



NETBALL
NEW ZEALAND
POITARAWHITI AOTEAROA

ANZ *future***FERNS**



Year 3 & 4

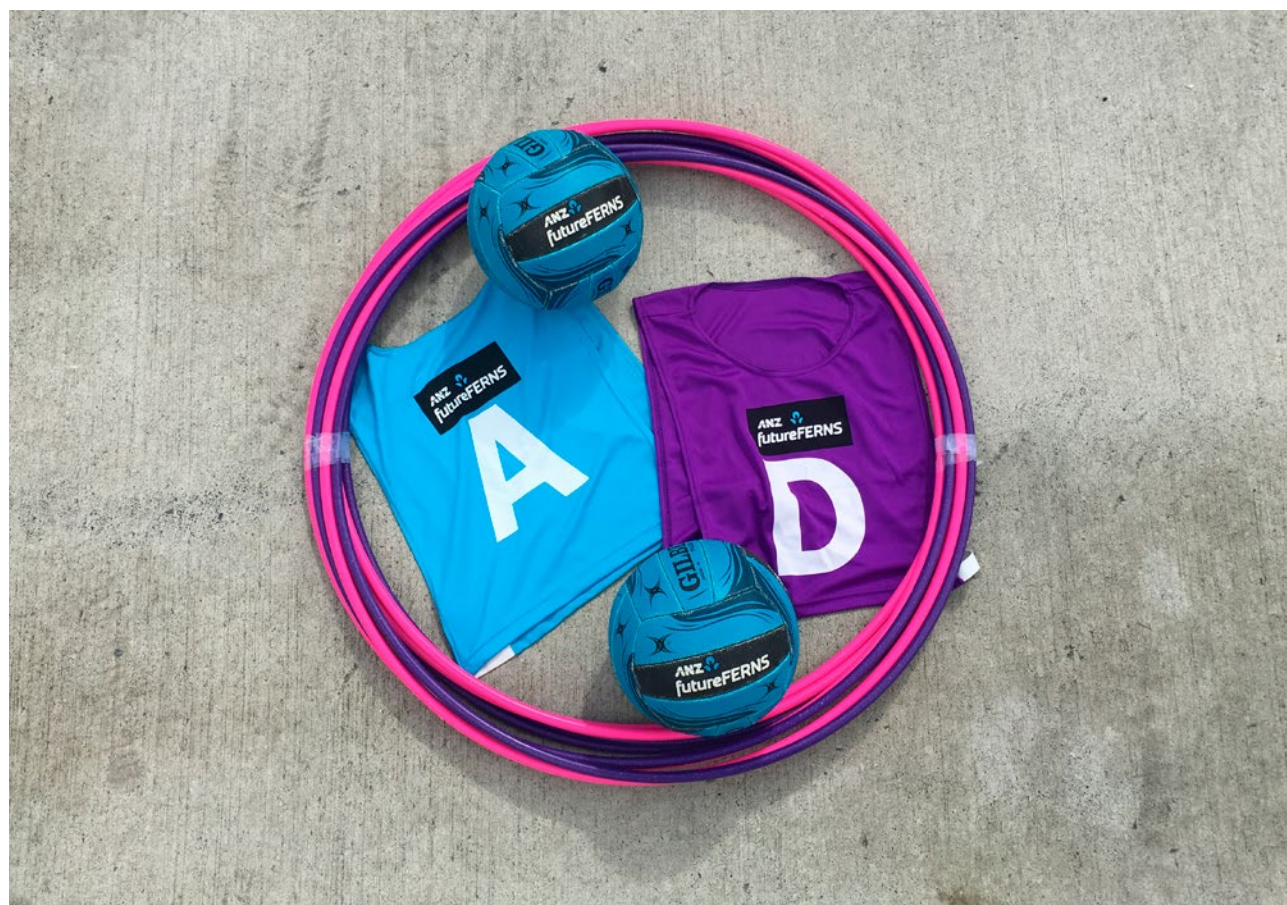


COACHING RESOURCE

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Welcome

ANZ futureFERNs (players in Years 1 – 8) represent almost 50 percent of the registered Netball players in the country.

These players are the cradle of the sport and Netball New Zealand regards this programme as a priority, to such an extent that we undertook a review of the junior Netball programme in 2012, to find more ways to enhance players' experience of the game. Our findings have led to a number of modifications to our programme, including the change of name to **ANZ futureFERNs** and the emphasis for players to AIM HIGH.

ANZ futureFERNs progresses players through modified formats of Netball, meeting their needs to ensure lifelong participation. The aim is to develop their Netball skills and 'physical literacy' through the provision of quality experiences, support and opportunities.



This level introduces Netball to 5 to 6 year olds. The aim is to develop fundamental movement and ball skills. The 20-minute game that follows the initial skill session is played on one third of a full-size court, by teams of four, with the emphasis on equal participation. Modified equipment is used.



The focus for this age group is to develop further skills, while still playing on a reduced court size with modified equipment. The format promotes lots of scoring, lots of touches on the ball and fun for all participants. With five players in each team and rotating positions, this ensures everyone has an equal chance to develop.



Netball continues to be modified for players of this age. The focus is on learning and continued development of fundamental movement and basic Netball skills. The 6v6 game is fast and provides players with lots of touches on the ball to enhance skill development, engagement and enjoyment.



Players have developed a considerable understanding of the game, and are now playing seven-a-side. The emphasis is on converting fundamental movement skills to foundation Netball skills. Performance, challenge and 'playing' are key motives for this age group. Ensuring positional rotation and playing at least half a game will give each player the opportunity to participate and develop.





Contents

Foreword.....6

ANZ futureFERNs7

ANZ futureFERNs Year 3 & 4.....8

Overview of Junior Netball for Year 3 & 4 [7-8 year olds].....10

The Roles.....11

How to use this Resource.....12

Game Day.....14

Warm-up.....17

NetballSmart Dynamic Warm-up18

Cool-down24

Game Time.....28

Week 1: Balance.....30

Week 2: Ball Skills.....33

Week 3: Shooting.....36

Week 4: Pivoting39

Week 5: Dodging42

Week 6: Defence.....45

Week 7: Shooting.....48

Week 8: Ball Skills.....51

Week 9: Take-off and Stop54

Week 10: Festival Day.....57

Tactical Development59

Court Balance.....60

Centre Pass.....61

ADAPT It62

Reflection63



Foreword

Welcome to **ANZ futureFERNs** and thank you for supporting Netball New Zealand's exciting new junior Netball programme which encourages players to AIM HIGH.

Much research and development has gone into creating the unique **ANZ futureFERNs** programme which offers modified games of Netball that caters to the needs and abilities of our children as they grow.

ANZ continues to be a strong supporter of Netball and their support of **ANZ futureFERNs** is an exciting development for junior Netball. We are hugely appreciative of their support of our children playing this new modified game.

ANZ futureFERNs has been designed especially for New Zealand children to continue to develop core Netball skills in a supportive and fun environment with their friends, encouraging long-term participation and a lifelong love of the game.

The game grows as the children grow.

Our intention is for **ANZ futureFERNs** to encompass all levels of junior Netball in New Zealand, acknowledging that Netball is a complete sport – great to participate in, great to contribute to, great to follow and great to enjoy as a spectator.

Many thanks for participating and assisting with the **ANZ futureFERNs** programme.

Jennie Wyllie

Netball New Zealand CEO

ANZ futureFERNs

ANZ futureFERNs, Netball New Zealand's official junior Netball programme.

Netball New Zealand has revamped junior Netball after considering the findings from the junior Netball review, academic research, methods used in other sports, feedback from pilots run in Netball Centres throughout the country and findings from local research. Children are not mini-adults and it is important to meet their needs, taking into consideration their physical, cognitive and social abilities. **ANZ futureFERNs** provides progressive development stages for players new to Netball.

The emphasis has been placed on developing the fundamental movement skills, introducing the basic Netball skills and providing a game that grows with the players. The players get to pass, catch and shoot from the very first session.

This resource has been developed to assist the Year 3 & 4 coaches throughout the season and the Junior Co-ordinators with the delivery of skill development on Game Day to ensure that we have a nationally consistent approach.



ANZ futureFERNs

Year 3 & 4

The **ANZ futureFERNs** Year 3 & 4 module provides young Netball stars with the opportunity to develop the fundamental movement skills through play in activities and modified Netball. The development and success in any sport requires a solid core of foundation skills. The **ANZ futureFERNs** programme is focused on igniting a lifelong love of the game.

ANZ futureFERNs Year 3 & 4 players are able to learn Netball in a fun and safe environment. Since fundamental movement skill development at this stage is still seen as paramount, each Game Day will commence with a skill session followed by a modified game of Netball – 5 v 5 over two thirds of the Netball court. This game provides players with the opportunity to develop their skills and introduces tactical situations. It is designed to meet the stage-appropriate needs of these young players. It is fun, with participation and number of touches on the ball maximised.

On Game Day, a Junior Co-ordinator will introduce the skill for the week. This person plays a critical role in supporting the development and learning by leading the skill development of players, assisted by the team coaches. If teams choose to have a practice session between Game Days, teams should continue to focus on the skill introduced at the previous Game Day. Additional skill development activities have been included in this resource to be used at practice sessions following Game Day.

This resource has been produced to assist the development of Year 3 & 4 **ANZ futureFERNs** players. It focuses on developing the basic skills, which are the foundation stones of a great Netball player. The

programme is sequential, developing one skill which builds on the other skills. The activities included help to improve the appropriate fundamental skills for the various stages of development.

Programme Duration

One to two sessions per week for up to 10 weeks. This includes Game Day and a practice session if desired. Netball Centres have the flexibility to deliver a minimum of six sessions and a maximum of 10 weeks which can be modified as required. It is intended that this programme will be delivered within a school term.

Session Duration

The guideline provided for players at this age group, Year 3 & 4, is 45 to 60 minutes. This applies to both Game Day and practice sessions. Modify the time according to the group size, ability level, age and weather conditions. Game Day will include a warm-up followed by up to 15 minutes of skill development, then transitioning (water break, team allocation and bibs on) into game time of 4 x 8-minute quarters, concluding with a cool-down and debrief.

Each week, a new skill will be introduced on Game Day. It is important to remember it is not possible for players to have acquired all the skills required before they play the game. Skills will be introduced in a progressive manner and we encourage you to continue to focus on this skill during game time and in your practice session if applicable. We hope you see great improvements made by players throughout the season.

to-player ratio is 1:30. Working alongside the Junior Co-ordinators are the coaches and the coach-to-player ratio is a maximum of 1:10. During game time, the rules allow for rolling substitutions and it is important that all players are given equal opportunities with regard to court time and playing time in all positions. Position specialisation is not encouraged until players are 13-plus years old or have finished growing.

Group Size

On Game Day, the Junior Co-ordinator will lead the skill development component. The Junior Co-ordinator-



NetballSmart Dynamic Warm-up	Skill Development	Transition	Game = 4 x 8 minute quarters	Cool-down
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Overview of Junior Netball for Year 3 & 4 (7-8 year olds)

The focus within this age group is about 'learning' Netball, whilst still having fun and gaining a positive experience of the game. Many players will still 'explore' Netball for the first time at this age group, whilst others will be developing their skills and discovering new skills. The concepts of attacking and defending will be introduced at this level to further develop the basic sport-specific skills for Netball.

At this stage, children are developing fundamental movement skills. Socially their motives to participate are to be with their friends and have fun. At this stage girls and boys have similar abilities. Emotionally, fairness is very important and they seek and need approval and like external rewards and positive reinforcement. Children at this stage like to play games with simple rules. Early specialisation should be avoided and a multi-skills approach adopted. Competition is modified and an official modified 5 v 5 Netball game has been introduced.

Overview	Netball Modifications
Game format	5 v 5
Game Day format	15-minute skill development, 4 x 8-minute quarters game
Goal height	2.6 metres
Ball size	Size 4
Umpire/Coach	Coaches can support at this level and can move around on court as required, to assist and support players. Rules are simplified and focus is on letting the game flow and minimising stoppages.
Use of whistle	No whistle – support and explain decisions to players
Rules of play:	Key differences from normal Netball rules
• Time with ball	• Ball can be held for up to 5 seconds for pass or shot
• Footwork	• Encourage players to land balanced
• Defending player	• Enforce 1 metre distance to allow player space to pass
Substitutions	Rolling substitutions – players to have equal time on court
Court size	Two thirds of the court
Positions	2 x Attacker, 2 x Defender, 1 x Centre [existing GS, GA, C, GD, GK bibs can be used]
Rotations	Players to rotate to ensure equal opportunity in all positions
Court set-up	Two thirds of the court, simple marked goal circle (flat markers or chalk-drawn lines), 2 x portable goals or 1 x fixed and 1 x portable goal
Movement on court	Court split in half – C, everywhere except goal circle; A&D, half of area including goal circle
Start of play	The C from each team will use Paper, Scissors, Rock to determine who will start with the ball at the start of every quarter. Play starts from halfway (transverse line) in the middle of the court. After a goal is scored play restarts by the opposing team from halfway.
Player participation time	Minimum of half a game
Competition set-up	• Team or individual entry [made into teams] • No scores kept, but teams should be graded • No Competition ranking or leagues
Weekly participation	• One to two sessions [including game] per week • Approximately 45-60 minutes per session

The Roles

Role of the Junior Co-ordinator

The Junior Co-ordinator manages the implementation of the skill development on Game Day.

