



# WHAT AN EVENT!

CURRICULUM-ALIGNED RESOURCES FOR YEAR 1-8 TEACHERS





## EXTERNAL LINKS TO WEBSITES

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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

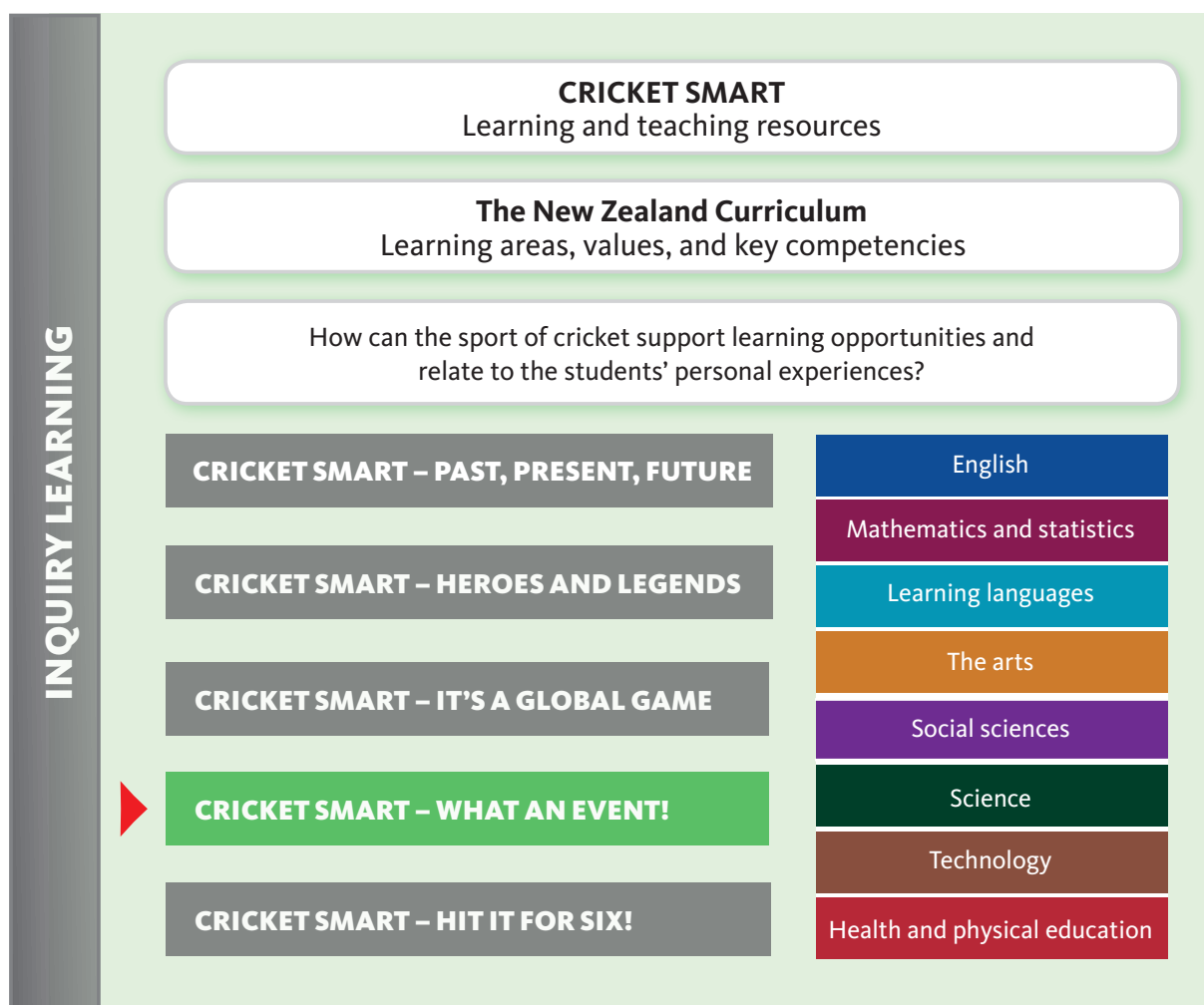
The key competencies, values, and achievement objectives of the New Zealand Curriculum provide the framework for the Cricket Smart resources. The resources incorporate effective pedagogy, as described in the New Zealand Curriculum, through a variety of learning opportunities. Teachers will be able to 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!

## CRICKET SMART RESOURCES AND THE NEW ZEALAND CURRICULUM



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 – What an event!, has a focus on how major events such as the ICC Cricket World Cup are organised and hosted. Through this theme, students can gain insight into:

- who are the players and teams who compete in the ICC Cricket World Cup
- the many different roles involved in organising and running an event
- how hosting an event allows a country and its people the opportunity to showcase their heritage and culture
- how a major sporting event of the present might evolve to be different in the future.

### 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.espnccricinfo.com">www.espnccricinfo.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 – WHAT AN EVENT!

