Netball

If there is any support you feel The Royal Navy can give regarding this project please contact 0870 333 0423.

**Acknowledgements**

The All England Netball Association wishes to thank Mary French, Joyce Wheeler and Betty Galsworthy for their contribution to the authoring of this book.

Technical Editor: **P Edwards M.A.**

---

**CONTENTS**

MESSAGE FROM THE ALL ENGLAND NETBALL ASSOCIATION 3
INTRODUCTION TO THE MODULE 3
SKILLS DEVELOPMENT SHEET 4
UNIT 1  THE GAME - AN OVERVIEW 5
UNIT 2  BASIC SKILLS AND TACTICS 7
UNIT 3  TEACHING NETBALL 21
UNIT 4  THE STRUCTURE OF THE SPORT 24
UNIT 5  PHYSICAL CONDITIONING 29
UNIT 6  SAFETY AND INJURY: PREVENTION 32
UNIT 7  CURRENT ISSUES 34
USEFUL INFORMATION 35
USEFUL CONTACT ADDRESSES 35
RECOMMENDED READING AND OTHER MATERIAL FROM AENA 36
Message from the All England Netball Association

Membership of the All England Netball Association (AENA) is growing at a significant rate and today’s accent on healthy living has helped boost the reputation of netball as an ideal way to keep fit and stay fit. Team work is the very essence of the game in which young and old, tall and short all have a part to play and are able to compete on equal terms.

This action pack is an invaluable resource containing advice and information to assist students to develop their general and technical knowledge of netball. This could not have been produced without the help of The Royal Navy, the publishers and in particular the authors who have freely given their time and expertise. This pack is quite unique within netball, although other resources are available. To supplement knowledge further, refer to the list of publications printed within this module or contact the Association direct.

Further details of Award Schemes available can also be obtained from the Association. The Netball Leader’s Award, the Level One Coaching Certificate and the Beginner Umpire Award might be particularly relevant to students.

Finally, don’t forget that many opportunities exist locally if you would like to take up netball on a regular basis as a coach, umpire, administrator, scorer or player, you just have to contact the AENA.

Introduction to the Module

Module Objectives:

Students will:

- be able to apply the techniques and skills relevant to their level of ability within the context of the game
- show an understanding of the rules of the game
- be aware of the administrative structure of the sport
- appreciate the historical background of the National Governing Body
- understand and apply the theoretical knowledge which underpins the game

Method

Teachers should:

- create a learning environment which will foster understanding of the game
- introduce techniques and skills as they are required to improve performance in the game
- create an enjoyable, safe and challenging environment
The beginning stage of learning Netball is the exploratory phase, where the player is attempting to learn the correct sequence of movements of all the basic skills e.g. catching, throwing and footwork. A number of errors may be made and players will need feedback to recognise and correct these errors.

At the intermediate stage a player will be able to use most basic skills, including attacking and defending, but not always with the correct use in a game situation. The player will be more consistent, balanced and mobile.

At the advanced stage the player will execute all the skills automatically and will concentrate more on tactics.

<table>
<thead>
<tr>
<th>Name of Module</th>
<th>Netball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>Catching, throwing, footwork, attacking defending (pages 7-18)</td>
</tr>
<tr>
<td>Game-play Skills</td>
<td>Attack, defence, transition (pages 12-18)</td>
</tr>
<tr>
<td>Tactical Skills</td>
<td>Decision making In attack Defence In defence Double defending Zone defending Positional play (pages 18-20)</td>
</tr>
<tr>
<td>Training Skills</td>
<td>Stamina, speed, strength, flexibility skills (pages 29-31)</td>
</tr>
<tr>
<td>Rules</td>
<td>Playing, scoring, footwork, obstruction, time, officials and their function. Calls of play, scoring system. Full rules should be obtained from AENA (page 35)</td>
</tr>
</tbody>
</table>
UNIT 1
The Game - An Overview

The Game - What is netball?
A seven-a-side team game, played on a hard surface.

Equipment
2 netball posts
1 netball or size 5 football
7 bibs for the players of each team with letters giving the playing position

How is it played? What are its features?
The ball is passed down the court, the object being to score a goal.
The court is divided into thirds.
Each of the seven players has a specific position and playing area.
Only two players may attempt to score.
The ball can be held for no more than three seconds.
Running with, or dribbling, the ball is not allowed.
Obstruction and contact are not permitted.
There is no limit to the number of substitutions that can be made in a game.

Figure 1 - Area of play

Team positions, playing areas and responsibility of players
Playing positions are indicated by the wearing of place bibs.

<table>
<thead>
<tr>
<th>Areas of Play</th>
<th>Positions</th>
<th>Positional Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Goal Shooter</td>
<td>GS</td>
</tr>
<tr>
<td>1, 2, 3</td>
<td>Goal Attack</td>
<td>GA</td>
</tr>
<tr>
<td>2, 3</td>
<td>Wing Attack</td>
<td>Shooters/Goal Scorers</td>
</tr>
<tr>
<td>2, 3, 4</td>
<td>Centre</td>
<td>WA</td>
</tr>
<tr>
<td>3, 4</td>
<td>Wing Defence</td>
<td>C</td>
</tr>
<tr>
<td>3, 4, 5</td>
<td>Goal Defence</td>
<td>WD</td>
</tr>
<tr>
<td>4, 5</td>
<td>Goal Keeper</td>
<td>GD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GK</td>
</tr>
</tbody>
</table>

Defenders
**Umpires**
There are two umpires to control the game and ensure that there is fair play.

**Key responsibilities**
Within the game, players have certain key responsibilities (see Figure 2).

*Figure 2*

(i) GK, GD and WD combine to move the ball from the goal line, through the defending goal third, into the centre third.

(ii) WD, C and WA combine to move the ball across the centre third.

(iii) WA, C and GA combine to move the ball from the centre third, through the attacking goal third to the goal circle.

(iv) GA and GS combine in the goal circle to score a goal or, if necessary, to retrieve a mis-shot.
Netball is predominantly an Open Skill game, i.e. the player needs to select and apply the most appropriate technique or skill to fulfil the demands of an ever-changing game environment.

All skills could be said to involve the following components:

- **Cognitive skills** - understanding why and how
- **Visual skills** - monitoring the visual display
- **Judgmental skills** - assessing what needs to be done
- **Physical skills** - implementing the chosen action as efficiently and effectively as possible

In order to play netball the player needs to acquire a basic vocabulary of game skills which will allow them to create and exploit tactical opportunities.

**The Basic Skills of the Game:**

- Catching
- Throwing
- Footwork
- Shooting
- Attacking
- Defending

All the techniques and skills described in this book are designed for right handed players. For left handed players the reverse should be applied.

**CATCHING**

**Objective:** to effect a safe reception of the ball using one or both hands.

**Key Features** (see Figure 3)

- monitor the flight of the ball
- judge the speed and direction of the ball
- reach for the ball with full arm extension
- receive the ball with fingers widely spread and curved
- absorb the momentum of the ball by pulling it into the body as possession is gained.

*Figure 3*

Reach out for the ball
Watch the ball
Catch the ball
Absorb the momentum
THROWING

Objective: to achieve the most safe and effective distribution of the ball to an appropriate team member.

