# Cricket / Rounders

When looking at striking skills such as Cricket and Rounders, basic skills such as throwing, catching, rolling, hitting should be developed as per the support materials for chapter 6, as well as the activities introduced in the Invasion games support materials.

## Paired Activities

Looking at developing rounder and cricket, pupils can work in pairs to develop throwing and catching skills as introduced previously. They can also look to develop skills associated with batting and fielding.

One of the common limitations seen in playing striking games such as Cricket and Rounders is associated with the quality of the feed provided by the bowler. Until pupils become proficient in their execution of throws, it may be useful to remove this part of the game.

For example:

1. Instead of bowling the ball, the ball is placed on a cone or tee resulting in pupils having to focus on less information.

Batter Direction of strike

1. As they become more proficient they can be given a dropped feed – this occurs from the batters preferred hitting side (for example if the batter is right handed, they will tend to swing their bat from right to left – thus the feeder must place themselves to the right of the batter to avoid being hit at the batter makes contact with the ball).

Batter

Feeder Direction of swing

Direction of strike

1. Once pupils are confident with a dropped feed, a standing feed, which can be deliver. To improve accuracy a hoop can be placed close to the batter, which acts as a target for the bowler to aim at.

Batter Direction of strike

Bowler

Hoop to aim at

Using the different feeding methods, pupils take it in turns to practice their batting skills. In this practice pupils should be given a set number of bowls after which they swop over.

Once pupils are achieving a level of success, the activity can be modified so that instead of hitting the ball back to their bowler, they send the ball through cones to achieve points. For example yellow cones = 2 points; red cones = 4 points.

Batter

Bowler

### Group Activities

When looking at striking activities such as Cricket and Rounders, groupings should be organised in a similar way to those already described. For example pairs join to make 4’s and then 2 4’s join to make an 8.

Having looked at developing our batting and to lesser extend our bowling skills, the natural progression would be to move to the introduction of fielders.

Batter Bowler

Backstop Fielder

In this activity pupils undertake a range of roles:

Backstop – collects any balls that the batter misses, scores 10 point if they catch the batter out.

Batter - receives 6 bowls and scores 1 point for each one hit and 1 point for each run scored (if runs between the 2 cones before the ball is returned to the bowler.

Bowler – bowls 6 bowls and scores 1 point for each one hit (encourages accuracy of bowling).

Fielder – collects hit balls and scores 10 points if catches the batter out.

Once 6 balls have been bowled pupils swop roles so all have a go in each position.

Note that the emphasis is on ensuring that all pupils get an equal go so that pupils are not given as out.

Moving on, 2 groups of 4 can combine to make a group of 8. Here the game is played with six fielders and 2 batters (although you might want to make the batting side bigger if looking at using this activity for Rounders).

The game is played in pairs so when batting you work with your partner, but when fielding you are working with two other pairs. By keeping the batting teams so small, you can ensure that all pupils are involved in the game as much as possible.

Scoring systems can be as follows:

1. Batting team starts with a set number of points (for example 20).
2. They add points to their total by scoring runs, loosing points if they are either caught or bowled.
3. Fielding player can add points to their pair’s scores by bowling, catching or running batting players out.
4. In this way points are scored when both batting and fielding, encouraging the reinforcement of the skills practiced in earlier lessons.
5. Each batting pair receives 12 balls.

As always, consideration needs to be given to the space used for activities, and so I would encourage you to use the fan shape introduced within the textbook.

If playing Rounders based activities, consideration also needs to be given to the size of the scoring area, so rather than having to run past all for bases, points are scored by the number of bases passed before the ball is returned – for example if the batter hits the ball and runs to second base before the ball is returned the bowler they score 2 points, if the third 3. An additional point could be awarded if they achieve a full rounder. Again if the batter is caught or stumped, they do not score, but remain able to bat until the set number of bowls have been delivered.