



What's unique about Cricket

Cricket is a bat-and-ball game featuring two teams. The main goal is to score more runs than the other team by hitting the ball and running or hitting the ball over or across the boundary. Our inter-school offer 'Chance to Compete' aims to give state school children an opportunity to play competitive cricket. Matches are played in under an hour and all participants play a significant part in the game. The format and rules are adapted so to remove many of the traditional barriers to schools being unable to play competitive cricket, albeit without veering too far from the fundamentals of a game of cricket.

Our intra-school offer 'Countdown Cricket' is an inclusive cricket format designed specifically for secondary schools. It has been designed to be first and foremost an intra-competition, but it could be played between schools if SGOs/teachers agreed to apply consistent adaptations across the match.

Building on the Countdown Pairs experience many students encounter through Dynamos Schools Cricket in primary education, Secondary Countdown Cricket ensures every participant can contribute as a batter, bowler and fielder. The format is highly flexible, with STEP adaptations for access and challenge allowing schools to adapt the format to suit different abilities, confidence levels and environments. This means there are three distinct sub-formats within Secondary Countdown Pairs: Access; Core; and Development.

Easy to organise and requiring only softball cricket equipment (such as that provided by the Cricket for Teachers programme), Secondary Countdown Cricket provides a bridge between curriculum cricket, intra-school competition and inter-school opportunities such as [Chance to Compete](#) and the [Knight-Stokes Cup](#).

What is the intent of your format



Develop confidence and competence within physical activity/sport skills



Provide inclusive opportunities



Create positive experiences

The formats provide the opportunity for children to apply the skills of batting, bowling and fielding skills within modified and inclusive game environments. Both formats allow all participants to experience success whilst developing cricket-specific competence.

Chance to Compete aims to provide a positive experience for participants and teachers alike, by offering an easy to setup and organise format of play removing many of the traditional barriers schools face to play competitive cricket, albeit without veering too far from the fundamentals of a game of cricket. Countdown

cricket has been purposely designed to be flexible and adaptable. STEP adaptations for Access and Challenge allow teachers, leaders and students to create equitable experiences for participants with different levels of confidence, ability and experience.

Every participant is actively involved throughout the game, creating enjoyable, engaging and meaningful experiences. Students experience challenge, teamwork and competition in an environment where participation and development are prioritised.





Cricket for SGOs

SECONDARY

Target group benefits



All young people



Boys



Girls



SEND



Targeted groups
of young people

Our formats are for all young people and have been designed so that all students can contribute regardless of their previous cricket experience. Every participant has opportunities to bat, bowl and field, ensuring meaningful involvement throughout the game. Flexible adaptations allow the activity to be delivered across a range of settings, group sizes and ability levels, supporting positive experiences and participation for all students.

Secondary Countdown Cricket provides a welcoming and accessible introduction to competitive cricket. The format prioritises involvement, enjoyment and teamwork, ensuring every participant has an active role within the game. Flexible adaptations allow teachers to create environments where confidence can develop gradually, helping more boys and girls experience success and develop positive relationships with physical activity and cricket. For boys there are few other options for them to try out cricket after Primary school, so this format could be a key tool to engage them. For girls, there are clear progression opportunities within club cricket for girls who enjoy Secondary Countdown Cricket.

The format has been intentionally designed with flexibility at its core. Teachers and leaders can adapt space, task, equipment and people to support individual needs. Examples include shortened pitches, raised batting tees, larger or softer balls, modified catching rules and additional space for decision making. These adaptations allow students with a range of needs to access the same activity alongside their peers

Secondary Countdown Cricket can provide a positive sporting experience for students who may not traditionally engage with cricket or school sport. The emphasis on participation, teamwork and personal improvement, combined with flexible adaptations and multiple leadership opportunities, allows schools to tailor provision to the needs of specific groups within their communities. Students can contribute as players, officials, scorers or organisers, providing multiple routes into engagement and achievement.

It's just not Cricket if...

1

Every participant does not have the opportunity to bat, bowl and field.

