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Sosin et al.

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(54) **AIDS FOR CROQUET: PRACTICE TRAINING AIDS AND “ON-MALLET” PLAYING AIDS**

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(58) **Field of Classification Search**

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USPC 473/150, 257, 260, 261, 265, 410, 420
See application file for complete search history.

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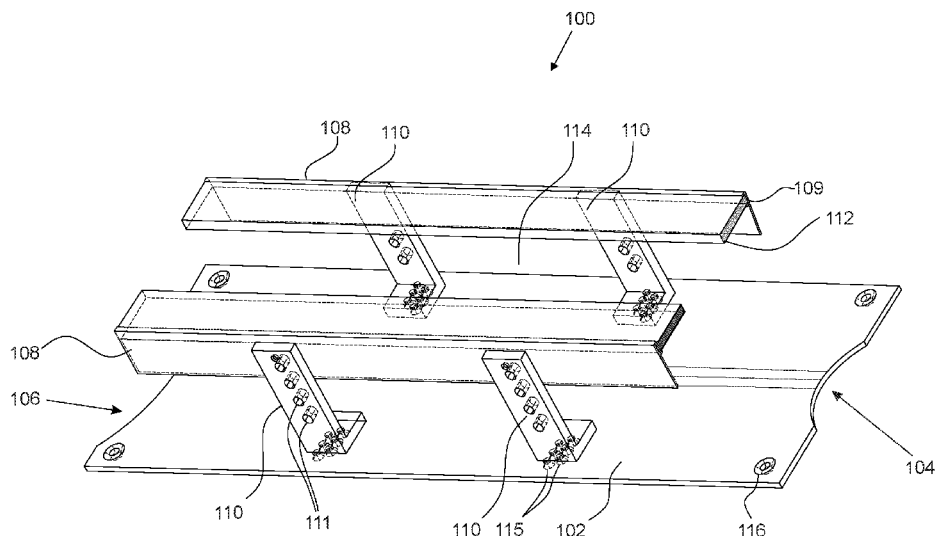
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(57)

ABSTRACT

The technology provides practice aids for developing croquet skills and on-mallet playing aids for improving croquet play. The practice aids are used while practicing croquet and offer benefits such as immediate feedback and practice shot repeatability. The practice aids may include a swing trainer, a single ball shot trainer, a croquet shot maker, a cannon shot maker, a mallet alignment tool, a take-off trainer, a hoop maker, and a wiring trainer. The on-mallet playing aids are used while practicing and during croquet games since the rules of croquet allow a player to mark a mallet. The on-mallet playing aids offer benefits such as improved in-game shot setup and improved shot precision. The on-mallet playing aids may include a single ball shot playing facilitator, a take-off playing facilitator, and a croquet-shot playing facilitator. The practice aids and the on-mallet playing aids may offer different ways of achieving a same result.

6 Claims, 13 Drawing Sheets



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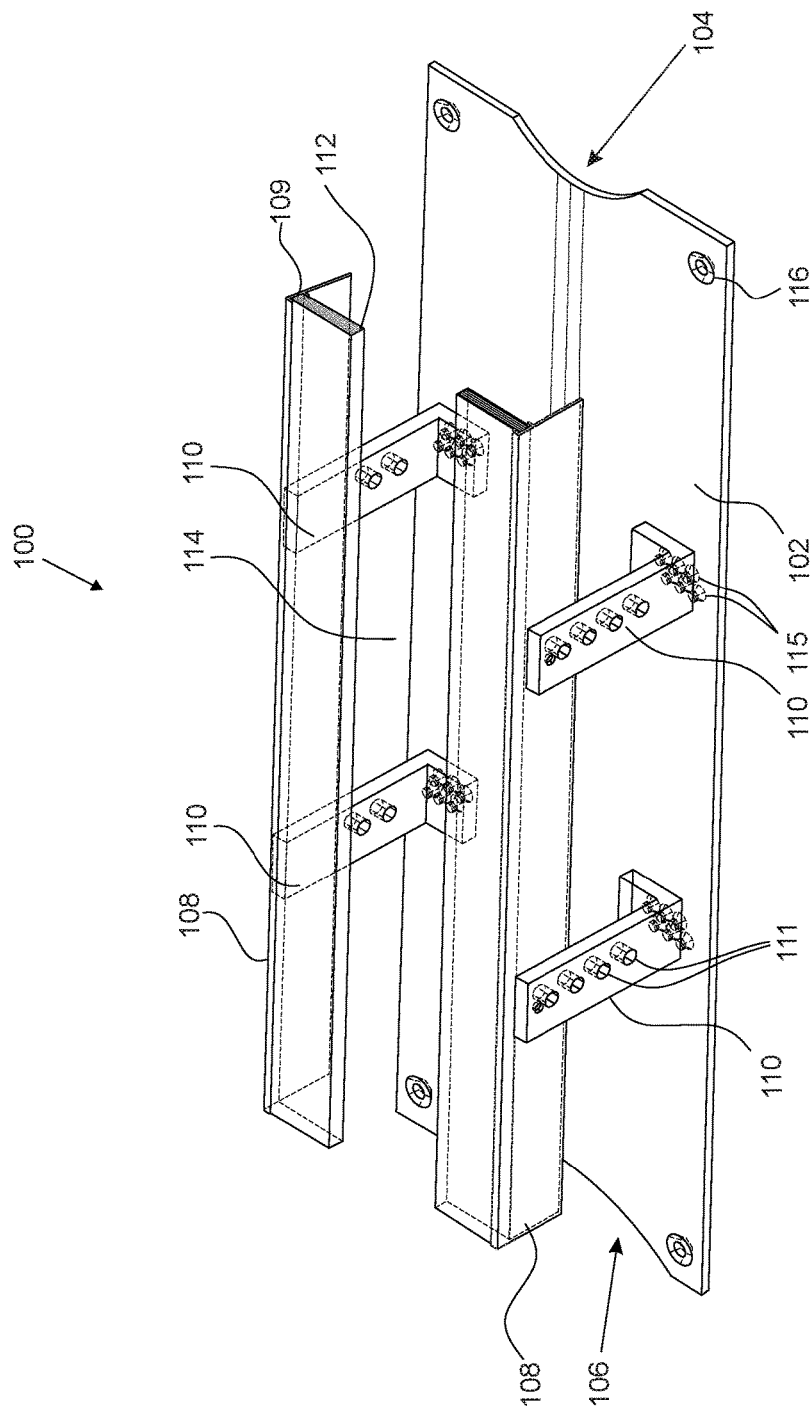


