

# Woolworths NetSetGO Starter Coach Manual



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## Introduction

This handbook is a resource for volunteer netball coaches at Community Centres, Schools, Clubs and Associations conducting a Woolworths NetSetGO program.

It is designed to assist volunteers to follow the requirements of the Woolworths NetSetGO program easily and efficiently. It aims to make a coach's role easy to understand so they can assist with the delivery of NSG program sessions.

A coach does not need any experience in netball or a coaching background. With this handbook and the information provided by Netball WA, coaches will be able to plan and coordinate delivery of successful Woolworths NetSetGO programs.



A Woolworths NetSetGO Handbook has also been developed to accompany this resource for coaches. A number of coaches may fulfil both roles of the coordinator and coach, but these documents have been separated to assist with understanding. This handbook is a practical resource for coaches while the Woolworths NetSetGO handbook outlines a further understanding of Woolworths NetSetGO along with administrative requirements for each centre.

Coaches are encouraged to ensure that both they, and other coaches at their centre, take part in the coaching courses conducted by the state bodies on behalf of Netball WA. This will make sure the standard of the program is conducted at the highest possible level. At the very least an orientation course should be completed. Further details regarding these courses are found elsewhere in the manual.



## Overview

### What is Woolworths NetSetGo

Woolworths NetSetGO is Netball Australia's official starter program, developed to provide children aged from 5 - 10 years old with the best possible introduction to the sport of netball. The program incorporates skills activities, minor games, and modified matches in a fun and safe environment to ensure enjoyment and continued participation within the sport.

To help children navigate through the program, Woolworths NetSetGO has added three tiers of progression. Net, Set & Go. These tiers will help coaches run age and skill level appropriate activities for participants, maximising their engagement in the program.

Please note that progression through the tiers is based predominantly on the skill level and changing needs of the participants (i.e. not restricted by age ranges).

**Net:** Fantastic for 5-6 year olds. Perfect for little hands and little feet, participants will use modified equipment like bean bags, hoola hoops and softer balls

**Set:** For 7-8 year olds. It's all about practising your skills and playing modified games using a small netball which is perfect for growing hands.

**GO:** For 9-10 year olds. Highlight the skills they have learnt and play modified matches with supporting umpires and encouraging coaches.

## The Woolworths NetSetGO Coach

At all levels of netball, the coach has significantly more influence upon players than any other official or person connected with netball.

The Woolworths NetSetGO coach's primary role, given that safety, legal and ethical responsibilities apply to coaches at all levels, is to arrange the best possible teaching and learning conditions for children aged between 5 and 10 who want to learn to play netball.

All coaches need to acquire basic coaching and communication techniques for instructing and managing the learning of children. They must have well-developed strategies for group organisation, discipline procedures, reward mechanisms and an understanding of the uniqueness of children when compared to adults.

The fundamental message of the Woolworths NetSetGO programs must be to have fun and must be structured to enable children to progressively develop and apply their sporting skills.





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# The S.P.I.R. Method

A particularly successful teaching method for assisting children to learn new skills is the S.P.I.R. method.

## P for Practise

- Practise immediately.
- The children copy what has been shown.
- Practise the whole skill first.
- Revise parts of the skill if they struggle.

## S for Show (demonstrate)

- Name the skill.
- Show the whole skill first.
- Show again while making the instructional points.
- Make no more than three coaching/instructional points.
- Ask if there are any questions.
- Demonstrate once more, asking the children to watch for the coaching points.

## I for Instruct (or Intervene to correct errors)

- Observe each group for 15–30 seconds.
- Keep repeating the key points about the skill.
- Provide further instruction.

## R for Reward

- Praise good efforts.
- Show pleasure.
- Make every player feel their efforts are valued.



# Using S.P.I.R effectively

## During the Show Demonstration:

- Select appropriate learning information.
- Each skill demonstration requires a formation which allows every individual to obtain a clear view of the key aspects of the skill.
- Use simple precise instructions.
- A key word or cue should be used to emphasise the important parts of the skill.