Basic Starting Position

Key Features

• adopt a well balanced position
• feet slightly apart - front to back
• weight on right foot which is to the rear
• ball held in two hands close to the body and just above waist height

Types of Throw

There are 2 broad categories of throw:

• one handed
• two handed

One Handed Throws

The starting position for all throws is as Figure 4.

<table>
<thead>
<tr>
<th>Type of Throw</th>
<th>Preparation</th>
<th>Action</th>
<th>Recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoulder throw</td>
<td>Shoulders turn. Ball taken on palm and fingers of right hand. Right arm taken back behind the line of the shoulders. Ball at about head height.</td>
<td>Weight moves to left foot which points in the direction of the throw. Throwing arm drives vigorously forward. Right shoulder comes through. Ball is released with full arm and finger extension.</td>
<td>The whole action must be continuous. The player is ready to move quickly into the game.</td>
</tr>
<tr>
<td>High shoulder throw</td>
<td>As above but the ball is taken back above head height.</td>
<td>As above. Ball released ahead of the body, above head height and with a fully extended arm and hand.</td>
<td>As shoulder throw.</td>
</tr>
<tr>
<td>Underarm throw</td>
<td>The hips sink slightly. The arm is taken back below waist level. The ball is supported by fingers, and palm.</td>
<td>As above. The arm swings through; the ball is released just below waist level.</td>
<td>As shoulder throw.</td>
</tr>
<tr>
<td>Bounce</td>
<td>The backward preparation is smaller than for other throws. The hand supporting the ball moves to the rear and behind the ball.</td>
<td>The arm extends fully downward; the ball is propelled to the ground.</td>
<td>As shoulder throw.</td>
</tr>
</tbody>
</table>
Figure 5 Shoulder Throw

Figure 6 High Shoulder Throw

Figure 7 Underarm Throw

Figure 8 Bounce Pass
Two Handed Throws

<table>
<thead>
<tr>
<th>Type of Throw</th>
<th>Preparation</th>
<th>Action</th>
<th>Recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Chest Level (see Figure 9)</td>
<td>The ball held in two hands, fingers and thumbs spread. The ball is brought in close to the chest. The wrist rotates so that the fingers point backwards.</td>
<td>The player steps forward onto left foot. The step is in the direction of the throw. The elbows extend, and wrists extend strongly to release the ball, leaving the palms facing outward. The ball is released at chest height.</td>
<td>As before.</td>
</tr>
<tr>
<td>From Overhead (see Figure 10)</td>
<td>As above, but the ball is lifted above head height with arm extension. The back arches slightly. The ball is supported with cupped palms and spread fingers.</td>
<td>The player steps onto the leading/left foot. The elbows and wrists extend forward as the back straightens. The ball is released by a strong push from the fingers above head height and in front of the body. The flight is parallel to the ground.</td>
<td>The right foot moves through and the player is ready for the next action.</td>
</tr>
<tr>
<td>Bounce Pass (see Figure 11)</td>
<td>The ball is held in two hands, spread around the ball at about waist height.</td>
<td>The player steps into the throw onto the leading/left leg. The arms, wrists and fingers extend thrusting the ball down to the ground.</td>
<td>The arms move down and back. The rear/right leg moves through and the player continues in play.</td>
</tr>
</tbody>
</table>

**Figure 9 Chest Throw**

**Figure 10 Overhead Throw**

**Figure 11 Bounce Pass**

**Figure 11a**

NB With both one and two handed bounce passes the ball should be aimed to strike the ground *behind* the feet of the defender (see Figure 11a).
After a simultaneous landing, the player may choose which foot to use as the first landing foot.

**Balance**

There are two ways of achieving balance from a fast run:

Jump just before receiving the ball, and then thrust one foot towards the ground to act as a brake. It is this first foot that should bring the body into a balanced position and the second foot only assists the process of control.

Thrust the landing foot very hard into the ground as the ball is caught, and use the second foot to make a series of very quick and very small steps forward, to act as a brake until the forward momentum of the run is controlled. This second foot is then brought back to the landing foot to regain the good balance required for throwing.

**SHOOTING**

Skilful shooting requires a mastery of different techniques based on two fundamental qualities: balance and judgment of distance. A variety of techniques can be developed from the fundamental technique of the standing shot.

Balance in shooting is comprised of:

- foot placement
- weight distribution
- control of the ball

**The Feet**

Being balanced before making a shot is vitally important. The player may adopt any of the following:

- feet close together, side by side, weight evenly distributed
- one foot in front of the other, weight evenly distributed
- one foot in front of the other, weight mainly over either front or back foot.

**The Body**

The body should be balanced, with the centre of gravity above the feet, until the ball is released.
NB The shot should be continuous, with absolute concentration on the goal ring.

**Rebounding**

Repossession of an unsuccessful shot is important.

The shooter who is not taking the shot should attempt to gain a position under the post from where they have maximum opportunity to gain possession of the ball.

The shooting player should be alive to every opportunity to gain repossession for another attempt.

**PHASES OF PLAY**

There are 3 phases of play:
- Attack
- Defence
- Transition

Each phase has its own specialist skills which should be applied as appropriate in order to gain maximum technical advantage.

**ATTACKING SKILLS**

These allow the player to get free from opponents in the best place and at the best time to contribute to an attacking move.

There are two main situations in which a player may need to throw off the attentions of a defender:
- the defender marks the attacker with the objective of intercepting the thrown ball; the player is facing the ball with their back to the opponent; the player is between the opponent and the ball
- the defender marks the attacker and is positioned between the opponent and the goal; the objective is not to intercept the ball, but to delay the forward progress of the attacker
The attacking skills consist of:

- speed of running
- changes of speed and/or direction
- feints and deceptions
- stops and restarts

1 **Sudden Sprint Start** (see Figure 15)

- be alert
- feet apart in front to back stance
- knees bent
- push vigorously off the rear foot
- sprint to the side of opponent which gives maximum space in which to move and receive a pass

2 **Sprint/stop** (see Figure 16)

- start as above
- when sufficient momentum achieved, stop suddenly
- recoil back in the direction from which player came, leaving opponent running on

To check forward momentum:

- make a long last stride to break the momentum
- "grip" the ground with the landing foot
- push back with this foot
- bring the body upright

3 **Change of Direction** (See Figure 17)

- sprint in one direction
- turn suddenly by pivoting on balls of feet and turning hips and shoulders quickly
- sprint in a different direction
4 **Change of Speed** (see Figure 18)

Vary the use of speed:
- slow ↔ fast
- fast ↔ slow ↔ fast

NB The final speed must always be a sprint.

5 **Dodge and Sprint (Feint)** (see Figure 19)
- feet slightly apart (side to side)
- knees bent
- weight evenly balanced on balls of feet
- use shoulders and head and shift weight to feint in direction A
- push from foot on that side (A)
- sprint to side (B)

NB In the feint the less the player commits their weight in the direction of the feint (A) the quicker and more efficiently they can move in their chosen direction (B).

6 **Holding a Space**

The attacking player should:
- use small steps to keep the opponent away from the space in which the attacker wishes to receive the ball
- move after the ball has been released into the space being held to receive the ball.
Decision-making in attack is guided by the three W's:

**WHICH?**
Will depend on:
- the position and skill of the defending player
- the space available

**WHEN?**
- make the final move when the thrower is ready to throw (see Figure 20)

**WHERE?**
- move away from a crowd and into a space
- do not move too far from the thrower
- move towards your own goal either obliquely or directly
- move to a position which creates as near as possible a right angle between flight of ball and moving attacker (See Figure 21)

---

**Figure 20 When?**

(i) When – make the final sprint as soon as the thrower is ready to throw.

