



BEGINNER COACHING PROGRAM

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The name of this Program - “Beginner” Coaching - applies both to the beginner coach and to the level of croquet players that they will be teaching - the beginner. The coaches who undertake training at this level are some of the most vital in the framework of croquet coaching, because it will be their input into the teaching process of the beginner croquet player that will hopefully form a sound basis on which to build all further croquet coaching. The Beginner Coach, teaching the beginner, is highly valued and Croquet Australia appreciates their commitment to the teaching of new players.

About this Coach Training Program

This Program is accredited with the National Coaching Accreditation Scheme (NCAS) which falls within the auspices of the Australian Sports Commission’s (ASC) Sport Education Section.

This Coach Training Program is open to all registered croquet players, 18 years of age and over, And is part of Croquet Australia’s five-tier coach training system.

Participants require no previous coaching practice or coaching knowledge.

The Program is entirely croquet specific and is of 5 hours duration, being conducted by the State Coaching Director (SCD) or a designated trained coach or presenter.

After successfully completing this Program, participants will be registered with the NCAS and will be required to update their qualification every 4 years in order to re-register.

Please refer to the **Updating** page for details.

Program Objectives

The single objective of this Program is to train croquet coaches in WHAT and HOW to teach the beginner player in the shortest possible time so that the new player can play croquet at beginner level.

See section **Program Objectives**.

Program Outcomes

The coach will be able to demonstrate and teach the skill techniques and tactics required by the player at beginner standard in the following disciplines.

1. Grip, Stalk, Stance and Swing.
2. Roquets and rushes.
3. Hoop Running.
4. Hoop Order and Hoop Names.
5. The Take-off Stroke.
6. Hoop Approaches.
7. How to get a rush.
8. Playing Beginner Croquet.

Six important points for the Beginner Coach to remember:

1. New people to the sport have unreal expectations and expect to be able to play instantly.
2. New people to the sport want to join the club and take part in games today.
3. New people to the sport think that the game is as easy as hitting balls through the hoops.
4. New people to the sport want to take it up for different reasons.
5. New people to the sport will learn at different speeds and will react variously to different teaching methods.
6. New people to the sport should be able to expect that they will be taught in a competent manner to play and enjoy croquet.

NATIONAL COACHING ACCREDITATION SCHEME CROQUET FRAMEWORK

ORIENTATION COACHING PROGRAM

This is a non-accredited Program, training coaches in Aussie Croquet which is a modified game for school students.
The Program is of 3 hours duration, all of which is Aussie Croquet specific.

BEGINNER COACHING PROGRAM

This is an accredited Program, training coaches to teach beginner croquet players.
The Program is of 5 hours duration, all of which is croquet specific.

LEVEL 1 COACH TRAINING PROGRAM

This is an accredited Program, training coaches to teach croquet players the primary skills and tactics of the sport. The croquet specific part of the Program is of 10 hours duration. The Beginner Coaching Program and 20 hours coaching practice (assisting an accredited coach) plus the Level 1 General Sport Principles Program must be successfully completed before the Level 1 Coach Training Program may be undertaken.

LEVEL 2 COACH TRAINING PROGRAM

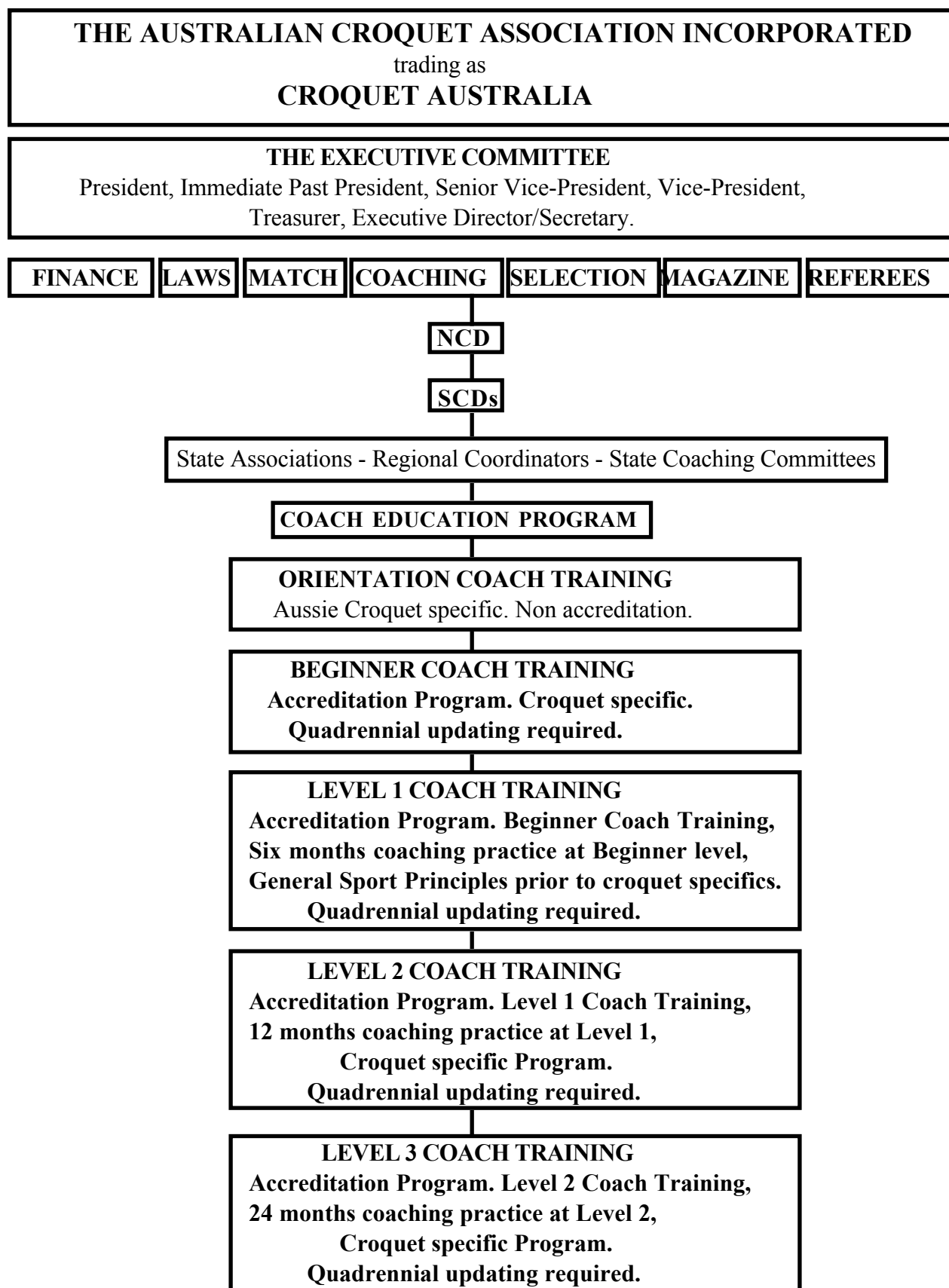
This is an accredited Program, training coaches to teach croquet players the intermediate skills and tactics of the sport. The Program is entirely croquet specific and is of approximately 80 hours duration.
The Level 1 Coach Training Program plus 40 hours coaching practice at L1 must be successfully completed before this Program may be undertaken.
This Program may be undertaken as a correspondence Program to be completed within 12 months, but will involve a personal assessment by the SCD or an approved Level 2-accredited appointee on completion of the written workbook.

LEVEL 3 COACH TRAINING PROGRAM

This is an accredited Program, training coaches to teach croquet players the tertiary skills and tactics of the sport. The Program is entirely croquet specific and is of approximately 80 hours duration. The Level 2 Coach Training Program plus 80 hours coaching practice at L2 must be successfully completed before the Level 3 Coach Training Program may be undertaken. The Program is a correspondence Program to be completed over 12 months, but will involve a personal assessment by the NCD or an appointee on completion of the written workbook.

QUADRENNIAL UPDATING POINTS

Sufficient updating points must be accumulated over each 4 year period as determined by Croquet Australia before re-registration at Beginner and Levels 1, 2 and 3, plus the registration fee, as determined from time to time by the Australian Sports Commission, paid and all relevant paperwork completed before the registration will be acknowledged.



PROGRAM PROVIDER ARRANGEMENTS

The State Croquet Associations are endorsed to deliver this Program on behalf of Croquet Australia, through the State Coaching Directors, provided that the Program presenter is a currently registered coach.

Where the SCD is not a currently registered coach, then the State Coaching Committee will assume the role.

No fees apply to this arrangement on behalf of Croquet Australia.

PROGRAM PRESENTER & ASSESSOR ARRANGEMENTS

All Program presenters and assessors must be currently registered coaches.

All Program presenters and assessors must be appointed by the SCD or the State Coaching Committee in the absence of a SCD.

Program presenters and assessors with Program Presenter, Trainer or Assessor Training will normally be preferred over non-trained presenters.

All Coach Training Programs must be advertised and coordinated through the SCD.

Program presenters and assessors may use assistants, but these people must be currently registered coaches.

All Program presenters and assessors must deliver the Coach Training Program in accordance with the specific curriculums.

SCDs will only grant coaching status once they are satisfied that the aspiring coach has undertaken all of the required work and has been properly assessed.

Only SCDs will register coaches.

Croquet Australia will monitor delivery as outlined below (Quality Control)

AGE OF ENTRY

Participants must be at least 18 years of age to receive coaching qualification.

NOMINAL DURATION OF PROGRAMS

Beginner Coaching Program - 5 hours duration, all croquet specific. Assessment extra.

Level 1 Coach Training Program - 10 hours duration - croquet specific. Includes assessment.

Level 2 Coach Training Program - 80 hours duration, all croquet specific.

Satisfactory completion of workbook and on-lawn assessment required.

