



# The Basics Part 1

Training Formula • Mastering Court Balance • Attacking Toolkit • Game Sense Explained  
• Attacker Smarter Not Harder • Defensive Toolkit • Defend Smarter Not Harder

WRITTEN AND PRESENTED BY HIGH PERFORMANCE COACHES

**SUE GAUDION & LYN PEMBERTON**

[thegoodthebadtheugly.org](http://thegoodthebadtheugly.org)

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This program is proudly endorsed by the netball governing bodies in Western Australia, South Australia and New South Wales.

## LIST OF ABBREVIATIONS

<b>BLTI</b>	Back Line Throw In	<b>G1/3</b>	Goal Third
<b>C1/3</b>	Centre Third	<b>GC</b>	Goal Circle
<b>CP</b>	Centre Pass	<b>GLTI</b>	Goal Line Throw In
<b>COD</b>	Change of Direction	<b>HOP</b>	Hands Over Pressure
<b>COP</b>	Change of Pace	<b>SLTI</b>	Side Line Throw In

## LEGEND TO DIAGRAMS

### COURT LINES & AREAS

————— Court Lines      - - - - - Imaginary Area Indicators


### PLAYERS & OBJECTS

**A** Attacking Player      **GS** Player with Position Assigned      **R** Receiver  
**D** Defending Player      **W** Worker      **T** Thrower  
**▲** Cone

### PLAYER MOVEMENTS



### BALL MOVEMENT

 Player in possession of ball to commence drill or phase 1

- - - - -  **Ball movement** (Arrowheads indicates pass direction and point at which possession occurs)

# Section 1

## Training Formula

**A great coach is one that has a vision, sets a plan in place, has the right people in place to execute that plan and then accepts the responsibility if that plan is not carried out.**

### Stage 1

#### Game Formula

- A set of game principles that you establish as the foundation of your 'coaching formula for success'.
- Relative to outcome over a period of time, these principles must continue to be reviewed and therefore remain flexible at all times.

### Stage 2

#### Game Plan

- A focused plan formulated from your Game principles.
- When devising your Game Plan, consideration must be given to the following:
  - Identifying your strengths, weakness and areas requiring improvement
  - Knowing what you are up against and the obstacles you may encounter
  - Understanding your athletes, their personalities, abilities, goals, and why they are there
- Once again, flexibility in your Game Plan from week to week, game to game, quarter to quarter, must continue to be reviewed and adjusted accordingly.

### Stage 3

#### Training Plan

- A deconstructed version of your Game Plan that allows you to develop, improve and perfect each element.
- Deviation from your Game Formula and Plan in a training environment only confuses the message you are trying to entrench in your athletes

## Section 2

# Mastering Court Balance

### BENEFITS OF UNDERSTANDING COURT BALANCE

A basic knowledge of Court Balance and how to achieve it is necessary for even very young players to achieve success. Without Court Balance, there is not the space for players to drive or pass into.

It is very easy to see when a court is NOT balanced. With players crowded into clusters and corners and large areas of the court vacant, it is much harder to teach balance.

When attacking out of defence which could be the result of an interception, Back Line Throw In or from a loose ball pick, transition from defence to attack needs to be quick and thoughtful. There will occasionally be times when the court is unbalanced (eg when a team has been fully committed on defence and gains possession from an interception by e.g. WD). Several players will all be close to their defending transverse line.

In this case, attackers need to know how to get out and back to the other end to set up balance and linking possibilities.

When the defender creates a turnover the player with the ball needs to scan the court quickly – linking preferably to a player within the same corridor or the next.

*Linking across three corridors* - There are times when the Square pass will work, however long diagonal passing is dangerous and sets up the perfect intercept from the opposition defender.

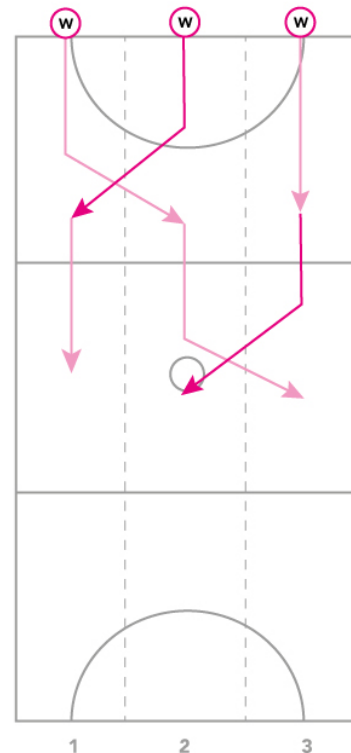
The transitioning team can explore: Short, Long or Long, short outlet options.