Figure 1

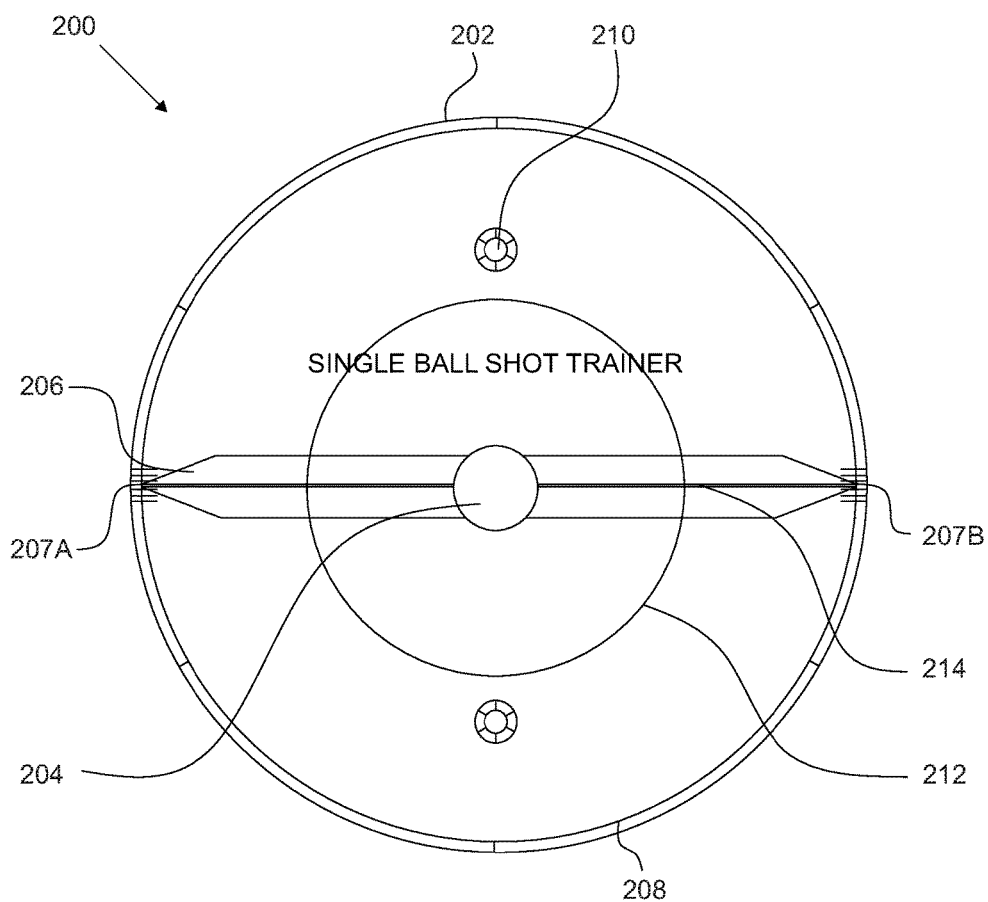


Figure 2

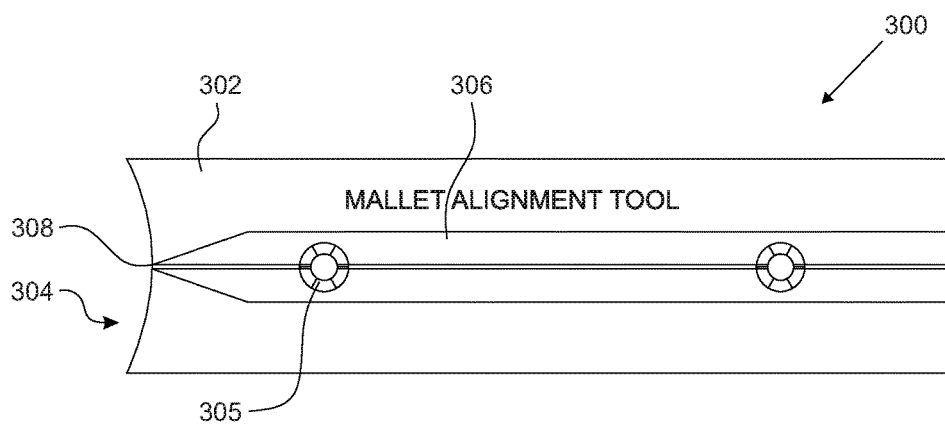


Figure 3

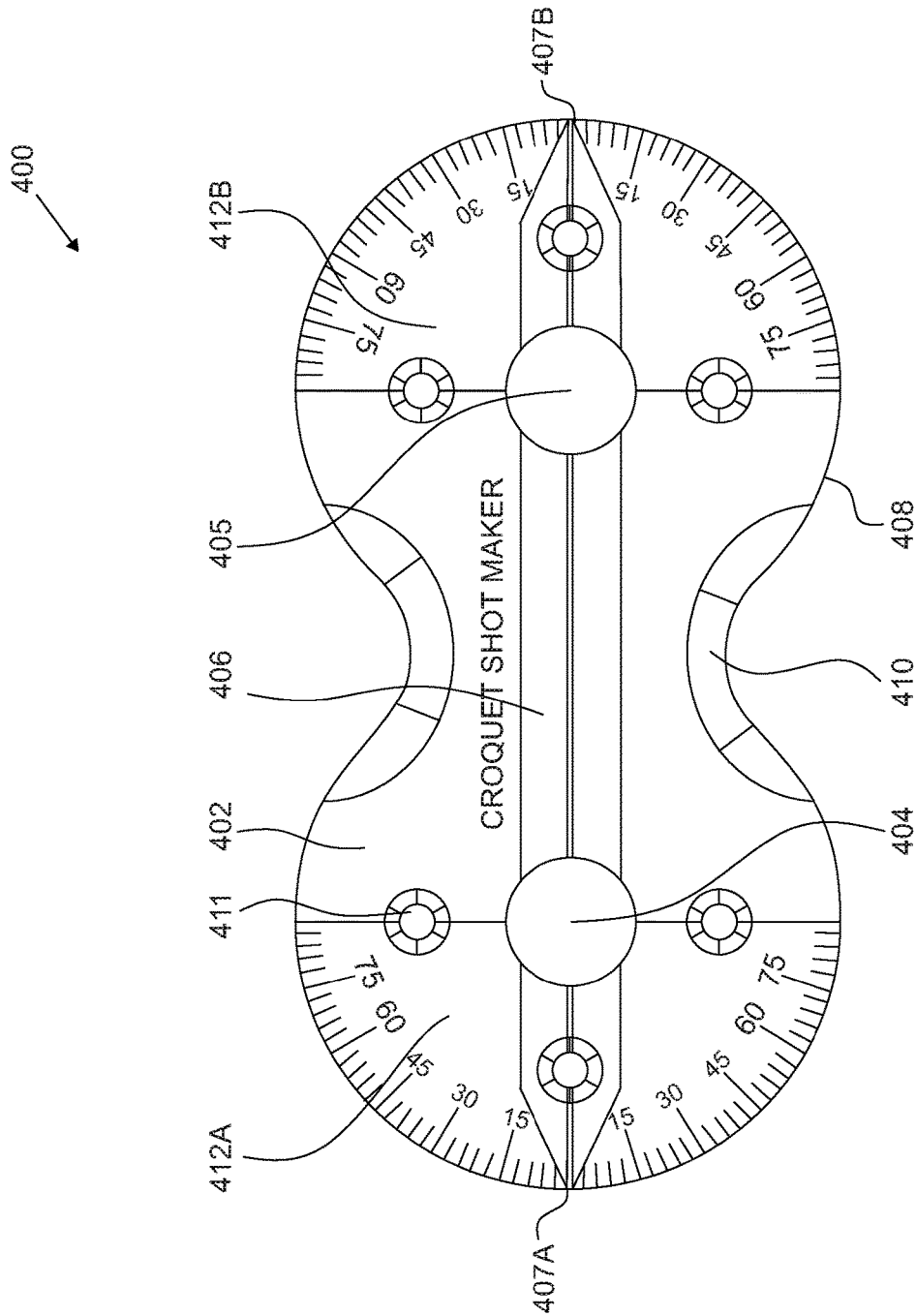


Figure 4A

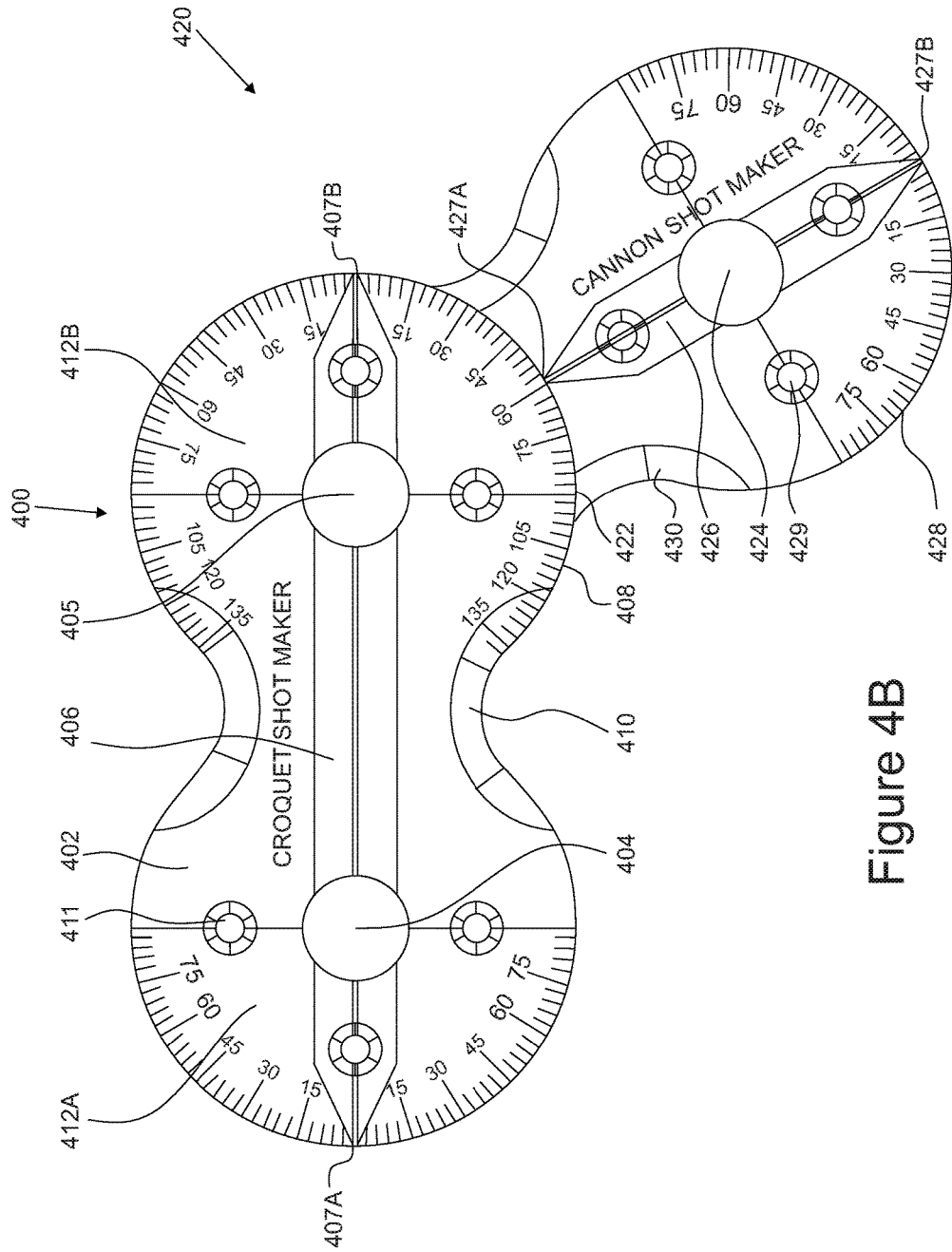


Figure 4B

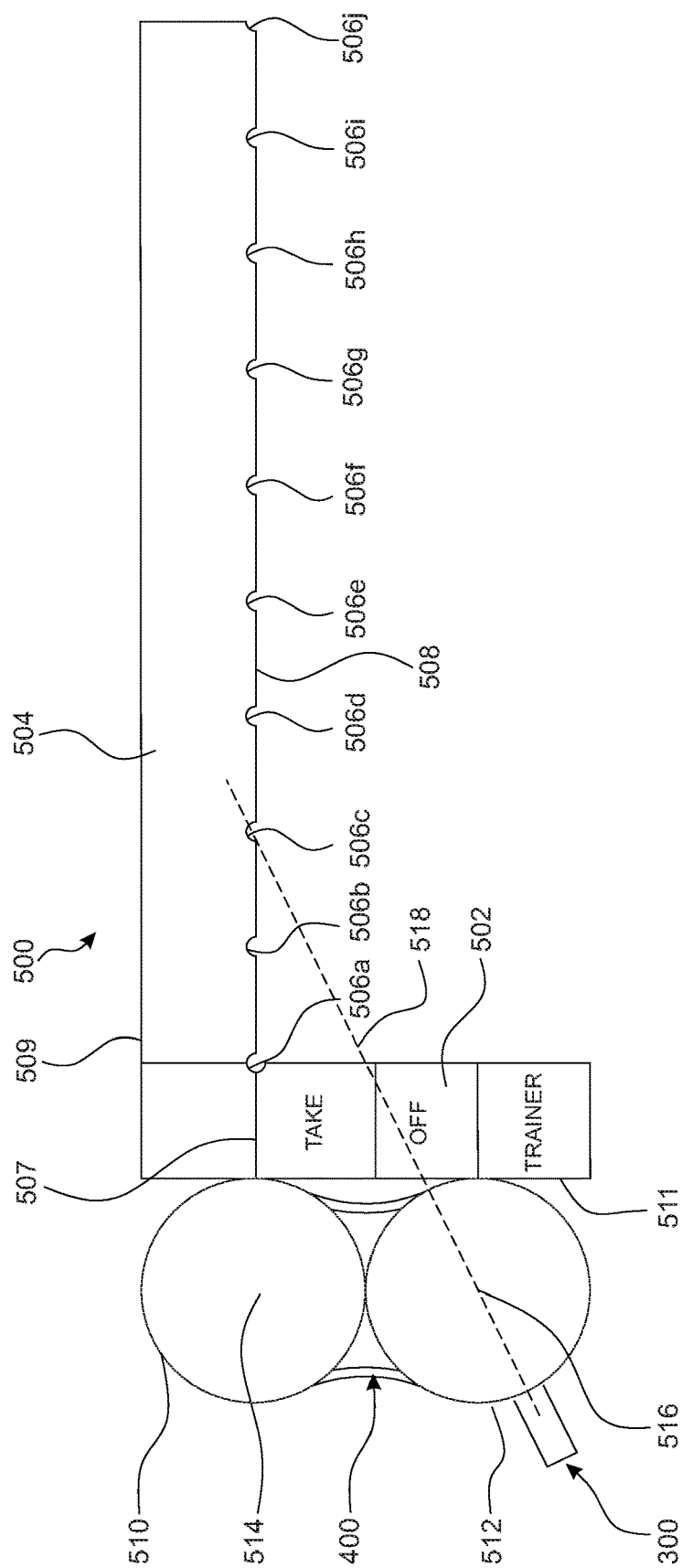


Figure 5

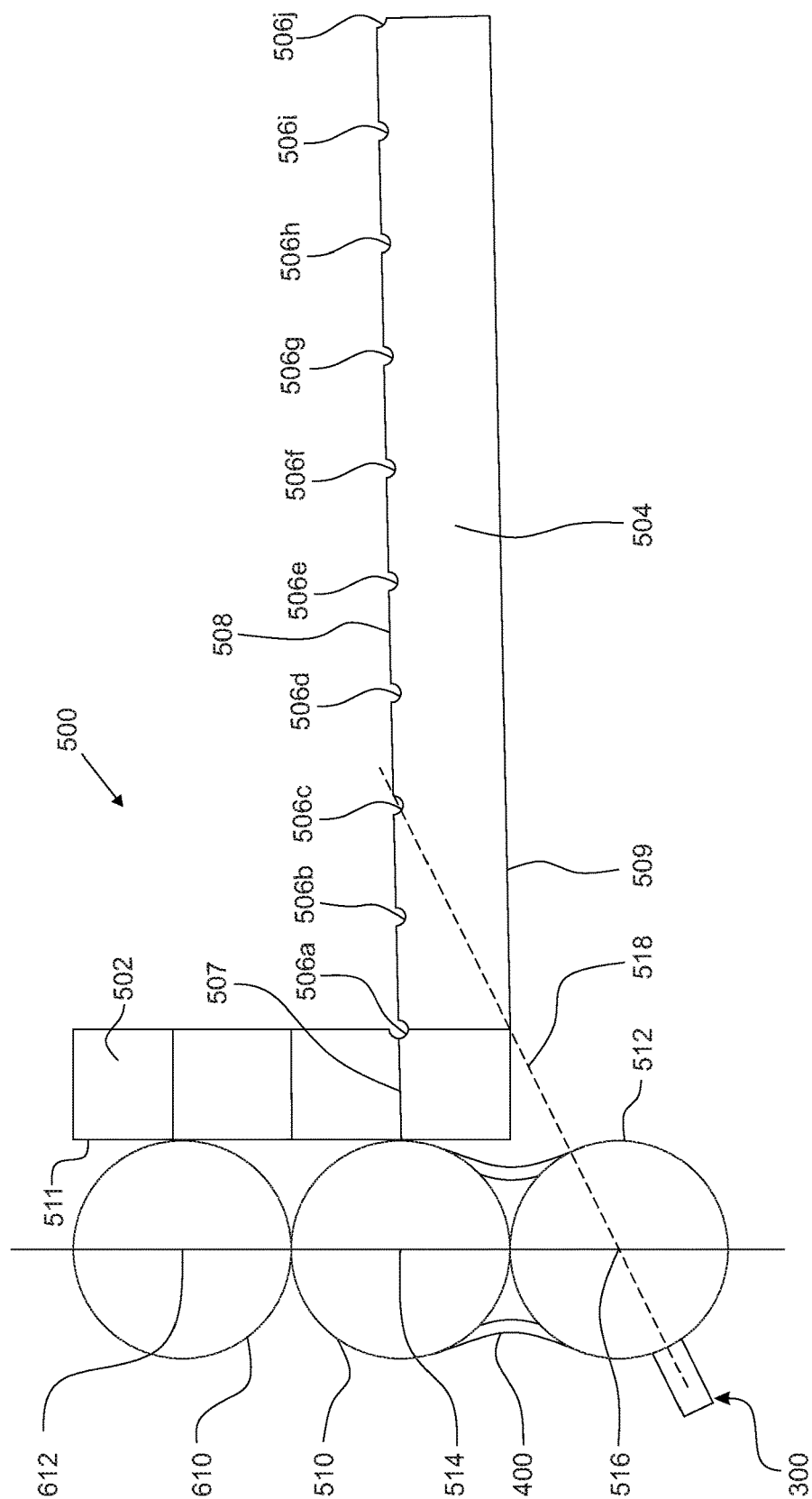


Figure 6

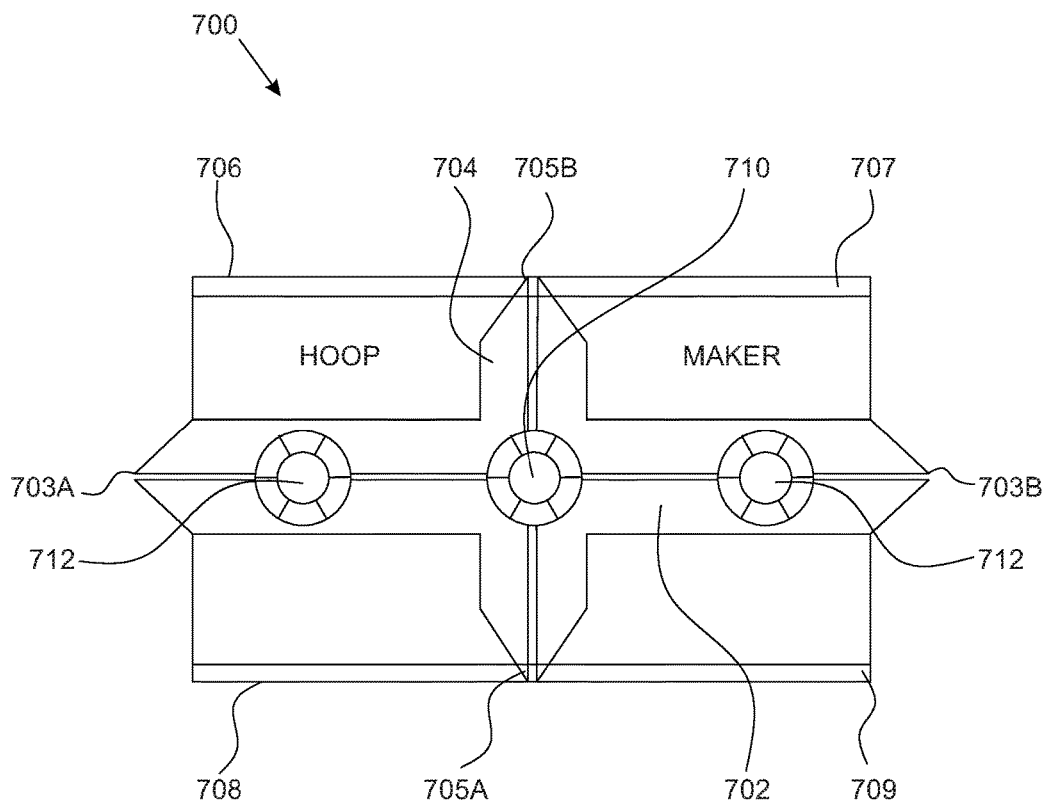


Figure 7

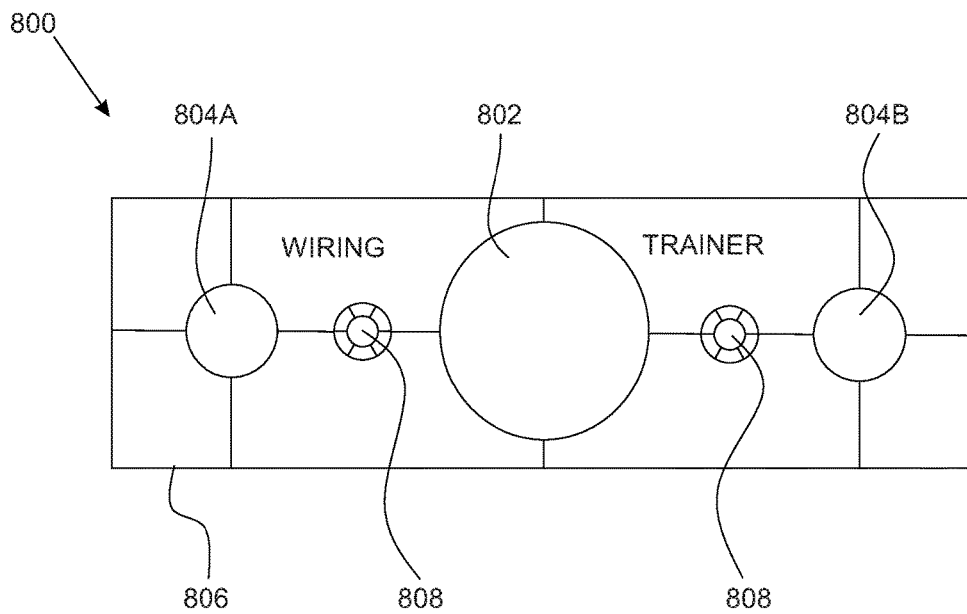


Figure 8

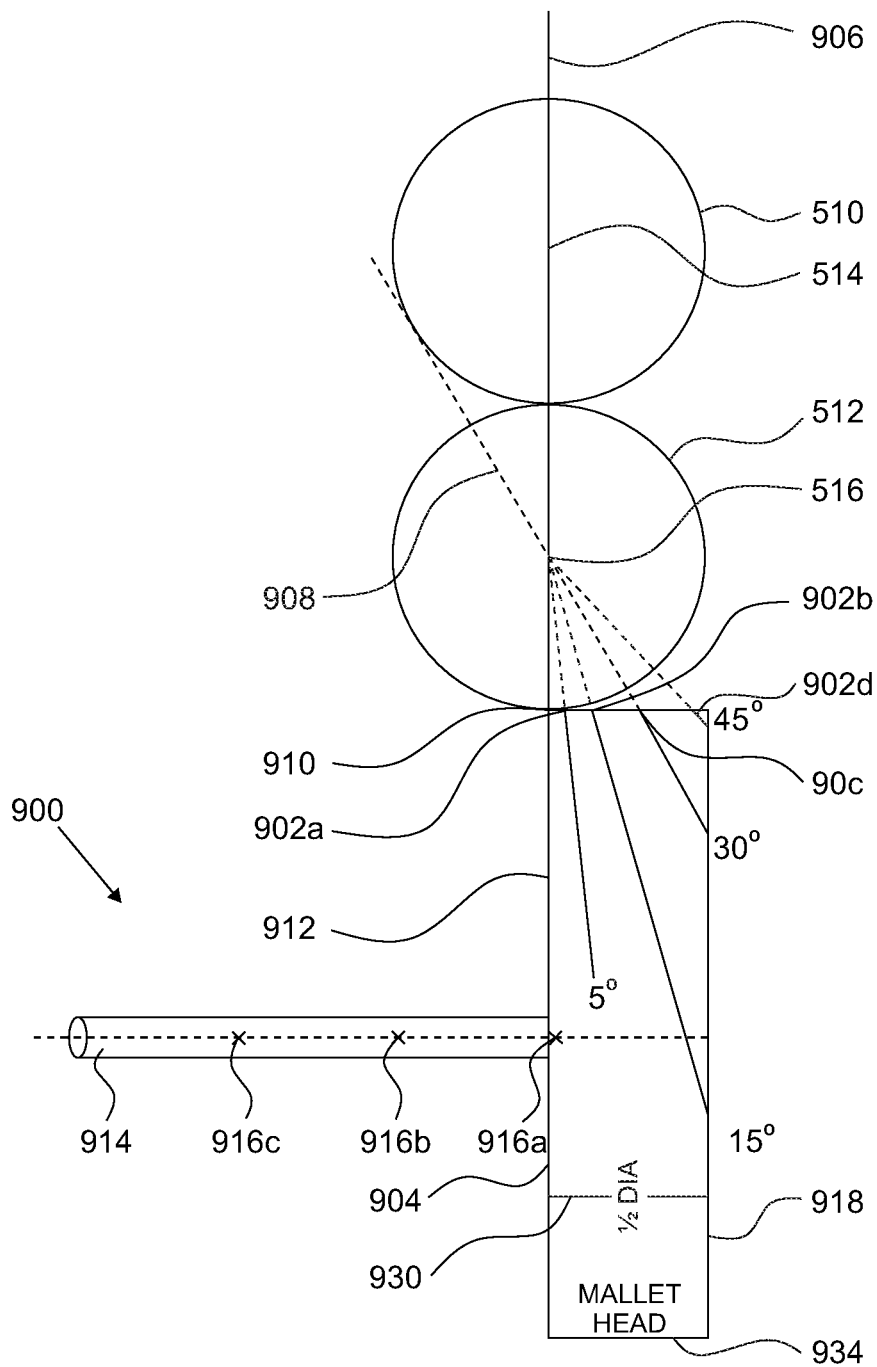


Figure 9A

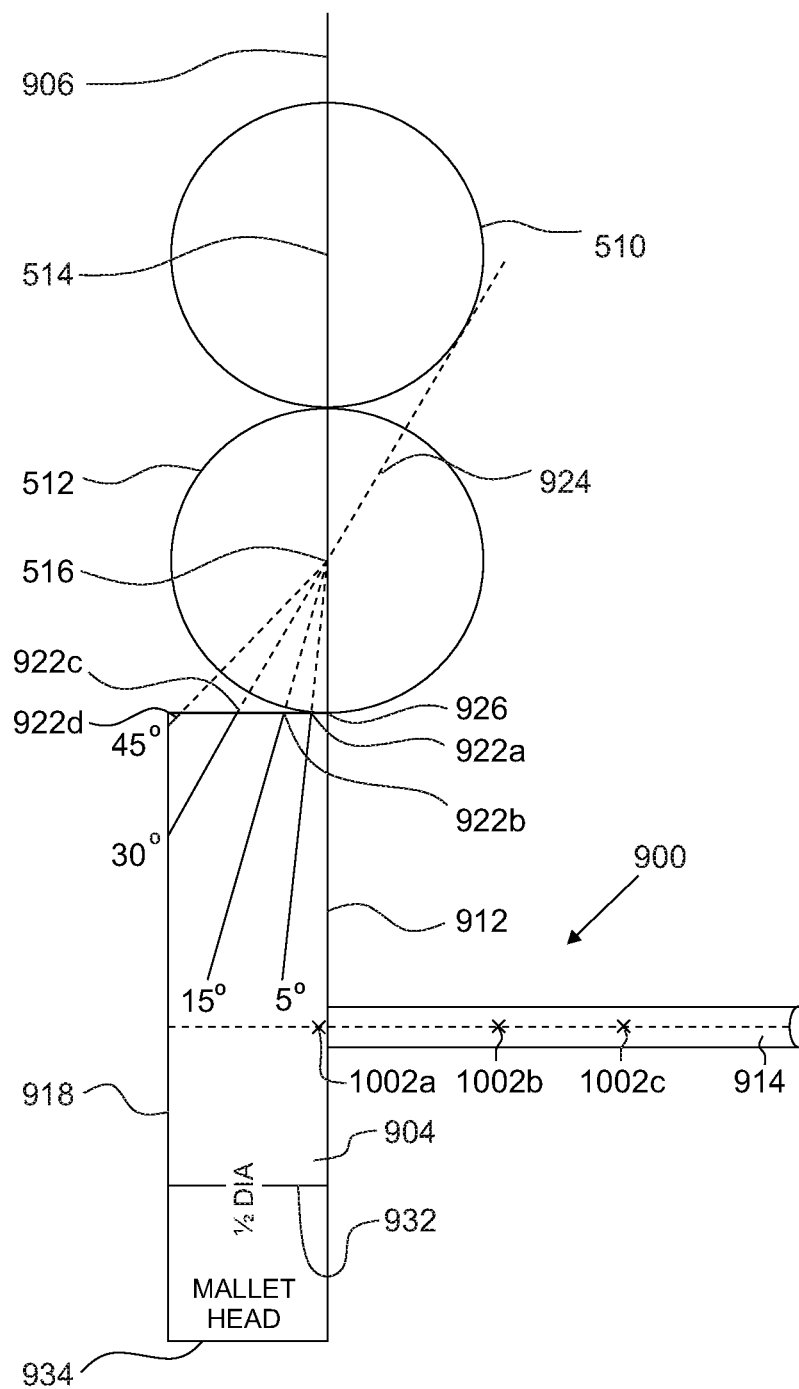


Figure 9B

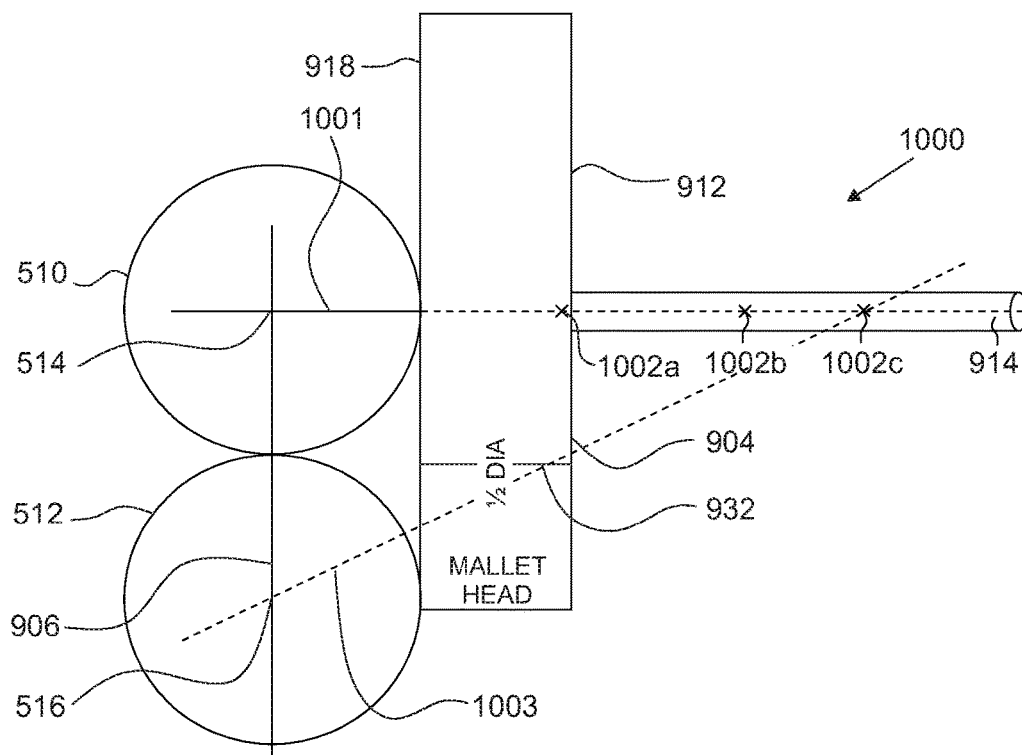


Figure 10

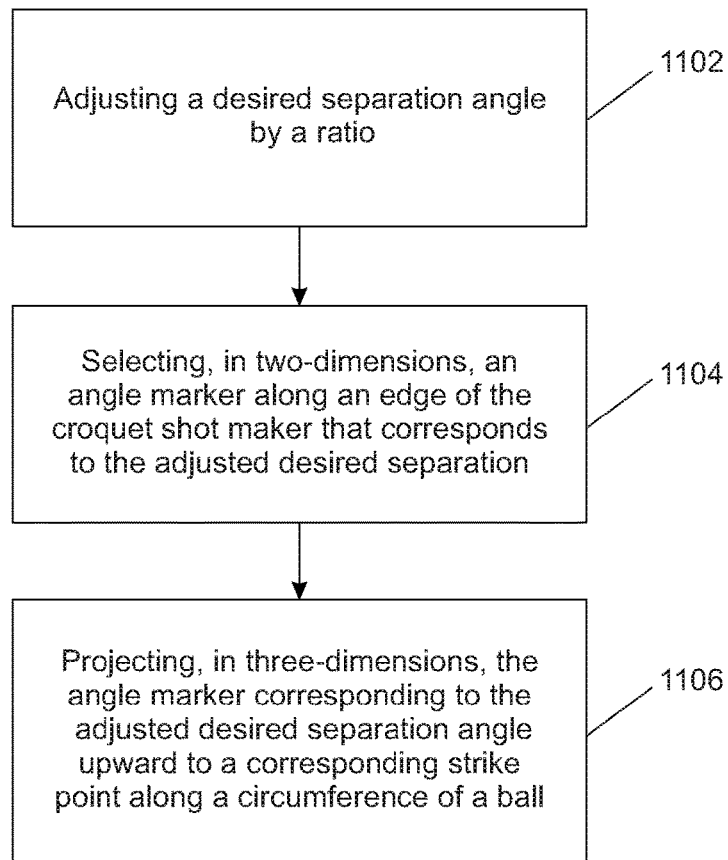
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Figure 11

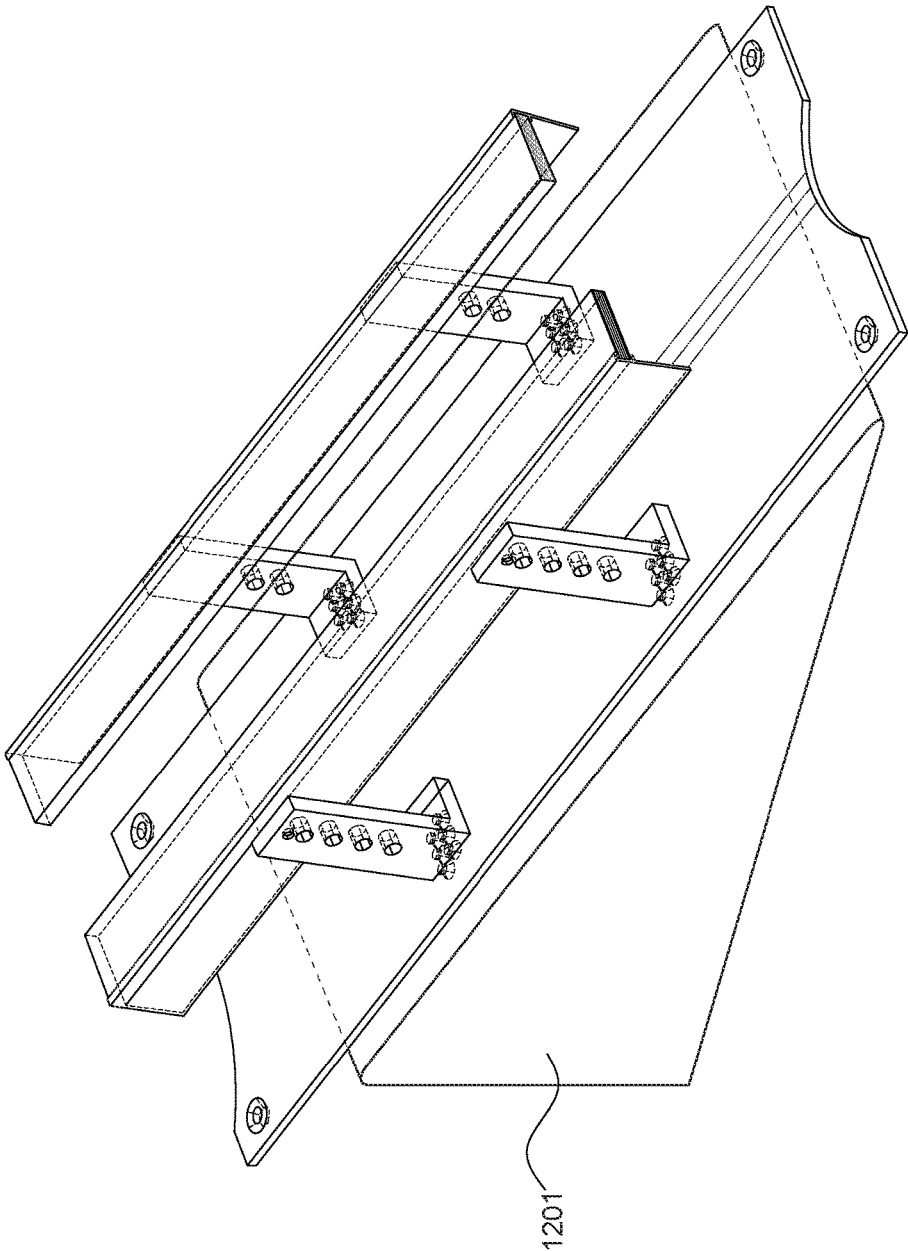


Figure 12

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AIDS FOR CROQUET: PRACTICE TRAINING AIDS AND "ON-MALLET" PLAYING AIDS

FIELD OF THE TECHNOLOGY

The present technology broadly relates to novel implements used to enhance performance of a game, more specifically to novel implements used to enhance performance of a game that employs balls and an instrument for striking a ball, and still more specifically to novel practice training aids and on-mallet playing aids used to enhance playing of croquet.

BACKGROUND OF THE TECHNOLOGY

Croquet is a game that involves hitting balls with a mallet. There are several types of shots in croquet. A first shot type is called a "single ball shot" and involves causing the mallet to hit a ball. The single ball shot may direct a ball toward a particular location either on or off of the croquet court such as toward or through a hoop (the international name) or a wicket (the American name); at a peg (international name) or at a stake (American name); or toward another ball. When directed at another ball, a player's goal may be simply to just touch ("roquet") the second ball (the "object" ball) or to move ("rush") the object ball a particular distance, either straight ahead (a "straight" rush) or at an angle (a "cut" rush).

A second shot type is called a "croquet shot." After one ball hits another, the rules of croquet require two actions. First, the hitting or "striker" ball must be picked up and placed in contact with the struck or "croquet" ball. The contact point may be anywhere on the croquet ball at the selection of the player. Further, the rules require the striker and croquet balls to remain in contact prior to the croquet shot. Second, the player must use his mallet to hit the striker ball and only the striker ball such that both balls move or at least shake. Impacting the striker ball usually causes both balls to advance to new locations. The croquet shot causes both balls to travel certain distances and may end up separating the balls by a desired angle. A "straight croquet" shot occurs if both balls travel in basically a same direction with different distances. A "split" shot occurs if both balls travel different directions and distances.

