



HIT IT FOR SIX!

CURRICULUM-ALIGNED RESOURCES FOR YEAR 1-8 TEACHERS





EXTERNAL LINKS TO WEBSITES

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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

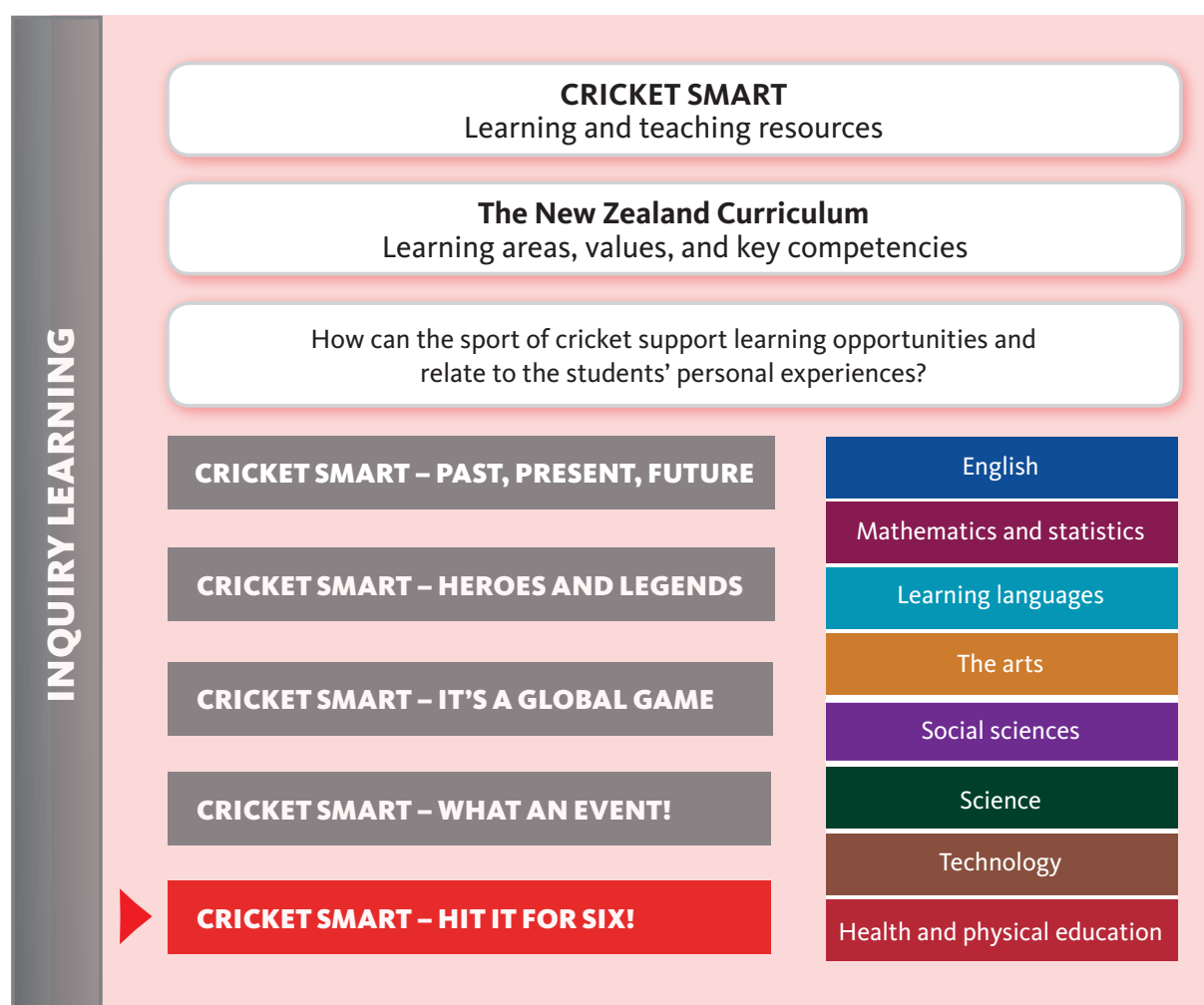
The key competencies, values, and achievement objectives of the New Zealand Curriculum provide the framework for the Cricket Smart resources. The resources incorporate effective pedagogy, as described in the New Zealand Curriculum, through a variety of learning opportunities. Teachers will be able to 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 – Hit it for six!, has a focus on developing an understanding of the game of cricket, how it is played, the language and movements of cricket, the technology used, and the progression of personal cricket skills. The theme is designed to encourage students to “have a go” at cricket as well as to participate in a classroom cricket inquiry or series of learning opportunities related to playing the game.

Through this theme, students can gain an insight into:

- fundamental skills of cricket and how to develop and enhance them
- aspects of well-being/hauora that can be developed through cricket – physical aspects (movement, coordination), mental and emotional aspects (strategy, perseverance, resilience), spiritual aspects (calmness, focus), and social aspects (teamwork, relationships, fair play) <http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>
- how, through play, values are incorporated: kotahitanga, getting along together, supporting each other, and working in groups
- ways of forging links with their community cricket clubs
- the variety of technology used in cricket to enhance the game and support players, coaches, and teams
- using data to analyse cricket games and player performance
- ways to keep safe when playing cricket, for example, SunSmart awareness.

The health and physical education learning opportunities in this theme will assist teachers in developing these underlying concepts in a cricket context.

