

SAMPLE



NETBALL

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## About the card sort

- The cards describe competencies, behaviours and qualities in the game of netball.
- The sort can be completed by athletes on their own, or in a conversation with a coach, parent or mentor.
- The cards should be used to identify competencies to grow into super strengths or areas to work on.
- On the back of the cards are ideas for actions to support development planning.
- Use the cards at the beginning and end of the season, and following key milestones.

*Select cards to sort appropriate for your roles in the team.*

Categories of competencies for netball include:

- mental skills
- self
- athlete life
- health
- physical
- netball skills
- positional skills
- tactics

*Turn over to see the full list of competencies.*

Mental Skills	Self	Athlete Life	Health	Physical	Netball Skills	Positional Skills
Performance Focus	Team Values and Culture	Managing Time and Energy	Health	Speed Endurance	Passing	Making Space in the Circle
Motivation and Passion	Leadership	Sponsorship and Athlete Brand	Women's Health	Aerobic Fitness	Catching	Feeding the Circle, Centre Pass Attack
Performance Preparation	Programme Ownership	Financial Skills, Facilities and Equipment	Robustness	Power, Elevation, and Strength	Movement	Restricting Circle Edge Positions, Centre Pass Defence
Self-Belief and Confidence	Team Person	Future, Change, and Career Planning	Mental Health and Wellbeing	Agility and Muscle Balance	Shooting	Defence of the Circle, Defending the Shot
Resilience	Drive and Ambition	Relationships	Injury Recovery	Speed		Defend to get the Ball
Performance Review	Competitiveness	Circle of Support	Sleep	Recovery	<b>Tactics</b>	Attack to Score Goals
Practicing Pressure	Work Ethic		Nutrition	Flexibility	Tactical Play and Reading Play	Rebounding
Mastery	Continuous Growth				Decision-Making and Tactical Leadership	
Deep Practice	Identity, Purpose and Self-Awareness				Court Presence and Positional Understanding	
	Communication					

2

## How to use the cards

### ATHLETE

1

#### **SORT FOR STRENGTHS**

Sort the cards into roughly three even piles with the following black cards forming the top of each set:

- high/strength
- middle/average
- low/work-on; and
- not applicable.

Sort based on your highest level of competition.

2

#### **EXPLAIN/RECORD**

Explain reasons for placement, focusing on strengths and areas to work on. Take a photo or fill in the worksheets to record placement to refer back to on review.

3

#### **PRIORITISE**

Once completed, pick up the cards sorted as areas to work on. You may also wish to select some strengths to include in your development plan that could become super strengths. Flip over the header cards and sort again for priorities for the next season or training block using the black cards (high, medium, low). Aim to narrow down to not more than two development priorities per category.

*Once you have identified your priorities, turn over the cards. The back of the cards have development planning ideas.*

*Please Turn Over*

2

## How to use the cards

### COACH/ MENTOR

1

#### INTRODUCTION

Explain the purpose of the process.

Explain the process (see website for more detail) and discuss confidentiality.

Check for comfort and questions.

2

#### GUIDE

Guide the process.

Question, clarify and summarise to help the athlete identify the critical priorities.

Listen with an open mind, avoid making judgements.

3

#### PLAN

Record placement of cards with notes. Select priorities emerging from the second sort and identify development actions (see ideas on the back of cards) in collaboration with the athlete.

