

Teacher
Resource Kit

Sport Education Program: Netball Year 10



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EEEEH455: Approaches to Teaching Health
& Physical Education

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Rationale

This Year 10 netball resource kit has been designed using the Sport Education (SEPEP) model designed by Daryl Siedentop (1994) for use in schools. The SEPEP model provides teachers with a unique alternative to the traditional physical education program and provides students with the opportunity to develop leadership and decision-making skills as well as improving their ability to work in a group and/or as a team. Siedentop (1994) states that the main goal of his model is to 'educate students to be players in the fullest sense and to help them develop as competent, literate and enthusiastic sportspeople'. Therefore, the benefits of the SEPEP approach reach far beyond the domains of the classroom, equipping students with skills that are transferrable to their everyday lives, whether they are participating in sport or not. Alexander & Luckman (2001) further elaborate on the benefits of the Sport Education model, explaining that the program accommodates students of all skill levels and abilities and consists of a high level of inclusion through team affiliation and a sense of belonging. Furthermore, the learning experience of lower skilled students in a SEPEP program is greater than that of a traditional Physical Education curriculum, with development of game play to a higher level due to their greater exposure in game situations as well as deeper understanding of strategies, tactics and rules (Siedentop, Hastie & van-der Mars, 2004).

The key features of the SEPEP model include seasons, affiliation, competition, culminating events, record-keeping and festivity (Siedentop, 1994) and are unique to the program as they are aspects which are not present during a typical Physical Education classroom. Carlson (1995) identifies team affiliation and festivity of SEPEP as a significant factor of achieving personal and social objectives identified in Physical Education curriculum. Furthermore, the roles which are undertaken when students are not competing, such as umpiring and recording statistics, ensure that students are not behaving in an inappropriate or off-task manner while they are not participating in games.

SEPEP links to AusVELS at Level 10:

Health & Physical Education:

Movement and physical activity

- Students employ and devise skills and strategies to counter tactical challenges in games situations.
- Students assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

Interpersonal Development

Working in teams

- Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.
- Working with the strengths of a team they achieve agreed goals within set timeframes.
- Students describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team.

- Students develop and implement strategies for improving their contributions to achieving the team goals. (Victorian Curriculum and Assessment Authority, 2013)

Unit Outline

Week	Outcomes	Learning activities	Resources	Assessment
1	<ul style="list-style-type: none"> - Students are to gain a firm knowledge of the SEPEP program and the benefits towards all students. - Students to achieve an understanding of netball including history, rules and game sense. - Reassurance of students understanding of warming up. 	<p>Details of SEPEP explained</p> <p>Introduction to netball.</p> <p>Students divided into three teams</p> <p>Explanation of roles students will undertake within the season; player, a duty team, and a team role.</p> <p>Team roles; coach, captain/fitness trainer, team manager, umpire.</p> <p>Team name, mascot, motto, uniform and song will be developed</p> <p>Present students with the equipment set up and pack up procedure using duty team one to demonstrate.</p> <p>Ensure all students are aware of warming up benefits and problems if not warming up.</p> <p>Introduce the warm up procedures. Allocate fitness coaches/captains to create a warm up routine for each week using provided cue cards of specific stretches and drills provided by teacher.</p> <p>Student directed skills session. The students will use the initial netball skills assessment to determine pre existing skill level.</p>	<p>Netball Module: http://www.teachpe.com/gcse/Netball.pdf</p>	<p>Self-assessment form</p> <p>Teacher assessment</p>
2	<ul style="list-style-type: none"> - Students to improve their basic skills - Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. - Students assume 	<p>Warm up in individual teams directed by the fitness coach/captain using the cue cards of specific stretches and drills provided by teacher.</p> <p>Teacher directed basic skills session</p> <p>Round Robin Tournament</p> <p>Two teams will play against each other whilst the third team will keep score and</p>	<p>Netball Module: http://www.teachpe.com/gcse/Netball.pdf</p>	<p>Self-assessment</p> <p>Teacher assessment</p>

	responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.	time the game, teams will rotate around so that all teams play, and teacher will umpire.		
3	<ul style="list-style-type: none"> - Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. - Students assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour. 	<p>Warm up in individual teams directed by the fitness coach/captain using the cue cards of specific stretches and drills provided by teacher.</p> <p>Student directed basic skills session</p> <p>Round Robin Tournament</p> <p>Two teams will play against each other whilst the third team will keep score and time the game, teams will rotate around so that all teams play, and teacher will umpire.</p>	<p>Netball Module:</p> <p>http://www.teachpe.com/gcse/Netball.pdf</p>	Self-assessment Teacher assessment
4	<ul style="list-style-type: none"> - Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. - Students assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour. 	<p>Warm up in individual teams directed by the fitness coach/captain using the cue cards of specific stretches and drills provided by teacher.</p> <p>Final Round Robin Tournament</p> <p>Two teams will play against each other whilst the third team will keep score and time the game, teams will rotate around so that all teams play, and teacher will umpire.</p> <p>All scores from each tournament tallied and winners announced, trophies presented etc.</p> <p>Other awards presented</p>	<p>Netball Module:</p> <p>http://www.teachpe.com/gcse/Netball.pdf</p>	Self-assessment Teacher assessment

Lesson number	Duration of Lesson	Class Size	Level
2	84mins approx	24	10
Topic: SEPEP Focus: Netball Learning Objective/s: <ul style="list-style-type: none"> - Improve teamwork, strategic thinking and tactical knowledge/game sense - Organise and conduct team warm-up and skills activities - To improve and develop passing and defensive skills as they relate to the game of netball - To develop strategic thinking and tactical knowledge through competitive games 			

Learning Focus:			
AusVELS Strands	Level: 9	Domains	Dimensions
Physical, Personal and Social Learning	Health & Physical Education	Movement and Physical Activity	
	Interpersonal Development	Building Social Relationships	
		Working In Teams	
Key elements of standards to which lesson is focused			
Students demonstrate proficiency in the execution of manipulative and movement skills during complex activities			
They demonstrate advanced skills in selected physical activities			
They employ and devise skills and strategies to counter tactical challenges in games situations.			
They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.			
Students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others.			

Students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams

Working with the strengths of a team they achieve agreed goals within set timeframes.

They develop and implement strategies for improving their contributions to achieving the team goals.

Equipment

Netballs

Netball bibs

Netball hoops

Cones

Stage/Time	Tasks	Teacher/Student Action
<u>Stage 1</u> Introduction 0-15	<ul style="list-style-type: none"> - Mark roll (students changed/not changed, notes) - Students to conduct own warm-up in teams and led by captain 	<ul style="list-style-type: none"> - Ensure all students are actively participating in an appropriate warm-up - Constant encouragement, direction and feedback - Team 1 on duty to collect all equipment
<u>Stage 2</u> Body 15-35	<u>Skills:</u> <ul style="list-style-type: none"> - Students to conduct skill drills in their teams which work on their passing and shooting - Allocate an area for each team to conduct their skills 	If 1 team displays an excellent drill, have them demonstrate to the rest of the class If teams are struggling are not conducting appropriate drills: <u>Drill Option A:</u> <ul style="list-style-type: none"> - Player A begins with ball under hoop passes straight out to Player B - Player B passes back to Player A who is moving to their right while remaining in goal circle, Player A then passes to Player C at left of hoop - Player C passes back to Player A who shoots at the hoop - Player A now moves to position B, Player B

		<p>to C and Player C to A</p> <p><u>Drill Option B</u></p> <ul style="list-style-type: none"> - 3 versus 2 - 3 players must work the ball to clear a third while under pressure from 2 defenders - Rotate defenders regularly - Ensure all students are actively participating in an appropriate warm-up - Constant encouragement, direction and feedback
35-70mins	<p><u>Games:</u></p> <ul style="list-style-type: none"> - Conduct round robin - Team 2 vs. Team 1 - Team 1 vs. Team 3 - Team 3 vs. Team 2 - Players in non-competing teams to umpire and score 	<ul style="list-style-type: none"> - 1 game being played at a time, 1 team off - Divide time up evenly for number of games to be played
<p><u>Stage 3</u></p> <p>Conclusion</p> <p>70-80mins</p>	<ul style="list-style-type: none"> - Discussion of each team's strengths, weaknesses, points to improve etc. 	<ul style="list-style-type: none"> - Duty team to ensure all equipment is packed up - Students to complete self-assessment - Team managers to collate results on Tournament Results Form - Students to change and wait for bell to be dismissed