## DRILLS FOR UNDERSTANDING CORRIDORS AND COURT BALANCE - WIDTH DEPTH DECISION

### Step 1 - Court Balance Without the Ball

- Divide the court into 3 corridors, 2 - 4 teams of players, one team in each corridor lined up on the goal line.
- Corridors (not players) are numbered 1, 2 and 3.
- Players run the length of the court with the coach calling a number.
- That number moves out of that corridor into another and the other 2 players have to balance the court so that there is once again one player in each corridor.

**TIP:** It is important the mover runs in front of the other players in order for them to see and react.



### Optional Calls

- The coach calls 2 numbers at the same time. The players in those 2 corridors move to other corridors and the 3rd player balances the court so that there is one player in each corridor again.
- Middle / Left / Right corridor initiate movement.

## Step 2 – Court Balance Across 1/3

1 corridor - ball move through 1 corridor

2 corridors - ball move through 2 corridors

3 corridors - ball move through 3 corridors

**TIP:** Three attackers need to fill the 3 corridors.

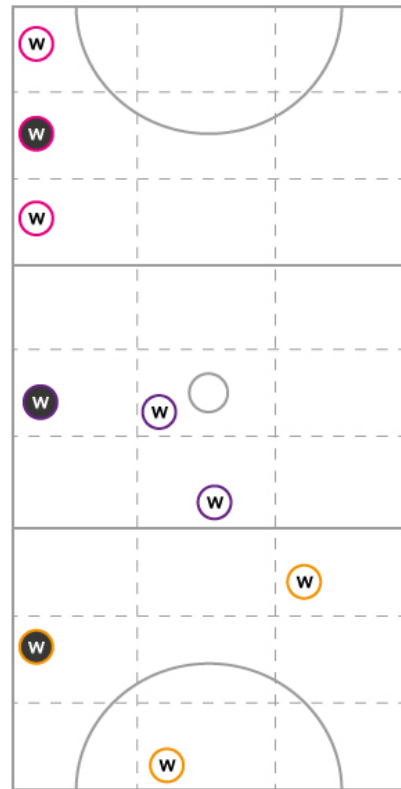
### Optional Set-ups

- Attackers all start in court on side-line.
- Attackers spread over the three corridors.
- Attackers start in two corridors.
- Attackers all start in one corridor length-wise.
- Attackers bunch up in a corner and break out.

### Extension

- Add 1 defender, then 2 and eventually 3.
- Attacker throwing in can't receive last pass.

**TIP:** Attackers must work hard to run PAST a defender - DON'T STOP at the defender as you bring them back into play - force them to follow or beat them.

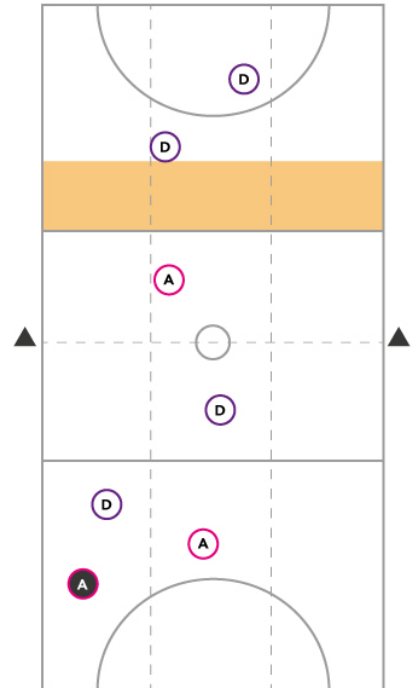


### Step 3 - Court Balance Working Through Court

- Two defenders in each half of the court.
- Three attackers can start anywhere on court.
- Attacking players work the ball down court, using court balance and creating space for each other.
- Front attackers don't link too early to end attacker as they will have no one to get them to the circle.
- Attackers maintain a balance working through 3 corridors; discuss how you intend to bring the ball down court.

#### Optional Set-ups

- Add fourth attacker – starting position anywhere.
- "Orange Zone" in front of the transverse line – All three attackers can't be in the front 1/3.
- Ball can't be received in the "Orange Zone" – look past the mess. As this area is the most congested area on court.





#### Step 4 – Court balance Introducing Challenges

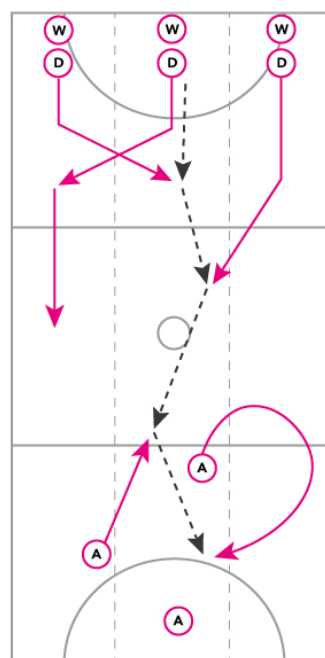
- Same set up as in Step 2
- Add 3 attackers at the other end
- Defenders work ball down and attackers read

