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1,000 Chances for Africa
An Initiative of the Federal Ministry for Economic Cooperation and Development (BMZ)

# Netball4Life

## GERMAN DEVELOPMENT COOPERATION

## SPORT FOR DEVELOPMENT

NETBALL Namibia

SCORE
Changing Lives Through Sport

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Commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH began to work through the 'Sport for Development in Africa' (S4DA) Regional Project in 2014 to establish sport as a means of achieving development objectives in selected African countries.

S4DA aims at creating access for children and young persons to development opportunities through sport. It focuses on the creation of access to infrastructure and the sustainable implementation of sport-pedagogical exercises. S4DA is active in Ethiopia, Kenya, Mozambique, Namibia and Togo and – to a lesser extent – the project supports activities also in other African countries. S4DA makes a significant contribution to the initiative 'More Space for Sport – 1,000 Chances for Africa' which was launched by the BMZ.

The present manual has been developed in close cooperation of S4DA and local organisations and integrates knowledge on specific local needs and topics.

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DEAR COACHES AND NETBALL COLLEAGUES

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This is a very important year for Netball in Namibia, as it will see the launch of the next Game Plan, the Coaches Pathway for the way we will carry our sport forward over the next four years. We aim to build on the incredible success we have had bringing sport to women all over Namibia. Empowering women and girls through netball is the vision at the heart of our plan. There are three key strategies for the next four years:

- Governing with Integrity
- Empowering through Netball
- Thrilling World Class Events

Good governance underpins a successful sport. An effective strategic plan, governance structure and clear accountability ensure our sport's growth. Every year we are adding more participants, not only Players, but Coaches, umpires, organisers and supporters, who depend on us to give them the world class sport they deserve. As the national governing body for Netball in Namibia we are lean, agile and contemporary, and the same is true of our sport. Netball is a clean sport and the Namibian Netball Federation can be held accountable to its Members to lead with integrity.

'Empowerment' is giving people the opportunity and authority to take control and make decisions. Netball empowers, from tiny rural clubs that give women and girls a focus for social activity outside of the family, to schemes in villages and townships that provide an opportunity to promote women's health and fitness. In Namibia Netball is the flag bearer for women's sport, raising awareness in the media, developing audiences and forging commercial partnerships. Our sport truly is a force for good.

We are very excited with this partnership to use Netball as a tool not only to develop elite Players, but also to change lives through netball and to educate young people through sport. We believe with a passion that through netball we can develop young Namibians with a positive outlook on life that can in turn impact positively on their peers.

On behalf of the Namibian Netball Federation, I wish to thank who has been part of this initiative. We commit to spread the gospel of Netball4Life far and wide.

With my very best wishes,

M. Tjivera

Manuel Tjivera
*Namibia Netball, National Coaches Coordinator*

# ABBREVIATIONS

| | |
|---|---|
| **AIDS** | Acquired Immune Deficiency Syndrome |
| **BMZ** | German Federal Ministry for Economic Cooperation and Development |
| **CBO** | Community Based Organisation |
| **GIZ** | Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH |
| **HIV** | Human Immunodeficiency Virus |
| **NGO** | Non-Governmental Organisation |
| **PE** | Physical Education |
| **S4D** | Sport for Development (Sport4Development) |
| **SS4D** | School Sport for Development (School Sport4Development) |
| **TB** | Tuberculosis |
| **UNICEF** | United Nations International Children's Emergency Fund |
| **N4L** | Netball For Life |
| **WHO** | World Health Organisation |

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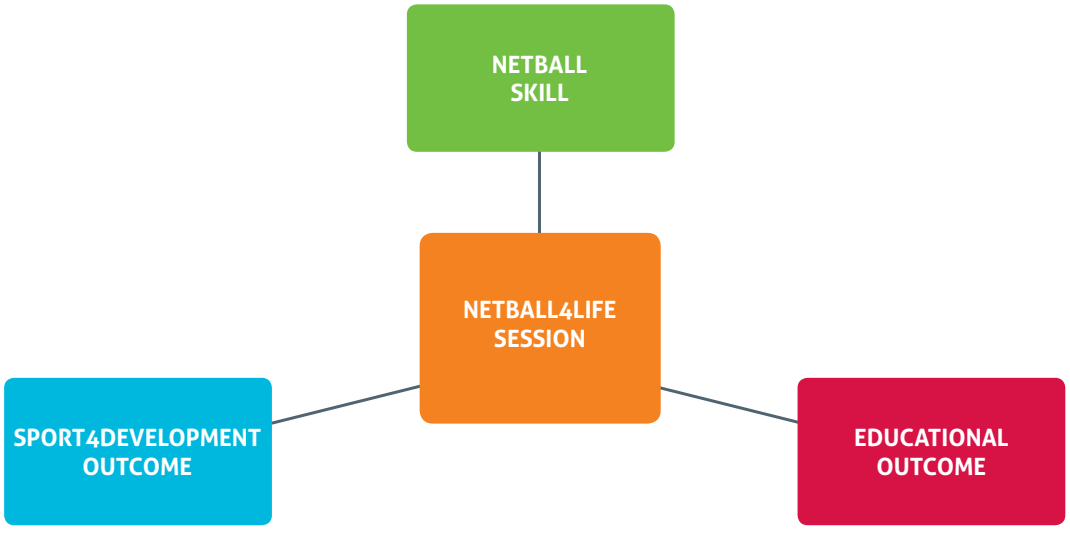
Welcome to the **Netball4Life** Manual. The Netball4Life Manual has been written to assist Netball Coaches to facilitate positive youth development among Namibian youth. It has been developed by the 'Sport for Development in Africa' (S4DA) Regional Project of the **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH** on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ).

S4DA seeks to promote sport as a tool for positive youth development, education and the adoption of a Healthy Lifestyle. Therefore, it promotes infrastructure and local capacity building. This includes the training and development of sports Coaches and other significant actors who can implement programmes and develop strategies for **sustainability**. This requires social, cultural and economic conditions in partner countries to be taken into account. The ultimate aim is to transfer responsibility for implementing the programmes, the associated continuing training of Coaches, and maintenance of sports grounds and equipment to local partners. S4DA makes a significant contribution to the BMZ's **'More Space for Sport–1,000 Chances for Africa'** initiative which was launched in 2014 by the Federal Minister, Dr Gerd Müller, helping to build a broadly based and effective alliance for Africa between sport, civil society and the private sector.

Netball4Life follows other **Sport4Development** Manuals in Namibia namely Volleyball4Life, Football4Life and Basketball4Life. The main purpose of the manual is to assist Coaches to promote positive, sustained and holistic development amongst Namibian youth, using sport as a vehicle for education and health promotion.

The primary target group of the manual is Coaches operating at schools. The target age group for the training sessions are children and youth aged 6 to 18 years, boys and girls. The manual can also be used in a community setting by Coaches based at Netball clubs or Coaches linked to NGO's. The sessions can easily be adapted for out-of-school youth, where these programmes are also much needed.

During Netball4Life training sessions, Coaches will train a Netball skill and integrate this with a Sport4Development outcome.



**CHAPTER 1** explains how the Netball4Life Manual will align with key programmes in Namibia namely the School Sport4Development Programme (SS4D) and the Physical Education and Life Skills curricula. It explains briefly the key objectives and content of these programmes.

**CHAPTER 2** introduces the Coach to the concepts and approaches in the manual. A thorough understanding of the concepts will help the Coach to implement effective sessions. These key concepts are Sports Development, Sport4Development and the Netball4Life Manual.

**CHAPTER 3** looks at the roles and responsibilities of Netball4Life Coaches in the positive development of youth. The chapter emphasizes a different approach to Coaching and outlines the multiple roles that Coaches should play. It also outlines the differences between conventional Coaching approaches that the participants may be familiar with and the Netball4Life Coaching approach. Coaches are introduced to the 'Connected Coaching' approach, which forms the basis for the Coaching sessions.

**CHAPTER 4** guides the Coach step by step through planning a connected Coaching session. Every step is carefully explained and new concepts such as the opening and closing circle are explained in some detail. Chapter 4 also provides practical sessions how to integrate the content into sessions and sample activities for Life Skills and the Healthy Lifestyle topics. The Coach must understand that these are merely a few samples sessions. These have been prepared by Netball specialists with Sport4Development practitioners. The sessions are however merely guidelines and must be adapted by the Coach to local conditions. Many sessions provided guidelines on variations to make the sessions more or less challenging depending on the ability of Players. It is important that Coaches do not replicate and repeat the same sessions but they show innovation and creativity to present fun, lively sessions that will constantly engage young people.

**CHAPTER 5** Having been introduced to the key concept of Sport4Development, Coaches are now introduced to the key sports development outcomes in more detail. These outcomes are divided into two categories, namely Personal Development Outcomes or Life Skills and Healthy Lifestyle topics. The manual cannot provide a comprehensive list of all personal development skills and Healthy Lifestyle topics but provides a core set of competences and knowledge that can support the work of other programmes in school and out of school.

**CHAPTER 6** shows the Coach how to promote sports leadership skills of young people also off the court. It helps the Coach to include all participants in Netball4Life activities, not only good Players. It encourages the Coach to involve the Players in activities which could lead to sustainable programme implementation at schools and in communities. These include starting a club or organising regular events.

CHAPTER

# 1

# ALIGNMENT WITH NAMIBIAN SCHOOLS PROGRAMMES

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The Netball4Life Manual supports and complements key existing programmes in Namibia and is written in line with the Physical Education (PE) and Life Skills Curricula. It furthermore falls under the umbrella of the national School Sport4Development Programme and contributes to their objectives.

The **School Sport4Development Programme** (SS4D) is a joint programme of the Namibian Ministry of Education, Arts and Culture and the Ministry of Sport, Youth and National Services and UNICEF. The programme was launched in February 2016 with the following aims:

1. To strengthen the environment in which school sports in Namibia can thrive through enhanced policy and to develop the capacity of educators and government officials to deliver quality PE and school sport.
2. To offer a holistic multi phased strategy to better deliver PE, intra and inter school sport and to create a solid foundation for using sport as a tool for youth development.
3. To create a platform for relevant stakeholders to understand the importance of an integrated approach to delivering PE and school sport.
4. To integrate curriculum based physical education, school sport and youth leadership development.

Netball4Life aligns with the SS4D programme by offering a comprehensive method for teaching Sport and Life Skills in educational institutions. It capacitates sport organisers in schools with Coaching skills which contribute to a better school sport but also supports the personal development of the learners through sport.

**Physical Education** is an integral part of general education in Namibia. PE equips learners with skills, knowledge, and competencies to live healthy and physically active lives. Consequently, young people are enabled to positively contribute to society and to find a place in it. Physical Education promotes health and physical literacy by promoting enjoyment of, and positive attitudes towards, physical activity and its contribution to lifelong health-related fitness, thus preparing the child for the active and purposeful use of leisure time. PE aims at developing positive personal qualities and self-actualisation by means of physical activity in different contexts and develops an appreciation of movement and the use of the body as an instrument of expression and creativity.

The true benefits of physical activity however, will come from spending more time being active than is stipulated in the current curriculum. The combination of PE and extra-curricular activities such as Netball4Life can help foster a culture of being physically active. The Netball4Life Manual aligns with the PE curriculum and supports the physical fitness of learners. The content of the manual, especially the practical sessions can also be done by PE and Life Skills teachers.

The Namibian education system promotes **Life Skills** for the optimal, holistic development of all learners and Netball4Life is also contributing to the development of Life Skills. It is defined as a way of making meaning out of life.

The particular features of Life Skills are that learners should:

1. Have a clear idea of their identity
2. Apply knowledge in decision making
3. Be able to function effectively
4. Be socially responsible
5. Cultivate and strengthen morals and values

**Aims**

1. Emphasize career guidance, holistic wellness and civic affairs
2. Prepare the learner holistically for life and their future
3. Promote and foster the highest moral and ethical values
4. Develop and enhance respect and tolerance towards other people in all spheres of life
5. Encourage the teaching of cross-curricular topics
6. Provide orientation, exploration and skills development through self-awareness and a positive self-image

This manual aligns well with the Life Skills Curriculum for the Senior Primary Phase (Grades 4 to7). It deals with many of the topics covered in the classroom such as:

- Leadership
- Goal setting
- Personal strengths and weaknesses

The manual seeks to supplement and enhance the work by the teachers in the classroom. The Coach must not try to duplicate the work by the teacher but reinforce the key messages from the classroom. The Coach should also align his/her Coaching programme with the Life Skills and Physical Education curriculum of the school and support the work of the teachers in class.

! This manual will provide as much guidelines and examples as possible but innovation, creativity and most of all common sense will determine the most successful Netball4Life Coach. Therefore, the Coach must keep up-to-date to current developments, inform him/her-self and keep on learning.

CHAPTER

# 2

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The **Netball4Life** Manual promotes an innovative approach to Coaching. It integrates **Sports Development** competencies with **Sport4Development** competencies. This enables the Coach to plan and implement effective Netball4Life sessions and contribute to a positive social, personal and sportive development of the Players.

## SPORTS DEVELOPMENT

**Sports Development** programmes aims at improving the standard and quality of the sport, in this case Netball. Players will progress through the stages of the Sports Development Continuum as per the diagram below.

*Figure 1: 'The Sports Development Continuum' Edinburgh, The Scottish Sports Council (1988)*

**Foundation**

- Target beginners, mainly children
- Basic Skills and Movement
- Mass participation (large numbers)
- Fun and enjoyment

**Participation**

- Specialisation, regular training and participation in a specific sport
- Part of a team and club
- Take part in league matches and tournaments

**Performance**

- Improving performance and technique
- Developing sport specific skills
- Regular training and Coaching
- Specialised equipment and facilities
- Performance at top club, regional, provincial level

**Excellence**

- Elite, High Performance
- National and International Competition
- Highly specialised training, Coaching
- More specialised equipment and facilities
- Specialised nutrition
- Limited numbers
- High cost

As Players progress from Foundation to Excellence, the number of participants will decrease. Sports development programmes are governed by international rules and regulations and tend to become exclusive and expensive as they promote elite sport. World class Players and athletes inspire dreams of children and youth and motivate many to exercise. They are role models for young people and for communities.

## SPORT4DEVELOPMENT

The Sport4Development approach is about using sport as an intentional tool to achieve developmental objectives and contribute to the holistic education of individuals. Sport, play and physical activity supports the education of youth in various ways. The development on the sport field can directly be linked to the achievements in the classroom and can contribute to a better performance in school. Sport activates 4 dimensions that are highly important for the personal development of young people:

**1. The physical dimension:** the body moves

Improvement of

- Flexibility
- Strength
- Endurance
- Coordination
- Orientation
- Reaction
- Balance

**2. The cognitive dimension:** the mind thinks

Improves ability to

- Concentrate
- Reflect
- Expect
- Think logically
- Take decisions
- Develop strategies

**3. The emotional dimension:** the heart feels emotions

To learn how to

- Deal with fear and frustration
- Deal with aggression
- Experience joy, fun and motivation
- Learn how to win and lose

**4. The social dimension:** people interact with each other

- Build friendships
- Develop trust, empathy, respect & tolerance
- Reduce prejudice and build social cohesion
- Learn to collaborate, resolve conflicts, respect rules
- Interact in a team
- Learn about gender differences

*Source for 4 dimensions: Manual4New Horizons, Swiss Academy for Development, Valerie Kunz und Jutta Engelhardt, 2009*

## WHY IS SPORT A GOOD TOOL FOR DEVELOPMENT?

- **Universal popularity** – Sport transcends national, cultural, socio-economic and political boundaries. Sport is enjoyable for participants and spectators alike and can be implemented in virtually any community in the world.
- **Global communications platform** – Sport programmes can reach many people; it is thus an effective means for public education & social mobilisation.
- **Ability to connect** – Sport is social. It brings people together in a social environment including Players, teams, Coaches, volunteers & spectators.
- **Cross cutting nature** – Sport can address a broad range of social and economic challenges. By connecting with the personal development or Life Skills and Healthy Lifestyle topics, the Coach can make a real impact on addressing the challenges that young people face.
- **Potential to empower, motivate and inspire** – Many skills can be developed through sport, both on and off the field. Achievements in sport can motivate and inspire others.

Sport4Development programmes are **inclusive**. It focuses on improving the lives of all throughout sport, regardless of physical ability or skill levels.

Rules for Sport4Development programmes are not developed internationally. In a Sport4Development programme, the Coach can make rules to suit the development aim of the children and young people.

The main aim of the **Netball4Life Manual** is exactly as the name implies, to use **Netball** as a tool to prepare young people for **life**. This manual will assist the Netball4Life Coach to integrate various competences such as Life Skills and Healthy Lifestyle topics into a Netball training session.

Netball4Life combines the benefits of a Sports Development approach with Sport4Development outcomes. The manual aims at improving Netball skills but also using sport as a vehicle to educate and develop children and youth.

The aim of the Netball4Life Manual is thus to achieve:

1. Holistic development of the Players.
2. Better Netball skills and better Netball Players.
3. Encourage young people to
   - Act as role models and to impact positively on their comrades and their peers
   - Lead active, healthy lives
   - Be socially responsible citizens
   - Take leadership roles in their communities on and off the Netball court
4. Promote and foster high moral and ethical values, positive self-image and self-esteem.

CHAPTER

# 3

# ROLES AND RESPONSIBILITIES OF THE NETBALL4LIFE Coach

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The role of a Netball4Life Coach is different to a traditional Netball Coach. A Netball4Life Coach aims at changing lives using Netball as a tool. However, using Netball as a tool means also that you offer a high quality sports session.

The Netball4Life Coach strives to equip young people with the physical, mental, technical and tactical skills that will make them good Players. The Netball4Life Coach also strives to develop well rounded individuals who will become positive role models in their communities and lead healthy and productive lives.

The Netball4Life Coach wants all the participants to have a positive future - both on the Netball court and in their communities.

## ROLES OF A NETBALL4LIFE COACH

The Coach takes on many roles as he/she works with youth. Amongst others the Coach:

- Assesses the young person's level of ability
- Provides instruction that helps them develop their skills
- Motivates the Players

At different times the Coach will play different roles such as:

- Performance analyst
- Teacher
- Motivator
- Assessor
- Friend
- Mentor
- Facilitator
- Demonstrator
- Adviser
- Supporter
- Counsellor
- Organiser

## RESPONSIBILITIES OF A NETBALL4LIFE COACH

When you agree to become a Netball4Life Coach, you also take on a range of responsibilities including:

- Ensuring the health and safety of the participants
- Protecting children from bullying and abuse of any kind
- Promoting the long term development of the young person
- Continuing to update your own knowledge of Netball
- Planning and testing your Coaching sessions
- Providing opportunities for youth to play Netball and have fun
- Involving young people in decision making

The Netball4Life Coach is striving for the **holistic** development of the Player to prepare the Players to lead a healthy and successful life. His/her task is it to equip Players with the skills they will need to cope with the challenges they will face in life and to **educate** the Players through the Netball4Life training sessions.

## THE NETBALL4LIFE COACH AS A ROLE MODEL

The Netball4Life Coach is achieving not only Sport Development outcomes; the Coach is also striving to achieve sustainable Sport4Development outcomes.

Well developed, educated and healthy young people can act as role models for other young people in their communities. These skills can equip the youth to impact positively on others. By integrating Sport4Development skills into the Netball training sessions, the Coach will help the Players to make good, healthy choices on and off the Netball court.

Guiding and working with youth gives the Coach visibility in the community. The Netball4Life Coach must be a positive role model for the Players and the community. Therefore, it is important that the Coach displays the behaviour he/she expects from the Players. It is best the Coach leads by example!

The Coach must also create a friendly and safe learning environment. Typically the Coach must:

- Arrive well before the Players. Punctuality is one of the most important personal skills you must teach the Players. Therefore you must NEVER be late.
- Give the Players responsibilities.

### EXAMPLES

» Help pack out the equipment and setup the session.
» Check the playing/training area for any safety hazards.
» Take a roll call of Players.
» Lead a warm up or cool down session

- Make sure all the Players feel valued and welcome. Do NOT focus on the talented Players only.
- Learn the names of all the Players and address them by their names.
- Know the birthdays of the Players and remember to celebrate birthdays.
- Do not scold or humiliate the Players.
- Avoid punishing Players. If some form of punishment is necessary, focus on fun and humour.

### EXAMPLES

» Instead of doing 20 pushups as punishment, they must sing a song, relate a story, etc.

A Netball4Life Coach also displays good interpersonal skills such as:

- **Fairness** – Treat all alike, do not victimise.
- **Helpfulness** – Some Players will have difficulty with some of the skills, help and support them, don't make them feel despondent.
- **Patience** – Be prepared to repeat activities; don't get frustrated with the Players.
- **Respect** – The Player may have ideas on the session, respect their input and encourage them to respect each other.
- **Self-criticism** – This will be difficult at first but ask the Players for feedback on the sessions, be prepared to accept feedback and suggestions from the Players. They are best placed to tell you what they enjoyed or did not enjoy so you can constantly improve your sessions and attract the Players to come back.
- **Tolerance** – Coaches are authoritarian and intolerable of failure of their Players. A Netball4Life Coach must display a high level of tolerance and should not be authoritarian and intolerable.
- **Trustworthiness** – It is important that the Players trust you completely. During a Netball4Life session, the Players may share personal stories with you or the whole group. You must NOT share these stories with others.
- **Interact and Communicate with your Players effectively** – Many Coaches have the tendency to be autocratic and unfriendly towards their Players. Know it is more important how you say something than what you say. Your tone, facial expressions, body language and gestures are important. Remember you are trying to develop young people with a positive attitude in life and respect for others. As a Coach you must show the same behaviour you expect from your Players, both at the training session and in their communities.
- **Social media** – Is a reality of the modern area. Even in poor communities, the youth have access to internet facilities at libraries and schools and in their homes. Many youth have smart phones. The Coach should embrace and use the relevant social media platforms in your Coaching plan. Set up a WhatsApp group and Facebook page. Find good YouTube clips for the Players to look at. Consult the Players on this. This could also be a good task to give to one Player to manage for you.

If you create an unfriendly environment where the Players fear you, your session will not be effective. You cannot teach the Netball skill let alone integrate developmental outcomes, Life Skills and Healthy Lifestyle topics effectively. If the Players have a choice, they will stay away. On the flipside, if you create a positive environment, they will tell their friends and you will impact on more young people.

One other way to create a positive environment is through a recognition and awards scheme. You could create various awards linked to your Sports Development and Sport4Development outcomes e.g.

- Player of the week/month
- Fairplay award
- Punctuality award
- Most improved Player
- Most valuable Player
- Etc.

This could culminate in an annual awards function where you could also recognise parents and other stakeholders and partners for their contributions.

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## CONNECTED COACHING

The **Netball4Life** Manual is different to the normal Netball training. The focus is to integrate high quality Netball training with developmental outcomes. Other goals such as winning matches, leagues and tournaments are secondary to the fun and enjoyment in sports and the long term development of the Players. The Coach thus adopts a different approach to Coaching. This approach is called **Connected Coaching**.

**What is Connected Coaching?**

1. The Netball4Life Coach is **CONNECTED**. The Coach forms networks and relationships with other stakeholders. The Coach is not an expert on everything. He forms partnerships with stakeholders that can assist with the holistic development of the Players.

2. Participation in Netball by itself does not achieve developmental and educational outcomes. The Netball4Life Coach makes an **INTENTIONAL CONNECTION** between Netball skills, personal development, Life Skills and Healthy Lifestyle outcomes.

3. The Coach develops **CONNECTED OUTCOMES** for the training sessions. Outcomes are also sometimes called **goals** or **objectives**. The Coach **connects** Netball skills with Sport4Development skills.

**What are the elements of a Connected Coaching training session?**

1 A connected Coaching sessions starts with an **OPENING TEAM CIRCLE**. The Coach literally forms a circle with the Players. The Coach is a part of the circle, not in the middle of the circle. The following happens during the opening team circle.

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

**Step 2:** The Coach has a **CONNECTED CONVERSATION** with the Players. The Players **SHARE** any important experience or challenges in their lives since the last Coaching session. He could ask the Players to share something about their family situation, school, friends, hobbies etc. Celebrate any birthdays.

**Please Note: The Coach must have a CONVERSATION! The Coach must not talk alone.**

**Step 3:** The Coach **EXPLAINS** the **connected outcomes** of the session. The Players must be clear from the outset that the session is more than just about Netball. They must know and understand the purpose of the session and their role in making the session a success.

2 The Coach **connects** the Life Skills and/or Healthy Lifestyle theme to all aspects of the training session. During the session he compliments the Players. He points out individual progress and asks Players to show to others.

3 The connected Coach ends the session with a **CLOSING TEAM CIRCLE**. By now the Players are normally tired so the Coach and Players should sit down in a circle. Again the Coach facilitates a **connected conversation**. The following happens during a closing team circle.

**Step 1:** The Coach **REVIEWS**

- The session outcomes. Ask the Players to relate what they learnt about the Netball skills, recap the key points of the skill
- The link between the sport skill and the Sport4Development outcome.

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

**Step3:** The Coach **FACILITATES** a short discussion on the developmental outcome. This may be a personal development outcome, a Life Skill, and/or Healthy Lifestyle Topic. What did they learn? How would the skill be applied in their daily lives or in school?

**Step 4:** The Coach **EXPLAINS** any announcements on upcoming activities e.g. details of the next match or training session. The Coach closes the session with a collective activity, such as team chant.

The **Connected Coaching** approach may at first be difficult for both the Coach and the Players. Having **connected conversations** will not come naturally for some Coaches. It will become easier as the Coach develops more experience at **facilitating** the conversation and as the Players get used to the process.

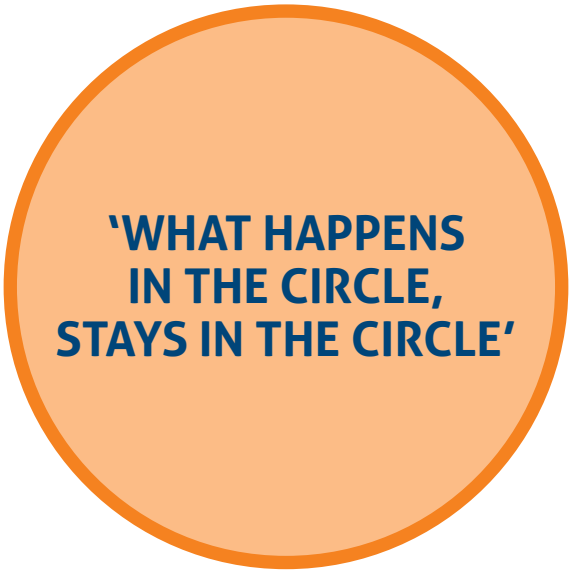
The Coach must **not lecture**. He/she must give the Players an opportunity to speak freely. The Coach should encourage **ALL Players** to take part in the conversation. Normally the confident Players dominate a conversation and the quiet introverts don't assert themselves. The connected Coach must make sure all the Players feel part of the team.

