



# Kwata Cricket

## Coaching Guide

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# Introduction to Kwata Cricket

Kwata Cricket was launched to encourage the growth and development of cricket among all children under the 10 years of age, a group previously largely neglected because of problems encountered with traditional coaching methods. Kwata Cricket gives all young children the opportunity to be exposed to the game of cricket.

The concept of Kwata Cricket can be related to children loving the game of cricket and it has been received with enthusiasm. Being too young for the traditional and longer version of the game, a modified version was created to provide children with participation and enjoyment without limits - the key ingredients of Kwata Cricket. It provides a medium where children can be coached while taking part in a shorter version of the game.

In its basic form, Kwata Cricket consists of fast, scaled down games with eight children per team. Games last approximately one hour and one coach can supervise and instruct up to sixteen children simultaneously.

It also allows teachers and parents to become coaches, in understanding the basic fundamentals of batting, bowling and fielding skills.

Among the many advantages of Kwata Cricket is the low cost involved. The game can be played on any reasonably

level surface and no pitch preparation or maintenance is needed. Kwata Cricket eliminates boredom and distraction often encountered among young children at net practice and the use of a specially formulated softball eliminates the fear of facing a hard ball and does away with the need for protective equipment such as pads and gloves.

The rules of Kwata Cricket ensure that every child taking part will bat, bowl, keep-wicket and field during the course of match. This prevents the domination of matches by more adept players and gives everyone an equal opportunity.

Games of Kwata Cricket should be flexible, provide fun, activity and excitement, and should be based on the development of basic skills in batting, bowling, fielding and wicket keeping in a simple setting.



# The Aims and Objectives of Kwata Cricket

The most important aim and objective of Kwata Cricket is to provide, in its simplest form, a game of cricket for young children from all walks of life and culture to all corners whilst at the same time providing enjoyment.

## Other aims and objectives are:

- 1 To develop and introduce cricket skills at grass root level
- 2 To lay the foundation with both children and teachers for a lifelong interest in cricket
- 3 To prevent more adept children from dominating
- 4 To give all children, irrespective of ability, race or gender, an equal opportunity
- 5 To provide physical exercise and awareness in an enjoyable form
- 6 To develop self-confidence
- 7 To develop ball skills that will be useful in other sports



# Equipment for Kwata Cricket

## The kit consists of:

- 1 A plastic Kwata Cricket bat  
Hard balls should not be used with these bats.
- 2 Three plastic stumps, two bails and a base.  
This allows for games to be played indoors or outdoors.
- 3 A soft ball
- 4 Bag



# Guidelines and Rules for Kwata Cricket

Guidelines and Rules should be followed for interschool festivals, leagues or other official matches. Adjustments can be made to suit local playing conditions, with discretion of participating parties.

## Other aims and objectives are:

- 1 Maximum of eight players per team.
- 2 At least one umpire per game - if possible two.
- 3 The playing surface must be any reasonably level surface, measuring, from stumps to stumps, between 12 and 16 metres.
- 4 The base of the wickets is regarded as part of the wicket.
- 5 The field can be any size and the match can be played anywhere safe.
- 6 An over shall consist of six (6) balls bowled.
- 7 Each innings shall consist of eight (8) overs.
- 8 Each player of the fielding side shall bowl at least one over.
- 9 Fielding conditions as follows: the fielding team should have three fielders on the off-side and three on the leg-side, a bowler and a wicket keeper - the wicket keeper should be behind the striker's stumps.

## Note:

It is recommended that certain basic elements of cricket be coached before, during or after every game, such as:

- a Batting: grip, stance, back lift, running between the wickets and calling, etc.
- b Bowling: grip, run-up, bowling action, follow through.
- c Fielding: close catching, outfield catching, defensive fielding, backing up, throwing action, wicket keeping.

# How to play Kwata Cricket

To start a Kwata Cricket match, two captains spin a coin and the winning captain decides whether to bat or field.

## Fielding Team:

- 1 All members of the fielding team must have a turn at wicket keeping and should be given the opportunity to field in a variety of positions during the course of the match. At the end of each over, members of the fielding team should rotate one position clockwise.
- 2 Bowling may take place from one end only.
- 3 The aim of the bowler is to try and dismiss the batter, while bowling his or her over of six balls.
- 4 The fielders must restrict runs by stopping or catching the ball and trying to run out the batsman.
- 5 Fielders and bowlers appeal to the umpires for dismissal of the batsman by calling "Howzat!"
- 6 Byes and leg byes shall be classified as extras. A wide is when a ball is bowled out of the reach of the batsman. Wides should be signalled and recorded as an extra. Any bowler experiencing difficulty in this regard should be assisted and not bowl more than 6 balls per over.

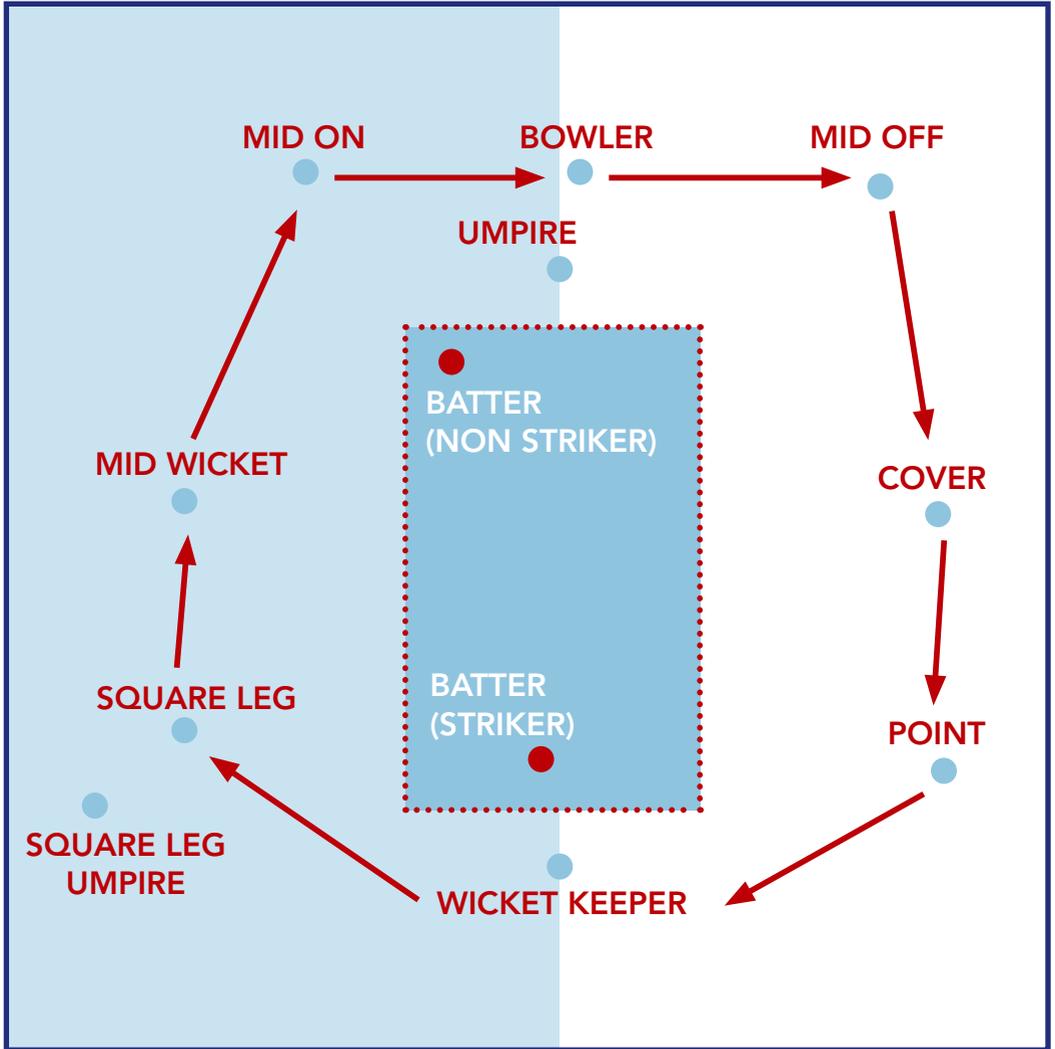
# How to play Kwata Cricket

## Batting Team:

- 1 The aim of the batting team is to score as many runs as possible without being dismissed.
- 2 The first two batsmen will open the innings and when they have faced twelve balls in total, they will be replaced by the next two batsmen, and so on.
- 3 Each batsman will face six balls in a match, irrespective of how many times he/she is dismissed.
- 4 No boundaries are used in this method of cricket. All runs are scored by running between wickets. Only a maximum of six runs can be scored from one ball.
- 5 Batters may be dismissed in five ways:
  - Bowled** - if a ball delivered by the bowler hits the wicket direct or via the batsman's bat or body.
  - Caught** - if a member of the fielding side catches the ball hit by the batter before it touches the ground.
  - Hit wicket** - if the batter hits or bumps into the wicket while attempting to strike the ball
  - Run out** - if a member of the fielding side throws the ball against either set of stumps while the batter is out of his/her ground - umpires should use their discretion in case of run outs.
  - Stumped** - when a batter is out of his/her crease
- 6 No batter should be given out LBW (leg before wicket)
- 7 A run out will be recorded against the striker.

At the completion of the innings the total number of runs is divided by the total number of dismissals. The resulting average is the team score. The team with the higher average wins.

# Position of players for a game of Kwata Cricket



The on-side is shaded and the off-side is blank

# Kwata Cricket Scoring System

The simplified scoring has been made easy to learn. It can be done by umpires, teachers, parents, members of the batting side waiting for their innings and/or coaches.

It is important to teach cricket players the essential role that scorers play in any form of cricket. Scoring should be done neatly and accurately.

All Kwata Cricketers should be instructed in scoring and should all be given an opportunity to score during a match.

The scoring system can be introduced as a mathematical lesson to cricket players and other learners.

## Scoring Instructions:

- 1 On the scoring sheet the name of the opposing team, the date of the match and age group should be written in the correct space provided.
- 2 The names of the batting side should be written in the spaces provided under the heading 'batting' in the order in which they will go in to bat.
- 3 The names of the eight bowlers should be written in the spaces provided under the heading 'bowler' in the order in which they will bowl.
- 4 Each ball bowled is recorded twice: once on the same line as the facing bat man's name and once in the square after the bowler's name.
- 5 If no run is scored a dot is recorded.  
If runs are scored the number is entered: 1, 2, 3, 4, 5 and 6 – again on the same line as the batter and bowler concerned. A running total is maintained by crossing off the squares on the right of the score sheet for every run scored.
- 6 If a batter is dismissed, a 'W' is entered next to the batsman and bowler, instead of runs scored.  
In the case of a run-out – 'W' and the number of runs completed before the dismissal should be scored, i.e. the batsmen had run two runs and was run out while attempting a third run, thus 'W2'.
- 7 Byes or leg byes should be entered in the 'extras' column, and dots recorded in both the batsman's and the bowler's column.

# How to play Kwata Cricket

- 8 When the batsman has completed his batting the total number of runs scored by him/her should be added and entered in the 'runs' column and the number of times he/she was dismissed should be entered in the 'wickets' column.
- 9 Total runs scored by all eight batsmen and the total number of extras should be added and recorded in the 'Total runs' column. All the dismissals the batting team should be added and recorded in the 'Total wickets' column.
- 10 The number of wickets that were lost by the batting team is multiplied by a factor of two and that total is subtracted from the total number of runs. i.e.  $\text{runs} - (\text{wickets} \times 2) = \text{nett total}$

This calculation is done after the completion of the innings.

Example:	formula	Nett total
Team A : 90 runs / 4 wickets	$90 - (4 \times 2)$	82 runs
Team B : 48 runs / 2 wickets	$48 - (2 \times 2)$	44 runs
Result	$(82 - 44)$	Team A won by 38 runs

The scoring system makes it easier for the children to understand who won and why and encourages higher batting scores for them.

Dribler Kwata Cricket UNICEF  
 Age Group: \_\_\_\_\_ Date: \_\_\_\_\_  
 Team: \_\_\_\_\_ vs Team: \_\_\_\_\_  
 1st Batting Team:  
 Name: \_\_\_\_\_  
 Over 1: 1 2 3 4 5 6 Over 2: 1 2 3 4 5 6 Runs Wickets  
 Total Runs & Wickets  
 TOTAL SCORE = Runs - (Wickets x 2) = \_\_\_\_\_ - ( \_\_\_\_\_ x 2) = \_\_\_\_\_  
 2nd Batting Team:  
 Name: \_\_\_\_\_  
 Over 1: 1 2 3 4 5 6 Over 2: 1 2 3 4 5 6 Runs Wickets  
 Total Runs & Wickets  
 TOTAL SCORE = Runs - (Wickets x 2) = \_\_\_\_\_ - ( \_\_\_\_\_ x 2) = \_\_\_\_\_  
 wicket = W    extras (wide) = + ( + 2 runs )    dead ball = + ( + 0 runs )

Please see back of booklet for a full size score sheet

# Umpiring

The modified and simplified version of the rules of Kwata Cricket makes it possible and desirable for even children to take up the duties of umpiring.

Ideally there should be two (2) umpires at each game, but it is possible to run a game with only one umpire.