#### Optional Set-ups – Defenders

- As shown in diagram
- Off a rebound (C and WD on circle edge)
- Off a BLTI (Back Line Throw In) C move back to the centre circle immediately creating space.
- Off a loose ball, somewhere in defenders 1/3

#### Optional Set-ups – Attackers

- Huddle
- Split and re-offer
- Off set as shown in diagram
- Three corridors and storm forward and two reoffer back down court if they are not the first receiver



#### Extension

- Add 1 defender then add 2 defenders
- Add 1 attacker to create 7 attackers transitioning the ball from defence end to attack
- Add more defenders

#### Step 5 – 7 v 7 Positional

- Place 5 balls on the Defensive Goal line, attacking teamwork ball down to shooters using a variety of outlets e.g. BLTI, off a rebound, off a loose ball.
- If the defensive team intercept or force a ball out of court. That is where the ball stays and the defenders earn a point.
- Winner is determined by how many balls get through to the shooters.
- Change ends and now work 5 balls back to the other end.

## Section 3

# Attacking Toolkit

LEAD / CLEAR / RE-ENTRY

### BENEFITS OF COACHING GROUPS OF SKILLS TOGETHER

- Help players identify how skills can work together to be beneficial on court.
- Educate players about the need for 'multiple efforts'. Players must learn that often more than one effort is required to achieve success on court. Understanding how skills work together is an important part of increasing a players work rate.
- Increase the depth of skills a player has to work with on court so that they are equipped to deal with any situation.

### Importance of These 3 Attacking Skills Together

- Players learn the importance of creating space for other teammates to work onto the ball, if their lead has not been used.
- Players also learn to create space for themselves.
- It develops a players understanding of the importance of Change of Speed.
- Helps players read situations on court and determine when and where is best to enter.
- Timing, Decision Making and Space Awareness are all developed.

### Situations Where You Would See These Skills Utilized

- Attacker leads for the ball and their timing is too early. To avoid being caught standing still, which increases the defenders chances of an intercept or deflection, the attacker needs to clear to create space for additional leads from other teammates.
- Attacker gets caught either too close to the player with the ball or their lead is too close to the ball carrier, and therefore not the best option at the time.
- Player drops or fumbles ball resulting in the attackers lead and timing onto the ball being lost.

## COACHING POINTS

### Lead

- Strong movement towards the ball.
- Recognize space on court to lead to.

### Clear

- Identify when you are not being used – what are the signals? Eyes of the thrower, movement of shoulders or hips in an alternate direction.
- Combination of footwork required – sprint, slide step, sprint – **VISION DOWN COURT, WIDTH AND DEPTH**
- Which side the player should clear. Non-ball side which is generally the widest side.
- Width and depth of the clear required.
- Body angle and vision into court/passage of play.
- Change of Speed (COS)

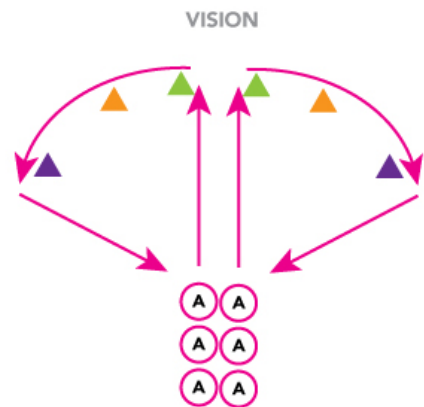
### Re-entry

- Timing and angle required on re-entry.
- Change of Speed (COS).
- Decision making on when to re-enter and where to re-enter passage of play e.g. Phase 1: short play, Phase 2: medium play or Phase 3: long play

## DRILLS FOR DEVELOPING ATTACKING SKILLS

### Basic Movement Skills

- Sprint forward & past the green marker.
- Start Clearing Side Step (COS) move around marker cones maintaining vision to the front.
- Side step from green to orange facing out.
- Between orange & purple marker, the body needs to be turning into the court – this is the time to be reading the play and deciding what to do next.
- Once you have cleared past the purple marker, sprint back to starting position – ensuring vision is still forward; watching for a ball coming in.

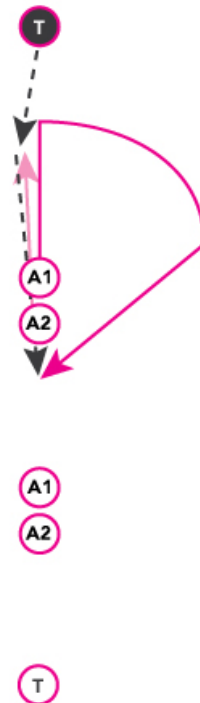


### Distance:

- Minimum of 5m from start to green marker.
- Width – ½ the court

### Thrower Start with the Ball

- A1 leads up towards the thrower & then commences to clear either to the left or right.
- A2 drives up into the newly created space and receives pass from thrower. Thrower should pass to the outside of A2. This will be the opposite side of the clearing action from A1.
- This allows A2 to outside pivot and look down court in order to see and deliver a pass on extension to the front of the first attackers lead.

