

Lesson 1 –Batting in Cricket: 50 minutes

Students Learn About:	Students Learn To:
• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games • adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm
• Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
• Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition

Lesson Rationale: The purpose of this lesson is to practice and refine students batting skills, in particular, the selected drills will focus on 'low-risk' attacking/defensive strokes.

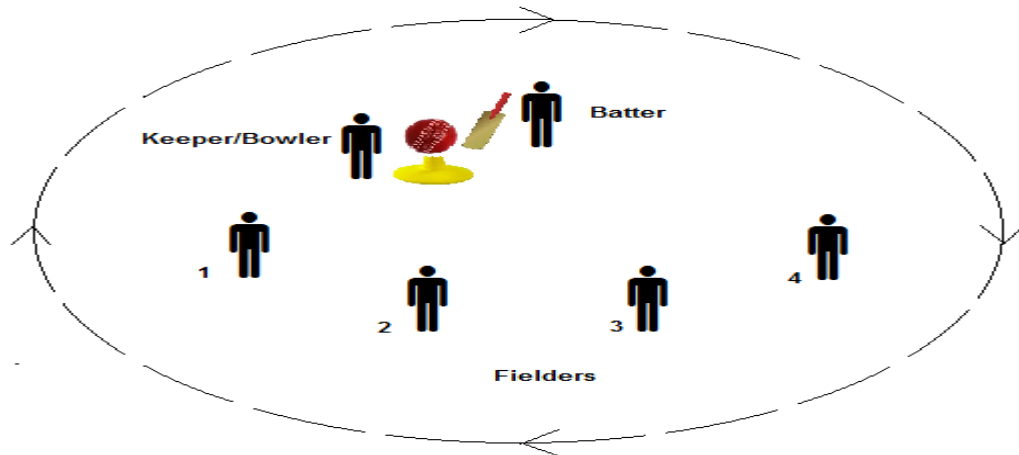
Resources:

- 5 kanga-cricket bats
- 5 kanga-cricket balls
- 5 kanga-cricket tees
- 5 tennis balls
- 5 sets of kanga-cricket stumps
- 20 cones/markers
- Cricket Assessment Task Guidelines (1 per each student in the class)

Lesson Activities:

1. **Tee & Marker – Front Foot Driving Skills** MC 6.1 - 10 minutes.
 - **Front Foot Drives:** The square drive, off drive, on drive and cover drive are all played with a vertical swing of the bat to a ball well pitched up. Coaches should encourage players to step forward to a spot just inside the line of the ball with the head and eyes as close to over the line of the ball as possible. The aim is to get players to step just inside the line, not toe to the line. At the point of contact, there should be minimal distance between bat and pad (front leg).
 - Emphasise the following key points when teaching front foot drives:
 - Play to a full pitch ball
 - Move in a manner similar to that of a front foot defence, with a full swing of the bat.
 - Accelerate during downswing
 - Keep hands forward, with top hand in control

- Make contact with the ball with the full face of the bat, with the front elbow well up
- Follow through
- When practicing front foot driving drills, use the following drills, use the following sequence: Stationary ball, Dropped ball and Lobbed ball.
- Organise players into groups of 6. One player is the batter, another is the keeper/bowler and the four remaining players the fielders. Arrange players in a arc formation, as shown below:



- The keeper/bowler places the ball on the batting tee. The batter steps forward and hits through the ball to fielder 1. Fielder 1 fields the ball and returns it (throws/rolls) to the keeper/bowler.
- The batter then repeats, hitting it to Fielder 2. These first two shots have been off drives for a right hander (on drives for left hander). Fielder 2 returns the ball to the keeper/bowler, who moves the batting tee to the opposite side of the batter, so they can repeat the process to Fielders 3 and 4 as an on drive (off drive for left hander). Once Fielder 4 has retrieved the shot, players rotate clockwise. So the batter becomes fielder 4, 4 moves to 3, 3 to 2, 2 to 1, 1 to keeper/bowler and keeper/bowler to batter.
- Repeat the process until all players have fulfilled each position. Batters are aiming to hit the ball along the ground to the fielder.
- If desired by the teacher, the game can be repeated with the keeper/bowler dropping the ball from a height for the batter. Additionally, the keeper/bowler can become a fifth fielder in the arc and each fielder can take turns at lobbing the ball to the batter to drive back to them.

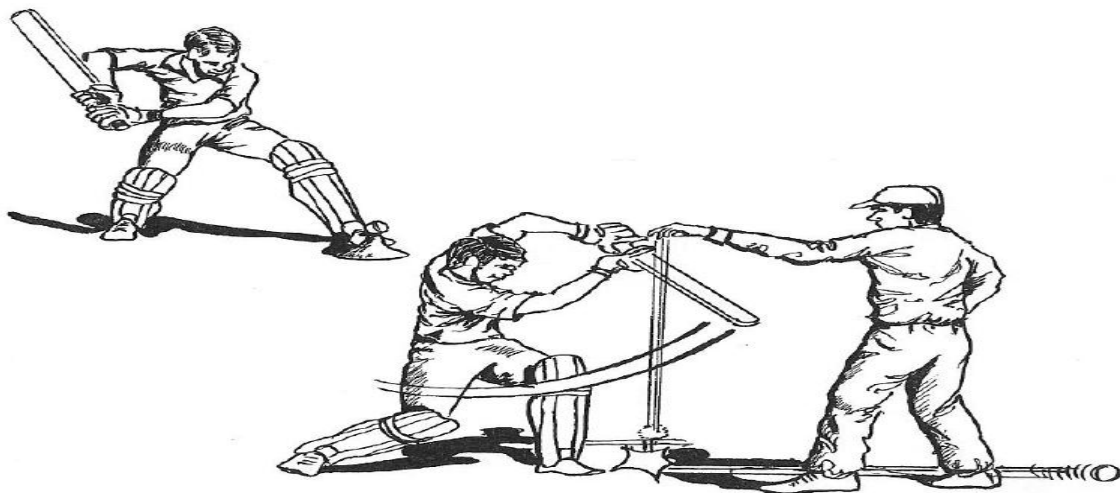
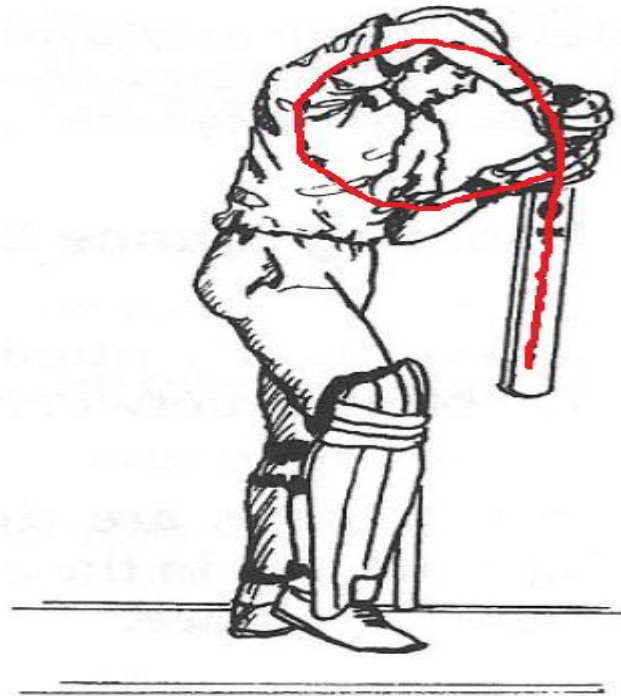


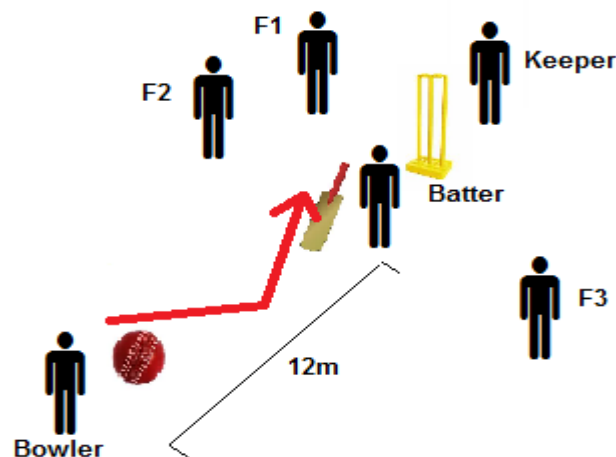
Figure 7.25 Tee and marker drill: the batter (a) steps forward and (b) hits through the ball.

