

STOOLBALL

TEACHING & COACHING RESOURCE PACK.

CREATED BY
GEORGINA HARRISON

IN ASSOCIATION WITH;
STOOLBALL ENGLAND AND
THE UNIVERSITY OF GREENWICH



www.stoolball.org.uk



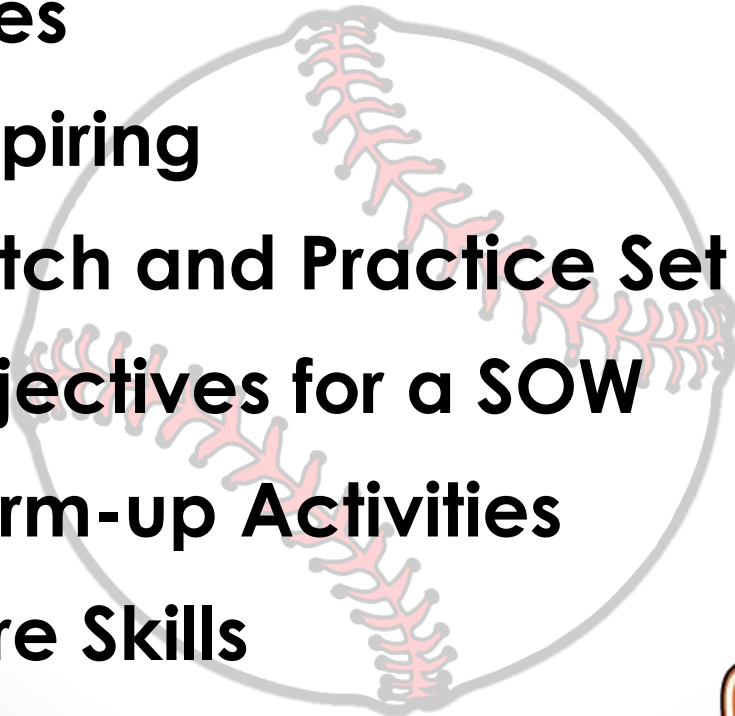
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STOOLBALL



This teaching and coaching resource pack includes;

- **Stoolball's History**
- **Rules**
- **Umpiring**
- **Match and Practice Set Up**
- **Objectives for a SOW**
- **Warm-up Activities**
- **Core Skills**
- **Drills**
- **Mini-Tournament**
- **Theoretical Application**





THE HISTORY OF STOOLBALL



Stoolball is an ancient English game which has been played for over 500 years. It is the origin of baseball and is widely assumed the predecessor to cricket, as mentioned in Shakespeare's 'The Two Noble Kinsmen'.

Once popular right across England, Stoolball has been played at Lord's cricket ground and in the gardens of Buckingham Palace, and overseas including; Sri Lanka, India and Australia.

In 2012 Stoolball made history with it's first ever national match following the formation of it's national governing body, Stoolball England.

The first ever mention of Stoolball dates back to 1086 AD when a form of Stoolball was possibly found in the 'Domesday Book' in Norman England.

Throughout the centuries Stoolball began to grow and was regularly played by Sussex milkmaids in the 14th century.

More recently, Stoolball was a favoured past time activity of injured war heroes in the 1st and 2nd world wars and helped to rehabilitate them through sport.



WHAT A GAME OF STOOLBALL LOOKS LIKE.

A sketch of the match at Lord's (1918) by Mr. W. A. Bettesworth, reproduced by kind permission of "The Field."

STOOLBALL AND HOW TO PLAY IT.

19

Whilst Stoolball has been played by both men and women, today Stoolball is a predominantly female sport played across the South-East of England, with it's origins dating back to Sussex.

RULES



- ❑ Maximum of 11 players per a team.
- ❑ Minimum of 1 umpire per a match, desired number is 2.
- ❑ Umpires cannot coach or give advice to players whilst umpiring. They must remain impartial.
- ❑ Most games consist of two teams but can be played in a tournament format.
- ❑ In mixed games there is a maximum of 6 men per a team.
- ❑ All players must stay within the field of play unless 'out' or they are fielding a ball.
- ❑ There are 8 'Good' balls in an over (this does not include no balls or wides).
- ❑ Each over is bowled from alternating ends (wickets).
- ❑ All balls must be bowled underarm and from behind the bowling crease or this is a 'no ball'.
- ❑ Bowlers must bowl the ball so it is hittable by the batter, if it is out of their reach it is considered a 'wide'.
- ❑ A bowler cannot bowl consecutive overs.
- ❑ Batters can score runs by hitting 4s and 6s or running between the wickets.
- ❑ Batters can be given out if they are caught, bowled or run out.
- ❑ During a run out, the batter nearest the wicket that was hit is out.

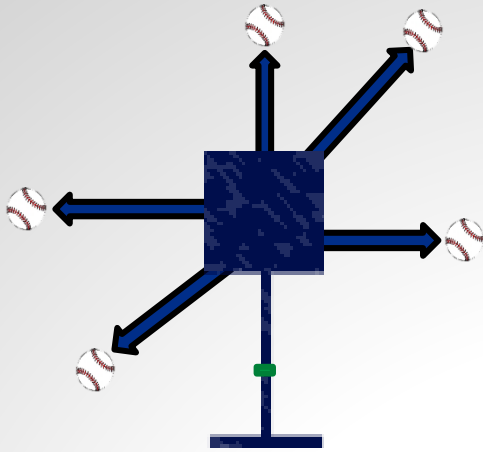
The spirit of the game involves **respect** for;

1. Your opponents
2. Your captain and team
3. The umpire's
4. The sports traditional British values



WIDE BALLS

NO BALLS

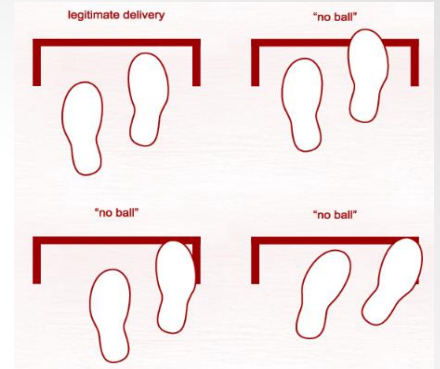


If the batter makes any contact with the ball it cannot be a wide ball.

The ball must be bowled above the bowling line and cannot come in contact with the ground.

If the ball is bowled outside the reach of the batsman this is considered a 'wide ball'.

The ball can be wide of the batters reach at any angle as long as it is above the no ball line. Otherwise the umpire can call a no ball or wide.



The bowler must keep both feet inside the bowling crease during delivery of the bowl, be it in the air or on the ground.

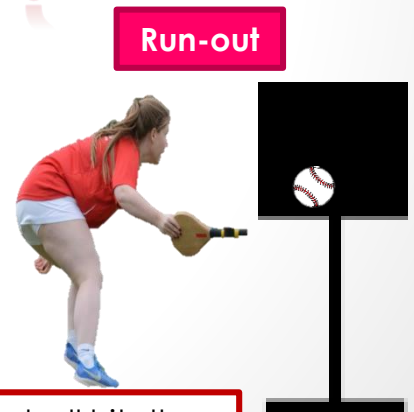
HOW'S THAT?



