

Sport For Development and Gender Equity

Netball Facilitators' Activity Guide



Netball



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Registered offices

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'Sport for Development in Africa' (S4DA) Regional Project

Dag-Hammarskjöld-Weg 1–5

65760 Eschborn, Germany

T +49 6196 79-0

F +49 6196 79-11 15

Sport-for-Development-in-Africa@giz.de

<https://www.giz.de/en/worldwide/121198.html>

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Commissioned by the **German Federal Ministry for Economic Cooperation and Development (BMZ)**, the **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)** GmbH began work in 2014 through the '**Sport for Development in Africa' (S4DA) Regional Project** to establish sport as a means of achieving development objectives in selected African countries. S4DA aims to create access for children and young persons to development opportunities through sport, with a strong emphasis on promoting **gender equality** and fostering inclusive participation.

The project focuses on improving access to infrastructure and the sustainable implementation of sports tailored to local contexts. In collaboration with local partners, S4DA has integrated **gender-sensitive approaches** to ensure equitable access to sports for both women and men, girls and boys, to address systemic barriers and promote empowerment through sports.

As of 2024, S4DA is implemented in Kenya, Senegal and Tanzania (Zanzibar) while supporting activities in other selected African countries.

This Facilitators' Activity Guide presents a summary of the activity sessions from the main manual focusing on specific sport discipline. Please refer to the main manual for more content on Sport for Development, Gender, Safeguarding in Sports and Coaching basics.

The main manual has been developed through close collaboration between **S4DA** and its **partners** in Zanzibar, ensuring it addresses local needs and priorities, particularly regarding gender equality in sports. It is a practical tool aiming to equip sports facilitators with the skills and knowledge necessary to create safe, inclusive, and empowering environments for all participants, particularly women and girls.

The following institutions and individuals played a vital role in developing this manual, contributing their expertise to the content:

Department of Sports (Ministry of Information, Youth, Culture and Sports), Zanzibar

Division of Gender (Ministry of Community Development, Gender, Elderly and Children), Zanzibar

Department of Culture and Sports (Ministry of Education and Vocational Training), Zanzibar

Zanzibar National Sports Council

Zanzibar Basketball Federation

Zanzibar Netball Federation

Zanzibar Volleyball Federation

'Sport for Development in Africa' Regional Project:

Thomas Levin (Project Manager)

Kristin Richter

Frankline Oluokohe

Mohammed Ramadhani Hijja

Donny Jurgens Development Services:

Donny Jurgens

Design and layout:

Michael Lusaba

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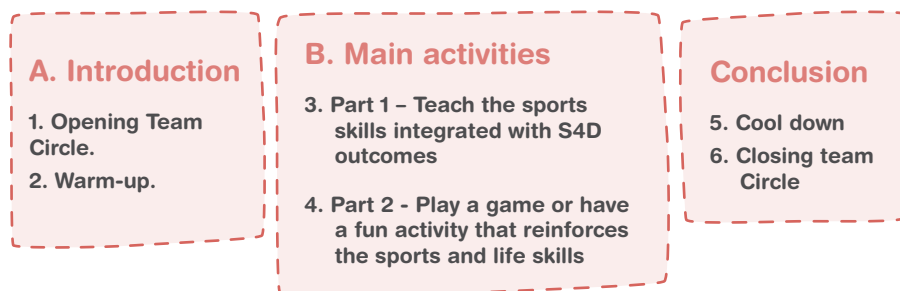
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Chapter 1

Structure of S4D Session

PREPARING AND STRUCTURING TRAINING SESSIONS



Sessions should include the following 3 phases, as shown in the diagram below:

Let us take a closer look at the stages. Remember that this is a guideline. A good S4D coach can adapt the session to the situation you are in.

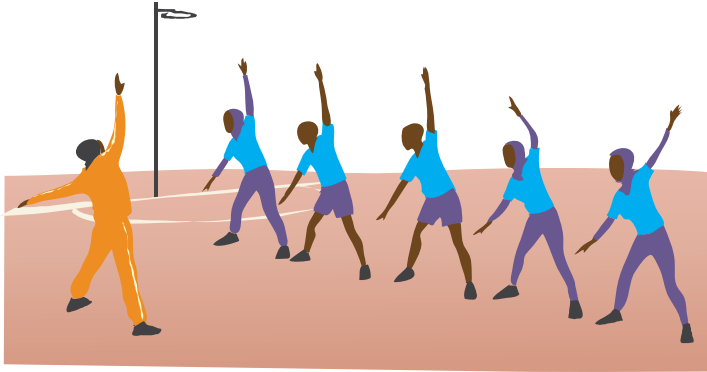
A: Introduction

1 Opening circle

The sessions start with an opening team circle, as described above. In each of the following sessions we will remind you of the structure of the opening team circle. Make sure you introduce the sports outcomes and the S4D outcomes.

2 Warm-up activity

A warm-up is a routine of light exercises at the beginning of a training session or before a competition. Why do you need to warm up the players?



- It **prevents injuries** – Cold muscles are tight and more prone to tears or strains. A warm-up loosens things up and gets the body ready for the session.
- It **boosts performance**: Warmed-up muscles work better. Players have better range of motion, power and coordination.
- It **develops mental focus**: A good warm-up helps the athlete to get into the activity and prepare mentally.

B: Main part

3

Part 1 – Introduction to the sport outcome, integrated with the S4D outcome

- This is the core part of your session where you will focus on specific sporting skills or tactics that are linked to the S4D outcome.
- Break down the skill into smaller, achievable and manageable steps.
- Use a variety of fun drills and games to keep players engaged.
- Give clear instructions and demonstrations.
- Give feedback and encouragement to the players and provide opportunities for them to give feedback and encouragement to each other.
- Ensure inclusivity and have progressions and variations to include girls and boys where appropriate. Provide challenges for the more talented players.
- During this part of the session, the coach must constantly create opportunities to integrate the S4D outcome into the session. For example, if the topic is communication, the players must have opportunities to communicate.

4 Part 2

Reinforce the skills further in a game situation. Create a small-sided game or a fun activity that focuses mainly on the sports skills covered during the session and the S4D outcomes.

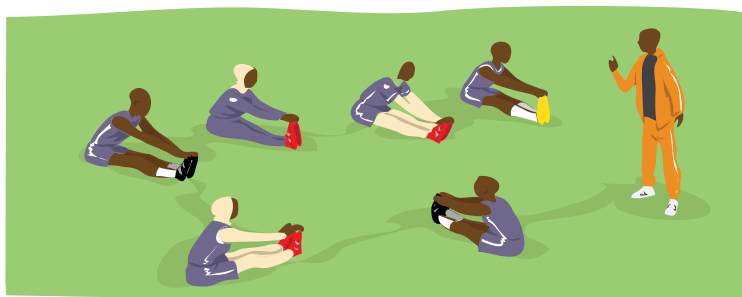


5 Cool down

Cooling down helps the body to return to its resting state. It gradually lowers your heart rate and blood pressure. Cool-down activities can include:

- **Light cardio:** Walking or slow jogging will gradually lower your heart rate.
- **Static stretches:** Hold stretches such as hamstring or quad stretches for 20–30 seconds to improve flexibility.
- **Deep breathing exercises:** Slow, deep breaths will help your body relax and wind down.

Note that the players under your supervision can lead warm-up and cool-down activities.



6 Closing team circle

The sessions end with the final team circle. The coach again facilitates a CONNECTED CONVERSATION. This is an opportunity for the coach to review the session with the players. The coach encourages the players to reflect and discuss their performance during the session. In the final team circle, it is preferable for the players to be seated, as they may be tired. This is also the last opportunity for the coach to make a conscious link between the sports skills outcomes and the Sport4Development outcomes. The coach also needs to emphasise how the S4D topic can be applied to their daily lives.



WHAT TO REMEMBER WHEN PREPARING YOUR SESSION

- (i) When and where will your session take place?
- (ii) Size of the group, age of the players, levels of ability (are they beginners, intermediate, advanced players? A mixture of different levels?)
- (iii) What equipment and material do you need?
- (iv) What variations can you plan to make the exercises more accessible or challenging?
- (v) How will you organise the session to ensure that all players are as active as possible? It would be best if you tried to avoid players waiting too long to participate in a drill.
- (vi) How will you organise the session to create a sense of achievement for all players?

Problems often happen with sessions when:

- (i) The coach does not have clear outcomes for the session
- (ii) The coach fails to involve all the players
- (iii) The coach fails to keep the attention of the players

Player motivation often drops when:

- (i) The group is too big
- (ii) There is not enough space
- (iii) There is limited equipment
- (iv) The coach has difficulty in managing mixed ability groups with confidence
- (v) The coach talks too much
- (vi) Players have too little contact with the ball – in basketball, netball and volleyball it is advisable to have as many practice balls as possible. (This is why fundraising is essential in clubs)
- (vii) The activities could be more challenging or easier
- (viii) There are long waiting times between activities

SPORT SKILLS DEVELOPMENT

Here are some guidelines on how best to teach sports skills.

(i) Break down the skill:

- **Identify the key components:** Break the skill down into its basic components. Is it throwing, catching, running, footwork? Understanding the building blocks helps players see the bigger picture.
- **Start simple:** Start with isolated drills that focus on specific components. Start with a closed situation where players can practise the skills without external influence and then progress to a match situation. This allows players to master the basics before moving on to more complex movements.

(ii) Focus on technique:

- **Visual cues and demonstration:** Use clear explanations and visual demonstrations to show players the correct technique. Break down body positioning, movement sequences and key points of emphasis. Use more

experienced players for demonstrations. In male-dominated sports such as volleyball and basketball, try to use female players to do the demonstrations to build their self-esteem and break down gender stereotypes. Similarly, in netball, use men if possible.

(ii) Make practice deliberate:

- **Quality over quantity:** It is better to do exercises correctly a few times than many times but incorrectly. Emphasise quality repetitions.

(iii) Progression and challenge: Players will have different levels of skill and experience in basketball, netball or volleyball. As a coach, you will be familiar with these different levels. It is best to adapt the activities to the individual players. As the players improve, gradually increase the difficulty of the drills. Introduce new variations, add speed or resistance, or introduce game-like situations.

(iv) Feedback and correction:

- **Positive reinforcement:** Provide constructive feedback and positive reinforcement throughout the session. Focus on what the player is doing well, then offer suggestions for improvement. Also, allow the players to give feedback to each other.
- **Individualized attention:** Move between the players and provide personalised feedback. Identify individual mistakes and provide specific corrections tailored to their needs.

(v) Keep the session engaging:

- **Variety and fun:** Include a variety of drills and exercises to keep players engaged. Use fun activities and games to reinforce skill development without monotony.
- **Set goals and track progress:** Help players set achievable goals for each session. Track their progress and celebrate their achievements to keep them motivated.

(vi) Use technology and online resources:

- **Video analysis:** Consider incorporating video analysis into your sessions. Record players performing the skill and review it together. This allows for visual self-correction and reinforced learning.
- There are many online resources, such as YouTube clips, that can support your coaching.

Chapter 8

Netball Activity Sessions

INTRODUCTION

This manual focuses on addressing gender equity issues using sport as a tool. From a player's perspective, Netball in Zanzibar is mainly played by females, but many men are still in key leadership positions. In the main section of the manual above, we list some obstacles women and girls in Zanzibar face regarding participation in sport.

During these practical sessions, the focus is not so much on achieving gender equity in netball, i.e. the focus is not on getting more boys and men to play netball. The sessions should instead be used to address gender equity issues and build the confidence, self-esteem and leadership qualities of women in a safe, supportive environment.

Remember, these are only sample sessions. Please adapt the sessions to suit your environment and the skill levels of your participants.

INTRODUCTION TO NETBALL

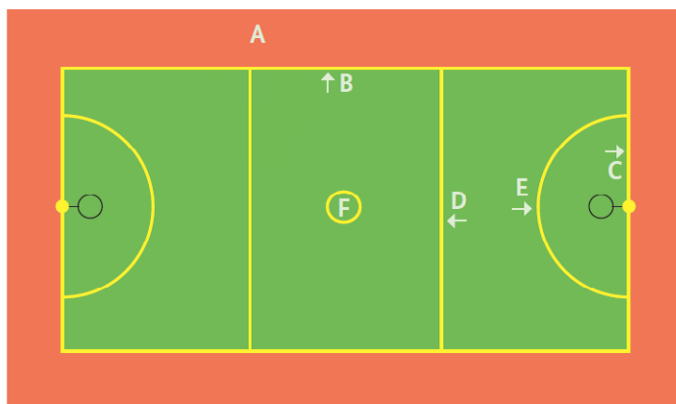
Netball is a fast-paced, dynamic sport that emphasizes agility, coordination, and strategy. It is played by **two teams of seven players** on a **rectangular court**. Netball's goal is to **score more goals** than the opposing team by **shooting a ball through a hoop (goal ring)** at each end of the court.

Here is an outline of the game's key features:

Playing Field

According to the International Netball Federation, a standard netball court measures 30.5 meters long by 15.25 meters wide. The court is divided into three equal sections: two goal thirds and a center third. Each goal third contains a goal circle (shooting circle), a designated area where only designated players can shoot.

