

# **Become a Croquet England Grade 1 Coach**

**Date**  
**Venue**

**Course leader:**



***Confucius:***

***I hear and I forget  
I see and I remember  
I do and I understand***



***Students:***

***Tell me and I'll forget  
Teach me and I'll remember  
Coach me and I'll learn***



# Become a Croquet England Grade 1 Coach

## Study pack and course booklet

### The role of the Grade 1 Coach

Grade 1 Coaches hold a very important role in the Croquet England coaching structure.

- Association Croquet Grade 1 Coaches are authorised by Croquet England to coach up to and including AC Bronze level, and at Academies.
- Golf Croquet Grade 1 Coaches are authorised by Croquet England to coach up to and including GC C-level, and at Academies.
- Grade 1 Coaches of both codes are warmly encouraged to coach up to their authorised level at other clubs by arrangement.

Qualifying as a Grade 1 Coach means you will have the privilege and satisfaction of working with players who already know the basics and are now looking to take their game to the next level. You will have the support of Croquet England insurance cover when you do so.

To be eligible to become a Grade 1 Coach, and remain a Grade 1 Coach, you need to:

- Hold a Club-Level Coach qualification;
- Have a successful track record coaching at Club level;
- Meet the personal attributes and skills outlined further below;
- Have the support of the Club or Federation Coaching Officer for this next stage;
- Make your contact details clearly available through the Croquet England player directory to allow clubs and individuals to make direct contact.

### Croquet England coaching structure

<p><b>Club-Level Coach – Yellow badge</b></p> <p>CqE Coach accredited to coach AC and GC to beginners and high-handicappers within the 'home' Club or Clubs</p>	
<p><b>Grade 1 AC Coach – Blue badge</b></p> <p>CqE Coach qualified to coach AC up to Bronze level in any Club or Academy</p>	<p><b>Grade 1 GC Coach – White badge</b></p> <p>CqE Coach qualified to coach GC up to C-level in any Club or Academy</p>
<p><b>Grade 2 AC Coach – Green badge</b></p> <p>CqE Coach qualified to coach AC up to Silver level</p>	<p><b>Grade 2 GC Coach – Black badge</b></p> <p>CqE Coach qualified to coach GC up to B-level</p>
<p><b>Grade 3 AC Coach – Red badge</b></p> <p>CqE Coach qualified to coach AC up to Gold level (triple peel) and above</p>	<p><b>Grade 3 GC Coach – Carmine badge</b></p> <p>CqE Coach qualified to coach GC up to A-level and above</p>

Examining Coaches are appointed by the CqE Coaching Committee by invitation.

## Course outline and assessment

This is a 'blended learning' course combining preliminary study and one full course day. The two parts explore coaching techniques appropriate at Grade 1 level. They also explore tried and tested ways of structuring, leading and resourcing a full day's coaching.

Before the full course day, you are expected to have studied this pack carefully, including thinking through the coaching tips offered, and to prepare for an open book multiple choice test on elements of the AC Laws or GC Rules commonly occurring in normal play at this level.

On the full course day itself, significant time will be devoted to candidates each making an indoor presentation to the group, and leading an outdoor coaching session at an appropriate level in the candidate's chosen code.

Formal appointment as a Grade 1 AC or GC Coach is made by the Croquet England Coaching Committee, following a recommendation by the Examining Coach leading the course. Assessment will take a supportive approach, with a focus on positive feedback as well as constructive suggestions for further development. It will cover four broad areas:

### **1 Indoor presentation**

You will be allocated a topic a few days before the day of the course, drawn from the list at the end of this pack. A presentation of around 7-8 minutes is looked for, followed by questions from the rest of the group.

Resources available will vary from centre to centre but may include magnetic whiteboard with counters and marked with hoop positions; flipchart and pens; large-screen TV; and table croquet set. Please ascertain beforehand from the course administrator what can be made available for you.

### **2 Outdoor coaching session**

Again, you will be allocated a topic a few days before the day of the course, drawn from the list at the end of this pack. The rest of the course members will play the role of the 'student group'.

A coaching session of around 10-12 minutes is looked for, including some brief practice time by the 'students'. This will be followed by questions from them.

### **3 Personal qualities and experience**

Please see the table following. The Examining Coach will assess each individual during the day, having regard to the personal qualities and experience listed for both Club-Level Coaches and Grade 1 Coaches.

### **4 A good working knowledge of the AC Laws or GC Rules**

This is assessed through a short multiple-choice test on aspects of the AC Laws or GC Rules commonly arising at AC Bronze or GC C-Level. To prepare for this test see pp 22-24 below. You need only attempt questions in your chosen code.

You will need to do sufficiently well in each assessment in your chosen code in order to be recommended for Grade 1 status.

Your assessment as a Grade 1 Coach will have regard to the guidance in this booklet on tips for coaches and the use of visual aids. However, there is no expectation that all the guidance here will find expression in every coaching session. What is being looked for is good planning, good delivery, good relationships, good learning and progress by the students, and good potential for further development of your coaching skills in the future in your chosen code.

## Framework for Croquet England coaching qualifications



The qualities and experience below are intended to offer a general picture of what makes an ideal croquet coach. Qualifications at Grades 1, 2 and 3 are for either AC or GC coaching; the criteria below are therefore to be understood as qualities and experience in AC or GC as appropriate, and are to be read cumulatively, left to right. Some coaches may not fulfil all these criteria but may nevertheless make excellent coaches. Only Croquet England members can be entered into the Croquet England register of approved coaches.

<b>Club-Level Coach</b>	<b>Grade 1 AC Coach / Grade 1 GC Coach</b>	<b>Grade 2 AC Coach / Grade 2 GC Coach</b>
Wishes to develop her/his coaching skills at GC, AC or both to coach in the 'home' club	Has a successful track record as a Club-Level Coach and is keen to progress	Has a strong track record as a Grade 1 coach; can mentor Club-Level and Grade 1 Coaches
Has a welcoming personality, empathy, good interpersonal skills and genuine interest in supporting and helping others	In addition, has the group management skills and presence to build trust and confidence in students	In addition, is recognised as an experienced and authoritative coach who makes a significant difference
Trained to coach beginners and high handicap players within her/his own Club	Able to coach in the appropriate code outside her/his own Club with credibility up to and including AC Bronze level or GC C-level	Has the skill, experience and credibility to coach in the appropriate code up to and including AC Silver level or GC B-level
Has appropriate experience of croquet, both friendly and competitive	Has, or has held, a handicap in the appropriate code of AC 12 or GC 6 or below	Has, or has held, a handicap in the appropriate code of AC 6 or GC 3 or below
Trained to coach an introductory course in sessions of typically an hour and a half	Able to construct and deliver a successful coaching course of half a day or a day	Able to write and successfully deliver a range of coaching courses of one or two full days
Trained to make effective use of the appropriate Croquet England coaching manual for AC or GC	Able to combine relevant aspects of technique and tactics into a coherent coaching sequence in the appropriate code	Able to take an aspect of the game such as the AC break or GC five-shot thinking, and use it as the central thread in a coaching course
Able to direct beginners and high handicappers to appropriate sources of simple practice routines	Able to produce relevant coaching materials to accompany her/his own coaching courses	Able to produce substantial coaching materials of high quality to accompany her/his coaching days
Can coach basic shots, including both when and how to use them in set situations	Can analyse technique in all standard shots in the appropriate code and help students develop accuracy and consistency	Can offer a range of suggested ways in which students might improve both their technique and the mindset aspects of the game
Can coach elementary tactics, including considering simple alternative choices for the next shot	Able to encourage players to think ahead and play the next shot with a view to what will happen with the subsequent shot or shots	Able to encourage players to develop their game strategy combining tactics, technique, the mental approach, and implications of <u>Laws/Rules</u>
Knows the Basic Laws of AC and the Basic Rules of GC well enough to deal with common questions from beginners and high handicappers	Knows the full Laws or full Rules well enough to address points arising in normal Bronze/C-Level play, referring to the full Laws/Rules if needed	Is secure enough in knowing the full Laws or full Rules to be able to resolve discussions at Silver/B-Level and adjudicate disputes on the spot

