



CRICKET FOR PROTECTION

A PLAYBOOK BY

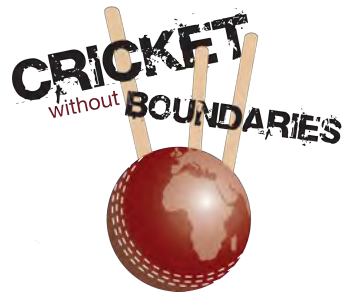


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ABOUT US



Cricket Without Boundaries (CWB) is a UK-based organisation dedicated to using cricket as a force for good. We work with partners around the world to promote gender equality, improve health, and strengthen communities through cricket.

We lead international efforts to develop sustainable, equitable, and empowered cricket systems that benefit marginalised groups, including women, girls, refugees, and disadvantaged communities.

We deliver impactful coaching, foster life skills, and create inclusive environments where everyone can participate. Our programs aim to maximise social impact, enhance youth development, and build stronger, healthier communities through the power of cricket.

Find out more by visiting: cricketwithoutboundaries.com

UNHCR, the UN Refugee Agency, is a global organization dedicated to saving lives, protecting rights and building a better future for people forced to flee their homes because of conflict and persecution.

We lead international action to protect refugees, forcibly displaced communities and stateless people.

We deliver life-saving assistance, help safeguard fundamental human rights, and develop solutions that ensure people have a safe place called home where they can build a better future. We also work to ensure that stateless people are granted a nationality.

We work in over 130 countries, using our expertise to protect and care for millions.

Find out more by visiting: unhcr.org/uk/about-unhcr/our-partners/sport-partners/sport-programming



CONTENTS

What is cricket?	Pages 5-7
What is protection?	Pages 8-9
The Coaches' Philosophy and Code of Conduct	Pages 10-12
Developing Social and Emotional Skills	Page 13
Summary: Cricket for Protection	Page 14
What equipment am I going to need?	Page 15-17
Basic cricket techniques	Page 18
Planning sessions	Pages 19-20
Cricket games about Social Cohesion	Page 21-28
Cricket games about Social Inclusion	Pages 29-36
Cricket games about Psychosocial Wellbeing	Pages 37-44
Cricket games about the Spirit of Cricket	Pages 45-47
Scoring and umpiring games of mini cricket	Pages 47-50

WHAT IS CRICKET?

Cricket is a bat-and-ball game played between two teams.



It is played around the world in many different forms – from playing on specially cut grass, to indoor cricket, street cricket and beach cricket. Wherever there's a little bit of space, a ball and something to hit it with, you can play cricket.



In this playbook we'll show you how you make cricket fun and easy to play for anyone, anywhere!



CRICKET AROUND THE WORLD

There are more than 100 countries that play cricket internationally, and an estimated 2.5 billion people follow cricket globally, making it the second most popular sport in the world behind soccer. Professional versions of the game range from “Twenty20” that lasts around 3 hours, to “Test matches” played over five days!

However, there are many simpler and quicker versions of the game that can be played and enjoyed by everyone, even those who have never seen or played the game before. You’ll quickly be throwing, catching, and hitting the ball and having lots of fun!



Cricket Without Boundaries work with partners and communities around the world to use cricket to support positive youth and community development!

THE LAWS OF CRICKET

The Laws of Cricket (<https://www.lords.org/mcc/the-laws-of-cricket>) is a code which lays out the rules of the game of cricket worldwide. In total there are 42 Laws and during these sessions we will introduce the players to some of the more important ones.

Part of the Laws of Cricket is the **Spirit of Cricket** which describes how the game should be played.

This is the most important starting point when playing the game and is closely linked to how cricket can be used as a tool for protection.

THE SPIRIT OF CRICKET

The Spirit of Cricket is about the way the game should be played, with respect and fairness at the heart.

Everyone involved in playing cricket should follow the Spirit of Cricket:

- **Respect** your captain, team-mates, opponents, and the umpires, and accept the umpire's decision.
- Play hard and play **fair**.
- Create a **positive atmosphere** by your own behaviour and encourage others to do the same.
- **Show self-discipline**, even when things go against you.
- **Congratulate** the opposition on their successes and **enjoy** those of your own team.
- **Thank** the officials and your opposition at the end of the match, whatever the result.

Cricket is an exciting game that encourages leadership, friendship, and teamwork, which brings together people from different nationalities, cultures and religions, especially when played within the Spirit of Cricket.



WHAT IS PROTECTION?

Protection aims to strengthen young people's protective environments and reduce their risk factors for abuse, neglect, exploitation, and violence. The desired impact of cricket for protection is that young people experience enhanced protection and well-being, which bring about positive changes in their lives and in the lives of others, and develop an increasingly safe, rights-based and cohesive society.

Cricket for protection enhances young people's protective environments by contributing to three protection outcomes:

- 1) **Psychosocial wellbeing**,
- 2) **Social inclusion**, and
- 3) **Social cohesion**.

Psychosocial wellbeing is the positive state of mind where a person thrives. It requires a sense of feeling safe and protected, increased self-confidence, and positive thinking.

Social inclusion is the process of improving the terms of participation in society, particularly for people who are disadvantaged and marginalised, through enhancing opportunities, access to resources, voice, and respect for rights. It requires empowerment, social awareness, and a sense of belonging.

Social cohesion is enhanced when a community can negotiate in non-violent ways, respect diversity, and develop a sense of community trust. It requires strengthened relationships, peaceful coexistence, and community trust.

Cricket for protection also promotes **gender equity**, the **inclusion of people with disabilities** and **child protection** and **safeguarding in sport**. This means that we want to play in a physically and emotionally safe environment that is inclusive of all people while promoting positive social change!

Can you see the link between the Spirit of Cricket and protection in the picture below?



EXERCISE: Identifying abuse, neglect, exploitation, and violence, and what should I do?

Here are some key terms, read them and familiarise yourself with what each term means.

<p style="text-align: center;">Harm</p> <p>Harm refers to a negative impact on an individual's physical, emotional or behavioural health and well-being. Violence, abuse, neglect and exploitation often lead to an individual being harmed.</p>	<p style="text-align: center;">Abuse</p> <p>Abuse is the deliberate act or series of actions which lead to harm. This includes, but is not limited to, verbal, physical, sexual, emotional and psychological abuse.</p>
<p style="text-align: center;">Neglect</p> <p>Neglect manifests itself in not reacting, either deliberately or through carelessness, to an act or series of actions or events which lead to harm.</p>	<p style="text-align: center;">Exploitation</p> <p>Exploitation refers to the use of an individual for ones' own benefit, gratification or satisfaction.</p>
<p style="text-align: center;">Gender-Based Violence</p> <p>Any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.</p>	<p style="text-align: center;">Violence</p> <p>The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.</p>

Now, read the scenarios below. Draw a line between the scenario and the kind of **harm** you think this is.

<p>Adbullah arrives at practice with a bruise on his eye and his upper arm. He refuses to talk about it when you ask him what has happened.</p>	<p style="text-align: center;">Neglect</p>
<p>Catherine usually walks home from practice with a group of friends, but you've notice that a man with a motorbike has started dropping her off and picking her up, making her hold on to him as they drive off.</p>	<p style="text-align: center;">Exploitation</p>
<p>Jonathan's behaviour at practice is changed. He used to be loud and active but now he is very quiet and hardly joins in. His clothes do not fit him, and other children complain that he is smelly.</p>	<p style="text-align: center;">Gender-Based Violence</p>
<p>Iqra stops turning up to cricket practice when she turns 13. When you ask the other children why, they say she is to be married to an older man and must stay at home.</p>	<p style="text-align: center;">Violence</p>

If you see or hear something that makes you think that a child is being harmed or at risk of harm, what will you do?

I will...

THE COACHES PHILOSOPHY

A Coaches Philosophy is:

1. The things you believe are important when coaching sport
2. Your values that influence how you coach

We expect coaches running a cricket for protection programme to follow the key principles of:

INCLUSION and **NON-DISCRIMINATION** to promote social inclusion

PARTICIPATION and **ENJOYMENT** to promote the wellbeing of young people

CONSISTENCY and **KINDNESS** to promote emotional security

YOUTH EMPOWERMENT and **LEADERSHIP** to promote community participation

Your players should:



Have fun playing the game: get players moving to develop physical movement skills and release stress.



Work as part of a team to build trust: communicating and negotiating with teammates to solve problems, achieve success and cope with failure as a group.



Play with honesty and integrity: by playing according to the Laws of the Game, and with **respect and tolerance** by playing according to the Spirit of the Game.



Support teammates and others: by being considerate of people's feelings, offering encouragement, and including everyone regardless of their background or ability.



Be encouraged to lead their own learning: developing self-confidence, responsibility, and accountability.

WHAT IS YOUR COACHING PHILOSOPHY?

Complete the sentences below to start developing your own coaching philosophy. What is the most important thing for you to do when you are coaching, what do you believe the impact of your coaching will be? Check out the examples from the coaches in the margins, and then have a go at writing your own philosophy in the space provided.

When I coach I will...

Make sure I have a plan for adapting sessions so that all children can take part, and make it easy for children with disabilities to join in.



Always speak calmly and kindly with the children even if they are being loud or their behaviour is being challenging.



I believe that when I am coaching...

I am a role model who will make a difference to young people.



My first responsibility is to keep players safe, then I should make sure they are having fun, and then help them to get better.



COACHES CODE OF CONDUCT

Often, organisations have a coaches' Code of Conduct which explains the organisation's expectations of how a coach will behave. Here's an example of a coaches' Code of Conduct – your organisation may have one of their own, make sure you know what is in your organisation's Code of Conduct if it does have one.

Sport for Development Code of Conduct

As a Sports for Development Coach I am committed to developing my community through sport. I know I have an important job as a role model for players and students. I will always try to behave well, both during and outside sports activities. Here are the important things I promise to do:

- I will make sure that the safety and well-being of every player is the most important thing, even more important than winning.
- I will treat every player with kindness and respect, no matter how old they are, if they are a boy or a girl, if they have any physical challenges, or where they come from.
- I will always play fair, be disciplined, show empathy, be confident, and respect others. I won't allow mean, racist, or hurtful behaviour.
- I will follow the rules and not try to cheat or do something wrong to get a personal advantage.
- I will make sure that the sports activities are right for each player's age, gender, experience, and abilities.
- I will know when to ask for help from experts like the police, therapists, doctors, parents / guardians, or other coaches if needed to keep children safe.
- I will build trust and respect with every player I work with.
- I will help players learn to be responsible for their actions and performance.
- I will tell players (and sometimes their parents) what I expect from them and what they can expect from me.

I promise to follow these rules and do what's right.

Signature: Town / City: Date:

Does your philosophy match up with the Code of Conduct?

Will you change anything about your philosophy after reading the Code of Conduct?

SOCIAL AND EMOTIONAL SKILLS

Cricket for Protection offers a playful learning and protection platform. When cricket, and sport more broadly, is integrated in and around the school community, it offers a dynamic space for children and young people to develop critical **social and emotional skills** that can be applied in other parts of life, not just on the cricket field.

Are you not entirely sure what social and emotional skills look like in practice?