Hauora/well-being underpins these learning opportunities	Students begin to develop an understanding that they like activity for different reasons, and that activities can be modified to meet different well-being needs. They learn to move their bodies, have fun, play with their friends and family, be challenged, be competitive, and experience success by achieving a learning goal.
Socio-ecological perspective – to understand the influences that may affect their confidence, competence, and motivation	There are a number of influences on a student’s confidence to participate in cricket – some students may already belong to cricket clubs and find learning skills easier than others do.
Health promotion – to develop and maintain a supportive physical learning environment	Students will be encouraged to work together to develop and enhance their cricket skills by being good team members, giving and receiving feedback, and helping others.
Attitudes and values – to maintain a positive attitude towards their own and others’ learning	Students will develop a positive and responsible attitude by valuing themselves and other students. They will understand they all have different abilities and learn at different rates, and the importance of being supportive and encouraging, and learning perseverance when developing and mastering new skills.

KEY ONLINE RESOURCES

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

<p>BLACK CAPS www.blackcaps.co.nz</p> 	<p>ICC CRICKET WORLD CUP www.icc-cricket.com</p>  <p>www.icc-cricket.com/cricket-world-cup</p> 	<p>TE ARA – CRICKET www.teara.govt.nz</p>  <p>DIGITAL NZ SET OF CRICKET RESOURCES http://bit.ly/1ngOh9p</p> 
<p>NZ HISTORY www.nzhistory.net.nz</p> 	<p>CRICINFO www.espnccricinfo.com</p> 	<p>NZ CRICKET MUSEUM http://bit.ly/1mnFeTx</p>  <p>NZ MUSEUMS http://www.nzmuseums.co.nz/</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 – Hit it for six!

Key understandings for this theme	<p>How to participate in the game of cricket, both by “having a go” and by learning about:</p> <ul style="list-style-type: none">the skills and techniques of playing the game and how to develop themthe technology of the gamelinks to their community to connect with other aspects of the game.	
Key competencies	<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 are focusing on through the learning opportunity chosen.</p>	
Values	<p>This theme provides a vehicle for exploring the values of:</p> <ul style="list-style-type: none">innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively through mathematical, technological, and science learning opportunities to further understand the many facets of cricketexcellence in playing the game and skill developmentcommunity and participation through investigating local cricket communities and accessing resources available. <p>It is also important to make connections to school values.</p>	
Learning areas	Suggested achievement objectives	Curriculum links to learning opportunities
English	Level 1 Recognise and begin to understand how language features are used for effect within and across texts (Language features) Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas (Processes and strategies)	Name it! (years 1–3)
	Level 2 Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas (Processes and strategies)	Developing my game (years 4–6)
	Level 3 Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas (Processes and strategies)	Developing my game (years 4–6) Bat to basics (years 4–6) High tech (years 7–8)

Mathematics	Level 2 Use simple additive strategies with whole numbers and fractions (Number strategies) Know simple fractions in everyday use (Number knowledge)	Be your best (years 4–6)
	Level 3 Conduct investigations using the statistical enquiry cycle (Statistical investigation) Evaluate the effectiveness of different displays in representing the findings of a statistical investigation or probability activity undertaken by others (Statistical literacy)	The worm (years 7–8)
	Level 4 Plan and conduct investigations using the statistical enquiry cycle (Statistical investigation) Evaluate statements made by others about the findings of statistical investigations and probability activities (Statistical literacy)	The worm (years 7–8) Hit the gaps (years 7–8)
Health and physical education	Level 1 Describe and use safe practices in a range of contexts and identify people who can help (Safety management) Develop a wide range of movement skills, using a variety of equipment and play environments (Movement skills, Science and technology) Demonstrate respect through sharing and cooperation in groups (Relationships)	Hit the target (years 1–3) Bat to ball (years 1–3)
	Level 2 Identify and use local community resources and explain how these contribute to a healthy community (Community resources) Practise movement skills and demonstrate the ability to link them in order to perform movement sequences (Movement skills)	Developing my game (years 4–6) Be your best (years 4–6)

Health and physical education	Level 3 Develop more complex movement sequences and strategies in a range of situations (Movement skills)	Be your best (years 4–6)
	Level 4 Demonstrate willingness to accept challenges, learn new skills and strategies, and extend their abilities in movement-related activities (Positive attitudes) Experience and demonstrate how science, technology, and the environment influence the selection and use of equipment in a variety of settings (Science and technology)	Adaptation of cricket (years 4–6)
Science	Levels 1 and 2 Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models (Investigating in science) Find out about the uses of common materials and relate these to their observed properties (Chemistry and society)	Bat to basics (years 4–6)
	Level 3 Build on prior experiences, working together to share and examine their own and others' knowledge (Investigating in science) Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple explanations (Investigating in science) Group materials in different ways, based on the observations and measurements of the characteristic chemical and physical properties of a range of different materials (Properties and changes of matter) Compare chemical and physical changes (Properties and changes of matter)	Bat to basics (years 4–6)

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 HIT IT FOR SIX!

