

# Girlguiding Kent counties Cricket Challenge Pack



## LEADERS BOOK



TOGETHER, WE ARE KENT

# INTRODUCTION

## Welcome to the Kent Cricket and Girlguiding Kent counties Leaders Guide

Thank you for downloading the Kent Cricket and Girlguiding Kent counties cricket activity booklet. We hope that you enjoy working your way through the activities and playing cricket. If you want to organise a cricket taster session for your unit please get in touch with [christian.rice@kentcricket.co.uk](mailto:christian.rice@kentcricket.co.uk).

The following is a suggested 5 week cricket course to work your way through the activities.

**Week 1** - Introduction to cricket. Find out what the girls know, go through the 'about the game' section. Play a game at the end.

**Week 2** - Review week 1, complete Arts and Crafts section. Play a game at the end.

**Week 3** - Use this as the specific cricket drills week. Complete the activities.

**Week 4** - Complete the disability cricket and fair play sections. Discuss, watch if possible, and play.

**Week 5** - Final week of games and activities. You could organise a taster session with a local club for this week (or any of the other weeks for that matter!)

In the meantime, at home, the girls can do the research activities and do the fun activities.  
Have fun!

Kent Cricket



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Please share your photos and stories with us on social media, using the hashtag

*#Howzat*

remember permissions before sharing.



## DISCUSSION

Ask if any of the girls know any cricket teams. Have them look at the two pictures and talk about which they like more, why, what do you think the difference is?

Tell them there is a real reason why some play in white and some play in colour, see if anyone knows.

White kit- These games are played with a red ball so you must wear white to be able to see the ball.

Coloured kit- These games are played with a white ball so colours must be worn to see the ball.

There you have the two main different types of cricket. red ball and white ball. They can go away and research the difference.



## ACTIVITIES

- Come up with a catchy team name and design a logo
- Design a white ball kit:

**Rainbows** - Colour in the player and then design a kit

**Brownies** - Colour in the player and then design a kit, explain why you chose the colours and add some additional team info

**Guides** - Colour in the player and then design a kit, explain why you chose the colours, add some additional team info and talk about why you think kits are designed in a certain way and how it might make players/fans feel.

- Design a poster or a banner to advertise the team that they have come up with.

To go one step further you could design a poster or a banner advertising a game/event that has the team in it.

## UMPIRE SIGNALS

- Teach the umpire signals and what they mean.



No Ball: When an illegal ball is bowled e.g. ball doesn't bounce and is above the waist.



Out: Signalled when the batter is out eg bowled or caught.



Leg-Bye: When the batters score a run and it hasn't hit the bat. It came off another part of their body.



Six: When the batter hits the ball over the boundary without it bouncing. 6 runs are scored.



Wide: When the bowler bowls the ball too wide of the batter so they can't hit it. The batting team gets a bonus run.



Four: When the batter hits the ball over the boundary after it bouncing. 4 runs are scored.

## UMPIRE SIGNALS

- Some extra signals to teach



Bye: When the batting team scores a run without the ball coming off the batter in anyway. E.g. the wicket keeper misses the ball and the batters run.



Dead Ball: Signalled when umpire thinks the ball is no longer in play.

- Play a game of Simon Says and fill in/draw the signals in the activity book
- Possible to play a game of head, shoulders, knees, ball but include the umpire signals in there to enforce.
- **Rainbows/Brownies** - Talk about why we need an umpire and how to behave in a game.
- **Guides/Rangers** - Discuss how to treat match officials and why the umpire is an important job. How might this transfer to life?



Her name is Sue Redfern and she was the first female umpire to stand in a mens first class game in England and Wales.

## DISABILITY CRICKET

Have a look at the following youtube videos around disability cricket. See if the girls know any other sports and how the disabled versions are played.

