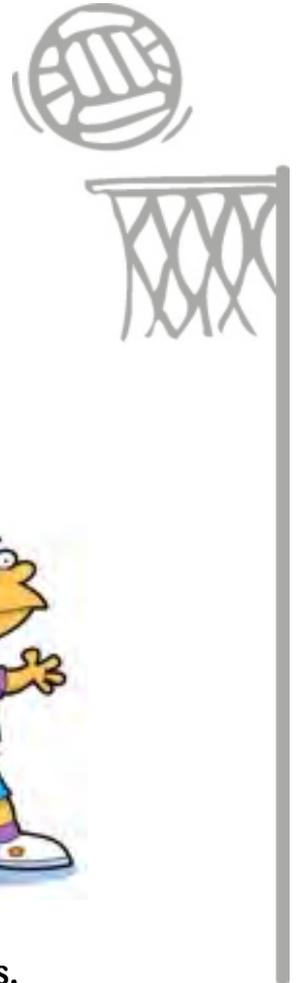


## Why Do Children Play Sport?

Children play sport for;



**FUN**  
**SKILL**  
**IMPROVEMENT**  
**SOCIAL FACTORS**



## Planning Training Sessions

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

Examples of themes you could use include;

- Take-off and running
- Balance and jumping
- Space awareness
- Shadowing
- Recovery and hands over ball
- Throw ins, set plays
- Turnovers, taking of penalties
- Passing and catching
- Pivoting and landing
- Dodging and straight leads
- Footwork
- Goal shooting
- Intercepting
- Centre passes, set plays



# Session Structure and Time Allocation

Training experiences should be fun, interesting, and varied. Talk with and watch other coaches to get fresh ideas.

The structure for a one hour training session can be as follows;

1. **Group Organisation (5 mins).** Get the group together and discuss what will be covered in the session. Gather information about any injuries and settle the group ready for action.
2. **Warm Up (10 mins).** This is important to prepare the mind and body for physical activity. The warm up should include an aerobic activity for about 5 minutes (activities which make the kids huff and puff), followed by dynamic stretches for approximately 5 minutes. Avoid static stretching (stationary stretches) in the warm up.
3. **Skill Development (25 mins).** This is where new skills are introduced and existing skills are practised and progressed. Different basic techniques need to be covered in this section during the season - passing and catching, movement, footwork, attacking and defending.
4. **Practise Game (10 -15 mins).** Games are a fun way to practise skills. It gives those skills more of a purpose. Ideally they should be as long as a game day quarter to replicate court time on Saturdays.
5. **Cool Down (5 mins).** Consists of gentle aerobic activity (e.g. walking, jogging), stretching, and a review of what was covered during the session.
6. **Evaluation.** Spend time after your session to evaluate what went well and what you need to change for the next session.

When planning your training session, you should also list down all equipment required, to ensure that you remember to take it all with you.

Make sure you keep a record of all training sessions - you can pull them out at a later stage or season and re-use them if they were successful!

## Hints for Planning Training Sessions;

- **Make sure you include variety**
- **Over-plan rather than under-plan**
- **Avoid elimination games**
- **Avoid punishing with physical activity**
- **Provide plenty of opportunity for practice**
- **Be adaptable ie make drill harder if team is mastering skill.**

## Safety Considerations

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

- The playing surface should be level and free from obstructions (e.g. sticks, puddles, a great number of slippery leaves).
- There should be adequate lighting.
- Spectators (as well as younger brothers and sisters) should be kept well away from the playing area.
- Check that all equipment is in good condition.
- Suitable footwear is important. School shoes or Dunlop volleys are not appropriate for netball.
- Ensure the correct size of equipment is used (e.g size 4 balls for 9 years and younger).
- Avoid intense activity in excessively hot and humid conditions.
- Monitor players (especially younger players) for heat illness.
- Encourage use of sunscreen and hats if on sideline. Soft visors are allowed to be worn when playing. Coaches should set a good example and wear a hat when coaching.
- Encourage players to drink before playing and also replenish fluids regularly during training and games.