The **duration** of the closing team circle will vary from session to session. As Coaches become more comfortable facilitating connected conversations, they will find that other opportunities arise during sessions to have informal connected conversations. This could be with all Players or with a smaller number or even with individual Players.

Coaches should take care not to distract from the sports training sessions by turning these conversations into lengthy dialogues that end up boring the Players or disrupting the sports practice. Keep your messaging short and simple.

It is important to create a safe, respectful and open environment where Players feel they can express their ideas and reflect on their own experience. Set ground rules with Players that ensure each individual feels they can easily contribute to the conversation.

Two of the biggest challenges are trust and confidentiality. The connected Coach must manage this carefully. The Coach must **EMPHASIZE**:




Encourage Players to show respect to their peers, listening, contributing, and acting responsibly. It is important during the connected conversations to get the Players to share their ideas and experience without fear of judgment or gossip.

## DEVELOPMENT OF THE YOUNG NETBALL PLAYER

One responsibility of a Netball4Life Coach is the long term development of the Player. This means developing the young person in terms of their technical/tactical skills, their physical fitness, their mental of psychological fitness, and their social or Life Skills.

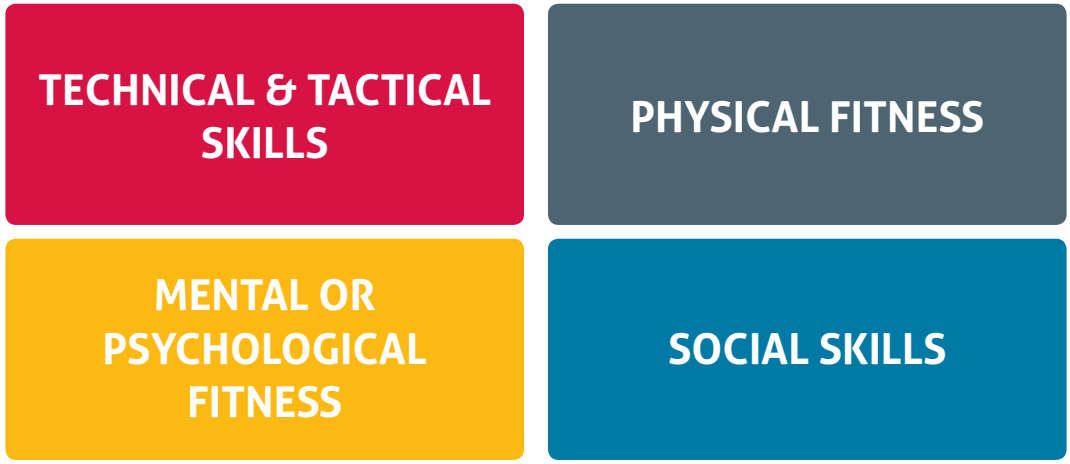



*Figure 2: All-round development of the young Netball Player*

## DIFFERENCE BETWEEN A NETBALL COACH AND A NETBALL4LIFE COACH

The Netball Coach and the Netball4Life Coach adopts different approaches to Coaching. This table summarises the above mentioned characteristics of a Netball4Life Coach compared to a Netball Coach.

| | Netball Coach (Sports Development) | Netball4Life Coach (Sport4Development) |
|---|---|---|
| 1 | Focus on improving the sport of Netball. | Focus on developing society using Netball as a tool. |
| 2 | Develop better Netball Players. | Develop better people (personal and social development) using Netball as a tool. |
| 3 | Focus mainly on Netball Skills e.g. Serving, setting, spiking. | Focus on integrating sport skills, Life Skills and Healthy Lifestyle topics. |
| 4 | Can be **exclusive** - Focus on the best Players to win matches. | Must be **inclusive** – Plan activities for **all** participants, regardless of skill levels. |
| 5 | Coaching approach: **Authoritarian** – Only the opinion, knowledge and experience of the Coach counts. | Coaching approach: **Facilitative** – Acknowledge and use the expertise and experience of the Players. |
| 6 | Focuses on the training. No real interest in the personal lives of the Players. | Has **connected conversations** with Players, has a better holistic understanding of Players. Understands that their personal challenges affect their performance on the court. |
| 7 | Works alone mainly and tries to outwit other Coaches to win matches. Rarely shares knowledge and experience. | Involves other partners and role Players. Willingly shares knowledge, successes and challenges with other Coaches. Is prepared to learn from others. Is willing to be a life-long learner. |
| 8 | Success is measured by numbers of matches won and positions on the league table. | Success indicators are different. It includes the numbers of regular participants and if the Players have skills to cope with life and lead Healthy Lifestyles off the court. |

CHAPTER

# 4

# PLANNING YOUR NETBALL4LIFE TRAINING SESSIONS

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In this chapter we look at planning and implementing effective Netball4Life sessions.

The ideal Netball4Life session is led by a competent, connected Coach and involves young people who are keen, enthusiastic, interested, motivated and eager to learn.

**Please note the following**

1. The key to a good session is **PLANNING** and **PREPARATION**.
2. The session should have clear outcomes.
3. Sessions should be age appropriate.
4. The venue for sessions should be safe, child and youth friendly.

## PREPARING & STRUCTURING TRAINING SESSIONS

The sessions should include the following 3 phases as illustrated in the diagram below:

| A. Warm-up | B. Main part | C. Conclusion |
|---|---|---|
| 1. Lead opening team circle<br>2. Introduce the Netball outcome for the session<br>3. Introduce the S4D outcome<br>4. Conduct a warm-up activity | 5. Conduct the main part of the session, focused on the Netball skill.<br>6. Reinforce the S4D outcome | 7. Have a small sided game<br>8. Cool down activity<br>9. Closing team circle |

### A. WARM UP

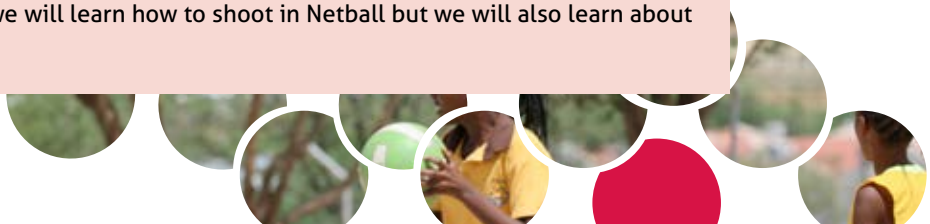
1. **Opening Circle**
   The sessions start with an **opening team circle** as described earlier.
   The opening team circle should end with all the Players joining hands in the centre and calling a motivational chant e.g. 'Let's go, Strikers, let's Go', 'Go team, Go!', 'We are awesome!', or a chant spelling the team name.

2. **Introduce the Netball Outcomes**
   The Coach introduces the session, explaining the intended outcomes, the planned activities and what is expected of the Players. Sometimes it may be more effective NOT to reveal the specific outcomes at this stage but to introduce it through the activities and then reflect on this later.

3. **Introduce the Sport4Development outcomes for the Session**
   The Coach introduces the Personal Development/Life Skill or Healthy Lifestyle topic through leading questions. The Coach must find an interesting way to introduce the topic.

   NOT recommended: 'Today our personal development/life skill topic is leadership,'

   Recommended: Ask leading questions such as:
   'Can anybody tell me who the Mayor of our town is? Who is the captain of the Namibian Netball team? Who is the president of Namibian Netball Federation? What do they all have in common? Yes, they are leaders. Today we will learn how to shoot in Netball but we will also learn about leadership.'



4. **Conduct the Warm-Up Activity**
   The Coach then wraps up the team circle and conducts the warm-up activity with the Players. The warm up activity must not be too strenuous, the main purpose is to get the muscles warmed up and to get the blood flowing.

## B. MAIN PART

5. **Reinforce the Personal Development/Life Skill and/or Healthy Lifestyle topic.**
   When the warm up activity is concluded, the Coach may bring the Players together again in a team circle. The Coach could reflect on the warm up activity briefly and make a link with the Sport4Development outcomes. The Coach then organises the group to conduct the main part.

6. **Conduct the main Coaching session focused on a Netball skill**
   The Coach organises and delivers the main Coaching session focused on a particular skill. The session includes progressions that develop the skill in the game situation. During the session the Coach actively tries to create opportunities to practice and show the Sport4Development outcome.

## C. CONCLUSION

7. **Small Sided Game or Activity**
   To end off the session the Coach sets up a small sided game or a fun activity focused on the sport skill and the Sport4Development outcomes.

8. **Cool down**
   This activity may be followed by some cool down activities.

9. **Closing Team Circle**
   The sessions finish with the closing team circle. The Coach leads a connected conversation. This is an opportunity for the Coach to review the session with the Players. The Coach encourages the Players to reflect and discuss their performance during the training session. In the closing team circle, Players should preferably sit since they may be tired. This is also the final opportunity for the Coach to make an intentional connection between the sport skill outcomes and the Sport4Development outcomes. The Coach must also emphasize how the personal development or Healthy Lifestyle topics could apply in their daily lives.

**Remember**
- Don't **TELL** them.
- **ASK** the Players,
- Don't lecture
- Involve the Players

The closing team circle can finish with a motivational chant similar to that used in the opening team circle.

**In preparing your session you need to ask:**

- When and where will your session take place?
- What is the size of group and what age, phase and stage of development are the Players?
- What equipment and materials do you need?
- What variations can you have to make the exercise more challenging?
- How will you organise the session to ensure all Players have as many contacts with the ball as possible?
- How will you organise the session to create a sense of achievement for all Players?
- How will you organise the session to avoid long breaks or waiting times?

**Problems often happen with sessions when:**

- The Coach does not have a clear focus and objectives for the session
- The Coach fails to involve all the Players
- The Coach fails to keep the attention of the Players

**Player motivation often drops when:**

- The group is too big
- There is restricted available space
- There is limited equipment
- The Coach lacks the ability to handle groups of mixed ability with confidence
- The Coach talks too much
- The Players have too little contact with the ball - in Netball it is advisable to strive for as many practice balls as possible
- The activities are too easy
- There are long waiting times between activities

## NETBALL SKILLS DEVELOPMENT

Netball skills are best developed by progressing from a closed situation where the Player practices the skill in a simple setting with no external influences to being able to practice the skills in a match situation.

### EXAMPLE

In learning to do an overarm pass, Players first pass the ball to themselves before introducing fellow Players and opponents.

The sample sessions in this manual will include a few basic Netball skills such as

- Shooting
- Shoulder Pass
- Chest Pass
- Bounce Pass
- Catching
- Pivot
- Landing
- Attacking
- Defence
- Footwork
- Dodging

The sessions will also include some tactical awareness. The Coach should plan progression into their programmes so that over several weeks we see a development of the skills level of each of the Players.
Another important principle is that of **differentiation**. Not all Players start with the same skill level and different Players' progress at different rates. This means that when organising Netball skills training during a session that although all Players will work on the same skill i.e. blocking, they could work at different stages in the progression of the skill.

When planning sessions the Coach will consider not just the age of the Players, but also their individual skill levels and will choose activities that match the Player's stage of development.

## ADAPTING YOUR SESSIONS TO DIFFERENT AGE GROUPS

Coaches should know Players are at different stages of development depending on their age. They will perform different skills as they grow older. The Sport4Development approach requires that activities are adapted to suit the individual Players. The Coach must ensure that the sports activities and the Sport4Development activities are age appropriate.

The chart below (page 32) will provide guidelines.

Source: BMZ/GIZ

german cooperation
DEUTSCHE ZUSAMMENARBEIT

Implemented by: giz

# DEVELOPMENT OF A PLAYER

## 1 DEVELOPMENT PHASES

### Playful phase
Up to age 9

- Learning from role models examples / imitation
- Basic confidence, focused on coach
- Easy to motivate (self-motivation)
- Very curious
- Spontaneous and sincere
- Very imaginative
- Derive pleasure and enjoyment from playing and moving

SOCIAL AND MENTAL
- Limited concentration and attention
- Highly competitive
- Recognise and show awareness of violence in their social environment

PHYSICAL AND SPORTING
- High levels of expectation, enjoyment and motivation
- Physical capacity and endurance low
- Limited visual field
- Quickly tired
- Focused on own role in game with no tactical vision
- Equality between boys and girls when playing

### First golden age of learning
Up to age 9–10 / 11–12

- Experimenting
- Tolerance of frustration
- Capable of generating own enthusiasm
- Curiosity and desire to learn
- Sensitive to differences between boys and girls
- Great sense of honesty and fairness (up to age 10–11)
- Focused on coach
- Awareness (recognition) of rules
- Interested in comparing themselves and competing with peers
- Development of ability to communicate and of self-awareness

Psychological phase: crisis of egocentrism
- Wider visual field
- Play with others / higher tactical level
- Emergence of different skills
- Equality between boys and girls when playing
- Significant differences in size and weight
- Increasing physical capacity: greater development in terms of speed, force, endurance and coordination
- Recognition of physiological capacity

### Puberty: insecurity and searching
Up to age 13–14 / 15–16

- 'Crushes'
- Search for recognition
- Strong sense of rivalry
- Greater communication and listening skills
- Self-knowledge
- Isolation and conflictive behaviour
- More pronounced bodily activity and aggression
- Mental and psychosocial insecurity
- Can be easily influenced by others / focused on opinion of group
- Initiation to sex and use of drugs and alcohol
- Puberty: strong friendship bonds; search for identity
- Reduced attention span
- Pre-puberty: mental and emotional instability; growing interest in sexuality
- Development of self-confidence / self-esteem
- Development of capacity for reflection
- Victim <–> aggressor

Psychological phase: Self-adulation phase
- Significant differences in size and weight
- More obvious physical differences between boys and girls
- Problems with coordination and motor skills
- Emergence of particular skills
- Increased development of physical capacity: endurance, force, speed, movement and coordination
- High level of tactical and strategic understanding
- Personal appearance: they enjoy the attention of others
- More reliable and responsible
- Breaking norms and rules: risk of committing criminal and violent offences

### Consolidation phase
Up to age 16+

- Sexual activity
- Professional competition
- Professional vision with link to higher education
- Entering working life
- Better communication skills
- Search for independence
- Greater capacity for reflection
- Ability to lead
- Confrontational behaviour
- Deviant behaviour: risk of becoming involved in criminal structures, sexual crimes and vandalism

Psychological phase: 'transition away from egocentrism'
(not all reach this phase; it requires training in core values)
- Physical consolidation:
- Greater physical capacity and stamina
- Greater tactical and strategic ability
- High level of technical knowledge
- Precision in movement and in the game
- Playing to meet specific objectives and in professional competition
- Physical differentiation between the sexes and within the game

## 2 TEACHING OBJECTIVES

DURATION / FREQUENCY OF TRAINING

PHYSICAL CONDITION

60 mins — 1–2 sessions per week
- ENDURANCE
- FORCE
- SPEED
AA
- MOVEMENT
- COORDINATION

70 mins — 2 sessions per week
A
- ENDURANCE
- FORCE
- SPEED
AA
- MOVEMENT
- COORDINATION

80 mins — 2–3 sessions per week
A
- FORCE
AA
- ENDURANCE
- SPEED
AAA
- MOVEMENT
- COORDINATION

90 mins — 3 sessions per week
AAA
- ENDURANCE
- FORCE
- SPEED
- MOVEMENT
- COORDINATION

### SOCIAL SKILLS
- Punctuality
- Honesty
- Ability to show emotions
- Equality between boys and girls
- Enjoyment of being and playing in a group
- Awareness of health / hygiene, nutrition
- Resilience
- Generosity
- Non-violent resolution of conflicts
- Raise awareness of gender differences
- Showing appreciation for others
- Communication skills
- Proactivity / creativity
- Empowerment
- Self-assessment
- Leadership

### SPORTING SKILLS
- Avoid injury to children when playing
- Put across basic idea: to score and prevent opponents from scoring
- Develop and maintain enjoyment of sport and movement
- Encourage boys and girls to play together
- Improve motor coordination
- Introduce basic techniques
- Knowledge of the game in different positions and different situations
- Knowledge of basic tactical principles of attack and defence
- Consolidation and improvement of basic skills
- General technical football skills
- More demanding technical skills (dynamic)
- Apply skills when playing under time pressure and pressure from opponents
- Apply and consolidate individual / group tactics and responses in defensive and attacking play
- Establish best playing position based on individual strengths (defensive or offensive)
- Formations
- Game plans
- Perfecting skills
- Technical refinement at speed, with time pressure and pressure from opponents (dynamic techniques)
- Use in competitive situations
- Tactical training in position on field
- Specialised individual and group training
- Wide-ranging application
- Tactical stabilisation of team behaviours
- Formations
- New approaches / adjustments
- Variations
- Precision

EMPATHY · DISCIPLINE · CONFIDENCE · RESPECT AND TOLERANCE · CLEAN/FAIR PLAY

- Knowledge of processes involved in group dynamics
- Communication skills
- 'Life plan' / personal care
- Willingness to reach agreements
- Proactivity and creativity
- Rights and duties
- Self-assessment
- Leadership
- Proactivity
- Professional vision
- Healthy habits
- Awareness of gender
- Commitment and perseverence
- Self-assessment / reflection
- Education in sexual health and reproductive rights
- Prevention of crime and violence
- Preventing the consumption of drugs and alcohol
- Communication skills

## 3 METHODOLOGY

TRAINING PRINCIPLES → METHOD → TYPES

PRINCIPLES

**PRINCIPLES:**
- Coach as source of encouragement and role model
- 'Small feet – small pitch', small groups, narrow goal area
- Boys and girls play together
- Simple objectives and exercises
- Observe and respect children's emotions

**METHOD:**
- Exercises with a lot of movement / focus on enjoyment
- Exercises in small groups and in pairs
- Describe and introduce exercises with help of amusing stories
- Coaches take active part in exercises
- Coaches monitor individual development and emotions displayed by children

**TYPES OF GAME:**
- 4 x 4, groups and small pitch
- Tournaments with a winner at the end of the session / not based on league system

**PRINCIPLES:**
- Coach as teacher and role model: respect for rules, responsibility, identity and team spirit, solidarity within group
- Progressive exercises: from easy to complex

**METHOD:**
- Insert (individual) concentration exercises and group dynamics focused on play and enjoyment; include tournaments and rivalry
- Coach encourages children to express emotions
- Change tasks and roles (referee, assistant coach) to foster development of empathy
- Working together in group to establish norms and rules of behaviour; introduce rituals
- Assign 'tasks' to children (e.g. identify places of risk on their way home; observe social situations)

**TYPES OF GAME:**
- 'Football 3' phases
- Boys and girls play together

**PRINCIPLES:**
- Coach as expert and role model
- Sporting development: solving complex game situations
- Encourage communication skills, leadership, empathy, respect, tolerance

**METHOD:**
- Gradually increase complexity of game and group training
- Children work out own training blocks independently
- Children agree rules and norms between themselves and decide how to monitor them; sanctions for breaking the rules
- Young people organise events / tournaments
- Identifying community needs and organising community-based activities

**TYPES OF GAME:**
- Tournaments on small and full-size pitch
- League system and tournaments

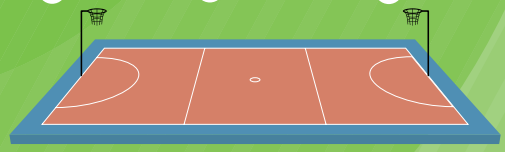
**PRINCIPLES:**
- Coach as friend and role model
- Highly complex nature of the game: strengthening of tactical and strategic understanding
- Develop ability to take decisions, communication and leadership skills, responsibility and reliability

**METHOD:**
- Match-related exercises in tactical blocks (interspersе attack and defense)
- Complex match situations and objectives
- Exercises under time pressure and in stressful situations
- More extensive comparison and rivalry with other clubs, vision extends beyond the local area
- Development of skills for independent conflict resolution

- Recognition of complex and abstract relationships
- Self-organisation
- Identifying community needs and organising community-based activities

**TYPES OF GAME:**
- Tournaments on full-size pitches
- League system and tournaments

A LOW INTENSITY AS PART OF SYSTEMATIC TRAINING
AA MODERATE INTENSITY AS PART OF SYSTEMATIC TRAINING
AAA HIGH INTENSITY AS PART OF SYSTEMATIC TRAINING



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CHAPTER

# 5

SPORT4DEVELOPMENT OUTCOMES WITH PRACTICAL SESSIONS

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The Sport4Development outcomes are divided into two main parts. In the first section we focus on **Personal Development and Life Skills**. In the second section we focus on **Healthy Lifestyle themes**.

Coaches do not have to include all the elements, i.e. sports skills, personal development or Life Skills and Healthy Lifestyle topics into the sessions. Do not take the focus away from a quality Coaching session. As you and the Players gain experience and become comfortable with the approach, you will develop a good understanding how much developmental outcomes you can include without boring the Players. Sometimes there will be a natural link between a personal skill and Healthy Lifestyle topic. Example: Communication is a cross cutting skill applicable to many Healthy Lifestyle topics e.g. HIV/Aids, relationships, sex and gender.

The best way to integrate the developmental outcomes into the session is to give the Players opportunities to show and practice the outcomes alongside the sport skill. E.g. the sport skill is passing and the developmental outcome is verbal communication. Create exercises during the session where Players have to communicate with each other to achieve a sporting goal. Alternately create an exercise where they may not communicate verbally with each other. They can then reflect on the value of verbal and non-verbal communication.

There are many skills which young people need to cope with life. This manual only makes a selection of key personal development skills that will help the young people in the development process. It is important to refer to the Life Skills Curriculum of the school and to explore other sources for more possible topics. The Coach needs to steadily revise the local needs and keep up-to date on required topics.

PERSONAL DEVELOPMENT AND LIFE SKILLS | 1. Planning and Preparation

**TOPIC** **GETTING FREE**

60-90

**Key Messages/Discussion points**

1. Young sports people must plan to be successful in sport and in life.
2. They come to the Netball court ready and willing to perform to the best of their ability.
3. They come committed and ready to support their team.
4. They come on time. Punctuality is often a problem amongst young people. The Coach should constantly remind Players that coming late is a terrible habit and results from poor preparation and planning.

**TIPS – How to integrate?**

- Compliment all Players who come on time, dressed properly.
- Have a competition, award points for punctuality and readiness. E.g. 3 points 30 minutes before the time, 2 points–15 minutes. 1 point 5 minutes or less. Similarly Players lose points for coming late. Keep a table over the season and have annual awards.
- Discuss the reasons Players are late in the opening or closing circle. Ask the Players to reflect what they think the consequences of late coming would be in real life. E.g. late for a job interview, late for a Netball match.
- Create opportunities for Players to do drills without planning, then with planning. Reflect if planning improved their performance.

## PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players understand the importance of planning, preparation and being ready on the Netball court and in life.
- Players understand that these are skills that can be learnt and practiced.

## NETBALL OUTCOMES

- Players learn different ways of getting free
- Learn/improve basic footwork and passing skills
- Learn/improve movement towards the ball
- Understand the relationship between a good pass and an effective attack
- Understand that importance of preparation and good timing

## OPENING TEAM CIRCLE

6-8

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

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

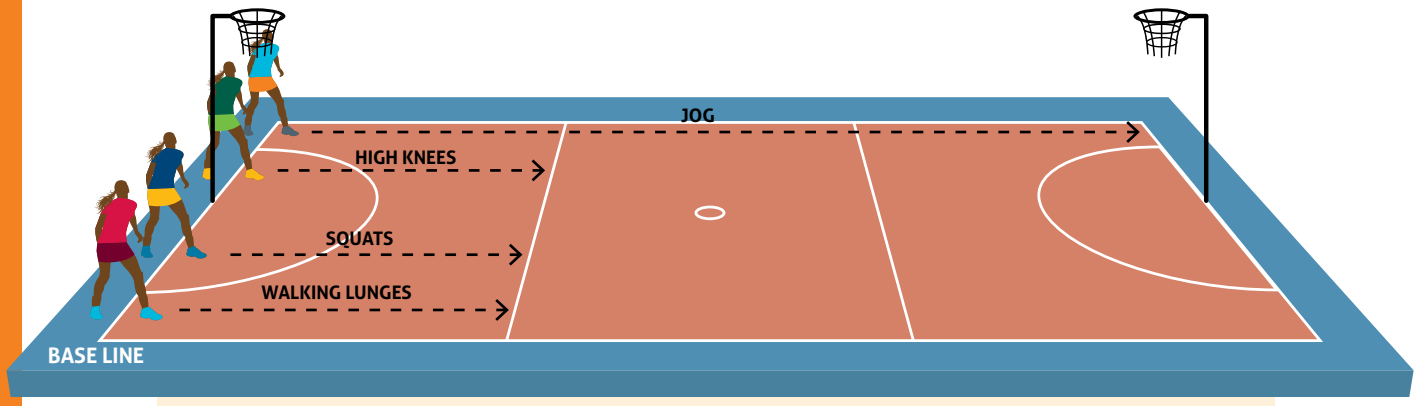
**Step 3: The Coach EXPLAINS** the outcomes for the session.