Helmet, clothing, stumps, bat, ball, crease, pads, shoes, batting gloves, wickets, sunblock, batting, striking, throwing, catching, target, tee, safety, SunSmart, teamwork, cooperation, clubs, traditional, fractions, percentage, properties, strategies, predictions, wagon wheel, run rate, kotahitanga



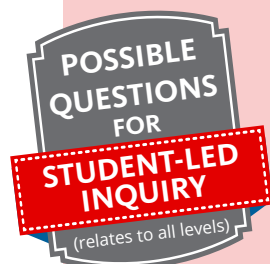
New Zealand Post 
**SUPERSTARTER
SKILLS**

TAKE A LOOK AT THESE:

- BBC: Batting basics – <http://bbc.in/1wF9uDI>
- wikiHow: How to improve your cricket skills – <http://bit.ly/1C4eDVV>
- YouTube: How to improve batting in cricket – <http://bit.ly/1Ci9mKG>
- Cricket scoring getting started – <http://bit.ly/1tDAv3c>
- Grassroots cricket – cricket resources: www.blackcaps.co.nz/grassroots
- wikiHow: How to bowl fast in cricket – <http://bit.ly/1xf5V3v>
- Kiwicaps – <http://www.kiwicaps.co.nz>
- Primary NTRA – cricket resource for primary schools: <http://bit.ly/1stnsI>
- Cricket NSW: Coaching cricket – <http://bit.ly/1q6Gsbg>
- CricHQ – download the CricHQ app for scoring a match (available for iPhone and Android) <http://bit.ly/10SNFm6>
- New Zealand Post Superstar Cricket Academy – <http://bit.ly/1Rhcxlr>



Check out *Superstarter Skills cricket activity cards*, developed by New Zealand Cricket supported by New Zealand Post. This resource, *Hit It for Six*, includes learning opportunities which align with these Superstarter Skills.



- How might you explain the sport of cricket to someone who has never played it before or seen it played?
- What are the basic skills required that make up the game of cricket?
- What are the correct batting techniques and stances? How many different ways of bowling the ball are there? Why are these techniques called these names?
- What are the basic laws of cricket?
- What are the umpire signals? How did they develop? Have they changed?
- Who invented the wagon wheel?
- What fielding positions are there in cricket? Why are they called those names?
- What do averages, strike rates, and run rates mean?
- What are bats made of? What are the properties of the bats, balls, and stumps?
- What are the third umpire, Snickometer, Hawk-Eye, and wagon wheel? How are they used? Is it important to use them? What purpose do they serve?
- How can you and other students look after yourselves when playing cricket, including looking after each other, the environment, team mates, and people watching?
- What are your and other students' cricket skills like? Can you self- or peer-assess for these skills? What skills do you and they need to work on? How can all of you improve your cricket skills?



YEAR 1–3 LEARNING OPPORTUNITIES

Title: Name it!

Curriculum learning area: English
(Language features, Processes and strategies)

Purpose: To use terms for items of cricket equipment by correctly labelling a picture of a cricket player

DESCRIPTION:

- Give each student one of these cricket terms to write on a card: helmet, stumps, bat, ball, crease, pads, shoes, batting gloves, wicket, sunblock. (If appropriate, students could brainstorm terms for cricket equipment themselves.)
- Read this story about a cricket player preparing for a game ([Template 5.1: "Name it!"](#) at the end of this resource) or have one of the students read it.
- As the story is read, the students each hold up their word card when they hear their word, for example, "I can see myself wielding my trusty **bat** ..."
- Have the students read their words aloud. Then read the story again.
- As a whole class, look at a labelled picture of a [wicketkeeper's stance](#) and a [batsman in a batting stance](#).
- The students then use their cards to label an outline of a cricket player. Year 1 students can work with the teacher to trace around a student and label the outline together. Year 2 students can work in groups of two or three. Year 3 students could each write their term onto an outline of a player.

- Year 3 students could explore players' [fielding positions](#).
- Students then write their own story using the cricket terms.

Use the New Zealand Post Superstarter Skills activity card "Umpire Tag" (the orange/purple warm-up game for years 1–2). Gather together cricket equipment (bat, ball, wickets, bail, helmet, batting pads, batting gloves, shoes, wicketkeeper gloves). The student identified as the "tagger" calls out the name of a piece of equipment, and a nominated student has to run and get it. They might show how it is used or worn.



RESOURCES:

- BBC: Cricket equipment – wicketkeeper's and batsman's stance <http://bbc.in/1p9jiM9>
- Cricket for parents: Cricket fielding positions <http://bit.ly/1tXrXGb>
- [Template 5.1 for teachers: Name it!](#)
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Are the students able to label the player correctly with the cricket terms?

Are students able to make up their own story using the language of cricket? Can they use the terms appropriately?



Title: Hit the target

Curriculum learning area: Health and physical education (Safety management, Movement skills, Science and technology, Relationships)

Purpose: To ensure that students look after themselves while playing cricket, and for them to develop their skills of throwing

DESCRIPTION:

- As a class, discuss how cricketers keep themselves safe in the sun – refer to [SunSmart Schools](#). Ask: *What do we need to do to keep safe when we are playing cricket, and why?*
- Discuss with the students what a [UV](#) monitor measures. Ask: *What does UV stand for? How can we protect ourselves from the sun, and why do we need to? What are other ways we might keep ourselves safe from the sun?* (Use sunscreen, wear hats and tops.)
- Students could take photographs of each other being “SunSmart”. As a class, create a giant sun and place the photographs around it, together with thoughts on how to keep safe in the sun. Students could add other safety information, for example, keeping safe at the beach. Alternatively, teachers could use ideas from [SunSmart curriculum ideas](#).

