

## LESSON 6: CROQUET

### Grade-Level Outcomes

#### Primary Outcomes

**Striking:** Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf. (S1.M19.7)

**Shot selection:** Selects appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)

#### Embedded Outcomes

**Rules & etiquette:** Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance. (S4.M6.7)

**Working with others:** Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)

### Lesson Objectives

The learner will:

- demonstrate the preferred technique for striking an object (croquet ball) during game play.
- identify the target game characteristics of bowling and croquet.

### Equipment and Materials

- Croquet basic rule sheet
- 4 balls (black, blue, red, yellow)
- 4 mallets per team
- 12 hoops and 2 pegs per group
- Croquet courts (how many depends on the number of students in your class)
- Scorecards

### Introduction

*Today, we will play croquet. Have any of you played this game before? If so, what is the objective of the game? If not, do you know anything about croquet? What does it have in common with bowling? It is a target game!*

## Instructional Task: Video Relay Review

### ■ PRACTICE TASK

Have students read over the rules.

One student runs a lap or pre-determined distance. Upon returning to the group, he rolls the dice. The number rolled determines the question that students review on the sheet. The student who checks the answer runs next. The third student becomes the checker while the runner rests. Students rotate in the group.

#### Extension

Students can provide examples of following and violating the rules.

#### Refinements

- Make sure students are focused on learning the rules. Some students may be more interested in winning the relays.
- Follow up with questions from the croquet question handout.

**EMBEDDED OUTCOME: S4.M5.6.** Discuss with students the importance of cooperating as a relay team to achieve the goal. (Win but also learn the rules.)

## **Student Choices/Differentiation**

- Students decide who will run first and who will have the review sheet to check for correct answers.
- Roles can be decided by rolling the dice (highest number picks who does what).
- Music can be played for reinforcement.

## **What to Look For**

- During the video viewing, students are attentive.
- Students are cooperating and following instructions.

## **Instructional Task: Quick Review of Croquet**

### **■ PRACTICE TASK**

Ask questions about the court and game.

Each student runs to a spot or is prompted to answer a question.

### **Guiding questions for students:**

- Stand next to a wicket. Why is this important?
- Stand next to a peg. When is it used?
- What happens when your ball goes out of bounds?
- Describe a mallet.

### **Extension**

No-mallet croquet: Students roll or underhand toss the ball to connect the game of croquet to bowling and bocce.

## **Student Choices/Differentiation**

- Play as a class activity or small-group activity.
- Students decide which method to use: four-step approach or underhand toss during no-mallet croquet.

## **What to Look For**

- Check for understanding. Croquet is an advanced game, and the rules are more complicated than those for bowling or bocce.
- Students make the connection to other target games, striking objects using varying techniques.

## **Instructional Task: Hitting With a Mallet**

### **■ PRACTICE TASK**

Ball striking: Have students explore striking with a mallet using varying levels of force.

### **Refinements**

- Make sure students are following class safety procedures.
- Make sure students are not swinging clubs when other students are close.

### **Guiding questions for students:**

- Was the ball difficult to make contact with when you swung with a high amount of force? How about little force?
- Did the ball go where you wanted it to go?
- What are some ways force and accuracy are important in this game?
- With regard to force and accuracy, how are croquet and bowling different? How are they the same?

## Extension

Students practice hitting balls with their mallets:

- Try to hit your ball through the wicket. Position your ball wherever you would like.
- Practice striking your opponent's ball with your ball by hitting it with the mallet.
- Practice hitting the stake. Aim your ball at the stake and hit it.

## Guiding questions for students:

- Did you use different force on your club according to the type of shot I asked you to perform?
- Did location matter? How?
- How is this similar to or different from bowling?

## Student Choices/Differentiation

- Students may use balls of different sizes and weights.
- Students may need to choke up on the mallet (hands closer to the ground for greater control).