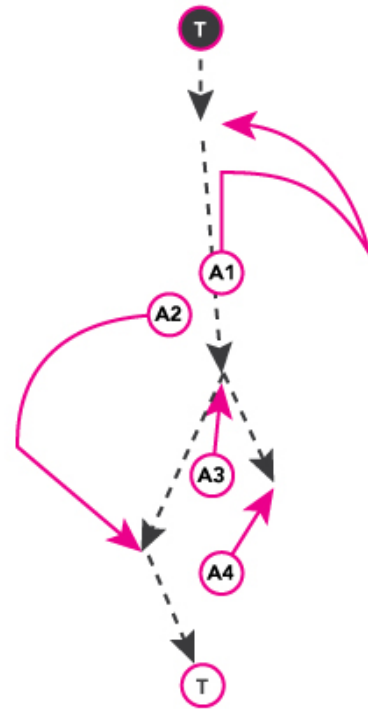


### Extension

Add additional 2 attackers to connect the drill. After first 2 A's lead, clear & receive, they link to next As. Add additional thrower at end.

### Clear & Re-Enter with Front Cut for Self

- A1 drive and clear wide, pulling defender away from middle corridor; check to see if A2 is using the cleared space.
- If A2 doesn't use this space, A1 needs to front cut back into the space that she has just cleared & take ball strongly from T.
- A1 then chooses next attacker on offer.
- If A2 is not used then they clear out and A3 receives the ball. The option is then to use A4 on a forward movement or A2 on a long option.

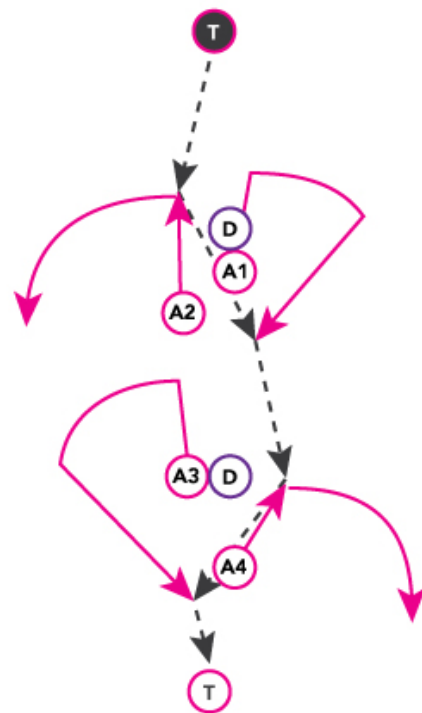


### Offset Attackers

- Add D to A1 & A3
- Where does attacker go after passing? Players must fill corridors to create balance & backup on passing.
- Does attacker with the ball, bypass A2 and look for A3 (3<sup>rd</sup> option)?
- Front Cut & Back Cuts present themselves
- Square passing/give & goes open up

#### Extension

Add Ds to all As.



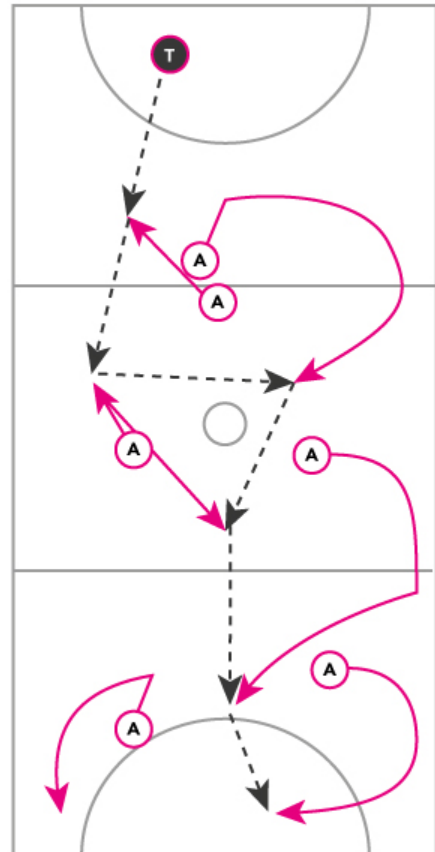
## Clusters

### Variation 1

- Thrower (T) plus 6 Attackers (A).
- Players can start randomly on court.
- Thrower commences by passing ball into one attacker.
- Attackers then lead, clear & re-enter as and when necessary.
- Play to post.