The ball is bowled and hits the wicket.



'BBW'



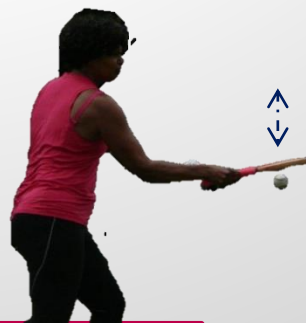
The ball hits the wicket before the batter.

The batters shot is caught by a fielding player before the ball hits the ground.



Caught

The batter blocks the wicket with their body and the ball hits them.



Double hit

The batter intentionally hits the ball twice in the same delivery.



UMPIRING SIGNALS



Index finger raised in the air, in front of face

OUT



One arm raised vertically above head

BYE



Arm raised sideways and call "no ball"

NO BALL

Both arms outstretched sideways and call "wide"



WIDE BALL



Both arms raised vertically above the head

SIX RUNS



One arm only, crossing the body from side to side at shoulder height

FOUR RUNS

Both arms crossing and uncrossing in a downward position and call "dead ball"



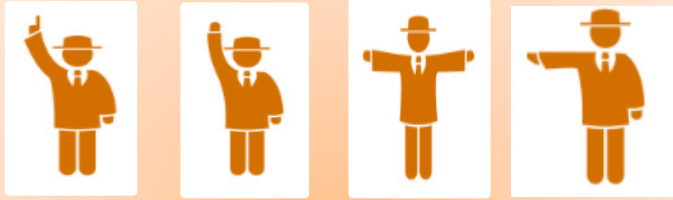
DEAD BALL

Bend one arm upwards to tap the shoulder and call "short run"

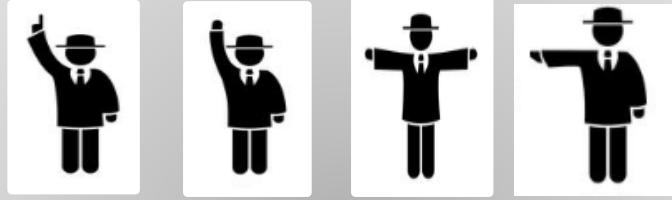


SHORT RUN

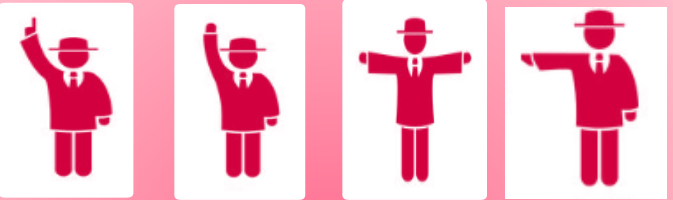
UMPIRING LANYARDS



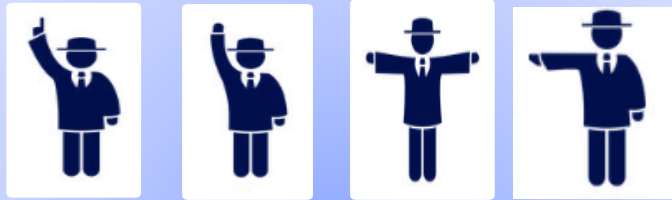
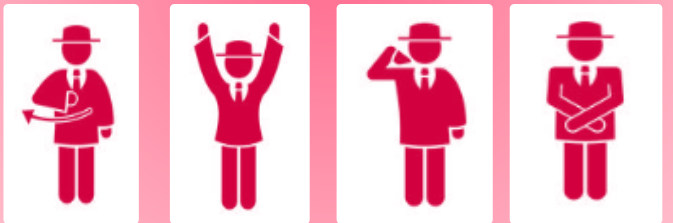
Hand Signals



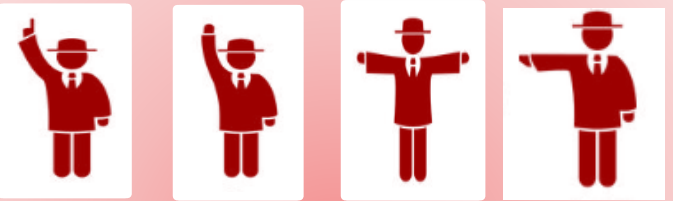
Hand Signals



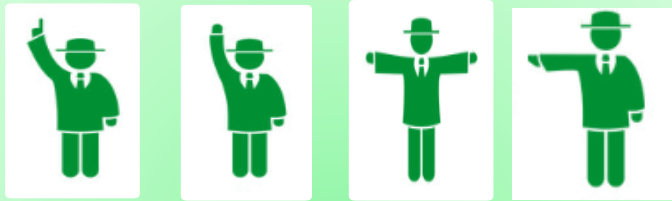
Hand Signals



Hand Signals



Hand Signals



Hand Signals



EQUIPMENT

Stoolballs

Senior/hard balls:
White, Orange,
Pink and Yellow.



Indoor/soft
balls: White or
Pink.



Junior/Plastic
balls:
Pink or Orange.



Stoolball bat



Senior weights: 16oz+

Junior weights:
11 – 16oz

Stoolball wicket



Wooden -
always
assembled

Metal -
can be un-
assembled
for storage

Additional equipment: bat bag, bat cover, T-ball stand, 'krazy katch', boundary rope and flags, white spray paint, bibs, cones, bat oil, wicket markers and crease spray guide.



PROTECTIVE SAFETY EQUIPMENT

SHIN PADS



KNEE PADS



Shin and knee pads are used commonly with infielders and wicket-keepers. They help to soften the impact of the ball when fielding and help to protect the legs from injury.

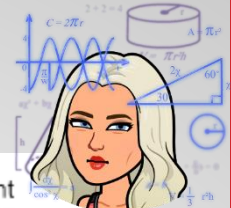
A face mask is commonly worn when bowling or batting. This helps to protect the face from injury. Although it is not a requirement facemasks are encouraged to be worn when facing a fast bowler or when bowling against a strong batter or if the person has suffered with a head injury previously.



