



Evaluation of the Fun Ferns Netball Programme for Chinese Primary School Children

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INTRODUCTION

A 6 week “Fun Ferns” netball programme was run in two North Shore primary schools (Sunnybrae Normal School and Sunnynook Primary School) with the aim of introducing Chinese children to the game of netball and for them to gain increased confidence in sport as well as develop their basic ball, movement and game skills.

Harbour Sport’s ActivAsian team has worked with these schools since September 2009 as they were identified as schools with high percentages of Chinese students in their ERO reports (11% Sunnynook and 18% Sunnybrae).

In 2009, Harbour Sport surveyed the Chinese children in these schools and found that:

- 25% of girls at Sunnynook wanted to be play more netball
- 44% of girls at Sunnybrae wanted to be play more netball
- None of the girls had played netball for their school.

AIMS AND GOALS

AIM

To introduce Chinese children to the game of netball and for them to develop skills which are transferrable across a range of sports:

- ball skills
- movement skills
- game skills
- confidence in sport

GOALS

- Develop and run a 6 week sports programme targeted at Chinese children.
- To create a fun enjoyable experience for the children so they want to participate in sport in the future.
- To increase the children’s confidence in their sport skills.
- For children to trial for their school netball teams and begin playing netball for their school.
- Parents to attend and to increase their understanding of the game.
- Recruit and develop parent helpers/volunteers.
- Recruit and train volunteers to continue the programme.

MEASUREMENT

These goals will be measured with children completing a final evaluation questionnaire, feedback gathered from parents and teachers and a follow-up of numbers of children joining school teams/clubs.

METHOD

- A letter was sent home to all parents of Chinese children in the school in Term 4 2009 to advertise that the Fun Ferns programme was going to be starting in Term 1 2010.
(See appendix for letter to parents.)
- A follow-up letter and registration form was sent home to parents in the first week of term 1. Parents were also invited to come along and join in the sessions.
(See appendix for follow up letter and registration form for parents.)
- Both letters were translated into simplified Chinese.

The netball programme began in week 2 of term 1 and ran for 6 consecutive weeks on:

- Monday lunchtimes from 12.45pm -1.25 pm at Sunnynook school
- Tuesday mornings from 8.15am -8.50am at Sunnybrae school

ATTENDANCE

Sunnynook Primary School

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Total Children	22	14	13	19	20	17
Total Chinese	21	13	11	13	11	11
Total Girls	12	9	10	14	17	10
Total Boys	11	4	3	5	3	1
Other	1 Maori	1 Maori	1 Maori	3 Pakeha 1 Pacific Islander	5 Pakeha 1 Pacific Islander	3 Paheka 2 Maori 1 Pacific 1slander
	2 Mums		1 Pacific Islander	1 Maori	2 Maori	
				1 Other Asian	1 Other Asian	

Sunnybrae Normal School

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Total Children	17	14	15	14	10	14
Total Chinese	15	13	13	12	9	14
Total Girls	13	10	13	12	7	11
Total Boys	4	4	2	2	3	3
Other	3 parents 1 Korean 1 Maori	4 parents 1 Maori	2 parents 1 Korean 1 Maori	1 Maori	1 Maori	6 Mums 1 Dad

On the final week of the programme certificates were given to all the children that attended. Overall, commitment was good with 12 children attending all six sessions and they were rewarded with “Gold” certificates and small prizes.

(See appendix for certificate)

SESSION STRUCTURE

Coaching aims for the programme had the following structure:

- Week 1-3 - Passing (chest, bounce, shoulder)
- Week 4 - Defending
- Week 5 - Shooting
- Week 6 - Court positions

The sessions were structured to include:

- Fun warm-up game
- Warm-up game with a ball
- A modified game focusing on specific skill
- A modified game-play situation.

(See appendix for session plans)

EVALUATION

TEACHER FEEDBACK

SUCSESSES

- Doing the survey first to find the need and involve parents from the outset.
- Having information translated and involving the school's Chinese liaison person in this process.
- Having an experienced, enthusiastic coach to take the group.
- Learning the children's names keeping the sessions snappy and interesting was important.
- Before school was a good time to involve parents and not clash with other sport/music practices.
- Having a small group situation.

CHALLENGES

- Lunchtimes are very busy for some children, with lots of other activities and responsibilities happening, like peer mediators, choir, librarians and sports practices.
- Getting the follow-through to school teams.
- Linking the two 'programmes', having parents aware of teams being formed, encouraging children to join teams without putting undue pressure on families.
- Mixing the children into compatible teams (for their level of skill), especially at the more senior level.

BENEFITS TO CHILDREN

- They have had a booster skill intensive which now gives them a possible 'foot-hold' into participating in the sport outside of school.
- The parents are beginning to realise the importance of getting involved in sport (a NZ culture thing as well as benefit to their fitness and social well-being).
- The children do not need to do all of the 'hard work' convincing their parents that they could get involved.

