



NETBALL  
NEW ZEALAND  
POI TARAWHITI AOTEAROA

Woolworths   
**futureFERNS**



Year 1 & 2



## COACHING RESOURCE

Proudly  
brought  
to you by:





# Welcome

**Woolworths futureFERNs** [players in Years 1 – 8] represent almost 50 percent of the registered Netball players in the country.

*These players are the cradle of the sport and Netball New Zealand regards this programme as a priority, to such an extent that we undertook a review of the junior Netball programme in 2012, to find more ways to enhance players' experience of the game. Our findings have led to a number of modifications to our programme, including the change of name to **Woolworths futureFERNs** and the emphasis for players to AIM HIGH.*

**Woolworths futureFERNs** progresses players through modified formats of Netball, meeting their needs to ensure lifelong participation. The aim is to develop their Netball skills and 'physical literacy' through the provision of quality experiences, support and opportunities.





*This level introduces Netball to 5 to 6 year olds. The aim is to develop fundamental movement and ball skills. The 20-minute game that follows the initial skill session is played on one third of a full-size court, by teams of four, with the emphasis on equal participation. Modified equipment is used.*



*The focus for this age group is to develop further skills, while still playing on a reduced court size with modified equipment. The format promotes lots of scoring, lots of touches on the ball and fun for all participants. With five players in each team and rotating positions, this ensures everyone has an equal chance to develop.*



*Netball continues to be modified for players of this age. The focus is on learning and continued development of fundamental movement and basic Netball skills. The 6v6 game is fast and provides players with lots of touches on the ball to enhance skill development, engagement and enjoyment.*



*Players have developed a considerable understanding of the game, and are now playing seven-a-side. The emphasis is on converting fundamental movement skills to foundation Netball skills. Performance, challenge and 'playing' are key motives for this age group. Ensuring positional rotation and playing at least half a game will give each player the opportunity to participate and develop.*



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# Foreword

Welcome to **Woolworths futureFERNS** and thank you for supporting Netball New Zealand's exciting new junior Netball programme which encourages players to AIM HIGH.

Much research and development has gone into creating the unique **Woolworths futureFERNS** programme which offers modified games of Netball that caters to the needs and abilities of our children as they grow.

**Woolworths futureFERNS** has been designed especially for New Zealand children to continue to develop core Netball skills in a supportive and fun environment with their friends, encouraging long-term participation and a lifelong love of the game.

*The game grows as the children grow.*

Our intention is for **Woolworths futureFERNS** to encompass all levels of junior Netball in New Zealand, acknowledging that Netball is a complete sport – great to participate in, great to contribute to, great to follow and great to enjoy as a spectator.

Many thanks for participating and assisting with the **Woolworths futureFERNS** programme.



**Jennie Wyllie**

Netball New Zealand CEO



# Woolworths futureFERNS

**Woolworths futureFERNS**, Netball New Zealand's official junior Netball programme.

Netball New Zealand has revamped junior Netball after considering the findings from the junior Netball review, academic research, methods used in other sports, feedback from pilots run in Netball Centres throughout the country and findings from local research. Children are not mini-adults and it is important to meet their needs, taking into consideration their physical, cognitive and social abilities. **Woolworths futureFERNS** provides progressive development stages for players new to Netball.

**Woolworths futureFERNS** is for the kids. It is all about having fun, learning new skills and developing a lifelong love of the game.

The emphasis has been placed on developing the fundamental movement skills, introducing the basic Netball skills and providing a game that grows with the players. The players get to pass, catch and shoot from the very first session.

This resource has been developed to assist the Junior Co-ordinators with the delivery of the **Woolworths**

**futureFERNS** Year 1 & 2 module and ensure that we have a nationally consistent approach.

Research considered during the review of the junior Netball programme identified that:

We encourage Junior Co-ordinators and Star Helpers to utilise a player-centred approach by providing experiences in which children can explore and discover for themselves. By allowing the players to play and learn from their errors this increases their understanding of movement and helps to develop their competence and confidence.

As a Star Helper, you will assist the Junior Co-ordinator by supporting a group of players through the activity that the Junior Co-ordinator demonstrates. During game time, you may also be required to assist the players on court [which will be covered later in this session].

## **Woolworths futureFERNS** Philosophy

- Game that grows with the players
- Designed to meet the needs and ability of the players, developing their physical literacy
- Player-centred
- Focus on enjoyment
- Let them play – let the players learn from their errors, limit feedback and instructions
- Equal opportunity
- Players are not mini adults

# Woolworths futureFERNS Year 1 & 2

**Woolworths futureFERNS** Year 1 & 2 provides young children with the opportunity to develop the fundamental movement skills through play in activities and modified Netball.

The development and success in any sport requires a solid core of foundation skills.

**Woolworths futureFERNS** programme for Year 1 & 2 children is focused on igniting a lifelong love of the game.

**Woolworths futureFERNS** Year 1 & 2 players are introduced to Netball in a fun and safe environment. Since fundamental movement skill development at this stage is still seen as paramount, each Game Day will commence with a skill session followed by a modified game of Netball – 4 v 4 across one third of the Netball court. This game introduces the concept of catch, pivot, pass and shoot, to further develop the basic sport-specific skills of Netball. It is designed to meet the stage-appropriate needs of these young players. It is fun, with participation and number of touches on the ball maximised.

Players can join as individuals with the emphasis being on participation, development and having fun.

As a Junior Co-ordinator, you play a critical role in supporting the development and learning by leading the skill development of players and supporting the Star Helpers. There are also opportunities to get parents involved in the programme. It is important to ensure that the players have fun and that the environment is positive and safe.

This resource has been developed to assist the implementation of the **Woolworths futureFERNS** programme for Year 1 & 2 children.

A sequential programme has been created and the activities included help to improve the appropriate fundamental skills for the various stages of development.

## Programme Duration

One session per week for up to 10 weeks. Netball Centres have the flexibility to deliver a minimum of six sessions and a maximum of 10 weeks, which can be modified as required. It is intended that this programme will be delivered within a school term during your Netball competition.

## Session Duration

The guideline provided for players at this age group, Year 1 & 2, is 30 to 45 minutes. Modify the time according to the group size, ability level, age and weather conditions.

The session will include up to 15 to 20 minutes of skill development, then transitioning (water break, team allocation and bibs on) into a game of 2 x 8-minute halves, concluding with a cool-down and debrief.



Each skill development session will focus on developing the fundamental movement skills and specifically those required for Netball. The first activity includes movements that are necessary to warm-up and prepare the body for further exercise.

It is important to remember it is not possible for players to have acquired all the skills required before they play the game, so skills will be introduced in a progressive manner.

At the end of each skill development session there is some 'Netball homework' – this is designed to be fun for players and to encourage practice between sessions.

During the game, focus feedback on the skill which was being developed that day. We hope you see great improvements made by players throughout the season. At the conclusion of the game, the players need to cool down. Then bring all players back together to recap the skill covered in the session

and remind the players of their 'Netball homework'. Encourage players to rehydrate by drinking water and having something healthy to eat to replace the energy they have just used.

### Group Size

It is intended that the coach-to-player ratio is a maximum of 1:10. Therefore, depending on the number of individuals/teams registered, we recommend one Junior Co-ordinator per 30 players and two or three Star Helpers to support you and the programme delivery.

At times during these sessions you will require further assistance from parents, so try to involve the helpful parents as much as possible. They do not have to be experts as they will follow the Junior Co-ordinator's lead but they are critical in some activities to maximise opportunities for the players to practise the skill and have fun.



# Overview of Junior Netball for Year 1 & 2 (5-6 year olds)

*The focus at this age group is on 'exploring' Netball whilst learning the fundamental movement skills. At this age, children typically learn new skills through the opportunity to participate in activities that promote the learning of skills. The overall aim is to provide a positive introduction to the game in an environment that is caring, safe and supportive, and encourages movement exploration, play and fun.*

The competition is modified and children will play 4 v 4 competitions across one third of a standard Netball court. This game introduces the essence of Netball and provides many touches of the ball. A full explanation of the rules is available on [www.futureFERNS.co.nz](http://www.futureFERNS.co.nz)

Overview	Netball Modifications
Game format	4 v 4
Game Day format	20-minute skill session followed by a game of two 8-minute halves
Session duration	30 – 45 minutes. Modify the time according to group size, ability level, age, health status and weather conditions etc.
Goal height	2.1-metre hula hoop (if goals are not available, a hula hoop held by a parent provides more success)
Ball size	Modified ball – 20cm textured-surface ball
Umpire/game leaders	Use of the Junior Co-ordinator or Star Helper allowed on court to assist and support players
Use of whistle	No whistle
Rules of play: · Time with ball · Footwork · Defending player	Key differences from normal Netball rules: · Ball can be held for up to 5 seconds for pass or shot · Players are encouraged to stop after receiving the ball but there is no footwork rule · No marking the player with the ball, i.e. allow them space to pass
Substitutions	Rolling substitutions – players should have equal time on court
Court size	One third of a court
Positions	No set positions – coloured bibs or existing bibs turned inside out will work well
Rotations	No rotations required
Court set-up	No goal circles, 2 x goalposts or hoops
Movement on court	No restrictions or court markings
Start of play	Play starts with a throw-in behind the goal line and continues from the goal line when a goal is scored by the opposing team. Paper, Scissors, Rock between two opposing team members determines which team takes the first pass of each half.
Competition set-up	· Team or individual entry (made into teams) · No Competition ranking or results tables



# Game Day

Each weekly session has four or five activities that focus on a specific skill followed by the 4 v 4 game.

**1st Activity** – Warm-up: Ensure the warm-up is progressive, starting slower and then increasing in intensity. The variety of movements, for example: skipping, jogging backwards, marching, butt kicks, ensures that the muscles have been more specifically prepared for the activities to follow. During the warm-up activity include dynamic preparation with players squatting and lunging. Use either the NetballSmart Dynamic Warm-up or the alternative warm-up activity in the year 1 & 2 Resource for the session.

**2nd Activity** – Recap: Review the skill covered the previous week. This can also be an ideal time to check with players how their Netball homework went.

**3rd Activity** – Introduction of the new skill: Reinforce 2 or 3 key coaching points within the activity.

**4th and sometimes 5th Activity** – Activity – Continuing to develop the skill.

Allow the players to play, learning from their mistakes and gaining success and enjoyment throughout the activities.



## An example weekly session is as follows:

**20 minutes before** – Junior Co-ordinator arrives and prepares for the session ahead, including equipment and court set-up, if required.

**15 minutes before** – Star Helpers arrive. Junior Co-ordinator runs through the session, reinforcing the key coaching points. Gather up equipment and take it court side.

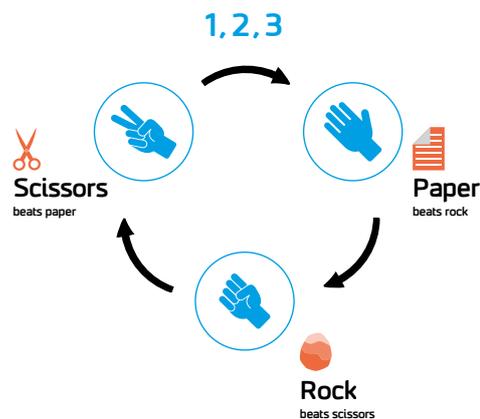
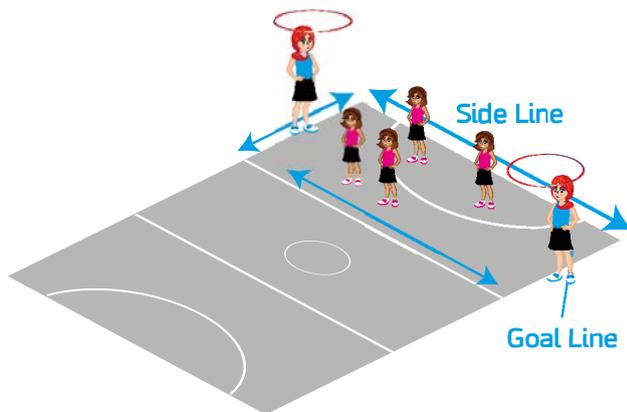
**5 minutes before** – Greet parents and players as they arrive, and direct them to where they should be. Players put on bibs if necessary.

