



CURRICULUM - ALIGNED



**CRIC
KIDS**



**LOCKDOWN
EDITION**

EDUCATION RESOURCE



ICC WOMEN'S CRICKET WORLD CUP
AOTEAROA • NZ 2022

SUPPORTING NOTES

Kia ora, Haere mai

Welcome to the ICC Cricket Women's World Cup in Aotearoa New Zealand 2022.

Let the fun cricket-based adventures begin!

A great way to support teaching and learning is via a major event. A global event that links to local communities ensures that learning is relevant and topical. Many learners can relate to sport as a context, so using a sporting event hosted in your own country engages students and gives them an opportunity to participate and contribute to their own communities. Sport is an integral part of Aotearoa New Zealand and, as a country, we love to support our nation's sports stars and teams.

The CRIC-KIDS Education Resource is designed as a collection of fun stand alone tasks to support the tournament. The tasks are not lesson plans or programmes of work, they allow educators to 'dip in and out' of the booklet and adapt the tasks to suit their own learners and contexts.



**WELLBEING
& VALUES
TASK ICON**



**PHYSICAL
WELLBEING
TASK ICON**



**EVENT
TASK ICON**

Each task is written in "student speak" and easy to follow and understand. There is a short statement aligning it to The National Curriculum (Te Mātauranga o Aotearoa and The New Zealand Curriculum) learning areas for teachers to assist with their planning. A selection of tasks could be 'joined' together to form a longer inquiry or piece of work or they could just be used as a singular fun task.
















Hauora and Wellbeing is an important component of CRIC-KIDS. Using sport as a context is an appropriate whole-school approach. Keeping active is important to support healthy minds and bodies. Alongside this, many of the tasks focus on values and developing leadership, inclusion, collaboration, teamwork, resilience, mental strength and positive messaging, which are key aspects of wellbeing.












The tasks are designed for learners in years 3–8 and can be used in a variety of settings and contexts, including:

- learners/ākonga themselves either at home or at school
- educators/kaiako, who can select tasks that will fit into their classroom programmes – both inside and outside the classroom
- holiday programmes
- cricket programmes
- cricket clubs and community groups.

There are a number of tasks that are "event-based". If you do attend a cricket match, these tasks may be suitable for use at the actual ground. They are identified by the Event icon. Any of the tasks can be used by community and club coaches and holiday programme facilitators. All you need to do is select the task that best suits your environment, the equipment to hand, and your students' interests.

TASK INDEX

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02 PAGE 2	Stand Out in a Crowd!	● Health & P.E. ● Technology ● The Arts – Visual	  Safe in the sun
03 PAGE 4	The Ultimate Checklist	● Health & P.E.	  Player & spectator welfare, looking after ourselves & others
04 PAGE 8	Cricket – It's All In The Wickets	● Health & P.E.	HAVE A GO   Fitness
05 PAGE 11	Te Whare Tapa Whā	● Health & P.E.	HAVE A GO   Health & wellbeing principles
06 PAGE 16	Let's Get Batty Over Cricket	● The Arts – Visual ● Technology ● Numeracy	HAVE A GO 
07 PAGE 21	Game Changer	● NZ Curriculum	
08 PAGE 24	2, 4, 6, 8, Who Do We Appreciate? Cricket!!	● The Arts – Music ● Oral language ● English	  Supporting others
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31 PAGE 72	A Special Flag	● English ● Social Sciences	 Draw on strength, mana, motivation
32 PAGE 73	Cricket Action B I N G O!	● English	
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34 PAGE 76	Create a Cricket Board Game – Fun with your Friends!	● English ● Maths & Statistics ● The Arts – Visual	 Wellbeing messages
35 PAGE 77	Design a Runs Card	● The Arts – Visual ● Technology	  Positive messaging
36 PAGE 78	Catches Win Matches	● Health & P.E.	HAVE A GO 
37 PAGE 80	Show Time! Tik Tok Cricket Style	● Health & P.E. ● The Arts – Dance	HAVE A GO 
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43 PAGE 89	Making Good Choices at the Crease	● Social Sciences ● Health & P.E.	 Inclusion, diversity, honesty, integrity, caring, good sportsmanship, responsibility
44 PAGE 90	A Game of Strategy	● English	 Resilience, leadership
45 PAGE 91	Captain's Log	● The Arts – Visual ● English	 Leadership

ANSWERS

TASK 3

- Leg pads, sunscreen, thigh guard, bat, spiked shoes, batting gloves, sunglasses, water bottle, helmet and cap
- Sunscreen, spiked shoes, sunglasses, water bottle and cap
- Leg pads, sunscreen, thigh guard, bat, spiked shoes, batting gloves, water bottle and helmet
- Shirt, trousers, jockstrap, box, body protection, jumper (if cold), wicketkeepers gloves (if you're a wicketkeeper), zinc



THE ULTIMATE CHECKLIST

1. This is a picture of a professional cricket player's gear bag. Label the equipment you would need to take if you were going to play a game of cricket. What equipment would you need if you were a bowler? What equipment would you need for batting? What else might you need to pack?

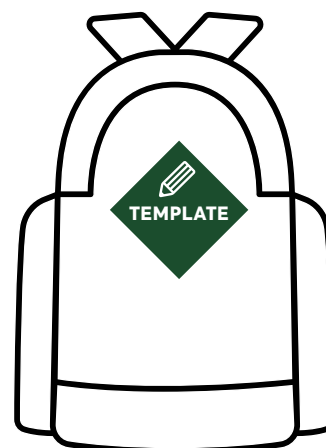
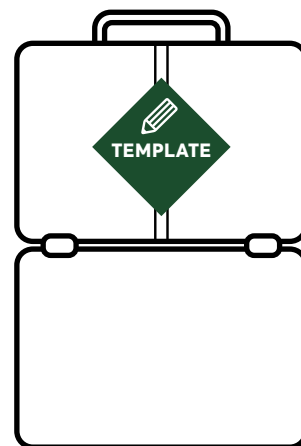




▶ THE ULTIMATE CHECKLIST

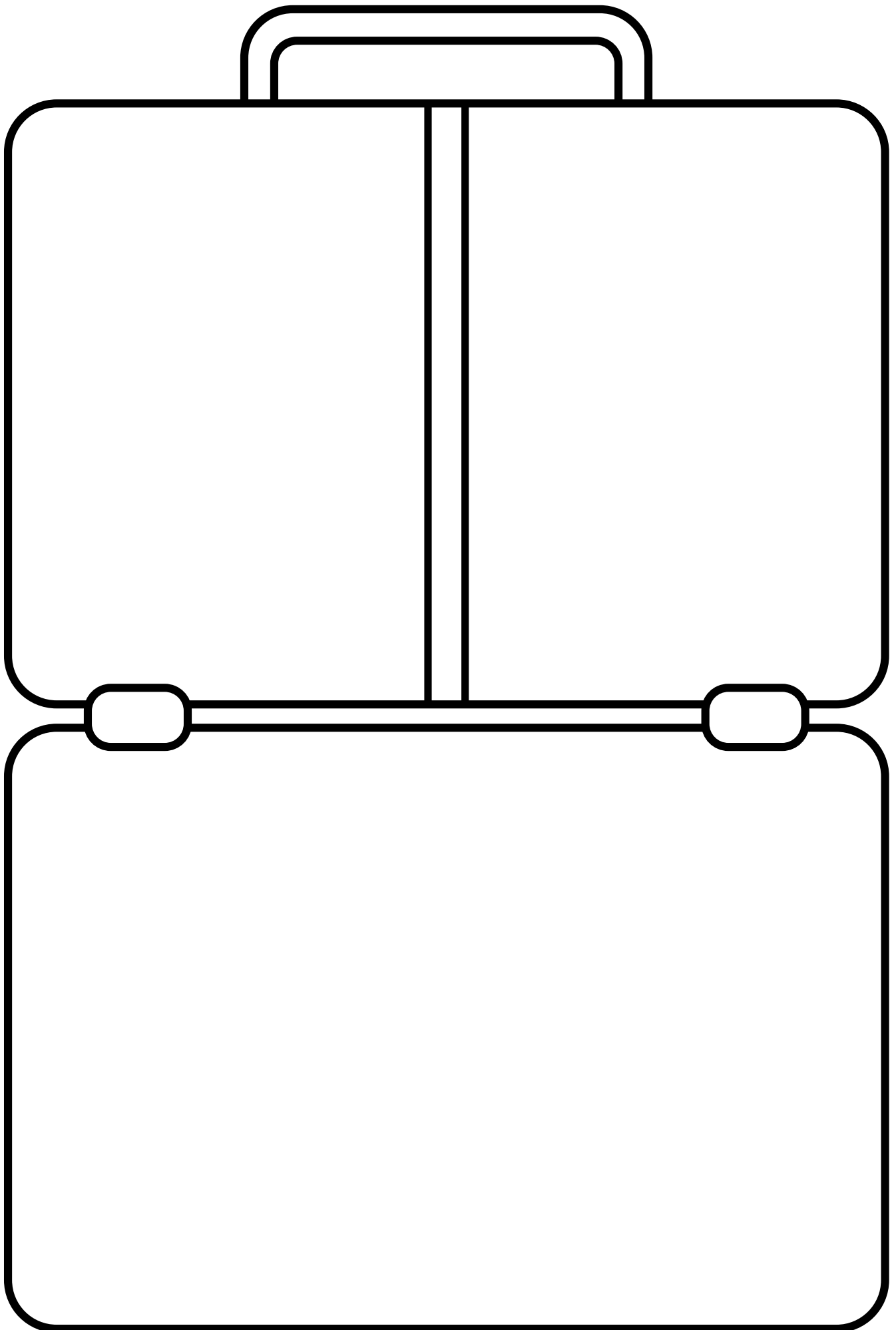
- 2.** Imagine you will be heading to watch a cricket game for the whole day. What do you think you will need to pack to make sure you enjoy your day and keep yourself well hydrated and fed? Don't forget to be SunSmart too! Write a list of things you would take and then draw them in the gear bag and lunchbox templates provided.

