

COACH EDUCATION FOR NETSETGO



Coaching Participant Workbook

WORKSHOP REQUIREMENTS

Each Participant to Receive

- Netball Australia Outline – NetSetGO Coaching Workshop
- Netball Australia Participant Workbook – NetSetGO Coaching Workshop

Each Participant Should Bring to the Course

- Writing material
- Suitable training attire for practical activity sessions
- Suitable footwear for outdoor or indoor training surfaces
- Change of clothes / towel
- Sun protection, sunscreen and hat
- Water bottle and adequate refreshments

WORKSHOP OVERVIEW, DURATION AND OBJECTIVES

Workshop Overview

The NetSetGO Workshop is intended to provide introductory information for coaches of NetSetGO. There are no assessment or competency requirements for this Workshop.

This course can be formalised into the Foundation Coaching Accreditation once the coach completes the on-line Beginning General Principles and the Practical Assessment from the Foundation Coaching Course.

Workshop Duration

The NetSetGO Workshop can be tailored to the needs of the participant group and time available. The Workshop has been developed as a 2.25 hour program. If further time is available it is recommended that this be allocated to trialling activities directly from the NetSetGO lesson plans.

Workshop session	Time allocation	Presentation methods
Introduction	10 minutes	Presenter presentation
Junior development	45 minutes Practical coaching	Presenter presentation
Teaching of netball skills	55 minutes	Presenter presentation Practical coaching
NetSetGO Competition	20 minutes	Presenter presentation Practical coaching
Conclusion / evaluation	5 minutes	Presenter presentation Participant evaluation

Workshop Objectives

- Identify the roles of the coach.
- Understand the role of NetSetGO and its place in the player development pathway.
- Understand the benefits of using a game sense approach to teach game concepts.
- Understand the importance of effective group management skills to maximise opportunities for successful participation.
- Identify the elements of a training session and implement good coaching practices to reduce risk.
- Understand how to safely teach the basic skills and game concepts of netball.
- Identify skill faults and correct technique for the basic skills of netball.

INTRODUCTION

The Role of the Coach

Coaches play an important role not only in the sporting life, but also the everyday life, of the participants they coach. Coaches have the potential to influence not only the development of sport-specific skills and sporting performance, but also the participant's development as a person and their approach to other aspects of their life. While at times it can be challenging, coaching can also be an immensely satisfying role.

A sport like netball can provide a very powerful and positive influence on young people. Not only can it provide opportunities for enjoyment and achievement, it can also develop valuable qualities such as self-esteem, leadership and teamwork. The extent to which these positive effects occur depends on the commitment of the coach in their role. Coaches of junior players are first and foremost teachers and role models. Many players always remember their first coach.

The Inclusive Coach

Being an inclusive coach is a fundamental requirement for being a good coach. Being inclusive means adapting and modifying coaching practices and activities to ensure that every participant – regardless of age, gender, ability level, disability and ethnic background – is included. Good coaches adapt and modify aspects of their coaching and create an environment that caters for individual needs and allows everyone to take part. The onus of inclusion rests with the coach.

REFERENCES

ASC Beginning Coaching Manual, pages 121-125 and 111-120

Foundation Coaching Manual – Chapter 2 Junior Development, Chapter 4 Warm-up and Cool down and Chapter 7 Modified Games

NetSetGO

Beginners need simple and limited cues regarding technique and a lot of opportunity for practice. The temptation to teach too much too soon results in 'over coaching' and denies participants opportunities to explore and consolidate skills. NetSetGO provides developmental pathways and allows players of all abilities to participate, enjoy and contribute.

A fun environment includes elements such as positive feedback, feelings of identity, belonging, co-operation, achievement, friendship, respect, fair play and responsibility. The support of the coach is pivotal to achieving these goals.

How would you respond to the concerns of the parent in the following scenario?

Prior to the start of the NetSetGO program at your local association you have been approached by a parent concerned that her 8-year-old daughter would not benefit from participating in the NetSetGO program. She is a former State player and never played NetSetGO. She feels her daughter needs the challenge of learning the 'correct' Netball skills and rules under full competition.

The parent is considering withdrawing her daughter from the NetSetGO program and waiting for two years before re-enrolling her in the Netball program.

Refer to the following support notes to assist with your response to the above scenario.

NetSetGO NET TIER (for 5-6 year olds) – netsetgo.asn.au

NetSetGO Net Tier is a play-based motor skills program. The emphasis is on the acquisition of basic motor skills, in a fun environment of games and activities. The length of the NetSetGO Net Tier program can be run between 8-10 weeks, although this is flexible depending on school, association and individual needs.

Children join the program as individuals, not as teams and the emphasis is on participation, developing skills and having fun. Refinement of the skills and their application to the game will be introduced when they reach the next stage – NetSetGO Set Tier (for 8-10 year olds).

Research from a number of areas has highlighted the need for young Australians to develop motor skills both in and out of the school environment. Provision of an age appropriate, staged progression for Netball participation is an essential element in developing confident and skilled participants. NetSetGO Net Tier has an important role to play in preparing young children for involvement in Netball, ensuring life-long participation.

The introduction of dance activities to NetSetGO Net Tier provides a fun way to develop a range of fundamental motor skills that are used in netball including twisting, turning, bending, leaping, dodging, skipping and sliding.

