Educational Resource

Session Planning Guide for Teachers
FOREWORD

Netball Alberta is a not-for-profit organization with the focus of growing the sport of Netball in Alberta. One way to facilitate this growth is through the demonstration of the sport to children within a school clinic program. Another method with a more vast impact is to educate teachers and future teachers in the game and introductory activities that are applicable to the fundamental skills necessary for netball and many other individual and team-based sports. We offer inter-school activities and leagues within Alberta so students who wish to continue with netball have an avenue to do so.

Made to complement an introductory school clinic through Netball Alberta alongside the Alberta teaching curriculum, this particular resource will briefly introduce teachers to the basic rules, history, equipment requirements, and positional allocations of netball as well as provide several drills and games that can be combined together to create different session plans to improve student performance in six categories of netball skill. The aim of this resource is for teachers to implement the sessions with their students, giving them the skills, knowledge and ability to understand and come to play and enjoy the sport of Netball.

Netball is an inclusive sport that affords those students that may not normally excel, the opportunity to be a productive member of a team. Given the positional area allocations of the court, each team member not only gets to touch the ball, but has a specific job to do, thus they can develop a niche that is ideal for their skill-set. The skills applicable to Netball, including spatial awareness, give-and-go, ball-handling, and footwork, can be used as teaching tools to build a great foundation for success in various sports already part of the school curriculum. Participation in netball fosters teamwork, cooperation, leadership, and communication among students, that in turn develops into healthy, active membership in the community.

If you have any questions/concerns, feedback, or if you would like to look into booking a school clinic, please do not hesitate to contact our Development Officer; coach@netballalberta.com.

Thank you for introducing netball to your students!

‘Our mission is to champion growth and excellence if the sport of Netball in Alberta.’
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HISTORY OF NETBALL

In 1895, Canadian immigrant to the United States, Professor James Naismith sent his drawings for his newly invented game of basketball to Clara Baer, a sports teacher in New Orleans. Clara misinterpreted Naismith’s drawings to mean that certain players were not allowed to leave certain areas of the court. In 1899, Clara’s mistake was formalized into the rules of women’s basketball as zones. Women’s basketball was then taken to Britain where the original game was transformed into a passing, no dribbling game called “Netball”.

In 1995, Netball became a recognized Olympic sport and was included in the 1998 Commonwealth Games in Kuala Lumpur. The IFNA (International Federation of Netball Associations) is the sole, internationally recognized, governing body of netball. For more information about IFNA you can visit their website at www.netball.org.

Netball in Canada continues to gain momentum each year. There are four Provincial Netball Associations operating in Quebec, Ontario, British Columbia, and Alberta that currently participate in Canadian Netball National Championships. Netball Alberta recently celebrated their 40th Anniversary! Netball Canada (www.netballcanada.com) is a member of IFNA and the body responsible for training Canada’s top athletes to participate in international competitions including the Netball World Championships.
INTRODUCTION TO NETBALL

Netball is a fast moving, dynamic sport made up of passing a ball and shooting into a goal similar to a basketball hoop but without a backboard. Once a player has caught the ball, they cannot run or dribble with it and have three seconds to pass or shoot, depending on where they are on the court. Although you wouldn’t always believe it when watching high level and international matches, netball is also a non-contact sport.

Netball is played on a rectangular court measuring ~30m x 15m. The court is divided into thirds, two goal thirds at either end of the court and one centre third in the middle. In each goal third there is a semi circle known as the goal circle, goals must be attempted and scored within this circle. Every goal is worth one point. In the centre third there is a small circle known as the centre circle, this is where games are started and re-started after every goal is scored. The games are started and re-started with a centre pass taken by the centre player standing inside the centre circle. The centre passes are alternated between the two teams without taking into account which team scored. For example, if the red team has just scored, they will get the next centre pass if it is their turn.

COURT SET UP
Positional Information

Each team has seven players on court and every player has a specific position and role to play on their team which is designated by the letters on their bib or pinnie. No single player is allowed in all areas of the court so it is important to know the positional areas as going out of your area will result in an offside call.

GK (Goal Keep)
- Defends the area of the goal third especially in the goal circle.
- Aims to reduce the movement, shooting accuracy, and rebounding opportunities of the GS.
- Centre begins the game with a centre pass in the centre circle inside the centre third.

GD (Goal Defence)
- Defends in both the goal and centre third areas.
- Aims to reduce the movement, shooting accuracy, and rebounding opportunities of the GA.

WA (Wing Attack)
- Allowed movement in the centre and goal third, excluding the goal circle.
- Is the key deliverer of the ball to the shooters and predominately the first option to receive the centre pass.

WD (Wing Defence)
- Defends the centre and goal third areas excluding the goal circle
- Aims to limit the WA attacking the ball and passing into the circle.

GA (Goal Attack)
- Allowed movement in the centre and goal third, able to shoot for goal (as well as GS).
- Often needed as a receiver of the centre pass.

GS (Goal Shoot)
- Allowed movement within the goal third, main goal is to get into a good position near the post and shoot for goal.
- If accuracy is lacking GS also aims to rebound own and GA’S shots along with the GA.
A game of netball is made up of **four quarters, each lasting fifteen minutes**. There is a five minute half time break and two two minute breaks after the first and third quarters. The team that scores the most goals wins. Goals can be scored by the **GS and the GA only**, so the team must create opportunities for them to score by passing the ball down the court and ‘feeding’ the ball into the shooters in the circle. If the ball goes out of court, it is **thrown in** by the team that was not the last to touch the ball before it went out of court. The throw-in is taken from exactly the same place where the ball went out. Throw-ins can be taken by any player allowed in that area of the court. For example, a centre player is not allowed in the circle, therefore cannot take a throw-in from behind the circle.
Equipment

- Netball (size 5 for 8 years and older)
- Bibs/pinnies (seven positions per team, indicated on the bib)
- Two Goal posts - free standing, no backboard
- Netball court (see above for court set up)

If you are hosting a Netball Alberta school clinic, the necessary equipment will be supplied by Netball Alberta for the duration of the clinic. When ordering your own equipment, please contact Skyline Athletics for up-to-date pricing and shipping information, https://www.skylineathletics.com/.

**Netball**
Rugged 18 panel composite ball with pebbled finish for sure grip. Official size 5.

**Netball Pinnies/Bibs**
Set of 7 bibs with position letters screened front and back. Available in Yellow, Green, Blue, or Red.

**Netball Posts**
Uprights manufactured from 50mm diameter x 1.6mm thick-plated steel with punched hole which allow hoops to be adjusted to 2.5m, 2.6m, 2.7m, and 3.05m heights. Triangular base which doesn’t protrude into the playing court, complete with double Nylon wheels and rubber pads for floor protection. Complete with 10mm solid steel hoops and rings.
BASIC RULES

Footwork
A player cannot take two steps with the ball, hop or drag the landing foot (the first foot to hit the ground), (Free pass).

Held Ball
Once the ball is caught it must be passed or shot within 3 seconds, (Free pass).

Contact
No player may contact an opponent, either accidentally or deliberately, or contact the ball while it is in another player’s possession, (Penalty pass, or shot if within goal circle).

Obstruction
A player must stand 3ft from the player with the ball, (Penalty pass, or shot if within goal circle).

Offside
A player may not move out of their area with or without the ball, (free pass to opposing team, where infraction occurred). (On a line is within the area or not offside)

Out of court
The ball is out of court when it contacts anything outside the court area (not the goal posts). The ball is returned into play by a throw-in taken from a point outside the line where the ball left the court. The player stands with foot close to the line and the ball must be thrown within 3 seconds of being picked up.

Replayed Ball
The ball cannot be bounced or thrown to oneself without touching another player or hitting the post first, (Free pass).

Over a third
Ball may not be thrown over two transverse lines without being touched, (Free pass).

Untouched
The centre pass must be caught or touched within the centre third prior to moving into either goal third, (Free pass).

Breaking
A player may not enter the centre third on the centre pass prior to play being started by the umpire’s whistle, (Free pass).
NB:
Each goal is worth one point only and must be shot within the goal circle.
The game is started and restarted after each goal with a centre pass from the centre circle.
A penalty pass or shot is set up where the infraction occurred and the offending player must stand beside the player taking the pass or shot, out of play until the ball has been passed or shot.

SESSION PLANNING RESOURCES

Before You Begin

Steps for planning your netball session:
1. Ensure all necessary equipment is available – bibs, balls, nets, cones, spots
2. Ensure your gym space is safe and netball court markings are in place on the floor
3. Safety check of equipment and area conditions
4. Show instructional video - Example – “Netball Game – Rules Introduction” by Into-Sport
5. Introduce students to history of netball and basic rules, this could be done through a Netball Alberta school clinic or for instructors to undertake a Teacher Information Session on instructing the basic rules of netball to new students
6. Choose a netball appropriate warm-up from Section 1
7. Choose a category of netball skills to focus on
8. Pick 2-3 drills from that category to incorporate in your session, based on length of session
9. Play a game of netball or modified netball to consolidate
10. Grading your students can be based on the success criteria within each drill and how these criterion are expressed during gameplay

*For your knowledge, in the diagrams:

W – Worker
P – Passer
A – Attacker
D – Defender
S – Shooter

Games & Drills
1) Warm-Up Activities
2) Passing and Catching Drills
3) Footwork Drills
4) Attacking Skill Development
5) Defensive Skill Development
6) Goal Shooting
7) Game Sense
Warm-up Activities

**SNEAK UP ON GRANNY**
*Entire class*

**Emphasis**
- Emphasize stable body position and reactionary stopping on cue
- Demonstration of an understanding of change of pace and use of court space to drive to a goal

**Equipment**
- Half court gym space or outdoor space

**How to Play**
- One player/coach (‘granny’) to stand in the centre circle with their back facing the players lined up across baseline
- On granny’s call of ‘go,’ players can begin to move, (run, skip, walk, jog,) toward Granny
- If granny turns to face the approaching players, they must use their stability and balance to stop (see footwork rule), if granny sees any player move, she/he sends them back to the start/baseline again

**Success Criteria**
- Grades K-3
  - The aim is to be the first player to successfully tag granny using a stable body position and quick stopping reactions to get there without being sent back

**Progression Points & Modifications**
- Put players in teams so they must cooperate in order to be the first team to sneak up on granny and implement a team mentality
- Add obstacles
- Designate which movement pattern the students are to use to reach granny (bear crawl, crab walk, hopping etc.)
**Octopus Tag**
*(Entire Class)*

**Emphasis**
- To introduce the idea of stopping upon receiving a pass to younger students
- To demonstrate the pivoting skill by planting one foot and moving the other to change direction or reach

