

# BEGINNERS' 2-DAY COACHING COURSE

Approx. Time Scale	DAY 1 (3.5 hours)
0:00	<ul style="list-style-type: none"><li>• <b>General welcome</b>, introduction to club &amp; people (10 mins.)<ul style="list-style-type: none"><li>○ Explain that both AC &amp; GC are played at the club: games can consist of 2 balls each (normally) or just one ball (which we will play later on to help us to get the idea of AC)<ul style="list-style-type: none"><li>▪ Start by learning the simpler to understand format of GC</li></ul></li><li>○ Order of 6 hoops (same for both GC &amp; AC)</li></ul></li></ul>
+0:10	<ul style="list-style-type: none"><li>• <b>Hoop Running</b> (25 mins.)<ul style="list-style-type: none"><li>○ Grip, stalk, stance, eyes on back of ball, keep head down, swing through from shoulders (not wrists)</li><li>○ Demonstration and group exercise to run a 1 foot/30 cms. straight hoop, extending distance when confident</li><li>○ Demonstration and group exercise to run a 1 foot/30 cms. angled hoop (not more than 30 degrees off of straight), extending distance when confident</li></ul></li></ul>
+0:35	<ul style="list-style-type: none"><li>• <b>Hitting another ball</b> (10 mins.)<ul style="list-style-type: none"><li>○ Used in AC to gain an extra turn (Roquet); this will be covered later</li><li>○ Used in GC to move a ball from its position, e.g. to remove opponent from in front of a hoop or to promote partner ball into a more favourable position</li><li>○ Practice in pairs about 6 feet/2 metres apart, hitting ball lying between the two players, extending distance when competent</li></ul></li></ul>
+0:45	<ul style="list-style-type: none"><li>• <b>Play a game of GC</b> in 2's or 4's (30 mins.)<ul style="list-style-type: none"><li>○ Demonstrate how to start a game</li><li>○ Explain object of GC and arrange games between 2 or 4 players; players can play on their own with 2 balls or in pairs (if they are nervous) with 1 ball each</li><li>○ Try to pair up players of equal ability</li></ul></li></ul>
+1:15	<ul style="list-style-type: none"><li>• <b>AC will be taught for the rest of the course...</b></li><li>• <b>The Roquet Shot</b> (5 mins.)<ul style="list-style-type: none"><li>○ As before but explain that:<ul style="list-style-type: none"><li>▪ Roqueting a ball earns 2 extra shots in a game of AC</li><li>▪ A ball that has already been roqueted cannot be used again in that turn until a hoop has been made</li></ul></li></ul></li></ul>
+1:20	<ul style="list-style-type: none"><li>• <b>The Croquet Stroke</b> (as a result of a roquet, the ball is in hand), of which there are 5 basic types, used depending on where the balls are wanted to be positioned on the lawn (only 3 can be shown today in the allotted time left):<ul style="list-style-type: none"><li>○ <b>The Drive</b> (40 mins.) - the bread and butter shot on which all other croquet shots are based<ul style="list-style-type: none"><li>▪ Demonstrate a normal, straight croquet stroke using medium strength (5 mins.)<ul style="list-style-type: none"><li>➤ As per running a hoop: grip, stalk, stance, eyes on back of ball, keep head down</li><li>➤ Make stroke by following through, then pacing the ratio (approx. 1:3/4), using both medium and soft strength shots to emphasise same ratio is achieved</li></ul></li><li>▪ Individual practice (10 mins.) to ascertain everyone's own ratio (dependent on amount of follow-through and type of mallet used), explaining that it doesn't matter what ratio is achieved, as long as they know what ratio they get with that particular shot</li><li>▪ Demonstrate a practical use for this shot (5 mins.):<ul style="list-style-type: none"><li>➤ Take position a few yards straight in front of hoop to be run</li><li>➤ Roquet ball</li><li>➤ Line up and drive front ball past hoop (destination line determined by centre of balls), approaching hoop with back ball</li><li>➤ Run hoop, gaining 1 extra shot</li><li>➤ Roquet awaiting reception ball, explaining that object balls become live again after a hoop is run</li></ul></li></ul></li></ul></li></ul>