*TIP: You can complete a separate card sort for comparative discussion.*

# STRENGTH



COMPETENCIES ASSESSED AS A STRENGTH AT THE HIGHEST LEVEL  
OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

# HIGH PRIORITY



COMPETENCIES ASSESSED AS A HIGH PRIORITY FOR  
THE NEXT COMPETITION AND TRAINING BLOCK

# MIDDLE/AVERAGE



COMPETENCIES ASSESSED AS MIDDLE AT THE HIGHEST LEVEL  
OF COMPETITION, IN RELATION TO OTHER COMPETENCIES



# MEDIUM PRIORITY



COMPETENCIES ASSESSED AS A MEDIUM PRIORITY FOR  
THE NEXT COMPETITION AND TRAINING BLOCK

# WORK-ON



COMPETENCIES ASSESSED AS AN AREA TO WORK-ON AT THE HIGHEST  
LEVEL OF COMPETITION, IN RELATION TO OTHER COMPETENCIES

# LOW PRIORITY



COMPETENCIES ASSESSED AS A LOW PRIORITY FOR  
THE NEXT COMPETITION AND TRAINING BLOCK

# NOT APPLICABLE



THESE ARE EITHER NOT APPLICABLE OR TO BE SORTED AT A LATER DATE



# MENTAL SKILLS<sup>©</sup>

— SORT CARDS —



## Performance Focus

- I am able to maintain my focus on doing what I need to do, regardless of the level of competition.
- In adversity, under pressure or following unexpected events, I will:
  - Acknowledge my thoughts and feelings in the moment.
  - Use strategies to actively manage my emotions and reactions (e.g., self-talk, imagery, affirmations).
  - Focus on the process, not the outcome.
  - Lead by example with both words and actions, continuing to communicate positively and effectively.
  - Maintain confidence in others and have a settling effect on the team.
  - Make rational decisions.

## Developing Performance Focus

### Experiment with ways to stay calm, manage focus and eliminate distractions

Feeling stressed or anxious affects your focus. Set up situations in training where you could get distracted (e.g., under fatigue, situational pressure).

In these situations, practice different strategies to stay present, e.g., breathing control, imagery or visualisation, cue or focus words, and/or thought dumping/stopping.

### Reflect on the consequences

Discuss with someone (a mentor or coach) what the outcomes and impacts of losing your composure are. Discuss high profile examples.

### Identify your triggers

Consider what triggers you away from focusing on the present. Build a plan to manage these, testing out how quickly you can refocus.

### Key moment planning

Focus is having less in your mind. Use a journal to identify and plan your focus for key moments that may arise. Quiz the consistent performers in your team/sport on their strategies. Evaluate your focus at training as well.

### Focus on what you can control

Draw a circle. Inside the circle write down everything about your performance that is within your control. Next, write down everything that is outside of your control outside of the circle. Observe and review how much time you spend thinking and worrying about things outside of your control.

### Become actively aware

Keep a journal/daily training diary in which you rate yourself every time you train or play. Simple daily evaluations are critical to improving your focus because you are building a habit of being consciously aware.



# Motivation and Passion

- Self motivated to play sport for the love of the game.
- Enjoys the game, has fun.
- Enters training with clarity and intention on areas for improvement.
- Understands the importance of the work/mahi put in now for the long term goals.
- Motivated by internal rather than external rewards.
- Often stays at the end of the training to do something extra.
- Loves to learn more, talk more, and watch more netball.



## Developing Motivation and Passion

### What's your definition of success?

Make sure your definition of success is related to things that you can control, rather than external things that you have no control over (e.g., media reviews, player-of-the-day awards).

### Understand your why

What is the source of your motivation? Ask yourself the 5 whys, i.e., why do I play my sport x5? Each time you answer the question, drill down to a deeper level of understanding.

### Focus on process goals

Are you measuring your success with process goals or outcome goals? Set process goals to give intention and focus to your training week.

### Celebrate success

Think about how you can acknowledge and celebrate little milestones or day-to-day successes.

### Bring back the fun

Brainstorm and implement some ideas to add fun and competitions into training sessions.

### OK to make mistakes

Learning from mistakes is important, but don't linger on them. Remember, mistakes are part of learning: 'the biggest mistake you can make, is to not make any'.

### Have fun celebrating successes

Recognise the effort and courage that is required to master a new thing.

### Have down time

Plan your down time and use it wisely to recharge your batteries.

### Thrive/survive score

Define what behaviours you would see when you are highly motivated. Track your energy and wellbeing on the thriving-coping-surviving scale, where -10 is barely surviving and +10 is thriving. If you get a series of low scores, or are tracking downwards over a week or two, discuss it with someone in your circle of support that you trust.

### Ownership builds motivation

Reflect on any areas you could take more control or ownership over your programme, discuss it with your coach.



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— SORT CARDS —



# Team Values and Culture

- Aware of self and impact on others.
- Is a guardian (has kaitiaki) of team values (during both good times and bad times) and encourages others to do the same.
- Is widely trusted. Contributes to team feedback and is seen as a direct, truthful and humble individual.
- Respects and trusts the coaches/leaders, and shows confidence in others.
- Understands role in the team, is selfless, and willing to support the development of others.
- Doesn't misrepresent him/herself for personal gain.
- Can quickly sense what will help or hinder the team to accomplish a goal.
- Can see the bigger picture (i.e., not just where I am headed, but also where I come from).
- Has considered the whakapapa of the group (i.e., the story of the group, land, or water that we perform on).

