

**criiio**

**cricket**

**programme**



brought to you by:



# contents

## introduction

Letter of endorsement	1
<b>criio</b> cricket programme purpose	2
Assistance	2

## resources

Fundamental movement skills	4
What is cricket?	5
Progression opportunities	5
Join a club	5
Facilitators are key	5
What do you need?	5

## safeguarding

Creating a safe and fun environment for all	7
Specific considerations	7
Safeguarding in practice: Considerations for assessing and minimising risk	9

## session plans

Programme overview	11
Facilitator's message	12
Session structure	13
<b>Session 1</b> Exploring, throwing, catching and striking	14
<b>Session 2</b> Throw, catch, strike starters	16
<b>Session 3</b> Throw, catch, strike builds and bowling starters	18
<b>Session 4</b> Catch, strike starters and bowling	20
<b>Session 5</b> Move and control, strike control	22
<b>Session 6</b> Move and control, strike and bowling control	24
<b>Session 7</b> Build your game	26
<b>Session 8</b> Anywhere cricket	28

# letter of endorsement



Cricket is a sport that is watched by billions and played by millions of people around the world. It is fun, simple and easily adaptable to be played anywhere, by anyone, at any time. This programme will give new participants to cricket a fun first experience that we hope will inspire a life-long journey with our great sport and welcome them as a member of the global cricket community.

In collaboration with the International Cricket Council, communities worldwide will embrace the global game through this vibrant **criio** cricket programme. This programme has been developed by leading educational experts with the main purpose of getting people active.

Through the lens of cricket, people throughout the world can unite and develop not only the essential skills to allow them to be active, anywhere, anytime with anyone but to develop their ability to unite, inspire and empower people and communities.

The **criio** cricket programme has been designed with a focus on 'Gamification'. The experiences people will be part of will see them attempting to become proficient at a level before attempting the next level in the learning sequence. The framework around this allows all people of all abilities to be successful in every learning outcome. Along with gamification our essential focus is built around small sided experiences so that people get a chance to interact with equipment all the time and as a result personal satisfaction and confidence will grow.

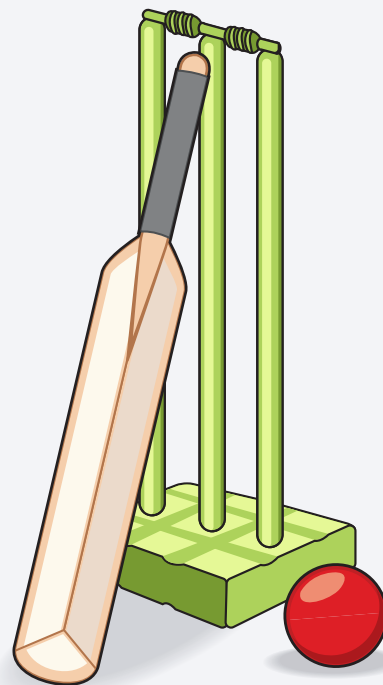
The global focus of the physical and mental wellbeing is conceptualized around the pedagogical approach of 'Physical Literacy'.

It is essential to give people a wide range of opportunities to develop their passion for activity to give them a chance to be active for life. Through interaction within this International Cricket Council programme people across the globe will commence their passion for cricket and develop friendships that will allow them to play anywhere at any time with anyone.

**William Glenwright**  
ICC General Manager –  
Development

**" Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life."**

**International Physical Literacy Association**



# criiio cricket programme purpose

**This programme is designed to create a Fun First experience for someone new to the game.**

This programme has been designed based on research, testing and feedback from a global community to deliver a fun first cricket experience for boys, girls, men and women in schools and community groups. Through this programme participants will become more physically active as well as developing skills that enable them to unite, inspire and empower people and communities.

Cricket is a sport for all regardless of gender, cultural background, religion or ability. The **criiio** cricket programme has been designed to cater for participants of ALL abilities and facilitators and deliverers have the opportunity to get creative and deliver the best experience for the individual regardless of ability. In each session there are levels of progression which can be used as a starting point to increase or decrease the difficulty of activities. Remember that no programme is one-size fits all, so customising and modifying to ensure all participants can be involved is important.

This programme is fun, easy to deliver and encourages people to be active for life within an inclusive environment that reflects cricket's purpose to unite, inspire and empower.

## assistance

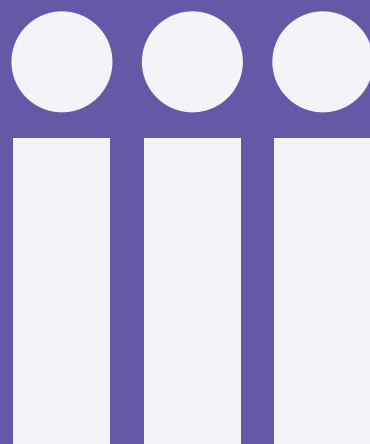
**For any assistance regarding administration or answering general questions please contact your National Cricket Federation:**

[www.icc-cricket.com/about/members](http://www.icc-cricket.com/about/members)





# resources



# fundamental movement skills



**run**



**catch**



**throw**



**2 hand strike**

# what is cricket?

Cricket is a versatile sport that can be played by anyone, anywhere, anytime.

To gain a deeper understanding of the game and its main components, the International Cricket Council has produced some simple explainer videos on cricket:

<b>Cricket Everywhere</b>	<a href="http://www.icc-cricket.com/about/development/what-is-cricket/cricket-everywhere">www.icc-cricket.com/about/development/what-is-cricket/cricket-everywhere</a>
<b>What Is Cricket?</b>	<a href="http://www.icc-cricket.com/about/development/what-is-cricket">www.icc-cricket.com/about/development/what-is-cricket</a>
<b>Batting</b>	<a href="http://www.icc-cricket.com/about/development/what-is-cricket/batting">www.icc-cricket.com/about/development/what-is-cricket/batting</a>
<b>Bowling</b>	<a href="http://www.icc-cricket.com/about/development/what-is-cricket/bowling">www.icc-cricket.com/about/development/what-is-cricket/bowling</a>
<b>Fielding</b>	<a href="http://www.icc-cricket.com/about/development/what-is-cricket/fielding">www.icc-cricket.com/about/development/what-is-cricket/fielding</a>



## progression opportunities

Cricket is a game that is easily played in any location with just a bat and a ball. **criiio** celebrates and embraces the many ways that cricket is played all around the world, connecting new and existing participants through a digital platform than enables them to play anywhere, anytime.

If the participants in your **criiio** cricket programme enjoyed playing, this is the place for them to continue playing!

[www.icc-cricket.com/criiio](http://www.icc-cricket.com/criiio)

## join a club

Cricket is a wonderful sport that can be played by all; men and women, boys and girls. It is a wonderfully flexible game that is ability based.

If the participants in your **criiio** cricket programme enjoyed playing and want to play organised games of cricket at a local club and make new friends – please contact your National Cricket Federation:

[www.icc-cricket.com/about/members](http://www.icc-cricket.com/about/members)

## facilitators are key

If you are a facilitator, thank you! The time and effort you are personally investing into this programme is the single most important factor to ensuring participants have a fun first experience of cricket and puts them on the path to uniting, inspiring and empowering people and communities!

Finding, training and supporting facilitators is key to the success of this programme which has been designed to equip you with important information, strategies and resources to help you create a fun and inclusive environment that enables you to create a positive experience and one that allows participants to enjoy the game, develop new skills, meet new friends and have some success along the way.

## what do you need?

As well as being a sport that can be played by anyone, anywhere, anytime; it can also be played with ANYTHING as all that is needed is a bat and a ball.

Each session of the **criiio** cricket programme suggests equipment that can be used as well as alternative options and for anyone creative it will also provide tips on how you can make your own equipment from bats made of rolled up newspapers to balls made of plastic bags – ideal for school and environmental sustainability projects.



# safeguarding





# creating a safe and fun environment for all

Whenever you organise activities for other people to take part in, you have a responsibility to make sure you do everything you can to ensure these activities are as safe and enjoyable an experience as possible, so that no one comes to any harm.

**!** This is particularly important where children or people from other vulnerable groups (e.g. people who are disabled) are involved.

Part of this responsibility is called safeguarding – safeguarding is about more than the physical environment like the field of play or equipment, it's also about the people in it and how they behave towards each other.

**!** For example, sometimes harm can come from people and how they treat each other, and as the activity organiser you have a duty of care to make sure you consider safeguarding risks and build in plans to address these before, during and after the activity.

## In practice safeguarding means:

### **✗ Prevention**

Planning your interactions and activities well, in order to reduce the likelihood of anything happening that could harm anyone who takes part.

### **✓ Correct Response**

Knowing how to respond should you become aware of anything that could suggest a child or other vulnerable person could be at risk of harm.

## specific considerations

**Additional vulnerability** – some children and adults are more vulnerable to being harmed by others, for example children who are disabled or people that come from minority ethnic groups. It's important that these groups are not excluded from activities, but you often need to take additional steps to ensure they are safe.

**!** For example, more adult leaders may be needed to ensure children who are disabled are able to participate safely.

**Direct physical contact with children or vulnerable adults** – sometimes adults leading sports activities can feel concerned about what is and isn't acceptable in terms of making direct physical contact with participants. It's not necessary to have a 'no touch' policy, but any physical contact should be about meeting the players needs and not the needs of the adults leading the activities.

**!** Hugging or touching children or vulnerable adults can be misinterpreted or make them uncomfortable. However, sometimes it is necessary to touch people directly in order to supervise them safely, (for example if a child was about to run into the road and you needed to prevent them) but this should never be excessive or punitive.

