

# Netball

## Special Olympics Coaching Guide

**Special  
Olympics**





***Special  
Olympics***

## **NETBALL COACHING GUIDE**

Planning a Netball Training & Competition Season



---

## Table of Contents

Goals and Objectives .....	3
Planning a Netball Training & Competition Season .....	6
Essential Components of Planning a Netball Training Session .....	7
Principles of Effective Training Sessions.....	8
Tips for Conducting Successful Training Sessions.....	9
Tips for Conducting Safe Training Sessions.....	10
Netball Practice Competitions .....	11
Sample Netball Training Sessions.....	12
Selecting Team Members .....	13
Creating Meaningful Involvement in Unified Sports® .....	14
Sport Skills Assessment Card.....	15
Special Olympics Sport Skills Assessment .....	16
Netball Attire .....	18
Netball Equipment.....	20



### Goals and Objectives

The process of goal setting is the first and most important step in planning. Realistic, yet challenging goals for each athlete are important to the motivation of the athlete during both training and competition. Goals establish and drive the action of both training and competition plans.

#### Goal Setting

Setting goals is a joint effort with the athlete and coach and should be used to establish the athlete's training and competition plan. Accomplishing goals during practice sessions in settings similar to the competition environment will instill confidence in the athlete. Confidence helps make sport participation fun and is critical to the athlete's motivation.

The main features of goal setting include:

- ♦ Stepping stones to success
- ♦ Short term and long term goals
- ♦ Acceptance by the athlete
- ♦ Variations in difficulty (easily attainable to challenging)
- ♦ Goal measurement

Clear goals and objectives are essential in order for a coach to create a successful program. Athletes may be more motivated by accomplishing short term goals than long term goals. However, do not be afraid to challenge athletes and to include them in the goal setting process. Awareness of why the athlete is participating is important when setting goals. For example, ask the athlete, "What is your focus for this training session?"

There are several participation factors that may influence athlete motivation and goal setting:

- ♦ Age appropriateness
- ♦ Ability level
- ♦ Readiness level
- ♦ Athlete performance
- ♦ Family influence
- ♦ Peer influence
- ♦ Athlete preference

As a coach, you can enhance athlete motivation and keep it positive by:

- ♦ Providing more time and attention to an athlete when he/she is having difficulty learning a skill
- ♦ Rewarding small gains
- ♦ Developing additional measures of achievement other than winning
- ♦ Showing your athletes that they are important to you and that you are proud of them
- ♦ Filling your athletes with self-worth



### **Performance Goals versus Outcome Goals**

Effective goals focus on performance, not outcome. Performance is under the control of the athlete and focuses on processes. An athlete may have an outstanding performance and not win a game because athletes on the opposing team performed even better. Conversely, an athlete may perform poorly and still win a game if athletes on the opposing team performed at a lower level.

### **Achievement Goals**

Achievement Goals can be set for the entire team and can provide motivation. They can be either short term (such as winning a game) or long term (representing the country).

### **Setting Realistic Goals**

Effective goals are perceived as challenging, not threatening. A challenging goal is difficult but attainable within a reasonable timeframe and with a reasonable amount of effort. A threatening goal is perceived as being beyond the athlete's current capability. Realistic goals are developed from a baseline of performance during the past one or two weeks.

### **Prioritizing Goals**

Effective goals are positively stated and are limited in number. This provides meaning to the athlete. Setting a limited number of goals requires that athletes and coaches decide what is important for continued development. Establishing a few, well thought out goals prevents the athlete from becoming overwhelmed.

### **Benefits of Goal Setting**

- ♦ Increases athlete's level of physical fitness
- ♦ Teaches self discipline
- ♦ Teaches the athlete sports skills that are essential to a variety of other activities
- ♦ Provides the athlete with a means for self-expression and social interaction

### **Principles of Goal Setting**

- ♦ Goals should be specific and clear
- ♦ Goals should be measurable
- ♦ Players should be included in goal setting
- ♦ Goals need to be challenging but not threatening
- ♦ Goals need to be flexible to change with circumstances
- ♦ Multiple goals should be set
- ♦ Team goals and individual goals should be set
- ♦ Goals should be reviewed regularly and adjusted if necessary





#### Short Term Netball Goals

Establishing a series of short term netball goals will help athletes gain confidence and achieve their long term netball goals. Examples of short term netball goals include:

- ♦ Understanding the game of netball and netball terms
- ♦ Understanding the primary ball handling skills (catching and passing)
- ♦ Learning to play as a team
- ♦ Making decisions during play
- ♦ Learning to enjoy a day outside with other players
- ♦ The development of social skills
- ♦ Increased physical fitness

#### Long Term Netball Goals

Long term goals will include the mastering of basic netball skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in netball games. In addition to these goals, other long term goals can be set such as the following:

- ♦ Increasing motor coordination and general motor efficiency
- ♦ Knowledge of the rules of netball
- ♦ Basic technical skills in netball
- ♦ Develop a love for the game of netball and enjoy handling the ball, playing as a team and participating in a sport that is played worldwide
- ♦ Learning to control emotions and operate in a competitive environment
- ♦ Having fun

#### Assessing Goals Checklist

1. Does the goal sufficiently meet the athlete's needs?
2. Is the goal positively stated?
3. Is the goal under the athlete's control and focuses on their performance and no one else's?
4. Is the goal a true goal and not a result?
5. Is the goal important enough to the athlete that they will want to work towards achieving it?
6. How will this goal make the athlete's life different?
7. What barriers might the athlete encounter in working toward this goal?



## **Planning a Netball Training & Competition Season**

There are many skills to teach athletes during the course of a netball season. A season-long training plan will assist you in presenting skills in a systematic and effective manner.

It is recommended that there be just one coach for all skill sets. This allows one person to manage the workouts and know the athlete's physical capabilities and how tired they are.

Initial training sessions cover the basic skills that athletes need to work on and then move forward, as soon as possible, so the athlete can begin playing the game. It is not unusual for athletes to have stronger skills in some areas and to have basic skills in others. As a coach, you can assess which skills the athlete needs more work on and invest more time in those at the beginning.

### **Sample Training Plan**

Training for netball can begin with two sessions a week lasting between 30 and 40 minutes each. This will vary depending on the ability of your players. Regardless of the duration of each session, the focus should be on having fun.

As a coach, you should use your imagination and creativity to get the most out of each practice session. Following is a sample framework that will help you cover all the important aspects of training when developing a netball training plan.

<b>Phase</b>	<b>Description and Principles</b>	<b>Duration</b>
Warm Up	The warm up is important for preparing the body for the more vigorous exercise that follows. It should be as varied as possible to maintain the players' interest. Warm ups should begin slowly and increase in intensity and pace. All activities should be netball specific.	10 Minutes
Skills Development and Training	This phase should focus on introducing and reinforcing new skills. Time spent on specific skills development will depend on the progress made by each player. No advanced skills should be taught until the basic skills are developed.	10 Minutes
Match/Game Time	A short match is a great way to end a training session and to expose players to proper play. Small side (5 per side) games or attack vs. defense matches work well.	15 Minutes
Cool Down	Gentle activity such as a slow jog leading to a walking pace is advised for the cool down. Stretching of major muscle groups during activity can also be done. The cool down is a good opportunity to get players together at the end of the training session and reinforce the key lessons of the session.	5 Minutes
Total Time: 40 Minutes		



### Essential Components of Planning a Netball Training Session

Each training session needs to contain the same essential elements. The amount of time spent on each element will depend on the goal of the training session, the time of season the session is in, and the amount of time available for a particular session. The following elements need to be included in an athlete's daily training program.

- ☐ Warm ups
- ☐ Previously taught skills
- ☐ New Skills
- ☐ Competition experience
- ☐ Feedback on performance

The final step in planning a training session is designing what the athlete is actually going to do. Remember when creating a training session using the essential components of a training session, the progression through the session allows for a gradual build-up of physical activity including the following elements:

- Easy to difficult
- Slow to fast
- Known to unknown
- General to specific
- Start to finish (logical progression)





## **Principles of Effective Training Sessions**

<b>Keep all athletes active</b>	Athlete needs to be an active listener
<b>Create clear, concise goals</b>	Learning improves when athletes know what is expected of them
<b>Give clear, concise instructions</b>	Demonstrate – increase accuracy of instruction
<b>Record progress</b>	You and your athletes chart progress together
<b>Give positive feedback</b>	Emphasize and reward things the athlete is doing well
<b>Provide variety</b>	Vary exercises – prevent boredom
<b>Encourage enjoyment</b>	Training and competition is fun, help keep it this way for you and your athletes
<b>Create progressions</b>	Learning is increased when information progresses from: <ul style="list-style-type: none"> <li>• Known to unknown – discovering new things successfully</li> <li>• Simple to complex – seeing that “I” can do it</li> <li>• General to specific – this is why I am working so hard</li> </ul>
<b>Plan maximum use of resources</b>	Use what you have and improvise for equipment that you do not have – think creatively
<b>Allow for individual differences</b>	Different athletes, different learning rates, different capacities.



