



# Table Cricket Leaders Award Activity Resources



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# Introduction

## How to use these resources

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These activities within this resource can be used to support the delivery of the Table Cricket Leaders Award. You can introduce your own activities or amend those within this resource to fit your volunteers. Please note these are suggested activities, not all need to be delivered during the training stage of the award.

Activity's 1-3 are mandatory and should be undertaken with volunteers at the start of this award. They can be led at the same time as one another to give volunteers an insight into the three main roles they might undertake when volunteering at an event.

An introduction to table cricket has also been provided, should you feel that your volunteers need some initial understanding of the game.

## Introduction to the Table Cricket Leaders Award

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The objective of the Table Cricket Leaders Award is for volunteers to confidently and successfully undertake at least one role during the table cricket competition. These roles are:

- Umpire
- Buddy
- Scorer

Please note, there is no expectation for a volunteer to undertake a role if it's not suitable

A number of skills and behaviours should be developed prior to your volunteers assisting with the events. Skills are developed through training or experience. Behaviours tend to be innate, how a person acts – although often the terms are interchangeable.

It is recommended that you use the activator led activities in conjunction with the record of achievement, where volunteers can record their developments throughout the award.

## Volunteer Journal

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The Volunteer Journal should be completed in conjunction with this award. Pages 3-7 should be completed by the volunteer during the training stage of the award. Page 8 should be completed by the volunteer once they have assisted in leading at a table cricket competition. Page 9 should be completed by the Supervisor at the competition. Please note – where possible, the Volunteer Journal should be completed by the volunteer. However, there is an element of flexibility if the volunteer is not able to complete this. Where this situation occurs, reasonable adjustments can be made and the volunteer can show their evidence in different ways, eg: poster paper discussion, verbal recording etc.

## Introduction to Table Cricket – Getting Started

### Aim:

Understand the game of table cricket, setting up a table and basic rules.

### Equipment:

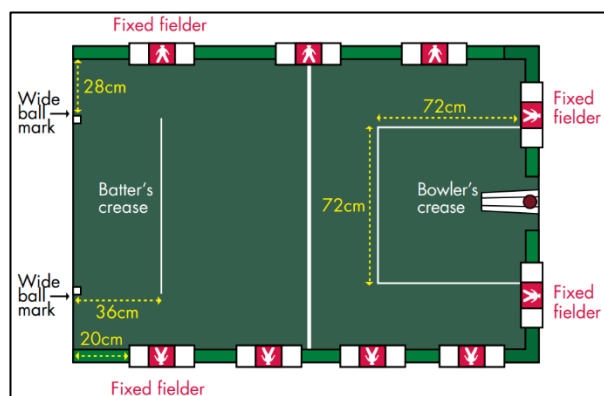
Table cricket set-up

### Activity:

This activity can be delivered in conjunction with the [Lord's Taverners Complete Guide to Table Cricket](#). The following areas could be addressed:

- *Why table cricket?* The Activator could facilitate a discussion on why Table Cricket is played and the improvements those who take part can experience (page 5 of the guide).
- *Setting up a table* – The Activator could show the volunteers how to set up a table and give them the opportunity to practice themselves (page 6-7 of the guide).
- *Basic rules* – The Activator to assess volunteer's current knowledge of the rules of table cricket. Volunteers to record rules on poster paper. Activator to review rules and outline correct ones. The rules can be found [here](#).
- *Play the game* – Give volunteers the opportunity to play the game and practice enforcing the rules.

The [Lord's Taverners website](#) also hosts a range of videos which can be used to support this.



## Mandatory activity 1: Being an umpire

### Aim:

Understand the roles and responsibilities of being a table cricket umpire.

### Equipment:

Table cricket set-up, volunteer journals

### Activity:

- Split the volunteers into small groups and ask them to consider the main rules of table cricket, write these down within their volunteer journals (page 5).
- In the same groups, ask volunteers to explore which rules could be adapted to ensure all table cricket participants are included and supported to succeed when playing.
- As a whole group, volunteers to take it in turns to set up a table cricket game and practice the role of being an umpire.

Ask the volunteers who would feel confident in being an umpire during a table cricket event. Ensure that they have all completed page 5 of their volunteer journal.

## Mandatory activity 2: Being a scorer

### Aim:

Understand the roles and responsibilities of being a table cricket scorer.

