Introduction to PSIS for Netball

Hello, and welcome to your Year 9 Netball unit! Yes your netball classes. This is your personal workbook which contains almost all the information you will need to learn the game of netball and the skills and knowledge required to become a proficient netball player. Most of what you will need is contained in this workbook however your teacher will play an important part as you progress through the unit. After completing this unit your technique, confidence and skills on the netball court will have improved to a standard that you may consider representing the schools girls or boys team at Inter School Sport Carnivals in the future.

Your unit on netball is being taught using what is called the Personalised Sports Instruction System (PSIS). The PSIS is based on Fred Keller’s Personalised System of Instruction model which he developed in the early 1960’s. Keller designed this instructional model to provide an individual learning program for all students. Keller’s background in applied behavior analysis focused on teaching and observing as few as one student at a time. This motivated him to provide an individual learning program for all students. PSIS was designed to allow students to progress independently at their own pace through the sequencing of prescribed learning tasks. In all learning situations some students learn faster than others depending on their individual learning rate. This can cause frustration for some students if class’s progress too fast whilst others may become bored if their progress is slowed. The design of PSIS will allow you to progress “as quickly as you can, or as slowly as you need.”

The information in this workbook will help you to achieve and learn the necessary skills, strategies and rules to play netball. You will also learn basic strategies and drills to help you become a well-rounded netball player. The knowledge you gain about how to perform specific skills will provide you with the opportunity to perform at a higher level than your current abilities. The way you improve your skills will be different to the usual physical education setting.

Advantages of the PSIS for you

1. **Your dependence on the teacher will be reduced.** This workbook provides most of the information needed to complete the unit. The content, tasks and information is in the book and not with the teacher. The individualized plan allows you to proceed when you are ready to learn a new task.

2. **The emphasis is on individualized learning.** The PSIS allows you to learn netball ‘as quickly as you can, or as slowly as you need.’ This provides the ability for you to remain in your comfort zone while progressing through the course.

3. **The increased responsibility for your own learning.** As year 9 students it is assumed you can be responsible for much of your own learning. You will be able to make decisions that impact on class attendance, practice
routines and achievement. Much of the decision making and responsibility is directed away from the teacher and more towards you.

4. **Increased access to the teacher whenever you need it.** Your teacher can spend more time giving you personal attention and quality instruction, if you need it. If you do not need to interact with the teacher, it will not be forced upon you as it does with group learning.

5. **You can chart your own progress.** Your PSIS netball workbook includes personal progress charts that help you assess your abilities. This will help you make decisions about your learning pace, projected mark, and how you effectively use your class time.

**Your role in PSIS Netball**

Learning the contents of this workbook will be up to you. You will be more responsible for your own learning than ever before. Becoming familiar with the PSIS workbook, regular attendance at class, respecting the normal class rules and policies and working thoroughly towards completing the sequence of tasks for this unit is your responsibility. Experience in PSIS has shown students enjoy taking responsibility for their own learning and appreciate the opportunity to engage in the specific tasks to progress at their own individual pace. The PE teachers are sure that you will also enjoy this unique approach and opportunity to achieve!

If you find the workbook does not provide sufficient information you need please ASK FOR HELP! The teacher will be able to provide help if you need it. If you can progress without help from a teacher PSIS is designed to let you. All students at some point will assess others in the class. This opportunity provides student with the skills to assess and mark others and help their peers’ progress through the modules.

**Your teacher’s role in PSIS Netball**

Although you will be responsible for your own learning in this unit, your teacher will play an important role as a facilitator. Your teacher will have more time to provide individual feedback and clarification about assessment as you progress through the learning activities within this workbook. The teacher can check off your assessment tasks to ensure you have mastered the skills. At the beginning of the netball unit the teacher will indicate to the class how you can get their attention if the need for assistance from the teacher occurs. If you have any problems or questions that you feel you cannot solve yourself, please ASK FOR HELP.

**Course Management and Policies**

Some course management will come from this workbook others will be instructed by your teacher. This gives you increased control over your own learning so be sure to familiarize yourself with the following:
• **Dress for class.** You will need to wear your full PE uniform including appropriate footwear (NO ‘slip-on’s or volley’s footwear)

• **Equipment.** The teacher will organize all the necessary equipment required for the class. Routines for distributing and collecting equipment will be provided by the teacher.

• **Personal Workbooks.** Workbooks will remain at school. They will be distributed at the beginning of the lesson and collected at the end of class. The teacher will be responsible for bringing the workbooks to and from each lesson. This provides the assurance you will have your workbook for every lesson as you cannot fully participate without your own workbook.

• **Practice partners.** Some tasks will require you to practice with one or more partners to effectively learn the skill. Some assessment tasks will need to be checked off by a partner. Anyone can be your partner

• **Arriving to class.** Generally, you should (1) arrive before or at the start of class, (2) find your own Personal Workbook, (3) be sure to check off your attendance on the correct day, (4) complete your warm up and stretching routine, (5) if needed find a practice partner, and (6) start to practice the appropriate learning task in your sequence. This can be done as soon as you arrive, except for the first day. Arriving and starting as soon as possible will give you extra time to practice your netball skills.

• **Self-checks, partner-checks and teacher-checks.** PSIS learning tasks require that your netball skills be documented and successfully checked off. Some can be self assessed, some must be confirmed by a partner, and some can be approved by your teacher. Tasks are checked off by the appropriate person dating and initializing the selected task assessment section in your Personal Workbook. When tasks are to be checked by the teacher you will be required to practice for a period of time in an attempt to master the skill being assessed. When you have successfully mastered the practice trials and ready to be checked you need to signal to the teacher to ask for them to observe you. If you do not successfully obtain the required criteria you can continue to practice and be re-assessed at a later time. You will not be penalised if you do not master the criteria. There is no limit to the amount of times you can try to successfully complete a task. If you believe you will need the teacher to observe and check off a skill during a class let the teacher know at the beginning of the lesson so they can lookout for your signal throughout the class.

• **Grading/marking.** The teacher will inform you about the grading/marking system and related policies to be used in your PSIS netball class. Be sure you are aware of the details required for determining your grade/mark.
Class rules

- Students must be respectful of each other, their teachers, the personal workbooks and equipment used
- Students must be ready in correct uniform to begin class on time
- Implementing class management will be to a large extent the responsibility of the students
- Students are to be engaged in their own independent tasks
- Students are held accountable for achieving the performance criteria of their own tasks

Safety

It will be your responsibility to ensure you are working in a safe environment. Please make sure there is no unnecessary equipment in the gym or work in an area that provides you with enough space to safely carry out your tasks. Please show respect for other students’ space while you are working through your tasks. As capable year 9 students it is expected you will behave in an appropriate manner and be responsible for your actions. The appropriate consequence will occur if students do not behave in the expected way during the lesson.

How to use this workbook

Please ensure you have written your name on the front of your workbook. You will be given a DVD that compliments this workbook that explains the history of netball, the rules of the sport, and examples of the skills and techniques you will be asked to execute in this unit of work. Your PSIS netball unit contains a number of pre determined learning activities divided into a series of modules comprising performance skill and netball knowledge. It is important for you to know your own learning pace, and to make steady progress toward completing all the course requirements. When you effectively manage your time in class you will progress to completing the PSIS netball unit within the time-frame.

Netball: Steps to Success is divided into ten learning modules. Each learning module has information on the task or skill and steps on how to perform these skills. There are success checks at the end of each module and you will also be checked off for your mastery to demonstrate the skills and drills of the criterion tasks. To complete a module you must have recorded your successful attempts on the Personal Recording Form, at the back of the workbook, for the tasks undertaken.
Before beginning each module it is important that you read through what is required before beginning the exercises or activities. In many of the modules there are diagrams and tips to enhance your learning. Your teacher, partner or an advanced student will be able to also demonstrate the skill or activity to give you more of an understanding on how to execute the task.

The element of self pacing in this unit means you need to stay motivated and on schedule to complete the modules within the time frame. If you feel that you have fallen behind, due to absences or if some modules are taking longer than expected, there will be time made available for students to complete modules at lunchtime. Announcements will be made a day prior to and on the day of the gym being available. Please advise your teacher if you feel you need to make up some lost time and your teacher let you know during lessons when the time will be available to progress through the modules.

If you have any questions or issues during the unit, please do not hesitate to ask the teacher.

So if you are READY and all SET then GO......Enjoy learning netball with the PSIS approach 😊
Learning Module 1

**Warm-up and Stretching for Netball**

Netball is a fast-moving, skilful, high scoring and enjoyable game for people of all ages and ability levels. Today the game is played not only by girls and women but also boys and men are taking to the courts. Mixed netball is a fast growing area of the game. The skills needed in netball include landing, pivoting, changing direction, stopping, starting, throwing, catching, attacking, defending, intercepting, shooting, and others. It is very important to warm-up and stretch properly to prevent injury and improve your flexibility. The warm up should take 3-5 minutes to increase heart rate and blood flow to muscles. Stretching should follow the warm-up once your heart rate has increased and your core body temperature feels warm. There are three warm-up activities to choose from.

**Warm-up activity 1-** this is a whole class warm-up. As a class you will have to organise the teams.

**Ball tag**
Class divided into 2 teams. One team wears bibs to identify the team. All students are in the centre third. One team has the ball, which passes the ball to each other. Working within the footwork rule the students pass the ball to each other trying to tag as many of their opponents as possible within 30 seconds. The team without the ball tries to avoid being tagged. A player tagged is eliminated for that game and stands on the sideline. After 30 seconds teacher blows whistle for teams to change roles and restart the game. The teams each get four tries to tag the other team.