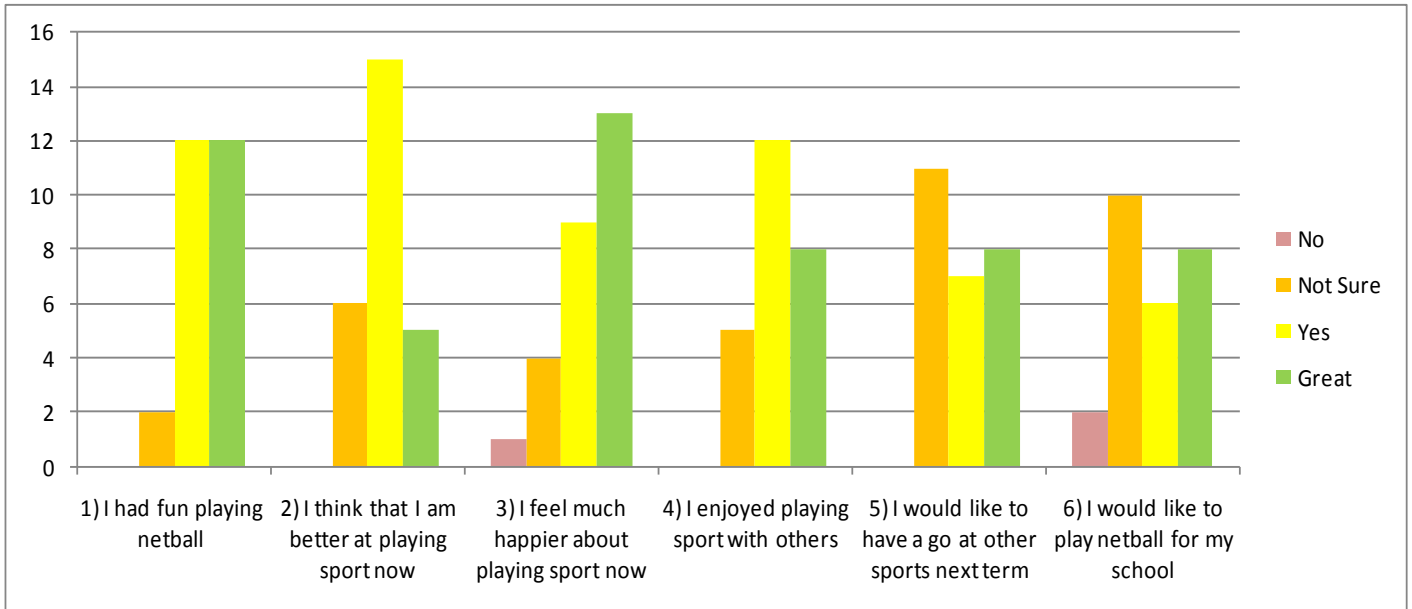
FURTHER COMMENTS AND SUGGESTIONS

- We would definitely support another programme like this in our school. Wouldn't it be great if the sport association became involved, then formed a team of these children, found a parent or association coach and entered them into a competition to play?

CHILDREN'S FEEDBACK

On their final session the children were asked to complete a picture questionnaire with 7 short statements about how they felt about the programme. See Appendix for questionnaire

Children's evaluation results



Other comments from children:

I really liked it when

- "We played in games in teams"
- "We did warm-up games"
- "We played netball games"
- "I played"
- "Everyone is playing fairly so we can have fun"
- "We get to run around"
- "Shooting"

NUMBERS OF CHILDREN CONTINUING TO PLAY NETBALL

Sunnybrae School	
Total Chinese Children playing	7
Girls	5
Boys	2
Chinese Student Leaders	1

CO-ORDINATORS FEEDBACK

What worked well

TIME OF YEAR

The programme started in the second week of term 1 prior to the beginning of the netball and winter sports season.

The benefits to starting before the netball season were:

- It allowed a significant period of time for children to up skill and increase their confidence in playing the game.
- Interest and passion for the game was developed before the beginning of the season.
- An opportunity was available to promote the afterschool Fun Ferns Programme run by Netball North Harbour that began around the 5th week.
- The end of the programme tied in perfectly with the trials for school teams which were promoted to all the children.
- It offered the chance to promote other opportunities where the children could continue to play netball, making the programme more sustainable.

COMMUNICATION WITH PARENTS

Parents act as key influencers in what activities their children are involved in at primary school age, therefore interest and involvement from the parents was a key aim for the programme.

Results from previous surveys revealed that:

- 91.7% of Chinese parents would like to see their child playing more sport.
- 16.5% of Chinese children feel that parents are one of the main reasons that stop them from playing sport

Key successes of communication with parents in this programme included:

- Translation - All information about the programme sent home to the parents was translated into simplified Chinese alongside the English. This ensured parents were able to access information even if their English was limited and it also potentially acted as a learning tool. The translated ActivAsian Sport brochure was also distributed to all Chinese children in the schools at the time the project was running promoting the benefits of sport for their children.
- Parental consent - by having parents complete and return registration forms this encouraged commitment from the parents and the children and ensured that parents were aware of what their child was involved in.

- Acknowledgment – certificates acted as a resource for the children to take to show their parents of their success and commitment. A newspaper article about the success of the programme was published in the Aucklander which also provided great recognition for the children and their families.