2

Teams are not competing through scoring runs and taking wickets, using a soft or hard ball.

3

The game no longer allows adaptations that support inclusion, participation and progression for all students.



CHANCE TO SHINE





How to run inter-competition: Chance to Compete



How to set up

- To play a Chance to Compete festival, competition organisers should select a venue suitable for the specific competition (indoor or outdoor). This should be a safe space and in the case of outdoor competition, a space where multiple pitches can be setup
- Organisers should use the kit advised in the format cards and supporting resource videos – ideally Chance to Shine branded kit, but this isn't expected
- Pitches should be setup in accordance with the diagrams on the resource – using the specific guidance from ECB in relation to wicket distances and boundary sizes (which are age specified)
- Schedules should account for getting as many games as possible in during the time available. Match lengths can be adapted in accordance with the guidance.



Age group

KS3 (11-14 years old)
KS4 (14-16 years old)



Gender

Open and Female



Participant numbers

Flexible, depending on the space and time available.

Recommended to have teams of 8, with squads of up to 10 players.



Target audience

Open to all, but specific competition offers for different groups:

- Year 7 Open (Year 7 pupils ONLY)
- Indoor Open Tape Ball – U13 and U15
- Girls Outdoor – U13 and U15 (Girls ONLY)



Benefits for YP

Experience competitive cricket in an inclusive environment, and in so doing:

- Developing teamwork skills
- Developing communication skills
- Improve decision-making
- Learn to develop self-control and manage emotions
- Become more determined and increase resilience, learning to win with pride and lose with grace
- Grow more confident with the fundamentals of batting, bowling and fielding.



Roles for YP

Young people can actively take on the following roles:

- Setting up pitches
- Demonstrating and instructing activities
- Scoring and umpiring
- Acting as a team manager
- Collating scores and updating progress.



Progression

Chance to Compete festivals are the final step in the Secondary School soft-ball competition pathway.

Within each county, there may be additional local or borough events leading to a County Final – for more information speak to your local County Cricket Board or Foundation. For the Girls Outdoor Competition, Regional Finals take place during Summer Term for select qualifiers from County Finals.

Participants wanting to take the next step after this experience can consider club or community cricket offers.





Additional support

Cricket is a fully inclusive sport. To support you to adapt your practice, check out the [SEND Inclusion Toolkit](#) co-created by the Youth Sport Trust and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support, and opportunities for people of all ages with specific impairments. [The toolkit](#) provides an introduction to a range of special educational needs and disabilities, alongside practical guidance for creating inclusive environments and signposting to further training and development opportunities. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

Physical Literacy

We have designed these formats with physical literacy at their heart. We want all young people to have positive experiences with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give young people greater ownership of their experience.

For further support, look to the Physical Literacy Enactment Guide - Community, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

NGB regional contacts

Cricket has a highly skilled localised workforce, which exist through the network of Recreational Cricket Boards and Foundations. In every county (as well as Cricket Wales and Cricket Scotland) there is a team responsible for the development of grassroots cricket, which includes those responsible for delivery of Schools Programmes through Chance to Shine and Lord's Taverners. A list of local partners is available through the ECB website, [click here](#) to find out more.

At a local level, these partners may be able to support with:

- Guidance on venues for events
- Connections with community cricket, including clubs
- Provision of staffing for any festivals
- School programme delivery to underpin and support inter-competition
- Teacher CPD
- Young leader or officials training and support

Personal development

There are different ways that SGOs and teachers can be supported to deliver Chance to Compete and Secondary Countdown Cricket, alongside other formats. But the most important avenue for support, for Secondary School SGOs and Teachers, is the **ECB Cricket for Teachers programme**, offered nationally and delivered by local Recreational Cricket Boards.

