



DreamCricket™

Building confidence and self-esteem for
Children with special needs.

ACTIVITY GUIDE

2017 Volume 2



FOR FURTHER INFORMATION PLEASE CONTACT:

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Rotary 



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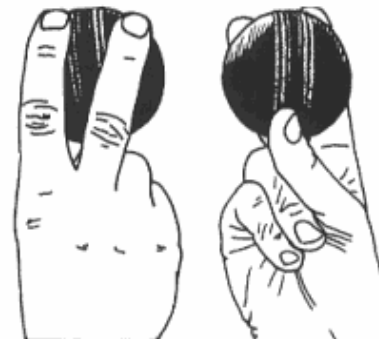
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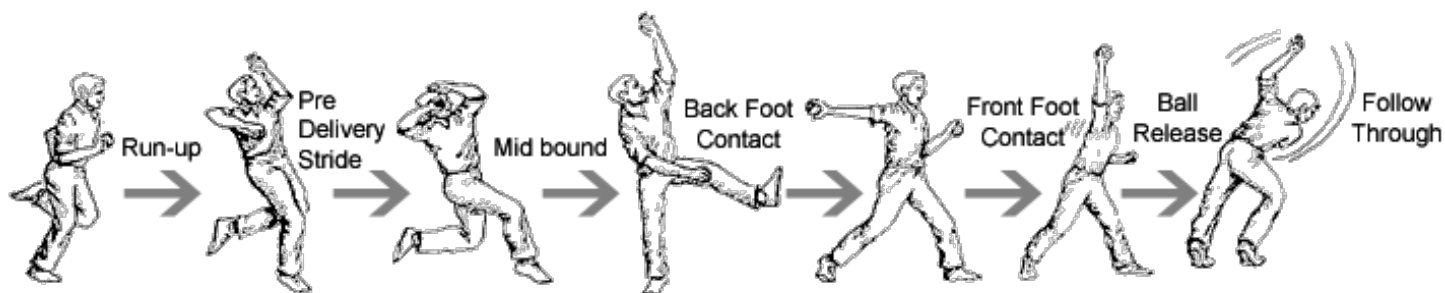
Grip:

- 1st and 2nd fingers are placed on the seam
- thumb is underneath on seam
- last two fingers are tucked into the palm



Action – Method #1:

- stand side on
- stretch the string with front arm reaching for the sky and bowling arm next to back knee
- pull the string with front arm and release ball
- follow through, i.e. bowling hand in back pocket



Action – Method #2

- make a 'cross' with arms then turn side on with the arm holding the ball at the back
- head level and turned to look at batter
- begin rocking from front foot to back foot like a see saw
- once you have a good rock release the ball as you rock forwards
- front arm pulls down past left hip with bowling arm following across body





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THROWING TECHNIQUES

Grip:

- fingers on top of the ball
- fingers across the seam



Action:

- front arm, hip and foot point towards target
- throwing arm up at shoulder height
- step as you throw
- follow through as if bowling
- the fingers, wrist, elbow, and shoulder should all be used



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Close Catching

- stand with feet shoulder width apart and knees slightly bent
- cup hands like getting a 'drink from the tap'
- have fingers pointing towards the ground
- watch ball into hands
- hands and elbows give with the ball, like catching an egg



Outfield Catching

- hands above eyes
- fingers pointing up and back with elbows bent
- hands and elbows give with the ball, like catching an egg





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TEE DRIVE

People: 2

Equipment: 1 bat, 1 ball, 1 tee, 2 markers per pair

Procedure:

Start with batter one step behind the tee with ball on it. Receiver waits between but behind the markers.

Encourage batter to step as close as possible to the tee, with eyes on the ball.