PERSONAL DEVELOPMENT AND LIFE SKILLS | 1. Planning and Preparation

## WARM UP — GETTING FREE

**Key**

Player Movement - - →




## EQUIPMENT

- Balls (preferably one ball per Player)
- Whistle
- Cones (colour spots is preferable)
- Stop watch

## SET UP

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

## ACTIVITY

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

## TIPS FOR THE COACH

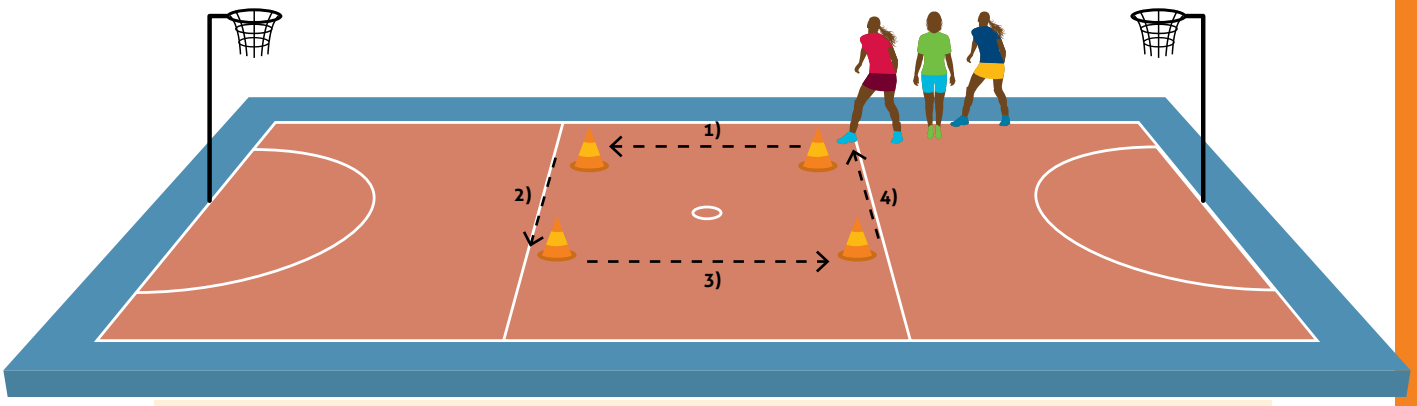
- Depending on the skill levels of the Players, the Coach should emphasise various technical components, such as:
  - » Knees should not extend over the toes (during lunges or squads)
  - » Knees soft, i.e. slightly bent
  - » When turning at the lines during shuttles ensure that it is a sharp change of direction

## MAIN PART 1 GETTING FREE

**Key**

Player Movement - - →

10-15




### EQUIPMENT

Balls

Cones

### SET UP

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

### ACTIVITY 1

1. Players start at one cone.
2. Facing the same direction, the Player moves with small steps to from cone to cone:
   - » 1) sideways to the right
   - » 2) small steps forward
   - » 3) sideways to the left
   - » 4) small steps backwards

### TIPS FOR THE COACH

- Player should look ahead and not at their feet.
- Knees should be slightly bent (soft knees).
- Move arms to increase speed of movement.

PERSONAL DEVELOPMENT AND LIFE SKILLS | 1. Planning and Preparation

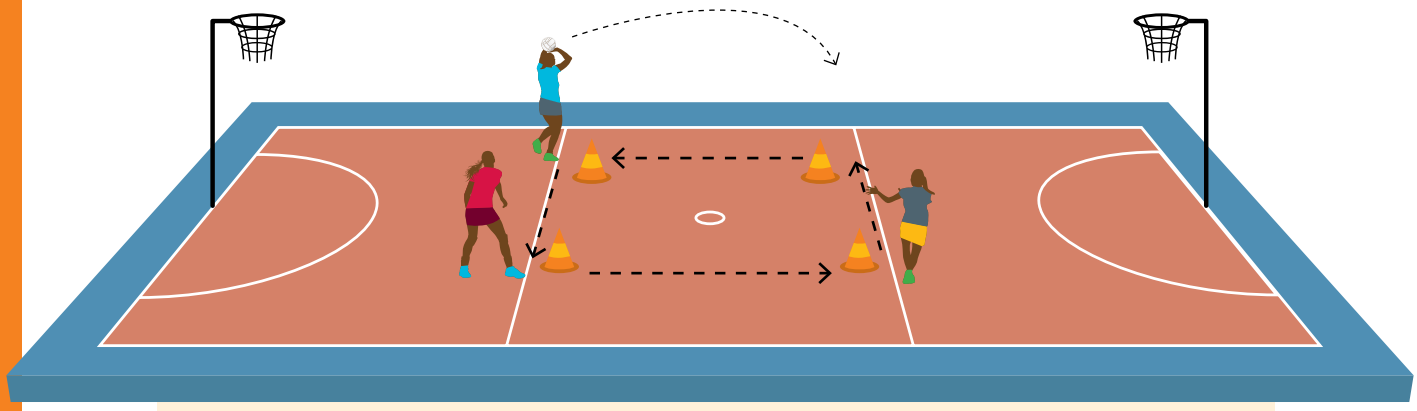
## MAIN PART 1 GETTING FREE

10-15

**Key**

Player Movement – – →

Ball Direction ⤳



### EQUIPMENT

Balls

Cones

### SET UP

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

### ACTIVITY 2

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

### TIPS FOR THE COACH

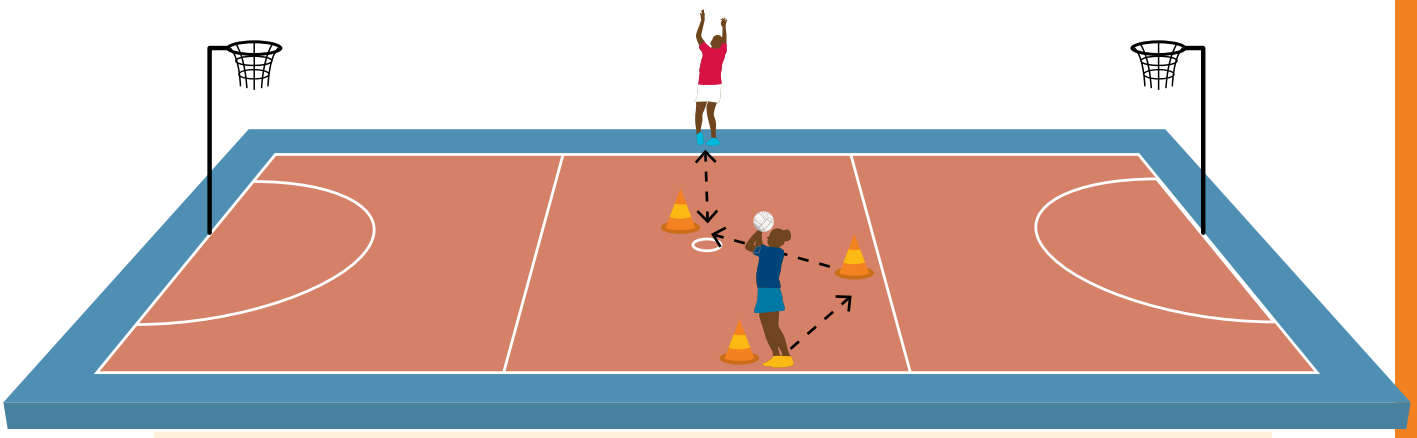
- The Player passing the ball:
  - » 1) Should focus on ball placement so that the receiver collects the ball on extension i.e. the ball is placed in front of them so that they move into the ball.
  - » 2) Therefore, timing is important – the Player throwing the ball should do so before the receiving Player reaches the cone.
- The receiver:
  - » 1) Needs to turn quickly and look over their shoulders as soon as they can. Then their hips and feet will follow.
  - » 2) Players need to practice turning in and turning out (when catching the ball, turning to face the next pass. This involves turning on different feet and weight transfer. In the game, the way a Player turns depends on where the defender is, therefore they should be able to do it on both feet.

## MAIN PART 2 GETTING FREE

**Key**

Player Movement - - →

10-15



### EQUIPMENT

Balls

Cones

### SET UP

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

### ACTIVITY 1
### CHANGE OF DIRECTION

1. Worker runs out towards a cone, changes direction and sprints to receive a pass from the feeder.
2. Players do this 10 times and change, after both have done this, they change the cone direction and do it on the other side as well.

### TIPS FOR THE COACH

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

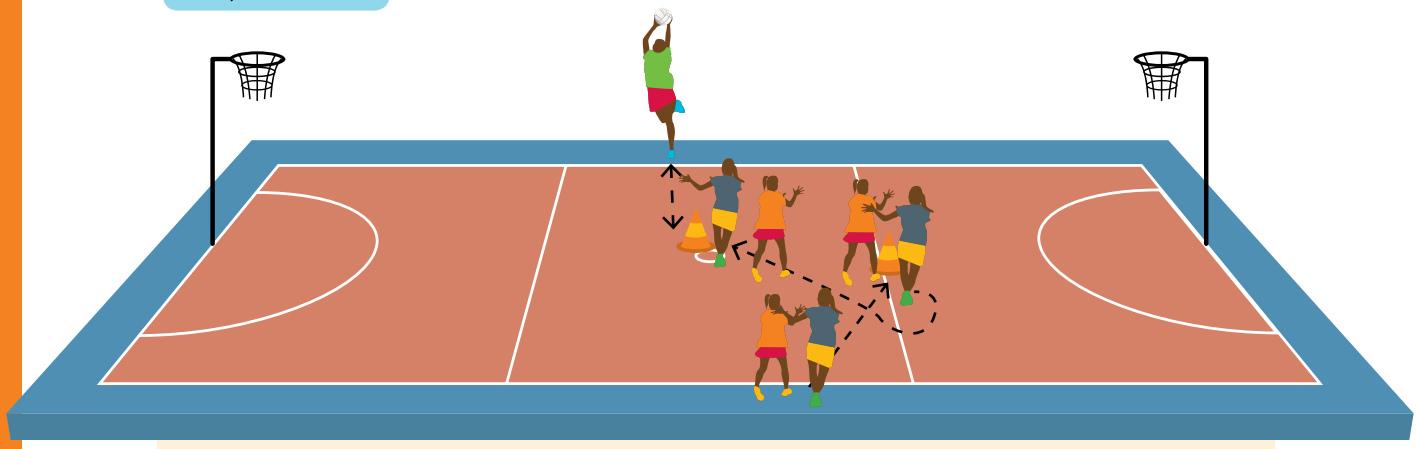
PERSONAL DEVELOPMENT AND LIFE SKILLS | 1. Planning and Preparation

## MAIN PART 2 GETTING FREE

10-15

**Key**

Player Movement – – →



## EQUIPMENT

Balls, Cones

## SET UP

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

## ACTIVITY 2

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

## TIPS FOR THE COACH

- Players should be running at a high intensity and the focus should be on the change of direction and pace of the attacker.
- Ensure Players are balanced as they roll and are ready to receive the ball (heads up and hands ready).
- The initial run forward should be convincing in order to 'sell' the move and send the defender in the wrong direction.

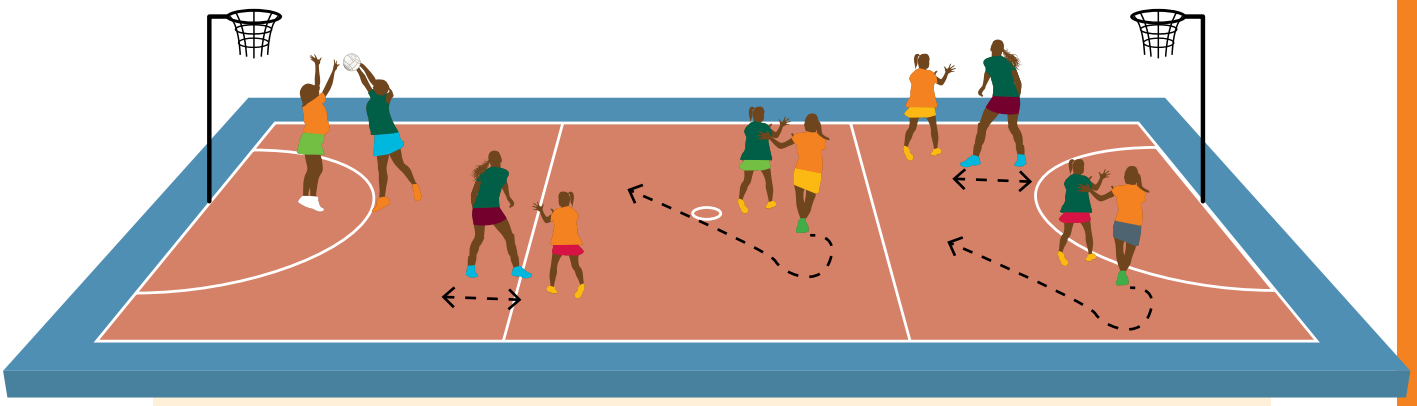
- **How to do the full roll** (this they can practice before doing the activity):
  - » Player runs to the cone (which is placed to the right of them). When they reach the cone, they place the foot closest to the cone next to it, stop, turn their back to the cone, push off and run towards the person with the ball. After practising it without a defender, let them walk it with a person before starting with the activity. Again, let the Players discuss the movement amongst themselves (link with life skill), rehearse, make sure they understand and the Coach assists where necessary.

## CONCLUSION GETTING FREE

**Key**

Player Movement - - →

15-20



### EQUIPMENT

- Balls
- Bibs (two sets)
- Netball court
- Whistle

### SET UP

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

### ACTIVITY

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

### TIPS FOR THE COACH

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 1. Planning and Preparation

**TOPIC** **GETTING FREE**

## COOL DOWN

- Players jog the length of the court twice.
- Players walk the length of the court once (return to base line).
- Players form a circle and do stationary stretches of the muscles of the body (neck to ankles).

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they learnt about the Netball skills. Ask them to list a few key points about getting free.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Ask the Players to reflect on discussing and planning some of the activities. Let them reflect on whether planning helped them to do the activities better.

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

**Step 3: The Coach FACILITATES** a short discussion by asking them what they think they should practically to plan, prepare so that their lives are successful.

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 2. Motivation, Focus, Discipline

**TOPIC** **FOOTWORK & BALL SKILLS**

**Key Messages/Discussion points**

1. Players must remain motivated, focused and disciplined to keep going even in difficult situations.
2. If a Player loses motivation or focus during the game, it will have negative consequences for the team.
3. Similarly in school and in life young people must remain motivated and focused, in spite of the challenges they may face.

**TIPS – How to integrate?**

- Create opportunities for Players to distract each other. Reflect on how distractions impact their performance.
- Encourage active focusing skills.
- Create opportunities for Players to motivate each other.
- Get the Players to make up war cries, or a team chant, or a team song.

## PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn to keep going, even when the going gets tough.

## NETBALL OUTCOMES

- Learn to execute basic netball skills under pressure.

## OPENING TEAM CIRCLE

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

**Step 2: The Players SHARE** any important experience in their lives during the last week e.g. bereavement, a sporting achievement, an achievement in the classroom, a disappointment etc.

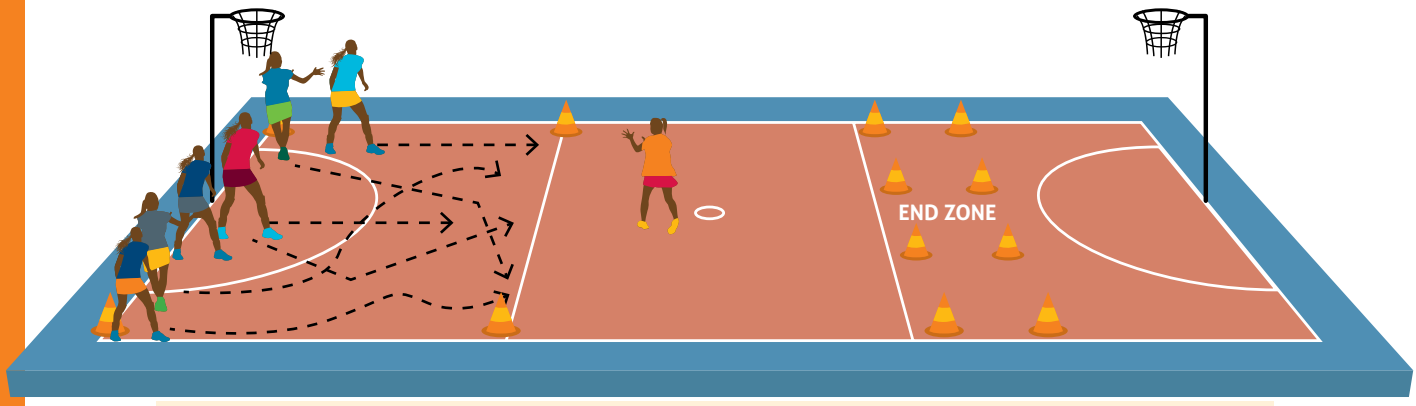
**Step 3: The Coach EXPLAINS** the outcomes for the session.

PERSONAL DEVELOPMENT AND LIFE SKILLS | 2. Motivation, Focus, Discipline

# WARM UP FOOTWORK & BALL SKILLS

**Key**

Player Movement – – →




## EQUIPMENT

- Balls
- Bibs
- Cones
- Whistle and Stop watch

## SET UP

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

## ACTIVITY

1. The aim is for all the other Players to run and get past the catcher into the end zone without being caught - the last Player still active is the winner.
2. The catcher must try and catch as many Players as possible before they reach the end zone.

**Rules**

- If a Player is caught by the catcher, they then become a catcher (have to put on a bib as well) and start this role on the line for the next run back.
- Players must not go outside of the coned area.
- Once a Player has reached the end zone line they must wait there until the Coach signals they may try to run back once all Players have attempted to run across.
- Players can only wait a maximum of 5 seconds after the Coach signals they can run from the end zone line - if they do not move after this time they automatically become a catcher.

## PROGRESSION

1. Players have to run as soon as the Coach signals.
2. Smaller working area – less space to move (harder for attackers).
3. Give Players a ball between the group they have to look after it and get it to the other side by passing the ball between them. Only the person holding the ball can be tagged.
4. More catchers to start with - extra pressure.
5. Ball in pairs have to get to the end zone – harder for the catcher (defence).

## TIPS FOR THE COACH

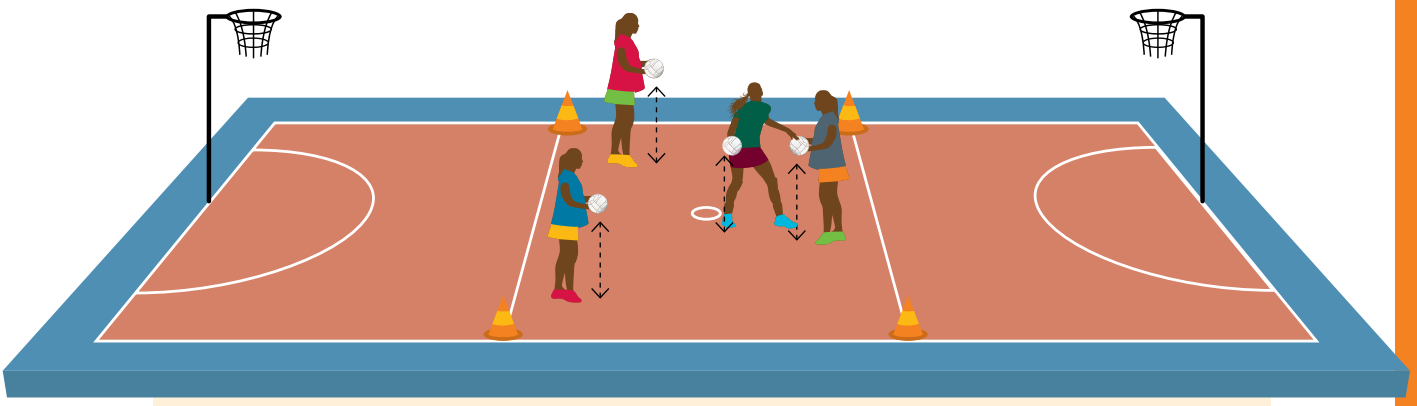
- Encourage attacking Players to explore different methods of getting free (based on session 1's activities)
- The catcher (defender) needs to be encouraged to use tactics in order to catch Players successfully. Do they home in on one Player or a group of Players?
- Get them to think about their body positioning and being prepared and on their toes.
- The catcher needs to use her peripheral vision if balls are added into the game - this will be vital when working with your team later in the session to develop a successful zone defence.
- Link to the personal development/ life skill e.g. 'remain focused', 'concentrate', etc.

# MAIN PART 1 FOOTWORK & BALL SKILLS

**Key**

Ball Direction

10-15



## EQUIPMENT

Balls (1 per Player)

Cones

## SET UP

1. Divide Players into groups of 4 to 5.
2. Section off half of one of the thirds for the groups.
3. Each Player will have a ball.

## ACTIVITY 1

1. Players bounce their balls whilst walking around the area.
2. While bouncing and moving around, they try to knock the other Players' balls away.
3. The last Player with a ball wins.

## TIPS FOR THE COACH

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 2. Motivation, Focus, Discipline

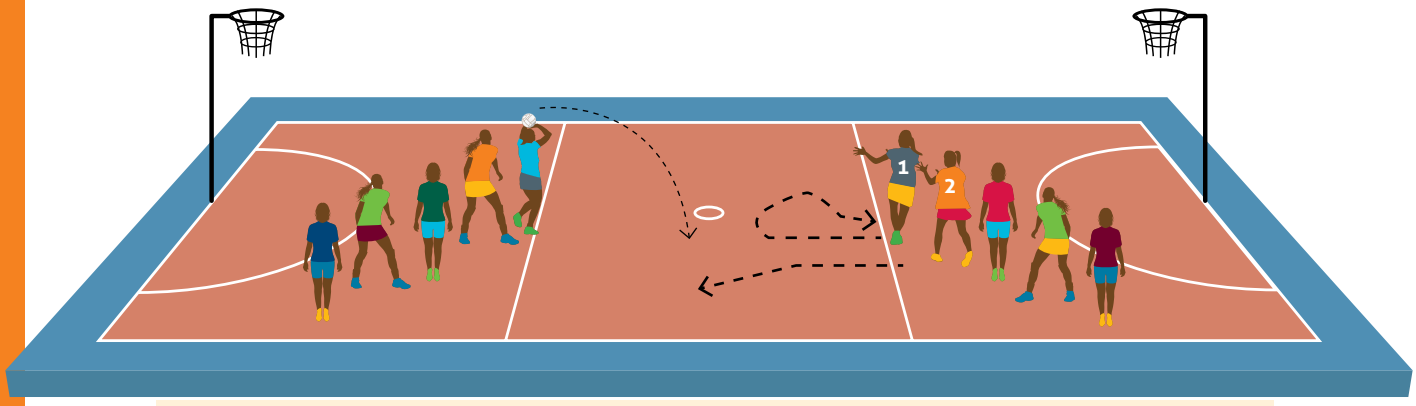
# MAIN PART 2 FOOTWORK & BALL SKILLS

10-15

**Key**

Player Movement – – →

Ball Direction ⤳




## EQUIPMENT

Ball

Netball court

## SET UP

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

## ACTIVITY 2

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

## PROGRESSION

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

## TIPS FOR THE COACH

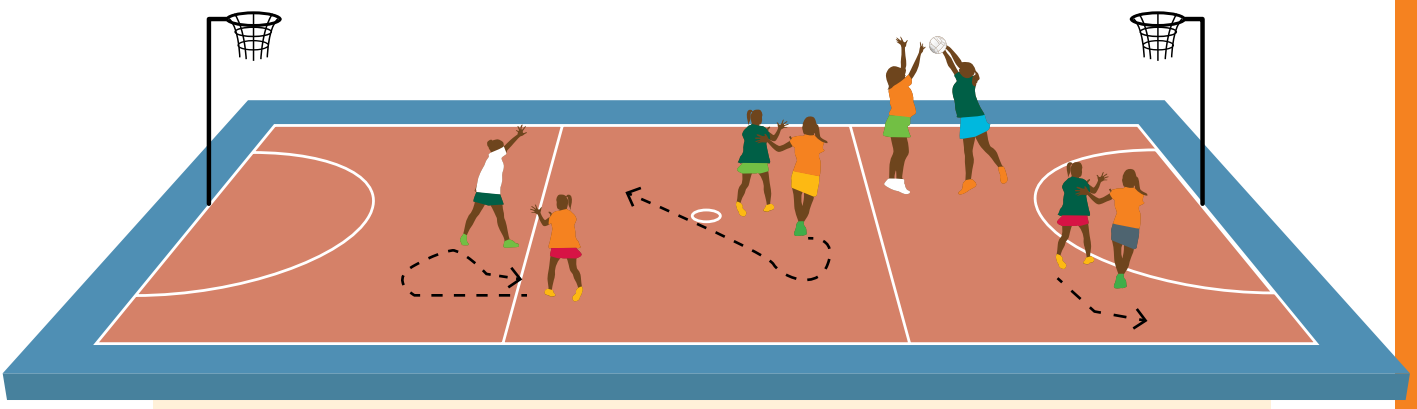
- Players should focus on the ball placement. The ball must be passed into the space in front of the receiving Player so that the momentum of the ball assists in the turning of the Player.
- Focus on the landing of the Player.
- Player 1 should change direction quickly in order to receive the ball as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

# CONCLUSION FOOTWORK & BALL SKILLS

**Key**

Player Movement – – →

15-20



## EQUIPMENT

- Balls
- Bibs (two sets)
- Netball court

## SET UP

1. Players get divided into two teams (minimum of 5, maximum of 7 Players per team).

## ACTIVITY

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

## TIPS FOR THE COACH

- Apply the rules of the game.
- Explain that the last activity (the lead) does not require Players to stand close to each other, but the general principle of one Player in front of the other should be used.
- Encourage Players to apply lessons learnt in session 1 and 2.

PERSONAL DEVELOPMENT AND LIFE SKILLS | 2. Motivation, Focus, Discipline

**TOPIC** **FOOTWORK & BALL SKILLS**

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they learnt about the Netball skills. Ask them to list a few key points about getting free.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Ask the Players to reflect on what happens in life when they are not focussed on the task at hand.

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

**Step 3: The Coach FACILITATES** a short discussion by asking them what they think they should do to improve their motivation, focus and discipline in life.

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 3. Self-discipline

**TOPIC** PASSING CONTROL AND ACCURACY

**Key Messages/Discussion points**

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

**TIPS – How to integrate?**

- Ask the Players to reflect on their own and each other's strengths and weaknesses in the Netball skill. E.g. who are the better catchers, shooters, defenders?
- In the opening or closing circle ask them to reflect on their personal strengths and weaknesses.

**EXAMPLE** I am good at communicating, drawing, etc. I must improve my listening skills, etc.

- Let the Players reflect how they can support each other and complement each other's strengths and weaknesses, both on and off the Netball court.

## PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn that they need to take responsibility for their own development.

## NETBALL OUTCOMES

- Decision making and passing/catching under pressure.
- Intercepting and dictating play.