One strategy employed during a croquet shot involves moving the croquet ball a small distance or causing it only to shake during take-off. When these shots cause the two balls to deviate by approximately 90 degrees they are called "take-offs." Another strategy employed during either a croquet shot or a single ball shot is called "peeling," which involves causing a ball, other than a player's own ball, to run to its next hoop and thereby score a point for the ball. A peel can be accomplished with a rush shot, a croquet shot, or a take-off.

A third shot type is called a "cannon shot." The cannon shot occurs when a ball is rushed to a boundary and settles directly behind another ball such that the two balls seek to occupy a same space. In this case, the croquet shot is set up as discussed above, with the striker ball contacting the croquet ball. Furthermore, a third ball is placed in contact with the croquet ball such that a gap is provided between the third ball and the striker ball. The gap may be small or large at the option of the player.

Shots in croquet require extreme precision. For example, a single ball shot aimed to pass through a hoop typically has a clearance of no more than $\frac{1}{8}$ " on each side. In tournament

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play, the clearance may be as little as $\frac{1}{64}$ ". When aiming one ball at another ball in an attempt to roquet or rush the object ball, misaligning the striker ball by $\frac{1}{8}$ " may cause it to entirely miss an object ball positioned barely 5' away.

There are at least three skills that must be mastered to consistently and correctly hit a croquet shot. First, the croquet shot should be hit at a correct angle. This involves forming a correct angle between (1) a line that extends through the centers of the touching striker and croquet balls and (2) a line that extends through the center of the striking ball along a path of the striking mallet. Second, the striker ball should be hit with a proper force. Third, the player should use the correct "shot type." In other words, the player should correctly angle the face of the mallet during impact, should hit a correct contact point on the striker ball with the mallet, and should direct the mallet into the striker ball at the correct path angle. A small mistake in any of these three areas may cause a croquet shot to fail. This may end a turn or, even worse, lose a game.

It takes years for a croquet player to understand and gain the skills needed to execute shots during a game. While there are books and videos that describe, illustrate, and even demonstrate various single ball shots and croquet shots, there are virtually no aids that train a player in execution of these shots. Furthermore, there are virtually no practice training aids that provide feedback to indicate and fix errors. Additionally, there are no playing aids that aid actual play. Other drawbacks exist.