**Safeguarding concerns** – we use the term safeguarding concerns to refer to any concerns we might have that someone is at risk of harm. This might be because we see something bad actually happening to them, or they tell us about it, or it might be that we see a change in their behaviour or appearance that worries us, for example they become withdrawn or they have unexplained injuries. It could include issues participants are facing at home or a concern that is related to their experiences during the activities you are running. You need to think about how you will respond to these.

**!** Remember – sports coaches can be really positive trusted adults for children, so we have a special duty of care to make sure we behave in a way that honours and respects that.

**Making safeguarding visible** – think about how you let people know what is expected of them in terms of their behaviour and how they report any concerns they come across.

**!** It's particularly important that children know how to let a trusted adult know if they are unhappy or upset about anything, so think about how you communicate this to them in an accessible way.

# safeguarding in practice

## Considerations for assessing and minimising risk

### ✘ Prevention

Considering any risks in the activities and planning them in a way that reduces these risks as far as possible – think about risks within the activity itself and any risks surrounding the activity for example, is it safe for children to travel to and from the activity or are there risks you need to consider?

### ✔ Correct Response

Ensuring that plans are put in place to address these risks as far as possible. If a risk is too large, (for example, large numbers of children participating and only one adult supervisor), you need to consider whether the activity is safe to go ahead or whether alternative plans can be made.

### ✘ Prevention

Making sure you have enough adults to safely supervise the numbers of children involved in the activities and planning how everyone will be supervised and supported to work in a safe and transparent way.

### ✔ Correct Response

Checking whether there are any local legal requirements on ratios of adults to children when running activities for them. It is always safer to have at least two adults present as this enables you to be accountable and provide support to each other, and to ensure the group has an adult supervisor available should one of you need to deal with an issue.

**! Things to consider are age and ability of the participants and size of the group when deciding how many adults are needed to safely supervise.**

### ✘ Prevention

Making sure the adults involved in leading the activities are the right people to be working with children – think about how you will recruit people and whether there are any laws around criminal records checks or delivering activities with children or other vulnerable groups in your country that you need to be aware of.

### ✔ Correct Response

Making sure all adult supervisors have completed any locally necessary processes to confirm that they are appropriate for supervising participants.

**! It is good practice to ask people to provide a written reference that confirms they have the kind of character compatible for working with children and vulnerable groups.**

### ✘ Prevention

Thinking about what information you need to have about the children in order to keep them safe, for example medical or allergy issues, family contact information etc.

### ✔ Correct Response

Developing a registration form that is stored securely, and which includes details needed to safely respond if for example, a participant has an allergic reaction, or an existing medical condition.

### ✘ Prevention

Being really clear with everyone involved about what behaviour is expected – think about developing a code of conduct for all adults and a separate one written in child friendly language for children. Developing this with the children themselves is a really effective way of making sure the language and behaviours you include are relevant and accessible to the children.

### ✔ Correct Response

Challenging small breaches of the Code of Conduct in a measured way will help to ensure that inappropriate behaviour cannot escalate and cause further, or more serious harm.

### ✘ Prevention

Making sure everyone works as a supportive team in an open and transparent way so that their actions can be accounted for – working on your own with children or other vulnerable groups can make them and you vulnerable and can increase the possibility that your actions could be misconstrued or misinterpreted.

### ✔ Correct Response

Identifying someone with a specific role as the Designated Safeguarding Person and making sure everyone knows who they should go to if they feel concerned about someone or something.

**! Especially consider how children, will know who they are, how to contact them and that they are there to respond to any concerns.**

### ✘ Prevention

Planning how you will respond to safeguarding concerns before they arise so that you know what to do if, and when they do.

### ✔ Correct Response

Making sure the designated safeguarding person knows where they can get support from in the local community should they need to report something further – if you are running activities as part of, or within another organisation (e.g. school, youth centre, faith-based group) check what their safeguarding arrangements are as you may be able to share these for your activities.

**! Also make yourself aware of how to report to statutory agencies such as the police or social care if you are made aware of a serious concern that needs a more formal response. Remember, the best group to alert will depend on who the trusted organisations are in your community. These might be non-government organisations or community based organisations.**

## before the activity

- Have I completed a risk assessment and planned how to manage any identified risks?
- Have I got the right number of appropriate adults helping with the activities?
- Have I communicated what is expected of everyone in terms of behaviour?
- Have I identified the Designated Safeguarding Person (DSP) and let everyone know who they are?
- Have I checked that the DSP knows where to get support from should we need to escalate a safeguarding concern?
- Have I got all of the necessary information about participants in order to ensure they are safe, for example contact details of parents/carers, any medical or allergy information etc?

## during the activity

- Am I making sure that everyone can participate fully?
- Am I aware of the interactions between the supervising adults and the participants? Are adults communicating with children in a respectful and appropriate way?
- Am I responding to any concerns that I observe or that are raised with me?

## after the activity

- Have I given participants the opportunity to give feedback on the session?
- Am I aware of any safety issues around participants leaving the activity or being collected?



# session plans

# programme overview



PROGRAMME	LEARNING INTENTIONS	SUCCESS CRITERIA	UNOFFICIAL START	HEALTHY HEART 5 MIN	SKILLS ROTATION 30 MIN	CONNECTOR GAME 20 MIN
<b>SESSION 1</b> EXPLORING THROWING, CATCHING & STRIKING	To explore throw, catch and strike in a fun and positive way.	<ul style="list-style-type: none"> <li>I can catch in a variety of ways</li> <li>I can throw in a variety of ways</li> <li>I can strike a moving ball</li> <li>I can INSPIRE others by letting them know they have been amazing</li> </ul>	Skills Adventure: Circuit 1	Three Whistles	<ol style="list-style-type: none"> <li>Catching: Partner Catch</li> <li>Throwing: Clean Your Backyard</li> <li>Striking: Moving Ball</li> </ol>	Rapid Fire Reign
<b>SESSION 2</b> THROW, CATCH, STRIKE STARTERS	To explore throw and catch in a fun and positive way. To start striking a moving ball.	<ul style="list-style-type: none"> <li>I can catch in a variety of ways</li> <li>I can throw in a variety of ways</li> <li>I can strike a moving ball</li> <li>I can INSPIRE others by playing respectfully</li> </ul>	Skills Adventure: Circuit 1	Handshakes in One Minute	<ol style="list-style-type: none"> <li>Catching: Individual</li> <li>Throwing: Testing Your Range</li> <li>Striking: Moving Ball</li> </ol>	Rapid Fire Reign
<b>SESSION 3</b> THROW, CATCH, STRIKE BUILDS & BOWLING STARTERS	To combine throw and catch in small sided games. To strike a moving ball using a bat of your choice. To start bowling a ball towards a target.	<ul style="list-style-type: none"> <li>I can throw an object into a strike zone</li> <li>I can strike a moving ball of my choice</li> <li>I can bowl a ball into a strike zone</li> <li>I can UNITE others through teamwork and working in a small group</li> </ul>	Skills Adventure: Circuit 2	Snowball Tag	<ol style="list-style-type: none"> <li>Throw/Catch: Repeat The Loop</li> <li>Striking: Protect Your Castle</li> <li>Bowling: Personal Targets Short Range</li> </ol>	Around The World
<b>SESSION 4</b> CATCH, STRIKE STARTERS & BOWLING	To combine throw and catch in small sided games. To throw, strike and bowl towards a target area.	<ul style="list-style-type: none"> <li>I can bowl a ball into a strike zone</li> <li>I can catch at different distances</li> <li>I can strike an object towards a target using various items</li> <li>I can UNITE and work with others to throw and catch</li> </ul>	Skills Adventure: Circuit 2	Bowling Tag	<ol style="list-style-type: none"> <li>Bowling: Crocodile Creek</li> <li>Catching: Step Back</li> <li>Striking: Hitting the Gaps</li> </ol>	Around The World
<b>SESSION 5</b> MOVE & CONTROL, STRIKE CONTROL	To move in a variety of ways whilst throwing and catching an object. Use small sided games to improve striking.	<ul style="list-style-type: none"> <li>I can move in the direction of an object coming towards me</li> <li>I can move whilst throwing at a target</li> <li>I can control my bat to hit in 3 or more ways</li> <li>I can INSPIRE others by helping them have fun</li> </ul>	Skills Adventure: Circuit 3	Everyone's It	<ol style="list-style-type: none"> <li>Catching: Partner Challenges</li> <li>Throwing: Target Ball</li> <li>Striking Zones: Collecting Points</li> </ol>	Anywhere Cricket
<b>SESSION 6</b> MOVE & CONTROL, STRIKE & BOWLING CONTROL	To move in a variety of ways whilst throwing and catching an object. Use small sided games to improve striking and bowling.	<ul style="list-style-type: none"> <li>I can move in the direction of an object coming towards me</li> <li>I can move whilst throwing at a target</li> <li>I can control my bat to hit in 3 or more ways</li> <li>I can bowl towards a target</li> <li>I can UNITE people by helping others feel welcome</li> </ul>	Skills Adventure: Circuit 3	River Bowling Race	<ol style="list-style-type: none"> <li>Catching: Personal Challenges</li> <li>Throwing: Cup Stack and Strike</li> <li>Bowler vs Batter</li> </ol>	Anywhere Cricket
<b>SESSION 7</b> BUILD YOUR GAME	To use multiple skills when involved in small sided games. To encourage your team and help them understand the game.	<ul style="list-style-type: none"> <li>I can INSPIRE people by using positive language to help and encourage others in my team</li> <li>I can UNITE people by explaining how to play our game to others</li> <li>I can demonstrate EMPOWERMENT by using different ways to add value to my team</li> </ul>	Skills Adventure: Circuit 4	Opposites	<ol style="list-style-type: none"> <li>Build Your Game (5 mins)</li> <li>Adjust Your Game (40 mins)</li> <li>Pack Up Challenge (5 mins)</li> </ol>	
<b>SESSION 8</b> ANYWHERE CRICKET	To use multiple skills when involved in small sided games. To encourage your team and help them understand the game.	<ul style="list-style-type: none"> <li>I can INSPIRE people by using positive language to help and encourage others in my team</li> <li>I can UNITE people by explaining how to play our game to others</li> <li>I can demonstrate EMPOWERMENT by using different ways to add value to my team</li> </ul>	Skills Adventure: Circuit 4	Shadows	<ol style="list-style-type: none"> <li>ANYONE: Split your small group into two teams</li> <li>ANYWHERE: Where are you going to play?</li> <li>ANYTIME: What is your scoring method?</li> <li>ANYTHING: What are you going to play with?</li> <li>PLAY YOUR GAME: Now go out and have some fun...</li> </ol>	

REFLECTION 5 MIN

# facilitator's message

Be positive, enthusiastic and creative and you will be successful!