The umpire stands directly behind the stumps at the end from which the bowling is taking place.

The other umpire stands at square leg i.e. about 20 metres from the batter taking strike, at an angle of 90° to the pitch. This umpire decides on run out and stumping at his/her end.

After each over the umpire changes roles, with the one at the bowler's end moving to square leg and the other umpire moving in to stand behind the stumps as the bowling switches to his/her end.

## Other aims and objectives are:

- 1 The main duties of an umpire in Kwata Cricket are to count the six deliveries in each over and to make decisions on dismissal when batters are bowled, hit wicket, caught, run out or stumped at the bowler's end.
- 2 Apart from these duties the umpire should ensure that the batter changes ends when a dismissal takes place (except on the last ball of the over and run outs at the non-striker's end).
- 3 When a batter is dismissed, the umpire signals "out" by raising his/her arm above head height with the index finger extended. He/she must ensure that the scorers acknowledge this signal.
- 4 Signals for extras are :  
Bye - one arm raised straight up  
Leg bye - one leg lifted, while knee is tapped

A bye is when the bat does not touch the ball and a leg bye is when the ball touches any part of the body but not the bat and the batter is able to complete a run or runs.

As with the 'out' signal, all must be acknowledged by the scorers.



# The Role of the Coach - Who makes a Good Coach?

Before discussing the part a coach plays in the promotion of cricket and cricketing skills, it is perhaps pertinent to consider who would make a good coach. When looking at the wide variety of experience and background among the men and women who do so much to help young players with their game, one is led to believe that there is no hard and fast rule. All shapes and sizes. Good players and very ordinary players, twenty-year-olds and seventy-year-olds can coach cricket.

Two qualities, however, are inevitably found in all good coaches. They have a profound caring for the game of cricket and an unquenchable enthusiasm to communicate that feeling to others.

If that is a positive point, a negative observation is that good players do not necessarily make good coaches. It is true to say that if two individuals have an equal aptitude for coaching, the person with the playing record is likely to find the job easier. On the other hand, the better players very often find it difficult to analyse their skills and instruct others on how to acquire them. Very often it is the average player who works at his/her game who finds it easier to help others. If it is perfectly natural to stroke a half-volley just outside off-stump through the covers for four, no deep thinking is required. If, however, one has to play the shot safely and effectively, then he/she will no doubt absorb a greater understanding of the mechanics. Until the basics have been grasped, there is little chance that any individual will be able to help others learn the game.

## Function of a Coach:

- 1 To ensure that the fun and entertainment aspect is maintained at all times.
- 2 Minimise talk, maximise action. Do not over-coach.
- 3 Minimise criticism, maximise praise and encouragement.
- 4 Always keep discipline, organisation, safety and correct handling of equipment in mind at all different Kwata Cricket sessions.
- 5 Stick to one skill at a time.
- 6 Encourage parent involvement.
- 7 Be enthusiastic at all times so as to encourage youngsters to follow.
- 8 Keep a lookout for young talented players.



# Kwata Cricket Etiquette

## General

1. Always be on time.
2. Clothes and kit must be clean at all times.
3. Play in white clothing and emphasis on neatness.
4. Don't shout remarks from the side of the field.
5. Thank the umpires and opposing team after the match.

## Fielding

1. At Kwata Cricket level – give the incoming batter a round of applause. It is traditional and a sign of gentlemen ship.
2. Express the same tradition to the bowler after a good over bowled and the batter who played a good shot, to a batter who leaving the field after a good innings, or for a good catch taken or good fielding.
3. Teach the young cricketers to move quickly to their new fielding position, and not wander away from their position.

## Batter

1. Always address the umpires politely and never query their decisions.
2. When talking guard remember to say 'please' and 'thank you'.



# Social Values



# Batting Fundamentals

## Taking guard

Take guard before facing the first ball by holding the bat upright and asking the umpire for centre or middle stump.

### 1 Grip (orthodox 'V')

#### a. Front view

- Grip the bat with two hands together as close to the top of the handle as possible – hands not too far apart (two fingers width is a good guide line).
  - The 'V' formed by the thumb and first finger of both hands should be aligned just off centre towards the outside edge of the bat.
  - Top hand to hold the bat firmly and the bottom hand should be relaxed.
  - All fingers to grip around the handle.
- Do not strangle the handle.

#### b. Side view

All fingers to grip around the handle.

Two 'V's' formed between the thumb and forfinger of both hands to be more or less in a straight line.



**2 Stance**

Feet must be parallel and fairly close together (shoulder width) with toes in line with the middle stump. This will allow the body to be in a balanced position.

Knees, hips and shoulders are all parallel to the crease.

Once the body is correctly lined up, knees should bend slightly toward toes and roll upper body slightly forward bending at the waist.

Keep head still and eyes level.

Handle rests against left thigh and toe of bat behind and next to the back foot.



**3 Back lift and swing**

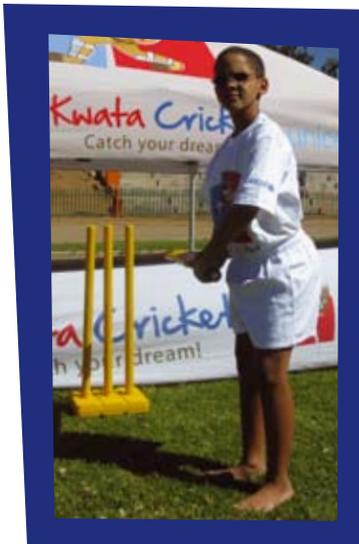
Lift the bat into a ready position towards the slips as the bowler approaches.

Arms relaxed, hands under eyes, head still and watch the ball.

Pick up the bat straight towards middle stump

Swing the bat above stump height.

Shoulder turn will push the bat into correct position so that the bat comes down straight



# Bowling Fundamentals

The difference between bowling and throwing is to keep the elbow straight

## 1 Grip

### a. Front view

- Ball is held by the first two fingers and the thumb under the ball
- The two fingers must be a finger width apart
- Keep the wrist up straight behind the ball
- Seam of the ball and palm of bowling pointing towards the batsman



### b. Coil Position - Front on Action

- In the front on action the bowler looks inside his front shoulder
- Both feet point straight down the pitch straight to the batsman
- The front hip and shoulder points away from the stumps



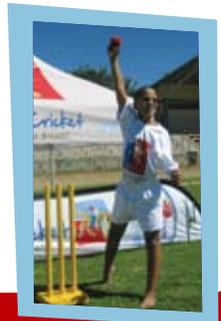
### c. Wind-Mill Position - Side on Action

- In the side on action the bowler looks over his front shoulder.
- The back foot is parallel to the bowling crease and the front foot points to fine leg.
- Both hips and shoulders point down the pitch in a straight through line.



### d. Release (Brush leg Brush ear)

- The bowling arm is vertical and the wrist up straight with the palm facing the bowler
- The elbow of the non bowling arm is tucked into the front hip
- The eyes must be level and the head still



e. Follow through

- Swing the arm through
- Keep the head still and look down the wicket – eyes on the target down the pitch



f. Leg spin grip



Off spin grip



# Fielding Fundamentals

## 1 Close catching

- When catching a ball close to the striker, the fingers must point downwards with the hands forming a cup shape
- Always try to use both hands with a low body position
- Keep the head still and eyes level and on the ball



## 2 High Catching

- Get under and in the line of the ball
- Keep the head still and eyes level
- Keep eyes on the ball
- Form a cup shape with both hands, fingers pointing upwards
- Catch the ball in close line with the eyes
- After catching the ball, cushion it against the chest.
- Keep the elbows away from the body



## 3 Retrieval

- Retrieving principal : Right hand, right foot



## 4 Defensive ground fielding – Long barrier

- Get on to the line of the ball
- Lift knees to go down if right-handed and vice versa for the left-handers
- Keep head still and eyes over the ball
- Fingers point downwards, forming a cut shape



## 5 Throwing action with follow through

- After gathering the ball safely, throw in the ball as accurately and as quickly as possible
- Keep a side on position
- Point at the target
- Follow through vigorously by transferring weight over the front foot
- Keep the head still and keep looking at the target



## General fielding tips

1. A fielder must expect every ball to come to him/her.
2. All fielders, except those close in, must walk in towards the batter as the bowler runs up.
3. When fielded, the ball should be thrown in as quickly as possible, to the wicket keeper or bowler.
4. Fielder must back-up, in case one of their team-mates misses the ball.
5. Most important: fielders must keep their eyes on the ball.



# Running between wickets

**Slide the bat across the line when competing or turning for a run.**

Non-striker must back-up as the bowler releases the ball.

- 1 Be ready to run for every hit.
- 2 Call 'Yes', 'No' or 'Wait'.
- 3 Non-striker must back-up.
- 4 Slide the bat behind the batting line when turning for an extra run.
- 5 Always look at the ball before calling for an extra run.
- 6 If there are no marked creases, then the wickets must be crossed to score a run.
- 7 The non-striker must call for all runs where the ball is played forward of the striker's wicket.

**Slide bat across the line**



**Non-striker backing up**



# Wicket Keeping

## Wicket keeping A – Standing up

This position is taken to slow bowlers. Keep the head still, be balanced on both feet, stay down as long as possible and watch the ball into the hands.



## Wicket keeping B – Standing back

This position is taken to medium/fast bowlers. Keep the head still, be balanced on both feet, and watch the ball. Stay down as long as possible.



# Dismissals

There are five ways of being dismissed in Kwata Cricket.  
Remember an appeal of 'Howzat' shall cover all ways of being out.

## 1. Bowled

The striker is out 'bowled' if his/her wicket is broken/hit by a bowler's delivery, even if the ball first touched his/her bat or any part of his/her body.



## 2. Caught

The striker shall be out if the ball touches his/her bat and is subsequently caught by any fielder, including the wicket keeper, before the ball touches the ground.



### 3. Hit wicket

The striker shall be out if his/her wicket is broken/hit with any part of his/her body or equipment, whilst attempting a stroke.



### 4. Stumped

A striker is out 'stumped' if in receiving a ball delivered by the bowler, he/she is out of his/her ground/crease and the wicket is put down by the wicket keeper.



## 5. Run out



# Coaching Drills

## 1. Various Batting Drills

### Balance Drills

- Place the ball in front of the player. From stance position the batsman steps forward and pick the ball up with the leading hand and moves back to the stance position – bend front knee.
- The batsman continues the step forward again, placing the ball on the ground, moving back to the stance position –bend front knee.
- Make sure the batsman transfers his/her weight over to the front leg/foot while keeping the head still – bend front knee.
- Place a bean bag on the players' heads and let the players walk through various obstacles – keeping their heads still.
- Place a bean bag on the players' heads and let them tap a ball on a bat while walking – hand eye coordination and balance.

### Vertical Drive Drills

- Shadow shots on the front foot – remember weight transfer
- Stationary balls on the front foot – target hitting (include fielders)
- Drive the ball on the front foot – coach rolls the ball on the ground (include fielders)
- Drive the ball on the front foot – coach throws ball under arm (match situation)

## 2. Various Bowling Drills

- Players throwing under arm to each other
- Windmill action – bowlers bowl to each other
- Stationary bowling – bowlers bowl to each other
- Short run up – bowlers bowl to each other
- Target and channel bowling
- Bowling in a match situation simulation

### 3. Various Fielding Drills

#### Catching – Close Fielding

- Low body position with the hands in front, feet evenly spread and balanced bending knees slightly – elbows not touching the body
- Soft hands very important – don't snatch the ball. Keep the head still
- Two fielders throw under arm and catch the ball with both hands
- Two fielders throws the ball with the right hand and catch with the right hand – repeat with the left hand
- Groups of three. One player in the middle and two players on the outside throws the ball to either side (catching and running from side to side)
- Short catching in groups of two to three players, hitting the ball with a bat (small groups)

#### Catching – Boundary Fielders

- Keep the head still with a good base position – body position
- Remember to collect/catch the ball with soft hands and don't snatch at the ball
- Two fielders, 5 to 10 metres apart, throws a ball under arm and catch it with two hands
- For the more skilled players – throw over arm, 20 metres apart
- Use bat for high catches

#### Ground Fielding

- Work in small groups to keep all players active in a short space of time
- Put a stationary ball on the ground, fielders run in and pick up to throw towards the target
- Fielders role the ball towards each – stop the ball in the long barrier technique

# Kwata 11-a-side Cricket

## Guidelines for Kwata 11-a-side Cricket

The guidelines listed hereunder should be followed wherever possible, especially for inter-school and official matches. However, they may be adapted to suit local conditions or for other reasons.