BRIEF DESCRIPTION OF THE FIGURES

FIG. 1 illustrates a swing trainer according to one example of the technology;

FIG. 2 illustrates a single ball shot trainer according to one example of the technology;

FIG. 3 illustrates a mallet alignment tool according to one example of the technology;

FIG. 4A illustrates a croquet shot maker according to one example of the technology;

FIG. 4B illustrates a cannon shot maker provided alongside the croquet shot maker of FIG. 4A, according to one example of the technology;

FIG. 5 illustrates a take-off trainer according to one example of the technology;

FIG. 6 illustrates an alternative arrangement for the take-off trainer according to one example of the technology;

FIG. 7 illustrates a hoop maker according to one example of the technology;

FIG. 8 illustrates a wiring trainer according to one example of the technology;

FIG. 9A illustrates a mallet positioned behind a croquet shot such that a first side of the mallet head faces upwards;

FIG. 9B illustrates a mallet positioned behind a croquet shot such that a second side of the mallet head faces upwards;

FIG. 10 illustrates a mallet arranged to set-up a take-off shot with the second side of the mallet head facing upwards;

FIG. 11 illustrates a flowchart of an example method according to one example of the disclosure; and

FIG. 12 illustrates a swing trainer placed on a wedge-shaped surface according to one example of the technology.

DETAILED DESCRIPTION OF THE TECHNOLOGY

It will be appreciated that for simplicity and clarity of illustration, where appropriate, reference numerals may be

repeated among the different figures to indicate corresponding or analogous elements. In addition, numerous specific details are set forth in order to provide a thorough understanding of the examples described herein. However, it will be understood by those of ordinary skill in the art that the examples described herein may be practiced without these specific details. In other instances, methods, procedures, and components have not been described in detail so as not to obscure the related relevant feature being described. Also, the description is not to be considered as limiting the scope of the examples described herein. The drawings are not necessarily to scale and the proportions of certain parts may have been exaggerated to better illustrate details and features of the present disclosure. Those skilled in the art with access to the teachings provided herein will recognize additional modifications, applications, and examples within the scope thereof and additional fields in which the technology would be of significant utility.

Unless defined otherwise, technical terms used herein have the same meaning as is commonly understood by one of ordinary skill in the art to which this disclosure belongs. The terms “first,” “second,” and the like, as used herein do not denote any order, quantity, or importance, but rather are used to distinguish one element from another. Also, the terms “a” and “an” do not denote a limitation of quantity, but rather denote the presence of at least one of the referenced items. The term “or” is meant to be inclusive and means either, any, several, or all of the listed items. The terms “comprising,” “including,” and “having” are used interchangeably in this disclosure. The terms “comprising,” “including,” and “having” mean to include, but are not necessarily limited to the things so described.

The terms “connected” and “coupled” can be such that the objects are permanently connected or releasably connected. The term “substantially” is defined to be essentially conforming to the thing that it “substantially” modifies, such that the thing need not be exact. For example, substantially 2 inches (2”) means that the dimension may include a slight variation.

The technology described herein may be employed to develop croquet skills and improve croquet play. According to one example, the technology may include practice aids that develop croquet skills and on-mallet playing aids that improve croquet play. As will be described below, the practice aids and the on-mallet playing aids may offer different ways of achieving a same result. According to one example, the practice aids are intended for use while practicing and offer benefits such as immediate feedback and practice shot repeatability, among other benefits. The on-mallet playing aids are intended for use while practicing and during croquet games since the rules of croquet allow a player to mark a mallet. The on-mallet playing aids offer benefits such as improved in-game shot setup and improved shot precision, among other benefits.

According to one example, the practice aids may include a swing trainer, a single ball shot trainer, a croquet shot maker, a cannon shot maker, a mallet alignment tool, a take-off trainer, a hoop maker, and a wiring trainer, among other practice aids. According to one example, the practice aids may be constructed from a material that withstands repeated impacts from a croquet mallet. For example, the practice aids may be constructed from metal, plastic, wood, or the like. According to one example, the practice aids may be constructed from LEXAN™ polycarbonate sheets having a thickness in a range of $\frac{3}{32}$ " to $\frac{1}{2}$ ". According to one example, the swing trainer teaches a player to position a mallet face square to a target line prior to impact. Addition-

ally, the swing trainer may teach a player to hit a ball at a desired location such as dead center. According to one example, the single ball shot trainer enhances player skills by including markings that indicate where a ball is aimed. When aiming a ball across a distance, the single ball shot trainer may be used with a guide line such as a chalk line, a laser line, or the like, to confirm an alignment is accurate. For example, the chalk line may be snapped between a starting point and a target point to temporarily mark a path with chalk dust. Alternatively, a laser may be applied to the single ball shot trainer or the swing trainer to allow sighting a line between a starting point and a target point. Alternatively, the laser may be applied to the mallet head to allow sighting a line between a starting point and a target point. Furthermore, the single ball shot trainer may include a marking that identifies where the mallet face should impact a ball to send it in the aimed direction. According to one example, the croquet shot maker is configured to place the striker ball in direct physical contact with the croquet ball. The croquet shot maker may include an aiming marker that extends below the centers of the striker and croquet balls. According to one example, the aiming marker may identify an aiming direction for the croquet ball. According to one example, the croquet shot maker may include angle markers that provide guidance on where to impact the striker ball with the mallet to correctly send the striker ball to a desired location.

According to one example, the cannon shot maker is configured to place a third ball in direct physical contact with the croquet ball such that a gap is provided between the third ball and the striker ball. In this way, the cannon shot maker allows practice of a three ball cannon shot. The cannon shot maker may include an aiming marker that extends below the centers of the third ball and the croquet ball. According to one example, the aiming marker may identify an aiming direction for the third ball with a first arrow while identifying a corresponding angle marker on the croquet shot maker with a second arrow. Accordingly, croquet players may learn to associate a desired gap between the striker ball and the third ball with a specific angle formed by the intersection of a first line extending between the centers of the striker ball and the third ball and a second line extending between the centers of the striker ball and the croquet ball.

According to one example, the mallet alignment tool may include a marker such as a line or arrow that identifies a recommended striking point and swing direction for the mallet. The mallet alignment tool may be used together with the croquet shot maker to identify where to aim the mallet face to impact through the center of the striker ball. According to one example, the mallet alignment tool marker may be aligned with a selected angle of the croquet shot maker to cause the striker ball to travel in a desired direction.

According to one example, the take-off trainer may be an L-shaped tool that includes markings along the longer arm. The markings identify where the striker ball should be aimed during impact to control a distance the striker ball travels relative to the croquet ball.

According to one example, the hoop maker includes markings that identify a correct aiming point for straight and angled hoop shots.

According to one example, the wiring trainer mimics both a hoop and a peg. The wiring trainer facilitates the practice of wiring, which involves a strategy of placing two balls such that they are blocked from hitting one another by the peg or the legs of a hoop.

As described in detail below, the practice or training aids may be used individually or in association with other practice aids. According to one example, the practice aids are intended for use while practicing and offer benefits such as immediate feedback and practice shot repeatability, among other benefits. According to one example, the practice aids may be used on different surfaces including a lawn, a floor, a carpet, or the like.

According to one example, all of the practice or training aids are designed to be secured to the playing surface. This feature allows a shot set-up to remain constant such that a shot approach may be repeated and studied. This feature also allows a player to experiment and compare different shot approaches. For example, while the balls are resting in the croquet shot maker, a player may maintain an angle corresponding to the strike point on the striker ball constant during successive mallet strikes. The player may investigate how different face angles and variations to the angle corresponding to the strike point on the striker ball alter an angle the striker and the croquet balls deviate from each other after impact. In this way, a player may customize his swing based on factors such as swing strength, mallet weight, or the like. According to one example, maintaining a constant and repeatable shot set-up is also invaluable to learning an effect of "pull" in peel shots, where pull is a deviation in the path of the croquet ball caused by the type of shot selected.

According to one example, on-mallet playing aids have a long history in croquet. For example, the top of a mallet head may include an aiming line that runs down the center in a lengthwise direction to facilitate aiming during single ball shots. According to one example, mallet heads may range in length from 9"-12" long and mallet shafts may range in length from 32"-38" long. Some mallets, such as those used in the American game may have a mark or line on the mallet head indicating 9" to allow a player that hits a ball out of the court to accurately replace a ball 9" in from the edge of the court. Other mallets, such as those used in the International game may have a mark on the shaft indicating 36" to allow a player that hits a ball out of the court to accurately replace a ball 36" in from the edge of the court. When a combined length of the mallet and the shaft is shorter than 36", a mark may be provided a few inches from the end of the shaft to indicate a length beyond the shaft that is needed to reach 36". Furthermore, some players mark the sides of their mallet head with a dot or line to indicate a length that is $\frac{1}{2}$ the diameter of a standard croquet ball. This marking may be used to help aim split shots. The on-mallet playing aids described herein are provided to augment and extend capabilities of known on-mallet playing aids. According to one example, the on-mallet playing aids described herein are optimized for use with mallet heads having parallelogram-shaped sides.

According to one example, the on-mallet playing aids described herein offer tools for use during games that achieve similar results to the practice aids described herein. For example, the on-mallet playing aids may include a single ball shot playing facilitator, a take-off playing facilitator, and a croquet-shot playing facilitator, among other on-mallet playing aids. According to one example, the single ball shot playing facilitator may include one or more marks provided on the mallet face. For example, the marks may be provided on a face or on a side of the mallet to indicate a desired dimension such as half ($\frac{1}{2}$) the diameter of a ball used to play croquet. According to one example, all balls used to play croquet include the same dimensions and are typically distinguished based on ball color. As a point of reference, half the diameter of a standard ball used to play croquet is

substantially 1.8125". The on-mallet playing aids are intended for use while practicing and during croquet games and offer benefits such as improved in-game shot setup and improved shot precision, among other benefits.

A conventional technique for setting up a take-off croquet shot included placing the mallet head in contact with the balls such that a line extending along a center of the mallet shaft extended through a contact point of the two balls such that the mallet shaft was oriented to point in a direction the player desired the croquet ball to travel. In contrast, the technology described herein provides a take-off playing facilitator for setting up a take-off croquet shot by placing the mallet head in contact with the balls such that a line extending along the center of the mallet shaft extends through a center of the to-be croquet ball. Furthermore, the mallet shaft may be oriented to be substantially perpendicular to a line that extends through the centers of both balls. According to one example, the take-off playing facilitator may include markers that extend along the center of the mallet shaft such that they mirror the markers identified in the take-off trainer. For example, the take-off playing facilitator may include a line that extends along the center of the shaft having a pattern of markers provided on the mallet shaft to identify desirable aiming points for use during take-off shots.

According to one example, the croquet-shot facilitator may include a pattern of lines provided along one or more sides of the mallet face. The mallet face may be positioned proximate to the striker ball during a croquet game to allow a player to sight aiming lines onto the striker ball. The player may then impact the striker ball at the selected angle to cause the croquet ball to travel in a desired direction. According to one example, the croquet shot facilitator may be removably placed on the mallet with attachments, decals, or the like. Alternatively, the croquet shot facilitator may be permanently etched into or drawn on the mallet. One of ordinary skill in the art will readily appreciate that some combination of removable and permanent markings may be applied to the mallet.

Taking a step back from the practice aids and the on-mallet playing aids, a croquet player learns a variety of ways to strike a ball with a mallet depending on a given situation. A croquet player appreciates that a standard croquet ball weighs substantially 16 oz. and that the dimensions of a standard croquet court are 84' by 105'. The player develops shots using a mallet that typically weighs between 2.5 and 3.5 lbs. The player may send one ball during a single ball shot or two balls during a croquet shot from a few inches to approximately 135', which is the longest diagonal distance of a croquet court. For example, a shot may involve striking a ball through its center using a contact point located at a center of the mallet face (measured horizontally). Alternatively, a shot may involve striking a ball through its center using a contact point located above or below a center of the mallet face (measured vertically). Still further, a shot may involve striking a ball proximate to its center using a contact point located above or below a center of the mallet face. One of ordinary skill in the art will readily appreciate that the variety of ways used to strike the ball with the mallet may be selected to provide desired properties to the ball such as backspin, topspin, or the like.

During a full swing stroke and prior to striking a ball, a player may swing the head of a croquet mallet several feet in backward and then forward directions. For example, a player may swing the head of a croquet mallet 36 inches or more in backward and then forward directions prior to striking a ball. A swing style is idiosyncratic to a player in

a sense that no two players have identical swings. With that said, some croquet players consider it elegant and beneficial to swing the mallet head along a single plane such that the projection of the swing is a straight line along the ground throughout the backward and forward portions of the swing. Other players employ swings in which the mallet head is square at impact, but find it beneficial to have a swing that deviates from square during a segment or segments of the forward and backward motions. Regardless of a player's swing style, a croquet player should properly align the mallet relative to the ball at the point of impact in order to ensure that the mallet head correctly impacts the ball.

FIG. 1 illustrates a swing trainer 100 according to one example of the technology. The swing trainer 100 may include an elongated base 102. According to one example, the elongated base 102 may be a generally rectangular shape and may include concave cutouts 104, 106 on the short ends. As will be described in detail below, the concave cutouts 104, 106 may be dimensioned to allow the swing trainer 100 to be coupled to other practice aids. For example, the swing trainer 100 may be coupled to the single ball shot trainer or the croquet shot maker. According to one example, the base 102 may be dimensioned to be substantially 16" long and 6" wide. One of ordinary skill in the art will readily appreciate that the base 102 may be formed from other shapes and may include other dimensions.

According to one example, the swing trainer 100 may include rails 108 that are coupled to the base 102 using brackets 110. For example, the rails 108 may be coupled to the base 102 using "L"-shaped brackets 110. According to one example, the rails 108 may include a channel 109 that may fixedly secure a flexible strip or brush 112 therein. According to one example, the flexible strip may include a rubber strip, a felt strip, or the like. For example, the channel 109 may be a U-shaped channel or the like and the flexible strip or brush 112 may be fixedly secured to the channel 109 via an adhesive, a friction fit, a crimping mechanism, or the like. One of ordinary skill in the art will readily appreciate that the rails 108 may include other fastening mechanisms for fixedly securing the brush 112 thereto. According to one example, the channel 109 may extend substantially perpendicular from the rail 108 such that the brush 112 extends substantially perpendicular from the rail 108. According to another example, the channel 109 may extend at an angle relative to the rail 108 such that the brush 112 extends at an angle relative to the rail 108. According to yet another example, the channel 109 and flexible strip or brush 112 may include a plurality of channels and flexible strips or brushes that are oriented substantially perpendicular relative to the base 102. Alternatively, the channel 109 and flexible strip or brush 112 may include a plurality of channels and flexible strips or brushes that are oriented at one or more angles relative to the base 102. While the flexible strip or brush 112 is illustrated at an upper portion of the rail 108, one of ordinary skill in the art will readily appreciate that the flexible strip or brush 112 may be positioned at other locations along the rail 108 such as at middle or lower portions of the rail 108. Furthermore, the flexible strip or brush 112 may be positioned diagonal or zig-zag across the rail 108, among other designs. According to one example, the flexible strip or brush 112 may be positioned and oriented to guide the mallet along a path 114 defined between the rails 108.

According to one example, the swing trainer 100 includes a low profile design and a relatively short length for the path 114. Accordingly, the design of the swing trainer 100 accommodates both straight and idiosyncratic swing styles, while

enforcing a proper alignment of the mallet head relative to the ball at impact, where it matters. For example, the swing trainer 100 may be designed to align the mallet head such that the mallet head is square with a short end of the base 102 prior to impact with the ball. According to one example, the rails 108 may be adjustable to modify a width of the path 114 and a height of the flexible strip or brushes 112 above the base 102 in order to allow or constrict deviations in the swing close to the instance of impact. In contrast, conventional swing trainers are designed to control the mallet throughout an entire swing, which limits their usefulness to a particular subset of croquet players. Conventional swing trainers may be counterproductive for players having idiosyncratic swing styles.

According to one example, the rails 108 of the swing trainer 100 may be mechanically coupled to the longer arm of the "L"-shaped brackets 110, which may include a plurality of holes 111. According to one example, the rails 108 may include a hole or other mechanism that aligns with a corresponding one of the plurality of holes 111 in the brackets 110. According to one example, a fastener such as a pin, a screw, or a quick release projection may be provided to mechanically secure the rails 108 to the brackets 110. According to one example, the rails 108 may be configured to slide up and down along the brackets 110 in order to adjust a height of the flexible strip or brushes 112 above the base 102. According to one example, each rail 108 may be adjusted individually to allow for individual adjustment of each flexible strip or brush 112.

According to another example, a short arm of the "L"-shaped brackets 110 may be mechanically coupled to the base 102. According to one example, the base 102 may include a plurality of holes 115 or other mechanism that aligns with a corresponding hole provided in the short arm of the "L"-shaped brackets 110. According to one example, a fastener such as a pin, a screw, or a quick release projection may be provided to mechanically secure the brackets 110 to the base 102. According to one example, the "L"-shaped brackets 110 may be configured to slide along the base 102 such that the rails 108 modify a width of the path 114. According to one example, the path 114 may include different widths at different ends of the swing trainer 100.