FIGURE 13: NETBALL COURT PLAYING SURFACE (30.5 M X 15.25 M) AND ITS ANNOTATION

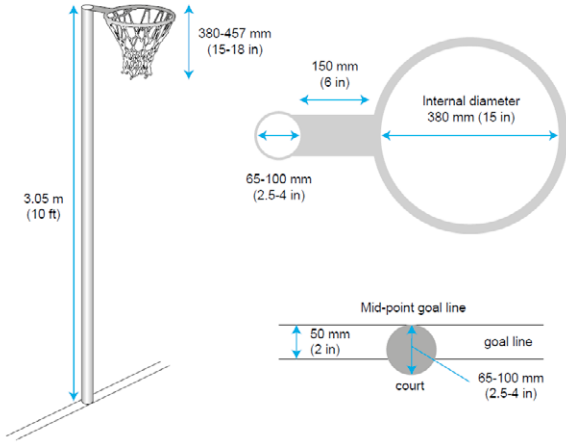


ANNOTATION	DESCRIPTION	REMARK
A	Court surround	3.05m from side lines
B	Side lines	Longer sides of the court (30.5m)
C	Goal lines	Shorter sides of the court (15.25m)
D	Transverse lines	Length equals the length of the goal lines; divides the court into 3 equal parts.
E	Goal lines	Semi-circles with a radius of 4.90m
F	Centre lines	Full circle with diameter of 0.9m

Netball court with line marking and annotations

Goal Posts and Nets

A netball court's goal post consists of a metal pole with a height of 3.05 m and a steel metal ring/hoop and a net. It is installed at the centre of the goal line at each end of the field. The metal rings have an inside diameter of 0.38 m attached at the top of the metal pole. The nets attached to the rings are normally made of rope.



Ball

- A standard netball match ball is:
- Spherical in shape, made of leather, rubber or suitable synthetic material.
- Circumference of 690–710 mm.
- Weigh 400–450 g.
- Inflated to a pressure as specified on the ball by manufacturer.



Standard size 5 netball

How Netball is Played

1

Gameplay:

- The game begins with a centre pass taken by the Center player.
- Teams attempt to move the ball down the court through passing.
- Only the **Goal Shooter** and **Goal Attack** are permitted to shoot for goals.
- Defenders attempt to intercept passes and prevent attackers from scoring.
- Games consist of four quarters of up to 15-minute with breaks between each quarter (4 minutes for 1st and 3rd breaks and up to 12 minutes for half-time (2nd break)).
- Teams change ends each quarter.

2

Playing Positions:

Each of the seven players on a team is assigned a specific position that dictates where they can move on the court. these are:

- **Goal Shooter (GS):** Shoots goals and operates primarily within the goal circle.
- **Goal Attack (GA):** Feeds the Goal Shooter and can shoot goals from outside the goal circle.
- **Wing Attack (WA):** Brings the ball into the attacking third and feeds the Goal Attack and Goal Shooter.
- **Center (C):** Starts play in the center third and is the only player who can move throughout all three sections of the court.
- **Wing Defence (WD):** Defends against the opposing Wing Attack.
- **Goal Defence (GD):** Defends against the opposing Goal Attack and can only move within the defensive goal third.
- **Goal Keeper (GK):** Defends against the opposing Goal Shooter and can only move within the defensive goal third.

3

Basic Rules:

- **Contact:** Netball is a non-contact sport, meaning players cannot make physical contact with opponents.
- **Player Restrictions:** Each player is assigned a position that determines their movement within specific areas of the court.

- **Traveling:** Players cannot run with the ball and must pivot on one foot while holding the ball.
- **Holding the ball:** Players cannot hold the ball for more than three seconds.
- **Obstruction:** Players cannot impede the movement of opponents who are not in possession of the ball.
- **Footwork:** Specific rules govern footwork and pivoting, and infractions result in turnovers.

4

Basic Skills

- **Passing:** Essential for moving the ball down the court. Common passes include chest passes, shoulder passes, and bounce passes.
- **Catching:** Crucial for receiving passes and maintaining possession.
- **Shooting:** The ultimate objective of the game is to shoot accurately and score goals.
- **Footwork:** Proper footwork is essential for staying within the rules and maneuvering effectively.
- **Defending:** Defensive skills involve intercepting passes and preventing opponents from scoring.
- **Positioning:** Players must learn to move strategically to create space and become open to receive a pass.
- **Dodging:** Quick, evasive movements help players escape defenders.

Netball's structured rules and focus on teamwork make it an engaging and strategic sport, perfect for developing coordination, communication, and sportsmanship.

For more information on netball, please read "Rules of Netball, 2024 edition" on <https://netball.sport/wp-content/uploads/2024/01/World-Netball-Rules-Book-2024.pdf>



SESSION 1

NETBALL TOPIC: GETTING FREE. (CREATING SPACE)

S4D Topic: Planning and Preparation

Time: 60 to 90 minutes

Key Messages/Discussion Points

1. Explain that you planned and prepared for the session. Ask the participants why they think planning and prepare is important.
2. Explain that you set outcomes and goals for the sessions, and by planning and preparing, you can check whether the outcomes and goals have been met.
3. Explain that they must also plan and come prepared for the session. E.g. How long will it take to get to the session, and how long will it take to get dressed? What should they wear?
4. Relate the importance of Planning and Preparation in life.
5. Ask a few participants to share a goal they have in their lives. Ask other participants to share what planning and preparation should be done to achieve that goal.



Tips – How to integrate the S4D topic into your session.

1. Compliment and applaud the players who arrived on time and dressed properly.
2. Ask the players if they experienced any obstacles before coming to play because they were female.
3. Have a competition over the season and award points for punctuality and readiness. E.g. 3 points 30 minutes before the time, 2 points–15 minutes: 1 point 5 minutes or less. Similarly, players lose points for coming late. Keep a table over the season and have annual awards.
4. Discuss why players are late or unprepared in the opening or closing circle.
5. Ask the players to reflect on what they think the consequences of late coming would be in real life. E.g. late for a job interview or late for a netball match.

6. Create opportunities for players to do drills without planning and then with planning. Reflect if planning improved their performance.
7. Establish ground rules for the coaching sessions.

S4D OUTCOMES

By the end of the session, players should be able to:

1. Explain the importance of planning, preparation and being ready in Netball court and in life.
2. List ways to improve their planning and preparation skills.
3. Identify obstacles that hinder the Planning, Preparation and Participation of women and girls in sport.

NETBALL OUTCOMES

By the end of the session, players should be able to :

1. Explain what "getting Free" means in netball and why it is important.
2. List a few different ways of getting free.
3. Improve their basic footwork and passing skills.
4. Demonstrate ways to improve their movement towards the ball
5. Understand the relationship between a good pass and an effective attack
6. Understand the importance of preparation and good timing in netball.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

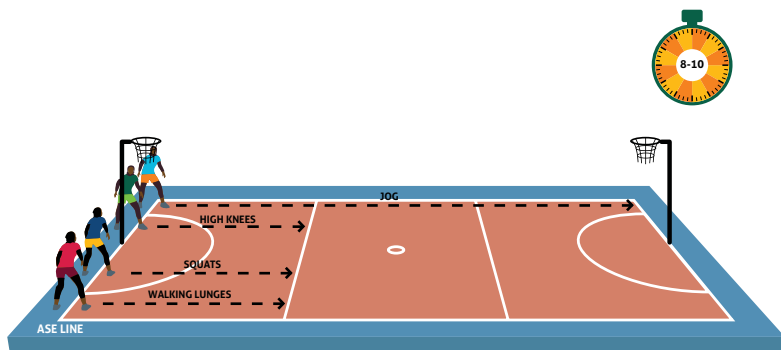
Step 2: The Coach facilitates a CONNECTED CONVERSATION with players. E.g. The Players SHARE any important experience in their lives during the last week. E.g. a significant family celebration, an achievement in the classroom, a disappointment, etc.

Step 3: The Coach introduces the S4D outcomes for the session through leading questions such as :

- What Planning did you have to do and when before you came to this coaching session?
- Think about a game of netball you played recently or watched. Think about how you created space to receive or make a pass. Can you improve Getting Free by better planning? How?

Warm Up

Time: 8 – 10 minutes



Balls (preferably one ball per player)



Whistle

EQUIPMENT



Cones (color spots is preferable)



Stop watch

Set Up

1. Use a normal netball court (30.5m X 15.25 m)
2. Players line up on the baseline.

Activity

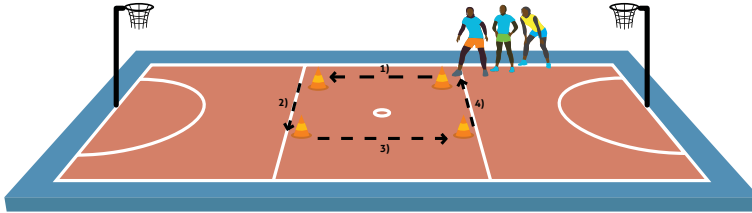
1. Players jog slowly along the length of the court (6-8 times)
2. Players line up on the baseline and do the dynamic stretches below, to the first transverse line and back
 - High knees
 - Bum flicks
 - Side steps
 - Walking lunges
 - Squats
 - Ground sweeps
 - Knee to chest walk
 - Walking to the transverse line, arms to the side and making big circles forward with your arms (on return, big circles backwards)
 - Stretch any other body part (i.e. ankles) on their own.
3. Players do shuttles (to improve speed)
 - Players sprint from the baseline to 1st transverse line and sprint back
 - Players sprint to 2nd transverse line and back to 1st transverse line
 - Players sprint to the 3rd transverse line, back to the 2nd transverse line, back to the 3rd transverse line and full-on sprint back to the baseline



Tips for the Coach

Depending on the skill levels of the players, the coach should emphasise various technical components, such as:

1. Knees should not extend over the toes (during lunges or squats).
2. The knees must be “soft”, i.e. slightly bent
3. When turning at the lines during shuttles ensure that it is a sharp change of direction



Balls (preferably one ball per player)



Cones

EQUIPMENT

Set Up

1. Divide Players into groups of 3.
2. For each group of 3, place 4 cones in a square at least 3 meters apart.
3. (Three players can work in a square.)

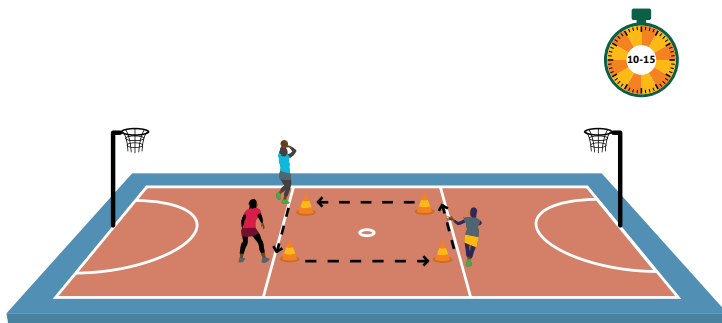
Activity 1

1. Players start at one cone.
2. Facing the same direction, the player moves with small steps from cone to cone:
 - » Sideways to the right
 - » Small steps forward
 - » Sideways to the left
 - » Small steps backwards



Tips for the Coach

1. Players should look ahead and not at their feet.
2. Knees should be slightly bent (soft knees).
3. Players must move their arms to increase the speed of the movements.



Balls (preferably one ball per player)



Cones

EQUIPMENT

Activity 2

1. The 3 Players start on different corners (leaving the top right corner free).
2. The Player at the bottom right runs to the free corner to receive the ball from the Player at the top left.
3. The Player at the bottom left runs to the now free corner to receive the ball.
4. In this way, Players move around the square anticlockwise.
5. Once they have returned to their starting position, reverse the direction.
6. Once the Coach has issued the instructions, allow the Players to review the instructions in their groups and plan who will stand in which corner and how the exercise will work. If unsure, one member of the group must ask the Coach



Tips for the Coach

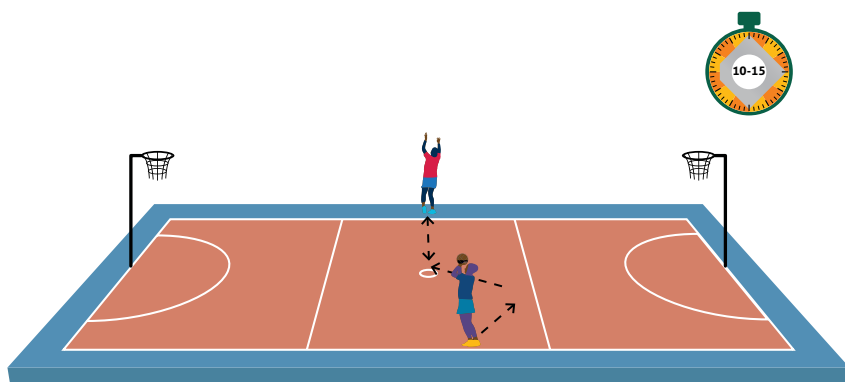
The Player passing the ball:

- a. Should focus on ball placement so that the receiver collects the ball on extension i.e. the ball is placed in front of them so that they move into the ball.
- b. Therefore, timing is important – the Player throwing the ball should do so before the receiving Player reaches the cone.

The Receiver:

- Needs to turn quickly and look over their shoulders as soon as possible. Then, their hips and feet will follow.
- Players need to practice turning in and turning out (when catching the ball, turning to face the next pass. This involves turning on different feet and weight transfer. How a Player turns in the game depends on where the defender is. Therefore, they should be able to do it on both feet

Main Part 2



Balls (preferably one ball per player)



Cones

EQUIPMENT

Set Up

- Players work in pairs.
- Set up 3 cones per pair as per above.

Activity 1 - Change of Direction

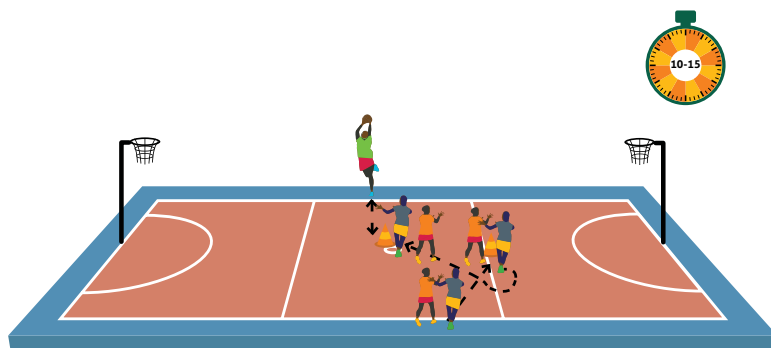
- A player runs out towards a cone, changes direction and sprints to receive a pass from the feeder.
- Players do this 10 times and change after both have done this; they change the cone direction and do it on the other side.