2. Bouncer/Half Volley – Back Foot Defensive Skills MC 5.1 - 10 minutes.

- Back Foot Defence: This is the technique preferred when trying to defend short-pitched deliveries that the batter decides need to be hit with caution. In the back foot defence, the arms form a number 9, as shown below:



- Use the same groups of six from the previous activity. Arrange the group into a batter, a keeper, a bowler and 3 fielders, as shown below:



- The batter takes up their stance in front of the stumps, with the keeper standing behind. The bowler stands back straight, 12m from the batter. The bowler bounces the ball to the batter at varying lengths to create balls between half-volley and a bouncer for the batter to commit a back-foot defensive shot to.
- The three fielders are standing within 5m of the bat. The batter should be aiming to play back-foot defensive shots straight to the ground, to avoid being caught by the fielders.
- Each batter is to face 4-6 balls from the bowler. Rotate positions until all players have had a bat and a bowl.

3. Beat the Fielder – Back Foot Driving Drill MC 6.2 - 10 minutes

- Back Foot Drives: Back foot drives are generally played to a ball short in length but one that doesn't bounce very high – usually around shin height. The direction of the hit is aimed at in front of square.
- Emphasis the following key points for back-foot drives:
 - The back foot moves back but remains stable
 - Keep arms close to the body
 - The head remains steady with eyes level
 - Keep the front elbow high at the point of impact
 - Take a full swing with the bat.
- Use the same group from the previous activity. The same equipment and player positions are needed, except this time, place the three fielders about 8-10m back from the bat, in three gates (marked by cones 2m apart) in an arc, square of the wicket on the off-side, as shown below:

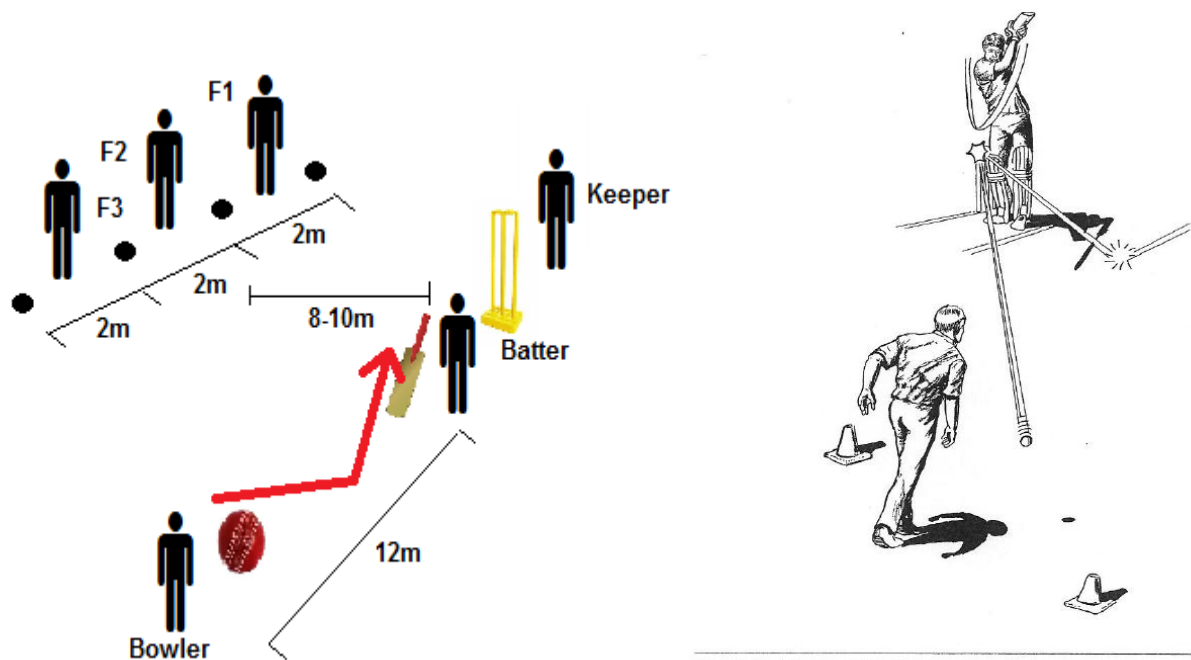


Figure 7.29 Beat the fielder drill.

- The Bowler bounces the ball to the batter on a half-volley, who attempts to drive the ball on the back-foot past the fielders at the three gates through square.
- Each batter is to face 4-6 balls from the bowler. Rotate positions until all players have had a bat and a bowl.

4. Sweep Drill – The Sweep Shot MC 6.1 – 10 minutes

- The Sweep Shot: This stroke is generally reserved for playing spin bowling, played to a ball of good length that is pitched on line from the middle and off-stumps to the outside leg stump.
- Emphasise the following key points with the sweep shot:
 - The ball should be hit on the half-volley
 - Make sure that the line of the ball is covered with the pads (front leg in particular)
 - The bat should be horizontal on impact
 - Roll the wrists
 - Weight should be forward
- Use the same groups from the previous activity. Each group will need a batter, keeper/bowler,

and four fielders, just like activity 1. Each group will also need a bat, kanga-cricket ball and a batting tee.

- Arrange the four fielders in an arc, behind square on the on-side, as shown below:

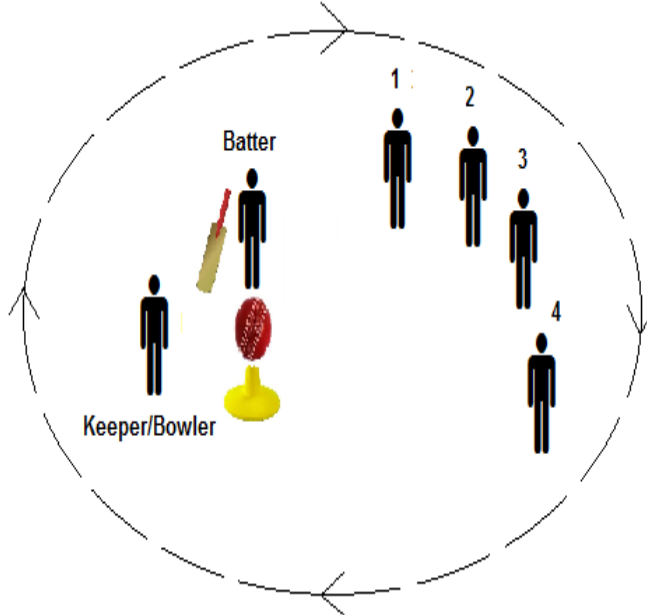


Figure 7.24 Sweep drill.

- The keeper/bowler places the ball on the tee and the batter sweeps it behind square to fielder 1. Fielder 1 then returns the ball to the keeper/bowler, who places it back on the tee for the batter to sweep to fielder 2. Fielder 2 returns the ball to the keeper/bowler.
- The process is repeated to fielders 3 and 4. After fielder 4 has fielded the ball, the group members are to rotate. Fielder 4 to keeper/bowler, keeper/bowler to batter, batter to fielder 1, fielder 1 to 2, 2 to 3 and 3 to 4.
- Repeat drill until all players have had a turn at all positions. The aim is for the batters to sweep the ball along the ground to fielders and not generate an elevated shot

5. Assessment Task Foreclosure

- Hand each student in the class a copy of the Cricket Assessment Task Guideline. Explain to them that they will be assessed for their skills throughout the unit, culminating in the game at the end of lesson 6. Highlight that this will include assessment of Physical Literacy Continuum markers.

Lesson 2 –Batting: 50 minutes

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• Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
• Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• use movement to effectively communicate and interact in group/team contexts

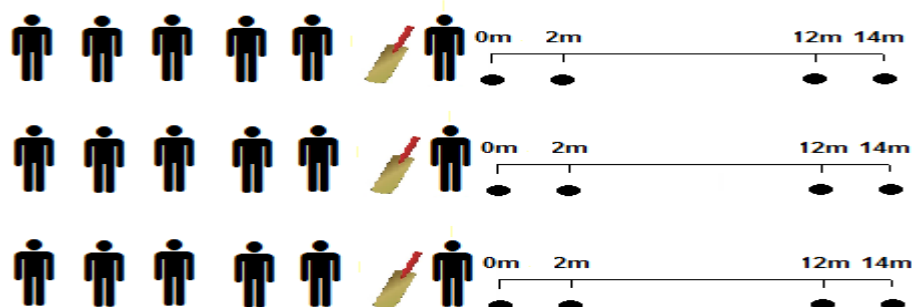
Lesson Rationale: The purpose of this lesson is to further develop batting skills required to play cricket, including running between wickets.