Level 3 Coach Training Program - 80 hours duration, all croquet specific.

Satisfactory completion of workbook and on-lawn assessment required.

TARGET MARKETS

Beginner Coaching - Beginner coaches trained in beginner skills and tactics.

Level 1 - Primary skills and tactics.

Level 2 - Intermediate skills and tactics.

Level 3 - Advanced skills and tactics.

NUMBER OF PARTICIPANTS

The number of participants will be limited to 12 for each approved Program presenter, not including assistants. Any number may undertake to complete the course by correspondence.

PHYSICAL SCREENING

No physical screening check will be required of participants.

PROGRAM OBJECTIVES

To develop coaching competencies in the following areas-

- Teaching methodology
- Motor skills acquisition
- Tactics
- Psychology
- Physiology
- Biomechanics
- Sports medicine

as relevant to each coach's level of accreditation within the five-tier framework.

ENROLMENT PREREQUISITES

Each croquet coach-training Program is part of a five-tier coaching progression and, except for the Orientation & Beginner Coaching Programs, each previous level of training must have been successfully completed before the next level may be undertaken.

It follows therefore that the progression is as follows:-

Beginner Coaching Program:

16 years of age

Level 1 Coach Training prerequisites:

- Beginner Coaching Program
- 6 months coaching practice
- Level 1 General Sports Principles Program (taken at a Sports Institute)

Level 2 Coach Training prerequisites:

- Level 1 Coach-Training Program
- 12 months coaching practice at L1
- Hold current refereeing qualification
- Level 2 General Sports Principles Program (taken at a Sports Institute)

Level 3 Coach Training prerequisites:

- Level 2 Coach-Training Program
- 12 months coaching practice at L2.

Other prerequisites

Coaches must be registered players with a club affiliated with a State Croquet Association.

Policy on Practical Coaching Experience

See above.

Recognition of Prior Learning (RPL)

Some applicants may qualify for certain sections of the coaching Programs and will be awarded credits for prior study and learning. This is negotiated with the NCD.

Payment of Fees

All participants must pay the Program fees before commencing the Programs. The course fees **shall** include the NCAS registration fee with the Australian Sports Commission, but will not include any facility or equipment hire fees, nor the cost of General Sports Principles courses..

ATTENDANCE REQUIREMENTS

Candidates must attend all of the teaching and assessment sessions as directed by the SCD, Regional Coordinator or State Coaching Committee.

REFERENCE MATERIAL for all Programs might include-

For Beginner Coaching:-

Aussie Croquet - Croquet Australia
 Beginner's Croquet - Chambers B. & Hall S.
 Croquet - Teach Yourself - Gaunt D.

For Level 1 Coach Training:-

Beginning Coaching - Australian Sports Commission
 Croquet Coaching - Error Correction - Riches J.
 Croquet : Lessons in Tactics - Riches J.
 Croquet Coaching Handbook - Brereton K.
 Croquet Skills Videos - Brereton K.
 Mental Skills Training for Sports - Rushall B.
 The Australian Croquet Manual - Sloane R.
 Take a Bisque - Hass N.

For Level 2 Coach Training:-

Croquet Coaching: Error Correction and Hampered Shots - Riches J. ***
 Croquet: The Teaching of Tactics - Riches J. ***
 Croquet: Openings - Riches J.
 Croquet: Endgames - Riches J.
 Croquet: Cannons - Riches J.
 Croquet : Finer Points - Riches J.
 Croquet : The Mental Approach - Riches J.
 Croquet : Next Break Strategy - Riches J.
 Australian Laws Book - ACA
 Plus One On Time - Gaunt D.
 Practical Umpiring - Roberts G.
 The Winning Factor - Stanton H.E.

NOTE: The two booklets marked “ *** “ were written specifically as material that is essential knowledge for those training as Level 2 coaches, and trainee coaches will be assessed on their ability to understand and apply the ideas and methods in these booklets. Many clubs will have copies available for borrowing, or copies can be ordered from the NCD, together with the booklets by J.Riches on Openings, Endgames and Cannons.

For Level 3 Coach Training:-

Any of the above.
 Basic Croquet Lessons - The Forgotten Element - Hass N.
 Better Coaching - Australian Sports Commission
 Croquet - Solomon
 Croquet and How To Play It - Miller D. Thorp R.
 Croquet - Its History, Strategy, Rules and Records - Charlton et al
 Drugs Sport and Exercise - ASC
 In Pursuit of Excellence - Orlick T.
 Psyching for Sport - Orlick T.
 Psyching in Sport - Nideffer R.
 The Inner Game of Gold - Gallway N.T.
 Visualisation - Video ASC
 Winning! With Sports Psychology - Video ASC

COMPETENCY BASED TRAINING DELIVERY

Upon successful completion of the Program the coach will be able to:-

Deal with the responsibilities and expectations of the sport environment.

Work with others.

Perform individual coaching tasks.

Manage a number of different coaching tasks.

Respond to irregularities and breakdowns in routine within the context of the relevant Programs.

Demonstrate the actual teaching of all Program topics.

COACH ASSESSMENTS

All training outcomes are to be assessed by the Program Presenter upon completion of the Beginner Coaching Program and the Croquet Specifics part of the and Level 1 Programs.

Correspondence Programs will be assessed by the National Coaching Director, usually assisted by the State Coaching Director..

Assessment will be judged against the above coach competencies and following Competency Statements.

Where a competency is seen to be lacking, feedback will be provided so that the candidate can re-learn the deficient area prior to further assessment.

Accreditation will only be conferred after satisfactory assessment.

VENUE

The teaching venue will be decided by the Program Presenter, but must have at least one full size court, with sufficient balls to allow at least two per student.

Indoor work areas should be available.

The use of a whiteboard and croquet training board is recommended.

RECORDS

A record of accreditation will be kept by the Australian Sports Commission (NCAS), the State Coaching Director (SCD) and the National Coaching Director (NCD)

RECOGNITION OF PRIOR LEARNING (RPL) AND CURRENT COMPETENCIES

There will be no retrospective accreditation. All coaches must satisfy the requirements of each particular level of accreditation.

Overseas Croquet Coaches who are active coaches and who are currently accredited or registered in some other country may gain credits.

The NCD or a designated panel will examine an applicant for equivalency recognition (ie matching the applicant's knowledge, skills and competencies with the stated objectives of each Coach Training Program).

The applicant must:-

meet all equivalency criteria,

may be required to complete prescribe 'catch-up' work,

may be required to complete the entire set of Program elements.

AWARDS AND ENTITLEMENTS

Upon satisfactory completion of this Program, the coach, after registration, will be recognised by Croquet Australia and will be entitled to receive an accreditation certificate and wear an ACA metal badge for the period of accreditation.

UPDATING AND RE-REGISTRATION

To retain registration coaches must within each four year period -

Successfully complete a coach training Program at the next level, or

Attain sufficient updating points for their level of accreditation as outlined by Croquet Australia, and also attend an Updating Seminar. . See **Updating Activities and Points** page.

PROGRAM EVALUATION AND REVIEW METHODS

A Program evaluation form is included at the back of this manual. Students should fill these in and send them to the SCD after completion of the Program.

A review of this Program will be carried out from time to time by the ACA Coaching Committee.

DESIGN AND REVIEW COMMITTEE

The National Coaching Director

A State Coaching Director

A representative of the ACA Executive

Other consultants and stakeholders as decided from time to time by the NCD and the ACA.

QUADRENNIAL REVIEWS

All Croquet Australia's Coach-Training Programs are under constant review and will be submitted to the Australian Sports Commission for accreditation in accordance with the policy.

RESPONSIBLE AND ETHICAL RELATIONS

Croquet Australia endorses the ASC's Code of Practice for Training Program Providers.

In addition all enquiries for undertaking this Coach-Training program will be given trainee information available from the SCD's.

QUALITY CONTROL

Croquet Australia, through the National Coaching Director, will make every effort to see that this Program is undated regularly so as to maintain relevance, and implemented by competent Program presenters.

COMPETENCY STATEMENTS

For each level of Coach Training, coaches will be required to demonstrate that they can teach and plan the activities and skills as outlined in the relevant Programs.

Coaches will be required to demonstrate that they can -

- * identify athlete's needs
- * use goal setting as a tool to motivation
- * evaluate their own performances and bring about effective changes
- * give correct advice about the rules of the game in relation to stroke making at their level of training.
- * be able to prove knowledge in these areas, by satisfactory completion of assignments, workbooks and on-lawn assessments.
- * be able to demonstrate, in written form, knowledge in the application of the various sport sciences that relate specifically to croquet at their level of training.

ASSESSMENT

- * Teaching ability will be assessed by the Program presenter or mentor coach, or for Levels 2 and 3 by the NCD or a suitable person appointed by the NCD..
- * Assessments will be judged against the stated competency outcomes for the Program.

OBJECTIVES

To teach existing croquet players WHAT to teach and HOW to teach various progressive motor skills, tactical skills and the sport sciences from beginner to advanced stages of croquet.

To train coaches in the recognition and correction of errors in any aspect of the game.

These Programs are Coach Training Programs and NOT player coaching Programs

LEARNING OUTCOMES

Coaching competencies will be judged against the learning outcomes and objectives for each range of topics.

Please refer to the sections on Competency Based Training Delivery, Coach Assessments and Competency Statements as outlined above.

CORRESPONDENCE PROGRAMS

All pages of the workbooks and all required assignments must be completed and submitted to the NCD within the required time frames and must represent the personal work of the trainee..

PROGRAM DURATION.

Each Coach Training Program has a specified Program duration -

Beginner Coaching - Croquet specific - 5 hours

Level 1 Coach Training - Croquet specific - 10 hours

Level 2 Coach Training - Croquet specific - 80 hours

Level 3 Coach Training - Croquet specific - 80 hours

It should be remembered that sometimes one-on-one coach-training will take less time to complete the Programs.