Tips for the Coach

1. There must be a sudden change of direction.
2. Players must sprint onto the pass.
3. Push off from the outside leg to increase power and speed of change of direction.

Main Part 2



Balls (preferably one ball per player)



Cones

EQUIPMENT

Set Up

1. Divide Players into groups of 3.
2. Two Players set up a few meters away from the Player with the ball, with the defender marking the attacker.

Activity

1. The attacker should make a forward run and then perform an outside roll, spinning 360 degrees, before running into space and receiving the pass.
2. Repeat 5 times, then Players rotate roles clockwise.



Tips for the Coach

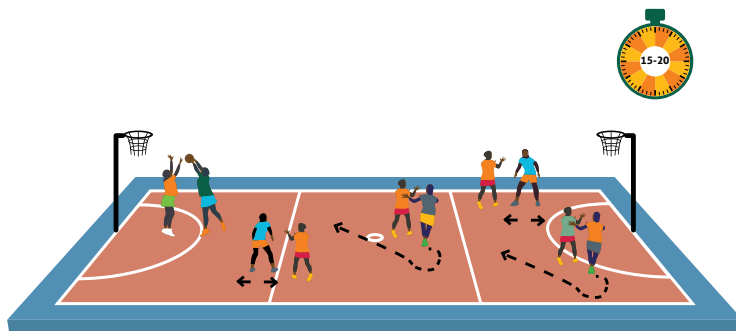
1. Players should be running at a high intensity and the focus should be on the attacker's change of direction and pace.
2. Ensure that the Players are balanced as they roll and are ready to receive the ball (heads up and hands ready).
3. The initial run forward should be convincing in order to 'sell' the move and send the defender in the wrong direction.
4. How to do the full roll (this they can practice before doing the activity):
 - The player runs to the cone (which is placed to the right of them).
 - When they reach the cone, they place the foot closest to the cone next to it, stop, turn their back to the cone, push off and run towards the person with the ball.
 - After practising it without a defender, let them walk it with a person before starting with the activity.
 - Let the Players discuss the movement amongst themselves. (link with Planning and Preparation), rehearse, make sure they understand, and the Coach assists where necessary.

Watch this video

https://youtu.be/5opWTP58qEs?si=vKs_r10Fada8WL8I



CONCLUSION



Balls (preferably one ball per player)



Netball court



Bibs (two sets)



Whistle

Set Up

Two teams, each with a minimum of 5-7 Players.

Activity

1. Teams play a game of modified netball.
2. For the first 5 min, Team A must attempt to get free, using the change of direction method and Team B must use the roll.
3. After 5 minutes, teams swap methods. of getting free.
4. For the last 5 minutes, any method of getting free can be used to get free.
5. After explaining the rules, give teams a minute to plan and prepare their strategy



Tips for the Coach

1. Focus on the execution of the movements.
2. All netball rules apply.
3. Stress the importance of preparing to receive the ball by making two movements to get free.
4. Challenge Players to count for themselves the different attempts at getting free they do during this game.

COOL DOWN

- Players jog the length of the court twice.
- Players walk the length of the court once (return to the baseline).
- Players form a circle and do stationary stretches of the body's muscles (neck to ankles).
- Remember to use senior players to lead the stretches.

CLOSING TEAM CIRCLE

Step 1: The Coach REVIEWS

- The session outcomes.
- Ask the Players to relate what they learnt about the Netball skills. Ask them to list a few key points about getting free.

- The link between the sport skill and the S4D outcome.
- Ask the Players to reflect on discussing and planning some of the activities. Let them reflect on whether planning helped them to do the activities better.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what was a challenge for them.

Step 3: The Coach FACILITATES a short discussion by asking them what they think they should do to improve their planning and preparation to make their lives successful.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 2

NETBALL TOPIC: FOOTWORK AND BALL SKILLS

S4D Topic: Motivation and Focus

Key Messages/Discussion Points



Motivation

1. Encourage the players to reflect and share why they are playing netball. (What motivates them?) Help them to appreciate the benefits of playing netball.
2. Encourage the players to learn from their mistakes or team losses. Make them understand that mistakes and losses in sport are very common. They should see this as an opportunity for growth and learning. Ensure that the players encourage each other, especially after mistakes.
3. Always create a positive environment that keeps the players motivated and confident
4. Develop positive talk. The players must use positive, motivating language.



Focus

1. Encourage the players to stay present, concentrate on the activities and block out distractions.

2. Introduce simple techniques and drills to improve focus and manage distractions. E.g. breathing exercises, visualisation and body scanning.



Tips – How to Integrate Gender and Inclusion issues into your Session

1. Constantly highlight successful Zanzibari, Tanzanian or other well-known female netball players who are good examples of being motivated and focused. Highlight players who succeeded despite facing difficulties. It would be desirable to get a short, recorded video message from such players explaining the problems they faced as women and how they overcame these challenges.
2. Discuss the unique obstacles that Zanzibari women and girls face in playing sport and brainstorm strategies to overcome these obstacles.

NETBALL OUTCOMES

By the end of this sessions, players will:

1. Demonstrate proper pivoting technique without travelling.
2. Consistently catch passes with two hands.
3. Apply improved footwork and ball skills in game situations.

S4D OUTCOMES

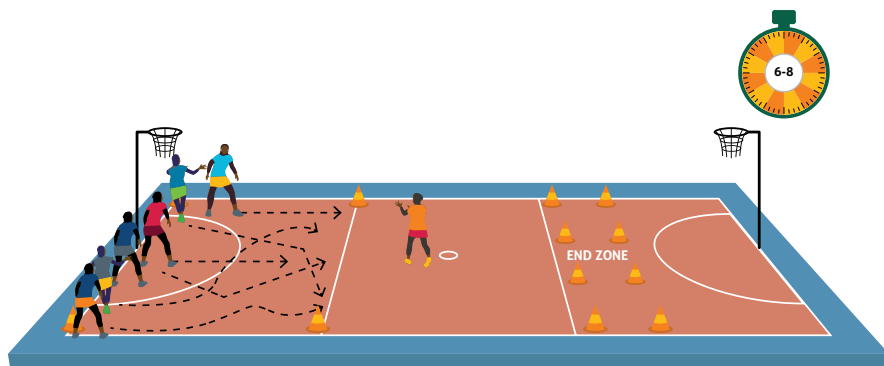
1. **Motivation** – Players will develop a growth mindset and show a belief in their ability to improve. They will also motivate each other.
2. **Focus** – Players will develop the ability to block out distractions and stay present.

OPENING TEAM CIRCLE

Step 1: The coach WELCOMES the Players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience during the last week e.g. a sad moment, a happy moment, any achievements?

Step 3: The coach INTRODUCES the Netball and Life Skills outcomes for the session through leading questions such as, “How can we improve our ability to change direction and move quickly on the court? (Footwork). How can we improve our accuracy when passing the ball? (Ball skills). What do you enjoy most about netball? (Motivation) What can cause distractions when we are training and playing netball? How can we stop ourselves from being distracted?”



Equipment

Balls, Bibs, Cones, Whistle and Stopwatch

Set Up

1. Select a Player to be the catcher on the first transverse line wearing a bib.
2. The rest of the Players spread out on the baseline facing the catcher.
3. Cones are set up just behind the 2nd transverse line, which indicates the end zone.

Activity

1. On the coach's whistle, the players try to run past the catcher into the End Zone.
2. The catcher must try to tag at least one player who then also becomes a catcher and puts on a bib.
3. The players jog back slowly to the baseline. Let the players talk briefly about how they can avoid being tagged.
4. On the coach's whistle, the players again try to make it to the baseline with two catchers tagging. All tagged players become catchers.
5. This continues until all the players are tagged.
6. Reflect briefly on why some players were more successful than others. Ask what they did or tried to do to avoid being tagged.



Tips for the Coach on the Warm-Up

1. Encourage the attacking Players to explore different methods of getting free.
2. The catchers (defenders) must be encouraged to use tactics to catch Players successfully. Do they home in on one Player or a group of Players?
3. Get them to think about their body positioning and being prepared and on their toes. • the catcher needs to use her peripheral vision if balls are added into the game - this will be vital when working with your team to develop a successful zone defence later in the session.
4. Constantly link to the S4D Outcome. E.g. Encourage the players to 'remain focused', 'motivate each other, concentrate', etc

Main Part 1 – Footwork & Ball Skills



Equipment

1. Balls (1 per player if possible)
2. Cones

Set Up

1. Divide the Players into groups of 4 to 5.
2. Section off half of one of the thirds for the groups.
3. Each Player should have a ball.
4. The Players split into two groups and form lines on opposite sides of each other across one third of the court.

Activity 1

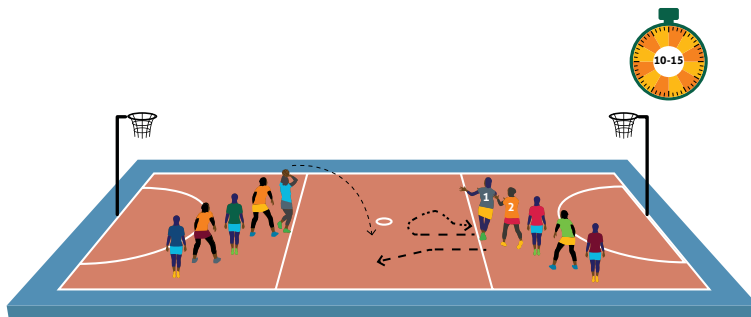
1. Players bounce their balls whilst walking around the area.
2. While bouncing and moving around, they try to knock the other Players' balls away.
3. Once the player loses their ball, they must continue walking in the area, encouraging other players.
4. The last Player with a ball wins.



Tips for the Coach on Activity 1

1. Players should keep their heads and eyes up to try and steal/tap away others' balls.
2. This encourages Players to be aware of other players around them whilst working on controlling their ball without looking at it.
3. This is important in a game situation because receiving a ball without directly looking at it allows Players to pre-scan the court and be ready for the next phase of the game.
4. By getting your Players to steal the other Player's balls, you encourage a ball-hungry attitude and a competitive nature to go and win the ball.

Main Part 2 -Footwork and Ball skills



Equipment

1. Balls and Netball court

Set Up

The Players split into 2 groups and form lines on opposite sides of each other across one 1/3 .

Activity 2

1. Players start behind each other.
2. Players 1 and 2 run straight forward, then Player 1 chooses a direction she will break towards (either left or right).
3. Player 2 drives in the opposite direction and receives the ball from the Player with the ball.
4. Player 2 pivots on her outside foot and passes the ball to Player 1, who turned (changed direction) and is driving back to the line where they started.
5. Player 1 passes the ball to the next Player in her line, and she and Player 2 falls into the back of their line.
6. Now, the Players in the opposite line do the same movements. 1.

PROGRESSION

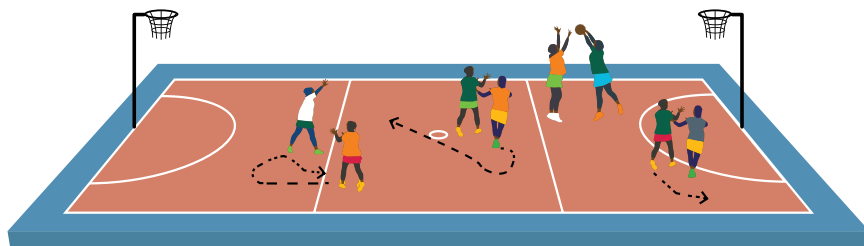
1. Select a Player from each line to defend during the exercise (let them wear a bib).
2. Players need to be aware of where the defender is.
3. The coach can initially restrict the defender to Player 1 only.
4. The coach can now allow the defender to decide who she will defend.



Tips for the Coach

1. Players should focus on the ball placement. The ball must be passed into the space in front of the receiving Player so that the momentum of the ball assists in the turning of the Player
2. Focus on the landing of the Player.
3. Player 1 should change direction quickly to receive the ball as soon as Player 2 throws it.
4. The thrower must concentrate and pass the ball to the correct Player.
5. Encourage strong, straight passes at all times.
6. When a defender is added, the Player with the ball must make the correct decision regarding whom to pass to and where to place the ball.
7. With a defender, the attacking Player needs to prepare well to get free and receive the ball.

CONCLUSION



Equipment

1. Balls
2. Bibs (Two sets)
3. Netball Court

Set Up

Players are divided into teams (minimum of 5, maximum of 7 Players per team)

Activity

1. Players will play a game where they have to use the techniques learnt.
2. Players can use any method to get free and become available to receive the ball.
3. Players shout out and encourage each other every time they do or observe others doing a roll, change of direction, etc



Tips for the Coach

1. Apply the rules of the game.
2. Encourage Players to apply the lessons learnt in the session.

CLOSING TEAM CIRCLE

Step 1: The Coach **REVIEWS**

1. The session outcomes. Ask the Players to relate what they learnt about the Footwork and Ball skills. Ask them to list a few key points.
2. The link between the sport skill and the S4D outcome. Ask the Players to reflect on what happens in life when they are not focused on the task at hand. Ask them how they can motivate themselves and others.

Step 2: The Players **SHARE**

Their experience of the session. They reflect on what they enjoyed and what can be improved.

Step 3: Coach **FACILITATES** a short discussion

Ask the players what they could do to improve their motivation and focus in life.