(ii) Move away from a crowd towards a space.

(iii) Move not too far away from the thrower and towards own goal either directly or obliquely.

**Where? Figure 21**

Move to a position where, as nearly as possible, a right angle is made between the flight of the ball and the moving attacker.
DEFENDING SKILLS

At some stage in the game all players must defend. In defence a player may:

- attempt to prevent their opponent from receiving a pass
- attempt to intercept the pass or shot
- attempt to block a pass or shot
- attempt to delay the movement of a player without the ball
- attempt to gain possession from an unsuccessful shot

Objective 1: to prevent the opponent receiving a pass.

Method:
- keep between opponent and ball, close but not touching.
- turn head sideways so that both opponent and ball can be seen.
- keep the weight on the balls of the feet.
- use small quick steps to maintain the “covering” position (see Figure 22).
- be ready to turn the body quickly to change direction.

Objective 2: to attempt to intercept the pass and so prevent the opponent receiving the ball.

Method:
- from the covering position, use small quick steps to prepare for an extended leap to intercept the ball.
- use the footwork techniques to control the subsequent landing (see Figure 23).

Objective 3: to attempt to intercept a throw or shot after the ball has been received.

Method:
- stand facing the thrower 0.9m away from the first landed foot with the feet slightly apart and the knees slightly bent.
- hold the arms ready to anticipate the direction of the throw or shot.

Objective 4: to attempt to block a throw or shot from being made.

Method:
- watch the thrower’s arm action, and just before the ball is released jump upwards or sideways according to the flight of the ball, stretching the arms to intercept the ball. The arm movements must be very quick (see Figure 24).

Objective 5: to attempt to delay the movement of an opponent without the ball.

Method:
- stand facing the thrower 0.9m away from the first landed foot with the feet slightly apart and the knees slightly bent.
- hold the arms so that the hands cover the ball.
Method:
• keep between your opponent and the space into which they wish to move (see Figure 26).
• take small quick steps, keeping the body weight on the balls of the feet, so that the defending player is ready to move in any direction.

Objective 6: to attempt to gain possession of the ball from an unsuccessful shot.

Method:
• reposition in preparation to leap and attempt to gain possession of the rebound, or
• deflect the ball to a team mate.
• if marking the non-shooting attacker, cover them to prevent a pass being made.
• be ready to jump to gain possession of an unsuccessful shot.

Good defence is a combination of hard work, persistence, good judgment and team work.

In all areas of the court the key features are:
• close marking
• positioning to intercept a throw or shot
• attempting to block opposition movement into areas of tactical advantage
• always backing up other players

TRANSITION
This is the phase where a team changes tactical role. In netball this may occur:
• at the start or re-start of play
• after a set piece
• after a break in an attacking or defensive move

Speed of transition depends on:
• accuracy of player anticipation
• speed of player response
• court surface
• environmental stress (heat/cold/noise)
• fatigue
• team understanding

Netball is a game of speed and anticipation. The rules which cover time and space, plus the territorial limitations, mean that turnovers can occur suddenly at any point on the court.

The team which can respond the quickest, getting all members focussed and reacting as a unit, has the greatest potential for success.

SET PIECES
The major set pieces in netball are:
• Toss up
• Throw in
• Penalty pass
• Penalty shot
• Centre pass

Any player may be involved in any one of these (excluding shots which are the domain of shooters only).

Successful set pieces depend on:
• speed of reaction
• speed of response
• understanding of the rules
• well drilled team plans

There is not space within this module to describe all of the above, and therefore the toss up is used as an example.

What is a toss up? Where two players gain simultaneous possession, or an umpire cannot give an unequivocal decision.

Any player may be involved in a toss up, so all members should practise this in training.

Toss Up (see Figure 27)
The Stance
- face opponent and own goal
- stand at a distance indicated by the umpire
- adopt a comfortable base, either feet parallel or in front/back stance
- weight evenly balanced and over balls of feet
- knees flexed
- arms straight and in line with the body
- hands relaxed but with fingers stretched ready to snatch the ball (see Figure 28)

The Action
- concentrate on the ball
- as the whistle is blown, sweep arms upward and forward with hands reaching to snatch the ball
- pull the ball towards the body
- twist trunk away from opponent
- continue quickly into play by either:
  - making a pass/shot
  - if unsuccessful, attempting to intercept pass/shot

TACTICS
Netball is a relatively simple game in tactical terms. The difference between the average, good and very good is often not a case of advanced tactical plans, but higher levels of physical and mental ability, excellent techniques and skills, and sheer physical fitness.

Because of the rule structure of the game, netball is a game of precise tactics, but it should never be forgotten that skills are the vocabulary on which these tactics are based.

Tactics should be practised and understood by all players (on the court, and on the subs bench) but tactics must allow for flexibility, giving players the opportunity to use them creatively and with flair.

Greater flexibility of tactical play may be used by players who have acquired more advanced skills.

Remember: The predictable is easy to read – the innovative takes time to understand and counter.
Zone Defending

Objective: for each player to take responsibility for a specific area of the court, and to defend this in terms of both ball and player.

Key Feature:
- accurate timing
- team discipline
- absolute concentration
- thinking and working as a UNIT

Zone defence is usually preplanned, going into effect at a given stage or cue.

Figures 29 a – c illustrate clearly the possible positions of defenders zoning an attacking circle, and the methods open to the attacking players to counter these.

Figure 29c illustrates possible ways for the attacking team to feed the circle. When a zone defence is applied the ball could be intercepted by:

Feed 1 - C GD
2 - C GD GK
3 - C WD GD
4 - WD C GD GK
5 - WD GD
6 - WD GD

Which defending player goes for the interception will depend upon the type of throw selection made by the attacker.

The tactic of zone defending should not be introduced before players have a basic understanding of space marking, intercepting and team work.

Figure 29
Tactics

Positional Play
While all players should have a general vocabulary of game skills, there are specific skills and tasks needed for each playing position.

Goal Shooter
- shoot accurately from all areas of the circle
- receive the ball facing the goal
- variety and timing are vital
- jump high both to catch a pass and to retrieve a mis-shot
- work efficiently with GA
- defend when necessary

Goal Attack
- as goal shooter
- feed the shooter accurately or sympathetically
- work harmoniously with the centre court players

Wing Attack
- feed the circle accurately
- land facing the goal
- make your last move as near the circle as possible to increase accuracy of pass
- allow GD and WD freedom in their attacking areas

Centre
- link attack and defence
- distribute accurate centre passes
- direct but do not dominate the game
- work with WA to cover the attacking circle

Wing Defence
- defend and initiate moves from interception
- make opponent’s task more difficult by denying them prime attacking space
- interchange with both GD, C and WA
- work with C to cover the defending circle

Goal Defence
- concentrate 100%
- vary method of defence
- keep ball and opponent in full vision
- position intelligently in circle
- initiate attack play quickly and efficiently
- interchange with GK on attack and defence
- intercept from static and moving positions
- cover shots and rebounds

Goal Keeper
- as goal defence
- close marking and movement in a small area
- utilise good upward spring
UNIT 3
Teaching Netball

It is the teacher’s task to give each player a range of fundamental skills which can be used confidently and consistently, the player choosing the correct skill at the correct time in the correct place. The team will be as strong as the basic ability of each player.