- Demonstrate again, this time explain splitting the angle (5 mins.)
      - They must trust the striker's ball to get to its destination by bouncing off of object ball naturally without guiding it with their mallet
    - Individual practice (10 mins.)
    - Demonstrate a wider angle (5 mins.) and ask students what they notice about the relative distances travelled by the 2 balls in a split shot compared to a straight croquet shot, i.e. a lesser ratio is achieved with a greater angle of split (back ball goes further)
- +2:00
  - **Toilet and drinks break** (15 mins.)
- +2:15
  - **The (Thin) Take-Off** (20 mins.)
    - Explain the need, at times, to leave the croqueted ball roughly where it is whilst sending the striker's ball in front of the hoop
      - Roquet a ball past the hoop and explain why a drive would not work to get position to run hoop
      - Show students the tangent/arrow head methods, emphasising power of stroke as equal to hitting a single ball
      - Run hoop, gaining 1 extra shot
      - Roquet waiting reception ball (gaining 2 extra shots)
    - Individual practice
- +2:35
  - **The Stop Shot** (25 mins.)
    - Explain that it is possible to restrict the distance a striker's ball travels in a croquet stroke
    - Demonstrate normal, straight stop shot, achieving relatively little movement of the striker's ball
      - Take up normal stance, then step back an inch/3cms. or so to hit on the upswing
      - Grip mallet higher up shaft with a looser grip
      - Use medium and soft strength shots to emphasise same ratio is achieved (approx. 1:6/8)
    - Individual practice to see if they can achieve a higher ration than they got from the drive shot
      - Some beginners will stop the mallet before contact with the ball; explain that this counts as a shot
- +3:00 to
  - **7pt. games of 1-Ball** without bisques (30 mins.)
    - Demonstrate how to start a game
    - Explain object of Short Croquet
    - Try to pair up players of equal ability
- +3:30

# BEGINNERS' 2-DAY COACHING COURSE

Approx. Time Scale	DAY 2 (3.5 hours)
0:00	
+0:05	<ul style="list-style-type: none"><li>• <b>Recap of 1<sup>st</sup> session</b> (5 mins.), continue with 4<sup>th</sup> &amp; 5<sup>th</sup> Croquet Shots:<ul style="list-style-type: none"><li>○ <b>The Half Roll</b> (15 mins.)<ul style="list-style-type: none"><li>▪ Explain that it is also possible to make the striker's ball travel further than previously achieved by giving top-spin to the striker's ball</li><li>▪ Demonstrate a normal half roll, achieving approx. half the distance travelled by the object ball:<ul style="list-style-type: none"><li>➤ Take up normal stance, then step forward so that feet are level with back of the ball, tilting the mallet forwards</li><li>➤ Grip the mallet lower down the shaft, firmer than normal</li><li>➤ Address the point of contact, bend the knees slightly and strike downwards at 45 degrees, follow through without pushing the ball</li><li>➤ Use medium and soft strength shots to emphasise same ratio is achieved (approx. 1:2)</li></ul></li><li>▪ Individual practice</li></ul></li><li>○ <b>The Full Roll</b> (10 mins.)<ul style="list-style-type: none"><li>▪ Explain that lesser ratios can be achieved by lowering the hands further down the shaft without touching the head (a fault) (10 mins.)<ul style="list-style-type: none"><li>➤ Demonstrate the full roll (approx. 1:1)</li><li>➤ <u>Do not</u> show pass rolls as they can cause beginners to damage the lawn</li></ul></li><li>▪ Individual practice (but keep it brief)</li></ul></li></ul></li></ul>
+0:20	
+0:30	<ul style="list-style-type: none"><li>• <b>Round the Clock</b> (25 mins.)<ul style="list-style-type: none"><li>○ Demonstration: Put everything learnt together by playing Round the Clock from 6ft./2 metres, starting at 6 o'clock, for a couple of hoops</li><li>○ Individual practice of all of the hours of the clock</li></ul></li></ul>
+0:55	<ul style="list-style-type: none"><li>• <b>Rushes</b><ul style="list-style-type: none"><li>○ <b>Straight Rushes</b> (15 mins.)<ul style="list-style-type: none"><li>▪ State the importance of taking croquet in front of a hoop rather than from further away</li><li>▪ Demonstrate with 2 balls one ft./30 cms. apart aiming at a hoop from approx. 10 metres</li><li>▪ Demonstrate a rush of a different strength from 5 metres to bring out the point that a rush may be employed for short distances as well as long ones, emphasising:<ul style="list-style-type: none"><li>➤ Take stance for a normal drive</li><li>➤ Take a small step back of a few inches/cms.</li><li>➤ Hit the ball at the bottom of the swing or very slightly on the up</li><li>➤ Keep head down, not lifting head to see where it goes</li><li>➤ Follow through</li></ul></li><li>▪ Demonstrate standing too close thereby making it jump and taking out its momentum</li><li>▪ Students to practice straight rushes to a hoop with balls placed one foot apart, varying the length of rush</li></ul></li><li>○ <b>Cut Rushes</b> (15 mins.)<ul style="list-style-type: none"><li>▪ State that very few rushes in a game will be absolutely straight and that there is a need to cut the ball to the desired target</li><li>▪ Suggest that we need a ball to be rushed to the right/left and get students to volunteer where the roqueted ball should be struck</li><li>▪ Place another ball in contact with this spot to indicate where the striker's ball should be aimed</li><li>▪ Remove this ball, stalk the point and play the stroke<ul style="list-style-type: none"><li>➤ State that cutting a ball requires extra strength to move it the same distance as hitting it in the centre</li></ul></li></ul></li></ul></li></ul>
+1:10	

