



Australian Government
Australian Sports Commission

Active After-school Communities

Helping kids and communities get active

Playing for Life – NetSetGO



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Disclaimer

This resource been designed for use with students aged 5 to 12. It assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concern about such matters, the consent of the student's parent or guardian should be obtained before allowing participation.

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Introduction to NetSetGO

Did you know?

- NetSetGO is Netball Australia's only junior entry-level program.
- NetSetGO was developed to provide children aged 5 to 10 years with the best possible introduction to netball.
- Netball is the most popular women's sport in Australia with an estimated 1.2 million players nationwide.
- The Australian netball team — the Diamonds — has won most of the world championships held since 1963.



NetSetGO has been developed to provide primary school-aged children with the best possible learning and playing experience. A staged progression for netball participation is an essential element in developing confident and skilled participants, and ensuring enjoyment and lifelong participation in the sport.

NetSetGO is delivered by associations, clubs, schools, community groups and Active After-school Communities (AASC) and outside school hours care programs. The format of the program is delivered according to personnel, age of participants, number of participants and court availability.

Introduction to NetSetGO



Playing for Life — NetSetGO

The AASC program has partnered with Netball Australia to offer primary school-aged children a netball experience through NetSetGO.

This **Playing for Life — NetSetGO** coaching manual consists of seven sequential, game-based lessons suitable for primary school-aged children of all abilities. The lessons are designed to assist teachers and coaches with any level of understanding of netball to deliver fun, inclusive games in line with the Playing for Life philosophy.

The lessons can be conducted with or without a netball court, using minimal equipment. They promote a facilitated approach to coaching. Games introduced by the coach can be replicated on a smaller scale, so that groups of children can assist the coach to set up the playing areas and then manage the game themselves. This provides the coach with the opportunity to observe and ensure that all players are having fun, while being actively involved in a safe environment, and to provide discrete coaching where necessary.

Coaches and teachers are encouraged to match the game with the ability of the players and **'CHANGE IT'** or replace the game completely.

Each lesson is 60 minutes in length and consists of four sections:

Start out:

simple games to warm up the players and introduce a skill or movement.

Get into it:

more complex games to focus on skill development and replicate parts of the traditional game.

Play it:

modified minor games to replicate parts of the traditional game.

Finish up:

a low-intensity concluding activity, followed by a quick review to allow the coach and players to discuss the lesson and provide feedback.

Introduction to NetSetGO



Tips for delivering Playing for Life — NetSetGO

- 1** NetSetGO is best delivered using modified equipment including size 4 netballs and 2.4 metre goal rings.
- 2** Most games in this manual can be conducted without a netball court or goal ring.
- 3** Be confident to **'CHANGE IT'** to suit the needs of the group or even replace the game completely. Don't forget to ask the players.
- 4** Consistent routines or 'protocols' are important in coaching. For example, start and stop activities with a set call, whistle or hand signal.
- 5** When the signal to stop play is given, instruct players to put the equipment down to ensure they can listen without distraction.
- 6** Keep instructions as brief as possible to ensure participants are quickly engaged in the activity.
- 7** Duplicate games and circuits to provide maximum participation (keep group sizes to a minimum).
- 8** Use games and quick activities to form groups and teams. Do not nominate two players as captains to choose teams — no-one likes being the last person picked!

Introduction to NetSetGO



Golden rules of safety

- 1** Ensure that the playing area is free of hazards and that it is a safe distance away from walls and fixed objects (for example, light poles).
- 2** Ensure there is a safe distance between groups of participants.
- 3** Ensure all equipment is appropriate, safe and working correctly.
- 4** Ensure players are reminded to 'look out for others' during tagging games.
- 5** Always provide clear instructions for the game and use of equipment.
- 6** Ensure participants care for netballs; no kicking.
- 7** Encourage participants to wear suitable footwear.
- 8** If you observe dangerous play, stop the activity and explain what is appropriate and expected.
- 9** Coaches and program coordinators have a legal responsibility to provide a duty of care to participants in the AASC program; this ensures players are directly supervised by a nominated staff member at all times.



Playing for Life — NetSetGO



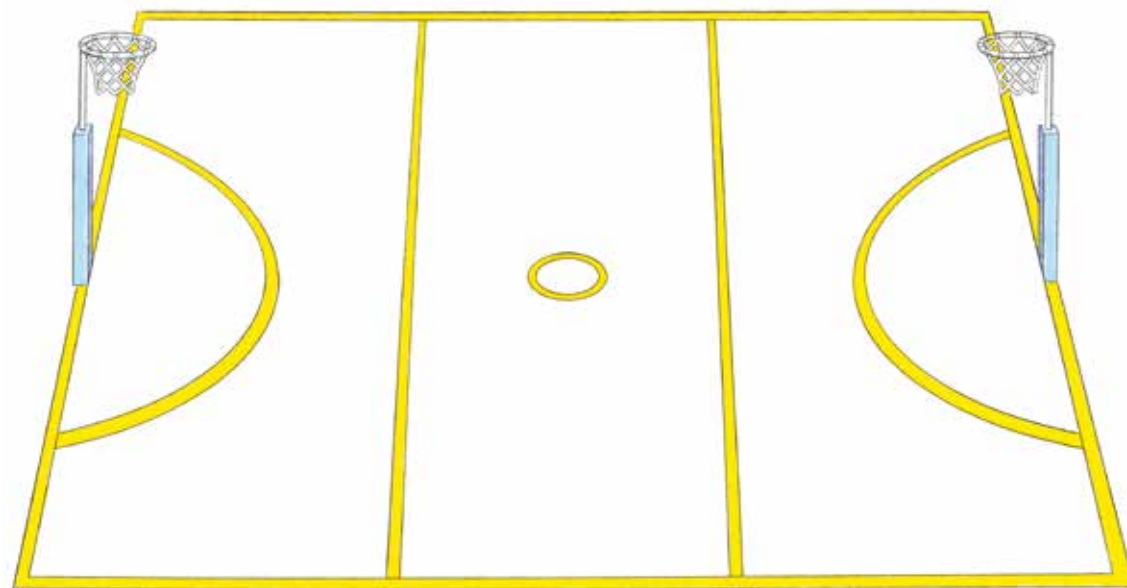
Modified rules and guidelines

The court

The court is divided into three equal thirds: two goal thirds and a centre third. The court is 30.5 metres long and 15.25 metres wide, and the goal posts are 2.4 metres high.

Teams

Teams consist of seven players on the court.



The ball

Size 4 netballs are the best size for young players. Similar sized balls may be used (such as soccer balls or basketballs), although they may not be as suitable for some netball-related activities.

Duration of the game

Games consist of ten-minute quarters.

Scoring a goal

A goal is scored when the ball is thrown completely through the goal ring by a goal attack or goal shooter from any point in the goal circle.

Centre pass

The game starts with a centre pass taken by the team that won the toss. All other centre passes are taken by the team that did not score the last goal. Note: in a netball game the centre pass starts the game then alternates between the two centre players to re-start the game after a goal, irrespective of which team scored the goal.



Playing for Life — NetSetGO



Modified rules and guidelines

Obstruction

Obstruction occurs when a defending player attempts to intercept or defend a player within 1.2 metres. Note: in a game of netball players can defend from 0.9 metres.

Defending

A player with arms extended must defend from the distance of 1.2 metres.

Contact

An opposing player is not permitted to contact another player with or without the ball.

Penalty pass/shot

A penalty pass/shot is awarded for all major infringements of the rules (obstruction or contact). It is taken where the infringement occurred, unless this disadvantages the non-offending team.

Note: in a game of netball the offending player must stand out of play, but next to and away from their opponent. If the penalty is awarded in the goal circle they are awarded a penalty pass or shot.

Offside

Offside occurs when a player enters any area other than their designated playing area.

Over a third

Over a third occurs when the ball has been thrown over a complete third without being touched by another player. This means the ball must be played in each third as it progresses from one end of the court to the other.

Held ball

A held ball is when a player hasn't released the ball within five seconds. Note: in a game of netball held ball is when a player hasn't released the ball within three seconds.

Playing for Life — NetSetGO



Modified rules and guidelines

Stepping

A player is permitted to shuffle on the spot to regain balance without moving down the court.

Free pass

A free pass is awarded for all infringements involving one player. For example, stepping, replay, over a third, offside or held ball. It is taken where the infringement occurred by any player allowed in that area.

Toss up

A toss up is used to put the ball into play in situations such as simultaneous contact by opposing players or if the umpire is unable to decide who last touched the ball out of court.

Throw in

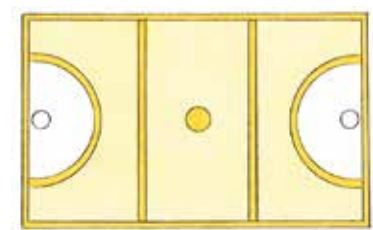
A throw in is taken when the ball goes out of court. It is taken by an opponent of the team that touched the ball last behind the point where the ball crossed the line.



Playing for Life — NetSetGO

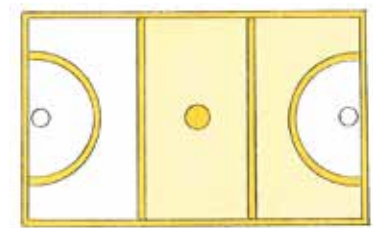


NetSetGO playing positions



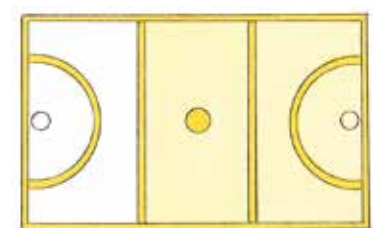
Centre

Allowed everywhere except in the goal circles.



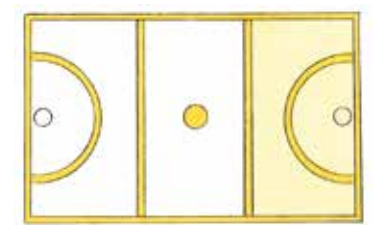
Wing attack and wing defence

Allowed in the centre third and goal third but not in the goal circle.



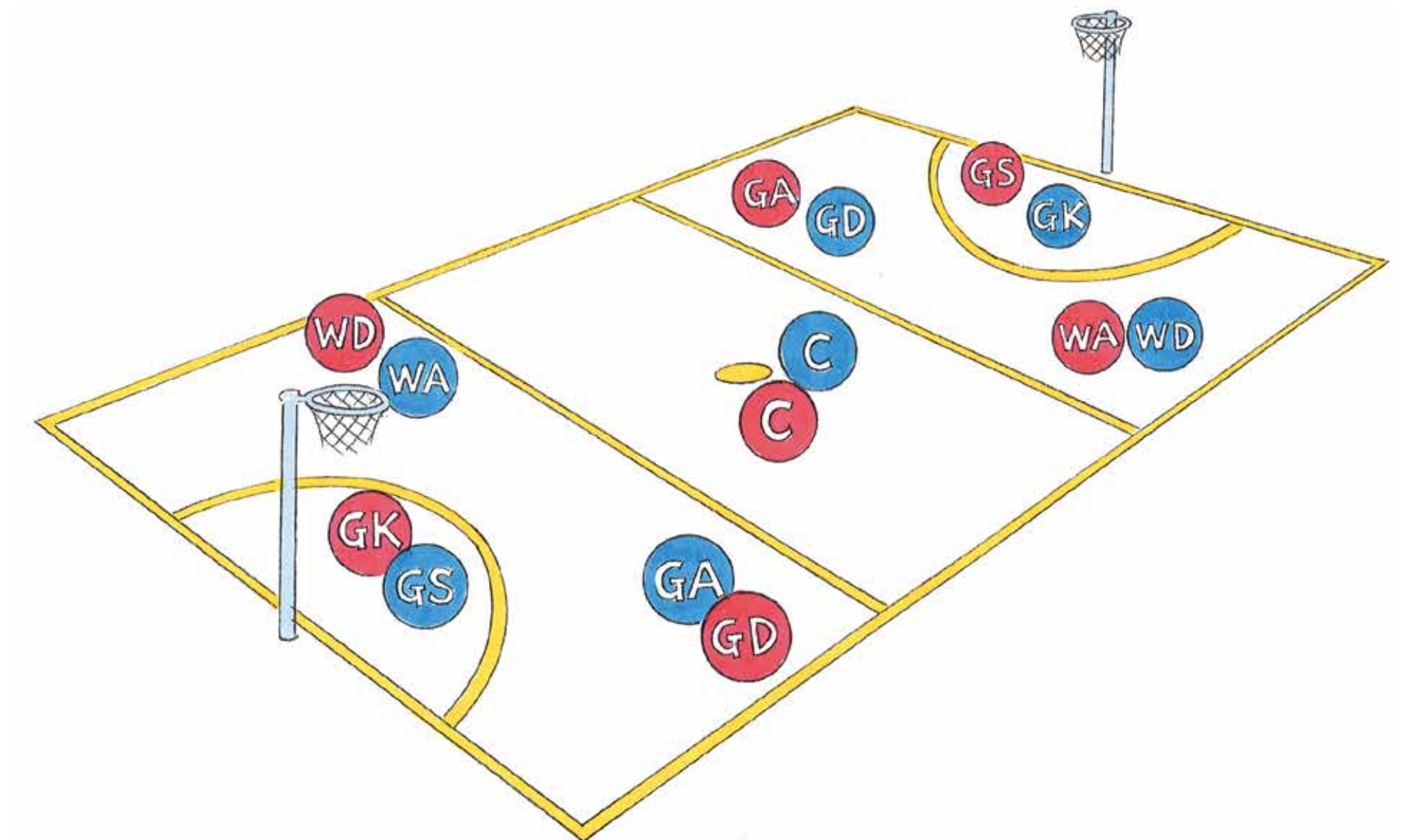
Goal attack and goal defence

Allowed in the centre third, goal third and goal circle.



Goal shooter and goal keeper

Allowed in the goal third and goal circle.



Playing for Life — NetSetGO



NetSetGO basic skills

The following table lists the relevant skills to teach as part of both foundation and development levels in netball. For additional information and teaching points for individual netball skills refer to NetSetGO <http://netsetgo.asn.au/resources>.

Foundation NetSetGO 5 to 10 year olds

Development 11 to 13 year olds

MOVEMENT SKILLS

- Landing (one foot/two feet)
- Pivot
- Sprint
- Side step

- Take off and sprint
- Sprint and stop
- Working on a number of combinations
- Jump off right and left feet, and both feet simultaneously
- Land and balance on right or left foot, and both feet

BALL SKILLS

- Catch
- Chest pass
- Shoulder pass

- Introduce one-hand control
- Bounce pass
- Lob

Playing for Life — NetSetGO



Foundation NetSetGO 5 to 10 year olds

Development 11 to 13 year olds

ATTACKING SKILLS

- Straight lead
- Single dodge
- Change of direction

- Double dodge
- Two leads
- Re-offer
- Combine into simple movements on court

DEFENDING SKILLS

- Shadow movement
- Hands over the ball

- Defensive footwork
- Shadow defence
- First-ball pressure to a contest
- Interception
- Recovery to 0.9 metres (netball rules)
- Combine simple movements in defending actions
- Defend the shot — lean and jump
- Rebounding

SHOOTING SKILLS

- Basic shooting action

- Basic shooting action increasing distance from post
- Rebounding
- Introduce working together in and out of circle

Playing for Life — NetSetGO



NetSetGO basic skills

Movement

Netball requires good footwork that relates to sprinting, landing (one foot and two feet), pivoting and stepping.

Landing

This is a method of stopping when catching the ball. Players should be able to land on both feet together, or on their left or right foot, balance and then pass effectively to a team-mate.

Pivoting

This must always be on the landing foot, turning on the ball of the foot and pushing off with the other foot to provide direction and balance.



Playing for Life — NetSetGO



NetSetGO basic skills

Side step

This is used when shadow defending an attacking player. Players move side to side with feet shoulder width apart, knees slightly bent, weight on the balls of their feet, body upright and arms by their side.

Stepping

Stepping is an infringement where a player lifts their landing foot and then re-grounds it before throwing the ball.

Attacking

Netball requires attacking skills such as leading, dodging, changing direction and pace to receive and move a ball through the netball court to score a goal.



Playing for Life — NetSetGO



NetSetGO basic skills

Leading

This involves sprinting strongly to the ball, either directly forward or diagonally to the free space (away from the defender/opponent).

Dodging

This involves moving a few steps away from the intended catching position, then placing the outside foot strongly on the ground and pushing off in the desired direction to evade an opponent or receive a pass.

Defending

Netball requires good defending skills by guarding a player who may or may not have the ball. One-on-one defending techniques, including defending in front (shadowing), from the side or from behind, assist in preventing the opposition from moving a ball through the netball court to score a goal.

Shadowing

This is defending from in front. If the ball is coming directly from in front, the defender would use in-front defence.

Hands over the ball

In netball players should attempt to defend every pass. Players stand 1.2 metres in front of the person throwing, position their arms over the ball (without touching) and follow its movements. This places pressure on the thrower and increases the chance of an error or interception.



Playing for Life — NetSetGO



NetSetGO basic skills

Passing

The game of netball involves a range of different passes (chest, shoulder, lob and bounce).

Chest pass

A chest pass is a pass with two hands from the chest. It is used for short, sharp passes.

Shoulder pass

A shoulder pass is a one-handed pass made side-on. Use this pass for longer passes.

Lob pass

A lob pass is a high pass used to lift the ball in a high looping arc over the arms of the defending player.

Bounce pass

A bounce pass is when the ball is passed to another player by bouncing it on the ground. It is used over short distances to avoid the arms of a close defender.



Playing for Life — NetSetGO



NetSetGO basic skills

Basic shooting action

A shot at goal is taken inside the shooting semi circle. The shooter's feet, shoulders and elbows face the netball post, with feet shoulder width apart for balance.

The ball is held above the head in one hand, supported by the other.

The shooter bends then straightens elbows and knees to push ball upwards towards the goal.



Playing for Life — what is it?



Key concepts

Playing for Life is an approach to coaching that uses games rather than drills to introduce the skills and tactics of the particular sport or structured physical activity being delivered. Each session is designed purposefully, so that the games progressively introduce and develop the particular skill that is the focus of the session.

The game is the focus

Players develop sporting skills and tactics by playing fun games rather than traditional drills.

The coach is a facilitator

The coach sets challenges for the players to find solutions through games rather than instructing players on how to perform a skill.

Player role modelling

The coach uses players during the game to demonstrate good technique and skilful play.

Discrete coaching

Allows players needing extra assistance to be discretely coached on the side in an unobtrusive way while the game is in progress.

Ask the players

Questioning players is a valuable strategy to engage them in changing the activity or providing feedback on whether the game is achieving desired outcomes.

Playing for Life — what is it?



CHANGE IT

Vary one or more of the following game elements to maximise participation and better meet player needs and game objectives.

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

If it's not working ...
CHANGE IT!

C

Coaching style

I

Inclusion

H

How you score/win

T

Time

A

Area

N

Numbers

G

Game rules

E

Equipment

Overview of lessons

LESSON	1	2	3	4	5	6	7
SKILL FOCUS	<ul style="list-style-type: none"> • Ball familiarisation • Movement • Changing direction • Passing and catching • Leading 	<ul style="list-style-type: none"> • Movement • Changing pace • Changing direction • Passing and catching • Dodging 	<ul style="list-style-type: none"> • Movement • Changing direction • Changing pace • Dodging • Passing and catching • Attacking 	<ul style="list-style-type: none"> • Movement • Shooting • Passing and catching • Dodging • Teamwork 	<ul style="list-style-type: none"> • Movement • Defending • Space awareness 	<ul style="list-style-type: none"> • Movement • Dodging • Shooting • Passing and catching • Attacking • Defending 	<ul style="list-style-type: none"> • Movement • Match play
START OUT	<ul style="list-style-type: none"> • Turn and tag • Mirror, mirror • Ball relays 	<ul style="list-style-type: none"> • Change of pace • Marker dodge • Treasure chest 	<ul style="list-style-type: none"> • Sports arena • Coach says 	<ul style="list-style-type: none"> • Scarecrow tiggly • Throw into a hoop 	<ul style="list-style-type: none"> • Partner connection • Fox and geese 	<ul style="list-style-type: none"> • Here! There! Nowhere! • In the river, on the bank 	<ul style="list-style-type: none"> • Train tag
GET INTO IT	<ul style="list-style-type: none"> • Shrink and grow • Corner spy 	<ul style="list-style-type: none"> • Dodge and steal 	<ul style="list-style-type: none"> • Pairs passing • 4 square 	<ul style="list-style-type: none"> • Tag pass 	<ul style="list-style-type: none"> • Leading defender • Keep the ball 	<ul style="list-style-type: none"> • Long rope circuit • Beat the ball 	<ul style="list-style-type: none"> • Form a team
PLAY IT	<ul style="list-style-type: none"> • Caterpillar run 	<ul style="list-style-type: none"> • Follow the ball 	<ul style="list-style-type: none"> • Find the goal line 	<ul style="list-style-type: none"> • Shooting rounders 	<ul style="list-style-type: none"> • Touch down 	<ul style="list-style-type: none"> • Find the goal line 	<ul style="list-style-type: none"> • NetSetGO • Huddle • NetSetGO (continued) • Huddle • NetSetGO (continued)
FINISH UP	<ul style="list-style-type: none"> • Put it away! • What did you learn? 	<ul style="list-style-type: none"> • What did you learn? 	<ul style="list-style-type: none"> • Let's see it! • What did you like? 	<ul style="list-style-type: none"> • What did you learn? 	<ul style="list-style-type: none"> • What did you learn? 	<ul style="list-style-type: none"> • What's ahead? 	<ul style="list-style-type: none"> • Where to from here?

Playing for Life — NetSetGO

1

SKILL FOCUS

- A** Ball familiarisation
- B** Movement
- C** Changing direction
- D** Passing and catching
- E** Leading

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres by 15 metres

EQUIPMENT

1 netball per player; 1 set of marker cones (25); 1 stopwatch or clock

ACTIVITIES

- Turn and tag 5 minutes
- Mirror, mirror 5 minutes
- Ball relays 10 minutes
- Shrink and grow 10 minutes
- Corner spry 10 minutes
- Caterpillar run 10 minutes
- Put it away! 5 minutes
- What did you learn? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Turn and tag

In pairs one player tries to tag another on the coach's call.

LESSON 1

- START OUT
- 5 MINUTES

SKILL FOCUS

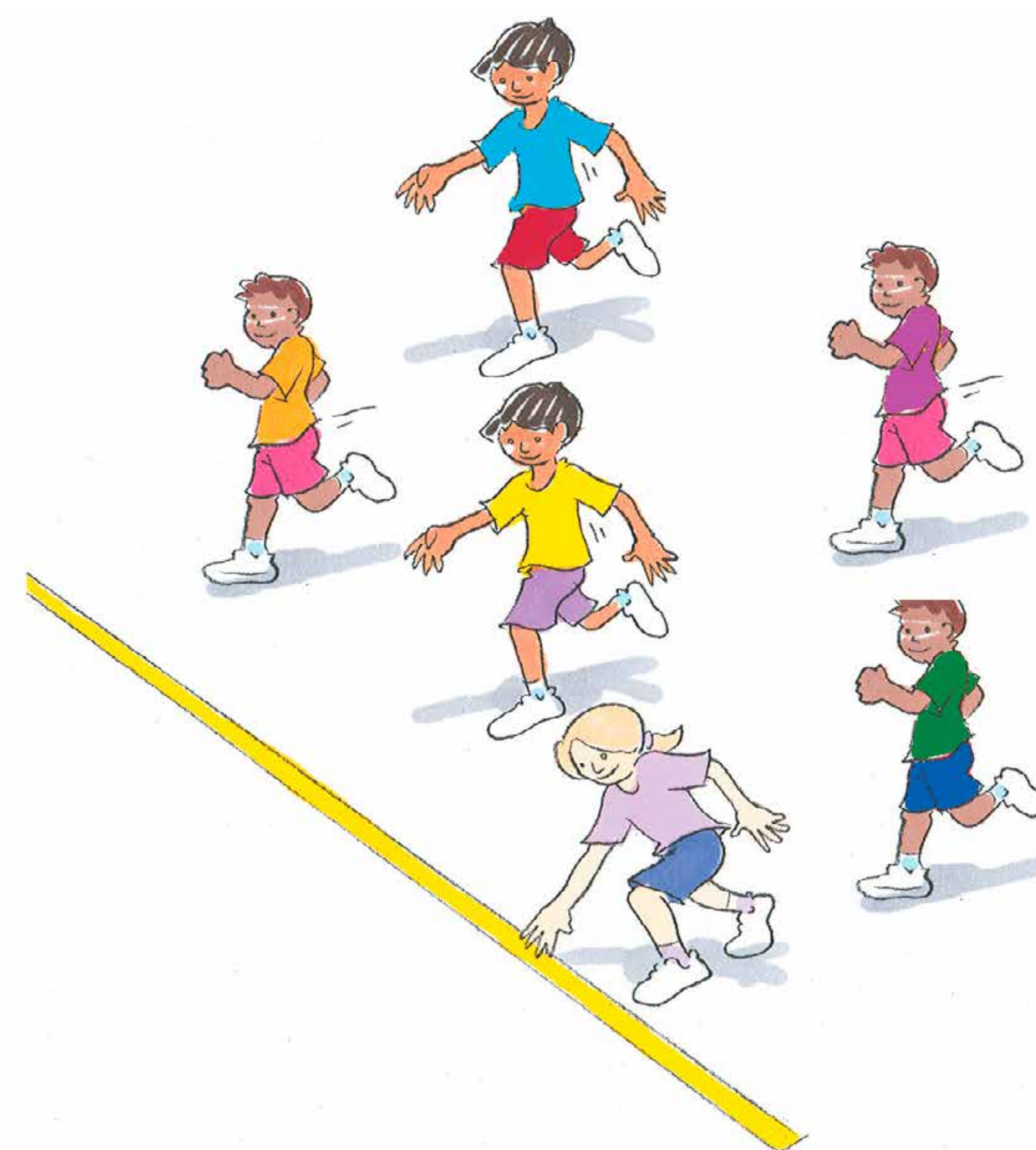
- Movement
- Changing direction

EQUIPMENT

- None

What to do:

- Form pairs with players lined up along the baseline (or sideline if a large group).
- One player is in front while the other is behind — both facing the same direction.
- On 'Go!' players move forward together, staying in line.
- When you call 'Change!' both players stop, pivot, change direction and sprint to the starting point.
- The player who is at the back tries to catch up to the front player and tag them before they reach the line.
- Players swap roles.



Tips

- Encourage front players to move to their left so they swap partners.
- Make sure players keep their head up and pump their arms when running.