Things you would take:



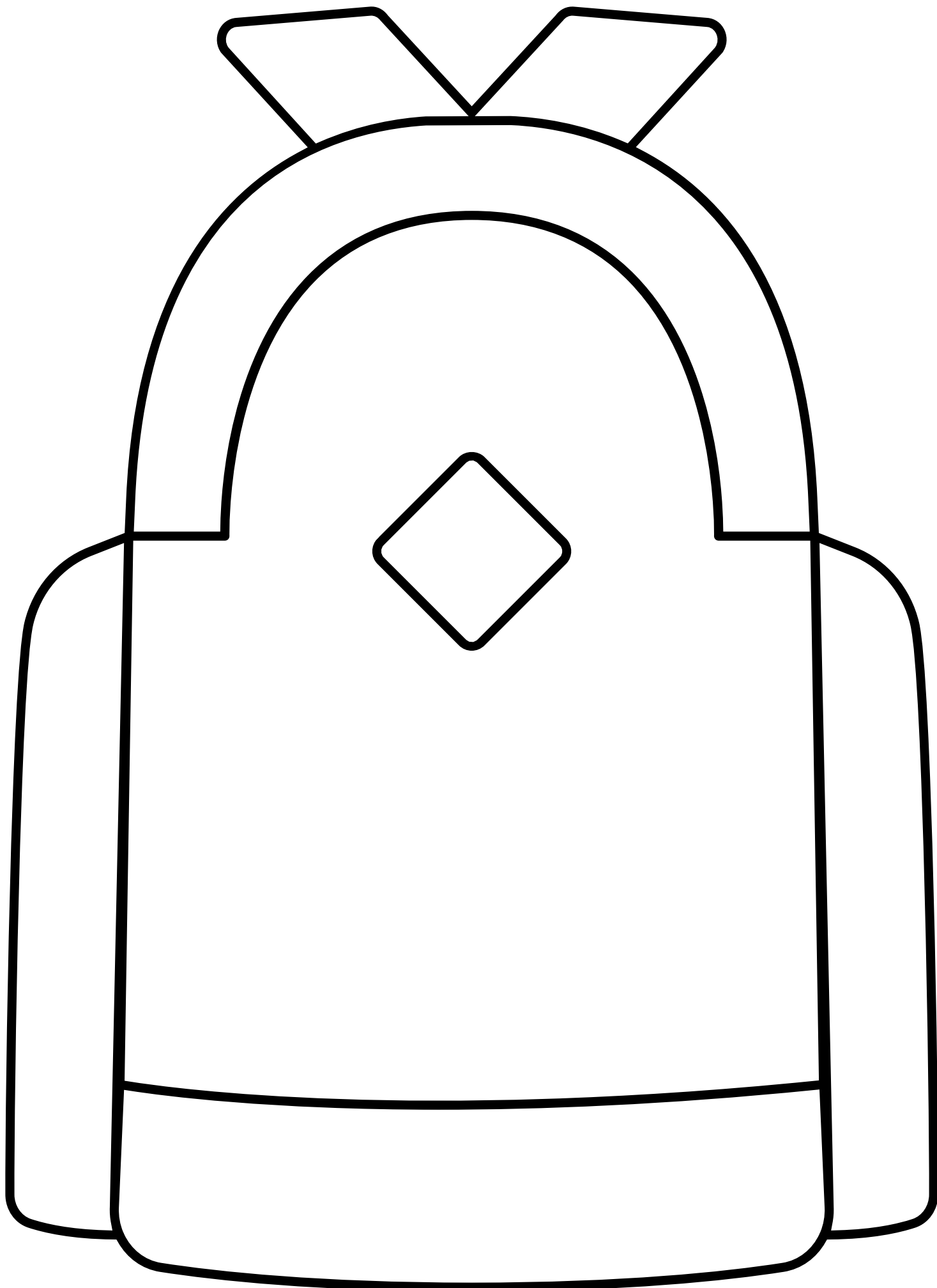
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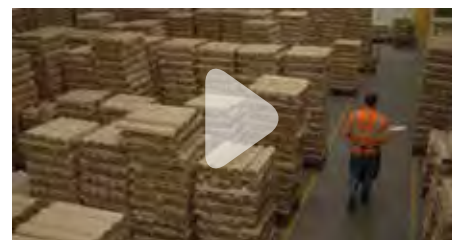


▶ LET'S GET BATTY OVER CRICKET!

WHAT YOU NEED TO KNOW ABOUT THE BAT!

A cricket bat is made of two parts, a handle and a blade. The handle is usually made of cane or wood. The handle is normally covered by a grip. The blade is made only of wood. The overall length of the bat is 96.5 cm in length. The blade of the bat should be 10.8 cm wide, 6.7 cm thick in the middle and 4 cm thick at the edges.

Watch this short YouTube video on how to make a classic cricket bat. <https://rb.gy/wsnwge>




DESIGN YOUR OWN BAT

You are going to design two bats. One for yourself and one for the WHITE FERNS. You will need large pieces of paper and colouring pens or you could design this on a computer.

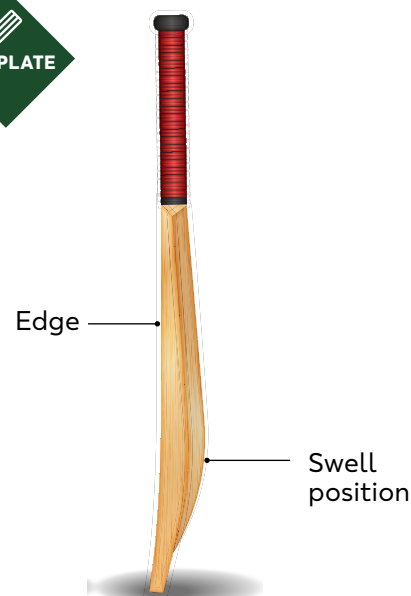
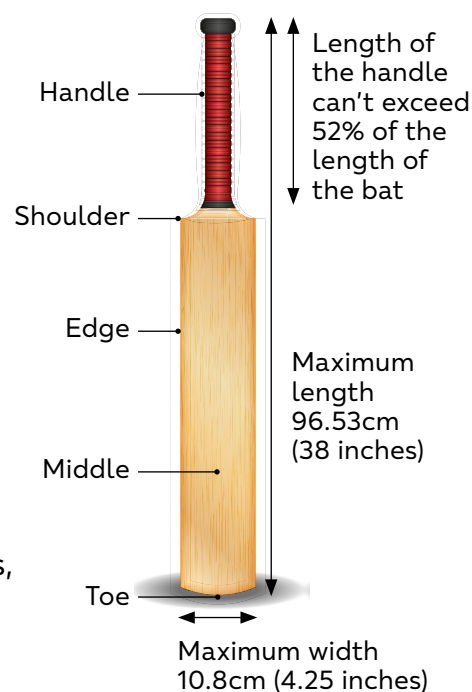
Once you have measured out and drawn your bat, think about what you would like to put on it that represents who you are and where you are from. Double-check your measuring!

