



Australian Government
Australian Sports Commission



CRICKET
AUSTRALIA

Cricket lesson plans

Eight simple lesson plans to help primary school teachers deliver an engaging physical education program.



CONTENTS

Overview	3	Lesson 3	32	Peer assessment	64
Assessment	4	Back-to-back pass	33	Years 3 and 4	64
Tips for delivery	4	Throw, throw, throw	34	Lesson 7	66
Safety considerations	4	Hit the target	35	All-in tag	67
Playing for Life	5	Pepper	36	Bombard	68
The Game Sense approach	5	Beat the ball	37	Defend the zone	69
CHANGE IT	6	What did you learn?	38	Diamond cricket	70
Curriculum links	8	Self assessment rubric	39	What did you like?	71
Introduction to cricket	9	Years 3 and 4	39	What did you learn?	72
Basic terms	10	Lesson 4	41	Lesson 8	74
Equipment	10	Catching challenge	42	Flip it	75
Basic skills	11	Run the circle	43	How many bean bags?	76
Lesson 1	14	Underarm return relay	44	Bowler goaler	77
Form a group	15	French cricket	45	4-bowler cricket	78
Bat tapping	16	Hit the square	46	Diamond cricket	79
Take a seat	17	What did you learn?	47	Great work	80
6 or safe	18	Lesson 5	49	What did you learn?	81
Hit 4 and go	19	Form a group	50	Cricket assessment rubric	82
S-T-R-E-T-C-H	20	Bat tapping	51	Years 3 and 4	82
What did you learn?	21	Engage all	52	Join a club	83
Lesson 2	23	Continuous cricket	53	Appendices	84
Stork tag	24	Wana	54	New South Wales curriculum links	85
Catching challenge	25	Four corners	55	Victorian curriculum links	85
Triangle roll	26	What did you learn?	56	Behavioural considerations	86
4-bowler cricket	27	Lesson 6	58		
Bowler goaler	28	Throw, throw, throw	59		
Beat the bucket	29	Hit the square	60		
What did you learn?	30	Runners v passers	61		
		Diamond cricket	62		
		What did you learn?	63		

OVERVIEW

The Australian Sports Commission (ASC) has partnered with Cricket Australia to develop 8 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 3 and 4. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in cricket over the 8-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of cricket.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson.
- Skill focus – skills to develop.
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson.
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson.
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities.
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors.
- Assessment ideas – a range of easy to use and adaptable assessment ideas.

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make cricket accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of students. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.
- Ensure that equipment is appropriate to match developmental level of students, and is arranged prior to encourage game play and movement.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Ensure a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students during games and activities.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Avoid uneven and un-mown surfaces.
- Make sure there is enough space between students standing side-by-side in case throws are not accurate.
- Batters in the batting line should sit at least 5m to the right and behind the wicket keeper.
- Batters must keep to their left when running between wickets. Use markers if necessary.
- Students should place bats on the ground when not in use.
- Use bats, balls and other equipment suitable for students' ability and size.
- Wait until all fielders and batters are a safe distance away before bowling and batting.
- Batters must keep their bats low when running. Students must never swing bats around or raise them above chest height.



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations [but can also include other skill-building activities].
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

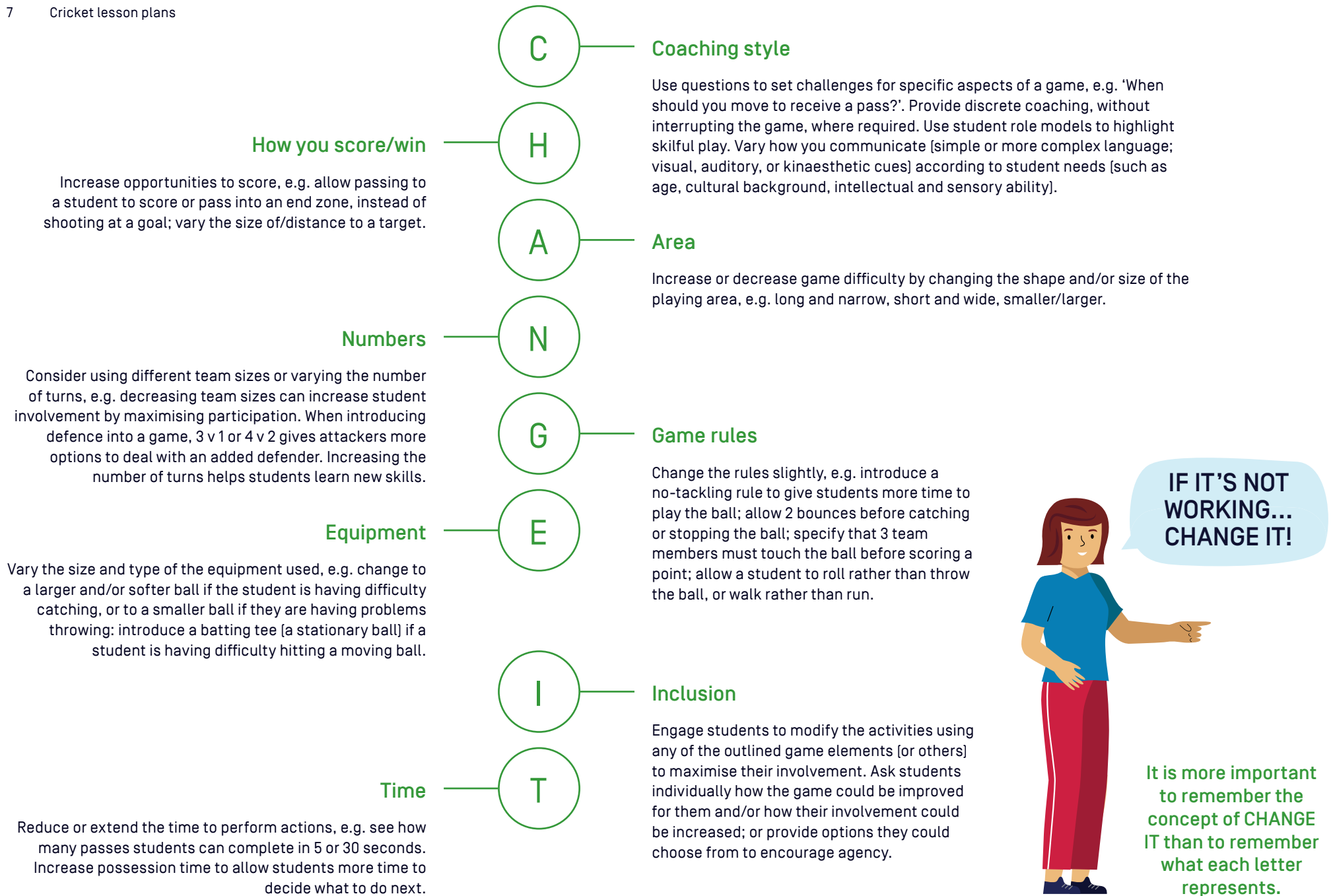
- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective (or a potentially slightly more challenging one) to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.



CURRICULUM LINKS

These lesson plans are aligned to the Australian Curriculum: Health and Physical Education (AC: HPE) Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE.

Each lesson provides a series of games the teacher can deliver to help students learn the important skills of Cricket. For each lesson, years 3 and 4 have been identified.

Years 3 and 4

At any year level, students are likely to demonstrate considerable differences in the skill and strategic proficiency.

Specific curriculum linkages for these lessons:

Lessons 1-8:

Australian curriculum-relevant content descriptions

Years 3 and 4	<u>AC9HP4M01</u>
	<u>AC9HP4M02</u>
	<u>AC9HP4P04</u>

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

They demonstrate fair play and inclusion through a range of roles in movement contexts.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

AC9HP4P04

Select, use and refine personal and social skills to establish, manage and strengthen relationships

INTRODUCTION TO CRICKET

RULES

- A game of cricket is played between 2 teams, each with a minimum of 8 students.
- The aim of the batting team is to score points by making runs. The aim of the fielding team is to get the batters out.
- The match is usually played on a grass oval with a pitch in the centre. Two wickets are set up at either end of the pitch.
- Each team has a turn at batting while the other team fields. Each turn is called an inning.
- Each over, one student from the fielding team is the bowler and another student is the wicket keeper. These students may swap roles at the end of the over. Alternatively, at the end of each over, the fielding team can rotate one position in a clockwise direction.
- Six balls are bowled each over. All overs are bowled from the same end. Any overarm delivery that bounces more than once or rolls along the ground is a fair delivery.
- Pairs of students bat for 2 overs, running back and forth to score as many runs as they can while their batted ball is being fielded.
- A run is scored when both batters run from one end of the pitch to the other. A batter scores 4 runs for their team if they hit the ball along the ground and it reaches a boundary. They score 6 runs if they hit the ball over the boundary on the full.
- Batters swap ends after each over and when given out.
- Students are given 'out' under the following conditions:
 - 'Bowled out' – the bowler bowls the ball and it hits the stumps.
 - 'Caught on the full' – the ball is caught on the full by a fielder.
 - 'Run out' – a fielder throws the balls at the stumps before a batter is in past the crease line.
 - 'Stumped' – the wicket keeper grabs the ball and hits the stumps when the batter is out of the crease line.
 - 'Hit wicket' – a batter hits the stumps with their bat.
 - 'Leg before wicket' – the ball hits the batter's legs in front of the stumps.
- The batting team can also accumulate runs from bowlers' and fielders' mistakes, for example, bowling a 'no ball', or bowling or throwing the ball wide of the stumps.
- If a batter is run out, they still receive any runs they completed during that bowl.
- If a 'no ball' is bowled, the batting team receives 2 runs and a 'free hit'. 'No balls' are not bowled again.
- A 'no ball' is called when the ball:
 - bounces over the batter's head when standing in normal batting stance
 - passes the batter above waist height on the full
 - goes outside the no-ball markers at the batter's end
 - is released as the bowler steps over the crease line
 - goes wide, passing the wicket keeper.
- Fielders stay 10m away from the batter and can only move after the ball has been hit.
- The winning team is the one that scores the most runs.

INTRODUCTION TO CRICKET

BASIC TERMS

Batter

The student hitting the ball and trying to score runs.

Bowler

The student bowling the ball along the pitch towards the wicket, trying to get the batter out.

Fielder

One of the students trying to catch the batted ball and get the batters out.

Wicket

A plastic base with 3 stumps. A wicket can also refer to a batter getting out.

Wicket keeper

The member of the fielding team who stands behind the wicket at the batter's end.

Run

A run is scored when batters successfully run to the other end of the pitch while the ball is in play, without being caught or run out.

Boundary

The line that defines the playing area and the word used to refer to a particular score, for example, 4s and 6s.

EQUIPMENT

Equipment used in this program includes:

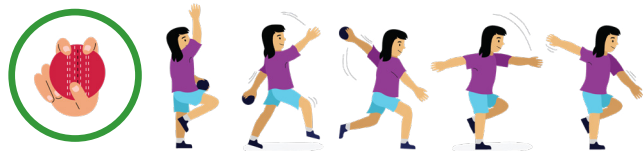
- marker cones
- balls
 - tennis balls
 - sponge balls
 - soft rubber cricket balls
- bats
 - foam bats
 - plastic cricket bats
 - traditional cricket bats of varying sizes
- batting tees
- wickets/stumps
 - plastic stumps
 - wooden stumps
 - upturned bins, buckets or similar
- targets
 - buckets, hoops or upturned benches
- ropes
- bibs or sashes
- chalk or removable tape.

BASIC SKILLS

BOWLING

Coach your students through the following movements:

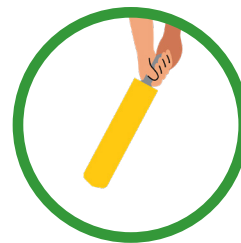
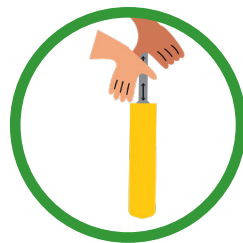
- Grip the ball with 2 fingers apart on the top of the ball, and thumb underneath.
- Create momentum with a short run up, step or leap towards the target.
- Plant the front foot and drop the elbow, allowing the bowling arm to fall by your side.
- Shift weight onto the lead leg.
- With the bowling arm, make a windmill motion.
- Keep the elbow straight and rotate the arm behind the body and swing it over the top towards the batter. As this happens, the bowling shoulder thrusts forward.
- When the bowling hand reaches the peak of the delivery arc, release the ball and allow it to roll off the tips of the index and middle fingers. Keep the arm straight.
- Bowling arm comes across the body and the bowler continues to take steps to run through to the direction of the target until they complete the action and pull up.



BATTING

Coach your students through the following movements:

- Grip the bat with both hands, making a V-shape with the thumb and forefinger of each hand, with the 'V' pointing to the forward edge of the bat.
- When batting from a tee, students stand side-on to the tee.
- When batting a bowled ball, the batter stands side-on to the bowler with feet shoulder-width apart and knees slightly bent.
- Keep eyes level and watch the ball.
- Move in line with the ball.
- Swing the bat and hit the ball.

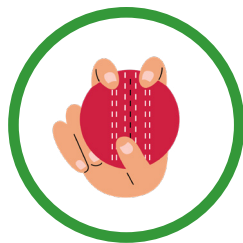


THROWING

Coach your students through the following movements:

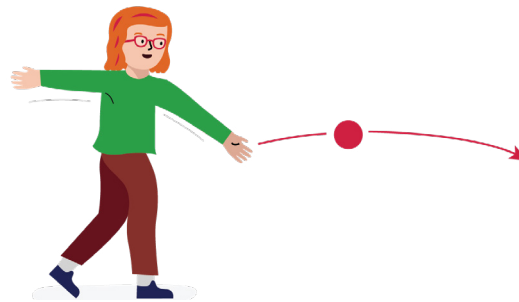
OVERARM THROW

- Keep eyes on the target.
- Get into a side-on position.
- Point at target and keep the elbow in line with the target.
- With the throwing arm nearly straightened behind the body, keep the elbow shoulder height or above and the hand wider than the elbow.
- Step towards the target with opposite foot to throwing arm.
- Rotate the upper body when throwing.
- Throwing arm follows through down and across the body and with balance the weight transfers to the front foot.



UNDERARM THROW

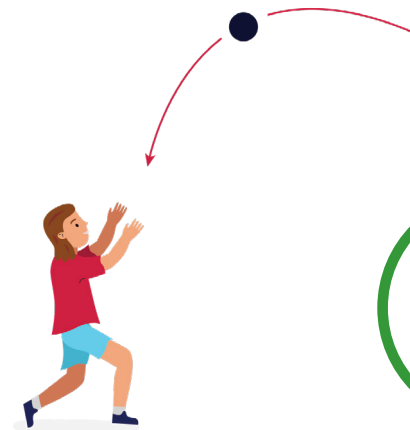
- Keep eyes on the target.
- Stay in front of the target.
- Fingers point down, not at the ball.
- The throwing arm moves straight back and then straight at the target with arms staying close to the body.
- Step towards the target with opposite foot to the throwing arm during the throw.



CATCHING

Coach your students through the following movements:

- Watch the ball all the way into the hands.
- With the right timing, hands move in line with the ball.
- Depending on the path of the ball, fingers point up, down or to the side.
- Hands give with the ball to absorb the force.



LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce batting, catching and throwing skills.

To practise the skills of batting, gathering the ball, moving forwards toward the target and throwing in games and activities.

Skill focus

- Batting

Duration

60 minutes

Area

Outdoor space similar in size to a softball diamond.
Playing area with a wall.