Change it

- Call 'Change!' quickly.
- Use different cues (drop ball, hand signal) to indicate a change of direction is required.
- Players can use different movements (hopping, skipping, jumping).

Mirror, mirror

In pairs players face each other and nominate one person to be the leader. The leader performs a series of movements with their ball, while their partner (the mirror) copies the skills like a reflection.

LESSON 1

- START OUT
- 5 MINUTES

SKILL FOCUS

- Ball familiarisation

EQUIPMENT

- 1 netball per player; 1 stopwatch or clock

What to do:

- Form pairs with one ball per player.
- One player in each pair is nominated as the leader.
- Leaders have 30 seconds to move the ball while their partners mirror their actions.
- After 30 seconds players reverse roles and repeat the activity.



Tip

- The coach can start as the leader to provide players with ideas.

Change it

- Play in groups of three or more with one player as the leader and all other players as mirrors.

Ball relays

Players perform different actions with a netball while moving between cones. Play in groups of 4 to 6.

LESSON 1

- START OUT
- 10 MINUTES

SKILL FOCUS

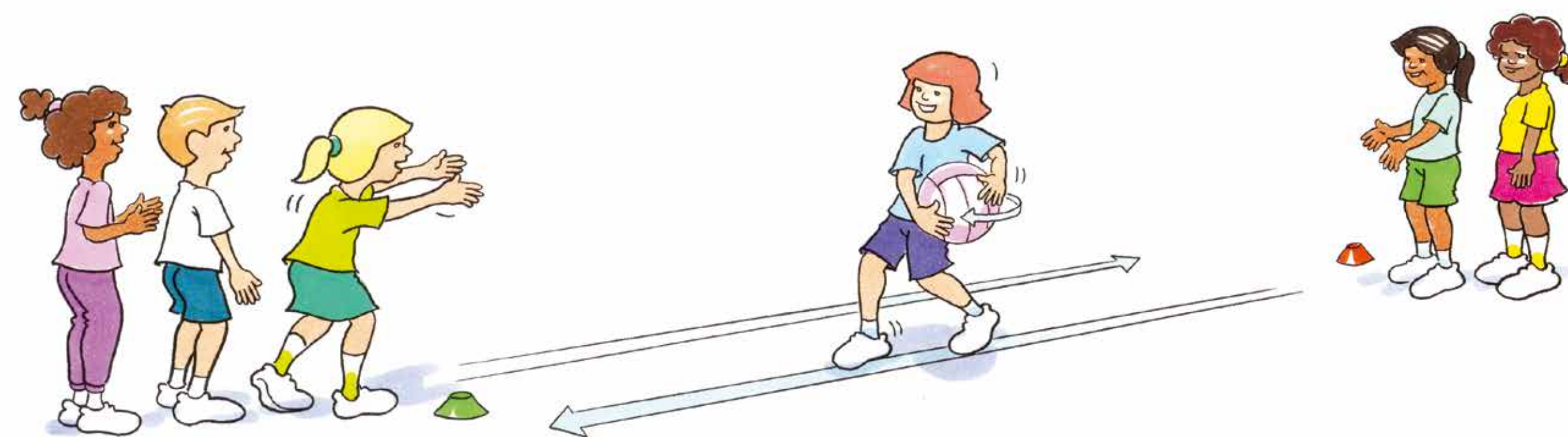
- Ball familiarisation

EQUIPMENT

- 1 netball per group; marker cones to define the playing area

What to do:

- Organise players into groups of 4 to 6.
- Groups then split into two lines behind the cones facing opposite each other.
- Players take turns moving between the cones performing different actions with the ball, for example wrap the ball around the waist, bobble ball from hand to hand, figure 8s or wrap the ball around the entire body.
- When the player gets to the cone they give the ball to the next player.



Tip

- Encourage players to keep their heads up when moving between cones (to encourage this, the player waiting for the ball can hold up fingers, the person with the ball has to call out the numbers).

Change it

- Start with simple actions then progress to make it more challenging.
- Equipment can be altered to suit the abilities of the players and/or the distance between the cones can be altered.

Shrink and grow

In pairs players pass a netball back and forth. For every unsuccessful pass they 'shrink' in size and for every successful pass they 'grow' in size.

LESSON 1

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

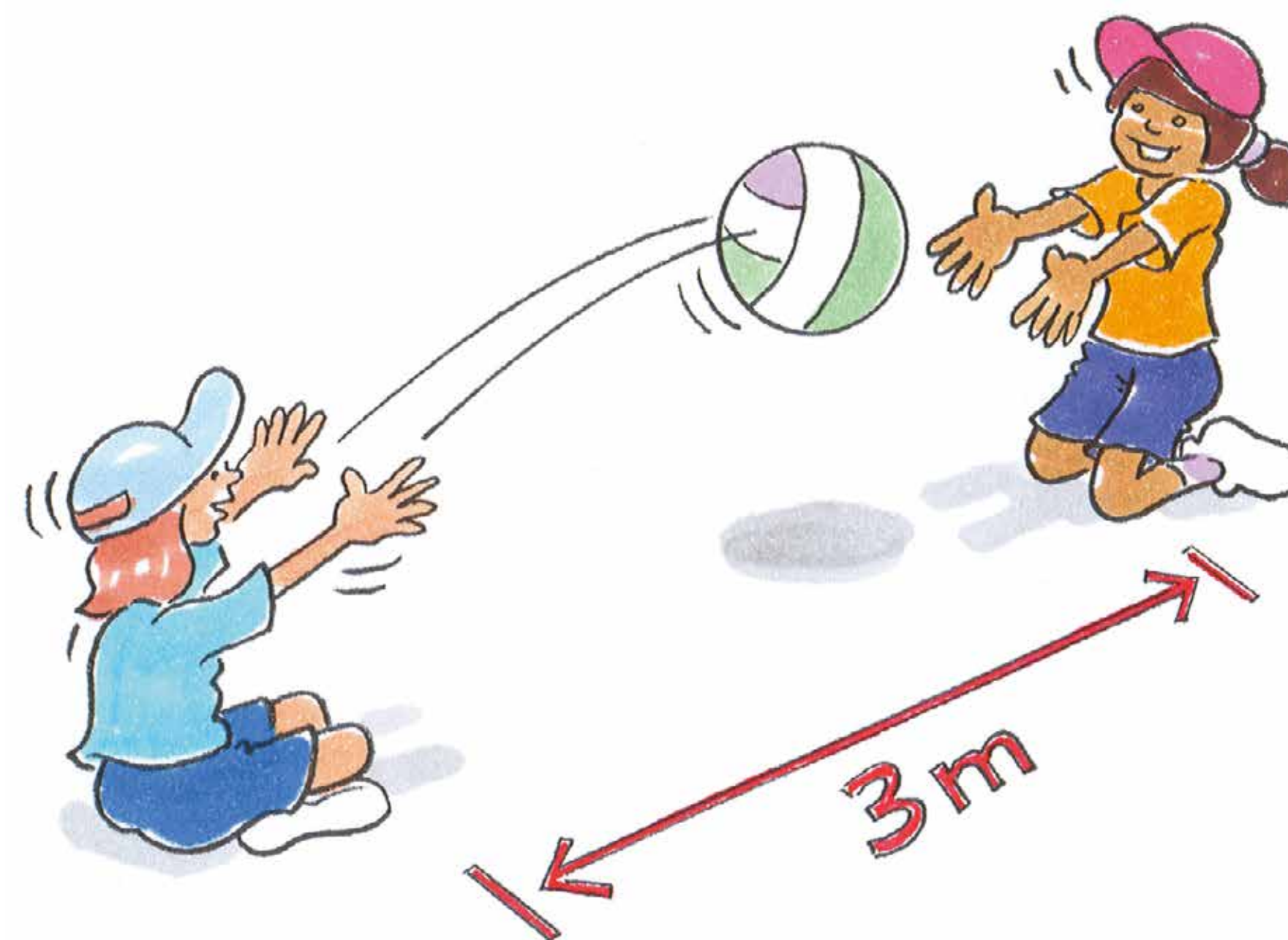
- Passing and catching

EQUIPMENT

- 1 netball per pair

What to do:

- Form pairs with one ball per pair.
- Players stand three metres apart (or a distance appropriate to skill level/age).
- Players pass the ball back and forth.
- The first time the ball is dropped both players kneel on one knee.
- If the ball is dropped again players 'shrink' from one knee to both knees, then to a sitting position and finally a lying position.
- After each successful pass players begin to 'grow' again.
- If the players are still standing after five successful passes they move back a step.



Tip

- Encourage players to extend hands forward with fingers spread and thumbs behind the ball (W formation) when catching with two hands.

Change it

- Use different types of passes (chest pass, shoulder pass).
- Use a soft ball or a bean bag.
- Make it a competition between pairs — winning pair is the furthest/tallest pair at the completion of the set time or a number of passes.

Corner splay

In small groups players perform chest passes back and forth to a front player. Play in groups of 5 to 8.

LESSON 1

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

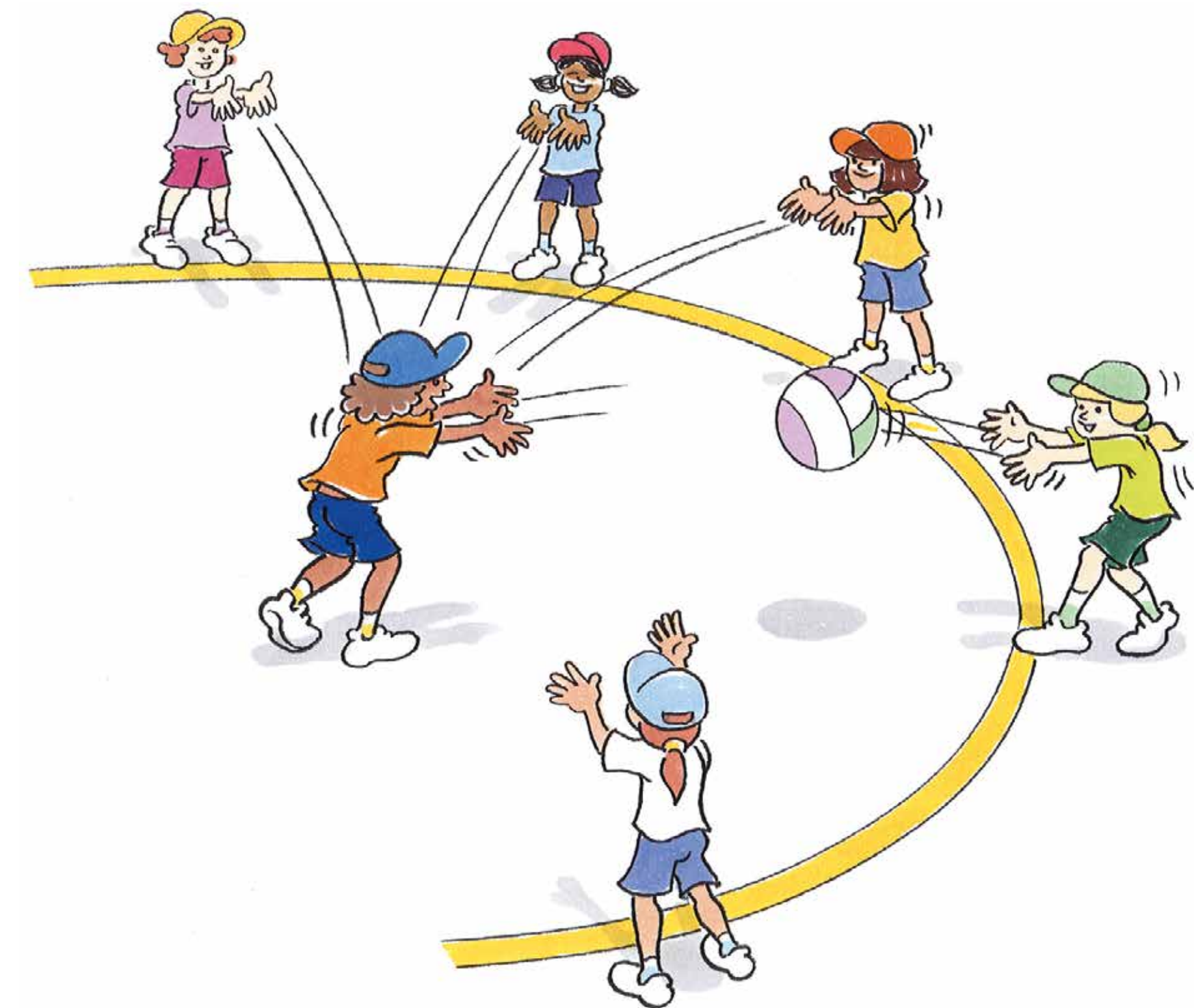
- Passing and catching

EQUIPMENT

- 1 to 2 netballs per group

What to do:

- Organise players into groups of 5 to 8.
- Players stand in a semi-circle facing the player holding the ball.
- On your signal, the leader (player holding the ball) makes chest passes to each person in turn.
- The last person in the semi-circle does not pass the ball back, but carries it to the front to become the new leader.
- The previous leader moves to the start of the line to receive the first pass.



Tips

- Encourage players to keep their eye on the ball.
- Encourage players to spread their fingers around the ball with thumbs behind to catch and throw. They step forward with weight transferred onto the front foot as they push the ball forward with their wrists and fingers.

Change it

- Add a second ball.
- Make it a competition between teams.
- Players can clap or spin before they catch the ball.

Caterpillar run

In small groups players pass a netball in a zigzag pattern to progress the group up the court. Play in groups of 6 to 8.

LESSON 1

- PLAY IT
- 10 MINUTES

SKILL FOCUS

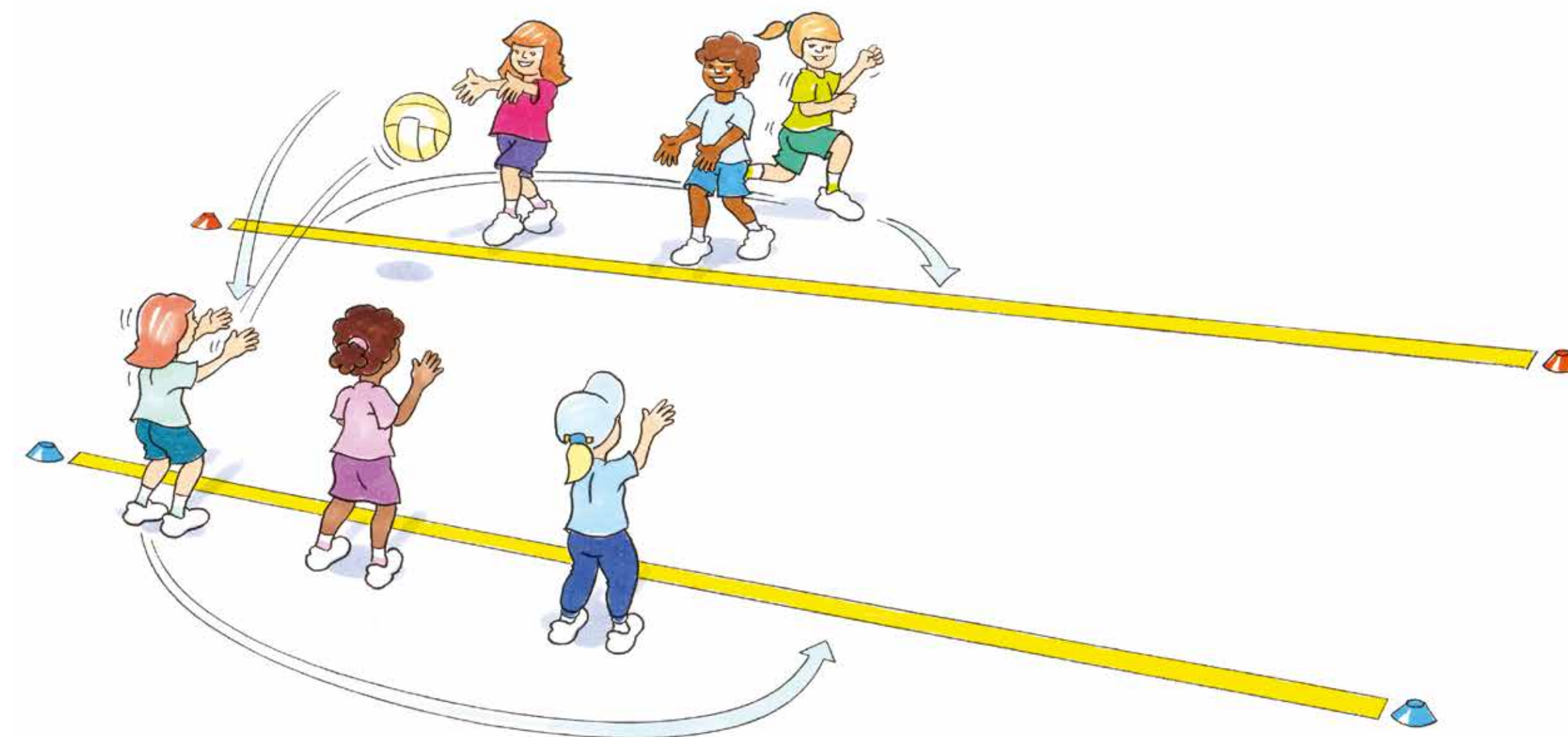
- Passing and catching
- Leading

EQUIPMENT

- 1 to 2 netballs per group; marker cones to define the playing area

What to do:

- Form pairs, then groups of 6 to 8 with one ball per group. (Depending on participant numbers the game can also be played in several smaller groups).
- Players stand opposite their partner about 1 to 1.5 metres apart.
- The ball starts at the beginning of one line.
- On your signal, the first player passes the ball to their partner as they move off the line leading for it.
- After passing the ball the first player runs to the end of their line.
- The player now holding the ball passes it diagonally opposite to the next player leading for it, then they run to the end of their line.
- Passing continues until the group has made it to the end of the court (or designated area).
- Players can race against the clock or against other groups.



Tips

- Ensure players are maintaining an appropriate distance when joining the end of their lines.
- The game can be played with chest, bounce or shoulder passes.

Change it

- Add an extra ball to increase the pace of the activity.
- Players can perform different movements when moving to the end of their lines (hop, skip, jump).

Put it away!

Players use various actions to gather up the equipment and store it properly.

LESSON 1

- FINISH UP
- 5 MINUTES

What to do:

- Players place a ball between their feet and jump towards the storage bag.
- Players pass the ball to each other towards the storage bag.
- Players pass the ball around their waist towards the storage bag.



What did you learn?

The coach asks questions to reinforce the keys skills from the session.

LESSON 1

- FINISH UP
- 5 MINUTES

Coach asks:

- Why do you pump your arms when you run?
- How do you hold your hands for a chest pass?
- How long can you hold the ball in NetSetGO?



Playing for Life — NetSetGO

2

SKILL FOCUS

- A** Movement
- B** Changing pace
- C** Changing direction
- D** Passing and catching
- E** Dodging

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres by 15 metres

EQUIPMENT

10 netballs; 1 set of bibs or sashes; 1 set of marker cones (25)

ACTIVITIES

- Change of pace 5 minutes
- Marker dodge 10 minutes
- Treasure chest 10 minutes
- Dodge and steal 20 minutes
- Follow the ball 10 minutes
- What did you learn? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Change of pace

Players try to lose their partner while using movement skills.

LESSON 2

- START OUT
- 5 MINUTES

SKILL FOCUS

- Movement
- Changing pace
- Changing direction

EQUIPMENT

- Marker cones to define the playing area

What to do:

- Organise players into pairs.
- Players form two lines behind the baseline next to their partners.
- One player in each pair is nominated as the leader.
- Players move forward altering their speed to try and lose their partner.
- Partners must try and stay beside their leader and not run into them.
- Swap roles.



Tip

- Encourage players to partner with someone of similar height and ability level.

Change it

- Set up markers within the designated playing area. Players change pace at each set of markers.

Marker dodge

Players practise changing directions and awareness of others through a course.

LESSON 2

- START OUT
- 10 MINUTES

SKILL FOCUS

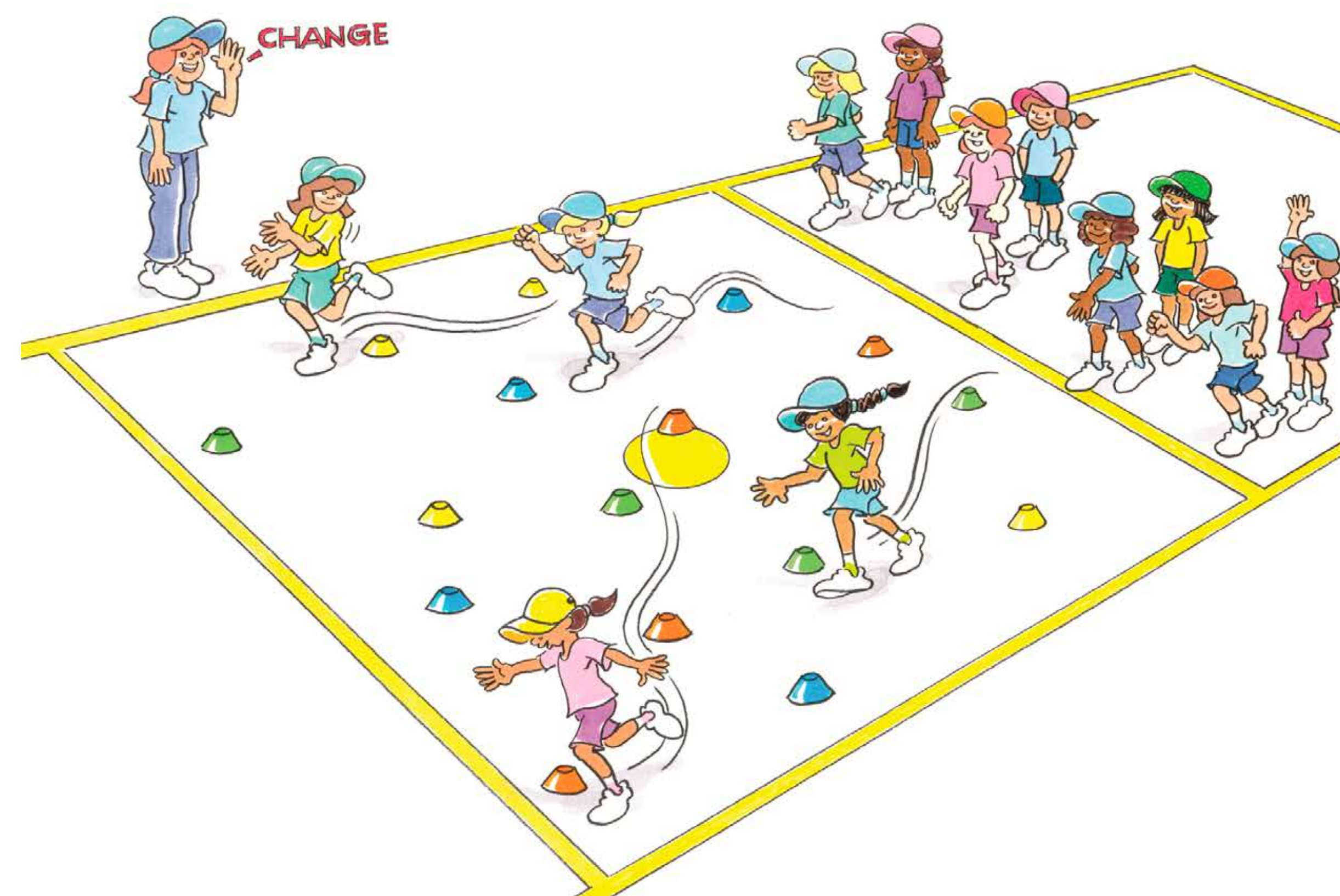
- Movement
- Dodging

EQUIPMENT

- 1 set of marker cones (25)

What to do:

- Place 4 to 6 markers of each colour in one-third of the court.
- Organise players into groups of 2 to 4 and allocate them a colour.
- The first player from each group moves into the area and dodges each time they reach their coloured marker.
- On your call, or after a set number of dodges, the player returns to their line and the next player starts the activity.



Tip

- Encourage players to look up to avoid collisions with other players.

Change it

- Make the game a relay between teams.
- Add pivoting at each cone.
- Add landing on one or two feet at the last cone.

Treasure chest

Players use different movement skills to evade defenders while they try and collect 'treasure' (marker cones).

LESSON 2

- START OUT
- 10 MINUTES

SKILL FOCUS

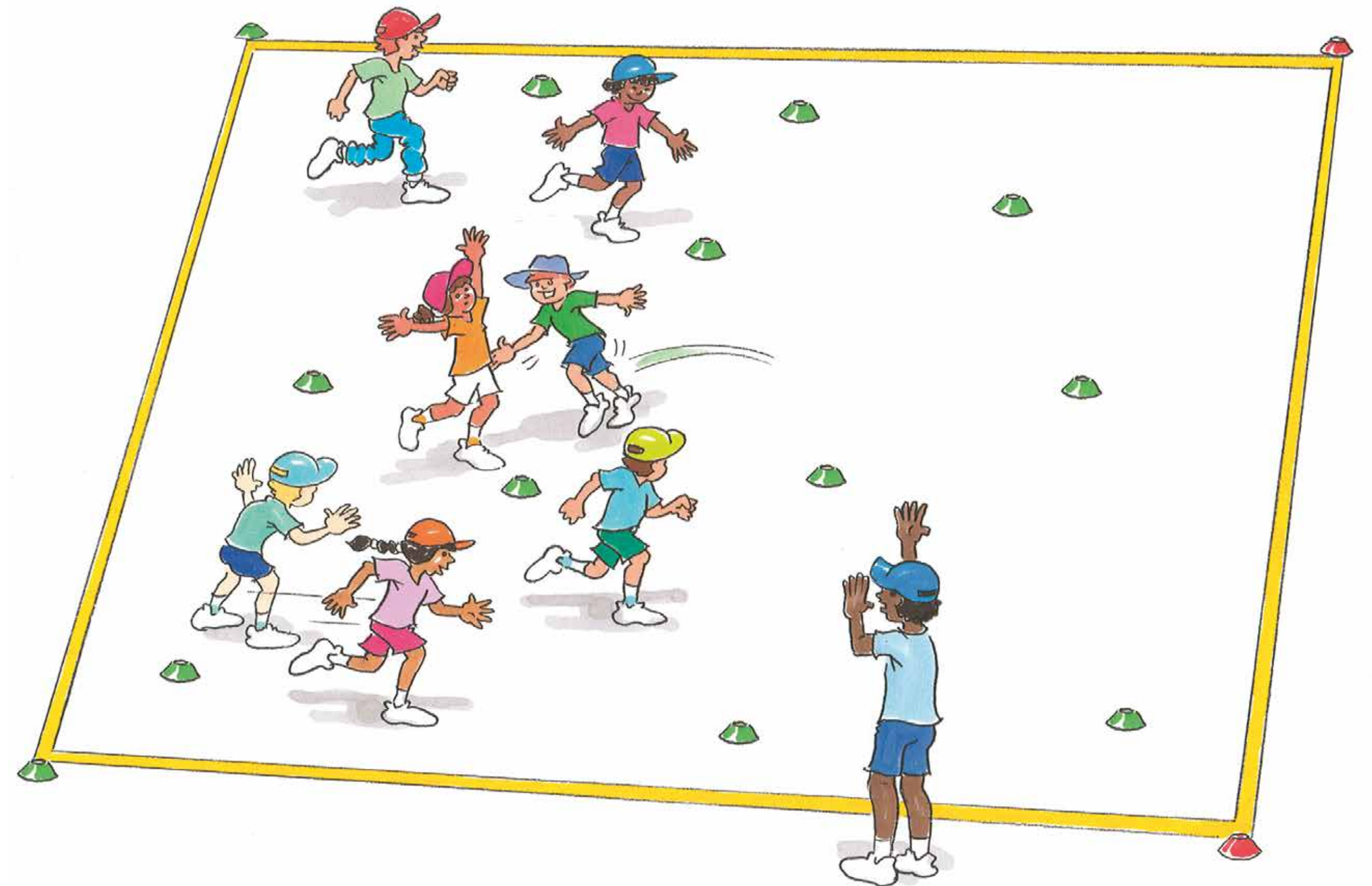
- Movement
- Dodging

EQUIPMENT

- 1 set of marker cones (25); 2 bibs or sashes

What to do:

- Place a series of markers (treasure) in one-third of a court.
- Allocate one or two players as defenders (use bibs or sashes to distinguish defenders).
- Attackers use a variety of movements to try and collect as much 'treasure' as possible without being tagged by the defender(s).
- If a defender tags an attacker, they score a point. If an attacker collects a marker, they score a point.
- Rotate defenders regularly.