## Dear Facilitators,

Thank you for taking the time to deliver the entry level cricket programme for your community. As a facilitator you are instrumental in creating a programme that will engage children into cricket through skills, games and friendships.

### Here are 7 tips to make sure your programme is a success:

- 1** Your role as a facilitator is first and foremost to ensure the participants have a fun experience of cricket. Therefore, be energetic, positive and celebrate every effort a child makes. All programme facilitators should be ready to provide not only skill knowledge for children to become better but also to provide them with a wonderful time.
  - 2** Be creative and feel free to adapt the activity to your surroundings. Our programme is designed to be conducted anywhere. Ensure your location is safe for all participants and your chosen equipment is in a condition where it will not harm any users. Reference the safeguarding section in this document to help your planning and preparation to create the best environment for participants.
  - 3** Your community may have participants at all different levels. This programme provides three different levels per skill activity for all children to find some success. It is our advice for children to try and complete two levels of learning per skill practise.
  - 4** Children work more effectively when unfamiliar experiences have familiar faces. Allow children to group themselves initially with those they know and trust. This will reduce anxiety and stress.
  - 5** Consider the time of day and the weather when you are conducting this programme. Long exposure to the sun can be dangerous to a child's health. Be considerate in this event so children do not spend long periods of time in hot sun or cold and wet conditions. Look for alternate venues where you can conduct and modify your session.
  - 6** Use questions, challenges and set a learning environment which supports participant learning and development. We want the participants to drive their learning and be inquirers. When providing feedback ensure it is brief, for example 'Can you allow the ball to bounce once when bowling?'. Set the learning environment by adding two ropes on the ground that creates a channel/creek where the participant can aim for opposed to telling them what to do.
  - 7** Have a participant-centered approach. Allow for participant voice throughout the programme. Ensure you allow the participants to share their ideas and allow them time to communicate to help them develop skills to be 21st century citizens.
- All the best and inspire your community.






## coaching style how to move when you coach

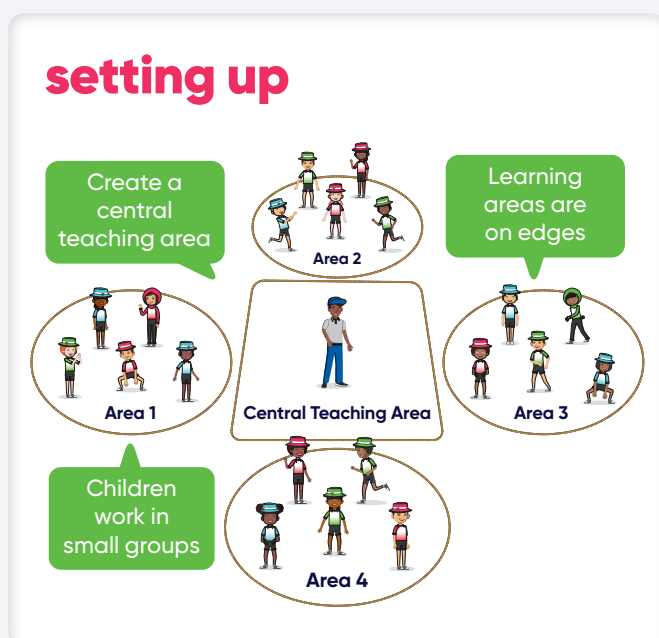


# session structure

The table below outlines the structure of each session. These are the same for each session, except for sessions 7 & 8 to allow for additional game time to test participant skills and prepare them for the next stage of their cricket journey. The curriculum has been designed to run over 8 weeks, with 1 session each week. For programmes that require to be longer or shorter you can choose your favourite activities to build your own sessions following the same structure.

Sessions have been designed to facilitate up to 30 children at the same time. For skills and games, the class will be split into smaller groups to maximize the time they are active.

	<b>30 minutes prior to session</b> <b>Set Up and Unofficial Start: Skills Adventure</b>
	<b>5 minutes</b> <b>Engagement Activity: Healthy Heart</b>
	<b>30 minutes – 10 minutes per activity</b> <b>Skills Rotation</b>
	<b>20 minutes</b> <b>Connector Game</b>
	<b>5 minutes</b> <b>Reflection and Pack Up</b>



## Set up 30 minutes prior to session

- The most important time for facilitators. Arrive early to coordinate the set-up of all skill activities.

### Unofficial Start: Skills Adventure

- The skills adventure is a set of 4 random activities that a child can work independently on while the facilitator is waiting for all children to arrive for today's session. This should be set up before children arrive and conclude at the start of your scheduled time.
- This free play is important to prepare participants physically and mentally for the session. This time allows participants to get creative with new skills, experimenting to see if they can work out these skills for themselves.

### Engagement Activity: Healthy Heart 5 minutes

- This is a great way for children to connect with each other through short games that raise the heart rate. The key here is that everyone is involved all of the time to raise the heart rate of each individual.

### Skills Rotation 30 minutes – 10 minutes per activity

- Keep track of time, each activity should run for approximately 10 minutes.
- Use your whistle to stop an activity before rotating to the next station.
- Have participants pack up and return the equipment at the end of the Skills Rotation as you may need this equipment and space for the Connector Game.

### Connector Game 20 minutes

- These small sided games are an opportunity for participants to put into practice skills learnt throughout the session. They are fun games that can be played by ANYONE, ANYTIME, ANYWHERE, with ANYTHING.

### Reflection and Pack Up 5 minutes

- Participants pack up, return the equipment and gather in the Central Teaching Area.
- Ask reflective questions on the new skills learnt and how today's session has championed cricket's purpose of inspiring, uniting and empowering communities.
- Gather quick feedback from participants about the session, it's a great way to ensure they are loving their quality cricket experience.

### Facilitator Tips

- Each session will offer suggestions on how to make skills easier and harder, as well as provide different options for equipment, alternative equipment, and even ideas on how to make your own equipment.
- Remember repetition is beneficial to success.
- Make sure you have a smile on your face and are full of energy because if participants see you enjoying yourself then they'll have more fun too!

# session 1

## exploring, throwing, catching and striking

### learning intentions

To explore, throw, catch and strike in a fun and positive way.

### success criteria

- I can catch in a variety of ways
- I can throw in a variety of ways
- I can strike a moving ball
- I can **INSPIRE** others by letting them know they have been amazing

### suggested equipment

- Range of throwing objects:
  - › Different ball sizes – large, medium, small
  - › Different soft items/toys to throw, catch and strike
- Ropes or lines in the ground
- Bats – Traditional as well as creative: Rolled up newspaper
- Stumps – Traditional as well as what is available e.g. rubbish bins, trees, park benches etc.

### change it!

#### ! make it easier

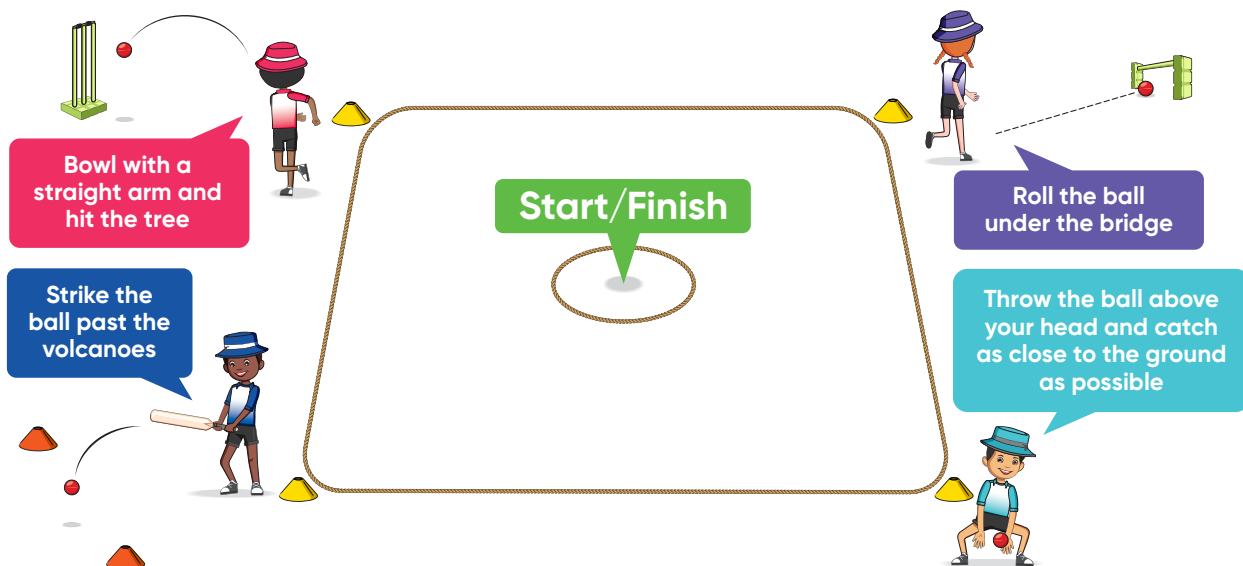
- Using adapted equipment to throw e.g. larger ball or screwed up paper for catching
- Using a wall or something that allows a ball to return to thrower to help with throw and catch against
- Allow a bounce before a catch

