

# CRICKET – CHANCE TO SHINE: SKILLS CHALLENGES



## Quick introduction

The Skills Challenges are a 'Personal Best' focussed set of 5 challenges aimed at developing basic fundamental movement related cricket skills – run in easy to set up 'Skills Stations'.

## Quick rules

- 1: Everyone has a go at each station.
- 2: On round 2, the aim is to beat your score and make as much progress as possible.
- 3: Keep track of scores via the scoresheets, which can be printed out.
- 4: Make sure that the activity is the same during round 2 – so clear progress can be measured.
- 5: Have fun, encourage and support team mates and others at all times.

## Think tactics

- Encourage children to observe and analyse each other during their go to get some new ideas on how they can develop their own score.
- Teachers or coaches can provide a demonstration on some techniques which might help increase scores
- After round 1 has finished, get teams together to discuss 'what' and 'how' they can improve their personal best in round 2.

## Equipment

- A variety of tennis balls (full and soft compression) including larger size balls.
- Cricket bats (various sizes) or tennis racquets/paddle bats for striking activities.
- Cones and space markers.
- Scoresheets/clipboard/pens.
- Tape measure.
- Stumps or similar targets.

## Getting started

- Each of the 5 Skills Stations to be set out in advance on a suitably sized playground, sports field or indoor hall.
- Teachers to refer to the 'Skills Matrix' document on the Chance to Shine Teacher Portal <https://teachers.chancetoshine.org> for a descriptor of each of the 5 stations, which are as follows:
  - 1) Movement & Co-ordination
  - 2) Throwing
  - 3) Bowling
  - 4) Catching
  - 5) Batting
- Scoresheets for the whole class can be downloaded and printed off from the Chance to Shine portal – children can keep track of their own scores or these can be done by teachers, assistants or young leaders.
- Each of the stations links back to an activity in the CTS 'Play' curriculum -> diagrams and videos of these can be found online.
- Children are encouraged to score their 'personal best', to have a go at all the stations then to beat their best on their 2nd round.
- Teachers can use the Scoresheets to measure:
  - 1) Progress of individuals
  - 2) Overall team scores
  - 3) House matches
- All relevant downloads can be found under the 'Compete' section of the CTS Portal.

## Health and safety

- Always ensure that in any striking activities, fielders are placed at least 10m away from batters if in the 'striking zone'.
- Ensure all equipment is appropriately checked before activity.
- Make sure children are comfortable with the size and weight of the bat and ball they are using, so they can swing, strike, throw and bowl with as much energy as possible.
- Set up stations so that any throwing/striking/bowling activities are directed away from participants or other groups.



## Leading and volunteering

Some key roles which leaders can play – particularly if KS2 children are supporting KS1 activity.

- Demonstrating activities.
- Setting up the skills stations.
- Managing a station and keeping time
- Scoring activities and keeping track of progress.

## Officiating

- Ensure every child has had a chance to make their score on each station
- Ensure all striking, catching and running distances are the same between round 1 and 2.
- Encourage fair play and respect after each station rotation
- Praise effort, not outcome

## Hints and tips

- Ensure scoresheets are printed out in advance.
- Only fit in the number of stations which the available practical space will allow (you don't have to do all 5!).
- Do a quick demonstration run through of all the stations (keep it short and simple!).
- Keep to time – use central timing for the stations and ensure quick transition takes place.



## Think inclusively

### Suggested differentiation across Key Stages

For timed activities:

- Increase the distance which the movement takes place over.
- Increase the complexity of the challenge through a different TASK (e.g. bat taps in the air rather than dribble ball along the ground).
- Increase the complexity of the challenge through different EQUIPMENT (e.g. use a tennis ball instead of a bean bag).

### For target/scoring based activities

- Decrease the size of the target.
- Increase the distance from strike/throw/bowl position to the target.
- Increase the complexity of the challenge through a different TASK (e.g. hitting a ball from drop feed rather than off a tee or striking a moving ball from a underarm feed from a teacher/partner).

### Cricket specific considerations

Some factors to consider in terms of linking in skill stations with cricket specific formats:

- **Ball type:** can we use the same ball for the activities as per what the age specific recommendations are for the children? (i.e. at KS4, we could use a hard leather ball or a incrediball).
- **Distances:** when doing bowling activities, can we set the pitch length to be the same as per what the age group would play (i.e. Year 7 = 17 yards if softball, u13s = 18 yards as per new ECB pilot plans).
- **Ball striking:** can we replicate the kit worn by children at specific ages? (i.e. older ages may choose to do activities with batting protective kit if suitable).
- **Increase the complexity of the challenge** through different EQUIPMENT (e.g. hitting a smaller tennis ball rather than a large one, using a cricket bat rather than a tennis racquet).

## Sporting ME: Spirit of the Games

### Excellence through competition



**Determination:** The Skills Challenges are all about making progress – whether you are a beginner or cricket expert.

We want to celebrate working hard and improving Personal Bests.

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