

Lesson 1 – Introduction to the Basics of Netball: 50 minutes

Students Learn About:	Students Learn To:
• Contexts for specialised movement skills - Games	• demonstrate movement skills through a range of experiences including: - games from categories such as target, striking/fielding, invasion and net/court

Lesson Rationale: The purpose of this lesson is to learn the fundamental rules and positions of netball.

Resources:

- Overhead projector/Laptop & Projector Setup
- Netball Basics PowerPoint Slides or Overheads
- Netball Basics booklets (class set – to be collected at the end)
- Two sets of Netball bibs
- One Netball

Lesson Activities:

1. Defining the Playing positions, roles and rules of Netball – Theoretical Concepts – 35min
 - Take the class to a room and give each student a copy of the Netball Basics booklet.
 - Display the information as a PowerPoint/OHT.
 - Read through notes with the class and explain.
2. Putting Theory into Practice on the Netball court – 15mins
 - Take the class to the netball court
 - Quiz students on the information they have just learnt.
 - Give students out different netball bibs and ask them to show where they should stand and where they are allowed to go on the court.
 - Also demonstrate some of the more common rules such as 'contact', 'stepping', 'replay' and 'over a third'

Lesson 2 – Catching & Passing: 50 minutes

Students Learn About:	Students Learn To:
• Types of movement skills - fundamental - specialised - locomotor and non-locomotor - manipulative	• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments
• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing

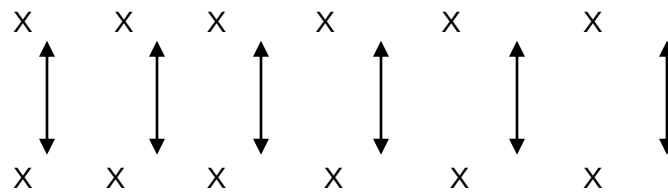
Lesson Rationale: The purpose of this lesson is to learn the basic passing and catching.

Resources:

- 6-8 Netballs
- 24 cones
- flat surface (courts/hall)

Lesson Activities:

1. Basic passing and catching – 10 mins MC 5.1, MC 5.2
 - Demonstrate the basic passing techniques – Chest pass, Shoulder pass, Push pass, Bounce pass, Overhead pass and Lob.
 - Chest pass: Flat pass. Using both hands, fingers behind the ball, thumbs touching and with elbows in push through while stepping forward with either foot
 - Shoulder pass: Flat, hard pass. Step forward with left foot (if ball is held in right hand) with ball held high and push the ball straight ahead from the shoulder. Hand behind the ball and follow through with fingers pointing in the direction of the pass, eye on the receiver and head up.
 - Push pass: Associated with bounce pass. Starts at waist, hand behind the ball pushing from the waist and stepping forward, follow through with fingers pointing in the direction of the pass.
 - Bounce pass: Low pass used over a short distance to feed the circle. Release is low, push towards receiver, fingers pointing to the ground. This pass should not rise above the waist.
 - Overhead: High pass. Release ball from above head, while stepping forward. Power from wrist to the elbow.
 - Lob: Power and speed. Ball held high, step forward and push from the waist, angling the ball up.
2. Partner passing and catching – 20 mins MC 5.1
 - Get students to pair up and form 2 lines so they are facing their partner and are about 5m apart.
 - Get students to practise the 6 different types of passes you have just demonstrated. Start with the chest pass and only move on after students show they have a good understanding and correctly complete the pass.
 - Move through all types of passes.
 - If you feel students have mastered the 6 passes, you could start the drill again but this time make it more competitive and for every successful throw and catch, students are to take 1 step backwards. If a pair drop the ball or cannot make the distance they are eliminated. The pair that the furthest apart win. Make sure during the drill students are using correct technique.