**Warm-up activity 2-** individual

**Skipping**
Skipping ropes will be available to use. You need to skip for 3-5 minutes counting how many skips you can do within the time frame.

**Warm-up activity 3-** individual

**Agility circuit**

- Run forward
- Side steps lead with right foot
- Small pitter patter feet
- Side step lead left foot
- Jump up to reach for net/ring 5 times
- Running leaps

Quick runs to post and out to circle line, change direction and run back to post, continue twice more then you go to start line and repeat the agility circuit again. You are finished when you have done it twice.
• Start at end line

Stretching

1. Do not bounce. Move into the stretch position slowly, allowing the muscle to adapt to the stretching process until you feel a mild tension in the muscle. Hold the stretched position for at least 15 seconds without bouncing during the process.

2. Hold the stretch. Holding the stretch position allows the muscle to accommodate to the rigors of strenuous exercise. As flexibility improves, attempt to hold the stretch for slightly longer. When the stretching exercise is complete, you should release slowly from the stretch position.

3. Target zone. You should not feel pain when stretching a muscle. There is a stretching target zone where there is tension in the muscle but no pain. It is important to be aware of your own target zone. Stretching at a level below the target zone will not lead to increased flexibility and stretching above this zone will increase the risk of injury.


5. Stretch after a warm up and at the end of the class. Stretching after a warm up and before activity prepares the muscles and joints for the activity and reduces the risk of injury. Stretching after exercise helps the body recover.

Demonstration
Your teacher will demonstrate the different warm-up choices and stretches for netball. Observe the demonstration carefully, and if necessary make any notes in your workbook next to the activity or stretch which may help you in later lessons.
**Lunge stretch (inner thigh)**
From an upright position, turn your right foot out and take an exaggerated step sideways with your right leg (as per the diagram). Continue to lower your body by flexing your right knee and hip. Hold for 15 seconds. Return to your original standing position by extending right hip and knee. Keep your head and shoulder upright during the stretch. Your knee should point in the same direction as your foot throughout the stretch. Change to stretch other leg.

**Gastrocnemius stretch**
Stand facing a wall with your feet staggered. Bend your front leg and stretch your back leg, keeping your heel on the ground (as per diagram). Stretch your arms forward to support yourself against the wall. Straighten your back leg carefully lean forward until you feel the stretch and hold for 15 seconds. Switch legs and repeat.

**Soleus stretch**
Stand facing a wall with your feet staggered. Bend both knees keeping your heels on the ground (as per diagram). Use your hands to support yourself against the wall. Carefully lean forward until you feel the stretch. Hold for 15 seconds. Switch legs and repeat.
Hamstring stretch
Sit with one leg straight and the other leg bent to the side. Place your foot along the inner thigh of the straight leg. Lean forwards over the stretched leg and grasp the ankle or foot with your hands until you feel the stretch (as per diagram). Hold for 15 seconds. Repeat the stretch on the opposite leg.

Quadriceps stretch
Lie on your abdomen with one leg straight and one leg bent. Grasp the foot of the bent leg and pull your thighs together. Carefully pull the foot down towards your buttock until you feel the stretch (as per diagram). Hold for 15 seconds. Repeat the stretch on the opposite leg.

Iliotibial band stretch
Lie on your back with your hands to your sides and legs bent. Put one foot on the opposite knee. Use the foot to press the knee towards the floor until you feel the stretch (as per diagram). Hold stretch for 15 seconds. Repeat the stretch on the opposite leg.

Hip flexor stretch
Stand with feet spread far apart and staggered. Bend the knee of front leg and stretch the back leg, keep your instep on the floor (as per diagram). Place your hands on the floor. Stretch the back leg further back and push the hip down until you feel the stretch. Hold for 15 seconds. Repeat the exercise with the opposite leg.
**Back stretch**

Stand with feet together and hands above your head, arms stretched. Bend your torso to the side, without turning your hip, until you feel the stretch (as per diagram). Hold for 15 seconds. Repeat the stretch on the opposite side.

**Glute stretch**

Lie on your back with one leg bent and off the ground. Grasp your knee with your opposite hand. Carefully pull your knee down towards the ground until you feel the stretch (as per diagram). Hold for 15 seconds. Repeat the stretch on the opposite leg.

**Combined rotator cuff & triceps stretch**

Sit on your knees with your back straight. Bend one arm behind you neck as far down as possible. Bend the opposite arm up behind your back with palm outwards and let your fingers meet behind your back (as per diagram). If you can fold your hands together until you feel the stretch. Hold for 15 seconds. Release, relax and switch arms.
**Chest stretch**
Stand with your side against a wall or door frame. Hold your forearm against a wall or door frame. Hold your forearm against the wall in a vertical position while the upper arm is horizontal. Stretch your chest muscle by turning the chest away from the wall (as per diagram). Hold for 15 seconds. Repeat the stretch with the opposite arm.

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**Assessment 1: Warm-up and Stretching**
Before each lesson you are to pair up with another student. After you have completed the warm up you are to observe each other doing the stretching exercises. If each stretch is performed using proper and correct technique, you are to tick off each stretch and sign your initials in your partner’s workbook with the correct date (see below).

<table>
<thead>
<tr>
<th>Date:</th>
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<tbody>
<tr>
<td>lunge</td>
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<tr>
<td>Calf</td>
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<tr>
<td>Soleus</td>
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<tr>
<td>Hamstring</td>
</tr>
<tr>
<td>Quad</td>
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<tr>
<td>ITB</td>
</tr>
<tr>
<td>Hip flexor</td>
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<tr>
<td>Back</td>
</tr>
<tr>
<td>Glute</td>
</tr>
<tr>
<td>Rotator/Triceps</td>
</tr>
<tr>
<td>Chest</td>
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</tbody>
</table>

**Signed:**
Learning Module 2

Catching

You are ready to begin your second step to success, catching. Catching is the first step in handling a netball, so it is appropriate that this is the first step to practice in becoming a proficient netballer. It is important you consistently catch the ball. Good netballers let their fingers do the work. Your fingers should drive out to meet the ball, make contact and pull it in quickly because you must move the ball on within 3 seconds.

In this module you will learn the 2 basic catches in netball: the two-handed catch and the one-handed catch. The two-handed catch is the safest and allows for greater control, whereas the one-handed catch is less safe but gives you greater extension to the ball. You will also learn the more advanced skill of using a controlled tap. In match play the correct choice of catch is crucial.

Students sometimes think that basic skills such as catching are really not important, they think that clever tactics win matches. Nothing could be further from the truth. It is absolutely essential to have the best basic skills you possibly can. Even elite players use practice drills to ensure that their hands are safe and sure at every practice session.

The rules of game penalize a replayed ball. If you have control of the ball and drop or fumble it, you cannot pick it up again until another player has handled it. The penalty for a replayed ball is a free pass for the opposition.

In a very close game, taking a really difficult catch or using a controlled tap could give your team a winning edge. Make sure you work at these basic skills so your hands are safe and sure.

Two-handed catch

Preparation
1. Keep body well balanced
2. Watch ball
3. Drive out arms to meet ball
4. Bend elbows slightly
Execution
1. Fingers spread wide
2. Thumbs behind ball
3. Fingers firmly grip ball

**Tip:** Keep your eyes on the ball until you catch it

Follow-through
1. Pull ball quickly in towards body
2. Prepare to pass or shoot

**Common Errors and Corrections**

**Error:** You lose sight of the ball  
**Correction:** Watch the ball until you take the catch

**Error:** You don’t protect the ball  
**Correction:** Pull the ball into your body once you have control of it
Thumbs behind ball and fingers outstretched.

Problems with the catch will be evident immediately you will drop or fumble the catch. Most errors are caused when players do not grip the ball correctly. Develop a vice-like grip; once the ball is in your hands, it stays there.

One-handed catch

**Preparation**
1. Keep body well balanced
2. Watch ball
3. Extend arm to ball

**Execution**
1. Position hand behind ball
2. Outstretch fingers
3. Take ball in middle of hand
4. Firmly grip ball with fingers
5. Curve wrist and hand around ball
Controlled tap

Follow-through
1. Pull ball into body
2. Use other hand to steady ball
3. Prepare to pass or shoot

Preparation
1. Keep arm at full stretch
2. See where opponents are
3. Decide where to direct tap

Execution
1. Fingers slightly spread
2. Wrist and hand turned to direct tap
3. Fingers tap ball
Follow through
1. Secure ball
2. Pull ball into body

Common Errors and Corrections

**Error:** You make an inaccurate tap
**Correction:** Open your fingers slightly. Your fingers and wrist control the direction of the tap. Direct the ball into a safe place

Teacher Demonstration
If required, your teacher is able to demonstrate the catch.

Catching drills
1-Staying on the wall
This drill is designed to speed the hands rather than control the catch. Stand about a step away from a practice wall, facing it. With the ball in your right hand, bat it quickly against the wall, at shoulder height, allowing your fingertips to do the work. If you bat quickly, the ball rebounds back to your hand; that is, the ball maintains the same position on the wall and is said to be staying on the wall when this happens. If you tap the ball too slowly, the ball does not return to your hand; it falls down. You need to successfully complete 10 quick taps with each hand.

To increase difficulty-
- Move the ball up and down the wall.
- Move the ball across the wall.
- Maintain ball movement while changing hands.
- Reverse your starting position, putting your back to the wall. Turn your hand so it faces the wall, and turn your head so you can see the ball.