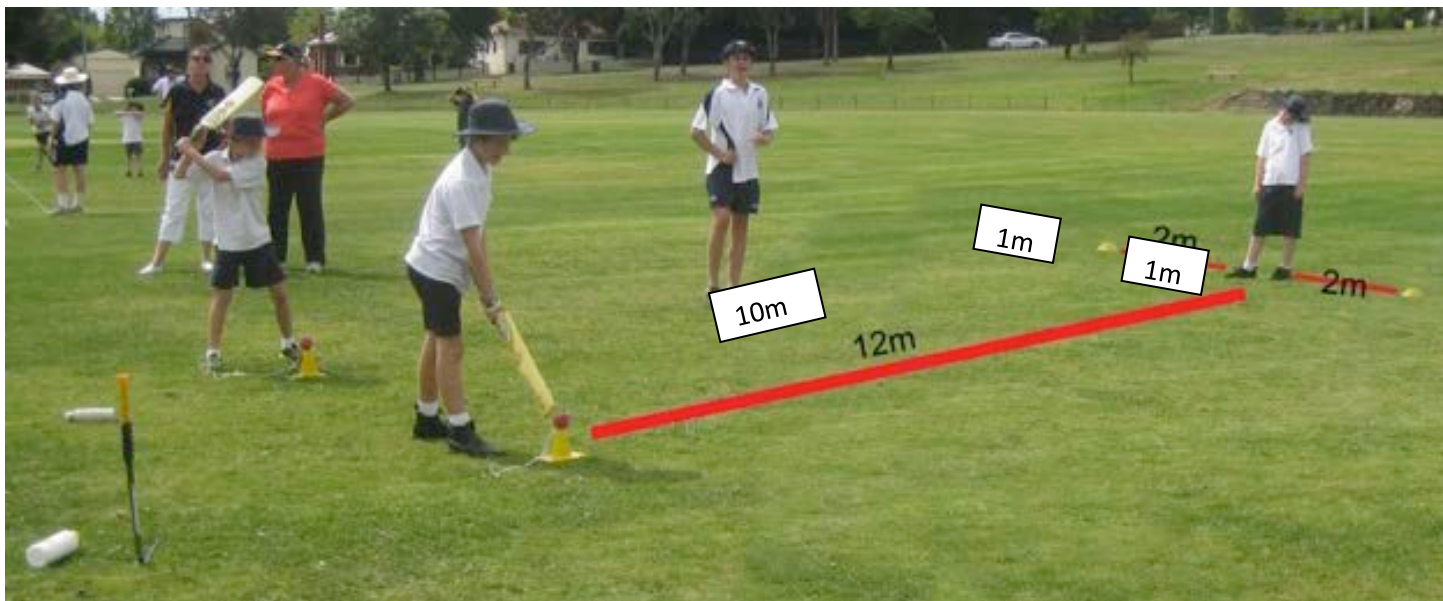
Contact is the major objective, hitting the ball in between the markers 10 metres away and 2 metres apart. Each batter has 6 hits before swapping with partner.

Adjustment:

The tee to be moved closer or further away from the markers depending on the batters ability.

Challenge:

After the first 6 hits each, move the markers closer together by 200mm each time the batter successfully hits the ball between the markers until they are 100mm apart.



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TARGET BOWL

People: 2

Equipment: 1 set of stumps or Sticky-Wicky, 1 ball

Procedure:

Place the players in pairs with stumps in between. Players bowl/throw or roll the ball and attempt to hit the stumps.

Adjustment:

Each time the stumps are missed the pair take 1 step forward and each time the stumps are hit the pair take two steps backwards.

Challenge:

Alternate between left and right hands. If one hits the wicket remove one outer stump. If the two remaining stumps are hit, remove the second outer stump which leaves one to aim at.



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People: up to 10

Equipment: rebound net, 1 ball, 2 markers

Procedure:

Place the rebound net with one marker 2 metres away and the second marker a further 2 metres behind it. Line up all players behind the second marker.

One at a time the players approach the first marker. Pick up the ball and throw onto the net and then catch the rebound.

Each player has 5 throws then hands the ball to the next player.

Adjustment:

The front marker can be moved closer or further away to suit the player's ability.

Challenge:

1. Once all have had a turn, line them up. The first player throws the ball onto the net and moves out of the way to the back of the line while the second person catches it, then throws and moves to the back of the line and so on.
2. As for the first activity, the player throws with their left hand and catches with one hand – many variables can be introduced.
3. Line two groups of 5 at a 45° angle either side of the rebound net face and explain how the ball, when thrown on that angle rebounds at the same angle to the second group.





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KEEPER (Sticky-Wicky)

People: 2

Equipment: Sticky-Wicky, special ball, 1 marker

Procedure:

Place the marker 5 metres from the Sticky-Wicky. Player one behind the marker with the ball and the second player standing next to the Sticky-Wicky.

Each player has 5 throws at the Sticky-Wicky and attempts to hit the Velcro wicket.

Adjustment:

Move the markers closer or further away to suit their ability.

Challenge:

Get them to challenge themselves by moving further back, using the opposite hand to throw and counting their successful wickets.



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STICKY-WICKY GAME

People: up to 12

Equipment: Sticky-Wicky game, 1 bat, 1 special ball, 1 marker

Procedure:

Batter awaits for the ball to be bowled from the marker 10 metres away. Rest of the group divide into 2 and line up either side of the wicket area, to field. Each bowler has 3 bowls.

When the ball is hit the batter runs between the wicket and the bowlers marker scoring as many runs as they can. The fielders chase the ball, throwing it back to stick onto any of the three Velcro areas to get the batsman out.

The rotation for bowling and batting is all players move clockwise by one position until everyone has batted, fielded, and bowled.

Adjustment:

Move the bowling marker in or out to ensure the batter can hit the ball or use a tee to bat from.

Challenge:

To work as a team, in particular, relaying the ball back for a player to hit the Velcro from a shorter distance.



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RUN OUT GAME

People: 2 equal teams

Equipment: 3 sets of stumps, tee, ball, bat

Procedure:

Conduct a coin toss or similar with the winner selecting their team as Australia or England and to bat or field.