**Grade 3 coaches** fulfil all the above; are able to coach to any level; will generally have a minus handicap; and are appointed by the Croquet England Coaching Committee by invitation. **Examining Coaches** are, likewise, appointed by the Croquet England Coaching Committee by invitation.

*Croquet England Coaching Committee, revised February 2026*

## Code of Conduct for Coaches

Anyone within Croquet England who is providing coaching should:

- Encourage participation in croquet.
- Be open, honest, respectful and trustworthy.
- Behave appropriately.
- Check that they are insured. See Insurance - Guidance for Coaches (croquet.org.uk)
- All qualified coaches should maintain their qualification.

All players aspiring to become coaches approved by Croquet England are deemed to have accepted this straightforward, uncontroversial Code of Conduct. It is based on UK Coaching's Code of Practice for Sports Coaches, which provides fuller details of what is expected.

	<p><b><i>Good coaching IS...</i></b></p> <ul style="list-style-type: none"><li><i>... giving plenty of time for play</i></li><li><i>... listening</i></li><li><i>... encouraging and supporting</i></li><li><i>... letting the Laws/Rules emerge as they crop up</i></li></ul>
<p><b><i>Good coaching IS NOT...</i></b></p> <ul style="list-style-type: none"><li><i>... always demonstrating</i></li><li><i>... always lecturing</i></li><li><i>... always finding fault</i></li><li><i>... always focusing on the Laws/Rules</i></li></ul>	

## Insurance

Knowing you are insured when coaching at any Club or Academy by agreement is an important benefit of qualifying as a Graded Coach. Through the Croquet England Insurance Policy, by qualifying as a Graded Coach accredited by Croquet England you will be covered both for public liability and for professional indemnity, provided:

- you retain your personal membership of Croquet England – this may be either as a Premium Associate, or by being listed as a Standard Associate by your 'home' Club;
- you do not charge for your services;
- your coaching activity is part of an agreed coaching programme;
- if coaching Under 18s as lead coach, you acquire Croquet England U18s Licenced Coach accreditation; if coaching Under 18s without a Licence, you work under the direction of an U18s Licenced Coach and follow the protocol for a Coaching Assistant;
- you follow Croquet England and Club guidelines and policies.

These simple, common-sense conditions are likely to cover all your activities as a Graded Coach. If for any reason you need to step outside these conditions, you are advised to take out your own professional indemnity insurance. This is normally reasonably inexpensive.

## Tips for Graded Coaches

### *What is distinctive about coaching?*

**Teaching** includes imparting knowledge, understanding and critical thinking, with exploration and discussion. It may be to a syllabus, such as for an exam.

**Instruction** includes providing clear steps or rules to follow to master a process or complete a task, for example learning to drive or assembling a rifle.

**Training** focuses on skill development and practical application. The focus is on developing competence and efficiency.



**Coaching** is student-centred. The coach works **with** the student, encouraging self-reflection in the student, helping the student unlock their potential and reflect on their performance. A key part of coaching is asking powerful questions and encouraging self-discovery.

Coaching may include some elements of teaching, instruction and training, but its starting point is always the student. We as coaches are not the focus. Our role is as a catalyst to help the student develop. Good coaching is founded on warm, positive, non-judgemental personal relationships. It is the student who is at the heart of the relationship.

Fortunately, good coaching is a craft that can be learned. Here are some forty tools to help.

### *Before you start*

#### *Know your target audience*

How many students will there be? What is their prior knowledge and understanding? What is their skill level? What is their likely concentration span?

#### *Plan carefully*

Give clear thought to **exactly** what you want to achieve. The essential starting point for a secure session is a well thought through, clear objective. This should then lead on to an outline plan. A short session may have just one objective; longer sessions need more.

#### *Plan varied activities*

Even the simplest coaching session needs structure, a plan balancing different activities and elements. Some obvious approaches include

**indoor work ↔ outdoor work**  
**demonstration ↔ discussion**  
**individual practice ↔ pair practice**  
**exposition ↔ question and answer**  
**what to do ↔ how to do it ↔ and why**  
**revision ↔ new learning**

### ***Prepare thoroughly***

Having established an outline plan, think through exactly how best to approach each individual segment of the plan. A basic formula for each segment might be

**Exposition → question and answer → individual practice → recap**

Better is

**Outline → exposition → question and answer → individual practice → recap**

This five-point approach is surprisingly useful and adaptable, but there is of course nothing prescriptive about it. The key thing is for each segment of the coaching session to have its own clear structure with its own clear shape.

### ***Divide time effectively***

In a chunk of say forty minutes, try

- **Outline:** one, maximum two, sentences, to orientate students and give the big picture. Try using the formula "by the end of this session you should be able to..."
- **Exposition:** keep it focused. Limit the detail. Four or five minutes will often be enough, with demonstrations.
- **Question and answer:** as much as is needed. If there are no questions, consider whether your style discourages them. If a lot of questions are needed, consider whether your exposition was simple enough and clear enough.
- **Individual practice:** the bulk of the time available. Plan to draw them in half way through to touch base together on matters arising. Provide any extra detail needed, and reinforce the key points.
- **Recap:** an essential part of the process. Give a measurable chunk of time for this.

### ***Learning styles***

Different people learn in different ways, for example:

**Visual learners learn by seeing**  
**Auditory learners learn by hearing**  
**Kinaesthetic learners learn by doing**  
**Verbal learners learn by reiterating new knowledge in speech or writing**  
**Connective learners learn by linking with previous knowledge**

A session combining several approaches will increase the chances of it being absorbed.

### ***Half lawn or full lawn***

In some situations, full lawns will obviously be needed. However, half lawns mean shorter shots, less time spent walking around, and much easier group management by the coach. This all helps there to be good focus on the key learning objective of the session. Consider how many individuals can be spread round a lawn to practise a routine simultaneously, while ensuring there is enough lawn space for everyone.

