



IT'S A GLOBAL GAME

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.

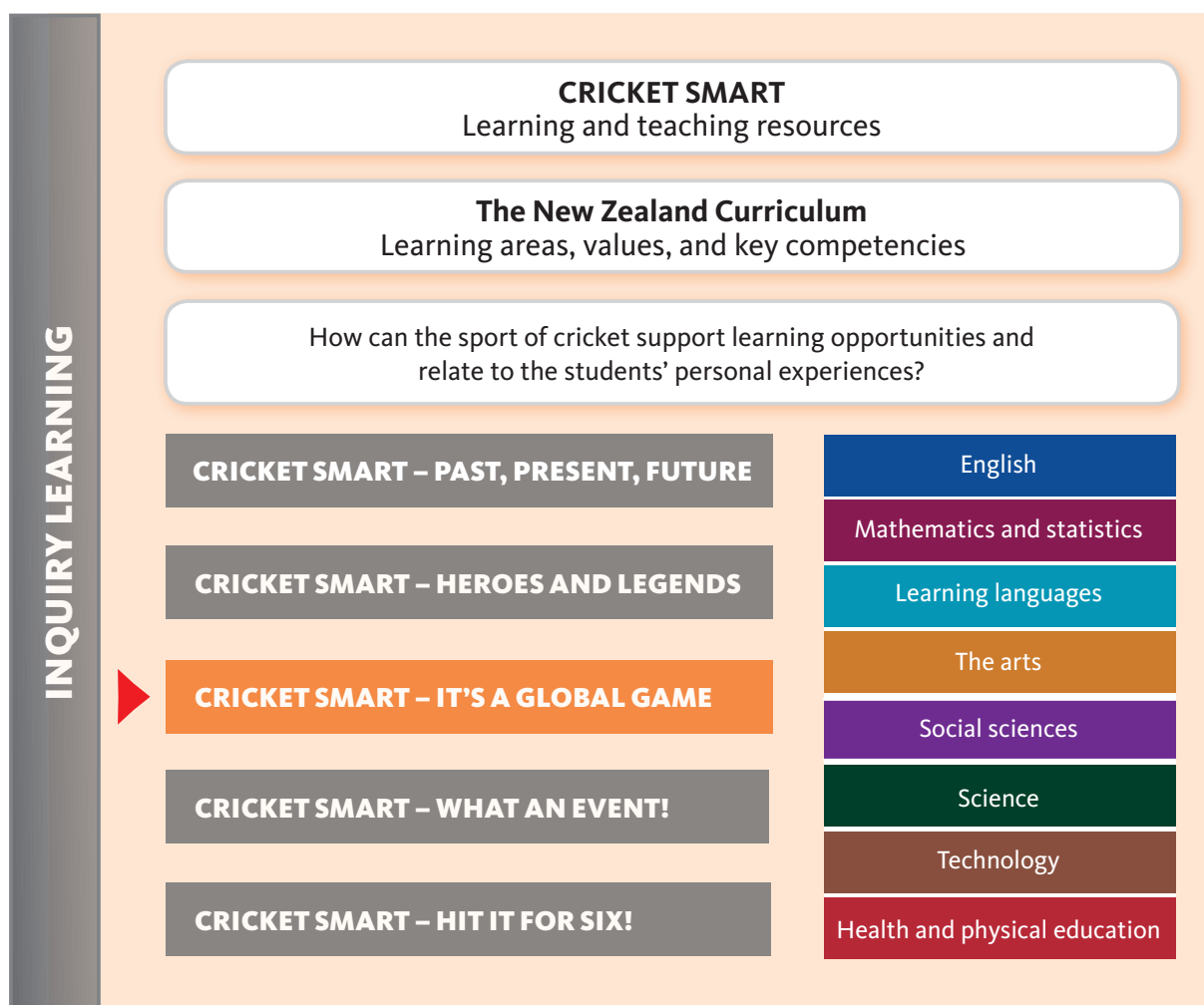
THE NEW ZEALAND CURRICULUM

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!



