

NATIONAL
SPORTS
MUSEUM

BACKYARD TO BAGGY GREEN
LEVEL 4 – YEAR 5/6

BACKYARD CRICKET



Key concept

The game of cricket provides an authentic context in which to explore the diversity of people, places and cultures.

Focusing questions

1. How is backyard cricket similar and different in other parts of the world?
2. How is backyard cricket similar to, yet different from, Test cricket?
3. What values underpin the game of cricket?
4. What diverse climate conditions exist in other Test-playing nations and how does this impact on playing cricket?

National Sports Museum exhibition focus

Backyard to Baggy Green

VELS dimensions addressed

Physical, Personal and Social Learning: Interpersonal Development; Health and Physical Education

Discipline-based Learning: The Humanities – Geography; Mathematics; The Arts; The Humanities – History

Interdisciplinary Learning: Thinking Processes

Overview

The activities use the context of backyard cricket to understand the diversity of people and places around the world. The game of cricket provides an authentic context to learn about people, places and culture through sport. Prior to visiting the National Sports Museum, students discuss Test-playing nations and create artworks to depict backyard cricket in another country. In small teams they develop research questions based on a Test-playing nation.

At the Backyard to Baggy Green gallery at the National Sports Museum students gain an insight into the diverse places where “backyard” cricket is played by children in Test-playing nations.

The post-visit activities extend students’ understanding of the topic through direct experience of interpreting and graphing climate data to find out when children from other countries play cricket. They then organise and participate in a backyard cricket game. In conclusion, students present their ideas about their research question.

Pre-visit activities

Introduce the key concept: The game of cricket provides an authentic context in which to explore and celebrate the diversity of people, places and cultures.

Focus skills, knowledge and understandings: Thinking Processes

Have students consider the key concept and discuss their ideas. Highlight that while there may be cultural differences among cricket-playing countries, sports and games develop people's awareness and understanding of other people and countries and can often help to connect cultures.

List the Test-playing nations. Locate them on a globe or map and encourage students to share what they know about each nation. Prompt their thinking with the following questions:

- What languages are spoken there?
- What kinds of foods are eaten?
- What type of housing is common?
- Do people have backyards?
- Where would they play cricket if they had limited space at home?
- What might they use for equipment?

Focusing question 1: How is backyard cricket similar and different in other parts of the world?

Focus skills, knowledge and understandings: Communication; Thinking Processes; The Arts

Materials

- Sheets of paper and art media such as paints, pastels, markers, collage materials
- Worksheet 1

Focus on students' experience of playing cricket in different places: backyard cricket, schoolyard cricket, caravan park cricket and beach cricket. Lead discussion on the rules used, who decides on the rules and how they are enforced.

Distribute copies of Worksheet 1. Ask: How and where do you imagine backyard cricket is played in different countries? View the images of children playing backyard cricket around the world. Discuss similarities and differences.

Organise students into small teams, each one with a different Test-playing nation on which to focus. Invite students to create a piece of artwork to depict a backyard cricket game of their Test-playing nation. Encourage students to draw on the images and do further research.

Students use arts elements such as line, shape, texture, colour, form, tone, movement and composition. Model techniques to explore the various art elements. Display and share the artworks. Discuss the various techniques used to convey ideas. Lead discussion about the diversity of cricket games depicted.

At the completion of the task, each team develops research questions about their Test-playing nation, one question per team member. Guide students in forming appropriate questions for research based around the key concept of diversity. Encourage students to go beyond a simple knowledge question. The research question is written on a pocket-sized card and taken on the

National Sports Museum visit.

During the visit to the National Sports Museum

While at the National Sports Museum, students need to focus on their research question and on the information provided in the exhibits in preparation for completing the post-visit activities. The Backyard to Baggy Green gallery provides scope for students to learn how cricket is a game played by many different people around the world and it has a rich history. The story behind how the Melbourne Cricket Club was awarded its place to play cricket by the then Governor La Trobe provides an insight into how cricket developed in Melbourne and how it has progressed since that time. The artefacts such as cricket equipment, photographs, paintings and uniforms demonstrate changes over time and can be seen on a tour of the MCG and at the National Sports Museum.

The game of cricket can be played in many forms, in different types of locations and by people from different backgrounds using varying types of equipment. The backyard cricket display provides various images to depict the diversity of the game and how it is played around the world. Students can identify at least one similarity and one difference between games shown in the display. They can reflect on the backyard scenes they saw and created prior to their visit and look for common themes.

