



## *Disability Inclusion Toolkit*



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## FOREWORD

In August 2021, Croquet New Zealand (CNZ) embarked on its Inclusion Project. This initiative was established to help demonstrate CNZ's vision, Croquet; a sport for everyone.

The Inclusion Project was designed to ensure that all New Zealanders, including those in the disabled community, knew that croquet was a sport that they could fully participate in. Developing resources, such as this one, assists clubs to have the knowledge and tools to enable participation of all potential new members.

Since beginning the Project, we have already seen positive results in Palmerston North and Wellington, and I am looking forward to seeing this project grow.

We are excited to continue working with organisations which specialize in supporting New Zealanders with disabilities, pairing them with croquet clubs around New Zealand and enabling more people to enjoy our fantastic sport.

It would be remiss not to acknowledge the work of CNZ's Inclusion Officer, Oliver Field, and the support of Sport NZ, Parafed Manawatu and dpsport Wellington as we began this journey. Thank you.

I hope you find the information in this resource useful.

A handwritten signature in cursive script that reads "Jake Inwood".

Chief Executive  
Croquet New Zealand

CNZ's Inclusion Project follows the Vision, Mission and Values of its 2021-2016 Strategic Plan.

### VISION

Croquet: A sport for everyone.

### MISSION

To enable quality experiences through the sport of croquet.

### VALUES

- Inclusive
- Respectful
- Enjoyable
- Resourceful

## PROJECT AIMS

CNZ is committed to making croquet a sport for everyone in the community. This means ensuring there is a safe and accessible environment for all of New Zealand's aspiring athletes to play croquet.

CNZ will facilitate introduction programmes to croquet through various specialised organisations, which will include learning the basics of the sport, experimenting with equipment, and playing in complete matches.

CNZ will foster the relationships between clubs, associations and the organisations to ensure that there are long-term opportunities for everyone. The initial focus will be on supporting disabled rangatahi and tamaraki through the Parafed network.

## WHAT IS INCLUSION?

**Inclusion: being accepted, empowered, valued, and actively participating in croquet.**

When dealing with people of different abilities, it's important to remember the following points:

- **Every experience should be a positive one.**

This should not only apply to inclusion programmes but to everything clubs do.

- **Individuals are experts in their own abilities.**

Allow each person to take the lead about what works for them in terms of equipment, technique and their approach to croquet.

- **Allow adaption and modification to suit the individual as much as possible.**

Croquet is already a unique sport in that it caters for a range of different players. Participants should be given freedom to adapt to the sport as best suits them.

- **Offer assistance but wait for a reply.**

Respect everyone's autonomy and allow them to have the final say about their own mobility.

- **Address the individual rather than the caregiver.**

Speak to participants directly and take their lead.

## STEP APPROACH

The STEP approach (**S**pace, **T**ask, **E**quipment, **P**eople) is a useful acronym that can help to adjust the way in which croquet is played in four ways:

Space	Change area to make it more accommodating.
	Example: Use fewer hoops or decrease the size of the lawn.
	CNZ Experience: Playing "Three Hoop Course" (Appendix C, page 10) was a great way to include players who didn't have the strength to play full matches on lawns. One club had a ¼ size practice lawn which worked perfectly for beginner players.
Task	Change the demands of the task in response to skill levels.
	Example: Allow players to take multiple shots for long distances between hoops.
	CNZ Experience: Certain players required some assistance to swing the mallet, particularly for longer shots. As they grew in confidence, they were able to do this better on their own. In some cases, the ball was also relocated to an easier position to hit the ball. This also protected the hoop and gave individuals more space.

<b>E</b> quipment	Modify equipment to meet different skill levels.
	Example: Adapted mallets, bigger hoops, lighter balls or different targets.
	CNZ Experience: Playing “Circle Stop Game” (Appendix C, page 9), or variants of it, helped to build initial confidence, especially if hitting through the hoop was proving challenging. Adapted mallets made a major difference, particularly for players in wheelchairs.
<b>P</b> eople	Change the number of players involved.
	Example: Utilise different groupings based on skill levels or allow players to take alternative shots.
	CNZ Experience: Partnering players with club members worked really well. For players who tired quickly, teams of three were used to play in some cases, and shots rotated to delay fatigue.

All the above suggestions can improve the enjoyment of the sport. Individuals’ needs on the day should always be considered. All of the CNZ experiences mentioned above have come from trying out different ideas and listening to the participants.

Read on for some further suggestions about equipment and facilities.