FACE MASKS

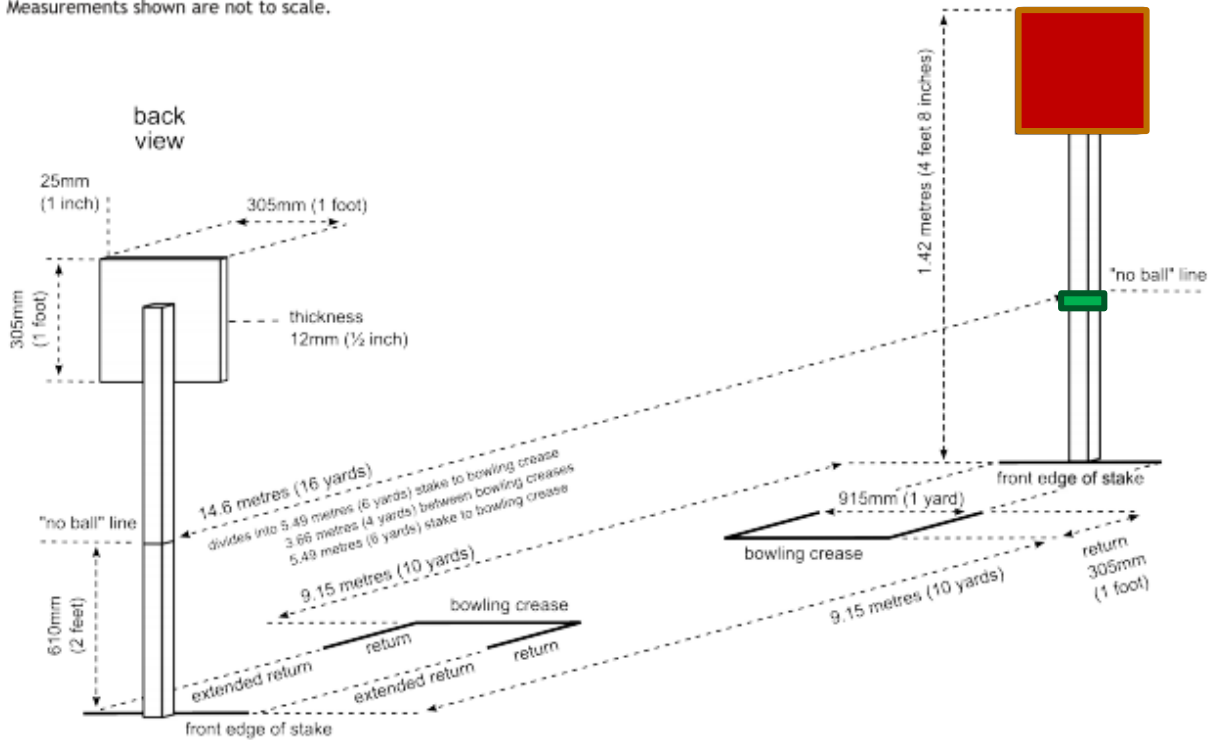


DIMENSIONS



Dimensions of a stoolball pitch







Measurements shown are not to scale.

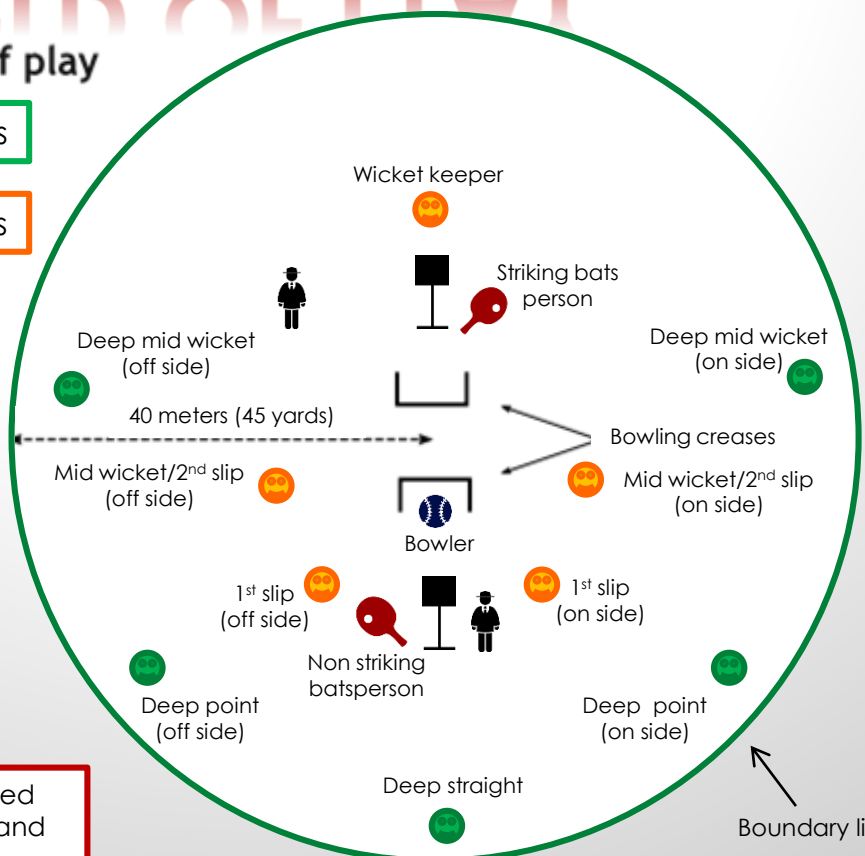


FIELD OF PLAY



Positions on the field of play

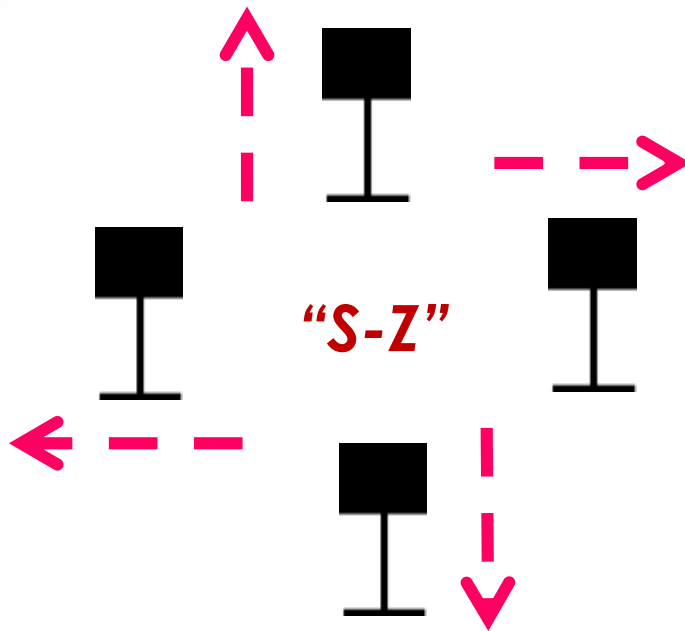
-  Deep fielding positions
-  Close fielding positions
-  Bowler
-  Opposition (bats persons)
-  Wicket
-  Umpire



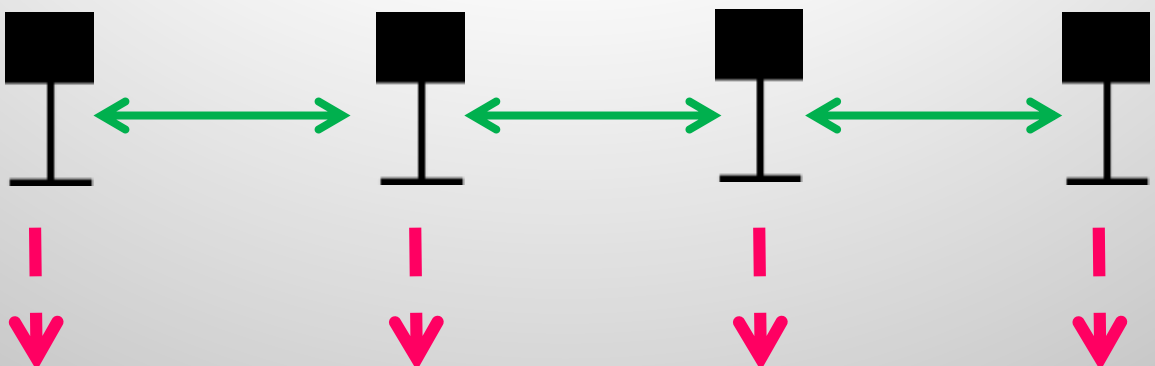
Note: this layout is for a right handed batsperson. If left handed the on and off positions are reversed.