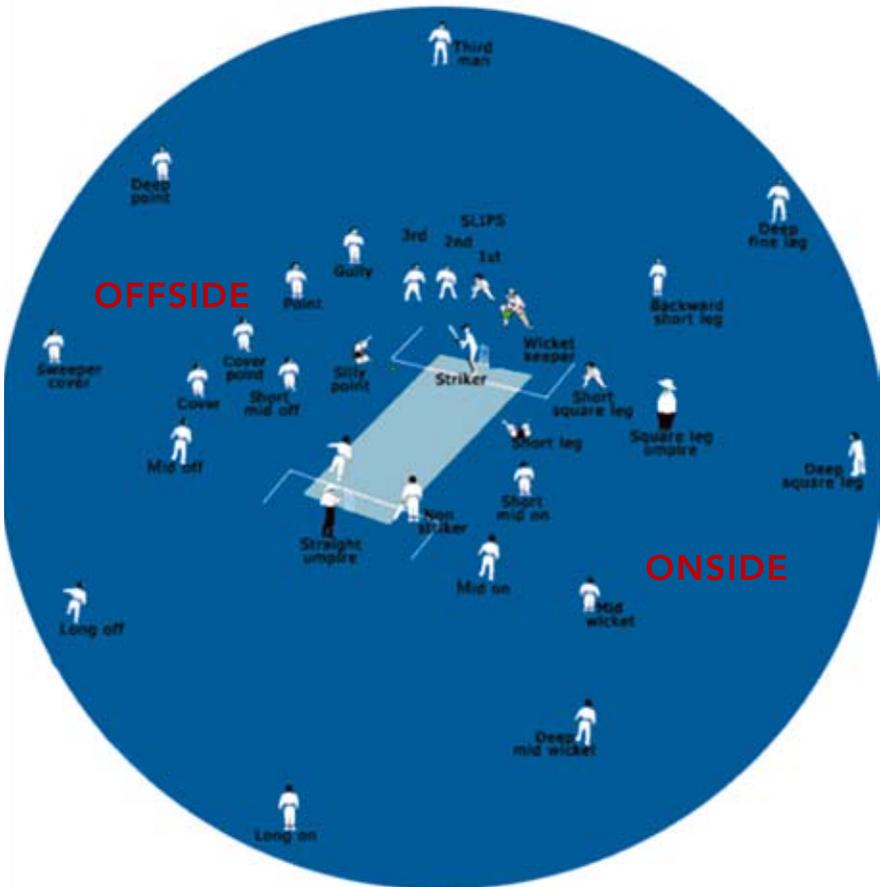
- 1 To start a Maxi Cricket match, two captains spin a coin and one side bats while the other fields.
- 2 There should be eleven players per team.
- 3 There should be at least one umpire per game. Two umpires are ideal.
- 4 The pitch should be any reasonable level surface, measuring a maximum of 20.12 meters. The pitch should be properly marked according to the rules of traditional cricket.
- 5 The wickets should be 70cm high and 20cm wide. The base of the wicket is regarded as part of the wicket. The field may be any size and the match can be played anywhere.
- 6 An over shall consist of six balls.
- 7 Bowling shall take place from each end.
- 8 Each innings shall consist of 20 overs. The wicket keeper shall remain behind the wickets for the duration of the fielding section.
- 9 Every member of the fielding side shall bowl at least two overs. No bowler shall be permitted to bowl more than two overs.
- 10 No boundaries are marked out and batters can only run a maximum of six runs off a scoring stroke or bye.
- 11 Fielders and bowlers appeal to the umpires for dismissal of the batter by calling 'Howzat'.
- 12 Byes, leg byes and wides shall be classified as extras.
- 13 A batter shall be dismissed in any of the following ways :  
Bowled, Caught, Hit wicket, Run out, Stumped  
However, a batter who has faced twelve balls automatically retires.  
He/she may be recalled to resume his/her innings should his/her team not have completed their quota of twenty overs.

14

No batter shall be given out LBW (leg before wicket). No bowler shall be called out 'no ball'.

It is recommended that certain basic elements of cricket be coached before, during and after every game, such as

- a. Batting : grip, stance, back lift, running between wickets
- b. Bowling : grip, run-up, bowling action, follow through
- c. Fielding : close catching, outfield catching, defensive fielding, backing-up, throwing action, wicket keeping.



# Group Coaching ( Practical )

The main aim of group coaching is to accommodate a large number of children with the minimum space, time and equipment.

- 1 Safe layout using all available equipment.
- 2 Divide children into even groups.
- 3 Good demonstration (arm length method).
- 4 Competition.
- 5 Duration of each session (not longer than 10 minutes).
- 6 Rotation of groups.

**Group 1** - Batting (grip, stance, back lift)

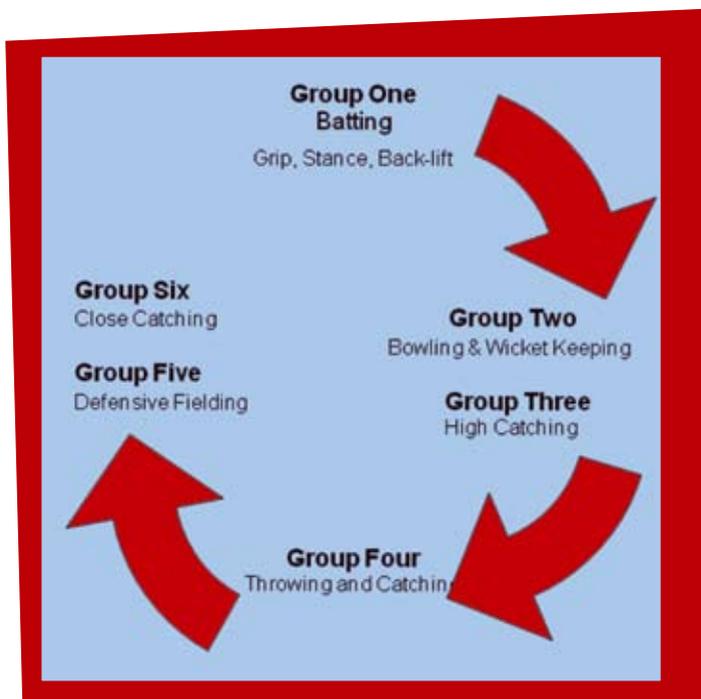
**Group 2** - Bowling and Wicket keeping

**Group 3** - High Catching

**Group 4** - Throwing and Catching

**Group 5** - Defensive Fielding

**Group 6** - Close catching



# Names and addresses of Namibian Cricket Clubs

## Cricket Namibia

9 Lovestreet, Windhoek  
Contact person: Laurie Pieters  
Fax (061) 223 818  
Cell 081 122 5551  
E-mail cricket@iway.na

## Wanderers Cricket Club

Tunschelstreet, Pionierspark,  
Windhoek  
Tel (061) 242 069  
Fax (061) 232 127  
Contact person: Abe Louw  
Cell 081 124 1871  
E-mail abe@mweb.com.na

## United Cricket Club

Olympia, Windhoek  
Contact person Riaan Walters  
Cell 081 122 3394  
E-mail riaanw@securitas.com.na

## WHS Old Boys Cricket Club

Contact person NP du Plessis  
Tel (061) 251322  
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# Kwata Cricket

Healthy Lifestyle  
Activities

## Why Sport and Development?

Sport is an important avenue not only for having fun, but also for achieving health and well-being. Through the use of sport, one learns skills such as responsibility, discipline, fair play, teamwork, and leadership. It is not a stretch then, to see the overlap between these skills and those that involve making smart choices when it comes to peer pressure, sex, alcohol and other issues affecting young people. Thus, sport and development initiatives, such as Cricket Namibia's partnership with UNICEF, aims to provide the tools necessary for children and adolescents to access the right information, and the support of the right people to make healthy lifestyle decisions in their own lives.

## Healthy Lifestyle Games

Young people do not play sport because they want to be burdened with work and responsibility – rather, they are there to have fun and feel free. Nevertheless, (whether they want to admit it or not!) sport in itself is constantly providing positive skills to those who participate. Thus, the healthy lifestyle games that are provided in this handbook are simply a means of extracting some of the skills that we use in sport, and extending it to real life. In this guide, the provided games deal with issues of discrimination, nutrition, peer pressure, leadership, alcohol use, HIV, sugar daddies, and stigmatization. The games are all designed to be played in a short amount of time, relate specifically to cricket skills, and can be thrown in at various stages of a practice.

Each game in this handbook provides detailed explanations of what you will need to facilitate the activity. The heading 'sport skill' provides an indication of which specific cricket skills will be tested in the game, while the heading 'life skill' denotes which healthy lifestyle skill will be the object of focus. Every game will also give an indication of the time required to conduct the session, the minimum amount of participants needed, the equipment required, a description of the game itself, and some key points of discussion that will help you in your debrief at the end.

Below, you will find a list of tips that will help you run these healthy lifestyle games successfully! Remember that you only need to do one or two of these games per practice, and feel free to do them more than once over time, the positive messages are more likely to become engrained in your young players.

# Key Tips for Conducting Healthy Lifestyle Activities

## Task design

Plan in advance to ensure that the game you will play is not too easy or too difficult for the group; you can always increase the challenge gradually. Structure the sessions and activities so that everyone can feel a sense of achievement.

## Explanation

Position the group so that everyone can see you and hear what you have to say. Explain the name of the game, and how it will be played.

## Demonstration

Many young players find it easier to take in visual information rather than long explanations, so provide a demonstration of the game in a simple manner, and repeat the key elements of the exercise twice. Ensure that everyone understands the activity before starting.

## Attitude

Not everyone will be motivated and excited to play these games (at first) so it is important to create a motivating climate by being enthusiastic at all times. This attitude will have positive effects on the group.

## Authority

When possible, empower players to be actively engaged in their own learning (ie. letting them make group choices and decisions, participating in discussions, etc.). Be alert and sensitive to any issues or anxieties that players might have, and work to ease those concerns.

## Grouping

Make groupings in a way that all players are actively involved. Try to mix up groups, for example boys and girls, skilled and less skilled, etc. Rarely allow players to pick their own teams (this can lead to discrimination).

## Encouragement

Give frequent positive feedback. Focus and build on what players are doing well, rather than on what they are doing wrong. Encourage players to give one another positive encouragement as well.

## Timing

These games usually require no longer than 10 minutes to play. However, be flexible with your timing; if the group is enjoying and/or learning from a game, allow the players to continue. Also remember that kids may have short attention spans, so if it they are not having fun, you should make adjustments to vary the activity.

## Debrief

This is the most important part of the session; now that the game is over, it is crucial to take a few brief moments to discuss the links between the objectives in the activity, and the life skill involved. Be prepared to ask some questions to get the discussion going. Keep the questions simple, and allow everyone to respond. Remember that you are there as a facilitator, and that you should not pass judgments on what players say. This should be a safe space for them to talk about subjects that they may not be able to discuss elsewhere. Finally, make sure you know your facts beforehand (especially on HIV), to ensure that you are passing on the right information to your players. If you do not know the answer to a question, simply tell your group that you will check and get back to them with the response.



# Healthy Lifestyle Games

## Inclusion/Exclusion

<i>Sport Skill</i>	quick movements
<i>Life Skill</i>	inclusion, stigma
<i>Time</i>	10 minutes
<i>Number of Participants</i>	8 or more
<i>Equipment needed</i>	2 cones

### Description

The coach will first count how many participants there are. If there is an even number, the coach will begin to call out odd numbers from 3 or higher: eg. 3, 5, 7, 9, etc. If there is an odd number, the coach will call out even numbers from 2 or higher eg. 2, 4, 6, 8, etc.

Put 2 cones out and let the children group together in the middle. The coach calls out numbers (even or uneven). When the number is called out, the participants must run to form groups of the number called out. Play this for a while, and then begin to exclude those who do not find a group, after each round.

### Discussion

Ask the participants how they felt when they could not find a group? Did they feel excluded? How did they feel when they could find a group? How could one feel excluded in school? Why is it important to be inclusive? Use cricket as an example.

## Nutrition True or False

<i>Sport Skill</i>	running between the wickets
<i>Life Skill</i>	learning basic facts about nutrition
<i>Time</i>	15 minutes
<i>Number of Participants</i>	2 or more
<i>Equipment needed</i>	wickets

### Description

Form teams of even numbers and get them to line up behind a wicket. The coach reads a statement, and the first participant in line must decide if the statement is true or false. If he/she says true, he/she runs to the other wicket. If false, the player must run to the other wicket and back. Each student gets a turn, and can get help from the teammates. After each question, award a point to each team that scores the right answer (without going into explanations)

### Discussion

Once the exercise is done, go through the questions, and discuss the right answers. Note that some of these concepts may be new for children, so take the time to explain the answers with simple terms.

# Nutrition True or False Statements:

- 1** There are 3 categories of food groups.  
*False.* There are 4 major food groups: Fruits & Vegetables; Beans, Meat, Fish & Milk, Cereals (eg. maize, wheat, bread, rice, mahangu, sorghum, pasta, etc.) and Fats & Sugars (eg. butter, cooking oil, sweets, jams, honey, etc.)
- 2** Eating foods with lots of sugar is good for you.  
*False.* Foods with a lot of sugar (e.g. sweets) do not provide any nutrients for the body.
- 3** Chicken is a meat  
*True.* Beef, lamb, and pork are also considered meats.
- 4** Drinking coffee, alcohol and soda is as healthy as drinking water, milk and juice.  
*False.* Water, milk and juice are more healthy because they hydrate (give back water) to the body. Coffees and sodas contain caffeine which dehydrate the body.
- 5** Vitamins and minerals help to protect against diseases.  
*True.* Vitamins and minerals help to regulate the chemical processes in the body, and keep it healthy and functioning well.
- 6** A 'calorie' is a unit that measures energy.  
*True.* Every food contains a certain amount of calories, which means the amount of energy that your body will be able to use from it.
- 7** You lose weight when you don't eat meat.  
*False.* You lose weight when you don't eat enough in general (not necessarily just meat), meaning that you don't get enough calories/energy.
- 8** You should eat junk foods (chips, sweets, cool drinks, etc.) to gain weight.  
*False.* Junk foods are high in fat and energy, which make you gain weight, but they are low in nutrients, which mean that they don't provide the right things that your body needs to function well
- 9** You get your main source of energy from 'grains' like breads, rice, cereal and pap.  
*True.* These foods are called "carbohydrates". Fruits and vegetables are also carbohydrates, and therefore, good sources of energy.
- 10** Butter and oil are low in fat.  
*False.* Butter and oil have the highest amounts of fat. Eating too many fats is not good for the body. This means that you want to limit foods that are high in oil and butter (e.g. fried foods)
- 11** It is important to eat well particularly when you are sick.  
*True.* When your body is sick, the body uses more energy to fight the infection, so it is important to eat well in order to recover more quickly. This is especially true for people living with HIV.