[youtube.com/watch?v=eT\\_-6sMcuL4](https://youtube.com/watch?v=eT_-6sMcuL4)



[youtube.com/watch?v=USm55YJMc20](https://youtube.com/watch?v=USm55YJMc20)

[youtube.com/watch?v=rjoXqlfWpjY](https://youtube.com/watch?v=rjoXqlfWpjY)



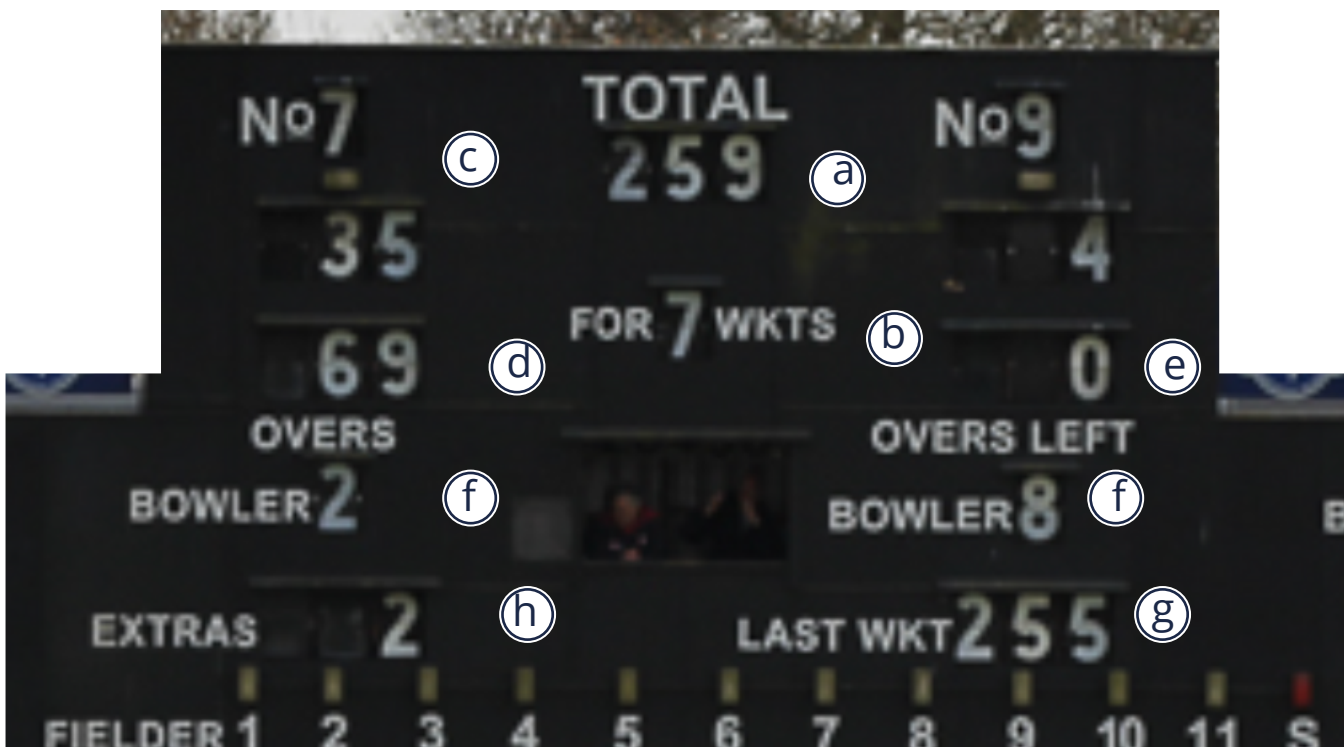
After this give the girls a chance to experience some of it:

- Get some goggles and black them out using electrical tape leaving a tiny hole in the middle.
- Try catching a larger soft ball with these on.
- Try catching a ball that makes a sound if possible. Let girls work together to try and make a ball that makes a sound.
- Try and adapt a cricket game where you have to sit in a chair.