### ***Room layout***

Set the room out beforehand with just the right number of chairs. Arrange them so that everyone can see and hear, e.g. in an arc facing the front. If tables are needed, a satisfactory alternative is chairs around three sides of a wide table layout.

### ***Equipment out***

Be clear exactly what will be needed. Is it part of the routine for those being coached to set out the equipment? If not, have everything including spare balls ready beforehand, conveniently placed to make the session run smoothly.

### ***Have visual aids ready***

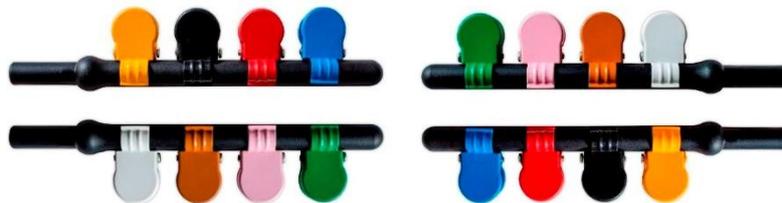
To state the obvious, a whiteboard needs pens and eraser; table croquet needs to be ready set out; a video needs to be ready cued. If you plan to use any of the visual aids set out below, where are they?

### ***Coaching off-site? Rehearse the route***

An obvious point, but important. Allow for hold-ups. Arriving an hour before you are due to start is not too long.

### ***Look the part***

Whites, half white, or casual? It will probably depend on how well you know the students. Formal coaching at another club or Academy will normally benefit from you presenting yourself smartly: it builds trust, giving the students confidence that you are experienced, well prepared and worthy of serious attention. Coaching fellow club members may be a different matter.



### ***Getting underway***

#### ***Warm welcome***

Smile, and offer a warm welcome, to put the target group at ease. If you have names already, use them. If you know something else about an individual, even something as basic as where one has travelled in from, or the handicap of another, work it in: it is enormously reassuring to players to feel the coach has already registered something about the individuals in the group. It's another tool for building **trust**, an essential pre-requisite for successful coaching.

#### ***Show leadership***

Speak with confidence and clarity. There is no need for apology, hesitation or diffidence. The group wants the session to go well, wants to be able to look to you as its figurehead, and will be ready to put its trust in you.

### ***Stand them on a line***

Ask students simply to gather round, and they are likely to stand in random places with poor sight lines – too close or too far from you, even behind you. Instead position yourself some three yards inside the playing area, ask them to stand on a boundary, and they will quickly and happily arrange themselves in something close to an ideal position for group coaching. Remember – when it is helpful for them to have a side view of a demonstration, it is far easier for you to turn through 90 degrees than ask them to move.

### ***Know where the sun is***

Students looking into a bright sun will struggle. The session will go better if you, the coach, face the sun rather than the students facing it.

### ***Get their full attention***

Only start when **all** are gathered in the place you want them, and with **all** eyes on you. Rather than getting underway with only some of the group as yet paying attention, it is much better to wait for the right moment before beginning. They are here for a coaching session: **expect** quiet and attentiveness, and if needs be **ask** for it. Beware of distractions in the background environment, for example the group potentially watching passers-by. Find a position that will give maximum focus.

### ***Be audible***

A group session is not an intimate chat; it requires a voice that carries. A group outdoor session requires yet more volume and projection. In particular when outdoors, it is vital to face your audience. Work on a resonant tone delivered at moderate pace. There is also an element of acting: consciously vary your voice to keep their attention.

### ***Tell them what you're going to tell them***

Start with a one-sentence or two-sentence statement of what the session will cover: "By the end of the session you should be able to understand and/or do x or y." This simple signposting gives those being coached reassurance and focus.

### ***Make eye contact***

Make eye contact with each member of the group in turn. Some coaches have an unconscious tendency to address only one person, or only one side of a group. The classic advice is to let the eyes rest for a small number of seconds on each person in turn, moving at random as if from dot to dot on a domino or dice.

### ***Use humour***

Students need to feel comfortable with their coach. Use gentle humour to create a relaxed atmosphere and to stimulate renewed focus. Keep it short and simple: even the weakest pun will bring a smile of appreciation that will ease relationships and promote fresh engagement.



## *As the session progresses*

### *Link to prior learning*

The stop shot provides a simple example. Ask players to recall, in a roll shot, how angling the mallet forward makes the striker's ball travel further. They can then more easily understand and remember how, in a stop shot, to achieve the opposite – by angling the mallet back.

### *Include each person in turn in discussion*

The classic advice is to ensure that each individual contributes at least once. If needs be ask a direct question, pitched so the individual is able to make an appropriate response.

### *Explore why as well as what and how*

Just as important for some people as knowing what do, and how to do it, is why – why something works the way it does, why the rule is in place, and so on.

## *Question and answer*

### *Use open questions*

Closed questions, such as simple factual recall questions, have an important place in, for example, a recap. Open questions provoke thought: "**What** do you think will happen if...?" "**Why** do you think that happens?" "**Where** would you put the ball next? **Why?**" "**How** might you...?" "**What if...**?" A strong use of an open question is for every student to be invited to give an opinion; the coach then encourages discussion when all have had a chance to contribute.

### *Respond positively to answers*

Simply giving an answer – any answer – can be challenging for some students because of a fear of not getting it right. Even when the answer is clearly wrong, it's good to find a way of encouraging and affirming the individual. "You're right that the ball will travel further... are there any other suggestions as to how much further?"

### *Listen actively*

Q&A is **not** about students trying to read the coach's mind. It is **not** about students having to guess the one answer acceptable to the coach. Coaches need to listen, non-judgementally, actively, with open mind. Try and stand in the student's shoes and understand what might have prompted that response. This demands sensitivity and empathy. Beyond that, coaches also need to try to discern what is **not** being said, perhaps through fear of being thought ill of.

### *Yes – no – not sure*

Should I use that GC penalty area in this situation, or this one? Should I continue my AC break now, or lay up? For questions with no single right answer, a powerful tool is to invite students to make an initial commitment to one point of view or another. This can be done by thumbs up for yes, thumbs down for no, thumbs level for 'not yet sure'. A stronger commitment can be asked for by, for instance, inviting students to walk to the GC penalty area they choose, or stand at the position they would go to for the next shot.

### ***Let's go with...***

A useful phrase if consensus is hard to reach is "Let's go with x". If the consensus will lead the group up a blind alley, try "Let's go with y for now". Carry on, and let the students see for themselves that an alternative way forward would be preferable.

### ***Pose – pause – prompt***

This powerful questioning technique encourages everyone in the group to think for themselves. Pose the question ... pause to allow thinking time: do not rush this, because what is familiar to you is new to them and needs thought ... then a gentle prompt to an individual: "What do you think, Anne?" or "Any thoughts, Ben?" The classic advice for a sufficiently challenging open question is to pause for eight seconds before prompting. This may seem a long time, but it's during those seconds that the real thinking occurs.