See Appendix for article

PARENTAL INCLUSION

The benefits of parents attending were:

- This created an opportunity for parents to see what the programme involved if they had any concerns or misconceptions.
- Parents could ask questions about sporting opportunities for their family.
- Parents could see their children playing and enjoying sport.
- They could meet and talk to other Chinese parents.
- The idea of sport being for all the family was promoted.
- Children (younger ages in particular) felt more comfortable and happy, as for many it was a new environment and they were playing with new people.
- Children could share their successes from the sessions with their parents.

Key challenges of involving parents were:

- Uncertainty of roles – parents who were not used to being in such an environment were unsure where they could offer support/help.
- Interaction with parents –it was challenging for one coach to find time to communicate with and engage parents who were stood on the side line as well as give full attention towards the children. An assistant coach would be very beneficial in gaining great involvement from parents.

COMMUNICATION WITH SCHOOL

Having a key contact person for each school proved important for:

- Knowledge of all the Chinese children within the school.
- Distribution of information to all the Chinese children.
- Knowledge of availability of sports facilities/equipment and school sports events/trials etc.

One of the schools already employed a Chinese liaison person who also acted as a fundamental contact link between the school, parents and Harbour Sport. This person not only had an insight and understanding into the school environment but provided a perspective from the view of Chinese parents/family. This proved extremely beneficial as any information that was distributed from the school to the Chinese families was passed by this person and feedback from them was always valuable.

SESSION STRUCTURE

Coaches followed coaching principles based around the Teaching Games For Understanding (TGFU) approach. This involved the use of modified or simplified fun games which created opportunities for the children to be decision makers and explore different tactics. Rather than skills being taught as drills with children directed towards the correct technique, questions were asked that encouraged the children to think for themselves about how to improve their skills and game play in order to beat their opponents.

Successes of using the TGFU approach:

- Through asking questions the focus was on the WHY of game rather than the skills needed to play the game.
- For children new to a sport and lacking confidence a big concern is often that they will be shown up in front of their peers. The use of modified games encouraged teamwork and lessened opportunities for focus on skills.
- Through the coach adopting a less authoritative approach and encouraging contribution from the children it is hoped that the children found the environment less intimidating, especially as most were new to the sporting environment.
- The use of modified games allowed the coach to cater for the large age range and abilities in the group.

The use of modified games meant that basic movement and game skills such as team work, movement down the court, using the space, footwork and releasing the ball were developed throughout all the programme.

The benefits of this were:

- They developed skills that were transferrable across a number of sports.
- They were able to grasp the strategic and tactical aspects of the game more easily.
- They took greater ownership for the game and played independently of the coach, rather than being reliant on the coach to tell them what to do to score when they were struggling.

As the main goals were around the development of ball skills and game awareness rather than specific netball skills it was not until the final week that the children were introduced to positions and court restrictions.

FURTHER DEVELOPMENT

Developing student leaders

At one of the schools a teacher identified nine Year 5 and 6 girls that wanted to train as student leaders and continue taking netball sessions. One of these girls was from the Chinese Fun Ferns programme.

It was determined by the teacher, coach and students that the before school time was most suitable for everyone and that a 20 minute session for 6 weeks would be trialled. The students would do 1 warm up game followed by a modified netball game. By having a short time frame it meant the student leaders were more likely to maintain the interest and concentration of other children.

Two training sessions were run with approximately 8-10 student leaders on consecutive weeks.

SESSION STRUCTURE

- Cover key messages regarding the aim of the sessions and teaching games to other kids
- Demonstrate games which student leaders play
- Student leaders take turn at teaching games
- Student leader reflects on how they went teaching game, peers give feedback, coach gives feedback with lots of positive encouragement
- Coach encourages students to think of modifications to games for different situations
- Conclude with plan for weeks ahead and brief review of key learning points.

See appendix for developing student coaches' session plans and handout.

WHAT WORKED WELL

- The girls had chosen to be there so they were all very enthusiastic and willing to give it a go.
- Having a contact teacher for the girls to go to if needed and for coach to have someone to liaise with.
- Giving them all a handout of the games and giving the year 6 girls a whistle.
- Getting them to teach sessions and give and receive feedback.
- Getting student leaders to think of modifications. They quickly came up with good ideas which we then tried so they gained instant feedback and practice of their ideas and learnt that games can be easily changed.
- Running sessions before school as there weren't other distractions. Other children also wanted to join in as they could see that it was fun.
- Pairing the Year 6's with a year 5 student as their support person.
- One of the girls from the Chinese Fun Ferns programme came as a student leader.

RECOMMENDATIONS FOR DEVELOPING STUDENT LEADERS

- Have a key teacher or parent in a supervisory role that was present at the sessions. They would act as a point of call for assistance where required.
- 8-10 students were an ideal number to work with as responsibilities could be shared and students could coach on a roster basis, so would not be a large commitment.
- Coordinator drops in after 2-3 weeks to review the student-led sessions and offer any further support/guidance required.