## EQUIPMENT

The club’s existing mallets can be used for any new player. Participants should try a range of mallets and be encouraged see what works best for them. For those players struggling with swinging technique, these approaches have proven useful:



### Side-on Two Hands

**Pros:**

- Easy to aim without assistance
- Allows for strength adjustment

**Cons:**

- Unnatural swinging angle
- Difficult to generate power



### Front Swing Two Hands

**Pros:**

- Easier to generate power
- Natural swinging angle

**Cons:**

- Difficult to aim without assistance
- Difficult to ensure clean contact





### Side-on One Hand Strapped

#### Pros:

- Easy to generate power
- Natural swinging angle

#### Cons:

- Mallet head tends to twist
- Difficult to ensure clean contact

Remember that these are just ideas and that it is important to take the lead of the individual.

Club equipment has been used by players with disabilities without making any adjustments as can be seen below:



CNZ will continue to revise technique advice for different players as more programmes take place and new challenges are encountered.

## ADAPTED EQUIPMENT

Adapted equipment has proven to be extremely useful and helped to minimize obstacles to the sport:

### Standard mallet



### Adapted mallet



As can be seen above, any way that croquet can be changed to suit the individual makes it accessible. This boy was able to enjoy the sport by playing on the ground but could compete and hit the ball cleanly by using the adapted mallet.

For more information about adapted equipment, please contact CNZ's Inclusion Officer, [Oliver Field](#) or manufacturer [Doug van Belle](#).



## INCLUSION TRAINING

Through the [Halberg Foundation](#), inclusion training can be held at clubs for members. These sessions include discussions about different disabilities, ways to make clubs more accessible, and approaches to adjusting how croquet is played to suit everyone.

As inclusion programmes occur around the country, CNZ will arrange for sessions to be held. However, if your club or association would like to have one independently, please contact your local [Halberg Adviser](#).

We encourage clubs to use this excellent resource.

## LAWN CARE

CNZ understands that clubs may be concerned about potential damage to lawns, especially with regards to wheelchairs, as lawn maintenance is costly. We have noted through our programmes that manual wheelchairs and prosthetic legs have been used on the lawns without any problem and without leaving any noticeable tracks. However, to ensure there is no damage, the following steps may be considered:

- Motorized wheelchairs or scooters should not be permitted on the lawns.
- Manual wheelchair tires should have smooth “slicks” or inverted tread tires to minimize any damage.
- Walking frames and crutches should have the base covered with rubber or a similar flat material.

- In the case of wet lawns, or lawns under repair, the club should use its discretion over whether damage could be done to the lawn and can consider postponing the programme. Early and clear communication should be made in this case.

## CLUB SUPPORT

Clubs will need to provide lawn space and equipment for these programmes. Having members available to assist and coach on the day has proven to be a fantastic way to harbour relationships with the organisations.

An observation from early sessions has been the positive effect younger club members can have in showcasing the sport, but all members’ help is greatly appreciated.

Clubs should also have an excellent attitude towards the disabled and wider community, which includes:

- Focusing on what disabled participants can do rather than what they cannot.
- Treating all disabled participants as individuals.
- Adjusting ways of doing things, including coaching, equipment, rules or environment, as far as possible.
- Being up-front if modifications, adjustments or other accommodations are not reasonably possible.

## PROGRAMME OPTIONS

Inclusion programmes can be a single day event or a multiple week programme, depending on the needs of the organisation and what the club can facilitate.

Possible frameworks can be found in Appendix A (page 7). Programmes should be adapted to suit the needs of different groups, with the focus on them picking up and enjoying the sport.

## CASE STUDIES

Our first programmes provided us with great knowledge about how best to deliver a memorable and enjoyable experience for players with disabilities. These Case Studies explain the planning process, implementation and findings of our projects.

CNZ will continue to update these and provide more as we continue our journey.

[Parafed Manawatu Case Study](#)

[dsport Wellington Case Study](#)

## HEALTH AND SAFETY

Looking after the safety of programme attendees is vital. Remember to bear in mind potential hazards such as hoops and balls, and to plan for any additional risks accordingly.

You can find a template of CNZ's Inclusion Risk Assessment Tool [here](#).

## TESTIMONIES

Clubs can benefit from the Inclusion Project through greater exposure to the community, developed understating of a variety of groups, and a potential increase in playing members, administrators and volunteers. Here are some accounts from individuals who have been involved in the CNZ led programmes:

### **Manawatu club committee member:**

*"This programme has given me and our club a new appreciation for what this sport can offer. We went in with blind eyes but once we saw the kids and parents embrace this programme, our eyes were certainly open. I'm excited to see where it can go in the future."*

### **Jacob (12) - wheelchair user:**

*"There are so many opportunities for me with this sport. I love that you can compete on the lawn and then have a chat with everyone afterwards. It's been a great way for me to make new friends. I'll definitely keep playing croquet. I reckon it's an awesome sport for me."*