According to one example, the brackets 110 may be configured to extend substantially perpendicular from the base 102. One of ordinary skill in the art will readily appreciate that the brackets 110 may be configured to extend at an angle relative to the base 102. According to one example, a player may adjust a height of the rails 108 above the base 102 and a width of the rails 108 relative to each other in order to customize an amount of feedback resistance provided through the mallet during a swing. For example, a player may adjust the swing trainer 100 to provide tight tolerance values between the mallet and the brushes 112 at a beginning of practice and may increase the tolerance values between the mallet and the brushes 112 during practice to lessen a dependence on the swing trainer 100. According to one example, failure of a player to accurately swing the mallet through the swing trainer 100 will cause the mallet to hit one or both of the brushes 112. According to one example, any contact between the mallet head and the brushes 112 will provide immediate feedback to the player through the mallet. The brushes 112 are selected such that any contact between the brushes 112 and the mallet will not cause pain to the player nor damage the mallet.

Furthermore, a player may adjust a height of the rails 108 above the base 102 and the width of the rails 108 relative to each other to accommodate mallets having different head

sizes. For example, the brushes **112** may be set with a 2¼" gap to provide a 2" wide mallet head with ⅛" clearance on each side. Furthermore, the brushes **112** may be set at 1" above the base **102** or higher such as 3" above the base **102**. According to one example, the brushes **112** may be kept at the same height above the base **102**. Alternatively, while not shown, the brushes **112** may be tilted to encourage a jump shot. For example, an angle of the brushes **112** relative to the base **102** may be adjusted to customize an amount of feedback resistance provided during a jump shot. According to example, the swing trainer **100** may be adjusted such that a brush height proximate to the ball is small, while the brush height farther away from the ball is larger. Alternatively, with reference to FIG. **12**, the swing trainer **100** may be placed on a declining surface to encourage a jump shot. For example, the swing trainer **100** may be placed on a wedge-shaped surface **1201** or may include an elevating mechanism that lifts the rear portion of the base **102** to encourage a jump shot. According to one example, the elevating mechanism may include a threaded peg, kick stand, or the like. In this case, the player may step forward to facilitate the swing.

According to one example, the swing trainer **100** may be placed flat on a ground and may include anchor holes **116** that allow the swing trainer **100** to be removably secured to the ground. For example, the swing trainer **100** may be fixedly secured to the ground using anchors such as push-in screws, pins, tees, bolts, or the like. According to one example, the anchor holes **116** may include a beveled edge along its perimeter to allow the anchors to rest flush with an upper surface of the base **102**. Alternatively, the swing trainer **100** may be used on a floor or carpet without being fixedly secured to the ground. According to one example, the swing trainer **100** may include a marker such as a center line that is provided down a middle of the path **114** to identify a desired path of the mallet during a swing. According to one example, the swing trainer **100** may include additional markers that are placed perpendicular to the center line to identify possible foot positions. In this way, the additional markers may facilitate a proper and repeatable stance.

FIG. **2** illustrates a single ball shot trainer **200** according to one example of the technology. According to one example, the single ball shot trainer **200** may include a disc-shaped body with an edge **202**. According to one example, an aperture or hole **204** may be provided in the center of the single ball shot trainer **200**, the hole **204** being dimensioned to receive a ball therein. According to another example, instead of the hole **204**, the single ball shot trainer **200** may include an indentation at its center to maintain a ball therein. According to one example, an aim marker **206** may be provided that spans across a diameter and extends through the center of the single ball shot trainer **200**. The aim marker **206** may include first and second outwardly pointing arrows **207A**, **207B**, respectively, that point toward the edge **202** at opposite sides of the diameter. According to one example, the aim marker **206** may identify an aiming line for a ball placed over the hole **204**.

According to one example, the edge **202** may include a beveled or sloping surface **208** that allows a ball to roll on or off the ball shot trainer **200** without jumping, skidding, skipping, bouncing, or the like. According to one example, the hole **204** may include a beveled or sloping edge along its perimeter to allow a ball to roll out of the hole **204** without jumping, skidding, skipping, bouncing, or the like. Furthermore, the beveled or the sloping edge may be provided to promote touching with the ball. According to one example, the single ball shot trainer **200** may be placed flat on the ground and may include anchor holes **210** that allow the

single ball shot trainer **200** to be removably secured to the ground. For example, the single ball shot trainer **200** may be fixedly secured to the ground using anchors such as push-in screws, pins, tees, bolts, or the like. According to one example, the anchor holes **210** may include beveled edges along their perimeters to allow the anchors to rest flush with an upper surface of the single ball shot trainer **200**.

With respect to employing the single ball shot trainer **200** as a practice aid, it may be used for a single ball shot when two balls are separated by a distance and a player desires to send an object ball in a particular direction using a striker ball. In this case, a player may place the single ball shot trainer **200** below the object ball such that the object ball rests over the hole **204**. According to one example, the first outwardly pointing arrow **207A** may be aimed toward a selected target for the object ball. Once the single ball shot trainer **200** is properly aimed toward the selected target, it may be secured in place using anchors pushed into the ground through the anchor holes **210**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted. According to one example, a chalk line may be snapped along the ground between the first outwardly pointing arrow **207A** and the selected target to provide a guide line for the striker ball. In this way, the player may visually identify an actual path traveled by the striker ball relative to the guide line.

Next, a strike point may be determined on the object ball such that when the striker ball impacts the strike point on the object ball, the object ball will be sent toward the selected target. According to one example, the technology allows a player to perform the strike point determination in two-dimensions ("2-D") on the single ball shot trainer **200** rather than performing the strike point determination in three-dimensions ("3-D") on the actual object and striker balls. According to one example, the technology allows the player to determine the strike point by quickly visualizing the center of the striker ball in 2-D using the single ball shot trainer **200**.

For example, the technology employs a circle **212** to represent a circumference of the object ball projected onto the single ball shot trainer **200**. In this way, the center of the object ball is effectively collapsed down onto the single ball shot trainer **200** and is made to correspond with the center of the single ball shot trainer **200**. According to one example, the edge **202** of the single ball shot trainer **200** represents a possible path that would be traced by the center of a striker ball that is collapsed down onto the single ball shot trainer **200** and made to abut and travel around the circle **212**, which represents the circumference of the object ball. In other words, the edge **202** of the single ball shot trainer **200** may represent a trace made by the center of a striker ball when the circumference of the collapsed striker ball is made to abut and travel around the circumference of the collapsed object ball.

According to one example, the distance between the circle **212** and the edge **202** in a radial direction is substantially equal to half the diameter of the striker ball. Thus, the diameter of the single ball shot trainer **200** is substantially equal to twice the diameter of the object or striker balls. According to one example, after the object and striker balls are depicted in 2-D on the single ball shot trainer **200**, the strike point on the object ball may be determined with reference to the edge **202** and second outwardly pointing arrow **207B**, which points in a direction opposite to the first outwardly pointing arrow **207A**, is aimed toward the selected target. According to one example, the strike point may be found along the circle **212** at strike point **214** and

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may be projected upward onto the circumference of the object ball that rests over the hole **204**. When the center of the striker ball passes over the edge **202** at the point of the second outwardly pointing arrow **207B**, the periphery of the striker ball will impact the periphery of the object ball at the projection point that corresponds to the strike point **214**.

According to one example, the diameter of a ball used to play croquet is substantially 3.625". Thus, the diameter of the circle **212** is substantially 3.625". Furthermore, the distance between the strike point **214** and the edge **202** is half the diameter of a ball or substantially 1.8125". With reference to FIG. 2, the edge **202** that encircles the circle **212** forms a second circle that is substantially 7.25" or twice the diameter of a ball used to play croquet. According to one example, a player may select a strike point anywhere along a circumference of the object ball in 3-D and may project the selected strike point onto the circle **212** to determine a 2-D representation of the strike point. In this way, a player may quickly determine a point along the edge **202** to aim the striker ball such that it directs the object ball to the selected target.

According to one example, a second single ball shot trainer **200** may be used to aim the striker ball toward the object ball. The second single ball shot trainer **200** may be constructed similar to the single ball shot trainer **200**. In this arrangement, the second single ball shot trainer **200** may be placed under the striker ball and the first outwardly pointing arrow **207A** may be aimed toward the selected target at the object ball. According to one example, the first outwardly pointing arrow **207A** of the second single ball shot trainer **200** may be directed toward the second outwardly pointing arrow **207B** of the single ball shot trainer **200**. More particularly, the first outwardly pointing arrow **207A** of the second single ball shot trainer **200** may be aimed such that the center of the striker ball passes over the edge **202** of the single ball shot trainer **200** at the point of the second outwardly pointing arrow **207B**. Once the single ball shot trainer **200** is properly aimed toward the selected target, it may be secured in place using anchors pushed into the ground through the anchor holes **210**. An aim accuracy may be reinforced by snapping a chalk line. Alternatively, if the player is practicing on a hard surface, anchors may be omitted. According to one example, the chalk line may be snapped along the ground between the first outwardly pointing arrow **207A** of the second single ball shot trainer **200** and the second outwardly pointing arrow **207B** of the single ball shot trainer **200** to provide a guide line for the striker ball. In this way, the player may visually identify an actual path traveled by the striker ball relative to the guide line. In this arrangement, the periphery of the striker ball will impact the periphery of the object ball at the projection point that corresponds to the strike point **214** of the single ball shot trainer **200**.

According to one example, once the single ball shot trainer **200** is paired with the second single ball shot trainer **200**, the player may repeat practice shots more quickly without needing to go through a time consuming process of re-aiming the striking and object balls. Accordingly, these practice aids provide a more efficient use of practice time and offer improved feedback. According to one example, the improved feedback may result from the shot set-up remaining constant so a player may attribute repeatable or non-repeatable results to specific factors. In this way, a player may make minor adjustments to a swing or stance and observe immediate results in substantially real-time.

According to yet another example, the single ball shot trainer **200** may be used in association with the striker ball

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and not the object ball in order to aim the striker ball toward the object ball. In this arrangement, the single ball shot trainer **200** may be placed under the striker ball and the first outwardly pointing arrow **207A** may be aimed toward the selected target at the object ball. According to one example, the first outwardly pointing arrow **207A** of the single ball shot trainer **200** may be directed toward the object ball. More particularly, the first outwardly pointing arrow **207A** of the single ball shot trainer **200** may be aimed such that the center of the striker ball passes a half diameter behind the desired strike point of the object ball. Once the single ball shot trainer **200** is properly aimed toward the selected target, it may be secured in place using anchors pushed into the ground through the anchor holes **210**. Alternatively, if the player is practicing on a hard surface, anchors may be omitted. According to one example, this arrangement allows the player to focus on precisely aiming the striker ball toward an object ball that does not have practice aids.

FIG. 3 illustrates a mallet alignment tool **300** according to one example of the technology. According to one example, the mallet alignment tool **300** may include a body having an elongated shape. According to one example, the mallet alignment tool **300** may have a generally rectangular shape and may include a concave cutout **304** on a short end. As will be described in detail below, the concave cutout **304** may be dimensioned to allow the mallet alignment tool **300** to be coupled to other practice aids. For example, the mallet alignment tool **300** may be coupled to the croquet shot maker, among other aids. According to one example, the mallet alignment tool **300** may be dimensioned to be substantially 7.25" long and 1.8125" wide. One of ordinary skill in the art will readily appreciate that the mallet alignment tool **300** may be formed from other shapes and may include other dimensions.

According to one example, the mallet alignment tool **300** may be placed flat on a ground and may include anchor holes **304** that allow the mallet alignment tool **300** to be removably secured to the ground. For example, the mallet alignment tool **300** may be fixedly secured to the ground using anchors such as push-in screws, pins, tees, bolts, or the like. According to one example, the anchor holes **305** may include a beveled edge along its perimeter to allow the anchors to rest flush with an upper surface of the mallet alignment tool **300**. Alternatively, the mallet alignment tool **300** may be used on a floor or carpet without being fixedly secured to the ground. According to one example, the mallet alignment tool **300** may include a marker **306** such as a center line provided down a middle of the body to identify a desired path of the mallet during a swing. According to one example, the marker **306** may include an arrow **308** that points to a middle portion of an edge formed by the concave cutout **304**.

FIG. 4A illustrates a croquet shot maker **400** according to one example of the technology. According to one example, the croquet shot maker **400** includes two disc-shaped bodies that are conjoined to form a figure eight-shaped body **402**. According to one example, each of the two disc-shaped bodies are dimensioned to have a diameter that is substantially equal to the diameter of a ball used to play croquet. According to one example, holes **404**, **405** may be provided in the center of each of the two disc-shaped bodies and are dimensioned to receive balls therein. According to another example, instead of the holes **404**, **405**, the croquet shot maker **400** may include indentations in the center of each of the two disc-shaped bodies to maintain the balls therein. According to one example, the centers of the holes **404**, **405** are spaced apart from each other a distance such that when the striker and croquet balls are placed over the holes **404**,

405, the two balls are provided in physical contact with each other. For example, the centers of the holes 404, 405 may be spaced apart a distance that is substantially equal to a diameter of a ball.

According to one example, the croquet shot maker 400 may be engineered to accommodate for slight variations in ball sizes that may arise from factors such as manufacturing imperfections, expansion or contraction due to temperature, or expansion or contraction due to age, among other factors. For example, the centers of the holes 404, 405 may be positioned slightly closer such as $\frac{1}{32}$ " closer to each other than a diameter of a ball. Alternatively, the holes 404, 405 may be designed to apply the force of gravity to bring the balls together. For example, the holes 404, 405 may include beveled or sloping edges or may otherwise be shaped to draw the balls toward each other. Still further, an area between or proximate to the holes 404, 405 may be configured to apply the force of gravity to bring the balls together. For example, the area between or proximate the holes 404, 405 may be sloped to draw the balls toward each other under the force of gravity. One of ordinary skill in the art will readily appreciate that other techniques, including a combination of techniques, may be applied to draw the balls placed in the croquet shot maker 400 in contact with each other such that movement of the balls after impact is not restricted.

According to one example, an aim marker 406 may be provided that spans across the croquet shot maker 400 in a lengthwise direction and extends through the centers of the holes 404, 405. The aim marker 406 may include first and second outwardly pointing arrows 407A, 407B, respectively, that point toward an edge 408 at opposite sides of the croquet shot maker 400. According to one example, the aim marker 406 may identify an aiming line for the croquet ball placed in one of the holes 404, 405. According to one example, the croquet shot maker 400 may be symmetric such that the croquet and striker balls may occupy either of the holes 404, 405 with equal effectiveness.

According to one example, each disc-shaped body that defines a boundary of the figure eight-shaped body may include angle markers positioned along the edge 408 in a half circle area 412A, 412B. For example, the first and second outwardly pointing arrows 407A, 407B may point to a 0° angle marker. According to one example, the angle markers may increment to 90° on both side of the first and second outwardly pointing arrows 407A, 407B such that in total the angle markers span 180° or a half circle. According to one example, a radial line extending through the angle markers will pass through a center of the corresponding circle. One of ordinary skill in the art will readily appreciate that the range of angles may be greater to or less than 180°.

According to one example, each disc-shaped body of the figure eight-shaped body is dimensioned such that its diameter is substantially equal to the diameter of a ball used to play croquet. According to one example, a player may select an angle marker along the edge 408 in the corresponding half circle area 412A, 412B in 2-D and may project the angle marker upward to a corresponding strike point along a circumference of the striker ball in 3-D. Alternatively, a player may select a strike point along a circumference of the striker ball in 3-D and may project the selected strike point downward onto the corresponding angle marker in the corresponding half circle area 412A, 412B to determine a 2-D representation of the strike point. A player may practice with the croquet shot maker 400 to quickly become a croquet shot expert through repeated exercises that include projecting between 2-D along the edge 408 in the corresponding

half circle area 412A, 412B and 3-D along a circumference of the striker ball, and vice versa.

According to one example, the edge 408 may include a beveled or sloping surface 410 that allows a ball to roll on or off the croquet shot maker 400 without jumping, skidding, skipping, bouncing, or the like. While FIG. 4A illustrates the beveled or sloping surface 410 provided along only a portion of the edge 408, one of ordinary skill in the art will readily appreciate that the beveled or sloping surface 410 may be provided at any portion or all of the edge 408. According to one example, the holes 404, 405 may include a beveled or sloping edge along their perimeter to allow a ball to roll out of the holes 404, 405 without jumping, skidding, skipping, bouncing, or the like. According to one example, the croquet shot maker 400 may be placed flat on the ground and may include anchor holes 411 that allow the croquet shot maker 400 to be removably secured to the ground. For example, the croquet shot maker 400 may be fixedly secured to the ground using anchors such as push-in screws, pins, tees, bolts, or the like. According to one example, the anchor holes 411 may include beveled edges along their perimeters to allow the anchors to rest flush with an upper surface of the croquet shot maker 400.