3. Quick Hands – 10 mins MC 5.2

- This netball passing drill is called quick hands, because it's working having quick hands and quick reaction. In this netball passing drill one player passes a quick short pass to the other player who has their hands by their sides relaxed but ready to bring their hands up to catch the pass. The receiver must bring hands up quickly to catch the ball, pass it back to the passer and immediately return her hands to her sides. The passer varies the height of the pass, but passes must always be in reach of the receiver. During this netball passing drill you can also change it up by doing the follow- the receiver does exactly the same as before, but this time must touch her hips between each pass.
- Keys points to remember while doing and instruction this drill:
 - work on relaxed, yet ready position
 - work on quick hands and reaction
 - work on concentration and focus on reaction time

Lesson 3 – Small Sided Passing Games: 50 minutes

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• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
• Influences on skill development and performance - applying skills across contexts - predictable and dynamic environments - importance of practice - safety	• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts • participate safely in movement activities
• Contexts for specialised movement skills - Games	• demonstrate movement skills through a range of experiences including: - games from categories such as target, striking/fielding, invasion and net/court

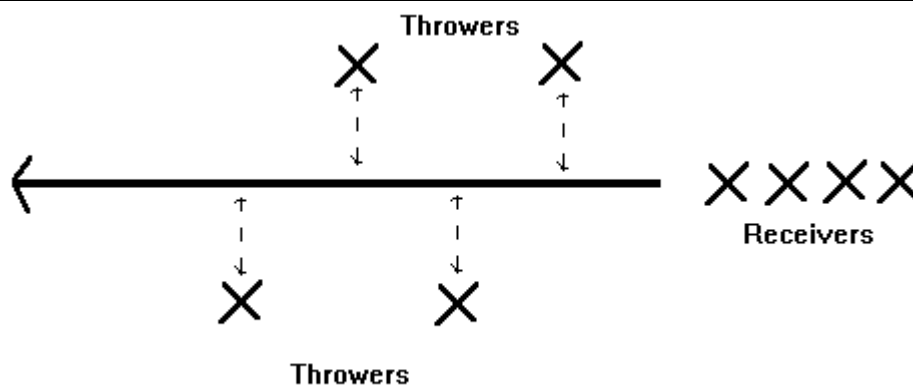
Lesson Rationale: The purpose of this lesson is to practise passing in game situation

Resources:

- 6-8 Netballs
- 24 Cones
- 2 x Bibs Sets (7 bibs per set)
- whistle

Lesson Activities:

1. Dizzy passing – 10 mins **MC 5.1**
 - Students stand in a circle or could be done in a semi-circle with one passer (passer #1) in the middle, and two balls, one on the outside (with passer #2) and one with passer #1. Passer #1 passes to the student right of passer #2 and at the same time receives a ball from passer #2. The student in the middle keeps on passing one ball forward and receiving another until they have done two complete turns of the circle. Another then takes their place. If you have a big class could have a couple of circles running at once.
 - Key points to remember while doing and instruction this drill:
 - work on proper technique of passing
 - work on speed, but don't sacrifice proper technique
 - work on concentration and focus on making good solid hard passes
 - work on concentration and focus on quickness, quick reactions, and court vision
2. Lots of passing – 15 mins **MC 5.1**
 - This drill is great for players that are timid catching the ball or just have trouble catching a hard pass
 - Split the class up into groups of 8 students and give each group 1 ball between 2 players. Half the players are throwers. Each thrower has a ball and is positioned in a large 'cross-ball' formation. (see diagram on next page)



- The remaining players are the workers and form a line at the end of the court. Each worker, in turn, drives/runs hard towards the first thrower to receive a pass, then passes it back to that thrower, then pushes off quickly and changes direction to head straight to the next thrower. Continue through all the throwers. Walk back to the start and repeat after switching roles.
- **Variations:**
 - Bring the throwers in closer, so players have to change direction much quicker.
 - Each pass to the workers could be varied.
 - For juniors - have the throwers closer together.
- **Points to remember :**
 - Check for and stress the following key coaching points:
 - Work with intensity and make sure you keep driving towards each ball strongly until you have caught it.
 - Be balanced when passing back to the throwers.
 - Accurate passes back to the throwers are important.
 - Strong hard passes by the throwers make the drill very good for practicing catching.