Equipment

- Marker cones
- One cricket ball or similar sized ball per student
- One bat per student
- One batting tee or alternative per group of 8
- Bibs or sashes

Activities

FORM A GROUP

BAT TAPPING

TAKE A SEAT

6 OR SAFE

HIT 4 AND GO

S-T-R-E-T-C-H

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

AC9HP4M01

AC9HP4M02

AC9HP4P04

NSW curriculum

VIC curriculum

FORM A GROUP

SUMMARY

Students run around in random directions avoiding body contact with other students. Call out a number for students to form groups of that size.

Skill focus

- Running

Details

Warm-up
5 minutes

Equipment

- Marker cones

CHANGE IT

- Challenge students to try a variety of different movements before calling a group size.

What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you. For example:
 - walking
 - hopping
 - jogging
 - inch worm
 - bear crawl
 - other.
- Each round, direct students to form groups of various sizes.
- When groups are formed, have students perform an activity of your choosing. For example, students:
 - place hands on head
 - stand back-to-back
 - hold a pose
 - form a letter, number or shape.



BAT TAPPING

SUMMARY

Students run around in random directions avoiding body contact with other students. Call out a number for students to form groups of that size. Each student has a bat and ball. The aim is to keep tapping the ball into the air with the bat for as long as possible.

Skill focus

- Batting

Details

Warm-up
5 minutes

Equipment

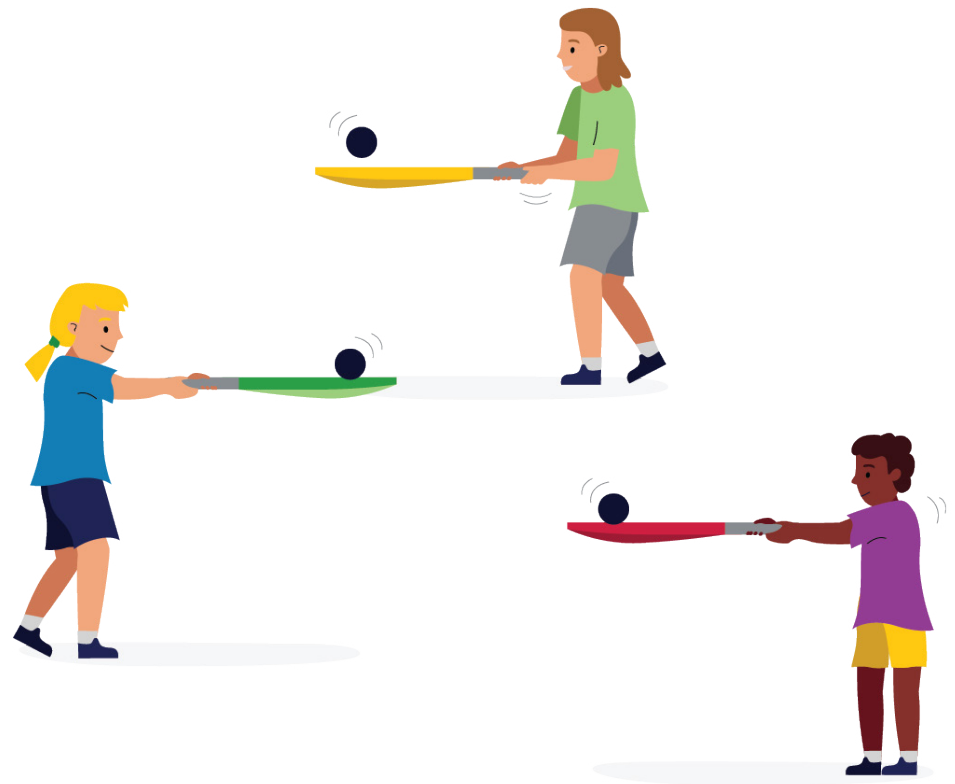
- One ball per student
- One bat per student

CHANGE IT

- Change the bats and balls used.
- Play cooperatively in pairs or groups of 3 and change the distance between students according to ability.
- See how many times students can tap the ball on different parts of the bat.
- Students try to hop/jump as many times as they can while the ball is in the air.
- Allow students one bounce on the ground in between taps.

What to do

- Students repeatedly tap their ball into the air with their bat and count the number of taps they can get in a row.
- If a student drops their ball, they start counting from the beginning.



TAKE A SEAT

SUMMARY

Students strengthen their muscles while developing their throwing and catching skills.

Skill focus

- Throwing
- Catching

Details

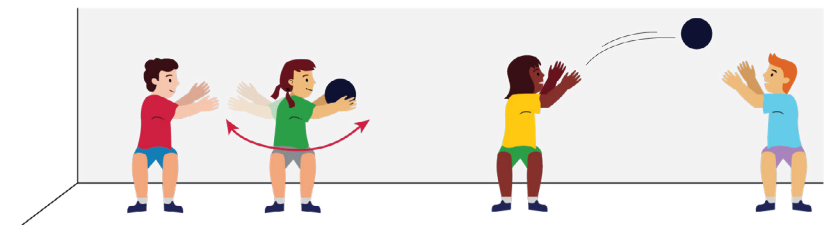
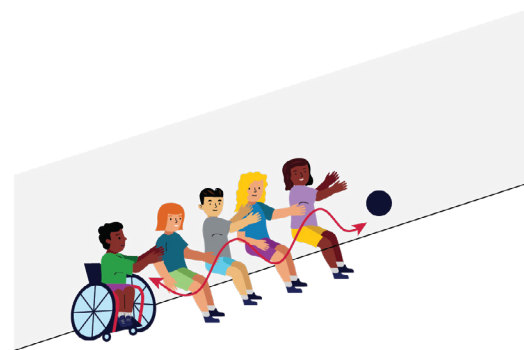
Warm-up
10 minutes

Equipment

- One ball per student
- A playing area with a wall

What to do

- Students lean against a wall in a seated position and:
 - pass a ball back and forth with another student
 - throw a ball in the air and catch it themselves
 - perform challenges with the ball.



CHANGE IT

- Divide the group into small teams of 2 to 4. Students compete to see which team can make the most passes between team mates in a set period.
- Change the distance between students.
- Change the type of pass.
- Students can use a chair if required.
- Change the type of ball.

6 OR SAFE

SUMMARY

The batting team hits 6 balls off a tee. Batters have the choice of running to a safe zone for 2 points or completing the round trip for 6 points. Play in 2 teams of 4.

Skill focus

- Batting
- Throwing
- Fielding
- Catching

Details

Skill development
15 minutes

Equipment

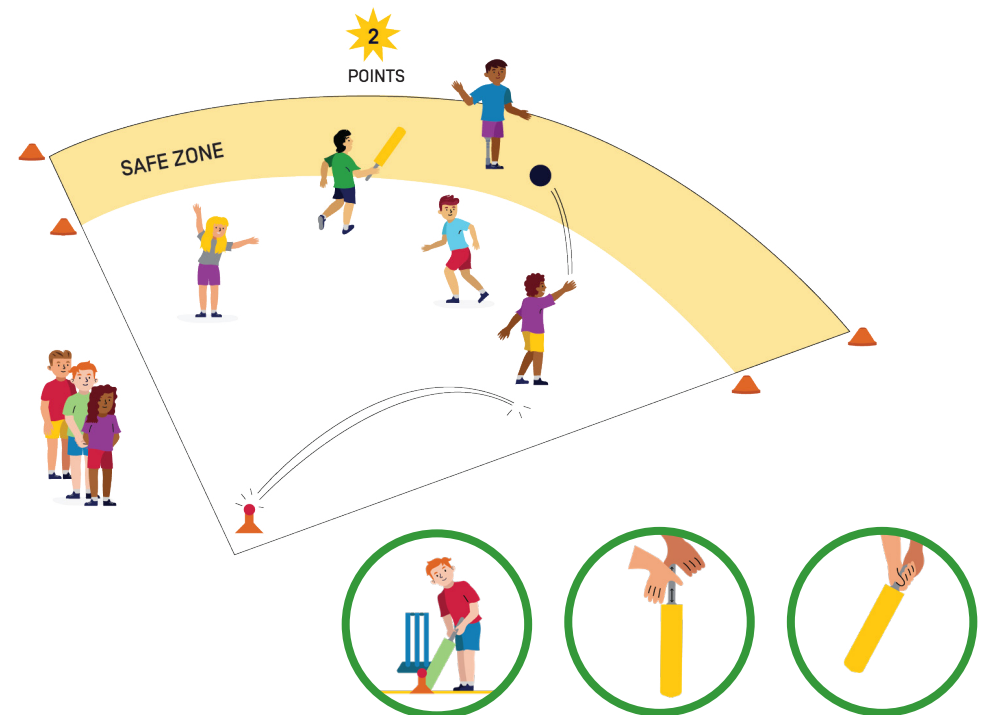
- Marker cones
- One bat per student
- One batting tee or alternative per group of 8
- 2 balls per group

CHANGE IT

- Fielders alternate between underarm and overarm passes.
- Students hit a ball bowled by a team mate. The bowler should be on the opposite side to the tee.
- Fielders roll the ball instead of throwing it when making a pass.

What to do

- Define the playing area with marker cones.
- Divide students into 2 teams: batters and fielders.
- The fielding team nominates one team mate to stand in the safe zone. The rest of the team spread out across the playing area.
- The batting team hits 6 balls off a tee.
- While the balls are being fielded, batters run to the safe zone, or to the safe zone and back.
- Batters score 2 points if they reach the safe zone before the balls are returned to the fielder in the safe zone.
- If batters make the return run for 6 points, fielded balls are thrown to a fielder on the edge of the playing area. The fielder runs along the edge of the playing field and returns the balls to the tee.
- Rotate fielding positions each round.



HIT 4 AND GO

SUMMARY

A batter hits 4 balls in a row into the playing field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls, they call out 'STOP!'. Play in groups of 4 or 5.

Skill focus

- Batting
- Throwing
- Catching

Details

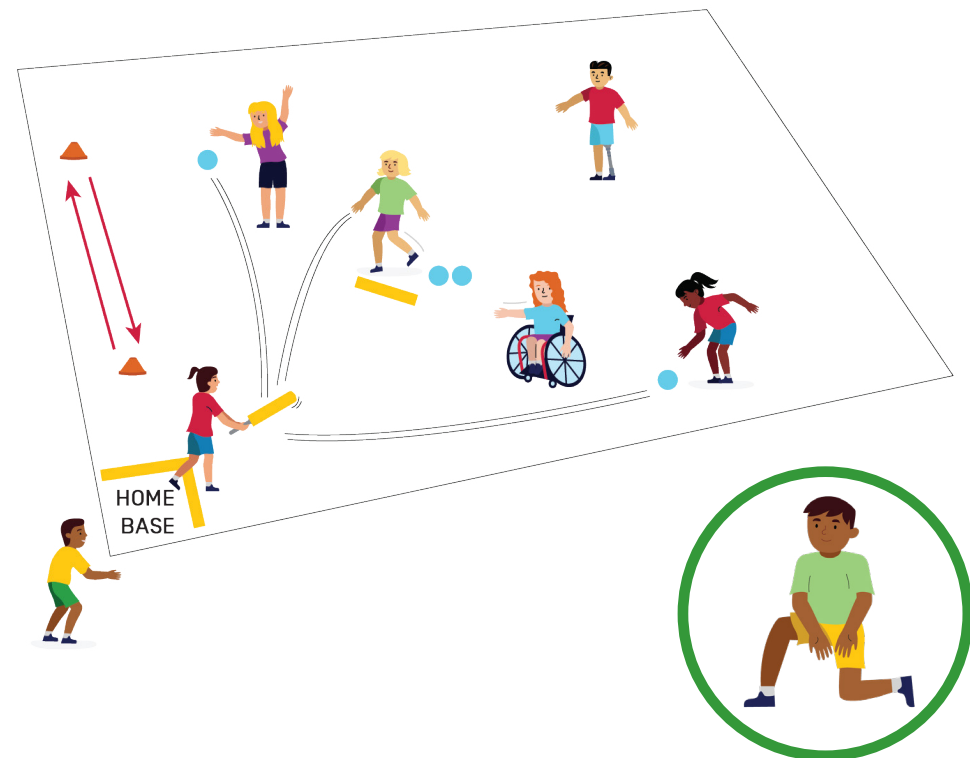
Skill development
15 minutes

Equipment

- Marker cones
- Variety of bats/rackets
- Variety of balls
 - sponge balls
 - softballs
 - tennis balls
- Batting tee

What to do

- Define the playing area with marker cones.
- Divide the students into 2 teams.
- Batters hit 4 balls, one after the other, into the playing area.
- The balls can be hit from the ground, or off tees, students can toss the ball and hit it themselves, or have a team mate bowl the ball.
- When the last ball is hit, the batter runs between the marker cones as many times as possible.
- Fielders return the balls to the batting tee.
- Fielders call 'STOP!' when the last ball reaches home base.



CHANGE IT

- Fielders wait until the last ball is hit before they can move.
- Fielders roll the ball instead of throwing it when making a pass.
- Fielders run the ball to the home base instead of throwing it.
- Change the ball used.

S-T-R-E-T-C-H

SUMMARY

A stretch in disguise!

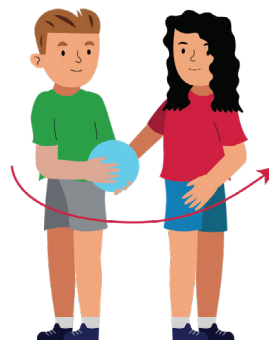
Details

Finishing up

5 minutes

What to do

- Students perform dynamic stretching.
- Have students perform skills with a ball and partner.
- Students to move the ball:
 - around the hips
 - around the knees
 - around the waist
 - around the shoulders
 - in a figure 8 through their legs.
- Reverse the direction the ball is moving.
- Stretch to music.
- Change the activities according to the ability of the students.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How do you hold the cricket bat?
- How could you improve the distance you can throw the ball?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 2

LESSON 2

LEARNING INTENTIONS

To introduce the skill of bowling a cricket ball.

To develop the skills of throwing and bowling a ball to a target.

To hit the ball into space to avoid fielders.

Skill focus

- Bowling

Duration

60 minutes

Area

Similar in size to a volleyball court per group of 6 to 8.

Equipment

- Marker cones
- One cricket ball or similar sized ball per student
- One bat per student
- One batting tee or alternative per group of 8
- Bibs or sashes

Activities

[STORK TAG](#)

[CATCHING CHALLENGE](#)

[TRIANGLE ROLL](#)

[4-BOWLER CRICKET](#)

[BOWLER GOALER](#)

[BEAT THE BUCKET](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

STORK TAG

SUMMARY

A variation of freeze tag that builds throwing and catching skills. Play with 8 or more.

Skill focus

- Throwing
- Catching

Details

Warm-up
5 minutes

Equipment

- Marker cones
- One ball per student
- Bibs or sashes

Change it

- Add more taggers.
- To free a stork, both stork and runner must successfully throw and catch their balls, otherwise both become storks.
- Have students pass with their non-dominant hand.
- Change the size of playing area.
- Instead of the stork position, tagged students sit cross-legged on the ground.
- Use tag-free safe zones and, depending on the mobility of the students, set a time limit for how long students can stay there.