With respect to employing the croquet shot maker 400 as a practice aid, it may be used for taking croquet in which a striker ball is placed in contact with a croquet ball during a croquet shot. In this case, a player may place the croquet shot maker 400 below the croquet and striker balls such that each ball rests over a corresponding hole 404, 405. According to one example, the first outwardly pointing arrow 407A may be aimed toward a desired direction that the croquet ball will follow when impacted by the striker ball. Once the croquet shot maker 400 is properly aimed toward the selected target, it may be secured in place using anchors pushed into the ground through the anchor holes 411. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

Next, a player may select a direction and an angle to send the striker ball, relative to the selected target spot for the croquet ball, while preparing for the croquet shot. However, the striker ball may deviate from a path defined by the swinging mallet after impact. According to one example, a player may decide to send the striker ball at a 45° angle relative to the croquet ball. If the player projects the 45° angle marker from the croquet shot maker 400 upward to a corresponding strike point along a circumference of the striker ball in 3-D and swings the mallet at this 45° strike point, then the striker ball will likely travel at an approximately 90° angle relative to the croquet ball. As a rule of thumb, the striker ball will typically deviate at approximately twice the angle selected on the angle marker of the croquet shot maker 400. Thus, if a player desires to send the striker ball at a 45° angle relative to the croquet ball, then the player should project the 22.5° angle marker from the croquet shot maker 400 upward to a corresponding strike point along a circumference of the striker ball in 3-D. When the player swings the mallet at the approximately 22.5° strike point, the striker ball will travel at an approximately 45° angle relative to the croquet ball. The direction and angle may vary somewhat from a 2-to-1 ratio based on factor such as swing strength, mallet weight, or the like. Thus, the player may adjust from the 2-to-1 ratio to accommodate for specific circumstances.

Returning to the example and with reference to FIG. 11, a method 1100 is provided for determining an adjusted desired separation angle. According to one example, the player may determine a desired separation angle between the

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striker and croquet balls after performing a croquet shot. In operation **1102**, the player may adjust the desired separation angle by a ratio. For example, the player may divide the desired separation angle by a 2:1 ratio. In operation **1104**, the player may select an angle marker along the edge **408** in the corresponding half circle area **412A**, **412B** in 2-D that corresponds to the adjusted desired separation angle. For example, if the desired separation angle is 45°, then the adjusted desired separation angle may be 22.5°. In operation **1106**, the player may project the angle marker corresponding to the adjusted desired separation angle upward to a corresponding strike point along a circumference of the striker ball in 3-D. For example, if the player desires for the striker ball and the croquet ball to become separated by approximately 45° after impact, the player may select an angle marker along the edge **408** in the corresponding half circle area **412A**, **412B** in 2-D that corresponds to the adjusted desired separation angle of approximately 22.5°. The player may project the angle marker corresponding to approximately 22.5° upward onto a corresponding strike point along a circumference of the striker ball in 3-D. Accordingly, the technology allows a player to perform the strike point determination in 2-D using the croquet shot maker **400** rather than performing the strike point determination in 3-D on the striker ball. According to one example, the technology allows the player to use the angle markers along the edge **408** to determine a strike point that separates the balls by a desired angle in 2-D using the croquet shot maker **400**.

According to one example, if the player desires to send the striker ball to a right side of the croquet ball after impact, the player may select the 22.5° angle marker provided on a left side of the corresponding first or second outwardly pointing arrows **407A**, **407B**. Otherwise, if the player desires to send the striker ball to a left side of the croquet ball after impact, the player may select the 22.5° angle marker provided on a right side of the corresponding first or second outwardly pointing arrows **407A**, **407B**. A similar process may be followed for any selected angle ranging from 0° to 90°.

Once the desired angle marker is selected, a corresponding strike point may be determined on the circumference of the striker ball. If desired, the mallet alignment tool **300** may be coupled to the croquet shot maker **400** such that the concave cutout **304** of the mallet alignment tool **300** is fitted to the circular edge **408** of the croquet shot maker **400** proximate to the striker ball. According to one example, a player may slide the mallet alignment tool **300** along the edge **408** until the arrow **308** is aligned with the selected angle marker. When properly coupled and aligned, a line extending through the arrow **308** of the mallet alignment tool **300** will pass through a center of the corresponding disc-shaped body of the croquet shot maker **400**. Once the mallet alignment tool **300** is properly coupled and aligned, it may be secured in place using anchors pushed into the ground through the anchor holes **305**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, the swing trainer **100** may be coupled to the croquet shot maker **400** such that the concave cutout **104** of the swing trainer **100** is fitted to the circular edge **408** of the croquet shot maker **400** proximate to the striker ball. According to one example, a player may slide the swing trainer **100** along the edge **408** until the marker provided down a middle of the path **114** is aligned with the selected angle marker. When properly coupled and aligned, a line extending through the marker of the swing trainer **100** will pass through a center of the corresponding disc-shaped

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body of the croquet shot maker **400**. Once the swing trainer **100** is properly coupled and aligned, it may be secured in place using anchors pushed into the ground through the anchor holes **116**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, after the corresponding strike point is determined on the circumference of the striker ball, a player may impact the strike point with the mallet head. According to one example, the striker ball should be impacted such that the mallet strikes into the center of the striker ball. According to one example, the player may self-guide the mallet to impact the strike point. Alternatively, the player may employ the mallet alignment tool **300** or the swing trainer **100** to guide the mallet to impact the strike point. In any case, the croquet ball will move off the croquet shot maker **400** in the direction of the corresponding first or second outwardly pointing arrows **407A**, **407B**. Separately, the striker ball will depart the croquet shot maker **400** at a particular angle. This angle can be approximated as being substantially twice the angle formed by the intersection of a line extending along path of the mallet and a second intersecting line extending through the centers of the two touching balls.

FIG. 4B illustrates a cannon shot maker **420** according to one example of the technology. According to one example, the cannon shot maker **420** includes a disc-shaped body that is dimensioned to have a diameter that is substantially equal to the diameter of a ball used to play croquet. According to one example, the cannon shot maker **420** includes a mating portion with a concave cutout **422** that is integrally formed with the disc-shaped body. According to one example, the concave cutout **422** may be dimensioned to allow the cannon shot maker **420** to be coupled to the croquet shot maker **400**. According to one example, an aperture or hole **424** may be provided in the center of the disc-shaped body and may be dimensioned to receive a ball thereon. According to another example, instead of the hole **424**, the cannon shot maker **420** may include an indentation in the center of the disc-shaped body to maintain a ball thereon. According to one example, the center of the hole **424** is spaced apart from hole **405** of the croquet shot maker **400** a distance such that when the croquet ball and the third ball are placed over the holes **405**, **424**, the two balls are provided in physical contact with each other. For example, the centers of the holes **405**, **424** may be spaced apart a distance that is substantially equal to a diameter of a ball.

According to one example, a mechanism may be provided to fixedly secure the cannon shot maker **420** to the croquet shot maker **400**. Alternatively, the cannon shot maker **420** may remain separate from the croquet shot maker **400**. According to one example, the croquet shot maker **400** and the cannon shot maker **420** may be engineered to accommodate for slight variations in ball sizes that may arise from factors such as manufacturing imperfections, expansion or contraction due to temperature, or expansion or contraction due to age, among other factors. For example, the centers of the holes **405**, **424** may be positioned slightly closer such as 1/32" closer to each other than a diameter of a ball. Alternatively, the holes **405**, **424** may be designed to apply a force of gravity to bring the balls in contact. For example, the holes **405**, **424** may include beveled or sloping edges or may otherwise be shaped to draw the balls toward each other. Still further, an area between or proximate to the holes **405**, **424** may be configured to apply the force of gravity to bring the balls together. For example, the area between or proximate the holes **405**, **424** may be sloped to draw the balls toward each other under the force of gravity. One of ordinary

skill in the art will readily appreciate that other techniques, including a combination of techniques, may be applied to draw the balls, placed in the croquet shot maker **400** and the cannon shot maker **420**, in contact with each other such that movement of the balls after impact is not restricted.

According to one example, an aim marker **426** may be provided that spans the diameter of the cannon shot maker **420** and extends through a center of the hole **424**. The aim marker **426** may include first and second outwardly pointing arrows **427A**, **427B**, respectively, that point toward an edge **428** at opposite sides of the cannon shot maker **420**. According to one example, the aim marker **426** may identify an aiming line for the third ball placed in the hole **424**. Furthermore, the outwardly pointing arrow **427A** may identify an angle marker provided on the edge **408** in a half circle area **412A** of the croquet shot maker **400**. The angle markers may increment to 135° on both side of the second outwardly pointing arrow **407B** of the croquet shot maker **400** such that in total the angle markers span 270° or three quarters of a circle. One of ordinary skill in the art will readily appreciate that the range of angles may be greater to or less than 270°.

According to one example, a player may slide the cannon shot maker **420** along the edge **408** of the croquet shot maker **400** until the outwardly pointing arrow **427A** is aligned with the selected angle marker that is proximate to the croquet ball provided over the hole **405**. The cannon shot maker **420** may be positioned relative to the croquet shot maker **400** such that a desired gap is provided between the striker ball positioned over the hole **404** and the third ball positioned over the hole **424**. According to one example, the corresponding angle marker may be observed when the balls are separated by the desired gap. In this way, croquet players may learn to associate the desired gap between the striker ball and the third ball with a specific angle formed by the intersection of a first line, extending between the centers of the striker ball and the third ball, and a second line extending between the centers of the striker ball and the croquet ball. Conventionally, players estimated the desired gap between the striker ball and the third ball by placing coins of different diameters or another measuring device between the striker ball and the third ball. Conventional techniques are deficient at least because it is difficult to consistently replicate the desired gap. According to one example, the combination of the croquet shot maker **400** and the cannon shot maker **420** allow precise gap sizing that offer benefits such as immediate feedback and practice shot repeatability, among other benefits. According to one example, maintaining a constant and repeatable cannon shot set-up is invaluable in learning an effect of differing swing strength, striking angles, mallet weights, or the like, in cannon shots.

When properly coupled and aligned, a line extending through the outwardly pointing arrow **427A** will pass through the center of the hole **405**. According to one example, the cannon shot maker **420** may be placed flat on the ground and may include anchor holes **429** that allow the cannon shot maker **420** to be removably secured to the ground. For example, the cannon shot maker **420** may be fixedly secured to the ground using anchors such as push-in screws, pins, tees, bolts, or the like. According to one example, the anchor holes **429** may include beveled edges along their perimeters to allow the anchors to rest flush with an upper surface of the cannon shot maker **420**. Once the cannon shot maker **420** is properly coupled and aligned, it may be secured in place using anchors pushed into the ground through the anchor holes **429**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, the edge **428** may include a beveled or sloping surface **430** that allows a ball to roll on or off the cannon shot maker **420** without jumping, skidding, skipping, bouncing, or the like. While FIG. 4B illustrates the beveled or sloping surface **430** along only a portion of the edge **428**, one of ordinary skill in the art will readily appreciate that the beveled or sloping surface **430** may be provided along any portion or all of the edge **428**. According to one example, the hole **424** may include a beveled or sloping edge along its perimeter to allow a ball to roll out of the hole **424** without jumping, skidding, skipping, bouncing, or the like.

With respect to employing the cannon shot maker **420** as a practice aid, it may be used for taking a cannon shot when a ball is rushed to a boundary and settles directly behind another ball such that two balls seek to occupy a same space. First, a croquet shot is set-up in which a striker ball is placed in contact with a croquet ball during a croquet shot. In this case, a player may place the croquet shot maker **400** below the croquet and striker balls such that each ball rests over a corresponding hole **404**, **405**. According to one example, the first outwardly pointing arrow **407A** may be aimed toward a desired direction that the croquet ball will follow when impacted by the striker ball. Once the croquet shot maker **400** is properly aimed toward the selected target, it may be secured in place using anchors pushed into the ground through the anchor holes **411**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

Next, a player may place a third ball in contact with the croquet ball such that a gap is provided between the third ball and the striker ball. The gap may be small or large at the option of the player. Similar to a croquet shot, the player may select a direction and an angle to send the striker ball relative to the selected target spot for the croquet ball while preparing for the croquet shot. However, the striker ball may deviate from a path defined by the swinging mallet after impact. According to one example, a player may decide to send the striker ball at a 45° angle relative to the croquet ball. If the player projects the 45° angle marker from the croquet shot maker **400** upward to a corresponding strike point along a circumference of the striker ball in 3-D and swings the mallet at this 45° strike point, then the striker ball will likely travel at an approximately 90° angle relative to the croquet ball. The direction and angle may vary somewhat from a 2-to-1 ratio discussed above based on factors such as swing strength, mallet weight, contact with the third ball, or the like. Thus, the player may adjust from the 2-to-1 ratio to accommodate for specific circumstances.

According to one example, if the player desires to send the third ball to a right side of the croquet ball after impact, the player may select an angle marker provided on a right side of the corresponding first or second outwardly pointing arrows **407A**, **407B**. Otherwise, if the player desires to send the third ball to a left side of the croquet ball after impact, the player may select the angle marker provided on a left side of the corresponding first or second outwardly pointing arrows **407A**, **407B**. In other words, the player should place the third ball on a side of the croquet ball that it should travel.

As discussed above, the mallet alignment tool **300** may be coupled to the croquet shot maker **400** such that the concave cutout **304** of the mallet alignment tool **300** is fitted to the circular edge **408** of the croquet shot maker **400** proximate to the striker ball. According to one example, a player may slide the mallet alignment tool **300** along the edge **408** proximate to the striker ball until the arrow **308** is aligned with the selected angle marker. When properly coupled and

aligned, a line extending through the arrow **308** of the mallet alignment tool **300** will pass through a center of the corresponding disc-shaped body of the croquet shot maker **400**. Once the mallet alignment tool **300** is properly coupled and aligned, it may be secured in place using anchors pushed into the ground through the anchor holes **305**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, the swing trainer **100** may be coupled to the croquet shot maker **400** such that the concave cutout **104** of the swing trainer **100** is fitted to the circular edge **408** of the croquet shot maker **400** proximate to the striker ball. According to one example, a player may slide the swing trainer **100** along the edge **408** proximate to the striker ball until the marker provided down a middle of the path **114** is aligned with the selected angle marker. When properly coupled and aligned, a line extending through the marker of the swing trainer **100** will pass through a center of the corresponding disc-shaped body of the croquet shot maker **400**. Once the swing trainer **100** is properly coupled and aligned, it may be secured in place using anchors pushed into the ground through the anchor holes **116**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, after the corresponding strike point is determined on the circumference of the striker ball, a player may impact the strike point with the mallet head. According to one example, the striker ball should be impacted such that the mallet strikes into the center of the striker ball. According to one example, the player may self-guide the mallet to impact the strike point. Alternatively, the player may employ the mallet alignment tool **300** or the swing trainer **100** to guide the mallet to impact the strike point. In any case, the croquet ball will move off the croquet shot maker **400** in the direction of the corresponding first or second outwardly pointing arrows **407A**, **407B**. Separately, the striker ball will depart the croquet shot maker **400** at a particular angle and may strike the third ball. This angle may be approximated as being substantially twice the angle formed by the intersection of a line extending along path of the mallet and a second intersecting line extending through the centers of the two touching balls.

According to one example, a specific type of croquet shot in which the separation angle between the striker and croquet balls is approximate 90° is called a take-off shot. FIG. 5 illustrates a take-off trainer **500** according to one example of the technology that may be used with take-off shots. A separation angle of 90° may result when an angle formed by the intersection of a line extending along a path of the mallet head and a second line extending through the centers of the two touching balls reaches or exceeds 45° . For these types of croquet shots, a player may control relative distances travelled by the striker and croquet balls by varying the strike point on the striker ball to be above 45° , such as from 45° to 90° . For example, the striker ball may be impacted at a selected strike point such that the distance ratios after the take-off shot are approximately 1:1, 2:1, 4:1; 8:1, 16:1, 32:1, and so forth. As a point of comparison, croquet shots having a distance ratio of less than 1:1, such as shots with a 1:4 distance ratio, are considered standard croquet shots rather than take-off shots. As described above, the croquet shot maker **400** may be used for standard croquet shots in which the striker and croquet balls typically deviate by less than 90° .