Throwing skills

- Students practise basic throwing and catching skills in pairs. Teachers can find information on teaching these skills on the [SportNZ website](#). Take photographs or video of the students throwing and teach them the language and skills of throwing and catching.
- Students play a game of Clean the House. Divide the class in half. The two groups stand facing each other across, and 10 m back from, a halfway line indicated by cones. Put 10–15 hackysacks or small balls

in front of each side. When the whistle blows, students run to grab a hackysack or ball, go back to where they were standing, and throw to the other side, where the students pick up or catch and throw back. Blow the whistle again to signal they should stop. The winners are the team who have the smallest number of hackysacks or balls on their side of the halfway line.

- Students can discuss their goals for throwing and catching skills, for example, “I can throw the ball in the hoop once.” Year 1 students could make a class goal, for example, “I can throw the ball in different ways to hit a target.”
- Year 2 students could make one goal for catching and one for throwing, for example, “I can do five good throws to my partner and catch the ball five times in a row.”
- Year 3 students could make individual goals for throwing and catching. Alternatively, they could invent a mini-game in groups of three or four, using the throwing and catching skills they have learned.

Use New Zealand Post Superstarter Skills score sheet (yellow card) and activity cards to supplement these activities:

- Use “Catch Me If You Can” (yellow skills test card for years 1–2).
- To extend the “Fielding Skittles” (yellow skills test card for years 1–2) players keep rolling at the stumps until they miss. Year 3 students can overarm throw or bowl at the stumps.
- Using “Striking” (yellow skills test card for years 1–2), have a wicketkeeper behind the batter. The fielders have to throw the ball to the wicketkeeper who places the ball on the cone. For year 3 students set the cones 10 m apart.



RESOURCES:

- SunSmart schools
<http://www.sunsmartschools.co.nz/>
- Sunsmart schools: Curriculum resources <http://bit.ly/1vDR3KN>
- Wikipedia: UV Index <http://bit.ly/1uOGuaW>
- SportNZ: Manipulative skills: Throwing and catching <http://bit.ly/1tvc9Mt>
- Athletics NZ: Get set go – manipulative movement skills <http://bit.ly/1qiaB7t>
- Pinterest: Goal setting for kids
<http://bit.ly/VOfsno>
- School cricket <http://bit.ly/VRBqCY>
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:

How successful are the students at throwing? What type of throw can they do best, for example, underarm, overarm?

Can the students talk about their throwing action and what they need to work on?

How successful were the students at setting goals? Were the goals too easy or too hard?



Title: Bat to ball

Curriculum learning area: Health and physical education (Safety management, Movement skills, Science and technology, Relationships)

Purpose: To develop the skills of striking in small groups and pairs

DESCRIPTION:

- Students explore hitting a ball with different sports equipment (striking) – for example, with cricket bats, tennis rackets, and softball bats; using different types of balls; and hitting them off a tee (stand). Discuss with the students what they know about hitting a ball off a tee – some students may be able to demonstrate. Set the equipment up at stations and have the students work in groups. This is a good opportunity to discuss safety when using equipment, for example, not striking the ball if someone is standing in the way.
- Discuss how to work together and ask students for their suggestions. For example, they can take turns, share, and be careful not to stand near the striker.
- Allow for lots of rotating around the stations. Facilitate discussions as you move around and ask questions: *What is the best way to stand? How do you place your hands on the bat or racket for a good hit? What do you need to do to ensure you hit the ball?*
- Bring the students together and discuss their learning: *Which equipment was easier to use? What helped you to hit the ball successfully? How good were you all at working together?* Talk about stance, grip, follow-through, and watching the ball.

- Consider contacting a local cricket development officer to support next steps to develop students' cricket skills.

Use New Zealand Post Superstarter Skills activity cards to supplement this activity:

- With the "Bouncy Bat Relays" (orange card for years 1–2), use the different bats and rackets and balls, and at the end discuss which equipment was easier to use, and how students adapted their play with different equipment.
- Using "Traffic Light Strike" (orange card for years 1–2), players get points for hitting the correct zone. Fielders call out a zone for the batter to hit to, and if the batter misses, it is a new batter's turn. For year 3 students set the cones 10 m apart.



RESOURCES:

- SportNZ: Fundamental movement <http://bit.ly/1wFmeKn>
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students identify the skills needed for striking a ball with a bat?

Are they able to look after themselves and play safely?

Can the students demonstrate working cooperatively when playing in small groups?



YEAR 4–6 LEARNING OPPORTUNITIES



Title: Developing my game

Curriculum learning areas: English (Processes and strategies), Health and physical education (Community resources)

Purpose: To identify local cricket expertise and how groups such as local clubs can help develop students' cricket skills

DESCRIPTION:

- Research local [cricket clubs](#) in your area. Tell the students that the class will be contacting a cricket player or expert from a club in their area to find out more about cricket, local cricket clubs, and upcoming cricket events.
- In groups, students brainstorm ideas and write questions to ask, for example: "What equipment do I need to play cricket?" "What activities do local cricket clubs offer?" "Do you have qualified coaches?" "Do you have competitive teams and fun teams?" "What events are coming up that we could take part in?" "What famous players played for the club?" "What is the history of the club?" "Why do clubs wear particular colours in their uniforms?" "Are club members available to teach school students basic cricket skills?"
- Students read a story or interview that has examples of open questions – questions that require more than a "yes" or "no" answer. The *School Journal* interviews in Part 4 Number 3, 2002, and Part 2 Number 1, 2005, provide good examples of open questions.
- Before the students conduct their interview, they will need to practise [taking notes](#).
- Students invite a club member to come to school for an interview. After the interview, students reflect on their findings as a class. Ask: *What did we learn? Did you learn any new skills? What do we know now that we didn't know before about club cricket?*
- Watch the video clip [Not Out of Compton](#), which explores how club cricket is being played by homeless people and former

gang members in America. Discuss those players' reasons for playing cricket. Ask: *What do they mean by "gentlemanly" play? Is that the same as fair play? What other reasons are there for playing club cricket?*