Children who do not develop these basic fundamental motor skills are more likely to experience frustration and difficulty in learning advanced skills which reduces their enjoyment. Dancing is a great way to engage young children who are just starting netball in motor skill activities.

NetSetGO Net Tier provides:

- A program appropriate to the age and ability of the participants.
- All children with the opportunity to participate and experience a feeling of success from their participation.
- An opportunity for children to develop and expand their motor skills in a non-competitive environment.
- Participants with better basic motor skills when they enter NetSetGO Set Tier.
- Opportunities for parents to be involved.

NetSetGO Net Tier is a flexible program and can be delivered within an Association, Club or School.

The guidelines of NetSetGO Net Tier state:

- Players are arranged into small groups with a coach.
- Players are put through a 30-45 minute fun training session.
- Focus is on fundamental motor skills development, using netball activities, minor games, dance and music.
- Modified equipment is used (size 4 netballs).
- There is no match play or competition.

NETBALL AUSTRALIA – NetSetGO SET TIER (for 7-8 year olds) – netsetgo.asn.au

NetSetGO Competition is the modified game of netball for boys and girls. It incorporates skill development and round robin game play with the emphasis on mass participation and fun. It allows children to learn and develop their skills in a series of fun activities and minor games, which they can then apply in a game situation. NetSetGO Set Tier provides children with the best possible learning environment and enables them to develop a positive introduction to Netball, ensuring enjoyment and continued participation within the sport.

NetSetGO Set Tier provides:

- A program appropriate to the age and ability of the players.
- All children with the opportunity to participate and experience a feeling of success from their participation.
- An opportunity for children to play in a cooperative way and to develop their skills in a non-competitive environment.
- An environment where the emphasis is not on “win at all costs” but rather on the development of skills, the discovery of new ones and sharing the play with other team mates.

NetSetGO Set Tier has been designed to meet the needs of children and gives them a chance to be successful and feel good about themselves. Other sports that have taken a similar approach include Australian Football League (Auskick), Hockey (Hook in2 Hockey), Rugby League (Kids to Kangaroos), Rugby Union (Try Rugby), Cricket (Milo in2 Cricket) and Basketball (Aussie Hoops).

The rules and equipment for NetSetGO Competition have been designed to align the game with the psychological and physical capabilities of young children. The program has been developed under the guidelines of the Netball Australia Junior Sports Policy, which emphasizes “The introduction of children to organised competitive Netball should be gradual and is best achieved through minor games/activities and modified rules.”

The NetSetGO Set Tier program is versatile and it can be delivered in Clubs, Associations or Schools.

NETSETGO GO TIER (for 9-10 year olds) - netsetgo.asn.au

The GO tier has been introduced to ensure a smooth transition for participants into Junior Netball. The modified rules and equipment allow for participants to experience success while learning the correct technique and executing skills with greater proficiency.

NetSetGO GO Tier provides:

- A program where the participants are introduced to more netball-specific skills as well as refining their fundamental movement skills.
- Participants have a chance to enjoy practicing skills they learn and seeing their own improvement.
- Competitive elements, however the focus should not be on winning
- Each participant with equal court time and exposure to a variety of positions so they are gaining the full experience on court.

The rules are still modified in the GO tier as it is critical that children use sporting equipment that is matched to their size and age (ie smaller netball and shorter goal posts). Matching the right sized equipment, will not only promote the development and refinement of the children's sporting skills but also reduce the likelihood of injury.

DEVELOPING SPORTS SKILLS

Game Sense

The emphasis with a game sense approach is on the participants making decisions within the game, rather than the coach telling the participants where to run and where to pass. The coach becomes a facilitator, creating situations where participants have the opportunity to respond to challenges through activity and solve problems. The participants 'learn from the game'.

To achieve progressions within a game:

- Use games that allow time to make decisions early in the session. Progress to games that reduce the time available for reaction and decision making.
- When first introducing a tactical problem choose techniques that the participants can easily control (for example; type of pass to be used). Progress to more difficult techniques when the tactical problem has been accomplished.
- Progress from a relatively closed environment to a more open environment. For example:
 - Stationary targets → moving targets
 - Few rules → many rules
 - One opponent → more than one opponent
 - One team mate → more than one team mate
 - Separate court areas → shared space
 - One simple movement → combinations of movements

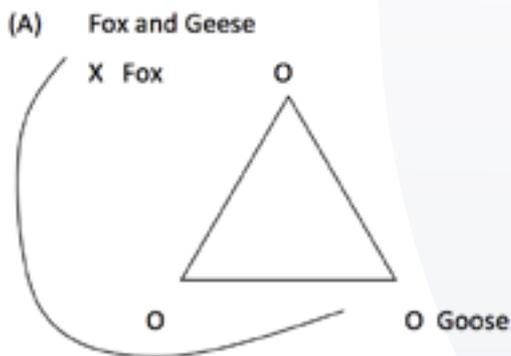
CHASING AND AVOIDANCE GAMES

The following chasing and avoidance games can be adapted to cater for the individual abilities and needs of the group. The activities can be used as part of a warm-up or as a concluding activity at the end of a training session. Refer to the Netball Coaching Accreditation Manual for additional warm-up activities and games.

