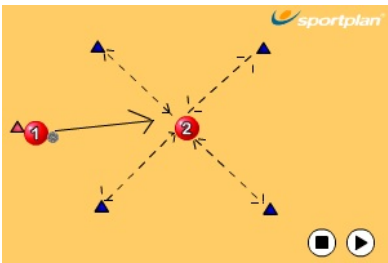



Title: **Getting your WA free from Double teaming defenders**

Date: <b>15/10/2010</b>	Venue:	Duration: <b>1 Hour</b>	No of Players:	Ability / Level:	Equipment: <b>Balls, Bibs and Cones</b>
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<p><b>Session Goals:</b>          This session was developed in response to a question a coach recently asked about how to get specific players free when they're already being tightly marked.          If you have a question and would like to have it answered by coaches from around the globe or see if it's already been answered go to:  <a href="http://sportplan.net/drills/answers/Netball/index.jsp">http://sportplan.net/drills/answers/Netball/index.jsp</a></p>	<p><b>Personal Coaching Goals:</b>          This session can be used to help teach your players moves and set plays that can be used for a Wing Attack to find space for a center pass when the opposition's Wing Defence and Center are both closely marking at the centre pass.</p>
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Time	Task / Activity / Session Content	Coaching Points
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<b>Warm up</b>		
<p><b>4 corner cut back</b></p> <p><b>Description:</b>          The worker (player 2) drives from the center to a cone and then back to the center again to receive the ball from the feeder (player 1).          The worker then passes back to the feeder and repeats.          Each worker repeats this 10 times before changing over.</p>		<p><b>Coaching Points:</b>          Players should make a sharp turn upon reaching the cone.          Player should push off using their outside foot.          Shoulders and face should be turned to the feeder at all time.          Feet and Hips will be turned in direction of movement.</p> <p><b>Open the gate - Warm Up:</b>          A team dynamic stretch and jogging exercise you might like to include in your next training.</p> 

## Skills Development

### Getting free - One defender

**Description:**

Start by reinforcing the coaching points for the WA to get free from ONE defender such as the *Change of direction*, *Cut back and inside* and *The Roll*.

Working in 3s you should have 1 feeder who remains static and 1 defender marking the attacker.

The attacker can practice their dodge, feint dodge, roll and change of direction within a conditioned area.



**Simple Example:**

1 attacker, 1 defender, 1 feeder, 1 ball and 4 cones.

The attacker has to try and get free and receive the ball on any one of the four corner spots on the floor.

Return the pass and start in the middle again.

**Coaching Points:**

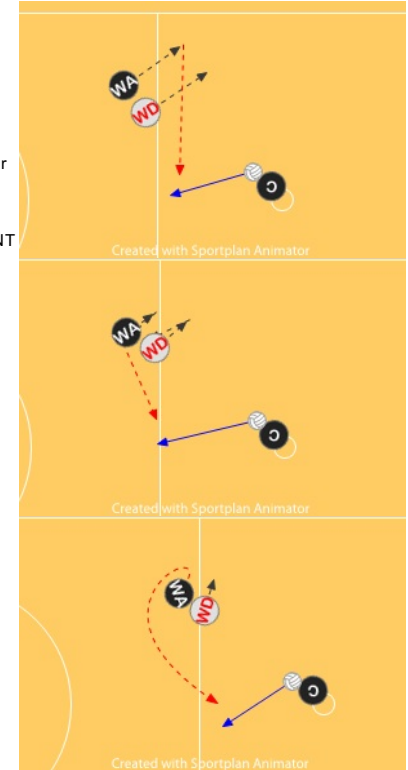
These are some of the examples of how the player could get free.

1. Change of direction.
2. Cut back and inside.
3. The roll.

**Key Points**

Players should be on the balls of their feet, knees slightly flexed, head up, arms relaxed, eyes on ball.

Be definite in movement - sharp - punch onto the ball receiving IN FRONT of defender not at the side of the defender.