## **Tips for Conducting Successful Training Sessions**

- ☐ Assign assistant coaches their roles and responsibilities in accordance with your training plan.
- ☐ When possible, have all equipment and stations prepared before the athletes arrive.
- ☐ Introduce and acknowledge coaches and athletes.
- ☐ Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- ☐ Change activities before the athletes become bored, and lose interest.
- ☐ Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise even if it is rest.
- ☐ Devote the end of the practice to a fun, group activity that can incorporate challenge and fun always giving them something to look forward to at the end of practice.
- ☐ If an activity is going well, it is often useful to stop the activity while interest is high.
- ☐ Summarize the session and announce arrangements for the next session.
- ☐ Keep the **fun** in fundamentals.



## **Tips for Conducting Safe Training Sessions**

Coaches have a responsibility to ensure that athletes know, understand and appreciate the risks of netball. The safety and well-being of athletes are the coaches' primary concerns. Netball is not a dangerous sport, but accidents do occur when coaches forget to take safety precautions. It is the head coach's responsibility to minimize the occurrence of injuries by providing safe conditions.

- ☐ Establish clear rules for behavior at your first practice and enforce them.
  - Keep your hands to yourself.
  - Listen to the coach.
  - When you hear the whistle, Stop, Look, and Listen.
  - Ask the coach before you leave the training area.
- ☐ Make sure athletes bring water to every practice.
- ☐ Check your first aid kit; restock supplies as necessary.
- ☐ Review your first-aid and emergency procedures. Have someone who is trained in first-aid and CPR on or very near to the practice areas.
- ☐ Establish clear rules for behavior at your first training session.
- ☐ Warm up and stretch properly at the beginning of each training session to prevent muscle injuries.
- ☐ Train to improve the general fitness level of your players. Physically fit players are less likely to get injured. Make your training sessions Active.
- ☐ Make sure all equipment is in good working order.
- ☐ Do not allow players to wear any jewelry (earrings, belly rings, tongue studs or even have long nails)
- ☐ The game must be played with discipline and control.



### Netball Practice Competitions

The more we compete, the better we get. Part of the strategic plan for Special Olympics Netball is to drive more sport development at the local levels. Competition motivates athletes, coaches and the entire sport management team. Expand or add to your schedule as many competition opportunities as possible. We have provided a few suggestions below.

- Host a Special Olympics area or regional netball tournament
- Host or participate in practice sessions with athletes from other local Special Olympics Netball programs
- Ask a nearby school/club team if your athletes can practice with them
- Take athletes to see a local university or club netball match or if possible, watch a televised match
- Incorporate competition components at the end of every training session



## Sample Netball Training Sessions

Each training session should include skills drills, fitness and game practice. Each practice can be expanded or reduced to meet the goals of the session.

Typical weekly training sessions could be as follows:

Week	Minimum Number of Sessions	Components
1	2	10 Minute Warm up 10 Minutes of Dynamic Stretching 25 Minutes of Skill Work 10-20 Minutes of Cool Down and Team Talk
2	2	10 Minute Warm up 10 Minutes of Dynamic Stretching 15 Minutes of Skill Work 10 Minutes of Tactical Work 10-20 Minutes of Cool Down and Team Talk
3	2	10 Minute Warm up 10 Minutes of Dynamic Stretching 15 Minutes of Skill Work 10 Minutes of Tactical Work 10-20 Minutes of Cool Down and Team Talk
4	2	10 Minute Warm up 10 Minutes of Dynamic Stretching 20 Minutes of Skill Work/Drills 10 Minutes of Defending 10-20 Minutes of Cool Down and Team Talk
5	2	10 Minute Warm up 10 Minutes of Dynamic Stretching 15 Minutes of Skill Work/Drills or 50 Minutes of Game Practice 15 Minutes of Game Practice 10-20 Minutes of Cool Down and Team Talk
6	2	10 Minute Warm up 10 Minutes of Dynamic Stretching 15 Minutes of Skill Work/Drills 15 Minutes of Game Practice 10-20 Minutes of Cool Down and Team Talk
7	2	10 Minute Warm up 10 Minutes of Dynamic Stretching 15 Minutes of Skill Work 15 Minutes of Game Practice 10-20 Minutes of Cool Down and Team Talk
8	2	10 Minute Warm up 10 Minutes of Dynamic Stretching 10 Minutes of Skill Work/Drills 25 Minutes of Game Practice 10-20 Minutes of Cool Down and Team Talk



### Selecting Team Members

The key to the successful development of a traditional Special Olympics or Unified Sports® team is the proper selection of team members. We have provided some primary considerations below for you.

#### Gender Grouping

Whenever possible, teams should be grouped by gender. While co-ed teams are not prohibited, whenever possible, female athletes should have the option of playing in a female-only division if they so desire.

#### Ability Grouping

Unified teams work best when all team members have similar sports skills. Partners with abilities that are far superior to other teammates will either control competition or accommodate others by not competing to their potential. In both situations, the goals of interaction and teamwork are diminished and a true competitive experience is not achieved. For example, an 8 year old should not be competing against or with a 30 year old athlete.

#### Age Grouping

All team members should be closely matched in age:

- Within 3-5 years of age for athletes 21 years of age and under
- Within 10-15 years for athletes 22 years of age and over





## **Creating Meaningful Involvement in Unified Sports®**

Unified Sports® embraces the philosophy and principles of Special Olympics. When selecting your Unified team you want to achieve meaningful involvement at the beginning, during and end of your sport season. Unified teams are organized to provide meaningful involvement for all athletes and partners. Every teammate should play a role and have the opportunity to contribute to the team. Meaningful involvement also refers to the quality of interaction and competition within a Unified Sports® team. Achieving meaningful involvement by all teammates on the team ensures a positive and rewarding experience for everyone.

### **Indicators of Meaningful Involvement**

- Teammates compete without causing undue risk of injury to themselves or others
- Teammates compete according to the rules of competition
- Teammates have the ability and opportunity to contribute to the performance of the team
- Teammates understand how to blend their skills with those of other athletes, resulting in improved performance by athletes with lesser ability

### **Meaningful Involvement Is Not Achieved When Team Members**

- Have superior sports skills in comparison to their fellow team members
- Act as on court coaches, rather than teammates
- Control most aspects of the competition during critical periods of the game
- Do not train or practice regularly, and only show up on the day of competition
- Lower their level of ability dramatically, so that they do not hurt others or control the entire game



### Sport Skills Assessment Card

The sport skills assessment chart is a systematic method useful to determine the skill ability of an athlete. The Sport Skills Assessment Card is designed to assist coaches in determining an athlete's ability level in the sport before they begin participation. Coaches will find this assessment to be a useful tool for several reasons.

1. It helps the coach determine with the athlete which events they will compete in
2. It establishes the baseline training areas of the athlete
3. It assists the coach in grouping athletes of similar ability for training
4. It measures the athlete's progression
5. It helps determine the athlete's daily training schedule

Before administering the assessment, coaches need to perform the following:

- Become familiar with each of the tasks listed under the major skills
- Have an accurate visual picture of each task
- Observe a skilled performer executing the skill

When administering the assessment, coaches will have a better opportunity to get the best analysis from their athletes. Always begin by explaining the skill you would like to observe. When possible demonstrate the skill.

### Netball Team Score

Prior to pre-competition divisioning games taking place, the event organizers should receive a Netball Team Score for each of the participating teams. The Netball Team Score is an average of the eight (8) best individual scores from the Netball Skills Assessment.



## **Special Olympics Sport Skills Assessment**

<b>Athlete's Name</b>		<b>Date</b>	
<b>Coach's Name</b>		<b>Date</b>	

### **Instructions**

1. Have the athlete perform the skill several times.
2. If the athlete performs the skill correctly three (3) out of five (5) times, check the box next to the skill to indicate that the skill has been accomplished.