**Equipment**
- 1 set of bibs to be given to the ‘It’ players

**How to Play**
- The entire class lines up behind a starting line on one side of the gym (these are the “Fish”)
- The goal of the fish is to run across the gym and successfully cross a designated line on the other side where they are safe from being tagged by the ‘It’ players or the “Octopuses” (Octopi) in the ocean
- If they make it to the opposite side safely, they must wait until the teacher/coach calls “Octopus” again so they can run back to the starting line and so on, until all fish are tagged
- The Octopus has a bib to show the class that they are ‘It’, hand out approximately 5 bibs to students
- If a fish gets tagged while in the ocean (designated play area between two lines on either side of the court inside the “beach”) they must halt immediately, as if they caught the ball, and they become “Seaweed”
  - One foot stays planted on the ground, but they can use the other to pivot and reach further in an attempt to tag fish as they run by them in the ocean
  - The octopi and seaweed work together to tag the fish during each rush across the ocean
- The fish must stay within the boundaries of the ocean
  - If they cross into the area designated as the beach, they must become seaweed within the ocean
- The aim of the game is to be the last fish who has not been tagged

**Success Criteria**
- Grades K-3
  - Players are honest and stop when they are tagged or run out of bounds
  - Those who become seaweed use a consistent foot as their landing foot and do not move from their spot in order to tag players or rejoin the fish team prematurely
  - Seaweed players pivot to follow the movement of the fish and demonstrate understanding of the pivoting concept

**Progression Points & Modifications**
- Increase/decrease the playing area
- Increase/decrease the number of ‘It’ players
RATS & RABBITS
(Entire class in pairs)

Emphasis
- To increase speed of footwork and decrease reaction time
- Demonstration of immediate and appropriate response to communication, useful for developing response to teammates calling directionality to defensively gain interceptions

Equipment
- Gym

How to Play
- Players split into two teams and line up facing away from each other through the centre of the court
- Coach to call ‘rats’ or ‘rabbits’
- If ‘rats’ is called- rats must run to a designated line in front of them, (home), without being tagged by their partner/rabbit
- If ‘rabbits’ is called- rabbits must run to their line to be considered home
- If either of the rats or rabbits are tagged by their partner in the opposite team they must join that team and change animals

Success Criteria
- Grade K-2
  o Tag the opposition team before they make it “home” to strengthen their own team and increase numbers
- Grade 3-6
  o You can noticeably see a decrease in response time to a command due to the limitation of rock back prior to take off
- Grade 7-12
  o Players show a skillful use of court space in order to evade their chaser
  o A player demonstrates a physically literate ‘on the mark’ preparation for sprinting set up, with one arm ready to drive the movement of the opposing leg and hip

Progression Point & Modifications
- Change the distance between the lines, modify the length they have to run before getting home
- Incorporate additional commands, such as left and right to indicate where the called player should run (ball vs post) to make more applicable to game situation
**Knee Tag**  
*(Entire class in pairs)*

**Emphasis**

- To showcase a strong active ready position, knees slightly bent on the balls of your feet, ready to quickly sidestep to evade your partner’s tag
- Emphasize the importance of quick feet when defending a player and using those movements to get in front of your check for an interception
- Use of change of pace in attacking movements in attempts to tag

**Equipment**

- Timer
- Safety consideration: be aware of players knocking heads, emphasize body awareness

**How to Play**

- Players are in pairs and facing each other
- On ‘go’ the players aim to tag the others knees while trying to move and defend their own from being tagged
- Count the number of knee taps each player gets within a 30 second time interval

**Success Criteria**

- All Grades
  - There are both attacking and defending success criteria for this game
  - Attacking success can be measured in the number of successful knee taps a player gets, evidence of their dodging, and skillful attacking movements, to trick the defending player
  - Defensive evasive movements, quick feet, and knowledge of body positioning to avoid being tagged are practiced
  - The fewer number of times a players knee taps is a reflection of their defensive mindset

**Progression Points & Modifications**

- If too easy, change to ankle tag
- If too challenging, change to hip tag
- Make this into a tournament, rather than switching partners randomly, have winners continue to face each other until there is an ultimate champion
**ROCK, PAPER, SCISSORS, RUN!**
(Entire class split into teams of approximately 5-10 players per line)

**Emphasis**
- Teamwork and communication skills are utilized to ensure that no player from the opposing team is able to reach the finish line

**Equipment**
- A court with the above lines (use a goal third) or cones to show where players must run

**How to Play**
- Players split into two teams and line up at the left and right corners of the same end of the court
- On ‘go’ the first person in each line runs up to the first transverse line and in towards the middle of the court until they meet
- Upon meeting the runners do ‘rock, paper, scissors’ (until there is a winner)
- The winner carries on running along the line toward the opposition’s starting place, the loser is to go back to the back of their line, while a new runner from their line takes off to meet the winner where rock, paper, scissors is performed again
- The aim: to get across the line of the opposition’s starting point = 1 point
- First team to 3 points wins!

**Success Criteria**
- Grade K-2
  - Players improve their grasp on the concept of rock, paper, scissors, and promptly return to their line or communicate to a teammate after a loss
- Grade 3-9
  - Players understand the urgency to gain ground after a win and quickly begin sprinting to the finish line
  - Players demonstrate effective communication upon a loss in order to quickly place another player in the opposing team’s path to prevent them from reaching the finish line and scoring a point

**Progression Points & Modifications**
- Increase/decrease the number of points a team must get before they can win
- Increase the number of lines or paths a player can take so players must react to the opposition’s decision making and meet them on that path
- Increase the number of players in play at a time, have multiple games of rock, paper, scissors, going so the next player in line must demonstrate fast reaction time
**Cones Up, Cones Down (Volcanos & Saucers)**

*(Entire class, split into teams of 10)*

**Emphasis**

- To encourage strategic thinking in order to flip the most cones
  - Accumulate cones in a small space so they can be easily defended – similar to netball’s positional allocations, defending a space
  - Follow a player from the other team flipping their cones back as they go – mimics the idea of man-to-man defence
- To focus on quick feet, reaction time, and change of direction to reach and flip as many cones as possible

**Equipment**

- Approximately 21 cones, an uneven number
- A goal circle or court space

**How to Play**

- Cones to be spread in a confined space (e.g. goal circle) half of which are to be upright with the widest opening facing the ceiling (saucers), half are facing downward (volcanos)
- Place an uneven number of cones on the ground
- Players split into two teams, one team begins turning them upwards, and the opposing team places them back upside down
- Each time a player touches a cone they must make a change in direction
- Instruct the players to only flip one cone at a time by keeping one hand behind their back and refrain from crawling around the floor to emphasize quick feet
- After 60 seconds the team with the majority of the cones facing their direction wins
- Ask the players what strategies they implemented as a team, then relate these back to a game of netball

**Success Criteria**

- Grade K-2
  - Players are able to refrain from crawling on the floor and crouch instead
  - Players are able to follow instructions and only use one hand to flip cones
  - They are able to articulate strategies that translate into netball game play
- Grade 3-6
  - Players swiftly travel low to the ground using sidesteps in an athletic stance to flip cones
  - Players noticeably implement strategies

**Progression Points & Modifications**

- Increase/decrease the space
- Increase/decrease the number of cones
- Add a sequence they must perform with the cone before it can be flipped, for example run with it to the wall and back
- Modify the game to mimic a game of capture the flag
  - Each team must gather as many cones in their safe zone as possible, but if they are tagged in the defending team’s zone, they must return to their zone without a cone

**Bib Tails**
*(Entire class split into teams of 5-10)*

**Emphasis**
- The concepts of spatial awareness, teamwork, and use of body position to defend the bibs are exhibited

**Equipment**
- 2 sets of bibs per team
  - Each team will wear a specific bib colour, in order to recognize their teammates
  - Another bib (not necessarily a netball bib) will be tucked in the side of each player’s shorts with enough showing so that it can be easily removed by an opposing player

**How to Play**
- Each player is to be given one bib, to be folded in half and placed inside shorts in the middle of the back or on the hip
- On ‘go’, each player aims to steal one bib at a time from the other players, while ensuring theirs is not stolen from them
- Players can only take one bib at a time and must place it inside their shorts immediately, they get three seconds counting out loud to secure their new bib
  - If two bibs are accidentally stolen, one is to be given back to that player
- The bibs cannot be held in place by hands (observe contact rule)
- Following each 60 second round the team reconvenes and counts the number of bibs they have
- The team with the most bibs in their possession is the winner

**Success Criteria**
- Grade 3-6
  - Players work in pairs within their team to corner opposing players or distract them so their bib can be stolen by a teammate
  - There is evident of thoughtful strategy
- Grade 7-12
Players use speed and swift movements to steal bibs from the opposition without being noticed

Progression Points & Modifications
- Increase/decrease the space allotted for the game
- Start with only one team having bibs to be protected to drive the urgency of the other team
- Increase/decrease the allotted time

**Netball Tag**
*(4-25 Students/Entire Class)*

**Emphasis**
- To practice a passing and catching skills
- To emphasize the importance of passing to the space ahead of your receiver
- To demonstrate the importance of the 3 second rule for quick passing
- To reinforce proper footwork technique

**Equipment**
- 1 ball
- Enough netball bibs or coloured pinnies (can be without letters) for all or half of the participants
- Playing area – one netball third

**How to Play**
- Split the class into two even teams, giving one group bibs
- The ‘It’ team must pass the ball between teammates without breaking the footwork rule upon receiving the ball, until they are close enough to tag a member of the opposite team without the ball leaving their hands
- Once a member of the opposition has been tagged, that team becomes the ‘It’ team
- If players go outside the playing area, it counts as a tag and the ‘It’ team swaps

**Success Criteria**
- Grades K-3
  - Successfully catching the ball
  - Stopping upon receipt of the ball within a few steps
- Grades 4-8
  - Stop upon receipt of the ball without any footwork
  - Successfully demonstrating the chest pass or shoulder pass
- Grades 9-12
  - Demonstrate an advanced understanding of the footwork rule by receiving and passing the ball on the move and using the pivoting foot to reach to tag players
  - Using body language to indicate direction of pass
  - Increased awareness of teammate positioning in relation to opposition
  - Quick decision making

**Progression Points & Modifications**
- Increase the playing area
- Implement minimum passing number before tagging a player
- Don’t change tagging teams until the opposition has been tagged five times
- If they break the footwork rule, it is considered a tag for the other team
- **Variation – for smaller groups:**
  - Start with only 2 players ‘It’ with the goal of tagging all players to win
  - As each player is tagged, they collect a bib from the sideline and join the ‘It’ team
  - If a player steps out of the playing area, they must automatically join the ‘It’ team

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**TAPPING GAME**
*(Entire Class)*

**Emphasis**
- Teamwork and communication skills to ensure that no player from the opposing team is able to tap the ball on the ground the required amount of times
- Demonstration of an understanding of one-on-one defence versus zone defence
- Demonstration of immediate and appropriate response to communication, useful for developing response to teammates calling directionality to defensively gain interceptions

**Equipment**
- 1 ball
- Enough netball bibs or coloured pinnies (can be without letters) for all or half of the participants
- Playing area – netball court