# Healthy Lifestyle Games

- 12** **Healthy eating means consuming a variety of foods.**  
*True.* This means eating a mix of meats, fruits, vegetables and grains
- 13** **It is better to eat one big meal than a few smaller meals throughout the day.**  
*False.* It is better to eat a few meals throughout the day, because it ensures that you keep your energy levels up.
- 14** **Food provides the body with energy and ability to function and grow well.**  
*True.* You need to eat enough for your body to grow and be strong.
- 15** **You can have diarrhoea or vomiting if you let foods sit around at room temperature for a long time.**  
*True.* Germs start to form when foods are not placed in either a cool spot (fridge) or hot spot (stove). Meats, eggs and milk grow germs (called bacteria) the fastest, so be careful when you see that these foods have been left out for too long!

## Protect the Cone

<i>Sport Skill</i>	target practice for hitting wicket
<i>Life Skill</i>	learning about protection, fighting peer pressure
<i>Time</i>	10 minutes
<i>Number of Participants</i>	10 or more
<i>Equipment needed</i>	wickets, cones, tennis balls

### Description

Place the wicket on its side and place 4 cones about one foot away from wicket. Form two lines of participants on each side of the wicket about ten feet apart. One participant is selected the "protector" of the wicket, and must stand at the wicket. Give tennis balls to the remaining participants (or "throwers") and instruct them to try and hit the wicket. Once a player is able to hit the wicket, he/she joins the one participant in the middle, and they both try to protect the wicket. Continue to do this until there are 5-6 people able to ward off ball throwers.

### Discussion

How can we relate this game to life? What does the wicket represent (your future)? What do the "throwers" represent (challenges)? What are the "protectors" protecting against (bad influences)? The balls can be seen as bad influences being thrown your way, and the feeling of being overwhelmed when you have to deal with these things on your own. It becomes much easier when you have people to help you (e.g. family, trusted friends). In this sense, these people can help protect your future, and make sure that you make strong choices. You can become a team that wards off peer pressure to take drugs, alcohol or engage in unsafe sex.

**NOTE:** This game can be linked to HIV in the sense that the balls can be viewed as the HIV infection, and the protectors can be seen as using condoms.

## Ring Leader

<i>Sport Skill</i>	working as a team
<i>Life Skill</i>	leadership, role modelling
<i>Time</i>	10 minutes
<i>Number of Participants</i>	5 or more
<i>Equipment needed</i>	tennis balls

### Description

Group members lock arms and form a circle, facing the center. Form at least two circles. One person in each circle faces outside and is known as the 'Ring Leader'. The Ring Leader must guide the group from a starting point to a tennis ball (placed randomly on the field), and then bring it back to the starting point. Vary the difficulty of the activity by making the group members close their eyes, form different formations, and/or have obstacles in the way.

### Discussion

Ask the group what it felt like leading the group, and what it takes to be a good leader or role model.

## Run Around the Wicket

<i>Sport Skill</i>	target practice for hitting wicket
<i>Life Skill</i>	learning about effects of alcohol and drug use
<i>Time</i>	10 minutes
<i>Number of Participants</i>	unlimited
<i>Equipment needed</i>	wickets, tennis balls

### Description

Set up both wickets, and have participants line up behind one wicket. Participants will go one at a time. He/she is given a tennis ball to hold, and then told to run around the first wicket as fast as he/she can. The other participants count to ten. Once the participant has circled ten times, he/she must try to hit the other wicket in front. Allow everyone a turn.

### Discussion

Ask the group: how did it feel when you had to throw the ball at the wicket? Were you dizzy? Did you know what you were doing? Were you in control? How does this exercise relate to drugs and alcohol? If you take drugs and alcohol, do you think it will be easy to accomplish your goals? (i.e. doing well at school, staying safe and healthy, making right choices, etc.)

# Games specific to HIV and Aids Information

(source: Kicking Aids Out Network)

## Ball Control

<b>Sport Skill</b>	catching high balls
<b>Life Skill</b>	opening discussion about HIV and AIDS
<b>Time</b>	10 minutes
<b>Number of Participants</b>	8 or more
<b>Equipment needed</b>	2 tennis balls, cones

### Description

Begin by marking off the playing surface into four large equal quadrants. Divide the participants into each of the 4 quadrants. Provide a tennis ball to one of the teams and tell them to throw a high ball to one of the other groups. The participants must catch the ball before it bounces; if not, they get an "H". This team then throws a high ball to one of the other groups. Every time the group fails to catch the ball, they get another letter, until they have spelled HIV. Vary the game by using 2 balls, or by spelling "A-I-D-S".

### Discussion

This is a good game to open discussions about HIV and AIDS and see what kids know about it. Ask participants what they can tell you about HIV, how you can protect against it, and why it is important to protect against it. You can also make use of the True/False statements provided at the end of this page.

## HIV/AIDS True or False Statements

<b>TRUE</b>	<b>FALSE</b>
You cannot get HIV from mosquitoes	Beautiful girls can't be HIV-infected
You must never share toilet with a person with HIV	An HIV-infected person is very thin
It is safe to touch somebody who is infected	An infected pregnant woman will always pass the virus on to the baby
The HIV-virus can be spread through injection needles	It is safe to use the same condom two times
An infected woman may pass the virus on to her baby	A person cannot be infected first time he or she has sex
Normal kissing will not transmit the HIV-virus The HIV-virus may spread through blood transfusion	A baby may be infected through breastfeeding from a HIV-infected woman
The HIV-virus may spread through blood transfusion	You can get HIV when you drink from the same glass as somebody with AIDS
The virus cannot pass through plastic or rubber	

## 10 Pass (Hand soccer)

<i>Sport Skill</i>	running, dodging, throwing and catching
<i>Life Skill</i>	learning about the ABCs
<i>Time</i>	10 minutes
<i>Number of Participants</i>	8 or more
<i>Equipment needed</i>	1 tennis balls

### Description

Make two teams, and tell the participants that the object of the game is for team members to pass the ball 10 times in a row without the other team intercepting the passes. Each time a ball is intercepted, the other team gets possession of the ball. Body contact is not permitted. The game is played in three sets of passes. Every time a team completes 10 passes in a row, they are awarded an "A" (for abstinence). The second time, they will get a "B" (for be faithful to one partner), and the third time, they will get "C" (for condom use).

### Discussion

Recap with the students what the ABC's are, and make sure that they understand the meaning of each. You can open up a discussion of which option seems the best, and why.

## Common Tag Game

<i>Sport Skill</i>	running, dodging and catching
<i>Life Skill</i>	protecting against HIV infection
<i>Time</i>	10 minutes
<i>Number of Participants</i>	10 or more
<i>Equipment needed</i>	tennis balls

### Description

The object of this game is for the players to be the last to get tagged. One player is picked to be the "HIV". He/she must try to physically tag the other players by touching them on any part of the body. A player can only be tagged if at that moment, he or she is not in possession of a ball. As there are a limited number of balls, the players must pass the ball to the player who is to be tagged (the weakest link or the person they want out). The ball acts as the protection against "HIV". When a player is tagged, they leave the game for a moment. When everyone is tagged, a new game is started and all can rejoin.

### Discussion

Ask the participants what the balls represent in this game, if the tagger is "HIV". What are the ABC's of protecting against HIV? (Abstinence, being faithful to one partner, condom use)

# Healthy Lifestyle Games

## Sugar Daddy (to be played with girls)

**Sport Skill**

running, dodging

**Life Skill**

learning about the dangers of sugar daddies

**Time**

10 minutes

**Number of Participants**

8 or more

**Equipment needed**

cones

### Description

Demarcate a large square area with cones. The object is for players to make it from one side of the playing area to the other without being tagged. One player is picked to be the tagger, called the "sugar daddy". The "sugar daddy" stands in the middle of the field and calls out to the participants to come play. The participants must cross over without being tagged. Participants who are tagged then join hands and begin to chase others crossing the playing field.

### Discussion

Ask participants to explain what a "sugar daddy" is, and why it might be dangerous to enter into sexual relationships with older men (they can be taken advantage of, abused, etc.). Ask what participants should do when being harassed, and where they could go for help.



# Healthy Lifestyle Games (Cool Down)

## Don't Trust Your Eyes

**Life Skill**

addressing stigmatization of people living with HIV

**Time**

5 minutes

**Number of Participants**

8 or more

**Equipment needed**

1 tennis balls

### Description

Two teams line up in front of each other, and one team hook arms together behind their backs. The team that hook arms is given a tennis ball, and is told to start passing it (behind their backs) from one person to the next. The other team must clap and count to ten. At the count of ten, the team counting must guess which person is holding the tennis ball in the other team. Allow a few guesses. Let both teams have a chance to pass the ball and guess.

### Discussion

Ask participants if the game was related to HIV and AIDS, and the ball represented HIV, what would that mean? Can you tell when someone has HIV just by looking at them? What is the only way to know whether you have HIV (getting tested)? You can also ask how the participant holding the ball felt when others were guessing who had it (nervous, scared?). How should we treat people living with HIV? Ensure that participants know that people living with HIV should be treated with respect and care.

## Getting Rid of Bad Feelings

**Sport Skill**

breathing, visualization

**Life Skill**

understanding different emotions, dealing with anger

**Time**

15 minutes

**Number of Participants**

unlimited

**Equipment needed**

none

### Description

Have the group sit comfortably in a circle, and facilitate discussion on what types of different emotions exist. Allow group to list different emotions, and show facial expressions that demonstrate each emotion. Then ask which emotions could lead to risky behaviour (e.g. anger, rage, depression, jealousy, passion, etc.), and why. What can we do to manage these emotions so that we don't make risky choices?

### Discussion

Examples:

- 1 Count to 10.
- 2 Walk away and come back to the situation later.
- 3 Stop and analyze why I am really angry.
- 4 Think about the situation from the perspective of the other person.
- 5 Pray or meditate.
- 6 Think of a funny story.
- 7 Try to communicate and resolve the situation peacefully

# Kwata Cricket

Cricket  
Lessons

# Fielding Lesson A

## Warm Up 7

## Jogging with imaginary fielding

**Catchphrase :** *You won't last if you jog too fast!*

### Aim

To combine continuous movement with fielding skills

### Equipment

4 cones, 1 whistle

### Instructions

- 1 Children continuously jog round a square cornered by cones.
- 2 When the teacher calls either 'left' or 'right,' the children pretend to pick up the ball in that particular hand.
- 3 On the call of 'both', the imaginary ball is picked up in two hands.
- 4 When the whistle blows, children change direction.

### Discussion

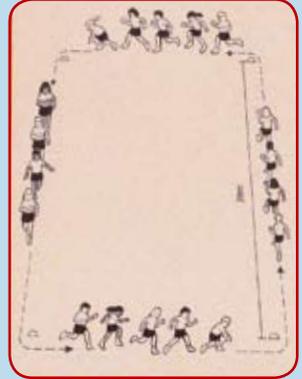
Get down and touch the floor when picking up the imaginary ball.

### Ideas for progression

Increase or decrease the size of the square as appropriate.

Teacher calls 'jump' for the children to pretend to jump and catch.

Teacher calls 'throw' for the children to pretend to throw the ball at the stumps for a run out.



## Main Activity 29

## Throwing

**Catchphrase :** *Swing your arm back and bend it, look at your target then send it!*

### Aim

To throw a ball overarm with power and accuracy

### Equipment

1 tennis/soft ball per pair

### Instructions

- 1 Pairs throw the ball powerfully overarm one bounce to each other.
- 2 The ball should be bounced so that it arrives at waist height.

### Teaching Points

Stand side on.

Point non-throwing arm at partner.

Lift your throwing arm up and bend it at the elbow.

Rock back then forward, releasing the ball quickly to your partner.

Keep your eyes fixed on the target.

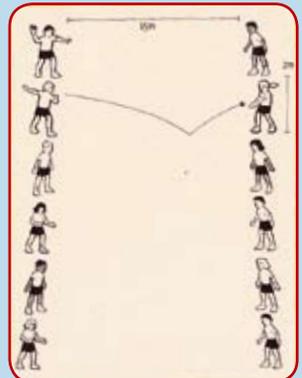
### Ideas for progression

Increase distance apart.

Use a hoop 2m in front of partner as a target.

5 attempts each. 1 point for each successful one bounce attempt.

Highest pair score wins. Throw the ball directly for partner to catch without bouncing.