- Teamwork
- Communication
- Problem-solving
- Building empathy
- Identifying and regulating emotions
- Expressing thoughts and feelings

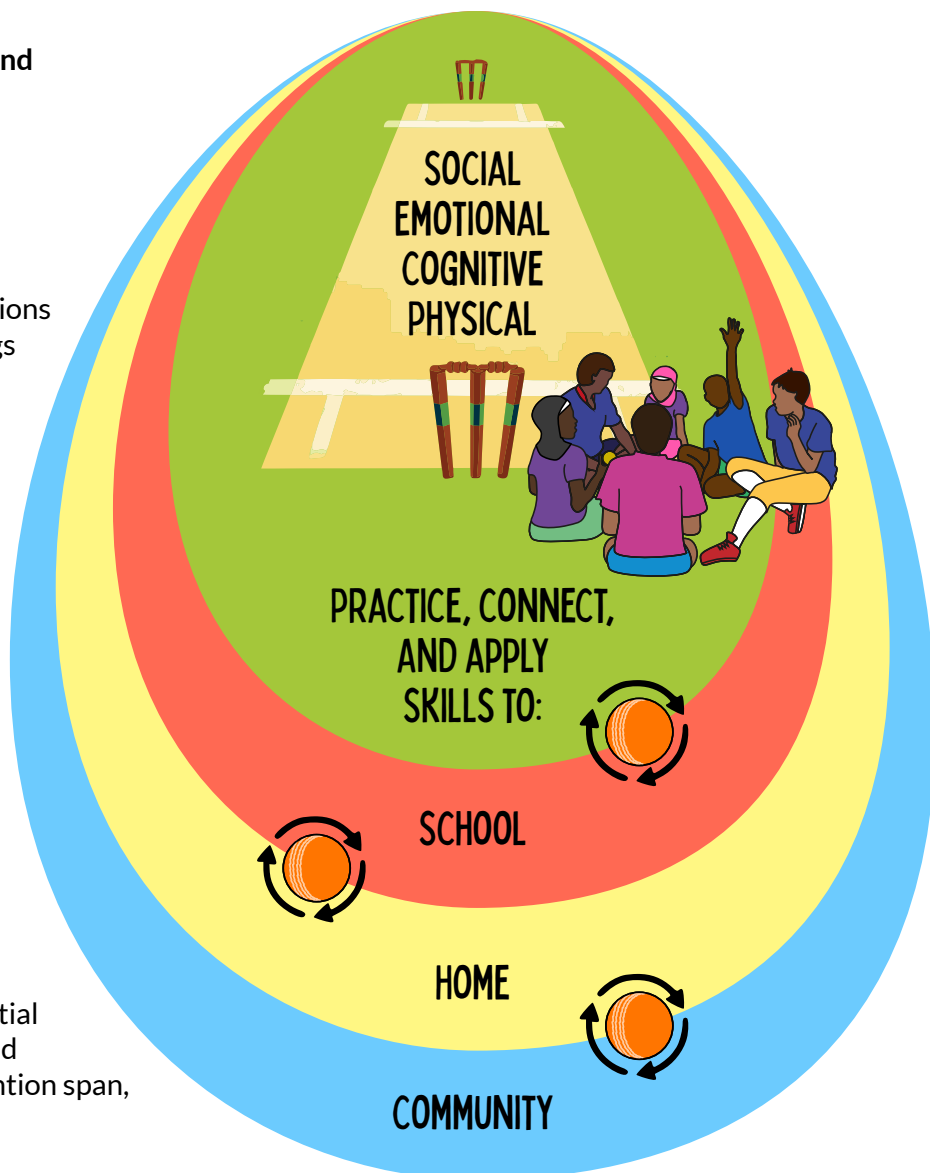
Are all social and emotional skills.

The development of such skills is key to the holistic development of children and youth.

Social and emotional skills have a positive impact on learning, leading to improved school engagement and academic performance.

Additionally, they help establish relationships with peers both inside and outside the classroom and build strong community connections.

While keeping children and youth physically active, cricket plays an essential role in also developing physical skills and enhancing cognitive skills (such as attention span, logic, and reasoning).

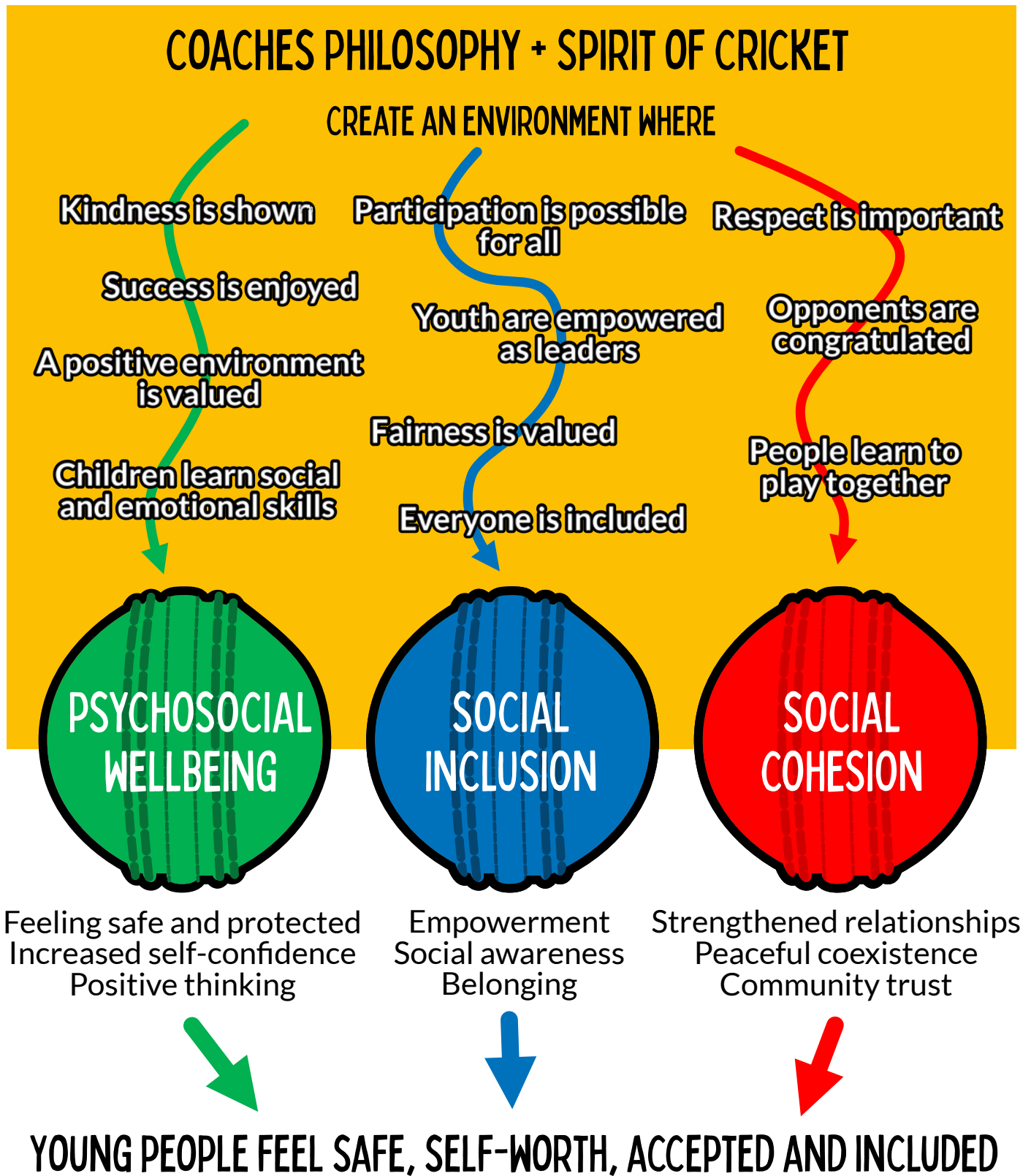


Combined with cognitive and physical skills, social and emotional skills contribute all to the three protection outcomes of Sport for Protection: **psychosocial wellbeing**, **social inclusion**, and **social cohesion**.

Curious to see in action this cricketing multiplier effect on children and youth? Dive in and roll out the activities outlined in the following pages!

LET'S BRING IT ALL TOGETHER!

Phew! That's a lot of information to think about! Let's take a look at this illustration that summarises the key points discussed above.



WHAT AM I GOING TO NEED?

There are three main pieces of equipment in cricket:



THE BAT

A stick to hit the ball with! One side of the bat should be flat, this lets the player guide where the ball goes when they are hitting. Usually, the other side of the bat is ridged, but if you're making your own bat this doesn't matter much.

	
<p>A plastic and wooden cricket bat – plastic bats are great for beginners because they are light to pick up and last for years!</p>	<p>A homemade wooden cricket bat – any kind of wood works, you can even use plywood. Wrapping something round the handle as a grip is a good idea – this bat has a rubber tube wrapped around it, usually used for tying things onto the back of bicycles!</p>

THE BALL

A small ball about the size of an adult fist, which bounces when thrown into the ground.

	
<p>A cork and leather cricket ball, plastic cricket ball and a tennis ball – tennis balls are one of the most popular balls used to play cricket! When playing with the cork and leather ball players need to wear protective equipment.</p>	<p>A homemade ball – a bit bigger than a typical cricket ball, this homemade ball can still be used to play cricket and is made of rags stuffed in a plastic bag with string tied around the outside.</p>

THE STUMPS

The target which the batter is trying to protect with their bat, and the bowler is trying to hit to get the batter out!



Wooden stumps and plastic stumps – you can see the wooden stumps are simply 3 sticks driven into the ground.



Creative stumps! – Anything can be a set of stumps if you use your imagination, this boy is using a plastic jug, but crates are often popular, or you can paint or chalk stumps onto a wall (roughly 70cm tall, 20 cm wide).

As a coach, you might also need:

MARKERS

These help you to mark out areas of play.





Plastic markers – these are common in lots of sports and come in all sorts of shapes, sizes, and colours!



Home-made markers – you can use anything as a marker! If you have some paint, you can paint wooden disks to make markers on the ground, or water bottles with sand or stones in the bottom for raised markers.

BATTING TEES

These make it easy for batters to hit the ball when they are learning.

	
<p>Plastic batting tees – these are cricket specific coaching aids.</p>	<p>Home-made batting tees – cutting the bottom off a plastic bottle and removing the lid makes a good batting tee. Line the cut edge with tape to cover any sharp edges.</p>

SOME USEFUL RESOURCES!



CWB Ambassador Isaneez Emmanuel shows how to make a homemade ball with socks, a plastic bag, and string.

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



CWB Ambassador Asaba Rita shows how to make a homemade ball with banana fibres and a plastic bag.

<https://www.youtube.com/watch?v=p5iU5T6NO9k>

KEY CRICKET SKILLS

Cricket is a game made up of three key skills: Batting, Bowling, and Fielding (catching/stopping and throwing). For each skill there are some basics that will help your players to be successful!

BATTING

Have two hands on the bat grip, and make sure the arms are not crossed over

Stand with feet a comfortable distance apart – can you step forward and backward?

Feel free to move your feet to get to the ball!

Hit the ball with the full “face” (flat part) of the bat



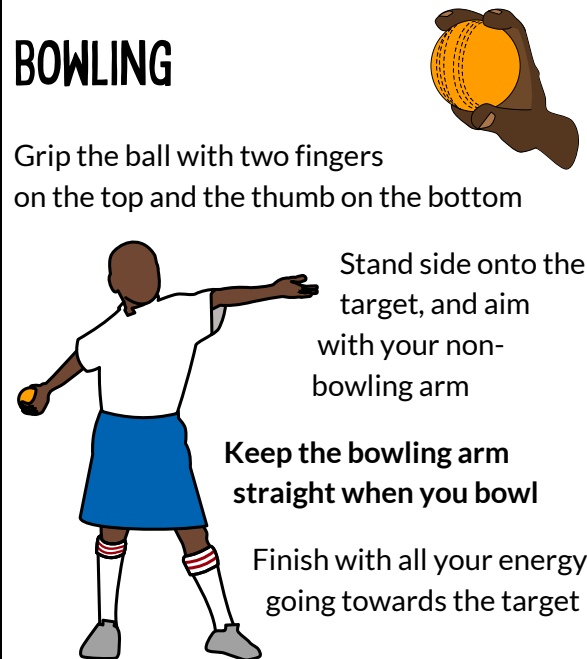
BOWLING

Grip the ball with two fingers on the top and the thumb on the bottom

Stand side onto the target, and aim with your non-bowling arm

Keep the bowling arm straight when you bowl

Finish with all your energy going towards the target



FIELDING: CATCHING AND STOPPING

Make a big area with your hands to catch or stop the ball

Be ready with your feet a comfortable distance apart, you want to be balanced!

Watch the ball all the way into your hands

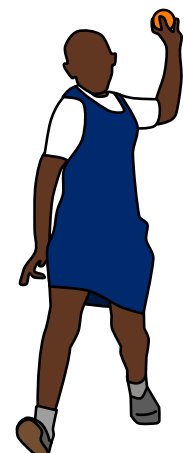


FIELDING: THROWING

Get your feet aligned to the target

Aim with your non-throwing arm

Keep all your energy going towards the target



WANT TO LEARN MORE ABOUT CRICKET?

If you have access to a smartphone, computer, or tablet with internet, you can complete the International Cricket Council Foundation course, and start the Level 1 course.

It has lots of guidance about technique and how to make cricket FUN, SAFE and INCLUSIVE. <https://www.edapp.com/icc/>



LET'S GET STARTED!

To get you started, we have 12 activities that you can play for cricket beginners, which will introduce these skills through games. We then have guidance for how to play a match!

These 12 activities are grouped into 3 themes, which help us to use sport to promote **protection** of children.

- **SOCIAL COHESION**
- **SOCIAL INCLUSION**
- **PSYCOSOCIAL WELLBEING**

When used with the **Spirit of Cricket and the Coaches Philosophy**, we can create a safe space for children to thrive and enjoy sport, no matter what their background, ability, or experience.