Step 4: The Coach **EXPLAINS**

Any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 3

NETBALL TOPIC: PASSING CONTROL AND ACCURACY

S4D Topic: Self-Discipline

Key Messages/Discussion Points

1. **Passing control and accuracy** in netball refer to the ability to deliver the ball to a teammate with precision. A controlled pass is delivered with the correct force, direction, and height to ensure the receiver can catch it comfortably. An accurate pass reaches the intended target without going out of bounds or being intercepted by an opponent.
2. **Self-discipline** is the ability to control one's impulses and behaviours, particularly in the face of temptation or difficulty. It involves resisting distractions, staying focused on goals, and persevering through challenges.

3. It means doing the things in your life that must be done despite the challenges you may face, e.g., regularly doing your homework. Don't delay.
4. Understand your strengths, weaknesses and capabilities.
5. Take action to overcome your weaknesses.
6. Perform within your capabilities, but also take risks occasionally.
7. Encourage Players to exercise self-discipline in life. They must avoid bad influences and learn when to say, 'yes' and when to say 'no'.



Tips – How to Integrate the Netball Skill and the S4D Skill

1. Encourage the players to stick to a regular training schedule, even when they feel tired or unmotivated.
2. Explain the link between having the self-discipline to follow the directions of the coach and playing according to the team's strategy instead of doing your own thing.
3. Explain and emphasise throughout the session that accurate passing in netball requires focus on the target, the ball's trajectory, and the receiver's position. This demands self-discipline to avoid distractions.
4. Achieving goals or tasks in netball and in life requires focus and concentration, which can be cultivated through self-discipline.



Tips on Gender Equity and Inclusion

1. Create occasional opportunities for Co Ed to play. Communicate, for example, with the basketball or volleyball coach and invite male players to the sessions. In this way you can promote gender equality and break down stereotypes that netball is only played by females.
2. Use these sessions to encourage females to take on leadership roles within netball, such as coaching or umpiring.
3. Offer training and mentorship programmes to help women and goals develop the skills and confidence needed to succeed in these roles.

S4D OUTCOMES

By the end of this session, participants should be able to:

1. Explain what is meant by self-discipline means and why it is essential in Netball and their daily lives.
2. Identify distractions in netball and life that should be avoided.
3. Identify actions and behaviours that should be part of their daily or weekly routines,

NETBALL OUTCOMES

By the end of this session, participants should be able to:

1. Demonstrate improved passing technique, including accuracy, control, and timing.
2. Make better decisions when passing, considering the receiver's position, the defensive pressure, and the team's strategy.
3. Feel more confident in their passing abilities.
4. Have a better understanding of the importance of accurate and controlled passing in netball.

OPENING TEAM CIRCLE

Step 1: The Coach Welcomes the Players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experiences in their lives during the last week. It could be a happy moment or a sad moment.

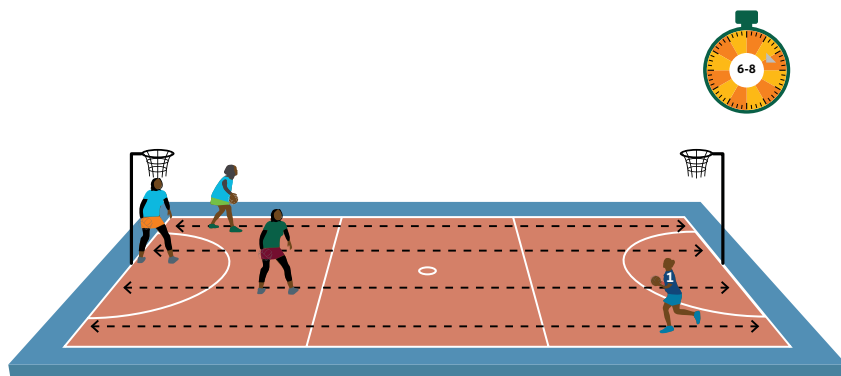
Step 3: The Coach INTRODUCES the netball topic and the S4D topic through leading questions such as:

- "What do you think it means to have 'control' over a pass?"
- "How can we ensure that our passes are 'accurate'?"
- "Why is it important to pass the ball with both control and accuracy in netball?"
- "What does it mean to be 'self-disciplined'?"
- "How can self-discipline help us achieve our goals in netball and in life?"
- "Why is self-discipline important in a team sport like netball?"



Note to the coach: Remember, these are only guideline questions. You will not have time to ask all these questions. The opening team circle must be short, fun and interesting for the players.

Warm-Up



Equipment

Balls (1 ball per player if possible)

Set Up

Players line up on the baseline with their balls.

Activity

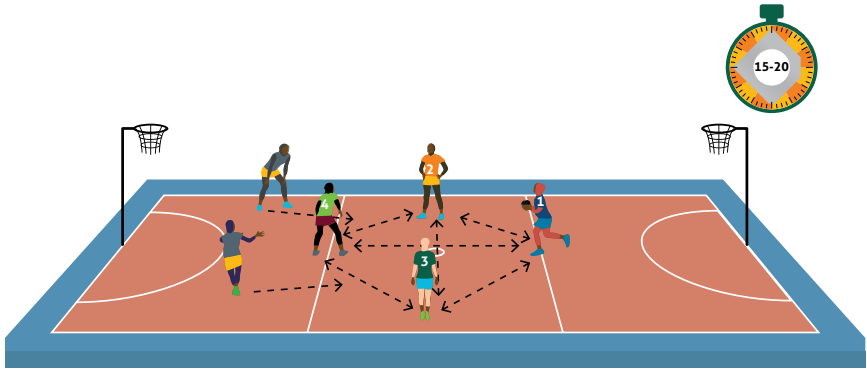
1. Stretching: Ensure that Players stretch sufficiently before the activities start. Let the players lead the stretching sessions. Allow different players to lead a stretch. Reflect on how they felt about leading the stretch.
2. Players run up and down the length of the court at a gentle pace, bouncing the ball. If there are not enough balls, the players can run without a ball and pass the ball to another player when they return.



Tips for the Coach

1. The Players must learn to control the ball using both hands.
2. Players must bounce the ball using only their right hand in one direction and their left on the way back.
3. Players should try and keep their eyes off the ground

Main Part 1



Equipment

Balls (One per group)

Set Up

1. Players work in groups of 6.
2. Four Players (feeders) set up in a diamond.
3. Two workers (defenders) are positioned behind one of the Players.

Activity 1 - Decision Making and Passing / Catching under Pressure

1. Feeders pass the ball to each other.
2. Defenders time the passes, and when the ball is passed to 4, one of the defenders tries to intercept the ball.
3. If the defenders go too early, the feeders can decide to pass the ball to the opposite side and pass it to feeder 4 and the other defender should try and cover the feeder.

PROGRESSION

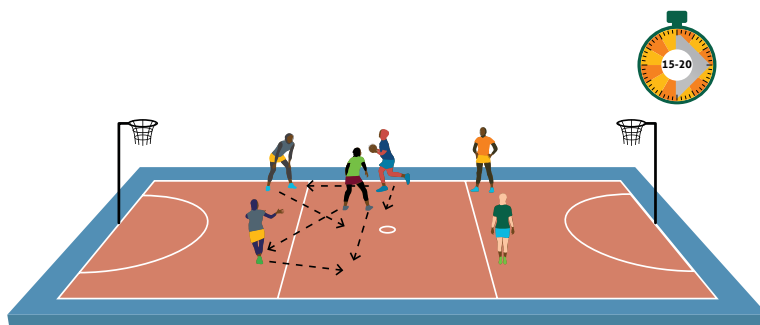
A second ball can be added to the activity when Players are familiar with the activity.



Tips for the Coach

1. The defenders should work together, communicating well and directing each other.
2. If the defender misses an intercept, they should recover and get back for the next pass.
3. Make sure all intercepts are clean 2 handed intercepts.
4. Defenders should focus on the ball and not the feeder.
5. The feeders can fake passes and vary the types of passing to make it more challenging for the defenders.
6. Ensure that everyone in the group has an opportunity to be a defender

Main Part 2



Equipment

Balls (One per group)

Set Up

1. Players work in groups of 7.
2. 6 Players (feeders) set up in a rectangle.
3. 1 worker (defender) positions in front of one of the Players

Activity 2 - Intercepting and Dictating play

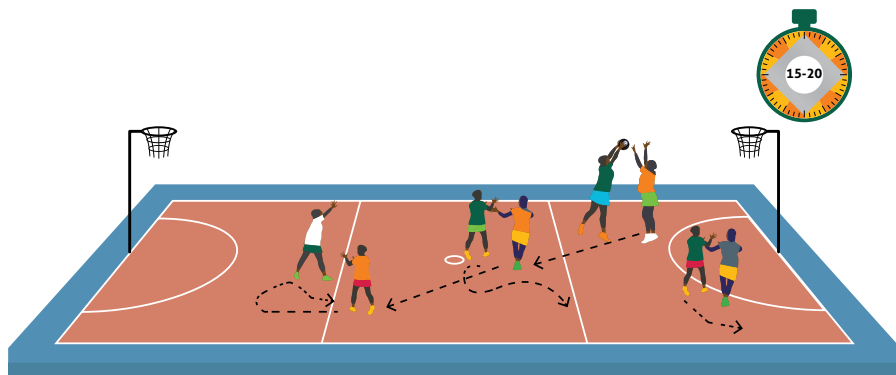
1. The attacker will start the drill by passing the ball to one of the first feeders.
2. The feeder will pass back to the attacker moving forward.
3. The attacker will start the drill by passing to the next feeder on the same side.
4. It doesn't matter which side they pick to start the drill, but both passes must stay on the same side.
5. The attacker also has to receive the ball in line with or in front of the feeder to keep play moving forward



Tips for the Coach

1. Make sure if the defender misses the intercept that, they get their arms up immediately to prevent the attacker from passing.
2. Once the attacker has offloaded to the first feeder, the defender should step across and in between the feeder and the attacker to direct the attacker away.
3. If the defender is using a face-to-face method of defending, then they should angle themselves to the ball and the attacker:
 - » They should step across the attacker, allow her whilst still facing her until 2.5 seconds, then open up (180°) and move back with her for the intercept
4. The defender needs to move back before making a jump; if they jump too soon then it gives the attackers time to move (defenders should stay grounded as much as possible).
5. If the defender gets stuck behind the passing, then they should overrun ahead and cut back in.
6. Compare different defensive styles (face-to-face vs. side-on) »
 - Face marking: The defender can see the attacker for longer (should not turn their back completely – should be able to see the attacker and the ball at all times). »
 - Side on (T-Defence – keeping the attacker on their back): the defender can see the whole court and intercept passes to other places

CONCLUSION



Equipment

Balls, Bibs (Two Sets), Netball Court

Set up

Players are divided into teams (minimum of 5, maximum of 7 Players per team).

Activity

1. Players play a game where they must use the techniques learnt in this session.
2. Players should apply techniques learnt during sessions 1 and 2 to get free.
3. On defence, Players should apply the new knowledge



Tips for the Coach

1. Apply the rules of the game.
2. Ensure that knowledge is applied correctly.
3. Encourage Players to apply lessons learnt in sessions 1 and 2.
4. Reward team that applies techniques learnt in session 3

CLOSING

Step 1: The Coach **REVIEWS**

- The session outcomes as outlined above.

Step 2: The Players **SHARE**

- Their experience of the session and reflect what they enjoyed and what can be improved.

Step 3: The Coach **ENCOURAGES** the players to become self-disciplined, to develop a daily routine and to stick to their routine, avoiding distractions.

Step 4: The Coach makes announcements on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 4

NETBALL TOPIC: DEFENDING

S4D Topic: Goal Setting

Time – 60 to 90 minutes

Key Messages/Discussion Points



Defending in Netball

1. Emphasise the importance of a strong defence in netball to prevent the opposition from scoring and winning matches.
2. Discuss various defensive tactics, such as the face method, shadowing, zone defence, and their effectiveness in different situations.



Goal Setting

1. Goals are targets, or dreams that you want to achieve; they are things that you aim for.
2. Setting goals helps you stay focused and motivated to work towards what you want.
3. It is a good practice to set realistic goals in Netball and life.

4. Distinguish between short-term, medium-term and long-term goals.
5. Understand the importance of setting SMART goals.
6. Understand that you must take SMART actions to achieve your goals. E.g.
 - If you want to get a good pass mark, then you must study and do your homework and assignments.

S-Specific

M-Measurable

A-Achievable

R-Realistic

T-Time bound

7. Emphasise that they are likely to experience obstacles and challenges in achieving their goals, e.g. finance, and parental support. Emphasise the importance of coming up with strategies for overcoming their challenges.
8. Emphasize celebrating small and large accomplishments to stay motivated.



TIPS-How to integrate Goal Setting into your session?

1. Create opportunities for the players to set and achieve SMART defensive goals. Examples could include:
 - Reduce the number of goals scored against the team.
 - Increase the number of times you intercept the ball.
2. Discuss with the players how achieving defensive goals can create more opportunities for scoring and boosting the team morale.
3. Celebrate success and achievements throughout the session as they perform the activities.
4. Recognise and reward players who demonstrate exceptional defensive performance.



Tips for Integrating Gender Equity Issues into the Session

1. Let the players discuss if females face more challenges and obstacles in achieving their goals. What challenges do women and girls face in setting and achieving goals?
2. Create opportunities for the players to develop practical ideas to address some of their challenges.

3. Create opportunities for the players to set SMART Goals as individuals in netball and in their daily lives, and to set goals as a team.
4. Offer guidance and encouragement as they work towards their goals and celebrate their successes.

S4D OUTCOMES

By the end of the session, the participants should be able to:

1. Identify at least one SMART goal applicable to their personal lives.
2. Identify three actions they will take to achieve their goal.
3. Identify at least one obstacle preventing girls from achieving their goals.
4. Identify a few ways to address their challenges or obstacles.

