

SESSION PLANNER (1) Golf Croquet (GC) –Basic Skills & Knowledge

Date: 23rd July 2019

Time: 1.30pm - 2.45pm



Group: STRATHFIELD GIRLS HIGH SCHOOL

Attendance

Equipment and resources required
Mallets, hoop peg (s), central peg. Provide sufficient balls for practice and the GC games. Have sufficient water, plastic cups on hand. Use as needed during the session

Session Objective

Whilst at SCC, ensure that each student has a safe and fun learning experience, as they are introduced to our sport, and aspects of the GC game. The students will experience a peer-recorded self-evaluation activity. Each session is not just about skills, tactics and game knowledge, but how these aspects are gained and developed. SCC members will use student-centred learning + problem solving approaches, and students will be encouraged to self-reflect, before you (as coach) offer your own feedback to the student.

Introduction (10-15 minutes)

Welcome the students to our club, our sport, and the use of clubhouse facilities (two toilets, tissues/sun creams as needed). Provide students with name tags, resource folders (explain purpose), and correct sized mallet. Remind students to keep hydrated. To minimise danger of being hit by a ball, or avoid slowing up play, help students to become aware of their surroundings when on the lawn. Take a group photo at start of session (ensure photo permission sought). Form small teams each with an SCC coach. Max of three teams per lawn.

Activity 1 PLACEMENT SHOT

Activity 2 RUNNING THE HOOP

Activity 3

BEST OF 20

Content (List activities and duration) 20 minutes

(Familiarisation with a Basic placement stroke Vary the targets and difficulty)

Participants will be coached to hold a mallet, and perform a single ball stroke which new player (NP) learns to place in locations suggested. **Striker's ball =SB**

Delivery Use these 'Routine' steps prior to striking ball

Grip: Whilst out on the lawns (open group/subgroup), have NP identify if right-handed or left. Place opposite hand on top of mallet shaft. Keep both hands together as one unit, when holding the mallet shaft (handle).

Stalk: view target from a distance; line-up your body, and your striker ball (SB), to the proposed target. **Stance:** choose a square or step stance. The latter helps balance.

Swing: The coach doesn't demonstrate, Instead advise NP to Swing from shoulders, taking back mallet between legs, let the pendulum do the work. Watch out for overuse of wrist or elbow work substituting/minimising the necessary pendular shoulder action. Aim to strike ball a long distance.

Strike the ball: Keep head down, and watch the mallet head hit the ball centrally with the centre of the striker plate. Follow through with a pendular shoulder swing.

Consolidate: practise the full routine, and varying targets.

Content (list activities and duration) 20 minutes

Run the hoop-from straight in front. Then after 5 successes, move back another 30 cms Only suggest new player (NP) Increases their distance from the hoop, if it appears they are ready. For example 3/3 or 5/5 successes

Delivery

Same principles as applied to hitting and placing balls, the NP is now coached to follow the previous routine of: **Grip, Stalk, Stance**

The swing is performed a little differently when close to the hoop. Be more upright; use less back swing; focus on follow through. The swing itself should be performed in a relaxed way. Practise a few times, taking the mallet forward to enter the hoop space (avoid touching ball). The sight line on mallet head can help keep mallet straight. Focus on a spot on the lawn (use marker), just in front and central to hoop space (magic aiming point = MAP), that you plan the SB to roll over that as it goes through the hoop.

Consolidate: Practise the routine including in pairs. 'Play tennis' and score when hoop run.

Content (list activities and duration). 20 minutes

This is a self-evaluation tool (peer recorded) assesses the development of the student's mallet skills to perform placement shots, and to run 6 hoops in the correct sequence, using a minimum number of strokes (maximum of 20). This activity will be repeated during the term.

Delivery

The students work in pairs and take turns to complete the 'Best of Twenty' form for their peer. The student (as striker) places their ball right at hoop 1 entrance on the playing side. Then they try to complete the course of 6 hoops in sequence. The other student acts as recorder. They note down the number of strokes taken by their peer, to run 6 hoops or less. Twenty strokes is maximum allowed.

The students then change roles, and the evaluation/feedback activity is repeated and recorded.