ECB Cricket for Teachers Programme

- Teachers and SGOs can access the [Cricket for Teachers](#) training programme, delivered by their local Recreational Cricket Board by clicking this link
- The free-to-access in-person programme gives teachers and SGOs increased confidence in how to deliver softball cricket and provides play resources and high-quality softball cricket kit to support with this.
 - The programme provides links to further development and participation opportunities for SGOs, teachers and students, such as further coaching courses, officiating and scoring courses or participation opportunities in the club cricket landscape and outside of it (e.g tapeball cricket).
- The 'Countdown Cricket' scoring app can be used to support student-led scoring and officiating. All SGOs and teachers are encouraged to download the app which offers a smartphone or tablet-based scoring system
 - For Apple users, [click here](#)
 - For Android users, [click here](#)
 - Please be mindful of the use of this app, given restrictions around mobile phone uses within school settings
- Teachers and School Games Organisers can access additional cricket resources through local Recreational Cricket Boards and Foundations, as well as national ECB and Chance to Shine resources.





Where to participate next?

- Community cricket opportunities exist on the doorstep within all areas of the country and there are plenty of mechanisms available to support SGOs in making these connections.
- For students wishing to continue their cricket journey beyond school, opportunities exist through:
 - Local cricket clubs – [click here](#) to find a local club
 - Women and Girls Cricket programmes – find out more [here](#)
 - Chance to Shine Street programmes (8-24 year olds) – more information [available here](#)
 - Lord's Taverners programmes where appropriate, e.g. Lord Taverners Super 1s (Disability Specific) – [click here](#) for more information
 - Local Recreational Cricket Board and Foundation activities – find out more [here](#).

Where to compete next?

- Local Recreational Cricket Boards will advise on the competition structure within county. Dependent on the size of the county, the following progressions may exist:
 - Hyper local (town or place based) competition
 - District or local authority-based competition
 - Regional based competition (in larger counties)
 - County finals
- Students who develop confidence through the formats may progress into:
 - Local school cricket festivals
 - School Games County competitions
 - [Chance to Compete](#) competitions
 - [Knight-Stokes Cup](#) competitions
 - Recreational club cricket competition programmes.





Why Secondary Countdown Cricket for your school?

Cricket is a bat-and-ball game featuring two teams. The main goal is to score more runs than the other team by hitting the ball and running or hitting the ball over or across the boundary. Secondary Countdown Cricket is an inclusive cricket format designed specifically for secondary schools as an intra-competition. Building on the Countdown Pairs experience many students encounter through Dynamos Schools Cricket in primary education, Secondary Countdown Cricket ensures every participant can contribute as a batter, bowler and fielder. The format is highly flexible, with STEP adaptations for access and challenge allowing schools to adapt the format to suit different abilities, confidence levels and environments. This means there are three distinct sub-formats within Secondary Countdown Pairs: Access; Core; and Development.

Secondary Countdown Cricket is a strong standalone format and significantly, it is supported by its connection to the ECB's national Cricket for Teachers training programme, delivered by local Recreational Cricket Boards, which gives teachers and SGOs increased confidence in how to deliver softball cricket and provides play resources and high-quality softball cricket kit. When delivering Secondary Countdown Cricket, SGOs will be able to work with newly trained teachers, as well as these local Recreational Cricket Boards or Foundations who will be able to provide guidance on setting up competition events. SGOs can access a range of cricket mini-games from the Cricket for Teachers programme, which may help with introducing students to cricket for the first time.

Easy to organise and requiring only softball cricket equipment (such as that provided by the Cricket for Teachers programme), Secondary Countdown Cricket provides a bridge between curriculum cricket, intra-school competition and inter-school opportunities such as [Chance to Compete](#) and the [Knight-Stokes Cup](#). The 'Countdown Cricket' format means that players will be emulating what they see on the TV through 'The Hundred.'

How to use activities in curriculum time

Secondary Countdown Cricket provides schools with an inclusive, flexible and engaging competition format that can be delivered during curriculum time, enrichment activity or School Games programmes. The format can be adapted to suit different abilities and confidence levels, helping schools create positive sporting experiences for all young people whilst developing physical literacy, teamwork, leadership and confidence.

Teachers can introduce and develop batting, bowling and fielding skills through Cricket for Teachers activities before progressing students into Access, Core or Development Countdown Cricket formats. The flexibility of the game allows teachers to adjust challenge levels according to the needs, confidence and experience of the group.