For your first 8 sessions, you might want to follow this structure for your session plans:

WEEK	ACTIVITY 1	ACTIVITY 2	WRAP-UP MESSAGE
1	Pick Up Cricket	Collaborative Catching	Team Identity activity
2	Adapt Batting	Quick Hit Cricket	Fairness and Empathy
3	Target Bowling	Gully Cricket	Perseverance and Communication
4	Play a Mini Cricket match		Respect and Knowledge of strengths
5	Team Targets	Diamond Cricket	Active listening, Negotiation and Refusal
6	Circle Bowling	Cricket Baseball	Fairness and Generosity, Leadership
7	Claim Your Rights	Pull Shot Game	Rights and Protection Mechanism knowledge
8	Play a Mini Cricket match		Team Identity activity

ACTIVITIES BY PROTECTION THEME

Social Cohesion		page
Pick Up Cricket	18	
Collaborative Catching	20	
Team Targets	22	
Diamond Cricket	24	
Social Inclusion		
Adapt Batting	26	
Quick Hit Cricket	28	
Circle Bowling	30	
Cricket Baseball	32	
Psychosocial Wellbeing		
Target Bowling	34	
Gully Cricket	36	
Claim Your Rights	38	
Pull Shot Game	40	
All Themes		
Team Identity Activity	42	
Mini Cricket	44	

ACTIVITIES BY CRICKET SKILLS

Multi-skill Games.		page
Pick Up Cricket	18	
Cricket Baseball	32	
Gully Cricket	36	
Mini Cricket	44	
Batting		
Diamond Cricket	24	
Adapt Batting	26	
Quick Hit Cricket	28	
Pull Shot Game	40	
Bowling		
Circle Bowling	30	
Target Bowling	34	
Fielding		
Collaborative Catching	20	
Team Targets	22	
Claim Your Rights	38	
Spirit of Cricket		
Team Identity Activity	42	

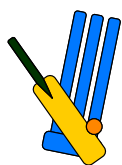
WHAT'S IN EACH ACTIVITY CARD?

Activity Name	QUICK HIT CRICKET Social Inclusion 30-40 mins	Protection Outcome Typical time taken			
Equipment needed	EQUIPMENT 1 ball 2 bats 2 stump sets 12 markers	OVERVIEW This game is very fun and very competitive! Players hit three balls quickly, and then try to score as many runs as possible. You can modify the rules to really focus on the message of social inclusion.	Brief description and learning outcomes	Linked play-based or creative activity	COMPLIMENTARY ACTIVITY Stand in a circle with one player in the middle. Everyone in the circle shares one thing about how the person in the middle makes a difference to the team. Rotate the person in the middle of the circle so that everyone stands in the middle.
How to play the activity	INSTRUCTIONS Set up the equipment like the illustrations. If you have a large group, try and play 2 games at the same time. Organise the group into 2 teams - a batting team and a fielding team. The batter hits the three balls off the stumps towards the batters. The fielders cannot cross the line until the ball has been hit. You can award a penalty 3 runs to the batting team if fielders break this rule. The batter starts to run around the stumps while the fielders work together to return the balls to the bats. The batter stops running when the balls are returned. The number of times they have run around the stumps is added to the team score. Every batter in the team bats, then the teams switch. ADAPT IT! Increase focus on social inclusion by... 1. Players picking how they receive the ball (see Adapt Batching for ideas) 2. Everyone can only touch one ball or one of their - includes more players 3. You cannot run/move with a ball in your hand - obvious teamwear and - includes more players.	ILLUSTRATION	How to lay out the equipment and where players stand/move	Modifications for older groups or groups with more cricket experience	DISCUSSION These questions might help when running a discussion about the key message of this activity: • Have discussions about how we included everyone in this game. • Why is this important? • How can we include everyone in all parts of our community? • Who gets included in this project and if not? What can we do about that?
	MESSAGE! Everyone in this game contributes - every girl and girl scored counts! In the end, every person in our community counts and can make a difference, if given the opportunity.	Ideas for how to adapt the activity	Summary of the key message from the game		MAKE IT HARDER: ALTERNATIVE GAME Similar to Quick Hit Cricket, the changes are: • The ball is bowled to the batter - they hit three balls and then start running. • The batter runs between two sets of stumps (more like a full game of cricket). • The three balls are returned to the three stumps, and not behind the stumps and the bowler's feet. • You can add rules such as if the batter is out, caught or legged they automatically score zero.
					REFLECTION SPACE Space for your own notes and reflections on the activity
	Side 1				Side 2

If your participants are very young and think they might find it hard to engage actively in a discussion activity, consider concluding the session by sharing the key message.

PICKUP CRICKET

Social Cohesion
30-40 mins



EQUIPMENT

2 bats
2 stumps
8 markers
1 ball

OVERVIEW

This game is an opportunity to give everyone a chance to try the different skills in cricket. If you have more than one coach, set up additional games to allow more playing time.



INSTRUCTIONS

Ask for a couple of volunteers to be **batters** - older players with more sports experience may be suitable. Have one stand at each set of stumps and explain the aim is to hit the ball and switch ends with their partner by running, before the ball is returned.

Ask for one volunteer to be the **keeper**. They stand behind one set of stumps and stop the ball if the batter misses it.

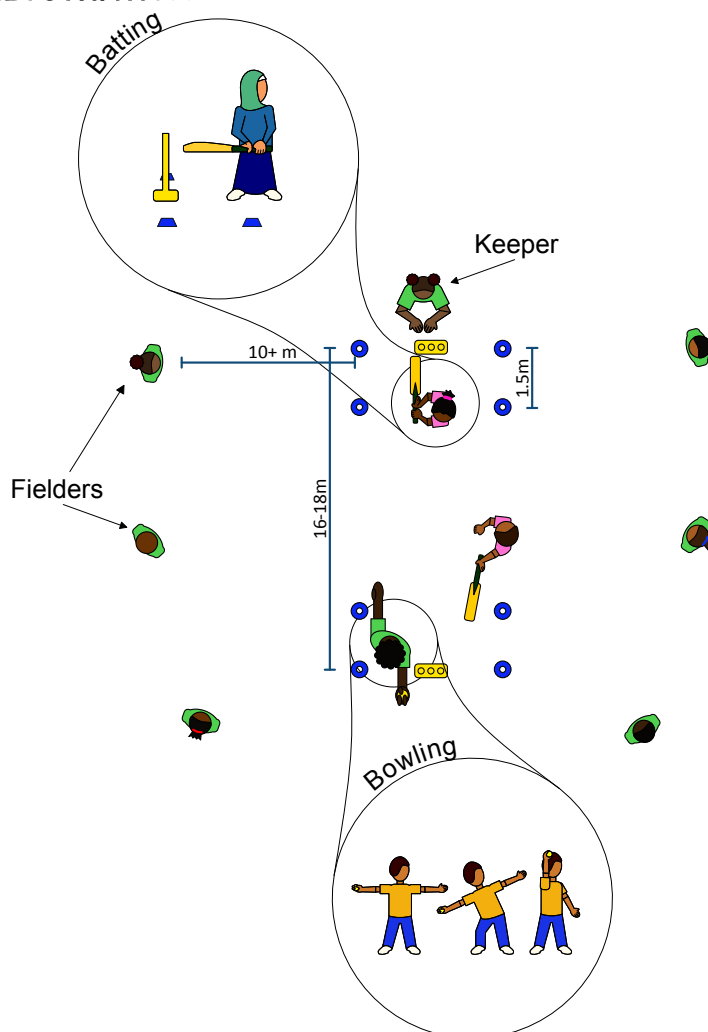
The coach should start as the **bowler**. You stand next to the other set of stumps and "bowl" it toward the batter stood in front of the stumps with the keeper. The aim is for the ball to bounce once before reaching the batter. They are also aiming to have the ball hit the stumps, in a competitive game this gets the batter **out**.

The remaining players should stand in a large circle around the playing area, their job is to be **fielders** who catch and stop the ball.

Each time the ball should be returned by the fielders to the bowler. They can then start a new ball.

Once the batters have had a few goes each, ask for new volunteers to try bowling / batting / keeping. Keep rotating roles every 6 balls or so.

ILLUSTRATION



Use the illustrations in the bubble to see how batters should stand to receive the ball (batting) and how bowlers should launch the ball (bowling - with a straight arm).

MESSAGE!



Everyone has different strengths, there might be some who are better at batting, some who are better at bowling. Even within these roles we might have different ways to approach it and still be successful - we might be very skilful and accurate, or we might be very strong and fast. There is role for everyone in cricket.

COMPLIMENTARY ACTIVITY

In pairs, identify your own strengths in cricket and in your daily life. Now identify the strengths of one of your teammates.

Compare the strengths you identified with the ones identified by your teammate. Discuss how each other's strengths are complementary.

DISCUSSION

These questions might help when running a discussion about the key message of this activity:

- Which role did you enjoy the most?
- Which were you best at?
- Was it the same as other people?
- What are the benefits of everyone having different skills that they're good at?
- What happens when we work together?

MAKE IT HARDER

If you're working with an advanced group, you can modify this activity to make it more difficult by:

RULES

- The batter changing every time someone is out.
- If you get someone out (catch the ball, bowl them out, run them out) you become a batter.
- Split the group into two teams, with each team playing a fixed number of overs (for example, 6 overs per team)

EQUIPMENT

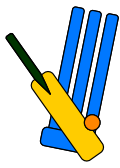
- Make a "tape ball" by wrapping a tennis ball in electrical tape (QR code below links to a video showing how this works)
- Use wooden bats - make sure these are light enough for the players - can they easily pick them up with one hand and hold it flat out at arm's length?



REFLECTION SPACE

COLLABORATIVE CATCHING

Social Cohesion
20-30 mins



EQUIPMENT

1 ball for every 2 players
Up to 16 markers

OVERVIEW

These three catching games require teamwork, communication, and respect for your teammates and opposing teams, so they're a great way to promote social cohesion.

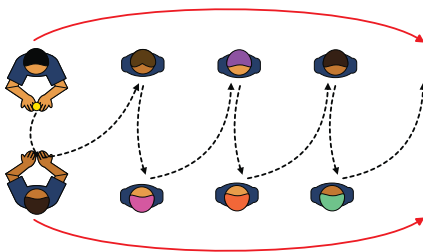
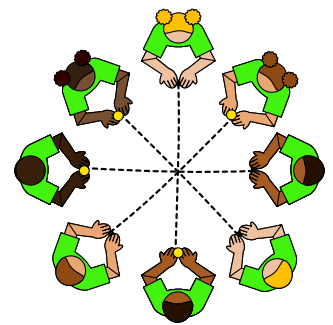


INSTRUCTIONS & ILLUSTRATIONS

Distraction Catching (10 minutes)

In groups of 8-10, make a circle with each player opposite a partner. If there are odd numbers, the coach should join in to make a pair, so no-one is left out. Start off passing the ball across the circle to your partner – don't get distracted by the other pairs!

Set some challenges – how many catches in a minute? How long as a group without dropping the ball? How quickly can you do 20 catches? Number each pair – when you shout that pairs number, they cross the circle and switch places – other teammates should be careful to avoid hitting them with the ball!



Caterpillar Catching (10 minutes)

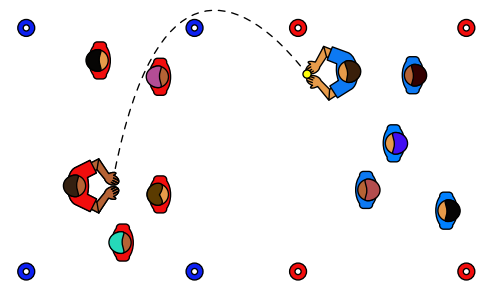
Create at least 2 teams. Split each team into two lines opposite each other. Teams race each other to pass the ball in a zig-zag down the line, with the person who throws the ball running to join the end of the line.

Make it competitive – which team can get the furthest without dropping the ball? Which team can cross the field quickest? Make sure you play with honesty – if you drop the ball, you must start again!

Catching Tennis (10 minutes)

Create at least 2 teams. With a big group, you can have 4 teams! Teams throw the ball high in the air, to land into other teams' box/court. If the ball lands in your box, the team who threw it gets a point.

If you miss the box with your throw, the other team gets a point. You must call your name if you're going to catch the ball to avoid crashing into your teammates.



MESSAGE!

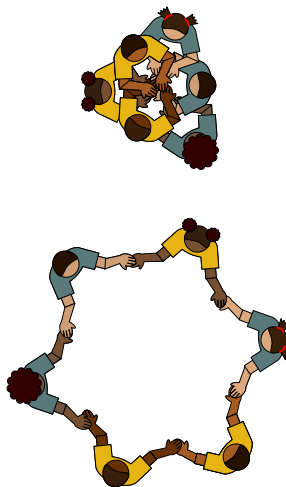


Working together and communication helps us to be successful in these games! We have to be patient with those with different skills to us and support other members of our team. We have to be honest while playing the game, and to be respectful of the other teams no matter if we win or lose.

COMPLIMENTARY ACTIVITY

In small groups of 5-6, play the Human Knot game (it becomes more challenging and fun with larger groups of 10 or more participants). In mixed gender groups, think about if you should do boys groups and girls groups.

Participants should stand in a circle, holding hands with two people who are not directly next to them. The challenge is to untangle the knot without letting go of each other's hands. It requires communication, cooperation, and problem-solving skills to unravel the human knot successfully.



