



# PAST, PRESENT, FUTURE

CURRICULUM-ALIGNED RESOURCES FOR YEAR 1-8 TEACHERS





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## ACKNOWLEDGMENTS

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## OVERVIEW

The Cricket Smart resources are for teachers of year 1–8 students and focus on cricket, the ICC Cricket World Cup, and sport in general. It is not necessary for teachers to have in-depth knowledge of cricket to use these resources successfully with students. For support in understanding the game of cricket, teachers can use the New Zealand Cricket website.

Four key understandings underpin the Cricket Smart resources:

- Sport is an integral part of New Zealand life.
- Actively participating in a range of life contexts, including sport, helps to ensure people’s well-being.
- Sport has an impact on the cultural and social fabric of New Zealand and of countries around the world, affecting both individuals and society as a whole.
- The values, attitudes, and behaviours that are part of sport are important for all people and include fair play, teamwork, responsibility, cooperation, leadership, and perseverance.

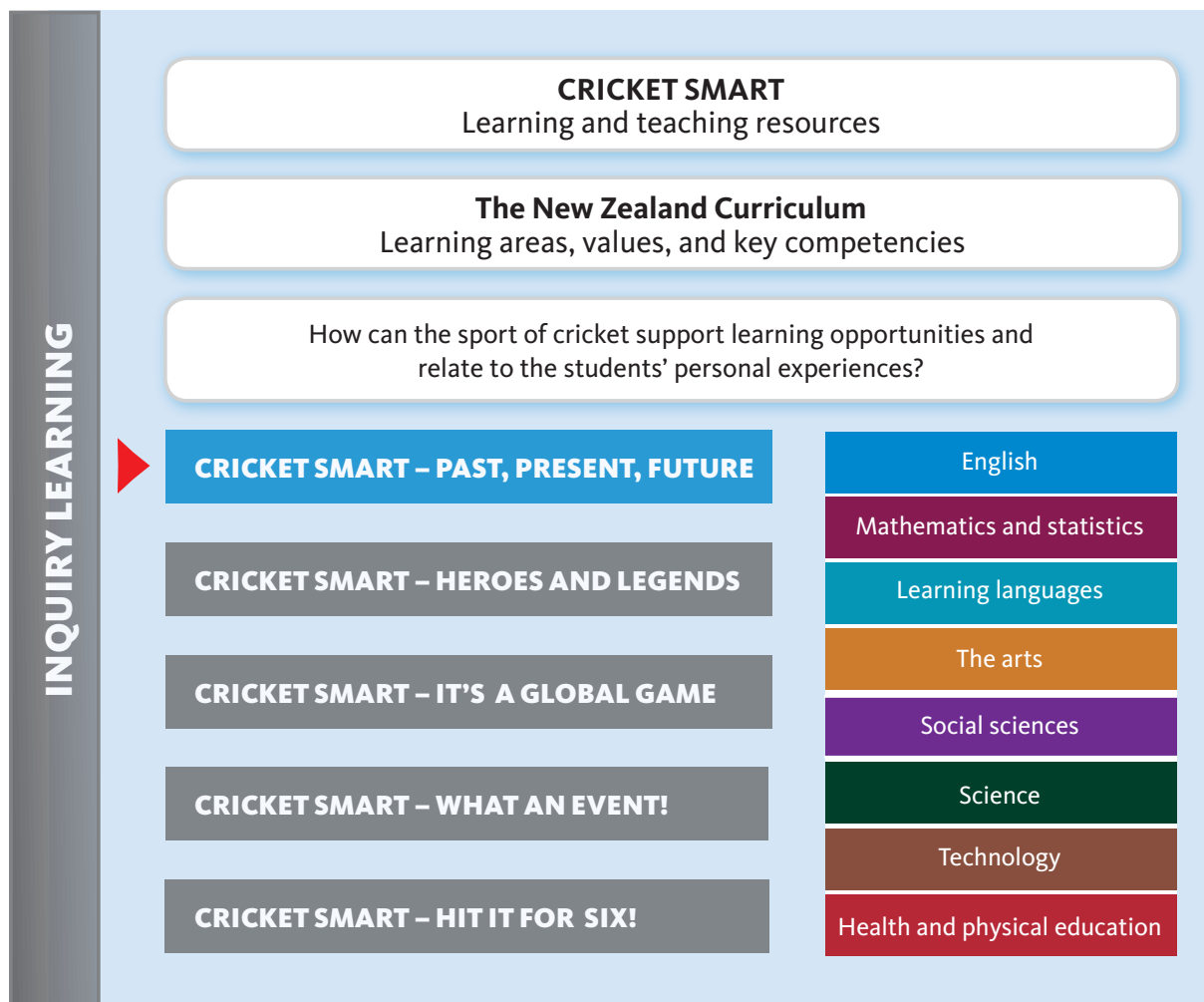
### THE NEW ZEALAND CURRICULUM

The key competencies, values, and achievement objectives of the New Zealand Curriculum provide the framework for the Cricket Smart resources. The resources incorporate effective pedagogy, as described in the New Zealand Curriculum, through a variety of learning opportunities. Teachers will be able to select from a range of cross-curricular, authentic learning experiences to suit their students’ ages, needs, contexts, and interests. This will allow teachers to adapt the use of the resources so that they align with their school curriculum.

