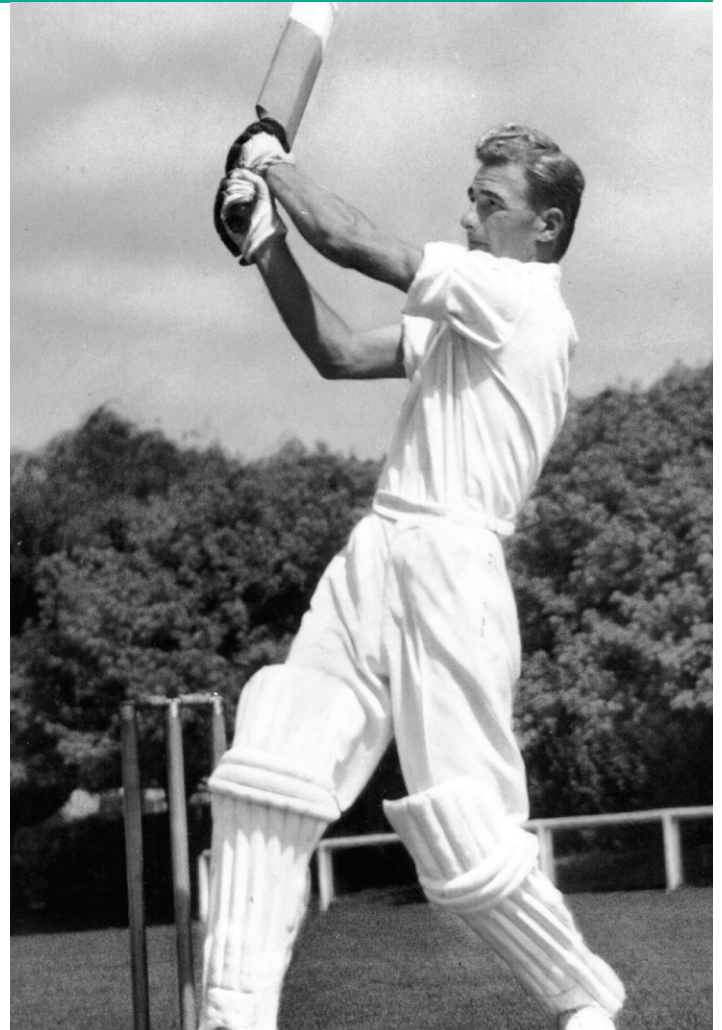




# HEROES AND LEGENDS



CURRICULUM-ALIGNED RESOURCES FOR YEAR 1-8 TEACHERS



## EXTERNAL LINKS TO WEBSITES

New Zealand Cricket and the ICC Cricket World Cup 2015 do not accept any liability for the accuracy of information on external websites, nor for the accuracy or content of any third-party website accessed via a hyperlink from the [www.blackcaps.co.nz/schools](http://www.blackcaps.co.nz/schools) website or Cricket Smart resources. Links to other websites should not be taken as endorsement of those sites or of products offered on those sites. Some websites have dynamic content, and we cannot accept liability for the content that is displayed.

## ACKNOWLEDGMENTS

For their support with the development of the Cricket Smart resources, New Zealand Cricket would like to thank:

- the New Zealand Government
- Sport New Zealand
- the International Cricket Council
- the ICC Cricket World Cup 2015
- Cognition Education Limited.

Photographs on the cover

(top left) © Rob Jefferies / [www.photosport.co.nz](http://www.photosport.co.nz)

(top right) (Bert Sutcliffe, the New Zealand left hander) / © [www.photosport.co.nz](http://www.photosport.co.nz)

(bottom left) (Richard Hadlee) / © [www.photosport.co.nz](http://www.photosport.co.nz)

(bottom right) Supplied by ICC Cricket World Cup 2015

Photographs and images on page

3 © (Martin Crowe) / [www.photosport.co.nz](http://www.photosport.co.nz)

7 (cricket equipment) © [imagedb.com/Shutterstock](http://imagedb.com/Shutterstock), (bat and ball) © [imagedb.com/Shutterstock](http://imagedb.com/Shutterstock), (ICC Cricket World Cup Trophy) supplied by ICC Cricket World Cup 2015, (cricket ball) © Robyn Mackenzie/Shutterstock

13 © Dianne Manson / [www.photosport.co.nz](http://www.photosport.co.nz)

14 © Andrew Cornaga / [www.photosport.co.nz](http://www.photosport.co.nz)

15 © Ljupco Smokovski/Shutterstock

16 © Dave Lintott / [www.photosport.co.nz](http://www.photosport.co.nz)

18 © Remus Moise/Shutterstock

20 © (Lance Cairns) / [www.photosport.co.nz](http://www.photosport.co.nz)

© New Zealand Cricket Inc. No part of this material may be used for commercial purposes or distributed without the express written permission of the copyright holders. Copyright information on [www.BLACKCAPS.co.nz](http://www.BLACKCAPS.co.nz) also applies.



## OVERVIEW

The Cricket Smart resources are for teachers of year 1–8 students and focus on cricket, the ICC Cricket World Cup, and sport in general. It is not necessary for teachers to have in-depth knowledge of cricket to use these resources successfully with students. For support in understanding the game of cricket, teachers can use the New Zealand Cricket website.

Four key understandings underpin the Cricket Smart resources:

- Sport is an integral part of New Zealand life.
- Actively participating in a range of life contexts, including sport, helps to ensure people's well-being.
- Sport has an impact on the cultural and social fabric of New Zealand and of countries around the world, affecting both individuals and society as a whole.
- The values, attitudes, and behaviours that are part of sport are important for all people and include fair play, teamwork, responsibility, cooperation, leadership, and perseverance.