**Netball Time** – Junior Co-ordinator welcomes everyone and introduces the Star Helpers.

- NetballSmart Dynamic Warm-up or warm-up activity [5-6 minutes]
- Skill Activity One – Recap of previous week's skill [5 minutes]
- Skill Activity Two [5-7 minutes]
- Skill Activity Three [5-7 minutes]
- Game Time [2 x 8-minute halves of 4 v 4 across the court]
- Cool-down [players should jog two lengths, then walk two lengths of the court and stretch the main muscle groups]
- Remind players of their Netball homework and recap the key coaching points

# Game Time

At this early stage of development, the focus is on letting the players play. During game time, to assist and support the players, a Star Helper or Junior Co-ordinator is on court. This person will provide gentle instructions to keep the game moving and limit stoppages. Most importantly, the person will make every effort to ensure that all players are having opportunities to pass, catch, shoot and, of course, have FUN.



## Rules and Playing Conditions

- Number of players – teams of up to 6 players with 4 v 4 on court
- Rolling substitutions – players can be swapped at any time during the game, with players meeting at the sideline and tagging; so, one player comes off and one goes on. Rolling substitutions are essential to ensure equal court time.
- Court size – one third of the Netball court or similar [15 metres x 10 metres]
- Portable, adjustable goalposts or hula hoops held at a height of approximately 2.1 metres are positioned in the middle on the goal line at each end.
- We encourage Star Helpers to be standing just behind the player with the ball to provide them with assistance or support if required, or to ask an obstructing player to “take a big step back”. It may be useful to share the role, having a Star Helper per team with the attacking team’s Star Helper taking the lead.
- Paper, Scissors, Rock is played between two opposing players to decide which team will have the first pass of the half. This occurs at the start of each half between two different players.
- Start of play – a throw-in from behind the line of the opposition’s goal. Players may stand anywhere on court.
- Restart after a goal – any player from the non-scoring team can recommence play with a throw-in behind the goal line [ensure all players are given the opportunity to throw in].

- Playing the ball – a player is encouraged to pass or shoot within 5 seconds. If a player is holding on to the ball, provide encouragement to pass by indicating who they could pass to or count down, e.g., “5-4-3-2-1-pass”. There is no infringement (e.g. held ball), just encouragement to pass.
- Footwork – encourage players to be stationary once they have received the ball. Players may need to take an additional step to gain balance.  
If a player walks towards the goal or a team-mate, kindly ask the player to move back to where they received the ball and encourage them to balance then pass.
- Scoring a goal – a goal may be scored by any player on the court. Players who are unsuccessful after a couple of attempts are encouraged to pass to a team-mate. Try to ensure all players have an attempt at goal throughout the game.
- Obstruction – players at this level are not allowed to defend the player with the ball. Encourage players to be 1 metre back and to keep their hands down.
- Contact – players may not push, trip, knock, bump or hold an opponent, regardless of being deliberate or accidental. Initially just explain what they are doing wrong. If contact is continual after several explanations, the ball is given to the other team.
- Offside – there is no offside; all players can move freely within the area.
- Throw-in – if the ball is thrown out of court or after a goal is scored, a throw-in is given to the other team. Encourage the players to stand behind the line.
- The scores of the games are not recorded.
- Teams may change ends at the end of each half but if this proves to be too confusing, this isn't a requirement.
- No jewellery is allowed to be worn as it could injure the player or others.

## Recommendations

- Promote fun, player development and equal participation.
- Stand behind the player with the ball and use a calm, controlled voice to assist and support the players where necessary. Remember: the players are learning the game – be patient and flexible. Allow time for the players to make decisions. Be aware that too much talking can confuse some players.
- Prompt the players to make quicker decisions using “5-4-3-2-1 pass” or similar cues.
- Encourage players to shoot for goal with the ball released from above their head.
- Ask questions of the players; e.g. when players are all bunched up together, “Where do you think he/she wants to pass?”
- Let the game flow; ensure the attacking team has the advantage.
- Ensure the environment is positive, safe and focuses on player development.
- Praise and encourage all players, ensuring equal participation.
- Be enthusiastic and enjoy assisting the players.

# How to use this Resource

*This resource offers a 10-week programme that introduces players to different skills and activities each week. The activities in each session are all focused around learning one particular skill. The five basic skill categories in Year 1 & 2 Netball are:*

**Movement:** balance, running, take-off, stopping

**Ball Skills:** passing, catching

**Attack:** dodge, change of direction

**Shooting:** technique

**Defence:** since there is no defence in the Year 1 & 2 game this has been replaced with:

**Pivoting:** pivoting to the left and to the right

*For each skill, there are number of coaching points listed and the key points have been highlighted to the right of these coaching points. It is important to only focus on 2 to 3 new things when learning a new skill.*

## The weekly sessions focus on:

- Week 1: Balance
- Week 2: Ball Skills – Passing
- Week 3: Ball Skills – Catching
- Week 4: Shooting
- Week 5: Dodging
- Week 6: Pivoting
- Week 7: Jumping and Landing
- Week 8: Take-off and Stop
- Week 9: Shooting
- Week 10: Festival Day



# NetballSmart Dynamic Warm-up

*Warming up is important for everyone prior to physical activity regardless of age, ability or level of play. This structured warm-up should be used at least 4 times during the 10-week programme. It can be replaced by the alternative warm-up activity 6 times.*

## Warming up has many benefits such as:

- increasing blood supply to the heart and working muscles
- Making the muscles more pliable
- Preparing the mind and body for physical activity
- Practicing movement patterns that frequently occur during the game
- improving movement skill development
- increasing body temperature
- Assisting with injury prevention.

While younger players may be more flexible than those more senior, it is important to include good neuromuscular [stimulating both the neural system and the muscles to improve coordinated movement] warm-up practices early as these will establish familiarity with these routines and may increase the likelihood of these practices continuing throughout future participation as players, coaches or umpires.

Junior warm-up routines should last approximately 5 - 6 minutes. In the alternative warm-up activity, ensure skill movement development is monitored.

## The warm-up should focus on:

	NetballSmart Dynamic Warm-up	Time/Distance/Reps
<b>Part A: Strengthening</b>	<b>1. Balance</b> i. Single leg stance - holding ball. In pairs face each other. One ball between two and both hands on the ball to help balance	2 x 10 - 20sec each side
<b>Part B: Running Warm-up</b>  Place 3 cones out evenly between goal line and transverse line.	<b>2. Running – straight ahead</b> Run to transverse line and back. Repeat. You can vary direction of running path as happens in a netball game.	2 x 10m
	<b>3. Skipping –</b> Skip to the transverse line and back	2 x 10m (transverse line)
	<b>4. Butt kicks and jog –</b> Butt kicks to first cone, jog to second cone, butt kick to third cone and back	2 x 10m
	<b>5. Running –</b> Quick forwards and backwards sprints. Run to second cone and back to first cone. Repeat 2 cones forwards one back for length of 10m and back	2 x 10m
<b>Part C: Dynamic Preparation</b>	<b>6. Squats</b> i. Demi Squats	10
<b>Part D: Netball Specific Preparation</b>	<b>7. Running and stopping</b> Run to first cone (50 -90% speed) and stop in SBP. Continue length of 10m and back.	2 x 10

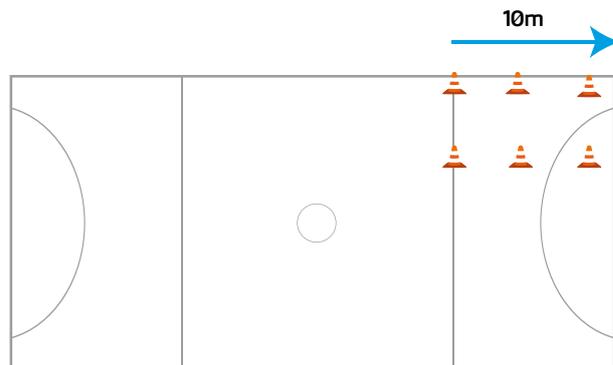


## B – Running Warm-up

### Aerobic Exercise

In this phase, individuals will experience increased body temperatures and ranges of movement. Individuals may also begin to sweat slightly and experience an increase in their heart rate. Activities include jogging backwards and forwards, skipping, butt kicks, marching.

This is where the Game warm up starts and the practice warm up continues. Place 2 cones and sticks out every 3 metres on court as shown. There are four running warm up components. Do each component.



### 2. Running – straight ahead

- Jog to the last cone [transverse line] and back, keeping upper body straight. Hips, knees and feet should be aligned. Vary direction as happens on the Netball court.
- The key points are:
  - » Don't let knees buckle inwards.
  - » Make a bit more effort on the way back.
- Repeat twice.



### 3. Skipping

- Skip to last cone [transverse line] and back, keeping upper body straight.
- The key points are:
  - » Don't let knees buckle inwards.
  - » Make a bit more effort on the way back.
- Repeat twice.



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#### 4. Butt kicks and jog

- Butt kick to the 1st cone, kicking your feet up to butt. Keep the body upright and knees in line with the hips.
- Jog to second cone.
- Butt kick to the third one.
- The key points are:
  - » Keep body straight.
  - » Don't let knees buckle inwards.
- Do 2 x 10m [to transverse line and back]



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#### 5. Running – quick forwards and backwards sprints

- As a pair, run quickly to the second cone then run backwards to the first cone, keeping hips and knees slightly bent.
- Repeat this, running 2 cones forward and 1 cone in reverse. Do 2 x 10m.
- Make sure you keep upper body straight.
- Hips, knees and feet should be aligned.
- Don't let knees buckle inwards.



## C – Dynamic Preparation

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### 6. Squats

#### i. Demi Squats

- Stand in pairs facing each other with feet shoulder-width apart.
- Do a small squat (hips back and with a bend in hips and knees).
- Keep knees in line with feet.
- Hold head upright, look at each other and keep back straight.
- Do 10 of these.



## D – Netball Specific Preparation

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### 7. Running and stopping

- Run to first cone at 50 percent speed and perform a 1-2-foot/2-foot landing.
- Make sure upper body is straight.
- Hips, knees and feet should be aligned. Ensure that knees do not buckle in when stopping.
- Run to each cone and stop. At the last cone, turn and repeat on the way back to the start.
- Make sure each stop is properly controlled.
- Alternatively, the coach can blow the whistle and players must stop.





# Cool-down

*Cooling down is the first and most important step in the recovery process and should last 3-5 minutes at junior levels.*

*Effective cool-down processes will allow individuals' body temperature to decrease, will reduce post exercise soreness and will restore muscle length and joint range of motion.*

***The cool-down process should consist of three phases:***

### **3 – Light Aerobic Exercise**

This phase should start as soon as the game or training session has ended. Players should jog two lengths of the whole court beginning at a moderate pace and decreasing to a walking pace for a further two lengths.

### **2 – Fluid and Food**

Hydration practices should begin as soon as the cool-down process starts. Individuals need to ensure they have a full drink bottle for use during this phase and that they continue sipping water when performing cool-down exercises and activities.

Post-exercise nutrition is important to restore energy. Eat healthy and eat well.

### **1 – Static Stretching**

Each week the Year 1 & 2 players should stretch their calves, triceps/shoulders and quadriceps. The aim here is that individuals learn the practice of incorporating static stretches which are held for up to 10 seconds into their cool-down practices.

# 1 – Static Stretching

*Hold each stretch for 10 seconds on each side.*

## Long calf stretch

- Take a long step back with one leg
- Bend the front knee and keep the back leg as straight as possible with both feet flat on the floor
- Turn your back foot inwards slightly



## Short calf stretch

- Take a short step back
- Place your weight in your back foot
- Keep both heels on the ground and turn the back foot inwards slightly
- Bend the back knee forwards in line with the middle toe of the back foot.



