



SPORTING  
*Schools*

# TEACHER SUPPORT NOTES



## FOUNDATION – YEAR 2

Learn netball related fundamental motor skills through fun games and activities.

## YEAR 3-4

Refinement of fundamental motor skills and introduction to modified netball matches.

## YEAR 5-6

Be a part of modified netball matches with a focus on netball specific skill development.

## NETBALL SPORTING SCHOOLS

Thank you for being a part of Netball Sporting Schools.

Netball Australia through Netball Schools is proud to partner with Sport Australia in the Sporting Schools program to get more children active and playing sport.

As a leading Australian Sport, Netball Australia values the ability of sport to enrich and connect communities and the role schools play in fostering a lifelong connection to sport.

## THE GAME OF NETBALL

Netball is a challenging, fun and social sport. The game is played by two teams of seven players and is based on a combination of throwing and catching skills. The object is to pass the ball through the court, to score goals by throwing a ball into a ring attached to a post.

Netball is the most popular women's sport in Australia. Although traditionally identified as a sport for women and girls, it is also played and enjoyed by men and boys.

## TEACHER SUPPORT NOTES

This resource has been developed to provide teachers support in delivering their Netball Sporting Schools program. It includes everything needed to deliver a fun and engaging netball lesson as well as key skill development points.

## DELIVERING A GREAT LESSON

Below are some key principles to ensure lessons are meeting the needs of the players:

- Is it FISH? (Fun, Inclusive, Safe, High levels of involvement).
- Create a safe environment for all (physically and emotionally).
- Excellent communication is vital. Positive body language, clear instructions and an ability to listen will help form a strong rapport with the group.
- The Game is the Teacher: use games based activities to develop players technical and tactical skills.
- Use the Change It principle to ensure the activity suits the development of the individual and group.
- Ensure each activity is focused on the key objectives.
- Allow the opportunity for repetition and lots of time on task.
- Talk less, play more!
- It's OK to use the same activity more than once.
- Get feedback from the players.
- Understand players all develop differently. Modify your activities to ensure all players experience success.

## WHAT'S IN A LESSON PLAN?

The lesson plan overview illustrates the sequence of lessons for each year level based on a specific skill focus. Lessons are comprised of 3 activities: Warm Up, Skill development, and Game Sense activity.

## SAMPLE LESSON PLAN OVERVIEW

FOUNDATION – YEAR 2		ACTIVITIES		
LESSON	Skill Focus	WARM UP 10-15 mins	SKILL DEVELOPMENT 10-15 mins	GAME SENSE 20-30 mins
Lesson 1	Ball Handling	Partner Connection	Partner Passing	Tadpole
Lesson 2	Footwork	Flip it	Jumping Squares	Islands
Lesson 3	Ball Handling/ Footwork	Rob the Nest	Hoop Pivot With Runs	Dodge and Steal
Lesson 4	Goal Shooting	Ball Pick up Race	Shooting a Goal	Shuffle Shot Relay
Lesson 5	Attacking	Tail Tag	Marker Dodge	Sideline Skittle Ball
Lesson 6	Defending	Rats n Rabbits	Two in the Middle	Find the Goal Line

### SKILL FOCUS

The Netball skill in focus for development

### WARM UP

Activities to get your group warmed up

### GAME SENSE

Learn through game like activities to develop understanding and decision making

# ACTIVITY CARD

Each sequenced lesson is contained on an activity card. Here you will find the 3 activities for students as outlined in the lesson plan overview.

# SAMPLE ACTIVITY CARD



## LESSON 1

**SKILL FOCUS**  
BALL HANDLING - Students will develop the fundamental ball handling skills of two handed passing and catching.

**DURATION**  
40-60 mins

**AREA**  
Netball court or suitable playing area

**EQUIPMENT**



Size 4 netballs



Markers

### PARTNER CONNECTION

Warming Up 10-15mins

**Objective**  
To improve students balance and movement skills.

**Equipment**  
NIL.

**Group Management**  
Whole Class.

**Description**  
Players move around using a variety of movements (for example, running, skipping, hopping, jumping, leaping). The teacher calls out two body parts which each player must connect to another player (for example, elbow to knee, hand to foot, head to head).

#### 🕒 Safety

Reinforce the importance of looking out for other players also moving within the area.