NETBALL OUTCOMES

By the end of the session, the participants should be able to:

1. Demonstrate improved footwork, including lateral movement, backpedalling, and changing direction.
2. Show better anticipation of attackers' movements and be able to react more quickly.
3. Feel more confident in their defensive abilities.

OPENING TEAM CIRCLE: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Coach introduces the S4D topic by asking leading questions such as: What are goals? Why is setting goals in netball and in life important?

Step 3: The Coach EXPLAINS that the session is about setting goals for Netball and goals in their lives and coming up with actions to achieve their goals.

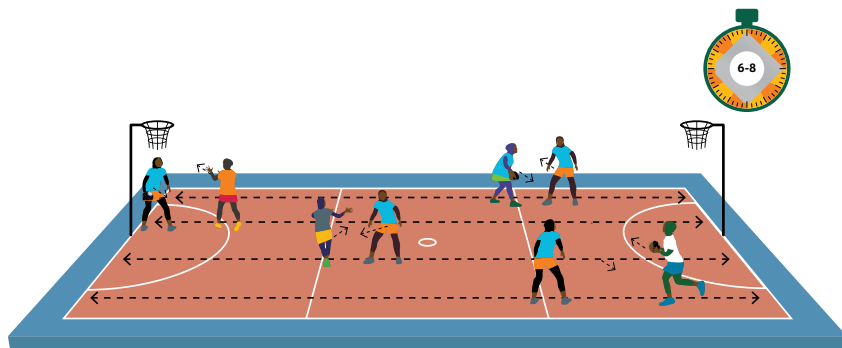
Warm-Up

Time: 6 – 8 minutes

Equipment

1. 1 ball for each pair of players
2. 1 skipping rope per 2 players

Set Up



Activity

1. Both players move in the same direction, with the feeder moving backwards
2. The feeder must play the ball to any side of the receiving player, within arm's reach
3. The receiving player reacts to, collects and passes back as quickly as possible.
4. Players progress like this from one side of the court to the other, taking short, fast steps
5. After each player has swapped twice, they do different skipping rope activities

PROGRESSION

The feeder should try to mask where they will pass the ball by faking the pass.

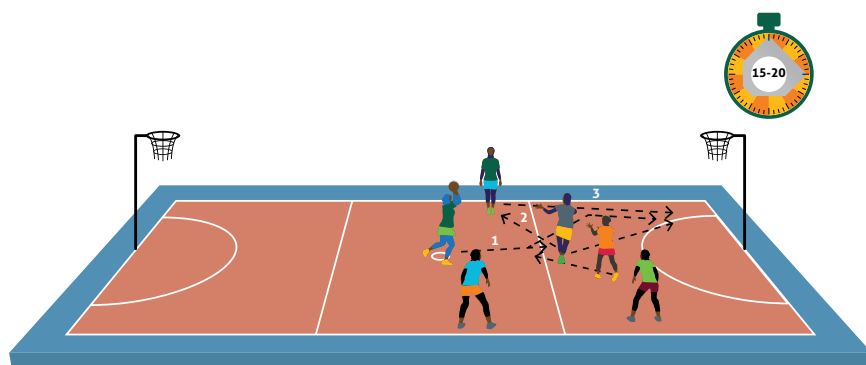


Tips for the Coach

1. Once the players reach the back line they swap roles and repeat the drill in the other direction
2. Players should stay on the balls of their feet
3. Change the instructions with regards to the skipping (double foot skips; 1 foot skips; forward/back

Main Part

Time: 15 to 20 minutes



Equipment

Balls: 1 ball in a group of 5

Set Up

Groups use one-half of the court.

Activity

1. 1 player starts the activity from the C circle
2. Player 1 passes the ball to one of the attackers on the transverse line (like a C-pass) (1)
3. The defender attempts to intercept the pass (1), if successful, pass back to the C
4. The Attacker passes the ball to the feeder in front of them (2).
5. The Feeder pass the ball back to the attacker on the circle's edge (3)
6. The defender attempts to recover quickly to intercept the ball on the circle's edge



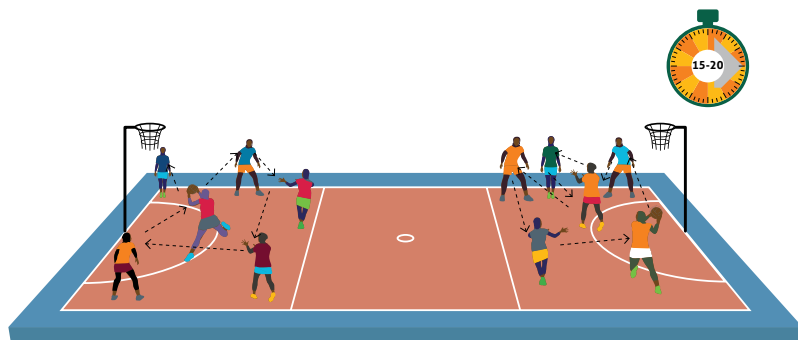
Tips for the Coach

1. The defender should be in a ready position (knees slightly bent and on the balls of their feet)
2. The defender should ensure that they can see both the attacker and the ball
3. Do 5 to one side (right) and 5 to the other side (left) then rotate all players in their group

CONCLUSION: 15 TO 20 MINUTES

Equipment

1. Balls
2. Netball court.
3. Bibs (Two Sets)
4. Stopwatch
5. Whistle.



Set Up

1. Divide the players into 2 equal teams (each in an adjacent third of the court)
2. Each team has their own area in which they keep possession of the ball by passing the ball around

Activity

Round 1

1. The Coach explains that each team will have 60 seconds to make as many complete passes as possible to each other. Each team must get together and decide quickly how many passes they think they can complete during the 60 seconds. i.e. they must set a goal as a team. This they announce to the coach, who makes a note of their „goal“

NB: The receiver cannot return the ball to the passer; it must be to a different player.

2. The Coach blows the whistle, and the teams start to pass the ball. They must count the number of passes.

3. After 60 seconds, the coach blows the whistle, and each team announces the number of passes made and how this compares to their goal.



Round 2

1. Now, each team sends two players across to their opponent's area to try and intercept the ball or cause the passes to be incomplete. (Distractions)
2. The teams must once again, quickly set a goal, remembering how they fared in Round 1 and also considering that they will have „distractors“ trying to stop them from making complete passes/
3. The coach blows the whistle again, and the passing begins with the „distractors“ trying to prevent complete passes. The players must once again count the number of complete passes as they go along.
4. If the „Distraction“ manages to disrupt a pass, the team must start counting as from 1 again.
5. After 60 seconds, the coach blows the whistle. The players again announce the number of passes and compare this to the goal they set.



Round 3

1. Allow the teams to have a 60-second „time out “and discuss briefly how they can better achieve their goal of making complete passes and avoiding the „distractions“ Together they must set a final goal.
2. The distractors must return to their teams for the time out and discuss how they can become better at distracting.
3. The coach blows the whistle for the final time. Again, compare the goal they set with the goal they achieved.

Wrap up the session by reflecting on whether communicating and planning improved their ability to achieve their goals. Emphasise that in life, they will also face „distractions“ trying to prevent them from achieving their goals and they can avoid distractions through planning and supporting each other.

PROGRESSION

1. Change the time allocated.
2. Players may not pass to somebody directly next to them.
3. Increase the number of „Distractors“
4. Change rules to limit the passing so the ball cannot go back to the player you've received from.



Tips for the Coach

1. Encourage players to communicate with one another to ensure they keep possession of the ball.
2. Try to get players to choose the correct pass for the situation. If there is no defender between the ball and the teammate, use chest passes over a short distance, etc.

Closing Team Circle

Step 1: The Coach REVIEWS the session outcomes. The coach also reflects on the team's planning and how it can be improved. Was there any leadership that emerged in the process? Were everybody's opinions considered?

Step 2: The Players SHARE their experience of working as a team to set goals and dealing with distractions. They share what they enjoyed in the session and what can be improved.

Step 3: The Coach FACILITATES a discussion on the link between this training session and achieving their goals as a team and achieving goals in life.

Step 4: The Coach EXPLAINS any announcement on upcoming activities, e.g. details of the next match or training session, and closes the session with a cheer or chant.

SESSION 5

NETBALL TOPIC – PASSING FROM THE SIDE.

S4D Topic: Observe, reflect, decide

Time – 60 to 90 minutes

Key Messages/Discussion Points

1. This session focuses on situations the players will face on the Netball court and in life, making the right decision based on the correct information and taking the right action. On the court, it will be split-second decisions. In life, they may also have to make quick decisions or have more time to Observe, Reflect, Decide, and Act.

- To **observe** is about gathering information.
 - **Reflecting** is about processing the information and understanding the available options.
 - To **decide** means to choose the best option, i.e. make the best possible decision.
 - To **act**– Implement your decision.
2. This method can also be applied to their everyday challenges.
 3. Emphasise that they will often make mistakes on the netball court and in life. I.e. they may make the wrong decisions or execute their choices incorrectly. They must understand that making mistakes is integral to sport and life. They must understand the importance of learning from mistakes and constantly trying to improve their decision-making.



Tips – How to integrate Observe, Reflect, Decide, and Act into the session.

1. Observe –

- During drills, ask players to observe their teammates' movements and identify areas for improvement.
- Shadow Play – Players shadow a teammate, copying their movements; this encourages **observing**.

2. Reflect

- After an activity, let the players discuss their performance and reflect on their learning.

3. Decide

- Set up drills where players must choose between different defensive techniques.
- Encourage players to identify improvement areas and decide how to improve themselves. Give them time to **reflect** and **decide** before **acting**.

4. Act:

- Have players make quick decisions in game-like situations on the court. Reflect on these decisions



Tips for Integrating Gender Equity Issues into the session.

1. Invite female guest speakers, e.g. a coach, senior players, former players, officials, to address the players and share how they applied the principles of "Observe, Reflect, Decide and Act" in their daily lives and how it contributed to their success. You could play a short video if the person cannot attend personally.

2. Reflect and encourage the players to share any challenges, obstacles or discrimination they experienced because they were females. Use these real-life experiences as a basis for discussion and ask the players to suggest possible solutions.
3. Since netball in Zanzibar is played mainly by females, these sessions will provide a safe environment where girls and women can discuss gender-sensitive issues without fear of intimidation. Without detracting from the quality of the netball coaching session, the coach must create opportunities for the players to engage with these issues.

NETBALL OUTCOMES

By the end of the session, players must be able to:

1. Execute a correct passing technique from the side, ensuring accuracy and power.
2. Consistently pass the ball to a targeted teammate, minimising overthrows or underthrows.

S4D OUTCOMES

By the end of the session, players must be able to:

1. Explain what “Observe, Reflect, Decide and Act” means and identify at least two parts of the session where they could apply this.
2. Demonstrate an openness to considering other players’ ideas.
3. Work as a team and develop strategies to deal with the real-life challenges their fellow players face due to their gender.

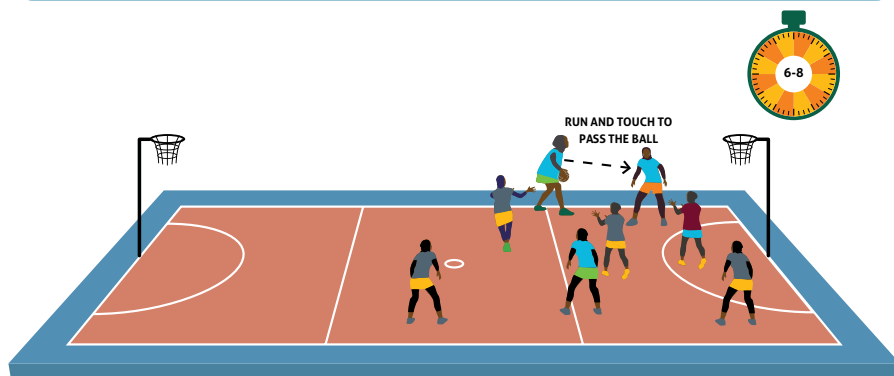
Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any important experience in their lives during the last week.

Step 3: The Coach INTRODUCES the S4D outcomes and sports skills outcomes for the session through leading questions such as:

- What do we mean by Observe, Reflect, Decide, and Act?
- Can you give examples of decisions that must be made during a volleyball match or training session?
- Give examples of decisions that you must make in your everyday life.