Games and activities	Format	Appropriate stage of development		
		5-6 years	7-8 years	9-10 years
Fox and Geese	Small group	✓	✓	✓
Rats and Rabbits	Group / Partner	✓	✓	✓
Tails	Group / Partner	✓	✓	✓

FOX AND GEESE

- Players 4 per group
- Playing area One third of netball court (area appropriate to numbers)
- Equipment None



3 players join hands to form a circle, with the extra player the nominated tagger or 'fox'. The fox tries to tag the player in the circle designated the 'goose'. The players keep the circle intact and aim to move around and reposition to protect the goose from being caught by the fox. The fox needs to make quick changes of direction to move around the group and try to catch the goose. The fox can not push through or go under the arms of the players protecting the goose.

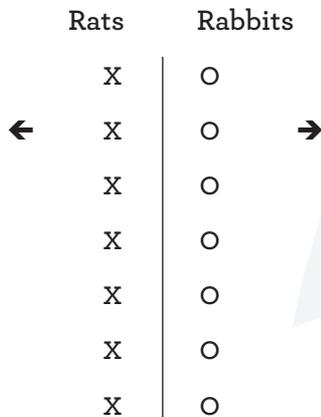
After a designated time frame (for example; 30seconds) or after the tagging the nominated player the tagger joins the circle and the next player becomes the tagger on the outside of the circle.

Variations

- **TRAIN TAG** The formation changes to 3 players in a single file, with each player holding the waist of the player in front of them (diagram B). The nominated tagger starts facing the line. The tagger aims to move around the front player and tries to tag the back player. After a designated time frame or after the tagging the back player the tagger moves to the end of train and the front player becomes the next tagger.

RATS AND RABBITS

- Players Partners/group activity
- Playing area One third of netball court (area appropriate to numbers)
- Equipment None



Players set up in two single file lines next to a partner who is standing one metre away.

One line of players is designated the 'rats' while the other line is the 'rabbits'. On the call of 'rats' or 'rabbits' by the coach the player aims to sprint to the nominated 'safety' line before their partner can catch them.

The activity can be set up in the centre third with players aiming to reach the transverse line before their partner catches them. Ensure the safety of the players by using lines with adequate run off. Players can keep a tally of scores; receiving one point if they catch their partner or one point if they reach the line before they are caught.

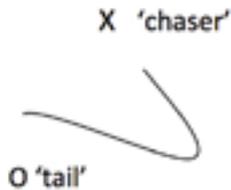
Variations

- **'CRUSTS AND CRUMBS', 'BRATS AND BROWNIES'** Different similar sounding words can be substituted instead of rats and rabbits.

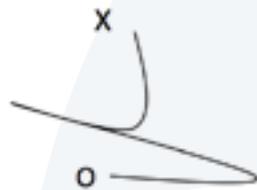
TAILS

- Players Partners/group activity
- Playing area One third of netball court (area appropriate to numbers)
- Equipment Coloured bibs or tags

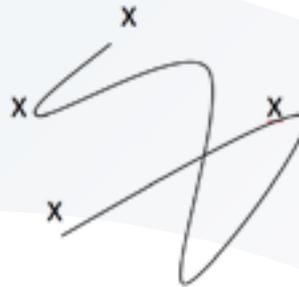
'Partner Tails' *One player with tail*



'Two Player Tails' *Both players with tails*



'Split Group Tails' *'Team Tails'*



The bib or coloured tag is tucked into the back of a player's shorts/skirt with half the bib hanging free as a 'tail'. There are a number of tail variations however each game involves the player with the tail trying to evade having their tail taken. Ensure playing area is clearly defined and reinforce the importance of players looking out for other players also moving within the area.

Variations

- **PARTNER TAILS** The player with a tail is chased by their partner in the designated area
- **TWO PLAYER TAILS** Both players have a tail and attempt to grab their partner's tail while protecting their own tail from being taken
- **SPLIT GROUP TAILS** Half the group receives one colour tail while the other half has a different colour. The players move around in the same area however, the players can only grab the same colour tail as their own.
- **TEAM TAILS** All players have the same colour tails and aim to grab as many tails as possible while protecting their own tail from being taken.
- These activities can be adapted to include other locomotion skills such as jumping, leaping, skipping and dodging

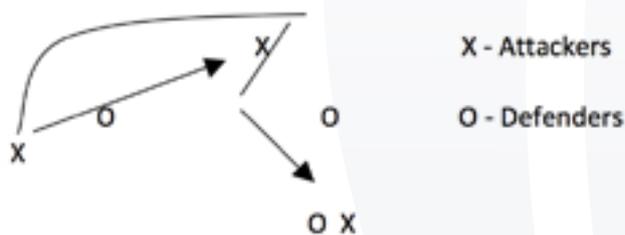
INVASION GAMES

The following modified games can be applied using a game sense approach.

Games and activities	Format	Appropriate stage of development		
		5-6 years	7-8 years	9-10 years
Netball Tag	Group	✓	✓	✓
Number Netball	Group	✓	✓	✓
Progressive Keepings Off	Group		✓	✓
Corner Ball	Group		✓	✓
Space Invaders	Group		✓	✓

PROGRESSIVE KEEPINGS OFF

- Players 2 groups x 3 players
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball, bibs or tags (optional)



Two even teams (bibs or tags may be used to distinguish teams).