What to do

- Define the playing field with marker cones.
- Start with 2 taggers, both wearing bibs.
- Half the runners carry a ball.
- Taggers chase runners.
- When runners are tagged, they stop running and stand on one leg like a stork.
- A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm throw.
- Either a stork or a free runner can throw the ball.
- The game stops after a set period or when all the runners are tagged.
- Change runners and taggers frequently.
- If a runner drops the ball in an underarm pass, both students become storks.
- The 'no drop' catching rule requires students to work cooperatively, as both thrower and catcher have a stake in the outcome.
- For students still learning to throw and catch, allow one bounce.



CATCHING CHALLENGE

SUMMARY

Students try catching challenges and tricks on their own, in pairs and in groups of 3.

Skill focus

- Throwing
- Catching

Details

Warm-up
5 minutes

Equipment

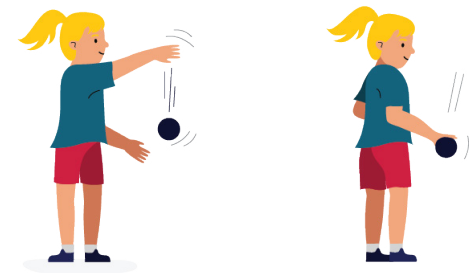
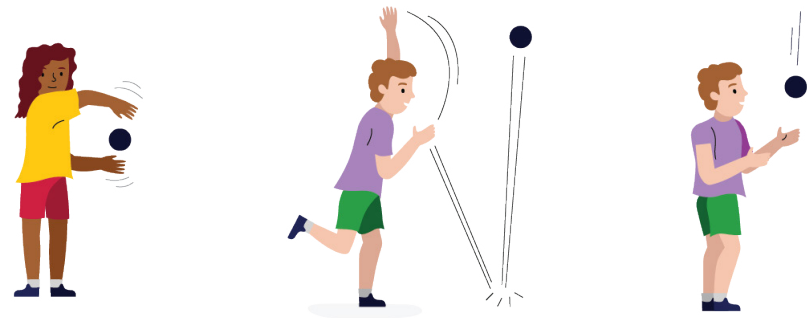
- One ball per student

CHANGE IT

- Change the size and weight of the ball according to students' ability.
- Introduce different skills like hopping, jumping or clapping while students are throwing their balls.

What to do

- On your call, set a catching challenge with a time limit.
- How many times can students clap their hands while the ball is in the air?
- How many times can students throw the ball between their legs and catch it?
- Students bowl the ball overarm into the ground and catch it after it bounces.
- Have students come up with their own challenges.
- Form pairs or groups of 3 and create new challenges.



TRIANGLE ROLL

SUMMARY

Students in groups of 3 stand on the points of a triangle and bowl a ball to one another.
Play with 3 or more.

Skill focus

- Bowling

Detail

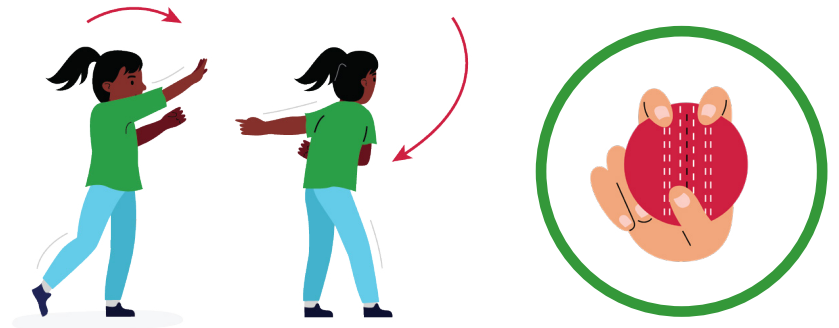
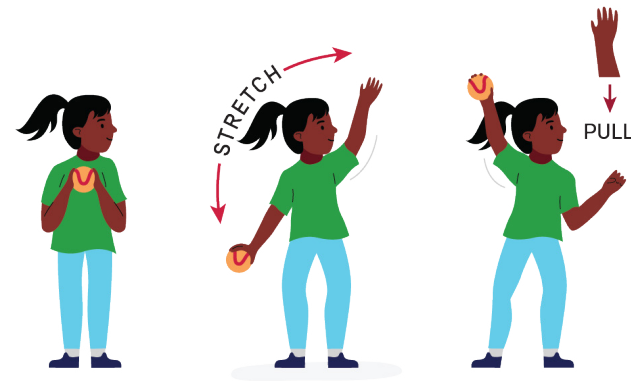
Skill development
5 minutes

Equipment

- One ball per group

What to do

- The ball is bowled along the sides of the triangle.
- Students trap the ball with their hands or feet.



CHANGE IT

- Students roll the ball rather than bowling it.
- Change the speed of the ball.
- Change the size of the triangle.
- Change the size of the ball.

4-BOWLER CRICKET

SUMMARY

Batters attempt to score points by running around a marker. Bowlers attempt to get batters out by bowling or catching them out. Play in teams of 6.

Skill focus

- Batting
- Bowling
- Throwing
- Catching

Details

Skill development
10 minutes

Equipment

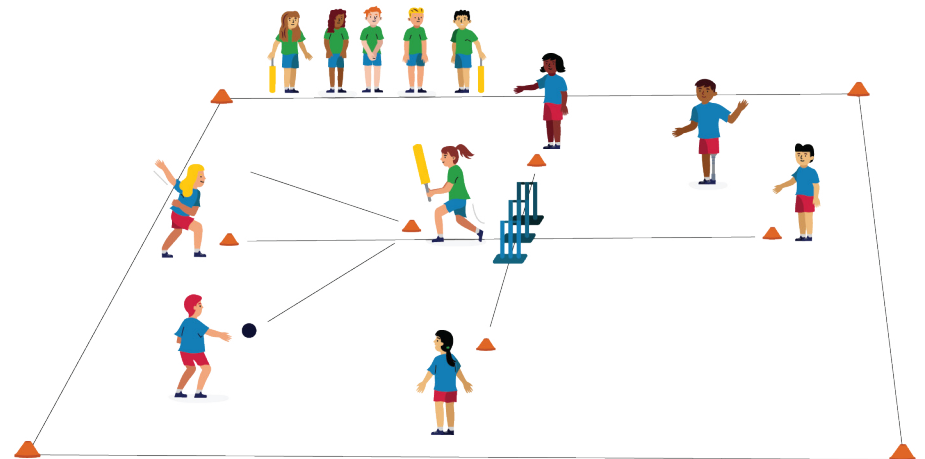
- One ball per group
- Marker cones
- 3 bats per group
- 3 sets of stumps per group

CHANGE IT

- Change the type of ball and bat according to students' ability.
- Allow students to bat from a tee.
- Use either an underarm or overarm bowling action or roll the ball when bowling.

What to do

- Define the playing field using marker cones, as shown.
- Divide students into 2 teams of 6.
- Position the 3 sets of stumps to face the 4 directions of bowling.
- The fielding team has 4 bowlers (one placed on each marker) and 2 fielders.
- The batting team bats one at a time.
- A bowler bowls the ball to the batter.
- When the batter hits the ball, they must run around the marker from where the ball was bowled and return to the batting position.
- The ball is returned by a fielder to any of the bowlers, where they can bowl immediately — even if the batter has not returned.
- The batter may be out by being bowled or caught only.
- Rotate the bowlers and fielders regularly.
- Teams change over when all batters have been dismissed.



BOWLER GOALER

SUMMARY

Attackers pass the ball between team mates, aiming to pass it to their bowler goaler. The bowler goaler scores points by bowling the ball and hitting the stumps. Play in teams of 4 to 6.

Skill focus

- Bowling
- Catching

Details

Skill development
15 minutes

Equipment

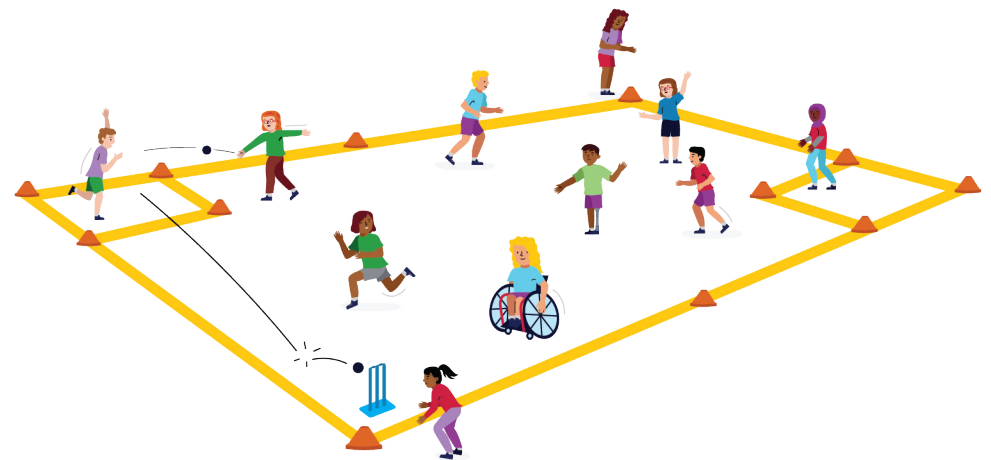
- One ball
- Marker cones
- 2 sets of stumps per game

CHANGE IT

- Limit the type of throw students can use.

What to do

- Divide students into teams of 4 to 6.
- Define the playing area with a bowler goaler zone at each end using marker cones.
- One student from each team stands in the bowler goaler zone.
- Attackers start with the ball.
- Students can take a maximum of 5 steps before they must pass to a team mate.
- If the ball hits the ground, or is intercepted, the opposing team takes possession, and become the attackers.
- Attackers pass the ball to the bowler goaler in the designated area who then bowls the ball at the stumps.
- Once the ball has been bowled, it cannot be intercepted until after it passes the stumps.
- If the bowler goaler hits the stumps, a goal is scored, and the ball is returned to the centre for the opposing team to restart the game.
- If the bowler goaler misses the stumps, the opposing team begins with the ball from the backline.
- Rotate the bowler goaler each round.



BEAT THE BUCKET

SUMMARY

A base runner throws 3 balls into the field and then tries to run around 4 markers before fielders place all 3 balls in a bucket and call 'STOP!'. Play with teams of 6 to 10.

Skill focus

- Throwing
- Catching
- Batting (optional)

Details

Skill development
15 minutes

Equipment

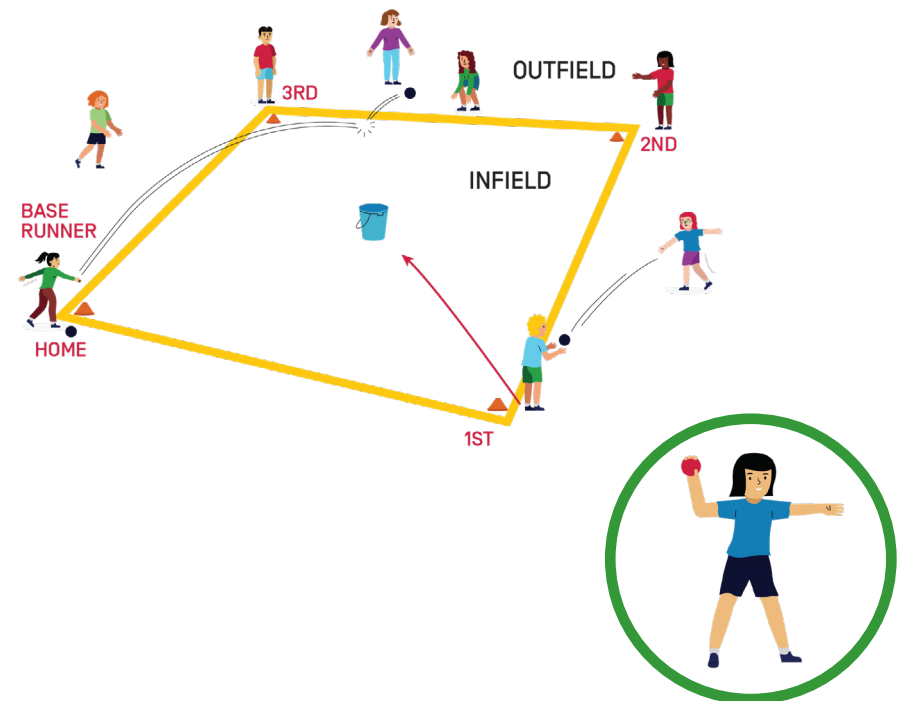
- 3 balls
- Marker cones
- One hoop or plastic bucket
- One bat (optional)
- Batting tee (optional)

CHANGE IT

- Place 2 fielders near the bucket and the other fielders in any suitable fielding position.
- Base runners can hit the ball off a tee.

What to do

- Use marker cones to define a diamond-shaped playing field.
- A base runner throws 3 balls to either the out-field or in-field.
- The base runner then runs to the first cone as soon as the third ball is thrown and continues to the next cone until a fielder calls 'STOP!'.
- The base runner then changes places with someone in the field when 'STOP!' is called.
- The new runner starts at home base.
- Fielders catch and collect balls and throw them to one of the fielders on the bases.
- Base-fielders run fielded balls to the bucket in the centre of the diamond.
- When all 3 balls have been returned to the bucket, a fielder calls 'STOP!'.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Why do you think we stand side on when bowling a ball overarm?
- Does anyone do another activity or sport when you would throw or bowl a ball?
- How did you show respect today [to others, equipment]?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 3

LESSON 3

LEARNING INTENTIONS

To improve the ability to field a ball and throw it to a team mate.

To hit a ball that is bowled to you and decide when to score runs.

To have students self assess their catching, throwing, bowling and batting skills [see the printable self assessment on page 39].

Skill focus

- Bowling
- Catching
- Throwing

Duration

60 minutes

Area

Approximately 20m x 10m per group of 3 students.

Equipment

- Marker cones
- Variety of balls
 - foam balls
 - bean bags
 - soccer balls
 - tennis balls
 - cricket balls
- One cricket bat per group of 12
- 3 or 4 targets per group of 3 students
 - hoops
 - bins
 - buckets
 - plastic bottles with sand in the bottom
 - cricket wickets
- One batting tee per group (optional)

Activities

BACK-TO-BACK PASS

THROW, THROW, THROW

HIT THE TARGET

PEPPER

BEAT THE BALL

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

BACK-TO-BACK PASS

SUMMARY

In pairs, students stand back-to-back and pass a ball to one another. Play with 4 or more students.

Skill focus

- Throwing
- Catching

Details

Warm-up
5 minutes

Equipment

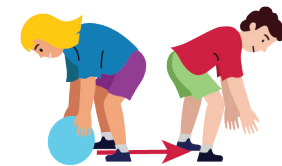
- One ball per pair

CHANGE IT

- Change directions!
- Students swap partners.
- Pairs move further apart.
- Set a time limit.
- Have students explore different passes or make up new ones.

What to do

- Divide students into pairs.
- Pairs stand back-to-back and pass a ball to one another.
- The ball should change hands completely.



THROW, THROW, THROW

SUMMARY

Two equal-sized teams face each other spaced at least 10m apart. On your call, each student throws a ball over a line in the direction of the opposite team. Play in 2 teams of 4 to 8.