# Training Session



DATE: \_\_\_\_\_ SESSION'S FOCUS \_\_\_\_\_

**WARM UP & STRETCHES:**

5 Minutes

**FITNESS / FOOTWORK SKILLS:**

5 Minutes

**BALL WORK:**

10 Minutes

**SKILL DEVELOPMENT:** Focus Attack one week / Defence next / Combination next week

10 Minutes

**SPECIFIC DRILL / S:**

10 Minutes

**GAME PLAY:**

12 Minutes

**WARM DOWN:**

3 Minutes

**TEAM STRATEGY / TACTIC / SYSTEM:**

5 Minutes

# Components of Your Training

You don't need an expert to tell you that spending an hour playing 'throw backs' is probably not going to get the best out of your players...but how do you??

Netball is a fast, yet precision sport, requiring great foot speed, superior ball handling and a general athleticism. Therefore all components should be 'touched on' during a standard training session. Even the NSW Swifts and the Australian Netball teams still practice their general skills every session. These areas ARE the game.

## Warm Ups

These can be fun games or something of a more structured design. Whatever gets the blood pumping, the body warm and the players ready to go. Mix it up. The elite teams still play musical chairs and stuck in the mud on occasion and surprisingly, nothing works as well. The idea of the warm up is to ensure that all players are warm, having completed a satisfactory **cardio component**. A **stretching component** is just as important as this encourages muscle flexibility and allows for a greater range of motion. **When players feel 'warm' they limit the chance of injury through muscles that are not fully prepared for the upcoming session.**

## Footwork

Moving quickly around the court is an essential skill in the game of netball. Whether you are trying to get away from a player or trying to chase one down. Developing speed, particularly when referring to changes of direction and a player's reaction times is a must. **Footwork drills** can include simple sprints across the court, chasing other players or even chasing down a loose ball.

## Ballwork

Incorporates the lot! **Individual ball skills, pair work and team drills**. Without the ball there is no game... a VITAL skill. Players must be able to handle the ball successfully in numerous situations. Netballer's are required to run onto flat hard passes, have the ability to gather a bounce pass and even run back to take a lob pass. With a game involving so much **passing and catching** chances are mistakes will occur. It's the ability to still catch that not so perfect pass that distinguishes the great players from the good.

## Attack

Every player on court is an attacker, not just the GS, GA, WA and C. All players need to be able to find space on court and make themselves available for the ball. If your team gets an intercept in its defence end, the ball must be successfully worked up to the goal circle by all the players on the court. **Timing, leading and dodging skill learning and drills.**

## Defence

Similarly to attack, every player on court is a defender, not just the WD, GD and GK. All players have to be able to stick like glue to their opponent and make it as hard as possible for them to get free and get the ball. The most important part of defence is transition, and how quickly players can go from attacking to defending if there is a turn over. A team must be able to snap into defence straight away or they'll find the opposition already has the ball in their goal circle. **Transition, 'one on one' defending, how to defend a pass, how to defend a shot, skill learning and drills.**

## Games

Everyone loves a game, even the big kids!! Mix in some fun, even if it's got nothing to do with netball. You'll be amazed at how easy it is to get players to run around when they find it enjoyable. It's a fitness session in disguise!!!

Playing half court or even organising a practise game against another team is a great way to train. It ensures a tough session and is often the best way to learn what works and what doesn't. – **Catherine Cox (Australian Representative)**

Using smaller groups where possible (instead of one large one) means less standing around and players being more involved. – **Julie Fitzgerald (former Swifts Coach)**

Find out what style of coaching works best for your players. Some players are 'visual' and are better at understanding drills and skills by seeing them in action as opposed to being told about them. – **Liz Ellis (Australian Representative)**

Make sure all feedback is constructive. If you need to start with a negative make sure it is followed by a positive. E.g., that's not working, but you are so good at .....so why not try that. – **Susan Pratley (Australian Representative)**