### HOW TO USE THESE RESOURCES

The Cricket Smart resource materials are organised under five themes. Within each theme, the learning opportunities are grouped into years 1–3, years 4–6, and years 7–8. The themes are:

- Cricket Smart – Past, present, future
- Cricket Smart – Heroes and legends
- Cricket Smart – It’s a global game
- Cricket Smart – What an event!
- Cricket Smart – Hit it for six!



Teachers can utilise these resources in a variety of ways: by using the tasks directly from the resources; by using the resources to plan an integrated unit of work; or by setting up student-led inquiry.

The resources have been designed to include a range of interactional contexts, pedagogy, and thinking skills and have direct links to many other resources.

The tasks suggested in each theme are not sequential. Teachers can choose to use one or two of the learning opportunities from several themes; alternatively, they can focus on one theme and provide in-depth learning experiences in this area.

Following each learning opportunity, there are questions that will support teachers and/or students to reflect on the learning that has resulted from the experience.

## CRICKET SMART RESOURCES SUMMARY

To help teachers choose learning opportunities, here is a summary of the titles in each Cricket Smart resource. The colour coding aligns to the learning areas of the New Zealand Curriculum. Teachers may choose the learning area they wish to focus on across all themes, or they may choose learning opportunities within a theme.

YEAR LEVEL	PAST, PRESENT, FUTURE LEARNING OPPORTUNITIES	HEROES AND LEGENDS LEARNING OPPORTUNITIES	IT'S A GLOBAL GAME LEARNING OPPORTUNITIES	WHAT AN EVENT! LEARNING OPPORTUNITIES	HIT IT FOR SIX! LEARNING OPPORTUNITIES
1-3	What's different? (SS)	My heroes (E)	Who's playing? (SS)	Music and the mascot (A)	Name it! (E)
		(SS)	(LL)	(E)	
				(SS)	
1-3	Listen carefully! (E)	How does it feel? (H/PE)	What are they wearing? (SS)	Adding up the runs (M)	Hit the target (H/PE)
		(A)	(E)		
1-3	How far can the ball go? (Sci)	Celebrating success (E)	Cricket around the world (E)	How big is the trophy? (M)	Bat to ball (H/PE)
	(M)			(A)	
4-6	How has cricket gear changed? (SS)	A Kiwi heroine or hero (E)	What's the trend? (E)	Opening the batting (CC)	Developing my game (E)
		(SS)	(M)		(H/PE)
4-6	Tell me! (E)	What it takes (SS)	Same, but different.- let's celebrate diversity! (SS)	Showcasing New Zealand (SS)	Be your best (M)
		(E)		(A)	(H/PE)
		(A)		(E)	
4-6	Into the future! (T)	Breaking the record (E)	Adaptation of cricket (E)	What are the chances? (M)	Bat to basics (Sci)
			(SS)	Who has the best stats? (M)	(E)
				(A)	
7-8	Where to next? (T)	Future pathways (SS)	Kilikiti (SS)	What do the stats say? (M)	The worm (M)
		(E)	(E)		(H/PE)
7-8	What to eat? (H/PE)	Global heroes (E)	Breaking down barriers (SS)	Teamwork makes the dream work (CC)	High tech (E)
		(SS)	(E)		
7-8	Data, data, and more data! (M)	Tricky choices (SS)	Time with "G" (E)	What will it be like? (CC)	Hit the gaps (M)
		(E)		United we play (E)	(H/PE)
		(A)		(M)	
				(SS)	
				A picture speaks a thousand words (A)	
	(E)				

Social sciences (SS)

Arts (A)

Science (Sci)

Maths (M)

English (E)

Health and PE (H/PE)

Learning languages (LL)

Technology (T)

Cross-curricular (CC)

This theme, Cricket Smart – Past, present, future, has a focus on the evolution of cricket, the events and needs that have shaped its development, and how it may be adapted in the future. Through this theme, students can gain insight into the following:

- cricket in the Pacific region, in New Zealand, and globally
- what cricket was like in the past, how this compares with now, and what it might look like in the future
- historical timelines and moments of significance
- tradition and history: where did the game originate, and who played it?
- changes over time to rules, equipment, uniform, grounds, etiquette, and protocols.