Warm-Up**Time: 6 to 8 minutes****Equipment**

1. 1 ball for each pair of Players
2. Bibs

Set Up

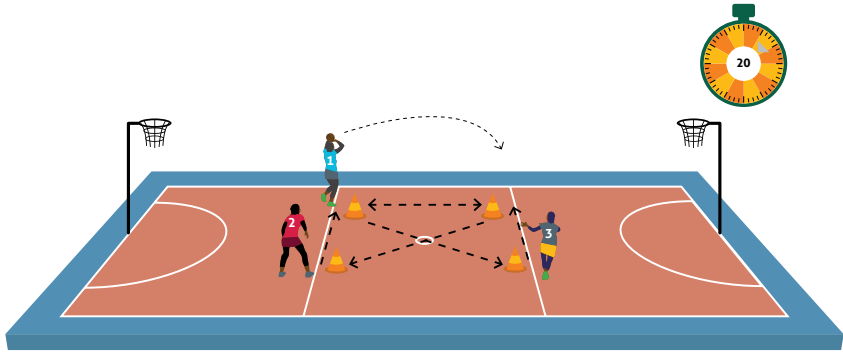
1. Players are grouped into 2 equal teams
2. One team wears bibs

Activity

1. All the players must form a circle and do basic stretches led by one or more senior players.
2. The two teams then line up on two halves of the court.
3. The teams pass the ball to each other and try to get over the baseline of the opponents.
4. A Point is scored when a player catches the ball cleanly in the „End Zone.“

**Tips for the Coach**

1. This warm up activity does not use netball rules and positions.
2. Ensure that all players participate and is actively involved in the game



Equipment

1. Balls
2. Cones/colour spots

Set Up

1. Players work in groups of 3 with 1 ball
2. Four cones/colour spots are used to make a small square for the group to work in.
3. Each player takes up a position at a cone /colour spot

Activity 1 – Space Awareness, Reaction Time

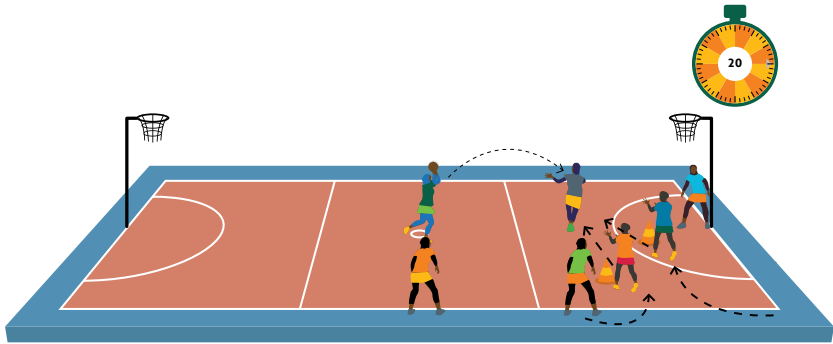
1. The player (1) opposite the open cone /colour spot starts with the ball
2. Player 3 drives towards the open cone/colour spot and receives the ball from player 1
3. Player 1 drives diagonally to the cone vacated by Player 3
4. Player 2 then drives to receive the ball from Player 3 in the open space
5. The process is repeated a few times.



Tips for the Coach

1. This warm up activity does not use netball rules and positions.
2. Ensure that all players participate and is actively involved in the game

Main Part 2



Equipment

1. Balls
2. Bibs
3. Cones/colour spots

Set Up

1. Half the length/width of the court
2. Players work in groups of 6 (2 attackers, 2 defenders and 2 trailers)

Activity 2 - Decision Making

1. The attackers work to get the ball from one end to the other using their passes, and the defenders try to intercept the ball
2. 2 players are stationary trailers that need to stay behind the ball and can receive the ball from the attackers
3. The attacker can pass the ball to the trailers at any time if their teammate is not free
4. If the ball is intercepted, then the defenders become the new attackers, the trailers become the defenders, and the defenders become the new trailers.



Tips for the Coach

1. Trailing players stay behind the ball as options for the attackers
2. Attackers can take on defence and get free or re-offer when back pass to a trailer is used

3. The player can pass back to a trailer in an attempt to get free
4. Free attackers balancing space and providing options
5. Decision-making by ball carrier to pass forward or back
 - Identify the open player
6. If the ball is passed backwards there needs to be movement/options with attackers re-ordering for the ball
7. The ball carrier should pass and scan
 - See where teammates are

Options: Follow pass or run wide and deep to get the next phase

CONCLUSION: 15 TO 20 MINUTES



Equipment

1. 1 Ball
2. Netball court.

Set Up

1. Full court
2. Work with even teams (as far as possible) on either side
3. One team wears bibs

Activity

1. Play starts with a throw-in from the baseline
2. One team work the ball down using skills learned in the previous lessons to get the ball to the other baseline

3. If the opposing team intercepts the ball, the attackers restart from the intercepted spot
4. When the attackers successfully complete the activity, they become the defenders, and the defenders become the attackers



Tips for the Coach

1. Defenders count the number of successful intercepts.
2. Attackers get 2 points for successfully completing the activity
3. Count time how long it take for attackers to reach the other side
4. Make it more difficult for attackers by restricting where they're allowed to receive the ball
5. Make it more difficult for the defenders by changing the type of defence they have to practice

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learnt about the Netball skills. Ask them to highlight a few key points about passing from the side.
- The link between the sport skill and the S4D Topic. Ask the players to think of situations outside of Netball, where they have to observe, reflect, decide and act/

Step 2: The Players **SHARE** their experience of the session and reflect on what they enjoyed and what can be improved .

Step 3: The Coach **FACILITATES** a short, connected conversation by asking them what they think they should do to improve the way they make decisions.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities, e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 6

NETBALL TOPIC: DEFENSE AS A UNIT

S4D Topic: Communication

Time – 60 to 90 minutes

Key Messages/Discussion points

1. Effective communication is the most important skill the players will need to succeed in Netball and in life.
2. Being able to express yourself clearly and understand others when they communicate is crucial in every aspect of life.
3. By the same token, miscommunication can also have negative consequences, such as:
 - Breakdown in relationships.
 - Mistrust
 - Missed opportunities.
4. Communication is a two-way street. Successful communication involves expressing yourself clearly but also actively listening to others when they speak. Try to understand not only the words but also the emotion.
5. A large part of communication is non-verbal. Body language, facial expressions, and tone of voice can all impact how a message is received.
6. Encourage the players to be patient and respectful when communicating with others. Avoid interrupting others.
7. In Zanzibari culture, greetings are very important. The players should make a habit of enquiring about the other person's well-being and wait for a response.
8. Encourage players to communicate openly and freely in your coaching sessions. Please encourage them to share their thoughts, opinions, needs, and concerns.



NB – Communication is vast and probably requires a few coaching sessions, not only 1. These are only a few key points; there are many more. The key message is that the S4D coach must be more player-centric and encourage communication from and among the players.



TIPS – How to integrate Communication into your coaching session?

1. Create opportunities for Players to practice various forms of communication during the session, not only during the opening and closing circles. E.g. After you have explained an activity, they must explain the activity in their groups.
2. Let Players repeat what you or one of their teammates said to check for listening skills and understanding.
3. If any negative communication or conflict happens during the session, use this as a learning moment.



Tips to Integrate Gender Equity Issues into the Session

1. Discuss how communication styles can be stereotyped based on gender. Reflect with the players whether they think boys and men communicate differently to women and girls. As examples to stimulate discussion
 - Are boys in Zanzibar more confident than girls?
 - Are boys more direct than girls?
 - Are there topics that boys will not discuss with girls and vice versa?
 - Do boys and girls use different body language?
 - Do boys and girls in rural areas communicate differently from those in urban areas?
2. Use role plays to let the players demonstrate different communication styles.
3. Don't dwell too much on the differences; focus on common ground.
4. Foster open and inclusive communication channels within the team so that all players feel free and empowered to speak up.
5. Provide access to additional training and resources to help players develop their communication skills on and off the court.



NB: Do not try to discuss all these matters in one session and make the sessions boring talk shops. This can be spread over a few sessions. Also, consider inviting boys e.g. from a nearby football club, to have joint sessions occasionally. Let the football boys try out Netball and vice versa, with an emphasis on fun and communication.

S4D OUTCOMES

By the end of the session, participants must be able to:

1. Identify and demonstrate a few key elements of effective communication. (Verbal and non-verbal)
2. Practice giving feedback to each other and the coach.
3. Identify and challenge communication stereotypes based on gender.

NETBALL OUTCOMES

By the end of the session, participants must be able to:

1. Effectively execute basic defensive techniques, such as marking, intercepting, and turning over the ball.
2. Show an understanding of the importance of defensive positioning and maintaining appropriate distances from opponents.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

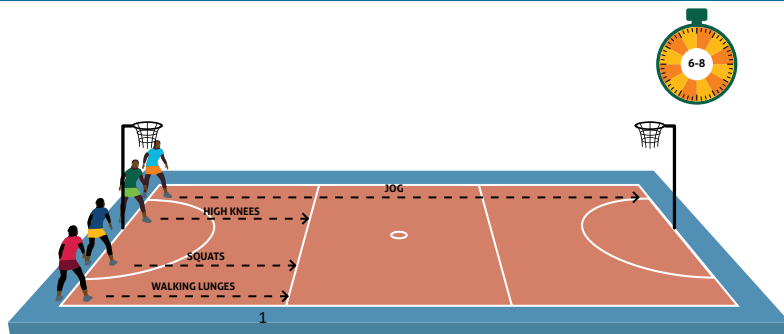
Step 2: The Players SHARE any important experiences, successes or challenges in their lives during the last week.

Step 3: The Coach INTRODUCES the S4D and Netball topics through leading questions such as:

- Is teamwork important in netball? Why?
- What is the best way to ensure good teamwork? (Good Communication)
- When do we communicate on the court? Why is it important to communicate effectively during a game?
- Why is good communication important in their daily lives?
- What can go wrong if we do not communicate effectively?
- What are some of the challenges relating to communication in Zanzibar culture?

Warm-Up

Time: 6 to 8 minutes



Activity

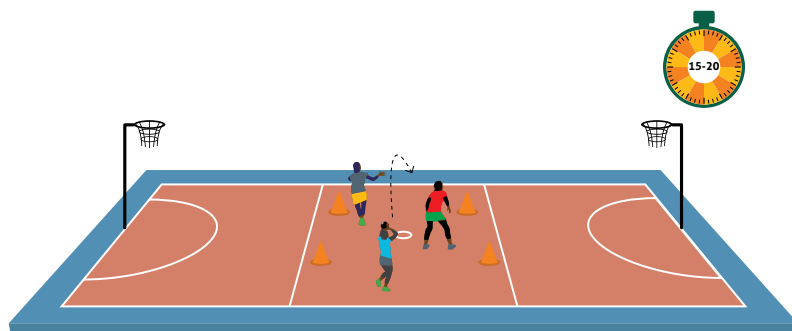
1. Players start at one end of the court and run to the 1st transversal line and back, doing various warm-up activities. Including :
 - Slow jogging
 - High knees
 - Butt kicks
 - Skipping (Normal skip and high knee skip)
 - Knee hops
 - Sprints
 - Dynamic stretches



https://youtu.be/8Mgoymrtwjw?si=P_QBTTikC-uaZ79s

Main Part 1

Time: 15 to 20 minutes



Equipment

1. 1 ball per 3 players.
2. Cones or Colour Spots

Set Up

1. Players cordon off a little square (they can use cones to do this)
2. One player starts with the ball
3. The other two players position one in front and one in the back of the square

Activity

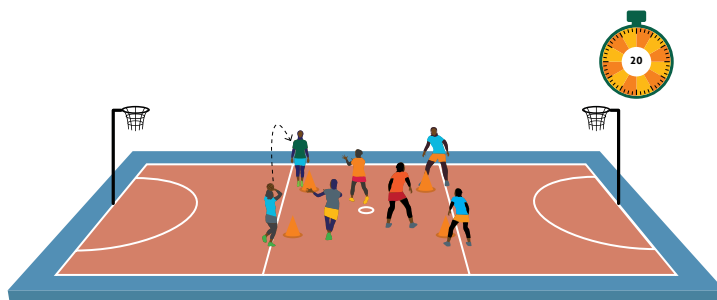
1. The player with the ball passes the ball into the open space in the square.
2. The two workers (defenders) talk to each other and balance the square. (Balancing a square is a defensive drill where defenders form a square around the attacker to prevent the attacker from moving freely to receive or pass the ball.)
3. If player 1 picks up the ball behind player 2, then player 2 switches to the other side of the square.



Tips for the Coach

1. Players should constantly communicate
2. Players should switch and let each other know when they move
3. Players should nominate when they go for the ball
4. Players should also indicate if the other player should go for the ball
5. Ensure that the player with the ball swap with one of the workers
6. Give the group of 3 players an opportunity to discuss how they will communicate with each other.

Main Part 2



Equipment

1. 1 ball per group of 7
2. 4 cones/colour spots

Set Up

1. Players work in groups of 7
2. Set up the cones/colour spots in a square

Activity 2

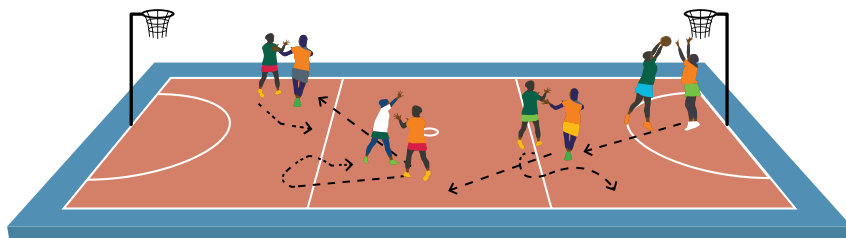
1. The four attackers with one ball stand on four corners of the square; they are not allowed to move from their cones
2. Three defenders work inside the square
3. Attackers pass the ball around, and the defenders attempt to intercept the ball, by driving into the space between the passer and the receiver
4. If the defender attempts to intercept the ball and fails and is out of position, one of the other defenders should try to cover the space



Tips for the Coach

1. Players should constantly communicate with each other.
2. Player closest to the ball put up a 3 feet defence.

CONCLUSION: 15 TO 20 MINUTES



Equipment

1. Ball
2. Netball court.
3. Bibs (Two sets)

Set Up

Teams play against each other in a normal game of netball (if there are fewer than 14 players split the team into an even number of players).

Activity

1. Teams play a normal game of netball
2. Defensive players constantly communicate with each other



Tips for the Coach

1. Ensure constant communication between players.
2. Deliberately create situations where they are NOT allowed to communicate let them experience and reflect on the challenges caused by poor communication.
3. Attackers apply skills of getting free acquired in the previous sessions
4. Defensive players try and cover spaces and assist teammates

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they learnt about Defending as a Unit. Ask them to highlight a few key points w.r.t the technique. Ask them to reflect on the various aspects of communication.
- The link between Defending as a Unit and Communication. Ask the players to reflect on the process of planning a strategy to improve their performance and achievements in life.