Success Check
- Fingers strike the ball.
- Wrist and hand move quickly
- Ball maintains the same position on the wall
- Eyes watch the ball
Assessment 2.1: Staying on the wall
Students are to pair up with a partner to demonstrate the skill.
Fill in your score. (You cannot progress until you have scored at least 8/10)
Your partner must then sign and date below.

<table>
<thead>
<tr>
<th>10 successful taps with right hand</th>
<th>/ 10</th>
<th>/ 10</th>
<th>/ 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 successful taps with left hand</td>
<td>/ 10</td>
<td>/ 10</td>
<td>/ 10</td>
</tr>
</tbody>
</table>

Partner’s signature_________________________ Date____________________

2- Stationary catching
This provides stationary catching practice using a wall and a partner. The focus is
on the fundamentals of controlling the ball and developing safe hands.
• Toss the ball into the air about 1 metre above your head. Extend both
  hands to the ball so you take the catch quickly and cleanly. Pull the ball in
  while at the same time bending your knees slightly. Do 10 repetitions.
• Stand 1 metre from a practice wall. Throw the ball onto the wall and take
  the catch quickly and cleanly with both hands. Do 10 repetitions.
• Have a partner stand a few metres in front of you. Your partner begins by
  throwing the ball to you at chest height. Take the catch quickly and
  cleanly. As you become more skilful, have your partner speed up the pass.
  Do 10 repetitions.

To increase difficulty-
• Catch with one hand instead of two.
• Alternate one-handed catches between your right and left hands.

Success check
• Eyes on the ball
• Arms fully extended to take the ball
• Ball pulled in quickly after the catch

Assessment 2.2: Stationary catching
Students are to pair up with a partner to demonstrate the skill.
Fill in your score. (You cannot progress until you have scored at least 8/10)
Your partner must then sign and date below.

<table>
<thead>
<tr>
<th>10 consecutive catches from tossed ball</th>
<th>/ 10</th>
<th>/ 10</th>
<th>/ 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 consecutive catches from wall ball</td>
<td>/ 10</td>
<td>/ 10</td>
<td>/ 10</td>
</tr>
<tr>
<td>10 consecutive catches from partner throw</td>
<td>/ 10</td>
<td>/ 10</td>
<td>/ 10</td>
</tr>
</tbody>
</table>

Partner’s signature_________________________ Date____________________
3- Double catches
This partner drill is intended to speed up the catch. It will challenge your vision and control of the ball. Stand about 2 metres away from and facing your partner. You both have a ball. Put your feet about shoulder-width apart, and slightly bend your knees to lower your centre of gravity.
1st phase- one partner call out the command ‘GO’, simultaneously pass the balls to each other using two hands. One partner throws a straight pass; the other partner throws a high pass. Both of you should take the catch quickly and immediately release the same pass. The balls should move quickly between you, with your wrist and fingers flicking to release. Complete 10 consecutive passes.
2nd phase- both of you have your arms outstretched to the side with a ball balanced on the right hand. On ‘GO’, both of you release a one-handed straight pass to your partner’s outstretched left hand. Quickly catch the ball with your left hand and then throw it back to your partner’s right hand. You should throw and catch the balls simultaneously, with speed. Complete 10 consecutive passes.
To increase difficulty-
• Vary the pass: you use a high pass; your partner, a bounce pass
• Clap hands between catches
• Reverse your starting positions so you have your backs to each other. Turn around quickly on ‘GO’.
• Walk and then run while still controlling the ball. Can you reach top speed and still control and catch?
Success check
• Fingers spread wide.
• Ball balanced on the fingertips.
• Fingers and wrist used to flick the ball
• Good vision

Assessment 2.3: Double catches
Students are to pair up with a partner to demonstrate the skill.
Fill in your score. (You cannot progress until you have scored at least 8/10)
Your partner must then sign and date below.

<table>
<thead>
<tr>
<th>10 consecutive passes with two hands</th>
<th>/ 10</th>
<th>/ 10</th>
<th>/ 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 consecutive passes with one hand</td>
<td>/ 10</td>
<td>/ 10</td>
<td>/ 10</td>
</tr>
</tbody>
</table>

Partner’s signature_________________________ Date________________

4- One handed catching and tapping
In this partner drill, you will practice extending to take the high ball. Your partner stands 1 metre from the wall, facing it with a ball. Stand immediately behind your partner. Your partner will use an underarm throw high onto the wall. Elevate and reach over your partner, trying to pull the ball in with one hand and land with a wide base. Your partner doesn’t move but uses a wide base to hold a strong
position in front. In taking the catch, you must not contact your partner. Complete 5 consecutive one-handed catches

To increase difficulty-
- Vary the direction of the ball, to the left of the right.
- Both players contest the catch. After the ball is thrown, both of you elevate and contest the ball.
- The player at the back starts in the reverse position so they need to turn in the air to take the pass.
- Try tapping on. Your partner throws the ball high onto the wall and you elevate to tap the ball at full stretch. Direct the tap to your partner who moves to take the catch.

Success check
- Full arm extension
- Good body control
- Wide base on the land
- Ball pulled in quickly to body
- Body protects the ball

Assessment 2.4: One-handed catching and tapping
Students are to pair up with a partner to demonstrate the skill. Fill in your score. (You cannot progress until you have at least a 4/5 score)

<table>
<thead>
<tr>
<th>5 consecutive one-handed catches</th>
<th>/ 5</th>
<th>/ 5</th>
<th>/ 5</th>
</tr>
</thead>
</table>

Partner’s signature_________________________ Date_____________________

Once you have successfully completed all assessments for catching have your partner mark off and sign initials on the Personal Progress Chart for ‘Catching’ at the end of this workbook.

✿ Congratulations you have successfully mastered Learning Module 2 you may now commence Learning Module 3.

Learning Module 3

Passing

Netball is very much a passing game. To move the ball up and down the court, team members throw it to each other using either one or two hands. The purpose of this module is to introduce the basic passing techniques of the game. The aspiring netballer needs to develop three important parts of the skill of passing:

1. The technique of the various throws
2. The ability to place a pass accurately
3. The ability to select the most appropriate throw in play
To play netball you need to pass the ball. To play successfully you have to pass the ball accurately. Each time you have possession of the ball on the netball court, you will have to throw it, except if you are a shooter; then you will have to shoot as well. No matter where you play you have to pass the ball. Netball teams that have good passing skills give their shooters many opportunities to score. The reverse is also true; Poor passing skills restrict your team’s opportunities and provide turnovers for your opponents to capitalize on.

When the ball is passed with pinpoint accuracy, it is very difficult for opponents to defend.

Types of passes

<table>
<thead>
<tr>
<th>Type of pass</th>
<th>Method of release</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bounce</td>
<td>One or two hands</td>
<td>Great for confined spaces, Useful feed into the goal circle</td>
</tr>
<tr>
<td>Chest</td>
<td>Two hands</td>
<td>Accurate pass, Long or short pass, Easily controlled</td>
</tr>
<tr>
<td>Flick</td>
<td>One or two hands</td>
<td>Fast pass, Catches opposition unaware</td>
</tr>
<tr>
<td>Lob</td>
<td>One hand</td>
<td>High, floating pass, Requires pinpoint accuracy</td>
</tr>
<tr>
<td>Overhead</td>
<td>One or two hands</td>
<td>Fast pass, Used to avoid the arms of defenders who are reaching over the ball</td>
</tr>
<tr>
<td>Shoulder</td>
<td>One or two hands</td>
<td>Fast, powerful pass</td>
</tr>
<tr>
<td>Side or bullet</td>
<td>One or two hands</td>
<td>Quick, direct pass</td>
</tr>
<tr>
<td>Underarm</td>
<td>One or two hands</td>
<td>Short, accurate pass, Brings an element of surprise</td>
</tr>
</tbody>
</table>

Two-Handed Bounce pass

Preparation
1. Elbows in
2. Thumbs behind ball
3. Knees slightly bent
One or two-handed overhead pass

**Preparation**
1. Raise ball above head
2. Hold ball tightly with both hands
3. Grip ball firmly with fingertips
4. Thumbs behind ball
5. Slightly recoil hands to generate power

**Execution**
1. Focus on target
2. Drop ball back behind the head
3. Keep body well balanced
4. Use wrists and fingers to propel ball

**Follow-through**
1. Follow ball with arms & wrists
2. Relax shoulders
3. Keep knees bent
Follow-through
1. Follow ball with fingers and wrists
2. Transfer body weight forward

Common errors and corrections

Error - Your overhead pass fails to clear the defender’s arms.
Correction - Raise the ball higher above your head to begin your throw. Watch your point of release. As you prepare to pass you may need to pull the ball further back behind your head so that you can release the ball earlier. Make sure you are not taking the ball forward into your defenders outstretched hands.

One-handed shoulder pass

Preparation
1. Hands behind ball
2. Ball on fingertips
3. Ball protected by non-throwing hand
4. Weight down; knees slightly bent
5. Opposite foot forward

Open shoulder
1. Shoulder open
2. Provide speed with arm and body
3. Release non-throwing hand
Propel ball
1. Transfer body weight forward as you extend arm to propel the ball
2. Use wrist and fingers to direct pass

Tip:
If your pass falls short, open your shoulder or put your weight behind the pass

Follow-through
1. Throwing hand follows ball
2. Back foot comes through
3. Weight transfers forward

Lob pass

Preparation
1. Hand under the ball
2. Ball on fingertips
3. Elbow bent
4. Weight down; knees slightly bent
5. Opposite forward

Execution
1. Push throwing hand straight upwards
2. Release at full extension
3. Propel with fingers and wrist; ball has high arc
Follow-through
1. Point wrist and fingers to ground
2. Relax shoulder, arm and elbow
3. Transfer weight to front foot
4. Move back foot through

Chest pass

Preparation
1. Elbows in
2. Thumbs behind ball
3. Feet astride
4. Knees slightly bent
5. Eyes on target

Execution
1. Keep body balanced
2. Initiate with wrists
3. Direct with fingers
Follow-through
1. Keep body balanced
2. Follow ball with arms, wrists and fingers
3. Transfer body weight forward

Teacher Demonstration
If required, your teacher is able to demonstrate the different passes if you need to see them in action.

