**Perceptive Cricket**

## **Possible Lesson Sequence**

**Lesson one**

1. Introductory True/False questions (see worksheets) to orientate thinking on the topic. Statements may include:

Cricket is the game of kings.

Our school takes pride when our teams win their cricket games.

Cricket on television encourages people to purchase branded clothing eg regional or New Zealand uniforms.

Cricket media coverage encourages people to play cricket.

Cricket media coverage encourages people to watch cricket.

Male cricket receives more media coverage than female cricket.

Cricket on television encourages people to use sponsors product eg breweries, telecommunication, banking companies.

Members of the New Zealand mens and womens cricket teams earn lots of money.

2. Brainstorm competence in cricket.

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| Criteria for competence could include:   * how well they catch or field a ball, * how well they do the Mexican wave, * how many 4s they can get in 20 balls, * how long they can stay in batting, * whether they play (or have played) cricket for a club, * how fast they can bowl, * how straight they can bowl, * their ability to concentrate for long periods without batting and bowling or fielding, * how much people want to have them on their team, * how well they understand statistics. |

3. Ākonga use some examples of media messages from different media sources, and identify a range of social and cultural factors inherent in these messages. They develop a wall display, which includes a range of social and cultural factors that may influence choices ākonga make about sport.

Examples of social and cultural factors which could be included on a wall chart

* personal preferences for individual games or team games
* personal preferences for internal goals or external goals
* personal preference on competition against internal goals or against others
* consistency – weather dependant or not (inside or outside)
* desire for rules or more subjective self expression
* gender stereotypes
* body types
* parental influences and encouragement
* national games
* friends choices
* community opportunities
* money and the cost of participation
* accessibility and transport
* desire for risk or safety.

4. Defining competence in cricket

Ākonga complete the following table with at least three criteria from the brainstormed list.

Ākonga list their three + criteria, their personal rating and the social and cultural factors which may contribute to their level of competence.



Use the following continuum from 1 to 5 to self assess your levels of competence

low-level high level

of competence of competence

1\_\_\_\_\_\_\_\_\_\_\_\_\_\_2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5

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| --- | --- | --- |
| Competency measures | Competency rating | Social and cultural factors which affect their level of competence |
| eg How many 4s they can get in 20 balls | 4 | I play golf and can hit the ball hard.  My parents have a weights machine that I use so I have quite strong arms.  People were cheering on to hit it hard. |
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4) Divide class into heterogeneous teams of six and play introductory game of non-stop cricket.

### **Debrief questions**

How accurately do you feel your self-assessed competency scores reflect your level of competency?

What strategies can you use to improve your competency rating?

# **Lesson two**

1) Attitude towards cricket  
Ākonga complete the table (see worksheets) marking on the continuum their attitudes toward cricket. The table uses the following questions

My attitude towards cricket

How do I feel when the New Zealand men’s cricket team wins a game against Australia?

How do I feel when the New Zealand men’s cricket team loses a game against Australia?

How do I feel when the New Zealand men’s cricket team wins a game against Zimbabwe?

How do I feel when the New Zealand men’s cricket team loses a game against Zimbabwe?

2) Carry out a Think Pair Share activity on the following questions.

Describe any differences in your reactions to winning and losing.  
How do you think the media has influenced your attitude toward cricket?

How do you think the media has influenced your attitude toward winning and losing at cricket?

Consider your reaction to winning and losing against different opponents. How do you think sport is used to promote nationalist fervour?

Consider your reaction to winning and losing against different opponents. How do you think the perceived ability of the opposing team affects your perception of a game?

How do you think your attitude toward cricket, and your attitude toward winning and losing may impact on the way you play cricket during physical education classes.

3) Introduce a skill-learning programme using a jigsaw approach consistent with cooperative learning methodology.

Use prepared instruction cards for bowling, fielding and batting.

Teams of six are divided into three pairs.   
Each pair learns and practices the skill for either bowling, fielding or batting.

In the next class they will be responsible for teaching the skill to the other members of their team.

# **Debrief questions**

Having considered your attitude towards cricket and winning and losing, what strategies will you use in your games to promote enjoyable games for everyone?

# **Lesson three**

Ākonga form into their teams of six

1. They carry out a group discussion on the relationship between their attitudes toward cricket with their feelings of self-worth.

