### SHOULDER PASS

- Ball held with two hands initially
- Take ball back behind shoulder
- Ball controlled by the finger tips of preferred arm
- Arm extended - elbow slightly bent, shoulders turned
- Weight on back foot
- Other foot forward ready to take the weight
- Alternate foot forward to throwing arm
- Transfer weight forward as throwing arm comes through at waist/head height
- Follow through throwing arm till almost extended - fingers and wrist extend in direction of pass
- Hips and shoulders rotate as the ball is whipped through
- The pass should be directed to the space ahead of the receiver (pass should be hard and direct)

### COMMON FAULTS

- Ball on the palm of hands
- Elbow not bent when taken back
- Weight on front foot initially- little weight transfer resisting in loss of power
- Same arm and foot forward
- No shoulder rotation as ball taken back -stab pass
- No hip/shoulder rotation as ball comes through
- Arm taken back too high, ball whipped down
- Hand under the ball- ball will side spin
- Wrist and fingers flick to side on release
- Pass not directed to the space in front of the receiver

### GOAL SHOOTING

<table>
<thead>
<tr>
<th>GOAL SHOOTING</th>
<th>COMMON FAULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball is held above the head</td>
<td>Ball is behind or in front of the head</td>
</tr>
<tr>
<td>Arms extended with the shooting arm reasonably straight and close to the ear</td>
<td>Arm is extended out from the ear</td>
</tr>
<tr>
<td>Rest the ball on the fingertips</td>
<td>Resting the ball in palms</td>
</tr>
<tr>
<td>The opposite hand is placed on the side of the ball to steady it</td>
<td>The opposite hand is placed under the ball</td>
</tr>
<tr>
<td>Strand upright with the feet about shoulder width apart</td>
<td>Feet too close or too far apart and body is hunched</td>
</tr>
<tr>
<td>Feet, hips and elbows pointing towards the goal post</td>
<td>Feet, hips and elbows not aligned with each other and the goalpost</td>
</tr>
<tr>
<td>Bend the elbows and knees</td>
<td>Keeping elbows and knee extended and ball dropping behind the head</td>
</tr>
<tr>
<td>Aim for an imaginary point at the centre of the ring and slightly above it</td>
<td>Aiming in front or behind the ring</td>
</tr>
<tr>
<td>Straighten elbows and knees</td>
<td>Keeping elbows and knees flexed on the release phase of the shot</td>
</tr>
<tr>
<td>Release the ball just before elbows and knees are straight</td>
<td>Releasing ball after elbows and knees are straight</td>
</tr>
<tr>
<td>Flick the ball with the wrist</td>
<td>Not using any wrist action</td>
</tr>
<tr>
<td>Follow through, arms towards post</td>
<td>Arms not following the ball in the direction of release</td>
</tr>
<tr>
<td>Straighten fingers pointing them towards the post</td>
<td>Fingers not pointing in the direction of the ball release</td>
</tr>
<tr>
<td>The ball should travel in an arc towards the post</td>
<td>The ball travels flat in the air</td>
</tr>
</tbody>
</table>
**SHADOW DEFENCE**
- In the initial position, body must cover half of attacker
- Eyes and head looking up
- Vision to see attacker and the ball
- Feet should be shoulder width apart
- Feet should sidestep

**COMMON FAULTS**
- Standing straight in front of attacker or directly beside attacker
- Eyes and head looking directly at attacker
- Only seeing either attacker or ball
- Feet starting too close together or too far apart from each other

**DEFENDING THE PASS**
- Stand 0.9m (3ft) in front of the person throwing
- Feet shoulder-width apart, knees, hips and ankles bent
- Position arms over the ball, follow the movement of the ball
- Re-position quickly to defend the attackers next move

**COMMON FAULTS**
- Incorrect distance
- Feet narrow, knees, hips and ankles straight
- Hands not over ball
- Moving head rather than feet to shadow player’s movement

**BALL HANDLING**

**CATCHING**
- Move to meet the ball
- Extend arms and fingertips towards the ball
- Keep eyes on the ball
- Fingers spread to the side of the ball – thumbs behind
- Snatch the ball in the air and pull it towards body
- Controlled land – one or two feet
- Cushion land with flexed ankles, knees and hips
- Allow time to get balance

**COMMON FAULTS**
- Movement away from the ball (arms, body)
- Arms bent and held close to body
- Eyes not on the ball
- Catching with palms of hand
- Thumbs not behind ball
- Uncontrolled land
- No cushioning of land
- Not sufficient time to land

**CHEST PASS**
- Ball pulled into chest with fingers behind the ball
- Step forward with either foot
- Lean forward and forcefully fully extend both arms equally
- Back of wrists face each other after the ball is released
- Ball passed to receivers chest

**COMMON FAULTS**
- Hands at the side of the ball with thumbs upward
- Elbows at shoulder height
- No follow through
### SPRINTING
- Run on balls of feet
- Bend elbows at right angles and move in opposition to legs
- Bend knees and drive forward with them
- Keep head erect and body leans slightly forward

### COMMON FAULTS
- Running on heels or toes
- Keeping arms straight beside body or swinging them across the body
- Running flat footed or not keeping knees flexed during ground contact
- Eyes down

### ATTACKING SKILLS

#### DODGE
- Drive off in one direction – on ‘change’
- Keep body and head upright and steady
- Push off strongly with outside foot in the new direction
- Pump arms strongly
- Movement should always be forward to the ball

### COMMON FAULTS
- Not executing definite first move
- Eyes and head looking down
- Using inside foot to push off and change direction and not executing a definite push-off to allow a quick change of direction
- Keeping arms hanging beside the body and not using them to increase the power of second move
- Running parallel to the 1st dodge position – in a straight line

### CHANGE OF DIRECTION

Being able to change direction quickly will assist the player to create space for themselves or team mates. The initial movement must be convincing enough to elicit a response from the defender.

### STRAIGHT LEAD
- Sprint strongly to the ball, either directly forward or diagonally at 45° to the free side
- Emphasis should be on strong first 3- 4 steps
- When leading to the right, land on the right foot and pivot to the right
- When leading to the left, land on the left foot and pivot to the left
- Extend arms in direction of move

### COMMON FAULTS
- Leading too soon
- Not leading to the ball
- Landing on the inside leg
- No definite strong movement to the ball

### DEFENDING SKILLS
# Coaching Points & Common Faults

## FOOTWORK

### SIDE STEP
- Bend knees and drop weight down
- Arms held at side on thighs
- Keep body and head upright
- Use quick foot movements
- Push off strongly with the leading foot
- Distance between feet in sliding motion should be about shoulder width

### COMMON FAULTS
- Knees not bent, weight not down
- Arms held up too high
- Body bent forwards
- Feet too wide apart
- Feet too narrow
- Stepping movements too large
- Footwork flat
- Movements too slow

### LANDING
- Leap out to catch the ball
- Land - Right foot first
- Left foot first
- Two feet simultaneously
- Ground the other foot quickly about shoulder width distance apart to give a steady base
- Ankles, knees and hips flex (bend) to cushion landing
- Shoulders should be level
- Weight should be evenly distributed between both feet
- When landing from a sideways motion, weight should be over the outside leg - land on outside foot - other leg comes down quickly on the inside

### COMMON FAULTS
- Player unsure of first grounded foot
- Second foot not grounded quickly enough and over balance on the first occurs
- No cushioning on landing
- On side movement, second leg coming down across the outside leg

### PIVOT
- Bring weight over grounded foot
- Turn on the ball of the foot
- Non-grounded foot is lifted and regrounded to maintain balance throughout the movement
- Turn away from defending player if possible
- Rotation should be towards the direction of the play
- The ball should be kept close to the body and positioned ready to throw
- Inside and outside rotations need to be mastered