#### ! make it harder

- Increase distance between partners
- Using non dominant hand for throw and catch
- Add a minute to win it approach to challenge a catch

### unofficial start

#### skills adventure: circuit 1





## engagement activity

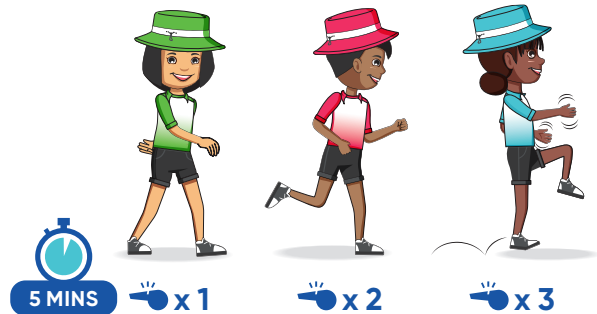
### healthy heart: three whistles

Each time the whistle sounds participants need to respond as per below:

1 x Whistle – Walk

2 x Whistles – Jog

3 x Whistles – Hop and shake hands



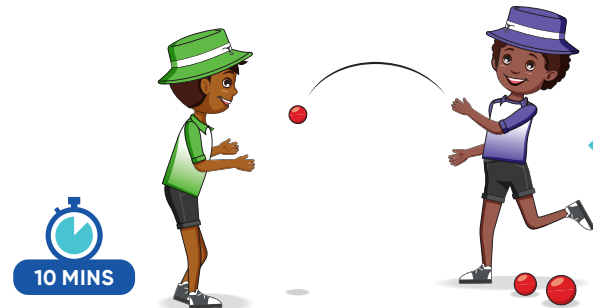
## skill session 1

### catching: partner catch

**LEVEL 1** Partner catch with a large object x 30 attempts.

**LEVEL 2** Partner catch with a medium object x 40 attempts whilst walking within the area.

**LEVEL 3** Partner catch with a small object x 50 attempts whilst jogging within the area.



## skill session 2

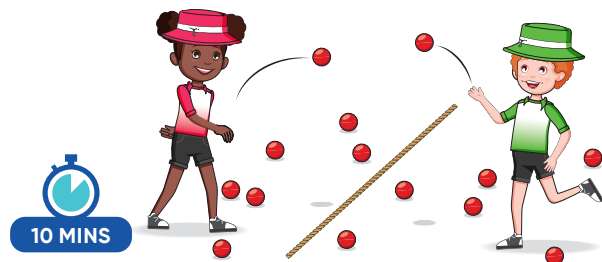
### throwing: clean your backyard

The playing area is split into two halves with each half full of soft throwing items. The object of the game is to have the smallest number of items on your side when the teacher says "STOP".

**LEVEL 1** Rolling or underarm throwing

**LEVEL 2** Overarm throwing

**LEVEL 3** Bowling



## skill session 3

### striking: moving ball

**LEVEL 1** Strike a large ball with a bat of your choice between two cones.

**LEVEL 2** Strike a medium ball with a bat of your choice between two cones.

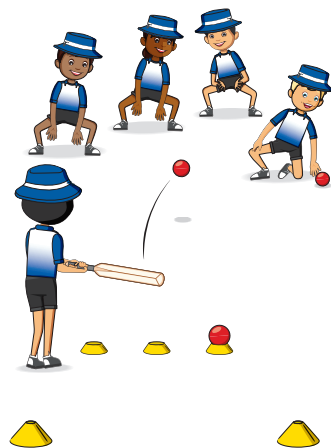
**LEVEL 3** Strike a small ball with a bat of your choice between two cones.



## connector game

### rapid fire reign

- The batter hits the balls and runs around the cones as many times as possible. 1 point is awarded per lap of the cones.
- The batter changes after the balls have been returned to their home position by fielders.



## reflection

- How do you feel now that you have been active?
- How can you use throwing outside of cricket?
- How can you use catching when someone is throwing?
- Find 5 people and tell them "You were awesome today!"
- Did you respect yourself and give maximum effort during games and activities?



# session 2

## throw, catch, strike starters

### learning intentions

To explore throw and catch in a fun and positive way.

To start striking a moving ball.

### suggested equipment

- Range of throwing objects:
  - › Different ball sizes – large, medium, small
  - › Different soft items/toys to throw, catch and strike
- Ropes or lines in the ground
- Bats – Traditional as well as creative: rolled up newspaper
- Stumps – Traditional as well as what is available e.g. rubbish bins, trees, park benches etc.
- Targets – Look around your area

### success criteria

- I can catch in a variety of ways
- I can throw in a variety of ways
- I can strike a moving ball
- I can **INSPIRE** others by playing respectfully

### change it!

#### ! make it easier

- Use larger bats and balls to strike
- Increase the size of the target area
- Shorten the distance to the target

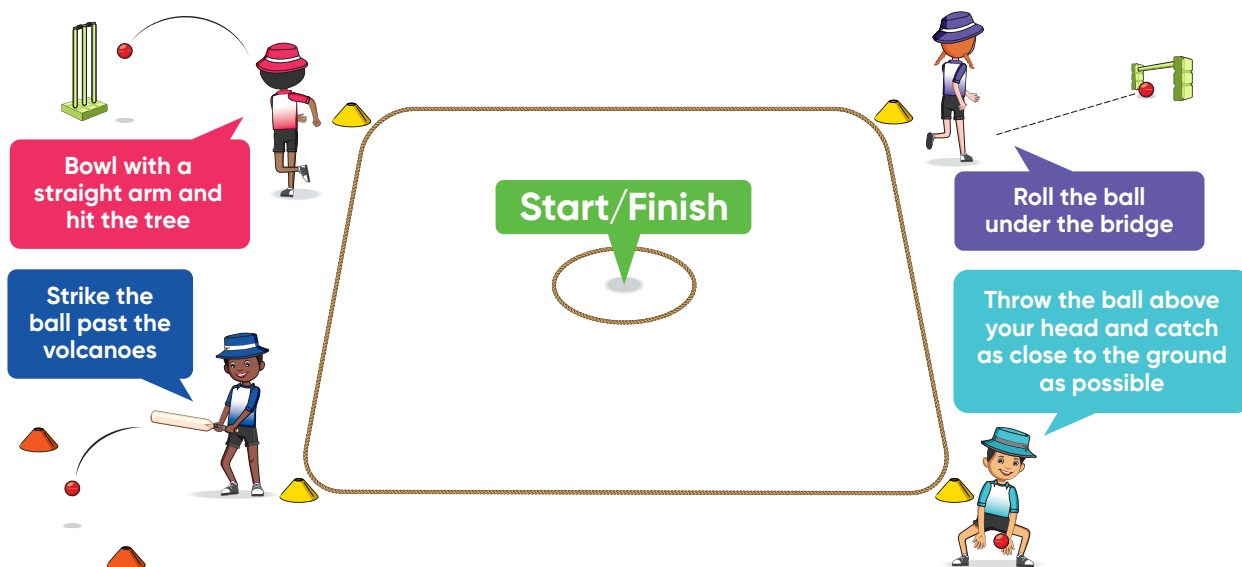
#### ! make it harder

- Use a smaller bat and ball to strike
- Use both sides of your body to throw and strike
- Aim at a moving target or strike a moving ball

### unofficial start

#### skills adventure: circuit 1

SET UP READY FOR CHILDREN AS THEY ARRIVE



## engagement activity

### healthy heart: handshakes in one minute

- Ask what makes a respectful handshake.
- Give participants practice time.
- One minute to do as many handshakes as possible.

#### change it!

Invent your own unique handshake.



5 MINS

## skill session 1

### catching: individual

- LEVEL 1** Walk the rope whilst catching to yourself.
- LEVEL 2** Jog whilst catching to yourself with high and low throws.
- LEVEL 3** Jog whilst catching one-handed with a variety of throws.

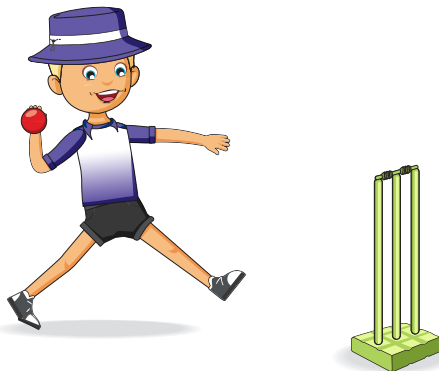


10 MINS

## skill session 2

### throwing: testing your range

- LEVEL 1** Throw and hit a target at short range.
- LEVEL 2** Throw and hit a target at medium range.
- LEVEL 3** Throw and hit a target at long range.

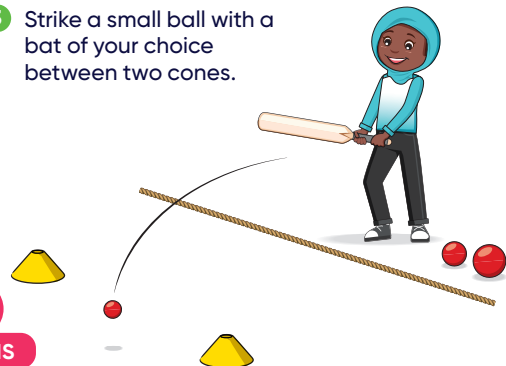


10 MINS

## skill session 3

### striking: moving ball

- LEVEL 1** Strike a large ball with a bat of your choice between two cones.
- LEVEL 2** Strike a medium ball with a bat of your choice between two cones.
- LEVEL 3** Strike a small ball with a bat of your choice between two cones.