Questions could include:

a). Review – What is your attitude toward cricket?

b). How can your own feelings of self-worth be enhanced or damaged?

c). If you like playing cricket how can playing it enhance you self worth?

d). If you don’t like cricket how can playing it enhance your feeling of self worth?

e). How can doing things you don’t like be worthwhile?

f). What would it be like if we only did what we wanted all the tine? What effect would it have on communities (home, school and /or New Zealand)?

2. Each pair teaches the skills of either bowling, fielding or batting to the other four players in their team. They use some specific teaching messages during their instruction (see worksheets).

Each team carries out a range of drills to improve their skills for the tournament games of cricket that begin next lesson.

# **Lesson four**

# 1. Brainstorm a list of media sources

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| television radio  billboards newspaper  magazines internet  mail drops posters |

Use examples from different media.

Black Caps in backyard poster, newspaper photograph of cricket player with bat in air after scoring century or winning a game, headline for New Zealand Womens Team winning World Cup, video clips from games, Internet sites.

Cricket and gender

2. Ākonga describe the effect of cricket on television on their gender perspective of cricket.

Multi-choice questions

If there was a one-day cricket match between the New Zealand and Australian men’scricket team, on television, would you

1. not watch it at all,
2. sit and watch the game from start to finish,
3. watch small amount from time to time (just to follow the scoreline),
4. mainly watch it only at the end of the innings,
5. wait for the highlights on the news.

If there was a one day cricket match between the New Zealand and Australian women’s cricket teams on television, would you

1. not watch it at all,
2. sit and watch the game from start to finish,
3. watch small amount from time to time (just to follow the scoreline),
4. mainly watch it only at the end of the innings,
5. wait for the highlights on the news.

If ākonga’ answers to the above two questions were different, ask them to explain their reasons.

Ākonga discuss why there is a difference.

Ākonga discuss how their differences in gender perspectives could affect their perception of cricket.

Ākonga define a ratio between the coverage of male versus female cricket on television.

Eg 20 to 1, 15 – 1, 10 – 1, 5 – 1, 2 – 1, 1-1.

Ākonga could be grouped (into their ratio selections) and consider a) writing a letter to the broadcasting complaints tribunal or b) summarising their key points, on the effect of this imbalance, and share it with the class.

A useful website is the media awareness network at <http://www.media-awareness.ca>

**Lesson five, six and seven**

Ākonga play round robin games of six-a-side modified cricket.

You may wish to video the game and include commentator selector, umpires, third umpire, and spectators.

Modified Rules:

* Fielding team has one bowler, one wicket keeper, and four fielders in front of wicket.
* Batting team collect runs as in normal cricket including 4s and 6s. They go out if bowled, run out, stumped, caught or if they hit the ball behind them (eg to third leg or third man position).
* Non-batting members of batting team form commentators, video camera operators, umpires, scorekeepers, statistician and spectators.
* Each pair of batters stays in for six overs. If a batter is given out the batting team lose three runs but the batter remains in. Batters change ends for each over. Bowlers rotate after each over so that all members of bowling team have 3 overs each.

You may wish to combine the following with the series of cricket games, by videoing the game and including commentator, selector, umpires, third umpire, and spectators.

Ākonga at the end of the unit may create either a video of the tournament or an article for the school magazine as a media reporter of the tournament.   
This could be combined with a self-critique of their video/article. This self-critique could be focused on critical thinking and an acknowledgement of influences and bias. It could also indicate what they decided to leave in and what they decided not to comment on. They can then justify the reasons for their editing.

At the completion of these round robin games ask ākonga to complete the **Final review questions** (see worksheets).

Ākonga describe how their perspective of cricket affects their well-being.

Timed talking on how the media influences their attitude on winning and losing, and participation.

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| Instructions for timed talking.  Ākonga move into pairs. They take turns talking and they are not allowed to repeat what their partner has said.  Person A talks for 25 seconds.  Person B talks for 25 seconds.  Person A talks for 15 seconds. |

Review your rating of competency. Has it changed? What has affected any change that has occurred?

Review your rating of attitude towards winning and losing. Has it changed? What has affected any change that has occurred?

Ākonga review their rating of attitude toward cricket in general.

What effect did this unit have on their attitudes and skill? Why did it have this effect?

How would you view the media’s perspective of cricket in the future?