# Fielding Lesson A

## Game 62

## Tower Game

**Catchphrase :** Aim at the tower, then throw with power!

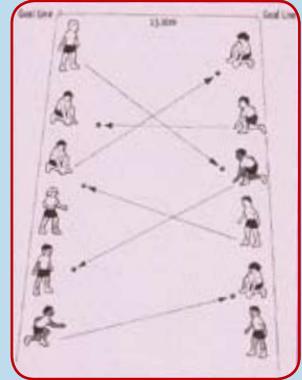
**Aim** To improve throwing by use of a target  
**Equipment** 2 Kwata cricket bases and 3 stumps. Tennis/soft balls approx 1 per 3 players, 4 cones/existing lines

### Instructions

- 1 Split into 2 teams. Same number of balls per team.
- 2 Each team spread out just behind their throwing line.
- 3 Tower assembled as picture and placed in the centre.
- 4 Teams throw continuously until tower is knocked over.
- 5 First team to knock down the tower 5 times wins.
- 6 Teams must not throw from in front of the throwing line.

### Teaching Points

- Stand side on and aim at the target with non throwing arm.
- Use two hands to gather misses by the other side.
- Work as a team, everyone should have a turn.



# Fielding Lesson B

## Main Activity 21

## Shoulder High Catch

**Catchphrase : Stand tall to catch this ball!**

**Aim** To catch a ball at shoulder/head height  
**Equipment** 1 tennis/soft ball per pair

### Instructions

- 1 Pairs gently underarm the ball for each other to catch.
- 2 Ball should arrive at shoulder/head height.

### Teaching Points

- Hands up, palms facing forwards.
- Thumbs crossed, fingers pointing up.
- Catch, letting hands go with the ball over one shoulder.

### Ideas for progression

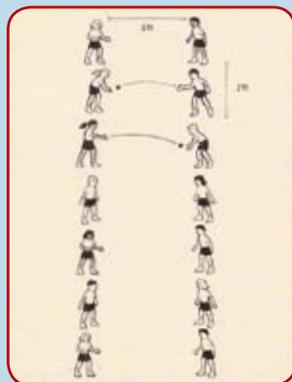
First pair to achieve 10 clean catches wins.

- (i) Count how many clean catches can be achieved in 30 seconds.
  - (ii) Another 30 seconds. . . Pairs attempt to beat their previous total.
- '5-4-3-2-1- STOP'

After 5 clean catches, pairs put the ball down and switch places with their partner. Then, 4 clean catches put the ball down and switch places, then 3, 2 and 1.

First pair sitting down having finished, win.

Introduce a harder ball where safe and appropriate.



# Fielding Lesson C

Warm Up

15

Running and stopping the ball.

**Catchphrase :** *Get back to the start then feel your heart!*

**Aim**

To increase the heart rate, using continuous movement and incorporating a fielding skill

**Equipment**

4 cones, 1 whistle

**Instructions**

- 1 Children in a straight line between cones 1 & 4.
- 2 Teacher continuously rolls out balls to be stopped with hands between cones 1 & 2.
- 3 Children individually stop and collect a ball and continue round the square.
- 4 Place the ball in the bucket/box and join the back of the line. Repeat.

**Teaching Points**

Run fast to get close to the ball.

Use two hands to stop the ball.

Place the ball in the bucket/box.

Ideas for progression

Roll the ball out slower to make it easier, or faster to make it more difficult. Change the size of the square to increase or decrease the distance that has to be run. Loop the ball in the air for the children to take a high catch (refer to page 23).



## Main Activity 31

## Chasing & Throwing

**Catchphrase :** *Turn and spin then throw it in!*

**Aim** To chase and return a ball  
**Equipment** 1 tennis/soft ball per pair, 6 cones / existing lines

### Instructions

- 1 Pairs stand beside each other on the start line.
- 2 One of the pair gently rolls the ball out straight for partner to chase and pick up between the middle and end line.
- 3 Chaser throws the ball over arm one bounce back to partner.
- 4 When chaser returns, repeat.
- 5 Change after 3 turns each.

### Teaching Points

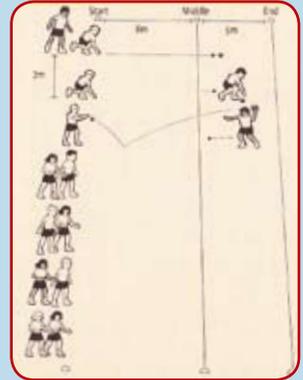
Chase and catch up with the ball.  
Let the ball roll into your throwing hand, by the outside of your foot.

To turn, spin on the balls of your feet towards partner.

Balance and throw.

### Ideas for progression

Chaser throws the ball to partner without bouncing, i.e. partner catches.  
Increase distance of throw by moving middle and end line further from start line.  
Set a time limit (i.e. 2 minutes). 1 point is scored for each successful chase and return. The point only counts if the ball is picked up between the middle and end line. Change after each turn. Highest pair score wins.  
Repeat with pairs attempting to beat their previous score in the set time.



## Game 64

## Run Out

**Catchphrase :** *When it's your go, do a flat hard throw!*

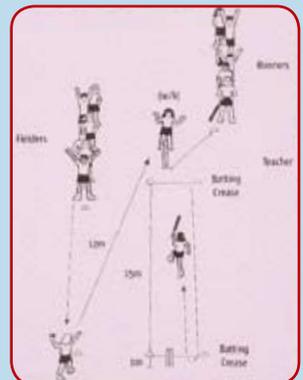
**Aim** To improve throwing and running between the wickets  
**Equipment** 2 bats, 1 tennis/soft ball, 2 sets of stumps, 7 cones (or 3 if already existing creases)

### Instructions

- 1 Split into 2 teams, decide which team bats.
- 2 One of fielding team acts as wicketkeeper.
- 3 When teacher calls 'Yes': ± 1st batter runs to the other batting line (crease) and back. ± 1st fielder runs to the stationary ball and throws for the wicket keeper to catch and then touch against the stumps. The batter is 'run out' if they do not cross the line in time. (See 'Run Out' on page 82).
- 4 One point is awarded to the fielding team for every run out.
- 5 Replace the ball to repeat with next member of each team.
- 6 Teams change when each member has had a turn.
- 7 The fielding team with the most run outs wins.

### Teaching Points

Batters: Use the bat as an extension of your arm. Stretch it out to touch over the line at each end.  
Fielders: Turn and balance before throwing. Point non throwing arm at the target and throw the ball without bouncing to the wicketkeeper.



# Fielding Lesson D

## Warm Up 13

## Creating Space & Catching

**Catchphrase:** *Can you get more than your previous score?*

### Aim

To improve spatial awareness and catching skills

### Equipment

1 tennis/soft ball per pair, 4 cones, 1 whistle

### Instructions

- 1 In pairs, jog around the available space changing direction frequently.
- 2 When the whistle blows, pairs begin low catching for 30 seconds, counting their score.
- 3 When the whistle blows again, pairs resume jogging.
- 4 Repeat process 3 ± 4 times, with pairs attempting to beat their previous score each time.

### Teaching Points

When jogging change direction to find space.

- When catching:
- (i) Stand 2m away from your partner.
  - (ii) Catch the ball in two hands.
  - (iii) Watch the ball into your hands.

### Ideas for progression

When jogging around, one of the pair takes the lead and must dodge, weave and side step to lose their partner.



## Main Activity 19

## Low Catch

**Catchphrase:** *Relax, don't snatch!*

### Aim

To catch a ball between waist and ankle height

### Equipment

1 tennis/soft ball per pair

### Instructions

- 1 Pairs gently underarm the ball for each other to catch.
- 2 Serve with one hand, catch in two.
- 3 The ball should arrive between waist and ankle height.

### Teaching Points

Hands together, fingers pointing down.

Feet, shoulder width apart.

Bend your knees and keep your bottom high.

Watch the ball into your hands.

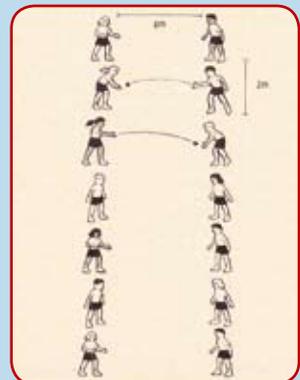
### Ideas for progression

First pair to achieve 10 clean catches win.

(i) Count how many clean catches can be achieved in 30 seconds.

(ii) Another 30 seconds. . . Pairs attempt to beat their previous total. '5-4-3-2-1- STOP'

After 5 clean catches, pairs put the ball down and switch places with their partner. Then, 4 clean catches put the ball down and switch places, then 3, 2 and 1. First pair sitting down having finished win. Introduce a harder ball where safe and appropriate.



## Game 51

## Continuous Cricket

**Catchphrase :** *If you are slow, you will miss your go!*

### Aim

To improve basic striking, fielding and decision making skills

### Equipment

2 bats, 1 tennis/soft ball (foam indoors), 2 sets of stumps/chairs (together) & 2 cones

### Instructions

- 1 Split into 2 teams, decide which team bats.
- 2 Batting team line up as in diagram.
- 3 Fielding team spread out in front of the stumps, minimum 10m away for safety.
- 4 One fielder acts as wicketkeeper.
- 5 Teacher serves ball one bounce underarm at the stumps. Batter attempts to hit it.
- 6 Whether they hit it or not the batter has to run.
- 7 Batter scores one run each time they travel round the cone and back. More than one run at a time can be scored.
- 8 Fielders return the ball every time to the teacher who continuously serves.
- 9 Each batter keeps going until they are bowled, caught or hit wicket.
- 10 Highest team score wins.

### Teaching Points

Batters: (i) Do not stand so close that you hit your own stumps.  
(ii) Stand side on and watch the ball.

Fielders: (i) Be ready every ball.  
(ii) Aim your throw straight to the teacher as quickly as possible.  
(iii) Catch in two hands.

### Ideas for progression

Fielders change positions by moving one place clockwise each time a batter is out. Only one wicketkeeper at a time and all other fielders should be a minimum 10m away for safety. Fielders take it in turn to serve the ball.

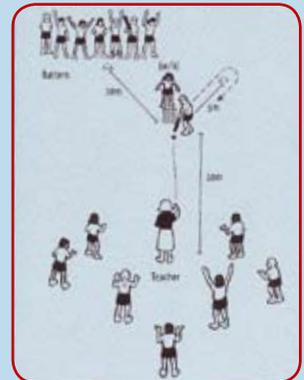
Inside: batters can be caught out off the walls and the ceiling.

Outside: (i) Introduce a harder ball where safe and appropriate. (Not a cricket ball).  
(ii) Have a boundary line (approx 40m from stumps), if the ball crosses having bounced first = 4 runs, without bouncing = 6 runs.

### Two innings per team.

Set a time limit, (i.e. 10 mins per batting team).

Batters continuously rotate whether they are 'Out' or 'Not Out'



# Fielding Lesson E

## Warm Up 5

## Fun Physical Activities

**Catchphrase:** *Feel your brow... is it sweaty now?*

### Aim

To use a variety of physical activities to increase body temperature

### Equipment

4 cones / existing lines

### Instructions

- 1 Children spread out along the start line.
- 2 Give instructions of various ways for all to move from the start line to line A and back again. e.g. jogging, hopping and side striding (star shape).
- 3 See ideas for progression for further ideas.

### Teaching Points

Remain balanced at all times.

Be aware of the people around you.

Move in a straight line.

### Ideas for progression

Ideas for various physical skills:

Walking/sprinting, arms can be by sides, above head or touching the ground.

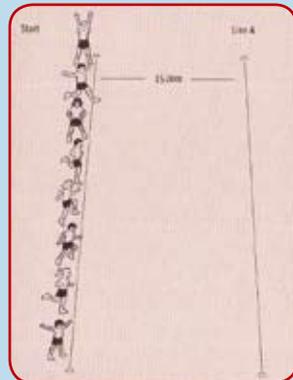
On all fours, either facing down hands first or facing up feet first (crab).

Whilst jogging, pick knees up high in front or kick heels up behind.

Pretend cricket skills, e.g. picking a ball off the ground in one or both hands, taking a catch, bowling a ball or hitting runs.

Increase or decrease the distance of line A.

Work in pairs, e.g. leap frog or wheelbarrow. Race other pairs.



## Main Activity 2

## High Catch

**Catchphrase:** *Catches win matches!*

### Aim

To catch a ball dropping from above head height

### Equipment

1 tennis/soft ball per pair

### Instructions

- 1 Pairs loop the ball underarm for each other to catch.
- 2 Try to make the ball drop near partner's head.

### Teaching Points

Watching the ball all the time, move to where it is dropping.

Cup hands together, little fingers touching.

Hands up early, palms facing upwards

Catch at eye level, then relax arms.

### Ideas for progression

Increase/decrease distance apart.

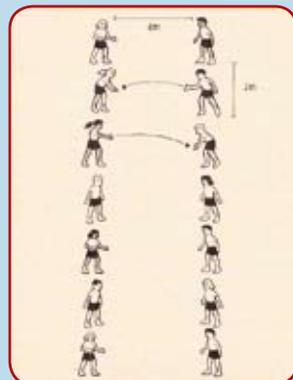
Increase/decrease the height of catches.

Before catching the ball: (i) Clap once, twice, etc.