### **Parent:**

*"Physical activity is generally difficult for our son as he has struggled with his ankles and mobility. In croquet, we found a great fit as he was able to compete fully against club members. He loved the challenge! It feels like something we could do together as a family."*

### Manawatu Disability Sport Development Advisor:

*"It has been an amazing opportunity to see our members process forward and to feel part of a club so willing to include all their abilities. They learnt a new skill set which was taken to a level where they felt they were accepted and a part of a membership."*

### Wellington Disability Sport Development Advisor:

*"The programme exceeded our expectations. All our members had a great time and we were particularly pleased about how long they could play for. We're looking forward to having this as a regular event in our season. Croquet definitely feels like a game for everyone."*

## NEXT STEPS

CNZ will continue to host programmes around the country. These include, but are not limited to the following:

- Projects across the country in association with the Parafed sports network.
- Projects in association with Blind Sport New Zealand and Special Olympics.
- Presence at the Halberg Regional Games and Halberg National Games.
- Follow-up of current regions in which programmes have taken place.
- Providing sustainable resources for associations and clubs across the country.

## APPENDIX A: PROGRAMME EXAMPLES

All games and drills mentioned can be found in Appendix B & C.

### 4 Week Programme – one hour each

Week 1	<ul style="list-style-type: none"> <li>- Basics (aim of the sport, swing, lawn care)</li> <li>- Equipment tryouts <ul style="list-style-type: none"> <li>- Have a range of mallets available</li> </ul> </li> <li>- Hoop running drill</li> <li>- Hole-in-one game</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>- Basics refresher</li> <li>- Circle stop game</li> <li>- Marbles roquet game</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>- GC rules and demonstration</li> <li>- Casual doubles matches <ul style="list-style-type: none"> <li>- Allow players to complete the GC course with adaptive rules</li> </ul> </li> </ul>
Week 4	<ul style="list-style-type: none"> <li>- GC doubles matches with club members <ul style="list-style-type: none"> <li>- As many hoops as time permits</li> </ul> </li> </ul>

### 1 Day Programme – two hours

Hour 1	<ul style="list-style-type: none"> <li>- Basics (aim of the sport, swing, lawn care)</li> <li>- Equipment tryouts <ul style="list-style-type: none"> <li>- Have a range of mallets available</li> </ul> </li> <li>- 3 hoop course game</li> </ul>
Hour 2	<ul style="list-style-type: none"> <li>- GC doubles matches <ul style="list-style-type: none"> <li>- Use adaptive rules for multiple shots to give a feel for the sport</li> </ul> </li> </ul>



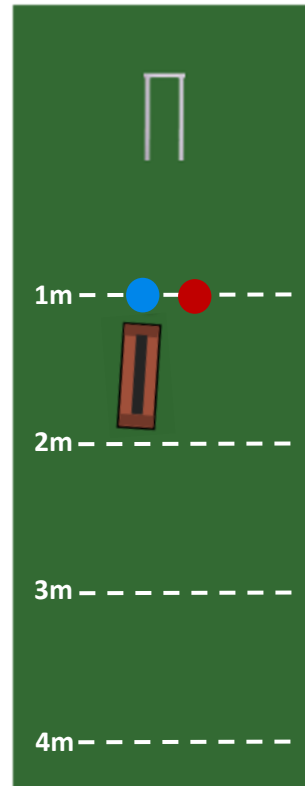
## APPENDIX B: DRILLS

### Hoop Running Drill

Introduce a hoop and demonstrate hitting through it. Divide the group into pairs, give them each a ball and assign them to a hoop. Starting from one metre away, they should take turns to hit through. Each time they run a hoop they should move another metre away. Ideally, each pair should have a volunteer to assist and switch out mallets as necessary.

Benefits:

- Introduces the most basic goal of croquet.
- Demonstrates the difficulty of running a hoop.
- Allows players to become familiar with equipment.



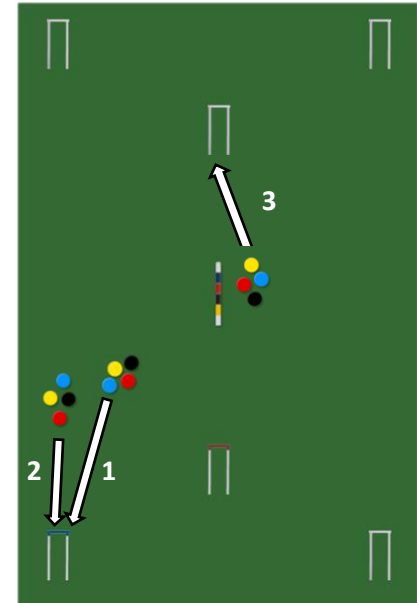
## APPENDIX C: GAMES

### Hole-in-one Game

Assign a hoop to a group of up to four players. One player chooses the starting area. Each player only has one shot to get through a hoop. If no one goes through, the exercise is repeated with a different player choosing a new starting spot. Rotate according to ball colour.

