



HEALTH & PE

GRADE 3-4 – MIDDLE PRIMARY

OFFICIAL KIDS
PROGRAM

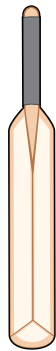


PROGRAM EQUIPMENT

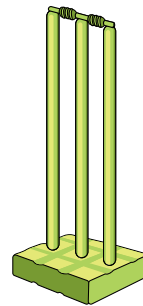
CRICKET SCHOOL AMBASSADORS RECEIVE ACCESS TO DISCOUNTED EQUIPMENT AT CRICKET AUSTRALIA'S ONLINE SHOP.

TO ACCESS THE SHOP PLEASE

RECOMMENDED EQUIPMENT FOR 24 STUDENTS



12 BATS



8 STUMPS



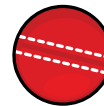
2 ROPES (20M)



23 CONES



2 LARGE SCORCHER BALLS



24 RUBBER CRICKET BALLS



6 HIGH BOUNCE BALLS



1 CRICKET BLAST BAG

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

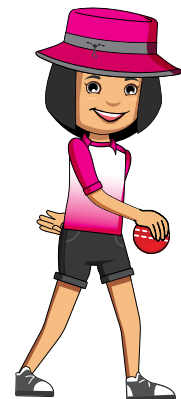
- Grip the ball by making 'bunny ears' down the seam of the ball.

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	<ol style="list-style-type: none"> 1. In the Water 2. Red Rover 3. Derby Cones 4. Renegade Relays 	Develop an understanding of fundamental movement skills & movement patterns used in cricket.	<p>ACPMP043</p> <p>ACPMP047</p>	<p>Balls = 20</p> <p>Cones = 20</p> <p>Stumps = 6 sets</p> <p>Ropes = 2</p>	<p>Respect yourself</p> <p>I always give maximum effort during games and activities.</p>
SESSION 2	<ol style="list-style-type: none"> 1. Tunnel Tag 2. Fielding Fanatics 3. Clear Your Cricket Backyard 4. Scorcher Ball 	Practice different techniques to propel objects towards a target.	<p>ACPMP043</p> <p>ACPMP045</p> <p>ACPMP047</p> <p>ACPMP050</p>	<p>Balls = 1 per student</p> <p>Cones = 20</p> <p>Ropes = 2</p> <p>Scorcher Balls = 2</p>	<p>Respect your team mates</p> <p>I am a helpful, supportive and respectful team mate.</p>
SESSION 3	<ol style="list-style-type: none"> 1. Bowling Tag 2. Bowling Fundamentals 3. Knock 'em Down, Build 'em Up 4. Anywhere Cricket 	Demonstrate ability to bowl with a straight arm and propel objects towards a target.	<p>ACPMP045</p> <p>ACPMP048</p> <p>ACPMP049</p> <p>ACPMP050</p>	<p>Balls = 1 per student</p> <p>Cones = 20</p> <p>Ropes = 2</p> <p>Scorcher Balls = 2</p> <p>Stumps = 6 sets</p> <p>Bats = 6</p>	<p>Respect diversity and inclusion</p> <p>I include and work well with everyone involved.</p>
SESSION 4	<ol style="list-style-type: none"> 1. Capture the Flag 2. Teamwork Test 3. Scoring Zones 4. Anywhere Cricket 	Transfer and apply skills to solve the movement challenges involved with playing cricket.	<p>ACPMP045</p> <p>ACPMP048</p> <p>ACPMP049</p> <p>ACPMP050</p>	<p>Balls = 8</p> <p>Cones = 20</p> <p>Stumps = 6 sets</p> <p>Bats = 6</p>	<p>Respect the game, its volunteers and your teachers</p> <p>I respect the game, its officials, volunteers and teachers who help.</p>



AUSTRALIAN CURRICULUM FOCUS AREAS

ACPMP043	Practice and refine fundamental movement skills in a variety of movement sequences and situations.
ACPMP045	Practice and apply movement concepts and strategies with and without equipment.
ACPMP047	Combine elements of effort, space, time, objects and people when performing movement sequences.
ACPMP048	Adopt inclusive practices when participating in physical activity.
ACPMP049	Apply innovative and creative thinking in solving movement challenges.
ACPMP050	Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities.

WOOLWORTHS CRICKET BLAST

HEALTH & PE – GRADE 3-4 PROGRAM

SESSION 1 – SKILL DEVELOPMENT

FUNDAMENTAL MOVEMENT SKILLS & TEAM BUILDING (45-60 MINS)

LEARNING INTENTION

DEVELOP AN UNDERSTANDING OF SKILLS & MOVEMENT PATTERNS USED IN CRICKET

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	In the Water	1 ball each, 2 ropes or marked lines	ACPMP043 ACPMP047	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	ACPMP043	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)	ACPMP047	Coordination	<ul style="list-style-type: none"> Bend the knees. Step, flip cone in one motion.
30-40 min	Renegade Relays	6 balls, 12 cones, 6 sets of stumps	ACPMP043	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

1. What are some of the physical changes to your body when participating in cricket activities?
2. Why do we need to have soft hands when catching?
3. Why do we need to bend our knees when fielding a ball?

SUGGESTED CLASSROOM ACTIVITY

ACPPS040

Create promotion posters to display around the school containing positive health messages associated with playing cricket and self-awareness.

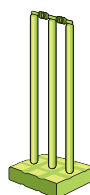
EQUIPMENT



20



20



6



2

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

IN THE WATER



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.

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

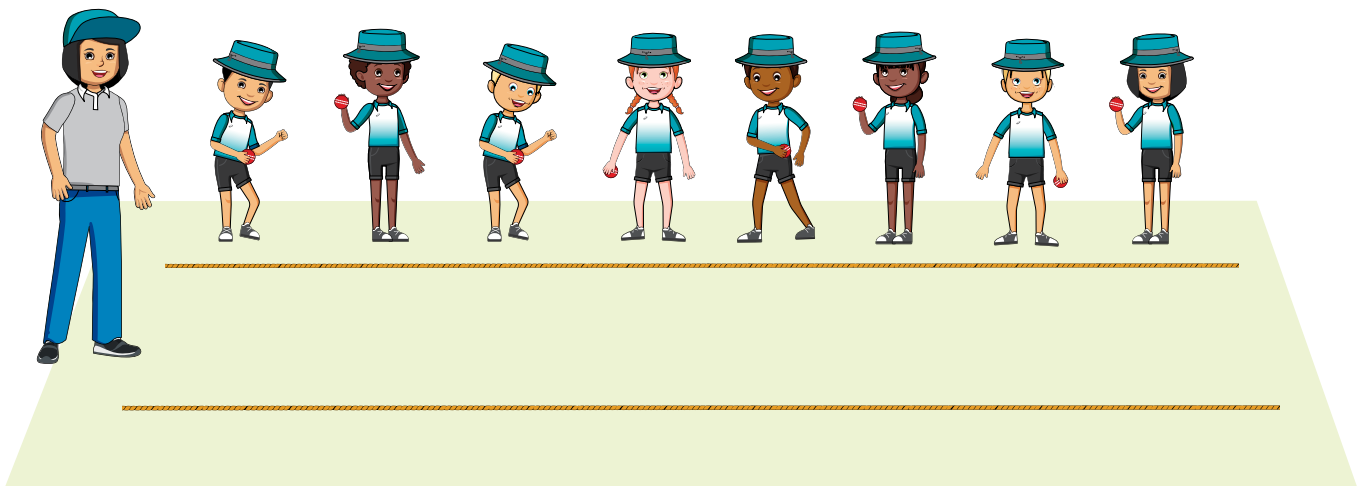
- Students line up along the same side of the rope or line marking, each holding a ball.
- The area behind the rope is "out of the water", the area in front of the rope is "in the water".
- Students start "out of the water".
- The teacher calls "in the water" or "out of the water" and students respond 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?



RED ROVER



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.

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'.