## Triceps/shoulder stretch

- Extend one arm upwards keeping the body in a neutral position [picture 1]
- Bend the extended arm and place your opposite hand on your elbow [picture 2]
- Place one hand between your shoulder blades [rear view]
- Pull your elbow so that one hand moves down your spine between your shoulder blades [rear view]
- Keep your body upright throughout this stretch with your stomach pulled in without arching your back.



## Quadriceps

- Keeping your back straight hold one foot [with your hand over your shoelaces]
- Pull your heel towards your buttock
- Keep both knees in line with each other and your hips facing forward



# Week 1: Balance

## Objective:

To develop an understanding and awareness of a stable body position (SBP).

During game time, focus and feedback should be on landing balanced in a stable body position.

## Coaching Points

- Feet shoulder-width apart
- Bend at knees and hips
- Knees in line with feet
- Back straight
- Butt out, in a squat position
- Head and eyes up
- Land softly in sequence – toes, heels, knees

## Errors

- Feet too wide
- Feet side by side
- One foot in front of the other
- Shoulders/weight forward
- Legs straight
- Knees not over toes

## Welcome and Introductions

Welcome all Year 1 & 2 junior Netballers, parents and caregivers. Provide an overview of the **Woolworths futureFERNs** programme and the structure of the session.

Some activities will require parents to help – get an indication of those who would be happy to assist.

Cover any housekeeping as required – location of toilets, payment of fees etc.; establish ground rules.



## Equipment

- One ball between four (i.e. if you have 24 players you will require six balls for the session)
- Bibs
- Cones – to mark designated areas as required

Complete either the NetballSmart Dynamic Warm-up or:

Visit [www.futureFERNs.co.nz](http://www.futureFERNs.co.nz) to view online coaching videos



## Warm-up: Connections

**No. of players:** Whole group

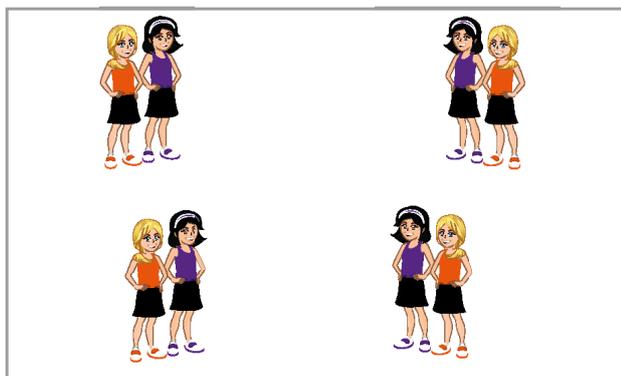
**Area:** One third of the Netball court

**Equipment:** Nil

### Aim:

To see if you can connect the various different body parts.

- Players spread out in the third of the Netball court.
- Players walk around freely in the area.
- On a signal, e.g. a whistle or a clap, the players all stop and listen. The Junior Co-ordinator calls out 2 body parts each player has to connect. Examples are: elbow to knee, hand to foot, foot to foot, hand to head, knee to ankle.
- Frequently change the tempo and the way the players are moving, e.g. replace walking with skipping, change it to jogging backwards, marching, high knees, butt flicks. These movements ensure that the player is preparing for Netball.
- Now change the activity to encourage the players to work together and on the signal of stop, call out, e.g. 5 shoulders. The players must quickly move to get 5 shoulders touching. Other examples are: 3 ankles, 2 elbows and 2 knees, 3 hips. Once players have connected, must balance on one leg for count of 3.
- During the activity, include dynamic preparation - demi squats and blow the whistle. On each whistle, players must stop and freeze.



## Tiger Tiger

**No. of players:** Whole group [2-3 players to be T = Tigers and remaining players are M = Monkeys]

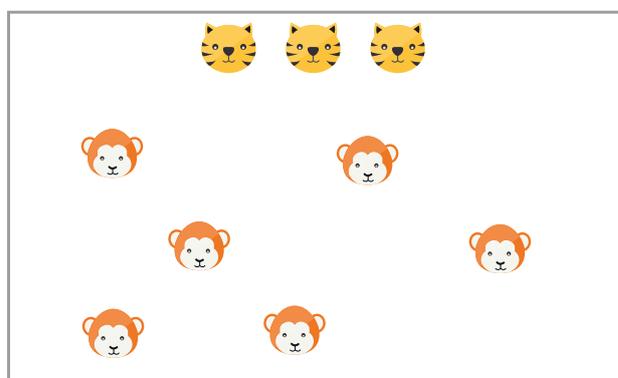
**Area:** One third of the Netball court

**Equipment:** Nil

### Aim:

To be a 'Monkey' for as long as you can by landing balanced so that the 'Tigers' can't 'eat' you.

- Hold a roaring competition to see who will be Tigers [T].
- The Tigers stand facing away from the players at the edge of the area.
- The remaining players become noisy Monkeys who will leap, landing balanced [feet, knees, back, butt, head].
- The Tigers roar and quickly turn around. The Monkeys must remain still in a stable body position.
- The Tigers assess all the Monkeys and any Monkey that they see moving or is not balanced, e.g. feet too close together, they provide the reason and then get to 'eat' the Monkey - the Monkey then joins the Tigers.
- The activity then restarts.



Visit [www.futureFERNs.co.nz](http://www.futureFERNs.co.nz) to  
view online coaching videos



## The Orchard

**No. of players:** Whole group with 4-6 parents as ball holder [fruit trees – apricot, peach, plum, nectarine, apple]

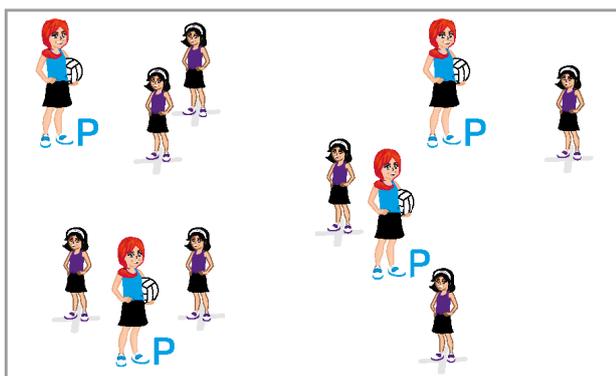
**Area:** One third of the Netball court

**Equipment:** 4-6 balls per group

### Aim:

To jump high, pluck the 'fruit' and then land balanced in an SBP. See how many times you can land balanced after 'plucking the fruit' – grabbing the ball.

- Parents [P] hold the balls up and out at a height, just high enough to make the players jump. Encourage the players to think of the parents as fruit trees in the orchard and that they want to pluck an apricot, peach, plum, nectarine, apple, etc. from the tree.
- Players space themselves out in the area and run around plucking the fruit from the tree and landing balanced.
- The players then hand the ball back to the parent and run to pluck a 'fruit' from another tree.



## Weave Ball

**No. of players:** In groups of 4-6 players with 1-2 parents as passers

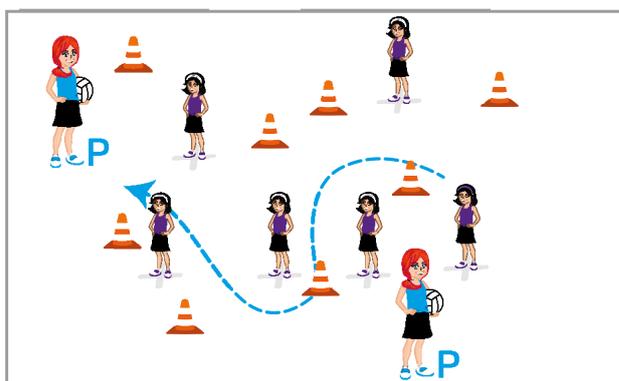
**Area:** Half of the third

**Equipment:** 1-2 balls per group, dots/ cones

### Aim:

To dodge/weave between the cones (without touching them) and land in an SBP when you receive a pass – first person to land balanced 10 times.

- Spread dots/cones out across half of the third.
- Provide one or two passers with a ball.
- The players weave in and out between the dots/cones.
- The passers will pass to the other players when they can and each player practises landing in a stable body position.
- The player then passes the ball back to the passer and continues weaving between the dots/cones, preparing to receive the next pass.
- Players try to get 10 passes, developing a stable body position.



### Netball Homework

Encourage the players to practise landing in a stable body position throughout the week – when they move from one surface type to another, e.g. grass to concrete, they jump across from one surface to another and land balanced. Encourage the players to play their favourite game(s) with their friends at school or at home from today.

# Week 2: Ball Skills – Passing

## Objective:

To identify and develop the variety of passes that a Netballer can use. During game time, encourage players to deliver accurate passes from a stable body position.

## Coaching Points

- Two hands on the ball with thumbs behind the ball and fingers in a 'W' shape
- Elbows bent and relaxed by side
- Transfer weight forward onto front foot as the pass is released
- Follow through with arms in direction of pass

## Errors

- Elbows at shoulder height
- Ball released from palms
- Follow-through not in the direction where pass should be caught
- One hand dominates
- Feet too close together



## Welcome and Introductions

Welcome all Netballers and their significant others back for Week 2. Check to see if anyone remembered to do their Netball homework.

If you require parents to help – ask for an indication of those who would be happy to assist. Cover any housekeeping as required.

## Equipment

- One ball between two (i.e. if you have 24 players you will require 12 balls for this session).
- Cones
- Bibs
- Spots or hula hoops

Complete either the NetballSmart  
Dynamic Warm-up or:

## Warm-up: City Gates

**No. of players:** Whole group

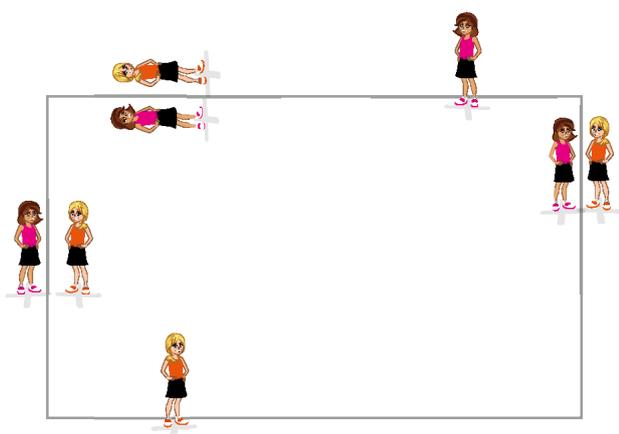
**Area:** Goal third of the Netball court

**Equipment:** Whistle

### Aim:

To warm-up the body using different movements through the "City Gates".

- Divide the group in to teams of four–six players.
- Two players from each team make a 'City Gate' on the edge of the third.
- On a signal "go", the players in each team move around the third in single file going through the gates.
- Coach blows the whistle at anytime. Players must stop and freeze.
- Player complete 2 demi squats at each gate.
- When the first two runners arrive back they make a new gate.
- The others continue around the third.
- Frequently change the tempo and the way the players are moving, e.g. replace walking with skipping, change it to jogging backwards, marching, high knees, butt kicks.



## Recap: Island Balance

**No. of players:** Whole group

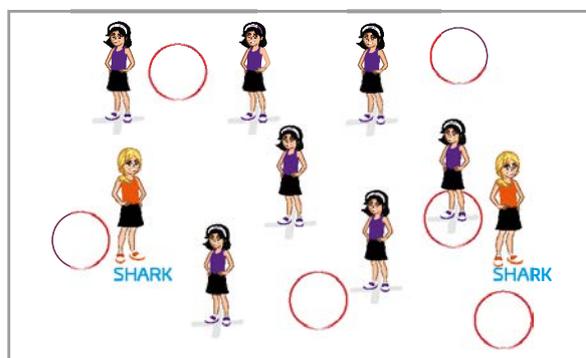
**Area:** One third of the Netball court

**Equipment:** Hoops or dots

### Aim:

This activity recaps the stable body position that was covered last week. Avoid being tagged by the 'sharks' by landing in a stable body position in an island/hoop.