**How to Play**
- Split the class into two even teams, giving one group bibs
- The team in possession must pass the ball between teammates without breaking the footwork rule upon receiving the ball and attempt to tap the ball on the ground 10 times without a member of the opposite team tagging them while they have the ball
- Once a team reaches 10 taps, they receive a point
- Play until one team reaches three points
- Students can decide to attempt to tap the ball on the ground or pass the ball to a teammate if at risk of being tagged
- If a student is tagged, the opposite team gains possession of the ball
- If players go outside the playing area, it counts as a tag and the possession swaps to the other team

Success Criteria

- Grades K-3
  - Successfully catching the ball
  - Stopping upon receipt of the ball within a few steps
- Grades 4-8
  - Stop upon receipt of the ball without any footwork
  - Successfully demonstrating the chest pass or shoulder pass
- Grades 9-12
  - Demonstrate an advanced understanding of the footwork rule by receiving and passing the ball on the move
  - Using body language to indicate direction of pass
  - Increased awareness of teammate positioning in relation to opposition
  - Quick decision making

Progression Points & Modifications

- Increase/decrease the playing area, and the number of required taps
- Increase/decrease the number of players
- Implement a maximum number of taps one person can tap before passing e.g. a student can only tap once therefore ten passes and taps must be completed before a point is awarded
Passing & Catching Drills

**CATCH 10**
*(Entire class, Groups of 10)*

**Emphasis**
- To demonstrate proper passing technique to younger grades upon introduction of passing and catching skills
- Encourage improvement in speed and accuracy of passes as well as adjustment of a player’s own passing to accommodate the skill level of classmates

**Equipment**
- 1 ball per group, size 4 netball or soft volleyball for kindergarten – grade 2 students

**How to Play**
- Players in two teams, arranged in two circles, with each person standing about 2m away from each other
- Team which will win is the team who can complete ten circuits the fastest, without mistakes or 10 successful passes without a drop
- If the ball is dropped, it goes back to the first person in the circuit, or the count restarts at zero

**Success Criteria**

- **Passing**
  - Thumbs and fingers should make a “W” grip behind the ball (keeping the elbows in)
  - Should be able to make passes from both left and right sides
  - Body weight should be balanced over both feet, one foot to step slightly in front of the other
  - Weight to be on the front foot as pass caught and released
  - Arms to follow through with pass, ending with finger tips pointing to target

- **Catching**
  - The hands, arms and body should drive forward to meet the pass
  - Allow arms and hands to ‘give’ and bend towards the body as the ball is caught
  - Fingers should be spread on the ball and controlled with the fingers, not the palm of the hand

- **Grade K-3**
  - Beginning to demonstrate chest, bounce, and overhead passes
  - Players recognize when a pass will not reach them and they move forward in an attempt to catch it
  - They no longer shy away from the ball when it is passed to them

- **Grade 3-6**
  - Increasing level of strength and accuracy evident in passes
o Passes remain accurate over greater distances
o Speed at which this drill is performed increases
- Grade 7-12
  o Passing strength and accuracy is equal and of good quality with both left and right hands
  o One-handed and two-handed shoulders can be performed
  o Players can easily adjust to recover poor passes

Progression Points & Modifications

- Change the space between players, increase the size of the circle
- Introduce a fluid or moving circle, while still adhering to the footwork rule when the ball is caught
- Introduce a variation of passes
- Have players keep their gaze directly ahead, but using their peripheral vision to know when they are about to receive a pass
- Alter the circuit, instead of simply passing clockwise or counter-clockwise around the circle, sporadically pass between teammates in the circle so everyone is on task
  o Call the players name prior to passing to them or give each player a number and pass in numerical order
  o Pass the ball 1 person to the right and move two spaces to the left
**BANANA PEEL**
*(Groups of 6-12)*

**Emphasis**
- To encourage quick passing and catching and engrain that movement should immediately follow a pass
  - In this case the passer is then clearing space for a teammate to receive a pass and running down court to prepare to receive a second pass
- Emphasize the clearing out motion, be sure that a player does not run through the passing lane

**Equipment**
- 1 or more balls per team, 1 to begin with
- Length of the netball court

**How to Play**
- Players split into two teams and form two lines facing the middle (face to face)
- The ball will always start at the far end of the line (farthest from the intended direction of movement)
- The ball is passed in a zigzag shape to the next person in the line opposite, back and forth
- After the ball is passed, the passer is to use small footwork, (little steps) and roll away from the next person in their line, run behind the people in their own line and to the end of the same line in order to receive the last pass
- The lines should move down the court together

**Success Criteria**
- Grade 2-6
  - Players recognize that they should refrain from inching closer to the front of the line to receive a pass, so they don’t take longer to get to the finish line
  - All players are on task in order to be prepared for a pass and move the ball down the lines quickly
  - Players sprint to the end of their line without running through the passing lane

**Progression Points & Modifications**
- If there are more than twelve players there can be a second team made (six minimum) race to the other end of the court
- With no dropped balls!
- Once mastered and confident, a second and possibly third ball can be added (only roll and run after the last ball has been passed)
**COBS**
*(Groups of 8-16)*

**Emphasis**
- Use as a method to introduce young students to a variety of passes, including the overhead and shoulder pass
- Emphasize proper passing technique

**Equipment**
- 1 ball per group to begin with

**How to Play**
- Eight or more players in four corners making a square, (at least two at each corner) passing the ball in a clockwise direction and then running behind the cone they have just passed to, using the following pattern of passing:


**Success Criteria**
- Grade 3-6
  - The individual style of each pass is recognizable
  - Players make an effort to catch stray passes
  - Passing strength and accuracy improves
- Grade 7-12
  - See modification with drive and pass into the space
  - Accurate passing to the space
  - Proper footwork when receiving a pass on the run

**Progression Points & Modifications**
- Multiple groups can compete in a relay wherein the first team to 20 successful passes wins
- Increase the size of the square to increase the passing distance
- Add a second ball
- Add movement, or a drive onto the pass
  - The first person in the receiving line drives halfway between their line and the next clockwise
  - The passer must judge the speed of their drive and aim to pass the ball to the player’s space at the midway point between the lines
  - The receiver must then pass the ball to the next player with a running step to avoid breaking the footwork rule
  - The next receiver must time their drive so as not to delay the flow of the drill
  - Have each receiver make a preliminary dodge prior to their drive
**Order Ball**
*(Entire Class)*

**Emphasis**
- Implement the variety of passes in game situation with defensive opposition
- Maintain the quality of passes under pressure by passing to the receiver’s space and placing passes in a space without a defender
- Focus on fostering a player’s decision-making ability in offering them a variety of passing types to be used in various situations based on a defender’s positioning in relation to an attacker

**Equipment**
- 1 ball
- 2 sets of bibs

**How to Play**
- Players are divided into two teams and spread throughout one third
- One team is A, one team is D. (A=attack, D=Defence)
- On the A team, players are numbered 1-5
- The aim is to see how many successful passes can be made in the correct numerical order
- D team is working on intercepting the ball and pressuring the passes for one minute
- The D team then to become A team and vice versa
- One minute to be given to new A team as above
- Teams are then given one minute to discuss how they could be more effective in increasing their number of successful passes.

**Success Criteria**
- Grade 3-6
  - Passers are less frequently dropped, due to increasingly accurate passes
  - Attacking team is able to successfully pass in numerical order due to success of attacking movements to break free of defenders
  - Players recognize the benefits of implementing a quick give and go strategy to maintain any lead on a defender
- Grade 7-12
  o Defending team recognize the numerical allocations of the attackers and use this to
    their advantage in an attempt to double team or make it extremely difficult for the next
    player to get open
  o Attacking players work as a team to counter this and screen defenders so their
    teammate is able to break free

Progression Points & Modifications
- Possible Questions for each team to consider
  o “How (on attack) could we beat the D?”
  o “How could we change our defence to get more intercepts/tips?”
- Modifications:
  o Change the order of the passing (e.g. Reverse 5-1)
  o Encourage the players to use varying styles of pass (refer to COBS drill)
  o Add another ball

Magic Triangle

(6+, ideally numbers divisible by 3)

Emphasis
- Encourage players to be more cognizant of court balance and thoughtful in their passing
  decision making
- Focus on passing quality

Equipment
- 1 ball

How to Play
- Players are divided equally into three lines, facing each other in a triangle formation
- One player starts with the ball and chooses to pass to the first player in either of the remaining
  lines
- They then run to the opposite line to which they passed the ball
- After 20 passes the number of players in each line must be equal
- Players must avoid passing the ball in a continuous circle around the triangle

Success Criteria
- Grade 3-6
Players should exhibit strong passing quality
Players communicate which line the ball should be passed to next if certain players have difficulty recognizing the pattern

- Grade 7-12
  o Players pass the ball quickly showing foresight into which line is in need of players
  o Players demonstrate strength and accuracy from both hands passing various distances
  o The addition of a defender does not deter players from equalizing the lines, fake passes are utilized
  o Defenders understand which line they should be covering close to the end of the game

Progression Points & Modifications

- Increase/decrease the size of the triangle/distance between lines to change the type of pass that is appropriate for such distances
- Place stipulations on the type of pass that must be used
  o Ex. Bounce pass to the right
  o Shoulder pass to the left
  o Use non-dominant hand only
- Add a defender to complicate passes
Footwork Drills

**Speed Ladder**
*(Groups of 3-10)*

**Emphasis**
- Emphasizing stable body position, feet remaining underneath the body, using little feet, (small steps), and very little weight on feet
- Work towards increasing speed and more complex footwork patterns

**Equipment**
- 1 or more agility ladders and 1 ball (1 per group of 10 students)

**How to Play**
- Speed ladder to be set up and coaches to determine first three activities to use. Players to be asked if they know any, or could come up with three more activities.
- Examples:
  - One foot in each square
  - Two feet in each square (hop)
  - High knees
  - Side steps, scissors
  - Twisties
  - Icky Shuffle
  - Salsa (In, In, Out, Out Sideways)
  - Lateral Crossovers
  - See Canadian Sport for Life – Physical Literacy Movement Preparation for more ideas

**Success Criteria**
- Grade K-2
  - Simple footwork patterns
  - They are able to avoid stepping on the ladder while performing the actions slowly
  - Light on their feet
- Grade 3-6
  - More complex footwork patterns
  - Eyes up, while beginning to exhibit increased speed
- Grade 7-9
  - Elaborate footwork patterns with light quick feet
  - The addition of a ball does not alter the worker’s ability to successfully travel through the ladder with speed
  - The worker’s passes back are strong and appropriate pass types are utilized based on distance the ball must travel
Progression Points & Modifications

- Add a ball
  - One player starts several feet behind the end of the ladder with a ball
  - They continually pass chest passes to the worker as they run through the ladder encouraging the worker to keep their eyes up once they have mastered the footwork
  - The passer gives the ball to the worker once they reach them and runs to join the workers at the end of the line