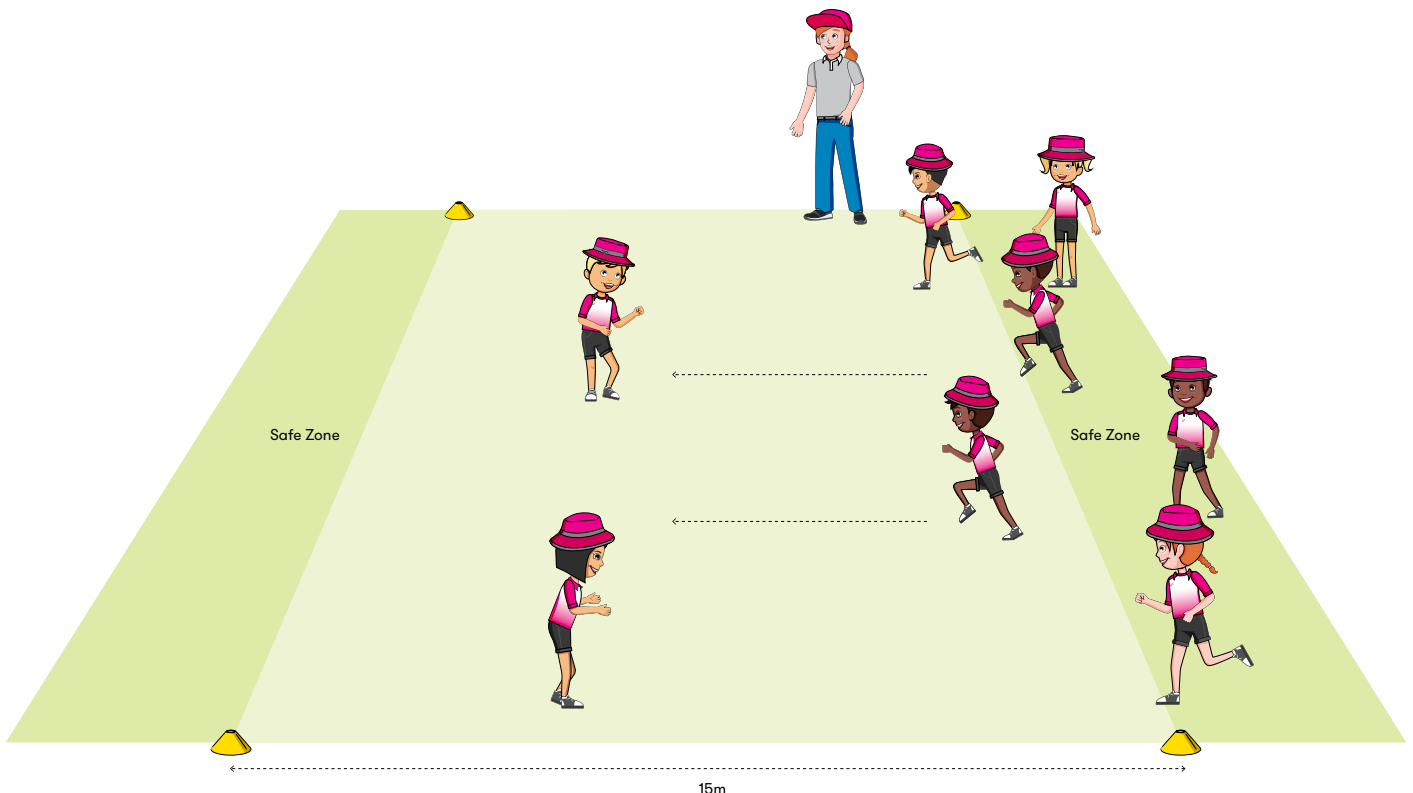
COACHING

- 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?

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



DERBY CONES



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.

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

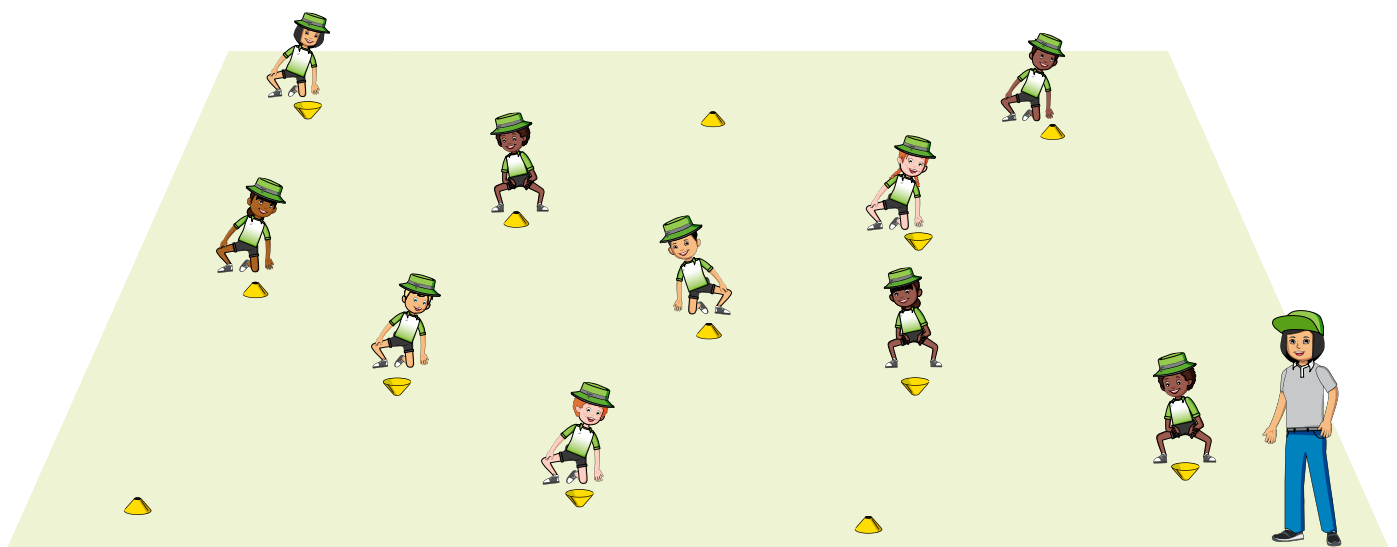
- Bend the knees when flipping the cones.
- Be aware of your surroundings.

ASK THE STUDENTS

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



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



RENEGADES RELAYS



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.

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

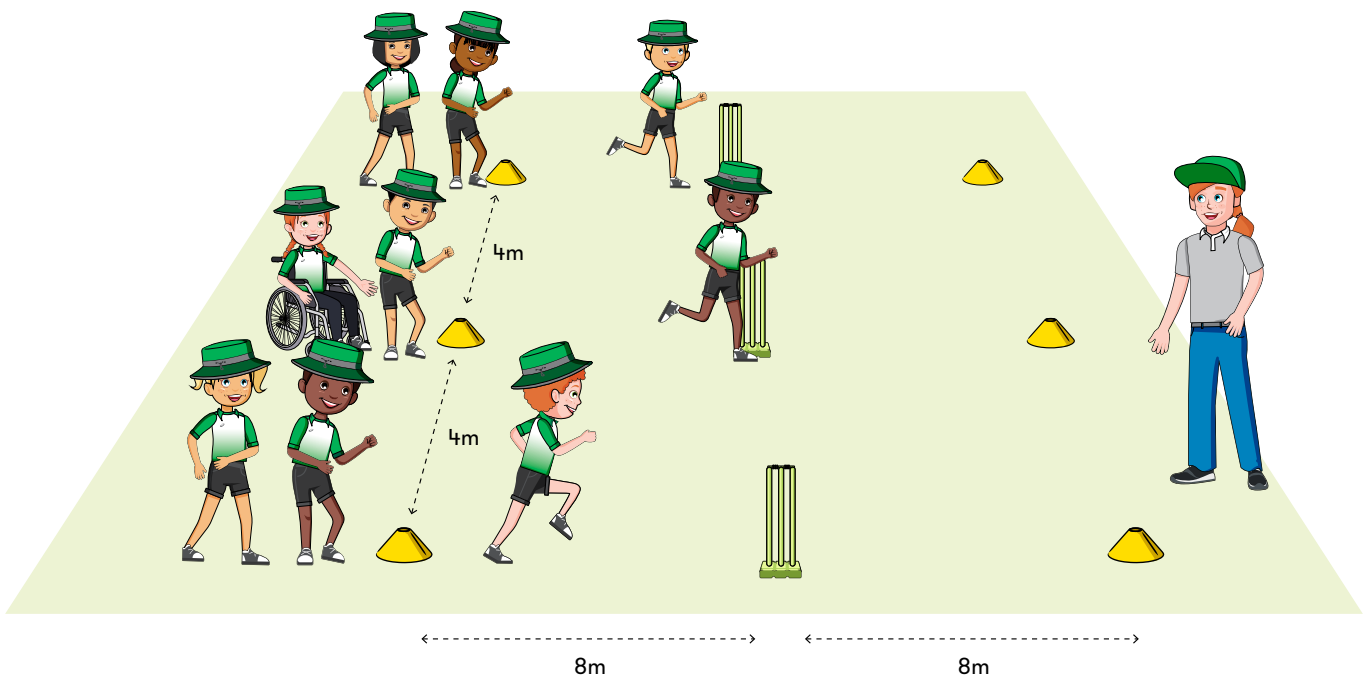
- Listen to the cue being given before reacting.
- Move in a straight line towards the target.

ASK THE STUDENTS

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



- 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 3-4 PROGRAM

SESSION 2 - SKILL DEVELOPMENT

FUNDAMENTAL MOVEMENT SKILLS & FIELDING (45-60 MINS)

LEARNING INTENTION

PRACTICE DIFFERENT TECHNIQUES TO PROPEL OBJECTS 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	ACPMP047	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	ACPMP050	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	Clear Your Cricket Backyard	2 ropes, 8 cones, lots of balls	ACPMP047	Self-awareness	
30-40 min	Scorcher Ball	2 ropes, 8 cones in 2 colours, lots of balls, 2+ scorcher balls	ACPMP045	Strategy & Planning	
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?

SUGGESTED CLASSROOM ACTIVITY

ACPPS042
Research games from student's own heritage and teach the class how to play them.

EQUIPMENT



1 PER STUDENT



20



2



2

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

TUNNEL TAG



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.