### KEY ONLINE RESOURCES

These websites are key resources teachers can use to support cricket learning opportunities.

<p><b>BLACK CAPS</b>  <a href="http://www.blackcaps.co.nz">www.blackcaps.co.nz</a></p> 	<p><b>ICC CRICKET WORLD CUP</b>  <a href="http://www.icc-cricket.com">www.icc-cricket.com</a></p>  <p><a href="http://www.icc-cricket.com/cricket-world-cup">www.icc-cricket.com/cricket-world-cup</a></p> 	<p><b>TE ARA – CRICKET</b>  <a href="http://www.teara.govt.nz">www.teara.govt.nz</a></p>  <p><b>DIGITAL NZ SET OF CRICKET RESOURCES</b>  <a href="http://bit.ly/1ngOh9p">http://bit.ly/1ngOh9p</a></p> 
<p><b>NZ HISTORY</b>  <a href="http://www.nzhistory.net.nz">www.nzhistory.net.nz</a></p> 	<p><b>CRICINFO</b>  <a href="http://www.espncricinfo.com">www.espncricinfo.com</a></p> 	<p><b>NZ CRICKET MUSEUM</b>  <a href="http://bit.ly/1mnFeTx">http://bit.ly/1mnFeTx</a></p>  <p><b>NZ MUSEUMS</b>  <a href="http://www.nzmuseums.co.nz/">http://www.nzmuseums.co.nz/</a></p> 



## KEY CRICKET VOCABULARY

**Equipment** – bails, stumps (wickets), cricket pitch, bat, ball, pads, helmet, protector (box, cup), gloves, cricket shoes, thigh guard, arm guard, chest guard, boundary rope, sight screen, cricket whites

**Game play** – runs, sixes, fours, duck, golden duck, over, maiden over, 5-wicket bag, century, half-century, hat trick, boundary, crease, appeal, backlift, bouncer, innings, batting order, dismissal, full toss, googly, yorker, overthrow, toss, power play, run rate, strike rate, wide

**Ways to get out** – stumped, caught, run out, bowled, hit wicket, leg before wicket (lbw), handled the ball, hit the ball twice (double hit), obstructing the field, timed out

**General** – umpire signals, wagon wheel, Snickometer, Hawk-Eye, Duckworth-Lewis method, cricket laws, cricket ground

**Types of games** – test match, one-day match (50-over match; one-day international [ODI]), twenty20 (T20) match

**Competitions** – ICC Cricket World Cup, ICC Champions Trophy, HRV Cup, Ford Trophy, Plunket Shield, Indian Premier League (IPL), Chappell-Hadlee Trophy, county cricket, club cricket

**Players, positions, and umpires** – umpire, third umpire, scorer, batsman/batswoman, night watchman, opener, wicketkeeper, bowlers (fast, medium-fast, slow, seam, leg spin, off spin), fielders, runner, fielding positions (<http://bit.ly/1os5iNk>), all-rounder

**Movement** – bowl, field, throw, catch, bat, run



# CURRICULUM LINKS



We encourage teachers to adapt this summary of links to the New Zealand Curriculum to align the summary with their school curriculum and student needs.

CRICKET SMART – PAST, PRESENT, FUTURE		
<b>Key understandings for this theme</b>	<p>How cricket has evolved as a sport, what events and needs have shaped its development, and how it may change in the future:</p> <ul style="list-style-type: none"> <li>• how cricket as a sport and cricket events of the past have shaped present-day cricket and what may shape its future</li> <li>• how things change over time</li> <li>• why we make changes, for example, technological advances, community needs, lifestyles.</li> </ul>	
<b>Key competencies</b>	<p><i>Thinking, Relating to others, Using language, symbols, and texts, Participating and contributing, Managing self</i></p> <p>Each learning opportunity encompasses different key competencies, and teachers will need to identify which one or ones they and their students are focusing on through the learning opportunity chosen.</p>	
<b>Values</b>	<p><i>This theme provides a vehicle for exploring the value of</i></p> <ul style="list-style-type: none"> <li>• <b>innovation</b> – by exploring technological advances in cricket and considering how things change as a result of innovation.</li> </ul> <p>It is important to also make connections to school values.</p>	
<b>Learning areas</b>	<b>Suggested achievement objectives</b>	<b>Curriculum links to learning opportunities</b>
<b>Social sciences</b>	<p><b>Level 1</b></p> <p>Understand how the past is important to people</p>	<p>What's different? (years 1–2)</p>
	<p><b>Level 2</b></p> <p>Understand how time and change affect people's lives</p>	<p>What's different? (year 3)</p> <p>How has cricket gear changed? (year 4)</p>
	<p><b>Level 3</b></p> <p>Understand how people remember and record the past in different ways</p>	<p>How has cricket gear changed? (years 5–6)</p>