- Hoops or mats ['islands'] are placed randomly on the ground within the area. Have fewer hoops or mats than players.
- Two players are 'sharks' and are to place one hand on their head like a fin for identification. The 'sharks' move in the space between the island and attempt to tag a player who is not on an island.
- The other players move around the space as they jump into the 'islands', landing in a stable body position to avoid being tagged. Only one player per island is allowed and they can only stay on each island for up to 3 seconds.
- A player not on an island may jump onto an island already occupied; therefore the occupier must move off the island and run, to avoid being tagged by jumping onto another island.
- When a player is tagged, they become a 'shark'.





## Target Ball

**No. of players:** Whole group

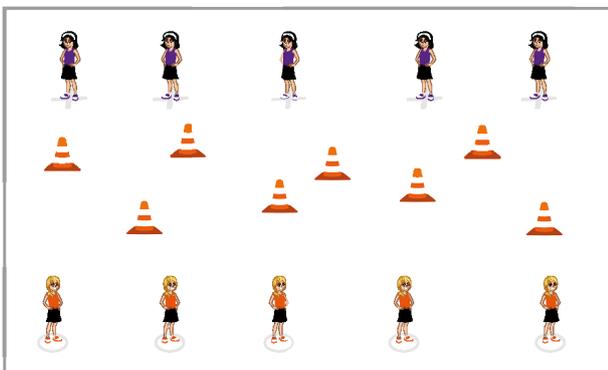
**Area:** One third of the Netball court

**Equipment:** 1 ball between 2 players,  
cones

### Aim:

To pass the ball with their hands in a 'W' and hit the 'target'.

- Players arrange themselves in pairs, one with a ball, standing on opposite sides of the area.
- Cones are spread out as 'targets' through the middle of this area.
- Players take turns to pass the ball, trying to hit a target.
- The ball is retrieved by the partner and then they move back to outside of the area and attempt to hit a target.



## Passing Challenge

**No. of players:** In pairs

**Area:** One third of the Netball court

**Equipment:** 1 ball per 2 players, 5 hula  
hoops or similar

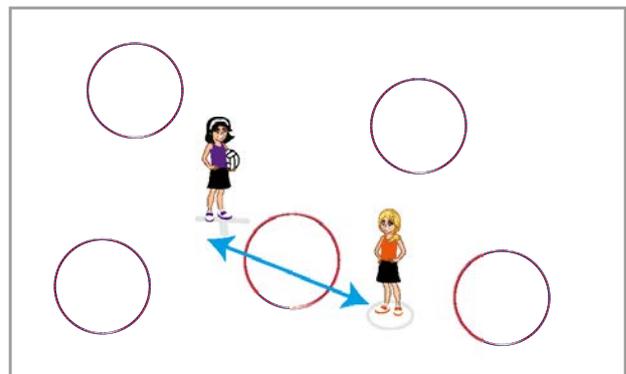
### Aim:

To complete a different passing challenge at each different hoop.

- Players in pairs stand opposite across a hula hoop and pass the ball between each other. The players complete 5 passes for each challenge and then move onto the next hoop.

### Suggested challenges are:

- Players roll the ball between each other.
- Players then bounce the ball between each other.
- Throw ball to self, catch then pass to partner.
- Chest pass, then run around your partner and back to your position; then your partner passes and does the same.
- Each player passes the ball to their partner and then touches the ground and claps, before their partner throws the ball back to them.
- Make up a fancy pass and pass to your partner.



### Netball Homework

Who likes making noise? This week's homework could drive your parents/caregivers crazy! Using any round ball and a solid concrete wall, throw chest passes at the wall – how many passes can you complete in 20 seconds?

# Week 3: Ball Skills – Catching

## Objective:

*To develop the ability to catch with confidence.*

*During game time, encourage players to deliver accurate passes and catch the ball quickly, pulling it into the body.*

## Coaching Points

- Two-handed catch
- Fingers and thumbs spread when making the target and then being ready to catch
- Step forward and extend arms to catch the ball
- Bend arms as receiving the ball, pulling it towards your body
- Land balanced and controlled

## Errors

- Not watching the ball
- Ball hitting palms
- Arms not bending as ball caught
- Gate open – thumbs not behind the ball
- Moving away from the ball

## Welcome and Introductions

Welcome all Netballers and their parents/caregivers back.

Homework – How many passes could you do in 20 seconds? Hands up who could do 10? 12? More than 15?

If you require parents to help – ask for an indication of those who would be happy to assist.

Cover any housekeeping as required.

## Equipment

- One ball between two
- Netball court lines
- Bibs
- Cones
- Hula hoops
- Chalk or dots



Complete either the NetballSmart Dynamic Warm-up or:

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## Warm-up: Snowbib Tag

**No. of players:** Whole group

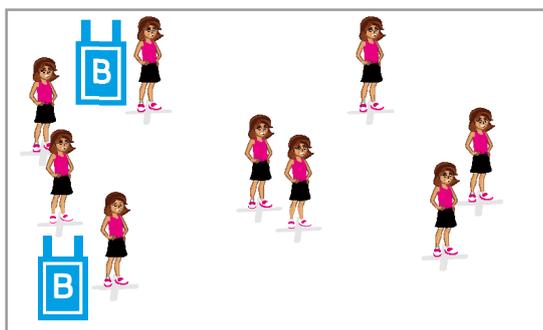
**Area:** One third of the Netball court

**Equipment:** 10+ bibs, whistle

### Aim:

To warm-up the body by avoiding being tagged. If tagged, the player then performs two demi squats, runs to collect a bib then attempts to tag others.

- Place bibs together at edge of the square.
- One player begins with a bib and is the tagger.
- The tagger attempts to catch other players by tagging them with the bib.
- All tagged players perform two demi squat before collecting a bib and becoming a tagger.
- Last players tagged win.
- Frequently change the tempo and the way the players are moving, e.g. replace walking with skipping, change it to jogging backwards, marching, high knees, butt kicks, etc. marching, high knees, bum flicks, etc.
- Coach blows the whistle, players must stop and freeze, balancing on one leg for a count of 4.



## Recap: Catch Own Throw

**No. of players:** All or in pairs

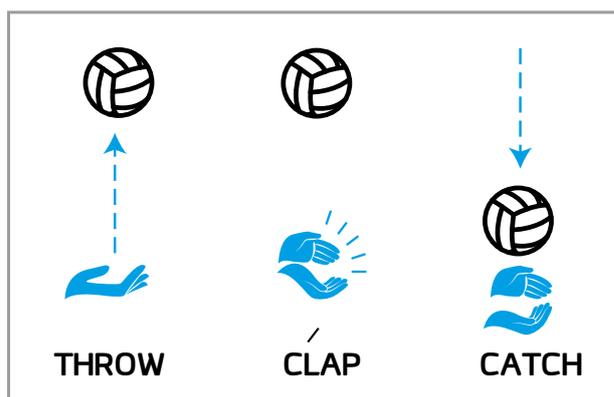
**Area:** One third of the Netball court

**Equipment:** 1 ball each if possible or 1 ball per pair

### Aim:

To recap throwing from a stable body position and we have some tricky options for you.

- Each player has a ball and completes some or each of the following:
- Bounce ball with both hands and catch.
- Throw to self in the air and catch.
- Throw ball as high as you can and catch.
- Throw to self and clap once, before catching.
- Repeat, extending the number of claps e.g. 2, 3 then your maximum.
- Throw to self and turn 180 degrees before catching.
- Throw to self and touch the ground before catching.



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## Freeze

**No. of players:** In groups of 8-10

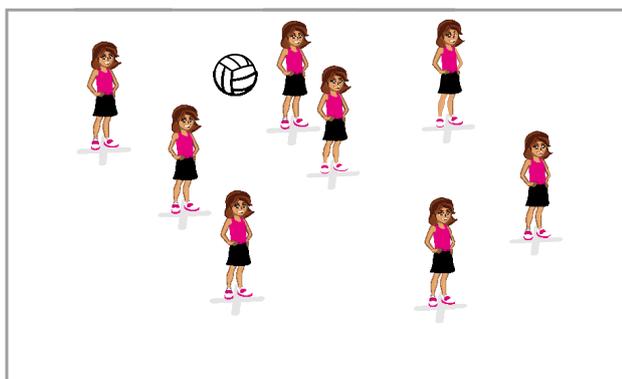
**Area:** One third of the Netball court

**Equipment:** 2 balls per group

### Aim:

To catch the ball when your number is called and then try to hit the legs of another player when they 'freeze', so that they, lose a 'life'.

- All players in the group are given a number.
- All players move within the designated area.
- One player with the ball starts the game by throwing the ball in the air and calls a number.
- The player, whose number is called, runs in to catch the ball and calls "freeze".
- All players stop and keep feet on the ground, ball is thrown at the legs of a player, and this player may try to catch the ball.
- If the ball is caught by the player then the person who threw the ball loses a 'life'.
- If the ball hits the player or misses them they lose a life.
- The person who loses a 'life' then throws the ball up calling another number.
- All players have three 'lives'.
- Game ends after a period of time or when a person loses all of their lives.



## Wicked Witch

**No. of players:** In groups of 8-10

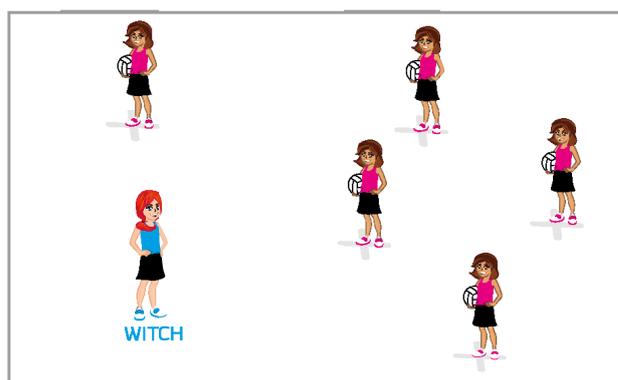
**Area:** One third of the Netball court

**Equipment:** 1 ball per player and something to use as a wand [e.g. a stick, whistle, noodle...]

### Aim:

To avoid being tagged by the 'wicked witch' when she drops her 'wand'. Complete the activities that the witch calls, ready to run to the safe area when the wand is dropped.

- All players have a ball and the wicked witch holds a wand.
- The wicked witch calls out commands to the players, e.g. bounce the ball and catch, throw the ball in the air and catch, bounce the ball between your legs and catch.
- When the wicked witch drops the wand (after 2 to 3 commands) they chase the players to the safe zone (each player must carry their ball) and players try to avoid being tagged.



### Netball Homework

This week you are going to practise a few Netball tricks – throw the ball over your head and catch it behind your body or start with the ball behind your back and flick it up and over your head to catch it in front.

# Week 4: Shooting

## Objective:

To introduce the basic technique of shooting from a stable body position.

During game time, focus on shooting with the ball above the head. Allow players to take another shot using the correct technique with guidance from the Star Helper if necessary.

## Coaching Points

- Ball is held above the head
- Stand tall with feet shoulder-width apart
- Eyes looking at the goal
- Elbows and knees bend to set up shot
- Hand drops while arm [shoulder to elbow] remains in position
- Straighten body in a sequential movement
  - legs then arm and hand
- Follow through with hands/wrists

## Errors

- Ball held and released at chest height
- Feet too close together
- Eyes looking at ball and not at goal
- Both hands behind the ball
- Not enough knee bend
- Movement not sequential
- No follow-through

## Welcome and Introductions

Welcome all Netballers and their parents/caregivers back.

Homework – Who can now catch the ball behind their back? What about flicking it from the back and catching it out front?

Week 4 – Shooting – Who is your favourite shooter?

If you require parents to help – ask for an indication of those who would be happy to assist.

Cover any housekeeping as required.