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

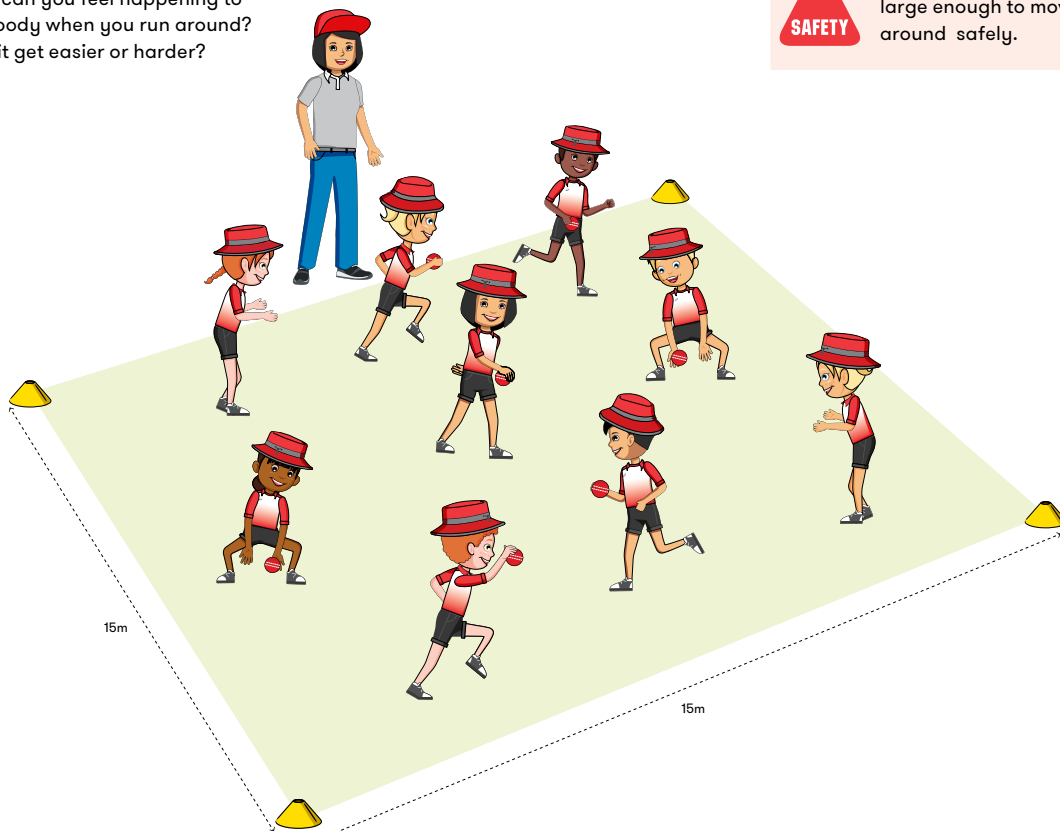
- 2 or more students are taggers.
- Everyone else are runners and avoid being tagged.
- Each runner has a ball.
- If a runner is tagged, they stand stationary, with their legs spread apart, creating a tunnel, and hands on heads.
- Runners free students that have been tagged by rolling the ball through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



Ensure the area is large enough to move around safely.

FIELDING FANATICS



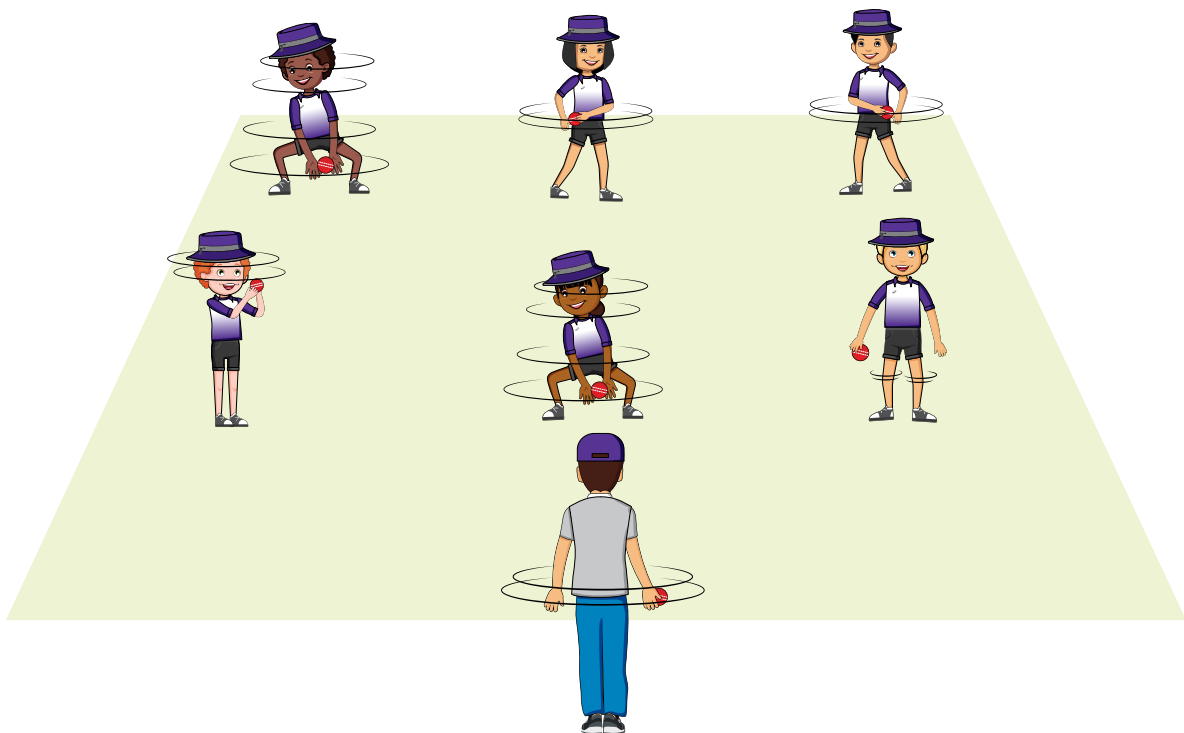
SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fielding	Whole class			1 ball per student

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.

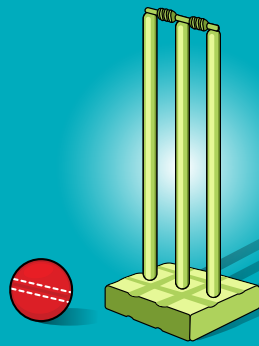
LEVEL 4 - CATCHING CROSSFIRE

- 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?

CLEAR YOUR CRICKET BACKYARD



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.

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

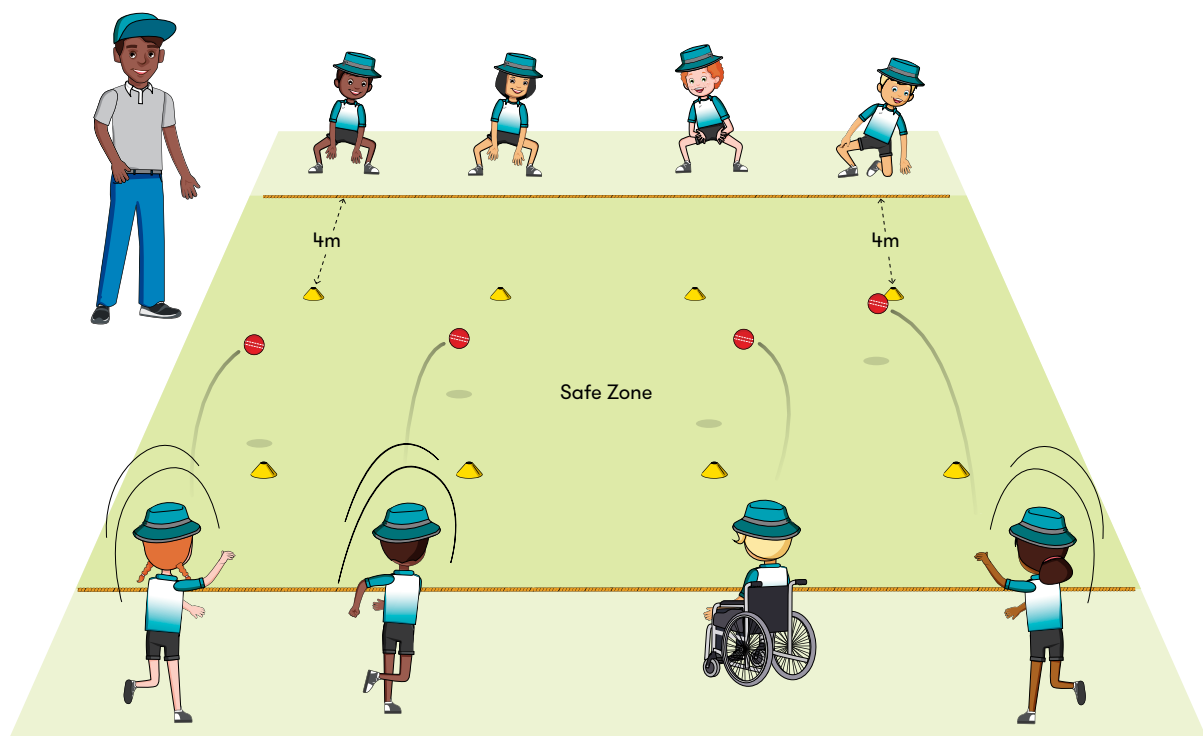
- When fielding, keep your eyes on the ball and get your body low to the ground.
- When bowling, stretch your arm as high as possible, brush your ear and release the ball with a straight elbow.

ASK THE STUDENTS

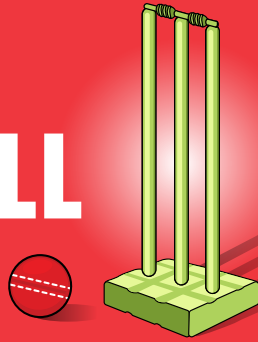
- Explain the difference between throwing and bowling.
- What will help you get the ball closer to the target when throwing?



- 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



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.