Things to think about – your culture, school, interests, and family and how you could include some symbols of Aotearoa New Zealand.

Once you have designed your bat, plan and design a bat for the WHITE FERNS. What could you incorporate in the design to show they are representing New Zealand and hosting the ICC Women's Cricket World Cup tournament in 2022?

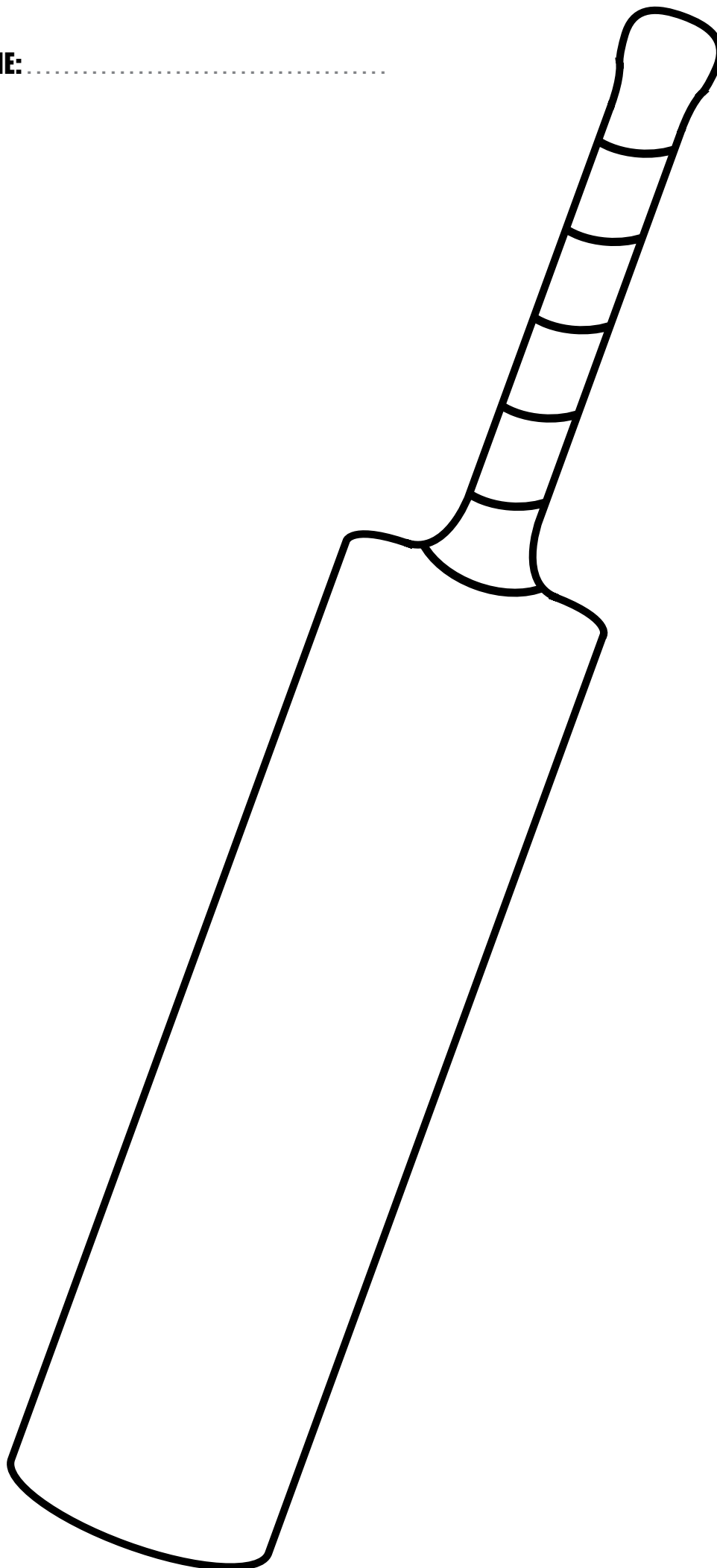
 **EXTRA RUNS:** try making a cricket bat out of wood.

- What equipment would you need?
- Where will you source your material?
- How will you get the shape correct?
- Can you think of a better shape for a cricket bat?



NAME:

TEMPLATE



BATTING BASICS!

Batting is an exciting and important aspect of cricket. Good batting means more runs which is key to winning.



During a cricket match, there can only be two batters on the field at any one time. The batting team starts with their strongest hitters. The most common stance sees the batter in a relaxed but balanced position, with feet hip width apart. Both feet should be parallel and on either sides of the line (batting crease), with the front shoulder should be pointing downwards to the wicket.

The batter needs to be lift the bat behind them ('backlift') before the bowler delivers the ball, so that they can react and hit the ball. Experienced batters will choose different ways of hitting the ball – this will depend on the type of ball that's been bowled.

Importantly, a batter needs to 'leave' or 'not hit' a ball if they deem it as being bowled too high, wide or away from the wicket.

Practise your batting skills with these 'have-a-go tasks' - Short, Middle, Long and Beat The Ball.



▶ SHORT, MIDDLE, LONG

4+ players • Perfect for intermediate players • practicing batting strategy

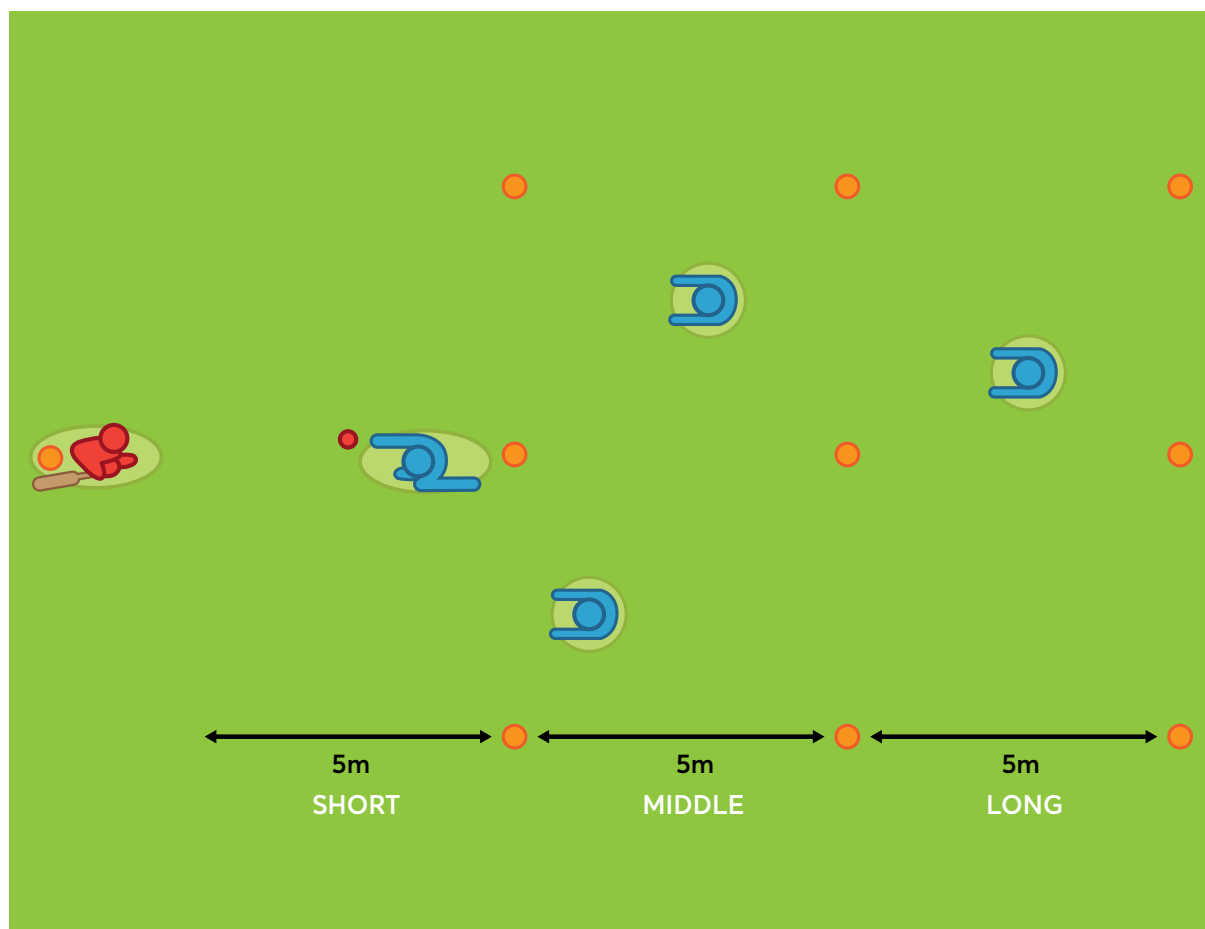
Equipment: 10 cones • 1 bat • minimum 3 balls

Aim: Testing ability to find space and hit the ball further

How to play:

- This game is played ideally in groups of four. One person is the batter, and the other three are fielders.
 - Set up four cones in a line, with each cone 5 metres apart.
 - Copy this set up 5 metres parallel and place the batting tee in between the first cones.
 - The batter hits the ball off the
- batting tee into zone 1 – 'short', then another into 'middle' and the third ball into 'long'.