#### 👁️ Teaching Tips

Eyes looking forward.

Bend at knees as required.

Use arms to balance.

Look for correct technique in movement skills.

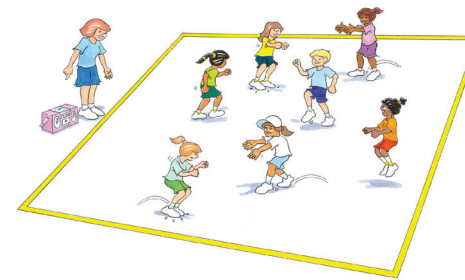
#### 🔄 Change It

Down: Players do not move around prior to creating the connection.

Up: Form larger groups by calling out more body parts (for example, five elbows, two heads and three knees).

#### ❓ Question

What things did you do to stay balanced?



LESSON 1

## OBJECTIVE

Learning outcomes relevant to the activity

## EQUIPMENT

All the equipment needed to deliver the activity

## GROUP MANAGEMENT

Suggested group sizes to facilitate the activity

## DESCRIPTION

Simple instructions on how to deliver the activity

## TEACHING TIPS

Key teaching tips to guide the students learning throughout the activity

## CHANGE IT

Ideas on how to make the activity easier or harder based on the needs of the students

## QUESTIONS

Suggested questions to consolidate student learning and understanding



## GAME SENSE

The Game Sense approach ensures children of all abilities are engaged in the activities and have a positive and successful experience.

Includes Minor Games, Modified Netball Games and Netball Games.

## WHAT IS GAME SENSE

Game sense is a student-centred approach to learning through game play. Game sense focuses on the game to develop a student's understanding of tactics and strategy.

Key aspects of game sense include:

- Students understanding the objective of the game
- Asking questions to foster problem solving, guide and consolidate learning and understanding
- Changing up elements within the game to further understanding and impacts on outcomes

### GAME SENSE ACTIVITIES INCLUDE:

#### Minor Games- Suitable for Years Foundation-6

These are invasion games where students can learn and develop netball tactics and strategy without playing a netball match.

#### Modified Netball Games- Suitable for Year 3-4

This looks like a traditional game of netball however the rules are modified; goal post height lower, more time to pass the ball etc.

These modifications create an environment in which students can develop their skills relative to their age and skill level.

#### Netball Games- Suitable for Year 5-6

Traditional netball. Standard netball rules apply. Students learn and develop and understanding of netball tactics and strategies in game conditions.



# CHANGE IT

The acronym CHANGE IT provides a tool that can be used by teachers to help modify an activity appropriate for all levels of ability.

## CHANGE IT GUIDELINES

One of the most challenging issues for a teacher is dealing with a range in group size, age and ability. All students have different strengths and weaknesses, levels of ability and learning styles. The role of the teacher is to endeavour to meet their individual needs while at the same time bring them together as a team that works effectively.

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

Examples of how to modify games

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

### C

#### Coaching style

Demonstrations, use of questions, deciding when to direct activities and when to ask the players.

### H

#### How to score or win

Different ways to score a goal; shooting goals through a hoop or by passing to a stationary or moving player.

### A

#### Area (playing area)

Change the size or shape of the playing area; increasing or decreasing the size of a 10m X 10m grid and/or changing the shape to long and narrow or short and wide.

### N

#### Number of Players

Students involved in the activity, number of turns, different team sizes to keep all players active and challenged; play 3 v 2 or 2 v 1 with extra attackers to maximize successful passing options.

### G

#### Game rules

Altering the games rules for defending distance to see passing options and make decisions.

### E

#### Equipment

Vary the type and size of the equipment used. For example use a bean bag or smaller ball to develop throwing skills.

### I

#### Inclusion

Engage students in modifying the activities using any of the outlined game elements to maximize involvement of all players; ask how they would change the activity to 'make it fair' with rules that do not unfairly disadvantage one team.

### T

#### Time

Reduce or extend the time to perform actions; varying the length of time a player can hold the ball.

# BALL HANDLING

## TWO-HAND CATCH

Encourage players to catch with two hands to increase control.

## SHOULDER PASS

One-hand pass used for speed and accuracy over long distances.