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

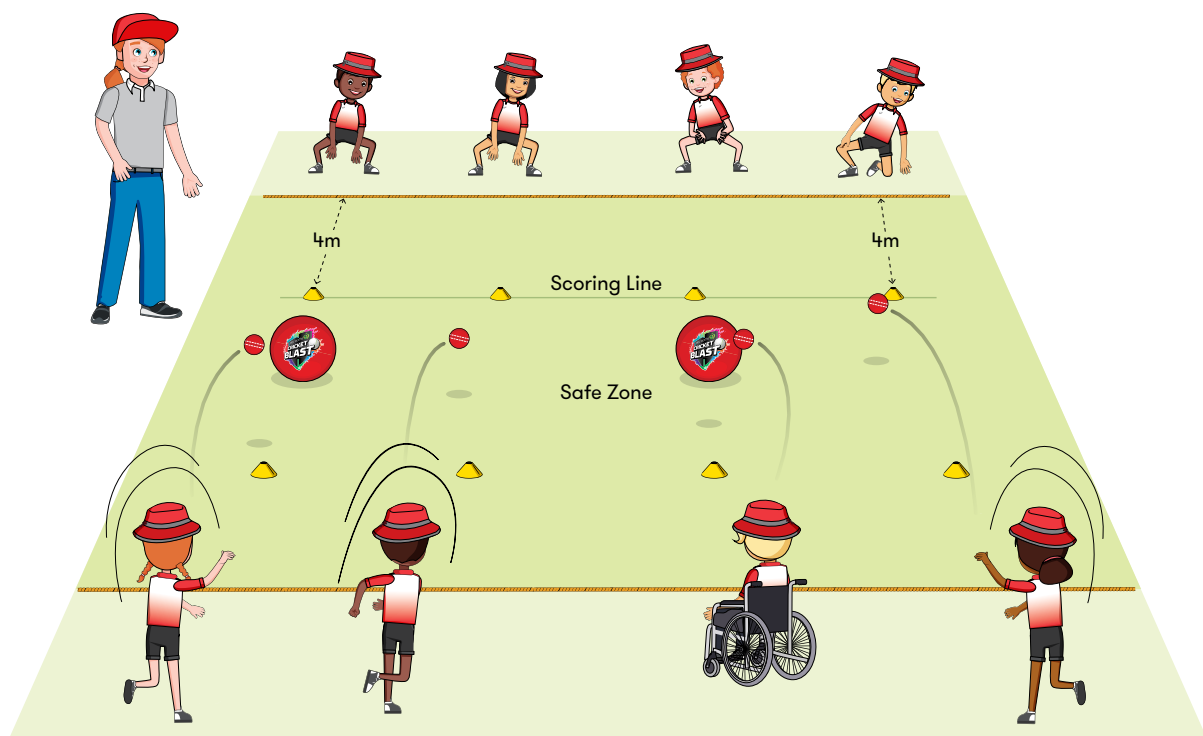
- Soft hands when catching.
- Surf position, and point to the target when throwing.

ASK THE STUDENTS

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



- 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 - GRADE 3-4 PROGRAM

SESSION 3 - SKILL DEVELOPMENT

FUNDAMENTAL MOVEMENT SKILLS & BOWLING (45-60 MINS)

LEARNING INTENTION

DEMONSTRATE ABILITY TO BOWL WITH A STRAIGHT ARM AND PROPEL OBJECTS

TIME	ACTIVITY	EQUIPMENT	AUSTRALIAN CURRICULUM (SEE PAGE 13)	PHYSICAL LITERACY COACHING FOCUS	BASIC COACHING TIPS
Warm Up					
0-10 min	Bowling Tag	1 ball each, 4 cones	ACPMP045	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	Bowling Fundamentals	6 balls, 6 cones, 6 sets of stumps, 2 ropes	ACPMP045	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.
20-30 min	Knock 'em Down, Build 'em Up	6 balls, 6 cones, 6 sets of stumps	ACPMP049	Motivation	<ul style="list-style-type: none"> Brush your ear and release the ball with a straight elbow.
30-40 min	Anywhere Cricket	1 bat, 1 set of stumps, 1 ball, 1 cone per group	ACPMP048 ACPMP050	Rules	<ul style="list-style-type: none"> Move your front foot towards the ball, free swing of the bat. Encourage collaboration and creativity.
Respect Classmates and Be Inclusive - I will include and work well with all my peers.					

FOCUS QUESTIONS

- What does your bowling action need to look like when you are bowling? (i.e. like a star, or a cartwheel)
 - Arm high as possible.
 - Straight arm with bunny ear grip on the ball.

SUGGESTED CLASSROOM ACTIVITY

ACPPS036

Examine their own eating patterns by researching The Australian Guide to Healthy Eating and identify healthier food choices.

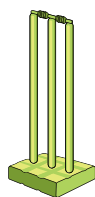
EQUIPMENT



1 PER STUDENT



20



6



2



5



2

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

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

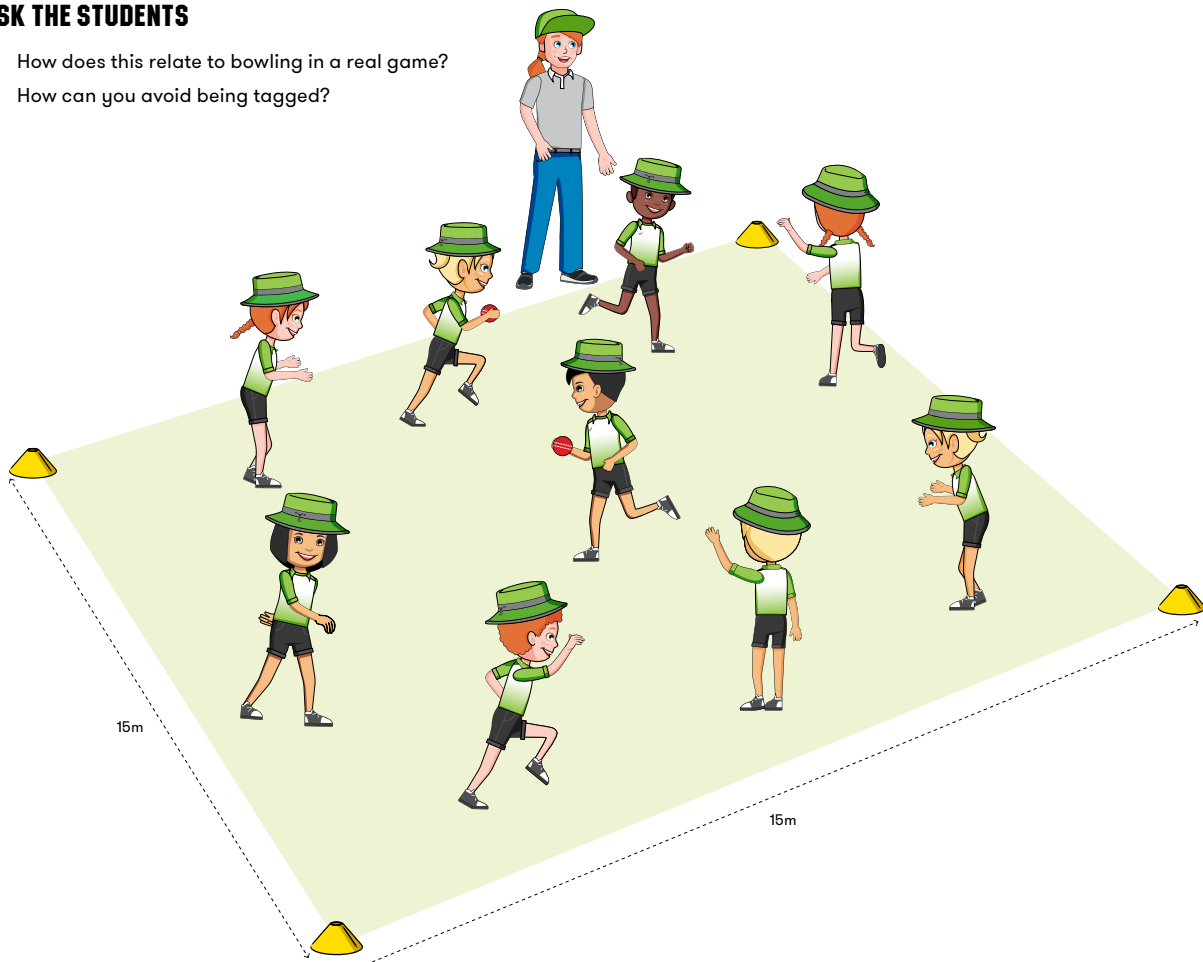
- 2 or more students are taggers.
- Everyone else are runners and avoid being tagged.
- If a runner is tagged, they stand stationary, with 1 hand held high above their head.
- Runners free students that have been tagged, by giving them a 'bowling high 5' (high 5 with a bowling motion).
- Rotate taggers 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.

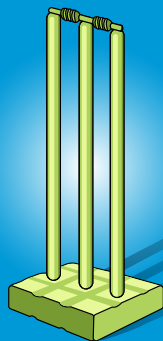
ASK THE STUDENTS

- 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.