### THE NEW ZEALAND CURRICULUM

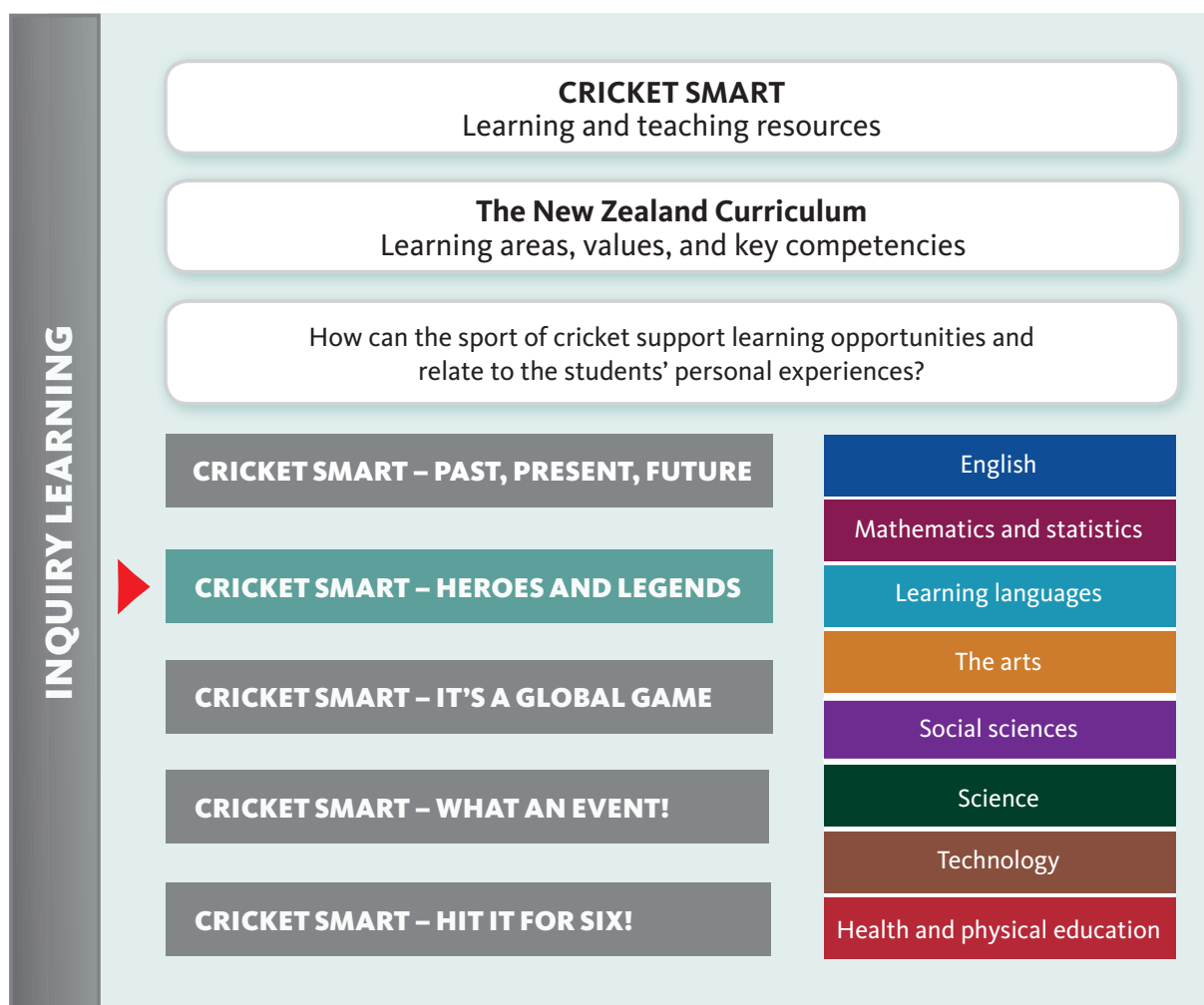
The key competencies, values, and achievement objectives of the New Zealand Curriculum provide the framework for the Cricket Smart resources. The resources incorporate effective pedagogy, as described in the New Zealand Curriculum, through a variety of learning opportunities. Teachers will be able to select from a range of cross-curricular, authentic learning experiences to suit their students' ages, needs, contexts, and interests. This will allow teachers to adapt the use of the resources so that they align with their school curriculum.

### HOW TO USE THESE RESOURCES

The Cricket Smart resource materials are organised under five themes. Within each theme, the learning opportunities are grouped into years 1–3, years 4–6, and years 7–8. The themes are:

- Cricket Smart – Past, present, future
- Cricket Smart – Heroes and legends
- Cricket Smart – It's a global game
- Cricket Smart – What an event!
- Cricket Smart – Hit it for six!

## CRICKET SMART RESOURCES AND THE NEW ZEALAND CURRICULUM



Teachers can utilise these resources in a variety of ways: by using the tasks directly from the resources; by using the resources to plan an integrated unit of work; or by setting up student-led inquiry.

The resources have been designed to include a range of interactional contexts, pedagogy, and thinking skills and have direct links to many other resources.

The tasks suggested in each theme are not sequential. Teachers can choose to use one or two of the learning opportunities from several themes; alternatively, they can focus on one theme and provide in-depth learning experiences in this area.

Following each learning opportunity, there are questions that will support teachers and/or students to reflect on the learning that has resulted from the experience.

Learning opportunities that are ICC Cricket World Cup based can be adapted for use for any kind of sporting tournament.

## CRICKET SMART RESOURCES SUMMARY

To help teachers choose learning opportunities, here is a summary of the titles in each Cricket Smart resource. The colour coding aligns to the learning areas of the New Zealand Curriculum. Teachers may choose the learning area they wish to focus on across all themes, or they may choose learning opportunities within a theme.