Tip

- Encourage players to look up to avoid collisions with other players.

Change it

- Have two sets of markers and play as two teams.

Dodge and steal

Teams try to collect their opponents' netballs and return them to their own half.

LESSON 2

- GET INTO IT
- 20 MINUTES

SKILL FOCUS

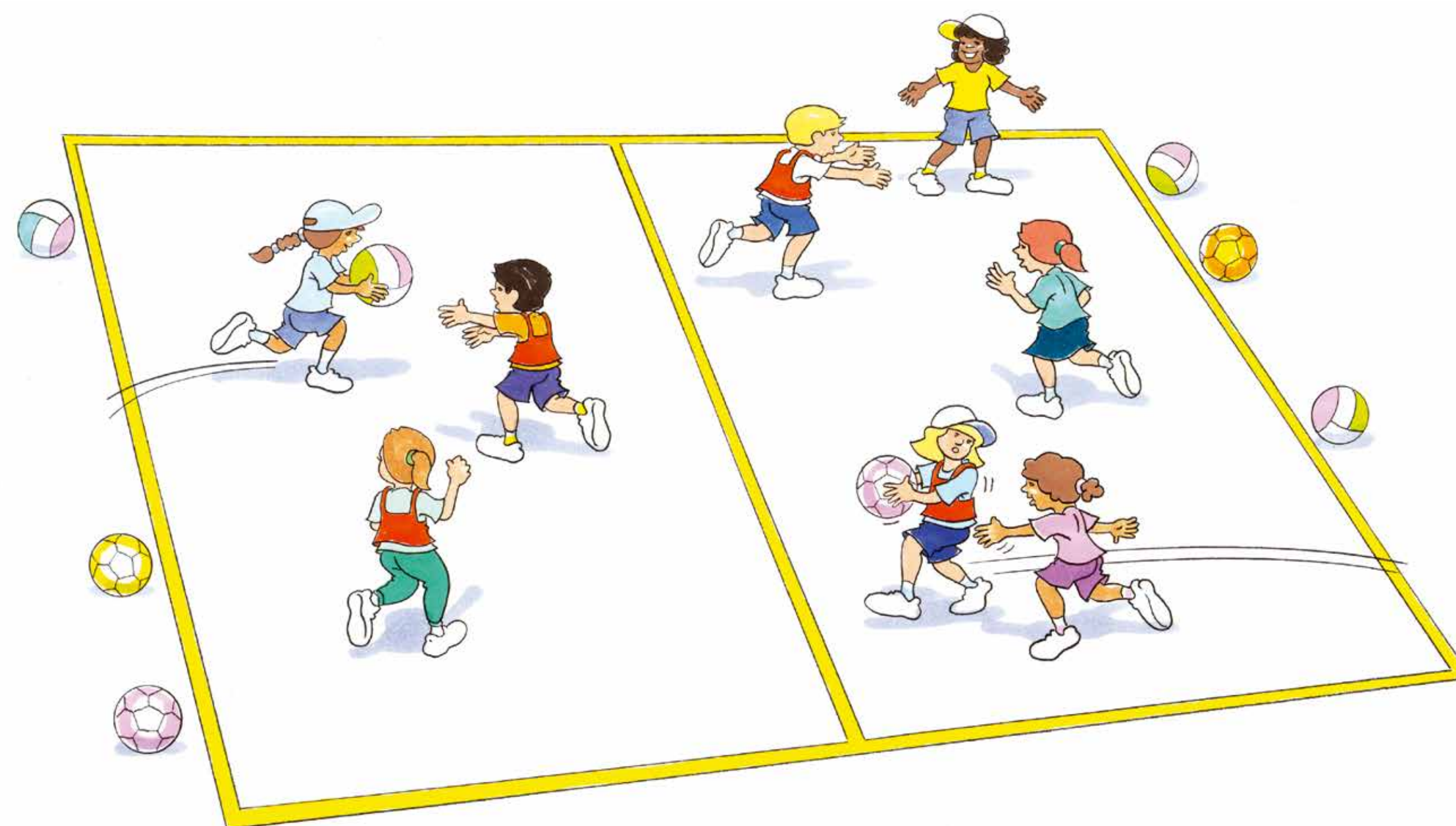
- Dodging
- Changing pace
- Movement

EQUIPMENT

- 10 netballs (or less than the players involved); 1 set of bibs or sashes; marker cones to define the playing area

What to do:

- Organise players into two even teams, each in two-thirds of the court (or divided space).
- Place a number of balls behind each goal line.
- Players try and steal the other team's balls and return them to their own half without being tagged by the other team.
- If players are tagged they return the ball and start again from their line.



Tips

- Players can only take one ball at a time.
- Call 'Time out!' for teams to strategise.
- Run multiple games to ensure high activity levels.

Change it

- Play without tagging first and the winning team is the one with the most balls on their goal line.
- Increase the number of balls.

Follow the ball

Players in a circle pass a netball to one another. Once the ball is passed the player moves to where they passed it. Play in groups of 6 to 10.

LESSON 2

- PLAY IT
- 10 MINUTES

SKILL FOCUS

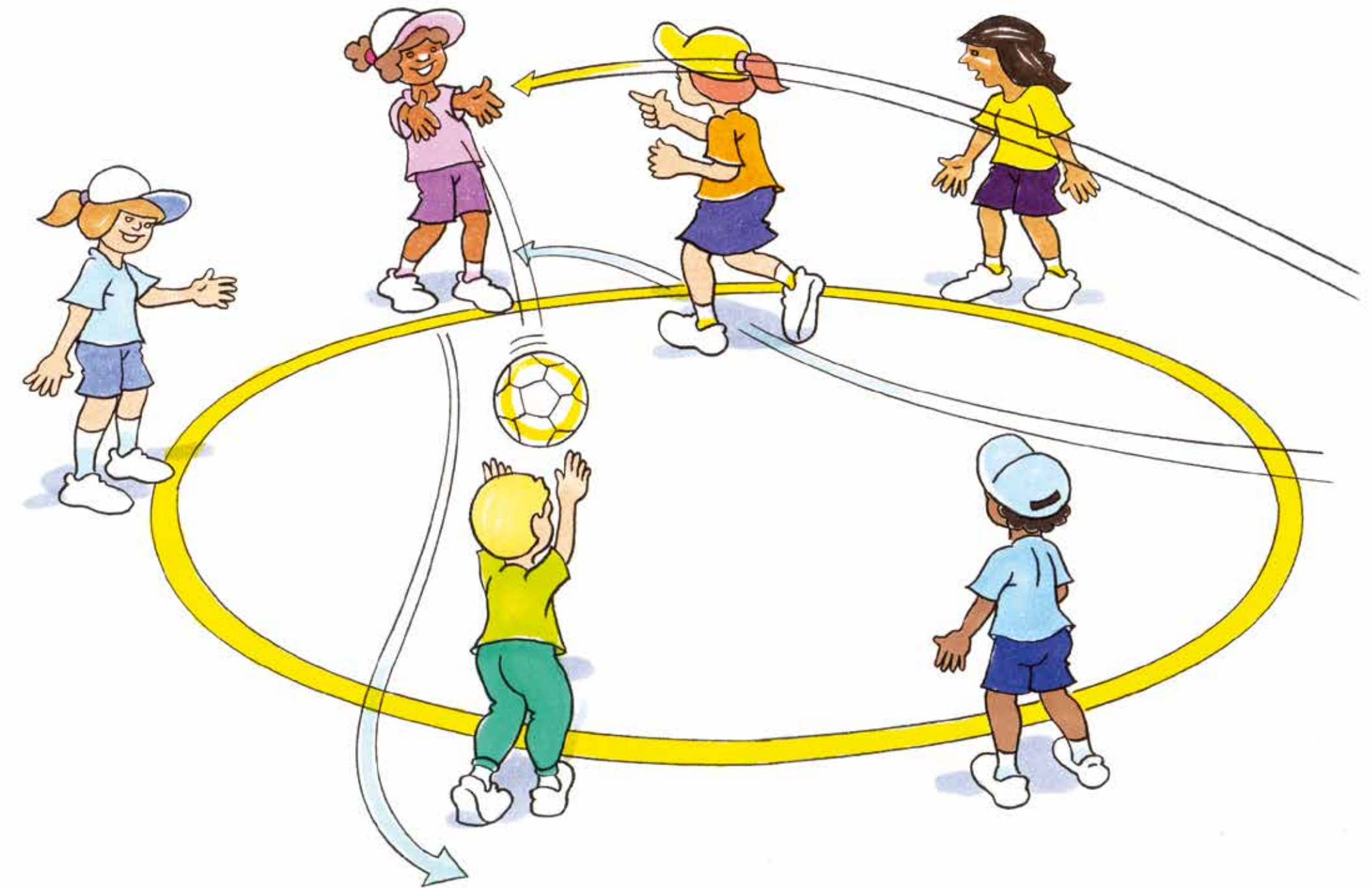
- Passing and catching

EQUIPMENT

- 1 netball per group

What to do:

- Form circles with one ball per group.
- Players pass the ball to another player not directly beside them, then follow their pass and stand directly behind the player they threw it to.
- The player who receives the ball passes it to another player and follows their pass.



Tips

- Encourage players to use the name of the player they are passing to.
- Remind players about having hands ready to catch the ball.
- Encourage chest passes that are not too hard or too soft.

Change it

- Make the circle larger to encourage a shoulder pass.

What did you learn?

The coach asks questions to reinforce the key skills from the session.

LESSON 2

- FINISH UP
- 5 MINUTES

Coach asks:

- Why is it so important to change direction in a game of NetSetGO?
- Why do we change pace in a game of NetSetGO?
- Why do we push off our outside foot to change direction?
- What happens if you contact someone in a game of NetSetGO?



Playing for Life — NetSetGO

3

SKILL FOCUS

- A** Movement
- B** Changing direction
- C** Changing pace
- D** Dodging
- E** Passing and catching
- F** Attacking

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres by 15 metres

EQUIPMENT

1 netball per player; 4 sets of bibs or sashes;
1 set of marker cones (25); 1 stopwatch or clock

ACTIVITIES

- Sports arena 10 minutes
- Coach says 5 minutes
- Pairs passing 10 minutes
- 4 square 10 minutes
- Find the goal line 15 minutes
- Let's see it 5 minutes
- What did you like? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Sports arena

Players use different movement skills to evade a defender while they run to a designated location.

LESSON 3

- START OUT
- 10 MINUTES

SKILL FOCUS

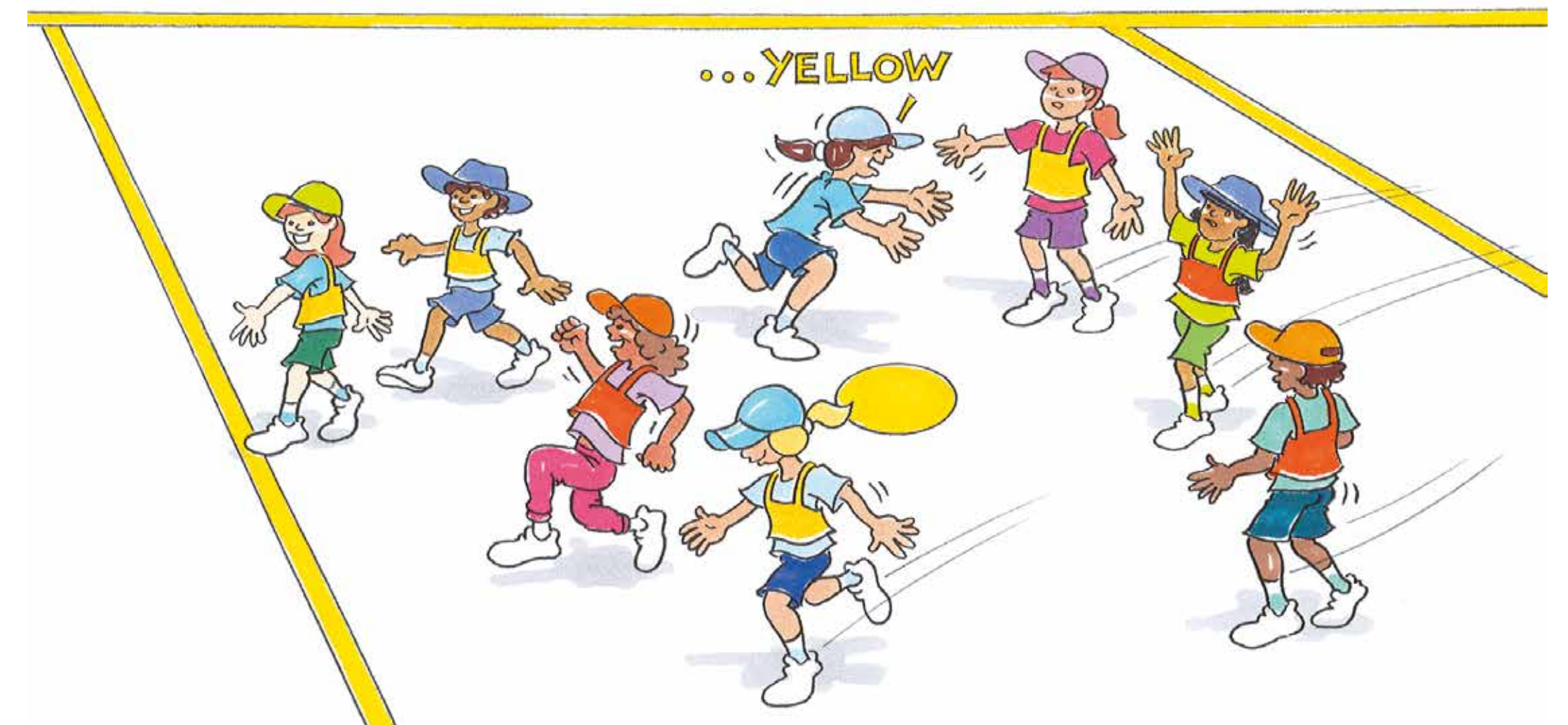
- Movement
- Changing direction
- Changing pace
- Dodging

EQUIPMENT

- 4 sets of bibs or sashes (various colours)

What to do:

- All players wear bibs or sashes of varying colours and line up on one side of the playing area.
- One player stands in the middle of the playing area and is the 'green keeper'.
- The players ask 'Mr Green Keeper, may we cross your sports arena?'
- The green keeper responds, 'Yes, if you are wearing [a designated colour of a bib or sash].'
- Players wearing the designated colour cross the playing area safely.
- Players without the designated colour aim to run across the playing area without being tagged.
- Players caught join the green keeper and assist in tagging other players.
- Play re-starts once all players have been tagged.



Tip

- Encourage players to look up to avoid collisions with other players.

Change it

- Players perform different movements when crossing (skipping, hopping).
- Alter the size of the area to challenge either taggers or runners.

Coach says

Using the rules of 'Simon says' the coach calls out commands for players to perform various NetSetGO skills.

LESSON 3

- START OUT
- 5 MINUTES

SKILL FOCUS

- Movement

EQUIPMENT

- 1 netball per player

What to do:

- Each player has a ball.
- When you call out, 'Coach says ...' with an action, players demonstrate that action. For example, players:
 - perform a dodge
 - bounce a ball
 - throw a ball in the air and catch it.
- Players freeze on the spot if you call an action without saying, 'Coach says' first.



Tip

- Players are not eliminated if they are tricked by the coach. They can perform a skill such as pivoting on the spot or scoring a goal at a nominated target before returning to the game.

Change it

- Players walk or slowly jog from one end of the playing area to the other while performing actions.
- Play in small groups with one player calling the 'Coach says ...' actions.

Pairs passing

On the coach's signal, players in pairs pass a netball to each other three times between a gate (two cones), then move to other gates to repeat the activity – continue for 30 seconds. Pairs score a point for each gate they pass a ball through.

LESSON 3

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

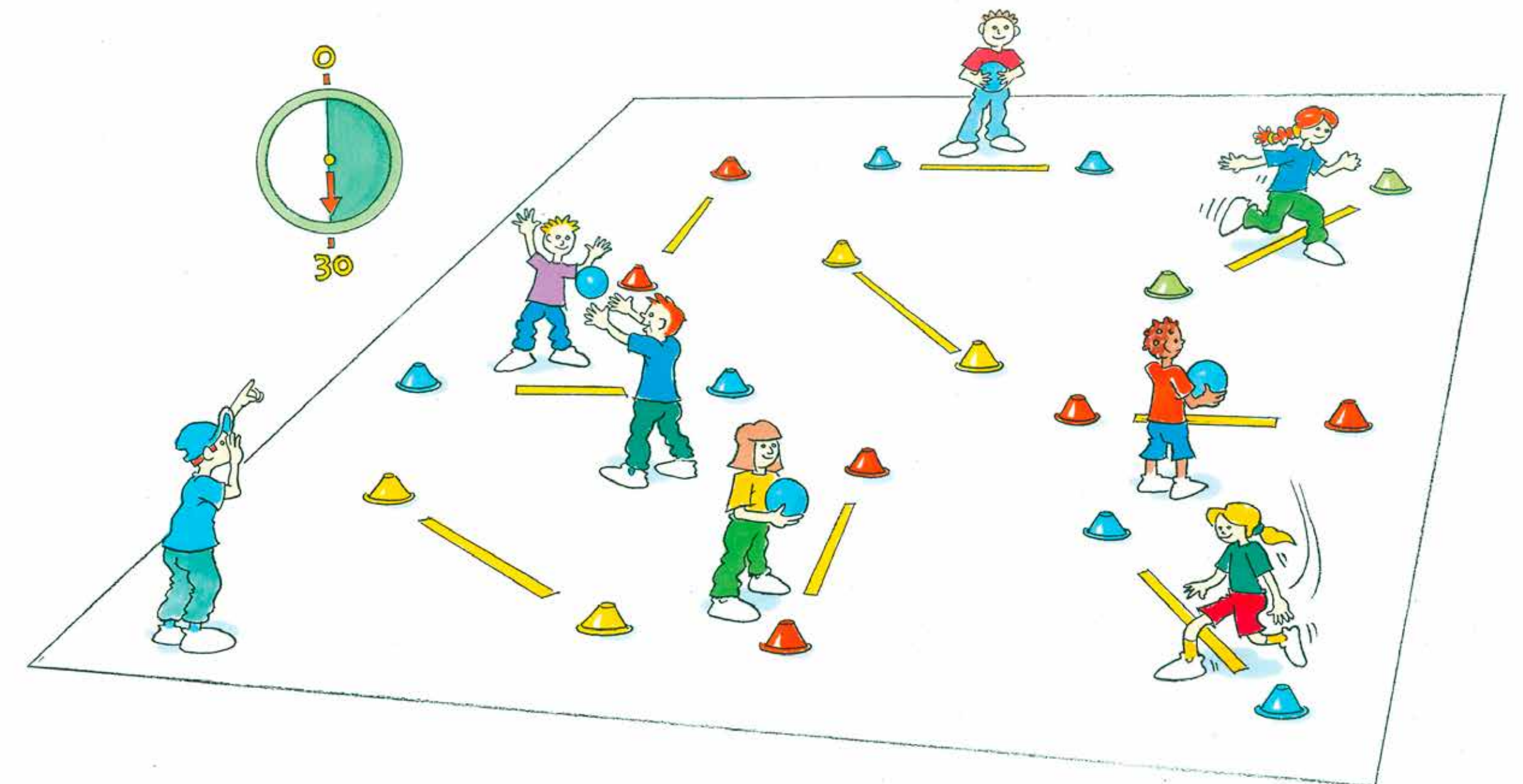
- Passing and catching

EQUIPMENT

- 1 netball per pair; 1 set of marker cones (20 to 24) to define the gates; bibs or sashes (if introducing defenders); 1 stopwatch or clock

What to do:

- Players set up a gate (two cones) within the playing area and face each other with a ball.
- On your signal, players pass the ball three times to each other, then run with the ball to a free gate and repeat the activity.
- Continue for 30 seconds until you call 'Stop!'
- Pairs score one point for each gate they pass the ball through three times.
- Repeat the activity with pairs trying to beat their own score.



Tips

- The game can be played with chest, bounce or shoulder passes.
- Ensure players keep their eyes up when moving between gates to avoid collisions.

Change it

- After three passes the player without the ball moves to find another player waiting at a gate with a ball.
- Nominate one or more players to intercept other pairs' balls. The interceptors must be moving for the intercept to count. No body contact.

4 square

Eight players are divided into two teams. A playing area is divided into four squares and a player from each team goes into a square. The team in possession of the netball passes it to team-mates in any of the other three squares, trying to avoid interception. Players remain in their square.

LESSON 3

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

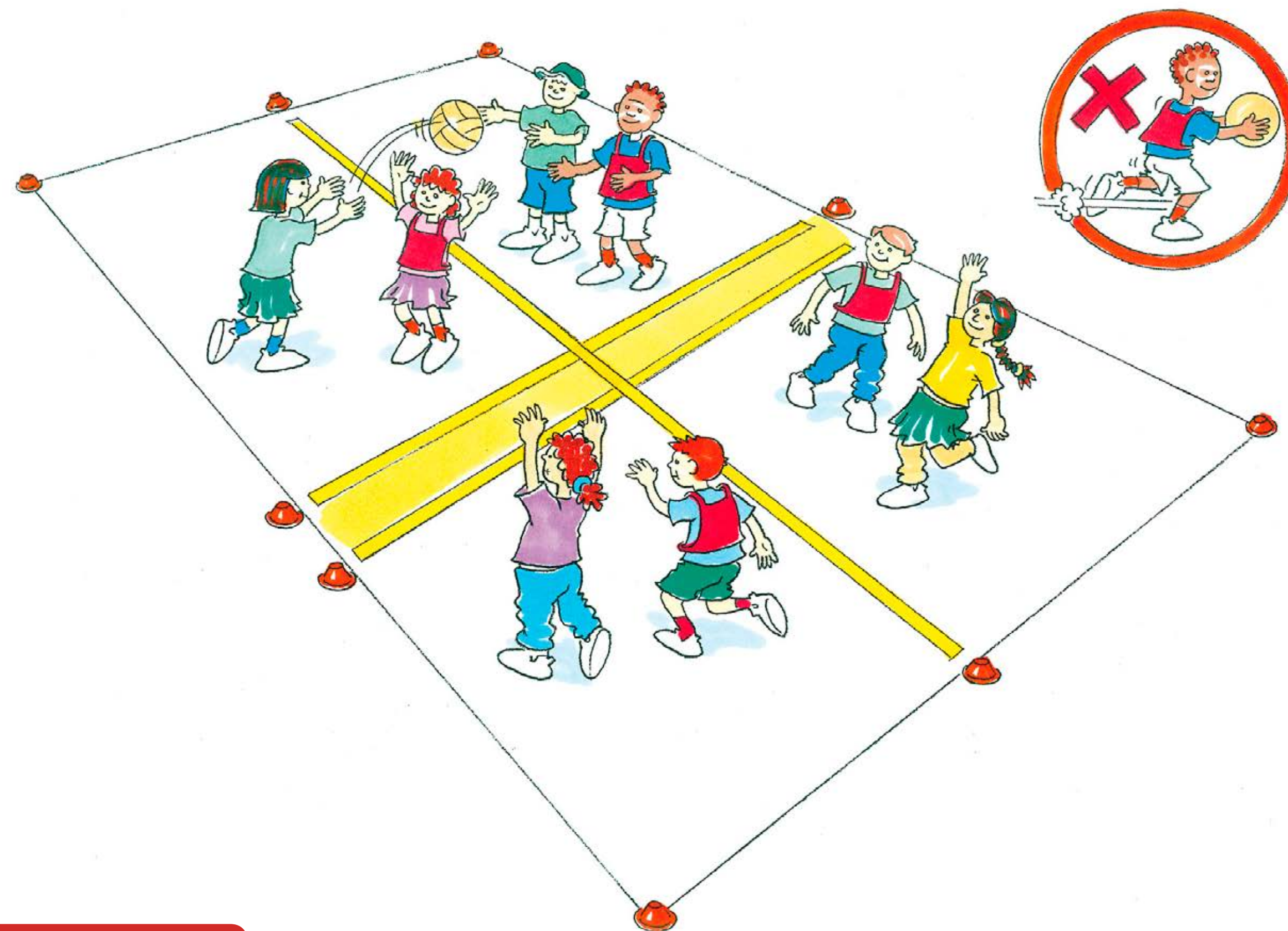
- Movement
- Passing and catching
- Defending
- Attacking

EQUIPMENT

- 1 netball per group; bibs or sashes; marker cones to define the playing area

What to do:

- Divide eight players into two even teams.
- One team takes possession of the ball (receivers) and tries to make as many passes as possible between team-mates. The other team (interceptors) tries to intercept the ball.
- Players can pass in any direction — no running with the ball.
- All players must remain in their own square.
- If the interceptors catch the ball or knock it out of play, they take possession.