<b>English</b>	<p><b>Level 1</b></p> <p>Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas (Processes and strategies)</p>	Listen carefully! (years 1–2)
	<p><b>Level 2</b></p> <p>Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas (Processes and strategies)</p>	Listen carefully! (year 3) Tell me! (year 4)
	<p><b>Level 3</b></p> <p>Show a developing understanding of how to shape texts for different purposes and audiences (Purposes and audiences)</p>	Tell me! (years 5–6)
<b>Technology</b>	<p><b>Level 2</b></p> <p>Understand that technological outcomes are developed through technological practice and have related physical and functional natures (Nature of technology)</p>	Into the future! (year 4)
	<p><b>Level 3</b></p> <p>Describe the nature of an intended outcome, explaining how it addresses the need or opportunity (Technological practice)</p>	Into the future! (years 5–6)
	<p><b>Level 4</b></p> <p>Understand how technological development expands human possibilities and how technology draws on knowledge from a wide range of disciplines (Nature of technology)</p>	Where to next? (years 7–8)

<b>Mathematics</b>	<p><b>Level 1</b></p> <p>Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time, by direct comparison and/or counting whole numbers of units (Measurement)</p>	How far can the ball go? (years 1–2)
	<p><b>Level 2</b></p> <p>Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time (Measurement)</p> <p>Conduct investigations using the statistical enquiry cycle (Statistical investigation)</p>	How far can the ball go? (year 3)
	<p><b>Level 4</b></p> <p>Plan and conduct investigations using the statistical enquiry cycle (Statistical investigation)</p>	Data, data, and more data! (years 7–8)
<b>Science</b>	<p><b>Levels 1 and 2</b></p> <p>Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models (Investigating in science)</p>	How far can the ball go? (years 1–3)
<b>Health and physical education</b>	<p><b>Level 4</b></p> <p>Demonstrate an increasing sense of responsibility for incorporating regular and enjoyable physical activity into their personal lifestyle to enhance well-being (Personal health and physical development)</p>	What to eat? (years 7–8)

# TEACHING AND LEARNING



## LEARNING OUTCOMES, LEARNING INTENTIONS, AND SUCCESS CRITERIA

For each learning opportunity, the overall purpose (or learning outcome) of the task has been identified in this resource. Teachers should also identify the specific learning intentions and co-construct the success criteria with their students to adapt the tasks for their students' learning needs.

## KEY VOCABULARY FOR PAST, PRESENT, FUTURE

same, different, compare, measure, distance, weight, Snickometer, gear, rules, umpire, appeals, controversial, third umpire, endurance, stamina, agility, balance, eye-hand coordination, nutrition, handle, grip

### TAKE A LOOK AT THESE:

Cricinfo – <http://es.pn/1rN3UwO>  
Britannica – <http://bit.ly/1uneqc0>  
The beginnings of cricket – <http://bit.ly/1A6VPS5>  
Padlet – a site for recording responses: <http://padlet.com>



New Zealand Post

**SUPERSTARTER SKILLS**

Check out *Superstarter Skills cricket* activity cards, developed by New Zealand Cricket supported by New Zealand Post. Theme five of this resource, *Hit It for Six*, includes learning opportunities which align the Superstarter Skills to this Cricket Smart resource.

### POSSIBLE QUESTIONS FOR

### STUDENT-LED INQUIRY

(relates to all levels)

- What are the origins of cricket? Why is it called cricket?
- When was it first played around the world and in New Zealand?
- What were some of the major events or highlights that have shaped cricket or cricket events such as the ICC Cricket World Cup?
- What were some of the memorable moments? Why were these memorable?
- Can you compare and contrast how cricket was played in the past and is played today?
- How has technology improved (or not improved) the sport of cricket from the past to today? What might technology use be like in the future of cricket?
- What are some of the world records in cricket? Is New Zealand up there for any?
- What is the Duckworth-Lewis method? Why is it called this? How did this come about?
- What makes some cricket grounds special, for example, Lord's, the Basin Reserve, the Melbourne Cricket Ground (MCG), the Sydney Cricket Ground (SCG), the Gabba?
- What happened to some of the cricket grounds that were used in the past, for example, Lancaster Park?
- How might cricket grounds change in the future? What are some of the stories around these venues?
- Why is cricket seen as a traditional game? Why is it sometimes called the gentlemen's game?
- What are some of the key cricket competitions we have in New Zealand and participate in overseas?
- Have the New Zealand cricket teams always been called the Black Caps and the White Ferns? Why are they called these names?