The NCD may waive certain Program prerequisites in some cases.

INTRODUCTORY NOTES.

Always treat the game seriously and as a worthwhile pursuit in its own right.

Remember that you are passing on your attitude to the game as well as information on how to play it, so be sure to pass on a positive attitude to the game, your club and its members. Do not criticize any of these, even if criticism is warranted.

Avoid passing on the idea that croquet is a game you only play when you have nothing better to do, or when it is not too cold or too wet...etc.

Stress the importance of individual practice and of watching good players at work.

When working to improve accuracy, keep to short strokes and set achievable aims. Practice success not failure.

Encourage players to seek advice from other coaches as well, and if they need help you cannot provide, do not hesitate to pass them on to a coach trained at a higher level.

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HOW TO USE THIS COACH TRAINING MANUAL

Where the text has been divided into two columns, they continue on down the page and then onto the same column on the following page. eg. The bottom of the left-hand column on the first page does not continue to the top of the right-hand column on the first page. You must turn the page and continue to read in the same column.

For the most part, the left hand column contains points to teach in each topic. The right hand column contains additional information and things not to teach. The columns are divided by a line to facilitate easy reading.

Where a column contains a diagram, its relating text is in the column next to it.

Different topics are separated by a line.

Diagrams are not to scale or perfect replications of the points being illustrated.

It is intended that the topics follow each other in order of teaching, but coaches may choose the order of teaching as best fits the situation. Certainly by using the Beginner Croquet games, the order of presenting various topics might alter from the manual, as the coach is advised to teach as the situations arise.

Croquet Australia's Coach-Training Manuals form part of a progressive coach-training system, with the previous being a pre-requisite for the next. Therefore they move in text from Beginner, to Primary (Level 1), Intermediate (Level 2) and Advanced (Level 3). Where a topic has been repeated in the next manual, it is to add refinement to the points made previously.

Each new section begins by stating the expected learning outcomes. These are the outcomes that the coach will be judged against and must be successfully completed before accreditation is granted. Where the trainee coach cannot demonstrate a satisfactory understanding of the Program material, and the ability to use it in coaching players, he will be provided with additional help and then asked to re-do the section.

As the Program content becomes more complex, sections on teaching complex motor skills will be included.

While it is agreed that not all coaches will play the way recommended in the manuals, nor will all coaches agree with these methods for teaching the sport, the manuals contain the most up-to-date information and teaching ideas and methods at the time of publication. Additional information is given to registered coaches as it becomes available.

Once accredited, in order to maintain his accreditation the coach will be required every four years to either complete a further (higher-level) training Program, or attend a re-accreditation seminar designed to refresh and update his knowledge of the latest coaching methods..

Croquet Australia is not concerned how individual coaches play the game. Croquet Australia is vitally concerned however, that all registered coaches know how to teach the game "by the book" so to speak even if they have good reasons for using different methods at times.

GRIP.

Under normal circumstances -

Teach a standard grip, with the hands together, although not necessarily at the top of the mallet handle.

Allow the player to place whichever hand feels the most comfortable at the top.

When the hands are together at the top of the mallet handle, the top hand grip should be quite firm as this is the hand that should be doing the drawing back and forth of the mallet handle.

If a player must use a separated grip, then the dominant hand is usually the bottom hand.

Do not insist on a grip that will cause injury to the player. Allow the Solomon grip as an alternative, but discourage the Irish grip for beginners as it can lead to wrist injuries in players with weak wrists and who are using the wrist muscles in a new way..

Some players will change grips for different strokes which is perfectly O.K.

The bottom hand grip should be lighter, so as not to allow it to push the mallet off its LOS (line of swing). Some players achieve this by the way the bottom hand interacts with the top one. Some experimentation may be necessary.

For most players a separated grip will deny them the ability to play big strokes.

STALK.

Train the player from the very first to stalk every shot for Line of Centres of the two balls (LOC) and Line of Swing (LOS) of the mallet and for sighting the line through the tangent, or “vee”, in the take-off stroke.

Explain why stalking is so very important - to arrive in the ready position with the toes, hips and shoulders square to the intended LOS.

Do not allow the player to forget to stalk every stroke. Repeat the word ‘stalk’ every time during the coaching sessions until stalking becomes automatic. Do not allow the player to change grip or foot placement after stalking.

Do not allow the player to continue with the swing if the stalking felt uncomfortable or placed the body in the wrong position.

STANCE.

For the standard grip, a step-stance is preferred as it allows for more room for the bottom hand to move backwards during the swinging action.

If the player is prone to “walking” as he swings, a step-stance is essential, and he should also be encouraged to stand up straighter. For other grips a square stance may be satisfactory.

Please insist that the toes are always pointing forwards with the mallet evenly placed between the feet (or more accurately, with the mallet vertically underneath the dominant eye). Which ever stance is used, it must allow the player to be comfortable and balanced.

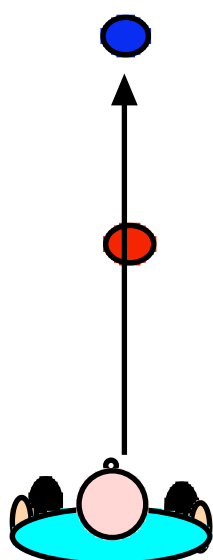
Do not insist on a particular stance if the player really cannot use it. Remember some players have injuries or disabilities that will determine how they may have to stand.

Do not allow an unbalanced stance or one where the legs are too far spread out - the giraffe drinking stance.

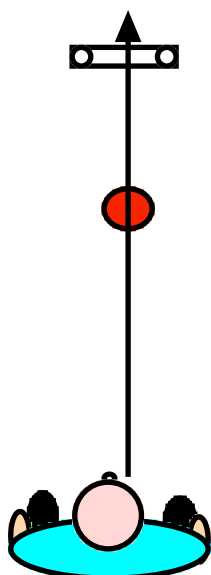
Do not allow the toes to be pointed outwards as this might place the ankle bone in danger and interfere with a straight mallet back swing.

Do not “fix” a stance that works.

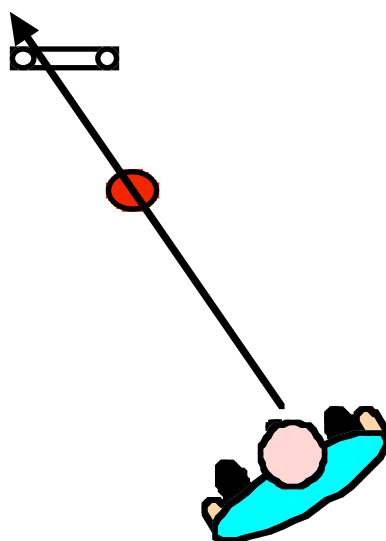
STALKING



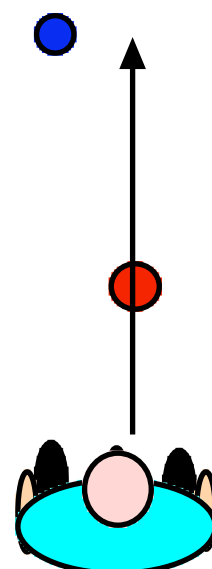
ROQUETS
stalk line
through
centres of
two balls.



HOOP-RUNNING
stalk line through
centre of ball and
centre of hoop.

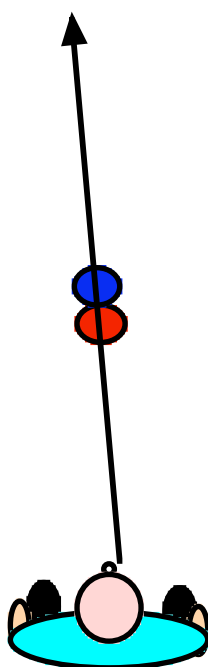


HOOP-RUNNING
(very sidey)
stalk line through
centre of ball and
inside edge of far
hoop-leg.

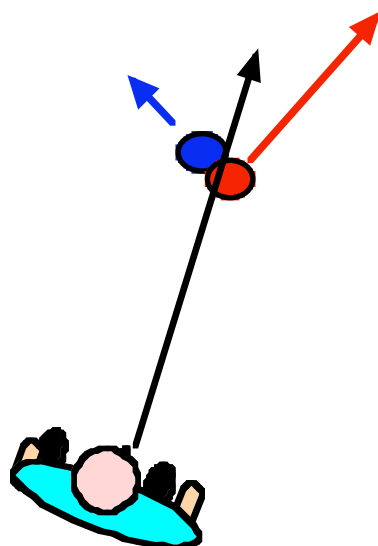


RETURNING
stalk line through
centre of ball to
desired position.

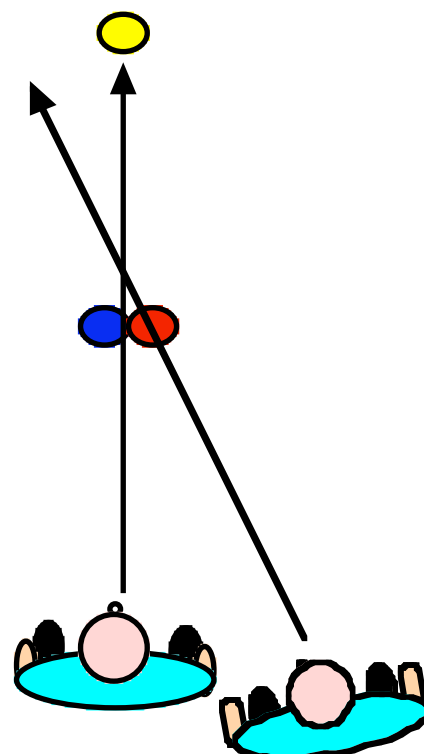
CROQUET STROKES



STRAIGHT
stalk line
through
centres of
two balls.