- Relay
  - Have two lines with a ladder each, incorporating a ball or not, and have them race through the ladder
  - They must each perform each of the predetermined styles once before they can sit down and win the relay

**AROUND THE WORLD**
*(Groups of 8+)*

**Emphasis**

- Emphasize landing in a stable body position and use of various pivots
- Incorporate practice of team attacking skills and defensive systems within this drill

**Equipment**

- 1 ball
- Bibs to identify defending team

**How to Play**

- Players divided into two even teams, one team on the outside of the designated area, and one team inside
- Players inside the area move around the area receiving as many passes as possible, must land “one, two,” when receiving the pass
- Ball is returned to the post/passer they received from before driving somewhere else to receive another pass
- Cannot move around in a circular pattern, must change direction, drive, and look for space
Success Criteria

- Grade 3-6
  o Implement various footwork patterns
  o Able to land and push off both left and right feet with equal strength
- Grade 7-12
  o Players showcase their knowledge and execution of various pivots (inside, outside, and reverse) while working inside the area to get free for passes
  o Spatial awareness and communication is utilized between attacking team members to effectively clear and drive into the small space without congestion
  o Leading and reading skills are evident
  o Players quick release upon receipt of the pass and look to move ahead of the play in around to complete the trip around the world swiftly and effectively

Progression Points & Modifications

- Progress to using different movement patterns within the area
  o Zig-zag run, change direction, push off different feet
  o Run to cones, land on left foot, right foot etc
- Add an additional team of defenders inside the area
  o The attackers must count how many times they can get the ball around the world successfully (pass the ball to each post outside the area once) in a given amount of time
  o Then trade which team is working, defenders and posts
- Modifications: make space bigger/smaller area
**Race Ball**

*(Groups of 8+)*

**Emphasis**

- Reinforce stable body position, quick release, and passing techniques
- Being able to pivot into a goal zone in order to score, forces players to be more cognizant of their footwork and use pivoting to their advantage
- Emphasis is placed on giving and going and getting ahead of the play, due to its clear advantage
- Players recognize the requirement to spread out and use the entire court with the four goal zones being scattered across the court

**Equipment**

- 8 cones to map out 4 goal zones
- One set of bibs to identify the defending team

**How to Play**

- Two equal teams, four goals marked with cones, all netball rules apply
  - Footwork, Held Ball, Contact, Obstruction, Replayed Ball
  - No rules involving positions or boundaries
- One team A (attack), one team D (defence)
- Team A gets one minute to score as many goals as possible before switching roles with team D
- Goals are scored by player standing with ball straddling the area between 2 cones (goal area)

**Success Criteria**

- Grade 3-12
  - Attacking team success
    - Players utilize all four goal zones, but do not remain in those zones for the whole game
    - Attackers spread out on court and demonstrate quick release
    - Players make an effort to pivot into goal zones when they are close to scoring
    - Players land and pivot in the air in order to move the ball down court swiftly
Defending team success
- Defenders recognize the need to cover the goal zones, but understand that individual players must be defended as well

Progression Points & Modifications
- Progression: Everyone in team has to receive a pass before a goal can be scored
- Questions to ask:
  "What can we do if it is hard to pass the ball?"
  "How can we stop them from scoring?"
  "What pass are we using the most? Why? Could/should we be doing something different?"

CROSS-OVER
(Groups of 4)

Emphasis
- Emphasize players pushing off on the outside foot, turning their hips to sprint, passing with the hand on the side the ball was received on, and passing to the space before the worker reaches the passing lane

Equipment
- 2 balls between 4 players

How to Play
- Within each group, two players act as workers, with the other two being passers
- The passers stand 10 ft apart facing the workers rather than each other
- The workers each start directly across from a passer, then turn their hips and sprint towards each other in unison, careful to communicate which player will run in front and which will run behind in relation to the passers
- Once they reach the next passer they will receive a pass
- The worker must anticipate this pass, land with the majority of their weight on the outside foot, release the ball with a hard shoulder pass back to the same passer, then push off that outside foot to sprint back in the direction they came to receive another pass from the first passer
- This continues for 45 second working intervals counting each pass, then the working pair becomes the passers and vice versa
- Each group aims to get the highest number of passes in the allotted time, being a reflection of their passing, footwork, and sprinting speed
Success Criteria

- Grade 7-12
  - Adept in passing with left and right hands
  - Able to land on outside foot without footworking
    - This is based on their anticipation of an incoming pass and ability to balance their body over their feet upon landing and cushioning their weight prior to take off
  - Passers time their passes well in order to pass the ball directly in front of them prior to the worker reaching that spot

Progression Points & Modifications

- Add variations in footwork patterns
  - The worker must instead do an outside pivot, following the momentum of the ball around as they catch and carry the ball
  - Once they have made the full turn and are facing the way they intend to drive, they can bounce pass the ball back to the passer they received it from
- Make one of the workers a defender
  - The single worker must now drive back and forth to receive passes from both passers, but they must make preliminary moves in order to trick the defender first
Attacking Skill Development

**INDIVIDUAL ATTACKING MOVEMENTS**

*(Small groups of 3)*

**Emphasis**

- Introduce netball specific and multisport forms of attacking movements that can be used to evade defenders
- Focus on the most efficient forms of footwork to perform each movement as well as the sprinting directional movement to follow to ensure receipt of a pass
- To emphasize individual skill building and demonstrate understanding of when each movement is best used on court in game play

**Equipment**

- 1 ball between 3 students (1 passer, 1 attacking worker, 1 passive or active defender depending on level of introduction and skill)

**How to Play**

- For each of the following skills, they are best taught in small groups to focus on individual technique, but can be modified to teach in a larger group with lines of attackers and defenders receiving passes from a teacher or a designated passer
- A and D to line up side-by-side and, A to practice attacking movements around D from both directions.
- Passer to give feedback.
- Attacker to receive five passes using a combination of directions; pass must be received in the space.

**Dodging**

- A basic attacking movement that is easy to grasp for younger grades and very transferable between sports
- A defending player starts between the attacker and the passer, either facing the attacker or with the attacker on their back (practicing both methods of defence)
- The attacker can make multiple movements left to right, but once they intend to break free of their defender in a full sprint, they take a few steps in one direction at speed, then landing strongly on their outside foot, they push off, turn their shoulders and sprint in the opposite direction

**L-step**

- Most effective when two players start simultaneously (on the whistle) behind the third line on a centre pass
- Using a line on court, the attacking and defending players set up side-by-side
- The attacker places more of their weight on their outside foot (farthest from their defender) with their inside foot barely touching the ground
- On the whistle, or when the passer tosses the ball up to his/herself, the attacking player steps widely across the defender with their inside foot then sprints towards the passer on an angle

**Roll-Off**

- A half roll gives the defender the impression that the attacker intends to drive away from the ball, but in fact, they make a quick turn to drive to the passer
- Beginning to the side or slightly behind the defender (T-off)
- The front foot (closer to the play) steps across the front of the stationary attacker as the back foot stays stationary until it reaches the ground 180 degrees away from the intended direction of the drive
  - This forces the attacker to turn inwards with their shoulder brushing past the defender to convince the defender that they will be running behind them
- The attacker then pushes off of this newly planted foot, and pivots their stationary foot quickly, completely a ¾ turn and driving towards the player with the ball, leaving their defender in the dust
- Once on the other side important to keep driving towards the ball to make the most of the space created through the roll.

**Front Cut**

- The attacking and defending players start side by side facing the passer
- The attacker turns and sprints in the opposite direction of the defender
- Once the defender slightly surpasses the attacker (overcommits), the attacker plants their inside foot (closest to the defender) and turns their body towards the passer
- Their next step should be with the opposite foot (the original outside foot) to step across the body of the defender before they have the opportunity to turn around, cutting them off and sprinting across them at a 45 degree angle towards the ball
- This step should be a large one to inhibit the defender’s forward movement

**Success Criteria**

- Grades 4-8
  - The dodge is a simple change of direction, but the use of the shoulders and speed is necessary to successfully convince an opponent of your initial direction of motion
  - Look for strong drives on 45 degree angles, or the correct angle the movement calls for
  - Sprint through the pass, in other words, they continue to sprint until the ball is in their hands and don’t stop short of the pass
- Students find success in breaking free from their defender
  - Passes are given to the space and appropriate height
- Grades 9-12
  - Look for students with proper footwork in these movements, they will make the movement quicker and more successful in losing a defender
  - For Roll-Offs they must open their body in the appropriate direction to receive a pass in an open space (avoid facing the baseline when receiving a pass)

**Progression Points & Modifications**

- Players can progress through these attacking movements in order of least to most difficult to master
  - Dodge → L-Step → Roll-Off → Front Cut
- Add multiple defenders or multiple attackers
  - Attackers can read the situation and use the positioning of their fellow attracters to effectively get free from their opponents
- These movements can be put together in series in order to bring the ball down court as a team, wherein attackers can choose which movement to perform in order to get free and land in a position pivoting to pass the ball to the next attacker down court
- Shooters can be made to execute a shot upon receipt of a pass after one of these movements to work on shooting efficacy after exertion
**FOUR CORNERS**
*(Groups of 8-12)*

**Emphasis**
- This drill truly emphasizes the importance of passing to a player’s space
  - “Where they are going, rather than where they’ve been”
- Demonstrate passing on the move and accurate footwork

**Equipment**
- 2 balls per group in one third of a netball court

**How to Play**
- The first player in 2 lines opposite each other each start with a ball
- The players without balls then hold their leading arm out (if you choose to have all players lead with their right arm, they should be receiving a pass from the line to the left of them and vice versa)
  - “Lead with the Left, Receive on the Right”
- The player without the ball sprints to the middle and will receive a pass in the centre of the square, then pass it to the line directly in front of them and run to the back of that line
- The previous passers will then run into the middle to receive a pass

**Success Criteria**
- Grades 4-12:
  - Proper footwork – students must pass as soon as they receive the ball without re-grounding their landing foot after receiving the ball
  - Pass to the space ahead of the runner
  - Heads up! – Always be expecting a pass
- Students must time their drive with the player in the opposite line to avoid one line being ahead of the other and passes going to the wrong player
- Aim to have players receive the pass on the run without stopping to receive a pass that falls short

**Progression Points & Modifications**
- Increase/decrease the size of the squares, forcing players to adjust passing variation and speed
  - This can be done in between rounds or adjusted as the players are continuing to perform the drill
  - Have players bring the lines closer together, reacting quickly and lobbing the ball for a high pass that receivers must jump and land on two feet to catch with appropriate footwork
  - Then instruct players to back up to encourage shoulder passes (passing with left or right hand with equal strength according to which side of the body the player is passing from)
- Cut-The-Cake Variation
  - Set up in the same square fashion, but once a player reaches the centre of the square in their drive, they must quickly put on the brakes and pivot to run back towards the line they came from around the player running towards them to receive a pass from the line they have now opened their body towards
  - More advanced footwork in the centre to do-se-do with their fellow sprinter can be managed by stepping on their outside foot as they pass each other, pivoting to land on their inside foot behind their teammate, then starting to run towards the line they came from with their outside foot
  - “Outside, Inside, Outside”
**AIRPLANE DRILL**  
*(Groups of 12)*