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

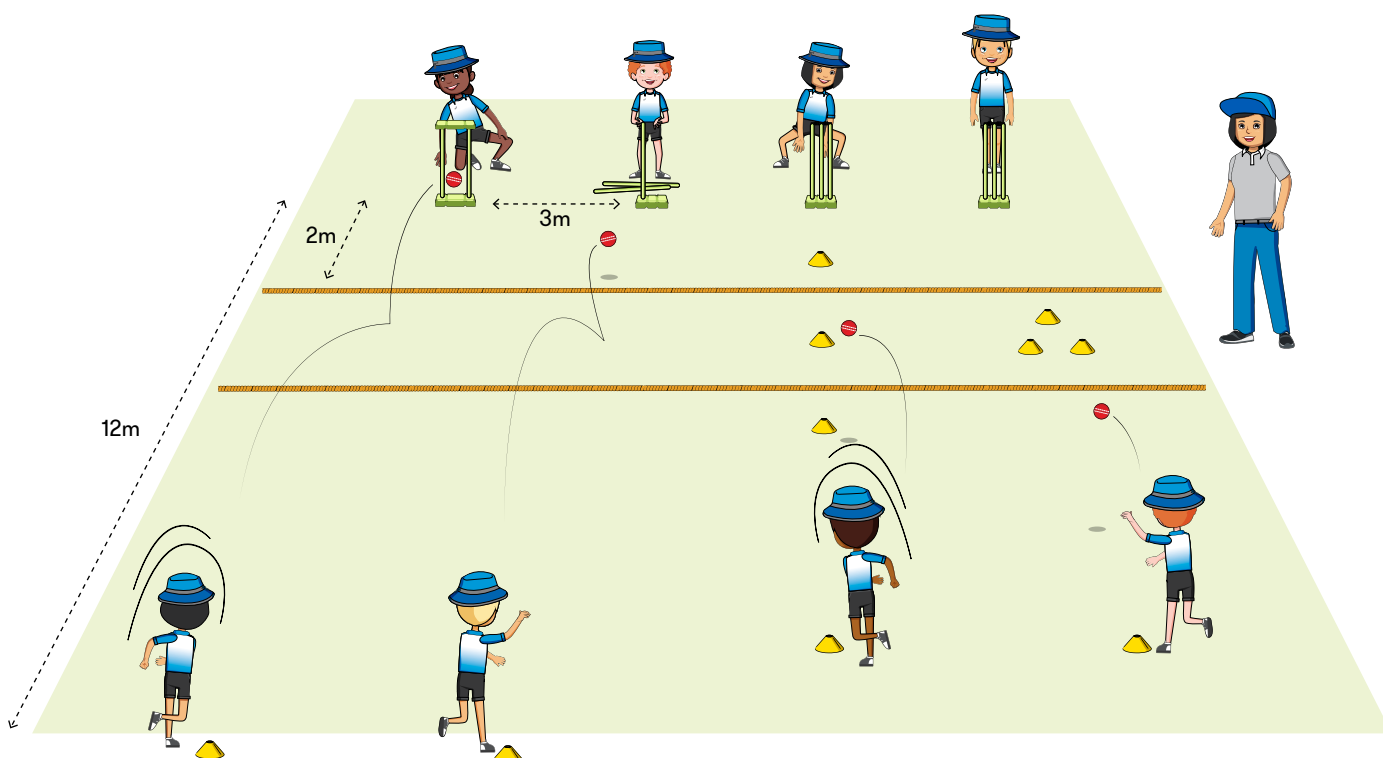
- Lay a rope a few meters behind the bowler's stumps. Bowlers start behind this rope to create a run up.
- Let students experiment with their run up. Keep it simple!

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

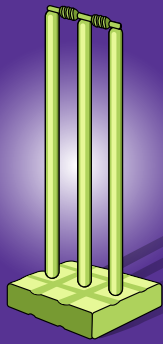
- If students hit the stumps, remove a single stump. If they miss, leave the stumps alone. Keep removing stumps when they are hit until only the base is left.
- Once the base is hit add a stump back in. Add a stump every time a student hits the stump to rebuild.
- The first team to 'knock 'em down, build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



KNOCK 'EM DOWN, BUILD 'EM UP



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.

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- Allow students to place their own battleships.

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

INSTRUCTIONS

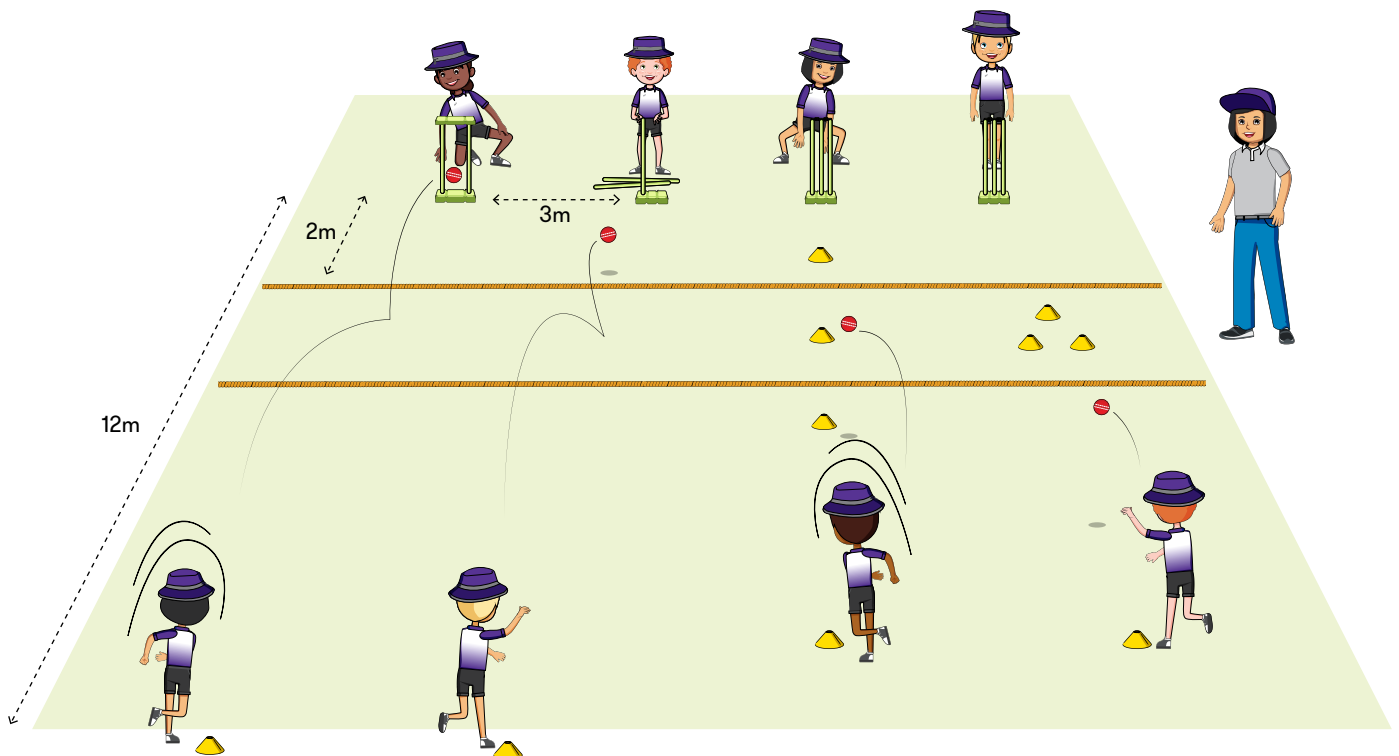
- Group students in small groups of up to 4.
- Make one a wicket keeper and others bowlers.
- Bowlers bowl at the stumps, if they hit the stumps, remove a single stump. If they miss, leave the stumps alone. Keep removing stumps when they are hit until only the base is left.
- Once the base is hit, add 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.

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?



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

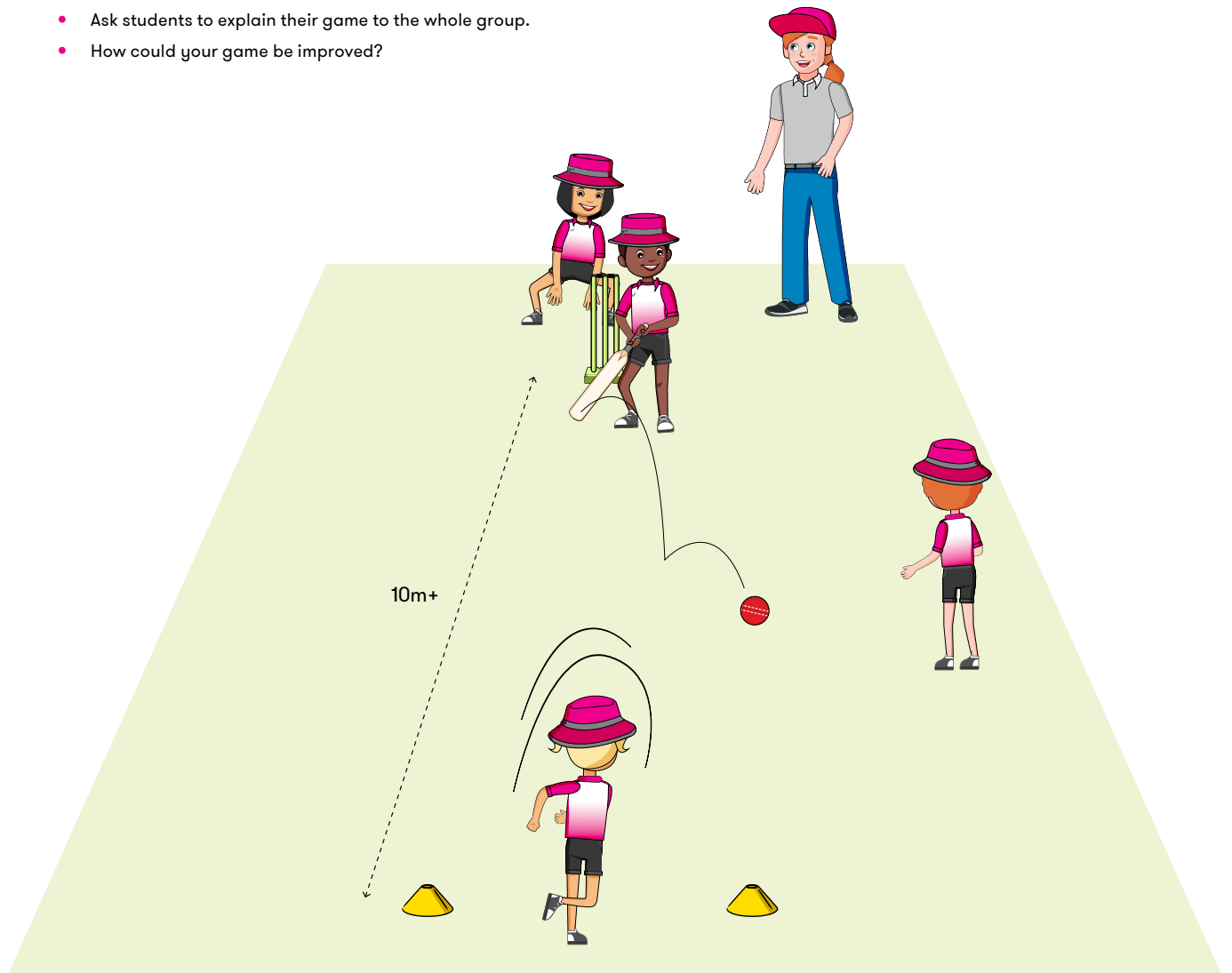
- Use your imagination – get creative!