### Equipment:

Table cricket set-up, volunteer journals

### Activity:

- Once a game of table cricket is up and running (from the previous activity), the volunteers can take it in turns to score.
- They can practice the arm signals required to use during a game.
- Complete the scoresheet on page 6 of the volunteer journal – emphasise that a scorer during the table cricket event will need to complete these scoresheets.
- You can support them with this by showing a completed scoresheet from the [Complete Guide To Table Cricket document](#).

Ask the volunteers who would feel confident in being a scorer during a table cricket event. Ensure that they have all completed page 6 of their volunteer journal.

## Mandatory activity 3: Being a buddy

### Aim:

Understand the roles and responsibilities of being a table cricket buddy.

### Equipment:

Table cricket set-up, volunteer journals

### Activity:

- Once a game of table cricket is up and running (from the previous activities), the volunteers can take it in turns to be a buddy.
- Encourage the volunteers to think about how they could support the captain during a table cricket event.
- Ask the volunteers to consider how they are communicating with their peers. Why might this need to change when they are communicating at a table cricket event?
- At the end of the table cricket game, ask your volunteers in small groups to identify how their communication could be adapted to ensure they communicate effectively with all participants. Complete page 7 of the volunteer journal.

Ask the volunteers who would feel confident in being a buddy during a table cricket event. Ensure that they have all completed page 7 of their volunteer journal.

## **Skill focus: Communication**

Volunteers who can't communicate effectively find that all of their other skills and abilities as a volunteer are diminished as a result.

You could ask your volunteers:

- Who did you communicate with so far today?
- How did you communicate with them?
- Have you communicated without talking today? Why? How?
- What are the different ways we communicate?
- Why might we use different communication methods?

The key to this discussion is for your volunteers to recognise that they already use lots of different communication methods. A good volunteer will need to use the most appropriate method(s) depending on circumstances, and who they are communicating with.

The two types of communication are:

- Verbal: volume, projection, pitch and tone, questioning, pronunciation, questioning, clarity.
- Non-verbal: demonstrations, signs/signals/gestures, positioning, eye contact, body language, listening.



## Communication Activity: Mirror Drawing

### Aim:

Volunteers to understand the importance of clarity and giving concise instructions.

### Equipment:

Paper, pens/pencils

### Activity:

- The aim of the activity is for volunteers to successfully describe a drawing in order for their partner to replicate it
- Split the group into pairs (name them A and B). Give each volunteer a blank sheet of paper and something to draw with
- Volunteers sit back to back with their partner. A's have one minute to draw a picture/pattern/random shapes on their paper without showing their partner
- The pair turn and face one another. A's have two minutes to describe what they have drawn so their partner can draw an exact replica
- Various conditions can be added to make the activity more difficult, for example: no hand signals, no-one (the person drawing or the person explaining/describing) can't see their partner's paper until the end, ban the use of certain words (shapes etc)

### End of activity discussion:

Ask B's what they found most challenging about the activity. Encourage them to reflect on their partner's verbal communication skills throughout the task. Highlight the importance of clarity of instructions given by A's. If they gave a number of instructions in one go B's would struggle to comprehend them all and successfully replicate the image. Similarly, instructions needed to be specific, i.e.: location of drawing on the paper, size of drawing etc.

## Communication Activity: Warm-Up Signals

### Aim:

To increase confidence in using table cricket signals within an activity.

### Equipment:

Cones

### Activity:

- Volunteers to set up a basic warm up activity, eg: participants jogging/hopping/skipping around a designated area
- Leader to use table cricket umpire signals to represent various actions for the participants to do eg:
  - Signal for 1 run – participants do one star jump
  - Signal for 2 runs – participants do two star jumps
  - Signal for wide – participants do a sumo pose
  - Signal for fielder clash – two participants pretend to collide (safely!)

### End of activity discussion:

This activity is designed to increase your volunteer's confidence in using the appropriate umpiring signals. It will be important that the volunteers understand these when leading at a table cricket competition. Encourage your volunteers to start using these signals whenever they are practicing their umpiring skills, even if they have set up a different version of cricket, this will help reinforce the use of the signals.

## **Skill focus: Motivation**

Many volunteers find that it is the instruction giving process that causes them problems when they first take responsibility for leading others. While it is very important that volunteers issue instructions and give examples to get the whole group on task, it is also crucial that the volunteers continue to communicate with participants throughout the activity.

The way that volunteers introduce and explain activities and the way that communication is used are key to how motivated the participants stay. Participants might not be motivated if activities are boring, completely silent, not appropriate for the group, or instructions are given in a boring, disinterested way.