SPLITS
stalk line of aim



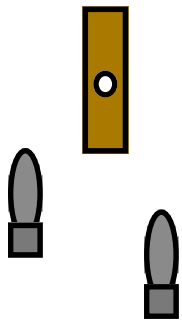
TAKE-OFFS
stalk twice: (1) "Vee";
and (2) line of aim

Do not allow the player to play even the shortest strokes without stalking the ball and checking the stance for balance and squareness of the mallet face.

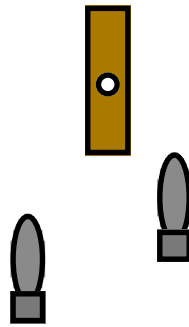
Do be aware that long-sighted players must stalk from a lot further back behind the balls than short-sighted players.

Do lead by example !

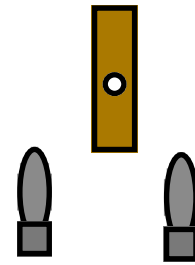
STANCE



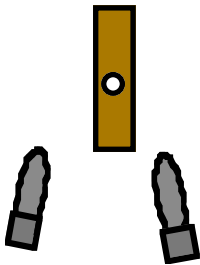
**Step-stance
(right-handed grip)**



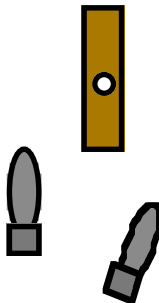
**Step-stance
(left-handed grip)**



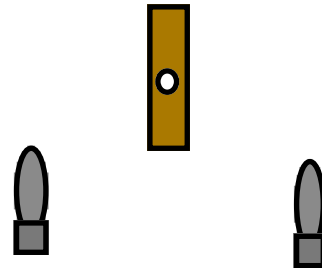
Square stance



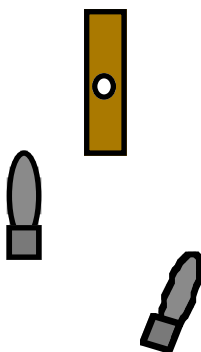
**slightly
pigeon-toed
is OK.**



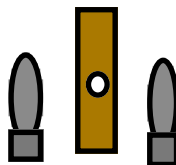
**INCORRECT
rear foot in
way of straight
back-swing**



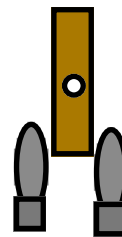
**INCORRECT
feet too far apart**



**rear foot turned out
is OK if not in way
of back-swing**



**UNDESIRABLE
feet too far forward**



**DANGEROUS
stance too narrow;
likely to hit ankle**

STANCE:

In a step-stance the front foot should point parallel to the line of swing.

In a square (or level) stance both feet should be parallel to line of swing.

Both feet should be flat on the ground - balancing on the toe of the rear foot lacks stability.

A stance with feet too far forward will cramp the arms and prevent a free swing.

IMPORTANT - Stance must be consistent with regard to the position of the ball in relation to the feet.

Stress the importance of establishing a consistently, smooth, unhurried, straight swing of the mallet, both backwards and forwards.

Emphasise the point that the further the ball is to travel, the higher the back swing needs to be and vice versa.

The swing must be smooth and from the shoulders, and the rest of the body apart from the arms, should remain still; and the wrists should remain firm.

The feet must be far enough back from the mallet head to allow a proper back swing with the hands as well as the mallet.

The hands should move a considerable distance, firstly back towards the body, then forwards in a straight line as parallel to the ground as is possible.

The tension of the grip should remain constant throughout the swing.

After stalking and arriving in the 'ready' position, the eyes should be fixed and focused on the back of the ball on the exact spot that the centre of the mallet will strike through it.

The follow-through should be long and slow, with the arms reaching forwards after the ball.

The 'normal' swing allows the mallet to sweep through the ball at the bottom of the mallet arc.

Sometimes the feet are moved further back or further forwards to allow the ball to be hit either with the mallet still descending or starting to rise on its arc.

The very best assistance that the coach can give to a player is to ensure that a correct consistent swing is developed.

THE SWING IS THE THING

Do not allow a poke or jab action, or a hurried back-swing.

Do not allow the player to use muscle power only. A high back-swing, using gravity and the weight of the mallet + arms, is sufficient to provide the power needed for most shots.

Do not allow the player to 'bob' into the swing by bending his knees in a misguided attempt to achieve additional force.

Do not allow the player to "cramp" his stance and swing from the wrists instead of the shoulders. The shoulders should be relaxed, not hunched up.

If the mallet head swings across the desired line of swing, correct it by having the player watch that his hands move straight back and then straight forward. Do not tell him to watch the mallet head.

Do not say, "Keep your head down", but instead say, "Keep your body still, especially your shoulders. Feel that your shoulders are fixed in space and cannot move."

Do not allow the player to use a hands-apart grip (which goes with a lower, more cramped stance) unless there is some medical reason for doing so.

Do not allow the player to ever get away with not stalking the ball, no matter how short and unmissable the stroke appears to be. He can use short roquets to practise the correct swing he will need for the longer, missable ones.

Start by teaching long swings which send the ball right across or up the court. Do not start with short roquets that will encourage the player to use mainly his wrists, instead of swinging from the shoulders.

BIG IS BEAUTIFUL!

ROQUETING

ROQUET: The skill of hitting the striker's ball so that it moves and hits another ball. It is a very easy skill. All the player must do is line up the ball straight to the target ball and swing the mallet straight at it. So why do croquet players find this skill difficult? Why do they think that it is the roquet that lets them down? Are the best players of the game good at this skill? Is it the most important of all of the skills? How can you teach it?

1. Take up the grip to be used for the stroke.
2. Stalk the target ball along the line joining it to the striker's ball.
3. Arrive in the "ready position" with the feet in the correct positions and the body balanced.
4. Do not alter the grip or the stance.
5. Memorise the position of the target ball and 'see' it in the mind's eye.
6. Swing the mallet head slowly straight backwards and upwards.
7. Let the mallet start to fall under its own weight, then feel the arms at one with it as they bring the mallet head onto and through the centre of the striker's ball.
8. Allow the arms to pivot from the shoulders.
9. Follow through the centre of the striker's ball with the centre of the mallet head.
10. Follow on through the ball slowly and deliberately in a straight line, bringing the mallet head along the ground, and reach forward towards the ball in the mind's eye.
11. Only the arms move in a smooth pendulum motion, everything else stays still.
12. After the stroke is finished, look up and see the successful result.

Easy? No!

Many things can go wrong. If you can teach your beginner players to always stalk, to use a good, consistent swing and follow through, deliberate and unhurried, then you will have equipped them with one of the most fundamentally important tools for the sport and one for which they should thank you for the rest of their days!

Roquet practice:

If no specialist equipment is available, place balls 5-6 yards apart and spend half an hour each day(!) in roquet practice.

- * Preferably a hands together grip.
- * Never let the player forget to stalk. Use the word continuously to remind him.
- * If the "ready position" is not right, then get the player to repeat the process until a comfortable position is arrived at.
- * Do not allow a change of grip after the stalk.
- * Concentrate on the **centre** of the target ball until it can be seen in the mind's eye.
- * Do not allow 'casting' of the mallet for inexperienced players as this involves an element of timing (another variable) that the player need not be involved with yet.
- * Focus acutely on the exact spot in the dead centre on the back of the striker's ball, while the backwards movement starts.
- * Watch this spot. See the centre of the mallet head hit it and move straight through it as the mallet moves beyond the ball, low and flat to the ground, along the line joining the centre of this ball to the centre of the target ball.
- * Do not allow a hit at the striker's ball with a sudden jerk.
- * Watch for a sudden tightening of the grip.
- * Do not allow players to dip the knees at the ball, or lower the shoulders.
- * Do not allow a lunge at the last moment.
- * Do not allow a sudden thrusting of the bottom out backwards.

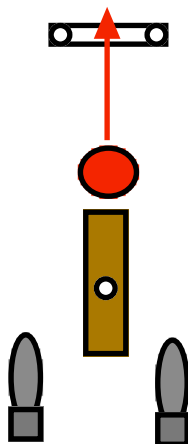
Please never train your players not to "hit in" at a ball. A roquet is a roquet from wherever it is viewed and players should not be made to feel cautious about "hitting in". **Please do not ever use this phrase!**

If you find yourself out of your depth when trying to solve some roquet problem, please seek help from a coach with higher training and remember - there's always the phone.

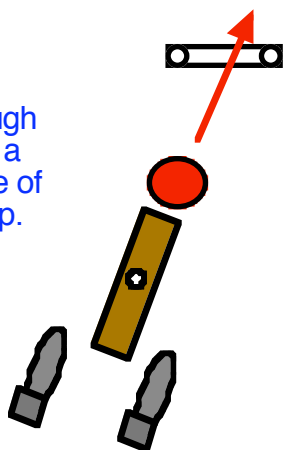
HOOP RUNNING

In order to run through a hoop, the best position for the ball to be in is within 12 inches directly in front of the playing side of the hoop. The feet should arrive in the ready position a little further forward than for the roquet (about one inch or 2 cm is sufficient), so that the mallet is tilted slightly forward as it sweeps through the ball, sending it sweetly through the hoop. This gives forward spin (or “top-spin”) to the ball to help it kick through the hoop if it touches the sides.