# SKILL DEVELOPMENT

## TWO-HAND CATCH

Teaching Points	Common Errors
<p><b>Two-Hand Catch</b></p> <ul style="list-style-type: none"> <li>✓ Eyes on the ball</li> <li>✓ Move towards the ball</li> <li>✓ Extend hands forward with fingers spread and thumbs behind the ball ('W' formation)</li> <li>✓ Extend arms to meet and snatch ball towards the body and control it with fingers and thumbs</li> </ul>	<p><b>Two-Hand Catch</b></p> <ul style="list-style-type: none"> <li>✗ Eyes not on the ball</li> <li>✗ Catching with the palms of the hand</li> <li>✗ Thumbs not behind ball</li> <li>✗ Arms bent and close to body</li> <li>✗ Not taking the ball while on the move</li> </ul>

## SHOULDER PASS

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Opposite foot to the throwing arm forward</li> <li>✓ Feet shoulder-width apart, with weight on back foot at start of throw</li> <li>✓ Ball held with two hands initially then in one hand with arm back behind the shoulder</li> <li>✓ Arms extended with elbow slightly bent, shoulders turned</li> <li>✓ Fingers spread wide behind the ball</li> <li>✓ Transfer weight forward as throwing arm comes through</li> <li>✓ Follow through throwing arm until almost extended, fingers and wrist extend in the direction of the pass</li> <li>✓ Rotate hips and shoulders towards target</li> <li>✓ Direct pass to space ahead of receiver</li> </ul>	<ul style="list-style-type: none"> <li>✗ Same foot as arm forward</li> <li>✗ Throwing hand resting on shoulder</li> <li>✗ Weight on front foot initially - little weight transfer resulting in loss of power</li> <li>✗ No transfer of weight from back foot to front foot</li> <li>✗ Ball held in palm</li> <li>✗ Elbow not bent when taken back</li> <li>✗ No shoulder rotation as ball taken back - stab pass</li> <li>✗ No hip/shoulder rotation as ball comes through</li> <li>✗ Arm taken back too high and the ball travels down on release</li> <li>✗ Hand under ball causing spin on release</li> <li>✗ Pass not directed to space in front of receiver</li> </ul>

# BALL HANDLING

## CHEST PASS

Pass with two hands from the chest (used for quick, short and accurate passes).

## BOUNCE PASS

Used when the thrower is closely defended or when play is crowded, generally over short distances.

## LOB

A high pass used to lift the ball over the arms of the defending players.

## CHEST PASS

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Stand front on with the ball in two hands at chest height and elbows down</li> <li>✓ Spread fingers around the ball with thumbs behind</li> <li>✓ Step forward with weight transferred onto front foot as you push the ball with wrist and fingers</li> <li>✓ Ball comes out evenly from both hands</li> <li>✓ Head up, eyes looking forward</li> </ul>	<ul style="list-style-type: none"> <li>✗ Elbows at shoulder height</li> <li>✗ Hands at the side of the ball with thumbs upward</li> <li>✗ No weight transfer, use upper body only</li> <li>✗ Ball pushed from palm – lack of touch on pass</li> <li>✗ One hand dominates pass</li> <li>✗ Head down looking at ball</li> </ul>

## BOUNCE PASS

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Step forward and bend/lunge on opposite leg</li> <li>✓ Push ball forward and downward</li> <li>✓ Release ball between the hip and knee</li> <li>✓ The path of the ball is lower – under the outstretched hands of the defender</li> <li>✓ The ball should touch the ground approximately two thirds of the distance to the receiver and reach the intended player about knee height</li> </ul>	<ul style="list-style-type: none"> <li>✗ Pass not directed downward</li> <li>✗ Ball released at shoulder height</li> <li>✗ No weight transfer</li> <li>✗ Bounce the ball too close to the thrower</li> <li>✗ Bounce the ball too high</li> </ul>

## LOB

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Start movement from the shoulder</li> <li>✓ Short back movement</li> <li>✓ One-handed high release</li> <li>✓ Follow through in direction of pass with wrist/fingers</li> </ul>	<ul style="list-style-type: none"> <li>✗ Ball begins at waist/hip level</li> <li>✗ Large 'back swing' movement</li> <li>✗ Ball released from chest position</li> <li>✗ No follow through, arm action 'stabs' pass</li> </ul>



# FOOTWORK

## SAFE LANDING

When landing on one leg it is important to teach the players which foot they should be landing on.