### ***Pose – pause – share – compare***

This extension of *pose – pause – prompt* allows you to receive an answer, and follow it up by asking another person too: "Maureen, do you agree with that?" "Naomi, what do you think?" "Oliver, can you add to that?" This can stimulate good in-depth discussion while also providing a check on students' understanding.



## ***Practical***

### ***Individual practice ↔ pair practice***

Both have their place. In hoop running practice and many other exercises, players spend less time retrieving balls when paired, playing towards each other. Small groups involving alternate shots, or individuals taking turns in a progression of shots, can also encourage productive learning.

### ***Circulate systematically***

Get round **every** player in turn during practice, missing none out. Tempting as it may be to concentrate on one needing extra help, **every** member of the group will want your guidance and reassurance. Each deserves your attention. Circulate systematically, even if just to offer regular encouragement and affirmation of what they are doing.

### ***Catch them "doing it right"***

Make a point of praising things that members of the group are doing right. Focusing on what's going wrong and needing improvement is only part of the job; noticing what's right helps lay secure foundations and is a real boost to confidence. It may be noticing something as small as a confident swing or a well-placed ball. Praise is powerful. Try to work from the positives, noticing and reinforcing what is right. It is a strong motivator, so use it relentlessly.

### ***Use rewards***

Occasional very simple rewards work well for recognising progress and providing motivation. A single Smartie is sufficient. A single Celebration might mark a more significant success. Rewards for effort can also be effective! If someone just isn't succeeding in the task in hand, a simple 'consolation prize' may be just what is needed to keep them motivated and keep on trying. Keep it light and keep it fun.

### ***Winding up***

#### ***Recap new learning***

Close a session with a short question and answer recap. Quick and straightforward closed questions work well here. Use them to reinforce learning, allow the coach to assess what progress has been made, and give encouragement as players are reminded of what they have achieved.

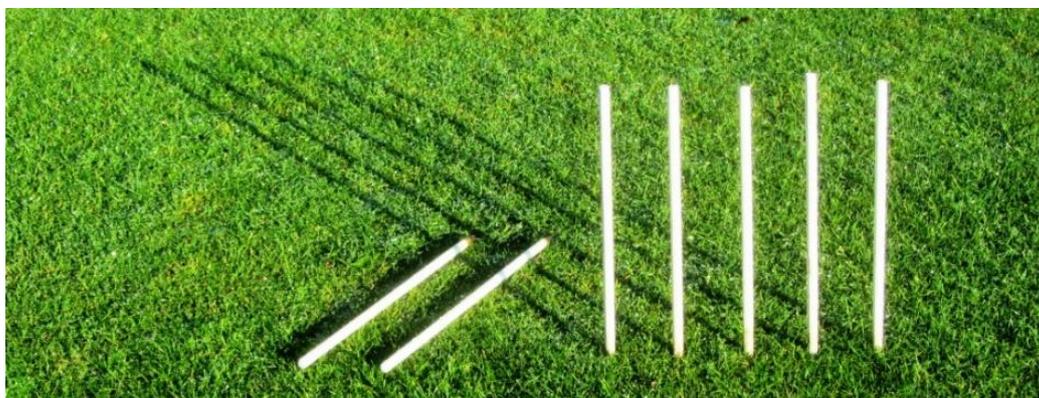
#### ***Something I've learnt today***

Invite each student in turn to mention something they now know, now understand better, or can now do better as a result of the coaching session. This very simple approach confirms progress and reinforces learning.

#### ***Praise and encourage***

Players want to leave with a warm feeling. Praise the progress made – encourage them to continue learning and developing – if there is a follow-up session, remind them when and what – say you've enjoyed their company – final praise and depart. It's nothing like as corny as it may sound, and allows players to leave with a smile of satisfaction. They may even thank you!

No coach can become expert in all these strategies at once. However, a well led and successful coaching session will usually include a good number of the elements above. As your skill, confidence and experience develops, try to add more of these tips to your repertoire so that, over time, you use them easily and almost instinctively.



## Coaching with visual aids

Eight useful visual aids are already to hand – balls, hoops, boundary lines, mallets, peg, flags, bisque sticks and coffee mug. A set of mini-cones is not expensive and well worth the small investment. Tubes and string offer further opportunities, as do flipchart, whiteboard and table croquet set. Using even the simplest and most obvious visual aid helps players to picture what is being described and so helps them to remember and understand. Coaches are warmly encouraged to develop other ideas to add to the 40 suggestions below, and to share them with other coaches.

### *Spare balls*

#### ***AC and GC: Visualise the effective size of a target ball.***

A trajectory heading for one of the two pale balls will secure a hit. This may help overcome misconceptions about the width of a target. See right.



#### ***AC and GC: Target practice***

Drill a hole into a retired ball (any condition). Insert a few inches of a broken bisque stick into the ball and use for target practice at any distance.



#### ***AC and GC: Show the impact point for a cut rush or angled promotion***

Place a neutral ball in contact with the object ball to help players visualise the precise point of impact on the object ball. The bisque stick indicates the desired trajectory of the object ball. See left. Remove the ball before playing!

#### ***AC: Visualise the ideal place for the striker's ball before taking a bisque or leaving the lawn***

At the end of a turn, high bisquers can find it hard to think 'outside the box' about how to use the final continuation shot. Get them to place a neutral ball or balls in various positions to address the question: 'Where would I like my striker's ball to be when my next turn starts?' Use the continuation shot to send it to the best solution.

### *Hoops*

#### ***AC and GC: Visualise the size of a target ball (right)***

Overcome fear of a nervous roquet by showing a ball with a hoop over it. Students can then imagine their target ball: "Look, it's huge!" Not "Will this hit?" but "This will hit!"

#### ***AC and GC: Help beginners remember the hoop order***

A challenge for some new starters. "Look at the blue hoop top, and the red hoop top. The order of hoops is just a spiral moving from blue (cold) to red (hot)."



***AC: Provide large target areas to aim towards when learning split croquet shots.***

For example, starting on the south yard line opposite hoop 5 gives two well placed hoops to practise a split to hoops 5 and 4 or hoops 5 and 1. The aim at this early stage of mastering the croquet shot is not to hit the hoops, but simply to work out how to make sure balls travel in broadly the right direction.

***AC: Split croquet shot practice***

Start anywhere in the central rectangle. Using the peg as a guide for aiming, practise getting one ball close to hoop 4 and one close to hoop 5.

***GC: Opening shot practice***

The distance from the Corner 4 starting position to the hoop 1 'fan of success' is the same as the distance from hoop 1 to a hoop 2 hoop running position. Practising the shot in this north-south direction helps visualise line and length which, once internalised, can then be transferred to the opening shot.

***Boundary lines***

***AC and GC: Practise straight roquets or promotions***

Place two balls on the boundary a chosen distance apart. The student tries to hit the striker's ball straight enough to propel the object ball along the boundary line.



***AC and GC: Show the effect of different strike angles in a two-ball shot***

Place two balls in contact on the boundary line. Ask beginners to predict in turn where they think each ball will finish up when the striker's ball is played at a given strike angle. It is helpful if the first point of discussion is the object ball, which will always travel more or less down the boundary line. Discussion can then move on to the impact of different strike angles on the striker's ball.