Using New Zealand Post Superstarter Skills activity cards the club member could help the students to develop their cricket skills. Students could then teach younger children in years 1–3:



- **batting** – Use "Through the Channel" (purple card for years 3–4), but have a big cone at the end of the channel, and if the batter hits it it is worth four runs instead of two.
- **bowling** – Use "Target Bowling" (blue card for years 5–6) and place a cone on either side of the wickets. Students who find hitting the stumps difficult could get a point for bowling in between the cones.
- **fielding** – Use "Hit the Wicket" (purple card for years 3–4) but increase or decrease the distance between the player

RESOURCES:

- BLACKCAPS: Find your district association – cricket clubs <http://bit.ly/1s3dqdU>
- *School Journal* issues: Part 4 Number 3, 2002; Part 2 Number 1, 2005
- Pinterest: Note-taking <http://bit.ly/YCh2aZ>
- BBC: Not out of Compton: LA's cricket club of gang members <http://bbc.in/VRDN8Z>
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:



Can the students identify the resources available at their local cricket club?

Were they able to develop open questions to elicit the information they wanted?

Title: Be your best

Curriculum learning areas: Mathematics (Number strategies, Number knowledge), Health and physical education (Movement skills)

Purpose: Understand percentages in order to set goals and to identify improvement and accuracy

DESCRIPTION:

- Read the story *Pirates Don't Play Cricket* by Iain O'Brien and Rowan Gibson, and as a class discuss the skills needed to play cricket. Ask: *Do you need to have **all** those skills? How did Priya and Dan teach the pirates to throw? Which cricket skills would students be able to teach someone else? Why did they choose those skills?*
- Students pick a skill to focus on to develop or enhance further, for example, throwing overarm, throwing underarm, or fielding and throwing at a target – either a stationary target or one on the move.
 - Put students into small groups.
 - Each person in the group has 10 throws or balls. Students record how many of their attempts hit a target.
 - Model working out a student's success rate as a fraction and/or percentage ($\text{score}/10 \times 100$).
 - Students work out the accuracy of their own throws.
- Students each decide on a skill to improve and what their goal for improvement will be.
- They each design a goal-setting chart, including a place to record their fractions and/or percentages that demonstrate whether their skills have improved.
- Students work in pairs to practise their skills and then record their new results.
- They calculate their new accuracy fractions and/or percentages. They could also work out the fraction and/or percentage of improvement.
- In pairs, students discuss their goals. Are they making progress in achieving their goals? Was the goal too easy or too difficult – do they need to adapt it?

- Repeat the activity several times, and then the students can plot their data on a line graph.

Use New Zealand Post Superstarter Skills activity cards to set up stations. Students have a go at each station before deciding on a skill they want to focus on.



- **passing and catching** – Use “Here, There, Everywhere” (purple card for years 3–4) and increase or decrease the distance between pairs to adjust difficulty.
- **throwing accurately** – Using “Throwing Relay” (blue card for years 5–6) a player keeps throwing at the stumps until they miss.
- **bowling accurately** – Using “Bowled ‘Em” (yellow card for years 5–6) a player keeps bowling at the stumps until they miss.
- **throwing as far as possible** – Use “Long Throw” (yellow card for years 5–6).
- **hit the ball in the air as far as possible** – Using “Bat and Beyond” (yellow card for years 5–6) increase or decrease the cone distance to adjust difficulty.
- **hit the ball accurately** – Using “Tee Ball Drive” (yellow card for years 5–6) add more zones using cones (three- and four-run zones).

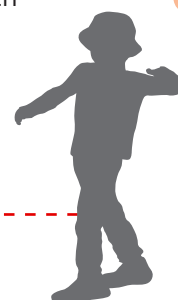
RESOURCES:

- *Pirates Don't Play Cricket*, co-written by former New Zealand bowler Iain O'Brien and maths teacher Rowan Gibson (My Little Big Town, 2013)
- TKI: Maths: Aim straight <http://bit.ly/1vHWEBU>
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Were the students able to identify which skills they needed to work on?

Can they discuss their progress with their cricket skills, using fractions and/or percentages as evidence?