Duties include:

- Co-ordinating and delivering the skill development component of Game Day
- Organising the Year 3 & 4 coaches as necessary
- Ensuring all equipment required for the delivery of the session is available
- Providing support, encouragement and feedback to coaches and to role-model effective coaching
- Ensuring the playing area is safe prior to commencement of the session
- Making sure teams have completed a warm-up prior to the commencement of the skill development
- Leading the skill development activities
- Providing a demonstration of the Game Day activities, highlighting the 2 to 3 key coaching points
- Dividing the players into the appropriate group size and ensuring that a coach is allocated to each group
- Once the players have started the activity and appear to understand what is required, allowing the players to play
- Adapting activities for those players who need extending or need something a little bit easier
- It is important that the session flows, so look for cues when to move on to the next activity. There is only one skill focus each week, so if the players haven't completely mastered the skill, the next activity might help them
- Having fun and enjoying facilitating players' learning.

Role of the Year 3 & 4 Coaches

On Game Day, the coaches support the Junior Co-ordinator and supervise a small group during skill activities and their team during game time.

Duties include:

- Supervising a small group of children under the guidance of the Junior Co-ordinator
- Watching the demonstrations and remembering the key coaching points, ready to guide their own group through the same activity
- Recreating the skill activities with the assigned group
- Giving feedback and encouragement, utilising questioning to reinforce coaching points and decision-making
- Providing guidance and support during the 5 v 5 modified Netball game
- Having fun, being enthusiastic and enjoying assisting the development of the players.

How to use this Resource

This resource offers a 10-week programme that introduces players to different skills and activities each week. The activities in each session are all focused on learning one particular skill, e.g. ball skills.

Movement Skills: Stable body position [SBP], Safe landing, Stopping, Jumping, Hopping, Pivoting, Take-off, Running forwards/backwards/sideways, Using both sides of the body

Ball Skills: *Catching, Chest pass, Bounce pass, Overhead pass, Shoulder pass, Passing to space*

Attack: Straight leads, Change of direction, Single dodge

Defence: Staying close to attacker - one on one, Shadowing, 1 metre mark, Intercepting

Shooting: Technique, Dominant hand shoots/other hand supports ball

For each skill, there are a number of coaching points listed and the key points have been highlighted to the right of these coaching points. It is important to only focus on 2 to 3 coaching points when learning a new skill. The weekly sessions focus on:

- | | |
|-----------------------|-----------------------------|
| • Week 1: Balance | • Week 6: Defence |
| • Week 2: Ball Skills | • Week 7: Shooting |
| • Week 3: Shooting | • Week 8: Ball Skills |
| • Week 4: Pivoting | • Week 9: Take-off and Stop |
| • Week 5: Dodging | • Week 10: Festival Day |

Notes

[illegible]

Game Day

Warm-up

Players complete a warm-up, led by their coach prior to the session. Ensure the warm-up is progressive, starting slowly and increasing in intensity. Include a variety of movement; for example, skipping, jogging backwards, marching and butt kicks, to ensure that the muscles have been more specifically prepared for the activities to follow. The warm-up on game day should include phases B, C and D of the NetballSmart Dynamic Warm-up routine.

Skill Development

1st Activity: Introduction of the new skill: Use this activity to assess the ability of the players which could result in activity selection and/or the need to adapt the activities to assist the players. Focus on two or three key coaching points within the activity.

2nd and 3rd Activities: Continue to develop the skill. Allow the players to play, learning from their mistakes and gaining success and enjoyment throughout the activities.

Game Time: Ensure all players are given equal opportunities for game time and playing positions. Utilise the rolling substitution rule. Provide positive, specific feedback to all players on court.

Cool-down: Players should complete the 3,2,1 of cool-down. Light aerobic activity followed by hydration and stretching all the main muscle groups.

The aim is to ensure that young people are learning and developing their skills whilst being fully engaged in the activities, maximising their fun and imagination.

An example weekly session is as follows:

20 minutes before – Junior Co-ordinator arrives and prepares for the session ahead – including equipment and court set up if required.

15 minutes before – Players commence NetballSmart Dynamic Warm-up led by the team coaches.

3 minutes before – Players and coaches assemble on allocated courts for the skill component of the game day.

Game Time – Junior Co-ordinator[s] welcomes everyone and introduces the skill for the day.

- **Activity One** [5-7 minutes]

- **Activity Two** [5-7 minutes]

- **Game Time** [4 x 8 minute quarters of 5 v 5 over two thirds of the court].

- **Cool-down** [5-10 minutes].

- **Debrief** – recap the key coaching points from the skill and provide the players with positive feedback about the day.

Note: Activities Three and Four are for inclusion in the practise session held after the game day introducing the skill.

[illegible]

NetballSmart

Dynamic Warm-up

The warm-up should focus on:

	NetballSmart Dynamic Warm-up	Time/Distance/Reps
Part A: Strengthening	1. Balance i. Single leg stance – holding ball	2 x 20sec each side
Part B: Running Warm-up Place 3 cones out evenly between goal line and transverse line.	2. Running – straight ahead Run to transverse line and back. Repeat. You can vary direction of running path as happens in a netball game.	2 x 10m
	3. Skipping – Skip to the transverse line and back	2 x 10m (transverse line)
	4. Butt kicks and jog Butt kicks to first cone, jog to second cone, butt kick to third cone and back	2 x 10m
	5. Running – Circling Partner Run to first cone, side shuffle inwards towards and around partner and back out to cone. Run to next cone and repeat. Continue length of 10m and back.	2 x 10m
	6. Running - quick forwards and backwards sprints Run to second cone and back to first cone. Repeat 2 cones forwards one back for length of 10m and back	
Part C: Dynamic Preparation	7. Squats i. Demi Squats	10
	8. Lunges i. Demi Lunges	5 each side
	9. Jumping and landing i. Vertical jumps and land on 2 feet in good stable body position (SBP)	5
Part D: Netball Specific Preparation	10. Running and stopping: Run to first cone (60 -70% speed) and stop in SBP. Continue length of 10m and back.	2 x 10

A – Strengthening

1. Balance

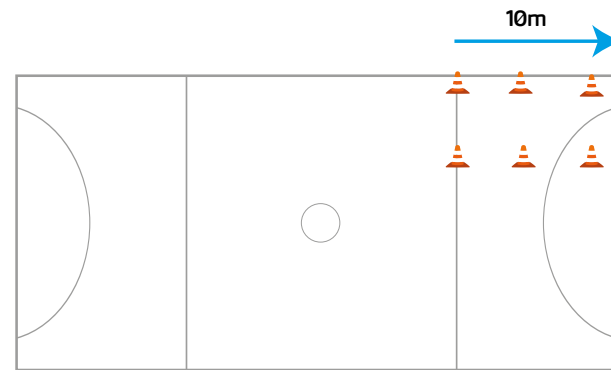
i. Single-leg stance – holding ball

- Stand on 1 leg and hold the ball in front in both hands or stand in pairs facing each other and both hold the ball.
- Bend knee and hip a little so upper body leans slightly forwards.
- When viewed from the front, hip, knee and foot of supporting leg are in a straight line.
- Hold your raised leg slightly behind your supporting leg.
- Hold 10–20 seconds. Do 2 each side.
- To challenge players, lift ball up and down whilst balancing, or rotate the ball around waist.
- Count how many times the players can rotate the ball whilst maintaining balance.



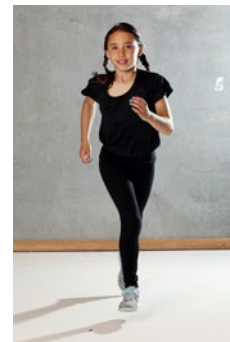
B – Running Warm-up

This is where the Game warm up starts and the practice warm up continues. Place 2 cones and sticks out every 3 metres on court as shown. There are four running warm up components. Do each component.



2. Running – straight ahead

- Jog to the last cone (transverse line) and back, keeping upper body straight. Hips, knees and feet should be aligned. Vary direction as happens on the Netball court.
- The key points are:
 - » Don't let knees buckle inwards.
 - » Make a bit more effort on the way back.
- Repeat twice.



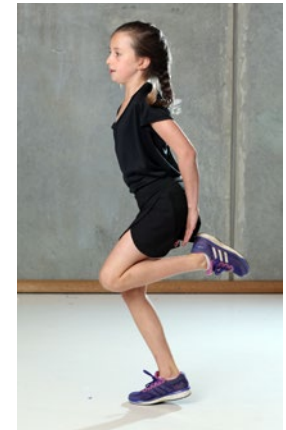
3. Skipping

- Skip to last cone (transverse line) and back, keeping upper body straight.
- The key points are:
 - » Don't let knees buckle inwards.
 - » Make a bit more effort on the way back.
- Repeat twice.



4. Butt kicks and jog

- Butt kick to the 1st cone, kicking your feet up to butt. Keep the body upright and knees in line with the hips.
- Jog to second cone.
- Butt kick to the third one.
- The key points are:
 - » Keep body straight.
 - » Don't let knees buckle inwards.
- Do 2 x 10m (to transverse line and back)



5. Running – Circling Partner

- Run forwards as a pair to the first set of cones. Shuffle sideways at a 90-degree angle towards partner, shuffle an entire circle around one another, and then back to the first cone.
- Concentrate on bending hips and knees slightly and carry body weight on the balls of feet,
- Do not let knees buckle inwards.
- Jog to the next cone and repeat exercise.
- When reach last cone, turn and repeat on the way back.



6. Running – quick forwards and backwards sprints

- As a pair, run quickly to the second cone then run backwards to the first cone, keeping hips and knees slightly bent.
- Repeat this, running 2 cones forward and 1 cone in reverse. Do 2 x 10m.
- Make sure you keep upper body straight.
- Hips, knees and feet should be aligned.
- Don't let knees buckle inwards.



C – Dynamic Preparation

7. Squats

i. Demi Squats

- Stand in pairs facing each other with feet shoulder-width apart.
- Do a small squat (hips back and with a bend in hips and knees).
- Keep knees in line with feet.
- Hold head upright, look at each other and keep back straight.
- Do 10 of these.



8. Lunges – Demi Lunges

- Stand with feet shoulder-width apart.
- Do a small half-lunge forward, maintaining feet shoulder-width apart and back to starting position.
- Keep knees in line with feet.
- Hold body upright and with back straight.
- Do 5 demi-lunges on each leg.
- The sticks (as illustrated in the picture) can assist the players understanding of knee in line with foot.



9. Jumping and landing

- Stand with feet hip-width apart and hands by sides.
- Slowly bend hips, knees and ankles until knees are flexed/bent.
- Lean upper body forwards slightly. Look up.
- Hold this position for 1 second, then jump and land. Land with hands in the catching position.
- While jumping, straighten whole body and extend arms above head.
- Land softly on the balls of feet, bending slowly in hips, knees and ankles. Ensure knees do not buckle inwards on jumping or landing.
- Do 5 of these.



D – Netball Specific Preparation

10. Running and stopping

- Run to 1st cone at 60-70 percent speed and perform a 1-2-foot/2-foot landing.
- Make sure upper body is straight.
- Hips, knees and feet should be aligned. Ensure that knees do not buckle in when stopping.
- Run to each cone and stop. At the last cone, turn and repeat on the way back to the start.
- Make sure each stop is properly controlled.
- Alternatively the coach can blow the whistle and players stop on hearing the whistle. Hold each stop for 3 seconds.



Cool-down

Cooling down is the first and most important step in the recovery process and should last up to ten minutes at junior levels.

Effective cool-down processes will allow individuals' body temperature to decrease, will reduce post exercise soreness and will restore muscle length and joint range of motion (ROM).

The cool-down process should consist of three phases:

3 – Light Aerobic Exercise

This phase should start as soon as the game or skills session is complete. Exercises and activities in this phase should begin at a moderate pace and decrease to a walking pace. This phase should last up to five minutes.

2 – Fluid and Food

Hydration practices should start as soon as the cool-down process begins. Individuals need to ensure they have a full drink bottle for use during this phase and that they continue sipping water when performing cool-down exercises and activities. Post exercise nutrition is also essential in the cool-down process. It is important to eat appropriate food after exercise to replace energy and assist with muscle repair.

1 – Static Stretching

Each static stretch should be held for 10 -15 seconds to a point of tension but never pain. Static stretching will assist with decreasing individuals' heart rates and body temperature and is also important to restore muscle length, to increase flexibility and to reduce post exercise soreness.

This phase should last up to five minutes and include all main muscle groups.

On-going recovery strategies are also important post activity. This may include injury assessment and management when relevant.

Information provided in this section has been based on the most current best practices at the time of production.

3 – Light Aerobic Exercise

Choose one of these activities:

COPY CATS

1. In pairs, one player is to be the 'cat' and the other to be the 'copy'.
2. The 'cat' is to create a movement or shape of their choice which the 'copy' (their partner) is to mirror/copy.
3. Players are to move slowly so that this is performed at a slow pace and so that each player is able to hold the position for 3 seconds once the copying partner has established it.
4. Each movement should be big (extended) and slow so as to stretch the body parts through a large range of motion.

E.g. the player can move like a puppet (using puppet arms as if dangling from a string), make letters with their body (to spell a word their partner is to copy and guess) etc.