***AC and GC: Instant swing trainer***

The boundary line provides a simple visual check on whether a player's swing is straight or not. Adding bisque sticks increases the challenge. The bisque sticks can be brought gradually closer to the boundary line over time.



***AC: Demonstrate pull and drag in a wide croquet shot.***

Place the striker's ball exactly on a boundary corner and the croqueted ball exactly along one boundary line. Aim into the lawn at a 45 degree angle. This can be easily calculated by aiming diagonally across the lawn to a point level with the furthest hoop. Notice how both balls finish up some little way inside the boundary lines as a result of pull and drag.

## ***Mallets***

### ***AC and GC: Show the centre line of the hoop***

Lay a mallet on the ground with the head up against the two pins of the hoop. This very simple move reinforces the centre of the 'fan of success', and, in AC, a central marker for the position of the pilot ball from which to take croquet for the hoop approach shot.

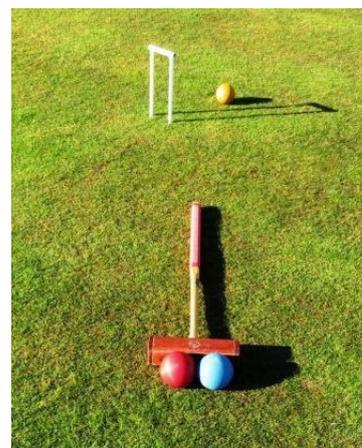
### ***AC and GC: Measure distances from the hoop***

A simple practice routine, applicable to a wide range of abilities, is to measure the distance in mallet lengths from a ball to its hoop. Score 1 for up to one length, 2 for up to two, etc, and aim to get the final tally as close as possible to the number of hoops. In AC use the exercise to measure pioneer ball positions in a break.



### ***AC and GC: Suggest a ball position in discussion***

When discussing an ideal placement of a ball, first ask players to identify their preferred position and place a mallet on the ground to mark it. In GC this leads to fruitful discussion about possible places for the next ball within or outside the 'fan of success', with reasons. The example shows possible placements in AC suggested by double-digit bisquers for a hoop 3 pioneer.



### ***AC: Calculate the exact line in a long thin take-off***

This can be a useful check when the striker's ball needs to negotiate a narrow channel between, say, hoop and peg or hoop and another ball. In the example here, the path of Red will not be to the left of a line parallel to the mallet handle; nor will it be further to the right than the direction of swing.

## ***The peg***

### ***AC and GC: Target practice for accurate play***

The peg, being narrower than a ball, provides good practice in line and length. Position players opposite each other to minimise fetching balls for the next shot.

### ***AC and GC: Practice for precise cut rushes or angled promotions***

Start small, close to the peg and with a small deflection. Gradually increase the distances and the angle as confidence grows and accuracy increases.

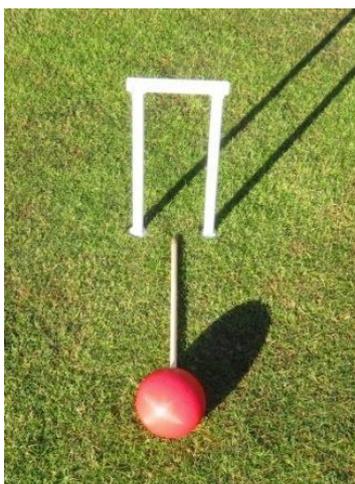
### ***AC: Practise split shots***

For players moving on from splitting the angle in croquet shots and needing now to practise 'aiming at the mid-point between the two finishing spots': select any starting position and practise sending one ball to hoop 5, and one to hoop 6, using the peg as the line of aim. More advanced students can work out how much to 'aim off' as the angle increases.

## ***Bisque sticks***

### ***AC and GC: Show the aim line when running a hoop***

This very simple aid helps stress the fact that, for a straight hoop, the trajectory is through the centre of the hoop; for an angled hoop it is nearer the far wire. An alternative approach is to insert a bisque stick a yard or so beyond the hoop to help students visualise the onward path of the ball.



### ***AC and GC: Show the ball trajectory when running an angled hoop (left)***

This can work better for players who prefer to think in terms of ball edges rather than ball centres. They can visualise the ball bypassing the near wire, and glancing off the far wire before easing through the hoop.



### ***AC and GC: Show how the optimum area for hoop running increases with distance (right)***



Build it up in stages. Show the cone shape and get players to agree that anywhere within the cone represents a good starting point for a hoop shot. Then add a ball at the side, and a trajectory close to the hoop: discuss how this demands high precision in the resting place of Red. Then add the second trajectory to show visually how placing Red a little further from the hoop greatly increases the chance of running the hoop. In AC discussion can move on to the balance to be struck between accurate ball placing when approaching from the side and hoop runnability. In GC discussion can move on to discussion about optimum positions within the 'fan of success' for attack, defence and 'five shot thinking'.

### ***AC and GC: The three trajectories in a GC two-ball shot or AC Croquet shot***

Build it up one bisque stick at a time: first the trajectory of the other ball; then the desired trajectory of the striker's ball; finally the direction of aim in between. For beginners it can be sufficient to confirm that the mallet needs to be swung somewhere in between. Developing players can insert three bisque sticks into the ground, evenly spaced a few inches apart, two or three feet away, then try to demolish the two outer sticks with the two balls. This leads on to recognising that 'aiming for the middle' is imperfect; that there is a need to 'aim off' because pull and drag draw both balls somewhat towards the strike line; and that splitting the distance between the final resting places of the two balls is a more accurate guide.



**AC: Indicate whether bisques are used reactively or proactively**

If your opponent is using bisques, place the spent bisques in two different directions to record whether that bisque was used simply to correct an error, or was used proactively, for example to set up a break or improve a position.



Eight bisques: three in the ground, two used reactively (blunt end forward), three used proactively (sharp end forward). Discuss afterwards with the player. Show how a bisque used to correct an error can often be turned into an opportunity to improve ball positions through effective use of the continuation shot.

**Cones**

Mini-cones have many uses in croquet coaching. Avoid the full-size ones used for football etc. Cones of any shape a few inches across will work well. They come in multi-coloured packs of typically 40, and are inexpensive. Use them to:

- *mark a single target spot*, for GC positional shots or AC continuation shots and croquet strokes;
- *mark a target area* (see picture left), for practice in accurate shot-making (AC and GC). Reduce the size of the target area as skill develops;
- *mark distances*. In the picture right they are placed at one-yard intervals. This can be useful for example in GC for identifying success rates in clearing opposition balls at different distances, or in AC for looking at ratios in croquet strokes.



## ***Coffee mugs***

For best results choose a mug that is straight sided and reasonably wide. A suitably sized tin such as for sweetcorn or pineapple will also work.

### ***AC and GC: Cut rush or angled promotion (right)***

Establishing the line of aim in a cut rush or angled promotion can be done with a spare ball as above. However, illustrating it by introducing another ball which is, after all, not part of the game can be confusing for some. Any confusion can be avoided by using a wide mug. Remove before shooting!