You could introduce this section by asking your volunteers:

- What is does the word 'motivation' mean?
- What motivates you?
- What behaviour/situation wouldn't motivate you?
- Can you think of a time you have been motivated to try hard or do something? What motivated you (eg: promise of being allowed to go somewhere/have a new something?)
- What motivates you in sport?

## Motivation Activity: High Praise

### **Aim:**

Participants to become confidence in using praise within a session.

### **Equipment:**

Praise cards

### **Activity:**

- Create cards with simple praise phrases on, for example: fantastic, well done etc. Volunteers must memorise the word(s) on their card and give it back to you. They must not tell anyone else what was on the card.
- Lead a session to the group (you could integrate this into a normal PE lesson). Throughout the session volunteers must use the word(s) from their cards to motivate, cheer on and encourage the rest of the group.
- At the end of the session the group must say what they think each volunteer's phrase was. Make it clear that the aim is to ensure everyone knows the word, not to have kept it secret or turn it into a guessing game!

### **End of activity discussion:**

Ask volunteers: why is it important to encourage participants? How did they feel when being praised by others during the session? What are their favourite words/phrases? Did they add in any other motivational methods? Can they suggest how they could?

## Skill focus: Teamwork

Learning to work with others is a valuable skill for all young people. Not just in a sporting context but also in social, family or a work environment. Developing the skills necessary to build effective relationships will help your volunteers immensely as they journey through life.

You could ask your volunteers:

- What makes an effective team?
- Why is it important to work as a team?
- What teams are you already part of? (remember this doesn't just refer to sports teams)
- What roles might you find in different teams?

You could also ask them to talk about their favourite sports teams and how those athletes work together to meet a common goal.

This will encourage your volunteers to think about what being a team means and what qualities team members need to have to help make a team successful. Volunteers should be aware that successful teams are made up of people with a variety of different skills and qualities.

The activities in this section are broken into 'team challenges' which should be completed in small groups.

## Teamwork Activity: Challenges

### Aim:

Volunteers to identify the different roles within a team and reflect on their own role.

### Activities:

- **Human knot:** volunteers, in groups of 6 or 7, stand in small circles. Everyone puts their right hand out and takes hold of the right hand of another person in the circle. They then do the same with their left hand but must take hold of a different person's left hand. The human knot is now tied. Volunteers must now untangle the human knot to make a circle without letting go of any of the hands, unless they need to change grip. Some volunteers may finish facing inwards, whilst others may face outwards.
- **Overcrowded island:** Put a hoop on the floor. The group must get as many people inside the hoop as possible. Volunteers must not touch the floor outside the hoop. How many can they get? You can make it into a competition between two groups if you like.
- **The sky's the limit:** In groups of 4. Give each group some spaghetti (uncooked!) and a bag of marshmallows. The groups must compete to see who can build the tallest free-standing tower. If some volunteers have allergies to these foods, you might be able to use putty and paper, building blocks, or other items as alternatives.

### End of activity discussion:

Encourage volunteers to think about the role they played in the group and the role they played in solving the task. This may include the following: Did they lead? Did they stay quiet? Were they happy with their contribution/ involvement? Was their contribution/involvement listened to/ acted upon? How did this make them feel? If volunteers were to do the challenge again, would they do anything differently?

## **Skill focus: Adapting Sport / Physical Activity**

The ability to adapt sessions is a vital skill for a volunteer to ensure that all participants are able to take part in a safe, purposeful and suitably challenging session.

This section is designed to enable your volunteers to understand the basic principles of adapting activities and how to implement these adaptations. Creativity plays a role here in ensuring that participants of different abilities can achieve.

To start with you could ask your volunteers:

- Why is it important that all participants feel included in a session?
- Why might you need to adapt an activity to cater for all participants?
- How could you adapt an activity to ensure participants can achieve?

Encourage your volunteers to consider adaptation factors such as: use of area, equipment, challenging/supporting participants etc.

## Adapting Sport / Physical Activity: All Cricket

### Aim:

Volunteers to identify ways that cricket can be adapted to suit the needs of participants.