Step 2: The Players **SHARE** their experience of the session and reflect on what could be improved.

Step 3: The Coach **FACILITATES** a short discussion on any personal stories relating to communication in their personal lives. Do they communicate with their peers, their parents, brothers and sisters? Do they give each other feedback?

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 7

NETBALL TOPIC: DEFENSE

S4D Topic: Leadership

Time – 60 to 90 minutes

Key Messages/Discussion Points

1. **Everyone can be a leader:** Emphasize that leadership isn't just about titles or positions. Everyone on the court can demonstrate leadership qualities.
2. **Clear communication** is essential for effective leadership: Discuss how good leaders use clear and concise language to give instructions and motivate teammates. This includes calling for the ball clearly during side passes.
3. **Lead by Example.** Leaders set a positive example: Highlight how leaders demonstrate good sportsmanship, hustle, and a positive attitude on the court. These qualities can inspire teammates during side-passing drills and throughout the game.
4. **Ethical Leadership.** Good leaders will act with integrity, fairness, and respect for everyone on the team. A good leader will not discriminate against women. A good leader will be inclusive.
5. **Shared Responsibility:** Leadership is a shared responsibility. Emphasize that a successful team doesn't rely on just one leader. Everyone has a role to play in supporting each other and achieving the team's goals. This is especially important during side-passing drills where precise communication and teamwork are crucial.



TIPS – How to integrate Leadership into the session?

1. During the sessions, create opportunities for Players to lead activities. Let the players take turns to lead the session. The leader's responsibilities include:
 - Effective communication.
 - Constructive feedback and advice
 - Encouraging and motivating their teammates.
2. Create opportunities for Players to lead the warm-up or cool-down sessions.

3. Create a scenario where the umpire's decision is blatantly unfair and biased. Reflect on the Player's response to this bias. (Emphasise that the umpire or referee in sport is always right)
4. Throughout the session, you should acknowledge and celebrate instances where players demonstrate good leadership qualities.



Tips to integrate gender equity issues into the session

1. Briefly discuss how leadership roles in sports can be stereotyped based on gender. Reflect on women leaders in Zanzibar/Tanzania. Is there an even spread of leadership? Or is a sport in Zanzibar dominated by males?
2. Ask the players to research and reflect on strong women leaders in sports. E.g. the captain and coach of the national Netball Team, former national players or strong women in other sports in Zanzibar.
3. Consider inviting such a leader to address the players and share their experiences and the challenges they faced as women. This can be a powerful way to inspire young girls and demonstrate the value of female leadership in sports. If not personally available, the person can send a recorded message.
4. Create role-playing activities dealing with gender stereotypes.

NETBALL OUTCOMES

By the end of the session, the players must be able to:

1. Effectively execute basic defensive techniques, such as marking, intercepting, and turning over the ball.
2. Demonstrate an understanding of defensive positioning and maintain appropriate distances from opponents.
3. Identify and execute common defensive strategies, such as one-on-one marking and zone defence.
4. Players will be able to anticipate opponents' moves and react quickly to defensive situations

S4D OUTCOMES

By the end of the session, the players must be able to:

1. List key qualities of a leader. (e.g. communication, decision-making, respect).
2. Explain the importance of ethical leadership in a team.
3. Identify ways to encourage and develop women leadership.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

Step 2: The Players SHARE any interesting experiences during the last week. These could be happy moments or setbacks and challenges.

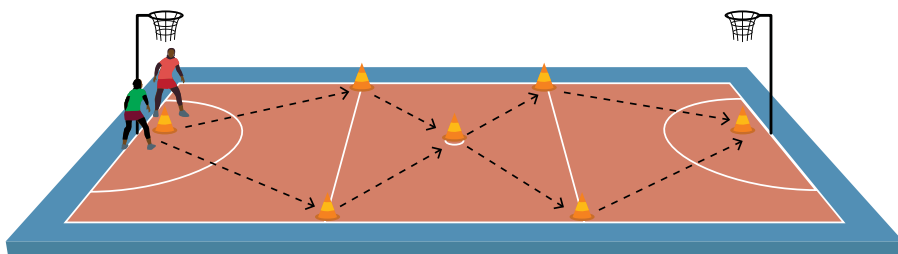
Step 3: The Coach INTRODUCES the S4D outcomes for the session through leading questions such as:

- What is a leader?
- Who are some of the leaders in your lives?
- What do you think makes a good leader?
- What makes a poor leader?

Step 4 – The Coach introduces the Netball outcome of the session.

Warm-Up

Time: 6 - 8 minutes



Equipment

1. Cones/colour spots

Activity

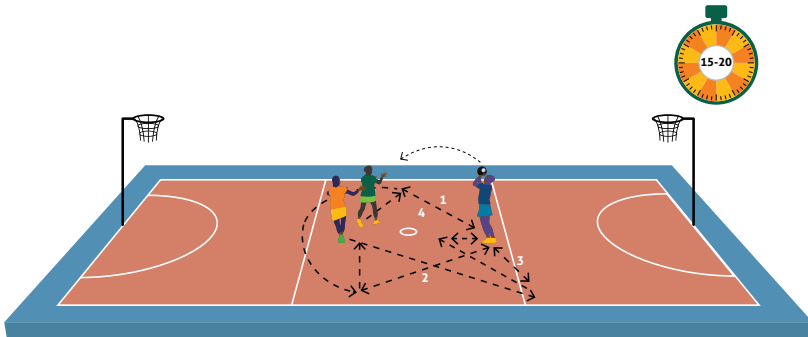
1. Players work in two groups
2. Players start off jogging to the cones
3. When they reach the last cone, they jog back to the start
4. After jogging through four times, they have to increase their pace
5. The coach can call different movements (as during session 6)

Main Part 1

Time: 15 to 20 minutes

Equipment

One ball per group of 3 players.



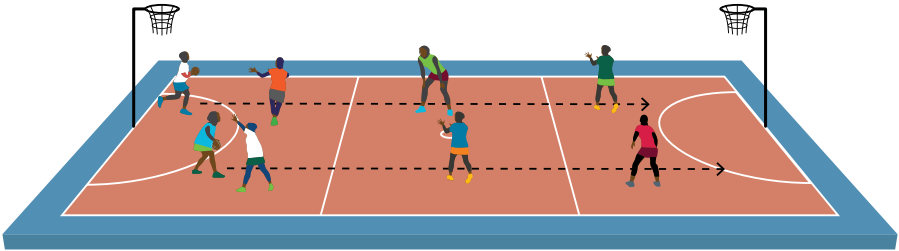
Activity 1

1. Player 1 starts with the ball
2. Player 2 is stationary, and one player is the worker (Defender)
3. The worker starts behind the stationary player
4. The player with the ball passes the ball into the space, and the worker has to collect the ball (1) and pass it back
5. The Worker returns to the stationary player and collects a ball passed to the open space on the opposite side behind the stationary player (2)
6. The Worker returns to the stationary player and receives a ball at a 45° angle (3)
7. The Worker drives to intercept the straight pass (4) that is passed to the stationary player



Tips for the Coach

1. The Worker should always return to the stationary player
2. The ball should be placed into the space



Equipment

1. 1 ball per group of seven
2. Bibs

Set Up

1. Groups of 8
2. 2 players are attackers and work the ball from one end of the court to the other
3. 2 defenders per third
4. Defenders are not allowed to move out of their designated area

Activity 2

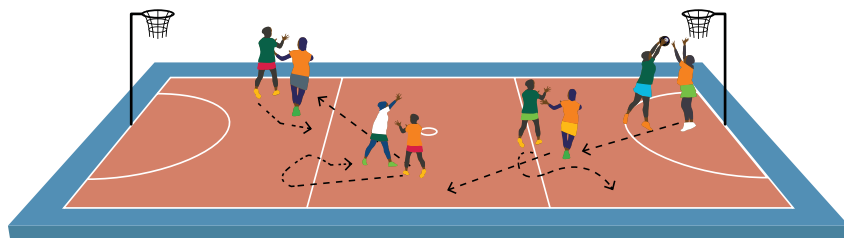
1. Attackers start with the ball in one third
2. Attackers can use any means to get free.
3. Attackers have to pass the ball 5 times before they can go to the next third
4. Defenders should communicate with each other
5. Defenders in other sections can assist by talking to the defenders trying to get the ball



Tips for the Coach

1. Focus on communication between players
2. Ensure players apply lessons learnt during previous sessions

CONCLUSION: 15 TO 20 MINUTES



Equipment

1. 1 Ball
2. Netball court
3. Bibs (two sets)

Activity

1. Players play a game of netball
2. Apply the skills learned in previous sessions
3. Players have to pass the ball 5 times in each third before it can go forward
4. Defensive players talk to each other and assist each other



Tips for the Coach

1. The players at the back should be encouraged to communicate with their team mates (they have a better view).
2. Player at the back should be encouraged to seek opportunities for interceptions and fellow team mates should cover the gap created by the opportunity

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach REVIEWS

- The session outcomes. Ask the players what the lesson was for each of them in this training session. No discussion.
- The link between the sport skill and the Personal Development/Life Skills. Ask the players if they can think of situations at school or in their communities where they can influence how other people behave.

Step 2: The Players SHARE their experience of the session and reflect on what they enjoyed and what can be improved.

Step 3: The Coach facilitated a short discussion by asking them what they think leadership in Netball should look like. Players reflect on being the captain of the team.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 8

NETBALL TOPIC: WORKING AS A TEAM TO ACHIEVE SUCCESS

S4D Topic: Teamwork

Time: 60 to 90 minutes

Key Messages/Discussion Points

1. Discuss what teamwork means and why it is important in netball and life.
2. Explore the benefits of working together as a team, such as increased success, improved morale, and personal growth.
3. Discuss how teamwork is essential for success in netball, from passing and shooting to defensive strategies.
4. Emphasize the importance of clear communication and cooperation among teammates.
5. Discuss how teamwork can help players overcome challenges and setbacks.
6. Understanding and accepting that you are part of a team.
7. Build trust and good positive relations in the team.
8. Build unity in the team and deal with any conflict issues.



TIPS—How to integrate Teamwork into your session?

1. Incorporate fun icebreaker games to help players get to know each other and build rapport.
2. Create team challenges requiring the players to work together to achieve common goals.

3. Conduct passing relays that require players to work together to pass the ball accurately and quickly.
4. Conduct drills that require players to shout defensive calls or offensive plays. Various simple team-building exercises can be applied in a sport session.
5. Every sample session will lend itself to reinforcing the importance of teamwork.
6. Create opportunities for groups to work in teams and tackle tasks. Reflect on the contribution of everybody in the team and how better teamwork can improve the result.



Tips – How to Integrate Gender equity Issues into your session.

1. Remember to create a safe environment for the players.
2. As before, give the players opportunities to reflect on any real-life challenges they may have faced at home, school or in their communities.
3. Emphasise the importance of working as a team to overcome these challenges.
4. Connect players with successful female netball players or coaches who can serve as mentors.
5. Encourage players to participate in community outreach programs to promote netball and inspire young girls.

S4D OUTCOMES

By the end of this session, participants will be able to:

1. Explain the importance of teamwork and collaboration in Netball and in life.
2. Demonstrate cooperation and support for each other.
3. Identify and execute common teamwork strategies, such as assigning roles, setting goals, and problem-solving.

NETBALL OUTCOMES

By the end of this session, participants will be able to:

1. Communicate effectively with their teammates during a game.
2. Identify and execute common teamwork strategies, such as passing, setting, and shooting.

3. Anticipate their teammates' movements and react quickly in game situations.
4. Encourage each other even when facing defeat.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

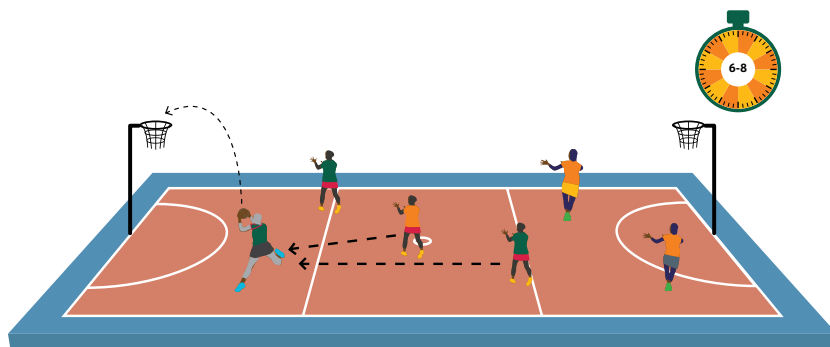
Step 2: The Players SHARE any important life experience during the last week. Remember to focus on gender-related issues. Ask the players whether they experienced any form of harm, e.g. bullying or being forced to do chores.

Step 3: The Coach INTRODUCES Teamwork through leading questions such as :

- What is teamwork, and why is it important in netball?
- Can a netball team be successful without teamwork?
- Do we need to work in teams in our daily lives? Why?
- How can being part of a team help us grow as individuals?

Warm-Up

Time: 8 to 10 minutes



Equipment

1. 1 ball
2. Bibs

Activity

1. Players play a friendly game of **basketball** using **basketball** rules
2. Players are allowed to take the ball from their opponents.
3. Players have to bounce the ball before they can move forward.
4. Discuss briefly the main differences between basketball and Netball.

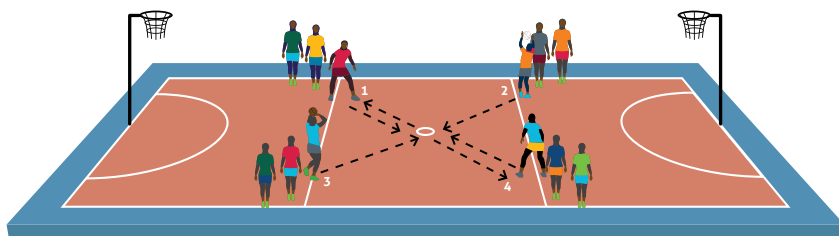


Tips for the Coach

1. All players should be actively participating in the warm up.
2. Change it up a little and restrict the number of players who can shoot the ball.