### COMMON FAULTS
- Grounded foot drags during pivoting motion
- Weight not over grounded foot
- Grounded foot is lifted and regrounded during pivot
- Weight of grounded foot is moved from heel to toe during pivot
<table>
<thead>
<tr>
<th>RULE</th>
<th>NETBALL</th>
<th>NETTA NETBALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match Duration</td>
<td>4 x 15 minute quarters.</td>
<td>4 x 10 minute quarters.</td>
</tr>
<tr>
<td>Goal Post</td>
<td>3.05 metres (10 feet) in height.</td>
<td>2.4 metres (8 feet) in height.</td>
</tr>
<tr>
<td>Ball</td>
<td>Size 5 of composite leather or all leather.</td>
<td>Size 4 of composite leather or all leather.</td>
</tr>
<tr>
<td>Time to pass the ball</td>
<td>Up to 3 seconds.</td>
<td>Up to 6 seconds.</td>
</tr>
<tr>
<td>Stepping</td>
<td>Strict application of footwork rules.</td>
<td>Shuffling on the spot allowed to gain balance before throwing, without moving down the court.</td>
</tr>
<tr>
<td>Defending</td>
<td>A variety of defending tactics employed.</td>
<td>Strict 'one on one' defence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undefended shot for goal.</td>
</tr>
<tr>
<td>Obstruction</td>
<td>A player defending a player from the opposing team in possession of the ball must defend from a distance of 0.9m (3 feet).</td>
<td>A player defending a player from the opposing team in possession of the ball must defend from a distance of 1.2 metres (4 feet).</td>
</tr>
<tr>
<td>Obstruction/Contact</td>
<td>A player who obstructs or contacts a player from the opposing team must stand out of play whilst the penalty pass or shot is taken.</td>
<td>A player who contacts or obstructs will not be stood out of play. The umpire will blow the whistle for the infringement but will allow the player to continue after a brief explanation.</td>
</tr>
<tr>
<td>Substitutions</td>
<td>A team may make unlimited substitutions in any one game at 1/4, 1/2 and 3/4 time intervals, or during an injury time.</td>
<td>A team of up to 12 players may make unlimited substitutions at 1/4, 1/2 and 3/4 time intervals. All playing positions are rotated at the end of each quarter. Each player should experience every playing position. All players must play a minimum of two quarters.</td>
</tr>
<tr>
<td>Awards &amp; Scoring</td>
<td>Scores should not be recorded. No final matches should be played. Each participant in the competition should be given a memento of participation, eg. certificate of participation award.</td>
<td>All other rules of Netball apply to Netta Netball. Please refer to the Netball Umpiring Manual.</td>
</tr>
</tbody>
</table>
Playing Positions

A netball team has seven players with teams allowed up to five reserves.

Goal Shooter (GS):
It is an advantage to be tall and contest for rebounds or to be a fast, elusive and quick mover of the ball. Needs the ability to vary attacking moves within the circle, lob, leap, lunge, dodge - always working to receive the ball close to the post. Develop a correct shooting style (technique), which is accurate against any defending style.

Goal Attack (GA):
Co-operation is needed with the WA to win centre passes and move the ball towards the shooting circle. The GA should share the shooting task with GS and be ready to rebound missed shots for goal and defend the opposition.

Wing Attack (WA):
Leads for most centre passes, attacks close to the circle to deliver the ball to the shooters, usually quick dodges, fast leaps in small areas are useful. Works closely with the shooters and defends her opponent, the WD, when playing defence.

Centre (C):
Links both the attacking and defending ends of the court, doing most other work in the centre third. Combines with the WA on leads to the goal third to feed the shooters. Takes alternate centre passes after a goal is scored and is able to defend her opponent down the court.

Wing Defence (WD):
Mainly, “one-on-one” against the direct opponent WA, useful on centre passes to attack and used in throw-ins from GK. Should be capable in all defending skills, by zoning, blocking and especially “one-on-one”.

Goal Defence (GD):
Main task is to prevent the Goal Attack from receiving the ball and shooting goals. “One-on-one” her opponent GA on centre passes and entry into the goal circle is important. Quick anticipation for interceptions, rebounds and defending attempts for goal are useful skills for GD to possess.

Goal Keeper (GK):
Main task to defend the circle and any player in it, but mostly her direct opponent the Goal Shooter. Takes throw-ins on the backline and sidelines in own area. Goal interception and rebounds essential to skills, but basic “one-on-one” on the GS is the basic task.
Stretching Guidelines
How to stretch:
1. Breathe normally – do NOT hold your breath.
2. Stretch WARM muscles only – get up a light sweat
3. Take each stretch to where you feel tension but NOT to where the muscle shakes
4. HOLD each stretch for at least 15 seconds
5. DO NOT bounce
6. Try to relax other body parts while you stretch
7. Don’t forget to stretch both the left and right parts

CALF (a):
- Back toe points to front toe
- Back leg straight
- Push heel to floor

CALF (b):
- Keep heel as close to wall/post as possible
- Bend knee
- Lean forward

SHIN:
- 1 leg across other
- Drag the toes of the stretching leg
- Lean into the front calf

QUADS:
- Hold above ankle of bent leg
- Tight tummy
- Push hips forward

HAMSTRING
- Bend support leg and lean on it
- Keep back straight and upright
- Bend from hip and try and reach forward towards feet

LOWER BACK
- Head and shoulders on the floor
- Hold opposite knee across body
- Keep shoulders on the floor

GROIN
- Soles or feet together
- Hold ankles NOT feet
- Press elbows against knees

TRICEPS
- Reach one arm up to sky and bend elbow
- With other hand, pull this elbow behind head

GLUTEALS
- Keep head and shoulders on the floor
- Pull ankle NOT foot towards opposite shoulder
- Adjust angle of leg to suit
# 4 Team Tournament

Tournament can be played over two lessons if required
Official’s roles: timekeeper, scoring
Umpires roles: assist teacher to umpire (call sidelines, throw-ins etc)

<table>
<thead>
<tr>
<th>DRAW</th>
<th>Team 1</th>
<th>Team 2</th>
<th>Officials</th>
<th>Umpires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>D</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Round 2</td>
<td>A</td>
<td>C</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>D</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>Round 3</td>
<td>A</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>Finals (if required)</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample scoring system
4 points WIN, 2 points DRAW, 1 point LOSE
Finals may be included however, are not essential

<table>
<thead>
<tr>
<th>SCORING</th>
<th>Team A</th>
<th>Team B</th>
<th>Team C</th>
<th>Team D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>A (5) v B (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C (2) v D (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round 2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>A (4) v C (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D (5) v B (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round 3</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>A (7) v D (8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B (5) v C (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Scores</td>
<td>7</td>
<td>9 (14 goals)</td>
<td>4</td>
<td>9 (19 goals)</td>
</tr>
<tr>
<td>Placing</td>
<td>3rd place</td>
<td>2nd place</td>
<td>4th place</td>
<td>1st place</td>
</tr>
</tbody>
</table>

Scoring system
4 points WIN, 2 points DRAW, 1 point LOSE

<table>
<thead>
<tr>
<th>SCORING</th>
<th>Team A</th>
<th>Team B</th>
<th>Team C</th>
<th>Team D</th>
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<tbody>
<tr>
<td>Round 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A ( ) v B ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C ( ) v D ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A ( ) v C ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D ( ) v B ( )</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A ( ) v D ( )</td>
<td></td>
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<tr>
<td>B ( ) v C ( )</td>
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<td></td>
</tr>
<tr>
<td>Final Scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GAME PLAY

3 Team Tournament

Official’s roles: timekeeper, scoring
Umpires roles: assist teacher to umpire (call sidelines, throw-ins etc)

<table>
<thead>
<tr>
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<th>Team 2</th>
<th>Officials</th>
<th>Umpires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>A</td>
<td>B</td>
<td>C (split group)</td>
<td>C (split group)</td>
</tr>
<tr>
<td>Round 2</td>
<td>A</td>
<td>C</td>
<td>B (split group)</td>
<td>B (split group)</td>
</tr>
<tr>
<td>Round 3</td>
<td>B</td>
<td>C</td>
<td>A (split group)</td>
<td>A (split group)</td>
</tr>
</tbody>
</table>

Sample scoring system
4 points WIN, 2 points DRAW, 1 point LOSE

<table>
<thead>
<tr>
<th>SCORING</th>
<th>Team A</th>
<th>Team B</th>
<th>Team C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>A (5) v B (3)</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Round 2</td>
<td>A (4) v C (4)</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Round 3</td>
<td>B (5) v C (4)</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

Final Scores
6 5 3
Placing
1st place 2nd place 3rd place

Scoring system
4 points WIN, 2 points DRAW, 1 point LOSE

<table>
<thead>
<tr>
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<th>Team B</th>
<th>Team C</th>
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<tbody>
<tr>
<td>Round 1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Round 2</td>
<td>A ( ) v C ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Round 3</td>
<td>B ( ) v C ( )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Scores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placing</td>
<td>1st place</td>
<td>2nd place</td>
<td>3rd place</td>
</tr>
</tbody>
</table>
Two Ball Cross-Over

- **Players**: Groups of 8 players
- **Playing area**: One third netball court (area appropriate to numbers)
- **Equipment**: 2 balls per group

**Diagram**

(A)  

(B)  

**Description**

Formation as per diagram. Square formation with 2 players at each corner, 3-4 metres apart.