## Equipment

- One ball between two
- Netball court lines
- Bibs
- Cones
- Hula hoops
- Chalk or dots



Complete either the NetballSmart  
Dynamic Warm-up or:

## Warm-up: Hospital Tag

**No. of players:** Whole group

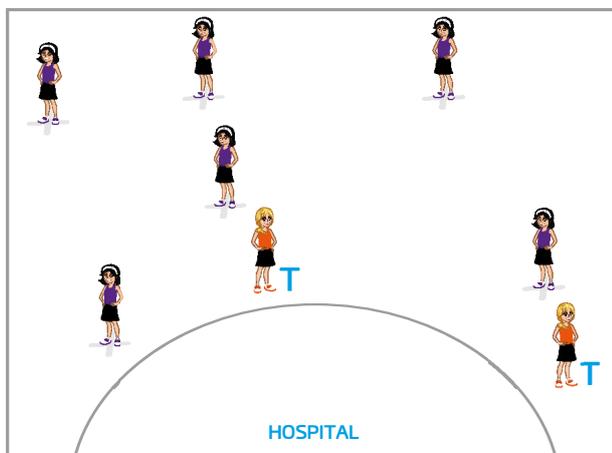
**Area:** One third of the Netball court

**Equipment:** Bibs to identify taggers  
if necessary

### Aim:

To avoid being tagged and to utilise teamwork  
to help get team-mates out of 'hospital'.

- Two or three players are nominated as the taggers and put on bibs.
- If you are tagged on the shoulder, you must place one hand where you were tagged. The next tag a player receives may, for example, be on their hip, so the player then places their free hand on their hip.
- On the third tag the player must run to the 'hospital' and jump and land in the goal circle.
- Whilst in hospital, the player must perform 2 demi squats then balance on one leg until released.
- To get out of hospital, two team-mates must enter the hospital area and touch a shoulder each, to release/allow the 'injured' player to recommence the activity.



## Recap: Falling Gumballs

**No. of players:** In a group of 10

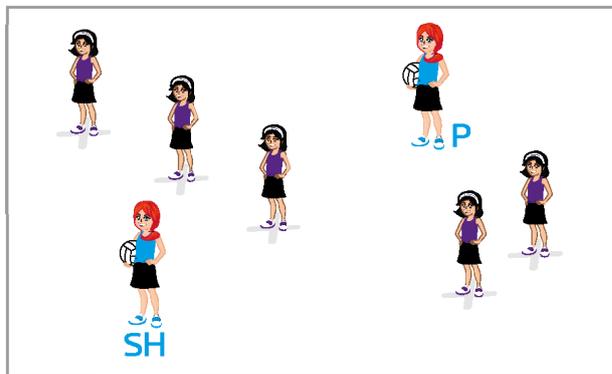
**Area:** One third of the Netball court

**Equipment:** 1 ball or more with  
Star Helpers and parents as required

### Aim:

To catch the 'falling gumballs' before they hit  
the ground.

- Players spread out and move around the area using a variety of movements.
- Players are numbered off and as the Star Helpers [SH] and parents [P] throw the balls up into the air they call a number and that player has to run in to catch the ball if they can before it hits the ground.
- Challenge: No numbers and the Star Helpers [SH] and parents [P] throw the balls up into the air and players communicate to ensure that they catch the 'falling gumball' before it hits the ground.





## Shots Up

**No. of players:** Whole group

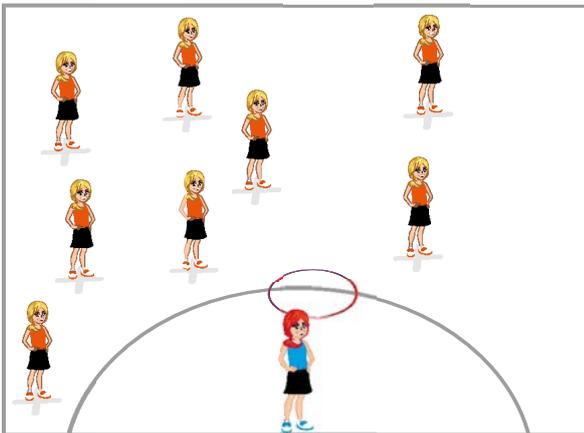
**Area:** One third of the Netball court

**Equipment:** Nil, vision of a goalpost  
or the person holding a hula hoop

### Aim:

To quickly get into a stable body shooting position, facing the goal with the ball above your head ready to shoot.

- Players run around anywhere in the goal third.
- When the Star Helper calls “Shots up”, players turn and face the goal and set up ready to shoot their imaginary ball.
- The Star Helper then calls “Shoot”.
- The players shoot an imaginary shot at the goal.
- Players then collect their ball and continue to run around, ready for the next call.



## Shooting Relay

**No. of players:** In groups of 4-5 with  
a parent holding a hula hoop

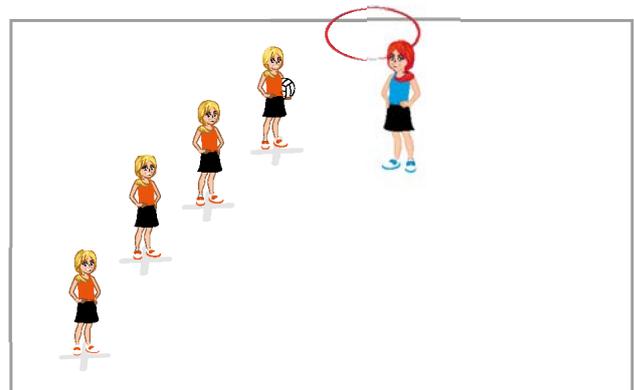
**Area:** One third of the Netball court

**Equipment:** 1 ball and 1 hula hoop/  
goalpost per group

### Aim:

The players pass the ball to the front where the front person takes a shot, and then the players pass the ball towards the back of the line to pass, trying to get the ball to the back before the shooter runs into their new position.

- A parent holds a hula hoop or use low portable goalposts.
- The players line up on an angle behind the front person who has the ball.
- One player has a shot, then retrieves the ball and passes to the next player at the front of the line.
- The players pass towards the back of the line while the shooter runs to the back of the line to receive the pass, before passing the ball forward again to the new shooter at the front.
- Reinforce shooting with the ball above the head.



### Netball Homework

At school, if you can, practise shooting Netball shots with your friends. Even if you don't have a goalpost at home, you can still practise by shooting over a fence with your neighbours on the other side, or make a target on the wall that you have to shoot at, or stand one foot on either side of a line and shoot, trying to land the ball on a line – this helps to get your body aligned and is good fun.

# Week 5: Dodging

## Objective:

*To develop the ability to change direction to get free for a pass.*

*During game time, focus and feedback should be on getting in front of the opposition to receive the ball.*

## Coaching Points

- Stand in a stable body position
- Bend knees, shift weight from one foot to the other, away from the intended receiving location
- Suddenly change direction by pushing off strongly on the outside leg
- Use strong arm movements to assist quickness of movement
- Move towards the ball
- Extend arms

## Errors

- Feet too wide
- No transfer of weight
- Hips sag; body not upright
- Dodging movement not quick enough – more like a sway
- Eyes and head down
- Drive off inside leg
- Practises dodges on their 'good' side only

## Welcome and Introductions

Welcome all Netballers and support crew back for Week 5.

How are the Shooting Stars? Hope you had a chance to practice. Encourage parents to assist when required.

Cover any housekeeping as required.

## Equipment

- One ball between two
- Netball court lines
- Bibs
- Cones – to mark areas



Complete either the NetballSmart Dynamic Warm-up or:

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## Warm-up: Do-si-do

**No. of players:** In pairs

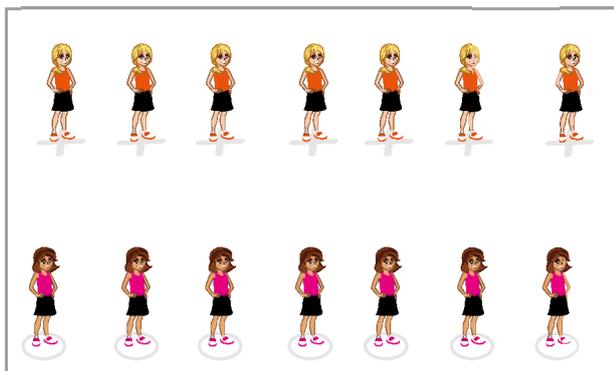
**Area:** One third of the Netball court

**Equipment:** Nil

### Aim:

To have fun while warming up, meeting your partner in the middle and doing a different activity each time.

- In pairs, players stand opposite their partner – one on the goal line and the other on the transverse line.
- The leader calls a movement, e.g. “skip”, and the players skip in to meet their partner in the middle and do a demi squat and then, e.g. do-si-do (move around the partner back to back) with their partner. Turn and run back.
- Change the movement options e.g. run, skip, butt kicks, hop, giant strides, side step, cross over legs as they move.
- Next the pairs balance on one foot and high five as they balance then run back.
- Meet in the middle and do-si-do then run back.
- Change the middle activities e.g.. run in fast, stop quickly then jog back.



## Recap: Shooting Stars

**No. of players:** In groups of 3-5

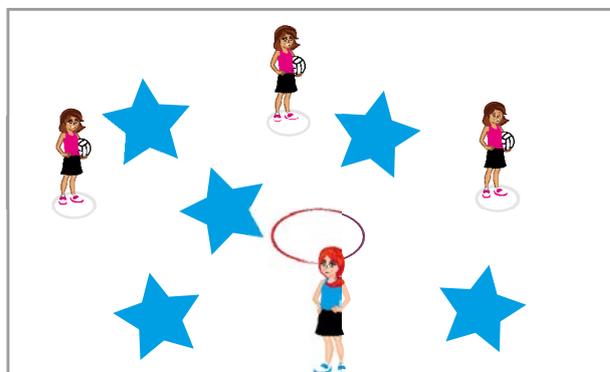
**Area:** Half of a third of the Netball court

**Equipment:** 1 ball per group plus parents holding hula hoops or portable goalposts, dots/cones for imaginary stars

### Aim:

To successfully score a goal for every dot, shooting from above your head.

- Each group tries to shoot a successful shot from all stars/dots.
- Teams rotate the shooters after each successful shot.
- Non-shooters are running around within the goal third.



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## Knee Tag

**No. of players:** In pairs

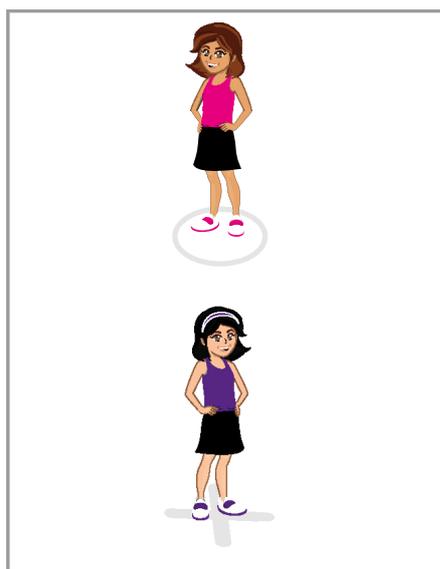
**Area:** Within one third of the Netball court

**Equipment:** Nil

### Aim:

To tag each other's knees, while trying to avoid being tagged. This helps to develop change of direction and dodging skills.

- In pairs, facing each other.
- Players cannot turn and run away from their partner.



## Tails

**No. of players:** Whole group

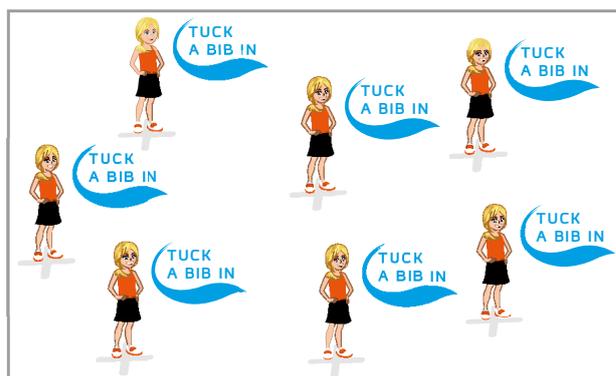
**Area:** Within one third of the Netball court

**Equipment:** 1 bib per player

### Aim:

Everyone is 'in' and they are all trying to rob as many bibs off one another as they can.