<p><b>Key understandings for this theme</b></p>	<p>How major sporting events such as the ICC Cricket World Cup are organised and hosted:</p> <ul style="list-style-type: none"> <li>• the importance of a sporting event like the ICC Cricket World Cup, and what an honour it is for a country to host such an event</li> <li>• ways in which hosting a major event benefits the whole country, for example, through tourism, other economic benefits, and developing relationships with other countries</li> <li>• how, for an event to be successful, the planning process needs to include cultural considerations and protocols as well as planning for the roles of a large team of people, including volunteers</li> <li>• who are the players and teams competing in ICC Cricket World Cup events</li> <li>• how hosting an event allows a country and its people the opportunity to showcase their heritage and culture.</li> </ul>
<p><b>Key competencies</b></p>	<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>
<p><b>Values</b></p>	<p><i>This theme provides a vehicle for exploring the values of:</i></p> <ul style="list-style-type: none"> <li>• <b>innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively</b> in considering how countries participate in the ICC Cricket World Cup now and how tournaments such as this might evolve in the future</li> <li>• <b>diversity</b>, through understanding how an event such as the ICC Cricket World Cup reflects cultures, languages, and heritages</li> <li>• <b>community and participation for the common good</b>, through collaboratively organising and participating in an event such as a school-run cricket tournament or an opening ceremony, or through volunteering for a major event.</li> </ul> <p>It is also important to make connections to school values.</p>



Learning areas	Suggested achievement objectives	Curriculum links to learning opportunities
Mathematics	<p><b>Level 1</b></p> <p>Conduct investigations using the statistical enquiry cycle (Statistical investigation)</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> <p>Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions (Number strategies)</p>	<p>What do the stats say? (year 1–3 version in year 7–8 section)</p> <p>How big is the trophy? (years 1–3)</p> <p>Adding up the runs (years 1–3)</p>
	<p><b>Level 2</b></p> <p>Conduct investigations using the statistical enquiry cycle (Statistical investigation)</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>Investigate simple situations that involve elements of chance, recognising equal and different likelihoods and acknowledging uncertainty (Probability)</p> <p>Use simple additive strategies with whole numbers and fractions (Number strategies)</p>	<p>What do the stats say? (year 1–3 version in year 7–8 section)</p> <p>How big is the trophy? (years 1–3)</p> <p>What are the chances? (years 4–6)</p> <p>Opening the batting (years 4–6)</p> <p>Adding up the runs (years 1–3)</p>
	<p><b>Level 3</b></p> <p>Use a range of additive and simple multiplicative strategies with whole numbers, fractions, decimals, and percentages (Number strategies)</p> <p>Conduct investigations using the statistical enquiry cycle (Statistical investigation)</p> <p>Investigate simple situations that involve elements of chance by comparing experimental results with expectations from models of all the outcomes, acknowledging that samples vary (Probability)</p>	<p>Opening the batting (years 4–6)</p> <p>What do the stats say? (years 7–8)</p> <p>What are the chances? (years 4–6)</p> <p>Who has the best stats (years 4–6)</p>
	<p><b>Level 4</b></p> <p>Plan and conduct investigations using the statistical enquiry cycle (Statistical investigation)</p> <p>Use a range of multiplicative strategies when operating on whole numbers (Number strategies)</p>	<p>What do the stats say? (years 7–8)</p> <p>United we play (years 7–8)</p> <p>What will it be like? (years 7–8)</p>

<b>English</b>	<b>Level 1</b> Form and express ideas on a range of topics (Ideas)	Music and the mascot (years 1–3)
	<b>Level 2</b> Show some understanding of ideas within, across, and beyond texts (Ideas) Select, form, and express ideas on a range of topics (Ideas)	Music and the mascot (years 1–3) Opening the batting (years 4–6) Showcasing New Zealand (years 4–6)
	<b>Level 3</b> Show a developing understanding of ideas within, across, and beyond texts (Ideas) Use language features appropriately, showing a developing understanding of their effects (Language features)	Opening the batting (years 4–6) Showcasing New Zealand (years 4–6)
	<b>Level 4</b> Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas (Processes and strategies) Select, develop, and communicate ideas on a range of topics (Ideas) Use a range of language features appropriately, showing an increasing understanding of their effects (Language features)	Teamwork makes the dream work (years 7–8) What will it be like? (years 7–8) United we play (years 7–8)
<b>The Arts</b>	<b>Levels 1 and 2</b> <b>Music – Sound arts</b> Explore and express sounds and musical ideas, drawing on personal experience, listening, and imagination (Developing ideas) Share music making with others (Communicating and interpreting) <b>Visual arts</b> Share ideas about how and why their own and others' works are made and their purpose, value, and context (Understanding the visual arts in context) Explore a variety of materials and tools and discover elements and selected principles (Developing practical knowledge)	Music and the mascot (years 1–3) How big is the trophy? (years 4–6) Opening the batting (years 4–6) Showcasing New Zealand (years 4–6)

	<b>Level 3</b> <b>Visual arts</b> Explore some art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes (Developing practical knowledge)  Describe the ideas their own and others' objects and images communicate (Communicating and interpreting)	Opening the batting (years 4–6)  Showcasing New Zealand (years 4–6)
	<b>Level 4</b> <b>Visual arts</b> Explore and describe ways in which meanings can be communicated and interpreted in their own and others' work (Communicating and interpreting)	What will it be like? (years 7–8)  A picture speaks a thousand words (years 7–8)
<b>Social sciences</b>	<b>Level 1</b> Understand how the cultures of people in New Zealand are expressed in their daily lives	Music and the mascot (years 1–3)
	<b>Level 2</b> Understand how cultural practices reflect and express people's customs, traditions, and values  Understand how places influence people and people influence places	Music and the mascot (years 1–3)  Opening the batting (years 4–6)  Showcasing New Zealand (years 4–6)
	<b>Level 3</b> Understand how people view and use places differently  Understand how cultural practices vary but reflect similar purposes	Showcasing New Zealand (years 4–6)  Opening the batting (years 4–6)
	<b>Level 4</b> Understand how people participate individually and collectively in response to community challenges	Teamwork makes the dream work (years 7–8)  United we play (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 WHAT AN EVENT!