With reference to FIG. 5, the take-off trainer **500** may include an "L"-shaped body that includes a short arm **502** that is substantially perpendicular to a long arm **504** accord-

ing to one example of the technology. According to one example, the short arm **502** corresponds in length to a diameter of two balls used in croquet. According to one example, the long arm **504** may include aim markers **506a-506j** provided along an inside edge **508** of the long arm **504**. According to one example, the inside edge **508** is aligned with a segment **507**. According to one example, the segment **507** may be spaced from an outside edge **509** of the long arm **504** by a length that corresponds to half a diameter of a croquet ball. According to one example, the aim markers **506a-506j** may be separated from each other by a distance of substantially half a diameter of a ball used in croquet. According to one example, the aim markers **506a-506j** may be defined by an indentation such that a nail, golf tee, pin, or the like, may be placed therein. According to one example, a first aim marker **506a** is positioned at a location that is half a diameter of a croquet ball away from an outside edge **511** of the short arm **502**. According to one example, the short arm **502** or the long arm **504** may have a width that corresponds to substantially half a diameter of a ball used in croquet.

With respect to employing the take-off trainer **500** as a practice aid, it may be used to practice take-off shots where the value of the angle marker on the croquet shot maker **400** is selected between 45° - 90° . In this way, the take-off trainer **500** may be used in association with the croquet shot maker **400**. FIG. 5 illustrates the take-off trainer **500** positioned proximate to a croquet ball **510** and a striker ball **512** that are placed on the croquet shot maker **400**. According to one example, the take-off trainer **500** may be made to abut the edge **408** of the croquet shot maker **400** such that the inside edge **508** of the take-off trainer **500** is provided in-line with a center **514** of the croquet ball **510**. In this way, the aim marker **506a** may be positioned a pre-determined distance away from the center **514** of the croquet ball **510**. According to one example, the pre-determined distance may correspond to substantially a diameter of the croquet ball **510**. Each subsequent aim marker **506b-506j** may be positioned a pre-determined distance away from the preceding marker such as substantially a half diameter of the croquet ball **510**.

According to one example, the aim marker **506a** may correspond to a 1:1 distance ratio between the striker ball and the croquet ball; the aim marker **506b** may correspond to a 2:1 distance ratio between the striker ball and the croquet ball; the aim marker **506c** may correspond to a 4:1 distance ratio between the striker ball and the croquet ball; the aim marker **506d** may correspond to an 8:1 distance ratio between the striker ball and the croquet ball; the aim marker **506e** may correspond to a 16:1 distance ratio between the striker ball and the croquet ball; and so forth.

According to one example, a player may select a desired ratio such as a 4:1 ratio and may mark the spot corresponding to the aim marker **506c** before removing the take-off trainer **500**. With reference to FIG. 5, a player may aim the mallet face simultaneously through a center **516** of the striker ball **512** and through the spot corresponding to the selected aim marker **506c** as depicted by dashed line **518** in order to achieve the desired 4:1 ratio.

Once the desired angle marker is selected, a corresponding strike point may be determined on the circumference of the striker ball **512**. If desired, the mallet alignment tool **300** may be coupled to the croquet shot maker **400** such that the concave cutout **304** of the mallet alignment tool **300** is fitted to the circular edge **408** of the croquet shot maker **400** proximate to the striker ball **512**. According to one example, a player may slide the mallet alignment tool **300** along the edge **408** until the arrow **308** is aligned with the selected

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angle marker. When properly coupled and aligned, a line extending through the arrow **308** of the mallet alignment tool **300** will pass through a center of the striker ball **516**. Once the mallet alignment tool **300** is properly coupled and aligned, it may be secured in place using anchors pushed into the ground through the anchor holes **305**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, the swing trainer **100** may be coupled to the croquet shot maker **400** such that the concave cutout **104** of the swing trainer **100** is fitted to the circular edge **408** of the croquet shot maker **400** proximate to the striker ball **512**. According to one example, a player may slide the swing trainer **100** along the edge **408** until the marker provided down a middle of the path **114** is aligned with the selected angle marker. When properly coupled and aligned, a line extending through the marker of the swing trainer **100** will pass through the center of the striker ball **516**. Once the swing trainer **100** is properly coupled and aligned, it may be secured in place using anchors pushed into the ground through the anchor holes **116**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, after the corresponding strike point is determined on the circumference of the striker ball **512**, a player may impact the strike point with the mallet head. According to one example, the striker ball **512** should be impacted such that the mallet strikes through the center **516** of the striker ball **512**. According to one example, the player may self-guide the mallet to impact the strike point. Alternatively, the player may employ the mallet alignment tool **300** or the swing trainer **100** to guide the mallet to impact the strike point. In any case, the croquet ball will move off the croquet shot maker **400** in the direction of the corresponding first or second outwardly pointing arrows **407A**, **407B**. Separately, the striker ball will depart the croquet shot maker **400** at an angle that is larger than an angle formed by the intersection of a line extending along path of the mallet and a second line extending through the centers of the two touching balls. However, in the configuration illustrated in FIG. 5, if a take-off shot is attempted with the take-off trainer **500** in place, the striker ball **512** will travel over the short arm **502** of the take-off trainer **500**. This interaction between the striker ball **512** and the short arm **502** may cause inconsistent results. One way to overcome this is to identify an aim point along the long arm **504** and place a nail, golf tee, or the like into the ground at the corresponding aim marker **506a-506j**. Next, the take off trainer **500** may be removed and the take-off shot may be attempted. According to one example, the aim markers **506a-506j** along the long arm **504** of the take-off trainer **500** may include circular cutouts designed to facilitate placement of a nail, golf tee, or the like, therein. One of ordinary skill in the art will readily appreciate that the aim markers **506a-506j** along the long arm **504** of the take-off trainer **500** may include any shape cutouts.

FIG. 6 illustrates another arrangement for the take-off trainer **500** according to one example of the technology that offers an alternative to prevent the striker ball **512** from traveling over the short arm **502** of the take-off trainer **500** after impact. FIG. 6 illustrates a third ball **610** that allows the take-off trainer **500** to remain positioned when the striker ball **512** is impacted. According to one example, the take-off trainer **500** may be flipped as compared to the arrangement in FIG. 5 such that the short arm **502** points in an opposite direction. According to one example, the third ball **610** is provided on an opposite side of the croquet ball **510**.

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Accordingly, the striker ball **512** is placed on a first side of the croquet ball **510** and the third ball **610** is placed on a second side of the croquet ball **510** such that all three balls **510**, **512**, **610** are in contact such that the centers of all three balls form a single straight line. As illustrated in FIG. 6, the take-off trainer **500** may be provided to abut against the croquet ball **510** and the third ball **610**. Otherwise, the above-described features of the take-off trainer **500** remain unchanged. Once the take-off trainer **500** is properly aligned, it may be secured in place using anchors pushed into the ground through the anchor holes. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted. One of ordinary skill in the art will readily appreciate that the posotops of the aim markers **506a-506j** remain constant between FIGS. 5 and 6.

FIG. 7 illustrates a hoop maker **700** according to one example of the technology. According to one example, the hoop maker **700** may include a body having a substantially rectangular shape and an orientation marker **702** that extends along the longer dimension. According to one example, the orientation marker **702** may include outwardly pointing arrows **703A**, **703B**. According to one example, the tips of the outwardly pointing arrows **703A**, **703B** may be dimensioned to fit between the wires of a hoop. In other words, the tips of the outwardly pointing arrows **703A**, **703B** may be separated by a length that is substantially equivalent to a diameter of a ball used to play croquet. As a point of comparison, the wires of the hoop are typically spaced apart such that they are $\frac{1}{8}$ " or $\frac{1}{64}$ " wider than the diameter of a ball used to play croquet. According to one example, the hoop maker **700** may include an aim marker **704** that extends along the shorter dimension. According to one example, the aim marker **704** may include outwardly pointing arrows **705A**, **705B**. According to one example, the tips of the outwardly pointing arrows **705A**, **705B** may be separated by a length that is substantially equal to a half diameter of a ball used to play croquet. One of ordinary skill in the art will readily appreciate that the hoop maker **700** may be constructed from other shapes and may include different dimensions.

According to one example, the hoop maker **700** may include edges **706**, **708** that may include a beveled or sloping surface **707**, **709** that allows a ball to roll on or off the hoop maker **700** without jumping, skidding, skipping, bouncing, or the like. According to one example, the hoop maker **700** may include an aperture or hole **710** that may be positioned at an intersection between the orientation marker **702** and the aim marker **704**. In this position, the hole **710** is provided mid-way between the wires of the hoop and directly under the hoop. In this way, the hoop maker **700** may be used from both sides of the hoop. The hole **710** may include a beveled or sloping edge along its perimeter. According to one example, the hoop maker **700** may be placed flat on the ground below and between the wires of the hoop and may include anchor holes **712** that allow the hoop maker **700** to be removably secured to the ground. For example, the hoop maker **700** may be fixedly secured to the ground using anchors such as push-in screws, pins, tees, bolts, or the like. According to one example, the anchor holes **712** may include beveled edges along their perimeters to allow the anchors to rest flush with an upper surface of the hoop maker **700**.

A player shoots the ball through hoops while navigating around a croquet court during a game. With respect to employing the hoop maker **700** as a practice aid, it may be placed between the wires of the hoop to identify an aim point and an approach path to the aim point that will increase the

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probability a ball will pass through the hoop. As a starting point, the hoop maker **700** is placed within the hoop such that the tips of the outwardly pointing arrows **703A**, **703B** are positioned proximate with the wires of the hoop and the orientation marker **702** is provided directly under a top portion of the hoop. Once the hoop maker **700** is properly oriented within the hoop, a rotation anchor may be pushed into the ground through the hole **710**. In this way, the hoop maker **700** may be permitted to rotate about an axis that extends through the hole **710** in a direction substantially perpendicular to the ground. Alternatively, if the player is practicing on a hard surface, the rotation anchor may be omitted.

According to one example, the aim point corresponds to the hole **710** and the approach path to the aim point is determined by visually extending a line defined by the aim marker **704**. According to one example, the hoop maker **700** may be rotated about the hole **710** such that the corresponding outwardly pointing arrow **705A**, **705B** is aimed toward the ball that will be hit through the hoop. According to one example, the hoop maker **700** may be maintained in the initial set-up position for a straight hoop shot. According to another example, the hoop maker **700** may be rotated from the initial position for an angled hoop shot. The aim point will remain stationary regardless of the rotation angle of the hoop maker **700**. Once the corresponding outwardly pointing arrow **705A**, **705B** is aimed toward the ball that will be hit through the hoop, anchors may be pushed into the ground through the anchor holes **712**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, the single ball shot trainer **200** may be used in association with the hoop maker **700**. In this arrangement, the single ball shot trainer **200** may be placed under the croquet ball and the first outwardly pointing arrow **207A** may be aimed toward the hoop maker **700**. For example, the first outwardly pointing arrow **207A** of the single ball shot trainer **200** may be aimed toward the corresponding outwardly pointing arrow **705A**, **705B** of the hoop maker **700**. More particularly, the first outwardly pointing arrow **207A** of the single ball shot trainer **200** may be aimed such that a line extending therefrom passes over both the hole **710** and the tip of the corresponding outwardly pointing arrow **705A**, **705B** of the hoop maker **700**. With this aiming technique, the center of the croquet ball will pass over the hole **710** of the hoop maker **700**, which is positioned in the middle of the hoop. Once the single ball shot trainer **200** is properly aimed toward the selected target, it may be secured in place using anchors pushed into the ground through the anchor holes **210**. Alternatively, if the player is practicing on a hard surface, anchors may be omitted. According to one example, the strike point **214** may be projected upward onto the circumference of the croquet ball that rests on the hole **204** to determine an impact point. A player may hit the impact point on the croquet ball to cause it to pass through the hoop.

According to one example, the swing trainer **100** may be used in association with the single ball shot trainer **200** such that the concave cutout **106** of the swing trainer **100** is fitted to the circular edge **202** of the single ball shot trainer **200**. According to one example, a player may slide the swing trainer **100** along the edge **202** until the marker, which is provided down a middle of the path **114**, is aligned with the second outwardly pointing arrow **207B** of the single ball shot trainer **200**. When properly coupled and aligned, a line extending through the marker of the swing trainer **100** will pass through a center of the single ball shot trainer **200**. According to one example, a chalk line may be snapped

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along the ground between the first outwardly pointing arrow **207A** of the single ball shot trainer **200** and the corresponding outwardly pointing arrow **705A**, **705B** of the hoop maker **700** to provide a guide line for the striker ball. Once the swing trainer **100** is properly coupled and aligned, it may be secured in place using anchors pushed into the ground through the anchor holes **116**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

FIG. **8** illustrates a wiring trainer **800** according to one example of the technology. According to one example, the wiring trainer **800** may include a body having a substantially rectangular shape and may include a plurality of holes that extend along the longer dimension. According to one example, the wiring trainer **800** may mimic either a peg or a hoop. According to one example, an aperture or hole **802** may be provided in the center of the wiring trainer **800**. The hole **802** may include a diameter that is substantially equal to a diameter of a peg. According to another example, outer apertures or holes **804A**, **804B** may be provided proximate to the short sides of the wiring trainer **800**. According to one example, the outer holes **804A**, **804B** may be separated from each other by the width of a hoop. Furthermore, the outer holes **804A**, **804B** may each have a diameter that is substantially equal to a diameter of a hoop post.

According to one example, the wiring trainer **800** may include an edge **806** having a beveled or sloping surface that allows a ball to roll on or off the wiring trainer **800** without jumping, skidding, skipping, bouncing, or the like. According to one example, the wiring trainer **800** may be placed flat on the ground and may include anchor holes **808** that allow the wiring trainer **800** to be removably secured to the ground. For example, the wiring trainer **800** may be fixedly secured to the ground using anchors such as push-in screws, pins, tees, bolts, or the like. According to one example, the anchor holes **808** may include beveled edges along their perimeters to allow the anchors to rest flush with an upper surface of the wiring trainer **800**. Alternatively, if the player is practicing on a hard surface, the anchors may be omitted.

According to one example, the wiring trainer **800** may be placed anywhere on a lawn or carpet to practice wiring, which is the art of positioning or "leaving" an opponent's ball near a peg or a hoop such that the ball is blocked. According to one example, the wiring trainer **800** may be used in association with the swing trainer **100**, the single ball shot maker **200**, the mallet alignment tool **300**, or the croquet shot maker **400**.

According to one example, the above described practice aids may be used to improve scoring during a croquet game. For example, the above described practice aids may be used to improve peeling. According to one example, the single ball shot trainer **200** may be used with the striker ball or the object ball to set up and execute a rush peel. According to one example, the swing trainer **100** or the hoop maker **700** may be used with the single ball shot trainer **200** as described above to set up and execute a rush peel. According to another example, the single ball shot trainer **200** may be used with a second single ball shot trainer **200** to set up and execute the rush peel using both the striker and the object balls. According to one example, the swing trainer **100** or the hoop maker **700** may be used with the corresponding single ball shot trainer **200** or the second single ball shot trainer **200** as described above to set up and execute the rush peel.

According to one example, the croquet shot maker **400** may be used as described above to set up and train players on how to execute peels that are accomplished with croquet shots. Alternatively, the croquet shot maker **400** may be used as described above with the mallet alignment tool **300**, the

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swing trainer 100, or the hoop maker 700 to set up and train players on how to execute peels that are accomplished with croquet shots. According to yet another example, the croquet shot maker 400, the take-off trainer 500, the mallet alignment tool 300, or the swing trainer 100 may be used as described above to organize and practice a take-off peel.

FIG. 9A illustrates a first side of the mallet 900 that includes on-mallet playing aids according to one example of the technology. According to one example, the mallet 900 may include a plurality of angle markers 902a-902d provided along a front edge on a first side of a mallet head 904. According to one example, the angle markers 902a-902d may be provided on a side face of the mallet head 904. For example, the angle markers 902a-902d may be printed, etched, or the like, on a side face of the mallet head 904. According to one example, the angle markers 902a-902d may be provided directly or indirectly on a side face of the mallet head 904. For example, the angle markers 902a-902d may be printed on a substrate that is affixed to the mallet head 904 using adhesive, epoxy, a magnet, or the like. According to one example, the substrate may be made from plastic, waxed paper, metal, wood, or the like. Alternatively, the angle markers 902a-902d may be printed on a substrate that forms the mallet head 904. For example, the substrate may include carbon fiber, metal, wood, or other material used to manufacture the mallet head 904. Furthermore, the substrate may include any coating that is applied to the mallet head 904. According to one example, the substrate may be dimensioned to correspond to dimensions of one or more side faces of the mallet head 904. For example, the substrate may be cut to fit the dimensions of side faces of the mallet head 904. According to one example, the substrate may be aligned prior to being affixed to the mallet head 904. Alternatively, the angle markers 902a-902d may be applied to the substrate during the process of manufacturing the mallet 900. According to one example, the angle markers 902a-902d may include lines that extend along a length of the mallet head 904 to facilitate alignment of the mallet head 904 with the croquet and striker balls 510, 512. One of ordinary skill in the art will readily appreciate that the angle markers 902a-902d may be depicted in other ways that facilitate alignment between the mallet head 904, the croquet ball 510, and the striker ball 512. According to one example, the mallet head 904 may include angled notches along the front edge at the mallet face.