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) | |
| | | (A) | | (M) | (H/PE) |
| | | | | (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) |
|----------------------|----------|---------------|-----------|-------------|----------------------|-------------------------|----------------|-----------------------|

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 – It's a global game, has a focus on how people participate in sport and how, through sport, they can develop understanding and appreciation of cultural diversity. Through this theme, students can gain insight into the following:

- that cricket brings diverse peoples and cultures together
- that, through cricket, we can develop tolerance and respect for others
- that a range of countries and cultures participate in cricket and global cricket events
- what are some differences and similarities between countries participating in cricket
- what cricket looks like in other parts of the world
- how and why cricket has sometimes been adapted in other countries.

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 – IT'S A GLOBAL GAME

| Key understandings for this theme | <p>How people participate in sport, in particular cricket, and how people can develop understanding and appreciation of cultural diversity through sport:</p> <ul style="list-style-type: none"> • how cricket brings diverse peoples and cultures together • how, through cricket, we can develop tolerance and respect for others • how diverse is the range of countries and cultures that participate in cricket and global cricket events • what differences and similarities there can be between countries participating in cricket • what cricket looks like in other parts of the world • how and why cricket has sometimes been adapted in New Zealand and other countries. | |
|--|---|---|
| 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 and their students are focusing on through the learning opportunity chosen.</p> | |
| Values | <p><i>This theme provides a vehicle for exploring the values of:</i></p> <ul style="list-style-type: none"> • diversity and community and participation – by examining the countries that are involved in cricket and the ways they sometimes adapt the game to suit their culture and community. <p>It is important to also make connections to school values.</p> | |
| Learning areas | Suggested achievement objectives | Curriculum links to learning opportunities |
| Social sciences | Level 1 Understand how belonging to groups is important for people | Who's playing? (years 1–3) What are they wearing? (years 1–3) |
| | Level 2 Understand how cultural practices reflect and express people's customs, traditions, and values | Who's playing? (years 1–3) What are they wearing? (years 1–3) |
| | Level 3 Understand how groups make and implement rules and laws Understand how people view and use places differently Understand how people make decisions about access to and use of resources | Same, but different – let's celebrate diversity! (years 4–6) Adaptation of cricket (years 4–6) |

| | | |
|---------------------------|---|--|
| | Level 4 Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people | Kilikiti (years 7–8) Breaking down barriers (years 7–8) |
| English | Level 1 Acquire and begin to use sources of information, processes, and strategies to identify, form, and express ideas (Processes and strategies) | Cricket around the world (years 1–3) What are they wearing? (years 1–3) Who's playing? (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) | What's the trend? (years 4–6) |
| | Level 3 Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas (Processes and strategies) | Adaptation of cricket (years 4–6) |
| | Level 4 Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas (Processes and strategies) | Kilikiti (years 7–8) Time with "G" (years 7–8) Breaking down barriers (years 7–8) |
| Learning languages | Levels 1 and 2 Receive and produce information (Selecting and using language, symbols, and texts to communicate) Make connections with known culture(s) (Cultural knowledge) | Who's playing? (years 1–3) |
| Mathematics | Level 3 Conduct investigations using the statistical enquiry cycle: gathering, sorting, and displaying multivariate category and whole-number data and simple time-series data to answer questions (Statistical investigation) | What's the trend? (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 IT'S A GLOBAL GAME

emblem, uniform, flags, trends, patterns, evidence, diversity, similarities, differences, stadium, ice cricket, beach cricket, inclusive, adaptation, disability, kilikiti, motifs, symmetrical, reflection, translation, barriers, manaakitanga

TAKE A LOOK AT THESE:

- *That's the Way!* by Lino Nelisi (Ready to Read series, years 1–3)
- Wikipedia: Out of the Ashes (2010 film) <http://bit.ly/1txvPPS>
- Living Heritage: Fa'a Samoa <http://bit.ly/1mJOHoS>
- TKI: Digistore <http://digistore.tki.org.nz>



Digistore items include:

- The first golden age of cricket
- Zou ba! (Chinese) sports: ball games, the sports match, watching a match, buying tickets, what is the score
- Manufacturing national sports uniforms, 1949



New Zealand Post 

SUPERSTARTER SKILLS

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

POSSIBLE QUESTIONS FOR STUDENT-LED INQUIRY

(relates to all levels)

- Which countries play cricket? What influenced their participation in this sport? When did they start playing cricket?
- What might it be like playing cricket in other countries?
- How is cricket viewed in other cultures?
- Which countries have the highest participation in cricket? Why is that?
- Which people play cricket around the world? Do they play it the same way as we do?
- Should all countries play sport?
- What other forms of cricket are there?
- Why have countries or groups of people adapted the game of cricket?