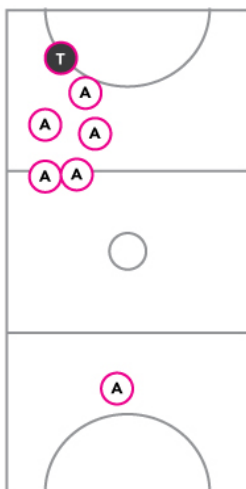
### Variation 2

- Gradually add up to 4 defenders



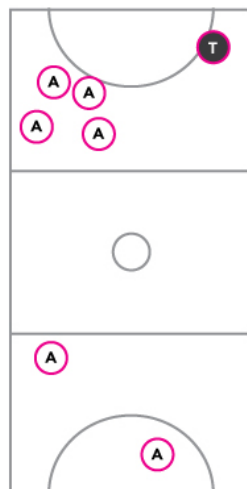
### Variation 3

T plus 6 As, 1 in Goal Circle.  
5 As cluster together to commence play.



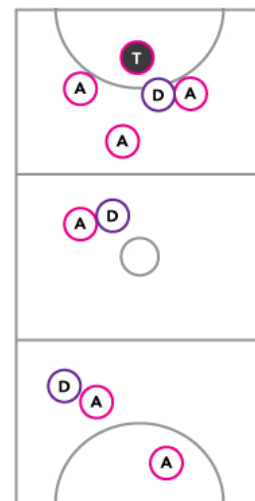
### Variation 4

T plus 4 As in Goal 1/3,  
and 1 in other Goal 1/3  
plus 1 in Goal Circle.



### Variation 5

Add Defenders (D) on  
one A in each of the  
1/3's



## Section 4

# Game Sense Explained

### WHAT IS GAME SENSE?

- A method of coaching where minor games are used to further develop skills and allow players to experience more game like scenarios.
- It does NOT replace basic skill practice. You do not coach a new skill in a game. However, new skills can often be seen and self learnt in a game sense environment.
- Good news is it replaces basic drill monotony.
- Game Sense is used more centrally in the training program, rather than at the end.

### Why Use the Game Sense Approach?

- Because it develops Game Knowledge & Concepts whilst also developing skills.
- Players become more tactically aware, develop better decision-making skills, they begin to think strategically about game concepts, their perception of time and space is improved, they self-educate risk (should I or shouldn't I); and the game environment is more realistic and more fun!
- Many skillful young athletes are poor decision makers, are robotic in technique and have very little game knowledge. Often the coach makes the decisions and the athlete performs the skills without linking them to the real game. Game Sense challenges players to become 'thinkers', who make decisions, solve problems and develop strategies.

### How It Changes Our Coaching Style

- Game Sense is about how players learn rather than how Coaches coach.
- Coaches need to '**step back**' and help athletes '**think**' about what they are doing so that '**they**' can change their own performance.
- A Coach needs to ask two questions before critiquing an athlete's performance:
  - If I intervene, will I make a difference?
  - If I give the person some time & direction, will they find answers for themselves?
- It uses a lot of questioning technique as opposed to providing answers.
- It is still important to error detect and correct, but only when it enhances the performance of the athlete or increases the effectiveness of the game.
- Game sense is an environment to further develop skills, remember, mistakes will happen.

## How To Develop Games?

- Games should provide opportunities for players to be competitive, to make decisions, to think tactically and strategically and to have fun.
- Remember to incorporate constraints like timing, scores, space/boundaries and controlling numbers of players in teams.
- You don't need lots of games; you can use the foundation of one game, and grow it to suit your session's aim.



## Section 5

# Attack Smarter Not Harder

### GAME SENSE

#### Corner Ball

3 Teams of 4 (each team to wear different coloured bibs)

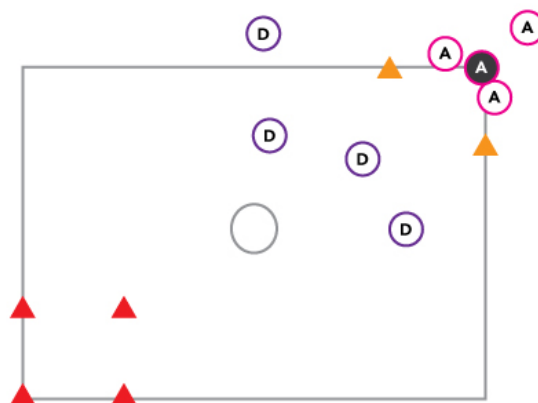
Team 1 - Attackers (A)

Team 2 - Defenders (D)

Team 3 - Resting

Markers are placed in the middle 1/3 as shown in diagram.

3 As must enter game, every time, through 2 orange markers. Ds may start anywhere inside middle 1/3. The extra A and D in each team wait outside the 1/3 and must rotate in after every attempt.



#### Challenge

Attackers start with ball and must attack ball across 1/3, and land inside red square. If successful, they must run ball back and make necessary rotation with 4th A. Defenders aim to stop attackers with 1 on 1 defence. Defenders are not allowed inside red square to defend. If Ds intercept ball, they place it on the ground where the intercept took place, and make necessary rotation with 4th D. Attackers must pick ball up and run ball back to start, rotate and go again. If a ball goes out of court, A must run ball back, rotate and go again.