Figure 30 illustrates a simple plan towards learning a skill:

Initially, take each of the skills and work through the activities using the following progression.

The player should be taught:

(i) (working individually) to familiarise themselves with the activity without too much instruction on techniques

(ii) the technique of the skill in isolation

(iii) to use the skill in a moving situation

(iv) to use the skill in a variety of ways, e.g. right or left side, one or two hands

(v) to use the skill with a partner

(vi) to use the skill with a degree of opposition, e.g. 2 v 1, pressurising different parts of the skill.

To pressurise different parts of the skill at:

(a) the receiving end

(b) the throwing end

(c) at both (a) and (b)

(vii) small-sided games which initially start unequal to practise a specific skill, e.g. 2 v 1, 3 v 2 etc.

(viii) small-sided games using equal numbers

(ix) full-sided games

Students need to practise skills not only to increase physical performance, but also to increase their knowledge of the skill and its application to the game.

The examples illustrate the key elements of the basic skills of catching, throwing, shooting.
<table>
<thead>
<tr>
<th><strong>THINGS TO KNOW</strong></th>
<th><strong>THINGS TO ENCOURAGE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CATCHING</strong></td>
<td>Reach towards ball, fingers spread.</td>
</tr>
<tr>
<td></td>
<td>Relaxed, cupped hands.</td>
</tr>
<tr>
<td></td>
<td>Fully extended arms.</td>
</tr>
<tr>
<td></td>
<td>Give as ball reaches hands.</td>
</tr>
<tr>
<td></td>
<td>Early stages: body behind line of ball.</td>
</tr>
<tr>
<td></td>
<td>Later stages: ball taken at side of body.</td>
</tr>
<tr>
<td></td>
<td>Jump to receive ball.</td>
</tr>
<tr>
<td></td>
<td>Take ball early.</td>
</tr>
<tr>
<td></td>
<td>“Snatch” ball into body and away from opponent.</td>
</tr>
<tr>
<td></td>
<td>Watch ball into hands.</td>
</tr>
<tr>
<td></td>
<td>Catch and throw in one smooth, efficient action.</td>
</tr>
<tr>
<td></td>
<td>Accurate footwork aids balance and stability in catching.</td>
</tr>
<tr>
<td><strong>THROWING</strong></td>
<td>Correct footwork aids balance and stability</td>
</tr>
<tr>
<td></td>
<td>Sideways stance in initial throwing actions</td>
</tr>
<tr>
<td></td>
<td>Hands behind ball.</td>
</tr>
<tr>
<td></td>
<td>Transfer weight into throw from back to front foot.</td>
</tr>
<tr>
<td></td>
<td>Front foot pointing in the direction of the throw.</td>
</tr>
<tr>
<td></td>
<td>Balanced stance prior to throw.</td>
</tr>
<tr>
<td></td>
<td>Use both hands in throw, one for power and one for balance, or two for power.</td>
</tr>
<tr>
<td></td>
<td>Make reception and distribution one smooth flowing action.</td>
</tr>
<tr>
<td></td>
<td>Use fingers to control and direct the pass.</td>
</tr>
<tr>
<td><strong>SHOOTING</strong></td>
<td>Shooting is a modified throw.</td>
</tr>
<tr>
<td></td>
<td>Elbow under ball.</td>
</tr>
<tr>
<td></td>
<td>Slight flexion and extension of knees.</td>
</tr>
<tr>
<td></td>
<td>Arms extend simultaneously with legs.</td>
</tr>
<tr>
<td></td>
<td>Hands and fingers extend to ring.</td>
</tr>
<tr>
<td></td>
<td>Aim to far side of ring.</td>
</tr>
<tr>
<td></td>
<td>Start with two hands on ball where possible.</td>
</tr>
<tr>
<td></td>
<td>Starting with the ball high helps to avoid covering defence.</td>
</tr>
<tr>
<td></td>
<td>Receive the ball as close to post as possible.</td>
</tr>
<tr>
<td></td>
<td>Accurate footwork helps reduce the time taken to initiate shot.</td>
</tr>
<tr>
<td></td>
<td>Stability important when shooting.</td>
</tr>
<tr>
<td></td>
<td>Shooting is a whole body action.</td>
</tr>
<tr>
<td></td>
<td>Focus on the ring as soon as ball caught.</td>
</tr>
<tr>
<td></td>
<td>Follow through with fully extended arms.</td>
</tr>
<tr>
<td></td>
<td>Go for rebound as soon as ball released.</td>
</tr>
</tbody>
</table>
**Lesson Planning**

The following is included as a sample lesson. The time spent on each section will depend on personal circumstances.

However, it is recommended that each lesson has the following components:

1. Clear statement of objectives
2. Warm-up
3. Teaching points
4. Teaching activities
5. Conditioning of the activities
6. Application of the game situation
7. Warm down

**Sample Lesson**

The skills of landing, pivoting and passing have been taught previously, in isolation.

**Objective 1:** The students should understand footwork in relation to landing, pivoting and passing.

**Warm Up:** With a ball running freely, toss the ball into the air, catch and land, and pivot to face another direction.

**Teaching points:**

1. By landing with shoulders as level as possible and with bent hips, knees and ankles, the force of landing is cushioned safely.
2. As the player is pivoting, they should pull the ball to themselves and position it ready to throw.

**Shuttle Pivot – four or more players**

1. B throws to A who catches, lands, pivots and throws to C. C passes to B who pivots and throws to D etc.
2. Repeat as above but moving to receive on the opposite side.

In threes in a square formation:

(i) C throws the ball to B who runs to the empty corner of the square; B pivots and throws the ball to A who has moved into the corner vacated by B, and so on.

(ii) As 3 but players confined by line, and catcher must receive the ball close to line but not over it.

**Timing**

Conditioning of Activities:

(i) The receiver must wait until the thrower has pivoted and is balanced, ready to throw.

(ii) The thrower must throw the ball at the right time so that the catcher receives the ball at speed and within the bounds of the square.

**Application and Game**

3 v 3 in a third of the court.

Normal footwork and obstruction rules apply.

Aim of the game – to score more points than the opponents.

Players must receive the ball moving towards a line, and a point is scored when a pivot is used correctly within the playing area.

If a player receives the ball outside the playing area, a throw-in is given to the other team.

**Warm Down**

Jogging in a third of the court, stopping and gently stretching.
UNIT 4
The Structure of the Sport

Historical Background (see ‘How It All Began’ on page 26)

Netball was invented in the USA in 1891. It was first played in England in 1895 as a result of a visit by Dr Toles, an American, to Madam Osterberg’s Physical Training College, known as Dartford College of Physical Education. It began as basketball, became net ball in 1897 and by 1944 the name netball was adopted in England.

Netball soon spread throughout the Commonwealth. In New Zealand and Australia it was known as seven-a-side basketball but the rules were very similar. The first international match was played between Australia and New Zealand in 1938. It was not until 1949 that England played and won its first international matches against Scotland and Wales.

In 1960, the inaugural meeting of the Federation of Women’s Basketball and Netball Associations was held in Ceylon, now known as Sri Lanka. Since that date, netball has spread to nearly fifty countries, of which forty-two are current members of the International Federation of Netball Associations, which was renamed in 1975.