#### **CATCHING**

- ☐ Catches the ball with both hands
- ☐ Catches the ball with one hand

#### **PASSING**

- ☐ Can pass the ball to a target
- ☐ Passes the ball with one hand
- ☐ Passes the ball with both hands
- ☐ Performs a shoulder pass for long passes
- ☐ Performs a chest pass for short and quick passes
- ☐ Can perform an overhead pass (two-handed pass over the head of an opponent)

#### **PIVOTING**

- ☐ Catches the ball with both hands and pivots on the landing foot
- ☐ The designated pivot foot has the heel up
- ☐ Steps forward on the pivot and with the pivot foot up, throws the ball
- ☐ Steps backward on the pivot and with the pivot foot up, throws the ball

#### **GOAL SHOOTING**

- ☐ Can shoot the ball into the net with an extended arm, while holding the ball above the head

#### **FOOTWORK**

- ☐ Catches the ball while landing on one foot, then turns
- ☐ Catches the ball while landing on both feet, then turns on one and throws
- ☐ Catches the ball while keeping their eyes on the ball and their head up, and remembers the stepping rule

#### **DODGING**

- ☐ Dodges the opponent to be available or to "get free"
- ☐ Finds space to get free
- ☐ Changes direction at any given time
- ☐ Changes speed to dodge the opponent



#### DEFENDING

- ☐ Defends the opponent so he/she cannot receive the ball
- ☐ Marks the opponent in the defending position (arms close to the body)
- ☐ Defends the player with the ball

#### Daily Performance Record

The Daily Performance Record is designed for the coach to keep an accurate record of the athlete's daily performances as they learn a sports skill. There are several reasons why the coach can benefit from using the Daily Performance Record.

- The record becomes a permanent documentation of the athlete's progress
- The record helps the coach establish measurable consistency in the athlete's training program.
- The record allows the coach to be flexible during the actual teaching and coaching session because he/she can break down the skills into specific, smaller tasks that meet the individual needs of each athlete.
- The record helps the coach choose proper skills and teaching methods, correct conditions and learn criteria for evaluating the athlete's performance of the skills.

#### Using the Daily Performance Record

At the top of the record, the coach enters his name; the athlete's name, and their event. If more than one coach works with the athlete, they should enter the dates that they work with the athlete next to their names.

Before the training session begins, the coach decides what skills will be covered. The coach makes this decision based on the athlete's age, the athlete's interests, and his/her mental and physical abilities. The skill needs to be a statement or a description of the specific exercise that the athlete must perform. The coach enters the skill on the top line of the left-hand column. Each subsequent skill is entered after the athlete masters the previous skill. Of course, more than one sheet may be used to record all of the skills involved. Also, if the athlete cannot perform a prescribed skill, the coach may break down the skill into smaller tasks that will allow for the athlete's success at the new skill.

#### Conditions and Criteria for Mastering

After the coach enters the skill, they must then decide on the conditions and criteria by which the athlete must master the skill. Conditions are special circumstances, which define the manner in which the athlete must perform a skill. For example, "given a demonstration, and with assistance." The coach needs to always operate under the assumption that the ultimate conditions in which the athlete masters a skill are, "upon command and without assistance," and therefore, does not have to enter these conditions in the record next to the skill entry. Ideally, the coach needs to arrange the skills and conditions such that the athlete gradually learns to perform the skill while upon command and without assistance.

Criteria are the standards that determine how well the skill must be performed. The coach needs to determine a standard that realistically suits the athlete's mental and physical abilities.

#### Dates of Sessions and Levels of Instruction Used

The coach may work on one task for a couple of days, and may use several methods of instruction during that time to progress to the point where the athlete performs the task upon command and without assistance. To establish a consistent curriculum for the athlete, the coach must record the dates he/she works on a particular tasks, and must enter the methods of instruction that were used on those dates.



### Netball Attire

Appropriate netball attire is required for all competitors. As a coach, discuss the types of sport clothes that are acceptable and not acceptable for training and competition. Discuss the importance of wearing properly fitted clothing, along with the advantages and disadvantages of certain types of clothing worn during training and competitions. For example, long pant jeans and blue jean shorts are not proper netball attire for any event. Explain that they cannot perform their best while wearing jeans that restrict their movement. Take athletes to local netball competitions and point out the attire being worn. You can even set the example by wearing appropriate attire to training and competitions and not rewarding athletes that do not come properly dressed to train and/or compete.

### Athletic Shoes

Proper athletic shoes with rubber soles are worn for netball.



### Athletic Socks

Proper athletic socks are worn for netball.





#### Netball Skirt

Athletic tops and skirts are worn for netball. The top should be worn over the skirt, not tucked in.



#### Netball Patch

Patches are worn in netball to identify teammates from opponents.







### Netball Equipment

The sport of netball requires the type of sporting equipment listed below. It is important for athletes to be able to recognize and understand how equipment impacts their safety and performance. Have your athletes name each piece of equipment as you show it and give the use for each. To reinforce this ability within them, have them select their own equipment.

### Netball Court

A regulation size netball court should be used for competition and practice and it should contain a regulation net.



### Netball

Regulation size balls are used in netball.





#### **Ropes**

Two long ropes are used in netball practice to make a rope ladder. This is used to help athletes improve their stepping and develop fast feet.



#### **Cones**

Cones are used as markers in netball to indicate where players must start to run and where they must receive the ball.



#### **Jump Rope**

Jump ropes are used in practice by netball players to help them develop fast feet.





***Special  
Olympics***

## **NETBALL COACHING GUIDE**

Teaching Netball Skills



---

## Table of Contents

The Warm Up.....	24
Warm Up Activity .....	27
Description .....	27
Coaching Points.....	27
The Cool Down.....	28
Dynamic Stretching.....	29
Safety Concerns.....	32
Teaching Netball Skills .....	34
Sample Workout.....	50
Understanding Netball.....	51
Modifications and Adaptations .....	52
Mental Preparation and Training .....	52
Cross Training in Netball.....	53
Home Training Program.....	54



## The Warm Up

A warm up period is the first part of every netball training session or preparation for competition. The warm up starts slowly and gradually involves all muscles and body parts. In addition to preparing the athlete mentally, warming up also has physiological benefits. It helps the athlete focus and prepare for the training that is about to begin.

The importance of a warm up prior to exercise cannot be overstressed. Warming up raises the body temperature and prepares the muscles, nervous system, tendons, ligaments, and the cardiovascular system for upcoming stretches and exercises. The chances of injury are greatly reduced by increasing muscle elasticity.

### Warming Up:

- ♦ Raises body temperature
- ♦ Increases metabolic rate
- ♦ Increases heart and respiratory rate
- ♦ Prepares the muscles and nervous system for exercise

The warm up is tailored to the activity to follow. Warm ups consist of active motion leading up to more vigorous motion to elevate heart, respiratory and metabolic rates. The total warm up period takes between 10 and 25 minutes and immediately precedes the training or competition. A warm up period will include the following basic sequence and components.

Activity	Purpose	Time (minimum)
Slow aerobic walk/ fast walk/ run	Heat muscles	5 minutes
Stretching	Increase range of movement	10 minutes
Event Specific Drills	Coordination preparation for training/competition	10 minutes

## Aerobic Warm-Up

The aerobic warm-up includes very light activities such as walking, light jogging, walking while doing arm circles, and jumping jacks.

### Walking

Walking is the first exercise of an athlete's routine. Athletes begin warming the muscles by walking slowly for 3-5 minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The sole objective of the warm up is to circulate the blood and warm the muscles in preparation for more strenuous activity.

### Running

Running is the next exercise in an athlete's routine. Athletes begin warming the muscles by running slowly for 3-5 minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The run starts out slowly, and then gradually increases in speed; however, the athlete never reaches even 50 percent of their maximum effort by the end of the run. Remember, the sole objective of this phase of the warm up is circulating the blood and warming the muscles in preparation for more strenuous activity.



---

## **Stretching**

Dynamic stretching is one of the most critical parts of the Warm Up and an athlete's performance. A more flexible muscle is a stronger and healthier muscle. A stronger and healthier muscle responds better to exercise and activities and helps prevent injury.

Please refer to the Stretching section for more in depth information.

## **Event Specific Drills**

Drills are activities designed to teach sport skills. Progressions of learning start at a low ability level, advance to an intermediate level, and finally, reach a high ability level. Encourage each athlete to advance to their highest possible level. Drills can be combined with the warm-up and lead into specific skill development.

Skills are taught and reinforced through repetition of a small segment of the skill to be performed. Many times, the actions are exaggerated in order to strengthen the muscles that perform the skill. Each coaching session should take the athlete through the entire progression so that he/she is exposed to all of the skills that make up an event.