**Play 90 seconds. Land inside square = 1 point**

### Extension 1

Add additional yellow marker to make a square as per diagram. Game remains the same, but once As makes successful attempt to land in red square, they must then continue back to land in yellow square.

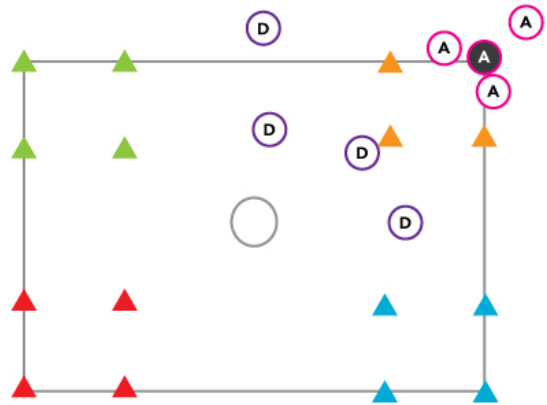
The same rules apply for Ds.

**Play 90 seconds**

**Red Square = 1 point**

**Yellow Square = 2 points**

**(Total 3 points)**



### Extension 2

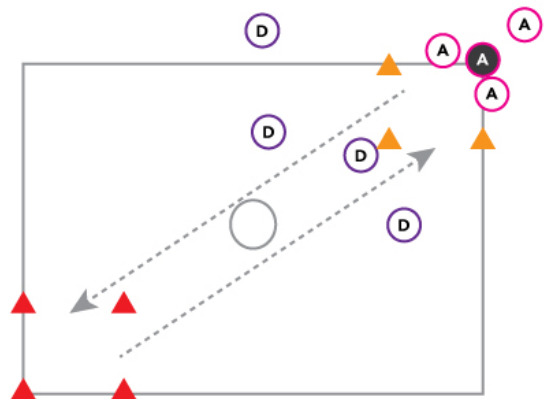
Now add 2 additional squares so that there is a different coloured square in each corner.

Game remains the same as Extension 1 where As must work to red and yellow square, but now if Ds intercepts ball they become attackers and must aim to get to blue and green square. Ds may choose which color they go to first.

**Play 90 seconds**

**Points remain the same.**

**Tip:** When Ds intercepts ball and commences attacking btw blue and green markers, if the ball is intercepted again by the 'original' attacking team, they run ball back to start, rotate and go again until time is up.



### Extension 3 (Full Court)

2 teams of 6 – each team to wear different coloured bibs.

Set up markers on court as per diagram.

Start game with 2 As and Ds enter through yellow square. As attack across 1/3 to red square. If successful a 3<sup>rd</sup> A and D enter game in middle 1/3 and it becomes 3 on 3 across to blue square. If successful a 4<sup>th</sup> A and D enter game in goal 1/3 and it becomes 4 on 4 across to green square.

Additional two As & Ds wait outside court and rotate only with the first 2 attackers and defenders. A3 & A4 and D3 & D4 can rotate between themselves.

**Play 3 mins**

**Red Square = 1 point**

**Blue Square = 2 points**

**Green Square = 3 points**

**(Total 6 points)**



### Variations

- Defenders play ball back through squares to the start after an intercept.
- On whistle or after intercept, teams play to goal post 4 on 4 (netball rules).
- Consider adding additional (A) or (D) to different areas of the court – make harder for attackers or defenders.

## Section 6

# Defensive Toolkit

### HANDS PRESSURE / DICTATE-DENY-DELAY / OPENING OUT

#### DEFENCE IS AN 'ALL PLAYER' RESPONSIBILITY

Defending and creating pressure is the non-glamorous side of netball, however it is the backbone of any teams' worth. Persistence, attitude, disciplined tenacity and unit work is the cornerstone of a great defensive team. The depth of defence within a team refers to the quality of:

- **Phase 1** - Contest on the ball
- **Phase 2** - Hands over pressure on the pass
- **Phase 3** - Delay and deny the next move by attacker

However the depth of defence within a team also refers to the ability of all 7 players being able to play Phase 1, 2 and 3 defence. More importantly it needs to start in the attacking goal third immediately after a turnover; your team needs to have the skill and work ethic to transition from being an attacker to a defender. If you are only getting Phase 1, 2 and 3 from the WD, GD and GK your team will struggle against the great attacking teams.

#### Phase 1 (1st Line or 1st Ball Contest)

- Positioning and the Contest: This means positioning very close, ball side to your attacker; or forcing attacker to the smallest space on court thereby applying mental and physical pressure on attacker and the thrower.