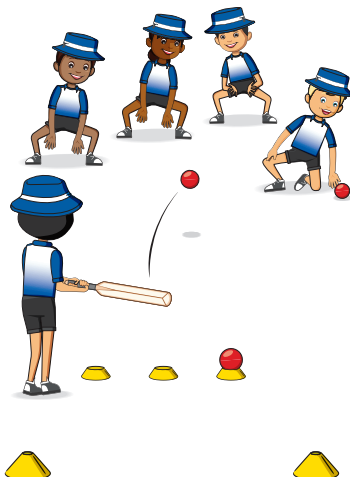


10 MINS

## connector game

### rapid fire reign

- The batter hits the balls and runs around the cones as many times as possible. 1 point is awarded per lap of the cones.
- The batter changes after the balls have been returned to their home position by the fielders.



20 MINS

## reflection

- How has your throwing and catching improved?
- What can you strike that might be thrown to you?
- Find 5 people and tell them "You were awesome today!"
- Did you respect your teammates and friends by being helpful and supportive?



5 MINS

# session 3

## throw, catch, strike builds and bowling starters

### learning intentions

To combine throw and catch in small sided games.

To strike a moving ball using a bat of your choice.

To start bowling a ball towards a target.

### suggested equipment

- Range of throwing objects:
  - › Different ball sizes – large, medium, small
  - › Different soft items/toys to throw, catch and strike
- Ropes or lines in the ground
- Bats – Traditional as well as creative: Rolled up newspaper
- Stumps – Traditional as well as what is available e.g. rubbish bins, trees, park benches etc.
- Targets – Cones, natural targets

### success criteria

- I can throw an object into a strike zone
- I can strike a moving ball of my choice
- I can throw an object into a strike zone
- I can **UNITE** others through teamwork and working in a small group

### change it!

#### ! make it easier

- Roll the ball to partner
- Allow the strike of a still ball
- Create larger targets to hit into

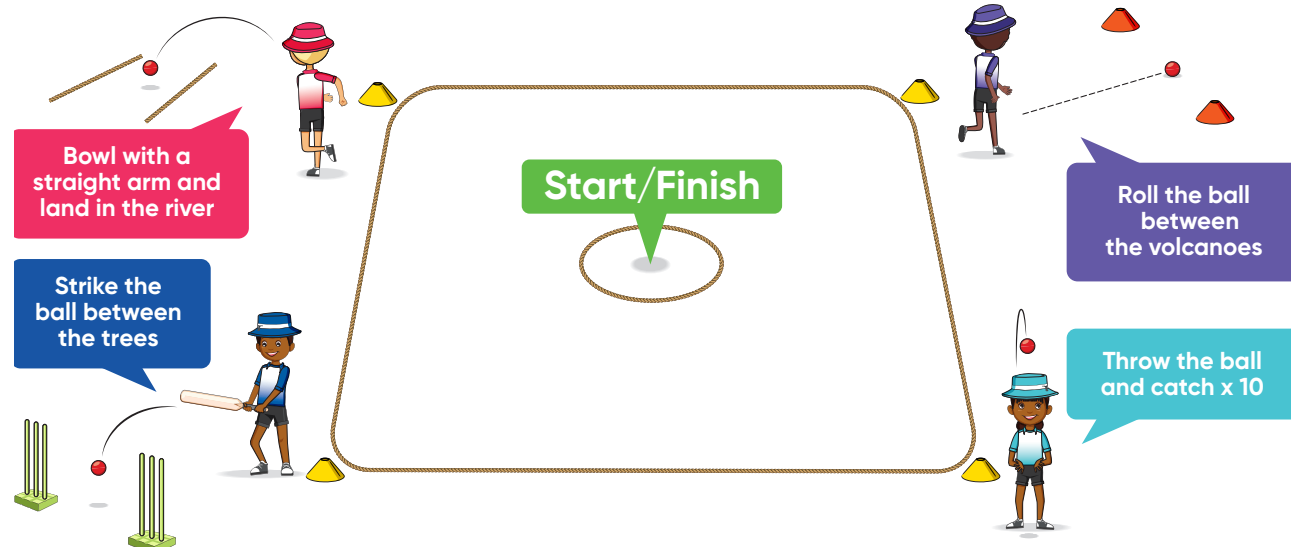
#### ! make it harder

- Use non-dominant hands to throw and strike
- Throw at a moving target
- Create smaller targets to throw, bowl or strike into

### unofficial start

#### skills adventure: circuit 2

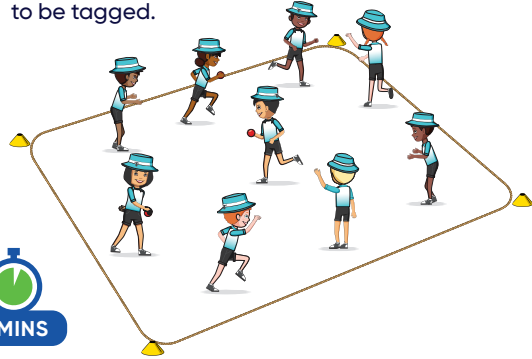
SET UP READY FOR CHILDREN AS THEY ARRIVE



## engagement activity

### healthy heart: snowball tag

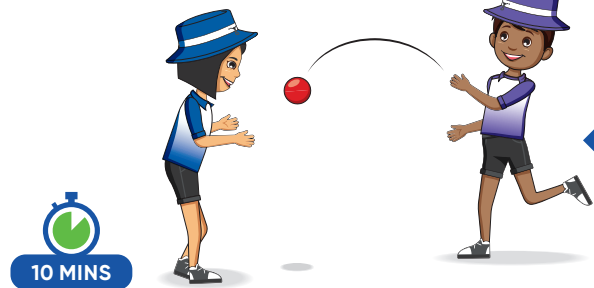
- Select children to be "it".
- They attempt to tag others with ball.
- If tagged they get themselves a ball.
- They tag others yet to be tagged.



## skill session 1

### throw/catch: repeat the loop

- LEVEL 1** Throw against wall and catch 20 times. Change throwing stance and repeat.
- LEVEL 2** Throw & Catch on your own 20 times. Change location and repeat.
- LEVEL 3** Throw & Catch with a partner 20 times. Change partners and repeat.



## skill session 2

### striking: protect your castle

Children to build a castle using 5 items.

- LEVEL 1** Strike a large ball bowled to you 10 times in a row without your castle getting hit. Swap over after 10 efforts.
- LEVEL 2** Strike a medium ball bowled to you 10 times in a row without your castle getting hit. Swap over after 10 efforts.
- LEVEL 3** Strike a small ball bowled to you 10 times in a row without your castle getting hit. Swap over after 10 efforts.



## skill session 3

### bowling: personal targets short range

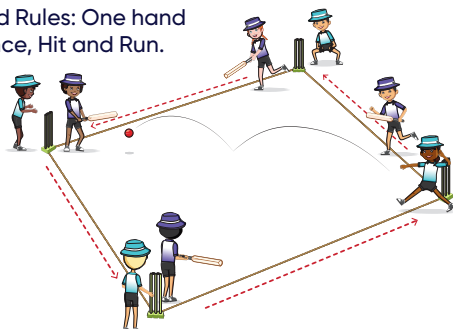
- LEVEL 1** Set up a large target (soccer ball size) and bowl your ball from 10 steps away. How many times can you hit the target in the given time? If you hit it 3 times in a row move to the next level.
- LEVEL 2** Set up a medium target and bowl your ball from 15 steps away. How many times can you hit the target in the given time? If you hit it 3 times in a row move to the next level.
- LEVEL 3** Set up a small target and bowl your ball from 20 steps away. How many times can you hit the target in the given time?



## connector game

### around the world

- After striking the bowled ball, the batters run to the next set of stumps (1 point) while the fielders and bowlers try to get them out by catching the ball, hitting the stumps, or hitting the stumps while batter is running between them (5 points). Bowl the ball continuously. Teams change after 5 minutes.
- Advanced Rules: One hand one bounce, Hit and Run.



## reflection

- How were you able to hit a target with a throw?
- Which bat was easier or harder to hit a ball through two cones?
- Find 5 people and tell them "You were awesome today!"



# session 4

## catch, strike starters and bowling

### learning intentions

To combine throw and catch in small sided games.

To throw, strike and bowl towards a target area.

### suggested equipment

- Range of throwing objects:
  - › Different ball sizes – large, medium, small
  - › Different soft items/toys to throw, catch and strike
- Ropes or lines in the ground
- Bats – Traditional as well as creative: Rolled up newspaper
- Stumps – Traditional as well as what is available e.g. rubbish bins, trees, park benches etc.
- Targets – Cones, natural targets

### success criteria

- I can bowl a ball into a strike zone
- I can catch at different distances
- I can strike an object towards a target using various items
- I can **UNITE** and work with others to throw and catch

### change it!

#### ! make it easier

- Use a larger ball to throw and catch.
- Use a larger target to bowl towards.
- Roll a ball towards a batter to strike it.