In 1989 UK and Ireland representatives, which traditionally meet annually to discuss events and developments, agreed to form the Federation of European Netball Associations. The motivation for this came from a desire to develop netball in Europe and beyond the Commonwealth and ex-Commonwealth countries.

This has been difficult but Malta and Gibraltar have joined UK and Ireland to expand the work of FENA. Netball was delighted to be represented at the Commonwealth Games in 1994 as a demonstration sport and even more thrilled to actually take part in Kuala Lumpur in 1998 where England won the Bronze Medal behind Australia and New Zealand.

The Rules of Netball

1. The official rules of Netball are produced by the International Federation of Netball Associations. Each country with membership of IFNA is obliged to play to these rules and each country is also entitled to propose, and to vote on, amendments.

2. The IFNA holds a Council Meeting every two years. Each member country is entitled to two votes and may send a maximum of two delegates. Normally it is every eight years that rule changes are considered but there was a deviation from this in 1997. When the IFNA Council Meeting is held at the same time as a World Championship the agenda is very full, and in order to relieve this pressure, it was decided to consider further rule changes in 1997. Rules will be updated every four years.

3. The Rules are outlined in full within the Rule Book available from AENA, and staff are advised that a current copy of the Rules of the Game are an essential for teaching this Module (or indeed for teaching the game at any level).
The Structure of the National Governing Body (see Figure 31)

The structure of netball may differ from country to country depending on number of players and geographical spread, but the structure of the All England Netball Association (AENA) is a fairly typical example, and it has much in common with many other national voluntary sports associations.

For administrative purposes, the AENA is divided into ten regions and sub-divided into fifty-seven counties.

The business of the AENA is managed by the Management Committee which meets four times a year.

Members of the Management Committee are Directors of the limited company AENA Ltd. They are as follows:

Chairman
Vice Chairman
Treasurer
Chairman of the Coaching Committee
Chairman of the Umpiring Committee
Chairman of the Selection Committee
Chairman of the Match and Tournament Committee
Chairman of the Schools Committee
An individual elected by the members
The Chief Executive (Company Secretary – non voting)

All except the Chief Executive are elected by the members, the clubs, at the AGM.

The Management Committee acts in accordance with the policy formulated by the National Council. The Management Committee members are also members of the National Council, which meets three times a year.

The ten regions each have a representative on the National Council and the President and Vice President of the Association may also attend in a non-voting capacity.

---

The Structure

ALL ENGLAND NETBALL ASSOCIATION LTD

10 REGIONS

57 COUNTY ASSOCIATIONS

3,600 CLUBS

57,000 REGISTERED PARTICIPANTS

Figure 31
How It All Began
All England Netball Association

1891  Game invented in USA and called Basket Ball. First match recorded in America in 1900.

1895  Visit of Dr Toles, an American, to Madam Osterberg’s P.T. college (now Dartford College). Basket Ball was taught with the use of waste baskets for goals.

1897  Game played out of doors on grass. Now called Net Ball, a larger ball was used with rings and nets instead of baskets. The court was divided into three parts.

1900  250 copies of the first set of rules, revised by the Physical Education Association.

1926  An inaugural meeting in London formed the All England Net Ball Association.

1932  First Inter County Tournament was held, with Essex being the first county champions.

1933  First edition of the magazine Net Ball was published, price 3d.

1935  Name was changed to All England Women’s Association for Net Ball and other Hand Ball games.

1937  Game was represented at a Wembley Festival of Youth, in the presence of King George VI.

1939  Middlesex, the county champions, represented England versus Scotland at Glasgow Exhibition.

1944  Association now known as the All England Netball Association.

1945  North-West region won the first inter-territorial tournament in Bristol.

1949  England won the first international matches against Scotland and Wales (both scores 25-3).

1951  Silver Jubilee was celebrated. Netball was demonstrated at Festival of Britain Exhibition.

1956  First England touring team visited Rhodesia and South Africa. Visit of Australian touring team.

1957  England won their match against The Rest at the Empire Pool, Wembley. First international rules conference with nine countries attending.

1959  South Africa toured England, winning 18 out of 25 matches, but losing all 3 test matches.


1961  Jamaica visited England. 25 coaches attended a national conference to launch coaching scheme.

1962  England visited the West Indies, winning all their matches. Grant aid was received for a national coaching scheme.

1963  1st World Tournament held at Eastbourne and won by Australia. England were third behind New Zealand.

1964  National headquarters were acquired in London with a full time staff.

1966  Harbourne club won the first National Clubs Tournament. 12 England coaches, who were also players, visited South Africa and won all their matches.

1967  England finished fourth in 2nd World Tournament in Australia which was won by New Zealand. Introduction of a National College Tournament.

1969  Tour of the West Indies by England, winning all matches. Introduction of a National Schools’ Tournament.


1973 England players demonstrated Netball in Stuttgart at the German Festival of Sport. England team toured South Africa, despite strong opposition by some West Indies countries.

1974 Visit of a New Zealand touring team to England, winning all three test matches. England team visited Dublin for the first time.

1975 11 countries competed in 4th World Tournament in New Zealand. Australia won the tournament, with England the runners up.

1976 Celebrations for the Golden Jubilee were held throughout the country. Canada and Trinidad and Tobago teams visited England.

1977 East Region received the Trinidad & Tobago trophy for winning the reintroduced Regional Tournament. England won the first British Isles Tournament for the Marion Wall trophy.

1978 England team toured Trinidad & Tobago. Tour by Australia who won all their matches.

1979 5th World Tournament in Trinidad with 19 countries competing. England came fourth behind triple champions New Zealand, Australia and Trinidad & Tobago. New Zealand toured England, winning all matches.


1981 New Zealand toured England and Wales, winning all matches.

1982 6th World Tournament in Singapore. England maintained fourth place with Australia as world champions.


1984 World games held in London. New Zealand beating world champions Australia into second place, and Jamaica beating England into fourth place.

1985 The Association employed a PR Company to raise the profile of the game. Australia toured, winning the test series.

1986 7th World Tournament in Glasgow with 17 countries competing. England retained fourth place behind New Zealand. World Champions Australia and Trinidad & Tobago. England tour New Zealand; the West Indies representative team toured England.


1992 National players visited the Basque Country to demonstrate Netball. New Zealand toured England. The Committee structure of the AENA is streamlined to increase efficiency.


1994 AENA merge with the English Schools Netball Association. South Africa tour in England for the first time in 21 years. Retaining a clean slate over the 5 Test Matches – PPP Sponsored the Test Series.

1995 A new National Clubs League is launched.

Series of ‘Road Shows’ took place around the country allowing the England Squad to have match practice in the build up to the World Championship. England Tour New Zealand for the Milo Series, losing all 3 Tests. England hosted the 9th World Championship in Birmingham with a record number of 27 countries participating. England U21s tour the West Indies playing 9 matches at four different islands – all matches were won. A Skills Award for Primary School Children was launched in September along with updated Shooting Award.


Competitive Structure

Schools
Many schools select netball teams at various age levels from 7-19, and friendly matches are arranged between neighbouring schools. In some areas, competition has developed into inter-school leagues and tournaments. This structured competition between schools is organised by the Schools Committee of AENA and its county and regional committees. Schools affiliate to the All England Netball Association to take advantage of these and other benefits offered.