YEAR 1–3 LEARNING OPPORTUNITIES

Title: Who's playing?

Curriculum learning areas: Social sciences, Learning languages, English (Processes and strategies)

Purpose: To explore the range of countries participating in cricket around the world

DESCRIPTION:

- Students work in pairs or groups of three and explore the [teams](#) that were involved in the ICC Cricket World Cup 2015.
- As a class, the students identify on a map the locations of the teams' countries.
- After identifying their locations, the students can explore the different ways to say [hello](#) and thank you in those countries' languages. Teachers of year 1 students may need to source this information before the lesson. Examples of greetings include Kia ora (New Zealand), Gidday (Australia), Talofa lava (Sāmoa), Mālō e lelei (Tonga), Namaste (India – Hindi).
- Year 2–3 students could find facts about one of the countries that participate in global cricket competitions. For example, they could answer the questions: *What language is spoken there? When did the*

country first participate in cricket? How many times have they been part of the ICC World Cup? Which competitions have they won? Who are the key players in their team? What makes this country different or unique compared to other countries?

- Information the students find out about the country could be collated on a large chart or on Padlet.com if students have access to digital tools.

RESOURCES:

- ICC Cricket World Cup 2015: Teams <http://bit.ly/1rmYGag>
- Omniglot: Hello in many languages <http://bit.ly/1u5LDtC>
- Padlet <http://padlet.com>
- World map

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students talk about countries that are involved with cricket?

Can the students identify features that make these countries unique?

Title: What are they wearing?

Curriculum learning areas: Social sciences, English (Processes and strategies)

Purpose: To explore the different cricket uniforms worn by teams and understand how uniforms are often an expression of the team's identity and culture

DESCRIPTION:

- Show the students different cricket uniforms using images from websites (some examples are listed in the resources section). The students select some cricket uniforms to explore further – teachers can decide how many depending on the proficiency of their students.
- In groups of three, the students label a picture of a cricket uniform. Their labels could answer questions such as: *What colours are used? Why do you think they used these colours? What is the team emblem? Why do you think this country uses this emblem? What might the emblem represent?* Compare the cricket uniforms and the [emblems](#) to the [flag](#) for the country. Are there any similarities between the uniform, emblem, and flag?
- Year 2–3 students could write a short paragraph about the similarities and differences between the three items and what they have noticed about the emblems, flags, and uniforms. Year 1 classes may need to do this activity as a whole class. After completing their paragraphs, the students orally present the information to the class.

RESOURCES:

- Wordpress: Have you noticed... (images of cricket uniforms) <http://bit.ly/1sWAvjl>
- Gazetteer: About countries: Emblems of countries <http://bit.ly/1vp4kac>
- Science Kids: Country flags <http://bit.ly/1taAAuV>

REFLECTION FOR TEACHERS AND/OR STUDENTS:



Can the students talk about the similarities and differences between emblems, flags, and cricket uniforms of different countries? Are they able to identify why countries have chosen particular emblems?

Do the students recognise the links between the emblems, flags, and uniforms?



Title: Cricket around the world

Curriculum learning area: English
(Processes and strategies)

Purpose: To understand how different groups of people have adapted the game of cricket

DESCRIPTION:

- Give each student a copy of [Template 3.1 "Cricket around the world"](#) (template at the end of this resource) for a [skills flow task](#).
- Read sentence number 1 from [Template 3.2](#) for teachers "Cricket around the world" aloud to the students.
- Students write the number of the sentence next to the corresponding picture after you have read it. You may need to read the sentence again because the students will need to remember the information they hear.
- Continue reading the sentences until the students have numbered all the pictures.
- Ask the students, one at a time, to repeat aloud the sentence they heard for each picture (this could be done in pairs or in small groups if the activity is used with a whole class). Use speaking frames

(included on [Template 3.2](#) for teachers "Cricket around the world") as a scaffold for students who need that level of support.