## SAFE LANDING

Teaching Points	Common Errors
<p><b>Two Feet</b></p> <ul style="list-style-type: none"> <li>✓ Land with feet shoulder-width apart to give a firm support base</li> <li>✓ Keep body upright, bend at hips, knees and ankles on impact to cushion landing</li> <li>✓ Continue to bend knees after impact to assist with a balanced soft landing</li> <li>✓ Body weight over both feet with shoulders even and weight on both feet</li> </ul> <p><b>Right / Left Foot</b></p> <ul style="list-style-type: none"> <li>✓ If player leads to the left, they should land on the left (outside) foot. If they lead to the right, land on the right foot</li> <li>✓ Body weight over the outside foot with shoulders even and weight on the outside foot</li> <li>✓ Place other foot on the ground quickly to help absorb impact and provide balance</li> </ul>	<p><b>Two Feet</b></p> <ul style="list-style-type: none"> <li>✗ Landing with feet too close together</li> <li>✗ Not continuing to bend knees, ankles and hips on and after impact</li> </ul> <p><b>Right / Left Foot</b></p> <ul style="list-style-type: none"> <li>✗ Landing on incorrect foot (inside)</li> <li>✗ Not bending knees, ankles and hips on and after impact and weight on the outside foot to cushion landing</li> <li>✗ Second foot not landing quickly and overbalancing on first</li> <li>✗ One shoulder is dipped - usually same side as landed foot</li> </ul>

# FOOTWORK

## PIVOT

Swivel either on the heel or the ball of the landing foot while maintaining contact with the original landing position.

## PIVOT

Teaching Points	Common Errors
<p>Pivoting must always be on the landing foot</p> <ul style="list-style-type: none"> <li>✓ Bring weight over grounded foot</li> <li>✓ Bend knees slightly</li> <li>✓ Turn on ball of the pivot foot, pushing off with the other foot</li> <li>✓ Non-grounded foot is lifted and regrounded to maintain balance throughout movement</li> <li>✓ Players must be able to turn quickly after receiving a pass and face the play down court</li> <li>✓ Keep ball close to body and positioned ready to throw</li> </ul> <p>Remember:</p> <ul style="list-style-type: none"> <li>✓ When leading to right, land on right foot and pivot to right</li> <li>✓ When leading to left, land on left foot and pivot to left</li> <li>✓ When leading straight, pivot on first landed foot away from defended side</li> </ul>	<ul style="list-style-type: none"> <li>✗ Landing on incorrect foot</li> <li>✗ Pivoting before the ball is securely caught</li> <li>✗ Pivoting into opponent</li> <li>✗ Dragging the pivoting foot on the pivot action</li> <li>✗ Pivoting with the leg straight</li> <li>✗ Weight not over grounded foot</li> <li>✗ Grounded foot is lifted and regrounded during pivot</li> <li>✗ Weight of grounded foot is moved from heel to toe during pivot</li> <li>✗ Ball not brought into body after catch</li> </ul>

# GOAL SHOOTING

## TECHNIQUE

Predominantly a one-handed shot with the other hand resting on the side of the ball.

## TECHNIQUE

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Ball is held above the head</li> <li>✓ Arms are extended with the shooting arm reasonably straight and close to the ear</li> <li>✓ Ball rests on the base of the spread fingers and the thumb</li> <li>✓ The opposite hand is placed on the side of the ball to steady it</li> <li>✓ Stand upright with the feet about shoulder-width apart</li> <li>✓ Feet, hips and elbows pointing towards the goalpost</li> <li>✓ Bend elbows and knees</li> <li>✓ Straighten elbows and knees</li> <li>✓ Release the ball just before elbows and knees are straight</li> <li>✓ Flick the ball with the wrist</li> <li>✓ Follow through, arms towards post</li> <li>✓ Straighten fingers pointing them towards the post</li> <li>✓ The ball should travel in an arc towards the post</li> </ul>	<ul style="list-style-type: none"> <li>✗ Ball is behind or in front of head</li> <li>✗ Arm is extended out from ear</li> <li>✗ Fingers not spread wide and the ball sits either flat on the palm or up on the fingertips</li> <li>✗ Opposite hand is placed under the ball</li> <li>✗ Feet too close or too far apart and body is hunched</li> <li>✗ Feet, hips and elbows not aligned with each other and the post</li> <li>✗ Keeping elbows and knees extended and ball dropping behind the head</li> <li>✗ Keeping elbows and knees flexed on the release phase of the shot</li> <li>✗ Releasing ball after elbows and knees are straight</li> <li>✗ Not using any wrist action</li> <li>✗ Arms not following the ball in the direction of release</li> <li>✗ Fingers not pointing in the direction of the ball release</li> <li>✗ The ball travels flat in the air</li> </ul>

# ATTACKING

## TIMING OF LEAD

An important aspect of all attacking moves.