Skill focus

- Throwing

Details

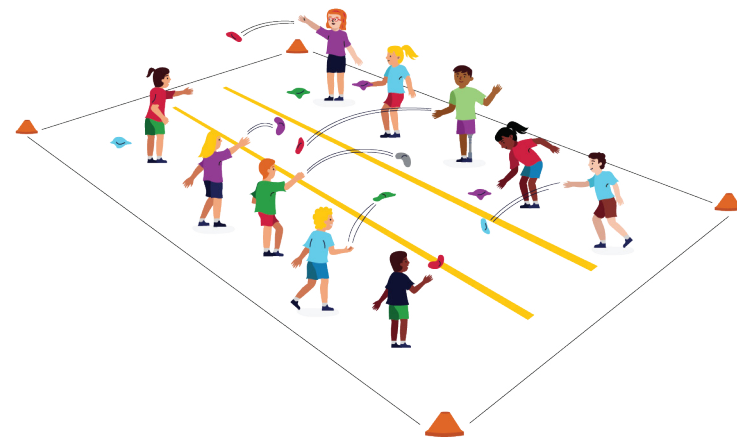
Warm-up
10 minutes

Equipment

- Marker cones
- One ball per student

What to do

- Define the zones using marker cones.
- Divide the group into 2 teams.
- On your call, students throw their ball over a line in the target zone in the direction of the opposite team.
- Play for a set period of 30 seconds.
- After a set period, the balls are counted to see which team has the fewest balls outside the target zone.



CHANGE IT

- Students remain seated for the activity.
- Students throw backwards over their heads.
- Students throw between the legs, facing forwards or backwards.
- Change the students' distance from the target zone.
- Change the time limit.

HIT THE TARGET

SUMMARY

Students score points by throwing a ball at the targets. Play in groups of 3 or 4.

Skill focus

- Throwing

Details

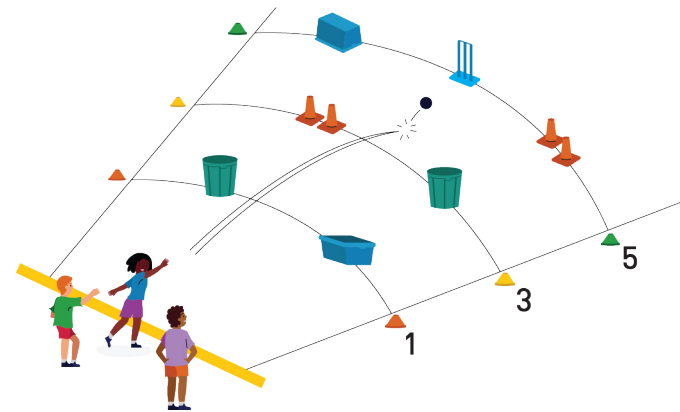
Warm-up
10 minutes

Equipment

- Marker cones
- Variety of targets
 - hoops
 - buckets
 - stumps
- Variety of throwing objects per student
 - sponge balls
 - bean bags
 - tennis balls
 - cricket balls

What to do

- Set up a variety of targets.
- Use marker cones to define the throwing line.
- Students throw objects to hit or land in targets.
- Each student has a set number of throws.
- The aim is to score as many points as possible in 60 seconds.
- Stop play to reposition targets that have been knocked over.



CHANGE IT

- Students alternate between overarm and underarm throws.
- Change the size of the targets.
- Change the distance of the targets from the throwing line.
- Play in pairs with one student throwing and another fielding. Swap roles after each complete turn.



PEPPER

SUMMARY

A batter hits a ball delivered by a bowler. The student who fields it throws or bowls the ball immediately back to the batter, and so on. The game can be set up quickly. Play in groups of 5 or more.

Skill focus

- Bowling
- Throwing
- Catching

Detail

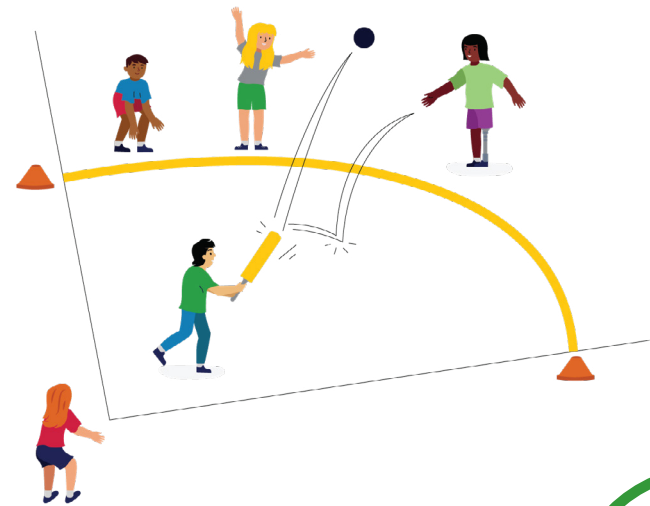
Skill development
15 minutes

Equipment

- Marker cones
- One bat per group
- One ball per group

What to do

- Define the playing area with marker cones.
- Set up a fielder-free zone in front of the batter.
- Play cooperatively with the batter trying to hit the ball to the fielders for them to catch.
- Start with a one-bounce delivery and advance to a no-bounce delivery.
- After a set number of hits, the batter changes place with one of the fielders.



CHANGE IT

- Change the game by having the fielder pass the ball to one nominated bowler.
- The bowler stands in a position that will allow a delivery appropriate to the ability of the batter.
- Students receive, bounce and return the ball.
- Change the type of ball.
- Change the type of throw.
- Change the distance between the batter and fielders.

BEAT THE BALL

SUMMARY

Divide students into 2 teams: a batting team and a fielding team. The ball is bowled overarm and is hit into the field. The batter runs around the bases while the fielders pass the ball around the bases in the opposite direction. Play in 2 teams of 5.

Skill focus

- Bowling
- Batting
- Throwing
- Catching

Detail

Skill development
15 minutes

Equipment

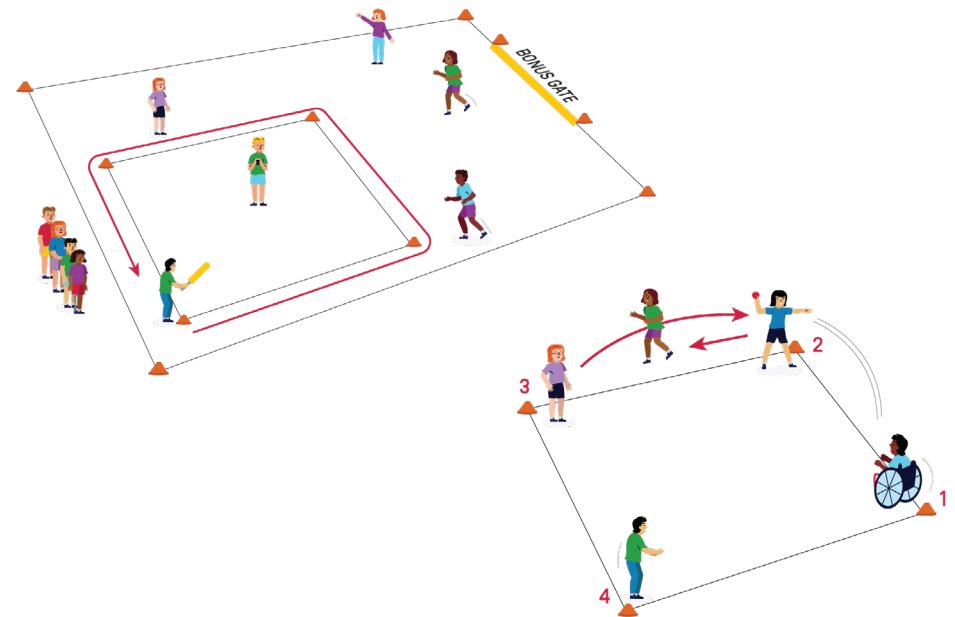
- Marker cones
- One bat per group
- One ball per group

CHANGE IT

- Fielders use overarm or underarm throws only.
- Change the distance between fielders.
- Batter can run around cones more than once.
- Batter is out if ball is caught on the full.

What to do

- Define the playing field with marker cones.
- The batter hits a ball bowled with an underarm throw and one bounce.
- All batters attempt to run around the cones as a group to the finish position [1, 2, 3, 4].
- The ball must be hit within the boundary area, otherwise the hit is taken again.
- The batter is not out if the ball is caught on the full.
- Initially, fielders must stand at least 1m away from a cone in the outfield.
- A fielder retrieves the ball. This is the signal for the other fielders to run to a cone. The ball is passed from the fielder to the bases [3, 2, 1, 4].
- The last fielder to receive a pass calls 'STOP!'.
- Batters score one point for each cone passed before 'STOP!' is called.
- If the ball beats the batter home, the fielders get one point.
- The bat is passed to the next batter.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What are two things you should do when you throw or bowl a ball?
- Which foot do you step forward with when throwing or bowling a ball?
- What are some of the things you did to be a respectful team member?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Circle the face that matches how you feel about each of the statements below



Always



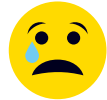


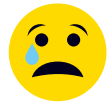


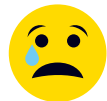


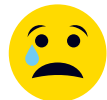


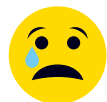


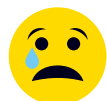


Sometimes



Rarely

Lesson 3 - Cricket – Beat the ball

Movement skills	I can catch the ball with two hands with my fingers pointing up, down and to the side.			
	I can run in to field the ball, bend my knee to ensure the ball is stopped and throw it to a team mate.			
	I can move my feet to enable me to hit the ball when bowled to me.			
Strategy and tactics	I can run in and bowl or throw the ball without slowing down.			
	I have decided which foot I prefer to have forward when bowling and throwing.			
Personal and social responsibility	I appreciate, and provide positive comments to, the students on my team.			

LESSON 4

LESSON 4

LEARNING INTENTIONS

To be able to move towards a ball and gather it.

To use the overarm throw to hit a target.

To catch a return throw.

Skill focus

- Catching
- Throwing

Duration

60 minutes

Area

Approximately 20m x 20m per group of 5 or 6.

Equipment

- Marker cones
- One tennis ball or similar sized ball per student
- One bat per group of 5
- One set of stumps or similar target per group of 4

Activities

CATCHING CHALLENGE

RUN THE CIRCLE

UNDERARM RETURN RELAY

FRENCH CRICKET

HIT THE SQUARE

WHAT DID YOU LEARN?

Links to curriculum

Years 3 and 4

AC9HP4M01

AC9HP4M02

AC9HP4P04

NSW curriculum

VIC curriculum

CATCHING CHALLENGE

SUMMARY

Students try catching challenges and tricks on their own, in pairs and in groups of 3.

Skill focus

- Throwing
- Catching

Detail

Warm up
10 minutes

Equipment

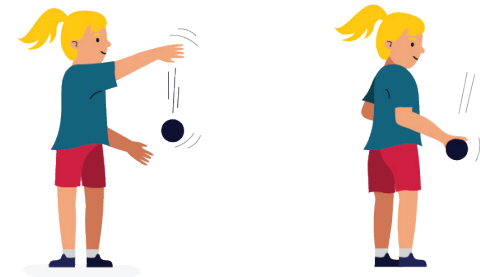
- One ball per student

CHANGE IT

- Change the size and weight of the ball according to students' ability.
- Introduce different skills like hopping, jumping or clapping while students are throwing their balls.

What to do

- On your call, set a catching challenge with a time limit:
 - How many times can students clap their hands while the ball is in the air?
 - How many times can students throw the ball between their legs and catch it?
- Students bowl the ball overarm into the ground and catch it after it bounces.
- Have students come up with their own challenges.
- Form pairs or groups of 3 and create new challenges.



RUN THE CIRCLE

SUMMARY

In a circle, 2 balls are passed from student to student. The aim is for one ball to catch up to the other. An easy version starts with hand-to-hand passing. Play in groups of 6 to 8 students.

Skill focus

- Throwing
- Catching

Detail

Finishing up
10 minutes

Equipment

- 2 balls per group

CHANGE IT

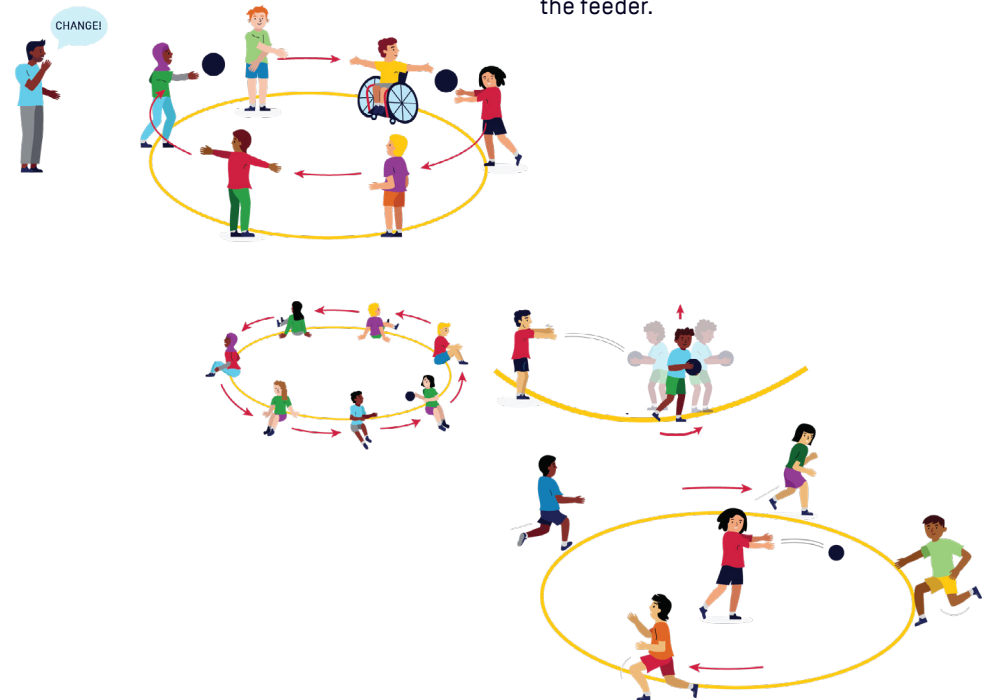
- Students pass the balls around the circle, trying to overtake the ball in front.
- Call 'CHANGE!' to change the direction.
- Students should be spaced based on how much room is needed for the pass being used.

What to do

- Change the size or spacing of the circle.
- Play with 3 balls.
- Students catch, do something and throw. For example, students:
 - bounce the ball
 - pass the ball around the body
 - feed the ball through the legs.
- After passing the ball, students run around the circle in an attempt to beat the ball.

Variation

- Choose one student to be the feeder and stand in the centre of the circle.
- Students walk or run around a circle receiving a single ball from the feeder.
- Receivers return the ball as they run.
- An easy option starts with walking and rolling the ball.
- Change the type of ball based on the ability of the group.
- Change the feeder often.
- Students with limited mobility or less developed throwing and catching skills can stand just outside the circle.
- The receiver closest to this student passes the ball back and forth with the first student before sending it back to the feeder.



UNDERARM RETURN RELAY

SUMMARY

Students run to a point, return and on the way back pick up a ball and throw it underarm to the next team mate in line. Play with 4 or more.

Skill focus

- Throwing
- Catching

Detail

Skill development
10 minutes

Equipment

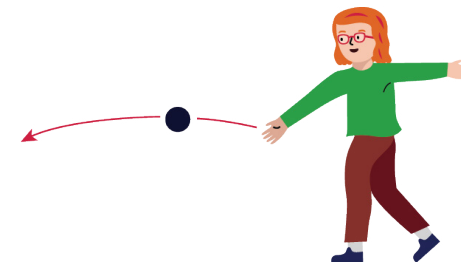
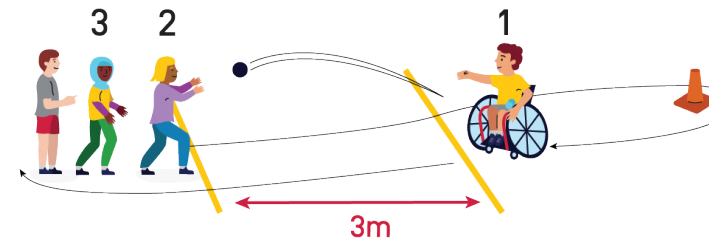
- Marker cones
- One ball per group

CHANGE IT

- Instead of placing the ball on the midway line, a student with limited mobility or ball-throwing ability is situated at the midway line and an appropriate pass or handover is made.
- Change the distance between the start line and turning point.