The format aligns particularly well with:

- Cricket for Teachers activities as an introduction to cricket fundamentals
- Curriculum units focused on striking and fielding
- Intra-class and inter-house competition
- Leadership and officiating opportunities
- Personal development through teamwork, communication and decision making.

The Access, Core and Development versions of Secondary Countdown Cricket provide a clear progression route, enabling students to move from introductory experiences towards more competitive game play.

Additional support

Cricket is a fully inclusive sport. To support you to adapt your practice, check out the [SEND Inclusion Toolkit](#) co-created by YST and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support, and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each Special Educational Needs and Disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each NDSO. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.





Physical Literacy

These formats and activities have been designed with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

Thrive isn't a checklist – it's a lens to help you sense check quality and inclusion, so consider the following when choosing which format to deliver and how it supports your young people to have a positive experience with physical activity:

- **TAILORED:** does your event support the needs, strengths and circumstances of the group?
- **HOLISTIC:** do the selected activities support young people to move, connect, think and feel?
- **REFLECTIVE:** have you built in time to allow young people to reflect on their engagement and to make choices about what they want to take part in next?
- **INCLUSIVE:** does your event support all young people to engage, feel welcome and included to take part?
- **VARIED:** have you planned for activity differentiation with equipment, space, task and outcome to provide appropriate challenge and maintain interest for all?
- **EMPOWERING:** have you consulted your young people to ask what they want to do, and how they want the event to run? Often, they create better rules and adaptations than we do, which gives them ownership and a positive experience.

For further support, look to the Physical Literacy Enactment Guide - Education, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

Personal development

There are different ways that SGOs and teachers can be supported to deliver Secondary Countdown Cricket, alongside other cricket formats. But the most important avenue for support, for Secondary School SGOs and Teachers, is the **ECB Cricket for Teachers programme**, offered nationally and delivered by local Recreational Cricket Boards.

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Where to participate next?

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 - Local Recreational Cricket Board and Foundation activities – find out more [here](#).

Where to compete next?

- Secondary Countdown Cricket provides a bridge between curriculum delivery and inter-school competition. Students who develop confidence through the format may progress into:
 - Local school cricket festivals
 - School Games County competitions
 - [Chance to Compete](#) competitions
 - [Knight-Stokes Cup](#) competitions
 - Recreational club cricket competition programmes.





How to run intra-competition: Secondary Countdown Cricket



How to set up

- Split the group into equal teams, usually 8 students, but a minimum of 4 and maximum of 10
 - Where space and numbers allow, split into 4 teams with 2 playing areas
 - With limited space, split into 3 teams with 1 team batting, 1 bowling and fielding and 1 involved in skill-based games. Rotate so that each team fully participates
- Agree the number of balls for every batting pair before the game, usually 10 or 20 balls depending on team size and time available
 - Each 5-ball set should take approximately 3 minutes
- For example:
 - In an eight-a-side game with four pairs, 20 balls per pair creates an 80-ball innings. With each team batting once, the game should last approximately 100 minutes, including 5 minutes to switch teams
 - In a six-a-side game with three pairs, 10 balls per pair creates a 30-ball innings. With each team batting once, the game should last approximately 25 minutes, including 5 minutes to switch teams
- Put each team into pairs for their batting rotations, or ask teams to decide on their batting pairs
- Decide which team will bat first, while the other team bowls and fields
- After all batting pairs have batted the teams exchange
- Once both teams have batted, the team with the most total runs wins.



Age group

KS3 (11-14 years old)
KS4 (14-16 years old)



Gender

Open and Female



Participant numbers

Flexible.

Teams can be adapted to suit class size. Recommended teams of approximately 8 participants and can easily flex to 10, split into batting pairs.



Target audience

All students, however, content can be adapted for a range of participants.

Includes STEP adaptations for:

- Access which can be applied for students of lower confidence, to support them with trying the game for the first time
- Development for those wanting a more challenging or competitive experience.