## Specific Warm Up Activities

### Warm Up Activities Without the Ball

Warm Up Activity	Description	Coaching Points
Reaction	<p>Players line up along the back line and slowly jog forward. The coach blows the whistle at random at which point each player jumps as high as possible. Change the activity by adding side steps, or touching the line and running backwards on the line.</p> <p><b>WATCH VIDEO 1</b></p>	<p>By randomly blowing the whistle, this activity can become very challenging. Ask athletes to imitate catching the ball as they jump in the air and to bend their knees while landing to absorb the impact of the ground. Teach proper footwork during this warm up activity.</p>
Fast Feet	<p>Divide players into pairs and ask them to face each other. Direct one player to try stand on their partner's toes while the other tries to avoid using fast feet movements. Switch roles after 30 seconds.</p> <p><b>WATCH VIDEO 2</b></p>	<p>Be sure that the players don't crush each other's feet. Instruct them to make small foot movements and not cover a large distance.</p>
Bib Tag	<p>Divide players into pairs. One partner should tuck their bib into the back of their shirt/shorts. Using quick footwork, the other partner should try to take the bib. Once the bib is reached, they should switch positions.</p>	<p>Encourage players to use fast dodging movements and to get a clean take of the bib while avoiding contact with the other player.</p>
Touch and Go	<p>Divide players into pairs. Partners should stand behind one another on the side line. One follows the other as they slowly jog across the court. While jogging, the partner in back should randomly tap the front partner, who should then turn and try to catch him/her as they spring back to the side line.</p>	<p>Encourage players to react quickly to the tap by turning quickly to catch their partner.</p>



### Warm Up Activities With the Ball

Warm Up Activity	Description	Coaching Points
Relays	Two groups of players line up approximately 5 meters apart (you can increase this distance as players improve). One player in the front of one line passes the ball to the player in front of the second line. The passer then follows the ball and joins the back of the opposite line.	The fewer players in each line the better.
Passing Down the Court	<p>This activity is performed in groups of two or three. A player passes the ball, then follows the ball and runs around the back of the receiver to take the receiver's place. They should then be ready to receive the next pass. All normal netball rules apply.</p> 	This is a more advanced warm up drill, especially when performed in threes.
Numbers	<p>Players huddle in a small circle with one ball. Each player is assigned a number (1-7). The player with the ball holds the ball in the center of the huddle approximately hip height. He/she calls a number and quickly releases the ball. The person whose number was called must try to catch the ball before it touches the ground.</p>	Encourage quick calling and catching to speed up the players' reaction time. If players are struggling to catch the ball, simply raise the height from which the ball is released.



## **The Cool Down**

The cool down is as important as the warm up, however it is often ignored. Stopping an activity abruptly may cause pooling of the blood and slow the removal of waste products in the athlete's body. It may also cause cramps, soreness, and other problems for Special Olympics athletes. The cool down gradually reduces the body temperature and heart rate and speeds the recovery process before the next training session or competitive experience.

The cool down is also a good time for the coach and athlete to talk about the session or competition.

<b>Activity</b>	<b>Purpose</b>	<b>Time (minimum)</b>
Slow aerobic jog	Lowers body temperature Gradually lowers heart rate	5 minutes
Light stretching	Removes waste from muscles	5 minutes

Stretching should be part of the cool down. It is vital after training and prevents the athlete's body from becoming tense. It also aids in recovery after training. Stretching prevents injuries and helps make the athlete's muscles long and elastic.



## Dynamic Stretching

Flexibility is critical to an athlete's optimal performance in both training and competition. Flexibility is achieved through stretching. Stretching follows an easy aerobic jog at the start of a training session or competition.

Dynamic stretching raises the body temperature by practicing movements associated with a specific sport or workout. It is a series of active muscle movements that allow the athlete to work their muscles but are not held in an end position. Dynamic stretching is critical to an athlete's performance and prepares their body for the upcoming activity. It also helps accomplish the following:

- Increase power
- Improve flexibility
- Increase an athlete's range of motion

Dynamic stretching is different from ballistic stretching (when a bouncing motion is used to maximize a stretch). Ballistic stretching can be dangerous and result in stretching a muscle too far. This can cause injuries. Dynamic stretching uses controlled leg and arm movements to gently explore a range of motion. It does not stretch the muscles beyond their limits.

Some athletes, like those with Down syndrome, may have low muscle tone that makes them appear more flexible. Be careful to not allow these athletes to stretch beyond a normal, safe range.

Dynamic stretching should be performed after the warm-up and before the practice/training session or competition. The types of movements completed during stretching will depend on the workout for that day.

Following are examples of dynamic stretches for netball. For each movement start out using small movements for the first several repetitions, then slowly increase the range of motion.

### Hamstring Swings

1. Stand sideways with your right shoulder next to a wall and your right hand on the wall for balance.
2. Swing your right leg forward while flexing the right hip. Then swing the leg backward (behind you).
3. Repeat 6-10 times.
4. Switch legs and repeat 6-10 times with your left hand against the wall.





#### Hip Circles

1. With your hands on your hips and feet spread slightly wider than your shoulders, make circles with your hips in a clockwise direction.
2. Repeat 6-10 times.
3. Reverse direction and repeat in a counter clockwise direction 6-10 times.



#### Squats

1. Stand tall with your feet shoulder width apart.
2. Contract your abdominal muscles for balance.
3. Bend at the knees while sticking your rear end out like you are sitting down on a seat. (make sure your knees do not go beyond your toes).
4. Keep your heels on the floor.
5. Repeat 6-10 times.





---

## **Stretching – Quick Reference Guidelines**

### **Start Relaxed**

Do not begin until athletes are relaxed and muscles are warm

### **Be Systematic**

Start at the top of body and work your way down

### **Progress from General to Specific**

Start general, then move into event-specific exercises

### **Easy Stretching before Developmental**

Make slow, progressive stretches

Do not bounce or jerk to stretch farther

### **Use Variety**

Make it fun. Use different exercises to work the same muscles

### **Breathe Naturally**

Do not hold your breath, stay calm and relaxed

### **Allow for Individual Differences**

Athletes start and progress at different levels

### **Stretch Regularly**

Always include time for warm-up and cool-down





## **Safety Concerns**

As a coach, you should advise the athlete to eat a healthy balanced diet throughout their training, but it is also important for you to be aware of several conditions that pose a health risk to the athlete.

### **Dehydration**

Dehydration is the loss of water and salts essential for normal body function.

The basic premise behind dehydration is an inadequate intake of fluids resulting in the body losing more fluid than it takes in. The fluid/salt balance needed to maintain healthy cells and tissues can be seriously disrupted with dehydration.

Dehydration can occur in as little as 30 minutes of exercise, especially in hot weather. The body relies on sweating to dissipate the heat generated from working muscles. Sweating also helps to maintain the athlete's core body temperature. Allowing the core body temperature to be maintained within a safe range is a key element in preventing heat related injuries which may initially be caused by dehydration. The amount of sweating necessary to sustain heat loss during vigorous exercise inevitably will lead to dehydration unless adequate fluids are ingested.

Dehydration will diminish an athlete's performance and can lead to death if not corrected. Dehydration is one of the most common factors for heat related sickness such as heat exhaustion and heat stroke. Both heat exhaustion and heat stroke cause numerous deaths each year. The most serious consequence of dehydration is impaired heat dissipation which can elevate the core body temperature to dangerously high levels resulting in heat exhaustion and potentially fatal heat stroke.

Strenuous activity requires adequate fluid/electrolyte replacement or dehydration will occur. Excessive sweating due to climactic conditions and/or intensity of exercise can rapidly dehydrate individuals if corrective measures aren't taken.

Vomiting, diarrhea, fever, diuretics, illness, a variety of medications such as anti-inflammatories, low fitness levels, sleep deprivation, lack of heat acclimatization, staying in the sun too long, not drinking enough fluids, alcohol and caffeine can all be contributing factors to dehydration.

Athletes are at risk for dehydration for any activity lasting longer than 30 minutes. Without proper hydration, the body can quickly lose water and other essential elements running the risk of kidney problems or even death. Children, due to their smaller stature are at an increased risk of developing dehydration. For all athletes, once dehydration starts, the deterioration can be quick.



#### Signs and Symptoms for Dehydration

- Headache
- Dizziness
- Confusion
- Clumsiness
- Excessive sweating
- Thirst (this is not a good indicator; usually when the thirst mechanism is activated, dehydration has already occurred)
- Dark-colored urine
- Cramps
- Reddened skin
- Weak irregular rapid heart rate
- Low blood pressure
- General weakness
- Feeling cold
- Rapid and shallow breathing

#### Steps to Prevent Dehydration

- Drink before, during, and after exercise
- Wear proper clothing for the temperature
- Be heat acclimatized
- Avoid certain medications

The best preventative measure to ward off the possibility of becoming dehydrated is to stay hydrated. A good indicator of hydration is the output of large volumes of clear, dilute urine.