- Each player is given a bib which is tucked into the back of their track pants/shorts etc.
- If a bib is robbed it is then tucked into the back of track pants/shorts.
- Who can get the most bibs in a certain time frame?





# Week 6: Pivoting

## Objective:

To develop the ability to pivot in a balanced controlled manner to allow the player to look down court and see the passing options.

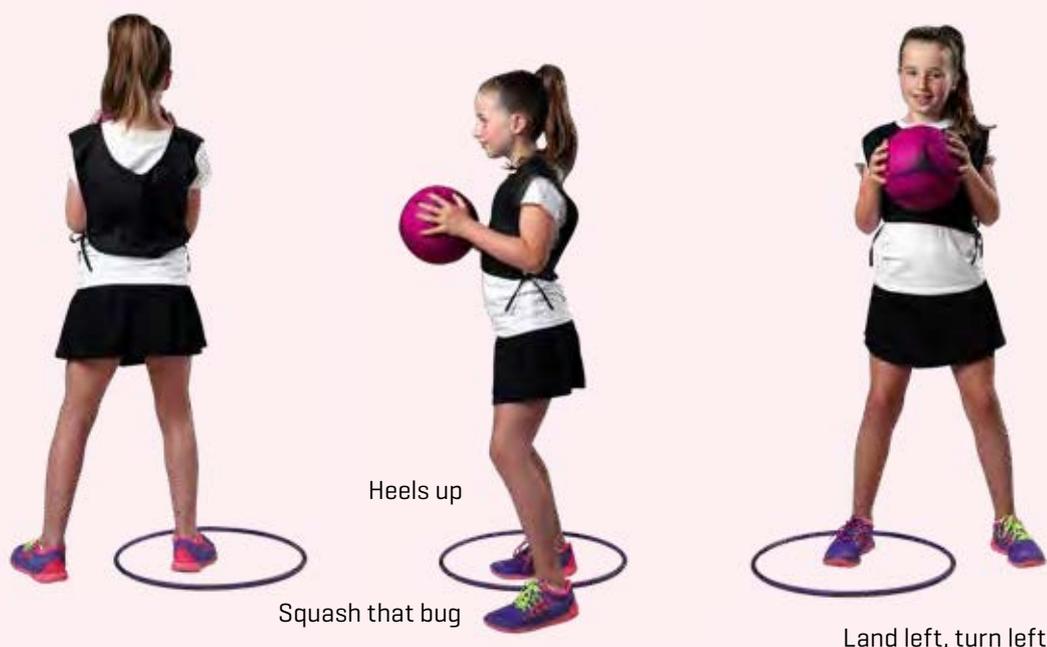
During game time, focus on pivoting.

## Coaching Points

- Weight is on the ball of the first grounded foot
- Other foot is lifted and re-grounded to maintain balance and assist the pivot
- Keep the body upright with head up and knees bent throughout
- Hold the ball close to the body when pivoting
- Pivot away from the defender

## Errors

- Landing on the wrong leg
- Pivoting with a straight leg
- Spinning rather than using the other leg to assist the turn
- Pivoting before the ball is secure



## Welcome and Introductions

Welcome all Netballers and support crew back for Week 6. Who dodged the coolest thing during the week?

Encourage parents to assist when required.

Cover any housekeeping.

## Equipment

- One ball between two
- Netball court lines
- Bibs
- Hula hoops
- Cones – to mark areas



## Warm-up

Complete the NetballSmart Dynamic Warm-up [refer to page 18]

Warming up is important for everyone prior to physical activity regardless of age, ability or level of play. This structured warm-up should be used at least 4 times during the 10-week programme, in particular, used here to ensure adequate preparation for pivoting.

See page 18 for the 4 parts of the NetballSmart Dynamic Warm-up:

### Part A: Strengthening

### Part B: Running Warm-up

### Part C: Dynamic Preparation

### Part D: Netball Specific Preparation

## Recap: Cross the Line

**No. of players:** Whole group divided into 2 teams

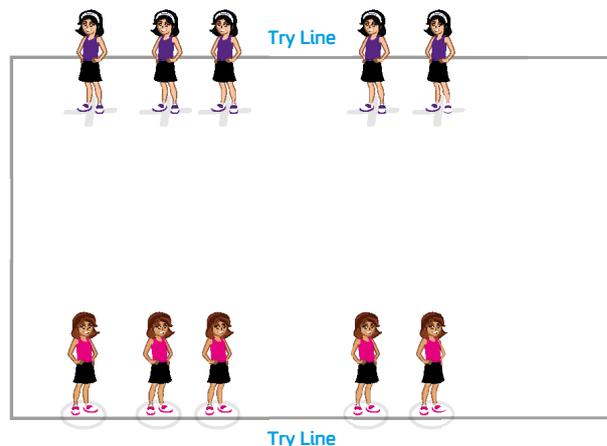
**Area:** One third of the Netball court

**Equipment:** Nil

### Aim:

To try and cross the line as many times as possible without being tagged.

- In two teams of 4 to 6 players – one team is on attack and the other is on defence (taggers) for a specified period of time e.g. 1 minute.
- The object of the game is for the players to cross the try line as many times as possible by dodging the opposition. If a touch is made by the tagger, the player must return to the try line they started on before they can attack again, using dodges etc. to avoid being tagged.
- It might be useful to start with less defence to allow the attackers more success or get two defenders to link arms so there are only half as many.
- If you cross the line you then return to your starting line before they can attack again.



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## Spider Squash

**No. of players:** Groups of 10

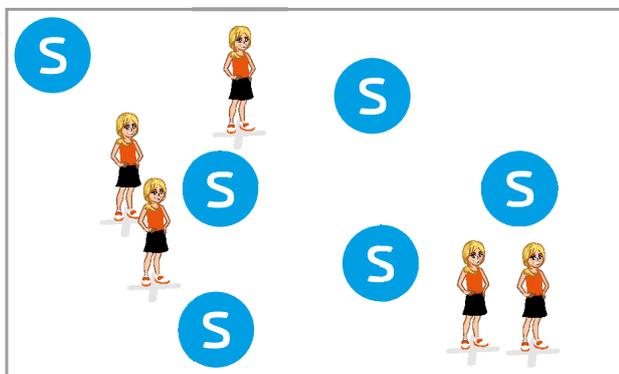
**Area:** One third of the Netball court

**Equipment:** Chalk to draw spiders  
or use intersections of lines or use dots

### Aim:

To pivot on each spider or line intersection.

- If the court you are using has numerous lines with intersections, call those intersections 'spiders'; otherwise, draw some spiders or use dots.
- The players jog around and when they move over a 'spider' they must pivot on the spider.
- Encourage the players to squash one spider with their left foot then squash the next one with their right foot so that they practise pivoting right and left.



## Ball Tag

**No. of players:** 2 groups of 4-5

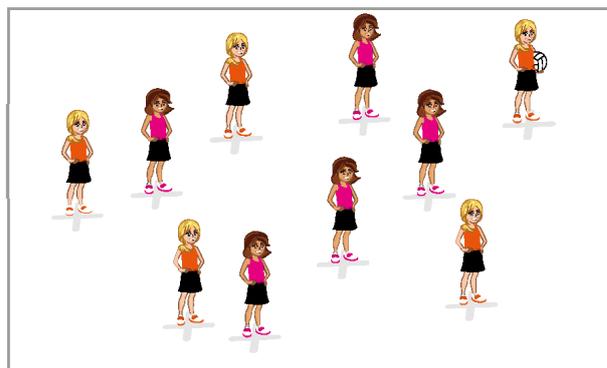
**Area:** One third Netball court

**Equipment:** 1 ball

### Aim:

To try and tag someone with the ball by passing the ball between group members and pivoting to try and make a tag

- One group has the ball. They pass the ball between themselves, trying to get into a position to tag someone from the other group
- The players run around to avoid being tagged
- When a tag is made the groups swap roles.



### Netball Homework

Who hates bugs? If you do, just imagine a bug being on the ground and pivot on it to squash it. Otherwise, when you see two lines meeting to form a cross, e.g. two cracks in the concrete, pivot on the junction where the cracks meet to practise your pivots this week.

# Week 7: Jumping and Landing

## Objective:

To develop the ability to jump and land balanced in a stable body position (SBP) as players jump for intercepts and also to catch high passes.

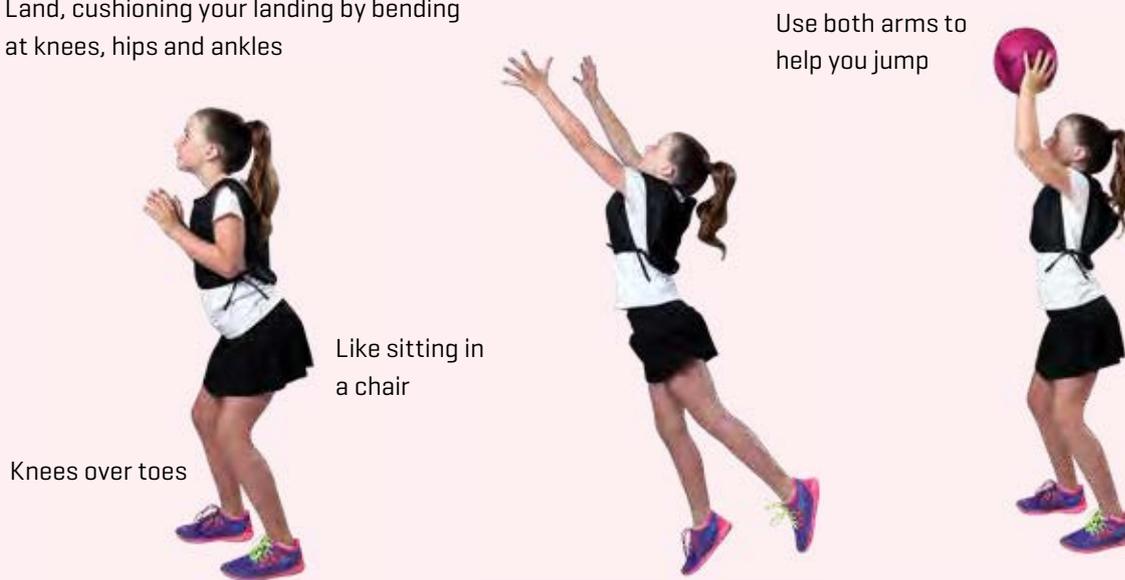
During game time, focus on landing balanced, either on one foot or both feet.

## Coaching Points

- Head upright
- Shoulders level, trunk strong
- Feet shoulder-width apart
- Bend at hips (like sitting in a chair)
- Bend at knees
- Knees in line with feet and not in front of toes
- Use both arms to drive up and extend towards the ball
- Land, cushioning your landing by bending at knees, hips and ankles

## Errors

- Feet close together
- Knees not in line with toes
- Legs straight before the jump
- Body leaning forward
- Arms not fully extended
- Timing of jump



## Welcome and Introductions

Welcome all players and parents back.

Check who squashed the most bugs over the past week.

Cover any housekeeping as required.

## Equipment

- One ball between two
- Netball court lines
- Chalk or a long skipping rope
- Bibs
- Cones – to mark areas

Complete either the NetballSmart  
Dynamic Warm-up or:

## Warm-up: Numbers

**No. of players:** Whole group

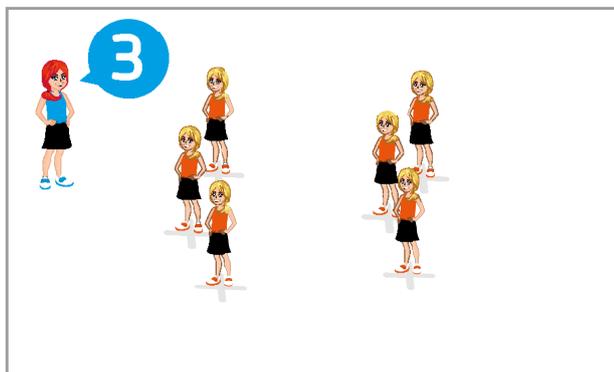
**Area:** One third of the Netball court

**Equipment:** Nil

### Aim:

To quickly cluster together into a group of the size called.