DISCUSSION

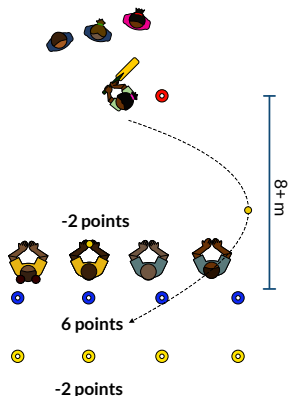
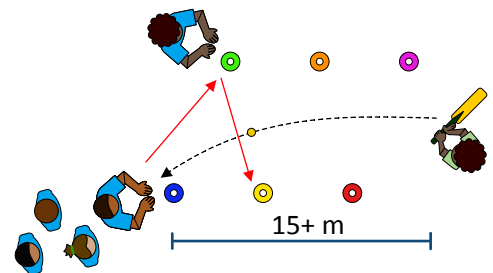
These questions might help when running a discussion about the key message of this activity:

- What factors contributed to your team's victory in the game?
- What did you learn about working together when you didn't win?

MAKE IT HARDER: ALTERNATIVE GAMES

All over the line

Mark a zigzag of 6 cones. Players start at the back of the zigzag. The coach uses a bat to hit a catch to the first person – if they catch the ball, they can move to the next cone. The aim for the team is to get everyone to the front cone as soon as possible by supporting and helping each other. Split into small teams to make it a race.



Boundary riders

Set two parallel lines of cones (blue and yellow in the illustration), around 2 meters apart, and a final cone 8 meters back from the front line (red in the illustration). Split the group into two teams, the hitting team take it in turns to hit a ball into the air from the 8 meter cone, aiming to land the ball between the lines of cones.

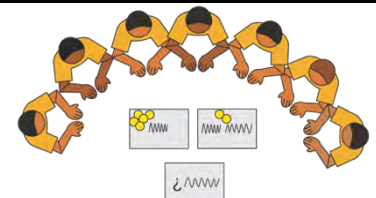
The fielding team should spread out on the front (blue) line and try to stop the ball landing between the lines of cones without stepping into the area between the lines. If the ball lands in the area or the fielder steps into the area, the hitting team get 6 runs. If the ball lands past the lines or the fielders catch the ball, the hitting team lose 2 runs. Change after the hitting team gets to 12 runs.

EVALUATE IT

If you want to collect some baseline information about your players, you can use catching games to do this!

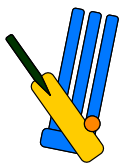
Have your questions and answers written on sheets of card/paper. Lay each question on the ground in turn, along with the answers. Players "vote" by putting their ball on the card that shows their answer. Between questions, ask players to try different skills for example throw the ball, clap three times, then catch the ball.

Example questions could be: Do you play sport in school? Did you go to school last week? Do your parents support you playing sport?



TEAM TARGETS

Social Cohesion
20-30 mins



EQUIPMENT

8 markers
2 targets (e.g. stumps)
2 sheets of paper or cardboard, 2 pens
1 ball
Coloured bibs to show teams (if possible)

OVERVIEW

Similar to netball or football, players pass the ball to each other to move the ball down the pitch, and score by throwing the ball at a target.



INSTRUCTIONS

Split into two teams.

The aim is to hit the stumps, which is the target. **Players cannot move with the ball in their hand** and cannot go into the square of markers.

They must throw the ball with an underarm throw, passing amongst themselves to try to score.

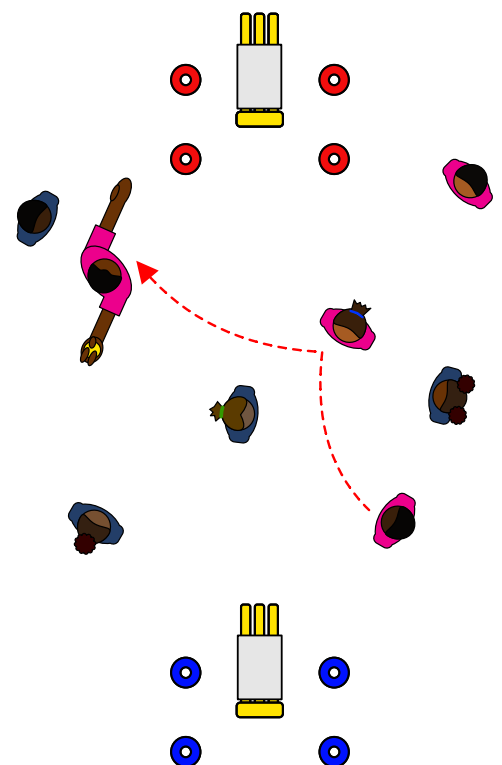
Players from the opposite team can intercept the ball or collect a ball that has been dropped, and then work as a group to hit their target.

Take a break to have a discussion about what the team's collective "targets" are, you can write these on the sheets of paper or card and put these on the stumps. These could be targets:

1. For the rest of this session
2. For the next few weeks
3. For their team
4. For their community

The team who hits their target the most times wins.

ILLUSTRATION



Keep the game moving by changing the rules of how the ball must be passed, e.g.

- Catch one handed, roll the ball, bounce pass
- Alternate throws boy-girl-boy
- Everyone must catch the ball before trying to score

MESSAGE!



Sharing a team goal can help bring us together. Each of us can contribute to that goal in different ways, the key is that we work together

COMPLIMENTARY ACTIVITY

Identify a need or social problem in your community. Reflect or brainstorm with your teammates on how you could collectively address it. What could you do to bring about the change you want to see?

DISCUSSION

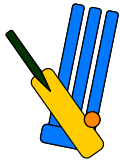
These questions might help when running a discussion about the key message of this activity:

- How did we work together to do well in this game?
- What did we need to do to communicate?
- How did we decide what our target should be?
- How did we overcome difference and collectively devise a solution to address the identified social problem?

REFLECTION SPACE

DIAMOND CRICKET

Social Cohesion
30-40 mins



EQUIPMENT

4 sets of stumps or similar targets
4 bats
1 ball

OVERVIEW

4 batters play at the same time, they must communicate with each other to decide if they want to run or not, promoting consideration of others and teamwork.



INSTRUCTIONS

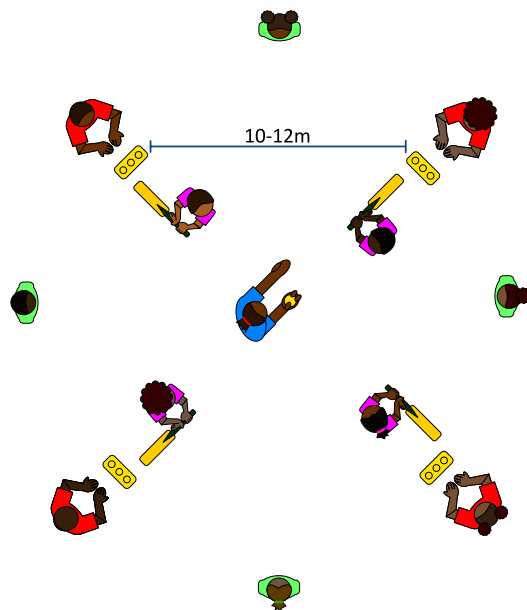
Batters bat in groups of 4, in a diamond formation. The coach throws the ball underarm towards any stump set. The ball can come to anyone at any time. When the ball is hit, all 4 players move one (or more!) space around the diamond, to the next set of stumps.

Fielders can get the batters out caught, bowled (the batter misses the ball and it hits their stumps) or run out (the fielders return the ball to a set of stumps before the batter reaches it).

Batters say how many times they want to run. Fielders must communicate where the ball should be thrown to.

Once the batting team have been out 4 times, bring in a new team of batters.

ILLUSTRATION



Rule changes to increase focus on social cohesion:

1. Batters can choose not to run – they should shout NO if they don't want to run, and the rest of their team should listen and respect their call
2. Batters can choose not to run but can only communicate with body language and signals

MESSAGE!



In this game we need to listen carefully to our teammates, and respect their decision if they say no they do not want to run. Link this to age appropriate discussion of consent.

COMPLIMENTARY ACTIVITY

Take a moment to jot down a word/emotion that captures how you feel when you experience respect from others, and then a word /emotion that summarizes how you feel when you are not respected.

DISCUSSION

These questions might help when running a discussion about the key message of this activity:

- When we wanted to run, who made the decision?
- How did we know if someone didn't want to run when they were using only body language and signals?

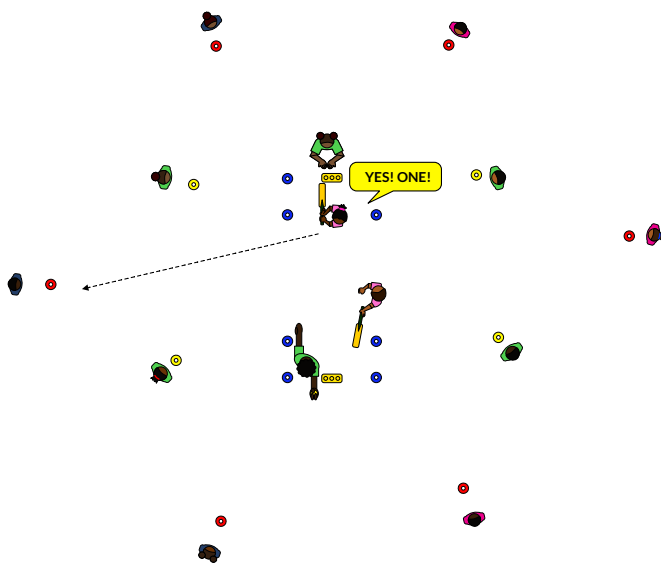
This is all about communication – active listening, negotiation, and refusal.

MAKE IT HARDER: ALTERNATIVE GAME

Hit the Gaps

Set up a game of pick-up cricket. Set a ring of cones 10 meters from the wicket (the inner ring, yellow in the illustration), and a ring of cones 20 meters from the wicket (the outer ring, red in the illustration).

The fielding team must start on the cones. The aim of the batters is to hit the ball to the fielders on the outer ring, by hitting it between the fielders on the inner ring.



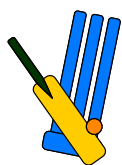
If they hit the ball to the outer ring they should shout yes, and the number of times they want to run. The fielders should work together to return the ball as quickly as possible to try to get the batter out. If they run without shouting yes, they score zero runs.

If they hit the ball to the inner ring, they should shout no and not run. You can award a bonus run for a correct shout of no, to encourage good communication.

REFLECTION SPACE

ADAPT BATTING

Social Inclusion
30-40 mins



EQUIPMENT

4 bats
4 balls
4 tees
Stumps to raise tees
8-12 markers

OVERVIEW

In this game you practice the basics of batting.

Some players might find it hard to hit a moving ball to start with. Some children, such as children who use a wheelchair, can find it hard to hit a ball that is low to the ground. You can introduce lots of different ways for players to practice batting and find the one that works best for them 😊.



INSTRUCTIONS

Organise players into groups of around 6, with one bat per group.

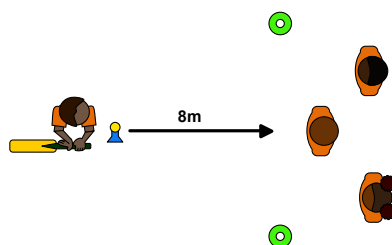
Set out a target for each group to bat the ball towards. You could use markers, but anything will work! See the equipment page for ideas.

Show the players 4 different ways of practicing (illustration),

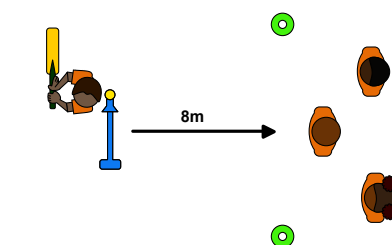
Players then work as a group to practice hitting the ball towards their target. Each player should have 4-6 goes and then a new player in their group gets to practice.

Make it competitive! Which group can hit the most balls through their goal? How small can you make your goal and still hit the ball through?

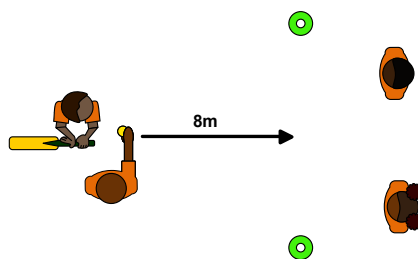
ILLUSTRATION



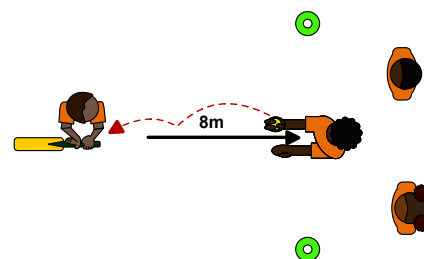
1. Hitting off a low tee



2. Hitting off a high tee (tee on top of a stump)



3. Hitting off a drop feed



4. Hitting off an underarm throw

KEEP IT SAFE! Make sure the person dropping the ball is facing the batter, so they don't get caught by the swing of the bat.