The 3 attacking players aim to use a variety of movements within a defined area to evade an opposition player to make 10 consecutive passes. Begin initially with 1 defender (3 V 1). If the attacking team successfully makes 10 consecutive passes within the defined space then they progress to 2 defenders (3 V 2). The aim is to gain 10 consecutive passes and to progress to 3 defenders (3 V 3).

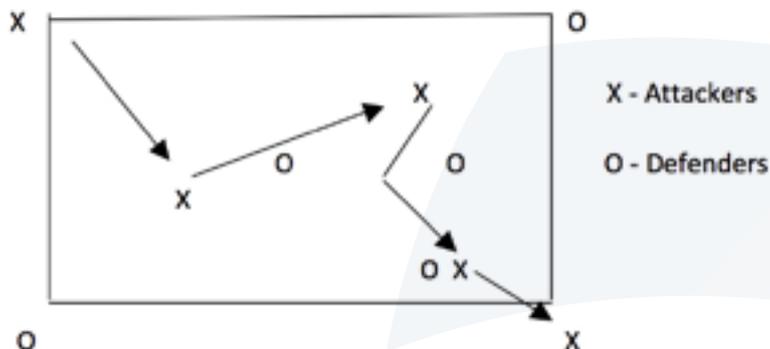
If the ball is dropped or intercepted by the defending team they gain possession of the ball. Each team must build progressively from 1 through 2 then 3 defenders. The winning team is the first to make 10 consecutive passes against full 3-on-3 defence. The attacking players may use any movement and passing variations to receive and pass the ball.

Variations

- **VARY ATTACKING SKILLS** Depending on the skill level of the players the attacking skills may include a straight lead, dodge, double dodge, change of direction, lead and drop, roll off or front cut.
- **VARY DEFENDING SKILLS** Depending upon the skill level of the players the defending skills may include one on one or area defence.

CORNER BALL

- Players 2 groups x 5 players
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball, bibs or tags (optional)



Two even teams (bibs or tags should be used to distinguish teams).

This is an extension of the Progressive Keepings Off Game. In Progressive Keepings Off the 3 attacking players aim to use a variety of movements within a defined area to evade an opposition player to make 10 consecutive passes. Begin initially with 1 defender (3 V 1). If the attacking team successfully makes 10 consecutive passes within the defined space then they progress to 2 defenders (3 V 2). The aim is to gain 10 consecutive passes and to progress to 3 defenders (3 V 3).

If the ball is dropped or intercepted by the defending team they gain possession of the ball. Each team must build progressively from 1 through 2 then 3 defenders. The winning team is the first to make 10 consecutive passes against full 3 on 3 defence. The attacking players may use any movement and passing variations to receive and pass the ball.

Corner Ball

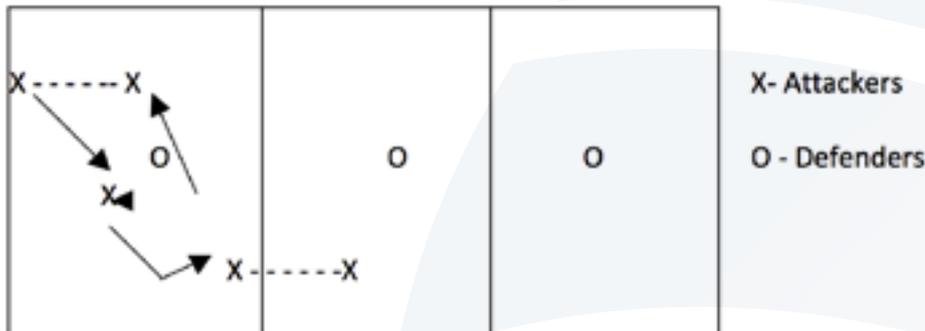
Extend the game to 5 players on each team with one player in each corner of the playing space. The attacking team aim to pass the ball from their corner player to the opposite corner player via the 3 attacking players who are able to move in the one third. The defending team also has 3 defending players able to move in the one third. If the defending team intercept a pass they roll the ball to their nearest corner player then they become the attacking team.

Variations

- **VARY ATTACKING SKILLS** Depending on the skill level of the players the attacking skills may include a straight lead, dodge, double dodge, change of direction, lead and drop, roll off or front cut.
- **VARY DEFENDING SKILLS** Depending upon the skill level of the players the defending skills may include one on one or area defence

SPACE INVADERS

- Players 2 groups x 3 players
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball, bibs or tags (optional)



Formation as per diagram. One third of the netball court is further divided into 3 even sections. Two even teams (bibs or tags may be used to distinguish teams)

The defenders are restricted to a defined area of the court as outlined in the diagram. For example; one third of the netball court is further divided into 3 even sections with one defender in each section. The 3 attacking players aim to use a variety of movements within the defined space to evade an opposition player. The attacking team must receive at least one pass in each section and all 3 attacking players must receive the ball at least once. For the attacking team to score one point they need to pass the ball without it being dropped or intercepted from the starting sideline across to the opposite sideline.

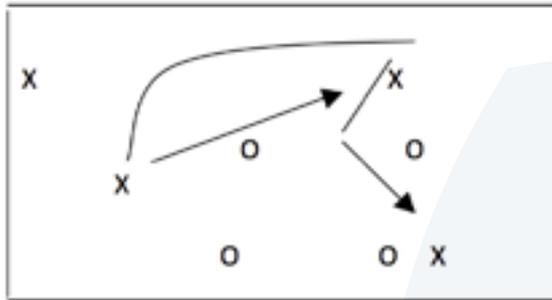
The attacking team has 5 attempts to gain as many points as possible. Each time the ball is dropped or intercepted they begin again from the nearest sideline. Alternatively if the ball is dropped or intercepted the defending team scores one point. The defenders and attackers rotate positions after 5 attacking attempts.

