

NETBALL – JUMP, LAND, BALANCE



Quick introduction

This is a jumping challenge to introduce players to the footwork rule.

Getting started

- To view rules and video guides visit the High 5 section at www.englandnetball.co.uk
- Put participants into pairs or small groups.
- Demonstrate the action first and allow time to practise.
- Start on two feet and jump as high as you can and land on one foot and hold for four seconds. Repeat four times, twice on the left foot and twice on the right foot. Landing foot becomes 'STICKY FOOT' (throw-down "sticky" feet).*
- Start on one foot jump as high as you can and land on the opposite foot. Repeat four times, twice on left foot and twice on right foot.
 - Jump must be vertical not forward.
 - Balance must be held for four seconds (static jumping).
 - The foot should not move on landing.
- Progress to running, on command jump in air and land on one foot (sticky foot does not move) and balance before putting down other foot.
- When progressing to running, give them a target line on court to run to, instruct them to jump over line, then land balance.

* You can purchase some throw-down feet and ask them to run, and on command find a sticky foot to land on.

Health and safety points

- Ensure:
 - there is enough space between participants
 - a flat even surface area (indoor or outdoor) is used
 - running is done in same direction and in small groups.

Equipment required

- None (but sticky feet would be fun!).



NETBALL – JUMP, LAND, BALANCE



PHYSICAL ME

- Jumping – use arms, bend legs and drive upwards, jump vertically not forward.
- Landing - bend knees on landing.
- Vision – keep head and chest up and eyes forward throughout the take-off and landing.

SOCIAL ME

Leading and volunteering

- Team manager could help players work in pairs or small groups with participants taking turns to try the challenge. The participants observing can be involved in counting the seconds the balance is held for, and whether the arms were used and the knees bent when landing.

Think inclusively (STEP)

Space

- Ensure that everyone has personal space or jump in smaller groups where space is limited.

Task

- Mobility-impaired players, for example, young people using walking frames or wheelchairs, can try alternative skills including a vertical reach up a wall or stopping as quickly as possible on command.
- Some players may find it easier to begin by pushing up on tiptoe without jumping; once balance improves, progress to a jump.

Equipment

- Use marker spots or sticky feet to practise – one foot stays on the spot while the other pivots.

People

- Orientate visually-impaired players to the area and progress gradually from tiptoe balances to jumps.

THINKING ME

- How should I jump and land on the same spot 6/10 times?
- I should practise jumping and landing left/right and jumping and landing right/left.
- How can I improve the way I run, jump, land and balance?

SPORTING ME

Spirit of the Games:

Excellence through Competition



I work really hard when practising.

TACTICAL ME

If I practise this while catching a ball it will help me catch and then give good passes to other players.



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NETBALL – THREE THROWS

Quick introduction

This is a passing challenge where players try the different types of pass used in netball.

Getting started

- Work in small groups with participants taking it in turn to do the challenge or observe.
- Demonstrate throwing actions using one or two handed passes and allow time to practise (one-handed shoulder pass may not be possible for younger children).
- Set up cones 3m apart to ensure students are the right distance apart (may need to vary distance for shoulder pass).
- Working in pairs participants must complete a variety of six passes without dropping the ball.
- Participants must be at least 3m apart.
- Throw ball to each other varying the types of pass.

Health and safety points

- Ensure there is enough space between participants.
- Ensure there is a flat even surface area (indoor or outdoor).

Equipment required

- One size 4 netball between groups.
- Two cones or markers.
- Tape measure.



NETBALL - THREE THROWS

PHYSICAL ME

- Shoulder pass – one or two hands sideways on with ball above shoulder level. The throwing shoulder and arm should follow through with fingers pointing towards the receiver. Use feet/body weight to get strength behind ball, lead with opposite foot to hand.
- Chest pass - hands should form a 'W' shape behind the ball with elbows in and ball close to the body at chest level. Extend arms fully after releasing the ball.
- Bounce pass – one or two hands on ball aim ball halfway between two players, ball should not bounce too high.
- Always transfer body weight from back to front foot as throwing.
- Catching the ball - reach towards the ball with fingers spread wide and soft not set, watch the ball all the way into the hands. As the ball reaches the hands, bring them back towards the body to cushion the impact.