Title: Bat to basics

Curriculum learning areas: Science (Investigating in science, Properties and changes of matter, Chemistry and society), English (Processes and strategies)

Purpose: To identify the properties of a cricket bat and to explore the process of bat making

DESCRIPTION:

- Pass around a cricket bat or show students a picture of a cricket bat. Ask: *What do you think the bat is made from?* Brainstorm words to describe the cricket bat, for example, strong, hard, solid. Use a speaking frame to scaffold students' ideas into sentences, for example, "Wood is ... because ...", "Wood is not ... because ...".
- Discuss the term "properties". Start a bank of properties on the board for students to add to and use, for example, strong, flexible, transparent, waterproof.
- Watch this YouTube [video clip](#) showing a ball hit a bat in super slow motion. Students look at their original sentences. Ask: *Has anyone changed their mind about the properties of the wood? Is it flexible? How do you know? Do you think the properties of cricket bats have changed over time?*
- Students research the process of [bat making](#) to further understand the properties of a cricket bat. Students can choose different aspects of the bat-making process to research, either in groups or individually, using a [KWL chart](#). *Are all cricket bats the same?*
- Students present their findings, describing the properties of the woods used, the process of manufacture, and how bats have changed over time.
- Students hit balls from a tee (stand) with wooden bats, plastic bats, and tennis rackets. As a class, they discuss which equipment hit the ball the furthest. Ask: *Why do you think this happened?* Discuss the different properties of the different equipment used to hit the balls. Discuss the concept of a fair test. Ask: *Was this a fair test? Why/why not?*

Use New Zealand Post Superstarter Skills activity cards to test the bats and rackets in a playing environment:

- Using "One, Two, Three, Four" (purple card for years 3–4) each batter must use all of the bats before changing the batter.
- Using "Tee Ball Drive" (blue card for years 5–6) batters get three shots and each shot must be with a different bat.
- Using "Non-stop Cricket" (blue card for years 5–6) place all the bats and rackets at cones A and B. Each time the batter runs to the cones they swap the bat for a different one.
- Using "Bat and Beyond" (blue card for years 5–6) batters must use all the bats within their six turns (two shots)



RESOURCES:

- YouTube: Wobbly bat – slow-motion view of ball on bat <http://bit.ly/1voiMm3>
- Layerwood: Bat making <http://bit.ly/1wFtjuB>
- KWL chart <http://bit.ly/1vHXEpy>
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students identify the properties of a cricket bat and explain how a ball impacts on a bat?

Can the students explain why cricket bats are made of certain woods?





Title: The Worm

Curriculum learning areas: Mathematics (Statistical investigation, Statistical literacy), Health and physical education (Positive attitudes)

Purpose: To investigate different forms of presenting data in order to be able to predict outcomes, and to anticipate how to counteract an outcome, so changing the end result

DESCRIPTION:

- Discuss what students know about “worm” graphs. Look at an example [here](#). What can they tell about run rates from this graph? Ask: *Why would this form of graph be used? What other sports use this type of graph to display data? Why do you think it is called the worm?* (Because of the way it progresses as the overs progress.)
- Give the students data from 10 overs from the first team at a [cricket match](#) and have them make a worm graph for that data. They then graph the first 10 overs of the second team’s innings. Ask the students to predict the outcome of the game based on their worms so far.
- Give the students data from the rest of the match and get them to complete their worm graphs. Were their predictions correct? Alternatively, they could create their graphs using a [spreadsheet](#).
- Split the class into teams – depending on class size, either two teams, or four teams of eight – and play a game of [Bat Down](#). The batting teams must record their runs for each over faced. (Suggestion: play 10 overs per batting team, with each over consisting of 3 to 4 balls, and change the bowler and batsman/batswoman every over to ensure all students are involved.) Students take turns to keep the score. Stop the game after one team has batted and have students draw a worm for the first half of the game (on graph paper or using a spreadsheet).

- Play **half** of the second innings of the match and ask students to update their worms and predict who will win. The fielding team has an opportunity to discuss tactics to restrict the batting team.
- Complete the game. Students complete their worms. Discuss their predictions. What tactics did the fielding team use to restrict the batting team?

Use games from New Zealand Post Superstarter Skills activity cards for data when making diagrams.



- Using “Non-stop Cricket” (blue card for years 5–6) form two teams of six a side. The batter only gets 6–12 bowls before retiring. Once all batters are out, complete the worm.
- Use “Super Sixes” (green card for years 7–8). Players waiting to bat record the runs being scored. The team draws a worm graph after the whole team has batted.

RESOURCES:

- University of Cambridge: Charting success – “worm” graph <http://bit.ly/1n83xec>
- cricinfo: Match/series archive <http://es.pn/1lgp1om>
- eHow: How to create a cricket run rate graph in Excel <http://bit.ly/1wFvZZe>
- Kiwicaps: Backyard test cricket – Bat Down <http://bit.ly/1tnoFz7>
- TKI: Maths: Sports statistics <http://bit.ly/1mUMA1p>
- ThatsCricket: team and player statistics <http://www.thatscricket.com/statistics/>
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students accurately graph their results and predict outcomes?



Title: High tech

Curriculum learning area: English
(Processes and strategies)

Purpose: To explore how technology is used to assist players and coaches to improve cricket skills

DESCRIPTION:

- Discuss what students know about the use of technology in cricket. Ask: *What technology do you know of that is used in cricket to help coaches, players, umpires, and spectators?* In small groups, students focus on a particular group, for example, coaches or players, and record their ideas; then they share these with the class.
- Introduce the students to the names of the technology tools Snickometer, third umpire, and Hawk-Eye. Divide the class into groups to research these technology tools. Students could be given a template to record their information on with the headings: Who is it for? What does it do? How is it used? What does it cost? Where is it placed? What training is needed to use it? What are the potential limitations? Students can access information here: [Snickometer](#), [third umpire](#), [Hawk-Eye](#), and [Hawk-Eye use in coaching](#).
- Students could read the [text here](#) which describes the changes the West Indies want to make in using technology in cricket ("Coaches want more use of technology"). After reading the text, either individually or using a shared reading approach, they can complete the three-level guide [Template 5.2: "Coaches want more use of technology"](#) (found at the end of this resource) and then go on to critically analyse the use of technology in cricket.
- Discuss other options for groups or countries who do not have access to these advanced technological tools. Ask: *Why do some groups not have access to these tools? Are there other technological tools that could be used?* (Video, still photography.) Consider the role of video in coaching. Ask: *How could using video help batsmen/batswomen, bowlers, or fielders?*

- Students research different types of [bowling](#), their names, and the actions the bowlers use. How might bowlers use video technology to improve their accuracy?