- Discuss how and why different countries have adapted the game of cricket; for example, playing cricket in the street in India because there are few cricket grounds.
- The students can then write the sentences they heard about cricket around the world, using the speaking frames as a scaffold into writing if necessary.

RESOURCES:

- ESOL online <http://bit.ly/1txxKDP>
- [Template 3.1 for students: Cricket around the world](#)
- [Template 3.2 for teachers: Cricket around the world](#)

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students match the spoken information to the visual information? Can they construct sentences orally and in writing that give the key information they heard?

Can the students talk about the differences in cricket in countries from around the world?



YEAR 4–6 LEARNING OPPORTUNITIES



Title: What's the trend?

Curriculum learning areas: Mathematics (Statistical investigation), English (Processes and strategies)

Purpose: To gather statistical information to determine participation rates in cricket

DESCRIPTION:

- Discuss with your class what sports they or others play in the summer.
- Survey the students to gather data about who plays what sport, or the sports others might play. The students display the findings in a suitable format, for example, a stem and leaf graph, bar graph, or pie chart. Discuss the trends and patterns in the class: *Is cricket a popular choice? Why? Why not? What would encourage you to play cricket if you don't already?*
- The students develop a school-wide, team, or syndicate survey following the same procedure as above. Then discuss with them: *Is cricket a popular choice? Why? Why not? Do the school-wide, team, or syndicate results differ from the class results?* Students tweet their findings by constructing a [Twitter Board](#) on the outside of the

classroom door, writing up the findings, and displaying them on the Twitter Board.

Alternatively, if your school and teachers have Twitter accounts to use within the school setting, the students could tweet their findings and trends to the deputy principal or principal.

- Discuss with the class whether cricket is a popular sport to play for both males and females in New Zealand. Ask: *What sport do we see the most of on New Zealand television, in New Zealand newspapers, or on the internet? Why? What evidence to answer this question could be gathered from media sources? Is cricket more popular in countries overseas than in New Zealand? Why might this be?* Students add their findings to the Twitter Board.

RESOURCES:

- Pinterest: Twitter boards <http://www.pinterest.com/explore/twitter-board/>

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students explain their findings?

Are they able to draw conclusions from their findings and interpret the results in context?



Title: Same, but different – let's celebrate diversity!

Curriculum learning area: Social sciences
(Opportunity for student-led experts)

Purpose: To explore similarities and differences between countries participating in cricket

DESCRIPTION

- Each student chooses two countries that play cricket. Alternatively, they could choose two players who play for the same team but come from different countries originally, and they could study those two countries.
- Students could also become “experts” for the classroom, especially if they are from one of the countries chosen. Students find out about those countries’: geography, languages spoken, population, and interesting features.

- Students make a [Venn diagram](#) to show the similarities and/or differences that they have found between the two countries and peoples. (A link to a Venn diagram online is included in the resources list below.)
- Students discuss their findings in response to this question: *What implications would these similarities and/or differences have for these countries and peoples in regard to playing cricket?*

RESOURCES:

- Lucidchart: Venn Diagram Maker
<http://bit.ly/1wc2SMP>
- Atlases

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students organise their thinking, interpret the information, and present their findings?



Title: Adaptation of cricket

Curriculum learning areas: English (Processes and strategies), Social sciences

Purpose: To explore how cricket can be adapted to be more inclusive

DESCRIPTION:

- The students complete [Template 3.3 "Anticipatory reading guide"](#) (template at the end of this resource) for the story "Hitting the Ball without Seeing It" by Steven Brightwell (*School Journal*, Part 3 Number 3, 1993). This should be completed before students look at or read the text.
- After reading the text, students find evidence to either justify and confirm the decisions they made on the Anticipatory reading guide, or show why they have changed their minds. In groups or as a class, they discuss their decisions.
- Organise an "adapted" game of cricket with the class; for example, batters need to be blindfolded (use a light plastic ball).
- Each student chooses another sport and, to that sport, applies what they have discovered on how to successfully adapt a game for a specific disability or event. (For more ideas, they can read "An Old Game for a New Millennium" in *School Journal*, Part 3 Number 1, 2000.)