Raising students' awareness of the locations where cricket is played can lead to an interest in discovering more about the country and its people. Have students take note of the International Cricket Club (ICC) member nations to gather information about Test-playing nations. After their visit, students will conduct further research to discover more about the climate, culture and location of the Test-playing nations.

It may be advisable for students to firstly explore the gallery space following their interests. Possible areas of focus may then be explored in detail using appropriate grouping strategies. A notepad can be used to record students' discussions and ideas. Ask students to look at the images and items on display and raise discussion points such as:

- How the exhibits can help them answer their research question
- What the benefits are of playing backyard cricket
- How backyard cricket is similar to, yet different from, Test cricket
- How each Test-playing nation's history of the game is similar/different.

Post-visit activities

Focusing question 2: How is backyard cricket similar to, yet different from, Test cricket?

Focus skills, knowledge and understandings: Communication; Thinking Processes; Interpersonal Development

The Game of Cricket gallery describes field settings, positions and specifications of equipment. It provides a useful contrast to the game of backyard cricket which relies on a limited set of agreed rules, non-uniform equipment and an adequate playing area.

Organise students into groups of three to take notes for creating a list of rules for backyard

cricket. Explain that each group must ensure that everybody participates as much as possible in the game. This activity will help students when they are creating and participating in their own game of backyard cricket.

Focusing question 3: What values underpin the game of cricket?

Focus skills, knowledge and understandings: Communication; Civics and Citizenship

Sportsmanship and fairness underpin the game of cricket. To organise and play the game of cricket, students need to be aware of these values and be given the opportunity to display these attributes. Remind students that the Spirit of Cricket gallery describes and celebrates these values and that the Australian Cricket Hall of Fame describes worthy attributes of players.

Provide students with cards that name attributes such as leadership, courage, resilience, sportsmanship, determination, concentration, dependability and reliability. Have students match players with particular attributes and share back as a group their thoughts on players.

Focusing question 4: What diverse climate conditions exist in other Test-playing nations and how does this impact on playing cricket?

Focus skills, knowledge and understandings: Mathematics

Materials

- Worksheet 2
- Globe or world map

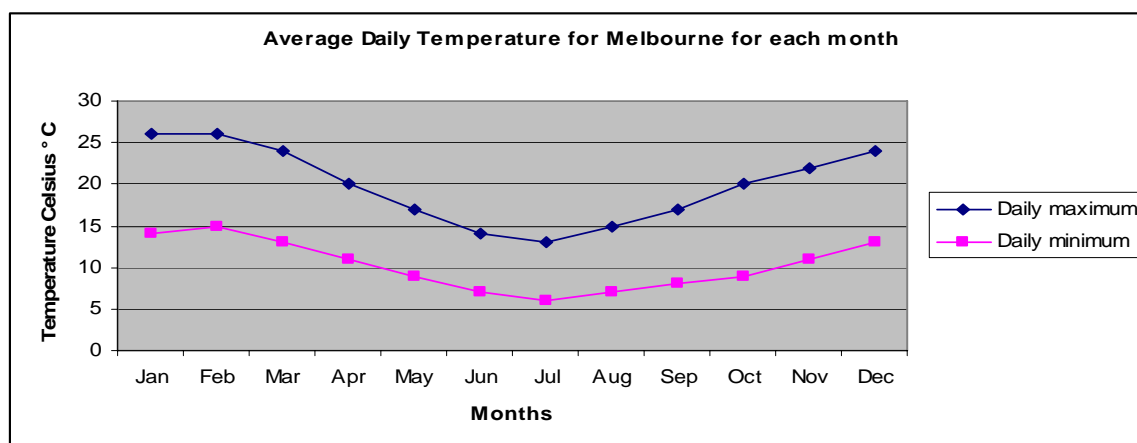
Students work in the same teams as in the first activity and use the internet, reference texts or other suitable resources to research their Test-playing nations. Once they have noted a range of facts, ask them to focus on the country's climate.

Model how to create a graph using climate data for Melbourne. Discuss the most appropriate type of graph for this type of continuous data, for example a line graph. Ask students to interpret the data in each row. Ensure students understand how the average temperature was calculated (that is the total temperature divided by the number of days). As a class, devise a scale and plot the points for average daily temperature for each month.

Complete a bar graph for rainfall separately and compare the two. Use the two graphs to model how to work out when cricket would most likely be played in Melbourne, taking into consideration temperature and rainfall.