SLEEPY SLOTHS

1. In pairs, one player is to show their partner how a sleepy sloth would move (walk, crawl, glide) in the sun.
2. Their partner is to copy these movements slowly using big ranges of motion.
3. Partners switch and one is to show the other (who copies) how a sleepy sloth would stretch in the sun.

Note: Big, deep breathes should be used with extended, slow movements.

SILENT STATUES

1. In pairs, or small groups, players are to walk silently while one player creates the shape of a statue [e.g. 'M' for McDonald's, being a scarecrow etc.].
2. Players are to make no noise on the ground (decreasing impact) and must use eye contact instead of loud voices to communicate.
3. Players in each group are to stand still and perform/ copy the statue and guess what it is.
4. Encourage big movements and deep breaths.
5. The player from the group who guesses the statue correctly is to perform the next statue (which the remainder of the group guess, and so on).

ALPHABET STRETCH

1. In groups, players are to create letter shapes to spell a word OR make letters as individuals to become a word when grouped together. Coaches/parents or other players are to guess the word which players are spelling.
2. Players are to stretch out their bodies as much as possible when making their letters/objects (e.g., O = short, Y = long, T = tall, S = curved).

Note: If words are too advanced for the age of players, objects (such as fruit in a fruit bowl/lollies in a lolly jar) can be used instead.

*Players should be encouraged to use big movements and extend fully, taking deep breaths throughout.

CROUCH DOWN/STAND TALL

1. With water bottles, players walk up and down the court with long strides, awaiting the coaches' call.
2. Coach to call "crouch down" (players to curl themselves into a ball), "stand tall" (players to extend their body upward towards the sky), "weepy willow" (players to extend over to their left and right sides), "be a star" (players to stand on one leg with the other leg out to the side and arms to the sky).

3. Players to hold the called position for 3 seconds, before walking again and awaiting the next call.

Note: Encourage big breaths and big, extended movements.

EYES ON THE PRIZE

1. In pairs, one player holds the ball in both hands while their partner stands in front of them 1 metre away, with their hands 'over' the ball.
2. As the player with the ball moves the ball, the defending player shadows/follows the movements of the ball while keeping their balance.

The players can move the ball in the following ways:

- Overhead (on tip toes and balanced)
- Standing upright and over to the left (banana shape) – aiming to keep both feet on the floor
- Standing upright and over to the right (banana shape) – aiming to keep both feet on the floor
- Down to the toes (slightly bent over from the hips)
- Bend legs into a side lunge (touch the ground with the ball in the middle).

2 – Fluid and food

Have your water bottle close by and sip away. Try to drink a bottle or 1 litre of water after your game.

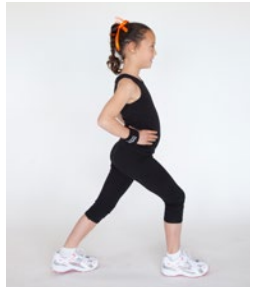
Post exercise nutrition is important to replace energy and assist with muscle repair. Eat healthy and eat well.

1 – Static Stretching

Hold each stretch for 10 seconds on each side.

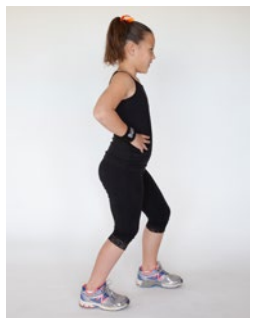
Long calf stretch

- Take a long step back with one leg.
- Bend the front knee and keep the back leg as straight as possible with both feet flat on the floor.
- Turn your back foot inwards slightly.
- Hold 10 seconds, do two each side.



Short calf stretch

- Take a short step back.
- Place your weight in your back foot.
- Keep both heels on the ground and turn the back foot inwards slightly.
- Bend the back knee forwards in line with the middle toe of the back foot.
- Hold 10 seconds, do two each side.



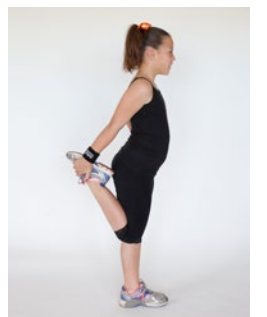
Triceps/shoulder stretch

- Extend one arm upwards, keeping the body in a neutral position.
- Bend the extended arm and place your opposite hand on your elbow (picture 3).
- Place one hand between your shoulder blades.
- Pull your elbow so that one hand moves down your spine between your shoulder blades.
- Keep your body upright throughout this stretch with your stomach pulled in without arching your back.
- Hold 10 seconds, do one each side.



Quadriceps stretch

- Keeping your back straight hold one foot (with your hand over your shoelaces).
- Pull your heel towards your buttock.
- Keep both knees in line with each other and your hips facing forward.
- Hold 10 seconds, do two each side.

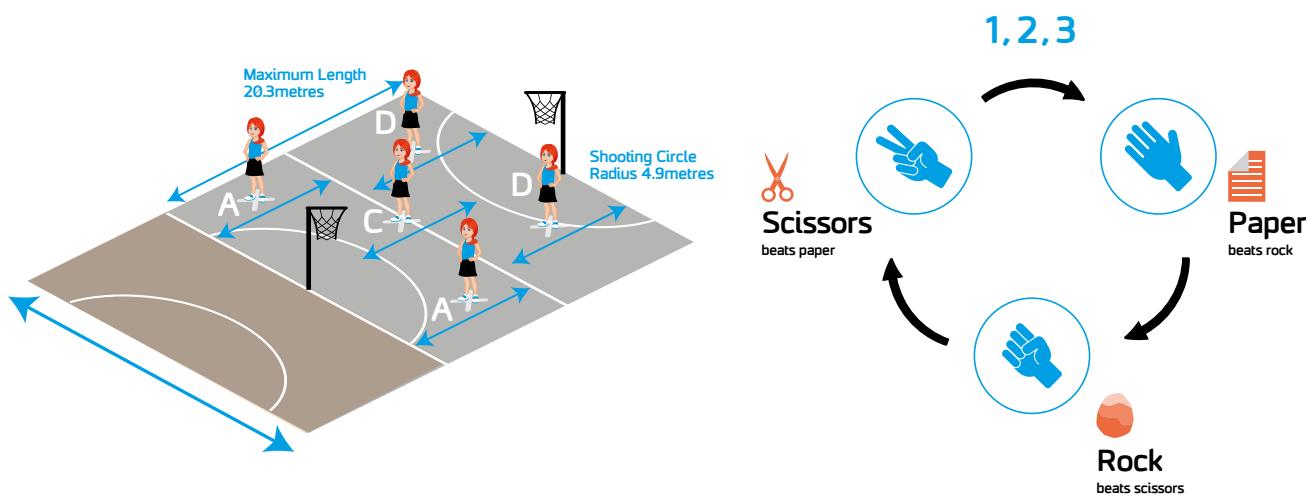


Game Time

At this early stage of development, the focus is on letting the players play. During game time, to assist and support the players, a coach is on court. This person will provide gentle instructions to keep the game moving and limit stoppages. Most importantly, the person will make every effort to ensure that all players are having opportunities to pass, catch, shoot and, of course, have FUN.

Rules and Playing Conditions

- Number of players – teams of up to 8 players with 5 v 5 on court.
- Rolling substitutions – players can be swapped at any time during the game, with players meeting at the side line and tagging; so, one player comes off and one goes on. Rolling substitutions are essential to ensure all players are given equal opportunities with regard to court time and playing time in all positions.
- Court size – two thirds of the Netball court or similar [20.3 metres x 10.25 metres]. A simple marked goal circle on the transverse line can be achieved by placing spots or using a string line and chalk.
- Goalpost height is 2.6 metres. This can be achieved by two portable, adjustable goalposts or one lowered fixed post and one portable post.



- We encourage coaches to be standing just behind the player with the ball, to provide them with assistance or support if required, or to ask an obstructing player to “take a big step back”.
- A coach from each team will be on court and they will assist all players in their team’s attacking end.
- Paper, Scissors, Rock is played between the opposing Centres to determine which team will take the centre pass at the start of each quarter.
- Start of play – play starts from the centre of court (halfway) and recommences from halfway by the opposing team after a goal is scored.
- Restart after a goal – the Centre from the non-scoring team will recommence play with a centre pass from the centre of the court.
- Playing the ball – a player is encouraged to pass or shoot within 5 seconds. If a player is holding on to the ball, provide encouragement to pass by indicating who they could pass to, or count down, e.g. “5 -4-3-2-1-pass”. There is no infringement (e.g. held ball), just encouragement to pass.
- Footwork – players are encouraged to stop and land balanced once they have received the ball.
- Scoring a goal – a goal may be scored by either attacking player (Attack or Goal Attack/Goal Shoot) from any point within the goal circle
- Obstruction – players must be at least 1 metre away from the player with the ball, to allow space for the player with the ball to see the passing options and release the ball. Jumping up and down in front of a player is not permitted. Jumping to intercept a pass or shot is permitted if the defender is at least 1 metre away.
- Contact – players may not push, trip, knock, bump or hold an opponent, regardless of being deliberate or accidental. Initially just explain what they are doing wrong. If contact is continual after several explanations, the ball is given to the other team.
- Offside – a player is offside if they enter an area where they are not allowed, i.e. the other half of the court. Coaches encourage the player to quickly get

back in their own half if the player isn’t in possession of the ball. If an offside player is in possession of the ball, remind them of the half they are currently playing in and hand the ball over to the opposition.

- Throw-in – if the ball is thrown out of court, a throw-in is given to the other team. Encourage the players to stand behind the line.
- The scores of the games are not recorded.
- Teams may change ends at the conclusion of each quarter but, if too confusing, this isn’t a requirement.
- No jewellery is allowed to be worn as it could injure the player or others.

A full explanation of the rules is available on www.ANZfutureFERNs.co.nz.

Recommendations

- Promote fun, player development and equal participation.
- Stand behind the player with the ball and use a calm, controlled voice to assist and support the players where necessary. Remember; the players are learning the game – be patient and flexible. Allow time for the players to make decisions. Be aware that too much talking can confuse some players.
- Prompt the player to make quicker decisions using “5-4-3-2-1 pass” or similar cues.
- Encourage players to shoot for goal with the ball released from above their head.
- Ask questions of the players; e.g. when players are all bunched up together, “Where do you think he/she wants to pass?”.
- Let the game flow and ensure the attacking team has the advantage.
- Ensure the environment is positive, safe and focuses on player development.
- Praise and encourage all players.
- Be enthusiastic and enjoy assisting the players.

Week 1: Balance

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to view online coaching videos



Objective:

To enable players to stop/land in a stable body position (SBP) preventing stepping and injuries.
During the game time, focus and feedback should be on landing balanced.

Coaching Points

- Feet shoulder-width apart
- Bend at knees and hips
- Knees in line with feet
- Back straight
- Butt outwards, in a squat position
- Head and eyes up
- Land softly in sequence – toes, heels, knees

Errors

- Feet too wide
- Feet side by side
- One foot in front of the other
- Shoulders/weight forward
- Legs straight
- Knees not over toes [knees buckling in]

Welcome and Introductions

Welcome all Year 3 & 4 junior Netballers, parents, caregivers and coaches.

Provide an overview of Game Day and the structure of the session.

Cover any housekeeping as required – location of toilets, establish ground rules, court allocation for skill development and game time.



Equipment

- Two balls between three if possible
- Cones/Spots – to mark designated areas as required
- Cones – one per player
- Three hula hoops or chalk to mark circles per group

Begin with the NetballSmart Dynamic Warm-up.

In the River, on the Bank

No. of players: Whole group

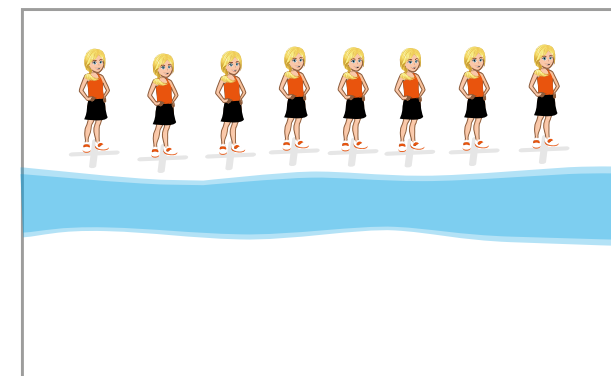
Area: One third of the Netball court

Equipment: Cones or chalk

Aim:

To land in a stable body position, either in the river or on the bank as called.

- Place a number of cones on the ground to form a river or draw the river with chalk.
- Players line up on the bank on one side of the river.
- The coach calls either “in the river” and all players jump forward or “on the bank” and the players jump backwards.
- The coach can then extend the calls and try and trick the players, calling “on the bank” when in fact they are already on the bank or through the river. In this case, players jump and land on the spot.