SET UP FOR SAFE PRACTICE

Batting: wickets should be set up in a 'quadrant' or diamond with the wickets facing out. This creates a safe-zone in the middle of the diamond which is an excellent place for the teacher to stand to implement teaching points. This will allow shots to be hit on both sides of the wicket and ensure all fielders and bowlers are safe from other groups.



Bowling: wickets should be set up in a line and parallel to each other with roughly a 5 metre distance between each wicket. The wickets should all be facing the same way to ensure balls are bowled in the same direction and batters are striking the ball in the same direction. This set up is ideal for bowling drills or fielding.



OBJECTIVES - SOW

A Stoolball scheme of work should aim to promote; the acquiring and developing of sport specific and new skills, the ability to select and apply the appropriate time to use skills and implement tactics and ideas, allow students to evaluate and improve their performance through feedback and reflection.

Competence: Understand the context of a striking and fielding (wicket running game) and the skills required to outwit an opponent.

Performance: Improve skills related to fielding (bowling, throwing, catching and barriers) and striking in all directions.

Creativity: Consider how to use attacking and defending play in order to maximise opportunity to score runs or minimise the opponent's opportunity to score

Healthy active lifestyles: Use modified wicket running games to include all pupils in physical exercise. Encourage pupils to continue playing Stoolball outside of the school environment.

KS3



- Perform the basic Stoolball skills of; Fielding, Catching, Throwing, Batting, and Bowling.
- Incorporate skills into small sided games.
- Understand and know when to perform skills in games and on a Stoolball pitch.
- Understand and know the simple laws and rules used in the game of Stoolball.
- Understand how players score runs and how a match is umpired.
- Develop knowledge of why we warm up and cool down when performing.

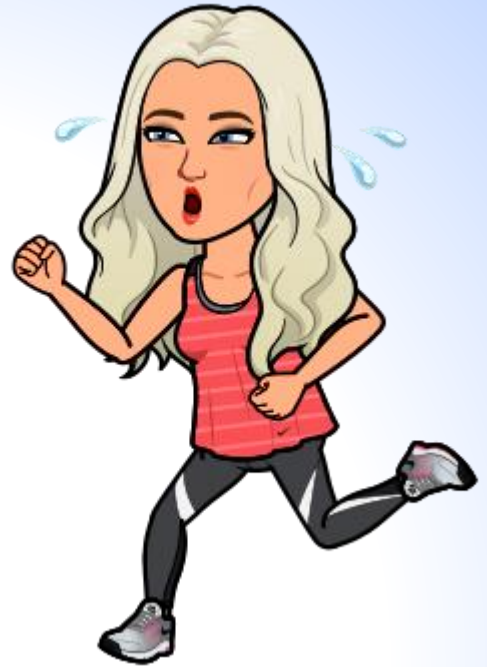


KS4/5

- Perform, develop and incorporate the skills of; Fielding, Catching and Throwing whilst on the move; the different aspects of Bowling (top spin, back spin, side spin & straight delivery) and the different types of 'shots' to each side of the pitch (on vs off: straight drive, drive, hook, pull, square cut and fine cut).
- Develop knowledge and understanding of tactical and positional play within the game of Stoolball, which will enable them to start to plan when playing competitive games.
- Recognise the importance of responding to changing situations within the game, and when attacking or defensive play is needed to win a match.
- Understand the laws of the game and be able to start to officiate matches fairly and correctly performing the correct signals.

WARM UP GAMES & ACTIVITIES

1. Bib collection
2. Foxes and Farmers
3. Rats and Rabbits
4. Cut the cake
5. Line variations
6. Noughts and Crosses
7. Train
8. Batting keepy-ups
9. Ball tag
10. Ball collection
11. Square bashing
12. Rush Hour
13. Catching Dodgeball
14. Catch the mouse
15. Krazy Katch reactions
16. Plank Mexican Wave
17. Quick stoolball
18. Scatter ball
19. Bump
20. Round the world



1. Bib collection → Each player is given a scarf or bib to tuck into their clothing like a tail. They will then try and collect as many bibs as possible within the time frame. Non-one is 'out' and players can have no bibs or 20 tucked into their clothing. The winner is the student with the most bibs at the end of the time limit.

2. Foxes and Farmers → Each player is given a bib to tuck into their clothing like a tail, these are the 'foxes'. Two students will be 'farmers' and stand in the designated area (2 thirds of a netball court is a good size). The farmers will try and catch the foxes by pulling out their tail. Once a fox has lost their tail they will now be a farmer. The winner is the last fox left (can start the next round/game as a farmer). Students will run from one end of the area to the other (like bull-dog) or have free roam of the area.

3. Rats and Rabbits → In pairs students will line up facing each other and name themselves either a rat or rabbit. If the teacher (or non-doer) shouts 'rats' the rat must turn around and sprint to the safe zone, the rabbit will try and catch them before they get there. If 'rabbit' is shouted then the roles are reversed.

4. Cut the Cake → Everyone in a circle facing inwards. Students must throw the ball to someone else in the circle who isn't directly next to them and follow their throw. Great introductory game or ice breaker, students could use this to learn names of their team or group and is a common/good warmup before a match to help with hand-eye coordination. For name learning don't follow pass encourage static and accurate throwing.

5. Line Variations → Small groups (2-6 students) with one feeder who will deliver the ball to the group who are standing in a line one behind the other. The feeder can choose to roll the ball or throw the ball at the next person in the line. Students will look to react to the ball delivery and return it to the feeder and join the back of the queue. Feeder should be switched every couple of minutes, Differentiation: a variety of feeds and not directly at the person, challenge them. Ball can be self-fed with a bat and/or bowled by the person at the front of the line and hit to the following person.

6. Noughts and Crosses → 9 hoops (or other) are set up to resemble a 3x3 grid. 6 balls (or bibs) in two different colours (3 of each) are required and each team is represented by the different colour ball. The two teams (2-4 students) race to place their ball down in the grid to make a line of three. When all balls are placed, the next player can move one of their balls until someone wins.

7. Train → Small groups (3-5 students) all in a line, facing the same direction with hands on the person in front of them shoulders or hips. The aim of train is to tag other groups. When one train is tagged the tagger joins the back of the train and the front person becomes the tagger for that group.

8. Batting Keepy-ups → Each player has a bat and a ball (indoor or plastic ball if necessary) and try to score as many keepy-ups with their face of their bat in a given time frame. Differentiation: add in a partner and count keepy-ups between the pair or incorporate the side and back of the bat to make it harder.

