



Netball Central

Poitarawhiti Ngakau

Under 18 Training

Diary

Athlete:

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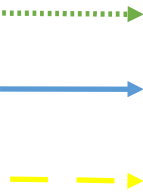
Introduction

Season Information

Season Schedule

| | Date | MON | TUE | WED | THUR | FRID | SAT | SUN |
|----|------|-----|-----|-----|------|------|-----|-----|
| WK | | | | | | | | |
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| WK | | | | | | | | |

Tournaments Information:



Representative Team Fees

Fundraising Commitments

Contact Details

| Players | Player Cell | Parent's Cell |
|---------|-------------|---------------|
| | | |

| Name | Position | Cell Number | Email |
|------|---------------------|-------------|-------|
| | Manager | | |
| | Assistant Coach | | |
| | Lead Coach | | |
| | Development Officer | | |

Team Philosophy

Performance Player Profile

| CORE TECHNICAL COMPETANCIES | | RATING | OVERALL COMMENTS |
|---------------------------------|--|--------|------------------|
| Movement | Efficient Running Technique | | |
| | Agility | | |
| | Jumping and Landing | | |
| | Turning Fully | | |
| Ball Skill | Passing | | |
| | Catching | | |
| CORE POSITIONAL COMPETANCIES | | RATING | OVERALL COMMENTS |
| Defend to Get Ball & Deny Goals | One on One | | |
| | Space | | |
| | Unit Defence | | |
| | Using Deception | | |
| Attack to score goal | Awareness and Balance of Court | | |
| | Use of variety and timing to create availability | | |
| | Get ball of advantage line clear of defence | | |
| | Deliver quality centre pass | | |
| | Positioning on the transverse line for support | | |
| | Quality off load of gains | | |
| Shooting | Effective Technique | | |
| | Variation on timing and release of shot | | |
| | Accurate under pressure/critical moments/fatigue | | |
| Feeding the Circle | Positioning on circle edge | | |
| | Ability to feed on and off the circle | | |
| Defending In Circle | Restrict or direct circle edge positioning | | |
| | Limit and/or prevent feeding option | | |
| | Intercepting outside the circle | | |
| | Ability to keep moving in circle | | |
| Defence of Shot | Lean | | |
| | Jump | | |
| | Intensity | | |
| | Timing variation | | |
| | Positioning | | |
| Rebounding | Box out | | |
| | Timing | | |
| | Positioning | | |
| | Follow shot in | | |



| CORE TACTICAL COMPENTANCIES | | RATING | OVERALL COMMENTS |
|-----------------------------|---|------------------|------------------|
| Decision Making | Shot Defence Selection/ options/ accurate ball under pressure/ fatigue/critical moments | | |
| Reading Play | Vision | | |
| | Space Awareness | | |
| | Anticipation | | |
| Court Presence | Deception | | |
| | Working together with unit | | |
| | Communication | | |
| CORE HAUORA COMPETENCIES | | OVERALL COMMENTS | |
| Hauora | Grit | | |
| | Growth Mindset | | |
| | Character | | |
| | Coachability | | |
| | Mental Skills | | |
| | Life Balance | | |
| | Nutrition | | |
| | Muscle Balance | | |

| | | RESULTS | | | TARGETS | | | |
|----------------------------|--------------------|---------|-------|-------|---------|------------------------|-----------|-------|
| CORE PHYSICAL COMPETENCIES | | Date: | Date: | Date: | U15s | U17s/U19s NZSS/NZTD | BEKO | ELITE |
| Power & Elevation | Broad Jump (CM) | | | | 210CM | 210CM | 220-240 | 250+ |
| | Vertical Jump (CM) | | | | 45CM | 45CM | 50-55 | 65+ |
| Speed | 5M | | | | <1.10s | <1.10s | 1.03-1.08 | <1.00 |
| | 10M | | | | <1.80s | <1.80s | 1.70-1.80 | <1.70 |
| | 40M | | | | <7.75s | <7.75s | 7.00-7.30 | <6.95 |
| | 5-0-5 | | | | <2.45s | <2.45s | 2.35-2.40 | <2.29 |
| Aerobic YOYO | GS | | | | 15.5+ | 15.5+ | 16.8-17.4 | 18.1+ |
| | GA | | | | 16+ | 16+ | 17.6-18.2 | 18.6+ |
| | WA | | | | 16.5+ | 16.5+ | 17.8-18.6 | 19.2+ |
| | C | | | | 16.5+ | 16.5+ | 18.6-19.5 | 20.1+ |
| | WD | | | | 16.5+ | 16.5+ | 17.6-18.2 | 18.6+ |
| | GD | | | | 16.5+ | 16.5+ | 17.6-18.2 | 18.6+ |
| | GK | | | | 15.5+ | 15.5+ | 16.8-17.4 | 17.6+ |
| Other | | | | | | | | |

Rating

| | |
|------------|---|
| NOVICE | Rule governed. Needs structures and rules to guide performance. Response to situation is limited and inflexible |
| DEVELOPING | Demonstrates acceptable performance of basic techniques and can start to apply them with support and supervision |
| COMPETENT | Performance is efficient and organised but lacks speed and flexibility to adjust |
| PROFICIENT | Understands situation/skill as whole. Can adapt to situations. Techniques are performed fluidly, accurately and at pace |
| ADVANCED | Highly intuitive and characterised by doing the right thing at the right time |

| | |
|-----------|----------|
| Strengths | Work ons |
|-----------|----------|

| | |
|--|--|
| | |
|--|--|

Mental Skills

Part 1: Basic Mental Skills

The importance of the “top two inches” is often alluded to by coaches at all levels of sport; however there is seldom any attention paid to developing an athlete’s mental skills. The first step in developing a good mental skills training program is to identify when these skills are particularly important. For many sports there will be common situations, for example pre-competition preparation, where athletes often need to deal with worries and concerns about the outcome and their own ability. However, the importance and nature of mental skills will vary markedly across different sports. For example, the mental preparation of a rugby player would undoubtedly be different from that of a shooter.

Basic Mental Skills to assist Athlete Performance

According to Hodge, Sleivert and Mackenzie (1996, p. 58) a PST **skill** is a “competency, capability or ability level”, while a method used to develop a skill is a “procedure, technique or drill”. These authors believe that the major mental skills are motivation (for optimal physical activation), self-awareness and self-esteem (for optimal mental activation), and self-confidence (for optimal concentration).

The major methods they encourage athletes to use are:

mental preparation
self-talk
centering & relaxation
imagery
goal setting

Mental preparation can take the form of three plans for performance, namely:

- Pre-performance
- During performance
- Coping plan

The **pre-performance plan** is all about your preparation for the day of competition and this may include methods such as self-talk, imagery and centering.

The **performance plan** assists you to focus on what is important during the event and this might be divided into different stages of the event.

The **coping plan** is designed to assist athletes with any hassles or distractions pre, during or post the event. Setting up and discussing potential ‘what if’ situations as part of preparation for competition will prepare athletes for cope with both the situations discussed and unexpected incidents.

Self-talk is designed to strengthen self-confidence through focusing on the positive and eliminating the limitations of negative thinking. It only requires a limited number of key words to get an athlete focusing on what needs to be done to ensure success. Self-talk for *concentration* or *focus* is assisted by words in the present tense. For example in hitting a tennis ball one might say “bounce” as it bounces and “hit” as the racket makes contact. Hodge, Sleivert and Mackenzie (1996) refer to *mood* words required as in “stroke” in batting and “fire” in a dynamic start. These words capture the mood of successful performance and are dependent upon the nature of the skill being performed. If an athlete requires *sustained effort* with control, key words such as “dig in” or “push through” can be use on a consistent basis to focus on the positive qualities of performance required at the time. It deserves to be restated that all self-talk must focus on positive words that draw the athlete’s attention towards that which needs to be done to bring about successful performance.

Centering and relaxation assists an athlete shift thoughts away from anxious negative thinking towards a relaxed, positive, focused mind-set. A simple way of achieving this is through breathing exercises. One breathing exercise is centering, which is breathing that commences from your centre of gravity (behind your navel). This process reduces tension and assists control under pressure through remaining relaxed. The process deserves further reading but in simple terms it requires:

- An at ease standing position or lying with legs uncrossed
- Placing hands on top of each other on the abdomen below the navel
- Focusing on point behind the navel – the power and control centre
- Breathing in through nose, using the stomach and sensing it expand

- Breathing out through the mouth, with the exhalation equal in time to inhalation
- Focusing attention on breathing and a single meaningful word on exhaling
- Progressing from practicing 10-minutes per day to practicing in a time and place that is relevant to the athlete's sport.

Relaxation can also be achieved through other activities such as stretching, listening to music, using positive self-talk or imagery, or having specific routines. Different methods suit different people and at times are used in combination.