Benefits for YP

Experience competitive cricket in an inclusive environment and in so doing:

- Developing teamwork skills
- Developing communication skills
- Improve decision-making
- Learn to develop self-control and manage emotions
- Become more determined and increase resilience, learning to win with pride and lose with grace
- Understanding and growing more confident with the fundamentals of batting, bowling and fielding.





Roles for YP

Secondary Countdown Cricket has been designed so that students can develop leadership, organisation and officiating skills alongside their playing experience. Students can support with:

- Scoring matches
- Umpiring and officiating
- Organising fixtures and rotations
- Team captaincy
- Equipment setup and management.



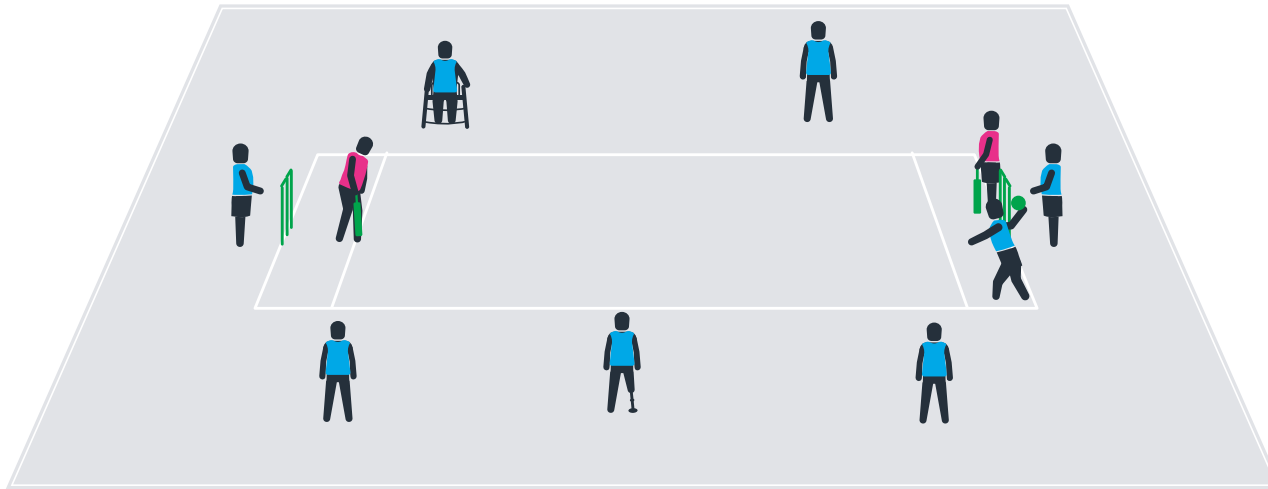
Progression

Countdown Cricket can be adapted for Access to ensure all players can participate meaningfully. Teachers may use Cricket for Teachers activities to support skill development before competition.

Progression towards Development Format to add tactical choice as students' progress towards inter-competition. For example, optional lives, advanced bowling rules and additional tactical challenges.

Progress towards other inter-school opportunities such as [Chance to Compete](#) local cricket festivals and the [Knight-Stokes Cup](#).





How to play

U13

- Set up the pitch following the teacher resource guidance
- Split players into two teams of 8 and toss a coin to decide who bats first
- Each team has one innings of 40 balls, made up of eight 5-ball sets
- All 8 players bowl 5 balls each, including the wicket-keeper, who can be rotated
- Two batters are at the wicket at all times, batting in pairs for 10 balls before the next pair takes over
- Score runs as normal, including runs from crossing, boundaries and bowling extras
- If a batter is out, the pair swaps ends and continues, with 5 runs added to the fielding team's total. No batting runs are lost
- All 40 balls must be bowled
- The team with the most runs wins.