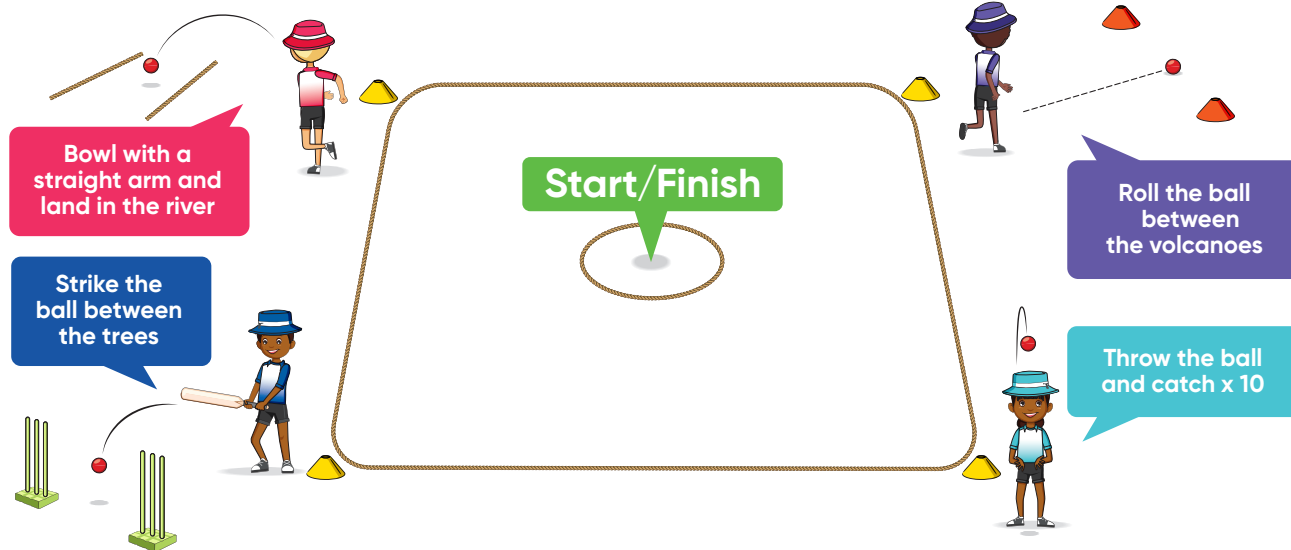
#### ! make it harder

- Use a smaller ball to throw and catch
- Try bowling at pace
- Have a bowler bowl faster or at a shorter distance before you strike a ball

### unofficial start

#### skills adventure: circuit 2

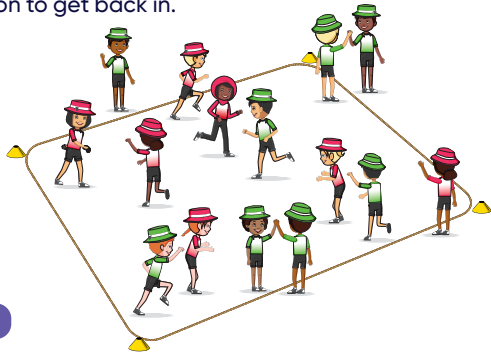
SET UP READY FOR CHILDREN AS THEY ARRIVE



## engagement activity

### healthy heart: bowling tag

- Select children to be "it".
- They tag others without a sash.
- If tagged extend one arm in the air.
- Receive a high five with a bowling action to get back in.

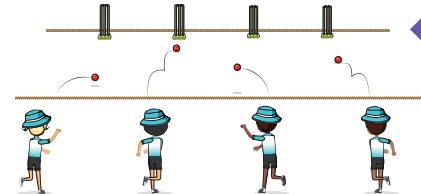


## skill session 1

### bowling: crocodile creek

- LEVEL 1** Bowl your ball from a standing position and land your ball inside the creek 3 times. If you do so try Level 2.
- LEVEL 2** Bowl your ball from a walk up or run up and land your ball inside the creek 5 times.
- LEVEL 3** Bowl your ball from a walk up or run up and land your ball inside the creek and hit the stumps 5 times.

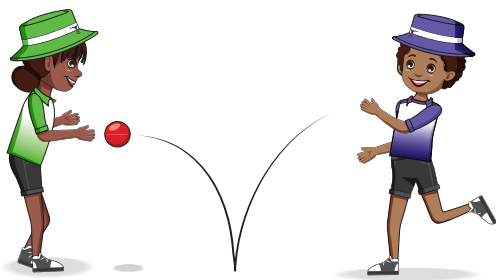
You may have to alter where you bowl from in order to give you more room to bowl.



## skill session 2

### catching: step back

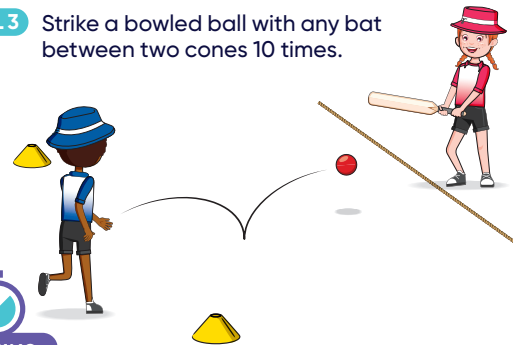
- LEVEL 1** Throw/Catch with a bounce throw.
- LEVEL 2** Throw/Catch with an underarm.
- LEVEL 3** Throw/Catch with an overarm throw.



## skill session 3

### striking: hitting the gaps

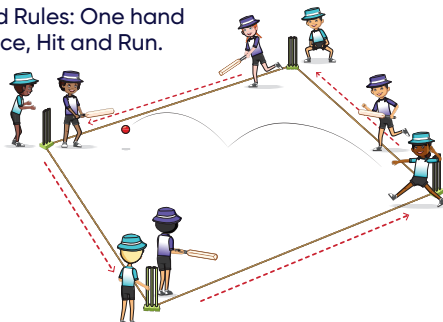
- LEVEL 1** Strike a rolled ball with any bat between two cones 10 times.
- LEVEL 2** Strike a bouncing ball with any bat between two cones 10 times.
- LEVEL 3** Strike a bowled ball with any bat between two cones 10 times.



## connector game

### around the world

- After striking the bowled ball, the 4 batters run to the next set of stumps (1 point) while the fielders and bowlers try to get them out by catching the ball, hitting the stumps, or hitting the stumps while batter is running between them (5 points). Bowl the ball continuously. Teams change after 5 minutes.
- Advanced Rules: One hand one bounce, Hit and Run.



## reflection

- How were you able to hit a target with a throw?
- Which bat was easier or harder to hit a ball through two cones?
- Find 5 people and tell them "You were awesome today!"
- How did I move my body to get into a position to strike a ball?
- How often could I bowl the ball in the creek? What level was best for me?



# session 5

## move and control, strike control

### learning intentions

To move in a variety of ways whilst throwing and catching an object.

Use small sided games to improve striking.

### suggested equipment

- Range of throwing objects:
  - › Different ball sizes – large, medium, small
  - › Different soft items/toys to throw, catch and strike
- Ropes or lines in the ground
- Bats – Traditional as well as creative: Rolled up newspaper
- Stumps – Traditional as well as what is available e.g. rubbish bins, trees, park benches etc.
- Targets – Cones, natural targets

### success criteria

- I can move in the direction of an object coming towards me
- I can move whilst throwing at target
- I can control my bat to hit in 3 or more ways
- I can **INSPIRE** others by helping them have fun

### change it!

#### ! make it easier

- Use larger balls to allow catching and striking to be easier
- Use a larger bat in striking for greater contact
- Work with a partner who is a similar ability as you

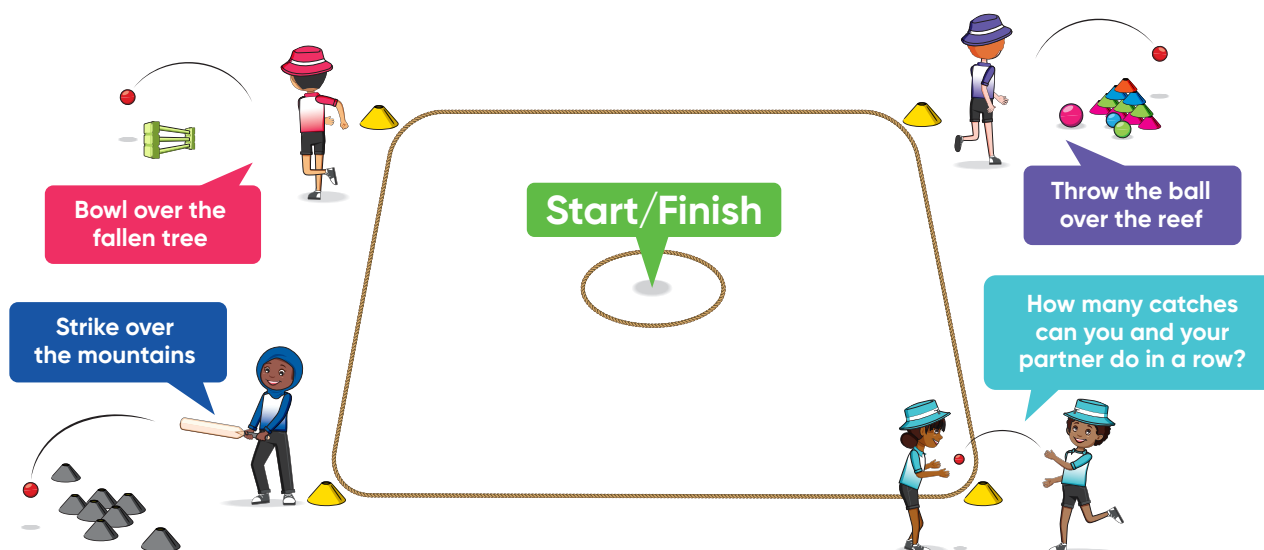
#### ! make it harder

- Use a smaller ball for the striking activity
- Use a bouncer ball for each of the catching activities
- Work with a partner that has a better throw than you so that your catching and striking are tested

