



Crafting your Coaching

*Secondary School Netball
Skill Development*

We live this game.



NETBALL
NEW ZEALAND
POITARAWHITI AOTEAROA

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Introduction

Thank you to all the players, coaches and umpires for your involvement in the game we love.

This resource has been developed to build confident and capable coaches, many of whom are secondary school students themselves, so that both the coaches and their players enjoy the experience and come back for more in the following years.

A strength-based approach has been used in this resource, which can be applied in game-like settings for players to practise and improve. The 'critical few' skills have been identified by insights gained from secondary school and Netball New Zealand (NNZ) Performance coaches. These skills are the fundamental Netball skills our players need to foster their development, motivation, potential and enjoyment in building a lifelong love of the game. The activities can be adapted to meet the abilities of your players and to encourage coaches to explore different variations of activities.

At the same time as the playing skills are being enhanced, umpiring skills can be also. Umpiring is often a requirement of players during the season, so it is good practice to build capability, by integrating umpiring opportunities within every practice session. Umpiring confidence becomes a by-product of player skill development.

The integration of NetballSmart components into training sessions is important to ensure that key concepts become common practice and are seamlessly transitioned on to the court.

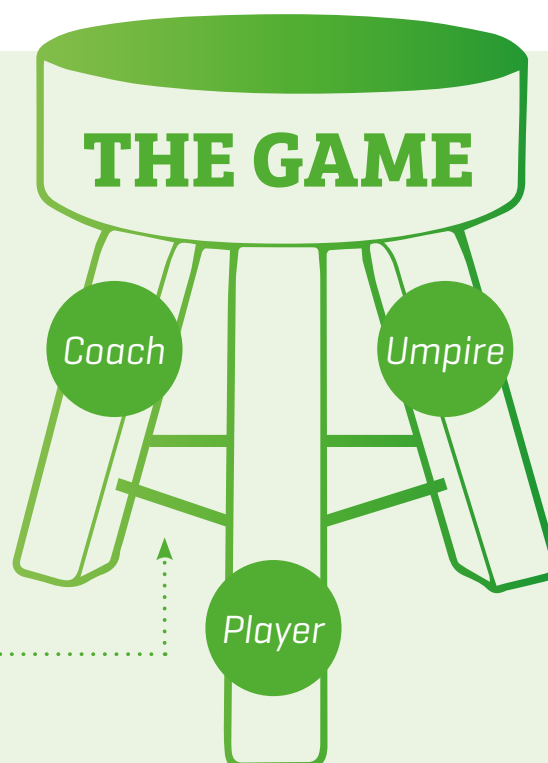
It is also important that we develop all facets of the game uniformly, as depicted by a three-legged stool analogy, and maximise the learning and development across playing, coaching and officiating. An added benefit of this approach is the development of more rounded players.

Three-legged Stool

For the stool to be stable, the legs need to be the same size – all components should be developed equally.

The rungs represent NetballSmart holding the stool together.

 **NetballSmart**



This resource has been developed to complement the learning and development modules offered by Netball NZ.



They said...

“My favourite training sessions are when we get to play games. It isn’t just playing a game of Netball; it is like three on three or five on five but it allows us to understand when we can use these skills in the game and under pressure. We get to be competitive, learn new skills and have fun.”

– From a secondary school player

“I was once told as a coach I should make myself redundant, and now using more game-like activities in training and involving the players more, I do find that I don’t have to try and move the chess pieces during competition, and it is less stressful. I enjoy watching the team-play now.”

– From a secondary school coach

“Having the opportunity to develop my umpiring confidence by focusing on just a few rules at a time in the games has been beneficial and has also helped me become a better player.”

– From a secondary school umpire

Key Coaching Tools – ‘Super Seven’

By utilising the following coaching tools, you will be enhancing the players’ understanding and providing a positive learning environment which will contribute to their enjoyment and retention in Netball.

1

Make it GAME-like

include activities that resemble the game and intensity. This includes using a variety of movements. Develop skills, physical fitness, tactical awareness and enthusiastic players all at the same time.

2

EMPOWER the players

provide an environment for the players to lead and create change on and off the court. Adapt to the players’ needs – be player centred and adjust activities when needed.

3

TIME on TASK

maximise activity and touches on the ball providing repeated opportunities to practise the skills. Talk less, providing succinct instructions and feedback, and minimise non-active times e.g. standing around waiting for their turn.

4

Use DO not don’t

it is important to focus on what you would like the players to do while providing the opportunity for them to see and feel the successful performance. Use language to encourage the players to find solutions and reward their effort.

5

Acknowledge the GOOD

reinforce and acknowledge good behaviours and practice efforts. Implement the 80/20 rule – 80% positive reinforcement and 20% what might help to improve the performance. Ensure feedback is specific and timely to assist with improvement and enjoyment by the participants.

6

Find the COACHABLE MOMENT

finding opportunities in the moment when you can encourage learning. This can happen by identifying successful actions performed by the players. Allow players to have the opportunity to evaluate their own skill or tactical execution. Choose the moment when the players need you to help using problem-solving, questioning and feedback. Maintain session flow by keeping interruptions to a minimum.

7

Repetition, without REPETITION

“We are our habits under pressure.” To create good new habits, deliberate practice fuelled by repetition will bring about the desired habit change.

Positional Requirements – **GS, GA, WA, C, WD, GD, GK**

Players from a very early age will have been exposed to a number of positions and it is ideal to continue to develop players in more than one position at this stage of their development.

Not only are many secondary school players still growing physically and mentally, they are also still developing and learning the game. By encouraging wider positional understanding and experience through playing two or more positions, players will build confidence and competence and a greater understanding of the game.

There are several skills that are common to all positions and should be executed safely and consistently by all players. These skills are known as the MUST-HAVES.

Remember, when the team have possession of the ball, all seven players are on attack. Conversely, when the team are no longer in possession of the ball, all seven players are on defence.

MUST-HAVES

Land **BALANCED**

Turn **FAST, FULLY** and **LOOK** down the court

Body **ANGLED** – sight ball and players

Catch, pass and **MOVE**

MEET the ball strongly

Use **DECISIVE** movements

Maintain **DEFENSIVE** pressure

Go hard for the **INTERCEPT**

Knowledge of the **RULES**

Physically **FIT** and **STRONG** to meet game demands

Key responsibilities for each position

GS	GA	WA	C	WD	GD	GK
• Scores goals • Shoots from a range of distances • Uses short sharp movements in a confined space to maximise availability to shoot • Rebounds unsuccessful shots • Quickly switches to defence when the ball is turned over	• Scores goals • Shoots from a range of distances • Works closely with the WA to gain possession of the centre pass • Works with the GS to balance the circle and create space • Rebounds unsuccessful shots • Defends the opposition when the ball is turned over	• Receives most of the centre passes while working together with the GA on the transverse line • Feeds quality ball into the shooters • Drives on to the circle edge and repositions as required • Defends the opposition when the ball is turned over	• Delivers the centre pass effectively • Feeds quality ball into the shooters • Is the link through court on attack • Drives decisively through court and on to circle edge • Defends the opposition when the ball is turned over • Is ready for any deflection or tips created by the circle defenders	• Limits the opposition's movements at the centre pass and through court • Is an option for the centre pass • Keeps the opponents off the circle edge • Applies defensive pressure to force errors and gain possession • Is ready for any deflection or tips created by the circle defenders • Supports on attack through court to the second transverse line	• Restricts the GA from getting the centre pass • Defends the shot • Boxes out/ rebounds unsuccessful shots • Applies defensive pressure to force errors and gain possession • Is an option for the centre pass • Supports on attack through court to the second transverse line	• Restricts and denies the opposition shooting positions • Reads the attacking team's movements and comes out for intercepts • Defends the shot • Boxes out/ rebounds unsuccessful shots • Is an attacking option in the goal-third.

Please note: For each position there are other responsibilities, the ones listed above are the 'critical few'.



Skills

Why is the Focus on Skills?

Put simply, it's because it develops more capable players. Player development is the focal point in secondary school Netball by providing a positive learning environment and developing skills that will equip the participants for a lifelong love of the game.

If we look at the definition of a skill and a tactic, this may also help us answer this question. A Netball game requires many skills, e.g. stopping, landing, turning, catching, passing, defending and shooting – skills performed individually and linked together, enabling the game to be played. By providing the players with these tools this ensures they meet the physical requirements of the game.

Tactics, on the other hand, involve two or more players working together, executing skills in decision-making settings. The centre pass is a unique feature of Netball and is an example of a tactical situation that combines several skills and decision-making to be successful. What type of pass and who to pass to, using well-timed and decisive movements, turning fully, quickly sighting the space and the defensive set-ups are important considerations.

Netball is a chaotic game; therefore, developing skills in game-like settings means the players will be better prepared for the chaos, including decision-making components throughout training, especially when passing is recommended. **Who** to pass to, **what** type of pass to give, **when** to pass, the **speed** of the ball and the **angle** of the pass needed to beat the defence – these should all be considered. Passing within 3 seconds is critical, so players need lots of opportunities to practise and test their decision-making skills.

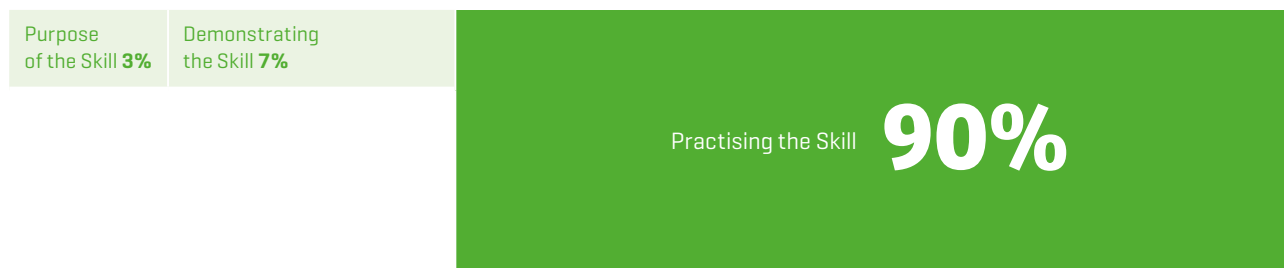
Modern skill acquisition theory emphasises this 'game-like' approach rather than repetitive drill-like activities [where players know what is happening and where they are going] which has often been used in training in the past.

NNZ believes that skill development is essential to establishing the necessary foundations for the game and should be the primary focus with secondary-school-aged players. Once skills have been successfully embedded, the development of the tactical aspects and game plans can follow. It doesn't matter how good your game plan is if your players don't have the skills to execute it.

Skill Development

In this resource, we have identified the most appropriate skills for your secondary school players. These are the skills that will allow your players to build confidence, develop capability and enjoy the games they play. Once proficiency of these fundamental Netball skills is achieved, additional skills and extensions can be introduced. Encourage the players to practise using both sides of their body to land, pass and turn.

The diagram below provides a guide to the proportion of time spent on practising the skill.



Key Building Block – Stable Body Position

Our rangatahi [youth] come with a wide range of abilities, body shapes, personalities, and stages of growth – all of which are changing and developing at different rates.

These factors, combined with Netball's high-intensity, repetitive stop, start, jumping and landing movements, mean that coaches must ensure that players are actively working on fundamental Netball skills each practice. This will maximise players' physical development and movement abilities so they can extend their skills and game-play capabilities. This builds confidence and reduces the chance of serious injury so that they can fully enjoy the season and ultimately a lifelong involvement in Netball.

The stable body position [SBP] is the key building block or foundation stone of Netball skill development and is reinforced in the NetballSmart programme. A player should apply the SBP in all activities and game settings. It is from this position that players move, pass, attack, defend and shoot effectively. SBP is when a player's feet are shoulder width apart, they are in a demi-squat position [hips and knees bent], their knees are in line with their feet and not in front of their feet, they are on the balls of their feet, their trunk is upright, and their head is facing straight ahead. To achieve an SBP, the player requires adequate lower body strength, core strength, balance and mobility.

1

EYES UP

Trunk upright and head facing straight ahead. Helps the players to maximise their vision of the ball, the players and the space.

2

2. BEND IN HIPS, KNEES AND ANKLES

The knees and hip muscles act as shock absorbers to help us land and stop quickly and safely. They also provide a great ready position for subsequent fast movements or actions. Lower body strength and core strength is crucial for landing and stopping safely.

Bend at the hip, knees and ankles. Lower body strength and core strength is crucial to land and stop safely.

3

3. KNEES BENT IN LINE WITH FEET

Knees in line with feet not only looks after the knees, but it also provides a stable base to move from. When viewed from the front, the hips, knees and feet are in a straight line.

4

4. FEET SHOULDER-WIDTH APART

The feet can be parallel, or one foot ahead of the other, while maintaining the shoulder-width distance between them.

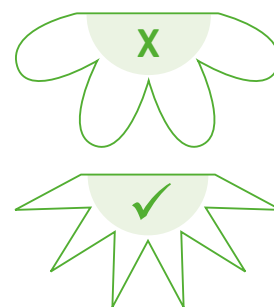


To achieve an SBP, the player requires adequate lower body strength, core strength, balance and mobility.