The Orchard

No. of players: Whole group with 4-6 parents as ball holder (fruit trees – apricot, peach, plum, nectarine, apple)

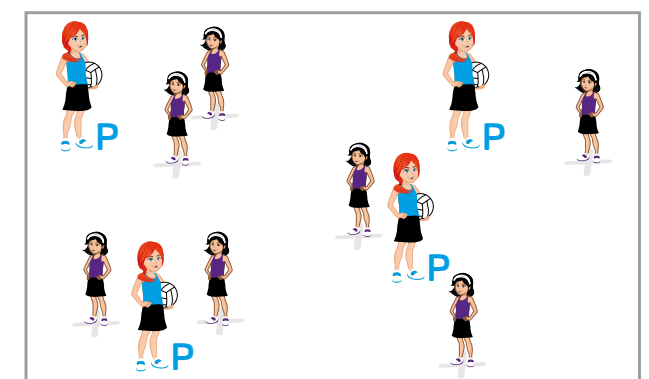
Area: One third of the Netball court

Equipment: 4-6 balls per group

Aim:

To jump high, pluck the ‘fruit’ and then land in an SBP. See how many times you can land in an SBP after ‘plucking the fruit’– grabbing the ball.

- Parents hold the balls up and out at a height just high enough to make the players jump. Encourage the players to think of the parents as fruit trees in the orchard and that they want to pluck an apricot, peach, plum, nectarine, apple, etc. from the tree.
- Players space themselves out in the area and run around plucking the fruit from the tree and landing balanced.
- The players then hand the ball back to the parent and run to pluck a ‘fruit’ from another tree.
- Reinforce landing softly.





Outside Leg

No. of players: Groups of 3

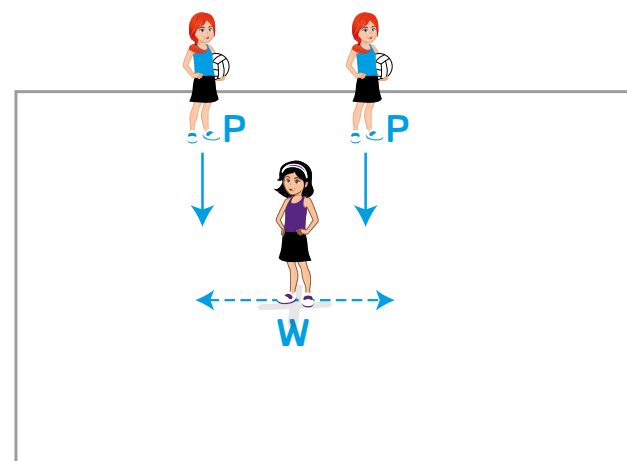
Area: 3 x 3 metres

Equipment: 2 balls per group

Aim:

To land on your outside leg in a strong stable body position [SBP].

- Passers have a ball each.
- The Worker, 'W', runs either to the left or right, landing on the outside leg as they receive the pass from the corresponding post.
- If the player runs to the right they land on the right leg first and then left, in a stable body position.
- Pass ball back to the post.
- The Worker then runs to the left, landing on their left leg first and grounding the other foot to achieve a stable body position.
- Repeat.



Goal Bounce

No. of players: 2 even groups [5 on 5]

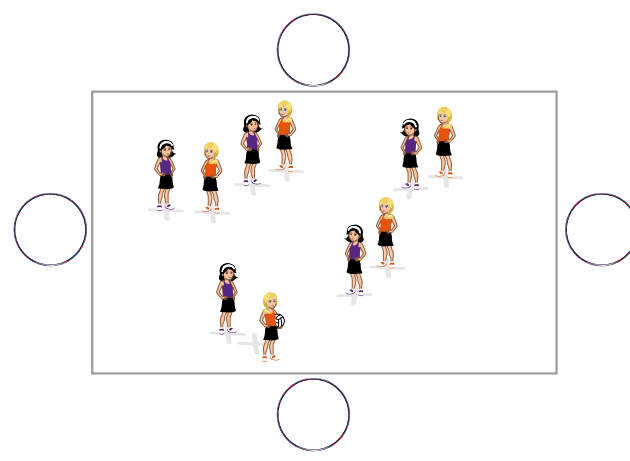
Area: Half of the third of the Netball court

Equipment: 1 ball, bibs and 4 hula hoops

Aim:

To pass the ball from a stable body position [SBP] between your group towards a hula hoop then successfully bounce the ball in the hula hoop to score a goal.

- Four hula hoops are placed outside the third as goals.
- One team wears bibs.
- One team pass the ball between each other, attempting to score a goal by bouncing the ball into the hula hoop.
- The players practise stopping and passing from a stable body position.
- The opposition gain possession after a goal, a loose ball or an infringement.



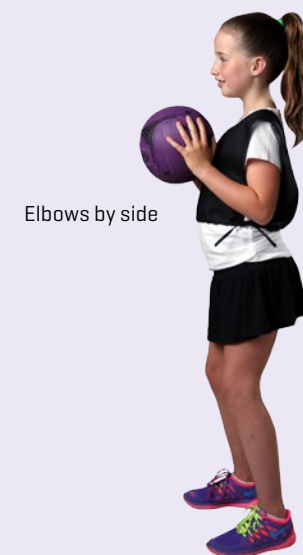
Week 2: Ball Skills

Objective:

To enhance the player's ball control and develop a variety of passing options.

Coaching Points – Passing

- Both hands on ball, with thumbs behind the ball and fingers in a 'W' shape
- Elbows bent and relaxed by side
- Transfer weight forward onto front foot as the pass is released
- Follow through with arms in direction of pass 'zap'



Coaching Points – Catching

- Two handed catch
- Fingers and thumbs spread, making the target and being ready to catch
- Step forward and extend arms to catch the ball
- Bend arms as receiving the ball, pulling ball towards the body

Errors

- Elbows at shoulder height
- Ball released from palms
- Follow-through not in the direction where pass should be caught
- One hand dominates
- Feet too close together
- Not watching the ball
- Ball hitting palms
- Arms not bending as ball caught
- Moving away from the ball

Equipment

- One ball between two
- Cones
- Bibs



Begin with the NetballSmart Dynamic Warm-up.

Anywheres

No. of players: Whole group

Area: 3 x 3 metres

Equipment: 2 balls

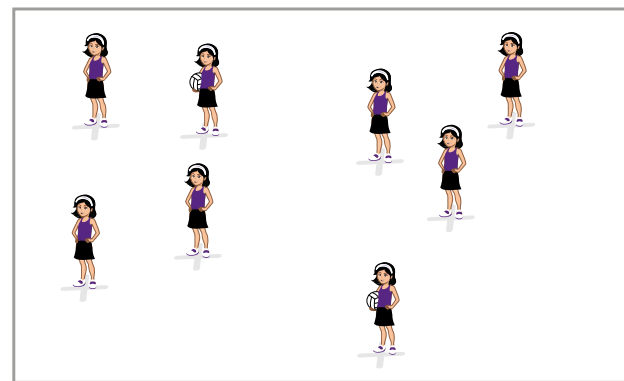
Aim:

To keep the balls moving, while continually moving yourself.

- Two players have a ball.
- All players move continuously around the area and the balls are passed between the players.
- Players must avoid passing back to the person they received a pass from.

Challenge:

- Pass a different pass to the type of pass received.



Order Ball

No. of players: In groups of 4 or 5

Area: One third of the Netball court

Equipment: 1 ball per group

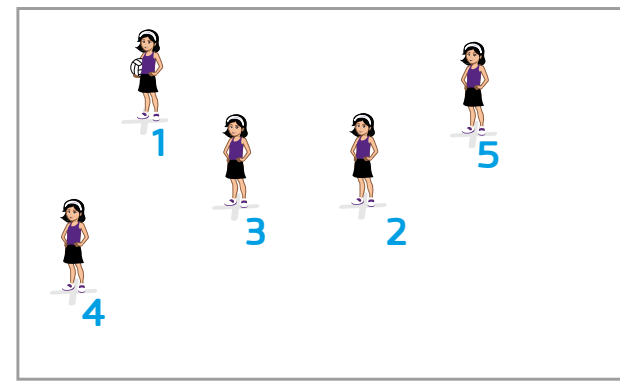
Aim:

To pass the ball in number order using a different pass from the type of pass received.

- Player one (X1) starts with the ball. Player two (X2) moves to a space from which to receive a pass and then passes to X3 using a different pass.
- Once X5 receives the ball they decide which order the passing will occur by either passing to X4 (counting down) or X1 (counting up).

Challenge:

- Add in defence.



Shrink and Grow

No. of players: In pairs

Area: One third of the Netball court

Equipment: 1 ball between 2

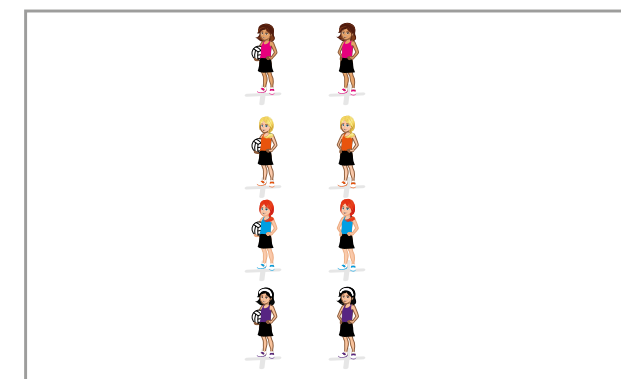
Aim:

To develop passing accuracy and see how far back you can still pass accurately.

- Players stand 2 to 3 metres away from each other and pass the ball.
- Each pair is looking to pass 10 successful passes, then they can take one step back.
- If the ball is dropped, both players shrink to kneel on one knee.
- If they achieve 10 successful passes they then will grow, back to standing.
- If the ball is dropped again, players continue to shrink from one knee to both knees, then to a sitting position and finally to a lying position.

Challenge:

- Use a variety of passes.



Target Ball

No. of players: 2 even-numbered groups

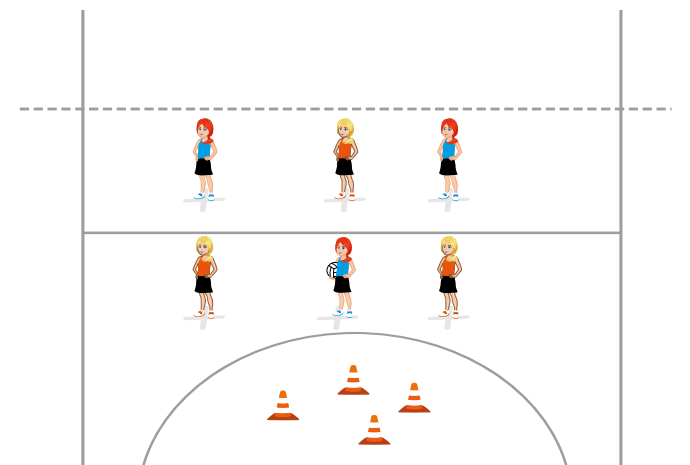
Area: Half of the Netball court

Equipment: 1 ball, 3 cones (targets)

Aim:

To pass the ball between your group, until you are close enough to be able to knock a target over with the ball.

- No players are allowed in the goal circle.
- The team on attack pass the ball around until close enough to hit a cone with the ball.
- Continue until all three targets are hit, the ball goes out of court, or turnover occurs.
- Restart from halfway.
- Winners are the first group to knock all three targets over.



Week 3: Shooting

Objective:

To encourage players to use the correct shooting technique to increase accuracy, confidence and enjoyment.

Coaching Points

- Ball is held above the head on the dominant hand, other hand supports the ball
- Stand tall with feet shoulder-width apart
- Eyes looking at the goal
- Dominant arm by ear
- Elbows and knees bend to set up shot
- Hand drops while arm [shoulder to elbow] remains in position
- Straighten body in a sequential movement – legs then arm and hand
- Follow through with hands/wrists

Errors

- Ball held and released at chest height
- Feet too close together
- Eyes looking at ball not goal
- Both hands behind the ball
- Not enough knee bend
- Movement not sequential
- No follow-through
- Non-dominant hand used in shot

Equipment

- One ball between two
- Netball court lines
- Bibs
- Cones
- Spots



Eyes looking at the goal

Ball above the head

Begin with the NetballSmart Dynamic Warm-up.

Square Up

No. of players: Whole group

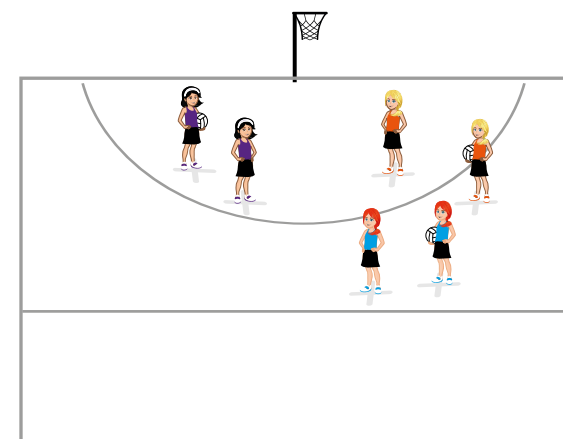
Area: Goal third

Equipment: 1 ball between 2

Aim:

To practice being in a stable body position, [SBP] which is the foundation for shooting technique.

- Players are to arrange themselves in pairs with a ball.
- Players move around the area, passing the ball between each other.
- On the call “now”, the player with the ball squares up to the post – meaning that the player lands in a stable body position with feet, hips and shoulders facing the goalpost.
- Their partner moves in front of the player with the ball to become a defender [at 1 metre] and the player ‘shoots over’ this defender.
- Once the ‘shot’ is completed, move to collect the ball and continue passing and moving until “now” is called again.