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 3-4 PROGRAM

SESSION 4 - SKILL DEVELOPMENT

LEARN THROUGH PLAY (45-60 MINS)

LEARNING INTENTION

TRANSFER AND APPLY SKILLS TO SOLVE THE MOVEMENT CHALLENGES INVOLVED WITH PLAYING CRICKET

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	ACPMP049	Engagement & Enjoyment	<ul style="list-style-type: none"> Bend the knees when picking up the ball. Look out for class mates around you.
Skills Activities					
10-20 min	Teamwork Test	1 Ball, 12 cones, 2 sets of stumps	ACPMP048	Collaboration	<ul style="list-style-type: none"> Watch the ball all the way into your hands. Cup hands together to catch the ball.
20-30 min	Scoring Zones	6 balls, 6 cones, 6 sets of stumps	ACPMP045	Purpose & Reasoning	<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	ACPMP048 ACPMP050	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, its 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

ACPPS036

Examine their own eating patterns by researching The Australian Guide to Healthy Eating and identify healthier food choices.

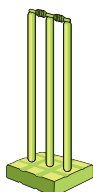
EQUIPMENT



1 PER STUDENT



20



6



2



5



2

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CAPTURE THE FLAG



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.

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

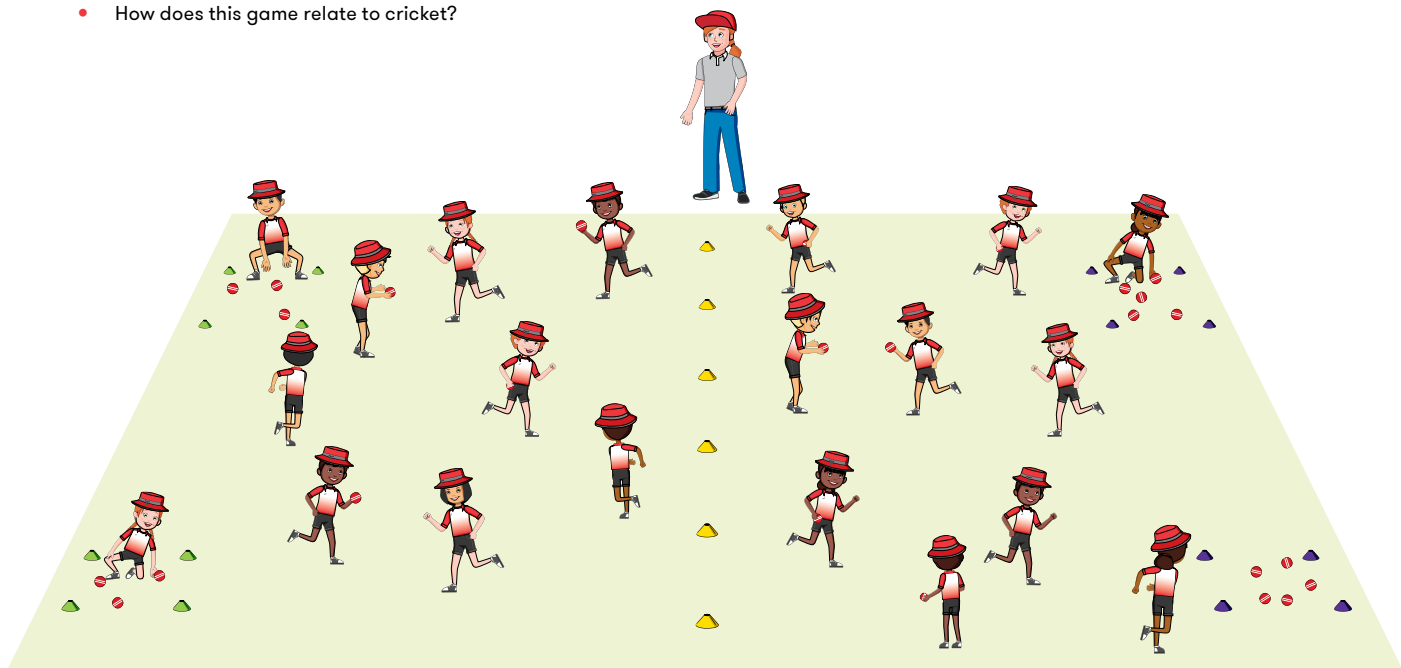
- Bend the knees when picking up the ball.
- Look out for class mates around you.

ASK THE STUDENTS

- How does this game relate to cricket?



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



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, you can get multiple games happening at once.
- 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

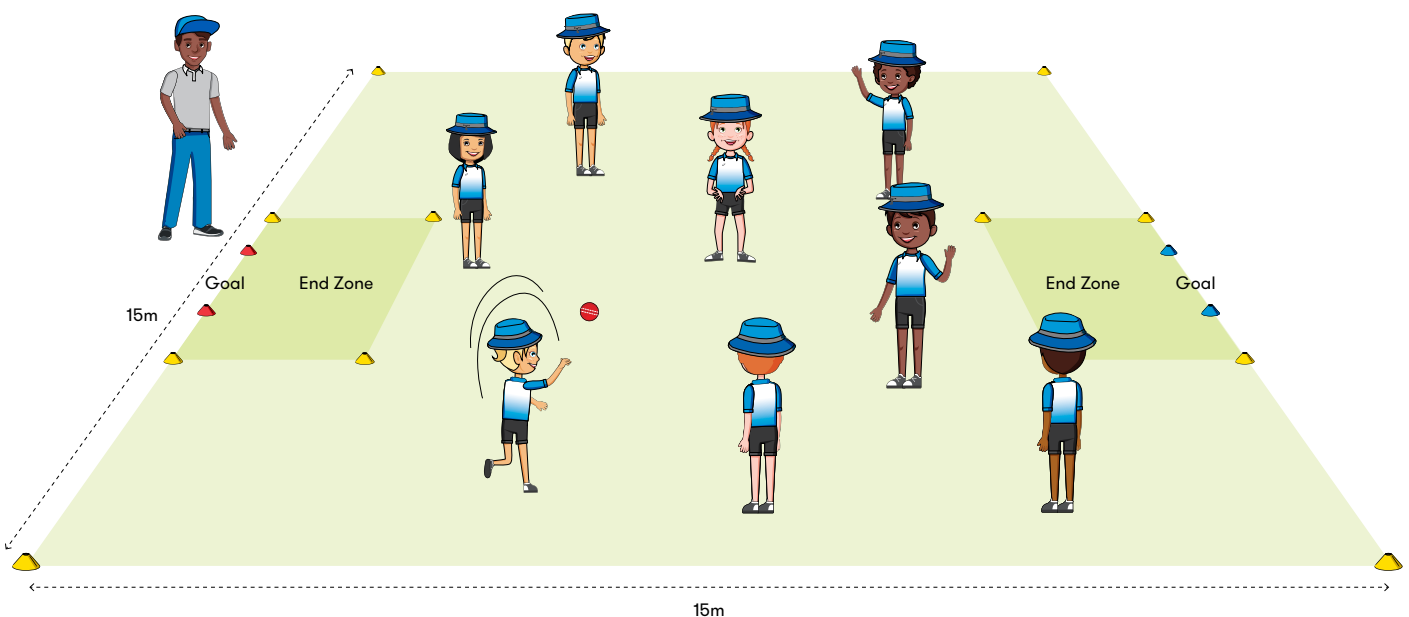
- Watch the ball all the way into your hands.
- Cup hands together and give with the ball.

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.



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 scorchers 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	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Batting	2-5			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.