**Emphasis**

- Importance is placed on the ability to change pace to show one’s intention to receive a pass  
  - Sprinting towards a space will indicate an attacking player is making an offer  
- Focus on efficient footwork to dodge or clear around a defending player (in this case a passive defender/post)  
- Demonstrate that clearing space or running away from the prime area to receive a pass can be an effective attacking movement in order to create space for a better option to receive a pass  
- Stress the “Give & Go” as central to a smooth attacking transition down court  
  - All passes are received in the centre of the triangle made by the 3 passers, but each attacker continues to move in and out of that space to create space and continue swift ball movement

**Equipment**

- 1 ball in a half-court gym space

**How to Play**

- The outside 3 passers always pass the ball to the centre of the triangle  
- Worker #1:  
  - The worker who starts with the ball follows their pass and runs around the passer to which they passed the ball (on the left or right of the triangle)  
  - They should take as few steps as possible to get around the passer and sprint directly into the middle – “Outside, Inside, Outside”, towards the opposite side of the triangle  
  - They will receive another pass from the player at the top of the triangle, then immediately pass the ball while running, but avoiding taking 2 steps with the ball, to the passer whom they are running towards  
  - The worker will make a second clearing motion around this defender, then drive to the line of workers to anticipate their next turn  
- Worker #2:  
  - Once Worker #1 has released the ball, Worker #2 sprints to the top of the triangle
In the centre of the triangle they will receive a pass from the post/passer who has just received the first pass from Worker #1.

Upon receipt, they quickly pass the ball to the post/passer at the top of the triangle and continue to run towards them.

They step to the outside of the post/passer with the intention of avoiding the passing lane and quickly dodge around the passer (“Outside, Inside, Outside”), followed by sprinting back through the triangle to their starting line.

They will receive a second pass from the opposite side of the triangle and subsequently throw the ball to the next worker in line.

- Passers must always pass the ball into the space ahead of the worker so they do not have to footwork in order to receive the pass.

**Success Criteria**

- Grades 7-12
  - This is a more advanced drill due to the workers continually having to cross paths and 3 passers working in tandem with 1 ball.
  - Players must demonstrate superior spatial awareness and communication skills to effectively perform this drill as a team.
  - Timing participants’ drives is key so as not to arrive in the centre of the triangle before a pass is ready to be given.
  - Superior footwork can be portrayed when workers dodge quickly around the passers in the triangle with a limited number of steps taken.
  - Pacing accuracy to a player’s space and appropriate timing is integral for success in this drill.

**Progression Points & Modifications**

- Allow Worker #1 to choose which side of the triangle they wish to pass the ball to at the initiation of each round, in order to influence students to quickly respond to their decision-making and drive to the appropriate space thereafter.
- Add defending players in the centre of the airplane to force workers to make an additional attacking movement prior to receiving a pass in the centre of the triangle.
**Triangle - 6 Passes**  
*(Groups of 8-12)*

**Emphasis**

- Emphasis is placed on communication and spatial awareness amongst teammates in this drill
- Participants must read off each other in order to effectively create open space and passing options for their teammates
- They must avoid running into a space without the intention of receiving a pass or actively clearing space so that a fellow teammate can enter that space to receive a pass
- Teamwork must be demonstrated in that they will be a more effective team if they are supportive of one another
- Accurate and appropriate strength of passes must be used to avoid a dropped ball that would result in the team of 3 starting over

**Equipment**

- 1 ball and 1 third of a full court space
- At least 6 players per group

**How to Play**

- Players are divided into 3 equal lines forming a triangle
- The first player in each line must enter the triangle and successfully complete 6 passes amongst themselves before they pass out to the next group of 3
  - Use dodges, clears, and communicate switching places in order to successfully complete the 6 passes and read off each other

**Success Criteria**

- Grades 4-8
  - Players utilize a variety of attacking movements to get free
  - The ball does not follow a circular path
- Grades 9-12
  - Players demonstrate leading and reading skills in attacking movements
    - The player in front dictates the movement of the player behind (who can see the front attacker’s movement, therefore can react in kind, driving to the opposing space)

**Progression Points & Modifications**

- Add defending players, less than, greater than or equal to the number of attackers present
- Increase/Decrease the number of passes they must receive before leaving the triangle
  - Indicate a passing order by numbering off the attackers
- Fake every pass
- Must pass to the second option you see, encouraging players to look for the best option and attackers to make multiple moves if their first offer is not successful
**THE GAUNTLET**

*Groups of 8-15*

**Emphasis**
- Use of creative attacking movements to break free of defenders without getting flustered
- Demonstrating perseverance in continuous offers attempting to receive a pass
- Quick ‘give and go’ passing between attacking players to capitalize on any momentum gained or advancement beyond the defensive players in an area

**Equipment**
- 8-12 cones or spots
- \( \frac{3}{4} \) to \( \frac{1}{2} \) of a court space
- 1-2 balls, depending on whether you would like a second pair to follow the first pair of attackers through the gauntlet more quickly

**How to Play**
- In a row of squares marked out by cones, one Defence occupying one square each (Defence can only defend while players are in their square)
- Two Attackers begin outside the first square (without a ball to begin) and attempt to run through the squares to the opposite end using dodging to get free and past the D in each square without pushing past
- Two Attackers then attempt this with the ball, passing to each other and getting free to move down the squares toward the end
  - One pass must be caught in each square (introducing the ‘over a third’ rule) before you can move onto the next square

**Success Criteria**
- Grade 4-8
  - Players are able to make movements to effectively find an undefended space in which to receive a pass
  - This movement is recognized by the fellow attacking player as a lead for the ball and a pass is successfully received
- Grade 9-12
  - Attacking pairings are able to swiftly move the ball through the gauntlet with minimal stoppage in play or interceptions
  - Use of the ‘give & go’ technique is implemented
- Attackers make smart movements to avoid tiring too quickly and show a superior command of a small space
- Defenders can find success by effectively making a zone in the gauntlet an impasse for the attackers

**Progression Points & Modifications**

- Increase/decrease the number of passes that must be received in each square
- Increase/decrease the size of each square, making use of a smaller space in which to get free for added difficulty
- Increase/decrease the number of defenders in relation to attackers present in each square
- Can introduce competition by timing each pair to get through the gauntlet, ensuring all the rules (especially contact) are adhered to
- This can also be used to practice defensive principles with multiple defenders in a square
  - Defenders could practice man-to-man defensive techniques and communication tactics to increase the time it takes each attacking pair to complete the gauntlet
Defensive Skill Development

**Mirror Tag**
*(Entire class in pairs)*

**Emphasis**
- Introduction of Man-2-Man defensive strategy in keeping up with an opponent’s movements on court
- Engrain the appropriate 3 foot distance when a player receives a pass
- Quick transition from defensive strategy in defending a player without the ball to defending a player with the ball

**Equipment**
- No equipment necessary apart from the lines on the court and a ball if progressions are used

**How to Play**
- In partners, one player is to run/walk/skip/move around the court while partner mirrors the exact same motions
- Coach can stop/whistle to see if players are able to land 3ft away from their opposition each time
- If the situation warrants, you can begin to encourage defending players to put their arms up as if to defend the pass, once their feet are 3ft away from the opposition’s landing foot

**Success Criteria**
- Grade K-4
  - Closely following the actions of their partner without straying too far from their partner
  - Successfully mimic various forms of motion
  - Can demonstrate change of pace required to go from walking to jogging and sprinting
- Grade 5 – 12
  - Look for quick change of direction and minimal response time to opponent’s change of direction
  - Avoidance of overcommitting to opponent’s dodge
  - Use their positional area effectively, demonstrating game situation-type movements

**Progression Points & Modifications**
- Add change in pace, change of direction etc. (aim for players to keep a 3 feet, (0.9m) distance between them at all times)
- Give them positional allocations (bibs of opposing positions for partners)
  - They must stay within their positional area during their movement
- Players success is based on their ability to out maneuver and follow their opponent within their positional area. See Man-2-Man Defensive Shadowing for progressions
**MAN-2-MAN DEFENSIVE SHADOWING**

*(Entire class in pairs)*

**Emphasis**

- Implement the proper interpretation of the contact rule
- Defenders must stick as close to their attacker as possible to limit their movement while maintaining a neutral body stance
- Hands must not rise above a defender’s hips while an opponent is within 3ft of their position, otherwise an obstruction penalty could result
- Focus on quick movements of the feet and head in order to react swiftly to an opponent’s dodges

**Equipment**

- The length of a gymnasium or half court

**How to Play**

- In pairs, start on the baseline with one player in front of the other
- The player in front acts as a defender and their aim is to use their body position to keep their opposing player behind them for as long as possible
- The attacker is meant to dodge to safely get around their defence and sprint to the other end of the gym
- The defender must use a neutral body position (stand straight up without sticking their bum out or hands up) and constantly moving with quick feet to stay in front of their attacker
- Think of being close enough to the attacker to sit on them and know where they are at all times.

**Success Criteria**

- Grade K-6
  - Attackers demonstrate an understanding of the objective of this drill by not simply sprinting past their defender, but attempting to dodge back and forth to allow the defender to practice man-to-man defensive strategy
  - Quick feet, using side step motion rather than turning your hips and sprinting in pursuit of your attacker
  - Effective delay of attacker’s traverse of the court
- Grade 7-12
  - Defenders stay on the balls of their feet, side stepping to follow the attacking movements of their opponent
  - Their body should be covering at least one half of their opponent’s body at all times, with an understanding of the importance of keeping their opponent within view on a consistent side of their body
    - If the defender is forced to turn their head to the opposite side in order to follow their attacker, they have already been beat
Progression Points & Modifications

- Players can practice both “Butt-to-Gut” and “Face-to-Face” forms of man-to-man defence
  - Have the defender face the attacker and do the same thing
  - Both techniques can be used for different strategies, for example achieving an interception or delaying a player from reaching a desired space
- Add a Ball
  - In groups of 3 players, give one player a ball and let the attacking player attempt to get free from the defender’s close proximity defence in order to receive a pass
  - Defenders should aim to intercept the pass
  - Go for 10 successful intercepts and switch workers
- Overload with Defenders or add extra attackers, include game context
  - Have multiple defenders working together and communicate to prevent the attackers from reaching a desired goal
  - The area of court could be changed
    - The defenders could be working within the goal circle in order to prevent two shooters from reaching a prime shooting position close to the post

**TRIANGLE TAG**
*Groups of 4*

**Emphasis**

- This drill is used to emphasize the type of footwork best suited to closely defending an opponent without the ball in order to come in front for an interception without contacting that player
- Tagger aims to outwit the protectors by dodging and effectively getting around a holding player in order to achieve an interception