Variations

- **PROGRESSIVE SPACE INVADERS** The defenders begin in their respective defending areas. Once the ball has been passed in their section they can 'drop back' into the next defending area to assist the next defender. The pattern can be restricted to only two defending players in each section or increased to all 3 defenders moving into the last defending area to try to intercept the pass. The attacking team has 5 attempts to gain as many points as possible. Each time the ball is dropped or intercepted they must begin again from the nearest sideline.
- **VARY THE NUMBER OF PASSES** Vary the number of passes the attacking team must make in each section before progressing to the next area. For example, three passes in each area
- **VARY THE SIZE OF THE PLAYING AREA** For example; two thirds of the netball court
- **VARY ATTACKING SKILLS** Depending on the skill level of the players the attacking skills may include a straight lead, dodge, double dodge, change of direction, lead and drop, roll off or front cut.
- **VARY DEFENDING SKILLS** Depending upon the skill level of the players the defending skills may include one on one or area defence.

NETBALL TAG

- Players 6-14 players (variable)
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball, bibs or tags



X – Tagging group
O – Running group

All players begin in one third of the netball court.

For a group of 12 players designate 3 taggers who wear a bib or tag. The aim is for the taggers to pass the ball within the defined space in an attempt to get close enough to reach with the ball and tag one of the free players. Ensure the ball does not leave the taggers hands and is not thrown at the player. In this variation all footwork rules apply to the player with the ball. All other players are able to move freely in the defined space.

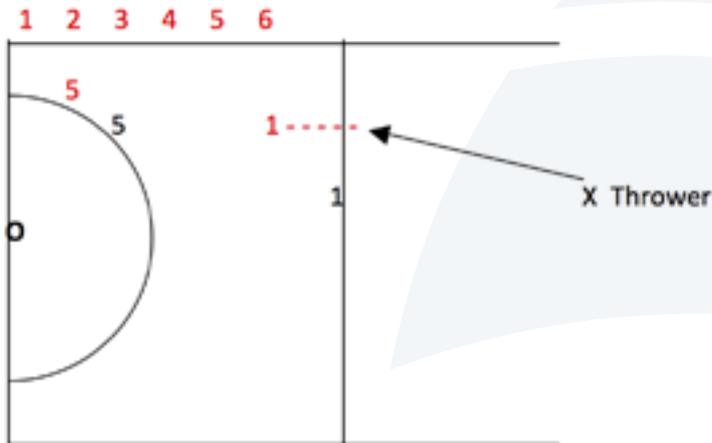
Once a player is tagged this player quickly puts on a bib or tag to join the tagging group. With each successive player tagged the number of runners diminishes increasing the difficulty to evade being tagged. Play continues until there is only one free player remaining.

Variations

- **STOP START NETBALL TAG** Once a player is tagged the play stops while this player quickly puts on a bib or tag to join the tagging group. The stop in play builds in a brief rest break to cater for varying fitness levels.
- **COUNTING NETBALL TAG** The tagging group aims to make as many tags as possible in a defined time. For example; 3 tagging players count the number of tags they can make in 1 minute. Rotate tagging and running groups with each separate group aiming to make the greatest number of tags.
- **RATIO OF TAGGING TO RUNNING PLAYERS** The ratio of tagging players to running players can vary depending upon the ability level and size of the group.
- **NUMBER OF PASSES** Vary the number of passes the attacking team must make before tagging a player.
- **VARY NETBALL RULES TO BE APPLIED** For example; change the time the ball can be held before passing or tagging or the type of pass used.
- **VARY THE SIZE OF THE PLAYING AREA** For example; two thirds of the netball court.

NUMBERS NETBALL

- Players 2 teams X 6-8 players (variable)
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball, bibs or tags



1 2 3 4 5 6

Two even teams (bibs or tags should be used to distinguish teams). Each team stands on the opposite sideline and each player receives a number (with a corresponding number on the other team). Two numbers are randomly called (for example; numbers 1 & 5). The two players from each team run into the playing area. All other players remain along the sideline. The first number called (in this example; 1) are the only players able to contest the first ball (may be thrown or rolled by the teacher/coach). The team who gains possession becomes the attackers, while the other defending team tries to intercept the ball.

All netball rules can apply. There are a number of passing and scoring variations;

- If the two attacking players are able to make 5 consecutive passes without the ball being intercepted their team scores one point.
- If the two attacking players are able to pass the ball into the goal circle they score two points and an additional point if they score a goal. In this variation both teams are shooting towards the same goal ring. If the ball is intercepted the defending team becomes the attacking team. Before attempting a goal they must first pass the ball back to the coach/teacher on the transverse line.
- Either of the two variations above can be extended to include at least one pass to the sideline players on their team. For example; when the ball is passed to a sideline player they pass it back to the same thrower or to the other attacking team mate.