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Equipment

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Stage/Time	Tasks	Teacher/Student Action
<u>Stage 1</u> Introduction 0-15	<ul style="list-style-type: none"> - Mark roll (students changed/not changed, notes) - Students to conduct own warm-up in teams and led by captain 	<ul style="list-style-type: none"> - Ensure all students are actively participating in an appropriate warm-up - Constant encouragement, direction and feedback - Team on duty to collect all equipment
<u>Stage 2</u> Body 15-60mins	<u>Games:</u> <ul style="list-style-type: none"> - Conduct round robin - Team 2 vs. Team 1 - Team 1 vs. Team 3 - Team 3 vs. Team 2 - Players in non-competing teams to umpire and score 	<ul style="list-style-type: none"> - 1 game being played at a time, 1 team off - Divide time up evenly for number of games to be played

<u>Stage 3</u> Conclusion 60-80	<ul style="list-style-type: none">- All scores from each tournament tallied and winners announced, trophies presented etc.- Other awards presented (Best & Fairest from each team, Fair Play Award, Best Umpire)	<ul style="list-style-type: none">- Duty team to ensure all equipment is packed up- Students to complete self-assessment form and SEPEP evaluation form- Team managers to collate results on Tournament Results Form- Students to change and wait for bell to be dismissed
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Assessment

Assessment is a critical aspect of any teaching program as it provides a means of evaluation of student performance, student learning and the effectiveness of teaching practices. The Department of Education and Early Childhood Development (2013) outlines three purposes of assessment:

- Assessment *for* learning, involves a teacher compiling information about student progress to assist in their teaching.
- Assessment *as* learning is more student-driven and involves students reflecting on their own progress to inform their future learning goals.
- Assessment *of* learning usually occurs at the end of a unit and involves a teacher using evidence of student learning to make judgements on achievement in comparison to standards.

The assessment tasks developed in this unit aim to provide opportunities for all three of the above purposes of assessment to collate a broad evaluation of student learning and effectiveness of the SEPEP program. The combination of self-assessment, teacher assessment and student evaluation of the program meets these three purposes and is in line with the overarching philosophy of the SEPEP model.

The student self-assessment form allows students to reflect on their participation in the program and their progression each week across a range of criteria.

The results form allows the teacher to assess teams as a whole on a list of criteria which is in line with the objectives of the unit as well as the expected outcomes of the SEPEP program.

Year 10 SEPEP Results**Team 1:**

Date	Uniform	Duty	Warm-Up	Skills	Umpiring	Results	Fair Play	<u>Total</u>

Team 2:

Date	Uniform	Duty	Warm-Up	Skills	Umpiring	Results	Fair Play	<u>Total</u>

Team 3:

Date	Uniform	Duty	Warm-Up	Skills	Umpiring	Results	Fair Play	<u>Total</u>

SEPEP Self Assessment Rubric

Student name:

Area of Learning	My Rating					Teacher				
Movement and Physical Activity										
Technical development	1	2	3	4	5	1	2	3	4	5
Tactical development	1	2	3	4	5	1	2	3	4	5
Umpiring and Officiating	1	2	3	4	5	1	2	3	4	5
Interpersonal Development										
Work with others and in teams	1	2	3	4	5	1	2	3	4	5
Working safely and responsibly	1	2	3	4	5	1	2	3	4	5
Performance in team role	1	2	3	4	5	1	2	3	4	5

Reflection

Aspects of lesson performed well:

Improvements:

How did you work well with your team?

What did you learn about yourself?

SEPEP Assessment Form

Please circle the most correct response to each statement.

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

The SEPEP Netball Program was a much more fun and enjoyable P.E. unit to others I have done

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

The SEPEP Netball Program allowed me to participate and be involved

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

The SEPEP Netball Program improved my netball skills

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

The SEPEP Netball Program improved my game sense and tactical skills

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

The SEPEP Netball Program increased my knowledge of the game of netball

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

The SEPEP Netball Program improved my ability to be an important member of a team

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

The SEPEP Netball Program increased my knowledge of other roles in sport

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

The SEPEP Netball Program gave me a sense of belonging

1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

I would participate in a SEPEP Program in another sport

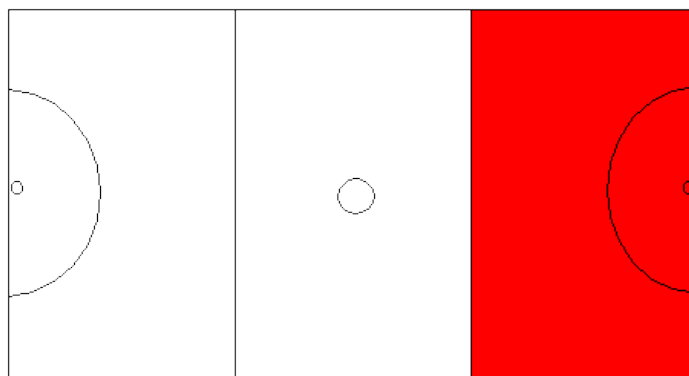
1 = Strongly Agree 2 = Agree 3 = Neutral 4 = Disagree 5 = Strongly Disagree