Purpose of the Skill

Players need to understand the importance of the skill that is the focus of the practice – **why** they need to learn it, **where** it can be applied on court and **how** it relates to their position on court. As a guideline, three per cent of the skill development time should be spent on selling the skill [the why, where and how] and its purpose to the players. This therefore maximises the time on the task – practising the skill. Plan your introduction for the skill; think of a way to capture the players’ attention. For instance, it might be using the name of one of their Netball heroes to help sell the dodge or having a word/phrase that encapsulates the key learning cues, e.g. skill is change of direction for a midcourt player, to reposition on the circle edge, move off and on the circle edge, making a sun ray pattern rather than a flower pattern.

USING AN ILLUSTRATION FOR A LEARNING CUE



Using Analogies

The use of analogies is a powerful coaching tool. They help link the unknown to something already known, like painting a visual picture for the player to help them when they are learning a new skill or enhancing existing ones. For example, when players are landing ask them to focus on landing softly and quietly: “Land as soft as a feather or as quiet as a mouse”.

If you land upright, you can see down the court versus “seeing the court floor”. “Standing tall and strong like a kauri tree” reinforces the importance of standing upright.

Demonstrations

There is nothing better than using an effective demonstration when assisting your players’ skill development. It allows the players to see what it looks like and then recreate it. It is preferable that the coach selects players to demonstrate rather than themselves, enabling the coach to observe. It also means that the demonstration looks more realistic of how the players perform. Most importantly, avoid adding instructions. Let the players observe the skill and then try it, without adding any additional information.

The kinaesthetic learners [those who learn by doing] in your team may prefer to practise/mimic the skill rather than passively watching. There isn’t a perfect technique – players may perform skills slightly differently from each other and this is OK. Providing a demonstration should only take up seven per cent of the skill development time, leaving plenty of opportunity to practise.

Learning Cues

Learning cues identify key elements [coaching points] that are important for the coach to observe in their players and reinforce them. The cues are a guide for coaches to ask questions, give feedback and add variations to the activities. It is recommended that coaches use a strength-based approach that reinforces what the coach wants the player to do rather than not do.

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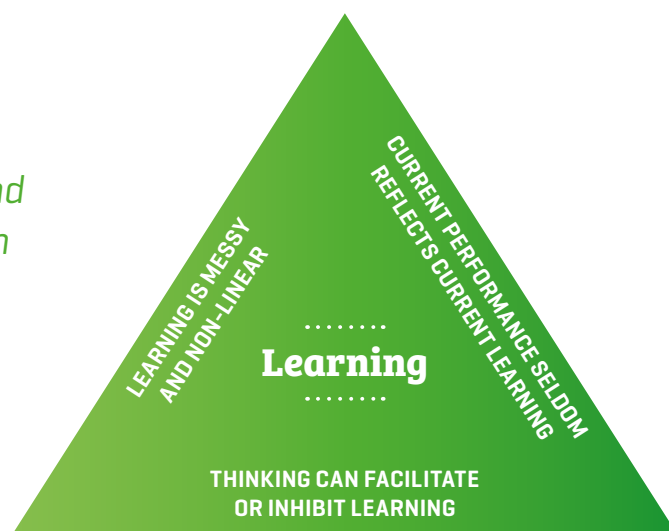
*Remember to reinforce the **positive**.*

.....

Skill Learning

Learning is messy and non-linear, and we commonly hear that errors are an important part of learning.

So, it is OK if your training sessions feel a little chaotic. Current performance doesn't always reflect current learning. It takes time to learn a skill and all players learn differently and progress at different rates. Even though the player has practised the skill, it can take time before they can perform this skill under pressure.



Game-like settings offer skills learning opportunities to build competence and confidence.

Players need to play to practise.

It is recommended that all secondary school players, regardless of grade or competition, should PLAY AT LEAST HALF OF THE GAME. This allows all players to develop their skills and love of the game.

Using Questioning

By asking questions, you are helping to grow your players' knowledge and promote greater understanding, especially in tactical situations. Through questioning, you are encouraging deeper 'thinking' players, by providing opportunities for them to think for themselves and adapt to the changing situations on court. Given that playing Netball involves multiple decision-making skills every time the ball is caught or when a movement is required, it is vital that players develop self-reliance by making these decisions themselves instead of the coaches telling the players what to do.

Start with easy-to-understand questions. For example, "What did you notice or what was different?" Encourage players to demonstrate their answer rather than just telling you.

Handy Hint: Ask questions that have an external focus rather than an internal one e.g. on the ball rather than the body. By using an external focus this allows the player to focus on what they need to do.

Adapting the Activities

There are different ways that you can change an activity to make it easier or harder for players when practising the skills, to maximise participation or to meet the objectives/purpose of the activity. Most importantly, adaptations need to allow players to feel and experience success and be challenged and extended.

To enable you to have a good view of the players performing the skills, change your position by moving around the activities to observe them from different sides/angles.

Altering the activity doesn't mean your planning or activity has failed; it means that you are being flexible, player centred and catering for the player's ability.

Player actions you might see that tell you to adapt the activity:

- Activity isn't achieving the skill development expected, e.g. when the skill being coached is dodging, but the players run to get free to receive the pass.
- Player/players are unable to complete the skill due to its difficulty.
- Players are looking bored.
- Players look confused.
- Players complete the activity with ease.

The coaching tool below uses the acronym ADAPT IT, providing coaches an easy framework to identify ways the activity can be changed. The players will also have some great ideas as to how the activity could be adapted. By asking them for and implementing their suggestions, coaches are reinforcing player empowerment and the player-centred approach.

It is good practice to **keep challenging the players by changing the problem** for them to solve. Using a game-like setting, ask the players to explore ways to find multiple solutions to solve the problem. Examples would be if the WA is being double marked at the centre pass; the opposition are playing a three-over/wall defence at the centre pass; the centre is floating in the middle.

A	ASK ASK QUESTIONS! e.g. What passing options do you have?
D	DURATION Decrease or increase the amount of time the players have to achieve the goal. e.g. was 2 minutes now 1 minute.
A	AREA Change the area or amount of space the players have to move in. e.g. if the area is smaller, it could become harder for the attackers, but easier for the defenders and vice versa.
P	PLAYERS Alter the number of players on each team. e.g. was 3 on 3 change to 2 v 4.
T	TWEAK Tweak the rules to ensure all the objectives are met. e.g. must pass to all team members before a shot can be taken.
I	INDIVIDUALS Allow individuals to modify the game. e.g. ask the players what would improve the game.
T	TIME Allow players time to practice. Just let them play. The more they practice, the more chances they have of improving.

GROW Model

The GROW model is a process for goal setting and problem solving and assumes that the purpose of coaching is to generate:

- » *Awareness*
- » *Responsibility*
- » *Self-belief*

By using effective questions, empathic listening and providing feedback. The GROW coaching approach will foster change and improvement more readily. The acronym GROW stands for Goal, Reality, Options and Where to from here, and requires self-reflection and feedback.



Goal: What did you want to achieve in the session? What did you want the group to be able to achieve by the end of the session? What would success be to you?

Reality: It is important that this session is grounded. The player being coached should be able to assess their current performance – what is going well and what they are less happy about. Feedback should be provided at this point, providing concrete examples of their performance so far.

Options: This stage offers the opportunity for the person being coached to suggest possible courses of action that will enable growth or improvement. As a coach, you can support the player with What I saw was... What I heard was... What I observed was... and then help summarise the options.

Where to from here: The final part of the process involves the participant being coached making decisions and having the willpower to commit to them. What is the way forward? What is the one thing you will do based on this reflection? What might get in the way? What support do you need?

Umpiring Development

During a season, secondary school players are likely to be required to take their turn to at umpiring. By integrating umpiring skills within all training sessions coaches can build umpiring capability, helping your players to:

- » *Grow umpiring confidence*
- » *Enhance their understanding of the game and how the rules apply to it*
- » *Build appreciation and understanding of umpiring*
- » *Be better prepared when asked to umpire*

Take every opportunity to have players learn umpiring components during team practices. As teams often have 8 to 10 players, one or two players should be used to umpire the activity. Start the umpiring component with a simple focus such as footwork and having good vision of all the play. As the players' umpiring confidence grows, add other rules to be officiated. Be sure that all players have the chance to develop and practise their umpiring as well as the technical skills of the game.

Self-reflection

Self-reflection helps coaches and players evaluate their own and others' performances and become more self-aware. It is ideal to provide a variety of ways using both formal and informal methods and to do this in their debriefs and reflections.

Modern technology – mobile apps, social media and online communities – has revolutionised the use of reflection practices. This use of technology in reflective practices meets the needs of rangatahi today. Self-reflection enhances self-determination and self-awareness, which is useful in both our sporting and personal lives.

One example is applying the **GOOD, BETTER, HOW** format.

GOOD

Starting with what was good about the performance or action can be a challenge to identify as there is a tendency to focus on what wasn't good...

BETTER

Then considering what can be done better...

HOW

How is a great challenge to enable the players to identify how they can do better or continue to do what is working well and/or how they can make changes to improve those areas.

How to Use this Resource

*In this resource, we have grouped the skills into five components: **movement, ball, attack, defence and specialist skills.***

These five components are the priority or the 'critical few' skills for secondary-school players to develop. Movement skills are the common thread for the development of these 'critical few' skills. To improve the movement skills, the NetballSmart links provided are to be used in conjunction with the activities.

Within each component, subsets of skills have been described with learning cues identified to help guide your coaching. For example, in stopping and landing, one learning cue is soft landing (minimal sound) by bending at the ankles, knees and hips. If you can hear the players landing, encourage more bending of their ankles, knees and hips – creating a quieter sound.

When planning your practice, start by identifying the purpose of it and choosing one skill to be the focus of the session. Then include two to three game-like activities to develop the skill further and provide different challenges for the players. The activities can include a range of other skills: stopping, landing, passing, catching, attacking or defending. While other skills will be practised, remember that your key focus is on one skill. As discussed on the previous page, it is also important to modify [ADAPT IT] the activity to enable players to feel and experience the skill in a game-like setting. During your planning stage, consider what some of these adaptations might be.

Once you have identified your skill and chosen/developed your game-like activities, always start your practice with the NetballSmart Dynamic Warm-up. Each learning activity identifies a relevant NetballSmart focus for application in the session.

In all games, Netball rules apply with specified umpiring focuses for players to enable them to build their umpiring confidence and capability. We encourage coaches to integrate the rules, knowledge and application as often as possible when players are learning these skills. During your practice session, remember the importance of repeated efforts of the activity to improve or polish skills.

*Always start your practice with the **NetballSmart Dynamic Warm-up** and finish it with **NetballSmart Recovery and Reflection.***

KEY

	Path of ball		Umpire		Cone
	Direction of movement		Position (Ie, P for Posts, F for Feeder... specific instruction in the how to play section)		Ball
	Players		Hoop		

Movement

Safely start, stop, jump, land and move in a variety of directions, both on attack and defence.

STOPPING AND LANDING	MEETING THE BALL	TAKE OFF	TURNING FULLY	JUMPING	CHANGING DIRECTION
COMPONENTS					
The following skills should be used in conjunction with NetballSmart resources below: NetballSmart Dynamic Warm-up, Landing Skills, Body Weight Strengthening, Bronco, Core Control and Stability					
- Land on both feet simultaneously - Land on either foot first (one-to-two landing) then quickly bring the other foot down - Land balanced after jumping, with soft hips and knees - Bend the hips, knees and ankles	- Run hard to receive the pass, keeping a straight line of movement (run) to the ball - Maintain speed, keeping the feet moving, until the ball is in the hands	- Strong, fast take-off in the direction of the pass or to the free space - Player can use either foot for the first step of the take-off	- Meet the ball catching it with two hands, turn fast and fully in the air; land balanced to face their goal - Land with head, hips and feet facing in the same direction - Use the first landed foot to pivot on to face their goal, or - Turn away from the defender when receiving the ball	- Jump upwards to catch the ball at full extension, taking the ball at its highest point - Move the feet before jumping to catch the ball e.g. back, back and up	- Use one or more changes of direction when attacking or defending - Use a combination of direction of movement and different body angles to show which way you will move
WHAT TO LOOK FOR					
- Weight evenly distributed across both feet - Knees not in front of the feet – push back through the hips - Lands in a good squat technique [SBP]. » Bent the hips, knees and ankles » Maintains a straight line from the hip, knees and ankles - Soft landings (minimal sound), cushioning the landings by bending at the hips, knees and ankles	- Explosive small steps - Strong use of arms to assist explosive movement - Continues to run at speed into the pass until the ball is in their hands	- Equal distribution of weight across both feet, ready to move forward - Strong use of the arms to assist explosive forward movement - Weight is transferred forwards on initial movement without a step backwards	- Turns to face their goal by turning their head first and fully - Lands balanced in an SBP - Can use either foot as their first landed foot - Secures the ball, before pivoting or turning - Turns away from the defence - Head, hips and feet are facing the goal	- In an SBP with legs bent in a ready position before the jump - Arm(s) are fully extended when catching the ball, taking the ball at its highest point	- Uses the 'outside foot' when changing direction - Feet stay hip-width apart with the hips and knees bent - Keeps in an SBP throughout the movement

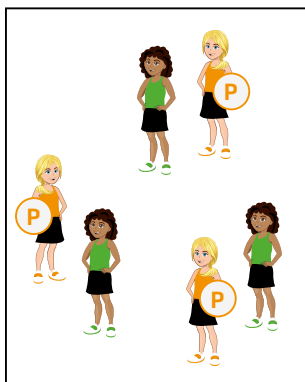
STOPPING AND LANDING	MEETING THE BALL	TAKE OFF	TURNING FULLY	JUMPING	CHANGING DIRECTION
WHY LEARN THIS SKILL					
- Stopping and landing safely helps reduce injuries and allows you to move into the next play faster. Fun Fact: When you run and stop, your body is absorbing twice its body weight and when you jump and land, its absorbing six times your body weight – so landing safely is critical.	By meeting the ball strongly this decreases the chance of the defence intercepting it. It also helps you to turn fast and fully and release the ball more quickly.	- Take-off affects your timing as you run to a space, go for the intercept, run towards the ball. - Moving forward first gives you a quick take-off and an advantage over the defence.	Turning fast and fully allows you to sight the goal and all the passing options earlier and faster, so decision-making is easier.	This enables you to contest and catch the ball earlier and at a higher point to beat the opposition.	This helps you to create space, fooling the opposition, enabling you to receive a pass in space, away from the defence.
WHERE YOU WOULD USE THIS SKILL					
- Every time you move on court you need to stop. - Stopping in a well-balanced position is needed throughout the court following movement.	Every time you receive a pass – you should also meet a high ball at full extension.	- At the centre pass when preparing to receive the pass. - Through court when you move to create space or receive the pass. - When you have read where the passing options are, and you take off to attempt the intercept.	More or less every time you receive a pass for the centre pass, through court and in your goal circle.	- Through court to receive a high ball, in the goal circles to pull in the rebound. - To intercept a high ball.	Anywhere on court – vary the length of movement to fit the space you are working in.