### Escape a double team - Up and down

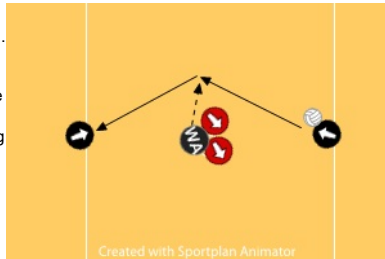
**Description:**

Progress the previous exercise by adding 2 more players. One of the new players acts as a second post and there is also now a second defender.

Player work within a conditioned space (approximately the same size the service area of a badminton court.)

Again the Attacker is creating and penetrating space using skills of dodge, feint dodge, roll and change of direction.

Attacker can use both posts as they wish and must work at speed.



**Coaching Points:**

Attacker must endeavour to receive ball IN FRONT of the defenders.

## Progressions to a game situation

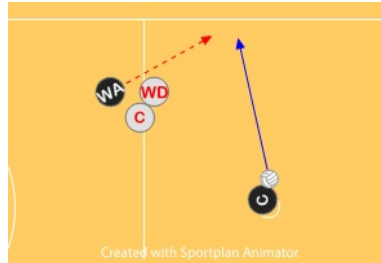
### Escape a double team - Second Stage

**Description:**

Set up on a half court.

The WA should recognise where the free space is and if it isn't there they should create it by losing players by rolling or cutting out etc.

To begin with get players to perform these moves with static defenders.



**Coaching Points:**

The WA has control of their starting position. On the line, off the line. This will create a bigger angle for them to drive into.

**Progression:**

Defenders become more *live*.

To start with the attacker can move on the coach's first whistle and the defenders on the second whistle which should come very soon after the first one.

As the WAs grow in confidence they can then start the work against the defenders as they would in a game situation (no whistles).

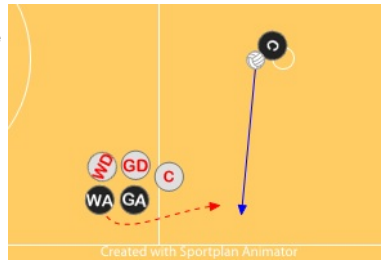
## Game situations

### Setting the block

**Description:**

Another option for players is to stand behind a team mate and roll around them to meet the pass.

Get players to practice this movement one by one, rotating the roles regularly so that all players have a chance to practice.



**Coaching Points:**

In doing this it causes big problems for the opposition's defenders as they are unable to run directly to cover the running player and must choose whether they should stay or should they go?

**Holding Space:**

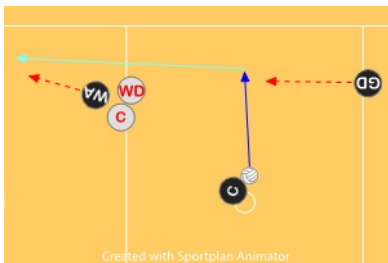
Players can also hold space for themselves (as shown in the video or for a team-mate).



**Why go through when you could go over?**

**Description:**

If a player is double marked why would C necessarily give them the ball?  
It may actually be simpler for the GD to drive straight on to receive the ball and for the WA to drop off to receive a 2nd phase ball.



**Coaching Points:**

Rotate positions so that players can work in all areas.

**Progression:**

Defenders become more *live*.

To start with the attackers can move on the coach's first whistle and the defenders on the second whistle which should come very soon after the first one.

As the WAs grow in confidence they can then start the work against the defenders as they would in a game situation (no whistles).

**Game On!**

**Half Court Game**

**Description:**

Finish with a half court game. The same team starts with the ball each time.  
When the game breaks down or a point is scored the game starts again from the middle.



**Coaching Points:**

Start the game each time with the players in the same position as in the diagram each attack has to go via the WA at some stage for the goal to count.

**Other Comments:**

"We didn't lose the game; we just ran out of time."  
Vince Lombardi

**Evaluation:**