U15

- Each team has one innings of 50 balls, made up of ten 5-ball sets
- Each player bowls a minimum of 5 balls, including the wicket-keeper, who can be rotated. Two players bowl 10 balls each. Their extra 5 balls can be bowled consecutively or as two separate sets
- Two batters are at the wicket throughout the innings. If 7 wickets fall, the final batter remains at the wicket and faces all remaining balls or until dismissed, with the dismissed batter remaining as non-striker ('Last Batter Stands')
- Score runs as normal, including runs from crossing, boundaries and bowling extras
- Batters retire on reaching 20 runs and can return when the 7th wicket falls. Retired batters return in the order they retired, replacing a retiring or dismissed batter. A returning batter retires again after scoring a further 20 runs, unless there are no other retired batters available to return
- The innings ends when all batters are out, 50 balls have been bowled, or the target is reached when batting second
- The team with the most runs wins.

How to make it easier

- Use a larger, softer ball
- Let the batter hit from a tee or receive an underarm drop feed
- Shorten the pitch and boundary
- Allow more than one attempt before an out, or use "no outs" and rotate batters after a set number of balls
- Give a runner or a supporting fielder where this helps someone take part

How to make it harder

- Increase the pitch length and boundary
- Use a smaller soft ball
- Remove the tee and require an underarm bowl
- Add the locally agreed rules for wides, no-balls and dismissals
- Ask fielders to use accurate throws and return the ball to the correct end before runners score

Spirit of the Games



- How can you show respect when you disagree with a decision?
- What could you say or do to help an opponent feel welcome and safe in the game?



- How will you make sure every person in your team has a meaningful role?
- What could your team do after a mistake to help each other keep going?



Chance to Compete

SECONDARY

Safety

- Identify a safe zone for the waiting batters
- Keep everyone except the batter, bowler, wicketkeeper and active fielders behind the marked safety line
- Make sure that pitches are set up so that powerful horizontal shots are not crossing from one game to another
- Use your space creatively, think about how different walls, fences or areas can be used as boundaries or scoring zones.

Equipment required

- 1 soft cricket ball per game
- 2 bats
-  2 sets of plastic stumps (six stumps in total)
-  12–16 cones to mark the pitch, boundary and waiting area
-  1 scorecard, clipboard and pen
-  Optional: batting tee for a player who needs a supported start

Space required

- Outdoor: A flat grass field or MUGA or Astro
- Indoor: A sports hall.

Estimated set-up time

- 10 minutes.