Variations

- **FULL COURT NUMBERS NETBALL** Each team is allocated a goal end. All attacking and passing variations can be applied.
- **NUMBER OF PASSES** Vary the number of passes the attacking team must make before scoring a point or attempting a goal.
- **VARY THE SIZE OF THE PLAYING AREA** For example; two thirds of the netball court.
- **VARY THE NUMBER OF PLAYERS CALLED** For example; to cater for groups using a larger area call 3 numbers. For safety it is recommended the first number called is only player able to contest the first ball.

TEACHING OF NETBALL SKILLS

References

- ASC Beginning Coaching Manual - pages 73-83, 33-35 and 79.
- Foundation Coaching Manual – Chapter 5 Skills and Drills.

Coaching Communication

Effective communication helps to ensure that the correct message is delivered and received. Good communication can;

- Help create a positive team culture and sense of belonging.
- Promote the development of skills.
- Make coaching more efficient and effective.
- Maximise enjoyment for all participants.

Questions are an excellent way to check for understanding and minimise the chance of misunderstanding. Coaches can use open questions that allow some freedom for the participant in how they will respond. Closed questions require a 'yes' or 'no' response and are useful when the coach needs quick answers.

The ability to provide effective feedback is an important tool for coaches. A good method for providing feedback to beginners is to use the sandwich technique. Layer the corrective piece of feedback with a positive comment each side. For example; 'Great positioning, remember to keep your eyes ahead, keep up the effort!'

Inclusive Coaching – CHANGE IT guidelines

One of the most challenging issues for a coach is dealing with multi-age groups and/or a wide range of sizes and ability. Good planning will help to focus on the individual needs of the participants and deal with these challenges. All participants have different strengths and weaknesses, levels of ability, learning styles and different reasons for being involved in sport. The role of the coach is to endeavour to meet their individual needs while at the same time bring them together as a team that works effectively together.

The acronym **CHANGE IT** provides a tool that can be used by coaches to help modify an activity. The coach may consider modifying the following factors to meet the individual needs of the participant;

C Coaching style (i.e., demonstrations, use of questions, verbal instructions)

H How to score or win the game

A Area (i.e., size, shape or surface of playing area)

N Number of participants involved in the activity

G Game rules (i.e., number of passes or bounces)

E Equipment (i.e., softer or larger balls)

I Inclusion (i.e., everyone has to touch the ball before the team can score)

T Time (i.e., how many passes in 30 seconds?)

It is more important to follow the concept of CHANGE IT than to remember what each letter represents.

Examples of how to modify games:

Easier – less decisions	Harder – more decisions
Passing to a stationary player	Passing to a moving player
Easy and few rules	Complex and more rules
Fewer team mates or opposition	More team mates or opposition
Increase court space in attack and decrease in defence	Decrease court space in attack and increase in defence

NETBALL SKILLS

SHUTTLE BALL

Used to demonstrate the following skills:

- Ball handling – catch, chest pass, shoulder pass.
- Footwork – landing (1 foot and 2 feet), take-off and sprinting, jumping and leaping, pivot (outside turn).
- Attacking skills – straight lead forward.

Drill

- Players Group of 6-8 (v ariable)
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball per group



Split the line of players into two groups. Each player lines up behind their line facing the other group.

The worker (receiver) leads forward from line 1 and receives a pass from line 2. The worker lands and pivots then passes the ball back to their line. The worker then returns to the end of own line.

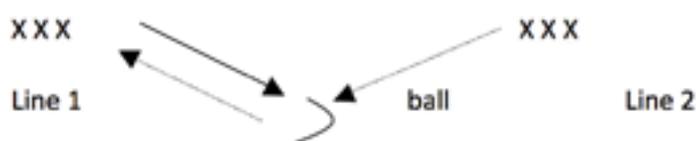
The next player leads forward from line 2 to receive a pass from line 1. The worker lands and pivots then throws the ball back to their line. The sequence continues with alternate leads from line 1 then line 2. The player throws the ball back to their own line and returns to the end of own line.

SHUTTLE BALL EXTENSION

Used to demonstrate the following skills:

- Ball handling – bounce pass.
- Footwork – landing 1 foot and pivot (outside turn).
- Attacking skills – straight lead left and right, dodge.

Change the straight lead forward to an angled lead to a marker. For example; the worker (receiver) leads right from line 1 on a 45 degree angle to a marker. The worker receives a pass from line 2 as per the Shuttle Ball drill. The worker lands and pivots then passes the ball back to own line. The worker then returns to the end of own line.



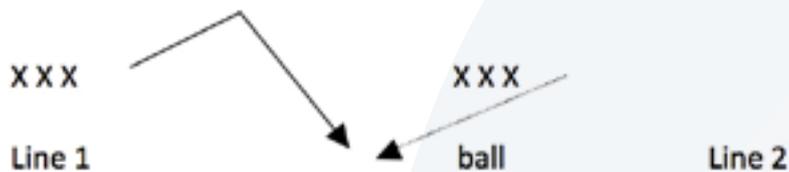
SHUTTLE BALL – CHANGE OF DIRECTION

Used to demonstrate the following skills:

- Attacking skills – change of direction.

Add a marker at a 45 degree angle on the left and right sides. The worker (receiver) leads to the left marker then changes direction with a strong outside foot push off driving to the right to receive a pass at full stretch. The worker lands and pivots then passes the ball back to own line. The worker then returns to the end of own line.

Repeat with both lines leading to the marker to the right of their line.