Passing drills
1-Target ball
This is a versatile drill to help develop your aim using a variety of target locations, distances and passes.
Draw 5 hands at various heights on a wall with chalk. Take 3 steps from the wall to begin your practice. Using a shoulder pass, see how many throws it takes to hit every hand in order once, then use the two-handed chest pass.
Mark 5 chalk lines on the ground at varying distances from the wall. Try to hit 1 target with one pass from each line. Then try to hit all targets from each line. After hitting all the targets from each line, choose another pass and begin drill again.
Use targets on the ground for high-ball practice.
Mark 5 large crosses on the ground. Release the ball high above your head to see if you can make it land on the targeted cross. Use both one-handed and two-handed passes when practicing.
To increase difficulty-
- Change hands and try passing with the other hand.
- Increase, by 2, the number of steps you take from the wall to begin the practice. Once you are at 10-12 steps, you are handling a good long ball.
- Have a partner stand about 3 metres away to your side. Your partner passes you the ball as you are facing her. Pivot to face the wall and then work through the various sequences of the drill before taking the ball on the opposite side.

Success check
- Guide the ball with the fingers.
- Open the shoulder before release.
- Follow through with the fingers, wrists and body.
**Assessment 3.1: Target ball**

Students are to pair up with a partner to demonstrate the skill. Fill in your score. (You cannot progress until you have at least a 4/5 score)

Your partner must then sign and date below.

<table>
<thead>
<tr>
<th>Task</th>
<th>1/5</th>
<th>2/5</th>
<th>3/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hit each hand in order with shoulder pass</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Hit each hand in order with two-handed chest pass</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Hit one target from each chalk line</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Hit each target from each chalk line</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Hit each large cross with one-handed passes</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Hit each large cross with two-handed passes</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Partner’s signature__________________________________ Date______________

2-Up and back

Stand 5 metres in front of your partner. Have your partner sprint towards you. When your partner is about 1 metre from you, have them stop quickly and sprint away from you. As this happens, release a lob. If the ball is well place, it will be easy for your partner to jump into the air and take the catch at full stretch. Repeat 10 times.

**To increase difficulty**-

- Use the two-handed overhead pass.
- When your partner stops quickly get them to change direction (e.g., diagonally left or right).
- Introduce a defender to contest the high ball.
- Have your partner stand 1 metre in front racing you. Place the ball on your partner’s left or right side. He turns his body quickly to the ball side, steps back and elevates to take the lob.

**Success check**

- Eyes are on the target.
- Body is well balanced
- Ball travels in a high arc.
- Ball is well placed for receiver.

**Assessment 3.2: Up and back**

Students are to pair up with a partner to demonstrate the skill. Fill in your score. (You cannot progress until you have scored at least 8/10)

Your partner must then sign and date below.

<table>
<thead>
<tr>
<th>Task</th>
<th>1/10</th>
<th>2/10</th>
<th>3/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well placed lob pass</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
3-Hands over the pass (you will need 2 people to help with this drill)
This test for passing is to see if you can maintain accuracy when the pass is being pressured. Go back to target practice on the wall. Start about 5 steps out. Have 1 person throw the ball to you, as you catch the ball the other person takes up a position 0.9 metres (3ft) directly in front of you and reach forward to pressure the ball. Throw the ball accurately to the target on the wall. Repeat for 10 passes. This is a good time to practice the baulk (fake). You can always gain space by stepping back away from the defender, provided you work within the footwork rule.

**Success check**
- Keep eyes on the target.
- Be aware of defender’s hands.
- Choose appropriate pass.
- Shorten follow-through.

<table>
<thead>
<tr>
<th>Assessment 3.3: Hands over the pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are to form group of 3 to demonstrate the skill. Fill in your score. (You cannot progress until you have scored least 8/10) Your partner must then sign and date below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complete 10 successful pressured passes to the target</th>
<th>/10</th>
<th>/10</th>
<th>/10</th>
</tr>
</thead>
</table>

Partner’s signature__________________________ Date________________

Once you have successfully completed all assessments for passing have your partner mark off and sign initials on the Personal Progress Chart for ‘Passing’ at the end of this workbook.

😊 Congratulations you have successfully mastered Learning Module 3 you may now commence Learning Module 4

Module 4

**Footwork**

The next basic element of the game of netball involves the feet. Getting your feet under control is essential. The footwork rules of netball are quite unique and specific. The rules state that after taking possession of the ball, the first grounded foot may not be re-grounded before the player releases the ball. An infringement of the footwork rule incurs a free pass for the opponent.
The quick-moving, non-contact style of netball signifies the importance to be able to control your body for on-court success. The key to sound body control is good footwork. If your feet are under control, guiding your movement, keeping your body well balanced and allowing you to change speed and direction effectively, then you can concentrate on the important on-court decisions to make with the ball - the crucial matters that win or lose games. Players who fail to control their feet have difficulty executing accurate passes.

To be a successful netball player, you need to master the basic footwork skills of the game. Whether you are in attack or defence, you need a powerful movement to generate speed on your take-off; the ability to run fast, change direction swiftly, and jump strongly; and the ability to side step. Mastering these important skills enable you to move with speed and agility.

Crossover step

**Preparation**
1. Keep weight down
2. Move with speed
3. Transfer weight to outside foot
4. Use good court vision

**Execution**
1. Cross inside foot over front foot
2. Keep body well balanced
3. Watch ball

**Follow-through**
1. Quickly transfer weight to outside foot
Change of direction

Preparation
1. Get weight down quickly
2. Plant outside foot to anchor movement
3. Absorb body weight

Execution
1. Push off in opposite direction quickly
2. Use arms to help generate speed
3. Watch ball

Follow-through
1. Sprint off in new direction
2. Stay aware of space
Shuffle

Preparation
1. Feet shoulder-width apart and astride
2. Weight down
3. Eyes on the ball

Execution
1. Keep weight down
2. Quickly extend outside foot to widen base
3. Use arms to counterbalance

Follow-through
1. Slide inside foot across space quickly so feet are again shoulder-width apart
2. Keep weight down
3. Extend outside foot
4. Repeat movement at speed
Elevation and jump

A-Balanced position with one foot slightly in front
B-Parallel base
C-Drop weight
D-Explode upwards

The power of the jump originates in the legs. Begin a jump with a deep knee bend to initiate a strong movement as you drop your body weight, keeping your elbows tight to your sides. As you push your body weight up, use your arms to assist in the upward driving movement.

Landing
Poor landing technique means your body has an unstable base from which to execute skills. It also increases the chance for injury. Netball demands rapid reactions to on-court action; good landing technique enables you to be in a well balanced position and ready to respond instantaneously.

For the safest landing, you need to absorb the impact as effectively as you can. A wide-base two-footed landing cushions the impact more evenly than a one-footed landing. Allow your knees to bend and absorb the force on impact. Sometimes on court you will have to use a one-footed landing. The principle for executing the one-footed landing is the same. Allow your knee to bend and absorb impact. Bring your other foot into contact with the ground as quickly as possible to redistribute your body weight evenly. The split landing is a more advanced technique when you land with a wide base with one foot in front of the other.
Tip:
As you land, be sure to absorb the impact through your feet, ankles and knees

Landing safely
Using the split landing

The footwork rule
The rule states you cannot reground the first landed foot. While you have possession of the ball, you may not drag or slide your grounded foot or hop on either foot. The foot that touches the ground first after you catch the ball is the grounded foot. It is important you are aware of which foot you land on. Once you land with the ball, you need to pass or shoot within 3 seconds. You have the following foot movement options to choose from before you pass or shoot:

- Pivot
- Pivot or step onto the non-grounded foot
- Jump
- Jump and turn in air
- Step onto the non-grounded foot and jump
- Step onto the non-grounded foot, then bring the first leg through, making sure you release the ball before the grounded foot is regrounded

Pivoting

Preparation
1. Take catch
2. Bend knees to cushion landing
3. Balance body
4. Know grounded foot
Execution
1. Keep weight down
2. Keep body upright
3. Rotate body
4. Push body around with non-grounded foot
5. Spin on grounded foot

Follow-through
1. Bring non-grounded foot through
2. Keep body balanced

Common errors and corrections

**Error**- Your grounded foot lifts.
**Correction**- Keep your knees bent and your weight down and dig your grounded foot in.