1956 NZ V. WI BALL – NZ'S FIRST TEST WIN  
New Zealand Cricket Museum,  
John Reid Collection



NEW WHITE CRICKET BALL, c2012  
New Zealand Cricket Museum Collection



PARR'S ALL-ENGLAND XI BAT, PRESENTED TO  
OTAGO'S JOHN KISSLING, 1864  
New Zealand Cricket Museum Collection



CRICKET BAT, 2013  
New Zealand Cricket Museum,  
Private Collection



## YEAR 1–3 LEARNING OPPORTUNITIES

### Title: What's different?

**Curriculum learning area:** Social sciences

**Purpose:** To explore the evolution of cricket equipment and identify and understand why things change over time

### DESCRIPTION:

- To check that students understand the concept of same and different, teachers may need to link to this aspect of their prior knowledge (particularly for year 1 students):
  - Using Google Images, show pictures of schools in the 1800s (uniforms, playground, classroom layout). Use the think, pair, share strategy to discuss these questions: *What can you see? How do you think the children feel?*
  - View a series of pictures of schools in 2014 (uniforms, playground, classroom layout). Think, pair and share these questions: *What can you see? In these pictures, what differences can you see compared to the first set of pictures? Why are things different now?* This could be done in pairs or small groups.
  - As an alternative to looking at online images, you could use the Ready to Read text *The Way It Was* to explore how things change over time.
- Look at images and describe and compare an old and a new cricket bat, using these easy info [links](#). Discuss: *What can you see? What materials are used? What differences do you notice between the old and new equipment? Why are things different now?*

- Repeat this process comparing old and new balls using this NZ Museums [link](#).
- Repeat this process looking at the changes that have occurred in cricket gloves, using the NZ Museums link. Use the same questions as above to explore the differences.
- Year 1 – Record differences as students describe them orally.
- Year 2 – Students draw the differences they see (with a buddy if preferred) and talk about their drawing.
- Year 3 – Students draw a picture showing one difference they can see and write what that difference is.
- Students could then continue with their own inquiries into other pieces of cricket equipment that have changed over time, using the suggested resources.

### RESOURCES:

- History of the cricket bat <http://bit.ly/1oTsg69>
- NZ Museums: Cricket gloves <http://bit.ly/1oTtEFR>
- Ready to Read text: *The Way It Was*, by Dot Meharry (Learning Media 2004)

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Are students able to notice the differences and hypothesise as to why the changes occurred?

Which students can talk about and describe the changes in cricket equipment over time?



## Title: Listen carefully!

**Curriculum learning area:** English  
(Processes and strategies)

**Purpose:** To identify key information about cricket from an oral text and record this information

### DESCRIPTION:

- Each student has a copy of the listening grid template (Template 1.1 "[Listen carefully!](#)" at the end of this resource). For year 1 students, the teacher may choose to use the listening grid in an enlarged format and scribe the information for the students as they identify the key points.
- Read the sentences in Template 1.2 "[Listen carefully!](#)" to the students.
- As the students hear the information, they record the key parts in the appropriate section of the listening grid.
- Younger students may need to record the information by drawing pictures.
- Older or more able students can record the information in writing. Tell them to write notes rather than full sentences.

- After they have recorded the key information, students talk in pairs about the information they have recorded on their grid. Some students may need a speaking frame to scaffold this, for example, *In cricket you need ...*, *Cricket players wear ...*, *A cricket game is ...*
- Discussion can also focus on the similarities and differences between the three sports.
- If appropriate, students could go on to use the information about cricket (or the other sports) to create a piece of written text.

### RESOURCES:

- [Template 1.1 for students: Listen carefully!](#)
- [Template 1.2 for teachers: Listen carefully!](#)

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Are the students able to identify the main points in the information they hear and then record them in some way? Can they compare the differences between the three sports?

Can they use the key information to orally describe one of the sports and then write about it?



## Title: How far can the ball go?

**Curriculum learning area:** Mathematics (Measurement, Statistical investigation), Science (Investigating in science)

**Purpose:** Use different forms of measurement to compare balls

### DESCRIPTION:

- Choose a selection of balls, for example, tennis ball, soft cricket ball, match cricket ball (hard ball), basketball, rugby ball, and netball (these could be old balls and new balls).
- Students look at, feel, lift, and bounce the balls using a bus stop strategy (see the description below). They note their observations in response to questions such as: *What does the ball look like? How does the ball feel? What shape is the ball? How heavy is the ball? Does the ball bounce?* For a **bus stop** task, place the balls around the classroom, each with a large sheet of paper for students to make notes on as they explore the properties of the ball. Alternatively, students could record their responses on [Padlet](#).
- Send a group of students to each ball. When they have had enough time to make notes, have the groups move to the next ball. Continue the rotation until all groups have had an opportunity to examine each ball. Discuss the findings.
- Discuss with the students the ways that they could measure the balls. For example, they could measure their weight, measure their circumference, or try throwing them and measuring the distance they can be thrown. Choose one measurement method

to explore. Students then participate in their own information gathering with a range of balls. They could work in pairs to see how far they can throw a ball and measure the distance with a ruler or tape measure. Or they could weigh the balls on scales and compare the different weights.