## SCOREBOARD UNDERSTANDING

- (a) Total Runs Scored- ie runs scored by the batters.
- (b) Amount of wickets lost- ie How many times the bowling team has got the batters out.
- (c) Batter currently batting- What number in the order are batting
- (d) How many overs have been completed- One over is 6 balls. How many 'sets' of these 6 balls has been completed.
- (e) How many overs are left. As above but how many are left in the day.
- (f) The two bowlers currently bowling (one from either end)
- (g) The score when the last wicket was lost. -How many runs were the batting team on when the last person was out.
- (h) How many runs have been scored from things like wides and no balls. i.e. the batter hasn't hit it.- This number plus the amount of runs the individual batters have scored makes the total.





## WHAT IS FAIR PLAY?



Watch this video from Chance to Shine for inspiration.



**CHANCE TO SHINE**  
Spreading the power of cricket

- Ask if they know what fair play is/sporting behaviour is. Why is it important?
- Show the video if possible.
- What does fair play look like in different sports or examples from real life.
- First activity can do together. Come up with ideas of how to make new people feel welcome.
- **Guides/Rangers** - What are role models? Why might role models be important. Discussion of a few examples of role models.
- Tie into the umpire discussion.



## INTERNATIONAL TOURNAMENTS

- If you have internet access in the unit you could do as a whole and look up highlights from competitions/find out info about the players. or girls could do at home.

### ANSWERS:

- WBBL - Womens Big Bash League-Australia
- WPL - Women's Premier League- India
- The 100 - A new tournament where each side gets 100 balls.-England
- The CPL - The Carribean Premier League- West Indies

## NAME THE PLAYER

### ANSWERS:

- Alice Davidson-Richards - Tunbridge Wells
- Bryony Smith - Sutton
- Emma Jones - Hatfield
- Alexa Stonehouse - Ashford



## PLAY CRICKET

Click on the challenges in blue (activity book) if you are completing this booklet online OR visit and Subscribe to the Chance to Shine Youtube. The first page of skills are more suited to Rainbows and Brownies with the second more suited to Guides and Rangers. The games can be played by all age groups.

These instructions are the warm ups for each drill. If you want to extend them please visit the link below.

<https://www.youtube.com/@Chancetoshinecricket>



Alternatively visit the Chance to Shine website and sign up. There you have access to all the drills.

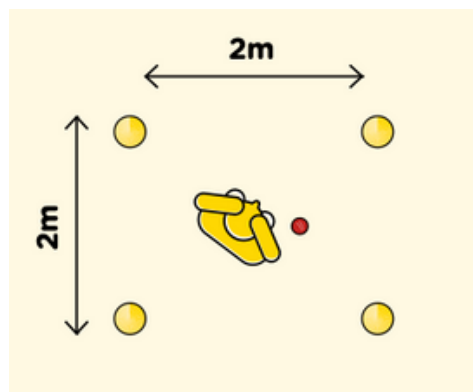
<https://teachers.chancetoshine.org/>



## RAINBOWS/BROWNIES SKILLS

### Clap Catching:

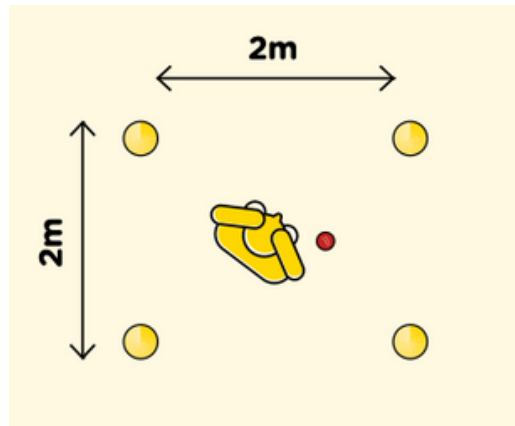
Children throw the ball up in the air, within the space marked out and aim to touch to clap as many times as they can before they catch it. • Introduce a personal best competition to see how claps each girls can do before catching the ball • Start easy – aim to complete one clap before moving onto two.