#### Heat Exhaustion

Heat exhaustion is characterized by an increase in core body temperature and heart rate. People with heat exhaustion may also exhibit fatigue, weakness, dizziness, headache, nausea (sometimes vomiting), and muscle cramps.

#### Heat Stroke

Heat stroke is characterized by a very high core body temperature, reddened skin and the absence of sweating. Heat stroke is the most dangerous of the heat injuries and can cause a stroke and death if not corrected.



## **Teaching Netball Skills**

### **Catching and Passing**

Catching and passing skills are taught together in netball, beginning with the easy elements that are often used in the game, and then moving into more complicated skills. Having control over the ball is essential in netball and players should initially be taught basic ball handling skills such as:

- Throwing a ball or bag in the air and catching it again
- Throwing a ball into a bag or holder
- Bouncing the ball on the floor
- Bouncing the ball against a wall

### **Catching the Ball**

Teach players to properly catch the ball. They should give the impression that the ball is attached to their fingers.

When teaching athletes to catch the ball, they should be taught to:

- Keep their eyes on the ball
- Judge the speed of the ball in flight
- Stretch their arms out toward the ball
- Keep their fingers wide and thumbs behind the ball
- Bend their arms at the elbows when they receive the ball (to absorb the force of the ball)
- Jump to receive the ball, landing with their knees bent while keeping soft hips and ankles



### **Passing the Ball**

Passing the ball should be as simple as possible, without additional/unnecessary moves.

#### **Shoulder Pass**

1. Teach athletes to begin with their feet shoulder width apart and their weight on the back leg opposite from their throwing arm (for solid support).
2. Their fingers should be spread apart with the ball behind their body at shoulder height.
3. They should generate movement through the shoulders, elbow, wrist and fingers, all pointing in the same direction.
4. While making the pass, they should transfer their body weight from their back foot to their front foot while keeping their eyes on the ball.





#### Chest Pass

1. Teach athletes to hold the ball with both hands at chest height with their elbows bent and tucked in.
2. The chest pass is performed with a quick thrust and straight arms (and a follow through).
3. During the pass the athletes should transfer their weight onto their front foot and keep their eyes on the ball.



#### Overhead Pass

The overhead pass is a two-handed pass that goes over the head of the opponent.

1. Teach the athletes to extend their arms above their head while taking the ball back slightly behind their head.
2. The athlete should then step forward and transfer their weight onto their front foot.
3. They should then release the ball with their forearms, wrists and fingers and direct it toward the receiver.
4. They should straighten their arms on the follow through.



#### Lob Pass

The lob pass is a one-handed pass geared toward lifting the ball over the arms of the opponent.

1. Teach the athletes to use the shoulder pass, but straighten the elbow and extend it upward on the release.
2. A good lob will make a high loop.





### Catching and Passing Drills

Make the drills fun, let the athletes enjoy themselves so they can achieve their best. Also be sure to compliment the players the entire time to encourage them.

#### Catching Drills

Begin the following drills with bean bags, and then move to tennis balls, and finally the netball ball.

##### Catching Drill #1

1. Throw the bag/ball up in the air (low) and take a step, then catch the ball.
2. Throw the bag/ball up in the air, then step over the line and catch the ball.
3. Throw the bag/ball up in the air, then jump over a bench and catch the ball.



##### Catching Drill #2

1. Throw the ball against a wall and catch it.
2. Throw the ball slowly and let it bounce before catching it.
3. Throw the ball fast and catch it in the air.

##### Catching Drill #3

1. Bounce the ball on the court and catch it while controlling the ball the entire time (use tennis balls).
2. Bounce the ball against the wall and have a partner catch it (use Netball balls).

#### Passing Drills

##### Chest Pass Against the Wall

1. One player performs this drill with one ball and a wall.
2. Stand two (2) meters from the wall.
3. Using a chest pass, step into the pass and pass the ball into the wall. The aim is to get the strength into the pass so the ball rebounds straight back to you.
4. Move away from the wall as you improve (no chicken wings allowed)

##### Chest Pass

1. Two players work with one (1) ball.
2. Players stand two (2) meters away from each other.
3. Each pair practices chest passes between them, concentrating on technique



### Shoulder Pass Against the Wall

1. One (1) player works with one (1) ball and the wall.
2. Stand two (2) meters away from the wall.
3. Using a shoulder pass, step into the pass and pass the ball into the wall. The aim is to get the strength into the pass so the ball rebounds straight back to you.



### Shoulder Pass

1. Two players work with one (1) ball.
2. Players stand two (2) meters away from each other.
3. The pair practices shoulder passes between them, concentrating on technique.

### Bounce Pass Against the Wall

1. One (1) player works with one (1) ball and the wall.
2. Stand two (2) meters away from the wall.
3. Using a bounce pass (underarm), step into the pass and pass the ball into the wall. The aim is to get the strength into the pass so the ball rebounds straight back to you.

### Common Catching and Passing Errors

Error	Correction	Drill/Test Reference
Passes: Chest, chicken wings.	Elbows relaxed and tucked in	Practice passing against the wall
Static pass no transference of weight	To transfer weight	Practice passing against the wall
Stepping in with the same leg as throwing arm	Correct the legs, to know opposite leg arm	Practice passing against the wall
Passing with the hand under the ball	Keep the hand outstretched under the ball	Practice passing against the wall
Bounce: Hands push over the ball rather than through	Power goes through the ball	Practice passing against the wall
Underarm pass: Releasing the ball too high	Trajectory is up rather than flat and hard	Practice passing against the wall
Catching: Fingers are closed and too close to the body	Open the hand while catching	Practice all catching drills



### **Teaching Tips**

When passing, teach your athletes the following:

1. Keep both hands in the shape of a “W” at the back of the ball
2. Keep your elbows in and relaxed
3. Make sure your feet are hip distance apart and your knees are relaxed
4. Step into the pass
5. As the ball is released, give a small flick of the wrist to add some extra power
6. Keep your arms stretched to collect the rebound
7. Keep your hands and fingers soft
8. Keep your eyes on the ball
9. Start slowly increasing the speed



When catching, teach your athletes the following:

1. Keep your knees bent while catching the ball
2. Use your fingers to control the ball
3. Keep your head up and focus on the ball



### Skill Progression: Catching and Passing

Your Athlete Can:	Never	Sometimes	Often
Receive the ball in the correct position (feet and hips)			
Receives the ball with their arms stretched out			
Do the shoulder pass- to the line on the wall			
Do the chest pass - on the line on the wall			
Do the bounce pass			
<b>Totals</b>			







### Shooting

Accurate goal shooting is a vital skill in netball since goals need to be scored to win a match. Accurate shooting is about balance, rhythm and technique. Goal shooting can be practiced in isolation from other game skills.

When teaching players how to shoot, it is important to emphasize the following:

1. The player should stand with their feet shoulder width apart, in line with and facing the goal post. This ensures they are balanced before taking the shot.
2. The player should extend their shooting arm upwards, holding the ball above their head with their elbow close to their ear and pointed toward the ring.
3. The player should rest their arm on the shooting hand, on all five finger tips. They should be sure their fingers are evenly spread.
4. The player should place their free hand gently to the side of the ball as support to help balance the ball.
5. The shooting action is a rhythmical movement starting with the bending of the knees and flowing up through the hips, shoulders, arm and wrist. Eventually, the ball is released with a flick or the wrist and fingers.
6. The player should release the ball only when their arm is fully extended. The finger flick allows for a slight back spin on the ball, with the fingers following the high arc of the ball toward the post.
7. Make sure the player keeps their head up and their eyes focused above the ring. The player should always aim for the same point to gain consistency.



### Shooting Drills

#### Shooting Drill #1

The athlete takes a shooting position close to the post, then steps back to execute the shot on his/her landing foot while lifting the landing foot up. Repeat this 5 times.





### Shooting Drill #2

The athlete stands close to the post in a balanced position. The ball should be held in the dominant hand, high above the head. The fingers should point back and be slightly open as the ball sits on the hand. The athlete takes a shot. This should be repeated by stepping backward, stepping forward, stepping to the side and increasing the distance.

### Shooting Drill #3

1. The athlete stands with the ball in his/her left hand and the left side of the body sideways to the wall (leaving a .5 meter gap).
2. The aim is to push the ball against the wall so it rebounds back quickly.
3. Maintaining control of the ball requires soft hands (practice both left and right hands)
4. Stand with both feet on the ground for balance.
5. Extend the shooting arm up with the ball above the head and elbows close to the ears.
6. Rest the ball on the shooting hand on all five (5) fingers.
7. The free hand should support the ball.
8. Start to release the ball from the ankles.
9. Keep the head up and eyes focused above the ring.