Aspects of the program which could have been improved:

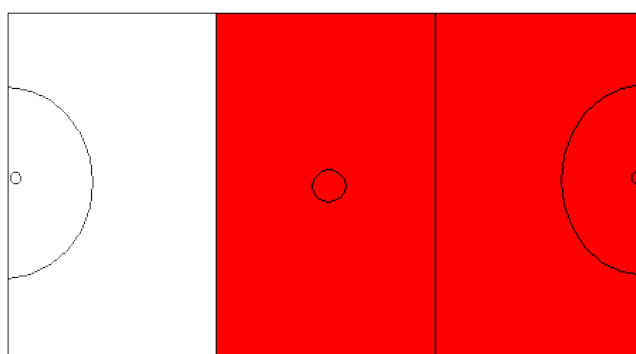
Aspects of the program which worked well:

Netball Positions

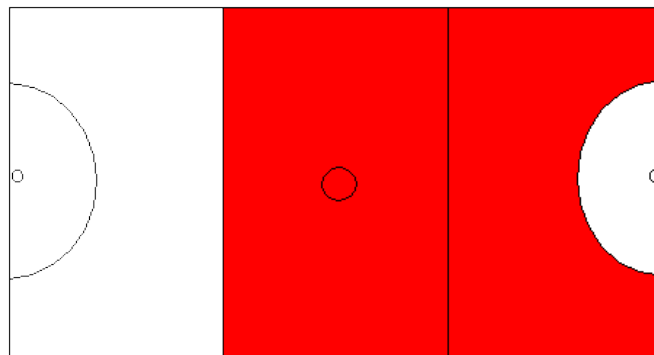
Position	Abbreviation	Opposing Player
Goal Shooter	GS	GK
Role: The main task of the Goal Shooter is to score goals. They must also be able to execute a variety of leads and movements in order to break away from the defenders.		



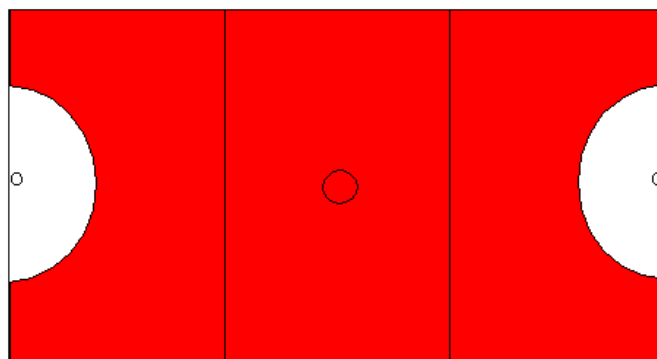
Position	Abbreviation	Opposing Player
Goal Attack	GA	GD
Role: The Goal Attack shares the goal shooting responsibilities with the Goal Shooter. The Goal Attack must also work closely with the WA on the centre pass to gain possession and feed the ball to the GS.		



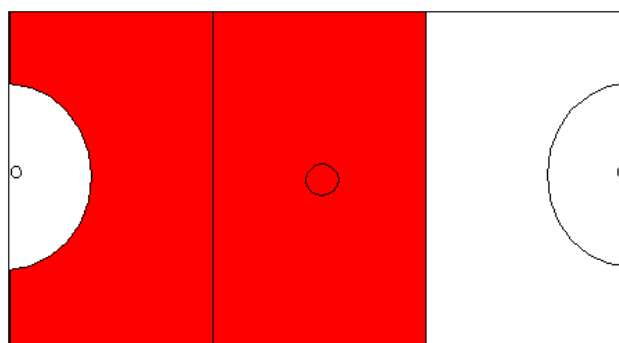
Position	Abbreviation	Opposing Player
Wing Attack	WA	WD
Role: The main task of the Wing Attack is to deliver the ball to the Goal Shooter/Attack using a variety of attacking moves.		



