



CROQUET AUSTRALIA

COACH HQ



Beginner Croquet Coach Resource

COACHING PATHWAY

Course	Description
Level 1	Designed for coaches to teach an introduction to new players in all disciplines.
Level 2	Designed for coaches to teach players with an intermediate level of skills and tactics in all disciplines.
Level 3	Designed for coaches to teach advanced and interstate players in Golf Croquet, Association Croquet and Gateball.
Level 4	Designed for coaches to teach advanced players in Association Croquet
HPM	This program is the responsibility of the High-Performance Manager. It is designed to prepare players to compete at an international standard

Australian Sports Commission	The Australian Sports Commission (ASC) is the Australian Government agency responsible for supporting and investing in sport at all levels.
Croquet Australia	Croquet Australia is a National Sporting Organisation (NSO). It controls all national aspects of our particular mallet sports: Association Croquet, Golf Croquet, Ricochet Croquet and Gateball.
Venue	The training venue will have access to at least one furnished croquet lawn and appropriate clubhouse facilities.
Coaches Code of Ethics	Croquet Australia's Code of Ethics for coaches is located on the Croquet Australia website .
Recognition	Successful candidates will receive appropriate certificates and badges. Each state will maintain records of qualifications. This information will be available to the National Coaching Coordinator (NCC) and Croquet Australia as required.

Before you begin:

Coaches should have completed, or be working through the following e-learning courses:

- [Community Coaching Course – Essential Skills](#) - Mandatory
- [Anti-Doping Fundamentals Course](#) - Recommended

You may also choose to complete the Anti-Doping Coaches Course once you have completed the Anti-Doping Fundamentals

- Hold a current, or have applied for a WWCC.
 - Requirements applicable to their state or territory

Coaches should be aware of the following Croquet Australia policies and guidelines:

- [SunSmart Guidelines](#)
- [Safeguarding Children and Young People Policy](#)
- [Trans and Gender Diverse Guidelines](#)
- [Anti-Doping Policy](#)
- [Member Protection Policy](#)
- [Coach Code of Ethics](#)
- National Coaching Program Requirements, Prerequisites, Skills and Recognition of Prior Learning
- [Croquet Australia Online Coaching Resources](#)

ASSESSMENT

Following appropriate instruction in the requirements for the qualification at each level, candidates will be assessed by a Presenter/ Assessor appointed by the National Coaching Coordinator (NCC) or State Coaching Coordinator/Director (SCC).

Assessment will be judged against a list of required competencies.

Where absence of knowledge is seen, feedback will be provided so that the candidate can improve prior to further assessment.

COMPLAINTS HANDLING PROCEDURE

A candidate who does not achieve a coaching qualification has the right to appeal the decision of the Presenter/Assessor.

The Presenter/Assessor must provide the candidate with the reasons for the decision and the opportunity for reassessment following further instruction/experience. If the candidate remains dissatisfied an approach should be made initially to the SCC.

If there is a failure to reach a specific resolution with the SCC the candidate can request a meeting with the NCC or Croquet Australia using the form [HERE](#)

Commitment to the Development of Others

- Commitment to the growth and development of individuals and groups.
- Ability to generate enthusiasm.
- Ability to enjoy leading others in developing themselves.

Communication Skills

- Ability to communicate sensitively and clearly.
- Ability to give advice and feedback.
- Ability to identify learning styles.
- Ability to gain the confidence of participants in a planned program
- Ability to maintain confidentiality.
- Ability to pass on information and ideas.
- Ability to motivate and mentor.

Ability to Plan and Execute

- Ability to assess the needs of both individuals and groups.
- Ability to design programs to meet player needs.
- Ability to deliver a program.
- Ability to be flexible with a planned program or lesson plan.

Technical Competence Knowledge of Mallet Sports

- Ability to demonstrate skills.
- Ability to demonstrate strategies.
- Knowledge of key rules/laws.

COMMUNICATION STYLES

Verbal

Words are your strong point. You prefer to use words both in speech and in writing.

Musical/Auditory

You prefer using sounds or music or even rhythms to help you learn.

Visual

You prefer to use pictures, diagrams, images, and spatial understanding to help you learn.