**Equipment**

- Small court space, a set of bibs for progressions

**How to Play**

- Three people join hands making a triangle; the fourth player is a tagger on the outside of the triangle and aiming to tag to tag one of the three
- Triangle players must move around to ‘protect’ the player who is being chased
- Begin with tagger on the opposite side of the players they are aiming to tag
Success Criteria

- Grade K-4
  - Quick change of direction to lightly tag the protected player
  - Able to get around the protectors without causing intentional contact
  - Protectors are able to communicate and work as a team to prevent the protected player from being tagged

- Grade 5-12
  - Tagger stays on the balls of their feet and uses a small foot base to quickly sidestep around protecting players in order to get to the protected player
  - Thoughtfulness evident in the change of pace and speed exhibited by the participants
  - Attention is paid to the no contact rule in order to cleanly tag the protected player without forcing their way through the protectors

Progression Points & Modifications

- Addition/Subtraction of the number of protectors, higher number increases difficulty for tagger
- Give triangle members a variety of bib colours
  - The teacher must then call out a different colour every few seconds to be the new ‘protected’ player, forcing protectors and taggers alike to react quickly and change their strategy
- Introduce a time limit
  - Have each tagger attempt to tag the protected person more than the previous tagger in the allotted time to introduce competition
- Introduce a restricted space within a zone on court
  - Increase or decrease the space provided to make it more difficult for the protectors or the tagger
INTERRUPT DRILL
(Groups of 8-12)

Emphasis

- Proper footwork – pass as soon as you intercept the ball in order to keep moving swiftly
- Pass to the space ahead of the runner
- Defence timing and change of pace are critical for a successful interception
- Continue running through the pass, do not stop short of the interception

Equipment

- 1 ball per group

How to Play

- Two lines of players form facing forward approximately 10 feet from each other
  - A single player starts approximately 10 feet in front of one of the lines
  - The first person in this line begins with the ball
- The player starting in front of the line is to cut the angle, sprinting towards the opposite line, to intercept the pass to the player running straight out from that line
- Types of Passes to be intercepted:
  - Straight chest or shoulder pass to the space ahead of the player running straight out from the line
  - Bounce and High/Lob

Success Criteria

- Grade 7-12
  - Defenders will demonstrate an increased awareness of the importance of timing your drive for an interception to avoid your interception being anticipated by opponents
  - Defenders rise to collect an intercept at its highest point
  - Successful participants will cut the angle towards the passer in order to reduce the risk of the intended player receiving the pass or contacting the player inadvertently

Progression Points & Modifications

- Introduce variations in pass types to be intercepted
- Have the defensive or attacking player add a preliminary movement or increase the number of passes prior to the interception
- Change the distance from which the defender drives to intercept, in other words make the pass longer or shorter to alter timing difficulty for the defender
**FIGURE 8 FRONT-HAND DEFENCE DRILL**  
*(Groups of 3)*

**Emphasis**
- Front-hand defensive technique is utilized to avoid causing contact when attempting an interception  
- Encourage closeness in man-2-man strategy without contacting or obstructing  
- Improve timing of defensive drive/movement

**Equipment**
- 1 ball between 3 players

**How to Play**
- One player starts as the worker, then they rotate out to become one of the two passers after they complete 10 successful interceptions/tips  
- The two passing players face each other approximately 10 paces apart  
  - They are continually passing the ball at chest height back and forth  
- The worker tees off, keeping slightly behind, one of the passers  
- Just before the player farthest from them receives the ball, they begin to sprint forward to intercept the pass  
  - Or redirect the pass to the ground with their outside arm (the arm on the front side of the body, facing the passer), then collect it  
- They immediately pass the ball back to the passer they are facing after they have retrieved the ball and run to the opposite passer to which they began beside and tee off next to them, but on the same side of that player  
- They then time their next interception in the same way and their path around and through the passers follows a figure 8 pattern  
- The worker will switch which side of the passer (left or right) they tee off on after 5 successful intercept patterns

**Success Criteria**
- Grade 4-8  
  - Change of pace is evident when the defending player chooses to drive to intercept the pass  
  - They are able to recognize the appropriate timing for them to drive to intercept the pass without terribly disrupting the flow of the passes  
- Grade 8-12  
  - The defensive worker cuts the angle of the pass (drives more so towards the passer rather than the receiver) so as to avoid potentially contacting the receiver  
  - The defender progresses towards being able to cleanly intercept the pass, catching the ball with two hands without having to bat it down first, because they have cut the angle so efficiently
o The defender does not leave too early so that the passer hesitates to throw the pass being intercepted
o The defender starts well behind the passer so as not to hint at their intention to intercept, but are still able to successfully time their interception

Progression Points & Modifications

- Have the worker use only their outside arm, keep the other behind their back to reinforce front-hand defence
- Vary the type of passes the passing players are allowed to use so the worker must adjust to the pass given in flight
- Rather than the worker passing the ball to the player directly ahead of them following the interception, have them pivot in the air (inside or outside) to pass the ball to the opposite passer
- Add an additional section to the drill to incorporate timing their movements in accordance with another situation
  o 1 ball between 4 players
    ▪ 2 players continue as passers, an additional passer sets up adjacent to their passing lane with a ball
    ▪ The worker drives straight to receive a lob/simulate intercepting a high pass, then passes the ball back to that passer and then times their drive to intercept the adjacent pass at a perpendicular angle to the passing lane without significant hesitation
Goal Shooting

**Introduction to Shooting Technique**
- Body should be in a stable, balanced position and square to the goal
- Dominant hand to be placed under the ball, elbow facing the goal. The other hand to provide support and direction to the side of the ball
- Release of the ball should be over the head and flicked through the wrist and hand (giving a backspin to the ball)
- From bent knees and elbows, straighten the body in sequence with the ball released when at full extension
- Aim for the ball to make an ‘upside down J’ shape
- Shot should be followed towards the goal for better rebound position

**Defending the Shot**
- Must be 3ft before attempting to defend
- Maintain body balance
- Once shot has left shooters hands aim to quickly turn for the rebound
- Consider Obstruction & Contact Rules in defence

**SHOOTING RELAY**
*Entire Class ~ 10-30*

**Emphasis**
- Proper shooting technique including the nuanced differences between a netball shot and a basketball shot

**Equipment**
- 1 ball per team, approximately 4 teams of 7-9 players
- Entire gym with 1 post set up at the centre circle for all teams to score on

**How to Play**
- Split the class into 2-6 teams, depending on number of students present, using bibs if necessary
- With each team set up in an orderly line in one corner of the court (or behind a cone equidistance from the goal post), a ball is given to the first player in each line
- On the whistle, the first person in each line will run up to the goal post in the centre court and take one shot
- If the shot is successful, they score a point for their team, if not they quickly collect their ball and pass the ball to the next teammate in line and run to the back of the line
- The team with the most goals after a specified amount of time (approximately two minutes) wins

**Success Criteria**

- Suitable for K-12
  - Reduce height of net to age-appropriate level to encourage success
- Students sprint to the goal post and quickly pass the ball back to teammates in an understanding the benefit of quick passes and teamwork necessary to excel in this relay
- Improvements in individual player shooting technique

**Progression Points & Modifications**

- Raise the height of the net
- Increase distance of team starting point from goal
- Shoot until you score before passing the ball on to the next player

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**SHOOTING ZIGZAG**

*(Entire Class 10-30)*

**Emphasis**

- Proper shooting technique
- Passing to the space, feeding a shooter driving into the post
- Spatial awareness while bringing the ball down court

**Equipment**

- 1 ball per team of approximately 7 players
- At least 6 cones/spots per team
- Each team uses a quarter of a netball court, with cones starting at the centre circle and progressing towards the goal circle
  - Two teams can use one goal circle as their end point

**How to Play**

- Set up two sets of cones in a zigzag shape in the goal third angling toward the goal circle
- Two even teams set up with one person behind each cone.
- The ball starts at the top of the cones and is passed cone to cone in a zigzag fashion. When the second to last player receives the ball, the last player drives into the circle to receive their pass
- They must aim to shoot for goal and keep trying until they score
- Everyone is to move down one cone as the shooting player runs with the ball to the top cone and the game continues
- The aim is for your team to get through the entire team the quickest

Success Criteria

- Grade K-3
  - Successful passing and catching skills
  - Noteworthy attempt at proper technique
  - Turning upon receipt of the pass to look for the next option to pass to down court
- Grades 4-8
  - Pass to the shooter driving to the post should put the shooter in a good position to shoot on the net
  - Good vision down court and a variety of pass types demonstrated
- Grades 9-12
  - Well-timed drive to the post coupled with successful receipt of the pass
  - Pass the ball into ample space, judging the variety of pass necessary based on the speed of the drive (lob vs. shoulder pass)

Progression Points & Modifications

- For younger students (K-3) use a straight line of cones rather than a zigzag with the final player already positioned in a good shooting position under the post
- Addition of a preliminary movement, driving onto the cone to receive a pass instead of stationary catching can be used to advance the drill
- Add a defender in the circle to intercept the pass into the shooter or defenders in the mid-court to interfere with the ball reaching the circle’s edge
**ANGEL’S CHILD**

*(Entire Class 10-30)*

**Emphasis**
- Proper shooting technique following physical exertion (sprinting to the post)
- To illustrate the quick short bursts of speed necessary to excel physically in a netball game
- To enhance communication and team work abilities to work as a unit and support each other to allow the team to swiftly score as many goals as possible

**Equipment**
- Divide the class into 2-4 teams, using one half of the court per 2 teams
- 1 ball
- 1 netball post

**How to Play**
- Players to split into two teams, (one team to shoot first, one to run)
- One team is to be lined up at the centre circle with the ball at the front (shooters)
- The other team is to be lined up behind the base line in one corner, with the runner at the end of the line labelled ‘angels child’ (runners)
- On ‘go’ the front player of the shooting line runs inside the goal circle (where the ball is received from a passer) and tries to shoot for goal, the front person from the base line begins running around the edge of the court aiming to be at the end of their run before the goal goes in (home run)
- Once the shooter is successful the shooter yells ‘stop’ and the runner must stop running exactly where they are on the edge of the court
- The second shooter runs into the circle to receive a pass from the first shooter, the second runner from the line takes off and so on
- The last runner is the ‘angles child’, once they run past the stalled players on the court edge they are free and must run to the finish (on the opposite side of the court, on the baseline) in order to be counted
- The number of players ‘home’ before the last shot goes in is the score for the team.