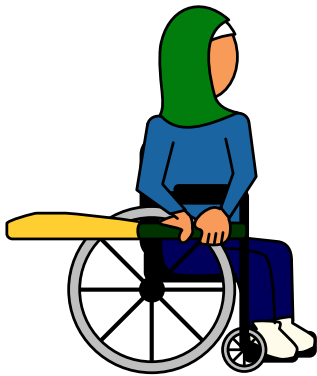
KEEP IT SAFE! Make sure the person throwing the ball is at least 8 big steps back from the batter.

MESSAGE!



It is important to include everyone no matter what their ability or experience. To include people, sometimes we need to adapt how the activity is done so everyone can join in. This is about being FAIR and all having the RIGHT to take part and enjoy cricket.

COMPLIMENTARY ACTIVITY



Now that you know the rules of cricket, how could you adapt the rules of the sport so that people with disabilities (physical or mental) can play the game?

DISCUSSION

These questions might help when running a discussion about the key message of this activity:

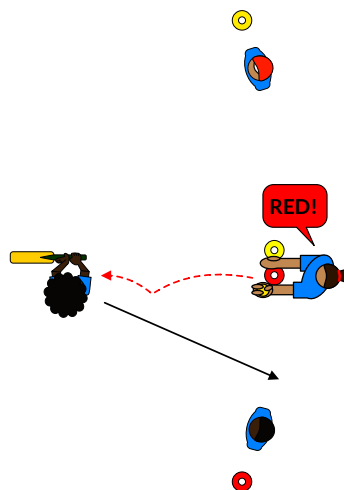
- Why is it important that we have different ways to hit the ball?
- How does this make things fair?
- How does it help include people of different skills and abilities?

MAKE IT HARDER

If you're working with an advanced group, you can modify this activity to make it more difficult by adding different cricket shots and making the ball harder to hit.

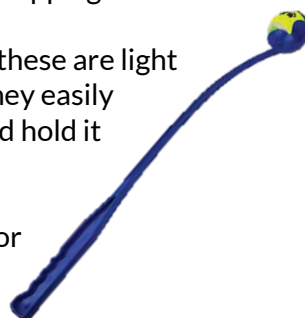
RULES

- Have two goals made with different coloured cones. When the ball is thrown, the person throwing the ball should shout which colour the batter should aim for.
- Throw the ball overarm to make it even more challenging.
- Use the ICC Foundation and Level 1 course for inspiration of different cricket shots for practicing adapt batting.



EQUIPMENT

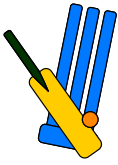
- Make and use "tape balls" by wrapping a tennis ball in electrical tape.
- Use wooden bats – make sure these are light enough for the players – can they easily pick them up with one hand and hold it flat out at arm's length?
- Use a "ball throwing stick" to increase the speed of throws for very experienced groups.



REFLECTION SPACE

QUICK HIT CRICKET

Social Inclusion
30-40 mins



EQUIPMENT

1 bat
3 balls
3 tees/raised tees
2 stump sets
12 markers

OVERVIEW

This game is very fun and very competitive! Players hit three balls quickly, and then try to score as many runs as possible. You can modify the rules to really focus on the message of social inclusion.



INSTRUCTIONS

Set up the equipment like the illustration. If you have a large group, try and play 2 games at the same time. Organise the group into 2 teams – a batting team and a fielding team.

The batter hits the three balls off the tees towards the fielders.

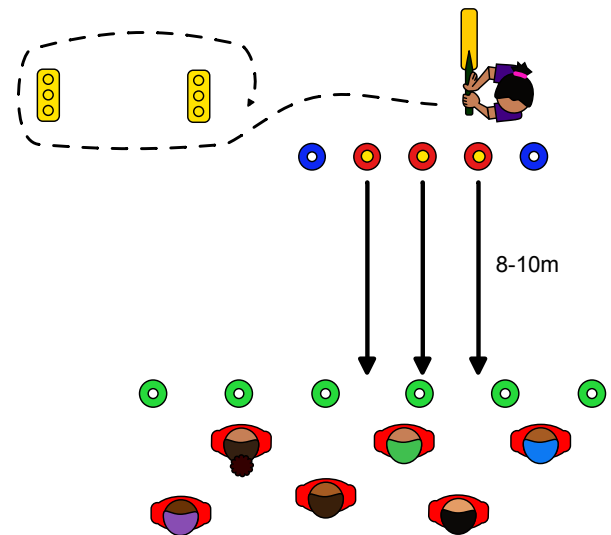


The fielders cannot cross the line until the last ball has been hit. You can award a penalty 5 runs to the batting team if fielders break this rule!

The batter starts to run around the stumps while the fielders work together to return the balls to the tees. The batter stops running when the balls are returned.

The number of times they have run around the stumps is added to the team score. Every batter in the team bats, then the teams switch.

ILLUSTRATION



Increase focus on social inclusion by...

1. Players picking how they receive the ball (use Adapt Batting for ideas)
2. Everyone can only touch one ball or tee at a time – includes more players
3. You cannot run/move with a ball in your hand – develops teamwork and includes more players



MESSAGE!



Everyone in this game contributes – every go and run scored counts! In the same way, every person in our community counts and can make a difference, if given the opportunity.

COMPLIMENTARY ACTIVITY

Stand in a circle with one player in the middle.

Everyone in the circle shares one thing about how the person in the middle makes a difference on the team.

Rotate the person in the middle of the circle so that everyone stands in the middle.

DISCUSSION

These questions might help when running a discussion about the key message of this activity:

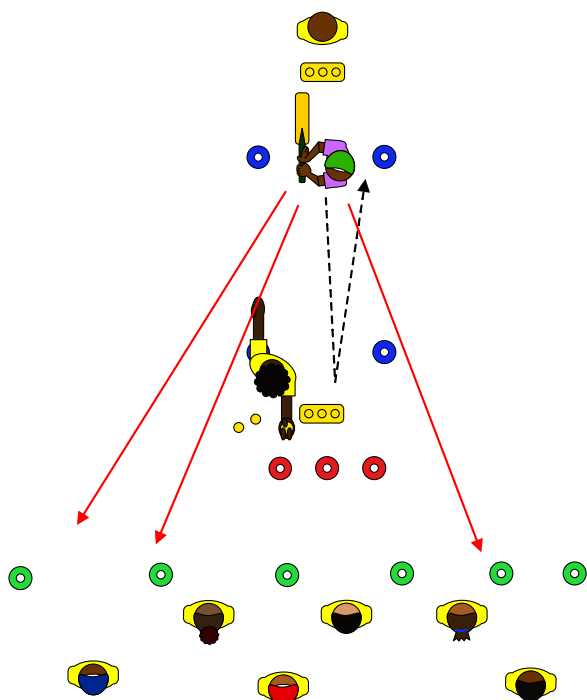
- Have discussions about how we included everyone in this game.
- Why is this important?
- How can we include everyone in all parts of our community?
- Who gets excluded at the moment and why? What can we do about that?

MAKE IT HARDER: ALTERNATIVE GAME

Hurricane Cricket

Similar to Quick Hit Cricket, the changes are:

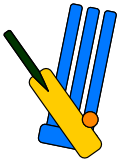
- The ball is bowled to the batter – they hit three balls and then start running.
- The batter runs between two sets of stumps (more like a full game of cricket).
- The three balls are returned to the three cones placed behind the stumps at the bowler's end.
- You can add rules such as if the batter is out caught or bowled they automatically score zero.



REFLECTION SPACE

CIRCLE BOWLING

Social Inclusion
20-30 mins



EQUIPMENT

1 ball per player
1 marker per player
Selection of stumps or other targets

OVERVIEW

In this game players work together to bowl at a shared target – the focus is on everyone having a go and contributing to the team's success.



INSTRUCTIONS

Collect the stumps and other targets and pile them together to form a big target. You can ask players to be creative and build a tower with the equipment!

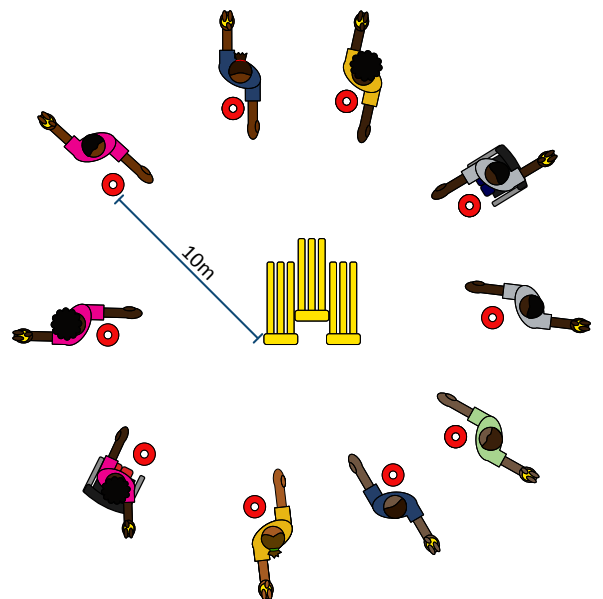
Ask the group to make a big circle around the target, around 10m back, putting a marker down at their feet. This will be where they will bowl from and is the safety forcefield – players shouldn't cross into the circle until everyone has bowled!

Shout 1 – 2 – 3 – BOWL!

When you shout BOWL! everyone should bowl the ball together at the targets. Every time you hit a target, take it out of the circle. Wait for everyone to collect their balls and return to their markers before another round of bowling.

Make it competitive! Ask the team how many goes they think it will take for them to clear all the targets – can they clear all the targets in that number of goes or less?

ILLUSTRATION



Increase focus on social inclusion by...

1. Players take it in turns to shout out 1 – 2 – 3 – BOWL!
Make sure that everyone takes a turn.
2. Particularly if you don't have enough balls for everyone to have one, ask players to share and take it in turns, emphasising fairness and generosity.

ADAPT IT!

MESSAGE!



Making sure everyone gets a fair go, sharing your ball with your partner or everyone having a chance to take turns to be the leaders, is important because it makes everyone feel welcome and part of the team.

COMPLIMENTARY ACTIVITY

Everyone comes up with a stretching exercise at the end of the session.

Each player stand in the middle of the team circle to lead the stretch.

This activity underlines the importance of everyone participating.

DISCUSSION

These questions might help when running a discussion about the key message of this activity:

- How did you feel when it was your turn to shout bowl?
- Was it easy or difficult to lead?
- What helps us take the lead?

MAKE IT HARDER: ALTERNATIVE GAME

Space Invader Bowling

Set up a line of stumps along a wall or fence – this is so that the balls do not go flying everywhere and bowlers can try to bowl as quick as they can!

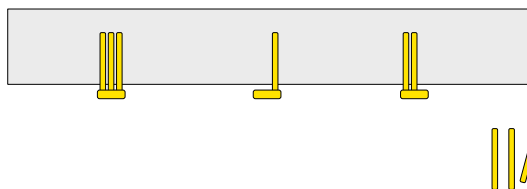
Set up a line of cones parallel to the line of stumps, 18-20 meters away from the line of stumps.

Have groups of bowlers ready in lines. Shout 1 – 2 – 3 – BOWL!

The first groups of bowlers should run in towards the line of cones and bowl at the stumps. For every successful hit, remove one stump and put it in a pile.

Bowlers then retrieve the ball, pass it to the bowlers in the next group, and form a new line at the back.

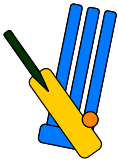
Make it competitive! Ask the team how many groups they think it will take for them to clear all the targets – can they clear all the targets in that number of groups or less?



REFLECTION SPACE

CRICKET BASEBALL

Social Inclusion
30-40 mins



EQUIPMENT

1 stumps
1 bat
3 balls
3 markers

OVERVIEW

In this game players have to work really hard as a team to successfully field the balls. It is a great game to develop leadership skills in lots of players.



INSTRUCTIONS

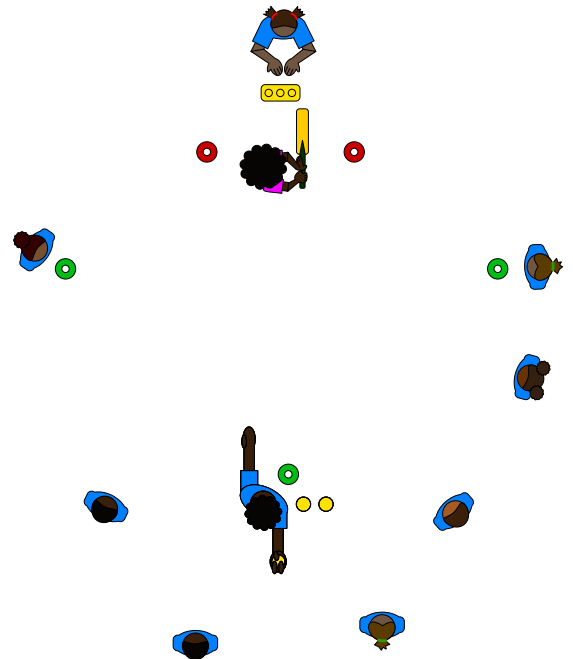
Divide the group into two teams and select one to bat first and one to field first. Give each player in the team a number. Batters bat one at a time.