KEY LEARNINGS

Key learning's from the programme were:

- Translating information and registration forms significantly assisted in recruiting Chinese children to the programme and ensuring that Chinese parents were well informed.
- Clear communication between the coach, teacher and parents involved was important in ensuring the transition of some children from the Fun Ferns programme into school teams.
- Having an assistant coach would have provided greater opportunities to communicate and engage parents during the sessions. The recruitment of interested and motivated parents as volunteers may then have been achieved.
- Assessing children's confidence and skill levels pre and post intervention would have provided greater means for measuring the success of the programme.
- The Teaching Games for Understanding approach worked very well in developing children with minimal experience of the game to be able to play confidently and develop their skills.

CONCLUSION

The 6 week Fun Ferns netball programme successfully introduced over 35 Chinese children from two primary schools to the game of netball. The vast majority of children that attended agreed that they felt much happier about playing sport and that they were better at sport following the programme. Nearly all the children agreed that playing netball was a fun experience for them and that they were keen to play either netball or a different sport next term.

A total of 9 parents attended the sessions over the weeks which demonstrated a keen interest and support from the Chinese parents. Unfortunately with only one coach in this initial programme there was not sufficient time to recruit and develop these parents as helpers. However, in one of the schools, young student leaders were recruited and trained to continue netball sessions in the school.

The positive attitude from parents and children towards this programme demonstrated that the Chinese community value the benefits of sport and are keen to become involved in new sporting opportunities offered to them.

APPENDIX

Fun Ferns Registration letter- sent to parents in Term 1 2010



Fun Ferns Netball Programme
ActiveAsian

这学期为期六周的免费无挡板篮球运动项目会在星期二上午展开。开始时间是二月九日，第二周的星期二。
A FREE netball programme will be running on Tuesday mornings for 6 weeks this term \, beginning in week 2 on Tuesday 9th February

这个无挡板篮球项目是一个绝佳的机会介绍您的孩子认识无挡板篮球这种游戏，也使他们掌握运球，动作以及游戏技巧。
This netball programme is a great opportunity to introduce your child to the game of netball and for them to develop their basic ball, movement and game skills.

我们鼓励父母在星期二上午的8点15分到8点50分也能前来并且参与，加深对这种游戏的了解，同时体验它的乐趣。
We would like to encourage any parents to come along from 8:15am-8:50am on Tuesdays as well to join in the fun and to learn more about the game.

请填写注册表并签名，在二月九日星期二之前交还给学校
Please complete and sign the registration form and return to the school by Tuesday 9th February.

Get Active! 行动起来! Play Sport! 参加运动! Enjoy Life! 享受生活!



体育运动注册表 SPORTS REGISTRATION FORM

注册截止日期: Tuesday 9th February

REGISTRATION DEADLINE: Tuesday 9th February

学生姓名: _____ 教室: _____

STUDENT NAME: _____ Classroom: _____

家长/监护人姓名: _____

PARENT/GUARDIAN NAME: _____

家长/监护人同意(签名) _____ 日期 _____

PARENT/GUARDIAN CONSENT (SIGNED) _____ DATE _____

Fun Ferns Netball Programme



在第一学期，为期六周的免费无挡板篮球运动项目会在星期一的午餐时间展开。开始时间是二月八日，第二周的星期一。

A FREE lunchtime netball programme will be running on Monday lunchtimes for 6 weeks in term 1, beginning in week 2 on Monday 8th February.

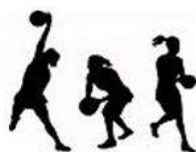
这个无挡板篮球项目是一个绝佳的机会介绍您的孩子认识无挡板篮球这种游戏，也使他们掌握运球，动作以及游戏技巧。

This netball programme is a great opportunity to **introduce** your child to the game of netball and for them to **develop** their **basic ball, movement** and **game skills**.

海湾运动 (Harbour Sports) 的九月体育调查表显示华裔孩童愿意更多的参与到无挡板篮球运动当中。为响应这个反馈，一位来自海湾运动 (Harbour Sport) 的教练将会到场教导。

The results from Harbour Sport's sport survey in September indicated that Chinese children would like to **play more netball**. In response to this a coach from Harbour Sport will be coming in to coach the sessions.

























我们鼓励父母亲在星期一下午的12点45分到1点30分也能前来并且参与，加深对这种游戏的了解，同时体验它的乐趣。



Get Active! 活动起来! Play Sport! 参加运动! Enjoy Life! 享受生活!



Children's evaluation questionnaires

NAME	AGE	CIRCLE THE FACE			
1) I had fun playing netball on Monday lunchtimes.		NO 	NOT SURE 	YES 	GREAT 
2) I think that I am better at playing sport now.		NO 	NOT SURE 	YES 	GREAT 
3) I feel much happier about playing sport now.		NO 	NOT SURE 	YES 	GREAT 
4) I enjoyed playing sport with others.		NO 	NOT SURE 	YES 	GREAT 
5) I would like to have a go at other sports next term.		NO 	NOT SURE 	YES 	GREAT 
6) I would like to play netball for my school.		NO 	NOT SURE 	YES 	GREAT 
7) I really liked it when		<p>.....</p> <p>.....</p> <p>.....</p>			

Netball Session Plans

AIM FOR SESSION 1	To get familiar with handling the ball and introduce the bounce pass.		
EQUIPMENT	2 noodles. A netball and a hoop for each player.		
	Activity	Time	Aim
Warm-up	<p>NOODLE-TAG Everyone lines up and has to run to the other side without getting tagged (like Bull-Rush) 2 people in the middle have noodles that they must touch people with to tag them. If tagged they must loop arms with the tagger and together try and tag everyone else (ends up with a line of taggers).</p>	10 minutes	Fitness and fun
Warm-up with ball	<p>Everyone has a ball and walking around with it (not bouncing it). Different activities that they must do when the whistle is blown:</p> <ol style="list-style-type: none"> 1. Change direction 2. High five nearest person. 3. Put ball down and pick up someone else's ball. 4. Throw ball up in the air and jump and catch it. 5. Get into pairs. <p>(To make it harder they have to walk around moving their ball around their body)</p>	5- 10 minutes	To get them familiar with handling the ball.
Skill/drill	<p>Bounce pass in partners using hula-hoops standing facing each other. Each player has a hula-hoop which they place about a metre in front of them. They bounce pass the ball between their partners and have to try and bounce the ball in the hula-hoop.</p> <p>Could introduce scoring system – 2 points for every time they get it in the hula-hoop, 1 point for every time they hit the rim. Winner is the one with the highest score.</p>	10 minutes	To introduce them to the bounce pass
Game/Activity	<p>2 teams. One team stands in circle surrounding the thrower. Other team stand in a line. Person in the middle of the circle bounce passes ball to each player in the circle. Meanwhile the other team run a relay around the circle. When the last runner is back the game halts and thrower of the first team says how many catches were made. Teams then swap places and the team which makes the most catches wins.</p>	10 minutes	To practice their bounce pass under pressure.

AIM FOR SESSION 2	Chest pass and get them thinking about moving into the space and getting away from the opponent.		
EQUIPMENT	Tags, 4 netballs		
	Activity	Time	Aim
Warm-up	Tails All players have a tag tucked into the back of their waistband (must be visible). On the whistle, players attempt to catch as many tags as possible.	5 minutes	Moving around in the space
Warm-up with ball	Ball handling relay Relays in 2-4 teams. Ball over and under. Ball around the side. Spread out along length of court – first team to pass the ball all the way down to everyone in their team and back (do with chest passes and bounce passes).	10 minutes	Get the idea of how the ball moves down the court using all team members.
Skill/drill	Cars and caravans In pairs with someone from the opposite team. One is the car and the other person stands behind them (they are the caravan). On the whistle the car runs around and they have to try and lose the person behind them. Swap over so they each get a turn at being the caravan.	5 minutes	Makes them think about getting away from the opponent and into the space.
Game/Activity	5 passes In two teams have to try and make 5 passes in their team whilst the other team tries to intercept the ball. 1 point – 5 passes 2 points – 10 passes	15 minutes	Modified game. Getting them working in team and thinking about space and passing.

AIM FOR SESSION 3	Shoulder pass and practice all types of passes. Introduce footwork rule.		
EQUIPMENT	Soft ball, cones, netball (one between two), cones.		
	Activity	Time	Aim
Warm-up	<p>Stuck in the mud Nominate 2 catchers to wear bibs. Play normally first – if caught they can't move until they are freed. Then play it like dodge ball where the catchers can throw the ball at them (below the knee) – if touched with the ball they have to stand still until someone frees them.</p>	10 minutes	To introduce the rule that you can't move when you have the ball.
Warm-up with ball	<p>Catching practice– everybody moving around in a third of the court, if I throw the ball at them they must STOP and PASS to someone else before they can move again. - Introduce more than one ball - Walking first then running.</p>	5 minutes	To grasp the idea that when you catch the ball in netball it is like being "stuck in the mud"
Skill/drill	<p>One ball in pairs – footwork drill. Make a triangle with cones. One feeder and one attacker. Attacker stands on one cone in the triangle and moves either left or right to receive the pass. They must STOP with the ball and PASS back to the feeder to be free to move again to another point in triangle. Progression – this time when they receive the ball they must do a 360 degree pivot (footwork rules) before they can pass it.</p>	10 minutes	Becoming familiar with the footwork rule concept.
Game/Activity	<p>End Ball Two teams with one player from each team standing behind their own goal line. Teams must try to pass the ball down the court to their goalie to score a point. When they score, swap goalies.</p>	15 minutes	Getting them working in team and thinking about space, passing and footwork.

AIM FOR SESSION 4	To introduce concept of defending other players and the ball.		
EQUIPMENT	Small flat cones, small pointy cones, netball (one between two), bibs.		
	Activity	Time	Aim
Warm-up	Ball on cones Have cones laid out with netballs balanced on top of them. One team has to knock all the balls off the cones and the other team has to put them all back on.	10 minutes	Defending and attacking warm-up
Warm-up with ball	Defend the circle 3-4 in each team. Have a hoop with one player stood in. (Have cones around the hoop so the defenders are at least a metre away from the person in the hoop). Have one team defending the hoop. The other team have to try and throw the ball into their team member in the hoop to score a point. Above the head = 1 point Below the head = 2 points Swap over person in the middle every time a point is scored. Switch attacking/defending roles.	10 minutes	Using arms to defend. Being aware of where the ball is at all times.
Skill/drill	One metre distance (piggy in the middle practice) One ball between four. Two defenders and one attacker. No one is allowed to move. Defender has to mark the ball keeping one metre distance and try and touch the ball. Swap over when defender has touched the ball.	10 minutes	Reinforcing that defenders must be one meter away.
Game/Activity	Bombardment (Tupawae) Players attempt to knock down their opponents' cones and protect their own cones. Players are not permitted in the two-metre area containing the targets. Each team has 3 cones. The winner is the team that first knocks down all the cones of the other team.	15 minutes	Modified game. Getting them working in team thinking about defending.

AIM FOR SESSION 5	To introduce correct shooting technique.		
EQUIPMENT	Small flat cones, spots, netballs, bibs.		
	Activity	Time	Aim
Warm-up	<p>Here, there, everywhere – shout here (run towards you), there (point), everywhere (run around in and out one another), nowhere (jump around on the spot).</p> <p>Front to front (have to get in partners and face each other)</p> <p>After about 5 different instructions, the teacher shouts "change" and the children have to quickly find a new partner and stand in the manner of the teacher's last instruction. Other instructions will be: back to back, elbow to elbow, side to side, toe to toe, finger to finger, knee to knee, hand to hand, shoulder to shoulder. Mix them up too, e.g. finger to shoulder, knee to hip, front to back etc</p>	5 minutes	To get them thinking about body parts
Warm-up with ball	<p>Shooting stance practice – first get everyone to stand around the circle and talk through the shooting technique.</p> <p>Then have 3 markers in front of the circle – line up behind these markers and take it in turns to practice shooting. (Get 1 point if they hit the hoop and 2 points if they score a goal)</p>	10 minutes	Introduce the correct shooting technique.
Skill/drill	<p>Golden child</p> <p>Split into 2 teams (one team shooting and one team running)</p> <ul style="list-style-type: none"> - The shooting team take it in turns to shoot. - The running team take it in turns to run around the third and have to try and get all the way around safely before shooter scores. - 1 point every time someone runs all the way around. - If someone scores whilst they are running they are out. - Shooting team is trying to get all of the running team out. - Have a time limit and then swap teams over. 	10 minutes	Shooting under pressure.
Game/Activity	<p>Half court/Circle practice</p> <p>Split group into 2. One group doing a separate practice at each shooting circle.</p> <p>Have 2 shooters, 2 defenders in each group. Rest are centres/wings.</p> <p>Play a half court game – shooters get 1 point if they touch the hoop, 2 if they score.</p> <p>Defenders get 2 points if they successfully intercept the ball and pass it back out to the half way line.</p>	10 minutes	Moving around the circle and shooting with defenders.

AIM FOR SESSION 6	To introduce court positions and restrictions.		
EQUIPMENT	Netballs and bibs with positions.		
Questionnaire	All sit down and fill out the questionnaire as they finish their lunch.	5 minutes	Feedback
	Activity – learning the positions	Time	Aim
Possible warm-up	<p>Attackers and defenders</p> <p>In pairs stand back to back with a metre between them.</p> <p>Name one side the ATTACKERS and the other side the DEFENDERS. If you call ATTACKERS they must run to the safe area (circle) at their end of the court, the DEFENDERS must turn around quickly and try and tag them before they get there.</p> <p>If you shout DEFENDERS they run to their circle and the ATTACKERS must chase them and tag them before they get there.</p> <p>ATTACKERS could have balls and if they get to the circle safely then they get the opportunity to shoot.</p>	10 minutes	To get them thinking about the difference between attackers and defenders roles.
Introducing positions	<p>Have positions on white board for them to look at.</p> <p>Call out a position and hold up the relevant bib and they have to run to where this position starts (can use the white board to help them). Then get them to run up to the line where this position is allowed up to.</p>	10 minutes	Learning positions
Game/Activity	Have a mini netball tournament. Give out bibs (any extras stay on the side and swap in when a goal is scored).	10 minutes	Game
Prize giving	Attendance certificates for everyone. Gold certificate and prizes for those that attended every session.	5 minutes	

Developing Student Leader- Session Plans

AIM FOR SESSION 1	For the student leaders to learn some netball games and have the opportunity to teach them to a group of students.		
EQUIPMENT	1 hoop, 1 ball, 10-15 small cones, whistle, copies of handouts		
	Activity- Coach demonstrates game, students play, coach then questions kids about game and modifications. Followed by student teaching other kids same game, kids give feedback, coach give feedback and asking student what went well for them? How did they feel leading the game? What was hard/ easy?	Time	Aim
Warm-up- Equipment: none	1/Octopus 2 people in the middle. Everyone lines up and has to run to the other side without getting tagged. If tagged they must stop and then have to try and tag others as they run past but aren't allowed to move. They are like an 'Octopus' with waving arms. Modify it by making runners: skip, hop, jump etc	10 min	Fitness and fun
Warm-up Equipment: none	2/ Attackers and defenders In pairs stand back to back with a metre between them in the centre of court.. Name one side the ATTACKERS and the other side the DEFENDERS. If you call ATTACKERS they must run to the safe area (circle) at their end of the court, the DEFENDERS must turn around quickly and try and tag them before they get there. If you shout DEFENDERS they run to their circle and the ATTACKERS must chase them and tag them before they get there. ATTACKERS could have balls and if they get to the circle safely then they get the opportunity to shoot.	10 min	To make them think about the difference between attackers and defenders roles.
Warm-up Equipment: none	3/ Cars and caravans In pairs, one is the car and the other person stands behind them (they are the caravan). On the whistle the car runs around and they have to try and lose the person behind them. Swap over so they each get a turn at being the caravan.	10 min	Makes them think about getting away from the opponent and into the space.

<p>Game/Activity</p> <p>Equipment: 1 hoop, 1 ball, 10-15 small cones</p>	<p><u>Defence Game</u></p> <p>1 person in the middle in a hoop. 3 people are outside the hoop and are the defenders. Everyone else stands on the outside of a wider circle marked off with cones. They have a ball. The aim is for wider circle to pass the ball around until they can throw it in to the person in the middle of the hoop. The 3 defenders are moving around the hoop trying to intercept the ball.</p> <p>Modifications:</p> <p>Can include points system: e.g. 1 point if ball caught above the head, 3points if caught at waist height, 5 points if caught on below knee height</p> <p><i>Making it harder for defenders:</i></p> <p>Make the circle around the middle player larger. Have 2 balls being passed Have less defenders e.g only 2 Use a tennis ball</p> <p><i>Making it harder for attackers:</i></p> <p>Have more people defending the ball e.g 4 Make the outer circle larger</p>	<p>15 min</p>	<p>Makes the attackers work as a team to get ball into team mate as well as the defence players working as a team to defend the ball. Assists with developing peripheral vision.</p>
<p>Conclusion</p> <p>Handout</p>	<p>Leave students with handout of games with simple key things to consider in leading games.</p> <p>Plan timing and pair students up to work together- year 5's paired with year 6's.</p> <p>Designate each pair to come prepared to teach a game the following week to the other students.</p>	<p>5 min</p>	<p>For the students to come prepared and ready to teach one game next week.</p>

AIM FOR SESSION 2	For students to gain confidence in teaching games to other children and to gain the ability to modify games as necessary.		
EQUIPMENT	2 hoops, 1 ball, 10-15 small cones, 2 large cones, whistle, copies of handout	Time	Aim
Reminder	<p>Review key points covered last week-</p> <ul style="list-style-type: none"> • keep instructions loud, clear and simple • Support each other • It's about FUN 	3 min	To encourage fun, and learn key tips on teaching games
Equipment: as required depending on the game they choose.	<p>First pair of girls teach warm up game of choice. Review it: Ask them:</p> <ul style="list-style-type: none"> • How they thought it went? • How they felt teaching it? • What went well? What didn't go so well? • Ask the other girls for feedback • Give feedback, what could be worked on and lots of positive encouragement of what they did well. <p>If it wasn't so good get them to have another go at teaching it.</p>	5 min	<p>To give the students the opportunity to:</p> <ul style="list-style-type: none"> --teach a game -reflect on that experience -Gain feedback from pairs and coach
Equipment: as required depending on the game they choose.	<p>Repeat with the other pairs of girls ensuring all games from last week have been taught and that all Yr 6's have had the opportunity to teach one game.</p> <p>After each game ask everyone to give modifications to the game to make it:</p> <ul style="list-style-type: none"> • Harder • Easier • More fun etc 	25 minutes	<p>To give the students the opportunity to:</p> <ul style="list-style-type: none"> -teach a game -reflect on that experience -Gain feedback from pairs and coach -To teach students to think creatively about the games they play and how they can be adapted to suit situation

<p>Equipment: 1 ball, 2 large cones (or you could use hoops), mark out goal circles with small cones if no court markings</p>	<p>Teach students Tapuwai. 2 teams, 1 ball, 2 large cones (or you could use a hoop). 1 large cone in a hoop in each goal circle. 1 person from each team in goal circle as defender. Basic netball rules apply-need to be 1m away from opposition, held ball after 3 seconds, no stepping. None of the attacking team allowed in the goal circle. Aim: for team to hit the opposite teams cone with the ball. Play and then ask students for modifications</p>	<p>10min</p>	<p>For the students to</p> <ul style="list-style-type: none"> -learn simple modified netball game -have fun -think about modifications
<p>Conclusion Handout</p>	<p>Organise a roster of pairs to lead games Ensure they all know the timing and venue and contact teacher Review key messages.</p>	<p>3 minutes</p>	<p>For the students to come prepared and ready to lead sessions.</p>

Hand out for Student Leaders

Warm-up Games

1/Octopus

2 people in the middle. Everyone lines up and has to run to the other side without getting tagged. If tagged they must stop and then have to try and tag others as they run past but aren't allowed to move. They are like an 'Octopus' with waving arms. Modify it by making runners: skip, hop, jump etc

2/ Attackers and defenders

In pairs stand back to back with a metre between them in the centre of court.

Name one side the ATTACKERS and the other side the DEFENDERS. If you call ATTACKERS they must run to the safe area (circle) at their end of the court, the DEFENDERS must turn around quickly and try and tag them before they get there.

If you shout DEFENDERS they run to their circle and the ATTACKERS must chase them and tag them before they get there.

ATTACKERS could have balls and if they get to the circle safely then they get the opportunity to shoot.

Aim: To make them think about the difference between attackers and defenders roles.

3/ Cars and caravans

In pairs, one is the car and the other person stands behind them (they are the caravan).

On the whistle the car runs around and they have to try and lose the person behind them.

Swap over so they each get a turn at being the caravan.

Aim: Makes them think about getting away from the opponent and into the space.

Tips

- Don't let kids pick their own teams. Number them off.
- Keep instructions simple and brief.
- If the energy of the game drops then change it.
- Start with a warm up-should be lots of fun with lots of energy and running.

When coaching younger children

- Don't be too hard on them with the rules e.g stepping
- Keep instructions brief as they will lose concentration quickly. They will pick up the game once it starts to be played.

Defence Game

1 person in the middle in a hoop.

3 people are outside the hoop and are the defenders.

Everyone else stands on the outside of a wider circle marked off with cones. They have a ball.

The aim is for wider circle to pass the ball around until they can throw it in to the person in the middle of the hoop. The 3 defenders are moving around the hoop trying to intercept the ball.

Modifications:

Making it harder for defenders:

make the circle around the middle player larger.

Have 2 balls being passed

Have less defenders e.g. only 2

Making it harder for attackers:

Have more people defending the ball e.g. 4

Make the outer circle larger

Modified Netball Game

2 teams, 1 ball, 2 large cones (or you could use a hoop).

1 large cone in a hoop in each goal circle. 1 person from each team in goal circle as defender.

Basic netball rules apply-need to be 1m away from opposition, held ball after 3 seconds, no stepping

Aim: for team to hit the opposite teams cone with the ball.

Team A passes ball down court to goal circle then tries to hit the cone with the ball. They aren't allowed in the goal circle. If they hit the cone Team B defender in the goal circle re-starts the game and passes to her team members and then down court to other end.

Modifications:

How to make it harder for attackers:

Increase number of defenders

How to make it harder for defenders:

Make the circle around the cone larger which the defender isn't allowed inside.

Get Active! 活动起来! **Play Sport!** 参加运动! **Enjoy Life!**
享受生活!

Congratulations

for having full attendance at the Fun Ferns Netball Programme and showing a great improvement.

Active Asian 





BEING BUSY

The ActvAsian survey found:

- The top three sports Chinese children want to play more of are: tennis, table tennis and badminton
- 70 per cent took swimming lessons out of school hours.
- Kids with poor English were less interested in sport and more focused on homework. Those fluent in English took part in more sport.

Tina Ma directs the ball clearly into the hoop. The youngster wants to join a school netball team now

CHRIS SKELTON

Fresh eyes on the ball

A new sporting plan is successfully encouraging the Shore's Asian kids to join in and play, reports **Sophie Bond**

A BIG grin spreads across Tina Ma's face as she sends the ball neatly through the netball hoop for the third time in a row.

Nine-year-old Tina had never played netball before she joined the ActvAsian programme at Sunnybrae Primary School this year. Now, she's an enthusiast and — like most of the other Chinese children who took the lessons — wants to join a school netball team.

ActvAsian was developed by Harbour Sport in response to Auckland's growing Asian population. Active Communities manager Justine Martin says the project started this year with netball for Chinese primary school pupils.

Ideally, it will expand to incorporate other ages, sports and ethnic groups.

To make ActvAsian a sustainable scheme, Harbour Sport will need sponsorship or partnerships.

"It's predicted there will be 400,000 Asians in Auckland by 2016, and this population's sporting and community needs should be considered in the promotions and development planning of sports clubs," says Ms Martin.

Last year, Harbour Sport surveyed Chinese pupils and their families at four North Shore primary schools.

"The Chinese population on the North Shore is very high, so we decided to focus on them initially.

"We found 91 per cent of pupils surveyed would like to play more sport and the biggest barriers were too many other commitments and sport being too expensive."

The first ActvAsian project was six weeks of netball at two of the primary schools surveyed.

Sunnybrae deputy principal Cathy O'Hanlon says it's been great to have the programme.

"We've seen their ball skills develop over the last six weeks. Some of them

are quiet children who don't generally get involved."

While the school does not normally target an ethnic group, Mrs O'Hanlon says the goal is to involve more children in out-of-school activities, which seems to be working well.

Ying Jellie has come along to all the lessons with son Sam.

"He has done karate for years but, in karate, you train by yourself. I like him getting some teamwork."

"Once he tried it he loved it."