Climate data for Melbourne, Australia

Average temperature celsius °C	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Daily maximum	26	26	24	20	17	14	13	15	17	20	22	24
Daily minimum	14	15	13	11	9	7	6	7	8	9	11	13
Average total rainfall mm	48.4	47.2	51.3	58.3	57.2	50.1	48	50.5	59.1	67.6	59.8	59.3



Provide Worksheet 2: Temperature/rainfall data for some Test-playing nations. Students graph average temperature/average rainfall data for a capital city of one country and interpret the data. Where appropriate students may use a computer and suitable software to record data in a spreadsheet and create a graph.

Ask students to identify the months of the year children in each country would most likely play cricket based on average temperatures/average rainfall. Each group locates their country on a world map, indicates the hemisphere and describes its proximity to the equator. Share graphs, data and interpretations from each group and summarise in a table.

Country and city	Hemisphere: Northern or Southern	Months of the year cricket is played	Distance from equator: close or far
(For example) Melbourne, Australia	Southern	Nov–March	Far
(For example) Mumbai, India	Northern	Oct–May	Close

Students look for patterns in the table, for example Southern Hemisphere countries play cricket October – March. Students discuss impact on cricket in countries with tropical climates (those close to the equator) which have monsoon seasons.

Compare the graphs and discuss the diverse conditions Australian Test players need to contend with when playing cricket in countries other than Australia. Refer to the Test-playing nations viewed at the National Sports Museum.

Revisit the key concept: The game of cricket provides an authentic context in which to explore the diversity of people, places and cultures.

Focus skills, knowledge and understandings: Health and Physical Education

Students regroup to refine their list of rules for backyard cricket. Combine each group with another to share their rules and agree on a final set of rules.

Provide adequate space on a sports field to play small games of backyard cricket using their agreed rules and equipment. Allow students to work out roles and responsibilities and evaluate their rules and how they played as a group.

After the game, provide an opportunity to discuss how they resolved issues that arose, describe their level of enjoyment and strategies they used to maximise participation of people in their group. Use a Y-chart to create a list of feelings they experienced, skills they used and attributes they could identify were useful while playing cricket. Discuss how this might compare with children from other countries.

Provide the sentence beginning: "Cricket is ..." on large strips of paper and ask pairs of students to develop a statement about cricket that captures the essence of why cricket is played by people around the world. Display the completed statements.

Indicators of student achievement and assessment strategies

The activities in these materials address the following dimension of VELs:

Health and Physical Education: Movement and physical activity

Students work in a group to create a game, and establish rules and procedures for its safe conduct. As evidence, use students' participation in the organisation and playing of the "backyard" cricket game and evaluation of the way the group performed.

Interpersonal Development: Building social relationships; Working in teams

Students identify and use a variety of strategies to manage and resolve conflict.

Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. As evidence, use students' ability to work co-operatively to develop a set of rules; follow their rules and work as a team to play the game and resolve issues and demonstrate elements of leadership, fair play and sportsmanship; participate in class discussion about values associated with playing cricket such as inclusion and tolerance, development of class Y-chart and their completed peer and self assessment of their team work.

Thinking Processes: Reasoning, processing and enquiry; Creativity

Students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. As evidence, use students' tables of information about their chosen country to show of their ability to accurately locate and organise their information and their presentation in response to their research question.

The Humanities – Geography: Geospatial skills

Students use atlases, street directories and town planning maps to accurately describe the distance, direction and location of places. As evidence, use students' ability to locate countries on a world map.

The Humanities – History: Historical knowledge and understanding

Students demonstrate their knowledge and understanding of significant events in Australian history. As evidence, use students' ability to discuss the development of cricket in early colonial life and over time to present day.

The Arts: Creating and making

Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using various media, materials and equipment to make and present artworks. As evidence, use students' use of art elements to create a desired effect and convey a message or their feelings related to a scene of backyard cricket.

Mathematics: Measurement, chance and data

Students present data in appropriate displays. As evidence, use students' ability to use climate data to accurately create and interpret a graph.

Source: Adapted from Victorian Essential Learning Standards, VCAA 2005 <http://vels.vcaa.vic.edu.au>

Additional resources

- The CricKids Playing in Harmony Student Handbook, Cricket Australia
- The "CricKids Ashes Challenge", Cricket Australia
- MILO Have-A-Game Resource for skills and modified cricket games, Cricket Australia
- Umpiring Guide, DVD (useful for the Laws of cricket - includes great footage), Cricket Victoria
- Coaching Guide, DVD, Cricket Victoria
- International Cricket Council (ICC) website: <http://www.icc-cricket.com>
- Ranking for the ICC Test Championship:
<http://www.icc-cricket.yahoo.com/rankings/rankings.html>

For climate information from other Test-playing nations not provided on Worksheet 2 refer to <http://www.worldweather.org> Hong Kong Observatory.