SHAKE THE SHADOW

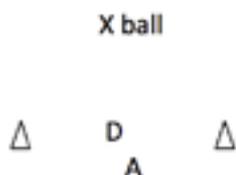
Used to demonstrate the following skills:

- Defending skills – one-on-one (shadowing)

Drill

- Players Group of 3
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball per group

The defender (D) stands in front of the attacker (A) facing a person holding a ball.



The attacking player moves between the markers using a dodge and double dodge to evade the defender and 'Shake the Shadow' for a period of six seconds. The ball is held by a stationary player (X) in front and moved to a position to the side, above their head or below their waist. The defender calls the ball position, high, low or side, while moving to keep shadowing the attacker.

Variations

- **INTERCEPT THE BALL** The ball is passed to the attacker and the defender attempts to intercept it.
- **AREA** Change to a 4m square so the attacker can use a greater variety of movements.

CLOCK FACE

Used to demonstrate the following skills:

- Defending skills – recovery to 1.2m (as used for NetSetGO Competition) and hands over the ball.

Drill

- Players One group and pairs for variation
- Playing area One third netball court (area appropriate to numbers)
- Equipment Ball required in variation

D D D D D D

The players (D) stand with their toes up to the line of the court. On the call from the coach they move back to 1.2m as if to defend a pass.

Players repeat this adding the hands up to defend an imaginary pass once they have moved back the required distance.

Finally they add the hands moving to defend the pass in line with a clock face. E.g. Nine and twelve, nine and three.

Variations

- **ADD THE BALL** The attacker holds the ball with the defender standing next to them. The attacker throws the ball to themselves and pivots as if to pass down court. The defender moves back to 1.2m and defends the ball which is moved in the attacker's hands.

DIAGONAL INTERCEPT DRILL

Used to demonstrate the following skills:

- Defending skills – interception.

Drill

- Players Group of 4
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball per group

X ball

D
A 1 A 2

The player with the ball (X) and both attackers (A 1 and A 2) stand stationary in a triangle formation so that in relation to the defender (D), X and A 1 are in a straight line and X and A 2 are in a diagonal line. D stands in front and to the side so they are covering A 1 and can run to intercept the ball if passed to A 2.

X chest passes to either A 1 or 2. D attempts to intercept the pass, if successful, pass the ball back to X and reset the drill. After five intercept attempts change positions.

Variations

- **AREA** Change the shape or size of the area so players can experiment how far they can run to intercept.
- **TYPE OF PASS** Change the pass to a lob, bounce etc.

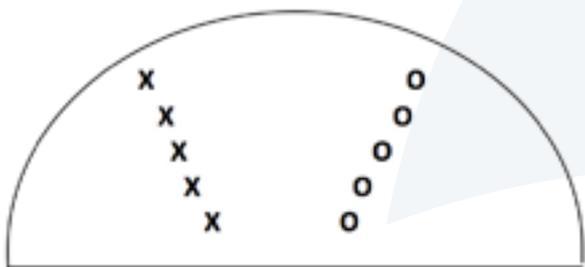
GOAL SHOOTING SKILLS - 10 GOAL SHOOT OUT

Use either this activity or Golden Child to demonstrate the following skill:

- Goal shooting.

Drill

- Players 2 groups X 4-6+ (variable)
- Playing area Goal third netball court (area appropriate to numbers)
- Equipment 2 balls (1 per group)



Two even groups of players line up behind the leader who begins with the ball.

On the start signal the players with the ball attempt one shot at goal. Each line of players works independently, with each team trying to be the first to score 10 goals. The player with the ball needs to rebound their own shot and pass the ball to the next player in their line. Each player has one attempt (irrespective of whether the goal is scored or missed) then rebounds their shot and passes to the next player.

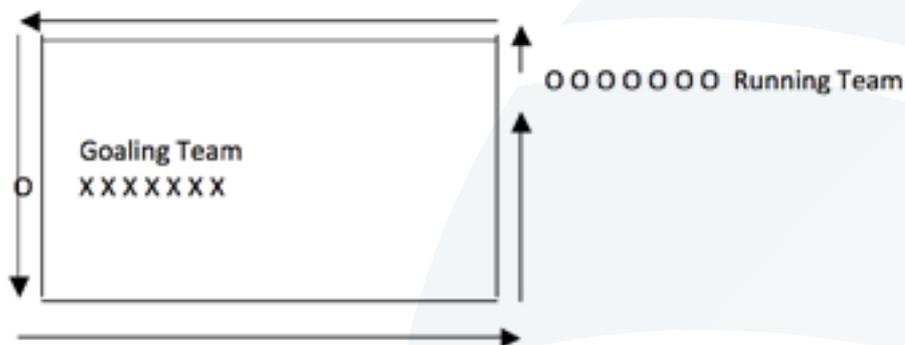
The score is a progressive total of the number of goals scored by the team. Encourage the team to call the number of goals scored during the game.

Variations

- **VARY GOALING DISTANCE**
- **TIME RESTRICTIONS** Challenge each group to reach the highest number of goals in a set time frame. For example; 2 minutes.

GOAL SHOOTING SKILLS - GOLDEN CHILD

- Players Two groups X 5- 6 players (variable)
- Playing area One third of netball court (area appropriate to numbers)
- Equipment 1 ball, goal post



Split the group into two even groups.