<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• 4 balls</li> <li>• 6 cones/ dots</li> <li>• whistle</li> <li>• 1 set bibs</li> </ul>	<p><b>Skill Development: (25 mins)</b></p> <p><b>Organisation: Height shortest to tallest</b></p> <p>1. <u>Pairs Shoulder Passing and Catching</u></p> <ul style="list-style-type: none"> <li>• Players stand approximately 3m apart, practise shoulder passing.</li> </ul>
<p><b>Group Organisation: (5 mins)</b></p> <ul style="list-style-type: none"> <li>• Check correct attire</li> <li>• Check for any current injuries</li> <li>• Set out expectations for session</li> </ul>	<p><b>Coaching Points:</b></p> <ul style="list-style-type: none"> <li>• Keep eyes on ball.</li> <li>• Make sure hands in butterfly to catch</li> <li>• Snatch the ball into body.</li> <li>• Make sure stepping forward on opposite foot to throwing hand.</li> <li>• Ensure follow through is pointing in direction of travel.</li> <li>• Try to aim for partner's chest.</li> </ul>
<p><b>Warm Up: (10 mins)</b></p> <p>1. <u>1, 2, 3 Octopus</u></p> <p>Players line up along transverse line. One player is the octopus, and stands in the centre third. When they call out '1,2,3 Octopus', all players must try and run to the other end of the third without being tagged by the octopus. If they are, they must sit on the spot cross-legged. They can help tag players by reaching out their arms like tentacles. The winner is the last player/s left untagged.</p> <p>2. <u>Dynamic Stretching</u></p> <p>Players line up along goal line. Work some dynamic stretches as they move from goal line to transverse line.</p> <ul style="list-style-type: none"> <li>• jog</li> <li>• side step</li> <li>• high knees</li> <li>• butt flicks</li> <li>• 1,2,3, together jump</li> <li>• pitter patter sprint</li> </ul>	<p><b>Extend the Drill:</b></p> <ul style="list-style-type: none"> <li>• Time how many passes you can do without dropping the ball in 30 seconds</li> <li>• Increase the distance apart slightly</li> </ul> <p><b>Make the Drill Easier:</b></p> <ul style="list-style-type: none"> <li>• Complete with no ball - role play movement only</li> <li>• Make the throwing distance shorter</li> </ul> <p><b>Organisation: Birthday month order</b></p> <p>2. <u>Captain Ball</u></p> <p>Work in groups of 4 or 5. Use cones/dots to mark out positions for thrower and last receiver. Demonstrate how to play captain ball. Do not race against each other first time through, just concentrate on technique.</p> <p><b>Coaching Points:</b></p> <ul style="list-style-type: none"> <li>• Remember to concentrate on passing and catching technique. That is still our focus.</li> </ul> <p><b>Extend the Drill:</b></p> <ul style="list-style-type: none"> <li>• Have teams race against each other. Look out for drop in technique when this pressure is added.</li> </ul>

**Skill Development: (continued)**

**Organisation: House number lowest to highest**

**3. Corner Spry**

Work in groups of at least 4. Demonstrate corner spry and have players work through entire group.

**Coaching Points:**

- Remember to concentrate on passing and catching technique. That is still our focus.

**Extend the Drill:**

- Have teams race against each other. Look out for drop in technique when this pressure is added.

**4. Court Landings**

Spread out in one third. Players jog around using up all the space. When whistle blows, they land in a 2 foot stop and remain balanced. Coach says 'go' again, and keep repeating drill until everyone is comfortable with their landings.

**Coaching Points:**

- Land with feet shoulder width apart and knees bent.
- Should be a 'quiet' landing.

**Extend the Drill:**

- Add pivot once landed. On whistle players do 2 foot landing, then pivot full circle and push off and jog again.

**Coaching Points:**

- Choose one grounded foot. Turn on ball of foot (squishing spiders). Use other foot to provide direction.

**Organisation: Alphabetical order, surname.**

**5. Group Practice**

One Thrower, rest in line 3m away. Run up, catch, 2 foot landing, shoulder pass back. Change throwers regularly.

**Extend the Drill:**

- Add pivot once landed. They turn and throw back to their own line.

**Modifid Game: (15 mins)**

**Organisation: Alphabetical order, firs name**

**1. End to End**

Split into 2 teams. One team wears bibs. They use one side of court each to pass the ball from one end to the other (use two thirds only if less than 5 players in a team. One person only can shoot for a goal. Pass the ball back to the beginning and repeat. First team to score 3 goals wins that round. Swap shooters and repeat game.

**Coaching Points:**

- Remember to concentrate on passing, catching and landing technique. That is still our focus.

**Organisation: Height tallest to shortest without speaking**

**2. Corner Spry v Laps**

Split into 2 teams. One team batters, one fielders. Play in goal third. Batter steps up, throws the ball into the goal third. Fielding team chases ball, then sets up corner spry formation around person who picked up the ball. They complete corner spry forward and back down line then call out 'stop' when get to end. Meanwhile, batter is running laps up and back to transverse line, counting their runs scored until they hear 'stop'. Next batter has a go. Continue through all batters, then swap teams over. Winning team is one with most runs scored after innings.