Imagery is the ability to create in one's minds eye the people, objects and skills present in a competitive sport situation while not being in the specific situation. It engages all the senses operating in that the specific situation through images that can be seen, felt, smelt, tasted and heard.

For example: *An opening batsman can picture him or herself walking out to the pitch to face the first ball of the cricket match. He/she can see him/herself taking guard, assessing the field placing and settling into his/her stance for the first ball. He/she can hear the umpire call play and see the opening bowler approach the wicket. He/she senses his/her sharpening focus on the rectangle above the bowler's delivery shoulder and he/she sees the ball emerge. He/she can feel his pre-move back and across his/her stumps with his/her weight perfectly balanced. He/she moves his/her head into line and plays a compact, defensive stroke close to his/her body with a vertical bat, the ball striking the very "meat" of the bat. A perfect start.*

And all of this is done during a few quiet minutes sitting in the sun on the side of the field, getting used to the light, after the warm-up is completed

Imagery can be used to control emotions, anxiety and anger while also assisting with the coping of unexpected situations that might arise. Imagery can be used to sharpen concentration, mental preparation and also as a replacement for physical practice. Some people find imagery more difficult than others and being taken through the process by someone skilled in directing imagery is a good way to start. The athlete can then learn to record his/her own imagery script on tape, ensuring that the words embrace all the senses and are vivid and clear. It is helpful to progress from simple skills to the more complex. Imagery can be applied pre-competition, during competition and even during a pre-performance routine.

Goal setting The best way to go about improving a skill is to set goals and monitor these goals. Goals provide you with a 'map' to reach your final destination (long term goal) with pit stops (short term goals) along the way. That is, you have your ultimate (or dream) goal but to reach it you must break it down into smaller steps. This serves several purposes. Firstly, it allows you to monitor your progress and thus tell you whether you need to increase your effort or training. Secondly, achieving these short term goals provides you with a reward for your effort and hard work, which in turn increases your confidence that you can achieve the next short term goal and retain your motivation.

Performance, Process and Outcome Goals

People can set different types of goals; these can be based upon pure outcome such as "I want to win a particular race" or "beat a particular opponent" etc. However, outcome goals are usually not under your full control and can be a major source of pressure. Consequently it is usually better to set **process** and **performance** goals. Process goals are about mastering specific skills such as passing in rugby, turns in swimming or shooting in netball. If you succeed in doing these skills well you will more than likely increase the probability of achieving your desired outcome: winning. Examining the process required to achieve your goals allows you to break your goals down into components or actions and this should form part of your tactical and technical skill development. Combining process goals with performance goals allows you to monitor your progress against yourself, and allows you to *honestly* evaluate your progress. For example, there may be some technical process goals you set yourself to improve a particular skill (such as tackling in rugby). Combining this with a performance goal (to make 80% successful tackles in a game or training drill) allows you to monitor your progress.

Generally, process goals focus on how to do something while performance goals focus on objective success or failure at the task.

SMART goals

Being SMART about goal setting reminds you that your goals should be:

Specific:

Set difficult but realistic positive performance and/or process goals that are clearly stated

Measurable:

Set numeric goals so your progress can be easily measured

Adjustable:

Goals (and goal schedules) may need to be changed due to such things as injury or sickness. Or you may have set goals that were in hindsight too easy or too hard. Also you should review your training methods to see if they are effective and adjust your goals if needed.

Realistic:

Know your limitations, but set goals that are challenging. Setting goals that are too hard sets you up for failure, but they also need to stretch your abilities.

Time Referenced:

Set target dates for achieving your goals. Again these should be challenging but realistic.

Another key consideration to good goal setting is that the goals are **determined and accepted** by both the coach and the athlete. The most effective goals are those that the athlete feels they have ownership for. If you find that your athletes do not seem to be motivated towards achieving the goals that have been set, it may be a sign that they feel that the goals have been forced on them by somebody else, for example, parents, coaches, or team mates.

Monitor your commitment to your goals

Write them down:

Write down your long term and short term goals and your strategy for achieving them. This should include target dates for added incentive.

Remind yourself of your goals

Use a training log book to monitor your progress. Alternatively, use a wall planner as a visual reminder of your goals, target dates and training plan.

Self Analysis

Ask yourself periodically, “what have I done to make myself better?” Monitoring your performance is best done by you, as self evaluation is a critical component of success in all walks of life.

Goal Setting: Things to Avoid

- Setting goals that are not specific, realistic or measurable.
- Setting too many goals at once: keep it simple.
- Not monitoring your progress.

My Individual Performance Plan (IPP)

Performance Goals - List in priority order your performance goals

1.

2.

3.

- Insert your **goals** from above in the LEFT COLUMN.
- Then list the **key strategies** to achieve each goal (may be more than 1) - what will you focus on?
- Write an **action plan** for each strategy - what actions are required weekly?
- Confirm the **measures** for each strategy – how will you know if the strategy and plan are successful?

| Performance Goals | Strategy | Action Plan | Measures | |
|----------------------------|----------|-------------|----------|------|
| | | | Now | Goal |
| 1. Short - July | | | | |
| | | | | |
| 2. Medium – December | | | | |
| | | | | |
| 3. Long – End of Next Year | | | | |
| | | | | |

Ideal Performance State

Ideal Performance State or commonly known as IPS is the Ideal Performance State (IPS) in sports or Peak Performance for athletes. It is the optimal physiological and psychological level of arousal measured by muscular tension, heart rate, blood pressure, brain wave patterns and breathing composure that results in peak performance. IPS maximizes genetic talent. The IPS exists for every athlete. When in IPS, the athlete experiences highly distinctive patterns of feelings and thoughts which enable top performance or it can seem that everything around you slows down. IPS is similar to being in the "Flow" or in the 'Zone". IPS involves all levels of human existence: body, mind, emotions, spirit and creativity.

A key enabler to achieve IPS is having a successful pre-game routine. Reflect on recent performances when you have had achieved High Performance and what were some key indications physically and mentally that contributed to you achieving IPS or High Performance.

| How were you | Physically | Mentally |
|---------------------------------|------------|----------|
| End of training before the game | | |
| Day before game | | |
| Night before game | | |
| Morning of game | | |
| Travel to venue | | |
| Arrive at venue | | |
| Warm-Up | | |
| Bibs-on | | |
| Team Huddle | | |
| 30 Seconds before whistle | | |
| 5 seconds before whistle | | |

During the season continue to reflect and adjust your Pre-Game Routine to increase your consistency of achieving high performance moments.

Fitness/Training Schedule

Netball Central Zone's performance programme has an expectation to achieve a certain standard of fitness. The following programme will help you to achieve a good level of fitness and does not require any equipment or a gym membership.

Each week you should –

- Complete **three high intensity aerobic** sessions
- Complete **two strength** sessions
- Complete **one recovery** session
- Add ball handling and for shooters shooting sessions
- Have one whole day off to rest and recover

Here is an example of what a week may look like.

| | MON | TUE | WED | THUR | FRI | SAT | SUN |
|-------------|------|-------------------------------|--------------------------|-------------------------------|------------------------|--------------|---------------------------|
| MORNIN G | REST | Strength: Session 1 6AM | | Strength: Session 2 6AM | | Club Game | HI/Rep Training 9AM |
| DAY | REST | Shooting/ Ball skills | Shooting/ Ball skills | Shooting/ Ball skills | | | |
| EVENING | REST | HI/Rep Training 6PM | Club Training 6PM | High Intensity 5pm | Aqua Jogging 4pm | | |

HIGH INTENSITY AEROBIC TRAINING

The aim of aerobic work is to improve your aerobic fitness so that you can achieve the ideal standards set out above. Good aerobic fitness allows you to maintain high levels of intensity throughout matches and tournaments. Ideally you will complete two high intensity aerobic sessions each week. Choose two different sessions each week. Remember to warm up and stretch before you start.

You will see that the sessions have **Rate of Perceived Exertion (RPE)** scale. Perceived exertion is how hard you feel your body is working. Don't focus just on one sensation, get a general sense of how hard you are exercising. Don't focus on just one sensation, get a general sense of how hard you are exercising. Use your feelings of exertion rather than measures such as speed while running or cycling or comparing yourself to someone else.

The Borg RPE scale is shown below. The RPE scale runs from 0 – 10. The numbers below relate to phrases used to rate how easy or difficult you find an activity. For example, 0 (nothing at all) would be how you feel when sitting in a chair; 10 (very, very heavy) is how you feel at the end of an exercise stress test or after a very difficult activity.

| | | | | | | | | | | | |
|----------------|-----------------|------------|-------|----------|----------------|-------|---|------------|---|---|-----------------|
| 0 | 0.5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Nothing at all | Just noticeable | Very Light | Light | Moderate | Somewhat heavy | Heavy | | Very Heavy | | | Ver, Very Heavy |

Warm-up

| Exercise | Sets | Repetition/Time | RPE |
|----------------------------------|------|-----------------|-----|
| Slow jog | 1 | 5 min | 3 |
| Running hip out | 2 | 10 each side | 2 |
| Squat, calf raise body extension | 2 | 10 | 2 |
| Walking lunges | 2 | 10 | 3 |

A. Conditioning Sessions

Fartlek Run

RPE 8 to 9 at the end of each faster run, and RPE 3 to 4 during the low intensity running.