 - The fielders collect the balls and return them next to the batting tee – ready for the next batter.
 - Make sure everyone has a turn at batting.



NEED MORE OF A CHALLENGE: If the ball stops in the correct zone, you get 1 point – see who gets the most points. Change the order to long, middle then short or let the fielders call out which zone to hit the ball into

BEAT THE BALL

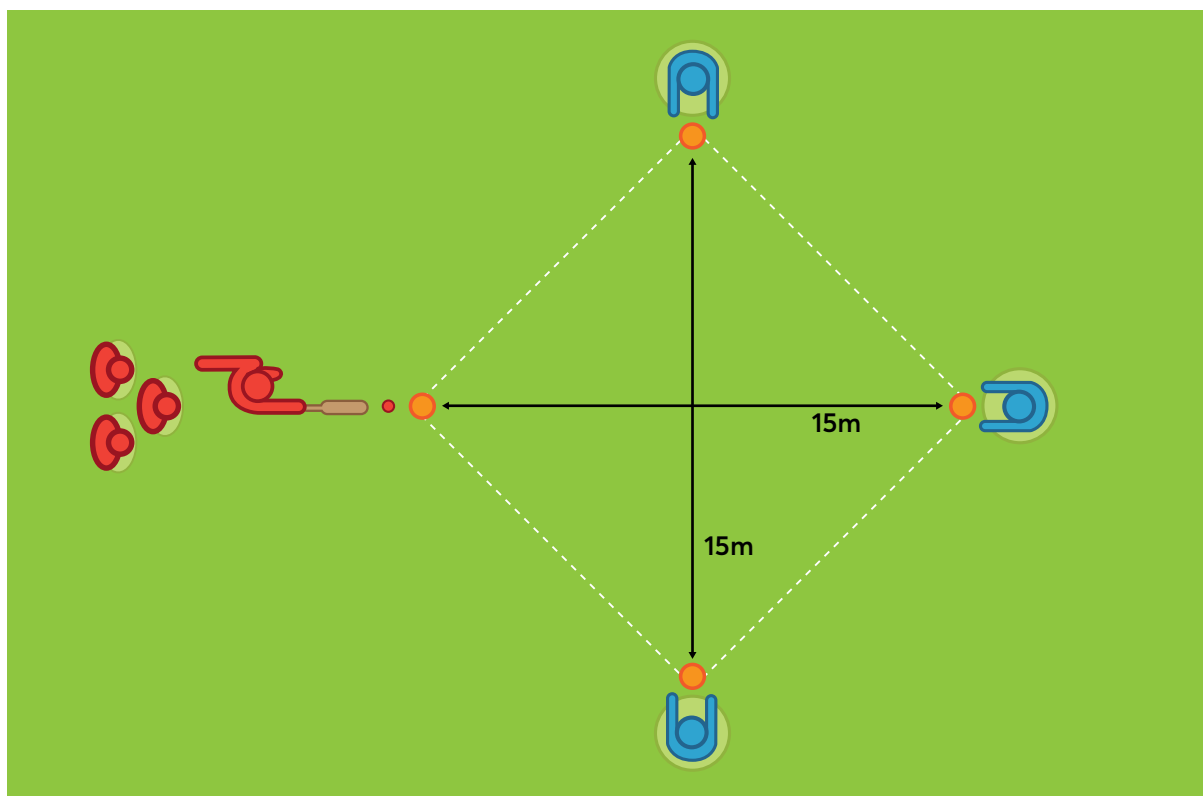
6+ players • Perfect for beginners • practicing batting technique and power

Equipment: 4 cones • 1 bat • balls

Aim: Test your ability to find space and hit the ball further

How to play:

- Divide into two equal teams – batters and fielders. Batters wait in a safe zone.
- Set up the four cones in a diamond shape. Fielders will need a player on the first, second and third base, the rest can spread out.
- The first batter hits the ball off the batting cone into the field, and then runs as fast as they can to first, second and third base.
- It's up to the fielding team to collect the ball and throw it to the fielder on the first cone, who then throws it to the second cone, who then throws it to the third cone.
- The batter scores 1 run if they make it 'home' before the ball is caught by the third base



NEED MORE OF A CHALLENGE : Instead of batting from the tee, nominate one of your fielders to throw underarm or bowl

- Make the diamond bigger.
- The batter is out (and cannot have another turn) if the ball is thrown past them

▶ GAME CHANGER!

All sports have changed dramatically over the last 100 years – from TV broadcasts to the technology used in different games.

Have a discussion with a parent or sibling about some of the changes that have happened in the sports you might play or know about. You might think about TV broadcasts, technology, equipment, uniform, traditional games, equal pay and conditions, and so on.

What about cricket? How might that have changed?

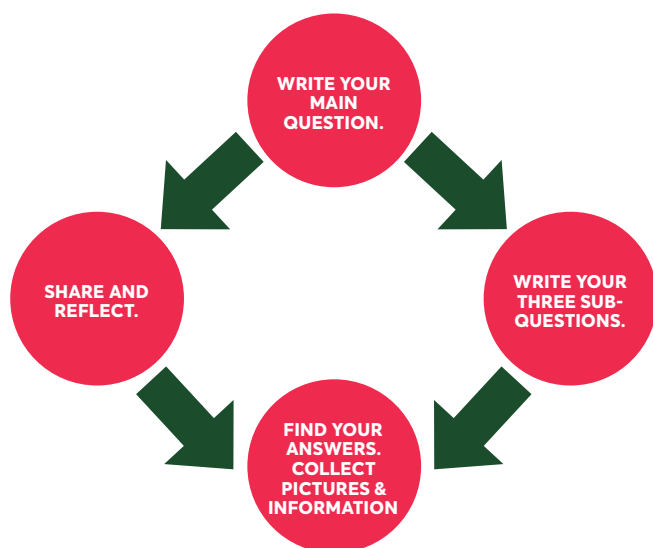
HOW HAS THE GAME OF CRICKET CHANGED?

This will be your focus question.

Choose an area of cricket that has changed over time. Write this as your main question. (What stands out to you? What do you want to find out more about?)

Then write **three** sub-questions. You will need to research your sub-questions to find the answers. Share with your parent/sibling what you have found out about the aspect of change you have focused on.

Helpful hint: Your sub-questions need to relate to your main question.



Auckland Libraries Heritage Collections AWNS-19350227-40-1; photographers Green & Hahn

▶ GAME CHANGER!

My main question is:

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First sub-question:

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I found out:

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Second sub-question:

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I found out:

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Third sub-question:

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I found out:

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What am I going to share? What are the most interesting facts?

Present what you found out to your whānau or class.

▶ GAME CHANGER!

DELVING DEEPER:

Once you have reflected with someone take action.

Brainstorm questions and interview

Interview a cricket player in your class/school/club on the phone or online and find out what they would change about the game. You might like to contact a local cricket club or organisation to see if they can help.

You will need to come up with good, probing questions first. You need to think creatively, it might not just be about rules or equipment but it could be the way we watch the game.

Take action

Write down and think about their answers. Depending on what they have answered develop your action further (e.g. they answered that 20 overs a side is too long so you decide to develop new rules to shorten the game or they answered that they wished a cricket bat was bigger- you design a new larger bat with specific dimensions and different shots to get the most out of it).