YEAR LEVEL	PAST, PRESENT, FUTURE LEARNING OPPORTUNITIES	HEROES AND LEGENDS LEARNING OPPORTUNITIES	IT'S A GLOBAL GAME LEARNING OPPORTUNITIES	WHAT AN EVENT! LEARNING OPPORTUNITIES	HIT IT FOR SIX! LEARNING OPPORTUNITIES
1-3	What's different? (SS)	My heroes (E)	Who's playing? (SS)	Music and the mascot (A)	Name it! (E)
		(SS)	(LL)	(E)	
				(SS)	
1-3	Listen carefully! (E)	How does it feel? (H/PE)	What are they wearing? (SS)	Adding up the runs (M)	Hit the target (H/PE)
		(A)	(E)		
1-3	How far can the ball go? (Sci)	Celebrating success (E)	Cricket around the world (E)	How big is the trophy? (M)	Bat to ball (H/PE)
	(M)			(A)	
4-6	How has cricket gear changed? (SS)	A Kiwi heroine or hero (E)	What's the trend? (E)	Opening the batting (CC)	Developing my game (E)
		(SS)	(M)		(H/PE)
4-6	Tell me! (E)	What it takes (SS)	Same, but different.- let's celebrate diversity! (SS)	Showcasing New Zealand (SS)	Be your best (M)
		(E)		(A)	(H/PE)
		(A)		(E)	
4-6	Into the future! (T)	Breaking the record (E)	Adaptation of cricket (E)	What are the chances? (M)	Bat to basics (Sci)
			(SS)		(E)
7-8	Where to next? (T)	Future pathways (SS)	Kilikiti (SS)	What do the stats say? (M)	The worm (M)
		(E)	(E)		(H/PE)
7-8	What to eat? (H/PE)	Global heroes (E)	Breaking down barriers (SS)	Teamwork makes the dream work (CC)	High tech (E)
		(SS)	(E)		
7-8	Data, data, and more data! (M)	Tricky choices (SS)	Time with "G" (E)	What will it be like? (CC)	Hit the gaps (M)
		(E)		United we play (E)	
		(A)		(M)	(H/PE)
				(SS)	

Social sciences (SS)

Arts (A)

Science (Sci)

Maths (M)

English (E)

Health and PE (H/PE)

Learning languages (LL)

Technology (T)

Cross-curricular (CC)

This theme, Cricket Smart – Heroes and legends, has a focus on the heroes of the game of cricket as well as on some legendary moments in the game’s history and in the ICC Cricket World Cup. Through this theme, students can gain an insight into:

- heroes and heroines of the game and their impact on society
- personal attributes of the heroes and heroines of cricket
- legendary moments in cricket and why people remember them
- the challenging decision-making and strategising needed while playing cricket.

### KEY ONLINE RESOURCES

These websites are key resources teachers can use to support cricket learning opportunities.

<p><b>BLACK CAPS</b>  <a href="http://www.blackcaps.co.nz">www.blackcaps.co.nz</a></p> 	<p><b>ICC CRICKET WORLD CUP</b>  <a href="http://www.icc-cricket.com">www.icc-cricket.com</a></p>  <p><a href="http://www.icc-cricket.com/cricket-world-cup">www.icc-cricket.com/cricket-world-cup</a></p> 	<p><b>TE ARA – CRICKET</b>  <a href="http://www.teara.govt.nz">www.teara.govt.nz</a></p>  <p><b>DIGITAL NZ SET OF CRICKET RESOURCES</b>  <a href="http://bit.ly/1ngOh9p">http://bit.ly/1ngOh9p</a></p> 
<p><b>NZ HISTORY</b>  <a href="http://www.nzhistory.net.nz">www.nzhistory.net.nz</a></p> 	<p><b>CRICINFO</b>  <a href="http://www.espncricinfo.com">www.espncricinfo.com</a></p> 	<p><b>NZ CRICKET MUSEUM</b>  <a href="http://bit.ly/1mnFeTx">http://bit.ly/1mnFeTx</a></p>  <p><b>NZ MUSEUMS</b>  <a href="http://www.nzmuseums.co.nz/">http://www.nzmuseums.co.nz/</a></p> 



## KEY CRICKET VOCABULARY

**Equipment** – bails, stumps (wickets), cricket pitch, bat, ball, pads, helmet, protector (box, cup), gloves, cricket shoes, thigh guard, arm guard, chest guard, boundary rope, sight screen, cricket whites

**Game play** – runs, sixes, fours, duck, golden duck, over, maiden over, 5-wicket bag, century, half-century, hat trick, boundary, crease, appeal, backlift, bouncer, innings, batting order, dismissal, full toss, googly, yorker, overthrow, toss, power play, run rate, strike rate, wide

**Ways to get out** – stumped, caught, run out, bowled, hit wicket, leg before wicket (lbw), handled the ball, hit the ball twice (double hit), obstructing the field, timed out

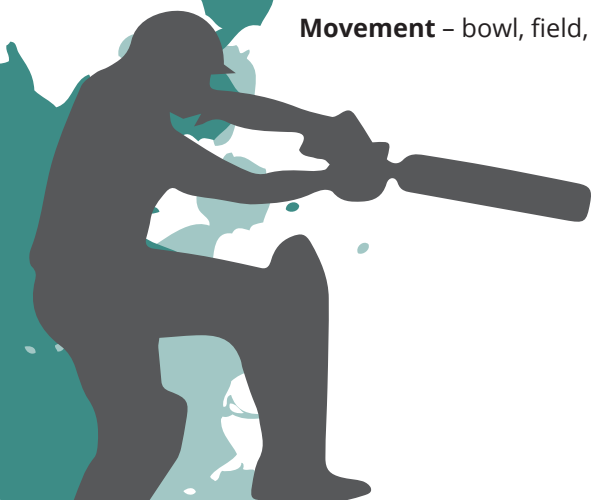
**General** – umpire signals, wagon wheel, Snickometer, Hawk-Eye, Duckworth-Lewis method, cricket laws, cricket ground

**Types of games** – test match, one-day match (50-over match; one-day international [ODI]), twenty20 (T20) match

**Competitions** – ICC Cricket World Cup, ICC Champions Trophy, HRV Cup, Ford Trophy, Plunket Shield, Indian Premier League (IPL), county cricket, club cricket

**Players, positions, and umpires** – umpire, third umpire, scorer, batsman/batswoman, night watchman, opener, wicketkeeper, bowlers (fast, medium-fast, slow, seam, leg spin, off spin), fielders, runner, fielding positions (<http://bit.ly/1os5iNk>), all-rounder

**Movement** – bowl, field, throw, catch, bat, run



# CURRICULUM LINKS



We encourage teachers to adapt this summary of links to the New Zealand Curriculum to align the summary with their school curriculum and student needs.