What to do

- Define a starting line, a midway line and a turning point with marker cones.
- Form teams of 4 to 6 and have students line up behind the starting line.
- Place the ball on the midway line for each team.
- The first student in each team runs around the turning point and back towards the team, picking up the ball on the midway line.
- The ball is thrown underarm to the next student before the first student joins the end of the line.
- The game continues.



FRENCH CRICKET

SUMMARY

Fielders throw the ball to a batter who hits it in any direction. The batter is out if the ball is caught on the full or they are hit on the legs. Play in groups of 5.

Skill focus

- Batting

Detail

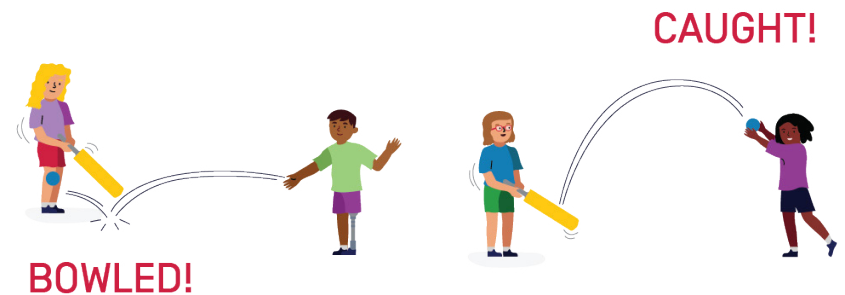
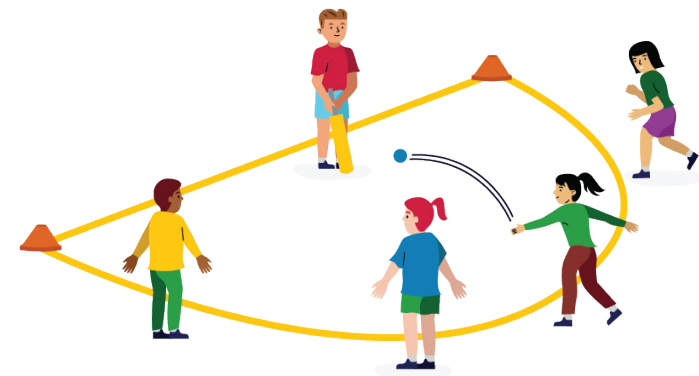
Skill development
15 minutes

Equipment

- Marker cones
- One ball per group
- One bat per group

What to do

- Define the playing field using marker cones.
- Establish a fielder-free zone in front of the batter.
- The batter stands with their feet together and holds the bat in front of their legs.
- Fielders throw the ball underarm and the batter hits in any direction.
- The batter is out if the ball is caught on the full or they are hit on the legs.



CHANGE IT

- The bowler bounces the ball once.
- Change the size of the fielder-free zone.
- Allow the bowler to move in or out and bowl from any suitable distance to ensure a hittable ball.
- Fielders take turns bowling.
- All fielders touch the ball before it is bowled again, so everyone has a 'touch' of the ball.
- Start with slow underarm bowling and only build up speed as the students demonstrate mastery.
- Encourage students to call 'MINE!'.

HIT THE SQUARE

SUMMARY

Two pairs of students stand on opposite sides of a square. From a standing position, a ball is bowled between the pairs. Students try to knock down a set of stumps. Play in groups of 4.

Skill focus

- Bowling
- Throwing

Detail

Skill development
10 minutes

Equipment

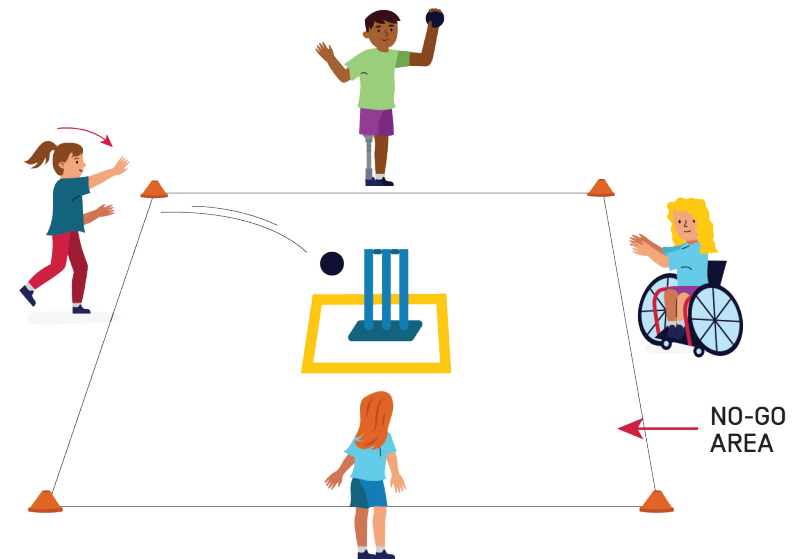
- Marker cones
- One ball per pair
- One set of stumps per group of 4

CHANGE IT

- Set a time limit. Students make as many throws as possible before you call 'STOP!'.
- Pairs score 5 points for each successful throw or catch that passes through the target zone, and 2 points for each successful throw or catch outside the target zone.
- Change the type of ball.
- Change or restrict the type of throw.
- Change the size of the square.
- A smaller outer square and gentle throws will make this activity more inclusive.

What to do

- Define a playing square of 2 to 3m² using marker cones.
- In the centre of the square, mark out a square target area about 1m square.
- Each pair starts with a ball. They stand on opposite sides of the square, facing each other.
- Pairs take turns passing the ball with gentle overarm throws, aiming for the ball to bounce in the target area.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- When moving to field a ball, why is it important to have your body behind the ball?
- Did you change anything about how you throw the ball to help you hit the target regularly?
- What challenged you today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 5

LESSON 5

LEARNING INTENTIONS

To develop the skill of batting through play.

To improve the ability to hit the ball into space to avoid fielders.

Skill focus

- Batting

Duration

60 minutes

Area

Approximately
30m x 30m per group
of 5 to 10 students.

Equipment

- Marker cones
- One cricket ball
(or similar sized ball)
per student
- One cricket bat
(or similar alternative)
per student
- One batting tee per
group of 10 (optional)
- A pair of stumps (or
alternatives) per
group of 10
- One hoop or rope
per group

Activities

[FORM A GROUP](#)

[BAT TAPPING](#)

[ENGAGE ALL](#)

[CONTINUOUS CRICKET](#)

[WANA](#)

[FOUR CORNERS](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4

[AC9HP4M01](#)

[AC9HP4M02](#)

[AC9HP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)

FORM A GROUP

SUMMARY

Students run around in random directions avoiding body contact with other students. The teacher calls a number and students form groups of that size.

Detail

Warm-up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you:
 - walking
 - hopping
 - jogging
 - inch worm
 - bear crawl
 - other.
- Each round, direct students to form groups of various sizes.
- When groups are formed, have students perform an activity of your choosing:
 - hands on head
 - stand back-to-back
 - hold a pose
 - form a letter, number or shape
 - other.



CHANGE IT

- Challenge students to try a variety of different movements before calling a group size.

BAT TAPPING

SUMMARY

Each student has a bat and ball. The aim is to keep tapping the ball into the air with the bat for as long as possible.

Skill focus

- Batting

Detail

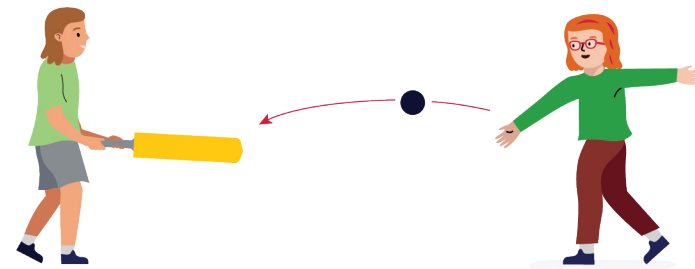
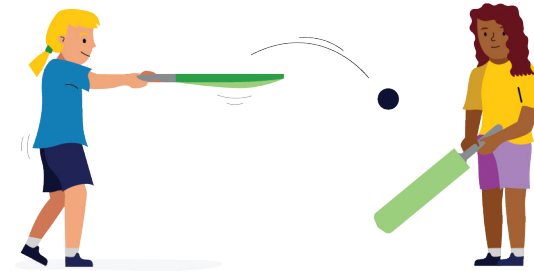
Warm up
5 minutes

Equipment

- One ball per student
- One bat per student

What to do

- Students repeatedly tap their ball into the air with their bat and count the number of taps they can get in a row.
- If a student drops their ball, they start counting from the beginning.



CHANGE IT

- Change the bats and balls used.
- Play cooperatively in pairs or groups of 3 and change the distance between students according to ability.
- See how many times students can tap the ball on different parts of the bat.
- Students try to hop/jump as many times as they can while the ball is in the air.
- Allow students one bounce on the ground in between taps.

ENGAGE ALL

SUMMARY

A ball is hit into the field. The batter runs around team mates while all fielders run to the ball to touch it at the same time. The batter keeps on running until a fielder calls 'STOP!'. Play with no more than 5 per team.

Skill focus

- Batting
- Throwing
- Catching

Detail

Skill development
15 minutes

Equipment

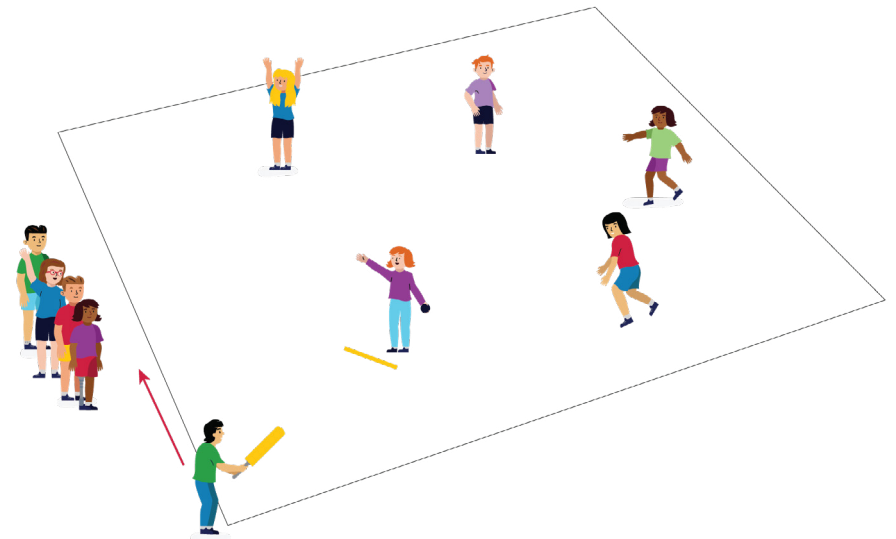
- Marker cones
- One set of cricket stumps per game
- One bat per game
- One batting tee per game (optional)

CHANGE IT

- Students bat off a tee.
- Change the size of the bat or ball.

What to do

- Define the playing field using marker cones.
- Divide students into a batting team and a fielding team.
- The batting team feeds the ball to the batter or the batter uses a tee, depending on ability.
- The first batter hits the ball into the field.
- The batter runs around team mates while all fielders run to the ball to touch it at the same time.
- The batter continues running until the fielders call 'STOP!'.
- Fielders return the ball to the bowler.



CONTINUOUS CRICKET

SUMMARY

A ball is bowled overarm to a batter who hits the ball and runs between 2 wickets. The bowler can bowl at any time. A rolling alternative may be played. Play with groups of 6 or more.

Skill focus

- Bowling
- Batting
- Throwing
- Catching

Detail

Skill development
15 minutes

Equipment

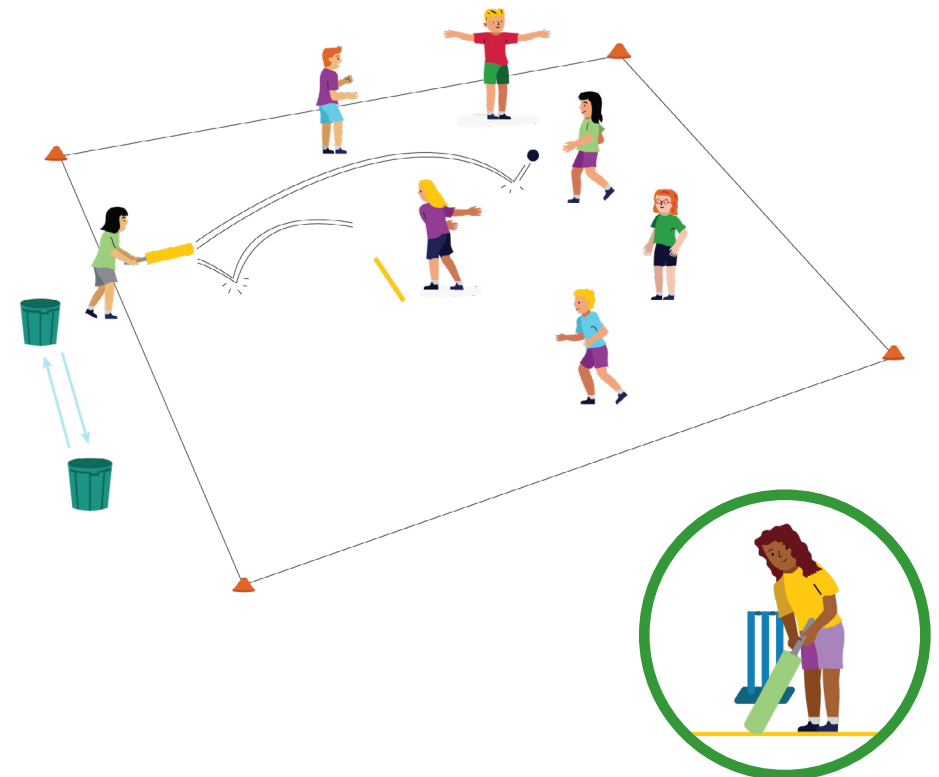
- Marker cones
- One bat per group
- One ball per group
- 2 sets of stumps
- Batting tee (optional)

CHANGE IT

- Students bat off a tee.
- Change the size of the bat and ball.

What to do

- Define the playing field with marker cones.
- The ball is bowled underarm. The bowler can bowl whenever the ball is available.
- The batter hits the ball after one bounce and runs to the other set of stumps and back.
- Batters are out if they are caught or bowled out.
- Once the batter is out, students rotate positions until everyone has had a go at bowling, batting, and fielding.
- Return the ball to the bowler ready for the next delivery.



WANA

SUMMARY

Students use underarm throws to hit a target, which is defended by a student with a bat. This game version is suitable for younger students. Play in groups of 6.

This game is played by young Noongar (or Nyungar) girls in the south-west of Western Australia. A short stick is placed on the ground to represent a nhoba (baby). Each girl has to defend her child from the other girls' wanas (digging sticks).

Noongar girls had many games they played just among themselves, because after a certain age they were not permitted to play with the boys of the camp.