# CRICKET SKILLS

## High Catching:

Children throw the ball up in the air, within the space marked out and aim to touch their head, shoulders, knees and toes before catching the ball. Introduce a personal best competition to see how many body parts pupils can touch before catching the ball. Start easy – aim to complete the first level (head) before moving onto the next part (head, shoulders etc.).



## Reaction Catching:

In pairs, one catching and one feeding. The catcher faces away from the feeder. The feeder shouts go and throws the ball. The catcher has to turn around and take the catch. One point awarded for catching the ball. Make the feeds progressively harder, catch it higher/lower/over your shoulder/whilst laying down. After six attempts, swap roles.

## Close Fielding:

Set up two sets of stumps (or anything to use as a target) opposite each other, 10 metres apart. In between them place 5 tennis balls spread out in a line. Start at one stump, run and throw one tennis ball and try to hit the other stumps. Run back to the first set of stumps and around them. Run back to the tennis balls and pick up the second ball and repeat. See how quickly you can field all 5 balls.

# CRICKET SKILLS

## Cricket Batting:

Complete as many bat taps as possible. Give different age groups different targets. Can guides complete 10 bat taps? If they get really good, see if they can tap using the side of the bat.

Dribble a ball using a bat or anything equivalent e.g. tennis racket, through and obstacle course that you have designed. Try taking turns leading a blind folded player through the course using only words.

In pairs, see if one can feed and one can hit and just try to make contact with the ball.



## Cricket Bowling:

Set up targets of varying sizes and difficulties to hit. Bowl the ball at the targets and award points based on whether the girls hit the target or not.



## PLAY CRICKET

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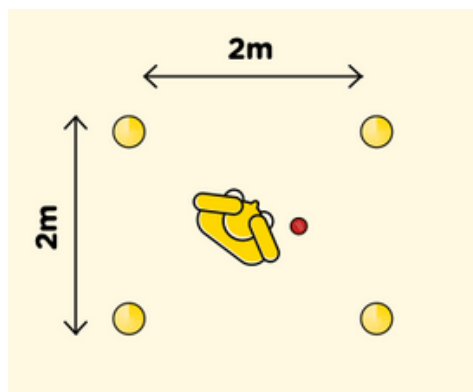
<https://teachers.chancetoshine.org/>



## GUIDES/RANGERS SKILLS

### Cool Catcher:

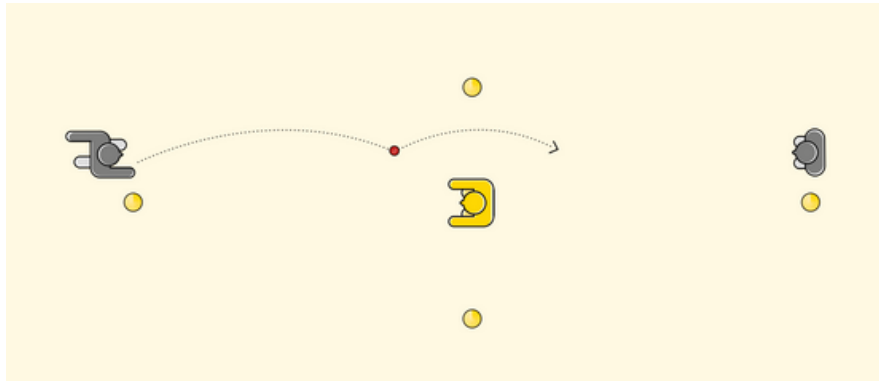
Children throw the ball up in the air, within the space marked out and aim to touch their head, shoulders, knees and toes before catching the ball. Introduce a personal best competition to see how many body parts pupils can touch before catching the ball. Start easy – aim to complete the first level (head) before moving onto the next part (head, shoulders etc.).