Consolidate: discuss what they found easy/difficult. What might they try next time, to improve their performance?

All students assist to return equipment to clubhouse

Session Evaluation What worked/what didn't work. What did they like. Modifications for next time

Notes (safety, reminders, pre-session checks, incidents, weather)

2019 GATEBALL SESSION 7

SESSION PLANNER - INTRODUCTION TO GATEBALL (GB)		Date: 2019	 
		Time:	
Group SGHS	Attendance	Equipment and resources required GB sticks and balls; 3 gates and pole; Sufficient equipment for Introductory practice and rudimentary exploration of GB. Provide Scoreboard, magnets, Clock and wrist timers. Provide sufficient water, plastic cups.	
Session Objective Make students aware of the differences in the GB lawn's layout and size, and also that the GB equipment differs from that used by group last week. The pre-stroke routine (used previously prior to every stroke) still applies, and many of the strokes already learnt, are the same. They will be transferring these skills to GB. The coach will also point out various aspects that make GB different from other Game Codes, such as: equipment is lighter, balls smaller, and hoops are called gates and are wider. There is also a difference in lawn size-it is smaller. Also Gateball is a shorter game (always ½ hr). It is a team sport played by two sides, and there are usually five players to a side, but games can also have smaller numbers on each side (e.g. triples or doubles). Similar to the other game codes, GB has many tactics, which carry certain risks and rewards, so the captain needs to know the capabilities of their team members. There is more emphasis on a team, led by its Captain, who directs the tactics in order to guide the team members to effectively defend and control the 'gates'. (called hoops in the other games). The Captains, in charge of each side, make the decisions about tactics used.			
Introduction – Welcome the group. If assistant(s) are used, introduce them. Remind participants how to stay safe on the lawns. GB Sticks will be issued to players.			
Activity 1	Activity 2	Gateball	Activity 3
Familiarity with GB equipment and GB lawn (15 mins)	Touching another ball and Sparking Activities (10 mins)		Participants play a rudimentary game of GB
Content: New players will become familiar with the game and a Gateball lawn. They will experience several of the ball/stick skills necessary in this game. They will play one circuit of the 3 gates and then hit the centre pole. Set challenges ?/5 for activities marked with *	Content: Each participant sets their two balls apart, completes the 'pre-stroke routine' and 'touches' the OB with their SB. The Coach helps the player undertake the steps in the 'sparking' process, and if successful, a continuation stroke is allowed.	Content: Through play, the coach will guide players (as a Captain of any side would) to place their ball where directed. There is a sequence of play. At this stage, the new player is asked to follow directions. Gradually, they learn why.	
Delivery: Do these activities in pairs as was done in the 'best of twenty' activity. Use their student Manuals to record results. Begin at a spot half way between start box and the gate. Count the number of strokes it takes to do 3 gate runs, and hit centre pole. * Teach 'placing a ball close to the line'; *touching a ball intentionally central and/or intentionally on one edge. Watch what happens especially to your own ball. How far can you make your ball travel)?	Delivery: Repeat the touching other balls activity, and increase the challenge. Then after that, guide the student through the 'sparking a ball process'. If you hold the mallet handle with their left hand, students who do similarly stand behind to coach to copy their movements. Stand opposite the coach if you hold your mallet in the hand opposite to the coach. If the spark is successful, a continuation stroke follows. Players practise this stroke with specific targets set.	Delivery: New players can stand at ½ distance from start box to the first gate. Pre-stroke routine, then hit the ball through the first gate. Then follow your captain's directions throughout the game. Students to stay off the lawns, until their turn is announced. Place ball by hand in start box. Whilst on sideline, watch what other students do, and when it is your turn, act on instructions given.	
Consolidate: After activity, the group members share their insights, and you answer questions generated	Consolidate: Discuss purpose, and any problems.	Consolidate: What did they find easy/difficult?	
Notes: (safety, reminders, pre-session checks, incidents, weather) All assist to gather/carry equipment (including the GB Gates) back to club house.		Session Evaluation: Coach to note what worked or didn't. Remind students this is a familiarisation session only.	