## Developing Team Values and Culture

### Understanding our culture

- Has your team discussed how they are seen from the outside, and how they want to be seen?
- Has your team discussed what moments or events have created those perceptions and how you might go about changing them?
- Is everyone absolutely clear on what behaviours are expected within the 'desired' culture and which are not?
- Have you discussed scenarios and what you would be expected to do?
- Have you discussed consequences of falling short of expectations with the team?

- Does your team integrate team values into review and reflection of team performance? e.g., if courage is a team value, do the team use courage as a way to reflect on the team performance or look for moments of courage on the field.

### Supporting the leaders

What feedback loops have been set up? How does the coach best receive your feedback? Discuss your ideas and observations with your coach and captain, and work together to build the culture you desire. If you are a junior player and you see something that's not quite right, approach a senior player you trust to ask if you can help.

### Reflecting on the past

Reflect on the times when you have known a behaviour was outside of what is expected. Reflect on what action you took and what your motivations were. Reflect on any barriers to taking action and how you would approach the situation in hindsight.

### Knowing why it's important

Have you drawn a clear line of sight between the impacts/consequences of not respecting team agreements and the team's ability to be successful?

### Using humble enquiry

If you see or hear something that doesn't sit right, try asking a humble question to check others' perceptions.



# Leadership

- Is respected and followed as a leader.
- Is an architect of the culture and vision; helps lead and shape it, encouraging a strong sense of commitment to the team goals.
- Is skilled at getting individuals and/or the team motivated to perform at a higher level.
- Communicates well, inspires through actions and words.
- Is a role-model in all things.
- Is a guardian of team values.
- Is committed to what needs to be done.
- Contributes to a strong team spirit.

## Developing Leadership

### Self-leadership

First and foremost, you are a leader of self. You have a responsibility to lead through your actions. Ask others how they perceive you and reflect on whether you are a role model to others. Do you put the team interests before your own? Are you committed and dedicated? Do you use initiative? Do you consistently demand excellence of yourself and others?

### Is leadership for you?

Do you see yourself as a leader? Just because you are a senior player or one of the best in the team, this doesn't mean that you have to take on a leadership role.

### Be conscious of your influence on others

If you are respected by others in the team, you are a leader whether you are formally called a leader or not. Is your influence on others positive? Do you openly support the other leaders in the group, the coaches, management and senior players? Do you hold yourself accountable to the team's standards?

### Building connections

Build knowledge of others to form a deeper connection to them outside of sport. Seek to understand what they bring into the environment and where they come from. Think about how you are cultivating their sense of belonging and connectedness. Show you care.

### First steps

Talk with your coach or captain about what support you can give them, and what opportunities there might be for you to take a leadership role. Start with small leadership responsibilities.

### Find role models

Identify some leaders that you know and respect. Research them or ask to meet with them to find out about their experiences as a leader.

### Encourage others to lead

Good leaders delegate and create space for others to show leadership too (sometimes all others need to show leadership is an invitation).



# ATHLETE LIFE<sup>®</sup>

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# Managing Time and Energy

- Concentrates on the most important priorities.
- Has structure within each day.
- Manages device/screen time.
- Uses a diary and/or calendar.
- Uses down time wisely to recharge my energy.
- Knows that priorities change at different times.
- Life is mostly stable and well balanced.
- Has friends and interests outside of sport that allow some variety, challenge and stimulation.
- Is OK with things outside of control.



## Managing my Time and Energy

### Noticing when things are out of balance

When things get out of balance, you may start to feel stressed or anxious. Do you know what behaviours others would see that reflect a healthy or unhealthy balance?

Reflect on your life balance weekly, and if you notice a series of low scores or downward trend over weeks, talk to someone trusted in your inner circle of support about what changes are needed.

### Plan your down time

Look at your schedule, and plan when you have spare time that you could use. Think about how best you can use this time to refresh mentally and physically.