### ***AC and GC: Removing a jawed ball (left)***

Again use a coffee mug to establish a line of aim. Without it, the blockage of the hoop looms large, and the visible sliver of the target ball seems very hard to hit. A mug encourages students to look past the hoop and target ball and find a blade of grass a little to the side of the target ball to aim at. Again, remove before shooting!

## ***Corner flags***

### ***AC and GC: Distance markers***

Here (right) flags are inserted at set distances from the hoop as an aid to confirming a player's 75% likelihood of running a hoop. Bisque sticks will also do the job, but flags are colourful!



### ***AC and GC: Possible places for the next move or moves***

When coaching a group, this is a good alternative to placing a mallet (see above). Asking students to insert a flag each prompts clear decision-making. Different coloured flags also make it easier to recognise who placed which flag.

In GC use flags when discussing two, three, four or five shot thinking. With Blue to play, agree a position for Blue and insert a blue flag as determined by the consensus. Now reach a consensus on Red's next move and insert a red flag, and so on through other colours. Does the original consensus on Blue still hold, or should an alternative be considered?



### ***AC and GC: Cut rush or angled promotion practice (left)***

Using two flags (here, red and yellow) rather than a ball or a bisque stick provides a colourful goal mouth. A third flag (here, blue) can mark a starting point which can be easily moved to give a narrower and narrower angle as skill increases.

## Other croquet coaching aids

### Cardboard tubes or rolled papers

Collect narrow cardboard tubes, from wrapping paper rolls and elsewhere. Ask players to grip a tube as if it is a mallet handle. Can they look directly down the hollow centre? Can they continue to look directly down it as they swing it – over the boundary line or along a line in the carpet?

Better than a wrapping paper tube, which can be broader than a mallet handle, is the tube inside a roll of cling film or baking foil – ideally turkey foil because of its extra length. If none of these are available, just take a thin magazine and roll it.



### Magnetic board with coloured counters

Very useful when raining and ideal for illustrating tactics in both AC and GC. The magnetic board is quick to operate, but some players may find it hard to picture a real situation from a 2D vertical image.

**Tip** – students need to **see** the pieces move from one position to another. When moving them, stand to the side, not in front. This involves practice! Use a single finger to avoid covering the whole piece, and push the piece slowly, so that students can visualise the whole shot. This too requires practice!

### String

**For AC and GC:** Use string to show the 'fan of success' in front of the hoop. The width of the fan can easily be widened or narrowed according to the ability of the student or students. This is an effective alternative to using bisque sticks because balls will roll reasonably freely over the string without dislodging it. Note how the string is wound round both hoop pins.



**For AC and GC:** Use string as a convenient line inside the boundary, to aim for, or to start from – useful when a whole group is practising positioning shots. Line them up on the boundary and shoot to the line to reinforce muscle memory for a given distance.

**For AC** take-off practice: place two balls adjacent to the string and exactly at right angles to it. Note how pull and drag affects the trajectory of the croqueted ball to different extents depending on the fineness or thickness of the take-off.

**Tip** – cut a length of 4 or 5 yards, tie a loop at each end, and use two tent pegs to hold it taut in any position.

## **Large-screen TV**

Helpful to break up a session and introduce a different texture, but do not over-use. Particularly useful is Paddy Chapman's site [www.CroquetDev.com](http://www.CroquetDev.com) which provides ready-made material on technique, shots, mallets, and, for AC players, breaks, openings, leaves, peeling and much else. The animations of shot sequences are a particular strength and repay close study and repeated viewing.

**Tips** – AV needs to actually work, and work when actually needed. Set it up before the coaching session and reconfirm before the session starts. With a group, a screen size of 40 inches is recommended, more if available. Second hand ones can be readily acquired, free or at low cost, as people move to ever larger models.

## **PowerPoint**

Useful in limited doses to break up a long coaching session and vary the texture. But beware of the pitfalls: PowerPoint can quickly reduce students to passive observers rather than fully engaged participants.

- **Dreaming by PowerPoint:** too much, too long, too many, and students switch off. Use it infrequently, and, when you do, keep it short.
- **Reading the script:** awful for the recipients. Use PowerPoint instead for just key words or key phrases that encapsulate the core learning.
- **Text too small:** six or seven one-line bullet points is often enough, allowing the text to be large enough to register.
- **Dull delivery:** the attention of the recipients will be divided between the screen and you. It's therefore vital for the delivery to be especially lively, clear and engaging.

## **Table croquet set**

A table croquet set offers a 3D alternative to the magnetic board and can stimulate good discussion. Sets are readily available second hand at modest cost. Buy one with very stable hoops, which usually means them having large weights at the bottom. Spread a large rough cloth or towel over a table to keep balls still, or use a carpeted floor.

**Tip** – setting up can be time-consuming, so get it ready beforehand. Move the balls by hand, not with the little mallets.

## **Videos**

Ealing CC has a professionally produced 6-minute video, showing four simple GC practice routines. Key Ealing Croquet Club into Google; scroll down the club home page to find the Croquet Coaching Video link to it at [https://www.youtube.com/watch?v=g\\_taa9vU2OM](https://www.youtube.com/watch?v=g_taa9vU2OM)

Basingstoke CC has a suite of AC and GC videos by Ian Harrison, typically around 30 minutes each. They move at pace but provide helpful reminders for those seeking video revision. Find them via the club website <https://www.basingstokecroquet.co.uk/>

Bob Kroeger has a wide range of illuminating short videos on YouTube, some using slow-motion. Examples are

AC and GC: Croquet Concentration

[http://www.youtube.com/watch?v=qKJzaz2\\_09Q](http://www.youtube.com/watch?v=qKJzaz2_09Q)

AC and GC: Nine hampered shots – close-up view

<https://www.youtube.com/watch?v=NzO-MS4HaJY&list=UUIXOwiUwsEeCp0B5aIb0oQQ&index=209>



## How to prepare for the AC Laws Test or GC Rules Test

All Grade 1 coaches need a secure working understanding of the common questions about the AC Laws or the GC Rules that arise in normal play at this level. The Laws and Rules tests do not require an exhaustive knowledge of the finer points of the Laws/Rules. Instead, a pass in the candidate's chosen code is designed to boost the confidence of new Grade 1 Coaches when asked to address typical queries from those they are coaching.

If you are seeking to qualify in only one code, you will take only one of the two tests; if in both codes, you will take both tests. Each test contains 20 questions on matters from the Laws or Rules in your chosen code that frequently crop up in normal play at AC Bronze level or GC C-level. The test is multiple choice. The time allocation is 30 minutes and the pass mark 85%. The test is 'open book' – you may consult the Laws or Rules as you complete the answers, so please bring your own printed copy of the AC Laws or GC Rules.

Proper preparation is important. Take the time needed to know your way around key questions arising in normal play at this level. For candidates seeking to become Grade 1 GC coaches, see the guidance below. For candidates seeking to become Grade 1 AC coaches, see the following page.

