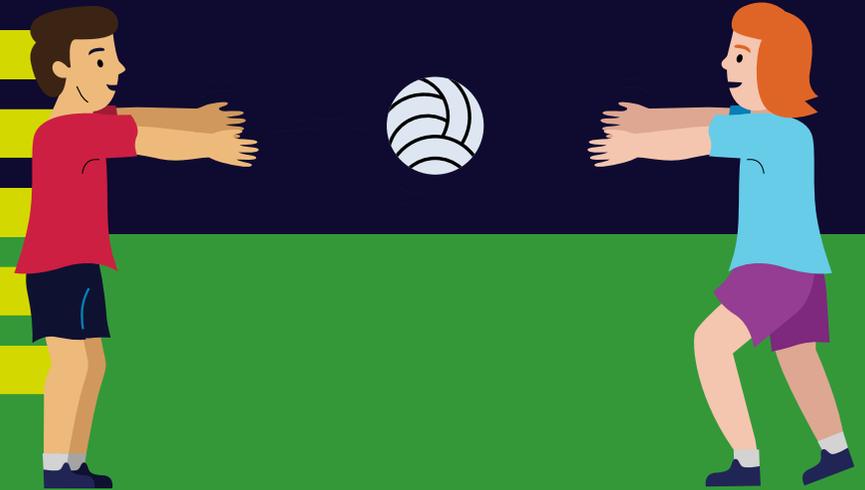




Australian Government  
Australian Sports Commission



# Netball lesson plans

Eight curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program

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## OVERVIEW

The Australian Sports Commission [ASC] has partnered with Netball Australia to develop 8 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 1 to 4. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in netball over the 8-week game-based program. Students will be introduced to the fundamental movement skills of movement, ball handling and shooting. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of netball.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson.
- Skill focus – skills to develop.
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson.
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson.
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities.
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors.
- Assessment ideas – a range of easy to use and adaptable assessment ideas.

## Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment.
- Student peer assessment.
- Teacher assessment rubric.
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

## Tips for delivery

The lessons aim to make the sport accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.
- Ensure that equipment is appropriate to match developmental level of students and is arranged beforehand to encourage game and play movement.

## Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Check that there are no slippery spots, broken glass or objects to run into.
- Ensure that there is a safe distance from hazards, walls and other fixed objects.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment, including no kicking of netballs.
- Ensure there is a safe distance between groups of students and small sided games.



## Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

## The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations [but can also include other skill-building activities].
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

## The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective (or a potentially slightly more challenging one) to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

## The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

## CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

### How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

### Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

### Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

### Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

### Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

### Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

### Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E

I

### Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



IF IT'S NOT WORKING... CHANGE IT!

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

# CURRICULUM LINKS

These lesson plans are aligned to the Australian Curriculum: Health and Physical Education (AC: HPE) Version 9.0 strand of Movement and Physical Activity (MPA) and aspects of related achievement standards.

## Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students develop the fundamental movement skills for Netball. Please use the colour coding to determine the suitability of the lessons for each year level. Years 1 and 2 are identified with the colour blue and Years 3 and 4 have been identified with the colour green.

Years 1 and 2

Years 3 and 4

At any year level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.

Links to the [NSW curriculum](#) and [Victorian curriculum](#).

## Specific curriculum linkages for these lessons:

### Lessons 1-8:

Australian curriculum-relevant content descriptions

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

## YEARS 1 AND 2

### Curriculum links:

#### Relevant sections of the achievement standard

Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.

Students develop and apply rules while collaborating with others in a range of movement contexts.

#### Relevant content descriptions

##### AC9HP2M01

Practise fundamental movement skills and apply them in a variety of movement situations

##### AC9HP2M02

Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness

##### AC9HP2M05

Apply strategies to work collaboratively when participating in physical activities

## YEARS 3 AND 4

### Curriculum links:

#### Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

They demonstrate fair play and inclusion through a range of roles in movement contexts.

#### Relevant content descriptions

##### AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

##### AC9HP4M02

Apply and adapt movement strategies to achieve movement outcomes

##### AC9HP4P04

Select, use and refine personal and social skills to establish, manage and strengthen relationships

# INTRODUCTION TO NETBALL

## RULES

### Summary

- Netball is played with 2 teams of 7 students.
- The aim is for teams to pass the ball across the court towards their goal end and score more goals than their opponents.
- A goal is scored when the ball goes through the goal ring from within a team's goal circle.
- Students' movements are restricted based on their position.
- Students cannot travel with the ball.
- Students cannot hold the ball for more than 3 seconds.
- After receiving the ball with one foot on the ground, or catching the ball in the air and landing on one foot, students can step with the second foot in any direction, lift the landing foot and throw or shoot before the landing foot touches the ground again.
- Observe a strict "one-on-one" defence rule with no body contact.
- Students must defend from a distance no less than 1.2m.
- Students cannot grab or hit the ball out of another student's hands.
- Students may defend a shot at the goal.

### • Modified netball rules

Modified netball is a version of the game suitable for primary school-aged children. In addition to the rules outlined above, consider making the following adjustments:

- Play for a shorter duration and lower the height of the goal posts to suit the age and abilities of all students.
- Relax the stepping rule and allow students to shuffle on the spot to regain balance, without moving down the court.

## BASIC TERMS

### Centre pass

At the beginning of each quarter and after each goal scored, play starts with a pass from the centre of the playing field. The team that did not score has possession of the ball.

### Stepping

A student in possession of the ball cannot:

- drag or slide the landing foot
- hop on either foot
- jump from both feet and land on both feet.

### Obstruction

A student may try to intercept or defend the ball.

# PLAYING FIELD

## COURT

The court is divided into 3 equal thirds: 2 goal thirds and a centre third.



CENTRES



GOAL ATTACK & GOAL DEFENCE



GOAL SHOOTER & GOAL KEEPER



WING ATTACK & WING DEFENCE

## CENTRE

Centre is an all-rounder position. This student can move everywhere on court except the goal circles.

## WING ATTACK (WA) AND

## WING DEFENCE (WD)

The WA helps move the ball into the goal circle. The WD tries to stop the WA receiving the ball and passing it into the goal circle. These positions are allowed into the centre and goal thirds, but not the goal circle.

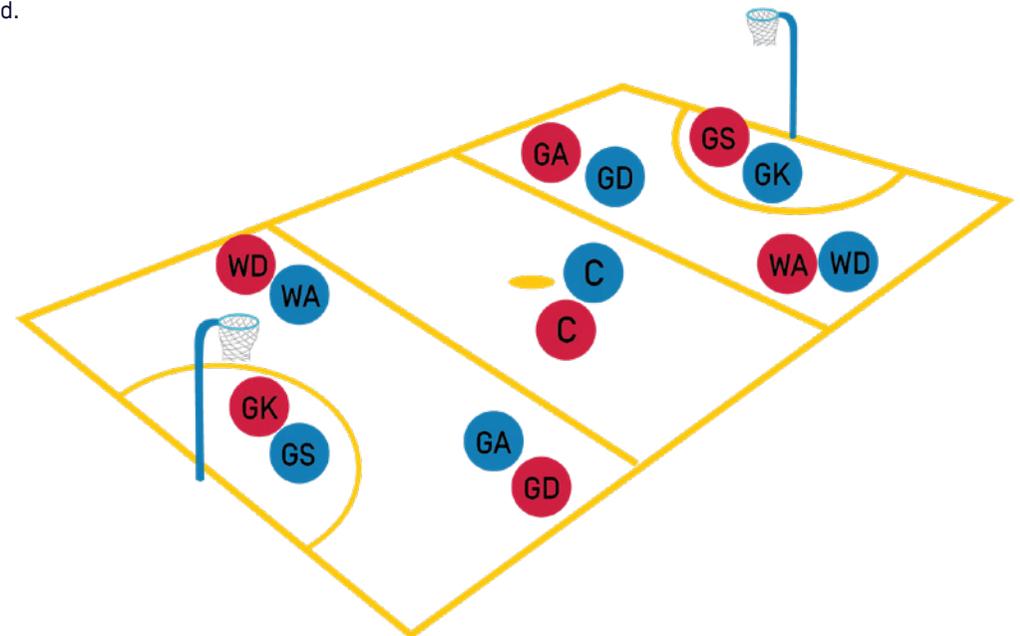
## GOAL ATTACK (GA) AND

## GOAL DEFENCE (GD)

The GA helps get the ball into the goal circle to the GS and can also shoot goals. GD works together with the GK to stop the GA and GS from getting the ball and shooting goals in the goal circle.

## GOAL SHOOTER AND GOAL KEEPER

Scoring goals is the main aim of the game for the GS. The GK is the very last line of defence on the netball court. Both are allowed in the entire goal third.



# GETTING STARTED

## EQUIPMENT

Equipment used in this program includes:

- marker cones
- a stopwatch
- throwing objects
  - netballs
  - softballs
  - bean bags
- various targets
  - hoops
  - bins
  - buckets
  - goal rings/goal posts
- long rope
- floor discs
- bibs or sashes.

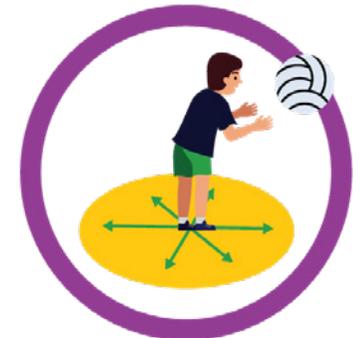
# BASIC SKILLS

## MOVEMENT

Movement in netball involves: running, jumping, landing, pivoting, leading, dodging and defending.

Teach your students through the following techniques:

- After receiving the ball, land on the left or right foot, or with both feet together before gaining balance and passing to a team mate.
- When pivoting, plant the landing foot, turn on the ball of the foot and push off with the free foot to provide direction and balance.
- When leading, run directly or diagonally towards the ball.
- When dodging, move a few steps away from the intended catching position. Then push off the ground with the outside foot in the desired direction.
- When defending, students should:
  - stand 1.2m from the student in possession of the ball
  - position themselves in a way that places pressure on the thrower, increasing the chance of a mistake or interception
  - use one-on-one techniques like shadowing, and position the hands over the ball to follow its movements without making contact.