### Set aside time to plan

Set aside time on a Sunday night to plan your week and then take 10 mins each morning to plan your priorities for the day.

### Examine how you spend your time

Is your life one-dimensional? Do you spend all of your time on netball and only hang out with people related to netball? Having another way to engage the brain, e.g., study, a job or interest, can help you stay fresh, continue to enjoy netball, work towards a career after you retire, and provide perspective.

### Device time

Set limits for your device time and avoid screen time in the 30mins before sleep.

### Planning in and using breaks effectively

Look at whether you can plan a complete break in your annual programme. Use this time wisely to refresh; e.g., try something new, do something outside your comfort zone, meet new people. TIP: keep your fitness up during your break through cross training.

### Managing priorities

Write a list of everything you have to do in priority order. Look down your list and draw a line between the things you 'have to do' and the things that you can delete, defer, or delegate. Now set about 'managing' the things below the line to move them off your short term 'to-do' list.



# Future, Change, and Career Planning

- Has a plan for at least the next year (i.e., income source, living arrangements, sporting competition plans, etc.).
- If at school or studying, is actively preparing for the transition into part-time or full-time work.
- Knows what careers are of interest and is developing skills, experience and/or networks in this area.
- Has a transition plan for any upcoming changes.
- Has a strong support network to navigate through changes and support settling into new routines (may take six to 18 months).

## Tips for Future, Change and Career Planning

### Not sure what career you would like to follow?

- Write down your strengths/talents and what you are passionate about.
- Write down the times in your life you have been in flow (when everything has clicked and you've been in your element). Identify industries or the type of work you are interested in.
- List jobs in which your skills, passions and interests were being used.
- Research; have conversations with people you know in careers you are interested in.
- Consider study options to work towards a career pathway.

### Need a job that works in with netball?

Make a list of the job parameters that would be ideal:

- How many hours per week?
- What days/times you would be available to work?
- How much flexibility you would need to attend competitions?

Identify jobs that may fit this profile. If you have no experience in this area, consider what work experience would support your application. Prepare your curriculum vitae and identify a list of people/businesses to approach. Search job advertisements.

### Building a network of support

- Make a list of the areas of your life you might need some help/support with (e.g. somewhere to live, finding a part-time job).
- Identify people in your current circle of support and ask them to make introductions to people who may be able to help you in these areas.
- Talk to other athletes who have followed a similar path, and ask them for help identifying people who may be useful connections during your change journey.
- Ask your regional or national sporting organisation for any contacts or relationships they have that may help you through your change journey.



# HEALTH

SORT CARDS



# Health

- Is consistently able to turn up to training and competitions healthy and ready to go (no ongoing sickness or health challenges).
- Has self-care routines to maintain health.
- Will proactively see the GP with any health concerns.
- Has a positive body image and healthy eating habits.
- Is able to manage health during travel, including adjusting to time zones and new sleep routines.
- Is able to train and compete at altitude and in heat within normal adaption expectations.
- No addictions (i.e., drugs, alcohol, gambling).

## Tips for Good Health

### General health, body image, addictions or mental health

If you have concerns, talk to someone in your trusted circle to support you to seek help from a GP, counsellor, or clinical psychologist.

### Sleep

If you are struggling with sleep, look at your sleep habits:

- Does your bedroom environment promote consistent, uninterrupted sleep?
- Do you have a stable sleep schedule?
- Is your bedroom comfortable and free of disruptions?
- Do you follow a relaxing pre-bed routine?
- Do you have healthy daily routines and habits that contribute to supporting your sleep?
- Do you know how much sleep you need?

Seek professional help if you are struggling with getting the right amount or quality of sleep.

### Build your knowledge

Identify someone in your circle of support that will have access to research and specialist knowledge on athlete-specific approaches to subjects such as travel, altitude, and heat.

*Also, see women's health, sleep and nutrition cards.*



# Women's Health

- Understands the importance of menstrual cycles and the role hormones play in recovery, bone, and overall health.
- Is knowledgeable about menstruation and what is normal.
- Knows when to ask for help in relation to pain, bleeding, or other menstruation symptoms. Feels confident to be able to manage symptoms well.
- Can identify the key markers for menstrual health and knows who to contact if she notices any problems.
- Understands that contraception is a choice and is well-informed about the full range of choices available. Knows where to seek help, and has the information and support to make contraception decisions.
- Is aware of common female health issues such as premenstrual syndrome, dysmenorrhea (very painful menstruation), menorrhagia (very frequent or heavy menstruation, amenorrhea (not starting periods until after age 16 or missing more than three periods in a row), endometriosis, and polycystic ovarian syndrome.
- Has positive support from coach/sport to talk about and manage women's health issues.