- The students can choose how to present their suggestions; for example, they could create a [Glogster](#) to inform other students how to play the adapted game. **Note:** For students to create a Glogster, you will have to set up an account.

RESOURCES:

- *School Journal*, Part 3 Number 3, 1993 (a pdf of this story is available on www.blackcaps.co.nz/schools)
- *School Journal*, Part 3 Number 1, 2000
- [Template 3.3 for students: Anticipatory reading guide](#)
- Glogster EDU <http://edu.glogster.com/faq>

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students make predictions before reading the text?

Can they make thoughtful and appropriate decisions about the adaptations that might be needed to make a sport more inclusive?





Title: Kilikiti

Curriculum learning areas: English (Processes and strategies), Social sciences

Purpose: To identify and explore other forms of cricket

DESCRIPTION:

- As a class, discuss what the phrase “Fa’a Sāmoa” (“the Sāmoan way”) means. Watch this [kilikiti](#) clip on YouTube and/or read “I Wish I Could Play It Again” (*School Journal*, Part 1 Number 4, 1996). Then discuss what the phrase “Fa’a Sāmoa” means in regard to cricket.
- In pairs, small groups, or individually, the students complete [Template 3.4](#) “RIQ chart” (at the end of this resource – RIQ stands for recalls, insights, and question). The students recall three things they have discovered about the topic, write down two insights or ideas gained about it, and write one question that they still have.
- The students find another country where cricket might be played differently to the standard New Zealand version of cricket. (This is an opportunity for students to set up their own inquiry.) One possible version of cricket to explore is ice cricket in Estonia.

- The students present their findings to the class or group using a [compare and contrast map](#).
- As a possible extension activity, the students could design a lavalava uniform for a cricket team to wear. They could consider using symmetrical patterns (reflection, translation, and rotation patterns) and incorporating traditional and modern motifs. Another extension activity could be for students to compare cricket to other bat and ball games.

RESOURCES:

- *School Journal*, Part 1 Number 4, 1996 (a pdf of this story is available on <http://www.blackcaps.co.nz/community/nzc-programmes/cricket-smart>)
- [Template 3.4 for students: RIQ chart](#)
- YouTube: kilikiti <http://bit.ly/XN52n7>
- ReadWriteThink: Compare and contrast map <http://bit.ly/1u5MBWU>

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students identify and discuss “the Sāmoan way” in regard to kilikiti?

Can the students discuss and record the similarities and/or differences between the ways in which the people of different countries play cricket?



Title: Breaking down barriers

Curriculum learning areas: Social sciences, English (Processes and strategies)

Purpose: To identify factors that support or limit access to sport in different communities

DESCRIPTION:

- As part of your instructional shared reading programme, read the *School Journal* story "Rugby under Wraps" (in Part 3 Number 2, 2011). Refer to the [Teacher support material PDF](#) on TKI's Literacy Online.
- As a class, the students think, pair, and share possible barriers that people might face in accessing cricket in New Zealand communities. They discuss: *How could these barriers be overcome?* The students gather their ideas and present them in a way they choose, for example, as a [Museum Box](#).

Note: For students to create a Museum Box, you will have to set up an account. Students could also present their findings on [Comic Life](#).

RESOURCES:

- *School Journal*, Part 3 Number 2, 2011; TKI: Literacy Online: Teacher support materials for the *School Journal* story: <http://bit.ly/1p0e2dA>
- Museum Box <http://museumbox.e2bn.org/>
- Plasq: Comic Life <http://bit.ly/1CzWVsE>

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Do the students have an awareness of the barriers to cricket that people face in communities?

Can they think critically about their ideas on how these barriers can be overcome, and present them to the class?



Title: Time with "G"

Curriculum learning area: English
(Processes and strategies)

Purpose: To develop the concept of manaakitanga

Manaakitanga is an important Māori value. It can be interpreted in many ways, some of which include: showing respect and/or kindness; showing hospitality to others; or giving something as a gift or an honour.