Use activities from New Zealand Post Superstarter Skills cards, video them, and use the videos as discussion starters on how this type of technology can help bowlers or batters to improve.

- Use "Stump to Stump Bowling" (green card for years 7–8) to track where the ball was pitching or aiming on the video.
- Use "Target Driving" (green card for years 7–8) and set up the camera side-on or front-on to capture the batter hitting the ball.



RESOURCES:

- BLACKCAPS: Skills challenge www.blackcaps.co.nz/skillschallenge
- YouTube: Technology in cricket Snickometer <http://bit.ly/1q0aylX>
- YouTube: Dinesh Chandimal – third umpire <http://bit.ly/1uOVI5e>
- YouTube: Umpire under pressure – Hawk-Eye <http://bit.ly/1vldi3u>
- Hawk-Eye <http://bit.ly/1vldi3u>
- Hawk-Eye use in coaching: <http://bit.ly/ZLKINs>
- WE Them: Coaches want more use of technology – text for students to read <http://bit.ly/1uOVMfy>
- [Template 5.2 for students: Coaches want more use of technology](#)
- Wikipedia: Types of bowlers in cricket <http://bit.ly/1uOVRAi>
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Are students able to describe the use of technology to enhance the game of cricket?



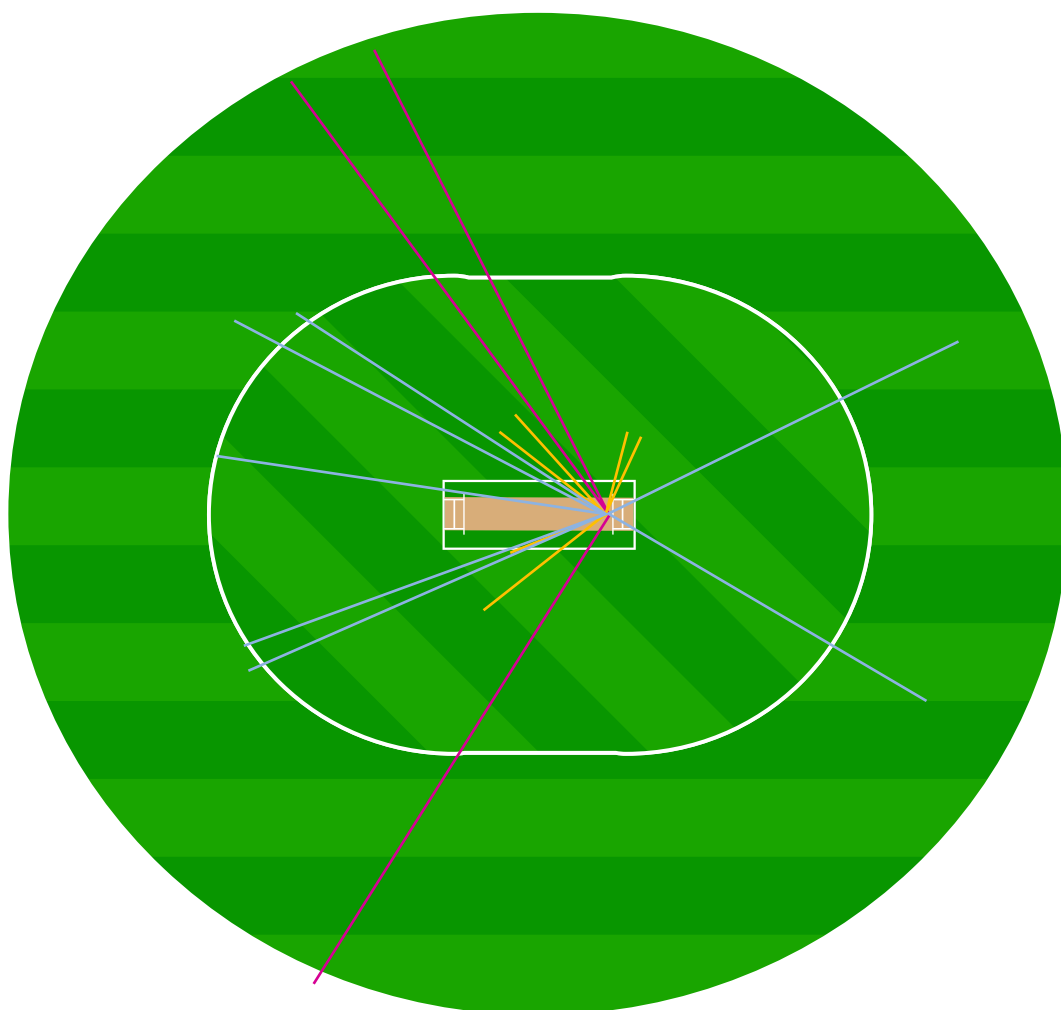
Title: Hit the gaps

Curriculum learning areas: Mathematics (Statistical literacy), Health and physical education (Science and technology)