## During the practice:

- Let the players freely experiment without much feedback at first.
- Get children practising as soon as possible so the skill they're performing remains clear in their mind

## When instructing:

- Provide feedback to let the children know how they're going.
- Allow them to practise for a time before offering any feedback.
- Offer specific, constructive, clear and positive feedback.

## When providing reward:

- Encourage freely, particularly when an individual's progress seems slow.
- Set standards according to the capability of each individual.
- Understand and allow for the fact that each child will improve at a different rate.
- Only compare individuals with themselves – what they could do and now what they are doing.
- Avoid comparing players with each other

## Group Coaching

Woolworths NetSetGO coaches will be required to teach children in groups. In order to do this smoothly and efficiently, a coach will need to position themselves so they are seen and heard by all participants. They will also need to establish boundaries within which the program will operate.

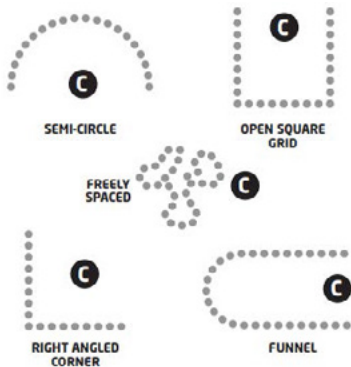
### Formations for group coaching:

Coaches need to establish appropriate formations for group instruction and practise.

A good formation for coaching is one that:

- Enables the coach to see and hear all the players and vice versa.
- Is quickly and easily formed.
- Minimises distractions – away from extraneous noise and other movement, out of the wind or sun if these are a distraction.
- Is used regularly so children become familiar with it and learn how and where to set up





### Training zones for group coaching:

Training zones can be marked on an area of playing space as a strategy for organising group coaching. A training zone could be a grid, a circle, a square, a set of parallel lines and so forth. These marked areas can be used for group drill activities and skill games.

The nature of the zone used generally depends upon the coaching goal and the skills that are being developed and space available.

A circle formation with players spaced around the circle perimeter can be used to develop passing (e.g. chest and shoulder) skills or can be used to rotate players from the perimeter to the centre as part of an activity or game. When the coach is stationed in the centre of the circle, they can control the skill activity as all players are in view.

A grid formation can have players stationed on grid boundary points or within the squares of the grid.

Marked training zones should be used to enable a coach to closely monitor the group's activities, spend more time correcting individual faults and less time maintaining control over widely scattered players. Coaches can position themselves within a circle or grid and demonstrate skills without the players having to leave their position to be able to see and hear.

### Handling misbehaviour:

Behavioural problems detract from a enjoyable learning experiences. Most problems can be avoided if the sessions are well planned and a clear code of behaviour is established and reinforced from the outset.



## Session Breakdown

### Session and Program Duration

- **Net Tier 5 – 6 Years Old**

Session length: approx. 45-60 minutes, skills, and activities

Program Duration: 8-10 weeks

- **Set Tier 7 – 8 Years Old**

Session length: approx. 60-75 minutes, up to 45 minutes of skills and activities and 40 minutes of match play

Program Duration: 10-15 weeks

- **GO Tier 9 – 10 Years Old**

Session length: approx. 60-75 minutes, up to 30 minutes of skills and activities and 45 minutes of match play

Program Duration: 10-15 weeks

**Factors that may effect tiering level include group size, the age of the participants, the ability of the participants and their health status.**



## Session and Program Duration

An ideal session will consist of the following:

- 15 - 20 Participants
- 1 netball/multi-purpose court (facility ratio 1:15/20)
- 1 coach working directly with children (coaching ratio 1:15/20)

## Season Planning

Planning is essential to being a successful coach. It not only saves time and energy, it also creates an organised Woolworths NetSetGO centre.