Physical/Kinesthetic

You use your hands, body, and sense of touch to help you learn. Ask permission before touching another person.

Logical/Mathematical

Learning is easier for you using logic, reasoning systems and sequences.

Solitary

You like to work alone; you use self-study and prefer your own company when learning.

Social

You like to learn new things as part of a group. Explaining your understanding to a group helps you to learn.

Combination

Your learning style is a combination of two or more of these styles

LEARNING SKILLS

Physical skills are taught best through a process of brief explanation, accurate demonstration, and guided imitation followed by feedback.

A coach who is not confident in demonstrating a skill should get assistance from someone who is.

Lengthy explanations should be avoided and player activity maximised.

Always use positive language.

Generally, aspects of the Laws/Rules of the relevant code should be taught as the related skills are taught. It may be useful to introduce complex subjects in a clubhouse environment, followed by practical experience.

In all lessons or sessions, maximum player involvement is desirable.

Before introducing any new shot, skill or concept, the coach should ensure that players understand their prior learning.

PLANNING AND DELIVERY

A crucial aspect of planning is to consider how you will deliver activities. Planning for the delivery will ensure the session goes well and keep players engaged and active throughout.

Formations/Organisations - With mallet sports it is easy to organise players to maximise participation by using all the hoops on the lawn, or setting half lawns depending on the number in the group. Side games can be introduced to help players practice new skills. It is important as a coach that you stand where you can see all players.

Player Management - Try to match skill levels when forming pairs. Ensure the purpose of the activity is clear – check players' understanding of the activity.

Activity Combinations/Sequences - Increase activity intensity or provide a situation that is more competitive, for example, by combining activities or sequencing activities.

Transitions - Have a consistent routine for moving between coach instruction and activity time.

Use games and activities to add variety and to keep it fun.

Instructions and Behaviour - Combining clear brief instructions with demonstrations helps you to maintain the interest of players. Use questions to increase engagement.

Watch, instruct, and give positive feedback.

GOAL SETTING

As a coach, you need to understand a player's needs in order to set achievable short- or long-term goals for them.

Long-Term goal - These can be related to individual, group or club outcomes, and can cover a few weeks, or up to an entire year and beyond. Success in competition doesn't always mean winning. It can mean achieving a goal, performing skills under pressure or dealing with losing.

Specific goals - Focus on the desired outcome and how the player will attain it.

Measurable goals - Measurable goals mean you can see if you got there, and work on what to do next.

Realistic and achievable goals - Don't create goals that are outside the reach of the player, it will only set them up to fail. Goals don't have to be too easy, but they shouldn't be something beyond the capability and development of the player.

ENVIRONMENTAL CONDITIONS

Not all activities have to be conducted on the lawn. In some conditions, the use of an alternate location or activity should be considered to ensure the safety and well-being of players.

In hot conditions, consider what can be completed under a tree or on a veranda, encourage players to apply sunscreen and wear a hat to avoid sunburn and remember to schedule regular drink breaks.

In cold or wet conditions, consider what activities to conduct indoors, ensure players avoid standing exposed to the cold for long periods and change out of wet clothing as soon as possible.

RISK MANAGEMENT PRINCIPLES

Coaches need to be aware of risk management. Managing risks associated with coaching is all about planning. Planning helps to keep everybody safe.

As a coach you have a legal duty to exercise reasonable care to avoid injuring or causing damage to players and others under your control. This is commonly called duty of care.

STAYING SAFE. YOUR SAFETY IS OUR FIRST CONCERN

If you are in immediate danger or risk of harm, call **000**

Report all Child Safeguarding and Discrimination matters to Sport Integrity Australia, via the **online form**, or the Safe Sport hotline: **1800 161 361**

All other matters should be reported to Croquet Australia via the **ONLINE COMPLAINT FORM**, or to your State body or club.

Further Reading:

[Privacy Policy](#)

[Member Protection Policy](#)

[Play by the Rules](#)

[Safeguarding Children and Young People](#)

[Australian Sports Commission](#)



Congratulations on the decision to train as a croquet coach.

Below is some information to assist with your first lesson.