Purpose: To interpret statistical diagrams (wagon wheels) to record a batsman's runs and to determine the best place to position fielders

DESCRIPTION:

- Provide each student with a copy of a [wagon wheel](#) for a batsman. Ask: *Do you know what the different coloured lines represent? Why are the lines different lengths? How many sixes did this player score? (There is another example of a wagon wheel [here](#).)*
- Students explore the meaning of the terms "on side" (leg side) and "off side". They observe the sides on their wagon wheel and relate these to strike numbers.
- Ask students to write some true and false statements about the wagon wheel data they have. Students share their statements with the class, who decide if they are true or false.
- Students write percentage-type questions, for example, "What percentage of runs was scored off side?" "What about leg side?" and in pairs answer each other's questions.
- Explain that a fielding team consists of nine players, plus the bowler and wicketkeeper (as the 10th and 11th players). Students explore the names and placing of [fielding positions](#), checking where the fielders [stand](#). They look at the wagon wheel again and decide where they would place the nine fielders to try and stop the batsman scoring runs. They could watch this [clip](#) of a player finding the gaps between fielders.
- The class play a small-sided game of cricket or [non-stop cricket](#) (either with students bowling or with batsmen hitting from a tee – it will be easier for batsmen to aim in a particular direction if they are hitting from a tee rather than being bowled at).



Teams either choose a captain to decide, or decide as a team where they will place their fielders. Encourage students to use the proper names for the positions.

- Talk to the batting team about identifying the gaps between the fielders and trying to hit the ball into those gaps. Encourage them to use the correct names for positions, for example, "I'm aiming for the gap between **mid-off** and **cover**."
- Students make wagon wheels recording where they scored their hits (provide them with a template to draw on).

Use New Zealand Post Superstarter Skills activities to capture information for wagon wheels.

- Using "Pairs Cricket" (green card for years 7–8) organise students into five pairs. One pair bats, another pair bowls, another fields, another wicketkeeps. The last pair records the hits on a diagram for each batter so they can make a wagon wheel later.
- Use "Super Sixes" (green card for years 7–8). Players who are not batting take turns recording the shots on a diagram for each batter so they can make a wagon wheel later.



RESOURCES:

- The Times: Cricket – wagon wheel for Hashim Amla <http://thetim.es/1nWpiphK>
- Cricket statistics: Graphical statistics – example of a wagon wheel <http://bit.ly/1xfn5OF>
- Cricker: Glossary of cricket terms <http://cricker.com/glossary/>
- Cricket for parents: Cricket fielding positions <http://bit.ly/1tXrXGb>
- BBC: Sport: Cricket: A guide to fielding positions <http://bbc.in/1rZuvFl>
- YouTube: Kane Williamson slams a century – player finding fielding gaps <http://bit.ly/1EiGwe6>
- Australian Sports Commission: Playing for life – non-stop cricket <http://bit.ly/1s3hbQn>
- cricinfo: Fergie's wagon wheel – wagon wheel history <http://es.pn/1xUeUeq>
- CricHQ: download the CricHQ app for scoring a match (available for iPhone and Android) <http://bit.ly/10SNFm6>
- New Zealand Post Superstarter Skills card set

REFLECTION FOR TEACHERS AND/OR STUDENTS:

By understanding wagon wheel graphs, were students able to see how they could improve their own game?

How good were students at hitting into the gaps? What did they still want to work on?



TEMPLATE 5.1



NAME IT!

All heroes have special costumes and equipment, I tell myself. Think of Superman, Batman, Luke Skywalker ... there is no difference, as I look at all the clothing that's needed before I even step out to the crease to guard my wicket. In my mind I can see myself wielding my trusty bat, ready for the battle with the ball!

In my head I hear, "Hit it for six!" as I tie up my shoes. "Watch the ball" as I strap my pads on tightly to my legs. "Stand very still." I pull on my batting gloves. They feel tight, and a little bit sticky from my sweat and sunblock. I carefully place the helmet on my head for protection. I'm ready for battle, to protect my stumps and hit it for six. All heroes have special costumes and equipment, I tell myself.

by Charlene Mataio

TEMPLATE 5.2



COACHES WANT MORE USE OF TECHNOLOGY

Level 1 Tick the sentences you think are correct. Put a cross by the sentences you think are wrong. Be ready to explain your reasons based on evidence from the text.

	Stuart Williams used to play cricket for India.
	Vasbert Drakes works as a cricket coach in Barbados.
	The seminar lasted three days.
	The technology that was seen at the seminar was for coaches and players.
	Data from cricket matches can be used by players, coaches, and match officials.
	The seminar was held in England.

Level 2 Tick the sentences you think are correct. Put a cross by the sentences you think are wrong.

	Technology is a new part of cricket.
	Anybody could attend the Data and Video Analysis Workshop.
	The West Indies cricket team is made up of players from countries all around the Caribbean.
	The people attending the seminar had to pay to go.
	Vasbert Drakes was a famous bowler.

Level 3 Tick the sentences you think the writer would agree with. Put a cross by the sentences you think the writer would not agree with. Be ready to give your reasons.

	Governments should provide money for sports teams to use technology.
	If you don't use technology in cricket, you are going to be an ineffective team.