The ball begins with two throwers, each thrower facing the line of players opposite.

The first player from each line leads to receive pass 1 from the thrower. After receiving the pass the worker passes the ball back to the same thrower (diagram A). Both workers now cross sides to receive a pass from the opposite thrower. For example; thrower 1 passes to player B, thrower 2 passes to player A (diagram B). Workers may call ‘front’ or ‘base’ to signal how they will cross sides. After receiving pass 2 the workers pivot and pass back to their own line.

The same sequence is repeated with players leading forward to receive pass 1, then cross over to receive pass 2. The pivot and pass sequence ensures that the throwers and workers change continuously.

**Variations**

**Stationary Throwers** The same throwing and crossover sequence can be used with stationary throwers. With two throwers all other players form two lines on the opposite side of the square formation. Instead of pivoting and passing back to their line the ball is thrown back to the thrower after each repetition.

**Vary the type and number of passes used** For example; lead forward then drop back to receive a lob, followed by a shoulder pass then bounce pass.

**Vary the size of the square to change complexity**

**Add a preliminary movement before leading** For example, lead to the middle of the square then change direction to receive a pass on a diagonal lead.

**Add a defender** Add a ‘floating’ defender in the middle of the square to try and intercept the pass.
SKILL DEVELOPMENT

Ball Handling and Footwork Skills ➡️ 10-15 minutes
6’s Throwing and Catching

Refer to Coaching Points and Common Faults for Ball Handling, Safe Landing and Pivoting (APPENDICES)

- **Players**
- **Partner**
- **Playing area** One third netball court (area appropriate to numbers)
- **Equipment** 1 ball per 2 players

**Diagram** (can be modified as required)

```
X Thrower

1. diagonal lead forward (right side) to receive a shoulder pass
2. forward drive to receive chest pass
3. drop back to receive lob pass
4. forward move to receive chest pass
5. diagonal lead forward (left side) to receive shoulder pass
6. drop back (to start) to receive lob pass

**Variations**

Reduce complexity or sequence of passes as required
Change of throwers After receiving the final pass the worker and throw change roles
```

Description

Formation as per diagram.

The thrower remains stationary while the worker (receiver) moves to receive each pass in sequence. In the example provided there are 6 passes however the complexity and sequence of passes can be modified as required:

1. diagonal lead forward (right side) to receive a shoulder pass
2. forward drive to receive chest pass
3. drop back to receive lob pass
4. forward move to receive chest pass
5. diagonal lead forward (left side) to receive shoulder pass
6. drop back (to start) to receive lob pass
Netball Lesson Plans

Recommended for Upper Primary Levels (Years 5 & 6)

LESSON SIX  ☑️  60-75 minutes

Equipment required:  One netball between two students  
Netball positional bibs

WARM-UP ACTIVITY  ☑️  5-10 minutes

Wheel Relay

- Players   Three or more groups X 5-6 players (variable)
- Playing area   One third netball court (area appropriate to numbers)
- Equipment   1 ball each group

Diagram

(A) Wheel formation

(B) Square formation

- Description
  Formation as per diagram 1. Three or more even teams line up in single file to face the centre, forming the ‘spokes’ of a wheel. The leader of each group is the player closest to the centre of the wheel formation and begins with a ball.

  On the start signal each team passes their ball via each player until the last player in the single file line has received the ball. This player becomes the runner and runs with the ball in a clockwise direction (all player must run in same direction to avoid collisions) around the circle and back to the front of their own team. The sequence continues with all players shuffling down one place until every player in the team has been the runner. The final runner runs to the front of the line and holds the ball up high in the air to signal that they have finished.

- Variations
  Under and Over  Vary the way the ball is passed from player to player. For example, left to right side of body, through legs and over head
  Square Relay  Vary the formation of the ‘wheel’ as outlined in diagram 2
  Vary the size of the ‘wheel’ by changing the distance between players

Refer to stretching guidelines

📖 Refer to the APPENDICES for stretching guidelines
GAME PLAY
Full Court Set-up

Refer to teaching points for PLAYING POSITIONS and BASIC RULES OF NETBALL

Continue to introduce basic strategies and tactics. For example; designated player to take a penalty pass, how to set-up in the goal circle if one defender is out of play.

*Reinforce the need to use a preliminary movement to create space and ‘shake the shadow’. Reinforce the role of the defenders in restricting and ‘sticking with’ their opponent.*

*Continue to reinforce the footwork and safe landing skills developed throughout each lesson*

Change defending and attacking roles regularly

To assist the teacher or coach with umpiring it is recommended that the off-court players are given a role to assist the umpire. For example; signal when the ball goes out on the opposite side-line and who touched the ball last. 1-2 students could also run with the teacher/coach to assist with umpiring decisions.

Encourage players to actively develop an understanding of the rules alongside an understanding of positional play and skills and tactics. For example; when the umpire has stopped play for an infringement, ask the players if they know why the umpire blew the whistle. For example; over a third, stepping, contact etc.
**MODIFIED GAME**

**Attacking and Defending**

**Corner Ball**

- **10-15 minutes**

Refer to Coaching Points and Common Faults for Attacking and Defending Skills (APPENDICES)

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

**Diagram**

![Diagram of Corner Ball game](image)

**X - Attackers**

**O - Defenders**

**Description**

Formation as per diagram. Two even teams (bib or tags should be used to distinguish teams)

This is an extension of the Progressive Keepings Off Game from lesson 1. 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
**Attacking and Defending Skills**

**Split Leads**

1. **Players**  
   Group 3
2. **Playing area**  
   One third netball court (area appropriate to numbers)
3. **Equipment**  
   1 ball

Refer to Coaching Points and Common Faults for Attacking and Defending Skills (APPENDICES)

---

**Diagram**

- **Diagram**

**Description**

Formation as per diagram. Group of 3 players; 2 attackers, 1 thrower

The thrower with the ball stands 3-4 metres in front of the two attacking players. Initially the attacking players may stand one behind the other however this formation can be varied with players standing further back or apart in the starting formation. The front player has the left or right lead option. The role of the back up attacking player is to create a lead option to the opposite side. For example; a left lead option is balanced by a right lead option. The attacking players may use a preliminary dodge or double dodge to establish their position followed by a definite lead left or right. The attackers and thrower rotate positions regularly.

**SPLIT LEAD OPTIONS**

- Player 1 makes a straight lead to the left side
- Reading off the left lead of the first player, player 2 leads to the right side
- The thrower selects lead option 1 to the left side and passes the ball for the player to receive the pass at full stretch
- The attacker lands and pivots then passes the ball to the next attacking player.
- The player who did not receive the ball uses a strong outside foot push off to the change direction and re-offer for the next pass
- Repeat with the thrower selecting the lead option to the right

**SPLIT LEAD OPTION AGAINST DEFENDER** (group 4)

- As above with one defender
- The defender covers either the left or right lead option
- The thrower passes the ball to the undefended player
- The player who did not receive the ball uses a strong outside foot push off the change direction and re-offer for the next pass. This re-offer will be against a defender (progress from passive to active defender)
- Depending on the skill level of the player the attacking skills may include a straight lead, dodge, double dodge, change of direction or lead and drop.
SKILL DEVELOPMENT

Ball Handling and Footwork Skills

Call and Catch (tracking the ball)  10-15 minutes

- Refer to Coaching Points and Common Faults for Ball Handling, Safe Landing and Pivoting (APPENDICES)
- Players: Partner
- Playing area: One third netball court (area appropriate to numbers)
- Equipment: 1 ball per 2 players
- Description:

  The worker (receiver) stands with their back to the thrower who is 2-3 metres away with the ball. The thrower calls their partner’s name then as they turn throws the ball. The ball may be placed high, low or bounced in front of the worker. The worker needs to quickly track the ball and move to receive the catch. Ensure a variety of passing options are used (i.e., high, wide, bounce passes).

Two Ball Square

- Players: Groups of 8 players
- Playing area: One third netball court (area appropriate to numbers)
- Equipment: 2 balls per group
- Diagram:

  ![Diagram of Two Ball Square](image)

  The players in position B begin with a ball

- Description:

  Formation as per diagram. Square formation with a minimum of 2 players at each corner, 4 metres apart. Both players in position B have a ball. The throwers start in diagonally opposite corners. The first players from line A leads towards the middle of the square to receive a pass from the stationary thrower on their right. After receiving the pass the player passes to the next waiting player in line A. The player then follows the path of the ball and goes to the end of the line.