mascot, celebration, host, tournament, trophy, ceremony, culture, stadium, event, participate, visitor, world ranking, commentator, reporter, designer, volunteer, profile, debut, competitor

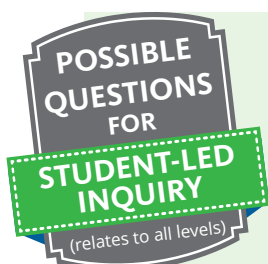
## TAKE A LOOK AT THESE:

- Fun Trivia: ICC Cricket World Cup <http://bit.ly/1vyNUMI>
- Sportycious: Some of the Interesting facts about the Cricket World Cup <http://bit.ly/1sPXLk8>
- Activity Village: Cricket (simple cricket templates and activities for younger children) <http://bit.ly/1CHRBgO>
- *Pirates Don't Play Cricket*, a book co-written by former New Zealand bowler Iain O'Brien and maths teacher Rowan Gibson. An action-packed, detail-filled, and educational look at teamwork, making new friends, and learning how to throw a ball. (My Little Big Town, 2013)
- TKI: Digistore: "Our Eleven", 1930 – Recording of a popular topical song, composed by Jack Lumsdaine, about the Australian cricket team's successful tour of England in 1930



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.



- How do you organise a global event? What is involved?
- What costs would you need to consider when hosting an event?
- In what ways can you be a good host?
- What do you need to think about when organising a sporting event, for example, promotions, tickets, logistics, transport, environmental issues, and opening and closing ceremonies?
- How do different communities and/or cultures showcase their hosting, for example, hāngi, pōwhiri?
- Imagine an event like the ICC Cricket World Cup in the future – what might it be like?
- What parts of New Zealand would be good to showcase to the people who visit here for a large sporting event?
- Why is it important to have volunteers at sporting events?
- How would you organise your own event? What would you need to consider?
- How might you participate in or contribute to an ICC Cricket World Cup event (or other events)?
- How do the different types of cricket games differ, for example, test match, 50-over match, one-day international (ODI), T20 match?
- How do these cricket competitions differ: ICC Cricket World Cup, ICC Champions Trophy, HRV Cup, Ford Trophy, Plunket Shield, Indian Premier League (IPL), county cricket, club cricket?
- What are the different types of surfaces that cricket is played on? How is turf important? Why are so much money and time spent on the field and pitch?

# YEAR 1–3 LEARNING OPPORTUNITIES



Teachers should also see “What do the stats say?” later in this resource, which has activities adapted for this age group.

## Title: Music and the mascot

**Curriculum learning areas:** The Arts (Music, Visual arts), English (Ideas), Social sciences

**Purpose:** To consider how celebrations and major events are characterised through the arts

## DESCRIPTION:

### Visual arts

- To develop their prior knowledge, ask students to think about when they have had a celebration – birthdays, weddings, Easter, Christmas, Diwali, Chinese New Year. Select a few celebrations and have the students use a think, pair, share strategy to brainstorm what is involved in the celebrations, for example, food, decorations, invitations, and music.
- Explain what a mascot is and ask if the students have ever seen one before.
- Show the students images of the three previous ICC Cricket World Cup mascots and ask the students why they think they were chosen by countries and what the different poses of the mascots represent.
- Each mascot has a name and a personality. Read more about Stumpy the elephant, the mascot for the ICC Cricket World Cup 2011.
- The ICC Cricket World Cup 2015 did not have a mascot. Ask the students to brainstorm what animal they would choose as a mascot to represent New Zealand's role in hosting the ICC Cricket World Cup 2015. In pairs, students can choose one animal to develop as a mascot. Their design should include: a name, a pose, what the mascot might be holding, its age, and a description of its character.

- Provide materials for the children to create a puppet from their mascot design. This could be a finger, sock, glove, or stick puppet.
- A class vote could be taken to determine the class/school mascot for a school cricket tournament.

### Music

- Discuss what a theme tune or chant is and ask if the students know any.
- Listen to the sports chants created by New Zealand school children for the All Whites.
- Show a video clip of a player hitting a six during a cricket match. Then, as a class, create a short chant, song, or piece of music that could be played each time a six is hit.

## RESOURCES:

- TeacherVision: Think, Pair, Share Cooperative Learning Strategy <http://bit.ly/YFYtTp>
- Cricket cosmic: ICC Cricket World Cup mascots <http://bit.ly/VN1SxR>
- ICC Cricket World Cup 2015: Stumpy the 2011 ICC Cricket World Cup mascot. <http://bit.ly/1p0XfHA>
- Activity Village: Puppets <http://www.activityvillage.co.uk/puppets>
- Musical instruments (optional)
- Stuff: chants by New Zealand school children <http://bit.ly/1slvNaU>
- ICC Cricket World Cup: Player hitting a six <http://bit.ly/1pOZxyz>

## REFLECTION FOR TEACHERS AND/OR STUDENTS:

- Can the students talk about how and why events can be celebrated?





## Title: Adding up the runs

**Curriculum learning area:** Mathematics  
(Number strategies)

**Purpose:** To use number strategies to add up the total number of runs in an over during an indoor cricket dice game

### DESCRIPTION:

- Watch this cartoon interactive on [how to score runs in a game of cricket](#). Practise these to help students understand them, or play a simplified game of cricket.
- Check out the [umpire signals](#) given for a 6, a 4, and when a player is out. Students can practise these.
- Play an indoor “cricket” game, using dice to determine the number of runs. Split the class into two teams and choose two students to be the umpires. Explain that an “over” is six balls thrown by the bowler to the batsman. Each team takes turns to roll the dice six times (for one over). On each roll of the dice, record the score:

1	2	3	4	5	6
Score 1 run	Score 2 runs	Score 3 runs	Score 4 runs	Out: 0 runs	Score 6 runs

If a 5 is rolled, that means the batsman is out. The teacher can choose whether this means 0 runs for that ball, or if that is the end of the throws for that over. If a 4, 5, or 6 is rolled, the umpires perform the appropriate signal.