AENA organises a National Schools Tournament for under 14, under 16 and under 19 school teams each year. Area, county and regional rounds are held to identify the top two teams in each age group from each region to progress to the national finals held in March.

AENA also organises an annual Inter-County Tournament for under 16 and under 19 teams selected to represent their county.

For the talented players there is always the chance that they will also be good enough to represent England at under 16 or under 18 levels. The best under 16 players from each region are invited to attend England trials held each December and a squad of ten is selected for matches in February. The England under 18 trials are organised by the AENA and the first stage is open to any talented player of this age group whether they are in school or working.

Clubs
Many players of school age and those beyond it play netball for clubs. Clubs affiliate to the All England Netball Association Ltd through the appropriate County Association.

The AENA encourages clubs to provide for players of a wide range of age and ability. Match play is usually within local leagues in the daytime, evening or weekends. The leagues are organised by League or County Committees.

In addition, the AENA annually arranges a National Clubs League, a National Clubs Knockout tournament which culminates in a final and Plate Competition, and more and more clubs are now travelling overseas to enter international club competitions, combining the tour with a holiday.

Very few netball clubs own their own facilities. Most use local authority sports centres and school courts.

Structure
Moves are increasingly being made to focus netball on specific local venues and thus create netball centres. This will assist young players to move through from school to club netball.

County
The better club players progress to represent their county, and the majority of the fifty-seven counties in England play in the English Counties League. This consists of seven national divisions. Although this structured competition is only for the county first teams, friendly competition is often arranged alongside these fixtures for under 18, under 21 and second senior teams, and a merit table of results in these sections is collated.

The county under 21 and senior teams also enjoy the traditional annual Inter County Tournament which, although competitive, is a festival of netball and friendship for over 1000 participants and for spectators.

Region
Each of the 10 AENA regions selects under 21 and senior teams to represent them in the inter-regional tournament, a one-day event held in May.

The regional teams often play other matches during the season against other regions, England squads or touring teams. These are well promoted and act as fund raisers to support the activities of the region.

National and International Representation
As part of the AENA Performance Plan, the procedure for selecting England players has been reviewed. Current and potential England players are ‘observed’ in match play, by National Selectors at the following events:

- English Counties League
- National Clubs League
- National Youth Championship & Area Rounds
- Inter County Tournament
- National Schools Finals
- U18 and U16 County Championship (Alex Barlass)
- Regional Championship

At these events, there are AENA Selectors/Scouts present. This is part of the new scheme recently introduced to enhance the process of selection into National Squads. These personnel have been trained in using their skills to collect evidence of player’s performance. This information is used to help identify potential players at all ages.

Players are then invited to attend further training opportunities during the summer and early autumn. Players are also identified to attend:

- Area Selection opportunities for Young England - U19 and U17
- Open Squad Selection - during October/November

Excellence
The development of excellence is provided for through the structure of selection, competition and progression available for every level of stability from club to international standard.
UNIT 5
Physical Conditioning

Editor’s Note: It is not within the remit of this module to cover either the physiological aspects of fitness or the principles of training in any detail. Rather, staff are referred to the AENA Netball Coaching Manual, where these aspects are covered in the detail necessary for teaching to GCSE level or equivalent.

Physical Conditioning: A Definition
Players will perform the skills of netball much more easily and with greater success if their bodies are in the correct physical condition. They need to be able to run, jump, twist and change direction, throw and catch and be able to keep going for quite a long time without getting undue fatigue. Players practise the skills of the game but sometimes they neglect the fitness requirements of the body. Fitness conditioning is a means to an end: the end product is the tuning up of the body so that the player is capable of competing and maintaining a high level of performance for the duration of a match.

Components of Fitness
Playing netball involves having:

- Endurance - the ability to keep going for the whole game
- Strength - arm and leg strength will enable the player to jump higher, throw further and move more explosively
- Speed - the ability to move suddenly to intercept or to get free from an opponent
- Flexibility - the ability to twist and turn, to cope with off-balance landings, and to stretch the joints and muscles to their limits without causing injury.

All are highly trainable components of fitness.

Energy systems within the body.
Energy is necessary in order to produce movement. This energy is stored within the muscles as a high energy substance called ATP (Adenosine Triphosphate). When this is broken down within the cells the chemical reaction provides the energy necessary for the muscle to contract and produce movement. The ATP supply needs to be constantly replenished. There are two main energy systems responsible for this.

1. Aerobic energy.
This is the energy used for movement which is sudden and intensive so the short sharp bursts of the game of netball would depend heavily on this supply. This system enables a quick start without Oxygen, which lasts for only a few seconds, or it enables short sharp bursts of movement without Oxygen for a slightly longer period. Unfortunately a bi-product of this energy system is the production of the waste product lactic acid which quickly interferes with the contraction of the muscle and makes it feel tired.

2. Anaerobic energy.
This is the energy used for movement which is sudden and intensive so the short sharp bursts of the game of netball would depend heavily on this supply. This system enables a quick start without Oxygen, which lasts for only a few seconds, or it enables short sharp bursts of movement without Oxygen for a slightly longer period. Unfortunately a bi-product of this energy system is the production of the waste product lactic acid which quickly interferes with the contraction of the muscle and makes it feel tired.

Planning a Training Programme
Before starting to make a detailed schedule for player training, it is essential to have the following details:

1. A knowledge of the fitness components: endurance, strength and power, speed, flexibility.
2. A knowledge of the different types of training:
   - Steady runs
   - Fartlek runs
   - Interval runs
   - Shuttle runs
   - Circuits
   - Suppleness and flexibility exercises
3. A knowledge of the particular needs of each playing position.
4. A knowledge of the individual to be trained.
The Training Year

There are three accepted training phases throughout the year:

1. **Out of Season**
   
   This is a time when most athletes recognise the need to maintain physical conditioning. It is a good time for aerobic type training when there is more time to give to longer distance running. It is also a good time to work to build up strength. Playing a different type of sport is also a good way to keep up the base of fitness so that tuning up for the season at a later stage does not become too difficult.

2. **Pre-season**
   
   The intensity of the aerobic training is increased and anaerobic conditioning begins to take a higher profile.

   Strength and aerobic conditioning during the out of season period should make the transition towards total match fitness much easier.

3. **In-Season**
   
   During this period, skills and tactics begin to take high priority but the physical conditioning should not be neglected. Fitness can soon be lost; therefore it is important to maintain some fitness work in order to keep the body in peak condition.

   Figure 32 illustrates clearly the components of fitness and types of training during the different phases of the year.

Monitoring Fitness

A simple method of monitoring fitness is to take notice of what is happening to the heartbeat. With exercise, the muscles require more oxygen and therefore the breathing changes and the heart beats faster in order to pump the blood carrying the oxygen to the muscles and to remove waste products. A resting heart rate (pulse) is normally between 70 and 80. In a fitter person it will be lower. In order to get any training effect, the pulse must be raised at least 60%; a trained athlete will be aiming for an 85% raising of the pulse rate. A fitter person will return to normal faster than an unfit person.

What to Do

Students - Should find their pulses. This can be found at the wrist. Place three fingers in a line in the hollow at the wrist on the thumb side.

a) take the resting pulse rate
b) take the pulse rate after hard exercise
c) take the pulse rate after 1 minutes’ rest
   after 2 minutes’ rest
   after 3 minutes’ rest

Take note of how long it takes to return to normal. As a player gets fitter, the recovery period will reduce.