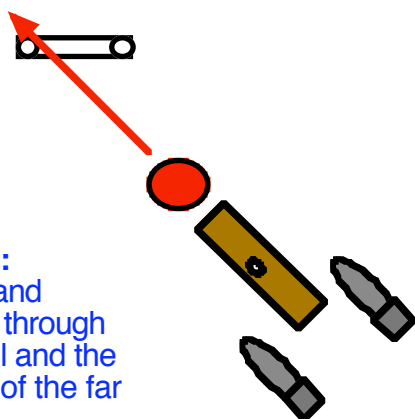
in front of hoop:
stalk, stand and
swing in line through
centre of ball and
centre of hoop.



slightly sidey:
stalk, stand and
swing in line through
centre of ball and a
little to the far side of
the centre of hoop.



very sidey:
stalk, stand and
swing in line through
centre of ball and the
inside edge of the far
hoop-leg.



Stroke execution.

Grip: Normal

Stalk: Normal

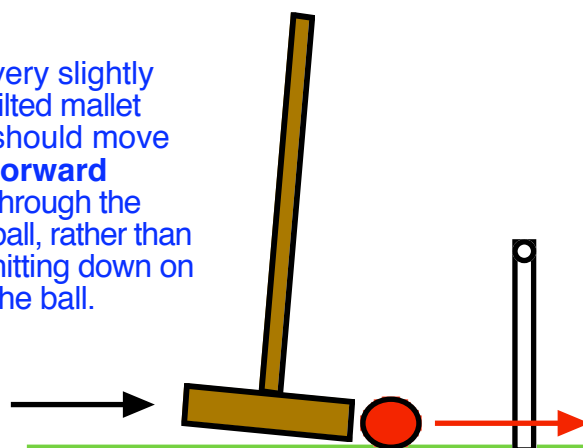
Stance: Slightly further forward than normal.

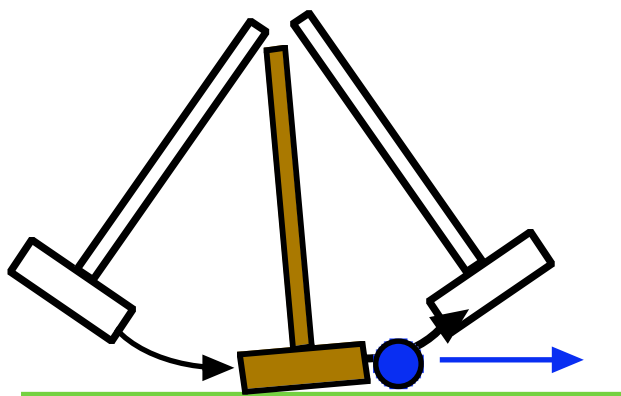
Swing: Normal and straight through the hoop.

Possible Errors:

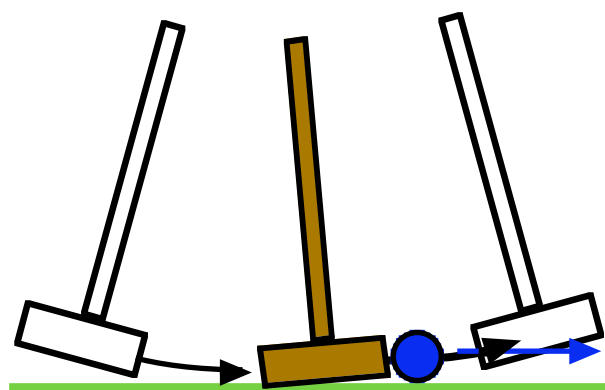
- * No stalking.
- * No back swing.
- * Follow through not straight at the hoop.
- * Forward push with bottom hand.
- * Looking up too soon.
- * Lifting of the shoulders.
- * Lifting mallet up in follow-through (to avoid hitting the hoop - an illogical fear!)
- * No stalking - incorrect alignment
- * Incorrect stance - too bent over and cramped, with hands too close to body.
- * Muscles too tense.
- * Tightening grip during swing.
- * Hurrying the back-swing
- * Hurrying the forward swing (jabbing)

very slightly
tilted mallet
should move
forward
through the
ball, rather than
hitting down on
the ball.





INCORRECT - radius of arc is too small. Hardly any flat bottom on swing. Hands barely move; too much use of wrist muscles. Mallet finishes too high - often above the player's head!



CORRECT - radius of arc is larger as mallet swings from shoulders, not wrists. Bottom of swing is longer and flatter. Follow-through is lower, more along the ground. Hands move noticeably back and forward.

RUSHES.

Stand slightly (about 5 cm) further back from the mallet head than for the 'normal' roquet strokes, so that when the mallet head contacts the ball it is no longer moving flat, but rather slightly on the rise of its arc.

To obtain additional force, use a higher back swing and then power through the balls in one smooth straight action.

Follow through flat and long along the ground.

Keep eyes fixed acutely on the spot on the striker's ball where the mallet will strike through it.

Keep the distance between the balls no more than about 50cm, until confidence is gained.

Teach players to be relaxed and confident to play rushes.

Teach the art of cut-rushing balls by insisting that the player's feet, hips and LOS are square to the new LOS, which should be off-centre, to one side of the striker's ball.

Use the term "knock" the ball along/up/across the court, rather than the powerful sounding "rush" and see if you get better results.

Do not allow the player to separate the hands unless for anatomical/medical reasons the usual swing is separated.

Do not allow the player to use unnecessary body movement to propel the balls forwards. The stance should be relaxed and still.

Do not allow the player to hit at the ball in a jerking movement.

Ensure that the eyes are fixed firmly on the back of the striker's ball and are not lifted to look at the target ball.

Do not allow the player to use the stop action for rushing balls (in a dolly rush), until the correct swing through action is more or less consistent.

Do not instil any fear of cutting into the player's mind. Cut rushes are a legitimate part of the game and should be taught along side all other motor skills.

To start with, do not use the term "rus"; rather suggest that the target ball is "knocked on" to a new position. The word "rush" seems to suggest to the sub-consciousness that a big effort is required, rather than a relaxed, fluid movement required.

THE TAKE OFF (& leave behind stroke):

Please use the term “take off and leave behind stroke”. This gives information to the player as to what to expect from the stroke and makes clear the difference between the take-off and other croquet (2-ball) strokes.

Explain what is meant by the book term ‘vee’, because new players will not have a clue to what you are referring. Use any other terms to assist the player to assess final ball placement. e.g. arrow, line, line through tangent.

Explain how to get the two balls to stay together. New players seem to have problems with this. Describe very accurately the LOS of the mallet and what makes a fault.

Get them to practice placing the balls on either side of the croqueted ball so that the ‘vee’ points accurately.

Always insist that players move back several paces behind the balls to sight the line/vee, and remember that long-sighted players need to go further back than short-sighted players.

For a start, look for accuracy with direction rather than accuracy in ball placement.

Remember that players can see things differently. Even players of long experience can differ on where the ‘Vee’ is pointing!

Use the ‘normal’ swing (as for roquets), controlling the distance of the stroke with the mallet back-swing and weight of mallet+arms as described earlier. It is poor technique to use roughly the same amount of back-swing for all take-offs, and push harder into the mallet for the longer ones.

Insist on a straight (not curved) swing with the mallet-face at right-angles to the line of swing.

Insist that both the aiming line (vee etc) and the LOS of the mallet are stalked - always.

Do not allow the player to commit a fault when playing this stroke. From the very first time that the stroke is introduced, insist that the croqueted ball moves or shakes. New players should never be allowed to get away with not playing the stroke fairly and honestly.

Do not tell the player to “point the vee at the target, then move the striker’s ball back about a 1/4 inch”, as this works only for one particular distance. Try to avoid letting your players use the mallet handle to sight the line. Make them learn to “eye-ball” it.

Stop them from ouching down on both balls at the same time in an effort to make them stay together - it won’t work!

Ensure that the player understands why the balls must be touching, both because of the law and for the outcome of the stroke.

Do not allow the player to develop a favorite side for take offs. They must become confident taking off from both sides.

Do not tell the player to “turn the mallet face into the croquet ball to make sure it moves”, nor in any way to try to hit into the croquet ball, as this is likely to result in a curved swing instead of a straight one

Do not (unless asked) attempt to explain “pull” or what causes it. If asked keep the explanation very simple.

Do not allow the player to use a take off as a hoop approach stroke, except from directly behind the hoop.

Do not allow the player to use or develop a stop-shot action for take-offs. The ‘normal’ flat mallet swing and follow-through as used for roquets is all that is needed.

Do not attempt at this stage to teach thick take-offs or very fine ones.

THE TAKE OFF & LEAVE BEHIND STROKE—training exercise.

This diagram shows a take off across the lawn with red from the left-hand side of the blue ball. The same method applies to a right-hand side take off, but of course in reverse.

Exercise:

Place two corner pegs one yard from the yellow target ball on either side.

Place red so that the ‘Vee’ (“arrow-head” is a better name for it”) is pointing at the left-hand peg. (**STALK it to check line**).

Swing straight and flat as if ‘roqueting’ the right-hand peg. (**STALK this line also**).