Difficulty level





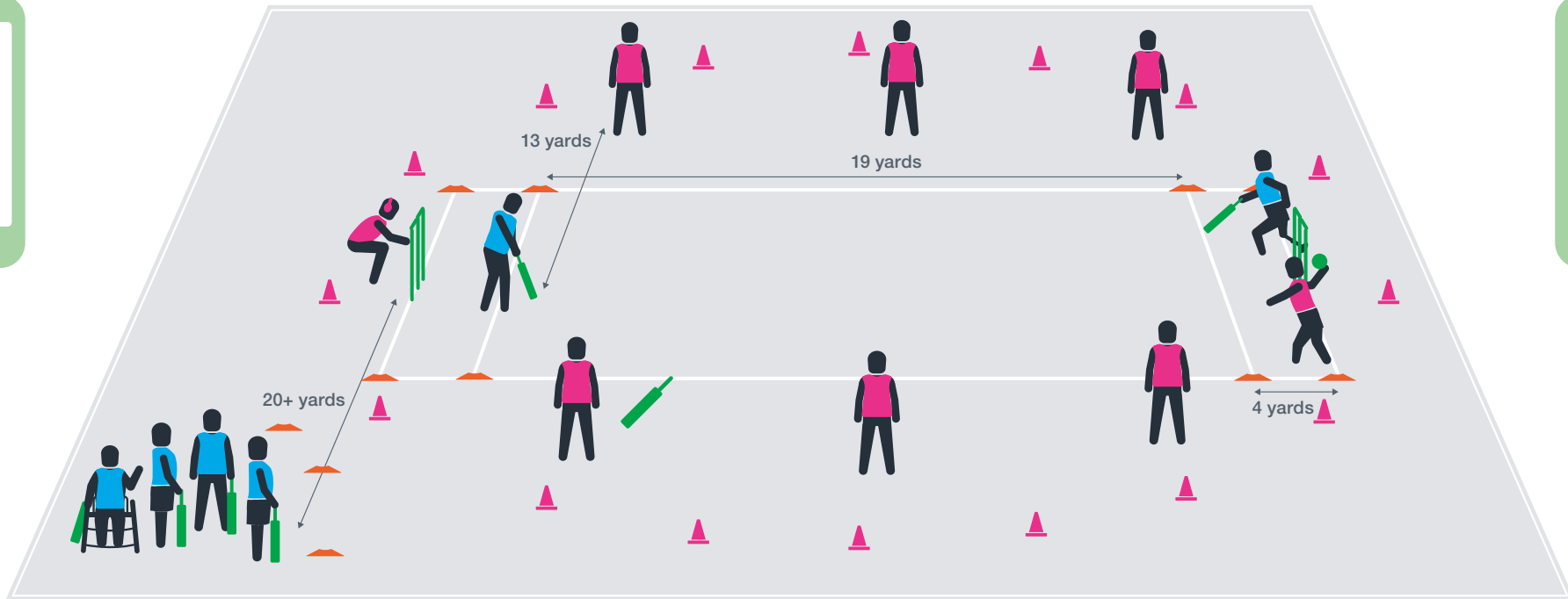
Secondary Countdown Cricket

SECONDARY

SCAN HERE
TO SEE THE
PRACTICE IN
ACTION



SCAN HERE
TO SEE
ADAPTATIONS
IN ACTION



How to make it easier

- Follow the STEP adaptations for Access

How to make it harder

- Follow the STEP adaptations for Development

Safety

- Identify a safe zone for the waiting batters
- Make sure that pitches are set up so that powerful horizontal shots are not crossing from one game to another
- Use your space creatively, think about how different walls, fences or areas can be used as boundaries or scoring zones.

Equipment required

- 3 soft balls
- 2 bats
- 2 batting tees
- 2 cones (more for boundary)
- 2 stumps

Space required

- Large indoor hall or outdoor field, MUGA or Astro.

Estimated set-up time

- 5 minutes.

Difficulty level



SCHOOL
GAMES



Secondary Countdown Cricket

SECONDARY

How to play

- Set up a 19-yard pitch in the middle of an approximately oval playing area
- Include a marked boundary and safe zones for waiting batters
- Mark the creases with cones and, at the batters end, tees with balls placed on them
- For larger groups, set up multiple pitches.

In a hall or MUGA/Astro:

- Set up a 19-yard pitch in the middle of the playing space, with the wall or fence behind the bowler acting as the boundary
- Identify a safe zone for the waiting batters
- Mark the creases with cones and, at the batters end, tees with balls placed on them
- In a large hall or MUGA/Astro, two games can run next to each other with a shorter pitch length and bowlers bowling from standing or with a short run-up.
- Split the class/group into equal teams, usually 8 students, but a minimum of 4 and maximum of 10
- Agree the number of balls for every batting pair before the game, usually 10 or 20 balls depending on team size and time available.
- Each 5-ball set should take approximately 3 minutes
- For example:
 - In an eight-a-side game with four pairs, 20 balls per pair creates an 80-ball innings. With each team batting once, the game should last approximately 100 minutes, including 5 minutes to switch teams
 - In a six-a-side game with three pairs, 10 balls per pair creates a 30-ball innings. With each team batting once, the game should last approximately 25 minutes, including 5 minutes to switch teams
- Put each team into pairs for their batting rotations or ask teams to decide on their batting pairs
- Decide which team will bat first, while the other team bowls and fields
- After all batting pairs have batted the teams exchange
- Once both teams have batted, the team with the most total runs wins.

Spirit of the Games



- How did you and your partner work together to make the most of your time batting?
- How did you support or encourage your teammates during the game?



- What did you do when you were faced with a challenging ball or situation, and how did you keep yourself involved?
- What are you most proud of achieving in the game, and why?

Scoring

Download the [Countdown Cricket app](#) to manage and score games – scoring can be done by a student, young leader or staff member

The game can also be [scored by hand](#).