**Success Criteria**
- Grade K-3
  - Attempt to demonstrate proper shooting technique
  - Successful passing back to the next player in line
- Running around the court without cutting corners
  - Grades 4-12
    - Exhibiting physical literacy in sprinting technique and speed
    - Able to demonstrate a consistent and successful shooting technique
    - Strong shoulder pass back to teammates

Progression Points & Modifications

- Can increase/decrease running path or include an obstacle course of sorts to reach the finish line
- Can move the initial position of the shooters (e.g. move closer to/further from the goal circle)
- Can offer three attempts at goal and coach/assistant to then attempt every second shot
- Can have a passing series prior to a shot
- For younger students:
  - Instead of having the runners halt as soon as a successful shot has been made, they must simply run around the court until they reach the baseline
  - Once they reach the baseline, the next player in line can go and so on
  - The shooting team can take 1 shot each or shot until each player scores, but either way they must stop shooting once the last running player has reached the baseline
  - The shooting team aims to get as many goals as they can in this time and then switches positions with the running team to limit the time they have to shoot

**Circle Rotation**
*(Groups of 12)*

Emphasis

- Utilization of a variety of attacking movements by shooters under defensive pressure to make a clear offer to receive a pass
- Emphasize decision making in terms of the appropriate type and placement of pass to deliver a feed to shooters in the circle
- Gives, defenders, feeders and shooter (all positions) an opportunity to sharpen their skills

Equipment

- 1 ball
- Half-court, including one goal circle and 1 post
- Bibs to distinguish defensive players from attacking players
How to Play

- Start with two lines of feeders approximately 3 students (WAs, Cs) driving onto the circle's edge
- Choose 2 shooting players to act as GS and GA in the goal circle and 2 defending players to closely defend the shooters movements to get free and shooting attempts
- The feeders must pass the ball into the shooters, but the shooters are unable to shoot until they have completed 10 in & outs between the 2 of them
- As a feeder, if you have not been passed to for over 5 seconds, clear out and go to the back of the feeder lines so that a new feeder can drive in
- The two shooters must use a variety of movements to get open

Success Criteria

- Grades 4-8
  o Feeders use lobs, bounce, drop, shoulder, and chest passes to deliver the ball to a shooter
  o Defensive players are able to mark their opposing shooter closely and follow their movements
  o Defenders demonstrate good 3 foot blocking distance when shooters aim for the goal
  o Strong shooting technique under pressure is evident and shooters are consistently attempting to get free for a pass
- Grades 9-12
  o Defensive players show effective use of front hand defence
  o Shooters utilize a variety of movements to get free including front holds, back holds, front cuts, roll-offs, and dodging
  o Feeders demonstrate accurate passes to a shooters space, showing thoughtful placement of the pass in relation to defender’s body position and distance from the goal post

Progression Points & Modifications

- Overload the shooters in the circle with an additional defender
- Add defenders along the circle’s edge to put pressure on the feeders as they bring the ball to the circle’s edge and deliver the ball to the shooters
  o This forces feeders to balance the circle and react to teammates position in a more game-like situation
- Increase/Decrease the number of In/Outs before a shot can be attempted
Game Sense

**3-Man Weave**
*(Entire Class)*

**Emphasis**
- Emphasis can be placed on a player’s ability to respond to verbal cues of direction and subsequently recognize an open space on court as one that can be used to receive a pass
- Spatial awareness and leading and reading skills are utilized
- The idea of creating space for a teammate to receive a pass is introduced

**Equipment**
- 1 ball per group of 3, or 3 balls to be rotated through the groups as they complete the circuit

**How to Play**
- Three lines behind the back line (Left (1), Middle (2), Right sides (3))
- The first person in each line begins jogging straight up their lane to the other end of court
- The coach periodically calls out a number corresponding to a lane (every few seconds)
  - The person in that lane must then switch lanes with the person in the nearest lane
  - If lane 2 is called the person can choose to switch between lane 1 or 3

**Success Criteria**
- Grade 4 - 6
  - Participants are able to recognize when their lane number is called and vacate the space
  - The corresponding player reads that a lane is now open and they should be the player to fill that spot
- Grade 7 – 12
  - Players begin to quickly move the ball down court without hesitating too long in order to pass and avoid footworking in the process
  - Communication becomes non-verbal, players can read off each other’s actions quickly and without prompting

**Progression Points & Modifications**
- Add a ball
  - The coach no longer calls lanes, instead the middle person starts with the ball and can choose to pass to either lane
  - They then follow their pass and run into the lane they pass too leaving their lane vacant for the third player to drive in
  - Careful to avoid footwork! – Quick Passes
- Increase the number of lanes/lines of players moving down court
- Add defenders for attackers to work around as they weave down court
  o This will force players to be more thoughtful as to which lane they choose to pass the ball to so as to avoid a defender interfering with the pass

**Puzzle (5 Zones)**
*(Groups of 5-8)*

**Emphasis**
- Players should avoid driving to a space that is already occupied by a fellow teammate when looking to receive a pass
- It is particularly important to note that players should not be standing still and looking to receive a pass; instead they should be driving to an open space
- This drill will get players thinking about where on court would be most beneficial for their position to receive a pass

**Equipment**
- 1 ball per group in each third of the court
- Bibs to designate defenders

**How to Play**
- Set up 5 zones on court (each corner of the goal third and the top of the goal circle)
- 4 players with 1 ball (can be done in all 3 thirds of court)
- The group must pass the ball 20 times successfully first to win the relay
- Each pass must be received by someone driving into a zone
  o The ball cannot be received by someone standing still
- Only 4 of the 5 zones are occupied to start, then as someone drives to another zone to receive the ball, they vacate another
  o Players must read off of each other and fill the gaps

**Success Criteria**
- Grade 4 – 8
  o Players avoid driving into the same space as a teammate too often
  o Passes are placed ahead of the player who is the intended receiver
- Grade 9 – 12
Appropriate passing types are used for a given pass distance – Shoulder Pass for long distances
- A variety of attacking movements such as front cuts and roll-offs are utilized to get open
- Players effectively communicate amongst themselves to call attention to the zones that are open

**Progression Points & Modifications**

- Add bibs with positional allocations
  - GK, GD, GA, and GS are permitted to go in the circle
  - Shooters ideally want to receive a pass, especially the final pass of the 20, in an appropriate shooting position close to the post
  - WA, WD, and C cannot enter the circle when driving between zones and aim to receive a pass on the top or edge of the circle
- Add defenders
  - Put bibs on defenders, 1 outside the circle and 1 inside the circle for attacking players to work around
  - Give those defenders a goal, for example, to keep their opposition only on one half of court
- Instruct that the final pass be received by a shooter in the circle with a successful shot to follow

**SPLIT LEADS**
*(Groups of 7-14)*

**Emphasis**

- To translate the principles of leading and reading into a game situation
- Provide a team strategy to be used effectively to bring the ball down court
- Introduce the concept of timing your lead in coordination with the movements of your teammates further up court

**Equipment**

- 1 ball per team or 7 players or a 5 balls per team for a relay with multiple teams
- Full court
How to Play

- Two players line up behind one another and drive in opposite directions
  - One of them receives a pass and the other cuts back down court towards the middle to receive a second pass
- Then the next set of drivers sprint to receive the next pass
- This carries on until the ball is received by a shooter in the circle in a place where they can shoot
- Another set of 7+ players can be set up going the reverse direction down the other side of court
  - They can then race to see which team can get 5 balls down to their shooting end without any dropped balls

Success Criteria

- Grade 4-8
  - Players paired up to drive simultaneously read off each other without too much hesitation and are able to drive into opposing spaces on court and create multiple options to receive a pass
  - They demonstrate an understanding of court balance
  - The ball is not dropped too frequently to hinder the progress of the relay
- Grade 9-12
  - Players make angled drives between 45° and 90° towards the player with the ball
    - Flat drives are more easily intercepted
  - Players demonstrate appropriate execution and choice of pivoting upon receipt of the ball to bring the ball down court
    - The outside pivot can be used when a player receives a pass into the space where they are driving and turn quickly, even in the air to land facing the next set of split leaders
    - Inside pivots can be utilized to avoid defenders whilst still facing the intended passing direction upon receipt of the ball
  - The ball is passed into the correct space to avoid a defender and force an outside pivot to easily bring the ball down court

Progression Points & Modifications

- Add Defence
  - Start with one defensive player in each third so the passer must choose which lead is undefended and demonstrate strong decision making and passing skills
  - The two teams can combine with one of the teams wearing bibs
  - They will act as defenders to make the split leads more realistic and force the attacking team to make multiple moves in order to break free of their defender
- Modified Drill – Includes a secondary drive if you do not receive the first pass in the split
  - Instruct the player who does not receive the initial pass following the split lead to immediately pivot, push off their outside foot and drive back in the direction they came to receive a secondary pass from their driving partner to initiate the next pairs’ drives
If neither option in a split is available, one of the players in the next pair must drive down the centre of court, into the vacant space left by the previous pair to offer a third option to the passer.

The split lead relay can then be conducted without any specific instructions as to what each pair will do and not everyone has to touch the ball as they travel down court.

- They can use a variety of drive options.

- **Modified Drill**
  - To focus exclusively on players driving back for a secondary pass after not being utilized for the first pass you can split your class into two lines of at least 4 players each.
  - These lines begin at opposite vertices of a rectangle facing each other.
  - One passer begins the drill in the centre of the two lines, facing one of the lines.
  - The first two players in line 1 perform a split lead driving to opposite directions.
  - The player who doesn’t receive the first pass immediately changes direction to drive towards the second line at a 45° angle to receive a second pass.
  - Upon receipt the first two players in line 2 perform a split lead and repeat the same sequence.
  - After a pair has completed their rotation they drive to the opposite line from which they came.

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**Bench Ball (Mat Ball)**

*(Entire Class – 10-28)*

**Emphasis**

- Utilizing all spaces and players on court is necessary for success in this game.
- This drill is specifically good for allowing students to see the importance of quick release and give and go, as well as developing a defensive strategy without any prompting that coincides with the man-2-man approach integral in netball.