- All players move around in any direction, avoiding body contact.
- The Star Helper calls a number, e.g. "Three", and the players quickly move into a cluster of that number.
- Once in your group, perform as many demi squats as players in your group.
- Vary the movement players use when moving around waiting for the next number to be called by having the players skip, walk, jog backwards, march, butt kicks, high knees, arm circles etc.



## Recap: Pivot Tag

**No. of players:** Whole group

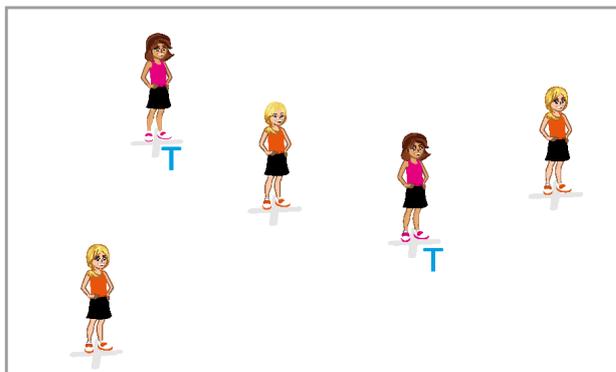
**Area:** One third of the Netball court

**Equipment:** Nil

### Aim:

To avoid being tagged or, once tagged, pivot in a controlled manner and then try to tag someone back as quickly as possible.

- Nominate 2 to 3 players to be taggers [T].
- Other players spread out in the area and move around, trying to avoid being tagged.
- If a player is tagged, they must pivot on their grounded foot for a full circle before they become a tagger, replacing the player who tagged them.
- If you notice that the players are looking down when they pivot – get the players to clap their hands above their heads as they pivot.





## River Jump

**No. of players:** Whole group

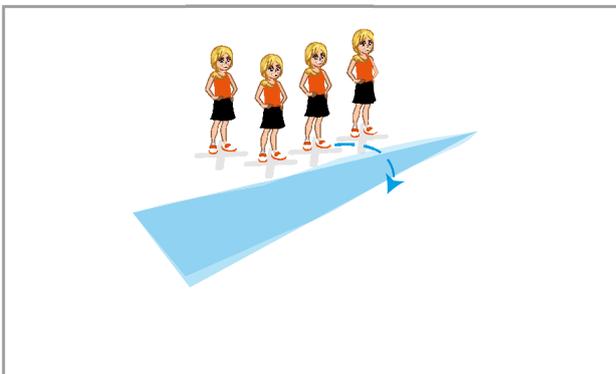
**Area:** One third of the Netball court

**Equipment:** Long rope or chalk

### Aim:

To jump the 'river', landing in a stable body position when you land. Use your arms to help you jump as the river gets wider.

- Using a rope or chalk, create a 'river' which is narrower at one end and wider at the other.
- Players start at the narrow end and jump over the river and then jump back, ensuring they land balanced in an SBP every time.
- They continue to move along the river, jumping across then back, landing balanced, until the river is too wide and they would 'get their feet wet'.



## High Tide/Low Tide

**No. of players:** In pairs

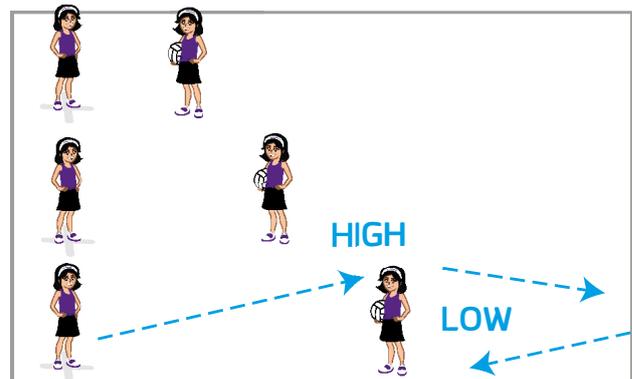
**Area:** One third of the Netball court

**Equipment:** 1 ball between each pair

### Aim:

To jump up to catch the ball, landing balanced in an SBP.

- In pairs, one player has the ball and holds it up high.
- The other player runs towards their partner and jumps up to catch the high ball, landing balanced in an SBP.
- The ball is returned to their partner and they carry on running to the other side.
- Once the player has reached the other side the player with the ball rolls a low ball which the player runs into to collect, squatting down to pick it up.
- Then the players swap roles and the sequence high/low continues.



### Netball Homework

Did you know that skipping helps your jumping and landing and helps you to take intercepts? Get two friends to turn a skipping rope and see if you can run through to the other side of the moving rope as it turns. The rope shouldn't touch you if you get the timing right. When should you start moving through the turning rope to ensure success?

# Week 8: Take-off and Stop

## Objective:

*To develop a fast take-off to assist movement on court.*

*To develop the ability to stop suddenly on court in preparation for catching and stopping.*

*During game time, encourage players to move forward to receive the ball.*

## Coaching Points – Take off

- Move into the path of the ball
- Arms and legs move in opposition
- Lean the body forward
- Take small steps initially
- Arms bent at elbow and drive arms forward
- Keep head and eyes up

## Coaching Points – Stopping

- Head up
- Feet shoulder width apart
- Bend in hips and knees

## Errors

- Use same arm as leg
- Step back first
- Arms by side, not moving
- First steps too long
- Head down
- Bending over and looking down
- Feet narrow
- Lack of bend in hips and knees



## Welcome and Introductions

Welcome all players and parents back.

Check who had fun skipping during the past week.

Cover any housekeeping as required.

## Equipment

- One ball between two
- Hula hoops
- Bibs
- Cones – to mark areas

Complete either the NetballSmart Dynamic Warm-up or:

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## Warm-up: Rob the Nest

**No. of players:** Whole group

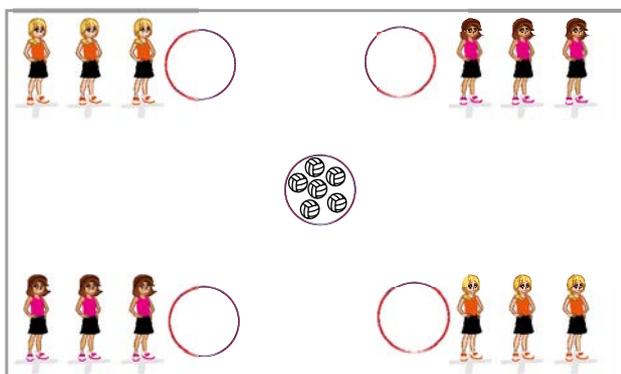
**Area:** One third of the Netball court

**Equipment:** 5 hula hoops and 6-8 balls

### Aim:

To try and get the most balls in your hula hoop 'nest' by robbing them from the middle or from other teams.

- Each group has a hula hoop as their 'nest'.
- Place 6 to 8 balls in a hula hoop in the middle of the playing area.
- On "go", one player at a time from each group walks to collect a ball from the middle and then walks the ball back, placing the ball in their 'nest'.
- Once all the balls have gone from the middle, players can 'rob' from other groups' nests, but must perform a demi squat or demi lunge before taking the ball to their 'nest'.
- First team to get three balls in their nest is the winner or stop the game after 2 to 3 minutes.
- Next player skips to the middle and runs back.
- Each player does a different movement skill (butt kicks, skipping, running).
- Demi squat to bend to pick up the ball.
- If whistle blows, player must stop and freeze, then balance on one leg for the count of 2.



## Recap: Jumping Jenny\*

**No. of players:** Groups of 5-6

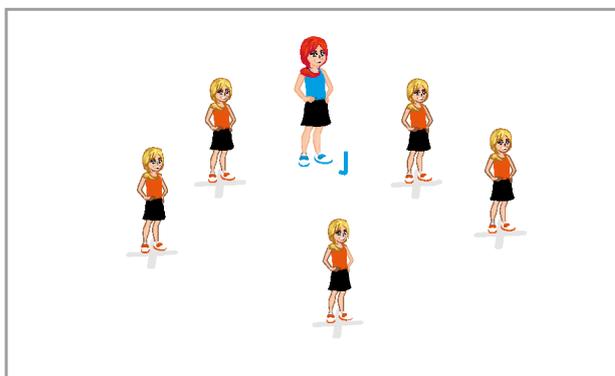
**Area:** 5 metre by 5 metre square

**Equipment:** Whistle

### Aim:

To practise jumping in a variety of ways, then land balanced.

- Each group forms a circle around the Star Helper (J).
- The Star Helper in the middle starts jumping any way they choose to and they say: "This is the way that Jenny jumps, Jenny jumps. This is the way that Jenny jumps".
- The group copies both the words and the jump.
- A player is nominated to be the next Jumping Jenny (or Jimmy).
- This player moves into the middle of the circle and says the same words but jumps in a different way.
- Examples of jumping activities: jump like a kangaroo, jump like a rocket, jump without moving the arms, jump like Katrina Grant.
- Blow whistle and players must land in good hip and knee bend.
- Land softly.



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## Rats and Rabbits

**No. of players:** Whole group

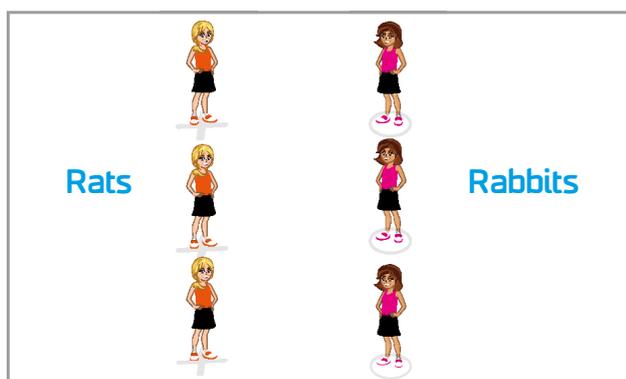
**Area:** One third of the Netball court

**Equipment:** Nil

### Aim:

To take off quickly to avoid being tagged by the other 'animal'.

- Divide the group into two teams – one team of 'rats' and one team of 'rabbits'.
- The teams line up, side by side, in the middle of the court.
- If rats are called – rabbits chase rats and try to tag them before they reach the sideline.
- If rabbits are called – rats chase the rabbits.
- Adapt it – teams start on the sideline, players start jogging towards the middle of the court. If rats are called, they must run back to their sideline while rabbits chase them and vice versa.



## Dodge and Collect

**No. of players:** Groups of 8-10

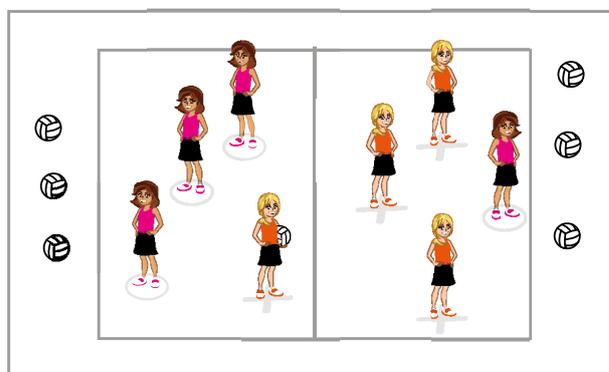
**Area:** One third of the Netball court

**Equipment:** 6-8 balls, cones or chalk to mark halfway point

### Aim:

To take off and dodge the other team's members to collect as many balls as possible.

- Players are divided into two teams in each half of the court third.
- Place a number of balls behind each line.
- Players try to collect the other team's ball and return it to their own half without being tagged by members of the other team.
- If tagged, the player must do 2 demi squats until rescued.



### Netball Homework

During this next week, when you are standing in a line, lean slightly forward and when you are allowed to move ensure that your first step is forward.