9. Ball Tag → Can be small sided or large scale game. 3 students are selected as taggers (1 tagger for a small scale game) and use the ball to tag other players. When tagged take a ball and become another tagger, game over when everyone is tagged. Students can run with the ball but cannot throw the ball. To incorporate throwing (similar to Danish long-ball and dodgeball) use a soft ball and limit throws to underarm (ideally used inside to ensure game is fast moving).

10. Ball Collection → Students will pair up and one pair will be the batters and one pair the bowler and wicket-keeper. All other pairs are fielders and will be standing behind the wicket in a line. Number the pairs to help with batting rotation. Bowler bowls same number of balls as there are fielders. Fielders count the balls and when the last one is bowled they run out and field one ball each. When the balls are returned to the bowler, they run back behind their line, sit down and the batters stop running and count how many runs they made in the time. The winning pair are the ones who made the most runs. Rotate pairs around so everyone gets a go at batting, fielding and bowling/keeping.

11. Square Bashing → Students in two teams (large or small) and the aim is to roll the ball to members of their team without the ball being intercepted. When they are close enough, students should aim to throw at the wicket to score a point. This is an end zone/invasion game alternative for striking and fielding. Once a team score play switches to the other team. If the ball is intercepted or goes out of bounds play switches. Differentiation: progress to over arm throw, under arm throw, long barrier and short barrier implementation. The winning team is the one with the most points at the end of a timed innings.

12. Rush Hour → Everyone in a space within a designated area and half the players have a ball. Students move around the space and under arm throw the ball to someone without a ball. Must be a different person each time. Focus on a specific throw (under or over arm) or two handed/one handed catching.

13. Catching Dodgeball → Focussing on over and under arm throwing. Two teams (can be used for small or large sided games), in a divided space. Equal number of different balls in each half (lots of different sized balls is good). Each team throws to the other team, if caught it goes in the bucket. If not the ball is thrown back. The team with most balls in their bucket at the end of a time frame wins or the first team to catch collect all their balls.

14. Catch the Mouse → In groups of three students will be given one ball. The two catchers will stand side by side to ready to catch the mouse (ball). The third person will roll the ball out between the catchers and they will chase after it. The winner is the person who catches the mouse. Roughly 5 goes before switching round in the group. Differentiation: the ball is self-hit by the third person and catchers must re-act to the pace, direction and flight of the ball.

15. Crazy Katch Reactions → In small groups students will through the ball against the 'Krazy Katcher' and react to the balls flight, pace and direction. The person who catches the ball should then throw it at the rebound target. Differentiation: if there isn't a Krazy Katcher available one member of the group can self-feed and hit the ball to the rest of the group.

16. Plank Mexican Wave → Everyone in a circle facing inwards. Students will hold the plank position and one by one will mountain climb to the upwards phase of a press-up position hold for 3 seconds before coming back down into a plank position. There is a staggered start so it simulates a Mexican wave. This is good for conditioning and strengthening arm muscles for batting and bowling.

17. Quick Stoolball → Small sided game similar to 'Kwik Cricket' one batter and the rest of the group fielding with one student bowling (this player can be rotated round after 8 balls – representing an over). The batter will try and score as many runs as possible before being 'bowled' out by running left or right around parallel cones. The bowler can deliver the ball before the batter has made it back to the wicket. The fielding team try to field the ball back to the bowler as quickly as possible. Differentiation: if a student is particularly good at keeping their wicket implement a time limit between 2-4 minutes.

18. Scatter Ball → Small or large sided game (4-8). One batter self-feeds and hits a handful of balls (twice as many balls to students in group) around the area. Students will then have to collect as many balls as possible. Once all the balls are collected the batter is switched to another member of the group. Continuous game, students will add up the amount of balls they collect each round and the winner is the person with the highest number of balls collected at the end – after everyone has had a chance to scatter the balls.

19. Bump → In pairs, opposite each other students will be given a specific number of catches to complete. When they've reached that number they shout 'bump' and move up and replace the pair above them. The pair at the furthest end see how many catches they can make before being 'bumped'.

20. Round the world → Everyone in a circle around one feeder who is in the middle. Students must catch the ball thrown by the feeder, throw it back and then run round the circle back to their space. The feeder will switch once everyone has gone 'around the world'.



RESOURCE CARDS FOR BASIC SKILLS



FIELDING: LONG BARRIER

Position body sideways to the ball.

Kneel down, creating a 'barrier' with no gap between your knee and heel.

The fielder should have their non-dominant leg on the ground.

Keep your eyes on the ball at all times.



Collect the ball with the fingers pointing down.



The fielder is now able to transition into a standing position to throw the ball.

FIELDING: SHORT BARRIER

The fielder attacks the ball and comes to meet it.

Body is positioned low to the ground to help stability and balance.

Position body behind the ball.



Keep your eyes on the ball at all times.

Fielder collects the ball one-handed.

Back foot used as a secondary stopper.

FIELDING: OVER ARM THROW

1. Preparation



Opposite arm to opposite leg.

Stand side on.

Use non throwing arm as a guide.

2. Action



Weight transfers from the back to the front leg.

Arm bends behind the body at a 90 degree angle.

3. Release



Ball is released above the head.

Throwing arm follows through and finishes in line with target.

FIELDING: UNDER ARM THROW

Head stays up looking towards the target

Opposite throwing arm to opposite leg

Low centre of mass and stay low to the ground



Step into throw

Transfer weight from back to front leg

45 degree height of release on the throw

FIELDING: CATCHING

IN CLOSE

1. Low centre of gravity, with knees bent.
2. Fingers pointing down if the ball is below chest level.
3. Upon catching the ball should be cushioned and absorbed into the body.
4. Fingers clasp the ball to secure the catch.



Keep hands relaxed.
Keep fingers close together and try to avoid sticking your thumbs out.
Try to make sure you stand with your legs shoulder width apart – this will help you balance!

IN THE OUTFIELD

1. Watch the path of the ball from the bat into the air.
2. Fingers pointing up if the ball is chest height or above.
3. Upon catching, the ball should be cushioned and absorbed into the body and the knees and legs bend to help this.
4. Fingers clasp the ball to secure the catch.

Make sure to always watch the game! You never know when you might need to catch the ball. Even if you are on the batting team or spectating!