Tips

- Try to match abilities in each square.
- Encourage the use of different passes (chest, bounce, shoulder).

Change it

- Vary the time each player has in possession before passing the ball on.
- Vary the area — bigger makes it easier for receivers, smaller makes it easier for interceptors.

Find the goal line

Players pass the netball to their team-mates to try to score at their goal line.

LESSON 3

- PLAY IT
- 15 MINUTES

SKILL FOCUS

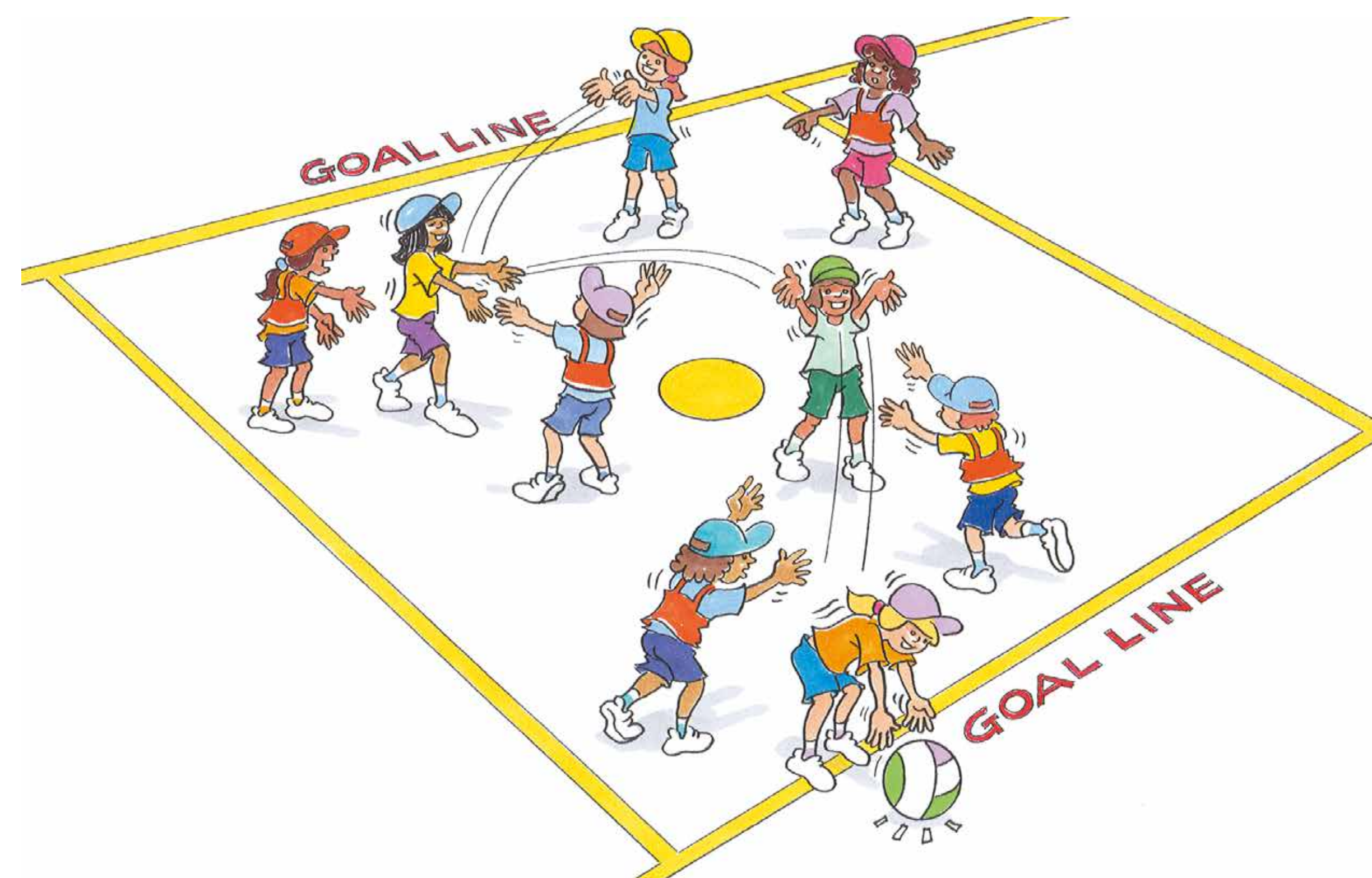
- Passing and catching
- Movement

EQUIPMENT

- 1 netball per game; 2 sets of bibs or sashes

What to do:

- Organise two even teams in the centre third.
- All members of the team must touch the ball at least once before the team can score.
- A point is scored if the ball is placed over the goal line.
- The opposition throws the ball in from that spot.
- NetSetGO rules apply.



Tips

- Encourage players to use the name of the player they are passing to.
- Call 'Time out!' and allow players to strategise.

Change it

- Remove the rule that all players have to touch the ball to score.
- Score a point for each successful pass.

Let's see it!

Select players to role model good passing techniques and ask the group questions to define elements of the skill. For example: how do you hold the ball for a chest pass?

LESSON 3

- FINISH UP
- 5 MINUTES



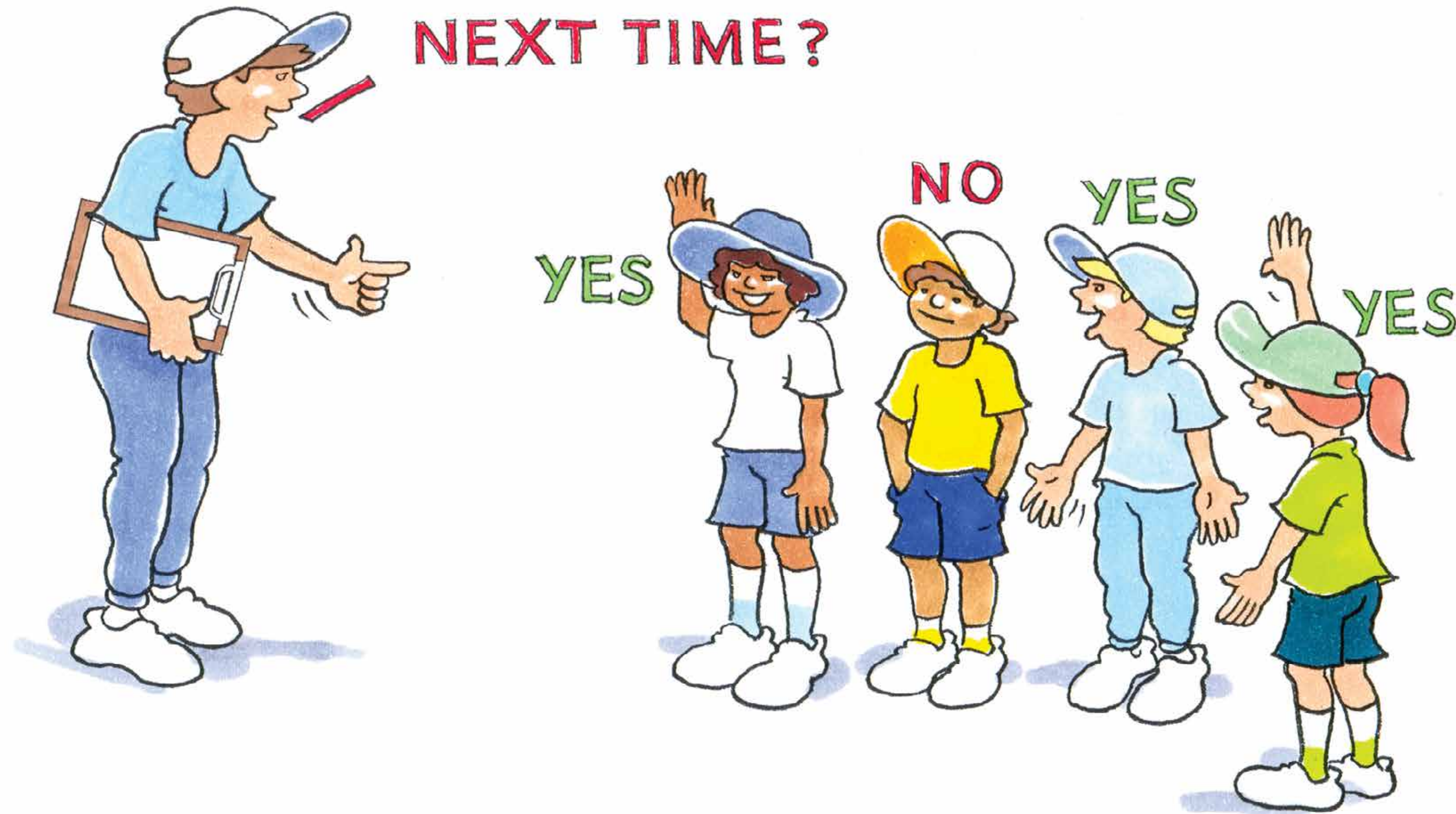
What did you like?

The coach asks players about the games to receive feedback.

LESSON 3

- FINISH UP
- 5 MINUTES

WHO WANTS TO
PLAY TODAY'S GAMES
NEXT TIME?



Playing for Life — NetSetGO

4

SKILL FOCUS

- A** Movement
- B** Shooting
- C** Passing and catching
- D** Dodging
- E** Teamwork

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres by 15 metres

EQUIPMENT

6 netballs; 4 sets of bibs or sashes; 1 set of marker cones (25); goal rings; hoops; bean bags; 1 stopwatch or clock

ACTIVITIES

- Scarecrow tiggy 10 minutes
- Throw into a hoop 15 minutes
- Tag pass 10 minutes
- Shooting rounders 20 minutes
- What did you learn? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Scarecrow tiggy

Players use different movements to avoid being tagged.

LESSON 4

- START OUT
- 10 MINUTES

SKILL FOCUS

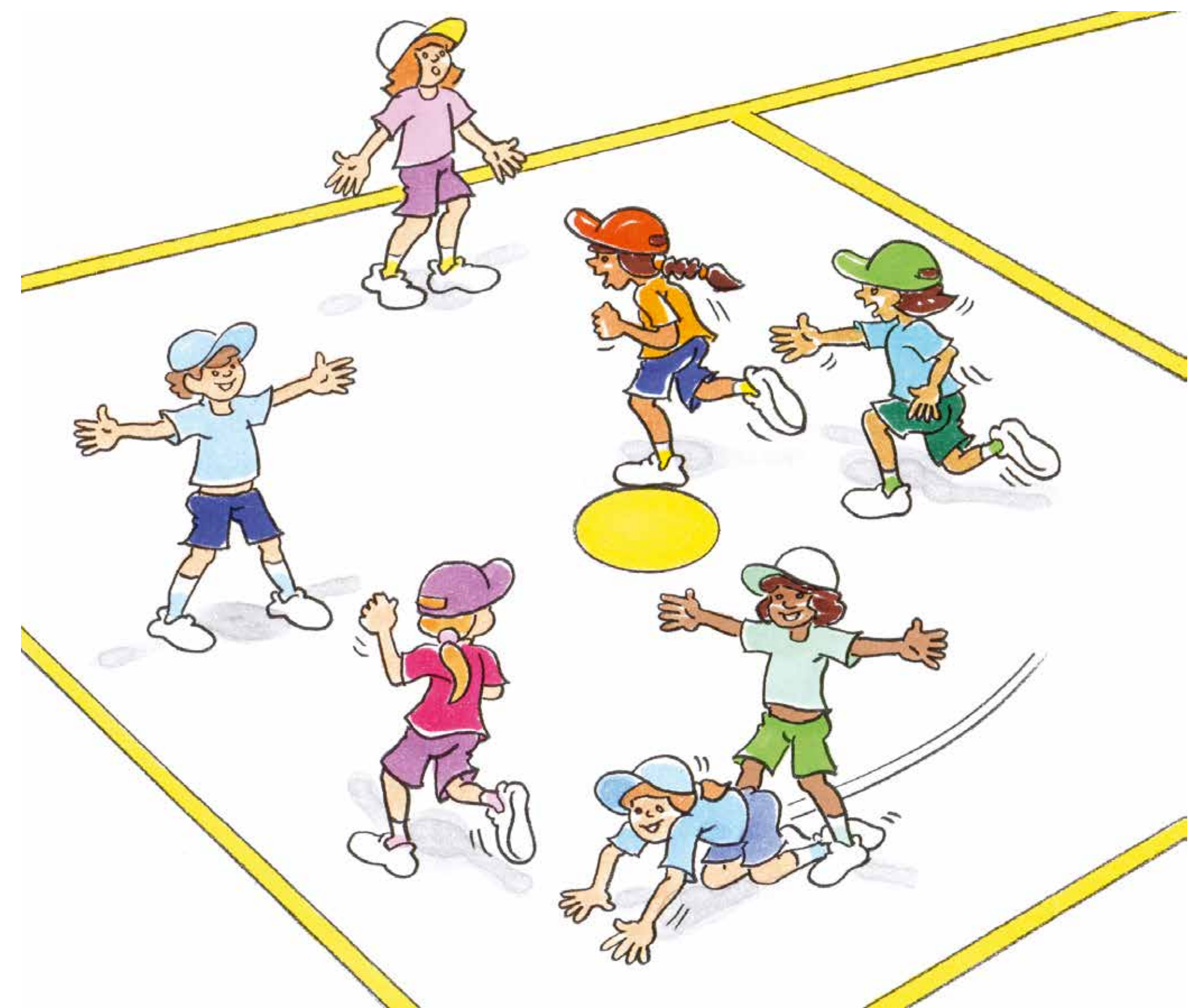
- Movement

EQUIPMENT

- 1 bib or sash

What to do:

- Nominate one player as the tagger.
- When the tagger catches the other players they become 'scarecrows'.
- Scarecrows are released when another player crawls underneath their legs.
- Limit space depending on numbers.



Tip

- If playing outside, players can just tag their team-mates to set them free.

Change it

- Increase the number of taggers.
- Reduce the size of the playing area.
- Change the type of movement (skip, hop, jump).

Throw into a hoop

Players throw bean bags at targets to score points.

LESSON 4

- START OUT
- 15 MINUTES

SKILL FOCUS

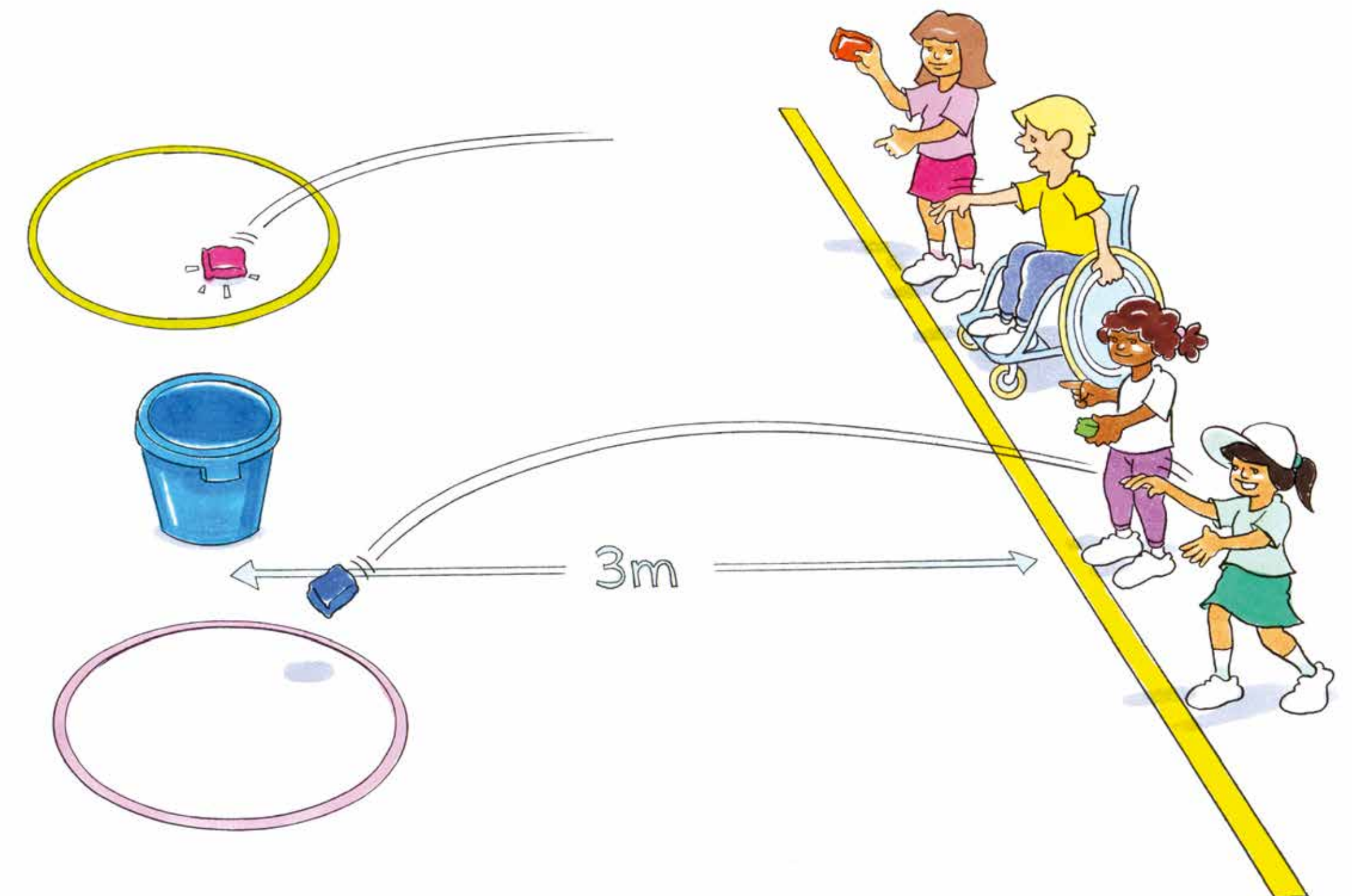
- Shooting

EQUIPMENT

- 1 set of marker cones (25); hoops, bins or buckets (as targets); bean bags (at least 1 per player)

What to do:

- Set up a number of different sized targets three metres from the shooting line.
- Players take it in turns to hit or get an object into a target. Players score points according to the target they hit.
- Repeat four times from the same position, then rotate.
- The highest score wins.



Tip

- Use floor discs inside a hoop to make a smaller target.

Change it

- Vary the size of targets and the distance from the throwing line.
- Play team against team so total scores count, not individual tallies.
- All players try to hit a target at the same time on the coach's signal.
- Allocate one point for hitting a target if the object does not go in.

Tag pass

Players are split into two teams of passers and dodgers. The attackers (passers) aim to pass the netball to each other and tag the dodgers with the ball. Play in teams of 8 to 10.

LESSON 4

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

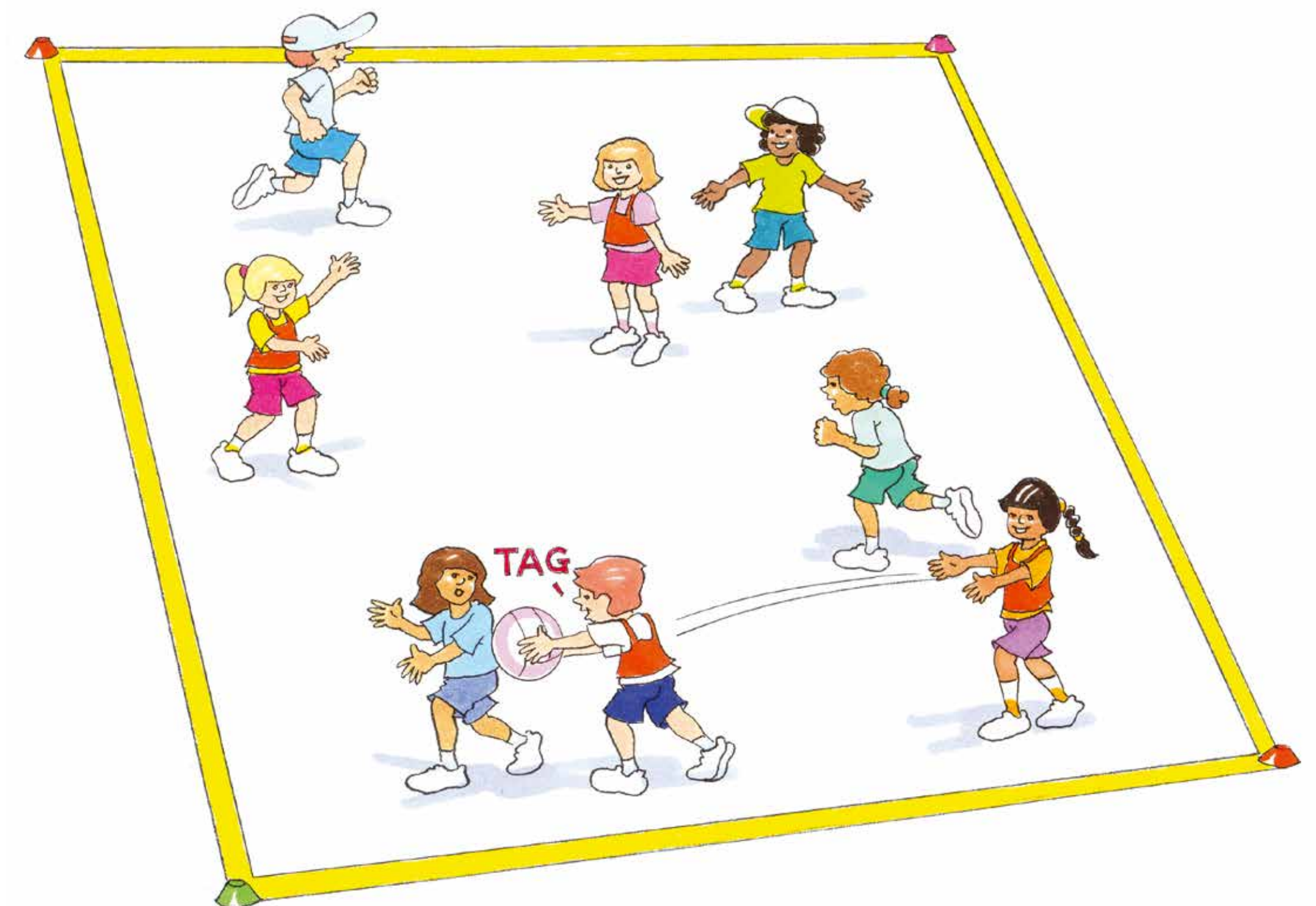
- Passing and catching
- Dodging

EQUIPMENT

- 1 netball per game; bibs or sashes; marker cones to define the playing area

What to do:

- Organise players into two teams of passers and dodgers.
- Within the playing area, the passers aim to pass the ball to each other and tag the dodgers with the ball.
- A tag is made when the passer uses the ball to touch the player (the ball is not to be thrown).
- NetSetGO rules apply, whereby passers cannot move with the ball.
- Once tagged, dodgers join the passing team. The aim is to tag everyone.



Tips

- Encourage the passing team to work together in order to tag the dodgers.
- Encourage the dodgers to use their dodging skills learned in previous sessions.

Change it

- Vary the area — bigger makes it easier for dodgers, smaller makes it easier for passers.
- Instead of dodgers becoming passers when tagged, passers can simply count how many tags they make in a certain time period.

Shooting rounders

Players try to score points for their team by scoring a goal before the running team completes a circuit. Play in teams of 5 to 6.

LESSON 4

- PLAY IT
- 20 MINUTES

SKILL FOCUS

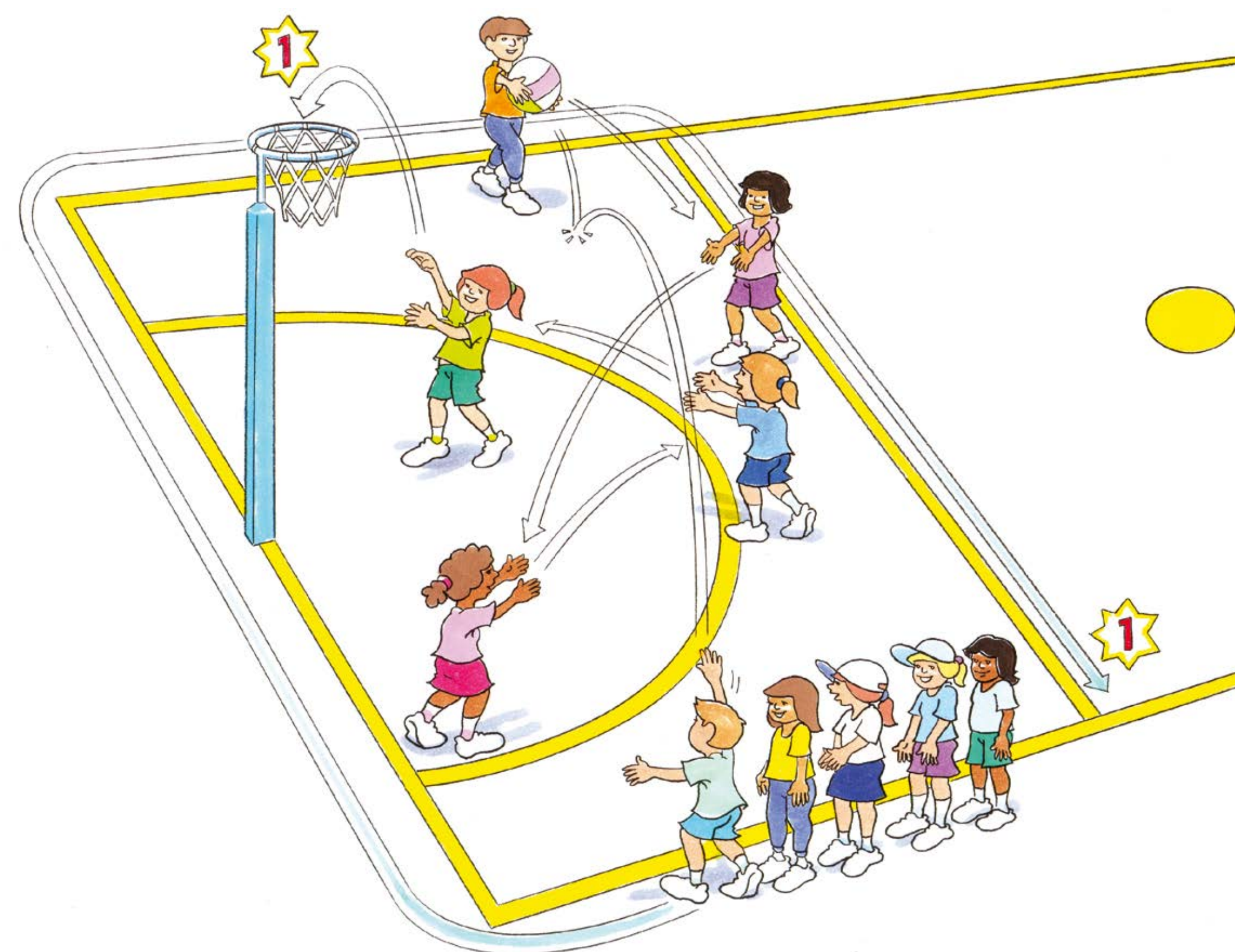
- Shooting
- Teamwork

EQUIPMENT

- 1 netball; goal ring (if available) or hoop

What to do:

- Organise players into two even teams (5 to 6 players per team).
- The shooting team stands in front of the goal ring (or alternatively a target on a wall or hoop held to the side by a player).
- The running team starts at the sideline.
- The first running team player throws the ball into the goal third and then runs around the outside of it.
- The shooting team retrieves the ball and passes it to each team member until the ball reaches the player under the goal post who takes a shot.
- If the player running completes a circuit first, they score a point.
- The shooting team scores a point if they score a goal before the runner reaches home.
- Repeat for each member of the running team.
- Teams change roles after all of the running team has had their turn passing.