- At the end of the over, add up the total number of runs scored to see which team has won. The first team to win three overs wins the game overall.
- Once students are confident playing the game, they can play by themselves in groups of three (two batsmen and one umpire).
- For more open-ended problem solving, pose questions such as: *The batsman/batswoman scored 7 runs. How many runs might he/she have scored for each of the six balls in the over?*

### RESOURCES:

- Cricket Factory: Scoring runs  
<http://bit.ly/1pnobXZ>
- Cricket Factory: Umpire signals  
<http://bit.ly/1vTtbTX>
- Standard dice

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

- Do students use counting all, counting on, or simple partitioning and grouping strategies to add numbers?



## Title: How big is the trophy?

**Curriculum learning areas:** Mathematics (Measurement), the Arts (Visual arts)

**Purpose:** To consider how and why a trophy is designed

### DESCRIPTION:

- Ask if the students have ever been awarded a trophy. Show them an image or video clip of the [ICC Cricket World Cup trophy](#).
- Ask students to describe the features of the trophy and discuss what they think these might represent. (The current trophy features a golden globe held up by three silver columns. The columns, shaped as stumps and bails, represent the three fundamental aspects of cricket: batting, bowling, and fielding, while the globe represents a cricket ball.)
- Ask the students to guess how tall and heavy the trophy is. Younger students could use comparisons such as "It's as tall as ...", "It's as heavy as ...". Year 3 students should be encouraged to explore and use personal benchmarks, for example, a fingernail for 1 cm and packet of sugar for 1 kg, to make estimations using standard units.
- Tell the students the trophy is 60 cm high and weighs approximately 11 kg. Explore these dimensions by measuring 60 cm, or creating a weight as heavy as 11 kg, and then have them work out whose estimate was the closest.
- Compare the ICC Cricket World Cup trophy with other major sporting trophies (see [Template 4.1: "Major sporting event trophies"](#) at the end of this resource). The students match each trophy to the relevant sport. They cut the images out and arrange the trophies in order from shortest to tallest. Ask: *Are they taller than, shorter than, or the same as the ICC Cricket World Cup?* Year 2 and 3 students could also work out the difference between the measurements.

- View some images of [unusual trophies](#). Students can design a trophy for the ICC Cricket World Cup or another special occasion. Ask: *What do its features represent? What dimensions will it have?* Provide materials so that students can build their designs.

### RESOURCES:

- TVNZ One News: ICC World Cup trophy <http://bit.ly/1pX7Bgm>
- [Template 4.1 for students: Major sporting event trophies](#)
- Measuring materials, such as ruler, tape measure, cubes, scales, weights, 1 kg packets of sugar, etc.
- Mail Online: The most bizarre trophies in sport <http://daily.m.oi.com/XWlm3l>
- Art materials, including scrap material, cardboard, glue, sellotape

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

- Can the students discuss how the trophy design reflects important ideas?
- Are the students able to measure and compare objects appropriately?



# YEAR 4–6 LEARNING OPPORTUNITIES



Teachers should also see “What do the stats say?” later in this resource, which has activities adapted for this age group.

## Title: Opening the batting

**Curriculum learning areas:** Cross-curricular

**Purpose:** To explore how host countries celebrate major sporting events and showcase their nations’ histories in opening ceremonies

New Zealand hosted the opening ceremony for the ICC Cricket World Cup 2015 on 12 February 2015 at Hagley Oval in Christchurch.

### DESCRIPTION:

- Watch a snippet of the ICC Cricket World Cup 2015, the 2011 [opening ceremony](#) in India, or opening ceremonies of other sporting events, for example, the [Rugby World Cup 2011](#).
- The class makes a list of the different types of activities in the ceremony. Discuss how the host nation was represented.
- The students plan an opening ceremony for the start of the next ICC Cricket World Cup to be held in their own classroom. Ask: *What events would you organise? How would you showcase New Zealand as a hosting nation? What cultural protocols might you need to include?*
- Design and make an item of clothing to celebrate the Cricket World Cup, for example, a graphic for a T-shirt or for a hat.

The ICC Cricket World Cup 2015 final was held on 29 March 2015 at the Melbourne Cricket Ground, Australia.

- As a class, explore [world time zones](#) to discover at what local times the ICC Cricket World Cup would be seen in participating countries. This website provides [tips for teaching about time zones](#).
- Choose one team participating in the Cricket World Cup, and plan a Cup Final party in support of that team, to be held in the classroom. Students should determine their overall budget and how they will break this down. They could use supermarket advertising mail to work out how much food for the party would cost. Ask: *How many people will be attending? Who would you invite? Can you invite a local cricket celebrity?*
- Students can design invitations to the party.

### RESOURCES:

- Supermarket advertising mail
- Art materials
- YouTube: ICC Cricket World Cup 2011 opening ceremony <http://bit.ly/1tPOPlx>
- YouTube: TVNZ: Rugby World Cup opening ceremony <http://bit.ly/1z8Ys5A>
- Timeanddate: Time zone map <http://www.timeanddate.com/time/map>
- Playivities: Teaching time zones in simple way <http://bit.ly/1xHPgsk>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

- Can the students work collaboratively to plan an event?
- Can the students apply number strategies to problem solving, and do they stick to a budget?