Stepping on

Preparation
1. Cushion landing
2. Note grounded foot
3. Keep weight down
4. Sight target
5. Keep momentum moving forward
Execution
1. Step onto non-grounded foot
2. Keep body upright
3. Keep body balanced
4. Watch target

Follow-through
1. Bring grounded foot through
2. Release ball before regrounding the grounded foot

**Teacher Demonstration**
If required, your teacher is able to demonstrate the different footwork techniques so you can see them in action.
Footwork drills
1-Power take off
This drill allows you to work on your take-off skills.
Jog the length of the court. In each third your partner will blow whistle. When you hear the whistle, take 3 powerful running steps. Aim to be at full speed in 3 steps. Walk back the length of the court. Repeat again 4 more times
To increase difficulty
• On the whistle, change the movement to a powerful jump. Use the one, two quick steps to get you feet parallel before you take off.
• On the whistle take 2 steps right; then change direction. Next whistle repeat to the left.
• On the whistle, take an imaginary catch, land and pivot.
• On the whistle stop, pitter-patter then sprint out 3 strides.
Success check
• Weight is down on take-off.
• Legs and arms are driving.
• Eyes are up.

Assessment 4.1: Power take-off
Students are to pair up with a partner to undertake and demonstrate the skill.
Fill in your score. (You cannot progress until you have scored least 4/5)
Your partner must then sign and date below.

| Achieve full speed in 3 steps | /5 | /5 | /5 |

Partner’s signature__________________________ Date_____________________

2-Ladder drill
The ladder drill and agile feet drill are designed to help develop foot control. Use the agility ladder.
1. Face the ladder; then step quickly into the centre of each space with one foot touching the ground between each rung. When completed turn around a repeat starting with the opposite foot.
2. Use both feet in each rung. After you have stepped into the rung, bring the other foot in to counterbalance before you step into the next rung. Return starting with the opposite foot.
3. Hop on the right foot to the end of the ladder; then return hopping on the left back.
To increase difficulty
• Turn sideways. Use your right foot to take the quick step and then bring your left foot in to counter balance before you step quickly into the next rung. Return using left foot.
• Go up and down the ladder. Reverse your movements to return. Make sure you maintain your speed and balance as you travel backwards.
Success check
• Rapid foot movement.
• Body well balanced.
• Head up watching play.

**Assessment 4.2: Ladder**
Students are to pair up with a partner to undertake and demonstrate the skill.
Fill in your score. (You cannot progress until you have scored least 4/5).
Your partner must then sign and date below.

| Successful movement through the ladder quickly and cleanly, landing in the middle of each step. | /5 | /5 | /5 |

Partner’s signature ___________________________ Date __________________

**3-Balloon**
Form a group of 4. Mark on the floor with chalk an area 3-4 metres wide and long.
2 players (workers) stand in the middle of the working area with 3 balloons. The pair of students outside the area are holding extra balloons. Using rapid foot movements, the workers have to keep the 3 balloons afloat by hitting them into the air with an underarm, open-hand hit. Once the 3 balloons, another balloon is fed to the working pair, then another, for a total of 5 balloons. All balloons must stay within the working area for 30 seconds.

**Success check**
• Eyes on the balloons.
• Quick footwork and recovery.
• Good spatial awareness.

**Assessment 4.3: Balloon**
Students are to organize groups of 4 to undertake and demonstrate the skill.
Fill in your score. (You cannot progress until you have kept 5 balloons in working area for 30 seconds).
Your partner must then sign and date below.

| Successfully keep 5 balloons in the air in working area for 30 seconds. | 30 seconds | 30 seconds | 30 seconds |

Partner’s signature ___________________________ Date __________________

*Once you have successfully completed all assessments for footwork have your partner mark off and sign initials on the Personal Progress Chart for ‘Footwork’ at the end of this workbook.*
Module 5

Attacking

Whenever your team has possession of the ball, you are in attack. Each team member works hard to bring the ball down the court to the shooters so they can score.

Attacking skill need an element of surprise to keep your opponents guessing, this calls for a variety of attacking play. Attacking play has 2 important components-the movement itself and the timing used to execute it. Attacking moves are used to give your team the best chance of successfully bringing the ball down the court. Good attacking moves make it easier to pass the ball successfully.

Important terms used in regard to attacking play are:

• Offer. When you make an offer in netball, you simply execute an attacking move. You offer yourself to catch the ball. Use your speed and strength to produce a move that your team mates can read easily.

• Re-offer. If your first move is unsuccessful, make another. You should quickly offer another attacking move when your first move is beaten.

• Preliminary move. A move used before you offer the main attacking move. Your aim is to take the defender away from the area in which you actually want to receive the ball as preliminary moves. Fakes and dodges are often used. A well-executed preliminary move will make it difficult for the defender to read your offer.

• Clearing move. Is an advanced attacking move and it aims to create space for you to re-enter or to clear space for a teammate to use.

• Timing. Time your attack moves to give you the best chance of successfully taking the incoming ball. When you decide to offer is as important as your choice of attacking movement.

Tip:
If you go too early, you make it easy for the defender.
If you go too late, you put pressure on your passing team mate.
Drive or lead

Preparation
1. Body balanced
2. Weight down
3. Head up
4. Aware of court space
5. Focus on player with ball

Execution
1. Move into space
2. Drive with legs
3. Use arms
4. Hit top speed quickly
5. Prepare to take pass
6. Keep eyes on ball

Follow-through
1. Land and balance
2. Look for passing options
Dodge

Preparation
1. Drop weight down quickly
2. Take weight on outside foot
3. Watch play

Execution
1. Transfer weight to other foot quickly
2. Keep body well balanced
3. Keep weight down to generate powerful movement

Follow-through
1. Weight transfers to other foot
2. Drive to take catch
3. Weight down
4. Strong movement
Fake

Preparation
1. Body well balanced
2. Feet shoulder-width apart
3. Ball on both hands

Tip:
If your opponent stays with you; learn to time your fake more effectively. Keep your movement sharp

Execution
1. Hold ball firmly
2. Dip and recoil upper body quickly
3. Use a strong, convincing movement
4. Keep weight down and feet still

Follow-through
1. Return to starting position quickly
2. Release ball safely
Teacher Demonstration
If required, your teacher is able to demonstrate the different attacking moves if you need to see them in action.

Attacking drills
1-Single attack moves
Select a partner and stand about 5 metres apart. You offer an attacking move—a strong drive and you receive the ball. Continue to pass the ball as you offer attacking moves. Once you have received 10 successful catches with one attacking move, change to another.

To increase difficulty
• Have 3 players work the drill. You will need good timing to avoid working the same space as your partners
• Place a defending player between the attackers and allow them to apply token defensive pressure

Success check
• Speed off the mark.
• Strong lead.
• Eyes on the ball.
• Safe hands.
• Accurate feed.

Assessment 5.1: Single attack moves
Students are to pair up with a partner to undertake and demonstrate the skill.
Fill in your score. (You cannot progress until you have scored at least 8/10). Your partner must then sign and date below.

<table>
<thead>
<tr>
<th>Successful attacking moves into space that are timed well and result in the catch being taken at full stretch</th>
<th>/10</th>
<th>/10</th>
<th>/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful different attacking moves that are well timed and result in the catch being taken at full stretch</td>
<td>/10</td>
<td>/10</td>
<td>/10</td>
</tr>
</tbody>
</table>

Partner’s signature_________________________ Date___________________

2-Double feed drill
2 feeders stand in front of you about 5 metres away. Both feeders have a ball. To start drill you offer an attacking move to the 1st feeder, who passes the ball. You return the ball to the feeder and then offer a different attacking move to the second feeder. The ball passes quickly between the feeders and the attacker. Repeat the drill until 10 successful attacking moves have been accomplished.
To increase difficulty
- Place a defender between the feeder and attacker to pressure the pass.

Success check
- Strong offer.
- Offer easily read
- Variations of attacking movement.
- Eyes on the ball.

Assessment 5.2: Double feed drill
Students are to form a group of 3 to undertake and demonstrate the skill. Fill in your score. (You cannot progress until you have scored at least 8/10). Your partner must then sign and date below.

<table>
<thead>
<tr>
<th>Successfully completes 2 attacking moves</th>
<th>/10</th>
<th>/10</th>
<th>/10</th>
</tr>
</thead>
</table>

Partner’s signature_____________________________ Date________________

3-One line timing
5 attackers are spread equally down two thirds of the court, facing the same direction. 1 person is the starting thrower. They throw the ball to the first person who has made a strong diagonal move to the ball. This person then quickly releases the pass to the next person who has made an attacking move to the ball. Continue the pattern down the line. The timing cue is the catch to make the attacking move. Once completed change direction leading to the opposite side and continue back to start person. Complete 10 successful attacking moves.

To increase difficulty
- Vary the distance between players.
- Offer variations of attacking movements. You cannot repeat a move; each player must use a different move.
- Change your timing cue e.g., instead of timing off the catch, use the pivot, the landing foot or the throw.
- Ignore the first offer from each player and wait for them to re-offer before passing.

Success check
- Watch the ball.
- Time the move from the cue.
- Attack strongly.
- Move the ball with speed into space.
- Use good footwork.

Assessment 5.3: One line timing
Students are to form a group of 6 to undertake and demonstrate the skill. Fill in your score. (You cannot progress until you have scored at least 8/10). Your partner must then sign and date below.

| Successfully passed ball up and down the line, offer well timed. | /10 | /10 | /10 |
Once you have successfully completed all assessments for attacking, have your partner mark off and sign initials on the Personal Progress Chart for ‘Attacking’ at the end of this workbook.

😊 Congratulations you have successfully mastered Learning Module 5 you may now commence Learning Module 6

Module 6

Defending

Defending in Netball is a challenge. The fast-flowing, high-scoring nature of the game means that the attacking skills receive a lot of attention. Attacking often appears more exciting than working the defence to deny your opponent’s possession. Don’t be fooled. Winning teams make sure they have a balance between defence and attack. Winning teams love to deny their opponent the ball, to force them into errors, to pressure them into making mistakes. Nobody said defence is easy. To make your mark, you need persistence, along with highly developed skills.