Tip

- Call 'Time out!' for teams to strategise.

Change it

- Alter the running distance to make it more attainable to complete a circuit before a goal is scored.
- Set a boundary that players have to shoot from.

What did you learn?

The coach asks players questions to reinforce the key elements of a shooting technique. When shooting it is important to remember BEES.

LESSON 4

- FINISH UP
- 5 MINUTES

Coach asks:

- **Balance** — how do you keep your balance when shooting?
- **Eyes** — where do you look when shooting?
- **Elbows** — how do we hold our elbows when shooting?
- **Swish** — what noise does the ball make when it is successful without hitting the ring?



Playing for Life — NetSetGO

5

SKILL FOCUS

- A** Movement
- B** Defending
- C** Space awareness

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres by 15 metres

EQUIPMENT

1 netball per group; 1 set of bibs or sashes; 1 set of marker cones (25);
1 stopwatch or clock

ACTIVITIES

- Partner connection 10 minutes
- Fox and geese 5 minutes
- Leading defender 10 minutes
- Keep the ball 10 minutes
- Touch down 20 minutes
- What did you learn? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Partner connection

Players move around an area and join body parts to form groups.

LESSON 5

- START OUT
- 10 MINUTES

SKILL FOCUS

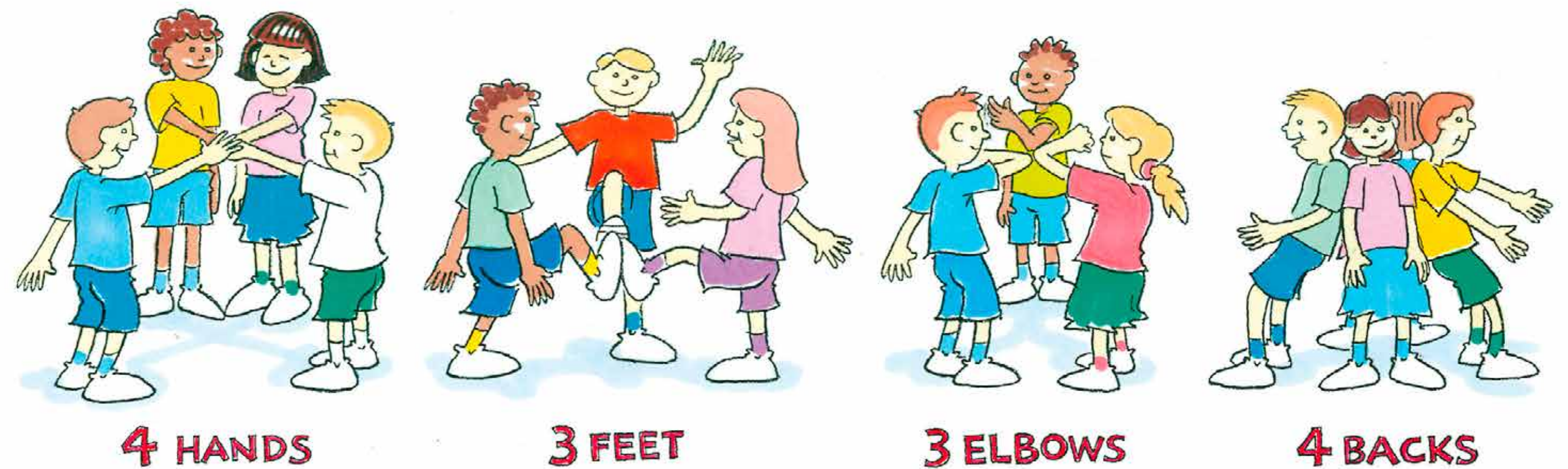
- Movement

EQUIPMENT

- None

What to do:

- Players move around using a variety of movements (running, skipping, hopping, jumping, leaping).
- When you call out a number and a body part, players must form groups of that size and connect the correct body part.



Tip

- Try several group sizes before you get to the number you would like for the next activity (start by calling 'Twos', then 'Threes', and finally the group size you want, such as 'Fours').

Change it

- Tell players they cannot connect with the same person twice in a row.

Fox and geese

Players (geese) form a circle, with another player (fox) standing outside the circle trying to tag a nominated 'goose' in the circle. Play in groups of four.

LESSON 5

- WARM UP
- 5 MINUTES

SKILL FOCUS

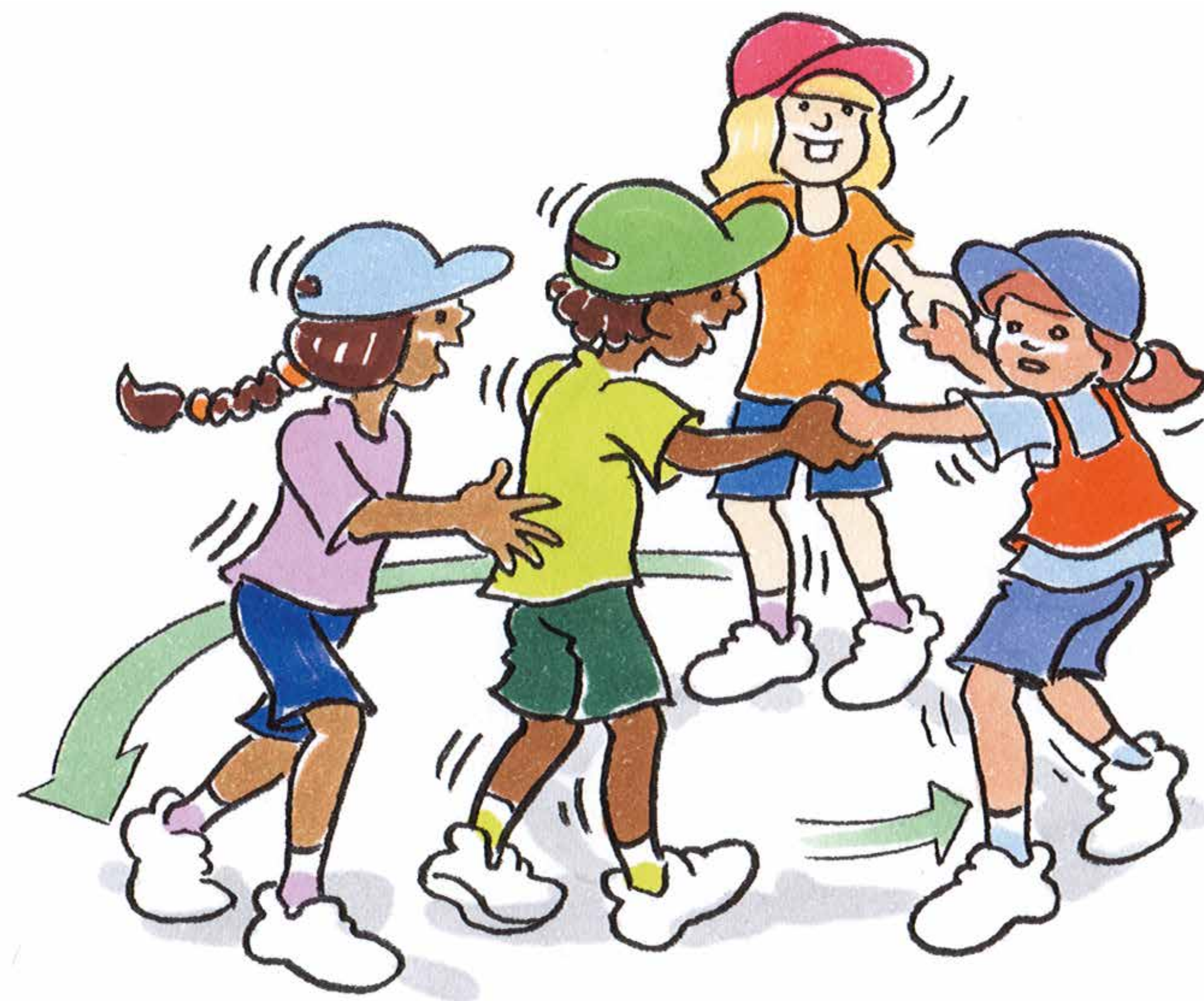
- Movement

EQUIPMENT

- 1 set of bibs or sashes

What to do:

- Players decide who will be the 'fox' and the nominated 'goose' to be chased.
- Place a bib or sash on the nominated 'goose' in each group.
- The three 'geese' form a circle with the 'fox' standing outside it.
- The 'fox' aims to tag the nominated player in the circle.
- Players keep the circle intact and aim to reposition the group to protect the 'goose' from being caught by the 'fox'.
- The 'fox' cannot go under the arms of the players protecting the 'goose'.
- After a designated timeframe or after tagging the 'goose', players change roles.



Tip

- Spread groups out to avoid collisions.

Change it

- Two players in the circle can be the nominated 'geese' and the 'fox' can touch either one.
- Add a time limit for the 'fox' to catch the 'geese'.

Leading defender

Players attempt to move the distance of 1.2 metres in a defensive position. The player who does this the quickest becomes the leading defender.

LESSON 5

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

- Defending

EQUIPMENT

- Marker cones to define the playing area

What to do:

- Players line up along a line.
- Face the group — the first person on your right is the leading defender.
- Tell the group who is the leading defender.
- Explain the action you want to see (defending a wide pass, high pass, bounce pass, shot).
- When you call 'Defend the pass!', players must get back 1.2 metres and put their hands up to defend.
- If a player is slower than the person on their right (your left), they move down one spot.
- The aim is to be the quickest and become the leading defender.



Tips

- Ask the players what positions their arms could be in for what purposes, then either let them choose a position or nominate the pass/shot to be defended.
- Play in a few small groups.

Change it

- Remove the competition.
- Change the defensive arm positions (wide pass, high pass, bounce pass, shooting).

Keep the ball

Attacking players aim to make five successful passes without the netball being intercepted. Play in groups of five.

LESSON 5

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

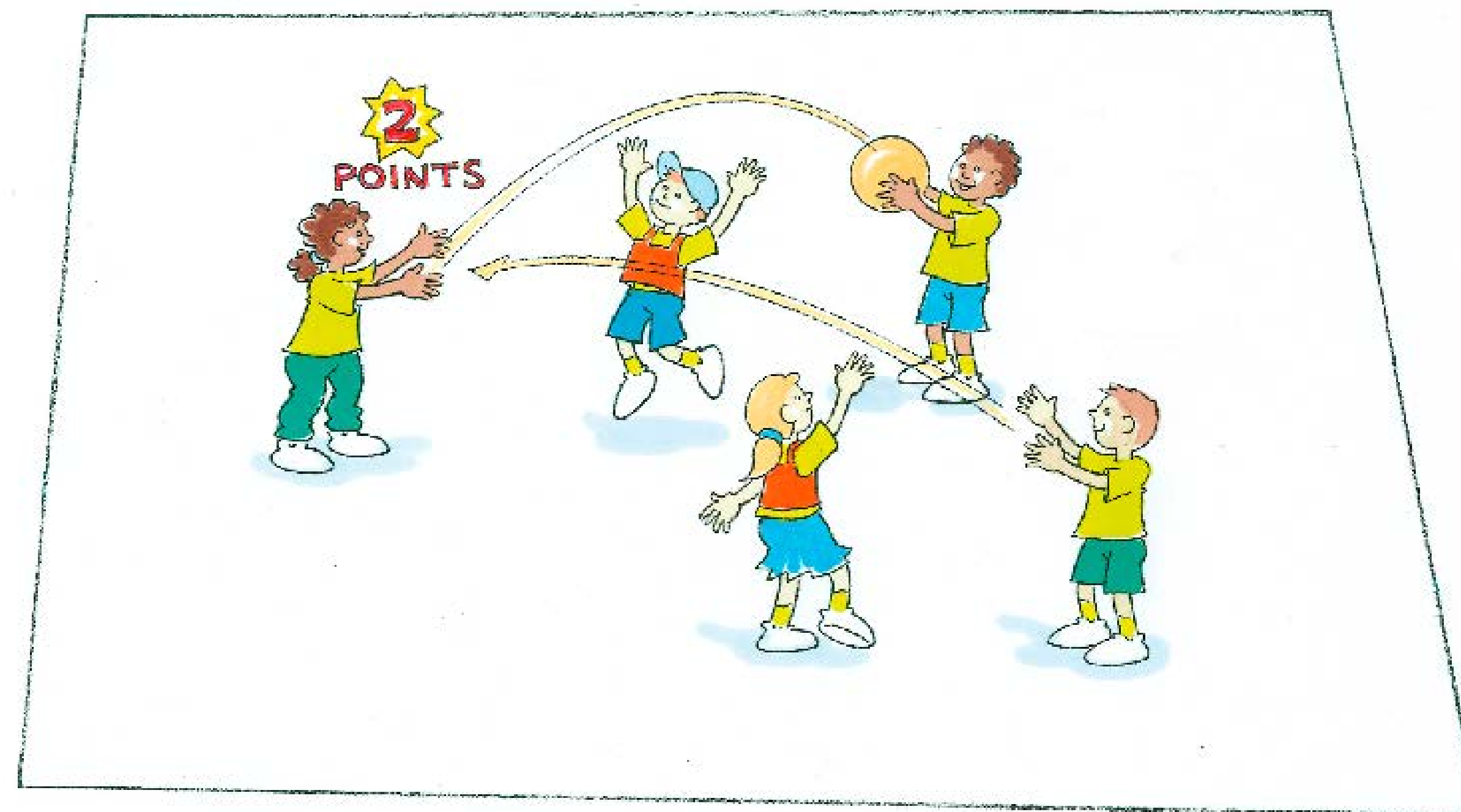
- Defending

EQUIPMENT

- 1 netball per group; 1 stopwatch or clock

What to do:

- Organise three attackers and two defenders, distributed over the playing area.
- The attackers aim to make five passes without the ball being intercepted.
- Each five passes scores a point.
- NetSetGO rules apply.



Tip

- Change the team size — try different combinations (3 v 4, 2 v 3).

Change it

- Set a time limit (45 seconds). The team without the ball counts how many times they can tip or intercept it.
- Make it a competition between groups and change the opposition.

Touch down

Two teams aim to gain possession of a netball and score a goal by touching it across the opposition's goal line. Play in teams of 6 to 8.

LESSON 5

- PLAY IT
- 20 MINUTES

SKILL FOCUS

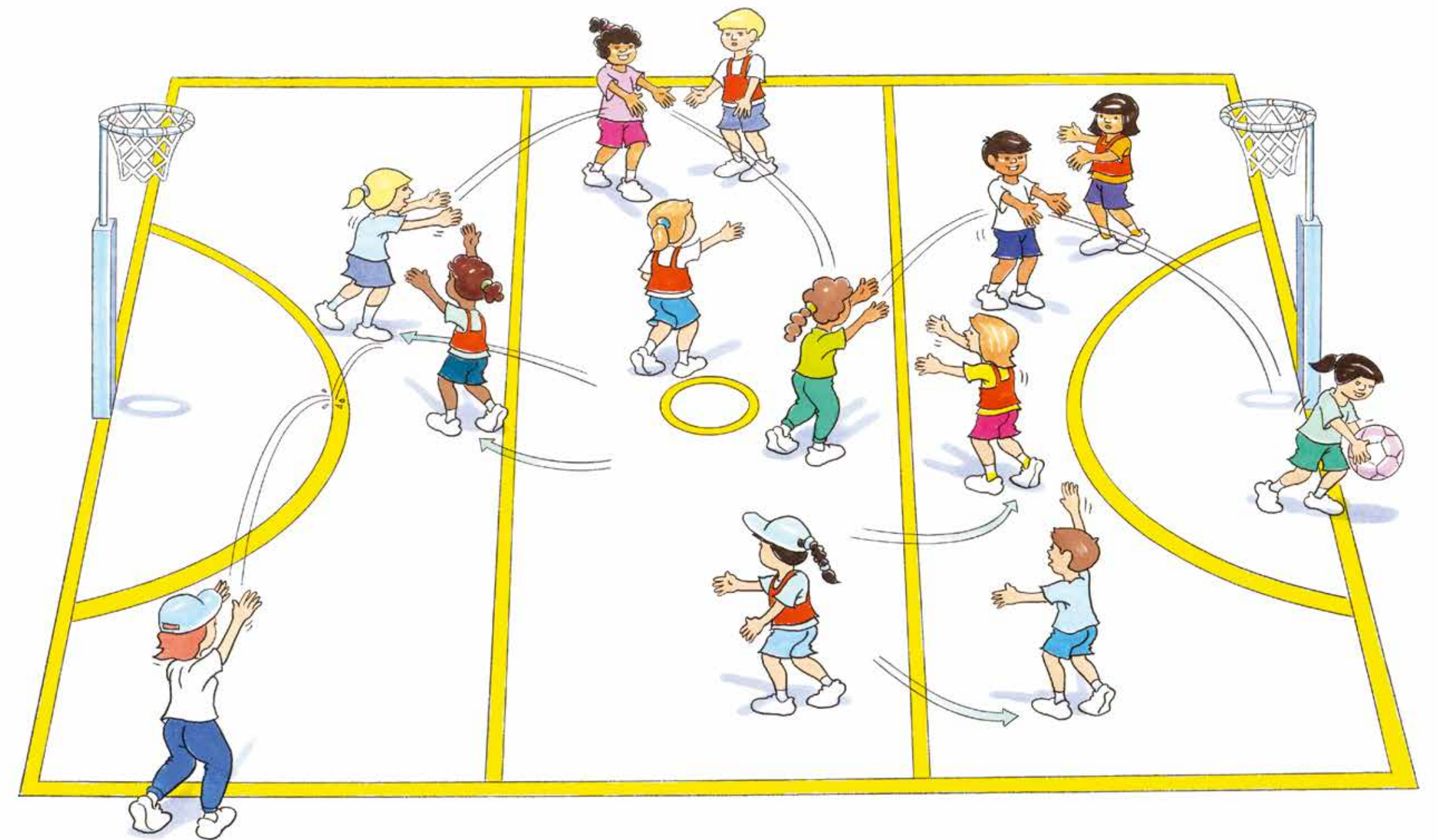
- Space awareness
- Defending

EQUIPMENT

- 1 netball per group; 1 set of bibs or sashes

What to do:

- Organise two equal teams of 6 to 8 players.
- Players begin in the centre third.
- Throw the ball into the goal third and one player from each team tries to gain possession. The team that gains possession is the attacking team.
- The attacking team passes the ball to try and score a goal by touching it across the opposite goal line.
- Play re-starts after a goal is scored or the ball is turned over.



Tip

- Ensure all attacking players are passed the ball before a goal is scored.

Change it

- Number players, or use position names on netball bibs, and call a number or position so only those players can gain possession.

What did you learn?

The coach asks players questions to reinforce the key elements of defending.

LESSON 5

- FINISH UP
- 5 MINUTES

Coach asks:

- What is the distance required to put your arms up in front of an opponent?
- Can your hands go up before you are back 1.2 metres?
- How do you avoid your defender?



Playing for Life — NetSetGO

6

SKILL FOCUS

- A** Movement
- B** Passing and catching
- C** Dodging
- D** Shooting
- E** Attacking
- F** Defending

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres by 15 metres

EQUIPMENT

10 netballs; 2 sets of bibs or sashes; 1 long rope; 1 set of marker cones (25); floor discs

ACTIVITIES

- Here! There! Nowhere! 5 minutes
- In the river, on the bank 5 minutes
- Long rope circuit 15 minutes
- Beat the ball 10 minutes
- Find the goal line 20 minutes
- What's ahead? 5 minutes



[RETURN TO LESSON OVERVIEW](#)

Here! There! Nowhere!

On a call from the coach, players run towards them ('Here!'), away from them ('There!') or do an activity on the spot ('Nowhere!').

LESSON 6

- START OUT
- 5 MINUTES

SKILL FOCUS

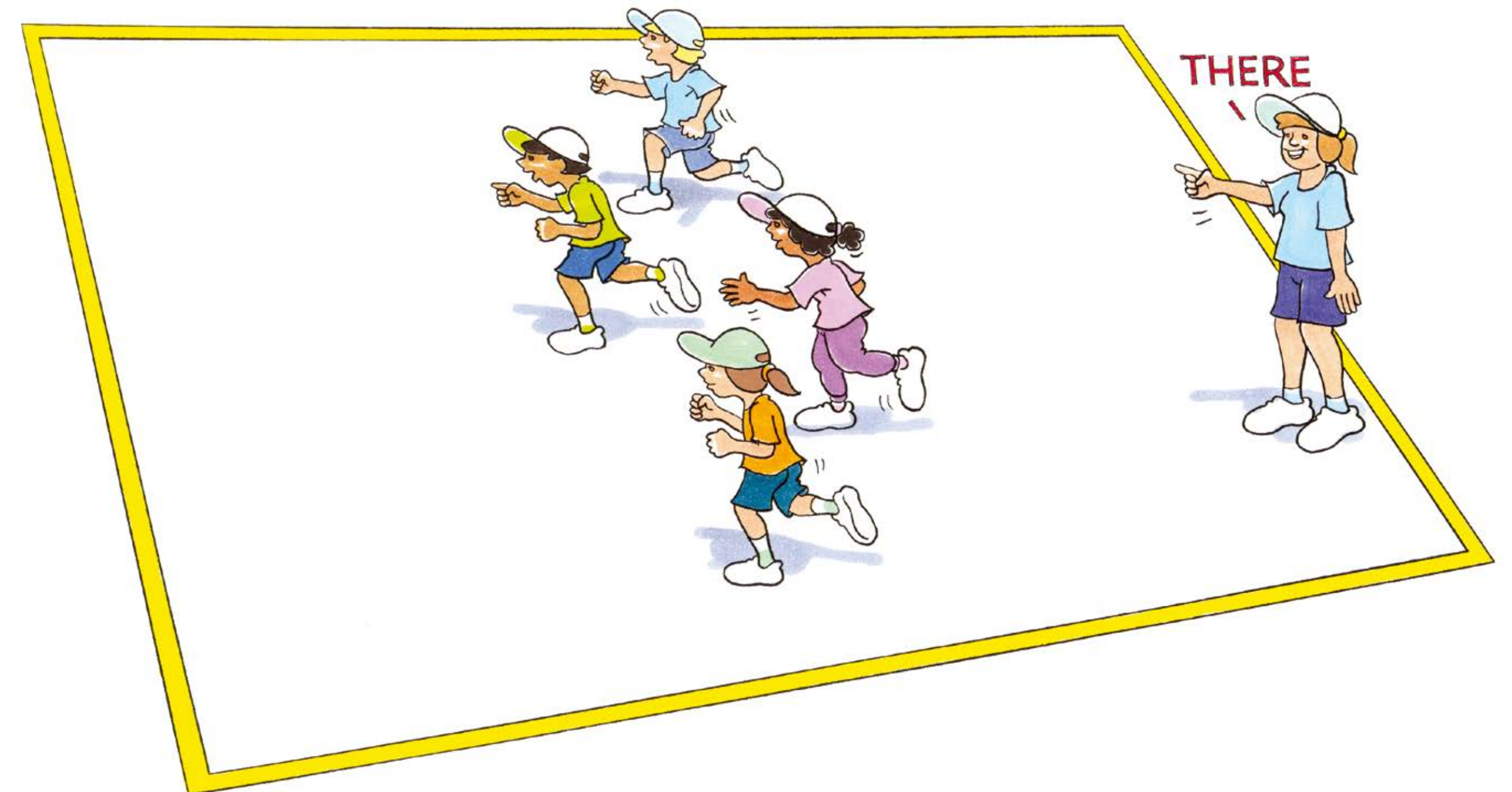
- Movement

EQUIPMENT

- None

What to do:

- Explain the actions then make random calls that the players follow:
 - **'Here! Stop!'** – all players run towards you. On 'Stop!', they land on one or both feet then pivot.
 - **'There! Stop!'** – all players side step away from you in the direction you are pointing. On 'Stop!', they land on one or both feet then pivot.
 - **'Nowhere!'** – all players stand on the spot and move into a defending position facing you.



Tip

- Remind players to keep their eyes up when running.

Change it

- Add different movement patterns around the court (hopping, skipping).

In the river, on the bank

Players start behind a line (bank) and jump over the line (river) on your command. Players attempt to balance in the area after landing.