### Common Shooting Errors

Error	Correction	Drill/Test Reference
Not focusing on the point above the ring	Practice focusing on the correct focal point	N/A
Not using the ankles thoroughly	Slightly flex the knees	N/A
Not shooting from a balanced position	Adjust position to maintain balance	N/A
Not using a wrist flick when shooting	Practice flicking the wrist	Shooting Drill #1
Arm is too stretched	Relax elbows	Shooting Drill #1
The ball rests on the palm of the hand and not on fingers	Control the ball with the fingers	Shooting Drill #1
Not keeping the head still	Stay focused	Shooting Drill #1
Not following the stepping rule	The stepping rule should be taught/reminded over and over	N/A
Standing still to receive the ball	Shooter must attack the ball not stand and wait.	N/A



---

### **Skill Progression: Shooting**

---

#### **Your Athlete Can:**

**Never   Sometimes   Often**

Balance and flick the ball into the ring (against the wall)			
Stand on one foot and flick the ball into the ring (against the wall)			
Step backwards and shoot into the ring (against the wall)			
<b>Totals</b>			

### **Attacking**

Attacking skills are needed in order for the player to be available to receive a pass.

When teaching players to attack, it is important to emphasize the following:

- Attacking is made up of quick, sharp movement.
- The player's feet should not be more than shoulder width apart. They should keep their knees bent in preparation for the quick movement and make sure their head is up.
- Dodging is a term used when the player makes one or two steps away from the intended catching position.

### **Change of Direction**

Being able to change direction quickly will assist the player in creating space and often wrong-foot their opponent.

When changing direction, the player should push off using their outside leg.

- The following skills should be taught with change of direction:
- Dodge
- Pivot
- Changing of speed





### Change of Pace

When a player cannot beat their opponent using dodging or change of direction tactics, the next thing they should try is changing their speed to get away from the opponent.

When teaching players change of pace, it is important to emphasize the following:

- This tactic can be used when in a full sprint and the opponent is managing to stick with you.
- The player can decide to adopt a very abrupt change of speed (sudden stop) by leaving the opponent and continue running.
- The player can also sprint, slow down and then suddenly sprint off again in a new direction to outsprint the opponent who, not expecting a second increase in speed, has also slowed down.



### Attacking Drills

#### The Dodge

Dodging is a quick and sharp movement that usually occurs from a stationary position. The goal is to wrong-foot the opponent.

A defender stands next to the player. The player then moves to one side, dodges and moves to the other side to receive the ball. He/she must get free.



#### Changing Direction

This is performed in the same manner as the dodge, except the player moves in one direction and then quickly changes direction.



### Common Attacking Errors

Error	Correction	Drill/Test Reference
Not getting free	The player needs to stop and run	N/A
Not having space to move	N/A	All attacking drills
The Feet are not hip –shoulder width apart for balance	Help position the athlete for balance	N/A
Not pushing off with the outside leg	Strengthen the outside leg	N/A
Not able to stop quickly and start again running	Practice	Practice stopping and running

### Teaching Tips

1. The athlete's feet should be no wider than shoulder width. They should keep their knees bent in preparation for the quick movement and make sure their head is up.
2. Dodging is performed by making one or two steps away from the intended catching position. Players can sprint, slow down and then suddenly sprint off in a new direction. In this way they can outspurt an opponent who, not expecting a second increase in speed, has slowed down.

### Skill Progression: Attacking

#### Your Athlete Can:

**Never   Sometimes   Often**

Dodge the opponent and catch the ball			
Out run the opponent			
Get free			
<b>Totals</b>			



### Defending

When your team is not in possession of the ball, every team member switches to defense mode. The primary aim of the defensive play is to place the attacking opponents under pressure. This forces them to make an error or otherwise create an opportunity for an interception.

The two components of defensive play are:

- Preventing your opponent from getting the ball (marking your opponent)
- Defending the player when he/she gets the ball

The first step in teaching defending is to allow each player to defend their opponent one-on-one.

### Marking Your Opponent

Marking your opponent means you are standing so close to them that they are not a safe option for receiving a pass. This is the primary objective in defense (preventing your opponent from taking part in the game).

As a defender, your body position should always allow you to see the flow of the game, the movement of the ball and the opponent. You should be either slightly in front or slightly behind the opponent, depending on which direction you would like to prevent movement.

The defender should keep their feet shoulder width apart, with their head up at all times. They must maintain extreme concentration to anticipate their opponent's movements.

When defending, it is critical to NOT touch the opponent. The defender's arms must stay close to their body.

### Defending the Player with the Ball

If the opponent gets the ball, the defender must quickly move into position to defend a pass. The defender must stay at least 0.9 meters away from the opponent's landing foot, but should apply pressure at this distance to force a pass or shot.

When teaching this skill, it is important to emphasize the following:

- The player must quickly switch from marking to defending by taking the 0.9 meter position.
- The player should lift both arms up and forward and attempt to block the direction of the pass. Their eyes should be focused on the ball not the player.
- When defending in the goal center, the player should shift their weight onto their front foot and reach up and forward in an attempt to block the ball.

### Defending Drills

Practice keeping the feet shoulder width apart with the head up at all times. Practice maintaining extreme concentration to anticipate the opponent's movements.



### Common Defending Errors

Error	Correction	Drill/Test Reference
Making contact or obstructing the opponent	Do not make contact	Reinforce the no contact rule
Not being fast enough to stay with the attacker	Gain speed	Practice speed related drills
Keeping the head down and not focused	Keep the head up at all times	N/A
Arms wide blocking opponent	Keep arms close to body	N/A

### Teaching Tips

1. Athletes should be taught not to touch the opponent.
2. Athletes can be taught to step and race the opponent's shadow.

### Skill Progression: Defending

#### Your Athlete Can:

**Never   Sometimes   Often**

Keep with the opponent the whole time			
Focus on the ball and intercept the ball			
Be well balanced with feet apart			
<b>Totals</b>			



### Footwork

Good footwork is essential in netball and requires the player to stick to the basic foot rule:

When catching the ball, you need to land on one foot or both feet at the same time. When turning to pass the ball, the landing foot must remain grounded.

When teaching footwork, it is important to emphasize the following:

- The landing foot is most important. Players should identify their dominant foot. Players can discover which leg is dominant by clapping and jumping at the same time. This way they can understand which leg is the best for them to land on and step from. Remember to use correct netball terms (stepping, passing, etc.), especially when their first language is not English.
- While practicing stepping, the players should have the ball in their hands. They should not throw the ball, but just hold it with one or both hands.
- While stepping and holding the ball, players should throw the ball with their dominant hand toward a target (bin, basket, line on the wall, etc.)

### Sequence Dancing

Rhythm training can be an effective way to enable players to become aware of what their feet are doing. Develop a sequence/rhythm dance to accomplish this. An example is:

1. Stand sideways, facing the front
2. Step together
3. Step turn
4. Step together
5. Step turn

### Footwork Drills

The following drills can help players improve their footwork:

1. Counting in twos and threes
2. Jump over a line and clap their hands
3. Jump over a line, land on one or both feet and immediately turn
4. Jump over a line, catch a ball, land on one foot and turn and throw the ball

### Common Footwork Errors

Error	Correction	Drill/Test Reference
Not knowing left from right	Teach the player their left from their right	N/A
Dragging the landing foot	Focus on balance	N/A
Pivot on the heel and not on toe	Balance on toes	N/A

### Teaching Tips

1. Many players learn by copying an example and frequent repetition.
2. Demonstrate the skills and explain which muscles need to be involved.
3. Train players to use different muscles.





### Skill Progression: Footwork

Your Athlete Can:	Never	Sometimes	Often
Identify their dominant leg			
Jump over a line			
Step and jump over a bench			
Land on both feet then land on only one foot			
Step over dividers on the floor			
<b>Totals</b>			





---

**Coaches Tips for Netball – At-A-Glance**

**Tips for Practice**

- ☐ Simulate competitions
- ☐ Deliver clear and specific instructions
- ☐ Begin with the easiest drills and progress step by step to the most difficult
- ☐ Make sure your athletes understand your instructions and methods of teaching
- ☐ Emphasize safety at all times

**Tips for Competition**

- ☐ Encourage the athlete every moment
- ☐ Never expose an athlete to or tolerate any behavior that would cause disqualification
- ☐ Teach the athlete the proper way to compete and good etiquette for following rules and instructions from judges
- ☐ Teach your athletes to respect opponents and teammates
- ☐ Respect coaches opinions and decisions



### Sample Workout

Specific workouts depend on the individual preparedness of the athletes and team. Typically, a general program should be followed and adapted to the individual needs of the athletes.