### unofficial start

skills adventure: circuit 3

SET UP READY FOR CHILDREN AS THEY ARRIVE

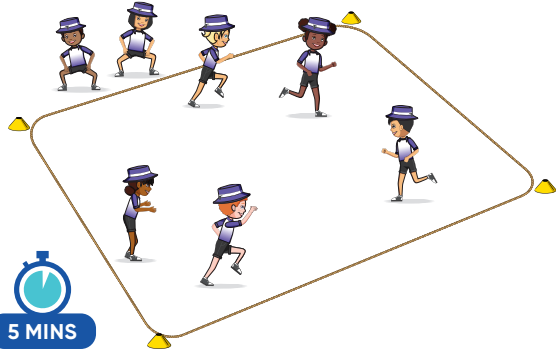




## engagement activity

### healthy heart: everyone's it

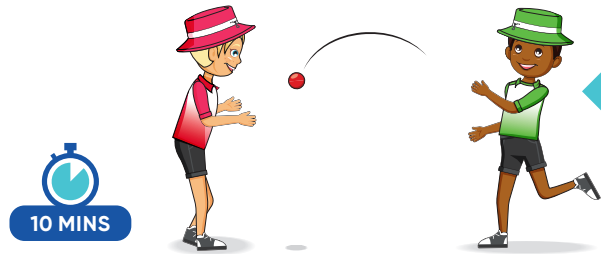
- Everyone's "it".
- If tagged, perform a short fitness activity to re-enter the game (eg. 5 squats, 2 push ups in designated area).



## skill session 1

### catching: partner challenges

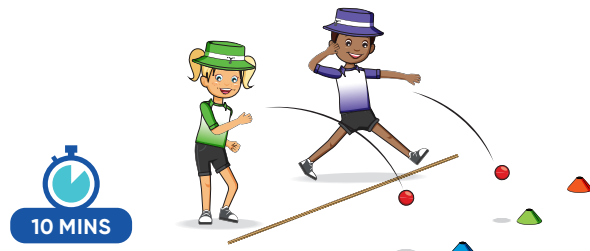
- LEVEL 1** Partner catches x 30 (count out loud). Call "HOWZAT" when finished.
- LEVEL 2** Whilst walking around with partner, throw and catch x 50 (count out loud). Call "HOWZAT" when finished.
- LEVEL 3** Whilst walking around with partner, throw and catch x 70 (count out loud). Call "HOWZAT" when finished.



## skill session 2

### throwing: target ball

- LEVEL 1** Use one ball to hit one large target/object in one minute with an underarm or overarm throw.
- LEVEL 2** Use two balls to hit two targets/object in one minute with an overarm throw..
- LEVEL 3** Use three balls to hit three targets/objects at a challenging distance in one minute with an overarm throw whilst moving sideways.

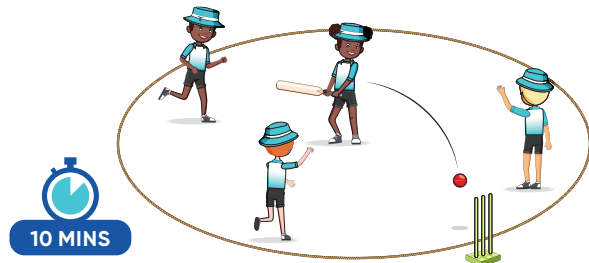


## skill session 3

### striking zones: collecting points

Create a circle around the batter between 5 metres wide and 20 metres wide.

- LEVEL 1** Strike an object and outside the area.
- LEVEL 2** Strike an object and outside the area with it hitting the ground.
- LEVEL 3** Strike an object so that it remains inside a small area close to the batter.



## connector game

### anywhere cricket

- Select the equipment you need for your game.
- Select a location for your game (be very creative).
- What rules will your game play by?
- How does everyone get a chance to bowl and bat?
- How do you score runs?
- When does the game finish?



## reflection

- How were you able to catch more objects?
- How many points did you achieve in Striking Zones?
- Did you help others have fun today?
- Find 5 people and tell them "You were awesome today!"
- How creative were you? What is an example of creativity you displayed in your activity or game?



# session 6

## move and control, strike and bowling control

### learning intentions

To move in a variety of ways whilst throwing and catching an object.

Use small sided games to improve striking and bowling.

### suggested equipment

- Range of throwing objects:
  - › Different ball sizes – large, medium, small
  - › Different soft items/toys to throw, catch and strike
- Ropes or lines in the ground
- Bats – Traditional as well as creative: Rolled up newspaper
- Stumps – Traditional as well as what is available e.g. rubbish bins, trees, park benches etc.
- Targets – Cones, natural targets

### success criteria

- I can move in the direction of an object coming towards me
- I can move whilst throwing at a target
- I can control my bat to hit in 3 or more ways
- I can bowl towards a target
- I can **UNITE** people by helping others feel welcome

### change it!

#### ! make it easier

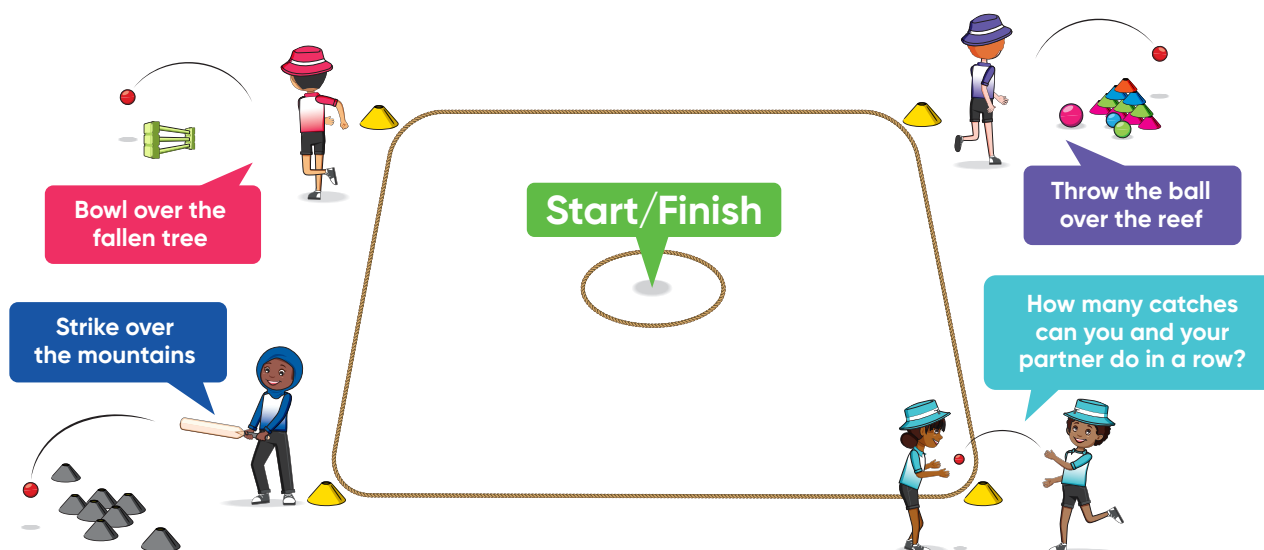
- Add a more experienced player in each group
- Reduce the pace of the delivery
- Indicate where this group will be playing

#### ! make it harder

- Select a varying gradient for bowlers to bowl on
- Play in areas where trees are present
- Increase the opportunity for scoring bonus runs

### unofficial start skills adventure: circuit 3

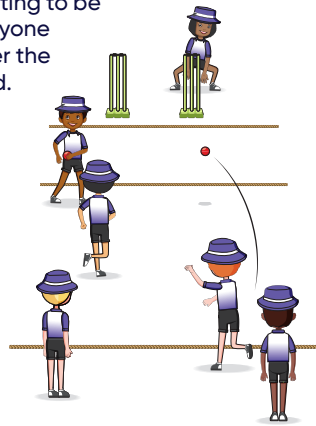
SET UP READY FOR CHILDREN AS THEY ARRIVE



## engagement activity

### healthy heart: river bowling race

- 3 to 4 participants per team. Participant 1 is the bowler. Participant 2 is the wicket keeper. Participant 3/4 is waiting to be the next bowler. Everyone rotates one spot after the ball has been bowled.
- Land the ball in the river = 5 points. Land the ball in the river and hit the stumps = 10 points.



## skill session 1

### catching: personal challenges

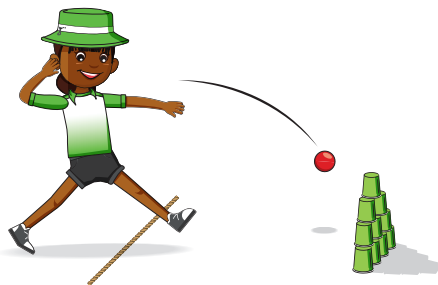
- LEVEL 1** Throw object in the air then clap and catch on your own. What's your record?
- LEVEL 2** Throw object in the air then clap then catch with one hand. What's your record?
- LEVEL 3** Throw ball upwards, let bounce, pick up small rock or stick then catch ball.



## skill session 2

### throwing: cup stack and strike

- LEVEL 1** Build a cup stack using 10 cups then run back to a line and throw to knock down 5 times.
- LEVEL 2** Build a cup stack using 6 cups then run back to a line and throw to knock down 5 times.
- LEVEL 3** Build a cup stack using 3 cups then run back to a line and throw to knock down 5 times.