The batter strikes three balls either thrown underarm by the coach, or bowled by a member of the fielding team, and then begins to run around the markers and stumps, counting the number of runs they make. They score one run per marker passed, and 4 if they go all the way around the markers and the stumps.

The fielders work together to get each of the 3 balls onto the 3 markers. The batter must stop running when all the balls are on markers. Once every batter in the team has had one go the teams switch and the fielding team try to score more runs than the first team.

To develop leadership skills, have player 1 in the fielding team be the leader while player 1 in the batting team bats. They should set where they want the fielders to stand and once the balls are being hit communicate with players to direct where the balls should go

ILLUSTRATION



You can make this easier or harder by adding rules such as:

1. Fielders cannot say anything throughout their fielding! How can you communicate?
2. Only the leader can speak! Is it easier or harder?

MESSAGE!



Leadership is part of being a team. Sometimes, we think that just shouting at people is the best way to lead but there are other ways to lead – for example by sharing ideas with your teammates, by leading by example.

COMPLIMENTARY ACTIVITY

Sit in a circle, find one of your peers and sit facing each other. Lock eyes with your peer and challenge yourself to draw a portrait of each other without looking away.

DISCUSSION

These questions might help when running a discussion about the key message of this activity:

Leadership is part of being a team.

- What are the different ways we can lead in this game?
- How can we use those skills in life?

Encourage players to discuss leading by example, leading with others, communication.

MAKE IT HARDER

If you're working with an advanced group, you can modify this game to make it more difficult by:

RULES

- Allow the bowler to bowl with a full run-up.
- If you get someone out (catch the ball, bowl them out) they automatically score zero runs.

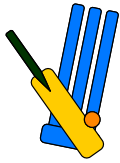
EQUIPMENT

- Make a "tape ball" by wrapping a tennis ball in electrical tape (QR code below links to a video showing how this works)
- Use wooden bats – make sure these are light enough for the players – can they easily pick them up with one hand and hold it flat out at arm's length?

REFLECTION SPACE

TARGET BOWLING

PSYCHOSOCIAL WELLBEING
30-40 mins

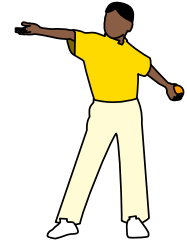


EQUIPMENT

4 stumps
20 markers
4 balls

OVERVIEW

Bowling is the most difficult skill in cricket. Taking the time to learn it needs hard work and perseverance! This game helps us to practice our bowling and increases our accuracy.



INSTRUCTIONS

Split the group into 4 teams. Set up a square in front of the stumps (or stumps substitute like a crate!) using markers. This is the bowlers' target; they are aiming to land the ball inside the square. You can make the target bigger to make the task easier, or smaller to make it harder.

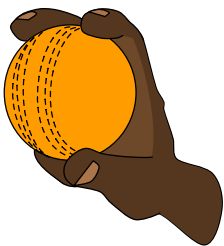
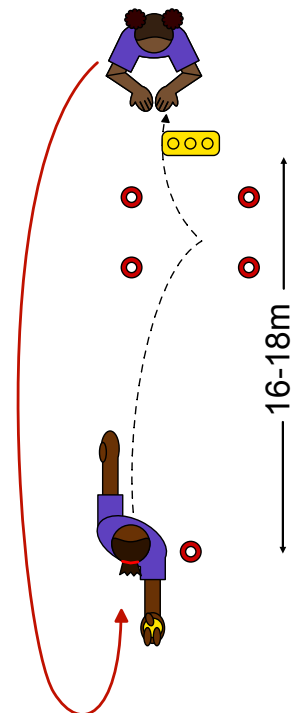
Ask one player to start as the wicketkeeper who stands behind the stumps and retrieves the ball after it has been bowled.

Bowlers take it in turns to try to land the ball in the square while keeping their arm straight. After they have bowled, they run to become the wicketkeeper, and the wicketkeeper brings the ball to their teammates and joins the back of the line.

Spend some time checking all bowlers are keeping their arm straight. Encourage supportive peer-to-peer feedback and players to carefully practice while waiting for their turn.

Make it competitive! Once everyone is feeling more confident, have a competition between the different groups. If you land the ball in the box on the first bounce, score one point. If you hit the stumps score 2 points. If you do both score 5 points! Which team can get the most points?

ILLUSTRATION



Bowling is a difficult skill! Look out for these top tips:

- Grip the ball with two fingers on the top and the thumb on the bottom (picture, left)
- Stand side onto the target, and aim with your non-bowling arm
- **Keep the bowling arm straight when you bowl**
- Finish with all your energy going towards the target

MESSAGE!



Sometimes things can be challenging, but if we persevere, we can overcome some of those challenges. Sometimes, we need help to overcome these challenges, and there are people and organisations who can give you that help.

COMPLIMENTARY ACTIVITY

Draw your name on a piece of paper using your normal writing hand, then your opposite hand, then with the pen in your mouth and finally with the pen between your toes.

What does the activity teach you about perseverance?

DISCUSSION

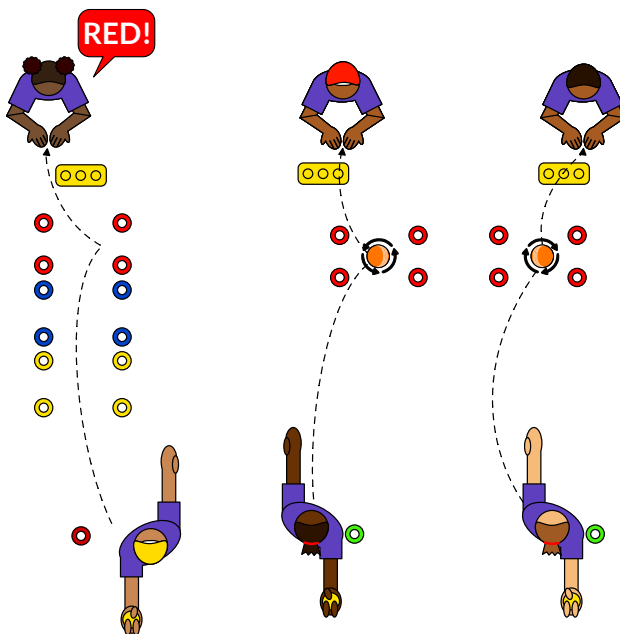
These questions might help when running a discussion about the key message of this activity:

- What can we do when we find something difficult?
- Who can we turn to for help when something is difficult?

MAKE IT HARDER: ALTERNATIVE GAMES

Traffic Light Bowling

Set three target squares out, each made of a different colour of cones. As the bowler is running in, call out a different colour which the bowler should aim for.



Spin It to Win It

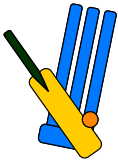
Set a square of cones to the side of the stumps (see illustration), and encourage the bowlers to try to land the ball in the square and then spin the ball so it hits the stumps.

Change which side of the stumps the square is set up on to develop leg spin and off spin. See the ICC Level 1 course for information about these types of bowling.

REFLECTION SPACE

GULLY CRICKET

PSYCHOSOCIAL WELLBEING
30-40 mins



EQUIPMENT

One bat, one ball,
one set of stumps
and two markers per
group

OVERVIEW

Gully Cricket is a fun and simple game we can play wherever we are and whoever we are with. It is very active, and you can play with just 2 players up to 10 or even more! It is a good game for players to start to organise on their own, to develop problem solving, planning and communication skills.



INSTRUCTIONS

Set out as many mini pitches as you have equipment available for. Make sure they are well spaced out!

Split the team into groups.

Players take it in turns to be the bowler, the batter, the wicketkeeper, and the fielder(s).

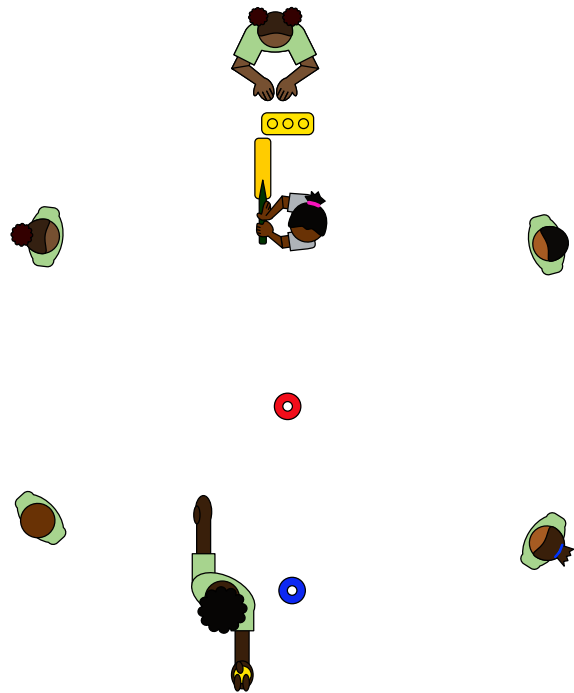
Each batter faces 6 balls from the bowler. If they hit the ball, they can run to the halfway marker and back to score a run. The fielders should return the ball to the wicketkeeper to try to run the batter out!

If they are out (haven't got back to the stumps by the time the ball is returned to them), they score zero. They also score zero if they are caught (ball caught without bouncing) or bowled out (ball hits their stumps while batting!).

After 6 balls, change the roles so there is a new batter, bowler, and wicket keeper. Allow players to organise this how they want, while emphasising that they must make sure everyone gets a fair turn and stays safe.

As players get more advanced, let them add their own rules! An example rule is "one hand one bounce" – if the ball bounces once but the fielder catches with one hand it counts as out!

ILLUSTRATION



MESSAGE!



In this game you get lots of goes to bat bowl and field – but only if you plan, communicate and organise with your teammates!

COMPLIMENTARY ACTIVITY

Integrate some gender equality rule variations into the game to simulate unfair play. Split the team in a way that creates unequal gender balance. Then incorporate the following rules (and others):

- One gender gets to score double points (unequal).
- Only one gender can run, while the other can only walk (unequal).
- One gender has an extra task to complete as part of the activity (unequal).

Afterward, have participants gather in small groups to discuss how it feels to play with unfair rules. Each group should appoint one representative to share the reflections with the whole team.

DISCUSSION

These questions might help when running a discussion about the key message of this activity:

- How did you ensure effective planning, communication, and organization with your teammates?
- How did you make sure everyone had a fair turn?
- How did you make sure you were playing lots?

EXAMPLE RULES FOR ADVANCED GROUPS

“One Hand, One Bounce” - if the ball bounces once but the fielder catches with one hand it counts as out

“Double Up” - use two cones to mark a zone where any runs scored are doubled

“Tip and Run” - if you hit the ball, you must run

“Round the Clock” - use cones to split the area into quarters, see if you can hit at least one ball into each quarter of the area

“6 and out” - decide on a line or object (e.g. a tree) which will be the boundary, if the ball hits that object without bouncing or the player hits the ball over the line they get 6 runs but they are out

“Auto-Keeper” - set up so that the stumps are next to a wall or fence. If the batter hits the ball and it directly hits the ball or fence the batter is out

“Doggy life” - you can't be out first ball!

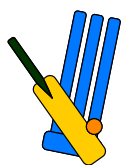
You could also add:

- Batting in pairs (each pair bats for 2 overs)
- Making small teams (4 per side, people who are not batting can be the umpires! See p46)

REFLECTION SPACE

CLAIM YOUR RIGHTS

PSYCHOSOCIAL WELLBEING
30-40 mins



EQUIPMENT

6-8 pieces of cardboard about the size of a sheet of paper
1 pen – a good marker pen is best!
3-4 sets of stumps or targets
8-10 markers
8-10 balls

OVERVIEW

This game starts with a discussion – what rights do we have as children? Children then play a game to collect those rights. It finishes with a final discussion – what can we do to claim those rights?

INSTRUCTIONS

Begin with a discussion – what rights do we have as children? Write each right down on a piece of cardboard. Examples include: right to education, right to health, right to play, right to freedom from abuse and harm. If your players cannot read well, make a drawing that represents that right.

Set out the equipment as in the illustration. Balance the rights against the targets in the middle, with some facing each direction.

Organise the group into two teams and ask each team to stand behind a line of markers. Remind them to not cross the line while balls are being thrown!