  The same sequence is repeated with players from line B leading to receive a pass from throwers in line A. The passing sequence ensures that the throwers and workers change continuously.

- Variations:

  Vary the size of the circle to change complexity
  Add a preliminary movement before leading
Netball Lesson Plans

**Recommended for Upper Primary Levels (Years 5 & 6)**

**LESSON FIVE  60-75 minutes**

**Equipment required:**
- One netball between two students
- Netball positional bibs

**WARM-UP ACTIVITY  5-10 minutes**

**Pepper Pot Challenge**

- **Players**  Two groups X 5-6 players (variable)
- **Playing area**  One third of netball court (area appropriate to numbers)
- **Equipment**  2 balls, 2 hoops, 10-12 markers (depending on numbers)

---

**Diagram**

```
  1   2   3   4   5
  
  1 3 3
  
  5 4 2
  *

```

- **Description**
  Formation as per diagram. Two even teams standing in a circle formation with each team forming a semi circle pattern. Each player stands next to a marker around the circle and receives a number (with a corresponding number on the other team).

  A number is randomly called (for example, number 3). The number 3 player from each team quickly moves from their marker into the middle of the circle to pick up one of the balls that have been placed in their team’s hoop. The player faces their own group and passes the ball in sequence as quickly as possible to each player in their team (designate the passing sequence as left to right or right to left at the beginning of the activity). Once all players have received and passed the ball, the player in the middle holds the ball up high over their head to signal that their group has finished. The fastest team to finish the passing sequence scores one point. All players then return to their starting position and another number is called.

- **Variations**
  - **Pepper Pot + Circle Run** After the nominated player has completed the passing sequence the player in the middle runs around the outside of the circle before returning to the middle of the circle to stand in their team’s hoop and hold the ball high above head to signal that their group has finished. For example; each group exits and re-enters the circle via the ‘vacant’ marker and runs in a clockwise direction.
  - **Vary the size of the circle to change complexity**
  - **Vary type of pass** For example; shoulder pass, bounce pass, overhead pass, chest pass, lob pass
GAME PLAY
Full Court Set-up

Refer to teaching points for PLAYING POSITIONS and BASIC RULES OF NETBALL

Continue to introduce basic strategies and tactics. For example; Long court patterns of play

Encourage players to ‘read off’ the leads and movements of their attacking team mates and to consider the positioning of defenders when deciding where to lead.

Continue to reinforce the footwork and safe landing skills developed throughout each lesson

Change defending and attacking roles regularly

To assist the teacher or coach with umpiring it is recommended that the off-court players are given a role to assist the umpire. For example; signal when the ball goes out on the opposite side-line and who touched the ball last. 1-2 students could also run with the teacher/coach to assist with umpiring decisions.

Encourage players to actively develop an understanding of the rules alongside an understanding of positional play and skills and tactics. For example; when the umpire has stopped play for an infringement, ask the players if they know why the umpire blew the whistle. For example; over a third, stepping, contact etc.

Basic court systems

Full court systems are used at training to provide a framework on which to build team strategies and cohesion.

Constantly bringing the ball down court from a defensive throw in to the goal circle enables all players to gain a knowledge of spaces available to them and an appreciation of fellow players movements as well as a basic structure to fall back on in pressured situations.
MODIFIED GAME

Attacking and Defending

Numbers Netball

Refer to Coaching Points and Common Faults for Attacking and Defending Skills (APPENDICES)

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

**Diagram**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Description**

Formation as per diagram. 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.
Attacking and Defending Skills

Attacking Moves

Refer to Coaching Points and Common Faults for Attacking and Defending Skills (APPENDICES)

- **Players**: Partners / group 3
- **Playing area**: One third netball court (area appropriate to numbers)
- **Equipment**: 1 ball

**Diagram**

(A) X Thrower

(B) X Player

**Description**

Formation as per diagram.

The attacking player uses a variety of attacking moves to receive a pass from the thrower. After receiving a pass the attacker passes back to the thrower and uses another attacking skill to reposition and lead into the available space (Diagram A). Depending on the skill level of the player the attacking skills may include a straight lead, dodge, double dodge, change of direction, lead and drop, roll off or front cut. The player and thrower rotate positions regularly.

If working as a group of 3, two attacking players use a variety of attacking moves alternating receiving a pass from the thrower (Diagram B).

**DEFENDING CHALLENGE** Add defenders to increase the challenge for the attackers. Progress from 1 through 2 then 3 defenders after the attacking team has made 10 consecutive passes.

**Variations**

- **Clearing Leads** Include clearing moves to create space for another attacking player. For example; after passing the ball to an attacker the player clears a space wide and away from the ball to allow another attacker to lead into the space created. A clearing lead can also be used when an attacking move is made too early.

- **3 on the Move** All 3 players work as attacking players repositioning and moving into the free space to receive a pass

- **Vary the type of passes used** For example; shoulder pass, bounce pass, lob pass, chest pass

- **Vary the size of the playing area available**
Star Passing

- Players: Groups of 5-6 players
- Playing area: One third netball court (area appropriate to numbers)
- Equipment: 1 ball per group

Diagram

Description

Formation as per diagram. 5 markers placed in a circle formation.

The starting player with the ball passes to the second player on their left. The receiver then also passes to the second player on their left. This sequence continues with the path of the ball making a ‘star’ pattern.

**STAR PASSING EXTENSION**

Add a 6th player. The 6th player must begin behind the thrower for this sequence to work.

After passing to the second player on the left the thrower follows the pass and leads directly across the circle to stand behind the receiver. This rotation of positions continues with each player passing to the second player on the left then following the pass across the circle to stand in a new position. Each player always passes to the same player however, the position around the circle changes.

This activity can also be set as a **Personal Best Challenge** with each group trying to improve their throwing score in a set time frame.

**Variations**

- Vary the distance between throwers to change complexity
- Vary type of pass: For example; shoulder pass, bounce pass, overhead pass, chest pass, lob pass
- Reverse direction: Reverse passing direction to pass to every second player to the right
- Fake and Baulk: Give the player the option to pass to the second player to their left or right. For example; fake or baulk the ball left then pass right (follow pass to the right).
SKILL DEVELOPMENT

Footwork Skills

Surprises 5-10 minutes

Refer to Coaching Points and Common Faults for Safe Landing and Pivoting (APPENDICES)

- Players
- Partner
- Playing area One third netball court (area appropriate to numbers)
- Equipment 1 ball per 2 players
- Description

The thrower stands 1-1.5m away from the worker (receiver). Using quick footwork the worker moves quickly to retrieve the ball thrown. The ball may be thrown in any direction within a 3 metre radius. Ensure a variety of passing options are used (i.e., high, wide, bounce passes)

SURPRISES EXTENSION

The worker begins with hands on thighs and moves quickly to reach out and grab the ball. Try to catch the ball with two hands or hook the ball quickly from one hand into two hands

Footwork & Ball Handling Skills

Timing the Run 10-15 minutes

Refer to Coaching Points and Common Faults for Ball Handling, Safe Landing and Pivoting (APPENDICES)

- Players Group of 4-6 (variable)
- Playing area One third netball court (or area appropriate to numbers)
- Equipment 1 ball per group

Diagram

- Description

Formation as per diagram. Split the line of players into two groups. Each player lines up behind their line facing the other group with thrower in front.

The worker (receiver) passes the ball to the thrower then leads forward from line 1 and receives a pass from the thrower. The worker then passes to line 2 and moves to the end of line 2. The next player from line 2 passes to the thrower then leads to receive the pass back from the thrower.

Reinforce the timing of the lead to ensure the thrower has received the pass before the next worker leads.

- Variations
  - Vary the distance between throwers
  - Vary type of pass For example; shoulder pass, bounce pass, overhead pass, chest pass, lob pass
Netball Lesson Plans

Recommended for Upper Primary Levels (Years 5 & 6)

LESSON FOUR  60-75 minutes

Equipment required:  One netball between two students
                     Netball positional bibs

WARM-UP ACTIVITY  5-10 minutes

Cross-Ball Challenge

- Players: Two groups X 6-8 players (variable)
- Playing area: One third / Full court (area appropriate to numbers)
- Equipment: 1 ball, 6-8 markers (depending on numbers)

Diagram

```
X                X                  X                   X    Throwing Team
X                 X                   X
O O O O O O O
Running Team
```

- Description

Formation as per diagram. Similar to the Tadpole game (from lesson 1) with two even teams designated the ‘running team’ or ‘throwing team’. In this variation the running team lines up in single file behind the first runner who starts behind the transverse line. The throwing team sets up in cross ball formation with each player standing at a designated marker. The throwing team aims to pass the ball diagonally down the line in a zig zag pattern to each player in the team. The end player passes the ball back in the reverse direction and the team counts the number of passes completed in the time available.