## OPENING TEAM CIRCLE

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

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

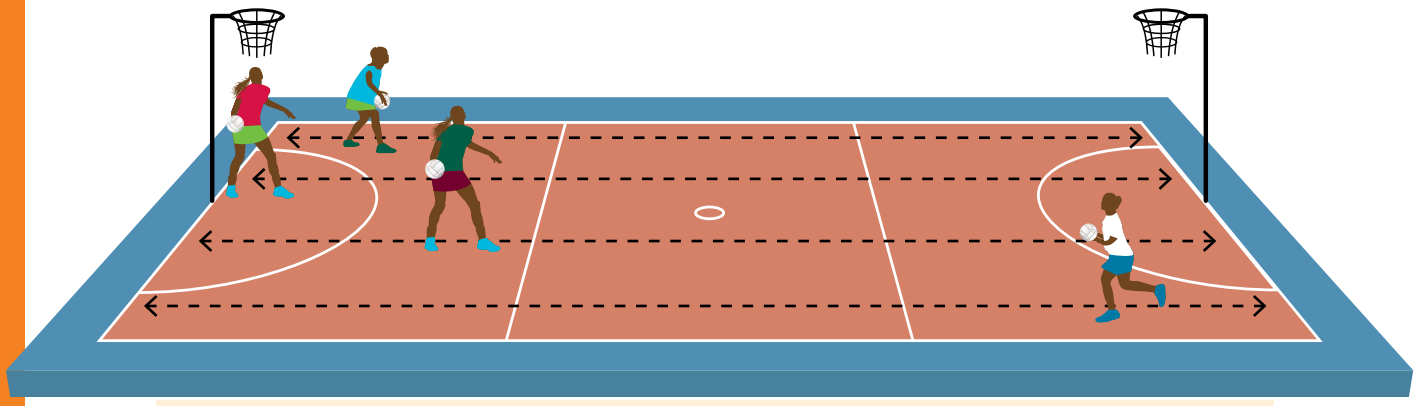
**Step 3: The Coach EXPLAINS** that the drills learnt in this session can also be practiced at home, in their own time but this will require self-discipline.

PERSONAL DEVELOPMENT AND LIFE SKILLS | 3. Self-discipline

## WARM UP PASSING CONTROL AND ACCURACY

**Key**

Player Movement



### EQUIPMENT

Balls (1 ball per Player)

### SET UP

1. Players line up on the base line with their balls.

### ACTIVITY

1. Every Player runs up and down the length of the court bouncing the ball.

- **Stretching:**
  - » Ensure that Players stretch sufficiently before the activities start.

### TIPS FOR THE COACH

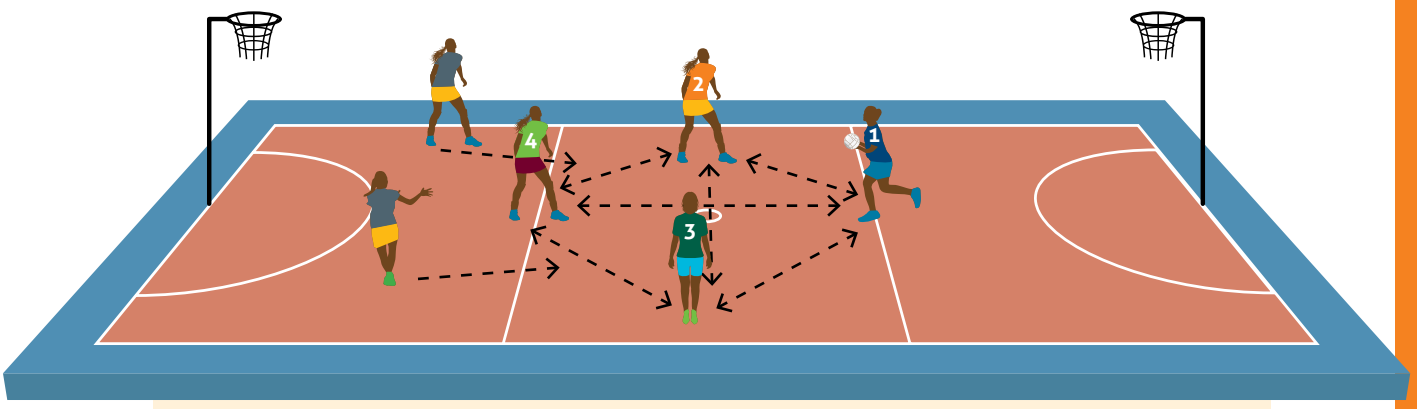
- The Players must learn to control of the ball using both hands.
- Players must bounce the ball using only their right hand in one direction and their left on the way back.
- Players should try and keep their eyes off the ground.

## MAIN PART 1 PASSING CONTROL AND ACCURACY

15-20

**Key**

Player Movement




### EQUIPMENT

Balls (1 per group)

### SET UP

1. Players work in groups of 6.
2. 4 Players (feeders) set up in a diamond.
3. 2 workers (defenders) position behind one of the Players.

### ACTIVITY 1
### DECISION MAKING AND PASSING/CATCHING UNDER PRESSURE

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

### PROGRESSION

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

### TIPS FOR THE COACH

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

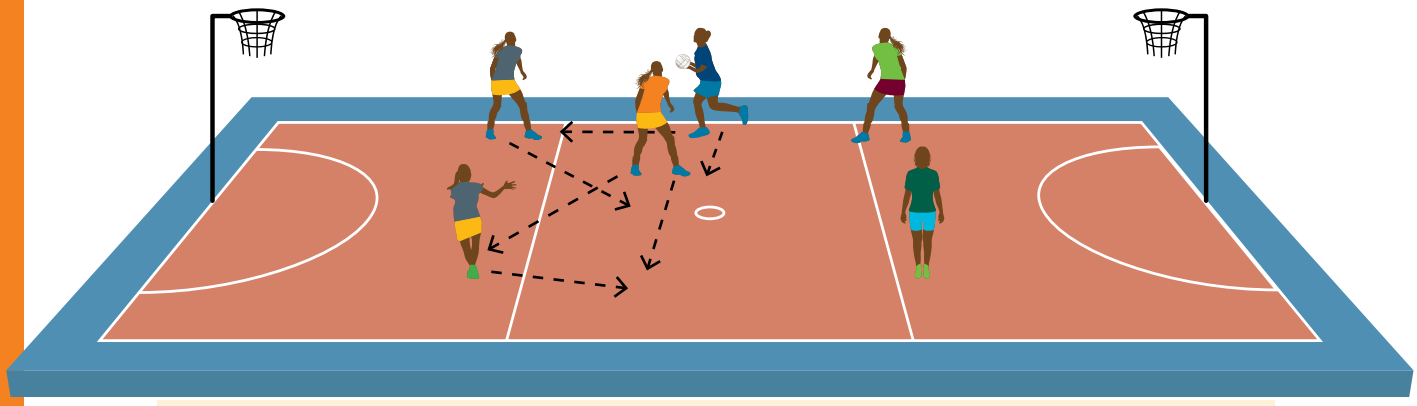
PERSONAL DEVELOPMENT AND LIFE SKILLS | 3. Self-discipline

## MAIN PART 2 PASSING CONTROL AND ACCURACY

15-20

**Key**

Player Movement – – →



### EQUIPMENT

Balls (1 per group)

### SET UP

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

### ACTIVITY 2
### INTERCEPTING AND DICTATING PLAY

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

### TIPS FOR THE COACH

- Make sure if the defender misses the intercept that they get their arms up immediately to prevent the attacker passing.
- Once the attacker has offloaded to the first feeder the defender should step across and in between the feeder and attacker to direct the attacker away.
- If the defender is using a face method of defending then they should angle themselves to the ball and the attacker:
  - » They should step across the attacker, allow her whilst still facing her until 2.5 sec then open up (180º) and move back with her for the intercept
- The defender needs to move back before making a jump, if they jump too soon then it gives the attackers time to move (defenders should stay grounded as much as possible).
- If the defender gets stuck behind the passing then they should overrun ahead and cut back in.

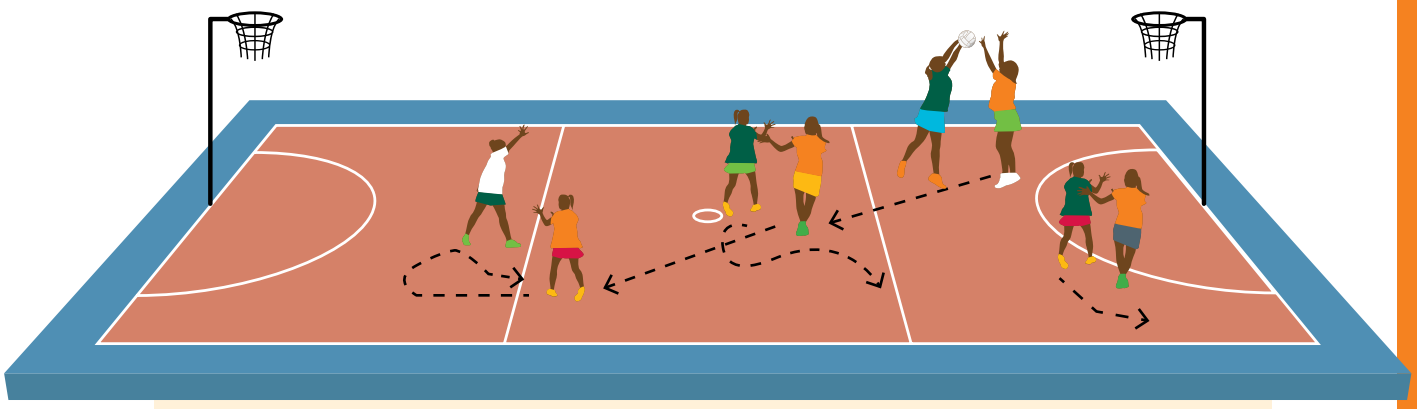
- Compare different defensive styles (face-to-face vs. side-on)
  - » ***Face marking:*** The defender can see the attacker for longer (should not turn their back completely – should be able to see the attacker and the ball at all times).
  - » ***Side on (T-Defence – keeping the attacker on their back):*** the defender can see the whole court and intercept passes to other places.

## CONCLUSION PASSING CONTROL AND ACCURACY

15-20

**Key**

Player Movement



### EQUIPMENT

- Balls
- Bibs (two sets)
- Netball court

### SET UP

1. Players get divided into two teams (minimum of 5, maximum of 7 Players per team).

### ACTIVITY

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

### TIPS FOR THE COACH

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 3. Self-discipline

**TOPIC PASSING CONTROL AND ACCURACY**

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to identify one positive thing in the training session as a take-home.
- The link between the **sport skill** and the **Personal Development/Life Skills outcome**. Have a discussion about the importance of taking responsibility for their own development, in Netball and in life.

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

**Step 3: The Coach ENCOURAGES** them to practice at home, in their own time.

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

PERSONAL DEVELOPMENT AND LIFE SKILLS

# 4. Goal Setting

**TOPIC** **DEFENDING**

60-90

**Key Messages/Discussion points**

1. Set realistic goals in sport and in life.
2. Distinguish between short term, medium term and long term goals.
3. Understand the importance of setting SMART goals.
4. Understand that you must take SMART actions if you want to achieve your goals. E.g.
   - » If you want to become a good Netball Player, then you must attend training and practice regularly.
   - » If you want to get a good pass mark, then you must study and do your homework and assignments.

S – Specific
M – Measurable
A – Achievable
R – Realistic
T – Time bound

**TIPS – How to integrate?**

- Create opportunities for the Players to set and achieve SMART goals. For example, get the maximum number of points by shooting goals from varying distances in a set time, involving all in the group.
- In the opening and closing circles, get Players to share personal goals with the group and reflect on these goals as the season progresses.

## PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn about short and long term goal setting.

## NETBALL OUTCOMES

- Players learn to defend effectively.

## OPENING TEAM CIRCLE

6-8

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

**Step 2: Each Player SHARES** their vision of what the team can achieve in that season.

**Step 3: The Coach EXPLAINS** that the session is intended to be the start of a journey for the team and the Players.

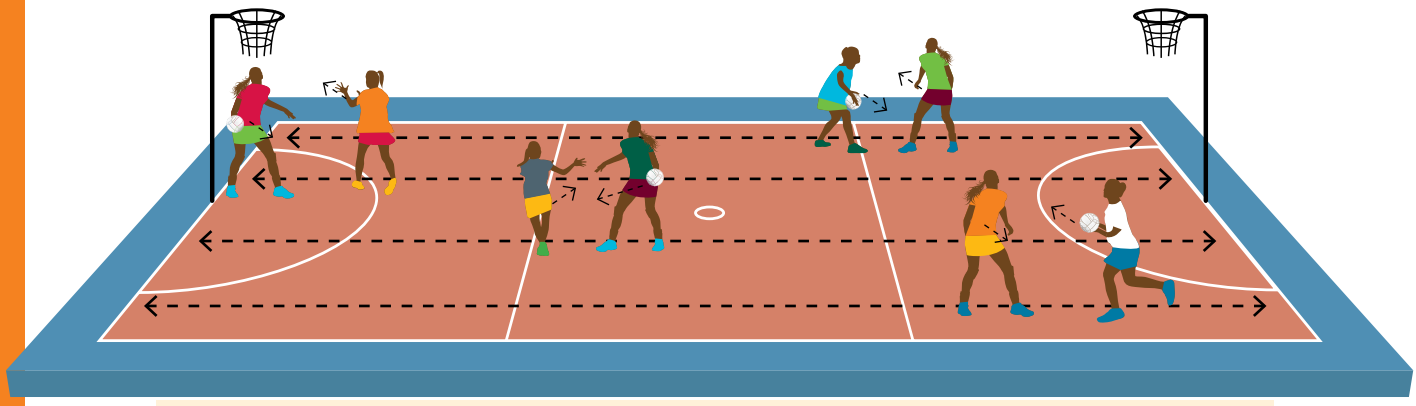
PERSONAL DEVELOPMENT AND LIFE SKILLS | 4. Goal Setting

## WARM UP DEFENDING

**Key**

Player Movement – – →

Ball Direction ↘ ↖



### EQUIPMENT

- Balls (1 ball for each pair of Players)
- Skipping rope (1 per two Players)

### ACTIVITY

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

### PROGRESSION

1. The feeder should try to mask where they're going to pass the ball by faking the pass.

### TIPS FOR THE COACH

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

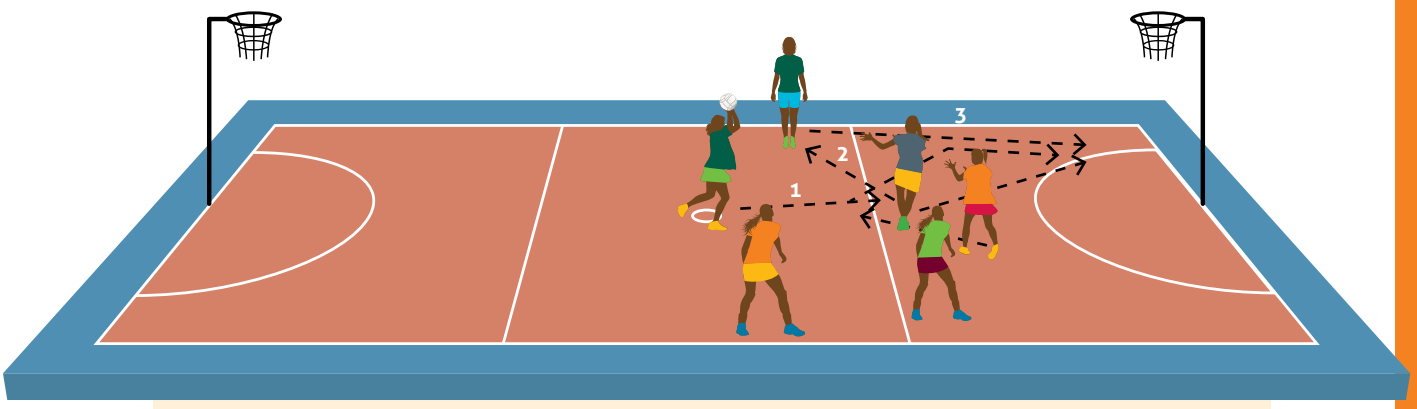
PERSONAL DEVELOPMENT AND LIFE SKILLS | 4. Goal Setting

MAIN PART | DEFENDING

15-20

**Key**

Player Movement




## EQUIPMENT

Balls (1 per group of 5)

## SET UP

1. Groups use one half of the court.

## ACTIVITY 1

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

## TIPS FOR THE COACH

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

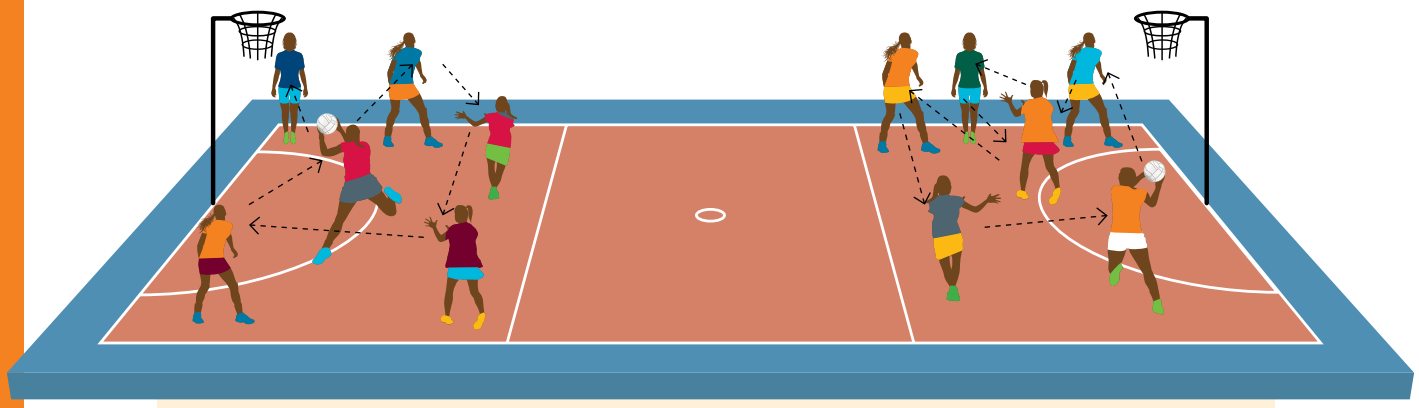
PERSONAL DEVELOPMENT AND LIFE SKILLS | 4. Goal Setting

## CONCLUSION DEFENDING

15-20

**Key**

Ball Direction ----->



### EQUIPMENT

- Balls
- Bibs (two sets)
- Netball court

### SET UP

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

### ACTIVITY

1. One team starts with the ball and tries to make 10 consecutive passes.
2. The other team can send 1 or 2 Players across to try and win the ball for their side.
3. If the other team wins possession back for their team the roles in to reverse in other area (10 passes scores a point).

### PROGRESSION

1. Change the number of passes needed to score.
2. Vary the number of defenders used.
3. Change rules to limit the passing so the ball cannot go back to the Player you've received from.

### TIPS FOR THE COACH

- Encourage Players to communicate with one another to ensure they keep possession of the ball.
- Try to get Players to choose the correct pass for the situation i.e. if there is not a defender between the ball and the team mate, use chest passes over a short distance, etc.

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- Share the scores on the skills drills with the Players and agree on the areas that could be improved. Set improvement targets that are realistic, are beyond the immediate performance of all the Players, and agree on a time in which to achieve them.
- The link between the sport skill and the life skill. Ask the Players where, in their lives outside of Netball, such setting of goals could help them.

**Step 2: The Players SHARE** their single, best moment in the training session and explain why.

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

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 5. Observe, Reflect, Decide, Act

**TOPIC** **PASSING FROM THE SIDE**

60-90

**Key Messages/Discussion points**

1. Understand their situation and be able to make important decisions.
2. To 'Observe' is about gathering information:
3. Example: information about yourself, your teammates, your opponents.
4. To 'Reflect' is about processing the information and understanding what options are available.
5. To 'Decide'–chose the best option, make the best possible decision.
6. To 'Act'–Implement your decision.
7. This method can also deal with everyday challenges they face.
8. Understand the importance of learning from mistakes and constantly improving the decision-making.

**TIPS – How to integrate?**

- Create scenarios during the training session in which the Players have to exercise the skills above. E.g. After a few minutes of a small sided game, stop the play and allow the groups opportunities to reflect on their observations, change and implement their decisions.

## PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players recognize that all situations are not the same.
- Players learn to make a judgement call, based on the circumstances.
- Players take the appropriate action based on the circumstances

## NETBALL OUTCOMES

- Players practice split second decision-making.
- Players learn to pass the ball under pressure.

## OPENING TEAM CIRCLE

6-8

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

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

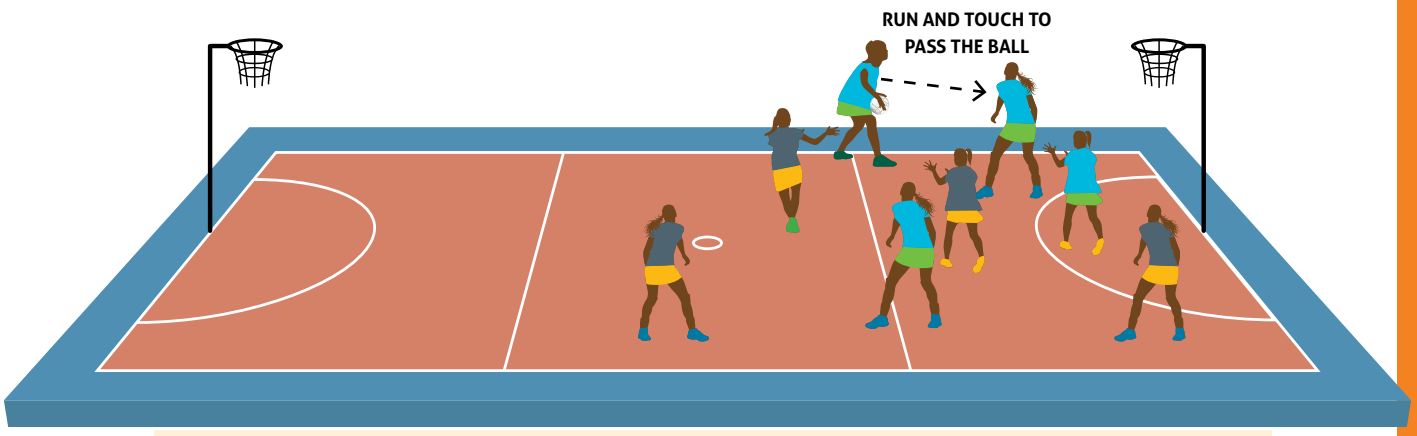
**Step 3: The Coach EXPLAINS** the Personal Development/ life skills and sport skills outcomes for the session.

## WARM UP PASSING FROM THE SIDE

6-8

**Key**

Player Movement - - →




### EQUIPMENT

- Balls (1 ball for each pair of Players)
- Bibs

### SET UP

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

### ACTIVITY

1. For warm-up the teams play touch-rugby, using a netball ball.
2. Teams play over the width of the court.

### TIPS FOR THE COACH

- Game starts out as a normal touch-rugby game.
- Ensure that all Players participate and is actively involved in the game.

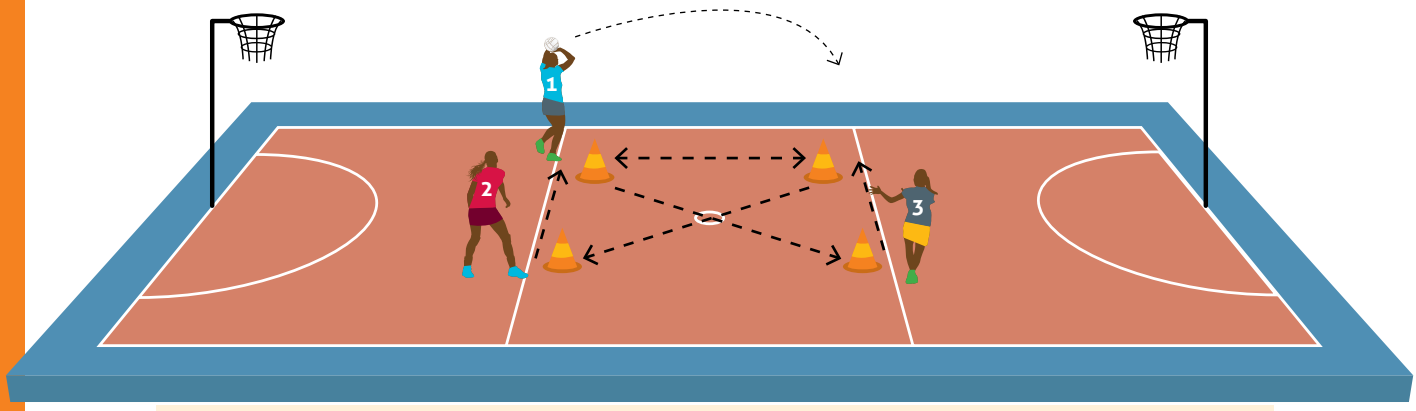
PERSONAL DEVELOPMENT AND LIFE SKILLS | 5. Observe, Reflect, Decide, Act

## MAIN PART 1 PASSING FROM THE SIDE

**Key**

Player Movement – – →

Ball Direction ⤵




### EQUIPMENT

- Balls
- Cones / Colour Spots

### SET UP

1. Players work in groups of 3 with 1 ball.
2. 4 cones / colour spots are used to make a small square for the group to work in.
3. Each Player takes up position at a cone / colour spot.

### ACTIVITY 1
### SPACE AWARENESS, REACTION TIME

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

### TIPS FOR THE COACH

- Players should receive ball in the open space.
- The Player with the ball should not wait for the Player to be in the space before passing the ball.
- The Player need to clear the space immediately after passing the ball.
- Players need to be aware of the movement of their team mates and should communicate with each other.
- Start slowly and increase the pace.