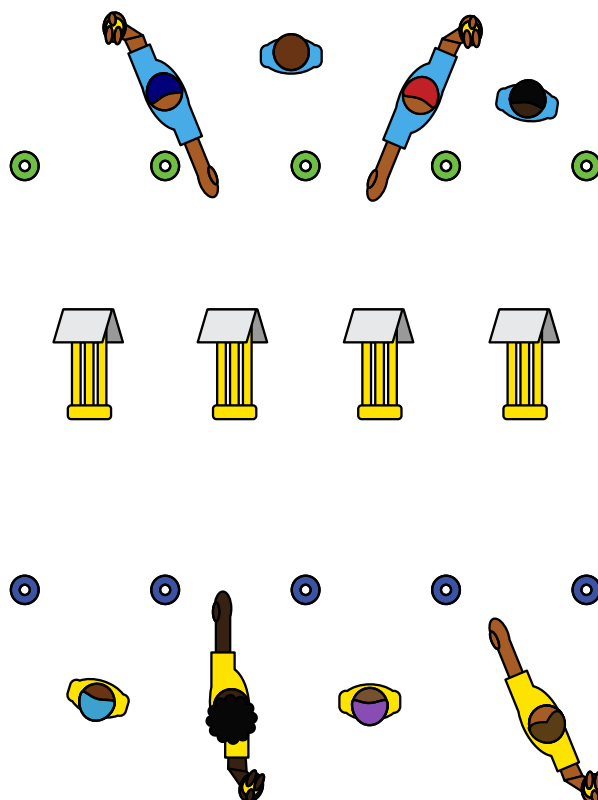


Keep players safe by the coach collecting balls that finish in the zone between the markers.

On the shout of GO! players can start throwing the ball at the targets. Each target hit (including the cardboard rights) should be removed and taken to the side by the coach. You can start by timing the group for 1 minute – how many can they collect in 1 minute? Reset the targets and go again – can they improve their score? Hitting a “right” can be worth double points!

Make it competitive! When a team hits a target remove it and place it towards that teams side – which team can collect the most targets?

ILLUSTRATION



MESSAGE!



Rights are the foundation of a just society, ensuring fairness, dignity, and freedom for all. Upholding and respecting these rights is crucial for fostering equality and harmony in our communities.

COMPLIMENTARY ACTIVITY

The team reads aloud the Universal Declaration of Human Rights. Each member of the team represents a different right. In turn, one goes into the circle, and the others suggest how this right can be promoted, protected, and respected.

DISCUSSION

These questions might help when running a discussion about the key message of this activity:

- What is a right?
- How important is it to claim our rights (such as the right to education)?
- We collected these rights by throwing tennis balls at them! How do we claim our rights in real life?

THE UNIVERSAL DECLARATION OF

HUMAN RIGHTS



Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states fundamental rights and freedoms to which all human beings are entitled.

You have the responsibility to respect the rights of others.

We are all born free and equal.

Everyone is entitled to these rights no matter your race, religion, sex, language, or nationality.

Everyone has the right to life, freedom, and safety.

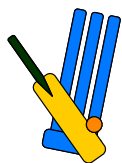
No one can take away any of your rights.

<p>No one has the right to hold you in slavery. </p>	<p>You have the right to seek asylum in another country if you are persecuted in your own. </p>	<p>Every adult has the right to a job, a fair wage, and membership in a trade union. </p>
<p>No one has the right to torture you. </p>	<p>Everyone has the right to a nationality. </p>	<p>You have the right to leisure and rest from work. </p>
<p>You have a right to be recognized everywhere as a person before the law. </p>	<p>All consenting adults have the right to marry and to raise a family. </p>	<p>Everyone has the right to an adequate standard of living for themselves and their family. </p>
<p>We are all equal before the law and are entitled to equal protection of the law. </p>	<p>You have the right to own property. </p>	<p>Everyone has the right to an education. </p>
<p>You have the right to seek legal help if your rights are violated. </p>	<p>Everyone has the right to belong to a religion. </p>	<p>Everyone has the right to freely participate in the culture and scientific advancement of their community, and their intellectual property as artist or scientist should be protected. </p>
<p>No one has the right to wrongly imprison you or force you to leave your country. </p>	<p>You have the right to think and voice your opinions freely. </p>	<p>We are all entitled to a social order in which we may enjoy these rights. </p>
<p>You have a right to a fair, public trial. </p>	<p>Everyone has the right to gather as a peaceful assembly. </p>	<p>Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others. </p>
<p>Everyone is innocent until proven guilty. </p>	<p>You have the right to participate in the governance of your country, either directly or by helping to choose representatives in free and genuine elections. </p>	<p>No State, group, or person can use this Declaration to deny the rights and freedoms of others. </p>
<p>You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence. </p>	<p>You have the right to social security and are entitled to economic, social, and cultural help from your government. </p>	
<p>You have the right to travel. </p>		

This is a simplified version of the UDHR. For the complete text, visit www.un.org

PULL SHOT GAME

PSYCHOSOCIAL WELLBEING
30-40 mins



EQUIPMENT

1 bat per game
1 set of stumps per game
1 ball per game
16 markers per game

OVERVIEW

The pull shot is a powerful way to hit the ball and score lots of runs! But when we practice it we have to be very conscious of safety so we use lots of different techniques to keep players safe. Use these to discuss protection mechanisms with players.



INSTRUCTIONS

Split the group into two teams.

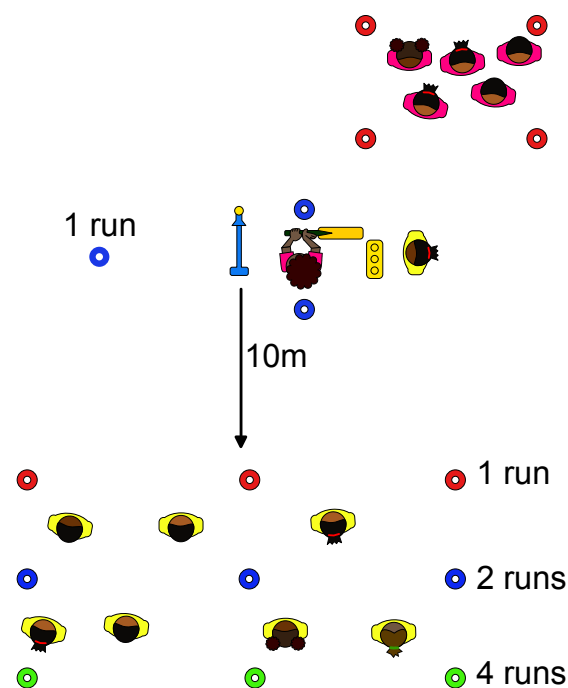
In the batting team, players take it in turns to hit the ball past the lines of markers to score runs. They can hit a ball thrown underarm at belly height, or hit a ball off a raised tee. Once they have hit the ball, they can try and score extra runs by running to the marker and back. They must be back past the markers by the stumps by the time the ball is returned or they score zero runs! When waiting to bat, the batters should wait in the batters zone.

The fielders should try to stop the ball from crossing the lines of markers, and then return the ball to the wicketkeeper as quickly as possible, to stop the batter from scoring runs. They must always start behind the markers before the ball is hit.

If the coach sees something unsafe, they will shout STOP! And everyone should stop and hold still. If a player feels unsafe at any time they can also shout STOP!

Once every batter has had a turn the teams switch over.

ILLUSTRATION



Make sure the players understand the considerations you have made to keep them safe:

1. Distance between the first line and the batter
2. Location of the batters zone
3. Rule of waiting behind markers until ball has been hit
4. Shout of STOP to stop play

MESSAGE!



There are adults and organisations that care about your safety and have created safe spaces for you. Explain what these protection mechanisms are and how young people can access them.

COMPLIMENTARY ACTIVITY

Draw one thing that makes you feel safe and one that scares you. Then, in turn, share your fear with your teammates and ask them to identify ways that can protect you and make you feel safe.

It is important to have a facilitator trained in child protection or trauma-informed approaches present during this exercise, as it could potentially trigger memories of traumatic events.

DISCUSSION

There are adults and organisations that care about your safety and have created safe spaces for you, what are these safe spaces? What can you get in those safe spaces?

Sometimes adults will spot something unsafe and will act, but sometimes you will – who should you tell if you see/hear/experiences something that worries or scares you, that you think is unsafe?

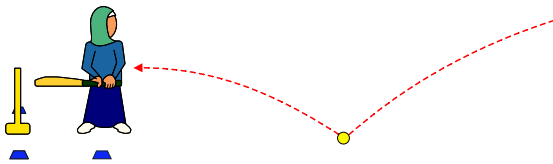
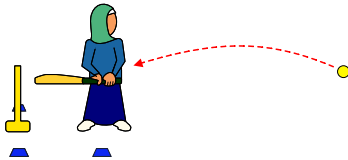
What are protection mechanisms, and how can young people access them?

MAKE IT HARDER

If you're working with an advanced group, you can modify this game to make it more difficult by:

RULES

- Change how the ball is delivered to the batter, you can use an underarm throw or overarm throw. It is important the ball reaches the batter at or just above waist height.

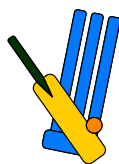


- Increase the distance between the batter and the lines of fielders
- Add a second batter, and allow both batters to be run out by having two sets of stumps with two wicket keepers
- If the batter is caught out, score zero runs

REFLECTION SPACE

TEAM IDENTITY

Spirit of Cricket
30-40 mins



EQUIPMENT

2-4 copies of the team identity sheet
Selection of coloured pens/pencils

OVERVIEW

This activity helps us map how players ideas about their team and themselves changes over the programme.



INSTRUCTIONS

Read the Spirit of Cricket:

“The Spirit of Cricket is about the way the game should be played, with respect and fairness at the heart.

Everyone involved in playing cricket should follow the Spirit of Cricket:

- **Respect** your captain, team-mates, opponents, and the umpires, and accept the umpire’s decision.
- Play hard and play **fair**.
- Create a **positive atmosphere** by your own behaviour and encourage others to do the same.
- **Show self-discipline**, even when things go against you.
- **Congratulate** the opposition on their successes and **enjoy** those of your own team.
- **Thank** the officials and your opposition at the end of the match, whatever the result.

Cricket is an exciting game that encourages leadership, friendship, and teamwork, which brings together people from different nationalities, cultures and religions, especially when played within the Spirit of Cricket.”

Ask players: *What does this mean?*

Highlight the following important parts:

- The most important thing in cricket is respect, for your teammates, the opposition, and the officials
- Cricket is a game for everyone, it brings people together from different backgrounds.
- That we should play hard and play fair.

Using the Team Identity sheets (overleaf) and coloured pens, ask the group to design a team identity. Give your team a name, design the logo, colour in the kit, and create the team mottos by completing the sentences on the sheet.

MESSAGE!



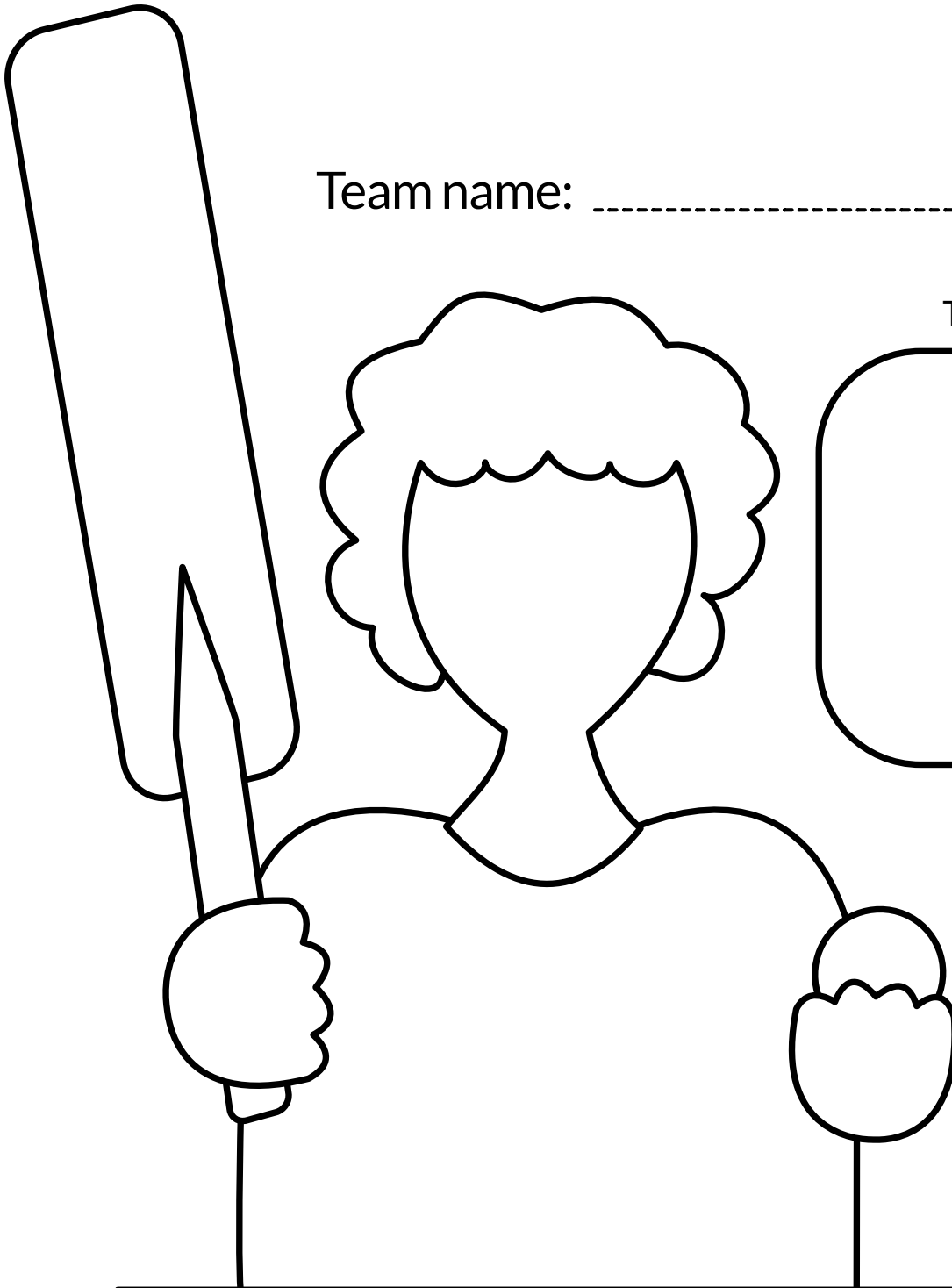
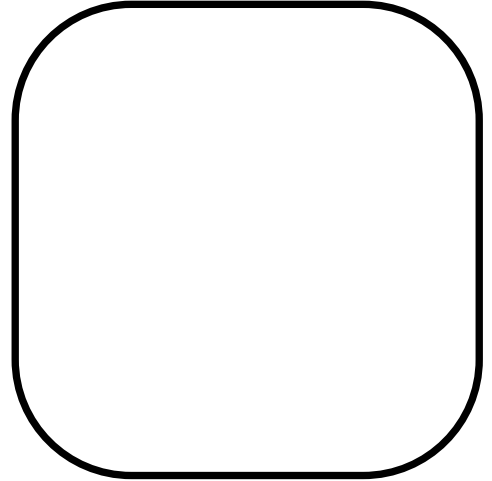
We should always play cricket by the Spirit of Cricket. A lot of the things that are important as part of the Spirit of Cricket are important for life too – respect, kindness, inclusion of everybody.