The time frame is determined by the running team. In turn each player in the running team runs from the starting transverse line to the next transverse line and back (one third / 10 metres each way). On completing the lap the runner tags the next player before they are able to begin running. After completing the final lap the last runner calls STOP signalling the throwing team to stop passing.

The two teams change running and throwing roles. The team who makes the greatest number of passes wins the game. This activity can also be set as a Personal Best Challenge with each team trying to improve their throwing score from the first to second innings.

- Variations

  Continuous Cross-Ball After throwing the ball, the player runs to the end of the cross ball formation ready to receive the next pass. Continue for a defined distance such as the length of a netball court.

  Goaling versus running challenge Change the throwing group to a goaling group. The goaling team form a single line behind a marker placed in the goal circle. The goaling team count the number of successful shots made in the time available. The goaler must rebound their shot and pass the ball to the next player in line.

Refer to stretching guidelines

Refer to the APPENDICES for stretching guidelines
GAME PLAY

Full Court Set-up

 Refer to teaching points for PLAYING POSITIONS and BASIC RULES OF NETBALL

Review Centre Pass set-up from lesson 2, as required

Extend to full court match play

Introduce basic strategies and tactics. For example; Throw-in options

- Centre third throw-in – usually taken by WD, GD
- Baseline throw-in in goal circle – taken by either GS or GA with the aim to pass directly to other goaler under the post or to WA or C then back to a goaler
- Defence throw-in along baseline usually taken by GK (encourage C to clear defence third and begin in centre third to give space to WD and GD to position for a pass)
- Sideline throw-ins in defence third – usually taken by GK unless the ball is close to the transverse line then often taken by GD (to ensure GK is able to cover GS if ball is intercepted)

Encourage players to ‘read off’ the leads and movements of their attacking team mates and to consider where their next move would be if the first lead isn’t used and is mistimed.

Continue to reinforce the footwork and safe landing skills developed throughout each lesson

Change defending and attacking roles regularly

To assist the teacher or coach with umpiring it is recommended that the off-court players are given a role to assist the umpire. For example; indicate when the ball goes out of court on the opposite side-line and who touched the ball last. 1-2 students could also run with the teacher/coach to assist with umpiring decisions.

Encourage players to actively develop an understanding of the rules alongside an understanding of positional play and skills and tactics. For example; when the umpire has stopped play for an infringement, ask the players if they know why the umpire blew the whistle. For example; over a third, stepping, contact etc.

Basic court systems

Full court systems are used at training to provide a framework on which to build team strategies and cohesion.

Constantly bringing the ball down court from a defensive throw in to the goal circle enables all players to gain a knowledge of spaces available to them and an appreciation of fellow players movements as well as a basic structure to fall back on in pressured situations.
MODIFIED GAME
Atacking and Defending
Netball Tag

Refer to Coaching Points and Common Faults for Attacking and Defending Skills (APPENDICES)

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

**Diagram**

<table>
<thead>
<tr>
<th>X</th>
<th>O</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>O</td>
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</tbody>
</table>

X – Tagging group
O – Running group

**Description**
Formation as per diagram. 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.
**Goal Shooting Skills**

Golden Child

**10-15 minutes**

Refer to Coaching Points and Common Faults for Goal Shooting (APPENDICES)

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

**Diagram**

![Diagram](image)

**Description**

Formation as per diagram. 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
SKILL DEVELOPMENT

Footwork Skills

Fast Feet

10 minutes

Refer to Coaching Points and Common Faults for Safe Landing and Pivoting (APPENDICES)

- **Players**: Individual
- **Playing area**: One third netball court (area appropriate to numbers)
- **Equipment**: Lines or markers

**Description**
Reinforce stance, co-ordination and footwork outlined in teaching points

- Fast feet on the spot (quick light ground touches)
- Fast feet with quick take-off step (encourage small initial take-off step in intended direction and avoiding a ‘step back’ movement before take-off)
- Use a quick take-off step from a variety of starting positions. For example; side step, elevation, facing backward then turning, side on starting position

Footwork and Ball Handling Skills

Passing L’s

10 minutes

Refer to Coaching Points and Common Faults for Ball Handling, Landing and Pivoting (APPENDICES)

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

**Diagram**

```
  X        Line 1
  X
  X
  X

  X X X X              Line 2
```

**Description**
Formation as per diagram. Split the line of 6-8 players into two groups.

Change of formation from Shuttle Ball (lesson 2) with the two lines of players at right angles to create an ‘L’ formation. Move line to opposite side to practice leads and landing on both sides.

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 own 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.

**Variations**

- Vary the distance between throwers
- Vary type of pass For example; shoulder pass, bounce pass, overhead pass, chest pass
Netball Lesson Plans

Recommended for Upper Primary Levels (Years 5 & 6)

LESSON THREE  ☀️ 60-75 minutes

Equipment required:  One netball between two students
                     Netball positional bibs

WARM-UP ACTIVITY  ☀️ 5-10 minutes

Tails

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

Diagram

- ‘Partner Tails’
  - ‘One player with tail’
  - ‘Two Player Tails’
  - ‘Split Group Tails’
  - ‘Team Tails’

Description

Formation as per diagram.

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.

Refer to stretching guidelines

Refer to the APPENDICES for stretching guidelines
GAME PLAY
Centre Pass Set-up

Refer to teaching points for PLAYING POSITIONS and BASIC RULES OF NETBALL

Set up two half court Netball games to introduce the positions of netball and demonstrate the Centre Pass set-up

Begin initially with C (Centre), WA (Wing Attack), GA (Goal Attack), GS (Goal Shooter) to highlight the attacking variations available from the Centre Pass. A variety of attacking combinations can be practiced;

- C – WA (receiving ball in centre third) – GA (leading into goal third) – GS (remaining in goal circle)
- C – WA (receiving ball in centre third) – C (double play back to C) – GS (on lead out of circle) – GA (on lead into circle)
- C – GA (receiving ball in centre third) – WA – C – GS
- C – WA – GS (on lead out of circle) – WA / C – GA

Irrespective of which combination is played the centre pass must be received in the centre third (this pass can also include WD, GD or opposition player touching the ball)

Reinforce the safe landing skills developed during lessons 1 & 2.

Extend to include opposition players. Begin initially with WD (Wing Defence) then progressively add players to further increase difficulty – GD (Goal Defence), C (Centre), GK (Goal Keeper).

Introduce the basic rules of netball as per the skill level of the playing group.

The Centre Pass Set-up can be extended to give the defending team a chance to score a ‘goal’ from a turnover if they successfully pass the ball back to the transverse line.

Change defending and attacking roles regularly.

Basic court systems

Full court systems are used at training to provide a framework on which to build team strategies and cohesion.

Constantly bringing the ball down court from a defensive throw in to the goal circle enables all players to gain a knowledge of spaces available to them and an appreciation of fellow players movements as well as a basic structure to fall back on in pressured situations.
MODIFIED GAME

10-15 minutes

Attacking and Defending

Space Invaders

Refer to Coaching Points and Common Faults for Attacking and Defending Skills (APPENDICES)

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

Diagram

X - - - - -- X
O                       O                     O                 O
X - - - - - -X

Description

Formation as per diagram. One third of the netball court is further divided into 3 even sections. Two even teams (bib 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
Goal Shooting Skills

10 Goal Shoot out

Refer to Coaching Points and Common Faults for Goal Shooting (APPENDICES)

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

### Diagram

![Diagram](image)

### Description

Formation as per diagram. 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
Footwork and Ball Handling Skills
Shuttle Ball (highly recommended drill)

Refer to Coaching Points and Common Faults for Ball Handling, Landing and Pivoting (APPENDICES)

- **Players**: Group of 6-8 (variable)
- **Playing area**: One third netball court (area appropriate to numbers)
- **Equipment**: 1 ball per group (markers for Extension activity)

**Diagram**

```
X X X                          ball                          X X X
Line 1                             Line 2
```

**Description**

Formation as per diagram. Split the line of 6-8 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 own 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.

**Variations**

- **Shuttle Ball Extension**: Change the straight lead 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.