BATTING: STRIKING THE BALL

Ready position



Feet shoulder width apart

Body sideways on to the wicket

Weight should be placed on the back leg closest to the wicket

Bat can be placed on the wicket or off

Batter can choose to hold the bat with one or two hands

The point of contact



1. The batter anticipates the height and flight of the ball and pulls back the arm to generate power.

2. The batter shifts their weight from the back leg to the front leg when contact is made with the ball.



3. After the shot is made the batter recovers by following through with the striking arm and prepares to run.



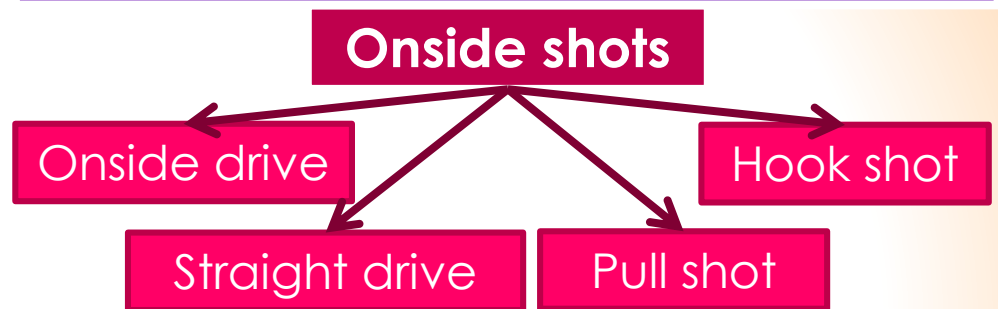
BATTING: STRIKING TO THE ONSIDE



Preparation: an onside shot needs to be played and timed early before the ball reaches the body.

Action: the batter will widen their stance and move the front leg across to the left. The bat moves to connect with the ball and the arm swings across the body

Recovery: the weight of the body moves to the outside leg and the bat and arm follow the direction of the shot.



BATTING: STRIKING TO THE OFFSIDE

Preparation: an offside shot needs to be played late just as the ball is passing the front shoulder.

Action: the bat is angled and the ball meets the bat, rather than the bat meeting the ball. The batter moves their back foot in line with the direction of the shot, shifting the weight.

Recovery: the weight has to be shifted from the back foot onto the front foot to initiate the run.



Offside shots

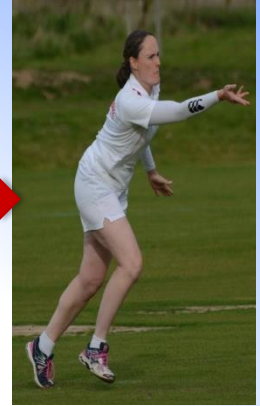
Offside drive

Square cut

Fine cut

BOWLING: THE DELIVERY

Bowling in Stoolball requires an underarm delivery.



The ball is bowled opposite arm to opposite leg.

The ball is released at a 45 degree angle to the ground.

The ball is 'rolled' out of the palm of the hand.

The bowler follows through after the delivery of the ball.

The ball must be delivered behind the bowling crease or it is a no ball.

BOWLING: SPIN

TOP SPIN



Pull the hand away from the ball and use the middle finger to guide the rotation. The middle finger should cut underneath the ball.

BACK SPIN



The index and middle finger are placed over the seam of the ball. The hand is held over the ball and leaves the hand rotating from the bottom.

SIDE SPIN



The ball will move left → right or right → left. The fingers will pull the ball in the desired direction. The fingers are placed over the seam of the ball and the hand is angled to the side.



PRACTICES AND DIFFERENTIATION



BATTING

- ❖ Using a T-ball stand, the batter will hit the ball to practice striking.
- ❖ The batter can focus on their body position and direction of shot (on/offside).
- ❖ Drill can be performed solo or in groups of 2-3, with the other students acting as fielders and rotating round.
- ❖ Number of students per drill can be increased to 4-5 for Silver and Gold differentiation.

You will need

T-ball stand x 1



Stoolball x 1



Stoolball bat x 1



Wicket x 1



DIFFERENTIATION and PROGRESSION

BRONZE

Students will now hit the ball using a 'self' feed, instead of the T stand. This will help to encourage and promote hand-eye co-ordination.

SILVER

Students will now have a bowler deliver a bowl to them. This is a 'co-operative' bowl and the focus is to encourage striking and not to bowl the batter out.

GOLD

The bowler will now deliver the ball competitively simulating a game scenario. The batter will focus on keeping their wicket as well as striking the ball into space.



Wicket



Batter

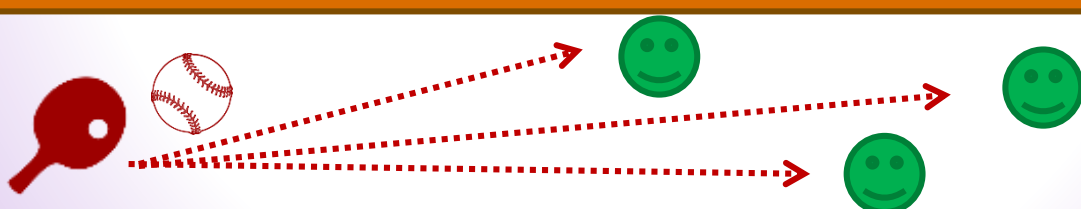


Bowler

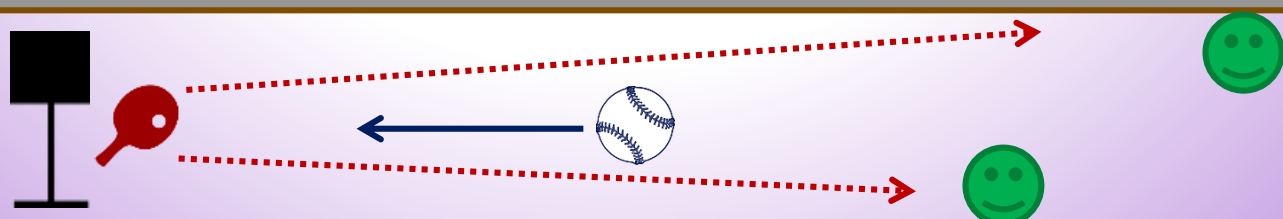


Fielder

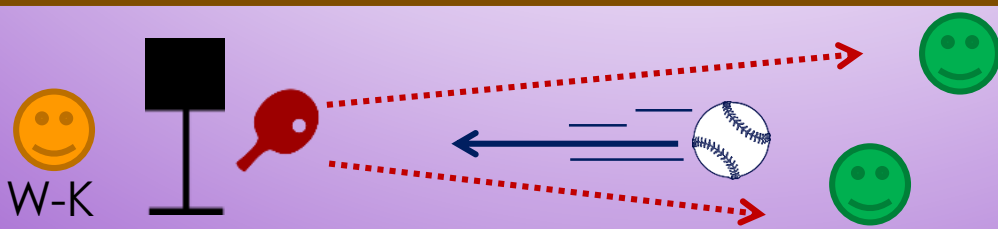
BRONZE



SILVER



GOLD



BATTING

- The batter will self-feed the ball and aim to hit the ball into space.
- Fielders will collect the ball and return to the batter.
- One ball or multiple balls can be used. This will encourage the fielders to stay alert. They can aim for a 'target' or wicket when throwing in.
- Batter will focus on hitting the ball down and through and not up.
- Can be adapted to focus on catching - the batter will be encouraged to hit up instead of down.

You will need

Stoolball x 1-5



Stoolball bat x 1



Wicket x 1



DIFFERENTIATION and PROGRESSION

BRONZE

SILVER

GOLD

The ball will be delivered by a bowler doing a co-operative feed. The batter will use the fielders as a target to aim for. Encouraging hitting the ball down along the ground.