ONE STEP IN  
ANY DIRECTION

## SHOOTING

Shooting in netball involves taking a shot at the goal from inside the goal circle.

Teach your students through the following movements:

- Position feet, shoulders and elbows to face the goal post.
- For balance, stand with feet shoulder-width apart.
- Fix eyes to a focal point just above the ring.
- Hold the ball above the head in one hand, supported by the other.
- Keep elbows in, pointing forward in line with the goal post.
- Straighten elbows and knees to push ball upwards towards the goal, flicking the ball with the longer fingers.

## BALL HANDLING

Ball handling in netball involves: passing and catching.

Teach your students through the following movements:

- To perform a chest pass, pass with 2 hands from the chest. Chest passes are used for quick, short and accurate passes.
- To perform a shoulder pass, pass with one hand from the shoulder. Shoulder passes are used for speed and accuracy over long distances.
- A lob pass moves the ball high over the arms of the defending students.
- A bounce pass moves the ball from student to student, touching the ground between changing hands. This pass is used when a student is closely defended or when play is crowded, generally over short distances.
- When catching, students should extend the arms with fingers spread and thumbs positioned behind the ball to create a W-formation with the hands.

Chest pass



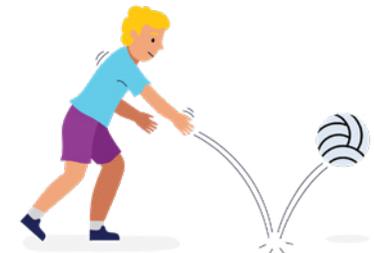
Shoulder pass



Lob pass



Bounce pass



# LESSON 1

# LESSON 1

## LEARNING INTENTIONS

To introduce basic movement and ball-handling skills of netball.

To apply the fundamental movement skills of running and the strategy of moving to space after passing the ball during small sided games.

### Equipment

- Marker cones
- Stopwatch
- One netball per student

### Activities

TURN AND TAG

MIRROR, MIRROR

BALL RELAYS

SHRINK AND GROW

CATERPILLAR RUN

WHAT DID YOU LEARN?

### Skill focus

- Movement
- Ball handling

### Duration

60 minutes

### Area

Indoor or outdoor area of 30m x 15m.

### Links to curriculum

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

[NSW curriculum](#)

[VIC curriculum](#)

# TURN AND TAG

## SUMMARY

On your call, students try to tag their partner.

### Skill focus

- Movement

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

## What to do

- Use marker cones to define a playing field with a baseline.
- Divide students into pairs.
- Pairs line up at the baseline with one student in front of another, both facing the same direction.
- On your call, students run together in a straight line, away from the baseline.
- When you call 'CHANGE!' both students stop, pivot, change direction and sprint towards the starting baseline.
- The student who is at the back tries to tag the student in front before they reach the line.
- Students swap roles.



## CHANGE IT

- Students can only move by:
  - walking
  - shuffling
  - skipping
  - jumping
  - hopping.

# MIRROR, MIRROR

## SUMMARY

In pairs, students mirror each other's movements with a ball each.

### Skill focus

- Ball handling

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- Stopwatch
- One netball per pair

### CHANGE IT

- Demonstrate the activity by starting as the leader yourself.
- Play in groups of 3 or more with one student as the leader.

### What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students face each other and nominate one partner to be the leader.
- The leader performs movements with their ball, while their partner copies the skills like a reflection.
- After 30 seconds, students swap roles and repeat the activity.



# BALL RELAYS

## SUMMARY

Students perform different actions with a netball while moving between cones. Play in groups of 4 or 6.

### Skill focus

- Ball handling

### Details

Warm-up  
10 minutes

### Equipment

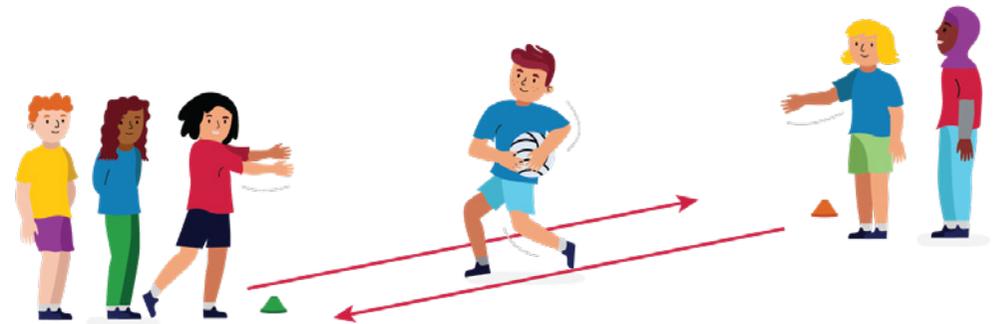
- Marker cones
- One netball per pair

### CHANGE IT

- Change the distance between the sidelines.
- Change the type of ball used.

### What to do

- Use marker cones to define a playing field with 2 sidelines.
- Divide students into even groups of 4 or 6.
- Groups split in half and line up at opposite sidelines.
- Students take turns moving between the lines, performing different actions with the ball, such as:
  - passing the ball around their waist
  - passing the ball from hand to hand
  - bouncing the ball under the leg
  - other.
- When the student gets to the other side line, they pass the ball to the next student.



# SHRINK AND GROW

## SUMMARY

In pairs, students pass a netball back and forth.  
If the ball is dropped, both students 'shrink' in size.  
With every successful pass, students 'grow' again.

### Skill focus

- Ball handling

### Details

Skill development  
10 minutes

### Equipment

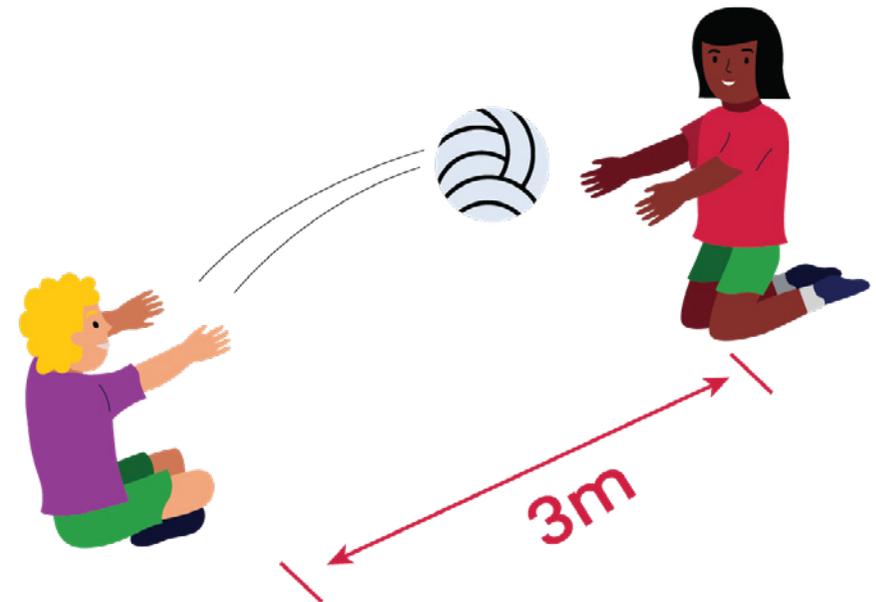
- Marker cones
- One netball per pair

### CHANGE IT

- Use different types of passes.
- Change the type of ball used.

## What to do

- Define the playing field using marker cones.
- In pairs, students pass the ball back and forth.
- The first time the ball is dropped, both students kneel on one knee.
- If the ball is dropped again, students 'shrink' from one knee to 2 knees, then to sitting and finally, laying down.
- After each successful pass, students begin to 'grow' again.
- If the students are still standing after 5 successful passes, they move back a step to increase the distance.



# CORNER SPRAY

## SUMMARY

Students perform chest passes back and forth in groups of 5 to 8.

### Skill focus

- Ball handling

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One to 2 netballs per team

### CHANGE IT

- Change the number of balls used.
- Students clap or spin between catching the ball.
- Play as a competition between teams.

## What to do

- Define the playing field using marker cones.
- Divide students into teams of 5 to 8.
- Remaining students spread out around the curved edge of the semicircle.
- One student from each group is the leader and starts with the ball in the middle of the semicircle, as shown.
- On your signal, the student with the ball makes chest passes to each of the other students.
- The last student in the semicircle does not pass the ball back, but swaps places with the leader before play repeats.
- The previous leader moves to the edge of the semicircle to receive the first pass from the new leader.



# CATERPILLAR RUN

## SUMMARY

In teams of 6 to 8, students pass a netball in a zigzag pattern to move the group up the court.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- Stopwatch (optional)
- One to 2 netballs per team



### What to do

- Define the playing field using marker cones, marking 2 side lines.
- Divide students into even teams of 6 or 8 with students paired off in each team.
- Students stand across from their partner on opposite side lines.
- On your call, the first student passes the ball to their partner as they lead off their starting point.
- After passing the ball, the first student runs to the end of their line.
- The student now holding the ball passes it diagonally opposite to the next student leading for it, before running to the end of their line.
- Passing continues until the team has made it to the end of the playing area.

### CHANGE IT

- Play as a competition with teams or against the clock.
- Change the number of balls used.
- Limit the type of movement students can use, such as:
  - hopping
  - skipping
  - jumping
  - other.

# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

## What to do

In pairs, students discuss:

- How could you increase the distance you can throw?
- How could you improve your chest pass? In what other sports or games do you use a chest pass?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



# LESSON 2

# LESSON 2

## LEARNING INTENTIONS

To enable students to apply the fundamental movement skills of running, jumping, landing, catching and passing the netball.