## What to Look For

- Students are following the critical elements of striking with a mallet.
- Students are striking with different levels of force.
- Students are having success striking with accuracy.

# Instructional Task: Play Croquet Game

## ■ PRACTICE TASK

Students practice the basic rules and skills of the game.

## Guiding questions for students:

- What do you do if you play out of bounds?
- Do you lose a turn if the ball goes out of bounds?

## Refinements

- Make sure students are using the proper striking movement pattern.
- Make sure students are following the rules of the game.

## Extension

Share with students a rubric for striking in croquet. Have students peer-assess each other to offer feedback on their croquet skills.

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**EMBEDDED OUTCOME: S4.M6.7.** During the game, students self-officiate as they play. Students are expected to implement the rules correctly and score the match accurately.

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## Student Choices/Differentiation

- Students decide on the type of stroke to use during the game or to use all the strokes.
- Students decide on which team plays first (e.g., through a coin toss).
- Students may use different-sized balls as progression in the game occurs.

## What to Look For

- Students are following the rules and engaging in fair play.
  - Students are actively engaged in the game.
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## Formal and Informal Assessments

- Croquet rubric for peer assessment: NATECHPA rubric
- Informal observation and questioning of students as they engage in play

## Closure

- What are three strokes used during the game of croquet?
- Demonstrate all three, starting with the croquet. Now to the side. Now through the legs.
- What is the main objective of the game?

## Reflection

- Are the rules too complicated? If so, can I make them easier?
- In what ways can I modify the game for higher activity levels from students?

## Homework

*The goal for the class is to generate a list of target games we can play during our target games carnival. I need each of you to research and provide at least two target games. If you want a challenge, try to provide a target game from a different culture. E-mail me the games you found, and we will decide which ones to include in the carnival.*

*Study for the cognitive test on basic rules, etiquette, scoring, and strategy of target games. Materials will be posted on the school's physical education website. The test will be given the last day of the module.*

## Resources

Internet keyword search: "basic skills and rules of croquet," "croquet score cards," "scoring in croquet," "croquet rubrics," "NATECHPA rubric," "croquet for beginners"

## CROQUET QUESTION SHEET WITH ANSWERS

1. The objective of croquet is to use a mallet to send a ball through a series of hoops. The formal name for these hoops is also used in the sport of cricket. Which of the following is it?  
Bouncers  
Googlies  
Creases  
\*Wickets
2. Croquet uses four differently colored balls, with each side having two of the balls. Which of the following is not one of the four colors?  
Black  
\*Orange  
Blue  
Red
3. My partner and I are ready to take the next turn. If we are playing to the standard rules of croquet, what will determine who takes that turn?  
Our opponents decide for us  
The player whose ball is nearest an opponent's ball must take the turn  
\*Either of us can play at our discretion  
Players alternate their turns
4. We've got our mallets and balls and proceed on to the croquet lawn. Assuming that this is full size, to which of the following areas is it roughly equivalent?  
Three NFL football fields  
Three boxing rings  
\*Three tennis courts  
Three soccer pitches
5. How does a game of croquet finish, assuming it is played to the standard rules?  
When the losing team has had enough and decides to call time  
\*When both balls on a team have struck a peg in the center of the lawn  
After precisely two hours  
After every hoop has been passed through three times

### Question Sheet for Croquet

1. How many balls do you need to play croquet? (Answer: four balls for up to four people, six balls for six people)
2. What is a wicket? (Answer: A wicket is a horseshoe-shaped wire through which you hit the ball.)
3. What is a roquet? (Answer: When you hit your opponent's ball with yours. You might want to have students demonstrate.)
4. What is the main objective of the game? (Answer: First one to get the ball around the course wins.)
5. What is the protocol if the ball goes out of bounds? (Answer: Place the ball one mallet-head-length from the boundary, close to where the ball went out of bounds.)
6. What color of balls are usually used? (Answer: blue, red, black, and yellow)