

Wet Weather

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Theme

Geography

Time

 40 mins

Aim

To increase the understanding of the location and culture of cricketing countries around the world.

Equipment

Pen and paper per person. This page may be photocopied for class use.



Task

- (i) Using an atlas, name these cricketing nations. See page 78 for answers.
- (ii) Select one of the nations and compare it with Britain, using these headings: Climate, Clothing, Food and Trade.

Idea for Progression

- Find out the size of that country and its population. Compare this to Britain

Theme

www.geography

Time

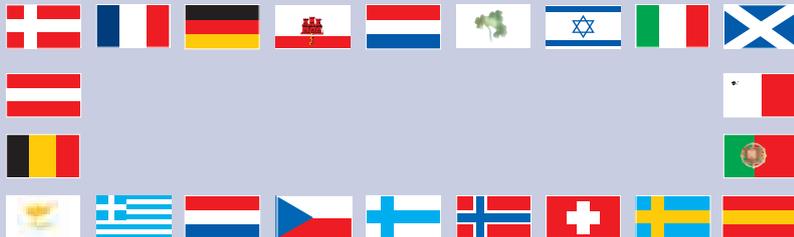
 40 mins

Aim

To further the understanding of the location and culture of European cricketing countries whilst using the world wide web.

Equipment

Pen, paper and internet access per person.
This page may be photocopied for class use.



Task

- (i) Visit www.ecc.cricket.org
Place cursor over the flags to find out which European cricket countries they represent.
- (ii) Choose three of these flags.
Name their countries' capital, bordering nations (if any) and currency. Use an atlas, globe or encyclopedia to help.

Theme

Creative Movement

Time

30 mins

Aim

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

Equipment

Whistle, gym mats for falls, rolls etc, if required. Page 71 & 72 may be photocopied for class use.



Warm Up

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

Organisation

Split into groups of 5/6.

Task

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

Consider

Shape of the object/player – large or small, extended/tucked, relaxed/rigid.

Movement – fast/slow, bouncing, spinning/swinging, still.

Outcome – is the ball struck or does it hit the stumps?

After 10 minutes view the routines

- (i) All together.
- (ii) Individually or two at a time.
- (iii) Now members change roles and create another routine with a different outcome.
After 10 minutes view this routine.

Ideas for progression

- Perform to music. Can the class provide appropriate music?
- Alter the mood of the music, how does this affect the movement?
- Two groups combine, how do they link both routines?
- All groups together and create a routine that will be 1 over = 6 balls.

Theme

Literacy

Time

 10-60 mins

Aim

To increase literacy skills using cricket as the theme.

Equipment

Pen and paper per person. See page 78 for answers. Page 71 & 72 may be photocopied for class use.



Task

(i) 10 mins

Anagrams –

The following words are cricket terms with the letters jumbled. **Example,**

ABTTRE = BATTER

ABT

KIWTEC

PIREUM

BLEROW

LABL

UYBARND0

Idea for Progression

• See page 82 for more words/terms you can jumble.

Newspaper Report

TASK (ii) 50 mins

Yesterday you either played in or watched a cricket final. You must write a report for the local newspaper. Here are some ideas to guide you;

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

INTRODUCTION *Set the scene.*

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

Weather?

Who played?

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

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

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

Idea for progression

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

Theme

Evolution of Cricket

Time

30 mins

Aim

To consider the historical development of cricket.

Equipment

Pen and paper per person. This page may be photocopied for class use.



Task

Compare and contrast the Present with the Past, under these headings:

- (i) Clothing and Equipment
- (ii) Player's fitness
- (iii) Speed of the game

Idea for Progression

• Can you find out how and when cricket started?

Time

 40 mins

Aim

To create a picture of a cricket scene.

Equipment

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



Task

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

- (i) Batter(s) & bat
- (ii) Bowler
- (iii) Wicketkeeper
- (iv) Fielder(s)
- (v) Umpire
- (vi) Stumps
- (vii) Ball
- (viii) Scoreboard
- (ix) Pavilion
- (x) Crowd

Consider

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

Idea for Progression

- In another session create a picture with the same theme from a different perspective. If the last picture was from far away this will be the same picture but from close up.
- Class option – create a mural. One sheet of A4 paper and materials per person. 2 people draw a batter each, 1 x bowler, 1 x wicketkeeper, 1 x ball, 2 x stumps, 2 x umpires, 2 x scoreboard, 4 x pavilion, 9 x fielders & rest x crowd.

 30 mins

To test mathematical skills with cricket related questions.

Pen and paper per person. This page can be photocopied for class use. See page 78 for answers.



Task

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

Idea for Progression

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

Answers to the Wet Weather Lessons

Geography

ENGLAND – SOUTH AFRICA – ZIMBABWE – WEST INDIES – PAKISTAN – INDIA –
SRI LANKA - AUSTRALIA – NEW ZEALAND

Literacy

BAT – WICKET – UMPIRE – BOWLER – BALL – BOUNDARY

Numeracy

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