LESSON 6

- START OUT
- 5 MINUTES

SKILL FOCUS

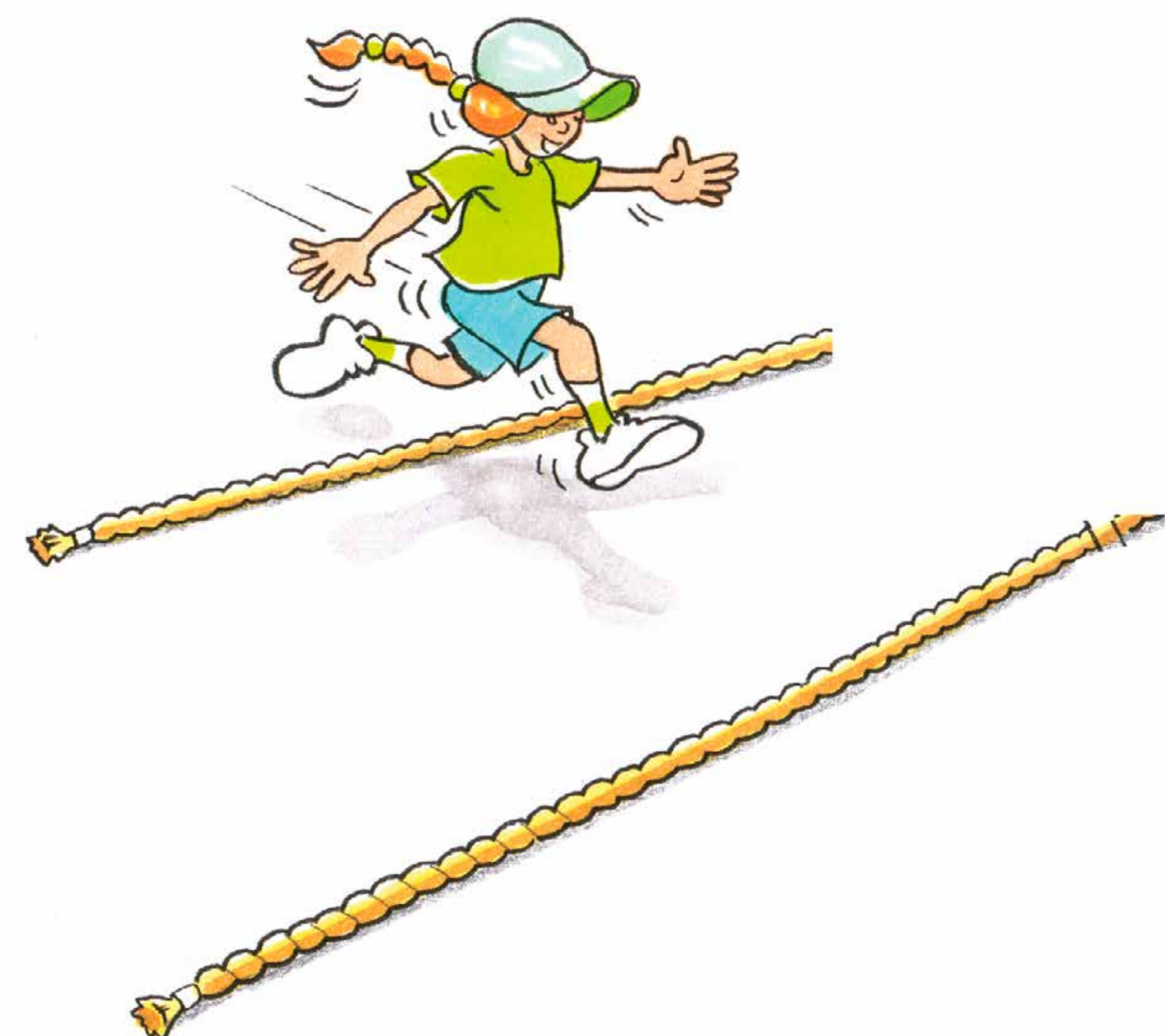
- Movement

EQUIPMENT

- 1 rope/line

What to do:

- All players stand behind a line (on the bank).
- Call out 'In the river!' and all players jump forward, or 'On the bank!' and all players stay put/jump back behind the line.
- You can try and trick the players by calling the area where they already are.
- Players must try and maintain their balance.
- If players fall, they perform an activity. For example, run to the opposite sideline then re-join the group, or jump up and land in a defending position, pivot then remain where they are.



Tip

- Change the pace of the calls.

Change it

- Change the type of jump players have to perform (two feet, one foot leap, hop).

Long rope circuit

In teams, players complete a circuit of various movements.

LESSON 6

- GET INTO IT
- 15 MINUTES

SKILL FOCUS

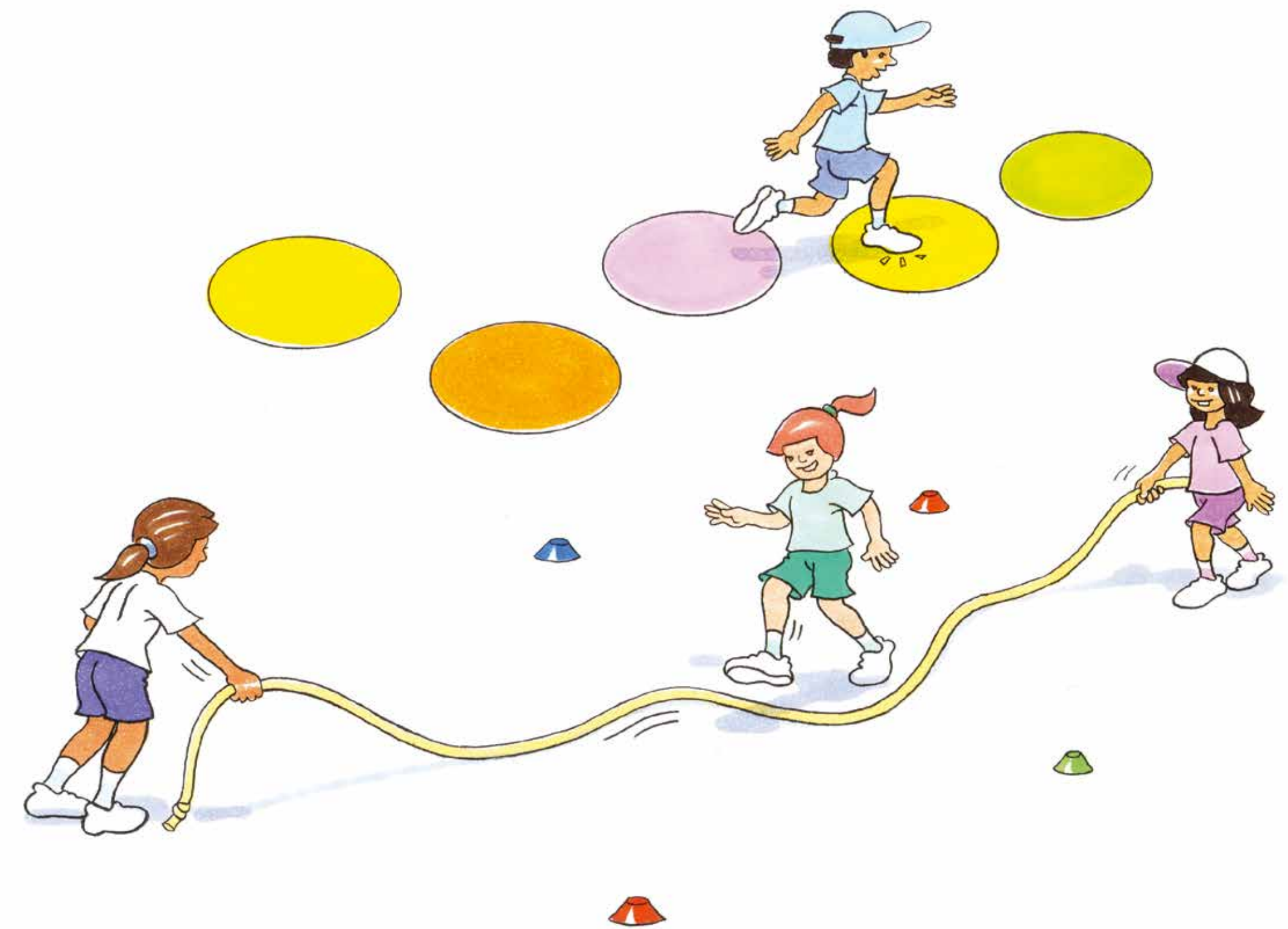
- Movement
- Dodging
- Shooting

EQUIPMENT

- 1 netball per group; 1 long rope; marker cones; 1 goal ring; floor discs

What to do:

- Organise players to line up in small groups of 3 to 4.
- Two players hold a long skipping rope, wiggling it from side to side on the ground replicating a snake.
- Players complete the circuit by running over the snake, dodging through the markers, leaping from floor disc to floor disc, shooting at goal and then returning to their line.
- Rotate players holding the rope after the other players have completed the circuit.



Tip

- Encourage players to start as soon as the front player has completed dodging through the markers so they aren't standing still for a long time.

Change it

- Change the swing of the rope. Players jump over the swing (rope moves side to side), players run under the moon (rope turns naturally), players run in and jump over the rope and run out (one at a time).
- Make it a competition between groups — fastest finished or highest points scored.

Beat the ball

Players form a circle with one person in the middle. The player with the netball passes it to the centre player and then runs around the outside of the circle. Players around the circle try and pass the ball back and forth using the centre player before the runner returns to their position. Play in groups of 6 to 10.

LESSON 6

- GET INTO IT
- 10 MINUTES

SKILL FOCUS

- Passing and catching
- Movement

EQUIPMENT

- 1 to 2 netballs per group

What to do:

- Organise players into groups of 6 to 10.
- Groups form a circle, with one person in the middle (appropriate distance for the age/ability of players).
- The first player on the outside passes the ball to the centre player and begins to run.
- The centre player passes to the next person, who passes the ball back. This continues until all players have passed the ball.
- Players try to pass the ball to everyone before the runner gets back to their spot
- Repeat so everyone has a turn at running.



Tip

- Rotate the player in the middle — the player who has just run can become the centre player.

Change it

- Vary the distance between the centre player and the circle to make it easier or harder.
- Change the pass (chest, bounce, shoulder).
- Add a second ball and have two players running around the circle.

Find the goal line

One team (attackers) passes a netball through a playing area to try and score a goal while the other team (defenders) tries to stop them. Play in teams of 4 to 5.

LESSON 6

- PLAY IT
- 20 MINUTES

SKILL FOCUS

- Passing and catching
- Attacking
- Defending
- Movement

EQUIPMENT

- 1 netball; 2 sets of bibs or sashes

What to do:

- Organise two even teams in the centre third.
- Team-mates pass a ball to each other to move it through the playing area to score a goal.
- All members of the team must touch the ball at least once before the team can score.
- A point is scored if the ball is placed over the goal line.
- The opposition throws the ball in from that spot.
- NetSetGO rules apply.



Tips

- Encourage players to use the name of the player they are passing to.
- Call 'Time out!' and allow players to strategise.
- Remind players of hand positions to prevent passes.

Change it

- Remove the rule that all players have to touch the ball to score.
- Score a point for each successful pass.

What's ahead?

After discussing preparations with the supervising staff, the coach provides a brief explanation about the lesson to come.

LESSON 6

- FINISH UP
- 5 MINUTES

Coach asks:

- Next week is our last lesson and we have some visitors coming from a local NetSetGO centre/association/club. Who wants to join a club?



Playing for Life — NetSetGO

7

SKILL FOCUS

- A** Movement
- B** Match play

SAFETY

Refer to the 'Golden rules of safety' at the front of this manual

AREA

Suitable for indoor gym or outdoor area 30 metres by 15 metres

EQUIPMENT

1 to 2 netballs; 2 sets of positional bibs; 1 set of marker cones (25);
1 whistle

ACTIVITIES

- | | |
|------------------------|------------|
| • Train tag | 5 minutes |
| • Form a team | 5 minutes |
| • NetSetGO | 10 minutes |
| • Huddle | 5 minutes |
| • NetSetGO (continued) | 10 minutes |
| • Huddle | 5 minutes |
| • NetSetGO (continued) | 10 minutes |
| • Where to from here? | 10 minutes |



NetSetGO RULES

- Refer to the 'Modified rules and guidelines' at the front of this manual

[RETURN TO LESSON OVERVIEW](#)

Train tag

Players form a 'train', with one loose player being the 'train catcher'. The 'train catcher' attempts to tag the back player (caboose), while the 'train' attempts to protect it. Play in groups of four.

LESSON 7

- GET INTO IT
- 5 MINUTES

SKILL FOCUS

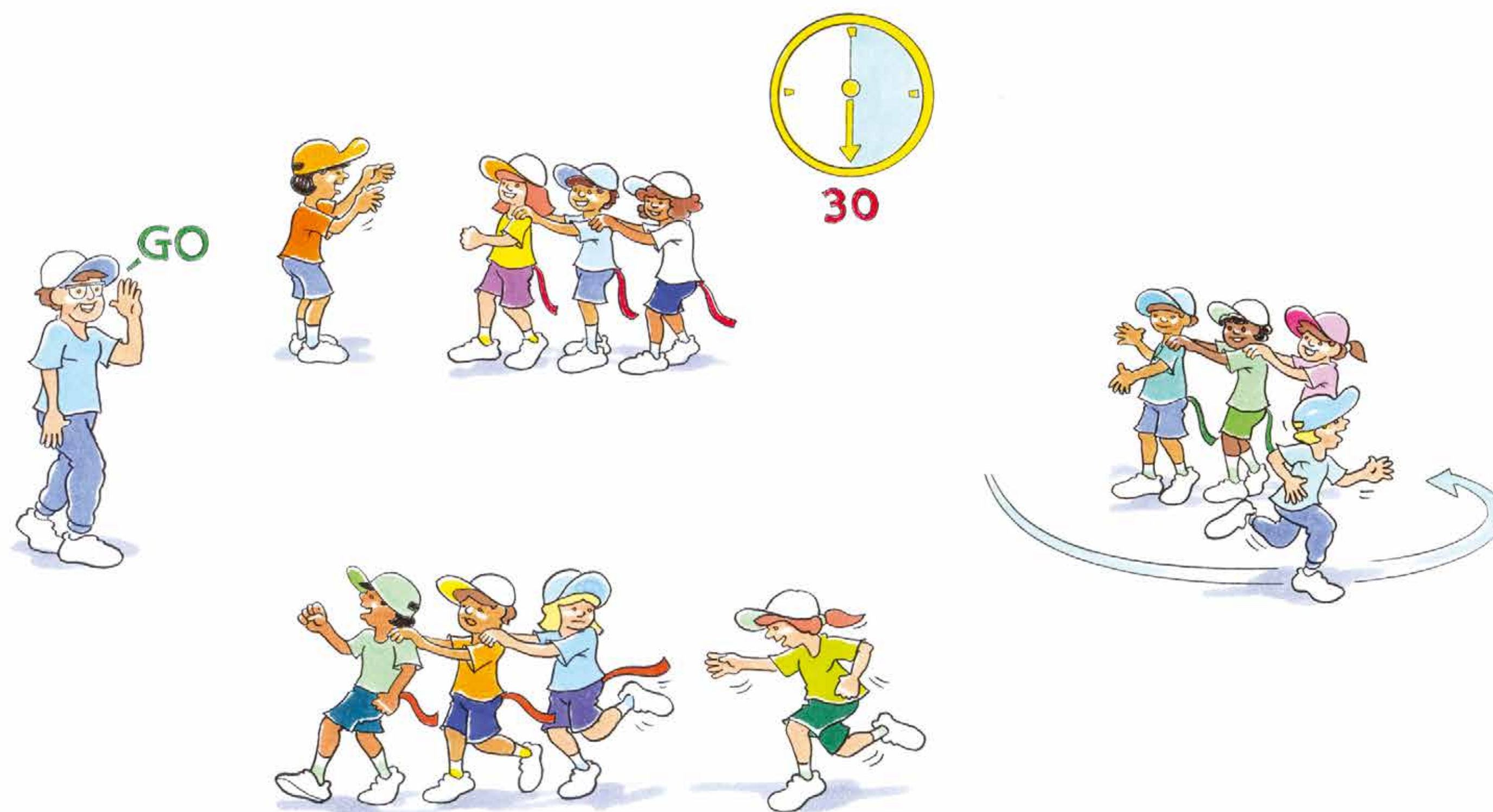
- Movement

EQUIPMENT

- None

What to do:

- Three players form a 'train' by standing in single file holding the waist of the player in front.
- The 'train catcher' stands facing the front of the 'train' and aims to tag the 'caboose'.
- Players keep the 'train' intact and aim to reposition it to protect the 'caboose' from being tagged by the 'train catcher'.
- After a designated timeframe, or after tagging the 'caboose', players change roles.



Tip

- Ensure there is a 6 metre by 6 metre space for each group to avoid collisions.

Change it

- Introduce a time limit to catch the 'caboose'.
- Count the number of times each 'train catcher' tags the 'caboose'.
- When the 'train catcher' tags the 'caboose', they become the new 'caboose' and the player at the front of the train becomes the 'train catcher'.

Form a team

Players move around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.

LESSON 7

- GET INTO IT
- 5 MINUTES

SKILL FOCUS

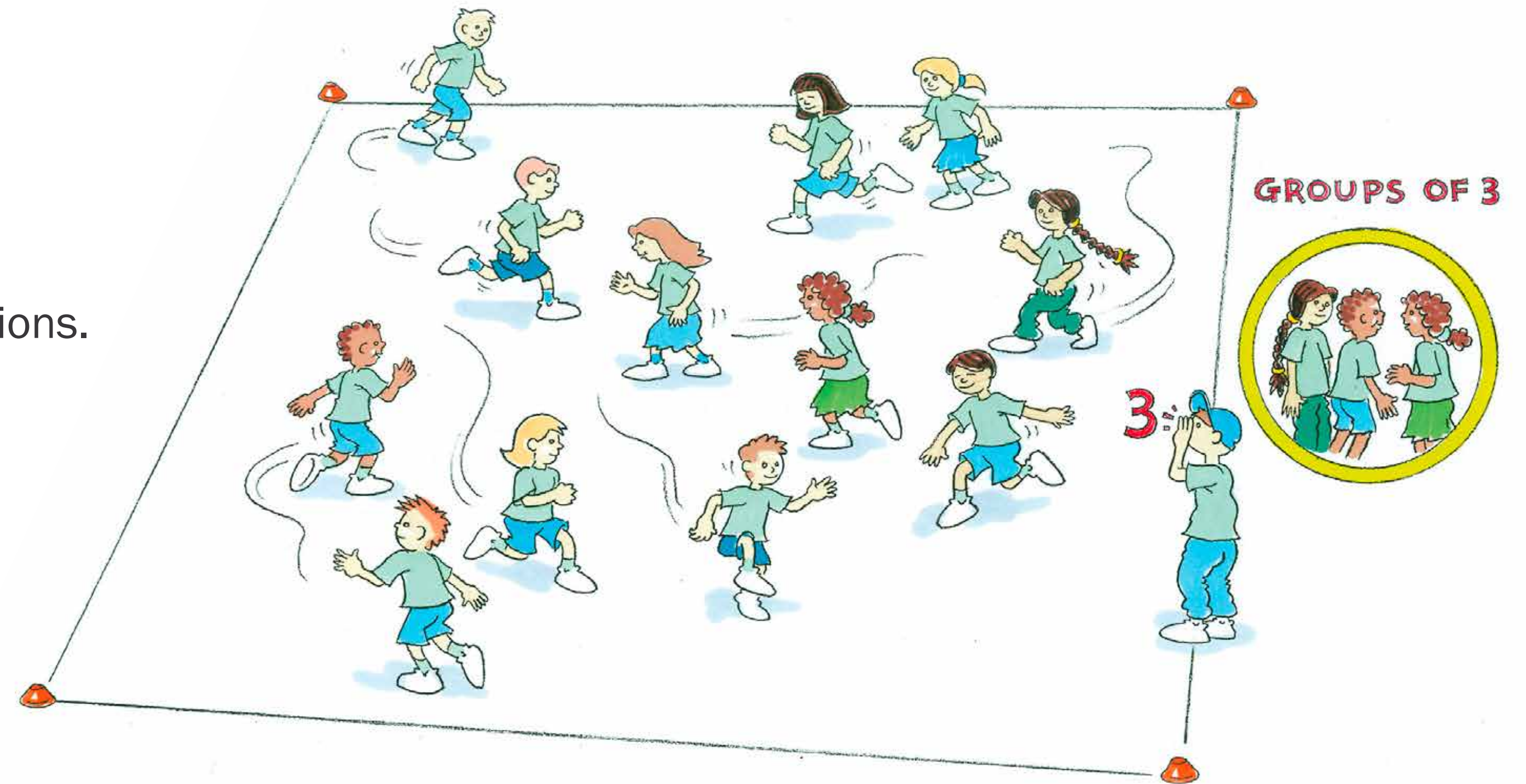
- Movement

EQUIPMENT

- Marker cones to define the playing area

What to do:

- Disperse the players in a designated area free from obstructions.
- Players start with slow jogging.
- Call a number and players form a group of that size.
- Call several group sizes before you get the number you would like for the next activity (seven).



Tip

- Give teams time to name their team for the next activity.

Change it

- Vary the locomotion (short bursts of running, hopping, skipping).

NetSetGO

Players in two teams play a NetSetGO game.

LESSON 7

- PLAY IT
- 10 MINUTES

SKILL FOCUS

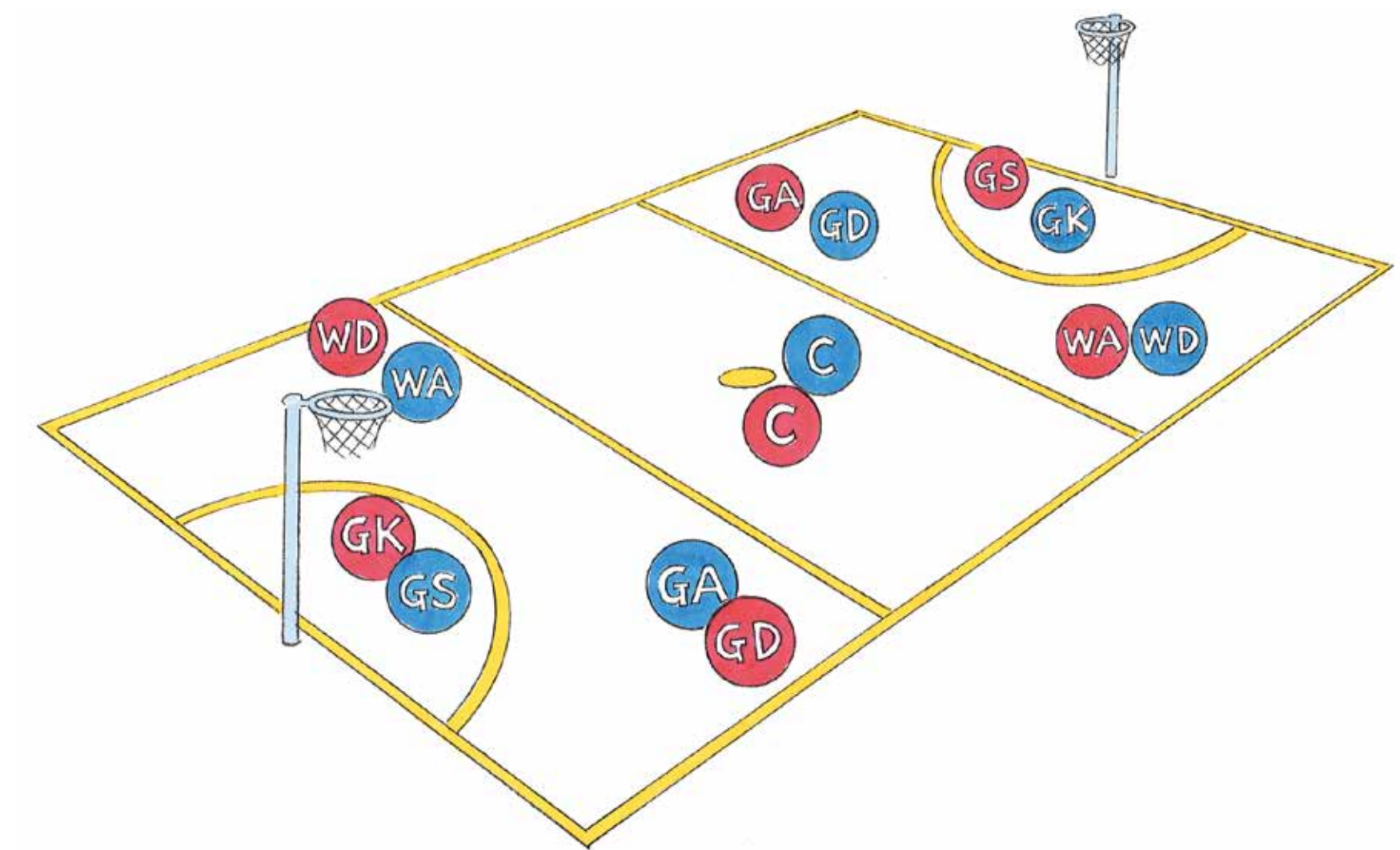
- NetSetGO match play and modified rules

EQUIPMENT

- 1 netball; 2 sets of positional bibs; 1 whistle

What to do:

- Organise teams of 7 to 10 players.
- Each team decides which positions players will start in.
- Seven players take their designated position on the court.
- The additional three players begin on the sideline as rolling substitutes for each area of the court (shooting, centre and defence). Substitutions can occur at intervals or at any time during play.
- On court players rotate positions with substitutions at suitable times throughout play (when the ball is turned over and is at the opposite end of the court).
- Encourage players to play in all positions within their rotation (wing attack, centre and wing defence).
- After ten minutes of match play, break for a huddle or rotate participating teams if there are more than two teams.