Shooting Relay

No. of players: 2 groups of 4-5

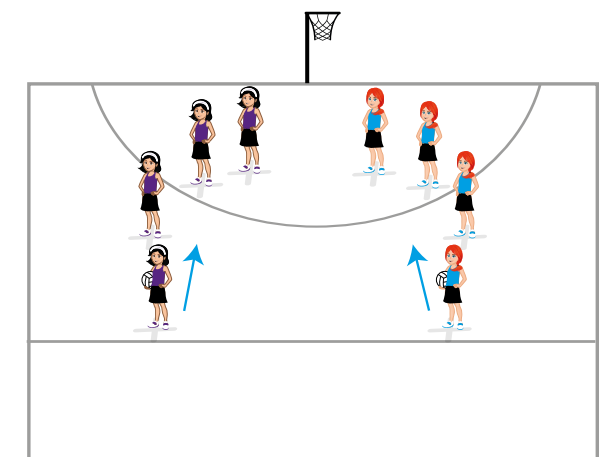
Area: Goal third

Equipment: 1 ball per group, spots/markers

Aim:

To develop shooting accuracy.

- Groups line up on the spots.
- The ball is passed between all the players who catch, pivot and pass to the next player.
- The last person in the line, the ‘shooter’, attempts a shot at goal and then retrieves the ball.
- The ball is then passed back up the line while the shooter runs along the goal line, up the sideline, and takes the place of number ‘1’.
- Everyone moves forward a spot, and the ball is passed down the line again.



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Shooting Rhythm

No. of players: Groups of 3

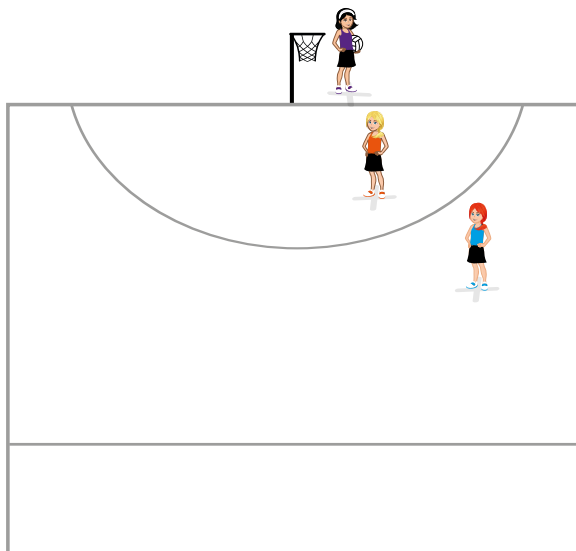
Area: Within one third of the Netball court

Equipment: 1 ball between 3

Aim:

To practise your shooting technique after running in and landing balanced.

- The first player runs into a space in the goal circle to receive a pass from the passer, balances and shoots.
- The defender attempts to intercept the pass and if unsuccessful then defends the shot at goal.
- The defender retrieves the ball and becomes the passer. The shooter becomes the defender and the passer the shooter.



Shooting Rounders

No. of players: 2 groups of 4-6

Area: Goal third

Equipment: 4-5 balls

Aim:

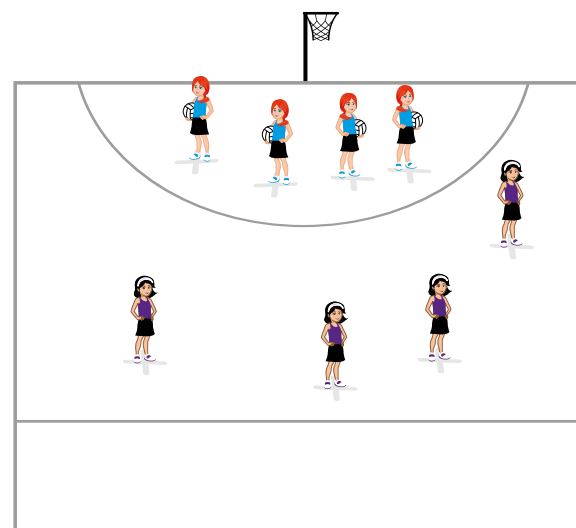
To score a goal, then throw the ball anywhere in the goal third and try to complete a lap around the goal third before the fielders retrieve the ball and attempt a shot.

- Set up as shown, with a fielding and a shooting group.
- All shooters attempt a shot at goal.
- Then collect the ball and throw anywhere, ensuring the ball bounces in the goal third.
- Fielders retrieve the ball and pass the ball back to the goal circle and then run in and keep shooting until all shooters are back.

Scoring:

1 point for each successful goal.

1 point for each successful shot from the fielding team scored before the shooters complete their lap of the goal third.



Week 4: Pivoting

Objective:

To receive the ball and turn either way to face own goal while maintaining a stable body position.

Coaching Points

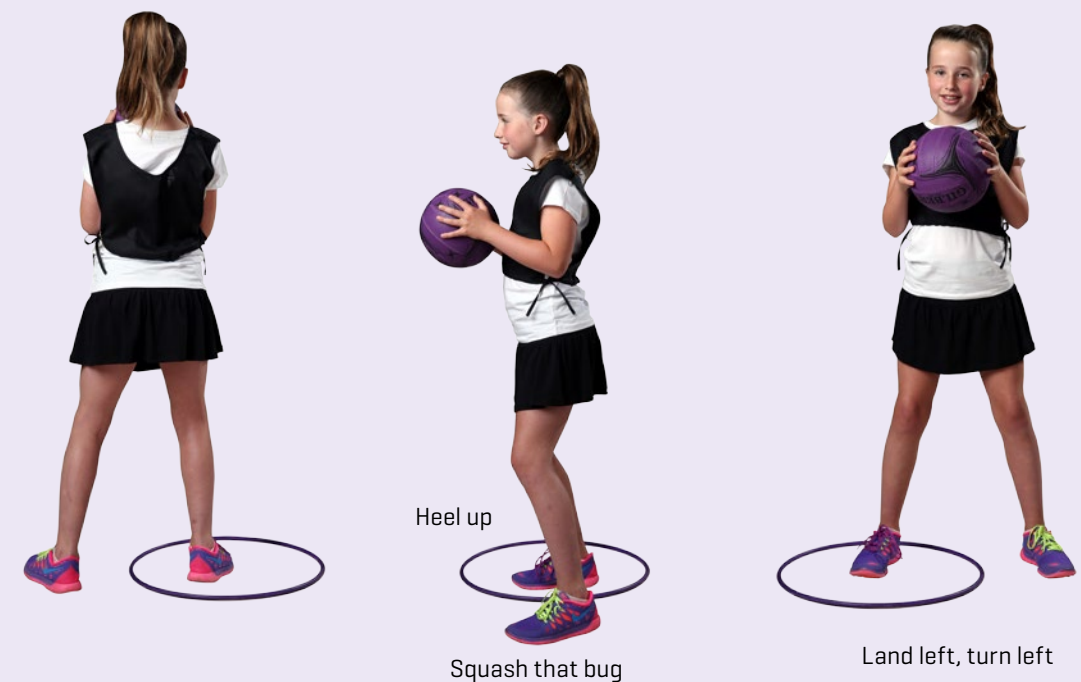
- Weight is on the ball of the first grounded foot
- Other foot is lifted and re-grounded to maintain balance and assist the pivot
- Keep the body upright with head up and knees bent throughout
- Hold ball close to the body when pivoting
- Pivot away from the defender in a forward movement

Equipment

- One ball between two
- Netball court lines
- Bibs
- Spots
- Cones – to mark areas

Errors

- Landing on wrong leg
- Pivoting with straight leg
- Spinning rather than using other leg to assist the turn
- Pivoting before the ball is secure





Begin with the NetballSmart Dynamic Warm-up.

Pivot Tag

No. of players: Whole group

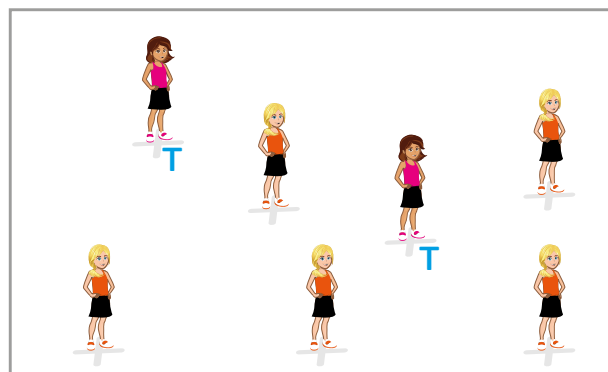
Area: One third of the Netball court

Equipment: Nil

Aim:

To avoid being tagged or, once tagged, pivot in a controlled manner and then try to tag someone back as quickly as possible.

- Nominate 2 to 3 players to be taggers [T].
- Other players spread themselves out in area and move around, trying to avoid being tagged.
- If a player is tagged, they must pivot on their grounded foot for a full circle before they become a tagger, replacing the player who tagged them.
- If you notice that the players are looking down when they pivot – get the players to clap their hands above their heads as they pivot.



Line Race

No. of players: 2 groups of 4-5

Area: One third of the Netball court

Equipment: 1 ball per group, cones/spots to mark lines

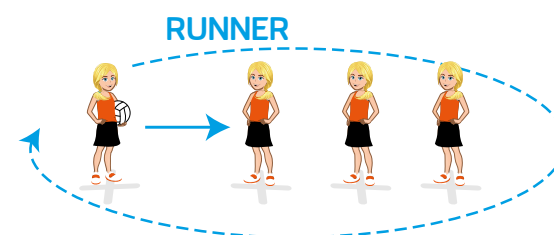
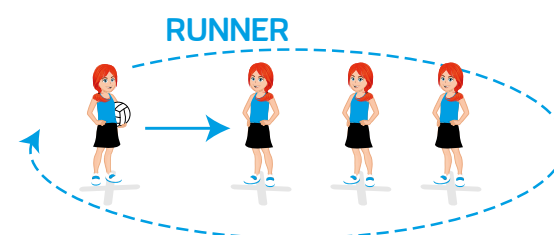
Aim:

To pivot and pass down the line faster than the runner.

- Players set themselves up approximately 2 to 3 metres apart.
- 1 Runner, 'R', stands at the opposing group's cone, waiting to race.
- On "call", players pass the ball down the line and back to the start; the player at the end of line completes a full pivot [360°].
- Also on "call", 'R' races around the group and back to the cone.
- Rotate players so everyone has a turn at running.

Scoring:

The first player to finish scores 1 point (either the passing group or runner).



Pivot Ball

No. of players: Groups of 5

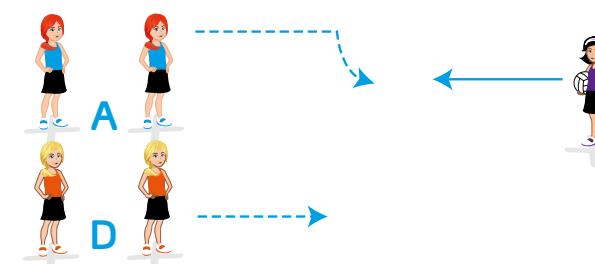
Area: Small area

Equipment: 1 ball per group

Aim:

To land on your outside leg and pivot away from the defence.

- The passer passes the ball to attacker 'A', who catches the ball and pivots on their outside leg away from the defender 'D'.
- The attacker then passes the ball to the other attacker.
- The attacker and defender return to the back of the lines, changing sides/roles.
- Ensure the players pivot left and right by changing the side of the defence.
- Change positions regularly.



Ball Tag

No. of players: 2 groups of 4-5

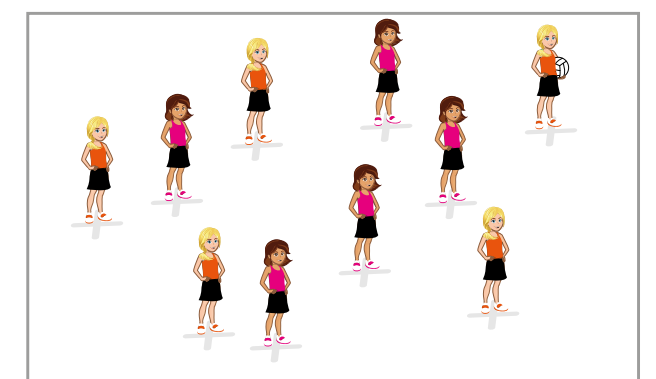
Area: One third of the Netball court

Equipment: 1 ball

Aim:

To try and tag someone with the ball by passing the ball between group members and pivoting to try and make a tag.

- One group has the ball. They pass the ball between themselves, trying to get into a position to tag someone from the other group.
- The players run to avoid being tagged.
- When a tag is made the groups swap roles.



Week 5: Dodging

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Objective:

To use a doge in a restricted area to displace the defender, driving strongly into the free space to receive a pass.