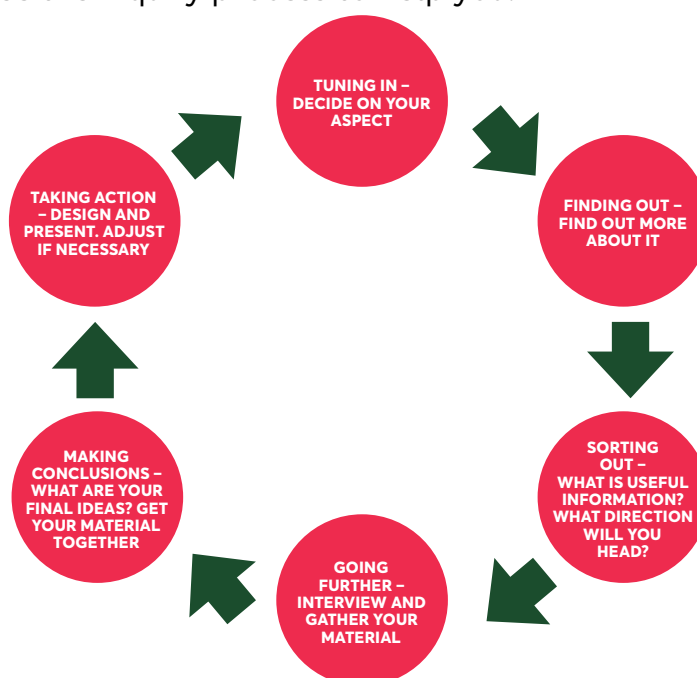
What are the challenges?

Once you have developed the aspect of the game, reflect and think of some challenges you may be faced with? Would it work? Is it realistic? Does it change the game too much? Are there any rules that might have to change?

Design a presentation and sell your idea

Get all of your material together in a presentation and pitch your idea to your parent or sibling – what questions do they have and can you answer them? Is it achievable?

You could use the inquiry process to help you:



▶ AND THE WINNER IS...

Every big sporting event like the ICC Women's Cricket World Cup has individual and team winners. The winning team receives a trophy and each individual a medal. This is to acknowledge that they have become champions in their sport.

Imagine you were asked to redesign the Women's Cricket World Cup trophy. It would need to celebrate perfectly the achievements of the champions of the ICC Women's Cricket World Cup. Have a look at what their trophy looks like and see what cool design you can come up with. You might also like to design a trophy for a school or club cricket competition. Think about what materials you might use like wood, carving, and metal.

THE ICC WOMEN'S CRICKET WORLD CUP TROPHY

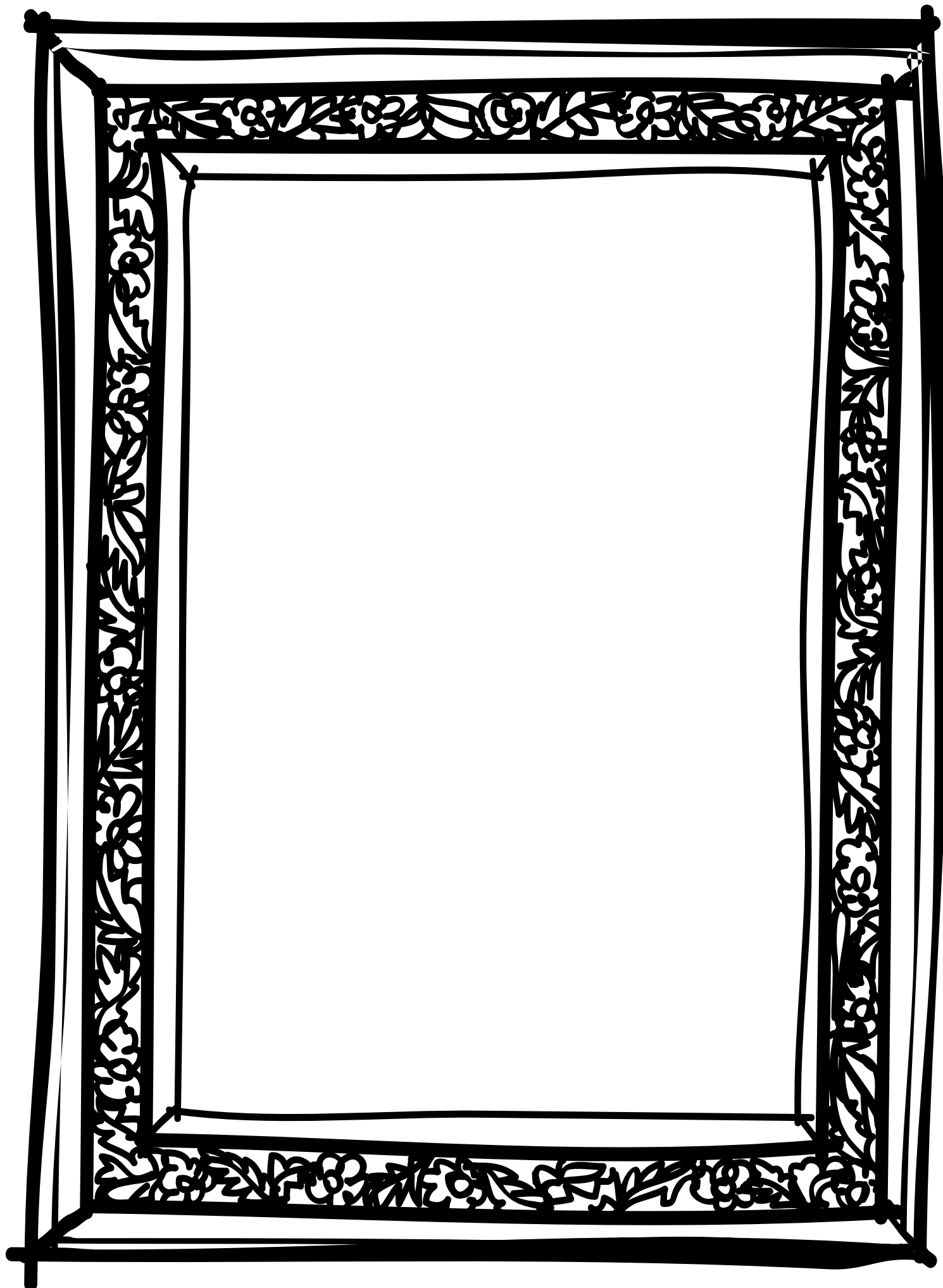


Find out more:

- How many ICC Women's Cricket World Cups have been played?
- Where have they been hosted?
- Who has won them?
- Who has won this trophy the most?

NAME:

TEMPLATE



DESIGN THE ULTIMATE CRICKET STADIUM/GROUND

Think like a stadium architect. Your task is to design the ultimate cricket stadium or cricket ground.

Get creative and use your design skills.

You can choose the medium you would like to use, it can be a pencil drawing, a 3D model or use software such as Minecraft, Google 3D or Sketch-up.

If you choose a model, you will need to think about your materials. For example, cardboard, paint, popsicles or kebab sticks, glue, scissors etc.

STADIUMS AND GROUNDS ALWAYS HAVE:

- A field with boundary marked out and a pitch. Cricket grounds must be oval or round.
- Sight screens
- Stands and maybe a sitting area
- Food and drink booths
- Bathrooms
- Change rooms
- Lights
- TV camera areas
- Exit and entry areas
- VIP/Kaumatua area
- Coaches boxes
- Security and broadcasting areas
- Parking



Eden Park, Auckland



Mount Smart Stadium, Auckland



City of Toyota Stadium



Seddon Park, Hamilton

▶ THROWING VERSUS BOWLING

In the sport of cricket, you will see both throwing and bowling. Throwing can either be underarm or overarm in the outfield. You would throw underarm typically over a short distance for speed and accuracy. You would throw overarm over a longer distance and for power.

Bowling is only used on the wicket to get the batter out or to prevent the batter scoring runs. Bowling can be challenging - the ball must be launched, in a windmill action towards the target (the stumps).