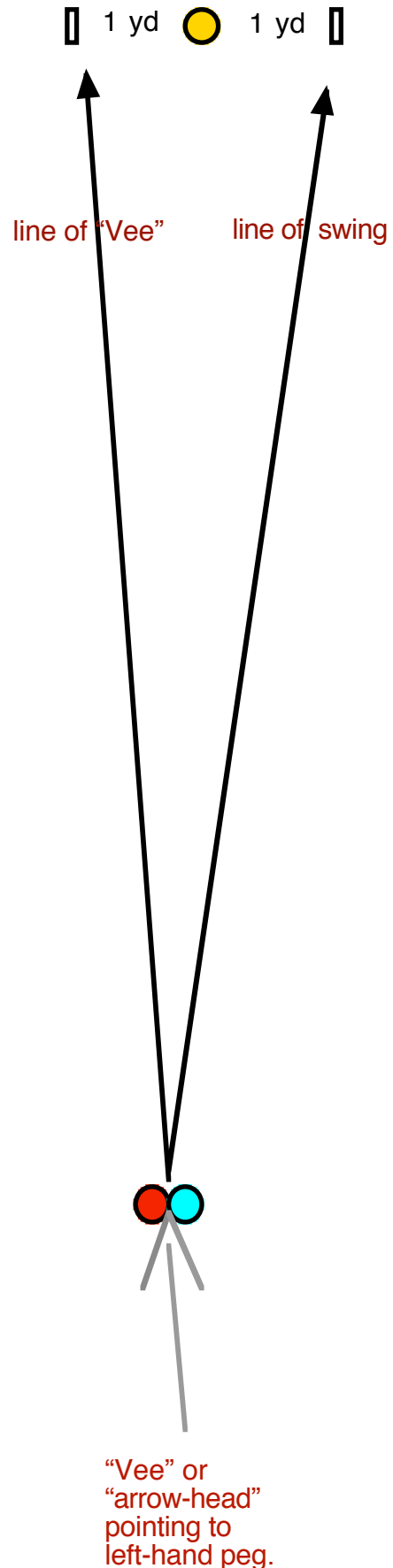
Beginners may need to allow more than one yard on one or both sides, and may need to allow different distances for left- and right-side take-offs. The amount to allow on either side will depend on the type of swing, as some players find it difficult to swing straight and keep the mallet flat, using only the weight of the mallet.

Ask the player to suggest how much he should allow on each side for a take-off only half-way across the lawn, and how he would line it up when taking off to get a rush on a ball (see next page).

A useful exercise is to have players in pairs, each pair with three balls (say, Red, blue and yellow).

The blue ball is placed on the west yard-line and the yellow ball is placed opposite it on the east yard-line. Both players play red, one taking off across the lawn from blue to yellow and the other taking off back from yellow to blue. After each take-off the “partner” must play red (unless it goes out) and try to roquet the ball on his yard-line. If he can do so, the pair scores a point. When a ball is roqueted or left behind in a take-off, it is replaced on the yard-line. Players should alternate the sides they take off from. See how many points a pair can score without a “mistake”.

LINING UP A LEFT-SIDE TAKE-OFF



GETTING A RUSH

After the beginner player has been taught the take-off, it is time to teach him how to get rushes on balls. Explain the value of rushing and demonstrate what can be achieved by rush-roquets. Previously they have been taught how to arrange the balls in the take-off stroke so that they could get their ball near enough to make a successful roquet. Now they must be taught how to arrange the ball so as to get a rush.

Diagram #1.

Getting a rush using a take-off.
(Balls in court)

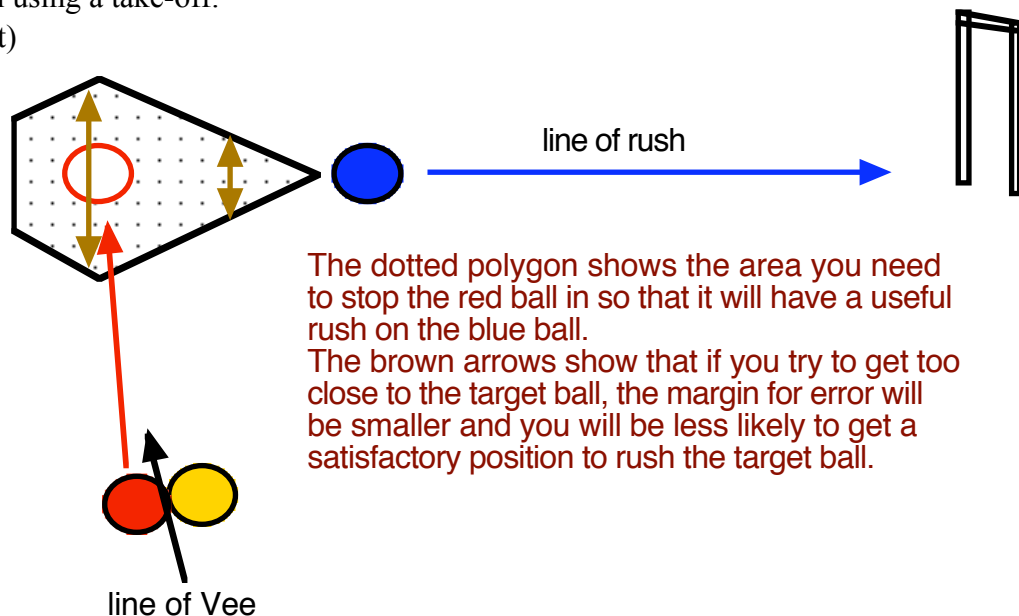


Diagram #2.

Getting a rush using a take-off.
(Balls on yard line)
There are two yard line balls.
Roquet one, yard it in and then
take off to get a rush on the other.
The margin for error is reduced
because of the yard line area.

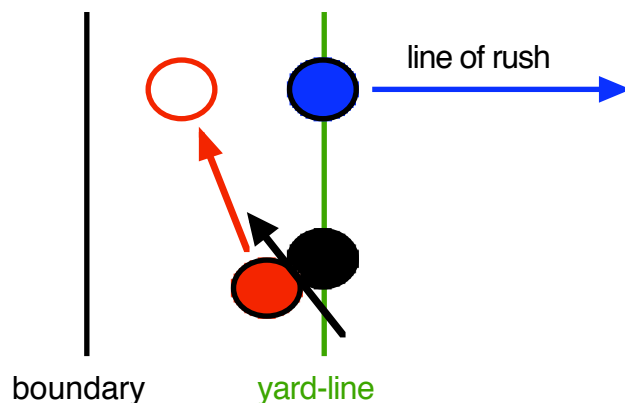
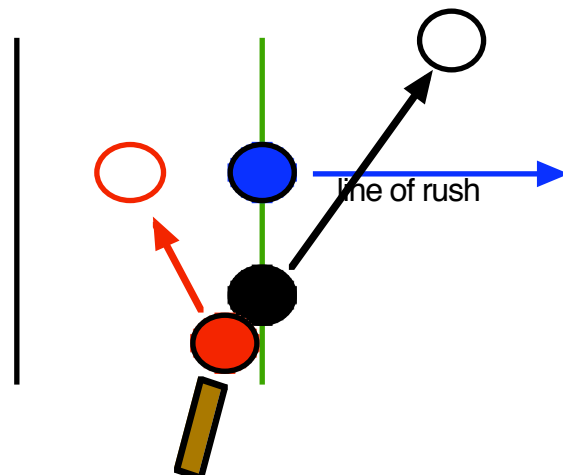


Diagram 3

Once the player has discovered
how to use a forward moving
type of croquet stroke,
teach this method of gaining
a rush on a yard line ball.
Roquet one ball, point the
line of centres to just miss the other
yard line ball.
Aim the LOS directly at the 2nd ball.



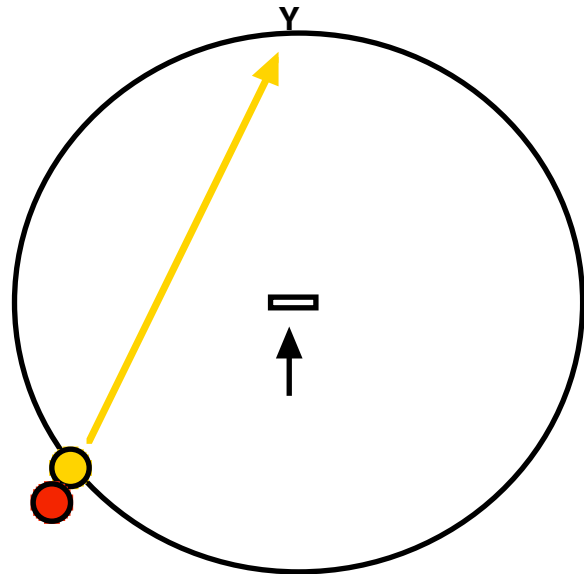
THE CIRCLE HOOP APPROACH - UNIVERSAL METHOD.

1st diagram.

The croqueted ball (yellow) has been rushed toward the hoop.

Imagine that it has stopped on a spot on a circle that runs right around the hoop. (The black arrow shows the direction of hoop running).

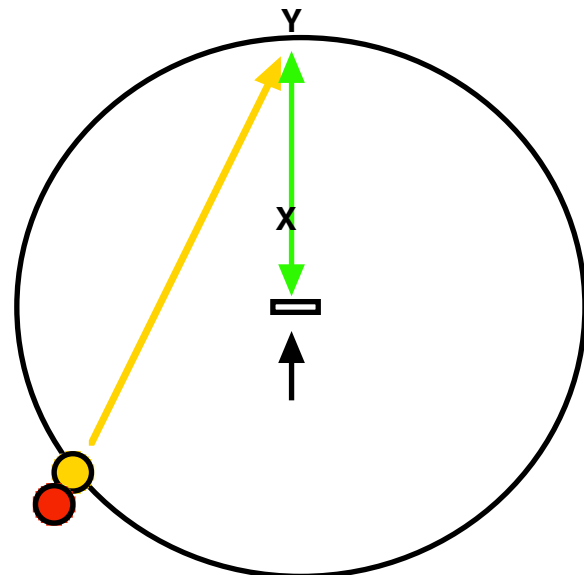
See a point (Y) on the circle that is directly behind the non-playing side of the hoop. This is the point that the LOC (line of centres of the two balls) is lined up to.



2nd diagram.

Now, find a point (X) 1/3 of the distance from the hoop to point Y, the spot on the back of the circle where the LOC is directed.

