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INF Foundation Coaching Manual

INF Foreword

Urvasi Naidoo – Chief Executive Officer

This coaching resource has been developed by the International Netball Federation (INF) in furtherance of its mission to build a platform from which all INF Members can develop the sport and promote its core values. The INF recognises that good coaching is a key component in achieving that mission and therefore, one of its strategies is to support and develop quality coaching across its entire Membership.

The manual focuses on the essential coaching skills that provide the foundation to the sport and will assist Members with the successful delivery of coaching programmes around the world. The INF wish you all the very best with your coaching work and with growing the great sport of netball in your country.

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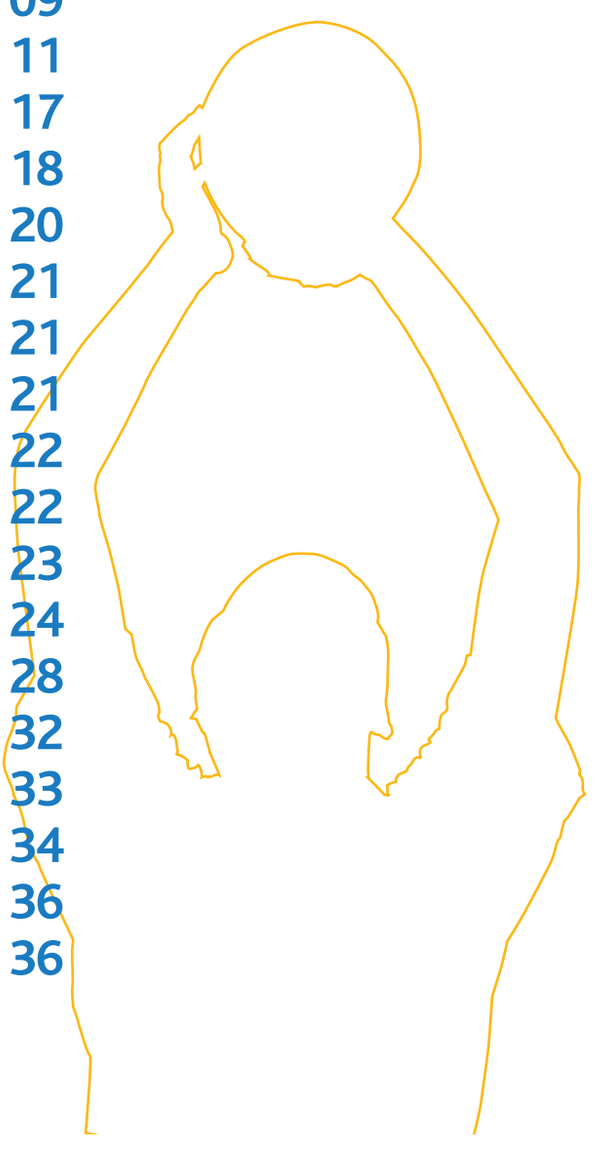


Introduction

The Importance of Teaching Foundation Skills

Netball is a wonderful game that gives us all a great deal of satisfaction and pleasure. It is a simple game, players throw, they catch and they move. Sometimes as coaches we tend to make it too complicated. So much so that we end up tricking ourselves.

Netball is about doing the simple things well, over and over again, every time. At the end of the match it is the team who makes the least amount of unforced errors who will succeed. Champions are just that because they make fewer errors than their opponents do. They are more consistent in everything they do. They have the ability to consistently play with minimal errors in their game.

It is the mastery of the foundation skills that underpins all achievements. So take the time to consider – "Why is it that some players can do it well whilst others cannot?" Those who achieve do so because they are prepared to put in the time and commitment to being the very best they can be.

It also takes good coaching. This is where the coach can make a difference.

Coaches have a responsibility to the players to have a very good understanding of the foundation skills of netball. They must be able to teach and develop these skills in every player in a fun and enjoyable manner.

Coaches should always be on the look out for players who cannot perform the foundation skills to the required level. Constantly looking for faults and supporting players to correct them is an on-going part of the role as a coach.

This guide will outline the foundation skills of Netball and the relevant coaching points for each skill. If a young player can master these skills, their individual flair and creativity will come to the top. It is like building a house. You need strong foundations on which to build otherwise it will crumble and fall.

The Role of the Coach

People start coaching for a number of reasons:

- Have been thinking about coaching a team for a while
- A Mum or Dad who wants to help out
- Would like to give back to the sport
- Have the experience and want to learn more about effective coaching

As a coach it is essential to be aware of:

- Why you are coaching – for every right reason
- Who you are coaching – age, level, ability, development
- How to coach – how will the activities be delivered to maximise participation, learning, enjoyment, success, decision making
- What to coach – skill and tactical requirements appropriate to the needs and ability of the players

What is a coach?

A coach is a:

Teacher	Organiser	Selector	Philosopher
Psychologist	Student	Mentor	Trainer
Mum/Dad	Planner	Motivator	Manager
Instructor	Public relations person		

As you can see a coach wears many different and varied hats. When you take on a coaching role you have a series of responsibilities that the players expect of you.

As a coach you are a leader not merely a person with authority. Next to their parents youngsters spend more time with, and are more likely to be influenced by their teachers than anyone else. As the coach you are the teacher who will provide by far the most influence in their sporting lives. The powerful influence should be a sacred trust for all those who are in the position to help mould the character of young people in their growing years. **The Safeguarding and welfare of your charges should be of primary concern.**

Coaches are people who instruct players in the execution of specific skills. When there is a discrepancy between what is required and what is actually performed then the coach must know:

- What went wrong
- Why it went wrong
- How to correct the mistake

Therefore coaches tasks are those of observation, analysis and correction. There are two distinct roles played by the coach and the player. The coach sees a movement and is responsible for the correct technical execution of the skill. The player feels when the movement is correct. It is when a movement both looks and feels good that there is a successful partnership between coach and player.

Coaching technique is largely an individual and personal skill that is acquired, enhanced and modified in the light of experience and experiment.

Coaching is a constant challenge to:

- Get the best performance out of the players at the right time
- Keep the players interested and motivated
- Be consistent and enthusiastic in your approach
- Be patient
- Out-think the opposition coach

What are the characteristics of a good coach?

- Must possess a sound technical knowledge of the foundation Netball skills and the rules governing the game
- Must have an awareness of the basic strategies, game tactics, routines and practices to complement that sound technical knowledge
- Have clear and firm speech to obtain and hold attention
- Be a good listener
- Be flexible and adaptable to change when it is required
- Needs a sense of responsibility, good personal organisation and the administrative ability to effectively and reliably implement their coaching programs

Other attributes of a good coach include:

- A genuine passion for Netball and the players under the coach's control
- A consideration of the players needs and feelings
- Careful judgement when making decisions
- Take into consideration all matters from a common sense view point
- Being able to keep emotions under control
- The ability to think clearly at all times
- The need for sincerity and honesty in every phase of the program
- Not expecting too much too soon. A lack of patience is possibly the greatest fault of the beginner coach
- Making every effort to give all players a fair and equal chance
- Being clean and neat in appearance
- Learning to speak clearly to obtain and hold attention
- Making sure body language is non-threatening to the players
- Being a harmonious co-worker with the people associated with netball
- Having a sense of responsibility - players must know that they can depend upon their coach at all times

Although the above attributes may not be all-inclusive they do represent those qualities in coaches that are most desirable and provide a good guide for the personality and development of the coach. You must also understand the expectations you have of the job and what players should reasonably be able to expect from you as a coach.

Your ability as coach to improve performance depends to a large degree on the ability to communicate. Not only verbally, but when listening and using non-verbal communication such as body language e.g. grinning, sighing and shrugging.

The major struggle for people entering coaching is to overcome the stereotype that society has on what a coach should be like. The struggle to find ones own identity in coaching is very real. The profound yet simple truth involved in coaching is to learn to be yourself. Don't try to be someone you are not. Work hard, be yourself and make the game fun. Netball is a great game so enjoy it. Work within the framework of the rules and make Netball grow in a direction you can be proud of in years to come.

Now ask yourself why are you coaching? The word "enjoyment" must be in your answer somewhere. If you really don't want to be there and it is becoming a burden to you maybe it is time for a break. Take a season off, refresh yourself and renew your enthusiasm.

Most coaches expect too much, too soon from their players and become frustrated when everything doesn't go as planned. Have patience, begin with the basics and the rest will develop. Even coaches at the top levels make sure the basics of the game are performed with consistent accuracy.

So have you checked the players footwork lately? Which foot do they land on? Is it correct? Have a look. What about their throwing and catching? Where are their hands positioned when they take the ball? How do they run? What are their arms doing when they sprint?

Coaching is a constant fault detection and correction process. Don't forget to constantly check the so called 'minor' aspects such as catching, throwing and footwork. Netball is based around running to catch a ball then disposing of it in the best possible manner. Too often coaches are so intent on making drills as intricate as possible they forget to check the minor aspects which, if left unattended, will develop into major deficiencies.

Ask yourself, why I am giving the players this activity? What is the purpose of the activity? If it is only to keep them occupied and to take up time in the session then think again. The activity must address a fault that has been detected in match play or elsewhere. You must try to assist every player to correct faults by devising an appropriate activity. Watch the players in action. Isolate one or two players and plot their footwork and movement patterns and so on. The best activities come from these simple beginnings. Keep at it and enjoy the experience. Rewards will come when you see the players perform to the best of their ability every time.

Have you thought about your coaching philosophy? What is it?

- Increase players enjoyment of Netball
- Improve players skill level & knowledge
- Give something back to the sport
- Improve players self esteem
- To share your knowledge
- Help the players to be the best they can be

Why do players play?

- Enjoyment
- Fun
- Friends
- Learn new skills
- Social
- Success
- Improve skill level
- Development
- Sense of unity
- Sense of belonging
- Achieving goals

All coaches are individual and therefore will do things differently. Basically coaches can be slotted into any of the categories or combinations of those listed on the next page.

A The strong unwavering type who insists on maximum effort from everyone all the time. They always give their best and expect the same in return. They are sympathetic towards the players problems but if anyone tries to cut corners they will be sorry. These coaches are able to assess a player's potential and ability quickly and accurately.

B The very thoughtful coach whose greatest fault is that they are too nice to everyone. They were classic performers themselves, proficient in all skills but slow to change to the modern techniques and the changing patterns of Netball.

C Those coaches who hate to lose and their fiery temperaments upsets their judgement at times. They have the ability to gather ideas from all sources, analyse the good from the bad and apply them effectively. They create tremendous drive which is transmitted to the players but they can also relax and mix with them.

D Creative and persuasive thinkers who prefer the gentle approach. They deal with players on an individual basis and are masters at getting the best out of them. Before a competition they give the players detailed instructions on how to execute their movements correctly as well as useful advice about their opposition.

E The annoying coach. They get under the players skin. They are feared and hated but above all are respected. Although they do not like being hated they believe it is the only way to be a successful coach.

F Those coaches who upset the club with their tough attitudes to discipline when they first take over but prove to be extremely astute and very fair.

Communication

Communication can often be too much, too little or too late. Good communication can be stimulating whilst bad communication can be very boring. The coach aims to achieve good communication between the athlete and the coach during the training session.

Communicating effectively is the coach's responsibility and they must manage this both when sending and receiving messages. This process takes place during informal conversations, group interaction sessions, whilst speaking in public or in written correspondence.

Communication can fail because of an unclear message or the sender using complicated words or perhaps unfamiliar technical terms. Sometimes there is too much noise.

Coaches can improve or make communication better by keeping the message succinct and to the point and by being specific with the message and using simple language. They must be prepared to clarify if the message is not clear and repeat the message in different ways by using visual means or demonstrations.

Coaches need to assess the volume and tone of their voice and can vary the pace of their speech whilst avoiding using complicated words.

The coach needs to develop the ability to listen well. Active listening skills require a genuine interest in what is being said. To listen with genuine interest the coach needs to:

- Listen attentively – making and maintaining eye contact
- Allow the player time to talk without butting in
- Use non-verbal gestures to show that you are following what is being said (e.g. nodding)
- Use verbal gestures to show understanding and to encourage the player (e.g. yes, I see)
- Use questions to check information and encourage the player to open up (e.g. are you saying that .....?)
- Restating the information exactly as that given to encourage more description (e.g. so you don't like to do push ups .....)
- Talk only when necessary and when you do give an appropriate response

Remember active listening is a technique that helps the coach gather more information. Coaches can't be listening if they are doing all the talking!

Role of the Parent

At home is where a child learns to be a "good sport". By the time a child joins a team, a sense of sportsmanship (or lack thereof) is already well established. Parents should not force an unwilling child to participate in sport. Children should play sport because they enjoy it. Children should always be encouraged to play by the rules and not publicly question the officials judgement and never their honesty. They should have a positive attitude to their sport so that they want to stay involved. Children should be taught that the skills of the game are vital as is an honest effort so that the result of each game is accepted. Parents should never ridicule or yell at their child for making a mistake or losing a competition. They should support all efforts to remove verbal and physical abuse from children's sporting activities. Children learn best by example so encourage by applauding good play.

Balance & Landing

How do players stay upright? Using body strength and the correct landing techniques assists the player to stay standing and not fall over.

Let's look at the One Foot Landing

When players are on the move and catch the ball most often they will land on one foot first before grounding the other. Players should practice landing in a balanced position so they are ready to pass. It does not matter if they land on the left foot first or the right foot first or with two feet simultaneously.

Coaching Points

- Land with feet approximately shoulder width apart to give a firm support base
- When landing with one foot first quickly bring the other foot down to evenly spread the body weight over two feet
- Body should be upright when landing
- Bend knees, hips and ankles slightly on impact. This will help cushion the force of the landing
- Knees should be in line with feet
- Knees should not be in front of feet (indicates weight too far forward)
- Shoulders should be level
- Equal distribution of weight
- Head and eyes up
- Land 'softly' in sequence – toes, heels, bend knees and lower the centre of gravity
- Maintain control of the body
- When landing with two feet simultaneously spread the body weight evenly over both feet

Stability and strength are a vital foundation for being able to develop the necessary physical skills to play netball. Good landing technique will minimise the risk of injury. It allows the player to gain balance quickly before passing.

Catching

Do you actually look at the way your players catch the ball – every time they catch? If they consistently drop the ball do you question why? Or do you simply just say "pull it in", "two hands" or "strong fingers". Could there be an underlying reason why a player consistently drops the ball? E.g. eyes not watching the ball into the fingers but looking for the next pass.

As you watch the player keep asking yourself:

- What is it you are looking for?
- What are the fingers doing?
- Where are the fingers placed on the ball?
- What are the arms doing?
- Where are the arms placed when receiving the ball?
- What are the eyes looking at?

Coaching Points

- Emphasise a two handed catch over a one handed catch
- Eyes watching the ball into the hands
- Fingers and thumbs spread in a "W" shape ready to receive
- Fingers and thumbs relaxed but strong
- Hands and arms outstretched towards the ball
- Step forward and reach with hands to catch
- Snatch the ball with strong fingers and bend arms when receiving the ball to lessen the impact whilst pulling the ball towards the body
- Keep thumbs behind the ball with fingers spread and relaxed
- Bring the ball back to the chest ready for the return pass
- Allow time for a balanced landing position before throwing the ball

Passing Skills

Netball is a game made up of a variety of passing techniques. The player's ability to pass accurate and well timed throws will determine the success of the team. Players need to master the basic skills of each of the throwing techniques as well as balance, timing and control. The player must learn when and where to pass the ball and which pass to use.

Coaching Points

Shoulder Pass – 1 handed

- Stand side-on to the intended receiver
- Feet should be shoulder width apart with knees slightly bent and weight on the back foot
- The ball can be held with two hands but as the arm is taken back behind the shoulder the ball is held with one hand
- Elbow should be bent
- The opposite foot to the throwing arm should be forward
- Transfer the body weight from the back foot to the front foot as the player steps forward with the front foot
- The ball is pushed forward with the shoulder, elbow, wrist and fingers
- Follow through with the hand whilst the fingers should be pointing in line with the throw

Shoulder Pass – 2 handed

Everything is the same as the one handed shoulder pass but as the arm is taken back behind the shoulder two hands remain on the ball.

Chest Pass

- Two hands behind the ball with thumbs and fingers in a "W" shape
- Ball held close to chest
- Elbows bent and relaxed by side
- Wrist and fingers direct and control the ball
- Step forward into the pass
- Weight is transferred onto the front foot
- Follow through with arms and fingers in the direction of the pass
- As the player steps forward ensure feet are in a balanced position

Bounce Pass

- A bounce pass can be performed with one or two hands from in front or the side of the body
- Hold the ball the same as for a shoulder pass
- Ball can be held at either waist or hip level
- Bend knees and step forward onto the front foot
- As the ball is pushed forward the hand and fingers should follow the path of the ball
- When executing the bounce pass the ball should bounce approximately 2/3's of the distance between passer and receiver

Lob Pass

- One or two handed pass
- The body can be facing or side-on to the receiver
- The ball should be released above the head
- As the throw is executed the throwing arm or arms moves up and forward towards the receiver
- The wrist and fingers direct the ball in a high arc into the space ahead of the receiver
- The highest point of the arc should be when the ball passes over the defender
- Weight is transferred from the back to the front foot as the step forward is made

If players can throw these four passes with accuracy they will have a very sound grounding for more advanced passes as their Netball skills develop.

Something as basic as the throwing technique and variety of passes should not be a problem for players to master. However deciding which pass to use and when to use it can really be difficult for some players.

Factors that determine what pass a player should use and when they should release it:

- Positioning of attacker and defender
- Length of pass
- Positioning of immediate defender at 0.9m
- Timing of attacker's movement

Placement of the pass into a space can be hard for some players to recognise. Keep re-affirming the placement of each pass into the correct space by pointing out where the defender is positioned and throwing the ball into the space away from the defender.

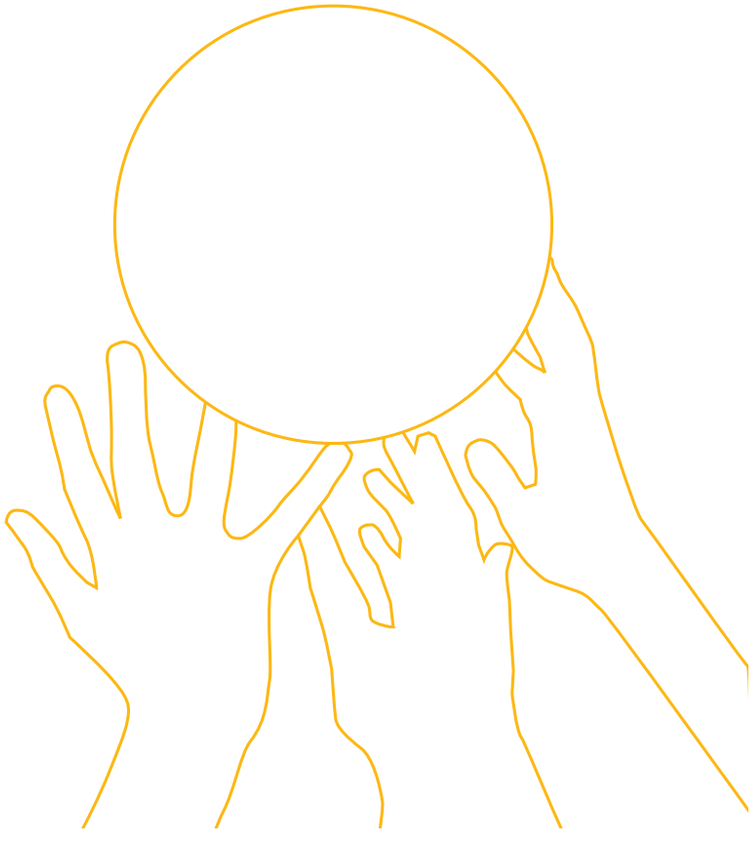
Catching & Passing on the Move

Once players master the ability to catch and throw in the stationary position the next progression is to do it whilst on the move. Players need to be able to put it all together when on the move.

Considerations include:

- Balance on the landing
- Being in control of the body
- Applying the same catching and throwing techniques as when in the stationary position
- The ability to make quick decisions

These areas may seem basic but they are very important because in the end if players can't catch, throw and move what good is anything else? Remember Netball is about doing the basics consistently well over and over, every time.



Catching, Throwing & Moving When Under Pressure

Players should be able to catch, throw and move when not pressured. Players also should be able to perform these skills when under extreme pressure. Pressure can be applied to players in many ways:

- Reducing or increasing the amount of space in which the players can move
- By adding defenders to any activity
- Putting a time-frame on the activity
- Placing players against one another in a competitive environment

The player's ability to remain calm and in control when under pressure is extremely important as they attempt to execute the skills. Remember balance and control comes before speed.

Movement & Agility

The ability to run, jump and change direction are major components of Netball. Not all players can run and move freely. They find it difficult to get their feet moving quickly or in the right direction. As a coach you need to consider how do players get to where they want to go? Sometimes they walk, sometimes jog or run and finally sprint. Some may need to change the direction of their movement. They also need to be able to stop. These are the movement skills of Netball and frequent practice will develop the ability of players to execute them successfully.

Choosing the right moves to get free of their opponent at the right time can be difficult. So when planning your training make sure you include some of these movements:

- Change of Pace e.g. walking, jogging, running & sprinting
- Pivoting/turning
- Changing of Direction
- Stopping

Many coaches think speed is the essence of a good attacker. Speed off the mark is important but speed must be accompanied by balance and control. Also along with speed is the ability to time the movement correctly.

As coaches you must look at when a player begins their movement. When do they change direction? How does a player know whether to move in a straight direction or change that direction? The ability of the player to read the game will assist in the timing of the movement.

Pivoting

This movement is necessary when the player receiving the ball wishes to turn ready to pass. In order to pivot the player with the ball must turn in a rotating motion on the ball of the first grounded foot. This turning motion should be away from the defender. The ball should be held close to the body whilst it is positioned to throw. As the player pivots around, the head should precede the body so the eyes are looking at where the pass can be thrown.

Generally natural body movements dictate whether an outward or inward rotation is executed. Usually at the basic levels an outward rotation (away from the defender) is encouraged. As the player develops and their body control improves they also learn to turn inward on the pivot. The placement of the ball also dictates whether the player will execute an outward or inward pivot. It is important to recover after catching or intercepting the ball to allow time to land safety, balance, pivot, see and make a decision before passing the ball.

Dodging

Dodging is a short, sharp movement often executed from a stationary beginning. It can be used to quickly change direction to create space for themselves or team mates. It also allows the attacker to wrong foot or take the defending player away from the space where the ball is to be caught.

- Begin with a comfortable stance
- Feet shoulder width apart
- Weight evenly distributed
- Knees and hips bent slightly
- Body should be upright with head and eyes up watching the play
- Arms are bent so that elbows are in a relaxed position by the side
- Take 1 or 2 short, quick steps in the opposite direction to where you want to catch
- Ground the outside foot
- Knee bends as the centre of gravity is lowered
- Pivot on the ball of your grounded foot and rotate it, knees and hips in the desired direction then push off
- Weight is quickly transferred back over the inside foot as the player accelerates in the new direction
- Arms pump to enhance acceleration

All movements when dodging must be quick and decisive. Good balance should be maintained throughout the movement. Correct footwork and quick decision making assist to execute this skill.

Changing Direction

The change of direction is executed from a longer run. The same technique is used as for the dodge but the player changes direction after making a longer run.

Coaches should look to devise activities that simulate the above skills making sure they also have a change of speed in the activities.

Attacking Skills

Your team is in attack when they have possession of the ball. All seven players on court must develop appropriate attacking skills to competently bring the ball down through the court to the shooters. Effective attacking play comes from the player's ability to catch and throw whilst moving combined with changes of speed and timing of movement. Good attackers also find the right spaces in which to move. By using various methods to get free the attacking player aims to lose their immediate opponent before catching and passing. This variety in movements creates patterns of play. Explosive speed, agility, strength and endurance are necessary components of a good attacking player.

In order to achieve this players must:

- Have accurate and consistent catching and passing skills
- Have good vision
- Have an awareness of how to create space
- Have the ability to use a variety of methods of getting free
- The capacity to select and instigate appropriate timing of the movement with changes of pace
- Ensure balance and control at all times

A good attacking player needs to be able to execute the following movements:

- Straight and Diagonal leads
- Dodge
- Change of Direction
- Change of Pace

They must have good balance, be decisive in their movements as well as have strength and power.

They need good spatial awareness in relation to themselves, the ball, their team mates and the opposition. They must also have the capacity to use the information gained to make quick decisions, have good communication both verbal and non-verbal and be able to read the cues of their team mates and the opposition.

Coaches can enhance the player's abilities by providing practices that show progression and have court relevance.

Qualities of a Good Attacking Player

Physical	Mental
Speed	Confidence
Acceleration/Leg speed	Assertive
Elevation	Patient
Endurance	Cool exterior
Strength	Inner calmness
Power	Temperament
Balance	Decision maker
Defending Ability	Creative
Agility	Initiator
Flexibility	Clear thinker
Vision	Reads the play well
Footwork	Self control
Quick reflexes	Strength of mind
Awareness/Reaction time	Persistence
Good communicator	Desire to achieve
Short recovery time	Concentration
Body Language – relaxed under pressure	Able to take control
Ability to work in small spaces	Goal setting ability
Variety of movement	Mental rehearsal
Variety of pass	Visualisation/imager

Non-verbal cues - Body Language – confidence

Attackers can become mentally pressured when they are ill prepared or agitated. They can be easily distracted and lose focus then panic sets in. Illogical thoughts start to enter into their decision making process which slows their reaction time. At this time self doubts start to creep in and the attacker is often in two minds about things. Consequently their confidence drops and they become very critical of themselves and their team mates. Their error rate increases which wastes energy as their emotions rage out of control.

Before moving the attacking player must take into consideration:

- The spaces that are available
- Their starting position in relation to the defender and their team mates
- The timing of the movement
- Any limitations of space that may require a preliminary movement to create space

Timing

The timing of any movement can be thrown off by pressure, stress or anxiety. Therefore the coach must teach the athlete to understand the cues players should be looking for. The art of timing your attacking to perfection is a skill that is difficult to master.

There are many contributing factors as to why a player miss-times their movements. Factors such as placement of the pass. Correct placement of the ball enables the receiver to catch the ball in the appropriate position then turn quickly to identify the intended target. The thrower must decide on the exact moment to release the pass otherwise even a well-timed movement will not link with the ball. One slight error in any of these elements will result in the breakdown of play.

On the physical side of things it comes back to the execution of the basic skills that enables all movements to link together with the flight of the ball. The player's ability to read the play and read the cues also plays a substantial part in the entire process.

Mentally those players who perform well under extreme pressure of the battle will remain calm and in control enabling a clear thought process to take place. Players who are stress free and who don't become anxious will read the cues and make better judgements accordingly.

Straight lead

A simple movement but a very effective one. When timed to perfection it can be extremely difficult to defend. The attacker initiates the movement whilst the defender can only guess in what direction the attacker will run. The attacker must decide the exact moment to move then begin with strong, explosive steps towards the thrower either running directly forward or diagonally to the free side.

Diagonal lead

When leading to the right or left it is important the player lands on their outside foot when catching the ball. For example if the attacker is leading diagonally to the right the land should be on the right foot when the ball is caught. When leading to the left the land should be on the left foot when the ball is caught. Practice taking off using the outside foot. This will drive the attacker out on the angle quickly and away from the defender.

Dodge

Dodging is a short, sharp movement often executed from a stationary beginning. It can be used to quickly change direction to create space for themselves or team mates. It also allows the attacker to wrong foot or take the defending player away from the space where the ball is to be caught.

Coaching Points

Refer to Dodging in the Movement and Agility section

All movements when dodging must be quick and decisive. Good balance should be maintained throughout the movement. Correct footwork and quick decision making assist to execute this skill.

Change of Direction

The change of direction is executed from a longer run. The same technique is used as for the dodge but the player changes direction after making a longer run.

Change of Pace

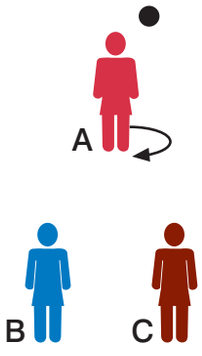
Changing the pace of the attacking movement is used to upset the rhythm and timing of the defender. The attacker can create a clear movement towards the ball. A change of pace can sometimes be a very effective attacking strategy. Attacking is not always about sprinting. It is a subtle blend of walking, jogging, running and sprinting. The skill is to know when to change the speed of the movement. The ability to read the cues of the defender e.g. when the defender has committed to the initial movement a sudden change of speed will cause the defender to re-adjust their speed. At this point the attacker should accelerate away from the defender.

Coaches should look to devise activities that simulate the above skills making sure they also have a change of speed in the activities.

Decision Making

Decisions, decisions, decisions. Some players do it well whilst others don't. Making the right decisions at the right time can be a nightmare for some players. Making good decisions is one of the most difficult skills to master for a Netball player. Much of decision making is linked to what the player sees. If they don't see it they can't make a decision on it. Coaches should keep challenging their players by creating activities that test and enhance their decision making abilities.

When devising decision making activities begin with a simple decision which progresses to very complex. For example:



1. Player A has the ball

   Both player B and C are stationary

   Player A is facing away from players B & C

   Player A throws the ball into the air, catches, pivots and sees both players B and C.

   Player A must then make a decision as to which player to throw to.

2. Step 2 is to start players B and C together. As player A turns players B and C move in two different directions. Player A must see both then make a decision as to which one to throw to.

3. The next progression is to add one defender to defend either player B or C. As player A turns players B and C move in two different directions the defender will defend one player. Player A must see both attackers and the defender then choose the attacker who is free.

4. Progress the activity to now have 3 attackers with 2 defenders. As player A turns they will now see more movement and must search to find the attacker who is free. This is the player you want the throw to go to.

5. Now add another defender to defend at a 0.9m distance away from player A so when she turns she will have a set of arms at a 0.9m distance in front of her. This will add pressure to player A.

6. You can now have 3 attackers and 3 defenders in the activity. Player A must be patient as she searches for the 'best' option.

7. Now you can slot this into a court situation. For example player A could become the centre who has caught the ball in the centre third. As she turns to look into the goal third she sees WA, GA and GS as well as the defending WD, GD and GK. She must be patient and look carefully in order to find the best option.

Defending Skills

A defending team is waiting for mistakes to occur. It may at the same time actively encourage the opposing team to make them. Constant defensive pressure will destroy the quality of opposition play. By forcing the attacking team to make quick decisions options will be reduced.

Good positioning of defensive players will limit the passing angles and deny space and speed to the opposition.

When we are talking of team defence we are not referring to just 3-4 players but to the entire team. When the opposition has possession of the ball everyone on your team is a defender. Why wait for the ball to be in the final third of the court before trying to gain possession?

Qualities of a Good Defending Player

Physical	Mental
Speed	Confidence
Acceleration/Leg speed	Aggressive (within the rules)
Elevation	Patient
Endurance	Persistent
Strength	Good body control
Power	Decision maker
Balance	Dictator
Attacking Ability	Clear thinker
Agility	Anticipates well
Flexibility	Reads the play well
Vision	Cool exterior
Footwork	Self control
Quick reflexes	Strength of mind
Awareness/Reaction time	Variety – of positioning
Good communicator	Inner calmness
Short recovery time	Body Language (strong)
Ability to work in small spaces	

When coaching defence the important points to cover are:

Decisions	Are the players making them? Are the right decisions being made?
Body Management	The feet should be moving with quick, short steps Is the movement effective? Is the defender in control of their body?
Vision	What is the defender looking at? Where are the eyes and head positioned?
Communication	Is it effective? Is it a help or a hindrance?

Defence work includes the following:

Pressurising a player: One-on-One Defending

The defender tries to prevent her opponent from receiving the ball by tight one-on-one marking. Their aim is to dictate to the attacker the spaces they can go into and force a turnover ball. The team is trying to force the opposition into errors or into a held ball situation. The disadvantage of this type of defence work is that it is reactive rather than creative. You are simply following and trying to anticipate the movements of your opponent. A visual awareness of your opponent, the ball and other players is a key element of successful one-on-one defending. This is probably the most physically difficult way to defend and players will need very good fitness levels to successfully defend in a one-on-one manner.

Semi-loose Defending

Still a one-on-one situation but the defender is standing slightly off the player giving the attacking player a false sense of security. The thrower assumes the attacker is free to receive a pass but the defender is ready to move and intercept. Timing is vital in order to take the interception. If the defender has committed too soon she may be easily beaten, the pass may not be thrown or a different pass is given in order to beat the defender.

Marking or Defending Space

When space marking peripheral vision is vital. The defending team sets up intercept situations for individual members of the team. Intercepts are generally taken after the opposition has been lured into a false sense of security in assuming some attacking players are free to receive the pass or after the opposition has made a mistake.

With this style of defence players are able to create situations and opportunities for an interception rather than simply reacting to the movements of the opposing team. All players must be working together or the effectiveness of this form of defence will be diminished.

Part Court/Full Court Zoning

Players have specific areas of the court to defend. They stand in relation to where the ball is at any one time. This type of defence is reliant on total team work because if any player is out of position the ball will be passed with ease leaving many of the defending players behind play. The aim is to encourage the opposition to throw a long clearing pass to one of their team mates that can then be easily intercepted. Players close to the ball stand a little higher so that spaces are left further down the court to encourage the longer pass being made.

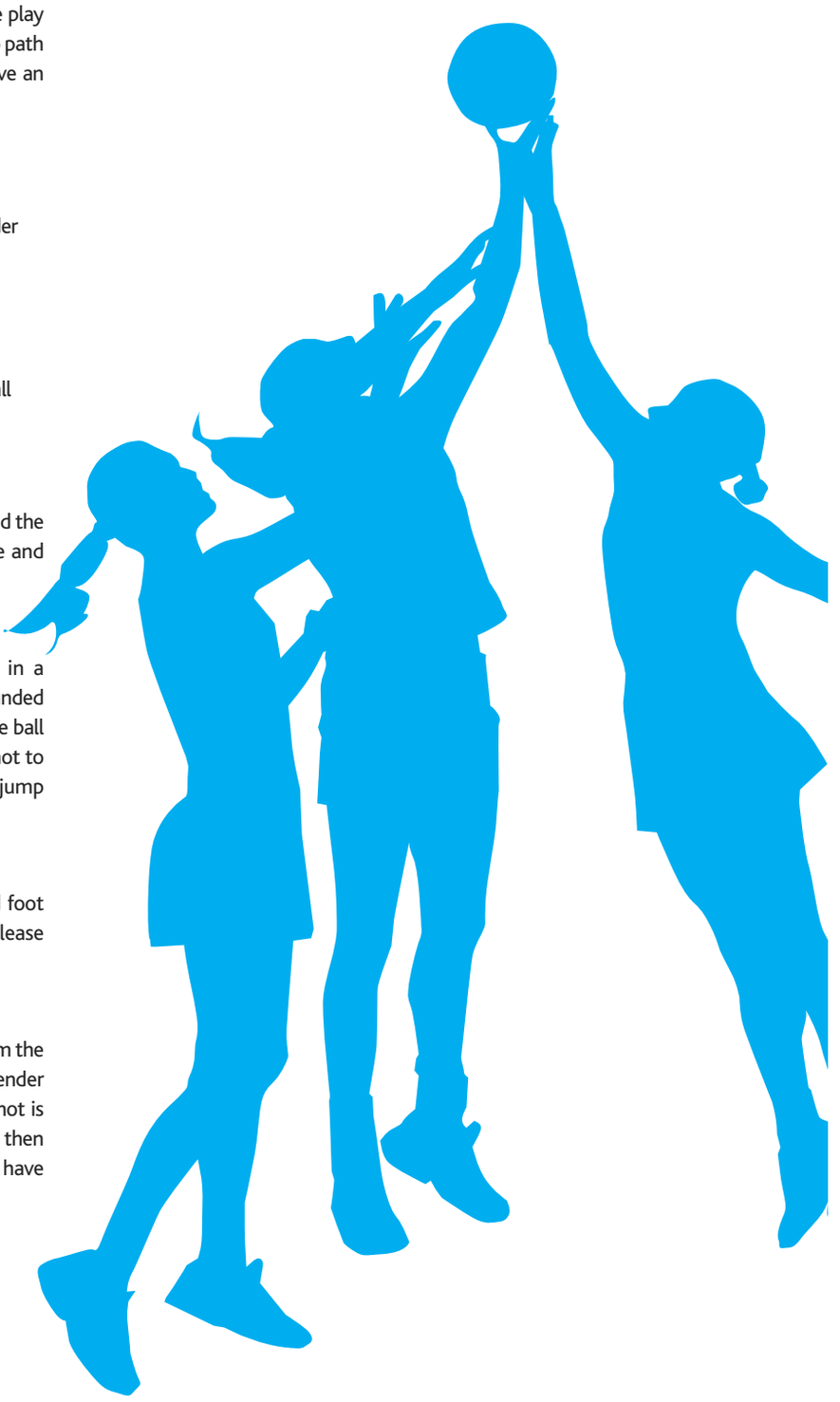
Defending Player with the Ball

Aims: To force opponents to pass in a particular direction
To force opponents to make a particular pass
To tip or intercept ball as it is being passed

After the pass is made to direct oppositions next movement i.e. towards or away from the pass just thrown.

Rather than simply defending 0.9m in front of a player with the ball defend the player on their favourite attacking side. Defend left/right handed players on their preferred throwing side.

The position of the player marking the thrower can dictate the play to come (e.g. mark player towards the sideline or mark player to path of the ball) thereby making it possible for a team mate to have an attempt for the ball at the receiver's end of the pass.



Additional Defence Work

Defence of a shot

Lean 0.9m from first grounded foot of the shooter. The defender stretches out to pressure the point of release of the shot.
Either:

1. Opposite foot forward to arm outstretched over ball
2. Same arm/foot forward
3. Balance on both feet with both arms outstretched over ball
4. Balance on both feet with one arm outstretched over ball. The other arm is used for balance and used to cover a possible pass to the other shooter.

The 0.9m stance can be taken from in front, to the side or behind the shooter. The choice of position dependent on shooting style and distance away from the goal.

Jump

Timing is involved and if successfully executed will result in a deflection of the shot. Player is at 0.9m away from first grounded foot of the shooter. Time a powerful leap in the air towards the ball to attempt to tip the ball at its point of release or above. Try not to jump straight up and down. As you jump make sure you jump towards the ball after it has left the shooters fingers.

Combination

Lean over the shot standing at 0.9m from the first grounded foot of the shooter then bring back foot forward to jump on release of the shot.

Rebounding

The defender should aim to stand approximately one metre from the post in the front position. This is the ideal position. The defender should work to establish the rebounding position before the shot is being taken. The defender who leans or jumps the shot at goal then needs to screen out that shooter so that both defenders will have the more favourable rebounding positions.

Defensive Drills

Footwork Skills

- side movements
- balance
- quick acceleration
- short strides
- timing

Fig.1 *6 hoops placed as shown*

Player **A** or **B** calls out a hoop number and the worker has to move to that number using short strides. Call the numbers for approximately 30 seconds. For hoop numbers 1, 2 and 3: worker faces player **A**. For hoop numbers 4, 5 and 6: worker faces player **B**.

For progression: Player **A** and **B** have a ball each. Occasionally throw the ball to the worker when they are facing the appropriate passer.

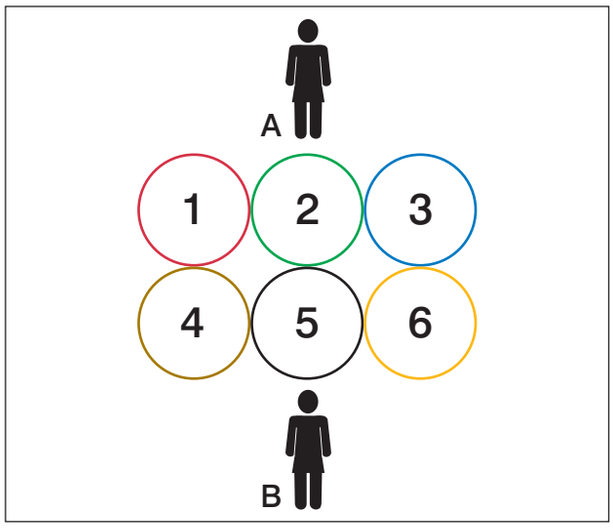


Fig.2 *4 hoops placed as shown*

A hoop number is called by the coach. The worker runs to that hoop and returns to the middle.

For progression: Rather than call the number, have a player throw a ball to the area, allowing time for the worker to return to the middle each time.

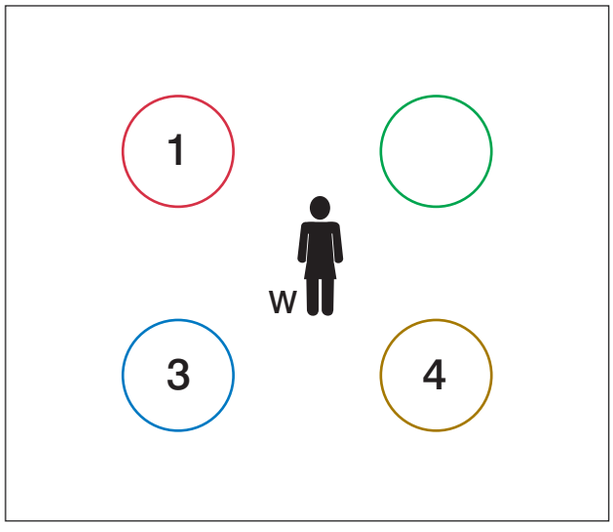


Fig. 3

- Defender starts at **cone 2**
- Drives forward to take pass at **cone 1**
- Gives ball back to passer, then drives back to intercept lob at **cone 2**

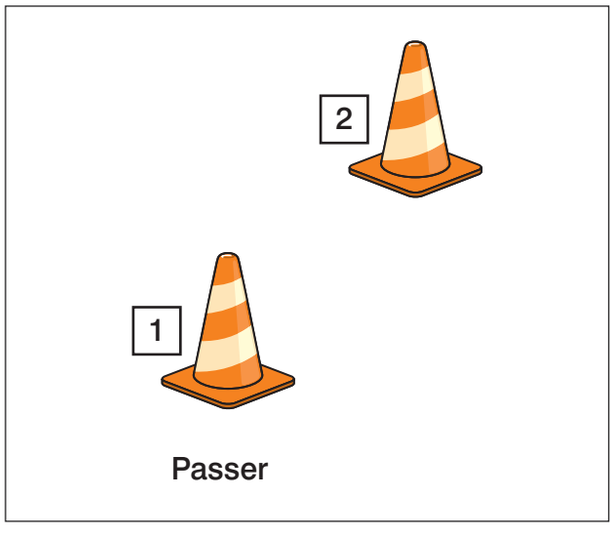


Fig. 4

"**P**" passes ball to "B", pass back and then B sideslips out in straight line

"**A**" runs in to receive pass from "**P**" – passes back to "**P**" then sideslips out

"**B**" turns and runs in to receive pass from "**P**" – passes back to "**P**" then sideslips out etc

The pass from "**P**" is always given in a straight line to receiver

"**A**" and "**B**" both move out to a distance that still enables them to drive back in to receive the pass

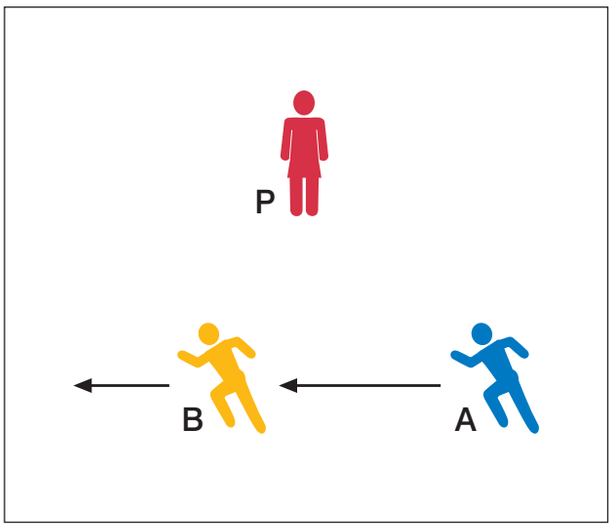


Fig.5

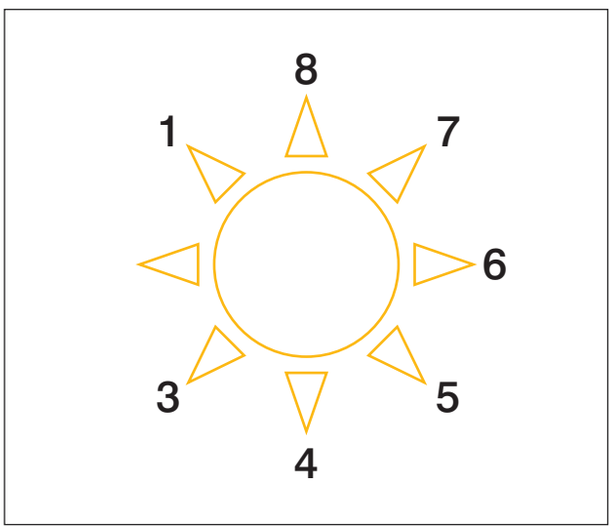
Defending a player without the ball (semi-loose and space marking)

This is about creating the intercept rather than reacting to what is around you

All movement is in relation to a ball in flight

Be ready to take the intercept but limited movement should be made prior to the release of the pass

Move too soon and the pass may not be made or a different type of pass given. Intercepting is all about timing and the ability of the player to read the game and the pathway of the ball



Clap Ball

- Players stand in a circle
- Player cannot pass the ball to the player next to them until only 5 players remain
- The aim is to pass the ball to a player and that player needs to clap before she receives the pass
- If a player claps and does not receive the pass, they are out
- If a player catches the ball and did not clap first, they are out
- The passer is able to fake the pass, but all passes have to be well directed and not too hard. Players learn to react to a ball in flight

Diagonal Intercepts - These are the easiest to intercept as the ball takes longer to reach the receiver.

Fig.6

- Players **A**, **B** and **C** are stationary
- Player **A** passes the ball to either player **B** or player **C**
- **D** intercepts the pass

Rather than standing in the centre between players **A** and **B** and reacting to where the pass is made, player **D** covers the pass to **B** (straight line) and encourages player A to pass the ball to player **C** (create the intercept)

As player **A** releases the ball, player **D** - in running action -intercepts the pass from player **A** to player **C**

Pass ball back to player **A**. Wait for all players to be in position

Then start drill again

Work for 5 or 6 intercepts, then change positions

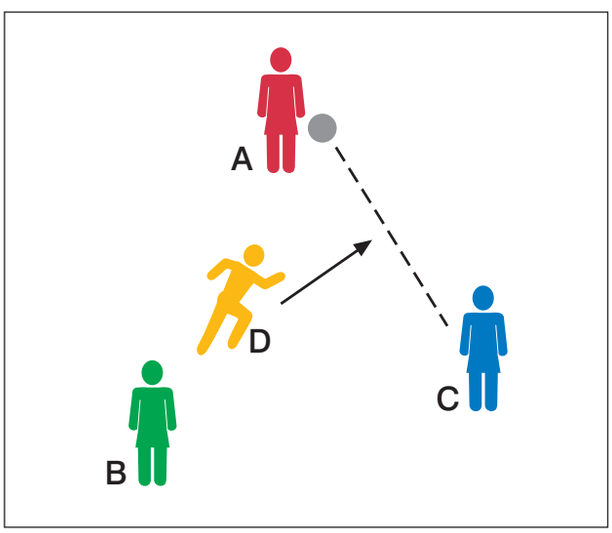


Fig.7

- Players **A**, **B** and **C** are stationary
- Player **A** passes to either player **B** or player **C**
- Player **D** (defence) side marks player **B** encouraging the pass to be made to player **C**

If the pass goes to player **B**, player **D** tips the ball with the front hand and retrieves it. Pass ball back to Player **A**

If the pass goes to player **C**, player D turns to face player **C** and runs, leaps and takes the intercept. Pass ball back to Player **A**

Then start drill again

Work for 5 to 6 intercepts, then change positions

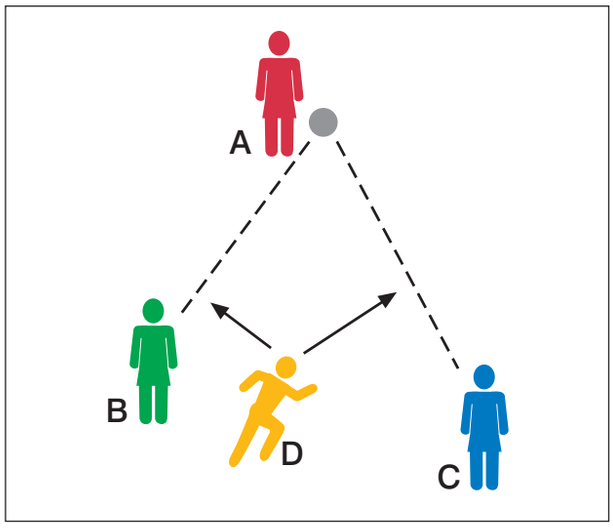


Fig.8

- Player **A** has the ball
- Player **B** runs in a straight line and when level with Passer **A**, receives the pass
- Player **B** catches the ball, pivots outwards and towards Player **C**
- Player **B** passes the ball to Player **C**
- Player **C** passes the ball to Player **A** and as the ball is passed back to Player **A**, Player **B** attempts to intercept this pass
- If successful, Player **B** then passes the ball back to Player **C** and goes to the end of the line
- If Player **B** is unsuccessful in the intercept, Player **B** goes to the end of the line and then it is the turn of Player **C**

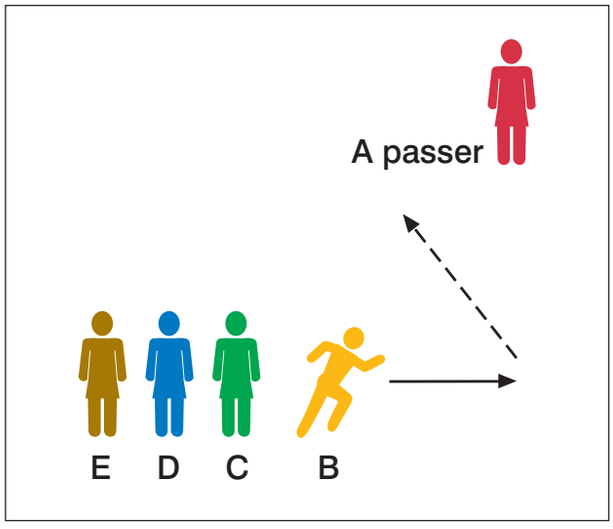


Fig.9

- Player **B** has the ball
- Player **E** runs in a straight line
- When Player **E** is past Player **A**, Player **B** passes the ball to Player **E**
- Player **A** drives through to intercept the pass
- If successful, pass the ball onto Player **F** and go to the end of the line
- If unsuccessful, then Player **E** will pass the ball to Player **F**

Then it is Player **E**'s turn to be the interceptor

- Player **B** runs the straight line
- When past Player **E**, Player **F** passes the ball to Player **B** and Player **E** attempts to intercept the ball, and passes to Player **C** etc

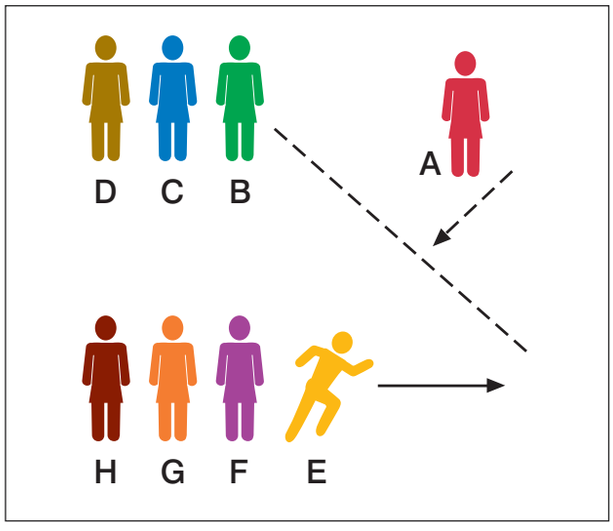


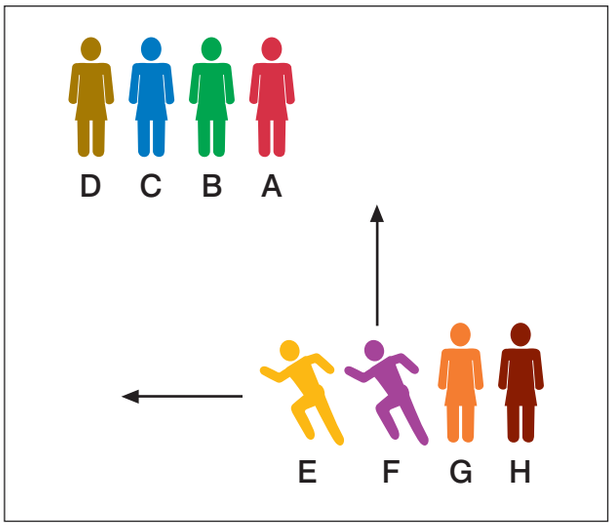
Fig.10

- Player **A** has the ball
- Player **E** runs across court
- Player **F** runs down court

Player **A** passes to Player **E**, who throws the ball to Player **F**
Player **A** intercepts the pass from Player **E** passing to Player **F**
Player **A** passes ball to Player **G** and goes to the end of the line
Player **E** goes back to the end of the same line
Player **F** goes to the back of the other line

The same process starts again

- Player **A** runs across court
- Player **B** runs down court
- Player **G** throws to Player **B**, who throws to Player **A**
- Player **G** intercepts



Examples of diagonal pass intercepts in a game situation

Fig.11

- **C** passes to **WA**
- **GD** intercepts **WA**

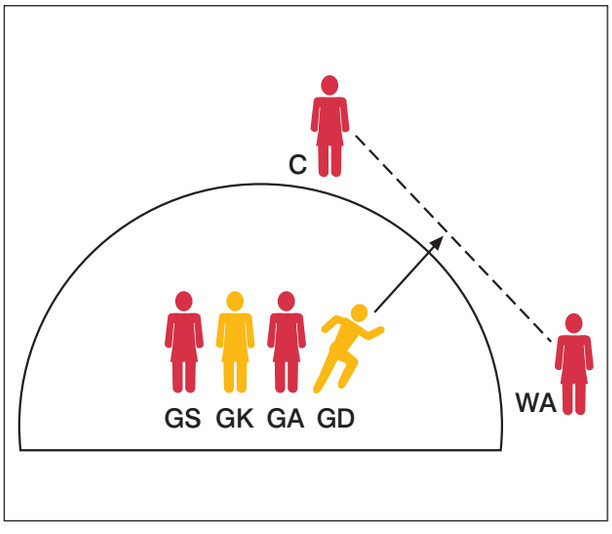
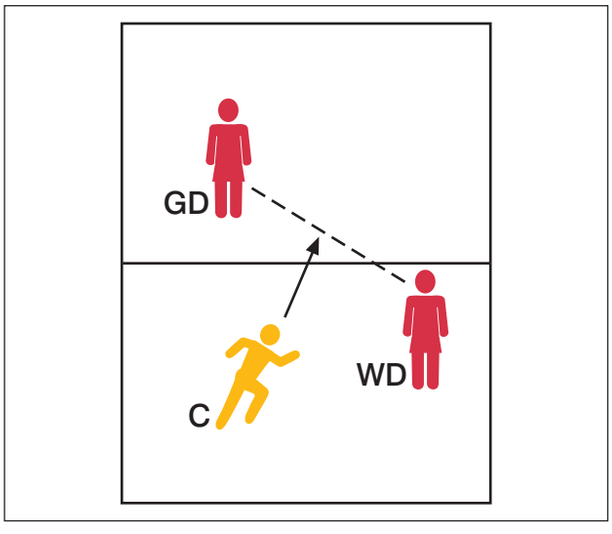


Fig.12

- **GD** passes to **WD**
- Opposition **C** – intercepts



Cross Court intercepts

Fig.13

- Player **A** and Player **B** are stationary
- Player **A** and Player **B** pass ball to each other
- Player **D** comes through to intercept the pass

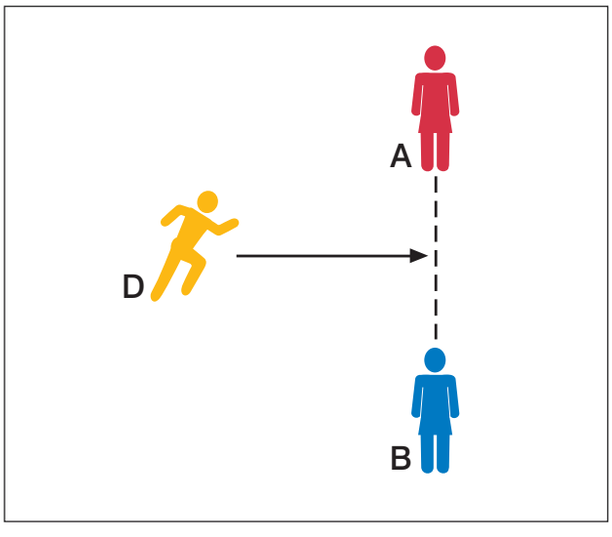


Fig.14

- Player **A** and Player **B** are moving towards Player **D** whilst passing the ball to one another
- Player **D** times her movements to take the intercept

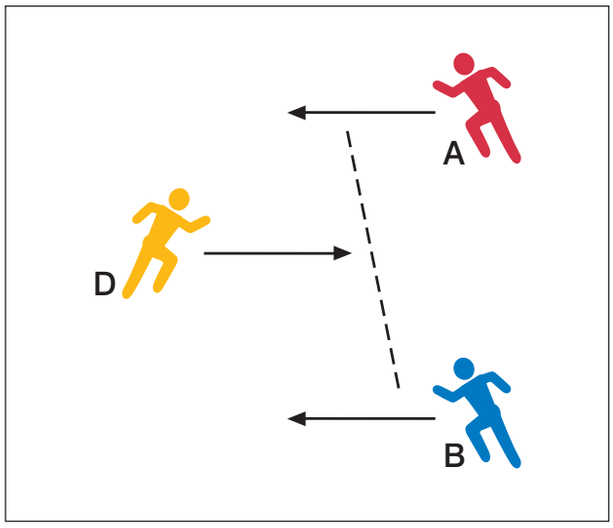


Fig.15

- Same as for Fig.12 drill, but have 2 sets of attackers (stationary – then moving towards defender)
- Keep a reasonable space between the pairings of players
- If Player **D** intercepts the pass from Player **A** to Player **B**, then pass the ball to **Receiver** and move on to attempt to intercept the pass between Player **C** and Player **D**

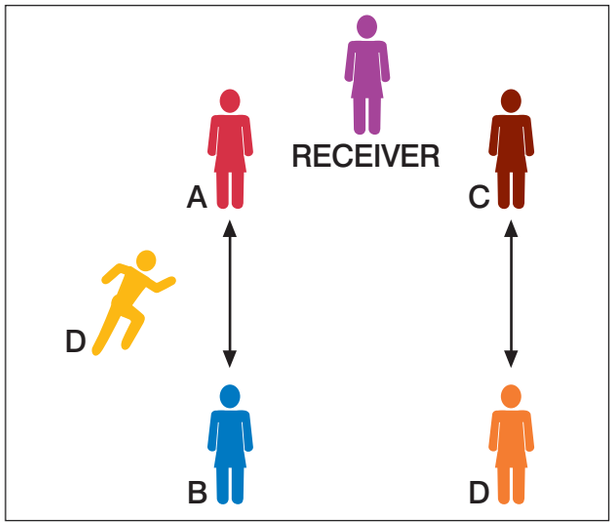


Fig.16

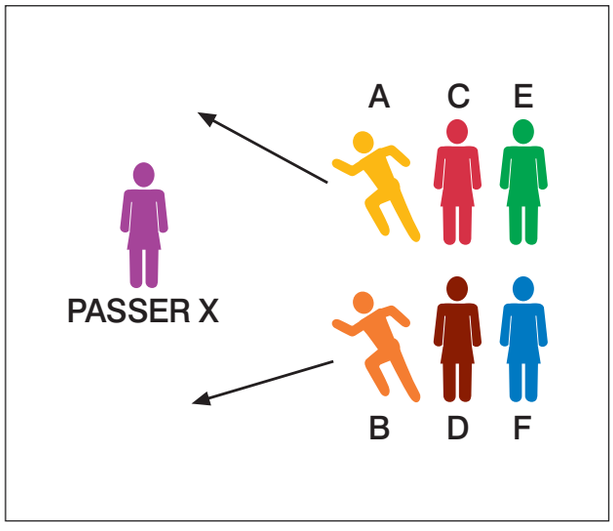
- Players **A** and **B** move on an angle towards **Passer X**
- **Passer X** gives the ball to either player. Once the player receives the ball, the other player comes to a stop

Example: **Passer X** passes the ball to Player **A**. Player **A** now passes the ball to Player **B** and **Passer X** attempts to intercept that pass

- If **Passer X** is successful in intercepting the pass, the ball is passed then to either Player **C** or Player **D**
- Player **A** now becomes the Passer. Player **B** goes to the end of the line
- Then it is the turn of the next two players

If unsuccessful at the intercept:

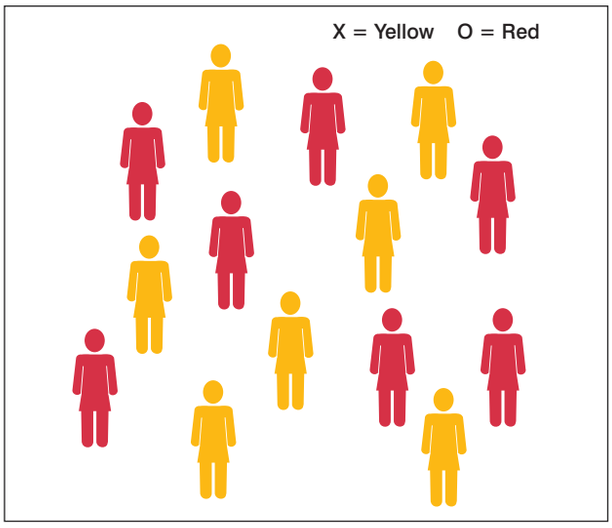
- Player **B** passes the ball to Player **A** who has taken up the initial position of **Passer X**
- Player **B** goes to the end of the line
- Then it is the turn of the next two players



Modified Game

Tag Ball and intercept

Fig.17



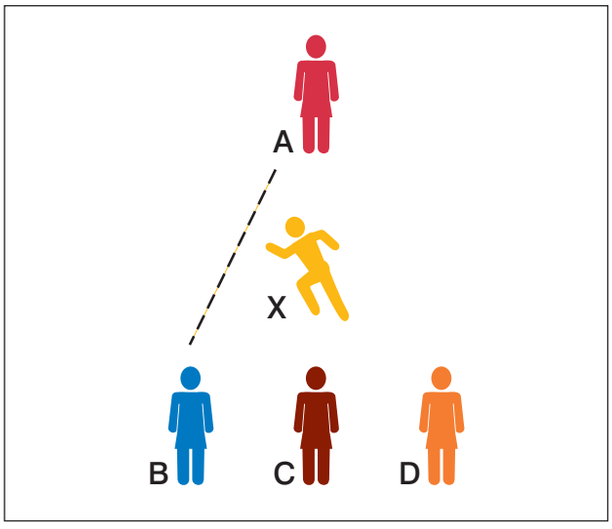
- Two teams of players - **X** and **O**
- Team **X** has ball and passes the ball amongst themselves trying to tag members of the **O** team
- Normal Netball rules apply and a tag is only made by touching the player with the ball in hand
- Once tagged the player stands outside the designated area
- Members of the **O** team can try to intercept any pass between the **X** team members and when an intercept is taken the ball is placed on the ground
- One member of the **O** team that had been tagged can re-take the court
- The aim of Team **X** is to try to tag all members of the opposing team within a set time frame: 5 minutes
- The aim of the Team **O** is to try to intercept the ball and avoid being tagged

Change over after the set time is up.

Defending a player with the ball

The aim is to place pressure on the passer, either by forcing the passer into making a set pass or to pass in a particular direction, whilst still attempting to intercept the pass.

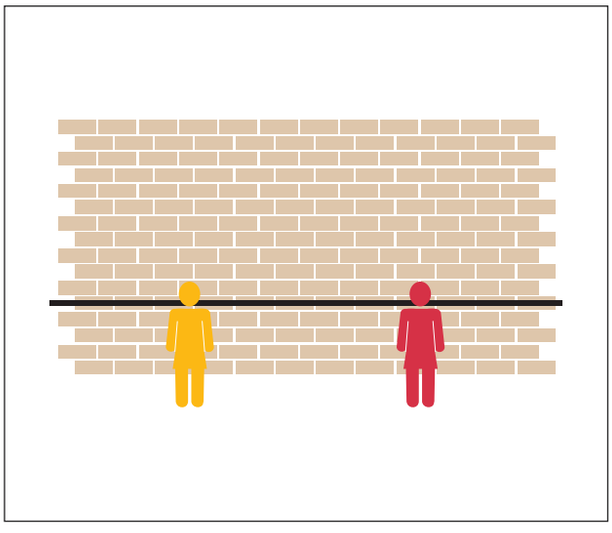
Fig.18



- Player **X** stands 0.9m or slightly further from Player **A**
- Player **A** may pass to either Players **B**, **C** or **D** who are stationary
- The aim is to direct the pass or make the intercept by placing pressure on the passer

8 attempts each - then change over

Defending the shot



- Use the wall
- Stand 0.9m (or slightly further) away from the wall and lean and hold position for 3 seconds (lines can be drawn on the wall as guidelines as to where to place hands)

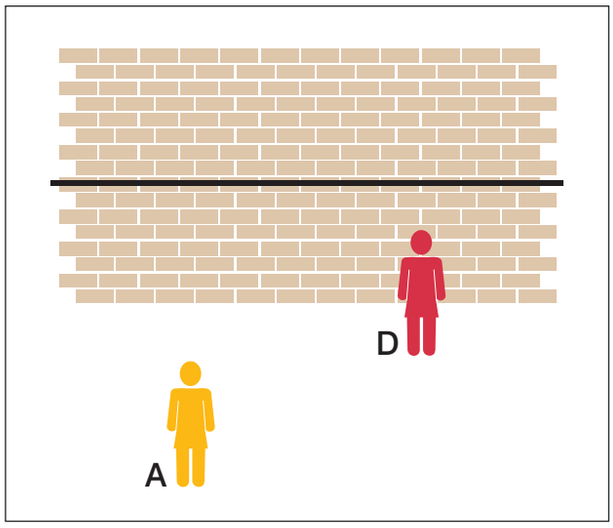
The same drill can be used when executing the jump. Have the marks on the wall slightly higher for the jump drill.

Rebounding

Fig.19

- Player **D**, the defender faces the wall
- Player **A** throws the ball high against the wall
- Player **D** rebounds

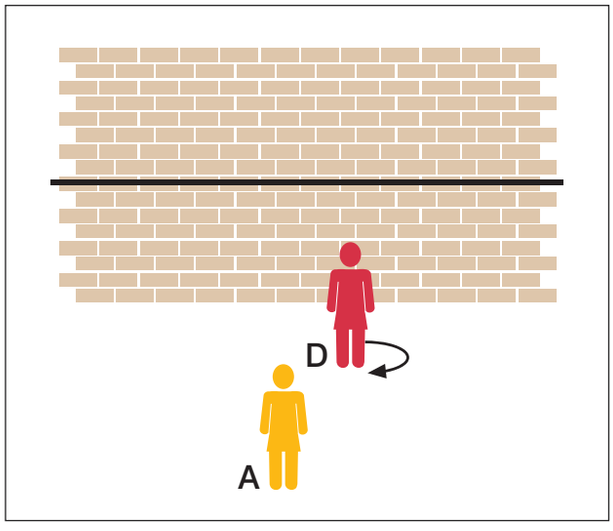
After a few attempts, have Player **A** also contest the ball Player **A** throws the ball high against the wall and both players rebound



For player guarding the shot

Fig.20

- Player **D** faces Player **A**
- Once the ball has been thrown high against the wall Player **D** turns and screens out Player **A** for the rebound



Shooting

Regardless of which country Netball is played in the techniques of shooting for goal remains very similar. Shooting is all about balance, rhythm and feel for the shot. Shooting for goal should be an automatic, well sequenced skill. This just doesn't happen by chance and players wanting to be either Goal Shooters or Goal Attacks take on the added responsibility of extra training. Being an accurate shooter takes many extra hours of practice shooting above and beyond the teams normal training sessions. Shooters should aim to practice everyday to gain accuracy.

Shooters should always try to be balanced and in line with the post before they attempt to shoot. Feet, hips, body, shoulders and elbows should all be 'square' to the post. This will give the ball every opportunity to travel in a straight line to the ring. Shooters should always look at the same aim point every time they shoot. These aim points could be the front of the ring, above the middle of the ring or at the back of the ring. Each shooter must find an aim point which suits them then stick with it.

Start at the base and look at what the feet and legs do when shooting for goal. The shooter's feet should be parallel approximately shoulder width apart in a comfortable stance. Shooters should try not to step forward as they shoot. This will give the defender an advantage because the shooter has stepped toward the defender and lessened the 0.9m distance. The power of the shot comes from the legs. It does not matter from where the shooter takes the shot, the top of the shot should not change. More bend in the knees will give more power on a longer shot for goal. Consider opening a bottle of soda. As you open the lid the bubbles come from the bottom to the top. This is the same for the shot for goal. The fingers guide the ball in an arc towards the goal ring. The upper portion of the shot for goal should not differ whether the shooter is in close or far from the post

The ball should sit on all finger tips and the thumb on one hand. To get this position toss the ball up a few times using one hand. Where the ball sits in the fingers as it is caught is where the fingers should be for the shot of goal. The fingers should be spread evenly. If the ball sits too high on the finger tips the shooter will lose control of the shot. If the ball sits flat on the palm of the hand the shooter will lose the feel of the shot and throw the ball instead of shooting (guiding) it to the post. The ball should be placed above the head in the shooting hand. The other hand is placed gently to the side of the ball as a support only to keep it balanced.

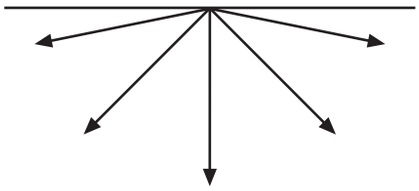
Because shooting is all about rhythm the knees and elbows bend at the same time. As the body straightens in sequence the ball is not released until the arm is at full extension. The ball is released in a smooth fluid action following right through to the finger tips. The index and middle fingers direct the ball to the post and must be strong. Coaches can determine which fingers are being used by the spin placed on the ball. A back spin shows the index and middle fingers being used. A lateral rotation of the ball will tell the coach that the ring and little fingers are too strong causing the ball to spin out of the ring. The wrist and fingers should flick the ball in a gentle back spin motion to the ring. Fingers should follow the arc of the ball to the post.

The entire sequence of the shot for goal should be a rhythmic motion. Jerky movements can cause the ball to move off the line to the post.

Shooting practices include any of the movements and landings that shooters perform in a match. Therefore coaches should consider:

- Short shots - Mid range shots - Long shots
- Shots taken from favourite position
- Shots taken from least favourite position
- Step backs - Steps to the side - Step ins
- Jump shots
- Penalty shots
- Shots taken after a split leg land
- Shots after taking a rebound
- Shots as the shooter is falling out of court
- Shots after the shooter has been moving
- Shooting when fatigued

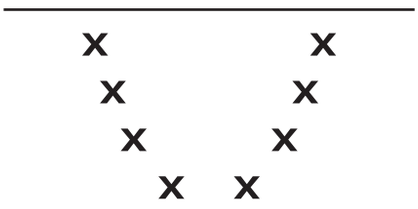
A) 5 lines – 6 shots in each line. Start at the post.
After a successful shot take a step back



Same lines but in each line take a short, medium then long shot

Only move onto the next line if shots successful

B) Shots taken in semi-circles



Begin close to the post, each semi-circle is a little further out than the previous one

4 semi-circles – 6 shots in each semi-circle

Centre Pass Strategies

Throughout the match the centre pass is taken alternately by each team after a goal is scored. The pass is taken by the centre player who must be standing wholly within the centre circle. The ball is released only after the umpires whistle is blown.

Usually the ball is thrown forward to WA as the first option. However it can also go to the GA. If WA and GA have been shut down by the opposition defence the C can turn to pass off to WD or GD. They assist with strong attacking drives through the centre third.

Set plays often help the structure for the attacking team. This can create holes in the opposition's defence by setting up different starting positions. Eye contact between GA, WA and C creates a strong understanding when approaching the transverse line on which player is in the best position to take the centre pass. On most occasions it comes down to strong hard attacking work by the WA to take the initiative. When they have created the opening in the defensive line-up they drive out into the centre third for the pass. The initial movement should begin prior to the umpires whistle being blown.

Some team's use signals i.e. code calls, hand signals, for the team to know what strategy to put into play. This of course can be dangerous if the opposition works them out. Being creative as a coach and devising many different and varied options and strategies is usually the best approach.

Practising half court patterns of play (centre passes) without defence will teach players about space awareness and timing of leads. This will also instill confidence within the team. Each position on court combines and creates the understanding which is required within the forward line. It is the attacker's responsibility to deliver the ball into the goal circle. Once the forward line is comfortable with and understands these 'strategies,' defence should be introduced to apply pressure. This should increase the player's concentration levels and will then show any weakness in the attacker's movements.

The Centre player must be skilled in the placement of the ball as any turnover off the centre pass will surely convert to a goal for the opposing team. The centre player must be patient in identifying which is the best of the four attacking options to use. This skill must be developed by the centre player and experiencing this in practice whilst under pressure will assist in this development.

Play 1. WA Working the line

This position allows the WA to drag the defence off to her right while the GA is really the target for the pass. This starting position can often split the defence causing uncertainty on which player to defend so if the opposition C moves to cover the GA, WA has an open passage to the ball.

Play 2. GA Working the line

As shown in Play 3. This is the reverse of positions on the line and the same principle applies. GA to drag the defence off to her left while WA drives right to receive the ball.

Play 3. Working the middle channel

GA tries to distract both opposition defenders GD & C. The attacking centre fakes her pass towards the GA but then turns and passes to the WA who pivots and feeds off to the GS coming out of the circle. This places the GA in a position to drive into an open circle. The backup option is still the attacking C if the first pass off is unsuccessful.

Play 4. WA & GA swap sides

GA moves back from the line trying to drag the defence with her. On the whistle GA drives forward trying to get the opposition C to commit to her which then allows an opening for the attacking C to get an open drive forward after she successfully passes off to WA.

Play 5. Working a wide play

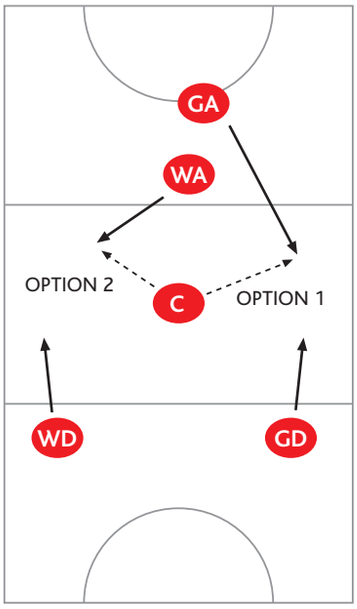
GA and WA split wide to the sidelines. The WA makes a dummy move forward to keep the opposition centre player busy. The GA drives over the transverse line towards the middle to receive the ball in the centre third. WA has then placed herself in the best position to drive onto the top of the goal circle to receive the 2nd pass.

Play 6. Working the Back Play

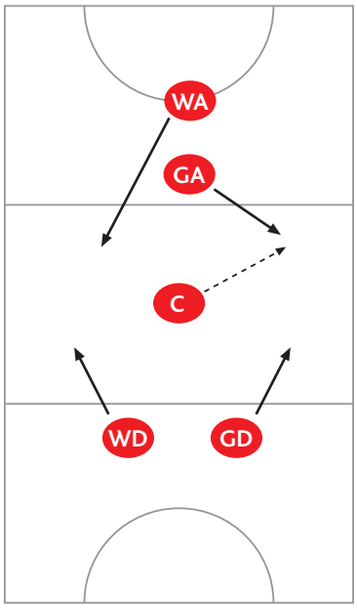
WA and GA position themselves back off the transverse line and close to the circle edge. This is a signal for the C to use the WD or GD in attack. The ball is passed to WD and is passed straight back to the C who has taken the front cut around her opposition centre player. The same principle applies if GD is used.

Player Path ———— Ball Path - - - - - - - - - -

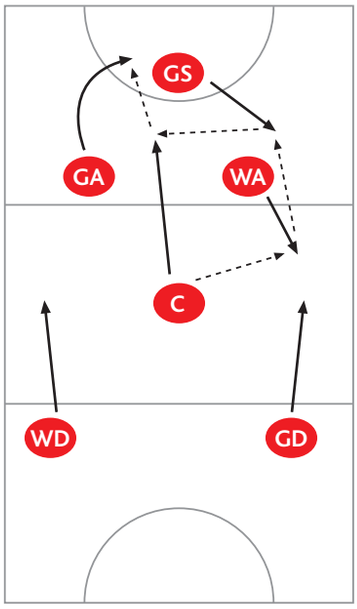
Play 1.



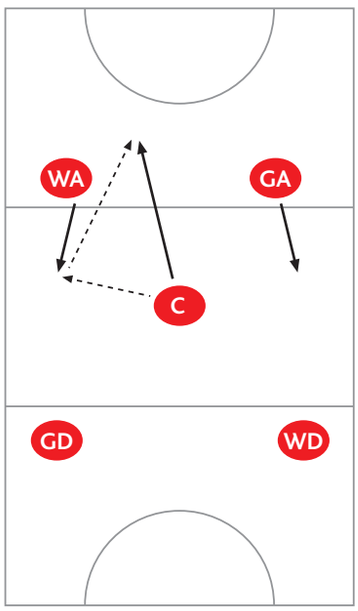
Play 2.



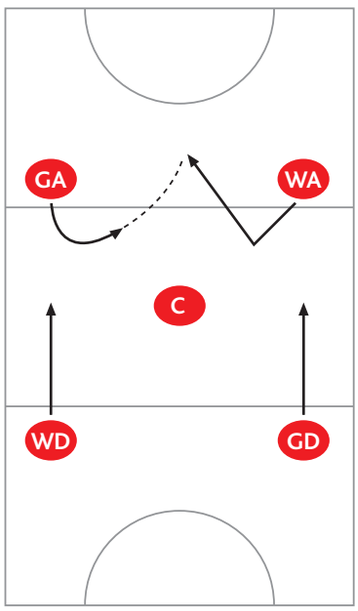
Play 3.



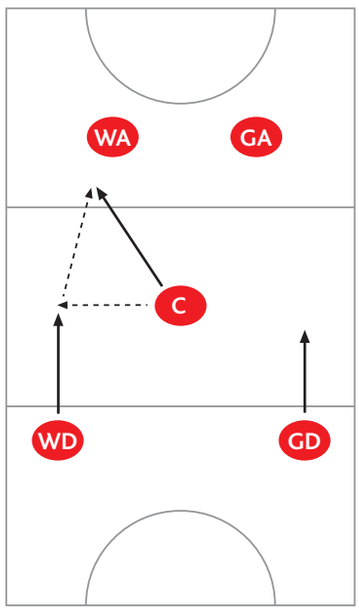
Play 4.



Play 5.



Play 6.



Back Line Throw-in Strategies

Throughout the match back line throw-ins are taken when a goal or throw is missed and the ball travels out over the defence baseline. The pass is usually taken by the GK. The GK must obey the rules governing the throw-in.

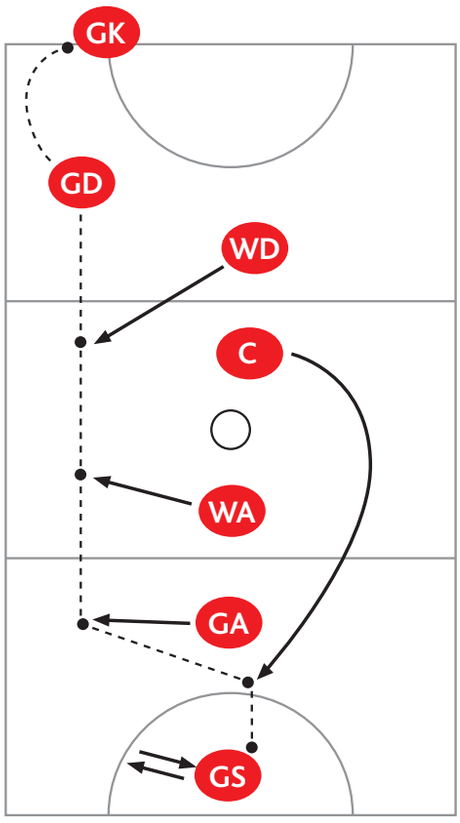
Set plays often help the structure for the attacking team. This can create holes in the opposition's defence by setting up different starting positions. Eye contact is essential between GK, GD, WD and C.

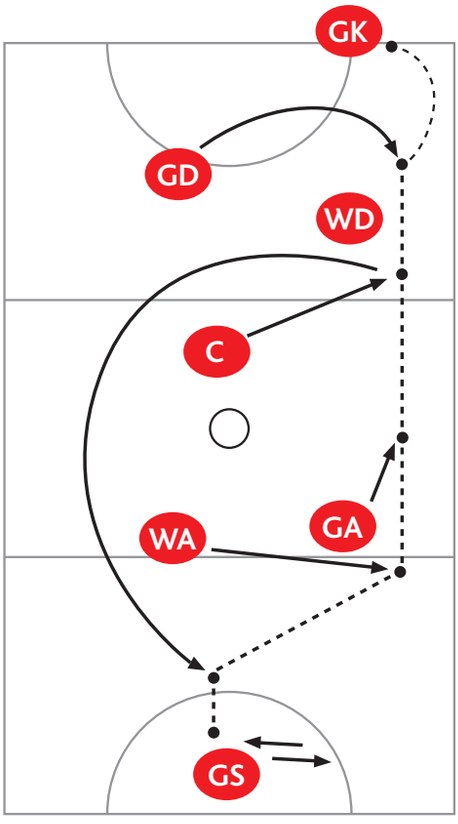
Some team's use signals i.e. code calls, hand signals, for the team to know what strategy to put into play. This of course can be dangerous if the opposition works them out. Being creative as a coach and devising many different and varied options and strategies is usually the best approach.

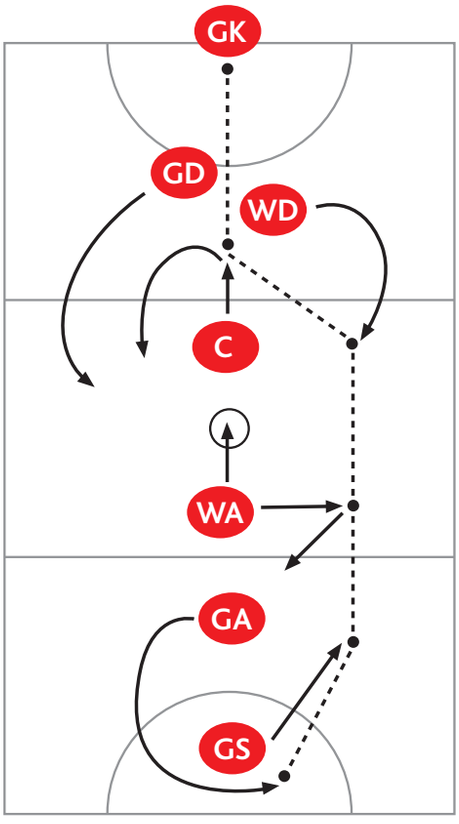
Practising full court patterns of play without defence will teach players about space awareness and timing of leads. This will also instill confidence within the team. Each position on court combines and creates the understanding of what's required within the team. Once everyone is comfortable with and understands these 'strategies' defence should be introduced to apply pressure. This should increase the player's concentration levels and will then show any weakness in proposed movements.

The GK must be skilled in the placement of the ball as any turnover will surely convert to a goal for the opposing team. The GK must be patient in identifying which is the best of the three attacking options to use. This skill must be developed by the GK and experiencing this in practice, whilst under pressure, will assist in this development.

Player Path ———— Ball Path - - - - - - - - - -







Skill Analysis

The ability to look at a skill and analyse it is a vital part of a coach's role. The coach should be able to picture the "ideal" model in their head then observe the actual performance and analyse the difference between the two. Correction of the skill should then take place with appropriate feedback given.

This feedback should include:

- Reinforcement of the skill
- Clear instruction
- Sequential instruction

The coach should never assume the player knows. The coach and the player may not think the same and what the coach sees is not necessarily what the player sees.

Positioning

Make sure as a coach you view the activity or skill from different angles. You will see different things as you change positions. So stand in front of the players, to the side of them and to the back. Keep moving and re-adjusting your viewing angles.

Instruction & Feedback

The following feedback principles need to be considered when coaching.

- **Priority of faults**
  Which are the most important and why?
- **Specificity**
  To the technique point or situation
  You must understand the skill fully
- **Immediacy**
  Must follow shortly after the execution of the skill
  Don't wait until the activity is finished before correcting
- **Cue words**
  Make sure your information is concise
  Don't throw the "book" at them, that is don't give them too much information
  Make use of CUE words eg "lift" "fingers" for shooters
  What message does this convey?
  Make sure your cue words are relevant to the player
- **Group v Individual**
  If half of the group is doing the same thing incorrectly then correct the whole group
  If only 1 or 2 players are incorrect then correct them individually

What types of feedback to use:

- Verbal Talk.
  Players will remember about 20% of what they hear
- Visual Demonstration.
  Players remember about 60% of what they see
- Tactile Players (feeling it).
  Direct player to correct position. Doing it reinforces the point

Coaches need to use different methods of feedback:

- Because people learn in different ways
- For variety
- Reduces possibility of the 'talk to much' coach
- Makes the coach think about coaching styles and behaviours

Coaches can give too much feedback which can be confusing to the players. 'Paralysis by analysis'. So keep the feedback relevant and to the point.

Coaches need to consider:

- What type of demonstration is needed?
- What type of instruction/feedback?
- The nature of feedback
- The frequency of the feedback

Match Analysis & Strategies

Prior to the match the coach needs to establish when and where they are going to give the players their game strategies. Also how long this will take? Remember to keep it simple. Have your thoughts clearly defined in your mind. Involving the players in the team's game plans gives them ownership and develops "thinking" players. Once the match begins sit back and watch. The coach can't play the game for the players so should keep instructions simple and to the point.

Things to think about

- Have your thoughts clearly defined in your mind
- Individual positional strategies
- Game plans in each area of the court
- Effective full court strategies
- Coping strategies for player/coach

During the game

What is it a coach looks for when sitting on the bench? They need to stay focussed on the task and not just watch the game as a spectator.

- Watch each player for strengths/weaknesses
- Any repetitious movement e.g. always to one side
- Patterns of play
- Use of space
- Timing
- Vision
- Decision Making
- Are the players executing the game plan?
- Look at units e.g. Shooters/Centre Court/Defence end
- Look at the team – strengths/weaknesses
- Where is it going well – why?
- Where is it breaking down – why?
- Look at your team
- Look at the opposition

Attackers

- Are they always doing the same thing?
- Have they got variety in their game e.g. centre pass
- Do they always set up the same way?
- Are they always using the same player?
- Do they play to the side or down the middle of the court?
- Is there variety on the Back Line Throw-Ins?
- Where do the feeders like to feed from?
- Shooters – are they stationary or mobile?
- Where do they like/dislike to shoot from?
- How well does the GA and WA defend through the centre third?

Defenders

- Do they have a favourite side on which they like to stand?
- One-on-one or zone defence
- Vision – where are their eyes – up or down?
- Are they out looking for intercepts or do they stay back on their opponent?
- Can they be fooled with fakes?
- How strong is their rebounding?
- What is their passing like?
- Do the GD and WD attack work well through the centre third?

Statistics

The coach should establish what statistics they wish to use. Any statistics are only there to back up what the coach sees. They must learn to trust what they see. The coach also needs to establish when to use the statistics that have been taken and how much emphasis is placed on them?

Some examples of possible statistics:

- Unforced errors e.g. bad pass, drop catch, stepping, offside, breaking etc
- Turnovers – when your team gains the ball or when your team loses the ball
- Shooting percentages for both GS and GA
- Plotting on paper where the goal shots are taken and by whom
- Plotting on paper where the feeds come from and by whom
- Where is the centre pass caught and by whom
- Plotting the pathway of the ball from a back line throw-in
- Any patterns of play forming

Planning

Being a good coach means being prepared and well planned. Good planning leads to good preparation. Good preparation leads to confidence. Confidence leads to performing well.

"PROPER PRIOR PLANNING PREVENTS POOR PERFORMANCE"

Therefore know what you want, when you want it by and then plan ahead. Poor preparation leads to poor performance. Success is the product of good preparation. This preparation must be at a premium. The will to win is the will to prepare to win. If you have prepared everything right nothing will intimidate you. Some call it "a remorseless march towards the inevitable". Meaning that if you have goals then you just do what it takes to get there. You just keep marching towards the inevitable.

"FAILING TO PREPARE IS PREPARING TO FAIL"

You will quickly lose the respect of your players if you don't know what you are doing. You should be looking to plan a yearly program from season to season. Before the pre-season commences it is worthwhile spending the time to plan the year ahead. The more detail you can put into your plan the better. It is better to have too much in your plan and then remove it rather than to try and add something during the season.

Review of the season just gone

One of the most important parts to your coaching program each year is to review where you have been, what you have achieved, were you satisfied and where are you going. A few weeks after the end of your season gather all your support personnel (assistant coach, manager etc) together and critically go through your year step by step. If you don't know where you have been, how can you possibly know where you are going?

- Have you ever critically analysed your coaching performance over the season?
- Have you ever surveyed the players on your coaching performance?
- Have you ever asked those closest to you to critically analyse your coaching performance?

Rating out of 10:

1. Knowledge – tactics/strategies/rules
2. Communication and feedback
3. Keeping variety in your training
4. Willingness to take on board new ideas
5. Availability to players
6. Individual time to players
7. Teams performance
8. Your overall performance

Take the above to a trusted person (on a coaching basis) and ask them to rate you. Maybe give it to the players and see what they think. Then its time to critically analyse your support staff e.g. assistant coach, manager etc

- Who do you have?
- Do you need more?
- Is their knowledge up to the standard you require?
- Are they willing to take on board new ideas?
- Availability to players
- Individual time to players
- Were you happy with their overall performance?
- If not – why not?
- How can they do it better?

If you don't have any support staff then -

- Do you require some?
- If so – who?
- Where will you find them?
- Volunteers

Then its time to share the things that went well throughout the season which the coach may want to keep in the program as well as the problem areas that require attention.

Planning a Seasonal Training Program

The coach needs to work backwards and look at the up-coming season then break it down. This is called periodisation.

The most important part has already been completed i.e. the review process. From the review the coach will know where the team is heading, aspects that need changing and things that are working well and don't require change. Experience is a wonderful thing and from experiences we learn. You won't learn if you don't experience. With learning knowledge is gained. From knowledge you grow and with growth comes change. Change can be creative and new.

Check List

- Sit down and start at the beginning
- Review year just gone
- Target areas for improvement
- Now start at your final destination and work backwards
- Yearly cycle
- Seasonal cycle
- Month by month
- Week by week
- Day by day

Selecting Events

Make sure all major events or competitions go into the plan. This is any event that may have an impact on the team. This could be a netball tournament or a school event which involves the players. It could also be a social event which will impact on the players' availability.

Public Holidays

Any public holidays or festivals which will take the players away from training need to be recorded.

Training Sessions

List all training sessions for the season. Make sure there are rest and recovery days in the plan.

Squad vs. Team

- Will a squad or team be chosen
- If a squad when does the squad become the team
- Announcement of squads and team
- How far out from the event does selection occur?
- Give all the players fair and equal opportunity
- Having the "next line or reserves" ready

Overall Plan

Gather all of the above information then write it down on a master planner. Now step back and study it for a while. It may be necessary to make changes. It is always easier to take out of a plan than add to it.

The "TO DO" List & Time Frame

- List objectives
- List key performance indicators
- Spend time with each support staff member to go through needs of athletes
- Establish team goals
- Establish individual goals
- Team organisation
- Equipment and uniforms

Success does not come knocking at your door unless you prepare for it. Winning is not a "sometimes" thing it must become a habit therefore you have to work at it. Success is about "Building a successful team on court as well as off."

Taking on the responsibilities of the coaching position is time consuming if you want to do it well. Always remember to PLAN WELL AT THE BEGINNING and it will reduce the number of hours as you go along.

Conducting a Training Session

Anyone can read a book, write down a few drills and call themselves a coach. You don't do drills just for drills sake. You must know why you are doing something and where it fits into the court play.

As the players become smarter and smarter about Netball they will question constantly what they are being asked to perform and with the great pressures placed upon them to reach the top it is not acceptable for a coach just to turn up to training and put the players through an unprepared session.

When planning and delivering the practice the coach must ensure the session:

- Is fun
- Devotes a large percentage of time to the topic of the practice
- Has players actively involved as much as possible
- Has players grouped according to their level of ability
- Allows players to see and hear instructions and demonstrations
- Is safe and uses appropriate equipment to match development
- Encourages high but supportive expectations
- Is forward flowing and smooth
- Encourages players responsibility and ownership

When planning a training session the coach needs to take into consideration the length of the session, the venue for the training, the available equipment and the aim of the session. 1 to 1 ½ hours (depending on the age of the players) is sufficient if the training is quality work. Training is not about quantity it's about quality and relevance to the game. Above all training should be enjoyable.

There are 5 main components to a training session:

- Warm-up
- Movement/Agility skills or Fitness skills
- Technique & skills training (skill development)
- Team Strategies or Minor Games
- Cool Down

Depending on the aim of the training these components may alter in their positioning within the session. Most often they will remain as above.

Let's consider a 1 ½ hour training session and how much time should be allocated to each component.

Warm up – 15 minutes

Warming up is about raising the body temperature to enable the muscles to undertake the rigours that lie ahead. Warm-ups should be varied from session to session to alleviate player boredom. Warm-ups should be enjoyable and can include fun activities. Stretching should be undertaken in a dynamic way, that is no static or standing stretching but stretches that are carried out in a dynamic or moving fashion. Lunges, squats, leg and arm swings and upper body twists. The focus should be on the major muscle groups.

Warm-ups should progress from easy pace and easy movements to faster paced activities and stronger movements. Try to incorporate Netball movements into your warm-ups e.g. jog, run, sprints, jumps, changes of direction, slides and side steps.

Movement/Agility Skill or Fitness Work – 15 minutes

The age of the players determines how much actual fitness work needs to be undertaken during the training session. Juniors need little as they are more active than seniors during the day. Fitness can be achieved in many ways. When conducting fitness work keep it relevant to Netball. For example players do not need to be able to run marathons to be fit for Netball. Incorporating Netball movements and agility routines into your fitness work can assist the players.

Netball is an explosive game which requires elements of endurance, strength, power and speed. Coaches should take these into consideration when devising fitness training routines. Netball is also about short bursts of activity. Players need to be able to sustain repeated short bursts of activity throughout the match. Interval or circuit training can assist in this area.

Skills and Techniques or Skill Development – 30 minutes

The majority of the training session should focus on the introduction of new skills or the reinforcement of skills already taught. This is the most important part of your training session as nothing substitutes for skill.

Keep it varied. Players can work by themselves or in pairs or in small groups or maybe the entire team. Players can work with or without a ball. You must be flexible with the time in this component. Depending at which stage of the session you are in and the progress of the players you may need more time to work on skills. You may decide to leave strategies out altogether and devote more time to skills and techniques.

The times allocated are only a guideline. The coach's assessment of the players needs will ultimately determine the planning time for each segment.

Team Strategies or Minor Games – 20 minutes

This is where new team strategies or tactics are discussed then implemented in match-like situations. The coach should try to simulate game situations and challenge the players as much as possible.

These patterns of play are usually a framework from which the players can bounce off into other patterns. Strategies should not be so rigid that players cannot add their own creativity to them.

Cool Down – 10 minutes

This is where the body is given the opportunity to relax with low intensity movements such as walking or slow jogging. Static stretching is then undertaken where stretches are held between 20-30 seconds in order to stretch the muscles ready for the next training session.

Example of a Training Session – 1½ Hours

Scenario

The Centre, Wing Attack and Goal Attack are having trouble "getting free" and finding the "right space" when the ball is coming on attack from the defenders. The coach must decide what they can do to assist. The players need to learn who moves first and where does the player go? Identifying the right space can be difficult for some players.

Go back to a basic set up and revisit the "skill". Then build the activity up to an "on court" situation.

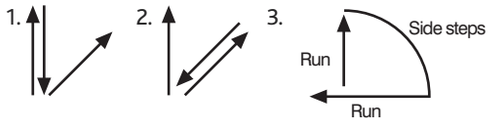
Warm-up

- Jogging in the centre third only
- When a player meets face to face with another player they push off with their outside leg and change direction and continue to jog
- On the coaches command players will either:
  - Change Direction
  - Pivot away
  - Jump with high 5's
  - Run around other player (360 degrees)

Intersperse movement and stretching

- Dynamic Stretching
- Squats
- Lunges
- Leg Swings
- Stretch up to the side and bend knee
- Body Twists

Movement/Agility



All the above are done in running (sprinting) steps

Skill Development

a. Triangles
b. Shoulder passes
c. Triangles with varied passes
d. Chest passes
e. Triangles – drive, stop, lunge back to catch the ball
f. Bounce passes

Both player **A** and **B** can run anywhere
- passing the ball between them
- movements should be varied

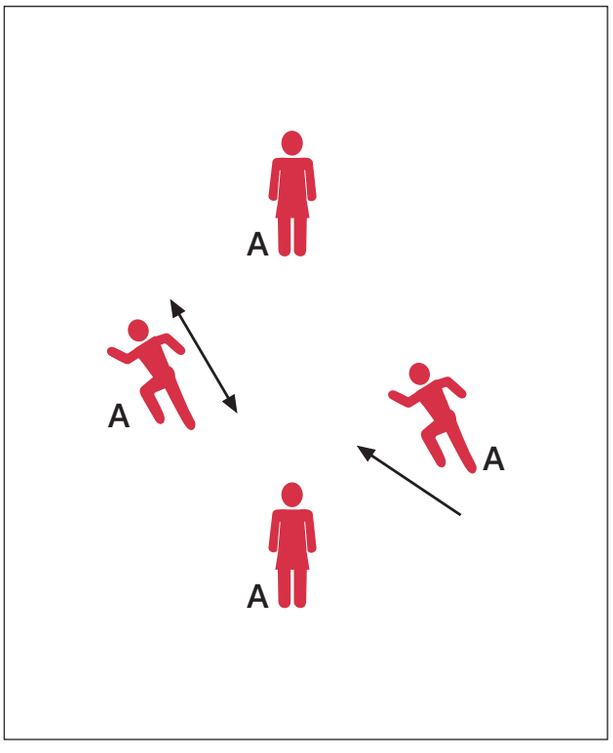
Skill Work to Address the Problem

Step 1

2 attackers in the middle keep moving and offering leads.

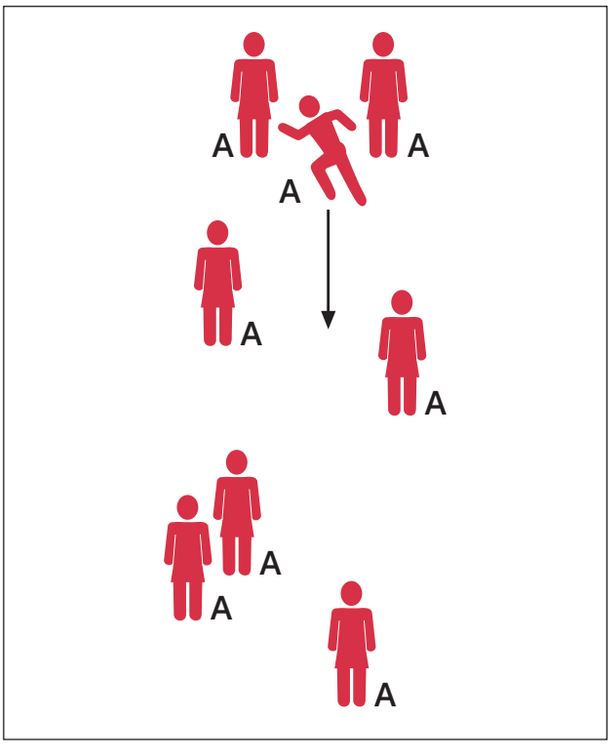
Ball is thrown from the end to one of the moving attackers then to the other moving attacker then to the other end

Ball travels up and back



Step 2

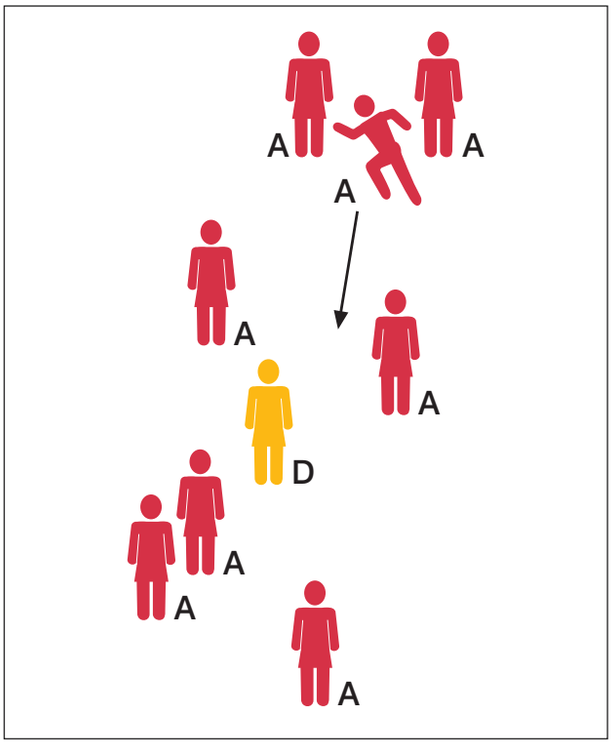
Attacker who throws from end to middle drives through into space and receives 2nd pass. Then throws to end.



Step 3

Now add a defender in the middle and repeat the step below

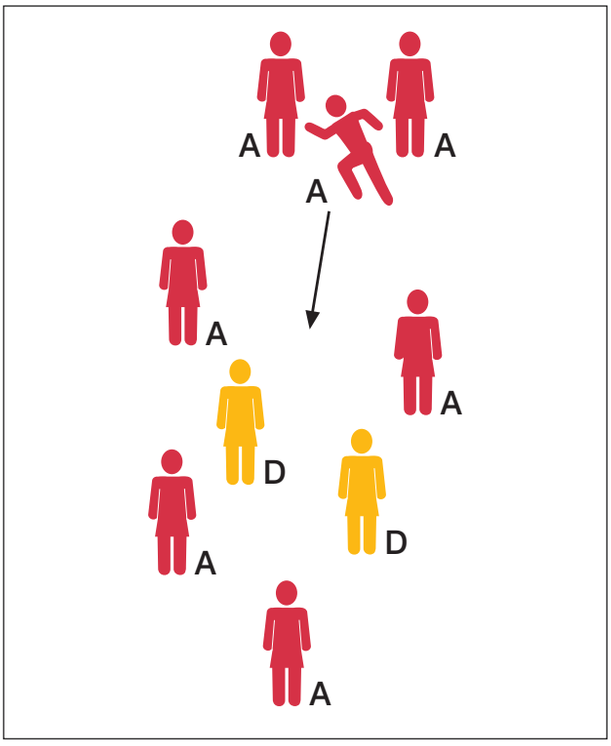
Attacker who throws from end to middle drives through into space and receives 2nd pass. Then throws to end.



Step 4

Now add a second defender in the middle and repeat the step below

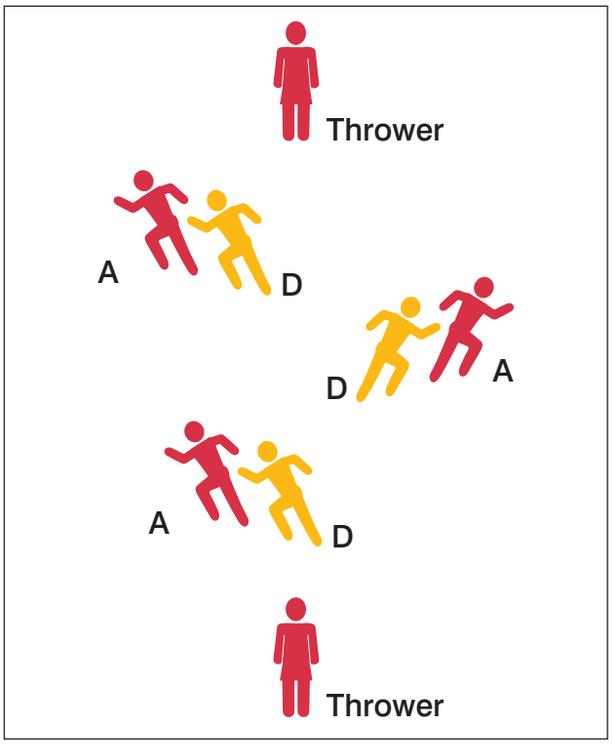
Attacker who throws from end to middle drives through into space and receives 2nd pass. Then throws to end.



Step 5

1 attacker offers short, 1 attacker offers midway,
1 attacker offers long

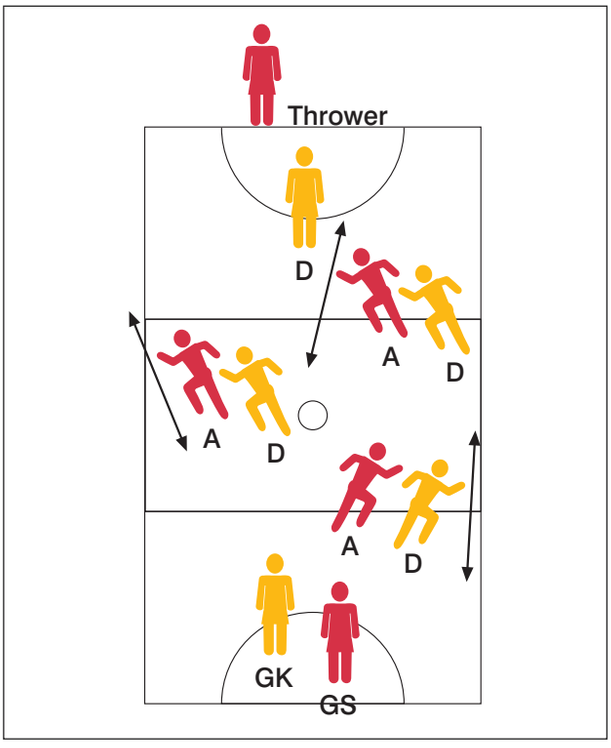
Throwers to stay put



Step 6

Ball starts at end and moves through the court to GS

1 pair (attacker and defender) can move into goal thirds and link with ends

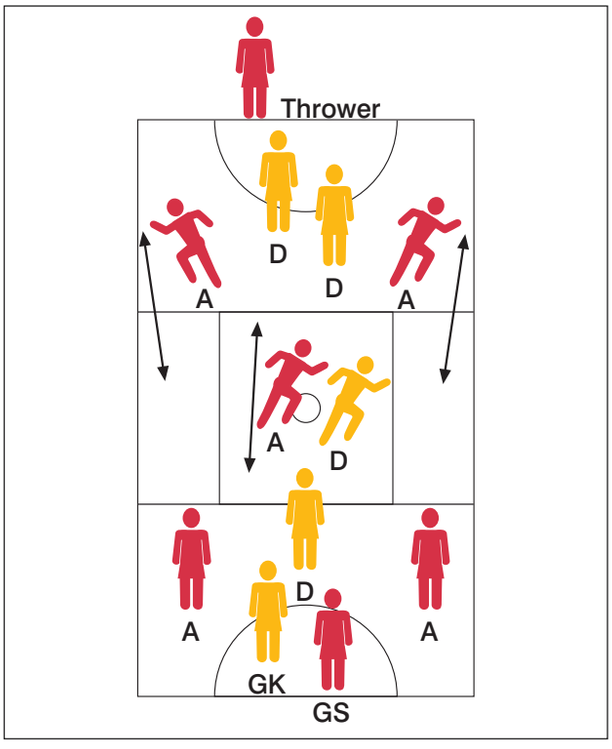


Step 7

Now restrict the space for the attackers and repeat the steps below

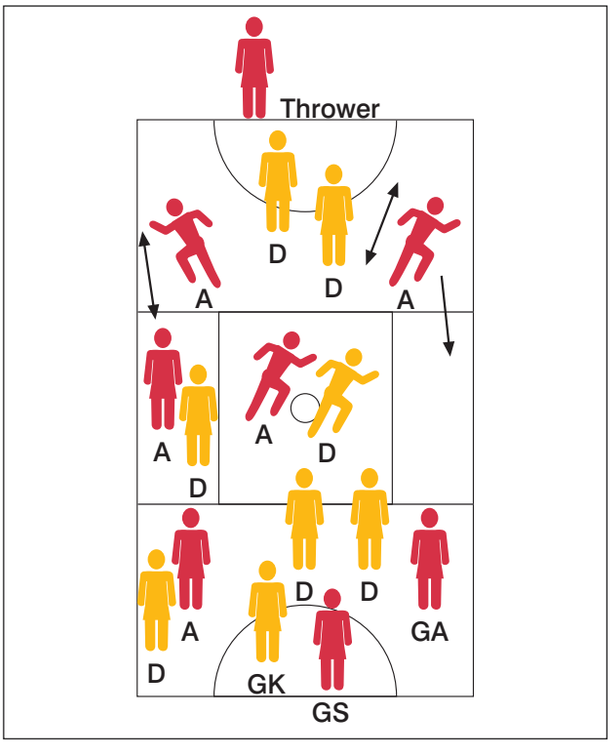
Ball starts at end and moves through the court to GS

1 pair (attacker and defender) can move into goal thirds and link with ends



Step 8

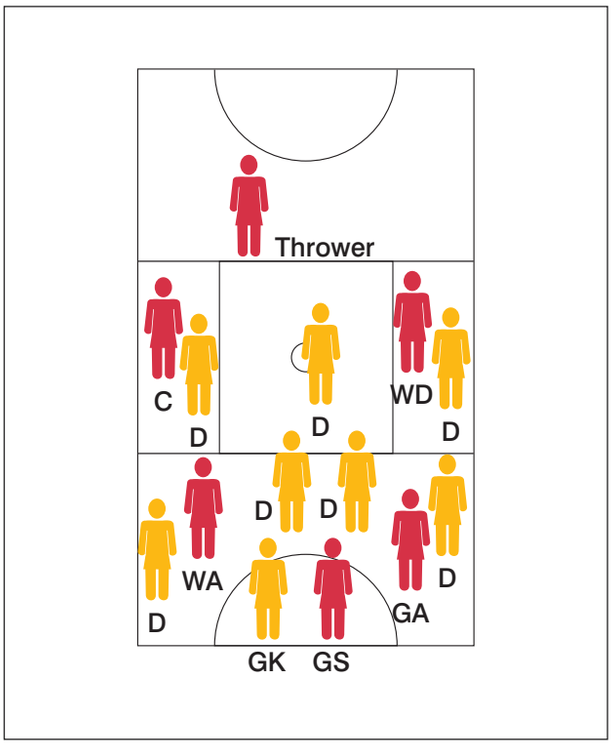
Attackers can only move into space that is not occupied by another attacker



Step 9

Now add more defenders to increase the degree of difficulty, start the ball at defence transverse line and repeat the step below

Attackers can only move into space that is not occupied by another attacker



Things to Think About

Keep the court balanced using the full width and length

The player at the back has the "eyes" to see what is happening and can keep the court balanced depending on where the player in front moves

When the ball is passed the player should pause, have a look, identify available space then drive into that space

Cool Down

Slow jogging four lengths of the court followed by walking four lengths of the court. Spend 10 minutes stretching the muscles in a static way. That is where stretches are held between 20-30 seconds in order to stretch the muscles ready for the next training session

Coaches Assessment Sheet

NAME: **DATE:**

RATING: 1 (poor), 2 (below average), 3 (average), 4 (above average), 5 (excellent)

Planning & preparation for session	1	2	3	4	5
Shows effective organisation	1	2	3	4	5
Shows effective teaching method	1	2	3	4	5
Session shows progression	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Voice					
- Volume	1	2	3	4	5
- Tone	1	2	3	4	5
- Variations in tone	1	2	3	4	5

Body Language	1	2	3	4	5
Listens to players	1	2	3	4	5
Provides quality learning experience	1	2	3	4	5
Gives equal attention to all players	1	2	3	4	5
Clarity of instruction/explanations	1	2	3	4	5
Clarity of demonstrations	1	2	3	4	5
Questioning of players	1	2	3	4	5
Recognises faults & provides correction	1	2	3	4	5

Gives effective feedback	1	2	3	4	5
Shows awareness of safety issues	1	2	3	4	5
Encouragement of players	1	2	3	4	5
Session shows a purpose	1	2	3	4	5
Knowledge of the game	1	2	3	4	5
Players enjoyment of session	1	2	3	4	5
Fun content	1	2	3	4	5
Acceptable standard of dress	1	2	3	4	5

Rapport with players 1 2 3 4 5

General Comments

Recovery Techniques

Recovery from exercise can be an important factor in performing during repeated bouts of exercise. In a tournament situation where players may compete numerous times over a few days, enhancing recovery may provide a competitive advantage. One method that is gaining popularity as a means to enhance post-exercise recovery is immersion in water. As well as physiological advantages there may be psychological benefits to the athlete with a reduction sensation of fatigue during immersion.

One method is immersion in cold water ICE BATHS or cold water immersion e.g. PLUNGE pools. This is ideally used following a heavy weights session or between training sessions or between matches in tournament situations.

It is recommended that immersion should be in water at less than 15 degrees Celsius in temperature. Time immersed can vary from as low as 30 seconds up to 10 minutes. The athlete should try to build up a total of five minutes in the cold bath if possible. It depends on the ability of the individual to withstand cold discomfort. Always shower before use. A common team practice is 1 minute in the cold water followed by 1 minute out (air temp) where the athlete performs self massage. This can be repeated up to 4-5 times. Depending on the size of the tub more than one player can work together at a time. With team sports this method is more practical because of the time required to treat all the athletes.

The next method is immersion in water that raises the core body temperature. This increase in core temperature occurs in water with a temperature of greater than 36 degrees Celsius. Facilities include spas or whirlpools after training. A spa can also be used at the end of a day or on a rest day as a relaxation technique. Do not use if the player has a damaged muscle, a recent injury or bruising. Shower before use. An immersion time of up to 10 minutes has been suggested to aid athletic recovery and rehabilitation. Players should re-hydrate while using the spa. Stretching and jet massage can be utilised in the spa.

The third method necessitates alternating temperature immersion from a hot to cold bath and vice versa. Ideally used at the end of a training day. Do not use if the player has damaged muscles or a very recent injury or bruising. Shower before use. Protocols vary but generally consist of 30 seconds to 5 minutes of one temperature immediately followed by 30 seconds to 5 minutes of the contrasting temperature.

- Generally a 2 minute spa is taken
- 1 minute plunge (cold water). Try to relax as much as possible
- Repeat 4 to 5 times
- Always finish on a cold plunge
- Re-hydrate before, during and after session

General Precautions

Do not use the spa/plunge facilities if athlete has any of the following:

- A history of heart disease
- A cold or virus
- An open wound
- Bruising
- Diarrhoea
- Recent injury

Water immersion (swimming) is the easiest method of application. No resources are required to heat or cool the water only a container or pool in which to immerse the athletes. The water temperature widely used in this method is between 16 – 35 degrees Celsius. Time taken is usually around 30 minutes to replicate a time similar to post-exercise recovery sessions. The anti-gravity effect caused by buoyancy may reduce perception of fatigue and aide energy conservation. Gentle stretching can be performed whilst athlete is immersed.

Other recovery methods include:

Quality of Sleep

A well structured sleep program can both improve the repair processes and reduce the breakdown processes. There are a number of techniques that can be employed to increase the effectiveness of sleep on the recovery process.

- Firstly ensure the room is as dark as possible as the body is sensitive to light and the darker the environment the easier it is to go into a deep sleep
- Light to dark contrasts help increase the bodies sense of darkness so during daytime sleeps if it is sunny go outside for 3-5 minutes before going inside and sleeping
- A well ventilated room is preferred than an air-conditioned room so the hydration status is not impaired due to the drying effect of the air-conditioning
- The depth of sleep that a person goes into appears to be sensitive to changes in the bodies own temperature
- The use of a warm-hot bath or shower followed by a cool shower can improve the capacity of the following sleep to assist the recovery from exercise

Overcoming Injuries

Players do not like being injured and having to sit on the sidelines. The best way to recover from any soft tissue injury is by using the 'RICER' and 'NO HARM' injury management approach. They help to prevent further damage and will mean less time away from the court.

The first 48-72 hours are vital in the effective management of any soft tissue injury. Soft tissue injuries refer to all ligament sprains, muscle strains and muscle bruises (cork etc) and most bumps and bruises that occur.

The immediate treatment is RICER. RICER should be initiated immediately after injury and continued for 48-72 hours. To ensure a successful recovery NO HARM factors should also be followed in conjunction with RICER.

Rest
Ice
Compression
Elevation
Referral

NO **H**eat

Applying heat to any injury increases bleeding. Avoid hot showers or baths, saunas, spas, hot water bottles, hot liniments or heat packs.

NO **A**lcohol

Alcohol increases bleeding and swelling which will delay healing. It can also mask pain and the severity of the injury.

NO **R**unning

Running or exercise increases blood flow to the injured site. This can make the injury worse and delay healing.

NO **M**assage

Massage or the use of heat rubs increases swelling and bleeding and delays healing.

Injury can either be a crisis or a challenge. Each athlete responds differently to illness or serious injury yet all need unconditional support throughout recovery. Injuries remind all athletes of their vulnerability. Physical injury can also lead to mental scars. Injured athletes must be encouraged to come to training and maintain regular contact with their fellow competitors. Just because a player has an injured ankle does not mean they cannot sit down and do some catching and throwing for instance. This will keep them involved and feeling part of the team. As a coach make sure that the athlete contacts you whenever feeling depressed, frustrated or angry whilst recovering from injury.

The Rules of Netball

All coaches should possess a Rules book and have sufficient knowledge and intelligent application of the Rules. Below is a quick guide to the Rules of Netball.

Each position has roles to play:

GS (Goal Shooter)

To score goals and work in and around the circle with the Goal Attack
To defend immediate opponent the Goal Keeper

GA (Goal Attack)

To score goals and work in and around the circle with the Goal Shooter
To defend immediate opponent the Goal Defence
To work with the Wing Attack and Centre in the Goal Third

WA (Wing Attack)

To feed the Goal Shooter and Goal Attack giving them shooting opportunities
To work with the Centre in the Goal Third and around the circle edge
To defend immediate opponent the Wing Defence

C (Centre)

To take the Centre Pass and to link the defence with the attack
To feed the Goal Shooter and Goal Attack giving them shooting opportunities
To work with the Wing Attack in the Goal Third and around the circle edge
To work with the Wing Defence around the defence circle edge
To defend immediate opponent the Centre

WD (Wing Defence)

To defend immediate opponent the Wing Attack and prevent the Wing Attack feeding from the Circle edge
To work with the Centre around the defence circle edge
To look for interceptions
To provide attacking opportunities through the Defence Third and Centre Third

GD (Goal Defence)

To defend immediate opponent the Goal Attack and reduce their effectiveness
To work with the Goal Keeper in the Defence Circle
To look for interceptions
To provide attacking opportunities through the Defence Third and Centre Third

GK (Goal Keeper)

To defend immediate opponent the Goal Shooter and prevent them from scoring goals
To work with the Goal Defence in the Defence Circle
To look for interceptions
To provide attacking opportunities in the Defence Third

Offside

A player with or without the ball shall be offside if the player enters any area other than the playing area for that designated position. A player may reach over and take the ball from an offside area or may lean on the ball in an offside area provided no physical contact is made with the ground in the offside area.

Over a Third

The ball may not be thrown over a complete third without being touched or caught by a player who at the time of touching or catching the ball is standing wholly within that Third or who lands with the first foot or both feet wholly within that Third.

Out of Court

The ball is out of court when:

- It touches the ground outside the court
- It touches an object or person in contact with the ground outside the court
- It is held by a player in contact with the ground, an object or a person outside the court

Starting or Restarting the Game

The Umpire shall blow the whistle to start and restart play. The Captains shall toss for choice of goal end or first Centre Pass and notify the Umpires and the Scorers of the result. The pass made by a Centre in response to the Umpire's whistle at the start and restart of play shall be designated a Centre Pass. Play shall be started and re-started after every goal scored and after each interval by a Centre Pass taken alternately throughout the game by the two Centres. When the whistle is blown the Centre in possession of the ball shall throw it within three (3) seconds and shall obey the Footwork Rule.

Playing the Ball

A player may:

- Catch the ball with one or both hands
- Gain or regain control of the ball if it rebounds from the Goalpost
- Bat or bounce the ball to another player without first having possession of it
- Tip the ball in an uncontrolled manner once or more than once and then catch the ball or direct the ball to another player
- Roll the ball to oneself to gain possession
- Fall while holding the ball but must regain footing and throw within three (3) seconds of receiving the ball
- Lean on the ball to prevent going offside
- Lean on the ball on Court to gain balance

A player may not:

- Strike the ball with a fist
- Fall on the ball to gain possession
- Attempt to gain possession of the ball while lying, sitting or kneeling on the ground
- Throw the ball while lying, sitting or kneeling on the ground
- Deliberately kick the ball

Footwork

A player **may** receive the ball with one foot grounded or jump to catch and land on one foot and then:

- Step with the other foot in any direction, lift the landing foot and throw or shoot before this foot is regrounded
- Step with the other foot in any direction any number of times, pivoting on the landing foot. The pivoting foot may be lifted but the player must throw or shoot before regrounding it.

A player **may** receive the ball while both feet are grounded or jump to catch and land on both feet **simultaneously** and then:

- Step with either foot in any direction, lift the other foot and throw or shoot before this foot is regrounded
- Step with either foot in any direction any number of times pivoting on the other. The pivoting foot may be lifted but the player must throw or shoot before regrounding it.

Scoring a Goal

A goal is scored when the ball is thrown or batted over and completely through the ring by the Goal Shooter or Goal Attack from any point within the Goal Circle including the lines bounding the Goal Circle. If another player throws the ball through the ring no goal is scored and play continues.

Toss Up

A Toss Up is taken when:

- Opposing players gain **simultaneous** possession of the ball with either or both hands
- Opposing players **simultaneously** knock the ball out of Court

The Toss Up is taken between the two opposing players concerned at the point where the incident occurred. The two players shall stand facing each other and their own goal ends with arms straight and hands to sides but feet in any position. There shall be a distance of 0.9m (3 feet) between the nearer foot of each player concerned. They shall not move from that position until the whistle is blown.

A Free Pass

A Free Pass for all minor infringements of the Rules is awarded to a team and may be taken by any player allowed in the area where the infringement occurred. A Goal Shooter or Goal Attack taking a Free Pass in the Goal Circle **may not** shoot for goal.

Obstruction

An attempt to intercept or defend the ball **may** be made by a defending player if the distance on the ground is not less than 0.9m (3 feet) from a player in possession of the ball. When the ball is received this distance is measured as follows:

- If the player's landing, grounded or pivoting foot remains on the ground the distance is measured from that foot to the nearer foot of the defending player
- If the player's landing, grounded or pivoting foot is lifted the distance is measured from the spot on the ground from which the foot was lifted to the nearer foot of the defending player

From the correct distance a defending player **may** attempt to intercept or defend the ball by jumping upwards or towards the player with the ball but if the landing is within 0.9m (3 feet) of that player and **interferes** with the throwing or shooting action, obstruction occurs.

A player **may** be within 0.9m (3 feet) of an opponent in possession of the ball providing **no** effort is made to intercept or defend the ball **and** there is **no** interference with that opponent's throwing or shooting action.

Intimidation

When a player with or without the ball intimidates an opponent the offender shall be penalised by awarding a Penalty Pass or Penalty Pass/Shot where the infringer is standing unless this places the non-offending team at a disadvantage when the penalty shall be taken where the obstructed player was standing.

Contact

No player may contact an opponent either accidentally or deliberately in such a way that interferes with the play of that opponent or causes contact to occur. In an effort to attack or defend or to play the ball a player **shall not:**

- Move into the path of an opponent who is committed to a particular landing space
- Position so closely to an opponent that the player is unable to move without contacting
- Push, trip, hold or lean on an opponent or use other forms of physical contact
- Place a hand or hands on a ball held by an opponent
- Knock or remove the ball from the possession of an opponent
- While holding the ball push it into an opponent

A Penalty Pass or Penalty Pass/Shot

A Penalty Pass or Penalty Pass/Shot is awarded to a team for all major infringements of the Rules:

- Obstruction
- Contact
- When a defending player causes the Goalpost to move so as to interfere with the shot at goal

A Goal Shooter or Goal Attack taking a Penalty Pass or Penalty Pass/Shot in the Goal Circle **may** either pass or shoot for goal.

Coaches Code of Ethics

The coach should:

- Act with integrity in performing all duties owed to athletes, the sport, other members of the coaching profession and the public
- Strive to be well prepared and up to date so that all duties in the respective discipline are fulfilled with competence
- Act in the best interest of the athlete's development as a whole person
- Accept the spirit of the rules that define and govern the sport
- Accept the role of officials in providing judgement to ensure that competitions are conducted fairly
- Express to officials courtesy and support the principles of fair play
- Be a resource person able to assist the athlete develop his/her athletic potential and self-dependency
- Recognise individual differences in athletes and always think of the athlete's long-term best interests
- Aim for excellence based upon realistic goals and the athlete's growth and development needs
- Lead by example; teach and practice cooperation, self-discipline, respect for officials and opponents and proper attitudes in language, dress and deportment
- Make sport challenging and fun. Skills and techniques need not be learnt painfully. Be honest and consistent with athletes, they appreciate knowing where they stand
- Be prepared to interact with the media, league officials and parents; they too have important roles to play in sport
- Ensure that no harassment of any form exists in the sport environment
- Ensure that no discrimination of any form exists in the sport environment

Conclusion

Netball is a simple, basic game. It's about DOING THE SIMPLE THINGS WELL. Over and over again. Every time. Remember as coaches you don't need the fancy, complicated activities if the players can't catch and throw well. So keep your mind open and find new and better ways of doing the same things. Keep challenging your athletes and yourselves.

And above all enjoy your coaching!

INF would like to thank the following people for contributing to the creation of this manual: Jill McIntosh, Liz Broomhead, Norma Plummer and Yvonne Willering.

Contact us at:

INF Secretariat
Albion Wharf
19 Albion Street
Manchester
M1 5LN

T: +44 (0)161 234 6515
F: +44 (0)161 234 6516
www.netball.org

Official INF Netballs can be purchased through
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