### *How to prepare for the GC Rules test*

You are not expected to be able to resolve all the issues that a GC referee must be able to address. You should however be able to explain how the GC Rules apply in those scenarios that can be expected to arise most commonly in normal Club or Federation GC play.

There are a number of tools available to assist you in preparing:

- **The Basic GC Rules.** Candidates will already be familiar with the Basic GC Rules as they form part of the Becoming a Club-Level Coach course syllabus. However, as a Grade 1 GC Coach you are expected to have deeper knowledge of the GC Rules.
- **The Full GC Rules.** The full set of GC Rules, now in its 6<sup>th</sup> Edition, is available on the CqE website at <https://www.croquet.org.uk/?p=games/golf/rules> and also as a printed booklet available via CqE Shop.
- **WCF Online GC Rules Study Pack.** In recognition that the GC Rules booklet can be a challenge to absorb, a series of briefings in MS PowerPoint, called the WCF Online GC Rules Study Pack are available at <https://worldcroquet.org/online-rules-training-and-study-pack> on the WCF website. Note that there are 16 modules, some with more than one briefing, so little-and-often may be the best learning approach.
- **CqE Website.** The CqE website has a number of webpages on GC Rules. While these have been designed for candidate referees, they cover much that commonly arises in competitive play, so should be very helpful to a candidate Grade 1 GC Coach. They can be accessed at <https://www.croquet.org.uk/?p=games/golf/refereeing>
- **CqE GC Rules Quiz.** To help candidates validate their understanding, a quiz is available on the CqE website at <https://worldcroquet.org/online-rules-training-and-study-pack/> that allows them to stipulate the range of questions that they wish to be quizzed on. The questions are multi-choice and, of course, being on-line, open book (even 'phone a friend!'). Once a question has been answered the system responds immediately checking the answer and providing the rationale for the right answer. Many find this a very useful learning approach. The quiz taken be taken as often as you like.
- **CqE GC Rules Theory Exam.** For completeness, the GC Rules Theory Exam, accessed from the same webpage as the GC Rules Quiz, is NOT part of the syllabus for this course.

## ***How to prepare for the AC Laws test***

The Basic Laws of Association Croquet, available online through the CqE website and from the CqE Shop, cover most common situations arising in normal play at Bronze level, but are not in themselves sufficient. As the full AC Laws are lengthy and complex, the quiz below is designed to guide you towards those sections you will find it most helpful to understand in preparation for the exam. Please become familiar with the paragraphs in the Laws listed in the right-hand column.

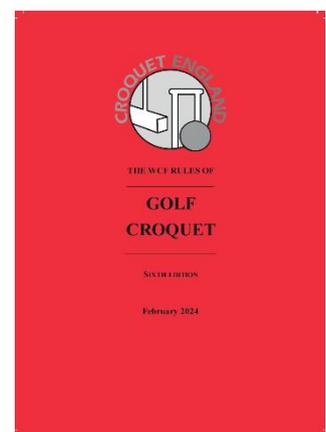
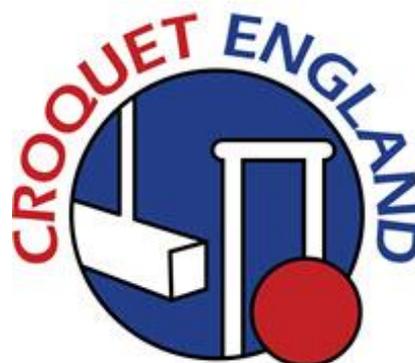
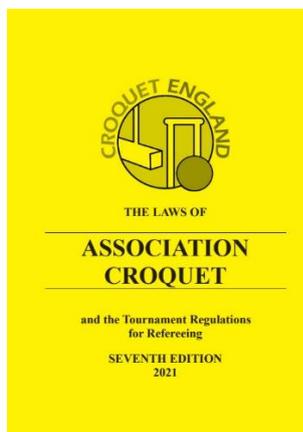
In this quiz, Ray owns Red and Yellow; Bab owns Blue and Black

### ***Question***

### ***Not sure? To check, see:***

<b>1</b>	Ray has just run hoop 1 with Red. With his continuation stroke he roquets Blue. When he plays the croquet stroke, his own ball, Red, glances off another ball, Black, and goes off the lawn. Ray puts Red on the yard line and signals to Bab to step forward for her turn. Is he right? Why?	Law 18.7, Ball off court ending turn
<b>2</b>	Ray swings with the intention of hitting the ball, but misses. He takes his stance again, swings and this time makes a good connection. Bab says his turn ended when he missed his ball and the ball should be replaced. Is she right? Why?	Law 8.3, Playing a stroke
<b>3</b>	Ray runs hoop 3 with Red from a croquet stroke. Once Red is clear of the hoop, it collides with Blue. Ray knows that both taking croquet and running a hoop earn a continuation stroke, and plans a sequence of moves to take full advantage of two continuation strokes. Is he right? Why?	Law 19, Continuation strokes, specifically 19.3
<b>4</b>	Red is on the corner 1 spot. Ray's swing is impeded by the corner flag, so he removes it and plays the shot, replacing it afterwards. Is he right? Why?	Law 6, Accessories, specifically 6.1 and 6.2
<b>5</b>	Red is close to the peg. Ray has a good sight of two of the three other balls. However, for Blue, Ray's preferred target ball, his swing is impeded by the centre peg, so he removes it to play the shot, replacing it afterwards. Is he right? Why?	Law 5, Equipment, specifically 5.1.3
<b>6</b>	Ray, playing Red, nudges his partner ball Yellow into the yard line area for a croquet shot, then takes croquet from where Yellow lies. Is he right? Why?	Law 14, Ball in the yard-line area, specifically 14.1 and 14.2
<b>7</b>	Ray runs hoop 2. His ball goes off the lawn, so he places it on the yard line and continues his turn. Is he right? Why?	Law 7.6, specifically 7.6.1 (read it carefully!)
<b>8</b>	Ray has both clips on peg. Playing Red, he roquets Yellow, as a result of which Yellow hits the peg. Ray removes Yellow from the game, plays a further shot to send Red to the peg, and claims victory. Is he right? Why?	Law 22.1, How a peg point is scored; Law 7.6, Events causing end of turn, specifically 7.6.3
<b>9</b>	Time is called in a timed game when the scores are level. Ray attempts to run his next hoop in order but the ball stops in the jaws. Both Ray and Bab agree it is not clear whether the hoop is run or not. No referee is present. Bab suggests that Ray retakes the shot. Is she right? Why?	Summary on Laws p104, Adjudicating Close Positions. For more detail see Law 20.6.1
<b>10</b>	Red is for hoop 7. However, Ray, playing Red, has turned in the wrong direction after running hoop 6. He now takes croquet near hoop 3, positions Red in front of the hoop, and with his continuation stroke sends Red through hoop 3. Ray now claims a continuation stroke for having passed through hoop 3. Is he right? Why?	Law 19, Continuation stroke, specifically 19.1 (read it carefully!)