### Equipment:

Bats, balls, stumps

### Activity:

- Set up a basic game of cricket for your volunteers to take part in. Play until everyone on the batting team has had a go at batting and then ask them: Was everyone fully involved? Was there any standing around and waiting? Can anyone think of a way to change the game so that everyone is more involved?
- You could introduce some variations, for example:
  - Pairs - everyone (batters and fielders alike) must join hands with another player on their team. They must stay joined at all times throughout the game.
  - Caterpillar - the whole of the batting team must run to stumps every time someone bats.
- You could also get the volunteers to think about how the batting process could be altered:
  - Hitting the ball off a tee instead of being bowled
  - Batting from a kneeling position

### End of activity discussion:

Once you have played one (or more) variations of the game you could ask the volunteers: Was there less standing around? Were they more involved? Was it more fun? Hopefully volunteers will start to see that activities which often involve waiting around can be made more inclusive and active by making a few small changes. Encourage volunteers to bear this in mind when they lead. Ask volunteers what adaptations they could make to a table cricket game, taking into account their participants.



## Adapting Sport / Physical Activity: Make A Change

### Aim:

Volunteers to adapt a game in order to ensure everyone has fun and can achieve.

### Equipment:

Bats, balls, stumps

### Activity:

- Divide the volunteers into small groups and set each group the task of playing a simple game. Once the groups have established the basic rules and are up and running, give them an instruction/scenario that will force them to adapt their plans, for example:
  - If your activity is co-operative make it competitive. If it is competitive, then make it co-operative.
  - You are outside and it is a cold day. Adapt the activity so that everyone is as active as possible.
  - You have a mixed ability group. Differentiate the rules so that everyone can achieve.
  - The activity is too difficult for the group. Think of three ways to make it easier.
  - Your area has halved due to having to share with another group. Adapt your game so it is still effective.
  - The groups must then come up with possible solutions to their situation/scenario.

### End of activity discussion:

Ask volunteers what impact their adaptation had on the game – did it solve any potential issues that could have occurred?

## Skill focus: Organisation

Organisation is a key skill for a volunteer to possess. If a session is not organised it can have a direct impact on the motivation, safety and enjoyment of participants.

Your volunteers should understand how to be organised:

- Before an activity
- During an activity
- Following an activity

You could introduce this section by asking your volunteers:

- What do you organise on a daily basis?
- How do you ensure that you complete tasks? E.g.: homework etc.
- What might you need to do before you lead an activity to the group?
- What needs to be organised whilst leading an activity?
- How might evaluating your leadership improve your organisation skills?

## Organisation Activity: Relay Races

### Aim:

Volunteers to identify what needs organising before an activity is delivered.

### Equipment:

Mixture of equipment, for example: cones, hoops, balls etc.

### Activity:

- Split volunteers into groups of three or four. Each group must plan and lead the rest of the group in a relay race.
- Tell volunteers:
  - It is a relay race
  - Where it starts and ends
  - The equipment they can use
  - The space they have
  - How many teams/participants
  - Anything else you want to tell them/other rules or restrictions

The groups need to work out and plan the rest of the details (i.e. how the race works and what the participants have to do etc) and then lead their relay race to the group.

### End of activity discussion:

Encourage your volunteers to consider how they organised their relay - what decisions they had to make? What other information they would have liked before the planning? Did they come across any challenges to what they had planned, i.e.: did they have to amend their plan once the relay was taking place? The answers to these questions should form an evaluation of their organisation and leadership whilst leading their relay. Round-up this section by asking volunteers how they think evaluating activities can impact their leadership in the future.

## **Skill focus: Setting & Enforcing Rules**

At some point during your volunteer's leadership journey they will need to take responsibility for setting and enforcing rules, whether this be during particular activities/games or within sessions themselves. This is vital for those who are going to undertake the role of the umpire at a table cricket competition.

This section has been designed to introduce volunteers to the importance of enforcing fair rules and remaining impartial. It also gives volunteers the opportunity to enforce their own rules in a game situation.

You could introduce this section by asking your volunteers:

- Why are rules important when it comes to physical activity?
- What rules do they have to follow when they are taking part in physical activity? These could be general (for example, health and safety considerations) or sport/activity specific
- What other skills and behaviours might they use when setting and enforcing rules? For example: communication, confidence, organisation etc.

## Setting & Enforcing Rules Activity: Invent A Game

### **Aim:**

Volunteers to set and enforce rules for a new game/activity.

### **Equipment:**

Selection of PE equipment.