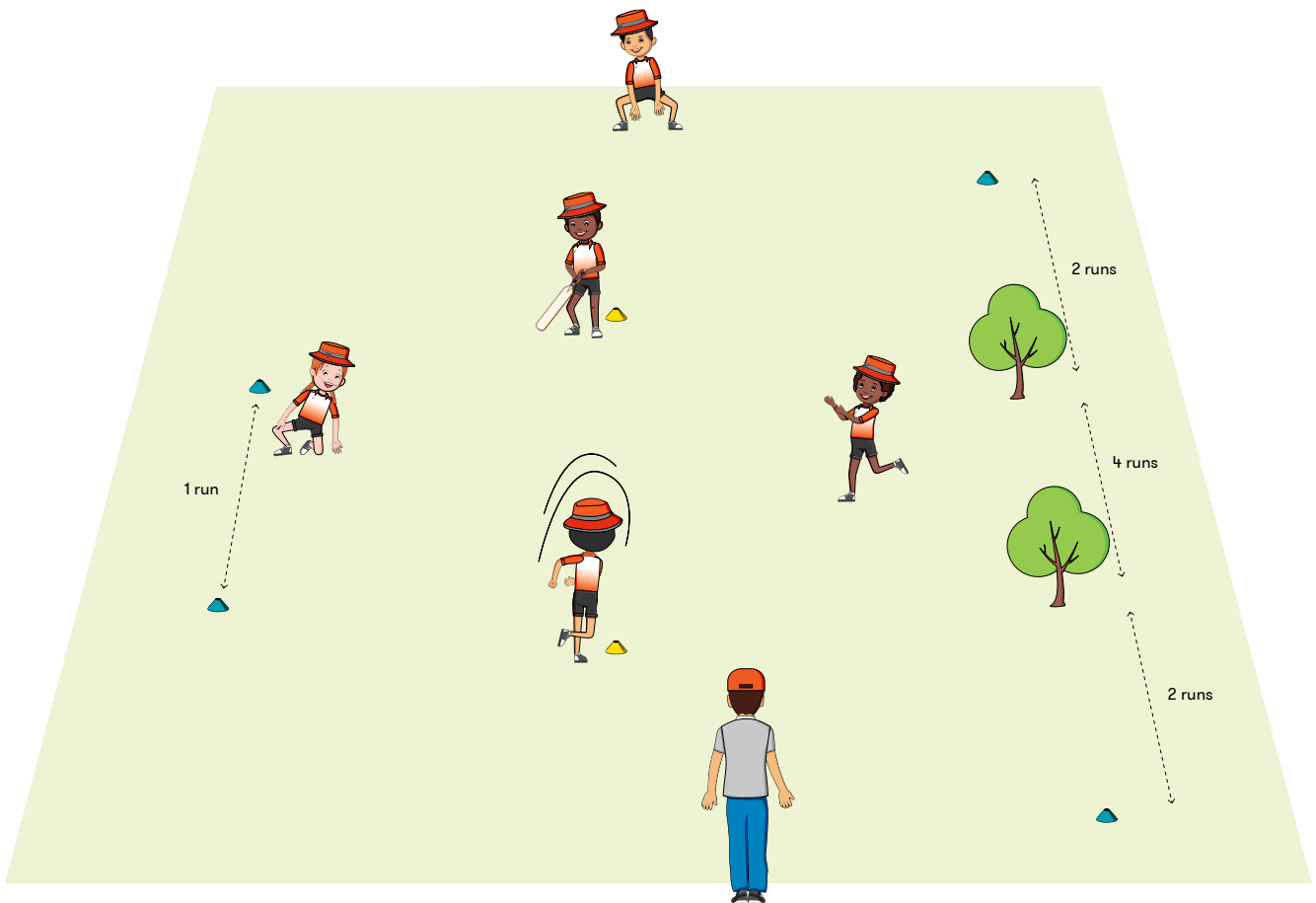
- Allow plenty of room between groups.
- Ensure fielders are at least 10m away from the batter.

COACHING POINTS

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

ASK THE STUDENTS

- Why is it important to practice hitting?





ADDITIONAL ACTIVITIES

CAPTAIN'S CIRCUIT



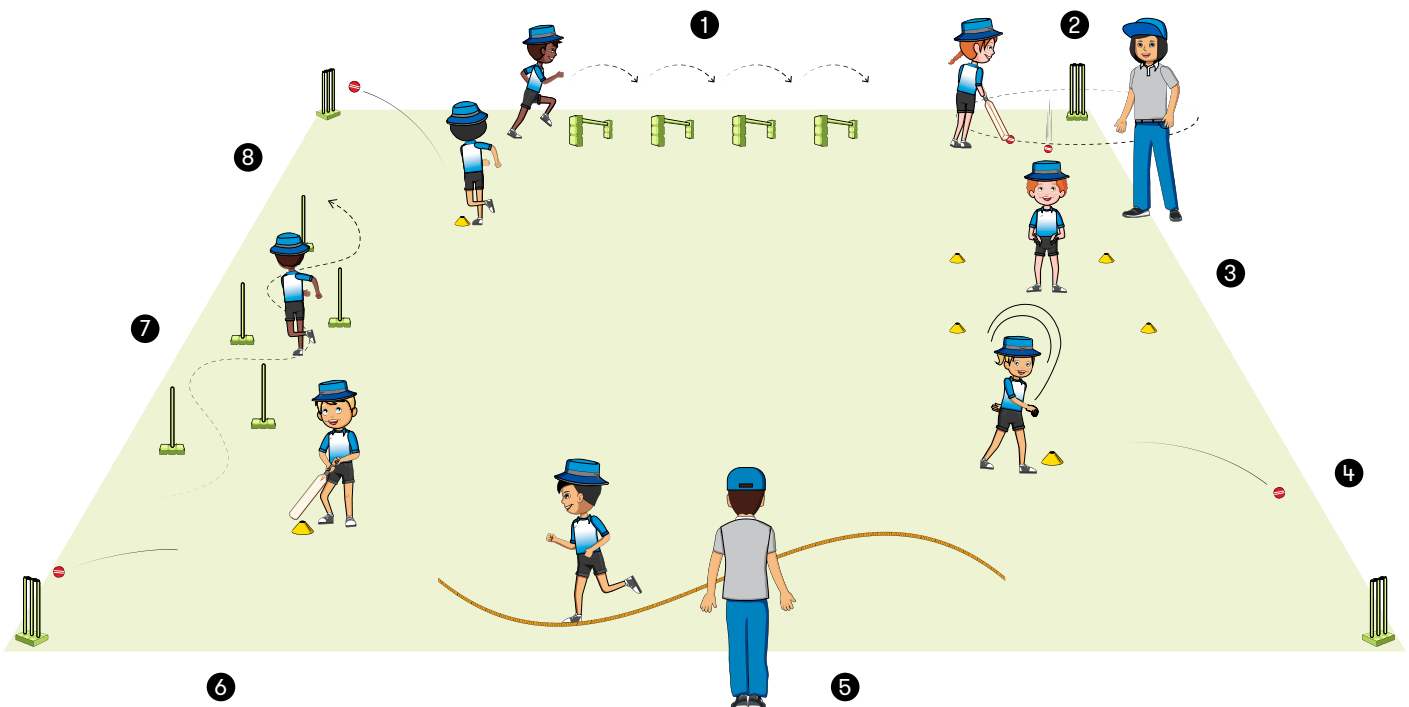
SKILL FOCUS	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Fielding	Whole class			Lots of equipment & 1 ball per student

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.

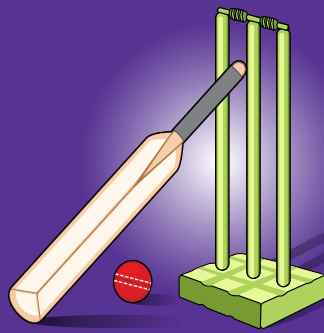
TIP

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?

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

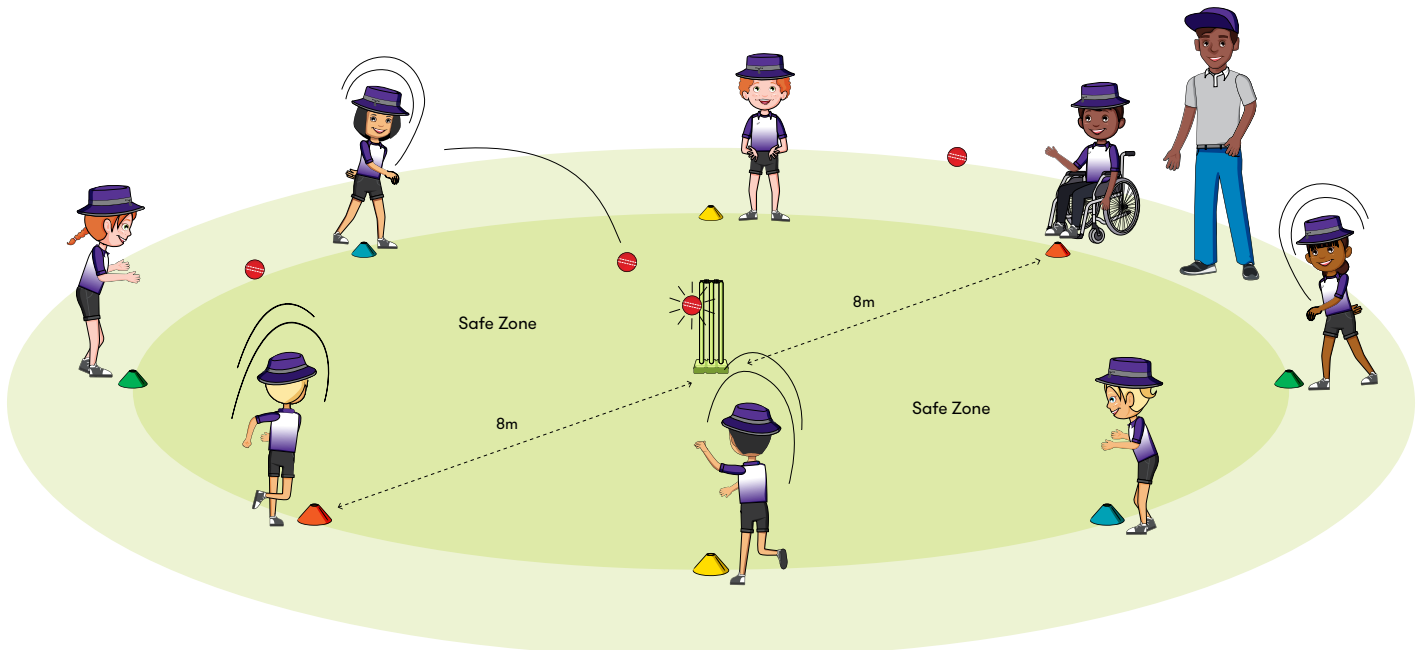
- Momentum towards the target.
- When bowling, stretch your arm as high as possible, brush your ear and release the ball with a straight elbow.

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.



BATTING BLAST



CHANGE IT UP!

LEVEL 1 – DELIVERY

- Bowlers begin with underarm throws and scorcher 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	GROUP SIZE	SET UP TIME	COMPLEXITY	EQUIPMENT
Batting	Whole class			1 bat, 1 small ball, 1 scorcher 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 scorcher balls! The objective of batting is to judge and respond to a moving ball.