CRICKET SMART – HEROES AND LEGENDS		
<b>Key understandings for this theme</b>	<p>Which cricketers are known as heroes in this sport, what moments are legendary in the game's history, and what pressures are likely to be placed on heroes of cricket:</p> <ul style="list-style-type: none"> <li>• who are heroes in cricket (and in students' lives) from different generations, genders, and cultures</li> <li>• what attributes a cricketer needs in order to be viewed as a cricket hero by others (including the ability to make challenging decisions)</li> <li>• how legendary moments in the history of the game are remembered and how these contribute to players becoming heroes</li> <li>• what emotions are experienced by sportspeople and how their management of their own emotions contributes to the image of a hero.</li> </ul>	
<b>Key competencies</b>	<p><i>Thinking, Relating to others, Using language, symbols, and texts, Participating and contributing, Managing self</i></p> <p>Each learning opportunity encompasses different key competencies, and teachers will need to identify which one or ones they are focusing on through the learning opportunity chosen.</p>	
<b>Values</b>	<p><i>This theme provides a vehicle for exploring the values of:</i></p> <ul style="list-style-type: none"> <li>• <b>excellence</b> through the attributes of heroes</li> <li>• <b>diversity</b> through the range of heroes studied</li> <li>• <b>integrity</b> through the choices that heroes make.</li> </ul> <p>It is also important to make connections to school values.</p>	
Learning areas	Suggested achievement objectives	Curriculum links to learning opportunities
<b>Social sciences</b>	<p><b>Level 1</b></p> <p>Understand that people have different roles and responsibilities as part of their participation in groups</p> <p>Understand how the past is important to people</p>	
	<p><b>Level 2</b></p> <p>Understand how cultural practices reflect and express people's customs, traditions, and values</p> <p>Understand how people make significant contributions to New Zealand's society</p>	
		<p>My heroes (years 1–3)</p> <p>A Kiwi heroine or hero (years 4–6)</p> <p>What it takes (years 4–6)</p>



	<p><b>Level 3</b></p> <p>Understand how cultural practices vary but reflect similar purposes</p> <p>Understand how people remember and record the past in different ways</p>	<p>What it takes (years 4–6)</p>
	<p><b>Level 4</b></p> <p>Understand how exploration and innovation create opportunities and challenges for people, places, and environments</p> <p>Understand how the ways in which leadership of groups is acquired and exercised have consequences for communities and societies</p>	<p>Future pathways (years 7–8)</p> <p>Global heroes (years 7–8)</p> <p>Tricky choices (years 7–8)</p>
<b>English</b>	<p><b>Level 1</b></p> <p>Recognise and identify ideas within and across texts (Ideas)</p> <p>Form and express ideas on a range of topics (Ideas)</p>	<p>My heroes (years 1–3)</p> <p>Celebrating success (years 1–3)</p>
	<p><b>Level 2</b></p> <p>Show some understanding of how to shape texts for different purposes and audiences (Purposes and audiences)</p> <p>Show some understanding of ideas within, across, and beyond texts (Ideas)</p>	<p>A kiwi heroine or hero (years 4–6)</p> <p>What it takes (years 4–6)</p> <p>Breaking the record (years 4–6)</p>
	<p><b>Level 3</b></p> <p>Show a developing understanding of how to shape texts for different purposes and audiences (Purposes and audiences)</p> <p>Show a developing understanding of ideas within, across, and beyond texts (Ideas)</p>	<p>What it takes (years 4–6)</p> <p>Breaking the record (years 4–6)</p>
	<p><b>Level 4</b></p> <p>Show an increasing understanding of how to shape texts for different purposes and audiences (Purposes and audiences)</p> <p>Show an increasing understanding of ideas within, across, and beyond texts (Ideas)</p>	<p>Future pathways (years 7–8)</p> <p>Global heroes (years 7–8)</p> <p>Tricky choices (years 7–8)</p>

<p><b>The Arts</b></p>	<p><b>Level 1</b> <i>Drama</i></p> <p>Contribute and develop ideas in drama, using personal experience and imagination (Developing Ideas)</p> <p>Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work (Communicating and Interpreting)</p>	<p>How does it feel? (years 1–3)</p>
	<p><b>Level 2</b> <i>Drama</i></p> <p>Develop and sustain ideas in drama, based on personal experience and imagination (Developing Ideas)</p> <p>Share drama through informal presentation and respond to elements of drama in their own and others' work (Communicating and Interpreting)</p>	<p>How does it feel? (years 4–6)</p> <p>What it takes (years 4–6)</p>
	<p><b>Level 3</b> <i>Drama</i></p> <p>Initiate and develop ideas with others to create drama (Developing Ideas)</p> <p>Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work (Communicating and Interpreting)</p>	<p>What it takes (years 4–6)</p> <p>Tricky choices (years 7–8)</p>
<p><b>Health and physical education</b></p>	<p><b>Level 1</b></p> <p>Demonstrate respect through sharing and cooperation in groups (Identity, sensitivity, and respect)</p>	<p>How does it feel? (years 1–3)</p>

# TEACHING AND LEARNING



## LEARNING OUTCOMES, LEARNING INTENTIONS, AND SUCCESS CRITERIA

For each learning opportunity, the overall purpose (or learning outcome) of the task has been identified in this resource. Teachers should also identify the specific learning intentions and co-construct the success criteria with their students to adapt the tasks for their students' learning needs.