- Students could use the data to make graphs comparing distances or weights.
- Year 2–3 students could go on to design a cricket ball. Materials used could include: paper, cloth, playdough, and plastic bags. Specify that the ball must roll and be able to knock the bails off a wicket. After construction of the ball and testing, discuss: *Which material worked the best? Which ball went furthest?*

### RESOURCES:

- a selection of balls used in different sports
- measuring instruments: scales, tape measures, rulers
- material for making a ball – paper, cloth, playdough, plastic bags
- <http://padlet.com>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

How did the students describe their observations of the balls? Did they use appropriate terminology?

Could the students measure the distances or weights accurately?

Were they using appropriate mathematical language to describe the results?



# YEAR 4–6 LEARNING OPPORTUNITIES



## Title: How has cricket gear changed?

Curriculum learning area: Social sciences

Purpose: To identify how cricket items have changed over time

### DESCRIPTION:

- Use Google Images to source pictures of old and new cricket equipment and uniforms. Alternatively, you could use the NZ Cricket museum images.
- Show these images to the students and discuss them.
- Use a graphic organiser to record differences. An example of a graphic organiser that would suit this task is included ([Template 1.3 “How has cricket gear changed?”](#) at the end of this resource). The graphic organiser could have headings, such as Size, Shape, Material, and Colour, that would guide the students on the aspects of the items that you want them to compare.
- In pairs or small groups, students record the differences between the items from the past and present. Students who have knowledge of cricket could share their expertise with others.

- Groups or pairs report back on their findings and observations.
- From the findings, generate questions for further investigation, for example: *Why do cricketers wear white clothing for test matches and coloured clothing for 50-over (one-day) matches? When did changes to the cricket equipment occur? Why did the shape of cricket bats change?*
- Individually, or in small groups, the students decide on an aspect to investigate further.
- Students each research their question and present their findings as a blog, a poster, a podcast, a timeline of changes, or a KWL chart.

### RESOURCES:

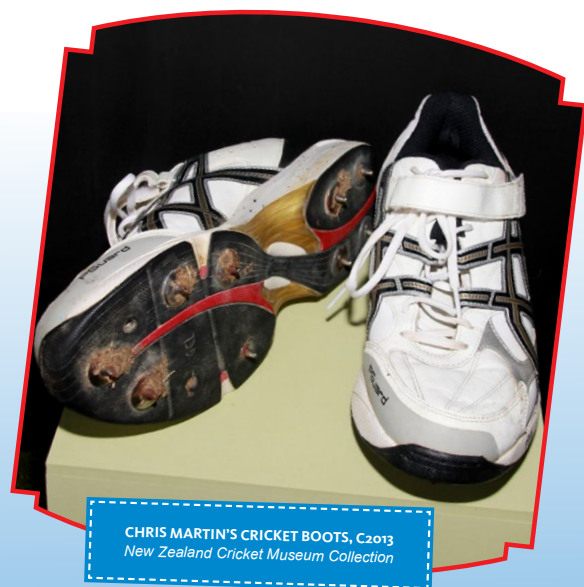
- [Template 1.3 for students: How has cricket gear changed?](#)
- NZ History: New Zealand Cricket <http://bit.ly/1ncyqbv>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students describe the changes in cricket equipment?

Which students were able to generate an inquiry from the initial discussion?

Did the students use a robust inquiry process to investigate?



## Title: Tell me!

**Curriculum learning area:** English  
(Processes and strategies, Purposes and audiences)

**Purpose:** To investigate changes in a range of sports and learn how to ask interview questions that will elicit the desired information

### DESCRIPTION:

- Introduce the purpose of the task: interviewing an adult they know who plays sport, to find out how the sport they play has changed over time.
- Use an artefact (story or interview) as an example of open questions that require more than a “yes” or “no” answer. These *School Journal* issues have examples of interviews: Part 4 Number 3, 2002; Part 2 Number 1, 2005.
- Investigate how to write rich questions using one of the model texts. Unpack the language used in open questions, for example, *What might ... How did ...*
- Brainstorm with students the information that they want to get from the person they are interviewing, for example, *how the gear they use has changed over time; the changes to the rules of the game.*
- In groups, the students construct questions that will elicit the information they are wanting.