Resources:

- 20 cones/markers
- 5 kanga-cricket bats
- 5 kanga-cricket balls
- 5 kanga-cricket tees
- 5 sets of kanga-cricket stumps
- 5 tennis balls

Lesson Activities:

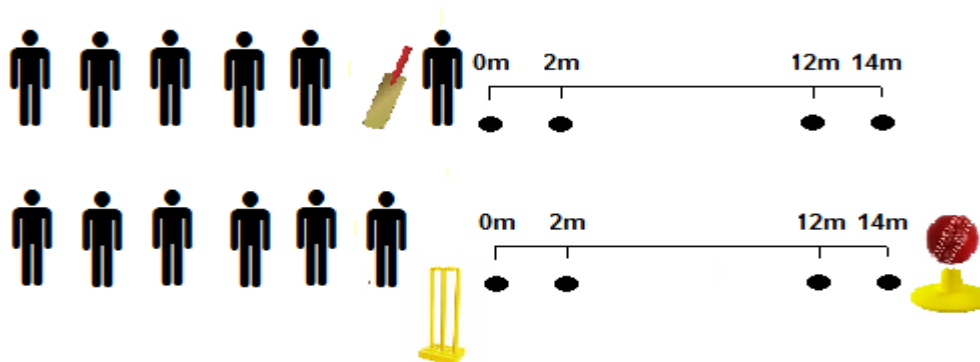
1. Running between wickets Relay [MC 5.1](#) - 10 minutes.
 - Divide the class into groups of 6 students. Set out a 14m long lane for each group. Have markers at 0m, 2m, 12m and 14m, as shown below:



- Each group will need one kanga-cricket bat. Start the relay with the first person in each line to have a cricket bat.
- Blow the whistle to start the race. The first runner runs with the bat towards the other end. They must hold the bat with the dominant hand on the handle and the non-dominant hand on the blade. Once they reach the 2m line (the crease), they are to slide the bat towards the end-line, once they have done this, they turn and head back to their group (replicating taking a quick two runs in a game).
- On their return, then again slide the bat at the 2m line towards the end-line.
- The 2m zone also serves as a transition area and the next runner takes the bat off their teammate and runs back towards the other end to repeat the process. Once each student has had their run they are to sit down at the back of the line.
- Repeat the process until all runners have had a turn. First group to have all runners finished and sitting down wins.
- Have multiple relays if time permits.

2. Run-a-Two – Run Out Drill MC 5.3 – 10 minutes

- Divide the class into two groups. One team of runners (batters) and one team of fielders.
- Use the same 14m setup from the previous activity. Lane 1 for the batters stays the same with the four cones and 2m end zones. Lane 2 has a set of stumps at one end (the home end) and a batting tee with a ball on it at the other end.
- Both teams assemble wholly at the home end (end with the stumps). The teacher calls 'yes' initiate taking a quick two. At this point, the runner (batter) takes off towards the other end to complete a run and return. They need to run with bat and slide it as per the previous activity.
- At the same time, the first runner in the fielding team sets off towards the ball stationed on the tee at the other end. Once they retrieve the ball, they are to turn and throw it back towards their team mate who is acting as wicket keeper.
- The aim is for the runner to beat the ball back and prevent being run out, either via a direct hit or by the keeper taking the stumps out.
- Have the teacher position themselves at the tee to place the ball back.
- Award each team a point every time they complete two runs or affect a run out. Batters must be safe in their 2m crease to avoid being run out.
- Swap roles once all team members have had a turn.



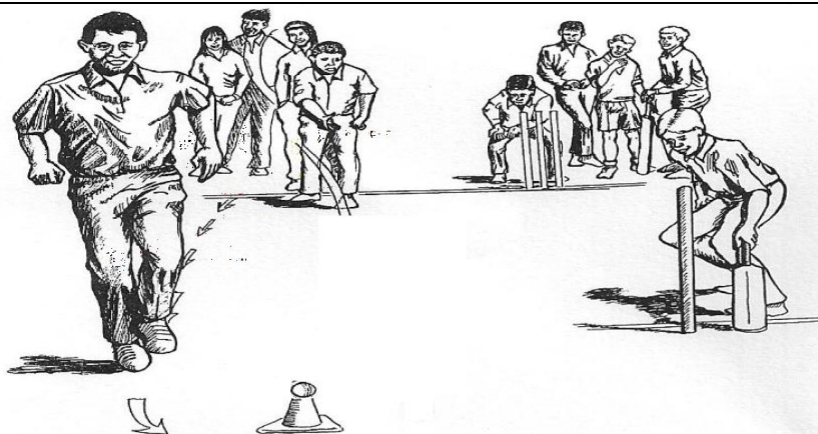


Figure 7.66 Run-a-two run outs drill.

3. High-Tee Pulls – Pull Shot Drill MC 6.2 -10 minutes.

- Pull Shots: This shot is played to a short-pitched ball that bounces to between waist and chest height. The batter should aim to hit the pull shot in front of square leg.
- Emphasise the following key points:
 - The back foot moves back and across to the off side
 - The head must stay steady
 - Fully extend the arms at the ball
 - Rotate the shoulders
 - Take a full swing with the bat
- Use the same groups from the previous activity. Each group will need a batter, keeper/bowler, and four fielders, just like activity 4 from last lesson. Each group will also need a bat, kanga-cricket ball and a batting tee and a set of kanga cricket stumps.
- Remove the outside two stumps from the kanga-cricket stump set and place the batting tee on top of the remaining middle stump. Place the ball on top of the batting tee.
- Arrange the four fielders in an arc, behind square on the on-side, as shown below:

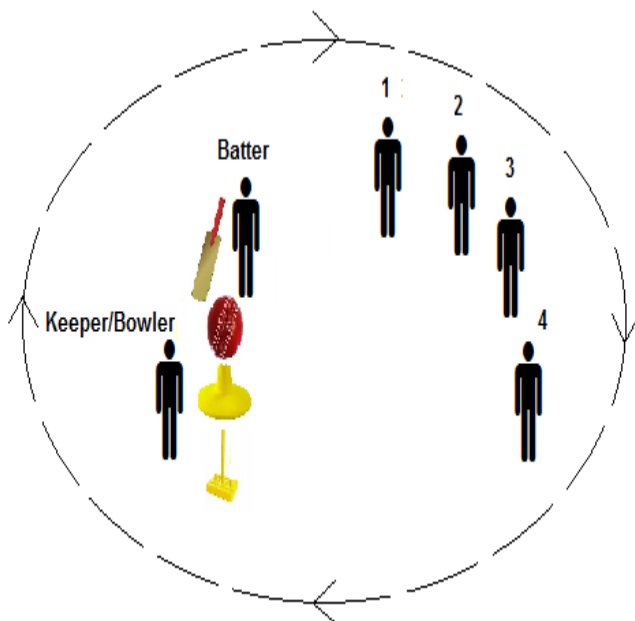


Figure 7.30 High tee pulls drill: batter stance.

- The keeper/bowler places the ball on the tee and the batter pulls it behind square to fielder 1. Fielder 1 then returns the ball to the keeper/bowler, who places it back on the tee for the batter to sweep to fielder 2. Fielder 2 returns the ball to the keeper/bowler.
- The process is repeated to fielders 3 and 4. After fielder 4 has fielded the ball, the group members are to rotate. Fielder 4 to keeper/bowler, keeper/bowler to batter, batter to fielder 1, fielder 1 to 2, 2 to 3 and 3 to 4.
- Repeat drill until all players have had a turn at all positions. The aim is for the batters to pull the ball towards the ground to fielders and not generate an elevated shot that increases the risk of being caught

4. Cut Shot Drill – Practising the Cut Shot MC 6.2 - 10 minutes

- Cut Shot: The cut shot is played to a short-pitched delivery outside the off side.
- Emphasise these key points:
 - Move the back foot across to the off stump, getting the head in line with the ball.
 - Turn the front shoulder towards point (square on the off side)
 - Swing the bat horizontally, extending the arms to the ball
 - Keep the hands high and do not lean back
- Use the same group from the previous activity; this time have a batter, keeper, bowler and three fielders (stationed around square on the off side), as shown below:

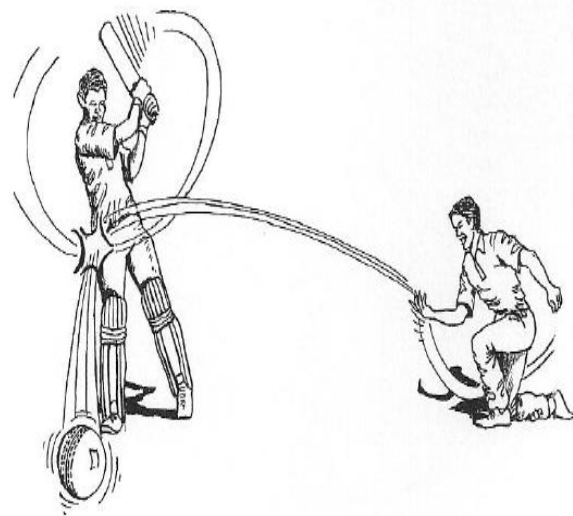
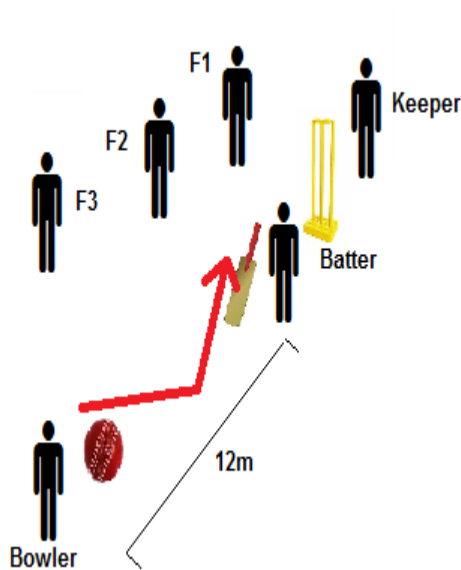


Figure 7.32 Cut shot drill.

- The bowler is to bounce or underarm the ball to the batter in the off side hitting zone so they can cut it downwards towards the fielders to avoid being caught. Use a tennis ball to get the bounce.
- Each batter is to face 4-6 balls from the bowler. Rotate positions until all players have had a bat and a bowl.

Lesson 3 – Bowling: 50 minutes

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• Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition • use movement to effectively communicate and interact in group/team contexts
• Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	• use performance feedback to improve quality of movement in a variety of contexts

Lesson Rationale: The purpose of this lesson is to teach the students the basic skills required to bowl the ball in cricket.

Resources:

- 15-20 tennis balls or kanga-cricket balls
- 5 sets of kanga-cricket stumps

Lesson Activities:

1. **Rock & Bowl – Basic Bowling Drill MC 4.1** - 7 minutes
 - Key Points for Learning to Bowl include the following:
 - Concentrate – focus on the line to bowl (off stump)
 - Maintain proper balance alignment – that is, keep the arms in close to the body during the run-up, be in posture (the hips and shoulders in the same plane at the back foot landing), and the head high and steady with eyes level throughout.
 - Generate power through correct technique in the following: (1) Accelerate gradually in the run-up; (2) jump into the delivery stride; (3) pull the front arm strongly down the target line and keep the elbow close to the body; and (4) rotate the arms and shoulders as vertically as possible towards the target.
 - **Basic Bowling:** First the student needs to identify their correct bowling arm (usually but not always their dominant arm). After demonstrating the basic grip (the first two fingers slightly apart on the seam with the thumb on the seam under the ball – Figure 7.34), use the drills from the lesson to build a bowling action and run-up.
 - Emphasise these key points for bowling:
 - Keep the head steady and the eyes level
 - Transfer weight from back foot to front foot
 - Pull the front arm down strongly toward the hip

- The bowling arm should brush the ear and then follow through across the body.

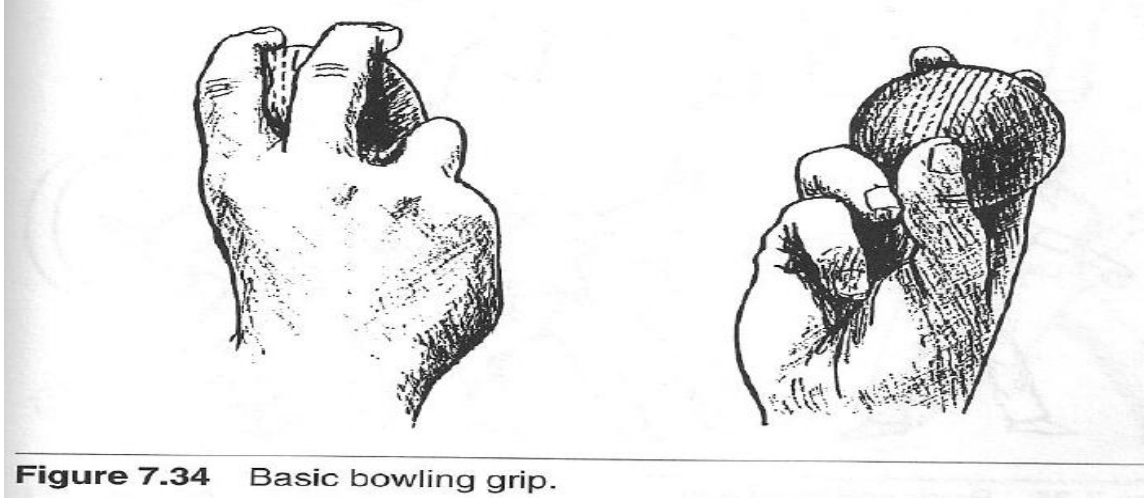


Figure 7.34 Basic bowling grip.

- Arrange students into pairs; give each pair a ball and station them 12m apart.
- One student starts with the ball and stands side-on to their partner, with feet shoulder width apart.
- Hold the front arm high and the bowling hand beside the back leg.
- Keep feet, hips and shoulders in line and pointing at the batter (partner). Hold the head level and turned to look at the batter (partner) behind the front arm.
- The bowler rocks their weight onto the front foot, then onto the back foot (twice). The arms rotate 180 degrees in time with the transfer of weight.
- The ball is bowled on the third rock forward; the front arm pulls down past the left hip, with the bowling arm following across the body (as shown below).
- Have students repeat the process, bowling the ball back and forth to each other.

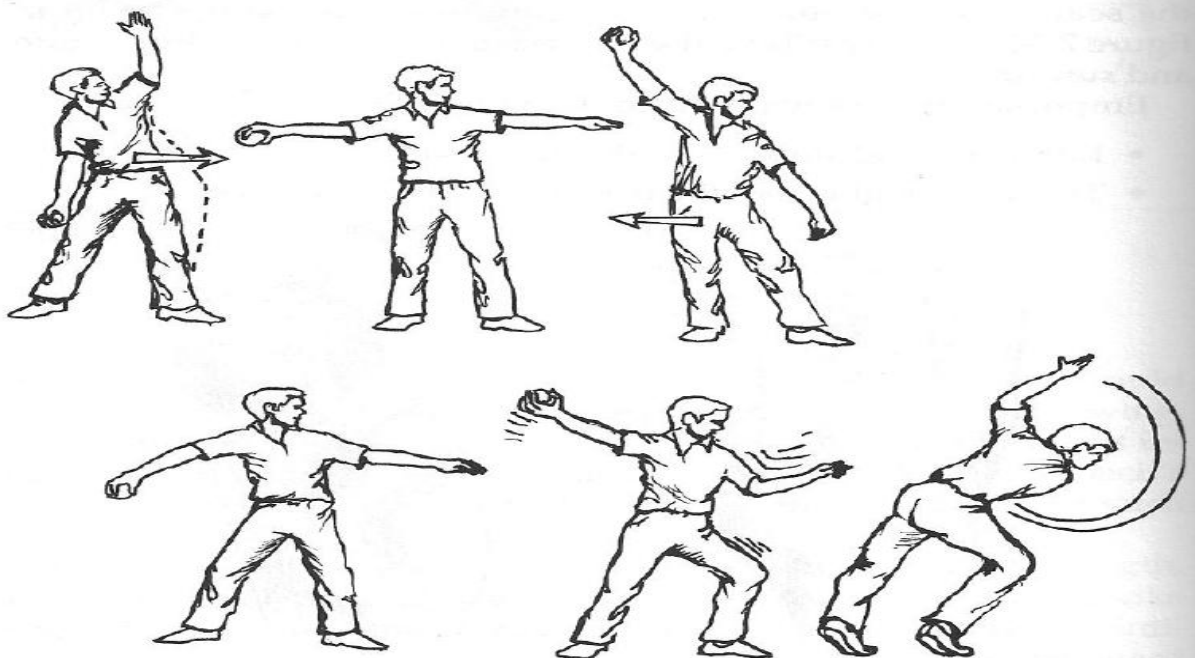


Figure 7.35 Rock and bowl drill.