To develop the skills of passing from various positions, catching a pass and moving into space to receive the ball.

### Skill focus

- Movement
- Ball handling

### Duration

60 minutes

### Area

Indoor or outdoor area of 30m x 15m.

### Equipment

- Marker cones
- Stopwatch
- One netball per pair
- Bibs for each team

### Activities

[BACK-TO-BACK PASS](#)

[BASE RUN](#)

[KEENTAN](#)

[4 SQUARE](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

[NSW curriculum](#)

[VIC curriculum](#)

# BACK-TO-BACK PASS

## SUMMARY

In pairs, students stand back-to-back and pass a ball to each other.

### Skill focus

- Movement

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- Stopwatch
- One netball per pair

## What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- Students stand back-to-back and pass the ball back and forth.
- Have students try different passes.
- On your call, students change direction of passes.
- Play for a set period.



## CHANGE IT

- Change partners.
- Change the distance between partners.
- Change the types of passes used.
- Students can set new challenges for each other to try.

# BASE RUN

## SUMMARY

Two students with one ball try to stop a third student from reaching a base at either end of a playing area by tagging them.

### Skill focus

- Ball handling

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- One netball per team

## What to do

- Define the playing field using marker cones, marking a baseline at both ends.
- Divide students into groups of 3 and have one student start as the attacker.

### Defenders

- The 2 defenders start out on opposite bases.
- Defenders can change positions but cannot run without the ball.
- Defenders pass the ball to one another.
- Defenders try to tag the attacker with the ball.

### Attackers

- The attacker tries to run between bases before getting tagged.
- If the attacker gets to one of the bases without getting tagged, one of the defenders becomes the new attacker.
- Rotate so each student has a chance to be the attacker.



# KEENTAN

## SUMMARY

Students play in teams, trying to jump and pass the ball to one another while the team mate is in the air.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One netball per team

### CHANGE IT

- Allow students to shuffle when pivoting.
- Change the number of defenders.
- Change the size of the playing area.

## What to do

- Start play from the centre of the court.
- Students lob the ball to a team mate who jumps and receives the ball while they are in the air.
- The receiver pivots and passes to the next student.
- Passes must be a minimum of 2m.
- Students with the ball are allowed up to 4 steps after receiving before passing.
- Students can hold the ball for up to 3 seconds while standing still.
- Possession also changes if a student steps out of the playing area with the ball.
- No physical contact!
- Guarding must be from 1m away.
- All students are free to move around without obstruction.

### Defenders

- Defenders gain possession if the ball is dropped or intercepted.

### Attackers

- The attacker tries to run between bases before getting tagged.
- If the attacker gets to one of the bases without getting tagged, one of the defenders becomes the new attacker.
- Rotate so each student has a chance to be the attacker.



# 4 SQUARE

## SUMMARY

The attacking team passes the ball to team mates in different zones, trying to avoid interception. Play in teams of 3.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One netball per team

### CHANGE IT

- Introduce the defending distance of no less than 1.2m.
- Change the time students are allowed to hold the ball for before they must pass.

## What to do

- Define the playing field into 3 zones using marker cones.
- For each game, divide students into 2 teams of 3 with an attacking team and a defending team.
- Pair students off with one student from the attacking team and one student from the defending team standing in each zone.

### Attackers

- Attackers make as many passes as possible between team mates across different zones.
- Students can pass in any direction.
- Students cannot run with the ball.
- Students must stay in their zone.

### Defenders

- Defenders take possession if they catch the ball or knock it out of play.



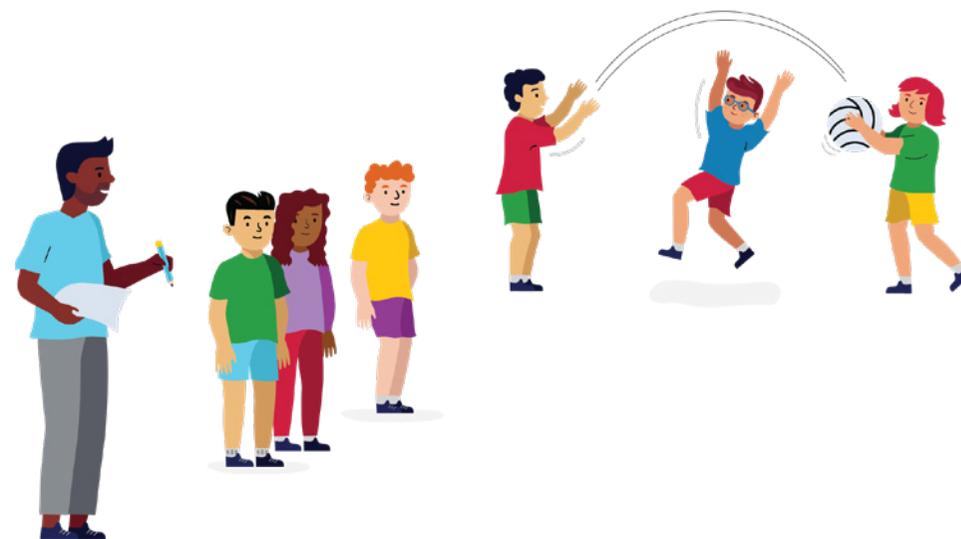
## LET'S SEE IT

### SUMMARY

Highlight a skill or tactical point by having students demonstrate.

### What to do

- Gather students together.
- Have one student or a team of students demonstrate a skill or tactical point.
- Emphasise one key point and keep it short.



---

### Details

Finishing up  
10 minutes

# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

## What to do

In pairs, students discuss:

- Why do you think we stand side on when throwing an object overarm?
- Does anyone participate in another activity when you would throw from a standing position?

Ask the class:

- How did you show respect today?



# LESSON 3

# LESSON 3

## LEARNING INTENTIONS

To introduce the skill of dodging between obstacles and opposing students with and without the ball.

To apply the skill of passing and moving to a new position ready to catch the ball again.

For students to self assess their ball-handling skills [catching and passing], see self assessment tool on page 39 - 40.

### Skill focus

- Movement
- Ball handling

### Duration

60 minutes

### Area

Indoor or outdoor area of 30m x 15m.

### Equipment

- Marker cones
- Stopwatch
- One netball per pair
- Bibs for each team

### Activities

[CHANGE OF PACE](#)

[MARKER DODGE](#)

[TREASURE CHEST](#)

[DODGE AND STEAL](#)

[FOLLOW THE BALL](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

[NSW curriculum](#)

[VIC curriculum](#)

# CHANGE OF PACE

## SUMMARY

In pairs, students try to dodge each other.

### Skill focus

- Movement

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

## What to do

- Use marker cones to define a playing field with a baseline.
- Divide students into pairs.
- Students form 2 lines behind the baseline, standing next to their partner.
- One student in each pair starts as the leader.
- The leader runs away from their partner, dodging and changing their speed.
- Partners must try and stay beside their leader and not run into them.
- Swap roles.



## CHANGE IT

- Set up markers across the playing area. Students change pace as they pass each set of markers.

# MARKER DODGE

## SUMMARY

In teams of 2 to 4, students practise dodging around markers through a course.

### Skill focus

- Movement

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones

### CHANGE IT

- Make the game a relay between teams.
- Students land on one or 2 feet at the last marker.
- Students pivot at each marker.

## What to do

- Define the playing field using marker cones.
- Place 4 to 6 markers of each colour in one-third of the court.
- Divide students into teams of 2 to 4.
- Allocate each team a colour marker.
- The first student from each team moves into the area and dodges each time they reach their coloured marker.
- On your call, or after a set number of dodges, the student comes back to their line and the next student starts the activity.



# TREASURE CHEST

## SUMMARY

In 2 teams, attackers use different movements to dodge defenders while trying to collect treasure.

### Skill focus

- Movement

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- Bibs for each team

### CHANGE IT

- Play with 2 teams and 2 sets of markers.

### What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of equal size and give each team a different type of bib.
- Scatter the markers across the playing area.
- Attackers use different movements to try and collect as many marker cones as possible without being tagged.
- If a defender tags an attacker, they score a point.
- If an attacker collects a marker, they score a point.
- Swap roles.



# DODGE AND STEAL

## SUMMARY

In 2 teams, students collect their opponents' netballs and try to return to their own half without being tagged.

### Skill focus

- Movement

### Details

Skill development  
15 minutes

### Equipment

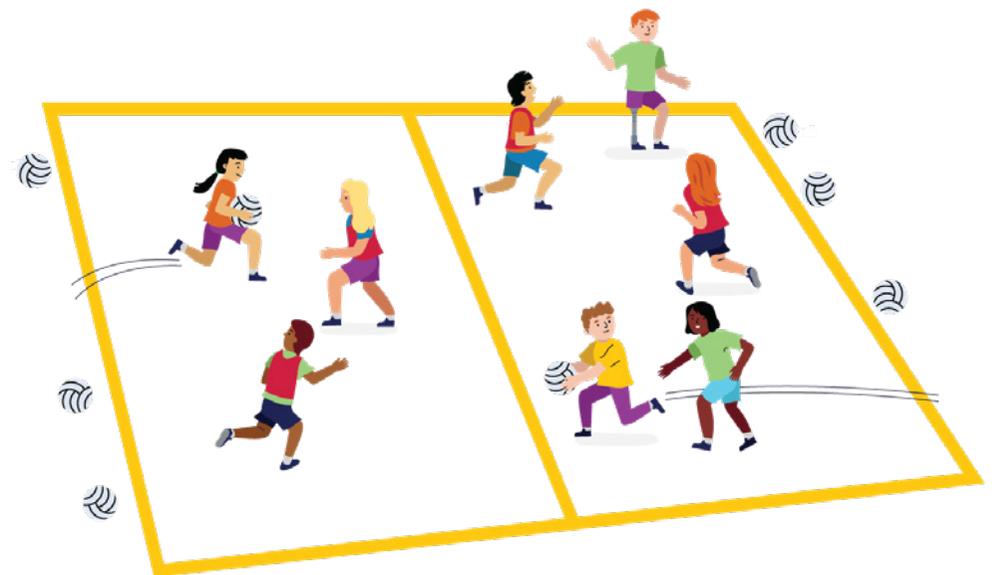
- Marker cones
- 10 netballs (or less than the number of students)
- Bibs for each team

### CHANGE IT

- Play without tagging.
- Change the number of balls used.

