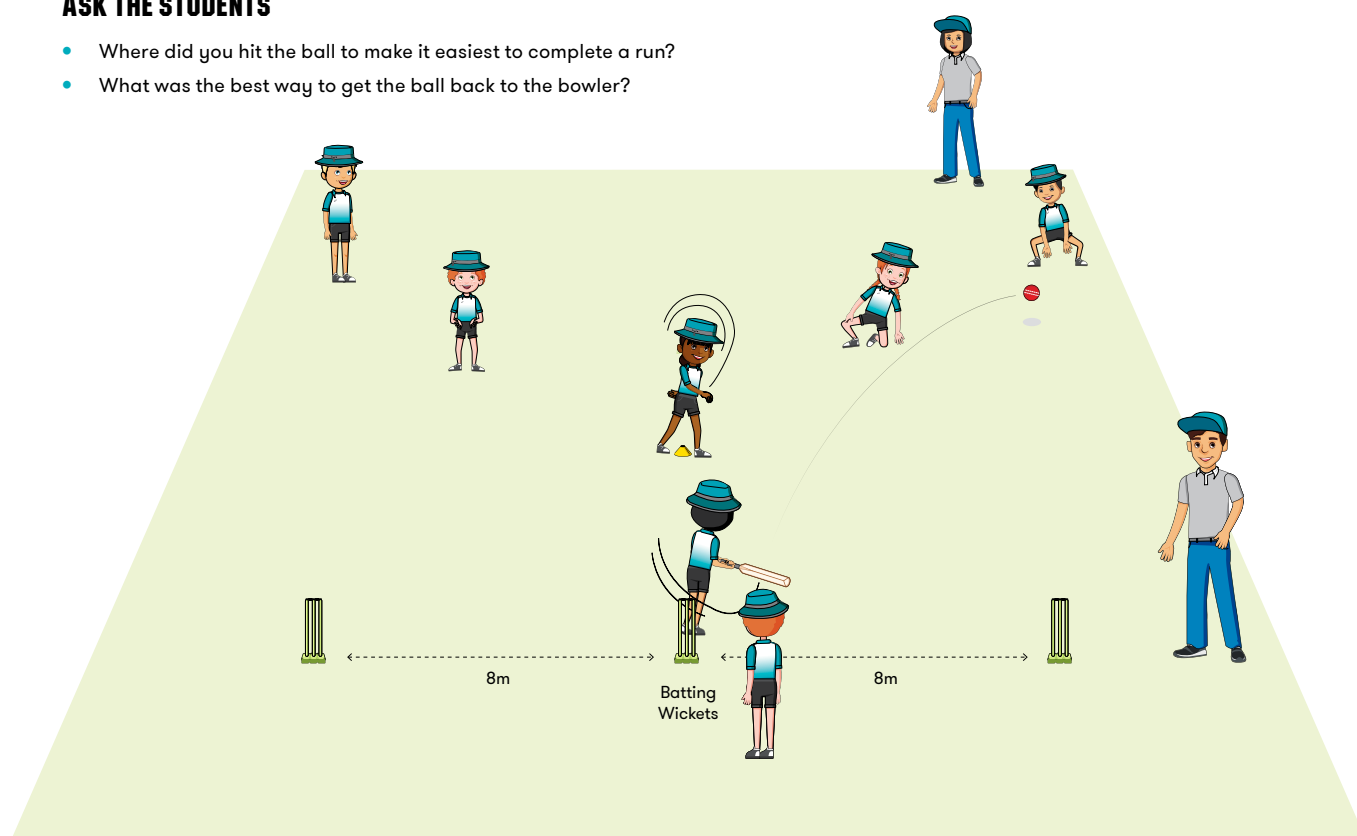
- Add a second batter.
- The ball must be bowled to the 'batting wicket' and the batters change places as they run between the wickets.
- Batters now run half the distance, they are only required to run 'up', rather than 'up and back', extend the distance between wickets as appropriate.

LEVEL 3 – LINKING PLAY

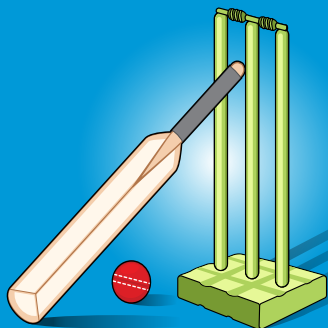
- Pass the ball a predetermined amount of times (2, 3 or 4) between team mates, before releasing it to the other side. Students should communicate with their team mates.