Set the game with one stump in front of fielding side. Two stumps 10-15 m apart in front of batting side. Ball on tee in front of closest stump. Bat on ground next to tee.

Ensure no one comes any closer than 5 metres from behind either stump. A safety zone in case the bat comes away from the batters hands and to give the wicket keeper room to move in catching the ball when thrown by the fielder.

Fielding Side:

First on the line becomes the fielder, second the wicket keeper both standing behind and next to the stump.

Batting Side:

One at a time the next in line comes up to the tee, picks up bat. When indicated to go hits the ball from the tee and runs, with the bat in hand, between the wickets scoring as many runs as they can before the umpire declares they're out.

When the ball is first hit the nominated fielder chases the ball and throws it back to their team mate, wicket keeper who stumps them out on his stump. That is when the batter is called out.

Every successful run scores a point. Every player on the team has a turn before teams swap.

The fielder then returns to the back of the line, the wicket keeper becomes the fielder and the next in line becomes the wicket keeper.

Challenge:

Not only to participate but to cheer for your team while batting and fielding. It is advised that both teams scored equal points and congratulate each other.



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When exploring a skill ensure the introduction is kept relatively brief in terms of talking. It is important to provide children with an accurate demonstration of the skill as well as allowing them the opportunity to experience the skill themselves.

A good introduction involves the following:

- the main coaching points – when giving coaching points describe them in a way that players will relate to and only have a limited number of technical points, not overloading them with information. For example, when teaching catching, players need to cup their hands like they were ‘getting a drink from the tap’.
- the common errors associated with the skill
- a demonstration

Safety:

A major responsibility of the coach and parent helpers is to ensure they provide a safe environment for the children to learn within. A number of safety issues are alleviated by the provision of modified equipment. The following are some fundamental issues of safety:

- ensure a 4m clear radius from any batter
- ensure equipment is the correct size
- check that your equipment is in good order. For example, are there grips on bats?
- do not leave excess equipment lying around
- ensure that children are hitting away from other groups
- use markers wherever possible and clearly indicate where children should position themselves

Hints and Tips:

- organize children into groups (max 10 per group), 1-2 teachers/aides per group
- give each group a memorable name (eg the *Steve Waugh* group) this will allow you to organize children quickly into groups each week
- ensure there is adequate room between activities for safety purposes
- be flexible with the program, if something doesn't seem to be working make alterations
- try not to place too much emphasis on technique, the ability to bowl a ball or hit a ball will provide the greatest enjoyment during the early stages of the program



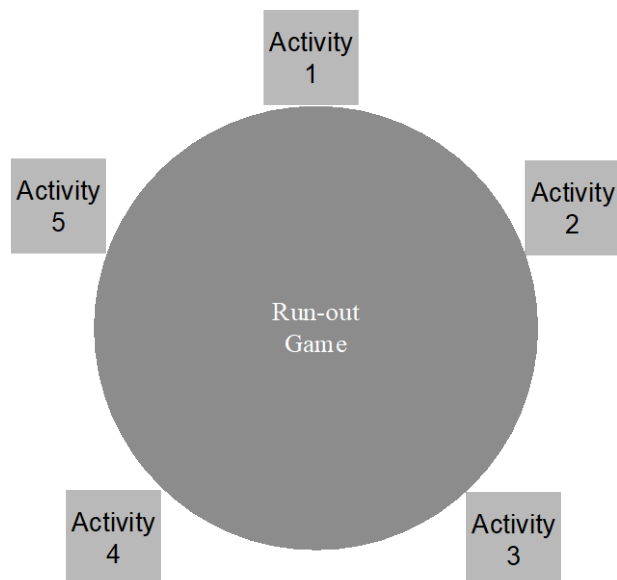


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LESSON SET-UP

Set-up activities in a circular shape to allow teams to easily move between stations as well as allow the coordinator to oversee each group. Use the area in the middle of activities for warm-up and modified games. A diagram of the suggested set-up format is displayed below, as well as time allocations. The times provided are only suggestions and it is important coordinators establish what works best for them. Coordinators need to have the confidence to extend times if children are enjoying an activity or skill as well as shorten time if children are becoming distracted or disinterested.

Divide participants into 5 teams. One group will be placed at each activity and rotate clockwise at the given time.



Suggested times:

Activity 1 Rebound Net	15 mins
Activity 2 Driving Cricket	15 mins
Activity 3 Sticky-Wicky (Keeper)	15 mins
Activity 4 Target Bowl	15 mins
Drink Break	10 mins
Activity 5 Sticky-Wicky Game	15 mins
Run out Game	35 mins
(Divide participants into two teams)	

TOTAL SESSION TIME 120 MINUTES



All timing should be adjusted to suit the daily schedule of the children's requirements, heat conditions and concentration span.



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