#### Phase 2 (2nd Line or 3ft Recovery Hands Over Pressure)

- 3ft recovery after 1<sup>st</sup> ball contest is critical. What angle you recovery to must be considered.
- Hands Over Defensive Pressure on the pass is applied. Deciding whether you jump or remain grounded must also be considered. (Timing element and Vertical Jump ability required)
- Use a variety of hand positions to direct the pass into a trap. More often, keep the feet on the ground and prepare for Phase 3 or 3<sup>rd</sup> Line of defence.

#### Phase 3 (3rd Line or Dictate, Deny, Delay)

- Dictate, deny & delay attackers next move after the release of the ball.
- Make sure defenders don't turn and follow the pass with their eyes and loose their attacker.
- Defenders need to keep their feet on the ground, angle their body to take control of the inside / middle corridor and start working the attacker to the side line where possible; or force their attacker back up court.
- Once defender is in a position to open to the ball, they must make a commitment to the intercept with two hands and take feet through the intercept; not just reach for the ball.

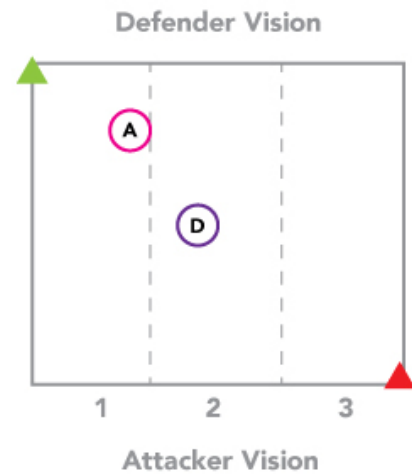
## DRILLS FOR DEVELOPING DEFENSIVE SKILLS

**TIP:** Make sure defenders work both sides of the court.

### Defensive Positioning

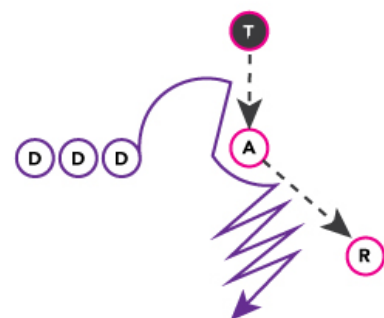
- When A passes D needs to be positioned 1 to 2 steps back off attacker and at least 1 step to the inside/middle corridor - jump across to create the angle.
- Defenders leg closest to middle corridor (2) is always high and weight on this leg (lead leg)
- Best angle – shoulders will be pointing to the corners of the court
- Chin to shoulder – vision to middle corridor
- Start out with a 4 x 4m square and increase or decrease the size as you see fit.
- Start at green marker cone and keep attacker away from red marker cone
- Switch marker cones to opposite sides.

**TIP:** Small space for defender success, increased space for attacker success.



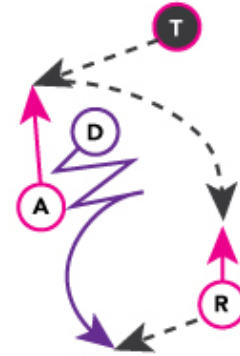
### Delay Attackers Next Movement

- Defender is to have a go at the ball.
- Miss the intercept and recover to apply Hands Over Pressure on the pass to R. Make sure D is positioned on slight angle ready to force A away from R and towards sideline.
- Once pass has gone defender is to apply defensive blocking / sliding footwork.
- Focus on the angle of the feet and hips in order to see both attacker and receiver.
- Distance:  $\frac{1}{2}$  the length of a 1/3



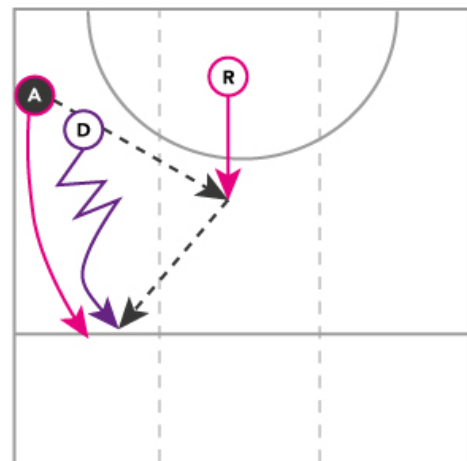
## Delaying Movement

- Attacker drives on a 45° & receives from T.
- Defender  $\frac{3}{4}$  pace contests first ball, then recovers to apply HOP.
- Once A has passed off to R, D takes up position on the inside and a step back from attacker and starts to dictate, deny and delay the attacker's movement.
- When defender opens out for the intercept they need to come off the attacker's body and attack the angle of the pass/ball.
- Defender needs to have vision for both attacker and the receiver.
- Distance:  $\frac{1}{2}$  the length of a 1/3



## Dictate, Deny & Delay Attackers Move

- D sets up ball side to R. Defensive slide footwork required, positioning feet, hips, head angled to see both A & R.
- A throws to R on the move; attacker then starts moving down court.
- D must control the inside corridor or middle corridor, forcing A to the sideline. In this set up, defenders **right leg** is high to create the angle towards the sideline.