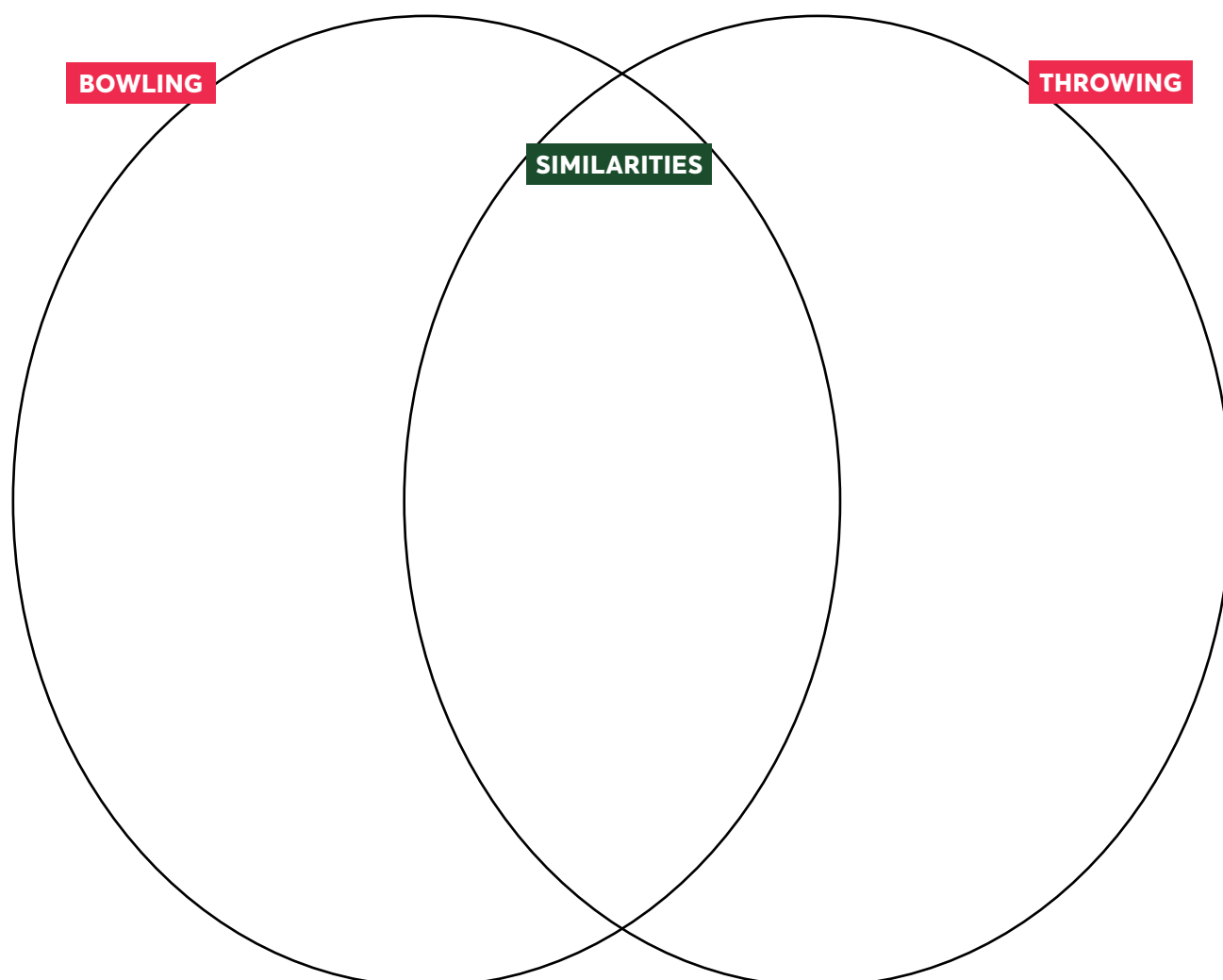
Want to see how it's done? <https://bit.ly/cricbowling>

Watch how to hold the ball: <https://bit.ly/bowlingskills>

BOWLING AND THROWING – WHAT IS THE DIFFERENCE?

Watch the video “illegal bowling actions” <https://bit.ly/bowlvsthrow>

Complete the Venn diagram below. Write down the similarities. What are the differences?



THE SCIENCE OF BOWLING

Here are some tips on how to bowl effectively:

GRIP - grip the ball with your thumb underneath and first two fingers on top (making 'bunny ears' on either side of the seam, or the ball stitching). As you bowl the seam will be upright, pointing towards the target.

STANCE - stand side-on to the target. With the ball held using the bowling grip, your bowling arm should be held straight down towards your back knee. Meanwhile, the other arm should reach up to the sky.

ACTION - take as many steps as you need before making a windmill-like motion by bringing your non-bowling arm down, and the bowling arm up and over. Lastly, as you follow through the motion, the bowling arm should end across the front of your body.



Try some of these activities to practice and perfect your bowling skills:

Year 3 & 4 – Superstarter Skills cards <https://bit.ly/Years3and4>

Year 5 & 6 – Superstarter Skills cards <https://bit.ly/years4and5>

Year 7 & 8 – Superstarter Skills cards <https://bit.ly/years7and8>

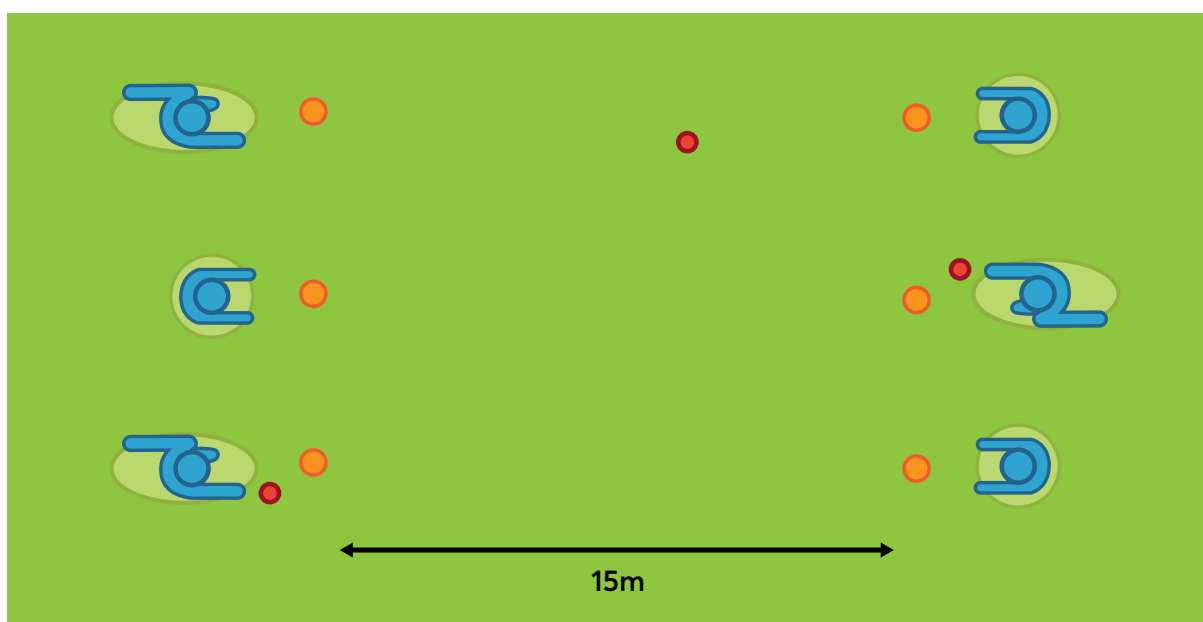
SIMPLY BOWLING

2 or more players (in pairs) • develops bowling action

Equipment: cones • balls

How to play:

- Form two lines, at least 2 metres apart. Your partner should be 15 metres (or big steps) away
- Turn side-on with your feet comfortably apart and then bowl to your partner
- Your partner must keep their eye on the ball as it bounces and catch it. Now it's your partners turn to bowl back to you.
- Count how many good bowls and catches you and your partner can achieve



It may be important to highlight key coaching points, such as:

- Use the bunny ears grip
- Rock back and forth
- Swing your bowling arm straight over like a windmill, and release the ball at the top
- Follow through with your bowling arm across the front of your body



NEED MORE OF A CHALLENGE: Move the cones one step further away from your partner every time you achieve 6 good bowls and catches.

▶ YOU'VE BEEN SNAPPED!

2 or more players (in pairs) • develops bowling action

Equipment: • balls • large area (or you can throw against a wall)
• tablet/camera/phone with camera

What you do:

Ask someone to record you bowling a ball. After that, ask that they keep the camera rolling while you throw a ball (overarm or underarm). If you don't have a phone or tablet handy, ask them to watch and give you feedback on both actions.

Can you see the similarities with both actions? What are they?

Can you spot any differences, for e.g having a straight arm when bowling and a bent arm when throwing? Can you see any other differences?

Can you think of some tips that will help your bowling action?