# CRICKET SKILLS

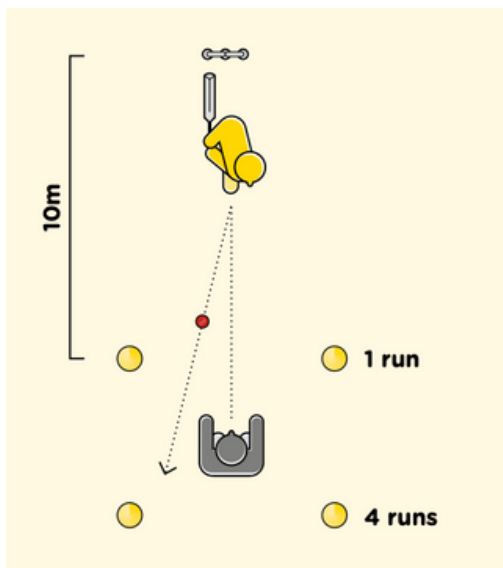
## Brilliant Bowler:

In threes, one fielder and two bowlers. The two bowlers stand 15m apart opposite each other. The fielder stands between them and sets up a goal. You bowl three balls each and swap over with the person in the middle. The aim is to use an overarm bowl and bounce the ball before getting it through the goal. The fielder aims to stop the ball going through, and gets a point if they can stop it or 2 points if they catch it.



## Super Striker:

In pairs, one batting and one feeding then fielding. One run awarded for hitting the ball through the first scoring zone. Four runs awarded for hitting the ball through the second scoring zone. Fielders attempt to stop the ball from going through the zones. After six attempts, swap roles.



## Creative Cricketer:

<https://twitter.com/chance2shine/status/1250422707155390466>

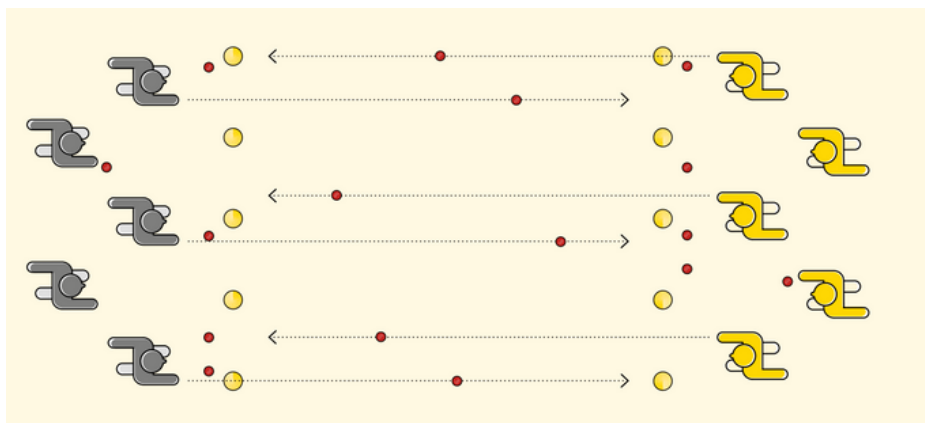
This one requires some creativity! Girls can come up with any cricket themed game they like. They create the rules, they create how the game flows, everything! This one might be best used towards the end when they have had more exposure to the game!

# CRICKET SKILLS

## Ferocious Fielder:

Create two lines approximately 10m apart using cones. Spread a variety of balls out behind each line (same amount). Teams line up behind the lines. Explain that the area between the lines is a 'no go zone' until the activity is finished.