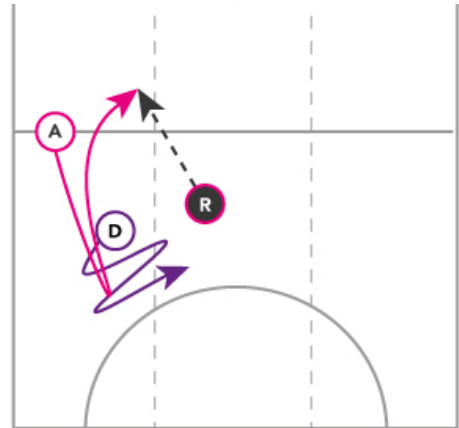


## Defender Opening in the Intercept

- If attacker gets past defender, on the sideline; defender needs to **open out** to go for intercept
- When to open? When the attacker passes defenders back shoulder. In this example it would be defenders left shoulder.
- If Defender intercepts, pass ball back to attacker and go again. If attacker gets the front cut on the defender, stop after receiving the ball and re-set activity.

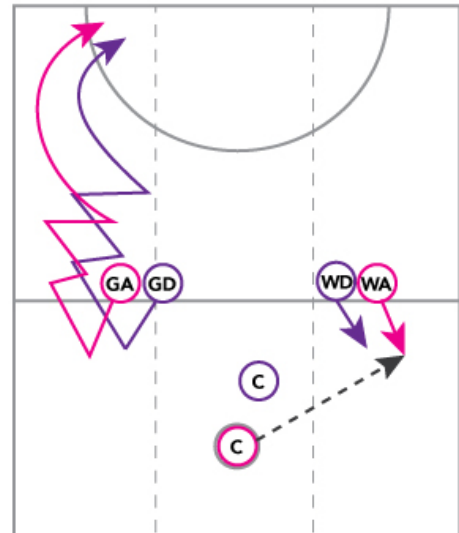
### Defender Force Attacker Back Up Court

- When D maintains control of the A and stops the drive down court, D can force A back up the court to take the pass back from R.
- When this occurs the process commences again. This is a positive outcome for the defender as they are beginning to build additional pressure on the attacker.



### Apply from Centre Pass

- After the ball has been received by either the GA or WA, demonstrate how the WD and GD can use the above defensive skills.
- If GD and WD can do it very well they control the middle corridor and force the play wide.



# Section 7

## Defend Smarter Not Harder

### GAME SENSE

#### Equipment

- 6 cones
- 2 sets of bibs
- ½ court

#### Players

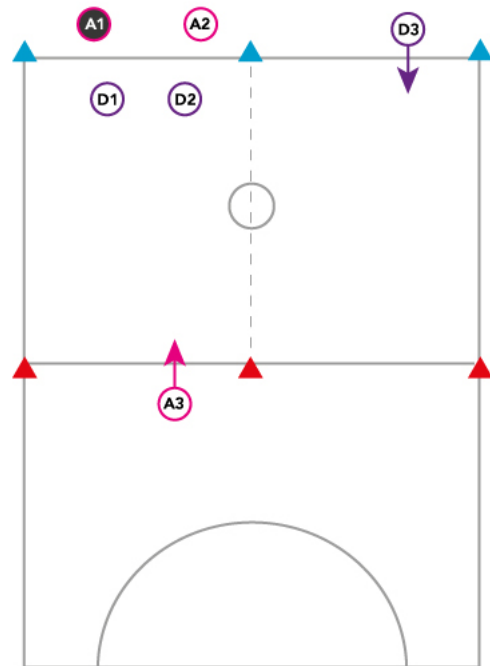
3 Attackers and 3 Defenders

#### Rules

- The court is marked using cones as per the diagram.
- A1 and A2 start with the ball and must make their way down court to the line marked by the cones, whilst being defended by D1 and D2. A1 or A2 must cross the line, releasing A3. Now all 3 attackers work the ball back to the start. This will be 3 attackers v 2 defenders. Crossing the line once again the attackers will now release D3 making it 3 attackers v 3 defenders.
- When 2 on 2 and 3 on 2 - Use ½ width of court
- Practice use of 1 on 1, V Defence and switching
- Practice defending the non-thrower in 3 on 2 situation
- Switch to 1 on 1 when in 3 on 3 – using the full width of the court
- Take shot, if goal scored - Throw In Back Line
- If goal missed – Rebound and then Transition
- Allocate positions to each player eg. 2 circle defenders / 2 goalers / 2 mid court

#### Scoring

- Use either a time limit or a scoring system



#### Variation

Increase the width of the court at the commencement of the 2 on 2.

#### Remember Coaches

##### Let them work it out.

Question: Attackers – why are the defenders continually turning the ball over?

Coach lead the attackers to the answer don't tell them.

Remember – inside ½ of the C1/3 there are still 3 corridors, so use the width & depth.