Netball rules state that you cannot contact a player from the other team in a way that interferes with that player’s actions. When the umpire calls contact against you, a penalty pass is awarded to the opposition. If contact is made in the goal circle, the shooter may take a penalty pass or a shot. If you are penalized for contact, you must stand out of play, standing beside the thrower taking the penalty while it is taken. When you are out of play, you must wait until the ball is released before you move.

Obstruction is the other rule you must understand to become an effective defender. To defend an opposing player with the ball, your nearer foot must be 0.9 metres (3ft) away from their landed foot. You obstruct when you defend within 0.9 metres. If you obstruct, the umpire awards a penalty pass to the opposing team. The same rules apply as for a penalty pass.

When defending you are trying to constantly pressure your opponent to cause them to make a mistake. Good defending allows your team to create more scoring opportunities by restricting your opponent’s play. Good defending creates turnovers. If you can capitalize on these opportunities, your team will be successful. Defending is not simply about the 3 defence players. Each member of the team must be able to defend. Defending wins games. The difference between 2 teams is often not their ability to attack, but their ability to do the unglamorous work in defence.
Different stance positions

Front stance - good position to intercept

Side stance - deny your opponents strongest move

Back stance used to protect back space
Defending one-on-one

Preparation
1. Weight down
2. Body well balanced, halfway across attacker's body
3. Head up; eyes on opponent and ball
4. Arms and hands close to body

Follow-through
1. Use recovery step and keep arms down
2. Reposition in front of player
3. Raise arms up and over ball
4. Pressure the pass

Execution
1. Follow opponents move
2. Maintain view of player and ball
3. Extend to intercept pass

Common Errors and Corrections

Error - The attacker beats you in the last few strides.
Correction - Focus on the ball when it is released. Keep attacking the ball. Don’t stop.

Error - You lose sight of the ball when you start to defend.
Correction - Keep your head up. Open your starting position slightly so you can see the player and the ball. This will give you a broader view of the court.
Pressuring the pass

Anticipating the pass
Defending off the player

Preparation
1. Body well balanced
2. Eyes on player and ball

Execution Follow-through
1. Decide when to go
2. Explode out
3. Fully extend to ball
4. Pull ball in

1. Bend knees to land
2. Balance
3. Scan for attacking cue
4. Look to pass

Teacher Demonstration
If required, your teacher is able to demonstrate defence stance. Please feel free to ask for a demonstration if you feel you need to see it in action.
**Defence drills**

**1-Line defence**
One defender, one attacker, and one thrower. The defender wears the bib to distinguish them from the attacker. The attacker prepares to offer. The defender takes up a good starting position to force the attacker wide. The attacker offers and the defender reacts to the move. The defender tries to intercept the pass from the feeder. The successful player returns the ball to the feeder and start again. The defender works to successfully take three balls from the attacker.

**To increase difficulty**
- Change the starting position of defender.

**Success check**
- Position well at the start.
- Force the attacker wide.
- Watch the player and the ball.
- Use quick feet.
- Attack the ball.
- Recover quickly.

<table>
<thead>
<tr>
<th>Assessment 6.1: Line defence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are to form a group of 3 to undertake and demonstrate the skill. Fill in your score. You cannot progress until you have scored at least 5 intercepts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defender successful takes 5 balls from the attackers</th>
<th>Number of takes</th>
</tr>
</thead>
</table>

Partner’s signature ___________________________ Date __________________

**2-Anticipation**
Two throwers stand about 4 metres apart and send shoulder passes back and forth. The defender stands between them but 5 metres to one side. The defender watches the first pass, judging its flight. As the thrower releases the second pass, the defender runs at full speed to intercept the pass. If you have watched the ball well, you should be able to guess the best chance to intercept it. Continue for 10 attempts.

**To increase difficulty**
- Intercept the first ball.
- Throwers vary passes using high balls and flat balls including some bounce passes.
- Throwers and defenders vary the distance of their starting positions.

**Success check**
- Judge the flight and speed of the ball.
- Keep weight down.
- Attack the ball.
- Pull the ball in quickly.
Assessment 6.2: Anticipation
Students are to form a group of 3 to undertake and demonstrate the skill. Fill in your score. You cannot progress until you have scored at least 5 intercepts.

<table>
<thead>
<tr>
<th>Defender successful intercepts 5 balls from the attackers</th>
<th>Number of intercepts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Partner’s signature________________________ Date__________________

3- Defending the pass
The thrower has the ball. Stand next to your opponent about 5 metres away from the thrower. When your opponent offers to take a pass, the thrower releases the ball. Contest the pass, but allow the attacker to receive the pass. As soon as your opponent takes the pass, drop your weight and execute the recovery step you by using both legs to jump back and clear legal space, keeping your arms down. Quickly raise your hands and pressure your opponent’s throwing action. Reach out with both arms and hands, but be careful not to overbalance or you will obstruct.

Your opponent passes to the thrower, who drives behind you to take the pass. You are successful if your opponent delivers a poor pass or is called for a held ball. When the thrower has possession of the ball, restart the drill.

Defending the pass drill
To increase difficulty
- Vary your defence of the pass. Once you have cleared the distance, keep your arms down and wait to try to intercept the pass. Attackers can be lulled into thinking you are not going to intercept if you keep your hands down.
• Have your opponent offer and re-offer before taking the pass. You must defend well enough to be able to contest the pass as it comes in and then recover to pressure the pass as it is released.

**Success check**
- Recover quickly.
- Clear the legal distance while keeping your arms down.
- Hold your arms and hands up once you are the legal distance away.
- Apply pressure to the throwing arm of the attacker with the ball.

### Assessment 6.3: Defending the pass
Students are to form a group of 3 to undertake and demonstrate the skill. Fill in your score. You cannot progress until you have pressured the opponent to deliver a poor pass or called for held ball 10 times.

<table>
<thead>
<tr>
<th>Successful defensive pressure results in your opponent delivering a poor pass or being called for a held ball</th>
<th>Number of times-Poor pass</th>
<th>Number of times-Held ball</th>
</tr>
</thead>
</table>

Partner’s signature________________________ Date____________________

**4-figure-eight drill**
Two throwers stand facing each other 3 meters apart. One has the ball. The defender stands behind the thrower without the ball. The throwers use two-handed straight passes to pass to each other and attempt to keep the ball moving between them. The defender uses a figure-eight movement to move between and around the throwers, trying to intercept each pass. Continue until the defender has attempted and successfully intercepted eight passes.

**To increase difficulty**
- Vary the passes to include high and low balls.
- Vary the distance between the throwers by closing space down or opening it up.

**Success check**
- Keep your eyes on the ball.
- Keep your weight down.
- Anticipate when to intercept.
- Attack the ball strongly.
- Recover quickly.
- No contact.

See key description from previous drill
Assessment 6.4: Figure-eight drill

Students are to form a group of 3 to undertake and demonstrate the skill. Fill in your score. You cannot progress until you have successfully intercepted 7 passes.

<table>
<thead>
<tr>
<th>Successful intercept of pass</th>
<th>Number of intercepts</th>
</tr>
</thead>
</table>

Partner’s signature___________________ Date_________________

Once you have successfully completed all assessments for defending have your partner mark off and sign initials on the Personal Progress Chart for ‘Defending’ at the end of this workbook.

😊 Congratulations you have successfully mastered Learning Module 6 you may now commence Learning Module 7

Learning Module 7

Goal shooting

It is exciting to be a shooter as you have the chance to put the finishing touches on your team’s down-court play by putting the ball through the ring and scoring a goal. To improve the conversion rate shooters must put in a lot of quality practice to ensure that they can finish off the team’s good work. Netball has a unique shooting style. The ball is released high and usually while the shooter is stationary. Only two players on a netball team, the goal shooter and goal attack, are allowed to shoot goals. The shooter needs to be cool, calm and collected when under pressure to score goals. Remember, netball matches are won by the team with the highest number of shots and the highest conversion rate (Shooting percentage). Developing good technique helps you to achieve a high conversion rate.
High Release

**Preparation**
1. Facing goal ring
2. Feet shoulder-width apart
3. Body balanced
4. Eyes on front of ring
5. Arm almost fully extended with ball resting on fingertips
6. Wrist under ball
7. Wrist and elbow pointing to goalpost

**Execution**
1. Drop wrist backwards a few centimeters behind head
2. Bend knees slowly
3. Place non-shooting hand gently on the ball
Follow-through
1. Flick ball with fingers and wrist
2. Slightly take non-shooting hand off ball
3. Aim to give ball high arc to ring
4. Index finger guides the release and imparts slight backspin
5. Bring body weight up
6. Follow through with fingers and wrists
7. Bring arms down

Common Errors and Corrections

- Error- the shot is flat
  - Correction- check the starting position of your arm. Execute more drop at the top of the shot to ensure the ball travels in a high arc to the ring

- Error- the shot falls short
  - Correction- you need more knee bend for a stronger follow-through. Execute more drop at the top.

Stepping before a shot

Preparation
1. Facing goal ring
2. Focused on front of ring
3. Body balanced
4. Arm almost fully extended and level with ear
5. Elbow and wrist pointing to goalpost
Execution
1. Step away from defender
2. Transfer weight onto flat foot
3. Hold grounded foot just off surface
4. On release of the shot, come up onto the ball of the non-grounded foot
5. Remember footwork rule
6. Release ball

Follow-through
1. Bring down grounded foot
2. Move to post for rebound

Teacher Demonstration
If required, your teacher is able to demonstrate shooting using a high ball and side step. Please feel free to ask for a demonstration if you feel you need to see it in action.