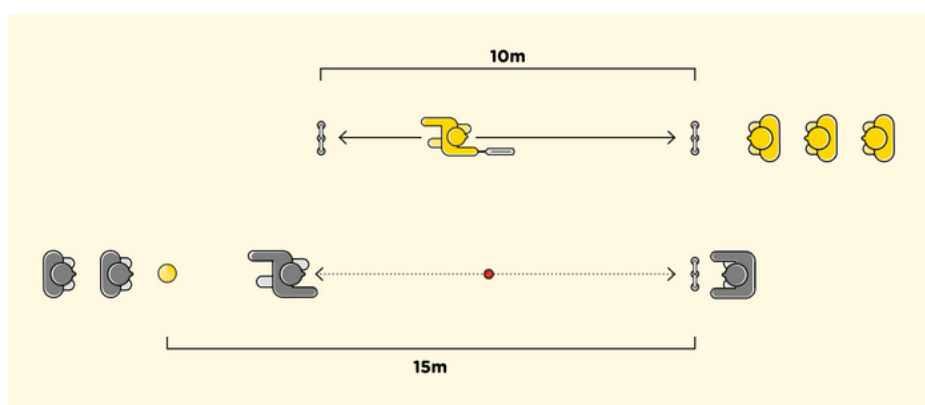
Teacher shouts 'Go', and children on both teams roll or underarm throw the balls to their opposition's planet. Children can catch, stop, or chase a ball before throwing the ball back to the other planet. Play should continue until the call of 'Stop'. Teacher gives a countdown to let children know how long they have left to clean their planet of any balls remaining on their side. The team with the fewest balls on their planet are the winners.



## Skillful Scorer:

Create a running area with two sets of stumps approx 10 metres apart. Create a fielding area with one set of stumps and a cone approx 15 meters apart. How to play: One team is running between the stumps and one team is fielding with a wicket keeper. The wicket keeper rolls the ball 6-12m into the fielding area – as soon as the ball is rolled the runner tries to reach the far stumps/crease and back. The fielder runs to collect the ball and tries to hit the wickets or return the ball to the wicket keeper before the run is complete.

If the runner makes it back, 2 runs are awarded. Change the runner after each run – after each runner has had two or three goes, swap the teams.

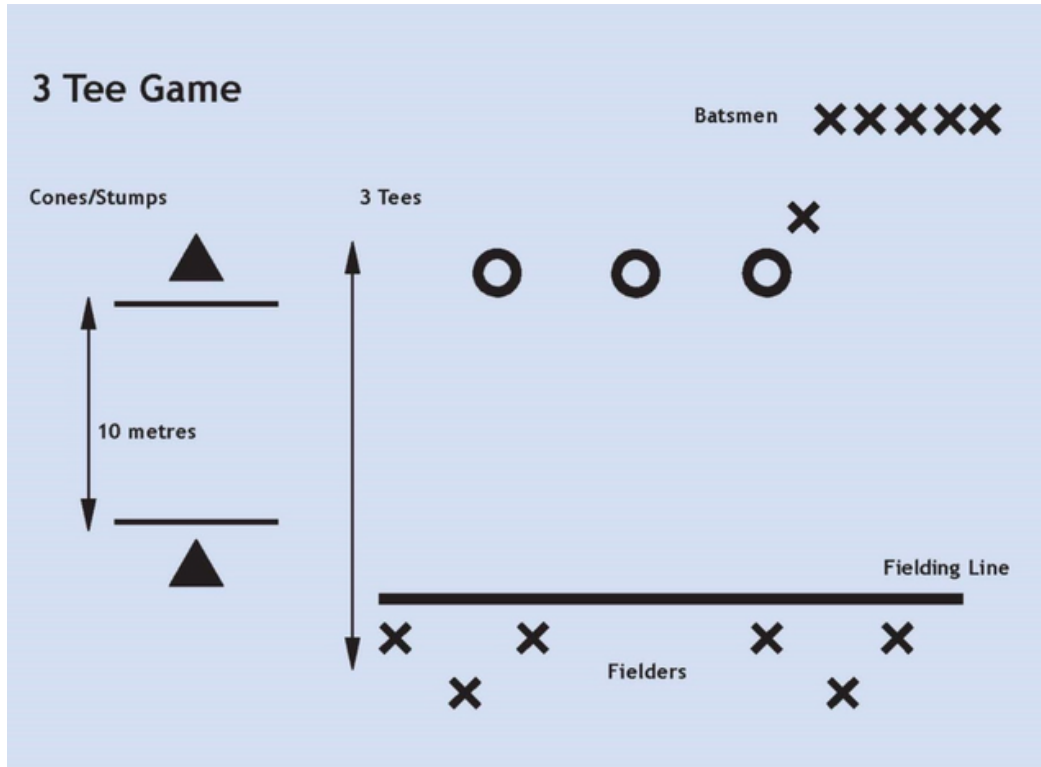




## 3 TEES GAME

Set up the game as shown in the picture below. For further help see video.