## Title: Showcasing New Zealand

**Curriculum learning areas:** Social sciences, the Arts (Visual arts), English (Ideas, Language features)

**Purpose:** To deepen their understanding of the defining features of the host cities in New Zealand

### DESCRIPTION:

- The ICC Cricket World Cup 2015 was hosted in seven locations across New Zealand. Students can mark these on a [map of New Zealand](#).
- Provide students with a jumbled-up version of the following information. Students can match the location with the stadium name and its capacity.



Location	Auckland	Hamilton	Napier	Nelson	Wellington	Christchurch	Dunedin
<b>Stadium</b>	Eden Park	Seddon Park	McLean Park	Saxton Oval	Wellington Regional Stadium	Hagley Oval	University Oval
<b>Capacity</b>	46,000	12,000	13,000	6,000	35,000	19,000	5,000

- Students investigate what sightseeing activities they would recommend to visitors at match locations in New Zealand. They can create a travel guide pamphlet or electronic story (using [Little Bird Tales](#)) outlining an itinerary, including approximate travelling times and distances.
- As well as medals, winners of sporting events often receive special gifts from the host country. Students can view a medal ceremony at the Glasgow Commonwealth Games, where a [host's gift](#) (a bowl) is given. They can also view a clip of the creation of the [host gift, medals, and outfits](#).
- Students design a visitor gift for one match location, to be awarded to each cricketer who plays in that stadium. Ask: *Does the design reflect the location? Is the gift suitable for the player to carry home in their luggage?* It should be no bigger than 10 cm square and weigh no more than 250 g.

### RESOURCES:

- Worksheet Works: Map of New Zealand <http://bit.ly/1pXcCpa>
- YouTube: creation of the host gifts, medals, and outfits for the Glasgow Commonwealth Games <http://bit.ly/1lkfrkC>
- CBC Player: Glasgow Commonwealth Games medal ceremony <http://bit.ly/1s72UPN>
- Little Bird Tales: Share your stories <https://littlebirdtales.com>
- Art materials

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

- Can the students identify the location and describe key features of the host cities in New Zealand?
- Does the gift design reflect a host city's defining features and adhere to the design criteria?



## Title: What are the chances?

**Curriculum learning area:** Mathematics (Probability)

**Purpose:** To consider events within a game of cricket and the likelihood of them occurring

### DESCRIPTION:

- Ask the students to brainstorm some events that could occur during a cricket match, for example, a player being judged lbw; or hitting a 6, a 4, or a century; or a player getting a one-handed catch; and revise possible ways of a batsman getting out. Students could role-play these events.
- Students write these events on post-its. Ask: *During the ICC Cricket World Cup, what are the chances of these events happening?*
- The class makes a probability continuum (they draw a line on the board or use a long piece of string and attach probability labels, for example, certain, possible, likely, uncertain, unlikely, impossible). Ask students to sort and stick their predicted events along the continuum.
- Play a game of cricket, or watch part of a cricket match, for example, highlights from the first and second innings of a 50-over ODI match. Ask: *How did the events compare to your probability predictions?*

- Students could compare the 50-over ODI match to a test match to see if there are other common ways of getting out in the two matches.
- Students can find out about these eleven freakish dismissals and discuss the probability of these events in a world-cup match.

### RESOURCES:

- Post-its, string
- Probability labels: certain, likely, possible, uncertain, unlikely, impossible
- About sports: The ten ways of getting out in cricket <http://abt.cm/1wKmEze>
- YouTube: Highlights of an ODI match (first innings) <http://bit.ly/1wfeRcl>
- YouTube: Highlights of an ODI match (second innings) <http://bit.ly/1sYo8U8>
- Cricinfo: The XI freakish dismissals: <http://es.pn/1tfLpAQ>
- YouTube: Test match <http://bit.ly/1tqyhKB>
- Pinterest: Twitter board <http://www.pinterest.com/explore/twitter-board>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

- How was the language of probability used to describe the likelihood of possible events?
- Do the students recognise that samples vary?





## Title: Who has the best stats?

**Curriculum learning areas:** Mathematics (Statistics), The Arts (Visual arts)

**Purpose:** To view statistical data and make decisions about the findings

### DESCRIPTION:

- Brainstorm what makes a cricket hero. Watch this video clip of a [New Zealand record run chase](#) and discuss what contributed to New Zealand winning that game. Ask: *What did New Zealand have to do to win that game? How did they accomplish that? Who was the hero?*
- Look at the [New Zealand batting statistics for that game](#). Ask: *Do these statistics indicate the same hero you picked? If you had not seen the video clip, would you have picked someone else?*
- Give students a set time to explore New Zealand's [batting statistics data for all Chappell-Hadlee matches](#) on the Cricket Archive website. Discuss with students what the data shows. For example, what does it show for runs scored in all Chappell-Hadlee matches, for a player's highest score in one match, for the players' averages (total runs divided by the amount of times a player has been out), or for the players' strike rates (total runs divided by balls faced).
- Students explore the mathematical inquiry question: Which player has been the best batsman for New Zealand in the Chappell-Hadlee matches so far? Ask: *What does "best" mean? Is it the person who has played the most matches? the person with the most runs? the person with the highest score in one match?*

- As a class come up with some criteria to decide on the best batsman. You may wish to pose more questions such as: *Do we count the players who have played only one or two games? Why? What is our limit?*
- In pairs, students explore the statistics and find five New Zealand players who they think are the best batsmen.
- Students choose the top five players and display their findings on a data display, for example, pie graph, bar graph.
- Students present their findings to the class explaining why they chose those players.
- Use the [trading card website](#) and design a trading card for the best batsman. Include the Chappell-Hadlee statistics for the player on the card.
- This learning opportunity can be repeated with bowler statistics.