Coaching Points

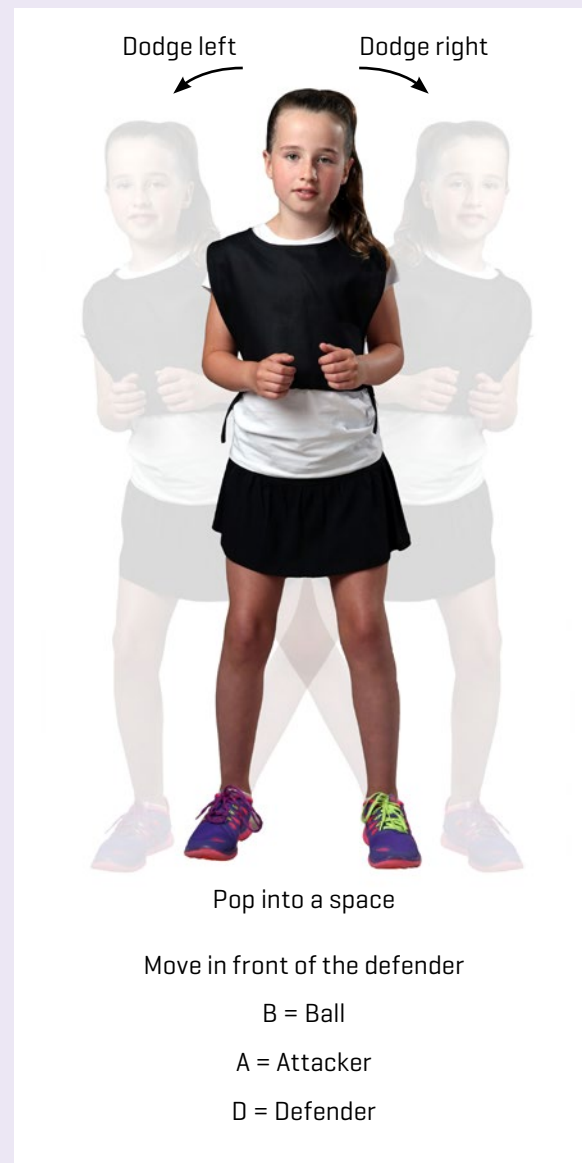
- Stand in a stable body position
- Bend knees, shift weight from one foot to the other, away from the intended receiving location
- Suddenly change direction by pushing off strongly on the outside leg
- Use strong arm movements to assist quickness of movement
- Move towards the ball
- Extend arms

Errors

- Feet too wide
- No transfer of weight
- Hips sag; body not upright
- Dodging movement not quick enough – more like a sway
- Eyes and head down
- Drive off inside leg
- Practises dodges on their 'good' side only

Equipment

- One ball between three
- Lines on a court
- Bibs
- Cones – to mark areas



Begin with the NetballSmart Dynamic Warm-up.

Knee Tag

No. of players: In pairs

Area: Small area

Equipment: Nil

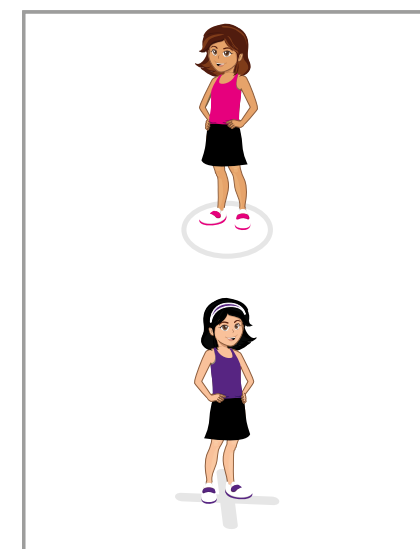
Aim:

To try and tag your partner's knees as often as possible, while avoiding your own knees being tagged.

- In pairs, get in a squat position, facing each other. Encourage players to stick bottom out and bend in hips.
- Partners try to tag each other's knees, while trying to avoid being tagged. This helps to develop change of direction and dodging.
- Players cannot turn and run away from their partner.

Challenge:

- Work to tag your partner three times in a row.



Dodge Protect

No. of players: In groups of 4

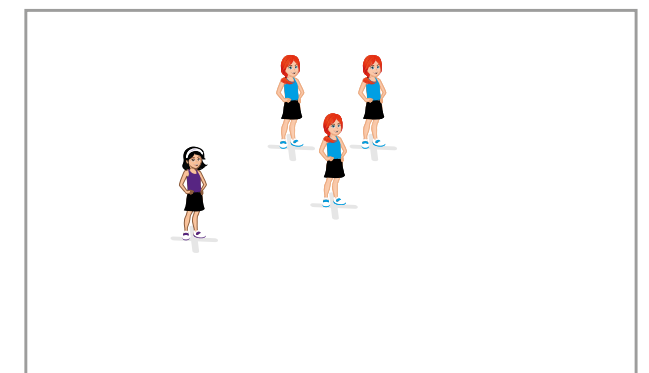
Area: Small area

Equipment: Nil

Aim:

To practise your dodging, try and tag the nominated player while the players move to try and protect the same player.

- Three players link at the elbow.
- The worker nominates one player that they will attempt to tag.
- Other players work to protect the nominated player from being tagged.
- Once a tag is made, switch roles.
- Ensure everyone has a turn in all roles.





Dodge and Collect

No. of players: Groups of 8-10

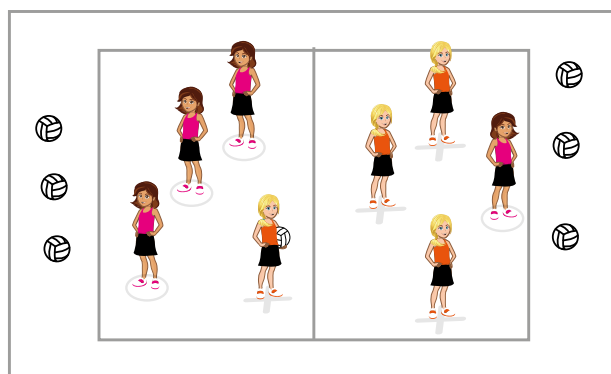
Area: One third of the Netball court

Equipment: 6-8 balls, cones or chalk to mark half way

Aim:

To dodge the other team to collect as many balls as possible.

- Players are divided into two teams in each half of the third.
- Place a number of Netballs behind each line.
- Players try to collect the others teams ball and return it to their own half without being tagged by the other team.



Fives

No. of players: 2 groups of 5

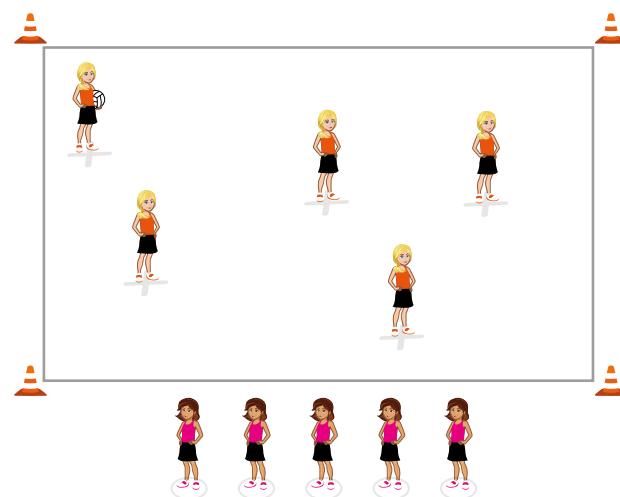
Area: 5m x 5m

Equipment: 1 ball, cones

Aim:

For your group to be able to continue to get five passes as the defence pressure grows. On every fifth successful pass, another defence enters the area. Use your dodges to beat the defence.

- The orange group starts inside the area, while the pink group lines up outside the area.
- The ball is passed between the orange group, who work to complete five successful passes.
- Once five passes have been achieved, one player from pink group is added as defence.
- The orange group work to complete another five passes.
- If successful, add another player from the pink group to increase the defence pressure.
- Continue until all players from both groups are involved.
- If a turnover occurs, the groups swap roles and the activity restarts.



Week 6: Defence

Objective:

To develop the ability to stay close to the opponent and then defend the player with the ball.

Coaching Points

- Stand in a stable body position
- Body angled slightly, to sight ball and opponent
- Arms close to sides of the body
- Quick footwork
- Move towards the ball using short, sharp steps
- Think about where the passer is likely to pass the ball

Errors

- Standing flat (directly in front of attacker) and not able to sight the attacker
- Focused on the ball only
- Legs straight and no bend at hips
- Feet too close together or too far apart
- Keep moving head to see attacker and ball

Equipment

- One ball between three
- Netball court lines
- Bibs
- Cones – to mark areas





Begin with the NetballSmart Dynamic Warm-up.

Shake the Shadow

No. of players: In pairs

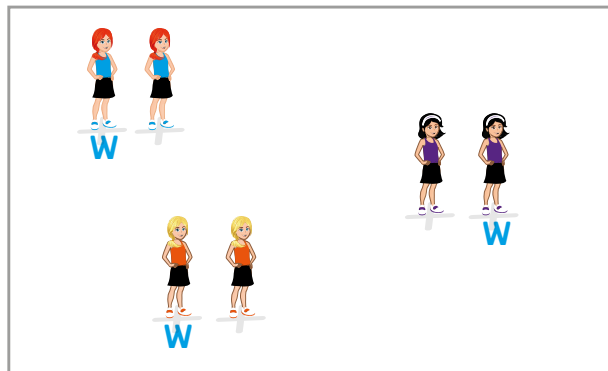
Area: One third of the Netball court

Equipment: Nil

Aim:

To try and stay close to the worker who you may tap on their shoulder at any time and then quickly retreat to a defensive stance 1 metre away from the worker.

- One player is the worker, 'W', and moves around, trying to shake the other player, who is sneaking around behind them trying to keep up.
- At any stage, the player can tap the 'W' on the shoulder.
- Once tapped, 'W' stops and turns around to face the player who retreats to take up a 1 metre defensive position.



Thrill

No. of players: Groups 6-10

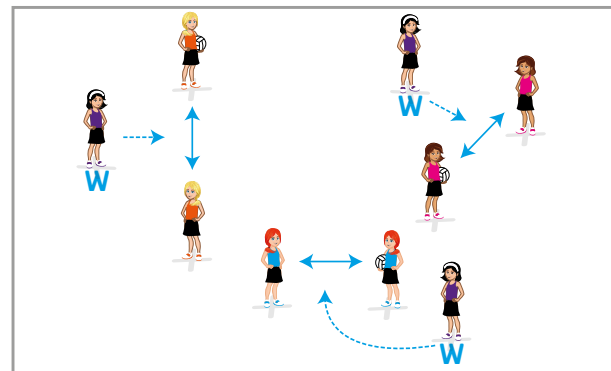
Area: One third of the Netball court

Equipment: 3-4 balls

Aim:

To move continuously within the area, reading the passes and running through to take the intercept. Once you have caught three or five intercepts change roles with a passer.

- In pairs, the passers pass continually.
- The Workers [W's] move around the area, taking intercepts.
- Rotate players once they have taken five intercepts.
- Feel the 'THRILL' of the intercept.



Read the Intercept

No. of players: Groups of 3

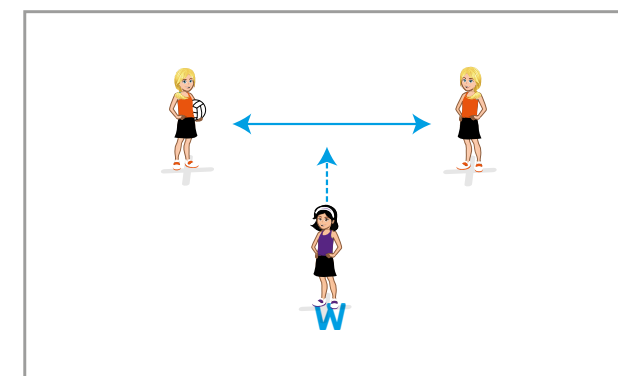
Area: Small area

Equipment: 1 ball per 3

Aim:

To read the timing of release and run in and intercept the ball.

- Two players stand 3 metres apart and pass continually.
- Each worker, 'W', stands back from the players and attempts to intercept the ball.
- To extend the 'W', the worker should stand further away from the players.
- Vary the starting position of the 'W', e.g. stand behind and away from one of the players.



3-4-5

No. of players: Groups of 3-5

Area: One third of the Netball Court

Equipment: 1 ball

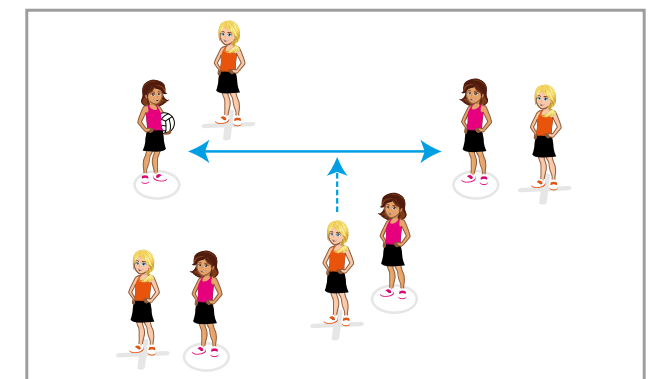
Aim:

To try and get an intercept before the opposition team has completed the passing sequence.

- The team in possession of the ball aims to make three consecutive passes without the ball being intercepted.
- If three consecutive passes are made, the teams swap roles.
- If the defence team successfully makes an intercept they become the attackers and the other team has to start back at three consecutive passes.

Scoring:

- The team who makes three and then four and then finally five consecutive passes are awarded three points.
- The teams are awarded 2 points for each intercept.
- The winners are the first team to collect 10 points.