## STRAIGHT LEAD

Timing is key for successful execution.

## TIMING OF LEAD

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Read cues from the thrower</li> <li>✓ Read available space</li> </ul>	<ul style="list-style-type: none"> <li>✗ Moving too early before thrower is ready to release</li> <li>✗ Driving into space already taken</li> </ul>

## STRAIGHT LEAD

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Sprint strongly to the ball, either directly forward or diagonally at a 45-degree angle to the free side</li> <li>✓ When the lead is to the right, take off with the right leg and vice versa</li> <li>✓ Emphasis should be on strong first 3-4 steps with shoulders in direction of lead</li> <li>✓ When leading to the right, land on the right foot and pivot to the right</li> <li>✓ When leading to the left, land on the left foot and pivot to the left</li> <li>✓ Strong arms to accelerate</li> <li>✓ Maintain speed onto ball</li> </ul>	<ul style="list-style-type: none"> <li>✗ Leading too soon</li> <li>✗ Step back before drive forward or taking off with the incorrect leg</li> <li>✗ Run with body 'flat' to ball</li> <li>✗ Arms swing across body or not at all</li> <li>✗ Lead is to the side but not towards the ball</li> <li>✗ Slow down before the pass is taken</li> <li>✗ Landing on the inside leg</li> </ul>

# ATTACKING

## SINGLE DODGE

Movements should be quick and decisive.

## CHANGE OF DIRECTION [TWO STRAIGHT LEADS]

First movement is longer than that used in a single dodge.

## SINGLE DODGE

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Eyes on thrower</li> <li>✓ Body upright, feet shoulder-width apart, slightly bent knees and hips</li> <li>✓ Move a few steps away from the intended catching position (should be a definite move)</li> <li>✓ Place outside foot strongly on ground and push off in the opposite direction, turning hips to face towards direction of travel</li> <li>✓ Use arms to accelerate and extend to receive ball</li> </ul>	<ul style="list-style-type: none"> <li>✗ Feet too far apart</li> <li>✗ No weight transfer onto outside foot</li> <li>✗ Push off on the inside foot</li> <li>✗ Dodge not a definite movement, just a sway</li> <li>✗ Movement too slow, allowing defender to hold attacker's position</li> <li>✗ Moving head and losing sight of thrower</li> <li>✗ Eyes and head looking down</li> <li>✗ Arms beside body and not using to increase power</li> </ul>

## CHANGE OF DIRECTION [TWO STRAIGHT LEADS]

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Sprint strongly to the ball, either directly forward or diagonally at a 45-degree angle. Shoulders should be in direction of movement</li> <li>✓ Emphasis should be on strong first 3-4 steps</li> <li>✓ Push off strongly on outside foot and use inside foot as take-off foot to move into a new space</li> <li>✓ Emphasis again on strong first steps when moving to the new space</li> </ul>	<ul style="list-style-type: none"> <li>✗ Leading too soon</li> <li>✗ Shoulders not turned in direction of lead</li> <li>✗ Push off on the inside foot</li> <li>✗ Movement onto second move not definite</li> <li>✗ Not changing direction into a free space</li> <li>✗ Arms beside body and not using to increase power</li> <li>✗ Eyes and head looking down</li> </ul>

# DEFENDING

## ONE ON ONE SHADOWING

Basic defending position.

## INTERCEPTION

Reading the pattern of play allows the defender to predict the most likely passing option.

