

**Physical Education  
Unit 25: Croquet**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Students will learn the benefits of croquet as a lifetime recreational activity.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What is proper croquet etiquette?</li> <li>▪ What is the standard double diamond pattern?</li> <li>▪ What does playing “cut-throat” mean?</li> <li>▪ What is roqueting?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Basic Rules</b> <ul style="list-style-type: none"> <li>○ Can be played individually or in small teams of 2-4.</li> <li>○ Played with a mallet, 2 stakes, 9 wickets and 4-6 balls.</li> <li>○ A ball can only be struck by the face of a mallet.</li> <li>○ A player cannot hit another players ball with their mallet.</li> <li>○ A player only goes once per turn unless they correctly go through a wicket or hit a turning stake.</li> <li>○ The color of balls and order of play is determined by a coin toss.</li> </ul> </li> <li>▪ <b>Scoring</b> <ul style="list-style-type: none"> <li>○ A point is awarded when a player or team hits their ball through the proper wicket in the correct direction or hits the appropriate stake.</li> <li>○ If you roquet, or hit another player’s ball with your ball, you are awarded two bonus strokes.</li> <li>○ Bonus points are only awarded for hitting the stake after passing through the appropriate wicket.</li> <li>○ When all players or teams complete the course, points are added and the player or team with the most points win.</li> </ul> </li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ mallet, wickets, cut-throat, roqueted, roqueting, status quo ante</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate a proper strike so the flat part of the mallet makes contact with the ball.</li> <li>▪ Demonstrate ability to control speed and direction in order to exhibit strategy.</li> <li>▪ Demonstrate proper safety by proper swinging of mallet.</li> </ul>

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<p align="center"><b>Related Maine Learning Results</b></p>	<p><u>Health and Physical Education</u>  G. Movement/Motor Skills and Knowledge  G2.Movement Skills:  Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity.  I. Personal and Social Skills and Knowledge  I2.Responsible Behavior  Students demonstrate responsible and ethical personal behavior while participating in physical activities.  I3.Safety Rules and Rules of Play:  Students predict how etiquette/rules improve games/activities.  a. Explain how etiquette/rules contribute to productive participation.  b. Predict how modifications to the environment can impact safety during games/physical activities.</p>
<p align="center"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Set up 3-4 courses and split class so that there are 3-4 players at each course</li> <li>▪ Keep individual players scores throughout all games</li> <li>▪ After 4 days of play, determine an overall winner by number of points earned during all of the matches</li> </ul>
<p align="center"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Subjective grading on quality of play, etiquette and overall effort to go by rules during play.</li> </ul>
<p align="center"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Quality Lesson Plans for Secondary Education</u> - _Zakrajsek, Cares and Pettigrew</li> </ul> </li> </ul>

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