With reference to FIG. 9A and according to one example, the angle markers 902a-902d may correspond to 5°, 15°, 30°, and 45°, respectively. As depicted by the dashed lines extending from each of the angle markers 902a-902d, the angle markers 902a-902d may originate from the center 516 of the striker ball 512. One of ordinary skill in the art will readily appreciate that any angle originating from the center 516 of the striker ball 512 may be represented on the mallet head 904. According to one example, since players tend to divide a striker ball angle in half to obtain a starting point for a mallet angle, the angle markers may include a sequence of angles where each angle is half the preceding angle such as 45°, 22.5°, 11.25°, 5.625°, 2.8125°, and 1.40625°. Alternatively or additionally, the angle markers may include a sequence of angles such as 30°, 15°, 7.5°, 3.75°, 1.875°, and 0.9375°. According to one example, each sequence of angle markers may be depicted using a different color in order to facilitate identification of different angle sequences. According to one example, the angle markers allow a player to identify a desired striker-ball angle and simply move down one angle of a particular color to determine a starting point of the mallet angle. As a general rule, the striker ball may

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deviate from a path defined by the swinging mallet at an approximately 2-to-1 ratio. If a player decides to send the striker ball at a 45° angle, the player should swing the mallet approximately at the 22.5° strike point.

FIG. 9A further illustrates two balls positioned for taking croquet with the striker ball 512 placed in contact with the croquet ball 510. According to one example, a line 906 is illustrated that extends through a center 514 of the croquet ball 510 and the center 516 of the striker ball 512. The mallet 900 is positioned with the mallet face proximate to the striker ball 512 such that an upper surface 912 of the mallet head 904 is aligned with the line 906. In this arrangement, a dashed line 908 that extends from the angle marker 902c, which represents 30°, passes through the center 516 of the striker ball 512 and is tangent to the croquet ball 510. If the upper surface 912 of the mallet head 904 is not aligned with the line 906, then the misalignment may be detected because the dashed line 908 will not extend through the center 516 of the striker ball 512 or will not be tangent to the croquet ball 510.

According to one example, the angle markers 902a-902d provided on the mallet head 904 perform a similar function to the angle markers of the croquet shot maker 400 positioned along the edge 408 of the half circle area 412A, 412B. More specifically, the angle markers 902a-902d correspond to the angle markers provided on a right side of the first and second outwardly pointing arrows 407A, 407B when facing inwardly against the arrows 407A, 407B. In this instance, the striker ball 512 will deviate to the left of the croquet ball 510 after the croquet shot. With reference to FIG. 9A, a corner 910 of the mallet head 904 corresponds to a 0° angle marker and the opposite corner on the front face of the mallet head 904 is proximate to the 45° angle marker 902d.

FIG. 10 illustrates two balls positioned for taking croquet with the striker ball 512 placed in contact with the croquet ball 510. According to one example, a line 906 is illustrated that extends through a center 514 of the croquet ball 510 and the center 516 of the striker ball 512. According to one example, the mallet 1000 includes a lower surface 918 on the mallet head 904 that is positioned to abut the croquet ball 510 and a striker ball 512 such that the mallet shaft 914 is provided in-line with a center 514 of the croquet ball 510 as demonstrated by line 1001. According to another example, the mallet head 904 and mallet shaft 914 may include aim markers 1002a-1002c that perform a similar function to the aim markers 506a-506j provided along the inside edge 508 of the take-off trainer 500. According to one example, the aim markers 1002a-1002c may be provided on a side face of the mallet head 904 and on the mallet shaft 914. For example, the aim markers 1002a-1002c may be printed, etched, or the like, on a side face of the mallet head 904 and on the mallet shaft 914. According to one example, the aim markers 1002a-1002c may be provided directly or indirectly on a side face of the mallet head 904 and on the mallet shaft 914. For example, the aim markers 1002a-1002c may be printed on a substrate that is affixed to the mallet head 904 and the mallet shaft 914 using adhesive, epoxy, a magnet, or the like. According to one example, the substrate may be made from plastic, waxed paper, metal, wood, or the like. Alternatively, the aim markers 1002a-1002c may be printed on a substrate that forms the mallet head 904 and the mallet shaft 914. For example, the substrate may include carbon fiber, graphite, metal, wood, or other material used to manufacture the mallet head 904 and the mallet shaft 914. Furthermore, the substrate may include any coating that is applied to the mallet head 904 and the mallet shaft 914. According to one example, the substrate may be dimen-

sioned to correspond to dimensions of side faces of the mallet head **904** and/or dimensions of the mallet shaft **914**. For example, the substrate may be cut to fit the dimensions of side faces of the mallet head **904** and the mallet shaft **914**. According to one example, the substrate may be aligned prior to being affixed to the mallet head **904** and the mallet shaft **914**. Alternatively, the aim markers **1002a-1002c** may be applied to the substrate during the process of manufacturing the mallet **900**.

According to one example, the aim markers **1002a-1002c** may be separated from each other by a distance of substantially half a diameter of a ball used in croquet. According to one example, the aim marker **1002a** may be positioned a pre-determined distance away from the center **514** of the croquet ball **510**. According to one example, the pre-determined distance may correspond to substantially a diameter of the croquet ball **510**. Each subsequent aim marker **1002b-1002c** may be positioned a pre-determined distance of substantially a half diameter of the croquet ball **510** away from the preceding marker. According to one example, the aim marker **1002a** may correspond to a 1:1 ratio, the aim marker **1002b** may correspond to a 2:1 ratio, the aim marker **1002c** may correspond to a 4:1 ratio, and so forth.

According to one example, a player may select a desired ratio such as a 4:1 ratio and may visualize a spot corresponding to the aim marker **1002c** represented by dashed line **1003** before removing the mallet **1000**. A player may aim the mallet face simultaneously through a center **516** of the striker ball **512** and through the visualized spot corresponding to the selected aim marker **1002c** in order to achieve the desired 4:1 ratio.

Returning to FIG. 9A, the mallet head **904** and mallet shaft **914** may include aim markers **916a-916c** that perform a similar function to the aim markers **506a-506j** provided along the inside edge **508** of the take-off trainer **500**. According to one example, the aim markers **916a-916c** may be separated from each other by a distance of substantially half a diameter of a ball used in croquet. According to one example, a lower surface **918** of the mallet head **904** may be positioned to abut the croquet ball **510** and a striker ball **512** such that the mallet shaft **914** is provided in-line with a center **514** of the croquet ball **510**. In this way, the aim marker **916a** may be positioned a pre-determined distance away from the center **514** of the croquet ball **510**. According to one example, the pre-determined distance may correspond to substantially a diameter of the croquet ball **510**. Each subsequent aim marker **916b-916c** may be positioned a pre-determined distance of substantially a half diameter of the croquet ball **510** away from the preceding marker. According to one example, the aim marker **916a** may correspond to a 1:1 ratio, the aim marker **916b** may correspond to a 2:1 ratio, the aim marker **916c** may correspond to a 4:1 ratio, and so forth.

According to one example, a player may select a desired ratio such as a 4:1 ratio and may visualize a spot corresponding to the aim marker **916c** before removing the mallet **900**. A player may aim the mallet face simultaneously through a center **516** of the striker ball **512** and through the visualized spot corresponding to the selected aim marker **916c** in order to achieve the desired 4:1 ratio.

FIG. 9B illustrates a second side of the mallet **900** that includes on-mallet playing aids according to one example of the technology. According to one example, the mallet **900** may include a plurality of angle markers **922a-922d** provided along a front edge on a second side of a mallet head **904**. According to one example, the angle markers **922a-922d** may be provided on a side face of the mallet head **904**.

For example, the angle markers **922a-922d** may be printed, etched, or the like, on the side face of the mallet head **904**. According to one example, the angle markers **922a-922d** may be provided directly or indirectly on a side face of the mallet head **904**. For example, the angle markers **922a-922d** may be printed on a substrate that is affixed to the mallet head **904** using adhesive, epoxy, a magnet, or the like. According to one example, the substrate may be made from plastic, waxed paper, metal, wood, or the like. Alternatively, the angle markers **922a-922d** may be printed on a substrate that forms the mallet head **904**. For example, the substrate may include carbon fiber, metal, wood, or other material used to manufacture a mallet head **904**. Furthermore, the substrate may include any coating that is applied to a mallet head **904**. According to one example, the substrate may be dimensioned to correspond to dimensions of side faces of the mallet head **904**. For example, the substrate may be cut to fit the dimensions of side faces of the mallet head **904**. According to one example, the substrate may be aligned prior to being affixed to the mallet head **904**. Alternatively, the angle markers **922a-922d** may be applied to the substrate during the process of manufacturing of the mallet **900**. According to one example, the angle markers **922a-922d** may include lines that extend along a length of the mallet head **904** to facilitate alignment of the mallet head **904** with the croquet and striker balls **510**, **512**. One of ordinary skill in the art will readily appreciate that the angle markers **922a-922d** may be depicted in other ways that facilitate alignment between the mallet head **904**, the croquet ball **510**, and the striker ball **512**. For example, the mallet head **904** may include angled notches along the front edge at the mallet face.

With reference to FIG. 9B and according to one example, the angle markers **922a-922d** may correspond to half angles based on 30° and 45°, respectively. According to one example, since players tend to divide a striker ball angle in half to obtain a starting point for a mallet angle, the angle markers may include a sequence of angles where each angle is half the preceding angle such as 45°, 22.5°, 11.25°, 5.625°, 2.8125°, and 1.40625°. Alternatively or additionally, the angle markers may include a sequence of angles such as 30°, 15°, 7.5°, 3.75°, 1.875°, and 0.9375°. According to one example, each sequence of angle markers may be depicted using a different color in order to facilitate identification of different angle sequences. According to one example, the angle markers allow a player to identify a desired striker-ball angle and simply move down one angle of a particular color to determine a starting point of the mallet angle. As depicted by the dashed lines extending from each of the angle markers **922a-922d**, the angle markers **922a-922d** may originate from the center **516** of the striker ball **512**. One of ordinary skill in the art will readily appreciate that any angle originating from the center **516** of the striker ball **512** may be represented on the mallet head **904**.

FIG. 9B further illustrates two balls positioned for taking croquet with the striker ball **512** placed in contact with the croquet ball **510**. According to one example, a line **906** is illustrated that extends through a center **514** of the croquet ball **510** and the center **516** of the striker ball **512**. The mallet **900** is positioned with the mallet face proximate to the striker ball **512** such that an upper surface **912** of the mallet head **904** is aligned with the line **906**. In this arrangement, a dashed line **924** that extends from the angle marker **922c**, which represents 30°, passes through the center **516** of the striker ball **512** and is tangent to the croquet ball **510**. If the upper surface **912** of the mallet head **904** is not aligned with the line **906**, then the misalignment may be detected because

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the dashed line **924** will not extend through the center **516** of the striker ball **512** or will not be tangent to the croquet ball **510**.

According to one example, the angle markers **922a-922d** provided on the mallet head **904** perform a similar function to the angle markers of the croquet shot maker **400** positioned along the edge **408** of the half circle area **412A**, **412B**. More specifically, the angle markers **922a-922d** correspond to the angle markers provided on a left side of the first and second outwardly pointing arrows **407A**, **407B** when facing inwardly against the arrows **407A**, **407B**. In this instance, the striker ball **512** will deviate to the right of the croquet ball **510** after the croquet shot. With reference to FIG. 9A, corner **926** of the mallet head **904** corresponds to a 0° angle marker and the opposite corner on the front face of the mallet head **904** is proximate to the 45° angle marker **922d**.

According to another example, the mallet head **904** may be marked to identify one or more dimensions that are useful during actual play. Throughout this disclosure, half the diameter of a croquet ball has proven to be useful during actual play. For example, with reference to the single ball shot trainer **200**, the first outwardly pointing arrow **207A** may be aimed such that the center of the striker ball optimally passes a half diameter behind the desired strike point of the object ball. According to one example, the mallet head **904** may include half diameter marks **930**, **932** on first and second sides of the mallet **900**, respectively. For example, the half diameter marks **930**, **932** may be located substantially 1.8125" from the end face **934**. Additionally, or alternatively, the half diameter marks may be located elsewhere on the mallet head **904**. During actual play, the mallet **900** may be placed on the ground to determine the half diameter mark. For example, the mallet **900** may be placed directly behind the object ball to visually determine a spot on the ground corresponding to the half diameter marks **930**, **932** such as along an extension of the target line that passes through a center of the object ball. The player may note this position on the lawn corresponding to substantially 1.8125" behind the object ball. While the rules prohibit actually marking a point, it may be possible to visually identify perhaps a particular blade of grass, a wear mark, or the like, and then step back and hit the shot aiming at that envisioned mark.

According to another example, the half diameter marks **930**, **932** may facilitate the making of hoops through aiding in the identification of a true center of a hoop. As discussed herein, the true center of a hoop is the relevant aiming point for hoop shots. During actual play, the mallet **900** may be placed on the ground along the hoop such that the corresponding half diameter marks **930**, **932** may be used to identify a spot on the grass that is the true center of the hoop. A player may then step back and aim the center of the striker ball at this precise point of the hoop. One of ordinary skill in the art will readily appreciate that the mallet **900** may be marked with other dimensions to facilitate play during a game. Furthermore, one of ordinary skill in the art will readily appreciate that the mallet **900** may include other playing aids to facilitate play during a game.

According to one example, the description provided herein may be used to enhance performance of other games that employ balls and an instrument for striking a ball. Examples are described above with the aid of functional building blocks that illustrate the implementation of specified functions and relationships thereof. The boundaries of these functional building blocks have been arbitrarily defined herein for the convenience of the description. Alternate boundaries can be defined so long as the specified

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functions and relationships thereof are appropriately performed. While the foregoing illustrates and describes examples of this technology, it is to be understood that the technology is not limited to the constructions disclosed herein. The technology may be embodied in other specific forms without departing from its spirit. Accordingly, the appended claims are not limited by specific examples described herein.

What is claimed is:

1. A practice aid for developing croquet skills, the practice aid comprising:

a base having concave cutouts provided at opposing first edges, at least one of the concave cutouts spanning more than half a length of the corresponding first edge and being dimensioned to couple to at least one of a single ball shot trainer, a croquet shot maker, and a cannon shot maker;

rails that are coupled to the base, the rails being provided to substantially span a length of opposing second edges and to minimally span a length of the opposing first edges, the opposing second edges being different than the opposing first edges; and

a channel provided along a length of each rail to receive a flexible strip therein, the rails forming a path that guides a mallet head therethrough during a swing stroke such that the mallet head is oriented square with an edge of the base having the corresponding concave cutout.

2. The practice aid according to claim 1, wherein the flexible strip includes at least one of a brush, a rubber strip, or a felt strip and wherein the rails are adjustable in a first direction to modify a height and a second direction to modify a width of the path that guides the mallet head therethrough, the rails providing feedback resistance to the mallet head provided in the path.

3. The practice aid according to claim 2, further comprising:

a bracket that is mechanically coupled to the base and the rails, wherein the rails are adapted to slide up and down along the bracket to adjust a height of the flexible strip relative to the base.

4. The practice aid according to claim 1, wherein the single ball shot trainer comprises:

a disc-shaped body having a diameter that is substantially equal to twice a diameter of a croquet ball, the disc-shaped body including a concentric circular marker having a diameter that is substantially equal to the diameter of a croquet ball, the disc-shaped body being dimensioned to couple to one of the concave cutouts provided in the base;

an aperture provided substantially in a center of the disc-shaped body, the aperture being dimensioned to receive a ball therein; and

an aim marker provided on the disc-shaped body that identifies opposite sides of a diameter.

5. The practice aid according to claim 1, wherein the croquet shot maker comprises:

a figure eight-shaped body defined by two conjoined disc-shaped bodies that each include a diameter that is substantially equal to a diameter of a croquet ball, the disc-shaped bodies being dimensioned to couple to one of the concave cutouts provided in the base;

an aperture provided substantially in a center of each of the disc-shaped bodies, the apertures being dimensioned to receive a croquet ball therein such that the balls contact while provided in the apertures;

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an aim marker provided on the figure eight-shaped body that extends through the center of each of the disc-shaped bodies and identifies opposite sides of the figure eight-shaped body; and

a plurality of angle markers positioned along an edge of each of the disc-shaped bodies. 5

6. The practice aid according to claim 1, further comprising an elevating mechanism that is coupled to the base, the elevating mechanism including at least one of a wedge-shaped surface, a threaded peg, or a kick stand. 10

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