- **Vary the distance between throwers**

- **Vary type of pass**: For example; shoulder pass, bounce pass, overhead pass, chest pass
SKILL DEVELOPMENT

**Ball Handling Skills**

**Stationary Passing**

![Refer to Coaching Points and Common Faults for Ball Handling Skills (APPENDICES)]

- **Players**: Partner
- **Playing area**: One third netball court (area appropriate to numbers)
- **Equipment**: 1 ball per 2 players

**Description**

Practice throwing skills with a partner
- Shoulder pass, chest pass, bounce pass (revision from lesson 1)
- Lob pass, Overhead pass (introduce)

**Shrink and Grow.** Begin 3 metres away from partner. Each pair throws the ball using one of the passing techniques listed above. The first time the ball is dropped both players kneel on one knee. If the ball is dropped again the players ‘shrink’ from one knee to both knees, then to a sitting position and finally lying. After 10 successful throws the players begin to ‘grow’ again. If the players are still standing after 10 throws the players move back an extra step. This activity can be played in reverse with players beginning in a lying position and when the ball is caught they progressively rise to standing

**Variations**
- **Non-Preferred Hand** Encourage players to also practice throwing activities with their non-preferred hand whenever possible
- **Distance** Practice throwing for distance (i.e. sideline to sideline using a bean bag or knotted bib) as well as stationary throwing for accuracy (i.e., using a hoop ‘target’)

**Throw and Run**

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

**Diagram**

```
  X 1 Thrower

  X 2

  X 3

  Ball
```

**Description**

Formation as per diagram. Square formation with markers placed 3 metres apart.

Each of the 3 players stands at a marker, leaving one marker free. The player with the ball throws to either of the other two players then runs to the free marker (in the example provided the thrower passes to player 3). The sequence continues with the thrower passing to either player then running to the free marker.

This activity can also be set as a **Personal Best Challenge** with each group trying to improve their throwing score in a set time frame.

**Variations**
- **Vary size of square** Vary the distance between markers to change complexity
- **Count the number of consecutive catches** For example; add one point for each catch and deduct one point for each dropped ball
- **Vary type of pass** For example; chest pass, shoulder pass, bounce pass
Netball Lesson Plans

Recommended for Upper Primary Levels (Years 5 & 6)

LESSON TWO  60-75 minutes

Equipment required:  
- One netball between two students
- Hoops (optional), rope or court markings/lines
- Coloured tags / bibs

WARM-UP ACTIVITY  5-10 minutes

Rats and Rabbits

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

Diagram

<table>
<thead>
<tr>
<th>Rats</th>
<th>Rabbits</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>X</td>
<td>O</td>
</tr>
</tbody>
</table>

Description

Formation as per diagram. 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.

Refer to stretching guidelines

Refer to the APPENDICES for stretching guidelines
MODIFIED GAME
Attacking and Defending
Progressive Keepings Off

Refer to Coaching Points and Common Faults for Attacking and Defending Skills (APPENDICES)

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

**Diagram**

X - Attackers
O - Defenders

**Description**
Formation as per diagram. 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**: Refer to lesson 5 for Corner Ball extension activity
Shake the Shadow

**Description**
Formation as per diagram A (2 players – no ball). The attacking player uses a variety of attacking moves to try to evade their opponent and ‘shake the shadow’.

Depending on the skill level of the player the attacking skills may include a straight lead, dodge, double dodge, change of direction, lead and drop, roll off or front cut. The attacker and defender rotate positions regularly.

**Shake the Shadow Extension**
Formation as per diagram B (3 players – one ball)
The attacking player uses a variety of attacking moves to try to evade their opponent and ‘shake the shadow’. The attacker aims to receive a pass from a stationary thrower. After receiving a pass the attacker passes back to the thrower and leads into the available attacking space. Reinforce the defending distance of 0.9m (3ft) when defending a player with the ball. Rotate positions regularly.

**Variations**

**Space Restrictions** Vary the playing area or use markers to restrict the space available. For example; wing area around goal circle, square of markers set up 4 metres apart.

**Time restrictions** Set a time frame in which the attacker tries to evade the defender. On the whistle both players STOP. The aim is for the defender to be within one arms length of the attacker.

**Vary the type of pass** For example; shoulder pass, lob pass, bounce pass, overhead pass, chest pass...
Random Pepper Pot (optional depending upon time available)

- **Players**: 6 players (variable)
- **Playing area**: One third of netball court (area appropriate to numbers)
- **Equipment**: 2 balls

### Diagram

```
\[
\begin{array}{c}
1 \\
2 \\
3 \\
4 \\
5 \\
X \quad \text{Thrower}
\end{array}
\]
```

### Description

Formation as per diagram. Semi circle of 5 players with a thrower standing 2-3 metres in front.

Both the thrower and player 1 (standing in the semi-circle) begin with a ball. Once the thrower passes to a ‘free’ player in the semi-circle player 1 passes the ball to the thrower. The thrower passes this ball to another player in the semi-circle and receives back the other ball. This Random Pepper Pot pattern can continue for a set number of passes (for example; 20 passes without dropping the ball) or a set time frame (for example; count the number of passes in 30 seconds).

### Variations

- **Vary size of the semi-circle**
- **Vary type of pass** For example; chest pass, shoulder pass, bounce pass
Ball Handling Skills

Ball Handling Challenges

- Players: Individual/partner
- Playing area: One third netball court (area appropriate to numbers)
- Equipment: 1 ball per player/partner
- Description:
  1. Body wraps around legs, waist and above head (repeat in reverse direction)
  2. Split stance single leg wraps (repeat in reverse direction)
  3. Figure 8 through legs (squat position)
  4. Figure 8 around legs (alternating single leg lift)
  5. Ball bounced
     - Between legs from back to front (catch in front)
     - Between legs from front to back (catch behind)
  6. Ball passed from behind back over head to be caught in front
  7. Ball passes from hand to hand (long and short pass variations)
  8. Throw ball in air
     - Clap once before catching (extend challenge to clap twice, three times)
     - Turn around 180 before catching ball
     - Touch ground then jump up and catch ball

- Variations
  Challenge Activity. Repeat activities 1, 2, 3, 4 with eyes closed

Stationary Passing

Refer to Coaching Points and Common Faults for Ball Handling and Catching Skills (APPENDICES)

- Players: Partner
- Playing area: One third netball court (area appropriate to numbers)
- Equipment: 1 ball per 2 players
- Description:
  Practice throwing skills with a partner
  - Shoulder pass
  - Chest pass
  - Bounce pass

Step Back: Begin 3 metres away from partner. Each pair throws the ball using one of the passing techniques listed above. After 10 successful throws both players take a small step backwards. If the pass is dropped or bounces before being caught the pair takes a small step forward.

- Variations
  Non-Preferred Hand: Encourage players to also practice throwing activities with their non-preferred hand whenever possible
  Distance: Practice throwing for distance (i.e. sideline to sideline using a bean bag or knotted bib) as well as stationary throwing for accuracy (i.e., using a hoop ‘target’)
**SKILL DEVELOPMENT**

**Footwork Skills**

- **Pivot Play**
  - **Duration**: 10-15 minutes
  - **Players**: Individual
  - **Playing area**: One third netball court (area appropriate to numbers)
  - **Equipment**: Hoops, rope or lines, ball
  - **Description**: Practice jumping (using a two foot take-off and landing), hopping (same foot take-off and landing), skipping and leaping (one foot take-off, land on opposite leg) using a variety of activities. Extend jumping and leaping activities to include a pivot on landing:
    - Jumping and leaping over a line, rope or into a hoop then pivot
    - Jumping and leaping over a line, rope or into a hoop to receive a pass then pivot and pass back to thrower
    - Throw ball in air then jump or leap to re-catch the ball before landing and pivoting

**Pivot and Pass**

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

![Diagram](attachment:image.png)

- **Description**: Formation as per diagram. Worker makes a straight lead to the right side at a 45 degree angle, to receive a pass from thrower 1 (diagram A). After landing with the ball the worker pivots and passes to the second thrower. Thrower 2 passes to the worker on a 45 degree angle right lead (diagram B). Continue pivot and pass circuit X 2. Reverse direction of pivot and pass direction.

- **Variations**
  - **Preliminary Movements**: Progressions may include adding a preliminary dodge. For example; dodge left then lead diagonally right to receive a pass at full stretch (outside pivot)
Netball Lesson Plans

Recommended for Upper Primary Levels (Years 5 & 6)

LESSON ONE  🕒 60-75 minutes

Equipment required: One netball between two students
Hoops (optional), rope or court markings/lines
Coloured tags / bibs

WARM-UP ACTIVITY  🕒 5-10 minutes

Fox and Geese

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

Diagram

(A) Fox and Geese

(B) Train Tag

Diagrams are not described in the text.

Description

Formation as per diagram A.