2. Wrist Flick – Building an Action Drill MC 4.2 - 7 minutes

- Building an Action: After mastering the technique of releasing the ball with a straight arm, the student should learn the correct lever sequence in progression to develop an efficient action.
- Use the same partners as for the previous drill.
- The bowler stands with legs apart, weight on the front foot, and toe of the back foot on the ground.
- Tuck the front elbow in beside the front hip.
- Start with the bowling arm vertical and release the ball with a flick of the wrist.
- Gradually lower the bowling arm, step by step, keeping the arm straight throughout the swing and release (see figure below)
- Have students repeat the process, bowling the ball back and forth to each other.



Figure 7.36 Wrist flick drill.

3. Gather and Explode – Building an Action Drill MC 4.3 – 7 minutes

- Use the same partners as for the previous drill.
- The bowler stands with feet together and hands against the chest.
- Lift the front knee up close to the body. While stepping forward, unfold the arms by rotating them away from each other (see figure below).
- When the front arm is up high, deliver the ball using the lever sequence discussed previously.
- It is important for students to experience the feel of this activity in that it challenges their natural balance and coordination.
- Have students repeat the process, bowling the ball back and forth to each other.



Figure 7.37 Gather and explode drill.

4. Pulling the Chain – Building an Action Drill MC 4.3 – 7 minutes

- Use the same partners as for the previous drill.
- The bowler stands with the legs apart, weight on the front foot, and the toe of the back foot on the ground.
- The bowler reaches for the sky with the front arm, side-on, and looks at the target behind the front elbow, holding the ball next to the back knee (see figure below).
- 'Pull the Chain' by pulling the front elbow into the hip and catapulting the ball around through release.
- Return to standing position with weight on back foot, then transferring to front foot, 'pulling the chain', and releasing the ball.
- Follow through with step and full body rotation.
- Have students repeat the process, bowling the ball back and forth to each other.



Figure 7.38 Pulling the chain drill.

5. Walk up and Bowl Technique MC 5.1 – 7 minutes

- The following drill teaches correct arm positioning for bowling. Get students to form groups of six. Each group needs 3 balls and a set of kanga-cricket stumps. Groups are to create a pitch about 12m long, with one student to act as a wicket keeper and the other 5 as bowlers (sharing the 3 balls).
- The bowler stands approximately three paces from the stump line at the bowling end, facing towards the stumps and the wicket keeper at the other end of the pitch.
- The bowler walks forward by stepping first with the left leg, then with the right and again with the left (opposite for left hander).
- The next step (right) sees the leg swing across the body to land on and parallel to the bowling crease thus beginning to bring the body into a side-on position.
- When moving into the side-on position, throw the front arm high and bring the bowling hand to the face (see figure 7.39).
- On the fifth step (left) commence the arm rotation. Step across the body to face opposite direction after delivery.
- Once all five bowlers have bowled. Change wicket keepers and repeat the process. Continue until all group members have had a turn at being wicket keeper. The wicket keep shown return the ball sensibly to the bowlers after each bowl.

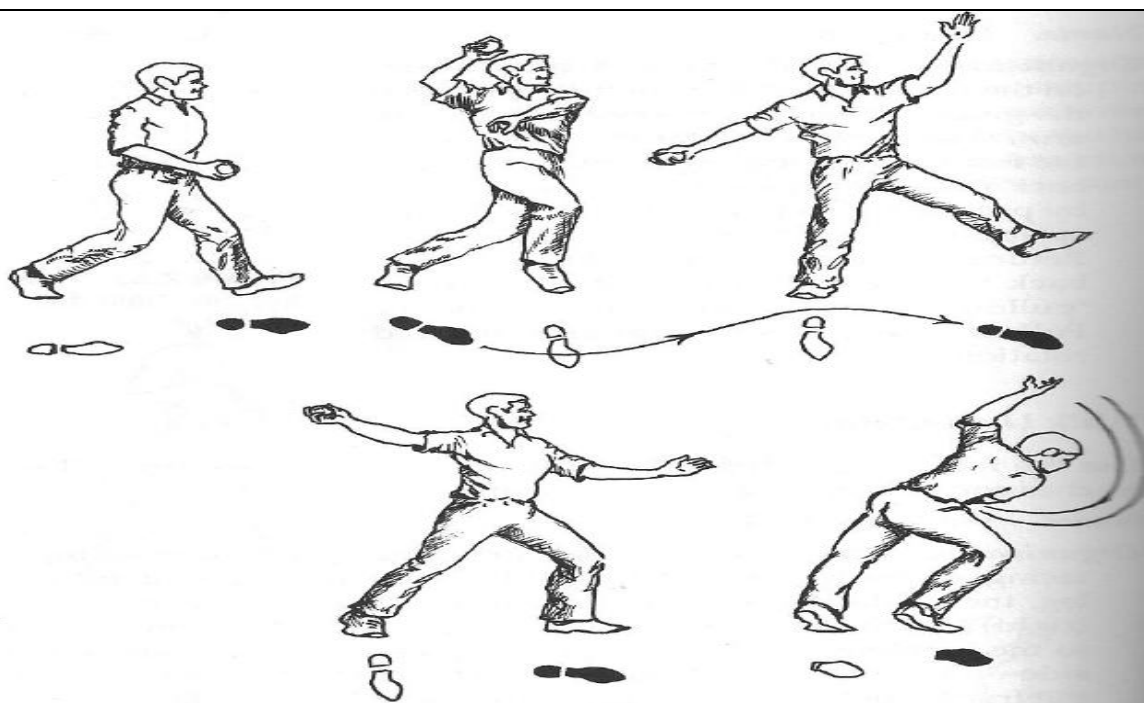


Figure 7.39 Walk up and bowl drill.

6. Run up and Bowl Technique MC 5.3 – 7 minutes

- Keep the same group and formation as per the previous activity, but this time students will run up and bowl.
- Gradually build pace and distance into run-up and delivery.
- Measure the run by starting from the crease with eyes closed.
- Run away from the pitch and when it feels right, jump and bowl. Note where the back foot lands, mark the spot, and pace out from there to the crease.
- Stay in the corridor and move through a straight line (as shown below)



Figure 7.40 Run up and bowl drill.

Lesson 4 – Wicket Keeping: 50 minutes

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Lesson Rationale: The purpose of this lesson is to give students the opportunity to practice the specialist fielding skills required to be a wicket keeper in cricket. These drills will take place without using wicket keeper gloves.

Resources:

- 15-20 tennis balls / kanga-cricket balls
- 15 large cones/markers
- 8-10 kanga-cricket bats

Lesson Activities:

1. Half Volleys MC 5.3 - 8 minutes
 - This drill establishes effective footwork and glove-work as well as the focus required in a game, such as the right handed batter missing the ball outside off or leg stump.
 - Work in pairs. One student is to replicate the bowler and the other the keeper. They will need a ball and a large cone (to replicate the stumps). The bowler is to stand 12m from the keeper, who will adopt the crouch position behind the large cone.
 - In the crouch position, the keeper should position their feet approximately shoulder width apart. Weight is balanced on the balls of the feet.
 - Gloves (hands) are touching the ground with little fingers coming together and the palms totally open to the ball, facing the bowler.

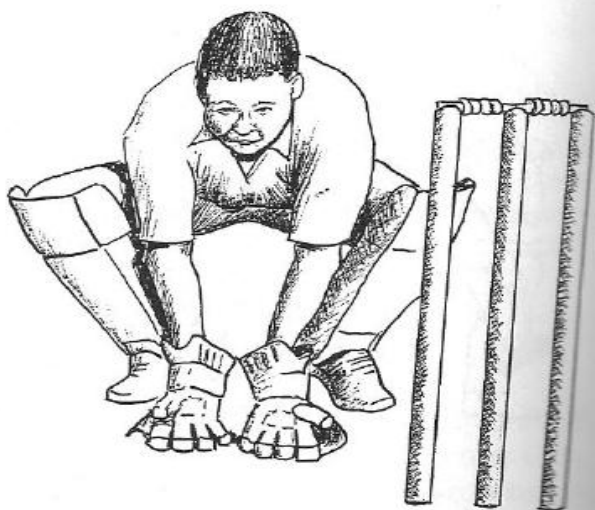


Figure 7.43 The crouch position.