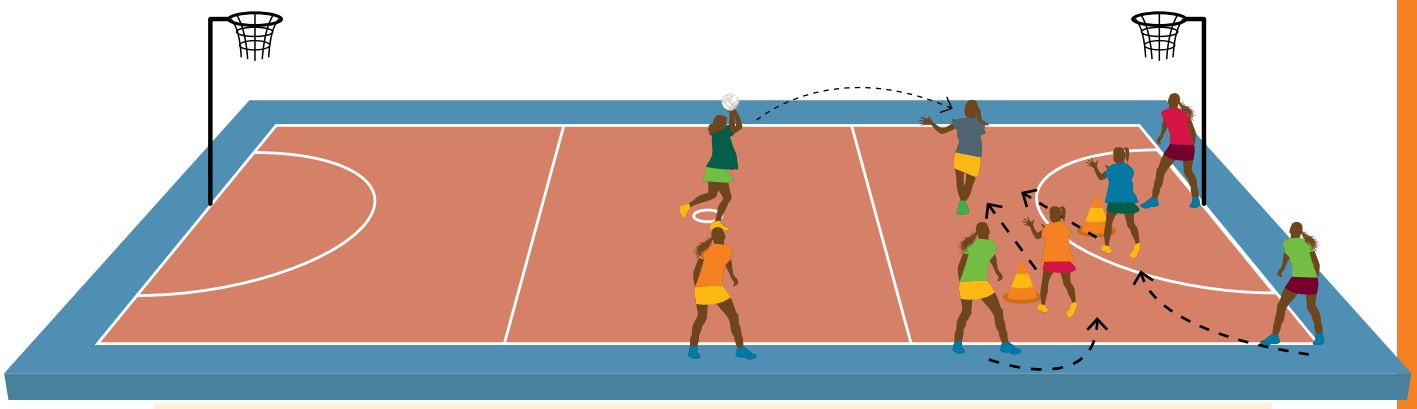
## MAIN PART 2 PASSING FROM THE SIDE

20

**Key**

Player Movement – – →

Ball Direction ⤳



### EQUIPMENT

- Balls
- Bibs
- Cones / Colour Spots

### SET UP

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

### ACTIVITY 2
### DECISION MAKING

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

### TIPS FOR THE COACH

- Trailing Players stay behind the ball as options for the attackers.
- Attackers can take on defence and get free or re-offer when back pass to a trailer is used.
- Player can pass back to a trailer in an attempt to get free.
- Free attackers balancing space and providing options.
- Decision making by ball-carrier to pass forward or back
  - » Identify the open Player
- If the ball is passed backwards there needs to be movement / options with attackers re-ordering for the ball.
- Ball carrier should pass and scan
  - » See where teammates are
  - » Options: Follow pass or run wide and deep to get the next phase.

PERSONAL DEVELOPMENT AND LIFE SKILLS | 5. Observe, Reflect, Decide, Act

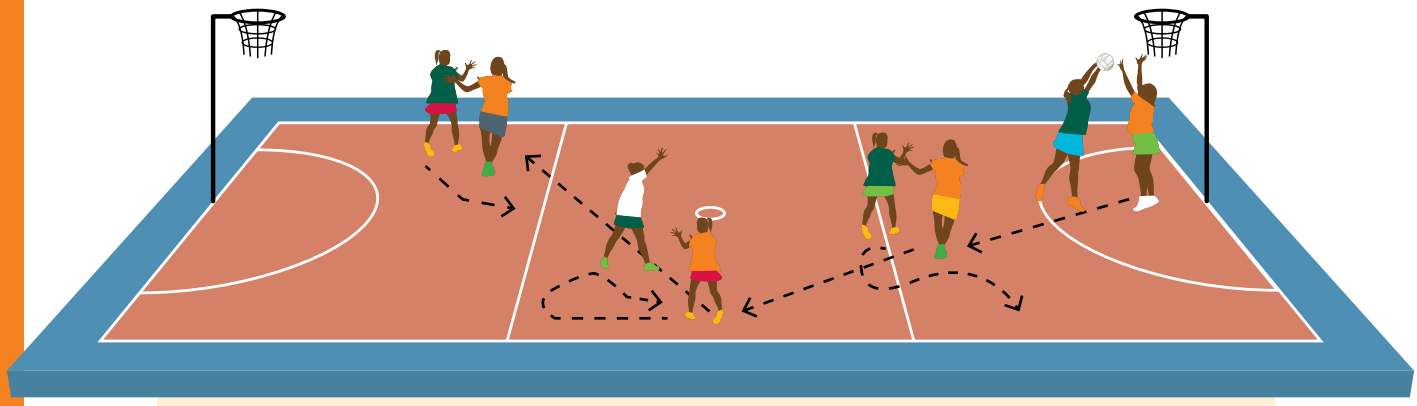
## CONCLUSION PASSING FROM THE SIDE

15-20

**Key**

Player Movement – – →

Ball Direction ⤳



### EQUIPMENT

- Ball
- Bibs (two sets)
- Netball court

### SET UP

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

### ACTIVITY

1. Play starts with a throw in from the baseline.
2. One team work the ball down using skills learned in the previous lessons to get the ball to the other baseline.
3. If the opposing team intercepts the ball, the attackers restart from the intercepted spot.
4. When the attackers successfully complete the activity, they become the defenders and the defenders become the attackers.

### TIPS FOR THE COACH

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

**TOPIC** **PASSING FROM THE SIDE**

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

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

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

**Step 3: The Coach FACILITATES** a short discussion by asking them what they think they should do to improve the way they make process information and make judgement calls.

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 6. Communication

**TOPIC** **DEFENSE AS A UNIT**

60-90

**Key Messages/Discussion points**

1. Encourage Players to share their thoughts, opinions, needs and concerns.
2. They must not fear ridicule from the Coach or fellow Players.
3. They must assert themselves, make their voice known.
4. The importance of nonverbal communication e.g.
   - » Body language
   - » Eye contact
   - » Hand gestures.
   - » Tone of your voice
   - » Know when to smile and laugh. Don't laugh when a serious topic is discussed.
   - » Nod to show interest or understanding.
   - » Do not interrupt fellow Players or the Coach while they are talking.
   - **NB these skills are particularly important when having connected conversations.**
5. Develop active listening skills. Listening to instructions or advice from the captain, Coach or fellow Players.
6. Show empathy for others. Players may sometimes share personal stories. Players must be encouraged to show understanding and support for their fellow Players.
7. Respect the ideas of your fellow Players, by taking them seriously.
8. Feedback–Giving and receiving feedback is an important communication skill.

**TIPS – How to integrate?**

- Create opportunities for Players to practice various forms of communication during the session. E.g. After you have explained an activity they must explain the activity in their groups.
- Let Players repeat your instructions back to you to check for listening skills.
- Reflect with the Players if any negative communication or conflict happens in the session.
- This may not come naturally at first but create as many opportunities as possible to hold hands, hug to show empathy, etc.

## PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players practice communicating with each other verbally.
- Players give each other feedback.

## NETBALL OUTCOMES

- Players learn to communicate on defense.
- Players learn to defend as a unit.

## OPENING TEAM CIRCLE

6-8

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

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

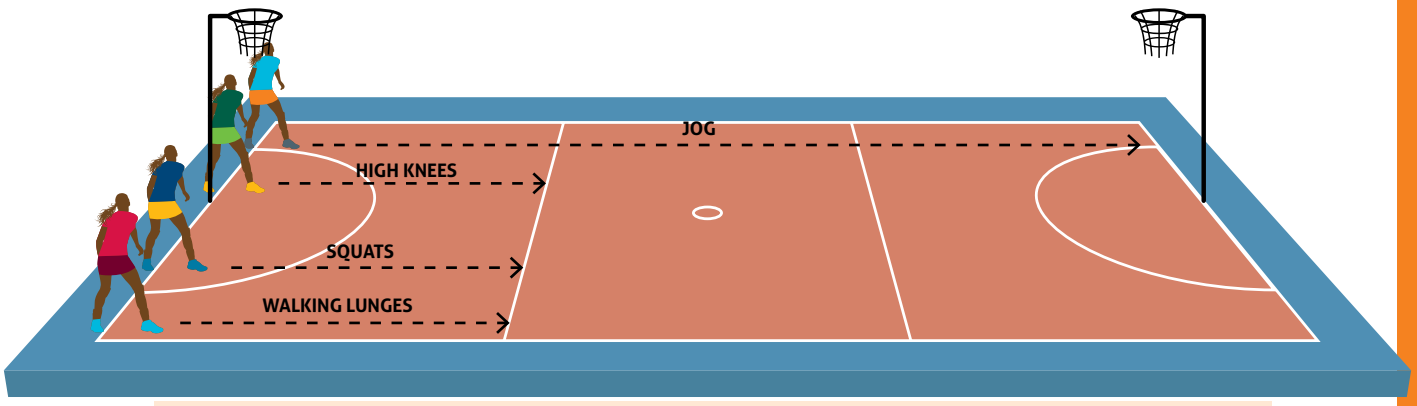
**Step 3: The Coach EXPLAINS** the Personal Development/ life skills and sport skills outcomes for the session.

PERSONAL DEVELOPMENT AND LIFE SKILLS | 6. Communication

## WARM UP — DEFENSE AS A UNIT

**Key**

Player Movement - - →




### ACTIVITY

1. Players run along the lines of the netball court doing various activities.
2. Every time two lines intersect, a different activity starts
   - » High knees
   - » Butt kicks
   - » Side shuffle
   - » Backwards
   - » Small steps forward
   - » Cross over
   - » Sprint along the length of the court

5

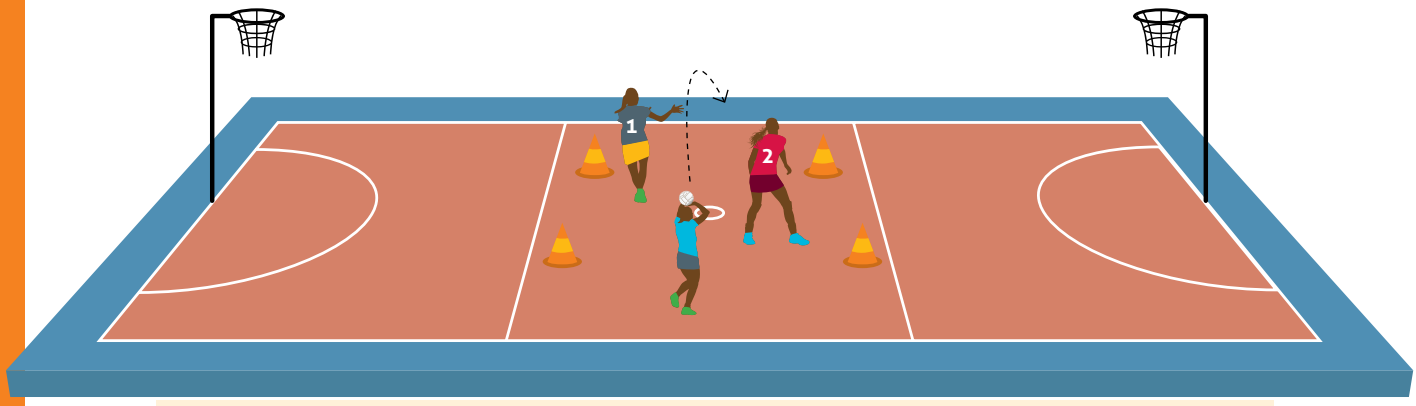
PERSONAL DEVELOPMENT AND LIFE SKILLS | 6. Communication

## MAIN PART 1 DEFENSE AS A UNIT

15-20

**Key**

Ball Direction




### EQUIPMENT

Balls (1 ball per 3 Players)

Cones / Colour Spots

### SET UP

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

### ACTIVITY 1

1. The Player with the ball passes the ball into the open space in the square.
2. The two workers (defenders) talk to each other and balance the square.
3. If Player 1 picks up the ball behind Player 2, then Player 2 switches to the other side of the square.

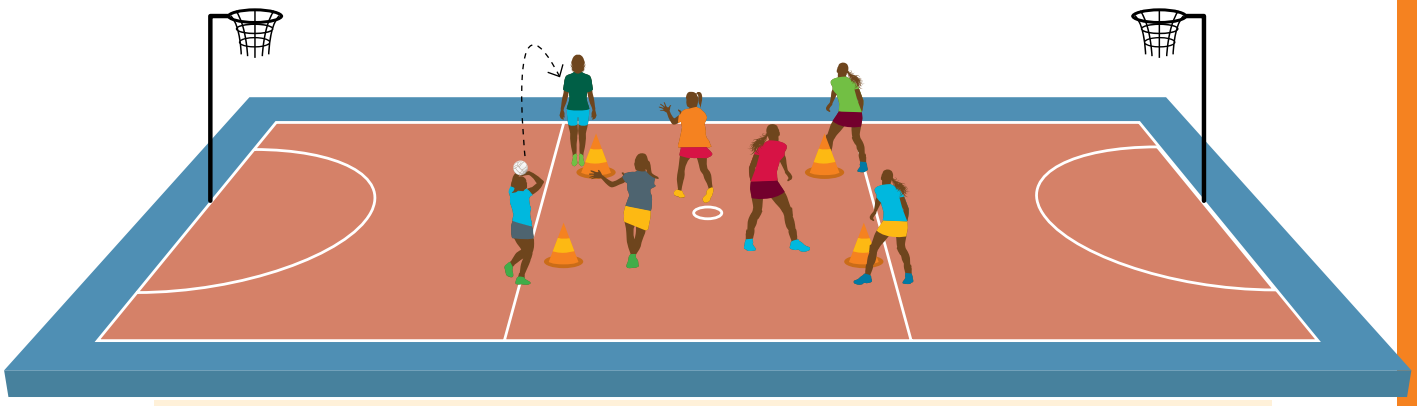
### TIPS FOR THE COACH

- Players should constantly communicate.
- Players should switch and let each other know when they move.
- Players should nominate when they go for the ball.
- Players should also indicate if the other Player should go for the ball.
- Ensure that the Player with the ball swop with one of the workers.
- Give the group of 3 Players an opportunity to discuss how they will communicate with each other.

## MAIN PART 2 DEFENSE AS A UNIT

**Key**

Ball Direction



### EQUIPMENT

- Balls (1 ball per group of 7)
- Cones / Colour Spots

### SET UP

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

### ACTIVITY 2

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

### TIPS FOR THE COACH

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

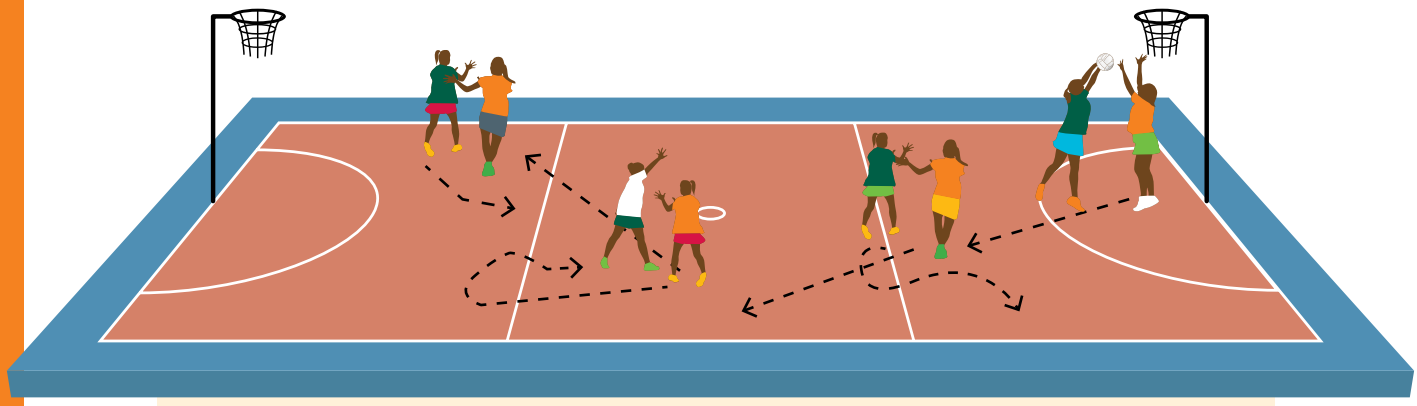
PERSONAL DEVELOPMENT AND LIFE SKILLS | 6. Communication

## CONCLUSION DEFENSE AS A UNIT

15-20

**Key**

Player Movement – – →



### EQUIPMENT

- Ball
- Bibs (two sets)
- Netball court

### SET UP

1. Teams play against each other in a normal game of netball (if there is less than 14 Players split the team into an even number of Players).

### ACTIVITY

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

### TIPS FOR THE COACH

- Constant communication between Players.
- Attackers apply skills of getting free acquired in the previous sessions.
- Defensive Players try and cover spaces and assist team mates.

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they learnt about the Netball skills. Ask them to highlight a few key points with regard to the technique. Ask them to reflect on the various aspects of communication.
- The link between the **sport skill** and the **life skill**. Ask the Players to reflect on the process of planning a strategy to improve their performance and achievements in life.

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

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

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

PERSONAL DEVELOPMENT AND LIFE SKILLS

7. Leadership

TOPIC DEFENSE

60-90

**Key Messages/Discussion points**

1. Understand the role of leadership in their lives.
2. Sometimes they must provide direction and leadership in a situation but other times they must accept the decisions of leaders.
3. In sport and Netball in particular, they must respect the decision of the umpire, this is one of the key bad habits that the Netball4Life Coach must work on from a young age with Players. The umpire is always right.
4. Respect the leadership of the Coach or team captain. In their lives this could be their parents, the school principal and teachers.

**TIPS – How to integrate?**

- During the sessions, create opportunities for Players to lead activities. E.g. let Players be umpires.
- Create opportunities for Players to lead the warm up or cool down sessions.
- Create a scenario where the umpire's decision is blatantly unfair and biased. Reflect on the Player's response to this bias.

## PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players learn that everybody has some responsibility to provide leadership.

## NETBALL OUTCOMES

- Players learn to defend as a team.
- Trusting in fellow Players on court.
- Exploit opportunities to take chances.

## OPENING TEAM CIRCLE

6-8

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

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

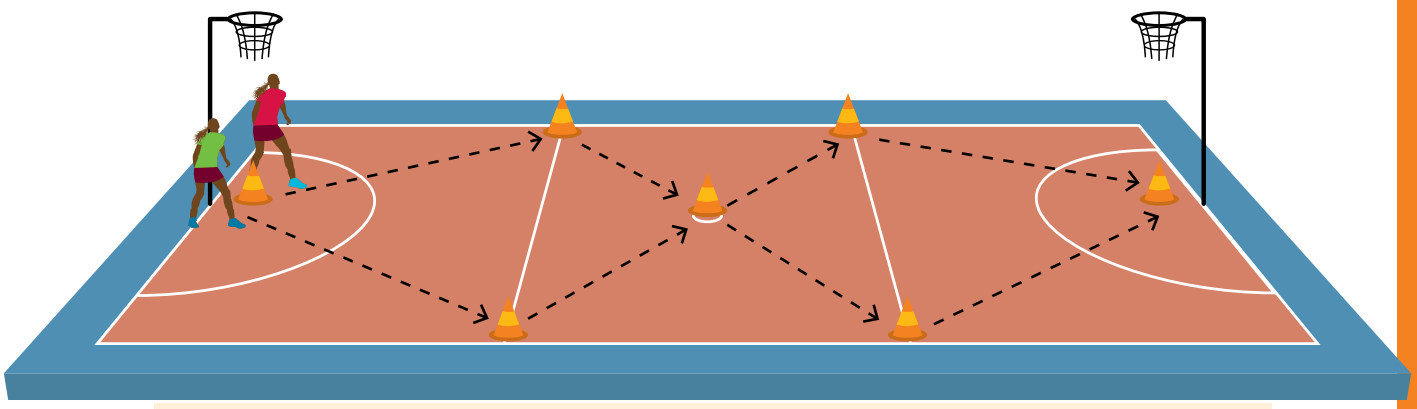
**Step 3: The Coach EXPLAINS** the Personal Development/ life skills and sport skills outcomes for the session.

## WARM UP DEFENSE

6-8

**Key**

Player Movement
- - →



**EQUIPMENT**

Cones / Colour Spots

**ACTIVITY**

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 7. Leadership

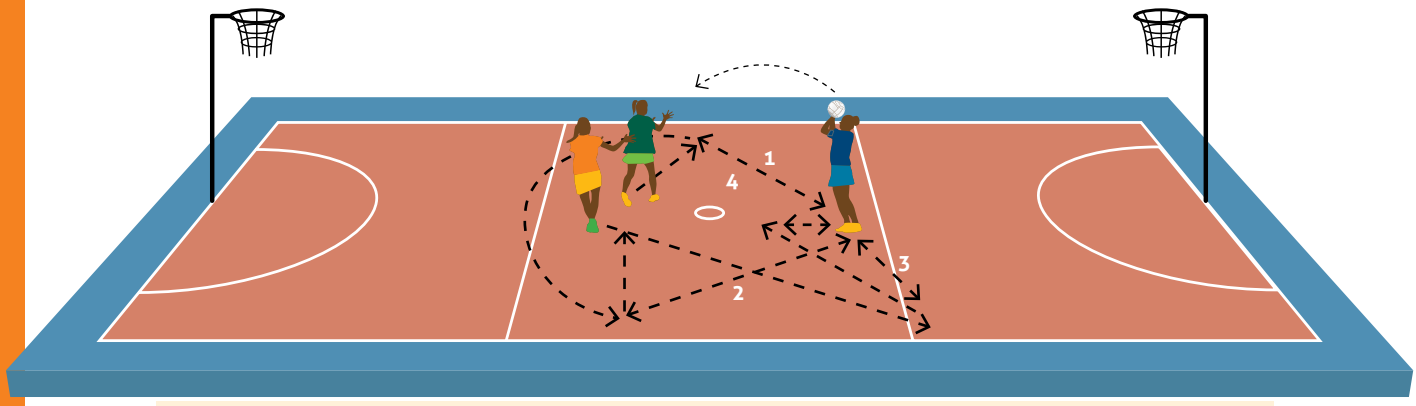
## MAIN PART 1 DEFENSE

15-20

**Key**

Player Movement – – →

Ball Direction ⤵




### EQUIPMENT

Balls (1 ball per 3 Players)

### ACTIVITY 1

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

### TIPS FOR THE COACH

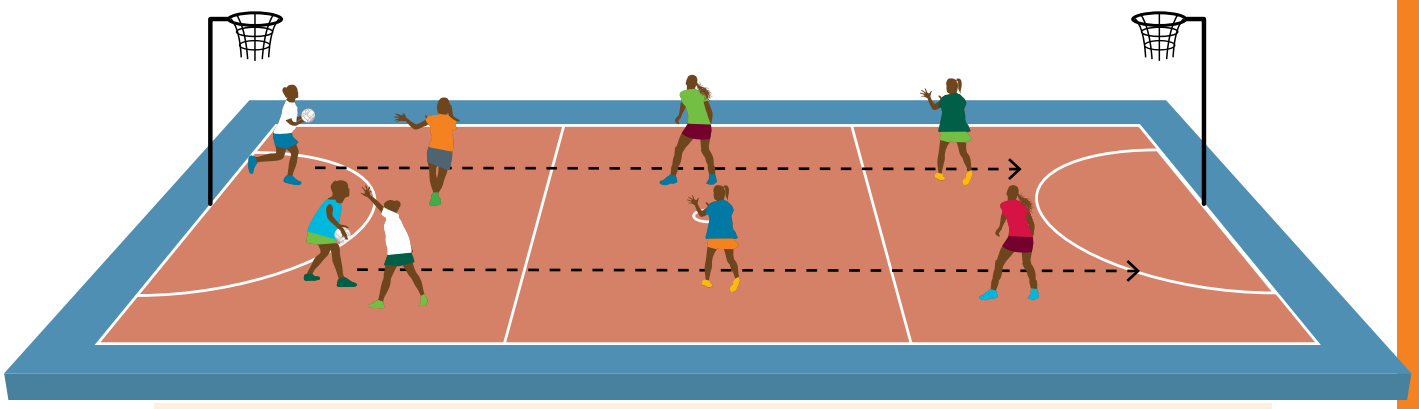
- Worker should always return to the stationary Player.
- Ball should be placed into the space.

## MAIN PART 2 DEFENSE

15-20

**Key**

Player Movement - - →



### EQUIPMENT

- Balls (1 ball per group of 7)
- Bibs

### SET UP

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

### ACTIVITY 2

1. Attackers start with the ball in one third.
2. Attackers can use any and all means to get free.

### PROGRESSION

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

### TIPS FOR THE COACH

- Focus on communication between Players.
- Ensure Players apply lessons learnt during previous sessions.

5

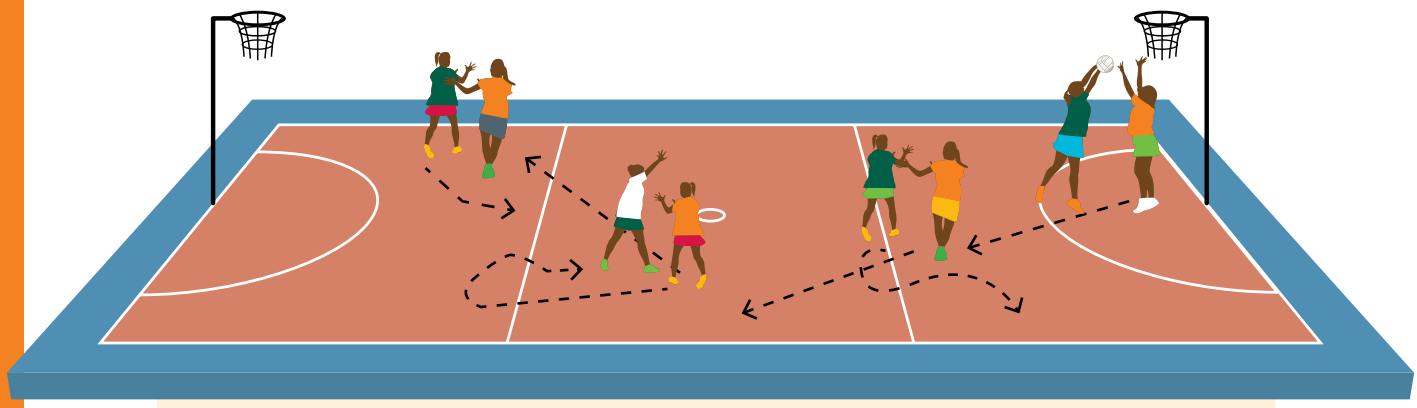
PERSONAL DEVELOPMENT AND LIFE SKILLS | 7. Leadership

## CONCLUSION DEFENSE

15-20

**Key**

Player Movement



## EQUIPMENT

- Ball
- Bibs (two sets)
- Netball court

## SET UP

1. Players play a game of Netball.

## ACTIVITY

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

## TIPS FOR THE COACH

- The Players at the back should be encouraged to communicate with their team mates (they have a better view).
- Player at the back should be encouraged to seek opportunities for interceptions and fellow team mates should cover the gap created by the opportunity.
- Appoint Players as captains. Give them a minute to talk to their Players to motivate them and plan a strategy. Rotate the captains frequently.

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

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

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

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

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 8. Teamwork

## TOPIC WORKING AS A TEAM TO ACHIEVE SUCCESS

**Key Messages/Discussion points**

1. Understanding and accept that you are part of a team.
2. Build trust and good positive relations in the team.
3. Build unity in the team and deal with any conflict issues.
4. Team members must be able to rely on each other.
5. If there is unity and a common sense of purpose in the team, it will be easier to achieve team goals.