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; 30 seconds) 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.

Refer to stretching guidelines

كتبت: Refer to the APPENDICES for stretching guidelines
LESSON SIX

Session objective: Netball Round Robin

<table>
<thead>
<tr>
<th>Equipment Required</th>
<th>Lesson Plan</th>
<th>Activity Name</th>
<th>Suggested Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball/group, markers</td>
<td>Warm-up</td>
<td>Wheel Relay</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>1Ball/2 2 balls/group</td>
<td>Footwork and Ball Handling</td>
<td>6’s Throwing and Catching 2 Ball Square</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group, bibs</td>
<td>Game Play</td>
<td>Full Court game (Round Robin Tournament)</td>
<td>40-50 minutes</td>
</tr>
</tbody>
</table>

Where to access further information

- Refer to the APPENDICES or Netball Victoria website for supplementary netball-specific coaching information and resources
- Refer to the Year 3 & 4 NETTA NETBALL LESSON PLANS (downloadable via the Netball Victoria website) and Year 7 & 8 SECONDARY SCHOOL LESSON PLANS for additional activities and drills that may be incorporated into the NETBALL LESSON PLANS for Years 5 & 6
- Netball Victoria website; www.netballvic.com.au
- Netball Australia website; www.netball.asn.au
- Netball Australia in partnership with Medibank Private, the Australian Football League and Cricket Australia have developed the 1Seven Program. The Medibank Private 1Seven Program is a free program that offers easy-to-access evidence-based resources for STUDENTS, PARENTS, TEACHERS and SCHOOLS. To register your interest and to be involved in 1Seven visit www.1seven.com.au

Participating in Netball

For information on joining a netball team and the types of competitions available

### LESSON FOUR

**Session objective:** Creating and finding ‘free space’ and combining with teammates

<table>
<thead>
<tr>
<th>Equipment Required</th>
<th>Lesson Plan</th>
<th>Activity Name</th>
<th>Suggested Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball/group</td>
<td>Warm-up</td>
<td>Cross-Ball Challenge</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Ball/group</td>
<td>Footwork</td>
<td>Surprises + Extension</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Ball/group</td>
<td>Footwork and Ball Handling</td>
<td>Timing the Run Star Passing</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/3</td>
<td>Attacking and Defending</td>
<td>Attacking Moves</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group, bibs</td>
<td>Modified Game: Attacking and Defending</td>
<td>Numbers Netball</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group, bibs</td>
<td>Game Play</td>
<td>Full Court game (Long Court play)</td>
<td>15-20 minutes</td>
</tr>
</tbody>
</table>

### LESSON FIVE

**Session objective:** Applying netball skills and strategies to a game situation

<table>
<thead>
<tr>
<th>Equipment Required</th>
<th>Lesson Plan</th>
<th>Activity Name</th>
<th>Suggested Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 balls, 2 hoops, markers</td>
<td>Warm-up</td>
<td>Pepper Pot Challenge</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>1 Ball/2 balls/group</td>
<td>Footwork and Ball Handling</td>
<td>Call and Catch Two Ball Square</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group</td>
<td>Attacking and Defending</td>
<td>Split Leads</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group, bibs</td>
<td>Modified Game: Attacking and Defending</td>
<td>Corner Ball</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group, bibs</td>
<td>Game Play</td>
<td>Full Court game</td>
<td>20-25 minutes</td>
</tr>
</tbody>
</table>
# LESSON TWO

**60-75 minutes**

*Session objective: Introduction to goal shooting and Centre Pass set-up*

<table>
<thead>
<tr>
<th>Equipment Required</th>
<th>Lesson Plan</th>
<th>Activity Name</th>
<th>Suggested Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Warm-up</td>
<td>Rats and Rabbits</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Ball/2 Ball/3</td>
<td>Ball Handling</td>
<td>Stationary Passing (Shrink and Grow) Throw and Run</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group</td>
<td>Footwork and Ball Handling</td>
<td>Shuttle Ball</td>
<td>10 minutes</td>
</tr>
<tr>
<td>2 balls/Goal post</td>
<td>Goal Shooting</td>
<td>10 Goal Shoot Out</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group</td>
<td>Modified Game: Attacking and Defending</td>
<td>Space Invaders</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group</td>
<td>Game Play</td>
<td>Centre Pass Set-up (Centre Pass options)</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

---

# LESSON THREE

**60-75 minutes**

*Session objective: Co-operative activities involving team work. Introduction to a full-court netball game*

<table>
<thead>
<tr>
<th>Equipment Required</th>
<th>Lesson Plan</th>
<th>Activity Name</th>
<th>Suggested Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Warm-up</td>
<td>Tails</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>None</td>
<td>Footwork</td>
<td>Fast Feet</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Ball/group</td>
<td>Footwork and Ball Handling</td>
<td>Passing L’s</td>
<td>10 minutes</td>
</tr>
<tr>
<td>1 ball/goal post</td>
<td>Goal Shooting</td>
<td>Golden Child</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group, bibs</td>
<td>Modified Game: Attacking and Defending</td>
<td>Netball Tag</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/group, bibs</td>
<td>Game Play</td>
<td>Full Court Set-up (Throw-ins)</td>
<td>15-20 minutes</td>
</tr>
</tbody>
</table>
Overview of Netball Lesson Plans

Recommended for Upper Primary Levels (Years 5 & 6)

The Netball lesson plans have been developed to assist teachers of Primary School students in years 5 and 6. Each lesson provides a series of sequential activities to introduce and develop the student’s knowledge and understanding of Netball. Each activity includes details of the number of players, playing area, equipment, diagram (where applicable) and description of the activity.

The lesson plans offer variations and modifications to increase or decrease the difficulty of the activity to accommodate varying ability levels and maximise inclusion and challenge.

Where applicable the activities refer the teacher to the coaching points and common faults for the skill to be developed. Refer to the APPENDICES or Netball Victoria website for detailed definition of terms and outline of the major skills of netball. Further technical and tactical information can be accessed through printed resources available from Netball Victoria and Netball Australia.

Whilst recognising that technique is an important part of the overall skill development it is often taught in isolation and out of context. The following lesson plans aim to provide a series of lead-up activities and modified games that encourage students to think and apply the techniques to the situations required in the game.

This approach also recognises that a fun environment engages the student, increases motivation levels and encourages continued involvement.

**LESSON ONE**

(tolled)**

*Session objective: Introduction to footwork, passing and movement skills*

<table>
<thead>
<tr>
<th>Equipment Required</th>
<th>Lesson Plan</th>
<th>Activity Name</th>
<th>Suggested Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Warm-up</td>
<td>Fox and Geese</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>Hoops, rope or lines, Ball/3</td>
<td>Footwork</td>
<td>Pivot Play, Pivot and Pass</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/1 Ball/2</td>
<td>Ball Handling</td>
<td>Ball Handling Challenges, Stationary Passing (Step Back)</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Ball/3</td>
<td>Attacking and Defending</td>
<td>Shake the Shadow Shake the Shadow Extension</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Ball/group</td>
<td>Modified Game: Attacking and Defending</td>
<td>Progressive Keepings Off</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>

60-75 minutes
Wing Attack (WA)

The main task of the Wing Attack is to deliver the ball to the Goal Shooter/Attack using a variety of attacking moves. They are allowed to move in the attacking goal third and the centre third, but not in the goal circle.

Tasks:
- Obtain the centre pass
- Work with the C, GA and GS on attacking strategies
- Take throw-ins / free pass / penalty pass in goal third
- Feeding the circle
- Provide close defending of the opposition WD:
  - At defence throw-ins.
  - After a turnover or interception.
  - At opposition centre passes.

Goal Attack (GA)

The Goal Attack shares the goal shooting responsibilities with the Goal Shooter, and is allowed to move within the goal third and centre third. The Goal Attack must also work closely with the WA on the centre pass to gain possession and feed the ball to the GS.

Tasks:
- Combine with the GS to offer a variety of leads in the goal circle.
- Work with the C and WA to bring the ball through the centre third and goal third into the circle.
- Rebound missed shots.
- Provide close defending of the opposition GD:
  - At defence throw-ins.
  - After a turnover or interception.
  - At opposition centre passes.

Goal Shooter (GS)

The main task of the Goal Shooter is to score goals. They are allowed within the goal third only and they must have good space awareness when working in confined areas with the GA. They must also be able to execute a variety of leads and movements in order to break away from the defenders.