- Have them trial the questions on a partner. Discuss note-taking – some teachers may need to spend time teaching their students how to note-take. There are some ideas of how to do this [here](#).
- The students each conduct the interview with an adult – this might be a grandparent, parent, another family member, or an adult at school. Schools could also make contact with their local sports clubs to see if they could send a player or ex-player to the school to be interviewed.
- After the interview, the students can decide how they each want to present the information for others to access, for example, as a newspaper report, a blog, or a podcast. After they have completed their reports, they could present them to classmates and the people they interviewed for feedback.

### RESOURCES:

- *School Journal* issues: Part 4 Number 3, 2002; Part 2 Number 1, 2005
- Pinterest: Note-taking <http://bit.ly/YCh2aZ>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Were the students able to construct a range of questions for the person they were interviewing?

How did the students make notes? Is further teaching on note-taking needed?





## Title: Into the future!

**Curriculum learning area:** Technology  
(Nature of technology, Technological practice)

**Purpose:** To consider changes that may take place in the game of cricket in the future

### DESCRIPTION:

- Design a possible change to an aspect of cricket that would enhance the game for spectators, players, or coaches.
- As a class, discuss questions such as: *Do you think we will play cricket in the future? What changes would help cricket players, umpires, or coaches? What would you like to see changed in cricket that would make it more fun to play or watch? What might make you play cricket?*
- As a class, choose one aspect of cricket (for example, laws of cricket, an event, equipment, uniform, stadiums).
- In pairs or small groups, the students identify what could be changed in that aspect to make cricket better (this could be for players, coaches, or spectators).
- Design a model of the change to the aspect chosen, for example, a stadium where both players and spectators are sheltered from the sun because of the effect of global warming; or using digital technology for improving the umpiring or coaching of cricket.

- The students each write a brief for their idea, including headings such as: What the idea is, Who it should be used by, The benefits of the idea, How it would work, and How it would be tested. The brief could also include images to show how the idea would look.
- After preparing the brief, students each prepare a presentation that they will be able to use to “sell” their idea. Some students may need support with the use of persuasive language in their presentation. Two resources that may support teachers with this are the Ministry of Education’s [\*English Language Intensive Programme \(ELIP\): Primary Resource\*](#) or *Write Ways* by Lesley Wing Jan (OUP Australia, 2008).
- The students each present their design to a panel. This could be made up of their peers, other teachers, parents, or people from a local cricket club. Their goal is to persuade the panel to approve of their idea.

### RESOURCES:

- TKI ESOL online <http://bit.ly/1rqt1Dj>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Are students able to identify a problem that needs a solution? Are the problems authentic? Are the proposed solutions authentic? Would the outcome meet the need?

Did students use persuasive language to try to “sell” their idea?





## Title: Where to next?

**Curriculum learning area:** Technology  
(Nature of technology)

**Purpose:** To identify a complex problem that currently exists in cricket and suggest a possible solution

### DESCRIPTION:

- Show a video of a [cricket umpiring decision](#). Here is another [example](#).
- Discuss why it may have been difficult for the umpire to make the decision. For example, the incident may have been unsighted because of the player's position, because the umpire may have had sun in their eyes, or because the ball may have been travelling too fast. Discuss what would have helped the umpire.
- View video clips of [tennis umpiring challenges](#) to compare the issues for tennis and cricket. Ask: *How does the use of "challenges" in cricket and tennis enhance the games?*
- Discuss how [Hawk-Eye](#) has helped cricket and tennis.
- Explore other technological advances that have taken place in cricket over time (for example, third umpire, Snickometer, appeals).
- Students discuss whether there are aspects of cricket that could help tennis with umpiring decisions, and vice versa. Have them consider the aspects that are challenging for cricket. Students then choose one aspect that they believe could be improved.
- When they have identified the problem, they create a brief and simple design for a potential solution. The Technology Online [website](#) has a description of what a brief should include. There are also examples of other technology projects on this site.
- Students present the problem and proposed solution to an audience of classmates, peers, or parents, using an

appropriate format such as a model or a digital presentation. Classmates could act as a panel and judge the viability of the proposed innovation or change.

### RESOURCES:

- YouTube: Controversial cricket dismissal <http://bit.ly/1pK6xxQ>
- YouTube: Stumping dismissal <http://bit.ly/1qpb5Zu>
- YouTube: Tennis challenge <http://bit.ly/YckjxQ>
- Hawk-Eye <http://bit.ly/1r3761c>
- TKI: Technology Online <http://technology.tki.org.nz/>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Do the challenges chosen by students show an understanding of the issues?

Do the design solutions show detail that indicates an ability to clearly identify the steps required?

Have the students included enough detail in their presentation to enable others to understand the issue and proposed solution? Is the solution fit for purpose?