<b>11</b>	Ray runs a hoop with Red, earning a continuation stroke. After passing through the hoop, Red ricochets off Yellow and comes to rest within the yard line area. Ray plays the continuation stroke from where Red lies. Is he right? Why?	Laws 17.1, When a roquet is made; 21.2, Hoop and roquet; 18.3, Placing balls for the croquet stroke
<b>12</b>	Red lands in a large divot near hoop 4 affecting the next shot. Repair is not practicable at this time. He elects to move it to Baulk A. Bab objects. Who is correct? Why?	Law 37.3, Special damage
<b>13</b>	Bab wins the toss and elects to go first, playing Blue. Ray then plays Red and passes play back to Bab. In this turn, Bab plays Blue again. Ray objects. Who is right? If Ray is right, what happens next?	Law 11.2.2, The third and fourth turns; Law 27, Playing a wrong ball, specifically 27.1.1.4 and 27.2
<b>14</b>	In a handicap game. Bab runs the last hoop so one clip, Blue, is now on the peg. The other three clips are not yet on the peg. As the Blue clip is on the peg, Bab decides to peg Blue out. Is she right? Why?	Law 43, Pegging out in handicap games
<b>15</b>	At the start of Ray's turn he plans to play Red, which is in the middle of the lawn. While stalking Red, Ray's mallet disturbs another ball, Black, which is live. He replaces Black and continues his turn. Is he right? Why?	Law 36.2.3, The striker interfering with another ball
<b>16</b>	Ray and Bab are playing a full lawn game. Ray wires Bab's Blue and Black from each other. Bab wishes to play Blue and discovers that, while Blue has a clear shot at Red, it has no clear shot at Yellow or at her partner ball Black. She claims a lift and moves Blue to baulk. Is she right? Why?	Law 16, Wiring lift. See 16, 16.1, 16.1.1 and 16.1.2
<b>17</b>	Faced with an awkward hoop running shot for Red's next hoop in order, Ray decides to use the edge of his shoe to help guide the mallet. Red passes through the hoop successfully. As soon as the stroke has been made, Bab objects. Who is right? Why?	Law 29 Faults. See 29.1 Actions that constitute faults; 29.2 Exemptions and limitations
<b>18</b>	Ray, playing Red, sees a Red ball that has ventured onto the lawn from another game and plays it, as if it were his own Red. Bab immediately objects but Ray says he played the ball in good faith and the shot should therefore stand. Who is right? Why?	Law 33, Using a ball that is an outside agency, specifically 33.1. See also 33.4
<b>19</b>	Ray asks for a bisque and plays the shot. He then realises that he should have asked for a half bisque and requests that the full bisque be replaced by a half bisque. Bab objects. Who is right? Why?	Law 42.4, Indication of intention (to play a bisque), including 42.4.1, 42.4.2 and 42.4.3
<b>20</b>	In a timed game, time is called during Ray's turn. He continues his turn and, having by then scored more hoop and peg points, declares himself the winner. Bab objects. Who is right? Why?	Law 61.1, Procedure when time expires, specifically 61.1.6



## Resources and links

### ***AC and GC coaching manuals***

These are the go-to point of reference and are available to download from the Croquet England website free of charge. Please visit the Coaching Resources page (link below) and click on the relevant manual. The AC Beginners manual is newly revised. For developing and improving AC players, consult the old AC manual. The GC manual is under revision. Some of this material is available in printed format through the Croquet England shop.

<https://www.croquet.org.uk/?p=games/coaching>

### ***Practice routines***

The AC and GC Manuals above contain a wealth of practice routines and practice games. See also the AC and GC routines on the Basingstoke GC site: to find them, go to the AC and GC tabs on the home page <https://www.basingstokecroquet.co.uk/>

### ***Coaching Under 18s***

Lead Coaches require additional certification, even if they are already Club-Level Coaches or Graded Coaches. This is for the protection of both under 18s and coaches. Without that additional certification, even Graded Coaches can operate only under the leadership and instruction of a qualified coach who also holds an under 18 Coaching Licence. See:

<https://www.croquet.org.uk/?p=games/coaching/u18>

### ***Mindset coaching***

While coaching technique and tactics may be home territory, material on how to coach the third element of successful play – mental focus – is less frequent. Try these notes by former England captain David Openshaw:

<https://www.croquet.org.uk/?p=games/coaching/MentalApproach>

### ***Oxford Croquet***

This is a superb resource for AC players. Note that, for Ian Plummer who runs the site, a beginner includes not only genuine beginners but also anyone at Bronze level.

<http://oxfordcroquet.com>

### ***CroquetDev***

Basic topics work for both AC and GC players. The more advanced material is for AC players. The site covers a wide range of topics, some with helpful animations of shot sequences.

<https://croquetdev.com>

### ***Printed material***

The books available at the Croquet England shop are all well worth using. Croquet England Premium Associates qualify for an 8% discount.

<https://www.croquetengland.org.uk/shop/>



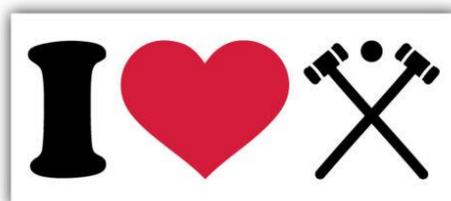
## Grade 1 coaching topics

### INDOOR GRADE 1 COACHING TOPICS

<i>AC</i>	<i>GC</i>
Preparing for a tournament Advising on how to choose a mallet	
Top tips for maintaining a tidy break The cut rush Tactics when time is running out Openings Setting up a leave after running hoop 11	When is Promotion a good tactic? Angled clearances Tactical use of the offside rule Warming-up routines Playing for the next hoop

### OUTDOOR GRADE 1 COACHING TOPICS

<i>AC</i>	<i>GC</i>
Using the "invisible ball" Making the most of AC bisques / GC extra turns	
Ideal positions in hoop approach shots Maintaining a three-ball break Digging a ball out of Corner 4 Using bisques to set up a break Planning ahead to score Rover off oppo Securing straight-line shots in break play	Nestling Countering the nestle Playing a hampered ball Deflections / in-offs Jumping Tactics in the first stroke of the game



## *So you want to coach Under 18s?*

That's great! Here's how:

<i><b>I already have an U18 Coaching Licence</b></i>	<i><b>I don't have an U18 Coaching Licence and would like one</b></i>	<i><b>I don't have an U18 Coaching Licence and don't plan to get one just now</b></i>
You're good to go. With a Coaching Licence, together with any level of CqE Coach qualification, you can lead groups containing U18s and can direct Coaching Assistants.	Excellent! See the <i>Coaching Children Safely</i> page on the CqE site (link below). Until you obtain your licence you can work as a Coaching Assistant with up to 2 U18s under the close direction of a Licensed Coach.	That's fine – but even as a qualified croquet coach you are restricted to the role of a Coaching Assistant, working with up to 2 U18s under the close direction of a Licensed Coach.

For more information see the CqE website:

<https://www.croquet.org.uk/?p=games/coaching/u18>