Shooting drills
1-Shooting with and without the goalpost
Stationary shooting allows you to concentrate on technique, line-up, release and follow-through.
Place the ball on your shooting hand. Drop your hand backwards a few centimeters and flick the ball a metre or two directly above your head. The ball should arc straight up from your release repeat 10 times.
Stand a step away from the goalpost. Prepare to shoot. Aim and release the ball so that it falls cleanly through the centre of the ring. Shoot until you hit 10 goals.
To increase difficulty
• Make 5 goals consecutively.
• Make the consecutive goals fall cleanly without touching the ring.
• Increase your starting distance from the goalpost.
• Place ball on the ground at your shooting spot. Sprint forwards 5 paces, turn and sprint back. Pick up the ball and shoot. Continue until you make 3 successful shots, sprinting between each one.

Success check
• Keep the body balanced.
• Steady the ball with the non-shooting hand.
• Focus on the target.
• Position the arm and wrist in line.
• Bend the knee slightly.
• Follow through with the fingers and wrist.
• Impart a slight backspin on the ball.
• Ball arcs high on release.

Assessment 7.1: Shooting with and without the goalpost
Students are to pair up with a partner to demonstrate the skill. Fill in your score. (You cannot progress until you have scored 10 consecutive ball arcs and at least 8/10 successful goals)
Your partner must then sign and date below.

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<tr>
<th></th>
<th>/ 10</th>
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<tbody>
<tr>
<td>Ball arcs straight from release</td>
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<tr>
<td>10 consecutive times</td>
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<tr>
<td>Score 10 consecutive</td>
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<tr>
<td>goals</td>
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</table>

Partner’s signature________________________  Date__________________

2-concentration
Working with small back steps and small side steps allows you to develop concentration and refine your judgment. For each small step you take, you will need to adjust the pressure you put on the shot.
Start close to the goalpost. Begin with a successful shot. Take a small step backwards. From this position, make another successful shot. Step back again. Move only when your shot is successful.
Begin on the back line about 2 metres from the goalpost. Begin with a successful shot. Take a small step sideways. From that position, make another successful shot. Take another small side step, moving in an arc around the goalpost.
Use this drill to develop your ability to use the small side step to go around the circle as well as the small back step to go forwards and backwards to the goalpost.
To increase difficulty
• Score 6 consecutive goals from six consecutive shots.

Success check
• Keep the body balanced.
Focus on the target.
Elbow, wrist and fingers point to the post.
Ball rests on the fingertips.
Ball drops backwards as the knees bend.
Follow through with the wrist and fingers.
Ball has high arc.

**Assessment 7.2: Concentration**
Students are to pair up with a partner to demonstrate the skill.
Fill in your score. (You cannot progress until you have scored 8/10 goals from both backward and side steps)
Your partner must then sign and date below.

| Score goals from position of backward steps | / 10 | / 10 | / 10 |
| Score goals from position on side steps | / 10 | / 10 | / 10 |

Partner’s signature__________________________ Date________________________

3-Shooting with defence
Working with a defender brings you closer to game-like conditions. Stand with a defender in the middle of the goal circle with the ball on the ground. Pick up the ball and assume a shooting position. The defender jumps back to the legal distance and raises their hands to pressure the shot. Take the shot. Once you have made five successful goals, use a step to clear the defender’s arms and repeat drill until you have made five more. Step either backwards or sideways. Both of you should follow the shot to contest the rebound.

To increase difficulty
• Score goals consecutively.

Success check
• Maintain body balance
• Focus on the ring.
• Be aware of the defender’s pressure.
• Maintain technique.
• Use good footwork.

**Assessment 7.3: Shooting with defence**
Students are to pair up with a partner to execute and demonstrate the skill.
Fill in your score. (You cannot progress until you have scored 4/5 goals from both shot and shot with back or side step)
Your partner must then sign and date below.

| Score goals from position of backward steps | / 5 | / 5 | / 5 |
| Score goals from position on side steps | / 5 | / 5 | / 5 |
4-Shooting off balance
Occasions will arise when you may not have time to recover and you may have to shoot off-balance. This drill is designed to cover those situations.
Falling out of court usually happens when rebounds close to the goalpost on the back line are strongly contested. You take the ball but over-balance and have to react quickly, deciding if you are going to shoot or pass. If you choose to take the shot, focus on the ring, making sure that your shot has a high arc as you move away from the post. To practice, have a feeder put a high ball out over the back line, Elevate and reach to retrieve the ball and shoot before you topple over.
The need to turn and shoot occurs when time has almost run out at the end of a quarter and you simply must get a shot up. Take the pass, turn instantly and release your shot even if you are off-balance. To practice, have a feeder place a variety of balls into the goal circle so you must turn and shoot immediately.

Success check
• Focus on the ring.
• Maintain good body control.
• Release the ball quickly.
• Flick strongly with the fingers and wrist.
• Give the shot height and direction.

Assessment 7.4: Off balance
Students are to pair up with a partner to execute and demonstrate the skill.
Fill in your score. (You cannot progress until you have scored 4/5 goals from both off balance shot and quick shot)
Your partner must then sign and date below.

| Score goals while off-balance | /5 | /5 | /5 |
| Score goals when turning quickly shooting | /5 | /5 | /5 |

Partner’s signature_________________________ Date____________________

Once you have successfully completed all assessments for shooting have your partner mark off and sign initials on the Personal Progress Chart for ‘Shooting’ at the end of this workbook.

😊 Congratulations you have successfully mastered Learning Module 7 you may now commence Learning Module 8
Netball starts in the centre third. The centre pass starts each quarter of a match and restarts the game when a goal has been scored. The major role of the centre third is to link the team’s attacking and defending ends. Midcourt players should have a heightened awareness of these roles and develop skills that enable them to perform effectively on court.

Winning your centre pass gives you a great advantage in attack. Sending the ball confidently and quickly out of the centre and into your attacking thirds towards your goal pressures your opponents.

To win the centre pass, your team needs to have well-laid plans that you can execute efficiently. Your team is given every second centre pass, and you need to use it well.

The wing attack takes a pivotal role on the centre pass so it is important that they prepare early. As the centre player enters the centre circle, the whistle blows. This is the cue for the wing attack to put a strong offer out, to drive hard over the line and take the ball.

Although your team has the opportunity to attack from every second centre pass, it also has to defend every other centre pass. A turnover from a centre pass gives you the advantage to score a goal from your oppositions centre pass.

**Centre third drills**

1-Centre pass

This drill overloads the centre line to really challenge the centre’s ability to release the ball accurately under pressure.

Three attackers are on the transverse line in the front third, and one defender is in the centre third. The centre player stands outside the centre circle with the ball, and a person stands with a whistle behind the circle.

The centre steps into the circle. When the person blows the whistle, all three attackers offer. The centre selects the most appropriate option and passes accurately.

**To increase difficulty**

- Add a second defender to the centre third
- Repeat the drill with offers coming from behind the centre circle.
- Have offers coming from back third and front third.

**Success check**

- See all the options
- Select the best option
- Narrow your focus
- Release the pass quickly

**Assessment 8.1: Centre pass**

Students are to form groups of 5-6 to execute and demonstrate the skill.
2-Beating the double (attacking)
As the name implies, this drill looks at how to create winning attacking moves to beat a double defence at a centre pass.
Stand 1 metre back from the transverse line. Your centre stands outside the circle with the ball. As the centre steps forward into the circle to start the drill, offer a strong preliminary move to split the defenders and create space in which to work. As the whistle is blown to start play, drive hard over the line to take the centre pass. Repeat until beaten the double defence 10 times.
All players who contest the centre pass should practice against a double defence.

**To increase difficulty**
- Try to beat the double defence without the preliminary move. Outrun or out jump your opponent.

**Success check**
- Keep weight down to generate power.
- Work effectively before the whistle.
- See the players and the ball.
- React to cues.
- Fully extend to take the ball.

### Assessment 8.2: Beating the double
Students are to form groups of 5 to execute and demonstrate the skill. Fill in your score. (You cannot progress until you have scored 8/10 times to successfully beat the double defence to receive the centre pass)
Your partner must then sign and date below.

<table>
<thead>
<tr>
<th>Beat the defence to receive centre pass</th>
<th>/10</th>
<th>/10</th>
<th>/10</th>
</tr>
</thead>
</table>

Partner’s signature_________________________ Date__________________
2-Applying the double defence

In Front and back positions The offset position

This drill will help you develop skills you can use to apply a successful double defence at the centre pass.
The two defending players work together. As one of the defenders, you are behind the transverse line. Position yourself to direct the attacker wide. Your centre covers your opponent as he crosses the line. Keep the pressure on so you can both contest the ball.
While maintaining the double defence on the wing attack, introduce the other centre third players. Allow any attacker to take the centre pass. The attackers will then pass the ball down court towards their goal until they have made two successful passes in this attacking third. This requires the wing defence and centre to have a quick recovery to cover their players applying the double defence. It is important that the opposition’s centre is not given free rein to enter the attacking third from the centre pass. This can happen when a double defence is used.

Success check
- Position early.
- Work together.
- Communicate your movements.
- Watch the player and the ball.