A typical workout might look like the following:

Activity	Purpose
Warm up	Warm up muscles in preparation for the training practice
Sprints	Practice getting away from an opponent quickly and to be able to get to the ball fast and first
Jumps	Practice reaching high balls and landing correctly
Balance	Balance is very important in netball. Without balance, players will not be able to catch the ball in the air and land safely to pass it to their partner
Sequence Dancing	Develop an awareness for their foot movement
Counting	Players should count, clap and step in twos to help with footwork
Stretching/Cool Down	Properly stretch and cool down the muscles after the workout



---

## **Understanding Netball**

Do not assume that lower ability athletes will know even the basic aim of the sport. Such athletes may have difficulty with simple concepts.

Basic skills must be drilled in each time when practicing. When teaching players netball terminology, also use the correct signs with it.



## **Modifications and Adaptations**

In competition, it is important that the rules not be changed to suit athletes' special needs. There are, however, a limited number of approved modifications to netball rules that do accommodate the athlete's special needs and are permitted. However, coaches can modify the training exercises, the athlete's special needs, and their communication and sport equipment to assist athletes in achieving success.

### **Modifying Exercises**

Modify the skills involved in an exercise so that all athletes can participate.

### **Accommodating an Athlete's Special Needs**

Some examples of ways to accommodate an athlete's special needs include:

- Use the sound of a bell for visually impaired athletes
- Use special sounds for visually impaired athletes
- Use flags with colors for hearing impaired
- Establish hand signals for hearing impaired athletes
- When teaching athletes with Down syndrome, you can use a nr 3 or 4 ball because their hands are small.

### **Modifying Your Communication Method**

Different athletes require different communications systems. For example, some athletes learn and respond better to demonstrated exercises, whereas others require greater verbal communication. Some athletes may need a combination – to see, hear and even read a description of the exercise or skill.

### **Mental Preparation and Training**

Mental training is important for the athlete, whether striving to do his or her personal best or competing against others. Mental imagery, what Bruce D. Hale of Penn State calls "No Sweat Practice," is very effective. The mind cannot tell the difference between what is real and what is imagined. Practice is practice, regardless of whether it is mental or physical.

Ask the athlete to sit in a relaxed position, in a quiet place with few distractions. Tell the athlete to close their eyes and picture performing a particular skill. Each is seeing themselves on a large movie screen on a netball court. Walk them through the stages step by step. Use as much detail as possible, using words to elicit all the senses - sight, hearing, touch, and smell. Ask the athlete to repeat the image, picture rehearsing the skills successfully.

The thought behind this is that the body goes where your mind goes. Thought is energy and energy is action. The athlete can make things happen first in his/her mind and then physically.

Some athletes need help to start the process. Others will learn to practice this way on their own. The link between performing the skills in the mind and performing the skills on the court may be hard to explain. However, the athlete who repeatedly imagines themselves correctly completing a skill and believing it to be true is more likely to make it happen. Whatever goes into one's mind and one's heart comes out in their actions.



---

## **Cross Training in Netball**

Cross training is a modern day term which refers to the substitution of skills other than the skills directly involved in the performance of an event. Cross training came about as a result of injury rehabilitation and is now also used in injury prevention. When runners sustain injuries in the legs or feet that keeps them from running, other activities can be substituted so that the athlete can keep up his/her aerobic and muscular strength.

There is a limited value and cross over to the specific exercise. A reason to "cross train" is to avoid injury and maintain muscular balance during a period of intense sport specific training. One of the keys to success in sport is staying healthy and training over the long haul. Cross training allows athletes to do event-specific training workouts with greater enthusiasm and intensity, or less risk of injury.

Gym workouts are very important to netball athletes because by training all muscle groups, we don't rely on just one group of muscles to do all the work. This can help prevent injuries. Rest days can also be active days with activities such as swimming and volleyball.



## **Home Training Program**

1. If athletes only train once a week with their coaches and do no training on their own, progress will be very limited.
2. Nothing improves the athlete's sport ability like playing! Parents/Guardians can challenge the athlete to family competitions for additional practice or just social outings.
3. To be effective, coaches should run a home training orientation for family members and/or training partners. This should be an active session where partners get hands-on experience with the different activities.
4. As a motivational tool, a coach may want to award a certificate of Achievement to athletes and training partners who complete a set number of home training sessions during the season.



***Special  
Olympics***

## **NETBALL COACHING GUIDE**

Netball Rules, Protocol & Etiquette





Table of Contents

Teaching Netball Rules ..... 57

Athletes as Officials Program..... 60

Rules of Competition for 7 x7 Team Competition ..... 61

Unified Sports® Rules..... 62

Protests..... 63

Netball Protocol & Etiquette ..... 64

Sportsmanship ..... 65

Netball Glossary ..... 67



### Teaching Netball Rules

The best time to teach the rules of netball is during training. For example, the rules for footwork and obstruction should be taught and practiced over and over so they come naturally during a competition.

By teaching these rules during practice, the players will have a more successful experience during competition.

As an international sports program, Special Olympics has both adopted and modified International Federation of Netball Associations (IFNA) rules for netball. Please refer to the official Special Olympics Sports Rules, which can be found at [www.specialolympics.org](http://www.specialolympics.org) for the complete listing of netball rules as modified and approved by Special Olympics Inc.

As a coach, it is your responsibility to know and understand the rules of the game and to teach these rules to your players and other coaches. To assist you with this responsibility, select rules that govern the sport of netball are listed below.



### Official Events

The following official events are available in Special Olympics. The range of events is intended to offer competition opportunities for athletes of all abilities. Programs may determine the events offered and, if required, guidelines for the management of those events. Coaches are responsible for providing training and event selection appropriate to each athlete's skill and interest.

1. Individual Skills Competition (ISC)
2. 7 x 7 Team Competition

### Court and Equipment

1. Goal Post
  - a. 3.05 meters high for Adults and 2.74 meters high for Juniors.
  - b. The metal ring should have an internal diameter of 380 mm and project 150 mm from the top of the post. The ring should be fitted with a net clearly visible and open at both ends.
  - c. The Goal Post shall be placed so that the back of the Goal Post is at the outside of the Goal Line.
2. Ball
  - a. Size 5, made of leather, rubber or similar material.
3. Players
  - a. No spiked shoes.
  - b. Playing initials worn front and back.
  - c. No sharp adornment, item of jewelry or body piercing should be worn. ONLY if it cannot be removed then it should be taped up, for the safety of the athlete.
  - d. Long Hair should also be tied back
  - e. Fingernails should be short.

NOTE: Inspection of players should be undertaken by the umpires prior to the game.

### Personnel

1. Officials/ Umpires
  - a. There should be 2 umpires (although this is not always possible.)
  - b. The decision of the umpire is FINAL.
  - c. Control and give decisions only in one half of the court unless appealed to by the other umpire. For this purpose the length of the court is divided in half across the center from sideline to sideline.
  - d. Umpire 1 (U1) is responsible for the whole of the un-shaded area and side line D and back line C. U2 is responsible for the shaded area, side line B and back line A.
  - e. Umpire in the same half of the court for the whole game.
  - f. Restart the game if a goal has been scored in his/her half.
  - g. Give decisions for the Throw In for the Goal and Sidelines that he/she is controlling and call out PLAY when all other players are on court. This Umpire is also responsible for making decisions related to infringements by the player throwing in e.g. Toe on the line.
  - h. Keep outside the court except when it is necessary to enter it to secure a clear view of play or to take a Toss Up.
  - i. Move along the Side Line and behind the Goal Line to see play and make decisions.
  - j. Play advantage wherever possible so refraining from placing the non-offending team at a disadvantage.
  - k. Not criticize or coach any team while a match is in progress.
  - l. State the infringement and the penalty clearly.



#### 2. Scorers

There should be 2 scorers who shall:

- 1) Keep a written record of the score together with a record of the Centre Pass.
- 2) Call the Centre Pass if called for by the Umpire.

#### 3. Timekeeper

There should be one timekeeper who shall:

- 1) Take time when the game is started by the Umpires whistle and signal the end of each quarter or half to the Umpire.
- 2) Ensure that time lost for stoppage is added on to the appropriate quarter/half. N.B. In many situations the umpire may have to fulfil the role of all the officials.



## **Athletes as Officials Program**

The Athletes as Officials Program is designed to assist with the development of Special Olympics athletes to be trained in skills necessary to officiate at variable levels of responsibility, consistent with the ability of the athlete. Typically, the athlete will have a “mentor” official who teaches the athlete how to officiate. Special Olympics Programs should work with the mentor official, along with a local representative of the national governing body, to guide Special Olympics athletes participating in this program to become certified.