## KEY VOCABULARY FOR HEROES AND LEGENDS

Heroes, heroines, superheroes, legends, win, lose, humble, batsman/batswoman, bowler, feelings, resilience, excellence, determination, strength, composure, prediction, decisions, future pathways, commentators, records, achievements, sportsmanship

### TAKE A LOOK AT THESE:

- Digital NZ: Cricket resources – <http://bit.ly/1ngOh9p>
- Athletics NZ: Get Set Go – <http://bit.ly/1uiqMkP>
- NZ Cricket Museum: Blog: Notes From Long Slip – <http://bit.ly/1IrNBCO>
- in2edu: Heroes – <http://bit.ly/1rufBs6>
- TKI: Digistore – [digistore.tki.org.nz](http://digistore.tki.org.nz) “Don Bradman in England, 1933”, “Cricket talk” (cricket commentating)
- Blackcaps skills challenge – [www.blackcaps.co.nz/skillschallenge](http://www.blackcaps.co.nz/skillschallenge)



### POSSIBLE QUESTIONS FOR STUDENT-LED INQUIRY

(relates to all levels)

- Why is it important to have heroes in sport?
- How do sports heroes make a contribution to their countries or communities?
- How is a sports hero different from a celebrity?
- Who are the heroes and heroines of cricket (including youth players, umpires, and administrators) in New Zealand and worldwide? Who is your hero, and why?
- What makes sports heroes so famous? What are they famous for?
- Do your sports heroes hold any records? What for?
- If you were a sports hero, what would you like to be famous for?
- What skills, values, and personal attributes do sportspeople have to achieve sporting success?
- What are some of the legendary stories in cricket and the ICC Cricket World Cup?
- What records have been set in cricket and in the ICC Cricket World Cup? Have the types of records changed over time? Why?
- What are the options for legendary cricket players when they stop playing at top levels? Why is it important to think about other options?
- How do we cope with winning and losing? Is this important?



## Title: My heroes

**Curriculum learning areas:** Social sciences, English (Ideas)

**Purpose:** To identify cricket heroes and their achievements and to identify heroes in students' own lives

### DESCRIPTION:

- The class discusses the word “hero”. Ask: *What does it mean? What heroes have you heard of? What is a superhero? What makes a superhero – what do they do?* Have the students name any New Zealand heroes they know of. Ask: *What did they do that made them famous?* Ask about people in students' own family/whānau and communities. *Can they be heroes? Why?*
- The class brainstorms the names of heroes in cricket. Have some images of famous cricketers to help students remember different players. Write their names on the board. In pairs, the students discuss the players and how they became cricket heroes (students who know a lot about cricket can assist others). Together, the class adds the players' achievements after their names, for example, “a famous bowler”, “captain of the Blackcaps”.
- Show images of players such as Sir Richard Hadlee, Tim Southee, and Sachin Tendulkar and tell students a little about their achievements. Introduce students to the yellow and black hats from Edward de Bono's [six thinking hats](#) – the yellow hat looks at the positives, and the black hat considers possible difficulties (if possible, have a yellow and a black hat for the students to wear as they talk). The class considers the good and not so good things about being a cricket hero. Students can choose a hat to wear as they make their points, for example, Richard Hadlee

was inducted into the ICC Cricket Hall of Fame (student is wearing a yellow hat), Tim Southee was still a teenager when he played cricket for New Zealand – that must be very hard (wearing a black hat), Sachin Tendulkar was one of the greatest batsmen ever (wearing a yellow hat).

- Write down their opinions about the good and bad things about being a cricket hero. Teachers of year 1 students can summarise their opinions on the board. Year 2 and 3 students could write their own lists.
- Students write five questions to ask someone at home about cricket heroes or other famous sportspeople. For example: Who is your cricket hero? What is the best thing about your cricket hero? Have they ever made a big mistake in a match? As a class, the students share the answers people at home gave to their questions.
- Students draw pictures of themselves and imagine what it would be like to be a sports hero. They can write the qualities and abilities they would need around the pictures.

### RESOURCES:

- Pictures of New Zealand and overseas cricket heroes
- The de Bono Group: Six thinking hats [http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php)

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students identify heroes in cricket, in other sports, and in their lives? Can they describe their achievements?

Can the students describe the positive and negative aspects of being a hero?



## Title: How does it feel?

**Curriculum learning areas:** Health and physical education (Identity, sensitivity, and respect), the Arts (Drama)

**Purpose:** To analyse the feelings involved with winning and losing

### DESCRIPTION:

- Split the class into small groups of 5 or 6. The groups play a simple game such as relays or target throwing.
  - Discuss the game with the class. Create a PMI chart together. Ask: *What did you enjoy – the positives – about the game? What did you not enjoy – the negatives? What was interesting about playing the games?*
  - The class discusses the school values for sport, for example, integrity, respect, fairness.
  - The teams discuss winning and losing. Ask: *How did you feel? Why did you win? Why did you lose? How might you improve? Does it matter who wins? What did you learn from playing the game?*
- Show this YouTube clip of a team winning the ICC Cricket World Cup.
  - Introduce students to the red and white hats from Edward de Bono's six thinking hats – the red hat is about emotions; the white hat considers facts. Draw a red and a white hat that students' ideas can be written in. Ask: *What are facts about the winning team? (Two players are hugging each other.) How are the players feeling? (The players who lost look really sad.) How can you tell how players are feeling? (They are smiling and jumping. They are standing still and looking sad.)*
  - Have the students imagine how they would feel if they were players and won the ICC Cricket World Cup. Next, they can take selfies or use a camera to photograph each other, or they can draw pictures of themselves. On paper or using digital technology, they can write words around their image describing what their feelings would be as winners.
  - Students could act out the final over of an ICC Cricket World Cup match. Ask: *What did the winners learn? What did the losers learn? The class can discuss the term "good sport". Sometimes sportspeople are described as "humble" – what does that mean?*



### ADAPTED FOR YEARS 4-6:

- Read aloud [Template 2.1 "Australia vs South Africa"](#), a description of a legendary moment in ICC Cricket World Cup history (the template is at the end of this resource).
- Students divide into groups and re-enact the event, taking on roles of the heroes involved in both teams. The teacher or a student could video the performance or take photographs.
- As students watch the video or view the photographs, ask: *What qualities does a winner need to show? What qualities does the losing team need to show?* Students list these qualities.
- Watch the [actual video footage](#) of the semi-final between Australia and South Africa in 1999.
- Create a Venn diagram to compare the action from the real event and the students' performances. Ask: *What was similar? What was different?*
- Students could add to their lists of qualities shown by winning and losing teams.
- As a class, discuss how these qualities might relate to their own games and play.