- Some people may still mistakenly feel that the position of the striker's ball is relevant after this stroke; emphasise that it is a ball in hand to be picked up for the croquet stroke

- Students to practice cut rushes to a hoop with balls placed 1 ft. /30cms. apart and only slightly angled cuts to be practiced, initially, to hoops, varying the length of rush

+1:25

- Demonstrate how to **start a game** (10 mins.)

+1:35

- **Bisques** (10 mins)

- Set up 10 bisques per player, one set as 10 single bisques and one set as one 5 and 5 single bisques
- Explain that an extensive break is possible provided that the balls are all placed in a suitable position, initially, and that shots all end up as planned
  - Lay out the balls in unhelpful positions, with no balls close together
  - Shoot at a ball on the boundary to show how the ball comes on near the boundary ball, rather than shoot at a ball in the middle of the lawn and end up a long way from a ball
  - Croquet one ball to hoop 1, one to hoop 2 (or vice versa, if more convenient) and one to the centre of the lawn, using as many bisques as necessary (as they have already found out it is useful to have a ball near a hoop to be run)
- Demonstrate how to signal taking of a bisque; ensure students understand they must wait for acknowledgement else it could be deemed as cheating (as bisques might remain in the ground)

+1:45

- Toilet and drinks break (15 mins.)

+2:00

- **Four-Ball Break** (30 mins)

- Lay out the balls for a 4-ball break (as would have been achieved in previous bisques exercise)
- Explain why it is useful to use a ball as a pivot in the middle of the lawn after using a drive, half-roll or stop shot to the next hoop-but-one, that can be used as a stepping stone towards the next hoop (this will help explain why students need to know their ratios)
  - Get a club member to play the break slowly up to hoop 5, using bisques, with a pivot to take-off to the next pioneer, asking at each point a series of questions:
    - Starting on South boundary with rush in front of hoop 1, what is the first stroke called? (Roquet)
    - Play the shot, rushing the roqueted ball into a better position
    - How many strokes have been earned? (two)
    - What is the first extra stroke called? (Croquet)
    - Where should the croqueted ball be aimed? (in front of hoop 1)
    - What is the line of aim for the stroke? (split angle)
    - What type of croquet stroke is needed? (Drive, Half-roll or Stop-shot)
    - Play the croquet stroke
    - How many strokes remain? (one)
    - Where should the striker's ball be played? (through hoop to near reception ball)
    - Run the hoop
    - How many strokes have been earned? (one)
    - What is the next stroke? (Roquet)
    - Make a Roquet
    - How many strokes have been earned? (two)
    - What is the first stroke called? (Croquet)
    - Where should the croqueted ball be aimed? (Hoop 3) - explain why
    - Where should the striker's ball be sent? (near pivot ball) - explain why
    - What is the line of aim for the stroke? (split angle)
    - What type of stroke is it? (Drive, Half-roll or Stop-shot)
    - Play the croquet stroke
    - How many strokes remain? (one)

- Roquet the pivot ball with striker's ball
- How many strokes have been earned? (two)
- What should be the first stroke? (Croquet)
- What type of stroke to leave croqueted ball where it is? (Thin take-off to the pioneer at hoop 2)
- Where is the ideal spot to send the striker's ball? (close to pioneer in line for a rush to in front of hoop)
- Roquet the pioneer, croquet the balls, run the hoop
- Repeat the process for the next 4 hoops, purposely missing at places to show bisque-taking

+2:30 to  
+3:30

- **Play 14pt. games** with 10 bisques each (1hr.), using 2 balls each (have some restriction on use of bisques to allow opponent opportunity to play!)