(ii) Perform a skill, e.g. call your name or touch the ground with 2 hands, etc.

Make the catcher move by looping the ball slightly to the right or left.

Introduce a harder ball where safe and appropriate.



# Fielding Lesson F

Warm Up 15

Running and stopping the ball.

Main Activity 25

Stopping the Ball with Two Hands

**Catchphrase:** *Get your knee to the floor to stop a 'four'!*

**Aim** To stop a fast moving ball using two hands and the body as a barrier  
**Equipment** 1 tennis/soft ball per pair

### Instructions

- 1 Pairs roll the ball in a straight line for partner to stop using two hands.
- 2 Having stopped the ball they stand up and roll the ball back for partner to repeat. The ball must be rolled underarm, not bounced along the ground.

### Teaching Points

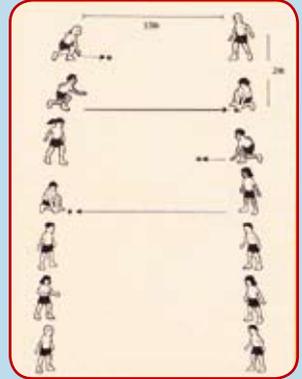
Stand side on, so the arm you roll the ball with is furthest from your partner. As the ball approaches, get down on the knee nearest your partner. Stop the ball alongside your knee, with hands together and fingers pointing down.

### Ideas for progression

Children should move into the line of the rolling ball before going down on their knee. To practice this, pairs roll the ball very slightly to the left or right of their partner.

Stopping the ball and then throwing to partner:

- (i) One of the pair rolls the ball out, the other stops the ball using 2 hands and body as a barrier, then quickly stands up and throws gently over arm one bounce to partner. Repeat 3 times each, then change.
- (ii) If space is available, allow for a harder throw by increasing the distance apart.
- (iii) Throw to partner without bouncing, (i.e. for partner to catch). Pairs roll the ball faster to test if their partner can stop it cleanly.



Game 61

Roll-a-Ball

**Catchphrase:** *Aim for the holes in the other team's goal!*

**Aim** To practice stopping a ball with two hands, in a competitive game

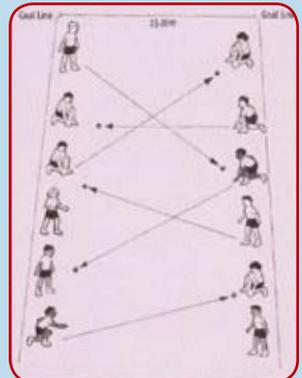
**Equipment** Tennis/soft balls approx 1 per 3 players, 4 cones/ existing lines

### Instructions

- 1 Split into 2 teams. Same number of balls per team.
- 2 Each team spread out just in front of their goal line.
- 3 Teams continuously roll the ball underarm, attempting to cross the other team's goal line.
- 4 A goal is scored each time a ball crosses the goal line. First team to 10 goals wins.
- 5 The ball must be rolled underarm from just in front of the goal line.

### Teaching Points

Get your body into line with the ball and stop it using two hands. Roll the ball by placing your hand close to the ground. Roll the ball into the spaces in the other team's goal.



# Fielding Lesson G

## Warm Up 11

## Running, Throwing & Catching

**Catchphrase : Stay low when you throw!**

### Aim

To improve fielding skills by means of a relay race

### Equipment

4 tennis/soft balls, 4 skittles, chalked circles, 2 cones / existing lines

### Instructions

- 1 Split class into 4 equal teams.
- 2 First person in each team starts with a ball and runs placing it in the circle and continues forward round the skittle.
- 3 On the way back they stop, pick up the ball and gently throw underarm for next person to catch.
- 4 Catcher repeats.
- 5 First team to finish wins.

### Teaching Points

Place the ball so that it remains in the circle.

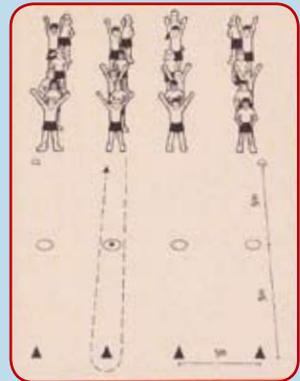
Stay low when you throw the ball so that it arrives at waist height.

### Ideas for progression

Increase distances apart.

If distance allows encourage an over arm throw.

Using the same lesson format, set a time limit (i.e. 3 minutes), teams count the number of clean catches achieved.



## Main Activity 27

## Picking up One Handed & Throwing

**Catchphrase: Say low when you throw!**

### Aim

To pick up and throw a ball underarm on the run

### Equipment

1 tennis/soft ball per pair, 6 cones / existing lines

### Instructions

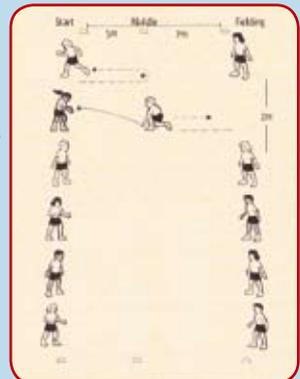
- 1 Pairs stand opposite each other.
- 2 Person on the start line has the ball and runs out placing it on the middle line and then returns quickly to the start line.
- 3 Now, person on the fielding line runs towards the ball and picks it up one handed, then throws it underarm for person on the start line to catch.
- 4 While fielder runs back to fielding line, person on start line repeats for next turn.
- 5 Change after 3 turns each.

### Teaching Points

Shape throwing hand like a 'scooper'.

Pick the ball up by the outside of your foot.

Staying low, throw the ball underarm keeping your head still and arm straight.



### Ideas for progression

Set a time limit, (i.e. 2 minutes). 1 point is scored for each successful pick up and throw.

The point only counts if the ball is caught. Highest pair score wins.

Person on start line gently rolls the ball out for fielder to run, pick up and throw the 'moving' ball back to the person on the start line. Person on the start line rolls again only when the fielder has returned to fielding line.

First pair to have 3 successful turns each wins.

## Game 67

## Fielding Races

**Catchphrase : Aim for the waist to win this race!**

### Aim

To practice fielding skills in a race

### Equipment

1 tennis/soft ball per group. 4 cones / existing lines

### Instructions

- 1 This example uses picking up one handed and throwing (page 27), for other skills see ideas for progression.
- 2 Divide into groups of 6.
- 3 Half of the group on the serving line, other 3 opposite on the fielding line.
- 4 First person on the serving line very gently rolls the ball out and runs to join the back of the fielding group.
- 5 First person on the fielding line runs out, picks up and underarms the ball for the next server to catch and then continues to the back of the serving group.
- 6 Repeat until every person is back to their original position.

### Teaching Points

Serving: Roll the ball out gently.

Fielding: Underarm the ball at waist height.

### Ideas for progression

Using the same lesson format practice these fielding skills:

- (i) Running towards the ball  $\pm$  picking it up with two hands and throwing over arm.

Serving and fielding line = 15m apart.

Server rolls the ball out a little bit harder.

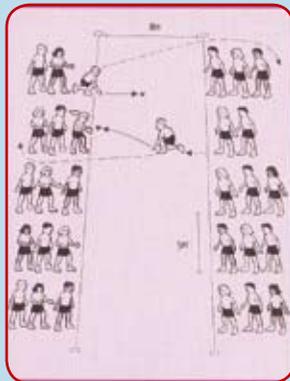
Fielder runs towards the ball and uses the techniques on pages 15 & 29.

- (ii) Stopping the ball with two hands and throwing over arm.

Serving and fielding line = 15-20m apart.

Server rolls the ball much harder.

Fielder waits for it to arrive and uses the techniques on pages 25 & 29.



# Fielding Lesson H

Warm Up 13

Creating Space & Catching

Main Activity 33

Wicketkeeping

**Catchphrase:** *As the ball lands, watch it into your hands!*

**Aim** To catch a bouncing ball, from a crouched position  
**Equipment** 1 tennis/soft ball per pair

### Instructions

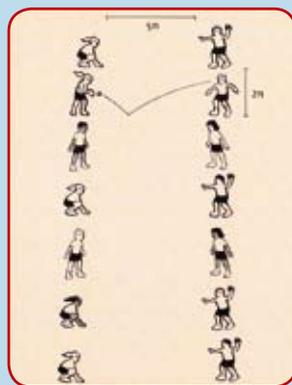
- 1 Pairs throw the ball over arm one bounce to each other.
- 2 Stand when throwing. When receiving, crouch and rise catching the ball with two hands.

### Teaching Points

- Hands together, fingers touching the ground.
- Weight on balls of your feet.
- Rise with the bounce of the ball.
- Catch with two hands at waist height.

### Ideas for progression

- Vary the throw slightly to the partner's left or right.
- Set a time limit, (i.e. 1 minute). Pairs must stand when throwing and crouch when receiving.
- The pair with the highest number of successful one bounce attempts wins.
- Increase the distance and speed that the ball is thrown.
- (i) Introduce wickets/skittles/chairs in front of one of the pair (wicketkeeper). Partner deliberately throws to miss the wicket. The wicketkeeper rises to catch the ball in two hands and as quickly as possible touches the wicket. Change after 3 turns each.
- (ii) Where appropriate, partner may bowl instead of throwing.



Game 65

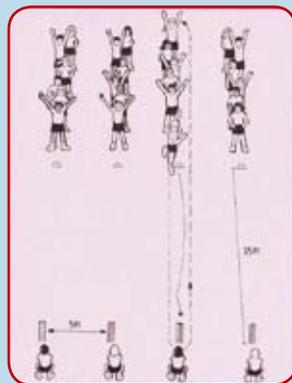
Bowl Out

**Catchphrase:** *Watch the wicket and you are likely to hit it!*

**Aim** To practice basic bowling skills in a continuous game  
**Equipment** Each group has a tennis/soft ball (foam indoors), set of stumps/chair and a cone

### Instructions

- 1 Split into groups, between 4 to 6 is ideal.
- 2 Team members bowl in turn at the stumps and then join the back of the team to await their next turn.
- 3 One member of each team acts as a wicketkeeper and returns the ball to the next bowler.
- 4 After each member has bowled the front person swaps with the wicketkeeper.
- 5 Five points are scored each time the wicket is hit. The ball must only bounce once.
- 6 Highest team score after 3 minutes win.



# Fielding Lesson 1

## Teaching Points

Bowl from standing still, aim with your front arm and focus on your target.

Release with a straight bowling arm.

Take a step forwards after release. (Follow through).

## Ideas for progression

Decrease difficulty by allowing underarm bowling (43).

Where space permits, allow over arm bowling with a run up (47).

Using either underarm or over arm only:

(i) Chalk or use cones to mark a target 5m long x 2m wide in front of the wicket. One bounce in the target = 5 points, hit the wicket = 5 points. Maximum per bowl = 10 points.

First team to 40 points, wins.

(ii) A ball each if available.

(iv) Decrease the size of the above target.

## Warm Up 9

## Running with the Bat

**Catchphrase : Reach out every time, touch over the line!**

### Aim

To increase knowledge of how to run with the bat by means of a relay race

### Equipment

2 bats per team, 4 cones / existing lines

### Instructions

1 Divide into equal teams according to the number of bats, e.g. 2 per team.

2 First member of each team runs to line A and back again.

3 As they pass the start line next member repeats and so on.

4 First team to finish wins.

### Teaching Points

Grip bat at the end of the handle

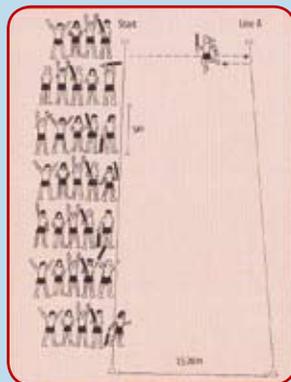
When waiting to run, you are allowed to stand in front of the start line, as long as your bat is touching the ground behind it.

When approaching the lines, reach out using the full length of the bat to touch down over the line.

### Ideas for Progression

Teams run through twice before finishing.

Give a time limit (i.e. 2 minutes) ± teams count how many runs they can complete in the given time.





# Batting Lesson A

Warm Up 9

Running with the Bat

Main Activity 39

Leaning forward to Strike the Ball

Catchphrase : *Keep the ball on the floor and you will score more!*

### Aim

To lean forward and strike a ball that is bouncing one pace in front of the batter.

### Equipment

Each group has a bat, tennis/soft ball (foam for indoors), set of stumps & a cone. Use an existing line to divide areas.

### Instructions

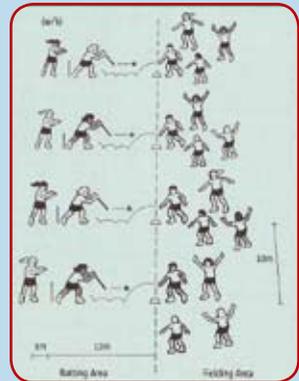
- 1 When outside, use a flat surface, e.g. a playground.
- 2 Split into equal groups, according to the number of bats. Groups of 5/6 are ideal.
- 3 Each group has a batter, server & wicketkeeper (w/k). Others act as fielders.
- 4 When the batter calls 'ready', the server underarms the ball to reach the batter on the 3rd or 4th bounce.
- 5 Batter leans forward to strike the ball along the ground.
- 6 **Safety:** The ball must be blocked, not hit with power.
- 7 **Safety:** Only the w/k & batter are allowed in batting area.
- 8 Each batter has 3 attempts, the wicketkeeper becomes the next batter and everyone in the group rotates position clockwise.