### RESOURCES:

- Active schools: Relays <http://bit.ly/1tK5v3e>
- Worksheet Works: PMI chart <http://bit.ly/1liWor2>

- YouTube: Unforgettable scenes – ICC Cricket World Cup <http://bit.ly/1pwlf0R>
- The de Bono Group: Six thinking hats [http://www.debonogroup.com/six\\_thinking\\_hats.php](http://www.debonogroup.com/six_thinking_hats.php)
- Mobile devices or a camera
- [Template 2.1 for teachers of years 4-6: Australia vs South Africa](#)
- YouTube: 1999 World Cup – Australia vs South Africa <http://bit.ly/1zqRklh>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Based on what they can see, are the students able to infer how players are feeling?

Can the students discuss the feelings involved when winning and losing?

#### Years 4-6

Can the students compare and contrast their re-enactment with the actual 1999 ICC Cricket World Cup match?

Can the students identify the qualities of a winner and loser? Do they relate these qualities to their games and play?



## Title: Celebrating success

Curriculum learning area: English (Ideas)

**Purpose:** To understand what it takes to achieve great things

### DESCRIPTION:

- Show students any trophies or winning certificates that the school, school teams, or individual students have received, and describe their achievements. Ask the students how they feel that someone in the school won that trophy. Ask: *How does that make the rest of the school feel?*
- As a class, discuss how winning can impact on students, clubs, and teams. (It can build confidence and team morale.)
- Students could invite a sports person from their school or community to talk about his or her achievements. In groups they could prepare interview questions, making sure they are open questions – questions that require more than a “yes” or “no” answer.
- After the interview, students could work together in groups and ask each other questions based on what they learned, or students in the group could give each other simple recounts of the information they learned from the interview, telling it as they would during news time.

- Students could bring trophies, medals, or certificates from home and talk to the class about what sport, music, or other achievement they received these for.
- Ask students to imagine what would happen if New Zealand won the ICC Cricket World Cup 2015. Ask: *How would that make you feel? How would it make the rest of New Zealand feel? How would we celebrate?* Record students’ answers in the shape of a trophy.
- Students design their own cricket trophy, medal, or certificate to be awarded to class members when they play cricket.

### RESOURCES:

- School trophies and certificates
- Art supplies

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students discuss how winning impacts on their school and on others?

Are the students able to summarise what they learned in the interview?



# YEAR 4–6 LEARNING OPPORTUNITIES



## Title: A Kiwi heroine or hero

**Curriculum learning areas:** Social sciences, English (Purposes and audiences, Ideas)

**Purpose:** To research and gather information about a cricketing hero

### DESCRIPTION:

- Students complete [Template 2.2](#) (“Anticipatory guide”) before reading about New Zealand cricketing legend Debbie Hockley. Students tick yes, no, or maybe for the statements about the text (the template is at the end of this resource).
- Read “Three Legends” from *School Journal*, Level 3, September 2014 to the class, or put the students into pairs of mixed-ability buddies to read it. (Of the three cricketers in the article, two are male and one is female, two are former players and one is a current player, and two are batsmen and the third a bowler.)
- Students discuss which statements they guessed correctly, focusing on finding evidence to support their answers in the text. If you print out the PDF of the text students could use highlighters to identify their evidence in the text.
- Encourage students to discuss whether they were right or wrong, with their buddy using a speaking frame, for example, “I was **right/wrong** on number **4** because I said \_\_\_\_\_, and in the text it says \_\_\_\_\_.” Students could make the activity into a game by giving each other points for every statement they guessed correctly and/or for every piece of evidence they found in the text to support their answers.

- Show students the [Keeping a scrapbook](#) page on NZ maths. Encourage them to start their own scrapbooks on a sports hero or team, either in class using print-outs from websites or newspaper clippings, or at home as a homework task. Examples of people they could research are [Daniel Vettori](#), [Stephen Fleming](#), or [Suzie Bates](#).

### RESOURCES:

- “Three Legends” in *School Journal*, Level 3, September 2014
- [Template 2.2 for students: Anticipatory guide](#)
- NZ Maths: Keeping a scrapbook <http://bit.ly/1uPnklq>
- Cricinfo: Daniel Vettori <http://es.pn/1s3wjgE>
- Suzie Bates <http://bit.ly/1urwlhl>
- Stephen Fleming <http://bit.ly/1uFn195>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Are the students able to discuss the successes of a cricket hero?

Can the students justify their answers by finding information in the text?





## Title: What it takes

**Curriculum learning areas:** Social sciences, English (Purposes and audiences, Ideas), the Arts (Drama)

**Purpose:** To analyse the values and attributes needed for someone to become a hero or legend

### DESCRIPTION:

- Read the article "Three Legends" in *School Journal*, Level 3, September 2014, or ask the students to find key facts on the three players [Bert Sutcliffe](#), [Debbie Hockley](#), and [Bob Blair](#). Ask: *Why are they so famous?*
- As a class, brainstorm attributes and values that these players had to show to become heroes or heroines, for example, resilience, excellence, determination, strength, composure.
- Research other cricketing heroes to develop a sense of the range of values and attributes players have: [Sir Richard Hadlee](#), [Sachin Tendulkar](#), [Nathan Astle](#), [Daniel Vettori](#), [Lance Cairns](#), [Stephen Fleming](#), [Suzie Bates](#), [Martin Crowe](#). They can make a list of these values and attitudes.
- **Hot seat drama:** Ask for students to sit in the "hot seat" and take on the roles of Bert Sutcliffe and Bob Blair. Other students ask them questions, for example, "How did you feel when you saw Bob coming out to bat?" "What made you want to carry on batting even though you were hurt?"
- Watch the YouTube clip of [Brendon McCullum's innings of 302](#) against the West Indies (the highest score by a New Zealand batsman). Add any other attributes and values to the brainstorm, for example, patience, fitness, desire, resilience.

- Repeat the hot seat drama activity for Brendon McCullum.
- Students decide how to present their information, for example, as a poem (acrostic, haiku, limerick), a Prezi, or a short play about one of the players (or another hero relevant to the individual or class), remembering to incorporate the values and attributes from their brainstorm.