## Tips for Women's Health

### See your GP

Ask your GP or sports doctor for information on women's health issues related to sport. Did you know that endometriosis and polycystic ovarian syndrome affect around 10% of all women? Recent research has highlighted the prevalence of girl's and women's health concerns but also that they are under-recognised and under-reported. This means they are diagnosed late and the side effects and outcomes made worse. Don't put up with any negative symptoms which impact what you choose to do or how well you perform. Ask and seek support and help.

### Support from your coach/sport

If you have concerns about managing women's health issues in relation to performance or training expectations, identify someone within netball or circle of support that can help you to get understanding and alignment with your health needs.

### Managing your whole health is key to menstrual health

Wellbeing is a balance of social, emotional, physical and mental health and together they are key to your performance as an athlete. Your menstrual cycle is sensitive to imbalances in your health. Keeping a 'balance' is critical to your cycle and hormones.

### Improve your menstrual health knowledge

Did you know that menstrual cycle hormones can affect metabolism, bone density, hydration, immune response, pain tolerance, body temperature, weight, muscle recovery, injury risk, mental health and many other aspects of health and performance? Get informed, and regain choice and power over your body.

Check out:

- HPSNZ website, WHISPA.
- Sport NZ balanced female health handbook and infographic, [sportnz.org.nz/balanced-female-health](https://sportnz.org.nz/balanced-female-health).
- Australian Institute of Sport, female performance initiative.





# PHYSICAL SKILLS<sup>©</sup>

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# Aerobic Fitness

- High work-rate during a game.
- Aerobic fitness does not affect the execution of skills during matches or throughout a tournament.
- The following fitness standards on the YOYO test are a guide for females:

POSITION	Sec Schools/Talent Dvmt	Pre-elite/Talent Dvmt	Elite
GS	15.5+	16.8–17.4	18.1+
GA	16+	17.6–18.2	18.6+
WA	16.5+	17.8–18.6	19.2+
C	16.5+	18.6–19.5	20.1+
WD	16.5+	17.6–18.2	18.6+
GD	16.5+	17.6–18.2	18.6+
GK	15.5+	16.8–17.4	17.6+

## Developing Aerobic Fitness

### Types of aerobic workouts

When working on your aerobic base, there are different types of work-outs you can include in your training programme:

- **Fartlek workout** – A fartlek workout can range anywhere from 30 seconds to 5 minutes of harder running with a long recovery between each repeat. Aim for moderate effort.
- **A steady state run.** Like the fartlek, the steady state run is designed to be a moderate effort – not hard. Start with 20 to 30 minutes and slowly build up to an hour as you get stronger.
- **A long run.**

Each workout helps stimulate a different system. Fartlek runs help improve turnover, efficiency and neuromuscular function. Steady state running improves your aerobic threshold. Long runs help build mitochondria, capillaries and myoglobin content. The easy miles in-between help develop your aerobic endurance.

### Adding mileage

To add mileage, increase the long run by about 2km every 1–2 weeks. Add 1–2 more runs per week and add 2–5km to steady state runs every 1–3 weeks. Aim for a gradual, progressive increase in mileage that will help build endurance, injury resistance and economy.



# Speed

- Able to beat players with speed.
- Quick over 10, 20 and 30 metres. As a guide assess yourself against the following test standards:

	Sec Schools/Talent Dvmt	Pre-elite/Talent Dvmt	Elite
5m	<1.10	1.03–1.08	<1.00
10m	<1.80	1.80–1.90	<1.70
40m	<7.75	7.00–7.30	<6.95
5-0-5	<2.45	2.35–2.40	<2.29

- Has an effective change of speed and direction.
- Is able to slow down (decelerate) quickly and safely.

## Developing Speed

### Technique

The foundation for speed and agility development is the execution of sound movement technique. Initially, perform activities at slower speeds to establish proper mechanics, increasing speed as you progress toward proficiency.