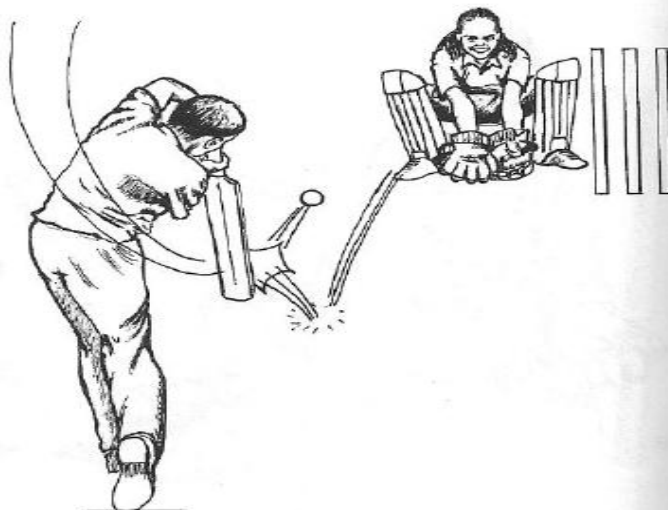


Figure 7.45 Half-volleys drill.

- The wicket keeper is in a semi-crouch position behind the stumps (large cone). The bowler is to bounce the ball on a half-volley for the keeper to make a catch.
- Have 10 throws down the offside and 10 down the leg side.
- Swap positions and repeat. If time permits, attempt again, but bounce the ball at varying lengths so the keeper can adjust their position behind the stumps.

2. High Balls MC 5.2 - 8 minutes.

- This drill helps maintain the keeper's confidence in taking running high balls, especially in windy conditions.
- Use the same partner and equipment from the previous activity.
- The keeper is back in the crouch position. The ball is lobbed high over the wicket keeper's head.
- The keeper turns, calls, sprints and catches the ball.
- As an extra challenge, the keeper can begin facedown, on their back or kneeling, before attempting the catch.
- Have the throwing put up 10 catches, then swap roles.

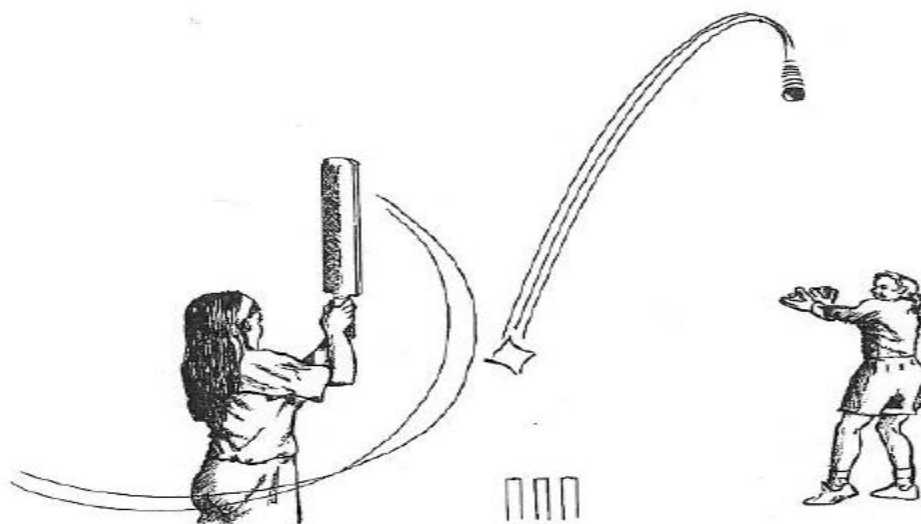


Figure 7.47 High balls drill.

3. **Stumping Drill** MC 6.1 – 8 minutes

- Get students to form groups of four
- Each group will need a ball, a large cone (stumps) and a kanga-cricket bat
- The purpose of the drill is to ensure that the keeper only watches the ball and doesn't react suddenly when it hits an obstruction or just misses it.
- Place a bat, face down on a good length. Have one student as keeper behind the large cone, another as bowler and the other two as a slip and a leg slip.
- The bowler, throws the ball attempting to bounce it on the back of the bat. The keeper is to remain in position and react accordingly to retrieve the ball and complete the stumping. The slip and leg slip are on hand to retrieve the ball if it goes wide of the keeper.
- Repeat 6 times; then swap roles and repeat again until all group members have had a turn at being the keeper.
- For an increase challenge, place one of the slip fielders near the bat and have them 'shadow bat' to each ball.

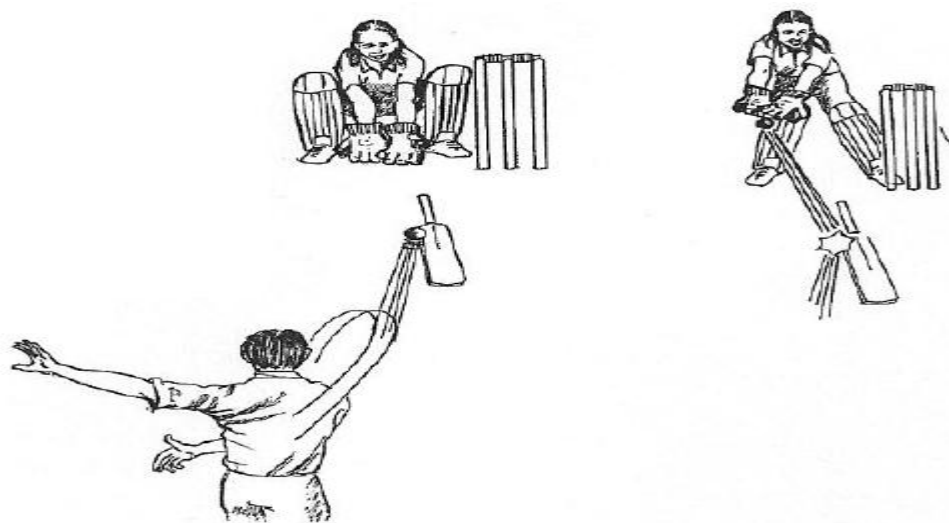


Figure 7.48 Stumping drill.

4. **Nicks Drill** MC 6.2 – 8 minutes

- Use the same group as per the previous activity. Have a bowler, keeper, batter and a slips fielder. Each group will need a ball, large cone (stumps) and a bat.
- In this drill, the keeper only focuses on the ball, not on the swinging bat; they must stay low, focus and move powerfully sideways. The drill aims to simulate the nick in the game and allows the keeper to practice glove-work.
- The keeper and the slips fielder crouch in position on the off side of the stumps. The bowler bounces a ball, that the batter deliberately 'nicks' to the keeper and fielder to catch (see figure below). The bowler can also throw underarm as well as bounce.
- The batter is to face 6 balls, then swap roles. Repeat until all players have been the wicket keeper. Remember the aim of the batter in this drill is to deliberately hit catches for the keeper and fielder to practise.

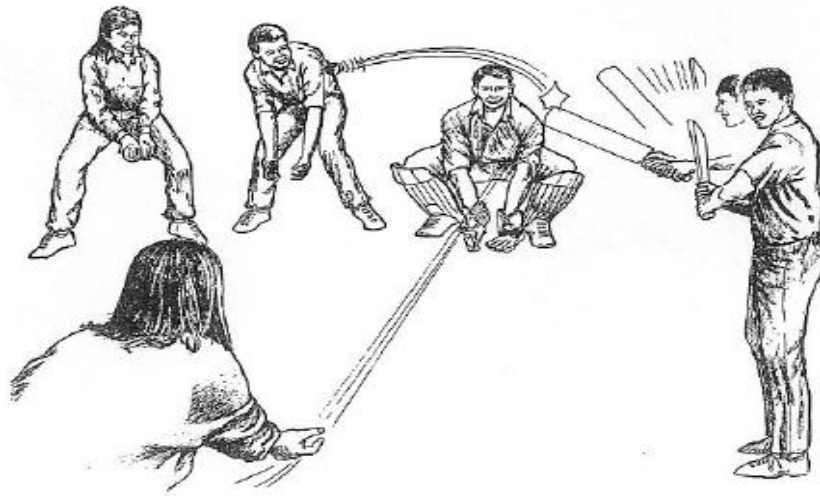


Figure 7.49 Nicks drill.

5. Wall Catching Drill MC 6.1 – 8 minutes

- Use the same group of 4 from the previous activity
- Each group will need one ball and access to a hard/flat wall space.
- This drill helps keepers and slips fielders develop effective sideways movement for quick and slow bowlers, to learn to cushion the ball sufficiently with the hands and watch the ball as it enters the hands, and to employ mental imagery for the many tight situations that may be encountered in matches.
- All fielders stand in an arc facing the wall, about 5m back in the semi-crouch position.
- One group member starts with the ball and bounce-throws it at the wall on an angle. All fielders are to be on alert to make a catch.
- Keep repeating, making sure all fielders get ample opportunity to take catches.