Fartlek means 'speed play' and involves alternating periods of high intensity running with periods of low intensity running. These types of runs are best done on undulating terrain (golf courses, beach) or on grass.

Complete the warm-up then run - 4 minutes fast; 4 minutes slower; 3 minutes fast; 3 minutes slower; 2 minutes fast; 2 minutes slower; 1 minute fast; 1 minute slower; jog for 5 minutes to wind down. Try including some hills in this run if possible.

Hill Run

RPE 8 to 9 at the end of each uphill run,

Complete the warm-up. Stop and stretch. Run for 25 – 30 minutes on a hilly road or track. Work really hard on the uphill parts aiming for a target heart rate of 80%-90%. Use flat and downhill stretches to recover. Make the run as hard as possible – it must include 6 uphill sprints of 20 – 30 metres.





Split Run

RPE 7 to 8

Complete the warm-up. Run hard for 12 minutes away from the start point. Stop and do the dynamic recovery stretch for 4-5 minutes. Run back to the start point. Ideally make the return run faster than the run out.

- As you improve increase how long you run out to 15 minutes.
- When you are easily able to run out for 15 minutes, increase the distance you can go in 15 minutes rather than the time.

Dynamic Recovery stretch

| Exercise | Sets |
|---|---|
| World's greatest stretch (stay in each position for 20-30sec) | 2 (each side) |
| LUNGE: Lunge forward with your right leg until the knee of your left leg is almost flat with the floor, then touch your hands to the floor to the left of (inside) your right leg. |  |
| ELBOW TO INSTEP: Bend your right elbow 90 degrees so your forearm is parallel with the floor and place it against the inside of your right leg. Slowly fold forward with a flat back and slide your elbow down your leg as far as you can without rounding your back. Your goal is to get your entire forearm on the floor with your elbow on the inside of your big toe. |  |
| INTERNAL/EXTERNAL ROTATION AND REACH: Still in your lunge, keep your right hand on the floor as you rotate your shoulders and torso to the left side, reaching your left fingertips for the ceiling and looking up at your left hand. Return both hands to the center, re-square your hips, then keep your left hand on the floor as you turn to the right, reaching your right hand for the ceiling and looking up toward your hand. |  |
| HAMSTRING STRETCH: Finally, place your hands on the floor on either side of your right foot, then lift your glutes toward the ceiling as you straighten your right leg. Square your hips and keep your back as flat as possible as you lift your toes. |  |

Lamp Post Run

RPE 6 for steady runs and RPE 7 to 8 for hard run

Complete the warm-up. Then a 30-minute run between lamp posts. Run steadily for 4 lampposts and then hard for 1; continue this for 30 minutes. Run then walk for 5 minutes to warm down.

B. Alternate Conditioning Sessions (yoyo level based)

Treadmill based sessions – with yoyo levels suggesting training levels

| Short Intervals | Session 1 – 40s on/20s off x15 & 30s on/30s off x10 (28 mins) | | | | | | | |
|---------------------------|--|---|-------------|---|-------------|---|-------|---|
| Yoyo level | <15.1 | | >15.2 | | <16.1 | | >16.1 | |
| Kph = kilometers per hour | 16.5kp h | 0 | 17.0kp h | 0 | 17.5kp h | 0 | 18kph | 0 |
| 3mins rest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kph = kilometers per hour | 16.5kp h | 0 | 17.0kp h | 0 | 17.5kp h | 0 | 18kph | |

You will run for 40s and rest for 20s. Complete 15 reps which makes it 15mins.

Have a 3 min rest then

Complete 30s on 30s off for 10 reps which makes it 10mins.

Set the treadmill at the levels suggested above.

| Medium intervals | Session 2 – 300m x 10 reps (approx. 30 mins) | | | | | | | |
|-------------------------|---|--------|---------|--------|-------|--------|---------|--------|
| Yoyo level | <15.1 | | >15.2 | | <16.1 | | >16.1 | |
| Level | 14 on | 14 off | 15 on | 15 off | 16 on | 16 off | 17 on | 17 off |
| | 15kph | 0 | 15.5kph | 0 | 16kph | 0 | 16.5kph | 0 |

For this session choose a level or speed (shown above) and run on a treadmill at that speed/level for 300m, once completed stop for 100m.

Start running again at 400m, 800m, 1.2k, 1.6k, 2k, 2.4k, 2.8k, 3.2k, 3.6k.

| Long Intervals | Session 3 – 10mins on/5mins off x2 (30mins) | | | | | | | |
|------------------------------|--|------|-------|--------|-------|-------|-------|---------|
| Yoyo level | <15.1 | | >15.2 | | <16.1 | | >16.1 | |
| 10mins on, 5mins recovery | 13kph | 9kph | 14kph | 9.5kph | 15kph | 10kph | 16kph | 10.5kph |

For this session choose a level or speed (shown above) and run on a treadmill at that speed/level for 10mins with 5mins active rest. Do this twice.

C. Cycle Based sessions – for any yoyo score; push yourself to your own level

Session 1 – 20km & long intervals

20 Km Time trial – 20km as fast as you can

2mins RPE 6 to 7, 1 min RPE 2, 2mins RPE 6 to 7 = 15mins

For both blocks set the resistance to between 10 & 13 and maintain your revolutions per minute (RPM) at between 110 & 120. Reduce resistance when you cannot maintain RPMS. Only reduce by 0.1 eg 12 to 11.9 so a slow reduction.

Session 2 – Short intervals

40s/20s splits - cycle hard (RPE 6 to 7) for 40s & easy (RPE 2) for 20s; repeat 15 times (15mins) - (s = seconds)

20s/10s splits – cycle hard (RPE 6 to 7) for 20s & easy (RPE 2) for 10s; repeat 30 times (15mins)

For both blocks set the resistance to between 10 & 13 and maintain your RPMS at between 110 & 120. Reduce resistance when you cannot maintain RPMS. Only reduce by 0.1 eg 12 to 11.9 so a slow reduction.

| |
|---|
| Session 3 – Short intervals |
| 20s/10s splits – cycle hard (RPE 6 to 7) for 20s & easy (RPE 2) for 10s; Repeat 8 times (4minutes) |
| 3 Minutes Rest. Repeat 3 more times. (28minutes total) |
| Set the resistance to between 10 & 13 and maintain your RPMS at between 110 & 120. Reduce resistance when you cannot maintain RPMS. Only reduce by 0.1 eg 12 to 11.9 so a slow reduction. |

| |
|---|
| Session 4 – 30 mins & short intervals |
| 30mins – steady cycle (RPE 4 to 5) @ 90RPMs |
| 20s /20s splits – hard (RPE 6 to 7) for 20s & easy (RPE 2) for 20s; repeat 15 times (10mins) |
| For both blocks set the resistance to between 10 & 13 and maintain your RPMS at between 110 & 120. Reduce resistance when you cannot maintain RPMS. Only reduce by 0.1 eg 12 to 11.9 so a slow reduction. |

D. Field Based Session – Track or Rugby/Soccer Field

| Long Intervals | Session 1 - 20-30 minutes | | |
|--|---------------------------|-----------|------|
| Yoyo level | <15 | 15.1-15.8 | 16> |
| 3minutes on 2 minutes off | 650m | 700m | 750m |
| Aim to run the prescribed distance in 3 minutes. Rest for 2 minutes. Perform 4-6 times | | | |
| Medium Intervals | Session 2 - 27 minutes | | |
| Yoyo level | <15 | 15.1-15.8 | 16> |
| 90 seconds on 90 seconds off | 350m | 375m | 400m |
| Aim to run the prescribed distance in 90 seconds. Rest for 90 seconds. Perform 4 reps. Rest 3 minutes. Do this twice. | | | |
| Short Intervals | Session 3 - 12-28 minutes | | |
| 4 x 20m shuttles within 30 seconds. Do this every 30 seconds. I.e subtract your time from 30 seconds, and this is your rest. For example, if running it in 20 seconds you receive 10 seconds rest. Repeat 8 clusters of shuttles, which consists of 4 minutes work. Rest 4 minutes. Perform 2-4 times. | | | |

Cool down

NetballSmart - Stretches (do after each session)