### Sprint assistance

Sprint assistance includes gravity-assisted running (e.g., down grade sprinting on a shallow [3–7°] slope), high-speed towing (e.g., harness and stretch cord), or other means of achieving an over-speed effect. The objective is to provide assistance without significantly altering movement mechanics, primarily as a means of improving stride rate.

### Sprint resistance

Sprint resistance is gravity-resisted running (e.g., sprinting up gradient or up-stairs) or other means of achieving an overload effect (e.g., harness, parachute, sled, or weighted vest).

The objective is to provide resistance without arresting movement mechanics; primarily as a means of improving explosive strength and stride length. In general,  $\geq 10\%$  changes in movement resistance have detrimental effects on technique.

### Deceleration training

Practice slowing down from faster speeds. This helps to prevent injury and condition the muscles that decelerate the body.

### Other factors

Tertiary methods of speed and agility training include mobility (range of motion of the hip, knee and ankle), strength, and speed endurance training. The ability to fully retract the leg during recovery helps to achieve proper ground preparation position and ground strike. Inadequate mobility can therefore result in improper foot strike. On strength, the ability to achieve high movement velocities requires skillful force application across a range of power outputs and muscle actions. Resistance training programs should progressively address the entire force-velocity spectrum.

*Also, see agility and muscle balance, and power, elevation and strength cards.*



# NETBALL SKILLS

SORT CARDS



# Passing

- Can consistently and accurately execute different passing techniques including the chest pass, overhead/lob pass, shoulder pass, bounce pass and an underhand/flip pass; and chooses the right pass for the situation.
- Gives the pass at the right time in the right place for the receiver.
- Consistently delivers the ball accurately under mental/physical pressure, fatigue or in critical moments.
- Has good vision and timing, e.g., doesn't rush the pass.
- Can use the body to create deception when the pass is delivered.
- Can pass with appropriate weight consistently.
- Able to give direction to the receiver, and/or reads receivers cues effectively.
- Can receive, turn and release in a fluid movement, i.e., has thought ahead to the next pass.
- Quick hands. Can get a pass away when under immediate pressure from a defender.
- Can deliver a long pass, i.e., 10+ m.

# Developing Passing

## Mastery

Skill development is about volume of repetitive practice. How can you build more repetition of a variety of different passing skills into your practice?

## Passing Techniques

Understand what good technique looks like for different types of passes. Gather knowledge through:

- Talking to experts (coaches, other athletes).
- Watching videos of the best in the world.
- Videoing yourself or getting someone to watch you and give feedback.

## Training buddy

Find a training buddy who also needs to work on passing or receiving.

## Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to gain more accuracy, power and deception.





# Catching

- Moves to meet the ball.
- Protects the space to be used for ball receipt.
- Safe hands under pressure, fatigue or in critical moments.
- Can catch a ball high, low, left, right, and at pace.
- Can receive, turn and release in the air, in one fluid movement with strong ball retention, i.e., has thought ahead to the next pass.
- Can retain the ball under physical pressure, e.g., hand is knocked.
- Can jump out of court, control the ball and flick it back into the court.

# Developing Catching

## Mastery

Skill development is about volume of repetitive practice. How can you build more repetition of a variety of different catching skills into your practice (e.g., less down-time at training)?

## Catching techniques

Understand what good technique looks like for the different skills listed on the front of this card. Gather knowledge through:

- Talking to experts (coaches, other athletes).
- Watching videos of the best in the world.
- Videoing yourself or getting someone to watch you and give feedback.

## Training buddy

Find a training buddy who also needs to work on passing and receiving.

## Reaction and anticipation

Incorporate exercises in your training that require you to react in relation to a ball or movement of other players.

## Small games and challenges

Set up small games, competitions or challenges to create pressure. Measure your progress and challenge yourself to improve your range of catching skills.



# POSITIONAL SKILLS

— SORT CARDS —



## Making Space in the Circle

- Reads the play well, i.e., on re-gain of possession has awareness of teammate's positioning, which direction the ball is likely to come from, and what movements will create space to receive the ball.
- Works effectively with the other shooter to co-ordinate movements and ensure there is at least one good pass into the circle, e.g. pulley, figure 8 movements.
- Is strong on all types of movements (e.g., half and full roll, screens, holding, leads, dodge, double dodge, front cuts, holds, give and go, up and back, control the baseline, sealing defence off, working to the post).
- Positions self well in relation to the opposition and the ball.
- Executes set-play role(s) consistently.