COACHING

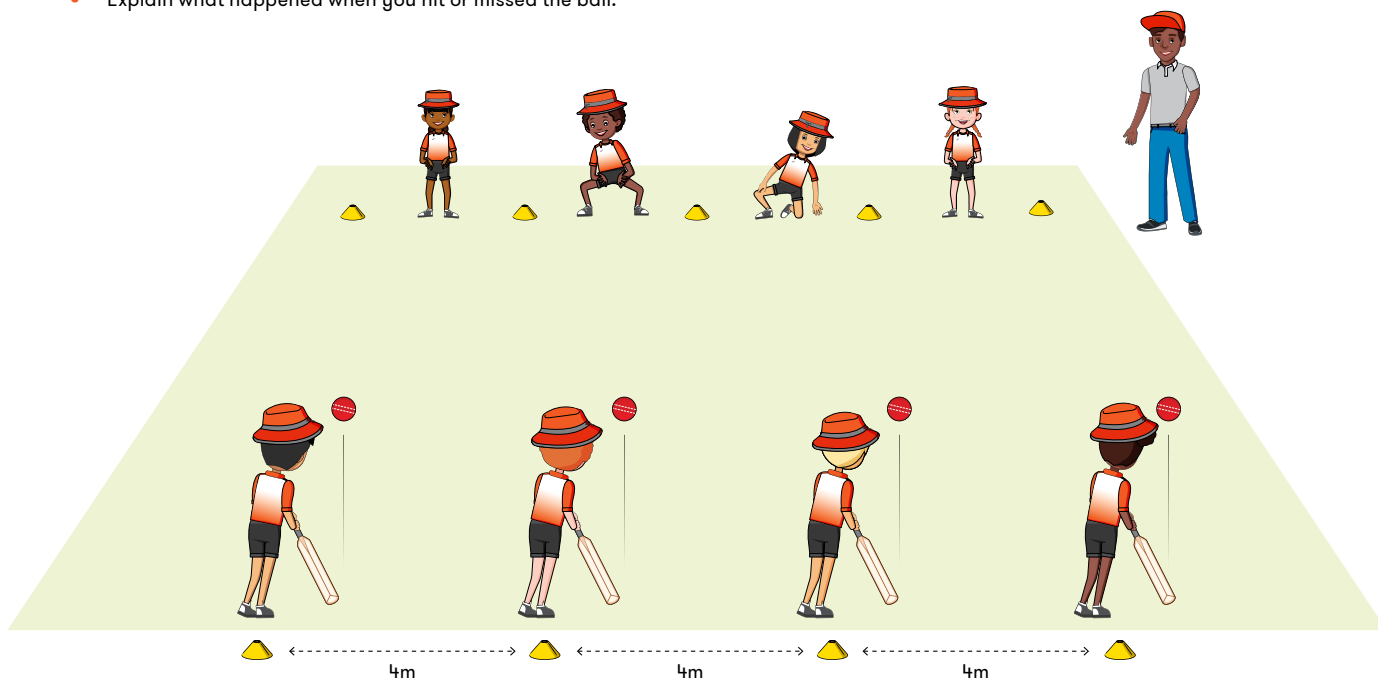
- Watch the ball.
- Move towards the ball and have a free swing of the bat.

ASK THE STUDENTS

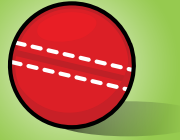
- What happens if you lift your head?
- Explain what happened when you hit or missed the ball.



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



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.

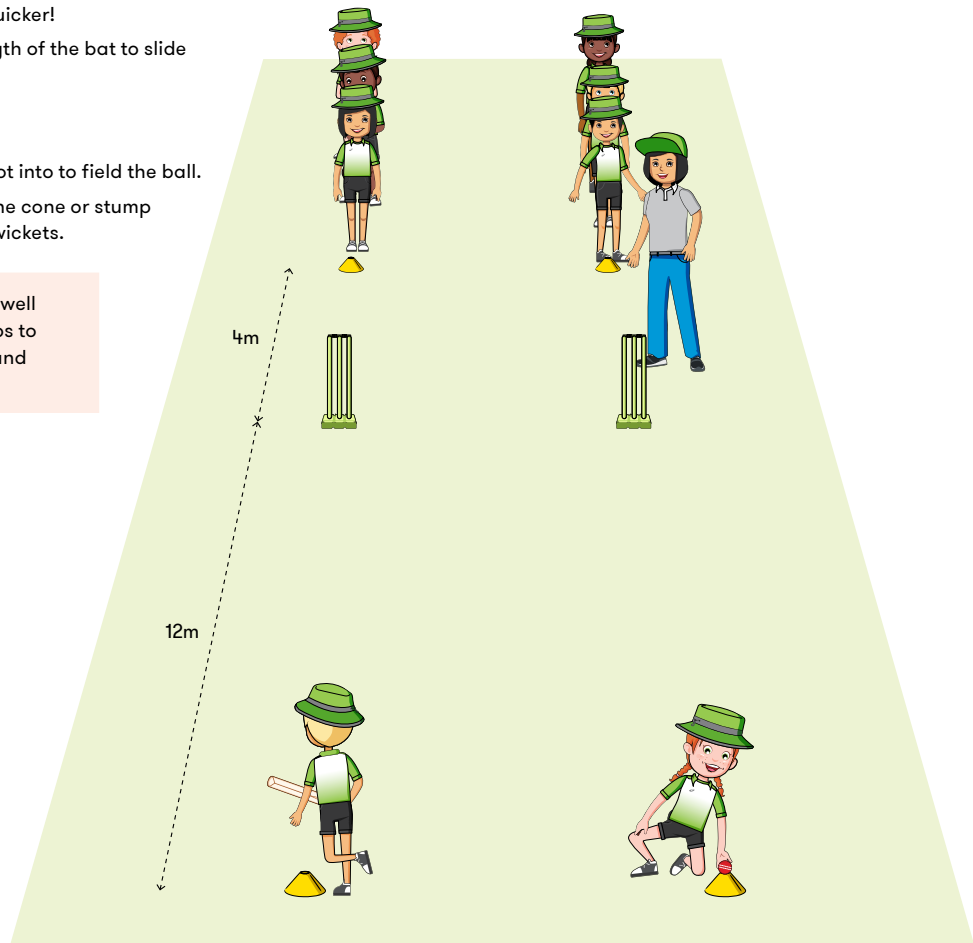
COACHING

- 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.

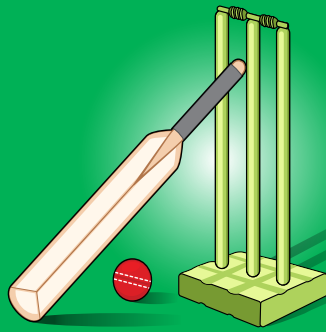
LEVEL 2 - RUNNER - RUNNER MAKES DECISION

- 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!

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.

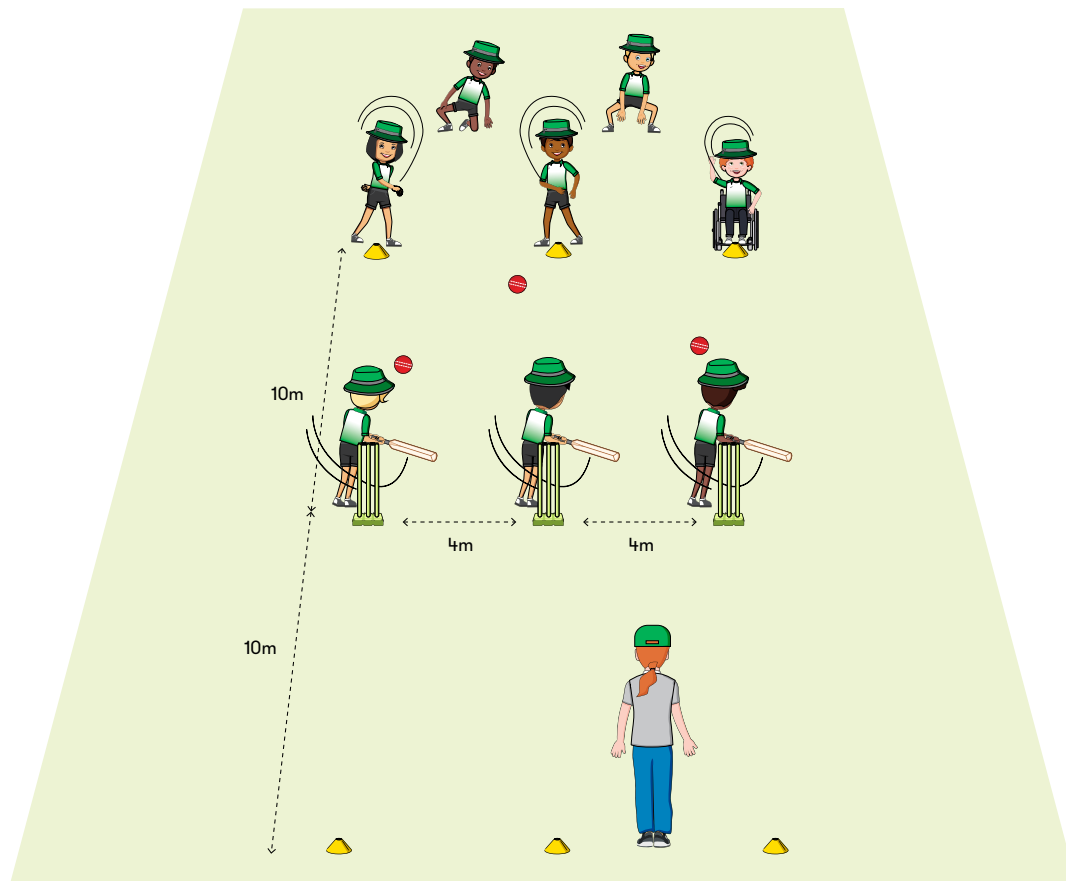
ASK THE STUDENTS

- 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.



**OFFICIAL KIDS
PROGRAM**