Rolling substitutions

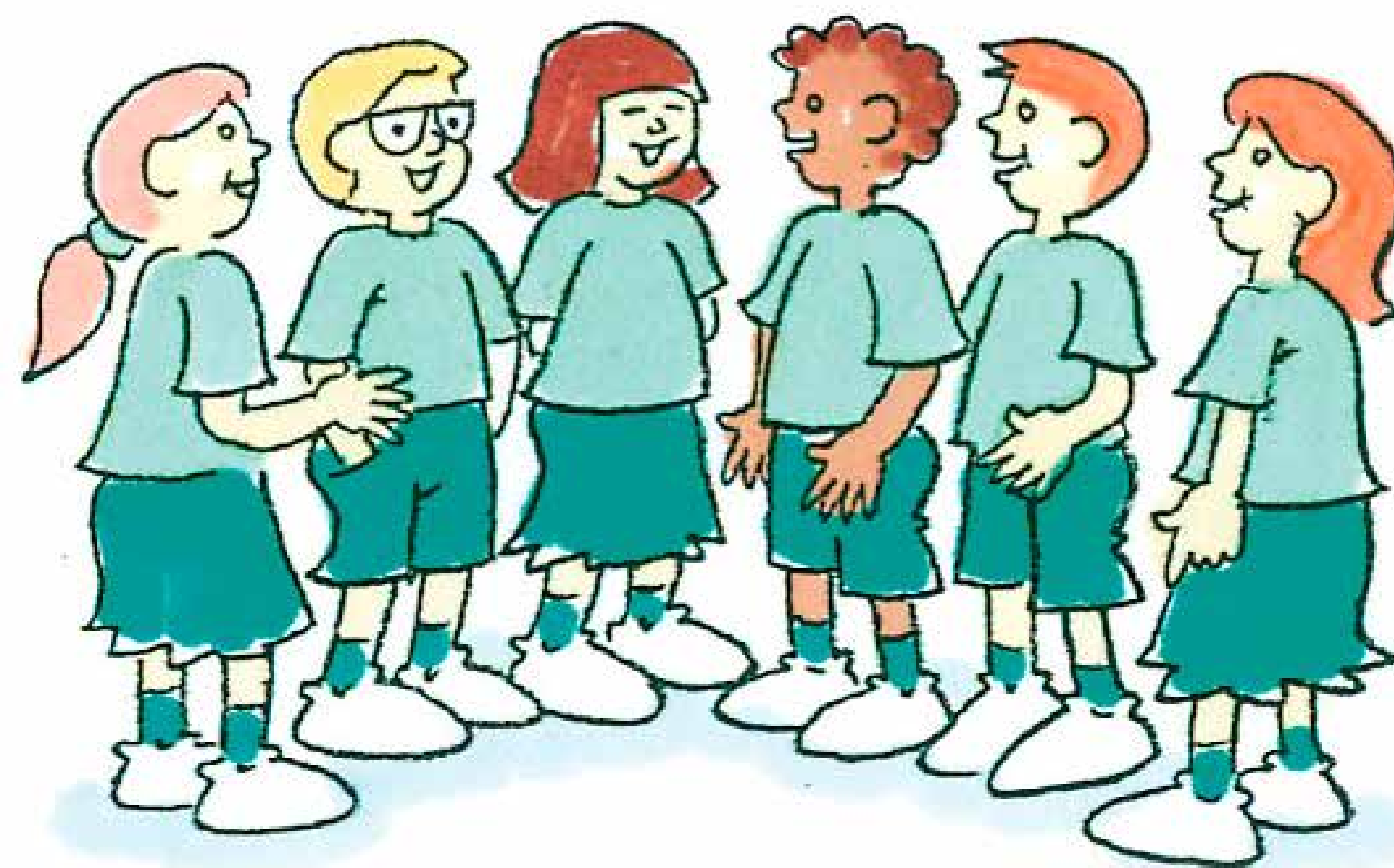
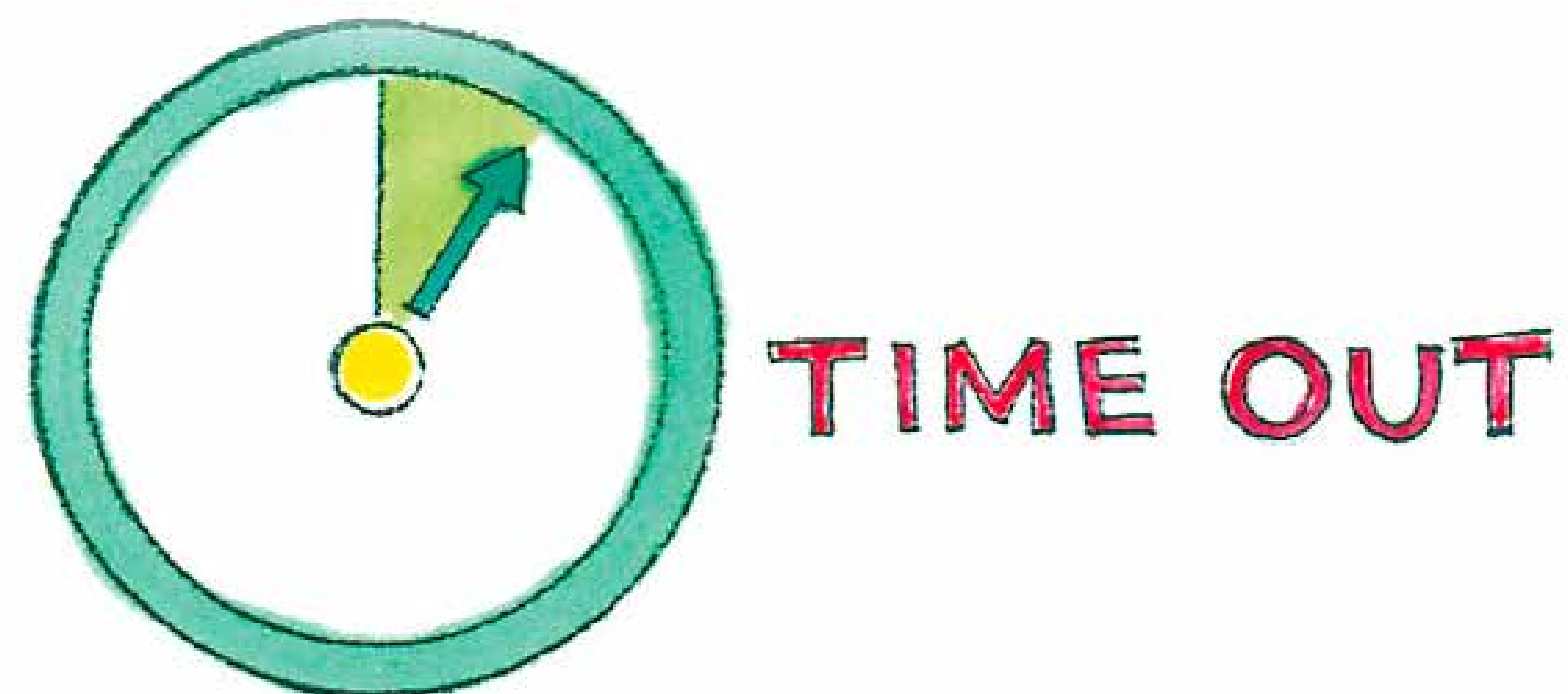
- A team (up to ten players is recommended) may make unlimited substitutions at intervals or at any time during play.
- The procedure for making a substitution during play is:
 - Before entering the court, the substitute shall tag the player leaving the court.
 - Both the substitute and the player leaving the court shall not interfere with the play during the substitution process.
 - Both the substitute and the player leaving the court shall observe the offside rule when leaving or entering the court.
 - Players should be substituted into either only attack or defence positions for the duration of the game.

Huddle

Players huddle in their teams to discuss strategies, change positions and receive advice from the coach.

LESSON 7

- PLAY IT
- 5 MINUTES



Tip

- Ensure all players have access to drinking water.

Change it

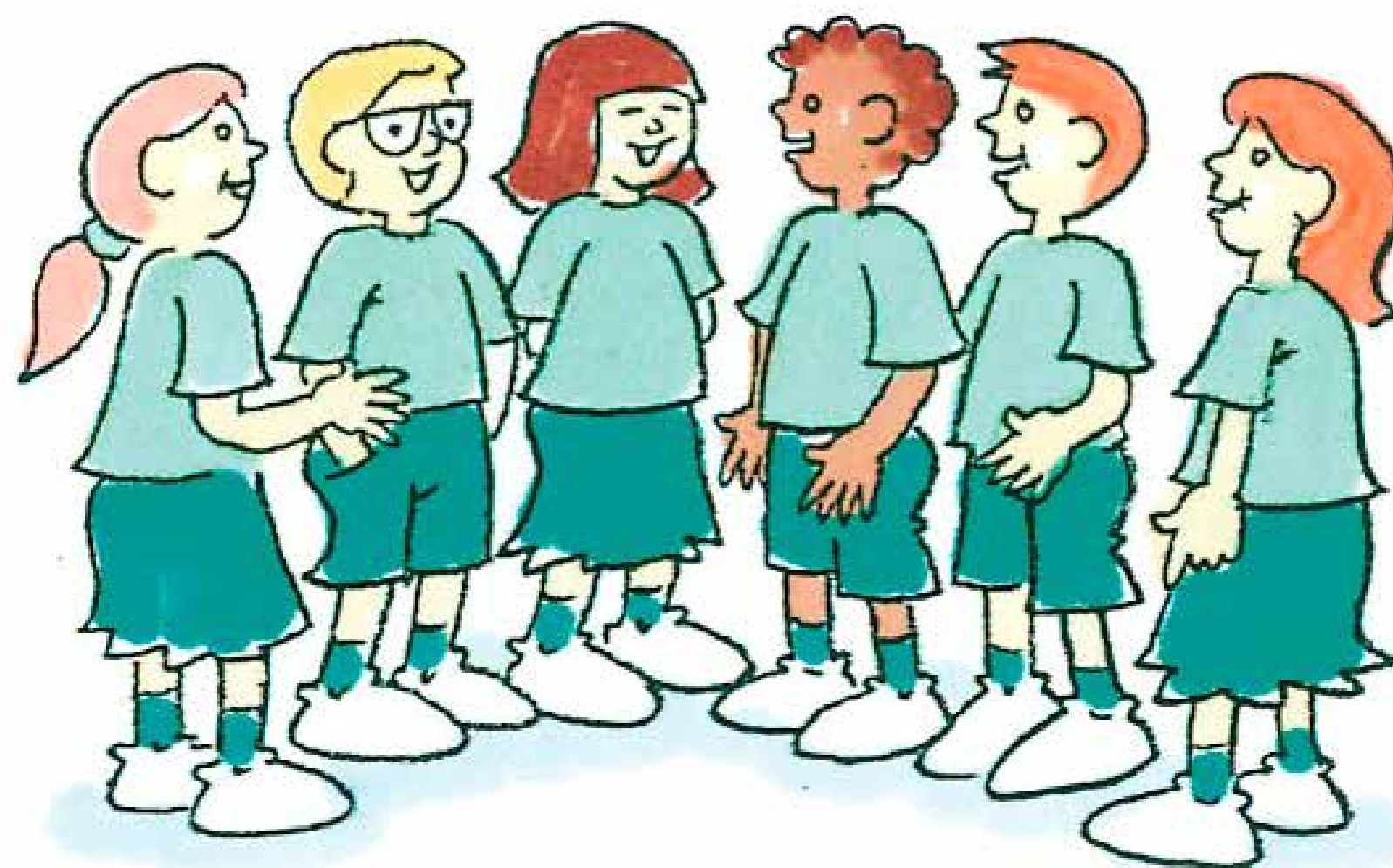
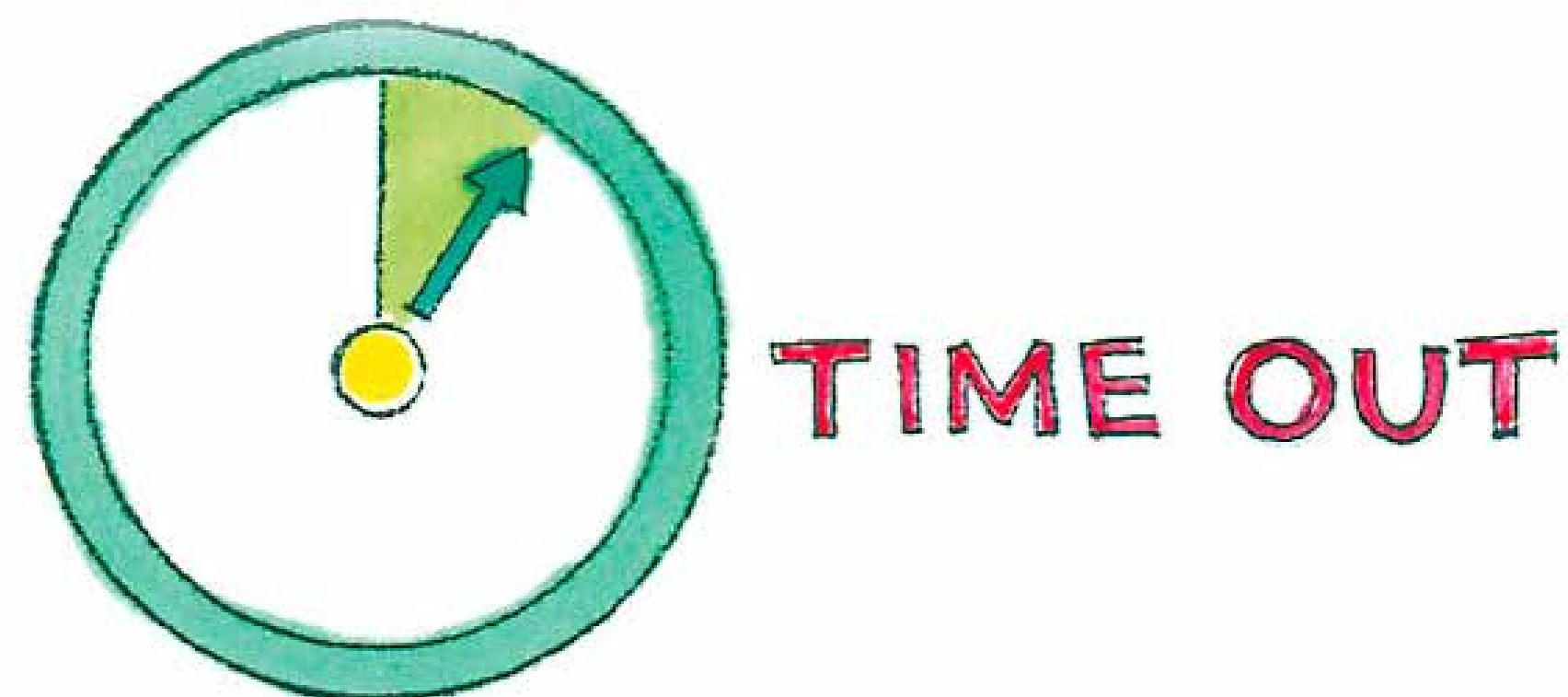
- If teams are too one-sided, swap players between teams to ensure a closer final score.

Huddle

Players huddle in their teams to discuss strategies, change positions and receive advice from the coach.

LESSON 7

- PLAY IT
- 5 MINUTES



Tip

- Ensure all players have access to drinking water.

Change it

- If teams are too one-sided, swap players between teams to ensure a closer final score.

NetSetGO (continued)

Players in two teams play a NetSetGO game.

LESSON 7

- PLAY IT
- 10 MINUTES

SKILL FOCUS

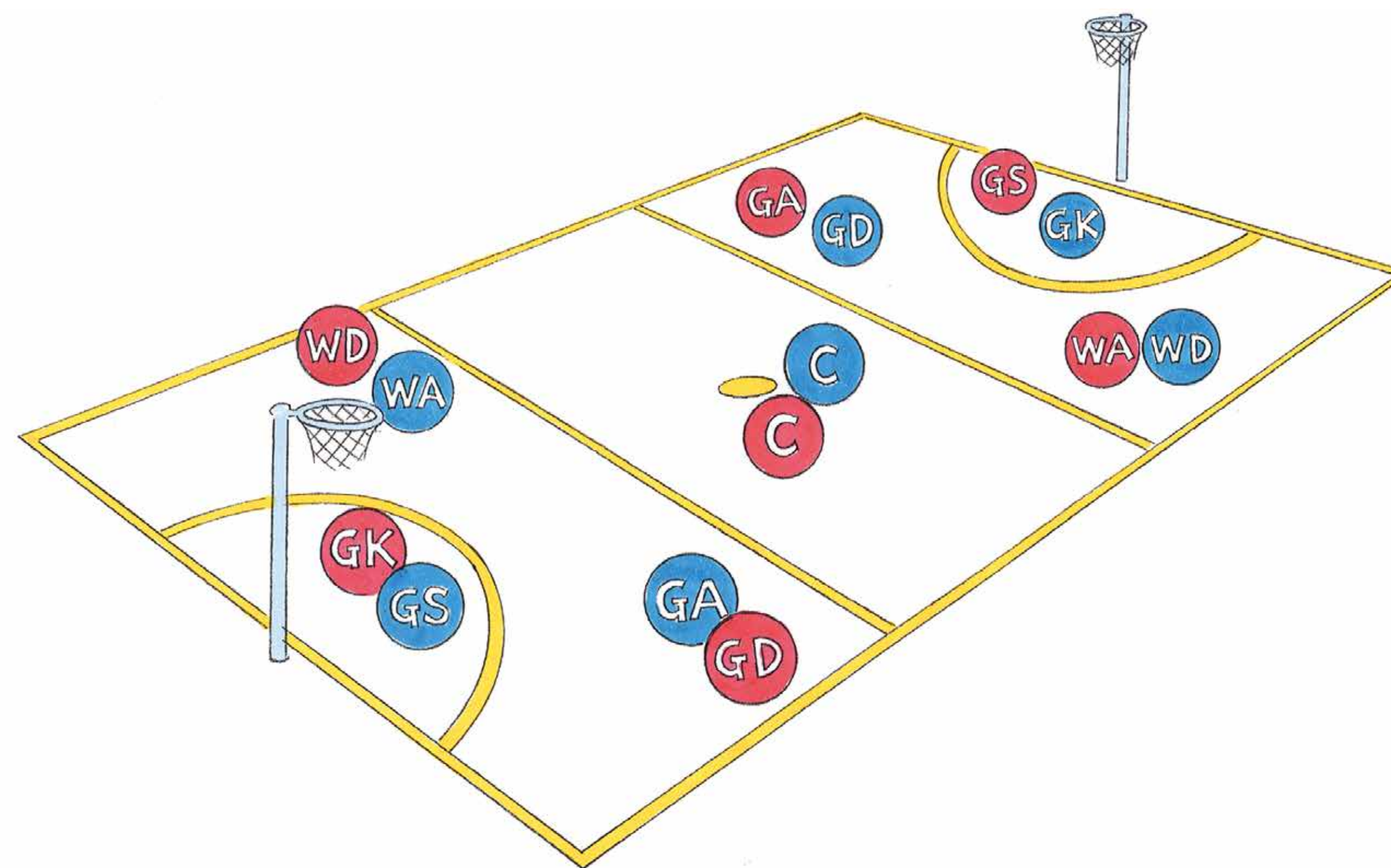
- NetSetGO match play and modified rules

EQUIPMENT

- 1 netball; 2 sets of positional bibs; 1 whistle

What to do:

- Start the game again with teams changing ends.
- Keep rotation of players regular.
- After a goal the non-scoring team takes the centre pass.
- The umpire should try to keep the flow of the game by only penalising major infringements.



Where to from here?

The coach provides a review of the NetSetGO sessions and invites netball visitors or participants to discuss the benefits of joining a NetSetGO centre or local netball club.

LESSON 7

- FINISH UP
- 10 MINUTES

Coach asks:

- Who belongs to a netball club or NetSetGO centre?
- Who can tell me where the nearest NetSetGO centre is?
- What were your favourite netball activities played in the last few weeks?



Tip

- The coach or local NetSetGO centre official may wish to hand out participation certificates and NetSetGO information for players to show their parents.



Australian Government
Australian Sports Commission

Behaviour Management

Good behaviour management and strategies to deal with misbehaviour are essential to carrying out a coaching session. Strategies aimed at conducting effective and safe sessions go a long way to preventing misbehaviour.

Common causes of misbehaviour

Inappropriate behaviour and/or a lack of interest and attention may be caused by:

- insufficient equipment for group size
- limited supervision and lack of interest shown by the coach
- activities which are slow to start, due to too much talking by the coach
- activities that run for too long
- children waiting in long lines for their turn
- activities that are boring and not challenging enough
- unclear rules and expectations.

In other words, sometimes the coach's program, organisation or style can contribute to disruptive behaviour.

Strategies to prevent misbehaviour

- Create a team atmosphere: be positive and encouraging and give feedback.
- Ensure children have a clear understanding of rules, routines and appropriate behaviour. Manage inappropriate behaviour as soon as it occurs.

- Understand pre-existing rules and routines, and what strategies and approaches work well with a particular group or individual.
- Learn about any children with physical, behavioural, emotional or social problems.
- Look for good behaviour and reward through praise and privileges.
- Provide fun and variety, and high levels of activity.
- Challenge more experienced children and make discrete allowances for those less skilled.
- Use inclusive coaching practices, that is, adapt and modify coaching practices to ensure all children have the opportunity to participate.
- Remember to use the CHANGE IT principle.
- Plan activities that follow on from each other, thus reducing waiting time.



How to manage misbehaviour

The following table provides a suggested routine for dealing with misbehaviour. Ensure you are consistent and patient in following the suggestions as some misbehaviour may need time to correct.

<p>Misbehaviour presents</p>	<p>Quietly correct</p> <p>Depending on the severity of the misbehaviour, it may be appropriate to address the behaviour in front of the group, to demonstrate the standards expected.</p>	<ul style="list-style-type: none"> • Do so without delay. • Non-verbal cues may be appropriate. • Join in and partner with the misbehaving child without comment. • Divert the child's attention. • Ask a skill-related question, such as: 'How is that serve coming along?' • Remind the child discretely of group rules and appropriate behaviour. • Address the behaviour of the child, not their character.
<p>Misbehaviour still an issue</p>	<p>The coach's next step...</p>	<ul style="list-style-type: none"> • Relate the problem back to team rules. • Explain how their behaviour is impacting others. • Ask the child: 'What are you doing?' and: 'Is this against the rules?'. Follow on with: 'What should you be doing?' <p>d specific. blame, shame,</p> <p>he activity; use er children but close enough to supervise.</p> <ul style="list-style-type: none"> • Provide an opportunity for the child to rejoin the group, if they agree to abide by the rules.
<p>Referral</p>	<ul style="list-style-type: none"> • If the problem is not rectified, refer the matter to an appropriate person. 	



Over Competitiveness

A desire to win at all costs may promote negative behaviours and discourage the cooperation and participation of others.

Identifying behaviours

Children may:

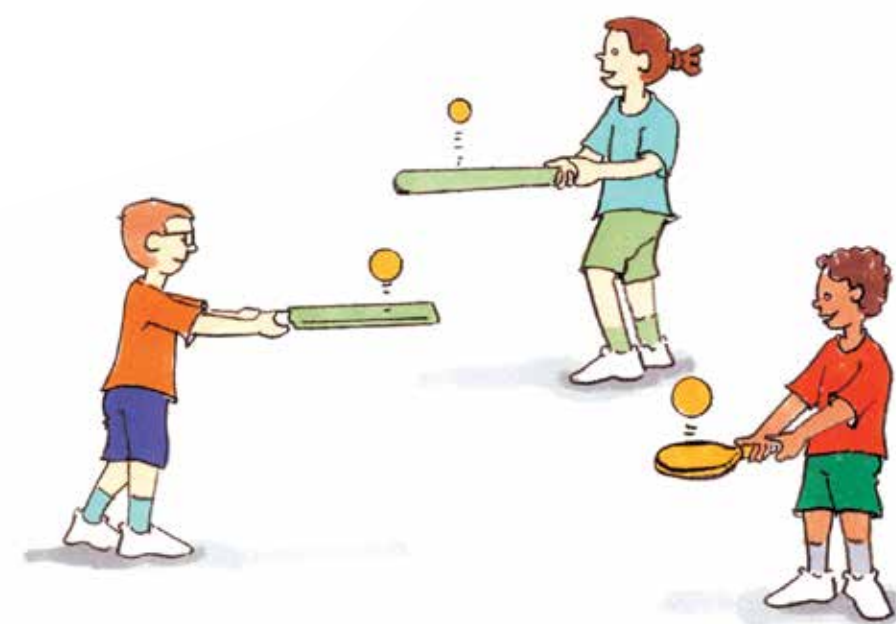
- Not cooperate during group activities
- Break rules to win the game
- Criticise other children and their abilities
- Disrespectfully celebrate a win

What you can do

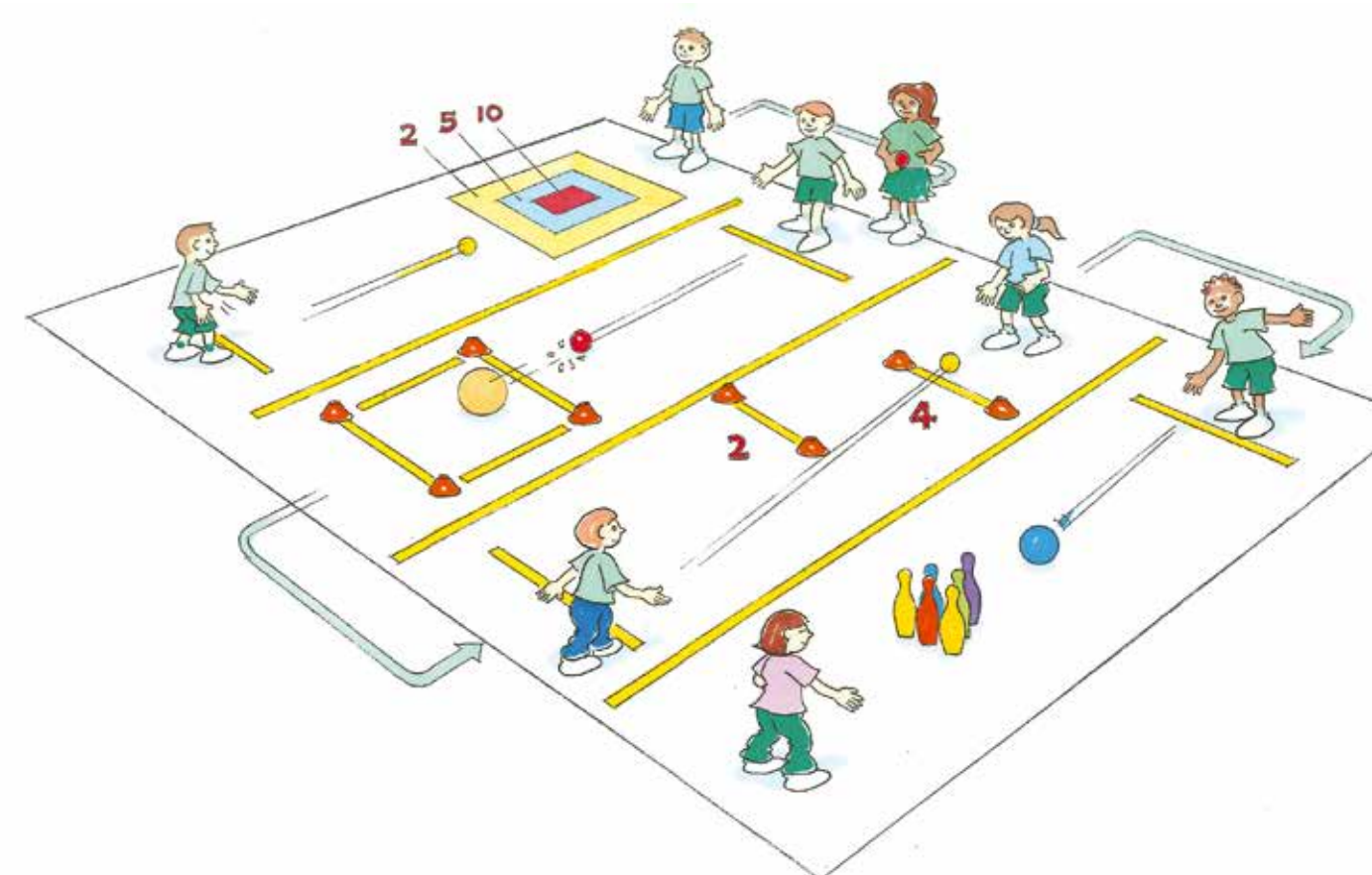
Simple changes to activities may help to address over competitive behaviours. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- Highlight examples of cooperative play and good sportsmanship. Issue bonus points to reward desirable behaviour.

- Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.



- Use activities in which personal bests can be achieved.
- Use small group activities, or circuits, to narrow children's attention to their own performance.



- Encourage team building routines, such as handshakes and three cheers at the end of the game.
- Select a 'spotter' who rewards sportsmanship.

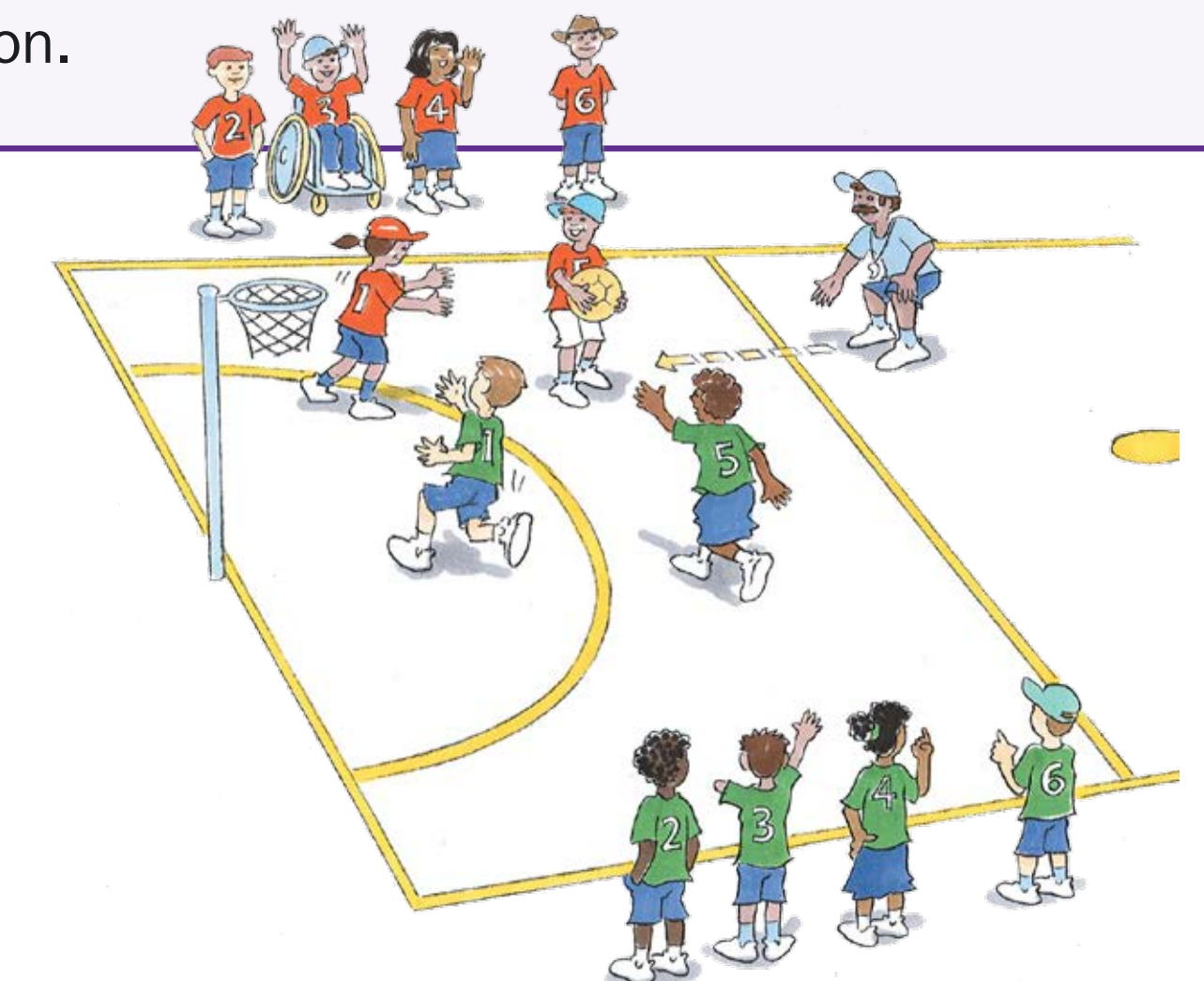


Example:

During a netball game one of the players, Rachel, was becoming increasingly frustrated and yelling at her team-mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.

This behaviour escalated until the coach, Roger, decided to stop the game, and introduce a game of Numbers netball where the focus was on team work and cooperation.

Roger observed that Rachel was not offering any encouraging comments, but, when it was her turn to shoot, the other children gave plenty of encouragement. Roger strongly encouraged the team's supportive behaviour until, eventually, Rachel started providing positive comments, even when a player missed their shot. Roger then rewarded Rachel's behaviour through praise, and felt ready to try another game of netball.



Domineering Behaviour

All groups will include children of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the coach and affect the involvement of others.

Identifying behaviours

Children may:

- Assume team leader roles and direct other children
- Dominate discussions and questions by the coach
- Continually influence the pace and direction of activities
- Intentionally or unintentionally ignore those less skilled in the group
- Dominate the games or activities

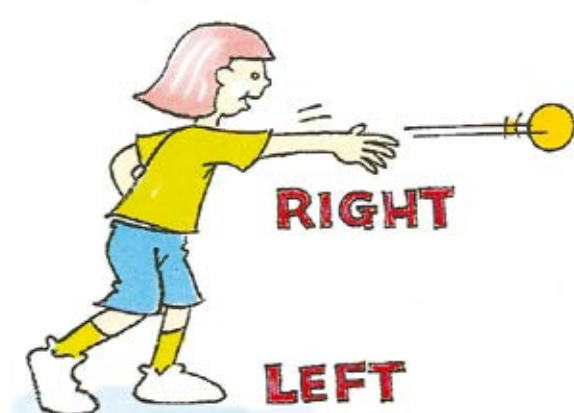
- Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.



What you can do

Simple changes to activities may help to address domineering behaviour in group activities. Remember to address a child's behaviour and not their character, and be a good role model at all times.

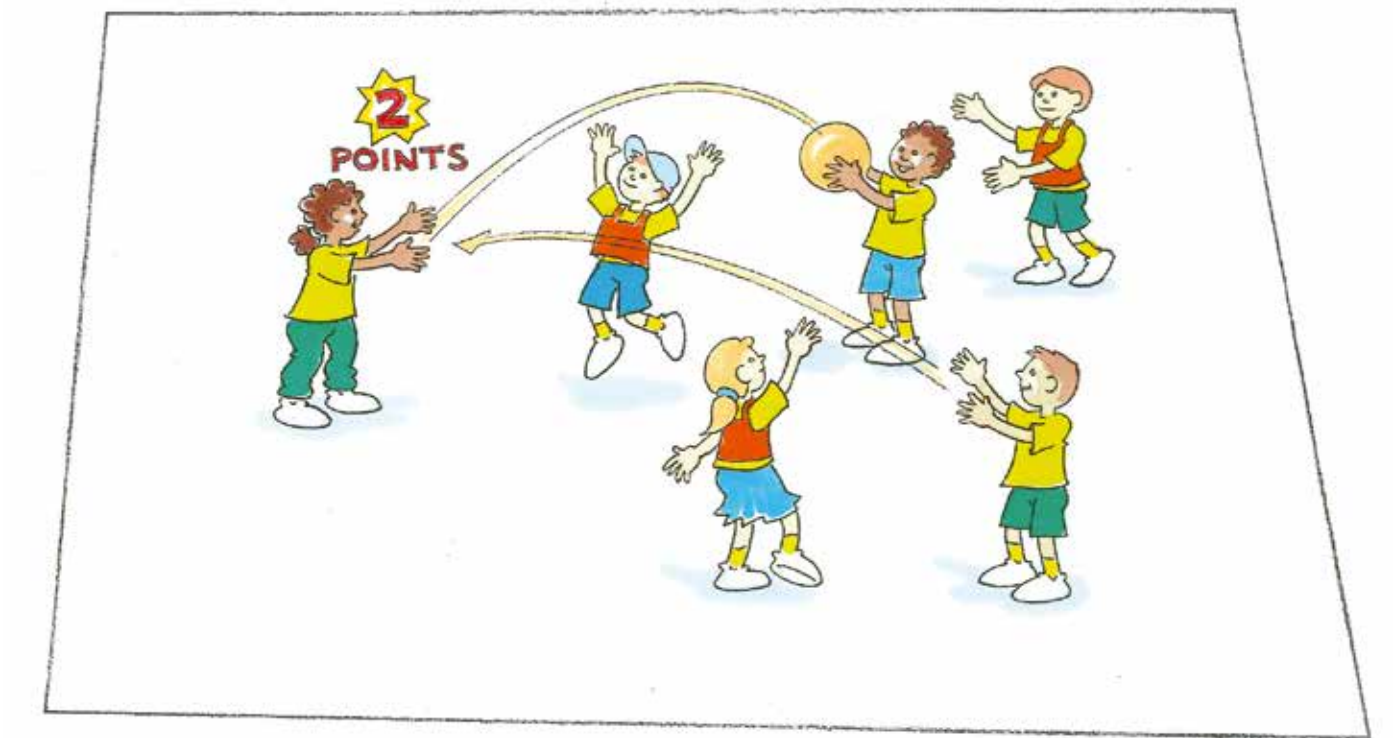
- Use smaller groups and evenly space out more experienced children between teams.
- Allow more experienced children to demonstrate a skill.



- Score in a way that allows children to individually challenge themselves to achieve success.
- When questioning children about changing an element of an activity, use responses such as: 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing.



- Delegate extra roles to more experienced children as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.



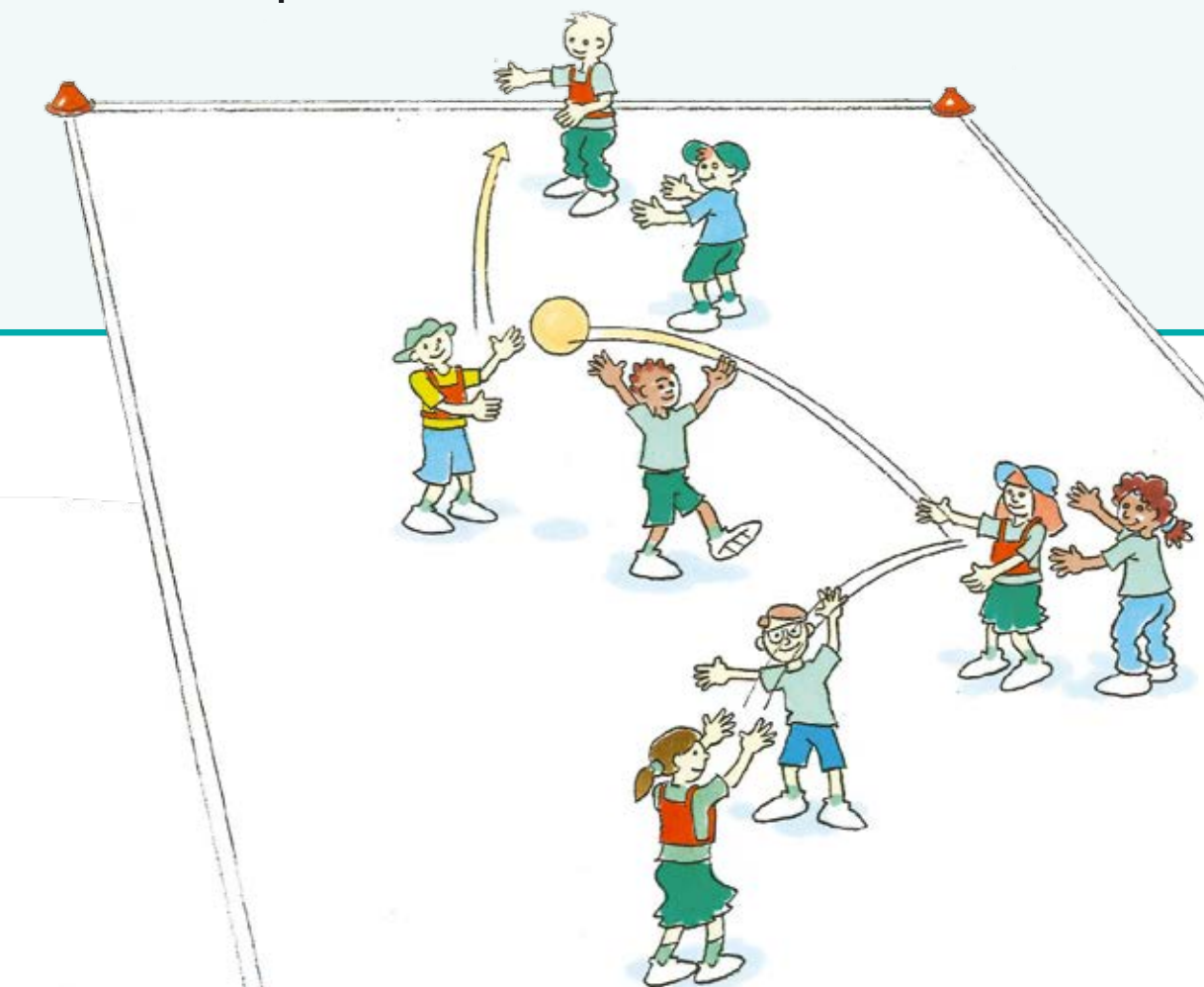
Example:

Susie decided that the children would play a game of hockey as part of the day's session. She knew that a couple of the children, Jodie and Ryan, had played for the school team and had a greater skill level than the others. Susie broke the group into two teams, with Jodie in one and Ryan in the other. As the session progressed, Susie observed children losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the

group what changes could be made, to ensure every player got to touch the ball. They decided if the ball was passed to three different team-mates before scoring, that team should receive bonus points.

Once the game started again Susie saw a big change: Jodie and Ryan were doing their best to include their team-mates in order to get those bonus points.

ALTERNATIVES



Non-participation

Children may not participate in activities for a number of reasons. As these reasons may not be obvious, understanding and patience are essential, to ensure all children feel they have an opportunity to get involved.

Identifying behaviours

Children may:

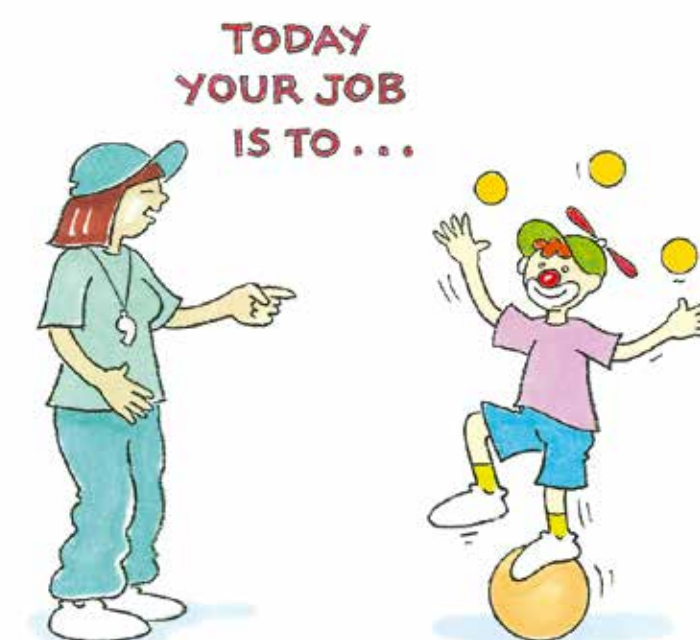
- Refuse to participate in activities
- Not agree to play certain roles as part of games
- Make no effort or attempt to engage with other children

What you can do

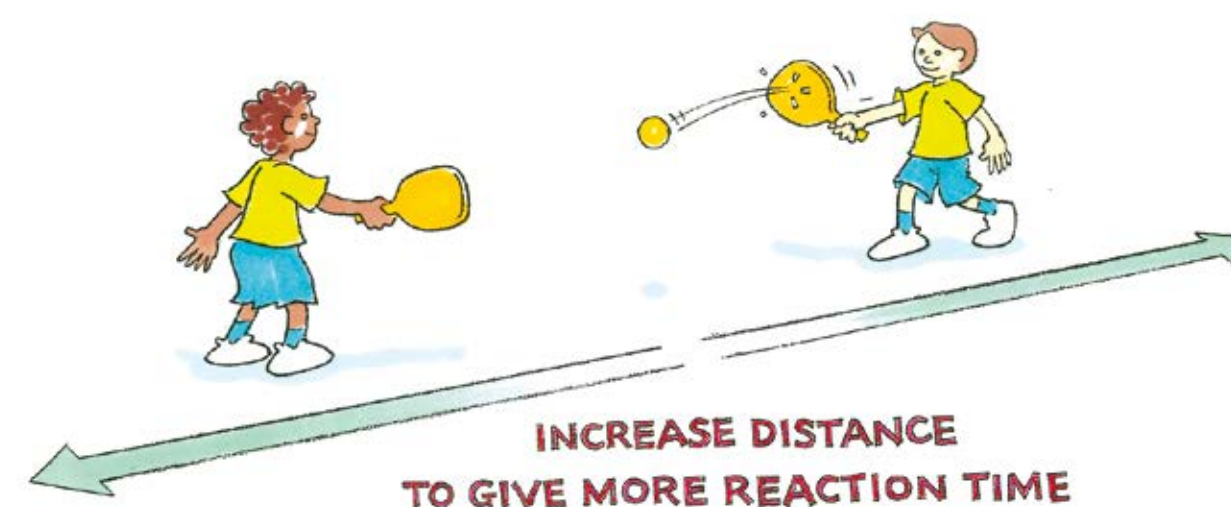
Once illness or injury or cultural considerations have been ruled out, simple changes to activities may help to encourage participation. Remember to address a child's behaviour and not their character, and be a good role model at all times.

- Partner with the child to encourage their involvement in the activities.

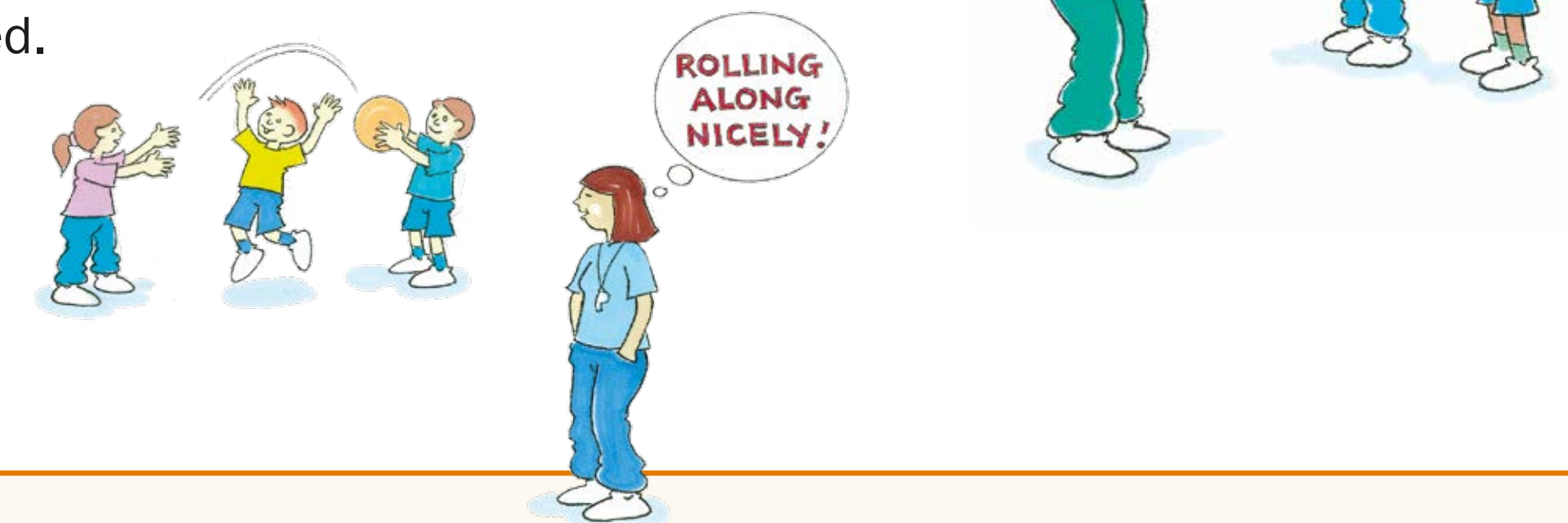
- Ask one of their friends, or a more experienced child from the group, to encourage their participation in the activities.
- Think of new and varied roles that can be played: for example, scorer or umpire.



- Look for signs of interest during the activities, to invite participation.
- Use changes that increase or decrease complexity of the activity to provide more opportunities for success.



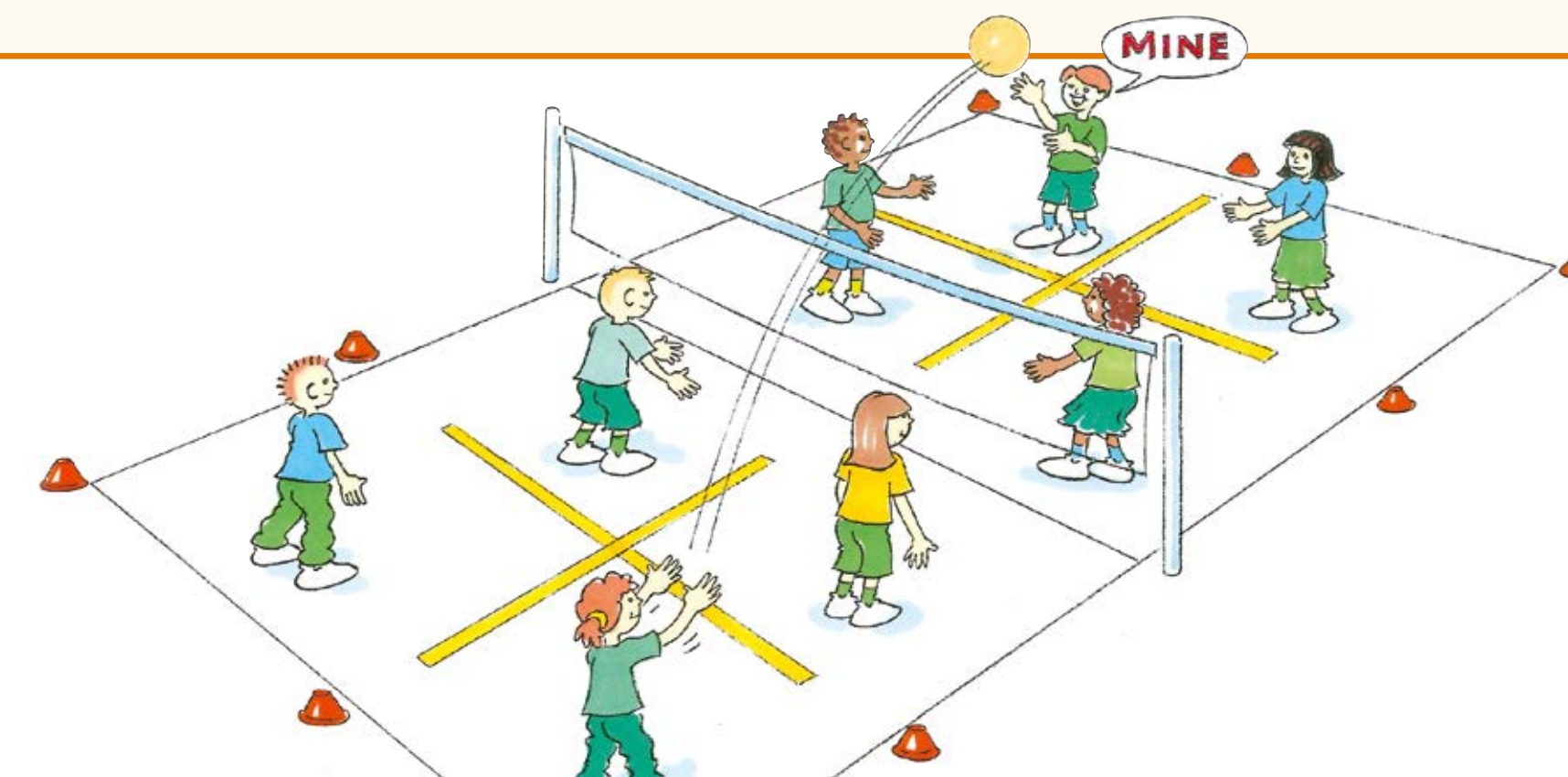
- Ensure the fun element is emphasised.
- Create ownership by asking the child for a suggestion on how to improve or change the activity.
- Provide encouragement once the child is involved.



Example:

After a five minute warm up, Sarah brought her group of children together to introduce the next activity: volleyball. Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'. The last time Peter played volleyball he was unable to serve the ball over the net, but the other children could. Peter wanted to avoid further embarrassment and so sat out.

After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow children to serve from different spots around the court. Sarah made the rule for the whole group, not just Peter, so all of the children could choose the spot they felt most comfortable with to make a serve. After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.



Where to from here?



There are a number of ways you can continue your positive experience with NetSetGO Through state and territory netball associations, Netball Australia delivers a range of programs for players, coaches and officials. Below is a brief outline of some of the programs available. For more information, contact the appropriate state or territory association or refer to the Netball Australia website.

Coaching and officiating

Through each state and territory association, Netball Australia delivers coaching and officiating accreditation courses all year round. Coaches and officials who complete the requirements for these courses are accredited through the National Coaching Accreditation Scheme (NCAS) and the National Officiating Accreditation Scheme (NOAS). For more information about getting involved in coaching and officiating programs, visit your state or territory association website.

Coles Netball School Ambassador Program

Primary school teachers have the opportunity to join the **Coles** Netball Australia Schools Ambassador Program, which has been designed to ensure that netball has a continuous presence at schools and ultimately becomes the sport of choice for young girls. The program offers a curriculum resource – I want to be a netballer NetSetGO lesson plans, Ambassador polo shirt and ongoing support from your state/territory.

For further information or to join, visit www.schools.netball.com.au/

Find your local NetSetGO centre

To continue playing NetSetGO, visit www.netsetgo.asn.au and use the centre finder to locate your nearest centre.

Follow the Australian Diamonds and your ANZ Championship Team

Now that you have started playing netball, you have joined an international community of players, umpires, administrators, coaches and fans. To keep up to date with the latest news in the netball world, go to www.netball.com.au

You can find out more about the Australian Netball Diamonds at their Fanzone site at <http://fanzone.netball.asn.au>. You can also find your local team in the ANZ Championship by visiting www.anz-championship.com. This competition consists of the top five teams from Australia and five from New Zealand. Games are broadcast and you can also go to live games in most major capital cities.

Contacts



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