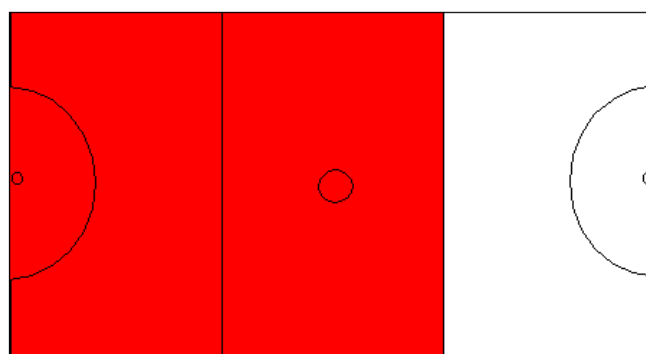
Position	Abbreviation	Opposing Player
Centre	C	C
Role: The centre is the link player from the defence third to the goal third and plays an important role in both attack and defence.		



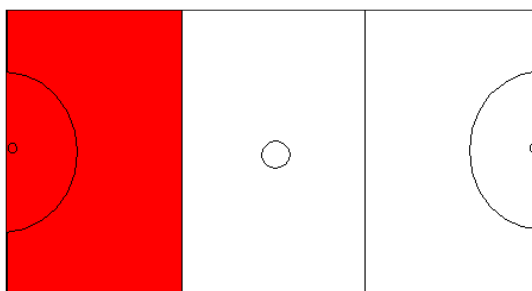
Position	Abbreviation	Opposing Player
Wing Defence	WD	WA
Role: The main task of the Wing Defence is to defend the attacking moves of their opponent, the Wing Attack, at the centre pass, around the goal circle and throughout the centre and goal thirds. They should be ready at all times to pick up any tips or deflections created by the circle defenders and they also need to play a supporting back up role for the attackers down court.		



Position	Abbreviation	Opposing Player
Goal Defence	GD	GA
Role: The main task of the Goal Defence is to defend the attacking moves of their opponent, the Goal Attack, to prevent a goal being scored. The Goal Defence also needs to have good attacking skills, which are important for getting the ball out of the defence third, and assisting the team in attack.		



Position	Abbreviation	Opposing Player
Goal Keeper	Gk	GS
Role: The main task of the Goal Keeper is to defend the goal third to prevent the ball from making it to the goal circle, and to stop a goal being scored.		



Rules of the Game

Starting the Game

The game commences with the first centre pass taken at the umpire's whistle. After each goal is scored, a new centre pass is taken alternatively by the two centre players, irrespective of who scores the goal. The umpire's whistle indicates the beginning and end of each quarter.

Scoring a Goal

A goal is scored when a Goal Shooter or Goal Attack within the goal circle throws the ball completely through the goal ring. The umpire's whistle signals the goal is scored.

Contact

A player cannot accidentally or deliberately come into contact with another player in a way, which impedes their play. For example, pushing, charging, tripping, throwing the body against an opponent or using the ball to push or contact an opponent. Players must not hold an opponent, nor keep their elbows against another player.

Obstruction

A player with arms extended cannot defend a player with the ball, closer than 0.9m (3 feet). This distance is measured from the first landed foot of the attacking player to the nearer foot of the defending player. A player may stand closer to an opponent without the ball provided their arms are not extended, but a player may not use intimidating actions against an opponent with or without the ball. If the attacking player lessens the distance in their throwing or shooting action, then the defending player is not considered to be obstructing because it was the attacking player and not the defending player who shortened the distance.

Held Ball

A player must pass the ball or shoot for goal within three seconds of receiving the ball.

Over a Third

The ball cannot be thrown over a complete third without being touched by a player in that third. The pass is taken from the third where the player gained possession. It does not matter if they step into an adjacent third to throw. A free pass is taken where the ball crossed the second transverse line.

Offside

Players must stay within their designated playing areas. If a player goes offside, a free pass is awarded to the opposing team in the offside area. A player may reach over and take the ball from an offside area provided that no part of their body touches the ground in that area. When two opposing players go offside but neither touches the ball, they are not penalised. If one or both players are in possession of the ball when they go offside, a toss up is given in their area of play.

Out of Court

If a player has no contact with the ball they may stand or move out of the court, but must make contact with the playing area and have no other contact with anything outside the court before attempting to touch the ball again.

Footwork

a. One-Foot Landing

When a player lands on one foot they may step with the other foot, lift the landing foot, but must throw the ball before re-grounding the lifted foot. They may use the landing foot as a pivoting foot, stepping in any direction with the other foot as many times as they wish. Once the pivoting foot is

lifted they must pass or shoot before re-grounding this foot. A player may jump from the landing foot onto the other foot and jump again, providing they throw the ball before re-grounding either foot. NB. A player cannot drag or slide the landing foot, or hop on either foot.

b. Two-Foot Landing

If a player catches the ball and lands on both feet simultaneously, they may step in any direction with one foot, lift the other foot but must throw or shoot before re-grounding this foot. They may pivot on one foot, stepping in any direction with the other foot as often as they wish. Once the pivot foot is lifted they must throw the ball before re-grounding this foot. They may jump from both feet onto either foot, or step and jump but must throw or shoot before re-grounding either foot.