REACH

Purpose: To practise catching the ball at full extension, landing in a stable body position [SBP]

SET-UP

- Number of players: Whole group
- Area: Within one-third of the Netball court
- Equipment: Balls – one ball at each post



HOW TO PLAY

- Three to four players act as posts (P) and stand with a ball on an outstretched arm above shoulder height.
- The players can move freely in the space and run towards a post and take the ball from the outstretched hand and land in an SBP.
- The ball is then returned to the post player and the player moves onto another ball.
- Change roles regularly.

ADAPT IT

- The ball is softly tossed directly up in the air, allowing the players to jump to catch the ball and land.
- Players now jump, catch and then turn fully to face the opposite direction.
- After landing, pass the ball to another player.

UMPIRING FOCUS

- Footwork

NETBALLSMART FOCUS

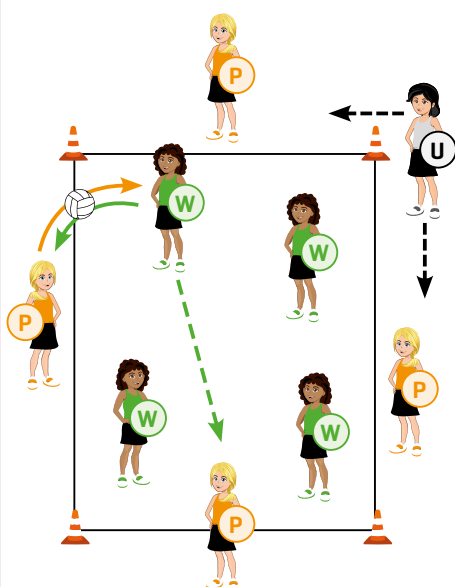
- Hips, knees and feet are aligned
- Stick the landing

AROUND THE WORLD

Purpose: To land in a stable body position [SBP] when receiving the pass

SET-UP

- Number of players: In groups of six to nine
- Area: Half of one-third of the Netball court
- Equipment: Balls, cones, bibs



HOW TO PLAY

- Allocate four posts (P) with a ball and four workers (W) inside a third of the Netball court.
- The workers inside the space are given a certain time to move around and receive as many passes as possible, focusing on their one-to-two landing when receiving a pass. The ball is returned to the post they received from and then the worker runs to another side of the grid to receive the next pass i.e. they cannot just move around the edge of the grid – they must change direction.
- The workers inside need to look for spaces, avoid collisions and select the free post. The ball is always thrown back to the post they received from.
- Workers focus on landing on their outside leg and practise soft landings and the awareness of the footwork rule. The outside leg is the leg furthest away from the opponent, allowing the player to turn away from them.
- The umpire (U) moves around the area watching the players' footwork.
- Change roles regularly.

ADAPT IT

- Who can get three passes in the quickest time? They cannot receive from the same passer.
- Use two balls; a worker can pass to another worker before passing to different post.
- Add two defenders initially, adding another defender then building to a one-on-one situation.
- Increase the area of the activity space.

UMPIRING FOCUS

- Footwork
- Playing the ball – replayed ball, held ball
- Throw-in

NETBALLSMART FOCUS

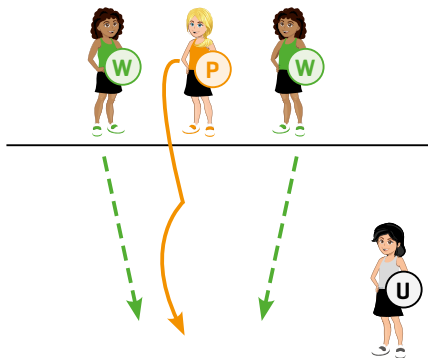
- Stick the single-leg landing
- Hip, knee and ankle alignment

FIRST TO THE BALL

Purpose: To reach the ball first by practising fast take-offs

SET-UP

- Number of players: In groups of three initially, then 8–10
- Area: Within one-third of the Netball court
- Equipment: Balls, court lines



HOW TO PLAY

- Set up in groups of three, one passer [P] and two workers [W].
- The passer with ball stands in the middle of the two workers, behind a line.
- The passer throws the ball forward in the middle of the two workers.
- The workers cannot move until the ball has bounced once.
- The workers focus on their take-off – first step forward. Practise using either foot for the first step.
- The workers run hard to be the first to grab the ball, landing in an SBP.
- The worker who wins the ball and lands balanced receives one point.
- The workers then return to the line, starting from the other side of the passer.
- How many out of six can you win? Then swap roles.

ADAPT IT

- In groups of seven to ten. W5 starts with the ball and throws the ball in the space in front of W1 and W2.
- W1 and W2 must wait until the ball has bounced once, then they both run out to win the ball.
- If W1 wins the ball, the player turns fully to pass back to W3 or W4.
- W3 or W4 now passes the ball into the space to allow W7 and W8 to compete to be the first to get to the ball.
- Players focus on landing on the outside leg first – the leg furthest away from the player beside you, allowing them to turn away from them.
- Change sides and roles regularly.
- The player who doesn't get to the ball first becomes a defender and tries to deflect or intercept the pass back to the line.

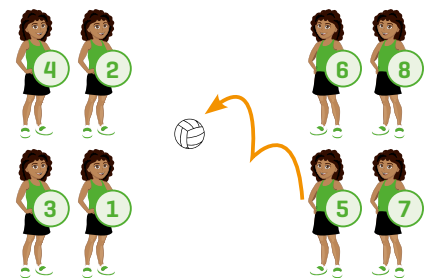
UMPIRING FOCUS

- Footwork
- Playing the ball
- Obstruction
- Contact

NETBALLSMART FOCUS

- Start on balls of the feet
- Acceleration and deceleration

ADAPT IT

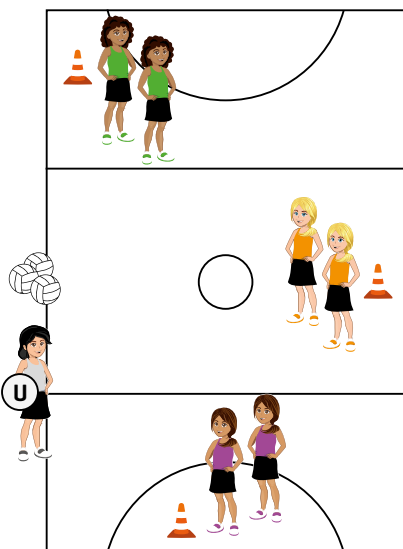


HOME BASE

Purpose: To turn fully and sight your home base and the best option for the pass. Each team are trying to get the ball to their home base first.

SET-UP

- Number of players: In groups of six to nine
- Area: Half of one-third of the Netball court
- Equipment: Balls, cones, bibs



HOW TO PLAY

- Three cones or bases are placed anywhere on the court and serve as a home base for each team.
- Divide the players into three teams and one umpire.
- The teams start at their home base.
- Three balls are placed in a hula hoop on the sideline of the centre third.
- On "GO" the teams race to retrieve a ball, passing the ball between all team members and competing to be the first team to touch their home base.
- Encourage the players to turn fully and sight their home base.
- The winners are the first team to score five points.

ADAPT IT

- Decrease the number of balls. Two balls – the team that doesn't get to the balls first are on defence and look to create a turnover. One ball only – two teams will become defenders and work to create turnovers to allow them to secure the ball and get to their home base.
- Deliver a different pass to what was received.
- Change the home base to only one location.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

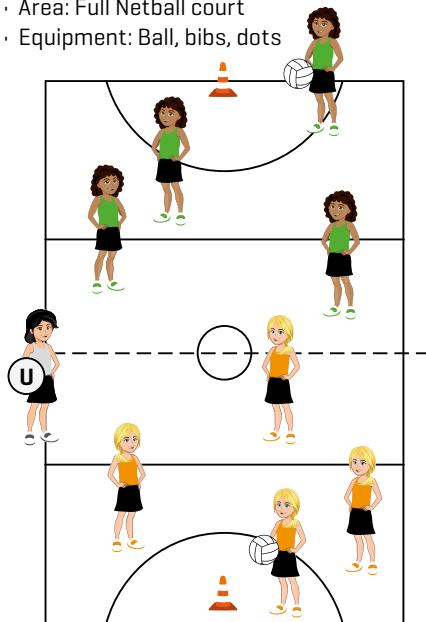
- Hips, knees and feet are aligned
- Stick the landing
- Strength: Squats, core, hamstrings
- Turn and land 180 degrees

INVASION

Purpose: Players focus on practising all movement skills – changing direction, jumping, landing, stopping to steal the opposition's 'trophy' without being tagged

SET-UP

- Number of players: In groups of 8 – 12
- Area: Full Netball court
- Equipment: Ball, bibs, dots



HOW TO PLAY

- At each end of court, place a Netball 'trophy' inside the hula hoop.
- Place the dots along the halfway line.
- Each team choose a half of the court. Their trophy is at the end of the opposite half.
- Team members can only be tagged in the opposition's half. When tagged, the player becomes 'frozen' until their own team member tags them, to release them.
- Players can run with the ball or throw the ball and work hard to use a variety of attacking movements to avoid being tagged.
- Start by only having one team attempting to get their 'trophy', then swap roles.
- The winners are the first team to score five points.

ADAPT IT

- Teams can try and steal the opposition's 'trophy' at the same time as they try to get their own. Team members are being both attackers and defenders simultaneously.

UMPIRING FOCUS

- Playing the ball
- Out of court
- Throw-in
- Working together

NETBALLSMART FOCUS

- Hips, knees and feet are aligned
- Small knee bend when changing direction
- Shoulders over hips
- Strength: Plant, Side Plank
- Plant and cut

Ball Skills

Maintaining possession of the ball by passing and catching accurately through court to the shooters.

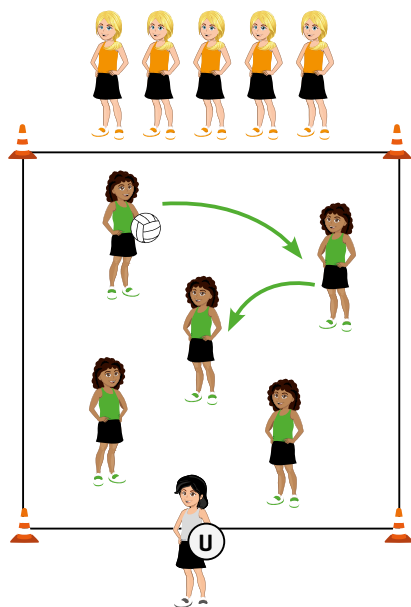
CATCHING	PASSING	ACCURACY OF PASS	PASS SELECTION/ TIMING OF RELEASE
COMPONENTS			
• Catches the ball with two hands to secure possession • Catches ball in 'cylinder' • Catches the ball from a variety of heights and pulls into chest to facilitate a stable landing and releasing from chest height • Ball is kept above waist height • Progression: Releases the ball from where it is caught	• Delivers chest, bounce, overhead, lob and shoulder passes	• Passer reads the movement and space of the receiver • Passes to the space away from the defender and in the direction of the receiver's movements	• Understands what type of pass is best used over varying distances • Uses a variety of release times of the pass, e.g. 1 second, 2 seconds, 2.5 seconds to add deception
WHAT TO LOOK FOR			
• Takes body (including feet) into the catch • Thumb and first finger of each hand makes the letter 'W' to receive the pass • On contact with the hands, the ball is pulled in quickly • Soft hands on the catch, arms bending on contact with the ball	• Opposite foot is forward when passing from the side of the body • Transfers weight from the back leg to the front leg as ball is released • Hand[s] following through on release of the pass • Head up, sighting both the receiver and the defender	• Follows through, extending the arms on release of the ball to propel the ball forward • Ball clears the defender's hands • Turns fully and stands tall to sight all options	• Selects the appropriate release time for the situation • Encourages keeping the ball at chest height when passing • Changes release time to trick the defenders
WHY LEARN THIS SKILL			
• A player can receive on average as many as 50 passes in a game. • Catching the pass within the body's cylinder reduces injury and pulling it in quickly decreases the chances of deflections.	• Passing and catching skills are complementary. • A good pass leads to a good catch. Changing the type of pass you give makes it harder for the defence and puts attackers and shooters into space.	• Placement of the ball can help the receiver move through the catch, turn, release elements more effectively and make it harder for the opposition to intercept or tip the ball.	• Changing the speed of the ball makes it harder for the defenders to read the timing of play. • It also allows your team-mates time to get free/find space. • Varying the type of pass used makes it harder for the defence.
WHERE YOU WOULD USE THIS SKILL			
• Every time you receive a pass or intercept a pass	• Passing from static and moving positions on court	• Every time you catch a ball, you then need to decide who, where and when to pass. The aim is to keep possession of the ball and clear the defender's hands.	• Passes through court, feeding a shooter in the goal circle, throw-ins

FIVES

Purpose: To make five accurate passes as the defence pressure grows. On every fifth successful pass, another defence enters the area.