## Title: What to eat?

Curriculum learning area: Health and physical education (Personal health and physical development)

Purpose: To learn about the types of foods that cricketers and other people need when they are engaged in regular physical activity

### DESCRIPTION:

- As a class, discuss the types of physical attributes that cricketers need, including endurance, stamina, agility, balance, and good eye-hand coordination.
- Discuss the physical demands that cricketers have when they are playing and when they are training. Ask: *Are they the same?* Consider the weather conditions and the season that cricket games are usually played in, the length of games, exposure to the sun, and the times between meal breaks.
- Have the students explore the websites listed in the "Resources" section and discuss the differences between a cricketer's nutritional needs on match days compared to training or rest days.
- In pairs or individually, the students design a meal plan for a cricketer for a match day and a non-match day.
- Each student then compares their own nutritional requirements to a cricketer's needs in relation to the physical activity that the student participates in. A compare and contrast diagram could be used. Discuss what physical requirements their own participation in a particular activity requires and the type of food they would need to ensure their well-being.

- Students each design an aspirational plan for a week, taking into account the physical activities they participate in and including examples of the food they should eat to enhance their well-being. Students could compare the foods in the aspirational plan with their current diet.
- Each student could choose from a range of media to record and then present the plan to classmates or peers, for example, a blog, poster, chart, or spreadsheet.

### RESOURCES:

- Australian Sports Commission: AIS <http://bit.ly/1q1KKPY>
- NZ Nutrition Foundation: Sports nutrition <http://bit.ly/1s257Ma>
- Heart Foundation Publication: Snack Attack (Part of the Heart Start Toitoti Manawa resource).

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Have the students been able to identify the types of physical activities they participate in?

How have they presented their plan, and is it clear for the audience? Is the nutritional plan fit for purpose?



## Title: Data, data, and more data!

**Curriculum learning area:** Mathematics  
(Statistical investigation)

**Purpose:** Using the results from a cricket match to learn about statistics and graphing

### DESCRIPTION:

- Use this Cricket Archive [website](#) to view data for a cricket match.
- Discuss the aspects of the match that could be analysed, for example, runs scored or bowling statistics.
- As a class, look at the text *The Black Caps Make History* (Connected 3, 2000) and discuss how the data from this match was recorded and used.
- Students work in pairs to choose a match that interests them and then find the data about the match by looking on websites. Examples are included in the “Resources” list.
- Students could create a spreadsheet to enter data, or they could decide what type of graphing would be most suitable for displaying the data and create a graph. This might be a bar graph, stem and leaf graph, or pie graph. A link to a NZ Maths [spreadsheet tutorial](#) is included for students

who need explicit teaching on how to use a spreadsheet.

- Using the graph, students analyse the data, identify trends, and write findings from the data.
- Students then present their findings to their class.

### RESOURCES:

- Cricinfo: Records <http://bit.ly/YCiR7R>
- thatsCricket: Statistics <http://www.thatscricket.com/statistics/>
- Cricket Archive <http://bit.ly/1rnqWKG>
- TKI: NZ Maths <http://www.nzmaths.co.nz/spreadsheet-tutorial>
- *The Black Caps Make History*, Connected 3, 2000

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Are the students able to analyse the data for trends and talk about these trends?

Have the students chosen appropriate ways to display the data?

If they used a spreadsheet, have they been able to use it competently? Is further support on spreadsheets required?



# TEMPLATE 1.1



LISTEN CAREFULLY

Length of the game			
Clothing			
Equipment			
Cricket	Rugby	Netball	

# TEMPLATE 1.2



## LISTEN CAREFULLY

Read these sentences to the students one at a time so they can record the key information on their grid (Template 1.1) either in pictorial form or in writing.

1. Netball is a game that is played on a netball court. The players use a ball and two hoops.

2. A rugby game is usually 80 minutes long.

3. In cricket, players need to have pads on their legs. Cricket is played with wickets, a bat, and a ball.

4. A netball game has four quarters that are usually 15 minutes long.

5. In rugby the players play with an oval ball.

6. A cricket game can be one day, three days, or five days long.

7. In netball the players usually wear a dress or a skirt and top.

8. In cricket the players wear long pants and a shirt. Sometimes their clothes are white, and sometimes they are coloured.

9. In rugby the players wear rugby boots, a shirt, and shorts.

# TEMPLATE 1.3



## HOW HAS CRICKET GEAR CHANGED?

	SIZE	SHAPE	COLOUR	MATERIAL
HARD CRICKET BALL				
SOFT CRICKET BALL				
TENNIS BALL				
NETBALL				
RUGBY BALL				
SOCCER BALL				
TABLE TENNIS BALL				