A Woolworths NetSetGO program will generally run for between 8-10 weeks. Most programs begin in early April and end mid June, although the program length varies from centre to centre. Coaches and other centre volunteers should outline all events at the start of the year to ensure that all participants can plan with certainty and know the length of your season.



## Planning a Season

**When planning a session or a batch of sessions, coaches should consider:**

- The present skill level of players.
- What goals are achievable?
- The resources and equipment available.
- Coach and assistant roles.
- When various skills need to be covered.

**In each session it is important to plan for:**

- Optimal activity.
- Individual differences.
- Appropriate progressions.
- Variety.
- Competition-like practices.
- Short and frequent drills for new skills.

A plan is a guide to what to do. It should not restrict coaches from doing things that they see as necessary to make the session a fun learning experience. Without a plan, however, a coach may fail to teach the full scope of skills and to appropriately sequence skill learning opportunities.

If a coaching plan for a session is not working when put into practice, the coach should be flexible and change what is being done to make it a more effective learning experience for the participants. Delegation of tasks is part of good planning. Plan to use assistant and learner coaches effectively to provide support.

## Structure of a Woolworths NetSetGO Session

Woolworths NetSetGO sessions usually run between 45 minutes (Net and Set Tiers) to 60 minutes (Set and GO Tiers). With four components to each training session.

### Session Components:

Session length	45-60 min	60 min	Session 1 45-60 min	Session 2 45 min
Kid to coach ratio	10:1	10:1	10:1	10:1
Warm up	5-10 min	5-10 min	5-10 min	5-10 min
Game-based activities	20-25 min	20-25 min	30 min	n/a
Modified game play	10-15 min (recommended 4v4)	20 min (recommended 4v4, 5v5)	20 min (modified mini match)	30 min (modified mini match)

# The CHANGE IT Mode

The CHANGE IT model is an acronym that serves as a coaching tool you can use to modify coaching drills and sessions. This allows coaches to maximise participation and accommodate a range of abilities while meeting the drills and sessions objectives. The acronym CHANGE IT highlights some of the elements of a game that can be changed to make it easier or harder, to include and challenge all players. The CHANGE IT elements are outlined, with some examples, below.



**C – Coaching Style**

**H – How to score**

**A – Area**

**N – Number of Player**

**G – Game Rules**

**E – Equipment**

**I – Inclusion**

**T – Time**

## Coaching style

- Use questions to set challenges for specific aspects of a game. For example, you can ask 'When should you move to receive a pass?'.
- Provide discrete coaching, without interrupting the game, where required.
- Vary how you communicate (simple or more complex language; visual cues) according to player needs (such as age, experience, and capabilities).

## How you score

- Consider different ways to score points/goals. This will increase opportunities to score and can make the drill more engaging and help the participants think in different ways.
- For example, you can allow players to pass into an end zone instead of shooting at a goal to score and you can reward points to defenders for interceptions.

## Area

- Increase or decrease game difficulty by changing the shape and/or size of the playing area: For example, making the playing area smaller can make the drill harder for attackers and making the playing area larger makes it more difficult for defender.

## Numbers

- Consider using different team sizes or varying the number of turns. For example, decreasing team sizes can increase player 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.
- Additionally, give roles to the 'extras' (injured participants or those not involved) to maximise participation. These roles can include score keeper, timekeeper, umpire etc.



## Game rules

Change the rules slightly, examples of this may be to introduce a time limit to get rid of the ball, specify that you cannot pass to the same player you received the ball from, or you can only do bounce passes instead of chest passes.

The use of official NetSetGO rules during training sessions are not always necessary instead use this time modify the rules to challenge or grow participants skill set.

## Equipment

You can use a combination of equipment.

For example: you can change to a softer/smaller ball if a participant is having difficulty catching or you can introduce hula hoops or scoring areas instead of a netball hoop if they have difficulty shooting.

## Inclusion

Engage individuals in modifying the activities using any of the outlined game elements (or others) to maximise their involvement. Ask individuals what would improve the game for them and/or how their involvement could be increased; or provide options they could choose from to encourage ownership.

## Time

Reduce or extend the time to perform actions. For example, see how many passes players can complete in 15 or 30 seconds. Increase or reduce possession time to allow players more time to decide what to do next.

### Ask yourself the following questions:

- Are all players enjoying and/or engaged in the activity?
- Is the purpose of the activity being achieved?
- Are all players being challenged? (Is it too difficult, too easy, one-sided?)

If the answer to any of the above questions is **NO**, then **CHANGE IT**, but remember to retain the integrity of the drill and have a clear goal of what you want to achieve.

There are many ways you can change up a drill. However, the reason to do so needs to be identified. Here are some reasons you could adopt the CHANGE IT model and change the drill:

- The drill isn't working; make changes to allow the participants get the appropriate success.
- The drill is too hard; making the drill easier will allow for participants to be more successful and have more success getting the results you want from it.
- The drill is too easy; making the drill harder will allow for the participants to be appropriately challenged which can improve the development and learning they achieve from it.
- The drill is too one-sided; changing it up so that every participant can get something from the activity makes the drill more successful.

## Modified Sport Information Guide

Modified sport are activities with listed changes to the equipment, processes, and rules to accommodate the different needs and capabilities for participants. Modified equipment, processes and rules allow novice participants, particularly young children, to experience a sporting environment that is interesting and fun as well as assisting with a child's capability to learn and participate to better their experience.

Woolworths NetSetGO with the 5-10 year old age bracket, was identified that the needs and capabilities are different to older participants. Therefore, the program was developed to have three different tiers, each with modified rules and equipment that optimises the experience for participants.



## Modified Rules of



### Game Parameters



Set Tier: 7-8 year olds    GO Tier: 9-10 year olds

Match Duration	4x 8 minute quarters	4x 10 minute quarters
Goal Post	2.4m high	2.4m-3.05m high
Ball Size	Size 4	Size 4



### Game Management



Set Tier: 7-8 year olds

GO Tier: 9-10 year olds

	Set Tier: 7-8 year olds	GO Tier: 9-10 year olds
<b>Centre Pass</b>	Centre pass is taken by the non-scoring team.	Alternate centre pass
<b>Substitutions</b>	The game time should be evenly distributed amongst all players  A team can make unlimited substitutions at any time.  Players should experience all positions over the course of the program/ season	The game time should be evenly distributed amongst all players  A team can make unlimited substitutions at any time.  Players should experience all positions over the course of the program/ season
<b>Penalty Pass</b>	Player taking the penalty pass must stand in the correct position and wait for the offending player to stand out of play before passing	Player taking the penalty pass must stand in the correct position and wait for the offending player to stand out of play before passing
<b>Advantage</b>	The advantage rule should not be applied, with the exception of advantage goal	The advantage rule should not be applied, with the exception of advantage goal
<b>Awards and Scoring</b>	No scores should be kept and no finals are played  No best and fairest awards should be awarded	Scores may be kept but no ladder produced; no finals are played  No best and fairest awards should be awarded
<b>Coaching</b>	The coach may enter the field of play to provide players with immediate feedback as required  If the game is one-sided, coaches should use any means necessary to ensure a good experience for all players. This could include: <ul style="list-style-type: none"> <li>• Rotation of players into positions they don't usually play</li> <li>• Rest more skilled players</li> </ul>	The coach may move along the sideline (but not interfere with the umpire) to provide players with immediate feedback as required  If the game is one-sided, coaches should use any means necessary to ensure a good experience for all players. This could include: <ul style="list-style-type: none"> <li>• Rotation of players into positions they don't usually play</li> <li>• Rest more skilled players</li> <li>• Centre pass is taken by the non-scoring team</li> </ul>





## Positioning



	Set Tier: 7-8 year olds	GO Tier: 9-10 year olds
<b>Offside</b>	<p>A player who moves into an incorrect playing area and self-corrects should not be penalised for offside</p> <p>Player may “play on” in the case of simultaneous offside (one player touches the ball), rather than a toss up being taken</p> <p>Players should be given guidance if they move into offside areas and should not be penalised at the first instance. If a player regularly goes offside, even after guidance is given, they may be penalised</p>	<p>Usual offside rule applies, with consideration given to the age and skill level of the players.</p> <p>Players may “play on” in the case of simultaneous offside (One player touches the ball), rather than a toss up being taken.</p> <p>If a player regularly goes offside (and does not seem aware that they are breaking the rules), they should be given guidance when being penalised.</p>
<b>Breaking</b>	A Player who breaks on the centre pass should not be penalised for breaking	Players should be given guidance if they break on the centre pass and should not be penalised in the first instance
<b>Defending</b>	<p>Strict one-on-one defence</p> <p>Players may not defend a shot at goal</p>	<p>Strict one-on-one defence</p> <p>Players may defend a shot at goal</p>
<b>Obstruction</b>	<p>Players should be given guidance if they are obstructing (i.e., defending from a distance of less than 1.2m or have arms away from the body so as to limit the movement of an opponent) and should not be penalised at the first instance</p> <p>If a player regularly obstructs, even after guidance is given, they may be penalised</p>	<p>A player must defend from a distance of no less than 1.2m</p> <p>A player who is within 1.2m of an opponent cannot use movements that take the arms away from the body so as to limit the possible movements of an opponent should be penalised</p>

## Ball Handling



	Set Tier: 7-8 year olds	GO Tier: 9-10 year olds
<b>Time to pass ball</b>	Up to 5 seconds	Up to 4 seconds
<b>Short Pass</b>	<p>Ball must be thrown (not handed) to another player</p> <p>If two players from the same team gain possession of the ball in quick succession, <b>this is not considered a short pass</b></p>	<p>Ball must be thrown (not handed) to another player</p> <p>If two players from the same team gain possession of the ball in quick succession, <b>this is not considered a short pass</b></p>
<b>Replayed Ball</b>	<p>A player who fumbles while gaining possession of the ball will not be considered to have replayed the ball.</p> <p>A player may bat or bounce the ball up to 2 times to gain possession</p>	While the usual rules for replay apply, consideration must be given to the age and skill level of the players in determining whether a player has control of the ball (i.e., some fumbling should be expected and allowed)
<b>Footwork</b>	1-2 steps to regain balance allowed	Shuffling on the spot to regain balance allowed, without moving down the court



## Coaching Education and Courses

- a. The free 'Getting to Know NetSetGO' online course
- b. The Foundation course recommended to all coaches
- c. All other coaching accreditations

## Communication with Parents

The relationship between the coach, the participants and parents has an important bearing on the outcome of a coaching program.

Parents can have a positive or negative impact and to ensure that support for the program is secured, it is essential for the coach to effectively communicate with parents.

It is important that the program's aims and the coach's coaching philosophy, role and goals are communicated to parents.

One of the most effective ways to do this is for the coach to conduct a parents' orientation meeting before the commencement of the season.

A typical orientation program could cover the following topics:

- Welcome and introductions.
- Overview of the topics to be addressed.
- Major goals of the program.
- An outline of the coaching philosophy.
- Codes of behaviour.
- Behaviour expectations.
- Parent roles and responsibilities.
- Involvement with the team and the Club.
- Assisting with training and with other activities.
- Administrative arrangements (fees, season schedule, special events, transport, safety, fund raising opportunities).
- Questions and answers/group discussion (e.g. parent expectations)

**To sustain communication, the season should include social activities involving parents, a parent feedback survey and opportunities to review the success of the program.**







For any additional support contact the  
Netball WA Woolworths NetSetGO Team

at

**[netsetgo@netballwa.com.au](mailto:netsetgo@netballwa.com.au)**

or visit

**[netballwa.com.au](http://netballwa.com.au)**



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