The running team lines up in a single file behind the first runner. The goaling team form a single line behind a marker placed in the goal circle. Each time the goaling team successfully score a goal they call STOP. If the runner has not completed the designated running circuit they must STOP and remain at that point until released by the last runner.

After the runner has stopped the goaling team continue shooting. The goaler aims to rebound their shot and passes the ball to the next player in line. Again the next runner must STOP immediately if a goal is scored. The running team scores one point if the runner successfully completes the running circuit before a goal is scored.

The last runner is called the 'golden child'. As they complete the last lap for the running team they are able to 'free' any of the players stopped at various points around the circuit. Each time a runner completes the remaining part of the lap the team scores one point. If a goal is scored while the 'golden child' is still running the game stops and the teams change roles.

This activity can also be set as a **Personal Best Challenge** with each team trying to improve their throwing score from first to second innings.

Variations

- **VARY THE GOAL SHOOTING DISTANCE TO CHANGE DIFFICULTY**
- **VARY THE RUNNING AREA** For example; one third of the netball court

APPENDIX 5: UNDERSTAND THE MODIFIED RULES FOR SUNCORP NETSETGO

RULE	SET	GO
Match Duration	4 x 8 minute quarters	4 x 10 minute quarters
Goal Post	2.4m	2.4m – 3.05m
Ball	Size 4	Size 4
Time to pass the ball	Up to 5 seconds	Up to 4 seconds
Stepping	1-2 steps (to regain balance) allowed	Shuffling on the spot (to regain balance) allowed, without moving down the court
Defending	Strict one-on-one defence Players may not defend a shot at goal	Strict one-on-one defence Players may defend a shot at goal
Centre pass	Taken by the non-scoring team	Alternate centre pass
Substitutions	Game time evenly distributed amongst all players Unlimited substitutions at any time Players should try all positions during the program/season	Game time evenly distributed amongst all players Unlimited substitutions at any time Players should try all positions during the program/season
Coaching	Coach may enter the field of play and give players immediate feedback If the game is one-sided, coaches must make sure all players have a good experience by: <ul style="list-style-type: none"> rotating players into different positions resting skilled players 	Coach may move along the sideline (but may not interfere with the umpire) to give players immediate feedback If the game is one-sided, coaches must make sure all players have a good experience by: <ul style="list-style-type: none"> giving centre pass to the non-scoring team rotating players into different positions resting skilled players
Awards & Scoring	No scores No finals No best and fairest awards	Scores may be kept No ladder No finals No best and fairest awards

TRAINING SESSION

Netball Australia have developed 6 x 10 session plans to assist in the delivery of your NetSetGO program. These can be found at netsetgo.asn.au/resources. If you would like to design your own session or sessions, follow the below information.

Selecting and Designing Training Activities

When selecting and designing an activity consider if the activity:

- Involves all participants most of the time.
- Is motivating and fun.
- Is safe.
- Is relatively easy to organise.
- Has a logical flow from the previous activity.

When designing or modifying games and activities, always keep safety and participant activity levels in mind. Ensure that games encourage participation and be prepared to modify the 'rules' of the games if necessary to allow everybody to participate fully regardless of their skill or ability level.

Program Planning

The elements of a training session that all coaches should include are;

- Session introduction.
- Warm-up.
- Skill activities.
- Cool down.
- Review.

The Netball Australia Fact Sheet on stretching guidelines (Netball Australia: The warm-up and cool-down) states that 'stretching should move the muscle groups through the full range of movement required in the activity being performed'. This information may be new to many coaches and should be highlighted by the presenter and demonstrated as part of the practical session in Unit 5.

It is most important to use static stretching at the conclusion of the activity when muscles respond better for flexibility gains. Traditionally prolonged stretching has formed part of warm up routines but research to date does generally not support warm up stretching as being effective in the prevention of injury. Stretching during warm up should be dynamic in nature allowing young players to stretch on the move (eg. walking lunging, leg swings). Stretching in cool down should be static allowing stretches to be held for longer periods to assist recovery.

Conducting a Training Session

- Selecting basic techniques, skills and tactics for beginner participants to learn.
- Breaking techniques and skills into parts and providing key coaching/safety points.
- Allowing adequate time for practice and observing participants performance.
- Progressing the activity in a sequential manner.
- Ensuring that the session is fun and provides variety.

Whenever possible the presenter should also reinforce the ball handling, movement/footwork and attacking skills previously covered. For example; one on one shadowing against an attacking player dodging to receive a pass (reinforce ball handling skills, footwork and landing, dodging).

CONCLUSION

Getting to Know NetSetGO is a FREE online module that will give you an overview of the NetSetGO program. It has been designed to educate and inform the community about the benefits and importance of NetSetGO as the starting point of the netball journey for all participants. You can access and enrol in the module through the MyNetball portal: mynetball.com.au

At the log in panel, log in if you have a MyNetball account and retrieve your password OR Click 'Get Started' under the Your Netball heading to create a new login.

We also encourage you to complete the Foundation Coaching course if you would like to start your netball coaching journey. This course is also available online through the MyNetball portal: mynetball.com.au

On successfully completing the Foundation Coaching Course all participants are encouraged to continue to develop their coaching knowledge. This may include;

- Working with a mentor.
- Attending coaching courses and coach education seminars.
- Accessing books, journals, magazines, newsletters or the internet.



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