Introduction & Orientation Matters

Introduce yourself to the players/coaches and attend to any housekeeping rules:

- Ensuring everyone is signed in
- Use name tags/stickers if working with people you are unfamiliar with
- Make available the contact details of the presenter or assessor
- Acceptable behaviours
- Note the evacuation point
- Hazards identified (court furniture, chemicals on lawns, etc)
- Where to find the bathroom and/or kitchen facilities
- Times for breaks
- Session program outline
- Proposed finish time
- Ensuring that candidates have appropriate footwear
- Access to sun protection and shelter
- Access to water
- How to call for assistance
- Feedback forms

Group Discussion & General Answers

To better understand the beginner coach and their motives, the Presenter or Assessor may ask the participant/s:

“Why do you want to become a coach?”

- ✓ To help the club get more members
- ✓ You enjoy helping others
- ✓ People are asking you for advice
- ✓ You want to put back into the sport
- ✓ You were told to do it
- ✓ Furthering the sport
- ✓ More enjoyment from the sport

Feedback

Coaching is not easy; however, players will respond to a well-organised, engaging, and confident coach.

There will be times when players have trouble with a certain aspect and the coach may have to go back to basics and break things down into smaller achievable steps. A coach cannot assume that the players have absorbed instruction.

Review previous sessions, ask questions and continually assess players' progress.

Providing feedback is a key element as a coach. The coach must always remain positive and construct an environment where players are comfortable to ask questions and feel safe to take risks.

Do not say: “I told you to keep your head down”

Instead say: “Good. But this time, concentrate on keeping your head down”

INDIVIDUAL DEVELOPMENT PLAN

Name	
Skill Development	

OPPORTUNITIES FOR IMPROVEMENT

Training Opportunities	Steps to be taken						Review
Competition Opportunities	Steps/Actions						Review
Off Court Opportunities	Step/ Actions						Review
Start of Program (1 = beginner ~ 6 = mastered)	1	2	3	4	5	6	
End of Program (1 = beginner ~ 6 = mastered)	1	2	3	4	5	6	
Self-reflection and assessment							
Self-reflection and assessment							

EXAMPLE OF A COMPLETED INDIVIDUAL DEVELOPMENT PLAN

Name	
Skill Development	Hoop Running Security

OPPORTUNITIES FOR IMPROVEMENT

Training Opportunities	Steps to be taken	Review				
To make hoops consistently from 1 yard.	Club coach to watch, review and advise. Complete hoop drills from Level 1 and 2 Coaching Manuals. Spend 10 minutes prior to every club day practicing skills.	Monday 10 am with Coach Jabber Jaws.				
Competition Opportunities	Steps / Actions	Review				
Enter this year's club championship.	Approach and discuss with the club coach how to prepare. Arrive early and complete a planned warm up. Play doubles with a senior player and ask questions. Come on non-club days with another member and have a practice game	After every game ask for feedback and/or make a list of things to improve.				
Off-Court Opportunities	Steps / Actions	Review				
To be mentally and physically ready for competition.	Good night's sleep. Hydrated. Well-organised. Bag packed and clothes ready the night before. Travel and accommodation arrangements sorted.	Use a checklist for every major event.				
Start of Program (1 = beginner ~6 = mastered)	1	2	3	4	5	6
End of Program (1 = beginner ~6 = mastered)	1	2	3	4	5	6
Self-reflection and assessment						

PLAYER CROQUET GOALS

	Goal	Goal	Goal
6 Month			
Actions			
Outcomes			
12 Month			
Actions			
Outcomes			

EXAMPLE OF A COMPLETED GOALS SHEET

PLAYER CROQUET GOALS

	Goal	Goal	Goal
6 Month	More accurate with rushes.	Able to play and use pass rolls effectively.	Know how to take a bisque.
Actions	Book a time or ask the club coach. Complete drills. Use the imaginary ball technique.	Book a time or ask the club coach. Complete drills. Start with small distances.	Book a time or ask the club coach. Complete drills. Watch or talk to senior players.
Outcomes	Hoop are easier due to closer hoop approaches.	Now have a ball to roquet after making the hoop.	Now more evenly matched when receiving bisques.
12 Month	Able to make a break of 6.	Better understanding of the Rules / Laws.	Enter and play in competitions.
Actions	Practice using replays and work out how the errors are occurring.	Buy a Rules / Laws book and highlight anything confusing.	Use the croquet calendar and work out the best events that suit the player.
Outcomes	Set a new goal of 8-10 hoops.	Able to make better decisions on the lawn.	Standards will improve with competition.