### **Activity:**

- Split the volunteers into small groups of 4-5 (ensure there are an even number of groups)
- Give each group a selection of random PE equipment and ask them to create a game/activity, including a set of appropriate rules
- Groups to deliver their game to another group and give the opportunity to play the game
- Enforce the rules throughout the game/activity

### **End of activity discussion:**

Ask volunteers how they felt enforcing rules. Did they come across any challenges? Did they have to stop the game/activity at any point to reiterate or amend their rules? If so, how confident were they in doing this? As an extension activity you could give the volunteers a wildcard, asking them to introduce a new rule that: makes participants use different muscles, makes the game more entertaining to watch, involves communication between the group, makes the game quieter, speed the game up/slow the game down, make it easier/harder to score etc.

## **Skill focus: Being A Role Model**

Many volunteers will find that they are looked up to by participants when taking part in the leading of table cricket events. As a result, it is important that they display the correct behaviours and ensure that they are a good role model for those around them.

You could ask your volunteers:

- Who are their role models and why?
- What behaviours do their role models display?
- What could be the positive impact of them acting as a good role model during the table cricket competitions?
- What could be the negative impact of them not acting as a good role model during the table cricket competitions?
- How can they ensure that they are a good role model during the table cricket competitions?

## Being A Role Model Activity: What If?

### **Aim:**

Volunteers to understand how they can be a good role model during table cricket competitions.

### **Equipment:**

Scenario cards.

### **Activity:**

- Create some scenario cards that include things that could go wrong during a table cricket competition
- In small groups, ask your volunteers how they could overcome these issues whilst still displaying appropriate positive behaviours
- Encourage them to think about how displaying these positive behaviours will show them to be a good role model in the face of adversity

### **End of activity discussion:**

Without scaring your volunteers too much, it's always a good idea to get them to prepare for the worse. What happens if things don't go to plan at the table cricket competitions? How can they ensure that they still remain positive and get the event back on track? Encourage your volunteers to make a list of things that could go wrong and how they could overcome them. This could be anything from issues with participants, equipment or even not having enough volunteers present.

## **Skill focus: Planning & Leading**

By now your volunteers should have developed a good range of skills and behaviours. Soon they will be expected to put this into action by taking part in the leading at a table cricket competition.

This will give you the opportunity to see what your volunteers have achieved throughout the course and offer further support if necessary. Before your volunteers lead at a competition you should discuss the importance of planning the competition with them.

You could ask your volunteers:

- Who will undertake which roles at the competition?
- What will their responsibilities be as part of this role?
- Will they need to arrange an overall welcome to the participants at the competition?
- How will they ensure the competition runs smoothly?
- What support will they have at the competition?
- Will they need to arrange any post-competition activity, eg: closing ceremony?



## Planning & Leading Activity: Suits You

### Aim:

Volunteers to understand the planning process.

### Equipment:

Deck of cards.

### Activity:

- At one end of the area lay each suit of 13 cards face down in a random order in a clock face with one card in the middle.
- Split the volunteers into 4 teams – stand each team at the opposite end of the hall from the cards. Each team has one suit to work with.
- On 'go' one volunteers from each team runs to their clock face to turn over a card. If it is the correct card then it can be left face up. If it is incorrect it must be placed face down. Volunteers can only turn over one card per run. Continue until all cards have been turned over in sequence.
- Before the activity begins, give each group a couple of minutes to formulate a plan of action to ensure they win.

### End of activity discussion:

Give the volunteers an opportunity to review their initial plan – did it go how they envisioned it would? If so, how successful was the plan? If no, why? Then give the groups an opportunity to review their performance, adapt their plan and play the game again. After the second run-through ask volunteers to think about what they did differently during the activity. Emphasise to the volunteers how important planning is, not just when taking part in an activity but when leading as well.

## Planning & Leading Activity: Setting Up Table Cricket

### **Aim:**

Volunteers to set up the table cricket table ready for competition.

### **Equipment:**

Table Cricket resources.

### **Activity:**

- In pairs, volunteers to set up a table cricket table ready to play on
- In small teams, volunteers to play a game of table cricket and practice undertaking each of the three roles (umpire, scorer and buddy)

### **End of activity discussion:**

By this point of the award your volunteers should have developed their skill set to the point where they are ready to assist in the leading at a table cricket competition. This activity can be seen as a practice 'run-through', giving them the opportunity to take on at least one of the three roles along with their peers.

At this point it would be a good idea to discuss the finer details of the competition that they will be volunteering at, eg: date/time, location, participants, expectations for the day, any issues of concerns that the volunteers have etc.