# Week 9: Shooting

## Objective:

To recap shooting technique from a stable body position to provide confidence.  
During game time, focus on shooting with the ball above the head.

## Coaching Points

- Ball is held above the head
- Stand tall with feet shoulder-width apart
- Eyes looking at goal
- Elbows and knees bend to set up shot
- Hand drops while arm [shoulder to elbow] remains in position
- Straighten body in a sequential movement – legs then arm and hand
- Follow through with hands/wrists

## Errors

- Ball held and released at chest height
- Feet too close together
- Eyes looking at ball not goal
- Both hands behind the ball
- Not enough knee bend
- Movement not sequential
- No follow-through

## Welcome and Introductions

Welcome all Netballers and their parents/caregivers back.

Homework – How fast are you now? Who remembered to practise their take-off when standing in a line?  
Which foot wanted to step out first the most?

If you require parents to help – ask for an indication of those who would be happy to assist.

Cover any housekeeping as required.

## Equipment

- One ball between two
- Netball court lines
- Hula hoops
- Bibs
- Cones
- Chalk or dots

Eyes looking at the goal



Ball above the head



Straighten body in a sequential movement

Complete either the NetballSmart  
Dynamic Warm-up or:

## Warm-up: Scatter Cones

**No. of players:** Whole group

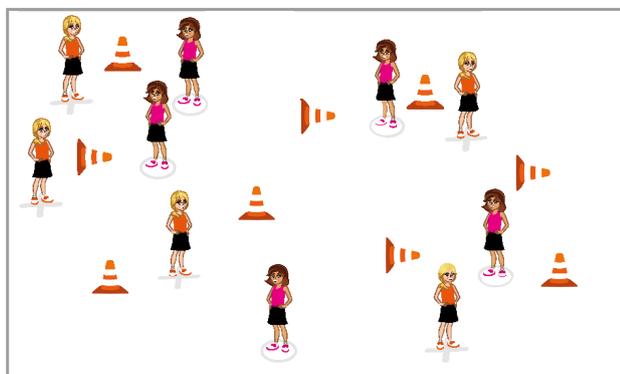
**Area:** One third of the Netball court

**Equipment:** Cones or milk bottles, whistle

### Aim:

To either knock over or stand up as many cones as possible.

- Divide players into two groups. Using their hands:
- Group 1 will stand the upside-down cones upright
- Group 2 will turn the upright cones upside down.
- All players move around the area, keeping their heads up for vision.
- When the Star Helper calls...
- "Now" – the players must run and touch both sides of the area before being able to continue to touch the cones.
- "Stop" – make a quick count to see which team has moved the fastest. Count the number of cones standing and the number of cones that are upside down.
- Vary the movement activity e.g. skip, side step, butt kicks, marching and hopping.
- Swap roles.
- If the Star Helper blows the whistle, players stop and freeze, balancing on one leg for 2 seconds.



## Recap: Here, There, Everywhere

**No. of players:** Whole group

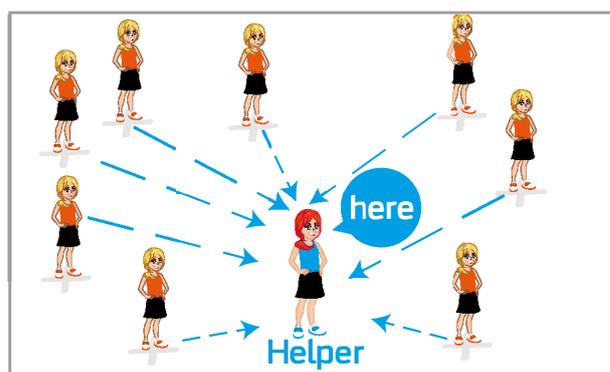
**Area:** One third of the Netball court

**Equipment:** Spots or cones

### Aim:

To take off and move as quickly as possible.

- Players are all spread out, jogging on the spot.
- The Star Helper calls one of three words, "Here", "There" or "Everywhere".
- When "Here" is called – the players take off and run towards the caller.
- If "There" is called – the players take off and run in the direction indicated by the Star Helper.
- If "Everywhere" is called – players can run in any direction.
- Encourage players to focus on the first step being forward.





## S.H.O.O.T.

**No. of players:** 2 teams of 3 or 4

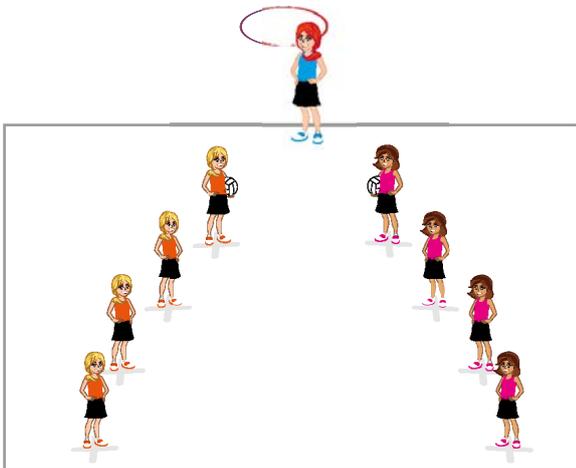
**Area:** One third of the Netball court

**Equipment:** Hula hoops, balls, markers

### Aim:

To practise shooting from above the head, focusing on the goal, and with every successful shot you get another letter of the word 'SHOOT'.

- In groups of four players, teams line up in single file with the first player in each line holding a ball.
- The first player attempts to score a goal. If successful, they call out 'S'.
- If this player's shot is unsuccessful, they retrieve the ball and pass back to the next player at the front of their team line.
- Play until one team has spelt the word 'SHOOT'.
- If the players achieve spelling SHOOT with ease, try SUPER SHOOTER or similar.



## Numbers Netball

**No. of players:** In groups of 8-10 with a parent holding a hula hoop

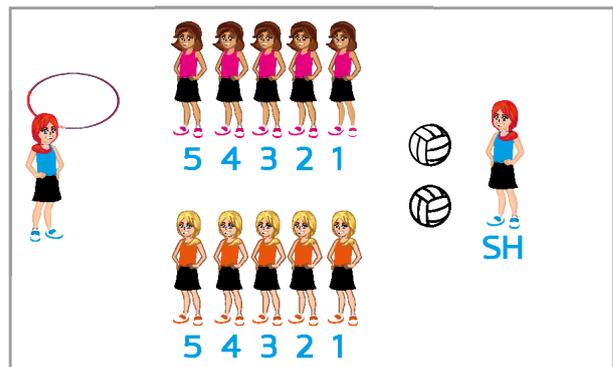
**Area:** Half of a third of the Netball court

**Equipment:** 2 balls and 1 hula hoop per group

### Aim:

To run in to pick up a ball and pass to your team-mates towards the goal and then have a shot.

- Groups line up as indicated on the diagram below.
- Star Helpers call a number, e.g. "Four", and the two numbered players (one from each team) run to pick up a ball the Star Helper has dropped in the playing area.
- The players will pass to their team-mates, who remain in their line, until the player is close enough to attempt a shot at goal.
- After the shot, the ball goes back to the Star Helper and another number is called.



### Netball Homework

Find out one fact about the Silver Ferns (NZ Netball team), e.g. it might be who they will be playing in their next game, who the captain is, who your Mum's favourite Silver Fern is...

# Week 10: Festival Day

## Objectives:

To allow the players to play in a mini-tournament.

To showcase all the skills that the players have learnt this season.

Ask the players to share the facts they learnt about the Silver Ferns.

## Warm-up

Complete the NetballSmart Dynamic Warm-up [refer to page 18]

Warming up is important for everyone prior to physical activity regardless of age, ability or level of play. This structured warm-up should be used at least 4 times during the 10-week programme. It can be replaced by the alternative warm-up activity 6 times.

See page 18 for the 4 parts of the NetballSmart Dynamic Warm-up:

### Part A: Strengthening

### Part B: Running Warm-up

### Part C: Dynamic Preparation

### Part D: Netball Specific Preparation

## Golden Child

**No. of players:** In groups of 5-6 players

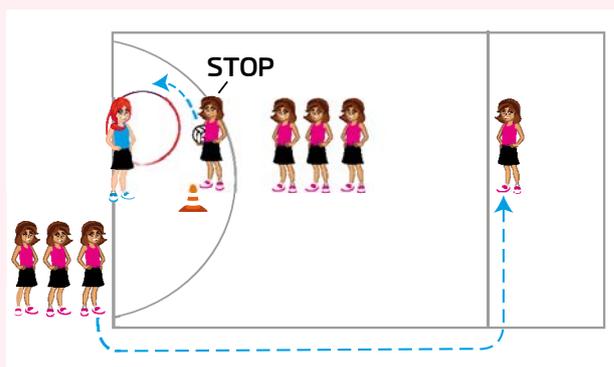
**Area:** One third of a Netball court

**Equipment:** Goalpost, a ball and a cone

### Aim:

To try to score as many successful shots before the other groups' players have completely run around the third of the court.

- One group is the shooting group and the other is the running group.
- The shooters take turns at shooting from behind a cone and try to score as many goals as they can before the running team has completed a full lap of the area. The running team lines up outside the court, behind the goalpost, and takes it in turns to run as far around the area as possible.
- When a goal is scored, the current runner must stop and remain where they are. The last runner, 'golden child', can 'free' any runners around the lap by tagging them as they run past.
- If any runner completes a lap, prior to the shooting team scoring a goal, that is 1 point to the runners.
- Swap roles and try to beat the other team's tally.



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### **Mini-tournament:**

*Arrange the players into teams of preferably five, or six if necessary.*

*Give each team an ANZ Premiership Netball team name i.e. Mystics, Stars, Magic, Pulse, Tactix, Steel.*

### **Conclusion**

Thank all players for their participation in the Year 1 & 2 Netball programme. Wish them all the best – looking forward to seeing those Year 1 players back next year and congratulate the Year 2 players as they are now ready to move on to the next year group.

Issue certificates to all players – if appropriate today rather than at the end-of-season Netball Centre prizegiving.

# Positive, Specific and Constructive Feedback

Decades of education research supports the idea that by using more child-centred learning activities and providing more feedback, we can produce greater learning.

Effective feedback provides players with specific information about their performance in a constructive, respectful way that helps them improve.

The more attention players receive for the good things they do, the more likely it is that they will want to repeat the behaviour.

If you find yourself saying the same thing over and over again with no results, try another tack e.g. use words the players use. Asking questions of the players about their performance is also beneficial when providing feedback.

Ensure feedback is positive, specific, constructive and appropriate to the player.

*The following examples of feedback are generic and do not provide the player with an understanding of what they did well and what they could do to improve, as they would with a positive, specific and constructive feedback option.*

Generic Feedback	Positive, Specific and Constructive Feedback
Ball Skills – “Good girl”	e.g. “That was a great pass, Moana. I loved the follow-through”
Dodging – “Awesome”	e.g. “What a great dodge, Jaydi, you moved quickly to your right, then popped up on the left”
Balance – “Don’t run with the ball”	e.g. “Remember to bend your knees when you catch the ball, Grace”
Shooting – “Amazing”	e.g. “Ana, that shoot was amazing. You got the ball above your head and then focussed on the hoop”
Pivoting – “Fantastic”	
Ball Skills – “Oh no, not like that”	
Dodging – “Get in front”	

# Reflection

It is valuable to take time to evaluate the effectiveness of your coaching performance.

McKernan (1996) refers to the coaching process as a ladder. To move up, you must extend your ladder by making it longer through reflection and hopefully improvement.

The coaching process has three main elements – planning, delivery and evaluation. Each element rolls into the other in a cyclic form, so if there is one weak link it affects the other elements.

So, after each session, step back and examine the coaching and learning effectiveness.



## Reflection Template

1. What did the players' learn today? How do you know?

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2. How could you improve the session to enhance skill development and enjoyment?

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3. How were you able to maximise participation?

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4. Identify two things you would like to work on to enhance your delivery at your next practice.

i)

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ii)

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