SET-UP

- Number of players: Two even teams of four to five, one or two umpires
- Area: 5m x 5m
- Equipment: One ball, cones, bibs



HOW TO PLAY

- One team starts inside the area, while the other team lines up outside the area. Umpires move outside the area so that they have good vision of the play.
- The ball is passed between the green [attacking] team, to complete five successful passes. The receiver can't pass back to the player they received from.
- Once five passes have been achieved, one player from the orange team is added as defence.
- The green team work to complete another five passes.
- If successful, another player from the orange team is added to increase the pressure of the defence.
- Continue until all orange [defence] players are in the game.
- If a turnover occurs, the groups swap roles and the activity restarts.

ADAPT IT

- Change the size of the area to ensure success and then increase the area which will change the type of pass.
- All attacking players must receive a pass in each sequence of five passes.
- Increase the numbers of passes the attacking team needs to complete.
- Attacking players use a different pass from the one they received.
- All passes must be at chest height, so this will encourage more evasive movements by the attacker to get away from the defence.
- Ensure landings are balanced and stable.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

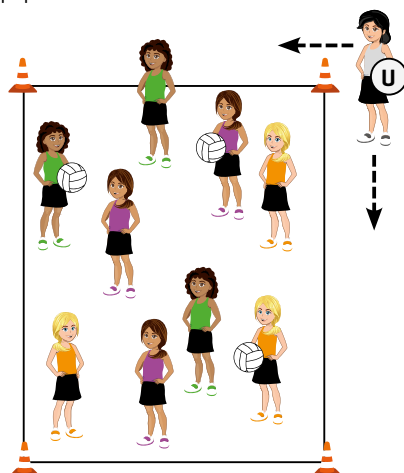
- Hips, knees and feet are aligned
- Small knee bend when changing direction
- Shoulders over hips
- Strength: Plant, Side Plank
- Plant and cut

PASS AND DISRUPT!

Purpose: To practise maintaining possession while using a variety of passes

SET-UP

- Number of players: Whole team
- Area: One-third of the Netball court
- Equipment: Three balls



HOW TO PLAY

- Split the team into three groups.
- Each group passes the ball to each other as they move anywhere in the third of the court. The players focus on passing into the space and selecting the best passing option.
- Play for 3 to 5 minutes then adapt the activity.

ADAPT IT

- Disrupt – all players are looking to intercept or tip the pass of another group to break their flow while maintaining the passing between their own group.
- Players must use a different pass to the type of pass received.
- One team are on defence.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball
- Contact

NETBALLSMART FOCUS

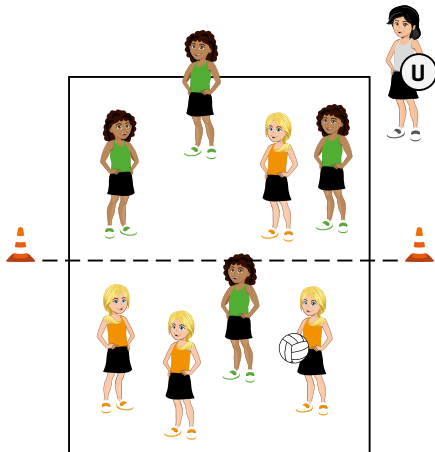
- Hips, knees and feet are aligned
- Small knee bend when changing direction
- Shoulders over hips
- No wide landings
- Strength: Plant, Side Plank
- Plant and cut

ENEMY LINE

Purpose: To use accurate passing and keeping possession for 10 passes in your area before passing to your team player in the opposition's half

SET-UP

- Number of players: Whole team
- Area: One-third of the Netball court
- Equipment: One ball, bibs, dots/cones



HOW TO PLAY

- Divide the area in half and split the group into two teams with one umpire.
- Each team have three to four players in their half and one player in the opposition's half.
- The team with the ball passes the ball between them until they have made 10 passes, and then they must try to pass accurately to their team-mate in the opposition half. The team score one point for 10 consecutive passes and one bonus point if they can get the final pass across the enemy's line.
- The opposing players try to intercept any pass and if successful, they pass the ball to their team.
- The ball also changes possession once a team are successful in getting the ball across the opposition's line.

ADAPT IT

- Players must use a different pass to the type of pass received.
- Add in additional opposition defence.
- Move the game onto the goal-third – three attackers in the goal-third and one attacker in the goal circle. The attacking team start near the transverse line, making 10 passes before passing to the attacker in the goal circle.
- Change the number of attackers outside the circle to two and inside the circle to two.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Off-side
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

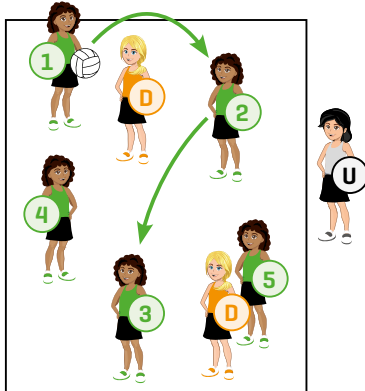
- Hips, knees and feet are aligned
- Shoulders over hips
- Strength: Plant, Side Plank
- Plant and cut

ORDER BALL

Purpose: To use a variety of accurate passes to successfully compete as many circuits as possible while keeping to the passing order

SET-UP

- Number of players: In groups of six or seven
- Area: Half of one-third of the Netball court
- Equipment: One ball, bibs



HOW TO PLAY

- Two players wear bibs and are the defenders [D]. One player is the umpire.
- The remaining four or five players are numbered. The ball must be passed in that order with the last player passing to the first.
- The umpire ensures the passing order is followed while moving around the area to sight infringements.
- One point is scored for each successful circuit. A bonus point is awarded if the passing team can complete three consecutive circuits.
- The two defenders are trying to make it difficult for the passers and work hard to force an infringement or gain a turnover.
- If an infringement occurs, swap roles and start again.

ADAPT IT

- How many circuits can you complete in 2 minutes?
- Each pass must be different to the one received.
- Vary the passing order, e.g. 2-1-4-3-5.
- Increase the number of defenders.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

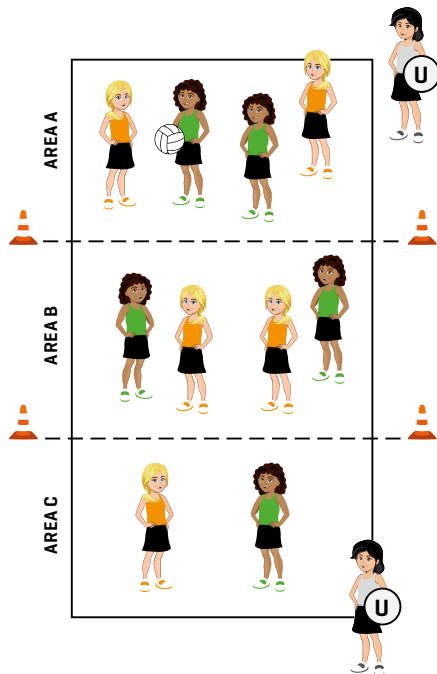
- Hips, knees and feet are aligned
- Shoulders over hips
- Strength: Plant, Side Plank
- Plant and cut

CHOICE BALL

Purpose: To use a variety of passes to maintain possession of the ball and score the most points in a given time.

SET-UP

- Number of players: 10 – 12
- Area: Two-thirds of the Netball court
- Equipment: One ball, bibs, dots



HOW TO PLAY

- Divide the area into three – areas A, B and C.
- The attacking team are awarded points for each pass passed from area A to B [one point] and A to C [five points] but no points from area B to A or B to C or C to B.
- Each team decide how many players they will have in each area.
- The attacking team start with the ball in area A. They have 2 minutes to score as many points as they can.
- If the defensive team intercept the ball, the intercepting player places the ball on the ground immediately and the attacking team pick up the ball and continue.
- The umpire[s] keeps a tally of the points and calls any infringements.
- After 2 minutes, allow the other team to have a turn to try and beat the score.
- Once both teams have had a turn, allow the teams 1 minute to decide on a new game plan to beat their last score. Discuss pass selection and accuracy. Rotate the areas and which players are to be together in an area.

ADAPT IT

- Decrease the time the teams have to score points.
- Allow the players to change the allocation of players in each area.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Off-side
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

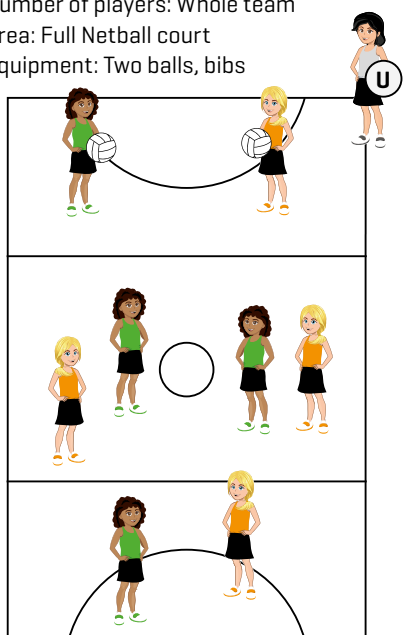
- Hips, knees and feet are aligned
- Shoulders over hips

TOUCHDOWN

Purpose: To use a variety of passes to move the ball through the court, scoring a 'touchdown' by placing the ball on the ground across the goal line

SET-UP

- Number of players: Whole team
- Area: Full Netball court
- Equipment: Two balls, bibs



HOW TO PLAY

- Divide the group into two teams plus one or two umpires.
- Initially each team are to focus on exploring the various passes that can be used and to move the ball from one end to another.
- The teams now compete to move the ball through court, ensuring they still deliver a different pass to the one they received and be the first team to make a 'touchdown'.

ADAPT IT

- Use only one ball. The team with the ball try to get the ball to the other end and score a touchdown without the other team gaining possession. Once a touchdown occurs the opposition team start with a throw-in behind the goal line.
- Stipulate the type of pass teams must use, e.g. bounce passes only; non-preferred shoulder passes.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

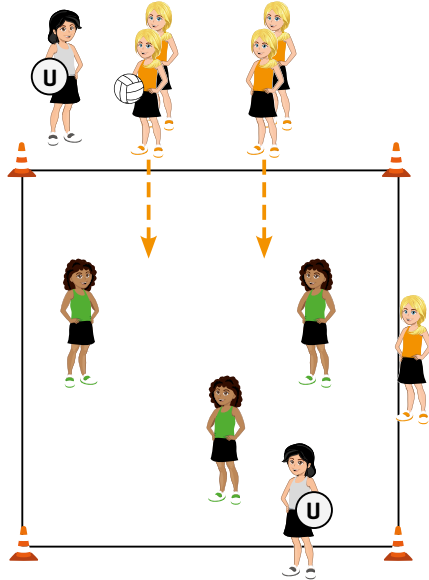
- Hips, knees and feet are aligned
- Shoulders over hips

CONNECT FIVE

Purpose: To select the most appropriate pass to keep possession and beat the defence

SET-UP

- Number of players: 8 – 12
- Area: 10m x 10m
- Equipment: Four balls, cones/dots



HOW TO PLAY

- Three players wear bibs and stand inside the area.
- One attack player stands on the sideline to be used as required to help the attacking players get through the area.
- The remaining players line up in two lines outside the area at one end, waiting their turn.
- The first two attacking players start with the ball.
- These attacking players pass and move, using a variety of passes to beat the defender. The attacking player on the sideline can be passed to if the other attacking player isn't free.
- The first pair return to the back of the attacking line if the defenders gain possession of the ball, or they get to the other side successfully.
- Change roles frequently.