Tasks:
- Work with the GA to create a variety of leads in the goal circle.
- Work with the GA, WA and C on attacking strategies in the goal third.
- Rebound missed shots.
- Defend closely the opposition GK:
  - At goal line throw-ins.
  - After a rebound.
  - After a turnover or interception.
**Goal Defence (GD)**

The main task of the Goal Defence is to defend the attacking moves of their opponent, the Goal Attack, to prevent a goal being scored. The Goal Defence also needs to have good attacking skills, which are important for getting the ball out of the defence third, and assisting the team in attack.

Tasks:
- Close “one on one” defence of the Goal Attack
- Work closely with the Goal Keeper in the goal circle
- Defend the shot for goal
- Rebound missed shots and pass the ball down the court
- Make attacking moves to take the ball down to the team’s goal third
- Take appropriate throw-ins / free pass / penalty pass in the centre third

It is important for the Goal Defence to be aware of what is happening out in front of them. This will allow them to read the attacking team’s movements and anticipate any interceptions, thus creating turnovers.

**Wing Defence (WD)**

The main task of the Wing Defence is to defend the attacking moves of their opponent, the Wing Attack, at the centre pass, around the goal circle and throughout the centre and goal thirds. They should be ready at all times to pick up any tips or deflections created by the circle defenders and they also need to play a supporting back up role for the attackers down court.

Tasks:
- Close “one on one” defence of the Wing Attack
- Force errors, close off spaces and intercept passes
- Make attacking moves to take the ball down to the team’s goal third
- Take appropriate throw-ins / free pass / penalty pass in the centre third

**Centre (C)**

The Centre is the link player from the defence third to the goal third and plays an important role in both attack and defence. They are allowed to move over the whole court, except the goal circles.

Tasks:
- Deliver the centre pass
- Make strong attacking moves, combining with the WA to deliver the ball to the shooters
- Closely defend opposition centre player
- Combine with the Wing Defence to create pressure on the opposition at centre passes
- Take throw-ins / free pass / penalty pass in the goal third
Goal Keeper (GK)

The main task of the Goal Keeper is to defend the goal third to prevent the ball from making it to the goal circle, and to stop a goal being scored. Their opponent is the Goal Shooter.

Tasks:
- Close “one on one” defence of the goal shooter
- Work closely with the Goal Defence in the goal circle
- Defend the shot for goal
- Rebound missed goals and pass the ball down the court
- Take throw-ins from the goal line and sideline
- Make attacking moves to take the ball down to the transverse line
- Take free pass / penalty pass in the goal third

It is important for the Goal Keeper to be aware of what is happening out in front of them. This will allow them to read the attacking team’s movements and anticipate any interceptions, thus creating turnovers.
What is Netball?

The game of netball is an international sport and is played by two teams of seven players; based on throwing and catching. The object is to score goals from within a defined area, by throwing a ball into a ring attached to a 3.05 metres (10 feet) high post.

- Learn more about the history of netball: www.netball.asn.au/extra.asp?id=30&OrgID=1
- Learn more about the basic rules of netball: www.netball.asn.au/extra.asp?ID=783

Today the game is the most popular women's sport in Australia with an estimated one million player's nationwide. Although traditionally identified as a sport for women, there is no reason why it cannot be played by mixed teams, and increasingly more boys and men are becoming involved.

At an international level Australia is well respected by over 40 affiliate countries, having won eight of the 11 World Netball Championships held since 1963. National Championships are conducted for 17/U, 19/U and 21/U age divisions. In 1997 the sport entered a new era with the introduction of the National Netball League (Commonwealth Bank Trophy). The National Netball League allows the elite players to have regular competition, and the public the opportunity to see some of the world's best netball on a regular basis.

Netball
Teacher Support Notes

What is needed to play?

| Ball | Ages 10+ years (Netball): size 5 ball |
| Goal Posts | Two posts, one positioned at each end of the court: |
|          | Ages 10+ years (Netball): 3.05 metres (10 feet) high |
| Team | A netball team consists of seven players |
|      | • GK - Goal Keeper |
|      | • GD - Goal Defence |
|      | • WD - Wing Defence |
|      | • C - Centre |
|      | • WA - Wing Attack |
|      | • GA - Goal Attack |
|      | • GS - Goal Shooter |
| Bibs | Positional bibs or patches marked with the seven positions |

Court and venue specifications

- Netball Australia website: www.netball.asn.au/extra.asp?id=29&OrgID=1

Playing Positions

- Netball Australia website: www.netball.asn.au/extra.asp?id=27&OrgID=1
<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Standards</th>
<th>LESSON(S) IN WHICH STANDARDS ARE ADDRESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Personal and Social Learning</td>
<td>Personal Learning</td>
<td>Managing Personal Learning</td>
<td>Students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students undertake some set tasks independently, identifying stages for completion.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td><em>These tasks could be more formally stated within the lesson plans</em></td>
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<td>Students describe task progress and achievements, suggesting how outcomes may have been improved.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students persist when experiencing difficulty with learning tasks.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students seek and use learning support when needed from peers, teachers and other adults.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students practice positive self talk and demonstrate a positive attitude to learning within and outside the classroom.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td></td>
<td>Civics and Citizenship</td>
<td>Civics Knowledge and Understanding Community Engagement</td>
<td>Not addressed in these lesson plans</td>
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<tr>
<td>Physical Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Working in Teams</td>
<td>Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students work cooperatively to allocate tasks and develop timelines.</td>
<td>* Only incidentally addressed but there is an opportunity in this program to develop activities that will address this standard *</td>
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<td>Students accept responsibility of their role and tasks.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students explain the benefits of working in a team.</td>
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<td>Students provide feedback to others and evaluate their own and the team’s performance.</td>
<td>LESSONS 3,4,5 AND 6</td>
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<td></td>
<td>Personal Learning</td>
<td>The Individual Learner</td>
<td>Students identify, with support, their preferred learning styles and use strategies that promote learning.</td>
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<td>Students monitor and describe progress in their learning and demonstrate learning habits that address their individual needs.</td>
<td>* Not specifically addressed in these lesson plans but factors such as visual, auditory and kinesthetic learning styles and individual versus cooperative learning preferences could be highlighted within these lessons *</td>
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<td>Students seek and respond to teacher feedback to develop their content knowledge and understanding.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students identify and explain how different perspectives and attitudes can affect learning.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students negotiate learning improvement goals and justify the choices they make about their own learning.</td>
<td>* Not specifically addressed in these lesson plans but there is scope to develop this concept within the program *</td>
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<td>Students actively develop, monitor and refine protocols that create a positive learning environment learning environment in the classroom.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<tr>
<td>Physical Personal and Social Learning</td>
<td>Health and Physical Education</td>
<td>Health Knowledge and Promotion</td>
<td>Students examine physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.</td>
<td>Not addressed in these lesson plans</td>
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<tr>
<td>Physical Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>Students demonstrate, through their interactions in social interactions, respect for a diverse range of people and groups.</td>
<td>LESSONS 1, 2, 3, 4, 5 AND 6</td>
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<td>Students describe the impact of bullying.</td>
<td><em>Not specifically addressed in these lesson plans</em></td>
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<td>Students accept and display empathy for the points of view and feelings of others.</td>
<td>LESSONS 1, 2, 3, 4, 5 AND 6</td>
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<td>Students identify and use a variety of strategies to manage and resolve conflict.</td>
<td><em>Not specifically addressed in these lesson plans but the role of sport specific bodies such arbitration boards could be highlighted within these lessons</em></td>
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<tr>
<td>Physical Personal and Social Learning</td>
<td>Health and Physical Education</td>
<td>Movement and Physical Activity</td>
<td>Students perform confidently and efficiently in a range of movement environments (indoor, outdoor, and aquatics).</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students refine basic and complex motor skills and apply these skills in increasingly complex games and activities.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity.</td>
<td>LESSONS 1,2,3,4,5 AND 6 (Informally)</td>
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<td>* Formal monitoring of exercise intensity could be included as part of this 6 week program.*</td>
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<td>Students explain the process for improving health-related fitness.</td>
<td>*Not formally covered in these plans but could be addressed as part of and/or as extension to this program *</td>
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<td>Students effectively use strategic thinking and work with more and less skilled peers to improve games performance.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students work independently to improve performance.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development.</td>
<td>LESSONS 1,2,3,4,5 AND 6</td>
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<td>Students describe and analyse the various roles required in competitive sports.</td>
<td>* Not specifically addressed in these lesson plans but could be incorporated into this program or as a project linked with other disciplines such as English*</td>
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<td>Students work in a group to create a game, and establish rules and procedures for its safe conduct.</td>
<td>* Not specifically addressed in these lesson plans but could be incorporated into this program *</td>
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