### RESOURCES:

- YouTube clip of New Zealand record run chase <http://bit.ly/1PN9Gdo>
- Cricket Archive New Zealand match statistics Feb 2007 <http://es.pn/1NzH0IM>
- Cricket Archive New Zealand batting statistics <http://bit.ly/1ly9g81>
- Trading card creator <http://bit.ly/1OOqr4k>
- Cricket Archive New Zealand bowling statistics <http://bit.ly/1RxZXGW>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

- Can the students select appropriate data to answer a question?
- Can the students use an appropriate data graph to display their findings?





## YEAR 7–8 LEARNING OPPORTUNITIES

### Title: What do the stats say?

This learning opportunity is equally suitable for years 1–3 (by using the simpler set of data cards – Template 4.2, and simpler questions), and for years 4–6 by using the same set of data cards as for years 7–8 (Template 4.3) but answering only summative and comparison-type questions.

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

**Purpose:** To use the statistical enquiry cycle to explore the scores of competing countries involved in the ICC Cricket World Cup 2015

### DESCRIPTION:

- Photocopy and cut out sets of the 14 data cards of the countries who participated in the ICC Cricket World Cup 2015. For years 1–3, see [Template 4.2: “Cricket World Cup data cards”](#); and for years 4–6 and 7–8, see [Template 4.3: “Cricket World Cup data cards”](#), both at the end of this resource. Provide pairs or small groups of students with a set of the data cards.
- Students find the countries on the data cards on a [world map](#).
- Give time for students to become familiar with the information on the data cards.
- **Ask year 1–3 students:** *What do you think the number on the data card could represent? (It is the number of past appearances at the ICC World Cup.)* Pose this question for students to investigate. *Which teams have taken part in the ICC Cricket World Cup most often?*



- **Ask year 4–8 students:** *Which pieces of information on the data card do you think represents: the highest team total in an ICC Cricket World Cup? the highest individual innings by a batsman in an ICC Cricket World Cup? the best past performance in an ICC Cricket World Cup? the number of past appearances in an ICC Cricket World Cup for different countries? the lowest team total in an ICC Cricket World Cup? the ODI world rankings as at the date of the draw, 31 Dec 2012?*
- **Reveal what the information actually represents and then pose a question from the list below for students to investigate using the data cards.**
- Students will need to sort and arrange the data cards into piles, or spread them out as data displays (for example, pictographs, bar graphs, dot plots, or relationship graphs) as well as use the [statistical enquiry cycle](#), to help them answer the following questions:

### SUMMARY QUESTIONS (SUITABLE FOR YEARS 1–8):

- What is the typical highest team total scored during an ICC Cricket World Cup?
- Which teams have progressed the most in the ICC Cricket World Cup?

### COMPARISON QUESTIONS (SUITABLE FOR YEARS 5–8):

- Do countries that have won an ICC Cricket World Cup tend to have higher team totals than those that have not?
- Do countries who have participated in all 10 ICC Cricket World Cups, since it began, typically have higher world rankings than those that have not?

### RELATIONSHIP QUESTIONS (SUITABLE FOR YEARS 7–8):

- Do the countries with the highest individual innings typically have the highest team totals?
- Do countries with the lowest team totals have lower world rankings?
- Does the world ranking of a country typically increase the more times they participate in an ICC Cricket World Cup?

- Encourage each pair or group to talk about their display and their findings using sentence starters such as “I notice ...” and “I wonder ...” to help form a conclusion and answer the question.
- Their “I wonder” questions could be the start of another student-led statistical investigation. This [world statistics website](#) may be useful for students who want to pose their own questions and gather other statistical information about the competing countries.

### RESOURCES:

- [Template 4.2 for years 1–3 students: Cricket World Cup data cards](#) – the cards need to be cut up
- [Template 4.3 for years 4–8 students: Cricket World Cup data cards](#) – the cards need to be cut up
- Worksheet Works: World Map <http://bit.ly/1s6W7pg>
- TKI: Maths: Statistical enquiry cycle <http://bit.ly/1oWxUEB>
- PAISES: Interactive world statistics website <http://bit.ly/1kZfNwu>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

- Can the students sort, display, and count data to answer a question?
- Can the students make comparisons between competing countries?
- Can the students identify trends and write statistical conclusions that are supported by evidence?



## **Title: Teamwork makes the dream work**

**Curriculum learning areas:** Cross-curricular

**Purpose:** To understand that organising an event requires the work of many people, each of whom must fulfil a different role

### **DESCRIPTION:**

- The class plans their own cricket competition to take place within their school (or with one or more other local schools). As a class, work together to assign the following roles:
  - governing body
  - group of selectors
  - players
  - umpires
  - scorers
  - commentators (if appropriate)
  - newspaper reporter and photographer
  - designers (apparel, trophy, medals)
  - volunteers.
- Students research the aspects of their given roles to ensure they will be able to fulfil their obligations.
- Students collaborate to plan a modified event. This should include planning:
  - promotion of the event
  - a competition involving several teams
  - for writing competitor profiles and articles during the event, including photographing action shots
  - the opening and closing ceremonies as well as final reports on the results, and reports on memorable, spectacular, or controversial events during the competition.