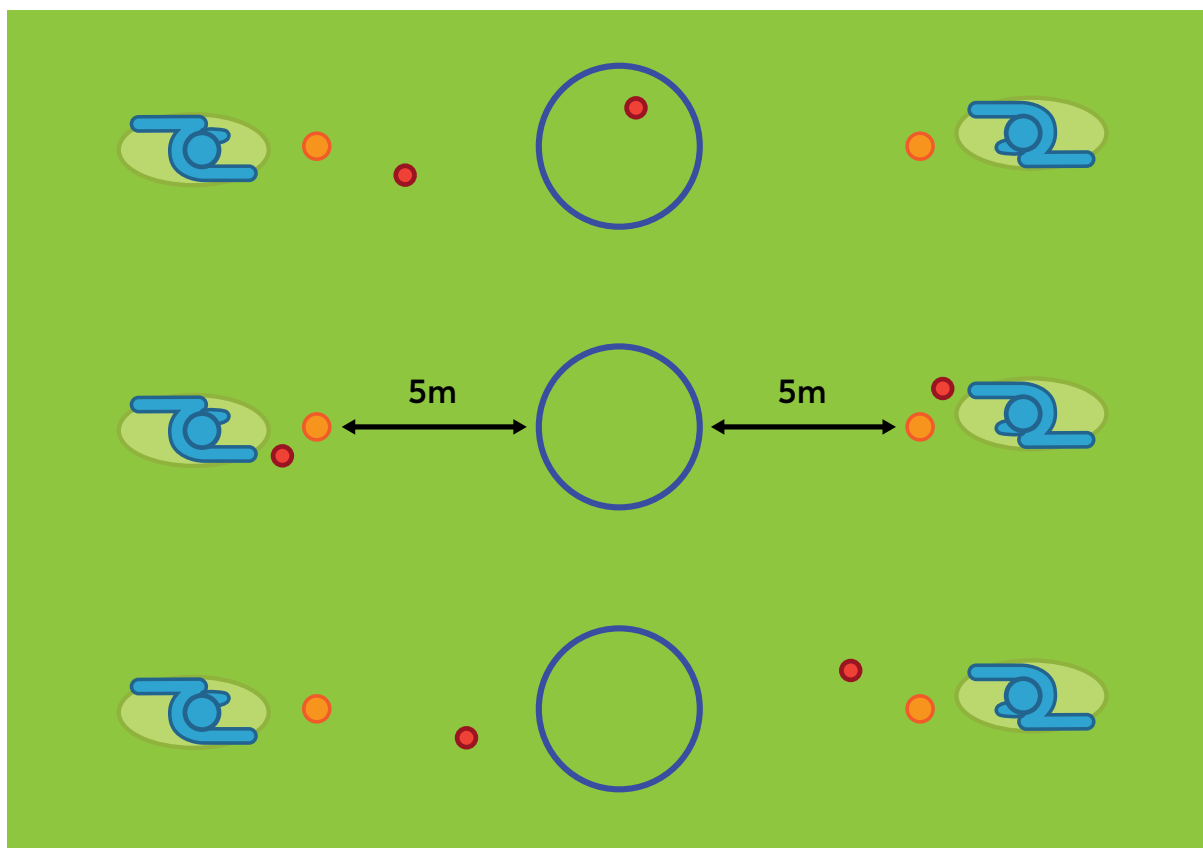
WINDMILL LOB

2+ players ((in pairs)• develops bowling action

Equipment: pairs • hoola hoops • balls

How to play:

- Set up cones 5m apart with hoola hoops in the middle
- Windmill bowl aiming to bounce the ball in the hoop and to your partner
- Your partner will do the same



EXTRA RUNS: For every five successful windmills, move the cones further apart

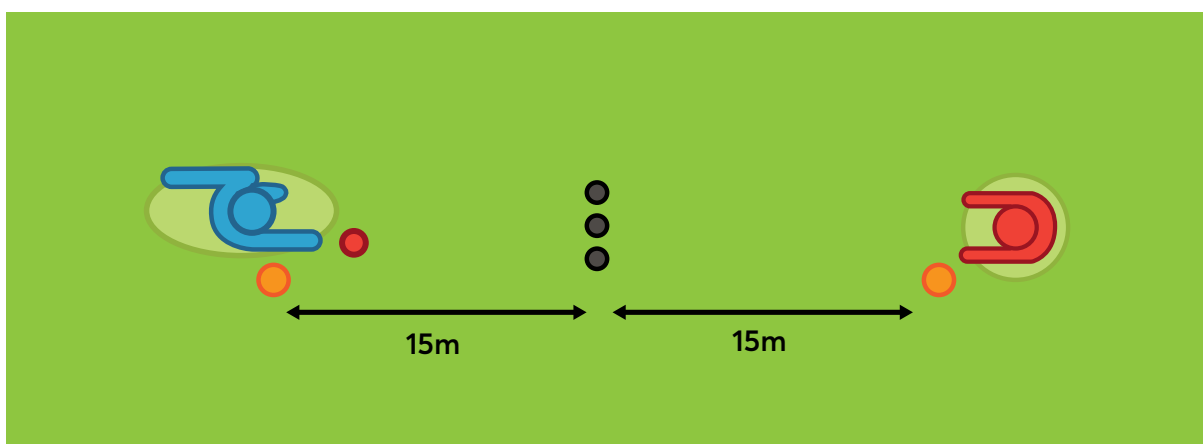
BOWLING STUMP DESTRUCTION

Small groups (Pairs) • Aim: To knock over the stumps..

Equipment: cones • balls • stumps

How to play:

- Get into pairs, facing each other with a set of stumps in the middle.
- One player starts with the ball and bowls to hit the stumps. Then it's their partners turn.
- Each time the stumps are hit, one stump is removed.
- The player to knock over all stumps is the winner.



EXTRA RUNS: When there is only one stump left, the stumps are replaced one at a time for every successful hit. Increase the distance to the stumps.





MENTAL STRENGTH

THE POWER OF THE MIND – TE HIRINGA I TE MAHARA

Cricket can be an exciting as well as a stressful game. Players need to work on their mental strength and resilience to overcome stressful situations.

Did you know: When facing the first ball in a cricket game, the average player's heart rate is 200 beats per minute.

WHAT WOULD YOU DO IN THESE SCENARIOS?

Scenario 1: Sophie Devine has just walked out to the pitch. This is the last ball and New Zealand need two runs to win.

What do you think is going through her mind?

What can she do to overcome the pressure she is facing?

Talk about this with someone else then answer the two questions below:

What might she be thinking?

What can she do to overcome any negative or stressful thoughts?





MENTAL STRENGTH

Scenario 2: You are the captain of your school team. Your team has just lost a big tournament final. What could you do to support your fellow team-mates? What could you say in your post-match team talk? What whakataukī could you use in your talk?

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Scenario 3: What do you think this batter is thinking as the ball comes down the wicket? What might you say to yourself to keep yourself calm?



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EXTRA RUNS: Find out about some relaxation strategies cricket players use. Even better, why don't you practise one!

► CHANGE IT UP!

Cricket games can always be improved or changed. Have a look online at the equipment and computer programmes that have been invented to help improve the game.

Think about an aspect of the game that could be changed or improved. Design a piece of technology or a computer program to support your change.

Draw, label and describe how it works. This can be done online or on paper.

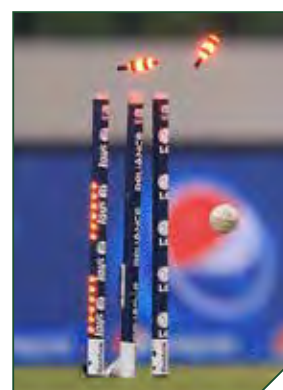
Some ideas to get you thinking... A robotic eye, ball throwing machine, boundary rope flashing light, GPS in the ball.



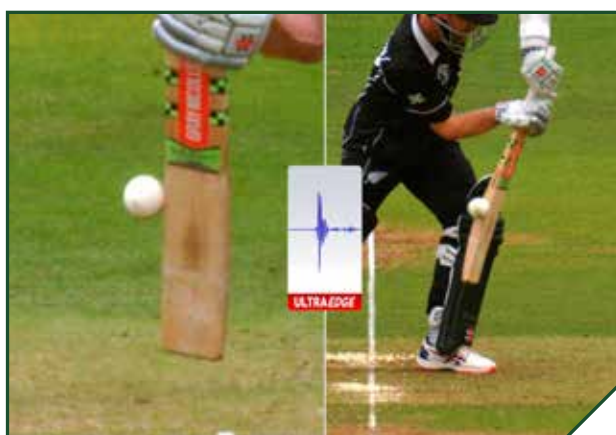
▲ **Clegg hammer** measures the surface hardness of the pitch.



▲ **Spidercam** enables the camera to move around on wires over the pitch.



▲ **Zing wicket system** will flash the moment contact with the bails is broken.