### Teaching points

- 1 Dip head and shoulders over the ball.
- 2 Front foot moves near to the ball and the knee bends.
- 3 Keep head down and swing the bat straight through (vertical) to strike the ball.

### Ideas for Progression

- 1 For each group create a 5m wide target by using 2 cones, placing them 3m behind the server. 1 point every time a batter gets the ball through the target having bounced at least once. Each group member has 3 attempts. Highest team score wins.
- 2 Narrow the width of the target or increase its distance behind the server.
- 3 Decrease the number of bounces before it reaches the batter, e.g. 2.



## Game 57

## Conveyor Belt Cricket

**Catchphrase : Watch and learn while you wait your turn!**

<b>Aim</b>	To encourage good communication between batters in a match situation 3 bats, 1 tennis/soft ball (foam indoors),
<b>Equipment</b>	2 sets of stumps, 5 cones (or 1 if already existing creases)

### Instructions

1 Split into 2 teams, decide which team bats.

Fielders:

- 1 One acts as wicketkeeper, the rest spread out in front of the stumps (minimum 10m away for safety).
- 2 Each fielder in turn bowls two balls, under or over arm. Rotate clockwise.

Batters:

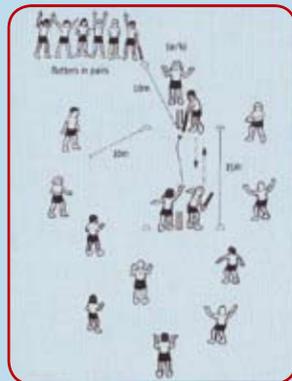
- 1 Line up as in diagram.
- 2 There must always be a batter at each end.
- 3 One run is scored each time the batters switch ends. No boundary, so no limit on the amount of runs scored on each turn.
- 4 If either batter is out no runs are scored for that turn.
- 5 After each ball the batter at the striking end joins the back of the line to be replaced by the next batter.

### Teaching Points

- 1 Each team bats for 10 minutes.
- 2 The fielding team bowl as many balls as possible in those 10 minutes.
- 3 Batters can be out: bowled, caught, run out or hit wicket.
- 4 Wide = the ball is unreachable or No Ball = it rolls. For these 2 runs are added, the batter stays to receive the next ball.
- 5 The highest team score wins.

### Ideas for Progression

- 1 Use cones/existing lines to create a boundary, 30-40m distance from the stumps. A ball crossing the boundary having bounced first = 4 runs, without bouncing = 6 runs. A boundary counts as that batter's turn.
- 2 Increase the time per innings and bowls per bowler.
- 3 Include the following ways of being Out:
  - (i) Stumped  $\pm$  the wicketkeeper touches the ball on the wicket when the batter is in front of the crease (line).
  - (ii) L.B.W. (Leg Before Wicket)  $\pm$  if any part of the body intercepts the ball that would have hit the wicket. The above decisions must be judged by an umpire, usually a teacher. See page 82.
- 4 Introduce a harder ball where safe and appropriate. (Not a cricket ball).



# Batting Lesson B

Warm Up 5

Fun Physical Activities

Main Activity 37

Blocking the Ball

**Catchphrase :** Grip with your top hand tighter and your bottom hand lighter!

**Aim**

To block a ball that will hit the stumps

**Equipment**

Each group has a bat, tennis/soft ball (foam for indoors), set of stumps & a cone. Use an existing line to divide areas.

**Instructions**

- 1 Split into equal groups, according to the number of bats. Groups of 5 to 6 are ideal.
- 2 Each group has a batter, server & wicketkeeper (w/k). Others act as fielders.
- 3 When the batter calls 'ready', the server underarms the ball to reach the batter on the 3rd or 4th bounce.
- 4 Batter leans forward to block the ball with the bat next to front leg.
- 5 **Safety:** The ball must be blocked, not hit with power.
- 6 **Safety:** Only the w/k & batter are allowed in batting area.
- 7 Each batter has 3 attempts, the wicketkeeper becomes the next batter and everyone in the group rotates position clockwise.

**Teaching Points**

Dip head and shoulders over the ball.

Front foot moves near to the ball and the knee bends.

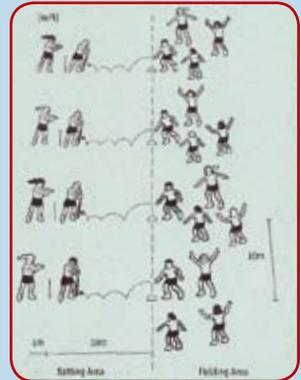
Bat is brought straight down (vertical) next to the front leg to block the ball.

**Ideas for progression**

Batters attempt to block the ball softly enough so that it does not reach the server.

Server underarms the ball one bounce for the batter to stop.

Each team has 2 attempts per person: 1 point for stopping the ball, 2 points for stopping the ball and keeping it in the batting area. Teams keep their own score. Highest team score wins.



Game 53

Racing Cricket

**Catchphrase :** Return the ball fast and the batters won't last!

**Aim**

To improve basic striking, fielding and decision making skills

**Equipment**

3 bats, 1 tennis/soft ball (foam indoors), 2 sets of stumps/chairs (together) & 4 cones



- 5 When the batter calls 'ready', the server throws the ball hard (over arm), one bounce to reach the batter at waist height.
- 6 The batter steps back and attempts to hit the ball by swinging the bat across their body.
- 7 Each batter has 5 attempts, the wicketkeeper becomes the next batter and everyone in the group rotates position clockwise.

#### Teaching Points

As the ball is thrown, take a step back towards the stumps.

Now bring your other foot back, so that both feet are apart facing the bowler.

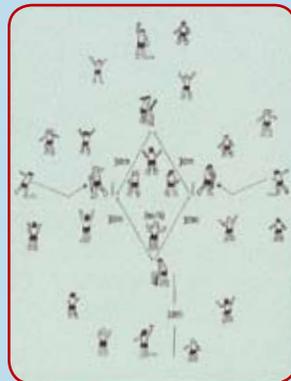
Keep your head still and watch the ball.

Swing the bat across your body, hitting the ball with arms at full length.

#### Ideas for progression

Using the same lesson format, create a game situation: Having hit the ball, the batter scores runs by running to the server's cone and back (2 runs). This is done as many times as possible whilst the fielders collect the ball and return it to the server by the cone. Each batter has 3 attempts. No runs are scored if the batter is bowled, run out, caught or hit wicket. Total the 3 attempts and the highest individual score wins. **Safety:** Take great care when retrieving the ball from other areas.

Using the same lesson format. The players bat in pairs, one at each end. Each pair has 6 attempts between them. The highest pair score wins.



## Game 55

## Caterpillar Cricket

**Catchphrase :** *Don't be late... get through the gate!*

- Aim** To encourage teamwork and improve basic striking and fielding skills
- Equipment** 1 bat, 1 tennis/soft ball (foam indoors), 2 Kwata cricket bases and 4 stumps, 1 hoop & 8 cones

#### Instructions

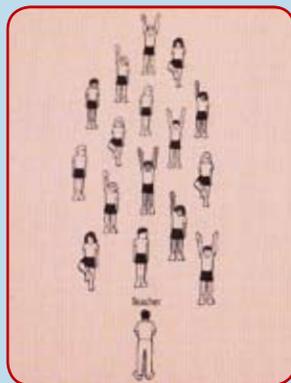
- 1 Split into 2 teams, decide which team bats.
- 2 Fielding team spread out behind target line.
- 3 Batting team line up as in diagram.
- 4 In turn a batter strikes the ball from the top of the ball stand (placed in front of them) towards the target line.
- 5 That batter then runs around the box and through the gate followed in a straight line by the whole batting team.
- 6 On return, that batter joins the back of the line for the next batter to repeat.
- 7 The batting team does not run if the ball does not cross the target line or if the batter is caught.
- 8 Left handed batters strike the ball from the other side of the ball stand.



### Ideas for progression

Further stretching exercises.

- (i) Arms above head palms touching, push hard against each other. (Upper body).
- (ii) Left foot in front of the other, bend left leg at the knee and straighten right leg, keeping the heel on the floor. Repeat, right leg in front. (Calves).
- (iii) Left foot forward one pace, bend right knee, keep left one straight and push back slightly. Repeat, right leg in front. (Hamstrings).



## Main Activity 45

## Bowling Overarm from Standing

**Catchphrase : Rock back don't bend, rock forward and send!**

**Aim** To bowl accurately over arm (with a straight bowling arm), one bounce to a partner

**Equipment** 1 tennis/soft ball per pair

### Instructions

- 1 Pairs bowl over arm one bounce to each other.
- 2 Suggested grip (see picture).
- 3 It is best to encourage bowling as a sideways on activity (in relation to the batter).

### Teaching Points

Stand side on with arms outstretched to the sides.

Pull your front arm up high towards you and look over your shoulder at your partner.

Rock away from your partner by lifting up your front leg.

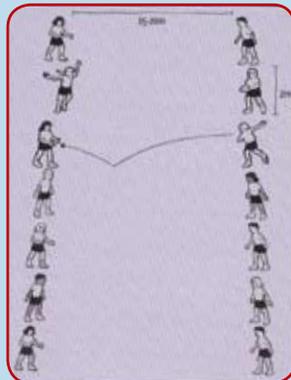
Rock forward keeping both arms straight and release the ball quickly one bounce to your partner.

After release take a step forward.

### Ideas for progression

Place a hoop or chalk a circle as a target 2m in front of each person:

- (i) Aim to hit partner's target on the first bounce by releasing the ball just past its highest point.
- (ii) Award 5 points for each successful attempt. First pair to 25 points win.
- (iii) Add a wicket/skittle in front of one of the pair. Maximum per bowl is 10 points, 5 for bouncing in the target + 5 for hitting the wicket. Change after 3 attempts each. First pair to 50 points win.



# Introduction to Kwata Cricket

Warm Up 11

Running, Throwing & Catching

Main Activity 43

Underarm Bowling

**Catchphrase :** *Swing your arm back - don't bend it, step forward then send it!*

**Aim**

To bowl underarm accurately one bounce to a partner

**Equipment**

1 tennis/soft ball per pair

**Instructions**

1 Pairs bowl the ball underarm one bounce to each other.

**Teaching Points**

Face your partner.

Swing your bowling arm back.

Take a pace forward with your opposite foot.

Swing your bowling arm straight through and release the ball as you step forward.

**Ideas for progression**

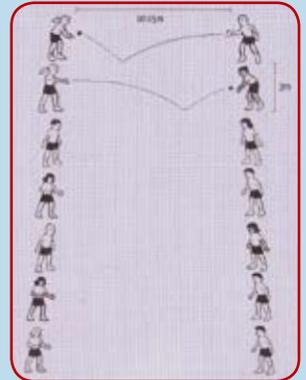
Place a hoop or chalk a circle as a target 2m in front of each person:

(i) Aim to hit partner's target on the first bounce.

(ii) Award 5 points for each successful attempt.

First pair to 25 points win.

(iii) Add a wicket/skittle in front of one of the pair. Maximum per bowl is now 10 points. 5 for bouncing in target + 5 for hitting the wicket. Change after 3 attempts each. First pair to 50 points win.



Game 55

Caterpillar Cricket

## Bowling Lesson C

Warm Up 5

Fun Physical Activities

Main Activity 47

Bowling with a Run-Up

**Catchphrase :** *It's much more fun if you bowl with a run!*

**Aim**

To link over arm bowling with a run-up

**Equipment**

1 tennis/soft ball per pair 4 cones/ existing lines

**Instructions**

1 Pairs run up to bowl over arm one bounce to each other.

2 No more than 4 steps are required.

3 After bowling return to the line.

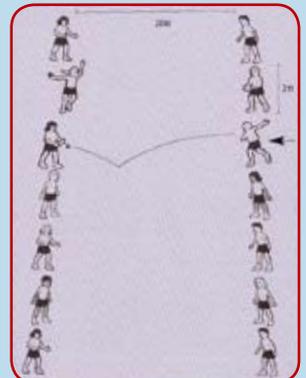
**Teaching Points**

Walk 4 paces forward, starting on the same

foot as the side you hold the ball in.

On the 4th step, jump from that foot.

Whilst in the air, turn sideways on.



Land on your other foot and bowl.  
After releasing take a few steps forward.  
Jog the 4 paces to bowl.  
Run the paces to bowl.

#### Ideas for progression

If space permits, allow a longer run which should be no longer than 10 paces. Ensure bowlers jump off the correct foot (the opposite one to the arm they release the ball with).

Place another line 1m behind both existing lines:

(i) Measure a run to allow gradual increase in running speed; aim to bowl the ball when you are between the two lines that are 1m apart.

(ii) Try to make the ball bounce first time in between your partner's lines.

(iii) Award 5 points for each successful one bounce attempt. First pair to 25 points wins.

Test for a side on bowling position by creating (or using existing) straight lines between partners. Bowlers try not to fall either side of the line throughout the run up, jump, release or step through after release.