### RESOURCES:

- "Three Legends" in *School Journal*, Level 3, September 2014
- Bert Sutcliffe <http://bit.ly/10DzVvq>
- cricinfo: Debbie Hockley <http://es.pn/1okAFJY>
- Wikipedia: Bob Blair <http://bit.ly/1s3wKrl>
- cricinfo: Sir Richard Hadlee <http://es.pn/1ILEDaQ>
- cricinfo: Sachin Tendulkar <http://es.pn/1B8wYzR>,
- cricinfo: Nathan Astle <http://es.pn/1ogqC9v>
- Black Caps: Daniel Vettori <http://bit.ly/1qhP2Uv>
- Wikipedia: Lance Cairns <http://bit.ly/1vldS26>
- Stephen Fleming <http://bit.ly/1uFn195>
- Suzie Bates <http://bit.ly/1urwlhl>
- Wikipedia: Martin Crowe <http://bit.ly/1vIk09r>
- YouTube: Brendan McCullum – triple century <http://bit.ly/1AMl3HI>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Are the students able to describe the attributes that have given these players hero status?

Have the students incorporated the attributes of sporting legends into their poems or plays?



## Title: Breaking the record

**Curriculum learning area:** English  
(Purposes and audiences, Ideas)

**Purpose:** To explore, create, write, and compare and contrast amazing facts and world records

### DESCRIPTION:

- Students choose a sport they are interested in (this can be cricket) and find out 10 interesting facts and records for the sport. As a class, discuss what these facts and records might be – in every sport there are amazing, interesting facts and records. Examples for cricket could include: the fastest ball ever bowled, the biggest number of sixes in an innings, the batsman with the most runs in different matches, the strangest way to get out, the longest distance hit for a six, the shortest game, the least amount of runs scored by a team in one match, the most expensive bat.
- Use a compare/contrast table to compare some of the records – for example, the longest vs shortest, the fastest vs slowest, the most runs in a test vs the least number of runs in a test, the most expensive vs cheapest bat.
- Students can decide on a record that a student or group of students might like to break. This could be an existing school record or an invented one. Explore the criteria for breaking a record – what conditions does the attempt have to comply with for it to be valid? Discuss these conditions: *How many attempts can they make? Who has to be there to witness it? What has to happen next if they manage to break the record?*

- The class imagine what it would feel like to break a world record. They write their thoughts in an article, act out the event in groups, or design a document that advertises and describes the record. They could include a video, a series of photographs, or drawings of themselves in their sporting outfits, showing an attempt to break the record. Students could design a cartoon outlining the events of a record-breaking attempt.

### RESOURCES:

- Officially amazing – breaking world records  
<http://bit.ly/1pi7qYo>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students compare and contrast different records?





## Title: Future pathways

**Curriculum learning areas:** Social sciences, English (Purposes and audiences, Ideas)

**Purpose:** To identify and evaluate the future pathways and options for a sportsperson who can no longer play top-level sport

### DESCRIPTION:

- Discuss with the class: *What might force players to give up playing top-level sport?* (Poor form, injury, not earning enough money.) *What might happen if a player got an injury and could not play top-level sport any more? How might they feel about that? What if age catches up with players and they are no longer selected – how might they deal with this? What might their options be?* Explain that these possibilities are something top-level sportspeople must manage and deal with in their careers (sometimes very early in their careers), forcing them to plan for the future.
- Brainstorm future possibilities for cricket players, for example, umpire, coach.
- Students conduct an inquiry into a cricketer or sportsperson who has gone on to a different career after playing or who has faced injury or illness, for example: Jonah Lomu (All Black – faced serious illness), Alex McKinnon (rugby league player – faced serious injury), Billy Bowden (former cricket player – became cricket umpire), Andy Flower (Zimbabwean batsman – became England coach), Imran Khan (Pakistan bowler – now a Pakistani politician), Stephen Fleming (New Zealand cricket captain and batsman – now appears in advertisements, IPL coach), Ian Smith (New Zealand wicketkeeper – now a rugby commentator).
- Other players to research include [Jeremy Coney](#) (commentator), [Danny Morrison](#) (commentator), or [Sachin Tendulkar](#) (cricket mentor). Ask: *What skills and attributes do*

*players need to succeed in these different careers? How might playing cricket assist them in gaining these skills and attributes? How might these sportspeople manage this change of career? What support might they need? Who might give them this support?*

- Students write a biography and/or [timeline](#) of events about a famous cricketer or sportsperson who has gone on to a different career and the reason why this was necessary, highlighting the key points when changes occurred.
- The class discuss why it is important for sportspeople to consider future career changes they might face, and the need for courage in the face of adversity or considerable change.

### RESOURCES:

- cricinfo: Jeremy Coney <http://es.pn/1vO5mh0>
- cricinfo: Danny Morrison <http://es.pn/1Ej8GWI>
- NDTV Sport: Sachin Tendulkar <http://bit.ly/1BHWvym>
- Readwritethink: Timeline <http://bit.ly/1sU0btb>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:



Can the students identify why players need to consider options for different future pathways?

Do they understand that longevity in professional sport is limited?

Are the students able to research the information and present it effectively?

## Title: Global heroes

**Curriculum learning areas:** Social sciences, English (Purposes and audiences, Ideas)

**Purpose:** To research and compare the achievements of cricket heroes around the world

### DESCRIPTION:

- The class watch this clip of [great moments](#) in the ICC Cricket World Cup. Do students recognise any of the heroes? Ask: *How has the ICC Cricket World Cup changed over time? Why do you think these players are considered heroes? Why is it important that we remember them as heroes? What can we learn from them?*
- View [these clips](#) of heroes of cricket.
- In groups, students select a hero to research. They develop inquiry questions, for example, "How many games did the player play, including test matches and one-day internationals?" "What were their greatest achievements?" "When was their debut or last match?" "What are they most remembered for?" "What records do they or did they hold?"
- Student groups choose how to present their findings, for example, they could create a [popart](#) of their hero, give an oral presentation, create a quiz based on the facts, or prepare a list of questions for the player about his or her career.
- Groups view each other's work, asking questions to seek clarity and understanding. The groups give three pieces of feedback for each presentation based on agreed criteria. Groups can make appropriate changes to their presentations and then share their final presentations with the class; alternatively, they could post them online.
- As an alternative, students could choose a country to research about its cricket (for example, Australia, India); or find out about an up and coming player; or research a form of cricket (ODI, T20, test match); or research an era of cricket (for example, 1970s).