Skill focus

- Batting
- Bowling

Detail

Skill development
10 minutes

Equipment

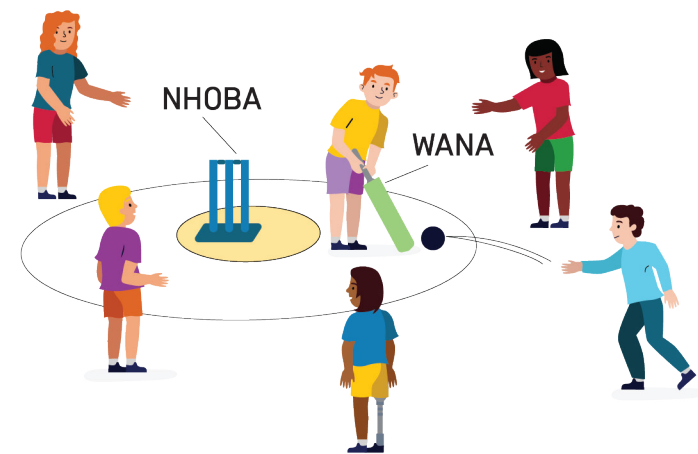
- One ball per group
- One bat per group
- One set of stumps per group
- Large hoop, rope or marker cones per group (optional)

CHANGE IT

- Students bowl the ball instead of throwing it.
- Change the size of the target.
- Change the size of ball.
- Change the distance of fielders from stumps.
- Change the type of bat used.
- The game can be played with a set batting order.
- Students can only get out after hitting at least one ball.
- Introduce a second ball. Students throw each ball as soon as they catch it.

What to do

- Use a hoop to mark a no-go zone around the stumps.
- Use rope or marker cones to define a 3m circle for the batter, and a larger circle with a diameter of 5 to 8 metres for the bowlers.
- One student stands on the batting circle and defends the stumps with their bat.
- On your call, students on the bowling circle take turns attempting to hit the stumps with underarm throws.
- Balls can be collected from the batting circle before students return to the bowling circle to continue throwing.
- Students can throw the ball to another student to have a throw.
- The student with the bat attempts to hit or tap the ball away. The student's body cannot be used to block the ball.
- The batter is out if they are caught on the full, or if they hit or knock the stumps over.
- The student to hit or knock over the stumps becomes the new batter.



FOUR CORNERS

SUMMARY

Students choose a corner to stand in and as the game continues, based on the call, must move to the middle.

Details

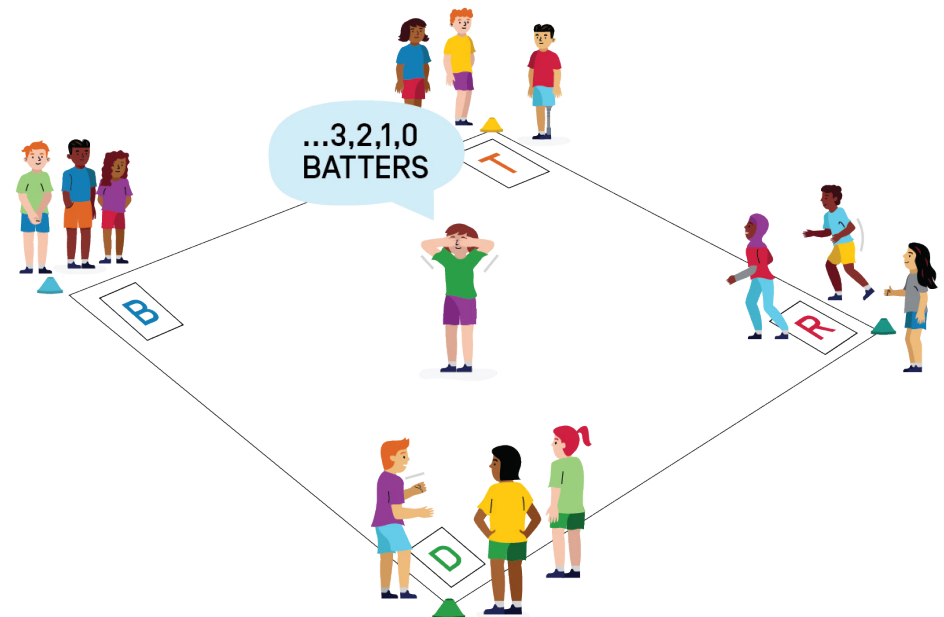
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Give names to each corner: 'BATTERS!', 'BOWLERS!', 'FIELDERS!', 'SPECTATORS!').
- One student stands in the middle of the playing area, closes their eyes and counts down from 10.
- While the student is counting, all other students move to a corner.
- When the counter gets to zero, they call the name of one of the corners.
- All students in that corner come into the middle and count down from 10 as the play continues.
- Continue until all students are in the middle.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How did you improve your batting skills?
- When batting, what did you do to hit the ball into space?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



LESSON 6

LESSON 6

LEARNING INTENTIONS

To use batting and bowling skills within games.

To increase the speed of an underarm and overarm throw when playing games and activities.

To have students peer assess each other's overarm throwing skills [see the printable student peer assessment on page 64].

Skill focus

- Bowling

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10 students.

Equipment

- Marker cones
- One cricket ball (or similar sized ball) per student
- One cricket bat (or similar alternative) per student
- 4 sets of stumps (or similar alternative targets) per group of 8
- One batting tee per group of 10 (optional)

Activities

[THROW, THROW, THROW](#)

[HIT THE SQUARE](#)

[RUNNERS V PASSERS](#)

[DIAMOND CRICKET](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4

[AC9HP4M01](#)

[AC9HP4M02](#)

[AC9HP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)

THROW, THROW, THROW

SUMMARY

Two groups of equal size face each other with each student holding a ball. On your call, students throw their ball over a line in the direction of the opposite team. Play in 2 teams of 4 to 8.

Skill focus

- Throwing

Detail

Warm up
10 minutes

Equipment

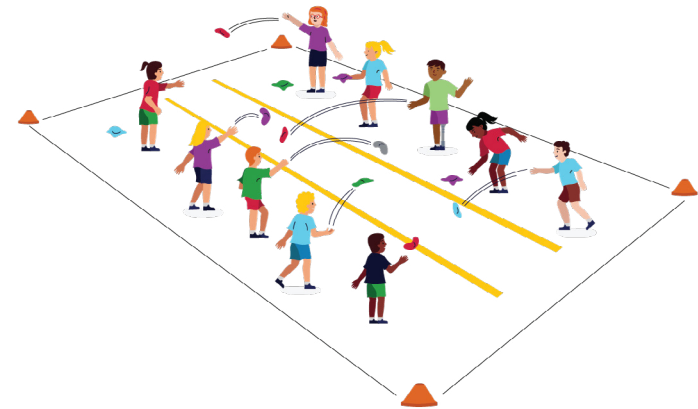
- Marker cones
- One ball per student

CHANGE IT

- Students remain seated for the activity.
- Students throw backwards over their heads.
- Students throw between the legs, facing forwards or backwards.
- Change the students' distance from the target zone.

What to do

- Define the zones using marker cones.
- Divide the group into 2 teams.
- Two groups of equal size face each other with each student holding a ball.
- On your call, students throw their ball over a line in the target zone in the direction of the opposite team.
- After a set period, the balls are counted to see which team has the fewest balls outside the target zone.



HIT THE SQUARE

SUMMARY

Two pairs of students stand on opposite sides of a square. From a standing position, a ball is bowled between the pairs. Students try to knock down a set of stumps. Play in groups of 4.

Skill focus

- Bowling
- Throwing

Detail

Skill development
10 minutes

Equipment

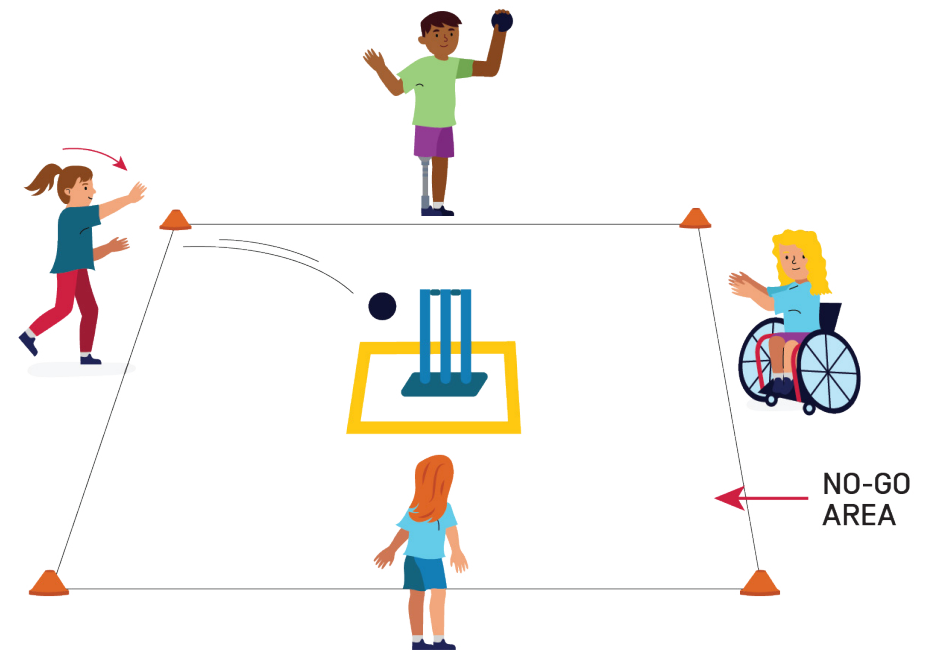
- Marker cones
- One ball per pair
- One set of stumps per group of 4

CHANGE IT

- Set a time limit. Students make as many throws as possible before you call 'STOP!'.
- Pairs score 5 points for each successful throw or catch that passes through the target zone, and 2 points for each successful throw or catch outside the target zone.
- Change the type of ball.
- Change or restrict the type of throw.
- Change the size of the square.
- A smaller outer square and gentle throws will make this activity more inclusive.

What to do

- Define a playing square of 2 to 3m² using marker cones.
- In the centre of the square, mark out a square target area about 1m square.
- Each pair starts with a ball. They stand on opposite sides of the square, facing each other.
- Pairs take turns passing the ball with gentle overarm throws, aiming for the ball to bounce in the target area.



RUNNERS V PASSERS

SUMMARY

A batter hits a ball and the entire team runs around the markers. Fielders collect the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out 'STOP!'. Play with teams of 4 or more.

Skill focus

- Batting
- Throwing
- Catching

Detail

Skill development
10 minutes

Equipment

- Marker cones
- One bat
- One ball
- Batting tee [optional]

CHANGE IT

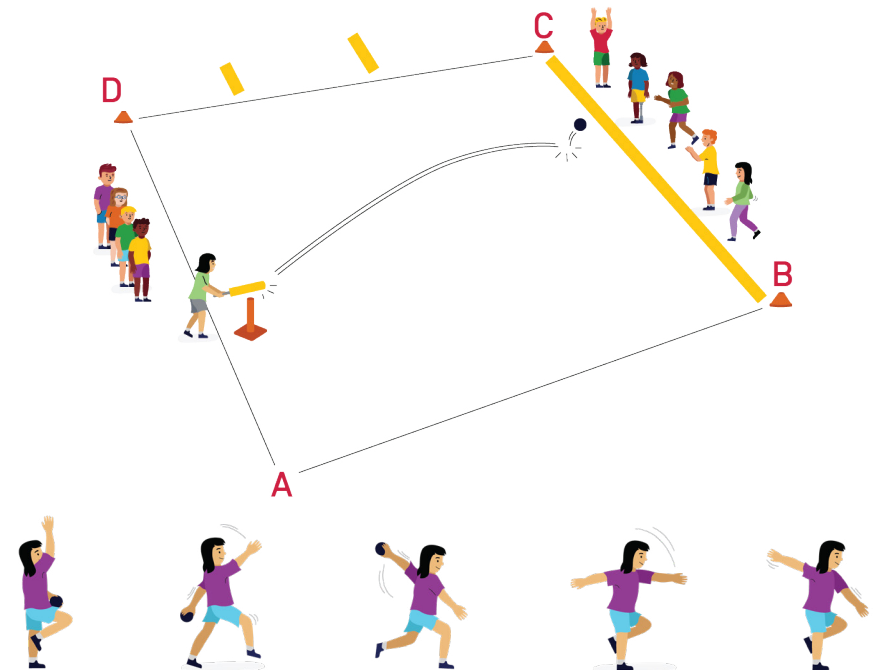
- Students hit balls bowled by the opposing team instead of hitting off the tee.
- Change the position of and distance between students.
- Restrict the batting direction by setting one or more allowable sides.

For example:

- D to C
- B to C
- A to B
- Provide bonus points to a runner if 'STOP!' is called too soon.

What to do

- Divide students into 2 teams: batters and fielders.
- A batter hits the ball off the tee between points B and C.
- All batters attempt to run as a group to the finish position.
- If the ball goes 'wide' and lands between points A and B, or between points C and D, the shot is taken again.
- Fielders collect the ball and pass it to everyone in their team.
- Fielders must be at least 2m apart.
- The last fielder to receive a pass calls out 'STOP!'.
- The ball is passed to the next batter.
- Once the ball has been hit and fielded, the fielding team moves onto the infield.
- The ball is passed to each fielder. The last fielder to receive a pass calls 'STOP!'.
- The ball is passed to the next batter.



DIAMOND CRICKET

SUMMARY

A batting and a fielding team compete on a diamond-shaped playing area with a set of stumps at each corner. Any fielder can bowl to any batter. Play with 2 teams of 4.

Skill focus

- Batting
- Bowling

Detail

Skill development
25 minutes

Equipment

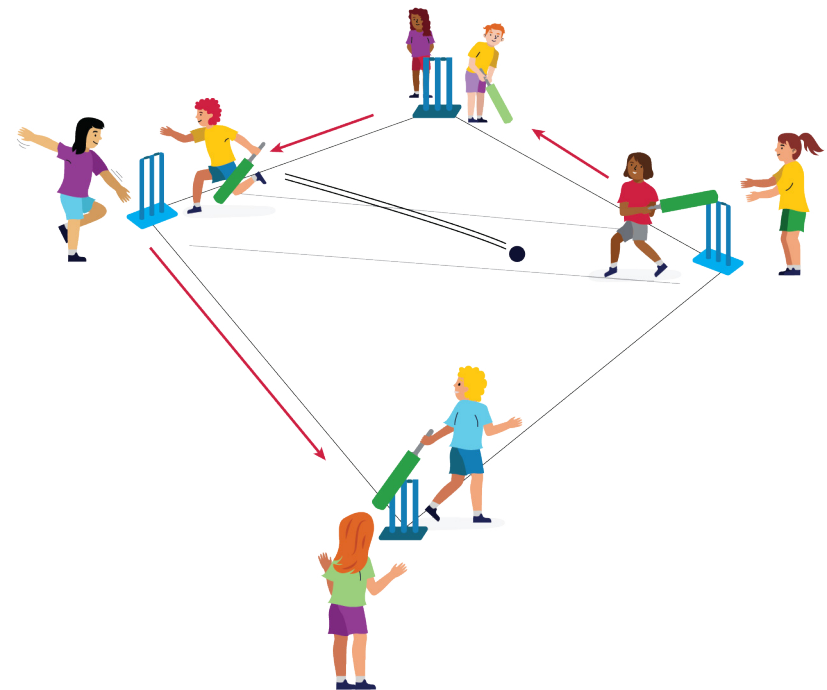
- Marker cones
- One ball
- 4 bats
- 4 sets of stumps

CHANGE IT

- Instead of being caught out on the full, students are out if a fielder catches the ball in one hand after one bounce.
- Change the number of overs before students swap roles.
- Use either an overarm or underarm bowling action or roll the ball when bowling.