Tour of the MCG

During your visit to the National Sports Museum at the Melbourne Cricket Ground, we also suggest that you take an MCG Tour. Our bookings staff will help schedule this. It is an excellent opportunity to make special use of the reduced price combination package.

Access to the MCC Museum

The MCC Museum belongs to the members of the Melbourne Cricket Club. While it adjoins the National Sports Museum, it is not available for access by school groups. However, with prior negotiation with our bookings officer special entry can be permitted.

Worksheet 1: Backyard cricket around the world

Look at how backyard cricket is played around the world.

How are the places similar and different?

What equipment is being used?

Playing a game of cricket in India, 2005.

Sebastian d'Souza: Courtesy of the Herald Sun



Playing cricket at Lake Eppalock, Victoria, 2006.

Craig Borrow: Courtesy of the Herald Sun



Playing cricket in London, England, 1930.

Hulton Deutsch Collection: Courtesy of Corbis



Playing cricket on the island of St Vincent, West Indies, 1992.

Tim Thompson: Courtesy of Corbis



Playing cricket in Prospect,

Playing cricket in Isikhaweni,

South
Australia,
1998.

Chris Mangan:
Courtesy of the
Herald Sun



South Africa,
1998.

Ed Kashi: Courtesy
of Corbis



BACKYARD TO BAGGY GREEN WORKSHEET 2

Worksheet 2: Temperature/rainfall data for some Test-playing nations

Name: _____

How does your location impact on playing cricket? Choose one country to graph the data for the average daily temperature and rainfall.

Compare your graph with others and look for any trends.

Use the data to work out when children from that country would most likely play cricket.

London, United Kingdom

Met Office, UK

Temperature Celsius ° C	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average maximum	7	8	10	13	17	20	22	22	19	15	10	8
Average minimum	2	3	4	6	9	12	14	13	11	9	5	4
Rainfall mm	53	36	48	47	51	50	48	54	53	57	57	57

Christchurch, New Zealand

Meteorological Service of NZ Ltd (MetService)

Temperature Celsius ° C	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average maximum	22	22	20	17	14	11	11	12	15	17	19	21
Average minimum	12	12	10	7	4	1	1	2	4	7	9	11
Rainfall mm	46	41	57	53	57	50	68	60	41	44	50	45

Mumbai, India

India Meteorological Department

Temperature Celsius ° C	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average maximum	31	31	33	33	33	32	30	29	31	33	33	32
Average minimum	16	17	21	24	26	26	25	25	24	23	21	18
Rainfall mm	0.6	1.5	0.1	0.6	13	574	868	553	306	63	15	5.6

Karachi, Pakistan

Pakistan Meteorological Department

Temperature Celsius ° C	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average maximum	26	26	29	30	32	33	32	31	31	32	31	27
Average minimum	14	16	20	24	26	28	27	26	25	24	20	16
Rainfall mm	4	6	8	5	0	4	66	45	23	0.3	1.7	5

Darwin, Australia

Bureau of Meteorology, Australia

Temperature Celsius ° C	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average maximum	31	30	31	32	31	30	30	30	32	32	32	32
Average minimum	25	25	25	25	23	21	20	21	24	26	26	26
Rainfall mm	348	287	240	76	21.8	0.8	0.1	3.1	7.8	47.7	112.5	233

Johannesburg, South Africa

South African Weather Service

Temperature Celsius ° C	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average maximum	26	25	24	21	19	16	17	19	23	24	24	25
Average minimum	15	14	13	10	7	4	4	6	9	11	13	14
Rainfall mm	16	11	11	9	3	2	1	2	4	10	15	15

Kingston, Jamaica

Jamaica Meteorological Service

Temperature Celsius ° C	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average maximum	30	30	31	31	32	32	33	33	32	32	31	31
Average minimum	21	21	21	23	24	24	24	24	24	23	23	22
Rainfall mm	18	19	20	39	100	74	42	98	114	177	65	47

Source: worldweather.wmo.int

The World Weather Information Service (WWIS) website contains official weather information provided by various National Meteorological and Hydrological Services (NMHSs) of the World Meteorological Organization.