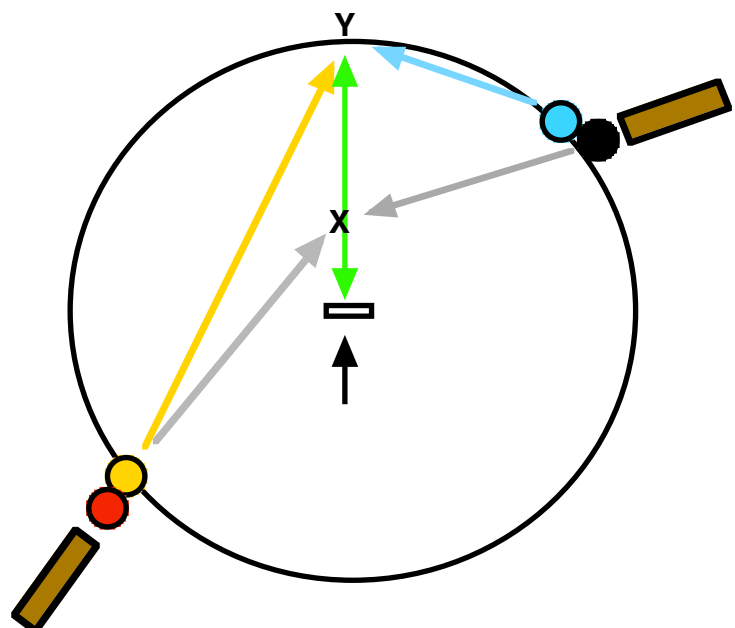
This (point X) is the stalking and aiming point for the line of swing of the mallet. So stalk the 1/3 point, swing the mallet straight to it and think that the ball will go straight over it (though of course it won't). It is important that this 1/3 point is correct. Too high up the line and the ball will not finish in front of the hoop, and too close to the back of the hoop and the ball will be too far out.



3rd diagram.

This shows the set up with red and yellow for a hoop approach from the front-left of the hoop.

It also shows an approach set up for black and blue from the back-right of the hoop. In every case the set-up is the same.



The stroke.

Place the feet slightly further forward than the "normal" roquet position, so that the mallet has about 15 degrees forward slope to it. Have the hands together, but where they feel comfortable on the shaft, with a grip firm enough to maintain the speed of the downward falling mallet head without either accelerating or retarding the movement as it passes through the ball and towards the 1/3 point. Use a normal action, but with slope.

Teaching the Circle Hoop Approach.

Please use this name as it gives information to the player as to how to go about the approach.

Place markers or pegs around a hoop in a two-metre radius circle.

Place the croqueted ball anywhere on this circle, but a good place to start is on a position about 3 o'clock or 9 o'clock, because the player can "see" the complete circle rather than having to look over or around the hoop.

Arrange the two balls so that the LOCs is pointing to the spot on the circle directly behind the hoop (it will be the same distance from the hoop as the croqueted ball).

Find 1/3 of the distance from the back of the hoop to this spot. This is the line of swing (LOS) for the mallet. Swing toward the same 1/3 point for approaches anywhere on the circle around the hoop.

Stalk the LOS and arrive in the ready position with your feet slightly further forward than for a 'normal' roquet stance.

The stroke is played allowing the weight of the mallet to fall smoothly (and gently) down through the balls, contacting the striker's ball fairly high on the mallet face.

Repeat the stroke from other positions around the circle. Then alter the size of the circle and try some more.

Less force (shorter back swing) will be required as you move around to the side and then to the back of the hoop as the total distance the two balls must travel is less.

When well behind the hoop, move the aim point slightly further (more than 1/3 the circle radius) from the hoop, and swing flatter.

Never ask players to "roll your hoop". Use the expression "approach the hoop".

Do not expect the new player to "see" the circle around the hoop without some sort of guides.

Do not initially teach hoop approaches using stop shots or rolls etc. as these require a different type of swing and there are too many variables to take into account.

Do not let the player simply place the ball against the other. Make them go back and check ("stalk") the LOCs.

Do not let the player "shepherd" the ball into position by swinging around in a curve, even if they do get position by doing so. Have them stalk the LOS and swing straight at it.

Do not allow the player to use a flat forward push, as it very probably will be a fault and in any case this type of action requires accurate timing.

Do not let the player bend too far down and/or move the hands apart or further down the handle than normally. A hands apart action will result in a flat accelerated swing.

Do not emphasise the follow through, nor allow the player to play the stroke as a stop shot. This can be learnt later when the 'normal' strokes are under some sort of control.

After contact, the mallet should be allowed to continue down naturally under its own weight. For wider circles, a higher back swing will be needed and hence the "falling" mallet will have more force.

They should not try to stop the mallet as it contacts the ball, but allow the weight of the two balls to partly stop the forward movement of the mallet.

DO -

Know your place on the coaching ladder and coach appropriately to your level of trained abilities.

1. Orientation (Aussie Croquet) Coach

2. **Beginner Coach**

3. Level 1 Coach

4. Level 2 Coach

5. Level 3 Coach

Know what you must teach and how to teach it. Do not teach your own idiosyncrasies.

Teach the methods as established in the National Coach Training Program

Always plan your coaching sessions, no matter how short they might be.

Communicate well and appropriately with your athletes.

Remember to take a continuing interest in your athletes' progress and commend them on every advancement and achievement.

Continually strive to improve your coaching methods by seeking personal improvement and evaluations.

Progress to the Level 1 Program.

Teach only proven principles, leaving the myths and old wives tales out of your coaching.

Pass your players on to a higher trained coach as soon as they are ready to proceed.

Remember, you do not "own" your players. Encourage them to also seek help from other coaches.

Coach by the Coach's Code of Ethics as endorsed by Croquet Australia.

Please make the coaching experience **FUN**.

DO NOT -

Never coach further than your field of expertise unless there is no one better qualified to take players further.

Don't rubbish Aussie Croquet as having no value. Aussie Croquet is a modified game for school students to enjoy. Some of these young people will want to play Association Croquet one day.

Do not bluff your way through your training Programs. If you need help, ask for it.

Remember that you are a part of a National program of coaches, teaching the most up-to-date methods.

Planning re-affirms your Program and makes for a satisfying program.

Some coaches talk far too much and others are too brief. Practice good communication.

We all enjoy someone making a fuss over our little triumphs. You will be respected for taking an interest in your player's progress.

Now that you have started on the coaching pathway, do not stop in your tracks. There is more and its all fun!

Do not include material or principles that have not been tested, or use "principles" which do not apply in all cases.

Do not hold your players back. The best job a coach can do is have their students be better than the coach.

Don't be put out if and when your players seek help from other coaches.

Never criticise a fellow coach to a player, even when you disagree with his methods.

Do not be responsible for players quitting the sport - ever!

When teaching tactics, isolate the tactic and then teach the strokes needed to play it.

Commend reasonable attempts and do not acknowledge poorly judged shots or poor tactics.

Teach how to use the balls for this break or the next if this one can't be established.

Do not allow the player to take a shot again or "take a bisque" when they mess up.

Do not teach your players a safety first approach to croquet.

When choosing between tactical options, teach players to think in terms of percentages.

Arrange for your beginners to watch games played by good players and if possible sit together so that you can explain the patterns of play or tactics

Use a problem-solving approach in order to make your players learn to think for themselves.

Set goals with your players. Goals should be measurable, achievable and realistic. Short term goals are best for beginners.

Accentuate the positive and praise and encourage the learner whenever possible.

Establish enjoyable practice drills for your players and use goal sheets to prove success.

When your new player first starts playing at the club, see if you can arrange for a player of similar standards to play against them, or partner them yourself and play alternate strokes.

Encourage players to enter competitions as soon as possible.

Remember that coaching is not an exact science.

It is of little use demonstrating tactics yourself; the player is not interested in what you can do.

Most people hate being patronised and even beginners know rubbish when they hear it.

Do not teach players to separate the balls merely for the sake of it.

Being given extra shots could produce feelings of uselessness and non-achieving.

While you don't want rashness, aggression is better than timidity.

You never know when "the penny will drop" or when a player wants to take the next step. Let them experience the things about the sport that we all enjoy.

Nothing is more disappointing than ending up with a player who relies on the coach for everything - what to do and when to do it.

Croquet can be difficult for some players to learn. Try to keep the process as simple as you can.

Without goals, players may feel that they are not progressing.

Do not go overboard though. Goals must be short-term and achievable. It is not wise to make adult learners feel dovey.

Some players find it hard to motivate themselves to practice, especially twice a week.

Remember when you first started? Scary wasn't it? Arrange for someone to eake a continuin interest in them. Remember you want them to stay.

Don't neglect a player's possible need for social interaction within the club

It is important that Beginner Coaches understand and use the method of teaching the sport to beginners that is anecdotally to date showing the fastest results and the highest retention rates. (Coaches using this program had been using the term Aussie Croquet, but as the game changes from Aussie after the first session, it is considered confusing and not correct to use that name. (Aussie Croquet is a modified game for school students and an separate game in its own right.)

Point #1

New people to the sport have unreal expectations of it and expect to be able to play instantly.

Point #2

New people to the sport want to join the club and take part in the games today.

Point #3

New people to the sport think that the game is as easy as hitting balls though hoops.

Point #4

New people want to take up the sport for a number of different reasons.

Point #5

New people to the sport will learn it at different speeds and rise to different standards.

It is because of all of these points that the choice of Beginner Croquet as the coaching tool is the best one, and the one that all coaches should now be using.

Other mallet and ball games, such as Golf Croquet, Ricochet, Dynamite, Aussie Croquet, etc. are useful training tools, but should not take the place of Beginner Croquet.

SESSION ONE

Teach Grip, Stalk, Stance and Swing;

Teach Big Hits up and down the lawn, then Hoop Order and Direction (using a single ball to play around the circuit). Then play one or two games of **Aussie Croquet** – 6 hoops and the peg.

SESSION TWO

Quick revision of the above and one game of **Aussie Croquet**.

Introduction of the Take-off (& Leave Behind) Stroke.