ADAPT IT

- Divide the players into two teams of four to five players. The attacking team score a point when they make five consecutive passes without the ball being intercepted or tipped by the defenders.
- Possession changes if there is an intercept; an infringement if the ball goes out of court.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

- Hips, knees and feet are aligned
- Shoulders over hips

On Attack

Use of decisive and succinct movements to lose the defender to receive the pass in clear space.

DODGE	CLEAR AND DRIVE	UP TO GO BACK	HOLD
COMPONENTS			
- Start the dodge just before the passer catches the ball - Use lateral changes of direction to get free from the defender to receive the pass - Can use a dodge in a variety of spaces; small to large - Get free on the straight line/ ball side	- Prepare to move early before the passer catches the ball - Move away from the passer, then drive into the space down court to receive the pass	- Drive forward (up) and then away (back) to receive the pass - Use sharp angles (body and movement) on the back movement to show the passer the space where the ball is to be received - The ball is released as the receiver starts the back movement	- Position the body strongly and upright on the side, or back of the defender - The holding player's body position forms the letter T with the defender - Maintain the hold until the ball is overhead of the receiver to prevent losing the space to the defender - The ball is passed to the hands of the attacker away from the defender's reach
WHAT TO LOOK FOR			
- Decisive full-body movements used to lose the defenders - Pushes off the outside foot when changing directions - Hips, knees and feet stay in alignment during the dodge - The trunk stays stacked on top of hips (trunk control) - Uses dodges to receive the pass on the ball side rather than an angled pass - Times the dodging movement(s) so that the passer can release the ball quickly - Uses the 'blind side' of the defender to make it harder for them to maintain vision of the attacker.	- Uses strong clearing drives away from the line of play and then drives forward to receive the ball - Able to always sight ball throughout the movement	- Early preparation - Times the movement to receive the pass when moving back into space - The passer and attacker have awareness of the defender and the space - On the back movement, plants the foot and pushes off strongly - Able to always sight ball throughout the movement - The movement back into the space can be done using either foot to push off from	- Strong hold with minimal movement by the attacking player - Releases hold (move away) from the defender when the ball is overhead - When holding behind the defender, the attacker stands with their shoulder in the middle of the defender's back, forming a T shape - Pulls the ball in to catch it strongly - Turns the body away from the defender when catching the ball

DODGE	CLEAR AND DRIVE	UP TO GO BACK	HOLD
WHY LEARN THIS SKILL			
When you are being marked tightly one-on-one and are in a confined space a dodge will lose the defender and allow you to pop out into space to receive the pass.	To move yourself and take the defender initially away from where you want to receive the pass. This allows you to receive the ball in space.	Moving up to go back creates space away from the passer for you to receive the ball.	Defence is a great form of attack. This means using the hold to defend the space to receive the ball. The hold is an efficient way of receiving the ball in space.
WHERE YOU WOULD USE THIS SKILL			
Anywhere on court when being defended one-on-one	Used where you have more space on court, e.g. as the ball is being passed through court from a turnover in goal circle or throw-in.	Used frequently by a shooter in the goal circle to receive the ball close to the goalpost. It can also be used through court where you move forward, taking the defence up and then drop back into space to receive the pass.	- Any time when you are in a one-on-one static situation. Frequently used in the goal circle by the shooters. - Can be used anywhere through court and attacking players can hold on to the side or back to protect a space for the pass.

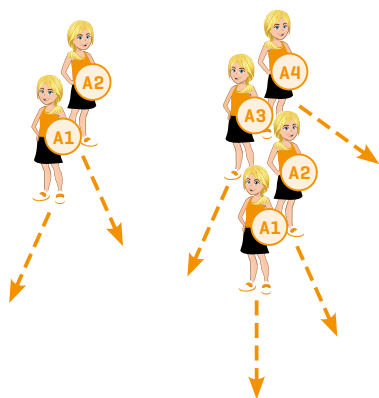
ON ATTACK PRACTICE ACTIVITIES

DECISIVE DRIVE

Purpose: To read off the player in front (who uses decisive running movements) by running into another space to quickly balance the court

SET-UP

- Number of players: In twos initially, building to four to six
- Area: 10m x 10m
- Equipment: Nil initially then a ball and bibs



HOW TO PLAY

- In pairs, attacker 1 (A1) stands slightly in front of A2. The pair move slowly forward.
- A1 at any time makes a decisive drive – left, right or straight ahead. A2 then reacts, driving to another space away from A1.
- The players then come back together. Jogging forward, the front player makes another decisive drive and the back player balances.
- The activity allows the players to practise straight and diagonal leads to the ball.
- Add A3 and A4 to increase the challenge of balancing the drive with more players.

ADAPT IT

- Add in a passer and a ball. The passer can pass to either attacker with the non-receiving attacker then making an additional decisive drive to receive the next pass.
- Add defence[s].
- Bring two groups together – one on attack and the other on defence.
- UMPIRE FOCUS
- Footwork
- Playing the ball

NETBALLSMART FOCUS

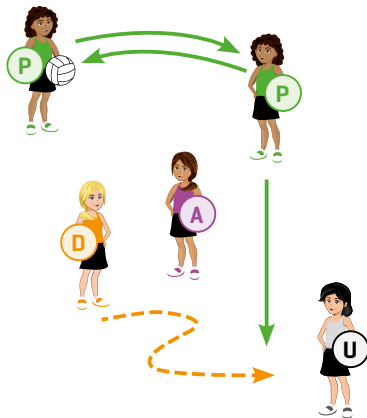
- Hips, knees and feet are aligned
- Shoulders over hips

RECEIVE ON THE STRAIGHT

Purpose: To practise using a variety of attacking movements to get free to receive the ball in a straight line

SET-UP

- Number of players: In groups of five
- Area: 5m x 5m
- Equipment: One ball, bibs



HOW TO PLAY

- Two passers [P] continually pass to each other.
- The attacker [A] dodges and moves to beat the defender, timing their movement to receive the ball in a straight line from the passer.
- The defender [D] uses movements to get around the attacker to stop the straight-line pass.

ADAPT IT

- Increase the area the activity is practised in.
- Increase the length and the type of pass given by the passer.
- 3 v 3 – attackers score a point for every straight-line pass they make and catch. Defenders score a point by forcing an angled pass or gaining a turnover – the winners are the first to score 10 points. Swap roles.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

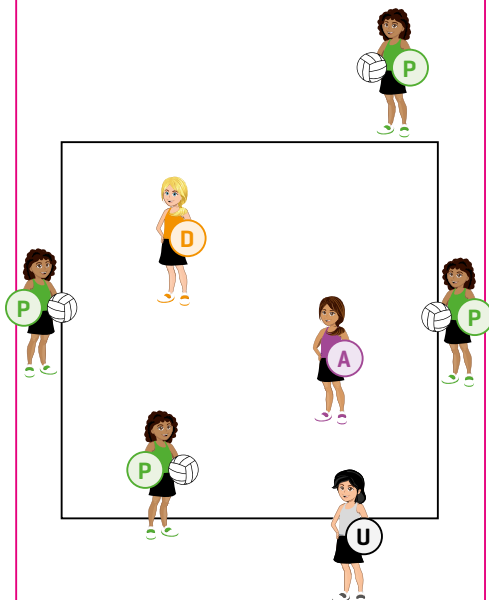
- Hips, knees and feet are aligned
- Shoulders over hips

SPACE BALL

Purpose: To use a variety of attacking movements to get free from the defender and receive a set number of passes

SET-UP

- Number of players: In groups of six or seven
- Area: 10m x 10m
- Equipment: Four balls, bibs, dots



HOW TO PLAY

- Inside the square, set up a one-on-one situation – one attacker [A] and one defender [D].
- Outside this square, place four passers – one on each line and with a ball each.
- The attacker needs to successfully receive a pass from each passer [P] before swapping roles. Once the attacker has received their number of passes, all change roles.

ADAPT IT

- Only one ball and passers can move along their line. The ball is passed between passers until the attacker has a free space to receive. Time how long it takes for the attacker to complete four receipts of the ball.
- The attacker is able to use a different pass to return the ball to a passer.
- Build up to a two-on-two situation, adding another attacker and defender in the space and two passers on the outside. The area used may need to increase.
- The attacker that receives the pass from the passer must pass the ball to the other attacker before passing to a passer.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Contact
- Obstruction

NETBALLSMART FOCUS

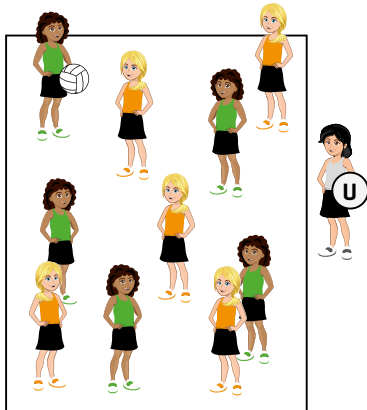
- Hips, knees and feet are aligned
- Shoulders over hips

BALL TAG

Purpose: To use a variety of movements to try and avoid being tagged by the team, with the ball passing quickly to get close enough to tag with the ball in hand

SET-UP

- Number of players: In a group of 8 – 10
- Area: One-third of the Netball court
- Equipment: Ball[s], bibs



HOW TO PLAY

- Divide the group in half. One group put on bibs and are the taggers.
- Start by using half a third of the court.
- Taggers pass the ball around between team members to get close to an opponent to tag them with the ball in hand.
- Each tag is counted, with the objective being to try to get as many tags as possible in the time allowed, e.g. 60 seconds.

ADAPT IT

- Add an extra ball to challenge both teams' awareness of the ball and the spaces available to move in.
- Decrease the size of the area, increasing the need for greater evasive actions.
- Once tagged, this player joins the tagging team – increasing the number of players in the tagging team and therefore making it hard to avoid being tagged.
- Players in the team without the ball can intercept the pass (taggers passing to each other) to become the taggers.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

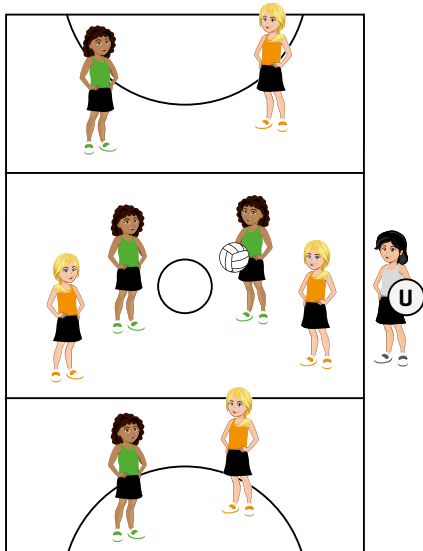
- Single-leg control and alignment
- Controlled stopping at speed
- Strong core

POSSESSION BALL

Purpose: To maintain possession as long as possible, using a variety of movements to beat the opposition

SET-UP

- Number of players: In a group or 10 – 12
- Area: Netball court
- Equipment: A variety of balls, bibs



HOW TO PLAY

- Divide the group into teams of five to six players.
- One member from each team plays Paper, Scissors, Rock to decide which team starts with the ball. Use the NetballSmart version – Rock = Squat, Scissors = Lunge, Paper = Star Jump.
- Start using the centre third.
- The attacking team are looking to make 10 consecutive passes = one point.
- If possession is lost, the opposing team attempt to secure 10 consecutive passes.
- The winners are the first team to score five points

ADAPT IT

- Extend the area to two-thirds and finally a full court.
- Use different types of balls e.g. rugby ball, vortex ball, spiky ball. Encourage players to think about how the different balls and differing space sizes affect play.
- Change the numbers of players on defence e.g. six defence and four attack to increase the challenge for the attackers.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

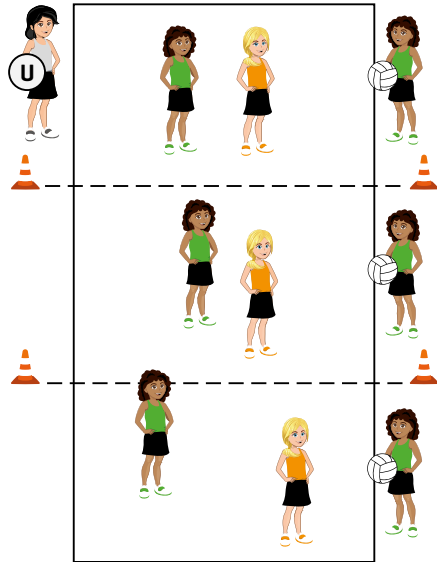
- Upper body strength for strong passes
- Controlled stopping with good alignment
- Good squat and lunge technique

THREE ON ONE

Purpose: To develop a range of attacking skills to use against defence

SET-UP

- Number of players: 12, in groups of three
- Area: One-third of the Netball court
- Equipment: One ball, spots/cones



HOW TO PLAY

- Divide the goal-third into three areas. A defender stands in each area.
- Three attackers start at the sideline and make three passes in each area without the defender touching/ intercepting the ball.
- The defenders can only defend in their area.
- The attackers score one point for each successful pass and two bonus points if they use a dodge to get free for the pass.
- Swap roles.