3. Netball tag – 15mins MC 5.1, MC5.2

- Players start in 2 teams. One team are the attackers and starts with the ball.
- All players start in the centre third and are not allowed outside this area.
- The attacking team must pass the ball around the court to each other and try to get close enough to members of the opposing team to tip them with it.
- The ball is not allowed to be thrown at them. The attacking team must hold onto the ball and get close enough that they can stretch out to touch them whilst the ball is still in their hands.
- The easiest way to get close enough to tag the opposition is by trying to trap a player. Attacking players can do this by working the ball quickly and getting their opponents stuck in a corner of the third.
- If a player is tagged they must leave the court.
- If a player in the team being chased manages to intercept a pass this allows someone that has already been eliminated to re-enter the game.
- Continue until all players have been tagged and then teams swap roles.

Lesson 4 – Basic Skills and Mini Games: 50 minutes

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• Aspects of movement skill development - body control and awareness - object manipulation and control - anticipation and timing - technique	• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
• Influences on skill development and performance - applying skills across contexts - predictable and dynamic environments - importance of practice - safety	• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts • participate safely in movement activities
• Contexts for specialised movement skills - Games	• demonstrate movement skills through a range of experiences including: - games from categories such as target, striking/fielding, invasion and net/court

Lesson Rationale: The purpose of this lesson is to link the basic skills together in mini games

Resources:

- 6-8 Netballs
- 24 Cones
- 2 x Bibs Sets (7 bibs per set)
- whistle

Lesson Activities:

1. Six catches – 10 mins **MC 5.1, MC 5.2**
 - Divided into 2 teams, bibs for team identification
 - One team tries to link together six consecutive catches.
 - The defending team (Team A) is trying to gain possession through intercepts. Once team A has possession the roles reverse and team B is now trying to win possession back. Possession also changes with dropped ball and infractions such as out of bounds, stepping, contact or short passes.
 - **Teaching Points:**
This drill is about the use of space. Look for and encourage short sharp movements in an attempt to free oneself from the defending player. Passing should be into a space a player is moving into, not where one is standing.
 - **Progression**
 - Include that one player cannot pass back to the player which they received the ball from.
 - Decrease the amount of space.
 - Include direction in the play by having the team in possession get the ball to one side of the court. Once the ball is pressed on the sideline the same team retains possession and tries to get the ball back to the opposite side of the court.
 - Limit the type of pass that can be used.
2. Train tracks - 10 mins **MC 5.1**
 - Start with all the shooters (GS's and GA's) in one of the goal thirds, all centre courts (C's, WA's and WD's) in the centre third and all the defenders (GK's and GD's) in the other goal third.

- WD can swap in between the centre third and the defence third.
- The ball can start with any player in either of the goal thirds.
- If starting with one of the shooters, all the other shooters in that third must work a variety of movements within their respective third until all of them have received a pass.
- The last shooter to receive a pass in that third will then pass it on to a centre court player in the centre third.
- All players receive 1 pass each in their third before it is passed on to the next third.
- The coach decides how many times the players must work the ball up and down the court. E.g. 3 times up and back without a dropped ball. If any of the players drop the ball they must start again.
- **PROGRESSION**
 - The next time through each player must receive the ball twice before passing it on to the next third.
 - The next time through players must vary the pass they throw. No consecutive passes are allowed to be the same. E.g. if the first is a shoulder pass, the next must be a lob, overhead, bounce or chest pass.
 - They can quickly get rid of it (1 second) or hold onto it (3 seconds).
 - Eliminations if an error is committed eg drop pass, wrong pass etc.

3. 3 on 3 – 20 mins MC 5.1 MC 5.2

- A 3 v 3 game with 3 attackers and 3 defenders play a game of netball in 1/3 of the court.
- All attackers can shoot from anywhere in their circle.
- After 2 goals have been scored by one team, defenders and attackers reverse roles and now shoot in the opposite goal. Throughout this game normal netball rules apply.
- It is possible to have two games running at either end of the court to maximise student participation.
- Rotate teams, allowing everyone to get equal game time.
- **Teaching Points:**
 - Reinforce technique and fundamental skills.
 - Can use spare students to referee a game or help score.