**TIPS – How to integrate?**

- There are various simple team building exercises that can be applied in a sport session. Every sample session will lend itself to reinforcing the importance of teamwork.
- Create opportunities for groups to work in teams and tackle team tasks. Reflect on the contribution of everybody in the team and how better teamwork can improve the result.

### PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players understand their dependency on others in the team.
- Players share in the success or failure of their team mates.

### NETBALL OUTCOMES

- Work as a team.
- Encourage each other even when facing defeat.

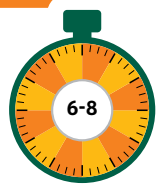
### OPENING TEAM CIRCLE

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

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

**Step 3: The Coach EXPLAINS** the Personal Development/ life skills and sport skills outcomes for the session.

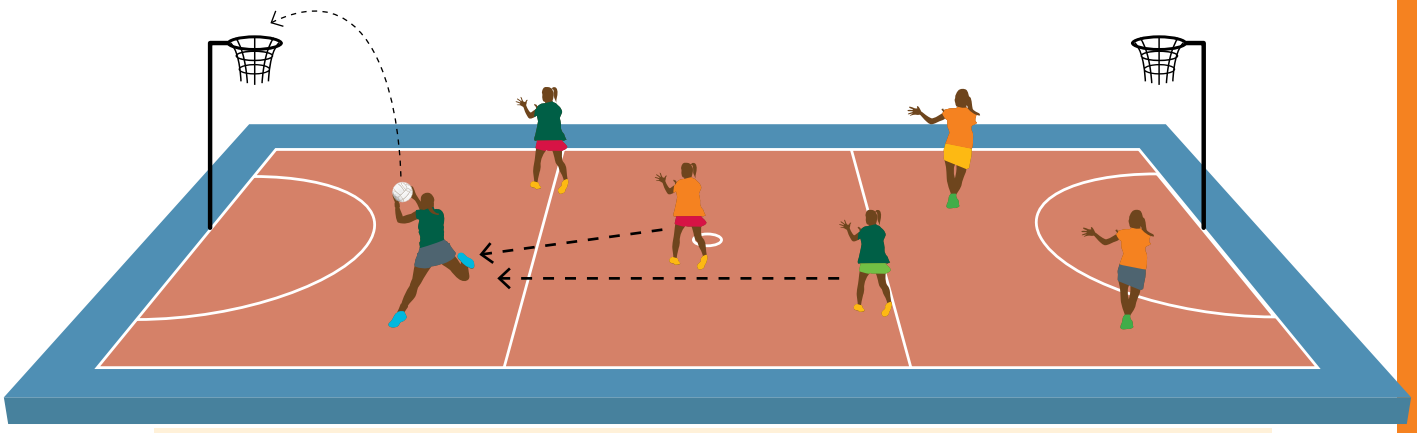
## WARM UP WORKING AS A TEAM TO ACHIEVE SUCCESS




**Key**

Player Movement – – →

Ball Direction ⤵



### EQUIPMENT

- Ball
- Bibs

### ACTIVITY

1. Players play a friendly game of Basketball using Basketball rules.
2. Players are allowed to take the ball from their opponents.
3. Players have to bounce the ball before they can move forward.

### TIPS FOR THE COACH

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

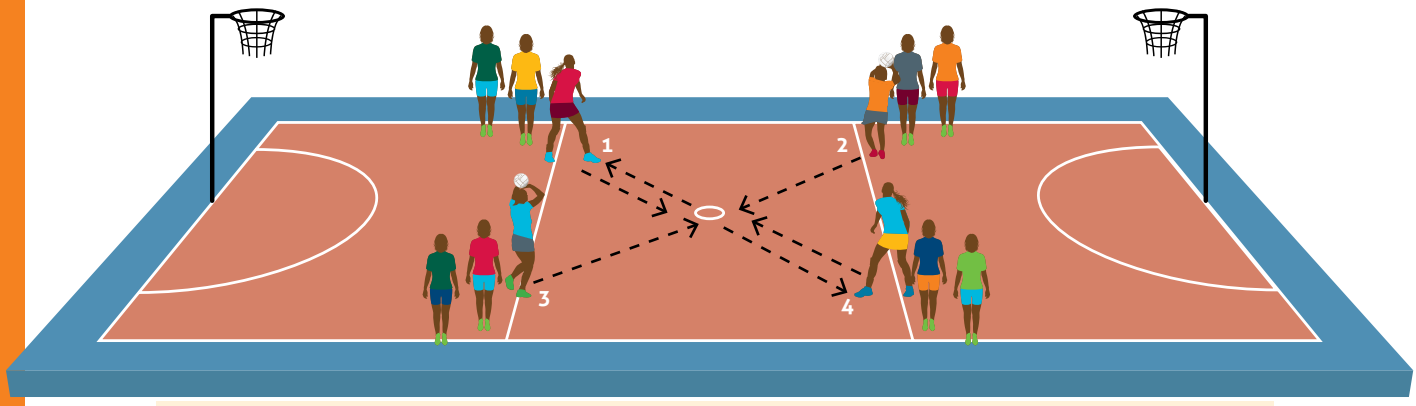
PERSONAL DEVELOPMENT AND LIFE SKILLS | 8. Teamwork

## MAIN PART 1 WORKING AS A TEAM TO ACHIEVE SUCCESS

15-20

**Key**

Player Movement – – →




### EQUIPMENT

Balls (2)

### SET UP

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

### ACTIVITY 1

1. Players receive the ball from the Player to their right.
2. Player 2 and 3 starts with the ball
3. Players 2 and 4 drive to the middle and receive the ball from the person on their right (1 from 3 and 4 from 2).
4. 1 and 4 passes the ball to the Player in the line directly in front of them (so 1 pass to Player where 4 started and 4 passes it to the Player standing where 1 started).
5. Players 1 and 4 falls into the group where they passed the ball.
6. Player 2 and 3 now runs to receive the ball in the middle.

### TIPS FOR THE COACH

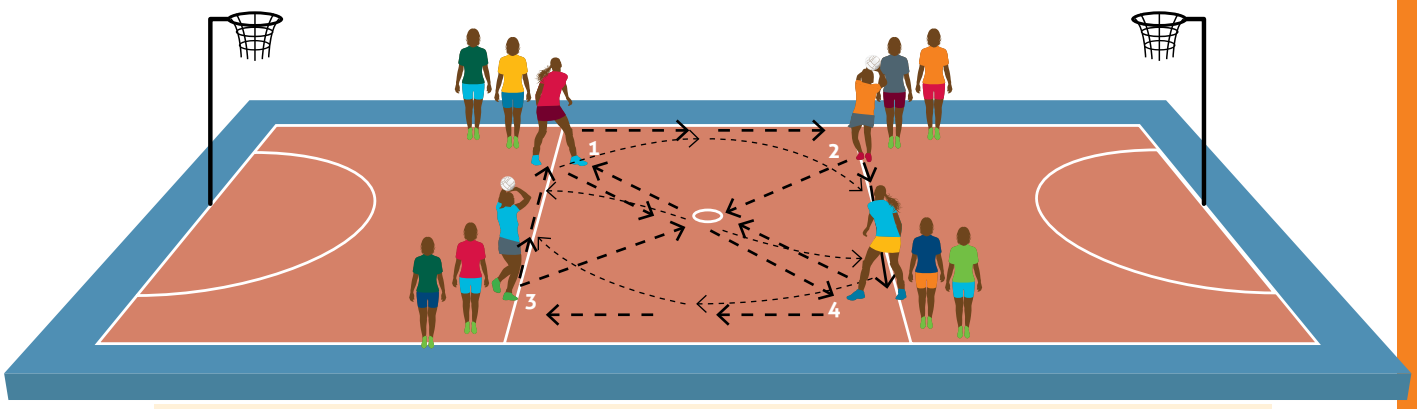
- Ball placement is important.
- Players should be aware of the other Player's movements as well.

## MAIN PART 2 WORKING AS A TEAM TO ACHIEVE SUCCESS

15-20

**Key**

Player Movement – – →




### EQUIPMENT

Balls (2)

### SET UP

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

### ACTIVITY 2

1. Players receive the ball from the Player to their right.
2. Player 2 and 3 starts with the ball.
3. Players 1 and 4 drive to the middle and receive the ball from the person on their right (1 from 3 and 4 from 2).
4. 1 receives the ball and passes it back to the person behind her (from the line where she started).
5. She drives to the left (space between line 1 and 3) and receives the ball back from the Player she passed it to.
6. She passes it back and drives to the right and receives the ball in the space between line 1 and 2.
7. Passes the ball to the Player in front of line 2 and drives to the space between lines 2 and 4 to receive the next pass.
8. After receiving the ball from the Player in line 2, she passes it to the Player in front of line 4 and falls in line behind the Players in group 4.
9. Player 4 does the same on the other side:
   - » a. Pass the ball back to the line she originates from.
   - » b. Drives to the left (space between line 2 and 4) and receive a ball from the Player in front of line 4.
   - » c. She passes it back and drives into the space between lines 3 and 4 and receives the ball in the space.
   - » d. Passes the ball to the Player in front of line 3 and receives a pass in the space between 1 and 3.
   - » e. Passes the ball to the Player in front of line 1 and fall in behind the group.

### TIPS FOR THE COACH

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

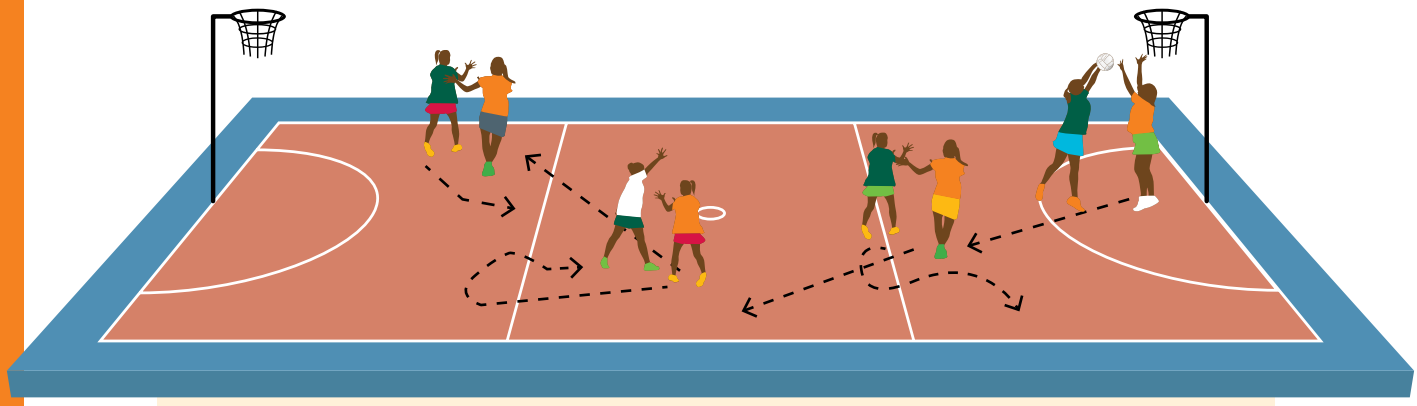
PERSONAL DEVELOPMENT AND LIFE SKILLS | 8. Teamwork

# CONCLUSION WORKING AS A TEAM TO ACHIEVE SUCCESS

15-20

**Key**

Player Movement – – →



## EQUIPMENT

- Ball
- Bibs (two sets)
- Netball court

## SET UP

1. Normal Netball game.

## ACTIVITY

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

## TIPS FOR THE COACH

- Give more opportunities for team talks during the game (1 minute time outs).
- Don't take it too seriously,the game must focus on fun.

TOPIC **WORKING AS A TEAM TO ACHIEVE SUCCESS**

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they think the take-home was of the training session.
- The link between the **sport skill** and the **life skill**. Ask the Players to suggest a few examples in life where they have to cooperate with others to attain a shared objective.

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

**Step 3: The Coach FACILITATES** a short discussion by asking them why they think working together as a team is important.

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 9. Self Esteem

TOPIC SHOOTING

60-90

**Key Messages/Discussion points**

1. Self-esteem is confidence in your own worth or ability. It is about how you value yourself and what value you think you add.
2. Positive self-esteem will give you the ability to take charge of your life, learn from your mistakes and lead a positive life.
3. Signs of positive self-esteem:
   - » Confidence
   - » Take responsibility for your decisions, don't blame others
   - » Make mistakes; learn from them, move on
   - » Optimistic
   - » Ability to trust others
4. Signs of low self esteem:
   - » Negative about everything
   - » Perfectionist
   - » Fear of taking risks
   - » Dependence on others to decide (prefers to be a follower)
   - » Does not take initiative
5. Players must understand that on the Netball court there is little room for low self-esteem or low morale. In the course of a game, every Player is likely to make mistakes.
6. In Netball, teammates have to encourage each other all the time.
7. The Coach must ensure:
   - » No dominance or bullying
   - » Respect for each other
   - » Fair play
   - » Tolerance

**TIPS – How to integrate?**

- The Coach must create opportunities for all to show their sporting skills. Compliment good performance and ask good Players to demonstrate. This builds their self-esteem.
- Some of the scenarios above will naturally present themselves in the course of a training session or game. The Coach must use any such opportunity to reflect on negative behaviour, low self-esteem, high self-esteem, etc.
- Every Player has strengths; make sure you create opportunities for the self-esteem of every Player to be built by showcasing their strengths, even if not directly linked to the session, e.g. singing or acting.
- Give Players opportunities to do simple tasks and commend and applaud them for doing the task well. E.g. 'Priscilla, please count the balls before the session and make sure we get all the balls back after the session.'

PERSONAL DEVELOPMENT AND LIFE SKILLS

9. Self Esteem

**TOPIC** **SHOOTING**

## PERSONAL DEVELOPMENT/LIFE SKILLS OUTCOMES

- Players build each other's' self-esteem.
- Players demonstrate an understanding of the importance of high self-esteem in life.

## NETBALL OUTCOMES

- Players develop their ability to shoot the ball.

## OPENING TEAM CIRCLE

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

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

**Step 3: The Coach EXPLAINS** the Personal Development/ life skills and sport skills outcomes for the session.

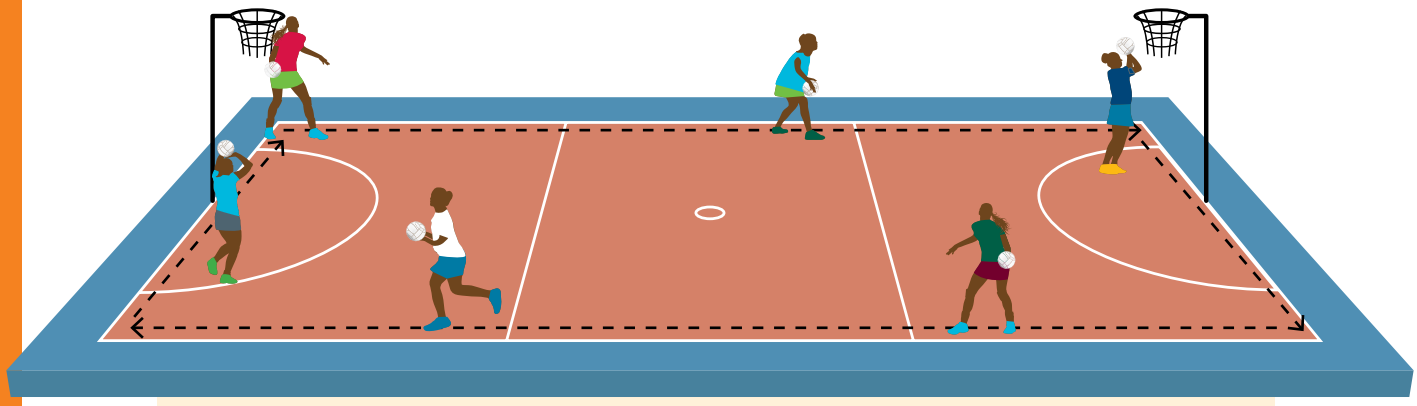
5

PERSONAL DEVELOPMENT AND LIFE SKILLS | 9. Self Esteem

## WARM UP — SHOOTING

**Key**

Player Movement – – →



### EQUIPMENT

- Balls (preferably one ball per Player)
- Netball court

### ACTIVITY

1. Players jog slowly at first, bouncing the ball along the perimeter of the court. When they get to the hoops, they cut into the goal circle and make an attempt at goal. Regardless whether they are successful or not, they must retrieve the ball and continue jogging. For variation the Players can increase the pace along the sidelines and jog slowly along the baselines.

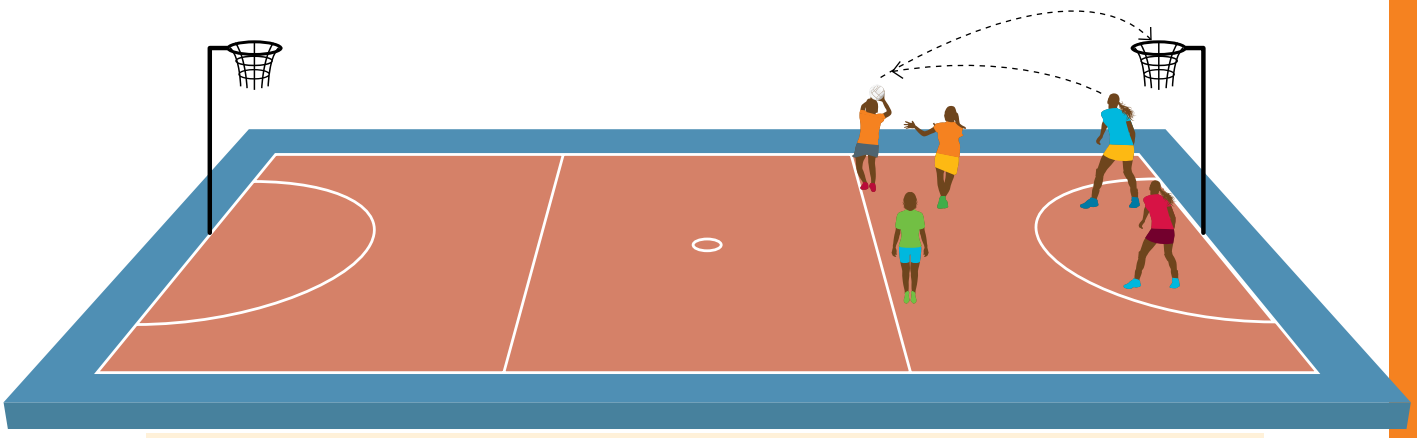
PERSONAL DEVELOPMENT AND LIFE SKILLS | 9. Self Esteem

## MAIN PART 1 SHOOTING

15-20

**Key**

Ball Direction



### EQUIPMENT

- Balls (2)
- Netball court

### SET UP

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

### ACTIVITY 1

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

### VARIATION

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

## TIPS FOR THE COACH

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

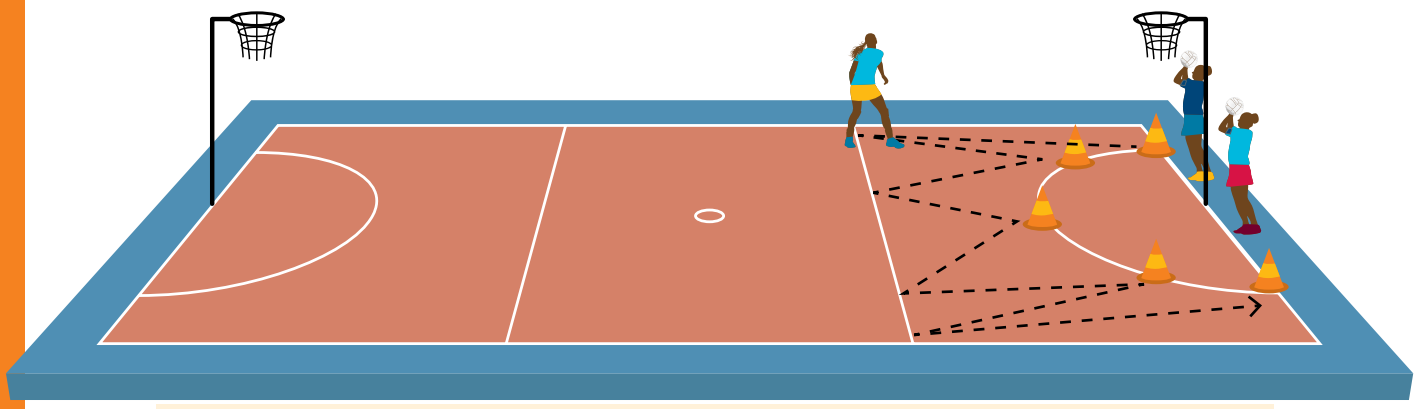
PERSONAL DEVELOPMENT AND LIFE SKILLS | 9. Self Esteem

## MAIN PART 2 SHOOTING

15-20

**Key**

Player Movement – – →



### EQUIPMENT

Balls (2)

Cones

Netball court

### SET UP

1. Players work in groups of 3, 2 feeders and 1 shooter.

### ACTIVITY 2

1. 3 Players - 2 static feeders with 1 ball each standing behind the goal line and 1 shooter (worker).
2. 5 cones are placed around the circle edge which the shooter sprints to and from, receiving a pass near to the post in order to make a successful shot.

### VARIATIONS

1. Increase the amount of cones.
2. Player doesn't receive the ball every time they reach the post, therefore must move again to a different cone.
3. Change the order of movement to the cones.
4. Feeder call a coloured cone for the shooter to move towards.

### TIPS FOR THE COACH

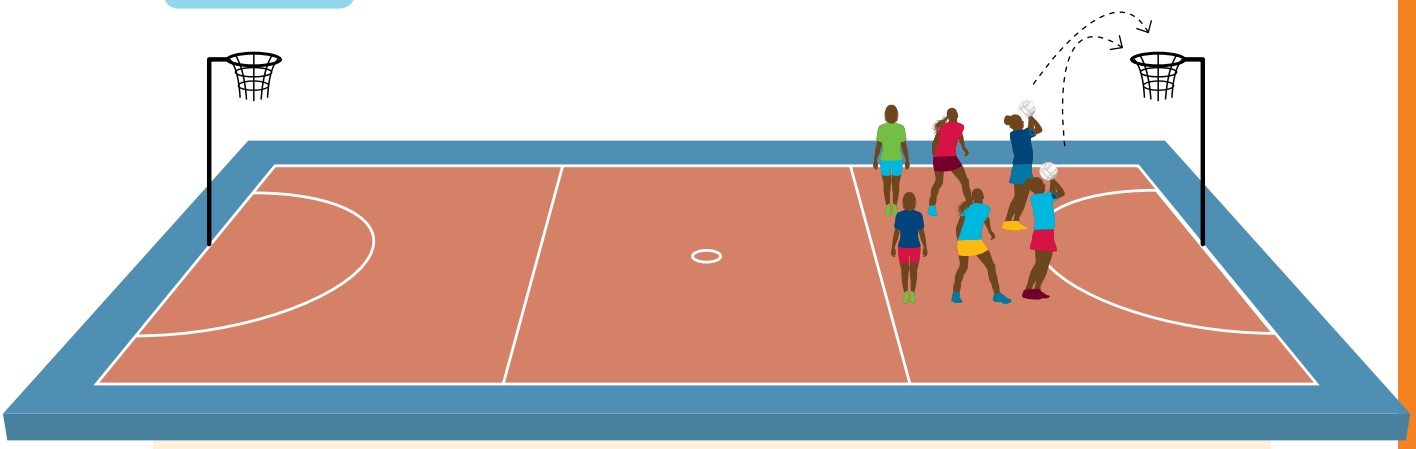
- Ensure passes from feeders are accurate and well timed, enabling the shooter to drive on to the ball.
- Use arms to assist a good sprinting technique
- Plant front foot upon reaching the cone, push and pivot on this foot whilst turning hips and head round to facilitate a quick change of direction,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

## CONCLUSION SHOOTING

**Key**

Ball Direction

15-20



### EQUIPMENT

- Balls (2)
- Netball court

### SET UP

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

### ACTIVITY

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

PERSONAL DEVELOPMENT AND LIFE SKILLS | 9. Self Esteem

TOPIC SHOOTING

## CLOSING TEAM CIRCLE

**Step 1: The Coach REVIEWS**

- The session outcomes. Ask the Players to relate what they think the take-home was of the training session.
- The link between the **sport skill** and the **life skill**. Ask the Players to suggest a few examples in life where being confident and having a good self-esteem helped them to achieve a goal.

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

**Step 3: The Coach FACILITATES** a short discussion by asking them why they think having a good self-esteem is important in everyday life.

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

# 5

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'Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, and political belief, economic or social condition.'

Constitution of the World Health Organization (WHO), 1946

Sport is an effective tool to encourage young people to lead Healthy Lifestyles. In the Netball4Life approach, the Coach can integrate Healthy Lifestyle messages into the sessions or have separate sessions which focus only on Healthy Lifestyle topics.

## HOW TO INTEGRATE HEALTHY LIFESTYLE TOPICS INTO A NETBALL4LIFE SESSION

Healthy Lifestyle sessions could contain too much information. The Coach must try to convey the information in a fun way which will keep the Players interested and not only through the opening and closing conversations. Besides the samples above, there are hundreds of different ways to deal with these topics. You will find many resources online to assist you. The activities suggested above are just some examples. Please do not repeat the same methods repeatedly. The Players will get bored and tell others. Please be innovative and creative and try to design new exercises. Please consult additional sources to get inspired.

These are some of the techniques used above that the Coach can adapt to different sessions.

a. **Relay Games** - Players compete in groups to complete various exercises. There are many variations of relay games.

b. **Team building exercises -** Teams get a challenge which requires them to come up with creative solutions. They have to complete a task as a team in a set time.

c. **Role Plays** - Create various scenarios linked to the Healthy Lifestyle themes and ask the Players to act out. Use these role plays as discussion points.

d. **Avoid static activities** - Try to include physical activities as much as possible example, running, jumping, catching, throwing, skipping, etc.

e. **Blindfolds** usually lay the basis for good Sport4Development sessions to convey messages such as communication, teamwork, leadership and living with a disability.

f. Similarly activities **where Players are restricted** to one hand, one leg or no legs are also useful.