**Equipment**

- 2 benches or 2 large floor mats to be used as goal areas.
- 1 ball
- Bibs to designate teams
How to Play

- 2 versions
  - **VERSION 1:**
    - Goal: To get all your teammates standing on your bench or floor mat
    - The rules of netball which apply to this game include replayed ball, footwork, held ball, contact, and obstruction, but the positions and areas of court have no impact
    - There is no out of court
    - Begin with one player from each team standing on a bench or a floor mat located at opposing ends of court (top of the goal circle)
    - The remainder of the team starts in front of the opposing team’s bench
    - After a toss-up between two players from opposing teams, the winning team must make six successful (without tips, or interceptions from the opposition) passes before they are permitted to pass to their teammate in their goal area
    - The player that is responsible for the goal pass, must then join their teammate on the bench
    - The ball is then given to a player on the opposing team to give them a chance to work the ball down court to their goal area
    - The player must not fall off the bench in the process of making a catch, otherwise that goal attempt is not considered successful
    - Upon an interception, the opposing team will begin to collect six successful passes so they can add players to their bench
    - When only one player remains on court from a team, they are permitted to dribble the ball to half court and can then choose to pass the ball to the bench or continue dribbling
  - **VERSION 2:**
    - Goal: To accumulate as many points as possible in the allotted time by passing the ball to one of their teammates on the bench/mat
    - Each team is split in half, with half of the players on court and the other half on the bench, so there is at least 4 players on court from each team
    - Once a successful pass is made to teammates on the bench, those players on court trade places with those on the bench
    - Each group could be given a time limit in which they can score as many goals as possible before they switch or the switch can be made immediately after each goal is scored

Success Criteria

- Grade 4-8
  - Attacking team is able to effectively utilize the full court and experiences the success of accumulating points or players on the bench
  - The six successful passes do not go undefended
- Defenders choose a strategy, whether man-2-man or zone to increase the likelihood of interceptions
- Communication is evident
- The speed and strength of passes shows improvement

- Grade 9-12
  - Players strategically choose those players with more stamina to remain on court the longest to compete in the one-on-one finale
  - Strong defensive skills are exhibited in keeping with the avoidance of contact to tip and subsequently gain possession and capitalize on turnovers
  - The space behind the bench or mat is recognized and utilized
  - Varying attacking movements are displayed
  - Passing skills including passing to the correct space based on receiver’s body position in relation to defenders

Progression Points & Modifications

- Increase/decrease the number of passes required before a pass can be made to the bench
- Put a time limit less than or greater than 3 seconds in which players have to release the ball to increase or decrease the urgency respectively
- Place caveats on the passes in addition to the number of passes
  - Number players – Must pass in numerical order
  - No pass backs to the player you just received from
  - No player can receive a pass standing still or in the same lane of court from which the ball was passed
SIDELINE NETBALL
(Entire Class – 10-28)

Emphasis
- Sideline players are forced to move ahead of the play and to recognize the most opportune space to receive a pass while bringing the ball down court
- When players are forced to pass to the sideline, a deeper understanding of the lanes of court and court balance is translated

Equipment
- 2 netball posts
- 1 ball
- A lined netball court
- Enough netball bibs or pinnies without lettering for the entire class

How to Play
- The class is split into two teams
- Half of each team (bibs or non-bibs) spread out on the sideline of the court
- Players on the sideline can and must move with the play
- Every second pass must be to someone on the sideline
  - If two passes are received in succession on court or on the sideline, the ball will be turned over to the other team for a free pass
- The team must complete 6 successful passes before they can score
- Netball rules apply, aside from the positional areas, meaning all players can traverse the whole court and score
- However, only players on the team currently on court can score goals; goals cannot be scored from the sideline
- Suggest 5 minute quarters
  - At the end of the allotted time, the players on the sideline become the players on court and vice versa
Success Criteria

- Grade 4-8
  - Players are not frequently penalized for passing twice within one zone
  - Players on the sideline do not stand still, but instead run ahead of the play to be most useful in assisting the players on court, bring the ball down court to the shooting circle
  - Defenders on the sideline are active in blocking space and preventing the attacking team from getting rebounds

- Grade 9-12
  - Defensive players utilize front hand defence while on the sideline to best take advantage of their limited space to intercept
  - Front Hand Defence – the defensive player Tees off against the side body of the attacking player and when the ball comes, they raise their outside arm to tip the pass to avoid contacting their opposing player with their inside arm
    - They often bat the ball to the ground before recovering it with two hands
  - Despite the fact that there are no positional allocations, they still play somewhat according to positions
    - In other words, not all player from the on-court team enter the circle
    - In order to create passing options, some players act as feeders outside of the circle
  - Players demonstrate strong overhead and shoulder passes to send the ball further down court
    - This game makes evident the advantage of these particular types of passes, especially when on-court players pass to those ahead of the play down court
  - Give and go game sense is evident

Progression Points & Modifications

- Number players within a team, have the teammates pass to the players in numerical order (make sure all sideline players are odd numbers and on-court players are odd numbers)
- Encourage players to convincingly fake pass (once or twice) prior to releasing the ball
- Play according to positions on bibs – only players with a ‘G’ can run along the backline behind the circle etc.
  - Helpful if court balance is not maintained without positions
**Belly Netball**
*(Entire Class – 10-28)*

**Emphasis**
- To reinforce any skill recently introduced by using it as a stipulation or rule that results in a turnover if broken
- Emphasize reaction time and court balance awareness
- Game-related play in terms of defensive and attacking skills and strategies

**Equipment**
- 1 ball
- Various other types of balls for progressions
- Full court or half-court width-wise
- Can use basketball hoops with the backboard considered out of bounds for width-wise games

**How to Play**
- Number each other 1-10 in 2 teams
- Everyone starts on their stomachs facing the centre and the opposing team with their toes touching the back wall
- When the coach calls a number, the person with that number rushes up to get the ball, they must be the first player from their team to touch the ball
- They then work the ball to the other post to score by passing between their teammates
- The team must complete 6 successful passes before they are permitted to score

**Success Criteria**
- Grade K-3
  - This can be used as an introduction to netball without positions and minimal rules
  - Players who stop upon receiving a pass and pass within 3 seconds should be praised
- Grade 4-8
  - Players are able to recognize when a space is too clustered and choose to clear out and drive back in if space is vacated – Spatial awareness
  - Quick release, movement upon release and good decision making is demonstrated

**Progression Points & Modifications**
- Variations that can be used to change up the game every few minutes:
  - No rules – You can run with the ball & contact etc (for older age groups) use with discretion
  - Netball rules apply (Footwork, Held Ball, Contact, Obstruction, Replayed Ball)
  - No Passing back to the player you received the ball from
  - Pass in Numerical Order
- Can only receive a pass when driving onto a ball or driving into a lane
- Use a different type of ball:
  o Crazy Ball
  o Football
  o Dodgeball
  o Rugby Ball
- Use this game to reinforce skills taught in practice - If this skill is not used, a turnover of possession results
  o Examples:
    ▪ Every lead to the ball must follow a dodge, roll-off or other attacking movement
    ▪ Restrict the type of passing:
      • Every pass must be a shoulder pass
      • Every pass must be with your non-dominant hand
      • No lobs or only lobs directed to players who are holding their space
- Modified version: Specified players enter the game when called
  o Instead of calling the number of the player who will start with the ball, call multiple numbers
  o Only these specified players will run on to court and attempt to make a goal (must call at least 2 numbers)
  o After a few minutes call more numbers to add players to the teams on court, until all team members are active
## Example Grading Rubric – Junior High

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Rule Knowledge &amp; Understanding</th>
<th>Passing Types &amp; Quality</th>
<th>Footwork, Body Awareness &amp; Fitness</th>
<th>Tactics &amp; Positional Play</th>
</tr>
</thead>
</table>
| 1     | • Limited understanding of the netball rule book  
      • Multiple unforced errors due to misunderstanding of the rules  
      • Repeatedly called for Obstruction, as unaware of appropriate 3 foot distance | • Passes are frequently intercepted or fall short  
      • Unable to get pass to intended target  
      • Trouble receiving passes  
      • Uses inappropriate pass type for a given situation | • Frequent unforced errors and turnovers due to footwork infringements  
      • Poor balance & coordination  
      • Lacks endurance to maintain a jog throughout the quarter of play | • Fails to demonstrate thought or effort in tactical play  
      • Frequent errors in decision-making as to who is open to receive a pass on court  
      • Stands still to receive a pass and does not move to an open space on court, unable to get open  
      • Rarely tries to intercept |
| 2     | • Needs some clarification on the following rules – Footwork, Contact, Obstruction, Held Ball, Replayed Ball, Offside, Over a Third, Untouched, & Out of Court  
      • Aware of where each of these such passes must be taken on court, in a few scenarios  
      • Needs assistance in following umpire’s instructions and hand signals to take free or penalty pass appropriately and where indicated | • Demonstrates knowledge of the following passing types - chest, bounce, overhead  
      • Passes the ball to the player rather than their space/target  
      • An attempt at the correct shooting technique is demonstrated  
      • Balls are occasionally dropped | • Able to balance without footworking after receiving a pass, for the majority of catches  
      • Can perform an outside pivot  
      • Demonstrates good agility, balance, and coordination | • Shows evidence of thought in movements on court  
      • Drives to the ball, and does not stand still when asking for a pass for the majority of the time  
      • Able to Give-&-Go to stay ahead of defence  
      • Demonstrates attempt to defend their opposition and goes for interceptions |
<table>
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<tr>
<td>3</td>
<td>Showcases knowledge of the following rules – Footwork, Contact, Obstruction, Held Ball, Replayed Ball, Offside, Over a Third, Untouched, &amp; Out of Court</td>
<td>Demonstrates knowledge of the following passing types - chest, bounce, overhead</td>
<td>Able to balance without footworking after receiving a pass, for the majority of catches</td>
<td>Shows evidence of thought in movements on court</td>
</tr>
<tr>
<td></td>
<td>Aware of where each of these such passes must be taken on court, in most scenarios</td>
<td>Passes the ball to the space where the receiver is going, the majority of the time</td>
<td>Can perform an outside pivot</td>
<td>Drives to the ball, and does not stand still when asking for a pass for the majority of the time</td>
</tr>
<tr>
<td></td>
<td>Able to follow umpire’s instructions and hand signals to take free or penalty pass appropriately and where indicated</td>
<td>An attempt at the correct shooting technique is demonstrated</td>
<td>Demonstrates good agility, balance, and coordination</td>
<td>Able to Give-Go to stay ahead of defence</td>
</tr>
<tr>
<td></td>
<td>Understands where 3 feet is measured from the Obstruction rule</td>
<td>Balls are rarely dropped</td>
<td></td>
<td>Able to force errors defensively and intercept the pass on occasion</td>
</tr>
</tbody>
</table>

| 4     | Showcases knowledge of the following rules – Footwork, Contact, Obstruction, Held Ball, Replayed Ball, Offside, Over a Third, Untouched, & Out of Court | Demonstrates knowledge of and proper form for the following passing types - chest, right, left, and two-handed shoulder, bounce, overhead | Able to balance without footworking after receiving a pass | Shows evidence of thought in movements on court |
|       | Aware of where each of these such passes must be taken on court, in all scenarios | Use of the above passes in the appropriate situations, based on distance the ball needs to travel and presence of defenders | Can perform an outside pivot | Drives to the ball, and does not stand still when asking for a pass |
|       | Able to follow umpire’s instructions and hand signals to take free or penalty pass appropriately and where indicated | Passes the ball to the space where the receiver is going, not where they’ve been | Demonstrates excellent pivot | Able to Give-Go to stay ahead of defence |
|       | | Correct shooting technique is demonstrated | Understands where 3 feet is measured from and that if the player with the ball shortens the distance, the defender does not have to move or lower their hands | Evidence of Defending both the player and the pass are seen in that they pressure the pass and stick close to their opponent |
|       | | Balls are rarely dropped | | Able to force errors and intercept the pass |
|       | | | | Demonstrates knowledge of which player would most advantageously take any given throw-in or free/penalty pass |
|       | | | | Utilizes the three lanes of court effectively |
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For more information on rules please go to our website here: Netball Detailed Rules