ADAPT IT

- Add an additional defender in one area.
- Build up to three on two and, if appropriate, three on three.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

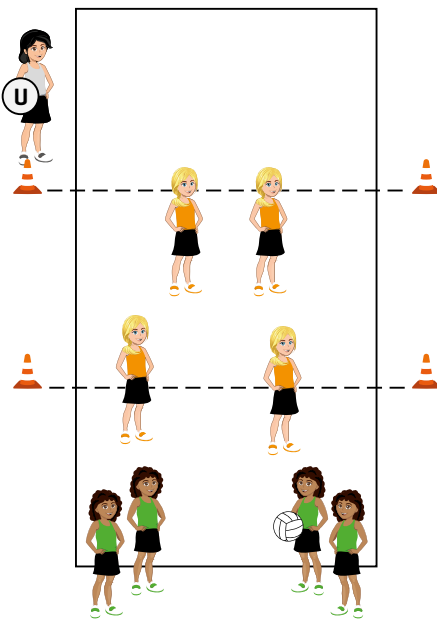
- Single-leg control
- Strong changes of direction with good alignment
- Strong core

OVER THE ADVANTAGE LINE

Purpose: To use a variety of movements to receive the ball forward of the passer receiving the pass over the advantage line

SET-UP

- Number of players: 8–10
- Area: One-third of the Netball court divided into three zones
- Equipment: One ball, bibs



HOW TO PLAY

- Divide the group into four attackers and four defenders.
- Two attackers work at one time and start with the ball on the sideline. These two attackers must make a minimum of two passes in each zone to get the ball through each zone and to score a touchdown on the far sideline. This will score one point for the attack. The two defenders are only allowed in each zone and try to gain possession or prevent the attackers from passing forward. This will score one point for the defence.
- If any pass does not go forward, the attackers' turn has finished; these attackers go back to the start and the next two attackers begin their turn.
- Swap attackers and defenders after 10 attempts or when either the attack or defence are the first to score five points.

ADAPT IT

- Change the zones in which the defenders are working in i.e. change the zone without defence.
- Build the defence pressure so that the number of defenders increases to four in the second zone.
- The attackers must use a different pass to the one they received.

UMPIRING FOCUS

- Footwork
- Playing the ball
- Out of court
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

- Upper body strength for strong passes

On Defence

Create opportunities to gain possession using decisive and well-timed defensive movements and effective body positioning

CHANGING SIDES	INTERCEPTING	DEFENDING THE PASSER	DEFENDING THE RECEIVER
COMPONENTS			
Change sides by moving around the attacker, aiming to be positioned on the same side as the ball	- Read the passing options and cues from the passer to know when to move to intercept the ball - Sight the ball and times the movement to take a clean interception - Move from different positions – in front, from the side, behind to cleanly intercept the ball - After gaining the intercept, deliver an accurate pass	- Take up 0.9m distance from the first landing foot of the passer - Defender's arms are extended to make passing difficult - Angle the body and vary the position of the arms while maintaining 0.9m distance to force the passing direction	- Position in front or on the side of the attacker to restrict or direct the attacker's movements - Intercept the ball with two strong hands cleanly or bat with the outside arm to direct the ball to gain possession
WHAT TO LOOK FOR			
- Able to sight the opponent and ball at all times - Uses small, quick steps, staying on the ground in an SBP when moving - Keeps arms in the 'cylinder' until the pass is released - Defends the attacker on the ball side - Times the movement around the attacker by changing sides before the ball is passed	- Uses the SBP position - Their body is fully extended when going for the ball in flight - Takes short, quick steps - Uses their outside arm if coming around a player - If timing of movement is too late – knows to pull out of the intercept, avoiding contact - Defender recovers quickly and is back in play if interception is missed - Adjusts distances to the attacker in relation to the line of the ball i.e. the closer the ball is to the receiver, the closer the defender is to the receiver	- Quickly retreats to 0.9m from the first landing foot - Hips and knees are bent in an SBP, ready to jump or move - Stays on the ground while the ball is in the passer's hands - Body is angled for wider vision and arms are extended - Reacts with fast footwork to meet and directs the passer's running path once the ball is released	- Is able to sight the opponent and the ball by angling their body and keeping their head up - Maintains an SBP throughout - Defends for 3+ seconds - Defender's body covers half to three-quarters of the attacker's body at the start of the attacker's movement - Keeps arms in the 'cylinder' until the ball is passed - Directs the attacker's movements away from the ball so that the pass is on an angle

CHANGING SIDES	INTERCEPTING	DEFENDING THE PASSER	DEFENDING THE RECEIVER
WHY LEARN THIS SKILL			
- Generally, it is easier to intercept a longer, diagonal pass. - Defenders through court are encouraged to mark the ball side to create the diagonal ball and make it harder for the attacker to pass the ball.	To gain possession and give your team more chances to score. Netball is unique in that teams get alternate centre passes. Therefore, creating turnovers and taking intercepts give your team a better chance of winning the game.	To put the passer under pressure and make it harder for them to see the passing options	To restrict or direct the attackers' movements, making it hard for them to receive the pass
WHERE YOU WOULD USE THIS SKILL			
- Circle defenders frequently change sides to move to the side of the attacker that the ball is on. - Through court all players can move to the ball side to make it harder for the attackers.	Anywhere on court. Working together as a team can help create intercepting opportunities.	Through court and in and around the goal circles when your opponent has the ball	- By defending the attacker, you are making them work harder and they have to use a variety of movements to get where they want to. It can also mean that the opposition are not able to get the ball through court quickly. - When your team don't have the ball everyone is on defence and should be defending their opponent.

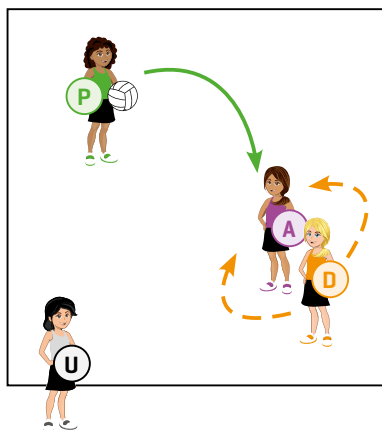
ON DEFENCE PRACTICE ACTIVITIES

WASHING MACHINE

Purpose: To move around the player and contest the ball while using the outside arm (decrease the chance of contact) to go for the ball

SET-UP

- Number of players: In fours
- Area: 5m x 5m
- Equipment: One ball per group



HOW TO PLAY

- The passer [P] stands in front of the attacker [A] and the defender [D]. The stationary attacker stands five to six metres away from the passer.
- The defender practises moving around the attacker – with short, quick steps.
- As the defender continues to move, the passer passes to the attacker. The defender quickly adjusts their position to allow them to contest or intercept the ball using their outside hand.
- Swap roles.

ADAPT IT

- Allow the attacker to move – left and right.
- Shorten the passing distance between the passer and the attacker.
- Add another passer [P2] out to the side of the attacker. The attacker passes the ball to P2 after receiving the ball from P1. When the ball is being passed to P2, the defender quickly takes up position on the attacker in relation to P2.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Contact
- Obstruction

NETBALLSMART FOCUS

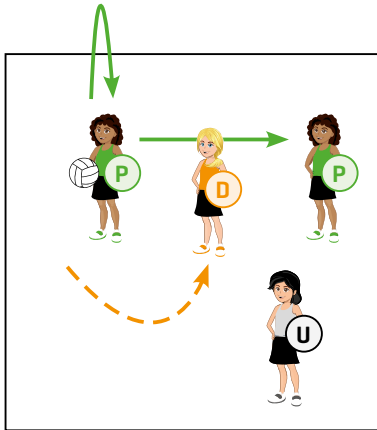
- Acceleration and strong change of direction
- Pushing strongly off the outside leg
- Maintaining good alignment – hips, knees and feet facing the same direction

TIME THE INTERCEPT

Purpose: To develop an awareness of how far from the passer you can run/move to take the intercept

SET-UP

- Number of players: In four
- Area: 5m x 5m
- Equipment: One ball per group



HOW TO PLAY

- Set up in groups of three: two passers (P) and one defender (D).
- P1 throws the ball up to self then turns and passes a flat pass to P2.
- D comes from beside the passer to take the intercept. Work from both sides and both ends.
- Change roles regularly or set a time limit, e.g. 30 seconds, to see how many intercepts can be taken by D.

ADAPT IT

- The defender comes from behind on either side.
- The defender varies the starting position in the middle from the line of the pass.
- The passers are not allowed to release the ball if they can see the defender moving before they release the ball.
- The passers are moving in an area and D intercepts the passes, landing in an SBP and delivering an accurate pass to one of the passers.
- Add another passer and another defender.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Contact
- Obstruction

NETBALLSMART FOCUS

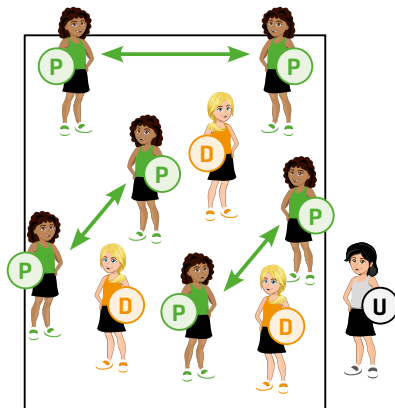
- Maintaining good alignment – hips, knees and feet facing the same direction

THRILL

Purpose: To move continuously within the area, reading the passes and how far away to be to take the intercept

SET-UP

- Number of players: Group of 10–12
- Area: One-third of the Netball court
- Equipment: Three or four balls



HOW TO PLAY

- In pairs, the passers (P's) pass continually.
- The defenders (D's) move continuously in the area, reading the passes, timing of release and take the intercepts.
- Feel the 'thrill' of the intercept, the control of landing in an SBP and delivering an accurate pass back to a passer.
- Once the defender has made three or five intercepts, change roles with a passer.

ADAPT IT

- The passers cannot release the ball if they see the W coming.
- Use a variety of passes and release times to encourage the W's to read and adapt to these changes.
- The passers move around the third so that the W must judge the space and their timing to intercept.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Contact
- Obstruction

NETBALLSMART FOCUS

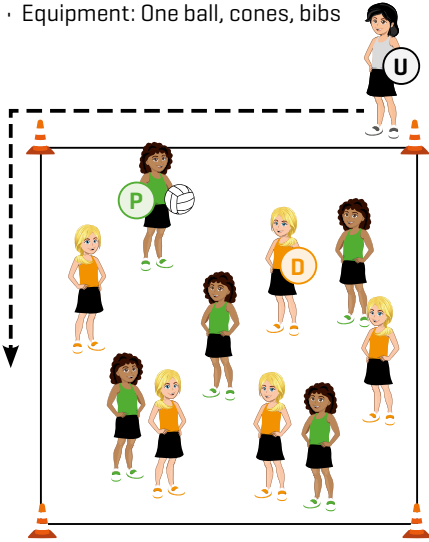
- Hips, knees and feet are aligned
- Shoulders over hips

FIVES REVERSED

Purpose: To create and take intercepts with a diminishing number of defenders. Defenders have to work together to achieve the intercept.

SET-UP

- Number of players: Two even teams of 5–6
- Area: 5m x 5m
- Equipment: One ball, cones, bibs



HOW TO PLAY

- Five attacking players and five defending players start in the grid.
- The attacking team aim to make five consecutive passes without the defending team intercepting the ball or causing a turnover.
- The defending team try to make an interception and if successful, the defending team lose a player.
- The winning defence team are the team that has the least players remaining.
- If the attackers make five passes, a defender is added back in.
- Play until the defence team has only two to three players remaining or for a set time, before swapping roles.

ADAPT IT

- Change the size of the area to ensure success and then extend the area to challenge the defenders.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

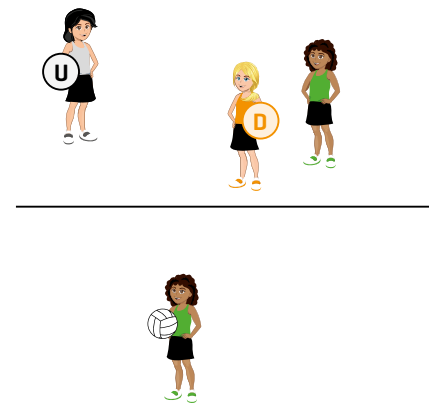
- Accelerations and strong change of direction
- Single-leg stability
- Trunk control

CROSS THE LINE

Purpose: To defend the attacking player, stopping them from crossing the line to receive the ball and restricting them to one side of the line

SET-UP

- Number of players: Groups of four
- Area: Within one-third of the Netball court
- Equipment: One ball between three players, line marked with chalk (outside) or masking tape



HOW TO PLAY

- Divide the players into groups of three, each with a ball.
- One defender [orange] has a bib on.
- The passer faces away from the attacker and defender, tosses the ball over their heads, turning and catching it to signal to the players to prepare.
- The attacking player will receive one point if they catch the ball on the other side of the line.
- The defending player is trying to keep the attacker on the same side of the line and contest the pass to intercept the ball.
- The defender wins one point if the attacker receives the ball on the same side or if they take an intercept/tip the ball away with their outside arm.