This is a test of cardio-respiratory fitness.

Test Speed

Players run two thirds of the court and return; repeat five times (roughly 100m), which is timed.

Repeat the test regularly at intervals, noting improvements.

Warm Up and Warm Down

Warm up:

Why?

1. prevents injuries; it stimulates circulation of the blood to the muscles; the circulation thickens the cartilages in the major joints; the muscles get warmer and become more elastic.
2. improves performance:
   a) pulse rate needs to be above 120; gentle exercise will raise it
   b) body becomes more efficient as a machine if it warms up slowly.
3. is a psychological preparation: a time for the players to begin to think about the game, to pull together as a team and mentally to rehearse skills and tactics.

When?

Students should know themselves and know how long they need efficiently to prepare the body for activity. Allow sufficient time.

How?

1. Gentle jogging - footwork
2. Suppleness - stretching
3. Steady build up to sprinting and explosive work
4. Ball handling and skill rehearsal; running and passing routines
5. Build up to half court game if it is a warm up for a match

Warm down:

At the end of the session or match it is equally important to warm down. The body will be hot and will need time to come back to normal. Gentle jogging followed by slow stretching will help in this process. A shower should follow.

If this procedure is followed, there will be less likelihood of injuries. Pay particular attention during your warm up to likely injury areas: the ankles, legs, back and arms. Make sure students are wearing good supporting shoes appropriate for the surface that they are playing on. They should remove any jewellery and keep nails short. In this way they are less likely to cause injury to themselves and others. Make sure that the surface is good and that balls are not left rolling around where players may trip over them.
FITNESS

GENERAL FITNESS

STAMINA
Aerobic work
Steady runs
Fartlek training
Interval runs

STRENGTH
Weight training
(under supervision)
Interval runs

SUPPLENESS
Flexibility exercises
Plus the playing of alternative sport

SPEED
Interval runs

STAMINA
Aerobic work
Steady runs
Fartlek training
Interval runs

STRENGTH
* Weight training
(under supervision)
Interval runs

SUPPLENESS
Flexibility exercises

SPEED
Interval runs

* Any weight training must be done strictly under supervision

FITNESS FOR DIFFERENT POSITIONS

SPECIFIC FITNESS

Figure 32
UNIT 6
Safety and Injury: Prevention

Leg Braces – Players wearing leg braces to protect previous injury or surgery and who are prepared to take the risk of playing, may take the court provided the brace is covered adequately, thus presenting no obvious hazard to other players.

Such players are advised to have personal liability insurance.

It is the umpire’s responsibility to check that the covering, usually in the form of soft crepe bandage-type material or thick layers of sticky tape, is secure enough to prevent any metal or hard plastic surfaces causing injury to other players should a collision occur.

Bleeding - The AENA’s policy regarding ‘Bleeding on Court’ is as follows:

1. the wound must be cleaned and covered
2. blood-stained clothing shall be removed and cleaned
3. the ball and court shall be cleaned if necessary
4. normal injury time and procedure shall apply

If bleeding is severe, control by direct pressure, apply a sterile dressing, or if necessary use a finger or thumb over the point of bleeding.

Gloves – Except for medical reasons, no form of glove may be worn when playing netball. On production of a medical certificate, a local League, County or Regional Committee or the AENA may allow gloves to be worn. These players are then advised to have personal liability insurance. The gloves must be of a plain soft leather type which is seamless or has inside seams. Umpires still have to be satisfied that any gloves worn do not present an obvious hazard to other players.

The AENA has an insurance scheme linked to affiliation which ensures that every Registered Participant is covered for Civil / Products Liability. Personal Accident Insurance Schemes can be arranged by the AENA at beneficial rates and offered to member clubs.

The AENA also advises that teachers should arrange their own personal liability insurance.

Court Conditions – The umpires retain a responsibility to check court conditions. At a tournament or central venue, they should advise the local organiser or tournament referees of any problems and thereafter the organisers or referees make the decision about using questionable courts.

There shall be two Umpires at every match, who shall have control of the game and give decisions.

Prevention of Injury: Guidelines for Staff

1. Warm-up – Umpires/Players
   All players and umpires should undertake some form of warm up, including stretching, prior to strenuous activity.

2. Check general fitness
   Do not place unnecessary demands on the players or umpires. Do not allow participation if suffering from a heavy cold, illness or in the early recovery phase after injury.

3. Check skill level of players
   To ensure that injury will not be caused by a mismatch of skill which might result in injury.

4. Check courts:
   i) outdoor – glass surface ‘potholes’
   All these factors require consideration even at an international venue!

   ii) indoor – damp patches on floor
   – surrounding area obstacles
   – seating

5. Check players’:
   – finger nails
   – splints; knee brace
   – bandages
   – gloves
   – clothing
   – footwear

   All may contribute to injury of the player, umpire or an opponent, e.g. at the toss-up.

6. Check venue
   For telephone, first aid facilities and local hospital.
Contents of a basic first aid kit

1 x 250ml antiseptic liquid
10 x antiseptic wipes
1 x 30gm antiseptic cream
2 x 15gm cotton wool
Large sterile dressing BP (with bandage)
4 x 10cm x 10cm non-adherent absorbent dressings, e.g. ‘Melolin’
1 x fabric dressing strip
1 x washable dressing strip
Packet fabric anchor dressings
1 x triangular bandage
1 x 2.5cm x 5m surgical adhesive bandage
2 x 7.5cm crepe bandages
Assorted safety pins
Scissors
Additional items: instant ice pack/reusable ice pack small towel

Replace each item used from the kit as soon as possible.

NB Staff are reminded that they should always adhere to the Local Authority and School Health and Safety Regulations as their first step in injury prevention and treatment.
UNIT 7
Current Issues

Netball for Men and Women

Netball is designed for single sex competition and because its origins were closely linked with women’s Physical Education Colleges, it has a tradition of being a game for women. The advent of mixed Physical Education lessons in schools does however mean that more boys are now being introduced to the game. Until July 1989 the constitution of the International Federation of Netball Associations contained numerous references to women to the exclusion of men. It has now been agreed that most of the references to women be deleted. This has had the effect of affording men equal rights in every administrative aspect of the game but not as players. The IFNA constitution was further amended in 1991 to allow countries in membership to have men players as members but netball is still a single sex sport, i.e. men should play against men and women against women.

The AENA is delighted with this progress. The Association is aware that it could have been accused of discriminatory behaviour if it did not allow men equal membership and rights. During recent years there has been a particular growth in interest from men in Australia, New Zealand and the Pacific Islands. Men’s Associations have been formed there and annual international matches are arranged. If interest from men increases in England, the AENA will ensure that this development is contained within the AENA structure as opposed to within a separate Men’s Association.

Pregnancy

There was some debate about the Association’s ruling preventing pregnant players from playing in national competition from the 12th week of pregnancy, and umpires beyond the 20th week. Some individuals considered this an infringement of women’s rights. It has been argued that a team which includes a pregnant player may gain an unfair advantage as an opponent will inevitably modify her play to ensure that no bumping occurs. Hazards exist even in a well controlled game of netball. The speed of movement, sudden stops, close marking and energetic jumping following a fast run means that contact, sometimes with a considerable impact on the players concerned, could adversely affect the pregnancy.