Students will now focus on hitting the ball down and finding gaps in the field (gates). The batter will attempt to hit the ball through the gates to score points. Fielders are not allowed to stop a ball going through a gate.

The bowler will now deliver the ball competitively simulating a game scenario. The batter will focus on keeping their wicket as well as striking the ball into gates. Gates can be put on the batters no-dominant striking side.



Wicket



Batter



Bowler



Cone



Fielder

BRONZE



SILVER



GOLD



W-K



2nd batsperson
non striking end



FIELDING

- Students will be in pairs standing opposite each other. One student will be the feeder and roll the ball to their partner who will attempt to stop the ball using a long barrier.
- Students can choose the pace they deliver the ball along the floor and can 'challenge' their partner.
- After 10-20 attempts, the feeder will switch to the other partner.

You will need

Stoolball – 1 per pair



DIFFERENTIATION and PROGRESSION

BRONZE

Students will now use a co-operative feed along the floor and roll the ball constantly to each other. There will be no 'feeder'.

SILVER

Students will now roll the ball away from their partner. They will need to adapt to the ball position and correctly implement the long barrier whilst moving.

GOLD

The ball will now be delivered along the floor or in the air. Students will need to adapt to the delivery and implement a long barrier when necessary or catch the ball if thrown in the air.



Ball



Fielder

BRONZE



SILVER



GOLD



FIELDING

- Students will be in pairs standing opposite each other. One student will be the feeder and throw the ball underarm to their partner who will attempt to catch the ball cleanly.
- Students can choose the pace they deliver the ball underarm but a slow co-operative feed is encouraged.
- After 10-20 attempts, the feeder will switch to the other partner.

You will need

Stoolball – 1 per pair



DIFFERENTIATION and PROGRESSION

BRONZE

Students will now increase the pace of the underarm delivery. There will be no 'feeder' and both students will be catching the ball. The ball should now be thrown just out of the reach of their partner.

SILVER

Students will now incorporate a variety of throws underarm to their partner. This can be up-high, to the side or down low. They will challenge their partner to react over a short distance.

GOLD

The ball will now be delivered along the floor or in the air. Students will need to adapt to the delivery and implement a long barrier when necessary and catch the ball if thrown in the air reacting to the flight and height of the ball.



Ball



Fielder

BRONZE



SILVER



GOLD



BOWLING

- Students will be in pairs standing opposite each other. One student will be the bowler and will deliver the ball underarm to their partner.
- Students can choose the pace they deliver the ball underarm but a slow co-operative feed is encouraged aiming for their partners hands (W-K).
- After 10-20 attempts, the feeder will switch to the other partner.

You will need

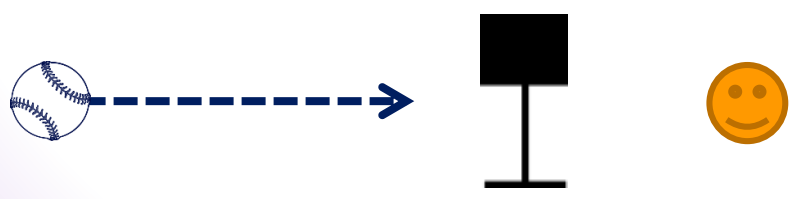
- 1 x Wicket 
- 1 x Stoolball 
- 1 x Bat 

DIFFERENTIATION and PROGRESSION

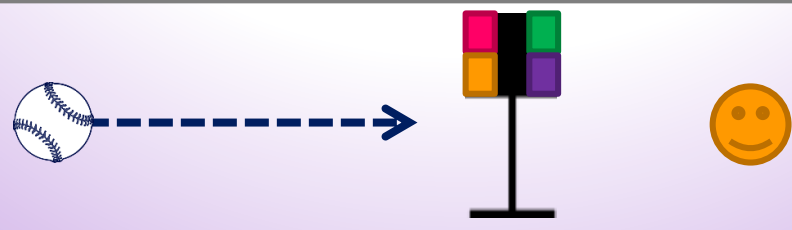
BRONZE	SILVER	GOLD
<p>Students will now increase the pace of the underarm delivery and will be aiming at a target (the wicket). The other student in the pair will act as a wicket-keeper. Students will switch after 8 deliveries have hit the wicket.</p>	<p>Students will now aim for targeted areas on the wicket. The other student in the pair will act as a wicket-keeper. Students will switch after 8 deliveries have hit the wicket. Points can be implemented for the targets.</p>	<p>The ball will now be delivered against a batter. This will require two pairs to join to make a group of 4. 1 bowler, 1 batter, 1 WK and 1 Fielder. The group should rotate around after 8 good deliveries or at the end of a time limit.</p>

 Bowler
  Wicket
  Batter
  Wicket Keeper
  Fielder

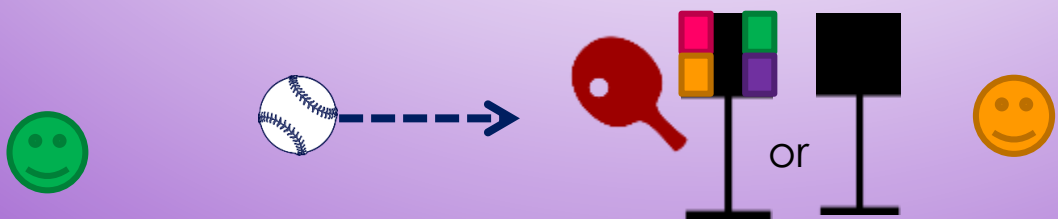
BRONZE



SILVER



GOLD



MINI-TOURNAMENT

This mini-tournament format can be used to host other schools in school/county tournaments or adapted for a inter—school tournaments (with tutor groups or houses). If there are less than 5 teams the format should change to a round-robin and every team plays each other with no final taking place.