What to do

- Define the playing diamond for each group with a set of stumps or similar at each corner of the diamond.
- Divide students into 2 teams: batters and fielders.
- Each team has one student at each set of stumps.
- Any fielder can bowl to any batter around the diamond at any time. All other students in the fielding team, field.
- When a batter hits a bowled ball, all 4 batters run with their bat anti-clockwise to their next base.
- The fielding team tries to get the batting team out.
- The batting team tries to score as many runs as possible.
- A batter is 'out' if:
 - a bowled ball hits the wickets
 - they are caught on the full by a fielder.
- Swap roles after 2 overs.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What do you do differently to make the ball travel at different speeds?
- How did you improve your bowling today?
- How did you feel before you came to PE?
- How do you feel now?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Unit focus: Cricket – overarm throw
Lesson 6 - Throw, throw, throw (small ball)

Any areas for improvement?

Movement skills

Watch another student do multiple overarm throws for 2 minutes and record how they go with each part of the skill below:

Skill	Keep trying	Almost there	Got it!
Throw the ball strongly and smoothly.			
Throw the ball so a fielder can catch it easily.			
Throw the ball from different distances with accuracy.			

Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Stand side on, opposite foot forward to the hand holding the ball.			
Fingers are on top of the ball and the throwing elbow is higher than the shoulder.			
Release the ball above shoulder height.			
The throwing hand and arm follows through down and across the body after release, slapping your opposite pocket.			

LESSON 7

LESSON 7

LEARNING INTENTIONS

To move from a stationary start to gather the ball.

To use underarm and overarm throws after walking or running to field the ball.

To introduce throwing with accuracy to hit a target [the stumps].

Skill focus

- Throwing
- Catching

Duration

60 minutes

Area

Similar in size to a basketball court per group of 6 to 10.

Equipment

- Marker cones
- One large target ball per group of 6 to 10
- 2 cricket balls (or similar sized balls) per student
- 4 cricket bats (or similar alternative) per group of 8
- 4 sets of stumps (or alternative target) per group of 8
- Tape to mark 'no-go' zones (optional)

Activities

[ALL-IN TAG](#)

[BOMBARD](#)

[DEFEND THE ZONE](#)

[DIAMOND CRICKET](#)

[WHAT DID YOU LIKE?](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4	AC9HP4M01
	AC9HP4M02
	AC9HP4P04

[NSW curriculum](#)

[VIC curriculum](#)

ALL-IN TAG

SUMMARY

Everyone tries to tag everyone else! Students who are tagged continue to tag others from a crouched position. Play with 8 to 30.

Skill focus

- Marker cones

Detail

Warm-up
5 minutes

Equipment

- Define the playing field with marker cones.
- Students tag other students around them.
- Tagged students crouch and can continue to tag others but can't change position.

What to do

- Define the playing field with marker cones.
- Students tag other students around them.
- Tagged students crouch and can continue to tag others but can't change position.



CHANGE IT

- Students can only move by:
 - taking big steps
 - taking little steps
 - skipping
 - hopping
 - jumping
 - walking on hands and feet
 - running backwards.
- A student with limited mobility may have to be tagged twice. Alternatively,

- use a 'buddy' pairing for all students
 - both students in a pair have to be tagged within 5 seconds.
- When you call 'STATUES!', all the running students have to freeze in a one-legged statue. Play resumes after 5 seconds on the signal 'GO!'.
- Repeat the statue freeze when about half the students have been tagged. On the signal 'GO!', all the crouchers become runners and the runners become crouchers.

BOMBARD

SUMMARY

Two or more teams, working side-by-side, throw balls at a large target ball and try to move the target ball over a goal line. Play with teams of 4 or more.

Skill focus

- Throwing

Detail

Warm-up
10 minutes

Equipment

- 2 balls per student
- One target ball

CHANGE IT

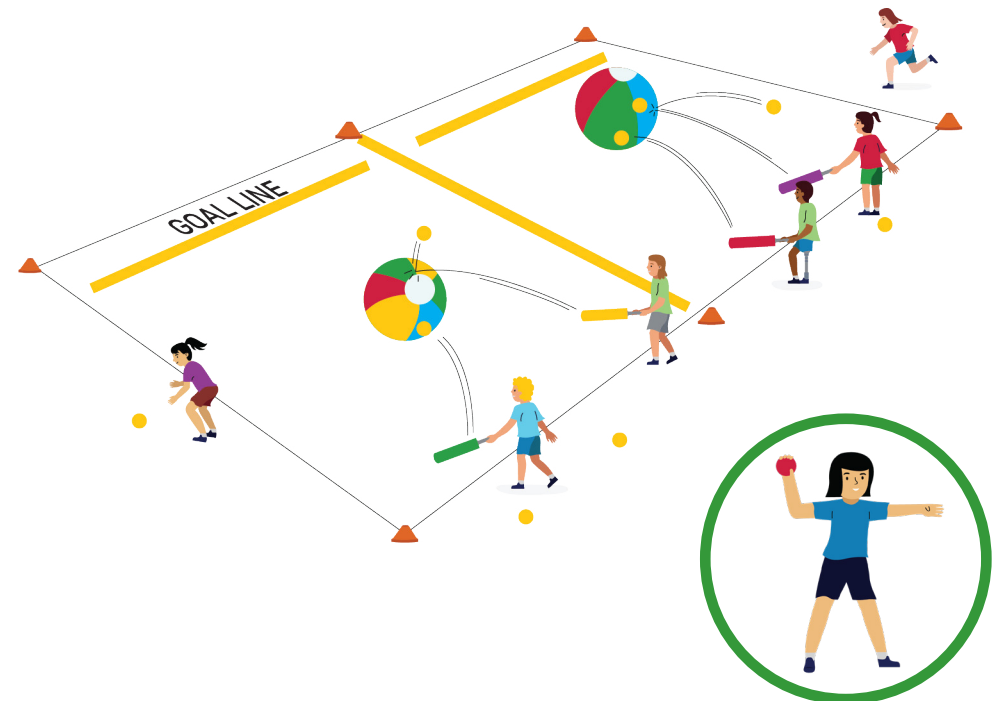
- Play for a set period.
- Change team sizes to make the activity more equal.
- Change the target ball.
- Change the throwing ball.

What to do

- Define the playing area with marker cones.
- Target balls are placed 2 to 3 metres from the start line.
- Teams play side-by-side, facing the same direction.
- Students roll or throw the balls at the target.
- Call 'STOP!' to pause play while students collect thrown balls. Restart play once all students have moved back out of the playing area.
- Allow time-outs to discuss tactics.

Tips

- A slightly deflated beach ball is the best target ball for hard surfaces.
- An inflated ball is an ideal target ball for grassed areas.



DEFEND THE ZONE

SUMMARY

Runners try to hit the stumps of the opposing team. Defenders try to prevent the ball from hitting their stumps. Play in teams of 3 or more.

Skill focus

- Throwing
- Catching

Detail

Skill development
15 minutes

Equipment

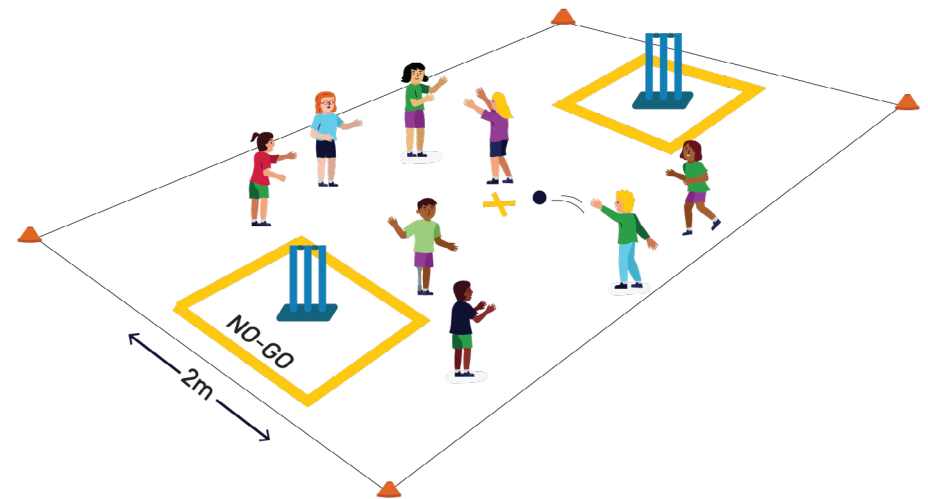
- Marker cones or tape
- One ball per group
- One set of stumps per team

CHANGE IT

- Change the number of steps allowed by the runner.
- Change the method of travelling with the ball.
- Try uneven teams of 4 v 3 or 4 v 2.
- Defenders must stay at least 1m away from runners.

What to do

- Define the playing field with marker cones or tape.
- Divide students into 2 teams: runners and defenders.
- Runners start in the middle of the playing field. Team mates pass the ball to one another and try to hit the stumps of the opposing team.
- Students can run with the ball but must make a pass after 4 steps.
- Runners are not allowed in the 'no-go' zone.
- Runners pass when tagged.
- Defenders prevent the ball from hitting their stumps.
- If a runner in possession of the ball is tagged by a defender, the defenders become runners and pass the ball towards the opposing team's stumps.
- If defenders gain possession of the ball, they become runners and pass towards their stumps.



DIAMOND CRICKET

SUMMARY

A batting and a fielding team compete on a diamond-shaped playing area with a set of stumps at each corner. Any fielder can bowl to any batter. Play with 2 teams of 4.

Skill focus

- Batting
- Bowling

Detail

Skill development
20 minutes

Equipment

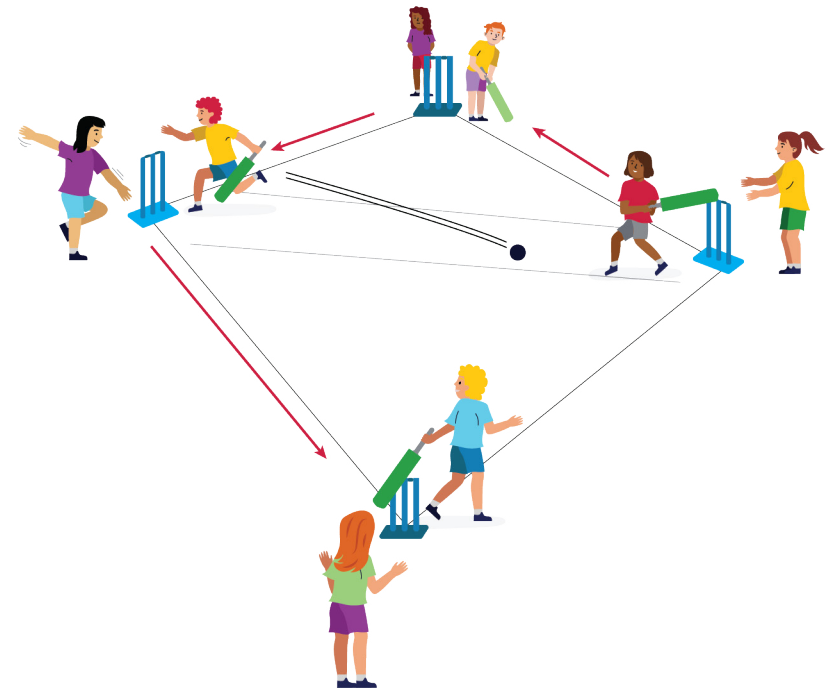
- Marker cones
- One ball
- 4 bats
- 4 sets of stumps

CHANGE IT

- Instead of being caught out on the full, students are out if a fielder catches the ball in one hand after one bounce.
- Change the number of overs before students swap roles.
- Use either an overarm or underarm bowling action or roll the ball when bowling.

What to do

- Define the playing diamond for each group with a set of stumps or similar at each corner of the diamond.
- Divide students into 2 teams: batters and fielders.
- Each team has one student at each set of stumps.
- Any fielder can bowl to any batter around the diamond at any time. All other students in the fielding team, field.
- When a batter hits a bowled ball, all 4 batters run with their bat anti-clockwise to their next base.
- The fielding team tries to get the batting team out.
- The batting team tries to score as many runs as possible.
- A batter is 'out' if:
 - a bowled ball hits the wickets
 - they are caught on the full by a fielder.
- Swap roles after 2 overs.



WHAT DID YOU LIKE?

SUMMARY

Ask for feedback during sessions or at the end.

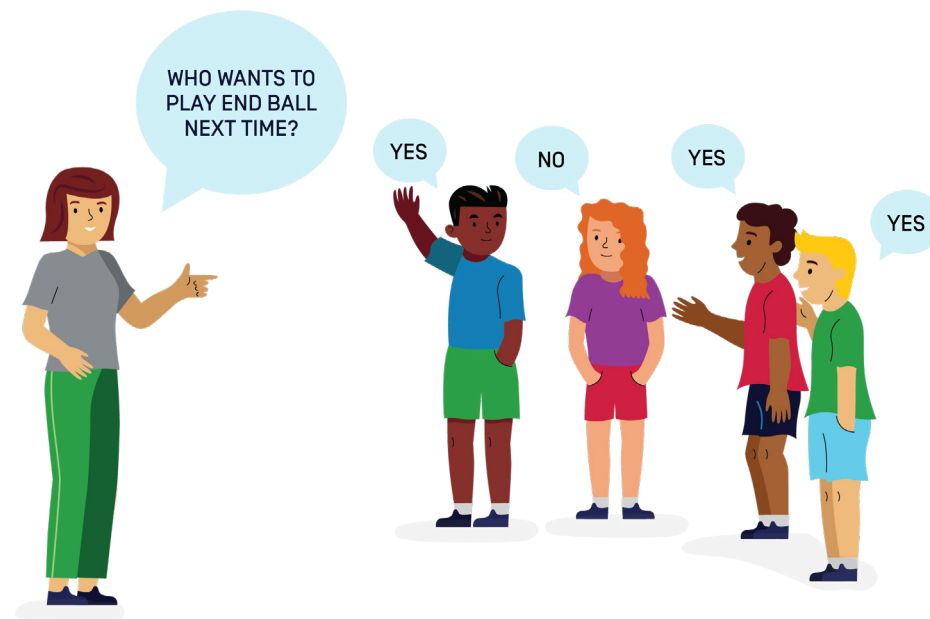
Details

Finishing up

5 minutes

What to do

- Ask students:
 - What were your favourite activities?
 - What didn't you like?
 - What would you like to do again?



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- How could you improve your ability to gather the ball?
- What are some other sports where you throw the ball underarm and overarm?
- What did you do today to try your best?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle



LESSON 8

LESSON 8

LEARNING INTENTIONS

For students to apply their cricket skills in a range of modified team activities.

To provide an opportunity for teachers to observe and record student attainment [see the printable teacher assessment rubric on page 82].

Skill focus

- Throwing
- Catching
- Bowling

Duration

60 minutes

Area

Approximately 30m x 30m per group of 10.