SOCIAL ME

Leading and volunteering

- Scorers could observe players to count the number of completed passes.

Think inclusively (STEP)

Space

- Increase or decrease the space between players; for example, as players' strength and accuracy improves, increase the distance.

Task

- Start with simple two-handed passes in front of the body before progressing to one-handed passes.

Equipment

- Some young people find it easier to catch a larger ball but throw a smaller ball; practise these skills separately with different-sized balls.

People

- Partner a sighted partner with a visually-impaired player; partner calls or claps to assist visually-impaired player to pass accurately; use a bounce pass to help visually-impaired player catch.

THINKING ME

- How can I ensure I catch the ball without dropping it?
- How can I learn and use three different ways of throwing the ball?
- How can I use my body weight to help me throw the ball?

SPORTING ME

Spirit of the Games:

Excellence through Competition



I know that if I continue to practise I will get better at all the passes. I must try to use them in the games we play.

TACTICAL ME

I always try to think about the different ways the passes could be used.



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NETBALL – SHOOT THE BALL

Quick introduction

This is a shooting challenge that can be played with or without goalposts.

Getting started

- Put students into groups of two or three. Those not shooting, or passing ball count the points scored.
- Demonstrate the shooting action and allow plenty of time for practice before challenge starts.
- Practise in twos:
 - Player 1 is the post and stands with hands up.
 - Player 2 practises holding ball high with hands in correct position and pushes ball up into the air.
 - Player 1 jumps to catch ball.
- Move practice to goal circle for challenge, practice same shooting action using the goalposts.
- Put two markers 3m away from post (mark circle in half using cones, use half circle per group).
- Player 1 passes the ball to shooter from behind goal line to start the challenge.
- Player 2 takes five shots from each marker.
- Player not shooting or spare player counts points scored.
- Players must score a minimum of five points from 10 shots at goal.
- Players must take five shots from each marker and score as follows:
 - five points “swish” shot straight through ring
 - three points if the ball goes in after hitting the ring
 - one point for hitting the ring but not scoring.

Health and safety points

- Ensure there is enough space between participants.
- Ensure there is a flat even surface area (indoor or outdoor).

Equipment required

- Size 4 netballs.
- Markers.
- Goalposts (9ft high) or an alternative.



NETBALL - SHOOT THE BALL

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PHYSICAL ME

- Explain and demonstrate position of hands on ball: one underneath, one on side to balance (player must be comfortable).
- Feet are level, weight on balls of feet, hip width apart, and square with post. Ball held as high as you can on straight arm, elbow pointing towards ring. Bend knees, push with feet, extend power through legs and arms to push ball into air.
- At point of release, forearm drops behind head, elbow still points to ring. Aim high above ring follow through with fingers pointing towards post on release.

SOCIAL ME

Leading and volunteering

- Players can help to keep score.
- Players practising being officials could look for footwork.

Think inclusively (STEP)

Space

- Increase or decrease distance between shooter and catcher or shooter and net depending on ability; for example, begin close to the target and move away as skill improves.

Task

- 'Target' player can hold up a plastic hoop to encourage the shooter to aim above their head.

Equipment

- Use alternative targets; for example a floor target, large box or hoop taped to the wall for seated players.

People

- Match players in pairs according to ability.

THINKING ME

- How can I ensure I shoot the ball using the correct shooting action?
- Can I ensure I balance and face the post before I shoot?
- How can I become consistent and score at least 5 points from 10 shots at goal?

SPORTING ME

Spirit of the Games:
Excellence through Competition



I try to practise with players from my team so we know how each other play.

TACTICAL ME

I'm working really hard at being less nervous when I am shooting in games.



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