ADAPT IT

- The attacking players start on the other side of the line.
- Change the direction of the line and the attacking player and defender start behind the line and the attacking player is trying to receive the pass in front of the line.
- Add another defender and attacker a short distance behind the first attacker and defender, allowing for a second pass to the attacker or to the passer who has moved to provide back-up.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Contact
- Obstruction

NETBALLSMART FOCUS

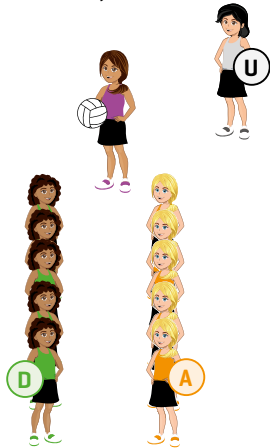
- Agility, soft knees
- Accelerations and strong change of direction
- Single-leg stability
- Trunk control

LINE UP

Purpose: To defend the attacker [one-on-one defence] to prevent them from getting a pass or to intercept the ball.

SET-UP

- Number of players: Whole group
- Area: Half a Netball court
- Equipment: One ball, bibs



HOW TO PLAY

- Players pair up and are standing close to each other.
- The green team are initially on defence.
- The coach or player starts with the ball and passes to the first attacker, who then pivots and passes to the next player, passing all the way to the other end.
- The defence try to pick up an intercept or tip the ball, playing one-on-one defence.
- Once the ball has reached the other end – the players swap roles, and the orange team bring the ball through on attack.
- Scoring – two points for an intercept, one point for a deflection and one point for getting the ball to the other end.

ADAPT IT

- The attackers and defenders start by standing on alternating sides.
- Players number off, the coach calls the numbers of players who are not to receive the ball in their numbered order.
- Spread out to a full court.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Contact
- Obstruction

NETBALLSMART FOCUS

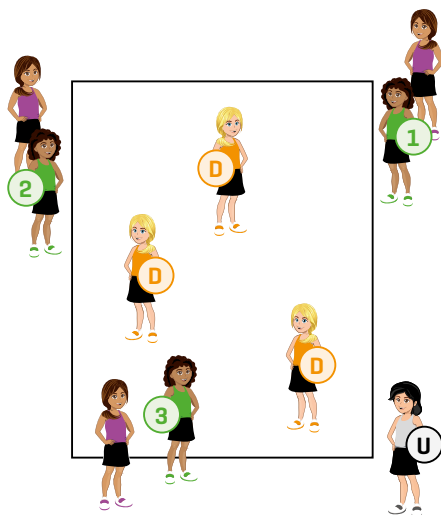
- Accelerations and strong changes of direction
- Single-leg stability and power on the push-off
- Trunk control

THREE ON THREE

Purpose: To try and put pressure on the attackers by defending to force infringements or gain possession of the ball

SET-UP

- Number of players: In groups of three
- Area: One-third of the Netball court
- Equipment: One ball, bibs



HOW TO PLAY

- One team start on defence.
- Player 1 starts with the ball. When the umpire calls "go" the other two attackers [2 and 3] enter the space and the ball is passed to one of them.
- Player 1 then enters the grid, and, between these three attackers, they try to make 10 passes to score one point.
- If the defence team gain an intercept, they score one point and go to the back of the line and the attackers become the defenders.
- The winners are the first team to score five points.

ADAPT IT

- Change the size of the space – smaller to help the defence or make it bigger to challenge the defenders.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

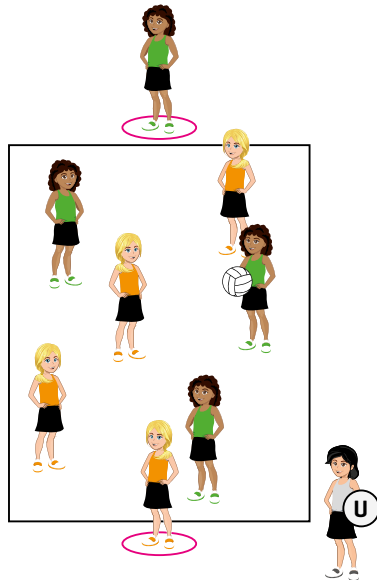
- Accelerations and strong changes of direction
- Single-leg stability

END BALL

Purpose: To practise one-on-one defence

SET-UP

- Number of players: 8–10
- Area: Across one-third of the Netball court
- Equipment: 1 ball, bibs, 2 hula hoops or chalk to make a circle (centre circle size)



HOW TO PLAY

- Divide the players into two teams of equal size; one team wear bibs plus one or two players are umpire, or you may use the players standing in the hula hoop to be the umpires.
- Each team select one player who stands in the hula hoop at the team's scoring end.
- Two players, one from each group, use Paper, Scissors, Rock to determine which group start with the ball.
- The attacking team pass the ball towards their player in the hula hoop.
- If the attacking team pass the ball successfully to their player in the hula hoop (a goal), the opposing team take a throw-in from behind the goal line and work the ball to the opposite end.
- Encourage players to turn fully within this activity.
- Rotate the end player frequently.

ADAPT IT

- The ball must pass to all players before a goal can be scored.
- Increase the area to two-thirds of the Netball court.
- The goalie is outside of the hula hoop and drives to catch the ball in the hoop to score a goal.
- Increase the number of attackers against the defenders or vice versa.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

- Accelerations and strong changes of direction
- Hips, knees and feet alignment
- Turn from the outside leg

Specialist Skills

These are uniquely used by GA, GS, GD and GK to score or deny goals.

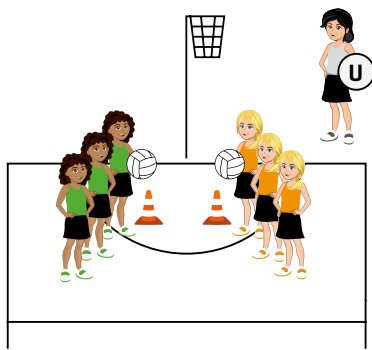
SHOOTING	DEFENCE OF THE SHOT – LEAN AND JUMP	REBOUNDING
COMPONENTS		
- Move to receive the pass, quickly turn fully to face the goalpost, and shoot from an SBP. - Shoot from varying distances from the post. - Use a step back before shooting if defence are making it difficult to shoot.	- When the shooter receives the ball, the defender recovers quickly to 0.9m distance from the shooter's first landing foot, then lifts their arms up to lean over or be ready to jump the shot - The defender is also aware of the shooter-to-shooter pass and is ready to intercept the pass if it is given.	- Player moves to box out the opponent as soon as the ball has left the shooter's hands, protecting the space with their body. arms in a cylinder to take the rebound - Boxes out, jumping up fully extended to secure possession of the ball or tips ball to self or another team-mate to gain possession
WHAT TO LOOK FOR		
- Stands in an SBP - The ball is above their head to get up and over the defender - The ball is on their fingers of the shooting hand, with the other hand resting on the side - Bent knees, then straightens their body sequentially - Finishes with a hand flick like they're dipping their hand in the cookie jar on the top shelf	- Moves quickly to the correct distance, arms in a 'cylinder' during the recovery phase - Varies the position of their defending arm(s) – right, left, both arms - Varies the timing of the jump, attacking the flight of the ball, close to the release point of the shot - Body is angled, providing awareness of the shooter-to-shooter pass	- Moves quickly by turning to box out their opponent while maintaining distance from the goalpost - Stands tall and strong with the opponent behind them - Takes the ball at full stretch, lands in an SBP, turns and looks down court to sight passing options - Lands in an SBP, looking down the court for a quick release of the pass
WHY LEARN THIS SKILL		
- To build confidence to turn and shoot. - Through practice, shooters will be able to refine their technique and mental skills to increase success.	To disrupt and put the shooters under pressure when shooting	To gain the ball for your team or to pull in a missed shot to allow another attempt
WHERE YOU WOULD USE THIS SKILL		
In the goal circle	In the goal circle when defending the pass or shot	In the goal circle

TWENTY-ONE – SHOOTING AND REBOUNDING

Purpose: To shoot under pressure, following the shot in to catch the rebound on the full and be the first group to accumulate 21 points

SET-UP

- Number of players: Group of 10 – 12
- Area: One-third of the Netball court
- Equipment: Three or four balls



HOW TO PLAY

- Players in the group take turns to attempt a shot at goal from behind the cone.
- The player has a second shot if they can catch the rebound before it touches the ground. After the second shot the player goes to the back of the line and the next player in the line shoots for goal, etc.
- The winners are the first group to accumulate 21 points.
- Scoring:
 - » Successful shot on first attempt = two points
 - » Catch rebound on the full and shoot successfully = one point

ADAPT IT

- Vary the distance the cone is from the goal to increase the distance from the goalpost for the first shot.
- Mix it up – the first group to start must correctly spell a word.
- Add a defender on the shot. The defender practises defending the shot, screening out and rebounding.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Contact
- Obstruction

NETBALLSMART FOCUS

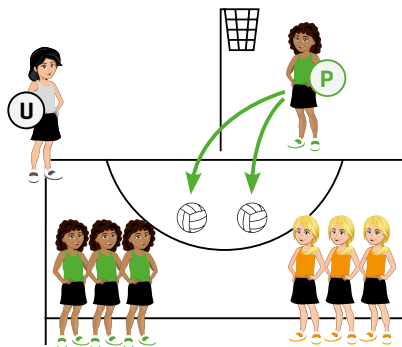
- Fitness to shoot under fatigue
- Trunk control
- Stability

PASS, SHOOT, REBOUND

Purpose: To shoot under pressure after securing a loose ball

SET-UP

- Number of players: Whole team
- Area: Goal-third of the Netball court
- Equipment: Two balls, bibs



HOW TO PLAY

- A passer [P] releases two balls into the goal-third.
- Players from each team, standing behind the transverse line, run to retrieve a ball.
- The teams then pass to all team-mates while working their way to the goalpost.
- The first team to successfully shoot for goal score one point.
- The ball is then returned to the passer; the players go back behind the transverse line and the game restarts.
- All players must have a turn at shooting.

ADAPT IT

- Restrict entry back into the goal circle – only two players from each team.
- Use only one ball – the team first to the ball are on attack, the other team on defence. Only one player is allowed to defend the shot at goal, then box out and rebound.
- Form three teams to pass, shoot and rebound.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

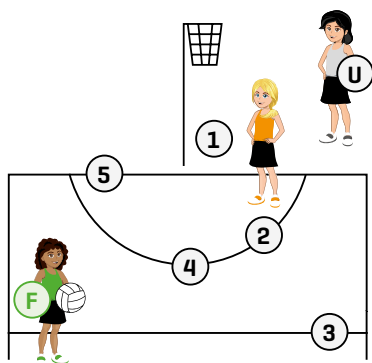
- Turn fully
- Stopping technique

TWO THINGS – SHOOTING FOCUS

Purpose: Shooters practise the combinations of movements and are aware of moving in the space prior to shooting

SET-UP

- Number of players: In pairs
- Area: Within the goal-third of the Netball court
- Equipment: One ball per pair



HOW TO PLAY

- Choose five different objects and number them, e.g. 1 = goalpost; 2 = circle edge; 3 = transverse line; 4 = top of the circle; and 5 = goal line run.
- The feeder calls two numbers, e.g. "One and two".
- The shooter runs towards the goalpost, then turns and moves forward to receive a pass, passes it back, runs to touch the circle edge and receives another pass, catches, turns fully, and sets up for the shot and shoots. Vary the numbers called.
- The shooter continues until they have shot 10 goals, then they swap places with the feeder.

ADAPT IT

- The shooter chooses their own two places to move to.
- Use only one ball, two shooters and two feeders. The shooters select movements but they must be different. The Feeders select who to pass to.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Contact
- Obstruction

NETBALLSMART FOCUS

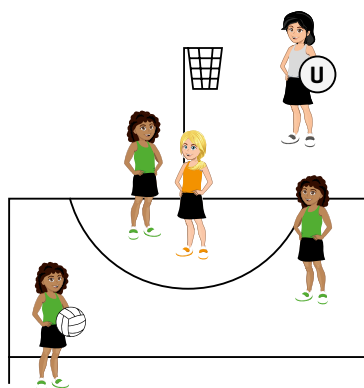
- Single-leg stability
- Lower limb strength

TWO THINGS – DEFENDING FOCUS

Purpose: Using defence skills to restrict the shooter from receiving the pass, defending the shot, and rebounding

SET-UP

- Number of players: In fours – two attackers, defender, shooter
- Area: Within the goal-third of the Netball court
- Equipment: One ball per four



HOW TO PLAY

- One shooter and a defender are positioned in the goal circle.
- The attacker at the transverse line starts with the ball and passes to the other attacker as they drive on to the circle edge.
- The attacker passes the ball to the shooter, who uses a variety of ways to get free from the defender. If the shooter receives the ball, they shoot for goal.
- The defender defends the shot at goal, boxes the shooter out and then contests the rebound.
- If the defender gains the ball or the shot is successful, restart the sequence at the transverse line.