Batting

- Batters score one run each time both change ends safely.
- A boundary scores four if the ball bounces first, or six if it crosses without bouncing.

Batters may be out:

- Bowled – the ball delivered by the bowler hits their stumps.
- Caught – a fielder catches a hit ball before it bounces.
- Run out/stumped – the fielders return the ball to the stumps, while the batter is not safely in their crease.
- Hit wicket – the batter hits their stumps in their attempt to play a shot.
- LBW (leg before wicket) does not apply.
- After a wicket, the pair swaps ends so the not-out batter faces the next ball and the pair continues; the fielding team earns 5 bonus runs.
- Pairs receive their full allocation of balls, as agreed at the start of the game, even after a wicket.
- Waiting pairs can score or officiate, or complete a batting practice if space allows.

Bowling

- Bowling takes place from one end. Everyone bowls at least one set of 5 balls, and a new bowler takes over after each set.
- Overarm bowling is encouraged but underarm is allowed.
- Wides and no-balls give the batter a free hit from a tee rather than extra runs.
- If the final scheduled delivery is a wide or no-ball, add one more ball so the innings does not finish on an unfair delivery.

Fielding

- Fielders should rotate around all fielding positions and roles.
- Fielders should never be closer than 13 yards from the batter at the point that the bowler bowls the ball.



 CHANCE TO SHINE

**SCHOOL
GAMES**



Secondary Countdown Cricket

SECONDARY

How to make it easier/harder

	Batting	Bowling	Fielding
Space	For access - Shorten the distance needed to complete a run - Make scoring zones wider or closer. For development - Add bonus zones to encourage different shots.	For access - Allow bowlers to deliver from a shorter distance. For development - Extend the pitch, up to 22 yards.	For access - Reduce the playing area while maintaining safe distance. For development - Increase the playing area for longer return throws.
Task	For access - Strike from a low or raised tee - Chose between a stationary ball, partner feed or bowled delivery. For development - Give each pair a limited number of lives - Award a bonus run for communication between batters.	For access - Allow an underarm or overarm throw instead of bowling - Knock the ball into play from a raised tee. For development - Use overarm only - Award a bonus wicket for hitting an agreed target.	For access - Allow catches after one bounce. - Batter stop running once a fielder collects or touches the ball. For development - Award a bonus wicket for a direct-hit run-out.
Equipment	For access - Offer bats, rackets or striking implements of different sizes and weights - Use a larger, softer or high-visibility ball - Adjust the height of the batting tee. For development - Use a narrower cricket bat or stump for a bat.	For access - Use a larger or softer ball - Bowl at two sets of stumps - Mark a target area to aim for. For development - Bowl at a smaller target, such as a single stump.	For access - Use a larger, softer or high-visibility ball - Mark starting positions for fielders. For development - Return the ball to a smaller target, such as a single stump.
People	For access - Allow the pair to divide striking and running roles. For development - Increase the number of fielders.	For access - Bowl in pairs, alternating deliveries. For development - Teams strategise who will bowl additional sets.	For access - Task fielders to work in pairs within a zone. For development - Limit the number of fielders who can begin in set areas.

Using batting 'lives'

For a game closer to conventional cricket, teachers, young leaders and students can agree a limited number of lives for each batting pair.

How batting 'lives' work

Use this adaptation when students are ready for wickets to affect the length of a pair's innings.

- Each pair starts with 2 lives
- A bowled, caught, run out, stumped or hit-wicket dismissal costs the pair one life
- When out, batters must swap ends and continue
- Once all lives are used, the pair's remaining agreed balls are lost, and the next pair begins its allocation.

The allocation of batting lives is for the batting pair and not the individual batter.

Increase or reduce the allocation of 2 lives where it creates a more equitable contest. You can involve players in decision making related to the number of lives each pair receives. For example, in a 4-pair game, each pair could have 1, 2, 3 or 4 lives, with teams discussing and agreeing the number of lives each pair will have before they start their batting innings.