▲ **Edge detection** technology uses audio to determine if the ball has made contact with the bat.



▲ **Ball tracking** traces and predicts the path of ball



Field plot tracks the fielders on the grounds ►

▶ LOGO DESIGN

A **logo** is a graphic, emblem, symbol, or stylised name used to identify a company, organisation, product, or brand.

Can you name some of these?



Who are the partners of the ICC Women's Cricket World Cup 2022? You can find them if you scroll down the ICC Women's Cricket World Cup 2022 website - www.icc-cricket.com/womens-world-cup

This is the logo for the ICC Women's Cricket World Cup.



A good logo is simple and practical. A logo should be able to be printed in any size and, in most cases, be just as good without colour.

Why not run a mini world cup tournament at your school? Design your own logo for that event. Be prepared to explain what your logo means and why you have designed it that way. You could design it on paper or using a computer.



EXTRA RUNS: You might want to design a mascot for your mini world cup tournament also. Take a look at the task 'cricket and mascots' for help.

▶ CRICKET AND MASCOTS

A mascot could be a person, an animal, or an object that might bring luck to or is used to represent a group or event. Many schools and sports teams have a mascot, and so do some and so do some businesses. Name any mascots you can think of?

Introducing three mascots for different sporting events:



STUMPY

Men's ICC Cricket World Cup 2011, hosted in India

Stumpy represented the peaceful and powerful spirit of the game. Stumpy is an upbeat cricket lover who thinks cricket is the most fun sport.



WENLOCK AND MANDEVILLE

2012 Summer Olympic and Paralympics Games, hosted in London, UK

Wenlock is named after Much Wenlock, the English town that organised a regular sporting competition in honour of the ancient Olympics. The competition was said to help revive the modern Olympics.

Mandeville was named after Stoke Mandeville, the English village with a world-renowned spinal unit. This village was where the first Paralympics was held.



JUDE

Vitality Netball World Cup 2019, hosted in Liverpool, UK

Jude was inspired by the famous Beatles' song "Hey Jude", and she is a Liver Bird – both aspects that are associated worldwide with Liverpool. Liver Birds are seen as energetic and agile animals, great attributes for a netball player. Jude displays the colours of the tournament on her dress. She is a happy and positive individual, believes passionately in fair play, and is determined on the court. A great role model for fans of netball, she encourages girls to spread their wings and soar to new heights.

▶ CRICKET AND MASCOTS

Now it's your turn! Create your own mascot that you and your school could use for a mini cricket world cup tournament.

Your mascot needs to reflect the identity, heritage, and culture of our beautiful country and embody everything the ICC Women's Cricket World Cup 2022 stands for – dynamism, diversity, facing adversity, perseverance, and sportsmanship.

You could draw, paint, collage, or use software to design your mascot. Don't forget to come up with a catchy name that has a cricket ring to it.

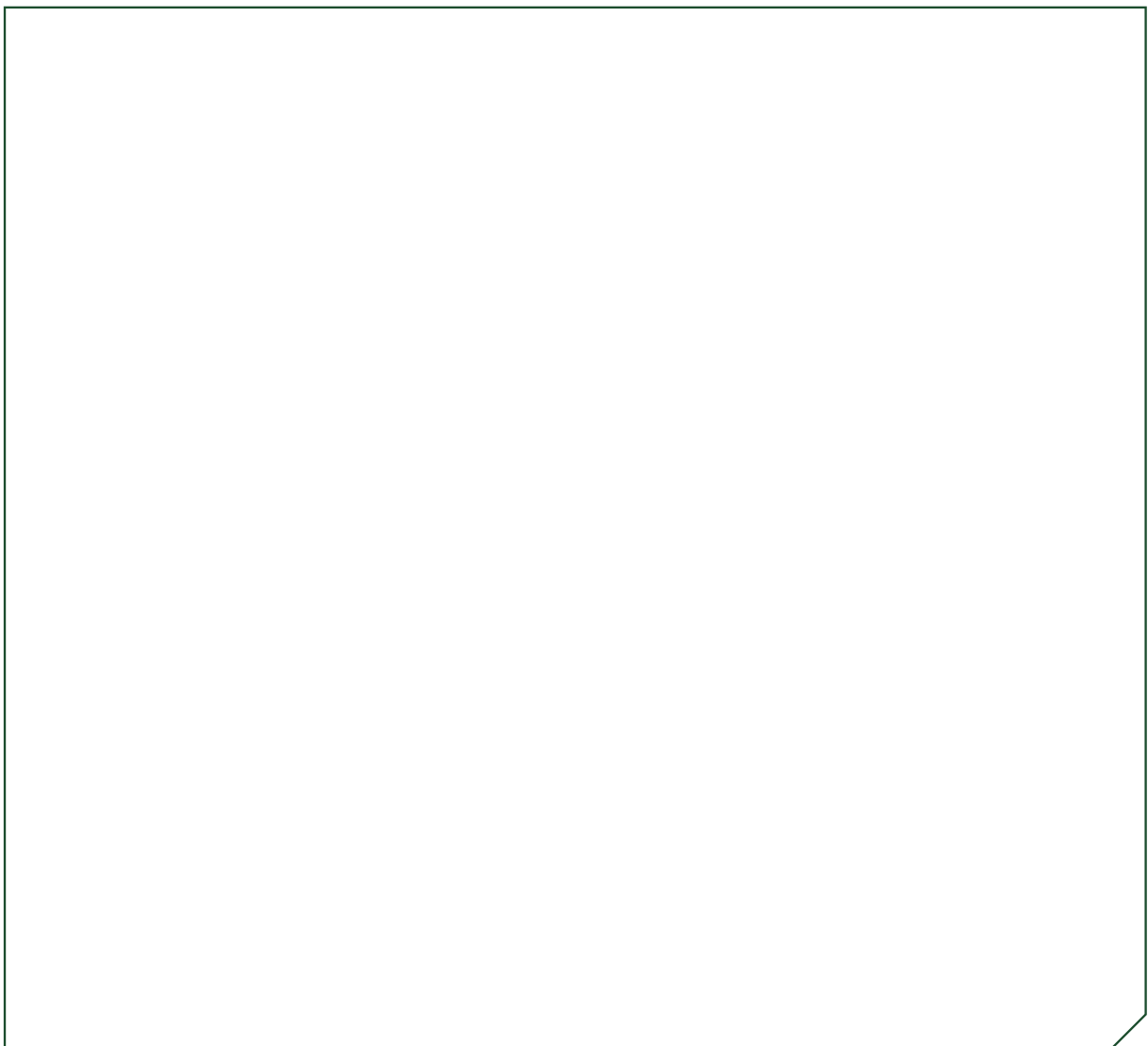
Mascot name

Mascot story

.....

.....

Mascot design



▶ CRICKET STORY STARTERS

Time to get your creative juices flowing! A picture prompt or starting sentence can help you get started on your creative writing journey.

Think carefully about grabbing the reader's attention from the beginning. Keep your ideas simple but use rich vocabulary (verbs, adverbs, and adjectives) to bring your writing to life.

1. A SNAPSHOT OF AMELIA KERR'S MATCH DAY – DIARY ENTRY

Think about what Amelia Kerr would need to do on a World Cup match day. Start from when she wakes up to eating her breakfast and preparing for the game. Who would she speak to? What thoughts and feelings might be going through her mind as the game approaches?



2. PICTURE PROMPT – CRICKET IN LONG DRESSES

Imagine playing cricket in long dresses and shirts! Write from the perspective of one of the players – the enjoyment of playing the game, the sounds, actions, and sights that they can see. Include some of the issues that playing in long dresses would create. Offer some thoughts about what the reactions would be if they played in trousers in those days.



The Pollard Ladies Cricket Team, 1903

Guy Morris photograph, Otago Witness, 18 March 1903. Hocken Collections Uare Taoka o Hākena.



▶ CRICKET STORY STARTERS

3. WHAT HAPPENS NEXT:

- I gasped and fell to the ground, but had my bat reached the crease? I looked up...
- I was always the reserve. Now I'm stepping up to bat, I'll show them...
- The whole team was depending on me to hit a six. The ball bounced towards me and...
- As the ball landed between my palms, I heard the crowd cheer...

4. POSSIBLE TITLE SUGGESTIONS OR YOU MAY WANT TO COME UP WITH YOUR OWN!

- The grumpy umpire
- Playing cricket for your country
- The cricket ball's perspective
- The winning catch
- The smashed window
- The technology breaks down

5. USE ONE OF THE PHOTOS TO START YOUR WRITING:

