



## COACHING NETTA & NET SET GO!

This information has been put together using ideas from the Netsetgo session plans and resources, the Australian Governments 'change it' and playing for life information booklets and from the Australian Sports Commission 'Beginning Coaching General Principles' course

This booklet is designed to give coaches a range of information and tools that will help them with coaching. It is also designed to help coaches with tips and ideas on how to plan training sessions and activities for netsetgo! and Netta and give children a great start to netball.

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# 1.0 Coaching

## *Coaches should:*

- be a good role model for the participants
- show enthusiasm and enjoyment for the task of coaching
- be self-confident, assertive, consistent, friendly, fair and competent
- behave and dress appropriately
- maintain discipline throughout the session
- be organised, not only for each session but for the entire season
- be able to justify why things are being done, or be 'big enough' to ask for suggestions when not sure
- admit and apologise when they make a mistake
- include participants of all abilities and disabilities, ages, genders, and cultural backgrounds.



## 1.1 Why Do Children Play Sport?

Children play sport for enjoyment reasons. Once the enjoyment disappears, they no longer participate. Children gain enjoyment from several factors;

- learning new skills
- improving skills
- having fun
- making new friends

Having a good relationship with the coach is important, it will help develop a child's positive view of sports participation.

In order to increase their enjoyment, children need an opportunity to develop skills in an environment that is supportive and provides individual encouragement.

## 1.2 The “Change It” Approach

As a coach, it is important that you cater for individual skills and abilities. Every player in your team should have the opportunity to take part in every activity.

One way to do this is to follow the major concept behind the “change it” approach.

Each time you plan an activity or drill, keep in mind how you can make that drill a bit easier and how you can make it a bit harder. In that way the same drill can meet the needs of all players.

**Coaching style** — eg, demonstrations, use of questions, role models and verbal instructions

**How to score or win**

**Area** — eg, size, shape or surface of the playing environment

**Number of children involved in the activity**

**Game rules** — eg, number of bounces or passes

**Equipment** — eg, softer or larger balls, or lighter, smaller bats/racquets

**Inclusion** — eg, everyone has to touch the ball before the team can score

**Time** — eg, ‘How many ... in 30 seconds?’

Ways that you can change a drill to vary the difficulty include;

- make the playing area larger or smaller
- alter distances between players or targets
- vary the number of players involved in teams
- change the rules - make it easier or harder to score points
- use different equipment - softer balls, shorter goals, smaller balls introduce time limits

Example:

<b>Activity</b>	<b>Tunnel Ball</b>
<b>Objective:</b>	To gather the ball and run quickly to the beginning of the line
<b>What to do:</b>	<ul style="list-style-type: none"> <li>• Players line up in teams of five or six.</li> <li>• The ball is passed to the end of the line between the legs of all team members.</li> <li>• The last person then runs to the front of the line and starts passing the ball again.</li> <li>• The winning group is first back to their original position.</li> </ul>
<b>Change it:</b>	<p><b>Easier</b> - No competition</p> <p><b>Harder</b> – Pass the ball over the heads of the players; Pass the ball in an over and under pattern; Pass the ball twisting to the left and right; Combine the different variations in one race</p>

## 1.3 Communication

Good communication is essential for coaches. It is important that all children can see and hear you and that you listen as well and use positive non-verbal communication (body language).

In general coaches should:

- Develop their verbal and non-verbal communication skills
- Ensure that they provide positive feedback during coaching sessions
- Give all athletes in their training groups equal attention
- Communicate as appropriate to your athlete's thinking and learning styles
- Ensure that they not only talk to their athletes but they also listen to them as well

### COMMUNICATING WITH PLAYERS

It is important to always remain positive with your players and talk to them clearly.

Before talking to player or your group think about:

- What is it you want to communicate
- The main message you want to give
- When the message is best delivered
- How you are going to give the information

Once you know what you want to say try to be:

- Clear - Ensure that the information is presented clearly
- Concise - Be concise, do not lose the message by talking too much
- Correct - Be accurate, and try to avoid giving misleading information
- Courteous - Be polite and non-threatening and avoid conflict
- Constructive - Be positive, avoid being critical and negative



## **LISTENING**

In order to stay interested and involved children need to know they are being listened to. There are several steps involved in active listening; Stop, Look, Listen and Respond.

### **Stop**

Stop what you are doing and pay attention to what the participant is saying. This may be difficult in a coaching situation with other things going on, but paying attention, even briefly, lets the participant know that they are important. Do not interrupt.

### **Look**

Make eye contact with the participant by being at their level and facing them. Show interest through your body language and look for non-verbal cues the participant might be giving out.

### **Listen**

Focus your attention on what the participant is saying by listening to their words and the emotion in what they are saying. Use non-verbal cues such as nodding, smiling or frowning, appropriate to the context of the message. Support this with encouraging words such as 'uh-hum', 'I see', 'really' to show you are focused on what the participant is saying.

### **Respond**

Restate what the participant has said, in your own words (paraphrasing). This shows you have been listening, checks that you did understand and can summarise what was talked about. Remain neutral and supportive. Use open questions to prompt the participant for more information if needed.

## **FEEDBACK**

Feedback is important, it can encourage players and gives them advice on how to develop skills and improve playing.

Feedback tips:

- Try to give feedback immediately. The players will be more likely to link it to what has just been performed.
- Make sure the feedback is relevant and specific to what is being performed. Remember what the goal of the actual activity or drill is. If it is correct landing that you are concentrating on, then focus on that aspect for your feedback, especially with younger players. There may be a lot going wrong with technique with new players, but giving them too much to think about will not produce improvements.
- Avoid too many general comments (e.g. ☐ good work☐ or ☐ well done☐ ). Feedback should be specific so the players know exactly what was good about their performance and they can repeat it again. For example, ☐ That was a beautiful soft landing you did then☐ , or ☐ Your follow through on that pass was perfect, and look how straight it went!☐ .

- Keep feedback focused on only one thing at a time. Allow the players to digest that first and try to make any changes required, rather than have to try and improve 2 or 3 things at once.
- Make feedback positive. The best approach is the 'sandwich' approach, of giving some positive feedback first (bread), followed by the corrective advice (filling), and finishing with another positive to encourage improvement (bread).



## NON-VERBAL COMMUNICATION

Non-verbal communication (or body language) is very important. Some studies suggest that people pay as much attention to your body language as what you are saying. This means that it is important to have open and positive body language as well as being aware of what you are saying and how you say it.

**SOLVER** is a checklist to help coaches with their non-verbal communication in a positive manner:

**S**quarely face the participant and move to their height level.

**O**pen posture. Crossed arms or legs put up a barrier and suggest an unwillingness to listen.

**L**ean slightly forward. Again this demonstrates interest and shows that the coach is listening.

**V**erbal comments are relevant and also support what the participant is saying.

**E**ye contact should be made and maintained, without overdoing it.

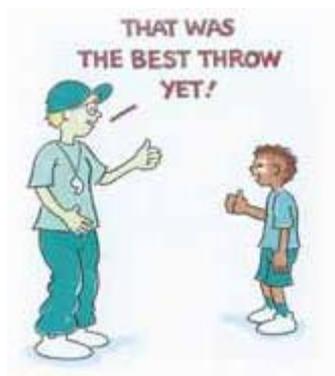
**R**elax. Be comfortable and show it

## 1.4 Motivating Children

It is best to encourage children to value the intrinsic rewards they gain from participation in sport, rather than any external (extrinsic) rewards. Intrinsic rewards include enjoyment, learning new skills, playing in a team with their friends, improving in their skills. Extrinsic rewards include trophies and awards.

### Points about motivation:

- Motivating players leads to an increase in their self confidence and self esteem.
- A motivated player will enjoy themselves more and will want to come to training.
- Recognise achievements of your players in a range of aspects such as positive social behaviours, a great attendance record, care shown for the equipment, assistance they give to the coach, manager and other players.
- Set realistic goals as motivation. Make sure they are challenging, but not impossible so the players feel a sense of achievement when they have attained the goal.
- Provide leadership opportunities for players. They will develop a greater sense of responsibility for their own level of play and consider the wellbeing of the team as a whole.
- Be consistent with your praise and expectations.
- Provide challenges regularly. Many players are motivated greatly by the challenge to achieve a set task.
- Be organised. Players will be more motivated when they are kept continually busy.
- Avoid punishment or negative motivation. Try to highlight the behaviours you like to see, rather than point out those you don't like to see.



## CHILDREN'S CHARACTERISTICS

By understanding the characteristics of children, coaches can look at ways of using these characteristics to motivate children. The table below provides you with some ideas about how coaches can use and respond to children's characteristics.

<b>Children's social characteristics:</b> <ul style="list-style-type: none"> <li>• concerned with themselves</li> <li>• learning social roles and skills</li> <li>• learning to cooperate</li> <li>• learning to cope with winning and losing.</li> </ul>	<b>Coaches should:</b> <ul style="list-style-type: none"> <li>• promote cooperation, teamwork and fair play</li> <li>• reinforce the contribution all children make</li> <li>• provide a supportive environment and show sensitivity to individual differences.</li> </ul>
<b>Children's level of understanding:</b> <ul style="list-style-type: none"> <li>• learning the best way to do things</li> <li>• unable to process too much information</li> <li>• do not do things automatically.</li> </ul>	<b>Coaches should:</b> <ul style="list-style-type: none"> <li>• use role models to demonstrate</li> <li>• introduce one thing at a time, and keep instructions or questions short and simple</li> <li>• allow time to absorb information and practise.</li> </ul>
<b>Children's physical characteristics:</b> <ul style="list-style-type: none"> <li>• very active</li> <li>• lack fine motor control</li> <li>• develop at different rates</li> <li>• have different levels of ability</li> <li>• growing rapidly</li> <li>• less tolerant of heat and cold.</li> </ul>	<b>Coaches should:</b> <ul style="list-style-type: none"> <li>• plan a variety of activities</li> <li>• allow time to learn skills</li> <li>• cater for varying ability levels</li> <li>• be aware that growth periods will alter the child's coordination and skills</li> <li>• ensure children wear adequate clothing and drink enough fluids.</li> </ul>
<b>Children's personality characteristics</b> <ul style="list-style-type: none"> <li>• easily motivated</li> <li>• wide range of reasons for playing sport</li> <li>• sensitive to criticism and failure</li> <li>• short attention span.</li> </ul>	<b>Coaches should</b> <ul style="list-style-type: none"> <li>• listen to what the children say</li> <li>• be positive and compliment effort as well as skill</li> <li>• maintain interest with a variety of activities, maximum participation and limited talk.</li> </ul>

## 1.5 Child Protection

Child Protection involves the policies put into practice to protect a child from harm.

- Use positive reinforcement and acceptable language when talking about or to a child.
- Remain calm and non-confrontational.
- Ensure children are comfortable with any physical contact, e.g. a high five, handshake, a pat on the back. If a coach must make physical contact with participants as part of an activity, then they should explain the activity and what they will do, and ask the participant's permission to do that
- Avoid situations where an adult is left alone with a child.
- Coach children to be  good sports  ,
- Recognise that children have a right to feel safe, and know what they can do if they do not feel safe (eg. if they are abused, harassed or discriminated against).
- When children need to be transported, ensure there is more than one child (and, if possible, more than one adult) in the vehicle
- Manage allegations of child abuse through established processes and reporting lines to ensure there is due process and natural justice
- Document all incidents that seem to be unusual or 'out of the ordinary', or involve physical restraint of children

### Points to remember when coaching children

- Coaches need to promote cooperation, teamwork and fair play during activities.
- Focus on skill development and individual improvement, not winning.
- Reinforce the contribution of all players to the group
- Provide a supportive environment and show sensitivity to individual differences.

### Ethical responsibilities of coaches

Dealing with ethical issues is becoming a regular part of a coach's duties. Coaches are required to face issues such as sportsmanship, cheating, bullying, eating disorders, respect for officials, abuse of power, discrimination, harassment, and assessing when a participant should return to sport after an injury.

Coaches can ensure that the needs and rights of all participants in sport are met by abiding by the Coach's Code of Ethics eg. to be treated with integrity, respect and empathy; to be safe; to have a positive experience; to be provided with equal opportunities; and to be exposed to positive role models

## 1.6 Injury

Coaches should know some first aid, have access to a telephone and know where first aid is located and how to complete injury/incident reports.

The following STOP procedure allows the coach to assess whether the injury seems severe and to determine whether the participant should continue with the activity.



If an injury occurs, coaches need to follow the injury reporting procedure and fill in an incident report form.

## 2.0 Organising Training Sessions

Training experiences should be fun, interesting, varied and not physically demanding. A training session for this age group should be between 45 minutes to one hour in length.

Each training session that you plan should have a theme or session goals.

Examples of themes you could use include;

- Take-off and running
- Passing and catching
- Balance and jumping
- Pivoting and landing
- Space Awareness
- Dodging and straight leads
- Shadowing Footwork
- Recovery and hands over ball
- Goal shooting

The structure for a training session is as follows;

1. **Group Organisation** (5 mins). Get the group together and discuss what will be covered in the session. Gather information about any injuries and settle the group ready for action.

2. **Warm Up** (10 mins). This is important to prepare the mind and body for physical activity. The warm up should include an aerobic activity for about 5 minutes (activities which make the kids huff and puff), followed by dynamic stretches for approximately 5 minutes. Avoid static stretching (stationary stretches) in the warm up.

3. **Skill Development** (25 mins). This is where new skills are introduced and existing skills are practised and progressed. Different basic techniques need to be covered in this section during the season - passing and catching, movement, footwork, attacking and defending. A technique for doing this is the 'game sense' approach. This approach uses games to work on techniques (for example piggy-in-the-middle can be used to work on defending, evading and passing).

4. **Modified Game** (15 mins). Games are a fun way to practise skills. It gives those skills more of a purpose.

5. **Cool Down** (5 mins). Consists of gentle aerobic activity (e.g. walking, jogging), stretching, and a review of what was covered during the session.

6. **Evaluation**. Spend time after your session to evaluate what went well and what you need to change for the next session.

### Hints for Planning Training Sessions;

- Make sure you include variety
- Over-plan rather than under-plan
- Avoid elimination games
- Avoid overly tiring physical activity
- Provide plenty of opportunity for practice
- Plan progressions, group sizes and group organisation and use plan provided

## 2.1 Safety Considerations

Before beginning any training session, ensure the safety of all participants has been considered;

- The playing surface is free from obstructions (e.g. sticks, puddles, slippery leaves).
- Lighting is adequate.
- Spectators (as well as younger brothers and sisters) are kept well away from the playing area.
- Check that all equipment is in good condition.
- Suitable footwear is important.
- Ensure the correct size of equipment is used (e.g size 4 balls for 9 years and younger).
- Avoid intense activity in excessively hot and humid conditions.
- Monitor players (especially younger players) for heat illness.
- Encourage use of sunscreen and hats if on sideline. Coaches should set a good example and wear a hat when coaching.
- Encourage players to drink before playing and also replenish fluids regularly during training and games.



### ***Good coaching practices to reduce risk***

- Plan all coaching sessions
- Follow child protection guidelines
- Conduct pre-participation screening using a medical history form
- Ensure participants warm up prior to activity
- Don't mismatch participants (consider size/strength, not age)
- Clearly establish the rules for behaviour and activities
- Ensure the safety of playing areas, facilities and equipment
- Require participants to use protective devices
- Adapt activities for environmental conditions (eg. hot, humid, or cold, wet conditions)
- Cater for individual needs

## 2.2 Group Organisation

Get your team into a routine to assist with organisation.

Helpful hints for effective organisation include;

- Establish set up and put away routines and rules for equipment.
- Develop a set warm-up and cool-down so players can take greater responsibility themselves.
- Use a whistle to signal for attention.
- Ask questions of your group. This way you can encourage them to pay greater attention, check for understanding and include them in their learning.
- Give praise and compliments to all players in your group.
- Limit instructions and return to physical activity quickly.

### Tips for setting up groups;

- |                                   |  |
|-----------------------------------|--|
| • Height from shortest to tallest | • House number                               |
| • Height from tallest to shortest | • Birthday date                              |
| • Alphabetical, first name        | • House number even v odd (2 groups)         |
| • Alphabetical, surname           | • Stand on one leg - left v right (2 groups) |

## 2.3 Demonstrations

Demonstrations are an important tool for coaches. They can quickly give children an understanding of what is required.

Things to remember when demonstrating;

- Make sure all players can see you.
- Ensure there are few distractions - e.g. looking into sun.
- Use a Semi circle or a line facing coach. Players can be standing or sitting.
- Only talk about key points - keep talking minimal.
- Show the whole skill as it should look then break it down to different components.
- Explain why you do things and when you will use the skill in a game. Don't just teach the technique.
- Follow up with plenty of opportunity for practice.
- Re-demonstrate later if necessary to fix common errors.

# CHECKLIST FOR GOOD COACHING



## 1. Plan

- Have a purpose
- Plan for maximum activity
- Prepare enough equipment before beginning the session
- Ensure activities are age appropriate
- Create a positive environment
- Ensure courts and equipment are safe

## 2. Demonstrate

- Be concise – keep talking to a minimum
- Highlight key points
- Be sure all participants can see
- Repeat several times

## 3. Practice

- Progress from simple skills to more complex ones
- Allow time for repetition
- Provide opportunity to practise in game situations
- Provide a variety of activities

## 4. Observe

- Position yourself so that you can see all participants

## 5. Coach/ Feedback

- Be positive and supportive
- Be specific
- Emphasise key points
- Re-demonstrate skill if necessary

## 3.0 Warm Up Activities

There are many warm up activities you can choose from. Below are examples of some warm up activities you can use

### 1. Stuck in the Mud.

Set a boundary area for the game. One person is chosen as 'it'. When they tag other players, they must stand like a scarecrow, with their feet wide apart. Others may free them again by crawling through their legs. Game finishes when everyone is a scarecrow. Alternate who is 'it' throughout the game.

### 2. Bean Game.

Set a boundary area for the game. Players walk or jog around the space, responding to different commands given by coach;

- jumping beans - players jump around the court
- broad beans - players take very large strides around court
- tall beans - players walk on their toes with arms stretched high
- balance beans - players balance on one leg
- dwarf beans - players make themselves as small as possible
- beaked beans - coach catches players who all join hands until everyone is caught

### 3. Opposites.

Set a boundary area for the game. Players walk or jog around the boundary responding to commands given by the coach;

- GO means stand still
- STOP means move around
- UP means the players must crouch down
- DOWN means player must reach for the sky

### 4. Court Lines.

All players run in the centre third. On the coach's command, they run to the correct line transverse line, goal line, sideline, goal circle. If the coach calls out 'change' they must run to the opposite line from where they were originally running.

### 5. Simon Says.

Coach directs players to perform certain activities, e.g. running, jumping, hopping, balancing, squatting. Players only obey direction if coach has first said 'Simon Says'.

### 6. Octopus.

Players line up along transverse line. One player is the octopus, and stands in the middle of the third. When they call 'octopus' all players must try and run to the other end of the third, without being tagged by the octopus. If they are, they must sit on the spot cross-legged.

They can then help tag players by reaching out their arms like tentacles. The winner is the

player left untagged.

### **7. Magic Wand.**

One player holds the "magic wand" in the centre third. All other players start in the centre third. When the magic wand is held high above the player's head, other players must jog around the centre third. If the magic wand is pointed down, players must skip in the centre third.

When the wand is placed on the ground, all players run to the goal line trying to avoid being tagged by the person who held the wand.

### **8. Flip It.**

Divide the group into 2 teams. Each player has a cone. One team places their cones on the ground up the right way, the other team places their cones upside down. When the coach says "GO", each team tries to turn the other team's cones to match their own. After a given time is up, the team with the most matching cones wins.

### **9. Relays**

The first person in each team runs with the ball to the nominated spot and bounces the ball three times, they then run back to their line and pass the ball to the next person.

Repeat with different activities e.g. 3 catches, 1 bounce and 1 catch.

### **10. Here, There and Everywhere**

The coach calls one of the three words, "here", "there" and "everywhere". Here – run towards the coach. There – run towards where coach is pointing. Everywhere – run in any direction.

### **11. Slap Tag**

In pairs, one player stands on the transverse line with their back to their partner and their hand outstretched behind.

Their partner starts on another transverse line and sneaks across and slaps the hand of their partner who turns and tries to tag them before they reach their starting point.

Swap roles and repeat.

### **12. Ball Pick Up Race**

Groups form two lines and stand facing each other across one third, each player in each group is numbered consecutively.

Two balls are placed in the middle, designate one per group.

When the coach calls a number, the corresponding player from each group runs in to pick up their ball.

The first player to pick up their ball scores a point for their team.

## 4.0 Netball skills

There are many different skills you can teach children that will assist their netball development, below are coaching tips for teaching some simple netball skills. See the netsetgo! coaching tips for common errors and more information

### 4.1 Shoulder Pass

A shoulder pass is a one handed pass used for speed and accuracy over longer distances. The pass should be aimed in front of the receiver to where they are running to. This is the pass that should be used by all players most of the time - thus is the focus when teaching passing to younger players.

#### Coaching Points:

- Opposite foot to throwing arm forward.
- Feet shoulder width apart. Weight should be on back foot when begin the pass.
- Hold ball with 2 hands initially, then bring back behind shoulder with one arm.
- Fingers should be spread wide behind the ball.
- Transfer weight forward as you bring the throwing arm through. This provides the power to the pass.
- Follow through until throwing arm is extended and wrist and fingers also follow the pass.
- Your hips and shoulders rotate in the direction of the pass.
- Direct the pass into the space ahead of the receiver.

### 4.2 Catching

Aim for junior netballers to always try to catch with two hands.

#### Coaching Points:

- Keep eyes on the ball all the time.
- Move towards the ball when going for a catch. You should never be standing still when you take a catch.
- Extend your hands forward with your fingers spread and thumbs behind the ball (☞ W☞ or ☞butterfly☞ ).
- When the ball makes contact with your hands you snatch the ball towards your body.

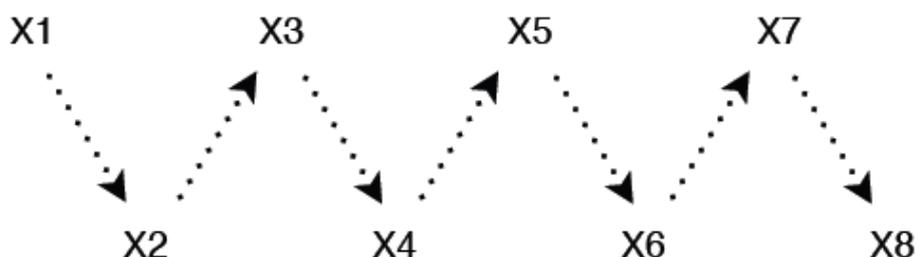
## Passing & Catching Drills

### 1. Pairs Passing & Catching.

Have players stand in pairs approximately 3m apart. Have them throw up and down court, rather than across court. Partners shoulder pass to each other concentrating on technique and ball placement. Extend this drill by adding challenges, e.g. how many passes can you do in 30 seconds without dropping the ball? You can also add a distance challenge - every time a pair completes 10 passes without dropping the ball they take a step back. If they drop the ball, they take a step in. After a set amount of time, see which pair has been able to increase their distance the most.

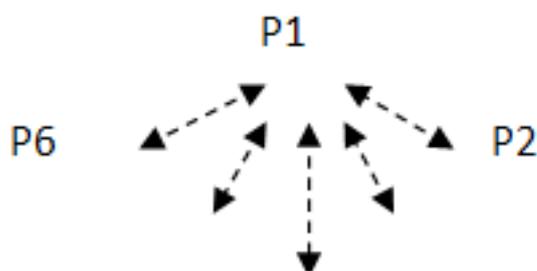
### 2. Zig Zag Passing.

Set up team in zig zag formation (you might like to use dots or cones to help with this). Players shoulder pass from one player to another up and back down the zig zag. To extend this drill, you can add a time challenge - see if they can beat their time to get up and back twice. You can also introduce continuous zig zag, where they pass off and then run to join the end of their line. See how long it takes them to make it to the end of the court.



### 3. Corner Spry.

Stand in a semi circle with the thrower (P1) standing 2-3m out in front. P1 passes to each player in turn in the semi circle starting with P2. When they pass to the player at the end of the line (P6), that player runs out to be the new thrower, the old thrower takes the first place in the semi circle. Continue until you are back to starting positions.



#### 4. Ball Familiarisation Drills.

Each player has a ball;

- Bounce ball with 2 hands and catch
- Throw high to self in air and catch
- Throw to self and clap once before catching
- Repeat extending the number of claps
- Throw to self, turn 180 degrees before catching
- Throw to self and touch the ground before catching

#### 5. Odds and Evens

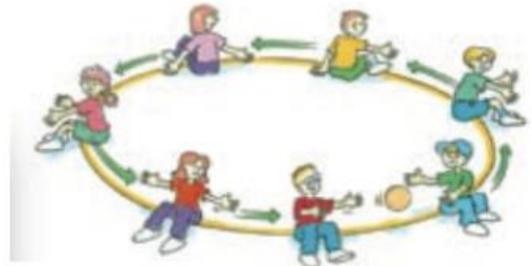
Form a circle with players alternately numbered 1 or 2 (players could wear a bib to distinguish each team).

- All players numbered 1 throw the ball in sequence around the circle.
- All players numbered 2 also pass their ball in sequence around the circle.
- When the ball returns to the starting player they call out 'odds' or 'evens' and all the players on that team sit down.
- Start the balls on opposite sides of the circle so they don't run into each other.

#### 6. Run the Circle

Form a circle with approximately 6-10 players. Use 2 balls and separate the balls by several players.

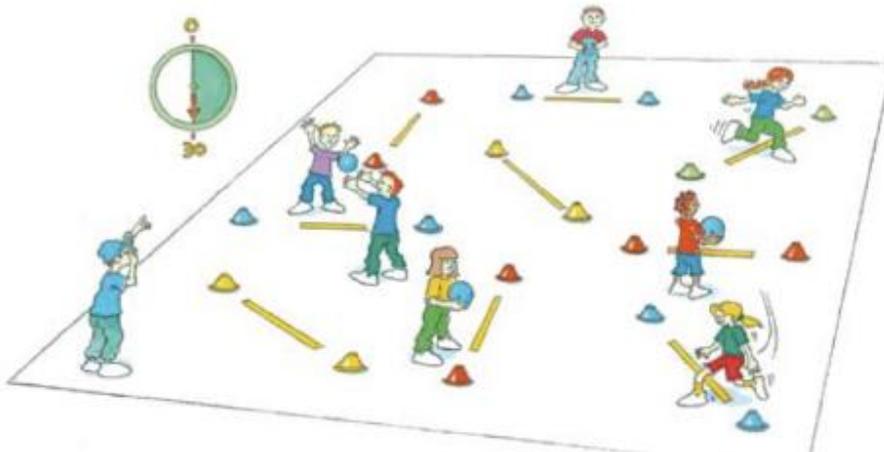
- Pass the balls around the circle, trying to overtake the ball in front.
- Call 'change' to change direction.
- Space the players to suit a shoulder pass.
- Can add variety by making players pass from a sitting circle.



## 7. Pairs Passing

Players work in pairs. On the signal they pass to each other for 30 seconds using correct shoulder passes.

- The coach blows their whistle once 30 seconds has passed. The person without the ball moves to form a new pair. Passing starts again.



## 4.3 Safe Landings

A safe and effective landing technique will reduce the chance of ankle and knee injuries by reducing the forces experienced by the body.

### Coaching Points:

- Knee and toe should be facing the same direction
- Knee and hip should be controlled - they should not swing inward or outward
- Soft landing, with knees slightly bent.

## 4.4 Two Foot Landing

### Coaching Points:

- Land with feet shoulder width apart to give good base of support for better balance.
- Keep body upright. Bend at knees, hips and ankles to soften the impact. Shouldn't sound like elephants when they land.
- Keep body weight evenly placed above both feet.

## 4.5 Pivot

Players should be encouraged to pivot to the outside as that is the way their body is naturally heading. It also means that they will be turning away from their defender.

### Coaching Points:

- Pivoting must always be done on the grounded foot.
- Bend knees slightly and put weight on grounded foot.
- Turn on the ball of the grounded foot while pushing off with the other foot. This other foot provides you with direction and balance.
- Turn your body to face down the court to your team's goal post.
- While pivoting, keep the ball close to your body and get in a position ready to throw.
- Make sure you catch the ball cleanly before you begin pivoting.

## Footwork/ Movement Drills

### 1. Ostrich Tag.

This game helps to work on body balance. Set a boundary area for this activity.

One player is chosen as 'it'. They must run around and tag other players. Once tagged, players assist with tagging the rest of the group. Players can be 'safe' if they stand in a 'safe' position nominated by the coach - e.g. balance on one leg with arm under leg and other hand holding nose.

### 2. Hoop Landings.

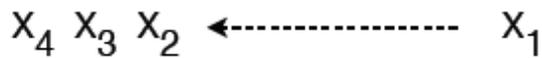
Line players up in groups of 4. Place a hoop out in front of each line. One by one, players run up and do a 2 foot landing in the hoop. Extend the drill by players landing with a 2 foot stop in the hoop, then stepping out on their opposite foot pretending to make a shoulder pass. Extend again by adding a ball. Have a thrower out the front. Players run to the hoop, catch a pass and land in the hoop with a 2 foot stop. They then step out of the hoop on their opposite foot and throw a shoulder pass back. Swap throwers regularly.

### 3. Pivot Hoops.

Line up as drill above. Start with players running to hoop and landing with a 2 foot stop. Players choose one foot to stay in hoop and be the pivot foot. Pivot in a full circle using the other foot to push off. Extend the drill by adding a ball. Have a thrower out the front. Player runs to the hoop, catches the pass and does a 2 foot stop. They then pivot in a full circle, keeping ball close to their body. With their feet correctly positioned, then return the ball to thrower using a shoulder pass. Swap throwers regularly.

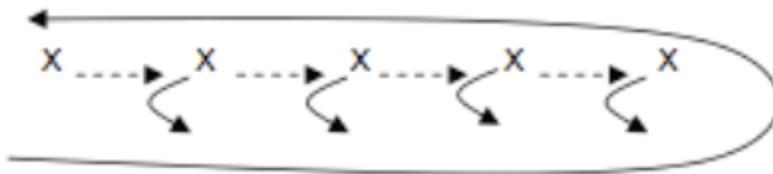
#### 4. Continuous Captain Ball.

Work in groups of 4 or 5. Player 2 catches a pass from player 1, lands in two foot stop and then passes a shoulder pass back to player 1. They then run and stand behind player 1. Player 1 continues this routine through to the last player in line. When they catch the pass from player 1 they become the new leader and the game continues facing the other way. Continue until all players have had a turn at being thrower. You can race the two teams through to add variety if necessary.



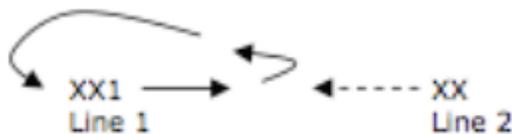
#### 5. Beat the Ball.

- Form a straight line 3m apart.
- Jump as you catch the ball and land on two feet, pivot, and pass to next person in line.
- Move ball up and down the line.
- A runner tries to beat the ball as it is passed along the line and back to the start.



#### 6. Shuttle Ball with Pivot.

- Have two lines facing each other.
- The worker (X1) leads forward from the line and receives a pass from line 2.
- X1 lands on two feet, pivots and then passes back to their line and returns to end of their own line.
- The sequence continues with alternate leads from line 1 then line 2.



#### 7. Pivot Ball.

- Form groups of 3. Stand in a straight line, 3m apart.
- Throw the ball down the line so that the centre player has to catch the ball and pivot to pass to the next player. Change positions regularly.

## 4.6 Straight Drive

This is the most important attacking move for players to develop.

### Coaching Points:

- Sprint strongly out to the ball. Go directly forward, or at a 45 degree angle on either side. Players should never run sideways across the court for a pass.
- If you are leading to the right, you should take off on your right foot. If you are leading to your left, then take off on your left foot.
- The first 3 or 4 steps made are the ones that have to be strong.
- When leading to the right, encourage players to pivot on their right foot.
- When leading to the left, encourage players to pivot on their left foot.
- Pump your arms to go faster.
- Do not slow down until the ball is in your hands.
- Do not start your break until the person with the ball has got their balance and is ready to throw to you.

## Attacking Drills

### 1. Drive and Catch.

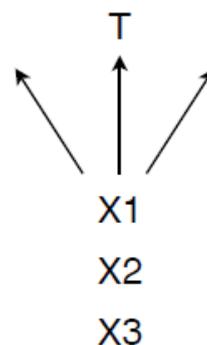
Work in pairs, one ball between two, about 4m apart. Thrower stands with back to worker, tosses ball up about 1/2 a metre and catches it themselves. They pivot to face the attacker. The attacker then completes a straight drive to receive the ball, two foot land and return the ball using a shoulder pass. Repeat 10 times and then swap over roles.



### 2. Straight Lead.

Work in groups of approximately 4 players. One thrower out the front. X1 passes to T, then makes a straight drive forward, left or right. They receive a shoulder pass from T, catch and land in a 2 foot stop. They pivot around and pass to X2 who begins the drill again.

Change over throwers regularly, and change angle of straight drive.



### 3. Straight Lead Lines.

Work in groups of approximately 4 players. Players form a straight line down the court, about 3 or 4m apart. X1 starts with the ball and throws to self to establish timing. X2 makes a straight lead forward to receive a pass, pivots and passes to X3 on a lead.

Continue down the court and back again. Change to use a straight lead to the left, then a straight lead to the right. Encourage players to pivot on the correct foot.



## 4.7 Shadowing in Defence

### Coaching Points:

- Stand in front of opponent with back to them, your body half way across their body.
- Keep arms close to your sides.
- Feet shoulder width apart, knees slightly bent, back upright.
- Keep good vision of both the ball in front and the player behind you.
- Shadow the player's moves using fast feet to keep up with them.
- Do not turn your head - move your feet faster instead.

## 4.8 Recovery and Arms Over

### Coaching Points:

- Push off strongly using long stride or a few steps to get back 4 feet.
- Use arms to help power you backwards.
- Feet shoulder width apart, knees slightly bent, weight forward on ball of foot but with whole foot on ground.
- Stretch arms upright. Arms follow the movement of the ball.

# Defending Drills

## 1. Mirror Pairs.

Work in pairs - one attacker, one defender. Defender takes up defensive stance. The feet of both attacker and defender remain still in this drill. The attacker moves the arm that is not covered by the defender, as if they are drawing in the air. The defender must mirror all arm movements. Repeat defending other side of body. Swap roles. Allow plenty of practice by both players.

## 2. Shadowing between two cones.

Place 2 cones about 3m apart. Defender starts in the shadowing position. They slide between the 2 cones, keeping in the defensive position with their heads still. Practise with head facing in both directions. Extend this drill by adding an attack player for the defence to shadow. The attack player should start by moving slowly, side to side between cones. As the defence gets better, they can increase their speed. Extend this drill again by holding up coloured cards in front of defence for them to call out. This tests whether they have good vision of both the ball out front and the attack they are shadowing. Extend again by having thrower out the front to pass ball at any time to attack. Defender must intercept the pass.

## 3. Recovery to 4 feet (netta), arms over.

Have players all start up on the transverse line. On "Go", they all step back 4 feet, get balance and put arms up. Check that their feet get back before they put their arms up. Extend the drill by adding arms over ball movement - coach stands out in front of line with ball and moves it slowly around. Players move their arms to mirror those movements.



## 4.9 Shooting

The Australian shooting technique is a one handed shot. The other hand is just a support hand and rests lightly on the side of the ball. Junior players will have trouble with strength using a high release with one hand, and so may lower the ball to get more power. As they get older and stronger, you can encourage them to again increase the height of the ball on release.

### Coaching Points:

- Ball held above head.
- Arms extended with shooting arm pretty straight and close to the ear.
- Ball rests on base of fingers and thumb.
- Opposite hand is placed on side of ball to help steady it.
- Feet shoulder width apart with feet, hips and elbow pointing towards the goal post.
- Bend elbows and knees, then straighten them.
- Flick the ball with the wrist as you release. Follow through with arms and fingers pointing towards the post.
- The ball should travel in an arc towards the post.
- Follow in for rebounds.

## Shooting Drills

### 1. Shoot and Rebound.

Line up in front of goal post, one person standing next to the ring for rebound. Player 1 attempts shot, both they and the rebounder try to get rebound if they miss.

The rebounder then goes to the end of the line, the shooter becomes the rebounder and player 2 shoots.

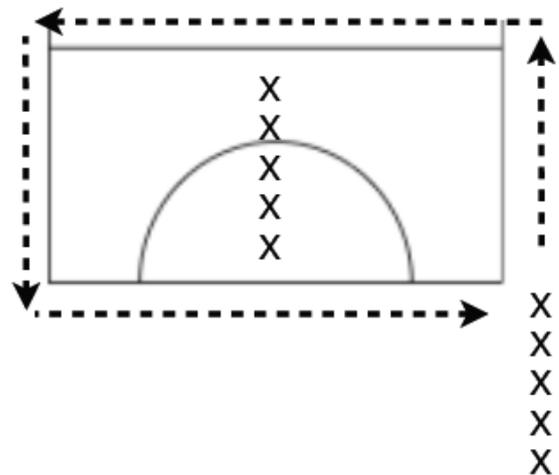
Continue through entire team.

### 2. 10 Goal Shoot Out.

Split into 2 even teams. Each team forms a line in front of goal post. On **Go**, the first player in each line shoots for a goal and gets their own rebound. They then pass the ball to the next person in their line. Each team tries to be the first to score 10 goals. Players should call out the number of goals they have scored each time a goal goes in.

## 2. Golden Child.

- 2 teams - the running team line up outside the court at corner and shooting team form a line behind marker in goal circle.
- On "go", the shooting team takes turns to have one shot. Call "stop" each time they score a goal.
- At the same time, the first runner takes off on their circuit around the outside of the goal third. If they hear the word "stop", they must freeze on the spot where they are. The next runner in line then takes off.
- If the runner returns to home base before a goal is scored by the other team, 1 run is scored. The next runner then takes off.
- The last runner is called the "golden child". As they run around the outside of the goal third, they "unfreeze" each player that they pass. All runners then try to make it home before the shooting team scores a goal.
- If the shooting team scores a goal while the golden child is running, the game stops and teams change roles.



## 4. Shooting Relay.

- Two even teams line up from the corner of the third to the goal circle.
- Pass the ball down the line using shoulder passes.
- The front person has one attempt at goal, rebounds the ball and then runs to the end of their line.
- Everyone shuffles down one place.
- Repeat until everyone has had two shots at goal.
- Score the number of goals for each team.

