

Week 4	Objectives (knowledge/skills/attitudes)	Tasks	Resources
1.	Review of people/program	<p><b>Activity 1 – ‘What can we remember?’</b></p> <ul style="list-style-type: none"> <li>• About the people About the sport (name of game/ mallet/ roquet etc)</li> <li>• Review what learnt last week. (colour sequence, hoop running)</li> </ul>	Croquet court/s, cone markers, balls, mallets, spare hoops, target sheets.
2.	Warm up/ Give children particularly the younger children an easy activity which is fun	<p><b>Activity 2 – For younger children play game “Coach Says” (“Simon Says”) from AASC’s DVD</b></p> <p>Use actions involving feet and hands to keep them active.</p> <p><b>- For older children play game “Number Change” from DVD produced by AASC</b></p> <p>Ten children form a circle with each child wearing a number badge 1- 10. Choose a player to go in the middle who starts by calling 2 numbers and the players try to change position before the player in the middle takes their place. If no number badges, just call out names of two children who must try to swap places before the “Pig In the Middle” can take their place in the circle.</p> <p><b>Change it</b></p> <ul style="list-style-type: none"> <li>• Ask how we can make this harder/ easier (eg bigger / smaller circle)</li> </ul>	
3.	Practice roquets and hoop running	<p><b>Activity 3 - In pairs improve skills taught so far.</b></p> <p>Review stroking the ball using SSSSS chant. Aim to improve in accuracy, direction and over distances as one child hits a ball to another.</p> <p>Place one ball between the 2 children. Try to roquet the ball from close distance and then increase the distance.</p> <p><b>Activity 4- Hoop running</b></p> <p>Review the best position to achieve success in running the hoop. Vary the distance and the angles from which the children attempt to run a hoop.</p> <p><b>Younger children.</b> Divide into smaller groups and set up a series of activities where they have to stroke the ball through set distances; through hoops; use the target sheets for practice; and roqueting another ball to improve in accuracy and distance.</p> <p><b>Change it</b></p> <p>How to make it harder/easier</p> <p><i>Make distance longer/shorter. Make width between markers narrower/wider. Use tennis balls/ rubber balls.</i></p>	<p>Markers - cones, witch’s hats, spare hoops, pegs</p> <p>Extra balls, extra croquet hoops, target sheet and assorted items like skittles to make fun activities for younger children</p>

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4. **New type of stroke - stop shot or stun shot**

**Activity 5 - Introduce new type of stroke - stop shot or stun shot**

- Demonstrate the stance, the swing and the change in follow through.
- Off the court, have children work in pairs to practise without a ball first and then place a ball short distance from another ball to develop this new skill.
- Ensure the children can explain and demonstrate the difference in ball movement between a roquet and a stop/stun shot.
- Once the children have acquired the correct stroking method without damaging the lawn surface, use the lawn upon which they practise in pairs to master the stop shot with the balls placed close together.
- Start from one edge of the court and stop shot the opponent ball to where the cones are set up - each at increasing distances from the edge of the court.

Balls, mallets, cones/  
witch's hats

5. **2 Ball Golf Croquet**

**Activity 6 – Demonstrate the effectiveness of the stop/stun shot in order to send an opponent's ball away from the front of the hoop while maintaining good position of own ball.**

Play the game in pairs as they did last week. Blue ball against red ball, black against yellow, green against pink, brown against white.

Croquet court/s, balls and mallets

6. **Finish up and review**

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

Children to walk round to collect equipment and bring back to the group.  
Check the results. Compare with last week's result. What skills do you need to improve?  
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 else could we do?)

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