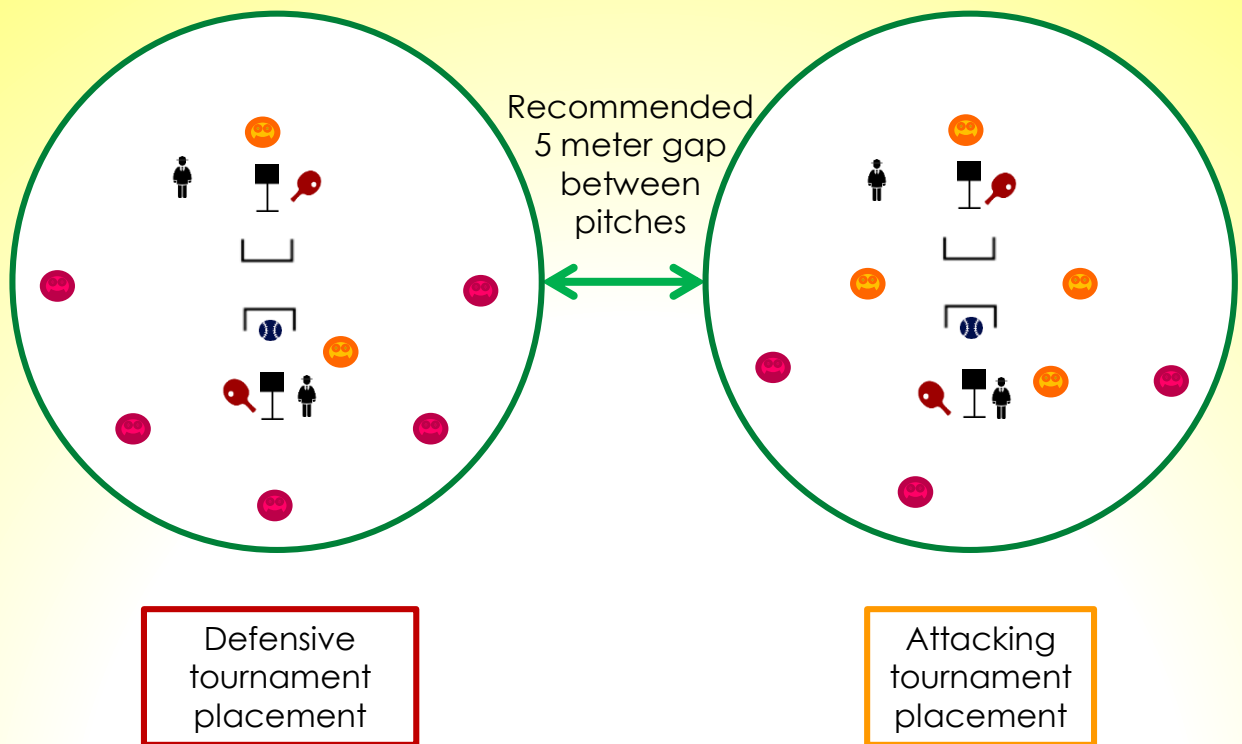
Set Up

- 6 – 10 teams
- 2 tournament sized pitches (does not have to be a full size pitch and can be adapted to the space available – make sure both pitches are roughly the same to make sure it's fair).
- If you have space for more pitches 3 or 4, you can increase the number of teams.
- 8 a-side teams (but you can have a squad of 11 and rotate players in and out).
- Please note you cannot sub players in the same match, players must rotate from match to match not innings to innings (unless there is an immediate risk to health).
- Roughly takes 4 hours (including a 30min lunch break).
- Each individual school should provide their own bats, first aid, safety equipment and lunch.
- The hosting school will provide match balls and be responsible for umpiring.
- Teachers are responsible for scoring.
- Scorers must sit next to the opposition scorer.
- Students are encouraged to score and umpire in replacement of their teacher if deemed competent.

If anyone in your team cannot be photographed please inform the organisers before the start of play.



PITCH SET UP



FORMAT of the TOURNAMENT

The rules of Stoolball will apply, with the following adjustments;

- Wides and no balls will score 3 runs with no extra balls being bowled (only 8 balls to be bowled).
- Each match will be 4 overs (of eight balls).
- Each over will be bowled from the same end (to save time) and will be the same for both teams.
- Teams will be divided into 2 groups with the group winners playing each other in the final.
- If this is the first Stoolball tournament being hosted groups will be randomly selected from a hat. If this is the second or third tournament with the same teams/schools, schools can be 'seeded'.
- If time permits there will be semi finals which will be the winner of one group playing the runner up of the other group.
- 3 points will be awarded for a win, 2 points for a draw and 1 point if a loss > 50% of opponents score. No points for a loss.

Links to Theoretical Content

Applied Anatomy and Physiology

- ✓ 1.1 Structure and function of the skeleton
- ✓ 1.2 Structure and function of the muscular system
- ✓ 1.4 Aerobic and anaerobic exercise
- ✓ 1.5 The effects of exercise

Movement Analysis

- ✓ 2.1 Types of levers
- ✓ 2.2 Basic movements

Physical Training

- ✓ 3.1 Health and fitness
- ✓ 3.2 The components of fitness
- ✓ 3.7 Measuring coordination
- ✓ 3.15 The principles of training
- ✓ 3.17 Types of training
- ✓ 3.18 Preventing injury
- ✓ 3.19 Training seasons
- ✓ 3.20 Warming up and cooling down

Sport Psychology

- ✓ 4.1 Skill and ability
- ✓ 4.2 Goals and targets
- ✓ 4.3 Information processing
- ✓ 4.4 Guidance and feedback on performance
- ✓ 4.5 Arousal
- ✓ 4.7 Personality types
- ✓ 4.8 Motivation

Socio-cultural Influences

- ✓ 5.1 Social groups and factors affecting participation
- ✓ 5.2 The commercialisation of physical activity in sport
- ✓ 5.3 The impact of technology on physical activity and sport
- ✓ 5.4 Ethical conduct by performers

Health, Fitness and Well-being

- ✓ 6.1 Physical, emotional and social health and well-being
- ✓ 6.3 Somatotypes
- ✓ 6.4 Energy use
- ✓ 6.5 A balanced diet
- ✓ 6.6 Maintaining water balance



Where Can I Play?

School and Junior Teams

- **School's playing Stoolball**

- - **East Sussex**
- - **West Sussex**
- - **Surrey**
- - **Other**



- **Junior Teams**

- - **East Sussex**
- - **Hampshire**
- - **Surrey**
- - **West Sussex**

School Teams

- Longhill High School – Brighton
- Polegate School - Polegate
- Heathfield Community College - Heathfield
- Beacon Academy – Crowborough
- Uplands Community College – Wadhurst
- Claverham Community College – Battle
- The St Leonard Academy - St Leonards-on-Sea
- The Hastings Academy - Hastings
- Ark Helenswood Academy – Hastings

- Shoreham Academy – Shoreham-by-Sea
- Chatsmore Catholic High School – Worthing
- The Angmering Schol – Angmering
- The Littlehampton Academy – Littlehampton
- Felpham Community College – Bognor Regis
- Edwards Bryant School, - Bognor Regis
- The Reigs School – Bognor Regis
- Ormiston six Villages Adacemy – Chichester
- St Phillips School – Arundel
- Downlands Community School – Hassocks
- Oathall Community College – Haywards Heath
- Sackville School – East Grinstead
- Kingslea Primary School – Horsham
- Millais School – Horsham
- Leechpool Primary School – Horsham
- Greenway Academy – Horsham
- Shelley Primary School – Horsham
- Slinfold CE Primary School – Slinfold
- Billingshurst Primary School – Billingshurst
- Midhurst Rother College – Midhurst

- Glebelands School – Cranleigh
- Rodborough School – Godalming
- St Catherines School – Bramley

- Sir Tomas Fremantle School – Winslow
- Mayfield Primary School – Cambridge
- Crawshaw Academy – Leeds
- Queen Mary's High School – Walsall

Junior Teams

- Barcombe (girls)
- Bluebells (girls)
- Fletching (girls)
- Newick (mixed)
- Ringmer (girls)
- Steep (girls)
- Alfold (girls)
- Adastra (girls)
- Horsted Keynes (girls)
- Kirdford (girls)
- Northchapel (girls)
- Partridge Green (girls)
- Three counties (girls)