Week 7: Shooting

Objective:

To continue to assist the development of accurate and confident shooting technique.

Coaching Points

- Ball is held above the head in the dominant hand, the other hand supports the ball
- Stand tall with feet shoulder-width apart
- Eyes looking at the goal
- Dominant arm by ear
- Elbows and knees bend to set up shot
- Hand drops while arm (shoulder to elbow) remains in position
- Straighten body in a sequential movement – legs then arm and hand
- Follow through with hands/wrist

Errors

- Ball held and released at chest height
- Feet too close together
- Eyes looking at ball not goal
- Two hands behind the ball
- Not enough knee bend
- Movement not sequential
- No follow through
- Non-dominant hand used in shot

Equipment

- One ball between two
- Cones/spots etc
- Goalposts

Eyes looking at the goal



Ball above the head



Straighten body in a sequential movement

Begin with the NetballSmart Dynamic Warm-up.

Elevens

No. of players: 2 equal-sized groups

Area: Goal third

Equipment: 1 ball per group

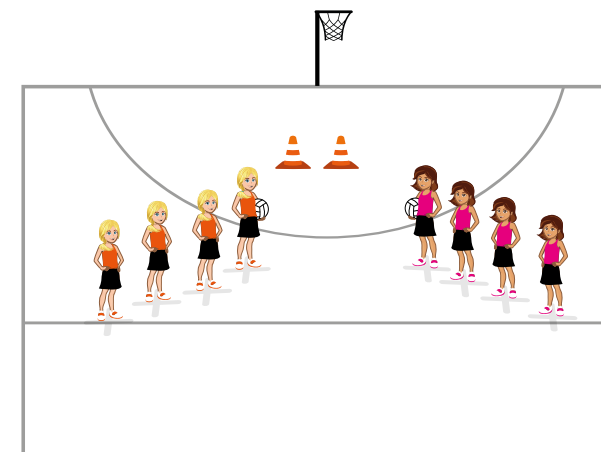
Aim:

To be the first group to accumulate 11 points, scoring 2 points if your first shot is successful or 1 point if you catch the rebound before it hits the ground and then shoot a successful shot.

- Players in the group take turns to attempt a shot at goal.
- If the player is able to catch the rebound before it touches the ground, the player takes a second shot.
- The winners are the first group to accumulate 11 points.

Scoring:

- Successful shot = 2 points
- Catch rebound on the full and shot successful = 1 point



Sixes

No. of players: In pairs

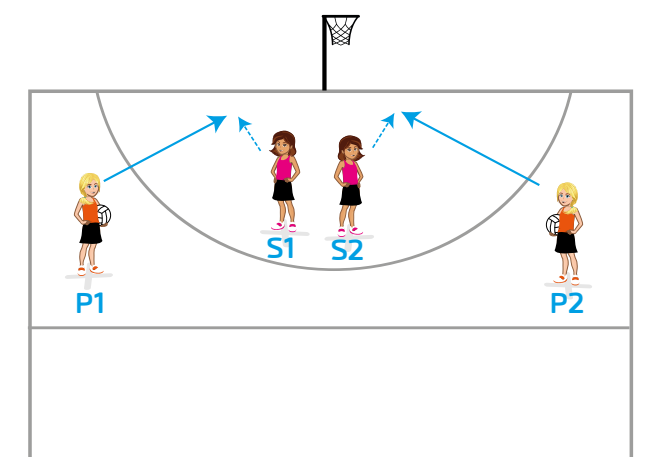
Area: Goal third

Equipment: 1 ball per 2

Aim:

To try and score six shots before the other pairs do.

- The shooter, 'S', starts at the goal circle edge.
- They receive a pass from 'P', pivots and attempts a shot at goal.
- 'S' collects their own rebound and passes back to 'P'.
- 'S' then runs out of the goal circle to receive a pass from 'P'.
- Swapping roles, the new 'S' now runs into the goal circle and repeats the activity.
- Continue the activity to see which is the first pair to score six successful shots at goal.





Threes

No. of players: 2 groups of 3

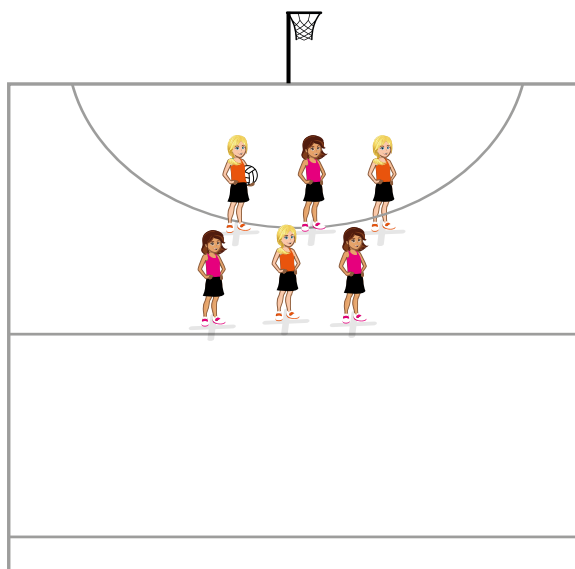
Area: Goal third

Equipment: 1 ball

Aim:

To maintain possession of the ball long enough to allow all players to score a goal.

- Paper, Scissors, Rock to start.
- The group in possession of the ball are on attack.
- Players pass the ball between each other until all have achieved a successful shot at goal.
- When an intercept, rebound gained or error occurs groups swap roles.



Numbers Netball

No. of players: In groups of 8-10

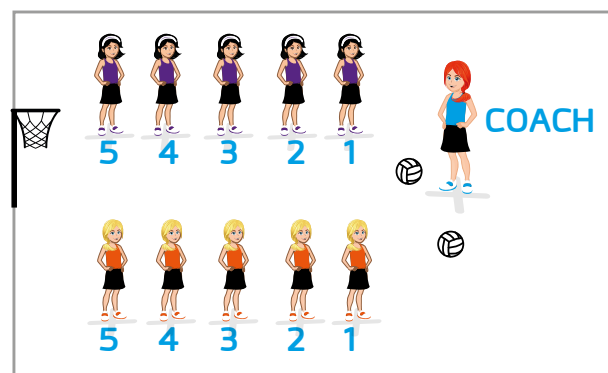
Area: Half of a third of the Netball court

Equipment: 2 balls and 1 goal per group

Aim:

To run in to pick up a ball and pass to your team-mates towards the goal and then have a shot.

- Groups line up as indicated on the diagram below.
- The coach calls a number, e.g. "four", and the two numbered players (one from each team) run to pick up a ball the coach has dropped in the playing area.
- The players will pass to their team-mates, who remain in their line, until the player is close enough to attempt a shot at goal.
- After the shot, the ball goes back to the coach and another number is called.



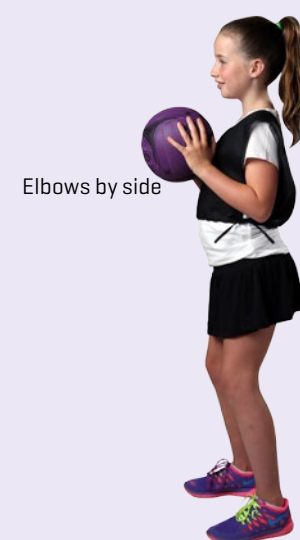
Week 8: Ball Skills

Objective:

To continue to develop the player's ball skills, focusing on variety of passes and accuracy of placement.

Coaching Points – Passing

- Both hands on ball, with thumbs behind the ball and fingers in a 'W' shape
- Elbows bent and relaxed by side
- Transfer weight forward onto front foot as the pass is released
- Follow through with arms in the direction of the pass 'zap'



Coaching Points – Catching

- Two-handed catch
- Fingers and thumbs spread, making the target and being ready to catch
- Step forward and extend arms to catch the ball
- Bend arms as receiving the ball, pulling the ball towards the body

Errors

- Elbows at shoulder height
- Ball released from palms
- Follow-through not in the direction where pass should be caught
- One hand dominates
- Feet too close together
- Not watching the ball
- Ball hitting palms
- Arms not bending as ball caught
- Moving away from the ball

Equipment

- One ball between two
- Cones or chalk
- Bibs



Begin with the NetballSmart Dynamic Warm-up.

Pass and Go

No. of players: In pairs

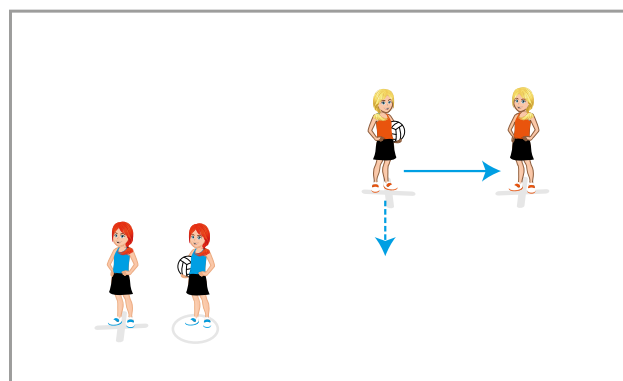
Area: One third of the Netball court

Equipment: 1 ball per pair

Aim:

Pass the ball to your partner and then run to a space, ready to receive the return pass.

- The ball is passed to your partner.
- Then run to a space to receive a pass back. Continue.
- On “call”:
 - “Now” – partner with the ball places ball on the ground and moves to pick up a different ball, while the player without the ball runs to touch both sides of the court.
 - “Change” – partner without the ball moves to find a new partner and the activity recommences.



Square Pass

No. of players: Groups of 3

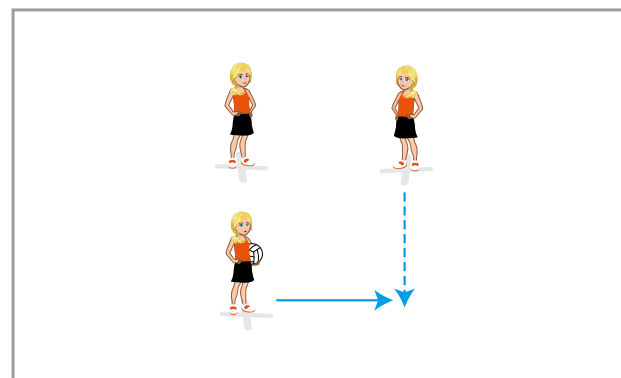
Area: Square area

Equipment: 1 ball per group

Aim:

To accurately pass into the space in front of the moving player.

- Each player in turn runs towards the ‘empty corner’ to receive a pass.
- Pivot to face the ‘new empty corner’ and pass to the next player.



Force Them Back

No. of players: In groups of 6

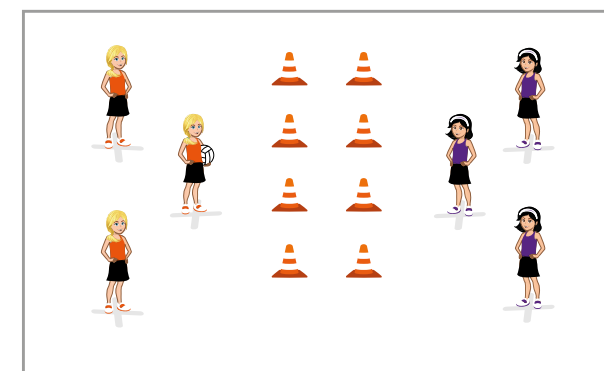
Area: One third of the Netball court

Equipment: 1 ball per group, cones

Aim:

To practise using a variety of passes and to develop passing accuracy.

- Divide the third of the court in half, placing half the players on each side.
- The ball starts with one player who chooses which type of pass they will throw.
- The ball is thrown into the other half.
- If the ball is caught by someone in this group, they take two steps forward.
- If the ball is dropped or isn’t caught, the passing group moves back two steps.
- The other group then passes the ball back.
- The game ends if one group is forced back over the rear line.



Variety Ball

No. of players: 2 equal-sized groups, numbered

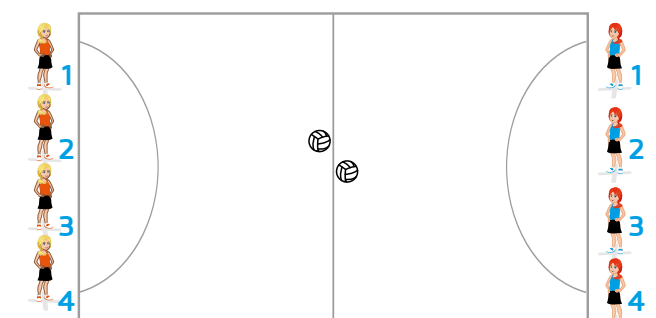
Area: Netball court [5 v 5]

Equipment: 2 balls

Aim:

To score a goal before the other team, using a variety of passes to get the ball into the goal circle.

- Players are numbered and then each group assembles behind their goal line.
- The coach calls a number and those players run to collect the ball from the middle of the court.
- Once the balls are collected, the remainder of the team can enter the court.
- All players in the groups must receive a pass.
- Each pass must be different than the one received .e.g. if you receive a chest pass, you can throw a bounce pass.
- The ‘called’ player is to receive pass in their goal circle and attempt a shot at goal. After a successful shot, the ball is returned to the middle of the court.