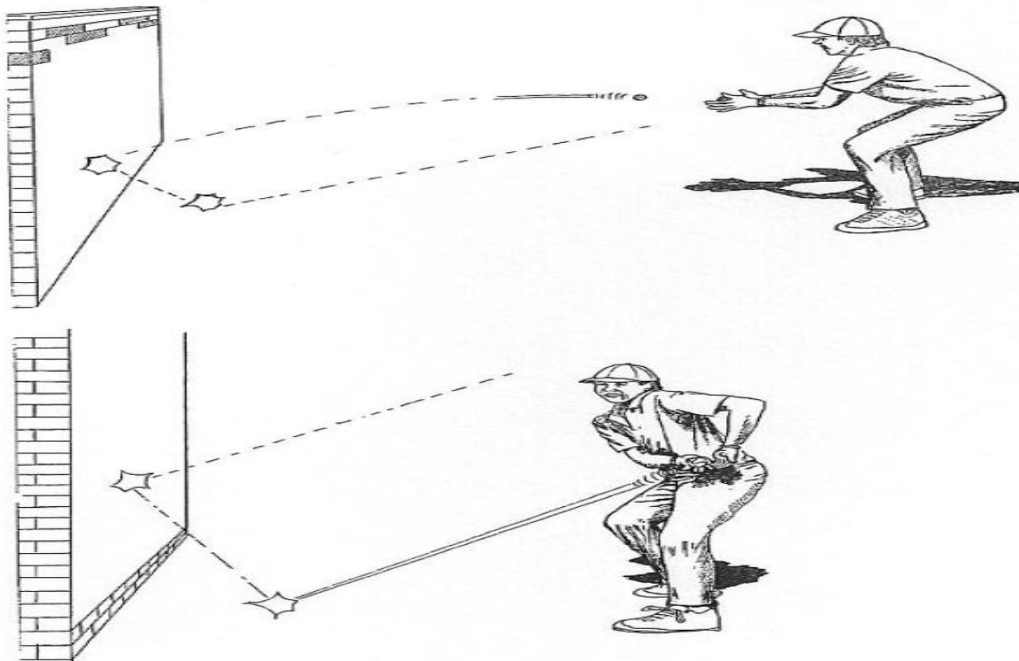


Figure 7.51 Wall catching drill.

Lesson 5 – Fielding: 50 minutes

Students Learn About:	Students Learn To:
• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games
• Influences on skill development and performance - transfer of skills and concepts - learning environments - feedback - importance of practice - safety - the role of rules and regulations in safe participation	• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations
• Applying mechanical principles to enhance performance - absorbing and applying force - balance and stability - momentum	• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• use movement to effectively communicate and interact in group/team contexts
• Appreciating movement composition and performance - aesthetic appreciation - qualities of performance - analytical techniques	• use performance feedback to improve quality of movement in a variety of contexts

Lesson Rationale: The purpose of this lesson is to give students the opportunity to practice fielding skills required in cricket, including catching and throwing

Resources:

- 15-20 tennis balls
- 5 paddle-tennis net setups
- 5 sets of kanga-cricket stumps
- 15 cricket tees (or cones if short)
- 20 cones/markers
- 15 braids/sashes (one colour – braids vs non-braids)

Lesson Activities:

1. Hip Rotation – Basic Throwing Drill MC 5.1 - 5 minutes
 - The most important throw used when fielding is the over arm throw. There are four key phases to executing a good throw:
 - The Grip: The player holds the ball across the seam with the middle and index finger on top and the thumb underneath. The fingers on top should be one finger-width apart.
 - Preparation: Bringing the throwing arm back and up, the player turns so the front shoulder is pointed at the target. At this point, the player's weight is on the back foot. The opposite (non-throwing hand) is pointed at the target. The arm extends behind the body with the wrist cocked and elbow bent.

- **Release:** The player now steps toward the target with the lead foot (i.e. the foot on the opposite side to the throwing arm; the left foot for right-arm throws and vice versa). As the front (lead) foot touches the ground, the hips are turned so that the throwing side hip rotates and drives toward the target. The player transfers their weight onto the front foot, pulling down with the front elbow to the hip. The throwing arm comes through with the elbow leading the action (the elbow should be no lower than the ear), that is, the player moves the throwing elbow to the target before the hand. The throwing hand should follow through to the opposite side of the body.
- **Follow-Through:** When the ball is released, the player's weight is well balanced on the front foot (or the left foot for right-arm throwers), with that leg slightly bent. Follow through by stepping through to finish with the throwing side shoulder, hip and foot pointing at the target. The throwing arm finishes past the hip on the other side of the body.
- Get students to pair up with a partner and stand 15m apart. Each pair has a tennis ball.
- Partners stand with their front shoulder, hip and foot pointing toward the target (each other).
- Partners bounce the ball to each other, stepping through to finish with the throwing shoulder, hip and foot pointing at the target.
- Once the students master hip rotation, have them concentrate on digging the front arm beside the front hip to generate power.



Figure 7.58 Hip rotation drill.

2. **Crow Hop – Basic Throwing Drill** MC 6.2 - 5 minutes.
 - When fielding a ball, maintain a low body position, bending the knees
 - Attack the ball and watch it into the hands
 - Return the ball with a flat throw or clear bounce to the keeper (or the fiddler at the bowler's end)
 - For this drill, keep the same partners from the previous activity. Have one partner roll the ball to their partner along the ground.
 - The receiving partner watches the ball closely into the hands while keeping the body low to the ground.
 - They draw the ball into the stomach area, skip forward by bringing the foot of the throwing side past and in front of the other foot (see figure below).
 - Step with the non-throwing side leg whilst pushing off with the opposite foot (the right leg for right handers). Throw the ball back to the partner at torso height.
 - Repeat 10 times, and then swap rolling/throwing roles.



Figure 7.59 Crow hop drill.

3. Slips Catching Drill MC 5.2, 5.3 – 8 minutes

- Two acceptable techniques are used for taking catches. The first is where the fielder cups their hands under the ball with elbows tucked into the sides. Hands should be positioned around eye level and no lower than chin level



Figure 7.61 Catching the ball with elbows tucked into the sides.

- In the second technique, the fielder pushes their elbows away from the body, inverting the palms upward. The palms should be positioned away from eye level, allowing the player to watch the ball into their hands.

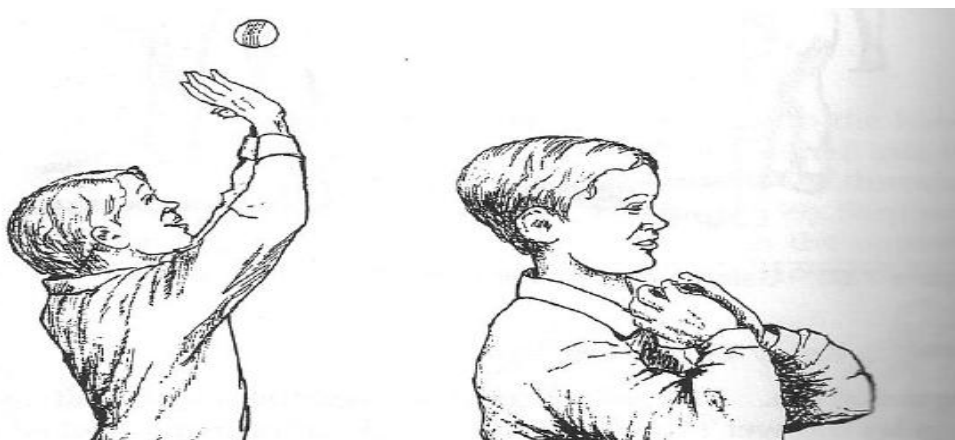


Figure 7.62 Catching the ball pushing the elbows away from the body.

- Key points for catching include the following:
 - Move quickly to the line of the ball, putting hands in a comfortable position
 - Watch the ball into the hands
 - Use the elbows as shock absorbers

- Place students into groups of 6. Each group will need one ball and a paddle tennis net setup.
- Play three on three. Each trio must lob the ball from below knee height over the net. The opposing trio must prevent the ball from landing in their section (i.e. they must effect a catch).
- Each team earns a point for each mistake they cause from their opponents.