## ONE ON ONE SHADOWING

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Stand in front of opponent with back to attacker and body halfway across opponent's body</li> <li>✓ Arms close to sides of body</li> <li>✓ Feet shoulder-width apart, knees bent, weight slightly forward over toes and back upright</li> <li>✓ Vision to see attacker and the ball</li> <li>✓ Shadow moves using fast small steps</li> <li>✓ Aim to move feet, keep head up and maintain vision of the attacker and not swing head</li> </ul>	<ul style="list-style-type: none"> <li>✗ Standing directly in front of attacker or directly beside attacker</li> <li>✗ Watching either the ball or the attacker exclusively</li> <li>✗ Bottom is not tucked in and legs straight</li> <li>✗ Feet too close together or too far apart</li> <li>✗ Arms positioned out from the body causing obstruction</li> <li>✗ Moving head and not feet to maintain vision on attacker</li> </ul>

## INTERCEPTION

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Read cues provided by thrower to anticipate direction of pass</li> <li>✓ Drive for an intercept at an angle</li> <li>✓ Focus on ball</li> <li>✓ Emphasis should be on strong first 3-4 steps</li> <li>✓ Run through to take the ball</li> <li>✓ Land on the outside foot and balance</li> </ul>	<ul style="list-style-type: none"> <li>✗ Misreading the cues</li> <li>✗ Leading too soon</li> <li>✗ Angle too flat</li> <li>✗ Eyes and head looking forward</li> <li>✗ Push off on the inside foot</li> <li>✗ Lunging at the ball</li> <li>✗ Landing on incorrect foot and overbalancing</li> </ul>

# DEFENDING

## RECOVERY

Quick recovery enables the defender to position to defend the next pass.

## HANDS OVER BALL

Balance should be maintained ready to defend the attacker after they release the ball.

## RECOVERY

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Push off strongly 1.2m distance</li> <li>✓ Strong stride/jump back - can be one large stride or a few quick steps</li> <li>✓ Use arms for power to jump back</li> <li>✓ Head up with eyes on ball and opponent</li> </ul>	<ul style="list-style-type: none"> <li>✗ Push off not quick enough to get back to distance</li> <li>✗ Feet too wide or too close together - difficult to change direction</li> <li>✗ Eyes on ground - attempting to judge distance</li> </ul>

## HANDS OVER BALL

Teaching Points	Common Errors
<ul style="list-style-type: none"> <li>✓ Stand 1.2m in front of the person throwing</li> <li>✓ Feet shoulder-width apart, knees, hips and ankles slightly bent</li> <li>✓ Weight balanced over two feet with knees over toes and entire foot on ground</li> <li>✓ Arms up and in position over the ball</li> </ul>	<ul style="list-style-type: none"> <li>✗ Incorrect distance</li> <li>✗ Hands coming up before correct distance is taken</li> <li>✗ Feet narrow/legs straight/on toes - lose balance and shorten distance</li> <li>✗ Bend forward too much at waist</li> <li>✗ Arms waving and not defending ball</li> </ul>



# MODIFIED NETBALL GAME RULES

The following rules are used during both minor games and modified matches.

<b>Match duration</b>	4 x 10 minute quarters or as time allows
<b>Goal post</b>	2.4m high
<b>Ball</b>	Size 4
<b>Time to pass ball</b>	Up to 5 seconds
<b>Stepping</b>	Shuffling on the spot to regain balance allowed, without moving down the court
<b>Defending</b>	Strict 'one-on-one defence'. Players may defend a shot at goal
<b>Obstruction</b>	A player must defend from a distance of no less than 1.2m (4 feet)
<b>Substitutions</b>	<ul style="list-style-type: none"><li>• The game time should be evenly distributed amongst all players</li><li>• A team can make unlimited substitutions at any time</li><li>• Players should experience all positions over the course of the program</li></ul>
<b>Centre pass</b>	Centre passes are taken by the team that did not score the last
<b>Out of play</b>	No player should be placed 'Out of Play.' An infringing player should rather be shown the correct way of playing eg; shown the 4 feet distance when defending their opponent.





# NETBALL RULES

The following rules are used during both minor games and modified matches.

<b>Match duration</b>	4 x 15 minute quarters
<b>Goal post</b>	3.05m (10 feet) in height
<b>Ball</b>	Size 5
<b>Time to pass ball</b>	Up to 3 seconds
<b>Stepping</b>	Strict application of footwork rules
<b>Defending</b>	A variety of defending tactics employed
<b>Obstruction</b>	A player defending a player from the opposing team in possession of the ball must defend from a distance of 0.9m (3 feet)
<b>Substitutions</b>	A team may make unlimited substitutions at 1/4, 1/2 and 3/4 time intervals. Substitutions may occur during injury/illness or blood time; however, the injured or ill player for whom play was stopped must be involved in that team's substitution
<b>Centre pass</b>	Play is started, and restarted after every goal scored, and after each interval, alternately throughout the game by the two Centres
<b>Out of play</b>	The infringing player must stand out of play. This means the infringer must stand beside the opposing player taking the penalty so as not to impede that player.

# PLAYING POSITIONS

**1** GOAL CIRCLE

**2** GOAL THIRD

**3** CENTRE THIRD

**4** GOAL THIRD

**5** GOAL CIRCLE



## **GS – GOAL SHOOTER**

Areas 1 & 2  
Scores goals and works in and around the goal circle with the Goal Attack.

## **GA – GOAL ATTACK**

Areas 1, 2 & 3  
Feeds and works with the Goal Shooter to score goals.

## **WA – WING ATTACK**

Areas 2 & 3  
Feeds the Goal Circle players giving them shooting opportunities.

## **C – CENTRE**

Areas 2, 3 & 4  
Takes the centre pass and controls game flow between attack and defence.

## **WD – WING DEFENCE**

Areas 3 and 4  
Looks for intercepts and prevents the Wing Attack from feeding the ball into the goal circle.

## **GD – GOAL DEFENCE**

Areas 3, 4 & 5  
Defends the Goal Attack, looking for intercepts, trying to prevent the opposition from scoring

## **GK – GOAL KEEPER**

Areas 4 & 5  
Works with the Goal Defence to prevent the opposition from scoring.

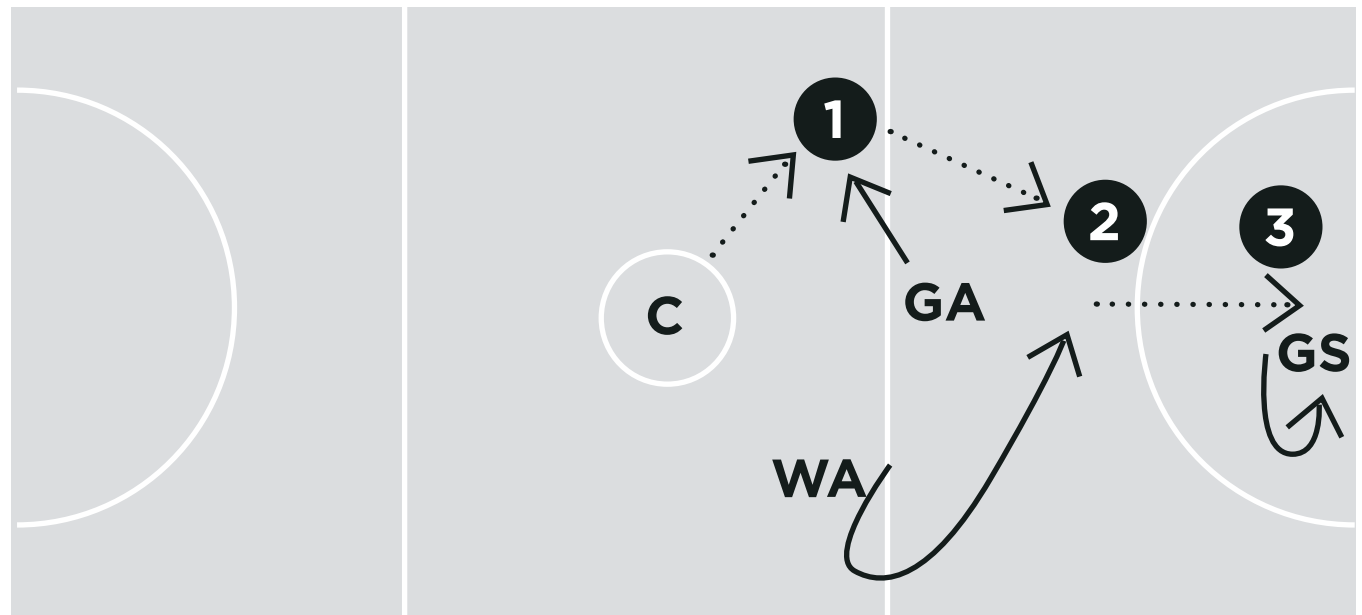
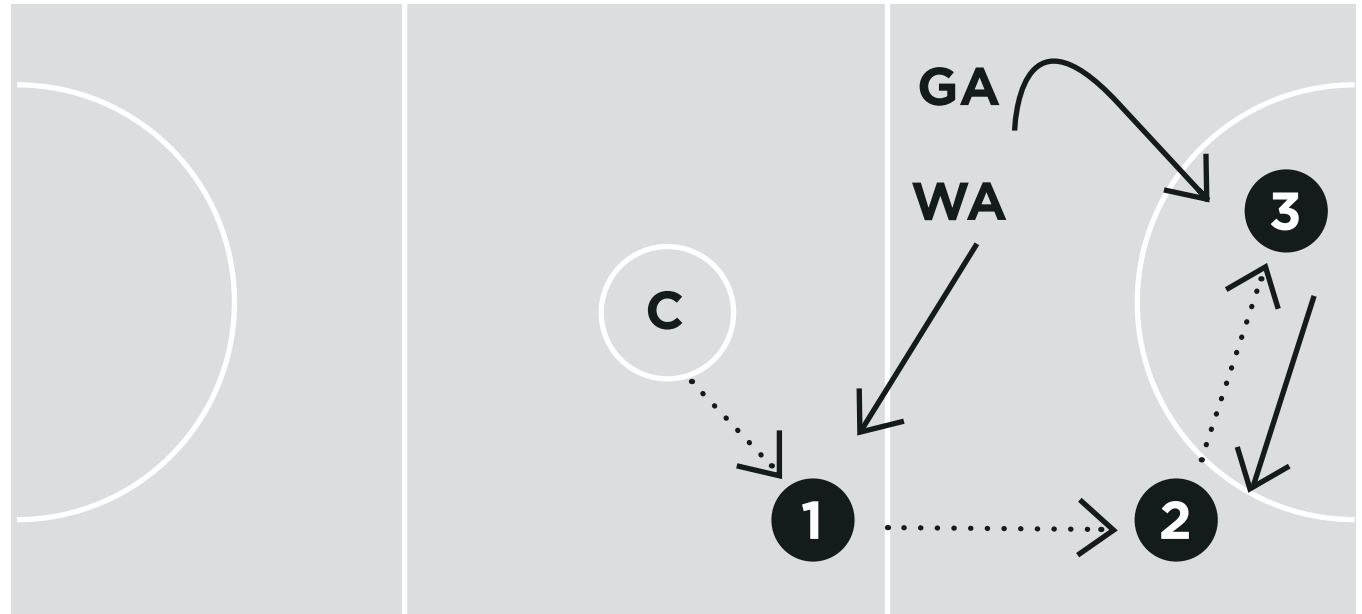
# CENTRE PASSES

Begin initially with the C, WA, GA and GS to highlight the attacking variations available from the Centre Pass, and then add WD and GD/GK options. Irrespective of which combination is played the Centre Pass must be received in the Centre Third.

Extend the centre pass set-up to include opposition players. Begin initially with the WD then progressively add players to further increase difficulty (GD, C, and GK).

If the defensive team gains possession of the ball they should play it back over the transverse line.

DIRECTION OF PLAY →



Ball .....> Player .....>



## PLAY MORE NETBALL

As one of Australia's most popular team sports connect your students with more opportunities to play.

## **CONNECT YOUR STUDENTS WITH MORE OPPORTUNITIES TO PLAY**

Keeping kids involved in sport is great for their physical and mental health and wellbeing. It also provides the foundation for lifelong engagement in sport.

Support your primary school students to transition from school-based netball to participating at their local netball club or association.

### **WOOLWORTHS NETSETGO**

Woolworths NetSetGO is Australia's official starter program for kids aged 5 to 10. It's a chance for kids to learn the netball basics, get outside and make some friends. The program is divided up into three tiers: Net, Set and GO, NetSetGO is delivered by local Netball Clubs or Associations, or your school can become a NetSetGO Centre too. <https://netball.com.au/woolworths-netsetgo>

### **JUNIOR COMPETITION**

Junior club netball is for kids aged 11 and up. For a lot of players, junior clubs are their first taste of competitive netball. Kids play across a full season, improve skills and fitness, learn from experienced coaches and make friends for life.

<https://netball.com.au/junior-senior-netball>