## PLEASE NOTE:

If you have separate Healthy Lifestyle sessions, remember to follow the same approach as for the Sport Skill /Personal development sessions. I.e. include an opening and a closing Team Circle. Warm-ups are more appropriate for sessions focusing on physical activity. Depending on the activities in your Healthy Lifestyle session, you could replace this with an icebreaker or energiser.

The topics below align with the Life Skills curriculum. The Players will receive formal lessons in the classroom on these topics. The role of the Coach is to create further awareness on these topics. The Coach must reinforce the content in the curriculum through fun activities, games and connected conversations. The Coach must not repeat the classroom activities.

There are many Healthy Lifestyle topics. This manual will deal with a few and the Coach will find more topics in the Life Skills curriculum.

This manual is NOT a textbook on these Healthy Lifestyle topics. The focus of this manual is to provide guidelines on how to integrate sport competencies with developmental outcomes. The Coach must not try to be an expert in all these topics. Giving wrong information, wrong counselling or wrong advice can be very dangerous. The manual will only touch on some key discussion points. The Coach must be prepared to further reading if he/she has a passion for a particular subject. The Coach should form partnerships with experts in the field. There are many NGOs and other government departments who would be happy to assist to educate the Players more. The Coach should know where the Players can get more information or go for help if they need it.

The Coach should also not try to include too much content into one session. Some of the topics can be spread over two or more sessions. Focus on quality rather than quantity.

The 10 Healthy Lifestyle topics covered in this manual are:

PERSONAL DEVELOPMENT AND LIFE SKILLS

**TOPIC** **HEALTHY LIVING**

**Key Messages/Discussion points**

1. Maintain good health and fitness, exercise regularly, eat a balanced and nutritious diet, and maintain high standards of cleanliness.

2. Improve your general fitness and specific fitness for Netball which will include:
   a. Speed
   b. Agility and quickness
   c. Power
   d. Strength
   e. Endurance

3. Drink water regularly during a training session.

4. Practice good personal hygiene

**EXAMPLE**

a. Use a toilet–do not urinate or defecate in the open.
b. Wash hands with soap after using the toilet.

5. Keep fingernails and toenails short and clean, brush teeth every day.

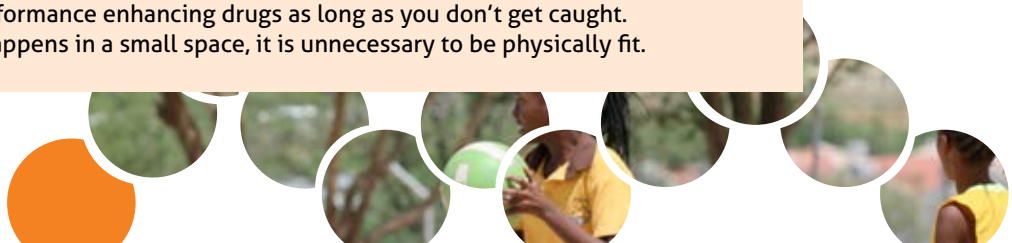
## EQUIPMENT

- One ball per Player
- Masking tape
- A4 paper

## ACTIVITY

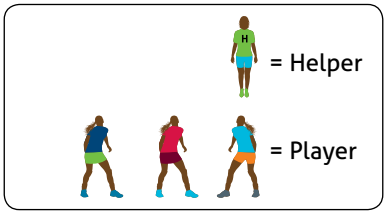
1. The Coach prepares A4 sheets with numerous True and False statements relating to the key messages above and any other messages relating to healthy living. The Coach could identify Players to assist him/her to prepare these statements a week before the training session. Examples of statements:

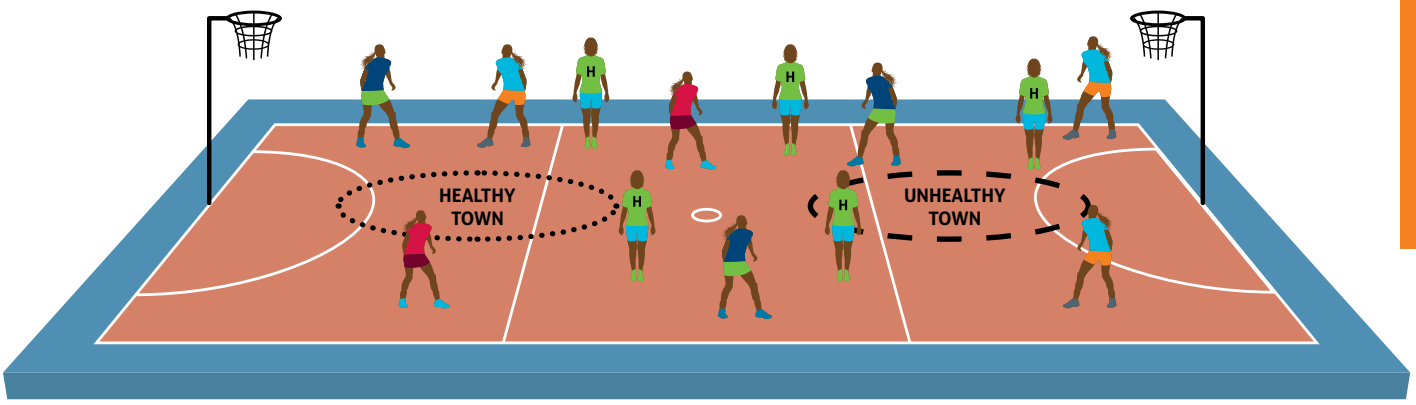
   a. Regular exercise at a young age will lead to bone disease when you are older.
   b. Regular exercise increases the risk of heart disease.
   c. Regular exercise reduces the risk of heart disease.
   d. You should not eat more than one apple per day.
   e. It is unnecessary to wash your hands after using the toilet.
   f. A balanced diet consists mainly of potatoes and meat.
   g. A balanced diet comprises the correct balance of fats, protein and carbohydrates.
   h. Brown bread is a good source of protein.
   i. It is advisable to have a meal with mainly carbohydrates 30 minutes before a training session.
   j. Drink water regularly during training sessions.
   k. Drinking too much water during training will make you tired.
   l. Brushing teeth is daily is a myth created by toothpaste manufacturers.
   m. It is important to brush your teeth every day.
   n. Due to drought in Namibia it is not advisable to wash yourself every day.
   o. It is much healthier to be a vegetarian.
   p. It is OK to take performance enhancing drugs as long as you don't get caught.
   q. Because Netball happens in a small space, it is unnecessary to be physically fit.



PERSONAL DEVELOPMENT AND LIFE SKILLS

**TOPIC** **HEALTHY LIVING**




## ACTIVITY

2. The Coach could prepare more statements, these are just examples. Preferably some statements must be open to interpretation and discussion.
3. Depending on the number of participants some will be Players and others will be 'helpers'.
4. Have a competition to determine helpers and Players. Players line up and throw Netball into a hoop about 10m in front of them. Depending on how many messages you prepared, the first persons to throw the ball in the hoops become Players. The rest become helpers.
5. One side of the Netball court is the 'Healthy Town', the other side the 'Unhealthy Town'. Helpers tape the messages to the backs of the Players.
6. The Players may not talk to each other. They must walk around the court, doing forearm (setting) passes to themselves.
7. Players are reading the messages on each other's backs and advising each other. 'You must go across to Healthy Town', 'you must go to Unhealthy town', 'and you must stay here!' Etc. They may NOT read the actual messages yet, the helpers must ensure no cheating. The helpers must also re-enforce the Netball skill. E.g. 'keep your eye on the ball, spread your fingers' etc.

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8. Once all the Players have found their place the Coach stops the activity and asks all the Players to take the message off their backs.
9. Ask all the Players if they think they are in the right 'town'. The Coach asks a few random Players to read their statements.
10. Ask the helpers to share their observations of the exercise.
11. Concludes by summarising the key Healthy Lifestyle messages in the closing team circle.
12. Ask the Players to share any experiences in their lives relating to unhealthy living.

PERSONAL DEVELOPMENT AND LIFE SKILLS

# TOPIC HIV AND AIDS

**Key Messages/Discussion points**

1. HIV is a virus that attacks our immune system by infecting the cells in our bodies that fight infections. 24% of all new HIV infections in Namibia are in the age group 15-24 years, meaning that the youth is one of the most affected age groups.

2. Transmission of HIV happens mainly through:
   a. Unprotected sex
   b. Mother to child transmission
   c. Infection through blood products
   d. Dirty needles mainly associated with drug users

3. The most common way HIV is spread in Namibia is through unprotected sex with multiple partners. You can avoid HIV through sex by:
   a. Abstaining
   b. Having one uninfected, mutually faithful partner
   c. Using condoms every time you have sex
   d. The practice of using a condom is highly recommended in normal sexual activity, not only to prevent HIV.

4. You cannot tell if someone is HIV positive just by looking at them. The only way to know your status and the status of your partner is by taking voluntary counselling and HIV testing. If you are sexually active, you should take the test every 3 months.

5. Do not stigmatise people living with HIV. Treating people who are HIV positive as being different and something bad leads to consequences that help the spread of the disease such as:
   a. Being scared of getting tested
   b. Hiding your HIV status
   c. Avoiding doctors
   d. Not getting treatment

   Being open and accepting people living with HIV helps them and others to fight the disease.

6. Players cannot pass the virus by:
   a. Hugging
   b. Shaking hands
   c. Giving high fives
   d. Eating together
   e. Drinking from the same glass

7. There is no reason people living with HIV cannot play sports and be fully included in teams.

8. Coaches should refer the Players to health facilities in their communities if there are further questions.

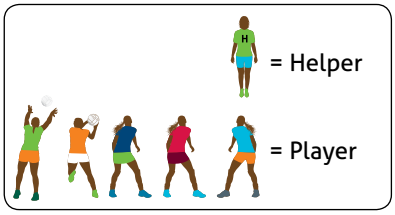
**PLEASE NOTE:** This topic must be dealt with sensitively and be adapted depending on the age you are dealing with. Take your guideline from the school curriculum.

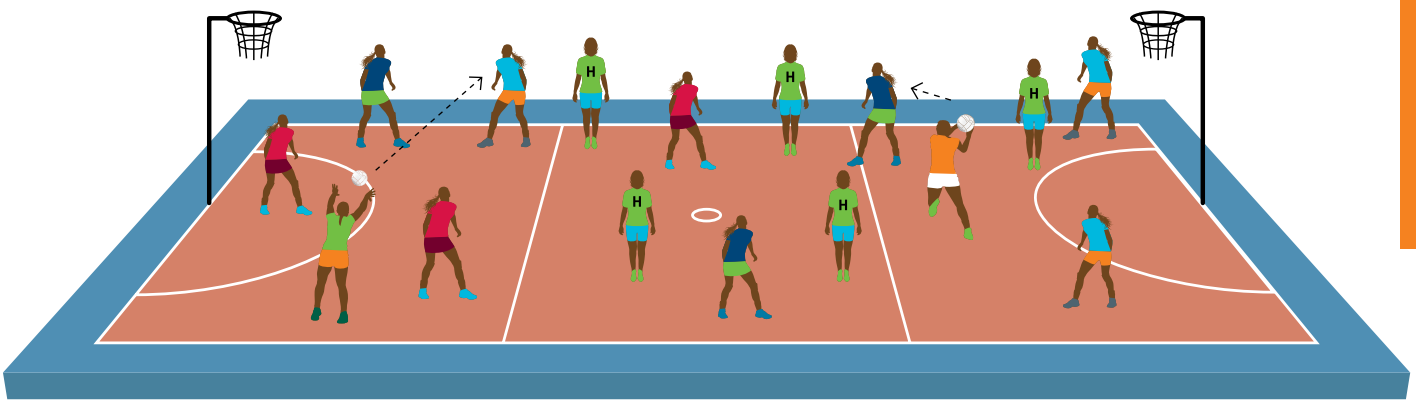
**EXAMPLE** sexual activity should not be discussed as a norm with younger children.

Consult and involve the experts!

PERSONAL DEVELOPMENT AND LIFE SKILLS

**TOPIC** **HIV AND AIDS**



## ACTIVITY

1. The activity takes place on a standard Netball court.

2. Play a normal game of netball but do not restrict the team size to 7. Depending on the number of Players at your training session, you can have any number of Players per side. The game is played with two balls at the same time. The Coach may add more balls for variation and more fun. The object is not to shoot into the hoops but to pass the ball over the opposing end line. Appoint a few helpers to retrieve the balls and to supervise the game. Helpers must help to decide when a ball has been intercepted or a pass is incomplete.

3. Explain to the Players that the balls represent the virus. Explain that when a ball is intercepted, the Players who passed the ball must join the opponents. Also when a pass is incomplete, i.e. the targeted Player does not catch the ball, the Player who passed the ball must join the opposition.

4. If the Player completes a successful pass, this is safe behaviour. If the ball is intercepted or the pass is not complete, this is unsafe behaviour.

5. Explain to the participants that when they cause the ball to be intercepted and have to join the other team, this is the same as their immune system breaking down. This happens to the immune system when someone is infected with HIV.

6. Discuss what the group has learnt. Discuss how they felt in different roles. Discuss the role of the outside influences (helpers). Let the helpers give feedback.

7. Create a safe space in the closing team circle in which Players can share experiences.

PERSONAL DEVELOPMENT AND LIFE SKILLS

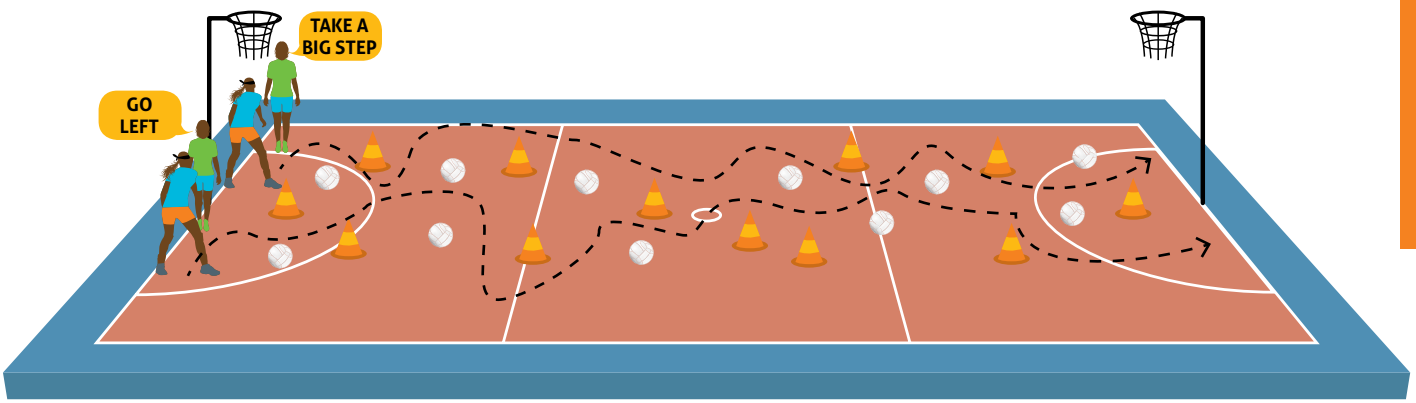
# TOPIC HEALTHY RELATIONSHIPS

**Key Messages/Discussion points**

1. Consider their relationships with their family, friends, and teammates.
2. Discuss the difference between friendship, love, sexual attraction and infatuation.
3. Reflect on the differences between healthy and unhealthy relationships.
4. Understand why relationships sometimes break down.
5. Think about what life skills help in building a healthy relationship. Young people with self-esteem, self-confidence, decision making skills, good communication skills and negotiation skills are better positioned to establish healthy relationships.
6. Violence, assault and rape are not healthy in a relationship and should be reported to the authorities or a person of trust.
7. Know where to go in the community for help if they are in an unhealthy relationship.
8. Deciding to have a sexual relationship involves the body, mind and emotions. Young people must make sure it is the right decision.
9. Intergenerational and transactional sexual relationships are high risk for young people and are a major driver of HIV, other sexually transmitted infections (STIs) and a cause of unwanted or teenage pregnancy.

PERSONAL DEVELOPMENT AND LIFE SKILLS

# TOPIC HEALTHY RELATIONSHIPS




## ACTIVITY

1. Use a standard Netball court.

2. Players' pair up, one blindfolded. They line up on both baselines. As a variation, Players can also be in small teams of 3 or 4, with one blindfolded.

3. The court contains obstacles such as cones, hoops and balls.

4. The partner/s must guide the Players across from one baseline to the next touching none of the obstacles or any other Player. If they touch, they change roles and have to start at the baseline again. They must not touch their partner; they may only guide their partner through verbal communication.

5. The Coach must offer the opportunity for a partner to be replaced by a helper if they constantly fail to make progress. If this does not happen, the Coach must deliberately break up a partnership and replace one member of the partnership with a helper.

6. Lower the net slightly. They may not touch the net as they pass under the net.

7. Assign a few helpers to monitor the pairs and call them out if they touch the obstacles or their partners.

8. Applaud the teams that cross the playing area first.

9. Discuss the activity with the Players. How did it feel to be in the different roles? How it felt to be blind? Ask the teams that achieved success why they succeeded. Discuss when a relationship broke down, i.e. when partners or the Coach broke up a relationship. What led to the breakdown? This is a typical session where the personal skill of 'communication' is linked to a Healthy Lifestyle topic of 'healthy relationships' since good communication is at the heart of any healthy relationship.

10. In the closing circle draw out issues related to healthy relationships such as:
    a. Trust
    b. Communication
    c. Being prepared to make mistakes and trying again
    d. Not blaming each other
    e. Put yourself in the other person's position (changing of the blindfolds)

PERSONAL DEVELOPMENT AND LIFE SKILLS

# TOPIC COMMON DISEASES

**Key Messages/Discussion points**

Young people must understand some of the more common diseases in their community, what the symptoms are and how these diseases can be controlled. They must also understand that regular participation in sport can directly and indirectly prevent diseases. The most common diseases in Namibia are:

1. Skin Cancer
2. Tuberculosis (TB)
3. Diabetes
4. Obesity

**1. Skin Cancer**

- Skin cancer is the most widespread cancer in Namibia.
- The main cause of skin cancer is overexposure to the sun.
- Players should apply sunscreen at least 30 minutes before a training session or match in the sun.
- Players should wear protective clothing and eye shades if possible.
- Spectators should seek shade.
- Ensure intake of vitamin D through a healthy diet.
- For more information contact the Cancer Association of Namibia: http://www.can.org.na

**2. Tuberculosis (TB)**

- TB is spread from person to person through the air. When a person with infectious TB coughs or sneezes they propel germs into the air. People who breathe in the air containing these TB germs can become infected.
- TB is not spread through shared surfaces or shaking someone's hand.
- Good hygiene, such as covering your mouth when you cough or using a tissue when you sneeze can help stop the transmission of TB.
- Advise Players to see a doctor if they have a cough that lasts over three weeks or if they cough up blood.

**3. Diabetes**

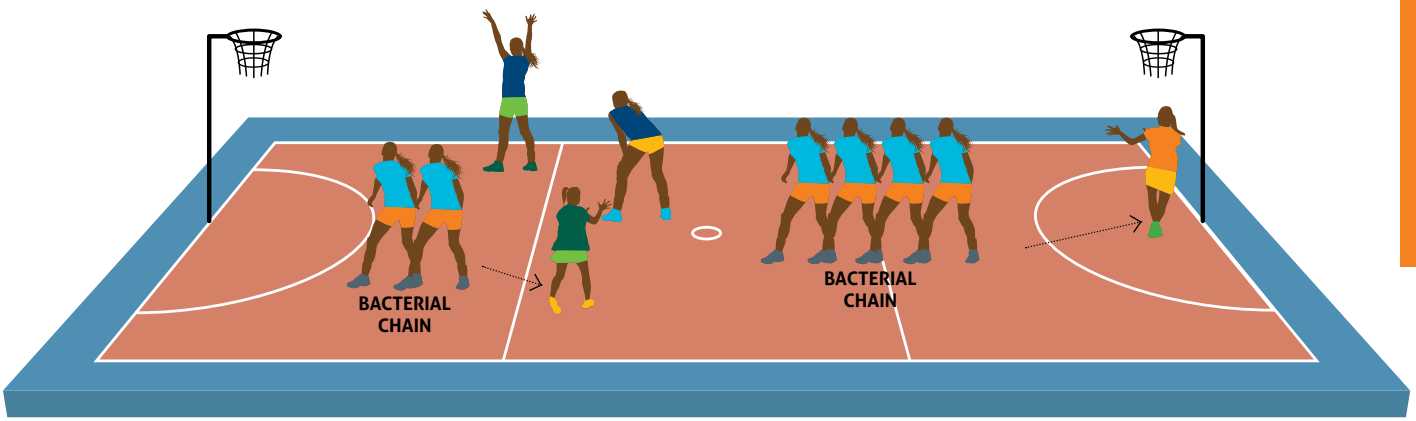
- Diabetes is among the top 10 diseases in Namibia, and one of the top 15 causes of death.
- Prevention measures include:
  - » Knowing your blood sugar level and have it checked regularly.
  - » Regular physical activity.
  - » Eating healthy meals including a daily intake of fruit, vegetables, fish or chicken and grains.

**4. Obesity**

- Obesity is a growing problem in Namibia.
- Regular participation in sport and physical activity exercise can combat obesity.
- Good nutrition can also prevent obesity.

PERSONAL DEVELOPMENT AND LIFE SKILLS

**TOPIC** **COMMON DISEASES**




## ACTIVITY

1. All Players move around the Netball court or an area marked out with cones.
2. One Player starts the game by touching (infecting) one of the other Players.
3. Once the 'catcher' has caught another Player, they join hands and form a 'bacterial chain'
4. By holding hands they will now work together and try to 'infect' more Players.
5. Once there are 4 catchers, they will split up into 2 groups of 2 catchers per chain. Now the 'bacteria' spreads faster.
6. The winner of the game is the last person not part of the chain, the only Player not infected by TB.
7. The same game can apply to any other infectious disease.
8. In the closing circle, reflect on the activity and emphasise the key messages.

PERSONAL DEVELOPMENT AND LIFE SKILLS

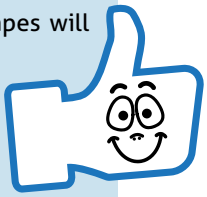
# TOPIC PUBERTY

**Key Messages/Discussion points**

1. Young people need to understand and embrace the changes they face during puberty as positive, healthy and natural.

2. Boys mature slightly later than girls and they will have more muscular physiques, develop pubic and facial hair, they will experience penile erections and ejaculations, & their voices will deepen.

3. Girls mature earlier than boys, they will develop breasts, pubic hair, their body shapes will change and become more rounded, & menstruation will start.



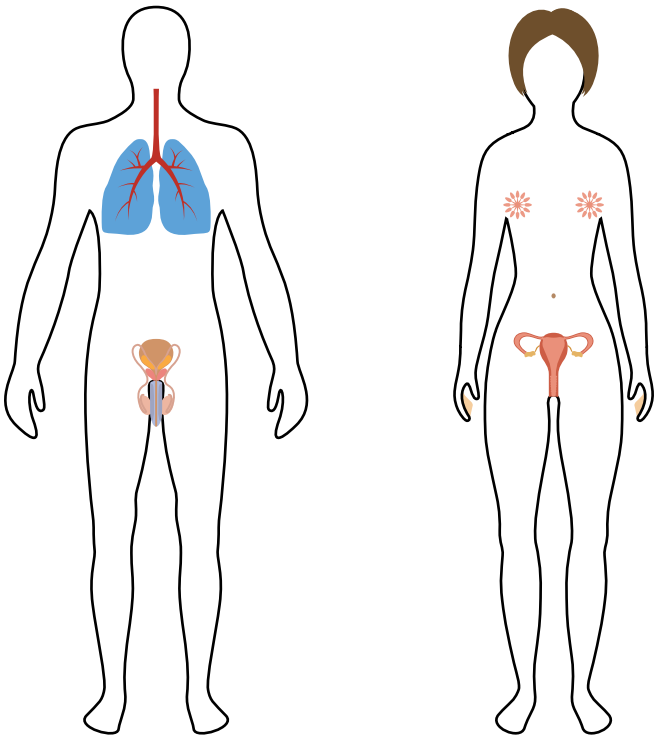
4. It is natural for young people to explore and touch their own bodies.
   This is not something to worry about or feel guilty about.

5. Young people will develop feelings for others and may be attracted to someone else and want to form an intimate relationship with them.

6. Menstruation is a normal for girls and is not dirty or unclean. It is ok for girls to play sport during their period.

PERSONAL DEVELOPMENT AND LIFE SKILLS

**TOPIC** **PUBERTY**



## ACTIVITY - BODY MAPPING

1. Players form pairs of the same gender. Each pair takes a large sheet of paper and traces the outline of one of their bodies onto the paper with a marker. (Sheets of Flipchart paper taped together). They must work carefully and not tear the paper.

2. The pairs must mark on the body all the changes that happen during puberty for their gender. Tell the Players they must show body parts & sexual organs and should write down the names they call the sexual organs. Encourage them to use colour.

3. Guide the Players to also reflect their feelings, ideas and beliefs.

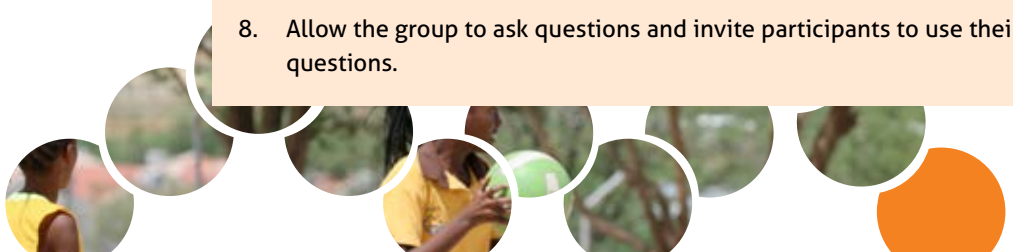
4. Ask Players to also make drawings on the outside of the body to represent the social and physical environment.

5. Ask questions such as:
   a. What are the good and bad things about growing up?
   b. What names we gave our body parts, what are the correct terms?
   c. Why do these changes take place, how do you feel about these changes?
   d. What challenges do they experience when these changes happen?
   e. How do the bodies of girls and boys develop differently during puberty?

6. Bring the group together and ask them to share their body maps if they feel safe and comfortable. Share some of the answers and ideas from the questions asked above.