<https://www.youtube.com/watch?v=XOPEG8xgRaM>



### Batting Side:

- Batters line up in order
- First batter comes out and hits the three balls off the 3 tee's.
- Batter runs between the cones/stumps until all 3 balls are replaced on the 3 tee's by the fielders and the fielders have returned to the fielding line.
- One run is awarded for each run between the stumps.
- Next batter follows until everyone has batted.

### Fielding Side:

- Fielders line up behind the fielding line.
- Fielders cannot move until all three balls have been hit.
- Once the batter has hit all three balls, the fielders retrieve the balls and replace them on the tee's and return to the fielding line to stop the batter scoring more runs.

## DRILLS

Here are some fun fitness related challenges that you can do for overall wellbeing.

Think about doing these with friends in your unit or at home by yourself to improve your fitness and your coordination.

- Cone Challenge:

Can you, in a push up position, put a cone/bean bag on your back with one hand and then take it off with the other hand and put it on the floor?



**Rainbows** - Two times

**Brownies** - Five times

**Guides** - Eight times

- How many sideways jumps can you do over a hurdle/cone in 30 seconds?
- Come up with your own games/activities and run it for 2/3 minutes. Some things to think about, can they make one that includes a bat and ball. One that includes catching and one that includes some physical skills, hopping or jumping for example. Obstacle races are always a good idea!
- Can you come up with a game that includes cricket equipment?
- Create your own warm up/dance using the umpire signals we have learnt.

### BONUS ACTIVITY

Why do we need warm ups? Can you create your own using motions that you would use in a game of cricket? Eg catching, stopping a ball, hitting a ball, bowling a ball.

# FURTHER IDEAS



A great direction for this badge would be to end in a cricket festival. A cricket festival is usually a particular day or succession of days where people come together to enjoy cricket, lovely food and summer sunshine.

You can contact your local County Cricket Board who may be willing to help advise on any aspect, or even provide resources to help organise your festival.

## **Small Scale:**

One unit has a festival evening, which can be held at the unit meeting place or at a local cricket club. Four teams could play each other at Three Tees, with two pitches and everyone playing at once. Scores could be based on three points for a win, two for a draw, one for a loss. To include other aspects of the challenge, girls can design their own shirts, or a sash to identify the different teams. They can make musical instruments and cheers to support their team. A cricket tea could be planned and prepared for after the games.

## **Medium Scale:**

An afternoon/evening playing some of the other local units of the same section. You could do all the things in the small scale event, but there could also be a separate cheer competition supporting their local units.

## **Large Scale:**

A day that may start with the Brownies helping the rainbows through their games, then the guides helping the Brownies. The Senior Section may help run the day as a whole, as well as the guides' games. Again, other aspects of the challenge could be included in the festival, with cake and food stalls being included in the day. It may be that not all girls want to play at events, so they can participate in the side events (supporting, providing food, running music or different games) or help run the Three Tees games, if they like.

# CONGRATULATIONS

## CONGRATULATIONS

YOU HAVE SUCCESSFULLY COMPLETED THE CRICKET CHALLENGE PACK!  
YOU ARE NOW A PART OF OUR CRICKET FAMILY!

Once you have completed this booklet, you may wish to run a cricket festival or cricket taster session at your local club (either on your own or with your unit).

Please contact [christian.rice@kentcricket.co.uk](mailto:christian.rice@kentcricket.co.uk) to help set this up.

Please contact your area's Girlguide commissioner to order your badges.

To contact the Girlguiding contact  
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