Lesson 5 – Shooting: 50 minutes

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• Influences on skill development and performance - applying skills across contexts - predictable and dynamic environments - importance of practice - safety	• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts • participate safely in movement activities

Lesson Rationale: The purpose of this lesson is to learn how to shoot

Resources:

- 6-8 Netballs
- 24 Cones
- 2 x Bibs Sets (7 bibs per set)
- whistle
- netball practical assessment sheet
- netball rings/court

Lesson Activities:

1. Shoot and Rebound – 10 mins MC 5.1

- **Description**
- White student 1 throws to Red student 1 and then follows in to mark and catch the rebound from the Red student's shot.
- The White student returns the ball to the next student in their line and joins the back of the Red student's line.
- The Red student in turn joins the back of the White student's line.
- **Teaching Points**
- The student running in to receive the ball should consider their position around the net. This position should also vary each time so that they can practice shooting from a variety of distances and positions within the goal area.

The Technique - Preparation

- Firstly, get the goalpost in your line of sight. If there is an opposing player between you and the net, ignore them - if you throw the ball properly then there's very little chance that they will be able to intercept it (unless they are considerably taller than you!).
- Put your feet in a position that gives you the best combination of balance and height possible; you might find that having them roughly shoulder width apart is the best position.
- The holding of the ball is important. Balancing it on the fingertips of your dominant hand and steadying it with your other is the best way to begin. The spring of the fingertips give the control of the ball's spin, while the steadying hand is your main aiming tool: make sure it's pointing the ball into the net!

The Technique - Squat

- Bend your knees and squat down with your back straight and your head up - you don't need to go all the way down, but you'll need to experiment to discover how much of a squat you need to get the required power.
- Your hands should stay in the same position, and your eyes should be concentrating on the ring.
- When you're ready to shoot, move your hands back slightly behind your head, and as you spring upright, move them forward and upwards. All the power from your springing knees and the moving hands needs to be transferred to the ball.

The Technique - Shoot!

- Your focus should, at all times, be on the ring.
- Try and concentrate on a point at the back of the ring - this will give you slightly more leeway in terms of your judged length for the shot.
- When your knees spring and your arms are moving forward, you should release the ball.
- Spin the ball backwards by flicking your wrists on release - this makes any bounce on the ring itself a little more forgiving.
- The trajectory for your shot should be as steep as possible - this gives a better chance of the ball dropping through the net, and also stops any chance of a defender blocking your shoot.
- End the shot with your arms straight and in the direction of the shot - follow in towards the net in case it didn't go in and try to rebound the ball.

2. Circle shoots – 10 mins MC 5.1, MC 5.2

- **Description**

- Shooter sprints out to edge of the circle and, on return, receives a pass.
- Shooter must balance, shoot, rebound then return ball to the feeder.
- They continue until 5 goals have been scored - running to a different cone each time, then swap with the feeder. Vary the place at which the feeder stands.

- **Variation**

- Can add a defender to make it harder

- **Teaching Points**

- Sudden change of direction at the cone and drive onto the ball.
- Keep your eye on the feeder and the ball.

3. Netball game – 20mins MC 5.1, MC 5.2

- Divide students up into teams of 7 or more (if more than 7 you will have reserves).
- Organise game times to suit your group, making sure everyone get even game time and have time to change positions.
- Use a student or students who are not playing to umpire the game.
- **Teaching Points**
 - Encourage use of correct technique.
 - Explain and correct any common mistakes. Eg contact, over a third etc.

Lesson 6 – Full-Sided Games: 50 minutes

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• Contexts for specialised movement skills - Games	• demonstrate movement skills through a range of experiences including: - games from categories such as target, striking/fielding, invasion and net/court

Lesson Rationale: The purpose of this lesson is to develop skills in a full sided game.

Resources:

- Netball
- 2 x Bibs Sets (7 bibs per set)
- whistle

Lesson Activities:

1. Re-visit playing positions, roles and rules – 5 mins
 - **Description**
 - Go over the minor and major rules.
 - Talk about the roles of each position.
 - Demonstrate where each position is allowed to move in and around.
2. Full sided game – 35 mins MC 5.1, MC 5.2
 - Divide students up into teams of 7 or more (if more than 7 you will have reserves).
 - Organise game times to suit your group, making sure everyone get even game time and have time to change positions.
 - Use a student or students who are not playing to umpire the game.
 - **Teaching Points**
 - Encourage use of correct technique.
 - Explain and correct any common mistakes. Eg contact, over a third etc.
 - Explain to students that their assessment grades will be finalised during this lesson, which includes feedback on where they currently sit on the Physical Literacy Continuum.