- Students investigate how many volunteers were needed for the ICC Cricket World Cup 2015. Ask: *What are the advantages of volunteering?* If possible, students find someone to interview locally who has volunteered for a major sporting event, or they could use the <http://www.icc-cricket.com> website for information on volunteering. Students could create their own advertisement encouraging people from the next hosting nation to volunteer for the ICC Cricket World Cup 2019.

### **RESOURCES:**

- Cricket equipment (if the class runs the event)
- ICC Cricket World Cup: Volunteering opportunities still available <http://www.icc-cricket.com/cricket-world-cup>
- SB: Newspaper writing frames and templates <http://bit.ly/1voq46r>

### **REFLECTION FOR TEACHERS AND/OR STUDENTS:**

- How well did the students research and perform their roles to contribute to planning the event?
- Can the students work collaboratively to plan how an event will be organised?
- Can the students reflect on the importance of volunteering in a community or at an event?





## Title: What will it be like?

Curriculum learning areas: Cross-curricular

Purpose: To consider how a cricket event in the future might be different from how it is now

### DESCRIPTION:

The ICC Cricket World Cup 2015 was the 11th tournament. Students consider:

- When were the previous 10 tournaments held? Where were they held?
- Which future ICC Cricket World Cup(s) would the students be most likely to play in?
- When is the 20th ICC Cricket World Cup likely to be held? How old would they be? How might they possibly be involved?
- In what ways do they think the 20th ICC Cricket World Cup might be different to how it is now? (Have them consider the participating nations, crowd sizes, cricket equipment, costs, technology, statistics/world records, the length of the matches, stadium design, and the laws of the sport.)

- Students choose how to communicate their ideas in an engaging manner. This could be through visual arts, music, or drama, or they could create a comic strip using [bitstrips](#) or [chogger](#).

### RESOURCES:

- Wikipedia: Cricket World Cup <http://bit.ly/ZxG3Fb>
- Bitstrips: Comic builder <http://bitstrips.com/create/comic/>
- Chogger <http://chogger.com/creator>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

- Can the students form and communicate ideas and information clearly, drawing on a range of sources?
- Are they able to apply number strategies efficiently for problem solving?





## Title: United we play

**Curriculum learning areas:** Mathematics (Statistical investigation), English (Processes and strategies, Ideas, Language features), Social sciences

**Purpose:** To explore the cricket players' profiles in the Black Caps and White Ferns teams

### DESCRIPTION:

- As a class, discuss what it means to represent your country and ask the students if they know the names of the New Zealand male and female cricket teams (Black Caps and White Ferns).
- The students brainstorm what information they would like to find out about the players.
- They explore the profiles of the [Black Caps](#) and the [White Ferns](#). Allocate (or they choose) a White Fern and a Black Cap player for each student to research. They could choose players from another country if that is more appropriate. These profile [links](#) will provide basic cricket [information](#) including: left- or right-arm bowling, left- or right-arm batting, playing position, current age, and place of birth. Students could do further research to answer any other questions they may have, for example, height, age of first debut.

- Create a class spreadsheet for the students to enter the statistics for each player.
- Ask the students to look at the statistics for all the players and to each investigate further a cricketer they are interested in.
- Using the class data, the students each pose an investigative question and use computer graphing tools to analyse any possible patterns or trends related to their question.
- Ask the students to create a [Wordle cloud](#) to present their information about their chosen cricketer(s).
- They create a similar profile and [Wordle cloud](#) about themselves now and/or how they hope to be in the future.

### RESOURCES:

- New Zealand Cricket: Black Caps <http://bit.ly/1kZgUMS>
- New Zealand Cricket: White Ferns <http://bit.ly/1pjEoMU>
- Spreadsheet application with graphing tools, for example, Excel
- Wordle: clouds <http://www.wordle.net/create>

### REFLECTION FOR TEACHERS AND/OR STUDENTS

Can the students talk about a White Fern or Black Cap or another identified player?

Can they interpret statistical information to identify trends and patterns?



## Title: A picture speaks a thousand words

**Curriculum learning areas:** The Arts (Visual arts), English (Ideas)

**Purpose:** To use creativity and imagination to design a logo that represents both New Zealand and Australia in the Chappell-Hadlee series

### DESCRIPTION:

- Explore a selection of logos for different trophy tournaments. Students could research these themselves or use the links to websites in the Resources section. Discuss why the logos have been designed the way they are. Ask students what the significance of the colours, pictures, and text of a logo is.
- Read “Playing Australia” on NZHistory.net, an entry about significant cricket matches between New Zealand and Australia. Ask: *Why do you think a Chappell-Hadlee trophy tournament has been set up? Why did they call it Chappell-Hadlee?*
- Tell the students they are going to design a Chappell-Hadlee logo that represents both New Zealand and Australia. Brainstorm ideas about the logo. Ask: *What colours represent both nations? What symbols or pictures could you use to represent both nations? How could you design this logo so people would instantly recognise that it is for the Chappell-Hadlee series?*
- In pairs, research how to design a good logo. Use the websites in the Resources section as a starting point. As a class, brainstorm and create a rubric for self and peer evaluation of the logo using the tutorial “Creating a Rubric”.
- Students design their logo with Photoshop (or on paper or on other software if you don't have access to Photoshop). Search online for good tutorials if students need help.
- Create a video presentation that promotes the logo to New Zealand Cricket and describes what the logo represents.
- Students present their videos and self and peer evaluate using the co-constructed rubric.