### RESOURCES:

- ICC Cricket World Cup: Great moments in CWC <http://bit.ly/1qFvICn>
- cricinfo: Legends of cricket <http://es.pn/1okEaA3>
- Victoria Restrepo: Art history for kids: Popart <http://bit.ly/1lsjzyl>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students identify why these cricketers are heroes?

Are they able to research and present their findings in an appropriate way?

Can the students give effective feedback to each other?



## Title: Tricky choices

**Curriculum learning areas:** Social sciences, English (Purposes and audiences, Ideas), the Arts (Drama)

**Purpose:** To discuss the challenging decisions faced by cricketers and other sportspeople

### DESCRIPTION:

- The class watch YouTube footage of the [Grant Elliott run-out](#) against England in a one-day international in 2008.
- **Hot seat drama:** Ask for volunteers to play the characters of the cricketers involved. Other students ask them questions about decisions they made and how they feel about the event, for example, "Why did you still try and run him out?" "Did you feel sorry for him?"
- Students watch this clip of [Adam Gilchrist](#) showing great sportsmanship. Repeat the hot seat activity for this event, with students taking the roles of batsman, fielders, team captains, and umpires.
  - Ask: *What could Adam Gilchrist have done? Do you think he was tempted to stay and bat? Is he more likely to be remembered as a hero – why?*
  - Discuss the importance of sportsmanship in cricket and the fact that at times players can be faced with difficult decisions because of the desire and pressure to win. Brainstorm other possible decisions cricketers may have to make, for example, whether to claim a catch when they're not sure if it bounced.
- The class discuss whether winning the game is more important than learning and improving while playing the game fairly. Ask: *What is fair play? How can we use role models to show how to win and lose graciously? How do athletes present themselves? How does this relate to winning and losing and fair play?*

- Students design a code of conduct for cricket or another game they play, including rules such as: "If you know you did not catch the ball properly, you should not celebrate." Allow students time to test out their codes of conduct in games, playing in small groups. Students refine their codes and share them with other members of the class.
- The class play a simple game such as [non-stop cricket](#) and try out selected student codes. Ask: *Does it matter that you won or lost? Who learnt more from the game? What decisions did you have to make during the game? What values did you show during the game?* Link these values to relevant school values. *Who enjoyed the game more?*

### RESOURCES:

- YouTube: Controversy – Grant Elliott run-out <http://bit.ly/1s1CH99>
- YouTube: Adam Gilchrist <http://bit.ly/VKklLJ>
- AUSport: Coaching cricket – non-stop cricket <http://bit.ly/1q6Gsbg>

### REFLECTION FOR TEACHERS AND/OR STUDENTS:

Can the students identify and discuss what pressures professional sportspeople such as cricketers face on the world stage?

Can they identify ways in which cricket can be played in a sporting way and link these to their own sporting and other activities?



# TEMPLATE 2.1:



## AUSTRALIA VS SOUTH AFRICA

It's the Cricket World Cup semi-final, 2008. Australia is playing South Africa in Birmingham, England for a place in the final.

Australia bat first and set South Africa a decent target of 214 runs to win from 50 overs.

South Africa does not get off to the best start, reaching 61 from nearly half their overs with their top four batsmen already out.

Jacques Kallis scores 53 and Jonty Rhodes 43 to put South Africa back on track. But they too get out, and soon South Africa is struggling on 198 with nine batsmen out. They still need 16 runs to win, but Australia only need to get one batsman out to get that place in the final!

Glenn McGrath, the leading wicket taker in World Cup history, is bowling the penultimate over of the game. There are eight balls left in the game, and McGrath has two balls left to bowl. Lance Klusener is South Africa's number eight batsman, and he smashes the next ball high in the air. The Australian fielder could have caught him out to win the game, but instead he accidentally pushes the ball over the boundary for 6 runs!

Klusener then gets 1 run off McGrath's last ball, which means he will face the last over of the game, to be bowled by Damien Fleming of Australia.

South Africa starts the last over of the game on 205 for 9, with Klusener on 23 runs from only 12 balls. They need 9 runs from the over. Australia still need just one wicket or to stop South Africa getting the 9 runs.

Klusener slaps the first ball of the over through a gap in the fielders, and it goes for 4 runs. They now need 5 runs from the last five balls.

Fleming bowls the second ball of the last over, and Klusener smashes another 4. Now the scores are level, and there are four balls left. One more run will send South Africa into the final.

The Australian fielders have all crept in to try and stop Klusener and South Africa's last batsman, Allan Donald, from running. Klusener hits the next ball straight to a fielder, who nearly runs Donald out as he thinks about going for the winning run.

So now there are only three balls left. South Africa still need 1 more run.

The very next ball, Klusener hits the ball straight to a fielder again but this time calls for Donald to run. Donald doesn't run, probably because he nearly got run out on the last ball. The Australian fielder dives and flips the ball to the bowler. The bowler then rolls the ball along the floor to the wicketkeeper. All the Australian fielders start swarming in towards the stumps as they anticipate what is about to happen. The wicketkeeper picks the ball up and runs out Donald, who has eventually started running.

Lance Klusener doesn't stop running. He runs straight off the pitch to the changing rooms while the Australians celebrate.

South Africa is all out. The game is tied, but Australia goes through to the final because they finished higher in the group stage earlier in the World Cup.

By Phil Margetts based on the Australia vs South Africa ICC Cricket World Cup Semi-Final, 2008

# TEMPLATE 2.2:



## ANTICIPATORY GUIDE

	YES	NO	MAYBE
Debbie started playing cricket for Canterbury when she was 12.			
In her first game for New Zealand, Debbie was the youngest player in the team.			
Lots of people supported the New Zealand men's cricket team in the 1980s.			
People noticed Debbie playing cricket because of her bowling.			
The first Women's World Cup was in 1982.			
You could draw a game in the shorter version of the game.			
A test match (five-day game) looked different to a one-day international (ODI).			
Debbie played more ODIs than test matches.			