## Developing Your Ability to Make Space in the Circle

### Movement timing, coordination and explosiveness

Analyse and build different movement patterns into your training:

- Watch video clips of the best in the world and analyse why they are good.
- Video yourself (at training and in games) and get a coach to analyse you and give feedback.
- Discuss timing and coordination with the other players involved in circle play during training.

### Specific practice

Ask your coach to tailor training exercises for the specific movements you need to work on.

### Reaction and anticipation

Incorporate exercises in your training that require you to react in relation to a ball or movement of other players.

### Small games and challenges

Set up small games, competitions or challenges to create pressure to refine your movements.

### Warm-up

Think about how to incorporate circle-specific movement patterns when warming up for training and matches.

*Also, see **agility, power/elevation/strength and speed cards.***



# Rebounding

- Has a 50% or better success rate with rebounding.
- Follows the shot in, has good timing and can box out the opposition.



## Developing Rebounding

### Movement timing

- Watch video clips of the best rebounders in the world and analyse why they are good.
- Video yourself (at training and in games) and get a coach to analyse you and give feedback.
- Discuss timing, coordination and positioning with the other circle player during training.

### Specific practice

Ask your coach to tailor training exercises for the specific movements you need to work on.

### Small games and challenges

Set up small games, competitions or challenges to create pressure to refine your movements.

### Warm-up

Think about how to incorporate rebounding when warming up for training and matches.

*Also, see **agility, power/elevation/strength cards.***

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# TACTICS

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# Tactical Play and Reading Play

- Understands and executes tactical plans proposed by the coach and can implement them on the court.
- Understands role within a plan and how it relates to other players, and executes effectively.
- Can adjust the style of play depending on the score and/or time left on the clock.
- Understands and works to maintain width and height of the court to stretch out the opposition defence.
- Understands and can execute a zonal defence or a man-to-man marking defence.
- Is tactically clever when choosing whether to front, side or back mark.
- Is able to identify opposition set plays and anticipate player movement on the court.

## Developing Tactical Play and Reading Play

### Talk with your coaches

Ask your coaches or senior members of your team what they see when watching games. Talk through different styles, tactics, systems and patterns, to deepen your understanding of their strengths and weaknesses.

### Use of video analysis

Video can be used to:

- Scout opposition strengths, weaknesses and set plays (including options used under pressure).
- Recognise patterns of play or movement.
- Ascertain tactical strategies and when they are used.

### Be humble and open

Being humble makes you more open to learning and therefore improving. Identify times when your attitude to feedback has been clouded by emotions, such as fear of looking bad. Reflect on how you contribute to a safe space for making mistakes and learning within your team.

### Stay high level

When you are feeling bogged down with information, aim to focus on a few high-level concepts to guide your decision-making under pressure.

### Learning styles

Do you know your preferred learning style? i.e., do you prefer to learn/take in information that is visual (pictures), spoken, read or do you prefer to learn by doing (kinesthetic)? Encourage your coach to present information in different ways to help everyone in the team understand and learn.



# Decision-Making and Tactical Leadership

- Has excellent general game awareness and alertness.
- Is able to execute plays in a composed manner at critical moments.
- Has outstanding tactical understanding of the game and consistently shows clear leadership and excellent communication with others.
- Is trusted by other players to call set plays when required. Is clever, confident and clear with calls made.
- Makes good decisions on when to use more penetrating passes (i.e., passes over the advantage line).
- Makes good decisions in reaction to movement of other players on the court (e.g., to maintain width and depth of court use).

## Developing Decision-Making and Tactical Leadership

### Use of video analysis

Use video to analyse your decision-making in relation to the game situation, opposition patterns of play or movement, and strategy. Identify a few areas of focus for improvement.

### Clarify your leadership role(s)

Discuss with your coach any areas of the game that you are expected to show tactical leadership.

### Review Leadership

Review and discuss the situations that arose in the game and your leadership contribution with your coach and teammates. Review the direction you gave, the timing, and whether the changes were heard, understood, trusted and implemented.