Playing the Ball (or Replay)

A player who has possession of the ball may not bounce the ball and re-gain possession of the ball (replay it). If a player does not catch the ball cleanly, it may be allowed to bounce once to gain possession or batted or bounced to another team mate. After throwing the ball, a player cannot play it again until it is touched by another player, or rebounds off the goal post. A player cannot:

- punch, roll, kick or fall on the ball
- gain or pass the ball in any way while lying, sitting or kneeling on the ground
- use the goal post as a way to regain balance or as a support while stopping the ball from going out of court.

Short Pass

There must always be room for a third player to move in between the hands of the thrower and those of the receiver when passing. Passes that do not have this room are called short passes.

Penalties

There are five types of penalties in netball: 1. free pass 2. penalty pass 3. penalty pass or shot 4. throw in 5. toss up

a. Free Pass

A free pass is awarded for infringements on the court involving one player. The pass is taken where the infringement occurred by any player who is allowed in the area. The offending player does not have to stand beside the thrower taking the pass. If a free pass is awarded in the goal circle, the shooter may only pass the ball - not shoot for goal.

b. Penalty Pass/Penalty Pass or Shot

A penalty pass is awarded for contact, intimidation and obstruction infringements. The pass is taken where the infringer was standing, except if it places the non-defending team at a disadvantage. Any player who is allowed in the area can take the pass. The penalised player must stand "out of play". That is, beside and away from the player taking the pass and make no attempt to take part in play. This includes directing play, until the ball has left the throwers hands. If a penalty is given to a Goal Attack or Goal Shooter in the goal circle they are awarded a "penalty pass or shot".

c. Throw-In

When the ball goes out of court it is thrown-in by an opponent of the team in the court that was last to touch it. The player taking the throw-in should place one or both feet behind the point where the ball crossed the line and make sure all other players are on the court before throwing the ball.

d. Toss Up

A toss up is used to put the ball in play in situations such as, simultaneous contact by opposing players or if the umpire cannot decide who last touched the ball out of court. The two players stand 0.9m (3 feet) apart, facing each other and their own goal end. Their arms should be straight with hands by their sides. Once in position, they must not move until the umpire has tossed it up from just below shoulder height of the shorter player, and blown the whistle. The ball may be caught or batted except directly at an opponent. A goal shooter or goal attack may shoot for goal from a successful possession at a tossup.

(Rules sourced from Netball Australia, 2013)

Description of Student Roles

Player

All students will have the opportunity to play the game. They are expected to participate to the best of their ability, accept umpiring decisions, work cooperatively with their team and display sportsmanship.

Duty Team

Each week, a team will be designated as Duty Team. Their responsibilities will include set-up and pack-up of equipment (including hoops, bibs and balls) and maintaining clean and safe playing area.

Coach

The coach of each team is responsible for each player in their team. It is the coach's responsibility to ensure each player is participating appropriately, decide on positions and run skill activities.

Captain

The captain is the on-court leader of the team. A captain should display exceptional sportsmanship and fair play as an example to the rest of the team. It is the captain's responsibility to lead the team song after a win and to ensure each player shakes hands with their opposing team.

Team Manager

The team manager must ensure their team is ready to play at their designated time and court. They are also responsible for uniforms and collection of results.

Umpire

Each student will have the chance to umpire a game. An umpire must have a thorough understanding of the rules of netball and be fair and unbiased.

Draw & Duty Roster Example

Date	Duty	Draw	Umpires
23/5	1	1 vs 2	Nina & Jess R
		2 vs 3	Emily C & Alicia
		3 vs 1	Emilie L & Britt
30/5	2	3 vs 1	Tara & Maddy H
		1 vs 2	Hannah & Emily W
		2 vs 3	Ruby & Gabby
6/6	3	2 vs 3	Olivia & Zoe
		3 vs 1	Ellie K & Allie-Lea H
		1 vs 2	Steph S & Maddy T
13/6	1	2 vs 1	Stella & Nina
		1 vs 3	Emilie L & Britt
		3 vs 2	Emily C & Alicia

References

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