DISCUSSION

Why is a shared identity important? What do you enjoy when playing with your team. Are you having fun? Are you smiling? In small groups think about a possible motto, then discuss and vote for your favourite.

Team name:

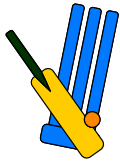
Team Logo



Our team motto....

MINI CRICKET

Spirit of Cricket
30-40 mins

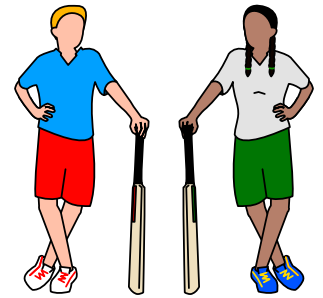


EQUIPMENT

2 bats
2 stumps
1 ball
8 - 28 markers
Scoresheet and pen/pencil
Clipboard
(recommended)

OVERVIEW

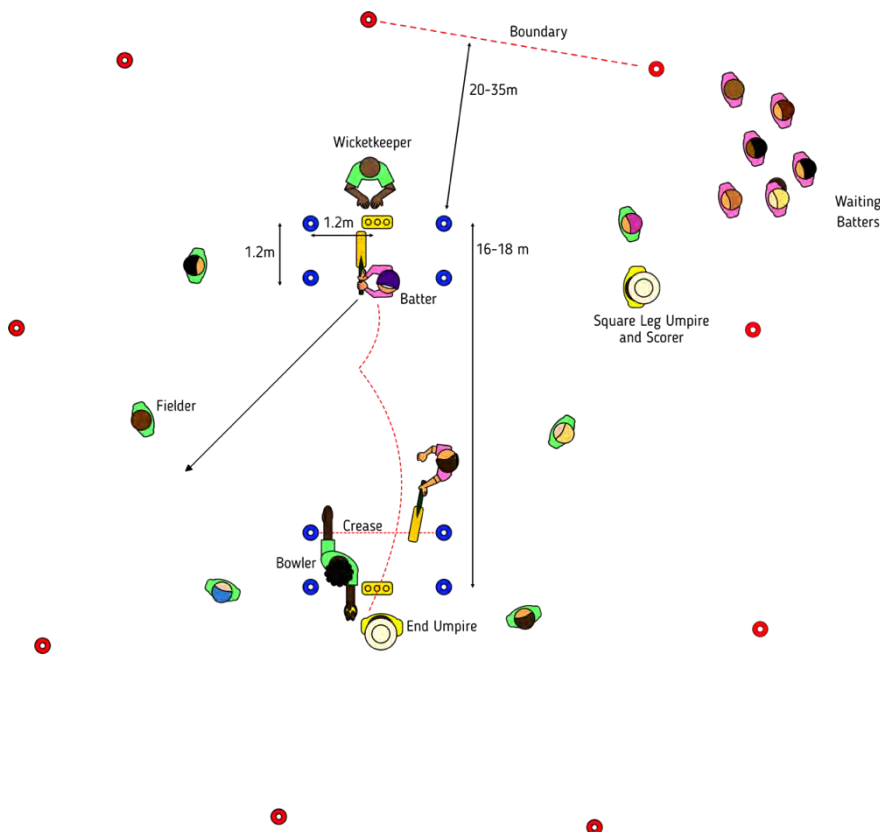
Mini cricket is the competitive form of cricket most commonly played in primary schools and some high schools across the world. Its rules are slightly simplified compared to full cricket and they are modified to make sure everyone takes part and is involved.



WHAT IS MINI CRICKET?

Mini cricket is a fun fast version of cricket designed for beginners to the game to enjoy playing while making sure everyone has a go at all the different skills!

HOW IS IT ORGANISED?



Teams are usually between 6 to 10 players, with most games played with 8 players per side.

Teams decide who will bat first and who will bowl and field first, usually with a coin toss.

The field is set out with the stumps in the middle, 16-18m apart, with an area marked out at each end to show where the batter is safely in (in cricket this is called the CREASE, marked in blue markers here but is often painted on the ground).

Often, a BOUNDARY (red cones in the illustration) is marked out that sets the limit of the playing area, however this isn't always needed.

BOWLING AND FIELDING

When bowling, each player bowls 6 BALLS in a row (called an OVER) while the rest of their team fields. The bowler is aiming to hit the stumps where the batter is waiting to get them OUT.

After each ball is bowled, the fielding team work to either:

1. Catch the ball before it bounces after it has been hit (this gets the batter OUT)
2. Return the ball to either set of stumps before the batters are safely home (if they aren't safely home and the ball touches the stumps, the batter is OUT)
3. Stop the ball from crossing the line that marks the edge of field (the BOUNDARY)

Every OUT reduces the batting teams' score by 5.

Once they have bowled 6 balls (an OVER), a new member of their team takes over and bowls the next six balls.

Once everyone had bowled an over, the two teams switch over.

BATTING

When batting, players go to bat in twos ("pairs"), while the rest of the team wait at the side of the field. Each pair faces 2 OVERS from the fielding side, with each batter facing 3 balls from each bowler.

The batters are aiming to stop the ball from hitting their stumps and then trying to score as many RUNS (points) as possible.

They score RUNS in three ways:

1. If the ball is bowled very far from the batter (WIDE), so they couldn't reach it, or if it rolls along the ground or reaches the batter above waist height without bouncing (NO BALL). For these, the batting team score 2 runs.
2. By hitting the ball into the fielding and switching ends with their batting partner. Each time they switch they score 1 RUN.
3. By hitting the ball over the line that marks the edge of the field (the BOUNDARY). If it passes the line without bouncing they score SIX RUNS, if it bounces or rolls across the line they score FOUR RUNS.

WAYS TO BE OUT

In full games of cricket, when a batter is OUT they stop batting and are replaced by a teammate. They do not come back in to bat.

In mini cricket, when a batter is OUT the batting team lose 5 RUNS, and the batters switch ends, but the batter does not have to stop batting.

When the fielding team gets a batter OUT, it is usually called taking a WICKET.

Batters can be OUT in 4 main ways in mini cricket – bowled, hit wicket, run out and caught.



BOWLED – they miss the ball when it is bowled by the bowler, and the ball goes on to hit their stumps



HIT WICKET – when trying to make a swing at the ball, the batter hits their own stumps



RUN OUT – when switching ends with their partner, the ball is returned to and touches the stumps before they are inside the marked-out area (called the CREASE)



CAUGHT – they hit the ball in the air, and it is caught by the fielders before it hits the ground

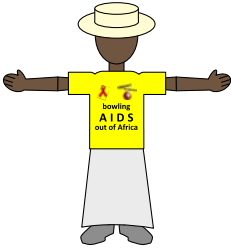
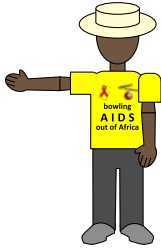



OFFICIATING THE GAME

A game of mini cricket usually had two officials

1. **An End Umpire** – this umpire stands behind the stumps at the end where the bowler is bowling from.
 - a. Decides if the ball is WIDE or a NO BALL
 - b. Decides if the batter is OUT
 - c. Counts the number of balls that have passed
 - d. Informs the bowlers and batters when they should change.

2. **A Square Leg Umpire and Scorer** – this umpire stand side on to the stumps where the batter is waiting to hit the ball.
 - a. They record what happens every ball on a scoresheet (see next page)
 - b. Make decisions on if the batter is RUN OUT at the wicket-keepers end.

The End Umpire uses signals to show the other official what their decision is, and so the players and any crowd can see what their decision is. These signals are:

				
Wide	No Ball	4 Runs	6 Runs	Out
Two arms raised to side	One arm raised to side	One arm swung across the front of the body four times	Two arms raised above the head	First finger raised on one hand

The Square Leg umpire records the score in the scoresheet. There is a box for each ball that is bowled. At the end of each OVER add up the number of RUNS and the number of WICKETS.

There are three special notations when scoring. WIDES and NO BALLS are recorded in brackets, for example (2), when zero runs are scored it is recorded as a dot, for example ●, and a WICKET is recorded as a letter W. See the example to the right for details.

PAIR 1	Batters 1 & 2:					Runs	Wkts
Bowler 1:	1	2	●	4	(2)W	9	1
Bowler 2:	1	W	●	3	●	4	1

At the end of the innings the final score is calculated by adding up all the runs scored and then removing 5 runs for every WICKET lost by the batting team.

Scoring notes: record wides and no balls in brackets e.g. (2)

BATTING INNINGS OF:

BATTING INNINGS OF:

PAIR 1	Batters 1 & 2:						Runs	Wkts
Bowler 1:								
Bowler 2:								
PAIR 2	Batters 3 & 4:						Runs	Wkts
Bowler 3:								
Bowler 4:								
PAIR 3	Batters 5 & 6:						Runs	Wkts
Bowler 5:								
Bowler 6:								
PAIR 4	Batters 7 & 8:						Runs	Wkts
Bowler 7:								
Bowler 8:								
PAIR 5	Batters 9 & 10:						Runs	Wkts
Bowler 9:								
Bowler 10:								
OVERALL TOTAL								

PAIR 1	Batters 1 & 2:						Runs	Wkts
Bowler 1:								
Bowler 2:								
PAIR 2	Batters 3 & 4:						Runs	Wkts
Bowler 3:								
Bowler 4:								
PAIR 3	Batters 5 & 6:						Runs	Wkts
Bowler 5:								
Bowler 6:								
PAIR 4	Batters 7 & 8:						Runs	Wkts
Bowler 7:								
Bowler 8:								
PAIR 5	Batters 9 & 10:						Runs	Wkts
Bowler 9:								
Bowler 10:								
OVERALL TOTAL								

Score: Runs - Wkts x5 =

Score: Runs - Wkts x5 =

Winner:

ACKNOWLEDGEMENTS

This “Cricket for Protection” Playbook was developed by Cricket Without Boundaries and UNHCR’s Sport Unit, to complement UNHCR’s *Sport for Protection Toolkit: Programming with Young People in Forced Displacement Settings*, with the aim of providing practical guidance on fun, inclusive and safe activities that can be used to promote social cohesion, social inclusion, and psychosocial wellbeing.

Many organisations and people have contributed to the content, format, and messaging included in this playbook. We would like to acknowledge all of those who contributed to the process and thank them for giving their time and expertise.

Thank you to:

Rwanda Cricket Association
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Serbia Cricket Federation
Alsama Cricket
Marylebone Cricket Club Foundation
The International Cricket Council

And most importantly, the volunteer coaches in Mahama Refugee Camp, Rwanda





This resource is available to download from:
www.cricketwithoutboundaries.com/resources