**Coaching Points:**

- Remember to concentrate on passing and catching skills. That is still our focus.

**Cool Down (5 mins)**

Jog up and down to transverse line x 4  
Static stretching.

**Evaluation:** Was it fun? Did the players enjoy themselves?

What can be done to improve the session? Did everyone participate enough?

# Group Organisation

**Get your team into a routine to assist with organisation.  
Helpful hints for effective organisation include;**

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

## Ideas for setting up groups

- Height from shortest to tallest
- Height from tallest to shortest
- Alphabetical, first name
- Alphabetical, surname
- Alphabetical, middle name
- House number
- Birthday date
- Birthday month
- House number even v odd (2 groups)
- Stand on one leg - left v right (2 groups)
- Matching animal sounds with eyes closed
- Coloured jelly beans from a bag
- Do any of the above whilst not talking
- Do any of the above in reverse order

# Demonstrations

## A picture paints a thousand words. Things to remember when demonstrating;

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

# Providing Feedback

## Consider timing, relevance and amount off feedback you give players.

- Try to give feedback immediately at training. The players are therefore more likely to link it to what has just been performed.
- Make sure the feedback is relevant and specific to what is being performed. Remember what the goal of the actual activity or drill is. If it is correct landing that you are concentrating on, then focus on that aspect for your feedback, especially with younger players. There may be a lot going wrong with technique with new players, but giving them too much to think about will not produce improvements.
- Avoid too much general comment (e.g. 'good work Amy' or 'well done Jess'). Feedback should be more specific so the players know exactly what was good about their performance and they can repeat it again. For example, 'That was a beautiful soft landing you did then Maddie', or 'Your follow through on that pass was perfect Annie, and look how straight it went!'.
- Keep feedback focused on only one thing at a time. Allow the players to digest that first and try to make any changes required, rather than have to try and improve 2 or 3 things at once.
- Make feedback positive. Remember the feedback sandwich - say something positive (bread), followed by something they can work on (filling), then finish with something positive again (bread).

# Child Protection

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

- Use positive reinforcement and acceptable language when talking about or to a child.
- Remain calm and non-confrontational.
- Ensure children are comfortable with any physical contact, e.g. a high five, handshake, a pat on the back.
- Avoid situations where an adult is left alone with a child.
- Be familiar with established processes within the club for child protection disclosures or allegations.
- Coach children to be 'good sports'.

**Please ensure that you have completed a BHSNA Registration Form if you are a non player (players will have filled one in, even if playing for another club, so you don't have to) and everyone must do a Volunteer/ Student Declaration Form before beginning your season training.**

## Motivating Children

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

### Points about motivation:

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

# Game Day

Set expectations for Game Day early on in the season. Set up a structure where you feel comfortable as a coach. Ideas may include;

- What time do you want all of your players to arrive and be ready to start the warm up? I always like to start my warm up in earnest 15 - 20 minutes before the game begins. You may need to initially meet at our club gazebo until you know where the spare courts are available for you warm up on. Stretching and small-area ball skills can be done there until the courts become free for your game.
- Set clear guidelines regarding behaviour at the intervals. I think the best thing to insist upon is to have all players drink bottles, in your drink caddy so they immediately go to the sideline to the coach for your coaching huddle. Do not allow players to chat to their parents at breaks. They need to be hearing instructions from only one person during the game, and that is you!
- Have any reserves sit or stand near you during the game so that you can point out different things to them, and also be able to sub them on quickly in the case of injury or illness. I also use them to take down stats for me during the game, see sheet attached.
- Have a clear policy of team rotations and make sure all players and their families know about it at the start of the season. I encourage all coaches to continue to rotate their players throughout positions. No one should be such a specialist that they play one position all their lives! This is especially relevant to the child who is extremely tall for their age. Don't just play them at one end of the court - make sure they too develop all the skill everyone else does - eventually everyone else catches up in height and it is not fair to them if you have never allowed them to develop the same full game skills.  
9 players recommend you rotate quarters, occasionally there may be situation for halves.  
Keep a record of who has rotated off see sheet attached.

## Points to remember when coaching children

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