### RESOURCES:

#### Logos

- Cricket World Cup 2015 logo <http://bit.ly/1LX3VBP>
  - meaning behind 2015 World Cup logo <http://bit.ly/1NcnPuz>
- Cricket World Cup 2011
  - meaning behind 2011 World Cup logo <http://bit.ly/21HzOKm>
- Olympic Rings logo <http://bit.ly/1jIuvYl>
  - meaning behind Olympic Rings logo <http://bit.ly/1jIuvYl>
- Commonwealth Games 2014 logo <http://bit.ly/1LX46gu>
  - meaning behind Commonwealth Games 2014 logo <http://bit.ly/1OOr7qz>
- FIFA World Cup 2014 logo <http://bit.ly/1OcbUwB>
  - meaning behind FIFA World Cup 2014 logo <http://fifa.to/1SHpAUj>
- Twenty 20 World Cup 2014 logo <http://bit.ly/1LX4dZq>
  - meaning behind 2014 Twenty 20 World Cup logo <http://bit.ly/1XN3V3t>

#### Articles

- New Zealand's history playing Australia in cricket <http://bit.ly/1LX4lBk>
- 10 tips for designing a good logo <http://bit.ly/1N5bz13>

#### Rubric Support

- Creating a rubric tutorial <http://bit.ly/1ND61rV>

#### Digital tools and support

- Making logos with Photoshop tutorial <http://bit.ly/1Q98XD4>
- Other drawing software <http://drawisland.com/> or <http://www.fatpaint.com/>

### REFLECTION:

- Can the students identify objects, images, and colours that represent cultures and identities?
- Are the students' representations meaningful in the context?



## TEMPLATE 4.1



### MAJOR SPORTING EVENT TROPHIES

#### CAN YOU MATCH THE SPORT WITH THE TROPHY?

<b>CRICKET – THE ASHES</b> 15 cm tall	<b>NETBALL WORLD CUP</b> 51 cm tall	<b>RUGBY WORLD CUP</b> 38 cm tall
<b>ICC CRICKET WORLD CUP</b> 60 cm tall	<b>SAILING – AMERICA'S CUP</b> 69 cm tall	<b>FIFA WORLD CUP</b> 36 cm tall



#### Sources:

ICC Cricket World Cup and Netball World Cup - Images supplied

America's Cup - [http://upload.wikimedia.org/wikipedia/commons/a/aa/33d\\_America's\\_Cup.png](http://upload.wikimedia.org/wikipedia/commons/a/aa/33d_America's_Cup.png),

FIFA World Cup - [http://commons.wikimedia.org/wiki/Category:FIFA\\_World\\_Cup\\_trophy#mediaviewer/File:Copia\\_della\\_coppa\\_del\\_mondo\\_1982.JPG](http://commons.wikimedia.org/wiki/Category:FIFA_World_Cup_trophy#mediaviewer/File:Copia_della_coppa_del_mondo_1982.JPG)

Ashes - [http://commons.wikimedia.org/wiki/Category:The\\_Ashes\\_urn#mediaviewer/File:The\\_Ashes.jpg](http://commons.wikimedia.org/wiki/Category:The_Ashes_urn#mediaviewer/File:The_Ashes.jpg)

Rugby - [http://commons.wikimedia.org/wiki/File:Webb\\_Ellis\\_Cup.jpg](http://commons.wikimedia.org/wiki/File:Webb_Ellis_Cup.jpg)

## TEMPLATE 4.2



### CRICKET WORLD CUP DATA CARDS

<b>ENGLAND</b>  10	<b>SOUTH AFRICA</b>  6	<b>AUSTRALIA</b>  10
<b>INDIA</b>  10	<b>SRI LANKA</b>  10	<b>PAKISTAN</b>  10
<b>BANGLADESH</b>  4	<b>WEST INDIES</b>  10	<b>NEW ZEALAND</b>  10
<b>ZIMBABWE</b>  8	<b>AFGHANISTAN</b>  0	<b>IRELAND</b>  2
<b>SCOTLAND</b>  2	<b>UNITED ARAB EMIRATES</b>  1	Country  Number of past performances in the ICC Cricket World Cup

## TEMPLATE 4.3



### CRICKET WORLD CUP DATA CARDS

<b>ENGLAND</b> 		<b>SOUTH AFRICA</b> 		<b>AUSTRALIA</b> 	
Runner-up	93	Semi-finals	149	Winner	129
1	158	2	188	4	158
338	10	356	6	377	10
<b>INDIA</b> 		<b>SRI LANKA</b> 		<b>PAKISTAN</b> 	
Winner	125	Winner	86	Winner	74
3	183	5	145	6	160
413	10	398	10	349	10
<b>BANGLADESH</b> 		<b>WEST INDIES</b> 		<b>NEW ZEALAND</b> 	
Pool stage	58	Winner	93	Semi-finals	112
8	87	7	181	9	171
283	4	360	10	363	10
<b>ZIMBABWE</b> 		<b>AFGHANISTAN</b> 		<b>IRELAND</b> 	
Pool stage	172	Never qualified	-	Pool stage	77
10	99	-	-	-	115
340	8	-	0	329	2
<b>SCOTLAND</b> 		<b>UNITED ARAB EMIRATES</b> 		<b>Country</b> <b>Flag</b>	
Pool stage	68	Pool stage	136	Best past performance	Lowest team total
-	76	-	84	World ranking	Highest individual innings
186	2	220	1	Highest team total	Past World Cup appearances

All data provided is based on ODI at an ICC Cricket World Cup. ICC ODI World Rankings are as at date of draw (31 December 2012).