Ensure fielders are at least 10m away from the batter



PAIRS CRICKET



SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Modified Cricket Game	6-10			1 bat, 1 ball, 2 cones, 2 sets of stumps

INSTRUCTIONS

- In groups of 6-8, divide students into pairs.
- Pairs bat for 2 overs. Each pair may have multiple rotations of batting depending on time.
- Pitch – 12m (approximately).
- Boundaries – 20m
- 'Free hit' (explained below) with cones placed either side of the batter with the ball on top.

BOWLING & FIELDING

- Bowl from one end.
- After each over, the fielding team rotates in a circular formation to ensure an equal turn in each position.
- No fielder is allowed within 10m of the bat until the ball is hit.
- 'No balls' and 'wides' are not re-bowled – Following a no ball or a wide, the batter receives a 'free hit' from the cone. The batter must hit the ball forward. **A no ball or wide is deemed to be any ball that is dangerous, above waist high on the full, or cannot be hit because it is too wide or bounced too many times/rolling.**

BATTING

- Pairs bat for 2 overs.
- Batters swap ends when dismissed and at end of the over.
- Batters swap ends if a batter faces 3 balls in a row or to ensure an equal turn on strike.

COACHING

- Emphasise the basics – free swing of the bat, bowl with a straight arm, keep your eye on the ball, and point at your target.
- Introduce some cricket etiquette components (passing the ball back to the bowler, acknowledging a good shot or ball etc.)

ASK THE STUDENTS

- How do you think you could have scored more runs?
- What happened when you took your eyes off the ball?



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

CHANGE IT UP!

LEVEL 1 – SCORCHER BALL BLAST

- If your students are finding bowling difficult, rather than bowling overarm, the bowler bowls an underarm scorching ball from a shortened pitch.

TIP

Through simplifying the most difficult skill, bowling, students can learn more quickly about other aspects of a game of cricket.

LEVEL 2 – TIPPITY GO

- Batters must run each time the ball is hit. This will increase action for everyone!

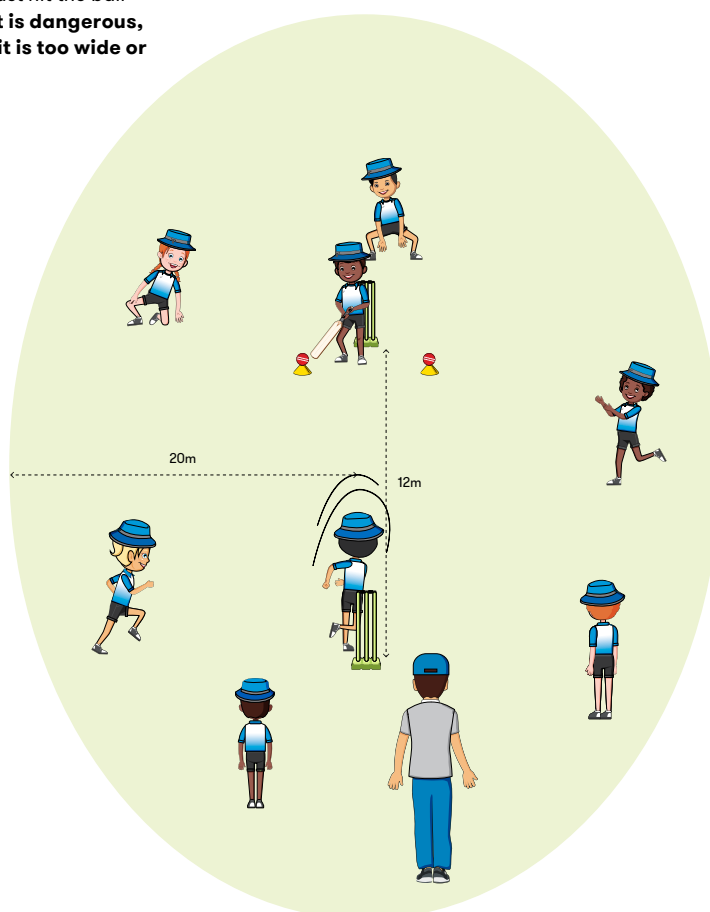
LEVEL 3 – POWER PLAY

- In a Power Play, any runs scored from a ball hit in the area past the bowler's stumps are doubled. This will encourage batters to hit the ball straight down the ground.

TIP

Consider introducing a Power Play if batters are continually playing to the leg side.

- Use cones to create your own Power Play and double scoring zone to challenge players to hit to particular part of the ground and try new shots. Or make up your own scoring rules!



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**