This is primarily a moral issue and argues against the spirit of the rules whose intention it is to make conditions equal for both teams.

The Media

The number of local newspapers published has increased significantly over recent years and in areas fortunate to have an active voluntary publicity officer, netball enjoys a fair amount of local club and league coverage. At national level it is much more difficult for women’s sport to break into the space traditionally dominated by horse-racing and football. The tabloids in particular appear not to be interested in netball unless there is a controversial tale to tell. In 1988 the Daily Telegraph, which can boast a very wide coverage of sport, broke new ground by agreeing to give space to weekly articles on netball. The Times followed suit early in 1989 and The Independent late in 1989. This coverage, however, hinged on the interest of the three journalists concerned and when they moved on, the coverage reduced and now only the Daily Telegraph remains committed.

Television coverage of netball used to be described as irregular but in 1991 a breakthrough was evident when three international test matches were televised nationally by the BBC within eight days. Such was the success of the coverage that the BBC has covered international netball each year since then. The challenge now is to try to persuade T.V. to cover national competitions.

Drugs

Netball cooperates with the Sports Council in arranging regular random drug testing for players from club to international standard. The IFNA complies with the regulations as laid down by the International Olympic Committee. Procedures are in place to deal with any player found to have been taking banned substances to enhance performance.

Although competition is intense at international level and particularly at World Championships, perhaps the truly amateur status of netball is a major factor in keeping the sport ‘clean’.

Sponsorship

Netball’s sponsors during the 1990s have included:

- National Westminster Bank
- Evian Mineral Water
- Morrant Sports
- Mitre Sports
- Robinson’s Barley Water
- PPP Health Care
- James Gilbert (Rugby Footballs) Ltd
- Coca-Cola
- Nike

Each of these sponsors has accepted an arrangement to sponsor an event or activity in return for advertising opportunities. At least 25% of all sponsorship funds are put towards general development of the sport and a percentage is normally used to enhance the event for spectators and participants. No sponsorship funds are offered as prize money. Netball is an amateur sport in the truest sense. The only prizes for success are the trophies and accolades.

The AENA prefers to negotiate sponsorships stretching over periods of at least three years. Many sponsors are now using the services of public relations companies.

A summary of sponsorship opportunities available through netball is prepared annually. Netball views sponsorship as a partnership to benefit both the sponsor and the sport. If a company shows interest, personalised proposals are prepared and benefits clearly listed.

Sponsorship

Netball’s sponsors during the 1990s have included:

- National Westminster Bank
- Evian Mineral Water
- Morrant Sports
- Mitre Sports
- Robinson’s Barley Water
- PPP Health Care
- James Gilbert (Rugby Footballs) Ltd
- Coca-Cola
- Nike

Each of these sponsors has accepted an arrangement to sponsor an event or activity in return for advertising opportunities. At least 25% of all sponsorship funds are put towards general development of the sport and a percentage is normally used to enhance the event for spectators and participants. No sponsorship funds are offered as prize money. Netball is an amateur sport in the truest sense. The only prizes for success are the trophies and accolades.

The AENA prefers to negotiate sponsorships stretching over periods of at least three years.

Many sponsors are now using the services of public relations companies. The Association has also sometimes chosen to employ public relations professionals for specific tasks.

A summary of sponsorship opportunities available through netball is prepared annually. Netball views sponsorship as a partnership to benefit both the sponsor and the sport. If a company shows interest, personalised proposals are prepared and benefits clearly listed.
Useful Information

Award Schemes

Registered participants of the AENA are eligible to enter for the following awards:

**Umpiring**
- C Award
- B Award
- A Award
- International Award

**Coaching**
- Level 1 Coaching Certificate
- Level 2 Club Coach Award
- Level 3 County Coach Award
- Coca-Cola Netball Skills Awards
  - First Step Netballer
  - Next Step Netballer
  - Rising Star Netballer
  - Bronze Star Netballer
  - Silver Star Netballer
  - Gold Star Netballer

The 6 levels of this award scheme are aimed at encouraging the practice and improvement of basic skills in netball. The first three awards have been designed to suit the abilities of primary school age children while the higher levels are better suited to those with more advanced skills. All awards cover footwork involving sprinting, changing direction, jumping and landing, and ball handling using the skills of catching, throwing and shooting.

**Shooting Star Awards**
Badges are awarded depending on the number of successful shots at goal out of 20 attempts from specific areas of the shooting circle.

**Leaders Award**
The Netball Leader’s Award is aimed at anyone with an interest in netball who wants to help run a club or team.

The aim is to offer sufficient knowledge and confidence to organise a group of netballers and to provide basic coaching and umpiring support for that group. It is also a useful first step on the AENA Awards ladder for those who are not yet ready to take the Level 1 or ‘C’ Awards for coaching and umpiring.

**Netball for Players aged 7-11**
This is a four-hour course for teachers working with Key Stage 1 and 2 pupils, and is designed to promote a positive and creative approach to Netball.

By the end of the Course, teachers and coaches should be able to:
- plan and deliver a safe session
- identify basic Netball skills
- teach / coach basic Netball skills
- progress basic skills into a small game situation
- use resources to support sessions
- introduce relevant / appropriate rules within a session
- identify ways to provide opportunities for children to play Netball at school and in the community

Attendance certificates are given to candidates who complete the course.

**Netball for players aged 12-16**
The purpose of this six-hour course is to provide teachers working with Key Stage 3 and 4 pupils with extra resources and support to enable them to teach within the curriculum and to improve team performance.

By the end of the course, teachers should be able to:
- identify and apply basic principles of play
- identify the elements involved in a progressive practice and have the knowledge and confidence to develop their own
- plan schemes and units of work which incorporate netball specific tasks
- teach and develop elements of team play
- identify appropriate teaching material to support the delivery of a GCSE netball module
- attendance certificates are given to candidates who complete the course

Useful Contact Addresses

To obtain more information about netball courses, resources and activities please contact:

The All England Netball Association Ltd
Netball House
9 Paynes Park
Hitchin
Hertfordshire SG5 1EH
Telephone: 01462 442344
Fax: 01462 442343

If you require information about how to join a club or netball activities in your local area, the AENA will put you in contact with your County Secretary who will be able to help you.

Kit and equipment information can also be obtained from the AENA.

Further details may be obtained from the AENA
Recommended reading and other material from AENA

2. Official Netball Rules, AENA
3. Netball Skills Book, AENA
4. Knowing the Game: Netball
5. Planning a Tournament, M. Thomas, AENA
6. First Step Netball Rule Book
7. High Five Netball Rule Book
8. Beginners Umpire Booklet, AENA
9. General Information Pack, AENA

Netball Videos
Netball for Under 12s (30 minutes)
Basic Coaching Skills (33 minutes)
Skills in Advanced Play (33 minutes)
Basic Umpiring (30 minutes)
Advanced Umpiring (45 minutes)
What Makes a Netball Coach (42 minutes)

Videos featuring the 7 Performance Qualities:
Assertive Attack (30 minutes)
Dominant Defence (33 minutes)
Body Control (33 minutes)
The Performance Qualities (27 minutes)

All the above resources are available from:
All England Netball Association
Netball House
9 Paynes Park
Hitchin
Hertfordshire SG5 1EH
Tel: 01462 442344
Fax: 01462 442343