### What to do

- Define the playing field using marker cones, marking 2 goal lines.
- Divide students into 2 teams of equal size and give each team a different type of bib.
- Place a number of netballs behind each goal line.
- Students try to steal the other team's balls and return them to their own half without being tagged.
- Students can only take one ball at a time.
- If students are tagged, they return the ball and start again from their line.



# FOLLOW THE BALL

## SUMMARY

Students avoid being tagged by the keeper.

### Skill focus

- Ball handling

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One netball per team

## What to do

- Define the playing field using marker cones.
- Divide students into groups of 6 to 10, with each team forming a circle.
- Students use chest passes to pass the ball to another student that is not directly beside them.
- Students follow their pass and stand directly behind the receiving student.
- The receiving student passes it to another student and follows their pass.
- Play repeats in this pattern.



## CHANGE IT

- Make the circle larger to encourage a shoulder pass.
- Students call the name of the person they're passing to.

# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

### What to do

In pairs, students discuss:

- What are three things you should do when dodging opposing students?
- Which foot do you step onto when dodging?

Ask the class:

- What are some of the things you did to be a respectful team member?



# SELF ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

Years 1 and 2

Circle the face that matches how you feel about each of the statements below:

Lesson 3 – Chest passing and catching – Follow the ball



Always



Sometimes



Rarely

Movement skills	I can look ahead, keeping my head and upper body stable.			
	I can keep my elbows bent, hold the ball in my fingers and push from my chest to pass.			
	I can step toward a target when making a chest pass.			
Strategy and tactics	I am beginning to plan running into space.			
	I can dodge opponents and run to support my team mates.			
Personal and social responsibility	I respect others by including and listening to all students on my team.			

# SELF ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Circle the face that matches how you feel about each of the statements below:



Always



Sometimes



Rarely

### Lesson 3 – Chest passing and catching – Follow the ball

Movement skills	I can move into position quickly and have my hands ready to catch a pass.			
	I can catch the ball consistently with two hands.			
	I can transition between running, jumping, and landing while remaining balanced.			
Strategy and tactics	I can run into space to receive a pass.			
	I can guard a space and pressure the other team's students.			
Personal and social responsibility	I appreciate and provide caring comments with all students on my team.			

# LESSON 4

# LESSON 4

## LEARNING INTENTIONS

To combine movement and ball-handling skills.

To pass the ball down the court to score a goal.

### Equipment

- Marker cones
- Stopwatch
- One netball per pair
- Bibs for each team

### Activities

[SPORTS ARENA](#)

[EVERYBODY](#)

[PAIRS PASSING](#)

[4 SQUARE](#)

[FIND THE GOAL LINE](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

### Skill focus

- Movement
- Ball handling
- Shooting

### Duration

60 minutes

### Area

Indoor or outdoor  
area of 30m x 15m.

### Links to curriculum

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

[NSW curriculum](#)

[VIC curriculum](#)

# SPORTS ARENA

## SUMMARY

Students avoid being tagged by the keeper.

### Skill focus

- Movement

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- Bibs for each student

### CHANGE IT

- Students perform different movements when crossing, such as:
  - skipping
  - hopping
  - other.
- Change the size of the playing area.

### What to do

- Use marker cones to define the playing field.
- All students wear different coloured bibs and line up along the side of the playing area.
- One student stands in the middle of the playing field and is the keeper.
- Students ask the keeper if they can cross their sports arena.
- The keeper then chooses a colour of bib – students wearing this coloured bib can cross the sports arena safely.
- Students that are not wearing the keeper's chosen colour try to run across the arena without being tagged by the keeper.
- Students caught join the keeper and can tag other students.
- Play restarts once all students have been tagged.



# EVERYBODY

## SUMMARY

Using the rules of 'Simon Says', call out commands for students to perform various fundamental motor skills.

### Skill focus

- Movement

### Details

Warm-up  
5 minutes

### Equipment

- One netball per student

### CHANGE IT

- Students walk or slowly jog from one end of the playing area to the other while performing the movements.
- Play in small groups with students taking turns to call out actions.

### What to do

- Ask students to demonstrate:
  - dodging
  - bouncing a ball
  - throwing a ball in the air and catching it
  - pivoting on the spot
  - other.
- Students should only follow your instructions when they start with 'Everybody...'
- Do not eliminate students.



# PAIRS PASSING

## SUMMARY

In pairs, students pass a netball through gates to score points.

### Skill focus

- Ball handling

### Details

Skill development  
10 minutes

### Equipment

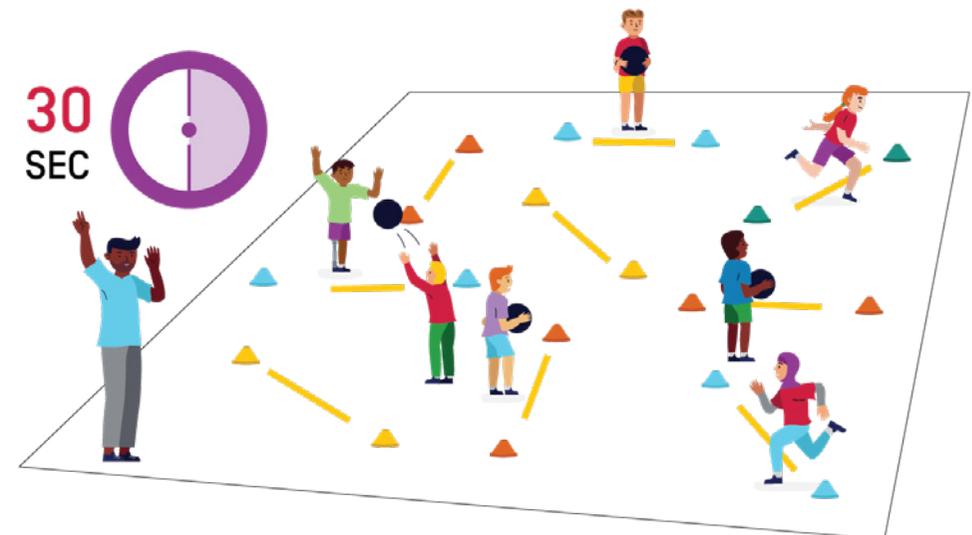
- Marker cones
- Stopwatch
- One netball per pair
- Bibs for each team [optional]

### CHANGE IT

- After 3 passes, the student without the ball moves on to find another student waiting at a gate with a ball.
- Have one or more defenders wear bibs and try to intercept the ball without body contact.

### What to do

- Use marker cones to define a playing field with gates as shown.
- Divide students into pairs.
- On your call, students pass the ball 3 times to one another through a gate, before running with the ball to a free gate to repeat the activity.
- Play continues for 30 seconds or until you call 'STOP!'
- Pairs score one point each time they successfully pass the ball through a gate 3 times.
- Repeat the activity with pairs trying to beat their own score.



# 4 SQUARE

## SUMMARY

Students from opposing teams are paired off. Team mates pass the ball across the playing field, trying to avoid interception. Play with 2 teams of 4.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One netball per group
- Bibs for each team

### CHANGE IT

- Change the size of the playing area.
- Change the amount of time students can hold the ball before they must make a pass.

## What to do

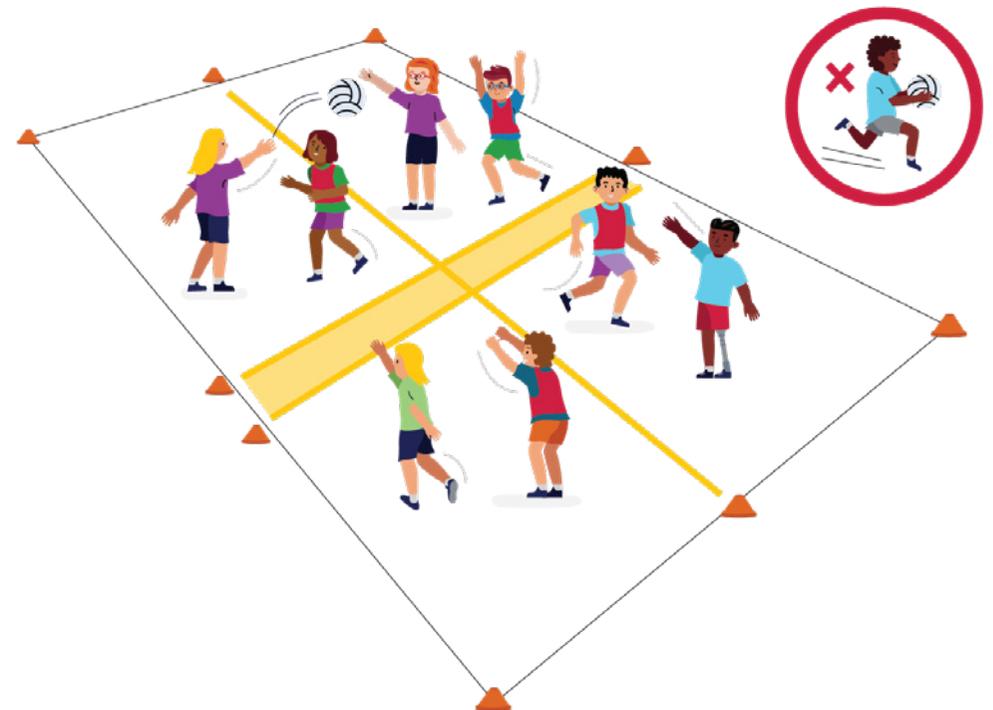
- Use marker cones to define a playing field with 4 squares, as shown.
- Divide students into 2 teams of 4: attackers and defenders.
- One student from the attacking team and one student from the defending team stand in each zone.

### Attackers

- Attackers make as many passes between team mates as possible.
- Students can pass in any direction.
- Students cannot run with the ball.
- Students must stay in their zone.

### Defenders

- Defenders take possession if they catch the ball or knock it out of play.



# FIND THE GOAL LINE

## SUMMARY

In teams of 4 to 5, students pass a netball through a playing area to try and score a goal while the other team tries to stop them.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One netball per group
- Bibs for each team

### CHANGE IT

- Remove the rule that all students must touch the ball to score.
- Students score a point for each successful pass.
- Students call the name of the receiving team mate before passing the ball to them.

### What to do

- Define the playing field using marker cones, marking 2 goal lines.
- Divide students into 2 teams of equal size, giving each a different type of bib.
- Introduce and use modified netball rules.
- The team in possession passes to one another and tries to score at their goal line.
- Every student must touch the ball at least once before scoring.
- A point is scored if the ball is placed over the goal line.
- The opposition throws the ball in from that spot.



## LET'S SEE IT

### SUMMARY

Highlight a skill or tactical point by having students demonstrate.

---

### Details

Finishing up  
5 minutes

### What to do

- Gather students together.
- Have one student or a team of students demonstrate a key skill or tactical point.
- Emphasise one key point and keep it short.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

## What to do

In pairs, students discuss:

- When trying to keep possession of the ball, what do you need to keep in mind? How does this change when you do not have the ball?

Ask the class:

- What did you enjoy about today's lesson?
- What challenged you today?



# LESSON 5

# LESSON 5

## LEARNING INTENTIONS

To refine and apply a combination of movement and ball-handling skills.

To introduce the skill of goal shooting in netball.

### Equipment

- Marker cones
- Stopwatch
- Bibs for each team
- 6 netballs
- Goal rings
- Hoops, bins, buckets or alternative targets
- One bean bag per student

### Activities

[SCARECROW TAG](#)

[THROW INTO A HOOP](#)

[TAG PASS](#)

[SHOOTING ROUNDERS](#)

[WHAT DID YOU LEARN?](#)

### Skill focus

- Movement
- Ball handling
- Shooting

### Duration

60 minutes

### Area

Indoor or outdoor area of 30m x 15m.

### Links to curriculum

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

[NSW curriculum](#)

[VIC curriculum](#)

# SCARECROW TAG

## SUMMARY

Students use different movements to avoid being tagged.

### Skill focus

- Movement

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- One bib

## What to do

- Define the playing field using marker cones.
- Choose one student to be the tagger and give them a bib.
- When students are tagged they become scarecrows.
- Scarecrows are released when another student crawls underneath their legs.



## CHANGE IT

- Change the number of taggers.
- Change the size of the playing area.
- Limit the type of movement students can use. For example:
  - skipping
  - hopping
  - jumping
  - other.

# THROW INTO A HOOP

## SUMMARY

Students throw bean bags at targets to score points.

### Skill focus

- Ball handling

### Details

Warm-up  
15 minutes

### Equipment

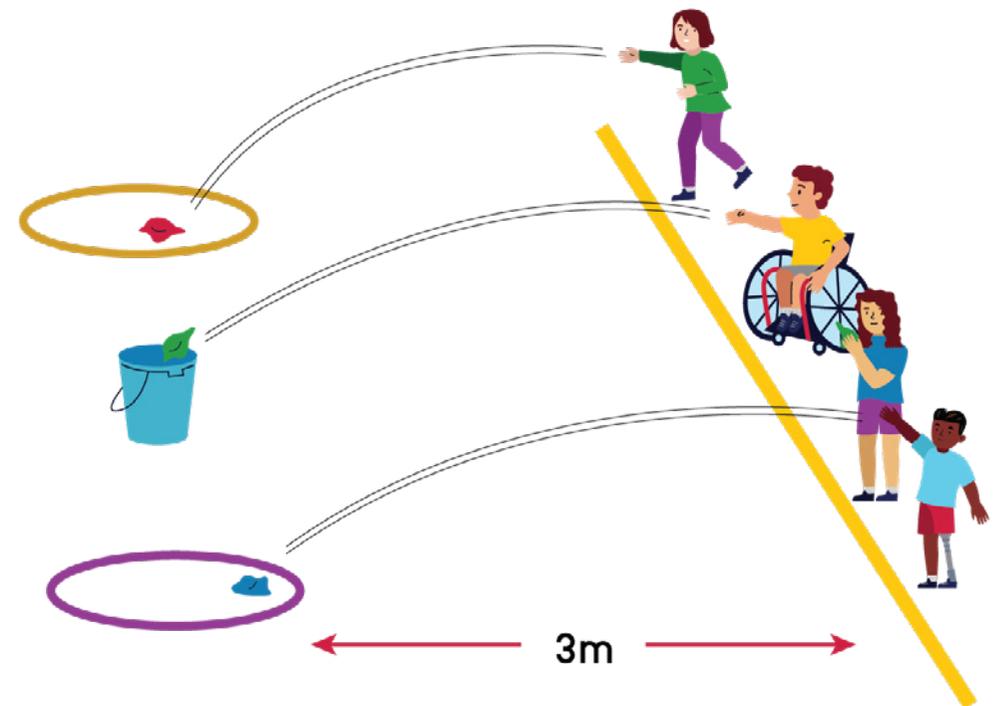
- Marker cones
- One bean bag per student
- Hoops, bins, buckets or alternative targets

### CHANGE IT

- Change the size of targets and the distance from the throwing line.
- Students play in teams.
- On your call, all students try to hit a target at the same time.
- Students score one point for hitting a target if the bean bag does not land inside.

### What to do

- Define the playing field using marker cones.
- Set up a number of ground targets 3m from the shooting line.
- Students take turns hitting or throwing their bean bag at a target.
- Students keep a running tally, scoring a different number of points each throw depending on which target they hit.
- Repeat 4 times from the same position, then rotate.
- The highest score wins.



# TAG PASS

## SUMMARY

Students are split into 2 teams of passers and dodgers. The passers aim to pass the netball to each other and tag the dodgers with the ball. Play in teams of 8 to 10.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One netball per game
- Bibs for each team

### CHANGE IT

- Change the size of targets and the distance from the throwing line.
- Students play in teams.

## What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of passers and dodgers and give each bibs to each team.
- Introduce and use modified netball rules.

### Dodgers

- Dodgers use their dodging skills to avoid passers.
- Once tagged, dodgers join the passing team.
- The aim is to tag everyone.

### Passers

- Passers pass the ball to each other and try to tag the dodgers with the ball.
- A tag is made when the passer uses the ball to touch another student.
- Passers cannot move with the ball.



# SHOOTING ROUNDERS

## SUMMARY

The shooting team tries to score goals before the running team completes a circuit. Play with teams of 5 to 6.

### Skill focus

- Movement
- Ball handling
- Shooting

### Details

Skill development  
20 minutes

### Equipment

- Marker cones
- One netball per game
- One goal ring (or hoop)

### CHANGE IT

- Instead of a goal ring, use a target on a wall or hoop held to the side by a student.
- Change the distance of the running circuit.
- Set a boundary that students have to shoot from.

## What to do

- Define the playing field using marker cones.
- Divide students into teams of 5 to 6: shooters and runners.
- The shooting team stands in front of the goal ring.
- The running team starts at the sideline.
- The first running team student throws the ball into the goal third and then runs around the outside of it.
- The shooting team gets the ball and passes it to each team member, until the ball reaches the student under the goal post who takes a shot.
- If the student running completes a circuit first, they score a point.
- The shooting team scores a point if they score a goal before the runner reaches home.
- Repeat for each student of the running team.
- Teams change roles.
- The aim is to tag everyone.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

### What to do

In pairs, students discuss:

- Why is dodging an important skill in netball?
- When jumping to catch a netball, what do you need to do to land safely?

Ask the class:

- Did you enjoy today's lesson (thumbs up, thumbs down, or thumbs in middle)?



# LESSON 6

# LESSON 6

## LEARNING INTENTIONS

To practise and use passing, catching and moving into space to receive a pass in small sided games.

To have students peer assess their passing skills.  
[see the printable peer assessment on pages 65-66].

## Equipment

- Marker cones
- Stopwatch
- One netball per pair
- Bibs for each team

## Activities

[PARTNER CONNECTION](#)

[FOX AND GEESE TAG](#)

[LEADING THE DEFENDER](#)

[KEEP THE BALL](#)

[TOUCH DOWN](#)

[WHAT DID YOU LEARN?](#)

## Skill focus

- Movement

## Duration

60 minutes

## Area

Indoor or outdoor  
area of 30m x 15m.

## Links to curriculum

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

[NSW curriculum](#)

[VIC curriculum](#)

# PARTNER CONNECTION

## SUMMARY

Students move around an area and form groups using different parts of the body.

### Skill focus

- Movement

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One bib

### CHANGE IT

- Students connect with the same person twice in a row.

## What to do

- Define the playing field using marker cones.
- Students move around using a variety of movements, such as:
  - running
  - skipping
  - hopping
  - jumping
  - leaping
  - other.
- When you call out a number and a body part, for example, '3 HANDS!', students must form groups of that size and connect the correct body part.
- End with the group size suitable for the next activity.



4 HANDS



3 FEET

# FOX AND GEESE TAG

## SUMMARY

A fox faces 3 geese who have formed a chain with the baby goose at the end. The fox attempts to tag the baby goose, while the other geese attempt to protect it. Play in groups of 4.

### Skill focus

- Movement

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones
- One bib
- Stopwatch

### CHANGE IT

- Change the number of geese in the circle.
- Add a time limit for the fox to catch the geese.
- Play with all groups in the same playing field. Foxes can chase any group of geese.

### What to do

- Define the playing field with marker cones.
- Divide students into groups of 4 students.
- One student from each group is the fox.
- The other students are the geese and form a chain by placing their hands on the shoulders of the student in front.
- On 'GO!' the fox attempts to tag the baby goose at the back of the chain by tagging or removing their tail.
- When tagged, the baby goose becomes the fox and the fox joins the front of the chain as a goose.
- Repeat until all students have had a turn as the fox.
- Ensure there is a 6m x 6m space for each group to avoid collisions.



# LEADING DEFENDER

## SUMMARY

Students try to move the distance of 1.2m in a defensive position. The student who does this the quickest becomes the leading defender.

### Skill focus

- Movement

### Details

Skill development  
10 minutes

### Equipment

- Marker cones

## What to do

- Define the playing field using marker cones.
- Students line up along a line.
- The first student on your right is the leading defender.
- Explain the action you want to see, such as:
  - defending a wide pass
  - making a shoulder pass
  - making a chest pass
  - making a bounce pass
  - shooting a goal
  - other.
- When you call, 'DEFEND THE PASS!', students must get back 1.2m and put their hands up to defend.
- If a student is slower than the student on their right, they move down one spot.
- The aim is to be the quickest and become the leading defender.



## CHANGE IT

- Play without competition.
- Change the size of the group.

# KEEP THE BALL

## SUMMARY

In groups of 5, the attacking students try to make 5 successful passes without the netball being intercepted.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
15 minutes

### Equipment

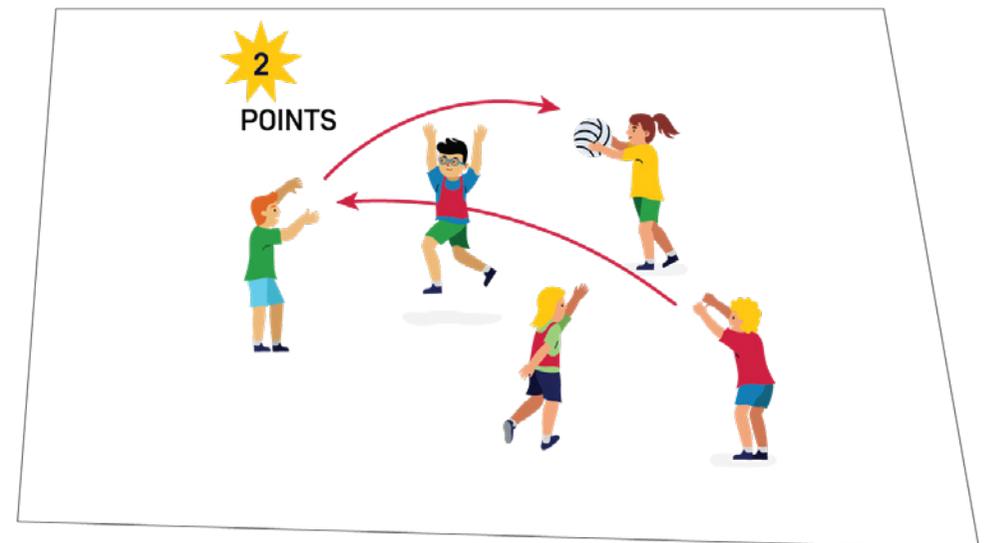
- Marker cones
- Stopwatch
- One netball per group

### CHANGE IT

- Play for a set period.
- The defending team counts how many times they can touch or intercept the ball.
- Play as a competition between teams.

### What to do

- Define the playing field using marker cones.
- Divide students into groups of 5 with 3 attackers and 2 defenders.
- Introduce and use modified netball rules.
- Attackers try to make 5 passes without the ball being intercepted.
- Each 5 passes scores a point.



# TOUCH DOWN

## SUMMARY

In teams of 6 to 8, students try to score a goal by touching it across the opposition's goal line.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
20 minutes

### Equipment

- Marker cones
- One netball per group
- Bibs for each team

## What to do

- Use marker cones to define the playing field as shown.
- Divide students into equal teams of 6 to 8.
- Students start in the centre third.
- Throw the ball into the goal third and one student from each team tries to gain possession.
- The team that gains possession is the attacking team.
- The attacking team passes the ball and tries to score a goal by touching it down over the opposite goal line.
- Play restarts after a goal is scored or the ball is turned over.



# WHAT DID YOU LEARN?

## SUMMARY

Students reflect on what they learned during the lesson.

### Details

5 minutes

### What to do

In pairs, students discuss:

- Which activity did you enjoy the most today?
- Why is moving into space important when playing netball?

Ask the class:

- How did you feel before you came to PE? And how do you feel now?



# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 1 AND 2

Unit focus: Netball – Passing – Keep the ball  
Lesson 6

Any areas for improvement?

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### Movement skills

Watch another student undertake many netball chest passes for 2 minutes and record how they go with each part of the skill below:

Skill	Keep trying	Almost there	Got it!
Throws a chest pass smoothly.			
Throws a chest pass that can be easily caught by a team mate.			
Throws a chest pass over varying distances.			

### Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Stands with chest and front foot facing forward in direction of the target.			
The ball is held in the fingers and the arms push forward from the chest toward the target.			
The fingers point toward the target when the ball is thrown.			
The student steps forward and moves into space to receive the ball again.			

# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Unit focus: Netball – Passing – Keep the ball  
Lesson 6

Any areas for improvement?

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### Movement skills

Watch another student undertake many netball chest passes for 2 minutes and record how they go with each part of the skill below:

Skill	Keep trying	Almost there	Got it!
Throws a chest pass strongly with a good rhythm.			
Throws a chest pass so it can be caught by a team mate.			
Throws a chest pass varying distances with accuracy.			

### Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
Stands facing the target, puts their lead foot forward to pass the ball with accuracy.			
Prepares to throw by having the ball in the fingertips of both hands.			
The student's lead foot moves forward in front of the body to provide a counterbalance as they throw.			
Throws the chest pass with both hands holding the ball.			
The student steps forward and moves into space continuing to move down the court using catching and passing skills.			

# LESSON 7

# LESSON 7

## LEARNING INTENTIONS

To practise and apply skills of catching, passing, dodging, jumping and landing in a modified game setting.

To introduce and experiment with shooting for goal.

## Equipment

- Marker cones
- Stopwatch
- 10 netballs
- Bibs for each team
- Floor discs
- One long rope

## Activities

[HERE, THERE, NOWHERE](#)

[IN THE RIVER, ON THE BANK](#)

[LONG ROPE CIRCUIT](#)

[BEAT THE BALL](#)

[FIND THE GOAL LINE](#)

[WHAT'S AHEAD?](#)

[WHAT DID YOU LEARN?](#)

## Skill focus

- Movement
- Ball handling
- Shooting

## Duration

60 minutes

## Area

Indoor or outdoor area of 30m x 15m.

## Links to curriculum

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

[NSW curriculum](#)

[VIC curriculum](#)

# HERE, THERE, NOWHERE

## SUMMARY

On your call, students perform an action. Play with 6 or more.

### Skill focus

- Movement

### Details

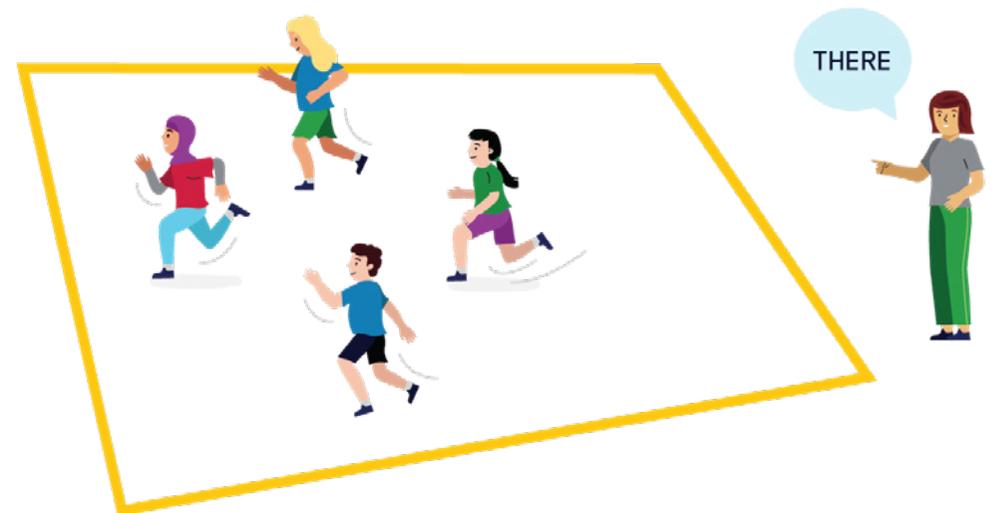
Warm-up  
5 minutes

### Equipment

- Marker cones

## What to do

- Define the playing field using marker cones.
- When you call 'HERE!', students run towards you.
- When you call 'THERE!', students side step away from you in the direction you are pointing.
- When you call 'NOWHERE', students stand on the spot and move into a defending position facing you.
- When you call 'STOP!', students land on one or both feet then pivot.



# IN THE RIVER, ON THE BANK

## SUMMARY

Students start on the bank and, on your call, jump over the river. Students try to balance after landing.

### Skill focus

- Movement

### Details

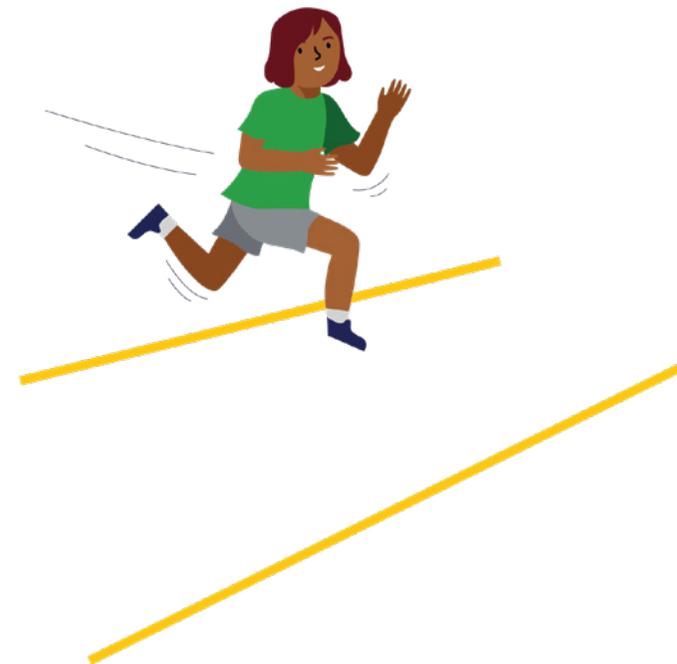
Skill development  
10 minutes

### Equipment

- Marker cones
- One long rope

## What to do

- Define the playing field using marker cones and a long rope.
  - All students start behind a line.
  - When you call 'IN THE RIVER!', all students jump forward.
  - When you call 'ON THE BANK!', all students stay put or jump back behind the line.
  - You can try and trick the students by calling the area where they already are.
  - Students must try and keep their balance.
- If students fall, they perform an activity, such as:
    - running to the opposite sideline and back
    - jumping up and landing in a defending position
    - pivoting then remaining where they are
    - other.



## CHANGE IT

- Change the pace of the calls.
- Change the type of landing students can use: 2-foot, one-foot, hopping, other.

# BEAT THE BALL

## SUMMARY

Students form a circle with one person in the middle. Students take turns passing the ball to the centre student and running around the outside of the circle before the centre student makes a successful pass back and forth with all other students on the circle. Play in teams of 6 to 10.

### Skill focus

- Ball handling

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One to 2 netballs per team

### CHANGE IT

- Change the size of the circle.
- Limit the pass students can use, for example:
  - chest pass
  - bounce pass
  - shoulder pass.
- Change the number of balls.
- Change the number of students running around the circle.

### What to do

- Define the playing field using marker cones and floor discs.
- Divide students into teams of 6 to 8.
- Teams form a circle, with one person in the middle.
- The first student on the outside passes the ball to the centre student and begins to run.
- The centre student passes to the next student, who passes the ball back.
- This continues until all students have passed the ball.
- Students try to pass the ball to everyone before the runner gets back to their spot.
- Repeat so everyone has a turn at running.



# LONG ROPE CIRCUIT

## SUMMARY

In teams, students complete a circuit of different movements.

### Skill focus

- Movement
- Shooting

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One netball per team
- One long rope
- One goal ring
- Floor discs

### CHANGE IT

- Play as a competition between teams.

## What to do

- Define the playing field using marker cones and floor discs.
  - Divide students to line up in small teams of 3 to 4.
  - Two students hold a long skipping rope, wiggling it from side to side on the ground like a snake.
  - Students complete a circuit before shooting at goal and returning to their line.
- Circuit movements can include:
    - running over the snake
    - dodging through the markers
    - leaping from floor disc to floor disc
    - other.
  - Rotate students holding the rope.



# FIND THE GOAL LINE

## SUMMARY

In teams of 4 to 5, students pass a netball through a playing area to try and score a goal while the other team tries to stop them.

### Skill focus

- Movement
- Ball handling

### Details

Skill development  
15 minutes

### Equipment

- Marker cones
- One netball per team
- Bibs for each team

### CHANGE IT

- Remove the rule that all students in the attacking team must touch the ball to score.
- Score a point for each successful pass.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 4 to 5 and give each team a different type of bib.
- Introduce and use modified netball rules.
- Attackers pass a ball between team mates and try to score a goal.
- All students in the attacking team must touch the ball at least once before scoring.
- A point is scored if the ball is placed over the goal line.
- The defending team throws the ball in from that spot.



# WHAT'S AHEAD?

## SUMMARY

Provide a brief explanation about the lessons to come.

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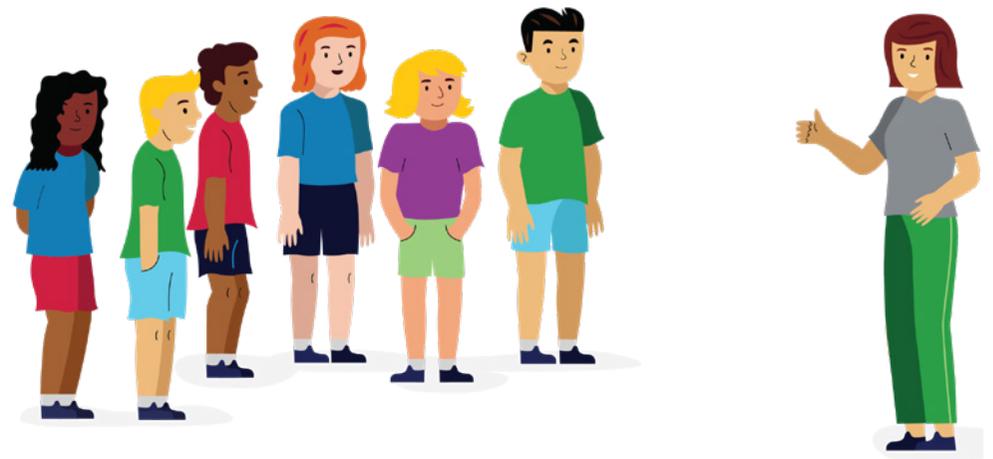
### Details

Finishing up

5 minutes

### What to do

- Provide a brief explanation about the lessons to come and the Playing for Life approach where:
  - students learn skills by playing fun games
  - students develop the game through setting the rules and changing it to get everyone involved and make it more challenging
  - the learning intentions are clear.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

5 minutes

### What to do

In pairs, students discuss:

- How could you improve your dodging skills?
- Where else do we jump up to catch a ball?

Ask the class:

- What did you do today to try your best?



# LESSON 8

# LESSON 8

## LEARNING INTENTIONS

For students to apply their new netball skills in a range of games.

For teachers to assist their student's overall development [see the printable teacher assessment on page 83].

## Equipment

- Marker cones
- One netball per group
- 2 goal posts at each end
- Bibs for each team

## Activities

LOOSE CARRIAGE

NAMES

NUMBERS

END TO END

WHAT DID YOU LEARN?

## Skill focus

- Movement
- Ball handling
- Shooting

## Duration

60 minutes

## Area

Indoor or outdoor area of 30m x 15m.

## Links to curriculum

Years 1 and 2	<a href="#">AC9HP2M01</a>
	<a href="#">AC9HP2M02</a>
	<a href="#">AC9HP2M05</a>
Years 3 and 4	<a href="#">AC9HP4M01</a>
	<a href="#">AC9HP4M02</a>
	<a href="#">AC9HP4P04</a>

[NSW curriculum](#)

[VIC curriculum](#)

# LOOSE CARRIAGE

## SUMMARY

Students in teams of 3 form a train (an engine and 2 carriages). A few 'loose carriages' (taggers) try to join the end of a train.

### Skill focus

- Movement

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

## What to do

- Define the playing field using marker cones.
- Divide students into teams of 3 as 'trains' with some individual students as 'loose carriages'.
- On your call, the trains move around, trying to avoid the loose carriages from joining the end of their train.
- If successful in joining, the loose carriage calls "GO!" and the engine splits off and becomes a loose carriage.



## CHANGE IT

- Have more carriages in a train.
- Use more or fewer loose carriages.
- Change the size of the playing field.
- If space is restricted, slow down the loose carriages by having them hop, fast shuffle or spring from both feet.
- Provide 'safe zones' for trains to allow a 5-second rest. Loose carriages have to keep running.

# NAMES

## SUMMARY

Students stand in a circle and pass a ball to one another. One student stands inside the circle and tries to intercept the ball. Only the interceptor can move. Play in groups of 4 to 6.

### Skill focus

- Movement
- Ball handling

### Details

Warm-up  
10 minutes

### Equipment

- Marker cones
- One netball per team  
(or similar ball)

### CHANGE IT

- Play the first round without an interceptor.
- Interceptors only rotate on your call.

## What to do

- Define the playing area using marker cones.
- In groups, students form circles, with one student in the centre.
- Students call the name of other students before passing the ball to them.
- When the ball is caught by the student in the centre of the circle, this student swaps places with the student who passed the ball.
- Students score one point for each successful pass. Interceptors score a point each time they intercept the ball.



# NUMBERS

## SUMMARY

When their number is called, students compete for the ball and attempt to score a goal. Play in 2 teams of even numbers.

### Skill focus

- Movement
- Ball handling
- Shooting

### Details

Skill development  
10 minutes

### Equipment

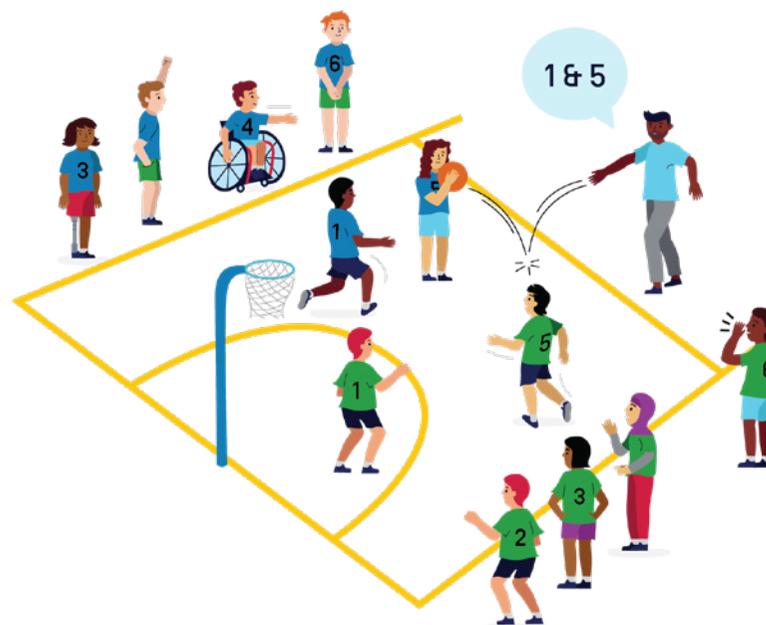
- Stopwatch
- One to 2 balls per group
- Bibs for each team

### CHANGE IT

- Change the number of balls in play.
- Change the size of the teams each round.
- All team mates must touch the ball before they can shoot for a goal.
- Remove the defenders.

### What to do

- Divide students into 2 teams and have them stand along opposite sides of the court.
- Introduce and use modified netball rules.
- Number students from each team.
- Call out 2 numbers at a time and throw the ball into the playing area.
- When their number is called, students run into the playing area.
- The only students on each team allowed to compete for possession of the ball are those with the first number called.
- The team that gains possession of the ball become the attackers, and the other team become defenders.
- Attackers dribble the ball, passing to each other to try and score a goal.
- If defenders intercept the ball, they pass it back to you.
- Defenders then become attackers.
- All other students stand on the sideline and can pass the ball back into the playing field if it rolls out.
- Teams must attempt to score a goal within 30 seconds.
- If defenders intercept the ball, they pass it back to you.
- Defenders then become attackers.



# END TO END

## SUMMARY

On your call, the student with the ball at one end passes to a team mate in the next zone. The aim is to avoid interception from defenders and score a goal at the other end. Play with teams of 7.

### Skill focus

- Movement
- Ball handling
- Shooting

### Details

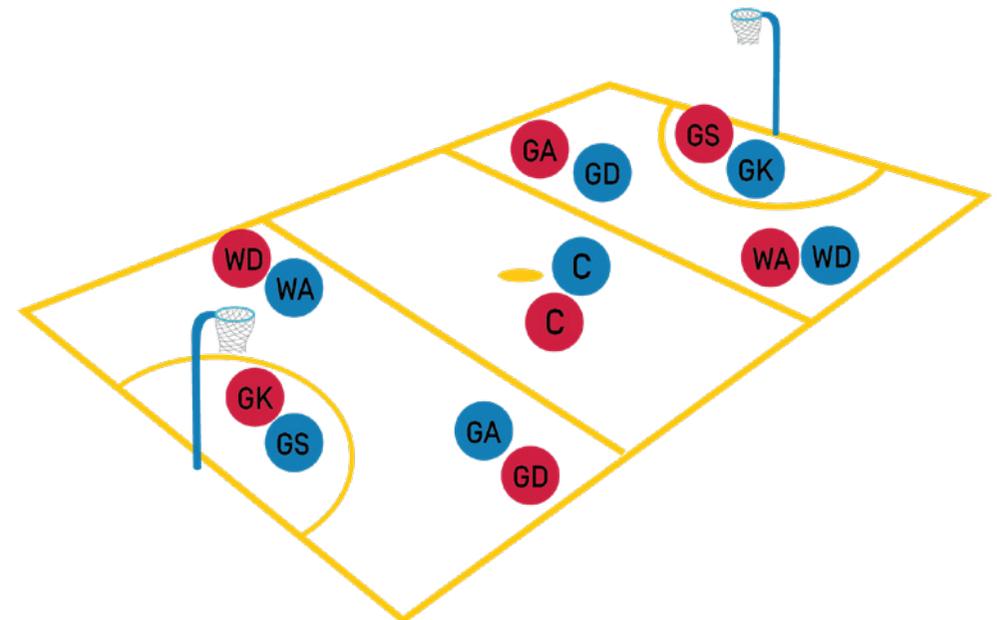
Skill development  
25 minutes

### Equipment

- Marker cones
- One netball per group (or similar ball)
- 2 goal posts at each end (or similar targets)
- Bibs for each team

## What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of 7 and assign netball positions.
- The court is divided into thirds, with goal circles at each end forming the goal zones.
- Introduce and use modified netball rules.
- Students score a point if they make a successful shot from within the goal circle.
- Students must shoot for a goal within a 3 second time limit.



## CHANGE IT

- Change or remove the time limit.

# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

10 minutes

### What to do

In pairs, students discuss:

- What netball skill do you think you have improved most?
- What netball skill are you going to continue to focus on?

Ask the class:

- Did you have fun learning new netball skills?



# NETBALL ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 1 AND 2

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
<b>Personal and social development</b>	<u>AC9HP2M05</u> Apply strategies to work collaboratively when participating in physical activities.	The student can use a strategy to play collaboratively with others when playing games.	The student can use 2-3 strategies to play collaboratively with others when playing games.	The student can use 4 or more strategies to play collaboratively with others when playing games.
<b>Movement skill development</b>	<u>AC9HP2M01</u> Practise fundamental movement skills and apply them in a variety of movement situations.	The student can practise one of catching, passing, dodging, jumping, or landing but is yet to apply these in games and activities.	The student can practise catching, passing, dodging, jumping, or landing and apply these skills in different games and activities.	The student can practise catching, passing, dodging, jumping, or landing and apply these skills in a wide variety of games and physical activities.
<b>Strategy and tactical development</b>	<u>AC9HP2M02</u> Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness.	The student can use their body in different ways while using objects and space.	The student can use different ways of moving their body, and use objects and space to improve their performance.	The student can analyse different ways of moving their body, and use objects and space to improve their performance.

# NETBALL ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
<b>Personal and social development</b>	<u>AC9HP4P04</u> Select, use and refine personal and social skills to establish, manage and strengthen relationships.	At times the student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students.	The student displays effort, respect for others and self-direction to make and strengthen their relationships with other students and can transfer this into other situations.
<b>Movement skill development</b>	<u>AC9HP4M01</u> Practise fundamental movement skills and apply them in a variety of movement situations.	The student can refine and apply one of the fundamental movement skills of catching, passing, dodging, jumping, or landing in netball.	The student can refine and apply the fundamental movement skills of catching, passing, dodging, jumping, or landing in netball and in one or two other activities.	The student can refine and apply the fundamental movement skills of catching, passing, dodging, jumping, or landing in 3 or more activities.
<b>Strategy and tactical development</b>	<u>AC9HP4M02</u> Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness.	The student sometimes applies and adapts their movement strategies to improve either their catching, passing, dodging, jumping, or landing in netball.	The student regularly applies and adapts their movement strategies to improve their catching, passing, dodging, jumping, or landing in netball.	The student always applies and adapts their movement strategies to improve their catching, passing, dodging, jumping, or landing in a variety of situations in netball.

## WHERE TO FROM HERE?

# Join a club

Did your students enjoy learning about netball?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit [sportaus.gov.au/schools/find-a-club](https://sportaus.gov.au/schools/find-a-club)



# APPENDICES

## New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

### YEARS 1 AND 2

#### Course content outcomes

##### PD1-4

Performs movement skills in a variety of sequences and situations

##### PD1-11

Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences

##### PD1-10

Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

### YEARS 3 AND 4

#### Course content outcomes

##### PD2-4

Performs and refines movement skills in a variety of sequences and situations

##### PD2-5

Applies strategies to solve movement challenges

##### PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

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## Victorian curriculum links:

Victorian curriculum-relevant content descriptions

### YEARS 1 AND 2

#### Content descriptions

##### VCHPEM080

Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

##### VCHPEM084

Incorporate elements of effort, space, time, objects and people in performing simple movement sequences

##### VCHPEM085

Use strategies to work in group situations when participating in physical activities

### YEARS 3 AND 4

#### Content descriptions

##### VCHPEM098

Perform movement sequences which link fundamental movement skills

##### VCHPEM099

Practise and apply movement concepts and strategies

##### VCHPEM102

Adopt inclusive practises when participating in physical activities

# BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p><b>Over competitiveness</b></p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> <li>• Not cooperating during group activities</li> <li>• Breaking rules to win the game</li> <li>• Criticising other students and their abilities</li> <li>• Disrespectfully celebrating a win</li> </ul>	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> <li>• Highlight examples of cooperative play and good sportsmanship.</li> <li>• Issue bonus points to reward desirable behaviour.</li> <li>• Use small group activities, or circuits, to narrow students' attention to their own performance.</li> <li>• Encourage team building routines, such as handshakes and three cheers at the end of the game.</li> <li>• Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.</li> <li>• Select a 'spotter' who rewards sportsmanship.</li> </ul>	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p><b>Domineering behaviour</b></p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> <li>• Assuming team leader roles and direct other students</li> <li>• Dominating discussions and questions by the teacher</li> <li>• Continually influencing the pace and direction of activities</li> <li>• Intentionally or unintentionally ignoring those less skilled in the group</li> <li>• Dominating the games or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use smaller groups and evenly space out more experienced students between teams.</li> <li>• Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.</li> <li>• Score in a way that allows students to individually challenge themselves to achieve success.</li> <li>• When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing.</li> <li>• Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.</li> </ul>	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p><b>Non-participation</b></p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> <li>• Refusing to participate in activities</li> <li>• Refusing to play certain roles as part of games</li> <li>• Making no effort or attempt to engage with other students</li> </ul>	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> <li>• Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities.</li> <li>• Think of different roles that can be played, for example, scorer or umpire.</li> <li>• Look for signs of interest during the activities, to invite participation.</li> <li>• Use changes that increase or decrease complexity of the activity to provide more opportunities for success.</li> <li>• Ensure the fun and the joy of movement are emphasised.</li> <li>• Engage students by: <ul style="list-style-type: none"> <li>– asking for suggestions on how to improve or change that activity, or</li> <li>– providing choices for how they may participate.</li> </ul> </li> <li>• Encourage students' efforts rather than focusing on the results once the student becomes involved.</li> </ul>	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>