7. Add any additional information you think is missing.

8. Allow the group to ask questions and invite participants to use their body maps to answer the questions.



PERSONAL DEVELOPMENT AND LIFE SKILLS

## TOPIC SUBSTANCE ABUSE

**Key Messages/Discussion points**

1. The legal age to purchase and consume alcohol in Namibia is 18 years of age.

2. Substance abuse can:
   - Lead to antisocial and risky behaviour which can lead to young people not fulfilling their potential in sport and in life
   - Affect a person's mental and emotional health
   - Affect their physical health
   - Damage their relationships
   - Result in them living in poverty
   - Cause disease
   - Their safety at risk

3. Substance abuse can lead to addiction and damage your future prospects.

4. Using drugs for performance enhancing or for social use is banned in sport and regular drug testing takes place to detect their use.

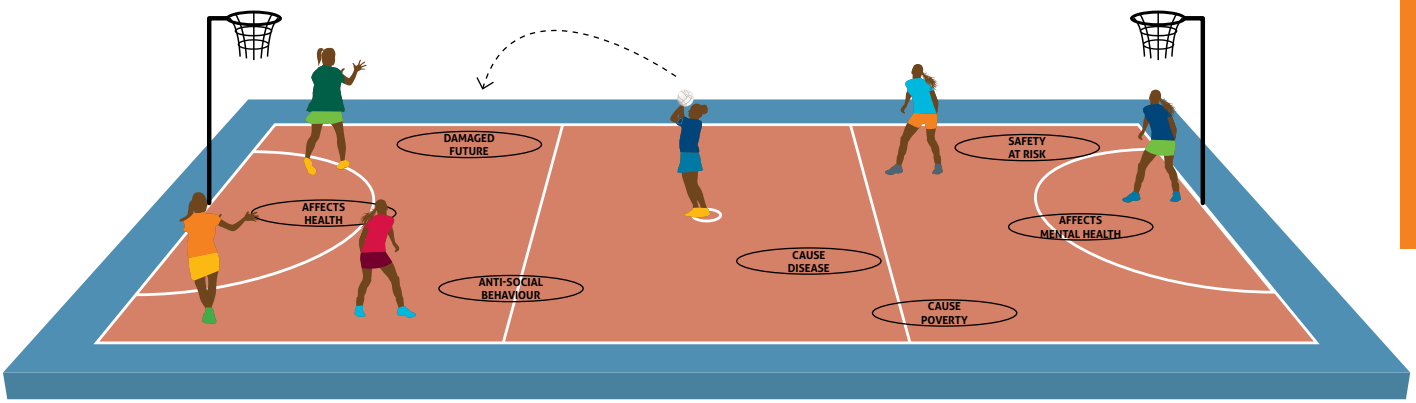
5. Risks of alcohol and drug abuse.

### EXAMPLE

- Cirrhosis of the liver
- Fetal alcohol syndrome (Effect of alcohol on the unborn baby)
- Anxiety and depression
- Short concentration span
- Drastic personality changes
- Loss of personal integrity and self-esteem
- Destruction of family
- Loss of career

PERSONAL DEVELOPMENT AND LIFE SKILLS

**TOPIC** **SUBSTANCE ABUSE**




## ACTIVITY

1. Divide Players into teams of about 7. 1 becomes the centre and the remaining team members divide into the 2 goal thirds. Only the centre Player can be in the centre third.
2. Place a few hoops spread around the netball court.
3. A bad consequence of substance abuse as outlined from 1 to 5 above is written on a page, preferably cardboard and placed inside the hoop.
4. The team must try to accumulate as many points as possible by throwing the ball into the hoops or passing the ball to one of their team mates who must place the ball in a hoop.
5. They score 10 points for throwing the ball directly into a hoop but only 5 if they pass the ball to a team mate who must throw the ball into a hoop. Normal footwork rules must apply. Allow the teams to strategize how they will accumulate the most points in their 5 turns.
6. If the ball hits the hoop, the nearest Player must call out the bad consequence of substance abuse and his teammates must repeat the bad consequence.
7. The Player must now become the centre.
8. Give each team 5 turns, total their score and give the next team an opportunity.
9. They cannot score twice by hitting the same hoop.
10. In the closing circle review the session. Reflect on the Netball skills and the bad consequences of substance abuse.
11. Ask Players to share, if they are comfortable, any experiences where substance abuse affected them in their lives.

PERSONAL DEVELOPMENT AND LIFE SKILLS

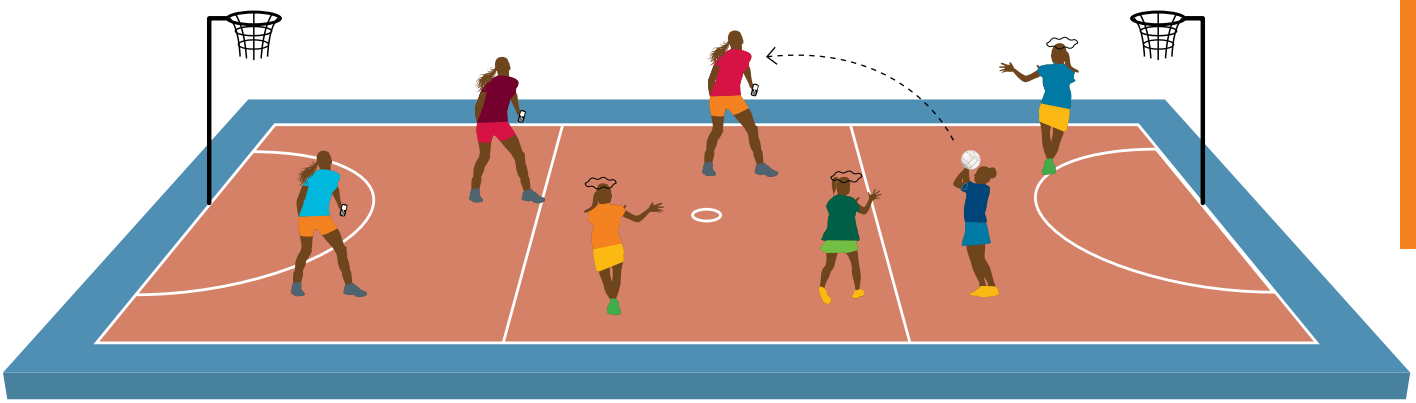
## TOPIC ROAD SAFETY

**Key Messages/Discussion points**

1. Namibia has one of the highest road fatality rates in the world.
2. More than 90% of all accidents are caused by faulty human behaviour, such as over speeding, risky driving behaviour, drinking and driving, overloading, fatigue and defiance of traffic laws.
3. Most vulnerable age groups are young people. (Drivers 18–25 years)
4. Drinking and driving and over-speeding are one of the main causes of road accidents among young drivers as they are likely to overestimate their ability to handle a car while intoxicated or at high speed.
5. Players must know what appropriate pedestrian behaviour is.
6. Discuss how the Players will make sure they get home safely after the training session or match.
7. Players must understand that the rules of the road apply to cyclists.
8. Understand the importance of safe behaviour during travelling. Teams will often travel together to events. Often children behave poorly distracting the driver, threatening the safety of others.

PERSONAL DEVELOPMENT AND LIFE SKILLS

TOPIC ROAD SAFETY



## ACTIVITY

1. Divide Players into normal Netball teams of 7.

2. Before the game starts, 3 volunteers from each team must hold their hands on the Netball and run around the ball 15 times to get dizzy and then start a game. The remaining Players must try to play while holding a cell phone in their hands.

3. After a few minutes, bring all the Players together and reflect on how the 'drunkenness' and the cell phones impacted on their game. The Coach stresses the messages relating to drinking and driving and driving while using a cell phone.

4. Continue playing but this time some of the Players on the sideline waiting their turn must throw balls across the playing area to distract the Players while others must role- play a drunk parent displaying abusive behaviour such as:

    - Punishing their child for poor performance
    - Insulting or attacking the other Players
    - Insulting or attacking the umpire

5. After a few points call the Players together and reflect on the exercise. The drunken spectators represent drunken pedestrians. Discuss what danger drunken pedestrians pose to motorists. The balls flying around should be linked to the many distractions that motorists face while driving e.g. animals crossing the road, potholes, etc.

6. In the closing circle ask Players to share any experiences of road safety incidents they may have experienced.

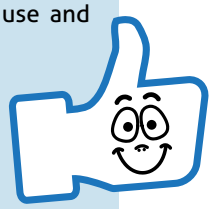
7. For more information visit the website of the National Road Safety Council of Namibia at www.nrsc.org.na

PERSONAL DEVELOPMENT AND LIFE SKILLS

## TOPIC FINANCIAL LITERACY

**Key Messages/Discussion points**

One of the key factors to lead a good quality of life is financial freedom. Financial literacy is the ability to make informed judgments and take effective decisions regarding the use and management of money.



1. Players should learn to manage their finances and save from a young age.
2. They should learn to budget and make good financial decisions.
3. They should know what financial services or products are available e.g. savings accounts, current accounts, fixed deposits, unit trusts.
4. They should know the different financial institutions in Namibia e.g. commercial banks, investment banks, insurance companies, microloan companies, Namibian Post Office Savings bank.
5. They should understand the advantages and disadvantages of borrowing, credit and debt. Example

| Advantage | Disadvantage | Item |
|---|---|---|
| ● | | Credit is convenient. You do not need to carry a lot of money with you. |
| | ● | Credit usually costs more than paying cash. Interest and other changes may be added to the purchase price. |
| ● | | You may save money, because you can take advantage of sales. |
| ● | | Credit can help if you need money for emergencies, such as unemployment, illness, death or property loss. |
| ● | | Credit is handy for making purchases through the mail, tele-phone and Internet. |
| | ● | You may buy more than you can afford. |
| ● | | You can buy things that are needed now when you don't have enough money to pay for them. |
| | ● | Credit ties up future income. When you use credit, you owe money that must be paid back from future income. |

6. The Players must understand the importance of raising money as a sports club to buy equipment, clothing, pay for transport, etc.
7. Discuss the importance of assisting those less fortunate than they are, especially in the sports team.
8. Young people should also be introduced to fundraising and entrepreneurship at a young age. They must learn to become financially self-reliant in their clubs and personal lives and not depend on handouts and donations.

PERSONAL DEVELOPMENT AND LIFE SKILLS

## TOPIC FINANCIAL LITERACY

### ACTIVITY

1. Let's start a Netball club.

2. Divide the Players into about 4 groups.

3. Each group is set the task of planning to start a Netball club at their schools.

4. The groups must answer the following questions.
   - How will you go about starting a club?
   - Prepare a budget for starting a club.
   - Plan a fundraising event to raise money for the club.

5. Each group must present their answer and then role play how they will attract members to join their club.

6. In the closing circle the Coach reflects on the activity. Ask the Players how they will apply the principles in their own lives. Briefly reflect on the importance of financial literacy skills in their lives.

PERSONAL DEVELOPMENT AND LIFE SKILLS

TOPIC GENDER AND SEX

**Key Messages/Discussion points**

'Sex' refers to the biological distinction between males and females. 'Gender' refers to the social differences between males and females.

# SEX ≠ GENDER

**Sex** Male / Female

**Gender** Masculine / Feminine

**Biology:**

chromosomes, hormonal profiles, internal and external sex organs

**Culture:**

the characteristics that a society or culture delineates as masculine or feminine

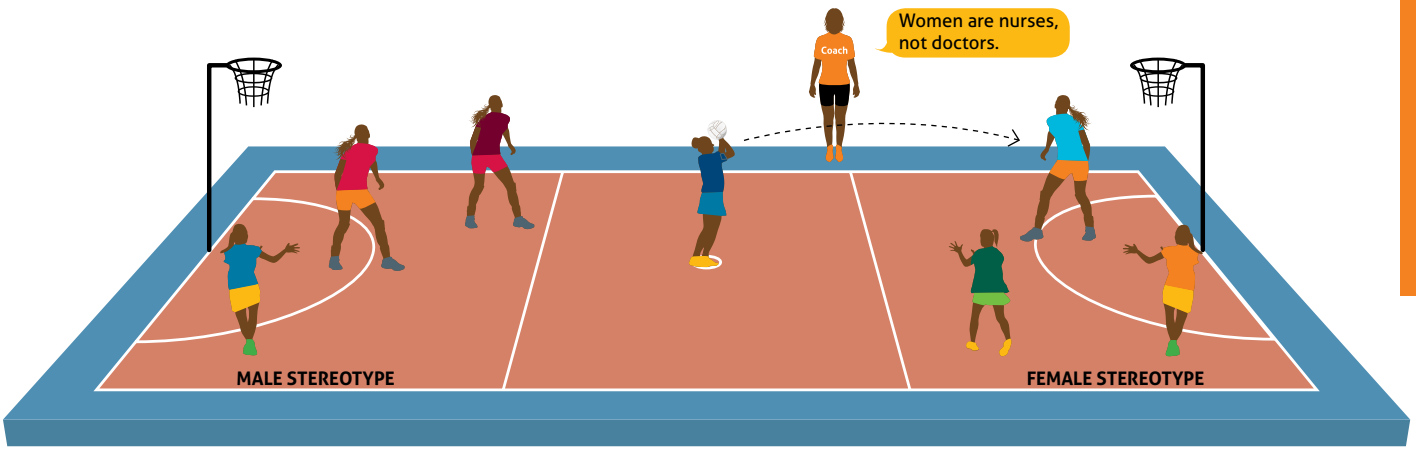
1. Sex describes our body parts–things we are born with.
2. Gender describes what society expects of us because of our sex.
3. Gender norms can be challenged and changed.
4. Discuss gender stereotyping. E.g. Boys play football, girls play netball.
5. Explain the role the media plays in gender stereotyping.

## EXAMPLE

In adverts women are used to sell cosmetics and household products but men sell cars, business products and investments.

PERSONAL DEVELOPMENT AND LIFE SKILLS

## TOPIC GENDER AND SEX




### ACTIVITY

1. Players form teams of 7. Both teams have a Player in the centre circle and the other Players divide into the 2 goal thirds as per a normal game.

2. The Coach calls a stereotype from the examples below:
   - Women must have jobs such as secretaries, librarians and teachers.
   - Women are nurses, not doctors.
   - Women don't play sports like soccer.
   - Women must be submissive and do as they are told.
   - Men enjoy working on cars
   - Men do jobs such as construction work and mechanics.
   - Men are not responsible for looking after children.
   - Men enjoy outdoor activities such as camping and fishing.
   - The Coach can add other appropriate examples.

3. The team must quickly decide if this is a male or female stereotype and whether they agree. (Maximum 20 seconds).

4. When the Coach blows the whistle, the centres must attempt to pass the ball to a team mate in the 'male stereotype' third, or the 'female stereotype' third.

5. The Coach announces the correct answer but first ask the Players to shout what they think. Helpers must keep track of the scores.

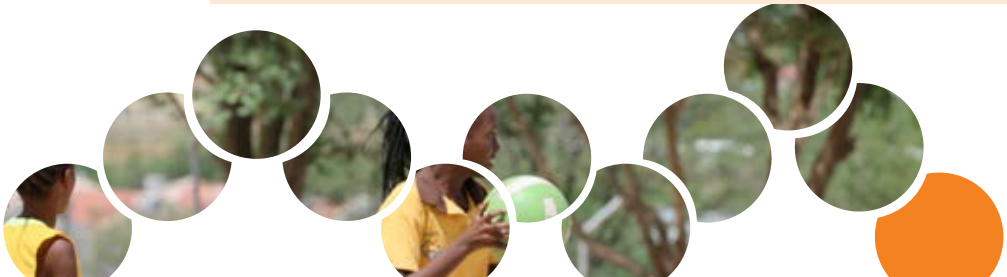
6. The receiving Player must pass the ball back to the centre and run to now become the centre.

7. The Coach calls out another stereotype and repeats the exercise.

8. Teams score 5 points for passing the ball into the correct area. If the ball is intercepted by an opponent or the pass is incomplete court, they lose two points.

9. In the closing circle the Coach facilitates a discussion on gender stereotyping, re-enforcing the key messages from the game.

10. Players share any personal experiences how gender stereotyping impacts on their daily lives.



PERSONAL DEVELOPMENT AND LIFE SKILLS

# TOPIC CARE FOR ENVIRONMENT

**Key Messages/Discussion points**

1. Understand the importance of recycling.

**EXAMPLE**

- Reduce pollution
- Reduce the need to destroy trees
- Save costs, cheaper to produce goods with recycled material
- Recycling requires less energy

2. Discuss the effect of litter on the environment.

**EXAMPLE**

- Litter attracts germs and disease
- Litter can blow into the sea or veldt and be eaten by animals
- It attracts rats and harmful bacteria

3. Involve the Players in creating a clean training or playing environment.

4. Ensure the Players leave the playing area clean after a training session or match.

5. As a team building exercise, the team can also do anti litter or clean up campaigns in the community. This is also good marketing for the Netball club.

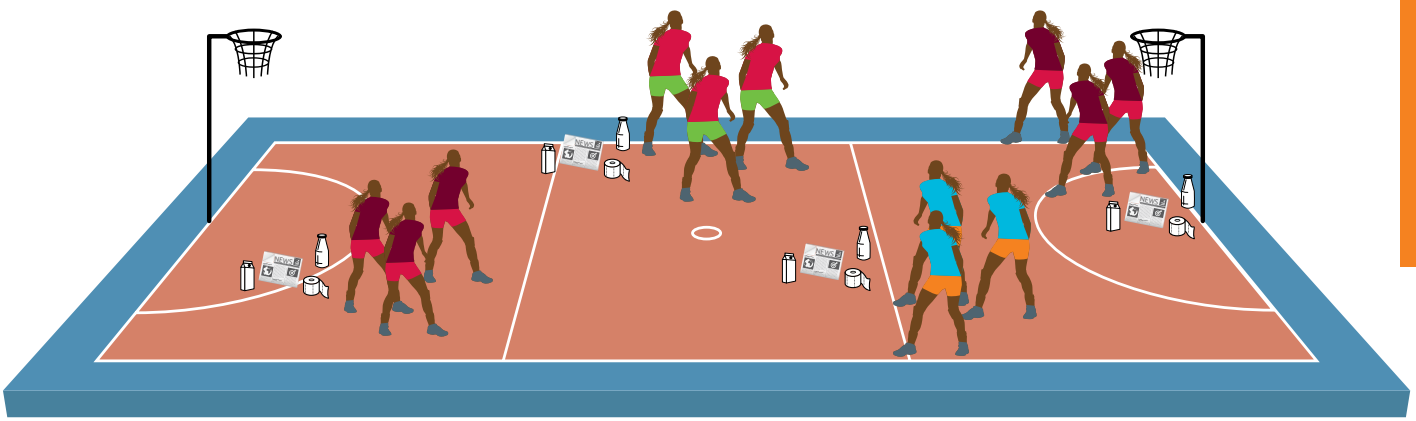
6. Involve the team in recycling campaigns; this could also raise funds for the team.

7. Explain what vandalism is and how to prevent it. Discuss impact of vandalism.

8. Discuss how sports facilities are often vandalised and how the Players can help prevent vandalism, especially of school property and sports facilities.

PERSONAL DEVELOPMENT AND LIFE SKILLS

# TOPIC CARE FOR ENVIRONMENT



## ACTIVITY

1. Divide Players into 4 equal groups.

Coach distributes more or less equal amounts of waste materials to the groups.

### EXAMPLE

- Newspapers
- Plastic shopping bags
- Beverage cans
- Empty 2 litre cool drink bottles and milk containers
- Drinking straws
- Toilet paper or paper towel rolls

2. Each group is given the task of Coaching any Netball skill using the waste materials.

3. Each group must create a simple game using the materials.

4. Each group must present their Coaching session and game to the rest of the group for a maximum of 5 to 8 minutes.

5. The Coach reflects on how using waste material has a positive impact on the environment. Point out that the Players are recycling old material instead of using raw material. Reflect on the need to recycle.

6. Players share ideas how the Netball club or school can improve the environment.

## NOTE TO THE COACHES

- It is really important that these messages are integrated into the training in a fun and exciting way.
- The connected conversations must indeed be conversations and not deteriorate into lectures which bore the Players.
- If the Players are not inspired or motivated they will not come back to your training sessions and may chose unhealthy options instead. This will defeat the purpose of this programme.
- The training sessions must NOT begin to resemble the classroom! The young people will vote with their feet and they will tell other young people.
- Coaches must involve the youth in giving feedback on the training sessions and how to keep them fun and enjoyable whilst at the same time achieving the goal of Life Skills training and Healthy Living.

CHAPTER

# 6

SPORTS LEADERSHIP

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Developing leadership skills will equip the young person with increased personal competences such as increased self-confidence, better communication and better problem solving skills.

Youth leaders can make positive and healthy decisions in life, to avoid risky behaviour and pursue positive behaviour, and to contribute as active citizens to their families, communities and country. They will build new friendships and networks in Namibia and internationally.

Above all they will practice and develop all the competences we identified in this manual and are more likely to lead a Healthy Lifestyle. They are also more likely to impact positively on the lives of others.

Another benefit of offering sport leadership opportunities is that it affords those individuals who are not especially strong at playing sport, alternative opportunities to become involved in sport. Many young people have a real passion for community work and involving them in sports leadership activities can develop their potential to make a meaningful impact on society.

## LEADERSHIP ROLES IN SPORT

Organised sport requires the participation of individuals who help manage, administer, organise, Coach and officiate, creating an environment for Players to take part and enjoy their preferred sports. The following are some of the leadership roles that support participation in sport:

- Coaches
- Umpires, linesmen, scorers
- Club & Federation official & administrators
- Club chairperson
- Club secretary
- Club treasurer
- Event organisers
- Team managers
- Fundraising co-ordinator
- Marketing coordinator, etc.

Through normal Netball Coaching sessions you will find out who the more talented and less talented Netball Players are. By using the Sport4Development and Connected Coaching approach, you will find that Players have many more skills and talents than being able to play Netball. Amongst others you will find Players with:

- Good communication skills
- Leadership skills
- The ability to motivate others
- Organisational skills
- Analytical skills

These are all skills that are required to implement effective Sport4Development programmes. However remember that before your Coaching session happens effectively, many other tasks must be done.

## EXAMPLE

- The Netball courts or training area must be booked.
- The training equipment must be purchased.
- First Aid equipment must be available.
- There must be Players at the Coaching session.
- The activity must be marketed amongst the youth.
- Attendance registers must be printed and attendance records held.

To do these tasks you need trained **Sports Leaders**. The Netball4Life Coach is thus not only developing good Players, but he/she is also proactively identifying and developing sports leaders at a young age.

In order for Sport4Development activities to be effective and sustainable, quality leadership is required to take ownership of development programmes at local level. Learners at the school may not be good Players but they may well be good sports leaders.

## LEADERSHIP ACTIVITIES IN SPORT

Involving youth in sport leadership activities is a good way of helping them to develop leadership and other competences. When implementing a Netball4Life programme we recommend providing youth with the opportunity to take part in Sports Leadership projects.

Examples of leadership activities are:

- **Youth Coaches** – Some young people may not be good Players but they can create good Players.
- **Setting up a Netball club at the school.**
  (This activity can be linked to many subjects at school. A teacher can supervise but let the youth play the leading role in setting up the school club. Amongst others the youth can market and promote the sport, establish interest, organising Coaching, form a committee and establish competition opportunities.)
- Training as umpires or **technical officials** and officiating in local competitions.
- Organising a **fundraising event** or campaign for the team.
- Organising an interclass **league** with fixtures, results, league tables, referees, awards, etc.

The Coach or teacher should train, mentor and guide the young people but give them opportunities to lead.

Running a club is another way to learn and practice many important Life Skills. If you don't have a good club structure, you will not have effective sport development or Sport4Development programmes. Some of the competences required are best developed off the Netball court than on the court.

**The Sports Club**

One way to ensure sustainability is to form a club. Why should a club be formed?

- To identify and develop leaders.
- To identify and develop good organisers and administrators.
- To form connections with other structures e.g. the school sports association or the Netball federation.
- To take part in leagues and tournaments.

By encouraging youth to take up leadership roles in sport, you will easily be able to include many more young people. These competences will go a long way to prepare them for life.

Young people who take up leadership roles in sport will develop knowledge and skills that will help them in other aspects of their life. Roles such as those described above, will develop a young person's leadership and project management skills.

## Coaches Planning & Evaluation Sheet

| | |
|---|---|
| **Date:** | **Venue:** |
| **Coach:** | **Estimated Number of Players:** |
| **Total Time for Session:** | **Actual Number of Players:**<br>**Male:** **Female:** |

| **Sport Skill** | **Personal/Life Skills** |
|---|---|
| **SPORT OUTCOMES**<br>By the end of the session the Players must be able to: | **PERSONAL/LIFE SKILLS OUTCOMES**<br>By the end of the session the Players must be able to: |

| **Opening Team Circle** | **Time allocated:** |
|---|---|
| **Step 1:** The Coach WELCOMES the Players and created a friendly, safe environment. | |
| **Step 2:** The Players SHARE any important experience in their lives during the last week. | |
| **Step 3:** The Coach EXPLAINS the outcomes for the session. | |

| **Warm-Up** | |
|---|---|
| Time Allocated | Diagram |
| Describe Activity | |
| Variations | |

| **Main Part** - Sport Skill plus Personal/Life Skill/Healthy Lifestyle topic | |
|---|---|
| Time Allocated | Diagram |
| Describe Activity | |
| Variations | |

| **Conclusion** - Small sided game or Activity | |
|---|---|
| Time Allocated | Diagram |
| Organisation of Activity | |
| Variations | |

## Coaches Planning & Evaluation Sheet

| **Opening Team Circle** | **Time allocated:** |
|---|---|

**The Coach REVIEWS**

1. The session outcomes. Ask the Players to relate what they learnt about the sport skills. Ask them to highlight a few key points.
2. The link between the sport skill and the Personal Development/Life Skills outcome or Healthy Lifestyle topic. Ask the Players to reflect on what happens in real life and share personal experiences.

**The Coach** makes any announcements and closes the session with a chant.

| **Self-Evaluation - Score yourself from 1 to 5**<br>**Poor = 1, satisfactory=2, good=3, very good=4, excellent=5** | | | |
|---|---|---|---|
| | | **Score** | **Notes** |
| 1. | Planning | | |
| 2. | Opening and closing circle | | |
| 3. | Players enjoyment | | |
| 4. | Player's involvement | | |
| 5. | Sport skill development. | | |
| 6. | Life Skill/Healthy Lifestyle topic knowledge improvement. | | |
| 7. | Overall organisation of the session | | |
| 8. | Variations | | |
| | **Total score for session** | | |

NOTES

"Sport moves and educates!"

# Netball4Life Manual