## skill session 3

### bowler vs batter

- Groups of 4. Bowler and fielder vs batting pair.
- Batting pair face 10 balls (5 each). Bowler and fielder swap roles after 5 deliveries (bowling efforts).
- Each time a ball has been bowled... who won the battle? Was it the bowler or was it the batter? One point towards the team who wins the battle.



## connector game

### anywhere cricket

- Select the equipment you need for your game.
- Select a location for your game (be very creative).
- What rules will your game play by?
- How does everyone get a chance to bowl and bat?
- How do you score runs?
- When does the game finish?



## reflection

- Were you able to hit a target whilst running backwards?
- How did you use teamwork today?
- Did you talk to people you don't normally socialise with? Go find them and tell them "You were awesome today!"



# session 7

## build your game

### learning intentions

To use multiple skills when involved in small sided games.

To encourage your team and help them understand the game.

### success criteria

- I can **INSPIRE** people by using positive language to help and encourage others in my team
- I can **UNITE** people by explaining how to play our game to others
- I can demonstrate **EMPOWERMENT** by using different ways to add value to my team

### suggested equipment

- Range of throwing objects:
  - › Different ball sizes – large, medium, small
  - › Different soft items/toys to throw, catch and strike
- Ropes or lines in the ground
- Bats – Traditional as well as creative: Rolled up newspaper
- Stumps – Traditional as well as what is available e.g. rubbish bins, trees, park benches etc.
- Targets – Cones, natural targets

### change it!

#### ! make it easier

- Reduce the rules allowed
- Have a more experienced player in each group
- Use more adapted gear for students to use

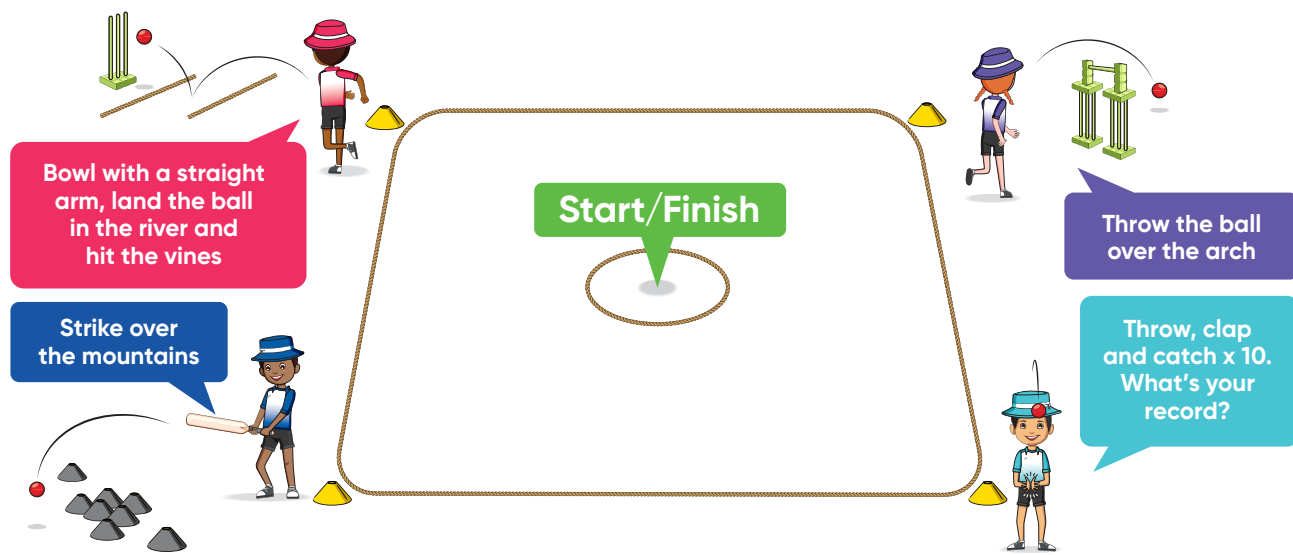
#### ! make it harder

- Limit the equipment to non-cricket equipment
- Change the pitch size
- Change the field size

### unofficial start

#### skills adventure: circuit 4

SET UP READY FOR CHILDREN AS THEY ARRIVE



## engagement activity

### healthy heart: opposites

Group moves around playing area according to the instructions below:

- LEVEL 1** Walk/Stop
- LEVEL 2** Hop/Clap
- LEVEL 3** Jog/Make chicken noise
- LEVEL 4** Walk means stop!
- LEVEL 5** Clap means hop!
- LEVEL 6** Make chicken noise means jog!



## stage 1

### build your game

**YOUR GAME:** in groups of 6

- Select 5 rules to play by.
- Select 5 pieces of equipment to play with.
- Now go and create your game.



## stage 2

### adjust your game

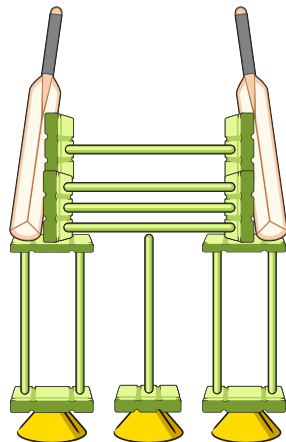
- Batters to select any bat to play with.
- Bowlers to select any ball to bowl with.
- Batters and bowlers to select any item to bat or bowl with.



## stage 3

### pack up challenge: build the highest tower

- Each team should have 10 items from the kit bag.
- On "go" they have 5 minutes to build the highest tower.



## reflection

- How were you at working as a team?
- Did you use positive language? If so can you share?
- Find 5 people and tell them "You were awesome today!"



# session 8

## anywhere cricket

### learning intentions

To use multiple skills when involved in small sided games.

To encourage your team and help them understand the game.

### suggested equipment

- Range of throwing objects:
  - › Different ball sizes – large, medium, small
  - › Different soft items/toys to throw, catch and strike
- Ropes or lines in the ground
- Bats – Traditional as well as creative: Rolled up newspaper
- Stumps – Traditional as well as what is available e.g. rubbish bins, trees, park benches etc.
- Targets – Cones, natural targets

### success criteria

- I can **INSPIRE** people by using positive language to help and encourage others in my team
- I can **UNITE** people by explaining how to play our game to others
- I can demonstrate **EMPOWERMENT** by using different ways to add value to my team

### change it!

#### ! make it easier

- Add a more experienced player in each group
- Reduce the pace of the delivery
- Indicate where this group will be playing

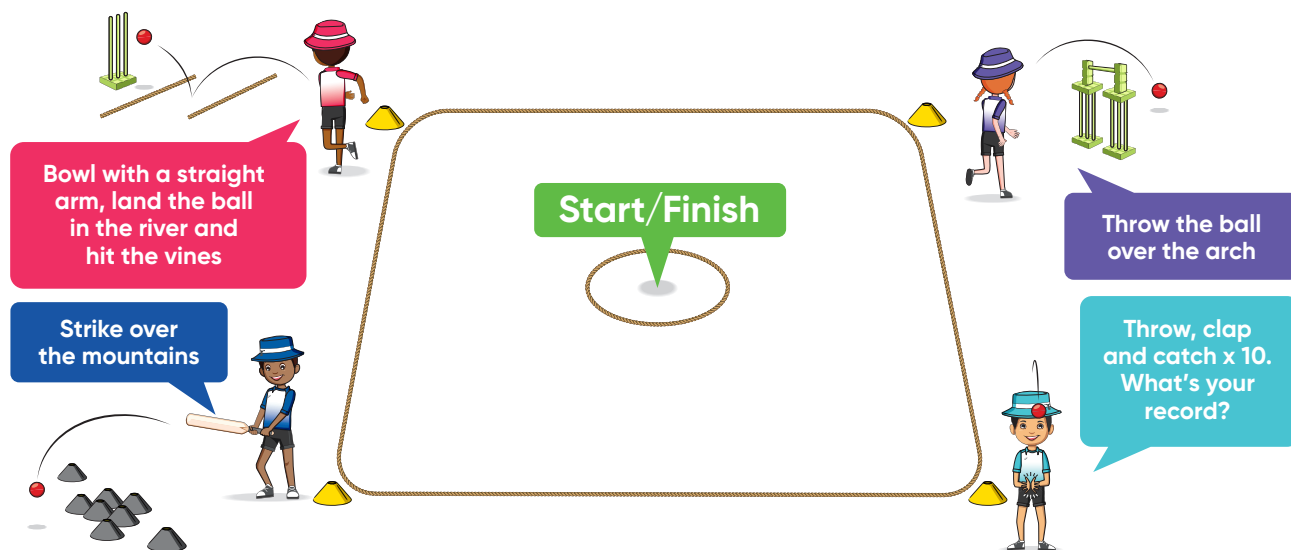
#### ! make it harder

- Select a varying gradient for bowlers to bowl on
- Play in areas where trees are present
- Increase the opportunity for scoring bonus points

### unofficial start

#### skills adventure: circuit 4

SET UP READY FOR CHILDREN AS THEY ARRIVE



## engagement activity

### healthy heart: shadows

- Paired activity.
- Work out who is partner 1 and who is partner 2.
- Upon go, partner 1 moves around the space with partner 2 following them like a shadow.
- When whistle sounds, they swap roles.



## game

### anywhere cricket

- **Anyone**  
Split your small group into two teams.
- **Anywhere**  
Where are you going to play?
- **Anytime**  
What is your scoring method?
- **Anything**  
What are you going to play with?
- **Play your game**  
Now go out and have some fun...



## reflection

- How were you at working as a team?
- Did you use positive language? If so can you share?
- Find 5 people and tell them "You were awesome today!"



**criio**  
play : create > share



**criiio**  
play : create > share

brought to you by:

