



## Foundation Coaching Course

Pre-Course Reading Material

*Please read, complete in dot point form & bring to the Course*

Welcome to Netball Singapore's Foundation Coaching Course. Netball Singapore's Coaching programmes are recognised by Sport Singapore as an integrated programme encompassing their requirements to qualify as a SG-Coach.

This pre-course reading material is a brief introduction to the coaching schemes, to netball and what it takes to be a coach. We hope you will enjoy the course and that you will find coaching a rewarding and fulfilling activity.

### Participant Resources

**Each participant will receive:**

- Netball Singapore Participant Workbook – Foundation Coaching Course
- Netball Singapore Foundation Coaching Manual & DVD

**Each participant should bring to the course:**

- Writing material
- Suitable training attire for practical activity sessions
- Suitable footwear for outdoor or indoor training surfaces
- Change of clothes / towel
- Sun protection, sunscreen and hat
- Water bottle and adequate refreshments

### Introduction to the Game and Rules of Netball

Please see the last section of this pre-reading material (from page 21).

## Netball Singapore's Pathway to Coach in Schools:

In summary, the requirements for a new netball coach considering coaching in the Singapore school system is as follows:

1. Successfully complete the Foundation Coaching Course– 7.5 hours' course delivered by Netball Singapore (NS).
2. Successfully complete the integrated Netball Level 1 Coaching Course – 2 full days delivered by NS. Coaches must also obtain a 70% Pass in the online Level 1 Netball Rules Theory Exam.
3. Register with
  - a. (a) the National Registry of Coaches (NROC)  
<http://www.sportsingapore.gov.sg/athletes-coaches/coaches-corner/national-registry-of-coaches> and
  - b. (b) MOE <http://www.moe.gov.sg/coaches-instructors/>
4. A current First Aid Certificate with AED
5. Attendance at the '*Values and Principles of Sport*' (VPS) Workshop, conducted Netball Singapore or Sport Singapore. Refer to the above links for further details.

Coaches who complete the above requirements will be awarded a Provisional Level 1 SG-Coach Netball Certificate (integrated theory and technical) issued by Sport Singapore.

6. Successfully complete or be exempt from the 28 hour [Basic Sports Science \(BSS\) course](#) (delivered by Sport-Sg) within 3 years (subject to final confirmation from Sport SG).

A full Coaching Certificate will be awarded on completion of the Basic Sports Science course, which must be done within 3 years of attaining the provisional certification (pending final confirmation from Sport SG).

Coaches will be required to update their Level 1 accreditation every three (3) years via the NROC logbook.

## Sport Singapore Coach Excellence Programme (SG-Coach)

The Singapore Coach Excellence (SG-Coach) Programme is primarily designed for coaches wanting to coach professionally in schools:

<http://www.sportsingapore.gov.sg/athletes-coaches/coaches-corner/singapore-coach-excellence-programme-sg-coach>

## Course Pre-requisites

To ensure all coaches receive sufficient theoretical training prior to implementing knowledge in the course it is a requirement for participants to undertake some pre course reading and activities. Participants must be at least 16 years of age.

Please read all the material and complete the activities then bring along for reference during the course.

## Qualification Guidelines for Employed Coaches

The table below outlines the suggested minimum standards by Netball Singapore, Sport Singapore and MOE required for coaches to work professionally. Each level (1 – 3) of the SG-Coach Programme structure develops additional coaching skills, many of which are relevant regardless of the level of athlete the coach is employed to work with. Although it is not compulsory for those employing coaches to do so based on the coach's level of accreditation, Sport Singapore HIGHLY RECOMMENDS that those seeking to employ coaches, do so with the following guidelines in mind.

## Minimum Employment Skills Required

Employment Skills Required	Accreditation Level
To be able to coach beginner / preparatory and recreational sporting participants in a safe, enjoyable and positive sporting environment.	Level 1
To be able to prepare preparatory and developmental level athletes for positive competition experiences, in a planned and coordinated programme ( <i>School System Athletes</i> ).	Level 1 including completion of /exemption from Basic Sports Science Course
To be able to develop all aspects of the developmental to elite athletes, in a planned, long-term and holistic programme, to allow competitive athletes to achieve the sporting potential ( <i>Centre of Excellence / National Athletes</i> ).	Level 2 / Level 3 including completion of /exemption from Intermediate Sports Science Course

## What do coaches do?

Regardless of whether a coach is employed or a volunteer, she/he has a number of responsibilities towards the participants in their sport. The key responsibilities of the coach include:

- Identifying and meeting the needs of each participant.
- Improving the performance of the participant through sound, planned, progressive, safe and challenging training programmes and activities.
- Evaluating the success of the programme in relation to the participant's needs and improvement of performance.
- Creating a learning environment that is conducive to the continuous participation in sports and improvement of performance.

To fulfill these responsibilities will require the coach to be flexible and play several roles with each of the young participants. Many times, a coach can appear to be different things to different people in different situations. For example, a coach can appear to be an instructor when he or she is seen directing activities

and practices, while on another occasion, is seen as a counselor and friend, listening to and advising the athlete who faces problems in his or her personal life.

Often, these roles that coaches take on will depend on a number of factors:

- Age and maturation of the participant
- Skill or experience of the participant
- Aim and ambitions of the participant

Above all roles that a coach plays and above all the coach does, a coach is also an excellent role model for young athletes. As a coach, your behaviour and attitudes have a major influence on the overall development of your athletes.

**Activity**

***Explain how a coach may influence young athletes as a role model.***

### **Administering Values Fairly and Consistently**

Many coaches desire respect from athletes they coach. Athletes on the other hand often look up to the coach who is fair and consistent in all manners of coaching. A coach should apply a clear set of values and rules fairly and consistently right from the beginning of a programme. Likewise, a coach should not accept inappropriate values and behaviours, but deal with them. Inappropriate values and behaviours should include manners of abuse, cheating, harassment, discrimination, violence, etc.

### **Be Positive**

Coaching is very much about people and the development of people. Being positive in your outlook of them, what they are doing now and what they can become is very important to the process of helping them develop to their potential. Being negative all the time can only lead to athletes' self-frustration and lack of self-confidence to achieve their aims and ambition.

**Activity**

**Recall experiences you have had of being coached or tutored. What do you think were the best traits of the coach or tutor? What others would you like to possess as a coach?**

## Communication and Links with Other Important People and Groups

Coaches need the support of various people and groups if they wish to provide a successful programme. Therefore, it is important to develop positive working relationships with other people keeping them informed and involved.

### Activity

List the people/groups you think you will need support from and what you will do to involve them.

## Legal Responsibilities

What is your legal responsibility to your athletes? It is to create a safe and controlled environment for your athlete to train and compete. Should any injury occur, you would be questioned on what measures you have or have not taken to ensure a safe environment for the athletes to train and complete. Legal actions could be taken against any coach if alleged acts of negligence are committed. The least a coach should do to get away from any legal liability is to provide an environment that is safe for athletes to train and compete in.

Here are some of the common coaching factors that could help with risk management and prevent injuries:

- Medical screening
- Warm-up, cool-down and stretching
- Physical conditioning
- Proper Technique
- Preventive equipment and Environment
- Hydration and nutrition
- Consent to train and compete
- Supervised sessions
- Documentation of the injury

## Medical Screening

Injuries do happen but most of the time, these injuries are also preventable if you make a conscientious effort to pay attention to them. The first thing to do is medical screening. In such a screening, the coach seeks to identify players with risk factors for sports participation.

Another aim of pre-participation screening is to rule out factors that may predispose the player to an increased risk of injury. One common problem among runners is having a collapsed arch. If this problem is not detected early, the problem may escalate further

## Warm-up, Cool-down and Stretching

A proper warm-up should be seen as a form of injury prevention programme.

## Physical Conditioning

A good physical conditioning programme reduces the risk of injury. Playing sports and games are physically demanding on the body. Unless the body is able to meet these physical requirements, the body will break down and result in injury. A good physical conditioning programme should address the different components of fitness, including strength, flexibility, endurance, balance, speed and power. Depending on the sport, the coach should be aware of specific needs of each player.

## Proper Technique

Incorrect techniques lead to injury. A coach who teaches the correct techniques is helping his/her players to attain well-timed and coordinated sequence of muscle actions required in his/her sports. On the contrary, if incorrect techniques are used, many injuries result.

## Protective Equipment and Environment

Protective equipment helps to reduce injury when used appropriately.

### **Activity**

***Discuss what you would check at the training venue and emphasise regarding equipment and training apparel to ensure a safe playing environment for athletes***

***Provide examples of using protective equipment or checking facilities in netball for injury prevention.***

Coaches also need to be aware of the risks posed by the environmental conditions such as lightning and hot weather. Physical environment such as insufficient lighting and uneven grounds are inappropriate for training or games. In Singapore, there have been cases of lightning strikes on open fields and stadium in the absence of rain which resulted in deaths

### **Activity**

***When there is extreme condition such as extreme hot, or lightning, the coach must make decision whether to restrict, alter, postpone or even cancel the practice or game. Discuss what kind of weather conditions you should be aware of, and what would you suggest in such weather conditions.***

***What alternative activities might you be able to do?***

## Consent to Train and Compete

Your athletes may get injured somehow, someday and the question is **when** and **how** serious it is. Let the parents know of such potential risks while engaging in the sports so that they are willing to accept such responsibility should any serious injury occurs during training or competition. The coach may have done everything possible to minimise the risk. However, due to a player's inability to read the game well, mishap may take place. Therefore, it is prudent to encourage athletes to sign a consent form releasing you and your organisation from all responsibility for injury or harm that may occur.

## Supervised Sessions

Do not assume that your athletes will be able to conduct themselves well given the equipment to play. Injuries may take place when children of young age are left on their own to use the equipment. Injuries can also take place when you are not around to point out their mistakes. However, if the coach is physically present, but his mind is absent, injury can also take place. Therefore, the coach must be actively alert when supervising the athletes in the gymnasium, courts or the field

## Documentation of the Injury

Documentation refers to recording the injury in an injury record form. Alleged acts of negligence are often the cause of legal suit. Very often, as a coach, you may be the first responder to the athlete, which means you are an eyewitness to the injury. You witness the injury from the start till the time of arrival of the paramedics.



### Activity

*Discuss to whom would you, as a coach and eye witness to the injury, be providing the documentation of injury, and for what purposes.*

### Activity

*In an emergency, you must have access to information of athletes in order to contact the relevant authority or the parents. One of these is the 'emergency information list' of your players which you must hold in order to provide to hospital personnel when required. If you are preparing this list, what are some of the relevant information you would include in this list?*

## Developing Risk Management Action Plan

Risk management is about identifying potential risk, eliminating or reducing where possible and insuring against the risks that cannot be eliminated. In developing a risk management action plan, coaches must identify potential risks most commonly affecting their sport, develop and implement strategies to minimise the risks identified in their sport.

Here are some general guidelines to assist the coach:

- Identify all potential risks factors and classify them by ranking.
- Ensure equipment or facilities are safe and review them periodically.
- Evaluate periodically policies and procedures, techniques used in coaching and performance.
- Ensure coaching environment free from discrimination, harassment, abuse of power, unethical behaviour and drug use.

## Emergency Action Plan

An emergency action plan consists of information on the nearest telephones, directions, the names of the person in-charge, the person who calls for emergency services and other people who might be helping. Many coaches are so engrossed in their role in providing quality training for their athletes that they forget to think about having an emergency action plan in their training programme. When athletes perform well, credit is given to the coaches. However, when injuries happen, worries but not credit will go to the coach. In this unit, coaches will learn important principles in planning for an emergency. Coaches are encouraged to apply these principles in their situation and facilities as appropriately as possible as each sport and facility is different.

## Responsibility

The first component of an emergency action plan is to determine responsibility. Whose responsibility is it to take charge and check the situation? Whose responsibility is it to call the ambulance and to contact the parents? Finally, whose responsibility is it to care for the casualty?

Usually the coach or manager is in-charge of the emergency situation, unless there is a medical personnel present. Besides attending to the casualty, the person in-charge must also be confident of giving instructions to those around him. The most important criteria for the person in-charge is that he or she must be trained in basic first aid and be able to assess the situation properly before deciding to call on the professionals for further help.

## Growth and Development Processes

To understand growth and development, it is important to be familiar with certain basic terms.

### Basic Growth and Development Terms

Terms:	Definitions:
Adolescence	The period of life beginning with puberty and ending with physical maturity.
Behavioural development	Development of competence in a variety of interrelated domains (social, intellectual or cognitive, emotional, moral, and motor) within a cultural concept.
Biological development	The differentiation of cells along specialised lines of function.
Chronological age	Age measured in calendar years.
Cognitive development	The development of the ability to interpret and process information.
Developmental age	Age measured in terms of the capacity to perform specific tasks.
Emotional development	The development of self-concept.
Growth	An increase in the size of the body as a whole or by specific parts of the body.
Maturation	The tempo and timing of progress towards the mature biological state; the process of becoming mature in body structures, behavioural characteristics, and intellectual capacity.
Menarche	The first menstrual period; maturity indicator of female adolescence
Physical development	The growth and development of the body's muscles, bones, and energy systems.
Puberty	The sequence of events mainly characterised by the development of secondary sexual characteristics and reproductive functions.
Skeletal age	A measure of the physical maturity of the skeleton determined by the degree of ossification of the bone structure.
Social development	The development of relationships with peer groups and the adult world.
Status	The attained size, level of maturation, or performance at a given point in time.

## Individual Differences in Growth and Development

It is a known fact that we all grow, mature, and develop throughout our lifespan. However, the “pace” at which these processes occur can differ greatly from one person to another. Although we usually follow a sequence of events in our development, the timing and tempo in which these events occur can be quite different. Hence, coaches need to treat each athlete or child as an individual and the coaching activities will have to be made appropriate to meet the different needs of the children.

## Differences between Chronological and Developmental Age

Biologically, an individual can grow, mature and develop at a different rate compared to one’s chronological age. A person’s developmental age can be in advance or delayed when compared to one’s chronological age by as much as 2 years. For instance, a child 10 years old in calendar years can be anywhere from 8 to 12 in developmental age.

### Activity

Knowing the difference between chronological and developmental age, how can this affect your coaching of a team of 10 year-old girls?

## Phases of Participative Development

By having a good understanding between chronological and developmental age and individual differences in the growth patterns, you can apply this knowledge to understanding the phases of participative development in relation to sports and participation.

As coaches you will then be able to effectively plan and recommend skills, strategies, tactics, games and activities most appropriate and suitable for an individual’s growth and developmental characteristics. There are **3 phases of participative development** as shown in below:

### The 3 Phases of Participating Development

Phase	During this phase, participants
<p><b><i>Participative/Instructional Phase</i></b></p> <ul style="list-style-type: none"> <li>• 6 to 11 years of age.</li> <li>• Begin to participate in various sports and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire the necessary skills to be proficient in games (physical, cognitive, and social skills).</li> <li>• Begin to understand and adhere to the concept of rules in games.</li> <li>• Engage in skills that enhance and improve their fundamental motor skill and perceptual motor skills (hand-eye coordination).</li> <li>• Learn to interact with their peers, to be sociable, and are more aware of their environment.</li> <li>• Start to formulate ideas and perspectives of self-concept, self-esteem, and perceived competence or abilities.</li> </ul>
<p><b><i>Transitional Phase</i></b></p> <ul style="list-style-type: none"> <li>• 11 to 15 years of age.</li> <li>• Undergo major physical, social, cognitive, and emotional changes that affect different aspects of life, including participation in sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop better social and communication skills necessary for individual and group participation.</li> <li>• Adapt to the physical and physiological changes that are occurring to their body.</li> <li>• Establishes a sense of independence and identity.</li> <li>• Acquire a better understanding of the social and cultural values and expectations in the society they live in.</li> <li>• Participate in competitive sport, however, intense competition is only recommended for older individuals in this age group.</li> </ul>
<p><b><i>Participative/Competitive Phase</i></b></p> <ul style="list-style-type: none"> <li>• 15 years of age onwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Are more proficient in their communication and social skills.</li> <li>• Engage in more complex skills.</li> <li>• Engage in more strategic play during competition.</li> <li>• Become more independent and decisive.</li> </ul>

## Coaches Code of Ethics

Coaches in Singapore are guided by a set of code of ethics. There are three broad principles that form the framework for the coach's code of ethics (extracted from A Comprehensive Handbook on NCAP/NROC for Coaches, 2004). These principles are illustrated by a list of key ethical standards related to coaching.

### The Three Principles of Coach's Code of Ethics

1. Respect for Individuals
2. Responsible Coaching
3. Integrity in Actions

### Principle 1: Respect for Individuals

The concept that each individual possesses an intrinsic value and worth is integral to the principle of “respect for individuals”. The coach is called upon to act in a manner respectful of the dignity of individuals.

#### Key Ethical Standards

- Treat and respect everyone equally, regardless of race, language, religion, culture, gender or physical ability.
- Recognise that your athletes can contribute in providing positive feedback on training methods and how best performance during training and competition could be optimised. Be a good listener when occasions for such interaction arise.
- Remember that there is a need for certain information to be kept confidential. Disclosure of such information should only be made with the consent of those who requested confidentiality.
- Be sensitive to the feelings of your athletes when providing feedback on their training progress and performance during competition. Criticisms, if any, should not be directed at the athlete, instead it should be on your athlete's performance.



### Principle 2: Responsible Coaching

The principle of responsible coaching requires that the coach be competent and that sufficient duty of care to the participants is being exercised such that the participants are not harmed. It encompasses the concept that risks to the participants are minimised and benefits to their holistic development are maximised.

#### Key Ethical Standards

- Be responsible for periodically updating your coaching expertise through participation in courses, conferences and workshops and through information available in resource materials.
- Prepare well-planned and sound training programmes and execute them in a manner that would benefit all your athletes.
- Recognise the limits of your knowledge and collaborate with other qualified practitioners. Where appropriate, refer your athletes to a more qualified coach or specialist.

### Key Ethical Standards continued.

- Advise your injured athlete to seek further medical treatment and suggest an appropriate recovery plan whenever possible. When deciding on your injured athlete's ability to continue training or competing, do take into account his/her future health and general well-being.
- Ensure that training and competition venues meet with minimum safety standards and that your athletes are properly attired.
- Avoid sexual intimacy with your athlete. Any physical contact with your athletes should be only when absolutely necessary and during appropriate situations.

### **Principle 3: Integrity in Actions**

The principle of integrity in actions challenges the coach to act with uprightness, wholeness and coherence. Coaches are expected to be honest, principled and honourable.

### Key Ethical Standards

- Be honest and sincere when communicating with your athletes. Do not give false hopes to your athlete.
- Inform a fellow coach if and when you are working with their athletes.
- Your coaching qualifications and experience should be accurately represented, both in written and verbal form.
- Abide by the rules of your sport and respect your opponents and those in positions of authority.
- Adopt a professional attitude and maintain the highest standards of personal conduct. It should encompass your mannerism, dress and language.
- Exercise self-awareness and evaluate how your values and actions influence your coaching activities positively or negatively.

**YOU WILL BE REQUIRED TO SIGN THE COACH'S CODE OF ETHICS AS PART OF YOUR NROC MEMBERSHIP COMPULSORY AT LEVEL 1, 2 & 3.**

**Bring this completed document to the Foundation Course.**

**Some parts of it will be discussed during the course and you will be able to ask questions about any areas you are unsure about.**



*Netball Singapore acknowledges the support of the Sport Singapore whose SG-Coach Programme Theory material has been used extensively throughout this document.*

## A GUIDE TO THE GAME OF NETBALL

For those who like a challenging, fun, social sport, netball is ideal. The game is played by two teams of seven players and is based on a combination of throwing and catching skills. The object is to pass the ball through the court, to score goals by throwing a ball into a ring at a height of 3.05 metres (10 feet).

Netball is the most popular women's sport in Singapore with an estimated 300 schools playing netball for PE or CCA and over 70 clubs are affiliated to Netball Singapore. Although traditionally identified as a sport for women, it is increasingly played by men and in mixed teams.

### HISTORY OF NETBALL



The men's game of Basketball was introduced into England in 1890, but at that time it made little impression in men's sporting circles where more traditional games were firmly entrenched.

Women liked the game despite the fact that their long skirts, bustle backs, nipped waists and button up shoes impeded running on the court and their "leg of mutton" sleeves restricted arm movement and made dribbling and long passes difficult to execute.

So the ladies decided to adapt the game to suit their circumstances. They divided the court into thirds and introduced a rule that the ball must be caught or touched at least once in each third. No one was allowed to run with the ball and they established restricted playing areas for each position. They got rid of the

backboard and modified the goal ring to suit the small sized soccer ball and created what we now know as netball.

In 1995 Netball became a “recognised” Olympic sport and one of the International Netball Federation (INF) objectives is to ensure this status is retained and encourage the International Olympic Committee to include Netball in the Olympic Games Programme in the future.

Netball was included in the Commonwealth Games programme, for the first time in 1998, in Kuala Lumpur, and has been included ever since. Netball is now one of the 5 core (compulsory) sports in the Commonwealth Games.

Netball in Singapore has grown tremendously in the years since it was established in 1962. Today it is the largest women’s team sport in Singapore, as well as one of the most played sports in schools. There is a large demand for coaches in schools and clubs.

Netball Singapore hosted the Netball World Championships in 1983 and 2011. In recent years, we hosted the Asian Netball Championships in 2014, where Singapore was crowned champions in front of a capacity crowd at the Sports Hub arena. Netball was also included in the SEA Games 2015, hosted in Singapore, and Singapore emerged as champions to much acclaim in the traditional media and on social media. Netball is included for the 2017 SEA Games in Malaysia.

Netball Singapore hosts the annual Nations Cup each year featuring 6 world ranking countries from Africa, Americas, Asia, Europe and Oceania.

Netball Singapore also runs 8 competitions each year to cater to the netball community and to attract more players to this great sport.

We also run netball classes for beginners and intermediates, called Net4All, and several coaching and umpiring classes each year.

More information can be found on our website: [www.netball.org.sg](http://www.netball.org.sg) and on our Facebook [www.facebook.com/netballsingapore](https://www.facebook.com/netballsingapore)

# NETBALL - WHAT IS NEEDED TO PLAY?

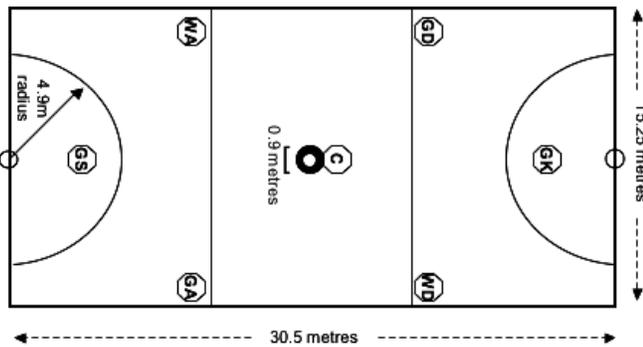
## BALL

Ages 5 – 10 – size 4 ball

10+ years – size 5 ball

## A COURT

See diagram 1.



## GOAL POSTS

Two posts, one positioned at each end of the court

Ages 8 – 10 years – 2.4 metres (8 feet) height - kIDZnET

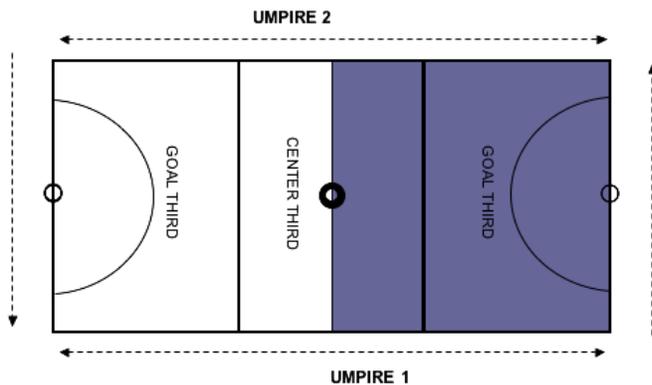
10+ years – 3.05 metres (10 feet) height - Netball

## UMPIRES

Two umpires control a game each looking after the half of the court to their right.

Diagram 2 highlights the areas of the court that each umpire is responsible for.

Umpires control the game in their designated goal third and up to the centre circle in the centre third. They also control throw-ins from the base line in the goal third and the entire sideline they are standing on.



## BIBS

Positional bibs or patches marked with the seven positions.

## PLAYERS

The seven playing positions on court are:

- GK Goal Keeper
- GD Goal Defence
- WD Wing Defence
- C Centre
- WA Wing Attack
- GA Goal Attack
- GS Goal Shooter

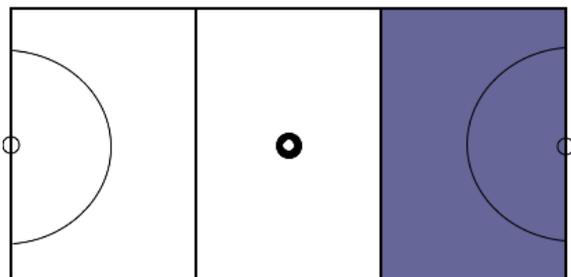
## PLAYING EACH POSITION

### GOAL KEEPER (GK)

Main task of the Goal Keeper is to defend the goal third to prevent the ball from making it to the goal circle and to stop a goal being scored. Their opponent is the Goal Shooter.

#### Tasks

- Close “one on one” defence
- Work closely with the Goal Defence in the goal circle
- Defend the shot for goal
- Rebound missed goals and outlet the pass down court
- Take throw-ins from the goal line and sideline
- Make attacking moves to take the ball down to the transverse line
- Take free pass/penalty pass in the goal third



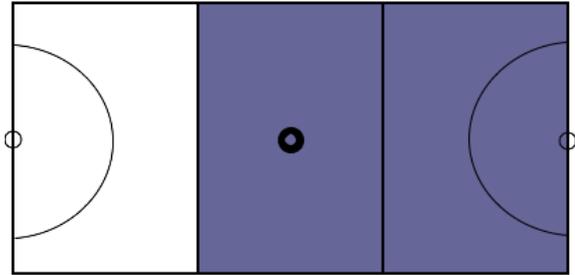
The diagram shows the designated area for the Goal Keeper

## GOAL DEFENCE (GD)

The main task of the Goal Defence is to defend the attacking moves of their opponent, the Goal Attack, to prevent a goal being scored.

### Tasks

- Close “one on one” defence of the Goal Attack
- Work closely with the Goal Keeper in the goal circle
- Defend shots for goal
- Rebound missed shots and pass the ball down the court
- Make attacking moves to take the ball down to the team’s goal third
- Take appropriate throw-ins/free pass/penalty pass in the centre third



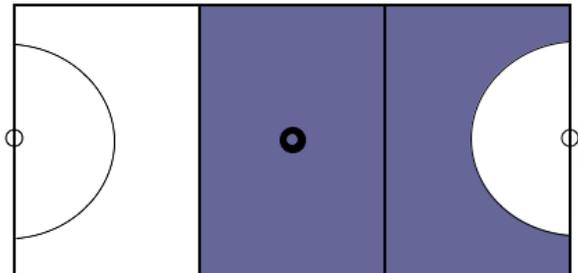
The diagram shows the designated area for the Goal Defence

## WING DEFENCE (WD)

The main task of the Wing Defence is to defend the attacking moves of their opponent the Wing Attack, at the centre pass, around the goal circle and throughout the centre and goal thirds.

### Tasks

- Close “one on one” defence of the Wing Attack
- Force errors, close off spaces and intercept passes
- Make attacking moves to take the ball down to the team’s goal third
- Take appropriate throw-ins/free pass/penalty pass in the centre third



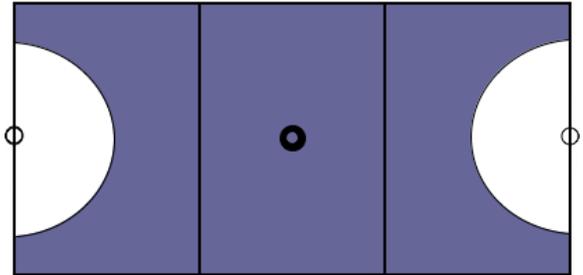
The diagram shows the designated area for the Wing Defence

## CENTRE (C)

The centre is the link player from the defence third to the goal third and plays an important role in both attack and defence.

### Tasks

- Deliver the centre pass
- Make strong attacking moves, combining with the WA to deliver the ball to the shooters
- Closely defend opposition centre player
- Combine with the Wing Defence to create pressure on the opposition at centre passes
- Take throw-ins/free pass/penalty pass in the goal third



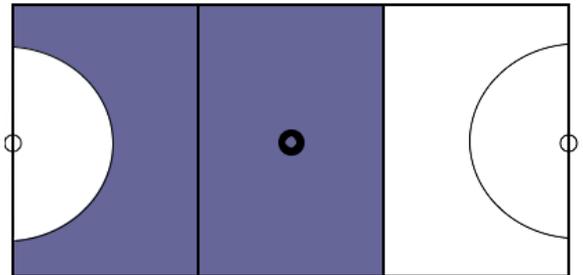
The diagram shows the designated area for the Centre

## WING ATTACK (WA)

The main task of the Wing Attack is to deliver the ball to the Goal Shooter/Attack using a variety of attacking moves.

### Tasks

- Obtain the centre pass
- Work with the C, GA and GS on attacking strategies
- Take throw-ins/free pass/penalty pass in goal third
- Feeding the circle
- Provide close defending of the opposition WD



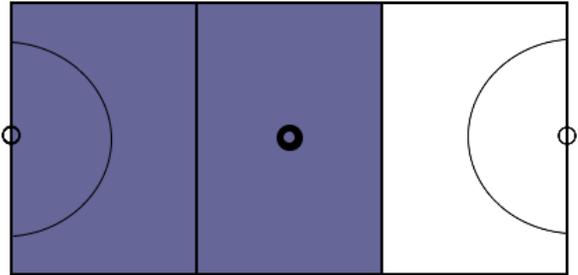
The diagram shows the designated area for the Wing Attack

## GOAL ATTACK (GA)

The Goal Attack shares the goal shooting responsibilities with the Goal Shooter.

### Tasks

- Combine with the GS to offer a variety of leads in the goal circle
- Work with the C and WA to bring the ball through the centre third and goal third into the circle
- Rebound missed shots
- Provide close defending of the opposition GD



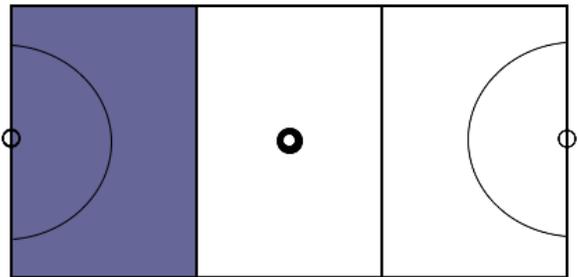
The diagram shows the designated area for the Goal Attack

## GOAL SHOOTER (GS)

The main task of the Goal Shooter is to score goals.

### Tasks

- Work with the GA to create a variety of leads in the goal circle
- Work with the GA, WA and C on attacking strategies in the goal third
- Rebound missed shots
- Defend closely the opposition GK



The diagram shows the designated area for the Goal Shooter

## **THE BASIC RULES OF NETBALL**

The following guidelines are only a snapshot of the rules of the game and should never be seen as a substitute for the Official Rules of Netball. Teachers and coaches should always consult the Official Rules of Netball for accurate and detailed information. The Official Rules of Netball are available to purchase from Netball Singapore.

### **Length of the Game**

Netball is played over four fifteen minute quarters. There is a four-minute break between the first and second quarter and the third and fourth quarters. The half time break is eight minutes.

Injury time is up to two minutes.

### **Starting the Game**

The game commences with the first centre pass taken on the umpire whistle. After each goal is scored, a new centre pass is taken alternately by the two centre players, irrespective of who scores the goal. The umpire's whistle indicates the beginning and end of each quarter.

### **Scoring a Goal**

A goal is scored when a Goal Shooter or Goal Attack within the goal circle throws the ball over and completely through the goal ring. The umpire's whistle signals the goal is scored.

### **Team Changes and Substitutions**

A team may make any number of substitutions at the quarter, half or three quarter time break as well as during a stoppage due to injury or illness. If a substitution or team change is made due to injury or illness, the injured or ill player must be involved in the substitution or positional change. The opposing team is free to make substitutions or positional changes, regardless if the team who called for time makes no changes.

### **Contact**

A player cannot accidentally or deliberately come into contact with another player in a way, which impedes their play. For example, pushing, charging, tripping, throwing the body against an opponent or using the ball to push or contact an opponent.

Players must not hold an opponent, nor keep their elbows or any other body part against another player.

### **Obstruction**

A player with arms extended cannot defend a player with the ball, closer than 0.9m (3 feet). This distance is measured from the first landed foot of the attacking player to the nearer foot of the defending player.

A player may stand closer to an opponent with or without the ball provided their arms are not extended, but a player may not use intimidating actions against an opponent with or without the ball.

If the attacking player lessens the distance in their throwing or shooting action, then the defending player is not considered to be obstructing because it was the attacking player and not the defending player who shortened the distance.

## **Held Ball**

A player must pass the ball or shoot for goal, within three seconds.

## **Over a Third**

The ball cannot be thrown over a complete third without being touched or caught by a player in that third.

The pass is taken from where the infringement happened. It does not matter if they step into an adjacent third to throw. A free pass is taken where the ball crossed the second transverse line.

## **Offside**

Players must stay within their designated playing areas. If a player goes offside, a free pass is awarded to the opposing team in the offside area.

A player may reach over and take the ball from an offside area provided that no part of their body touches the ground in that area.

When two opposing players simultaneously go offside but neither touches the ball, they are not penalised.

If one or both players are in possession of the ball when they go offside, a toss-up is given in their area of play.

## **Out of Court**

If a player has no contact with the ball they may stand or move out of the court, but must make contact with the playing area and have no other contact with anything outside the court before attempting to touch the ball again.

## **Footwork (Stepping)**

### **A. One Foot Landing**

When a player lands on one foot they may step with the other foot, lift the landing foot, but must throw before re-grounding it.

They may use the landing foot as a pivoting foot, stepping in any direction with the other foot as many times as they wish. Once the pivoting foot is lifted they must pass or shoot before re-grounding this foot.

A player may jump from the landing foot onto the other foot and jump again, providing they throw the ball before re-grounding either foot.

NB. A player cannot drag or slide the landing foot, hop on either foot.

### **B. Two Foot Landing**

If a player catches the ball and lands on both feet simultaneously, they may step in any direction with one foot, lift the other foot but must throw or shoot before re-grounding this foot.

They may pivot on one foot, stepping in any direction with the other foot as often as they wish. Once the pivot foot is lifted they must throw the ball before re-grounding this foot.

They may jump from both feet onto either foot, or step and jump but must throw or shoot before re-grounding either foot.

### **Playing the Ball (or replay)**

A player who has possession of the ball may not bounce the ball and replay it.

If a player does not catch the ball cleanly, it may be bounced once to gain possession or batted or bounced to another team mate.

After throwing the ball, a player cannot play it again until it is touched by another player, or rebounds off the goal post.

A player cannot:

- punch, roll, kick or fall on the ball;
- gain or pass the ball in any way while lying, sitting or kneeling on the ground;
- use the goal post as a way to regain balance

### **Short Pass**

There must always be room for a third player to move between the hands of the thrower and those of the receiver at the time of release. Passes that do not have this room are called short passes.

### **Penalties**

There are five types of penalties in netball:

1. free pass
2. penalty pass
3. penalty pass or shot
4. throw-in
5. toss up
- 6.

#### **A. Free Pass**

A free pass is awarded for infringements on the court involving one player.

The pass is taken where the infringement occurred by any player who is allowed in the area. The offending player does not have to stand beside the thrower taking the pass. If a free pass is awarded in the goal circle, the shooter may only pass the ball – not shoot for goal.

#### **B. Penalty Pass/ Penalty Pass or Shot**

A penalty pass is awarded for contact, intimidation and obstruction infringements.

The pass is taken where the infringer was standing, except if it places the non-defending team at a disadvantage. Any player who is allowed in the area can take the pass. The penalised player must stand **'out of play'**. That is, beside and away from the player taking the pass and make no attempt to take part in play, this includes directing play, until the ball has left the throwers hands. If a penalty is given to a Goal Attack or Goal Shooter in the goal circle they are awarded a **'penalty pass or shot'**.

### **C. Throw In**

When the ball goes out of court it is thrown-in by an opponent of the team on court that was last to touch it.

The player taking the throw-in should place one or both feet behind the point where the ball crossed the line and make sure all other players are on the court before throwing the ball.

### **D. The Toss Up**

A toss up is used to put the ball into play in situations such as, simultaneously contact by opposing players or if the umpire cannot decide who last touched the ball out of court.

The two players stand 0.9m (3 feet) apart, facing each other and their own goal end. Their arms should be straight with hands by their sides. Once in position, they must not move until the umpire has tossed it up from just below shoulder height of the shorter player, and blown the whistle. The ball may be caught or batted except directly at an opponent. A goal shooter or goal attack may shoot for goal from a successful possession at a toss up.

### **BLOOD POLICY**

An umpire is required to call time when no “on court” player has called time and the umpire observes that a player is bleeding or there is blood on the court, ball or any other player.

Play may be stopped for up to two minutes and the rules regarding stoppages (Rule 7) shall apply.

Before any player may retake the court:

1. the flow of blood must be stopped
2. any wound must be cleaned and adequately covered
3. any blood stained clothing must be cleaned or removed
4. if necessary, the ball and court must be cleaned before play restarts.

## KIDZNET

RULE	NETBALL	KIDZNET
<b>Match Duration</b>	4 x 15 minute quarters.	4 x 10 minute quarters.
<b>Goal Post</b>	3.05 metres (10 feet) in height.	2.4 metres (8 feet) in height.
<b>Ball</b>	Size 5 of composite leather or all leather.	Size 4 of composite leather or all leather.
<b>Time to pass the ball</b>	Up to 3 seconds.	Up to 6 seconds.
<b>Stepping</b>	Strict application of footwork rules.	Shuffling on the spot allowed to gain balance before throwing, without moving down the court.
<b>Defending</b>	A variety of defending tactics employed.	Strict "one on one" defence  Undefended shot for goal.
<b>Obstruction</b>	A player defending a player from the opposing team in possession of the ball must defend from a distance of 0.9m (3 feet).	A player defending a player from the opposing team in possession of the ball must defend from a distance of 1.2 metres (4 feet).
<b>Obstruction/Contact</b>	A player who obstructs or contacts a player from the opposing team must stand out of play whilst the penalty pass or shot is taken.	A player who contacts or obstructs will not be stood out of play. The umpire will blow the whistle for the infringement but will allow the player to continue after a brief explanation.
<b>Substitutions</b>	A team may make unlimited substitutions at $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ time intervals.  Substitution may occur during injury time; however, the injured or ill player for whom play was stopped must be involved in that team's substitutions.	A team of up to 12 players may make unlimited interchanges at $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$ time intervals.  All playing positions are rotated at the end of each quarter. Each player should experience every playing position. All players must play a minimum of two quarters.
<b>Awards &amp; Scoring</b>	1 point for each goal scored.	Scores should not be recorded. No final matches should be played. Each participant in the competition should be given a memento of participation, e.g. certificate of participation award.

All other rules of Netball apply to KidzNet