

**Week 2 Objectives (knowledge/skills/attitudes)****Tasks****Resources**

1. Review of people/program

**Activity 1 – ‘What can we remember?’**  
**Hold up equipment.**

- About the people; About the sport (name of game/ equipment etc.) Give brief reminder about size of ball and its weight- Develop Safety Rules with children contributing ideas.
- Review **SSSSS** chant (Stalk the ball, Sight the target, Stand, Stare, S-W-I-N-G )
- Divide children into two groups - younger and older

Croquet lawn/s, 20 Croquet Mallets, 20 balls

2. Warm up/ Give children particularly the younger children an easy activity which is fun

**Activity 2 - ‘Pirates Gold’ Game from AASC’s DVD**

In two groups play Pirate’s Gold – a basic game where the crew try to steal the ‘gold’ while the captain’s back is turned.

**Change it**

- Elicit how we can make this harder (eg making it a competition)

Cone marker for perimeter for Pirate’s Gold, have an object that is the “gold” looking.

3. Practice hitting the ball SSSSS

**Activity 3**

**Younger children**

- practice SSSSS by hitting ball to partner
- for variety, children hit own ball in a circuit – through tunnels and over the bridges
- use target sheets
- use skittles as a target

**Older children**

- Practice SSSSS when hitting to each other.
- Create a zigzag circuit using witch’s hats /cones to mark the edges of the circuit. Each child hits own ball around the circuit.

**Change it.** Make harder – vary the distance between players

- Hit onto plastic target,
- Hit through spare hoops or to hit corner pegs (i.e. pieces of wood spiked into the ground.)

Croquet mallets, balls, cones, spare hoops, target sheets, PVC pipes that become ‘make believe tunnels’ and wooden boards that becomes a ‘make believe bridges’, witch’s hats or cones to create a simple zigzag-type circuit, large wooden dowels with nail in it become spare pegs to use for a target.

**4. Introduce ball sequence to older children and the concept of team play. Blue and black balls against red and yellow balls. Green and brown balls against pink and white balls.**

**Activity 4**

- In pairs the children receive the matching balls.
- Depending on colours, explain the colour sequence and the need for taking strokes in turns. Use the colours on the centre peg and / or alternate colour peg, to assist children in the recall of the sequence.
- Hit to a target on a plastic sheet in colour sequence. To begin with, the teacher will need to assist by calling out the colour sequences. Add up score for partner balls to determine the winners.

**Change it**

- Elicit how we could make it easier/ harder (eg shorter distance/ /longer distance/ to target)

As above. Plastic sheets that show a target in the form of a bull's eye or similar circular-type marking.

**5. Hoop Running**

**Activity 5**

- By questioning the recall of the children about the layout of the croquet court, recall the information from the previous lesson. Remind them about the correct sequence of hoop running –hoops 1-6 only at this stage.
- Demonstrate how much care needs to be taken in running a hoop because of the size of the ball compared to the width of the hoop.
- Explain the impossibility of running a hoop when too close to the side. Use a piece of string looped around the hoop held in position a metre from each hoop leg. This area inside the trapezoid shape shows from where it is possible to run a hoop.
- Explain the notion of a 'magic spot' as part of the sighting process. Perhaps place a marker there to assist the children.
- Remind about SSSS method and correct feet position for hoop running. Explain the need to follow through with the swing, don't jab.
- Each child with own ball practises hoop running from close to the hoop and some to either L or R side of the hoop. Encourage good success and perseverance while correcting errors.

2 courts, set of balls, number badges, scoreboards

**6. Simple Golf Croquet**

**Activity 6**

- Give each child a croquet ball. Remind them of the correct colour sequence as they line up to do what they did last week in counting the strokes as they proceed around the court.
- Starting from designated point using a cone marker, children will begin stroking their ball through each of the hoops in turn from hoop 1 until they reach hoop 4 or 6 depending on time allocated. Children count how many strokes they took to make the 4 or 6 hoops.

**If time permits: -**

- Repeat the task but to improve honest recording of the number of strokes, use a system of opposing colours. Blue pairs up with red, and blue goes first. Black goes first followed by yellow. Green is first followed by pink. Brown begins and then comes white. Each plays a stroke then the next one has a stroke and keep counting the strokes.
- Each child takes it in turn to hit the ball up to and through the hoops until they reach hoop 4 or 6. Report their score to the teacher.

**7. Finish up and review**

**Activity 7 – Walk about, talk about**

Check the scores. What was easy / difficult/ enjoy the most?

- Children to walk round to collect equipment and bring back to group
- Stretch tired parts of the body
- Talk about the session (What did you enjoy about today? What was easy/ hard? What would you like to do again? What other games are like this one?)

**Comments** (Evaluation/ what next?)