Main Part 1

Time: 15 to 20 minutes



Equipment

2 Balls

Set Up

1. Players spread out over 4 corners in one third of the court.
2. Two players (on opposite sides of each other) each start with a ball.

Activity 1

1. Players receive the ball from the Player to their right.
2. Player 2 and 3 starts with the ball.
3. Players 1 and 4 drive to the middle and receive the ball from the person on their right (1 from 3 and 4 from 2).

- 1 and 4 pass the ball to the Player in the line directly in front of them (so 1 pass to the Player where 4 started and 4 passes it to the Player standing where 1 started).
- Players 1 and 4 fall into the group where they pass the ball.
- Players 2 and 3 run to receive the ball in the middle.



Tips for the Coach

1. Ball placement is important
2. Players should be aware of the other player's movements as well.

Main Part 2

Time: 15 to 20 Minutes



Equipment

2 Balls

Set Up

1. Players spread out over 4 corners in one third of the court.
2. Two players (on opposite sides of each other) each start with a ball.

Activity 2

1. Players receive the ball from the Player to their right.
2. Player 2 and 3 starts with the ball.
3. Players 1 and 4 drive to the middle and receive the ball from the person on their right (1 from 2 and 4 from 3).
4. 1 receives the ball and passes it back to the person behind her (from the line where she started)

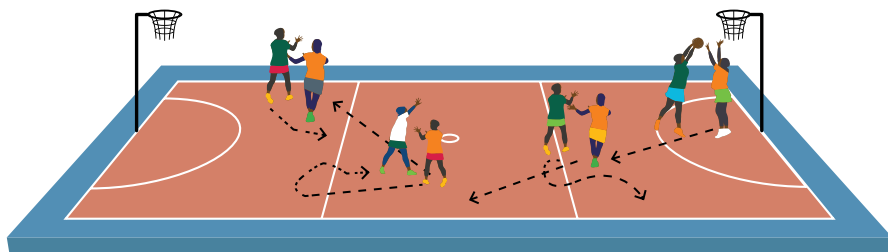
5. She drives to the left (space between line 1 and 3) and receives the ball back from the Player, she passed it to.
6. she passes it back and drives to the right and receives the ball in the space between line 1 and 2.
7. Passes the ball to the Player in front of line 2 and drives to the space between lines 2 and 4 to receive the next pass.
8. After receiving the ball from the Player in line 2, she passes it to the Player in front of line 4 and falls in line behind the Players in group 4.
9. Player 4 does the same on the other side:
 - Pass the ball back to the line she originates from.
 - Drives to the left (space between line 2 and 4) and receive a ball from the Player in front of line 4.
 - She passes it back and drives into the space between lines 3 and 4 and receives
 - Passes the ball to the Player in front of line 3 and receives a pass in the space between 1 and 3.
 - Passes the ball to the Player in front of line 1 and falls in behind the group.



Tips for the coach

1. Ball placement is important.
2. Players should be aware of the other Player's movements as well.
3. Communication is key.

CONCLUSION: WORKING AS A TEAM TO ACHIEVE SUCCESS 15 TO 20 MINUTES



Equipment

1. 1 Ball
2. Netball court.
3. Bibs (two sets)

Set Up

Normal netball game.

Activity

1. The teams play a normal game of netball.
2. The team must have a team discussion first to plan their strategy and how they will work as a team.
3. The captain must share this quietly with the coach who is tasked to monitor how the implementation compared with the planning and give feedback.



Tips for the Coach

1. Give more opportunities for team talks during the game. (1 minute time outs)
2. Don't make the game too competitive, the game must focus on fun and the value of teamwork.

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they think the take-home message was of the training session.
- The link between Teamwork on the Netball court and Teamwork at school, at home and in the community.
- Ask the players to suggest a few examples in life where they have to cooperate with others to reach a common objective.

Step 2: The Players **SHARE** their experience of the session and reflect what they enjoyed and what can be improved.

Step 3: The Coach FACILITATES a short discussion by asking them why they think working together as a team is important. Also, discuss the advantages and disadvantages of working in teams of females only and mixed teams.

Step 4: The Coach EXPLAINS any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.

SESSION 9

NETBALL TOPIC: SHOOTING

S4D Topic: Self-Esteem

Time – 60 to 90 minutes

Key Messages/ Discussion Summary

1. Self-esteem is confidence in your own worth or ability. It is about how you value yourself and what value you think you add.
2. Positive self-esteem will give you the ability to take charge of your life, learn from your mistakes and lead a positive life.
3. Signs of positive self-esteem
 - Confidence
 - Take responsibility for your decisions, don't blame others
 - Make mistakes; learn from them, move on
 - Optimistic
 - Ability to trust others
4. Signs of low self-esteem
 - Negative about everything
 - Perfectionist
 - Fear of taking risks
 - Dependence on others to decide (prefers to be a follower)
 - Does not take initiative

5. Players must understand that on the Netball court there is little room for low self-esteem or low morale. In the course of a game, every player is likely to make mistakes.
6. In Netball, teammates have to encourage each other all the time.
7. The coach must ensure:
 - No dominance or bullying.
 - Respect for each other
 - Fair play
 - Tolerance



TIPS—How to integrate the S4D topic, self-esteem, into your session?

1. The coach must create opportunities for all to show their skills: their sporting skills and other skills such as communication skills, punctuality, honesty, etc. Compliment good performance.
2. Some of the scenarios above will naturally present themselves in the course of a training session or game. The coach must use any such opportunity to reflect on negative behaviour low self-esteem vs high self-esteem.
3. Every player has strengths; make sure you create opportunities for the self-esteem of every player to be built by showcasing their strengths, even if not directly linked to the session,
4. Give players opportunities to do simple tasks and commend and applaud them for doing the task well. E.g. "Priscilla, please count the balls before the session and make sure we get all the balls back after the session."

S4D OUTCOMES

By the end of this session, players will be able to:

1. Build their own and others' confidence and self-esteem.
2. Develop a belief in their potential to succeed.
3. Learn from their mistakes and use them as opportunities for growth.
4. Celebrate their successes, both big and small.

NETBALL OUTCOMES

By the end of this session, players will be able to:

1. Improve their accuracy when shooting from various distances and angles.
2. Shoot consistently with a controlled and repeatable technique.
3. Develop proper shooting form, including hand placement, elbow angle, and follow-through.

Opening Team Circle: 6 to 8 minutes

Step 1: The Coach WELCOMES the players and creates a friendly, safe environment.

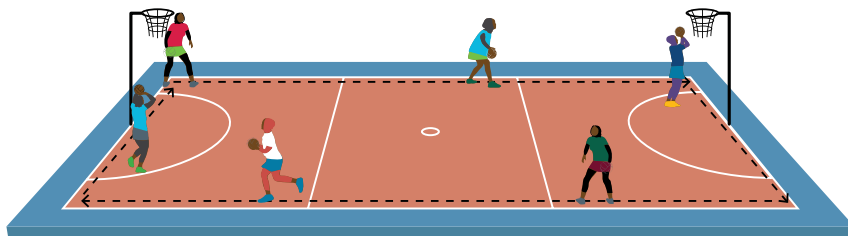
Step 2: The Players SHARE any important experience in their lives during the last week. Players must be encouraged to particularly share experiences where they felt any form of harm, such as neglect or emotional harm.

Step 3: The Coach INTRODUCES the S4D and sports skills outcomes for the session through leading questions such as:

- Have you ever felt proud of yourself for something you've achieved?
- Do you ever doubt your abilities?
- How do you feel when you make a mistake?
- What do you think it means to have high self-esteem?
- Do you think having high self-esteem can help you perform better on the court?

Warm Up

Time: 8 to 10 Minutes



Equipment

Balls (preferably 1 per player), Netball court

Activity

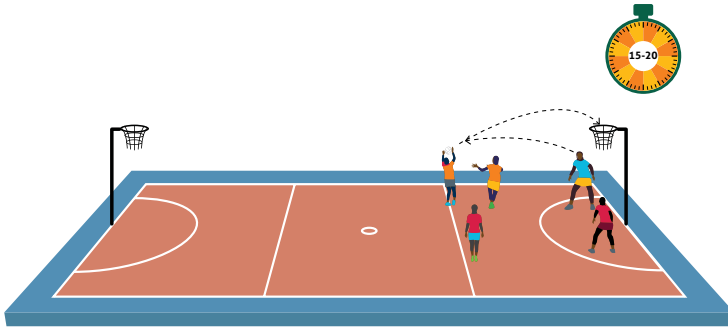
1. Players jog slowly at first, bouncing the ball along the perimeter of the court.
2. When they get to the hoops, they cut into the goal circle and make an attempt at goal.
3. Regardless of whether they are successful, they must retrieve the ball and continue jogging.
4. For variation, the players can increase the pace along the sidelines and jog slowly along the baselines.



Tips for the Coach

1. Players cannot simply one-two the ball between them, they should make a variety of different passes and moves before reaching the circle.
2. During this session, players must encourage each other with positive comments.

Main Part 1



Equipment

Balls(2), Netball Court

Set Up

Divide players into groups of 5, 3 attackers and 2 shooters.

Activity 1

1. The three attackers start at the transverse line and must make five passes before passing to shooters.
2. A further five passes must be made before a shot can be made.
3. The attackers should be aiming to receive the ball on the edge of the circle when they come to pass to shooters.

VARIATION

Introduce a defender in each zone to make it harder for the attackers

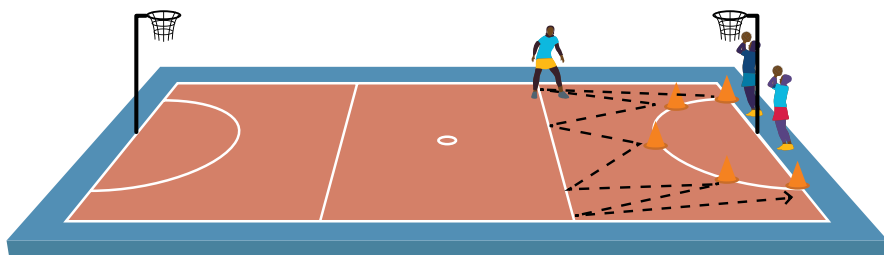


Tips for the Coach

1. Players cannot simply one-two the ball between them, they should make a variety of different passes and moves before reaching the circle.
2. During this session, players must encourage each other with positive comments.

Main Part 2

Time: 15-20 Minutes



Equipment

Balls, cones, netball court.

Set Up

Players work in groups of three, two feeders and one shooter.

Activity 2

1. Three players – 2 static feeders with 1 ball each standing behind the goal line and 1 shooter (worker).
2. Five cones are placed around the circle edge which the shooter sprints to and from, receiving a pass near to the post in order to make a successful shot.

VARIATIONS

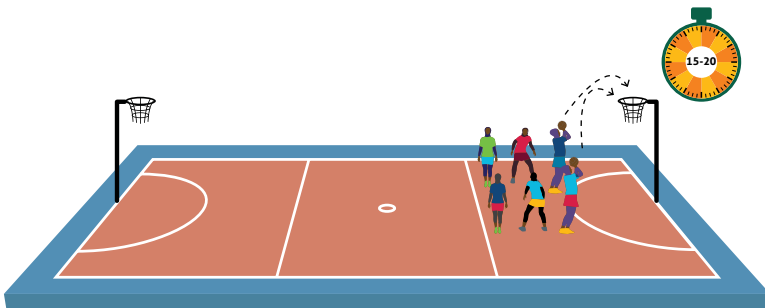
1. Increase the number of cones.
2. The Player does not receive the ball every time they reach the post, therefore they must move to a different cone.
3. Change the order of movement to the cones.
4. The feeder calls a coloured cone for the shooter to move towards



Tips for the Coach

1. Ensure passes from the feeders are accurate and well timed, enabling the shooter to drive on to the ball.
2. Use arms to assist a good sprinting technique
3. Plant front foot upon reaching the cone, push and pivot on this foot whilst turning hips and head round to facilitate a quick change of direction, maintaining an upright body position
4. When driving towards the post keep eyes up, focusing on the ball
5. After receiving the ball, steady your breathing whilst taking up a balanced shooting position. Exhale when executing the shot.

CONCLUSION



Equipment

2 balls, netball court.

Set Up

1. The players line up behind each other at the top of the court.
2. The first 2 players in line each have a ball.

Activity

1. The goal is to make a shot before your opponent.
2. The players must start at the edge of the goal circle and then take shots.
3. If they fail to make a shot, they can take 1 one step closer to the hoop.
4. They continue until one player makes the shot, knocking out the other player.
5. The winning player is joined on the edge of the circle by a new player until there is only one player left.
6. The remaining players must constantly encourage the shooting players. "You can do it Mariam", "That was close, Fatima" etc.

Closing Team Circle: 6 to 8 minutes

Step 1: The Coach **REVIEWS**

- The session outcomes. Ask the players to relate what they think the take-home was of the training session.
- The link between the sport skill, Shooting and the S4D topic, self-esteem.

Step 2: The Players **SHARE** their experience of the session and reflect what they enjoyed and what should be improved.

Step 3: The Coach **FACILITATES** a short, connected conversation. Players can be divided into groups and discuss how to build their own self-esteem and the self-esteem of others.

Step 4: The Coach **EXPLAINS** any announcement on upcoming activities e.g. details of the next match or training session and closes the session with a cheer or chant.



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