Assessment 8.3: Applying the double defence
Students are to form groups of 6-10 to execute and demonstrate the skill. Fill in your score. (You cannot progress until you have intercepted or forced an error on 5 centre passes)
Your partner must then sign and date below.

| Intercept or forced error on centre pass | /5 | /5 | /5 |
Once you have successfully completed all assessments for the centre third have your partner mark off and sign initials on the Personal Progress Chart for ‘Centre Third’ at the end of this workbook.

😊 Congratulations you have successfully mastered Learning Module 8 you may now commence Learning Module 9

Learning Module 9

Netball Knowledge

History of Netball

Netball was adapted from basketball to better suit the genteel young women of late 19th-century England. When students at Madame Osterberg’s College of Physical Training in Hampstead were first introduced to netball in 1895 it was then known as women’s basketball. There were no printed rules and no court lines, circles or boundaries. The goals were two waste paper baskets hung on walls at each end of the hall. Two years later the game was first played outdoors. English students introduced rings instead of baskets and a larger ball, and divided the ground into three equal playing areas known as thirds of the court. The first recorded rules were published in England in 1901. Australia’s first association was established in 1927. In 1960 an international code of play was introduced, and in a few years the game was called netball worldwide. The first World Tournament was held in England in 1963, where Australia and New Zealand established themselves as the sport’s leading nations. In a thrilling encounter, Australia defeated its rivals, New Zealand by a single goal to claim the first World Crown. Since that time, Australia has dominated, winning 9 of the 12 titles held to date. Since 1998 netball has been a part of the Commonwealth Games.

Game Play

A netball team consists of seven players with specific positions that restrict them to movement within specific areas or thirds of the court. Letters worn by players on their tops/bibs identify their positions. The object of the game is to score more goals than the opposition. Goals are scored by projecting the ball above and then completely through a ring attached to a goalpost which is 3.05 metres (10ft) high. Goals can only be scored by one of the team’s two goal shooters standing within the team’s goal circle. Each goal scores 1 point. The court dimensions and player positions are identified in the diagram below.
At the start of the game the captains notify the umpires of the result of the toss of coin for goal end or centre pass. Play begins, after the umpire’s whistle with a centre pass from the centre circle. Before the whistle, all players must be in their starting thirds.

Netball is, by design, a passing game; dribbling and running with the ball are not allowed. The ball must be handled in each third of the court as it travels from end to end. As a player is allowed only one step with the ball and must release it within 3 seconds, proper positioning to receive and deliver passes quickly and cleanly is all important for the attacking team. The aim of the team in defence is to anticipate and position itself to intercept a pass or limit the attacking team’s shooting opportunities by forcing an error. Netball demands that all team members have sound attacking and defending skills and are able to switch quickly from one role to the other as team possession changes.

Netball is a non-contact sport and the rules and penalties for defending reflect this. When a player has a ball the opponent must clear a distance of 0.9 metres (3ft) stepping back with a move called a recovery step before attempting to defend. Attempting to defend within this defined distance is called obstruction and results in a penalty pass or shot being awarded.

There are four quarters of even time for an official match. The international timing is four quarters of fifteen minutes. Many local time variations are used throughout the netball world.

**Equipment and Attire**

The most important piece of equipment in netball is the ball. For senior players, the netball is 690-710 millimetres in circumference and weighs 400-450 grams. It may be made of leather, rubber or similar material. All players wear positional identification. This identification is important for the umpires as it allows them to see players are in their appropriate playing areas of the court. Because netball is basically a non-contact sport, the use of protective equipment for players is limited to padding of goalposts.

Netball is often referred to as the ultimate team sport. It has earned this reputation because of the fact that only two players—the shooters—can score.
<table>
<thead>
<tr>
<th>Position</th>
<th>Position requirements</th>
<th>Physical attributes</th>
<th>Areas allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attack</td>
<td>Accurate shooting, Fast, strong attacking play with variation of movement, Accurate passing, Strong feeding, Combines with WNC/GS, Strong rebounding, Strong defence over goal and centre thirds</td>
<td>Balance, particularly around goal/circle edge, Speed, Strong elevation, Good vision, Power</td>
<td>Centre third and attacking third except goal/circles</td>
</tr>
<tr>
<td>Centre</td>
<td>Accurate feeding, Explosive off the mark, Creative, Varies movement, Works closely with the attack unit, Pressure defence in own area</td>
<td>Good spatial awareness, Reliable passing, Accurate feeding, Varies movement, Links defence and attack thirds, Ability to read the game, Good timing, Tight defence down court</td>
<td>Centre third and attacking third and defence third except goal/circles</td>
</tr>
<tr>
<td>Goalkeeper</td>
<td>Reads down-court attacking play early, Varies body positioning, Good anticipation, Powerful rebounding, Quick recovery, Defence pressure on shot, Speed off the mark</td>
<td>Strong, Strong elevation, Good body control, Speed and agility, Quick footwork</td>
<td>Defence goal third</td>
</tr>
</tbody>
</table>
Test your knowledge

This is where you put all your knowledge gained from the unit into play. As you will be taking a test on your knowledge of netball you will not need to undertake the warm-up and stretching activities.

Be sure to review the contents of this book and the glossary page at the end of the book and the DVD handed out during the first lesson prior to doing the test to enhance your knowledge.

There are 30 questions of short answer, multi-choice and scenarios. The questions are chosen at random so every test will be different.

This is a closed book test. You are to do the test on your own.

Your answer sheet is in this work book. Please write all your answers on the answer sheet. You will need to tear out this sheet and give to you teacher when you have completed the test.

When you feel ready to take the test, please see the teacher who will organize an area for you to do the test.

You should be able to finish the test within class time.

Good luck ☺️
Module 9 Netball knowledge Answer Sheet:

Name: __________________________ Student ID: _______ Year: 9

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
As the above mentioned student I hereby declare that the information contained in this answer sheet is my own.

Signed: 

Print name: 

If completed successfully your teacher must initial below:

Teacher’s initials: Date completed:
Learning Module 10

**Team Play**

**PUTTING IT ALL TOGETHER**
So you have finally made it to the end of the workbook. Congratulations for making it here. This is where you finally get to use all your new netball skills and knowledge and have some fun. I’m not saying that it hasn’t already been fun, but now you get to play some netball!

When you make it to this point you will need to inform the teacher. They will then set up a game with the other students who are also at this point. This will be an opportunity to try out the different positions to which ones best suit you. You may need to be a little patient whilst others finish up their modules. You can always practice some of the skills from the workbook, particularly the ones that have an increase in difficulty level.

Netball is an addictive sport. The future holds much promise for netball as television coverage and the internet take it to new audiences around the world. Any boy or girl, at any level can enjoy netball. I hope that participating in the modules of this workbook has helped you to become a better player and when the time comes you will seriously consider signing up for the school netball team and put all your learned skills to good use and represent the school at the interschool sports carnivals.
Personal Progress Chart for PSIS Netball

Name: ___________________________  Student ID: ______  Class: 9__

<table>
<thead>
<tr>
<th>Warm up/stretches</th>
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X - Student achieved a successful result in the corresponding criterion

As the above mentioned student I hereby declare that the information contained in this workbook is justified to the best of my knowledge.

Signed: ___________________________

Print name: ___________________________
Glossary

**Advantage:** the umpire does not whistle the infringement when it would be a disadvantage to the non-offending team. Instead the umpire calls ‘advantage’

**Attack:** when a team or individual in possession of the ball attempts to move it down the court to the shooters.

**Centre pass:** the pass that starts and restarts play after each goal is scored or after an interval.

**Catching:** the ability to catch and hold a ball.

**Contact:** touching a player with the body or ball.

**Defence:** the actions of a team or individual resisting an attack. A team defends when it does not have possession of the ball.

**Free Pass:** pass awarded for all minor rule infringements

**Goal Circle:** a semicircle with the radius of 4.9 m that radiates from the goalpost. The shooters must have possession of the ball and be wholly within the goal circle before they can shoot for goal.

**Held Ball:** once a player has possession of the ball, they have 3 seconds in which to pass or shoot for goal.

**Intercepting:** cutting off a pass from the opposing team.

**Long ball:** a ball that travels the length or width of a third.

**Obstruction:** any attempt to defend a player who has possession of the ball from less than the correct distance of 0.9 metres (3ft). Obstruction is also defending a player who does not have possession of the ball with outstretched arms in less than the correct distance. Making intimidating movements to a player with or without the ball is also regarded as obstruction.

**Offside:** players entering an area which is not their playing area.

**Over a Third:** the ball must not be thrown over a complete third without being touched by a player in that third.

**Penalty pass or shot:** a pass or shot is awarded for actions that infringe on the rights of another player. Penalty pass is more severe than a free ass because the offending player is literally removed from play during a penalty pass. The offending payer must stand beside the thrower who is taking the penalty pass until the ball leaves the thrower’s hands.

**Shooter (goaler):** the goal shooter or goal attack; one of the team’s two players who can score goals.

**Stepping:** gaining ground by stepping or dragging foot when in possession of the ball; infringing the footwork rule.

**Throw-in:** a move used to restart play when the ball has been thrown out of court. A throw-in is awarded against the team that last had contact with the ball.

**Toss-up:** a contest between two players in which the first player to catch s ball thrown into the air is the winner for the team. The ball is put into play from a toss-up when two players infringe simultaneously or when the umpire is unsure about who was last to contact ball that has gone out of court. Both players face each other and their own goals. The umpire releases the ball between them, and both players quickly attempt to gain possession.
Transverse line: a line that divides the court into three equal parts; a centre and two goal thirds. There are two transverse lines on the netball court.

Turnover: when the defending team takes possession of the ball from the attacking team.