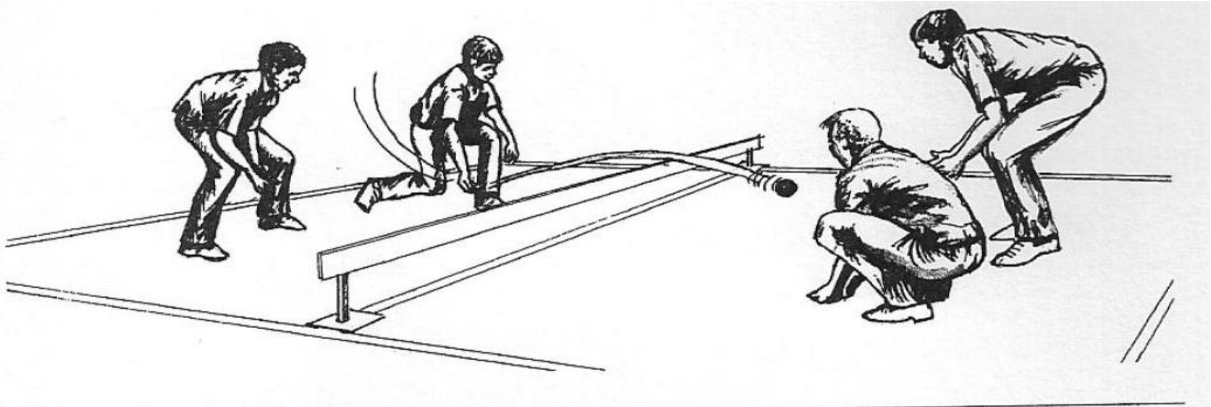


Figure 7.63 Slips catching drill.

4. Multiple Ball Throw – Fielding Drill MC 6.1 – 10 minutes

- Keep the same group of 6 from the previous activity. Each group will need a diamond 10m x 10m. Position a set of kanga-cricket stumps on home base and a cricket tee with a ball on it at bases 1, 2 and 3.
- One player is to act as the wicket keeper and the remaining 5 are to act as the fielders, each taking a turn.
- The first fielder starts from home base and runs to 1st base, picks up the ball and turns and throws it to the keeper (once caught, they just discard it to the side). The fielder then runs to 2nd base, and again throws it back to the keeper. Finally they head to third base and throw it back to the keeper before returning home.
- The other four fielders are to act as backup for wide throws and are to place the balls back on the tees.
- Once the first fielder has finished, swap keepers and fielders and repeat. Continue until all plays have fielded and kept once.

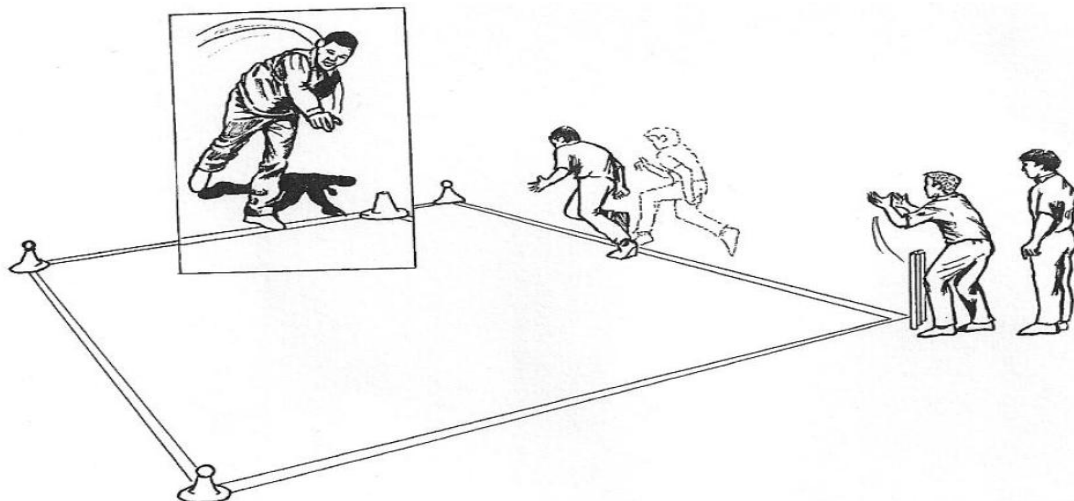


Figure 7.65 Multiple-ball throws drill.

5. Field Ball – Practice Fielding Game MC 6.2 – 12 minutes

- Divide the class into two teams and create a field 30-40m square. Place goals at each end (2m wide) and create a 'Goal Defenders' semi-circle of 3-5m radius around the goal.
- The aim is for teams to score a goal by rolling the ball from outside the goal-zone through the goal.
- Players may roll the ball to teammates; there is no offside.
- Players cannot run with the ball but can run to receive it.
- The goal shot must be with the non-dominant hand, underarm; there is one goal keeper per team.
- The team with most goals wins
- As a variation, use catches rather than rolls, using one or both hands; use one bounce throws; or vary underarm and over arm throws.

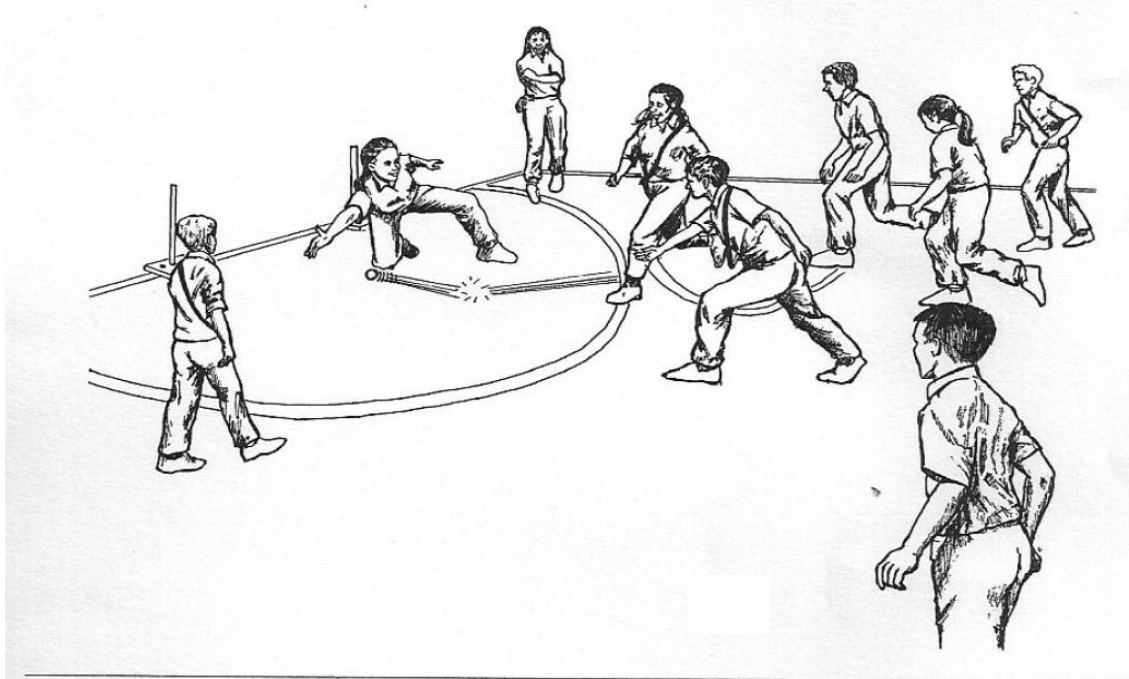


Figure 7.70 Field ball drill.

Lesson 6 – Playing a Game of Cricket: 50 minutes

Students Learn About:	Students Learn To:
• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts: - games
• Features of movement composition - purpose - responding to stimuli - improvising - planning - sequencing - performing	• use movement to effectively communicate and interact in group/team contexts

Lesson Rationale: The purpose of this lesson is to give students the opportunity put all their skills into practice by playing a game of cricket

Resources:

- 2 sets of kanga-cricket stumps
- 2 kanga-cricket bats
- 2-4 kanga-cricket or tennis balls

Lesson Activities:

1. Playing a Game of Cricket MC 6.1, 6.2 - 40 minutes
 - Divide the class into two even teams. Decide which team will bat/bowl first.
 - Decide to either play a certain number of overs each or have a time limit for each team
 - Play normal cricket rules, but with a few localised exceptions: no LBWs, hit-and-run, batter out if giving non-striker no chance of avoiding a run-out, bowling speeds relevant to facing batter, bonus runs for hitting certain objects etc.
 - Team with the most runs wins.
 - Explain to students that their assessment grades will be finalised during this lesson, which includes feedback on where they currently sit on the Physical Literacy Continuum.