ADAPT IT

- Add another defender in the circle, who can come out of the circle to intercept the pass to the attacker, driving on to the circle edge.
- Add another shooter – 2 v 2 – in the goal circle.
- Add defence to mark the attackers outside the circle.
- Stipulate how many passes before the shot is taken.
- If the defence gain possession, they play the ball back to the transverse line by passing the ball.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball, off-side
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

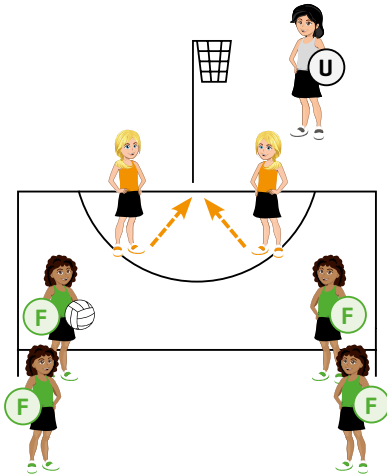
- Landing skills
- Stable body position
- Trunk stability

FEED THE POST – SHOOTING AND REBOUNding

Purpose: Shooters work together moving in opposing directions – one drives the circle edge, the other drives to the goalpost. The feeders pass to the shooter attacking the goalpost.

SET-UP

- Number of players: Group of seven
- Area: One-third of the Netball court
- Equipment: One ball, bibs



HOW TO PLAY

- Two shooters are positioned in the goal circle.
- Feeders line up in pairs at the transverse line.
- Feeders pass the ball to each other at least twice, before passing the ball to the shooter who is attacking (running towards) the goalpost.

ADAPT IT

- Add a defender in the circle who looks for intercepts, defends the shot and rebounds.
- Add a defender outside the circle.
- Add another defender in the circle.
- Shooter-to-shooter offload – after the shooter receives the ball they quickly pass it to the other shooter as they run back towards the post.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball, off-side
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

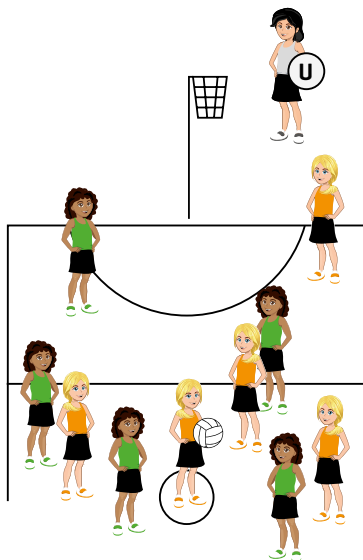
- Upper body strength
- Single-leg stability
- Stopping

PICK A POCKET

Purpose: To develop screening out, making a 'pocket' for the rebound to be caught in

SET-UP

- Number of players: Two teams of five
- Area: Half a Netball court
- Equipment: One ball, bibs



HOW TO PLAY

- Set up the group in two teams of five players – bibs/non-bibs.
- Only one shooter and one circle defence are allowed in the goal circle until the shot has been taken and they must allow all team-mates to have a turn.
- The game starts with a loose ball at halfway between two players from the opposing teams.
- The team that win the toss are on attack and they must pass the ball down court to the goal. A successful shot scores one point
- The other team are on defence and look for intercepts through court. Once the ball is in the goal circle the defence defends the shot at goal. Once the ball has left the shooter's hands the other players can come into the circle. All defenders screen out the attackers and the attackers, including the shooter, are looking to 'pick a pocket or two' (get the rebound). One point is scored for each rebound.
- The defenders can gain another point for passing out a successful outlet pass and for the team passing the ball back to halfway.
- The aim is to score as many points as possible.

ADAPT IT

- Only two defenders are allowed to play in the goal circle.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball, off-side
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

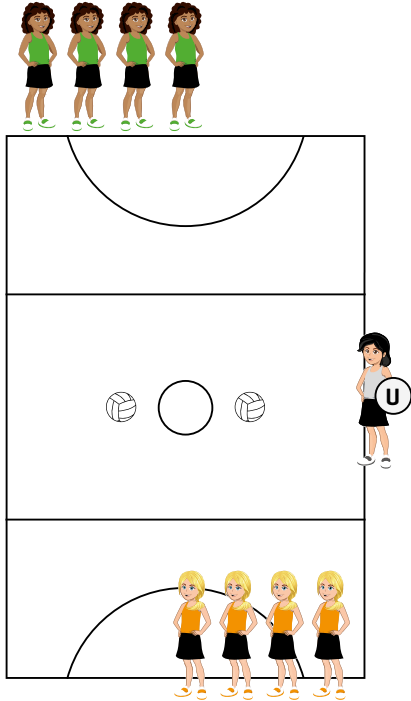
- Strong stable screen

CIRCLE PERMIT

Purpose: To shoot under pressure, defend the shot and rebounding

SET-UP

- Number of players: Two groups of four to five, one or two umpires
- Area: Whole Netball court
- Equipment: Two balls, bibs



HOW TO PLAY

- Players are numbered and then each group assembles behind their goal line.
- The coach calls a number and those players run in to collect a ball from the centre circle.
- The other players spread out in their half of the court.
- Players pass the ball to each other, moving towards their goal circle. All must receive a pass and the only player permitted to be in the goal circle is the player whose number was called and who collected the ball to commence play.
- The 'called' player receives the ball and attempts a shot at goal. After a successful shot, the ball is returned to the centre circle for play to recommence.

ADAPT IT

- Using only one ball, the first team to the ball are on attack, the other team are on defence. The defending team can have one player to defend the shot and rebound the ball.
- Stipulate the number of passes to be made before the shot at goal.
- Call two numbers, and only these two players from each team are involved. First team to ball are on attack.

UMPIRING FOCUS

- Footwork
- Playing the ball – held ball, replayed ball
- Throw-in
- Contact
- Obstruction

NETBALLSMART FOCUS

- Acceleration and deceleration

PRACTICE SESSION TEMPLATE

DATE:	WEEK:	
LEARNING OUTCOMES/ PURPOSE		
EQUIPMENT		
INTRODUCTION TO SESSION		
UMPIRING FOCUS		
NETBALLSMART DYNAMIC WARM-UP	DYNAMIC WARM-UP RESOURCE	
SKILL DEVELOPMENT	ACTIVITIES 1. 2. 3.	ADAPT
TACTICAL DEVELOPMENT		<i>Example questions</i>
NETBALLSMART COOL-DOWN		
CONCLUSION		
REFLECTION	<i>Good / Better / How</i>	

Netball Terminology

Giving meaning/definitions to some of the Netball terms and jargon you may hear used around Netball.

A

Advantage line	Receiving the ball in front of the passer, closer to the team's goalpost
Angles on defence	Position the body on an angle with head up to have maximum vision of players (team and opposition), court and ball i.e. not flat
Angles on attack	Move in a variety of directions and distances to lose the defender and then drive hard to meet the ball
Attack the circle edge	A strong driving move by WA or C to get onto the circle edge to be in a good feeding position
Attack the post	A strong drive (move) by a shooter or pass that takes the player and/or ball towards the goalpost

B

Ball side	Defenders move around the attacker to defend the side of the player that the ball is coming down court, therefore forcing the pass to be cross court
Back, Back and up	A defensive move using at least two steps or sliding movements back, then using the leg closest to the opponent to jump up to take the ball
Blind side – attacker uses the blind slide	When the attacker is behind and unsighted by the defender. The attacker uses this blind spot to start their decisive drive to get the defender to turn their head and so are slow to react to the change of direction.
Boxing out	When the shooter or the circle defender uses their body (without infringing) to protect the space to catch the ball coming off the goal ring, stopping their opponent from getting the rebound

C

Change of direction	Move in one direction, using the outside foot to push off strongly to move quickly in another direction – usually to get away from the opponent.
Contested	Defensive pressure applied on the attacker's pass and/or movements to force a turnover
Cool-down	Cool-down is essential at all levels as it aids the removal of lactic acid (waste products), returning the body to near resting levels. Usually involves a gentle run or walking and stretching. Forms part of recovery.
Cover front	As the ball approaches the circle edge, GK or GD covers the front of their opponent to get the pass lifted into the goal circle, enabling the other defender to go for the intercept.
Cylinder	Describes the body position in an imaginary enclosure – tall and straight with arms in close to the body or in the shooting technique above the head within the 'cylinder'

D

Depth	Drive deep and long on court to create space and length to receive the ball
Directing on defence	The defender marks their opponent in a side-on stance and directs them to move away from the path of the ball.
Drive	Run hard into a space on court, usually to receive the pass
Drop	A movement in a backward direction (angled) from the ball to cover the opponent or space the opposition will use
Dynamic warm-up	Includes movement while you stretch and reduces the chance of injury and to enhance readiness to play

E

Eyes

The player who is behind/at the back of the play and can see the direction of the movements of the player(s) in front of them is called the 'eyes' and adjusts their position accordingly.

F

Flat

When a defender is standing in front of the opposition with no body angle and limited vision of them

Feeding the circle

A pass made by the attacking team into the circle to the shooter

H

Force away from the ball

Position body to force the opponent to have to move away from the ball, therefore promoting a lifted or diagonal longer pass

I

Hold

On attack, position the body (making a T shape with the opponent) close to the opponent to protect the space away from them in which to receive the pass. The holding player waits until the ball is overhead before moving into the space to catch the ball.

L

Interchange

Occurs on court between two players from the same team. They briefly swap court area so that one is playing higher up the court than the other e.g. C and WA can interchange on a through-court play, or a GS can interchange with the GA by coming out of the goal circle and the GA moving back into the circle.

Length

Encouraging the players to turn and look towards their goal. Passing options that will get the ball to the goal the fastest. Look long and pass the ball across the advantage line – in front of current position of the ball. The player receiving the ball makes movements that provide long options to receive the pass.

Lead

A decisive movement which shows the players behind them 'the eyes' – another direction in which to move to not crowd the court

Let the ball do the work

Keep the ball moving (being passed) to allow the attacking options to open up and displace/move the defenders

Lifted ball

Marking 0.9m on the ball to cause passes by the attackers to be higher and therefore slower

**M
O**

Mark

To defend an opponent using one-on-one defence

Outside arm

The defender uses the arm furthest away from the attacker to deflect/tip the ball to avoid contacting

One-on-one defence

When a player defends their opponent by staying close and restricting their movements, making it difficult for the opponent to receive the ball

P

Outside leg/foot

The foot furthest away from the opponent

Pass and cut

Similar to pass and move – after the pass is made, the attacker moves in front of the defence to receive the pass back

Pass and move

The attacker passes the ball then moves immediately into a space away from the direction of the pass

Phases of defence

Individual actions that link together to put pressure on the opposition to cause a turnover. The time between each action is called transition and the phases may repeat while the opposition have the ball.

- '0' phase – the period of time when the ball is out of play, enabling the defender to get ready to defend
- 1st phase – positioning close to the receiver so that they find it difficult to get the ball
- 2nd phase – putting pressure on the ball (passer) by defending 0.9m away from the first landing foot
- 3rd phase – picking up the attacker after they have passed the ball, to be in a position to intercept if the ball is passed back to them

Prepare early

Movements done by a player to lose their opposition before receiving the ball. The timing of the movements is completed so that the passer can release the pass quickly without having to wait.

Pressure the ball

When the attacker receives the ball the defender positions 0.9m from the first landing foot, to intercept the pass or make the pass more difficult and therefore promoting an intercept for a team-mate (second phase of defence)

Q R

Quick release	To pass the ball as quickly as possible, usually from where it is received
Reset	Repositioning by the WA and C on the circle edge by coming off and on to always be available to the ball. It can also apply when the ball in the attacking goal-third is passed back to the WD or GD on the transverse line.

S

Restrictive defence	Preventing an opponent from going where they want to go when they are receiving the ball or after they have passed the ball
Recovery	The ability to contest the ball in one phase of play, then quickly move into position to defend in the next phase of play, e.g. try to intercept the pass to the opposing player then quickly recover to defend the pass from this player.
SBP	Stable body position – feet hip-width apart, knees and hips slightly bent, head and eyes up
Screen	Player uses their body to prevent an opponent moving into a space to intercept or disrupt the ball
Screening out	Movement by circle defender [or shooters] to prevent the opposition from gaining the rebound. Also referred to as boxing out
Square pass	A pass given to a team-mate who is open to the pass. Can be used to open up the other side of the court, change the timing of the ball through court or to put the defence on the wrong side of their opponent. Also called a support pass and is provided by a player that passed the ball earlier
Straight-line play	Passes that travel in a straight line through court. They are harder to defend as they are generally faster.

T

Switch	When defenders change their opposition but stay in relatively similar areas of the court, usually when the opposition change sides
Take feet to the ball	When going for the ball make sure your feet are under your body so that you do not lunge. Keep moving into the ball until the ball is in the hands.
Transition	The time taken when changing from attack to defence or defence to attack when a turnover occurs
Turn fully	Turn your body (usually 180 degrees) so you can sight your team-mates further down the court
Turn and look at the post	When a shooter receives the ball in the goal circle, they should turn and look at the goalpost to sight the other shooter, goal and force the defender to retreat 0.9m from their landing foot to gain space for the next movement.

U W

Uncontested	When the attacking play (movements and passing) has limited, or no defensive pressure applied by the opposition.
Work off the ball	Movements done by players to provide a passing option away from the defence. Movements should be well timed and use available space. Players must keep working off the ball (with repeated effort) to receive the pass, even if they are not initially used for the pass.

Z

Zone defence	Working with team-mates to defend an area of the court. The shape and the movement of the zone varies in relation to the ball, space and the opposition.
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