Equipment

- Marker cones
- One cricket ball per student
- Chalk or removable tape
- 15 to 20 balls of different sizes
- 15 to 20 cricket balls (or similar sized balls) per group of 10–15
- 4 cricket bats (or similar alternative) per group of 8
- 4 sets of stumps (or alternative target) per group of 8

Activities

[FLIP IT](#)

[HOW MANY BEAN BAGS?](#)

[BOWLER GOALER](#)

[4-BOWLER CRICKET](#)

[DIAMOND CRICKET](#)

[GREAT WORK](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 3 and 4

[AC9HP4M01](#)

[AC9HP4M02](#)

[AC9HP4P04](#)

[NSW curriculum](#)

[VIC curriculum](#)

FLIP IT

SUMMARY

Teams race to flip their opponents' cones to match their own.

Detail

Warm-up
5 minutes

Equipment

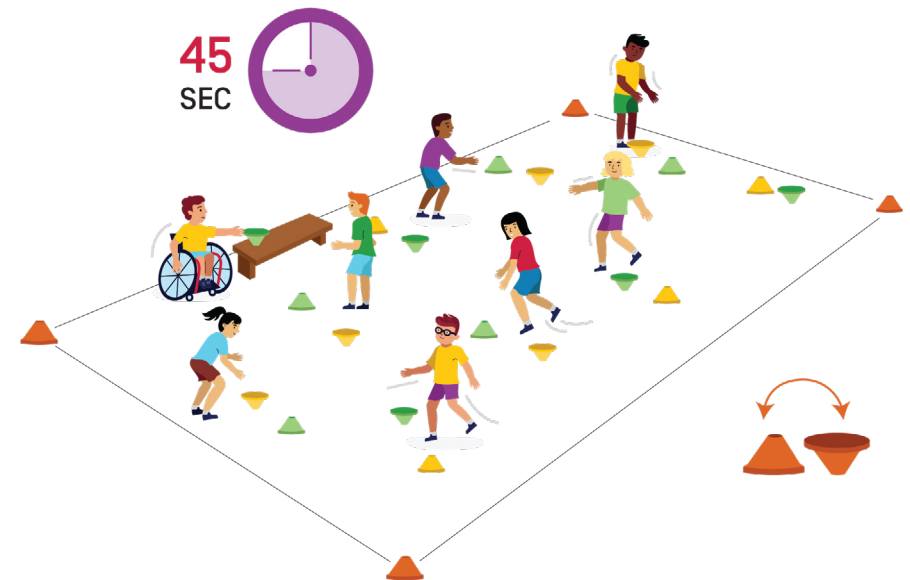
- Marker cones

CHANGE IT

- Change the size of the playing area.
- Change the distance between markers.
- Play with smaller teams.
- Play with uneven teams.
- Students run to a corner and back after flipping each marker cone.
- Students change the movement used:
 - jumping
 - hopping
 - skipping.
- After flipping a cone, students run to a marker 20–30m from the playing area and perform an activity before returning to the game:
 - 10 squats
 - hold a plank for 30 secs.

What to do

- Define the playing field with marker cones.
- Divide the students into 2 groups.
- Each student has a marker cone.
- Half the students place their markers right side up and the other upside down.
- On your call, students run around trying to flip over the other group's markers to match their own.
- Play for a set time.
- The team with the most cones standing at the end wins.



HOW MANY BEAN BAGS?

SUMMARY

Students work in pairs to collect the most balls.

Skill focus

- Throwing
- Catching

Detail

Warm-up
5 minutes

Equipment

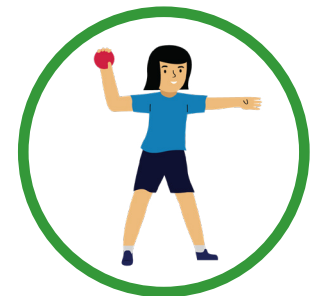
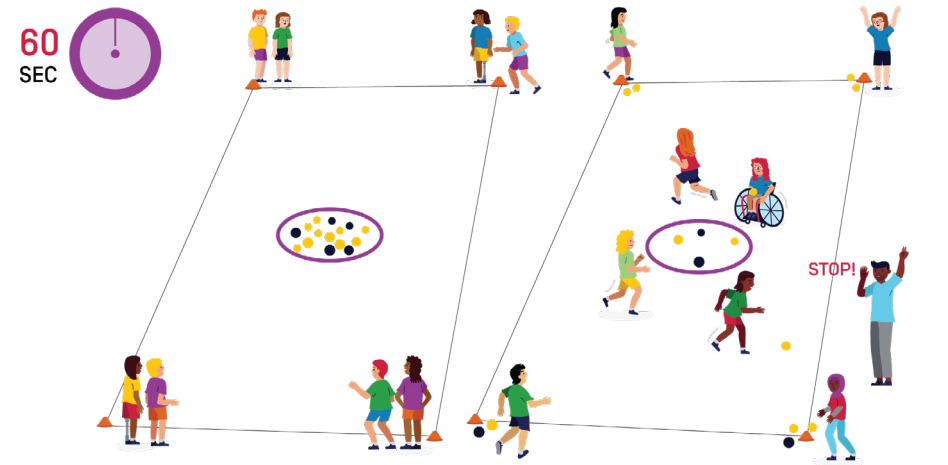
- Marker cones
- Chalk, hoops or removable tape
- 15 to 20 balls of different size

CHANGE IT

- Change the size of the playing area.
- Students alternate between overarm and underarm throws.

What to do

- Define the playing area with marker cones and the central point with chalk, a hoop or removable tape.
- Divide students into 4 groups of 2 for each game.
- One student from each pair runs to a central point to collect one ball.
- They throw the ball back to their team mate at their base and then tag the next student.
- Set a time limit.
- Teams collect as many balls as possible.
- Call 'STOP!' when all the balls have been removed from the centre.



BOWLER GOALER

SUMMARY

Attackers pass the ball between team mates, aiming to pass it to their bowler goaler. The bowler goaler scores points by bowling the ball and hitting the stumps. Play in teams of 4 to 6.

Skill focus

- Bowling
- Catching

Detail

Skill development
15 minutes

Equipment

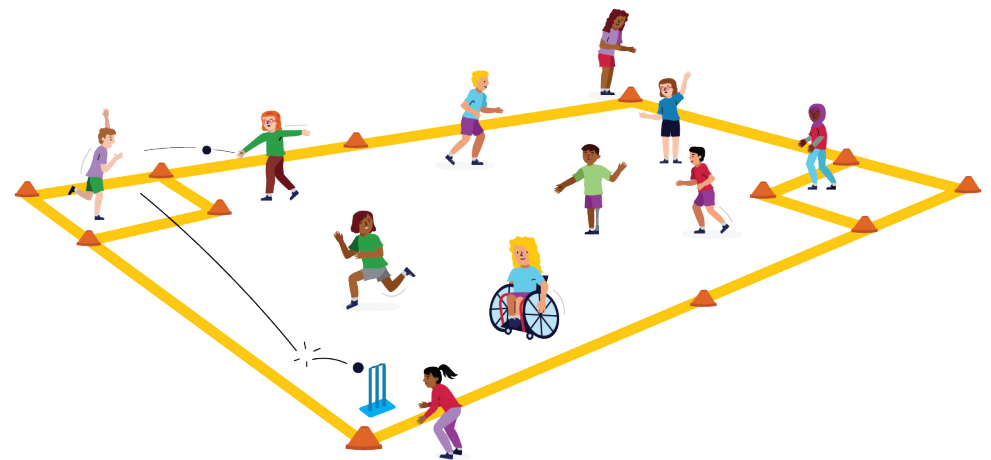
- One ball
- Marker cones
- 2 sets of stumps per game

CHANGE IT

- Limit the type of throw students can use.

What to do

- Divide students into teams of 4 to 6.
- Define the playing area with a bowler goaler zone at each end using marker cones.
- One student from each team stands in the bowler goaler zone.
- Attackers start with the ball.
- Students can take a maximum of 5 steps before they must pass to a team mate.
- If the ball hits the ground, or is intercepted, the opposing team takes possession, and become the attackers.
- Attackers pass the ball to the bowler goaler in the designated area who then bowls the ball at the stumps.
- Once the ball has been bowled, it cannot be intercepted until after it passes the stumps.
- If the bowler goaler hits the stumps, a goal is scored, and the ball is returned to the centre for the opposing team to restart the game.
- If the bowler goaler misses the stumps, the opposing team begins with the ball from the backline.
- Rotate the bowler goaler each round.



4-BOWLER CRICKET

SUMMARY

Batters attempt to score points by running around a marker. Bowlers attempt to get batters out by bowling or catching them out. Play in teams of 6.

Skill focus

- Batting
- Bowling
- Throwing
- Catching

Detail

Skill development
10 minutes

Equipment

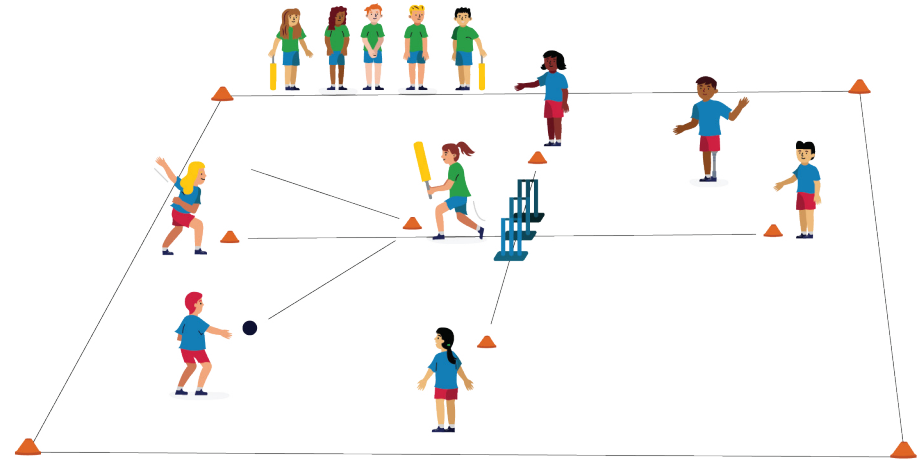
- One ball per group
- Marker cones
- 3 bats per group
- 3 sets of stumps per group

CHANGE IT

- Change the type of ball and bat according to students' ability.
- Allow students to bat from a tee.
- Use either an underarm or overarm bowling action or roll the ball when bowling.

What to do

- Define the playing field using marker cones, as shown.
- Divide students into 2 teams of 6.
- Position the 3 sets of stumps to face the 4 directions of bowling.
- The fielding team has 4 bowlers (one placed on each marker) and 2 fielders.
- The batting team bats one at a time.
- A bowler bowls the ball to the batter.
- When the batter hits the ball, they must run around the marker from where the ball was bowled and return to the batting position.
- The ball is returned by a fielder to any of the bowlers, where they can bowl immediately — even if the batter has not returned.
- The batter may be out by being bowled or caught only.
- Rotate the bowlers and fielders regularly.
- Teams change over when all batters have been dismissed.



DIAMOND CRICKET

SUMMARY

A batting and a fielding team compete on a diamond-shaped playing area with a set of stumps at each corner. Any fielder can bowl to any batter around the diamond at any time. All other students in the fielding team, field. Play with 2 teams of 4.

Skill focus

- Batting
- Bowling

Detail

Skill development
15 minutes

Equipment

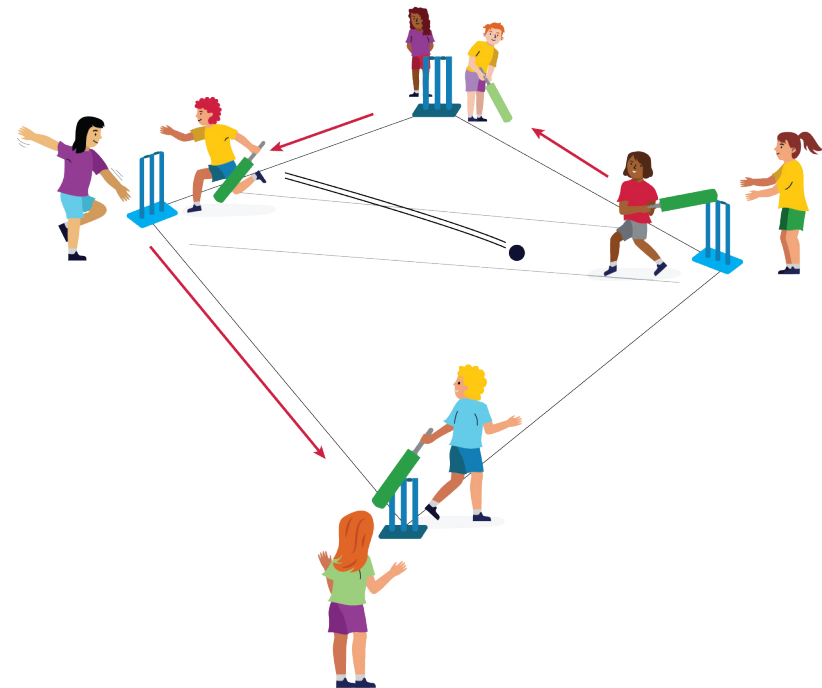
- Marker cones
- One ball
- 4 bats
- 4 sets of stumps

CHANGE IT

- Instead of being caught out on the full, students are out if a fielder catches the ball in one hand after one bounce.
- Change the number of overs before students swap roles.
- Use either an overarm or underarm bowling action or roll the ball when bowling.

What to do

- Define the playing diamond for each group with a set of stumps or similar at each corner of the diamond.
- Divide students into 2 teams: batters and fielders.
- Each team has one student at each set of stumps.
- Any fielder can bowl to any batter around the diamond at any time. All other students in the fielding team, field.
- When a batter hits a bowled ball, all 4 batters run with their bat anti-clockwise to their next base.
- The fielding team tries to get the batting team out.
- The batting team tries to score as many runs as possible.
- A batter is 'out' if:
 - a bowled ball hits the wickets
 - they are caught on the full by a fielder.
- Swap roles after 2 overs.



GREAT WORK

SUMMARY

Give students feedback and encouragement.

Details

Finishing up
5 minutes

What to do

- Share examples of when students performed well as a group.
- Give individual feedback when appropriate. Emphasise skill development rather than best all-round performance.
- Ask students to give themselves some positive feedback.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What cricket skill do you think you improved most?
- What skill are you going to continue to focus on?
- What new cricket skill did you have the most fun learning?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle.



CRICKET ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4P04</u> Select, use and refine personal and social skills to establish, manage and strengthen relationships.	At times the student displays effort, respect for others and self-direction to establish and strengthen their relationships with other students.	The student consistently displays effort, respect for others and self-direction to establish and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to establish and strengthen their relationships with other students and can transfer this into other situations.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student can refine and apply one of the fundamental movement skills of batting, throwing, and catching in 1 or 2 minor games.	The student can refine and apply the fundamental movement skills of batting, throwing, and catching in 3 or more minor games.	The student has refined and applied the fundamental movement skills of batting, throwing, and catching in a wide range of minor games and activities.
Strategy and tactical development	<u>AC9HP4M02</u> Apply and adapt movement strategies to achieve movement outcomes.	The student sometimes applies and adapts their movement strategies to improve either their batting, bowling, throwing, and catching in cricket.	The student consistently applies and adapts their movement strategies to improve their batting, bowling, throwing, and catching in cricket.	The student always applies and adapts their movement strategies to improve their batting, bowling, throwing, and catching in a variety of situations in cricket.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about cricket?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-5

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 3 AND 4

Content descriptions

VCHPEM098

Perform movement sequences which link fundamental movement skills

VCHPEM099

Practise and apply movement concepts and strategies

VCHPEP092

Describe factors that can positively influence relationships and personal wellbeing

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>