As soon as a ball is through, that hoop is run and whoever gets it through can choose the next hoop and starting spot.

Example game: Blue chooses to go for Hoop 1, but everyone fails (1). Red places the starting point closer, and yellow goes through (2). Yellow then chooses to go for Hoop 6 (3).



Benefits:

- Introduces a basic concept of golf croquet.
- Builds shooting skills.
- Introduces playing shots with other balls in the area.

## Circle Stop Game

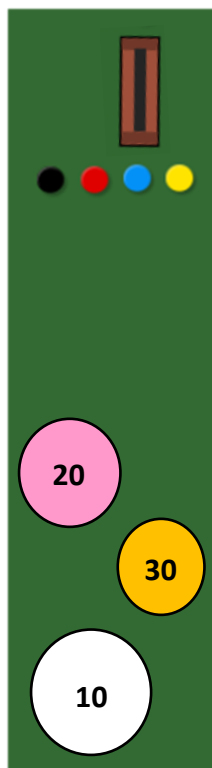
Place down three targets of different sizes on the lawn. Have the players hit shots attempting to stop the balls on the targets.

The targets can be made of PVC, paper, plastic, or any material which is suitable for the lawn and flat enough to be stopped on. Different shape designs can also be used for younger players, and different points can be assigned to each target.

Alternative: Use the centre peg as a target, but players should try to get as close to the peg without hitting it. If players struggle to do this, change the aim to simply hitting the peg.

Benefits:

- Builds shot distance control skills.
- Builds aiming skills.
- Gives players a different target to aim at other than a hoop.



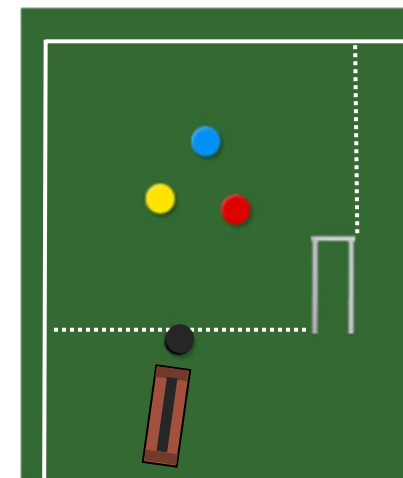
## Marbles Roquet Game

Using a 7-yard square (corner hoop to boundaries) start with one ball on the boundary and the other three inside. Players should try to knock one or more balls out of the square while keeping theirs inside. If a ball is cleared **and** the striker's ball remains in the square, they may have another shot.

Players get a point for each ball they clear while keeping their ball inside. Rotate and the first to 7 points is the winner.

Benefits:

- Builds basic roqueting skills.
- Builds aiming skills.
- Introduces competitive clearing and controlled shots.



## Three Hoop Course Game

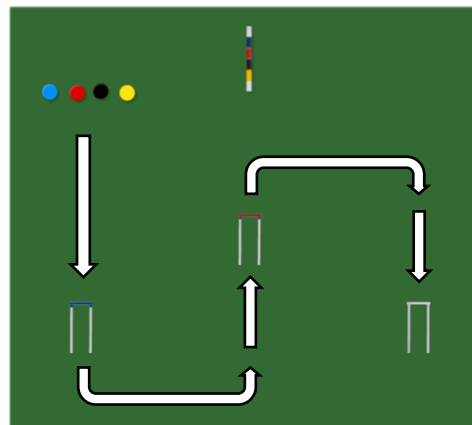
Starting in line with the peg,  
and going in the primary order,  
play a mini game of GC through  
these 3 hoops and following  
the course shown here.

Assist players where necessary and allow them to re-hit shots if they don't make proper contact.

Benefits:

- Introduces turn taking and ball order.
- Short course helps for individuals who can't hit the ball as far.
- Can be repeated and adapted as necessary.

**Any other coaching drills or games that benefit beginner players can also be used.**



## REFERENCES

# Croquet New Zealand Coaching Programme Level 1

[Sport New Zealand Disability Inclusion Policy](#)

## Aktive Community Engagement Toolkit

## Aktive Understanding Disability Toolkit

## Halberg Language Reference Guide

## Reigate Priory Croquet Club Graphic Lawn Designer

## OUR PARTNERS

Proudly supported by:



With special thanks to:



## CONTACT

Oliver Field – CNZ Inclusion Officer

[inclusion@croquet.org.nz](mailto:inclusion@croquet.org.nz)

02040433492