Week 9: Take-off and Stop

Objective:

To take off strongly as you run to meet the ball, pulling the ball in to ensure possession and to stop efficiently in a stable body position [SBP].

Coaching Points – take-off

- Move into the path of the ball
- Arms and legs move in opposition
- Lean the body forward
- Take small steps initially
- Arms bent at elbow and drive arms forward
- Keep head and eyes up

Errors

- Use same arm as leg
- Step back first
- Arms by side, not moving
- First steps too long
- Head down
- Feet/base too narrow
- No bending in hips
- Knees straight
- Heavy landing
- Eyes looking down

Equipment

- Four balls per six players
- Bibs
- A line
- Cones – to mark areas

Coaching Points – stopping

- Feet shoulder width apart
- Either double foot or 1-2 foot landing
- Bend in hips and knees
- Stop softly
- Head and eyes up



Begin with the NetballSmart Dynamic Warm-up.

Rats and Rabbits

No. of players: 2 groups

Area: One third of the Netball court

Equipment: Whistle

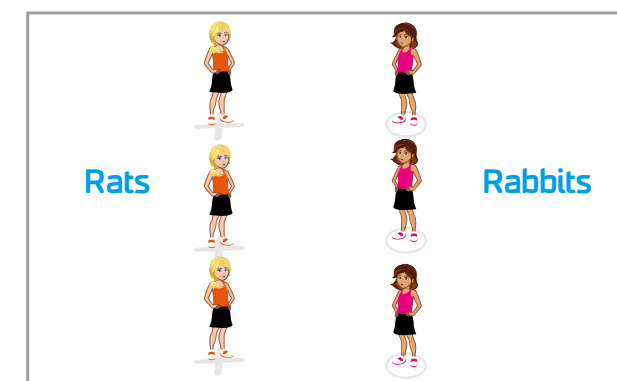
Aim:

To avoid being tagged if your group's name is called, by taking off and running fast to your line.

- The group is divided into half to become the 'rats' or the 'rabbits'.
- On "call"; the first group runs to the sideline while the other group tries to tag them:
 - Rats = Rabbits chase Rats.
 - Rabbits = Rats chase Rabbits.

Challenge:

- Groups start on the sidelines, jog towards the middle of the area waiting for "call".
- Coach blows whistle and players stop either 1-2/2 foot stop.



First There

No. of players: Groups of 8

Area: 3 x 3 metres

Equipment: 1 ball

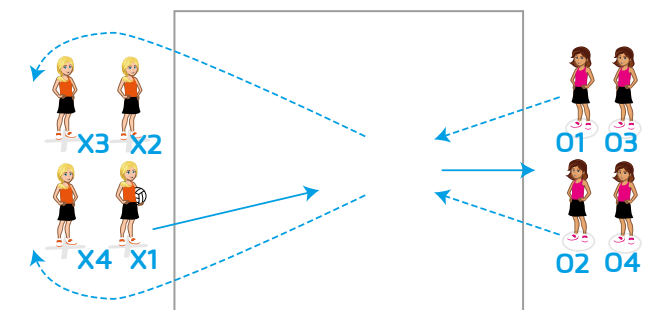
Aim:

To take off quickly and be first there to catch the loose ball, stopping in an SBP.

- The player with the ball, i.e. 'X1', throws the ball into the area.
- Players '01 and 02' are not to move until the ball has touched the ground.
- 01 and 02 compete to get to the ball first.
- Whoever wins the ball stops in an SBP, then turns and passes back to the line they came from.
- Repeat from the other side of the area.

Challenge:

- Which player can earn the most points in the allocated time?





Foot Forward First and Stop

No. of players: Whole group

Area: One third of the Netball court

Equipment: A line, whistle

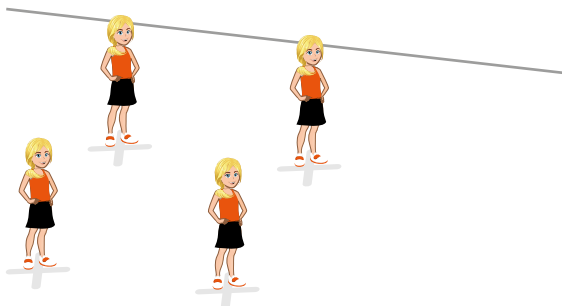
Aim:

To develop your take-off speed, ensuring your first step is forward, and the ability to land in an SBP.

- In pairs, one player starts behind the line with their partner standing directly behind them.
- The front players start with fast feet [feet moving up and down on the spot].
- When the coach calls “Go”, the players take off and run across the third, and stop on outside line.
- Player can stop double foot or 1-2 foot stop.
- Players try to take their first step forward. To check, they can ask their partner behind them if they stepped forward or backward.
- Swap roles.

Variations:

- Lean forward, then take off.
- Face away, turn and then take off.
- Stop when coach blows whistle.



Treasure Chest

No. of players: Whole group

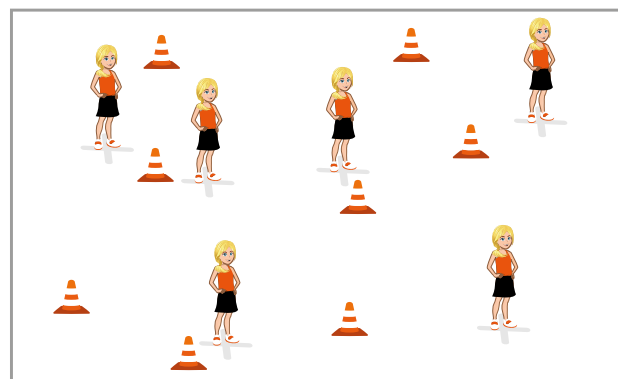
Area: 5 x 10 metres

Equipment: Cones

Aim:

To take off quickly and collect as many treasures as possible without being tagged by the defender.

- Cones [treasure] are spread out in the designated area.
- Two or three players are the taggers.
- The players use a variety of attacking movements and take off quickly to collect as much ‘treasure’ as possible without being tagged by the defenders.
- Rotate the defenders regularly.



Week 10: Festival Day

Objectives:

To allow the players to play in a mini-tournament.

To showcase all the skills that the players have learnt this season.

Consideration for Mini-tournaments

- Ensure there is lots of FUN.
- All players are given equal opportunities.
- Time is allowed for players to warm-up prior to game time.
- Adequate rest is provided for players between games.
- No competition points are recorded.
- Do you want to have a theme for the tournament?
- The draw provides teams with 3 to 4 shortened games.
- Will participation certificates be issued?

Tactical Development

The focus of Year 3 & 4 players should be on the development of fundamental movement and basic Netball skills. With only limited practice time each week and knowing that players of this age have high energy levels but tire easily, it is important that we don't try to cover too much during a practice session or make practice sessions last longer than 45 to 60 minutes. So if you focus on skill development with your players at practice, both the players and you will see the improvement.

Tactical situations involve more than one person, incorporating more than one skill and involve decision-making. Examples are centre pass, through court, circle communication, throw in's, play from stoppages, looking at options on attack and defence. Generally, Year 3 & 4 players are not ready cognitively or physically to implement tactical strategies. But, as the players' skills develop and become automatic, introducing tactical situations is easier for everyone. Focus on the development of sound basic skills.

Players at this stage of development lack spatial awareness and frequently players will 'bunch' – all gather near the passer.

With the introduction of 5 v 5, there are fewer players on the court and therefore less passing options. So, players are able to decide on the passing option sooner. The modified 5 v 5 Netball game provides the players with a greater number of less-complicated situations, which will enhance decision-making.

Decision-making is a massive part of Netball but in order to assist decision-making, players need to be able to land balanced, turn fully, pass with accuracy and variety, read the opposition's defence and the movements/timing of their own players, defend and shoot.

As your players develop a strong foundation of basic skills, e.g. in the Year 4 or more experienced players, you might like to introduce some basic tactical development.

Included in this section is an example of a court balance and centre pass development activity to be used when your players are skilled enough to introduce tactical development.



Court Balance

If you are finding that your players are 'bunching' and they are starting to master the skills included in this resource, you might like to introduce spatial awareness through court balance.

The following game principles will assist players to achieve court balance:

- Turn and look towards their shooting end initially.
- Balance the court width and lengthwise.
- After passing the ball, lead away from where the ball was passed to provide another option.
- Avoid being level with another team-mate – one up, one back; one on the left, one on the right.

Court Balance – Motorways

No. of players: Whole group

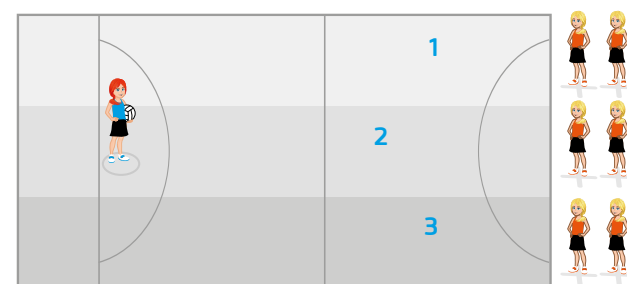
Area: One third of the Netball court

Equipment: 1 ball, cones

Aim:

To introduce the concept of court balance and the players using the width of the court. If one player changes lanes, they need to move to ensure that one player is in each lane.

- Players line up behind the goal line in the three lanes, with one passer on the other 5 v 5 goal line.
- The front three players start jogging forward. At any time a player may change lanes but the other players need to react to ensure that only one player is in each lane at any time.
- The passer can pass the ball to any player at any time.
- When these players have moved through the court, the next three start moving.
- Allow players time to practise changing lanes and to develop awareness of using the whole width of the court.



Centre Pass

In the modified 5 v 5 game for Year 3 & 4 players, play starts with a centre pass and recommences from halfway by the opposing team after a goal is scored.

The following game principles will assist players at the centre pass:

- Communication between the two attacking players so that one player provides a passing option for the Centre and the other provides an option for the second or third pass.
- The team's two defence players (either 2 x D or GK and GD) provide support or a passing option in their half.
- C lets the ball go confidently within 5 seconds.
- There are at least two passing options, e.g. attacking players offer a short and a longer option.

One Short, One Long

No. of players: In 3's

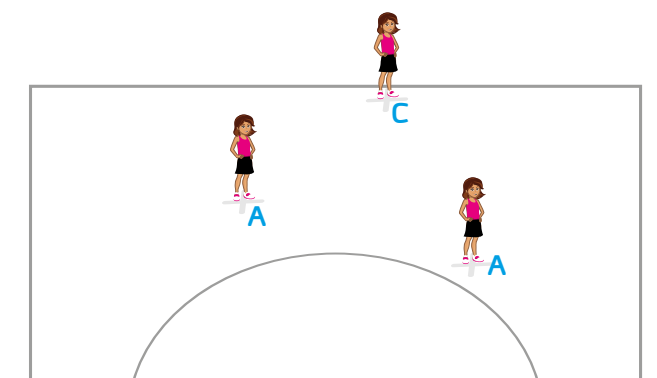
Area: One third of the Netball court

Equipment: 1 ball per 3

Aim:

To provide the player with the ball two passing options, one short and one longer.

- Players form groups of three, one player with the ball and run around close together, using a variety of movements.
- At any stage, the player with the ball can toss the ball up in the air, catch it and pivot around to face the other players.
- These players must quickly provide two passing options, one short and the other longer.
- The player with the ball passes to one of these players.
- The player who receives the ball then turns to pass to the other player who is yet to receive a pass.
- This player holds onto the ball, the group reforms and moves around within the third of the Netball court, ready to provide options when the ball is tossed up.
- Now take this to an on-court situation.



As the C runs to halfway and stands on the line, one attacker provides a short option and the other a longer one. Pass the ball through the court to the goal.

ADAPT It

There are a number of different ways that you can adapt an activity to make it easier to ensure players practise the skills or to make it harder by challenging the players. Constraints such as playing area, rules, numbers of players can be manipulated to provide variation to each activity to meet the players needs. Activities sometimes need to be adapted to maximise participation or to meet the objectives of the activity. Most importantly adaptations need to be made to allow players to feel and experience success – read the cues and adapt the activity by making it easier or more difficult.

A

ASK
Ask questions e.g. What passing options do you have?

D

DURATION
Ensure adequate time is provided to allow the players to practise. Just let them play. Decrease or increase the amount of time the players have to achieve the goal e.g. was 2 minutes, now 1 minute.

A

AREA
By changing the area/space the players can work in affects the level of difficulty e.g. not making many tags, making the playing space smaller.

P

PLAYERS
Alter the number of players on each team e.g. was 3 v 3, change to 2 v 4.

T

TWEAK
Tweak the rules e.g. must pass to all team members before a shot can be taken.

Reflection

It is valuable to take time to evaluate the effectiveness of your coaching performance.

McKernan [1996] refers to the coaching process as a ladder. To move up, you must extend your ladder by making it longer through reflection and hopefully improvement.

The coaching process has three main elements – planning, delivery and evaluation. Each element rolls into the other in a cyclic form, so if there is one weak link it affects the other elements.

So, after each session, step back and examine the coaching and learning effectiveness.

Reflection Template

1. What did the players’ learn today? How do you know?

2. How could you improve the session to enhance skill development and enjoyment?

3. How were you able to maximise participation?

4. Identify two things you would like to work on to enhance your delivery at your next practice.

i)

ii)

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