DESCRIPTION:

- Read the story "Match Report" by Kate de Goldi (*School Journal* Level 4, November 2014) using a shared reading approach. Draw attention to the cricket vocabulary in sentences such as "So, you put protection on the square leg boundary?" and discuss with the students what these sentences might mean.
- Discuss the relationship that the grandson has with his grandfather. Ask: *What makes it so special?* Consider the different aspects of manaakitanga in the Māori culture, for example, hospitality, mutual respect. Explore this concept with the students and ask: *Is this displayed by the interaction between G and his grandson? How?* Then organise the students into groups to complete their own freeze frame.

Note: In a freeze frame, students work together in groups to visually represent one part of a story through dramatisation. It is a silent, motionless depiction of a scene. Members of a group use their bodies to make an image or picture capturing an idea, theme, or moment in time from the text. Each group presents their freeze frame to the rest of the class with the teacher counting down to zero, at which point the whole group freezes into position. Freeze frame encourages close reading of a particular scene in a text, and all students contribute.

- As a class, discuss which of these aspects of manaakitanga can be applied to the game of cricket.

RESOURCES:

- *School Journal* Level 4, November 2014
- Te Ara – Cricket: Positions on a cricket field <http://bit.ly/1os5iNk>

REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students work cooperatively with each other to organise their freeze frame?

Do the students have an understanding of manaakitanga and how the grandson relates to his grandfather?



TEMPLATE 3.1



CRICKET AROUND THE WORLD



SOURCES

1. © Anirut Thailand/Shutterstock
2. www.mapsnworld.com
3. aiss-english-10.wikispaces.com
4. © Anthony Au-Yueng / Shutterstock
5. axshuzaifa.blogspot.com
6. commons.wikimedia.org

TEMPLATE 3.2



CRICKET AROUND THE WORLD

The teacher reads the sentences one at a time to the students. As they listen, they find the corresponding picture on their template and number the picture accordingly. Sentences may need to be read more than once. Don't forget to include the sentence number.

1. Cricket is played in many countries around the world.
2. In Nepal, cricket is often played in the towns because there is no stadium or cricket pitch to use.
3. In Sāmoa, cricket is called kilikiti. Kilikiti is the national sport of Sāmoa.
4. Many families in New Zealand like to play beach cricket when they go to the beach.
5. In Estonia, cricket is played in winter and is called ice cricket.
6. Cricket is the most popular sport in India, and lots of children there play cricket in the street.

After reading the sentences to the students, the teacher may need to provide the following speaking frames to scaffold students into saying and writing the sentences they heard.

1. Cricket is played ...
 2. In Nepal, cricket is often ...
 3. In Sāmoa, cricket ...
 4. Many families in New Zealand ...
 5. In Estonia, ...
 6. Cricket is the most ...
-

TEMPLATE 3.3



ANTICIPATORY READING GUIDE

| | | | | |
|---|---------------------------|--|--|--|
| NAME: | DATE: | | | |
| Title of Story: "Hitting the Ball without Seeing It" (<i>School Journal</i> , Part 3 Number 3, 1993) | Author: Steven Brightwell | | | |

Complete the following anticipatory guide before reading the story. For each statement, put a tick in either the True box or the False box. After reading the story, go back and check your True or False answers. If you have changed your mind, write the page number and the evidence you found.

| STATEMENT | TRUE | FALSE | PAGE NUMBER THAT HAS EVIDENCE | EVIDENCE |
|---|------|-------|-------------------------------|----------|
| It is impossible to play cricket if you are blind. | | | | |
| It is too dangerous for people to play cricket if they can't see well. | | | | |
| Games can be adapted or changed so that people with disabilities can play them. | | | | |
| Playing an adapted game of cricket would look very different from a "normal" game of cricket. | | | | |
| It's too difficult to make or buy cricket resources for people who have disabilities. | | | | |
| Playing a sport helps people cope with their disabilities. | | | | |
| Blind cricket is a new kind of cricket. | | | | |
| New Zealanders can play blind cricket on an international stage. | | | | |

TEMPLATE 3.4



RIQ CHART

| RECALLS <i>Recall three things from the lesson</i> | INSIGHTS <i>Write down two insights or ideas received during the lesson</i> | QUESTION <i>Write one question that you still have</i> |
|--|---|--|
| | | |