## **Rules of Competition for 7 x7 Team Competition**

### **a. Participants**

- 1) The Team shall consist of 7 players: Goal Shooter (G.S.), Goal Attack (G.A.), Wing Attack (W.A.), Centre (C.), Wing Defense (W.D.), Goal Defense (G.D.) and Goal Keeper (G.K.).
- 2) No team may begin with fewer than 5 players.
- 3) Up to 3 substitutions are permitted by each team in any one game.
- 4) Late Arrivals
  - a) No player arriving after play has started is allowed to replace another player. They can, however, fill a spare position after a goal has been scored. The players can then be rearranged during the next interval if an injury occurs.

### **b. Captains**

- 1) Toss for choice of goal or first Centre pass and notify the Umpires of the result.
- 2) During an interval or as a result of injury, notify the Umpires and the opposing captain whom substitutions and/or team changes are made.
- 3) The captains have the right to approach an umpire during an interval or after the game for clarification of any rule.
- 4) Captain call for time (injury) during play time

### **c. Duration of Game**

- 1) Duration of game may be adjusted at the discretion of the competition manager.
- 2) International games should consist of 4 quarters of 10 or 15 minutes each with 5 minutes break at half time and 3 minutes for quarter times. Teams change ends each quarter.
- 3) Other possibilities are – 20 minute halves – 15 minute halves – 7 minute halves (tournament).
- 4) Playing time lost for stoppages must be noted and added onto that quarter or half.

### **d. Scoring a Goal**

- 1) A goal is scored when the ball is thrown or batted over and completely through the ring by G.S. or G.A. from any point within the Goal Circle.
  - a) If a defending player deflects a shot for goal and the ball then passes through the ring a goal is scored.
  - b) G.S. or G.A. may shoot if the ball is won at a Toss Up in the goal circle.
  - c) If the whistle is blown for an interval before the ball has passed through the ring, no goal is scored.
  - d) If the whistle for an interval or time is blown after a Penalty Pass or Shot has been awarded in the goal circle, the pass or shot is allowed to be taken.
- 2) In taking a shot for a goal a player shall:
  - a) Have no contact with the ground outside the Goal Circle either during the catching or the holding of the ball. However, the player is permitted to lean on the ball outside this area.
  - b) Shoot within 3 seconds of receiving the ball.
  - c) Obey the Footwork rule.



## Unified Sports® Rules

There are few differences between the rules for Unified Sports® competition and the rules outlined in the official Special Olympics Sports Rules and modifications outlined in the rules book. The additions are as follows:

1. A roster consists of a proportionate number of athletes and partners. A line up during the competition consists of half athletes and half partners. In netball, the Unified lineup consists of four (4) athletes and three (3) partners.
2. In team sports, division assignment is based on the best players on the roster, not the average ability of all players.
3. Team sports must have an adult, non-playing coach. Player-coaches are not allowed in team sports.

Unified Sports Netball is designed to contribute further to the mainstreaming of individuals with intellectual disabilities by bringing together individuals with intellectual disabilities and those without on the same team as equal partners. The equality among all teammates is enhanced when the teammates are roughly the same age and ability. The selection of athletes and partners of similar age and ability is essential for Unified Sports Netball training and competition.

It is very important that the Unified Sports partners know their role on the team and in Special Olympics in general. Player dominance by Unified Sports partners does not meet the intent and goals of the program and does not allow the athletes to showcase their talents. A good partner is one who competes right alongside the athlete and has a similar ability. In a perfect world, it would be impossible to differentiate between the contributions of an athlete and a Unified Sports partner.



### Protests

Protest procedures are governed by the rules of competition. The role of the competition management team is to enforce the rules. As coach, your duty to your athletes is to protest any action or events that occur while your athletes are competing that you think violated the official netball rules. It is extremely important that you do not make protests because you and your athlete did not get your desired outcome. Protests are serious matters that impact a competition's schedule. Check with the competition manager prior to competition to learn the protest procedures for that competition.

In the event of a protest, the head coach must complete the Protest Form, which should be available at the Sport Information Desk (SID). The protest must be submitted no later than 30 minutes after the conclusion of the game.

### Protests and Appeals Procedures

Only the head coach or designated registered coach (in the absence of the head coach) can protest. All forms must be fully completed and should contain the following information:

- Date
- Time submitted
- Sport, Event, Age Group Division
- Athlete's name, Delegation
- Reason for protest (specific rule violation from Official Special Olympics rules)
- Coach's signature

Once the protest is submitted, a ruling will be made by the Sports Specific Jury, which consists of the Technical Delegate, Sport Manager, and Chief Official. Once the Jury makes a decision, the coach can either accept the ruling or appeal the ruling to the World Games Jury Appeal. Jury Appeals will consist of a representative of the Game's Organizing Committee (GOC), a representative of Special Olympics, and a Technical Official. All decisions made by the Jury of Appeal are final. Any protest involving the judgment of the Chair Umpire will not be given consideration.





## Netball Protocol & Etiquette

### During Practice

Good Netball etiquette and protocol start at practice. Teaching your athletes good sportsmanship and respect for officials, teammates, opponents, and volunteers will carry over to when an actual competition takes place. Your role as coach sets the standard that your team will follow. Always strive to set a good example.

When practicing, make sure your athletes follow the rules they will expect to have enforced in competition. The better your athletes understand the rules, the better equipped they will be to understand why a given call was made. Being consistent in applying calls in practice will reduce confusion and frustration in competitions. Teaching respect for both officials and other competitors begins in practice. The coach needs to set high standards of sportsmanship.

### During Competition

Netball is a highly competitive sport that is best performed with a lot of positive emotions. Keeping emotions under control and channeled into good sportsmanship can be a challenge to the coach. Below are some important tips to share with athletes:

1. Remember and respect the Rules of the Games
2. Respect opponents, Team-Mates, Referees, spectators, officials, coaches, Unified Partners
3. Try to get substituted occasionally, because netball is a high energy sport
4. Try to drink water, or sports drinks frequently during the game
5. A good defense means "no injury to the opponents"



## Sportsmanship

“Let me win. But if I cannot win, let me be brave in the attempt.”

Good sportsmanship is both the coach and athletes' commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Below we highlight a few focus points and ideas on how to teach and coach sportsmanship to your athletes.

## Competitive Effort

- Put forth maximum effort during each event.
- Practice the skills with the same intensity as you would perform them in competition.
- Always finish the competition – never quit.

## Fair Play at All Times

- Always comply with the rules
- Demonstrate sportsmanship and fair play at all times
- Respect the decision of the officials at all times

## Expectations of Coaches

- Always set a good example for participants and fans to follow.
- Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship and ethics their top priority.
- Give positive reinforcement of athlete performance.
- Respect the judgment of officials, abide by rules of the event and display no behavior that could incite fans.
- Treat opposing coaches, directors, participants and fans with respect.
- Shake hands with officials and opposing coaches in public.
- Develop and enforce penalties for participants who do not abide by sportsmanship standards.

## Expectations of Athletes & Partners in Unified Sports®

- Treat teammates with respect.
- Encourage teammates when they make a mistake.
- Treat opponents with respect: shake hands prior to and after contests.
- Respect judgment of contest officials, abide by rules of the contest and display no behavior that could incite fans.
- Cooperate with officials, coaches or directors and fellow participants to conduct a fair contest.
- Do not retaliate (verbally or physically) if the other team demonstrates poor behavior.
- Accept seriously the responsibility and privilege of representing Special Olympics.
- Define winning as doing your personal best.
- Live up to the high standard of sportsmanship established by your coach.

## Coaching Tips

- Teach your athletes to respect the officials and their decisions.
- Teach your athletes to play hard within the rules.
- Teach the general rules of netball to the athletes.





- Give sportsmanship awards or recognition after each match or practice.
- Always commend the athletes when they demonstrate sportsmanship.

#### **Remember**

- Sportsmanship is an attitude that is shown by how you and your athletes act before, during and after competition.
- Be positive about competing.
- Respect your opponents and yourself.
- Always stay under control even if you are feeling mad or angry.



## Netball Glossary

Term	Definition
Stepping	When the landing foot is moved and steps again
Obstruction	While competing, an athlete obstructs the player with the ball or gets closer than 90 cm to the player  
Time	When a player holds the ball longer than 4 seconds
Contact	When physical contact is made  
Advantage	When a player shoots a goal and the opponent makes a mistake that stops the game and may lead to a disadvantage for the attacking team
Score	Each goal must be announced, as well as the team who has to make the center pass