Stretches

HOLD EACH STRETCH FOR
20 SECONDS (MINIMUM) EACH SIDE

DO AFTER TRAININGS AND GAMES OR PART OF A RECOVERY SESSION



STRENGTH SESSION

Warm-up

| Exercise | Sets | Repetition/Time |
|--|------|-----------------|
| Foam Roll | 2 | 5 each side |
| Hamstrings | | |
| Quads | | |
| Calves | | |
| Upper Back | | |
| Mobility | | |
| World's greatest stretch (see Dynamic Recovery stretch in Hill runs) | 1 | 2 (each side) |
| Knee to wall | 2 | 10 (each side) |

Exercise






KNEE TO WALL




- Put one foot against the wall and press your knee into the wall.
- Keep progressing back until you cannot reach the wall any further with your knee without your heel coming off the ground.
- At this distance try and progressively get closer to the wall.
- There may be a discrepancy between sides. This is normal.



| | WEEK 1 | | | WEEK 2 | | | WEEK 3 | | | WEEK 4 | | | WEEK | |
|----------------------------|---------|--------|-----|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| WEEK START | | | | | | | | | | | | | | |
| | St s | Rp | Rst | St s | Rp | Rs t | St s | Rp | Rs t | St s | Rp | Rs t | St s | Rp |
| Press ups & shoulder tap | 4 | 8 (ea) | 30s | 4 | 8 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 12 (ea) |
| Lateral lunges | 4 | 8 (ea) | 30s | 4 | 8 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 12 (ea) |
| Nordic hamstring | 4 | 8 | 30s | 4 | 8 | 30s | 4 | 10 | 30s | 4 | 10 | 30s | 4 | 12 |
| Single leg squat | 4 | 8 (ea) | 30s | 4 | 8 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 12 (ea) |
| Calf raises -single | 3 | amap | 30s | 4 | amap | 30s | 4 | amap | 30s | 4 | amap | 30s | 4 | amap |
| Side bench & knee to chest | 4 | 8 (ea) | 30s | 4 | 8 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 12 (ea) |
| Sliding hamstring bridge | 4 | 8 | 30s | 4 | 8 | 30s | 4 | 10 | 30s | 4 | 10 | 30s | 4 | 12 |
| Netball/medball twist | 4 | 8 (ea) | 30s | 4 | 8 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 10 (ea) | 30s | 4 | 12 (ea) |

Sts = sets; Rp = reps; Rst = rest; amap = as many reps as possible; (ea) = each side

| Exercise | |
|--|--|
| <p>PRESS UPS</p> <ul style="list-style-type: none"> • Balance on your hands and toes with the hands directly under the shoulders. • Keep a straight line between the hips, shoulders and knees. • Lower the upper to the floor and press back up until the elbows are straight. • Pull one elbow back and lift the hand towards the shoulder • Take care not to let the elbows flare to the side |  |
| <p>LATERAL LUNGES</p> <ul style="list-style-type: none"> • Lunge out to the side. • Bend the knee you stepped out on as deep as possible. • Keep the upper body as straight as possible. • Keep the knee over the foot |  |
| <p>NORDIC HAMSTRING</p> <ul style="list-style-type: none"> • Kneeling on a soft surface/sweatshirt, knees hip-width apart and • crossing arms across chest. Partner kneels behind with both hands • gripping lower legs just above the ankles. • Body completely straight from the head to the knees. • Slowly lean forward, trying to hold the position with hamstrings. • Return to upright and repeat. |  |
| <p>SINGLE LEG SQUAT</p> <ul style="list-style-type: none"> • Stand on one leg with the knee slightly bend • Push back through the hips. • Knees in line with the foot and the back straight and trunk stable. • Squat back and down towards a box/chair. • Touch the box and stand back up (don't sit down) |  |
| <p>CALF RAISES</p> <ul style="list-style-type: none"> • Stand on one leg, knee slightly bend • Keeping your balance, raise the heel of that leg as far as possible shifting the weight onto the ball of the foot. • Lower the heel back to the floor. |  |

| | |
|--|--|
| SIDE BENCH AND KNEE TO CHEST <ul style="list-style-type: none"> On the side and the weight supported on an elbow. Keep the pelvis stable and control rotation of the body. Bend the knee towards the chest. (regression – put the knee closest to the floor down on the floor) |  |
| SLIDING HAMSTRING BRIDGE <ul style="list-style-type: none"> Place your heels on a swiss ball (or paper plates). Lift the pelvis of the ground. Slide your heels away from you. Keep the pelvis stable and control rotation of the pelvis. Pull your heels back towards you. |  |
| NETBALL/MEDBALL TWIST In a v-sit position rotate the ball from left to |  |

Roller Recovery and Stretches Combined

HOLD EACH STRETCH FOR
20 SECONDS (MINIMUM) EACH SIDE
ROLL EACH MUSCLE GROUP FOR 20- 30 SECONDS

DO AFTER TRAININGS AND GAMES OR PART OF A RECOVERY SESSION



ACC SportSmart  NetballSmart

ACTIVE RECOVERY

Either jog, cycle, walk or swim for 35-45 minutes. Complete the **NetballSmart** Roller Recovery and Stretched Combined session after the aerobic section. This session helps the body to recover more quickly from the work it has been doing.

Nutrition

Natural ability and training are vital to reach the top, but sports nutrition provides an edge for achieving champion performances.

There is free app available called Myfitnesspal this will help with recording your food intake use this as your food diary.

Here are 4 basic steps that will help maximise your performance:

Step 1: Ensure your baseline nutritional needs are met.

This is the foundation of any high performance diet. When you eat enough food to meet baseline requirements, you provide your body with just enough nutrients for energy and to maintain health and normal function. If you are not eating enough food or enough of the right type of food, your body may not get enough nutrients and deficiencies may start to occur. This in turn will impair your ability to train at optimal levels and ultimately your performance.

Remember your body is like a car, if you put the wrong fuel in it, it doesn't work that well!

Step 2: Plan for your increased nutritional requirements during training

You need a nutritional plan for training to ensure you are meeting your body's increased nutrient requirements.

Carbohydrate (e.g. breads, breakfast cereals, rice, pasta, potato etc) is the main source of fuel that you use for energy. If you do not include enough carbohydrates in your diet, especially before, during and after training, the carbohydrate that is stored in your muscles will run low. If this continues over repeated days of exercise you will not recover well and therefore not be able to train as hard for as long the next day.

A good way to ensure you get the right amount of carbohydrate is to carry snacks with you to have before and after training. This may mean that you have to get a bit more organized and plan your daily nutrition so you don't get caught out.

Step 3: Develop your own nutritional strategy for competition

Competition nutrition is an extension of training nutrition. The correct nutritional strategies before, during and after competition will help you achieve the ultimate goal: your best possible performance. Make sure you trial your competition strategy in training first – never try anything new on competition day.

Step 4: Be aware of the special nutritional issues that affect athletes, e.g. supplements, travelling etc

Supplements, e.g. sports drink can improve performance if used in the right amount and at the right time. Sports drinks provide a readily available source of carbohydrate that will help you sustain a higher intensity for longer. You can get this type of carbohydrate from other things including lollies and gels as well.

Eating around exercise

The following foods are suitable to eat **3-4 hours** before exercise:

- crumpets with jam or honey + flavoured milk
- baked potato + cottage cheese filling + glass of milk
- baked beans on toast
- breakfast cereal with milk
- bread roll with cheese/meat filling + banana
- fruit salad with fruit-flavoured yoghurt
- pasta/rice and a sauce based on low-fat ingredients (e.g. tomato, veges, lean, meat)

The following snacks are suitable to eat **1-2 hours** before exercise:

- liquid meal supplement
- milk shake or fruit smoothie
- sports bars (check labels for carbohydrate and protein content)
- breakfast cereal with milk
- cereal bars
- fruit-flavoured yoghurt
- fruit

The following foods are suitable to eat if there is **less than 1 hour** before exercise:

- sports drink
- carbohydrate gel
- cordial
- sports bars
- jelly lollies

For an event lasting longer than one hour, extra carbohydrates are going to be needed, between 30 and 60 grams per hour:

The following foods provide 40g CHO and are suitable to eat **during exercise**:

- 2 medium banana's
- 2 large oranges
- 45g jelly lollies
- 4T raisins/sultanas
- 600mL sports drink (*depends on the drink*)
- 4 slices of thin bread
- 2 dinner rolls
- 1 - 2 sports gels
- 1 fruit or iced bun

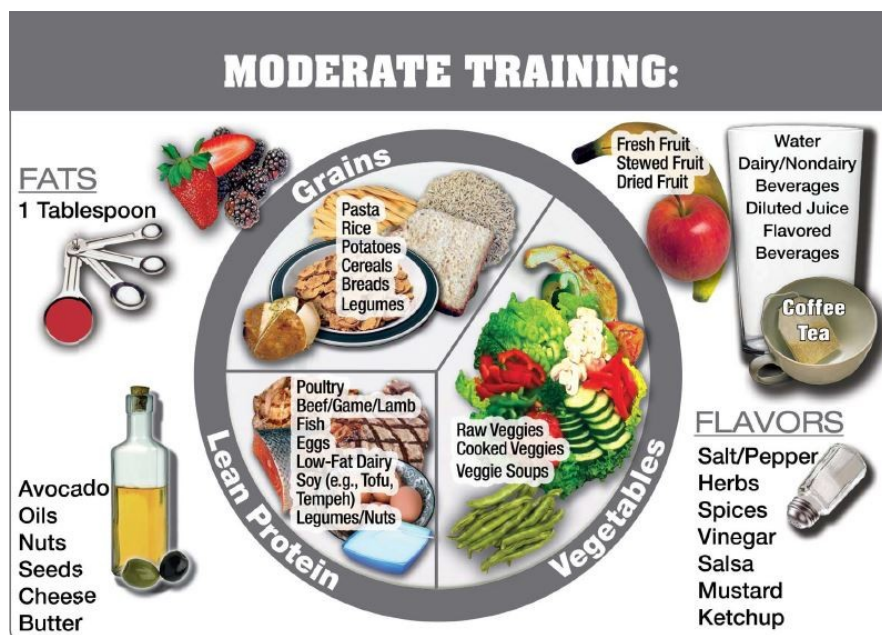
EASY TRAINING DAY

This plate plan is designed as easy training days don't require a huge adjustment in nutrition. Notice that there is a dotted line between the protein and whole grains section indicating to increase protein portions and decrease carbohydrates slightly for weight management. Athletes looking to lose weight and keep the lean can benefit from this extra bit of protein. Protein can help aid in satiety (feeling of fullness), and assist in maintaining lean muscle while you are working to decrease your calorie intake and lose excess weight.



MODERATE TRAINING DAY

As training intensity and duration increases, so do your needs for carbohydrates. You'll notice that the fruit has been moved to the side of the plate to make room for the extra grains needed at mealtime. Vegetables, dairy and protein are still the same as an easy training day. Note, that fat recommendations have tripled from 1 teaspoon to 1 tablespoon.



HARD TRAINING/GAME DAY

On a hard training or game day, it's crucial that you are replenishing energy stores to help your body recover faster and more efficiently so that you can bounce back and can continue with your training. You'll

notice that this plate has increased the grains portion to half of the plate! Most people love their carb foods (myself included) so it should be pretty easy to adjust this meal. Just remember that fats, protein, veggies, fruit and dairy will also provide you with key nutrition for the day, so don't forget about them!



Recovery Nutrition

Prolonged and high-intensity exercise causes a substantial breakdown of muscle protein. Recent research has shown that after exercise, early intake (within the first hour) of good quality **protein foods** helps to promote the increase in protein rebuilding. Consuming food sources of protein in meals and snacks after this “window of opportunity” will further promote protein synthesis, though the rate at which it occurs is less. Adding a source of carbohydrate to this post exercise snack will further enhance the training adaptation by reducing the degree of muscle protein breakdown

Aim to consume a carbohydrate rich snack or meal that provides 1-1.2 g of carbohydrate per kg body weight within the first hour of finishing, as this is when rates of glycogen synthesis (the refueling process) are greatest. This is especially important if the time between prolonged training sessions is less than 8 hrs.

The following foods are suitable to eat in the **hour after exercise** because they are nutritious, carbohydrate-protein recovery snacks that contain 50g CHO and are a valuable source of protein and micronutrients:

- 250-300ml liquid meal supplement
- 300g creamed rice
- 250-300ml milk shake or fruit smoothie
- 600ml low fat flavoured milk
- 1-2 sports bars (check labels for carbohydrate and protein content)
- 1 large bowl (2 cups) breakfast cereal with milk
- 1 large or 2 small cereal bars + 200g carton fruit-flavoured yoghurt
- 220g baked beans on 2 slices of toast
- 1 bread roll with cheese/meat filling + large banana
- 300g (bowl) fruit salad with 200g fruit-flavoured yoghurt
- 2 crumpets with thick spread peanut butter + 250ml glass of milk
- 300g (large) baked potato + cottage cheese filling + glass of milk.

Both resistance and endurance athletes will benefit from consuming 15-25g of **high quality protein in the first hour after exercise**.

Some foods providing approximately 10g of protein are:

| Animal Foods | Plant Foods |
|--|--|
| <ul style="list-style-type: none">• 40g of cooked lean beef/pork/lamb• 40g skinless cooked chicken• 50g of canned tuna/salmon or cooked fish• 300 ml of milk/glass of Milo• 200g tub of yoghurt• 300ml flavoured milk• 1.5 slices (30g) of cheese• 2 eggs | <ul style="list-style-type: none">• 120g of tofu• 4 slices of bread• 200g of baked beans• 60g of nuts• 2 cups of pasta/3 cups of rice• 0.75 cup cooked lentils/kidney beans |

Hydration

Monitoring hydration status

Monitoring body weight changes over a selection of training and game scenarios will provide a quick check of how well your fluid practices track your sweat losses in a variety of exercise scenarios. You should weigh yourself in minimal clothing before the session. After the session, you should towel yourself dry and weigh again in the same clothes. It is assumed that the difference in weight is predominantly due to changes in fluid balance. If you are also able to keep track of how much you drink and eat (in grams) during the session, and any weight changes due to toilet stops during the session, this will allow you to estimate your total sweat losses:

$\text{Sweat loss (ml)} = \text{weight change over the session (g)} + \text{weight of fluid/food consumed (g)} - \text{weight change due to a toilet stop (g)}$

Information collected first thing in the morning can provide a netball player with an indication of day-to-day hydration practices, and specific hydration status on the morning of a training session or match. It is useful to track morning body weight from day to day, by weighing yourself after waking up and going to the toilet. A sudden loss of > 0.5 kg may be an indication of a fluid deficit from the previous day(s) fluid intake practices. Of course, other conditions that affect body weight need to be taken into account (clothing, using the same set of reliable scales, emptying bladder/bowel on waking, sudden reduction in food intake, or a general weight loss program). When these factors are kept constant, a sudden substantial change in weight usually indicates a fluid deficit.

Competition drinking strategies for players

- Sweat rates and fluid needs vary according to your playing style, playing conditions and the weather. You should have a fluid intake plan based on your individual needs, rather than a “one size fits all” approach for all players in the team. Monitoring body weight changes over a selection of exercise sessions will provide you with a quick check of how well your fluid practices track your sweat losses in a variety of match scenarios.
- The general advice for fluid intake during exercise is to try to drink to replace most of your sweat losses, at least to the level that is practical and comfortable. Typically, athletes are advised to try to keep fluid deficits to less than 2% of body weight.
- Warm-up, formal breaks, injury time and bench time provide opportunities to drink fluid during a match. With a good plan you should be able to use these occasions to maintain your hydration over the match.
- In some conditions, some players will not be able to drink at a rate that replaces all sweat losses incurred during the game; however you should drink at a rate that is comfortable and keeps pace with sweat losses as well as possible.
- Your fluid intake plan should not require you to drink excessive amounts of fluid, so that a substantial weight gain occurs over the match. Over-consumption of fluids can lead to gastrointestinal discomfort. If carried out to extremes, it can also cause a medical problem called hyponatremia, where blood sodium concentrations fall to a dangerous level.
- Having your own drink bottle avoids the hygiene problems associated with sharing drinking vessels. It also allows you to keep track of how much you have consumed over the match.

- Sports drinks provide opportunities for intake of fuel as well as fluid during matches. Research shows that carbohydrate intake may enhance performance during matches by increasing endurance and delaying the onset of fatigue. It may also assist in helping to maintain concentration. In comparison to water, sports drinks may help you to perform for longer and at higher intensity for the duration of the match, and to maintain skills and decision-making capability at an optimum level.
- The maintenance of carbohydrate stores over the length of a tournament is also important. Using sports drinks during a game and in recovery will assist in the maintenance of glycogen stores so that optimum energy levels are available at the finals end of the tournament.

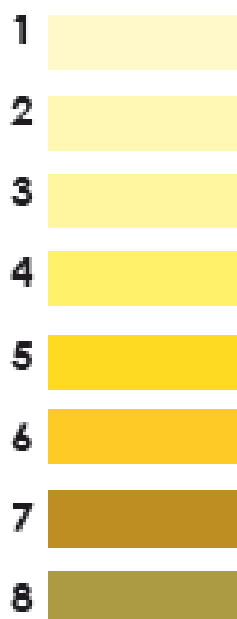
Basic Hydration Plan

- Pre-hydration (super hydration): Consume 500- 600ml (2 cups) of water two hours before the game.
- Hydration: Consume 250-500ml during warm-up and consume 150-300ml at a time during breaks. Total of 750ml to 1000ml.
- Re-hydration: Consume 1-2 litres after the game.

Even a 2% decrease in body weight through water loss can cause detrimental effects, with reports of up to a 20% decrease in performance!

THE PEE CHART

This is a quick and easy way to know instantly whether you are hydrated, mildly dehydrated, or worse – severely dehydrated! Your target is to make sure your pee is the same colour as the numbers one to three. Four and five is dehydration; seven and eight show severe dehydration.



Recovery

Recovery is one of the basic principles of training. It's during the recovery period or rest period from training that you adapt to the load placed on you during training. It's easy to make the mistake of believing that the harder you work, the better you will get. And yes, hard work is important. But recovery is an essential balance.

The Benefits of Recovery

- Aids the removal of waste products
- Returns the body to near resting levels
- Sets the body up for the next bout of exercise
- Allows the athlete to continue to perform at high levels
- May help reduce the injury rate
- May help reduce muscle soreness

Steps to recovery

Recovery is a process that starts as soon as training/ game finishes. It is particularly vital in a tournament situation.

1. Warm down

- Warm down is compulsory! It should never be left out, no matter what age group
- Start with a five minute active warm down – a light jog slowing to a walk. If there isn't much time on the court for a warm down, try walking on the spot or along the footpath, keeping moving for five minutes
- Follow-up with static stretching – hold stretch for 30 seconds each side. Include stretches for calves, quads, hamstrings, hip flexors, butt, arms etc.

2. Hydration

- While doing the aerobic warm down and static stretching you need to be hydrating and eating your post-exercise food (see suggestions below).
- Hydration is important before, during and after any exercise :
- Ensure you start well hydrated – you should have clear or pale urine with a tinge of yellow. } Two hours before exercise you should consume 500–600 ml (two cups) of fluid (water).
- During warm-up you should consume 250–500 ml (1/2 to one cup) of fluid (water).
- During exercise you need to consume 750-1,000 ml of fluid (water), this is 150-300ml at each break, for every hour of exercise.
- After exercise continue consuming fluids of 1- 2 litres.

3. Nutrition

- It's vital to eat within 30 minutes of finishing exercise, especially if you're competing again that day. This will restore the muscle energy stores to recover them for the next game.
- The post-game snack should include carbohydrates and protein.
- Examples: Water and a filled roll/creamed rice o A filled roll, a banana and 250ml flavoured milk

4. Treat injuries immediately

- Rest the injured area to help prevent further injury.
- Ice the affected area. Apply an ice pack/ice wrapped in a damp towel, for 20 minutes. Repeat every two hours for 48-72 hours, depending on severity.
- Compression of the injured area will help to prevent swelling. ↑ Elevation of the injured area will help prevent increasing swelling.
- Diagnosis. Correct diagnosis is important. Get professional medical help if the pain or swelling or the injury is not improving.
- Avoid HARM for the first two days (Heat, Alcohol, Running, Massage).

5. Rest

- Rest: Sleep is probably the most important recovery strategy. An adult player will need between six to eight hours sleep. A training adolescent experiencing a growth spurt may need up to 10 hours' sleep. However 'over sleeping' is detrimental as it slows the central nervous system
- Rest days are vital. You should have at least one day a week without training.

6. Other means for helping with recovery

- Doing an aerobic session in the pool rather than on the courts or on the hard ground could be classified as active rest.
- Hot/colds are: helpful especially for players within a tournament environment, they seem to recover better and have less muscle soreness.
- Try lying on your back with your legs up against a wall. This helps lymphatic drainage and the removal of waste products.

MY IDEAL WEEK

Use the following to plan your ideal week and ensure you meet and balance your obligations in netball, education, work and life.

Example provided on Page 16

| | MON | TUE | WED | THUR | FRI | SAT | SUN |
|---------|-----|-----|-----|------|-----|-----|-----|
| MORNING | | | | | | | |
| DAY | | | | | | | |
| EVENING | | | | | | | |

Weekly Calender

Record your completed activities on your weekly calender below. Also record your daily food intake using the free app Myfitnesspal. When you take both of these pieces of information weekly you may be able to better understand your performances and identify opportunities for improvement.

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Sessions Completed – Colour me in and how many other sessions

Strength 😊😊 Conditioning 😊😊😊 Active Recovery 😊 Rest 😊 Food recorded 😊

What am I most proud of this week?

What could I have done better?

What adjustments do I need to make to reach my goals?

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Match v

Position/s:

Date:

Score:

Team Statistics:

| Team statistic | Target | Actual | Ind Target | Reflection |
|----------------|--------|--------|------------|------------|
| Shooting | 80%+ | | | |
| CP to Score | 60%+ | | | |
| Gains | 32+ | | | |
| T/over to S | 60%+ | | | |
| Team losses | 20 - | | | |

Other:

| Category | Reflections |
|--|---|
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| Individual Game Goals | Went well and why? Didn't go well and Why? |
| Pre Game Routine | Went well and why? Didn't go well and Why? |
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Performance Standards & Competency Breakdowns

The following table shows you what the competencies in your player assessment mean and how you rate in each area.

CORE TECHNICAL COMPETENCIES

| MOVEMENT | | | BALL SKILLS | | |
|--|---|---|--|--------------------------------|--|
| COMPETENT | PROFICIENT | ADVANCED | COMPETENT | PROFICIENT | ADVANCED |
| Stable body position | Stable body position with control | Full Body Control | Passing variety – including overhead, shoulder | Passing length – up to 20 m | Pass variety and length on and off balance |
| Landing | Meeting ball hard & turning fully | Able to maintain dynamic and static balance on ground or at speed on either leg or both | Passing to space | Varying release time | Contesting on the ground & aerially |
| Stopping | Multi – directional movements (includes jumping, landing with body control) | Multi – directional & combination movements | Using both sides of body to pass & catch | Passing while in the air | Able to release quickly and accurately in all situations on ground or in the air |
| Take off using either leg | Using footwork to advantage e.g. stepping around a defence | Acceleration deceleration at varying speeds | | Full extension when catching | Using deception |
| Demonstrating safe & balanced technique | | | | Peripheral vision when passing | Complex decision making under pressure and on the move. |
| Angle running | | | | Contesting on the ground | |
| Pivot in all directions | | | | Catching – high, middle, low | |
| Turning in the air | | | | | |
| Efficient sprinting technique | | | | | |
| Jumping including with movement off either leg & double foot | | | | | |
| Meeting the ball hard | | | | | |

CORE POSITIONAL COMPETENCIES

| DEFEND TO GET BALL & DENY GOALS | | |
|---------------------------------|------------------------------------|--------------------------------------|
| COMPETENT | PROFICIENT | ADVANCED |
| 1 on 1 defence | Movement around attack | Countering screens |
| Intercepting left & right | Open / closed marking | Centre pass - 1st, 2nd, 3rd + phases |
| .9 Mark | Back, back and up | Confusing the space |
| Mark & Drop | Centre pass – 1st , 2nd, 3rd phase | Combinations of strategies |
| Force Type of Pass | Directing | |
| Front, Side | 2 on 1 | |
| Using away hand | Isolate | |
| Changing body angles | Inside / outside links | |
| Changing sides | Play from turnovers | |
| Centre pass 1st phase | Play from penalties | |
| Space/Zone | Transition onto defence | |
| Unit Defence | | |
| Using Deception | | |

| ATTACK TO SCORE GOALS | | |
|-------------------------|---------------------------------------|---|
| COMPETENT | PROFICIENT | ADVANCED |
| Court Balance | Centre pass – 1st & 2nd phase | Court use width and depth. |
| Reading space & timing | Play from penalties | Screens stationary and moving |
| Play from turn over | Throw ins – all 1/3's | Work ball through confined space fluently and smoothly using a variety of movements |
| Centre pass – 1st phase | Transition onto attack | Playing at speed while maintaining possession & accuracy |
| Play from stoppages | Front Cuts | |
| Throw ins | Rolls 1/2 and full | |
| Straight Leads | Pass & Cut | |
| Change of Direction | Lead up to go back | |
| Dodge | Using screens | |
| Holding | Combinations of movements to get free | |
| Re-Offering | | |
| Use of Interchange | | |

CORE POSITIONAL COMPETENCIES

| SHOOTING | | |
|--|--------------------------------------|-----------------------------|
| COMPETENT | PROFICIENT | ADVANCED |
| 75 % + accuracy | 80%+ accuracy | 85 % + accuracy |
| Using footwork – step back | Varying release time of shot | Layup, falling out of court |
| Technique – dominant hand shoots, other hand supports ball on side | Using footwork – back, forward, side | Long shot |

| FEEDING THE CIRCLE | | |
|----------------------------|-------------------------------|--|
| COMPETENT | PROFICIENT | ADVANCED |
| Centre pass – 1st phase | Centre pass – 1st & 2nd phase | Deception |
| Circle edge positioning | Inside / outside circle links | Playing at speed while maintaining possession & accuracy |
| Appropriate pass selection | Feeding off and on the circle | |
| | Using triangles | |

| DEFENDING IN CIRCLE | | |
|---|------------------------|----------------------------|
| COMPETENT | PROFICIENT | ADVANCED |
| Restrict/Direct circle edge positioning | Inside / outside links | Combinations of strategies |
| Limit/and/or prevent feeding option | Control Baseline | Countering screens |
| Intercepting out of circle | | |
| Keep moving in circle | | |
| Dada/Switch/Split Circle | | |

| DEFENCE OF SHOT | | |
|------------------|------------------------|---------------------|
| COMPETENT | PROFICIENT | ADVANCED |
| Lean | Variety | Blocking shot |
| Jump | Covering other shooter | Consistent Pressure |
| Screening Out | Cover Outlet pass | |
| Positioning | | |
| Timing Variation | | |

| REBOUNDING | | |
|----------------|------------------|---------------------|
| COMPETENT | PROFICIENT | ADVANCED |
| Box Out | 25% Rebound rate | 50%+ Rebound % rate |
| Follow shot in | | |
| Timing | | |
| Positioning | | |

CORE TACTICAL COMPETENCIES

| DECISION MAKING | | |
|----------------------------|---|--|
| COMPETENT | PROFICIENT | ADVANCED |
| Executes simple plays | Creates and executes simple plays/options | Complex decision making and execution of simple plays under immense pressure and on the move |
| READING PLAY | | |
| COMPETENT | PROFICIENT | ADVANCED |
| Reading plays & timing | Identify and counteract set plays | Identify and counteract set plays under pressure and on the move |
| Vision | | |
| Space Awareness | | |
| Anticipation | | |
| COURT PRESENCE | | |
| COMPETENT | PROFICIENT | ADVANCED |
| Communication | Consistent Court Presence | Court Presence under pressure and on the move |
| Working Together with Unit | | |
| Deception | | |

CORE HAUORA COMPETENCIES

| COMPETENT | PROFICIENT | ADVANCED |
|------------------------------------|------------------|-----------------------------|
| Understands and displays sometimes | Most of the Time | Always and leads by example |

| GRIT | GROWTH MINDSET | CHARACTER |
|--|--|--|
| Grit is a personality trait possessed by individuals who demonstrate passion and perseverance toward a goal despite being confronted by significant obstacles and distractions especially performance under pressure. Those who possess grit are able to self-regulate and postpone their need for positive reinforcement while working diligently on a task | Growth Mindset is the desire to learn, embrace challenges, persists in the face of setbacks, see effort as the path to mastery, learns from feedback, finds lessons and inspiration in the success of others | Resilience, Confidence, Respect, Integrity, Responsibility, Leadership, Leading Change, Sportsmanship, Strong work ethic, Good Team Member, Helping out other People, Good Manners |
| COACHABILITY | MENTAL SKILLS | LIFE BALANCE |
| The interest and willingness to learn. The ability to seek out, accept and integrate feedback without being defensive. The demonstration of attempts to try new actions to get improved results | Use of trainable mental abilities and methods that are held to underpin successful learning and performance. The basic mental skills includes, goal setting, mental preparation, self-talk, centering, relaxation, imagery. | Harmonious balance, between family, school, work, friends, self, training etc and the ability to plan to ensure balance. Time Management Skills. |
| NUTRITION | MUSCLE BALANCE | |
| Hydration awareness, Healthy Eating, Fueling for training, competition, recovery, Supplement Awareness | When executing movement and function it is ideal to have the balance of muscle length and strength between opposing muscles surrounding a joint. Normal amounts of opposing force between muscles are necessary to keep the bones centered in the joint during motion; this would be considered 'muscle balance' | |

Position Specific Roles & Responsibilities

The following are descriptions of the role and responsibilities of each position on court.

Goal Shoot

- Create shooting opportunities by being available for the ball at all times
- Shoot accurately
- Put up at least 10 attempts per quarter
- Practice 200 shots per day 4 times per week
- Rebound strongly
- Place the ball accurately to mid courters on circle edge and in shooter to shooter plays to the GA
- Be strong and dominant in the circle
- Work with and be aware of the GA to balance the circle and create shooting opportunities
- Be a calm presence in the circle at all times
- Be the first point of defence – set the full court defensive structures by forcing the ball high or wide

Goal Attack

- Shoot accurately
- Rebound strongly
- Put up at least 6 shooting attempts per quarter
- Practice 200 shots per day 4 times per week
- Work with and be aware of the Goal Shoot to balance the circle and create shooting opportunities (structures)
- Create shooting opportunities by successfully feeding the GS
- Create shooting opportunities by creating space and opportunity for the GS
- Create own shooting opportunities by working the circle away from the GS
- Use a variety of movements to get free from defenders
- Try to enter the circle ahead of the defender
- Enter the circle at pace
- Be a strong presence on the line in our attacking centre pass
- Be consistently available for the second phase of the centre pass if not used on first phase
- Shoot, pass and catch under pressure
- Be the link between the mid courters and the Goal Shoot
- Read play through court and adjust
- Get ball on defence

Wing Attack

- Control our attacking centre pass
- Dominant receiver on centre pass
- Be a strong second phase option on the centre pass
- Control the attack third in terms of pace, speed and strategy
- Balance the attack third with the shooters and the Centre
- Deliver good ball to shooters – accurate and into shooting position
- Turn fully and look to shooters early
- Communicate with the shooters positively and constructively
- Be the dominant feeder to the shooters
- Be available by working the ball onto circle edge and re-offering
- Work triangles on the circle edge
- Hold strong on the circle edge
- Stay on circle edge until the goal is scored
- Link with the defensive end on through court attack
- Defend all the way to the defensive transverse line off the opposition centre pass and on through court defence

Centre

- Deliver the centre pass safely
- Communicate the centre pass strategies on attack and defence
- Read off Goal Attack and Wing Attack for the second phase off the centre pass
- Be accurate in all passing whilst maintaining a high possession rate

- Balance the though court attack and defence
- Provide a link between the attack and defence
- Control match tempo
- Feed shooters accurately
- Be available on the circle edge
- Get ball on defence
- Restrict the possession of the opposition Centre
- Tight mark circle edge on defence
- Close relationship with Wing Defence and defensive unit

Wing Defence

- Control our defence of the opposition centre pass and ensure it is disrupted by controlling the line; setting up early; creating pressure; getting ball lifted and getting ball to cross the court
- Stop Wing Attack from getting the ball
- Work with Goal Defence, Goal Keep and Centre to get ball
- Know when it is appropriate and effective to switch with the Centre
- Force play off the circle edge to be high and wide in the defensive third
- Bring ball out of defensive third and be the dominant back up option on our attacking transverse line
- Impair opposition's vision into the circle
- Keep Wing Attack high and wide
- Disrupt ball on the circle edge
- Track and dictate the running and receiving paths of the Wing Attack

Goal Defence

- Get ball
- Communication
- Work with GK & the whole defensive unit
- Restrict and direct the Goal Attack
- Restrict possessions of GA
- Work the shot and get rebounds
- Create opposition error
- Available on attack; able to drive ball out of defence strongly keeping the court balanced
- Relay messages from defence to attack or vice versa
- Intimidate; be a presence on court

Goal Keep

- Get ball
- Communicate
- Attack ball
- Work with GD & the whole defensive unit
- Be the eyes at the back
- Strong presence
- Last line of defence
- Alter defensive tactics – have variety
- Work the shot & get rebounds
- Restrict GS possession & position
- Contest and/or pressure
- Keep possession
- Always available on attack, strong outlet
- Balance on attack

Shooting Session Recorder

It is important that you take your shooting statistics every session so you are not just going through the motions. Record your percentages below so you can see your progress. You should be consistantly achiveing 85% but the most important thing is that your completing the sessions and improving.

[illegible]

| | | |
|---|---|--|
| <p>SESSION 1 Single Hand – 20 shots Focus on full extension on release this will maximise arm length to reduce defenders ability to attack shot</p> <p>Technique focus – 20 shots Feet shoulder width apart pointing towards hoop Ball on fingertips supported by other hand as a guide Full extension with high release with wrist snap to follow through</p> <p>Left & Right – 20 shots start at post (facing circle edge) throw ball in front and to the left of you so you run onto the catch, then throw ball in front and to the right of you - catch - shoot a goal; Repeat 20 times</p> <p>Right & Left – 20 shots start on circle edge (facing post) throw ball in front and to the right of you so you run onto the catch, then throw to the left and run on to the catch (this should be done quickly) - shoot 1 goal. Repeat 20 times</p> <p>Clear shots - 20 shots @ halfway (the ball does not touch the ring) x 20 shots</p> <p>Repeat set</p> | <p>SESSION 2 Single Hand – 20 shots Technique focus – 20 shots</p> <p>Hand to hand combo - 20 shots start @ post, jog along baseline, moving ball quickly hand to hand. Jog along circle edge, wrapping ball around waist - an any point - throw ball into space in circle, run onto catch and shoot.</p> <p>Follow in - x 25 shots (shoot and catch ball before it hits floor. Shoot 2nd shot from where you catch ball. back half)</p> <p>Front cut - x 25 shots start 1m outside circle at 45 degree mark (ball in hand), run two steps on an angle twds baseline and then "front cut" (2 steps in other direction). As you do this throw ball in air, and catch, and shoot. (work both sides of the circle)</p> <p>Split lands - 50 shots one shoulder angled towards post (looking towards circle edge); catch ball above head height – 2 feet split land; medium x 20 shots; close x 20 shots; long x 10 shots</p> <p>Hot spot - 20 shots eyes closed x 20 shots at your hot spot</p> <p>Step in shots - 20 shots</p> | <p>SESSION 3 Single Hand – 20 shots Technique focus – 20 shots</p> <p>Roll - 20 shots bum to post - bounce ball hard (behind & away from you), roll and run onto catch; vary starting position</p> <p>Take & Turn - 50 shots bum to post – throw ball in front at chest height (so arms are stretched to catch & pull into body – pivot and shoot; 15 x close shots; 20 x medium shots; 15 x long shots; (utilize both right and left foot pivot)</p> <p>Irene's - Jammed and falling out of court - 20 shots start right under post - step back - as you release you are falling out of court. x 20 shots</p> <p>Hard bounce (outside) - 20 shots start near circle edge (bum to post) - bounce ball hard & high in circle - run four steps outside of circle and return to catch & shoot;</p> <p>Line out - 50 shots start at post and work towards circle edge 5 lines x 10 consecutive pivot shots; miss</p> |
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SESSION 4

Single Hand – 20 shots

Technique focus – 20 shots

Hard bounce – 20 shots

start in circle (bum to post) - bounce ball hard & high
- run four steps away from ball and return to catch & shoot
20 shots

Toss up – 20 shots

toss ball up to shoulder height, catch & pull into body
- done at max effort x 10 then shoot 5 shots (Repeat x 4)

Cake slice -120 shots

divide circle into 6 sections using markers

@ section 1 - split lands x 20 shots

@ section 2 - take and turn (chest) x 20 shots

@ section 3 - pick up shot x 20 shots

@ section 4 - dodge & shoot (run three steps either to right or left and return to section 4) x 20 shots

@ section 5 - step in shots x 20

@ section 6 - clear shots x 20

SESSION 5

Single Hand – 20 shots

Technique focus – 20 shots

Pistol – 20 shots

2 second shot - catch, pivot and shoot 20 shots

Sunrise v Sunset – 20 shots

10 markers

pivot & shoot @ front – sunrise

pivot & shoot @ back – sunset

(2 consecutive shots) x 10

Consecutive front half - 20 shots

shoot 20 consecutive pivot shots - front half, try and beat your last effort

Take & Turn – Bounce – 50 shots

Bum to post – throw ball in front & get back spin on the ball, let ball bounce – catch & pull into body – pivot and shoot

15 x close shots; 15 x medium shots; 20 x long shots (utilize both right and left foot pivot)

20

Falling out of court – 30 shots

30 shots – (both sides of the post)

Clear shots – 20 shots

front half circle (the ball does not touch the ring) x 20 shots

Eyes closed x 20 shots

Ball Handling Skills

No matter what level you are playing mastering your ball handling skills will give you confidence in tough game situations, improve your ability to pass to target in those critical moments and the ability to pull in ball under pressure.

Below are some examples of ball handling skills and sessions for you. In all the drills add difficulty through the weeks by having someone defending you and then by closing your eyes and visualising your target. Once mastered what you will find is that in a game situation if your view of your target is obstructed by the defence you can have confidence you are capable of getting the ball to your team mate.

Warm up

Tipping – x100

Tip the ball back and forth from one hand to the next, starting with your hands straight up over your head. Then gradually move the ball down, while continuing to tip it back and forth. Go down to your chest, then your waist, knees, and ankles, and then back up again. Keep your elbows straight and only let the ball touch fingertips, not the palms. This can be extended by widening arms, closing eyes, doing drill while going onto your knees or even sitting then standing back up

Circles – x50

Put your feet together and make circles around both legs with the ball. Then circle around the back. And then circle around the head. Then combine them and move the ball in circles around your head, then down your body, down around your knees, and then around your ankles. Then come back up again. Try to only touch with the fingertips, not the palms. Close eyes for difficulty

Around Each Leg and Figure Eights - Put one leg forward and move the ball in a circular motion around the leg. Then do the other leg. Finally, spread your legs out wide with the ball in front of you. Move the ball around through your legs in a figure-of-eight motion. Keep your eyes forward and don't let the ball hit the floor. After 30 seconds, reverse the direction.

Drops. X 50 Put the ball between your feet and grab it with both hands. Start with the left hand behind your left leg and your right hand in front of your right leg. Drop the ball and let it bounce once. Quickly, move your left hand in front of your left leg and your right hand behind your right leg, and catch the ball as it bounces up. Drop it again and switch your hands back to the original position (left behind, right in front) and catch it. Repeat this motion continuously. Finally, try catching the ball before it actually hits the floor.

Ball Awareness

Back flips - x20 x back and front

Start with ball behind back 2 hands and throw ball up and overhead and catch in front of you. Then reverse this drill by starting the ball at the front and catching it with hands behind back

Side on – x10 each side

Have someone throw the ball to you from side on 3 meters away while you look forward. This will help with your peripheral vision. Progressions – start with an easy float passes, then make harder by passes being flat, next receiver doing little feet while receiving pass, and finally passer changing angle by moving back to make more difficult.

Side to side 1

Position yourself facing the wall 1m away; ball in hand

Place dots one metre to your left and to your right; during the exercise you should be running close to each dot as you retrieve the ball on each side

On the right side release the ball onto the wall on an angle to come back on your left

Move your feet to catch the ball on your left hand

Return the ball to the wall on an angle to come off to the right side

Move your feet to catch the ball on your right hand

Stay facing the wall through the whole set

Repeat for 1 minute, using different footwork as follows:

Set 1 – slide; two handed pass and receipt; use outside foot to push off for change of direction

Set 2 – run; two handed pass and receipt; use outside foot to push off for change of direction

Set 3 – crossover slide; two handed pass and receipt

Set 4 - run; one handed pass and receipt; use outside foot to push off for change of direction

Set 5 – lateral broad jump; one handed pass and receipt

Set 6 - run; one handed pass and receipt; use outside foot to push off for change of direction

Set 7 - slide; one handed pass and receipt; use outside foot to push off for change of direction

Set 8 – crossover slide; one handed pass and receipt; use outside foot to push off for change of direction

Rest for 1 minute between each set

Stationary minute on, minute off (15 minutes)

Stand 3m from wall and pass as fast as possible against the wall for 1 minute hitting a target on each pass.

Chest – left foot lead

Chest – right foot lead

Left side

Right side

Overhead – right foot lead

Overhead – left foot lead

Left side

Right side

Perform 30 seconds of a different core exercise between each set of passing on the wall; allow 15 seconds to stop passing and 15 seconds to prepare to pass again

Side to side 2

Place 5 targets on the wall

Position yourself facing the wall 1m away; ball in hand

Place dots one metre to your left and to your right

On the right side dot release the ball onto the wall using an underhand toss to get the ball to come off the wall as a lob to your left side; lob should be far enough off the wall to ensure you must run quickly to retrieve it

Move your feet to catch the ball on your left side

Turn away from the wall as you receive the ball; land; then pivot back to the wall

Release a pass to a pre-determined target on the wall

Catch ball off wall and return to starting dot

Repeat 20x

Rest for 30 secs between sets

Repeat starting from the left dot

Repeat full set using a different type of second pass as follows

Pivot to right, chest pass

Pivot to left, chest pass

Pivot to right, right hand pass

Pivot to left, right hand pass

Pivot to right, left hand pass

Pivot to left, left hand pass

Pivot to right, overhead pass

Pivot to left, overhead pass

Extension: Number the wall targets and get a partner to call the number as you are turning; targets must be hit to count towards the requisite total

Target passing minute on, minute off (15 minutes)

Place five different target marks onto the wall replicating different catching points and heights for the people you play with

Stand 3m from wall, facing away from the wall

Throw the ball into the air, jump to receive the ball and turn as receiving

Pass as fast as possible against the wall; hit a different, predetermined target on each pass

Catch ball off the wall and start again

Repeat 10x on each target for each set below

Chest – left foot lead

Chest – right foot lead

Left side – two hand

Right side – two hand

Overhead – right foot lead

Overhead – left foot lead

Left side – one hand

Right side – one hand

Team Playbook & Notes

Use the following pages to record any interesting notes on game play during the season.