SESSION PLANNER

Session Plan Topic:		DATE:	
		TIME:	
Group:	Venue:	Attendance:	Equipment & resources required:
Duration:			
Session Objective:			

Activity 1	Activity 2	Consolidation
Content (List activities & duration):	Content (List activities & duration):	Content (List activities & duration):
Delivery (how the content will be delivered. Include modifications to activities and coaching tips):	Delivery:	Delivery:
Session Evaluation: (What worked or did not work. What did they like? Modifications for next time.		
Self-Reflection and assessment:		

EXAMPLES OF A COMPLETED SESSION PLANNER

Extra Stroke		DATE:	
		TIME:	
Group:	Venue: On the lawn (entirely)	Attendance:	Equipment & resources required: Normal court setup, 4 balls and mallet per player.
Duration:			
Session Objective: To ensure the candidate knows how and when to use extra strokes to both attack and defend.			

Activity 1	Activity 2	Consolidation
Content (List activities & duration):	Content (List activities & duration):	Content (List activities & duration):
Use of extra strokes to attack	Use of extra strokes to defend	Play a 7 point game with all players having 3 extra strokes
Delivery (how will be delivered. Include modifications to activities and coaching tips): Discuss options for using extra strokes as an attacking option.	Delivery: Discuss options for using extra strokes as a defensive option.	Delivery: Blue and Black are only to use their extra strokes to defend. Red and Yellow are only allowed to use their extra strokes to attack.
Session Evaluation (What worked or did not work. What did they like? Modifications for next time)		
Self-reflection and assessment:		

EXAMPLE OF COMPLETED SESSION PLAN 2

<h1>Halfway Rule & Penalty Areas</h1>		DATE:	
		TIME:	
Group:	Venue: On the lawn (entirely)	Attendance:	Equipment & resources required: Normal court set up with hoops and centre peg.
Duration:			
Session Objective: To ensure the candidate knows when a ball is off-side, where Penalty Areas are located and the exemptions to the off-side Rule.			

Activity 1	Activity 2	Consolidation
Content (List activities & duration)	Content (List activities & duration)	Content (List activities & duration:
Off-side position for each hoop	Location of Penalty Areas	Exceptions to off-side Rule
Delivery (how the content will be delivered. Include modifications to activities and coaching tips) Walk the lawn starting at Hoop 1 and explain what happens, and then go to Hoop 2 and so on until you have completed the hoop sequence. Ask the players to repeat the sequence back to you until you are comfortable that they understand.	Delivery: Explain where both Penalty Areas are located.	Delivery: Explain the exceptions to off-side Rule: <ol style="list-style-type: none"> 1. Came off opposition ball. 2. Came to rest as a result of a turn which scored a hoop. 3. Came to rest after a shot played by opposition.
Session Evaluation: What worked or did not work. What did they like? Modifications for next time.		
Self-reflection and assessment:		

COMPETENCY ASSESSMENT CHECKLIST

Name	
Assessor/Presenter	
Date	

Understanding and Communication

Competency	Comment	Pass	Review
Understands the role of the Coach and the Code of Ethics			
Understand administrative processes (eg: log books).			
Is able to observe, analyse and adapt to improve player performance.			
Uses a range of communication skills and provides positive feedback.			
Understands the extra responsibilities when working with children and young people.			
Understands the role of the coach in anti-doping.			
Able to conduct a pre-session or training risk assessment			
Understands and can design a session plan.			
Understands and can set goals and use an Individual Development Plan			
Demonstrates a safe and inclusive training session			
Understands the legal responsibilities and the regulations, compliance regulations, and the Croquet Australia member protection policy in relation to coaching activities.			
Able to provide clear player feedback			
Able to self-reflect and assess			