Game 65

Bowl Out

## Bowling Lesson D

Warm Up 5

Fun Physical Activities

Main Activity 49

Spinning the Ball

Catchphrase : *The ball will twist if you flick your wrist!*

**Aim** To make a ball spin on landing  
**Equipment** 1 tennis/soft ball per pair

#### Instructions

1 Pairs bowl the ball underarm one bounce to each other.

#### Teaching Points

1 Pairs underarm the ball on bounce to each other.

2 Pairs try to make the ball spin on landing.

#### Teaching Points

Flick your wrist clockwise on release.

Now try anti-clockwise.

Try different ways of gripping the ball.

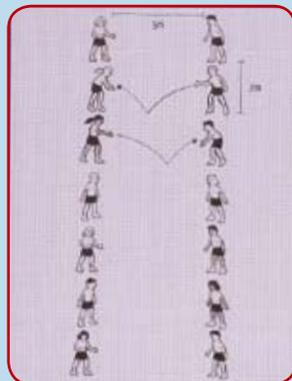
Flick the wrist as hard as you can to increase the spin.

#### Ideas for progression

Pairs experiment to discover how many different ways they can spin the ball.

Test the amount of spin.

(i) Pairs find a straight line on the floor. Stand 4-8m apart, pairs underarm the ball to each other attempting to spin it across the line.



- (ii) Pairs repeat attempting to spin the ball across the line on the other side.  
Pairs bowl to their partner trying to spin the ball.
- (i) From standing  $12 \pm 15\text{m}$  apart.
- (ii) With a short run up  $16 \pm 20\text{m}$  apart.  
Have a 'bowl out' spinning the ball.

Game 65

Bowl Out

## Game Lesson A

Game 59

Match Cricket

**Catchphrase : Make sure you call on every ball!**

**Aim**

A match requiring batters to co-operate in pairs.

**Equipment**

2 bats, 1 tennis/soft ball (foam indoors), 2 sets of stumps, 5 cones (or 1 if already existing creases).

**Instructions**

- 1 Due to the waiting time for the batters, this is best used as an after school practice (class size 12-20).
- 2 Split into 2 teams, decide which team bats.

**Fielders:**

- 1 One acts as wicketkeeper (w/k), the rest spread out in front of the stumps (minimum 10m away for safety).
- 2 Each fielder in turn bowls one ball, under or over arm.  
Rotate clockwise. See page 64 for how many balls in an over.

**Batters:**

- 1 Line up in pairs as in diagram.
- 2 In turn each pair bat for two overs, even if they are out.
- 3 One run is scored each time the batters switch ends.  
No boundary, so no limit on the number of runs scored on each turn.
- 4 Batters do not have to run each ball.
- 5 To communicate, batters call 'yes' or 'no' to decide whether to run or not.

**Rules**

Each team starts with 200 runs.

Each team bats until every pair has had 2 overs.

Batters can be out: bowled, caught, run out or hit wicket. See page 82.

If a batter is out the pair switch ends and the team lose 5 runs.

Wide = the ball is unreachable or No Ball = it rolls. For these 2 runs are added, the batter stays to receive the next ball. The highest team score wins.



### Ideas for progression

Use cones/existing lines to create a boundary 30-40m distance from the stumps. A ball crossing the boundary having bounced first = 4 runs, without bouncing = 6 runs.

Include the following ways of being 'Out':

- (i) Stumped ± the wicketkeeper touches the ball on the wicket when the batter is in front of the crease (line).
- (ii) L.B.W. (Leg Before Wicket) ± if any part of the body intercepts the ball that would have hit the wicket.

Have a 'Test Match'. Two innings per team (perhaps over two sessions).

Highest grand total wins.

Use a harder ball where safe and appropriate. (Not a cricket ball).



# Health Education

**Task:** Put your hand on your forehead. What do you feel?

**Question:** Why do we sweat?

**Answer:** When you exercise, your body temperature rises.  
Moisture comes through the skin surface to cool you down.

**Question:** Why do we sweat?

**Answer:** When you exercise, your body temperature rises.  
Moisture comes through the skin surface to cool you down.

**Question:** How can you replace the liquid in your body lost due to sweating?

**Answer:** By drinking cold water.

**Task:** Think about how much air you are breathing in now, compared to before you started warming up?

**Question:** Why do we breathe faster and more deeply during and after exercise?

**Answer:** To breathe in more oxygen from the air. This is then carried by the blood to feed our muscles as we work them harder.

**Question:** How can we increase the amount of oxygen that our body can take in?

**Answer:** By playing sport and exercising regularly, we can train our lungs to take in more oxygen.

**Task:** Run 20 metres as quickly as possible.

**Question:** At the beginning of your run which muscles worked the hardest?

**Answer:** Your leg muscles.

**Question:** How can you improve your speed?

**Answer:** By strengthening your muscles. You can do this by exercising regularly.

**Task:** Feel the warmth on your arms and legs ± They will feel warmer due to exercise.

**Question:** Why do sports people warm up?

**Answer:** (i) To avoid injury.

(ii) To get their body ready for further exercise.

(iii) To feed their muscles with more blood which carries oxygen.

(iv) To get themselves ready mentally as well as physically for exercise.

**Task:** Think about the amount of energy you have just used whilst warming up.

**Question:** How will you replace this used energy?

**Answer:** By eating and drinking at your next meal time.

**Question:** Are some foods better for you than others?

**Answer:** Yes, but it is important to have a balanced diet including fresh fruit and vegetables

**Task:** Feel your heart ... is it beating faster than when you started?

**Question:** What does your heart do?

**Answer:** When you are active, your muscles need more blood, so your heart has to work harder to pump it around your body.

**Task:** Clench your fist and bring your fist towards your shoulder.

**Question:** Why are your muscles so important and what do they do?

**Answer:** They hold the bones together (stability) and they produce movement.

**Question:** When you bent your arm at the elbow, what happened to the muscle to make your arm bend?

**Answer:** It shortened (contracted).

# Wet Weather Lesson A

## Weather 71

## Creative Movement

### Aim

To creatively move and shape the body within a cricket theme.

### Equipment

Whistle, gym mats for falls, rolls etc, if required.

### Warm Up

Run around changing direction to cover the available space. When the whistle blows freeze into the shape of a cricket bat, ball or stumps. Repeat a few times.

### Organisation

Split into groups of 5/6.

### Task

Each group has 10 minutes to produce a moving cricket scene involving all members. Each member has a role to play: 1=batter, 1=bat, 1=bowler, 1=ball, 1/2= stumps, and fielders if numbers allow.

### Consider

Shape of the object/player

± large or small, extended/tucked, relaxed/rigid.

### Movement

± fast/slow, bouncing, spinning/swinging, still.

### Outcome

± is the ball struck or does it hit the stumps?

### After 10 minutes view the routines

(i) All together.

(ii) Individually or two at a time.

(iii) Now members change roles and create another routine with a different outcome.

After 10 minutes view this routine.

### Ideas for progression

Perform to music. Can the class provide appropriate music?

Alter the mood of the music, how does this affect the movement?

Two groups combine, how do they link both routines?

All groups together and create a routine that will be 1 over = 6 balls.

# Wet Weather Lesson B

Weather 73

Literacy

## Newspaper Report

### Task

(ii) 50 mins

Yesterday you either played in or watched a cricket final. You must write a report for the local newspaper.

### Here are some ideas to guide you;

#### Headline

This must be short, to the point and catch the reader's attention.

#### Introduction

Set the scene.

Ground: Large or small? Was it in the town or the country?

Weather?

Who played?

Crowd: Large or small? Quiet or noisy? Dull or colourful? Etc.

#### Main Report

What happened in the match? Keep this short and interesting. Win, Lose or Draw?

Conclusion Was the day enjoyed? Were there any presentations/trophies?

#### Idea for progression

Read your report to the class; keep them interested by pretending you are a television reporter.

# Wet Weather Lesson C

## Weather 76

## Art

### Aim

To create a picture of a cricket scene.

### Equipment

Paper and art materials per person. This page may be photocopied for class use.

### Task

Draw or paint a cricket scene that must include at least four of the following:

(i) Batter(s) & bat

(iii) Wicketkeeper

(v) Umpire

(vii) Ball

(ix) Pavilion

(ii) Bowler

(iv) Fielder(s)

(vi) Stumps

(viii) Scoreboard

(x) Crowd

### Consider

Is the picture one from far away, (as a spectator or bird's eye view) or is it from closer to the action (as the umpire or one of the players)?

### Idea for Progression

In another session create a picture with the same theme from a different perspective. If the last picture was from far away this will be the same picture but from close up.

Class option ± create a mural.

One sheet of A4 paper and materials per person.

2 people draw a batter each

1 x bowler

1 x wicketkeeper

1 x ball

2 x stumps

2 x umpires

2 x scoreboard

4 x pavilion

9 x fielders & rest x crowd.

# Wet Weather Lesson D

## Weather 77

## Numeracy

### Aim

To test mathematical skills with cricket related questions.

### Equipment

Pen and paper per person.

### Task

- 1 An over takes 3 minutes to bowl. How many overs are bowled in one hour?
- 2 A batter plays 10 matches and the scores were as follows:  
10, 36, 21, 9, 0, 48, 73, 7, 131, & 20.
  - (i) What was the total number of runs scored?
  - (ii) What was the batter's average score per match?
- 3 A full size cricket pitch (from one set of stumps to the other) is 22 yards long. 1 yard = 0.9144m.  
How many meters long is the full size pitch?
- 4 The wicket (stumps) measures: 228mm wide and 815mm high.  
Convert these measurements into cm.
- 5 A batter averages 31.5 runs per match.  
Eight matches are played. Scores in seven of the games are: 38, 43, 7, 18, 72, 4, & 29.  
What was the eighth score?
- 6 England played Australia in a five day Test Match.  
The attendance was: Day One = 31,220; Day Two = 28,400; Day Three = 36,013;  
Day Four = 18,960 & Day Five = 11,107. What was:
  - (i) The total attendance?
  - (ii) The average attendance?
  - (iii) On day two it was hot so 90% of the crowd wore hats. How many wore hats?

### Idea for Progression

Children can create a mathematical cricket problem for the rest of the class. They must be able to answer it themselves.

### Answers:

- |       |                |             |              |                      |
|-------|----------------|-------------|--------------|----------------------|
| 1) 20 | 2) (i) 355     | (ii) 35.5   | 3) 20.1      | 4) 22.8 cm & 85.1 cm |
| 5) 41 | 6) (i) 125,700 | (ii) 25,140 | (iii) 25,560 |                      |



# Kwata Cricket Score Sheet



Age Group : \_\_\_\_\_

Date : \_\_\_\_\_

Team : \_\_\_\_\_

vs Team : \_\_\_\_\_

1st Batting Team :

Name	Over 1						Over 2						Runs	Wkts
	1	2	3	4	5	6	1	2	3	4	5	6		

Total Runs & Wickets

TOTAL SCORE = Runs - (wickets x 2) = \_\_\_\_\_ - ( \_\_\_\_\_ x 2) = \_\_\_\_\_

2nd Batting Team :

Name	Over 1						Over 2						Runs	Wkts
	1	2	3	4	5	6	1	2	3	4	5	6		

Total Runs & Wickets

TOTAL SCORE = Runs - (wickets x 2) = \_\_\_\_\_ - ( \_\_\_\_\_ x 2) = \_\_\_\_\_

wicket = **W**

extras ( wide ) = **+** ( = 2 runs )

dot ball = **.** ( = 0 runs )

# New horizons yield additional dividends

(Windhoek Jan 2011) Wynne-Yvette Beukes, who is 13 years old, takes pride in being a member of the Namibia Girl's Cricket team. She lives with her parents in Windhoek, Namibia.

In June 2010, Wynne-Yvette, or Wynn as her friends call her, started participating in Kwata Cricket sessions offered by Cricket Namibia. Her parents had learned about Kwata Cricket, a programme run by Cricket Namibia and supported by UNICEF, which focuses on teaching cricket and healthy lifestyle choices in a fun, easy accessible way to young children, primarily those from disadvantaged communities.

Wynn says that before cricket was introduced at her school, girls at her school were only offered netball as a sport activity and she was excited to learn a new sport. Her cricket coach quickly noticed her natural talent and invited her to attend extra training sessions. After playing cricket for just half a year Wynn was selected to be part of the Namibia Girl's Cricket team and represented Namibia at a recent regional competition.

Bashfully she ascertains that cricket is not just "for the boys" the game is fun and "keeps her busy not just hanging around on the street or sitting at home watching TV" she says. Playing with a regular girl's team Wynn has made new friends and the training has also taught her the value of good teamwork, respect and healthy eating.

At first her parents were sceptical of her new found interest in cricket her mother especially was worried about her grades. However, Wynn's stellar performance on the cricket team has helped her to get accepted at Windhoek High School where she will be attending grade 8. Her mother is pleased that her daughter is now attending a good school. Important for Wynn is the fact that she will now be able to practice cricket regular at this well resourced school – a case of new horizons yielding additional dividends.

Kwata Cricket has enabled young and vibrant Wynn to gain confidence and self-respect and she is thrilled with the prospect of playing her favourite sport and learning more about healthy lifestyle choices.



# 116 save this number

Ever feel you need to talk about stuff?



If you don't feel safe and you need someone to talk to, you can call us and we'll be there to listen.

Online counselling website: [www.childhelplinenamibia.org](http://www.childhelplinenamibia.org)



make the connection



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