Play **Beginner Croquet** (from now on), starting from the yard line in front of hoop 1, and now using the take-off stroke every time a roquet has been made (as allowed) – 6 hoops and the peg.

SESSION THREE

Introduce The Hoop Approach Stroke. Spend some time on practice.

Play **Beginner Croquet**, now using the Take-off and the Hoop Approach Stroke (the ball that is closest to the current hoop to be used for this stroke).

SESSION FOUR

Stroke revision and practice.

Beginner Croquet as above – 6 hoops and the peg.

SESSION FIVE

Ask them where they would like to have the balls (all four of them) at the start of a turn, and discuss their suggestions.

Introduce the concept of the partner ball and the tactics of keeping your balls together and away from the enemy whose balls should be kept away from each other.

Other croquet strokes are added as needed and as the opportunity arises. Never hold back because something is not in the order stated in this manual.

Yarding in is taught the first time the need arises.

Break making comes on line as a matter of course.

Tactics unfold and develop quickly and painlessly. Avoid lengthy explanations of tactics.

The Laws regarding starting play are explained so that starts other than the Aussie Croquet start can now be used. We recommend a quick start and not the standard start for high handicappers.

Association Croquet has arrived.

Expectation of the new player have been fulfilled as quickly as possible.

QUICK STARTS FOR BEGINNER CROQUET PLAYERS

The Law.

8(b). At the start of a game, the player entitled to play first places one of their balls on any point on either baulk-line and plays the first stroke of their turn. The opponent does likewise when it is their turn, which includes taking croquet if a ball is on a baulk-line. In the 3rd and 4th turns the remaining balls are played into the game in the same way.

Many players handicapped between 22 and 16 who use the "standard start" have not yet developed all of the croquet skills necessary to dig the balls out of their very defensive positions, organise the break and then start making hoops.

The "standard start" is a defensive tactical way of starting a game. Different situations call for different tactics and players should not be led into thinking that all games must be started using the "standard start".

DIFFERENT STARTS FOR BEGINNERS

Beginners should start from the yard line in front of hoop 1 until the success of 6 yard roquets determines otherwise.

Quicker starts.

If you **win** the toss, choose to go first:

Play your 1st ball from A-baulk directly in front of hoop 1 and try to run the hoop.

(a) If successful (and you have a hit towards it), try to run hoop 2, otherwise stay about 2 yards on the non-playing side of hoop 1.

(b) If unsuccessful at hoop 1, your ball will stay around the hoop, which is 6 yards from the A-baulk.

(c) Now wherever your opponent plays their first ball to, you follow with your 2nd ball. If the 4th ball fails to roquet anything, you will have the innings plus a ball waiting near your first hoop.

If you **lose** the toss and the opponent goes first:

(a) If his first ball is near hoop 1, shoot at it, but hit hard enough to go well past it, and preferably to the border (but not near B-baulk!).

(b) If his first ball is on a border, do not shoot at it if a miss would leave your ball close to it. Nor should you try to run hoop 1. Instead, hit your ball to a border well away from the opponent's ball.

Remember:-

Have a plan. Practise the moves to work your plan. Vary your starts. Do not hit a ball onto their rush line. If you have little chance of making a hoop, at least try to get the opponent's balls in-court and yourself with a useful rush. As you develop your skills, use different starts.

1. Respect the rights, dignity and worth of every human being.	<ul style="list-style-type: none"> • Within the context of the activity, treat everyone equally, regardless of sex, disability, ethnic origin or religion.
2. Ensure the athlete's time spent with you is a positive experience.	<ul style="list-style-type: none"> • All athletes are deserving of equal attention and opportunities.
3. Treat each athlete as an individual.	<ul style="list-style-type: none"> • Respect the talent, developmental stage and goals of each individual athlete. • Help each athlete to reach their full potential.
4. Be fair, considerate and honest with athletes.	<ul style="list-style-type: none"> • Language, manner, punctuality, preparation and presentation should display high standards. • Display control, respect, dignity and professionalism to all involved with the sport – this includes opponents, coaches, officials, administrators, the media, parents and spectators.
5. Be professional and accept responsibility for your actions.	<ul style="list-style-type: none"> • Encourage your athletes to demonstrate the same qualities.
6. Make a commitment to providing a quality service to your athletes.	<ul style="list-style-type: none"> • Maintain or improve your current NCAS accreditation. • Seek continual improvement through performance appraisal and ongoing coach education.
7. Operate within the rules and spirit of your sport.	<ul style="list-style-type: none"> • Provide a training program that is planned and sequential. • Maintain appropriate records.
8. Be wary of making any physical contact with athletes which could be mis-interpreted.	<ul style="list-style-type: none"> • The guidelines of national and international bodies governing your sport should be followed. • Coaches should educate their athletes on drugs in sport issues in consultation with the Australian Sports Drug Agency (ASDA).
9. Refrain from any form of personal abuse towards your athletes.	<ul style="list-style-type: none"> • Physical contact with the athlete must be appropriate to the situation and necessary for the athlete's skill development.
10. Refrain from any form of harassment towards your athletes.	<ul style="list-style-type: none"> • This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability.
11. Provide a safe environment for training and competition.	<ul style="list-style-type: none"> • You should not only refrain from initiating a relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal.
12. Show concern and caution towards sick and injured athletes.	<ul style="list-style-type: none"> • Ensure equipment and facilities meet safety standards. • Equipment, rules, training and the environment need to be appropriate for the age and ability of the athletes.
13. Be a positive role model for your sport and athletes.	<ul style="list-style-type: none"> • Provide a modified training program where appropriate. • Encourage athletes to seek medical advice when required.

Before playing at the club with other members, the beginner must know the following.

(Use 4 balls for this assessment. You should re-visit areas that were lacking.)

Does the student know the hoop order?

☐

Does the student know the hoop names?

☐

Does the student know the stroke order?

☐

Does the student have a consistent grip/stance and swing?

☐

Does the student remember to stalk every stroke?

☐

Does the student hit the ball cleanly consistently?

☐

Can the student roquet to 2 yards 3 out of 4 times?

☐

Can the student perform a dolly rush over 20 feet 2 out of 3 times?

☐

Can the student do hoop approaches from 8 feet and less 3 out of 4 times?

☐

Can the student run straight & angled hoops from 2 feet 3 out of 4 times?

☐

Can the student get a rush to a designated spot using three balls 3 out of 4 times?

☐

Can the student take off across the lawn to make a roquet 3 out of 3 times?

☐

Can the student play Beginner Croquet and understand the tactics?

☐

The student is now ready to play at the club at the lowest level and progress to a Level 1 coach for further training.

Well done Coach!

CROQUET AUSTRALIA**UPDATING ACTIVITIES/POINTS**

To achieve updating , a coach must be actively involved in coaching.

Beginner Coaches must accumulate **12 points** during each 4 year period of registration.

Level 1 coaches must accumulate **24 points** during each 4 year period of registration

Level 2 coaches must accumulate **48 points** during each 4 year period of registration

Level 3 coaches must accumulate **50 points** during each 4 year period of registration

Mandatory coaching hours

Beginner Coaches - Complete a minimum of 20 hours coaching	8 pts
Level 1 coaches - Complete a minimum of 40 hours coaching	15 pts
Level 2 coaches - Complete a minimum of 80 hours coaching	30 pts
Level 3 coaches - Complete a minimum of 80 hours coaching (At least 20 hours must be for coaching players h/capped 7 or better)	30 pts

Complete additional hours of coaching - for each 5 hours up to 30 hrs.	1 pt*
Mentoring other coaches in Level 1, 2, 3 Programs	10 pts
Working with a senior coach - each 3 hours	2 pts
Attending updating workshops - 3 hours	2 pts
6 hours	4 pts
weekend	8 pts
Attending coaching workshops - 3 hours	2 pts
6 hours	4 pts
weekend	8 pts
Conduct a croquet specifics Program - Beginner Coaching	4 pts
Level 1 Croquet Specifics	8 pts
Level 2 Croquet Specifics	16 pts
Conduct a state authorised coaching clinic - each 1/2 day	8 pts
Assist at a state authorised coaching clinic - each 1/2 day	4 pts
Be a current ACA umpire (once for each 4 year period)	1 pts
Be a current ACA referee (once for each 4 year period)	2 pts
Hold a current First Aid certificate (for each registered period)	2 pts
Membership on state coaching committee (for each 4 year period)	8 pts

* This does not apply to Beginner Coaches who must accumulate 8 points for actual coaching and 4 points for attendance at 2 refresher courses over any 4 year period of registration.

NOTE: The above requirements are subject to revision from time to time, and can be varied if the SCD applies to the NCD with satisfactory reasons.

Program EVALUATION

Players and coaches may not agree with some of the coaching methods advocated in this Program.

Some may be amazed to have seen teaching methods that have been used for years in the “things to avoid” columns and some may even resent the implication that their own tried and true methods are in any way lacking or capable of being improved upon.

Take comfort in the fact that coaching is not an exact science in any sport, least of all croquet. When coaching you are free to do things your own way, but you would do well to consider the possibility that your well-intentioned efforts could turn out to have done the beginner player more harm than good.

The Program content in all of Croquet Australia’s Coach Training Programs includes the most up-to-date methods for teaching croquet. As a player you may play the sport as you wish, but **please be wary of teaching your own idiosyncrasies**, please teach as outlined in these National Programs.

Please circle your answers and add any comments you wish. If your comments are of a negative sort, you may wish to suggest how an improvement could be brought about.

HOW DID YOU FIND THIS PROGRAM?

Date of Program	Venue	Duration
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Duration: Too short. About right. Too long.

Content: Insufficient. Adequate. Too much.

Manual: Poorly designed Adequate. Excellent.

Diagrams: Insufficient. Adequate. Complicated.

Program Presenter: Poor Adequate Good.